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EASY ENGLISH FOR AGRONOMISTS



DARSLIK

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TERMIZ DAVLAT MUHANDISLIK VA
AGROTEXNOLOGIYALAR UNIVERSITETI

**EASY ENGLISH
FOR AGRONOMISTS**
(Darslik)



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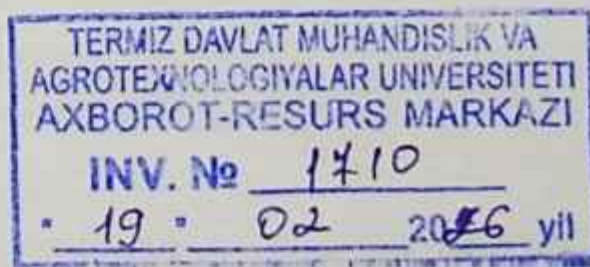
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SO'Z BOSHI

Mazkur darslik qishloq xo'jalik oliy o'quv yurtlari bakalavriyat va magistratura mutaxassislik 60810900- Agromomiya (dehqonchilik mahsulotlari turlari bo'yicha) va 60810900- Agronomiya (anorchilik) ta'lim yo'nalishi talabalari, mustaqil tadqiqotchilar, doktorantlar, qishloq xo'jaligi mutaxassis professor-o'qituvchilari uchun yaratilgan. Kasbiy yo'naltirilgan matnlar kasbdagi maxsus lug'atning muhim manbai, kommunikativ vaziyatlarni yaratish, izohlash va mavhumlashtirish uchun materialdir. Leksik-grammatik mashqlar bilimlarni mustahkamlash va til va nutq qobiliyatlari va ko'nikmalarini rivojlantirishni nazorat qilishga qaratilgan. O'rganish uchun taklif etilayotgan ixtissoslashtirilgan mavzular talabalarning og'zaki muloqot ko'nikmalarini takomillashtirish va til madaniyati darajasini oshirishga xizmat qiladi. Darslik bir necha qismdan iborat, xususan: 12 ta tematik bo'lim, ularning har birida professional matnlar, turli o'quv mashqlari va kasbiy lug'atni mustahkamlash va og'zaki muloqot ko'nikmalarini rivojlantirish uchun topshiriqlar mavjud; uch qismdan iborat mustaqil ish uchun topshiriqlar, ular uchun kasbiy yo'naltirilgan matnlar va mashqlar; 12 ta takroriy test; izoh va abstrakt uchun qo'shimcha matnlar; lug'at va dars matnlarida ishlatiladigan atamalarning inglizcha-o'zbekcha lug'ati. Darslikning maqsadi kasbiy og'zaki va yozma nutq ko'nikma va malakalarini shakllantirish, yangi leksik birliklarni kasbiy yo'nalishda o'zlashtirish, grammatik konstruksiyalarni kasbiy lug'at bilan qo'shib takrorlash va mustahkamlashdan iborat. Tanlangan matnlar, mashqlar va testlar talabalarga professional sohada faol va passiv ingliz lug'atini kengaytirishga, o'qish, tarjima qilish va muloqot qilish ko'nikmalarini yaxshilashga yordam beradi, bu umuman olganda belgilangan maqsadga erishishga yordam beradi.

Ingliz tili bo'yicha ushbu darslik oliy ta'lim muassasalarining agronomiya mutaxassisliklari bo'yicha bakalavriat bosqichiga ega bo'lgan talabalarning auditoriya va mustaqil ishlari uchun mo'ljallangan.



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LESSON 1. IMPROVMENT AGRICULTURE



Activity-1. Learn the words with their translation.

- | | |
|--|--|
| <p>1.to be employed</p> <p>2.fibre</p> <p>3.ornamental</p> <p>4.diet</p> <p>5.variety</p> <p>6.to make up</p> <p>7.to remain</p> <p>8.fabric</p> <p>9.yarn</p> <p>10.to reduce</p> <p>11.demand (for)</p> <p>12.raw materials</p> <p>13.tame</p> <p>14.to spread</p> <p>15.to replace</p> <p>16.device</p> <p>17.to aid</p> <p>18.to inherit</p> | <p>19.to advance</p> <p>1. ishga joylashish</p> <p>2. ingichka tola.</p> <p>3. bezakli.</p> <p>4. diyeta.</p> <p>5. hili,turi.</p> <p>6. tayyorlagan.</p> <p>7. bo`lib qolmoq.</p> <p>8. tola.</p> <p>9. ip o`ram.</p> <p>10.pasaytirmoq.</p> <p>11. talab.</p> <p>12.xom ashyo</p> <p>13. qo`lga olmoq</p> <p>14. tarqalmoq</p> <p>15.almashtirmoq</p> <p>16. qurilma</p> <p>17.maqsad qilingan</p> |
|--|--|

18.meros qilmoq

19.ko'tarilmoq

Activity-2. Translate into Uzbek.

1. To be highly productive, milk cows need good nourishment. 2. The ration of the livestock must include vitamins. 3. This new variety of potatoes is disease-resistant. 4. Wheat, barley, oats and some other crops make up the group called cereal grains. 5. The lambs had to be fed by hand when their mother died. 6. The wool of this sheep breed is processed into the high quality yarn. 7. Cattle breeding is widespread in many countries of the world. 8. Chemicals are used to aid plant cultivation.

Activity-3. Read the text and do the exercises below.

IMPROVMENT AGRICULTURE

Agriculture is the world's most important industry. It provides us with almost all our food. It also supplies materials for two other basic human needs – clothing and shelter. In addition, agriculture provides materials used in making many industrial products, such as paints and medicines. About half the world's workers are employed in agriculture – far more than in any other industry. Food is the most important farm product. But farms also provide many other products, from natural fibres to ornamental flowers and trees. Some crops are used only to feed livestock. These forage crops include alfalfa, clover and many grasses. Forage crops are important because they make commercial livestock production possible.

The rest come from animals, especially cattle, hogs, poultry, sheep and other livestock.

The world's farmers grow about 85 major food crops. They can be divided into eight groups. The main group is cereal grains. Grain is grown on half the world's cropland and supplies much of the nourishment in the human diet. The chief grains are barley, corn, millet, oats, rice, rye, sorghum and wheat.

Various root crops make up the second most important group of food crops. Cereal grains, root crops are grown throughout the world and are a basic food for many people. The leading root crops are potatoes, beets and sweet potatoes. The six remaining groups of major food crops are:

- (1) pulses, which consist mainly of beans and peas;
- (2) fruits and vegetables;

(3) oil-bearing crops, such as soybeans and coconuts;¹

(4) sugar-bearing crops, especially sugar cane and sugar beets; (5) nuts; and (6) cocoa beans, coffee, and tea.

Cattle, chickens, goats, hogs, sheep, turkeys and other livestock are the main animals raised for food. Livestock are raised in every country and supply nearly all the world's meat, eggs and milk. Farmers also raise other animals for food. For example, many farmers keep bees for honey. Farmers on fish farms raise freshwater food fish, such as carp and trout, and saltwater shellfish, such as mussels and oysters.

Natural fibres come from a variety of plants and animals raised on farms. Factories use the fibres to make fabrics, yarn and other textile products. Cotton and flax together with some tropical plants are the chief plant fibres. Wool, the principal animal fibres, comes mainly from sheep but also from such animals as goats and members of the camel family. Silk fibres are obtained from the cocoons of silkworms. However the development of synthetic fibres has reduced the demand for natural fibres in some countries.

Qishloq xo'jaligini takomillashtirish

Qishloq xo'jaligi dunyodagi eng muhim sanoatdir. U bizni deyarli barcha ovqatlarimiz bilan ta'minlaydi. Shuningdek, u insonning yana ikkita asosiy ehtiyoji - kiyim-kechak va boshpana uchun materiallar bilan ta'minlaydi. Bundan tashqari, qishloq xo'jaligi ko'plab sanoat mahsulotlarini, masalan, bo'yoq va dori-darmonlarni ishlab chiqarishda ishlatiladigan materiallar bilan ta'minlaydi. Dunyo ishchilarining qariyb yarmi qishloq xo'jaligida ishlaydi - bu boshqa sohalarga qaraganda ko'proq. Oziq-ovqat eng muhim qishloq xo'jaligi mahsulotidir. Ammo fermer xo'jaliklari tabiiy tolalardan tortib, bezakli gullar va daraxtlargacha ko'plab boshqa mahsulotlarni ham taqdim etadi. Ayrim ekinlar faqat chorva mollarini boqish uchun ishlatiladi. Bu em-xashak ekinlariga beda, yonca va ko'plab o'tlar kiradi. Yem-xashak ekinlari muhim ahamiyatga ega, chunki ular chorvachilikda chorvachilik ishlab chiqarish imkoniyatini yaratadi.

¹ Gannichenko T.A. Agronomiya fakulteti kunduzgi bo'limi 2-kurs talabalarining auditoriya va mustaqil ishlari uchun ingliz tilidan uslubiy tavsiyalar /; T.A. Gannichenko – Mykolayiv, MNAU, 2007. – 112 b.

Qolganlari hayvonlar, ayniqsa, qoramol, cho'chqalar, parrandalar, qo'ylar va boshqa chorvachilikdan keladi.

Dunyo fermerlari 85 ga yaqin asosiy oziq-ovqat ekinlarini yetishtiradilar. Ularni sakkizta guruhga bo'lish mumkin. Asosiy guruh - donli donlar. Don dunyodagi ekin maydonlarining yarmida etishtiriladi va inson ratsionidagi ozuqaning katta qismini ta'minlaydi. Asosiy donlari arpa, makkajo'xori, tariq, jo'xori, guruch, javdar, jo'xori va bug'doy. Har xil ildiz ekinlari oziq-ovqat ekinlarining ikkinchi eng muhim guruhini tashkil qiladi. Don donalari, ildiz ekinlari butun dunyoda etishtiriladi va ko'p odamlar uchun asosiy oziq-ovqat hisoblanadi. Etakchi ildiz ekinlari kartoshka, lavlagi va shirin kartoshka hisoblanadi. Asosiy oziq-ovqat ekinlarining qolgan oltita guruhi quyidagilardir:

- asosan loviya va no'xatdan tashkil topgan pulslar;
- meva va sabzavotlar;
- yog'li ekinlar, masalan, soya va kokos;
- qandli ekinlar, ayniqsa qand qamishi va qand lavlagi; (5)

yong'oqlar; va (6) kakao loviyalari, qahva va choy.

Qoramol, tovuq, echki, cho'chqa, qo'y, kurka va boshqa chorva mollari oziq-ovqat uchun boqiladigan asosiy hayvonlar hisoblanadi. Har bir mamlakatda chorvachilik boqiladi va u dunyoning deyarli barcha go'sht, tuxum va sutini ta'minlaydi. Fermerlar oziq-ovqat uchun boshqa hayvonlarni ham boqadilar. Misol uchun, ko'plab fermerlar asal uchun asalari boqishadi. Baliq xo'jaliklarida fermerlar chuchuk suvda oziq-ovqat baliqlarini, masalan, sazan va alabalik va midiya va istiridye kabi sho'r suv chig'anoqlarini etishtirishadi.

Tabiiy tolalar fermalarda o'stiriladigan turli o'simliklar va hayvonlardan olinadi. Zavodlar tolalardan mato, ip va boshqa to'qimachilik mahsulotlarini ishlab chiqarish uchun foydalanadilar. Paxta va zig'ir ba'zi tropik o'simliklar bilan birga asosiy o'simlik tolasi hisoblanadi. Hayvonlarning asosiy tolasi bo'lgan jun asosan qo'ylardan, shuningdek, echkilar va tuyalar oilasiga mansub hayvonlardan olinadi. Ipak tolalari ipak qurti pillasidan olinadi. Biroq, sintetik tolalarning rivojlanishi ba'zi mamlakatlarda tabiiy tolalarga bo'lgan talabni kamaytirdi.

Activity-4. Find the following statements are true or false.

1. Basic human needs include clothing, shelter and entertainment.
2. Forage crops are ornamental plants grown to decorate houses and gardens.
3. Most food products are of animal origin.
4. Millet and sorghum don't belong to pulses.
5. Chickens, turkeys and hogs make up the group of livestock called poultry.
6. Mussels and oysters are not fish, but they are raised on fish farms.
7. The production of natural fibres is growing in the world.
8. Foxes and minks are raised for their fur.

Activity-5. Insert prepositions.

1. Various food products come ... crops and animals.
2. All major food crops are divided ... several groups.
3. Grain crops are the basic food ... most people.
4. The group of pulses consists mainly ... beans and peas.
5. Nowadays the demand ... natural fibres is reduced.
6. Vegetable oils are used ... various products.
7. Animals are raised mainly ... food.
8. Yarn is obtained ... wool.

Activity-6. Answer the questions to the text. ²

1. What does agriculture provide people with?
2. What are the farm products besides food?
3. What are the main groups of food crops?
4. What kinds of animals are raised for food?
5. How are natural fibres obtained?
6. Why has the demand for natural fibres reduced?
7. What are the raw materials besides fibres?

² Надмилон В. Д. Учебно-методическое пособие по английскому языку для студентов, магистрантов и аспирантов агрономических специальностей / В.Д. Надмилон – Улан-Удэ: Изд-во БГСХА им. В. Р. Филитова, 2009. – 61 с.

Activity-7. Homework. Give your summary about improvement agriculture

GRAMMAR

THE VERB "TO BE" - "TO BE" FE'LI

To be fe'li bo'lmoq, hisoblanmoq degan ma'noni bildiradi yoki o'zbek tilidagi -man, -san, -dir qo'shimchalariga to'g'ri keladi. To be fe'lini asosan ot, sifat, son bilan ishlatiladi.

To be fe'lining 3 ta shakli mavjud. Ular shaxslarga qarab tuslanadi.

Bular: am, is, are

Biz doimo "I" - shaxs ya'ni "I" bilan to be ni "am" shaklini ishlatamiz.

II-shaxs "you" bilan esa "are" ni

III-shaxs ya'ni "he", "she", "it" bilan esa "is" ni qo'llaymiz.

Ko'plikda barcha shaxslar ya'ni we, you, they ga "are" ishlatamiz.

I am a pupil.

Men o'quvchiman. (ot bilan)

He is 18 years old.

U 18 yoshda(dir). (son bilan)

This flower is beautiful.

Bu gul chiroyli(dir). (sifat bilan)

To be

am

I am

is

He is

She is

It is

are

We are

You are

They are

To be ning qisqartma shakli.

Ingliz tilida to be ni qisqartma shakli ko'p uchraydi. Bular:

I am – I'm

You are – You're

He is – He's

She is – She's

It is – It's

We are – We're

They are – They're

To be ning inkor shakli.

To be ni inkor shaklini yasash uchun to be dan keyin not yuklamasi qo'yiladi.

I am not a pupil. Men o'quvchi emasman.

He is not 18 years old. U 18 yoshda emas.

They are not beautiful. Ular chiroyli emas.

To be ning savol shakli.

To be ning savol shakli yasash uchun To be fe'lini egadan oldinga qo'yiladi.

Masalan:

You are a pupil. Sen o'quvchisan

Are you a pupil? Sen o'quvchimisani?

Javob berish: Yes, I am/No, I am not

TO BE (BO'LMOQ) FE'LINING HOZIRGI ZAMON SHAKLI

I am happy.

I am not happy.

Am I happy?

He is happy.

He is not happy.

Is he happy?

She is happy.

She is not happy.

Is she happy?

It is happy.

It is not happy.

Is it happy?

You are happy.

You are not happy.

Are you happy?

We are happy.

We are not happy.

Are we happy?

They are happy.

They are not happy.

Are they happy?

Jamshid is happy.

Jamshid is not happy.

Is Jamshid happy?

Jamshid and Akmal are happy.

Jamshid and Akmal are not happy.

Are Jamshid and Akmal happy?

0 1 2 3 4 5 6 7 8 9

EXERCISES

Ex-1. Nuqtalar o'rniga am, is, are dan birini qo'ying.

1. My father ... a teacher.

2. I ... a sister.

3. She ... a sister.

4. He ... a brother.

5. It ... a cat.

6. We ... family.

7. You ... grandmother.

8. They ... sisters.

9. My name ... Nick.

10. I ... a pupil from Moscow.

11. Moscow ... in Russia.

12. My parents ... not rich.

13. My father ... a teacher.

14. My mother ... not a teacher.

15. She ... a doctor.
16. I ... 10 years old.
17. My little brother ... two.
18. My sisters ... students.
19. I ... a pupil.
20. ... they at home?
21. They ... not at home, they ... at work.
22. They ... on the walls.
23. It ... on the shelf.
24. The shelf ... brown.
25. It ... on the wall.

26. He ... a student.
27. His family ... not in St. Petersburg.
28. I ... 10 years old.
29. My sisters ... students.
30. Tom and Den ... friends.

Ex-2. Nuqtalar o'rniga are, am, is fellardan foydalanib mosini qoying.

1. My name ... Tanya.
2. I ... twenty.
3. We ... students.
4. He ... a student.
5. My friends ... Olga.
6. My friends ... Boris and Pete.
7. They ... engineers.
8. Olim and Bahtiyar ... my friends.
9. A pen and a pencil ... on the desk.
10. I ... an economist.

Ex-3. Quyidagi gaplarni so'roq gaplarga aylantirib yozing.

1. He is twenty one.
2. I am a teacher.
3. My friend is a doctor.
4. My mother is a housewife.
5. His name is Karim.
6. They are in the street.
7. We are students.
8. They are in the street.
9. They are teachers.
10. He is eighteen.

Ex-4. Nuqtalar o'rniga are, is, am fellardan mosini qoying.

1. My name ... Alisher.
2. I ... 16 years old.

3. I ... interested in English.
4. I ... also fond of sport.
5. He ... fifty years old.
6. My mother ... a teacher at the school.
7. She ... in form 6 .
8. He ... reading a book now.
9. I ... the first year.
10. He ... clever young man.

Ex-5. Nuqtalar o'rniga are , is , am fellardan mosini qoying.

1. What ... your name?
2. What ... your address?
3. I ... a pupil.
4. My father ... not a teacher , he ... a doctor.
5. This ... my bag.
6. My uncle ... an office worker.
7. It ... on the street.
8. The shelf ... brown.
9. His family ... not in St.Pushkin , it ... in Moskow.
10. I ... sorry.

Ex-6. Nuqtalar o'rniga are , is , am fellardan mosini qoying.

1. We ... interesting in classical music.
2. They ... not at the office at the moment.
3. What ... the time, please.
4. Chess and aerobics ... not as exciting as sky diving and figure skating.
5. The game ... not woth the candle.
6. Avt ... long, life ... short.
7. Salim ... a student.
8. I ... writing a lette

LESSON 2.

What is AGRICULTURE ?



Activity-1. Learn the words with their translation.

- | | |
|------------------------|---------------------------|
| 1. Agriculture | 1. Qishloq xo'jaligi |
| 2. desert | 2. cho'l |
| 3. requirements | 3. talablar |
| 4. farmers | 4. fermerlar |
| 5. used | 5. ishlatilgan |
| 6. floods | 6. suv toshqinlari |
| 7. crops | 7. ekinlar |
| 8. before | 8. oldin |
| 9. to survive | 9. omon qolish |
| 10. irrigation ditches | 10. irrigatsiya ariqlari |
| 11. harvest | 11. hosil |
| 12. extra food | 12. qo'shimcha ovqat |
| 13. fed animals | 13. boqiladigan hayvonlar |

Activity-2. Translate into Uzbek.

1. Soil science is only of theoretical value. 2. Different soils have the same utility. 3. To improve the soil one should study it thoroughly. 4. Soil requirements are always the same. 5. Soils that are not valuable for grain crops may be very good for some other purpose. 6. Climate is influenced by soil.

Activity-3. Read the text and do the exercises below.

The Agriculture

Agriculture began in the area known as the Fertile Crescent. The area is a hot, dry desert. But it has two of the requirements for farming: good soil and a water supply. Many early farmers used the Nile River as a water supply. The Nile River floods at the same time every year. Farmers planted crops before the floods. This helped their plants to survive in the desert. Later, farmers created irrigation ditches. They moved water from the Nile River to their fields. They could cultivate crops any time of the year and harvest extra food. Producing extra food was important. Later, farmers fed animals with it. These domesticated animals became another important part of agriculture.

Qishloq xo'jaligi

Dehqonchilik Fertile Crescent(unumdor xoch-yorim oy) deb nomlangan kengliklarda boshlangan. Bu kenglik issiq, quruq cho'ldir. Ammo bu erda dehqonchilik talabi uchun ikki : yahshi tuproq va suv ta'minoti bor. Kuplab avvaldi dehqonlar suv ta'minoti sifatida Nil daryosidan foydalanishgan. Nil daryosi har yili toshib turgan. Dehqonlar toshqindan oldin ekinlarni ekishgan. Bu ularning o'simliklarini qurg'oqchilikdan saqlanishiga yordam bergan. Keyinchalik dehqonlar toza suv olibkelish ariqlarini kashf etishdi. Ular Nil daryosidan o'z dalalariga suvni boshqarishardi. Ular yil davomida xosilni etishtirib va qo'shimcha ozuqani yig'ib olisha olardi. Qo'shimcha ozuqa etistirish muxim edi. Keyinchalik dehqonlar chorvalarni u bilan oziqlantirishdi. Keyinchalik bu xonakilashtirilgan chorvalar qishloq xo'jaligini boshqa asosiy qismiga aylandi.

Activity-4. Match the words (1-6) with the definitions (A-F). So'zlarni (1-6) ma'nosi bilan (A-F) belgilang.

1. C __agriculture.

4. A __produce

2. B __crop.

5. F __domesticate

3. D __cultivate.

6. E __plant

A. a large group of cultivated plants (ekin yetishtiradigan katta grupp)

B. to put seeds in soil (urug'ni tuproqqa qo'yish)

C. growing plants and raising animals (ekin ekish va chorva boqish)

D. to make something (biron nima qilmoq)

E. to raise a crop from seeding to harvest (urug'ni hosilga aylanishdan to yig'gungacha)

F. to tame an animal (chorvani qo'lga o'rgatish)

Activity-5. Read the sentence pair. Choose where the words best fit the blanks.

(Gapni juftlab o'qing. Bo'sh joyga mos keladigan so'zni qo'ying)

1. water supply / irrigation

A The river is the farmer's ____ (water supply)

B ____ (irrigation) ____ helps farmers grow crops in areas with little rainfall.

2. harvesting / farming

A ____ (farming) ____ includes raising animals and crops.

B Farmers wait until crops are mature to start ____ (harvesting) ____

Activity-6. Fill out the student's notes.

Name: _____ Date: _____

Class: _____

Subject: _____

Farmers got water from _____

Water come to the fields in _____

They controlled water by _____

Activity-7. Homework. Test yourself

Test № 1

1....land use has shifted significantly since Uzbekistan declared independence in 1991.

a) agriculturalist b) agriculturist c) agricultural d) agriculture

2.In the early 1990s approximately 27% of the total land area of the United Kingdom ... to crops.

a) is devoted b) will be devoted c) was devoted d) had been devoted

3.About 95 per cent of Uzbekistan wheat is winter wheat planted in the ... and harvested during July and August of the following year.

a) spring b) winter c) autumn d) summer

4.Today Scottish agriculture ... three per cent of Scotland's working population.

A) employ b) employs c) employed d) will employ

5.Sunflowers and sugar beets are the main ... crops.

a) industrial b) vegetable c) grain d) fruit

6.Agronomy embraces the branch of agriculture that deals ... the development and practical management of plants and soils to produce food, feed, and fiber crops in a manner that preserves or improves the environment.

a) of b) with c) about d) in

7.The term "agronomy" represents the disciplines of soils, ... and related sciences.

a) breeds b) cultures c) crops d) standards

8.The peasant farms of the past ... largely self-sufficient, producing just enough foodstuffs for their cultivators, with perhaps a small surplus for the local market.

a) are b) were c) has been d) had been

9.Agronomists who work as soil scientists play extremely ... roles in helping preserve water quality and preserve natural environment.

a) more important b) important c) the most important

d) an important



GRAMMAR

HAVE / HAVE GOT

TO HAVE (BOR) FE'LINING HOZIRGI ZAMON SHAKLI

I have two cats.

I do not have two cats.

Do I have two cats?

He has two cats.

He does not have two cats.

Does he have two cats?

She has two cats.

She does not have two cats.

Does she have two cats?

It has two cats.

It does not have two cats.

Does it have two cats?

You have two cats.

You do not have two cats.

Do you have two cats?

We have two cats.

We do not have two cats.

Do we have two cats?

They have two cats.

They do not have two cats.

Do they have two cats?

Jamshid has two cats.

Jamshid does not have two cats.

Does Jamshid have two cats?

Jamshid and Akmal have two cats.

Jamshid and Akmal do not have two cats.

Do Jamshid and Akmal have two cats?

0 0 0

Have yoki have got bor bo'lmoq, ega bo'lmoq degan ma'nolarni anglatadi.

Masalan: I have a book. Yoki I have got a book.

Biz III shaxs birlik uchun (he, she, it) has ishlatamiz, qolgan barcha shaxslarga have ishlatiladi. **Masalan:**

She has got a pen. He has apples.

Have gotdan inkor yasalganda, have va got orasiga not yuklamasi qo'yiladi.

Masalan:

I have not got a pen. Menda ruchka yo'q.

They have not got a dog in their house - Ularning uyida it yo'q.

Have got = 've got

Has got = 's got

Have not got = haven't got

Has not got = hasn't got

Savol shaklini yasash uchun esa have yoki has egadan oldinga qo'yiladi.

Masalan:

Have you got a pen?

Ruchkangiz bormi?

Has Lily got a brother?

Lilyning akasi bormi?

Savollarga quyidagicha qisqa javob berish mumkin:

Have you got a pen?

Yes, I have / No, I haven't

Has she got two pens?

Yes, she has / No, she hasn't

Have vs Has

	Have	Has
Use with	I, you, we, they, plural nouns	he, she, it, everyone, everybody, singular nouns
Examples	I have ... You have ... We have ... They have ... The girls have ... The children have ... Peter and Jane have ...	He has ... She has ... It has ... Everyone has ... Everybody has ... Paul has ... The dog has ...

EXERCISES

Ex-1. Nuqtalar o'rniga have yoki has dan birini qo'ying.

1. John ... got two hamsters.
2. Richard's parents ... got a white car.
3. ... you got a computer?
4. Helen and Mike ... got many friends.
5. My cousin ... got many English books.
6. We ... not got French on Monday.
7. ... she got any pets at home?
8. They ... got a lot of flowers.
9. Who ... got a dictionary?
10. Our country ... got many good traditions.

Ex-2. Savollarga qisqa javob bering.

1. Have you a family? 2. Has he parents? 3. Has she a little sister? 4. Has Jane a big brother? 5. Have you many friends in Tashkent? 6. Have your parents a large family?

Ex-3. Nuqtalar o'rniga to have fe'lining tegishli shaklini qoying.

1. I ... many friends here.
2. She ... three sisters.
3. They ... a large family.

4. We ... old parents.
5. Our school ... many pupils.
6. He ... many books.
7. Jane ... a father and a mother.
8. They ... many English books.
9. I ... two tables in my room.
10. His little sister ... good toys.

Ex -4. Nuqtalar o'rniga to have fe'lining tegishli formasini qoying.

1. My sister ... a family.
2. He ... a large family.
3. I ... a family.
4. They ... a book.
5. Students ... books and note-books on their desks.
6. They ... pens and pencils on the desk too.
7. I ... a sister.
8. My sister ... a husband and daughter.
9. She ... no her own family.
10. Her brother ... many friends in Tashkent.

Ex-5. Nuqtalar o'rniga to have fe'lining tegishli shaklini qoying.

1. She ... a father and a mother.
2. We ... large park not far from our house.
3. I ... a watch.
4. My brother ... a small dog.
5. They ... two hands too.
6. He ... a father and a mother.
7. They ... two children.
8. The clock ... two hands.
9. We ... 3 lessons today.
10. My sister ... an English book.

Ex-6. Nuqtalar o'rniga to have fe'lining tegishli shaklini qoying.

1. The students ... bad information.
2. The pupil ... good information.
3. She ... an English lesson every week.
4. We ... a good English teacher.
5. She ... no sisters.
6. Clock and watches ... figures on their faces.
7. Every day we ... our lessons.
8. These children ... 5 or 6 lessons at school every day.
9. It ... a leg.
10. She ... a watch.

Ex-7. Nuqtalar o'rniga tegishli to have fe'lini qoying.

1. She ... to go to the supermarket.
2. They ... done something.
3. He ... given them some money.
4. You ... bought something for us.
5. Peter ... something in his box.
6. He ... written a letter to somebody.
7. I ... taken some English books from you.
8. This old woman ... a cat.
9. He ... given then some money.
10. Her patient ... a bad memory.

English Grammar Exercise

I
You
We
They

have

has

He
She
It

1. I..... An apple.
2. He..... a book.
3. Bird..... Wings.
4. We..... to rent a car.
5. You..... A Cat.



LESSON 3. AGRICULTURE IS A HUMAN ACTIVITY



Activity-1. Learn the words with their translation.

Acid soils

Agronomy

Application

Branches of agriculture

Cattle breeding

Cotton

Crop growing

Crop rotation

Equilibrium

Feed

Flax

Food crops

Foodstuff

Grain crops

Herbicide

Industrial crops

Intensification

Mechanization

Mineral fertilizers

Nutrient substances

Organic fertilizers

Pig growing

Plant protection

Poultry breeding

Raw materials

Soil

To breed

Kislota tuproqlar

Agronomiya

Ilova

Qishloq xo'jaligi tarmoqlari

Chorvachilik

Paxta

Ekin yetishtirish

Almashlab ekish

Muvozanat

Oziqlantirish

Zig'ir

Oziq-ovqat ekinlari

Oziq-ovqat

Don ekinlari

Gerbitsid

Sanoat ekinlari

Kuchlanish

Mexanizatsiyalash

Mineral o'g'itlar

Oziqlantiruvchi moddalar

Organik o'g'itlar

Cho'chqachilik

O'simliklarni himoya qilish

Parrandachilik

Xomashyo

Tuproq

Ko'paytirish uchun

Activity-2. Guess the meaning of the following international words and word combinations:

activity, materials, Latin, cultivation, intensification, climate, hybrid, mechanization, herbicides, biological, equilibrium, sector, economy, industry, factor, system, agronomy, technical, tractor, combine, machinery, electricity, chemical, material, chemization, mineral, organic, biological.

Activity-3. Match the words on the right (A) with their definition on the left (B).

A B

- | | |
|-----------------------------|---|
| 1) to breed | a) produce by cultivation |
| 2) field | b) supply (land) with water |
| 3) agriculture | c) soil management and crop production |
| 4) economy | d) subdivisions of agriculture |
| 5) branches of | e) a piece of ground especially for pasture agriculture |
| or tillage or playing games | |
| 6) soil | f) cultivation of the soil and rearing of animals |
| 7) yield | g) upper layer of earth, in which plants grow |

- 8) agronomy h) produce or return as fruit, profit or result
 9) to irrigate i) management of concerns and resources of state or business
 or household
 10) to grow g) raise (cattle etc.)

Activity-4. What are these words derived from? Notice the different suffixes, indicating different parts of speech.

Activity, cultivation, growing, meaning, breeding, achievement, developed, agronomical, rotation, various, considerably, chemical, improvement, deliveries, intensification, comprehensive, mechanization, utilization, liming, protection, development, valuable, raising, equipment, enlargement, combination.

Activity-5. Draw lines to show which words go together.

- | | | | |
|-------------------|------------|-------------------|--------------|
| 1) protection | country's | plant | achievements |
| 2) application of | rotation | fertilizers | crop |
| 3) utilization of | production | natural resources | agricultural |
| 4) liming of | yields | high | acid soils |
| 5) agronomical | zones | measures | climatic |
| 6) mechanization | use of | full | herbicides |

Activity-6. Open the brackets using the verbs in Passive Voice:

- Enough food for all the people (can grow) if there is sufficient good soil for crops to produce high yields
- An increase in the yield of grain and other crops (to ensure) by a number of factors.
- Field work already (to mechanize) to a very high degree.
- Depending upon the field of application crops (to subdivide) into food crops, feed crops, industrial crops and vegetables.
- Vegetables (to grow) everywhere where the climate is most favourable for these crops.
- Industrial crops also widely (to cultivate) by the farmers.

Activity-7. Read the text and say why agriculture is a vital sector of economy.

Agriculture is a human activity

Agriculture is a human activity in which people use areas of land to produce food, clothing and other necessary materials. The word *ager* is a Latin word. It means a field. The word *agriculture* means the cultivation of fields and growing crops. But this is the old meaning of this word. Now it also means the use of land to breed animals. Agriculture is the vital sector of the economy. Its condition and development largely determine the country's achievements, the supply of the population with foodstuffs and many industries with raw materials.³

At present there are two main branches of agriculture. They are crop growing and livestock breeding. We do not know when people began to grow crops. It was many thousand years ago. Now crop growing is a highly developed branch of agriculture.

The soil is the basis of agriculture. Enough food for all the people can be grown if there is sufficient good soil for crops to produce high yields. So an increase in the yield of grain and other crops is ensured by a number of factors.

First comes the system of agronomical measures. All farms have to introduce better crop rotation systems. Rotation systems naturally differ in various areas and under various conditions. Second goes the technical equipment of farms. Tractors, combines, lorries and other machinery will considerably reduce the time required for agricultural work. Field work has already been mechanized to a very high degree. Power stations provide farms with electricity. Third, an increase in the deliveries of chemical fertilizers and the improvement of their quality. The enlargement of the material and technical basis of agriculture and its intensification through chemization, the comprehensive mechanization of crop and animal farming and improvement are the key conditions for increasing agricultural production.

Depending upon the soil and climatic zones effective methods should be introduced for the utilization of mineral fertilizers in combination with organic fertilizers along with the liming of acid soils. The production and use of chemical and biological means of plant protection should be increased. But all intensification factors, such as full

³ Gannichenko T.A. Agronomiya fakulteti 6.130100 ixtisosligining kunduzgi bo'limi 2-kurs talabalarining auditoriya va mustaqil ishlari uchun ingliz tilidan uslubiy tavsiyalar / T.A. Gannichenko – Mykolayiv, MNAU, 2007. – 112 b.

mechanization, high application of fertilizers and extensive use of herbicides must be used in such a way as not to disturb the biological equilibrium of the soil.

Depending upon the field of application crops can be subdivided into food crops, feed crops, industrial crops and vegetables. Potatoes and other vegetables are major food crops. Vegetables are grown everywhere where the climate is most favourable for these crops.

Industrial crops are also widely cultivated by the farmers. Perhaps the most important industrial crop for textile industry is cotton. Cotton is generally grown on the irrigated lands. Flax is another important crop. Cotton and flax oils are both edible and valuable. Livestock breeding comprises cattle-breeding, pig-growing, poultry-breeding, etc. One of the principle problems cattle breeding faces is that of fodder or feeds. To choose the necessary feeds, rich enough in protein and other nutrient substances is not an easy thing. Increasing the production of meat, milk and wool can be achieved by raising productivity and also by increasing the heads of livestock and the amount of poultry.

Qishloq xo'jaligi inson faoliyatidir



Qishloq xo'jaligi - bu inson faoliyati bo'lib, unda odamlar oziq-ovqat, kiyim-kechak va boshqa zarur materiallarni ishlab chiqarish uchun yer maydonlaridan foydalanadilar. Ager so'zi lotincha so'zdir. Bu maydonni anglatadi. Qishloq xo'jaligi so'zi dalalar yetishtirish va ekin yetishtirish degan ma'noni anglatadi. Ammo bu so'zning eski ma'nosi. Endi bu hayvonlarni ko'paytirish uchun erdan foydalanishni ham anglatadi. Qishloq xo'jaligi iqtisodiyotning muhim tarmog'idir. Uning holati va rivojlanishi ko'p

jihatdan mamlakat yutuqlarini, aholini oziq-ovqat mahsulotlari va ko'plab tarmoqlarni xom ashyo bilan ta'minlashni belgilaydi.

Hozirgi vaqtda qishloq xo'jaligining ikkita asosiy tarmog'i mavjud. Ular ekinchilik va chorvachilikdir. Odamlar qachon ekin ekishni boshlaganini bilmaymiz. Bu ko'p ming yillar oldin edi. Hozirda dehqonchilik qishloq xo'jaligining yuksak darajada rivojlangan tarmog'idir.

Tuproq dehqonchilikning asosi hisoblanadi. Yuqori hosil olish uchun ekinlar uchun etarli darajada yaxshi tuproq mavjud bo'lsa, barcha odamlar uchun etarli miqdorda oziq-ovqat yetishtirilishi mumkin. Demak, g'alla va boshqa ekinlar hosildorligining oshishi qator omillar bilan ta'minlanmoqda. Birinchi navbatda agrotexnik tadbirlar tizimi keladi. Barcha fermer xo'jaliklari almashlab ekish tizimini joriy etishlari kerak. Aylanish tizimlari tabiiy ravishda turli sohalarda va turli sharoitlarda farqlanadi. Ikkinchidan, fermer xo'jaliklarini texnik jihozlash. Traktorlar, kombaynlar, yuk mashinalari va boshqa mashinalar qishloq xo'jaligi ishlarini bajarish vaqtini sezilarli darajada qisqartiradi. Dala ishlari allaqachon juda yuqori darajada mexanizatsiyalashgan. Elektr stantsiyalari fermer xo'jaliklarini elektr energiyasi bilan ta'minlaydi. Uchinchidan, kimyoviy o'g'itlar yetkazib berish hajmini oshirish va ularning sifatini oshirish. Qishloq xo'jaligining moddiy-texnika bazasini kengaytirish va uni kimyolashtirish orqali intensivlashtirish, dehqonchilik va chorvachilikni kompleks mexanizatsiyalash va yaxshilash qishloq xo'jaligi mahsulotlari yetishtirishni ko'paytirishning asosiy shartlari hisoblanadi.

Tuproq va iqlim zonalariga qarab, mineral o'g'itlarni organik o'g'itlar bilan birgalikda, kislotali tuproqlarni ohaklash bilan birgalikda ishlatishning samarali usullarini joriy etish kerak. O'simliklarni himoya qilishning kimyoviy va biologik vositalarini ishlab chiqarish va ulardan foydalanishni ko'paytirish kerak. Lekin to'liq mexanizatsiyalash, o'g'itlarni ko'p qo'llash va gerbitsidlardan keng foydalanish kabi barcha intensivikasiya omillari tuproqning biologik muvozanatini buzmaydigan tarzda qo'llanilishi kerak.

Qo'llash sohasiga ko'ra ekinlar oziq-ovqat, ozuqa ekinlari, texnik ekinlar va sabzavotlarga bo'linadi. Kartoshka va boshqa sabzavotlar asosiy oziq-ovqat ekinlari

hisoblanadi. Sabzavotlar iqlimi ushbu ekinlar uchun eng qulay bo'lgan hamma joyda etishtiriladi.

Sanoat ekinlari ham fermerlar tomonidan keng yetishtiriladi. Balki to'qimachilik sanoati uchun eng muhim sanoat ekini paxta hisoblanadi. Paxta asosan sug'oriladigan yerlarda ekiladi. Zig'ir yana bir muhim ekin hisoblanadi. Paxta va zig'ir yog'lari ham qutulish mumkin, ham qimmatlidir. Chorvachilik chorvachilik, cho'chqachilik, parrandachilik va boshqalarni o'z ichiga oladi. Chorvachilik oldida turgan asosiy muammolardan biri yem yoki ozuqa masalasidir. Protein va boshqa ozuqaviy moddalarga etarlicha boy bo'lgan kerakli ozuqalarni tanlash oson ish emas. Go'sht, sut va jun ishlab chiqarishni ko'paytirishga mahsuldorlikni oshirish, shuningdek, chorva mollari boshi va parrandalar sonini ko'paytirish orqali erishish mumkin.

Activity-8. Find information in the text to answer the following questions.

1. What is agriculture?
2. What are the key conditions for increasing agricultural production?
3. What branches of agriculture do you know?
4. How many groups are crops subdivided into?
5. What does livestock breeding comprise?
6. What problem does cattle-breeding face?
7. How can the production of meat and milk be increased?

Activity-9. Homework. Refer to the text again and prove that an increase in the yield of grain and other crops can be ensured by:

- the system of agronomical measures
- the technical equipment of farms
- an increase in the deliveries of chemical fertilizers and -- an improvement of their quality.

PRESENT SIMPLE - ODDIY HOZIRGI ZAMON

Ingliz tilida oddiy hozirgi zamon juda ko'p ishlatiladi. 1-, 2-shaxsda va 3-shaxsning ko'pligida oddiy hozirgi zamon hech qanday qo'shimcha talab qilmaydi. Masalan:

1. **I like a school - men maktabni yoqtiraman.**
2. **We usually drink tea - biz doim choy ichamiz.**
3. **You work in the shop - siz do'konda ishlaysiz.**
4. **They play in the home - ular uyda o'ynashadi.**

E'tibor beramiz, oddiy hozirgi zamon ayni paytda sodir bo'layotgan holatni bildirmayapti. Odatdagi holatni ifoda qilyapti. Ya'ni, hozirda shunday bo'lyapti emas, odatda shunday bo'ladi deb tushunamiz. Hozirda bo'layotgan hodisani o'tkan darsimizda aytganimizdek "ing" qo'shimchasi bilan ifodalaymiz va u davomli hozirgi zamon deyiladi. Hozirgi darsimiz esa oddiy yoki odatiy hozirgi zamon desak ham bo'ladi.

Odatiy hozirgi zamon 3-shaxs birlikda (he/she/it) kelsa harakatni bildiruvchi so'zning oxirgi harflariga qarab s, es yoki ies qo'shiladi. Oxiri s, ch, sh harflari bilan tugagan so'zlarga "es" qo'shiladi. Shuningdek "go" va "do" kabi so'zlarga ham "es" qo'shiladi. Study, carry kabi so'zlarda "y" tushib qolib, "ies" qo'shiladi: studies, carries. Boshqa so'zlarda "s" harfi qo'shiladi: plays, works, reads.

Have so'zi 3-shaxs birlikda "has" so'ziga aylanadi.

Present simple negative - oddiy hozirgi zamonning inkor shakli

Agar siz oddiy hozirgi zamonda inkorni ifoda qilmoqchi bo'lsangiz ish-harakat so'zidan oldin 1-, 2-shaxs birlikda va barcha shaxsning ko'pligida "do not" (qisqartmasi: don't)ni ishlatasiz. Misollar:

1. **I do not smoke - men odatda sigaret chekmayman.**
2. **You do not work - siz odatda ishlamaysiz.**
3. **We do not play - biz odatda o'ynamaymiz.**
4. **They do not speak English - ular odatda inglizcha gapirishmaydi.**

Odatiy hozirgi zamonda inkor ifoda qilinayotganda 3-shaxs birlikda (he/she/it) bo'lsa does not (qisqartmasi: doesn't) ishlatiladi. Masalan: He doesn't like boxing - u odatda boksni yoqtirmaydi. Agar ushbu gapda doesn't bo'lmaganda "yoqtiradi" bo'lardi. E'tibor beramiz, do not yoki does not qo'yilganda harakatni anglatadigan so'zga ies/es/s harflari qo'yilmasdan shundoqligicha yoziladi.

PRESENT SIMPLE ZAMONIDA GAP TUZISH



I play football every day.

I do not play football.

Do I play football?

He plays football.

He does not play football.

Does he play football?

She plays football.

She does not play football.

Does she play football?

It plays football.

It does not play football.

Does it play football?

You play football.

You do not play football.

Do you play football?

We play football.

We do not play football.

Do we play football?

They play football.

They do not play football.

Do they play football?

Anvar plays football.

Anvar does not play football.

Does Anvar play football?

Anvar and Jamshid play football.

Anvar and Jamshid do not play football.

Do Anvar and Jamshid play football?



Present simple questions - hozirgi oddiy zamonning so'roq shakli

Oddiy hozirgi zamondagi gapni savolga aylantirish uchun gapning boshiga "Do" so'zini qo'shamiz:

I work - men odatda ishlayman.

Do I work? - men odatda ishlaymanmi?

What, where, how kabi so'roq so'zlari gapning avvalida keladi, keyin "do", keyin qolgan so'zlar keladi. Ba'zan often (tez-tez), never (hech qachon), sometimes (ba'zida), usually (odatda), always (doim) kabi so'zlar ham "do" dan oldin kelishi mumkin.

What do you do? - Nima ish qilasiz?

Bundagi birinchi "do" oddiy hozirgi zamonni bildiruvchi so'z, ikkinchi "do" - qilmoq ma'nosidagi mustaqil so'z bo'lib kelyapti.

Savol berayotganda 3-shaxs birlikda (he/she/it) "does" ishlatiladi.

Does he live in Uzbekistan? - U O'zbekistonda yashaydimi?

Savollarga qisqa javoblar berish mumkin:

O'zingiz haqingizda - Yes, I do yoki No, I don't.

2-shaxsda - Yes, you do yoki No, you don't.

3-shaxs birlikda erkak bo'lsa - Yes, he does yoki No, he doesn't.

3-shaxs birlikda ayol bo'lsa - Yes, she does yoki No, she doesn't.

3-shaxs birlikda jinsi noma'lum yoki odam bo'lmasa - Yes, it does yoki No, it doesn't.

3-shaxs ko'plikda - Yes, they do yoki No, they don't.

Hammasi "ha" yoki "yo'q" degan ma'noda ishlatiladi.

Ex-1

Qavs ichidagi fe'llarni the Present Simple Tense da qo'llab, gaplarni yozing

1. I (to live) in Uzbekistan.
2. My friend (to study) at the Institute.
3. My mother (to ask) many questions.
4. I (to like) this season too.
5. She (to play) various games at the stadium.
6. They (to produce) various goods for our country and for many other countries.
7. Tashkent (to be founded) 2000 years ago.
8. In 1980 the 22d Olympic Games (to take place) in Moscow.
9. Our hotel " Uzbekistan " is very beautiful.
10. It (to be built) after the earthquake of 1966.

Ex-2

1. He (to play) the piano very well.
2. He (to have) many friends in the group.
3. I (to come) to the office by bus.
4. That magazine (to belong) to me.
5. Mr. Brown (to teach) us English.
6. I (to spend) an hour on my homework every day.
7. I (to like) sports.
8. I can (to play) various games.

9. In Uzbekistan autumn is the time (to pick) cotton.
10. I (to live) in Uzbekistan in Ferghana

Ex-3

1. Kate (to cook) dinner every day.
2. I (not to eat) ice cream.
3. His sister (to study) English every day.
4. She (to study) English two hours ago.
5. I (to go) to bed at 10 o'clock every day.
6. I (to drink) two cups of tea.
7. I (to have) dinner with my family.
8. I (to be) very tired.
9. Then I (to vest)
10. Mary (to like) writing stories.

Ex-4

1. Tom always (to eat) breakfast.
2. He never (to shout) at his students.
3. He (to live) on the third floor.
4. I (not to go) to the cinema every day.
5. My brother (to go) to work every day.
6. He (to read) newspaper.
7. My brother (not to drink) coffee.
8. Take your raincoat with you.
9. The weather (to be) fine today.
10. It (to be) cold in autumn.

LESSON 4. IMPORTANT ROLE OF SOIL



Activity-1. Learn the words with their translation.

- | | |
|------------------|-------------------|
| 1. vegetable | 1. sabzavot |
| 2. life | 2. hayot |
| 3. parent | 3. ota-ona |
| 4. material | 4. material |
| 5. weathering | 5. nurash |
| 6. rock | 6. tosh |
| 7. utility | 7. foydali |
| 8. yield | 8. hosil |
| 9. moisture | 9. namlik |
| 10. improve | 10. yaxshilash |
| 11. tith | 11. ekin |
| 12. horticulture | 12. bog'dorchilik |
| 13. food-stuff | 13. oziq-ovqat |

Activity-2. Read and translate the text:

Important role of soil

Soil plays a vital and important role in the life of the world and mankind. It is in fact a highly organized physical, chemical and biological complex all of us are dependent on. As the supporter of vegetable life, soil plays the most fundamental of roles in providing food for all animals and men. Soils develop under the influences of climate, vegetation, slope and drainage, time, the nature of the parent material, and the culture. Climate influences plants, animals and soil directly. Plants influence the soil, the animals and the climate near the ground. Animals play a considerable role in soil development, the type of soil often influences the animals which are present in it, while the animals also influence the vegetation which is growing in the soil.

Finally climate, through weathering, influences the rocks, which in time come part of the soil through the processes of soil formation. Soils those are not good for the production of foodstuffs may be valuable in other ways. For example, podzols in high elevations are poor for crops but they comprise excellent forest soils.

Each soil series requires skilful handling if it is to produce to its maximum potential; but no two series make the same demands. From season to season conditions of temperature and moisture change, so the farmer must change the management to produce better drainage, improve tilth, prevent erosion, and test the soil to identify the proper kind and the correct proportion of fertilizer needed. Only by careful study of the soil, resulting in an understanding of the complexity of its nature and uses, will man be able to provide food for all the people who will inhabit the earth. The soil cannot reproduce itself. Therefore, man should improve it through good management and treatment so that future generations can farm more efficiently than their fathers and grandfathers have done. Man can improve the soil now in use and even discover how more kinds of soils can be utilized more productively. So, the results obtained in soil science can be applied to practical problems in agriculture, horticulture, forestry, engineering, and in planning the future use of land.

Tuproqning muhim roli

Tuproq dunyo va insoniyat hayotida muhim va muhim rol o'ynaydi. Bu aslida hammamiz bog'liq bo'lgan yuqori darajada tashkil etilgan fizik, kimyoviy va biologik kompleksdir. Sabzavot hayotining tarafdori sifatida tuproq barcha hayvonlar va odamlarni oziq-ovqat bilan ta'minlashda eng muhim rol o'ynaydi. Tuproqlar iqlim, o'simliklar, nishab va drenaj, vaqt, asosiy materialning tabiati va madaniyat ta'siri ostida rivojlanadi. Iqlim o'simliklar, hayvonlar va tuproqqa bevosita ta'sir qiladi. O'simliklar tuproqqa, hayvonlarga va erga yaqin iqlimga ta'sir qiladi. Hayvonlar tuproq rivojlanishida katta rol o'ynaydi, tuproq turi ko'pincha undagi hayvonlarga ta'sir qiladi, hayvonlar esa tuproqda o'sadigan o'simliklarga ham ta'sir qiladi.

Nihoyat, iqlim ob-havo orqali, vaqt o'tishi bilan tuproq hosil bo'lish jarayonlari orqali tuproqning bir qismi bo'lgan jinslarga ta'sir qiladi. Oziq-ovqat mahsulotlarini ishlab chiqarish uchun yaxshi bo'lmagan tuproqlar boshqa jihatdan qimmatli bo'lishi mumkin. Masalan, baland tog'lardagi podzollar ekinlar uchun yomon, lekin ular ajoyib o'rmon tuproqlarini o'z ichiga oladi.

Har bir tuproq seriyasi, agar u maksimal salohiyatga ega bo'lsa, mohirona ishlov berishni talab qiladi; lekin ikkita seriya bir xil talablarni qo'ymaydi. Mavsumdan mavsumga harorat va namlik sharoitlari o'zgarib turadi, shuning uchun fermer yaxshi drenaj ishlab chiqarish, tuproqni yaxshilash, eroziyaning oldini olish va kerakli o'g'itning to'g'ri turini va to'g'ri nisbatini aniqlash uchun tuproqni sinab ko'rish uchun boshqaruvni o'zgartirishi kerak. Tuproqni sinchkovlik bilan o'rganish, natijada uning tabiati va ishlatilishining murakkabligini tushunish orqaligina inson er yuzida yashaydigan barcha odamlarni oziq-ovqat bilan ta'minlay oladi. Tuproq o'zini ko'paytira olmaydi. Shuning uchun inson uni yaxshi boshqarish va davolash orqali yaxshilashi kerak, shunda kelajak avlodlar otalari va bobolari qilganidan ko'ra samaraliroq dehqonchilik qilishlari kerak. Inson hozir foydalanilayotgan tuproqni yaxshilashi va hattoki qancha turdagi tuproqlardan unumliroq foydalanish mumkinligini kashf qilishi mumkin. Demak, tuproqshunoslik fanidan olingan natijalarni qishloq xo'jaligi, bog'dorchilik, o'rmon xo'jaligi, mashinasozlikning amaliy masalalarida, yerdan kelajakda foydalanishni rejalashtirishda qo'llash mumkin.

Activity-3. Find false sentences according to the text.

1. Soil science is only of theoretical value.
2. Different soils have the same utility.
3. To improve the soil one should study it thoroughly.
4. Soil requirements are always the same.
5. Soils those are not valuable for grain crops may be very good for some other purpose.
6. Climate is influenced by soil.



Activity-4. Complete the sentences.

1. Soils develop under the influences of
2. Plants influencenear the ground.
3.influences the rocks, which in time come part of the soil through the processes of soil formation.
4. Man has done much to adapt crops.....for plant growth and development.
5. Farmer must changeto identify the proper kind and the correct proportion of fertilizer needed.

Activity-5. Ask questions to the text, retell the text.

1. What is the role of soil in the world and human life?
2. How do plants affect?
3. What is the role of animals in soil development?
4. What does soil science study?

THERE IS / THERE ARE KONSTRUKSIYASI
THE CONSTRUCTION THERE IS / THERE ARE

There is (There are) bilan boshlanuvchi gaplar biror joyda biror kimsa (kimsalar) yoki narsa(lar)ning borligini ifodalayadi. Mazkur konstruksiyali gaplardagi so'zlar tartibi quyidagicha bo'ladi:

<i>there is/are</i>	<i>ega</i>	<i>o'rin holi</i>
There is	a newspaper	on the table.
There are	newspapers	

Bunday gaplar o'zbek tiliga o'rin holidan boshlab tarjima qilinadi.

Stol ustida gazeta(lar) bor.

Eslatma: Gapda bir nechta ega kelgan bo'lsa, kesim (to be) odatda, o'zidan keyin turgan ega bilan sonda moslashadi.

There **is a table** and five chairs in the room. Xonada stol va beshta stul bor.

Tasdiq, inkor va so'roq gaplarning yasalishi:

Birlik

<i>Tasdiq gap</i>	There is a book on the table. Stol ustida kitob bor. There's a good film on TV today. Bugun televizorda yaxshi film bor.
<i>Inkor gap</i>	There is not any book on the table. Stol ustida hech qanday kitob yo'q. There isn't any good film on TV today. Bugun televizorda hech qanday yaxshi film yo'q. There is no good film on TV today. Bugun televizorda yaxshi film yo'q.
<i>So'roq gap</i>	Is there any book on the table? Stol ustida birorta kitob bormi? Is there any good film on TV today? Bugun televizorda biror yaxshi film bormi?

Ko'plik

<i>Tasdiq gap</i>	There are some / a few / many chairs in this room. Xonada bir nechta (ozgina/ko') stullar bor.
<i>Inkor gap</i>	There are not any chairs in this room. Xonada hech qancha stullar yo'q. There're no factories in our district. Bizning tumanda fabrikalar yo'q. There are no good films on TV today. Bugun televizorda yaxshi filmlar yo'q.
<i>So'roq gap</i>	Are there any books on the table? Stol ustida qanchadir kitoblar bormi? Are there any factories in your district? Sizning tumaningizda qandaydir fabrikalar bormi?

Sanalmaydigan otlar bilan:

	some	bread at home.
	little	sugar in the cup
There is	a little	butter on the plate
	no	money in my bag
	lot of	oil in our country
	much	work at our office today.

There is / There are dan keyin sanaladigan ot birlikda kelsa, u noaniq artikl bilan ishlatiladi. Ko'plikdagi sanaladigan otlar va sanalmaydigan otlar bilan esa, **some, any, no** olmoshlari ishlatiladi.

There is a telephone in that room.
O'sha xonada telefon bor.
There are some students in the library.
Kutubxonada bir nechta talabalar bor.
There aren't any children in the park.
Istirohat bog'ida bolalar yo'q.

O'tgan zamonda is o'rniga was, are o'rnida were qo'llanadi.

ere was ... / There was not (wasn't) ... / Was there ... ?
ere were ... / There were not (weren't) ... / Were there ... ?

lasiz zamonda is va are o'rniga will be ishlatiladi.

here will be ... / There will not (won't) be ... / Will there be... ?

Ex-1. Gaplarning so'roq va bo'lishsiz shaklini bering .

There is a telephone on the desk .

There are many songs in this film .
 There were a lot of orchestras in Tashkent .
 There will be a new film on T.V.
 There was a park behind the building .
 There are many halls in this museum .
 There are three songs in this film.
 There was a school at the corner of the street .

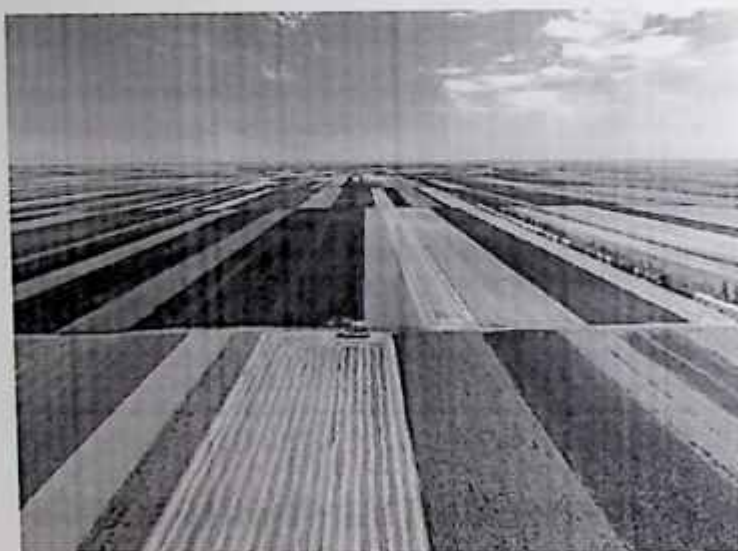
Ex-2 . Gaplari bo'lishsiz shaklga aylantiring .

1. There is little greenery in our street .
2. There are pictures on the wall .
3. There will be a new city near the station .
4. There will be a new shop in the centre of the city.
5. There were many people in the dark .
6. There is a young man at the table .
7. There were many people in the corridor.
8. There was an actor on the stage .
9. There were many students at the conference .
10. There are 26 letters in the English alphabet.

Ex.-3. Gaplarni tarjima qiling

1. Xonada ikkita talaba bor.
2. Stolda ko'p kitoblar bor .
3. Bizning shaxarda ko'p chiroyli joylar bor.
4. Bog'da chiroyli gullar ko'p.
5. O'quv zalida talabalar ko'p .
6. Matnda yangi so'zlar bor.
7. Bizning institutimizda to'rtta fakultet bor.
8. Kamandada 11 oyinchi bor.
9. Kutubxonada minglab kitob va jurnallar bor.
10. Bir yilda 4 fasl bor.

LESSON 5. SOIL TEXTURE



Activity-1. Learn the words with their translation.

particle	zarracha
water-tables	suv stollari
plant root cells	o'simlik ildizi
plant nutrients	hujayralar
fineness	o'simlik ozuqa moddalari
surface layer	noziklik
coarseness	sirt qatlami
ow layer	qo'pollik
idy loam	shudgor qatlami
t loam	qumli tuproq, loy tuproq
worthless	qadsiz
deteriorated	yomonlashgan unib chiqishi
germination	

Activity-2. Read the text and do the exercises below.

SOIL TEXTURE

The physical properties of a soil are determined largely by its texture, or the size of the particles of which it consists, and its structure, or the arrangement of these particles. For a soil to be in good physical condition for plant growth, the air, water, and solid particles must be in the right proportions at all times. Every cubic foot of soil that supports plant life must be:

- 1) well enough aerated to permit all plant root cells to obtain oxygen at all times, but not excessively aerated to the point of preventing a continuous contact of roots with moist soil particles;
- 2) open enough to permit the right amount of rain-water or irrigation water to enter the soil, but not so open as to allow excessive loss of water and plant nutrients by deep percolation;
- 3) sufficiently retentive of moisture to supply roots with all needed water, but not so retentive as to create undesirable suspended water-tables.

Soil texture has to do with the fineness or coarseness of soil particles. Mineral particles which make up the bulk of soil vary greatly in size. The four principal size categories are "gravel", "sand", "silt", and "clay". Some soils, for example sand, consist largely of particles of approximately the same size. Most soils, however, have two or more groups, classified by size of particles, usually with one group dominant. Thus, in grouping soils into texture classes, the proportion of particles belonging to different size groups, as well as the particle sizes themselves, are important.

In most soils texture varies greatly from the surface downward. The subsoil usually contains more clay and other fine material than does the surface soil, although this is not always the case. In soil classification, the texture of the surface soil seems more significant than that of deeper layers. Therefore, soils are usually classified according to the texture of a six- to eight-inch thick surface layer, approximately the "plow layer". Six major texture groups are "sand", "sandy loam", "silt loam", "loam", "clay loam", and "clay". Each of these groups may be subdivided when it is useful to do so.

Many soil qualities are closely related to texture. Since fine-textured soils have greater pore space and larger surface area than coarse-textured soils, they provide greater storage space for water and better feeding zones for plant roots. Thus, in a broad way, relatively fine-textured soils are more productive agriculturally than are soils with coarse texture. Too fine a texture, however, adversely affects tillage. Sands and sandy loams are more easily tilled than clays and clay loams because the tilling of the former requires less power and is hindered less by wetness.

Soil structure refers to the manner in which the individual soil particles are arranged. Structure has much in common with texture, although structure is much more complex. As a property of soil, structure in some instances may be even more important than texture. Physical, chemical, and biological forces in nature work together arranging soil particles into a great variety of structural patterns.

Good structure is valuable in any soil. Some soils have structures that make them difficult to manage and render them practically worthless agriculturally. Because of structural differences, some soils require much more care than others. Preventive measures often check structural breakdowns, and careful management can restore deteriorated structures to normal.

Water is the most variable property of the soil. The functions of soil water are varied. Soil water is vital to plant life, since all nutrients that plants take from the soil are dissolved in it. Water aids in the decomposition of organic and mineral matter and in bringing about chemical changes within the soil. Soil water is a very significant factor in planting, tilling, and harvesting cultivated crops. It often determines the time and the depth at which seeds should be planted for proper germination. Water may be so abundant in the soil as to restrict machine cultivation, thus making the control of weeds difficult. On the other hand, scarcity of water may make the soil hard, cloddy, and very difficult to plow. Too much soil water at harvest time often delays or completely prevents the use of harvesting machinery.⁴

Activity-3. Answer the question.

What is the difference between soil structure and soil texture?

⁴ Silkovich L.A. Ingliz. Qishloq xo'jaligi talabalari tomonidan o'qishni tushunish / L.A. Silkovich - Minsk, 2005. - 135 p.



Activity-4. Read and translate the text:

Soils vary greatly in their chemical make-up. This variation is due to the chemical composition of the parent materials and to the climate and plant and animal life under which the soil developed. Soils contain most, if not all, known elements in varying amounts and many forms. Oxygen, silicon, aluminium, and iron are the most abundant. Rarely, if ever, does a soil show a deficiency of any of these four elements. However, many soils are deficient in several other elements that are critical to plant growth. These elements are referred to as "fertilizing elements", since they are known to be widely used in artificial fertilizers. Nitrogen, phosphorus, and potassium are the three most common. They are constituents of most commercial fertilizers, their proportions usually being 5-10-5 and 6-4-4.

A few elements essential in small amounts to many plants are contained in very small quantities in most soils. These have been referred to as trace elements, because the amounts present in the soil can neither be estimated nor determined very accurately.

Soil conditions range from acidity to alkalinity. Acidity and alkalinity are directly opposite conditions of soil. Neutral soils are neither acid nor alkaline. Soil water becomes acid by absorbing carbon dioxide from the air and by absorbing acid products formed by the decomposition of mineral and organic matter. In a broad sense, soils in humid climates tend toward acidity, whereas soils in dry climates tend toward alkalinity.



Most plants, particularly most cultivated crops, will not tolerate a high degree of either acidity or alkalinity. Since most agriculture is carried on in relatively humid climates, acidity is a troublesome and costly problem with many soils. Vast amounts of lime are used to neutralize soil acidity.

Chemically, a soil is acid if a water solution contains more acid ions (hydrogen) than basic ions (hydroxyl), and it is alkaline if the water solution contains more hydroxyl ions than hydrogen ions. If a solution contains the same number of hydrogen and hydroxyl ions, it is neutral.

The breaking down of water molecules into ions is known as ionization. As a matter of convenience, the concentration of hydrogen ions is usually expressed symbolically as pH. A pH scale with numbers ranging from 0 to 14 indicates relative concentrations. For example, at $\text{pH} = 7$, the midpoint, there are the same number of hydrogen ions and hydroxyl ions, and the solution is neutral. Any pH values below 7 indicate the presence of more hydrogen ions, or an acid condition; values above 7 denote the presence of more hydroxyl ions, or an alkaline condition.

Soils of different textures may not have the same pH values. The active hydrogen ions are in the water solution and naturally will react first when lime is added. The hydrogen molecules that have not yet ionized are held to the surfaces of the solid particles of clay and organic matter. Since clays and organic matter have large surface areas, the potential acidity would be greater among such fine-textured soils.

Sandy soils with a small content of clay and organics would have a lower total acidity than the clay soils. A good application of lime to these soils may be effective for several years.

Activity-5. Complete the sentences.

1. If some plant food is not found in the soil in sufficient amount we call it 2.
1. Elements in a form in which they can be used by a plant are known as 3.
1. Elements in a form in which they cannot be used by a plant are known as ...

Activity-6. Try to retell the text:

All the main plant foods are found in a normal soil. Some of each plant food is there in such a form that the plant can use it. This is known as available plant food. Some more of it is in a form which the plant cannot use at the moment. Such plant food is said to be unavailable. To become available it may need to be changed chemically in some way. Trace elements, the other plant foods which are needed in very small quantities, are found naturally in most soils. Sometimes one particular plant food is short and this deficiency can cause damage to crops, livestock or both.

Activity-7. Homework. Give the summary of physical and chemical properties of soils.



GRAMMAR

OLMOSHLAR / PRONOUNS

Pronoun Chart

	Subject Pronouns	Object Pronouns	Possessive Adjectives	Possessive Pronouns	Reflexive Pronouns
1 st person	I	me	my	mine	myself
2 nd person	you	you	your	yours	yourself
3 rd person (male)	he	him	his	his	himself
3 rd person (female)	she	her	her	hers	herself
3 rd person	it	it	its	(not used)	itself
1 st person (plural)	we	us	our	ours	ourselves
2 nd person (plural)	you	you	your	yours	yourselves
3 rd person (plural)	they	them	their	theirs	themselves

Kishilik olmoshlari

Kishilik olmoshlari (Personal Pronouns) ikki kelishika ega, bosh (nominative) va obyekt (objective) kelishiklar. *Bosh kelishikdagi* olmoshlar ega va kesim vazifalarida qo'llanadi.

Birlik (Singular)

Ko'plik (Plural)

I shaxs	I	Men	We	Biz
II shaxs	-	-	You	Siz
He	U	(er)		
III shaxs	She	U (ayol)	They	Ular
It	U	(narsa)		

My name is Jasur. I am a student.

Mening ismim Jasur. Men talabaman.

My friend's name is Sultan. He is not a student.

Uning ismi Sulton. U talaba emas.

She is my sister. She is a dentist.

Uning singlim. U tish shifokori.

That is a book. **It** is a text-book.

Anavi kitob. **U** darslik.

My family is large. **We** are five.

Mening oilam katta. **Biz** besh kishimiz.

Do **you** speak English?

Siz inglizcha gaplashasizmi?

My parents are not at home now, **they** are in Italy.

Ota-onam hozir uyda emas. **Ular** Italiyada.

Obyekt kelishigidagi kishilik olmoshlari to'ldiruvchi va hol vazifalarida ishlatiladi.

Birlik (Singular)

<i>I shaxs</i>	me	meni, menga, mendan
<i>II shaxs</i>	-	-
<i>III shaxs</i>	him	uni, unga, undan (er)
	her	uni, unga, undan (ayol)
	it	uni, unga, undan (narsa)

Ko'plik (Plural)

<i>I shaxs</i>	us	bizni, bizga, bizdan
<i>II shaxs</i>	you	sizni, sizga, sizdan
<i>III shaxs</i>	them	ularni, ularga, ulardan

He met **me/us** at the railway station.

U meni/bizni temiryo'l bekatida kutib oldi.

The teacher helped **me/us** to translate the text.

O'qituvchi **menga/bizga** matnni tarjima qilishda yordam berdi.

A man asked **me/us** the way to the station.

Bir kishi **mendan/bizdan** temiryo'l bekatiga boradigan yo'lni so'radi.

Do you know **him/them**?

Siz uni/ularni bilasizmi?

Please, write **him/them** a letter.

Iltimos, **unga/ularga** xat yozing.

The teacher asked **him/them** to repeat the grammar rules.

O'qituvchi **undan/ulardan** grammatika qoidalarini qaytarishni iltimos qildi.

Susan is arriving this evening. Meet **her** at the airport.

Syuzan bugun kechqurun yetib keladi. **Uni** aeroportda kutib oling.

Susan and Tom are arriving this evening. Meet **them** at the airport.

Syuzan va Tom bugun kechqurun yetib kelishadi. **Ularni** aeroportda kutib oling.

My sister lives in England now. Yesterday I wrote **her** a letter.

Singlim hozir Angliyada yashaydi. Kecha men **unga** xat yozdim.

Do you help **them** with their home works?

Uy vazifalarini bajarishda **ularga** yordam berasizmi?

The woman carrying a black case looked suspicious and the customs officer asked **her** to open the case.

Qora jamadon ko'targan ayol shubhali ko'rindi va bojxona ofitseri **undan** jamadonini ochishini so'radi.

The book is on the table. You can take **it**.

Kitob stolning ustida. **Uni** olishing mumkin.

The dog was sitting at the door. The boy opened the door and gave **it** a bone.

It eshik tagida o'tirar edi. Bola eshikni ochib, **unga** suyak berdi.

He va **she** olmoshlari jinsiga qarab jonivorlarga nisbatan ham qo'llanishi mumkin.

The dog is looking for **his/her/its** bone.

It suyagini qidirayпти.

The hen cackled after **she/it** laid **her/its** egg.

uxumini tug'ib bo'lgach, tovuq qaqilladi.

Uchinchi shaxs birlik olmoshi **it** hamma jonsiz narsalarga nisbatan ishlatiladi, roq **ship**(kema)ga nisbatan doim **she** ishlatiladi. Ba'zan insonga juda yaqin bo'lgan irlalar (masalan, avtomobil) ko'pincha ayolga qiyoslanib **she** olmoshi bilan 'alanishi mumkin. An'anaga ko'ra **he** aralash guruhlariga yoki jinsi noma'lum an guruhlariga nisbatan ishlatilib kelgan. Lekin hozir ko'pchilik buni

ma'qullamaydi va bu muammoni olmoshning ko'plik shaklini (**they**) ishlatish orqali chetlab o'tish mumkin.

AN'ANAVIY: **Everybody** brought **his** own book. Har kim o'z kitobini olib keldi.

NOQULAY: **Everybody** brought **his** or **her** own book. Har kim o'z kitobini olib keldi.

QULAY: **All** the students brought **their** own books. Talabalarning hammasi o'z kitoblarini olib keldilar.

Egalik olmoshlari

Kishilik olmoshlarining (Possessive Pronouns) har biri o'zining egalik olmoshiga ega. Egalik olmoshlarining ikki shakli bor. Birinchisi **oddiy** shakli bo'lib gapda aniqlovchi vazifasida keladi. Ikkinchisi **mutlaq** shakli bo'lib, gapda otlar o'rnida ishlatiladi. Egalik olmoshlarining **oddiy shakllari**:

Birlik

Ko'plik

<i>I shaxs</i>	my mening	our bizning
<i>II shaxs</i>		your sizning
<i>III shaxs</i>	his uning (er)	their ularning
	her uning (ayol)	
	its uning (narsa)	

Mening akam tergovchi. **Uning** ismi Charli.

Susan is not at home, she is at **her** aunt's.

Syuzan uyda emas, **u** xolasinikida.

Ted washed his face and put on **his** glasses.

Ted yuzini yuvdi va ko'zoynagini taqdi.

This word is not clear to me. I don't know **its** meaning.

Bu so'z menga tushunarli emas. Men **uning** ma'nosini bilmayman.

These people are from England and **their** language is English.

Bu odamlar Angliyalik va **ularning** tili inglizcha.

Egalik olmoshlarining mutlaq shakllari gapda otning o'rnida ishlatiladi.

<i>I shaxs</i>	mine meniki	Ours bizniki
<i>II shaxs</i>		Yours sizniki
<i>III shaxs</i>	his uniki (er)	Theirs ularniki
	hers uniki (ayol)	
	its uniki (narsa)	

This book is not **mine**, it is **yours**.

Bu kitob **meniki** emas, u **seniki**.

My family lives in Oregon, but **his** lives in California (his family).

Mening oilam Oregonda yashaydi, lekin **uniki** Kaliforniyada yashaydi.

Their country is England but **ours** is Uzbekistan.

Ularning yurti Angliya, lekin **bizniki** O'zbekistondir.

Our country is Uzbekistan but **theirs** is England.

Bizning mamlakatimiz O'zbekiston, lekin **ularniki** – Angliya.

Ex-1. Mos egalik olmoshlarini qo'llang :

1. Ann is ... sister. 2. She is ... sister ... name is Aziza . 3. Bob is ... brother .. hobby is chess . 4. ... institute is large . 5. Pete and Bob are friends. ... parents are doctors . 6. It is ... book . 7. It is a dog. ... name is Max . 8. It is ... flat .

Ex-2. Ingliz tiliga tarjima qiling

Ularning rejasi , bizning xonamiz , mening do'stim , uning mashinasi , mening kvartiram , sizning kitobingiz , bizning daftarimiz , ularning xonalari , uning ishi , sizning ishingiz.

Ex-3. Gaplarni tarjima qiling.

1. Men kiyimlarimni o'zim yuvaman. 2. Talabalar savollarga o'zlari javob berishlari kerak . 3. Biz xonalarni o'zimiz yig'ishtramiz . 4. U doim taksiga o'zi haq to'laydi . 5. Biz do'stim bilan teatrga o'zimiz bo'ramiz . 6. Talabalar imtihonlarga o'zlari tayyorlanadilar. 7. Mening do'stim pianinani o'zi chololadi . 8. Talabalar ma'ruza matnlarni o'zlari tanlaydilar. 9. Mening ukam o'zi bo'g'chaga boradi . 10. Men o'zim opamga uy ishlarida yordam beraman .

LESSON 6. ESSENTIAL ELEMENTS IN THE SOIL



Activity-1. Learn the words with their translation.

undecomposed⁵

organic matter

raindrops

supplement

chemical constituents

rate of absorption

tight soils

to form crust

a tangled mass

induce

water runoff

large amounts of manure

parchalanmagan

organik moddalar

yomg'ir tomchilari

qo'shimcha

kimyoviy tarkibiy qismlar

so'rilish tezligi

qattiq tuproqlar

qobiqni chigallashgan massa hosil qilish

qo'zg'atmoq

suv oqimi

katta miqdorda go'ng

Activity-2. Read the text and do the exercises below.

⁵ Silkovich L.A. Ingliz. Qishloq xo'jaligi talabalari tomonidan o'qishni tushunish / L.A. Silkovich - Minsk, 2005. - 138 p.

ESSENTIAL ELEMENTS IN THE SOIL

Farmers in all ages have used the colour of a soil to assist in judging its productivity: the darker the soil the more organic matter content and the more desirable it was for crop production. Even today, dark-coloured soils are usually considered more productive than light-coloured ones. Undecomposed organic matter aids in crop production by acting physically to provide a coat of protection against heat and cold and against the effect of beating raindrops. No one can deny that plants can be grown successfully without organic matter. But everyone will agree that the most efficient way to grow plants is in a productive soil rich in fresh, decomposing organic matter.

Organic matter has many functions in the soils. Some of the essential nutrients for plant growth come directly from organic matter. Where it is insufficient, artificial fertilizers must be used to supplement it. Organic material contributes chemical constituents to soil water largely in the form of acid products. These chemicals perform several functions, but perhaps the most important is to break down some of the minerals of the parent rock, making them available to plants.

Organic matter is an important factor in the water capacity and rate of absorption of some soils. Often droughty soils are greatly improved by generous addition of organic matter. Tight soils with poor air circulation show marked improvement when organic matter is added. This is particularly important in the early stages of plant growth, at the time of seed germination and early root development. Soil with abundant organic matter shows little tendency to form crusts when they dry out after rains; therefore, the young tender plants have little difficulty in breaking through the

surface. In cultivated soils organic matter is an important factor of tillage. Not only does it contribute to the ease of cultivation, but it also reduces the delay of tillage after rains.

Organic matter reduces soil erosion. This is of particular significance where abundant undecomposed material remains on the surface and where plant roots form a tangled mass in the A horizon. Decomposed organic matter, or humus, also

tends to bind together soil mineral particles, induce water absorption, check the rate of water runoff, and reduce the removal of surface soil particles by wind. Proper management and control of organic matter is one of the best means of preventing both water and wind erosion. For any given soil in any given location, the organic matter content fluctuates between relatively narrow limits. Thus if a farmed soil contains 3 per cent organic matter under normal management, this can be reduced to possibly 2 1/2 percent by poor management, and it can be raised to possibly 3 1/2 per cent by good management. The amount of organic matter in any soil tends to fluctuate over a range of about 1 per cent. Only by exceptional measures, such as annual applications of large amounts of manure, can this soil's content of organic matter be raised above 3 1/2 percent, and only by very drastic means, such as excessive cultivation without the use of animal manures or green manures, can it be reduced below the 2 1/2 per cent level.

Essential Elements and Organic Matter. Since all plants require 16 elements for proper growth, it is logical to conclude that the dead remains of these plants, like manure, contain all essential elements. Organic matter, in addition to containing elements essential for plants, also contains elements necessary for livestock and man. These are sodium, cobalt, and iodine which are essential for animals but not for plants. Organic matter also contains traces of nickel and gold; in fact most of the elements in nature are found in plants. Although organic matter contains all of the elements necessary for plant growth, these elements may not always be in the right balance for producing maximum crop yields.

Tuproqdagi muhim elementlar

Barcha yoshdagi fermerlar unumdorligini baholash uchun tuproq rangidan foydalanalar: tuproq qanchalik quyuqroq bo'lsa, unda organik moddalar miqdori shunchalik ko'p bo'lib, o'simlik yetishtirish uchun shunchalik maqbul bo'ladi. Bugungi kunda ham to'q rangli tuproqlar odatda ochiq rangli tuproqlarga qaraganda samaraliroq hisoblanadi. Buzilmagan organik moddalar issiqlik va sovuqdan va yomg'ir tomchilarining ta'siridan himoya qilish uchun jismoniy ta'sir ko'rsatib, hosil yetishtirishga yordam beradi. Hech kim o'simliklarni organik

moddalarsiz muvaffaqiyatli etishtirish mumkinligini inkor eta olmaydi. Ammo hamma o'simliklarni etishtirishning eng samarali usuli yangi, parchalanadigan organik moddalarga boy unumdor tuproq ekanligiga rozi bo'ladi.

Organik moddalar tuproqlarda juda ko'p funktsiyalarni bajaradi. O'simliklarning o'sishi uchun zarur bo'lgan ba'zi oziq moddalar bevosita organik moddalardan olinadi. Agar u etarli bo'lmasa, uni to'ldirish uchun sun'iy o'g'itlardan foydalanish kerak. Organik moddalar tuproq suviga kimyoviy tarkibiy qismlarni asosan kislotali mahsulotlar ko'rinishida beradi. Ushbu kimyoviy moddalar bir nechta funktsiyalarni bajaradi, lekin, ehtimol, eng muhimi, asosiy jinsning ba'zi minerallarini parchalash va ularni o'simliklar uchun mavjud qilishdir.

Organik moddalar ba'zi tuproqlarning suv sig'imi va so'rilish tezligida muhim omil hisoblanadi. Ko'pincha qurg'oqchil tuproqlar organik moddalarning saxiy qo'shilishi bilan sezilarli darajada yaxshilanadi. Havo aylanishi yomon bo'lgan qattiq tuproqlar organik moddalar qo'shilganda sezilarli yaxshilanishni ko'rsatadi. Bu, ayniqsa, o'simliklar o'sishining dastlabki bosqichlarida, urug'larning unib chiqishi va ildizlarning erta rivojlanishi davrida muhimdir. Ko'p miqdorda organik moddalar bo'lgan tuproq yomg'irdan keyin qurib qolganda qobiq hosil qilish tendentsiyasini kam namoyon qiladi; shuning uchun yosh mayin o'simliklar sirtini sindirishda juda qiyin. Madaniy tuproqlarda organik moddalar tuproqqa ishlov berishning muhim omili hisoblanadi. Bu nafaqat ishlov berish qulayligiga hissa qo'shadi, balki yomg'irdan keyin erga ishlov berishning kechikishini ham kamaytiradi.

Organik moddalar tuproq eroziyasini kamaytiradi. Bu er yuzida mo'l-ko'l parchalanmagan material qolgan va o'simlik ildizlari A gorizontida chigal massa hosil qilganda alohida ahamiyatga ega. Parchalangan organik moddalar yoki chirindi tuproqning mineral zarralarini bir-biriga bog'laydi, suvning singishiga olib keladi, suv oqimi tezligini tekshiradi va tuproq yuzasi zarralarini shamol omonidan olib tashlashni kamaytiradi. Organik moddalarni to'g'ri boshqarish va nazorat qilish suv va shamol eroziyasining oldini olishning eng yaxshi usullaridan biridir. Har qanday ma'lum joydagi har qanday tuproq uchun

organik moddalar miqdori nisbatan tor chegaralar orasida o'zgarib turadi. Shunday qilib, agar dehqonchilik bilan ishlov berilgan tuproqda 3% organik moddalar mavjud bo'lsa, uni noto'g'ri boshqarish bilan 2 1/2% ga kamaytirish mumkin va yaxshi boshqarish bilan uni 3 1/2% ga oshirish mumkin. Har qanday tuproqdagi organik moddalar miqdori taxminan 1 foiz oralig'ida o'zgarib turadi. Faqat istisno choralar bilan, masalan, har yili ko'p miqdorda go'ngni qo'llash orqali, bu tuproqdagi organik moddalar miqdorini 3 1/2 foizdan oshirish mumkin va faqat o'ta keskin usullar bilan, masalan, hayvon go'ngi yoki yashil o'g'itlarni ishlatmasdan, uni 2 1/2 foizdan pastga tushirish mumkin.

Muhim elementlar va organik moddalar. Barcha o'simliklar to'g'ri o'sishi uchun 16 elementni talab qilganligi sababli, bu o'simliklarning o'lik qoldiqlari go'ng kabi barcha muhim elementlarni o'z ichiga oladi degan xulosaga kelish mantiqan to'g'ri. Organik moddalar tarkibida o'simliklar uchun zarur bo'lgan elementlardan tashqari, chorva mollari va odamlar uchun zarur elementlar ham mavjud. Bular natriy, kobalt va yod bo'lib, ular hayvonlar uchun zarurdir, lekin o'simliklar uchun emas. Organik moddalar tarkibida nikel va oltin izlari ham mavjud; aslida tabiatdagi elementlarning aksariyati o'simliklarda uchraydi. Organik moddalar o'simlik o'sishi uchun zarur bo'lgan barcha elementlarni o'z ichiga olgan bo'lsa-da, bu elementlar maksimal hosil olish uchun har doim ham to'g'ri muvozanatda bo'lishi mumkin emas.

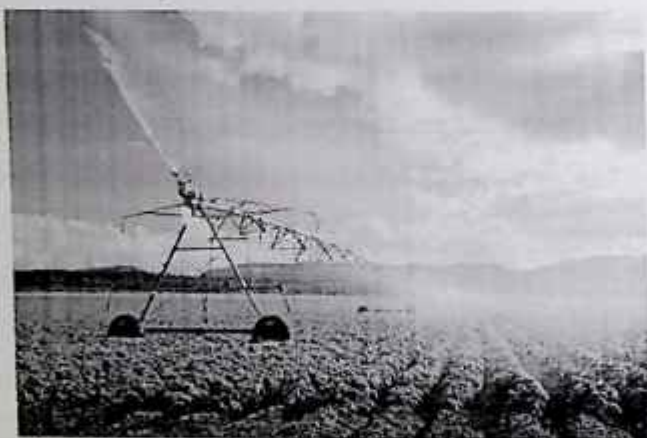


Activity-3. Explain your answer for the question.

What is the soil structure?

Activity-4. Fill the blank with the necessary words.

1. Proper management and control of organic matter is one of the best means of ...
2. Often are greatly improved by generous addition of organic matter.
3. Undecomposed organic matter aids in crop production by acting physically to provide
4. Organic material contributes to soil water largely in the form of acid products.
5. Some of the essential nutrients for plant growth come directly from
6. shows little tendency to form crusts when they dry out after rains.
7. Organic matter, in addition to containing elements essential for plants, also contains elements necessary for



Activity-5. Complete the sentences.

1. Organic matter is an important factor in the water capacity and rate of absorption of some.....
2. Tight with poor air circulation show marked improvement when organic matter is added.
In cultivated organic matter is an important factor of tillage.
Organic matter reduces erosion.

Activity-7. Homework. Give your summary about important elements in soil

GRAMMAR

SANOQ SONLAR / NUMERALS

1 dan 12 gacha bo'lgan sanoq sonlar:

1 – one	7 – seven
2 – two	8 – eight
3 – three	9 – nine
4 – four	10 – ten
5 – five	11 – eleven
6 – six	12 – twelve

13 dan 19 gacha bo'lgan sanoq sonlar 3 dan 9 gacha bo'lgan sonlarga -teen qo'shimchasini qo'shish orqali yasaladi va bu qo'shimcha ham urg'u bilan talaffuz qilinadi:

13 – thirteen	17 – seventeen
14 – fourteen	18 – eighteen
15 – fifteen	19 – nineteen
16 – sixteen	

20, 30, 40, 50, 60, 70, 80, 90 kabi o'nliklarni yasash uchun 2 dan 9 gacha bo'lgan sonlarga -ty qo'shimchasini qo'shish orqali yasaladi:

20 – twenty	60 – sixty
30 – thirty	70 – seventy
40 – forty	80 – eighty
50 – fifty	90 – ninety

100 va undan keyingi yaxlit sonlar quyidagilar:

100 – hundred	1000000 – million
1000 – thousand	milliard – billion

100 dan katta murakkab sonlar quyidagi tartibda yasaladi:

104 – one hundred (and) four

392 – three hundred (and) ninety two

1025 – a thousand (and) twenty five

2235 – two thousand (and) two hundred and thirty five

100.736 – a hundred thousand and seven hundred thirty six

5.219.348 – five million (and) two hundred nineteen thousand (and) three hundred fourty eight

100 = One hundred
1,000 = One thousand
10,000 = Ten thousand
100,000 = One hundred thousand
1,000,000 = One million
1,000,000,000 = One billion

TARTIB SONLAR/NUMERALS

1 dan 3 gacha bo'lgan tartib sonlar quyidagilardir:

first – birinchi

second – ikkinchi

third – uchinchi

Qolgan tartib sonlar (4 va undan keyingilari) sanoq sonlarga **-th** qo'shimchasini qo'shish yo'li bilan yasaladi.

fourth – to'rtinchi

ninth – to'qqizinchi

fourteenth – o'n

fifth – beshinchi

tenth – o'ninchi

to'rtinchi

sixth – oltinchi

eleventh – o'n birinchi

twentieth

seventh – yettinchi

thirteenth – o'n chинchi

yigirmanchi

eighth – sakkizinchi

etc.

Ayrim tartib sonlarning yasashida quyidagi imlo o'zgarishlari yuz beradi:

1. Sanoq son "y" harfi bilan tugagan bo'lsa (twenty, fourty va h.k.), "y" harfi o'rniga "ie" yoziladi va -th qo'shimchasi qo'shiladi:

twenty –

fifty – fiftieth

eighty – eigtieth

twentieth

sixty – sixtieth

ninety – ninetieth

thirty – thirtieth

seventy –

fourty – fortieth

seventieth

CARDINAL and ORDINAL NUMERALS. FRACTIONS.		
CARDINAL	ORDINAL	FRACTIONS
0 – zero		
1 – one	first	
2 – two	second	$\frac{1}{2}$ – one second/a half
12 – twelve	twelfth	$\frac{1}{12}$ – a twelfth
20 – twenty	twentieth	$\frac{1}{20}$ – a twentieth
3 – three	third	$\frac{1}{3}$ – one third/a third
13 – thirteen	thirteenth	$\frac{1}{13}$ – a thirteenth
30 – thirty	thirtieth	$\frac{1}{30}$ – a thirtieth
4 – four	fourth	$\frac{1}{4}$ – a fourth/a quarter
14 – fourteen	fourteenth	$\frac{1}{14}$ – a fourteenth
40 – forty	fortieth	$\frac{1}{40}$ – a fortieth
5 – five	fifth	$\frac{1}{5}$ – a fifth
15 – fifteen	fifteenth	$\frac{1}{15}$ – a fifteenth
50 – fifty	fiftieth	$\frac{1}{50}$ – a fiftieth
6 – six	sixth	$\frac{1}{6}$ – a sixth
16 – sixteen	sixteenth	$\frac{1}{16}$ – a sixteenth
60 – sixty	sixtieth	$\frac{1}{60}$ – a sixtieth
7 – seven	seventh	$\frac{1}{7}$ – a seventh
17 – seventeen	seventeenth	$\frac{1}{17}$ – a seventeenth
70 – seventy	seventieth	$\frac{1}{70}$ – a seventieth
8 – eight	eighth	$\frac{1}{8}$ – an eighth
18 – eighteen	eighteenth	$\frac{1}{18}$ – an eighteenth
80 – eighty	eightieth	$\frac{1}{80}$ – an eightieth
9 – nine	ninth	$\frac{1}{9}$ – a ninth
19 – nineteen	nineteenth	$\frac{1}{19}$ – a nineteenth
90 – ninety	ninetieth	$\frac{1}{90}$ – a ninetieth
10 – ten	tenth	$\frac{1}{10}$ – a tenth
100 – a hundred	hundredth	$\frac{1}{100}$ – a hundredth
1,000 – a thousand	thousandth	$\frac{1}{1000}$ – a thousandth
1,000,000 – a million	millionth	$\frac{1}{1000000}$ – a millionth

Ex-1

Tarjima qiling:

Tree chairs, twelve desks, five maps, two pens, ten pencils, three windows, one door, seven sentences, three words, ten pages, six books, seven days, eight texts.

Ex-2

Tarjima qiling:

Birinchi, o'ninchi, oltinchi, uchinchi, ikkinchi, to'rtinchi, yigirmanchi, beshinchi.

Ex-3

Mos sonlarni qo'ying:

1. There are... days in a week. 2. There are... months in a year. 3. There are... hours a day. 4. There are... minutes in an hour. 5. There ... girls and ... boys in our group . 6. We have ... lessons a day.

LESSON 7. TILLAGE AND
CULTIVATION



Activity-1. Learn the words with their translation.

tillage	yerga ishlov berish
decomposition	parchalanish
amendment	tuzatish
to retard	siqishni kechiktirish uchun
compaction	bo'g'moq
to smother	inhibe qilish
to inhibit	emlash
to inoculate	keyingi
subsequent	ko'p yillik
perennial	

Activity-2. Read the text and do the exercises below.

TILLAGE AND CULTIVATION

Nutrients to meet both the needs of the crop and organic certification standards may be supplied by several management tools: Animal Manure. Manure from any source must be composted for a specific period before application on organic fields:

- The compost must not be allowed to pollute water sources and the pile must be turned regularly to allow effective decomposition.
- The levels of the various nutrients in the manure vary according to the type of animals, the nature of the feed and how the manure was stored. Manure generally contains all macro-and micronutrients, but rarely in the proportion needed by crops. Manure or compost analysis is essential to identify which nutrients may need supplementation from another source.
- Its physical and biological characteristics make manure an excellent amendment for low organic matter, eroded, saline and other poorly structured soils.

Green Manure. A green manure is a crop grown primarily for the purpose of being plowed down to add nutrients and organic matter to the soil. Organic farmers consider green manure to be an essential part of the farm ecosystem.

Green manure plays a role in soil improvement, nutrient management and pest management. It is effective in controlling erosion adding organic matter, improving soil structure, stimulating biological activity in the soil and reducing compaction. Legumes such as alfalfa and sweet clover can fix over 200 lb. per acre of nitrogen. Effective green manure smothers weeds, breaks insect and disease cycles and provides a habitat for bees, parasitic wasps, and other beneficial organisms. Fall rye and oats are particularly competitive. Some crops such as yellow sweet clover and mustard are allelopathic and produce natural chemical toxins that retard germination and inhibit the early growth of weed species. The value of green manure can vary with the type of crop and the timing of the plow down process.

Legumes in the rotation. When properly inoculated before planting, annual legumes such as peas and lentils will fix 50-90% of the N they require from the

air. Legume residue breaks down more quickly than nonlegume residue, which allows N to be available sooner to subsequent crops when the residue is worked into the soil. Perennial legumes such as alfalfa supply substantial amounts of N to the soil from their root systems, even though much of the top growth may be removed as hay or grazed pasture.

Rotating high and low nutrient demand crops. Different crops require different amounts of the various essential nutrients. Rotating high and low nutrient demand crops may avoid depleting one or more of those essential nutrients in the soil. Knowing the nutrient demands of various crops is essential to the producer and many resources are available to provide this information.

Crop Residues. Returning crop residues to the soil contributes tremendously to the organic matter and the nutrient pool available for new plant growth. Crop residues also prevent soil erosion and improve the water holding and infiltration properties of soils. Conclusion. The health of the soil is essential for a successful organic cropping system. Any management practice that increases biological activity in the soil will enhance the productivity of the soil environment. All living things depend on a healthy soil – plants, animals and humans alike. Proper attention to fertility in an organic production system will be the key to the farm's sustainability.

Yerga ishlov berish va kultivasiya

Ekin ehtiyojlarini va organik sertifikatlash standartlarini qondirish uchun ozuqa moddalari bir nechta boshqaruv vositalari bilan ta'minlanishi mumkin: Hayvon go'ngi. Organik dalalarga qo'llashdan oldin har qanday manbadan olingan go'ng ma'lum vaqt davomida kompostlanishi kerak:

- Kompostning suv manbalarini ifloslanishiga yo'l qo'ymaslik kerak va qoziqni samarali parchalanishi uchun muntazam ravishda aylantirish kerak.
- Go'ng tarkibidagi turli xil ozuqa moddalarining darajasi hayvonlarning turiga, ozuqaning tabiatiga va go'ngning qanday saqlanganligiga qarab farqlanadi. Go'ng odatda barcha makro va mikroelementlarni o'z ichiga oladi, lekin kamdan-kam

hollarda ekinlar uchun zarur bo'lgan nisbatda. Go'ng yoki kompost tahlili qaysi oziq moddalarni boshqa manbadan qo'shish kerakligini aniqlash uchun zarurdir.

- Uning fizik va biologik xususiyatlari go'ngni kam organik moddalar, eroziyaga uchragan, sho'rlangan va boshqa yomon tuzilgan tuproqlar uchun ajoyib qo'shimcha qiladi.

Yashil go'ng. Yashil go'ng - bu tuproqqa ozuqa moddalari va organik moddalar qo'shish uchun birinchi navbatda haydash uchun etishtiriladigan ekin. Organik fermerlar yashil go'ngni fermer xo'jaligi ekotizimining muhim qismi deb bilishadi. Yashil go'ng tuproqni yaxshilash, ozuqa moddalarini boshqarish va zararkunandalarga qarshi kurashda rol o'ynaydi. Eroziyani nazorat qilish, organik moddalar qo'shish, tuproq tuzilishini yaxshilash, tuproqdagi biologik faollikni rag'batlantirish va siqishni kamaytirishda samarali. Beda va shirin yonca kabi dukkaklilar akriqa 200 funtdan ortiq azotni to'plashi mumkin. Samarali yashil go'ng begona o'tlarni bo'g'adi, hasharotlar va kasalliklar davrlarini buzadi va asalarilar, parazit ari va boshqa foydali organizmlar uchun yashash joyini ta'minlaydi. Kuzgi javdar va jo'xori ayniqsa raqobatdosh. Sariq shirin yonca va xantal kabi ba'zi ekinlar allopatik bo'lib, unib chiqishini kechiktiradigan va begona o'tlar turlarining erta o'sishiga to'sqinlik qiladigan tabiiy kimyoviy toksinlarni ishlab chiqaradi. Yashil go'ngning qiymati ekin turiga va shudgorlash jarayonining vaqtiga qarab farq qilishi mumkin.

Aylanishdagi dukkaklilar. No'xat va yasmiq kabi bir yillik dukkaklilar ekishdan oldin to'g'ri emlanganda, havodan talab qilinadigan N ning 50-90% ni ushlab turadi. Dukkakli o'simliklar qoldig'i dukkakli bo'lmagan qoldiqlarga qaraganda ezroq parchalanadi, bu esa qoldiq tuproqqa ishlov berilganda N keyingi ekinlarga ezroq kirish imkonini beradi. Beda kabi ko'p yillik dukkaklilar ildiz tizimidan tuproqqa ko'p miqdorda N ni beradi, garchi yuqori o'sishning katta qismi pichan yoki yaylov sifatida olib tashlanishi mumkin.

Yuqori va past ozuqa talab qiladigan aylanma ekinlar. Turli xil ekinlar turli xil muhim oziq moddalarni har xil miqdorda talab qiladi. Oziq moddalarga talab yuqori va past bo'lgan ekinlarni aylantirish tuproqdagi asosiy oziq moddalardan

birini yo'q qilishning oldini olishi mumkin. Turli ekinlarning ozuqa moddalariga bo'lgan talablarini bilish ishlab chiqaruvchi uchun juda muhim va bu ma'lumotni taqdim etish uchun ko'plab resurslar mavjud.

Ekin qoldiqlari. O'simlik qoldiqlarini tuproqqa qaytarish, yangi o'simliklar o'sishi uchun mavjud bo'lgan organik moddalar va ozuqaviy hovuzga katta hissa qo'shadi. O'simlik qoldiqlari ham tuproq eroziyasini oldini oladi va tuproqning suvni ushlab turish va infiltratsiya xususiyatlarini yaxshilaydi. Xulosa. Muvaffaqiyatli organik ekin tizimi uchun tuproqning sog'lig'i juda muhimdir. Tuproqdagi biologik faollikni oshiruvchi har qanday boshqaruv amaliyoti tuproq muhitining unumdorligini oshiradi. Barcha tirik mavjudotlar - o'simliklar, hayvonlar va odamlar sog'lom tuproqqa bog'liq. Organik ishlab chiqarish tizimida unumdorlikka to'g'ri e'tibor qaratish fermer xo'jaligi barqarorligining kaliti bo'ladi.

Activity-3. Find true sentences according to the text.

- 1.Nutrients to meet both the needs of the crop and organic certification standards.
- 2.Manure from any source must not be composted for a specific period before application.
3. Animal manure contains all macro and micronutrients needed for crops.
- 4.Green manure is being plowed down to reduce nutrients in soil.
- 5.Green manure plays a role in soil improvement, nutrient management and pest management.
- 6.Effective green manure smothers weeds, breaks insect and disease cycles and provides a habitat for bees, parasitic wasps, and other beneficial organisms.
- 7.Legumes will fix 50-90% of N if they are not inoculated.
- 8.Crops demand similar amount of essential N.
- 9.Crop residues prevent soil erosion.
- 10.The health of the soil is essential for a successful organic cropping system.

Activity-4. Complete the sentences.

- ✓ Nutrients to meet both the needs of the crops and organic certification standards may.....

- ✓ Animal manure must be composted for....
- ✓ Its physical and biological characteristics make manure....
- ✓ Green manure is a crop grown for...
- ✓ Green manure is effective in...
- ✓ Perennial legumes supply substantial nutrients to....
- ✓ Rotating high and low nutrient demand crops may avoid ...
- ✓ Crop residues contribute ...

Activity-5. Prove that:

1. Soil testing is an important practice in managing an organic farm.
2. There are 17 essential nutrients required for plant growth.
3. Loss of nutrients may harm the environment.
4. Animal manure contains all macro and micronutrients but not in the proportion needed for crops.
5. Green manure plays a role in soil improvement, nutrient management and pest management.
6. Legumes may fix 50–90% N.
7. Different crops demand different amount of various essential N.
8. Returning plant residues to the soil contributes to the organic matter and N. pool.
9. Health of soil is essential for successful organic cropping system.

Activity-6. Speak on different organic soil management techniques used in Uzbek:

1. Soil testing.
2. Nutrient requirements and N. run-off.
3. Animal manure management tool.
4. Green manure management tool.
5. Legumes in the rotation.
Rotating high and low N. demand crop.
Crop residues.
6. What is a key to farm's sustainability in Ukraine.

Activity-7. Homework. Give your summary about tillage and cultivation

GRAMMAR

ARTIKLLAR / ARTICLES

Artikllar mustaqil ma'noga ega bo'lmagan yordamchi so'zlar bo'lib, otlarning aniqlovchisi hisoblanadilar. Ingliz tilida artikllarning ikki turi mavjud: **noaniq artiki** (the indefinite article) va **aniq artiki** (the definite article).

Noaniq artiki (a / an)

A / AN

"A" goes before words that begin with consonants.

a cat
a giraffe
a pen
a book
a white rose

"An" goes before words that begin with vowels.

an apple
an eraser
an idea
an orange
an umbrella

Noaniq artiki (**a/an**) "qandaydir bir" degan ma'noni anglatadi, ya'ni bir turdagi bir necha narsalardan qaysidir bittasi ekanligini bildiradi. O'zbek tilida unga aynan mos keladigan so'z yo'q, shuning uchun u ko'pincha tarjima qilinmaydi. Ba'zan *bir*, *bitta*, *qandaydir* kabi so'zlar bilan tarjima qilinishi mumkin.

Quyidagi ikki gapni qiyoslang:

Bandargohga paraxod keldi. Paraxod bandargohga keldi.

Birinchi gapdagi *paraxod* so'zi shu turga oid predmetlarning birini ifodalamoqda, ya'ni bandargohga keladigan paraxodlardan biri, lekin aynan qaysi biri ekanligi noaniq. Ikkinchi gapdagi *paraxod* so'zi shu ma'lumotni (gapni) yetkazayotgan va uni tinglayotgan shaxslar uchun aniq narsani, ya'ni ular

kutayotgan paraxodni ifodalayapti. Shuning uchun birinchi misoldagi *paraxod* so'zi ingliz tiliga **a ship** tarzida, ikkinchi misoldagisi esa **the ship** tarzida o'girilishi kerak.

Noaniq artikl faqat birlik shaklidagi sanaladigan otlarning oldidan qo'yiladi.

Noaniq artiklning **a** shakli undosh tovush bilan boshlanuvchi otlardan oldin qo'yiladi:

a ball	a policeman	a house
(bir) koptok	(bir) politsiyachi	(bir) uy
a man	a book	a dog
(bir) kishi	(bir) kitob	(bir) it

Noaniq artiklning **an** shakli unli tovush bilan boshlanuvchi otlardan oldin qo'yiladi:

an apple	an inkpot	an egg
(bir) olma	(bir) siyohdon	(bir) tuxum
an example	an umbrella	an eye
(bir) misol	(bir) soyabon	(bitta) ko'z

Give me, please, **a** pen.

Iltimos, menga ruchka bering (qandaydir bitta ruchka).

This man is **a** teacher.

Bu kishi o'qituvchi (qandaydir bir o'qituvchi).

He is **an** investigator.

U tergovchi (bir tergovchi).

Agar otning oldida artikldan boshqa aniqlovchi ham bo'lsa, u holda artikl o'sha aniqlovchidan oldin qo'yiladi.

It is **a** book.

Bu (bir) kitobdir.

It is **an** interesting book.

U (bir) qiziqarli kitob.

Noaniq artikl quyidagi holatlarda ishlatilmaydi:

1) sanalmaydigan otlar bilan:

I like **cheese** and **milk**.

Men pishloq va sutni yaxshi ko'raman.

2) ko'plikdagi otlar bilan:

They are **schoolchildren**.

Ular maktab bolalaridir.

3) atoqli otlar bilan:

I spoke to **Peter** about it.

Men bu (narsa) haqida Piter bilan gaplashdim.

4) otlar oldidan e'galik va ko'rsatish olmoshlari kabi
aniqlovchilar kelganda:

I need **this book**.

Menga bu kitob kerak.

I see **his car**.

Men uning mashinasini ko'ryapman.

5) o'zidan keyin sanoq son kelgan otlardan oldin:

He lives in **apartment 3**.

U 3-xonadonda yashaydi.

Aniq artikl (the)

Aniq artikl – **the** so'zlovchi va tinglovchi uchun aniq
bo'lgan shaxs, narsa, hodisa kabilarni ifodalovchi otlar oldidan ishlatiladi.

The book is interesting.

Kitob qiziqarli (*so'zlovchi va tinglovchi uchun aniq bo'lgan kitob*).

Ingliz tilidagi aniq artikl **the** odatda o'zbek tiliga tarjima qilinmaydi.
Ba'zan *o'sha* olmoshi yoki tushum kelishigi qo'shimchasi (*-ni*) yoxud boshqa
vositalar bilan tarjima qilinishi mumkin.

This is **the** book I asked you for.

Bu (*o'sha*) men sizdan so'ragan kitob.

The hamma otlar bilan ishlatilishi mumkin. Aniq artikl (**the**)ni
quyidagilarni ko'rsatuvchi otlarni aniqlash uchun ishlatish kerak:

1. Oldinroq tilga olib o'tilgan otga qayta ishora qilinganda.

We saw a new film yesterday. **The film** was interesting.

Kecha biz yangi film tamosho qildik. Film qiziqarli ekan.

A dog has been barking all day and here is **the dog** now, standing outside the gate.

Bir it kuni bo'yi hurib chiqdi, endi o'sha it tashqarida, darvoza tashqarsidaturibdi.

2. Otning o'zidan keyin keladigan aniqllovchisi borligini bildirish uchun.

The man at the door wants to speak to you.

Eshik yonidagi kishi siz bilan gaplashishni xohlaydi.

The dog that has been barking all day has finally stopped barking.

Kuni bilan hurib chiqqan it nihoyat hurishdan to'xtadi.

Every student should know something about **the history of his own country**.

Har bir talaba o'z vatani tarixi haqida biror narsa bilishi kerak.

Aniq artikl (the) orttirma darajadagi sifat va ravishlar hamda tartib sonlardan oldin qo'yilishi shart (bunda ko'pincha otdan keyin birikmali aniqllovchi keladi).

This is **the best cake I have ever eaten**.

Bu men umrimda yegan eng yaxshi shirin kulcha ekan.

China has **the largest population of all countries in the world**.

Xitoy dunyodagi barcha mamlakatlar ichida eng ko'p aholiga ega.

Everest is **the highest mountain in the world**.

Everest (tog'i) dunyodagi eng baland tog'.

Charles Lindbergh was **the first person to fly the Atlantic alone**.

Charlz Lindberg Atlantika (okeani)dan yolg'iz uchib o'tgan birinchi insondir.

Eslatma: yakka holda ishlatilgan, ya'ni o'zidan keyin aniqlanmish kelmagan tartib son oldidan artikl qo'yilmaydi.

She was **first** in her class.

U o'z sinfida birinchi edi.

Our team is **third** in the standings.

Bizning lamoq mavqeyi bo'yicha uchinchi.

3. So'zlovchi (yozuvchi) va tinglovchi (o'quvchi) uchun ma'lum bo'lgan kontekstda.

Here comes **the** teacher (one teacher known to the class).

Bu yoqqa o'qituvchi kelyapti (sifga ma'lum bo'lgan o'qituvchi).

Turn on **the** light in **the** kitchen (only one light in one kitchen).

Oshxonadagi chiroqni yoq (oshxonada faqat bitta chiroq bor).

Have you been to **the** mountains recently? (mountains nearby that are known to everyone)

Siz yaqindda tog'da bo'ldingizmi? (shu yaqin atrofdagi hammaga ma'lum tog'da)

They prefer to live in **the** city (the reader understands the difference between living in the country or suburbs and living in the city).

Ular shaharda yashashni afzal ko'radilar (o'quvchi shaharda yoki uning chekkasida yashash bilan qishliqda yashash orasidagi farqni tushunadi).

4. Narsaning sinfini aniq ko'rsatish uchun. Ko'pincha otdan oldin keladi:

The child is the hope of the future.

Bola(lar) kelesha(imiz) umididir.

The nuclear threat is frightening.

Atom (bombasi) havfi dahshatga solmoqda.

Aniq artikl **the** ba'zan sifatdan oldin kelishi ham mumkin, masalan:

The elderly are often lonely.

Keksalar ko'pincha yolg'iz bo'ladilar.

The handicapped need access to public buildings.

Nogironlarga jamoat binolariga kirish huquqini berish kerak.

5. Ilovali birikmalar boshida.

This is my friend, **the** one I was telling you about.

Do this experiment first, **the** experiment on page 29.

6. Yagona holda mavjud bo'lgan narsalarni ifodalovchi otlar oldidan.

the sky

quyosh

the earth

osmon

the moon

yer

the sun

oy

the president

prezident

the capital

poytaxt

Tashkent is **the** capital of our country.

Toshkent mamlakatimizning poytaxti.

The sun rises in **the** east, and sets in **the** west.

Quyosh sharqdan chiqib, g'arbga botadi.

Artiklar (**a/an, the**) quyidagi hollarda ishlatilmaydi:

1. Ot bir sinfga (turga) mansub bo'lgan barcha narsalarni ifodalaganda:

Dogs are domestic animals. (all dogs)

Itlar uy hayvonlaridir. (barcha itlar).

Mary likes **dogs**. (all dogs)

Meri itlarni yaxshi ko'radi. (barcha itlarni)

Man proposes; God disposes.

Insondan harakat, Allohdan barakat (*man* "kishi" so'zi orqali barcha insonlar nazarda tutilgan)

2. Bir turni boshqa turdan ajratish uchun:

Dogs, not **squirrels**, are domestic animals.

Olmaxonlar emas, itlar uy hayvonlaridir

Mary likes **dogs**, not **cats**.

Meri mushuklarni emas, itlarni yoqtiradi.

Men, not **women**, are boxers.

Ayollar emas, erkaklar bokschilardir.

3. Bir turga mansub barcha narsalarni emas, qanchadir miqdori ifodalanganda:

Leaves are beginning to fall.

Barglar to'kila boshlayapti.

Engineers make good salaries.

Injenerlar yaxshi maosh olishadi.

The edge of the field was marked by **trees**.

Dalaning cheti daraxtlar bilan belgilab qo'yilgan edi.

4. be fe'lidan keyin kelgan ko'plikdagi otlar bilan:

Most of my friends are **students**.

Do'stlarimning ko'pchiligi – student.

His sisters are teachers.

Uning opalari – o'qituvchi.

5. O'ziga xos va yagona bo'lgan muassasa va jarayonni ifodalovchi otlar bilan:

School begins Monday (a particular Monday).

Maktab dushanba (kuni) boshlanadi.

Breakfast will be late tomorrow (there will be only one breakfast tomorrow).

Ertaga nonushta kechikadi (ertaga faqat bir marta nonushta bo'ladi).

People are angry with Congress (there is only one Congress in the country).

Odamlar Kongresdan norozi (mamlakatda faqat bitta Kongress bor), *lekin*,

People are angry with the state legislature (one of many).

Odamlar davlat qonunchiligidan norozi (bir nechtdan bittasi).

People are angry with the city council (one of many).

Odamlar shahar kengashidan norozi (bir nechtdan bittasi).

Ex-1

Kerakli joyga nuqtalar or'niga artikl qo'ying.

1.This is... book . 2.It is my ... book. 3.A have ... sister. 4.My ... sister is ... engineer. 5.My sister's ... husband is ... doctor. 6.This ... pen is good , and that ... pen is bad. 7.My sister's ... husband is ... doctor. 8.I have no ... handbag. 9.Have they got ...car? 10.Their ... car is very expensive but reliable.

Ex-2

Nuqtalar o'rniga kerakli artikl qo'ying.

1. This is ... pen. 2. ... pen is red. 3. In the morning I eat ... sandwich and drink ... tea. 4. Do you like ... ice cream? 5. I see ... book in your ... hand. 6. He never eats ... meat , he always eats ... vegetables, ... ceveals , ...seeds , ... fruit and ...nuts. 7. My ... friends have got ... cat and ...dog. 8. Our ...room is large. 9. Give my hat ... pencil, please. 10. Would you like ... orange?

Exercise-3

Kerakli joyga nuqtalar or'niga artikl qo'ying.

1. My ...mother is ...a doctor.

2. She is ... a pupil.
3. I am ... a engineer.
4. He is ... a good ... pupil.
5. This is ... house.
6. This is my ... pencil.
7. My ... aunt is ... teacher.
8. He work at ... factory.
9. ... factory is big.
10. There are many ... children in ... yard.

Exercise-4

Kerakli joyga nuqtalar or'niga artikl qo'ying.

1. His ... table is near ... window.
2. There is ... park behind ... hospital.
3. There are ... beautiful ... trees in ... park.
4. There is ... good ... film on TV this ... evening.
5. He works at ... school.
6. My ... brother is ... teacher.
7. There is ... book, ... pen , and ... paper on my ... writing desk.
8. My brother is ... pupil.
9. He goes to ... school.
10. He goes to ... school in ... morning.

Exercise-5

Nuqtalar o'miga kerakli artikl qo'ying.

What do you do after ... breakfast?

He has ... small family.

He has ... father and ... mother.

She is ... good girl.

She has ... many Russian books, but she has no ... English books.

We have ... good library.

7. My ... aunt and ... my ... uncle are ... doctors.

8. There are ... newspapers on ... coffee table.

9. There is ... tea in ... glass.

10. There are ... three rooms in ... flat.

LESSON 8. FERTILIZATION



Activity-1. Learn the words with their translation.

- | | |
|------------------|------------------|
| 1. agrochemicals | 21.mineral |
| 2. arable | 22.nitrogen |
| 3. calcium | 23.nucleic acids |
| 4. magnesium | 24.nutrients |
| 5. carbondioxide | 25.pesticide |
| 6. chlorophyll | 26.pests |
| 7. compensate | 27.phosphorus |
| 8. concentration | 28.plough |
| 9. constituent | 29.potassium |
| 10.decomposing | 30.protein |
| 11.degradation | 31.raw materials |
| 12.eliminate | 32.reduce |
| 13.emit | 33.release |
| 14.enzyme | 34.residue |
| 15.exhaust | 35.root |
| 16.imbalance | 36.solid |
| 17.impact | 37.solution |
| 18.insect | 38.storage |
| 19.liquid | 39.sulphur |
| 20.metabolism | 40.tillage |

41. to protect
42. topsoil
43. weeds
1. agrokimyoviy moddalar
2. haydaladigan
3. kaltsiy
4. magniy
5. karbonat angidrid
6. xlorofill
7. kompensatsiya qilish
8. konsentratsiya
9. tashkil etuvchi
10. parchalanish
11. degradatsiya
12. yo'q qilmoq
13. chiqaradi
14. ferment
15. egzoz
16. muvozanatsizlik
17. ta'sir qilish
18. hasharotlar
19. suyuqlik
20. metabolizm

21. mineral
22. azot
23. nuklein kislotalar
24. oziq moddalar
25. pestitsid
26. zararkunandalar
27. fosfor
28. shudgor
29. kaliy
30. oqsil
31. xom ashyo
32. kamaytirish
33. ozod qilish
34. qoldiq
35. ildiz
36. qattiq
37. yechim
38. saqlash
39. oltingugurt
40. yerga ishlov berish
41. himoya qilmoq
42. tuproqning yuqori qatlami
43. begona o'tlar

Activity-2. Cross out words and phrases which are not connected with the problem of using fertilizers in agriculture:

fertilizers, organic, mineral, combine harvester, manure, increasing yields, nutrients, steering wheel.

Activity-3. Find the most common word or word-combination among the following:

nitrogen, phosphorus, potassium, plant nutrients, calcium, magnesium, sulphur.

Activity-4. Before you read the text decide which of the following statements you agree or disagree with:

- a) Plants tend to exhaust the soil.
- b) The best way to increase soil fertility is applying fertilizers.

- c) It is preferable to add mineral fertilizers into the soil.
- d) Fertilization is the only way to improve soil fertility.
- e) Use of fertilizers has only positive effect.

Activity-5. Scan the text quickly and find what the main components of a rich soil are and how plants are supplied with them.

For this the following strategies are possible:

- look through subtitles
- look for key words
- look for word meaning through context
- categorize information
- classify information

Activity-6. Read the text and do the exercises below.

FERTILIZATION

We all, 5000 millions of us, depend on plants for our food, and plants depend on mineral nutrients for their growth and development. 13 elements derived from the soil are indispensable for all plant growth. They are called plant nutrient. An additional 4 or 5 elements are beneficial for proper development of some plants.

Fertilizers are plant nutrients.

Plant nutrients. Plant form their complex organic matter from water and nutrients from the soil, carbon dioxide from the air and energy from sunlight. Plants use six of the nutrients in relatively large amounts: nitrogen, phosphorus, potassium, sulphur, calcium and magnesium. These are called "major nutrients". They are constituents of many plant components such as proteins, nucleic acids and chlorophyll, and are essential for processes, such as energy transfer, maintenance of internal pressure and enzyme function.

Other nutrients are required in small or trace quantities and are referred to as "micronutrients" or "trace elements". They have a variety of essential functions in plant metabolism. The metals are constituents of enzymes.

Micronutrients are Chlorine (Cl), Iron (Fe), Manganese (Mn), Zinc (Zn), Copper (Cu), Boron (B), Molybdenum (Mo). When deficiencies or gross imbalances of nutrients

occur, plant growth and development suffer. For optimum plant growth, nutrients must be available for plants:

- in solution in the soil water - in appropriate and balanced amounts - at the right time.

Plants are supplied with nutrients mainly from:

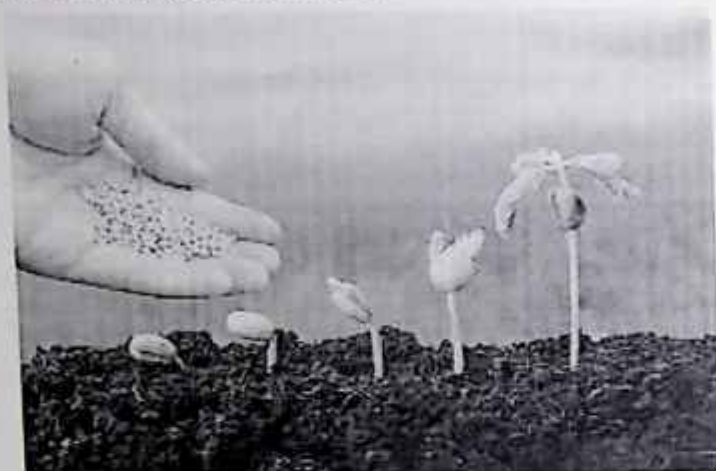
- release of nutrients from soil reserves
- decomposing plant residues (roots, straw, etc.)
- organic manures
- mineral fertilizers
- biological nitrogen fixation - aerial deposition.

Nutrients removed from the soil must be replenished, otherwise the soil becomes exhausted and crops will suffer and eventually fail. Soil contains reserves of nutrients, e.g., the topsoil content of nitrogen ranges from some 3 to 20 t/ha. However, these reserves are mostly in forms unavailable to plants; only a minor portion is released each year through biological activity or chemical processes. Plants can only take up nutrients as water soluble compounds. When the nutrients supply is insufficient for crop needs, additional nutrients can be supplied in fertilizers to make up the difference. Mineral fertilizers are not substances foreign to nature: they contain normal plant constituents.

Fertilizer application. Most fertilizers are applied by surface spreading. In arable crops sowing and fertilization are combined in one operation, with the fertilizer placed near the seeds. Later application of nitrogen is spread on the surface. Injection of liquid ammonia into the soil using special equipment and the spreading of fertilizers dissolved in water are also used in some regions.

Plants take part most of their nutrients from the soil solution through the roots, but they can also take up some nutrients sprayed on the leaves. This is the usual application method for correcting deficiencies of micronutrients. Fertilizers should be used according to fertilizer recommendations published by governmental and agricultural agencies and by fertilizer producers. Increasingly, fertilizer plans are made for each field. Crop requirements, nutrient supply from soils as determined by soil analysis,

residues from past cropping, manure application and local soil and climatic conditions are all important in estimating the fertilizer rate.



O'G'ITLASH

Biz hammamiz, 5000 millionlab odamlar, oziq-ovqatimiz o'simliklarga, o'simliklar esa ularning o'sishi va rivojlanishi uchun mineral ozuqalarga bog'liq. Tuproqdan olingan 13 ta element barcha o'simliklar o'sishi uchun ajralmas hisoblanadi. Ular o'simlik ozuqasi deb ataladi. Ba'zi o'simliklarning to'g'ri rivojlanishi uchun qo'shimcha 4 yoki 5 element foydalidir.

O'g'itlar o'simliklarning ozuqa moddalaridir. O'simliklarning ozuqa moddalari. O'simliklar o'zlarining murakkab organik moddalarini suvdan va tuproqdan oziq moddalardan, havodan karbonat angidrididan va quyosh nuridan energiyadan hosil qiladi. O'simliklar oltita ozuqa moddalarini nisbatan katta miqdorda ishlatadi: azot, fosfor, kaliy, oltingugurt, kaltsiy va magniy. Ular "asosiy oziq moddalar" deb ataladi.

Ular oqsillar, nuklein kislotalar va xlorofill kabi ko'plab o'simlik tarkibiy qismlarining biy qismlari bo'lib, energiya almashinuvi, ichki bosim va ferment funksiyasini h kabi jarayonlar uchun zarurdir.

Ular ozuqa moddalari kichik yoki iz miqdorida talab qilinadi va ular "elementlar" yoki "iz elementlari" deb nomlanadi. Ular o'simlik metabolizmidagi xil muhim funksiyalarga ega. Metallar fermentlarning tarkibiy qismidir.

Mikroelementlar xlor (Cl), temir (Fe), marganets (Mn), rux (Zn), mis (Cu), bor (B), molibden (Mo). Oziq moddalarning etishmasligi yoki umumiy nomutanosibligi yuzaga kelganda, o'simlikning yalpi va rivojlanishi buziladi. O'simliklarning optimal o'sishi uchun o'simliklar uchun ozuqa moddalari mavjud bo'lishi kerak:

- tuproq suvidagi eritmada - mos va muvozanatli miqdorda - kerakli vaqtda.

O'simliklar ozuqa moddalari bilan asosan quyidagilardan ta'minlanadi:

- tuproq zahiralardan ozuqa moddalarini chiqarish

- parchalanadigan o'simlik qoldiqlari (ildiz, somon va boshqalar).

- organik o'g'itlar

- mineral o'g'itlar

- biologik azot fiksatsiyasi - havoda yotqizish.

Tuproqdan olib tashlangan ozuqa moddalarini to'ldirish kerak, aks holda tuproq charchaydi va ekinlar zarar ko'radi va oxir-oqibat muvaffaqiyatsizlikka uchraydi.

Tuproqda ozuqa moddalari zahiralari mavjud, masalan, azotning ustki qatlami taxminan 3 dan 20 t/ga gacha. Biroq, bu zahiralar asosan o'simliklar uchun mavjud bo'lmagan shakllarda bo'ladi; har yili biologik faollik yoki kimyoviy jarayonlar orqali chiqariladigan ozgina qismi. O'simliklar ozuqa moddalarini faqat suvda eriydigan birikmalar sifatida qabul qilishi mumkin. Oziq moddalar bilan ta'minlash ekin ehtiyojlari uchun etarli bo'lmasa, farqni qoplash uchun qo'shimcha oziq moddalar o'g'itlar bilan ta'minlanishi mumkin. Mineral o'g'itlar tabiatga begona moddalar emas: ular oddiy o'simlik tarkibiy qismlarini o'z ichiga oladi.

O'g'itlarni qo'llash. Ko'pgina o'g'itlar sirtni yoyish orqali qo'llaniladi. Ekin ekinlarida ekish va o'g'itlash bir operatsiyada birlashtirilib, o'g'itlar urug'lar yaqinida joylashtiriladi. Keyinchalik azotni qo'llash sirtga tarqaladi. Ayrim hududlarda maxsus asbob-uskunalar yordamida tuproqqa suyuq ammiak quyish, suvda erigan o'g'itlarni tarqatish ham qo'llaniladi.

O'simliklar ozuqa moddalarining ko'p qismini ildiz orqali tuproq eritmasidan oladi, lekin ular barglarga sepilgan ba'zi oziq moddalarni ham olishlari mumkin. Bu mikroelementlarning etishmasligini tuzatish uchun odatiy dastur usuli. O'g'itlar davlat va qishloq xo'jaligi idoralari va o'g'it ishlab chiqaruvchilar tomonidan e'lon qilingan

o'g'itlar bo'yicha tavsiyalarga muvofiq ishlatilishi kerak. Har bir dala uchun o'g'itlar rejalari tobora ko'payib bormoqda. O'g'it me'yorini hisoblashda ekinlarga bo'lgan talab, tuproq tahlili natijasida aniqlangan tuproqdan oziq moddalar bilan ta'minlanishi, o'tmishdagi ekinlardan qolgan qoldiqlar, go'ng qo'llash va mahalliy tuproq-iqlim sharoitlari muhim ahamiyatga ega.

Activity-7. Read the text and test yourself :

1. What kinds of inorganic fertilizers greatly affect the crop yields in modern intensive agriculture?

- a) containing potash; b) containing nitrogen;
- c) containing phosphorus; d) containing manure.

2. Due to what techniques did American farmers try to improve soil fertility?

- a) application of manure; b) application of fertilizers;
- c) return to grass and woodland; d) land reclamation.

3. What is the serious problem that has developed in fertilization?

- a) the increasing energy costs; b) raw material shortage;
- c) the increasing cost of nitrogen fertilizers.

4. What are the results of man's interventions into ecosystem dynamics?

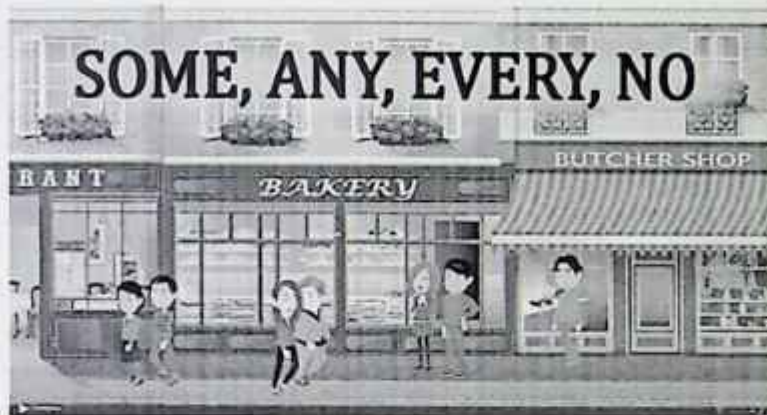
- a) the increased amount of nitrogen in atmosphere;
- b) the increased rate at which nitrogen oxides are introduced into atmosphere;
- c) the reduction of the ozone layer;
- d) the increase of the ozone layer.

5. What reflects changes in petroleum prices?

- a) the availability of nitrogen fertilizers; b) the amount of nitrogen fertilizers used by farmers; c) the cost of nitrogen fertilizers.

GRAMMAR

SOME, ANY, NO OLMOSHLAR / PRONOUNS



Some olmoshi "bir necha", "bir qancha" degan ma'nolarni anglatib, faqat bo'lishli gaplarda ishlatiladi.

There are **some** books on the table.

Stol ustida bir qancha kitoblar bor.

I've got **some** French books.

Menda bir nechta fransuzcha kitob(lar) bor.

Any olmoshi bo'lishsiz va so'roq gaplarda **some** o'rnida ishlatiladi va "hech qancha", "hech qanday", "birorta" kabi ma'nolarni anglatadi.

There are not **any** book(s) on the table.

Stolning ustida hech qanday kitob yo'q.

Are there **any** book(s) on the table?

Stolning ustida birorta kitob bormi?

I haven't got **any** French books.

Menda hech qanday fransuzcha kitob yo'q.

Have you got **any** French books?

Sizda birorta fransuzcha kitob bormi?

Any olmoshi bo'lishli gaplarda "har qanday", "istagan", "xohlagan" kabi ma'nolarda ishlatiladi.

Come and see me **any** time.

Istagan vaqtda kelib, men bilan uchrash.

Some va **any** sanalmaydigan otlardan oldin kelganda odatda o'zbek tiliga tarjima qilinmaydi.

Give me **some** milk, please.

Iltilmos, menga sut bering.

I've got **some** money, but not enough to buy a car.

Menda pul bor, lekin mashina sotib olish uchun yetarli emas.

Is there **any** butter in the fridge?

Muzlatkichda saryog' bormi?

Some va **any** olmoshlaridan keyin **of** predlogi kelishi mumkin.

some of ... -ning/-dan ba'zilar (ayrimlari/bir nechitasi/bir qanchasi)

Some of the books are on the table.

Kitoblarning ayrimlari stolning ustida.

Some of the participants will come later.

Ishtirokchilardan ba'zilar kechroq kelishadi.

any of ... bo'lishli gaplarda -ning/-dan istalgani (har biri/ har bittasi/ har qaysisi/qaysi biri bo'lsa ham); bo'lishsiz gaplarda -ning/-dan hech biri (hech qaysisi/birortasi ham).

Any of the books will do.

O'sha kitoblarning qaysi biri bo'lsa ham bo'laveradi.

Any of those people couldn't give useful information.

O'sha kishilarning hech biri foydali ma'lumot bera olmadi.

Eslatma: Agar so'roq gap orqali biror narsa taklif qilinsa yoki so'ralsa **any** emas **me** olmoshi qo'llanadi.

Would you like **some** coffee?

Kofe ichishni xohlaysizmi?

Would you like **some** cheese?

Pishloq yeyishni xohlaysizmi?

Could you lend me **some** money?

Menga qarzga pul bera olasizmi?

No olmoshi faqat bo'lishsiz gaplarda **not any** o'rnida ishlatilishi mumkin.

There are **no** book(s) on the table.

Stolning ustida kitob(lar) yo'q.

I have **no** time to do it now.

Buni qilishga hozir vaqtim yo'q.

Some, any va **no** olmoshlarining har biri **body, one, thing, where** so'zlari bilan birikib yangi olmoshlarni hosil qiladi.

somebody/someone	anybody/anyone	nobody/no-one
------------------	----------------	---------------

something	anything	nothing
-----------	----------	---------

somewhere	anywhere	nowhere
-----------	----------	---------

Somebody va **someone** olmoshlari ma'nodosh bo'lib, "kimdir" degan ma'noni anglatadi.

Somebody (or someone) is knocking the door.

Kimdir eshikni taqillatyapti.

Something "nimadir", "biror nima", "biror narsa" kabi ma'nolarda ishlatiladi.

I am hungry. I want to eat **something**.

Qornim ochdi. Biror narsa yegim kelyapti.

Somewhere – "biror joy", "biror yer", "qayerdir" kabi ma'nolarni ifodalaydi.

"Where is Ted?"	"He is somewhere in Europe."
-----------------	-------------------------------------

"Ted qayerda?"	"U Yevropaning biror yerida."
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Some bilan yasalgan barcha olmoshlar tasdiq gaplarda ishlatiladi.

Anybody va **anyone** olmoshlari so'roq va inkor gaplarda "kimdir", "biror kishi", "hech kim" kabi ma'nolarda ishlatiladi.

Can **anybody/anyone** help? (it does not matter who)

Biror kishi yordam bera oladimi? (kim bo'lishidan qat'i nazar)

Don't let **anyone** open the door.

Hech kim eshikni ochmasin.

They did not find **anybody** who could help them.

Ular yordam bera oladigan hech kimni topmadilar.

Anything olmoshi so'roq va inkor gaplarda "nimadir", "biror narsa", "hech narsa" kabi ma'nolarda ishlatiladi.

Did he tell you **anything** about that accident?

U sizga o'sha baxtsiz voqea haqida biror narsa aytib berdimi?

He doesn't know **anything** about the accident.

Baxtsiz voqea haqida u hech narsa bilmaydi.

Anywhere olmoshi so'roq va inkor gaplarda "biror yer", "biror yoq", "biror joy", "hech yer", "hech qayer" kabi ma'nolarda ishlatiladi.

Will you go **anywhere** this weekend?

Bu dam olish kunlari biror yoqqa borasizmi?

Last evening I was at home; I didn't go **anywhere**.

Kecha kechqurun uyda edim; hech qayerga bormadim.

Nobody/no-one faqat inkor gaplarda "hech kim", "hech kimsa" kabi ma'nolarda ishlatiladi va **not anyone** o'rnida qo'llanishi mumkin.

Nobody needs to worry about ice storms in Jamaica.

Yamaykada hech kim qorbo'ron haqida qayg'urmaydi.

The examiner asked somebody to come in but **nobody/no-one** came in.

Imtihon qiluvchi biror kishining kirishini iltimos qildi, lekin hech kim kirmadi.

Nothing olmoshi faqat inkor gaplarda "hech narsa" ma'nosida ishlatiladi.

Nothing of their plans was known to me.

Ularning rejasi haqida hech narsa bilmas edim.

There is **nothing** in the box; it is empty.

Qutida hech narsa yo'q; u bo'm-bo'sh.

here olmoshi faqat inkor gaplarda "hech yer", "hech yoq" kabi ma'nolarda iladi.

Nowhere have I seen so many beautiful houses.

Men bunday chiroyli uylarni hech qayerda ko'rmaganman.

Ex-1. Nuqtalar o'rniga kerakli some, any, yoki no olmoshini qoying.

1. There are ... pictures in the book.

2. Are there ... new students in your group?

3. There are ... old houses in your street.
4. Are there ... English text-books on the desks?
5. Are there ... maps on the walls?
6. Are there ... pens on the desks?
7. Are there ... sweets in your bag?
8. Have you got ... English books at home?
9. There are ... beautiful pictures in your magazines.
10. There is ... luck in my pen: I cannot write.

Ex-2. Nuqtalar o'rniga kerakli some, any, yoki no olmoshini qoying.

1. Is there ... paper on your table?
2. I haven't got ... exercise book.
3. Are me ..., please.
4. Its winter. There are ... leaves on the trees.
5. I need ... sugar, ... flour, ... eggs, ... butter and ... milk to make a cake.
6. There is ... butter in the fridge, but there isn't ... milk.
7. Are there ... eggs?
8. We haven't got ... flour.
9. To make cabbage soup I need ... cabbage, ... onions, ... carrots, and ... salt.
10. I need to buy a lot of things. There isn't ... time to waste.

Ex-3. Nuqtalar o'rniga kerakli some, any, yoki no olmoshini qoying.

1. There is ... money in my purse.
2. We haven't got ... milk.
3. Bob always likes ... sugar in his coffee.
4. He wanted ... bread.
5. They haven't got stamps.
6. He has got ... money.
7. There are ... schools in this street.
8. Are there ... pictures in your book?
9. There are ... flowers here in winter.
10. I can see ... children in the yard.

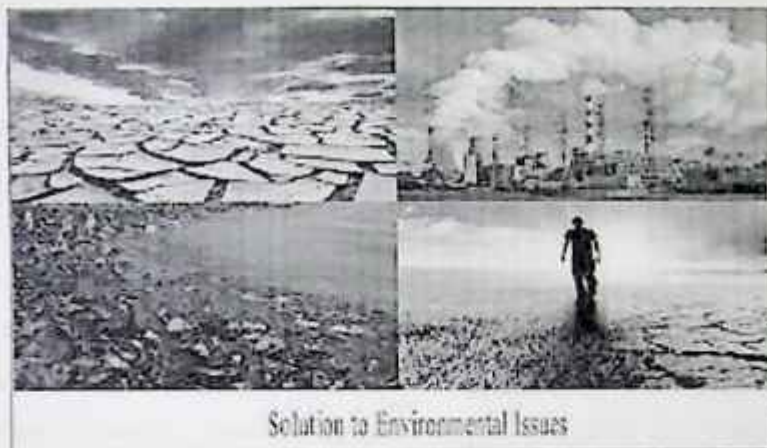
Ex-4. Nuqtalar o'rniga kerakli some , any , yoki no olmoshini qoying.

1. We haven't got ... milk.
2. Bob always likes ... sugar in his coffee.
3. He wanted ... bread.
4. They haven't got ... stamps.
5. He has got ... money.
6. There are ... schools in his street.
7. There are ... flowers here in winter.
8. I can see ... children in the yard.
9. Are there ... new buildings in your street?
10. There are ... people in the park , because it is cold.

Ex-5. Nuqtalar o'rniga kerakli some , any , yoki no olmoshini qoying.

1. Give me ... tea, please.
2. Do you want ... milk in your coffee?
3. Is there ... chose on the plate?
4. There is ... ham on the plate.
5. Can I have ... milk in my tea?
6. There is ... ink in my pen.
7. Is there ... snow in the street this morning?
8. My mother likes ... music.
9. Are there ... chess players here?
10. Do you like ... apples?

LESSON 9. ECOLOGY



Solution to Environmental Issues

Activity-1. Learn the words with their translation.

- | | |
|---------------------------|-----------------------------------|
| 1. excepting | 23. drastic changes |
| 2. exhaustion | 24. to integrate |
| 3. calamity | 25. to imply |
| 4. to occur | 1. istisno |
| 5. excessive exploitation | 2. charchash |
| 6. an explosion | 3. falokat |
| 7. a threat | 4. yuzaga kelmoq |
| 8. a destruction | 5. haddan tashqari ekspluatatsiya |
| 9. to impoverish | 6. portlash |
| 10. pernicious | 7. tahdid |
| 11. negligent, | 8. halokat |
| 12. versatile | 9. qashshoqlashtirmoq |
| 13. famine | 10. zararli |
| 14. to multiple | 11. beparvo, |
| 15. to perish | 12. ko'p qirrali |
| 16. scraps | 13. ocharchilik |
| 17. surrounding | 14. bir nechta |
| 18. "holistic" approach | 15. halok bo'lmoq |
| 19. interdependence | 16. parchalar |
| 20. pursuit | 17. atrofdagi |
| 21. to extend | 18. "Yaxlit" yondashuv |
| 22. existence | 19. o'zaro bog'liqlik |

20. ta'qib qilish
21. uzaytirmoq
22. mavjudlik

23. keskin o'zgarishlar
24. birlashtirmoq
25. nazarda tutmoq

Activity-2. Read the text and do the exercises below.

ECOLOGY

Mankind have no enemies excepting themselves, calamities of mankind occur from their own irrationalism. Therefore for the present it is impossible to name as «a noosphere» - that is to say the world, where the mind is ruling - the thin layer of space on a surface of Globe, where a man dominates. Now this still rich and perfect world collapses because of excessive exploitation of it by mankind economic activity that has increased enormously in connection with demographic explosion that has taken place. However the world is in crisis and the problems of mankind are not solved by their intellectual leaders. The threat of ecological catastrophe approaches simultaneously from the different directions: pollution and impoverishing of the seas, oceans, rivers, underground waters, pollution and destruction of woods and agricultural grounds, pollution and change of an atmosphere, reduction of the protective ozone layer, pernicious changes of a climate, the rise of the ocean level, accumulation of deadly radioactive substance made by uncountable atomic power stations, the impoverishing of the vegetative and animal world, exhaustion of resources of the planet. Obviously the reason is not simply, as speak, «in the negligent, prodigal relation of a man to a nature».

Global and versatile character of the ecological crisis point out on fundamentality of its reasons and, accordingly, requires fundamental, radical changes in life of mankind. «Love and famine rule the world» it is the main law of biosphere, the main law of ecology. Because the ecology is not «a science about pollution» as many people think. It is unnecessary to confuse ecology and sanitation. Ecology is a BIOLOGICAL science, the science about interaction of a population of any biological species (it is unessential just of a human) - and the environment of its living. At this interaction the main characteristic of a population is its number and the main characteristic of environment is amount of vital resources necessary for life of this biological species.

For example, if in closed volume the bacteria live, and they do not have enemies, they will multiplied and then will perish - or from famine, by having exhausted resources, necessary for their life, or, if they find new resources, they will multiplied further and will perished from poisoning of the environment with their own scraps.⁶

EKOLOGIYA

Insoniyatning o'zidan boshqa dushmani yo'q, insoniyatning musibatlari o'zlarining irratsionalligidan kelib chiqadi. Shuning uchun hozircha "noosfera" deb nomlashning iloji yo'q, ya'ni aql hukmronlik qiladigan dunyo - inson hukmronlik qiladigan Globus yuzasidagi nozik bir fazo qatlami. Endi bu hali ham boy va mukammal dunyo insoniyatning iqtisodiy faolligidan haddan tashqari ekspluatatsiya qilinishi tufayli vayron bo'lmoqda, bu sodir bo'lgan demografik portlash bilan bog'liq. Biroq, dunyo inqirozga yuz tutmoqda va insoniyat muammolari ularning intellektual rahbarlari tomonidan hal qilinmayapti. Ekologik falokat tahdidi bir vaqtning o'zida turli yo'nalishlardan yaqinlashadi: dengizlar, okeanlar, daryolar, er osti suvlarining ifloslanishi va qashshoqlanishi, o'rmonlar va qishloq xo'jaligi maydonlarining ifloslanishi va vayron bo'lishi, atmosferaning ifloslanishi va o'zgarishi, himoya ozon qatlamining pasayishi, iqlimning zararli o'zgarishi, o'lik moddalar darajasining ko'tarilishi, radioaktiv moddalar darajasining ko'tarilishi. behisob atom elektr stantsiyalari, o'simlik va hayvonot dunyosining qashshoqlashishi, sayyoramiz resurslarining tugashi. Shubhasiz, buning sababi, aytganidek, "odamning tabiatga beparvo, beparvo munosabatida" emas. Ekologik inqirozning global va ko'p qirraliligi uning sabablarining tubdan ekanligini ko'rsatadi va shunga mos ravishda insoniyat hayotida tub o'zgarishlarni talab qiladi. "Sevgi va ocharchilik dunyoni boshqaradi" - bu biosferaning asosiy qonuni, ekologiyaning asosiy qonunidir. Chunki ekologiya ko'pchilik o'ylagandek "ifloslanish haqidagi fan" emas. Ekologiya va sanitariyani chalkashtirib yuborishning hojati yo'q. Ekologiya - bu BIOLOGIK fan bo'lib, har qanday biologik tur populyatsiyasining (bu faqat inson uchun muhim emas) va uning yashash muhitining o'zaro ta'siri haqidagi fan. Ushbu o'zaro ta'sirda populyatsiyaning

⁶ Nadmidon V.D. Agronomiya mutaxassisliklari talabalari, magistrleri va aspirantlari uchun ingliz tilidan o'quv-uslubiy qo'llanma / V.D. Nadmidon - Ulan-Ude: nomidagi BSAA nashriyoti. V.R. Filippova, 2009. - 61

asosiy xususiyati uning soni va atrof-muhitning asosiy xarakteristikasi - bu biologik turning hayoti uchun zarur bo'lgan hayotiy resurslar miqdori. Misol uchun, agar bakteriyalar yopiq hajmda yashasa va ularning dushmanlari bo'lmasa, ular ko'payadi va keyin yo'q bo'lib ketadi - yoki ochlikdan, o'z hayoti uchun zarur bo'lgan charchagan resurslarga ega bo'lib, yoki agar ular yangi manbalarni topsalar, ular yanada ko'payadi va o'z qoldiqlari bilan atrof-muhitni zaharlashdan nobud bo'ladi.

Activity- 3. Read the story and choose the sentences which are true to it.

1. Calamities of mankind occur from human rationalism.
2. Now our planet is still a rich and perfect world.
3. The problems of mankind are not solved by their intellectual leaders.
4. The threat of ecological catastrophe approaches from one direction.
5. The reason of ecological catastrophe is simple.
6. «Love and famine rule the world» it is the main law of biosphere.
7. Ecology is the science about interaction of human beings.
8. The main characteristic of environment is amount of vital resources necessary for people's life.

Activity-4. Match the columns:

Impoverishing	Enriching
Negligent	Constant Versatile
Healthy	
Excessive	Protective
Pernicious	Helpful
rodigal	Vital

Activity-5. These sentences are written in the wrong order. Try to recollect their session in the text.

The threat of ecological catastrophe approaches simultaneously from the different directions.

2. Mankind have no enemies excepting themselves, calamities of mankind occur from their own irrationalism.

3. Global and versatile character of the ecological crisis point out on fundamentality of its reasons and, accordingly, requires fundamental, radical changes in life of mankind.
4. Ecology is a biological science, the science about interaction of a population of any biological species and the environment of its living.
5. Now this still rich and perfect world collapses because of excessive exploitation of it by mankind economic activity that has increased enormously in connection with demographic explosion that has taken place.
6. «Love and famine rule the world» it is the main law of biosphere, the main law of ecology.
7. At this interaction the main characteristic of a population is its number and the main characteristic of environment is amount of vital resources necessary for life of this biological species.
8. Obviously the reason is not simply, as speak, «in the negligent, prodigal relation of a man to a nature».

Activity-6. Answer the following questions:

1. Does mankind have any enemies?
2. Is it possible to name our planet as «a noosphere» for the present?
3. Why do collapses take place nowadays?
4. Are the problems of mankind solved by their intellectual leaders?
5. From what directions does the threat of ecological catastrophe approach?
6. What is the reason of ecological catastrophe?
7. How do you understand the main law of biosphere and ecology?
8. Are there any ways to save the planet?

Activity-7. Complete the sentences using the text.

1. Ecology is a scientific study of
2. It brings together natural and social sciences...
3. Its main theme and major idea is ...
4. For centuries people have been in the pursuit of ...
5. As a result of it people have become ...

6. Ecological situation needs ...
7. Ecology implies ...

Activity-8. In the text find the synonyms to the following words and phrases.

- | | |
|---------------------|---------------------------|
| * natural relations | * surrounding |
| * to bring together | * to extend |
| * drastic changes | * to take into account |
| * to imply | * sustainable development |
| * to improve | * to preserve |

Activity-9. Argue the following statements (agree or disagree).

1. Ecology is protection and preservation of plants and animals and their habitat.
2. Ecological situation needs drastic changes in its treatment.
3. Ecology can provide exact guidelines and analytical tools to farm intensively all the Earth's resources.
4. Ecology task is to extend human power over nature as far as possible.
5. Ecology implies global solidarity – that we are all responsible for everyone alive today, for future generations, and for the Earth as our home.

Activity-10. Answer the following questions to the text.

1. How do dictionaries define ecology?
2. Why does ecology bring all sciences together?
3. Why is so important to understand the way nature works?
4. Why has ecological thinking to be integrated into politics?
5. What is sustainable development?

Activity-11. Homework. Give the summary of the article in 5-7 sentences using many new words as possible.

GRAMMAR

COMPARATIVE DEGREES of ADJECTIVES SIFAT DARAJALARI

Adjective Comparative Superlative

One syllable	strong	stronger	strongest
Consonant + short vowel + consonant	big	bigger	biggest
Ends in -e	large	larger	largest
Ends in -y	happy	happier	happiest
Two syllables	gentle	gentler more gentle	gentlest most gentle
Three or more syllables	expensive	more expensive	most expensive
Irregular forms	good little	better less	best least

Ingliz tilidagi sifat va ravishlarning ham o'zbek tilidagi kabi uchta qiyosiy darajasi mavjud: oddiy, qiyosiy va orttirma darajalar.

Qisqa (bir yoki ikki bo'g'inli) so'zlarning qiyosiy darajasi -er va orttirma darajasi -est qo'shimchalari yordamida yasaladi. Ortirma darajadagi sifat yoki ravish oldidan aniq artikl (the) ishlatiladi.

deep – deeper – **the deepest**
 chuqur – chuqurroq – eng chuqur
 small – smaller – **the smallest**
 kichik – kichikroq – eng kichik

Undosh ketidan kelgan “y” harfiga tugagan so'zlarga -er va -est qo'shimchalari qo'shilganda “y” harfi “i”ga aylanadi.

easy – easier – **the easiest**
 oson – osonroq – eng oson
 busy – busier – **the busiest**
 band – bandroq – eng band
 dirty – dirtier – **the dirtiest**
 iflos – iflosroq – eng iflos

Qisqa unidan keyin keluvchi undoshga tugagan so'zlarga **-er** yoki **-est** qo'shilganda oxirgi undosh ikkilanadi.

thin – **thinner** – the **thinnest**
yupqa – yupqaroq – eng yupqa
big – **bigger** – the **biggest**
katta – kattaroq – eng katta

Ko'pchilik ikki bo'g'inli va barcha ko'p bo'g'inli sifat va ravishlarning qiyosiy hamda ortirma darajalari **more** "ko'proq" yoki **less** "kamroq", **most** "eng ko'p" yoki **least** "eng kam" so'zlari yordamida yasaladi.

difficult – **more** difficult – the **most** difficult
qiyin – qiyinroq – eng qiyin
interesting – **more** interesting – the **most** interesting
qiziq – qiziqroq – eng qiziq

Qiyosiy darajadagi sifat va ravishlardan keyin "qaraganda", "nisbatan" ma'nosidagi **than** bog'lovchisi keladi.

Peter, David and Stephen are all **tall**.
Piter, David va Stefan – barchasi novcha.
Peter is **taller than** David.
Piter Daviddan novcharoq.
Stephen is **taller than** both David and Peter.
Stefan Daviddan ham, Piterdan ham novcharoq.
Stephen is **the tallest** of the three.
Stefan uchchalasining ichida eng novchasi.
This book is **more interesting** than that one.
Bu kitob narigisidan qiziqarlroq.

Qiyosiy darajani kuchaytirish uchun "ancha" ma'nosidagi **much** so'zi ishlatiladi

The Volga is **much longer** than the Neva.
Volga Nevadan ancha uzun(roq).

Bir xil sifatli ikki narsa qiyoslanganda oddiy darajadagi sifat yoki ravishning oldidan va ketidan **as ... as** qo'yiladi va o'zbek tiliga "(xuddi) ... kabi", "(xuddi) ... -a o'xshab", "-chalik", "(xuddi) ... -dek/-daka" tarzida tarjima qilinadi.

This book is **as** interesting **as** that one.
Bu kitob (xuddi) narigisi kabi qiziq.
Was that man **as** fat **as** you?
O'sha kishi (xuddi) siz kabi semizmidi?

Inkor gaplarda birinchi **as** ko'pincha **so** bilan almashadi.

This armchair is not **so** comfortable **as** that one.
Bu kreslo narigisichalik qulay emas.

Ayrim sifatlarning qiyosiy va orttirma darajalari boshqa so'zlar bilan ifodalanadi.

good – **better** – **the best**

yaxshi – yaxshiroq – eng yaxshi

bad – **worse** – **the worst**

yomon – yomonroq – eng yomon

little – **less** – **the least**

kichik/kam – kichikroq/kamroq – eng kichik/eng kam

many – **more** – **the most**

ko'p – ko'proq – eng ko'p

much – **more** – **the most**

ko'p – ko'proq – eng ko'p

All of the boys' work is **good**.

Hamma bolalarning ishi yaxshi.

Tom's work is **better** than Ted's.

Tomning ishi Tednikidan yaxshiroq.

Fred's work is **better** than both Tom's and Ted's.

Fredning ishi Tomnikidan ham, Tednikidan ham yaxshiroq.

Fred's work is **the best**.

Fredning ishi eng yaxshisi

Ex-1. Sifatlarning qiyosiy va orttirma darajalarini bering.

hot , long , short , wide, deep , warm , large , small , big, fat,

cold, tall ,nice , thin , great , clever , strong , weak , clean

Ex-2. Qavs ichidagi sifatlarning mos darajasini yozing.

1. This man is (tall) than that one.

2. Asia is(large) than Australia .

3. Mary is a (good) student than I.

4. This garden is the (nice) in our town.

5. She speaks Italian (good) than English.

6. The Thames is (short) than the Volga .

7. This book is (interesting) of all I have read this year.

8. A bus is (fast) than a tram.

9. Take some of these sweet : they are very (nice) .

10. They are very (nice) than sweet in the box .
11. January is the (cold) month of the year .
12. My sister is the (tall) her class .

Ex-3. Tarjima qiling.

1. Bugun kechagindan sovuqroq .
2. Kitoblarning ichida qaysi biri eng qiziqarli.
3. Ingliz tili grammatikasi qiyin , lekin talaffuzi undan qiyinroq .
4. Qish yilning eng sovuq fasli .
5. U chiroyli va aqlli qiz .
6. Bugun kun sovuq.
7. Qishda kunlar qisqara boradi , tunlar uzaya

Comparative Superlative Irregulars

tall	→ taller	→ the tallest	Good → better → the best
short	→ shorter	→ the shortest	Bad → worse → the worst
nice	→ nicer	→ the nicest	many → more → the most
big	→ bigger	→ the biggest	much → more → the most
hot	→ hotter	→ the hottest	far → farther → the farthest
funny	→ funnier	→ the funniest	→ further → the furthest
expensive	→ more expensive	→ the most expensive	
interesting	→ more interesting	→ the most interesting	

LESSON 10.
EROSION OF SOIL



Activity-1. Learn the words with their translation.

- | | |
|---|--|
| 1. erodible land, | 1. yemiriladigan yer, |
| 2. excessive erosion, | 2. haddan tashqari eroziya, |
| 3. bare soil, | 3. yalang tuproq, |
| 4. water infiltration, | 4. suv infiltratsiyasi, |
| 5. eroding channels, | 5. emiruvchi kanallar, |
| 6. velocity of water flow, | 6. suv oqimining tezligi, |
| 7. water density, | 7. suv zichligi, |
| 8. flood, frequency and destructiveness | 8. toshqin chastotasi va halokatiligi, |
| 9. water interception, | 9. suvni ushlab turish |
| 10. mulching, | 10. mulchalash, |
| 11. terracing, | 11. terraslash |

Activity-2. Read the text and do the exercises below.

EROSION OF SOIL

Soil erosion is the removal of soil from the land through the action of wind or water. It is a natural process that occurs even without human intervention. However, most forms of agriculture increase the erosion potential, especially practices that leave the surface of erodible land unprotected. Excessive erosion is a matter for serious concern. In a sustainable agriculture, soil erosion should not exceed the slow process of soil formation, and the prevention of soil erosion is a key issue in increasing the sustainability of agriculture.

Excessive erosion occurs with large variations in extent and causes between and within regions. It is difficult to measure and evaluate the gravity of the problem, but erosion is of special concern in areas such as the humid tropics, along the deserts and in parts of North America. In Europe, erosion is most serious in the Mediterranean regions. Soil erosion by water generally begins where raindrops strike bare soil. Soil aggregates are broken up, the surface compacted, and water infiltration into the soil obstructed. Water with suspended fine soil particles runs off as surface water, giving sheet erosion, where a thin layer of surface soil is removed. The water flowing over the soil surface can form networks of eroding channels that cut into the topsoil. In the worst cases deep gullies are formed. Suspended particles increase the water density and channeling increases the velocity of water flow. Consequently, erosion starts gently and then rapidly accelerates.

The removal of forests has reduced water infiltration into soil in catchment areas and increased flood frequency and destructiveness. Floods enhance erosion. Eroded material eventually settles out, filling up water reservoirs and estuaries. The silt deposit can improve the fertility of the receiving areas, but in general soil erosion degrades agricultural land.

Wind erosion occurs when bare soil is exposed to drought and wind, e.g., the dust bowl in the USA in the thirties and more recently in the USSR.

It follows from the mechanism of erosion that:

-sloping land is at greater risk than flat land, sloping land left fallow during the winter is at special risk

-erosion risks vary with soil type and structure

-vegetation reduces erosion, as leaves intercept raindrops and roots prevent channeling.

Overgrazing has damaged fragile grasslands and caused serious erosion, e.g., in Africa.

Ploughed land is at greater risk to erosion than grasslands. Specialized arable cropping generally suffers more erosion than mixed farming because with mixed farming part of the land is under grass and more organic matter is available for return to the arable part of the land. This gives some protection against erosion. The extent of erosion is greatly influenced by soil management. Techniques are available for reducing soil erosion, e.g.,

-water interception with soil banks, strips of grass or forests

-contour ploughing

-use of winter or catch crops, intercropping

-mulching

-no-till practices

-drainage

-terracing, forming horizontal patches of land on steep hills, a characteristic man-made landscape feature both in South-East Asia and elsewhere.

Proper fertilizer use can help minimize erosion by ensuring an ample supply of roots and plant residues. Where erosion has removed topsoil, liming and fertilization help the reestablishment of a good plant cover.

Tuproqning eroziyalanishi

Tuproq eroziyasi - shamol yoki suv ta'sirida tuproqning quruqlikdan olib tashlanishi. Bu inson aralashuvisiz ham sodir bo'ladigan tabiiy jarayon. Biroq, qishloq xo'jaligining aksariyat shakllari eroziya potentsialini oshiradi, ayniqsa eroziyaga uchragan erlarning sirtini himoyasiz qoldiradigan amaliyotlar. Haddan tashqari eroziya - jiddiy tashvish tug'diradigan masala. Barqaror qishloq xo'jaligida tuproq eroziyasi tuproq hosil bo'lishining sekin jarayonidan oshmasligi kerak, tuproq eroziyasining oldini olish qishloq xo'jaligi barqarorligini oshirishning asosiy masalasidir.

Haddan tashqari eroziya mintaqalar o'rtasida va mintaqalar ichida katta o'zgarishlar va sabablar bilan yuzaga keladi. Muammoning og'irligini o'lchash va baholash qiyin, ammo biz nam tropik hududlarda, cho'llar bo'ylab va Shimoliy Amerikaning ba'zi qismlarida eroziya alohida tashvish uyg'otadi. Evropada eroziya O'rta er dengizi mintaqalarida eng jiddiy hisoblanadi. Tuproqning suv bilan eroziyasi odatda yomg'ir tomchilari yalang'och tuproqqa tushgan joyda boshlanadi. Tuproq agregatlari parchalanadi, sirt siqiladi va suvning tuproqqa kirishiga to'sqinlik qiladi. To'xtatilgan mayda tuproq zarralari bo'lgan suv er usti suvi sifatida oqadi va qatlam eroziyasini keltirib chiqaradi, bu erda er usti tuproqning yupqa qatlami chiqariladi. Tuproq yuzasida oqadigan suv tuproqning yuqori qatlamini kesib o'tuvchi eroziya kanallari tarmoqlarini hosil qilishi mumkin. Eng yomon hollarda chuqur jarliklar hosil bo'ladi. To'xtatilgan zarralar suv zichligini oshiradi va kanalizatsiya suv oqimining tezligini oshiradi. Natijada, eroziya asta-sekin boshlanadi va keyin tez tezlashadi. O'rmonlarning olib tashlanishi suv havzalarida tuproqqa kirib borishini kamaytirdi va suv toshqini va halokatlilikni oshirdi. Suv toshqinlari eroziyani kuchaytiradi.

Eroziyaga uchragan material oxir-oqibatda joylashib, suv havzalari va suv havzalarini to'ldiradi. Loy konlari qabul qiluvchi hududlarning unumdorligini oshirishi mumkin, kin umuman tuproq eroziyasi qishloq xo'jaligi erlarini yomonlashtiradi. Namol eroziyasi yalang'och tuproq qurg'oqchilik va shamol ta'sirida sodir bo'ladi, masalan, 30-yillarda AQShda va yaqinda SSSRda chang kosasi.

va mexanizmidan kelib chiqadiki:

1. i yerlar tekis yerlarga qaraganda ko'proq xavf ostida, qishda bo'sh qolgan yerlar alohida xavf ostida

2. xavfi tuproq turi va tuzilishiga qarab farq qiladi

3. Jarliklar eroziyani kamaytiradi, chunki barglar yomg'ir tomchilarini ushlab turadi. Jarliklar kanalizatsiyani oldini oladi.

Haddan tashqari yaylov mo'rt yaylovlarga zarar etkazdi va jiddiy eroziyaga olib keldi, masalan, Afrikada. Shudgorlangan er o'tloqlarga qaraganda eroziya xavfi yuqori. Ixtisoslashgan dehqonchilik, odatda, aralash dehqonchilikka qaraganda ko'proq eroziyaga uchraydi, chunki aralash dehqonchilik bilan yerning bir qismi o't ostida

bo'lib, erning haydaladigan qismiga qaytish uchun ko'proq organik moddalar mavjud. Bu eroziyadan himoya qiladi. Eroziya darajasiga tuproqni boshqarish katta ta'sir ko'rsatadi. Tuproq eroziyasini kamaytirish uchun texnikalar mavjud, masalan,

-tuproq qirg'oqlari, o't yoki o'rmon chiziqlari bilan suvni ushlab turish

-kontur shudgorlash

-qish yoki ovlash ekinlaridan foydalanish, oraliq ekish

- mulchalash

-to'liqsiz amaliyotlar

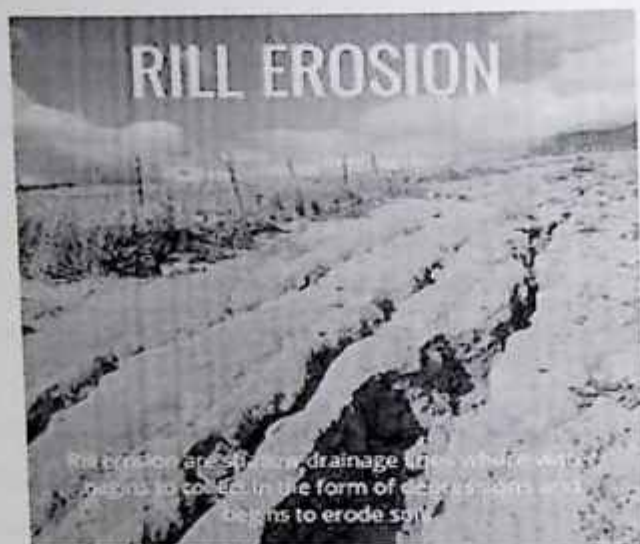
- drenaj

-janubi-sharqiy Osiyoda ham, boshqa joylarda ham texnogen landshaftning o'ziga xos xususiyati bo'lgan tik tepaliklarda gorizontalar hosil qiluvchi terrasalar. O'g'itlardan to'g'ri foydalanish ildizlar va o'simlik qoldiqlarini etarli darajada ta'minlash orqali eroziyani kamaytirishga yordam beradi. Eroziya tuproqning yuqori qatlamini olib tashlagan bo'lsa, ohaklash va o'g'itlash yaxshi o'simlik qoplamini tiklashga yordam beradi.

Activity-3. Decide which of the following statements you agree or disagree with:

- Erosion of soil gives cause for concern in agriculture.
- Erosion is of special concern in areas such as the humid tropics and the deserts.
- Plants play a very important part in conservation and protection of soil.
- There is no way to reduce erosion of soil.

Activity-4. Write your own opinion on how to prevent the erosion of soil.



Activity-5. Here are some of the greatest threats to the world's environment and their causes. Match them. Sometimes there are two or three effects for one cause.

Threats

- 1) pollution of rivers / lakes / oceans
- 2) global warming (greenhouse effect)
- 3) damage to the ecological balance
- 4) acid rain pollution
- 5) changes in the local climate
- 6) extinction of plant and animal life
- 7) destruction of rainforests
- air pollution
- energy shortage
- human and industrial waste

Causes

- a) burning of fossil fuel
- b) rapid industrial development
- c) overuse of natural resources
- d) too much traffic
- e) use of pesticides
- f) unsatisfactory waste disposal
- g) motorway construction
- h) intensive tourism
- i) uncontrolled cutting of forests
- j) uncontrolled hunting and fishing

Activity-6. Read and translate the text.

Modern soil conservation is concentrated in three major areas: controlling soil erosion; stopping soil pollution; and regulating land use to ensure that all land is used as efficiently as possible.

A few years ago, soil erosion was thought a farm problem that did not concern anyone but farmers. Today, this type of thinking has nearly disappeared and many people have begun to understand the problems of erosion in urban and recreational areas. Simply stated, erosion is the transportation of soil from one place to another by either wind or water. To the farmer, this usually means losing topsoil from his productive lands and the possible siltation of his farm ponds and streams. To the urban land user, it means eroded areas in urban developments, muddy streets, and siltation in sewage lines and reservoirs. To the naturalist, erosion means siltation of lakes with soils, pollutants carried in the soils, and ugly scars on the landscape.

Water erosion takes place whenever flowing water passes over a loose soil and carries some of it away. There are four basic types, of water erosion:

- splash erosion: raindrops strike the soil surface and break soil into fine particles that can be carried away;
- sheet erosion: water moves across the soil surface and removes thin sheets of soil;
- till erosion: water moves across the soil surface and cuts many small ditches a few inches across;
- gully erosion: water flows across one spot long enough to cut large gullies.

Although all of these types of erosion are important, the sheet and till types are especially dangerous because they are not always obvious until all of the topsoil is gone. To understand better how all these types of water erosion take place, let us briefly review the factors that are responsible for them. Amount and distribution of rainfall: the amount of erosion that will take place is determined by both the amount of a given rain and the duration of the rain. Large amounts of rainfall in a short period of time can serve erosion, but the same amount of rainfall over a long period may not cause any erosion.

Slope of the land: the slope of the landscape controls the velocity of runoff water. Thus, steep slopes erode more rapidly than flat areas. **Size of the watershed:** the rate at which a drainage way erodes depends greatly on the size of the watershed behind the drainage way. Certain steep slopes can stand fairly high velocity rains provided these slopes drain only small areas.

Similarly, severe erosion can occur on 2 to 3 per cent slopes if they are long and drain large acreages. **Soil characteristics:** those soil characteristics that affect infiltration and percolation (soil texture, structure, and consistence) also control erosion. Water runoff is increased as infiltration decreases. This increase in runoff causes increased erosion.

Vegetative cover in the watershed: even on steep slopes, heavily vegetated watersheds seldom erode. The erosion potential is greatly increased as the use of row crops increases and when the soils are not vegetated during some portion of the year.

All of the previous factors determine how much erosion will take place. Thus, they should all be considered in developing an erosion-control program. Wind erosion is usually a sheet erosion that leaves behind drifts of soil and holes. Until a few years ago, this type of erosion was not important. With the Incorporation of small farms into large units and the creation of large fields, this problem is becoming important, because many windbreaks have been removed.

Activity-7. Test yourself.

1. What is soil erosion?

- siltation of farm ponds and lakes;
- siltation in sewage lines and reservoirs;
- losing topsoil;
- transportation of soil from one place to another.

What are the possible types of soil erosion according to its source?

- surface erosion;
- b) sheet erosion;
- c) water erosion;
- d) splash erosion;
- e) wind erosion;

- f) rill erosion;
 - g) gully erosion.
3. What are the most dangerous types of water erosion?
- a) rill erosion;
 - b) gully erosion;
 - c) splash erosion;
 - d) sheet erosion.
4. Which is the usual type of wind erosion?
- a) gully erosion;
 - b) sheet erosion;
 - c) splash erosion;
 - d) rill erosion.
5. What are the factors responsible for water erosion?
- a) annual precipitation;
 - b) amount and distribution of rainfall;
 - c) farm practices;
 - d) slope of the land;
 - e) size of the watershed;
 - f) soil characteristics;
 - g) vegetative cover in the watershed;
 - h) type of soil.

Activity-8. Homework: Give the summary about erosion of soil.

O'TGAN ODDIY ZAMON / PAST SIMPLE TENSE

ENGLISH
GRAMMAR

PAST SIMPLE TENSE



+ Affirmative

SUBJECT	VERB
I / you / we / they	+
he / she / it	lived ...

Past Simple

There is only one form of each verb in the past simple tense.*
* The exception is **TO BE** which has two forms: **was** and **were**.

- Past I **lived** in a small apartment.
Past He **lived** in a big house.
Past They **played** football yesterday.

To make a past tense verb, we normally just add **-ED** to the end of a regular verb.

✓ play ⇒ <u>played</u>	If the regular verb already ends in -E, we just add a -D to the end.
✓ rain ⇒ <u>rained</u>	
✓ cook ⇒ <u>cooked</u>	
✓ watch ⇒ <u>watched</u>	✓ live ⇒ <u>lived</u>
✓ need ⇒ <u>needed</u>	✓ smile ⇒ <u>smiled</u>
✓ want ⇒ <u>wanted</u>	✓ dance ⇒ <u>danced</u>

O'tgan zamon shaklining yasallishiga ko'ra ingliz tilidagi fe'llar ikki turga bo'linadi: to'g'ri fe'llar (regular verbs) va noto'g'ri fe'llar (irregular verbs).

To'g'ri fe'llarning o'tgan zamon shakli **-ed** qo'shimchasi yordamida yasaladi va [d]

't] yohud [id] tarzida talaffuz qilinadi:

undoshlar va unilardan keyin [d] tarzida:

- opened	to play - played
- ochdi	o'ynamoq - o'ynadi

iz undoshlardan keyin [t] tarzida:

ork - worked	to talk - talked
--------------	------------------

ishlamoq - ishladi gaplashmoq - gaplashdi

"d" va "t" harflaridan keyin [id] tarzida:

to want - wanted	to shout - shouted
------------------	--------------------

xohlamok – xohladi

baqirmok – baqirdi

to depend – depended

to demand – demanded

bog'liq bo'lmoq – bog'liq edi

talab qilmoq – talab qildi

Imlo (spelling)

“-e” harfiga tugagan to'g'ri fe'llarga **-d** harfini qo'shib o'tgan zamon shakli yasaladi:

to translate – translated

to identify – identified

tarjima qilmoq – tarjima

aynanlashtirmok – aynanlashtirdi qildi

Noto'g'ri fe'llarning o'tgan zamon shakli fe'l o'zagining o'zgarishi bilan hosil bo'ladi.

to write – **wrote**

to go – **went**

yoymoq – yozdi

bormok – bordi

to become – **became**

to have – **had**

bo'lmoq – bo'ldi

ega bo'lmoq – ega edi

Hozirgi ingliz tilida ko'p ishlatiladigan noto'g'ri fe'llarning ro'yxati qo'llanmaning oxiriga ilova qilingan.

Past Simple Tense

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A **Past Simple Tense** is a verb form of a sentence that tells about any action, event, moments, that happened in the past.

Positive [+]

Negative [-]

Question [?]

I Played

I didn't Played

Did I Play

You played

You didn't play

Did You play

We played

We didn't play

Did We play

He played

He didn't play

Did He play

She played

She didn't play

Did She play

It played

It didn't play

Did It play

They Played

They didn't Play

Did They Play

Oddiy o'tgan zamon quyidagi hollarda ishlatiladi:

1. O'tmishda bir marta sodir bo'lgan ish-harakatni ifodalash uchun **yesterday** (kecha), **the day before yesterday** (o'tgan kuni), **yesterday morning** (kecha ertalab), **last**

night (kecha oqshom), an hour/a week/a month/a year ago (bir soat/hafta/oy/yil ilgari) kabi payt ravishlari bilan:

She visited her parents last week.

U o'tgan hafta ota-onasini ko'rib keldi.

Yesterday we went to the library.

Kecha biz kutubxonaga bordik.

2. O'tmishdagi odatiy, qaytariluvchi ish-harakatni ifodalash uchun:

Last month I went to the ; teatrga bordim.

3. Bo'lib o'tgan bir necha ish-harakatni ifodalash uchun:

Jane did much yesterday; she cleaned her room, did shopping, went to the chemistry and looked after the children.

Jeyn kecha ko'p ish qildi; u xonani yig'ishtirdi, do'konga chiqib keldi, dorixonaga bordi va bolalarga qaradi.

I got up, had breakfast and went to work.

O'rimdan turdim, nonushta qildim va ishga ketdim.

Ex-1. Gaplarni so'roq va bolishsiz shaklga aylantiring.

He finished his work last night.

We walked home yesterday .

She performed music well .

The public liked the play .

We decided to go to the cinema yesterday .

I advanced him to go to the doctor.

He enjoyed the music at the concert yesterday .

The public greeted the famous actors of the play.

Earlier we visited many historical places in Samarkand.

He stopped for a minute to rest .

.. Fe'llarning mos shaklini qoying .

.. The whole city (to look) beautiful that day.

2. I (to decide) to invite my friends , to go for a walk last night .

3. He (to stop) for a minute to rest .

4. In the novel the winter (to reflect) the life of the ordinary people.
5. Last time we (to visit) the opera and ballet theatre .
6. We (to enjoy) the performance very much .
7. Many famous actors (to play) the main parts in that performance.
8. Some years ago she (to live) in the country .
9. She (not to study) French last year.
10. He (not to finish) his design last night.

Ex-3. Noto'g'ri fe'llarni yodlang :

to meet - met - met

to have-had-had

to tell-told-told

to send-sent-sent

to come -came-come

to read - read - read

to find - found -found

to give-gave-given

to take - took - taken

to write - wrote - written

to speak-spoke-spoken

to know-knew-known

to go - went - gone

to do - did -done

to get -got-got

to sit-sat-sat

to put-put-put

Ex-4. Mos fe'l shaklini qo'llang.

1. Last week we (to have) English . 2. Yesterday I (to meet) him at the bus stop.
3. We (to go) home by metro two days ago. 4. It (to take) me half an hour to get home yesterday . 5. I (to write) a letter to my friends yesterday. 6. We (to read) many interesting articles in the library . 7. They (to see) a new film by TV yesterday

8. Last night I (to get) a letter from my parents. 9. He (to spent) his holidays in the country last year. 10. There (to be) a lot of leaves on the ground.

Ex-5. Gaplarni o'tgan zamonda bering.

1. We often write dictations in class . 2. Every morning I find many letters on my table from other companies. 3. The teacher speaks much about uzbek composers.
4. We do our homework at home. 5. My friend invites me to his office very often.
6. We don't finish our work in time. 7. My daughter tries to write a letter in English
8. We want to go to Samarkand during our holidays. 9. We listen to the latest news over the radio . 10. He goes to the cinema very often . 11. We are at home now .
12. It is pleasant to bathe in the river in summer .

Ex-6. Gaplarni soroq va bolishsiz shaklda bering:

1. He wrote a letter to his friend . 2. She invited many guests to her birthday party.
3. I met him at the conference . 4. He wrote an interesting talk about famous people.
5. He told me the way to the metro station . 6. We know much about him . 7. They came home very late .

LESSON 11. WATER



Activity-1. Learn the words with their translation.

- | | |
|-------------------------------|--------------------------------------|
| 1. dry seasons | 1. quruq fasllar |
| 2. dams | 2. to'g'onlar |
| 3. reservoirs | 3. suv omborlari |
| 4. constructed | 4. qurilgan |
| 5. barrages | 5. barajlar |
| 6. weirs | 6. to'lqinlar |
| 7. barriers | 7. to'siqlar |
| 8. rivers | 8. daryolar |
| 9. streams | 9. oqimlar |
| 10. irrigation | 10. sug'orish |
| 11. a complex network of dams | 11. to'g'onlarning murakkab tarmog'i |
| 12. pumping stations | 12. nasos stansiyalari |
| 13. canals | 13. kanallar |

Activity-2. Read and translate the text:

WATER

The regime of most great rivers is irregular. Frequently, they carry their greatest volume of water in spring and in late autumn and winter they may be reduced to mere trickles of water. To control these rivers and to regularize their regimes by storing water in the dry seasons, dams and reservoirs are constructed. Dams, known also as barrages and weirs, are barriers built across rivers or streams to control the flow of water.

Today most dams have several functions, which may include the storage and diversion of water for irrigation, the raising of water for generating hydroelectricity, and the provision of flood control. Dams have been constructed for thousands of years, at first of earth and later of stone. Sometimes, the source of water may be lower than the area to be irrigated, especially if the river runs in a canyon, and the water itself often has to be transported considerable distances from the river to the fields. In such cases, complex systems of pumping stations and canals may be necessary to lift and move the water from the reservoir to the fields.

A large-scale system of irrigation requires a complex network of dams, pumping stations and canals. In addition to the main dam, whose reservoir is the main storage unit, smaller diversion dams are needed to direct the water into an intricate canal system. The water is led from the dams into broad canals by gravity, and where these major canals, because of local physical conditions, are unable to receive their required water by gravity, pumping stations may be installed. These plants frequently receive their power from energy generated from power stations at the main storage dam. From the main canals, water is diverted into a system which will distribute it throughout the farm. The most common means by which this is done is with open ditches or laterals, and the flow of water into them is controlled by head-

gates or regulators. They are frequently earth ditches, which may suffer from excessive loss of water owing to seepage and evaporation, especially in arid regions or in areas of loose, sandy or gravelly soils. To eliminate such wastage, the use of tubing in place of open ditches to carry water from the canal to the land has recently been introduced. Tubing also prevents the loss of land otherwise used for ditches.

Leading from the permanent open ditches are secondary or field ditches. They are ploughed in at the end of the growing season, as they would otherwise act as obstacles during harvesting. Water is delivered from these ditches to the areas to be irrigated by means of check structures or turn-outs. Increasingly, however, water is being transferred from the ditch over the ditch bank into individual fields or furrows by means of siphons. These may be plastic, metal or rubber, and depending upon the size and volume of the water supply, may have flow capacities from as little as one gallon per minute to over 1,000 gallons per minute.

A very efficient way of conveying and distributing irrigation water is by means of pipelines. This method has many advantages: it practically eliminates losses due to evaporation and seepage; it reduces maintenance work, makes water control easier, eliminates the problem of weeds which grow along the banks of the open ditches, and makes it possible for water to be carried by gravity or under pressure. Such pipelines may be permanent installations or portable. The former usually consists of buried concrete supply and distribution lines, while the latter consist of metal or flexible surface pipes. Because of the very high cost of installation, however, pipe-lines are still relatively uncommon, and they are generally found in areas where water is scarce and crops are valuable.

SUV VA SUG'ORISHLASH

Ko'pgina yirik daryolarning rejimi tartibsizdir. Ko'pincha ular eng ko'p suv hajmini bahorda olib yurishadi va kech kuzda va qishda ular shunchaki suv oqimiga aylanishi mumkin. Ushbu daryolarni nazorat qilish va qurg'oqchil mavsumlarda suvni saqlash orqali ularning rejimlarini tartibga solish uchun to'g'on va suv omborlari quriladi. To'g'onlar, shuningdek, to'siqlar va to'siqlar sifatida ham tanilgan, suv oqimini nazorat qilish uchun daryolar yoki daryolar bo'ylab qurilgan to'siqlardir. Bugungi kunda to'g'onlarning aksariyati sug'orish uchun suvni saqlash va yo'naltirish, gidroenergetika ishlab chiqarish uchun suvni ko'tarish va suv toshqini oldini olishni ta'minlashni o'z ichiga olishi mumkin bo'lgan bir nechta funktsiyalarga ega. To'g'onlar ming yillar davomida dastlab tuproqdan, keyinroq toshdan qurilgan. Ba'zan, suv manbai sug'oriladigan maydondan pastroq bo'lishi mumkin, ayniqsa daryo kanyonda oqib o'tsa

va suvning o'zi ko'pincha daryodan dalalarga ancha masofaga olib o'tilishi kerak. Bunday hollarda suvni ko'tarib, suv omboridan dalalarga ko'chirish uchun nasos stantsiyalari va kanallarning murakkab tizimlari kerak bo'lishi mumkin.

Sug'orishning keng ko'lamli tizimi to'g'on, nasos stantsiyalari va kanallarning murakkab tarmog'ini talab qiladi. Suv ombori asosiy saqlash birligi bo'lgan asosiy to'g'onga qo'shimcha ravishda, suvni murakkab kanal tizimiga yo'naltirish uchun kichikroq burilish to'g'onlari kerak. Suv to'g'onlardan keng kanallarga tortish kuchi ta'sirida olib boriladi va bu yirik kanallar mahalliy fizik sharoitlar tufayli o'ziga kerakli suvni tortish kuchi bilan ololmaydigan joylarda nasos stantsiyalari o'rnatilishi mumkin. Ushbu zavodlar ko'pincha o'z quvvatini asosiy ombor to'g'onidagi elektr stantsiyalaridan ishlab chiqariladigan energiyadan oladi. Asosiy kanallardan suv butun fermada taqsimlanadigan tizimga yo'naltiriladi. Buni amalga oshirishning eng keng tarqalgan usuli ochiq ariqlar yoki laterallardir va ularga suv oqimi bosh eshiklar yoki regulyatorlar tomonidan nazorat qilinadi. Ular ko'pincha tuproqli ariqlar bo'lib, ular, ayniqsa, qurg'oqchil hududlarda yoki g'ovakli, qumli yoki shag'alli tuproqli hududlarda sızma va bug'lanish tufayli haddan tashqari yo'qotishlarga duchor bo'lishi mumkin. Bunday isrofgarchilikni bartaraf etish uchun yaqinda kanaldan quruqlikka suv olib chiqish uchun ochiq ariqlar o'rniga trubkalardan foydalanish yo'lga qo'yildi. Quvurlar, shuningdek, ariqlar uchun ishlatiladigan eming yo'qolishining oldini oladi.

Doimiy ochiq ariqlardan yetaklovchi ikkinchi darajali yoki dala zovurlaridir. Ular vegetatsiya oxirida shudgor qilinadi, chunki ular aks holda o'rim-yig'im paytida to'siq bo'ladi. Suv bu zovurlardan sug'oriladigan maydonlarga nazorat konstruksiyalari yoki rilishlar orqali yetkaziladi. Shu bilan birga, suv ariq qirg'og'i ustidagi ariqdan lar yordamida alohida dalalarga yoki jo'yaklarga ko'payib bormoqda. Ular iassa, metall yoki kauchuk bo'lishi mumkin va suv ta'minotining hajmi va ga qarab, oqim quvvati daqiqada bir gallondan daqiqada 1000 gallongacha shi mumkin.

Sug'orish suvini tashish va tarqatishning juda samarali usuli - bu quvur liniyalari. Bu usul juda ko'p afzalliklarga ega: bug'lanish va sızma tufayli yo'qotishlarni amalda yo'q qiladi; ta'mirlash ishlarini qisqartiradi, suv nazoratini osonlashtiradi, ochiq ariqlar

qirg'og'ida o'sadigan begona o'tlar muammosini bartaraf qiladi va suvni tortish yoki bosim ostida tashish imkonini beradi. Bunday quvurlar doimiy o'rnatish yoki ko'chma bo'lishi mumkin. Birinchisi, odatda, ko'milgan beton ta'minot va tarqatish liniyalaridan iborat, ikkinchisi esa metall yoki moslashuvchan sirt quvurlaridan iborat. O'rnatish narxi juda yuqori bo'lganligi sababli, quvur liniyalari hali ham nisbatan kam uchraydi va ular odatda suv tanqisligi va ekinlar qimmatli bo'lgan joylarda topiladi.

Activity-2. Find in the text terms relate to:

- 1) water storage for irrigation;
- 2) distributing irrigation water.

Activity-3. Find in the text the paragraph, which describes:

- method of transmitting and distributing water for irrigation;
- find the propositions and positive estimation of the method.

Activity-4. Read the text and do the exercises below.

FROM THE HISTORY OF DAM CONSTRUCTION

Less than thirty miles from Cairo, in the Wadi-el-Garrawi one can still see the abutments of a huge dam. Its failure was so catastrophic that nothing of the sort was attempted again till over 3,000 years passed. It is supposed to have been built from 2950 to 2750 B.C. by some unknown Pharaoh with an architect far ahead of his time. It is 348 feet long at the top and about 265 feet at the base. It originally had a height of 40 feet. The construction of so huge a dam must have occupied the energies of many hundreds of men and animals for a whole season in this desert place. Quite possible the construction took place in summer to avoid interruption by floods. The dam was faced on the upstream side with a carefully laid covering of limestone blocks of about 50 lb weight.

Except for the carefully laid upstream face, the dam appears to have been built in haste, particularly the downstream portion or, rather, what remains of it. One obtains the impression that the architect was pressed for time. He didn't think that the impounded water might one day overflow the dam and ruin the structure.

One observes, too, no spillways were provided to carry off surplus water. This absence of spillways leads us to the conclusion it was never intended to fill the reservoir

completely. The problem before the ancient engineer was to build a dam large enough to withstand and contain any flood that was likely to come down the Wadi-el-Garrawi. The ancient Egyptians had an empirical formula for computing the volume of a cylinder and may have had some rough idea of how much water their reservoir would hold, if filled. The contents of the dam would then rush down the Wadi to the cultivated lands and the Nile. So, in a few hours and probably at night were destroyed all the results of the labour of many hundreds of men and animals and the reputation of the engineer. For us, situated at the distance of 5000 years, it is hard not to feel sympathy with the unknown engineer who so boldly attempted the impossible — for that age. Had he made use of mortar, had he provided a spillway, had he chosen a wadi with a gentler slope, how different might have been the history of Egyptian irrigation.

Activity-5. Define the words:

flood, rainfall, dam, catchment, runoff

1. The amount of rain, usually expressed in millimetres or inches; depth of water on an area that reaches the surface of the earth.
2. A barrier across a watercourse for the purpose of impounding water barriers built to raise water-level, to divert water, to create a hydraulic head 'which can be used to generate power.
3. A relatively high flow in a river, markedly higher than usual; a body of water, rising and overflowing land.
4. The area from which a lake stream or reservoir receives surface flow which originates precipitation.
5. Portion of total precipitation from a given area that appears in natural or artificial streams.

Activity-6 . Read and translate the text:

METHODS OF IRRIGATION

Methods by which irrigation is applied to the land should depend, under ideal conditions, on individual land features such as the slope of the land, the crops to be raised, the nature of the water-supply and the ability of the soil to absorb and hold water. There are four general methods of applying water: 1) by flooding, thus wetting the land surface; 2) by furrows, thus wetting only part of the ground surface; 3) by sprinkling, in which the soil is wetted with a spray; 4) by subirrigation, in which the

soil is wetted only a little if at all, but in which the subsoil is saturated. The first three methods come under the general heading of surface irrigation.

Flood irrigation generally requires large streams or canals, gentle topography (ground slopes should usually be no greater than three per cent) and careful levelling of the land. In theory, it should be possible to ensure that every part of the area to be irrigated absorbs the predetermined amount of water; but in practice, although all parts usually receive an adequate amount, some receive too much. For this reason, flood irrigation is more suited to close-growing crops like rice.

Furrow irrigation is a method by which water is run in furrows, normally made by cultivating between crop rows. The earth is thrown up into ridges between the furrows and the seeds are planted in the centre of the ridges. Furrow irrigation is very common because it is adaptable to a great variety of land slopes and soil textures and can be used with either large or small streams of irrigation water.

Difficulties may arise with the use of furrow irrigation on unsuitable soils. If the soil is very pervious, the water running along the furrows may sink vertically into the soil without ever reaching the centre of the ridges where the seeds are sown. On the other hand, the soil may be so impervious that the water does not reach the centre of the ridge and the seeds do not germinate anyhow. A more general disadvantage of furrow irrigation is that to ensure that the whole of the irrigation area receives enough water, it is almost always necessary to overwater some parts.

Sprinkler or spray irrigation applies water to the surface of the soil in the form of a spray, and is a form of artificial rain. A common type of sprinkler head is the revolving one, which distributes water radially. This form of irrigation has advantages over other surface irrigation. It can be adapted for use on almost all types of soil, especially sandy soils which absorb water rapidly. It enables erosion to be controlled on steep land and can often be used on soils that are too shallow, too steep or too rolling to be irrigated by surface methods. Small streams of water can be used efficiently with this method, and it is adaptable to all the major crops with the exception of those, like rice, that require standing water. A uniform application of water is made possible, and the

amount and timing of the irrigation can be easily controlled. Land is not needed for irrigation structures, and so larger areas are available for cropping.



There are, however, a number of disadvantages of sprinkler systems. The water distribution is easily affected by the wind, which may disturb the pattern of wetting so that some parts get too much water and some too little. The power requirements necessary to maintain the water pressure are usually greater than for other methods of irrigation, and the water used must be clean and free from debris. To ensure the most economical use of the equipment, a constant supply of water is needed. Most important of all, the initial costs of installing such systems are very high. It is especially popular as a form of supplemental irrigation in areas with adequate rainfall, as it requires the least alternation of normal techniques of cultivation.

Subirrigation or subsoil irrigation applies water beneath the ground rather than on the surface. By means of lateral ditches or mole or tile drains, a water-table is maintained at some predetermined depth below the soil surface. From the water-table the water rises upwards to the plant roots through capillary action. This method of irrigation requires complete control of the elevation of the water-table to ensure that the plant zone in the soil is kept free from excess water. Lands suitable for this method of irrigation are rather limited, since it requires a special combination of natural conditions. It needs a layer of permeable soil immediately below the surface to allow

the free movement of water, and a level surface which should be approximately parallel to the water- table.

Activity- 7.Homework. Give the summary about water.



GRAMMAR



HOZIRGI DAVOMLI ZAMON/PRESENT CONTINUOUS TENSE

PRESENT CONTINUOUS ZAMONIDA GAP TUZISH



I am playing football now.

I am not playing football.

Am I playing football?

He is playing football.
She is playing football.
It is playing football.

He is not playing football.
She is not playing football.
It is not playing football.

Is he playing football?
Is she playing football?
Is it playing football?

You are playing football.
We are playing football.
They are playing football.

You are not playing football.
We are not playing football.
They are not playing football.

Are you playing football?
Are we playing football?
Are they playing football?

Anvar is playing football.
Anvar and Jamshid are
playing football.

Anvar is not playing football.
Anvar and Jamshid are not
playing football.

Is Anvar playing football?
Are Anvar and Jamshid
playing football?



Continuous (davomli, davom etuvchi) zamonlari guruhi ish-harakatning muayyan vaqtda (o'tmishda, hozir yoki kelgusida) sodir bo'lib turganligini yoki hali tugamaganligini bildiradi.

Hozirgi davom etuvchi zamon (The Present Continuous Tense) **to be** yordamchi fe'lining hozirgi zamon shakllaridan biri (**am, is, are**) va asosiy fe'lining hozirgi zamon sifatdosh shakli (**Participle I**) yordamida yasaladi.

ent Continuous ba'zi manbalarda **Progressive Tense** deb ham yuritiladi. Mazkur ayni paytda sodir bo'lib turgan, lekin tugaydigan ish-harakatni ifodalaydi. mon payt ravishlari bilan ishlatilganda kelasi (Future) zamonni ifodalaydi.



English grammar - VERBS

to be + ing (PRESENT CONTINUOUS)

Positive	Negative	Question	Spelling guide for forming present continuous verbs
I am walking. I'm walking.	I am not walking. I ain't walking.	Am I walking?	go - going
You are walking. You're walking.	You are not walking. You aren't walking.	Are you walking?	do - doing
He is walking. He's walking.	He is not walking. He isn't walking.	Is he walking?	live - living
She is walking. She's walking.	She is not walking. She isn't walking.	Is she walking?	have - having
It is walking. It's walking.	It is not walking. It isn't walking.	Is it walking?	sleep - sleeping
We are walking. We're walking.	We are not walking. We aren't walking.	Are we walking?	slip - slipping
You are walking. You're walking.	You are not walking. You aren't walking.	Are you walking?	heat - heating
They are walking. They're walking.	They are not walking. They aren't walking.	Are they walking?	stop - stopping
			run - running
			lend - lending
			cry - crying
			play - playing
			lie - lying
			die - dying

Can you find another grammar rule with the same spelling rules?

Present Continuous quyidagi hollarda ishlatiladi:

1. Hozir sodir bo'lib turgan ish-harakatni ifodalashda **now, today, this minute, this month, this year, at the moment** kabi va boshqa payt ravishlari bilan:

The children **are playing** outside today.

Bugun bolalar tashqarida o'ynashyapti.

"What **are you doing** now?"

"Hozir nima qilyapsiz?"

"I'm **reading** a book."

"Kitob o'qiyapman."

It **is raining**.

Yomg'ir yog'yapti.

2. Odat bo'lib qolgan ish-harakatni, ko'pincha salbiy munosabat bildirilganda:

That little girl **is always biting** her fingernails.

O'sha qizcha doim tirnog'ini tishlab yuradi.

Tracy **is always eating** too much.

Treysi doim ko'p ovqat yeydi.

3. Kelgusida sodir bo'lishi kutilayotgan ish-harakatni ifodalashda **this afternoon, tonight, tomorrow, next week, soon, next month** va shu kabi boshqa payt ravishlari bilan:

The chief constable **is arriving** from London at 2:15 tomorrow afternoon.

Bosh konstabel ertaga kunduzi soat 2:15 da Londondan keladi.

We **are going** to the theatre tonight.

Bugun kechqurun teatrga bormoqchimiz.

She **is leaving** on Friday.

U juma kuni jo'nab ketyapti. (*yoki* ketadi)

Jismoniy, aqliy va ruhiy hissiyotlarni ifodalaydigan quyidagi fe'llar **Continuous** zamonlarida ishlatilmasdan, **Simple** (oddiy) zamonlarda ishlatiladi.

to like	to understand	to love
yoqtirmoq	tushunmoq	sevmok
to know	to notice	to feel
bilmoq	payqamoq, sezmoq	sezmoq
to have	to believe	to forget
ega bo'lmoq	ishonmoq	unutmoq
to wish	to remember	to see
xohlamoq	eslamoq	ko'rmoq
to hear	to intent	

Present Continuous Tense



We are watching television.



I am swimming in the river.



I am leaving in a few minutes.



The children are playing in the park.



We are going on holiday tomorrow.



William is at university. He is studying history.

Exercise-1. The Present Indefinite yoki The Present Continuousni ishlatib.

1. I (to read) a very interesting book now .
2. Usually my friend (to read) a lot .
3. He (to swim) very fast .
4. Look somebody (to swim) over there .
5. He always (to do) morning exercises .
6. He seldom (to cook) dinner at home.
7. I suppose they (to take a walk) in the park.
8. Our teacher (to speak) two foreign languages .
9. Sometimes my father (to deliver) lectures at the University .
10. My mother (to lay a table) for the guests now.

Exercise-2. Tarjima qiling:

1. You will have done your research by the end of the year.
2. He will have taken his exams by the end of December.
3. She will have finished writing the exercise by 6 p.m..
4. I shall have read the novel by tomorrow.
5. They will have learned many English words by the end of the term.
6. He will have written the article by Sunday.

Exercise-3. Qavs ichidagi fe 'llarni Future Perfect Tense da yozing:

1. We hope you (to forgot) all this by tomorrow.
2. I (finish) everything by the time you get back tomorrow.
3. ... you (to write) letters by 5 o'clock?
4. I hope it (to stop) raining by the evening.
5. He (to finish) preparing his homework long before you get back.
6. By next Sunday you (to stay) with us for five weeks.

Exercise-4. Gaplarni so'roq va bo'lishsiz shaklda aylantiring:

1. The shop will have closed by 6 p.m..
2. We shall have passed our exams by Sunday.
3. I shall have done the work in half an hour.
4. By spring time they will have moved to a new flat.

Exercise-5. Qavs ichidagi fe 'llarni mos zamonda yozing:

1. By the end of the year I (read) two English Books in the original.
2. We (finish) the work by the end of the week.
3. The concert (start) before we get there.
4. Before I (see) you again , please (write) the script.

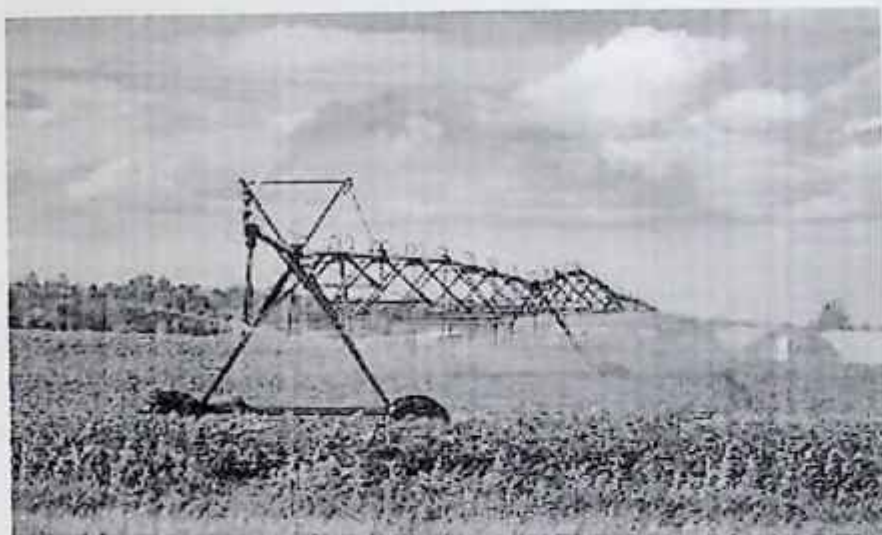
Exercise-6. Gaplarni davom ettiring:

1. By next year the writer ...
2. By the time we return you ...
3. This time next month ...
4. He'll have stayed here ten days ...
5. I'll come and see you again when ...
6. I'll let you know as soon as ...

Exercise-7. Gaplarni tarjima qiling:

1. Maygacha biz kurs ishlarini tugallagan bo'lamiz.
2. Kelasi oygacha ular yangi uyga ko'chib o'tadilar.
3. Ikki haftadan so'ng biz imtihonlarni topshirib bo'lgan bo'lamiz.
4. Keyingi semestr boshlang'uncha u ilmiy anjumandan qaytadi.

LESSON 12. IRRIGATION



Activity-1. Learn the with their translation.

- | | |
|------------------------|------------------------|
| 1.sandy soils | 1.qumli tuproqlar |
| 2.irrigated | 2.sug'oriladigan |
| 3.sprinkler irrigation | 3.yomg'irlab sug'orish |
| 4.furrow irrigation | 4.bo'yoqli sug'orish |
| 5.cultivated | 5. yetishtiriladigan |
| 6.rains | 6.yomg'ir |
| 7.a bare soil | 7. yalang'och tuproq |
| 8.moisture | 8.namlik |
| 9.a heavy soil | 9. og'ir tuproq |
| 10. the sandy soil | 10. qumloq tuproq |

Activity-2 . Read and translate the text:

«Why must sandy soils be irrigated more frequently than heavy soils? ».Soil erosion is much less severe with sprinkler irrigation than with furrow irrigation. Even with sprinkler irrigation, however, serious erosion can occur particularly on a sandy soil that

is kept cultivated. Sprinkled water may produce deep furrows and heavy sprinkling or rains may cause erosion on a bare soil.

The sandier or shallower the soil, the less moisture it holds after an irrigation. As plants seem to use water from a sandy soil at about the same rate as from a heavy soil, the sandy soil needs to be irrigated more frequently

Activity- 3. Name four methods of irrigation related to:

1) watering of plants by applying the water below the ground surface; 2) a method of irrigation in which water under adequate pressure is sprinkled over the land; 3) a method of irrigation in which water is made to cover the surface of the land to a considerable depth for a considerable period after which it is drawn off; normally one such flooding is enough for the whole growing period; 4) a method of surface irrigation in which water is run in furrows between crops.

Activity-4 . Give definitions to the following words and word combinations:

suitable, simultaneous, stationary, automatic, flexible, movable, conventional fixed, not movable; self-acting, working by itself; done at the same time; that can be moved or carried from place to place; that will bend without breaking; correct for occasion; traditional, not new or original

Activity-5. Complete the sentences.

1. In the elevated part of the plot watering is carried out by means of... 2. In the lower part of the plot water is applied to the soil through 3, From the canal water is fed to the underground delivering pipe-lines via ... 4. To free pipe-lines of silt delivering and watering pipe-lines are fitted with ... 5. The characteristic feature of the combined irrigation network is uniform ... of water among the furrows. 6. One of the advantages of this system is that ... may be supplied to plants together with water. 7. This method has several advantages over ... irrigation methods. 8. Due to the removal of the heavy machinery from the irrigation network the ... of tractors is increased. 9. The combined irrigation system makes it possible to replace ... irrigation methods by automatic ones.

Activity-6. Put the words and word-combinations in right order

according to water rush process in combined irrigation network field furrow, canal, take-off, delivering pipe-line, flexible watering hoses, roots of the plant

Activity-7. Write abstract to the text:

IRRIGATION

Getting the water onto the land is only part of the problem that faces the farmer; of almost equal importance is the disposal of water after use. Too much water in the soil can be worse than not enough, while inadequate planning and improper irrigation frequently result in salination and water logging. Salination occurs because the roots of the plants absorb the irrigation water but exclude most of the salt it contains. The salt remains in the soil zone upon which the plant depends for growth and eventually renders the soil sterile.

To prevent catastrophic consequences, which are too common in many areas, there must be complete and efficient control of irrigation water. It is difficult to overestimate the harm caused by salination and water logging; indeed, reclaiming lands ruined through faulty or misused irrigation is almost as important as bringing new lands under irrigation for the first time. If reclamation is to be successful, the basic problem is to lower the water-table so that it is kept below the root zone.

This may be achieved in a number of ways: a grid of deep ditches may be laid along the boundaries of the fields, or lines of tiles laid in the fields to collect the water and convey it to a collector ditch.

Many areas, particularly in the arid parts of Asia, cannot be conveniently or economically recovered by normal drainage processes. One method of restoration in these circumstances requires the installation of tube wells for pumping the areas to be drained and using the pumped water for further irrigation elsewhere. This method is of growing importance in some countries, but it can be very costly, sometimes proving more expensive than bringing in new irrigated areas. The use of tube wells for this purpose is likely to increase when cheap hydroelectric power becomes available on a larger scale.

The first results of recent experiments along these lines suggest that they bring about considerable savings both in the consumption of water and in the cost of irrigation.

To summarize, an efficient, modern irrigation system should properly perform the following functions: 1) store water so that it is available in sufficient quantities whenever required; 2) deliver water to all parts of the cultivated area, in amounts needed to meet crop demands during peak use periods; 3) provide complete control of water; 4) divide water into required amounts for use in different fields; 5) dispose of waste water after use; 6) allow for the free movement of farm machinery. Properly utilized, such a system allows for the most efficient use of water and makes irrigation possible without soil erosion, saline or alkaline accumulation, or water logging.

SUG'ORISHLASH

Yerga suv olish fermer oldida turgan muammoning faqat bir qismidir; deyarli bir xil ahamiyatga ega - suvni ishlatishdan keyin utilizatsiya qilish. Tuproqdagi juda ko'p suv etarli bo'lmagandan ko'ra yomonroq bo'lishi mumkin, ammo noto'g'ri rejalashtirish va noto'g'ri sug'orish ko'pincha sho'rlanish va suvning to'kilishiga olib keladi. Sho'rlanish o'simliklarning ildizlari sug'orish suvini o'zlashtirganligi sababli sodir bo'ladi, lekin uning tarkibidagi tuzning ko'p qismini o'z ichiga olmaydi. Tuz o'simlik o'sishi uchun bog'liq bo'lgan tuproq zonasida qoladi va oxir-oqibat tuproqni steril qiladi.

Ko'pgina hududlarda juda keng tarqalgan halokatli oqibatlarning oldini olish uchun sug'orish suvini to'liq va samarali nazorat qilish kerak. Sho'rlanish va suvni kesish natijasida etkazilgan zararni ortiqcha baholash qiyin; Darhaqiqat, noto'g'ri yoki noto'g'ri sug'orish natijasida vayron bo'lgan erlarni qayta tiklash yangi erlarni birinchi sug'orish kabi deyarli muhimdir. Agar melioratsiya muvaffaqiyatli bo'lishi kerak asosiy muammo suv sathini ildiz zonasi ostida ushlab turish uchun tushirishdir. bir necha yo'llar bilan erishish mumkin: dalalar chegaralari bo'ylab chuqur panjarasi yotqizilishi yoki suvni yig'ish va uni kollektor ariqiga etkazish uchun arga plitka chiziqlari yotqizilishi mumkin.

Ko'pgina hududlarni, xususan, Osiyoning qurg'oqchil qismlarini oddiy drenaj jarayonlari bilan qulay yoki iqtisodiy jihatdan tiklab bo'lmaydi. Bunday sharoitda qayta tiklash usullaridan biri drenaj qilinadigan maydonlarni nasos bilan to'ldirish uchun quvvurli quduqlarni o'rnatishni va nasosli suvni boshqa joylarda keyingi sug'orish uchun ishlatishni talab qiladi. Bu usul ba'zi mamlakatlarda tobora ortib borayotgan ahamiyat

kasb etmoqda, lekin u juda qimmatga tushishi mumkin, ba'zida yangi sug'oriladigan maydonlarni olib kirishdan ko'ra qimmatroq bo'lishi mumkin. Arzon gidroelektr energiyasi keng miqyosda mavjud bo'lganda, bu maqsadda quvurli quduqlardan foydalanish ko'payadi.

Ushbu yo'nalishdagi so'nggi tajribalarning birinchi natijalari shuni ko'rsatadiki, ular suv iste'molida ham, sug'orish xarajatlarida ham sezilarli tejash imkonini beradi.

Xulosa qilib aytadigan bo'lsak, samarali, zamonaviy sug'orish tizimi quyidagi funktsiyalarni to'g'ri bajarishi kerak: 1) suvni zarur bo'lganda yetarli miqdorda bo'lishi uchun saqlash; 2) suvni ekin maydonlarining barcha qismlariga, eng yuqori foydalanish davrida ekinlarga bo'lgan ehtiyojni qondirish uchun zarur bo'lgan miqdorda etkazib berish; 3) suvni to'liq nazorat qilishni ta'minlash; 4) turli sohalarda foydalanish uchun suvni kerakli miqdorlarga bo'lish; 5) foydalanilgandan keyin chiqindi suvni utilizatsiya qilish; 6) qishloq xo'jaligi texnikasining erkin harakatlanishiga ruxsat berish. To'g'ri qo'llanilsa, bunday tizim suvdan eng samarali foydalanish imkonini beradi va tuproq eroziyasi, sho'r yoki ishqor to'planishi, suvning kesilishsiz sug'orish imkonini beradi.

Activity-8 . Translate the text and answer the question

Since rain-water is very good for plants, and sea-water is very bad, we may ask whether there is some intermediate kind of water that the plant will just tolerate. The question is likely to be of great importance in arid regions where the only available irrigation water comes from underground sources. During its long staying and slow movement deep below the surface, the water dissolves minerals' salts from the rocks that surround it. Suppose this mineralized water is now offered to (1) human beings, (2) animals, (3) food-plants, and (4) machines; how will they respond?

Men will drink water containing 1 part in 1,000 of dissolved salt, animals will drink water that is much more saline, while food-plants demand a purer water.



This is not only because the salt is harmful to the plant but mostly due to the fact that after long periods, the land irrigated with saline water becomes saturated with salt and in the end becomes unfit for cultivation. The water itself drains away or is transpired and the salt stays in the ground. The irrigation water should not be more than about one fifteenth as salt as sea water, its mineral content should be much less than 1 part in 1,000. But if the local climate and the nature of the ground are favourable, some plants will grow on water that is much more saline than this. As for machines, they demand water of the quality of rainwater.

Activity-9. Homework. Give the summary about irrigation.

GRAMMAR

O'TGAN DAVOMLI ZAMON/PAST CONTINUOUS TENSE

O'tgan davomli zamon (The Past Continuous Tense) **was** yoki **were** yordamchi fe'lidan keyin asosiy fe'lning hozirgi zamon sifatdoshini qo'llash bilan hosil qilinadi.

PAST CONTINUOUS ZAMONIDA GAP TUZISH



I was playing football at 10:30.	I was not playing football.	Was I playing football?
He was playing football.	He was not playing football.	Was he playing football?
She was playing football.	She was not playing football.	Was she playing football?
It was playing football.	It was not playing football.	Was it playing football?
You were playing football.	You were not playing football.	Were you playing football?
We were playing football.	We were not playing football.	Were we playing football?
They were playing football.	They were not playing football.	Were they playing football?
Anvar was playing football.	Anvar was not playing football.	Was Anvar playing football?
Anvar and Jamshid were playing football.	Anvar and Jamshid were not playing football.	Were Anvar and Jamshid playing football?



Past Continuous o'tmishda muayyan vaqtda sodir bo'lib turgan ish-harakatni ifodalaydi. O'tmishdagi muayyan vaqt nutq vaziyatidan anglashiladi yoki gapda ifodalanadi.

Ish-harakat davom etayotgan vaqt gapda payt holi bilan ifodalanishi mumkin. Bunda **at four o'clock** (soat to'rtida), **at that time** (o'sha vaqtda), **all day/night long** (butun kun/tun davomida), **the whole evening/morning** (butun oqshom/tong), **from six to seven** (oltidan yettigacha) va boshqalar ishlatilishi mumkin.

I was watching television the whole evening yesterday.

Kecha butun oqshom davomida televizor ko'rayotgan edim *yoki* kecha butun oqshom televizor ko'rdim.

From five to seven we were playing chess.

Soat beshdan yettigacha shaxmat o'ynayotgan edik.

Ish-harakat davom etayotgan vaqt o'tgan zamondagi boshqa fe'l orqali ifodalanishi mumkin. Bunday gaplar odatda **when** (paytda) yoki **while** (-yotganda) bog'lovchisi bilan bog'langan payt ergash gapli qo'shma gap ko'rinishida bo'ladi.

When I came home, my brother was having supper.

Men uyga kelgan paytda (yoki uyga kelganimda) akam ovqatlanayotgan edi.

James and I **were watching** television **when** lightning struck the house.

Uyni yashin urganda Jeyms va men televizor ko'rayotgan edik.

While James and I **were watching** television, lightning struck the house.

Jeyms va men televizor ko'rayotganimizda uyni yashin urdi.

Past Continuous bir vaqtda bo'layotgan ikki va undan ortiq ish-harakatni ham ifodalashi mumkin.

While I was working in the garden my sister **was making** dinner.

Men bog'da ishlayotganimda singlim ovqat pishirayotgan edi

**PAST
CONTINUOUS TENSE**



**Karthik was walking on
the road.**

[was walking, were walking]

Exercise-1. Mos fe'l shaklini qollang.

.. He (read) a book when I (see) him .

2. We (sing) a song when she (enter) the room .
3. When the phone bell (ring) I (work) in the garden .
4. I (see) some beautiful dresses in the shop window .
5. When we (write) a composition somebody (come into) the classroom.
6. We (listen) to the latest news at 6 p.m.
7. They (have) English at this time last Monday .
8. What you (do) at 8 yesterday ?
9. He (watch) TV when you (visit) him.
10. She (sleep) when her friend (come) to see her.

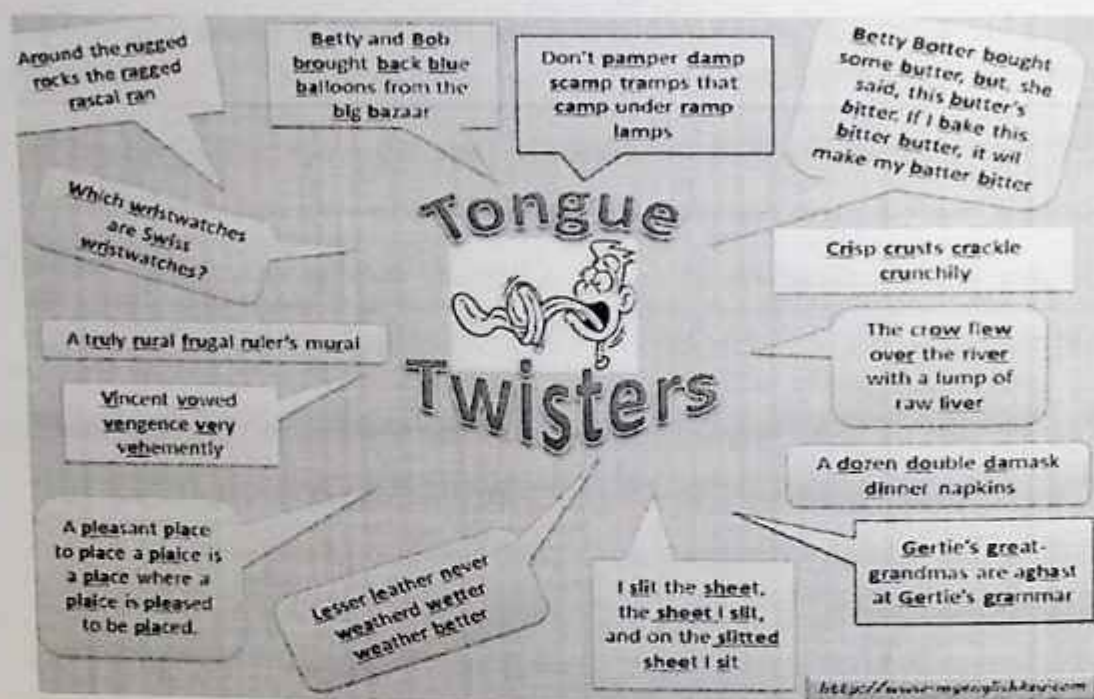
Exercise-2. Gaplarni so'roq va bo'lishsiz shaklga aylantiring.

1. It was getting dark and the large bright moon appeared in the sky.
2. It was raining the whole day yesterday .
3. We were sitting and talking in my study for a long time.
4. We were having dinner when my brother came.
5. We were reading a newspaper while Ann was prepearing her lessons.
6. It was snowing when you went out of the house .
7. We were working from 3 till 5 o'clock yesterday.
8. We were bathing in the river when the rain began.
9. The two people were arguing one day about the sun and the moon.
10. When I met him he was speaking to the teacher .

Exercise-3. Tarjima qiling :

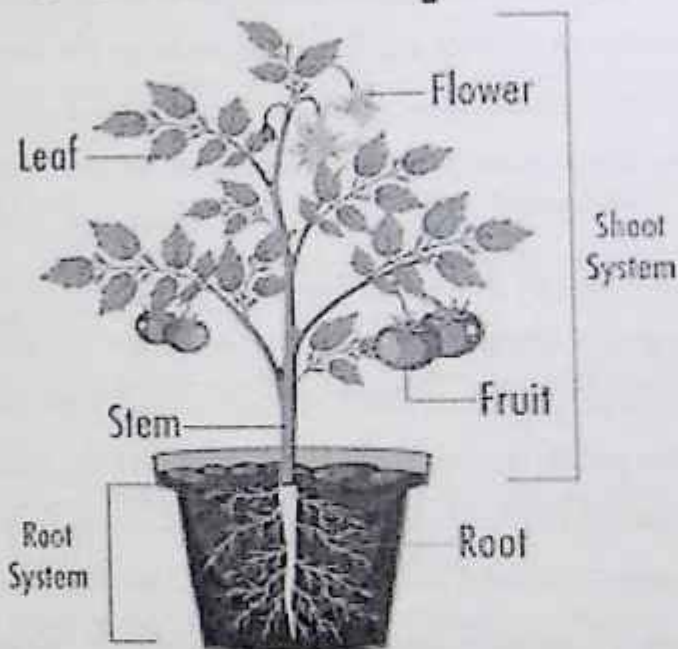
1. Biz kelganimizda u uxloyotgan edi.
2. O'qituvchi xonaga kirganida talabalar o'z darsida o'tirgan edilar.
3. U tarjima qilayotganida kop yangi so'zlarga duch keldi .
4. Men uni ko'rgani kelganimda u pianino chalayotgan edi.
5. Men qo'ng'iroq qilganimda u kitob o'qiyotgan edi .

6. Men studiyaga kirganimda do'stim yangi rasm ustida ishlayotgan edi .
7. U sahnada derijorlik qilayotgan edi .
8. Radioda mashxur xonanda ashula aytayotgan edi .
9. Biz teatrga ketayotganimizda yomg'ir yog'a boshladi.
10. Biz yotoqxonaga kelsak, talabalalar tugilgan kun nishonlayotgan edi



LESSON-13.
THE PARTS OF A PLANT AND
THEIR FUNCTIONS

Parts of a plant



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Activity-1. Read and translate the text:

The Parts of a Plant and their Functions

A plant is a living organism. It is made up of different parts, each of which has a particular purpose, or specialized function. If one part of the plant is not functioning properly the whole plant will suffer. But we may cut flowers off the plant or prune the roots. Such damage is only temporary and so the plant will continue to grow.

The basic parts of a plant are the root system, which is below the ground, and the shoot system above. The root of a plant has two main functions. It takes in, or absorbs, water and minerals from the soil through the root hairs, which are single cells near the tip of each root. The other main function of the root is to hold, or anchor, the plant firmly in position in the soil.

Plants such as sugar beet and carrots are able to store food in their roots. "In this way they can keep growing for more than one season. In addition, plants such as clover and lucerne, known as 'legumes', have special bacteria which live on the roots. These simple forms of life take nitrogen out of the air which is in the soil. Such leguminous plants are usually ploughed under the soil. By doing this the soil is made more fertile. The shoot system above the ground consists of the stem, the leaves, flowers and fruit. One of the functions of the stem is to support the plant. Another important function is to enable water and minerals to pass up from the roots to the leaves and flowers. Organic materials such as sugar travel down the stem to the roots. The leaves grow out of the side of the stem. Their main job is to make food for the plant by the process known as photosynthesis. For this process sunlight is necessary. Water from the soil and carbon dioxide from the air are converted into sugars and other carbohydrates. During the process oxygen is formed and released into the air. The flower contains the reproductive organs of the plant. The stamens produce the male sex cells, or spermatia, which are carried in the pollen grains. The carpel produces the female sex cells, or ovules. The fruit, the ripened ovary of the flower, encloses the seeds and protects them while they are developing. The seed itself consists of an embryo and foodstore. The embryo is the part which will develop into another plant and the foodstore is necessary to provide nourishment for the young plant while it is growing.

Activity-2. Answer the following questions:

1. Do different parts of a plant have specialized functions?
2. What are the basic parts of a plant?
3. What are absorbed through the root hairs?
4. What is the plant anchored in the soil by?
5. What plants are able to store food in their roots?

Activity-3. Define the terms:

Photosynthesis, a soil profile, aerobic bacteria, osmosis, a leaf, chloroplasts, stomata of plants, chlorophyll.

Activity-4. Fill in the blank with appropriate words:

Osmosis Stomata of plants Chlorophyll A leaf

Chloroplasts Aerobic bacteria Photosynthesis A soil profile

1. _____ the process which transforms light energy from the sun into chemical energy.
2. _____ a succession of soil horizons which extends from the surface of the soil to the parent rock.
3. _____ organisms which can live in the presence of air.
4. _____ biophysical process which takes place through the tissues of living plants.
5. _____ complex structure which utilizes energy from the sun in the manufacture of food.
6. _____ bodies which absorb sunlight and manufacture food.
7. _____ minute openings on the surface of a leaf which lead to the interior of the leaf and the chloroplast.
8. _____ the chemical which enables sunlight to convert carbon dioxide into food and other substances.

Activity-5. Write down the passive version of the following active sentences.

EXAMPLE

Active: The tiny root hairs absorb water and minerals. Passive: Water and minerals are absorbed by the tiny root hairs.

Active: An increase in the number of root hairs increases the power of absorption.

Passive: The power of absorption is increased by an increase in the number of root hairs.

Water and minerals are absorbed by the tiny root hairs. Therefore, the power of absorption is increased by an increase in the number of root hairs.

1. Active: The fruit encloses the seeds.

Passive: The seeds.....by the fruit.

Active: The fruit protects them while they are developing.

Passive: They.....by the fruit while they are developing.

The seeds by the fruit. Consequently, they..... while they are developing.

2. Active: The plant takes in oxygen.

Passive: Oxygen is.....in by the plant.

Active: The plant uses oxygen to break down carbohydrates.

Passive: Oxygen is.....by the plant to break down carbohydrates.

Oxygen..... in by the plant and.....to break down carbohydrates.

3. Active: Wind and insects transfer pollen from one flower to another.

Passive: Pollen.....by wind and insects from one flower to another.

Active: They deposit the pollen on the stigmas of the other flower.

Passive: The pollen.....on the stigmas of the other flower.

When pollen.....by the wind and insects from one flower to another, it.....on the stigmas of the other flower.

4. Active: The human body requires small quantities of several minerals.

Passive: Small quantities of several minerals.....by the human body.

Active: The human body obtains these minerals from plants.

Passive: These minerals.....by the human body from plants.

Small quantities of several minerals which are.....by the human body.....from plants.

5. Active: We can use some roots to reproduce the species. Passive: Some roots.....to reproduce the species.

Active: We should remove the whole root of harmful weeds such as docks instead of ploughing them in lightly. Passive: The whole root of harmful weeds such as docks.....instead of.....in lightly.

Some roots.....to reproduce the species. Thus, the whole root of harmful weeds such as docks instead of.....in lightly.

6. Active: Soil texture influences all aspects of root development.

Passive: All aspects of root development.....by soil texture.

Active: A heavy compact soil creates a physical barrier to root growth.

Passive: A physical barrier to root growth.....by a heavy compact soil.

All aspects of root development.....by soil texture. For example, a physical barrier to growth by a heavy compact soil.

Activity-6. Complete the following text by filling in the blank spaces with the sentences given below.

Roots	shoot system	soil
Soil air	carbon dioxide	photosynthesis
Made up of	ripened ovary	water and minerals
Seed	living	such as
Function	specialized	more fertile

A plant is a living organism _____ different parts each of which has a _____ function. The basic parts of a plant are the root system and the _____. The root absorbs water and minerals from the _____. Plants such as sugar beet and carrots store food in _____. Leguminous plants _____ clover and lucerne have special bacteria _____ on their roots which take nitrogen out of the _____. Consequently, when they are ploughed under, the soil is made _____. The shoot system _____ the stem, the leaves, flowers and fruit. An important _____ of the stem is to enable _____ to pass up to the leaves and flowers and _____ such as sugar to travel down to the _____. In the leaves _____ takes place. The process results in the _____ of water from the soil and _____ from the air into sugars and other _____. During the _____ oxygen is formed and released into the air. The plant's _____ are contained in the flower. The spermatia _____ by the stamens and the ovules are produced _____ the carpel. The fruit, the _____ of the flower, encloses and protects the _____.

Activity-7. Read and memorize the following words:

seed-bed – насіннєве ложе ploughing – оранка

tilth – придатність ґрунту до обробітку sapping – утворення кірки на ґрунті crust – кірка

drilling – рядкове внесення combine-drilling – комбінована сівба spinner – відцентровий розкидувач nitrogen – азот

previous cropping – попередній врожай

manuring – внесення органічних добрив (угноювання) stiff-straw – жорстка

солома dressing – внесення добрив germination – проростання

grain – зерно ripeness – стиглість binder – сніп ear – колос

Activity-8. Read and translate the text:

WHEAT

Wheat-growing was extensively practiced throughout Europe in prehistoric times and this cereal was of great importance in the ancient civilizations of Persia; Greece and Egypt. It spread to all the temperate countries where it now plays a major part in the food supply of many nations and it is also widely cultivated in tropical and subtropical areas.

Cultivation. It is often said that winter wheat does best on a well-formed seed-bed. Ploughing should be done as early as possible and the normal depth would be in the region of 6 inches. The type of seed-bed required for winter wheat can be described as one with a reasonable tilth in the top 2-3 inches, with a surface containing a high proportion of clods, the largest of these being about the size of a man's hand. This is to prevent capping, a condition which can easily arise with heavy rain, when the soil surface runs together forming a crust.

Manuring. With all crops it is essential to ensure that adequate supplies of phosphate and potash are available during the first few weeks of growth. Once observed it is not possible to correct properly any deficiency and both of these major elements are required either in advance of drilling or they may be combined drilled with the seed. Combine-drilling is the most economical way of applying these fertilizers, but with winter wheat time of sowing being of prime importance, the latter method of application using fertilizer spinners is more often preferred. For average conditions 30 units (one unit is equal to 1.12 lb. and is the same as 1% on analysis) each of phosphate and potash will be sufficient. If the soil is rich in nitrogen, then 30 units/acre of fertilizer nitrogen would suffice, but under average conditions levels up to 60 units are considered economic rising to 80 units in the low rainfall areas. Previous cropping, environment and to some extent cultural techniques can also influence the level of this nutrient. When the soil is likely to supply some nitrogen for early part of a winter crop, then it is unlikely that any autumn fertilizer nitrogen would be required.

Short, stiff-strawed varieties of wheat can stand high levels of fertilizer nitrogen whereas the taller ones used to produce quality straw will only tolerate moderate

amounts. Of all the cereals winter wheat will give the highest response to his fertilizer and to obtain the best return the proper dressing should be applied at the correct time. As far as spring wheat is concerned up to 60 units of nitrogen can be economic. It should be applied prior to drilling or combine-drilled with the seed.

Seeding Rates. The amount of seed required for autumn wheat will vary between 1 and 2.5 cwt/acre. Early sowings need the least since the temperatures for germination are higher than those later on and a larger number of the seeds produce plants. As one goes north the autumn temperatures become significantly lower and hence to obtain the optimum number of plants it is necessary to sow larger quantities of seed.

Harvest. Winter wheat is normally harvested from August to October (in Britain), depending on the type of summer experienced and also the geographical location. Spring wheat matures much later than winter wheat and later than the other cereals.

Following a hot, dry summer grain may be combine-harvested under very good conditions; and if the moisture does not exceed 14% then it can be stored without drying. Moisture tests can be carried out at harvest and these are often used to vindicate the stage of ripeness or readiness for combining.

Most of the wheat being cut by combine harvester, there is still a small, but significant acreage which is bindered to satisfy the demand for long straw. It is said to be binder-ripe when the grain is fairly firm, has a cheesy texture and does not exude any milky fluid when pressed. This stage is usually reached between 1 and 2 weeks before it can be combine-harvested. The actual binding should not take place until the morning dew has disappeared. Once cut the grain will mature in the ear and the straw will dry out.

Activity-9. Translate into English:

1. Bug'doy yetishtirish ko'plab xalqlarni oziq-ovqat bilan ta'minlashda katta rol o'ynaydi.
2. Yer qobig'ining shakllanishiga yo'l qo'ymaslik uchun tuproq yuzasida ko'p miqdorda bo'laklar bo'lishi kerak.
3. Kombinatsiyalangan qo'llash organik o'g'itlarni qo'llashning eng tejimli vositasidir.
4. O'g'itlar o'z vaqtida qo'llanilsa, barcha boshqali ekinlardan kuzgi bug'doy eng yuqori hosil beradi.
5. Bahorgi bug'doy qishki va boshqa don ekinlariga qaraganda ancha kech keladi.
6. Don boshqda pishishi bilan somon quriydi.

Activity-10. Find synonyms of the following words and word combinations in the text:

widely, area, to grow best, important, to see, rightly, enough, fertilization, to be high in, before, local conditions, to withstand, to use (fertilizers), as to, to differ, stand, yield, to ripen, to show.

Activity-11. Fill in the blanks with necessary words from the text:

The time and method of ... the land for wheat depends principally on the ... that is followed by it. Unless the rainfall is high it is desirable to have the land prepared ... of seeding to permit settling of the ... and accumulation of When the land is to be plowed after a small grain there should be a month ... plowing and seeding.

Activity-12. Read the following fragment and answer the question: When is spring wheat sown? Why?

Where spring wheat is grown, it will usually yield better if seeded early. It needs to make its growth largely before hot weather. Since spring wheat can stand a great deal of cold weather there is little, if any danger from low temperatures when seeding is done early.

Activity-13. Homework. Write 10 questions to the text and do short retelling of it.

SO'ROQ GAPLARNING TURLARI-TYPES OF QUESTIONS .

I. Umumiy so'roq gaplar.

Umumiy so'roq gaplarni "ha" yoki "yo'q" javobini talab etib agar gapda modal yoki "to be" fe'lining shakllari bo'lsa ular oldinga chiqish bilan agar bu fe'llar gapda ishtirok etishmasa to do fe'lining shakllari zamonga qarab olinadi

Are you at home?

Yes , I am / No, I am not.

Can he speak English?

Yes, he can / No, he can not .

He lives in London.

Does he live in London ?

Yes , he does. No, he does not.

Exercise-1. Gaplarni so'roq gapga aylantiring:

The table is at the window.

He is a musician.

She is an actress.

The students are in the reading hall.

He comes to the classes on time.

The name of this girl is Ann.

He can drive a car.

He must go.

He is able to tell the story.

He may be in the garden now.

The garden is in front of the house.

After classes the students go to the canteen.

Ann lives in the suburbs of Tashkent.

We can translate articles from newspaper.

Exercise-2. Savollarga "ha"yoki "yo'q"javobini bering.

Can you play chess well?

Do you go to the classes every day?

Does he know English well?

Do you clean your rooms at home?

Must you go to the cinema every week?

Is she able to leave his town?

Are you at home now?

Is she a talented singer?

Does she perform roles well?

Do you understand me?

Exercise-3. Javoblarga mos savollarni tuzing .

1. ...?- Yes, I can.

2. ...?-No, he cannot.

3. ...?- Yes he is.

4. ...?-No, you needn't.

5. ...?- No, it is not

6. ...?-Yes, they are.

7. ...? -yes, we do.

8. ...?-No, they don't.

9.?-Yes, he will.

10...?-No, I shall not.

11....?-Yes, I was.

12....? -No, they were not.

Exercise-4. Gaplarni so'roq gapga aylantirib "ha' va "yo'q" javoblarini bering.

and very interesting.

can repair your watch.

student of the second course.

wait you for an hour.

can attend the classes.

You must do your homework in time.
 Every morning they come to their office at 8.
 He is looking through the newspaper.
 The doctor examines patients.
 He will be there next day.
 We are having our dinner at home.
 He can compose many interesting songs.
 Henry has two sisters and a brother
 They usually have dinner at home.
 We have got two white cars at home.
 The students have got many questions.
 It is very stuffy here . You may open the window.
 The weather is bad . The sky is cloudy. It looks like raining.
 It often snows in winter in the mountains.
 I shall be very glad if you come to the party.
 The students are able to answer all questions in literature.
 Children can watch TV only after classes.

Tanlov so'roq gaplar.

Is she a dancer or a singer? He is a singer.
 Do you study English or French? We study English?
 Can you play tennis or pupils? We are students.
 Was it hot or warm yesterday? It was warm yesterday.

Exercise-1. Gaplarni tarjima qiling.

- 1 Is it summer or winter now? 2. Do you study at the Institute or at the university?
3. Is it a feature or documentary film? 4. Do you often go to the theatre?
5. Is your family large or small? 6. Is the sky blue or yellow? 7. Are these green or white?
8. Are these windows wide or narrow? 9. Is it a cell or a violin?
10. Do you like Pop or rock music? 11. Are his eyes blue or black?
12. Is his father doctor or worker?

Exercise-2. Namunadan foydalanib , tanlov savolini bering.

This is a picture(a map).

This is a window (a door).

He is a worker(a teacher).

It is a play (a cartoon).

We learn English (German).

They have many tulips (roses)in their garden.

There were many books on the shelves(on the desk).

There is much (little) furniture in their flat.

We have (8) lectures a day.

He can dance (sing) well.

Exercise-3. Gaplarni tarjima qiling:

1 .Siz ba'diyy yoki hujjatli filmlarni yoqtirasizmi? 2.Dam olish kunlari u uyda qolishni yoqtiradimi yoki kinoga borishnimi? 3.Quyosh ertalab chiqadimi yoki kechqurun? 4.Yer dumaloq yoki kvadrat shakldami?

Exercise-4. Namunaga qarab savollar tuzing:

I go to the pictures/ to a dance .

Do you like to go to the pictures or to listen light music?

1 To speak English/ to speak Spanish.

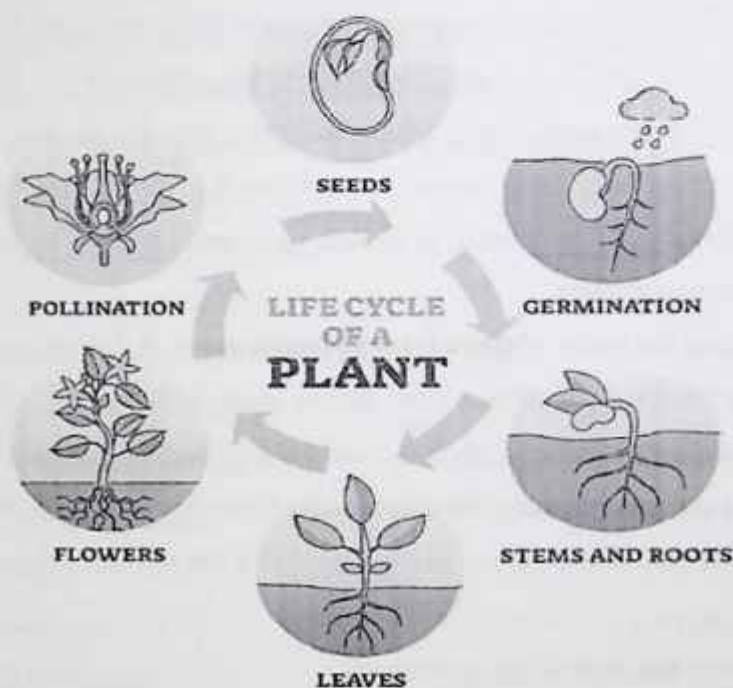
2.To study/ to have a rest on Sunday.

3.To go home by bus/ to go home by metro.

4.To live in hostel/ to have a private room.

5.To do literature/to do languages

LESSON-14. THE LIFE CYCLE OF A PLANT



Activity-1. Read and translate the text:

THE LIFE CYCLE OF A PLANT

The life cycle of a typical annual plant can be divided into several stages. The first stage is germination. Seeds remain dormant, or in a resting state, if they are kept cool and dry. When the amount of moisture and the temperature level are right, the seeds germinate and start growing.

Certain conditions are necessary for this to happen. An essential condition is that the seeds must be alive. Sometimes seeds are dried at a temperature which is too high. This has two effects: the water content in the seeds is reduced too much, and certain essential proteins are destroyed. As a result, the seeds die. Other conditions for germination concern the amount of moisture in the soil. If dry seeds are planted in a dry soil, they will not germinate until it rains. On the other hand, if there is too much water in the soil,

the seeds will not germinate either. This is because wet soils remain cold for a longer period of time than drier, well-drained soils. If the soil is too cold germination will not occur. An additional reason for seeds not germinating is that badly drained soils may lack sufficient oxygen. Dormant seeds require very little oxygen in order to stay alive, but when they start to germinate they require more.

In the first stage of germination the primary root, or radicle, emerges. Then the stem pushes its way upward until it appears above the surface of the soil. At the same time the root system grows downward, and begins to spread through the soil. In the early stages of development the seedling depends entirely on the foodstore in the seed but as soon as the first leaves are produced, it is able to manufacture food for itself. The seedling begins photosynthesis.

Next, the plant enters the stage of rapid growth. In this stage of the life cycle, the plant begins to grow to its full size. When it is mature enough, it flowers, and when this happens pollination and fertilization are ready to take place. In the process of pollination the pollen is carried by wind or insects from the stamens to the stigma of the carpel. It germinates on the stigma and grows down the style into the ovary, where fertilization takes place.

Activity-2. Answer the following questions:

How can the life cycle of a typical annual plant be divided?

What will seed do when the temperature level is right?

When will seeds not germinate?

Can dormant seeds stay alive in a badly drained soil?

When does the root system form?

Activity-3. Define the terms:

germination, rootradicle, emerges. foodstore, pollination, fertilization, stamens, stigma of the carpel, ovary.

Activity-4. Match the name of the processes in the list on the left to the identifying descriptions of their course of action in the list

→ right.

f Process

- (a) transpiration (b) germination (c) pollination
(d) fertilization (e) osmosis

Description of Course of Action

1. one of the male gametes unites with the female gamete in the ovule.
2. pollen grains are transferred from the stamen to the stigma of the female parts.
3. water passes through the leaf cells and evaporates into the air.
4. nutrients in the soil pass through the cell membranes into the root hairs.
5. the seed 'awakens' from its dormant state and starts growing.

Activity-5. Put in correct order:

a) the stages of the life cycle of a plant:

- fruit and seed production;
- photosynthesis begins;
- plant flowers;
- stage of rapid vegetative growth;
- decay of vegetative parts;
- seed dispersal;
- germination;

-pollination and fertilization.

b) the stages of the germination of a broad bean:

- secondary root develop;
- root system spreads through soil;
- split testa;
- photosynthesis can begin;
- plumule;
- radicle;
- curved to protect growing point;
- leaves sprouting; - main shoot.

Activity-6. Choose the correct form of the verb:

The seedling (to begin) to manufacture food for itself. But first it (to use up) the food stored in the seed.

The young shoot (to appear) above the surface of the ground. Then it (to begin) the process of photosynthesis.

Before the oxygen (to combine) with and (to break) down the various complex sugars, energy (to release).

Dormant seeds (to be) inactive. During this time they (to use) very little air.

The young rice plants (to transplant) to the paddy fields. But first they (to grow) in nurseries for a few weeks where proper care can (to give) to the seedlings.

Once the shoot (to appear), the plant then (to grow) both above and below the ground.

During the time the seedlings (to be) small, there are few leaves present to use sunlight for photosynthesis.

A crop of nitrogen-fixing legumes (to plough) in. As a result the next crop produced a higher yield.

The spores of disease organisms land on the plant. At the same time they (to kill) by the fungicide which (to spray) or (to dust) on to the plant surfaces.

Sometimes there is too much water in the soil. On these occasions it must (to drain) off.

Activity- 7. Complete the following text by filling in the blank

spaces with the expressions given below. root system rapid growth may be reduced colder too high sufficient air seeds too much temperature level temperature test a food manufacture germination (3 times) photosynthesis well-drained soils downwards little moisture dependent on not in the soil food store life water and air secondary roots up destroyed surface of the soil the mature

The first stage in the life cycle of a plant is _____. Certain conditions are necessary for _____ to occur. Firstly, the _____ must be alive. If seeds are dried at _____ a temperature, the water content in the seeds _____ too much and certain essential proteins _____. Secondly, the amount of moisture in the soil must be right. If there is too _____ in the soil, seeds will not germinate. However, if there is _____ water in the soil, seeds will _____ germinate either because wet soils tend to be

_____ than drier, _____. This is the third condition necessary for germination to occur.

The _____ of the soil must be right. A fourth condition concerns the amount of

air _____. A wet, badly drained soil may lack _____ for seeds to germinate. Thus, we may say that _____ only happens under the right conditions; when there is _____, sufficient _____, and the right _____.

The first stage in the germination of, for example, a bean is the splitting of the _____. The radicle emerges and starts to grow _____. Next, the curved plumule begins to grow _____ towards the light. Meanwhile, the _____ is beginning to spread through the soil. In these early stages of development, the seedling is entirely _____ in the seed. After the young plant has broken the _____ and the first leaves are produced _____ by _____ can begin. By this time, below the soil surface..... are developing. The plant is ready to begin the stage of _____ during which it grows to its full _____ size.

Activity-8. Read and translate the text:

MAIZE

Types of Maize. Several thousand varieties of maize are now grown throughout the world and most of these can be allocated to one of the seven most important groups: dent maize, flint maize, sweet corn, soft maize, popcorn, waxy maize, pod maize.

Soil Requirements. Successful maize cultivation is more frequently and more easily achieved on soils which are of medium texture. As the soils become lighter the greater is the chance of their "drying out" in midsummer and although there is really nothing else against them, the very light sandy soils should be avoided.

Having suggested light to medium textured soils for maize, it must also be stressed that organic status and fertility should be high.

The maize land should be free draining in order that as much of the heat as possible is employed in raising soil temperatures and not removing excess of soil moisture. The soil should be naturally free draining to enable a full rooting system to develop in a plentiful supply of oxygen.

Maximum yields are believed to be obtained between pH 4 and 9. Some scientists believe maize to be successfully cultivated on the moderately acid soils (pH 6-7 as optimal). Others say that maize growing can be successful under alkaline conditions provided there are no serious deficiencies of the micro-nutrients.

Application of Fertilizers. It has been suggested that phosphate and potash should be applied to the land well in advance of drilling and the nitrogen incorporated into the seedbed just prior to drilling, otherwise much of it would be lost by leaching.

One should remember that germination is much retarded by fertilizers in contact with the seed.

Cultivation. With a more extensive and deeper rooting system than the other cereals, maize will require deeper ploughing, cultivations and seed-beds to obtain, maximum growth. Autumn ploughing is advisable on stronger soils and it may be left until the early spring when textures are light. Cultivations which follow should be to a depth of 4-5 inches. They kill the weeds after germination; inter-row cultivation can follow crop emergence to obtain further weed control. Chemical means, are often preferred. Seed-beds should be uniform and fine to obtain a quick germination and to assist the action of herbicides in their control of weeds.

Seeding. Minimum temperatures for growth of maize are around 50° F (10° C) and thus early spring sowings are of little value except when the soils are warmer than usual. Under cool conditions seeds rot.

When the average t° is over 50 F the emergence of maize will take approximately two weeks. Late spring frosts can also be damaging to seedling maize, although with the cold tolerant varieties being introduced, there is every chance that this crop may now survive the first few degrees of frost.

Sunshine and Solar Energy. Little is said and written about sunshine and solar energy requirements with this cereal. It is, however, assumed that for satisfactory growth and ripening of the crop high levels of bright sunshine are required.

Maize is quite unique in its mode of growth and extent and duration of its leaves. They grow in a manner which facilitates efficient use of radiant energy by trapping most of the sun's rays and since the duration of full leaf extends almost to grain maturity, the sun's energy can be transferred to grain yield throughout the whole life of the plant. A point close to optimum leaf area is obtained early and maintained almost to grain maturity thus making maize one of the most efficient utilizers and converters of solar

energy into plant energy particularly when the whole plant is considered as the economic yield.

Activity-9. Fill in the blanks with necessary words from the text:

1. When there is not enough potassium in the soil, we say the soil is ... in potassium.
2. ... is the process which removes excess of soil moisture.
3. Best yields of maize are achieved on soils of medium ... and high
4. Nitrogen fertilizer should be ... into the soil, otherwise much of it will be lost by
5. Cultivations and ... help to control
6. The average temperature for the ... of maize is over fifty degrees F.

Activity-10. Check the false sentences and correct them:

1. It's advisable that nitrogen be applied long before plowing.
2. They recommend that maize land should be free draining.
3. It's necessary that the students know different varieties.
4. It is not desirable that maize be planted in warm soil.
5. Chemical means are seldom used in weed control.
6. To obtain quick germination the seed-bed must be fine.

Activity-11. Read the fragment and answer the following question: When and how are fertilizers applied for maize?

Maize can be fertilized at three different times. A corrective broadcast application is done before plowing. Soil deficiencies are corrected with large amounts of fertilizers. A starter fertilizer is applied with the planting equipment. The purpose of this application is to aid a small maize plant to get a more rapid start. It is best to place fertilizer about 1 inch below and 2 inches at the side of the seed.

When maize follows a good legume crop no additional nitrogen may be required.

Activity-12. Homework. Make 10 questions to the text.

MAXSUS SO'ROQ GAPLAR - SPECIAL QUESTIONS



Bu so'roq gaplar maxsus so'roq so'zlari yordamida yasaladi. Egaga savol berilganda, qisqa javob beriladi.

Who is there? - I am.

Who knows English? - He does.

Maxsus so'roq gapning har bir bo'lagiga beriladi va quyidagi so'roq so'zlar ishtirok etadi.

Who (kim), What(nima), Where(qaerda), When(qachon), Whose(kimning), Whom (kimni, kimga), Which(qaysi), How(qanday), How long(qancha), How many(nechta), What colour(qanday rang), Why(nima uchun).

Bu so'roq gap ham, boshqa so'roq gaplar have, to be va modal fe'llar gapda ishtirok etsa ularni so'roq so'zlaridan keyin qo'yish bilan qolgan hollarda to do fe'lini zamoniga qarab olinadi.

Question words	Meaning	Examples
who	person	Who's that? That's Nancy.
where	place	Where do you live? In Boston.
why	reason	Why do you sleep early? Because I've got to get up early.
when	time	When do you go to work? At 7:00.
how	manner	How do you go? By car.
what	object, idea or action	What do you do? I am an engineer.
which	choice	Which one do you prefer? The red one.
whose	possession	Whose is this book? It's Alan's.
whom	object of the verb	Whom did you meet? I met the manager.
what kind	description	What kind of music do you like? I like quiet songs.
what time	time	What time did you come home?
how many	quantity (countable)	How many students are there? There are twenty.
how much	amount, price (uncountable)	How much time have we got? Ten minutes.
how long	duration, length	How long did you stay in that hotel? For two weeks.
how often	frequency	How often do you go to the gym? Twice a week.
how far	distance	How far is your school? It's one mile far.
how old	age	How old are you? I'm 16.
how come	reason	How come I didn't see at the party?

Exercise-1

Whose car is it? It is my car.

When do you come to the Institute? I come to the Institute on Monday.

Where did he go yesterday? I went to home.

When will the lessons begin? Our lessons will begin soon.

How many friends do you have at the Institute — I have a lot of friends.

Why do you wear dark clothes? I like dark color.

Exercise-2. Namunaga qarab gap bo'laklariga mos savollar qo'ying.

Ex: In spring we plant 10 trees in our garden.

Who plants trees in spring?

What do you do in spring?

when do you plant trees in your garden?

How many trees do you plant in spring?

Where do you plant trees in spring?

We study many subjects at the Institute.

They wear warm clothes in winter.

Jack lives near his college.

He often meet friends in the street at 8.

My mother cooks supper for us in the evening.

We have dinner at the Institute dining-room.

Many peple like autumn in Uzbekistan.

We often play football in the street after our lessons.

Popov invented radio in the last century.

We often see new films by TV at home.

Exercise-3. Ajratib ko'rsatilgan so'zlarga savol bering.

1. I work at the office.
2. We usually have our English in the evening.
3. She plays the piano well.
4. They often speak English in class.
5. We write a lot of sentences to the blackboard.
6. After my English I go to the office.
7. We read, write and speak at the lesson.
8. Our teacher always speaks English in class.
9. When it is cold I stay at home
10. His eyes are blue.

Exercise-4. Gaplarni tarjima qiling.

Ismingiz nima?

Kasbingiz nima?

Siz kimsiz?

Qaerda yashaysiz?

Ertalab qaerga borasiz?

Sizning davlatingizda bayroq qanday rangda?

Nima uchun kech uyquga yotasiz?

Institutga borishingizga qancha vaqt ketadi ?

Kimning mashinasi oq rangda?

Sizda nechta kitob bor?

Ofisda kimlarni uchratasiz?
Qaysi tilni Institutda o'rganasiz?
U qaerda o'qiydi?
Uning ota- onasi kim?
Ularning kasblari nima?

Tasdiqlovchi so'roq gaplar-"Tag" questions.

Tasdiqlovchi so'roq gaplarda gapning birinchi qismi darak gap shaklida bo'ladi.
Gapning birinchi yoki ikkinchi qismida not inkor yuklamasi ishlatiladi.O'zbek tilida
"Shundaymi", "Shunday emasmi"deb tarjima qilinadi.

Savolga qisqa javob beriladi "ha"yoki "yo'q"

Ex: You study English , don't you?

You dont know French , do you?

You can not sing a song, can you?

The earth is oval, is not it?

Exercise-1. Gaplarni tarjima qilib savollarga mos javoblar bering

You don't like to walk in the rain , do you?

You like to learn languages, do you?

It is fine weather today , isn't it?

You aren't very tired ,are you?

You have got no time today , have you?

He doesn't come late, does he?

They went to the theatre yesterday , didn't they?

We couldn't translate the text, could we?

Every day you watch TV programmes , don't you?

There are many beauful flowers in your garden , aren't there?

Exercise-2. Gaplarni yakunlang .

1. You are learning to put "tag" questions, ...?

2. You have worked hard today,...?

Betty doesn't really know Jack,...?

There isn't much time left, ...?

You don't have dinner at home, ...?

6. There are a lot of students in the reading room, ... ?

7. He likes to dance, ...?

8. They haven't seen a new film yet, ...?

9. Betty can speak Russian , ...?

10. She didn't do her homework, ...?

Exercise-3. Quyidagi javoblarga mos tasdiqlovchi savollar tuzing.

Namuna: You go for a walk in the evening , don't you ?- No , I don't. I never go for a walk in the evening.

No, not yet. I am going to see my friend tomorrow.

Yes , he does . Jack lives near his college.

Yes , they do . Jack and Betty attend the same class.

Yes , I have . I have already seen the film.

No , I don't. I don't like it all.

Yes , I have . I have just seen her.

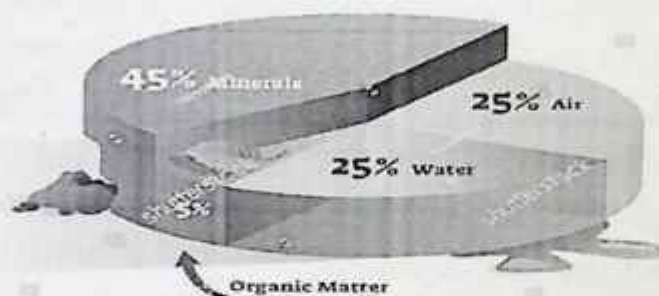
No , I don't . I don't get up early now.

No , she doesn't she always comes in time.

No , I don't often go to the club.

LESSON-15. THE ORIGIN AND COMPOSITION OF SOIL

SOIL COMPOSITION



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Activity-1. Read and translate the text:

THE ORIGIN AND COMPOSITION OF SOIL

Soil is a residue composed of two main ingredients:

mineral material and organic material. Organic material originates from dead plants and animals and materials other than this are derived from rocks of various kinds. These rocks are broken down into small particles by mechanical disintegration and chemical decomposition. This breaking down process, known as weathering, may thus be both physical and chemical. When weathering processes are largely physical - by heat or wind, for instance - the composition of the soil is very similar to that of the parent rock. In arid regions weathering is mostly by physical means. But in humid regions chemical processes of weathering are equally important. In such regions rock particles are affected by water which may contain carbonic or other weak acids. These acids dissolve some of the particles in the rocks. The mineral material that is left behind is insoluble. Consequently, the insoluble mineral residues in the soils have less resemblance to the original rock. There are larger amounts of organic matter in the soil,

too. The process of soil formation results in the development of the soil profile. This is made up of a succession of horizontal layers, or 'horizons', of varying thickness, from the surface to the parent rock..

Generally speaking, there are three distinct horizons, known as A, B and C. A. is the top soil, which is coarse-grained, and dark in colour because of the presence of humus. B is known as the sub-soil which contains some of the products leach washed, or washed, out of the A horizon. The C horizon consists of parent material which has been weathered in the upper part, and unweathered rock below.

Any sample of soil contains particles of different sizes.

Soil range from pure clays to pure sands. Most of them contain various proportions of sand, silt and clay and these varying proportions make up soil's textural class. The principle classes in order of increasing fineness of material are sand, loamy sand, loam, silt loam, silty clay loam, clay loam, silt and clay.

Any soil contains both mineral and organic matter. Clay particles are the most important of the mineral particles because they are the smallest. Smaller sized particles have a greater exposed surface area than larger sized particles. The smaller the size of a particle, the greater is its reactivity. That is to say, smaller sized particles can react or combine with water, nutrients and humus more easily than larger sized particles. Thus, a clay soil is more reactive than any other type of soil. Humus from decomposed organic matter is vital to a soil as it makes a heavy soil lighter. In addition, it helps to bind the mineral particles together in 'crumbs'.

Activity-2. Answer the following questions:

1. What are derived from various kinds of rocks?
2. What is weathering?

What are the reasons of weathering?

What are soils of humid region similar to?

What is the soil profile?

Activity-3. Complete these sentences with the comparative form of an appropriate adjective, or more/less.

Soils show great variations in their sizes and arrangements of their constituent particles. A sandy soil has larger particles than a clay soil. A sandy loam has _____ particles than a clay loam.

Soils also vary greatly in colour. A brightly colored soil indicates a higher degree of oxidation. So, a red soil has been _____ oxidized than a black soil.

As agriculture becomes more intensive, the soil may be modified by those who form it. A soil can be made less alkaline by adding sulphur. Any soil can be made _____ acid by adding lime. The sulphur content of certain soils in Western regions is less than 0-15%. On average in Uzbekistan soil contains several times this amount. We may say then that most soils contain _____ sulphur than those of Western regions.

e) All the spaces, or pores, in between the solid soil particles are filled with air and water. The proportions of air and water which are contained in these pores are determined mainly by the size of the pores. The bigger the size of the pores the more air and _____ water the soil will contain. Thus, sandy soils contain larger pore spaces, but the total amount of pore space is _____ because the particles are _____. On the other hand, clay soils contain smaller pore spaces but the total amount of pore space is _____ because the particles are much. As a result, clay soils are generally _____ than sandy soils.

Activity-4. Study the following short passages and complete the statement about them below.

(a) Granites and other igneous rocks are usually divided into acidic, intermediate and basic rocks depending on their silica content. This may vary between 40% for basalts, which are dark, glassy basic rocks, to twice that percentage in granites.

Write less or more in the spaces provided.

A granite rock contains _____ silica than a basic rock. There is _____ silica in basalt than in granite. Acid rocks contain _____ silica than basic rocks.

Basalt is not an acidic rock because it contains _____ than 75% silica.

Granite is very acidic because it contains _____ than 75% silica.

(b) The colours of soils are closely related to their condition of aeration. In well-drained soils iron compounds are oxidized to their ferric state, which is indicated by reds,

yellows and browns. When good drainage is absent, soils tend to be grey, often with greenish grey or mottled sub-soils.

Write less or more or better or poorer in the spaces provided.

A red soil is _____ drained than a grey soil. A grey soil has been _____ oxidized than a yellow soil. Greenish grey soils are _____ well drained than brown soils.

A red soil has _____ conditions of aeration than a grey soil.

Well-drained soils are _____ aerated than badly drained soils.

Grey and greenish soils have _____ drainage than oxidized red soils.

There is _____ air in a well-drained soil than in a badly drained soil

(c) The soil microbes which decompose organic materials grow best at pH 6-5. Near this pH, conditions are best for the availability of most plant nutrients. As the acidity increases, the availability of nearly all important nutrients diminishes. Phosphorous, in particular, is held as insoluble compounds in highly acid soils. As acidity decreases (i.e. as pH rises) iron, manganese, copper and zinc grow scarce. Most upland soils developed under forests in humid regions are too acid for the best growth of pasture grasses, vegetables and many other plants.

Write less or fewer or more or not as good or higher in the space provided.

At a pH value of below 4 there are _____ important nutrients in the soil.

There is _____ soluble phosphorous in highly acid soils.

Iron, manganese, copper and zinc are _____ available in _____ alkaline soils.

Vegetables prefer conditions of _____ acidity than is found in most upland soils.

5. Conditions are _____ for the decomposition of organic materials by soil microbes at low pH soil values.

Activity-5. Complete the following text by filling in the blank spaces. Some of the expressions you will require are given below.

is derived from mixture property composition composed of sizes non-solid
refore solids chemical decomposition sub-soil smaller particles organic matter
soil system is made up of mineral particles which are mixed with decomposed
_____. The top soil consists of this, which is so vital for plant growth. Below the top
oil is the _____ which is largely _____ mineral matter. In addition to the mineral and

organic matter, called the soil _____, there are spaces between the _____ which are taken up by.....to make up the part of the soil. Soil solids consist mainly of particles of various _____. All particles between 0-002 mm and 10-02 mm are _____. Particles _____ 0-02 mm are sand parties, coarse sand and _____. Particles smaller than silt are _____. Clay is able to absorb a great deal of _____ owing to the amount of pore space between _____. Sand does not have this. _____, a soil which contains more clay is able to hold more _____ than a _____ with _____. The mineral material in all soil _____ parent materially the process of _____ which breaks down rocks into _____ by mechanical disintegration and _____.

Activity-6. Read and translate the text:

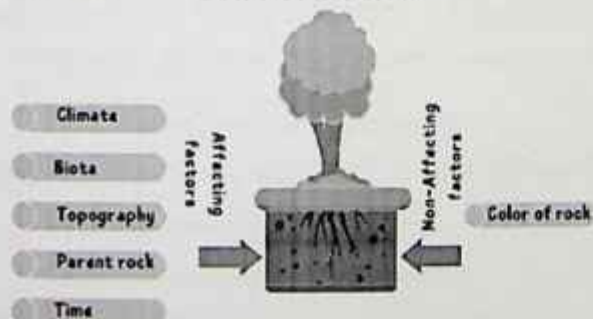
SOIL

Soil plays a vital and important role in the life of the world and mankind. It is in fact a highly organized physical, chemical and biological complex all of us are dependent on. As the supporter of vegetable life, soil plays the most fundamental of roles in providing food for all animals and men. Soils develop under the influences of climate, vegetation, slope and drainage, time, the nature of the parent material, and the culture. Climate influences plants, animals and soil directly. Plants influence the soil, the animals and the climate near the ground.

Animals play a considerable role in soil development, the type of soil often influences the animals which are present in it, while the animals also influence the vegetation which is growing in the soil.: Finally climate, through weathering, influences the rocks, which in time become part of the soil through the processes of soil formation.



Soil Formation



All soils do not have the same utility, but man uses different soils in different ways. "Good" land for the production of food-stuffs must lie well and have good depth, for yields are dependent upon the ability of the soil to take up and use fertilizers

and water. Man has done much to adapt crops to the soil and to provide various kinds of fertilizers for plant growth and development. Soils that are not good for the production of food-stuffs may be valuable in other ways. For example, podzols in high elevations are poor for crops but they comprise excellent forest soils.

Each soil series requires skilful handling if it is to produce to its maximum potential; but no two series make the same demands. From season to season conditions of temperature and moisture change, so the farmer must change the management to produce better drainage, improve tilth, prevent erosion, and test the soil to identify the proper kind and the correct proportion of fertilizer needed. Only by careful study of the soil, resulting in an understanding of the complexity of its nature and uses, will man be able to provide food for all the people who will inhabit the earth. The soil cannot reproduce itself. Man can improve the soil now in use and even discover how more kinds of soils can be utilized more productively.

So, the results obtained in soil science can be applied to practical problems in agriculture, horticulture, forestry, engineering, and in planning the future use of land.

Activity-7. Answer the following questions:

- 1) What role does soil play?
- 2) What do soils develop under?
- 3) How do climate, plants and animals influence to each other?
- 4) How does man use different soils?
- 5) How should man improve the soil? Why?

Activity-8. Define the false sentences, correct them and explain your answer:

1. Soil science is only of theoretical value.
2. Different soils have the same utility.
3. To improve the soil one should study it thoroughly.
4. Soil requirements are always the same.
5. Soils that are not valuable for grain crops may be very good for some other use.
6. Climate is influenced by soil.

Activity-9. Homework. Retell the text "Soil".

GRAMMAR

MODAL FE'LLAR / MODAL VERBS

Can Can is a modal verb. It is used in ability, inability and permission.	May May is a modal verb. It has many functions such as seek permission, give permission, possibility, prayer, wish etc.	Should Should is a modal verb. It has six functions. First is used in suggestion, obligation duty, polite needs, past obligation, Probability, surprise.	Might Might is a modal verb. It is used as a possibility, permission, suggestion.
Must Must is a modal verb. It performs many functions like necessity, prohibition, obligation, determination.	MODAL VERBS		Ought to Ought to is a modal verb. It has many functions such as moral obligation, suggestion, and desirability.
Shall Shall can be used as simple future tenses, suggestion, promise, command, threat, Revenge.			Could Could is also a modal verb. It is used in permission like might, modal verb, used as request, capability.
Will Will is a modal verb. It performs six functions that are used in daily life speaking like simple future, consent, habit, request, promise, determination.			Would Would is a modal verb. It is used in desire, polite request, past of will. Equivalent to will, habit, conditional, past obligation.

Ingliz tilida modallik (ish-harakatga munosabat) ma'nosini ifodalovchi maxsus fe'llar mavjud. Modallik ma'nosi deyilganda asosan majbur etish, zaruriyat, ruxsat, taxmin kabilar tushuniladi. Modal fe'llar o'zlari mustaqil ishlatilmay, boshqa fe'llarga qo'shilib keladi.

Can mumkinlik, layoqat, qobiliyat, imkoniyat kabilarni ifodalaydi.

Who **can** speak English?

Kim inglizcha gapira oladi?

Can modal fe'linig ekvivalenti **be able to** modal fe'lidir.

He **is not able to** translate this text.

U bu matnni tarjima qila olmaydi. (tarjima qilishga qodir emas)

May mumkinlik, ijozat, faraz qilish kabilarni ifodalaydi.

May I come in?

Kirsam maylimi? (Mumkinmi?)

May modal fe'lining ekvivalenti sifatida **be allowed to** ishlatiladi.

Then he **was allowed to** come in.

Keyin unga kirishga ruxsat berildi.

Must va **should** modal fe'llari majburiylik, zaruriyat kabilarni ifodalaydi.

You **must** do as I told you.

Siz men aytganimdek qilishingiz kerak.

The windows are dirty. I **must** clean them.

Derazalar iflos. Ularni artishim kerak.

You **should** go and see this film. It's very interesting.

Siz, albatta, borib bu filmni ko'rishingiz kerak. U juda qiziqarli.

I **must** do it now. I can't leave it till tomorrow.

Men buni hozir qilishim kerak. Uni ertaga qoldira olmayman.

Must modal fe'li bilan tuzilgan savolga inkor javob qaytarilganda **needn't** (=need not) ishlatiladi.

Must I do it now?

Shuni hozir qilishim shartmi?

No, you **needn't** (do it now).

Yo'q, (hozir qilishing) shart emas.

Agar nima qilishingiz haqida ko'rsatma olmoqchi bo'lsangiz **shall** fe'lini qo'llang.

Shall I repeat the sentences?

Gapni qaytarishim kerakmi?

Must modal fe'li inkor shaklda qat'iyman qilishni ifodalaydi.

You **mustn't** do that.

Bunday qilmasliging kerak.

You **mustn't** play with matches.

Gugurt o'ynamasliging kerak.

You **mustn't** be late.

Kechikmasligingiz kerak.

Must modal fe'lining o'tgan zamon shakli mavjud emas. O'tgan zamonda unga ma'nodosh bo'la oladigan **have to** yoki **have got to** ishlatilishi mumkin.

I can't go with you now, I **have to** (have got to) do my homework.

Men hozir sizlar bilan keta olmayman, uy vazifamni tayyorlashim kerak.

There was no bus in the street and we **had to** walk home.

Shu kunda birorta avtobus yo'q edi va biz uyga piyoda ketishga majbur bo'ldik.

Have to modal fe'lining so'roq shakli egadan oldin **do / does / did** yordamchi fe'lini qo'llash orqali ifodalanadi.

When **do** I **have to** do it? (=When I **have got to** do it?)

Men buni qachon qilishim kerak?

Inkor gaplarda **do not (don't) / does not (doesn't) / did not (didn't)** ishlatiladi.

You **don't have to** stay.

Qolishingiz shart emas.

They **didn't have to** wait long.

Ko'p kutishlariga to'g'ri kelmadi.

Hozirgi zamonda inkorni **haven't got / hasn't got** tarzida ham ifodalash mumkin.

You **haven't got** to stay.

Sizning qolishingiz shart emas.

Have to o'tgan va kelasi zamonlarda ham qo'llanishi mumkin.

It was too late and we **had got to** walk home.

Juda kech bo'lgan edi va biz uyga piyoda ketishga majbur bo'ldik.

I'll **have to** do this work tomorrow.

Bu ishni ertaga qilishimga to'g'ri keladi.

Should modal fe'li ko'proq maslahat va nasihat ma'nosida qo'llanadi.

You **should** see a doctor.

Sen shifokorga uchrashishing kerak.

He **shouldn't** work so hard.

U bunchalik qattiq ishlamasligi kerak.

Be to oldindan kelishilganlikni ifodalaydi.

We **are to** start tomorrow.

Biz ertaga jo'nab ketishimiz kerak. (*shunday kelishganmiz*)

The students **are to** come at two o'clock.

Talabalar soat ikkida kelishlari kerak.

Need modallik ma'nosini asosan so'roq va bo'lishsiz gaplarda ifodalab keladi.

You **needn't** go there.

U yerga borishingiz kerak emas.

Dare botinish va jur'at etishni ifodalaydi.

I dare not to ask him to come here.

Undan bu yerga kelishni iltimos qilishga botina olmadim.

Modal Verbs

express properties such as possibility, ability, permission, and obligation

Examples:

can could may might would
shall should will must

modality

possibility	ability	permission	obligation
			
Jack might be wrong.	Tom can speak French.	Lisa may go to New York.	Jane must try harder.

Exercise-1. Nuqtalar o'rniga kerakli modal fe'lini qo'yib yozing.

1. He ... go home if he likes.
2. As soon as the boy ... leave the room, he smiled a happy smile and ran out to join his friends outside.
3. ... I bring my sister to the play?
4. He asked if ... he bring his sister to the party.
5. After they had finished their homework, the children ... watch TV.
6. He ... join the sports section as soon as he is through with his medical examination.
7. If you pass your examination, you ... go to the south.
8. ... I borrow your car, please.
9. He asked if he ... borrow my car.
10. ... I a look at your newspaper.

e-2. Nuqtalar o'rniga kerakli modal fe'lini qo'yib yozing.

1. ... me in?
2. Let me look at your exercises.
3. ... be able to help me.
4. Libraries free, and any one who likes ... get books there.
5. I ... come and see you if I have time.
6. Take you think you ... do that?
7. I ... finish the work now if no one bothers me any more.
8. ... we come and see you next Sunday at ... o'clock in the afternoon?
9. It ... be about six o'clock but I am not sure.
10. Only a person who knows the language very well ... answer such a question.

Exercise-3. Nuqtalar o'rniga kerakli modal fe'lini qo'yib yozing.

1. ... you help me? 2. I ... not imagine her speaking in public. 3. She asked me if she ... use my telephone. 4. ... I use your pen? 5. ... I find a pen on that table? 6. You ... read this book if you know the language well enough. 7. You ... take this book: I don't need it. 8. ... I help you? 9. ... I ask you to help me? 10. Waiting ... be endless, you know?

Exercise-4. Nuqtalar o'rniga kerakli modal fe'lini qo'yib yozing.

1. You ... not smoke here. 2. ... take your book? 3. He ... not speak English yet. 4. They ... not go to the park today because they are busy. 5. You ... read this text. 6. What ... we see on this map? 7. ...you speak Spanish? 8. At what time ... you come to school? 9. She ... still live in Paris. 10. He ... be writing a book about his travels.

Exercise-5. Nuqtalar o'rniga kerakli modal fe'lini qo'yib yozing.

1. Peter ... return the book to the library.
2. Why ... not you understand it?
3. ... we do the exercise at once?
4. ... you pronounce this sound?
5. You ... not have bought this meat.
6. I ... not go out today: it is too cold.
7. When ... you come to see us?
8. ... you cut something without a knife?
9. He ... not drink alcohol when he drives.
10. She ... not call the doctor again unless the feels worse.

MODAL VERBS

MODALS	FUNCTIONS	EXAMPLES
1 CAN	is used to express ability, possibility, doubt, or request	I can run very fast. He can come with us.
2 COULD	is used to express ability in past, permission, or possibility	Could you say it again? I could run faster when I was younger.
3 MAY	is used to express future possibility or permission	May I come in? They may go tomorrow.
4 MIGHT	is used to express past possibility or permission	I might go home tonight. He might have read book before go to sleep.
5 SHALL	is used to express future plans, suggestions or intention	Shall we go to shop? Shall I open the door?
6 WILL	is used to express certain prediction, desire, or promise	It will be cold tomorrow. I will do my best in exam.
7 SHOULD	is used to express advice, recommendation, or expectation	You should learn English. You should be ready.
8 WOULD	is used to express willingness, invitation or past habit	I would be happy to assist. Would you come again?
9 MUST	is used to express necessity, obligation or logical conclusion	I must finish my homework by today.
10 OUGHT TO	is used to express strict recommendation or moral obligation	You ought to apologize for your mistake.

LESSON-16. PLANTS FOR THE FUTURE



Activity-1. Learn the words with their translations.

alter the genes	xususiyatlarga	ega	o'simliklarni
heredity	rivojlantirish		
to develop plants with traits	kasalliklarga qarshilik		
resistance to disease	korxonalar		
ventures	maxsus ishlab chiqilgan	qishloq	
custom-designed agriculture	xo'jaligi		
protein-rich crops	oqsilga boy ekinlar		
grown on a large scale	keng miqyosda yetishtiriladi		
fertilizer	o'g'it		
annual savings	yillik tejash		
amaranth	amaranth		
prohibit	taqiqlash		
sesame seeds - /sesemi/	kunjut urug'lari		
nutty taste	yong'oq ta'mi		
pop	pop		
steam	bug'		
flatten	tekislash		
foliage	barglar		
genlarni o'zgartiradi	qulupnay		
irsiyat	qovun		
	ulkan muvaffaqiyatlarni bashorat qilish		

Activity-2. Read and translate the text.

The world is entering the age of biotechnology, where scientists can **alter the genes** that carry the biological codes controlling **heredity** in living things. Scientists at more than 200 companies and universities in the United States work to **develop plants with traits** such as larger size or **resistance to disease**. Scientists believe these new ventures will lead to the beginning of an era of **custom-designed agriculture**.

Biotechnology at work. In a matter of weeks scientists can grow the plants that take years to produce in nature. And by controlling the growth environment, they can



cause the plants to grow in specific ways. Scientists are also experimenting with **protein rich crops**, such as soybeans. **Grown on a large scale** these crops could dramatically improve the world's supply of protein. Another research group has created several healthy

snack foods. These biotechnologically developed snacks include extra sweet and crunchy carrots, varieties of both common and exotic fruits, and popcorn so flavorful that popcorn lovers will enjoy it without adding salt or butter.

Increasing food supplies. Other plant scientists work to make tropical plants grow faster so that they will grow during the shorter summer growing season of cooler regions. Similarly, scientists are trying to develop a corn that has the soybean's ability to **produce fertilizer** from the nitrogen in the air. The potential **annual savings** in fertilizer bills for corn could amount to millions of dollars.

While some plant scientists seek to increase the world's food supply through biotechnology, others look to the past for plants that may once again become important. One such plant - **amaranth** - was the principal grain of the Aztecs and Incas. After the Spanish conquered those civilizations, they **prohibited** the growing and eating of amaranth because it had been used in Indian ceremonies.



However, amaranth survived in a few remote highland villages. Today several research centers in the United States work to develop its use again.

Amaranth is a particularly exciting food possibility for the future because it requires little water or fertilizer and will grow almost anywhere. Even more importantly, amaranth seeds are richer in protein than any other grain now cultivated. They look much like **sesame seeds**, have a pleasant **nutty taste**, and can be **popped** like corn or **steamed** and **flattened** into flakes.

Some plant scientists believe that a plant called the pepino will gain popularity. It, too, is an ancient South American plant. It grows tomatolike **foliage**, and the fruit tastes like a cross between a **strawberry** and a **melon**. The first North American fields of pepino were planted in California in 1985. The first people to taste pepino **predicted enormous success**. Now researchers are working to develop a pepino that grows in cooler climates and that will be easy to pick, pack, and store.

These plants offer hope for adding significantly to the world's food supply. Biogeographers and biotechnicians continue to have success. Within just a few years a wide variety of custom-designed products will be ready for use.

Activity-3. Answer the following questions:

1. What are scientists working on in the United States?
2. What are genetically-modified foods?
3. What crops can significantly improve the world's supply of protein?
4. What healthy snack foods did another research team create?

5. What could be the potential annual savings on corn fertilizer bills?
6. Which of the plants was the main grain of the Aztecs and Incas, but was forbidden to grow and eat? Why?
7. Why do some plant scientists believe that a plant called pepino will gain popularity?
8. What are some of the advantages of GM foods?

- pest resistance
- herbicide tolerance
- disease resistance
- cold tolerance
- drought tolerance/salinity tolerance
- nutrition
- pharmaceuticals
- phytoremediation

9. How prevalent are GM crops? What plants are involved?

Activity-4. Give the Uzbek equivalents for the following word-combinations.

tomatolike foliage, predict enormous success, alter the genes, protein-rich crops, resistance to disease, an era of custom-designed agriculture, the growth environment, healthy snack foods, extra sweet and crunchy carrots, to produce fertilizer from the nitrogen in the air, amaranth survived in a few remote highland villages, food supply.

Activity-5. Put in the missing words using appropriate words from the text.

1. Scientists at more than 200 companies and universities in the United States work to plants with traits such as larger size or resistance to disease.

Grown on a large scale these crops could dramatically improve the world's supply

These biotechnologically developed include extra and carrots, ties of both and fruits, and popcorn so flavorful that popcorn lovers enjoy it without adding salt or butter.

4. Similarly, scientists are trying to a corn that has the soybean's ability to produce from the nitrogen in the air.
5. One such plant - - was the principal grain of the Aztecs and Incas.

6. Today several research centers in the United States work to its use again.
7. Even more importantly, amaranthare richer in..... than any other grain now cultivated.
8. The first North American..... of were planted in California in 1985.
9. Now researchers are working to develop a pepino that grows inclimates and that will be easy to,, and
10. Within just a few years a wide variety of ...-..... products will be ready for use.

Activity-6. Answer if the sentences are true or false. Correct the false ones.

1. Genes carry biological codes that control the heredity of living things.
2. Scientists believe that plants that are larger or more resistant to disease have no future.
3. Scientists can grow plants in a short time, which take years to create in nature.
4. Scientists are experimenting with protein-rich crops such as soybeans.
5. Biotechnological snack foods are products that do not require the addition of salt or butter.
6. Scientists are trying to develop such tropical plants that have the ability of soybeans to produce fertilizers from nitrogen in the air.
7. Amaranth is one such plant that may become important again.
8. Amaranth grows almost everywhere.
9. Pepino is a South American plant on which tomato leaves grow, and the taste of the fruit resembles something between strawberries and melons.

Activity-7. Find in the list below the words corresponding to the following definitions.

gene	resistance	biotechnology	snack
nitrogen	heredity	improve	fertilizer

1. the chemical element of atomic number 7, a colourless, odourless unreactive gas that forms about 78 per cent of the earth's atmosphere.
2. the exploitation of biological processes for industrial and other purposes, especially the genetic manipulation of micro-organisms for the production of antibiotics, hormones.

3. a simple meal that is quick to cook and to eat.
4. the passing on of physical or mental characteristics genetically from one generation to another.
5. the part of a cell in a living thing which controls its physical characteristics, growth, and development.
6. to make or become better in quality.
7. a chemical or natural substance added to soil or land to increase its fertility.
8. the ability not to be affected by something.

Activity-8 . Put the words and phrases in the right order to make complete sentences.

1. plants, in, of, can, weeks, grow, the, that, take, in, matter, produce, scientists, to, nature, a, years.
2. healthy, has, snack, created, several, foods, another, group, research.
3. savings, annual, dollars, fertilizer, for, corn, to, could, in, the, millions, of, potential, bills, amount.
4. in, amaranth, few, villages, remote, highland, a, however, survived.
5. some, that, plant, popularity, called, the, pepino, believe, scientists, will, a, gain, plant.

Activity-9. Translate into English.

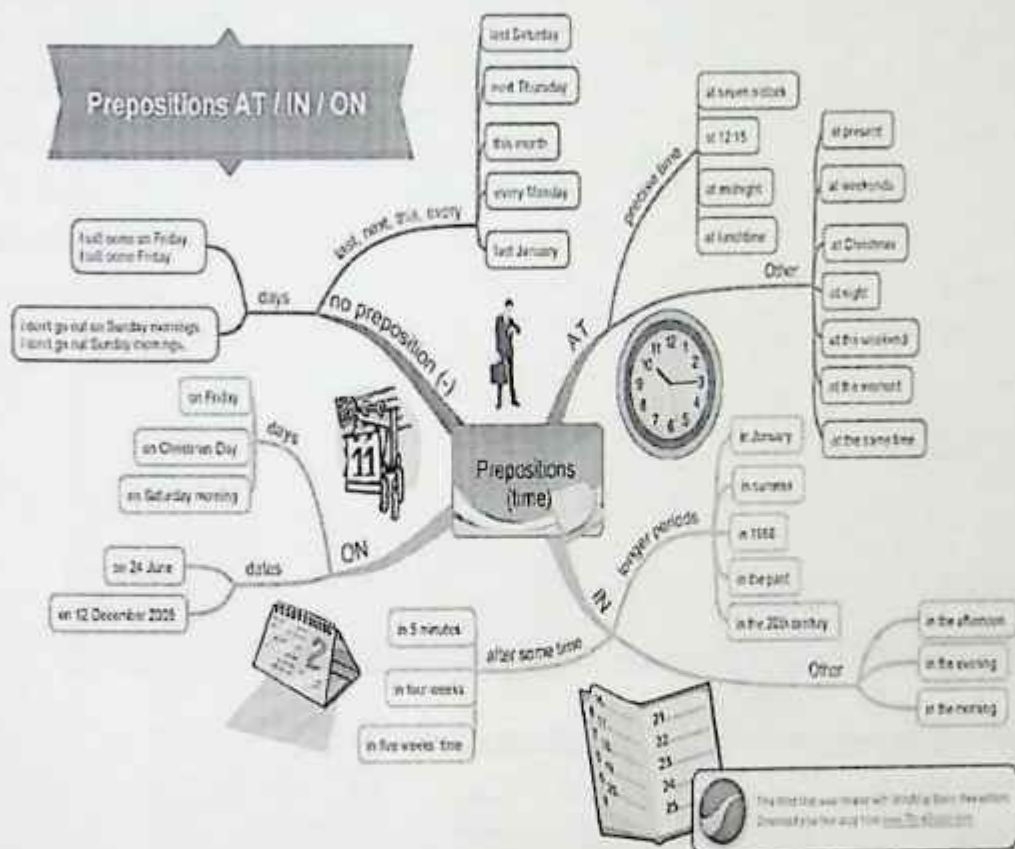
Genlarni, irsiyatni o'zgartirish, kerakli xususiyatlarga ega o'simliklarni ko'paytirish, asalliklarga chidamlilik, qishloq xo'jaligi, buyurtma asosida o'stirish, keng miqyosda, yaxshilash, gazak qilish, tuz yoki moy, azot qo'shish, o'g'itlarga yillik tejash, don, ilizatsiyalarni zabt etish, olis tog' qishloqlari, mashhurlikka erishish, tadqiqotchilar, donay, qovun, do'kon, yig'ish, yig'ish.

Activity-10. Homework. Give the summary about plants for the future.

GRAMMAR

PREDLOGLAR / PREPOSITIONS

Payt predloglari at in, on



The inspector arrived **at** nine o'clock.

Inspektor soat to'qqizda yetib keldi.

He usually comes home **at** midnight.

U uyga odatda yarim tunda keladi.

Lekin soat so'ralganda **at** tushib qoladi.

At what time ...? emas, **'What time?'** deb so'rash kerak:

What time are you going out this evening?

Bugun kechqurun soat nechada chiqib ketasiz?

at predlogi quyidagi so'zlar bilan qo'llanib, o'zbek tiliga o'rin-payt kelishigi qo'shimchasi "-da" orqali tarjima qilinadi:

at night tunda	I don't like going out at night. Tunda tashqariga chiqishni yoqtirmayman.
at Christmas (at Easter) Rojdestvoda (hayitda)	We give them presents at Christmas. Rojdestvoda ularga sovg'alar berdik.
at the moment (at present) ayni paytda (hozir)	I am free at the moment. Ayni paytda (hozir) bo'shman.
at the same time bir vaqtda	Bob and Dick arrived at the same time. Bob va Dik bir vaqtda yetib kelishdi.
at the age of yoshida	I left school at the age of 17. Men 17 yoshimda maktabni tamomladim.
at the beginning of (-ning) boshida	We are going away at the beginning of December. Dekabrning boshida biz jo'nab ketyapmiz.
at the end of (-ning) oxirida	There was a bank at the end of the street. Ko'chaning oxirida bank bor edi.

n predlogi oy va hafta kunlari oldidan ishlatiladi:

on April 15	15 aprelda
on Friday(s)	juma kun(lar)i
on Monday evening(s)	dushanba kun(lar)i kechqurun
on Tuesday afternoon(s)	seshanba kun(lar)i kunduzi
on Christmas Day	Rojdestvo kunida
at Christmas	lekin, Rojdestvoda
on Third day night(s)	payshanba kun(lar)i tunda

I am usually busy **on** Monday mornings.

Men odatda dushanba kunlari ertalab band bo'laman.

This bank doesn't work **on** Fridays.

Bu bank juma kunlari ishlamaydi.

in predlogi quyidagi so'zlar bilan ishlatiladi:

in May	mayda
in 2003	2003 yilda
in (the) summer	(shu) yozda
in the 21st century	XXI asrda
in the 1990s	1990 yillarda
in the Middle Ages	O'rta asrlarda
in the morning(s)	ertalab(lari)
in the afternoon(s)	kunduz kun(lari)
in the evening(s)	kechqurunlari

PREPOSITIONS of TIME		
in	• the morning • the afternoon • the evening • February • (the) spring • (the) summer • (the) fall / autumn • (the) winter • 2013 • the 1990s	
on	• Sunday • Monday morning • Tuesday afternoon • Wednesday evening • my birthday • a holiday • May 5 • a weekday • the weekend (U.S.)	
at	• night • 10:30 • noon / midday • midnight • bedtime • sunrise / sunset • the weekend (U.K.)	

Our summer examinations usually begin **in** May.

Yozgi imtihonlarimiz odatda mayda boshlanadi.

He entered the National University **in** 2003.

U Milliy universitetga 2003 (yil)da kirgan.

In the evenings she usually watches TV.

Kechqurunlari u odatda televizor ko'radi.

last (o'tgan) va **next** (kelasi) so'zlari oldidan predloglar (**at / on / in**) qo'yilmaydi.

See you **next** Friday.

Kelasi jumada uchrashguncha.

They got married **last** winter.

Ular o'tgan qishda turmush qurishgan.

in predlogi "*-dan keyin*" ma'nosida ham ishlatiladi.

He'll be back **in** a few minutes.

U bir necha daqiqadan keyin qaytadi.

The house will be ready **in** a month.

Uy bir oydan keyin bitadi.

Bunday birikmalarga **in six month time, in a week's time** kabi **time** so'zini qo'shib ishlatish ham mumkin:

They are leaving **in 2 week's time**.

Ular 2 haftadan keyin ketishadi.

in predlogi "ichida", "davomida" ma'nosida ham ishlatilib, o'rin-payt kelishigi qo'shimchasi "*-da*" vositasida tarjima qilinishi mumkin.

I learned to drive **in** four weeks.

Men mashina haydashni to'rt haftada o'rgandim.

Before	after	during	while
---------------	--------------	---------------	--------------

before (*-dan*) oldin

before the lesson

before the lesson

before the film

before the lesson

before the lesson he brought to the classroom some textbooks from the reading hall.

Darsdan oldin u sinfga o'quv zalidan bir nechta darslik olib keldi.

after (*-dan*) keyin

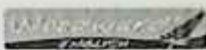
after the film

filmdan keyin

after the lesson- darsdan keyin

Prepositions of Time

AT - ON - IN



AT

- Specific Time** - I wake up at 7 o'clock.
- She returned home at midnight.
- Holiday Period** - Everyone seems happy at Christmas.

ON

- Days of the week** - We will visit you on Wednesday.
- Specific days** - I return to my country on the 27th.
- Dates** - We get together on Christmas Day.

IN

- Months** - My birthday is in January.
- Years** - America was discovered in 1492.
- Seasons** - I always go to the beach in summer.
- Length of Time** - It will be ready in 20 minutes.
- Centuries** - Life was different in the 15th century.

Parts of the day

- IN the morning** - I go to the gym in the morning.
- IN the afternoon** - I often feel tired in the afternoon.
- IN the evening** - I study English in the evening.
- AT night** - I like to read in bed at night.

ON + Day + Part of the day

- We will have a party on Friday night.
- Our flight leaves on Monday morning.

www.grammar4u.com www.woodwardenglish.com www.vocabulary.com

After the lesson he went to the library.

Darsdan keyin u kutubxonaga ketdi.

We were tired **after** our visit to the museum.

Muzeyga qilgan sayohatimizdan keyin charchagan edik.

Before va **after** predloglaridan keyin ko'pincha "-ing" qo'shimchasini olgan fe'l keladi.

I always have breakfast **before going** to work (before I go to work).

Ishga ketishimdan oldin doim nonushta qilaman.

I started work **after reading** the newspaper (after I read the newspaper).

Gazetani o'qib bo'lgach ishni boshladim.

during "paytida", "vaqtida", "davomida" kabi ma'nolarda ishlatilib, undan keyin faqat ot turkumiga mansub so'z keladi.

during the lesson

dars paytida

during the film

film davomida

I fell asleep **during** the movie.

Film paytida men uxlab qoldim.

Don't make noise **during** the lesson.

Dars paytida shovqin qilmang.

We met a lot of interesting people **during** our vacation.

Ta'til davomida biz ko'p qiziqarli kishilar bilan uchrashdik.

while predlogi "paytida", "vaqtida", "davomida" kabi ma'nolarda ishlatilib, undan keyin *ega* yoki *fe'l* turkumiga mansub so'z keladi. O'zbek tiliga odatda "-yotgan paytda" yoki "-yotganida" yohud "-yotib" tarzida tarjima qilinadi.

while he is eating

u ovqatlanayotganida / ovqatlanayotgan paytida / ovqatlanayotib

while we were on vacation

ta'tildaligimizda / ta'tildalik vaqtimizda

My father likes reading newspaper **while** he is eating.

Otam ovqatlanayotganida gazeta o'qishni yaxshi ko'radi.

We met a lot of interesting people **while** we were on vacation.

ta'tildaligimizda biz ko'p qiziqarli kishilar bilan uchrashdik.

I fell asleep **while** I was watching TV.

televizor ko'rayotib uxlab qoldim.

from ... to ... until (till) for since

from ... to ... -dan ...-gacha:

work **from** Monday **to** Saturday.

Biz dushanbadan shanbagacha ishlaymiz.

He lived in Britain **from** 1985 **to** 1993.

U Britaniyada 1985 yildan 1993 yilgacha yashagan.

until yoki **till** -gacha:

until (till) Friday

jumagacha

until (till) winter

qishgacha

until (till) I come

kelgunimcha

We'll stay here **until** Friday.

Jumagacha shu yerda bo'lamiz.

Wait here **till** I come.

Kelgunimcha shu yerda kut.

"How long will you be away?" "**Until (till)** Sunday."

"Qachongacha safarda bo'lasiz?" "Yakshanbagacha."

for predlogi "davomida" ma'nosini ifodalaydi va muayyan vaqtni ifodalovchi so'zdan oldin qo'yiladi. Ko'pincha o'zbek tiliga tarjima qilinmaydi:

for a week

bir hafta (davomida)

for 10 years

o'n yil (davomida)

for a long time

uzoq vaqt/muddat (davomida)

Ted will wait **for** ten minute; then he will leave.

Ted o'n minut kutadi; keyin ketadi.

He waited **for** an hour.

U bir soat kutdi.

He stayed with us **for** a week.

U biz bilan bir hafta turdi.

I have lived in this house **for** 24 years.

Men bu uyda 24 yil yashaganman.

Mazkur predlog **go** (bormoq), **come** (kelmoq), **last/continue** (cho'zilmoq) kabi fe'llardan keyin kelsa, "- ga" qo'shimchasi vositasida tarjima qilinadi.

He is **going** away **for** a few days.

U bir necha kunga ketyapti.

Next time she will **come** **for** a week.

Keyingi safar u bir haftaga keladi.

The conference **lasted** for three days.

Konferensiya uch kunga cho'zildi.

for predlogi Present Perfect zamonidagi fe'ldan keyin kelganda "-dan beri" tarzida ham tarjima qilinishi mumkin.

This tree has been here **for** two hundred years.

Bu daraxt ikki yuz yildan beri shu yerda turibdi.

for predlogi belgilangan yoki tayinlangan vaqtni ham ifodalashi mumkin. Bunda u o'zbek tiliga jo'nalish kelishigi qo'shimchasi "-ga" vositasida tarjima qilinadi.

The judge has appointed the hearing of the case **for** 3:00.

Sudya ishni eshitishni (soat) 3:00 ga belgilagan.

since predlogidan keyin biror muddatni ko'rsatuvchi so'z keladi va o'sha muddatdan hozirgacha bo'lgan vaqt tushuniladi. O'zbek tiliga "-dan beri (boshlab)" tarzida tarjima qilinadi.

since Friday

jumadan beri

since 1998

1998 yildan beri

since the morning

ertalabdan beri

Gapda **since** predlogi odatda Present Perfect (have been / have done / have seen) zamonidagi fe'l bilan keladi.

I **haven't** seen Pete since Sunday.

Men Pitni yakshanbadan beri ko'rmadim.

My parents **have been** married since 1980.

Biz onam 1980 yildan beri turmush qurib kelishadi.

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

Ertalabdan beri yomg'ir yog'yapti.

Makon va harakat predloglari

Quyidagi predloglarning ko'pchiligi gapning mazmuniga qarab ham makon, ham harakatga nisbatan qo'llanishi mumkin.

above tepasida, -dan balandda	in front of oldida
across narigi tomonida, u betida	Inside Ichida
against qarshi	inside of -ning ichida
along bo'ylab	in the middle of -ning o'rtasida
alongside yonma-yon, yonida	Into -ga, ichiga
among orasida	Near yaqinida
around atrofida	next to -dan keyingi, -ning yonida(gi)
at -da, yonida	Off -dan
away from -dan uzoqda, olisda	On -da, ustida
before oldin	Opposite ro'parasida
behind orqasida	Out tashqari(ga)
beneath tagida	Outside tashqarida
beside yonida	Over ustidan
between orasida	Past oldidan
beyond -dan tashqarida	Round atrofida
by yonida	Through orqali
by (the edge/side of) (qirg'oq) bo'ylab, tomondan	Throughout -da
down ish-harakatning pastga yo'nalganligini ko'rsatadi	To -ga
far (away) from	Towards

-dan uzoqda	-ga, -ga qarab, tomonga
from -dan	Under tagida
in -da, ichida	Underneath tagida
in back of orqasida	Up ish-harakatning yuqoriga yo'nalganini bildiradi.

Yuqoridagi lug'atda **of** bilan berilganlaridan tashqari, boshqa predloglardan keyin **of** predlogi ishlatilmaydi, ya'ni **off of** yoki **behind of** tarzida qo'llash mumkin emas. Mazkur predlog qo'yilishi ham, qo'yilmasligi ham mumkin bo'lgan holatlarda, uni ishlatmagan ma'qul.

Ko'pchilik predloglar ravish vazifasida ham qo'llanadi, lekin hammasi emas. Ba'zi predloglarning ravish shakli boshqa predlogni talab qilishi mumkin. Masalan, **away** yoki **far** ravishlardir, lekin **away from** va **far from** predloglardir.

Shirley is waiting **outside** the door.

Shirli eshik orqasida (tashqarisida) kutyapti (predlogli birikma).

Shirley is waiting **outside**.

Shirli tashqarida kutyapti (ravish).

Ba'zi ravishlar predloglarga juda o'xshab ketadi, lekin ularni aynan bir xil deb bo'lmaydi:

The taxi was waiting **near** the hotel.

Taksi mehmonxona yonida kutayotgan edi (predlogli birikma).

The taxi was waiting **nearby**.

Taksi yaqin atrofda kutayotgan edi (ravish).

Quyidagi predlogli turg'un birikmalarni eslab qoling:

Arriet lives at 261 Green Avenue, Denver, Colorado.

Xarriyet Kolorado (shtati), Denver (shahri), Grin Avenyu (ko'chasidagi) 261 (uy)da yashaydi.

The plane landed at O'Hare Airport, Chicago.

Samalyot Chikago (shahridagi) Ou Xare aeroportiga qo'ndi.

We are going to visit my cousin in Denver.

Biz Denverdagi jjiyanimni ko'rgani ketyapmiz.

Between predlogi joylashuv ikki nuqtaga nisbatan olinganda ishlatiladi. **Among** predlogi esa, joylashuv ikkitadan ortiq nuqtaga nisbatan olinganda qo'llanadi:

Our house is **between** the house of the Andersons and the house of the Simpsons.

Bizning uyimiz Andersonlarning uyi va Simpsonlarning uyi o'rtasida joylashgan.

My car is parked **among** hundreds in the parking lot, **between** Joe's car and Cliff's car.

Mening mashinam to'xtash joyidagi yuzlab avtomobillar ichida, Joyning va Klifning mashinalari o'rtasida.

To predlogi ba'zi iboralarda yo'nalishni bildiradi.

Perpendicular **to**

-ga perpendikular

horizontal **to**

-ga gorizontal

to the north, south, east, west

shimolga, janubga, sharqqa, g'arbga

next **to**

-dan keyingi

lekin, north, south, east, west **of** the library

kutubxonaning shimoli, janubi, sharqi, g'arbi

Eslatma: kompas tomonlarini ifodalovchi qo'shma so'zlar qo'shib yoziladi.

northeast

northwest

shimoli sharq

shimoli g'arb

southeast

southwest

janubi sharq

janubi g'arb

Kompas tomonlarni ifodalovchi so'zlar yo'nalishini ifodalaganda kichik harf bilan yoziladi. Makon va harakatni ifodalovchi predloglar *qaysi biri* ekanligi haqida ma'lumot beradi. Quyidagilar ravishli birikmalar bo'lib, ot yoki olmoshdan keyin keladi.

The buses **in the city** run every ten minutes.

Shahar avtobuslari har o'n minutda yuradi.

The houses **on the bay** were damaged by the hurricane.

Ko'rfazdagi uylar dovuldand zarar ko'rdi.

Preposition of Time Exercise

Complete the sentences using the correct prepositions of Time: at, in, on.

1. I have an appointment --- 9 o'clock.
2. The party starts --- 7 pm.
3. We usually eat dinner --- 6 pm.
4. My birthday is --- May.
5. I have a meeting --- Tuesday.
6. The concert is --- Sunday.
7. My flight is --- 6 am.
8. The movie starts --- 8 pm.
9. We went to the beach --- the summer.
10. I have a doctor's appointment --- the morning.
11. The store closes --- 10 pm.
12. The school year starts --- September.
13. I will see you --- two hours.
14. He usually wakes up --- 6 am.
15. We are going to the park --- Saturday.
16. We always have breakfast --- the morning.
17. She was born --- 2000.
18. My birthday is --- July.
19. We will have lunch --- noon.
20. The museum is closed --- Mondays.

PREPOSITIONS OF PLACE

1 True or False.



- | | | |
|---------------------------------------|------|-------|
| 1. The radio is in the table. | TRUE | FALSE |
| 2. The telephone is behind the plant. | TRUE | FALSE |
| 3. The book is on the table. | TRUE | FALSE |
| 4. The lamp is under the sofa. | TRUE | FALSE |
| 5. The TV is front of the sofa. | TRUE | FALSE |
| 6. The clock is on the books. | TRUE | FALSE |
| 7. The bike is behind the sofa. | TRUE | FALSE |
| 8. The rug is under the table. | TRUE | FALSE |
| 9. The pillows are in the sofa. | TRUE | FALSE |

LESSON 17. HARVESTING



Activity-1. Learn the words with their translations

ancestor

einkorn

grain silos

remnants

mash

beverage

carbohydrates

currency

winnow

stalk

thresh

edible grain

chaff

sickle

tissue

germ

endosperm

bran

ajdod

einkorn

don siloslari

qoldiqlari

mash

ichimlik

uglevodlar

valyuta

g'iybat

sopi

xirmon

yeyiladigan don

somon

o'roq

to'qimalar

mikrob

endosperm

kepak

Activity-2. Read and translate the text.

People first began eating grains about 75,000 years ago in western Asia. These grains, including **einkorn** and **emmer**, were **ancestors** of today's wheat. Einkorn and emmer grew wild near the banks of rivers. People harvested the grasses that grew naturally near their communities. People began cultivating, or growing, grain more recently. In 2009, scientists announced that they had discovered the world's oldest known **grain silos** at Dhra in what is now the nation of Jordan. The silos, which date back 11,000 years, contained **remnants** of barley and an early type of wheat.

Ancient people ate grains in much the same way we do today. Wheat grains were made into flour and used in breads. Rice was steamed and eaten hot or cold. Oats were **mashed** with water or milk to make oatmeal. Beer, one of the oldest manufactured **beverages** in the world, is made from grain such as barley. Ancient beers had a very low alcohol content, but were good sources of **carbohydrates**. In some ancient civilizations, grain products served as wages or forms of **currency**. Many of the workers who built Egypt's pyramids at Giza, for instance, were often paid in bread and beer. Today, grain silos are a familiar sight to many people in the developed world. Harvesting is done almost entirely with enormous, expensive machinery. The most important piece of agricultural machinery for grain crops is the combine harvester. This remarkable machine does three jobs: it cuts the grain, **threshes** grain, and **winnows** the grain. Cutting, of course, is removing the grain from the stalk of grass. **Threshing** is loosening the **edible grain** from its casing, called the chaff. (Chaff is inedible; organisms cannot digest it.) **Winnowing** is the process of



removing the grain from the chaff. Combine harvesters help farmers expand the amount of grains they can harvest by combining three activities into one.

In the developing world, few farmers have the huge fields of grain that agribusinesses in the developed world do. Farmers in the developing world typically have a few acres, and provide grain for their local community. These farmers usually thresh and winnow with separate machines (threshers and winnowers) after harvesting the field. In many places, harvesting is still done with hand tools such as the **sickle**, a long, curved blade used for cutting many stalks of grain at once. Whole grains are cereals that have not been processed to remove their natural **tissues**: **germ** (the seed's embryo), **endosperm** (nutrition for the embryo), and **bran** (outer layer).

Activity-3. Answer the following questions:

1. What was the ancestor of the today's wheat?
2. Where did it grow?
3. What did scientists discover in 2009?
4. What was the oldest manufactured beverage?
5. What was it made from?
6. For what grain products served in some ancient civilizations?
7. What is the most important piece of agricultural machinery?
8. What does it do?
9. What is the principle of winnowing process?
10. What kind of hand tools are still used for harvesting?

Activity-4. Give the Uzbek equivalents for the following word-combinations.

Einkorn and emmer, grow wild, near the communities, scientists announced, contain remnants, early type of wheat, in match the same way, make into flour, hot or cold, mash with water or milk, is made from grain, a very low alcohol content, source of carbohydrates, ancient civilizations, grain products, form of currency, bread and beer, developed world, enormous machinery, combine harvester, thresh the grain.

Activity-5. Put in the missing words using appropriate words from the text.

1. These grains, including einkorn and emmer, wereof today's wheat.
2. People began cultivating, or growing, more recently.

3. In 2009, scientists announced that they had discovered the world's oldest known at Dhra in what is now the nation of Jordan.
4. The silos, which date back 11,000 years, contained remnants of barley and an early type of
5. Wheat grains were made into flour and used in
6. Beer, one of the oldest manufactured beverages in the world, is made from grain such
7. In some ancient civilizations, grain products served as wages or forms of
8. The most important piece of agricultural for grain crops is the combine harvester.
9. This remarkable machine does three jobs: the grain, the grain, and the grain.
10. Winnowing is the process of removing the grain from the
11. In many places, harvesting is still done with hand tools such as the, a long, curved blade used for cutting many of grain at once.
12. Whole grains are cereals that have not been processed to remove their natural tissues:.....(the seed's embryo),.....(nutrition for the embryo), and.....(outer layer).

Activity-6. Answer if the sentences are true or false. Correct the false ones.

1. People first began eating grains about 75,000 years ago in South America.
2. People harvested the grasses that blew naturally near their hands.
3. Modern people are eating grains in much the same way they do centuries ago.
Corn was made into beer and used in breads.
Vodka, one of the oldest manufactured beverages in the world, is made from such as barley.
Many of the workers who built Egypt's pyramids at Giza, for instance, were paid in clothes.
Harvesting is done almost entirely with enormous, cheap manufacturing.
8. Farmers in developing countries tend to have huge fields and supply grain to the whole world.

Activity-7. Find in the list below the words corresponding to the following definitions.

germ	winnow	bran	thresh
beverage	sickle	remnants	chaff

1. a short-handled farming tool with a semicircular blade, used for cutting grain, lopping, or trimming.
2. pieces of grain husk separated from flour after milling.
3. a portion of an organism capable of developing into a new one or part of one.
4. blow a current of air through (grain) in order to remove the chaff.
5. a drink, especially one other than water.
6. a small remaining quantity of something.
7. separate grain from (a plant), typically with a flail or by the action of a revolving mechanism.
8. the husks of corn or other seed separated by winnowing or threshing.

Activity-8. Translate into English.

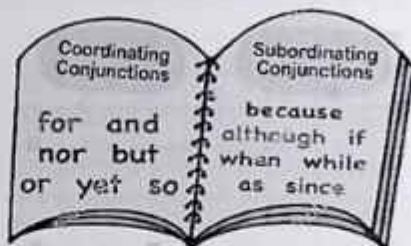
Don ekinlari, daryolar qirg'og'ida, yerga ishlov berish uchun, yaqinda olimlar, qoldiqlarni o'z ichiga oladi, qadimgi odamlar, xuddi bugungidek, suv yoki sut bilan aralashtiriladi, dunyodagi eng qadimgi ichimlik, uglevodlar manbai, pul birligi bo'lib xizmat qiladi, masalan, qimmatbaho, eng muhim qismi, birlashtirmoq, clakdan o'tkazish, qo'lda ishlov berish, ta'sirga yaroqli asbob-uskunalar, qo'lda ishlov berish, taroqlash.

Activity-9. Homework. Give the summary about Harvesting.

GRAMMAR

BOG'LOVCHILAR / CONJUNCTIONS

Conjunctions



Bog'lovchilar fikrlar va gapdagi grammatik bo'laklarni o'zaro bog'laydi. Gaplarni to'g'ri tuzish va fikrlarni aniq ifodalash uchun bog'lovchilarning turlarini bilish kerak. Hozirgi zamon ingliz tilidagi bog'lovchilar uch turga bo'linadi: **teng bog'lovchilar** (coordinating conjunctions), **juft bog'lovchilar** (correlative conjunctions), **ergashtiruvchi bog'lovchilar** (subordinating conjunctions).

Teng bog'lovchilar

Teng bog'lovchilar bir xil grammatik kategoriyadagi ikki va undan ortiq so'z, bora yoki gaplarni bog'laydi. **And, but, or, nor, for, so, yet, and/or** teng bog'lovchilar hisoblanadi.

Eslatma: **for, so va yet** bog'lovchilari gapda boshqa vazifalarda ham kelishi mumkin.

And bog'lovchisi qo'shish yoki qo'shimcha qilishni ifodalaydi. Qo'shishni ifodalaganda "-ga" qo'shimchasi bilan, boshqa holatlarda "va", "bilan", "hamda" so'zlari bilan o'zbek tiliga tarjima qilinadi.

Two **and** four make six.

Ikkiga to'rt (qo'shilsa) olti bo'ladi.

Rise **and** potatoes are common foods.

Guruch va kartoshka doimiy yemishlardir.

But ziddiyatni ifodalaydi va o'zbek tiliga "ammo", "lekin", "biroq" so'zlari bilan tarjima qilinadi.

Two and four make six, **but** two and three make five.

Ikkiga to'rt olti bo'ladi, lekin ikkiga uch besh bo'ladi.

Many trees lose their leaves in winter, **but** evergreen trees do not.

Qishda ko'pchilik daraxtlar barglarini to'kadi, lekin doimiy yashil daraxtlar to'kmaydi.

Or tanlash yoki ajratishni ifodalaydi va o'zbek tiliga "yoki", "yo", "yohud" kabi bog'lovchilar vositasida tarjima qilinadi.

Two and four **or** five and one make six.

Ikkiga to'rt yoki birga besh olti bo'ladi.

Today travellers go by plane **or** by bus.

Bugun sayyohlar samolyot yoki avtobusda ketadilar.

They had enough money for eggs **or** bread, but not enough for both.

Ularda tuxum yoki non uchun yetarli pul bor edi, lekin ikkalasi uchun emas.

Nor bog'lovchisidan oldin **not** yoki **neither** keladi va o'zbek tiliga "na ..., na ..." tarzida o'giriladi.

They did not buy eggs, **nor** did they buy bread.

Ular na tuxum, na non sotib olishdi.

So natijani ifodalaydi va o'zbek tiliga "natijada", "shunday qilib", "shunday ekan" kabi so'zlar bilan tarjima qilinadi.

They did not have enough money to buy milk, **so** they bought only eggs and bread.

Ularda sut sotib olish uchun yetarli pul yo'q edi, natijada faqat tuxum bilan non sotib olishdi.

For sababni ifodalaydi va o'zbek tiliga "chunki", "uchun", "sababli", "boisidan" kabi so'zlar yoki "-dan" qo'shimchasi vositasida tarjima qilinadi.

They bought only eggs and bread, **for** they did not have enough money to buy milk.

Ular faqat tuxum va non sotib olishdi, chunki ularda sut sotib olish uchun yetarli pul yo'q edi *yoki* sut sotib olish uchun pullari yo'qligi uchun ular faqat tuxum bilan non sotib olishdi.

Yet ziddiyatni ifodalaydi va o'zbek tiliga "lekin" va unga ma'nodosh bog'lovchilar bilan tarjima qilinadi.

They bought eggs and bread, yet they forgot to buy milk.

Ular tuxum bilan non sotib olishdi, biroq sut sotib olishni unutishdi.

For va yet bog'lovchilari og'zaki nutqda juda kam ishlatiladi, biroq rasmiy yozma nutqda ikkalasi ham ko'p qo'llanadi.

And/or bog'lovchilari o'zidan keyingi so'zning avvalgi fikrga qo'shimcha yoki ilova qilinganligini bildiradi. Ular rasmiy adabiy tilda ishlatilmaydi, ammo ilmiy uslubda tez-tez uchraydi:

Her letters are poorly typed. She needs a new typewriter **and/or** a new secretary.

Uning harflari juda yomon bosilgan. Unga yangi yozuv mashinkasi va/yoki yangi kotiba kerak.

The glassware is not clean. He needs a new dishwasher **and/or** better procedures.

Shisha idishlar toza emas. Unga yangi idish yuvish mashinasi kerak yoki ishni yaxshiroq bajarish kerak.

And bog'lovchisi gap egasining bo'laklarini bog'layotgan bo'lsa, fe'lni ko'plikda qo'llash kerak.

The boys **and** their father **are** going together.

Bolalar va ularning otasi birga ketishyapti.

Or yoki **nor** gap egasi qismlarini bog'layotgan bo'lsa, kesim o'ziga yaqinroq turgan ega bo'lagi bilan moslashadi.

Neither the boys **nor** their father is going.

Na bolalar, na ularning otasi ketyapti.

Neither Father nor our uncle **nor the boys** are going.

Na otamiz, na amakimiz, na bolalar ketishyapti.

Teng bog'lovchilar ikki bosh gapni bog'lab kelganda bog'lovchidan oldin vergul qo'yiladi. Lekin teng bog'lovchi ikki so'zni, iborani yoki ergash gaplarni bog'lab kelganda

vergul qo'yilmaydi.

They bought bread and milk, **but** they forgot to buy eggs.

Ular non sotib olishdi, lekin tuxum sotib olishni unutishdi.

They had enough money for eggs and bread or for eggs and milk.

Ularda tuxum bilan nonga yoki tuxum bilan sutga yetadigan pul bor edi.

Juft bog'lovchilar

Hozirgi zamon ingliz tilida ishlatiladigan juft bog'lovchilar quyidagilardir:

both . . . and

va . . . (har) ikkalasi /ham . . . ham

either . . . or

yo . . . yo

not only . . . but also

nafaqat . . . balki . . . ham

neither . . . nor

na . . . na

Juft bog'lovchilar teng turuvchi grammatik qurilmalardan keyin keladi.

Both the parents **and** the children enjoyed the program.

Ota-onalar ham, bolalar ham dasturni miriqib tamosh o qildilar.

Neither the parents **nor** the children enjoyed the program.

Na ota-onalar, na bolalar dasturni miriqib tomosho qildilar.

Not only the parents **but also** the children enjoyed the program.

Nafaqat ota-onalar, balki bolalar ham dasturni miriqib tamosh o qildilar.

Either the parents **or** the children will attend, but not both.

Yo ota-onalar, yo bolalar qatnashadilar, lekin ikkovlari emas.

Ergashtiruvchi bog'lovchilar. Ergashtiruvchi bog'lovchilar tobe gaplardan oldin keladi. Bosh (mustaqil) gapdagi fikr tobe gap orqali izohlanishi yoki tushuntirilishi mumkin. Ravish ergash gaplar ergashtiruvchi bog'lovchilar bilan kiritiladi. Ergashtiruvchi bog'lovchilar teng bog'lovchilardan ko'p jihatlari bilan farqlanadi:

1. Ergashtiruvchi bog'lovchi bilan boshlanuvchi tobe gap alohida gap sifatida ajratilmaydi. Agar alohida gap sifatida tinish belgisi bilan ajratilsa, xato hisoblanadi.

Mustaqil gap

Mustaqil gap

The alarm clock rang.
(Qo'ng'iroqli) soat jiringladi.
Mark cooked breakfast.
Mark nonushta tayyorladi.

Bosh (mustaqil) gap

When the alarm clock rang,
Soat jiringlaganda
After Mark cooked breakfast,
Nonushtani tayyorlab bo'lgach,

Mark got up.
Mark (uyqudan) turdi
Mark ate breakfast.
Mark nonushta qildi
Ergash (tobe) gap
Mark got up.
Mark (uyqudan) turdi.
he ate it.
Mark uni yedi.

2. Ba'zi ergashtiruvchi bog'lovchilar predloglar bo'lishi mumkin. Bunday hollarda gapning qurilishiga qarang, keyin fe'lning qaysi shakli va qanday tinish belgisini qo'yishni hal qiling.

Since my arrival here, I have made many friends.

Bu yerga kelganimdan beri ko'p do'stlar orttirdim.

Since I arrived here, I have made many friends.

Bu yerga kelganimdan beri ko'p do'stlar orttirdim.

Because bog'lovchisining predlog shakli **because of** bo'ladi. Bu shakllarni chalkashtirmaslik kerak. Predlogdan keyin ot, olmosh yoki otlashgan so'z (masalan, -ing qo'shimchali fe'l) keladi.

Because the alarm clock rang, Mark got up.

Soat jiringlagani uchun Mark uyg'ondi.

Because of the ringing of the alarm clock, Mark got up.

Mark soatning jiringlashidan uyg'ondi.

CONJUNCTION LIST WITH EXAMPLES ✓

And	Jill and marry go up the hill.
As	You will go last as you're a genius in them.
Because	We can't go to the party because we're going on a trip.
But	He is a handsome boy but stubborn.
For	He is going for shopping.
As if	He stares as if he were exhausted.
Or	He can have vanilla ice cream or a brownie.
Neither/Nor	She washed neither his clothes nor her shoes.
Not only/But also	He not only lost his temperament, but also his confidence.
So	They always quarreled with each other so they can't live together.
Whether/Or	I do not care whether you go or stay.
Yet	I always try very hard in Exams yet I am not receiving good scores.
Either/Or	Either take it or leave it.



Worksheets PDF

Name: _____

Teaching Resources

Date: _____

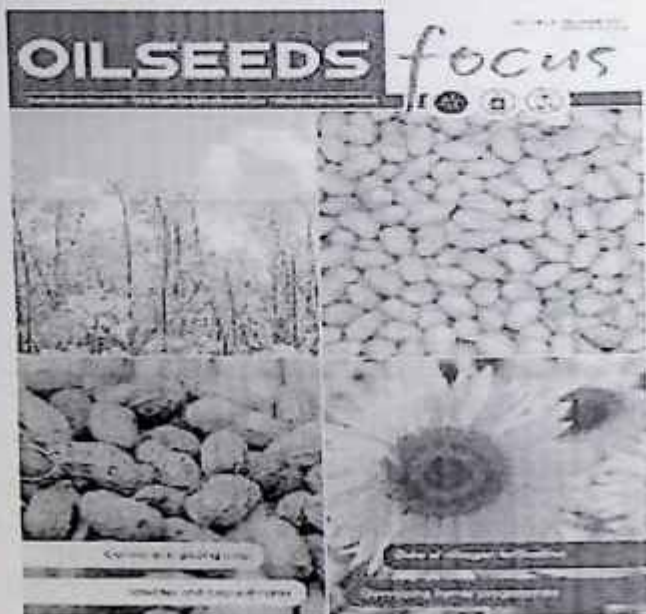
COORDINATING CONJUNCTION

Complete the sentences with the correct conjunction:

and or for nor so but yet

- I know the answer, _____ I can't tell you
- Should we go by train, _____ take the bus?
- I am allergic to cats, _____ I have two of them.
- She did not study, _____ she failed the test.
- I will be late for the party, _____ I will be having dinner with my parents first.
- Can you stay here _____ wait for him?
- She does not like apples, _____ does she like oranges.
- He has a small house, _____ it feels very spacious.
- You can pay with cash, _____ you can use your credit card.
- He was driving too fast, _____ he missed the turn.
- We bathed the dog, _____ we could not get clean.
- He was supposed to study, _____ he played games instead.

LESSON-18. OIL, ORNAMENTAL
AND INDUSTRIAL CROPS



Activity-1. Learn the words with their translations

consumption

enable

soybean

edible

maintain

production

fuel

global warming

self-sufficiency

starch

sugar cane

additive

emissions

facilitate

coconut

macadamia

large scale

decrease

dogwood

azalea

tulip

carnation

abundant

rubber

tobacco
premidonantly
fluid
inner bark
moisture
medical supplies

emissiyalar
osonlashtirish
kokos
makadamiya
katta miqyosda
pasayish
it daraxti

azalea
lola
chinnigullar

mo'l
kauchuk

tamaki
asosan

suyuqlik
ichki qobiq

namlik
tibbiy buyumlar

iste'mol
yoqish
soya
yeyish mumkin
bo'yoq
moylash
yoqilg'i
global isish
o'zini o'zi ta'minlash
kraxmal
shakarqamish
qo'shimcha

Activity-2. Read and translate the text.

Oil Crops.

Oil crops, such as **canola** and corn, are harvested for **consumption** or industrial uses. Technologies developed in the past century have **enabled** crops to be processed and broken down into their primary components, including oil. **Soybeans**, for example, represented 56 percent of world oilseed production and 79 percent of all **edible** oil

consumed in the United States in 2000. Oil crops are harvested for use in cooking, such as olive oil and corn oil. Oil crops are also harvested for industrial use, such as oil **paints**, soaps, and **lubrication** for machinery. **Fuel** made from oil crops is called biofuel. The demand for biofuels has grown in recent years. Rising gas prices, concerns about **global warming**, and a desire for **energy self-sufficiency** have led governments and businesses to invest in biofuel research. There are two main types of biofuel that use oil crops: bioethanol and biodiesel.

Bioethanol is an alcohol made from fermented materials that come from sugar and **starch** crops. These crops include **sugar cane**, corn, and wheat. Bioethanol can be used as a fuel for vehicles, but it is usually used as a gasoline **additive** to improve vehicle **emissions**. Bioethanol is used widely in the United States and Brazil, where an abundance of corn and sugar cane crops **facilitate** its production.

Biodiesel is made by combining vegetable oils with alcohol. Nuts, such as **coconuts**, **macadamias**, and **pecans**, are excellent sources of oil used to manufacture biodiesel. Biodiesel can be used in diesel engines, such as those used by buses. Brazil, the United States, and the European Union (particularly Germany) manufacture and use biodiesel on a **large scale**. Biofuels provide almost 2 percent of the world's transport fuel. Many scientists and economists predict that number will rise as oil production **decreases** in the next century.

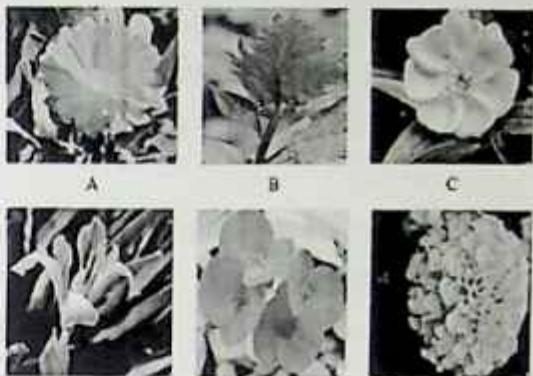
Ornamental Crops.

Ornamental crops, such as **dogwood** and **azalea**, are harvested for landscape gardening. Ornamental crops are most often grown in nurseries, where they are

purchased for residential or commercial settings. Ornamental crop production has deep historical roots. The **tulip** crop of the Netherlands, for example, has become a symbol of that country.



Today, ornamental crop production is an important economic activity in many developing countries. Kenya, for example, is a major exporter of roses and carnations. Kenyan flower growers have situated their greenhouses near the shores of Lake Naivasha and Lake Victoria, where the soil is fertile and the water is abundant and fresh.



Industrial Crops.

Industrial crops, such as **rubber** and **tobacco**, are harvested for their products' use in factories or machines. Industrial crops include all crops used in the production of industrial goods, such as fiber and fuel products. Rubber is produced naturally from a wide variety of plants, but **predominantly** from the Hevea tree indigenous to Brazil. Rubber is harvested for its latex. Latex is an extremely tough **fluid** found in the **inner bark** of the Hevea tree. Latex is obtained by tapping-cutting or shaving the bark with a sharp knife and collecting the latex in cups. When mixed with chemicals, latex creates solid rubber blobs, called curds. Rubber curds are pressed between rollers to remove excess **moisture** and to form sheets. The sheets are packed and shipped for use in tires, machine belts, shoe soles, and other products.



Rubber has been used by civilizations for thousands of years. One of the earliest uses of rubber was to create balls for use in games in the Olmec Empire in what is today Mexico. Today, rubber is still used to manufacture durable toys, as well as boots, flooring, balloons, and **medical supplies**.

Activity-4. Answer the following questions:

1. What are oil crops harvested for?
2. Why crops are enabled to be processed and broken down into their primary components?
3. What does represent 56% of world oil seed production?
4. What is an olive oil?
5. What is the name of the fuel made from oil crops?
6. Why do governments and businesses invest in biofuel research?
7. Which are two main types of biofuel?
8. What is bioethanol?
9. Why bioethanol is used widely in the United States?
10. What is the principle of biodiesel manufacturing?
11. What does provide almost two percents of the world's transport fuel?
12. What crops are harvested for landscape gardening?
13. Where are ornamental crops most often grown?
14. What crops are harvested for their products' use in factories or machines?
15. Why is rubber harvested?
16. What is rubber used for?

Activity-5. Translate into English.

Yog'li urug'lar zaytun va makkajo'xori moyi kabi pishirishda foydalanish uchun yig'iladi. Yog'li urug'lar, shuningdek, yog'li bo'yoq, sovun va mashina moylash materiallari kabi sanoat maqsadlarida ham yig'ib olinadi. Bog'dorchilik uchun dogwood va azalea kabi manzarali ekinlar yig'iladi. Manzarali ekinlar ko'pincha pitomniklarda etishtiriladi, u erda ular turar-joy yoki tijorat mulklari uchun sotib olinadi. Kauchuk va tamaki kabi sanoat ekinlari zavodlarda yoki mashinasozlikda foydalanish uchun yig'iladi. Sanoat ekinlariga sanoat mahsulotlari ishlab chiqarishda ishlatiladigan barcha ekinlar, masalan, tola va yoqilg'i mahsulotlari kiradi.

Activity-6. Answer if the sentences are true or false. Correct the false ones.

1. Oil crops, such as canola and corn, are harvested for landscape gardening.

2. Fuel made from oil crops is called biodiesel.
3. There are two main types of rubber crops: bioethanol and biodiesel.
4. Bioethanol is a carbohydrate made from fermented materials that come from sugar and starch crops.
5. Bioethanol can be used as an oil for personal use, but it is usually used as a gasoline additive to improve vehicle emissions.
6. Biodiesel is made by combining fruits and sugar oils with nitrates.
7. Ornamental crops, such as flax and coconut, are harvested for landscape gardening.
8. Today, tulip crop production is an important economic activity in many advanced countries.
9. Industrial crops, such as silk and cotton, are harvested for their products' use in factories or machines.
10. Rubber is produced in nurseries from a wide variety of plants, but predominantly from the dogwood tree indigenous to Brazil.
11. Today, rubber is useless to manufacture durable toys, as well as T-shirts, ceiling, balloons, and medical supplies.

Activity-7. Find in the list below the words corresponding to the following definitions.

soybean	lubricate	dogwood	azalea
bark	emission	carnation	medical supplies

1. to use a substance such as oil to make a machine operate more easily, or to prevent something sticking or rubbing.
2. a plant or bush with brightly coloured flowers, grown in gardens. azaleas are a type of rhododendron.
3. any item that is essential for treating illness or injury.
4. a type of bean grown especially in Asia and the us, used as a food for people and animals.

5. the hard outer covering of a tree.
6. a bush or small tree that has flowers, growing either wild or in gardens.
7. (a plant with) a small flower with a sweet smell, usually white, pink, or red in colour.
8. the act of sending out gas, heat, light, etc.

Activity-8. Put in the missing words using appropriate words from the text.

1. Oil crops, such as and, are harvested for or industrial uses.
2. Oil crops are also harvested for industrial use, such as,, and
3. There are two main types of biofuel that use oil crops: and
4. These crops include sugar,, and
5. Bioethanol is used widely in the United States and Brazil, where an abundance of and facilitate its production.
6. Nuts, such as,, and, are excellent sources of oil used to manufacture biodiesel.
7. Biofuels provide almost 2 percent of the world's transport fuel. Many and predict that number will rise as oil production decreases in the next century.
8. Ornamental crops, such as and, are harvested for landscape gardening.
9. Kenya, for example, is a major exporter of and
10. Industrial crops, such as and, are harvested for their products' use in factories or machines.
11. The sheets are packed and shipped for use in,,, and other products.
12. Today, rubber is still used to manufacture, as well as,,, and

Activity-9. Translate into Uzbek.

Canola and corn, for consumption or industrial use, developed technologies, primary components, oilseed production, edible oil, oil crops, lubrication for machinery, biofuel, demand, in recent year, rising prices, global warming, a desire for energy self-sufficiency, governments and businesses, to invest in biofuel research, fermented materials, sugar cane, gasoline additive, to improve vehicle emissions, on a large scale,

in many developing countries, a major exporter, the soil is fertile, industrial goods, a wide variety of plants, an extremely tough fluent found, to remove excess moisture.

Activity-10. Homework. Give the summary about oil crops.

GRAMMAR

KELASI ODDIY ZAMON /FUTURE SIMPLE TENSE

SIMPLE FUTURE TENSE

POSITIVE ... Subject + will + V₁ + ...

NEGATIVE ... Subject + will not + V₁ + ...

QUESTION ... Will + Subject + V₁ + ... ?

- ✓ You will win the exam.
- ✓ I will see you later.
- ✓ She will help him tomorrow.
- ✓ He will be there soon.
- ✓ He will not (won't) call us.
- ✓ I will not (won't) stay this hotel.
- ✓ Your mother will love you forever.
- ✓ Will you wait for me?
- ✓ Will she do it again?
- ✓ We will see better days.



Future simple tense - oddiy kelasi zamon kelajakda sodir bo'ladigan ish-harakatlar uchun qo'llaniladi. Kelajak zamonni bildiruvchi payt ravishlari gapda qatnashadi. Gapda egadan keyin will yordamchi fe'li va asosiy fe'l infinitiv shaklida qo'llaniladi.

Darak gap:

I will work.

He/she/it will work.

We/you/they will work.

Inkor gap:

I will not work.

He/she/it will not work.

We/you/they will not work.

So'roq gap:

Will I work?

Will he/she/it work?

Will we/you/they work?

Qo'llanish holatlari:

Oddiy kelasi zamon kelajakda sodir bo'ladigan ish-harakatlar uchun qo'llaniladi.

We will go to cinema tomorrow. (Biz ertaga kinoga boramiz)

It will be windy tomorrow. (Ertaga havo shamolli bo'ladi)

I will be in China in a week.

He will be twenty next Saturday.

Will you be at work tomorrow?

2. Kelajak zamonni bildiruvchi payt ravishlari quyidagilardan iborat.

next week/month/year/tomorrow/soon/in 2021/in the future

Future Simple

Affirmative

Subject + will + Verb (I will go)

Negative

Subject + will not + Verb (I will not go)

Interrogative

Will + Subject + Verb (Will I go?)

Int. word + will + Subject + Verb

(Where will you go?)

Short form of will - 'll

Ex. (I'll go)

Signal words

tomorrow, today, later today, in five minutes, in two hours, on Monday, on Saturday afternoon, next week/month, this year, etc

We use future simple in say:

1. That something will happen in the future

I will go to the market tomorrow

2. To make promises or threats

I will be there at 7 p.m., I promise.

3. To request help or to offer help

Will you please help me to do my homework?

4. To express spontaneous decision / to volunteer to do something (the action is decided at the moment of speaking)

I will close the window

5. To predict future events

I think it will rain



Ask a question for the underlined word.

Put the verb in brackets in the correct form.

- I _____ (play) tennis tomorrow.
- He _____ (pay). I promise
- _____ you _____ (open) the window, please?
- It's dark, I _____ (switch on) the light.
- The weather tomorrow _____ (be) sunny and warm.
- That suitcase is too heavy. They _____ (help) you.
- She _____ (go) to the sea later today.
- I _____ (be) back.
- We _____ (finish) our homework in an hour.
- I think Tom _____ (pass) the exam.



Form an interrogative sentence and answer.

- He buy / dog / cat. (a cat)
Will he buy a dog or a cat? 1) He will buy a cat.
- she live / London / Manchester. (London)
- you / stay / at a hotel / at home. (at home)
- he / buy / a car / a bike. (a car)
- she / wear / a dress / a skirt and blouse. (a dress)
- they / eat / a cake / a pie. (a pie)

1. They will visit my friends today.
Ex. What will they do today?

2. She will come to me in the evening.

3. We will go to France.

4. He will buy a new car.

5. I will have dinner at a restaurant.

6. They will go to London tomorrow.

7. He will help me.

8. The weather will be good tomorrow.

9. We will go to the sea next week.

10. I will play tennis in the afternoon.

LESSON-19. THE ROLE OF AGRICULTURE IN GREAT BRITAIN



Activity-1. Learn the words with their translation.

acreage	yer maydoni
fertile soils	unumdor tuproqlar
self-sufficient	o'z-o'zini ta'minlash
pastoral	chorvachilik
arable	haydaladigan
dairying or beef cattle	sut yoki go'shtli qoramollar
sheep raising	qo'y boqish
pig breeding	cho'chqachilik
arable farms	dehqon xo'jaliklari
cereal crops	donli ekinlar
rye	javdar
cattle fodder	chorva yemi
seed	urug'
fishing industry	baliqchilik sanoati

Activity-2. Read the text.

Agriculture in Great Britain

Agriculture, one of Britain's most important industries, supplies nearly two-thirds of the country's food. British agriculture is efficient, for it is based on modern technology and research. Nearly 80 % of the land is used for agriculture. The total agricultural **acreage** of Great Britain is about 45 000 000 acres. Soils vary from the poor ones of highland Britain to the rich **fertile soils** in the eastern and south-eastern parts of England.

Britain is **self-sufficient** in milk, eggs, to a very great extent in meat, potatoes, wheat. However, it needs to import butter, cheese, sugar and some other agricultural products. There are about 55 000 farms in Britain. They are not large. An average sized farm is about 30–40 acres. There are three main types of farming in Great Britain: **pastoral**, **arable**, and mixed. 60 % of farms are developed mainly for **dairying** or **beef cattle and sheep raising**. Sheep and cattle are reared in the hill and moorland areas of Scotland, Wales, Northern Ireland and south-western England. Milk production is of the first importance in the structure of British agriculture. **Pig breeding** is carried out in most areas but is particularly important in southern England, north-eastern Scotland and Northern Ireland. **Arable farms** are mainly in the eastern part of the country. The main **cereal crops** in Great Britain are wheat, barley and oats. **Rye** is grown in small quantities for use as **cattle fodder**.

Great Britain produces different kinds of fruit: apples, pears, cherries, gooseberries, strawberries, raspberries and others. Potatoes are grown for sale, for fodder and for **seed**. Modern machines: tractors, combines and other equipment are used on British farms. But today the main tendency in British agriculture is that small traditional farms are gradually disappearing because they cannot compete with big industrial farms. Private woods make up 56 % of the total forest area in Great Britain. Woodlands cover an estimated 2,2 million hectares. Britain's second major source of food is the surrounding sea. The **fishing industry** provides about 70 % of British fish supplies.

Buyuk Britaniyada qishloq xo'jaligi

Buyuk Britaniyaning eng muhim tarmoqlaridan biri bo'lgan qishloq xo'jaligi mamlakat oziq-ovqatining deyarli uchdan ikki qismini ta'minlaydi. Britaniya qishloq xo'jaligi samarali, chunki u zamonaviy texnologiya va tadqiqotlarga asoslangan. Yerning qariyb 80% qishloq xo'jaligida foydalaniladi. Buyuk Britaniyaning umumiy qishloq xo'jaligi ekinlari taxminan 45 000 000 akrni tashkil qiladi. Tuproqlar tog'li Britaniyaning kambag'al tuproqlaridan Angliyaning sharqiy va janubi-sharqiy qismlaridagi boy unumdor tuproqlarga qadar farq qiladi.

Britaniya o'zini sut, tuxum, go'sht, kartoshka, bug'doy bilan ta'minlaydi. Biroq, sariyog', pishloq, shakar va boshqa qishloq xo'jaligi mahsulotlarini import qilish kerak. Britaniyada 55 000 ga yaqin fermer xo'jaliklari mavjud. Ular katta emas. O'rtacha fermer xo'jaligi 30-40 gektarni tashkil qiladi. Buyuk Britaniyada dehqonchilikning uchta asosiy turi mavjud: chorvachilik, dehqonchilik va aralash. Fermer xo'jaliklarining 60 foizi asosan sut yoki go'shtli qoramol va qo'y boqish uchun rivojlangan. Qo'y va qoramollar Shotlandiya, Uels, Shimoliy Irlandiya va Angliyaning janubi-g'arbiy qismidagi tog' va bo'g'oz hududlarida boqiladi. Britaniya qishloq xo'jaligi tarkibida sut ishlab chiqarish birinchi o'rinda turadi. Cho'chqachilik ko'pchilik hudlarda amalga oshiriladi, lekin ayniqsa janubiy Angliya, shimoli-sharqiy landiya va Shimoliy Irlandiyada muhim ahamiyatga ega. Dehqon xo'jaliklari an mamlakatning sharqiy qismida joylashgan. Buyuk Britaniyada asosiy don lari bug'doy, arpa va suli hisoblanadi. Chorva yemi sifatida foydalanish uchun lvdar oz miqdorda yetishtiriladi.

Buyuk Britaniya turli xil mevalarni ishlab chiqaradi: olma, nok, gilos, Bektoshi uzumni, qulupnay, malina va boshqalar. Kartoshka sotish, em-xashak va urug'lik uchun yetishtiriladi. Britaniya fermalarida zamonaviy mashinalar: traktorlar, kombaynlar va boshqa texnikalar qo'llaniladi. Ammo bugungi kunda Britaniya qishloq xo'jaligidagi asosiy tendentsiya shundan iboratki, kichik an'anaviy fermer xo'jaliklari asta-sekin yo'qolib bormoqda, chunki ular yirik sanoat fermalari bilan raqobatlasha olmaydi. Xususi o'rmonlar Buyuk Britaniyadagi umumiy o'rmon maydonining 56% ni tashkil qiladi. O'rmonlar taxminan 2,2 million gektarni egallaydi. Buyuk

Britaniyaning ikkinchi asosiy oziq-ovqat manbai atrofdagi dengizdir. Baliqchilik sanoati Britaniya baliq zahiralarning qariyb 70 foizini ta'minlaydi.

Activity-3. Answer the following questions

1. What is Britain self-sufficient in?
2. Are the farms large in Great Britain?
3. What is of the first importance in the structure of British agriculture?
4. What are the main grain crops in Great Britain?
5. Is rye grown in the country?
6. Where are sheep and cattle reared?
7. Is British agriculture efficient?
8. What do you know about cattle-breeding in Great Britain?
9. What is Britain's second major source of food?
10. Is agriculture one of Britain's most important industries?
11. Is it based on modern technology?
12. Does the country import butter, cheese and sugar?
13. How many types of farming are there in Britain? What are they?
14. Does British agriculture specialize in milk and meat production?
15. What are the main cereal crops in Great Britain?
16. What is rye used for?
17. What kinds of fruit does Great Britain produce?
18. What is the main tendency in British agriculture today?
19. What is Britain's second major source of food?

Activity-4. Make sure that you know the English equivalents for the following words and word combinations.

Zamonaviy texnologiya va tadqiqotlar, qishloq xo'jaligi erlarining umumiy maydoni, boy unumdor tuproqlar, o'rta fermer xo'jaligi, sut ishlab chiqarish, cho'chqachilik, asosiy ekinlar, oz miqdorda, kichik an'anaviy fermer xo'jaliklari, yirik sanoat xo'jaliklari, shaxsiy o'rmonlar, asosiy oziq-ovqat manbai.

Activity-5. Put in the missing words using appropriate words from the text.

1. The total agricultural acreage of Great Britain is about acres.
2. In hill countries large areas are used for
3. An farm is about 30-40 acres.
4. There are three main types of in Great Britain.
5. and are reared in the hill and moorland areas of Scotland, Wales, Northern Ireland and south-eastern England.
6. Small farms are disappearing nowadays.
7. Potatoes are grown for for and for

Activity-6. Answer if the sentences are true or false. Correct the false ones.

1. Wheat, barley, oats are vegetables.
2. British agriculture is based on modern technology and research.
3. Great Britain doesn't import agricultural products.
4. British farms are large.
5. Meat production is more profitable than milk production.
6. Arable farms are mainly in the northern part of the country.
7. Potatoes are grown for sale, for fodder and for seed.
3. Britain's second source of food is the seas.

Activity-7. Read the text and find.

- 1) the words which denote climate and topography
- 2) the words dealing with cattle-breeding
- 3) the words dealing with crop-sowing

Activity-8. Find in the list below the words corresponding to the following definitions.

Arable farms	mixed farming	crops	soil
fodder	to import	pastoral farming	cereal

- 1) farms used (or suitable) for growing crops;
- 2) farming which involves keeping sheep, cattle, etc.;
- 3) the method of farming in which crops are grown and animals are kept on the same farm;
- 4) a type of grass which is cultivated to produce grain, or food made from grain which is eaten;
- 5) to buy or bring in products from another country;
- 6) the material on the surface of the ground in which plants grow;
- 7) food that is given to cows, horses or other farm animals;
- 8) a plant such as grain, fruit or vegetable grown in large amounts by farmers.

Activity-9. Fill in the blanks with the suitable words from the following list.

Agriculture	profitable	horticultural	sheep	grazing
self-sufficient	supply	average	farming	produced

1. Britain today is in milk, eggs, potatoes, barley, oats.
2. Great Britain is a country with a highly developed industry and
3. In hill countries large areas are used for
4. An sized farm is about 30-40 acres.
5. British farmers milk and milk products, meat, wool and eggs for the population.
6. Before the Second World War Britain.....one-third of its total food requirements.
7.crops are fruit, vegetables and flowers.
8.farming is concentrated in the hill moorland areas of highland Britain.
9. It is moreto import cheaper products from overseas, mainly from Australia, New Zealand and Canada.
10. The land utilized foris about 251.000 hectares.

Activity-10. Answer if the sentences are true or false. Correct the false ones.

1. British agriculture is not efficient.
2. Nearly 80 % of the land is used for agriculture.

3. Britain does not need to import sugar, butter, and cheese.
4. The farms are large in Great Britain.
5. There are two main types of farming in Great Britain.
6. Modern machines are used on British farms.
7. Potatoes are grown only for fodder.
8. There are no private woods in Great Britain.
9. Small traditional farms are gradually disappearing.
10. The fishing industry is not developed in the country.

Activity-11. Homework. Put the words and phrases in the right order to make complete sentences.

1. farms, machines, modern, British, on, used, are.
2. and, fertile, soils, rich, vary, ones, poor, the, from, to.
3. seed, are, fodder, grown, sale, for, potatoes, and.
4. production, milk, of, is, structure, the, of, agriculture, British, first, importance, in, the.
5. are, small, nowadays, farms, disappearing.

GRAMMAR

KELASI DAVOMLI ZAMON / FUTURE CONTINUOUS TENSE

Future Continuous Tense



+

I will be singing in the concert tomorrow.

-

I will not be singing in the concert tomorrow.

?

Will you be singing in the concert tomorrow?

Usage

To describe interrupted actions in the future

To express actions in progress at a specific time in the future

To refer to actions that are happening now and expected to continue in the future

To ask question politely about the future

To emphasis of future plans and intentions

To describe atmosphere in the future

To express parallel actions or series of parallel actions in the future

Example

When you come tomorrow, they will be playing tennis.

At 12 o'clock tomorrow, we will be having lunch at school.

Unfortunately, sea levels will still be rising in 20 years.

Will you be bringing your friend to the party tonight?

He'll be coming to visit us next week.

When I arrive at the party everybody will be celebrating, some will be dancing.

She will be watching TV, and he will be cooking dinner.

Future continuous tense - kelajakda muayyan bir vaqtda davom etib turadigan ish-harakat uchun qo'llaniladi. Ish-harakat kelajakda boshlangan va hali tugallanmagan bo'lishi lozim. Odatda aniq vaqt ko'rsatilgan kelajak zamon payt ravishlari bilan qo'llaniladi.

Mazkur zamonda egadan keyin will be yordamchi fe'llari + fe'ning -ing shakli qo'llaniladi.

Darak gap:

I will be working.

He/she/it will be working.

We/you/they will be working.

Inkor gap:

I will not be working.

He/she/it will not be working.

We/you/they will not be working.

So'roq gap:

Will I be working?

Will he/she/it be working?

Will we/you/they be working?

Qo'llanish holatlari:

1. Kelajakda aniq bir vaqtda davom etib turgan ish-harakatni bildiradi.

At this time tomorrow I will be sleeping. (Ertaga mana shu paytda men uxlayotgan bo'laman) Will you be watching the show tonight? (Kechqurun shouni ko'rayotgan bo'lasanmi?) 2. Kelajakdagi rejalarni bildirish uchun ham qo'llanilishi mumkin. I will be going to visit him next week (Men keyingi hafta uniki tashrif buyurishga bormoqchiman)

Future Continuous

Name: _____ Result: ___/19 Date: ___/___/20___

1. I suppose some day she _____ won't be setting _____ there no more. (not/set)
2. And it's destroyed he _____ till dark night, and he after eating nothing since the sun went up. (go)
3. _____ of me a little? (you/think/?)
4. I _____ a big bamboo. (break out)
5. Everybody _____ where we are. (wonder)
6. I am held by four of the family while I write this, in case I should do myself a mischief-it certainly _____ to drinking water. (not/take)
7. I hope you _____ (not/rage)
8. He _____ to the ponies. (see)
9. Indeed I _____ and I think you should just stay at home yourself, my son. (not/go)
10. She _____ down likely. (drop)
11. I suppose he _____ to settle in Melbourne. (not/want)
12. Reckon we _____ along. (push)
13. When legislation on housing and tenement laws, protection of factory workers, prevention of child labor and like problems becomes necessary they _____ in interest or energy. (not/lack)
14. You _____ with him now. (fly)
15. And you _____ them to me, I warrant? (lend)
16. We _____ our feet off this pretty carpet. (take)
17. He _____ the wall here. (pass)

LESSON-20. THE ROLE OF AGRICULTURE IN THE USA



Activity-1. Learn the with their translation.

permanent
beef
corn
soybeans
nursery
cotton
hog
consume
cash crop
peanuts
sugarcane
sorghum
celery
lettuce
cantaloupe
prune
almond
pecan
lamb

walnut
livestock-farming
widespread
doimiy
mol go'shti
makkajo'xori
soya fasulyesi
bolalar bog'chasi
paxta
cho'chqa
iste'mol qilish
pul hosili
yeryong'oq
shakarqamish
jo'xori
seldr
sutcho'p
mushkli qovun
olxo'ri

bodom
pekan
qo'zichoq

yong'oq
chorvachilik
keng tarqalgan

Activity-2. Read and translate the text

Agriculture in the USA

Agriculture is one of the largest and most important branches of national economy in the United States. 47% of the land area of the USA is farmland, of which 152 million hectares are harvested cropland and 560 million hectares are **permanent** pasture land. The USA leads the world in many aspects of agricultural production. The country exports more farm products per year than any other nation in the world.

Leading agricultural crops are **corn**, **soybeans**, wheat, vegetables, fruits and nuts, greenhouse and **nursery** products, **cotton** and tobacco. The USA has been occupying the leading position in the production of corn and wheat for many years. Corn is a major crop in many parts of the United States, but most is produced in the Midwest, where it is the main feed for the cattle and **hogs** raised there. Iowa, Illinois, Nebraska, Minnesota, and Indiana together produce about two-thirds of the annual U.S. corn crop.

Soybeans are grown primarily in the Midwest, especially in Iowa and Illinois, as well as in the lower Mississippi Valley and other parts of the South. The Midwest is the most important agricultural region in the United States (though California is the number one state in terms of the value of its agricultural products) and alone produces almost twice as much as the American people can **consume**.

Wheat is another important U.S. crop. Kansas usually leads all states in early wheat production. North and South Dakota, Montana, Oklahoma, Colorado, Texas, Minnesota, and Nebraska also are major wheat producers.

Cotton growing is now concentrated in the lower Mississippi Valley, the plains of Texas, and the valleys of California and Arizona. Tobacco remains an important **cash crop**. The leading tobacco-producing states are North Carolina, Virginia, Maryland, and Kentucky. Other leading crops include **peanuts**, **sugarcane**, rice, **sorghum**; such vegetables as tomatoes, potatoes, broccoli, cabbage, beans, carrots, **celery**, cucumbers, **lettuce**, onions, green peppers, **cantaloupes**, and watermelon. California grows nearly

one-half of the nation's fresh vegetables; about two-thirds of the potatoes are grown in Idaho and Washington.

Valuable fruit crops grown in the USA are apples, pears, cherries, plums and **prunes**, grapes, oranges, peaches, pineapples and strawberries. More than three-quarters of the oranges are produced in Florida; about five-sixths of the grapes are raised in California; and about half of the commercial apples come from orchards in Washington. Pineapples are mainly grown in Hawaii. Major nut crops include **almonds**, **pecans**, peanuts, and **walnuts**. **Livestock-farming** is also carried out on a large scale.

Beef cattle are the most valuable product of the nation's farms. Many of the cattle are raised on large ranches in southwestern states. Texas produces more beef cattle than any other state, and states such as Nebraska, Kansas, Oklahoma, Colorado, and Iowa also raise many cattle.

Dairy products are the second most valuable item coming from American farms. California, Pennsylvania, and Minnesota are leading dairy states. Hogs and broiler chickens are other major livestock raised on U.S. farms. In terms of market value, 68 percent of the hogs are produced in Iowa, North Carolina, Illinois, Minnesota, Nebraska, and Indiana. Poultry farming is **widespread** in the country-side near all big cities. Other major livestock and livestock products include chicken eggs, turkeys, sheep and **lambs**. Sheep farming is highly developed in the western regions of the country and in the prairies.

AQSHda qishloq xo'jaligi

Qishloq xo'jaligi AQShda milliy iqtisodiyotning eng yirik va eng muhim tarmoqlaridan biridir. AQSH er maydonining 47% ni qishloq xo'jaligi yerlari tashkil etadi, shundan 152 million gektar ekin maydonlari va 560 million gektar doimiy yaylovlardir. AQSH qishloq xo'jaligi ishlab chiqarishining ko'p jihatlarini bo'yicha dunyoda yetakchilik qiladi. Mamlakat yiliga dunyoning boshqa mamlakatlariga qaraganda ko'proq qishloq xo'jaligi mahsulotlarini eksport qiladi.

Qishloq xo'jaligi ekinlari yetakchi o'rinni makkajo'xori, soya, bug'doy, sabzavot, meva va yong'oq, issiqxona va ko'chatchilik mahsulotlari, paxta va tamaki

hisoblanadi. AQSh ko'p yillar davomida makkajo'xori va bug'doy yetishtirishda yetakchi o'rinni egallab kelmoqda. Makkajo'xori Amerika Qo'shma Shtatlarining ko'p joylarida asosiy ekin hisoblanadi, lekin ko'p qismi O'rta G'arbda ishlab chiqariladi, u erda u erda boqiladigan qoramol va cho'chqalar uchun asosiy ozuqa hisoblanadi. Ayova, Illinoys, Nebraska, Minnesota va Indiana birgalikda AQShning yillik makkajo'xori hosilining uchdan ikki qismini ishlab chiqaradi.

Soya asosan O'rta G'arbda, ayniqsa Ayova va Illinoys shtatlarida, shuningdek, Ayower Missisipi vodiysi va janubning boshqa qismlarida yetishtiriladi. O'rta G'arb Qo'shma Shtatlardagi eng muhim qishloq xo'jaligi mintaqasi (garchi Kaliforniya qishloq xo'jaligi mahsulotlari qiymati bo'yicha birinchi shtat bo'lsa ham) va faqat Amerika xalqi iste'mol qilishi mumkin bo'lgan deyarli ikki baravar ko'p ishlab chiqaradi.

Bug'doy AQShning yana bir muhim ekinidir. Kanzas odatda erta bug'doy yetishtirish bo'yicha barcha shtatlarda yetakchilik qiladi. Shimoliy va Janubiy Dakota, Montana, Oklaxoma, Kolorado, Texas, Minnesota va Nebraska ham yirik bug'doy ishlab chiqaruvchilar hisoblanadi.

Paxtachilik hozir Missisipi vodiysining quyi qismida, Texas tekisliklarida, Kaliforniya va Arizona vodiylarida jamlangan. Tamaki muhim ekin bo'lib qolmoqda. Tamaki ishlab chiqaruvchi yetakchi shtatlar Shimoliy Karolina, Virjiniya, Merilend va Kentukkidir. Boshqa yetakchi ekinlar orasida yeryong'oq, shakarqamish, sholi, jo'xori; pomidor, kartoshka, brokkoli, karam, loviya, sabzi, selderey, bodring, salat, iyo, yashil qalampir, qovun va tarvuz kabi sabzavotlar. Kaliforniya mamlakatdagi 17 ta sabzavotlarning deyarli yarmini etishtiradi; kartoshkaning uchdan ikki qismi daho va Vashingtonda yetishtiriladi.

AQSHda yetishtiriladigan qimmatbaho meva ekinlari olma, nok, olcha, olxo'ri va olxo'ri, uzum, apelsin, shaftoli, ananas va qulupnay hisoblanadi. Apelsinlarning to'rtidan uch qismidan ko'prog'i Florida shtatida ishlab chiqariladi; uzumning oltidan besh qismi Kaliforniyada yetishtiriladi; va tijorat olmalarning taxminan yarmi Vashingtondagi bog'lardan keladi. Ananaslar asosan Gavayida yetishtiriladi.

Yong'oqning asosiy ekinlariga bodom, pecans, yeryong'oq va yong'oq kiradi. Chorvachilik ham keng ko'lamda amalga oshirilmoqda.

Go'shtli qoramollar xalq xo'jaliklarining eng qimmatli mahsulotidir. Ko'pgina qoramollar janubi-g'arbiy shtatlardagi yirik fermalarda boqiladi. Texas boshqa har qanday shtatga qaraganda ko'proq go'shtli qoramol ishlab chiqaradi va Nebraska, Kanzas, Oklaxoma, Kolorado va Ayova kabi shtatlar ham ko'plab qoramollarni boqadi.

Sut mahsulotlari Amerika fermalaridan keladigan ikkinchi eng qimmatli mahsulotdir. Kaliforniya, Pensilvaniya va Minnesota shtatlari sut mahsulotlari yetishtirish bo'yicha yetakchi davlatlardir. Cho'chqalar va broyler tovuqlari AQSh fermalarida boqiladigan boshqa yirik chorva mollaridir. Bozor qiymati bo'yicha cho'chqalarning 68 foizi Ayova, Shimoliy Karolina, Illinoys, Minnesota, Nebraska va Indiana shtatlarida ishlab chiqariladi. Parrandachilik barcha yirik shaharlar yaqinidagi qishloqda keng tarqalgan. Boshqa yirik chorvachilik va chorvachilik mahsulotlariga tovuq tuxumlari, kurkalar, qo'ylar va qo'zilar kiradi. Respublikamizning g'arbiy rayonlarida va yaylovlarda qo'ychilik yuqori darajada rivojlangan.

Activity-3. Answer the following questions

1. Agriculture is one of the largest and most important branches of national economy, isn't it?
2. Does the USA lead the world in many aspects of agricultural production?
3. What agricultural products does it export?
4. What are leading crops of the U.S.?
5. Where is corn grown in the USA?
6. What is the most important agricultural region in the USA?
7. Where are soybeans mainly grown?
8. What state is "the number one" in terms of the value of its agricultural products?
9. What states are major wheat producers?
10. Where is cotton grown?
11. What vegetables (fruits) are grown in the U.S.?
12. What nut crops are grown in the country?
13. What is the most valuable livestock product of the nation's farms?

14. Where are hogs raised?

15. Where is poultry farming widespread in the country?

Activity-4. Translate into English.

1. Mamlakat yiliga dunyoning boshqa mamlakatlariga qaraganda ko'proq qishloq xo'jaligi mahsulotlarini eksport qiladi.
2. Makkajo'xori AQShning ko'p joylarida asosiy ekin hisoblanadi.
3. O'rta G'arb Qo'shma Shtatlardagi eng muhim qishloq xo'jaligi hududi bo'lib, uning o'zi Amerika xalqi iste'mol qilishi mumkin bo'lganidan deyarli ikki barobar ko'p mahsulot ishlab chiqaradi.
4. Kanzas odatda erta bug'doy ishlab chiqarish bo'yicha barcha shtatlarni boshqaradi.
5. Tamaki muhim naqd ekin bo'lib qolmoqda.
6. Kaliforniyada mamlakatdagi yangi sabzavotlarning deyarli yarmi yetishtiriladi.
7. AQSHda yetishtiriladigan qimmatbaho mevali ekinlarga olma, nok, olcha, olxo'ri va olxo'ri, uzum, apelsin, shaftoli, ananas va qulupnay kiradi.
8. Janubi-g'arbiy shtatlarda ko'plab qoramollar yirik fermalarda boqiladi.
9. Parrandachilik barcha yirik shaharlar yaqinidagi qishloq joylarda keng tarqalgan.
10. Respublikamizning g'arbiy rayonlari va yaylovlarda qo'ychilik juda rivojlangan.

Activity-5. Complete the sentences and translate into Ukrainian.

1. 47% of the land area of the USA is, of which 152 million hectares are harvestedand 560 million hectares arepasture land.
2. The USA.....the world in many.....of agricultural
3. Corn is acrop in many parts of the United States, but most is produced in the
4. Soybeans are grownin the Midwest, especially inand, as well as in the lowerValley.
5. The Midwest is theimportant agricultural region in the United States (though California is the numberstate in terms of the value of its agricultural products) and alonealmost.....as much as the American people can
6.usually leads all states inwheat production.
7. Livestock-farming is alsoon a large scale.

8. Poultry farming is in the country-..... near all big cities.

Activity-6. Find in the list below the words corresponding to the following definitions.

branches	permanent	pasture land	valuable
widespread	livestock-farming	orchard	consume

1. a piece of land planted with fruit trees;
2. smth. important, useful, or beneficial;
3. lasting for a long time or forever;
4. raising of animals for use or for pleasure;
5. a large area of land where animals feed on the grass;
6. a part of something larger;
7. to use something such as fuel, energy, money, food or time, especially in large quantities;
8. existing or happening in many places or among many people.

Activity-7. Answer if the sentences are true or false. Correct the false ones.

1. The United States is a world leader in many aspects of agricultural production.
2. The United States has been a leader in sunflower seed and beet production for many years.
3. Corn is the main feed for cattle and pigs raised in the United States.
4. Tobacco remains an important cash crop. The leading tobacco-producing states are Kansas, Colorado and Texas.
5. California grows nearly one-half of the nation's fresh vegetables.
6. Half of commercial apples and pineapples are mostly grown in Hawaii.
7. Cattle are the most valuable product of the US economy.
8. Dairy products are produced in small quantities on American farms.
9. Poultry farming is common in rural areas near all major cities.
10. Sheep breeding is very developed in the eastern regions of the country and in the prairies.

Activity-8. Put the words and phrases in the right order to make complete sentences.

1. world, the, USA, leads, agricultural, the, in, many, of, production, aspects.
2. is, many, a, major, produced, in, corn, parts, of, the, but, most, is, in, crop, the, Midwest, United States.
3. an, remains, crop, tobacco, cash, important.
4. grows, California, the, one-half, vegetables, of, nation's, fresh, nearly.
5. American, item, products, dairy, are, the, valuable, from, farms, most, coming, second.

Activity-9. Homework. SUPPOSE you are taking part in the students' conference. Speak on:

1. The Agricultural Development in the USA and in Uzbekistan.
2. The Experience of Successful Agricultural Practices in Developed Countries.
2. The Difference between USA and Uzbekistan.

REVISION TESTS FOR AGRONOMISTS

Revision Test № 1

2. ... land use has shifted significantly since Ukraine declared independence from the Soviet Union in 1991.
 - a) agriculturalist
 - b) agriculturist
 - c) agricultural
 - d) agriculture
3. In the early 1990s approximately 27% of the total land area of the United Kingdom ... to crops.
 - a) is devoted
 - b) will be devoted
 - c) was devoted
 - d) had been devoted
4. About 95 per cent of Ukrainian wheat is winter wheat planted in the ... and harvested during July and August of the following year.
 - a) spring
 - b) winter
 - c) autumn
 - d) summer
5. Today Scottish agriculture ... three per cent of Scotland's working population.
 - a) employ
 - b) employs
 - c) employed
 - d) will employ
6. Sunflowers and sugar beets are the main ... crops.
 - a) industrial

- b) vegetable
- c) grain
- d) fruit

7. Corn is ... third important feed grain in Ukraine.

- a) the
- b) a
- c) an
- d) —

8. Sunflower seed is Ukraine's chief ... crop.

- a) cottonseed
- b) oilseed
- c) linseed
- d) soybean

9. Sugar beets ... primarily in central and western Ukraine.

- a) has grown
- b) grows
- c) is grown
- d) are grown

10. The conditions are suitable for both winter ... spring crops.

- a) but
- b) and
- c) but also
- d) as well as

11. Organic farming ... artificial chemicals that can damage the environment and human health.

- a) does not use
- b) do not use
- c) not uses
- d) does not uses

12. In the south-east of England and the lowlands of Scotland grain, potatoes and sugar beet

- a) grewed
- b) grows
- c) is grown
- d) are grown

13. In 1984 there ... more than 2.3 million farms in the country.

- a) are
- b) is
- c) was
- d) were

14. The hand work ... by machines.

- a) are forced out
- b) is forced out
- c) is forcing out
- d) will be forcing out

15. The weather is suitable for both winter ... spring crops.

- a) but
- b) and
- c) but also
- d) as well as

16. The UK is the fourth largest ... of cereal and oilseed crops in the EU.

- a) producer
- b) produce
- c) productive
- d) productivity

17. ... the one hand it is explained by the generosity of the nature.

- a) in
- b) from
- c) for

d) on

18. American farmers are famous all over the world ... big crops. a) of

b) for

c) about

d) in

19. ... most important farm crops are wheat, barley, oats, sugar beets, potatoes, and green fodder crops.

a) a

b) the

c) an

d) –

20. The enormous ... in the production of basic foods has created problems of oversupply in Europe and the USA.

a) increased

b) increasingly

c) decrease

d) increase

21. They stress the big role of family farms in American history, and assure that the ... corporations care only about high profit.

a) no family

b) not family

c) non-family

d) non family

Revision Test № 2

Organic farming has demonstrated the ... of the ecological approach.

a) validating

b) validity

c) validation

d) valid

2. Organic farmers may not grow as much corn or soybeans ... their industrialized neighbours, but their costs are far lower, the soil generally richer, and their crops healthier.
- a) but also
 - b) and
 - c) so
 - d) as
3. In the soils area, specialties ... soil microbiology, soil conservation, soil physics, soil fertility and plant nutrition, chemistry, chemistry, biochemistry and mineralogy.
- a) disclose
 - b) exclude
 - c) conclude
 - d) include
4. A hundred years ago half of the labour force ... on the farms.
- a) work
 - b) worked
 - c) works
 - d) had worked
5. Agriculture of the USA and the UK ... many differences.
- a) are
 - b) is
 - c) has
 - d) have
6. Due to the constant selective-breeding, the increase of productiveness and stableness of cereals ...
- a) were achieved
 - b) was achieved
 - c) achieved
 - d) achieves

7. The art of making land more productive ... throughout the world.
 - a) practiced
 - b) practices
 - c) is practiced
 - d) practice
8. In 1984 there ... more than 2.3 million farms in the country.
 - a) are
 - b) is
 - c) was
 - d) were
9. The success of American farmers is caused ... the considerable investments in the agriculture and the rise of workers' qualification.
 - a) by
 - b) for
 - c) from
 - d) in
10. Corn is ... third important feed grain in Ukraine.
 - a) the
 - b) a
 - c) an
 - d) -
11. Agriculture in Great Britain is ... and highly mechanized.
 - a) intensify
 - b) intension
 - c) intensity
 - d) intensive
2. Agronomy embraces the branch of agriculture that deals ... the development and practical management of plants and soils to produce food, feed, and fiber crops in a manner that preserves or improves the environment.
 - a) of

- b) with
- c) about
- d) in

13. The term "agronomy" represents the disciplines of soils, ... and related sciences.

- a) breeds
- b) cultures
- c) crops
- d) standards

14. The peasant farms of the past ... largely self-sufficient, producing just enough foodstuffs for their cultivators, with perhaps a small surplus for the local market.

- a) are
- b) were
- c) has been
- d) had been

15. Agronomists who work as soil scientists play extremely ... roles in helping preserve water quality and preserve natural environment.

- a) more important
- b) important
- c) the most important
- d) an important

16. In prehistoric times, humans ... from foraging to cultivating specific crops, probably wheat or barley, for their food value. a) shift

- b) were shifting
- c) are shifting
- d) shifted

17. This natural ... eventually made these food plants better adapted to continued cultivation because they were more easily harvested.

- a) choice
- b) election
- c) selection

d) pick

18. More, than 40% of all agricultural production in Ukraine is grown without using of any pesticides and, as a result, Ukrainian food is the ... and safely in Europe.

a) most natural

b) more natural

c) natural

d) naturalest

19. Ukraine is also famous because ... corn, watermelon, tomato, apple and pear.

a) for

b) of

c) off

d) in

20. Molecular components of soil constituents ... to determine basic interactions affecting plant growth and nutrition, and soil and water quality.

a) studies

b) study

c) is studied

d) are studied

Revision Test № 3

1. Management techniques developed by agronomists ... terracing, strip cropping, and reduced tillage methods to reduce soil erosion.

a) conclude

b) include

c) exclude

d) exclusion

The creation of ... conditions for the manufacturers of cotton in the USA results in decrease of the incomes in Egypt and Mexico.

a) favour

b) favourable

c) favourite

- d) favourer
3. Plowing with ... did allow the colonist to farm more land but it did increase erosion and decreased soils fertility.
- a) oxess
 - b) oxen
 - c) oxs
 - d) oxes
4. In the U.S., farms ... from the colonies westward along with the settlers.
- a) spread
 - b) spreaded
 - c) spred
 - d) spreads
5. Agricultural soil scientists study ways to make soils more ...
- a) productive
 - b) productively
 - c) productiver
 - d) productivity
6. Soybeans were not ... cultivated in the United States until the 1950s, when soybeans began to replace oats and wheat.
- a) wide
 - b) wild
 - c) wildly
 - d) widly
7. The largest ... of grains making up 2,3% of total of farms, produce about 50% of wheat in the country.
- a) manufacturers
 - b) manufacture
 - c) manufacturer
 - d) manufacturing
8. In 1987 the target price for wheat ... \$4,38 per bushel.

- a) is
- b) will be
- c) were
- d) was

9. Thus policy of support of sugar manufacturers in the advanced countries results in decrease of the producers incomes in the ... advanced countries.

- a) less
- b) little
- c) few
- d) a little

10. High percentage of humus (more than 7%) helped farmers to gather high harvest without any

- a) fertility
- b) fertilization
- c) fertilize
- d) fertilizers

11. There are problems of land degradation, technological problem, pollution of environment and ... using of lands.

- a) rational
- b) irrational
- c) rationality
- d) irrationality

12. GIS is also extremely ... in identifying type and extent of pest infestations.

- a) use
- b) useless
- c) usefulness
- d) useful

13. Agronomists play a crucial role in assessing land quality to assure an environmentally ... use of land.

- a) friendly

- b) friend
- c) friendship
- d) friendless

14. Numerous agronomy graduates are also involved in the sale of agricultural products, which are ... to today's economy.

- a) vitality
- b) vital
- c) vitals
- d) vitalize

15. Plant breeding has increased crop yields and has improved the nutritional value of several crops, ... corn and wheat.

- a) include
- b) includes
- c) including
- d) included

16. In the early colonial south raising tobacco and cotton ... common, especially through the use of slave labour until the Civil War.

- a) is
- b) was
- c) will be
- d) were

17. Erosion ... remove all or part of the topsoil and subsoil, leaving weakly developed soil.

- a) have to
- b) should
- c) must
- d) can

18. ... offers excellent career opportunities for individuals with appropriate collegiate training.

- a) Agronomic

- b) Agrarian
- c) Agronomist
- d) Agronomy

19. Agronomy involves selective breeding of ... to produce the best crops under various conditions.

- a) fish
- b) birds
- c) plants
- d) animals

20. Agronomists ... plant and soil scientists who work to improve crops and agricultural productivity while effectively managing pests and weeds.

- a) is
- b) are
- c) be
- d) was

Revision Test № 4

1. A career in agronomy will keep you ... the center of efforts to increase the supply of high-quality food, feed, fiber, fuel, and even pharmaceuticals while protecting and preserving the environment.

- a) out
- b) inar
- c) on
- d) under

It may take hundreds of years to form one inch of soil from paternal material. Only the top of few inches are ... in the sense being able to sustain plant growth.

- a) productive
- b) production
- c) product
- d) productivity

3. The "life" cycle of soil is influenced by at ... five classic soil forming factors: regional climate, biotic potential, topography, parent material, and the passage of time.
- a) lest
 - b) least
 - c) last
 - d) lost
4. Agronomists come from many different backgrounds, urban and ..., and include those with both farm and nonfarm experiences.
- a) city
 - b) rural
 - c) village
 - d) country
5. There ... different soils throughout the world.
- a) is
 - b) are
 - c) is not
 - d) are not
6. Beginning ... new products development, agronomists play a pivotal role as a liaison between the farmer and the company.
- a) with
 - b) on
 - c) in
 - d) without
7. Large, diversified agricultural industries with increasing investments in other countries also count on agronomists to help
- a) those
 - b) their
 - c) they
 - d) them

8. Customer-oriented agribusiness firms ... to farmer's needs for products and management information.
- a) responding
 - b) was responding
 - c) is responding
 - d) are responding
9. Five important factors ... the specific soil that develops.
- a) influence
 - b) influences
 - c) had influenced
 - d) was influencing
10. The ... and ongoing development of agriculture, enabled by science, is the focus of agronomy and agronomists.
- a) revolution
 - b) evolution
 - c) evolvement
 - d) development
11. In many areas, moist, poorly drained soils ... in low areas, and depressions of the land.
- a) locate
 - b) is located
 - c) are located
 - d) located
12. Both plants and animals ... to create a soil.
- a) help
 - b) helps
 - c) is helping
 - d) was helping
13. Agronomists have many opportunities for working ...
- a) international

- b) internationally
- c) internationale
- d) internationalization

14. My future in agronomy is extremely ...

- a) promise
- b) promising
- c) promised
- d) promisingly

15. ... is the hilliness, flatness, or amount of slope of the land.

- a) Genetics
- b) Plant pathology
- c) Topography
- d) Biochemistry

16. Soil ... minerals and water to plants.

- a) provided
- b) provide
- c) provides
- d) providing

17. In prehistoric times, humans shifted ... foraging ... cultivating specific crops, probably wheat or barley, for their food value.

- a) of; to
- b) from; to
- c) with; into
- d) so; as

18. As early as 7000 BC wheat and barley ... at Jarmo, in presentday Iran.

- a) are grown
- b) is grown
- c) was grown
- d) were grown

19. Agricultural soil scientists examine the ... of roots and their relation to the soil.

- a) developed
- b) develop
- c) development
- d) developing

20. Soil is the habitat for ... organisms.

- a) a few
- b) few
- c) much
- d) many

Revision Test № 5

Choose the best answer.

1. Unfortunately, our garden is now ... by a block of flats

- a) looked over b) overlooked c) overseen d) seen over

2. He kicked the ball over the

- a) garden wall b) garden's wall c) wall garden d) wall of garden

3. My garden gives me great ..., especially in spring-time.

- a) appreciation b) benefit c) enjoying d) pleasure

4. The spade is a garden

- a) instrument b) machine c) piece d) tool

5. Mr Careful kept the ... round his garden neatly clipped.

- a) fence b) flowers c) hedge d) plants

It's raining hard now. Let's stand in that shed to

- a) y b) protect c) save d) shelter

"Get out of my garden, you nasty creatures!" the man shouted, shaking his ... at the ...

- a) ear b) fist c) hand d) head

8. One ... of their new house is that it has no garden.

- a) complaint b) disadvantage c) dislike d) pity

9. Our garden has been There are weeds growing everywhere.

- a) miscarried b) neglected c) uncared d) unnoticed

10. We'd better ... the garden this evening. It hasn't rained for over ten days.
a) damp b) moisten c) water d) wet
11. He had to ... the mud off his shoes before coming into the house.
a) clear away b) kick c) scrape d) scratch
12. Mr Clever took ... of the fine weather to do a day's work in his garden.
a) advantage b) chance c) effect d) interest
13. The only problem about sitting in the garden in the evening is that you are likely to be ... by mosquitoes.
a) bitten b) eaten c) licked d) scratched
14. He is paving the garden ... with flat stones of various shapes.
a) alley b) lane c) path d) way
15. The main disadvantage to our house is that the only ... to the garden is through the bathroom.
a) access b) communication c) doorway d) passage
16. He threw the box out of the window and watched it fall to the ... outside.
a) fiat b) ground c) plain d) soil
17. The ... is his garden was very rich and this enabled him to grow prize-winning lilies year after year.
a) fertility b) ground c) land d) soil
18.I am afraid the gate doesn't open; we will have to ... over it.
a) climb b) fly c) push d) walk
19.The ... outside the garden said "PRIVATE".
a) advice b) label c) notice d) signal

Revision Test № 6

Choose the correct answer.

1. The garden was surrounded by ... wire.
a) barbed b) pricked c) spiked d) scratched
2. Our villa in Greece is on the top of a hill overlooking some olive
a) fields b) groves c) orchards d) meadows

3. The sack with the vegetables was far too heavy for me to carry, so I ... it the loor.
a) dragged b) drew c) trailed d) threw
4. If ... I you again in my orchard, looking for pears, you'll be sorry!
a) catch sight of b) make eyes at c) see through
d) take a view of
5. Mrs Lazy's garden had been badly neglected and was completely ... with weeds.
a) coated b) enclosed c) overgrown d) suffocated
6. Digging the garden is a very ... task.
a) conscientious b) exerting c) industrious d) laborious
7. If you want this apple tree to bear good fruit next year, you will have to ... it.
a) axe b) fell c) nip d) prune
8. All the farmers are in a terrible ... because of the water shortage.
a) attitude b) constitution c) disaster d) plight
9. I like sitting over there in the shade in the middle of that ... of trees.
a) bundle b) clump c) scrub d) stack
10. I was startled by the sound of a twig ... on the window.
a) creaking b) pattering c) rustling d) tapping
11. If you want a beautiful
awn, you will have to ... it.
a) hoe b) mow c) prune d) uproot
12. Our garden has become a ... since the house was abandoned, with weeds growing
where.
a) dirt b) moor c) swamp d) wilderness
13. The ... swing of the axe sent the old tree ... to the ground.
a) crashing b) crashing c) rushing d) roaring
14. In our garden, we can sunbathe on the ... in the summer.
a) dirt b) flowerbed c) lawn d) meadow
15. I was able to see the garden through a ... in the hedge.
a) cleft b) gap c) groove d) slot
16. Keep out! ... will be prosecuted!
a) Entrants b) Newcomers c) Transgressors d) Trespassers

17. Can you hold the ladder ... while I climb up and pick the apples?
 a) firm b) rigid c) solid d) steady
18. The ... windows opened onto the garden.
 a) Dutch b) English c) French d) Spanish
19. That old apple tree ... us from the sun on hot days.
 a) fences b) prevents c) shades d) warns
20. How do you ... his sudden interest in gardening?
 a) account for b) give c) mean d) suggest

Revision Test № 7

Complete the following sentences. Each letter is represented by one dash (—)

He got his hands ____ t ____ working in the garden and had to wash them.

1. "What is the ____ of your new garden?" "I don't know exactly, but it can't be larger than 50 square metres."
2. We are having an early summer this year. The tulips in my garden came into ____ w ____ at least three weeks earlier than last year.
3. Our countryside is particularly beautiful in spring, when the ____ h ____ are in bloom.
4. Do you ____ turnips in your garden?
5. I have been working very hard, but the ground is frozen so hard that after two hours of ____ g ____ the hole is only 2 feet deep.

Revision Test № 8

Give the English names of the following flowers. Each dash (—) represents one letter.

1. binafsha = v _____
2. chinnigul = c _____
3. gladiolus = g _____ i
4. nezabudka = f _____ - ____ - n ____
5. romashka = d _____
6. sarg'ish nartsis = d _____

Revision Test № 9

Choose the correct answer.

1. I am growing some geraniums in my window ...
a) box b) case c) shelf d) tin
2. My mother ... very fine roses in her garden.
a) breeds b) develops c) grows d) raises
3. As the flowers had ... she threw them away.
a) dead b) discoloured c) faded d) fallen
4. Playing games in the flower garden is
a) defended b) dismissed c) forbidden d) refused
5. I'll put the flowers in this They'll look nice there.
a) bucket b) crystal c) mug d) vase
6. After searching for a long time, the children found their ball in the ... by the lilac bushes.
a) underground b) undergrowth c) underpass
d) underworld
7. Look! He has brought you a beautiful ... of flowers.
a) branch b) bunch c) bush d) twig
8. I am going into the garden to ... some flowers.
a) grip b) pick c) seize d) snatch
9. The roses were still ... in December when the first snow began to fall.
a) blooming b) blossoming c) fading d) growing
10. He ... his rose bushes carefully with insecticide every week.
a) distributed b) spat c) sprayed d) spread

Revision Test № 10

Put each of the following words or phrases into its correct place in the passage below.

animals	apple	blossom	
	botanists		
cattle	colourless	flowering	food
grains	include	man	
	mean		
produces	reproductive	roots	
	roses		
seeds	sheen	stem	
	vegetables		

Flowers

The word *flower* may ... either 1) the blossom or 2) the whole plant. ... used the word *flower* to mean only the ... of a plant.

Any plant that ... some sort of flower, even a tiny, ... one, is a flowering plants. Grasses, ... , lilies, ... trees, and oaks are all flowering plants.

Flowers are the ... part of ... plants. The plant could not develop and reproduce without them. ... depends completely on flowers and flowering plants for his Flowering plants ... almost all of our ... , fruits and Even the that we use for food, such as ... , pigs and ... , live on flowering plants.

Revision Test № 12

Give the Uzbek names of the following vegetables. Each dash (—) represents one letter.

1. brussels sprouts = b _____ g _____
2. eggplant/aubergine = b _____
3. garlic = s _____

4. radish = t _____
5. leek = p _____
6. parsley = m _____
7. pepper = q _____
8. turnip = sh _____
9. watermelon = t _____

Revision Test № 13

Put each of the following words or phrases into its correct place in the passage

cereal	come	cooked	difficult
eat	entire	foods	fruits
kingdom	mean	oats	plants
processed	raw	roots	

Vegetables

We ... vegetables every day, yet it is very ... to say exactly what we ... by the word *vegetable*. Sometimes the word is used in the phrase "the vegetable ...", which means very much the same thing as the ... world of plants.

According to another meaning, vegetables are ... that we obtain from the leaves, flowers, or ... of plants.

Vegetables are usually eaten without first being ... or milled as ... grains such as wheat and ... are.

Vegetables are also considered different from Fruits generally may be eaten just / ... from the ... while vegetables are more often But even this rule is not absolute.

THE STRUCTURE OF SEEDS



Presented by V. Shoy Nazarova

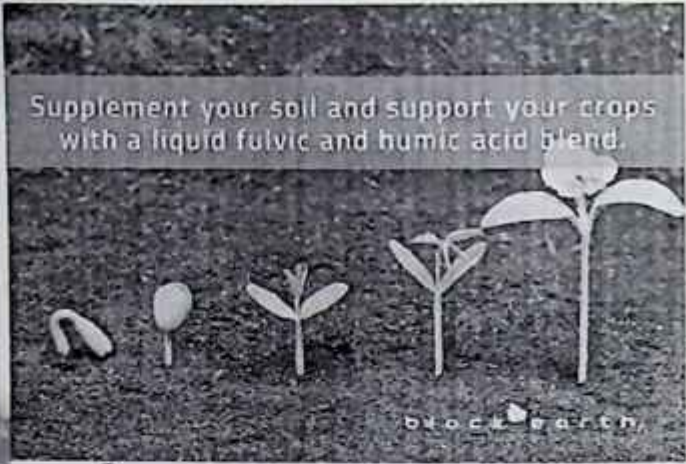
HOMEWORK

• TRANSLATE INTO UZBEK

1. One has to study the structure of seeds of various plants.
2. We read about the factor decreasing the weight of the seed.
3. The seeds which were examined by us were plump and heavy.
4. The growing storm interrupted our work in the field.
5. After plowing and disking the soil is ready for sowing.

• ANSWER THE QUESTIONS

1. What is the seed of a bean covered with?
2. What parts of the future plant can be distinguished in the embryo of a plant?
3. What is the one part of the wheat seed filled with?
4. What does the endosperm contain?
5. What is the main difference between the seed of the bean and that of the wheat?



Supplement your soil and support your crops
with a liquid fulvic and humic acid blend.

black earth

HOMEWORK

• *TRANSLATE INTO UZBEK*

1. Newly plowed land to be used for cereals is usually harrowed very thoroughly.
2. We are to control weeds by performing tillage operations.

• *ANSWER THE QUESTIONS*

1. What were the first implements of the man to till the soil?
2. What are the tools made of today?
3. Name the main objectives of tillage?
4. What is the first operation in fitting a seed-bed?
5. Why is plowing essential where the land is in sold?
6. In what regions are listers used?
7. For what operations are listers used?

Why cultivate soil? The primary reasons for cultivation are:

- 1) To prepare a suitable place for the growing of crop plants.
- 2) To control and destroy competing weedy plants.
- 3) To destroy insects and diseases.
- 4) To improve the fertility and physical condition of the soil.



HOMework

TRANSLATE INTO UZBEK

1. The more our young specialists will read literature on their specialities, the better they will know it.
2. The problem is how to eliminate pests in this region.

ANSWER THE QUESTIONS

1. What does the term tillage mean?
2. What are the benefits of tillage?
3. What are the primary reasons for cultivation?
4. What must one do to provide a good seedbed?
5. What is well known to every farmer?
6. What are others tasks of the farmer besides tillage of the soil?
7. What problem does each farmer face?

GLOSSARY

Abiotic - Agar biror narsa abiotik bo'lsa, u notirik, ya'ni yashash xususiyatiga ega emasdir.

agricultural advisor - qishloq xo'jaligida ishlaydigan odamlarga maslahat va yordam ko'rsatadigan mutaxassisdir.

air seeding - havo oqimi bilan ishlab chiqaradigan mashina orqali urug'larni ekish usuli hisoblanadi.

analysis - diqqat bilan o'rganish yoki tekshirish.

animal performance assessment - biotexnologik mahsulotlarning hayvonlarga ta'sirini o'rganadigan sinov hisoblanadi.

animal welfare - bu hayvonlarning salomatligi va yaxshi holatda ekanligidir.

antibiotic - bakteriyalarni o'ldirish uchun ishlatiladigan preparatdir.

audit trail document - oziq-ovqat yoki boshqa mahsulotlar IT-dan va organik manbalardan olinganligini ko'rsatuvchi hujjatdir.

automated bin management - mahsulotni samarali tashkil etish va aksiyalar miqdorini kuzatish usulidir.

auto-steer - Agar avtomobil avtomatik boshqarilsa, u inson ishtirokisiz belgilangan vazifalarni amalga oshiradi.

bacterial - Agar biror narsa bakteriyal bo'lsa, u bakteriyalar bilan bog'liq hisoblanadi.

balance of trade - mamlakat eksportining umumiy qiymati va importning umumiy qiymati o'rtasidagi farqdir.

base temperature - o'simlikning o'sishi uchun imkon beradigan minimal haroratdir.

beginning stock - moliya yilida boshlanadigan tovarga qo'yilgan aksiyalar miqdori.

biodiversity - ma'lum bir er uchastkasida turli o'simliklarning mavjudligi.

biological control - zararkunandalarni boshqarish va nazorat qilish uchun foydaligan yirtqich hasharotlardan foydalanish.

bio seed - genetik muhandislik tomonidan o'zgartirilgan urug'dir.

biotechnology - biologiya fanining sohasidir, u texnika yoki tibbiyot kabi boshqa fanlardan foydalangan texnologik sohalarda jonli mavjudotlarni ishlatadi.

biotic - Agar biror narsa biotik bo'lsa, u yashaydi.

blight - o'simliklarni nobud qiladigan kasallik.

body length - hayvonlar boshidan orqa tomonga cho'zilgan uzunlik.

brown - suv yo'qligi, ortiqcha issiqlik yoki kasallik tufayli sariq tusga kirishidir.

burn-down herbicide - ekin ekilgan paytda begona o'tlarni o'ldirish uchun ishlatiladigan kimyoviy moddadir.

carryover - bu o'tgan yilgi zahiralarning qolgani va joriy yilgi inventarizatsiyadan so'ng mahsulotlarning foydalanish orqali tugatilishidir.

certifier - mijozlarining belgilangan standartlariga muvofiqligini tasdiqlaydigan kishi.

change - vaqt, joy, tashqi ko'rinish yoki qiymat o'zgarishidagi farqdir.

chute score - hayvonning bardoshlilik darajasini baholaydigan subyektiv ko'rsatkich.

cloning - biologik organizmni yoki organizmning bir qismini nusxalash jarayonidir.

commingle - ixchamlashtirish yoki joy almashtirish demakdir.

commodity - iqtisodiy tizimda sotib olinadigan yoki sotiladigan pul qiymatidagi istalgan narsadir.

compliance - normalarga rioya qilish aktidir.

compost - tuproqni o'zgartirish sifatida ishlatiladigan o'simlik materialini parchalaydigan birikmadir.

conditioning - hayvonning xulq-atvorini va xulq-atvorini o'zgartirishga qaratilgan harakatdir.

conservation tillage - kontsentratsion ishlov berish bilan bog'liq bo'lgan suv va tuproq yo'qotilishini kamaytiradigan amaliyotdir.

consumption - iste'mol qilish og'izdan tanaga oziq-ovqat olish jarayonidir.

contamination - ifloslantiruvchi moddalarning mahsulatlarda nopoklik hosil qilishdir.

conventional seed - genetik muhandislik tomonidan o'zgartirilmagan urug'.

conventional tillage - ekinlarni tayyorlash uchun tuproqni aralashtirish va aylantirishning standart usuli hisoblanadi.

crop residue - fermerlarning ekinni o'rishdan keyin dalalada qolgan qoldiqlaridir.

crop rotation - bu tuproq sifatini yaxshilash uchun bir xil er maydonida boshqa turdagi ekinlarni ekish jarayoni.

cropping system - fermer dehqon xo'jaliklari an'anaviy yoki konservatsiya qilish kabi ekinlarni yetishtirish uchun foydalanadigan usuldir.

crowd pen - bu siqish chuqurligi orqali hayvonlarni surish uchun ishlatiladigan to'siqsiz maydon.

debt - bankka yoki boshqa kreditorga qarzdor bo'lgan pul.

deworming - Gelmintlarga qarshi kurash - bu qurtlarni o'ldirish yoki yo'q qilish jarayonidir.

diagnose - Hayvonga tashxis qo'yish hayvonning sog'lig'iga nima sabab bo'lganini aniqlashdir.

diversify - Diversifikatsiya qilish uchun ishlab chiqarilayotgan ekinlarning turlarini ko'paytirish.

drip irrigation system - Tomchilatib sug'orish tizimi o'simliklar ildizlariga suvni asta-sekin tushirib yuboradigan o'simliklarni sug'orish tizimidir.

drought-tolerant - Agar o'simlik qurg'oqchilikka chidamli bo'lsa, u juda quruq sharoitlarga bardosh berishi mumkin.

economic sustainability - izchil daromad va resurslar bilan ishlab chiqarishni davom ettirish imkoniyati.

elevation - okean darajasiga nisbatan er maydonining balandligi.

ending stock - o'tgan yilgi zaxiralarning qoldiqlari va joriy inventarizatsiyadan keyin 'moliya' qilib tugatilganidan keyin ishlab chiqarilgan mahsulot.

- bu boshqa millatlarga xalqaro savdoda davlatning taqdim etadiganidir.

dependent - Agar millat yoki sanoat eksportga qaram bo'lsa, uni ichki bozorda narsalarga nisbatan ko'proq xalqaro savdoga sotiladi.

don - genlarni organizmdagi xususiyatlarni ishlab chiqaradigan jarayondir.

- Agar dala shudgor bo'lsa, unda o'simliklar mavjud bo'lmaydi.

farm cash receipts - qishloq xo'jalik mahsulotlari va davlat subsidiyalarini to'g'ridan-to'g'ri sotish natijasida kelib tushadigan pul daromadlarini o'z ichiga oladi.

feed costs - chorva uchun ozuqa etkazib berish bilan bog'liq xarajatlar.

feed grains - Yem o'simligi donli o'simliklar, masalan, jo'xori kabi o'simliklardan

feed-to-food - ushbu jarayon inson iste'moli uchun sut mahsulotlari va go'shti uchun hayvonlarga oziq-ovqat etkazib berish jarayonini o'z ichiga oladi.

field activity log - ishlab chiqaruvchilar o'z sohalarida bajariladigan barcha amallarni yozib olgan hujjatdir.

field pattern - maydon muammolarini aniqlash uchun foydalaniladigan muntazam va takroriy usul

fixed cash expense - bu odatda sug'urta, foiz yoki ijara kabi o'zgarishsiz naqd pul sarfi hisoblanadi.

flight zone - insonning mavjudligi hayvonning harakatlanishiga sababbo'ladigan maydon zonasidir.

flighty - Agar hayvon hurkak bo'lsa, qochishga moyil bo'ladi.

food grains - insonlar iste'mol qilishi uchun yetishtiriladigan don mahsulotlari, misol uchun bug'doy, guruch yoki kor

freeze protection - bu o'simliklarning muzlashdan saqlanishiga olib keladigan jarayondir.

fungal - qo'ziqorinlar bilan aloqasi bor demakdir.

fungicide - qo'ziqorinlarni o'ldiradigan kimyoviy modda.

futures market - shartnoma xarid qilinadigan va kelgusida belgilangan narx va vaqt bo'yicha tovar sotib olish uchun sotiladigan moliyaviy almashinuv markazi.

gene - DNKning qaysi qismini ota-onadan naslga meros qilib olganligini belgilaydigan segmentdir.

gene enhancement - genetik muhandislikdan normal organizmdan tashqari organizmda kerakli xususiyatlarni yaratish uchun ishlatiladi.

genetic engineering - genlardagi sun'iy o'zgarishlar uchun ikki yoki undan ortiq organizmdan genetik materiallarni birlashtiruvchi harakatdir.

genetically modified organism - genetik muhandislik orqali ishlab chiqarilgan organizmdir.

GPS (Global joylashishni aniqlash tizimi) - Yerdagi aniq joylashuvni aniqlaydigan navigatsiya tizimi.

greenhouse - bu o'simliklarning o'sishi uchun quyosh energiyasini saqlab qolish uchun mo'ljallangan tuzilma.

gross farm revenue - fermer xo'jaligining normal faoliyatidan olinadigan daromadlarining umumiy miqdoridir.

growing degree day - bu o'simlik ma'lum bir hududda har kuni oladigan issiqlik miqdori.

growing season - o'simliklar o'sadigan yil davri.

handling - bu chorvachilik va hayvonlarga g'amxo'rlik qilish.

heater - yonilg'i iste'moli bilan issiqlik hosil qiluvchi qurilma.

herbicide - begona o'tlarni o'ldiradigan kimyoviy moddadir.

herbicide-tolerant - Agar o'simlik gerbitsidga chidamli bo'lsa, u gerbitsidlarni qo'llashga qarshi turishi mumkin.

high - bu ma'lum bir vaqtning o'zida ko'rsatilgan narxdan yuqori narx.

hoop house - bu o'simliklarning o'sishi uchun issiqlikda ushlab turish uchun mo'ljallangan qavariq plastik tomga ega bo'lgan vaqtinchalik tuzilma.

import dependent - Agar biror mamlakat importga qaram bo'lsa, u samarali faoliyat yuritish uchun importga tayana oladi xolos.

income - bir kishining o'z ishi uchun oladigan ish haqi

index - bir necha parametrlardan olingan va ma'lum davrlarda va berilgan joylarda berilgan tovarlar qiymatlari bo'yicha olingan yagona raqamdır.

inedible - Agar biror narsa iste'molga yaroqsiz bo'lsa, uni yeyish mumkin emas.

inert - Agar biror narsa samarasiz bo'lsa, u energiyani sarflaydi.

infectious - Agar biror narsa infeksiyon bo'lsa, osonlik bilan kasallik yuqtirib oladi va

insecticide - hasharotlarga qarshi qo'llaniladigan toksik kimyoviy moddadir.

insect resistant - Agar o'simlik hasharotlarga chidamli bo'lsa, u hasharotlarning zarari bo'yicha chiday oladi.

inspector - organik kodlarga rioya qilishni tekshirish uchun fermer xo'jaliklari, ekinlar va hayvonlarni tekshiradigan kishi.

intercropping - o'zaro bir-biriga yaqin ikki yoki undan ko'p ekinlarni ekish jarayoni.

interest payments - qarz beruvchiga qarz miqdori bo'yicha to'langan puldir.

international trade - mahsulot va xizmatlarning xalqaro chegaralardagi almashuvi.

land use - atrof muhitni qishloq xo'jaligi yoki yashash joylariga aylantirish uchun insonlar ishtirokida obodonlashtirish.

last frost date - Oxirgi sovuq shamoli sovuq bo'lishi mumkin bo'lgan bahorning so'nggi kunidir.

lethargy – haddan ortiq charchash holatidir.

lice - parazitik hasharotlar turi hisoblanadi.

livestock Hayvonlarni oziq-ovqat, ishchi kuchi yoki jun kabi mahsulotni ishlab chiqarish uchun boqladigan hayvon.

loan - bu bankdan yoki boshqa qarz oluvchidan qarz olgan puldir.

low - pastki qismida belgilangan vaqtdan past bo'lgan narx.

manure – chorva mollari tomonidan ishlab chiqarilgan qattiq chiqindilardir.

material inputs - bu ekinlarni yetishtirishda yoki chorva mollarini ko'paytirishda ishlatiladigan materiallar.

mean temperature - bu hududdagi o'rtacha harorat.

mechanized - Agar biror narsa mexanizatsiyalashgan bo'lsa, u kishi tomonidan emas, balki mashina tomonidan boshqariladi.

monitor - muntazam tekshirish, muammolarni izlash.

monoculture - ma'lum bir er uchastkasida faqat bitta hosilni etishtirishdir.

mulching - o'simliklarni odatda namlikka tutish uchun qopqoq sifatida erga qo'yish uchun kichik bo'laklarga kesish jarayoni.

net farm income - Fermer xo'jaliklarining daromadlari barcha daromadlarni hisobga olgan holda umumiy fermer xo'jaliklarining daromadlari hisoblanadi.

nitrogen efficiency - o'simlikning ozgina azotdan foydalanish va uning to'liq salohiyatini oshirish qobiliyatidir.

noncash expense - bu amortizatsiya, ta'minotning yo'qotilishi yoki taqchillik kabi masalalarga naqd pul ko'rinishida bo'lmagan mablag'larni sarflashdir.

non-renewable resource - belgilangan miqdorda mavjud bo'lgan va qayta yangilab bo'lmaydiga yoki qayta ishlab bo'lmaydigan resurs.

off-farm impact - fermadan tashqaridagi hududlarda fermerlik materiallari va harakatlarining ta'siri.

open - Qimmatli qog'ozlar bozorini ochish, bu belgilangan kunga barcha harakatlarni boshlashdir.

organic - Agar oziq-ovqat organik bo'lsa, sun'iy o'g'itlar yoki pestitsidlarsiz ishlab chiqariladi.

organic integrity - mahsulot organik va ifloslanmaganligining isbotidir.

organic system plan - ishlab chiqaruvchi organik usullarni tasvirlaydigan rejalarining yozma bayonotidir.

overplanting - bu hududda ko'p urug'larni ekish harakati.

overwatering - bu o'simliklar zarur bo'lgandan ko'ra ko'proq suv berish jarayonidir.

Parasite - bu zararkunanda organism bo'lib, boshqa organizmda yashaydi va zarar yetkazadi.

pathogen - kasallik yoki kasallikka olib keladigan har qanday organizmdir.

pest management - bu ekinlarga zarar etkazadigan organizmlarni oldini olish, yo'q qilish yoki barbod qilish amaliyotidir.

pesticide - bu hasharotlarni va ekinlar uchun zararli bo'lgan zararkunandalarni yo'q qiladigan kimyoviy moddadir.

period - har kuni o'simlik nuriga ta'sir qiladigan vaqt miqdori.

placement - hayvonning tanasidagi joy, u chorvadorning harakaiga monand harakatlanish kerakligini belgilaydi.

polytechnic - bu dehqon xo'jaliklarining bir xil yer uchastkasida bir-biridan turli xil ishlatiladigan fermerlik usuli.

prevalence - Qabul qilish taqiqlangan narsadir.

restriction - savdo cheklovi bo'lib, u davlat tomonidan davlatga import qilinadigan mahsulot miqdori yoki hajmi cheklanadi.

regulation - bu boshqa narsalarni cheklaydigan yoki nazorat qiladigan narsa.

respiration - nafas harakati.

restraint - bu harakatni cheklash uchun ishlatiladigan qurilma.

- roughage** - odamlar emas, hayvonlar iste'mol qiladigan qattiq oziq-ovqat materiallaridir.
- sanitize** - hech qanday bakteriya qolmasligi uchun biror narsani tozalash amaliyotidir.
- self-propelled** - Agar biror narsa o'z-o'zidan harakatlanadigan bo'lsa, u o'z kuchiga ko'ra harakat qiladi.
- site selection** - o'simlik ekiladigan maydonlarni tanlash bo'yicha amaliyotdir.
- smart irrigation control** - bu ekologik sharoitga qarab sug'orishni sozlaydigan o'simliklar sug'orish tizimi.
- societal concerns** - yangi texnologiyalarning potentsial salbiy oqibatlaridan xavotirlanish holatidir.
- soil amendment** - o'simliklarning o'sishini yaxshilash uchun tuproqqa qo'shiladigan materialdir.
- spring wheat** - bu fermerlar bahor va yozda yozning oxirida yoki erta kuzda yig'ib oladigan bug'doy turi.
- squeeze chute** - bu hayvonlarni bir qatorda o'tkazish uchun mo'ljallangan tor darvoza.
- stippled** - Agar o'simlikning barglari nuqtali. ular juda kichik rangli nuqtalar bilan qoplangan.
- stocks-to-use ratio** - bu umumiy foydalanishdagi taqsimlangan aksiyalar
- stunted** - Agar o'simlik chekanka qilingan bo'lsa, u kerak bo'ladigan darajada katta o'smaydi.
- suppression** - bu zararkunandalarning miqdorini kamaytirish harakatidir.
- sustainable** - Agar biror narsa barqaror bo'lsa, uni uzoq vaqt davomida resurslar taqchilligidan qo'rqmasdan ishlatish yoki davom ettirish mumkin.
- symptom** - kasallik mavjudligini ko'rsatadigan o'simlik yoki hayvondagi o'zgarishdir.
- symptom pattern** - o'simlikda alomatlar ro'y beradigan muntazam va takroriy usulidir.
- symptomology key** - muammolarni aniqlashda ishlatiladigan alomatlarining mumkin bo'lgan sabablarini o'z ichiga olgan vosita.
- systems perspective** - bu fermerlik amaliyotlarining ishlab chiqarish jarayonining har bir bosqichida odamlarga va atrof-muhitga qanday ta'sir qilishiga oid keng qarashdir.

tariff - mahalliy davlatlarga yordam berish uchun tovarlar importi bo'yicha milliy hukumat tomonidan qo'llaniladigan to'lov turidir.

technology - tezlikni va samaradorlikni oshiradigan mashinalar yoki boshqa narsalarni yaratish uchun fanni qo'llashdir.

temperament - hayvonning hissiy barqarorlik darajasi.

tick - parazit arachnidning bir turi hisoblanadi.

total production expenses - mahsulotni ishlab chiqarishda foydalaniladigan pul, vaqt va mehnatning umumiy xarajatlari.

trade surplus - savdo eksportining ijobiy balansi bo'lib, u mamlakat eksportining umumiy qiymati uning import qiymatidan oshib ketganda yuzaga keladi.

trait - genetik xarakter.

Transgenic - Agar o'simlik yoki hayvon transgenli bo'lsa, ularda sun'iy ravishda boshqa o'simlik yoki hayvondan kiritilgan bir yoki bir nechta gen mavjud bo'ladi.

vaccination - bu kasallikka hayvonlarning immunitetini keltiruvchi in'ektsiya.

value - predmetning qanchalik qadr-qimmatga egaligi ifodasidir.

veterinarian - bu chorvachilik bo'yicha ixtisoslashgan shifokor.

weed - bu dalada o'stiriladigan ekinlar bilan o'suvchi va ularga zarar yetkazuvchi ovvoya o'simlik.

weed map - begona o'tlarni boshqarish dasturini rejalashtirish uchun ishlatiladigan o'tlarning joylashishini ko'rsatuvchi diagramma.

o'simliklarning zaiflashishi va pasayishi.

wheat - bu fermerlar kuzda ekib, ko'klamda yoki yozda o'rib oladigan bug'doy adi.

Trade Organization - ishtirokchi davlatlar o'rtasidagi savdo aloqalarini tartib qiluvchi global tashkilotdir. U muzokaralarni olib borish va kelishmovchiliklarni bartaraf etish vazifasini ijro etadi.

yield enhancement o'rim-yig'imining kattaligi nolli erga ishlov berish - zero yerga ishlov berish tuproqni namlikni yo'qotish

zero tillage - eroziyani kamaytirish maqsadida tuproqni qoplamasdan ekinlar hisoblanadi.

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O'QUV ADABIYOTINING NASHR RUXSATNOMASI

O'zbekiston Respublikasi Oliy ta'lim, fan va
innovatsiyalar vazirligining 20 25 yil "21" Avgust
dagi "316"-sonli buyrug'iga asosan

U.ASHOYNAZAROVA

Amaliyotchi, 1-katib, 1-katibning o'rinbosari

Agrokimyo va tuproqshunoslik, Oziq-ovqat xomashya ekinlari selektsiya va urug'chilik,

Agrokimyo va tuproqshunoslik, Oziq-ovqat xomashya ekinlari selektsiya va urug'chilik

Og'mliklar himoyasi va qanotini, Agromaniya

ning

talabalari (o'quvchilari) uchun tavsiya etilgan

Easy english for agronomists

Agrokimyo va tuproqshunoslik, Oziq-ovqat xomashya ekinlari selektsiya va urug'chilik

ga

O'zbekiston Respublikasi Vazirlar Mahkamasi
tomonidan litsenziya berilgan nashriyotlarda nashr
etishga ruxsat berildi.

Vazir



K.Sharipov

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