

**THE MINISTRY OF HEALTHCARE OF
THE REPUBLIC OF UZBEKISTAN
THE TASHKENT PHARMACEUTICAL INSTITUTE
LANGUAGES CHAIR**



**TEACHING-METHODICAL COMPLEX ON
FOREIGN (ENGLISH) LANGUAGE
FOR THE 2nd -YEAR STUDENTS
OF BACHELOR DEGREE**

TASHKENT-2019

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Knowledge domain: 500000- Healthcare and Social provision

Educational domain: 510000 – Healthcare

310000 – Engineering affairs

320000 – Technology of producing

110000 – Pedagogy

**Educational directions,
specialty:**

5510500	–Pharmacy (Pharmaceutical affairs)
5510500	– Pharmacy (Pharmaceutical analysis)
5111000	– Professional Education (5510500 - Pharmaceutical affairs)
5510600	– Industrial pharmacy (Cosmeseutics)
5510600	– Industrial pharmacy (Pharmaceutical biotechnology)
5510600	– Industrial pharmacy (Medicinal Substances)
5320500	– Biotechnology (Pharmaceutical biotechnology)
5310901	- Metrology, standardization and management of Product Quality (Medicinal Substances)

TASHKENT-2019

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Record № _____

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INTRODUCTION

This Teaching-Methodical Complex is intended for the 2nd -year students in all directions of Bachelor degree of the Tashkent Pharmaceutical Institute and it is compiled in conformity with Standard Programme on the Moodle — English. It answers up-to-date requirements of training specialists in Pharmacy and industrial pharmacy.

The main goal of this TMC is to help teaching English. It consists of the Introduction, , Teaching materials, Self-study themes, Glossary, Appendix which includes Standartized programme, Working Programme for the 2nd-year students, Handouts, Tests, Assessment criteria and List of Literature.

**Lesson plan on English for the 2nd year students
of Pharmacy and Industrial Pharmacy faculties
(3-term of the academic year of 2019-2020)**

№	Themes	Hours	Mark
1	Introduction. Speaking: Our first President. State Symbols. (OTM pp. 4-6) Grammar: Linking words/phrases Reading: “Plant, its parts and their functions” (TB, p. 112)	2	-
2	Listening: “How to reveal root causes of problems” Unit 1. Lesson 1 Reading: “Scientists’ opinion” p. Grammar: Conjunctions “As...as, not so...as”.	2	5
3	Listening: Unit 1. Lesson 2 “Unintended consequences” p.10 Grammar: Passives. Writing. Reading: “Roots and Rhizomes”(TB, p. 120)	2	5
4	Listening :“Human Interference” Unit 1. Lesson 2 Reading: “The Hole in the Ozone layer” p. Grammar : Gerund	2	5
5	Control work. Revision of Lessons 1,2 Writing	2	5
6	Listening: Unit 1. Lesson 3 “Solutions” Grammar: need +to/ need+ing Reading & speaking: “ Sunny Republic - Uzbekistan” (OTM p.7)	2	5
7	Listening & speaking: Education & Holidays in Uzbekistan (OTM pp.11-14) Reading: “A Leaf”(TB , p. 127) Grammar: Compound and complex sentences	2	5
8	control work on plants Integrated skills: Listening and Speaking	2	5

9	Listening :“Radio programme” Unit 2. Speaking: “Motivation and inspiration” p.20 Reading: “Photosynthesis”.(TB, p.264) Grammar: ...done/had better/need...	2	5
10	Unit 2.Lesson 4 Writing: “Are you enough motivated?” Reading & speaking: “ Tashkent” (OTM p.15)	2	5
11	Listening : Unit 2. Lesson 5. “Field of Interest” p.24 Gram: Perfect Tenses Reading : “ Classification of plants”. (TB, p.263)	2	5
12	“How to define your field of interest” Unit 2. Lesson 5. Speaking & writing: “Interests and hobbies” Gram: Perfect Continuous tenses Reading: “The Tashkent pharmaceutical Institute” (TB, p.147)	2	5
13	control work Integrated skills: Listening and Speaking	2	5
14	Listening : Unit 2. Lesson 6 “Conference participation” Gram: Gradable, non-gradable adjectives Reading: “Valerian”. (TB, p.153)	2	5
15	Listening : “Conversation” Unit 2. Lesson 6 Reading: “Do not miss an opportunity”	2	5
16	Reading: “ Althea” (TB, p.158). Revision of the lesson 6. Writing.	2	5
17	Review of all grammar rules. Testing	2	5
18	Final lesson	2	5

Chief of the chair:

S.M.Tuychieva

TEACHING MATERIALS

Lesson 1.(3rd term)

Speaking: Our first President. State Symbols.

Grammar: Linking words/phrases

Reading: “Plant, its parts and their functions”



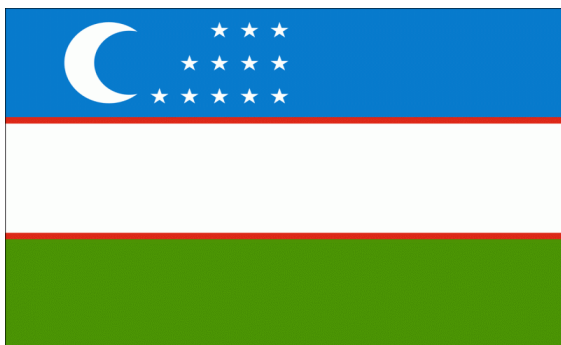
Islam Abduganiyevich Karimov - our first and the honorable president of Uzbekistan, our hero who contributed his great role to independence of Uzbekistan and led us towards the bright future. Islam Karimov was born on the 30th of January, 1938 in the ancient Silk Road city of Samarkand. His father was an office worker. After finishing school in 1955 he entered the Central Asia Polytechnic Institute and received the profession of a mechanical engineer. Later in 1967 he graduated from the Tashkent Institute of National Economy. He has a number of scientific publications in economics and also is the Honorary Doctor of a number of foreign universities.

Islam Karimov's working career started in 1960 at the Tashkent Farm Machinery Plant where he worked as an assistant foreman and technologist foreman. A considerable part of his life is linked with the Tashkent Aircraft-Making Plant a major manufacturer of cargo planes in the former USSR, where Islam Abduganiyevich Karimov worked as an engineer and leading design engineer. From 1966 on ISLAM KARIMOV works as a government employee, initially at the State Planning Committee of Uzbekistan where he went all the way through from leading specialist of a department to the first Vice-Chairman of the State Planning Committee.

In 1983 Islam Abduganiyevich Karimov was appointed Minister of Finance of Uzbekistan, in 1986-Vice-Chairman of the Council of Ministers-Deputy Head of Government and simultaneously Chairman of the State Planning Committee.

In June 1989 Islam Abduganiyevich Karimov actually headed the Republic after being elected First Secretary of the Uzbekistan Communist Party Central Committee. He deserves all merit for reformation of the Communist Party and its transformation into people's Democratic Party (November 1991) with completely new ideology and policy.

STATE SYMBOLS OF THE REPUBLIC OF UZBEKISTAN



The Republic of Uzbekistan has its own state symbols - the flag, the emblem, and the anthem sanctioned by law. The law about "**The State Flag of the Republic of Uzbekistan**" was adopted on November 18 in 1991 in the 8th session of the Supreme Council of Uzbekistan. The flag of our country is a symbol of the sovereignty of the Republic. The national flag of the Republic represents the country internationally when official delegations from Uzbekistan visit foreign countries, as well as at conferences, world exhibition, and sports competitions. The national flag of the Republic is a right-angled colored cloth of three horizontal stripes: blue, white and green. Blue is the symbol of the sky and water, which are the main source of life. Mainly blue was the color of the state flag of Temur. White is the traditional symbol of peace and good luck, as Uzbek people say "Ok yul". Green is the color of nature and new life and good harvest. Two thin red stripes symbolize the power of life. There is a new moon, which symbolizes the newly independent Republic. There are twelve stars, which stand for spiritual sign. The stars also signify the historical traditions of the Uzbek people, as well as ancient solar calendar. A particular attention to twelve stars in the flag is explained yet by another suggestion that in the states previously existed in the territory of modern Uzbekistan the scientific thought as "Astrology" had seen its rise. The stars in the Uzbek flag also point to the ancient roots of local culture, the aspirations of Uzbek people towards perfection and loyalty. The law about "**The State Emblem**" was approved by the 10-th session of the Supreme Council of the Republic of Uzbekistan on July 2, 1992. The new state emblem of the Republic of Uzbekistan was created to reflect the many centuries of experience of the Uzbek people. The state emblem of the Republic presents the image of the rising sun over a flourishing valley. Two rivers run through the valley, representing the Syrdarya and Amudarya. The emblem is bordered by wheat on the right side and branches of cotton with opened cotton bolls on the left side. The eight- angle star is at the top of the emblem, symbolizing the unity and confirmation of the republic. The crescent and star inside the eight-pointed star are the sacred symbols of Islam. The mythical bird Semurg with outstretched wings is placed in the center of the emblem as the symbol of the national Renaissance. The entire composition aims to express to desire of the Uzbek people for peace, happiness and prosperity. At the bottom of the emblem inscribed the word "Uzbekistan" written in Uzbek on a ribbon in the national colors of the flag. The law "**On national anthem of the Republic of Uzbekistan**" was adopted on the December 10, 1992 at the 11th session of the Supreme Council of Uzbekistan. Poem by A. Aripov Music by M. Burkhanov¹

¹ Oral theme manual on English for bachelor students, Tashkent 2017

LINKING WORDS/PHRASES

Linking words and phrases in English (also called 'connective' or 'transition' words) are used to combine two clauses or sentences presenting contrast, comparison, condition, supposition, purpose, etc. They enable us to establish clear connections between ideas.

Most linking words can either connect clauses within a sentence, or start a sentence to form a link with the previous statement.

Note : A clause is a group of words that includes a subject and a verb. The following sentence contains two clauses: *She lives in Mexico* because *she likes the climate*.²

Linking words can be used to

- link the flow of ideas in your writing
- guide your reader towards the next stage of your argument
- link paragraphs together.

LINKING WORDS IN ENGLISH			
Emphasis Undoubtedly Indeed Obviously Particularly / in particular Especially Clearly Importantly Absolutely Definitely Without a doubt Never It should be noted	Addition Additionally / an additional Furthermore Also Too As well as that Along with Besides In addition Moreover Not only...but also In addition to this Apart from this	Contrast Unlike Nevertheless On the other hand Nonetheless Despite / in spite of In contrast (to) While Whereas Alternatively Conversely Even so Differing from	Order First/ firstly Second/ secondly Third/ thirdly Finally At this time Following Previously Before Subsequently Above all Last but not least First and foremost
Result As a result As a consequence (of) Therefore Thus Consequently Hence For this reason Due to	Illustration For example/ For instance Such as Including Namely In this case Proof of this like To demonstrate/ To clarify	Comparison Similarly Equally Likewise Just as Just like Similar to Same as By the same token In the same way	Summary In conclusion To summarise Altogether In short To sum up In summary Briefly To conclude
Reason Because of With this in mind In fact In order to Due to	Condition If In that case In case Unless	Concession Admittedly All the same Up to a point Even so In spite of Although/Even though Even if However	Generalisation As a rule For the most part In general/ Generally On the whole Overall In most cases

 TESL.COM

EXERCISE:

Use the linking words/phrases from the list to fill in the table. The 1st has been done for you.

In the first place, although, also for example, to sum up, moreover, firstly, to begin with, all things considered, such as, therefore, on the other hand, however, apart from this, for instance, for addition, because, taking into account, nonetheless, since, lastly, secondly, while, in particular³

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

² www.learn-english-today.com

³ Boqiyeva G., Rashidova F. —Scale up! Student's book Course 2. Tashkent- 2015

PLANT, ITS PARTS AND THEIR FUNCTIONS

Plants are highly important sources of food for man. They supply us with clothing and many other things as well. Plants are grown and used for many purposes and as scientists continue their work new uses of plants will be found.

The principal parts of a plant are: 1) the root system, 2) the stems and leaves, 3) the reproductive part made up of flowers, fruits and seeds.

The roots grow downward into the soil and have two main functions- to absorb plant nutrients and water from the soil and to anchor the plant. As to stems and leaves, they are usually above the ground. The food used in growth by green plants is manufactured in the leaves from the raw materials taken from the soil and air. This process is known as photosynthesis. To support the leaves and to connect them with the roots are the main functions of the stem.

Each flowering plant has leaves. A typical leaf consists of a green, broad, thin portion, the blade, which contains a system of vascular tubes called veins. The latter serve as channels for the distribution of water and dissolved substances and for removing a part of the food which is manufactured in the leaves for the use by the plant.

The shape and the position of the leaves vary to a considerable extent with the species. Leaves may be borne on a leaf stem, or attached directly to the plant. They may be compound as with clovers and potatoes, or simple as in the case of the poplar tree.

A flower is the part of the plant where seeds are produced. Thus, to produce seeds the plant must have flowers.

A seed consists of an embryo, and one or more seed coats.

All parts of a plant must be developed well and proportionally enough to function properly. If conditions for plant growth are bad, the plant will be too weak to develop its parts well.⁴

QUESTIONS:

1. What sources of food are most important for man?
2. Why to your mind is it important to find new uses of plants?
3. What is the reproductive part of the plant made up of?
4. Is the root system as important as stems and leaves?
5. What do leaf veins serve as?
6. How do the shape and the position of leaves vary?
7. What kinds of leaves are distinguished?
8. What are the ways of the leaf attachment?
9. What prevents the plant to grow properly?

⁴ L.X. Bozorova, V.N.Kovtunenکو. — Ingliz tili, 2005y

Lesson 2. (3rd term)

Listening: “How to reveal root causes of problems”

Unit 1. Reading: Lesson1. “Scientists’ opinion”

Grammar: Conjunctions “As...as, not so...as”.

“HOW TO REVEAL ROOT CAUSES OF PROBLEMS”⁵

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

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

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

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

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

6 Read anecdotes and write down their problem cause types.

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

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

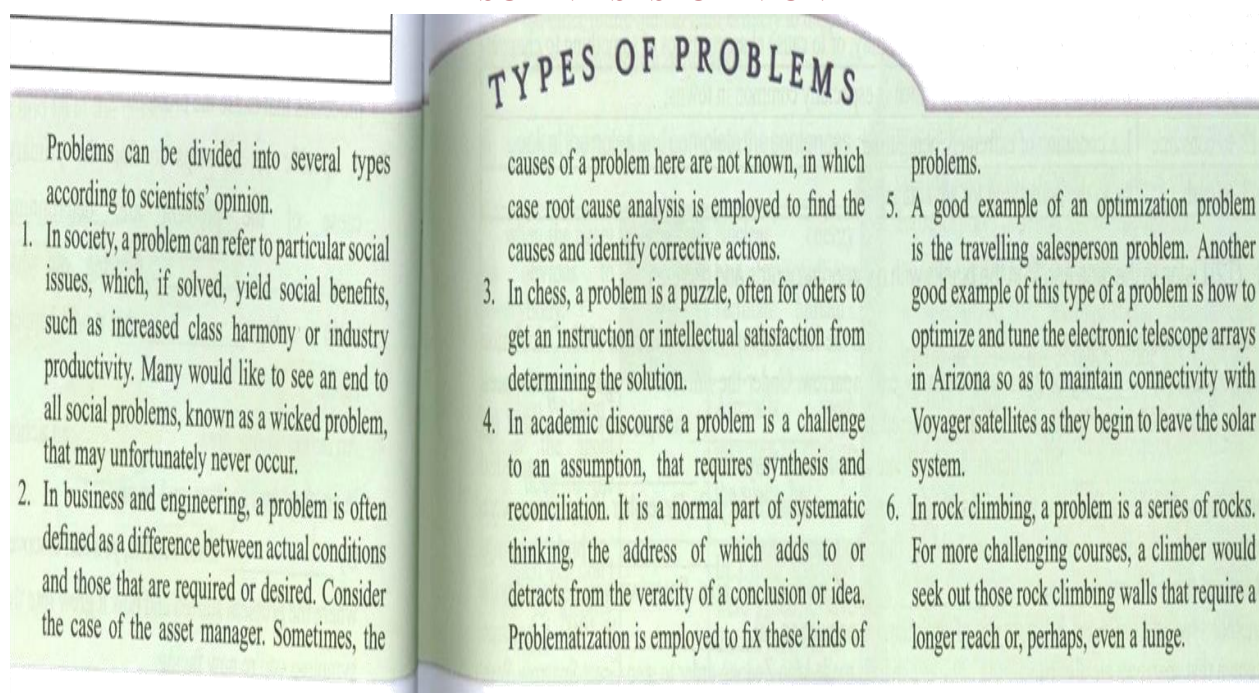
The thing that worries me most about the world is increasing of ozone hole. There has been dramatic increase in number of cases of skin diseases due to the damage to the ozone layer _____

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

Scale Up |

⁵ Boqiyeva G., Rashidova F. —Scale up, Student’s book Course 2. Tashkent- 2015

“SCIENTISTS’ OPINION”



CONJUNCTIONS “AS...AS, NOT SO...AS”

The structure **as...as** is used to compare things that are of similar proportion. In this case the first **as** acts as an adverb modifying the adjective or adverb that goes after it. The second **as** can act as a preposition or conjunction. If it is used as a preposition, it will be followed by a noun or pronoun. If it is used as a conjunction, it will be followed by a clause.

Read the sentences given below

He is **as cunning as a fox**. (Here the first **as** in this construction modifies the adjective cunning. The second **as** modifies the noun fox.)

He drove **as fast as he can**. (Here the first **as** modifies the adverb fast and the second **as** modifies the clause he can.)⁶

EXERCISE:

1. Lesson 2 is not so difficult as Lesson 3.
2. During the holidays the students are as busy as during the academic year.
3. Summer in England is not so hot as it is on the continent.
4. This girl is as beautiful as her mother.
5. The English language is not so difficult as the German language.
6. Your friend's room is as big as yours.

Questions:

1. What problems arise in the field of your specialty nowadays (mention all three types of problem cause)?
2. What is the most effective solution?

⁶ www.englishgrammar.org

Lesson 3.(3rd term)


Speaking: Unit 1. Lesson 2 “Unintended consequences” p.10

Grammar: Passives. Writing.

Reading: “Roots and Rhizomes

“UNINTENDED CONSEQUENCES”

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



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

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

PASSIVES

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

Example: *My bike was stolen.*

In the example above, the focus is on the fact that my bike was stolen. I do not know, however, who did it. Sometimes a statement in passive is more polite than active voice, as the following example shows: *A mistake was made.*

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

Form of Passive: Subject + finite form of *to be* + Past Participle (3rd column of irregular verbs)

Example: *A letter was written.*

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

- the object of the active sentence becomes the subject of the passive sentence
- the finite form of the verb is changed (*to be* + past participle)
- the subject of the active sentence becomes the object of the passive sentence (or is dropped)⁷

Tenses	Active voice	Passive voice
Simple present	Write/writes	Is/are written
Present continuous	Is/are writting	Is/are being written
Simple past	wrote	Was/were written
Past continuous	Was/were writting	Was/were being written
Present perfect	Has/have written	Has/have been written
Past perfect	Had written	Had been written
Future	Will write	Will be written
Conditional	Would write	Would be written

⁷ www.englishgrammar.org

EXERCISE:

Rewrite the sentences in passive voice.

1. He opens the door. _____
2. We set the table. _____
3. She pays a lot of money. _____
4. I draw a picture. _____
5. They wear blue shoes. _____
6. They don't help you. _____
7. He doesn't open the book. _____
8. You do not write the letter. _____
9. Does your mum pick you up? _____
10. Does the police officer catch the thief? _____

ROOTS AND RHIZOMES

Roots are one of the three kinds of organs that most plants must have in order to grow. Rhizome is a horizontal underground stem which looks like a root. It serves as a special organ for storing food. Some medicinal plants (Valerian, Althea, Ginseng etc.) are very valuable by their roots and rhizomes that are used in preparing medicinal forms. Roots and rhizomes are subterranean organs of plants that hold the plants in place and supply them with water and nourishing salts from the soil.

It is well known that roots and rhizomes are easily recognized by their appearance, colour, odour and taste as well as by the structure of transverse section. Roots and rhizomes are gathered, washed or freed from earth, crushed or cut into pieces and dried corresponding to each drug dispensary form.

Roots with different forms have special names. Roots that are formed first and grow directly from the stem are called primary roots. A primary root that grows much longer than any of its branches is called a tap-root. Sometimes tap-roots grow very thick and store up food for the rest of a plant. These are fleshy roots or tubers that can be seen in carrot, radish etc. A cluster of thick primary roots are called fascicled roots. Roots may grow on the stem or in other unusual places. They are known as adventitious roots. Adventitious roots grow on plants which need extra support for their stems.⁸

QUESTIONS:

1. What subterranean organs of a plant do you know?
2. What are the functions of roots and rhizomes?
3. How are roots and rhizomes recognized?
4. How are roots and rhizomes used for preparing drugs?
5. What are primary roots?
6. Is a tap-root much longer than any of its branches?
7. What plants have fleshy roots?
8. What roots are called fascicled roots?
9. What plants have adventitious roots?

⁸ L.X. Bozorova, V.N.Kovtunenکو. — Ingliz tili, 2005y

Lesson 4.(3rd term)

Listening :“Human Interference” p.10

Unit 1. Reading: “The Hole in the Ozone layer” p.11

Grammar : Gerund

“THE HOLE IN THE OZONE LAYER”

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

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

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

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

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

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

___ Consequently, agricultural yields that year were disastrously low.

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

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


___ They reasoned that sparrows ate grain seeds.

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

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

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

- 6 Look at the notes and complete the sentences.

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

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

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

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

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

The Hole in the Ozone Layer

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

Ozone itself is a useful protective layer high above our heads. Scientific evidence indicates that the damage of the ozone in the stratosphere high above the planet's surface _____ as the result of the widespread use of chemicals. The stratospheric ozone _____ by manufactured chemicals, containing chlorine and/or bromine. These chemicals _____ «ozone-depleting substances» (ODS) which under normal conditions are chemically harmless. Stratosphere is about 15-50 kilometres above the Earth surface.

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

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

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

Scale Up | 11

GERUND

The gerund is a non-finite form of the verb. The other non-finite verb forms are the infinitive and the participle.

Forms of gerund

Gerunds are formed from verbs by adding ING: be – being; go – going; play – playing; talk – talking; write – writing. Gerunds can be formed from most verbs (except modal verbs).

The gerund has the following forms: simple active (asking, writing); perfect (having asked, having written); passive (being asked, being written); perfect passive (having been asked, having been written). These forms are also called "simple gerund (or simple ing-form); perfect gerund; passive gerund; perfect passive gerund".

The simple active form and the passive form usually express an action that is simultaneous with the action expressed by the main verb. The perfect form and the perfect passive form express an action that precedes the action expressed by the main verb. The simple form of the gerund is the most common. The compound forms of the gerund are used more rarely, mostly in writing. Forms of gerund: Examples and notes on usage

Functions of Gerund

Gerund can be used as the following parts of the sentence:

- Subject
- After linking verb "be" as Compound Nominal predicate
- Direct object
- Attribute
- Adverbial modifier⁹

-ing forms LEIF J. López

We can use the **-ing form of the verb**:

as a noun

subject or object

More examples:

- * I love swimming.
- * Swimming is very good for your health.
- * Dancing is my favorite hobby.
- * Writing letters takes a long time.
- * I hate writing letters.

Boxing is a dangerous sport.

Studying Latin is quite difficult

Doing crossword puzzles in English is easy.

The **-ING** form often acts as a verb and a noun at the same time.

-ING nouns are nearly always uncount nouns.

Learning English is fun - J. López

10

⁹ www.usefulenglish.ru

¹⁰ <http://highintermediate-jl.blogspot.com>

EXERCISES:

Identify the function of Gerund

Card A

1. I am fond of going to the cinema.
2. Begin making your report.
3. Reading such books is difficult.
4. He is afraid of being late for the lecture.
5. His taking part in this work is useful.
6. She thinks of going to see his parents.
7. Reading books helps us to learn English.

Card B

1. Speaking a foreign language is not easy.
2. Thank you for coming.
3. I like working here.
4. This soil is good for growing vegetables.
5. Reading is useful.
6. I don't like talking to him.
7. Translating the article took us an hour.

Change the verbs in brackets into Gerund and identify the functions of them.

1. (to ski) _____ can be dangerous.
2. After (to shop) _____ , we went to the cinema.
3. (to smoke) _____ is unhealthy.
4. (to swim) _____ is my favourite activity.
5. Do you like (to surf) _____ on the net?
6. Does she enjoy (to wear) _____ jewels?
7. At the (begin) _____ of the year, we move south.
8. Before (to go) _____ to bed, I usually have a shower.
9. Be careful when (to spell) _____ words.
10. The neighbours thanked me for (to call) _____ the fire department.
11. She is good at (dance) _____ .
12. He is crazy about (sing) _____ .
13. I don't like (play) _____ cards.
14. They are afraid of (swim) _____ in the sea.
15. You should give up (smoke) _____ .
16. Sam dreams of (be) _____ a popstar.
17. He is interested in (make) _____ friends.
18. My uncle is afraid of (go) _____ by plane.

QUESTIONS:

1. Can you remember any other human deeds which brought to tragic but intended consequences?
2. What other future human faults is likely to happen?
3. What consequences it may cause?
4. What is the formation of Gerund?
5. What are the functions of Gerund?

Lesson 5.(3rd term)

Control work. Revision of Unit 1, Lessons: 1,2 Writing

3 (T1.1) Listen to the tape. Write how they arise.

1. Air pollution _____
2. Natural resources running out _____
3. Population growth _____
4. Unequal financial resources distribution _____
5. Terrorism _____
6. _____

4 Look at the pictures where and write your association.

- _____
- _____
- _____
- _____

5 Read the text and put titles to each paragraph.

In Uzbekistan the issues concerning the mitigation of consequences of the ecological crisis are being solved at the state level. Laws on regulation of the use of natural resources and environmental protection have been adopted. The country has ratified the main international documents on the subject, including the Convention on the Protection and Use of Transboundary Watercourses and International Lakes. Large-scale programs are being implemented to provide the general socio-economic development of the Republic of Karakalpakstan and Khorezm region that make up a part of the Aral Sea zone.

Moreover, a number of target projects aimed at improving the ecological condition of the territories surrounding the Aral Sea, preventing the degradation of the land and raising its agricultural potential, improving the health status of the population, providing clean drinking water to it, creating the conditions for local residents to receive additional income from small business and private entrepreneurship, farming and craft are being gradually implemented.

Large-scale work is being carried out to fortify the moving sands on the dry bottom of the Aral Sea, and to develop this land through the cultivation of drought- and salinity-resistant crops, which would allow the

use of these territories as pastures, and thereby develop cattle farming. Local water reservoirs are being created in the delta of Amudarya River and its surface area now exceeds 150,000 hectares. Fishing farms are being set up here. All these measures are intended to develop the economic progress of the region, improve the population's employment, recover the biodiversity and improve the climate.

Efforts to stabilize the situation in the Aral Sea area are also being put forth by many international organizations, including the agencies of the UN system, financial institutions such as the World Bank, Asian Development Bank, etc. Thus, with the support of the Global Ecological Fund the Nukus Division of the Executive Committee of the International Foundation to Save the Aral Sea alone has developed 22 projects, the majority of which have already been implemented.

Many problems concerning the ecological crisis in the Aral Sea region cannot be solved solely through the efforts of one country. In light of this it is necessary to improve the systems of managing and using water resources of the Aral Sea basin within the frame of the existing interstate agreements. This sort of cooperation should develop in line with the commonly accepted international norms and rules.

(adapted from: <http://www.uzbekembassy.org>)

Scale Up | 7

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2. Natural resources running out _____
3. Population growth _____
4. Unequal financial resources distribution _____
5. Terrorism _____
6. _____

4 Look at the pictures where and write your association.

- _____
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1 (T2.1) Listen to the first part of the interview and write whether the following statements are true or false.

No	Statements	T	F
1	Unintended consequences are the events which happen rarely and unexpectedly.		
2	Some unintended consequences can sometimes be supposed to bring positive outcomes as well.		
3	The Middle Ages reserves for hunting left some positive unintended consequences as they have turned into preserved green space or parks.		
4	The developed medical pills usefulness to cure other illnesses was found while experimenting.		
5	At the beginning of the 20 th century American government prohibited to produce alcoholic beverages that brought unexpected benefits.		
6	Mostly humanity's interference into environmental issues brought unintended drawbacks.		
7	Each time new animal and plant species brought to Australia in history ended up with unintended positive consequences.		
8	Cane toads were introduced into Australia to control cane field pests.		

2 Read the statements below. Listen to the tape again and put them in the order.

___ But those situations should teach people not to make err or a mistake like those in future.

___ It is a pity that humanity has faced with a number of unforeseen negative consequences.

___ If human beings try to alter eco-system it may end fatally.

___ A lot of people were hospitalized after drinking unqualified or uncontrolled alcoholic beverages.

___ That assisted in having got marvelous environmental surroundings in many landscape places.

___ That is a pity that most humanity wants to interfere into environmental matters which also end with a lot of catastrophic, tragic outcomes influencing human life badly.

___ Most of them have already been accepted as "good lessons" by humanity.

___ That gave a wide way to illegal alcohol producing which caused the rapid growth in crime commitment, besides; the quality of it was terrible.

___ Some manufactured pills to cure this or that illness turned out to be useful for some other illnesses as well; these helped humanity to win over a number of sicknesses.

3 Read the text and give an appropriate title.

4 Match the sentences 1-4 and the paragraphs A-D.

1. As the disease — or whatever it is — spread, rented bees also went up.
2. Every idea should be checked 7 times before implementing it, and the phrase "just do it" must not be used with the nature.
3. But it was proved that overusing the natural issues brought other fatal consequences which cannot be only called natural one.
4. Here are some examples of environmental collapses done by humanity.

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4. Here are some examples of environmental collapses done by humanity.

- a. Million types of vegetables and fruit existed on our planet. Some became extinct as a result of human indifference; some types were changed, mixed or integrated. Over the million years humanity influenced the environment negatively. They have already changed the nature, wild life and climate dramatically. Those interferences into environmental issue brought negative influences.
- b. Production of the bee manufacture, honey has been also praised as a remedy. But in the last years they are in the danger of extinction. In America beekeepers lost 31 per cent of their colonies in late 2012 and early 2013, which is double what's considered acceptable through natural causes.
- c. Hives were deserted, the bees gone, maybe dead, honey production stopped, and the bee industry was damaged. When the world learned that bees in America and Canada were dying in large numbers, and hives were depleted, the agricultural community, beekeepers and the public became alarmed. The problem was called Colony Collapse Disorder or CCD, and it threatened California's very profitable almond industry, which is dependent on bees to pollinate the trees that the nuts grow on. And not just almonds: 130 crops in California alone depend on honey bees. Beekeepers from around the nation started loading their hives on trucks and bringing them to California to rent them out to growers.
- d. What the scientists have discovered is that they really don't know very much about bees. They've found that colonies with CCD have an abundance of bacteria, viruses and a specific fungal disease, but none of these items alone can be singled out as the cause. Why should cause again be searched from the nature? Why not from human actions? In the agriculture, in order to take more harvest, hundred types of chemicals have been used to keep them from worms. And as an unintended consequence bees also have been disappearing. If they are extinct, there will not be any pollination, no pollination – no fruit, no fruit- no seed to grow the next year then.

5 (T2.2) Listen to the second part of the interview and fill in the blanks using words from the box.

set free;	steady;	extend;	fierce;
contaminate;	supply;	avoid;	replace;
conversion;	manage;		

Rabbits from European countries were brought to Australian continent's major countries Australia and New Zealand in order to _____ people with sufficient food. During a few years rabbits' population raised so rapidly that the government could not _____ it. After they had been _____ by accident, rabbits started to run over the cities, villages easily breeding. The Australian government had to take serious measures to exterminate rabbits which brought global troubles to the agriculture mostly by _____.

After a hard attempt, and open war against rabbits the Australian government made their population _____. Scholars admit that _____ into Australian eco-system done by people brought fatal, catastrophic outcomes. Africanized bees _____ over South and North American countries quickly by mixing with other bee types. Those wild bees stopped making honey, became _____ by killing other useful insects. Kudzu, introduced as an ornamental plant and later used to _____ erosion in earthworks, has become a major problem in the Southeastern United States. Kudzu has _____ native plants, and has effectively taken over significant portions of land.

Lesson 6.(3rd term)

Listening: Unit 1. Lesson 3 “Solutions”p.14

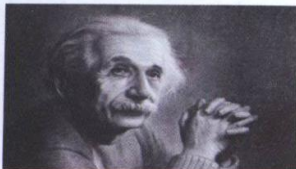
Grammar: need +to/ need+ing

Reading & speaking: “ Sunny Republic -Uzbekistan” (OTM p.7)

Lesson 3

SOLUTION

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



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

When life gives you a lemon make lemonade.

“A clever person solves a problem. A wise person avoids it.”

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



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



Mariah Carey

HERO

There's a hero
If you look inside your _____
You don't have to be afraid
Of what you are
There's an _____
If you _____ into your soul
And the _____ that you know
Will _____ away
Chorus
And then a hero comes _____
With the _____ to carry on
And you _____ your fears aside
And you know you can _____
So when you feel like _____ is gone
Look inside you and be _____
And you'll finally see the _____
That a hero _____ in you

It's a long _____
When you _____ your world alone
No one _____ out a hand
For you to _____
You can find love
If you _____ within yourself
And the _____ you felt
Will _____
Chorus
_____ knows
Dreams are _____ to follow
But don't let anyone
_____ them away
Hold on
There will be tomorrow
In time
You'll find the way

¹¹ Boqiyeva G., Rashidova F. —Scale up, workbook Course 2. Tashkent- 2015

GRAMMAR: NEED +TO/ NEED+ING

We use **'need'** to talk about things we think are necessary to do. We can use two different structures - **need / needs to** and **need / needs -ing**

NEED TO

We use this form when we want to talk about something that's necessary for someone to do. We usually mention who is going to do it. For example: "**I need to go** to the dentist" means "It's **necessary for me** to visit the dentist".

We form this structure with:

subject	need or needs to	verb
Ellie	needs to	practise.
Alice	needs to	wear a uniform
They	need to	go shopping
We	need to	post the letters.

We form the negative with:

subject	don't or doesn't need to	verb
Paul	doesn't need to.	take Ellie riding
She	doesn't need to	drive
We	don't need to	pay to go to the park
They	don't need to.	buy a present

NEED -ING

We can use this form when we want to talk about something that is necessary for someone to do. We don't have to say **who** is going to do it. For example, when the instructor said "**Dusty needs untacking**" she meant "The horse needs to be untacked by **you, Ellie**". This is a **passive structure** where the usual **subject + verb + object** form changes to **object + need + verb+ing**.¹²

EXERCISE:

Use the correct form of the verb

1. I need (to work) harder if I want to pass the exam.
2. You don't need (to come) to the meeting, I'll be there.
3. The grass needs (to cut) because it's very high.
4. This bedroom hasn't been cleaned for months, it needs (to clean) today.
5. Your hair is too dirty, it needs (to wash) immediately.
6. Your dress is too long, it needs (to take up).
7. My son needs (to change) his suitcase because it was broken.
8. My mother needs (to go) to the supermarket tomorrow.
9. This plant hasn't be watered for a long time, it needs (to water).
10. Those screws are loose, they need (to tighten).

¹² Grammarway 2, Jenny Dooley and Virginia Evans, 2004

THE SUNNY REPUBLIC

The proclamation of independence of the Republic of Uzbekistan on September 1, 1991, is a landmark in the history of the republic. On August 1991, the Supreme Soviet of the Republic of Uzbekistan adopted the resolution –About Proclamation of State Independence of the Republic of Uzbekistanl.

On March 2, 1992, the United Nations adopted a resolution to admit the Republic of Uzbekistan into its membership. Uzbekistan became a full member of the United Nations and was recognized by over 131 states of the world.

The Republic of Uzbekistan has favorable natural and geographical conditions. It is situated in the central part of Central Asia between the Amu Daryo and the Syr Daryo rivers. The territory of the republic: stretches for 1425 kilometers from west to east and for 930 kilometers from north to south. In the northeast it borders on Kazakhstan, in the east and southeast on Kirghizstan and Tajikistan, in the west on Turkmenistan and in the south on Afghanistan.

Uzbekistan is the republic of sunshine. The climate of Uzbekistan is very hot in summer and very cold in winter. Uzbekistan is a multinational republic. The population of Uzbekistan is more than 32 million people.

Uzbekistan consists of 12 regions and the Republic of Karakalpakstan. The state language is Uzbek and Karakalpak in Karakalpakstan.

Uzbekistan has great economic potential from its own resources. In the world production of quality gold, Uzbek gold has recently won two international prizes. Besides gold, other metals like copper, lead, zinc, tungsten and lithium are also produced in Uzbekistan. Even gas, coal and oil are readily available.

Uzbekistan has about 1000 joint ventures with Germans, Koreans, Japanese, Italianand French companies.

QUESTIONS:

1. Where is Uzbekistan situated?
2. When was the independence of Uzbekistan proclaimed?
3. What is the population of Uzbekistan?
4. How many regions are there in Uzbekistan?
5. What is the capital of Uzbekistan?
6. Is Uzbekistan rich in mineral resources?
7. What mineral resources is Uzbekistan rich in?
8. How many joint-stock enterprises are now working in the country?
9. Where was the modern automobile giant constructed?
10. Is Uzbekistan a member of the United Nations?

Lesson 7.(3rd term)

Listening & speaking: Education & Holidays in Uzbekistan (OTM pp.11-14)

Reading: “A Leaf”(TB , p. 127)

Grammar: Compound and complex sentences

EDUCATION AND HOLIDAYS IN UZBEKISTAN

Education in Uzbekistan

In Uzbekistan, twelve years of primary and secondary education are obligatory, starting at age seven. This requirement includes four years of primary school and two cycles of secondary school, lasting five and three years, respectively. The rate of attendance in those grades is high, although the figure is significantly lower in rural areas than in urban centers. Preschool registration has decreased significantly since 1991.

The official literacy rate is 99 percent. However, in the post-Soviet era educational standards have fallen. Funding and training have not been sufficient to effectively educate the expanding younger cohorts of the population.

Between 1992 and 2001, university attendance dropped from 19 percent of the college-age population to 6.4 percent. The three largest of Uzbekistan's 63 institutions of higher learning are in Nukus, Samarkand, and Tashkent. All are state-funded. Private schools have been forbidden since the establishment of Islamic fundamentalist (Wahhabi) schools in the early 1990s brought a government crackdown. However, in 1999 the government-supported International Islamic Academy (Tashkent Islamic University) was founded for the teaching of Islam.

Among higher educational institutions, the highest rated at domestic level are Tashkent Financial Institute and Westminster International University in Tashkent. The first one was established by the initiative of the first president of Uzbekistan in 1991. Later in 2002, in collaboration with the University of Westminster (UK) and

–UMIDI Foundation of the President of the Republic of Uzbekistan, Westminster International University in Tashkent was established. Currently these universities are regarded as the best in its sphere of education both in Uzbekistan and Central Asian countries.

In 2007, Uzbekistan Banking Association (UBA) had a joint venture with Management Development Institute of Singapore, Singapore and set up MDIST University in Tashkent.

In 2010 the British School of Tashkent was established to provide a high-achieving British school where children learn in a secure and stimulating environment and children of all nationalities are exposed to the English National Curriculum. The school is also able to deliver all local Uzbek curriculum requirements.



HOLIDAYS IN UZBEKISTAN

Navruz in Uzbekistan: Feast of the Renewal of Nature

Ask any Uzbek people, whether old or young, about the dearest and most favorite holiday. And as often as not you will get the answer –Navruz. What kind of holiday is it? And why it is so favourite by everyone, either residents or guests of the country.

First of all, it must be for its wisdom that has come to our days from the depth of the centuries. Because history of Navruz holiday goes deep into the ancient history of humanity, to the times when the farming and cults related to it appeared.



Memory and Honors Day

On the 9th of May Uzbekistan observes the Memorial Day, the holiday of warm sadness, reverent respect, pride and profound gratitude.

Uzbekistan has made an invaluable contribution to the victory against fascism. Thousands of Uzbek people worked on the home front, the republic accepted refugees, evacuated enterprises, secured the rear. During the World War II Uzbekistan lost more than 450 thousand people. And on May 9, all residents of the country, as well as millions of people around the world congratulate their veterans: festive concerts, feasts, charity events, awards with prizes are held in all cities.

In Tashkent, the center of festivities is the Independence Square, where the Alley of Fame and Memory is located. There are granite steles on both sides of the alley, on which the names of all Uzbeks, killed in the fronts of the World War II are engraved. And as eternally mourning for their sons as eternally mourning for their sons, the Grieving Mother –stiffened in bronze, symbolizing the motherland.

International Women's Day

If in Russia in the early spring it is still snowy and frosty, then in Uzbekistan the 8th of March falls on nice and wonderful time, when the nature is finally awoke, revived and blossomed out with all colors, filling everything round with delightful scent. It is so resemble with wonderful image of a woman!

That is why at this holiday men with particular inspiration congratulate their beloved women: wives, friends, mothers, sisters, daughters and colleagues...

–Armed with flowers, champagnes and gifts (which they have been selecting in agony the whole previous week), they hurry to celebrate this event with their family, friends and colleagues.

And what is about beautiful ladies? On this day they are the heroines of a feast: fine toasts, poems, songs and dances are devoted to them. Especially the atmosphere of the holiday is perceptible in the capital. On the largest stage of the country, “Xalqlar Do’stligi” Palace, the annual concert in honor of women is held with the participation of local pop stars. Greetings about beautiful ladies are heard from every stage of the capital: whether a night club or theatre. Usually premiers and performances of invited foreign pop stars are timed to this day.

Independence Day of Uzbekistan

The 1st of September, 1991, is the birthday of new independent republic of Uzbekistan. It is the first and most important public holiday of the country. The whole country celebrates the anniversary of Independence in wide, bright and funny way. Each region (there are 12 regions in Uzbekistan) prepare various festive programs. Wherever you find yourself this day, you will find a fascinating sight: performances of original folk groups, excitable sports events, various shows and noisy craft fairs. And of course what a holiday is without treats? Festive pilaf is served in the centre of a large table, which gathers members of a family, colleagues, neighbors, friends. The capital of Uzbekistan is preparing to the celebration in advance, because the festive show, which takes place on the main square of the country, the Independence Square, is so spectacular and grandiose that it just takes one's breath away. Hundreds of extras, dozens of musical and dance groups, the most interesting pop and movie stars participate in it.¹³

A LEAF

A leaf is an expanded organ of a plant, produced laterally from a stem or branch, or growing from its root. It is usually green and consists of a blade, footstalk and stipules. The flat, green part is called the blade or lamina. The blade may be simple and compound, when it is divided into many segments often resembling separate leaves. The blade of a leaf is attached to a stem by a petiole or a leafstalk, which is an important organ of the leaf. Two appendages called stipules, often grow on either sides of the petiole at the spot where it is attached to the stem of the plant. Stipules are often green and leaflike. Leaves occupy various position on the stem and branches, and have received different names according to their situation. In their arrangement leaves follow a definite order. The places on the stem at which leaves appear are called nodes, the part of the stem between two nodes is the internode. When two leaves are produced at the same node, one on each side of the stem or axis, and at the same level, they are opposite; when more than two are produced they are verticillate, and the circle of leaves is then called verticil or whorl. When leaves are arranged one after another they are called alternate following thus a law of alternation. When leaves are opposite, each successive pair may be placed at right angles to the pair immediately preceding they are decussate. Leaves may be of different shapes such as ovate, elliptical, lanceolate, linear, cordate, kidney-shaped, wedge-shaped, orbicular and obovate.

COMPOUND AND COMPLEX SENTENCES

A compound sentence has two or more independent clauses connected by a coordinating conjunction. Common examples of coordinating conjunctions are: **and, but, or, nor, for, yet, so.**

A complex sentence has a main clause and one or more dependent clauses. In a complex sentence we use a subordinating conjunction to connect the dependent clause to the main clause. Common examples of subordinating conjunctions are: **as, when, while, because, since, after, before, although, though, if, whether, unless and until.**¹⁴

¹³ Oral theme manual on English for bachelor students, pp.11-14

¹⁴ www.englishgrammar.org

EXERCISES:

Card I. Identifying Simple and Compound Sentences

1. Long-distance travel was difficult for early Americans.
2. In those days, people traveled in stagecoaches and covered wagons.
3. Long-distance travel was possible, but it was not very fast or comfortable.
4. Eventually railroads were built; tracks were laid across the country.
5. Distant cities were connected, and people could travel between them.
6. The growth of railroads changed the lives of many Americans.
7. Americans found trains a pleasant alternative to stagecoaches and wagons.
8. Railroads were popular for long journeys, and they made short trips easier, too.
9. Workers moved out of crowded cities, and commuters used trains.
10. Family members moved across the country, but trains reunited them.

Card II. Identifying Compound and Complex Sentences

1. There are many species of Rose which grow wild in Europe.
2. Different roots may grow on the stem or in other unusual places; and they are called adventitious roots.
3. Roots and rhizomes should be collected in autumn when the vegetative processes have ceased.
4. Plants that live two years are called biennials.
5. Roots are the organs that anchor the plant in the soil.
6. The process that we studied is known as photosynthesis.

QUESTIONS:

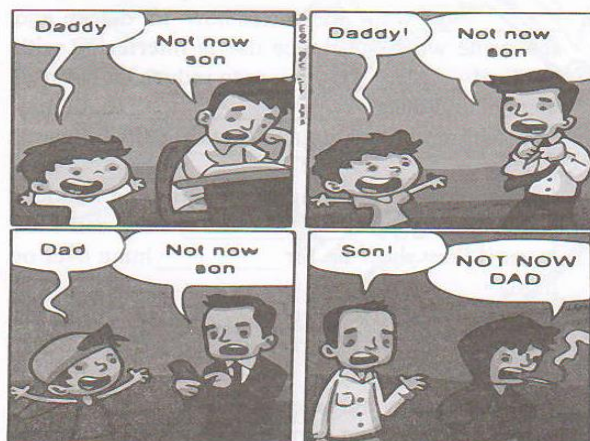
1. What is a leaf?
2. What colour is a leaf?
3. What parts does a leaf usually consist of?
4. What is a blade?
5. By means of what is the blade of a leaf attached to a stem?
6. What are stipules?
7. What do the names of leaves depend on?
8. Do the shape and the position of leaves vary?
9. What leaves are called opposite?
10. What shapes of leaves do you know?

Lesson 8.(3rd term)

control work on plants

Integrated skills: Listening and Speaking

1 Look at the pictures and guess what the main idea is.



1. _____
2. _____
3. _____
4. _____
5. solution _____

2 Read and match columns A and B according to their relevance.

Drug abuse	a) illegal substances
Drug user	b) heroin, cocaine, amphetamines, narcotics, hallucinogenics, marijuana, cannabis, ecstasy, soft drugs
Drugs	c) drug addiction
Smuggling	d) addict = victims of drug abuse = users
Dealing	e) pusher
Dealer	f) trafficking
Common	g) solve
Solution	h) widespread, rife, prevalent, ubiquitous
Country	i) societies, nation, communities

3 (T3.1) Listen to the tape and complete the sentences.

1. Billions of dollars are spent internationally preventing _____, treating addicts, and fighting drug-related _____.
2. _____ abuse causes multiple _____ for countries and communities.
3. Despite these problems, the _____ of drugs can be fought. _____ is the first battle.
4. However the main target _____ be the user. Families and counselors need to talk to children and people at _____.
5. People need to be _____ of the effects so that they can make _____ this problem.
6. In conclusion, although the problem of drugs may seem _____ to eliminate, there are concrete steps that _____ be taken to weaken the hold of drugs on society.

Scale Up | 13

4 Listen to the tape and write the problems you hear.

1. e.g. drug abuse
2. _____
3. _____
4. _____
5. _____
6. _____

5 Listen again and write solutions.

1. millions of dollars are spent internationally

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

6 (T3.2) Listen to the tape 2 and tick the words you hear.

Research, outcomes, doctor, alcohol, desire, abuse, magic, myth, science, courts, schools, college, class, lessons, graduation, quality, masters, prepare, group, tools, equipment, researchers, problems, solution.

7 Listen to the tape again and fill in the gaps using the words from the box in exercise 6.

1. Now it's time for research makers to transform all this knowledge into solutions to the many substance abuse issues confronting our society.
2. _____ want to know how to detect and intervene when substance use is interfering with medical _____ or to reduce early-onset alcohol and drug _____ (both may be affecting the quality and costs of primary care).
3. For _____ and _____, now (appropriately) focusing on improving student achievement and _____, how can kids learn if they show up for _____ hung over or high?
4. But we also need to develop _____ to the problem – in the form of _____ that work, and work affordably.
5. There are many agencies at the federal, state and even local level that regularly, and helpfully, issue reports quantifying the _____.
6. True, we need better awareness of the _____ and all its impacts on society.
7. But we also need more _____ — backed helping _____ widely disseminated and put in the hands of the people and organizations that can use them.

8 Look at the photos and write down 5 sentences relevant to listening material.



Lesson 9.(3rd term)

Listening :“Radio programme” Unit 2. Speaking: “Motivation and inspiration” p.20

Reading: “Photosynthesis”.(TB, p.264)

Grammar: ...done/had better/need...

“RADIO PROGRAMME”

3 (T4) Listen to the tape and find out whether these statements are T (true) or F (false).

No	Statements	T	F
1	All scientists have given the same definitions to motivation notion.		
2	Motivation can direct people into an optimistic path of life and career development.		
3	Motivation can sometimes be equaled to other psychological methods of persuading people to get some further development in their social matters.		
4	All motivation types can really be helpful to everybody; there is no use of selecting them due to personality.		
5	Monetary and non-monetary rewards presented to a person belong to award motivation.		
6	Sometimes fright and negative consequences can also be motivational push to development.		
7	Supporting others in various life and social situations or conditions is called assisting motivation.		
8	Sometimes intending to get more power over people may lead them to some negative behavior.		

4 Listen to the tape again and fill in the blanks.

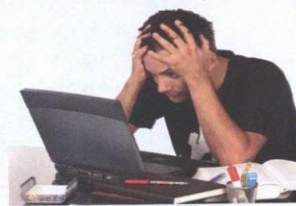
Motivation types:
1. ___incentive___

5 Work with your partner and tell him or her when and how you are best inspired or motivated. How do you take use of it? What do you do?

6 Work in three groups, discuss the following quotes and present the meaning to the whole class.

1. If you would create something, you must be something. Johann Wolfgang von Goethe.
2. Try not to become a man of success but a man of value. Albert Einstein.
3. Without inspiration the best powers of the mind remain dormant. There is a fuel in us which needs to be ignited with sparks. Johann Gottfried Von Herder

7 Complete the sentences. Match the pictures and the sentences.
(done, had better, need)



e.g. We needn't have prepared the sitting-room; the guests are not coming to us.

- a. You _____ have a rest a little bit, you seem to feel terrible.
- b. The student _____ worked so hard, he is having a terrible headache.
- c. Young students _____ to keep motivated while making research works.
- d. I _____ to have my research work finished in laptop until tomorrow.
- e. You _____ participate in all scientific lectures like this.
- f. All students _____ to listen scientific lectures carefully.
- g. We _____ have dinner in such a cosy room.

Scale Up | 21

“MOTIVATION AND INSPIRATION”

Lesson 4

MOTIVATION AND INSPIRATION



Look at the pictures below and try to find out messages they carry.

Now discuss the following questions with your partner.

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



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

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

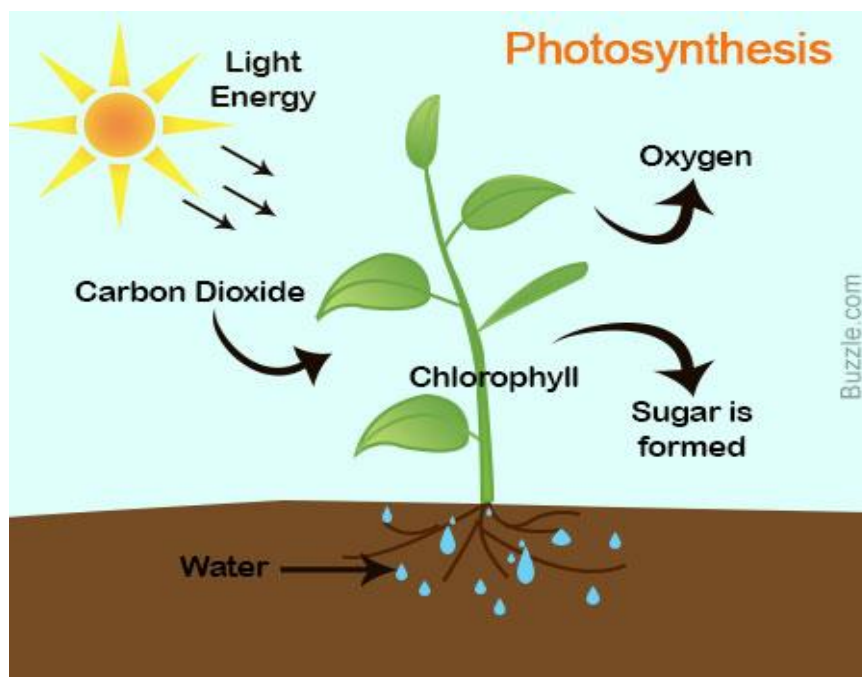
2 Now write the words from Ex.1 in accordance with their negative or positive group or both.

Positive

Negative

PHOTOSYNTHESIS

The green part of most plants is one of the most important things in nature. It is called chlorophyll; a name that means light green leaf. This chlorophyll may be found not only in leaves but in stems and flowers as well. The process by which the green matter in plants combines water and carbon dioxide to form starches and sugars and to free oxygen is known as photosynthesis. It is a complex process and all the chemical reactions that take place in the synthesis of carbohydrates are not known but it involves the combination of carbon dioxide and water. The grape sugar (glucose) formed in photosynthesis is transported to every cell of the plant. Then glucose is further transformed by various physical and chemical processes into all the substances that play a part in the structure and life of the plant. Photosynthesis is carried on in higher plants chiefly in leaves. Animals and colourless plants, which do not have this ability, are absolutely dependent on green plants for their existence.



...DONE/HAD BETTER/NEED...

Like must and have to, need to is also used to talk about what is necessary. The basic difference between need to, and must & have to, is where the necessity comes from. Generally, with must and have to, the necessity comes from someone other than ourselves. However we use need to when we talk about personal requirements. With need to the necessity comes from ourselves. Compare the following examples:

When you travel abroad, you have to have a passport. (the necessity comes from the law)

You must not drink and drive. (the necessity comes from the law)

I need to go on a diet. I'm getting too heavy. (the necessity comes from myself)

Examples: I need to exercise more.; Jack said he needs to get a new computer.; We need to leave by 5:00 in order to get to the station on time.

Had better is used when we give someone a warning. Had better means, if you don't do it, something bad will happen.

e.g. You had better dry your hair before going out. If you don't you will catch a cold.

You have had a bad headache for two weeks? You had better see a doctor.

You had better do all of your homework, otherwise you will not pass the course.

The negative form is —**had better not**.

e.g. You'd better not say anything. I'd better not come.¹⁵

EXERCISE:

Choose “had better” or “had better not”

1. It is a very important secret. You had better/had better not tell anybody.
2. You had better/had better take an umbrella. It's going to rain.
3. Nobody likes you so you had better/had better come to our party.
4. You had better/had better drink more beer. You'll be sick.
5. Susy is weak and looks pale. She had better/had better consult a doctor.
6. You are drunk and it makes me nervous. You had better/had better leave.
7. I'm not allowed to come back home late. I had better/had better go now.
8. Emma doesn't like when someone smokes in her room. You had better/had better smoke over there.
9. I have a high fever and a splitting headache. I had better/had better go and see a doctor.
10. I had better/had better miss the last train to London.

QUESTIONS:

1. What is one of the reactants for cellular respiration?
A. Glucose B. Water C. Carbon dioxide D. Energy
2. What are the products for photosynthesis?
A. Sugar + glucose B. Carbon dioxide C. Sugar + oxygen D. Water + energy
3. During respiration, the reactants of photosynthesis are changed into
A. H₂O, CO₂, and energy B. C₆H₁₂O₆ and O₂
C. Energy and O₂ D. C₆H₁₂O₂ and H₂O
4. What molecule does aerobic respiration use that anaerobic respiration is missing?
A. Oxygen B. Glucose C. Exercise D. Light
5. Cellular respiration occurs in which cell type?
A. Plant cells only B. Animal cell only
C. Both plants and animal cell D. All but plant cells

¹⁵ <http://ludmilakonyaeva.blogspot.com>

Lesson 10.(3rd term)

Unit 2.Lesson 4 Writing: “Are you enough motivated?”

Reading & speaking: “Tashkent” (OTM p.15)

“ARE YOU ENOUGH MOTIVATED?”

9 Read the text and define highlighted words.

Are you Enough Motivated?

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

TASHKENT



Tashkent is the capital of Uzbekistan and the most beautiful city in the world. Tashkent is situated in a well-watered plain to the west of the last Altai Mountains on the road between Shymkent and Samarkand. Tashkent is an old city with more than 2200 years history. At different stages of its long history it had several names. The name Tashkent is the Uzbek for –stone town. There are several Muslim monuments and historical buildings such as the Kokaldosh madrasah and the Barakkhan mosque which were built in the 16th century. Tashkent has new avenues, squares, high buildings and fountains and has become the most modern city in Uzbekistan. The city is flourishing as never before. Tashkent features a Mediterranean climate with strong continental climate influences. As a result, Tashkent experiences cold and often snowy winters not typically associated with most Mediterranean climates and long, hot and dry summers. Winters are cold and often snowy, covering the months of December, January and February.

Tashkent is known for its many museums and its mix of modern and Soviet-era architecture. The Amir Timur Museum houses manuscripts, weapons and other relics from the Timurid dynasty. Nearby, the huge State Museum of History of Uzbekistan has centuries-old Buddhist artifacts. The city's skyline is distinguished by Tashkent Tower, which offers city views from its observation deck. Most important scientific institutions of Uzbekistan, such as the Academy of Sciences of Uzbekistan, is located in Tashkent. There are several universities and institutions of higher education. Tashkent is the educational and scientific centre of Uzbekistan where there are a lot of universities, institutes, schools and special secondary schools. The city has the republic's Academy of sciences which unites dozens of research institutes. It is also a cultural center with many libraries, theatres and cinemas. Tashkent has industrial enterprises, which produce cotton fabric, textile machinery, electrical equipment, cotton harvesters and other products. A number of summit talks have been held in Tashkent. A lot of embassies and offices of many international organizations, companies and firms have been opened in the city. It has become a tradition to hold film festivals of Asian, African and Latin American cinema in Tashkent.¹⁶

¹⁶ Oral theme manual on English for bachelor students, pp.15

EXERCISE:

1. Complete the sentences about the text.

1. The name Tashkent is the Uzbek for _____
2. Tashkent is an old city with _____ years history.
3. There are several Muslim monuments and historical buildings such as _____
4. Tashkent is known for _____
5. It has become a tradition to hold _____

2. Insert necessary prepositions.

1. Tashkent is an old city ____ more than 2200 years history.
2. The city is located ____ the hills of the Tyan Shan mountain range.
3. They are going to Tashkent ____ summer.
4. There are a lot ____ museums, libraries, ____ Tashkent.
5. Tashkent is situated in a well-watered plain ____ the west of the last Altai mountains.
6. The name Tashkent is the Uzbek “stone town”.

3. Try to find the definitions of these words.

- | | |
|---------------|---|
| a. locate | a large mass of earth and rock |
| b. mountain | the people living within political or geographical boundary |
| c. population | the act or process of building |
| d. beautiful | attractive |
| e. building | to place |

QUESTIONS:

8. Describe Tashkent according to this plan.

1. Geographical position
2. Population
3. History
4. Industry
5. Culture and education

Lesson 11.(3rd term)

Listening : Unit 2. Lesson 5. "Field of Interest" p.24

Gram: Perfect Tenses

Reading : " Classification of plants". (TB, p.263)

"FIELD OF INTEREST"

Lesson 5

FIELD OF INTEREST

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



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

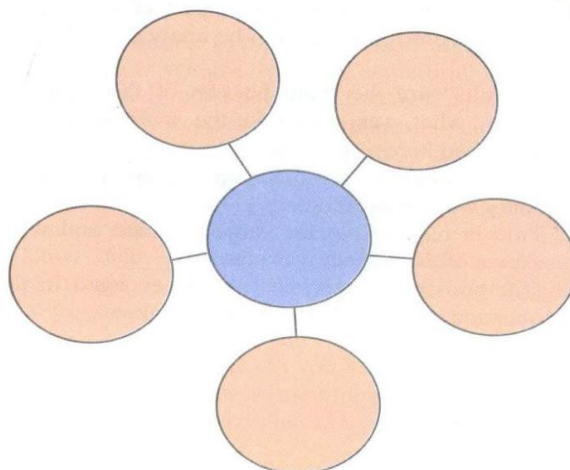
1 Write your story highlighting an interesting pathway that led you to becoming a student of this Higher Institution. Share it with your partner.

In the early stages of my teens I found _____ to be exiting and energizing. I used to spend _____ hours each day. Having realized that I had a natural affinity for _____

Later, _____

All in all, _____

2 (T5) Listen to the tape. Follow the instructions of the speaker and fill in the chart below.



PERFECT TENSES

The present perfect tense connects the present to the past. It is used to express actions that happened at an unspecified time or that began in the past and continue in the present. The exact time is not important.

Note: We cannot use Present Perfect with specific time expressions, can only use with unspecific expressions.

Specific time expressions: yesterday, one year ago, last week, etc.

Unspecific time expressions: ever, never, already, yet, just, once, many times, several times, before, so far, etc.

Examples:

I **have seen** that movie.

I **have met** her once before.

We **have lived** in London.

He **has never been** abroad.

The past perfect tense is used when two actions take place in the past. We use the past perfect tense for the action which took place first and the simple past tense for the action which takes place next.

Example 1:

The bus left at 10.30 pm. (First action)

We arrived at 10.40 pm. (Second action)

When we arrived, the bus **had left**.

The future perfect tense is used to indicate the completion of an action in a certain time in the future.

I will have returned by the year 2010.

Before you come, he will have slept.

Tense	Subject	Auxiliary verb "to have"	Past Participle	Rest of the Sentence
Present	I, We, You, They, He, She, It	have has	studied	for the exam.
Past	I, We, You, They, He, She, It	had	studied	for the exam.
Future	I, We, You, They, He, She, It	will have	studied	for the exam.

CLASSIFICATION OF PLANTS

There are four important different groups of plants.

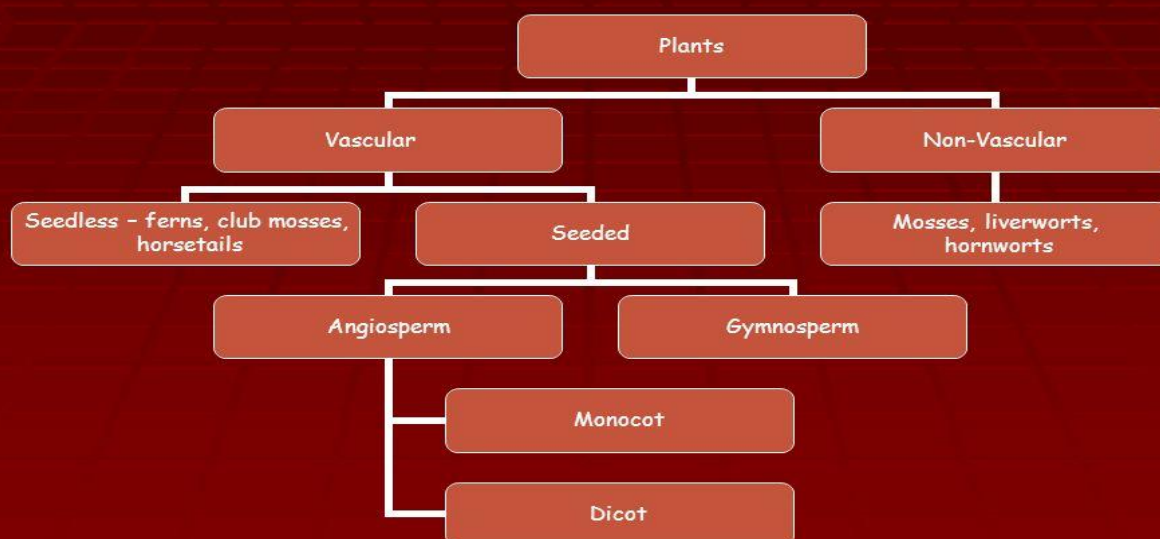
Thallus plants, or Thallophytes, are the lowest and simplest of all plants. The group includes the one-celled bacteria, the algae, and the fungi, like the molds that are often seen growing on bread and cheese. Bacteria can only be seen with the microscope, but some of the seaweeds are hundreds of feet long.

Another group of relatively simple plants includes the mosses, lichens and liverworts that are found in forests. Moss Plants, or Bryophytes, have no true roots or stems. Instead of leaves they have green, leaflike scales. Most plants belonging to this division are quite small.

A third group of plants includes the fern, quillworts, and club mosses. They are Fernlike Plants or Pteridophytes. These plants have neither flowers nor seeds, but they are divided into distinct parts, including roots, stems and leaves.

Most of the plants we know belong to the group of plants called Seed Plants or Spermatophytes. They have the most complex structures of all plants. These are the only plants that have flowers and reproduce by fertilization with pollen. Such plants include our common grasses, vegetables, most trees, shrubs, flowers and many others.¹⁷

Classification of Plants



¹⁷ L.X. Bozorova, V.N.Kovtunenکو. — Ingliz tili , 2005y

EXERCISE:

Open the brackets and use the verbs in Present, past or future perfect tenses

1. He (to write) the letter by 5 o'clock.
2. He (to get) a big family.
3. I already (to do) my work.
4. I (to translate) this article by 3 o'clock.
6. I (to bring) this book by 3 o'clock yesterday
5. They never (to be) to England.
6. I just (to send) the letter.
7. He (to study) all the materials by the 1st of October.
8. We (to finish) our work by the end of the year.
9. She never (to read) this book.
7. The rain (to begin) before we arrived home I already (to meet) my sister.
8. The students (to pass) their exams by the end of June.
10. My brother went to Samarkand after he (to pass) his examinations.
11. My friend (to obtain) pure hydrogen.
12. She (to paint) the picture by tomorrow.
13. My friend (to obtain) pure hydrogen when I came up to him.
14. you (to take) all your exams by the end of January?
15. He (to go) to the institute by 8 o'clock.
16. They (to obtain) pure hydrogen by 5 o'clock.
17. We (to pass) our examination.

QUESTIONS:

1. How many group of plants are there?
2. What kind of plants are Thallus plants?
3. What does the 1st group of plants include?
4. What is the difference of Moss Plants, or Bryophytes from other plants?
5. What does the 3rd group of plants include?
6. Explain the structure of Seed Plants or Spermatophytes
7. Which group of plants includes common grasses, vegetables, most trees, shrubs, flowers and many others?

Lesson 12.(3rd term)

Unit 2. Lesson 5. Speaking & writing: “How to define your field of interest” “Interests and hobbies”

Gram: Perfect Continuous tenses

Reading: “The Tashkent pharmaceutical Institute” (TB, p.147)

HOW TO IDENTIFY YOUR FIELD OF INTEREST: INTEREST AND HOBBIES

Lesson 5

FIELD OF INTEREST



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



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



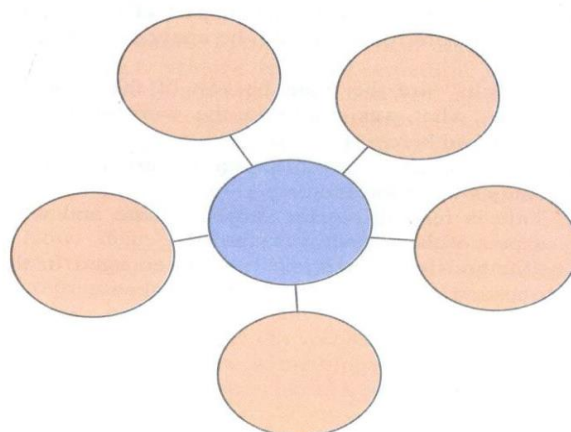
1 Write your story highlighting an interesting pathway that led you to becoming a student of this Higher Institution. Share it with your partner.

In the early stages of my teens I found _____ to be exiting and energizing. I used to spend _____ hours each day. Having realized that I had a natural affinity for _____

Later, _____

All in all, _____

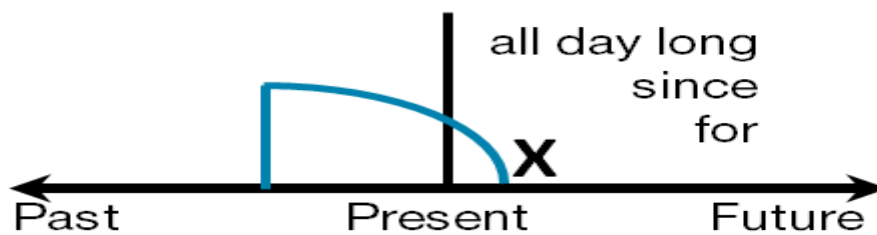
2 (T5) Listen to the tape. Follow the instructions of the speaker and fill in the chart below.



PERFECT CONTINUOUS TENSES

Present perfect continuous tense is used to express an action that started in the past and continued till present. A time reference is found in these kind of sentences like “since 2000”, “for 2 hours”. This time reference specifies that the task has been continued from the past till now. Such time references can be seen in present perfect continuous tense. For Example if a person says,” I have been waiting here for three hours”. It means that the person is waiting for last three hours and he is still waiting. It identifies that he started waiting in the past and still waiting.

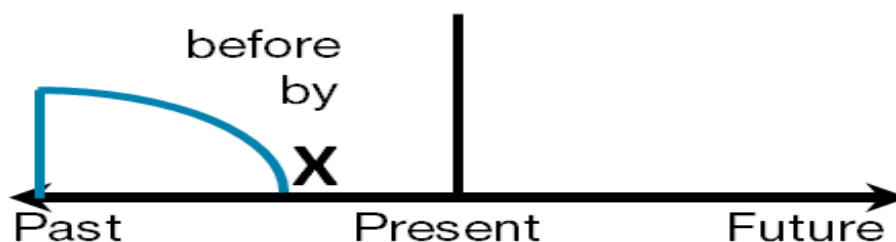
Present Perfect Continuous Tense



have/has been + Verb-ing

Past perfect continuous tense is used to express an action that started in the past and till continued in the past. p. A time reference is found in these kind of sentences like “since 2000”, “for 2 hours”. This time reference specifies that the task had started from the past and still continued in the past. Such time references can be seen in past perfect continuous tense. For Example if a person says,” I had been waiting here for three hours”. It means that the person had started waiting and he was still waiting for last three hours in the past.

Past Perfect Continuous Tense



had been + Verb-ing

Future perfect continuous tense is not so common in English and it is little bit complicated. At the starting stage, it is not so much used by the learners but at higher level it worth a lot. Future perfect continuous tense is used to express an ongoing action in the future that occurs before another activity. For Example if a person says, "I will have been waiting here for three hours by the time Mark arrives". It means that the person will have started waiting and he will be still waiting for three hours till Mark arrives.¹⁸

Future Perfect Continuous Tense



will + have been + V-ing

EXERCISES:

Card I

Make meaningful sentences in the present perfect continuous tense using the words given in each question.

- | | |
|--|--|
| 1. We / since / live / 1990 / here. | 2. The child / sleep / two hours / for. |
| 3. We / wait / ages / for. | 4. She / read / morning / since. |
| 5. It / since / yesterday / rain. | 6. I / all / garden / afternoon. |
| 7. Sleep / who / my bed / in? | 8. I / recently / play / a lot of tennis. |
| 9. He / all day / on the corner / stand. | 10. James / same job / work / in / thirty years / for / the. |

Card II

Make up sentences using the verbs in brackets in past or future continuous tenses:

- 1) When I came to see Ann she (to learn the new words) for two hours.
- 2) When I went out it (to rain) for several hours.
- 3) By the end of this week I ... (wait) seventeen weeks for my phone to be repaired.
- 4) By breakfast time he ... (sleep) for ten hours.
- 5) She (to study English) for three months when we met at the Foreign Language Centre).
- 6) When he entered the hall his boss (to make a report) for half an hour already.
- 7) Do you realize that on August 15, we ... (live) in this house for fifty years?
- 8) We ... (fly) non-stop for fourteen hours before we get to Calcutta.
- 9) By this time next week I ... (work) on this book for a year.
- 10) By Monday I ... (stay) here for two weeks.

¹⁸ <http://careersplay.com>

THE TASHKENT PHARMACEUTICAL INSTITUTE

The Tashkent Pharmaceutical Institute was founded in 1937 and now it is situated in Oibek street in the three storeyed building. The Institute has two departments: pharmacy and industrial pharmacy. So it trains pharmacists and other specialists for pharmaceutical industry of Uzbekistan.

Now the Institute has good training facilities. The lecture rooms and auditoriums are large and light. The chemical laboratories are equipped with up-to-date apparatus. There is also a computer-centre in the Institute. The students may prepare their lessons in the reading hall of the Institute library. They can find there textbooks, magazines and journals they need.

The key subjects are pharmacognozy, technology of medicinal forms and galenic preparations. Various branches of chemistry and foreign languages are also studied at the Institute.

Highly skilled assistants and assistant-professors conduct practical lessons. The fourth and fifth year students have practical training. They have their practical training at the chemist's shops.

The academic year is divided into two terms. At the end of each term the students take tests and examinations. Those who get excellent marks are paid a high scholarship.

Some students take part in the Student Scientific Society.

EXERCISE:

Use necessary word to complete the following sentences

1. The Tashkent Pharmaceutical Institute _____ pharmacutists.
2. The Institute was _____ in 1937.
3. The laboratories are _____ with the most up-to-date apparatus.
4. The Institute possesses good training _____.
5. The _____ subjects of the Pharmaceutical Institute are pharmacognozy and chemistry.
6. The Institute has 23 _____.
7. The academic year is divided into two _____.

QUESTIONS:

1. When was the Tashkent Pharmaceutical Institute founded?
2. Where is the Institute situated?
3. How many departments has the Institute?
4. What departments has the Institute?
5. Has the Institute good training facilities?
6. What are the laboratories equipped with?
7. Is there a computer-centre in the Institute?
8. What are the key subjects at the Institute?
9. When do the students have their practical training?
10. Where do the students have their practical training?
11. Who is a high scholarship paid?
12. What Society do the students take part in?¹⁹

¹⁹ L.X. Bozorova, V.N.Kovtunenکو.- Ingliz tili , 2005y

Lesson 13.(3rd term)

control work

Integrated skills: Listening and Speaking

1 (T4.1) Listen to the tape and complete the sentences.

- The radio programme _____ to the activity of great politician Nelson Mandela.
- Nelson Mandela always struggled for _____ even though he was often criticized and hated by officials.
- Mandela was charged with _____ and jailed for a very long time.
- Finally a light at the end of the tunnel was seen when Mandela achieved the following results as _____.
- All African nations consider Mandela as "the savior of the Black" as he _____ for Africans.
- Mandela has always kept motivated in spite of constant _____.
- When Mandela was in prison, thousands of activists _____ supporting him.

2 Listen to the tape again and find out whether the following statements are true or false.

	Statements	T	F
1	Nelson Mandela was never criticized by anyone, as a result the whole African nation supported his political views.		
2	Mandela was sentenced to life jail.		
3	Mandela has never been the President of South Africa, but stayed to be the greatest politician.		
4	Mandela has never attended school.		
5	Mandela has won the Nobel Prize for peace.		
6	Even after being jailed for a long time he had never given up his ideas for freedom, democracy in African Continent.		

3 Write what the following numbers in listening tape represent for.

- 18- _____
- 17- _____
- 27- _____
- 1962- _____
- 9- _____
- 1999- _____
- 30- _____

4 Read the following text and try to interpret the meaning of the quote below.

5 Read the text and give a title to each paragraph.

6 Find out five key sentences in the text giving the main idea of it.

a. As I was born in an educated family, I was taught to read a lot of intellectual books from my childhood. My parents paid a great attention to my study as well. They assisted me to identify my interests and hobbies. As I mostly liked literature and read a lot of world writers' novels, learnt foreign languages quickly, they advised me to enter a foreign language faculty of the University.

b. From my early age my parents taught me to keep motivated and develop my natural abilities. They recommended to set concrete goals, plans and do my best to achieve them. You know what I have achieved in my life up to now done thanks to my inspiration and motivation. I was always interested in a number of things: environment, space, planets, stars, the moon, hiking, oceans, computer technology, innovative medical equipment, sport; nearly everything drew my attention. My motivation burst out of me, I still have got many goals to reach, some of them appear to be too complicated, but anyway I am going to go closer to them, to fulfill them. Sometimes I am surprised looking at the young students who are sometimes

so passive, unmotivated, unwilling. I want to shout to them: hey, men, life is a gift; you cannot return the passed time after you waste it. Do, make, create, discover. I always keep words of Anthony Robbins in my mind: "Make it so today is not like yesterday and tomorrow will be different forever." Each of us has inspiration, motivation inside us; we must get them out and keep them afterwards. Motivation is motive in action that demands acts; inspiration is inspiring of our spirit, feel it.

c. What can you do to enhance your motivation, and to awaken the inner power that can push you toward accomplishing your dreams, small and big? This is a global question for everyone. Firstly, set goals. You should have one major and several minor goals, those small ones should lead you to the great one. This will keep you motivated after you accomplish each small goal of yours. Secondly, finish what you start, never quit it in the middle of the way. Thirdly, you should never procrastinate the thing you have started; it may lead you to laziness. Fourthly, convince yourself that you are able to achieve anything. And finally the fifth step is visualizing. Visualize your dreams as fulfilled ones that will keep you motivated and happy.

8 (T4.2) Listen to the tape and complete the following sentences.

- a. Andrew thanks Susannah for her being _____ and he wants to be the best sportsman in NBA as a gift for her.
- b. Andrew recalls an event connected with one of the famous leaders in the history of humanity when he devoted _____ in honour of his wife.
- c. Andrew considers the first important achievement of him as his being _____ and he is wishing to keep forward achieving results.

- d. Malika gets inspired and motivated by the _____ and she is going forward because of spiritual support.
- e. Anne confesses that his inspiration is very strange but really works with him. He gets stimulated _____.
- f. Hikmatullo gets very inspired from _____ as he feels their understanding and support.
- g. Akbar esteems his father's _____ and gets motivated by them.

9 Listen to the tape again and write what results these people have got being motivated.

Andrew: _____

Malika: _____

Anne: _____

Hikmatulla: _____

Akbar: _____

10 Complete the following sentences with complex modal verb forms.

- a. Fantastic ideas, thoughts come to my mind when I read William Shakespeare's plays, it is important for me to keep them under the hand. I (lose) _____.
- b. The director (speak) _____ about the matters we have already been informed by the head manager.
- c. The ancient Egyptians considered that inspiration was the gift presented by holy Gods, they (grasp) _____ them steadily.
- d. The scientists (complete) _____ their research at the appointed time as science is not predictable.
- e. They say it is very important to get motivation kept rather than waiting for its coming back. We (to be attentive) _____ not to miss a chance of being motivated.
- f. We (plan) _____ to have a number of social surveys.

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

What theme did you choose for your scientific paper?

What aspect of the theme did you choose?

How well was the theme studied?

What aspect of the subject was studied?

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

What will be primary results of the scientific research paper?

What probable conclusions are you going to have after you have worked at your research paper?

Lesson 14.(3rd term)

Listening : Unit 2. Lesson 6 “Conference participation”

Gram: Gradable, non-gradable adjectives

Reading: “Valerian”. (TB, p.153)

“CONFERENCE PARTICIPATION”

Lesson 6

CONFERENCE PARTICIPATION



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



FACE TO FACE



ON-LINE

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

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

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

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

GRADABLE, NON-GRADABLE ADJECTIVES

Adjectives can be either gradable or non-gradable

GRADABLE

Gradable adjectives are adjectives like **cold**, **hot** and **frightened**. You can be *very cold* or *a bit cold*. Gradable adjectives show that something can have different degrees.

NON-GRADABLE

Non-gradable adjectives are adjectives like **married** or **wooden**. You can't be *very married* or *a bit married*. Non-gradable adjectives do not have different degrees.

Adjectives like **terrifying**, **freezing**, **amazing** are also non-gradable adjectives. They already contain the idea of **very** in their definitions – **freezing** means *very cold* etc.

Using adverbs of degree

When we use adverbs of degree to modify adjectives we usually have to use different adverbs for gradable and non-gradable adjectives.

NOT ~~*I'm completely hot.*~~

NOT ~~*It was very fantastic!*~~

With gradable adjectives

It's a bit cold in here. Shall I turn the fire on?

He's very interested in history. Why don't you buy him a history book?

The adverbs **a bit**, **very**, **really**, **extremely** and **quite** can all be used with gradable adjectives.

With non-gradable adjectives

It's absolutely freezing in here. Shall I turn the fire on?

He's completely fascinated by history. Why don't you buy him a history book?

The adverbs **absolutely** and **completely** can be used with non-gradable adjectives.²⁰

EXERCISE:

GROUP A: Before ungradable adjectives we use these adverbs: **absolutely**, **completely**, **totally**, **utterly**, **really**

GROUP B: Before gradable adjectives we use these adverbs: **very**, **extremely**, **a bit**, **slightly**, **really**

Choose an adverb from the correct group (A or B) to complete the following sentences

1. It's ____ cold today so don't forget your scarf.
2. I thought that tv programme was ____ fantastic.
3. I felt ____ exhausted after the gym session.
4. My sister is ____ certain that she wants to be a teacher.
5. I think books about grammar are ____ amazing.
6. I was ____ surprised when he told me the news.
7. The food in England is ____ tasty.
8. They were ____ scared of the barking dog.

²⁰ www.learnenglish.britishcouncil.org

VALERIAN

The generic name comes from the Latin "valere" — to be in good health.

Valerian is a tall, straight, perennial herbaceous plant. Its underground part consists of a short, vertical, conical rhizome having numerous rootlets.

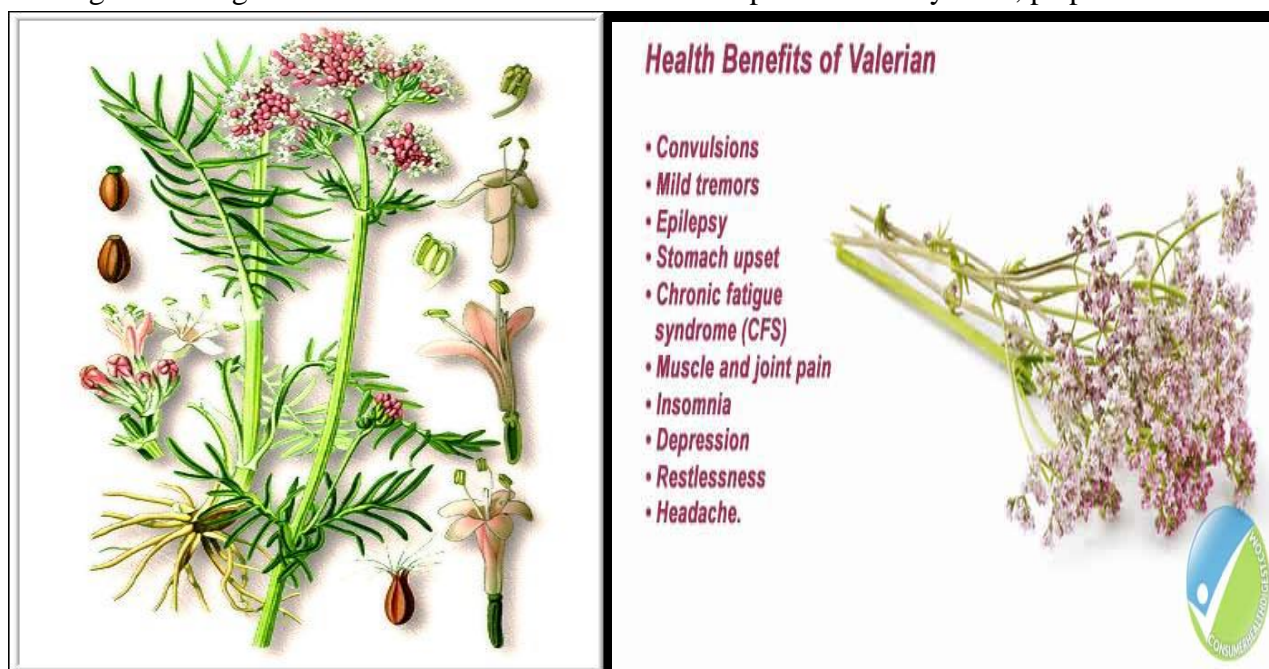
The stem is a hollow cylinder 1—2 m high. It is branched at the terminal region and has pinnate, cauline, opposite leaves.

At the top of the stem and its branches there appear in summer a corymbiform panicle with numerous white or pink florets.

The fruits are oblong-ovate having akenes. Roots and rhizomes having characteristic odour of wild and cultivated valerian are of great medicinal value. They contain essential oil, isovaleric acid, borneol, terpens, valepotriats etc.

Roots and rhizomes are widely used in medicine as raw material for preparing medicinal forms (infusions, tinctures, tablets and extracts).

Drug containing Valerian are used as sedative and antispasmodic in hysteria, palpitation etc.



QUESTIONS:

1. What is Valerian?
2. The leaves of Valerian are oblong-ovate, aren't they?
3. When do white or pink florets appear on the plant?
4. The corymbiform panicles grow on the underground part of the plant, don't they?
5. What part of Valerian plant is of great medicinal value?
6. Is Valerian a toxic plant?
7. The Valerian drugs are used as sedative and antispasmodic remedy, aren't they?
8. Are Valerian drugs used for increasing blood pressure?

Lesson 15.(3rd term)

Listening : “Conversation”p.29

Unit 2. Lesson 6 Reading: “Do not miss an opportunity”

“CONVERSATION”

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

___ It is an active environment where participants can walk around and look at different displays.
___ Shorten the bulk of the introductory part.
___ Usually audience members want to support the student presenters and ask helpful questions and make positive remarks.
___ End with a brief summary of the findings and suggestions for future research.
___ You can find other students from your organization or country who are also traveling.
___ This kind of events bring together the participants of the conference.
___ Take a few minutes at the end of the day to think what you might be able to apply to your own research.
___ Most research presentations can be successfully accomplished in 10-15 minutes.
___ But not every conference offers it.
___ You will hear many good ideas from presenters.

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

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

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

4 Answer the following questions.

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

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

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

Gradable

frightened

Non-gradable

terrified

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

1. The conversations in the conference were incredibly positive despite the different views.
2. Watching hundreds of participants interact with each other through their various interests was absolutely fascinating to me.
3. The questions were pretty hard.
4. Lola was absolutely sure about the team.
5. This is particularly important to be good at presenting.
6. This scientist's books are immensely popular among the readers.
7. The presenter's answer was very simple.
8. The instructions were extremely complicated.

“DO NOT MISS AN OPPORTUNITY”

7 Fill in the sentences with suitable adjectives.

1. It was _____ in the building. The heaters didn't work and it was snowing outside.
2. Their flat is _____. They have five bedrooms and a sitting room the size of a tennis court.
3. I've been reading this _____ book about life in future. I can't put it down.
4. They didn't serve any food on the flight. When I got to Paris I was _____.
5. "Was she pleased with her exam results?". "She was absolutely _____."
6. We walked all day without a break. I was absolutely _____.
7. "What do you think of this cake?". "_____. The best I've ever tasted!"
8. The taxi driver was completely crazy. We were all _____!
9. Rukhsora looks absolutely _____ in that black dress.
10. You've got all the answers right _____!

8 Match the verbs and the words they collocate.

- | | |
|-----------------|---------------------------------|
| 1. to submit | a. by reputation |
| 2. to stay | b. one's ability |
| 3. to gather | c. a paper |
| 4. to deliver | d. in touch |
| 5. to recognize | e. people's contact information |
| 6. to get | f. the theory component |
| 7. to improve | g. value |

1	2	3	4	5	6	7

9 Read the paragraphs and match them and the headings.

1. submitting a proposal
2. talking to people
3. workshop environment
4. business cards
5. scholars of the field of your interest

a. It's also important to introduce yourself to unknown people correctly at conferences. I'm not very extroverted, and it has been one of the hardest tasks for me, but introducing myself to others and making myself meet new people has made the experience of attending conferences richer, and assisted in developing my career through the new relationships I've made.

b. Consists of smaller groups of between 10-30 participants, allows facilitators to deliver the theory component whilst allowing delegates, to engage in practical exercises. This type of learning process can be very effective when used over short periods of time for example two to three days. They create an effective learning opportunity for those participants who learn more effectively from direct interaction.

c. This may seem old school, but unless everyone has the app where you bump smart phones and share numbers, it is still the best way to gather people's contact information. Then, when you're back in the office, email and say hello. Mention something about when you met and suggest how you can work together or stay in touch in the future!

d. Anyone can submit a paper, panel session idea, or workshop proposal. The process of submitting something is rewarding. You should spend some time trying to express your ideas in a way that others can value, that improves your ability to think and communicate. Even if your submission isn't accepted, you will have some benefit.

e. When you attend a conference related to your area of expertise, you will get opportunities to communicate with nationally known experts in your profession-colleagues you recognize by reputation and through their articles and books. It may be a scary trying to some people to meet «famous» people. It's usually best to get an adviser or a colleague to introduce you to others. If you meet with people you want to listen to or to have a conversation, feel free to move on up to them and ask questions you are interested in. This may help you to build a strong relationship bridge between you and other participants

Lesson 16.(3rd term)

Reading: “ Althea” (TB, p.158). Revision of the lesson 6. Writing.

“ ALTHEA”

The word Althea comes from the Greek and means curing or cooling in reference to the plant's medicinal qualities. Althea is a perennial herbaceous plant with erect, woody at the base stems attaining the height of about 100— 150 sm.

The underground organs of Althea consist of a thick, short rhizome and several fleshy whitish roots. The leaves of Marsh Mallow are entire, alternate, long petiolate 3 to 5 lobed with dentate margins and acute apex. They are ovate or cordate at the base and both surfaces velvety pubescent.

The flowers are spike-like inflorescences growing in the axils of the leaves in short clusters at the top of the stalk. The pale pink flowers have a double calyx, numerous violet stamens forming one short tube of adhering altogether filaments. Althea fruit is a flat, spherical multiachene.

The roots of Althea are collected in the autumn from plants of the second year's growth. The roots are usually quickly washed, dried and cut into cubical pieces having a greyish white colour.

The roots of Althea contain up to 25 per cent of mucilage, the same amount of starch, pectin, sugars, asparagine, betaine, etc.

Althea is a demulcent administered ad libitum in the form of powder, infusion and syrup. It is used as an excellent emollient and expectorant in cough medicines and as an excipient and coating agent in gastric disorders.

Althea is abundant in Europe, Asia and America. It well grows wild and cultivated in meadows and marshes on saline and clay soil near the rivers.

Althea is official in practically all Pharmacopoeias throughout the world.



WRITING:

Imagine you went to Samarkand to attend an English language contest and were asked to write a report on your experience for the University newsletter.

Introduction: state topic and set the scene (what-when-where-who-why)

Main body: information in chronological order under suitable subheadings

Conclusion: summarize points, refer to feelings/moods/consequences

Arrival in Samarkand_____

Three days contest_____

Outcomes_____

Social events_____

Time to leave_____

Write an experience report to your supervisor describing your participation in a students' scientific conference

EXERCISE:

Complete the following sentences with an appropriate word.

1. Marsh Mallow is a perennial herbaceous plant with ... woody stems.
2. The leaves of Althea are 3 to 5.....and long petiolate.
3. The leaves are ... and surfaces are covered with soft downy ... hairs.
4. Marsh Mallow roots are cut into cubical pieces having a ... white colour.
5. The roots of Marsh Mallow contain ... , starch, asparagine etc.
6. Althea is used as an excellent ... and ... in pharmacy.
7. Asparagine (the monamide of aspartic acid) is an amido compound which is found in reserve organs such as ... of potato, roots of Althea, Belladonna etc.
8. Althea is used as an ... in making pills.

QUESTIONS:

1. What is Marsh Mallow?
2. Is it a medicinal plant?
3. Is it an abundant plant?
4. Is it a wild or cultivated plant?
5. What part of the plant is of medicinal value?
6. What do the underground organs consist of?
7. What constituents do the roots of Althea contain?
8. What form is Althea administered in?
9. Why do people use it in cough?
10. Why is Althea used in gastric disorders?
11. Is it a tonic remedy?
12. Does Althea grow in Uzbekistan?

Lesson 17.(3rd term)

Review of all grammar rules. Testing

TEST

Name _____

Score _____

A COMPLETE THE TEXT WITH THE PHRASES IN THE BOX.

after a while, got the bug for, keen on, obsessed with, passion, one thing, led to another, to begin with, worth

I started collecting butterflies when I was about six years old. (1)___it was just something to do in the summer when I stayed with my aunt. My aunt lived near some fields and she had a (2)___for walking there. I was quite (3)_____nature and my aunt suggested I take up a hobby connected to my interest in it. (4)_____I became (5)_____collecting different butterflies. I bought books and spent lots of money on special equipment. Well, (6)___and now my collection is (7)_____quite a lot of money. Anyway, at least I (8)_____something that isn't dangerous, well unless you're a butterfly!

B REPLACE THE UNDERLINED WORDS OR PHRASES WITH A WORD OR PHRASE FROM THE BOX.

the in- thing A taste; Finally; had a thing about; initially; subsequently a good thing;

(9) I was interested in model trains as a child.

(10) After a long time he's found something he enjoys. I don't think he realized how much fun it could be.

(11) It started as a hobby but later on he became an aficionado.

(12) It's fortunate that you have the same hobby as your girlfriend.

(13) Paintballing is very popular now.

(14) To begin with, I thought he was crazy, but later on I realized we could make a lot of money.

(15) When did you get the bug for travelling to unusual places?

C CHOOSE THE CORRECT ALTERNATIVE TO COMPLETE THE SENTENCES.

- (16) I find playing rugby a good way to _____ after a hard week at work.
a) hang around b) let off steam c) draw a line
- (17) I've been collecting film _____ for a long time.
a) antique b) autograph c) memorabilia
- (18) Why does Robert always _____ when we're paintballing?
Doesn't he realize it's only a game?
a) get carried away b) go through your mind c) make something up
- (19) For me the exciting part is _____ the items. Sometimes it takes days to find what I'm looking for.
a) taking up b) make something up c) tracking down
- (20) Whatever you do, don't _____ when you apply for the job.
It's much better just to tell the truth.
a) take up something b) make something up c) let off steam

Grammar

D MATCH THE TENSES IN THE BOX TO THE VERB FORMS IN THE SENTENCES.

past continuous past perfect past simple present continuous present perfect continuous present simple
--

I don't collect anything unusual, just sea shells.

- (9) I'm looking for one very special shell to finish my collection.
- (10) I've been collecting stamps for more than twenty years.
- (11) I started my collection when I went on holiday to Turkey.
- (12) I was walking along the beach when I saw a beautiful shell.
- (13) I hadn't noticed how beautiful shells were before.

E TICK THE CORRECT QUESTION OR SENTENCE.

- (27) a) How long have you been collecting stamps?
b) How long you been collecting stamps?
- (28) a) Do you an aficionado?
b) Are you an aficionado?
- (29) a) I know about paintballing before.
b) I didn't know about paintballing before.
- (30) a) Who introduced you to the sport?
b) Who did introduce you to the sport?
- 31) a) What I like most about it is that I get a good workout.
b) I like most about it is that I get a good workout.
- (32) a) I find it very difficult to enjoy.
b) What I find it very difficult to enjoy.

F COMPLETE THE INTERVIEW WITH THE APPROPRIATE AUXILIARIES.

Interviewer: Today I am interviewing Scott Mackenzie. Scott (33) _____ crazy about snowboarding. When (34) _____ your obsession start?

Scott: I was on a skiing holiday with some friends in Italy and I saw a man snowboarding, so I tried it. Once you (35) _____ started it's very difficult to stop.

Interviewer: Is it dangerous?

Scott: No, not really. You just need to be sensible. I (36) _____ watched people doing it before and it didn't look particularly dangerous.

Interviewer: And, apart from a snowboard, (37) _____ you need any special equipment?

Scott: Well, you need warm clothes and good gloves, but nothing more than for skiing.

Interviewer: I guess you like doing other dangerous sports, (38) _____ you?

Scott: Not really. Snowboarding is enough for me.

FUNCTIONAL LANGUAGE

G COMPLETE THE PHRASES WITH THE WORDS IN THE BOX.

not joking know afraid really knowledge

(39) You must be _____! (40) Not _____. (41) Certainly _____.

(42) I'm _____ not. (43) Not that I _____. (44) Not to my _____.

H COMPLETE THE CONVERSATION WITH THE WORDS IN THE BOX.

not kidding think so I know exactly way

Josh: Hi Greg, what's that?

Greg: It's an autograph of Gwyneth Paltrow.

Josh: Wow! Is it yours?

Greg: (45) Not _____

Josh: What do you mean? Either it is, or it isn't.

Greg: Well, I'm thinking of buying it.

Josh: (46) No _____! Have you got enough money?

Greg: No, (47) I don't _____.

Josh: Well, how much is it?

Greg: The guy who's selling it wants £500.

Josh: (48) Are you _____?

Greg: No, he says it's unusual to get her autograph, so it's worth a lot.

Josh: He would say that.

Greg: Would you be interested in buying it with me?

Josh: (49) Definitely _____ . I'm not crazy.

Greg: What? And you think I am?

Josh: Well, (50) not as far as _____ . But if you pay £500 for that then you definitely are!

Review 2



- 1 (R2) You will listen to your peer who shares his/her experience.

Guess the best two titles which appropriately suit the text.

1. The Things which Were Very Useful to him/her
2. The Life Issues s/he Experienced
3. Motivation and Inspiration
4. Advice on Improving One's Life Style
5. Acknowledgment of Personal Life Issues and Their Solution

- 2 Listen to the conversation and identify the five words used in the context.

Emotion,	pretend,	embarrass,
enroll,	solitude,	confident,
benefit,	influence,	extremely observe

- 3 Fill in the gaps using the words from the conversation.

1. Go somewhere to a quiet place, a bank of the river and _____ the sunrise or sunset.
2. This can give you an _____ productivity boost to work on your own study or to work harder on your chops.
3. Study the material and put it into _____. Be always inspired and motivated.
4. If you try to _____ and feel it's getting worse with every minute, go back to what you had in the first place.
5. Try something you normally wouldn't do, think _____, have fun.

The advent of broadband Internet in offices around the world means that holding a meeting online is becoming increasingly common. While there are a number of advantages to web conferencing, like saving money on travelling and bringing all your colleagues together with the touch of a button, there is one disadvantage that could discourage those not raised in the digital age from ever conducting a meeting on-line - the fact that you can't always see your attendees.

This not only means that you can't always be sure that your attendees are paying attention, but also that those present in the meeting might feel free to work on other projects at the same time they're attending the meeting. If this is something that you are concerned about, there are a number of things you can do to ensure that your participants are completely involved in your web conference. The tips below can help you be fully engaging with your attendees, making your web conference interesting and productive.

- Make each participant responsible for some of the presentation. This will ensure that your attendees have researched the topic they are presenting, which will make them feel more involved in the meeting to begin with. This also helps to get everyone talking and interacting during the meeting, so even those people who are shy and don't usually participate will make a contribution. And once the ice has been broken, it could lead to great discussions that will give you the result you need.
- Use your web conference tools features. After all, they're there to help you make the best of your meeting. Familiarize yourself with them thoroughly and prepare polls, let your participants «raise their hands» and ask questions, and use the video feature if your software allows for video conferencing. This makes your web meeting more personal and engaging, increasing participation levels. Also think of creative ways you could use each tool.

For example, you could use the poll feature to create a game with multiple-choice answers and reward your attendees for getting answers right. This could be a good ice breaker for the beginning of the meeting.

- Take advantage of all multimedia options available. PowerPoint presentations are useful, but they aren't your only option. For example, you can create a video and put it on YouTube to share with your attendees, or you can use a whiteboard feature to brainstorm as you would in a 'real' conference room. The key is to make your attendees feel that they're in the same room, which will increase the sense of responsibility for participating in the meeting and also camaraderie.
- Choose a small group. Smaller meetings tend to encourage more participation since people usually know (and are comfortable with) each other. This makes for more interesting and meaningful conversations, resulting in a more productive meeting. Pick people who you know work well together for the best results. When this isn't possible, try to break people down into groups (the sales team and the marketing team, for example), and introduce them to each other. This will help all of those in your web conference feel more comfortable with each other and more willing to participate.
- Enjoy your meeting. Meetings are a necessary part of doing business. While they might not always be fun, and sometimes just add to your workload, you should make it a point to enjoy your meeting - this is especially good for making sure that the meeting produces results. Your enthusiasm will be noticed by the participants, who will also feel better about being in the meeting and will be more willing to cooperate and give their full attention to the meeting. In turn, this leads to more productivity.

(<http://about.com>)

4 Read the text. Choose the best title.

1. How to encourage participation in a web conference
2. Some ways of participating in a conference
3. How to deal with conference participants

5 Find the words in the text with the similar meaning.

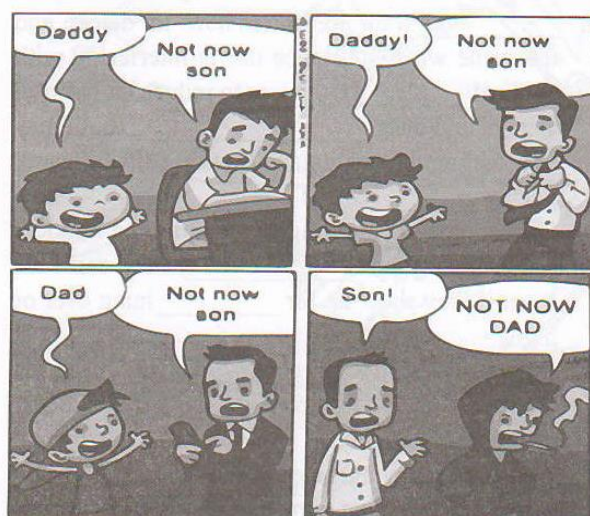
1. the arrival of an event _____
2. worry _____
3. assure _____
4. voting _____
5. friendliness _____
6. to care for something _____
7. the amount of work _____
8. realize _____
9. carefully _____
10. refund _____

6 Decide if the given statements are true or false.

1. There is one advantage that could encourage those not raised in the digital age from ever conducting a meeting online – the fact that you can always see your attendees. _____
2. You can't always notice that all attendees are participating equally, therefore they can engage in working on other projects at the same time they're attending the meeting. _____
3. Using poll technique isn't always successful and you can benefit from it little _____
4. You can make a video and share it via YouTube with your attendees, or you can use a whiteboard feature to brainstorm as you do in a 'real' conference room. _____
5. Meetings aren't such an important part of running business and they make people laugh at each other. _____



1 Look at the pictures and guess what the main idea is.



1. _____
2. _____
3. _____
4. _____
5. solution _____

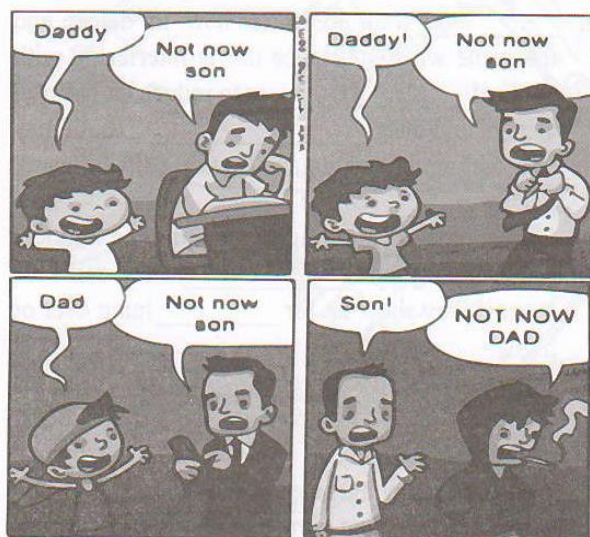
2 Read and match columns A and B according to their relevance.

Drug abuse	a) illegal substances
Drug user	b) heroin, cocaine, amphetamines, narcotics, hallucinogenics, marijuana, cannabis, ecstasy, soft drugs
Drugs	c) drug addiction
Smuggling	d) addict = victims of drug abuse = users
Dealing	e) pusher
Dealer	f) trafficking
Common	g) solve
Solution	h) widespread, rife, prevalent, ubiquitous
Country	i) societies, nation, communities

3 (T3.1) Listen to the tape and complete the sentences.

1. Billions of dollars are spent internationally preventing _____, treating addicts, and fighting drug-related _____.
2. _____ abuse causes multiple _____ for countries and communities.
3. Despite these problems, the _____ of drugs can be fought. _____ is the first battle.
4. However the main target _____ be the user. Families and counselors need to talk to children and people at _____.
5. People need to be _____ of the effects so that they can make _____ this problem.
6. In conclusion, although the problem of drugs may seem _____ to eliminate, there are concrete steps that _____ be taken to weaken the hold of drugs on society.

1 Look at the pictures and guess what the main idea is.



1. _____
2. _____
3. _____
4. _____
5. solution _____

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6. In conclusion, although the problem of drugs may seem _____ to eliminate, there are concrete steps that _____ be taken to weaken the hold of drugs on society.

1 (T5.1) Listen to the conversations and write if the sentences below are true (T) or false (F).

1. Abror Yunusov is a senior specialist in information technologies. _____
2. Sanjar Muminov is a sophomore at the University. _____
3. Sanjar knows how to start his career. _____
4. Abror remembers his trying to make clear what to do after graduation. _____
5. Sanjar has started exploring his field too early. _____
6. Abror doesn't take university education for granted. _____
7. Sanjar isn't interested in _____
8. Sanjar never took part in conferences _____
9. Ulughbek Nazarov is a freshman at the Medical Academy. _____
10. Ulughbek carries out researches in Neurosurgeon Anesthesiology. _____
11. Ulughbek never studied international issues. _____
12. Ulughbek's main field is preoperative risk of anesthesia in neurosurgery. _____

2 Fill in the table using information from the conversation.

	Sanjar	Abror	Ulughbek
Educational institution			
Graduate level			
Job field			
Research sphere			
Additional information you have found			

3 Fill in the gap with appropriate word or phrase.

At the end of this academic year, I'll (1)_____ working on my project for six months and I've still got a lot to do before I finish it. I'll (2)_____ spending the whole day in the lab next Saturday doing experiments, and in fact I (3)_____ playing football the weekend after either because I've to go back to the work then, too. I guess I'll (4)_____ doing lots of similar projects when I'm at university, so it's a good experience. Thinking about it, when I leave the university in about four years, I'll (5)_____ studying my subject for over thirteen years, so I should be quite good at it then!

4 Match the parts of the sentences from A and B.

a	b
1. They'll be tired when they arrive	a) as they'll have been traveling all day.
2. Let's hope the volcanic eruption	b) will have cleaned the house from top to bottom
3. Although people are now angry about what he has done, I'm sure that	c) his behavior will have soon been forgotten.
4. By the time you get home I	d) will have finished before we arrive on the island
5. When I get home	e) will/ may/should have cleaned the house

The 4th term of the academic year

**Lesson plan on English for the 2nd year students
of Pharmacy and Industrial pharmacy faculties
(4-term of the academic year of 2019-2020)**

№	Themes	Hours	Mark
1	Listening : Unit 3. “Investigating skills” Grammar: Infinitive. Reading: “Glycyrrhiza or licorice” p 1(TB p.165)	2	-
2	Listening & speaking: Farobi, Beruni and M.Ulugbek Grammar: Present and Past Participles Unit 3. Lesson 7 Reading : Thomas Edison. Poem by R.Kipling p.35	2	5
3	Unit 3. Writing “Research issues” p.38 Grammar: Transitions Reading: “Digitalis folium”. p 1(TB p.172)	2	5
4	Listening: “Undertaking a research” Unit 3. Reading: Nanina’s research in Uzbekistan Grammar: Perfect Tenses Passive	2	5
5	Control work. Writing. Revision of Lessons 7,8	2	5
6	Unit 3. Listening & speaking: “Social research” p.42 Grammar: Phrasal verb (make) Reading: “Senna” (TB p.177)	2	5
7	Listening: Clear vision of some social researchers Unit 3. Writing & speaking: Environmental Problems Grammar: The construction “It is(was)...who (that, which)” Reading: “Great Britain” (OTM p.20)	2	5
8	control work on medicinal plants Integrated skills: Listening and Speaking	2	5
9	Unit 4. Reading & speaking: “Practical and laboratory work” p.48	2	5

	Grammar: Mixed conditionals The drug annotation “Atovaquone” (DA, p4)		
10	Unit 4.: Laboratory report writing. Reasons of practical education Reading: “London” (OTM p.25)	2	5
11	Unit 4. Listening and Speaking “Sightseeing in London” Grammar : Reported Passives The drug annotation “Thiopental Sodium ” p.1 .(DA, p34)	2	5
12	Unit 4.Speaking: “Conception of practical and laboratory work” Reading & Listening: “USA” (OTM p. 30) The drug annotation “Activated charcoal”. (DA, p41).	2	5
13	control work on drug annotation Integrated skills: Listening and Speaking	2	5
14	Unit 4. Reading: “Holidays in the USA” p.34 Grammar: reported questions The drug annotation “Diazepam”. (DA, p36).	2	5
15	Unit 4. Reading: Robot progress. Summary writing. Listening & speaking: “Washington” (OTM p. 37)	2	5
16	The drug annotation “Ibuprofen” DA, p38). Writing Revision of the lesson 12 Speaking	2	5
17	Review of all grammar rules. Testing	2	5
18	Final lesson	2	5

Chief of the chair:

S.M.Tuychieva

Lesson 1. Listening : Unit 3. “Investigating skills”
Grammar: Infinitive.
Reading: “Glycyrrhiza or licorice” p 1(TB p.165)

INVESTIGATING SKILLS

Lesson 7

INVESTIGATING SKILLS

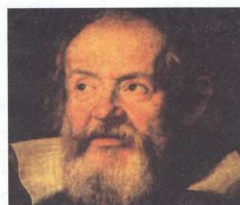
Match the inventions and the inventors.



Hans Lippershey



Elias Howe



Galileo Galilei



Charles Babbage



Felix Hoffman

1 Match the words and their definitions.

1. Hypothesis	a) Make a judgment based on criteria; determine the value of
2. Requisite	b) Make clear or plain
3. Clarify	c) Something which is probably true, though it cannot be proved
4. Incessantly	d) Express, concisely, the relevant details
5. Justify	e) Putting together various elements to make a whole
6. Constantly	f) Continuously, not stopping
7. Investigate	g) Support an argument or conclusion
8. Consistently	h) All the time
9. Summarize	i) A belief that something is true
10. Assumption	j) Necessary
11. Synthesize	k) Plan, inquire into and draw conclusions about
12. Evaluate	l) Always at the same level

2 (T2) Listen to the tape and answer the following questions

1. What does a lecturer do?
2. What does a lecturer expect from students?
3. Which scientists is the lecturer going to mention in the speech?
4. How does lecturer describe the scientists?

3 Match the beginnings of the sentences 1-6 and their endings a-f.

1. Beruni spoke
 2. Farobi was fluent in
 3. The pursuit of knowledge
 4. Ulughbek became a governor
 5. Even being the leader of the country
 6. Scientists of ancient times were very skillful and knowledgeable
- a. is a duty of every man and woman
 - b. he didn't miss a chance to deliver lectures
 - c. seventy languages
 - d. in different spheres
 - e. and understood more than ten languages
 - f. in 1409 at the age of 15, he started to develop science and education

INFINITIVE

The infinitive is a verbal form (a non-finite verb form) which consists of the base form of the verb with the particle "to": to do; to go; to play; to take; to break; to find. The English infinitive and the Russian non-finite verb form have similar features. At the same time, the infinitive in English has a number of peculiarities which make using the infinitive difficult for language learners. The infinitive has some properties of the verb.

The infinitive names an action (to drive a car) or state (to be sick), but cannot show person, number, or mood. The infinitive has active and passive forms (to take; to be taken) and can express voice and time, though in a rather limited way.

The infinitive can have a direct object (He plans to visit a museum) or a prepositional object (He wants to know about it) and can be modified by an adverb (He tried to walk slowly). The infinitive can be part of the compound verbal predicate (She can drive; We must go) or part of the compound nominal predicate (His aim is to help you). The infinitive alone, without another verb, is generally not used as the predicate.

The infinitive has some properties of the noun and can be in the function of the subject (To quit now would be a mistake) or of an object (He likes to sing; She asked me to wait). The infinitive can be in the function of an attribute (He has no desire to see them). The infinitive can function as an adverbial modifier of purpose (He came here to study) or as an adverbial modifier of consequence (He was too tired to go to the cinema). The infinitive has the following active and passive forms: simple (to write), continuous (to be writing), perfect (to have written), perfect continuous (to have been writing), simple passive (to be written), perfect passive (to have been written). The examples below illustrate the use of the infinitive forms in sentences.

To speak English well is difficult.

He likes to write with a pen.

Her duty is to study well.

A clock is an instrument to show the time.

He comes here to help us.

I like to read interesting books.

It is necessary to study well.

He must work very hard.

EXERCISE:

Paying attention to infinitive translate the sentences:

1. I go to the reading room to prepare my lessons.
2. To learn the new words I review them every day.
3. We must go there.
4. He wants to give us some books.
5. I have come here to help you.
6. He does not like to ask questions.
7. She must get up very early.
8. We open the windows to air the classroom.

GLYCYRRIZA OR LICORICE

Glycyrrhiza glabra L. (Fam. Leguminosae) is a perennial herbaceous plant attaining a height of about 1 meter. The word *Glycyrrhiza* is of Greek origin and means sweet root; *glabra* means smooth and refers to the fruit of this species which is a smooth pod.

The leaves of Licorice are alternate consisting of several pairs of ovate, blunt petiolate leaflets.

The flowers are arranged in axillary spikes having long peduncles. The underground portion consists of a large branched rhizome with long thick vertical tap roots and lateral stolons. The underground organs are sufficiently developed by the end of the third or fourth year at which stage they are dug up, washed and air-dried.

The Licorice root contains from 10 to 25 per cent of a characteristic principle saponin-glycyrrhizin, about 20 per cent of sugars, pectin, flavonoids mannite and a bitter principle known as glycyramarin.

The characteristic principle in the root — glycyrrhizin or glycyrrhizic acid is about 50 times as sweet as sucrose. *Glycyrrhiza* also contains spasmolytic and estrogenic principles, resin, cellulose, lignin etc.

Glycyrrhiza is a demulcent, an expectorant and a mild laxative. It is used also as a flavoring agent to mask the taste of such drugs as aloe, quinine, ammonium chloride etc. *Glycyrrhiza* is abundant in the Urals and in the Central Asia. It grows well wild and cultivated on clay and saline soils along the Amu-Darya river.

Glycyrrhiza is official in practically all Pharmacopoeias.

QUESTIONS:

1. What is Licorice?
2. Licorice is a biennial plant, isn't it?
3. What does the word *Glycyrrhiza* mean?
4. What kind of leaves has Licorice?
5. What part of this plant is used in Pharmacy?
6. What characteristic principle does *glycyrrhiza* contain?
7. *Glycyrrhiza* has a bitter taste, hasn't it?
8. Why is *glycyrrhiza* used in cough mixtures?

Lesson 2. Listening & speaking: Farobi, Beruni and M.Ulugbek
Grammar: Present and Past Participles
Unit 3. Lesson 7 Reading : Thomas Edison. Poem by R.Kipling p.35

PRESENT AND PAST PARTICIPLES

The present participle is often used when we want to express an active action. In English we add **-ing** to the infinitive of the verb. When **-ing forms** are used to make continuous tense forms, they are called **present participles**. Note that present participles are often confused with gerunds. Although both gerunds and present participles look alike, they have totally different grammatical properties.

Gerunds serve the same purpose as nouns. They can be the subject or object of a verb or preposition.

Smoking is injurious to health. (Here the gerund smoking acts as the subject of the verb is.)

Singing is his hobby. (Here the gerund singing acts as the subject of the verb is.)

Present participles, on the other hand, are mainly used to form continuous tense forms. They can also act as adjectives.

They are **waiting** for us. (Here the present participle waiting goes after the verb be and forms the present continuous verb are waiting.)

It has been **raining** since morning. (Here the present participle raining helps in the formation of the present perfect continuous tense.)

Past participles are forms like **wanted, broken, started, begun** etc. Some verbs have the same past simple and past participle forms. Examples are:

Want / wanted / wanted

Cry / cried / cried

Start / started / started

In the case of some other verbs, the past participle form is different from the past simple form.

Break / broke / broken

Begin / began / begun

The **past participle forms** are used to form perfect tenses and passive verb forms.

They have left.

Someone has broken the window.

You are fired.

Rewrite the sentences replacing the italic part with a present participle.

1. *She was talking to her friend* and forgot everything around her.
2. *Since we watch the news every day* we know what's going on in the world.
3. *They are vegetarians* and don't eat meat.
4. *The dog wagged its tail* and bit the postman.
5. *While she was tidying up her room* she found some old photos.
6. *He was a good boy* and helped his mother in the kitchen.
7. *As they didn't have enough money* they spent their holidays at home last year.
8. The man was sitting in the cafe. *He was reading a paper.*
9. *Since I didn't feel well* I didn't go to the cinema.
10. *She walked home* and met an old friend.

THOMAS EDISON

Thomas Edison is considered to be one of history's most well-known inventors, whose contributions to the modern era transformed the lives of people all over the world. He is the one who is the author of creations like electric light bulb, typewriter, electric pen, phonograph, motion picture camera and alkaline storage battery — to the talking doll. Moreover, in 1876 he built his famous laboratory in Menta Park, New Jersey to conduct experimentations. Edison and his wife Mary had a house which was near his work place, Edison often became so involved in his work that he stayed overnight in the lab as he considered “Genius is one percent inspiration and ninety nine percent perspiration.”

The father of the creations of XIX century was born in Milan, Ohio on February 11, 1847. He attended a formal school for only a short time when he was seven years old. His mother was a tutor and taught him to be fond of reading. Love for experimenting and mechanical things developed when Edison received his first chemistry set. Edison was mostly deaf. He lost most of his hearing at the age of twelve when a conductor pulled him onto a train by his ears. But, he did not let his disability stop his love of learning. Creating experiments was Thomas Edison's passion. Astonishingly, in all he held 1.093 patents for his inventions.

It took him 9,000 experiments to perfect the light bulb. He believed that people's greatest weakness lies in giving up and the most certain way to succeed is always to try just one more time. He never quit. After inventing a lighting bulb in September 4, 1882, he kept working on the idea of lightening the world, as he believed there is always a way to do the work better and he tried to find it. As a result, Edison's Pearl Street Station delivered power to a one square mile section of Manhattan for the first time

8 Read the statements and decide whether the statements are true, false or not given

1. Edison created a television _____
2. Edison thought that a person wouldn't achieve anything until he worked enough. _____
3. Edison couldn't hear at all. _____
4. He usually broke down the investigation if he confronted with challenges. _____
5. He is the one due to whom we have chandeliers (lustra) full of lighting bulbs. _____
6. His last words were "it is beautiful over there" _____

9 Match the rules and the sentences a-f.

- a. To follow prepositions and conjunctions (Present and Perfect Participles)
- b. To explain the reason for something (Present and Perfect Participle)
- c. To talk about actions happening at the same time (Present Participles)
- d. To replace some relative clauses (Present and Past Participle)
- e. To talk about past actions happening in sequence (Perfect Participle)
- f. As an alternative passive form (Past Participle)

Lesson 3. Unit 3. Writing "Research issues" p.38
Grammar: Transitions
Reading: "Digitalis folium". p 1(TB p.172)

RESEARCH ISSUES

Lesson 8

RESEARCH ISSUES

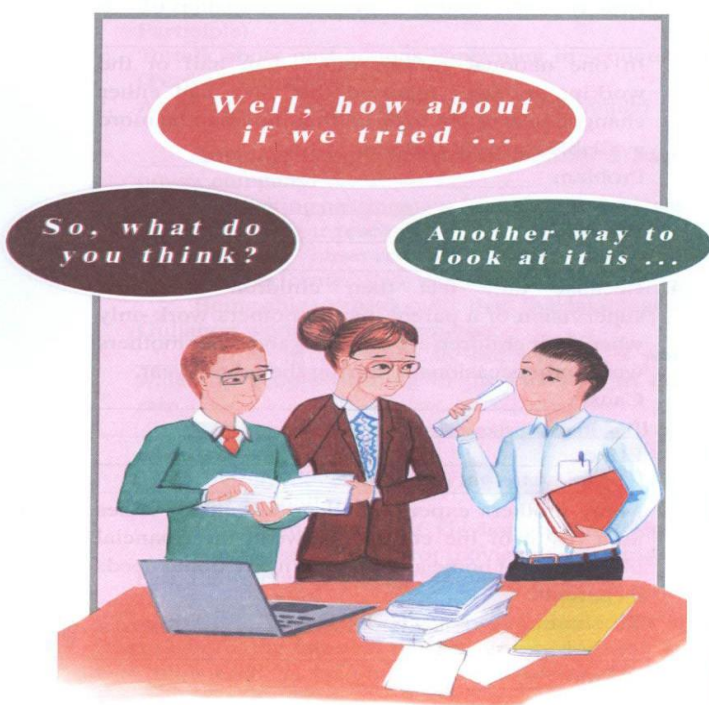
Look at the following pictures and answer the following questions.

1. What are the specialists busy with?
2. What is their common objective?



- 1 Work in pairs. Read and talk about the situations you might have with the similar dialogue. Share the cases with the whole group.

- 2 (T8) Listen and decide whether the sentences are true (T) or false (F).



	T	F
1. The interviewer is a senior student of one of the Higher Educational Establishments of Jizakh city.		
2. The interviewee is a professor who carried out his research in the area of Pedagogy.		
3. Within three years dating to 2007 the interviewee accomplished his research.		
4. The scientist points out that experience, resources and samples are important issues of the research.		
5. The scientist says that reference is needed to show where the source idea is taken.		
6. The interviewee states that the samples are like frames which acquaint the reader with the whole process of the research.		
7. The scientist says that with the time limit the researcher gets stimulated.		
8. The interviewee mentions that the research works form our thoughts from scientific point of view.		
9. The scientist says that only few of the researches direct us to implement the practical part of the research in real life.		
10. The interview infers that the student is going to follow the scientist's explanations in her future research.		

TRANSITIONS

The transition words like *also*, *in addition*, *and*, *likewise*, add information, reinforce ideas, and express agreement with preceding material. Transitions are phrases or words used to connect one idea to the next

- transitions are used by the author to help the reader progress from one significant idea to the next
- transitions also show the relationship within a paragraph (or within a sentence) between the main idea and the support the author gives for those ideas
- different transitions do different things.

FOR EXAMPLE:

in the first place

not only ... but also

as a matter of fact

in like manner

in addition

coupled with

in the same fashion / way

first, second, third

in the light of

not to mention

to say nothing of

again

to

and

also

then

equally

identically

uniquely

like

as

too
moreover
as well as
together with
of course
likewise
comparatively

EXERCISE:

Complete each paragraph by selecting the transition (word or phrase) that best fits in each blank.

1. A vegetarian can be defined as someone who does not eat meat, fish, or other animal products, such as eggs or cheese; 1) _____, he or she eats vegetables, fruits, grains, and seeds.

- a) consequently
- b) because
- c) furthermore
- d) instead
- e) for example

2. _____ this diet consists of non-meat food sources, a vegetarian typically consumes less fat and cholesterol than an individual who consumes meat.

- a) Consequently
- b) Because
- c) Furthermore
- d) Instead
- e) For example

3. _____, raising animals for food uses valuable land, water, and energy.

- a) Consequently
- b) Because
- c) Furthermore
- d) Instead
- e) for example

4. _____, adopting a vegetarian diet helps conserve the valuable resources that our future depends on.

- a) Consequently
- b) Because
- c) Furthermore
- d) Instead
- e) For example

5. _____ many educators and parents have praised the Harry Potter series, some Christian parents have called for a ban on the books in their schools and libraries.

- a) although
- b) In addition
- c) Such as
- d) However
- e) Indeed

DIGITALIS FOLIUM

The foxglove is a biennial or perennial herb, which is very common in England and is naturalized in North America. Digitalis is from the Latin digitalis, meaning a finger, and refers to the finger-shaped corolla. In the first year the plant forms a rosette of leaves and in the second year an aerial stem about 1 to 1,5 metres in height. The inflorescence is a raceme of bell-shaped flowers. The common wild form of the plant has a purple corolla about 4 cm long. The fruit is a bilocular capsule which contains numerous seed attached to axile placentae.

Digitalis leaves are usually ovate-lanceolate to broadly ovate in shape, petiolate. The margin is crenate or dentate and most of the teeth show a large water pore. The leaves of the plant are about 10 to 30 cm long and 4 to 10 cm wide. The dried leaves are of a dark greyish-green colour. The leaves are collected from July to September, from both the first and 2nd year plants. Fresh and full-grown leaves are carefully and quickly dried for use as the source of the drug.

The medicinal properties of digitalis have been known for a long time. The most active principle is a glucoside, digitoxin. Digitalis is a heart stimulant of the greatest importance because of its powerful action and it is specific for some types of heart diseases.

QUESTIONS:

1. What does the word Digitalis mean?
2. What kind of leaves has Digitalis?
3. What part of this plant is used in pharmacy?
4. What year leaves are used for the preparation of the drug?
5. Is Digitalis a heart stimulant?
6. When are the leaves of Digitalis collected?

Lesson 4. Listening: “Undertaking a research”
Unit 3. Reading: Nanina’s research in Uzbekistan
Grammar: Perfect Tenses Passive

UNDERTAKING A RESEARCH



8 Read the story below and point out to conducting research process mentioned in the text.

Research conducting process	Example
1. Identify the problem or question	
2. Review the literature	
3. Clarify the problem specifically identify the purpose of the study.	
4. Clearly define terms and concepts.	
5. Define the student age.	
6. Develop an instrumental plan.	
7. Collect data.	
8. Analyze the data.	

Research process: From dependant to autonomous researcher-student

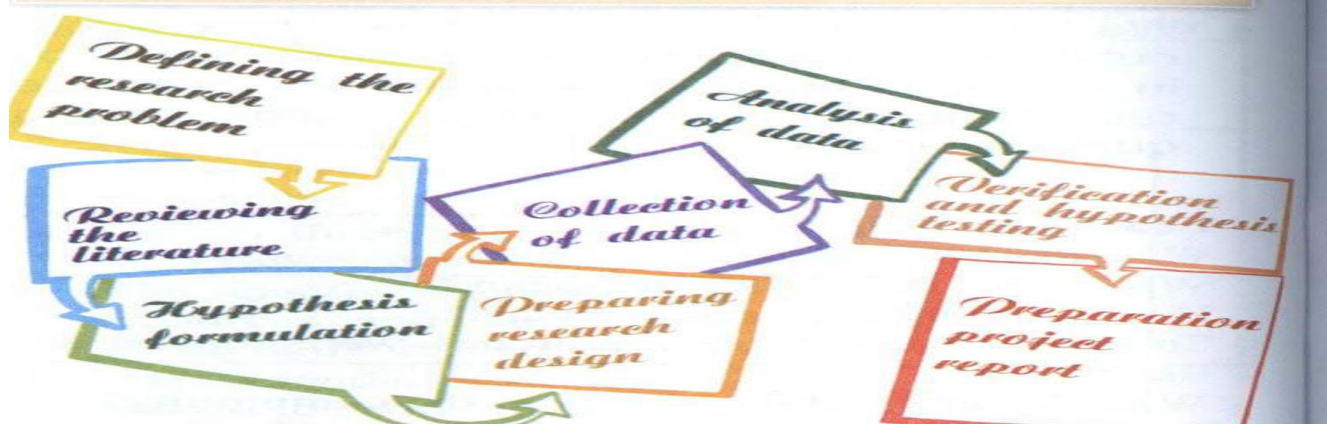
On one of the autumn days of the year Nanina, a girl from Switzerland, was informed to be staying in my house. I had initiated with an official request for becoming a host family for foreign students. After her arrival I did my best to create real Uzbek atmosphere because I got to know that overseas people tend to discover quite different lifestyle, habits and mannerism when visiting abroad. On the next morning during the breakfast she said that the mission of her visit was to accomplish her short-term research paper. According to Swiss education system students have to carry out their research projects based on conducting surveys, mostly, planned for Summer holidays. Thus, Nanina came to Uzbekistan to explore what the Uzbek soil was and its productivity factors. Every early morning she used to go to the extended fields of cotton. Only the late evenings she could hardly catch up with the dinner together with my family, and right after the main course went to her room excusing she needed to jot down her evidences. To my understanding, she would compose her either diary or daily report for her research paper. Moreover, she was a very good photographer to take scenery photos of each her stepped area. ...

10 Look at the following thesis statements and decide which of them is the strongest.

Example 1: The process for a college student working on a research paper in the 1960s was very different from the process used by most of today's college students.

Example 2: Because of advances in technology, today's college student has more resources for research papers than students had in the 1960s.

Example 3: Because of the progress of Internet and other electronic sources, the research process has become easier than previous ones. Utilized by today's college students for papers differs greatly from that of students in the 1960s.



PERFECT TENSES PASSIVE

PRESENT PERFECT

Affirmative Form	Object + have / has + been + verb3 (past participle)
Question Form	Have / has + object + been + verb3 (past participle)

Something has been done by someone at sometime up to now.

Active : They have cleaned the clinic.

Passive: The clinic has been cleaned by them.

Active : Thomas has written many books.

Passive: Many books have been written by Thomas.

Active : Have the police caught the man?

Passive: Has the man been caught by the police?

Active : UPS has delivered the letters.

Passive: The letters have been delivered by UPS.

PAST PERFECT

Affirmative Form	Object + had + been + verb3 (past participle)
Question Form	Had + object + been + verb3 (past participle) ?

Something had been done by someone before sometime in the past.

Active : The brave men had defended the city.

Passive: The city had been defended by the brave men.

Active : The little girl had broken the window.

Passive: The window had been broken by the little girl.

Active : Had Dorothy solved the problems?

Passive: Had the problems been solved by Dorothy.

Active : Those prisoners had robbed five banks.

Passive: Five banks had been robbed by those prisoners.

EXERCISE:

1. The exercises have been written.
2. This report had been written by 6 o'clock.
3. The students had been answered all questions.
4. Many new buildings will have been built in our city by the end of the year.
5. The article had been translated by 3 o'clock.
6. The work will have been done by 5 o'clock.
7. They have already been invited to come here.

Rewrite the sentences in passive voice.

Frank will have ordered the drinks. -

You will have spent all the money. -

I will have taken the dog for a walk. -

She will have sold the car. -

They will have solved the problem. -

She will not have read the book. -

They will not have trusted him. -

He won't have rung Barbara. -

Will they have paid the bill? -

Will you have washed my socks? -

Lesson 5. Control work. Writing. Revision of Lessons 7,8

REVISION

Review 3



- 1 You will hear an interview with a language expert.
Guess the best two titles which appropriately suit the text.

1. The influence of L1 on students performance
2. The hard life of immigrants' children
3. Surviving bilingual children
4. Life experience abroad
5. Acknowledgment of personal life issues and their solution

- 2 Listen to the conversation and identify the five words used in the context.

confront,	expatriate,	vulnerable,
hindrance,	maintain,	enroll,
solitude,	benefit,	influence,
		observe

- 3 Fill in the gaps using the words from the conversation.

1. Well, this phenomenon is increasingly evident among _____ families.
2. Young children adapt very quickly to the local environment, including the language, and are _____ to peer pressure
3. _____ enough, few of them will be top of their class in English - for the simple reason that lessons are in another language.
4. Language they acquired _____ will now be strait-jacketed into formal structures.

- 4 Read the text. Chose the best title for it.

1. Importance of social research
2. Changes in social life of people
3. Pros and cons of social research

- 5 Find the words in the text with the similar meaning.

1. stand _____
2. supposition _____
3. the process leading to the formation _____
4. inadequacy _____



More specifically, social research examines a society's attitudes, assumptions, beliefs, trends, stratifications and rules. The scope of social research can be small or large, ranging from the self or a single individual to spanning an entire race or country. Popular topics of social research include poverty, racism, class issues, voting behavior, gender constructs, policing and criminal behavior.

Social research determines the relationship between one or more variables. For example, gender and income level are variables. Social scientists will look for underlying concepts and cause-and-effect relationships of a social issue. Before even beginning research, scientists must formulate a research question. For example, a researcher might ask if there is a relationship between a person's gender and his or her income level. Do men have higher incomes than women? Are women most likely to be poor?

A third variable, race, can be added to the question. Then the social scientist can pose a research question: Does race and gender affect a person's income level? Social scientists will then collect data, organize and analyze information and create a report of their findings. People conducting

5. changeable _____
6. profit _____
7. carry on _____
8. durability _____
9. legality _____
10. involving two or more subjects _____

social research must also consider ethics, biases and the reliability and validity of the research they're conducting. They must decide which form of sampling to use, how to measure information, how to analyze data and present their findings.

Research can be conducted using surveys, reports, observation, questionnaires, focus groups, historical accounts, personal diaries and census statistics. There are two types of research: qualitative research and quantitative research. Qualitative research is inductive, meaning the researcher creates hypotheses and abstractions from collected data. Most data is collected via words or pictures and mostly from people. Researchers are interested in how people make sense of their lives and in the research process itself.

Quantitative research is the complete opposite and most often involves numbers and set data. Quantitative data is efficient but focuses only on the end result, not the process itself, as qualitative research does. Quantitative data is precise and is often the result of surveys or questionnaires.

Even though social research is most often conducted by social scientists or sociologists, it is an interdisciplinary study crossing into subjects like criminology, the study of crime; politics, the study of power; economics, the study of money and business; psychology, study of the mind; philosophy, study of beliefs and morals; and anthropology, the study of culture.

6 Decide if the statements are true(T) or false (F)

1. The dimension of social research vary from small to large, ranging from a single individual to extending an entire country. ____
2. Outstanding topics of social research are poverty, racism, class issues, voting behavior, gender constructs, policing and criminal behavior. ____
3. People conducting social research don't need to focus on ethics, biases and the reliability and validity of the research they're conducting. ____
4. There are two or more types of research: qualitative research and quantitative research and cultural contest. ____
5. Research can be investigated using surveys, reports, observation, questionnaires, focus groups, historical accounts, personal diaries and census statistics. ____

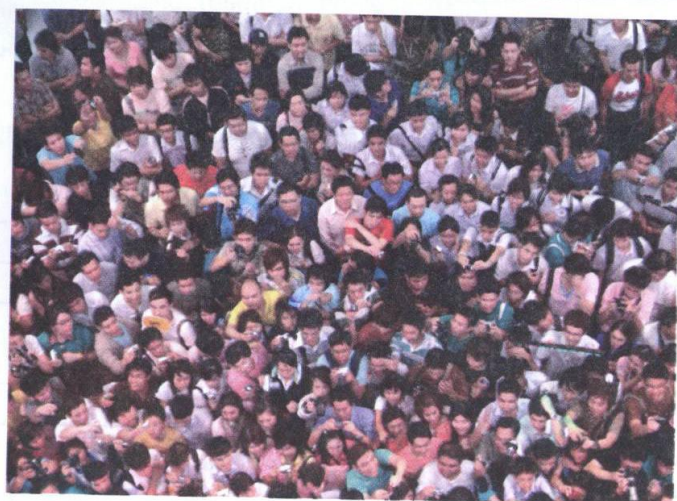


Lesson 6. Unit 3. Listening & speaking: "Social research" p.42
Grammar: Phrasal verb (make)
Reading: "Senna" (TB p.177)

SOCIAL RESEARCH



Look at the following photos and tell what connections they have with the theme of the lesson.



- Answer the questions below.

How are social researches conducted?

What essential role does a social research play in state progress?

1 Match the words 1-10 and the appropriate definitions a-k.

1	Prospering	a) to live permanently or for a considerable time (in a place)
2	To cooperate	b) a quantity or amount considered in relation to or measured against another quantity or amount;
3	A factor	c) the total value of all goods and services produced domestically by a nation during a year;
4	To reside	d) a special peculiarity or a feature of a matter or point;
5	A fertilizer	e) disclose, divulge this or that information, secret and others;
6	To conduct	f) of or containing iron in the divalent state; designating an iron;
7	To reveal	g) blossoming, developing, progressing, thriving;
8	A rate	h) carry out, do;
9	Ferrous	i) an element or cause that contributes to a result;
10	A specificity	j) any substance, such as manure or a mixture of nitrates, added to soil or water to increase its productivity;
11	GPR	k) to work or act together; to engage in economic partnership;



Sometimes social researches may prevent fatal disasters. A survey held in order to find out the pet variety of the population in Bolivia revealed that most people in remote regions of the country keep alligators as pets, the number was shocking. Afterwards government took rapid measures by banning to keep dangerous reptiles at home!

PHRASAL VERB (MAKE)

Below we have a list of Phrasal verbs that begin with MAKE and then an explanation of each one with some examples.

Make for (something)

Make (sb/st) into (sb/st)

Make of

Make off

Make off with

Make out

Make (something) out

Make (something) out to be

Make (somebody) out

Make up

Make up for

This is not a complete list. We will add more Phrasal Verbs with MAKE when we can.

Make for (Something)

1. = to move towards something or a place

Make for the hills, a tsunami is approaching!

He made for his apartment a couple of hours ago.

2. = to contribute to, lead to or cause a result or situation.

Shakespeare's writing makes for a difficult read.

His gift of \$1,000 will certainly make for a happy birthday.

Both candidates are popular so it should make for an interesting election.

Make (somebody/something) into (somebody/something)

1. = to convert one thing into another thing

His parents made his bedroom into a billiards room once he moved out.

His father said that joining the army would make him into a real man, but he was wrong.

Make (something) out

1. = to just be able to hear, read or see something

He spoke so quietly we could hardly make out what he was saying.

If you can make out the billboard from such a distance you really have excellent vision.

2. = to fill out the details of a document (usually a check)

You can make out the cheque to Woodward Ltd.

Make (something) out to be

1. = to claim; to assert

He makes himself out to be an important artist but his paintings are utter garbage.

I think the critics make that movie out to be more profound than it really is.

Make of

1. = to try to understand and find a reason for something

I don't know what to make of her suddenly unfriendly attitude towards me.

Can you make anything of these ruins?

2. = to think and have an opinion about something

SENNA (CASSIA ANGUSTIFOLIA VAHL.)

Senna is a low shrub, belonging to the family Leguminosa. It has an erect, smooth stem and pinnate leaves, with from 4 to 8 pairs of leaflets. These are nearly sessile, lanceolate, slightly mucronate, oblique at the base, somewhat downy beneath.

The flowers are bright yellow in axillary and terminal racemes, rather longer than the leaves. The legume or pod is long, membranous tapering at the base, rounded at the top and 0,5—1,5 cm size. The plant requires bright sunshine. Senna contains several glycosides (sennosides A and B) resembling those found in aloe and rhubarb. The glycosides are not known in pure form but their derivatives by hydrolysis are well known, such as emodin, rhamnetin, chrysophanic acid etc.

The Glycosides are readily soluble in water and laxative strength of the drug is found in a well prepared infusion of senna, or in the dried, powdered extract prepared from such an infusion.

Senna is valued in medicine for its cathartic properties and especially useful in habitual constipation as laxatives.

QUESTIONS:

1. Is Senna a herb?
2. What family does Senna belong to?
3. What kind of leaves has Senna?
4. What fruit has Senna?
5. Senna requires bright sunshine, doesn't it?
6. What kind of drugs are prepared from Senna?

EXERCISE:

CHOOSE THE APPROPRIATE VERB:

1. The ancient drug (obtained, is obtained) from the dried leaflets, and also the pods of Senna.
2. Wild plants (used, are used) as a source of the drug in Egypt.
3. Cassia acutifolia and Cassia angustifolia (cultivated, are cultivated) in India.
4. The leaves (picked, are picked), dried in the sun and baled.
5. Senna (used, is used) as a purgative.
6. When the leaves are grown, they (stripped, are stripped) off by hand.

Lesson 7. Listening: Clear vision of some social researchers
Unit 3. Writing & speaking: Environmental Problems
Grammar: The construction “It is(was)...who (that, which)”
Reading: “Great Britain” (OTM p.20)

CLEAR VISION OF SOME SOCIAL RESEARCHERS

What is a Social Research?

1) _____. It greatly differs from the one in past in its different aspects and issues. Nowadays humanity has already faced a global social affect in people's personal or professional lives and activities. No state can survive without formulated, civilized society. Unless society is studied thoroughly in a number of levels, it may become a “*hard stone*” to rule over. That is why it is an essential matter to hold special social researches to find out the demands or needs of society.

Social researches are specific methods of investigation, *scrutinizing*, involving which aim at getting proper solutions to various problematic, complicated, *decrepit*, disputable questions. Social research involved the interaction between ideas and evidences. 2) _____. Social research thus attempts to create or validate theories through data collection and data analysis, and its goal is exploration, description, explanation, and prediction. It should never lead or be mistaken with philosophy or belief. Social research aims to find social patterns of regularity in social life and

usually deals with social groups (*aggregates* of individuals), not individuals themselves. Research can also be divided into pure research and applied research. Pure research has no application to real life, whereas applied research attempts to influence the real world.

Social researches are conducted by social scientists that are responsible not only for holding them but for the content, objectiveness, appropriateness. Social researches should be envisaging future development.

3) _____. Social research methods can generally *vary along* a quantitative/qualitative dimension. Quantitative designs approach social phenomena through quantifiable *evidence*, and often rely on statistical analysis of many cases (or across intentionally designed treatments in an experiment) to create *valid* and reliable general claims, related to quantity. Qualitative designs emphasize understanding of social phenomena through direct observation, communication with participants, or analysis of texts, and may stress contextual subjective *accuracy* over generality, related to quality. 4) _____.

9 Read phrasal verbs and examples try to find the meaning and write it in the column.

Phrasal verb	Meaning	Example
do with		I could do with something to eat. I could do with social research in the field of medicine
do without		They will have to do without a holiday this year as they have lots of work to do
do away with		Women who think about their health must do away with bad habits.
do out of		He did me out of my rightful inheritance
make for		Let's make for the city centre and find a restaurant on the way.
make of		What do you make of the latest survey report
make off		He made off as soon as he heard their car turn into the drive.
make up for		The superb food at the hotel made up for the uncomfortable rooms
make up to		He made up to her until she agreed to help

The construction “It is(was)...who (that,which)”

A relative clause is one that's connected to the main clause of the sentence by a word such as **who**, **whom**, **which**, **that**, or **whose**. For example:

*It reminded him of the house **that he used to live in**.*

*The items, **which are believed to be family heirlooms**, included a grandfather clock worth around £3,000.*

While both *which* and *that* can be used in other constructions, the confusion usually arises when they are being used as relative pronouns to introduce adjective (or relative) clauses. In the examples below, we have bracketed the adjective clauses. (Remember that a clause is simply a group of words containing a subject and a verb):

1. Our house [that has a red door and green shutters] needs painting.
2. Our house, [which has a red door and green shutters], needs painting.
3. The classrooms [that were painted over the summer] are bright and cheerful.
4. The classrooms, [which were painted over the summer], are bright and cheerful.

EXERCISE:

TRANSLATE INTO ENGLISH:

1. It was Fleming who discovered the antibiotics.
2. It was she whom I met last week.
3. It is he who always gives me new books.
4. It was she who told us the news.
5. It is this book which was translated by my friend.

The United Kingdom of Great Britain and Northern Ireland



The full name of the country is the United Kingdom of Great Britain and Northern Ireland. The United Kingdom is situated on the British Isles. The British Isles are separated from the European continent by the North Sea and the English Channel. The western coast of Great Britain is washed by the Atlantic Ocean and the Irish Sea. The island of Great Britain consists of three main parts: England (the southern and middle part of the island), Wales (a mountainous peninsula in the West) and Scotland (the northern part of the island). The total area of Great Britain is 244,000 square km.

Great Britain is the fourth most populous country in Europe. Those of English descent constitute about 77% of the nation's inhabitants. The population of the United Kingdom is 63, 742,977.

Great Britain is situated on islands. It is washed by seas from all sides. That's why the climate and the nature of Great Britain is very specific. The winters are in general a bit colder in the east of the country than they are in the west. While in summer, the south is slightly warmer and sunnier than the north.

The United Kingdom of Great Britain and Northern Ireland is a constitutional monarchy. It means that the sovereign reigns but does not rule. Britain does not have a written constitution, but a set of laws. Parliament is the most important authority in Britain. Technically Parliament is made up of three parts: the Monarch, the House of Lords; and the House of Commons. In reality the House of Commons is the only one of the three which has true power. The present sovereign is Queen Elizabeth II. She was crowned in Westminster Abbey in 1953.

The House of Commons consists of Members of Parliament. There are 650 of them in the House of Commons. They are elected by secret ballot. General elections are held every five years. There are few political parties in Britain thanks to the British electoral system. The main ones are: the Conservative Party, the Labour Party and the Liberal / Social Democratic Alliance. The party which wins the most seats in Parliament forms the Government. Its leader becomes the Prime Minister. His first job is to choose his Cabinet. The Prime Minister usually takes policy decisions with the agreement of the Cabinet. The House of Lords comprises about 1,200 peers. It is presided by the Lord Chancellor. The House of Lords has no real power. British nation is considered to be the most conservative in Europe. It is not a secret that every nation and every country has its own customs and traditions. In Great Britain people attach greater importance to traditions and customs than in other European countries. Englishmen are proud of their traditions and carefully keep them up. The best examples are their queen, money system, their weights and measures.

Questions:

1. Where is Great Britain situated?
2. What is the total area of Great Britain?
3. What is the official name of this country?
4. Why is the climate and the nature of Great Britain very specific?
5. What mineral resources is Great Britain rich in?
6. What is the population of Great Britain?
7. .What city is the capital of the U. K.?
8. What kind of state is Great Britain?

CONTROL WORK ON PLANTS

Variant 1 Remedy Plants

1. Put the verbs in brackets into the correct tense-form.

Translate the sentences into Uzbek/Russian.

1. He (to write) the letter by 5 o'clock yesterday.
- 2 She never (to read) this book.
3. I (to translate) the article in 2 days.

2. Translate the sentences into English paying attention to the Infinitive.

1. Мен сизга ўзим ҳақимда гапириб бермоқчиман. - Я хочу рассказать Вам о себе.
2. Бизга теннис ўйнаш ёқади. - Нам нравится играть в теннис.

3. Insert the necessary words (who, that, which, whom) and make sentences. Translate the sentences into Uzbek/Russian.

1. It was my friend ...brought photos.
2. It is this article ... was translated by my teacher.

4. Translate the sentences into Uzbek/Russian.

1. The underground part of Valerian consists of a short rhizome.
2. The roots of Marsh Mallow are collected in autumn.
3. The name "Senna" is from "sena", the native Arabian name of the drug.

5. Answer the questions.

1. What does the word "Digitalis" mean?
2. What is Marsh Mallow?
3. Licorice is a biennial plant, isn't it?

1. Put the verbs in brackets into the correct tense-form.

Translate the sentences into Uzbek/Russian.

1. They just (to take) their exams.
2. He (to paint) the picture by tomorrow.
3. We (to write) our reports by 3 o'clock 2 days ago.

2. Translate the sentences into English paying attention to the Infinitive.

1. Менинг синглим тушлик тайёрлашни ёқтирмайди. – Моя сестра не любит готовить обед.
2. Биз ўқув залига дарс тайёрлаш учун борамиз.- Мы идем в читальный зал готовить уроки.

3. Insert the necessary words (who, that, which, whom) and make sentences. Translate the sentences into Uzbek/Russian.

1. It is my mother ... always cooks dinner.
2. It was the report ... I read with pleasure.

4. Translate the sentences into Uzbek/Russian.

1. The Licorice root contains a characteristic principle- glycyrrhizin.
2. The medicinal properties of Digitalis have been known for a long time.
3. The leaflets of Senna are valued in medicine by their cathartic properties.

5. Answer the questions.

1. Why is Glycyrrhiza used in cough medicine?
2. What is Valerian?
3. What family does Senna belong to?

Variant 3

Remedy Plants

1. Put the verbs in brackets into the correct tense-form.

Translate the sentences into Uzbek/Russian.

1. He (to study) all grammar material by Saturday?
2. My friend (to obtain) pure hydrogen.
3. I (to bring) this book by 3 o'clock yesterday.

2. Translate the sentences into English paying attention to the Infinitive.

1. Нигора хонани шамоллатиш учун ойнани очди. – Нигора открыла окно проветрить комнату.
2. Инглизча гапириш қийин. – Трудно говорить по-английски.

3. Insert the necessary words (who, that, which, whom) and make sentences. Translate the sentences into Uzbek/Russian.

1. It was your father ...told us the news.
2. It was the actor ...I met last week.

4. Translate the sentences into Uzbek/Russian.

1. Digitalis preparations are mainly used by their action for the cardiac muscle.
2. The roots of Glycyrrhiza are dug up at the stage of the 3rd or 4th year growth.
3. Senna is gathered by hand and dried in the Sun.

5. Answer the questions.

1. What forms of Althea administered in?
2. What part of Valerian has a great medicinal value?
3. What kinds of drugs are prepared by Senna?

1. Put the verbs in brackets into the correct tense-form.

Translate the sentences into Uzbek/Russian.

1. You (to take) your exams by the end of June?
2. She (to meet) her teacher yesterday.
3. I (to finish) to cook the apple-pie.

2. Translate the sentences into English paying attention to the Infinitive.

1. Дўстим бу ерга бизга ёрдам бериш учун келди.- Мой друг пришел сюда помочь нам.
2. Алишер савол беришни ҳохламайди. – Алишер не хочет задавать вопросы.

3. Insert the necessary words (who, that, which, whom) and make sentences. Translate the sentences into Uzbek/Russian.

1. It was the scientist ... received the prize.
2. It is a restaurant ... was built last year.

4. Translate the sentences into Uzbek/Russian.

1. The leaves of Licorice are alternate consisting several pairs of ovate, blunt leaflets.
2. Valerian drugs are used in medicine as sedatives and antispasmodic remedies.
3. Some of the Digitalis preparations may be poisonous.

5. Answer the questions.

1. What kind of leaves has Digitalis?
2. What kind of leaves has Senna?
3. What part of Glycyrrhiza is used in Pharmacy?

Lesson 9. Unit 4. Reading & speaking: "Practical and laboratory work"
p.48
Grammar: Mixed conditionals
The drug annotation "Atovaquone" (DA, p4)

PRACTICAL AND LABORATORY WORK

a) Look at the photos and describe activities of students.



b) How would you distinguish activities in photos a, b (above) and c, d, e (below)?



1 Match the words or expressions in B and those in A or C so that they make a combination.

A	B	C
engaged in violate one's physical	concurrently fieldwork undertakings to come to grips with unidirectional downgrade toil obscure existential	provided problems printing one's value reason matter

2 (T10) Read the statements and discuss their meaning. Listen to three people presenting the idea of practical and laboratory work and decide which speaker they belong to

Speaker 1: ____ Speaker 2: ____

Speaker 3: ____

- Theory and practice shouldn't substitute each other, but coexist.
- Internship is not necessarily a part of a syllabus.
- Words laboratory and practice have similarities in their meaning and origin.
- Included seminars using learners' experience as a text.
- It is trying to find out unknown ways of solving existing questions both mentally and physically.
- It helps knowledgeable students to become professionals.

MIXED CONDITIONALS

As in all conditional sentences, the order of the clauses is not fixed. You may have to rearrange the pronouns and adjust punctuation when you change the order of the clauses, but the meaning is identical.

EXAMPLES

- If I had worked harder at school, I would have a better job now.
- I would have a better job now if I had worked harder at school.
- If we had looked at the map we wouldn't be lost.
- We wouldn't be lost if we had looked at the map.
- If you had caught that plane you would be dead now.
- You would be dead now if you had caught that plane.

FUNCTION

This type of mixed conditional refers to an unreal past condition and its probable result in the present. These sentences express a situation which is contrary to reality both in the past and in the present. In these mixed conditional sentences, the time is the **past** in the "if" clause and in the **present** in the main clause.

EXAMPLES

- If I had studied I would have my driving license. (but I didn't study and now I don't have my license)
- I would be a millionaire now if I had taken that job. (but I didn't take the job and I'm not a millionaire)
- If you had spent all your money, you wouldn't buy this jacket. (but you didn't spend all your money and now you can buy this jacket)

In these mixed conditional sentences, you can also use modals in the main clause instead of *would* to express the degree of certainty, permission, or a recommendation about the outcome.

EXAMPLES

- If you had crashed the car, you might be in trouble.
- I could be a millionaire now if I had invested in ABC Plumbing.
- If I had learned to ski, I might be on the slopes right now.

PAST RESULT OF PRESENT OR CONTINUING CONDITION

FORM

In this second type of mixed conditional sentence, the tense in the 'if' clause is the simple past, and the tense in the main clause is the perfect conditional.

If clause (condition)	Main clause (result)
If + simple past	perfect conditional
If this thing happened	that thing would have happened.

As in all conditional sentences, the order of the clauses is not fixed. You may have to rearrange the pronouns and adjust punctuation when you change the order of the clauses, but the meaning is identical.**EXAMPLES**

- If I wasn't afraid of spiders, I would have picked it up.
- I would have picked it up if I wasn't afraid of spiders.
- If we didn't trust him we would have sacked him months ago.
- We would have sacked him months ago if we didn't trust him.
- If I wasn't in the middle of another meeting, I would have been happy to help you.
- I would have been happy to help you if I wasn't in the middle of another meeting.

FUNCTION

These mixed conditional sentences refer to an unreal present situation and its probable (but unreal) past result. In these mixed conditional sentences, the time in the if clause is **now or always** and the time in the main clause is **before now**. For example, "If I wasn't afraid of spiders" is contrary to present reality. I am afraid of spiders. "I would have picked it up" is contrary to past reality. I didn't pick it up.**EXAMPLES**

- If she wasn't afraid of flying she wouldn't have travelled by boat.
- I'd have been able to translate the letter if my Italian was better.
- If I was a good cook, I'd have invited them to lunch.
- If the elephant wasn't in love with the mouse, she'd have trodden on him by now.
-

EXERCISE: Fill in the blanks.

1. If I you, I wouldn't do this.
was
were
am
2. If you red and green, you get yellow.
will mix
mix
mixed
3. If I had known the answer, I you.
will tell
would tell

would have told

4. Unless you start now, you late.

will be

would be

would have been

5. If I were you, I this.

would never do

would never have done

Either could be used here

ATOVAQUONE

HOW SUPPLIED

Suspension: 750 mg/5 ml

ACTION

Unknown. Appears to interfere with electron transport in protozoal mitochondria, inhibiting enzymes needed for the synthesis of nucleic acids and adenosine triphosphate.

ONSET, PEAK, DURATION

Onset and duration unknown. Two peak plasma levels occur after an oral dose, suggesting enterohepatic recycling. The first occurs after 1 to 8 hours; the second occurs after 1 to 4 days.

INDICATIONS & DOSAGE

Acute, mild to moderate Pneumocystis carinii pneumonia in patients who cannot tolerate co-trimoxazole -

Adults: 750 mg P.O. b.i.d. with food for 21 days.

ADVERSE REACTIONS

CNS: headache, insomnia, asthenia, anxiety, dizziness.

EENT: cough, sinusitis, rhinitis, taste perversion.

GI: nausea, diarrhea, vomiting, constipation, abdominal pain, anorexia, dyspepsia.

Skin: rash, pruritus, diaphoresis.

Other: fever, oral monilia, pain, hypoglycemia, hypotension.

INTERACTIONS

Rifampin, rifabutin: decreases atovaquone's steady state concentration. Avoid concurrent use.

EFFECTS ON DIAGNOSTIC TESTS

None known.

CONTRAINDICATIONS

Contraindicated in patients with hypersensitivity to the drug.

NURSING CONSIDERATIONS

-Use cautiously in breast-feeding patients. In animal studies, drug was excreted in breast milk.

-Because drug is highly bound to plasma protein (greater than 99.9%), also use cautiously with other highly protein-bound drugs.

- Because of the risk of other concurrent pulmonary infections, monitor patients closely during therapy.

PATIENT TEACHING

-Instruct patient to take drug with meals because food enhances absorption significantly.

Lesson 10. Unit 4.: Laboratory report writing. Reasons of practical education

Reading: "London" (OTM p.25)

LABORATORY REPORT WRITING

6 Read the following quotation and discuss it with your partner.

He who loves practice without theory is like the sailor who boards ship without a rudder and compass and never knows where he may cast.

Leonardo da Vinci

7 Read the text and choose an appropriate heading for each paragraph.

- Involves application and deals with real life situations
- It is more interesting
- Can motivate team work
- Interactive Education creates a Deeper Impact
- It does not require mugging up
- Includes practice
- Improves skills
- Knowledge retains in our mind
- Develops a better Understanding
- Interesting => Easy

8 Read the following definitions. Find equal words or phrases for them in the text.

- If you mug up a subject or mug up on it, you study it quickly, so that you can remember the main facts about it.
- A phenomenon is something that is observed to happen or exist.
- If one thing is converted into another, it is changed into a different form.
- If you say that there is oodles of something, you are emphasizing that there is a very large quantity of it.
- Something that is engrossing is very interesting and holds your attention completely.
- If you impart information to people, you tell it to them.
- If you grasp something that is complicated or difficult to understand, you understand it.

10 Reasons why Practical

– When we are practically looking at things and experiencing it, we do not need to cram it from a book. You might spend hours learning the climatic conditions of Africa but a visit to Africa can stick the picture in your mind instantly and very effectively. Not mugging up takes off loads of pressure from a student's brain thus helping in the learning process and also for relieving stress from over their heads.

– When we are cramming a lesson for a test, our brain tends to remember it for a short while which can be shorter than the duration of your test thus not serving that purpose also because our brain forgets it easily. While doing it practically, it can be in form of experiments, real life projects or educational trips, the knowledge and the whole learning experience stays in our mind for long.

– Just by reading about a phenomenon or a lesson, it cannot get straight to your mind even though it may be explained in the best manner. You actually got to see it happening in front of your eyes and not by hearing it in somebody else's words. Practical knowledge can help a lot over here because it is all there.

– Reading a lesson over and over again can be of little help. But performing activities or experiments based on it involves practice and you have heard it right, "Practice makes a man perfect". So just sitting in a corner with a book or listening to a lecture has

no practice involved unless the theoretical teaching is converted into practical activities.

– Training and exercise are meant to improve your skills which cannot be obtained by just theoretical knowledge. Theory can provide one with oodles of expertise and proficiency but it can never deliver those kinds of results and improved skills that you can get from practical education.

– I spent whole of my middle school wondering that what purpose it solves by knowing $\sin^2 \theta + \cos^2 \theta = 1$. But when introduced to its applications I realized what importance trigonometry holds in architecture and its related fields. So unless you are applying your theoretical knowledge to real life situations through practical experiments theory doesn't hold much good and you will keep wondering that why you are studying that particular topic.

– Field trips, projects, experiments, don't they interest you more than books, assignments and lectures? I am sure they do, because they are so much more interesting and engrossing than reading your regular bookish material. I manage to survive through a one hour long chemistry class but give me an experiment and I can stay busy in it for hours.

– This is pretty obvious. When you find something interesting and have got your heart in it does seem

LONDON



London is the capital of Great Britain, its political, economic and cultural center. It's one of the largest cities in the world. Its population is more than 9 million people. London is situated on the river Thames. It was founded more than two thousand years ago.

London is an ancient city. It appeared at the place where the Roman invaders decided to build a bridge over the Thames. There are four parts in London: West End, East End, the City and Westminster.

The City is the oldest part of London, its financial and business center. There are many offices, companies and banks in this part of the capital. The heart of the City is the Stock Exchange. The Tower of London and St Paul's Cathedral are situated in the City.

Westminster is also important part of the capital. It's the administrative center of London. The Houses of Parliament, the seat of the British Government, are there. Opposite the Houses of Parliament is Westminster Abbey where kings and queens have been crowned and many famous people were buried. The Houses of Parliament are often referred to as the Palace of Westminster.

The Towers of the Houses of Parliament stand high above the city. On the highest tower there is the largest clock in the country, Big Ben. Big Ben strikes every quarter of an hour.

To the west of Westminster is West End, the richest part of London. It is full of luxury hotels, super-markets, cinemas and concert-halls. In the center of the West End the Trafalgar Square is situated with the famous statue of Lord Nelson.

Questions:

1. Where is London situated?
2. What is population of London?
3. How many parts are there in London?
4. What can you say about the City of London?
5. What situated in Westminster?
6. What situated in the West End?
7. What is the oldest part of London?

EXERCISE:

1. *From prepositions in the box you can use some of the words more than once.*

in, on, next to, at, outside, inside, near, close to, in the heart, in the middle of, in the centre

1. London is inthe south-east of England the River Thames.
2. Buckingham Palace is London.
3. There is a famous ceremony every day Buckingham Palace.
4. The guardsmen standthe Palace.
5. The *Cutty Sark* was the fastest merchant shipthe sea.
6. the buildings St. Katharine's Dock, traders stored ivory, marble, wine and spices.
7. Tower Bridge is very St. Katharine's Dock.
8. The machinery for raising Tower Bridge isthe two towers.
9. Once a bus wasthe bridge when it started to open.
10. The Tower of London isthe north bank of the Thames Tower Bridge.
11. Many famous men and women diedthe Tower.
12. St. Paul's isthe City.
13. The Whispering Gallery isthe dome.
14. If you whisperthe wall one side, you can be heard the other side.

2. *Make one sentence out of the two sentences in each line by using who or which.*

1. This is the Tower of London. It is on the north bank of the Thames.
2. It was started by William the Conqueror. He wanted to impress and frighten the English.
3. This is the White Tower. It is the oldest.
4. You can see the Warders of the Tower. They guard the Crown Jewels.
5. The cannons make a lot of noise. This sometimes frightens visitors.

SIGHTSEEING IN LONDON



London is one of the most interesting cities in Europe. You can start your sightseeing tour from the City where some famous ancient buildings are situated. **The Tower of London** is also situated in the City. It has been closely associated with many important events in English history. It served as citadel, palace, prison, mint and menagerie. The White Tower was built in 1078 by William the Conqueror to protect the city. The Tower is famous for its illustrious prisoners, such as Sir Thomas More and Guy Fawkes.

Westminster is the historic and governmental centre of London. Until the 11th century it was a sacred place. King Edward the Confessor decided to build a great abbey church here. It was consecrated in 1065, but a week later the King died and was buried in the abbey. His tomb became a popular place of pilgrimage. It can still be found at the heart of the present Westminster Abbey. William the Conqueror was crowned in the Abbey and since then all the Coronations have taken place here. The Abbey contains many royal tombs, memorials to eminent men and women.

Buckingham Palace is the Queen's official London residence. Built in 1702-1705 for the Duke of Buckingham, it was sold in 1761 to George III. The Palace was little used by royalty until Victoria's accession to the throne in 1837. London's most popular spectacle is Changing of the Guard at Buckingham Palace. It takes place in the forecourt and lasts about 30 minutes. Going down Oxford Street you come to **Trafalgar Square** which is yet another symbol of London. This square received its name from Trafalgar, the cape off which

Lord Nelson defeated a Franco-Spanish fleet in 1805. Admiral Nelson, cast in bronze, stands on top of a tall column in the middle of the square. On the north side of Trafalgar Square is **the National Gallery** and the National Portrait Gallery. Not far away is the British Museum — the biggest museum in London. It contains a priceless collection of ancient manuscripts, coins, sculptures etc., and is famous for its library. **Hyde Park** is the London's largest and most fashionable park. It was once a royal hunting forest. There are restaurants and bars at each end of the Serpentine lake.

Downing Street - Number 10, Downing Street has been the home of the British Prime Minister since 1735.

The Houses of Parliament - Its official name is the Palace of Westminster. Most of the building was built in 1840 after the fire of 1834 destroyed the old palace. At the north end of the building, by Westminster Bridge, there is the famous clock tower, Big Ben. In fact Big Ben is really the name of the bell in the tower, not of the clock.

The Natural Museum is situated in Kensington and is one of London's greatest museums. There is a huge collection of animals and plants, including a quarter of a million butterflies, a blue whale and the famous dinosaur skeletons. There is a cafeteria, a gift shop, and a book shop.

Madame Tussauds, Morylebone Road - The famous Waxworks Museum has the models of famous people from pop stars to prime ministers, displays of battles and a Chamber of Horror.

Questions:

1. What is the London's largest and most fashionable park?
2. What street has been the home of the British Prime Minister since 1735?
3. What is one of London's greatest museums?
4. Where can you see the famous waxworks?
5. Where is the biggest clock situated?
6. What building is Buckingham Palace?
7. Where is the House of Parliament situated?

REPORTED PASSIVES

With opinion verbs such as allege, believe, consider, estimate, expect, know, report, say, think, understand a passive construction is used when reporting people's generalized opinions. This happens because the action referred to is more important than the subject who is doing the action, usually because it would be a weak subject (they, people). You can build this kind of sentences following both these structures:

IT + PASSIVE OPINION VERB + THAT CLAUSE PERSONAL SUBJECT + PASSIVE OPINION VERB + TO INFINITIVE

Depending on the tense reference in the active sentence, the infinitive may vary into perfect infinitive (to have + pp), present continuous infinitive (to be + -ing form), perfect continuous infinitive (to have been + -ing form), or perfect passive infinitive (to have been + pp).

1. PRESENT REFERENCE People say that Sam is in the UK.

It is said that Sam is in the UK. Sam is said to be in the UK.

2. PAST REFERENCE People know that Shane left Galway last week.

It is known that Shane left Galway last week. Shane is known to have left Galway last week.

3. CONTINUOUS PRESENT/PAST REFERENCE

People rumour that George is / was visiting his relatives.

It is rumoured that George is / was visiting his relatives. George is rumoured to be visiting / to have been visiting his relatives.

4. PASSIVE REFERENCE People consider that Jane was badly mistreated.

It is considered that Jane was badly mistreated. Jane is considered to have been badly mistreated.

ALSO KEEP IN MIND

If the reporting or opinion verb is in the past in the active sentence, it stays the same in the passive sentence:

People thought she had paid too much. It was thought that she had paid too much. She was thought to have paid too much.

EXERCISE:

1. The words by the teacher today. (*to explain - Simple Present*)
2. We a letter the day before yesterday. (*to send - Simple Past*)
3. This car . It's too old. (*not/to steal - will-future*)
4. This street because of snow. (*already/to close - Present Perfect*)
5. A new restaurant next week. (*to open - will-future*)
6. He to the party yesterday. (*to invite - Simple Past*)
7. The blue box . (*can/not/to see - Simple Present*)
8. I the book by my friend last Sunday. (*to give - Simple Past*)
9. The dishes by my little brother. (*not/to wash - Present Perfect*)
10. I by Robert. (*not/to ask - will-future*)

THIOPENTAL SODIUM

Thiopental is a representative intravenous anesthetic. Various drugs can serve as alternatives.

Injection (powder for solution injection), thiopental sodium, 0.5g and 1g ampoules.

Uses: indication for anaesthetic prior to administration of inhalational anesthetic; anaesthesia of short duration.

Contraindications: inability to maintain airway; hypersensitivity to barbiturates; cardiovascular disease; dyspnoea or obstructive respiratory disease; porphyria.

Precaution: local extravasation can result in extensive tissue necrosis and sloughing; intra – arterial injection causes intense pain and may result in arteriospasm; hepatic impairment; pregnancy.

Interactions: skilled tasks. Warn patient not to perform skilled tasks, for example operating machinery, driving, for 24 hours and also to avoid alcohol for 24 hours.

Dosage:

Induction, by intravenous injection as a 2.5 % (25 mg/ml) solution over 10 – 15 seconds, ADULT 100-150mg (reduced in elderly or debilitated patients), followed by a further 100-150mg if necessary according to response after 60 seconds; or up to 4 mg/kg; CHILD 2-7mg/kg repeated if necessary according to response after 60seconds.

RECONSTITUTION. Solution containing 25mg/ml should be freshly prepared by mixing 20ml of water for injections with the contents of the 0.5g ampoule or 40ml with the 1g ampoule. Any solution made up over 24 hours previously or in which cloudiness, precipitation or crystallization is evident should be discarded.

Adverse effects: rapid injection may result in severe hypotension and hiccup; cough, laryngeal spasm, allergic reactions.

Lesson 12. Unit 4. Speaking: "Conception of practical and laboratory work" **Reading & Listening: "USA" (OTM p. 30)** **The drug annotation "Activated charcoal". (DA, p41).**

CONCEPTION OF PRACTICAL AND LABORATORY WORK

- 9 Discuss in pairs the following questions.
1. What other features can be included as valuable (except above-mentioned) for practical and laboratory lessons?
 2. What can you say about benefits of practical and laboratory activities?
 3. What is meant by practical and laboratory work skills?
 4. What laboratory equipment is used in your field of speciality?

Education is Important

easy. And especially when learning through practical sources instead of conventional theoretical ones, the leaning process does become comparatively easier. Also while you are doing something practically, it reaches your brain more effectively making it easier to understand, apply and remember.

– While imparting practical knowledge to students, most of the activities involve team projects or programs where students are required to work in a group or as a team. On one hand it improves a student's ability to interact with his/her fellow students and encourage them all for team work. On the other hand it also makes the learning process more fun as students are able to grasp more while learning it in a group. And you learn more while having fun.

– Whereas in practical works, inputs from students are not just invited but are also necessary. Interactive sessions, experiments, interactive exercises, are important features of practical education which ensure the involvement of students, making them learn and understand more. And learning is the fundamental purpose of education, so in order to improve the leaning level, more importance should be given to practical education as well.

Condition shows the past but result in present

He would be well now

if...

he had taken a medicine

Represents a situation which is never real, refers to an action in the past

The laboratory wouldn't have been destroyed

if...

you had been very careful

- 10 Complete the sentence using the verbs in the brackets.

1. If you _____ me then, I _____ winner now. (encourage/be(not))
2. I _____ my laboratory work last term in time if our instructor _____ proper clarification on the theme. (fulfill/give (not))
3. If the scientist _____ practical work in time, he _____ with a Nobel Prize last month. (conduct/award)
4. There _____ inventions if the laboratory _____ in the past. (be/create(not)).

- 11 Think about any laboratory work you have recently made and write a report using the template below

1. Title _____
2. Abstract _____
 Introduction _____
3. Materials & methods _____
4. Results _____
5. Figures & tables _____
6. Discussions/conclusions _____
 References _____

Scale Up | 51

THE USA



The United States of America is the fourth largest country in the world (after Russia, Canada, and China). It occupies the southern part of North America and stretches from the Pacific to the Atlantic Ocean. It also includes Alaska in the north and Hawaii in the Pacific Ocean. The total area of the country is about nine and a half million square kilometres. The USA borders on Canada in the north and on Mexico in the south. It also has a seaboarder with Russia.

The USA is made up of 50 states and the District of Columbia where the capital of the country, Washington, is situated. The population of the country is about 250 million.

If we look at the map of the USA, we can see lowlands and mountains. The highest mountains are the Rocky Mountains, the Cordillera, and the Sierra Nevada. The highest peak is Mount McKinley, which is located in Alaska.

America's largest rivers are the Mississippi, the Missouri, the Rio Grande, and the Columbia. The Great Lakes on the border with Canada are the largest and deepest in the USA.

The climate of the country varies greatly. The coldest regions are in the north. The climate of Alaska is arctic. The climate of the central part of the country is continental. The south has subtropical climate. Hot winds blowing from the Gulf of Mexico often bring typhoons. The climate along the Pacific coast is much warmer than that of the Atlantic coast.

The USA is a highly developed industrial country. It is the leading producer of copper and oil and the world's second producer of iron ore and coal. On the industrial enterprises of the country they produce aircrafts, cars, textiles, radio and

television sets, weapon, furniture, and paper.

Though mainly European and African in origin, the Americans are made up from nearly all races and nations, including the Chinese and the native Americans - Indians.

The largest cities are New York, Los Angeles, Chicago, Philadelphia, Detroit, San Francisco, and others.

The United States is a federal republic consisting of 50 states, each of which has its own government. The seat of the central (federal) government is Washington, D. C. According to the Constitution of the USA, the powers of the government are divided into 3 branches: the executive, headed by the President, the legislative, exercised by the Congress, and the juridical. The Congress consists of the Senate and the House of Representatives. There are two main political parties in the USA: the Republican and the Democratic.

Questions:

1. Geographical facts about the country (location, area, number of inhabitants, neighbors).
2. The most important mountain ranges, rivers, plains, waterfalls, lakes, ...
3. Climate in different parts of the USA.
4. What do you know about the frontier between the USA and Canada?
5. Why is the USA sometimes called a "melting pot" or a "salad bowl"? What nationalities can be found there? Languages spoken in the USA.
6. Administration (Type of state. How many states are there? Name 20 of them.)
7. National symbols (flag, symbol, anthem, cartoon). Birthday of the USA.
8. Political system, political parties (branches of the political system, parliament, government).
9. What famous and important American towns do you know and what do you know about them?
10. What American national parks do you know?
11. National economy, industry, agriculture, science, technology.
12. What do you know about the history of the USA (important periods and events, famous names)?
13. Who was the first American president? Name some other important presidents.
14. What famous American people do you know (politicians, sportsmen, artists, actors, film directors, singers).
15. Educational system of the USA. Types of schools, famous universities, degrees, ...
16. Housing in the USA.

17. American eating habits.
18. Sports in the USA.
19. Holidays and traditions in the USA.
20. Family life in the USA.
21. Would you like to visit the USA? Which places and why? Would you like to live in the USA? Where and why?

ACTIVATED CHARCOAL

Powder (powder for oral suspension), activated charcoal

Uses: treatment of acute poisoning.

Contraindication: poisoning by hydrocarbons with high potential for harm if aspirated; poisoning by corrosive substance – may prevent visualization of lesions caused by poison.

Precaution: drowsy or unconscious patients – risk of aspiration (intubate before administration via nasogastric or gastric tube); not effective for poisoning with alcohol, clofenotane (dicophane DDT), cyanides, malathion, and metal salts including iron and lithium.

Dosage:

Poisoning (prevention of absorption) *by mouth*, ADULT 50-100g as a single dose, as soon as possible after ingestion of poison; INFANT 1g/kg as a single dose; CHILD 1-12 years, 25g as a single dose (50g in severe poisoning).

Poisoning (active elimination), *by mouth*, ADULT and CHILD over 1 year, 25-50g initially, then 25-50g every 4-6 hours, INFANTS 1g/kg every 4-6 hours.

Adverse effects: black stools; vomiting, constipation or diarrhea; pneumonitis – due to aspiration.

Lesson 13. Control work

Integrated skills: Listening and Speaking

CONTROL WORK

Review 4



1 (R4) You will hear five short extracts in which five different people are talking about. Predict which of the following topics you are likely to hear about. Choose five only.

1. The books on accountancy
2. Quality and effectiveness of trainings
3. Available information in the books
4. Quality control, work measurement and human resources of the company.
5. Useful sources which friends suggest.
6. Establishing cooperation between government and companies
7. Advertisement of the books.
8. Success in using related books .

2 Listen to the conversation and identify the 5 words used in the context.

performance,	initiatives,	vendor,
implement,	outline,	tremendous,
acquisition,	legislation,	potential, promotion.

3 Fill in the gaps using the words from the box.

1. I remembered his recommendation when we were working towards the acquisition of one of our competitors, and putting together the _____ papers.
2. I contacted a company which seemed likely to offer me greater _____, and I was taken on.
3. He started to work on a comparative study of _____ in certain member states of the European Union.
4. My company is considering relocating our manufacturing base abroad, and a colleague wrote a report identifying some _____ risks.
5. I've decided to apply for _____ next time something suitable comes up.

4 Read the text and choose the best title.

1. Changes in social life of people
2. Pros and cons of social research
3. The top skills for a research analyst

Research analysis must be able to communicate with others to share their conclusions from research.

The duties of a research analyst include analyzing data to reach conclusions that will help business make informed decisions. General requirements for a research analyst include computer skills, communication abilities and math aptitude. Some research analysts have industry-specific experience, while others may not.

Research Analyst Definition

Companies hire research analysts to inquire about and examine facts and make conclusions from the data collected. They use survey results to create analysis about market trends, employee satisfaction, consumer habits and other details that companies deem important. Research analysts work in industries from financial institutions to marketing companies. They help companies develop new products, market products to consumers and analyze internal efficiency trends. Research analysts create data that enables companies to make decisions that significantly impact their bottom lines.

Computer Skills

Because so much of their work is either retrieved from a computer or entered into software on a computer research analysts must have excellent computer skills. They work regularly with databases and spreadsheets, and they create reports in word processing software. They sometimes create

software and write programming that will analyze data or work with other professionals to develop technical methods of data analysis.

Communication Skills

It is common for research analysts to write reports, commentaries, briefs and summaries that provide information about the findings from their research. Their summaries and briefs must be detailed, concise and accurate. They commonly discuss their results with small groups or department. Often, research analysts are asked to present their analysis at conferences, seminars or schools. They visit groups and organizations to share details of their findings.

Math Skills

Research analysts need excellent math skills and must be proficient at working with statistics. Much of a research analyst's duties entail working with numbers from surveys and data in the form of statistics.

Non-teachable Skills

A number of non-teachable skills are required of research analysts. They must be accurate, pay close attention to details, be excellent proofreaders and have the skills necessary to look beyond the obvious to see how data and facts can be linked together to create more meaningful conclusions.

(<http://work.chron.com/top-skills-research-analyst>)

5 Find the words in the text with the similar meaning.

1. genius _____
2. enquire _____
3. consider _____
4. recover _____
5. skilful _____
6. fasten _____
7. recise _____
8. proof-reader _____

Lesson 14. Unit 4. Reading: "Holidays in the USA" p.34
Grammar: reported questions
The drug annotation "Diazepam". (DA, p36).

HOLIDAYS IN THE USA



American holidays are strikingly different in origin and show surprising similarities in the manner of their celebration. No matter what the holiday's origin is, they all seem to be the same thing. A holiday has simply become, for most Americans, a day off from work, though some (for example, Thanksgiving and Christmas) retain some individuality. The major holidays in the USA are: New Year's Day, January, 1st: People stay awake until after midnight on December 31st to "watch the Old Year out and the New Year in." Many parties are given on this night. Theatres, night clubs, restaurants are crowded. When midnight comes, they greet the New Year: people gather in the streets of big cities, they ring bells, blow whistles and automobile horns, some shoot off guns and firecrackers.

Valentine's Day, February, 14th: It is not a national holiday. Banks and offices do not close, but it is a happy little festival in honour of St Valentine, patron of sweethearts and lovers. It is widely celebrated among people of all ages by the exchange of "valentines." A "valentine" may mean a special greeting card or a little present. The greeting cards are often coloured red, have red trimmings and pictures of hearts. Washington's Birthday, February, 22d: In addition to commemorating the birth of the United States' first President, it's a great day for shoppers. The department stores of Washington, DC, stated a national tradition of sales marked by unusual bargains. It is not a national holiday. Many schools, offices and banks close for this day, some stay open. The US Congress observes the birthday of George Washington with speeches and readings from his works. Easter is in memory of the Resurrection of Jesus Christ. It falls on the first Sunday after the first full moon between March, 22, and April, 25.

The 40 days before Easter are called Lent. Just before Easter, schools and colleges usually close. Students have a week or ten days of spring vacation. Easter is a church holiday, and many churches have an outdoor sunrise service. People give each other presents of eggs which are the symbol of new life. There is a popular belief that wearing three new things on Easter will bring good luck throughout the year.

Memorial Day, May, 30th: It is a national holiday. Schools, banks and offices close for the day. On that day, Americans honour the servicemen who gave their lives in past wars. Schools, clubs and churches decorate the cemeteries. They put up the flags on the graves of the army, navy and airmen. They hold memorial services in churches, halls, parks and cemeteries. In addition to solemn services Memorial Day is often marked by other, more joyful ceremonies: colourful parades, sports competitions.

Independence Day, July, 4th: On this day, in 1776, America signed the Declaration of Independence. It is a national public holiday celebrated with fireworks and speeches praising "Americanism, democracy, free enterprise. Labor Day, the first Monday in September: It is a holiday of recreation. It marks the end of summer and the beginning of autumn. Vacation time is over. Resorts, camps and beaches close. Parents go to summer camps and take their children back home.

Veterans Day: On this day, the radio and television broadcast services held at the National Cemetery in Arlington. High officials come from Washington to attend these services. They place a wreath of flowers at the tomb of the Unknown Soldier. All stand in silence for a few minutes at eleven o'clock to honor the memory of the servicemen killed in the two World Wars.

Thanksgiving Day, the fourth Thursday in November: In the USA it is a national holiday. It was first celebrated in 1621 by the Pilgrim Fathers after their first good harvest. Thanksgiving is a family day, for it is customary for all members of the family to gather at the home of their parents. The family eats a large traditional dinner, usually with turkey, cranberry sauce and pumpkin pie. **Christmas Day, December, 25th:**

It is usually a one-day official holiday, but it is preceded and followed by festive parties, and marked by special church services, gift-giving and feasting. Christmas is a family holiday. Schools and colleges close between Christmas and New-Year's Day. People stay at home and spend the time with their families. Everybody tries to come home for Christmas. People send cards or Christmas greetings to family and friends away from home. Every family tries to have a Christmas tree, which is beautifully decorated. Santa Claus comes from the North Pole in his sleigh, dressed in red cap and jacket, entering the house from chimney. He is a merry and fat individual. He has gifts of whatever kind you may wish for — nothing is too fabulous nor too trivial for him to provide.

Questions:

1. What are the major holidays of the USA?
2. When is celebrated the birthday of the first USA president?
3. How do American people celebrate Memorial day?
4. When Independence Day is celebrated?
5. What day is Thanksgiving day?
6. How is Christmas holiday celebrated?

REPORTED QUESTIONS

Reported questions are one form of reported speech.

direct question	reported question
She said: "Are you cold?"	She asked me if I was cold.
He said: "Where's my pen?"	He asked where his pen was.

We usually introduce reported questions with the verb "ask":

He **asked** (me) **if/whether**... (YES/NO questions)

He **asked** (me) **why/when/where/what/how**... (question-word questions)

As with reported statements, we may need to change **pronouns** and **tense**(backshift) as well as **time** and **place** in reported questions.

But we also need to change the **word order**. After we report a question, it is no longer a question (and in writing there is no question mark). The word order is like that of a normal statement (subject-verb-object).

Reported YES/NO questions

We introduce reported YES/NO questions with **ask + if**:

direct question	She said,	"Do you like coffee?"
reported question	She asked	if I liked coffee.

Note that in the above example the reported question has no auxiliary "do". But there is pronoun change and backshift.

Note that we sometimes use "whether" instead of "if". The meaning is the same. "Whether" is a little more formal and more usual in writing:

They asked us **if** we wanted lunch.

They asked us **whether** we wanted lunch.

Reported question-word questions

We introduce reported question-word questions with **ask + question word**:

direct question	He said,	"Where	do you live?"
reported question	He asked me	where	I lived.

Note that in the above example the reported question has no auxiliary "do". But there is pronoun change and backshift.

EXERCISES:

Choose the correct answer.

'Have you met Angela?' She asked us Angela.

'Did Mark pass all his exams.' He asked if Mark all of his exams.

'Are you excited about Christmas?' He asked the children excited about Christmas.

'Have you read this book?' He I had read the book.

'What time will the plane arrive?' They asked what time the plane arrive.

'Can Melanie drive?' She asked .

'How much did the concert tickets cost?' She asked how much .

'Are you going to the party?' John asked me if I to the party.

Change sentences into reported questions:

Christopher: "Do you want to dance?"

Christopher asked me .

Betty: "When did you come?"

Betty wanted to know .

Mark: "Has John arrived?"

Mark asked me .

Ronald: "Where does Maria park her car?"

Ronald asked me .

Elisabeth: "Did you watch the latest film?"

Elisabeth asked me .

Mandy: "Can I help you?"

Mandy wanted to know .

Andrew: "Will Mandy have lunch with Sue?"

Andrew asked me .

Justin: "What are you doing?"

Justin asked me .

DIAZEPAM

Diazepam is a representative benzodiazepine. Various drugs can serve as alternatives.

Tablets, diazepam 2mg, 5mg

Injection (Solution for injection), diazepam 5mg/ml, 2-ml ampoule

Uses: premedication before major or minor surgery; sedation with amnesia for endoscopic procedures and surgery under local anaesthesia; in combination with pethidine, when anaesthesia is not available, for emergency reduction of fractures; epilepsy anxiety disorders.

Contraindications: central nervous system depression or coma; shock; respiratory depression; acute pulmonary insufficiency; sleep apnea; acute alcohol intoxication; severe hepatic impairment; myasthenia gravis.

Precautions: respiratory disease; muscle weakness; history of alcohol or drug abuse; marked personality disorder; elderly or debilitated patients; hepatic impairment or renal failure; pregnancy and breastfeeding; porphyria.

SKILLED TASKS. Warn patient not to perform skilled tasks, for example operating machinery, driving, for 24 hours

Dosage: Premedication, *by mouth* 2 hours before surgery, ADULT and CHILD over 12 years, 5-10mg.

Sedation, *by slow intravenous injection* immediately before procedure, ADULT and CHILD over 12 years, 200 micrograms/kg.

ADMINISTRATION. Absorption following intramuscular injection slow and erratic; route should only be used if oral and intravenous administration not possible. Slow intravenous injection into large vein reduces risk of thrombophlebitis. Resuscitation equipment must be available.

Adverse effects: central nervous system effects common and include drowsiness, sedation, confusion, amnesia, vertigo, and ataxia; hypotension, bradycardia, or cardiac arrest, particularly in elderly or severely ill patients; also paradoxical reactions, including irritability, excitability, hallucinations, sleep disturbances; pain and thromboembolism on intravenous injection.

Lesson 15. Unit 4. Reading: Robot progress.
Summary writing. Listening & speaking: "Washington" (OTM p. 37)

ROBOT PROGRESS



- 7 Look at the title of the text and discuss what the text can be about.
 8 Read the text and fill in the gaps with proper words or phrases from the box.

unemployed

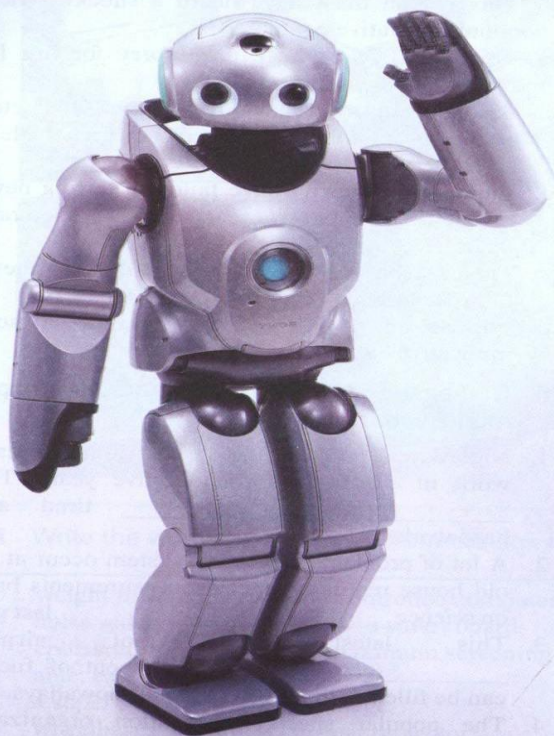
sensational issue
crash

warning about
calculations

study
act

esthetic pleasure

ROBOT PROGRESS



Today it is not a (1) _____ if people are served by robots in restaurants in Japan. Top research, scientific productions have already covered nearly all spheres of life. You can meet different types, shapes, functions of them. Today in Japan thousands of researches are being done to invent the most intelligent,

effective human-like robots. Year by year the influence of computer technology, robot controlled systems is rising; sociologists, psychologists are (2) _____ negative sides of this great impact on modern Japanese society. Japanese are divided into two parts supporting robot influence and being against it.

It is doubtless that robots make people's lives easier; a disabled man can have a free assistant, a person can talk to a robot friend for hours, robot drivers do not (3) _____ into a wall or another car. The Japanese robots can percept, understand, (4) _____ independently nowadays, they can do nearly anything people order. Can you imagine how accountants are happy with a robot that makes all (5) _____ instead of them! Today sometimes it is somehow difficult to differentiate a human being from a person, robots' shapes are really as human beings'. This factor can give (6) _____ to people as well. The robot in Japan has become as a magician in tales, ask robots to dance, sing, cry, weep, beat, make tea, nearly anything, they will obey and do!

But as every coin has two sides, there are people who do want robots to get lost from public places (as they claim they should be only in laboratories). The first reason they present is people are becoming (7) _____ as robots are getting their jobs (it may sound strange but a recent (8) _____ showed that about 3 million people have got jobs in robot researching field worldwide), the young are getting absorbed into robot life forgetting real social environment.

WASHINGTON



Washington, the capital of the United States of America, is situated on the Potomac River in the District of Columbia. The district is a piece of land ten miles square and it does not belong to any separate state but to all the states. The district is named in honour of Columbus, the discoverer of America. The capital owes much to the first President of the USA -George Washington. It was G. Washington, who chose the place for the District and laid in 1790 the corner-stone of the Capitol, where Congress sits.

Washington is not the largest city in the USA. It has a population of 900 000 people. Washington is a one-industry town. That industry is government. It does not produce anything except very much scrap paper. Every day 25 railway cars leave Washington loaded with scrap paper.

Washington has many historical places. The largest and tallest among the buildings is the Capitol with its great House of Representatives and the Senate chamber. There are no skyscrapers in Washington because no other building must be taller than the Capitol. The White House is the President's residence. All American presidents except George Washington (the White House was not yet built in his time), have lived in the White House. It was built in 1799. It is a two-storied, white building.

Not far from the Capitol is the Washington Monument, which looks like a very big pencil. It rises 160 metres and is hollow inside. A special lift brings visitors to the top in 70 seconds from where they can enjoy a wonderful view of the whole city.

The Jefferson Memorial was built in memory of the third President of the USA, Thomas Jefferson, who was also the author of the Declaration of Independence. The

memorial is surrounded by cherry-trees. The Lincoln Memorial devoted to the memory of the 16th President of the US, the author of the Emancipation Proclamation, which gave freedom to Negro slaves in America.

On the other bank of the Potomac lies the Arlington National Cemetery where President Kennedy was buried. American soldiers and officers, who died in World Wars I and II are buried there too.

Questions:

1. What city is the capital of the USA?
2. Where is Washington situated?
3. To which state does the city of Washington belong?
4. In whose honour is the district of Columbia named?
5. Who was the first President of the USA?
6. Who chose the place for the District?
7. Is Washington the largest city in the USA?
8. What is the population of Washington?
9. What industries are situated in the city?
10. What do 25 railway cars leave Washington loaded with?
11. Why are there no sky-scrapers in Washington?
12. Where is the President's residence?
13. When was the White House built?
14. In whose memory was the Jefferson Memorial built?
15. Who is the author of the Declaration of Independence?
16. Which document gave freedom to Negro slaves in America?
17. Who was buried at the Arlington National Cemetery?

EXERCISES:

1. Complete each of the sentences below using the following words:

trash, ticket, office buildings, ATM, subway, hail, crosswalk, car, post office, homeless

1. I need to mail a letter, so I'm going to the _____
2. Is there an _____ around here? I need to take out some money.
3. Don't cross the street here. There's a _____ right over there.
4. You can walk there, but you can also take the _____ (= metro).
5. Tom volunteers at an organization that helps _____ people.
6. Downtown is full of modern _____.
7. I got rid of my _____ because the traffic here is so horrible.
8. The police officer gave me a _____ because I didn't stop at a stop sign.
9. Don't throw your _____ in the street. Put it in a garbage can.
10. You can't just _____ a cab anymore. You have to call/order one.

Lesson 16. The drug annotation “Ibuprofen” DA, p38). Writing Revision of the lesson 12 Speaking

IBUPROFEN

Tablets, ibuprofen 200mg, 400mg.

Uses: pain and inflammation in rheumatic disease and other musculoskeletal disorders including juvenile arthritis; mild to moderate pain including dysmenorrhea, headache; pain in children; acute migraine attack.

Contraindication: hypersensitivity (including asthma, angioedema, urticaria or rhinitis) to acetylsalicylic acid or any other NSAID; active peptic ulceration.

Precautions: renal and hepatic impairment; preferably avoid in history of peptic ulceration; cardiac disease; elderly; pregnancy and breastfeeding; coagulation defects; allergic disorders.

Dosage: Mild to moderate pain, pyrexia, inflammatory musculoskeletal disorders, by *mouth* with or after food, ADULT 1.2-1.8g daily in 3-4 divided doses. Increased if necessary to maximum dose 2.4g daily (3.2g daily in inflammatory disease); maintenance dose of 0.6-1.2g daily may be sufficient.

Juvenile arthritis, by *mouth* with or after food, CHILD over 7kg, 30-40mg /kg daily in 3-4 divided doses.

Pain in children (not recommended for child under 7 kg) by *mouth* with or after food, 20-40mg/kg daily in divided doses or 1-2 years 50mg 3-4 times daily, 3-7 years 100mg 3-4 times daily, 8-12 years 200mg 3-4 times daily.

Adverse effect: gastrointestinal disturbances including nausea, diarrhea, dyspepsia, gastrointestinal hemorrhage; hypersensitivity reactions including rash, angioedema, bronchospasm; headache, dizziness, nervousness, depression, drowsiness, insomnia, vertigo, tinnitus, photosensitivity, hematuria, fluid retention (rarely precipitating congestive heart failure in elderly), raised blood pressure, renal failure; rarely hepatic damage, alveolitis, pulmonary eosinophilia, pancreatitis, visual disturbances, erythema multiforme (Stevens – Johnson syndrome), toxic dermal necrolysis (Lyell syndrome), colitis, aseptic meningitis.

REVISION

Review 4

1 (R4) You will hear five short extracts in which five different people are talking about. Predict which of the following topics you are likely to hear about. Choose five only.

1. The books on accountancy
2. Quality and effectiveness of trainings
3. Available information in the books
4. Quality control, work measurement and human resources of the company.
5. Useful sources which friends suggest.
6. Establishing cooperation between government and companies
7. Advertisement of the books.
8. Success in using related books .

2 Listen to the conversation and identify the 5 words used in the context.

performance,	initiatives,	vendor,
implement,	outline,	tremendous,
acquisition,	legislation,	potential, promotion.

3 Fill in the gaps using the words from the box.

1. I remembered his recommendation when we were working towards the acquisition of one of our competitors, and putting together the _____ papers.
2. I contacted a company which seemed likely to offer me greater _____, and I was taken on.
3. He started to work on a comparative study of _____ in certain member states of the European Union.
4. My company is considering relocating our manufacturing base abroad, and a colleague wrote a report identifying some _____ risks.
5. I've decided to apply for _____ next time something suitable comes up.

4 Read the text and choose the best title.

1. Changes in social life of people
2. Pros and cons of social research
3. The top skills for a research analyst

Research analysts must be able to communicate with others to share their conclusions from research.

The duties of a research analyst include analyzing data to reach conclusions that will help business make informed decisions. General requirements for a research analyst include computer skills, communication abilities and math aptitude. Some research analysts have industry-specific experience, while others may not.

Research Analyst Definition

Companies hire research analysts to inquire about and examine facts and make conclusions from the data collected. They use survey results to create analysis about market trends, employee satisfaction, consumer habits and other details that companies deem important. Research analysts work in industries from financial institutions to marketing companies. They help companies develop new products, market products to consumers and analyze internal efficiency trends. Research analysts create data that enables companies to make decisions that significantly impact their bottom lines.

Computer Skills

Because so much of their work is either retrieved from a computer or entered into software on a computer, research analysts must have excellent computer skills. They work regularly with databases and spreadsheets, and they create reports in word processing software. They sometimes create

software and write programming that will analyze data or work with other professionals to develop technical methods of data analysis.

Communication Skills

It is common for research analysts to write reports, commentaries, briefs and summaries that provide information about the findings from their research. Their summaries and briefs must be detailed, concise and accurate. They commonly discuss their results with small groups or department. Often, research analysts are asked to present their analysis at conferences, seminars or schools. They visit groups and organizations to share details of their findings.

Math Skills

Research analysts need excellent math skills and must be proficient at working with statistics. Much of a research analyst's duties entail working with numbers from surveys and data in the form of statistics.

Non-teachable Skills

A number of non-teachable skills are required of research analysts. They must be accurate, pay close attention to details, be excellent proofreaders and have the skills necessary to look beyond the obvious to see how data and facts can be linked together to create more meaningful conclusions.

(<http://work.chron.com/top-skills-research-analyst>)

5 Find the words in the text with the similar meaning.

1. genius _____
2. enquire _____
3. consider _____
4. recover _____
5. skilful _____
6. fasten _____
7. recise _____
8. proof-reader _____

Lesson 17. Review of all grammar rules. Testing

REVIEW OF ALL GRAMMAR RULES

EXERCISES:

1. Correct each sentence or question.

1. I doesn't like this film. do not like
2. What do you wants.
3. Jim walk sometimes to school.
4. When the lesson begins?
5. They do not gets up early
6. Mavluda not like computer games.
7. Mark watchs tv every night.

2. Underline the correct word in each sentence.

1. Kate and Ann lives / live in Moscow.
2. Children watch / watches TV every evening.
3. The pupils of this school usually goes / go to school by bus.
4. It never snow / snows in this city.
5. You never clean / cleans your teeth!
6. Your children always get up / gets up early .
7. All the buses leave / leaves from this bus stop.

3. Write the questions.

- | | |
|--|-------------------------------|
| 1. Who <u>came to see</u> you? | My teacher came to see me. |
| 2. Who <u>did Julie meet</u> last night? | Julie met Barbara. |
| 3. What..... you reading? | I like reading novels. |
| 4. Who ? | My sister made the cake. |
| 5. Who ? | Helen found the car keys. |
| 6. What ? | A cigarette started the fire. |
| 7. What..... you ? | I want some help. |
| 8. Who you? | Caroline told me. |
| 9. Who with my mother? | Karim stayed with my mother. |
| 10. What you ? | I said nothing. |
| 11. Who ? | David came with Mary. |
| 12. What you ? | I study medicine. |
| 13. Who ? | Linda lives with her parents. |
| 14. Who ? | Greg opened the door. |
| 15. What ? | Something terrible happened. |

4. Rewrite these sentences in the passive.

1. Someone broke this mirror last night.
This mirror was broken last night.
2. Someone washes the towels in the hotel every day.
The towels in the hotel are washed every day.
3. Someone built the house ten years ago.
4. They grow this fruit in very hot countries.
5. They pay the office workers weekly.
6. Someone bought all this cheese in France.
7. Someone found Emily's bike in the river.
8. Someone visits most of the prisoners once a week.
9. Someone cleans this car every week.
10. They play a lot of sport on the beach.
11. Someone stole all my best jewellery.
12. They carried the children all the way home.
13. Someone watches the palace twenty-four hours a day.
14. They leave the grapes to dry in the sun.

5. Write these sentences, putting the verbs in brackets into the present simple or the future simple.

1. If the train's late, we (walk).
if the train's late, we'll walk.
2. She (call) you if she (have) time.
She'll call you if she has time.
3. If it costs too much, I (buy) a smaller one.
4. If the doctor can't see me, I (go) somewhere else.
5. If the class (be) full, we (find) another one.
6. What will we do if the taxi (not come)?
7. Will you phone me if there (be) any problems?
8. I (ask) Peter if I (see) him tomorrow.
9. I (go) next week, if I (can) get a train ticket.
10. If he (see) me here, he (be) really angry.
11. Mary (be) worried if you don't come to the airport.
12. If it (snow) this winter, we (go) skiing.
13. I (lend) them some money if they (ask) me.
14. If you (visit) Uzbekistan, you (see) some interesting old buildings.

TEST

1. Someone for you outside.”Who is it ?”
 - A. waits
 - B. is waiting
 - C. waiting
- 2.”What of this book ?” “I think it is fantastic”.
 - A. do you think
 - B. is you think
 - C. you do think
3. in ghosts ?
 - A. Are you believe
 - B. Are you believing
 - C. Do you believe
4. Malika is busy. She for a test .
 - A. is study
 - B. is studying
 - C. is studies
- 5.They a great time at the moment !
 - A. We are have
 - B. We is have
 - C. We are having
6. My friend usually at 6 o’clock.
 - A. get up
 - B. getting up
 - C. gets up
- 7.Stop it !it?
 - A. I am not liking
 - B. I do not like
 - C. I not like
8. What? Is it an apple ?
 - A. you are eating
 - B are you eating
 - C. do you eating
9. A student feels ill, so he basketball.
 - A. does not play
 - B is not play
 - C. is not playing
10. Every day Frank to work.
 - A. goes
 - B is going
 - C. go
11. Pay attention Ann
 - A. is playing
 - B is play
 - C. plays

Lesson 18. Final lesson

FINAL LESSON

1 (T2.1) Listen to the first part of the interview and write whether the following statements are true or false.

№	Statements	T	F
1	Unintended consequences are the events which happen rarely and unexpectedly.		
2	Some unintended consequences can sometimes be supposed to bring positive outcomes as well.		
3	The Middle Ages reserves for hunting left some positive unintended consequences as they have turned into preserved green space or parks.		
4	The developed medical pills usefulness to cure other illnesses was found while experimenting.		
5	At the beginning of the 20 th century American government prohibited to produce alcoholic beverages that brought unexpected benefits.		
6	Mostly humanity's interference into environmental issues brought unintended drawbacks.		
7	Each time new animal and plant species brought to Australia in history ended up with unintended positive consequences.		
8	Cane toads were introduced into Australia to control cane field pests.		

2 Read the statements below. Listen to the tape again and put them in the order.

___ But those situations should teach people not to make err or a mistake like those in future.

___ It is a pity that humanity has faced with a number of unforeseen negative consequences.

___ If human beings try to alter eco-system it may end fatally.

___ A lot of people were hospitalized after drinking unqualified or uncontrolled alcoholic beverages.

___ That assisted in having got marvelous environmental surroundings in many landscape places.

___ That is a pity that most humanity wants to interfere into environmental matters which also end with a lot of catastrophic, tragic outcomes influencing human life badly.

___ Most of them have already been accepted as "good lessons" by humanity.

___ That gave a wide way to illegal alcohol producing which caused the rapid growth in crime commitment, besides; the quality of it was terrible.

___ Some manufactured pills to cure this or that illness turned out to be useful for some other illnesses as well; these helped humanity to win over a number of sicknesses.

3 Read the text and give an appropriate title.

4 Match the sentences 1-4 and the paragraphs A-D.

- As the disease — or whatever it is — spread, rented bees also went up.
- Every idea should be checked 7 times before implementing it, and the phrase "just do it" must not be used with the nature.
- But it was proved that overusing the natural issues brought other fatal consequences which cannot be only called natural one.
- Here are some examples of environmental collapses done by humanity.

- a. Million types of vegetables and fruit existed on our planet. Some became extinct as a result of human indifference; some types were changed, mixed or integrated. Over the million years humanity influenced the environment negatively. They have already changed the nature, wild life and climate dramatically. Those interferences into environmental issue brought negative influences.
- b. Production of the bee manufacture, honey has been also praised as a remedy. But in the last years they are in the danger of extinction. In America beekeepers lost 31 per cent of their colonies in late 2012 and early 2013, which is double what's considered acceptable through natural causes.
- c. Hives were deserted, the bees gone, maybe dead, honey production stopped, and the bee industry was damaged. When the world learned that bees in America and Canada were dying in large numbers, and hives were depleted, the agricultural community, beekeepers and the public became alarmed. The problem was

called Colony Collapse Disorder or CCD, and it threatened California's very profitable almond industry, which is dependent on bees to pollinate the trees that the nuts grow on. And not just almonds: 130 crops in California alone depend on honey bees. Beekeepers from around the nation started loading their hives on trucks and bringing them to California to rent them out to growers.

- d. What the scientists have discovered is that they really don't know very much about bees. They've found that colonies with CCD have an abundance of bacteria, viruses and a specific fungal disease, but none of these items alone can be singled out as the cause. Why should cause again be searched from the nature? Why not from human actions? In the agriculture, in order to take more harvest, hundred types of chemicals have been used to keep them from worms. And as an unintended consequence bees also have been disappearing. If they are extinct, there will not be any pollination, no pollination – no fruit, no fruit- no seed to grow the next year then.

5 (T2.2) Listen to the second part of the interview and fill in the blanks using words from the box.

set free;	steady;	extend;	fierce;
contaminate;	supply;	avoid;	replace;
conversion;	manage;		

Rabbits from European countries were brought to Australian continent's major countries Australia and New Zealand in order to _____ people with sufficient food. During a few years rabbits' population raised so rapidly that the government could not _____ it. After they had been _____ by accident, rabbits started to run over the cities, villages easily breeding. The Australian government had to take serious measures to exterminate rabbits which brought global troubles to the agriculture mostly by _____.

After a hard attempt, and open war against rabbits the Australian government made their population _____. Scholars admit that _____ into Australian eco-system done by people brought fatal, catastrophic outcomes. Africanized bees _____ over South and North American countries quickly by mixing with other bee types. Those wild bees stopped making honey, became _____ by killing other useful insects. Kudzu, introduced as an ornamental plant and later used to _____ erosion in earthworks, has become a major problem in the Southeastern United States. Kudzu has _____ native plants, and has effectively taken over significant portions of land.

6 Listen to the tape again and complete the table.

The changes into eco-system done by humanity	The drawbacks of the unintended consequences
1) Rabbits which were brought to Australia	a)
2)	b)
3)	c)
	d)
	e)
	f)
	g)
	h)
	i)
	j)

7 Rewrite the following sentences using Passive Voice.

- The introduction of exotic animals and plants for food and decorative purposes often leads to more harm. (cause) _____ e.g. _____ More harm is often caused by introduction of exotic animals and plants for food and decorative purposes.
- The introduction of rabbits in Australia and New Zealand for food led to an explosive growth in the rabbit population. Rabbits have become a major uncontrollable pets in these countries (follow). because the rabbits had no natural predators. _____

- Cane road has become a major pets when agronomists introduced it into Australia to control cane field pets. Animals eating cane died of its toxins. (kill) _____

- People grew Kudzu as an ornamental plant and later used to prevent erosion in earthworks, but it became a major problem in the Southeastern United States. (introduce). Kudzu displaced native plants, and effectively took over significant portions of land. _____

- In 1957, while searching for an increase in honey production, Warwick E. Kerr accidentally released Africanized bees in Brazil. The «especially defensive» Africanized bee species expanded into the north and south Americas. _____

- In the 19th century, in Ireland, Theobald Mathew developed a temperance action. Thousands of people vowed never to drink alcohol again. (encourage). Instead, people began the consumption of diethyl ether. (drink). Those seeking led to intoxication without breaking promise. (result). _____

- The draining of American wetlands since colonial times, resulted in flash-flooding and seasonal droughts. _____

- A reward for “ghost nets” offered by the French government between 1980 and 1981 resulted in people vandalizing nets to collect the reward. _____

- In 2012, 75% of income tax in France made the rich move to other countries. (result) _____

SELF -STUDY PLAN

for the 2nd year students of Pharmacy faculty and biotechnology, metrology, standardization and quality management of production directions of Industrial Pharmacy faculty (3rd term)

№	Themes	Tasks and recommendations for self- study
1	Perfect Tenses The first President I.A.Karimov	1. Make tests 2. Make crosswords 3. Make clusters 4. Make resume
2	Gerund. Modern & Historical Places of Uzbekistan	1. Make grammar tables 2. Make tests 3. Make crosswords 4. Translate the text
3	Compound and complex sentences Herbs	1. Make tests 2. Make crosswords 3. Write an essay 4. Translate the text, p250.
4	My native town. -About plantsl.	1. Make tests 2. Make crosswords 3. Write an essay 4. Translate the text, p276.

For Industrial pharmacy direction

№	Themes	Tasks and recommendations for self- study
1	Perfect Tenses The first President I.A.Karimov	1. Make tests 2. Make crosswords 3. Make clusters 4. Make resume
2	Gerund. Modern & Historical Places of Uzbekistan	1. Make grammar tables 2. Make tests 3. Make crosswords 4. Translate the text, p 260.
3	Compound and complex sentences Herbs	1. Make tests 2. Translate the text, p250.

SELF -STUDY PLAN

for the 2nd year students of Pharmacy faculty and biotechnology, metrology, standardization and quality management of production directions of Industrial Pharmacy faculty (4th term)

№	Themes	Tasks and recommendations for self- study
1.	Herbal plants. Famous scientists of Uzbekistan	1.Make Tests 2.Make Slides 3.Write an essay 4. Translate the text, p267.
2.	Ecological problems..	1.Make crosswords 2.Make a slide 3.Write an essay 5.Translate the text,p.264
3.	Historical places of The United Kingdom Aspirin	1.Make Tests 2.Make a slide 3. Write an essay 4. Translate the text, p254.
4.	Drug annotation : Sulfasalazine Places of interest in the USA	1.Make Tests 2.Make crosswords 3.Make a slide 4.Translate annotation

For Industrial pharmacy direction

№	Themes	Tasks and recommendations for self- study
1.	Herbal plants. Famous scientists of Uzbekistan	1.Make Tests 2.Make Slides 3.Write an essay 4. Translate the text, p267.
2.	Ecological problems..	1.Make crosswords 2.Make a slide 3.Write an essay 5.Translate the text,p.264
3.	Historical places of The United Kingdom and the USA Aspirin	1.Make Tests 2.Make a slide 3. Write an essay

QUESTIONS FOR SELF-STUDY

1. How did Shakspeare die?
2. What happened to Shakspeare's children?
3. What did Shakspeare look like?
4. Were Shakspeare's works written in Old English?
5. How many plays did Shakspeare write?
6. What is the formation of the Present Perfect Continuous Tense?
7. What is the difference between the simple past tense and the present perfect?
8. Some grammar book says the verb 'forget' can't have an object between the verb and the gerund. is that correct?
9. What is the difference between "I wear" and "I'm wearing" or rather when do you use which form?
10. What is the formation of gerund? 11. What is a herb anyway?
12. Do herbs really work? 13. Are herbs really safe to use?
14. How do you know what herb to use?
15. What is the difference between an animal cell and plant cell? 16. What is the weirdest plant you have ever experimented on? 17. Why do leaves turn colors and die in autumn?
18. When is the best time to visit New Zealand? 19. What is the climate like?
20. When are school holidays and public holidays?
21. What is the relationship between man and his environment? 22. How does man destroy his environment?
23. What is the Name of five English speaking countries? 24. What is the area of the Australia?
25. What is the population of Australia? 26. What is the longest river?
27. What does Australia consist of? 28. Where is Ganges River?
29. What are the best places of India? 30. When is the best time to travel to India?
31. What is the most important information should know about sulfasalazine oral? 32. What are the possible side effects of sulfasalazine oral?
33. What happens if you miss dose? 34. What happens if you take overdose?

CASE STUDY

1. Grocery Store

Your family has had a grocery store for more than 50 years. Recently, a supermarket has opened 100 meters down the road. - What are you going to do?

2. A Fly in the Soup

You are the owner of a small restaurant. A customer complained to you that he had found a fly in his soup. - What will you do/say? Discuss with your friends.

3. E-Mail

You do not like your boss but you like the job very much. One day you typed a message on your computer to an understanding colleague (your best friend) complaining about your boss, using the words “stupid, lacking of feelings” and “cruel”. You e-mailed this message to your friend. But a few seconds later you realized that you made a mistake. Instead of directing the message to your friend, you had sent it to your boss! - What is your next step? Discuss with your friends.

4. Marketing a Product

[In groups of three or five] Today you are Marketing Executives. Invent a product or service and market it and then present your idea to the class. You have to design an advertisement for television commercial or magazine. Please divide your presentation into three parts:

1. Describe the product or service.
2. Describe the advertising method used.
3. Explain, why you chose certain things in your advertisement, i.e. beautiful landscape, people, etc.

5. Domestic Violence

You had a long conversation with a friend and coworker, a part-time employee who revealed to you that she is a victim of domestic violence. The woman's husband has been abusing her since their first child was born. He is careful to injure her only in ways that do not leave visible signs, and she feels sure no one would ever believe her word against his. The family's assets, even “her” car, are all in his name, and her

part-time salary would not be enough for herself and the children to live on. Further, he has threatened to kill her if she ever leaves him or reveals the truth. After talking with you, the woman asks you to keep this conversation confidential. - What would you say / do? Discuss with your friends.

6. Conflict at Work

You are Human Resource Manager, a married person with two children. You had a conflict in the workplace. One of your employees said this morning that he knows where your kids go to school. When he spoke, his eyes looked terrible and his voice was angry. - What will you do and say? Discuss with your friend.

7. A Strange Case

You are Manager of a company. Several employees came to your office and reported an unusual situation which had occurred the previous day. An agency employee from a different building had been in and out of their office over a seven-hour period, remarking to several people that “the Government” had kept her prisoner, inserted microphones in her head to hear what she was thinking, and tampered with her computer to feed her evil thoughts. She also said that her doctors diagnosed her as paranoid schizophrenic, but that they are wrong about her. She made inflammatory remarks about coworkers, and made threatening statements such as, “Anybody in my old job who got in my way came down with mysterious illnesses”. - What will you do and say? Discuss in groups of five and give a presentation in front of the whole class.

8. In the Office

Your spouse and you have been married for 10 years and for the last 6 months s/he has been having a secret affair with a woman/man in his/her office. You recently discovered this. S/he said how s/he was sorry and said s/he would stop seeing the person and that s/he would never love anyone else again. But s/he refuses to look for a new job. - What will you do? What will you tell her/him?

9. Car Accident

Your spouse suffered a serious car accident a few years ago, and since then has been confined to a wheelchair. You had to give up your job to look after him/her and more recently s/he has become so demanding that you have to spend all your time with him/her. - What will you do? Discuss with your friends.

GLOSSARY

Word	Meaning	Uzbek	Russian
proclamation	a formal public announcement	rasmiy eʼlon qilmoq	провозглашение
membership	the state of being a member of a group or an organization	aʼzolar tarkibi	количество членов
potential	currently unrealized ability	potensial, imkoniyat	потенциал
tungsten	a metallic chemical element with an atomic number of 74	volfram	вольфрам
lithium	the simplest alkali metal	litiy	литий
available	capable of being used for the accomplishment of a purpose	yaroqli	доступный
avenue	abroad street, especially one bordered by trees	atrofi daraxtzor koʻcha	проспект, дорога
flourishing	growing, thriving	gullab turgan	процветающий
facility	the fact of being easy or easily done	qulaylik	возможность
decorate	to furnish with decorations	bezatmoq	украшать
summit	a point, the sharp end or top of anything that terminates in a point	choʻqqi	вершина
embassy	an organization of officials who permanently represent a sovereign state in a second sovereign state	elchixona	посольство
equipment	the act of equipping or the state of being equipped	jihoz	оборудование
manuscript	handwritten	qoʻlyozma	рукопись
to be separated	divide or cause to divide into constituent or distinct elements-	ajratilgan, alohida	разделяться, отделять
descent	an action of moving downward, dropping, or falling-	tushmoq	понижение, падение, спуск

constitute	give legal or constitutional form to (an institution); establish by law-	yaratmoq, hosil qilmoq,	составлять, создавать, основывать
inhabitants	a person or animal that lives in or occupies a place –	yashovchi, istiqomat qiluchi	житель, обитатель (о людях и животных)
specific	clearly defined or identified	o‘ziga xos, maxsus	особенный, особый, специфический
sovereign	a supreme ruler, especially a monarch	monarx,	монарх
reign	hold royal office; rule as king or queen	podshohlik, hukmronlik	правление, власть, верховная власть
to be crowned	ceremonially place a crown on the head of (someone) in order to invest them as a monarch	toj kiygan	короновать, облеченный королевской властью
to be elected	choose (someone) to hold public office or some other position by voting-	saylangan	быть избранным народным голосованием
secret ballot	a ballot in which votes are cast in secret	yashirin ovoz berish	тайное голосование
electoral system	system relating to elections or electors	tanlangan	выборный, избирательный
leader	the person who leads or commands a group, organization, or country-	rahbar	руководитель, глава, лидер

decisions	A policy is a deliberate system of principles to guide decisions and achieve rational outcomes. A policy is a statement of intent, and is implemented as a procedure or protocol - strategic	qaror	стратегическое решение
to comprise	consist of; be made up of -	ichiga olmoq	включать заключать в себя
to be presided	be in the position of authority in a meeting or gathering	raislik qilmoq	осуществлять контроль, председательствовать
to keep up	move or progress at the same rate as someone or something else	qo‘llab quvvatlam	поддерживать, продолжать, соблюдать
measure	ascertain the size, amount, or degree of (something) by using an instrument or device marked in standard units or by comparing it with an object of known size	o‘lchov	мера, единица измерения
background	the part of a picture, scene, or design that forms a setting for the main figures or objects, or appears furthest from the viewer	orqa fon	задний план, фон
patron saint	the protecting or guiding saint of a person or place	pir, piri- ustoz	святой–покровитель
pin	a thin piece of metal with a sharp point at one end and a round head at the other, used for fastening pieces of cloth, paper, etc.,	to‘nag‘ich, nina	булавка, кнопка, прикалывать
thistle	a widely distributed herbaceous plant of the daisy family, which typically has a prickly stem and	qushqo‘nmas	чертополох

	leaves and rounded heads of purple flowers		
bank holiday	a day on which banks are officially closed, kept as a public holiday	rasmiy dam olish kuni	официальный нерабочий день, установленный законом (все банки в этот день закрыты)
shamrock	A low-growing clover-like plant with three-lobed leaves, used as the national emblem of Ireland	sabarga, uchbarg (Irlandiyaning milliy ramzi)	клевер, трилистник
monk	a member of a religious community of men typically living under vows of poverty, chastity, and obedience	zohid, monax	монах
bishop	a senior member of the Christian clergy, usually in charge of a diocese and empowered to confer holy orders	yepiskop	епископ
daffodil	a bulbous European plant which typically bears bright yellow flowers with a long trumpet-shaped centre (corona)	nargis	нарцисс
ancient	belonging to the very distant past and no longer in existence	qadimiy	древний, старинный
appear	come into sight; become visible or noticeable, especially without apparent cause	ko‘rinmoq, paydo bo‘lmoq	показываться, появляться
invaders	a person or group that invades a country, region, or other place	bosqinchi, istilochi	захватчики
heart	the central or innermost part of something	markaz	сердце, центр
the Stock Exchange	a market in which securities are bought and sold	fond birjasi	фондовая биржа
the administrative	relating to the running of a business, organization, etc.	boshqaruv markazi	административный центр

center			
government	the system by which a state or community is governed	hokimiyat	правительство, форма правления
king	the male ruler of an independent state, especially one who inherits the position by right of birth	qirol	король, царь
queen	the female ruler of an independent state, especially one who inherits the position by right of birth	qiroliqcha	королева
to be crowned	ceremonially place a crown on the head of (someone) in order to invest them as a monarch	taxtga o'tkazmoq	быть коронованным
luxury	a state of great comfort or elegance, especially when involving great expense	dabdaba, hasham	роскошный, богатый
separate	forming or viewed as a unit apart or by itself	alohida	отдельный
to be named in honour	regard with great respect	sharafiga nomlanmoq	быть названным в честь
except	not including - other than	dan tashqari	за исключением, кроме
scrap paper	odd bits of paper, used for making rough notes,	makalatura	макулатура
hollow	having a hole or empty space inside,	kavakli	полый, пустой
to enjoy a wonderful view of	take delight or pleasure in (an activity or occasion)	tevarak atrofda zavqlanish	любоваться прекрасным видом
cherry-trees	the tree that bears the cherry	olcha daraxti	вишневые деревья
on the other bank	the land alongside or sloping down to a river or lake	boshqa qirg'oqda	на другом берегу
to interfere	involve yourself in a situation when your involvement is not wanted or is not helpful	тўскинлик қилмоқ	препятствовать
insomnia	a sleep disorder that can disrupt a person's daily life.	уйкусизлик	бессонница

taste perversion	a condition characterized by alterations of the sense of taste which may range from mild to severe, including gross distortions of tastequality.	таъм сезишининг бузилиши	расстройство восприятия вкуса
oral monilia	yeast infection of the mouth and throat caused by a fungus formerly called Monilia	оғиз бўшлиғи шиллик қавати микози	микоз слизистой оболочки полости рта
enhance	intensify, increase, or further improve the quality, value, or extent of.	кучайтирмоқ, оширмоқ	усиливать
elapse	pass, go by	ўтмоқ	проходить, пройти
prevention	the action of stopping something from happening or arising.	олдини олиш	предотвращени
syncope	temporary loss of consciousness caused by a fall in blood pressure.	хушдан кетиш	обморок
dry mouth	The condition of not having enough saliva to keep the mouth wet.	оғиз қуриши	сухость во рту
rash		тошма	сыпь
retinal	relating to a biometric method of identifying individuals from the unique patterns of blood vessels in the retina.	кўз тўр пардаси	сетчатка глаза
visual	relating to seeing or sight.	кўриш қобилияти	зрительный
conjunction	the action or an instance of two or more events or things occurring at the same point in time or space.	биргаликда	в сочетании
simultaneously	at the same time.	баравар	одновременно
susceptible	capable of submitting to an action, process, or operation	таъсирчан	чувствительный
failure	the neglect or omission of expected or required action	етишмовчилик	недостаточность
cell damage	variety or changes of stress that a cell suffers due to external as well internal environmental changes. Among other causes, this can be due to physical, chemical, infectious, biological, nutritional or immunological factors.	хужайра жароҳати	повреждение клетки

empty	containing nothing; not filled or occupied	бўш	пустой
permeability	the state or quality of being permeable	ўтказувчанлик	проницаемость
seizures	the action of capturing someone or something using force	хуруж	приступ
jaundice	yellowish pigmentation of the skin, tissues, and body fluids caused by the deposition of bile pigments	сарик касал	желтуха
to reduce	make smaller or less in amount, degree, or size	пасайтирмак	снижать
precipitation	the action or process of precipitating a substance from a solution	чўкма	осадок
to penetrate	go into or through (something), especially with force or effort	ёриб кирмоқ	проникать
hearing loss	partial or total inability to hear	эшитиш кобилятини йўқотиш	потеря слуха
duodenal ulcer	A crater (ulcer) in the lining of the beginning of the small intestine	12 бармоқли ичак яраси	язва 12-перстной кишки
chest pain	discomfort or pain that you feel anywhere along the front of your body between your neck and upper abdomen	кўкракдаги оғриқ	боль в груди

APPENDIX

STANDARDIZED PROGRAMME

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

Рўйхатга олинди:

№ БД — _____ — 1.05

2018 йил "26" 05

Олий ва ўрта махсус таълим
вазирлиги

2018 йил "14" 06



ХОРИЖИЙ ТИЛ

ФАН ДАСТУРИ

(Барча таълим йўналишлари учун)

ТОШКЕНТ - 2018

Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги 2018 йил “14” июндаги “531”– сонли буйруғининг 1-илоvasи билан фан дастури рўйхати тасдиқланган.

Фан дастури Олий ва ўрта махсус, касб-ҳунар таълими йўналишлари бўйича Ўқув-услубий бирлашмалар фаолиятини Мувофиқлаштирувчи кенгашнинг 2018 йил “26” майдаги 2 - сонли мажлис баённомаси билан маъқулланган.

Фан дастури Ўзбекистон давлат жаҳон тиллари университетида ишлаб чиқилди.

Тузувчилар:

- | | |
|---------------------|--|
| Боқиева Г. Ҳ. | - ф.ф.д., профессор, Ўзбекистон давлат жаҳон тиллари университети |
| Саматова Б. Р. | - кафедра мудири, Тошкент давлат юридик университети, Тил ўргатиш маркази |
| Турсунов М. М. | - катта ўқитувчи, Бухоро давлат университети, Инглиз тили ва адабиёти кафедраси |
| Дадаходжаева М.С | - п.ф.н. доцент, Ўзбекистон давлат жаҳон тиллари университети, немис тили ўқитувчиси |
| Мурадқасимова К. Ш. | - ўқитувчи, Ўзбекистон давлат жаҳон тиллари университети |
| Ширинова Р. Х. | - ф.ф.д., Ўзбекистон миллий университети, Француз филологияси кафедраси профессори |
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Фан дастури Ўзбекистон давлат жаҳон тиллари университети Илмий кенгашида кўриб чиқилган ва тавсия қилинган (2018 йил “26” апрелдаги 9 - сонли баённома).

I. ЎҚУВ ФАНИНИНГ ДОЛЗАРБЛИГИ ВА ОЛИЙ КАСБИЙ ТАЪЛИМДАГИ ЎРНИ

Узлуксиз таълим тизимининг чет тиллар бўйича давлат таълим стандартидаги “Чет тиллар бўйича таълимнинг барча босқичлари битирувчиларининг тайёргарлик даражасига қўйиладиган талаблар”га мувофиқ олий таълим муассасаларининг ихтисослиги чет тили бўлмаган факультетлари битирувчилари чет тили бўйича В2 даражасини эгаллашлари белгилаб берилган.

Хорижий тил фан дастури мазмун-моҳиятига кўра умумий илмий (академик) тил кўникмаларини ривожлантиришга қаратилган, талабаларнинг бўлғуси касбий фаолиятларида фойдаланадиган тил компетенцияларини ривожлантиришга мослаштирилган. Мустақил таълим талабаларда тилдан эркин фойдаланиш кўникма ва малакаларини эгаллаш мотивациясини шакллантириш ва ривожлантиришга қаратилган.

Ушбу дастур “Хорижий тил” фанини ўқитиш даврида талабаларнинг умумий, академик ва касбга йўналтирилган тил кўникма ва малакаларини ривожлантиришга қаратилган. Хорижий тилни ўрганишнинг мустақил мулоқот (В2) даражаси талабаларда кўпроқ академик ва касбга йўналтирилган тил кўникмаларини ривожлантиришни тақозо этади.

II. ЎҚУВ ФАНИНИНГ МАҚСАДИ ВА ВАЗИФАСИ

Хорижий тилни ўргатишдан асосий мақсад – бўлғуси мутахассисларда кундалик ҳаётлари, илмий ва касбий фаолиятларида чет тили ёки бир неча тиллардан эркин фойдаланувчи мутахассисларни тайёрлаш. Шу билан бирга, уларда ватанпарварлик ҳиссини ривожлантириш, мустақил изланиш, билим ва кўникмаларини дарсдан ташқари, ОТМни битирганларидан кейин ҳам ривожлантириш малакаларини ҳамда умумбашарий ва соҳага оид илмий мавзуларда мантиқий фикрлаш қобилиятларини ривожлантиришдан иборат.

Ушбу мақсадга эришиш учун қуйидаги **вазифалар** илгари сурилади:

–талабаларнинг нутқий (ўқиш, ёзиш, тинглаб тушуниш, гапириш), тил (лексик, грамматик), ижтимоий-маданий ва прагматик компетенцияларини ДТСи талабларига биноан ривожлантириш;

–илмий, касбий ва маиший фаолиятга боғлиқ мавзулар юзасидан оғзаки ва ёзма равишда баён этиш кўникма ва малакаларини ривожлантириш;

–умумбашарий ва миллий қадриятлар билан таништириш, маданиятлараро бағрикенглик ва миллатлараро ҳамдўстлик ҳисларини сингдириш;

–илмий ва касбий фаолиятда қўлланиладиган термин ва атамаларни ўргатиш;

–талабаларнинг илмий ва соҳавий йўналишларидан келиб чиққан ҳолда мустақил ишларини ташкил этиш.

Фан бўйича талабаларнинг билим, кўникма ва малакаларига қуйида келтирилган талаблар қўйилади. Давлат таълим стандартларига кўра чет тили бўйича В2 даража битирувчилари тайёргарлиги даражасига қўйиладиган талаблар асосида қуйидаги компетенцияларни эгаллаш кўзда тутилган.

ЛИНГВИСТИК КОМПЕТЕНЦИЯ

Нутқий компетенция:

Тинглаб тушуниш:

кенг қўламли нутқ ёки қатор мураккаб фикрлар баёнини;
маъруза, нутқ, баёнот, тафсилотли йўриқномалар, илмий ва ихтисослик тақдимотлар, сўров ва фикрларнинг моҳиятини; эълон ва хабарларни;

таниш ва нотаниш контекстдаги мураккаб аутентик нутқни;
ўрганилаётган тил эгаси бўлган сўзлашувчиларнинг суҳбат ёки мунозарасининг аксарият қисмини;

радио, интернет ва телевидение дастурлари, интервьюларнинг аксарият қисмини тушуна олади.

Гапириш:

Диалог: ўрганилаётган тилда сўзлашувчилар билан мулоқотга

киришиш; олдиндан тайёргарлик кўрилмаган жонли муҳокама ва

мунозара юритиш; ўз соҳаларига оид интервьюда иштирок эта олиш;
битимга келишув ёки муаммо ечимини топишда
расмийлик ва хушмуомалаликдан фойдаланиш;
расмий муҳокама доирасида ўз фикр ва мулоҳазаларини аниқ ифодалаш;
ўз ҳамкорлари билан музокара юриштиш;
маълум масала юзасидан маданий тартибга амал қилиб маълумот ёки
илтифот сўраш;
муҳокамаларда ўз фикрларини асослаш, ўзгартириб талқин эта олиш ва
тузатиш;
расмий доираларда (масалан, семинар ва ҳоказолар) хос равишда
саволжавоб қилиш.

Монолог: маълум мавзу бўйича яхши

тақдимот қилиш;

ўз соҳаси бўйича маълумотларни аниқ ва батафсил баён этиш;

маълум мавзу бўйича оғзаки маъруза қилиш;

мақола, маъруза ёки муҳокама юзасидан аниқ умумлашган хулоса қилиш;

таниш мавзуга оид қараш ёки фикрни ривожлантириш, далиллар,

мисоллар келтириш орқали асослаш.

Ўқиш: таниш ва нотаниш мавзулардаги матнларнинг асосий/айрим

жиҳатларини; ўз соҳалари ва қизиқишларига мос ёзишмаларни; жадвал,

графикларнинг қисқа изоҳини; мураккаб номаларни;

махсус ва мураккаб ёзма йўриқнома ва йўналишларни;

тезислар, маъруза матнлари, конференция дастурлари, мундарижа ва шу
каби матнларни;

касбий соҳаларига оид мақола ва маърузалардан тегишли маълумотни
ажрата олади.

Ривожлантириладиган малакалар: Чет тилидаги материалларнинг
умумий мазмунини тушуниш, айрим маълумотларни олиш,
тафсилотларни тушуниш ва йўналишни аниқлаш учун ўқиш (белгилар,
кўрсаткичлар ва б).

Ёзув:

Махсус расмий ва норасмий нома/хатлар;

шаклан ва мазмунан тўғри ташкиллаштирилган иншо ва маърузалар;

етарли даражада грамматик, мазмун жиҳатдан тўғри тузилган ва мос

услубдаги илмий мақолалар; таклифлар, хулосалар, аннотациялар ва

тезислар; зарур ҳолда ўз соҳалари бўйича битирув малакавий ишлар ёза
олиш.

Тил компетенцияси:

Лексик:

В2 даражасидаги лексикани эгаллаш;
сўз ясаши (қўшма сўзлар ва аффиксация), ўзлашма (байналмилал) ва ўзакдош сўзлар;
антонимлар, синонимлар ва бошқа умумлексик муносабатларни қўллай олиш.

Грамматик: ўтилган грамматик материал (феъл замонлари, модал феъллар, сифат ва равишларнинг қиёсий даражалари, детерминатив сўзлар, предлоглар ва ҳоказо)ни кундалик, илмий ва соҳавий контекстларда тўғри қўллай олиш.

СОЦИОЛИНГВИСТИК КОМПЕТЕНЦИЯ

Ўзбекистон ва тили ўрганилаётган мамлакатлар маданиятлари мисолида (ижтимоий ва таълим доираларида) **маданиятлараро мулоқотни чуқурроқ тушуниб етиш** ва унинг мулоқот билан боғлиқ хусусиятлари, жумладан, саломлашиш, мурожаат шакллари, хушмуомалалик ва ҳоказо;

турли маданиятлардаги коммуникациянинг новербал элементлари: хаттиҳаракатлар, имо-ишоралар устида ишлашни давом эттириш; электрон мулоқотларнинг чет тилида ёзиш хусусиятларини билиш ва амалиётда қўллай олиш.

Прагматик компетенция

тақдирот қилиш маҳоратини янада такомиллаштириш;
фикрларни оғзаки ва ёзма нутқда мантиқан ифодалаш;
турли ижтимоий, таълим ва мутахассислик доираларида мос равишда тилни тегишли расмий шаклда қўллашни англаш; мулоқот жараёнида нутқни бўлиш, аниқлик киритиш, бошқача талқин этиш, жумлаларни тузатиш, тўлдириш ва бошқа стратегияларини идрок этиш ва амалиётда қўллай олиш.

III. АСОСИЙ ҚИСМ (АМАЛИЙ МАШҒУЛОТЛАР)

Нутқий мавзулар

Ижтимоий мавзулар (атроф-муҳит, маиший масалалар, шахс ва касб психологияси, глобал муаммолар)

Ижтимоий-маданий мавзулар (илмий ва соҳага оид вазиятларда маданий тафовутлар, дунё ва тили ўрганилаётган мамлакатларнинг маданий, ижтимоий хусусиятлари)

Таълим мавзулари (таълим тизими, давомли таълим, маърузалар, мақола,

тезис ва илмий ишлар ёзиш, ўқиш ва ўрганиш стратегиялари ва ҳ.к.)

Интернет ва ахборот технологияларига оид мавзулар. (жаҳон ва юртимиз миқёсидаги фан ва техника янгиликлари, ютуқлари, интернет тармоқларидан фойдаланиш)

Мутахассислик соҳасига оид мавзулар (соҳа йўналишлари, долзарб мавзулари, масъулият, ҳужжатлар юритиш, касбий этика, музокаралар олиб бориш, мутахассислик соҳасидаги илмий ва амалий ютуқлар, инновацион ғоялар ва янгиликлар)

Грамматик мавзулар

Инглиз тили:

- сифат ва равишлар;
- келаси прогрессив феъл;
- келаси тугалланган феъл;
- келаси тугалланган давом феъли;
- аралаш шарт эргаш гаплари;
- модал феъллар – can't have, needn't have;
- ҳикоя феъллари;
- мажҳул нисбатлар;
- ўтган тугалланган;
- ўтган тугалланган давом феъллари;
- қўшма гаплар;
- ўзлаштирма гап;
- герундий, сифатдош, равишдошли қурилмалар;
- wish;
- would (одатларни ифодалаш, ўтган замон).

Немис тили:

- дарак, сўроқ, инкор шаклдаги феъл ва от-кесимли содда гапларнинг қўлланилиши;
- буйруқ майли, инкор шаклининг қўлланилиши;
- аниқ, ноаниқ артикларнинг қўлланилиши;
- модал феълларнинг қўлланилиши;
- феълнинг шахсиз шакллари;

- und, aber, den, oder боғловчилари билан боғланувчи кўшма гаплар; - dass, ob, wenn, wer, wie, was, woran боғловчили эргашган кўшма гаплар;

- шарт майлининг ясалиши.

Француз тили:

- дарак, сўроқ, инкор шаклдаги феъл ва от-кесимли содда гапларнинг қўлланилиши;

- буйруқ майли, инкор шаклининг қўлланилиши;

- модал феълларнинг қўлланилиши;

- феълнинг шахссиз шакллари;

- мажхул нисбатнинг қўлланилиши;

- герундий, сифатдош, равишдошли қурилмаларнинг ясалиши.

IV. АМАЛИЙ МАШҒУЛОТЛАР БЎЙИЧА КЎРСАТМА ВА ТАСИЯЛАР

Дастур талабалар учун белгилаб берилган В2 (ДТС) ва ундан юқори даражаларни эгаллашга қаратилган. Ушбу даражага эришиш талабаларда илмий ва соҳавий фаолиятда юзага келадиган тил билан боғлиқ вазиятларда эркин мулоқотга киришишларини ва вазиятни самарали ҳал қилишларини таъминлайди.

Фан дастури тил кафедралари томонидан ишчи дастурлар, ўқув-услубий мажмуалар, ўқув қўлланмалар ва дарсликлар яратилишига асос бўлади. Ишчи дастурлар асосида педагог ходимлар ўзларининг календар режаларини ишлаб чиқади.

Амалий машғулотларни ташкиллаштиришда дастурларда белгиланган мавзулар асосида талабаларнинг илмий ва соҳавий эҳтиёжларидан келиб чиқиб кенгайтирилган вазифалар белгилаб олинади ва улар юзасидан талабаларга белгиланган вазифани ўзлаштиришга қаратилган амалий машғулотлар режаси тузилади.

Нутқий компетенциянинг тинглаб тушуниш, гапириш, ўқиб тушуниш, ҳамда ёзиш кўникма ва малакалари дарсларда **интеграциялашган равишда** олиб борилади. Мавзунинг моҳияти ва мутахассислик хусусиятларидан келиб чиқиб, у ёки бу кўникма ва малака дарсларда асосий деб олинади.

Талабаларни баҳолаш ОТМда белгиланган тартиб асосида, жорий, оралик ва якуний назоратлар воситасида амалга оширилади.

IV. МУСТАҚИЛ ТАЪЛИМ ВА МУСТАҚИЛ ИШЛАР

Чет тили фанидан мустақил ишларнинг мақсади – амалий машғулотлар давомида олинган билим ва кўникмаларни янада мустаҳкамлаш ва

такомиллаштиришдан иборат.

Дарс машғулотларида кўтарилган мавзуларни ўз мутахассислик соҳаларига боғланган ҳолда лойиҳа ишларини амалга оширишлари, портфолио ва тақдимотлар (слайд, ҳисобот, муаммоли вазият ва ҳ.з. кўринишида) тайёрлашлари кўзда тутилади.

Ўқиш: амалий машғулотларда ўтилган мавзулар юзасидан қўшимча материалларни мустақил ёки гуруҳлар билан ўқиш, таҳлил қилиш ва уларни ихтисосликларига боғлаш.

Тинглаш: ўқитувчи томонидан белгиланган аудио ёки видео материаллар билан ишлаш.

Гапириш: тайёрланган тақдимотларни гуруҳ олдида оғзаки тақдим этиш, савол-жавобларда иштирок этиш ва фикр билдириш.

Ёзув: машғулотларда ёритилган мавзулар асосида берилган ёзма ишларни амалга ошириш, портфолио талабларига асосан ўз фикрларини қисқача ёзма баён қилиш, ёзма ҳисоботлар, тақдимотлар, соҳага оид шакллар тайёрлаш.

Мустақил ишларнинг мавзулари амалий машғулотларда ёритилган мавзуларга мос ҳолда бўлиши лозим. Мавзулар талабаларнинг соҳаларига боғланган ҳолда кенгроқ ёритилиши ва ёзма ёки оғзаки тақдимот сифатида ўқитувчиларга тақдим этилиши лозим.

VI. АСОСИЙ ВА ҚЎШИМЧА ЎҚУВ АДАБИЁТЛАР ҲАМДА АХБОРОТ МАНБАЛАРИ²¹

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²¹ Адабиётлар рўйхатига ОТМ ахборот-ресурс марказлари имкониятлари, соҳага оид замонавий манбалар ва ҳар бир тил хусусиятлари инобатга олинган ҳолда қўшимчалар киритилиши мумкин. Киритилган қўшимчалар ишчи дастурларда келтирилади.

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WORKING PROGRAMME

O'ZBEKISTON RESPUBLIKASI SOG'LIQNI SAQLASH VAZIRLIGI

TOSHKENT FARMATSEVTIKA INSTITUTI

TILLAR KAFEDRASI

“TASDIQLAYMAN”

O`quv va tarbiyaviy ishlar

bo`yicha prorektor

Z.A.Yuldashev _____

2019yil “ ____ ” _____

XORIJIY (INGLIZ) TIL FANINING

ISHCHI O`QUV DASTURI

2-kurs talabalari uchun

Ta`lim sohasi: 510000 - Sog`liqni saqlash
310000 – Muxandislik ishi
320000 – Ishlab chiqarish texnologiyasi
110000 – Pedagogika

Ta`lim yo`nalishi, 5510500 – Farmatsiya (Turlari bo`yicha)
5510600 – Sanoat farmatsiyasi (Turlari bo`yicha)
5111000 – Kasb ta`limi (5510500 - Farmatsiya
(Farmatsevtika ishi))
5320500 - Biotexnologiya (Farmatsevtik biotexnologiya)
5310901 - Metrologiya, standartlashtirish va mahsulot
sifati menejmenti (Dori vositalari)

Umumiy o`quv soati :

– Farmatsiya (Turlari bo`yicha), Kasb ta`limi (Farmatsevtika ishi)- **96**

soat Shu jumladan: Amaliy mashg`ulotlar-3- semestr **-36soat**, 4 -semestr

-36soat. Mustaqil ta`lim- 3-semestr **-12 soat**, 4 -semestr **12 soat**.

Sanoat farmatsiyasi (Turlari bo`yicha)- **84 soat**

Shu jumladan: Amaliy mashg`ulotlar-3- semestr **-36soat**, 4 -semestr **-36soat**.

Mustaqil ta`lim- 3-semestr **-6 soat**, 4 -semestr **6 soat**.

-Biotexnologiya (Farmatsevtik biotexnologiya), Metrologiya, standartlashtirish va mahsulot sifati menejmenti (Dori vositalari)- **116 soat**.

Shu jumladan: Amaliy mashg`ulotlar- 3 -semestr - **36soat**, 4 -semestr - **36soat**.

Mustaqil ta`lim- 3-semestr **-22 soat**, 4 -semestr **-22 soat**.

Toshkent - 2019

Fanning ishchi o`quv dasturi O`zbekiston Respublikasi Oliy va o`rta maxsus ta`lim vazirligi 201__yil “__”__dagi _____-sonli buyrug`i bilan (buyruqning - ilovasi) tasdiqlangan “Xorijiy til” fani dasturi asosida tayyorlangan.

Ishchi – oquv dastur Toshkent farmatsevtika instituti MUK 201__yil “__”__dagi _____-sonli bayoni bilan tasdiqlangan.

Tuzuvchi:

Abdullaeva A.E. – Tillar kafedrasi katta o`qituvchisi

Taqrizchilar:

Jalilov F. - Toshkent Farmatsevtika instituti DVSSM
kafedrasi kafedra mudiri

Alimova H.R. - O`zbekiston Milliy Universiteti Xorijiy filologiya fakulteti
ingliz tili katta o`qituvchisi

Toshfarmi Sanoat farmatsiyasi

fakulteti dekani:

2019 yil “_____” _____Z.U. Mamatqulov

Tillarkafedrasi mudiri:

2019 yil “_____” _____ S.M.Tuychiyeva

Kirish

I. O'quv fani o'qitilishi bo'yicha uslubiy ko'rsatmalar

Ingliz tili fani – talabalarga ingliz tilidagi zamonaviy farmatsevtik atamalarni tushunish, savodli tarzda qo'llay olish, mutaxassislikka oid adabiyotlarni o'qish, tarjima qila olish, ingliz tilida muloqot yurita olishni o'rgatadi.

Fan bo'yicha talabalarining bilim, ko'nikma va malakalariga quyidagi talablar qo'yiladi. **Talaba:**

- mutaxassisligi bo'yicha va ommaviy mavzudagi matnni lug'at yordamida o'qish va ma'nosini to'g'ri tushunish;

- mutaxassisligi bo'yicha va ommaviy mavzudagi matnni o'qish va lug'atsiz asosiy ma'nosini tushunish;

- mutaxassisligi bo'yicha adabiyotdan kerakli axborotni yoki ma'lumotni tanlay olish, soddalashtirish va referat tuzish;

- mutaxassisligi bo'yicha o'rganilgan mavzuda chet tilida suhbatlashish;

- chet tilida axborot tayyorlashlari kerak.

- mutaxassislik bo'yicha adabiyotning o'ziga xos ilmiy uslubiy asoslari;

- ilmiy matnni soddalashtirish va referat tuzish asoslari;

-ingliz tilidagi adabiyot bilan mustaqil ishlash uslublari;

- lug'at va ma'lumotlar bilan ishlashning asosiy turlari;

- ish yozishmalarini rasmiylashtirish asoslari kabi *ko'nikmalariga ega bo'lishi kerak.*

Ingliz tili fanining boshqa fanlar bilan integratsiyasi:

Ingliz tili fanini mukammal o'zlashtirish uchun talabalar quyidagi fanlardan yetarli bilim, ko'nikma va malakaga ega bo'lishlari kerak:

- farmatsevtik terminologiya;
- botanika;
- kimyo;
- farmakognoziya;
- farmatsevtika ishini tashkil qilish.

II. Amaliy mashg'ulotlar barcha yo'nalishlar uchun

3-semestr

	Amaliy mashg'ulot mavzulari	Soat
1	Introduction. Speaking: Our first President. State Symbols. (OTM pp. 4-6) Grammar: Linking words/phrases Reading: "Plant, its parts and their functions" (TB, p. 112)	2
2	Listening: "How to reveal root causes of problems" Unit 1. Lesson 1 Reading: "Scientists' opinion" p. Grammar: Conjunctions "As...as, not so...as".	2
3	Listening: Unit 1. Lesson 2 "Unintended consequences" p.10 Grammar: Passives. Writing. Reading: "Roots and Rhizomes"(TB, p. 120)	2
4	Listening : "Human Interference" Unit 1. Lesson 2 Reading: "The Hole in the Ozone layer" p. Grammar : Gerund	2
5	Control work. Revision of Lessons 1,2 Writing	2
6	Listening: Unit 1. Lesson 3 "Solutions" Grammar: need +to/ need+ing Reading & speaking: " Sunny Republic -Uzbekistan" (OTM p.7)	2
7	Listening & speaking: Education & Holidays in Uzbekistan (OTM pp.11-14) Reading: "A Leaf"(TB , p. 127) Grammar: Compound and complex sentences	2
8	control work on plants Integrated skills: Listening and Speaking	2
9	Listening : "Radio programme" Unit 2. Speaking: "Motivation and inspiration" p.20 Reading: "Photosynthesis".(TB, p.264) Grammar: ...done/had better/need...	2
10	Unit 2.Lesson 4 Writing: "Are you enough motivated?" Reading & speaking: " Tashkent" (OTM p.15)	2
11	Listening : Unit 2. Lesson 5. "Field of Interest" p.24 Gram: Perfect Tenses Reading : " Classification of plants". (TB, p.263)	2
12	Unit 2. Lesson 5. Speaking & writing: "How to define your field of interest" "Interests and hobbies" Gram: Perfect Continuous tenses Reading: "The Tashkent pharmaceutical Institute" (TB, p.147)	2
13	control work Integrated skills: Listening and Speaking	2
14	Listening : Unit 2. Lesson 6 "Conference participation" Gram: Gradable, non-gradable adjectives Reading: "Valerian". (TB, p.153)	2
15	Listening : "Conversation" Unit 2. Lesson 6 Reading: "Do not miss an opportunity"	2

16	Reading: “ Althea” (TB, p.158). Revision of the lesson 6. Writing.	2
17	Review of all grammar rules. Testing	2
18	Final lesson	2
Jami		36

**Amaliy mashg‘ulotlar barcha yo‘nalishlar uchun
4 semestr**

1	Listening : Unit 3. “Investigating skills” Grammar: Infinitive. Reading: “Glycyrrhiza or licorice” p 1(TB p.165)	2
2	Listening & speaking: Farobi, Beruni and M.Ulugbek Grammar: Present and Past Participles Unit 3. Lesson 7 Reading : Thomas Edison. Poem by R.Kipling p.35	2
3	Unit 3. Writing “Research issues” p.38 Grammar: Transitions Reading: “Digitalis folium”. p 1(TB p.172)	2
4	Listening: “Undertaking a research” Unit 3. Reading: Nanina’s research in Uzbekistan Grammar: Perfect Tenses Passive	2
5	Writing an essay. Revision of Unit 3	2
6	Unit 3. Listening & speaking: “Social research” p.42 Grammar: Phrasal verb (make) Reading: “Senna” (TB p.177)	2
7	control work on medicinal plants Integrated skills: Listening and Speaking	2
8	Listening: Clear vision of some social researchers Unit 3. Writing & speaking: Environmental Problems Grammar: The construction “It is(was)...who (that, which)” Reading: “Great Britain” (OTM p.20)	2
9	Unit 4. Reading & speaking: “Practical and laboratory work” p.48 Grammar: Mixed conditionals The drug annotation “Atovaquone” (DA, p4)	2
10	Unit 4.: Laboratory report writing. Reasons of practical education Reading: “London” (OTM p.25)	2
11	Listening and Speaking “Sightseeing in London” Grammar : Reported Passives The drug annotation “Thiopental Sodium ” p.1 .(DA, p34)	2
12	Unit 4.Speaking: “Conception of practical and laboratory work” Reading & Listening: “USA” (OTM p. 30) The drug annotation “Activated charcoal”. (DA, p41).	2
13	Reading: “Holidays in the USA” p.34 Grammar: reported questions The drug annotation “Diazepam”. (DA, p36).	2

14	control work on drug annotation Integrated skills: Listening and Speaking	2
15	Unit 4. Reading: Robot progress. Summary writing. Listening & speaking: “Washington” (OTM p. 37)	2
16	The drug annotation “Ibuprofen” DA, p38). Writing Revision of the lesson 12 Speaking	2
17	Review of all grammar rules. Testing	2
18	Final lesson	2
Jami		36
Umumiy o'quv mashg'ulotlar soati		72

III. MAVZU BO'YICHA BAKALAVR TALABASI QUYIDAGI AMALIY KO'NIKMALARGA EGA BO'LISHI KERAK:

2-BOSQICH III SEMESTR

№	Mavzular nomi	Amaliy ko'nikma
1	Introduction. Speaking: Our first President. State Symbols. (OTM pp. 4-6) Grammar: Linking words/phrases Reading: “Plant, its parts and their functions” (TB, p. 112)	Berilgan mavzu bo'yicha gapirish va tushunish, o'z fikrini bayon qilish qobiliyatini oshirish, grammatik mavzuni gaplarda qo'llay olish, o'qish uchun berilgan matndagi topshiriqlarni bajarish, CEFR o'rgatuvchi dasturining o'qish uchun berilgan topshiriqlaridan foydalanish orqali mavzuni mustahkamlash;
2	Listening: “How to reveal root causes of problems” Unit 1. Lesson 1 Reading: “Scientists' opinion” p. Grammar: Conjunctions “As...as, not so...as”.	Axborot texnologiyasini qo'llay olish: O'qish uchun berilgan matndagi topshiriqlarni bajarish, CEFR o'rgatuvchi dasturining o'qish uchun berilgan topshiriqlaridan foydalanish orqali mavzuni mustahkamlash; bo'g'lovchilarni farqlay bilish va ularni o'rnida qo'llay olish; matndagi noma'lum so'zlarni yod olish va yodda saqlash
3	Listening: Unit 1. Lesson 2 “Unintended consequences” p.10 Grammar: Passives. Writing. Reading: “Roots and Rhizomes”(TB, p. 120)	Tinglab tushunish qobiliyatini mustahkamlash, ingliz tilida majxul nisbatning yasashiga ahamiyat bergan holda gaplarda qo'llay olish; berilgan matnni so'zlab berish va muhokama qilish
4	Listening :“Human Interference” Unit 1. Lesson 2 Reading: “The Hole in the Ozone layer” p. Grammar : Gerund	Tinglab tushunish va mavzuni muhokama qilish, ingliz tilidagi matnni oqib tushunish va yangi so'zlariga ahamiyat bergan holda ularni nutqda qo'llay olish; berilgan grammatik mavzuning yasashi va gaplarda qo'llanilishi tushunish va tahlil qilish
5	Control work. Revision of Lessons 1,2 Writing	O'tilgan barcha grammatik va leksik mavzular bo'yicha savol-javob o'tkazib, qoidalarni esda saqlash; takrorlash orqali mavzularni

		mustahkamlash va amalda qo'llay olish
6	Listening: Unit 1. Lesson 3 "Solutions" Grammar: need +to/ need+ing Reading & speaking: " Sunny Republic -Uzbekistan" (OTM p.7)	Axborot texnologiyasini qo'llay olish: tinglash uchun berilgan matndagi topshiriqlarni bajarish, CEFR o'rgatuvchi dasturining tinglash uchun berilgan topshiriqlaridan foydalanish orqali mavzuni mustahkamlash; tahlil qilingan matnni so'zlab berish, grammatik mavzuning ikki xil ko'rinishini tushinish va gaplarda qo'llay olish
7	Listening & speaking: Education & Holidays in Uzbekistan (OTM pp.11-14) Reading: "A Leaf"(TB , p. 127) Grammar: Compound and complex sentences	Berilgan mavzu bo'yicha matnni eshitish va gapirish, o'z fikrini bayon qilish qobiliyatini oshirish, grammatik mavzuni gaplarda qo'llay olish, Ingliz tili va o'zbek tilini qiyoslab, murakkab gaplarni nutqda qo'llay olishni o'rganish; ingliz tili grammatikasining xususiyatidan kelib chiqib, bo'g'langan va ergashgan murakkab gaplar yasay olish, inkor, so'roq shakllarining yasashini eslab qolib, qo'llay olish; berilgan matnni o'qib, tahlil qilish
8	control work on plants Integrated skills: Listening and Speaking	O'tilgan barcha grammatik va leksik mavzular bo'yicha savol-javob o'tkazib, qoidalarini esda saqlash; takrorlash orqali mavzularni mustahkamlash va amalda qo'llay olish
9	Listening : "Radio programme" Unit 2. Speaking: "Motivation and inspiration" p.20 Reading: "Photosynthesis".(TB, p.264) Grammar: ...done/had better/need...	Tinglab tushunish va mavzuni muhokama qilish, ingliz tilidagi matnni o'qib tushunish va yangi so'zlariga ahamiyat bergan holda ularni nutqda qo'llay olish; berilgan grammatik mavzuning yasashi va gaplarda qo'llanilishi tushunish va tahlil qilish
10	Unit 2.Lesson 4 Writing: "Are you enough motivated?" Reading & speaking: " Tashkent" (OTM p.15)	Berilgan mavzu bo'yicha o'z fikrini bayon etgan holda insho yozish, matnni o'qib tushunish va qo'shimcha ma'lumotlar bergan holda matnni muhokama qilish
11	Listening : Unit 2. Lesson 5. "Field of Interest" p.24 Gram: Perfect Tenses Reading : " Classification of plants". (TB, p.263)	Axborot texnologiyasini qo'llay olish: O'qish uchun berilgan matndagi topshiriqlarni bajarish, CEFR o'rgatuvchi dasturining o'qish uchun berilgan topshiriqlaridan foydalanish orqali mavzuni mustahkamlash; tugallangan zamonlarning yasashi va ularni o'z o'rnida qo'llay olish; berilgan matnni o'qib, tahlil qilish; matndagi noma'lum so'zlarni yod olish va yodda saqlash
12	Unit 2. Lesson 5. Speaking & writing: "How to define your field of interest" "Interests and hobbies" Gram: Perfect Continuous tenses Reading: "The Tashkent pharmaceutical Institute" (TB, p.147)	Ingliz tilidagi berilgan mavzu bo'yicha o'z fikrini bildirish va ularni yozma ravishda bayon qilish, matnni o'qib muhokama qilish, grammatik mavzuni gaplarda to'g'ri qo'llay olish

13	control work Integrated skills: Listening and Speaking	O'tilgan barcha grammatik va leksik mavzular bo'yicha savol-javob o'tkazib, qoidalarni esda saqlash; takrorlash orqali mavzularni mustahkamlash va amalda qo'llay olish
14	Listening : Unit 2. Lesson 6 “Conference participation” Gram: Gradable, non-gradable adjectives Reading: “Valerian”. (TB, p.153)	Axborot texnologiyasini qo'llay olish: tinglash uchun berilgan matndagi topshiriqlarni bajarish, CEFR o'rgatuvchi dasturining tinglash uchun berilgan topshiriqlaridan foydalanish orqali mavzuni mustahkamlash; Ingliz tili va o'zbek tilini qiyoslab, sifatlarning turlarini o'rganish ularni qo'llash malakasiga ega bo'lish, matndagi noma'lum so'zlarni yod olish va yodda saqlash
15	Listening : “Conversation” Unit 2. Lesson 6 Reading: “Do not miss an opportunity”	Tinglab tushunish va mavzuni muhokama qilish, ingliz tilidagi matnni o'qib tushunish va yangi so'zlariga ahamiyat bergan holda ularni nutqda qo'llay olish va tahlil qilish
16	Reading: “ Althea” (TB, p.158). Revision of the lesson 6. Writing.	berilgan matnni o'qish, tahlil qilish va tushunish. Berilgan mavzu bo'yicha insho yo'zish ko'nikmasini rivojlantirish. O'tilgan mavzu bo'yicha savol-javob orqali muhokama qilish
17	Review of all grammar rules. Testing	Ingliz tilidagi o'tilgan barcha grammatik qoidalarni tahlil qilish va daraja bo'yicha test echish va xatolarni tahlil qilish
18	Final lesson	O'tilgan barcha grammatik va leksik mavzular bo'yicha savol-javob o'tkazib, qoidalarni esda saqlash; takrorlash orqali mavzularni mustahkamlash va amalda qo'llay olish; tahlil qilingan matnlarni so'zlab berish; savollarga javob berish

2 BOSQICH IV SEMESTR

1	Listening : Unit 3. “Investigating skills” Grammar: Infinitive. Reading: “Glycyrrhiza or licorice” p 1(TB p.165)	Tinglash uchun berilgan matndagi topshiriqlarni bajarish, tinglash uchun berilgan topshiriqlaridan foydalanish orqali mavzuni mustahkamlash; O'zbek tilida mavjud bo'lmagan Grammatik mavzu – Infinitivni qo'llay olish, uni qo'llab, gaplar tuza olish; mutaxassislikka oid matndagi noma'lum so'zlarni tahlil qilish va tushunish ularni qo'llab gaplar yasay olish, tarjima uchun berilgan mutaxassislikka oid matnni tahlil qilish va tushunish
2	Listening & speaking: Farobi, Beruni and M.Ulugbek Grammar: Present and Past Participles Unit 3. Lesson 7 Reading : Thomas Edison. Poem by R.Kipling p.35	Ingliz tili va o'zbek tilini qiyoslab, grammatik mavzu hozirgi zamon sifatdoshi va o'tgan zamon sifatdoshini qo'llay olish; ingliz tili grammatikasining xususiyatidan kelib chiqib, o'tgan va hozirgi zamon sifatdoshini qo'llab, gaplar

		yasay olish; berilgan matnni o'qib, tahlil qilish
3	Unit 3. Writing "Research issues" p.38 Grammar: Transitions Reading: "Digitalis folium". p 1(TB p.172)	Ingliz tili va o'zbek tilini qiyoslab, grammatik mavzu Transitions(bog'lovchilar)ni qo'llay olish; ingliz tili grammatikasining xususiyatidan kelib chiqib ularni yozma nutqda to'g'ri qo'llay olish, berilgan matnni o'qib, tahlil qilish
4	Listening: "Undertaking a research" Unit 3. Reading: Nanina's research in Uzbekistan Grammar: Perfect Tenses Passive	Tinglash uchun berilgan matndagi topshiriqlarni bajarish, tinglash uchun berilgan topshiriqlardan foydalanish orqali mavzuni mustahkamlash; O'zbek tilida mavjud bo'lmagan Grammatik mavzu- Perfect Tenses Passive qo'llay olish, uni qo'llab, gaplar tuza olish; mutaxassislikka oid matndagi noma'lum so'zlarni tahlil qilish va tushunish ularni qo'llab gaplar yasay olish
5	Control work. Writing an essay. Revision of Unit 3	O'tilgan barcha grammatik va leksik mavzulardan to'g'ri foydalangan holda insho yozish, 3- bo'limni takrorlash orqali mavzularni mustahkamlash va amalda qo'llay olish;
6	Unit 3. Listening & speaking: "Social research" p.42 Grammar: Phrasal verb (make) Reading: "Senna" (TB p.177)	Tinglash va o'qish uchun berilgan matndagi topshiriqlarni bajarish, tinglash va o'qish uchun berilgan topshiriqlardan foydalanish orqali mavzuni mustahkamlash; Grammatik mavzu tushunish, amalda qo'llay olish, gaplar tuza olish; mutaxassislikka oid dori annotatsiyasini tarjima qilish, so'zlarni tahlil qilish va tushunish
7	Mid-term control work on medicinal plants Integrated skills: Listening and Speaking	Oraliq nazorati uchun berilgan topshiriqlarni bajarish, tinglash uchun berilgan topshiriqlardan foydalanish orqali o'tilgan mavzuni mustahkamlash; berilgan mavzu asosida fikrni og'zaki bayon etish.
8	Listening: Clear vision of some social researchers Unit 3. Writing & speaking: Environmental Problems Grammar: The construction "It is(was)...who (that, which)" Reading: "Great Britain" (OTM p.20)	Tinglash uchun berilgan matndagi topshiriqlarni bajarish, tinglash uchun berilgan topshiriqlardan foydalanish orqali mavzuni mustahkamlash; Grammatik mavzu tushunish, amalda qo'llay olish, gaplar tuza olish; grammatik mavzulardan tushungan holda yozma nutq faolligini oshirish, mavzular asosida fikrini og'zaki bayon eta olish
9	Unit 4. Reading & speaking: "Practical and laboratory work" p.48 Grammar: Mixed conditionals The drug annotation "Atovaquone" (DA, p4)	O'qish uchun berilgan matndagi topshiriqlarni bajarish, o'qib tushunish uchun berilgan topshiriqlardan foydalanish orqali mavzuni mustahkamlash; Grammatik mavzu tushunish, amalda qo'llay olish, gaplar tuza olish; mutaxassislikka oid dori annotatsiyasini tarjima qilish, so'zlarni tahlil qilish va tushunish

10	Unit 4.: Laboratory report writing. Reasons of practical education Reading:“London” (OTM p.25)	O’qish uchun berilgan matndagi topshiriqlarni bajarish, o’qib tushunish uchun berilgan topshiriqlardan foydalanish orqali mavzuni mustahkamlash; matndagi so’zlarni tahlil qilish va tushunish
11	Listening and Speaking “Sightseeing in London” Grammar : Reported Passives The drug annotation “Thiopental Sodium ” p.1 .(DA, p34)	Tinglash va tinglangan matn asosida gapirish ,berilgan matndagi topshiriqlarni bajarish, topshiriqlardan foydalanish orqali mavzuni mustahkamlash; Grammatik mavzu tushunish, amalda qo’llay olish, gaplar tuza olish; mutaxassislikka oid dori annotatsiyasini tarjima qilish, so’zlarni tahlil qilish va tushunish
12	Unit 4.Speaking: “Conception of practical and laboratory work” Reading & Listening:“USA”(OTM p. 30) The drug annotation “Activated charcoal”. (DA, p41).	Berilgan mavzu asosida fikrini og’zaki erkin bayon etish,tinglash va o’qish uchun berilgan matndagi topshiriqlarni bajarish, tinglash va o’qish uchun berilgan topshiriqlardan foydalanish orqali mavzuni mustahkamlash; mutaxassislikka oid dori annotatsiyasini tarjima qilish, so’zlarni tahlil qilish va tushunish
13	Reading: “Holidays in the USA” p.34 Grammar: reported questions The drug annotation “Diazepam”. (DA, p36).	O’qish uchun berilgan matndagi topshiriqlarni bajarish, o’qish uchun berilgan topshiriqlardan foydalanish orqali mavzuni mustahkamlash; Grammatik mavzu tushunish, amalda qo’llay olish, gaplar tuza olish; mutaxassislikka oid dori annotatsiyasini tarjima qilish, so’zlarni tahlil qilish va tushunish
14	Mid-term control work on drug annotation Integrated skills: Listening and Speaking	Oraliq nazorati uchun berilgan topshiriqlarni bajarish, tinglash uchun berilgan topshiriqlaridan foydalanish orqali o’tilgan mavzuni mustahkamlash; berilgan mavzu asosida fikrni og’zaki bayon etish.
15	Unit 4. Reading: Robot progress. Summary writing. Listening & speaking:“Washington” (OTM p. 37)	O’qish uchun berilgan matndagi topshiriqlarni bajarish, o’qish uchun berilgan topshiriqlardan foydalanish orqali mavzuni mustahkamlash; Tinglangan mavzu asosida fikrini og’zaki erkin bayon etish
16	The drug annotation “Ibuprofen” DA, p38). Writing Revision of the lesson 12 Speaking	Mutaxassislikka oid dori annotatsiyasini tarjima qilish, so’zlarni tahlil qilish va tushunish, yozma nutq faolligini oshirish
17	Review of all grammarrules. Testing	O’tilgan barcha grammatik mavzular bo’yicha savol-javob o’tkazib, qoidalarni esda saqlash; takrorlash orqali mavzularni mustahkamlash va amalda qo’llay olish; test topshirish
18	Final lesson	O’tilgan barcha grammatik va leksik mavzular bo’yicha savol-javob o’tkazib, qoidalarni esda

		saqlash; takrorlash orqali mavzularni mustahkamlash va amalda qo'llay olish; tahlil qilingan matnlarni so'zlab berish; savollarga javob berish
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IV. Mustaqil ta'lim

Farmatsiya (Turlari bo'yicha), Kasb ta'limi (Farmatsevtika ishi), Biotexnologiya (Farmatsevtik biotexnologiya) va Metrologiya, standartlashtirish va mahsulot sifati menejmenti (Dori vositalari) yo'nalishlari uchun
Talabalar mustaqil ta'limining mazmuni va hajmi
3-semestr

Themes	Tasks and recommendations for self-study	specialty	Hours
1. Perfect Tenses. The first President I.A.Karimov	1. Make tests 2. Make crosswords 3. Write an essay 4. Make resume	Pharmacy, prof.education (pharmacy)	3
		biotechnology (pharmaceutical biotechnology), metrology , standardization and management of production	5
2. Gerund. Modern & Historical Places of Uzbekistan	1. Make grammar tables 2. Make tests 3. Make crosswords 4. Write an essay	Pharmacy, prof.education (pharmacy)	3
		biotechnology (pharmaceutical biotechnology), metrology , standardization and management of production	5
4. Compound and complex sentences "Herbs".	1. Make tests 2. Make crosswords 3. Write an essay 4. Translate the text	Pharmacy, prof.education (pharmacy)	3
		biotechnology (pharmaceutical biotechnology), metrology , standardization and management of production	6
3. "My native town". "About plants".	1. Make tests 2. Make crosswords 3. Write an essay 4. Translate the text, p250	Pharmacy, prof.education (pharmacy)	3
		biotechnology (pharmaceutical biotechnology), metrology , standardization and management of production	6

4- semestr

Themes	Tasks and recommendations for self-study	specialty	Hours
Herbal plants. Famous scientists of Uzbekistan	1. Make Tests 2. Make crosswords 3. Make slides 4. Write an essay	Pharmacy, prof.education (pharmacy)	3
		biotechnology (pharmaceutical biotechnology), metrology , standardization and management of production	5
Ecological problems. “Filtration”.	1. Make Tests 2. Make crosswords 3. Make a slide 4. Write an essay 5. Translate the text, p 264.	Pharmacy, prof.education (pharmacy)	3
		biotechnology (pharmaceutical biotechnology), metrology , standardization and management of production	5
Historical places of The United Kingdom “Aspirin”.	1. Make Tests 2. Make crosswords 3. Make a slide 4. Write an essay 5. Translate the text, p254.	Pharmacy, prof.education (pharmacy)	3
		biotechnology (pharmaceutical biotechnology), metrology , standardization and management of production	6
Drug annotation “Sulfasalazine” Places of interest in the USA	1. Make Tests 2. Make a report 3. Make a slide 4. Translate annotation	Pharmacy, prof.education (pharmacy)	3
		biotechnology (pharmaceutical biotechnology), metrology , standardization and management of production	6

Mustaqil ta'lim
Sanoat farmatsiyasi yo'nalishi uchun
Talabalar mustaqil ta'limining mazmuni va hajmi
3-semestr

№	Themes	Tasks and recommendations for self-study	Hours
1	Perfect Tenses. The first President I.A.Karimov	1. Make presentation.	2
2	Gerund. Modern & Historical Places of Uzbekistan	1. Write a report	2
3	Compound and complex sentences "Herbs".	1. Test/Write a summary	2

4 - semestr

№	Themes	Tasks and recommendations for self-study	Hours
1	Herbal plants. Famous scientists of Uzbekistan	1. Write an essay	2
2	Ecological problems. "Filtration".	1. Make presentation 2. Make cluster.	2
3	Historical places of The United Kingdom and the USA "Aspirin".	1. Make presentation and report	2

Mustaqil o'zlashtiriladigan mavzular bo'yicha talabalar tomonidan internet ma'lumotlarini to'plash, annotatsiya va taqdimotlarni tayyorlash, test savollarini va vaziyatli masalalarni tuzish tavsiya etiladi.

Talabalarning mustaqil ishini kafedrada qabul qilingan talabalarning mustaqil ishini tashkil etish, nazorat qilishi va baholash tartibi to'g'risidagi nizom asosida baholanadi.

Ta'lim va tarbiya jarayonida talabalarni mustaqil fikrlashga o'rgatish asosiy o'ringa ko'tarilishi zamon talabidir. Pedagogik texnologiya ta'lim jarayonida mustaqil ishlashga o'rgatishni va mustaqillik ta'lim jarayonining asosini tashkil etishini talab etadi. Pedagogik texnologiyaning tub mohiyati, o'qitishning an'anaviy og'zaki bayon etish ustunlik qiladigan usulidan voz kechib, talabalarni ko'proq mustaqil ta'lim olishga undashdan iboratdir. Darsda rejalashtirilgan bilimni

o`zlashtirishga intilish talabani shaxsiy vazifasiga aylanishi, ta'limda talaba faol ishlaydigan usullarni yaratish pedagogik texnologiyani asosiy vazifasidir. Pedagogik texnologiyani yaratishni va amaliyotga joriy etishni pedagogik amaliyot talab etmoqda. Chunki bugungi kunda keng qamrovli fikr yuritiladigan, mustaqil ilm olish yo'llarini egallagan va o'z bilimni hayotda mustaqil qo'llay oladigan shaxs talab etiladi.

Ta'lim jarayoniga texnologik yondashish talabalarni yanada keng qamrovli fikrlashga, mustaqil bilim olishga, o'qituvchi bilan hamkorlikda faol ishlashga da'vat etadi. Bu muammolarni echishda ta'limning interaktiv usullaridan samarali foydalanish mumkin.

Zamonaviy pedagogik texnologiyani interfaol usullaridan foydalanilganda talabalar asosli va puxta bilim oladi, bilimlarni o'zlashtirishda faollik ko'rsatadi va ta'limda aniq kafolatlangan bilimlarga ega bo'ladi.

Laboratoriya mashg'ulotlari rejalashtirilmagan.

Kurs ishlari rejalashtirilmagan.

Malakaviy amaliyot rejalashtirilmagan.

V. Xorijiy til fanidan talabalar bilimni baholash va nazorat qilish mezonlari

Ushbu baholash me'zoni O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirining 2018 yil 9 avgustdagi 19-2018-son buyrug'iga va O'zbekiston Respublikasi Prezidentining 2018 yil 5 iyundagi PQ 3775-son "Oliy ta'lim muassasalarida ta'lim sifatini oshirish va ularning mamlakatda amalga oshirilayotgan keng qamrovli islohotlarda faol ishtirokini ta'minlash bo'yicha qo'shimcha chora-tadbirlar to'g'risida"gi qaroriga muvofiq ishlab chiqilgan.

Talabalarining fan bo'yicha o'zlashtirishini baholash o'quv yili davomida muntazam ravishda olib boriladi va quyidagi turlar orqali amalga oshiriladi, "Xorijiy til" 2-kurs fani bo'yicha talabalar bilimni nazorat qilish va baholash tizimi quyidagicha belgilandi:

- joriy nazorat (JN);
- mustaqil ish (TMI)
- yakuniy nazorat (YaN).

"Xorijiy til" fani bo'yicha talabani semester davomida o'zlashtirish ko'rsatkichi 5 baho bilan amaliy mashg'ulotning ikkinchi darsidan baholanadi.

Baholash usullari	Testlar, yozma ishlar, ogʻzaki soʻrov
5 baho “aʻlo”	<ul style="list-style-type: none"> – ijodiy fikrlay oladi – mustaqil mushohada yuritadi – olgan bilimini amalda qoʻllay oladi – fanning mohiyatini tushunadi, biladi, ifodalay oladi, aytib beradi hamda fan boʻyicha tasavvurga ega boʻladi - xorijiy tilda eshitish, yozish, oʻqish va gapirish koʻnikmalari aʻlo shakllangan boʻladi; - tez va xatosiz oʻqiydi; - yozishda 1 ta orfografik xatoga yoʻl qoʻyadi, - oʻtilgan mavzuni tahlil qiladi va qoʻllaydi, umumlashtiradi, - darsda faol qatnashadi. - uy vazifasini xatosiz bajaradi
4 baho “yaxshi”	<ul style="list-style-type: none"> - xorijiy tilda eshitish, yozish, oʻqish va gapirish koʻnikmalari shakllangan boʻladi; – talaba mustaqil mushohada yuritadi, olgan bilimini amalda qoʻllay oladi – fanning mohiyatni tushunadi, biladi, ifodalay oladi, aytib beradi hamda fan boʻyicha tasavvurga ega boʻladi; - soʻzlarni oʻqishda 1,2 ta xatoga yoʻl qoʻyadi; - yozishda 1,2 ta orfografik xatoga yoʻl qoʻyadi va 1 yo 2 ta soʻzni bilmaydi; -oʻtilgan mavzuni tushunadi va darsda faol qatnashadi -uy vazifasini 1 ta yo 2 ta xato bilan bajaradi;
3 baho “qoniqarli”	<ul style="list-style-type: none"> -xorijiy tilda eshitish, yozish, oʻqish va gapirish koʻnikmalari qoniqarli shakllangan boʻladi; – talaba olgan bilimini amalda qoʻllay oladi – fanning mohiyatni tushunadi, ifodalashga harakat qiladi hamda fan boʻyicha tasavvurga ega deb topilganda - soʻzlarni oʻqishda 3-4 ta xatoga yoʻl qoʻyadi, - yozishda 3-4 ta orfografik xatoga yoʻl qoʻyadi - 2-3 ta soʻzni bilmaydi, - oʻtilgan mavzuni tushunadi va biladi, darsda sust qatnashadi. – uy vazifasini bajarishda 2-3 ta xatoga yoʻl qoʻyadi;
2 baho “qoniqarsiz”	<ul style="list-style-type: none"> – talaba fan dasturini oʻzlashtirmagan – fanning (mavzuning) mohiyatini tushunmaydi hamda fan boʻyicha tasavvurga ega emas, mustaqil fikrlay olmaydi deb topilganda

	- talaba uy vazifasini bajarib kelgan, lekin mavzu bo'yicha savollarga javob bera olmaydi.
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TMIning baholash mezonlari

Talabani mustaqil ishi O'zR Oily va o'rta maxsus ta'lim vazirligining 21.02.2005 yil 34-sonli buyrug'i va instituti rektori tomonidan 2005 yil 3 sentyabrda tasdiqlangan "Talaba mustaqil ishini tashkil etish, nazorat qilish va baholash tartibi to'g'risida Nizom" asosida tashkil etiladi.

Talabalarning mustaqil ishi uchun maksimal 5 baho bilan baholanadi:

a'lo	"5"
yaxshi	"4"
qoniqarli	"3"
qoniqarsiz	"2"

Mustaqil ishlarni baholashda quyidagi mezonlardan foydalaniladi:

№	Baho	Baholash sifatleri
1	"5" a'lo	1. Og'zaki va yozma nutqda grammatika va leksikani 90-100% to'g'ri va xatosiz ishlatsa; 2. Tarjimalarni a'lo darajada qila olsa; 3. Mavzuga bog'liq qisqacha xulosani 90-100% to'g'ri yoza olsa; 4. Mavzu bo'yicha a'lo taqdimot tayyorlasa
2	"4" yaxshi	1. Og'zaki va yozma nutqda grammatika va leksikani 70- 89% ni to'g'ri va xatosiz ishlatsa; 2. Tarjima qilishda 1-2 ta orfografik va 1-2 ta grammatik xatoga yo'l qo'ysa; 3. Mavzuga bog'liq qisqacha xulosani 70- 89% to'g'ri yoza olsa; 4. Mavzu bo'yicha yaxshi taqdimot tayyorlasa
3	"3"qoniqarli	1. Og'zaki va yozma nutqda grammatika va leksikani 60-69% ni to'g'ri va xatosiz ishlatsa; 2. Tarjima qilishda 3-4 ta orfografik va 3-4 ta grammatik xatoga yo'l qo'ysa; 3. Mavzuga bog'liq qisqacha xulosani 60 - 69% to'g'ri yoza olsa; 4. Mavzu bo'yicha qoniqarli taqdimot tayyorlasa
4	"2" qoniqarsiz	Belgilangan topshiriqlarni bajarmasa

Oraliq nazoratni baholash

Oraliq nazoratni o'tkazish O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirining 2018 yil 9 avgustdagi 19-2018-son buyrug'iga va O'zbekiston Respublikasi Prezidentining 2018 yil 5 iyundagi PQ 3775-son "Oliy ta'lim muassasalarida ta'lim sifatini oshirish va ularning mamlakatda amalga oshirilayotgan keng kamrovli isloxotlarda faol ishtirokini ta'minlash bo'yicha qo'shimcha chora-tadbirlar to'grisida'gi qaroriga muvofiq semestr davomida haftasiga 4 akademik soatdan kam bo'lgan fanlar bo'yicha ON o'tkazilmaydi.

Yakuniy nazoratni baholash mezonlari

Yakuniy baholash "Xorijiy til" 2-kurs fani bo'yicha mashg'ulotlar tugagandan so'ng o'tkaziladi. YaN ga "Xorijiy til" 2-kurs fanini muvaffaqiyatli yakunlagan hamda JN va TMI dan ijobiy bahoga ega bo'lgan talabalar qo'yiladi. YaN institut ilmiy kengashi qaroriga binoan test shaklida o'tkaziladi.

Yakuniy baholash mezonlari:

YaN ga "Xorijiy til" 2-kurs fanini muvaffaqiyatli yakunlagan hamda JN, va TMI dan ijobiy bahoga ega bo'lgan talabalar qo'yiladi. Yakuniy baholash mezonlari: agar talaba 30 savoldan iborat bo'lgan testning 90–100% ga to'g'ri javob bersa 5 baho; 2) agar talaba 30 savoldan iborat bo'lgan testning 70–89 % ga to'g'ri javob bersa 4 baho; 3) agar talaba 30 savoldan iborat bo'lgan testning 60 - 69 % ga to'g'ri javob bersa 3 baho; 4) 60 % dan past – 2 "qoniqarsiz" baho qo'yiladi.

YaN da maksimal 5 baho

Baholash turi	bahoda
a'lo	5
yahshi	4
qoniqarli	3

YaN da talabaning bilim, ko'nikma va malakalari fanning umumiy mazmuni doirasida baholanadi. YaN fan bo'yicha o'quv mashg'ulotlari tugaganidan so'ng o'tkaziladi. YaN ning maksimal balli 5 baho.

JN, TM ga ajratilgan umumiy baholarning har biridan saralash balini to'plagan talabaga YaN ga ishtirok etishga huquq beriladi.

YaN o'tkazish shakli – test Ilmiy Kengash qarori bilan belgilanadi.

JN, YaN turlarida fanni o'zlashtira olmagan yoki uzrli sabablar bilan nazorat turlarida ishtirok eta olmagan talabalarga quyidagi tartibda qayta nazoratdan o'tishga ruxsat beriladi:

- qoldirilgan amaliy mashg'ulot kelgusi darsga qadar guruh o'qituvchisiga qayta topshirish va maslahat kunida topshiriladi. 3 ta mashg'ulotni qoldirgan talaba fakultet dekani ruxsati bilan qayta topshiradi.
- akademik qarzdor talabalarga semestr tugaganidan keyin dekan ruxsatnomasi asosida qayta o'zlashtirish uchun – 2 hafta muddat beriladi. Shu muddat davomida o'zlashtira olmagan talaba belgilangan tartibda rektorning buyrug'i bilan talabalar safidan chetlashtiriladi (birinchi kurs talabalariga o'quv yili yakunlari bo'yicha amalga oshirish maqsadga muvofiqdir).

VI. Asosiy va qo'shimcha o'quv adabiyotlar hamda axborot manbalari

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(fan dasturida keltirilgan ro'yxatga mos bo'lishi shart)

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HANDOUTS

Past Simple versus Present Perfect Simple

Past Simple

We use the past simple for:

- an action which happened at a stated time in the past.



Ed Prior **won** his first gold medal in 1992.
(When? In 1992. The time is mentioned.)

- an action which started and finished in the past.



Annette **had** a cold for two days.
(She hasn't got a cold any more.)

Present Perfect Simple

We use the present perfect simple for:

- an action which happened at an unstated time in the past.



Ed Prior **has won** a lot of medals.
(When? We don't know. The time is not stated.)

- an action which started in the past and is still continuing in the present.



Lucy **has had** a cold for three days.
(She has still got a cold.)

9 Put the verbs in brackets into the past simple or the present perfect simple.

- A: I **...went...** (go) to the new gym yesterday.
B: It's good, isn't it? I **.....** (go) there a few times.
- A: **.....** (you/write) to Simon lately?
B: Yes, I **.....** (write) him a letter last week.
- A: How long **.....** (you/be) married?
B: Only for six months. I **.....** (get) married last December.
- A: I **.....** (not/see) Sam for a long time.
B: Really? I **.....** (see) him yesterday at the swimming pool.
- A: **.....** (you/type) the report yet?
B: Yes, I **.....** (finish) it half an hour ago.
- A: Mary **.....** (know) Steven for six years.
B: When **.....** (they/meet)?
A: When they **.....** (be) at university together.
- A: **.....** (you/ever/play) rugby?
B: Yes, I have. I **.....** (play) for the first time last week.
- A: James **.....** (write) a new book last year.
B: I know. I **.....** (read) some great reviews about it in the newspaper.

10 In pairs, ask and answer questions using the prompts below as in the example.

- SA: *Have you ever been to the USA?*
SB: *Yes, I have.*
SA: *When did you go?*
SB: *I went in 1996.*



Present Perfect Simple

11

Put the verbs in brackets into the past simple or the present perfect simple.

Dear Margaret,

Thank you very much for your letter which I 1) *...received...* (receive) last week. I 2) (be) really happy to hear from you after all this time.

I've got a lot of news to tell you about myself. I 3) (get) a new job nine months ago. I work as a reporter for our local TV station now. I 4) (have) many interesting experiences so far. When I first 5) (start) work, the manager 6) (ask) me to interview our old school headmaster. He 7) (be) so surprised to see me with a microphone in my hand!

Last month, a fire 8) (break out) in a big factory in the area. I 9) (be) the only reporter who 10) (manage) to talk to the owner! That 11) (make) me feel very proud.

As you can see, I enjoy my job very much. I 12) (meet) a lot of important people and I 13) (have) the opportunity to see lots of new places. I 14) (buy) a new car because my old one 15) (break down) a couple of weeks ago.

I have to go now because they 16) (just/inform) me that I have to fly by helicopter to Middleford. I have to talk to people whose homes were damaged by the storm which 17) (hit) the area last night. You see, I don't have a moment's rest!

Keep in touch.

Love,
Rosie

12

Put the verbs in brackets into the present perfect simple or the past simple.

A: Hello, Billy. I 1) *haven't seen* (not/see) you for a long time.
B: Yes, I 2) (be) very busy recently.

A: Really? Tell me what you 3) (do) since we last 4) (see) each other.

B: Well, I 5) (get) my degree last month and then I 6) (move) house.

A: When 7) (you/move)?

B: Last week, but I 8) (not/unpack) everything yet.

A: I 9) (phone) you on Tuesday but there 10) (be) no answer.

B: I 11) (be) busy at my new house then.

A: Never mind, I only 12) (want) to invite you to a party next week at my house.

B: Great! Thank you.

13

Put the verbs in brackets into the present perfect simple or the past simple.

1 Mr and Mrs Patel *...won...* (win) two free tickets to Paris in a TV show last week.

2 First, Robert (brush) his teeth, then he (go) to bed.

3 '..... (you/ever/see) a lion?' 'Yes, I saw one when I (go) to Kenya in 1996.'

4 I (not/see) my family for two years.

5 'Where's John?' 'He (go) fishing for the day with his father.'

6 My sister (not/play) the violin since she was twelve.

7 I (already/see) this film. Let's watch something else.

8 Last week, Fred (fall) off a ladder and (break) his arm.

9 I (never/hear) such a moving song before.

10 Jennifer (always/want) to get Harrison Ford's autograph.

IN OTHER WORDS

Study these examples. The second sentence has a similar meaning to the first sentence.

1 He has never travelled by boat before.

time It's the *first time he has travelled* by boat.

2 Sharon hasn't been to a party for two months.

went The last time *Sharon went to a party* was two months ago.

3 It's a long time since Mary visited Helen.

for Mary *has not visited Helen* for a long time.

14

Complete each sentence with two to five words, including the word in bold.

1 Kate hasn't phoned her mother for a week.

phoned The last time *...Kate phoned her mother was...* a week ago.

2 They have never visited Vienna before.

time It's the Vienna.

3 It's a long time since I ate out.

for I a long time.

4 Roger hasn't played tennis for six weeks.

played The last time tennis was six weeks ago.

5 It's years since Mr Smith went on holiday.

has Mr Smith for years.

6 John hasn't been to his country house since Easter.

went The last time John was at Easter.

3 Match column A with column B to make correct sentences.

A	B
1 The girl	a which you bought from the pet shop?
2 Is this the puppy	b whose wife had an accident lives next door.
3 The doctors	c whose husband is a banker?
4 The man	d who lives next door is called Helen.
5 The country	e which I like most is Austria.
6 The bicycle	f who work in this hospital are very good.
7 Is this the woman	g which I was riding belongs to my brother.

Relative Pronouns as Subject or Object

◆ We do not omit the relative pronoun when it is the subject of the relative clause, that is, when there is not a noun or subject pronoun between the relative pronoun and the verb.

e.g. I met a girl. She is from Japan.

I met a girl **who/that** is from Japan. (The relative pronoun is the subject, there is not another pronoun or noun between **who** and the verb **is**.)

◆ We can omit the relative pronoun when it is the object of the relative clause, that is, when there is a noun or a subject pronoun between the relative pronoun and the verb.

e.g. That's the hat. I bought it last week.

That's the hat (**which/that**) I bought last week. (The relative pronoun is the object, there is the subject pronoun **I** between **which/that** and the verb **bought**.)

4 Fill in the correct relative pronoun. Then, write S for subject or O for object. Finally, state if the relatives can be omitted or not, in the boxes provided.

- The cup ...*which/that*... I bought is broken.
- How old is the boy hit you?
- Have you used the gloves I bought you yet?
- Laura is talking to the man repaired her car.
- Did you return the books you borrowed from the library?
- They live in a big house is in the countryside.
- I'm writing a letter to my aunt lives in Australia.
- Is he the man lives on the farm?
- Is that the film we saw last week?
- Is that the man stole your bag?
- Where did you buy the dress you were wearing yesterday?
- Have you replied to all the letters you received?

	O	omitted
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

who's = **who is** or **who has**

e.g. "Who's (Who is) there?" "It's Julie."

Who's (Who has) got the dictionary?

whose = **possessive**

e.g. Jenny is the girl whose mother is a lawyer.

5 Fill in **who's** or **whose**.

- That's the boy ...*who's*... going to sell me his bike.
- Her brother, name is Jack, is a fireman.
- She's the girl run four marathons this year.
- That's the man house was on fire yesterday.
- Sheila is the girl mother works in the flower shop.
- She is the woman having a party tomorrow.
- He's the man just been promoted at work.
- Mike is the man wife is in hospital.
- I am the person sister got married last week.
- Rob is the one eaten all the biscuits.

Relatives

- ◆ We usually avoid using prepositions before relative pronouns.

- The reception **to which** we went was held at a hotel. (formal English - unusual structure)
- The café **which/that** we usually go **to** is near our house. (usual structure)
- The café we usually go **to** is near our house. (everyday English)

- ◆ In relative clauses we do not use object pronouns after prepositions.

Study the example:

We spent our holidays with some friends. They are from Belgium. The friends we spent our holidays with are from Belgium. (NOT: The friends we spent our holidays with ~~them~~ are from Belgium.)

6

Rewrite the pairs of sentences, as in the example.

- Larry went to the cinema with a girl. The girl is his sister.
 - The girl *who/that Larry went to the cinema with is his sister.*
 - The girl *Larry went to the cinema with is his sister.*
- Max talked to a man. The man was from Canada.
 - The man
 - The man
- Debbie is looking at a photo album. The photo album is mine.
 - The photo album
 - The photo album
- Anna is looking for her ring. The ring belonged to her grandmother.
 - The ring
 - The ring
- Bob has gone to a bank. The bank is near the Town Hall.
 - The bank
 - The bank
- Sharon had dinner with a man. He was her lawyer.
 - The man
 - The man
- They invited me to a party. It wasn't very exciting.
 - The party
 - The party
- I was talking to a boy. He lives next door.
 - The boy
 - The boy

Relative Adverbs (where/when/why)

- ◆ **When** is used to refer to time.



1996 was the year **when** they went on a cruise.

- ◆ **Where** is used to refer to place.



A tennis court is a place **where** we play tennis.

- ◆ **Why** is used to give reason.



He had a fight with his best friend, that's **why** he is sad.

7

Fill in the gaps with **who, why, where, when, which** or **whose**.

Dear Aunt Joan,

How are you? My new address, 1) *...which...* I was supposed to give you a long time ago, is at the top of this page. Sorry!

The village 2) I live now is very quiet and peaceful. In fact, that is the reason

3) I decided to rent a house here. The people 4)

live next door to me are very friendly. The day

5) I moved in, they invited me for tea.

The woman 6) house I've rented lives in the same street as you. Her name is Mrs Fitzgerald. Do you know her? I must go now, the telephone is ringing.

Write to me soon.

Love,
Rachel

7 Turn the following questions into the passive.

- Do they make bread in this factory?
Is bread made in this factory?
- Will Susan decorate the bedroom tomorrow?
.....
- Did they find the ring in the garden?
.....
- Is Tom drawing the picture?
.....
- Has Simon sent the invitations yet?
.....
- Had Paul repaired the door before he left for work?
.....

Note:

When we want to find out who or what did something, then the passive is formed as follows: **Who/What ... by?**
e.g. *Who was America discovered by?*

8 Write questions in the passive to which the words in bold are the answers, as in the examples.

- Captain Cook** discovered Australia.
Who was Australia discovered by?
- A dog** was chasing Paul.
What was Paul being chased by?
- Simon** is going to organise the party.
.....
- A bee** stung him.
.....
- Fiona** cooked this delicious turkey.
.....
- An international company** publishes these books.
.....
- A bomb** killed the soldier.
.....

With verbs which take two objects, such as **ask, bring, tell, send, show, teach, promise, offer, give, pay, lend**, etc., we can form the passive in two ways.

Active: Someone sent **Helen some flowers**.

Passive: a) **Helen was sent some flowers.**

b) **Some flowers were sent to Helen.**

The first way is used more often because we are more interested in the person (Helen) than the thing (some flowers).

9 Rewrite the sentences in the passive in both ways, as in the example.

- His father gave Billy a new bicycle.
a) *Billy was given a new bicycle by his father.*
b) *A new bicycle was given to Billy by his father.*
- Fred has offered Mary a watch.
a)
b)
- Lisa is sending Tim an invitation.
a)
b)
- She brought me some oranges.
a)
b)
- Sonia is going to lend me some money.
a)
b)
- Jack will show me the new car.
a)
b)
- They paid him a lot of money for the job.
a)
b)

10 Rewrite the sentences in the passive.

- They will not deliver the new sofa on Friday.
The new sofa will not be delivered on Friday.
- You can use this saucepan for cooking spaghetti.
.....
- I have to finish my homework tonight.
.....
- You must tidy your bedroom.
.....
- You ought to put these clothes away.
.....
- The boss gave the secretary some letters to type.
.....
- We should eat this cake immediately.
.....
- Sally sent Peter a birthday card.
.....
- You must take the dog for a walk.
.....
- The cat is not chasing the mouse.
.....
- Do they produce oil in Spain?
.....
- Did a dog bite him?
.....
- Edward has not recorded a new song.
.....

The Passive

11

Rewrite the following passage in the passive.

Somebody sent me a bunch of flowers. The man from the flower shop delivered them to my house. He told me that they were a present. A young man had ordered them. He had put no card in the flowers. I still don't know who sent them.

.....
.....
.....
.....
.....
.....
.....



12

Rewrite the following passage in the passive.

Someone started a fire in the Courtney National Park early yesterday morning. They had used a match and some petrol to start the fire. The fire had burnt a lot of trees before someone called the fire brigade. The police have arrested a man. They are still questioning him.

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....



IN OTHER WORDS

Study these examples. The second sentence has a similar meaning to the first sentence.

- 1 A famous artist will paint his portrait.
be His portrait **will be painted by** a famous artist.
- 2 You must post these letters as soon as possible.
must These letters **must be posted** as soon as possible.
- 3 Somebody stole my wallet yesterday.
was My wallet **was stolen** yesterday.

13

Complete each sentence with two to five words including the word in bold.

- 1 They built the house last year.
was The house **...was built...** last year.
- 2 They are planting trees in the garden.
being Trees in the garden.
- 3 The dog was chasing the cat around the house.
was The cat around the house by the dog.
- 4 They haven't cleaned the floor yet.
been The floor yet.
- 5 They had eaten all the food by the time I got there.
had All the food by the time I got there.
- 6 You must finish the project by Wednesday afternoon.
be The project by Wednesday afternoon.
- 7 Mr Brown sent us a wedding invitation.
was A wedding invitation to us by Mr Brown.
- 8 They should inform the citizens as soon as possible.
should The citizens as soon as possible.

14

Fill in the active or passive form of the verbs in brackets.



Mrs Wilson is a rich young lady. She (1) **...lives...** (live) in a big house on the outskirts of the city with her husband and her two dogs. Every day, Mrs Wilson (2) (take) into the city centre. Her car (3) (drive) by her chauffeur. She then (4) (go) shopping in her favourite shops. Her bags (5) (carry) by the chauffeur. Mrs Wilson (6) (buy) lots of things every week. She (7) (need) lots of clothes because she goes to lots of parties. In fact, this week she (8) (invite) to a big birthday party which (9) (hold) in a large mansion in the country. All of her friends will be there, so Mrs Wilson (10) (look forward) to it very much.

Conditionals - Wishes

Conditionals

- There are three types of **conditionals**. Each type consists of two parts: the **if - clause** (hypothesis), which begins with the word **if**, and the **main clause**, which shows the result of the hypothesis.

if - clause

(hypothesis)

main clause

(result)

If you are late, you will miss the bus.

- When the if-clause comes before the main clause, they are separated with a comma. When the main clause comes before the if-clause, then they are not separated with a comma.
e.g. *If Peter has time, he will come to visit us.*
Peter will come to visit us if he has time.

Type 1 Conditionals



*If Robert **studies** hard, he **will pass** his exams.*



*Water **turns** into ice if the temperature **falls** below 0°C.*



*If you **don't understand**, **look** at the example.*



*If you go to New York, you **can see** the Statue of Liberty.*

- Type 1 conditionals** express a **real** or **very probable** situation in the **present** or **future**. They are formed as follows:

If - clause	Main clause
If + present simple	→ future simple → present simple → imperative → can/must/may, etc. + +bare infinitive

- We can use **unless** instead of if...not in the if - clause. The verb is always in the affirmative after unless.

e.g. *If you **don't hurry**, we'll be late for school.*

***Unless** you hurry, we'll be late for school.*

(NOT: ~~Unless you don't hurry~~ ...)

1

Look at the pictures and the prompts and make sentences, as in the example.

e.g. *If you go to London, you can see Big Ben.*

1 London/ Big Ben	2 Rome/the Colosseum	3 New York/the Empire State Building
4 Paris/the Eiffel Tower	5 Egypt/the Pyramids	6 Sydney/the Sydney Opera House
7 Venice/some gondolas	8 Hawaii/some palm trees	

2 Match column A with column B in order to make correct type 1 conditional sentences, as in the example.

g. *If you are tired, go to bed.*

Column A	Column B
1 tired	a make a sandwich
2 hungry	b get something to drink
3 bored	c go to bed
4 thirsty	d take one of these pills
5 seasick	e read a good book

3 Fill in *unless* or *if*.

- We won't go on holiday ...*unless*... we can take our dog with us.
- we don't buy it now, we'll have to get it later.
- you go to bed late, you'll be tired in the morning.
- I can't finish my homework you help me.
- We'll have a picnic on Saturday the weather is bad.
- You'll catch a cold you wear your coat.
- I'll open the window I get too hot.

4 Put the verbs in brackets into the correct tense. Add a comma where necessary.

- If you ...*have*... (have) toothache, go to the dentist.
- If Peter (do) lots of exercise he'll be fit and healthy.
- Please call me if you (need) any help.
- Sarah (be) angry if we don't go to her party?
- Cathy will be able to go on holiday if she (save) enough money.
- Unless it (rain) we'll go for a walk.
- If you (work) hard you may be promoted.
- you (give) me a call if you have time tomorrow?
- If you don't do your homework I (not/let) you watch TV.
- Mary won't go to Australia unless I (pay) for her tickets.
- If he (arrive) on time we'll have dinner before we go out.

5 Put the verbs in brackets into the correct tense.

- A: I'd like a cup of coffee.
B: Well, if you ...*hold*... (hold) the baby for five minutes, I (make) it for you.
- A: I must go to the bank.
B: If you (leave) now, you (get) there before it closes.
- A: I can't do everything myself!
B: Well, if you (wash) the dishes, I (cook) the meal.
- A: Are you going on holiday this year?
B: Yes, I (go) to Spain for two weeks if I (have) some time off work.
- A: I want to cook something special tonight.
B: Great, if I (finish) work early, I (give) you a hand.
- A: Could I have a chocolate biscuit, please?
B: Yes, if you (look) in the cupboard, you (find) some cakes as well.

6 Rewrite the sentences, as in the examples.

- If Harry doesn't phone, we'll leave without him.
Unless Harry phones, we'll leave without him.
- Unless Sheila returns the money she owes me, I won't be able to pay my rent.
If Sheila doesn't return the money she owes me, I won't be able to pay my rent.
- Sarah will be disappointed if you don't send her a birthday card.
.....
- Maria won't go to the theatre if Peter doesn't go with her.
.....
- If you don't pay the electricity bill, it will be cut off.
.....
- Unless Kate comes home soon, her parents will call the police.
.....
- If the children don't behave themselves, they won't go to the zoo.
.....
- Unless my mother offers to help me, I won't have time to make all the preparations.
.....
- Unless you tidy your room, I won't take you to the party.
.....
- If Dennis doesn't write soon, I will be very upset.
.....

Type 3 Conditionals



Jack missed the bus yesterday, so he was late for work.

If Jack **hadn't missed** the bus, he **wouldn't have been** late for work yesterday.

Type 3 conditionals express **imaginary** situations in the **past**; that is, they refer to past situations that did not happen.

They are formed as follows:

If - clause	Main clause
If + past perfect	would/could/might + + have + past participle

e.g. If she **had called** earlier, I **would have told** her about the meeting. (She didn't call earlier, so I didn't tell her about the meeting.)

10

Richard Brooks was very upset yesterday because he missed an important meeting. **Look at the prompts and make sentences, as in the example.**



e.g. If the airline **hadn't been on strike**, his flight **wouldn't have been delayed**. If his flight **hadn't been delayed**, ...

the airline / not be / on strike →
his flight / not be / delayed →
he / arrive / in New York / on time →
he / attend / the meeting →
he / sign / the contract →
his boss / be / pleased with him →
she / give / him / a promotion

11

Put the verbs in brackets into the correct tense to make correct type 3 conditional sentences.

- If you *...hadn't been...* (not/be) in a hurry, you *...wouldn't/might not have forgotten...* (not/forget) your keys.
- If he (remember) earlier, he (send) her a birthday card.
- If you (not/be) ill, you (go) to the party.
- Jason (not/break) his arm if he (be) more careful.
- Helen (get) wet if she (not/take) her umbrella.
- If I (do) my homework, my teacher (not/shout) at me.
- You (pass) the test if you (study) more.
- If she (close) the gate, the rabbit (not/run away).
- She (lose) her keys if I (not/pick) them up.
- If he (save) some money, he (be able) to go on holiday.

12

Read the story below and write type 3 conditional sentences, as in the example.



Ben offered to help his neighbour fix the roof so he climbed up the ladder. He fell off the ladder and broke his leg. He went to hospital. He met Linda there. They fell in love and got married six months later.

- If Ben **hadn't offered** to help his neighbour fix the roof, he **wouldn't have climbed** up the ladder.
- If he **hadn't climbed** up the ladder,
-
-
-
-
-

TESTS

1. The other day we ... her at the shop. She was busy putting on a red scarf.
 - a) were meeting
 - b) met
 - c) meet
 - d) had met
2. My mother ... supper by the time I appeared. When I ... she was still preparing it.
 - a) did not cook/ was returning
 - b) had cooked/ return
 - c) wasn't cooking/ returned
 - d) had not cooked/ returned
3. Last summer our kids ... the competition. Fortunately, they won first place.
 - a) took part in
 - b) was taking part in
 - c) were taking part in
 - d) had taken part in
4. It ... his first voyage that day. He ... to New York many times.
 - a) were not/ was already
 - b) was/ been already
 - c) wasn't/ had already been
 - d) was not/ was already
5. I started talking ... they interrupted me.
 - a) hardly have/ when
 - b) hardly/ if
 - c) hardly had/ when
 - d) hardly had/ than
6. Once upon a time there ... a witch together with her husband and stepdaughter.
 - a) were living
 - b) living
 - c) had lived
 - d) lived
7. We went home after it ... snowing.
 - a) had stopped
 - b) have stopped
 - c) stopped
 - d) was stopping
8. ... your bother ... off the table before I turned up?
 - a) have/ felled
 - b) did/ fell

- c) had/ fallen
d) did/ fall
9. She ... her school in 2000, then she ... a job in 2003 and then she ... married in spring, 2005.
a) finished/ found/ got
b) was finishing/ find/ get
c) had finished/ had found/ had got
d) fisnished/ finded/ getted
10. "_____ for walks?" "What a good idea! It's so hot today!"
A) Are you going to go B) Did you like going C) Do you like going
D) Would you like to go
12. "My bag is so heavy." "Give it to me. _____ it for you."
A) I'm going to carry B) I carry C) I'll carry D) I carried
13. I bought some warm boots today because _____ skiing.
A) I went B) I'm going C) I'll go D) I go
14. "Tony's back from holiday." "_____ him a ring."
A) I'll give B) I gave C) I'm going give D) I give
15. "What are you doing tonight?" "We _____ a play at the theatre."
A) saw B) will see C) are going to see D) seeing
16. You can tell me your secret. I _____ anyone.
A) am not going tell B) won't tell C) don't tell D) didn't tell
17. Peter's very _____ at tennis. He won the game.
A) goodly B) well C) good D) best
17. I know the Prime Minister _____.
A) good B) best C) better D) well
18. She _____ traveled to most parts of the world.
A) have B) is C) has D) will
19. She _____ to Russia two years ago.
A) go B) went C) gone D) goes
20. Wait _____ me in the street.
A) to B) for C) at D) in
21. Bill is looking _____ his keys but he can't find them.
A) for B) at C) to D) in
22. She enjoys _____ the news on television.
A) watching B) to watch C) to watching D) watch
23. Do you want _____ it again?
A) try B) trying C) to trying D) to try
24. We're _____ a party next Saturday. Would you like _____?
A) have / to go B) having / to come C) had / to have D) having to / had
25. "_____ a drink?" "Yes, please. I'll have an orange juice."
A) Do you like B) Are you liking C) Would you like D) Did you like

1. Is it the second time you ... Russia? No, I ... Russia four or five times.
 - a) have been to / have been to
 - b) had been to / was in
 - c) were in / was in
 - d) was going to / was to
2. Tom and I ... friends since childhood.
 - a) has been
 - b) were
 - c) have been
 - d) was
3. We ... a kitten 2 months ago.
 - a) bought
 - b) have bought
 - c) were buying
 - d) buy
4. He ... his work yet.
 - a) didn't finish
 - b) haven't finished
 - c) hasn't finished
 - d) hadn't finished
5. Last night my neighbour ... you in a perfumer's shop.
 - a) seen
 - b) seed
 - c) have seen
 - d) saw
6. We ... to throw a party three days ago but mother ... no.
 - a) have decided / have said
 - b) decided / said
 - c) has decided / said
 - d) were deciding / say
7. ... you ... my letter from the USA yet? I ... it to you a week ago.
 - a) have – receiving / was sending
 - b) did – receive / sent
 - c) have – received / sent
 - d) are – received / sent
8. ... you ... the newspaper today?
 - a) have / read
 - b) did / read
 - c) have / readed
 - d) did / readed
9. Why ... you enter the college in 2000?

- a) not
 - b) haven't
 - c) were not
 - d) didn't
10. Suworov never ... a single battle.
- a) has lost
 - b) lost
 - c) did lose
 - d) hasn't lost
1. Do you like _____ football on TV?
- A) watch
 - B) watched
 - C) watches
 - D) watching
2. Thank you for _____ me.
- A) helping
 - B) help
 - C) to help
 - D) helped
3. I'm afraid of _____ mistakes.
- A) to make
 - B) made
 - C) make
 - D) making
4. It is important _____.
- A) to win
 - B) winning
 - C) win
 - D) won
5. A: This problem is too difficult. I can't solve it.
B: Is it really too difficult for you _____?
- A) solving
 - B) solve
 - C) to solve
 - D) solved
6. Have you got anything _____?
- A) reading
 - B) to read
 - C) read
 - D) reads
7. She is good at _____.

- A) to swim
 - B) swimming
 - C) swims
 - D) swum
8. My father does the _____ himself.
- A) ironing
 - B) irons
 - C) to iron
 - D) iron
9. My mother does all the _____.
- A) cleaning
 - B) to clean
 - C) cleans
 - D) clean
10. The boy _____ in the dentist's chair has got toothache.
- A) sitting
 - B) sat
 - C) sit
 - D) sits
1. I hope that the truth ____ very soon.
- A) will find out
 - B) will be finding out
 - C) is found out
 - D) will be found out
 - E) shall find out
2. The sports competitions which ____ on Sunday ____ by a lot of people.
- A) are held / will be visited
 - B) was held / will visit
 - C) will held / will visit
 - D) have been held / have visited
 - E) will be held / will be visited
3. The business letter ____ just ____ .
- A) is / written
 - B) has / been written
 - C) was / written
 - D) were / written
 - E) is / going to write
4. All the business letters ____ yesterday. They ____ to the post office immediately.
- A) answered / take
 - B) were answered / took
 - C) are answered / were taken

- D) answered / took
E) were answered / were taken
5. I ____ that I ____ at the station at 5.
A) was told / should be met
B) told / is being met
C) tells / am met
D) am told / was met
E) will be told / would be met
6. By the time we came to the bookshop all books ____
A) are sold
B) were sold
C) had been sold
D) are being sold
E) is being sold
7. New schools ____ in our city every year.
A) is built
B) are to be built
C) will build
D) are built
E) have built
8. This year a very beautiful theatre ____ in our city.
A) built
B) was built
C) has been built
D) had been built
E) has built
9. This school ____ next year.
A) will close
B) is closed
C) will be closed
D) was closed
E) would be closed
10. It is winter. Everything ____ with snow.
A) is covered
B) covered
C) were covered
D) will cover
E) are covered
2. ... were you doing last Monday at 6 o'clock?
a) what
b) why

- c) when
d) who
3. ... was my dog in the evening? W... is he so muddy (грязный)?
a) when/what
b) where/why
c) whom/when
d) who/where
4. ... do you go for a trip? – Twice a year.
a) how much
b) how long
c) how often
d) how
5. ... mansion is it? – It's mine.
a) who
b) whom
c) how
d) whose
6. W... of you (ПОДСКАЗКА: кого из вас) should I reprimand (делать выговор)? W... is to blame?
a) what/whose
b) which/who
c) what/whose
d) when/who
7. For ... are you going to purchase it? – For my little son.
a) whose
b) whom
c) which
d) what
8. At ... do you aim? – I aim at money and power.
a) why
b) which
c) what
d) who
9. How ... do you earn? W... is your salary?
a) many/which
b) much/what
c) much/why
d) many/whose
10. W... doctor do you like most of all? – Dr. Christina or Dr. Juliet?
a) which
b) when

- c) why
d) whom
1. He _____ some new shoes last month.
A) bought
B) buying
C) buy
D) buys
2. A: _____ did she _____ a job?
B: In the car factory.
A) When / get
B) Where / got
C) Who / get
D) Where / get
3. Max didn't _____ yesterday afternoon; he _____ at home.
A) go out / stayed
B) go out / stay
C) went out / stayed
D) went out / stay
4. A: _____ you _____ Jane last month?
B: No, I _____ .
A) * / saw / didn't
B) Did / see / didn't
C) Did / saw / didn't
D) Did / see / did
5. Geoffrey _____ French before, but he _____ at university now.
A) study didn't / studies
B) didn't study / study
C) did not study / studies
D) didn't studied / studies
6. I _____ a friend while I _____ the shopping
A) was meeting / did
B) met / was doing
C) meet / do
D) met / did
7. I _____ for my things when I _____ someone call my name.
A) paid / was hearing
B) pay / heard
C) was paying / hear
D) was paying / heard

ASSESSMENT CRITERIA

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ СОҒЛИҚНИ САҚЛАШ
ВАЗИРЛИГИ ТОШКЕНТ ФАРМАЦЕВТИКА ИНСТИТУТИ**

**ТОШКЕНТ ФАРМАЦЕВТИКА ИНСТИТУТИДА ТАЛАБАЛАР БИЛИМИНИ
НАЗОРАТ
ҚИЛИШ ВА БАҲОЛАШ ТИЗИМИ ТЎҒРИСИДАГИ**

НИЗОМ

ТОШКЕНТ-2018

Ушбу низом Ўзбекистон Республикаси Адлия вазирлиги томонидан 2018 йил 26 сентябрда рўйхатдан ўтказилган (рўйхат рақами 3069) "Олий таълим муассасаларида талабалар билимини назорат қилиш ва баҳолаш тизими тўғрисидаги низом" асосида ишлаб чиқилган.

**Тошкент фармацевтика институтида
талабалар билимини назорат қилиш ва
баҳолаш тизими тўғрисидаги**

НИЗОМ

Мазкур Низом Ўзбекистон Республикаси Президентининг 2018 йил 5 июндаги ПҚ-3775-сон “Олий таълим муассасаларида таълим сифатини ошириш ва уларнинг мамлакатда амалга оширилаётган кенг қамровли ислохотларда фаол иштирокини таъминлаш бўйича қўшимча чора-тадбирлар тўғрисида”ги қарорига мувофиқ олий таълим муассасаларида талабалар билимини назорат қилиш ва баҳолаш тизимини белгилайди.

1-боб. Умумий қоидалар

Мазкур Низом 2018-2019 ўқув йилида, шунингдек кейинги ўқув йилларида Тошкент фармацевтика институтига ўқишга қабул қилинган талабаларнинг билимини назорат қилиш ҳамда баҳолашда қўлланилади.

Талабалар институт профессор-ўқитувчилари томонидан биринчи машғулотда мазкур Низом талабалари билан таништирилиши шарт.

Талабалар билимини баҳолашда малакавий амалиёт, курс иши, фан (фанлараро) давлат аттестацияси, битирув малакавий иши, шунингдек магистратура босқичида илмий-тадқиқот ва илмий-педагогик ишлар ҳамда магистрлик диссертацияси бўйича мазкур Низомда белгиланган баҳолаш мезонлари қўлланилади.

2-боб. Назорат турлари ва баҳолаш мезонлари 1-§. Назорат турлари

Тошкент фармацевтика институтида талабалар билимини назорат қилиш жорий, оралиқ ва якуний назорат турларини ўтказиш орқали амалга оширилади. Жорий назорат семестр давомида иккинчи машғулотдан охириги машғулотга қадар ҳар бир машғулотда, оралиқ назорат семестр давомида ишчи фан дастурининг тегишли бўлими тугагандан кейин талабанинг билим ва амалий кўникмаларини баҳолаш мақсадида ўқув машғулотлари давомида ўтказилади.

Оралиқ назорат тури ҳар бир фан бўйича фаннинг хусусиятидан келиб чиққан ҳолда 2 мартагача ўтказилиши мумкин.

Оралиқ назорат турини ўтказиш шакли ва муддати фаннинг хусусияти ва фанга ажратилган соатлардан келиб чиқиб тегишли кафедра томонидан белгиланади.

Оралиқ назорат турининг топшириқлари тегишли кафедра профессор-

ўқитувчилари томонидан ишлаб чиқилади ва мазкур кафедра мудири томонидан тасдиқланади.

Семестр давомида ҳафтасига 4 академик соатдан кам бўлган фанлар бўйича оралиқ назорат тури ўтказилмайди.

Талабанинг амалий, семинар, лаборатория машғулоти ва мустақил таълим топшириқларини бажариши, шунингдек унинг ушбу машғулотлардаги фаоллиги фан ўқитувчиси томонидан баҳолаб борилади. Баҳолаш мазкур Низомнинг 13-бандида назарда тутилган мезонлар асосида амалга оширилади. Талабани оралиқ назорат тури бўйича баҳолашда, унинг ўқув машғулоти давомида олган баҳолари инобатга олинади.

Якуний назорат тури семестр якунида (фан якунида) тегишли фан бўйича талабанинг назарий билим ва амалий кўникмаларини ўзлаштириш даражасини аниқлаш мақсадида ўтказилади.

Якуний назорат турини ўтказиш шакли тегишли фан бўйича кафедра томонидан белгиланади.

Якуний назорат тегишли факультет декани ёки ўқув-услубий бўлим томонидан ишлаб чиқиладиган ҳамда ўқув ишлари бўйича проректор томонидан тасдиқланадиган Якуний назорат турларини ўтказиш жадвалига мувофиқ ўтказилади.

2-§. Талабалар билимини баҳолаш мезонлари

Талабаларнинг билими куйидаги мезонлар асосида:

талаба мустақил хулоса ва қарор қабул қилади, ижодий фикрлай олади, мустақил мушоҳада юритади, олган билимини амалда қўллай олади, фаннинг (мавзунинг) моҳиятини тушунади, билади, ифодалай олади, айтиб беради ҳамда фан (мавзу) бўйича тасаввурга эга деб топилганда - 5 (аъло) баҳо;

талаба мустақил мушоҳада юритади, олган билимини амалда қўллай олади, фаннинг (мавзунинг) моҳиятни тушунади, билади, ифодалай олади, айтиб беради ҳамда фан (мавзу) бўйича тасаввурга эга деб топилганда - 4 (яхши) баҳо;

талаба олган билимини амалда қўллай олади, фаннинг (мавзунинг) моҳиятни тушунади, билади, ифодалай олади, айтиб беради ҳамда фан (мавзу) бўйича тасаввурга эга деб топилганда - 3 (қониқарли) баҳо;

талаба фан дастурини ўзлаштирамаган, фаннинг (мавзунинг) моҳиятини тушунмайди ҳамда фан (мавзу) бўйича тасаввурга эга эмас деб топилганда - 2 (қониқарсиз) баҳо билан баҳоланади.

Назорат турларини ўтказиш бўйича тузилган топшириқларнинг мазмуни талабанинг ўзлаштиришини холис (объектив) ва аниқ баҳолаш имкониятини бериши шарт.

3-боб. Талабалар билимини баҳолаш

Талабалар билимини баҳолаш 5 баҳолик тизимда амалга оширилади.

Оралик назорат турини ўтказиш ва мазкур назорат тури бўйича талабанинг билимини баҳолаш тегишли фан бўйича ўқув машғулотларини олиб борган профессор-ўқитувчи томонидан амалга оширилади.

Якуний назорат турини ўтказиш ва мазкур назорат тури бўйича талабанинг билимини баҳолаш ўқув машғулотларини олиб бормаган профессор-ўқитувчи томонидан амалга оширилади.

Тегисли фан бўйича ўқув машғулотларини олиб борган профессор-ўқитувчи якуний назорат турини ўтказишда иштирок этиши таъқиқланади.

Якуний назорат турини ўтказишда келишув асосида бошқа олий таълим муассасаларининг тегишли фан бўйича профессор-ўқитувчилари жалб қилиниши мумкин.

Тошкент фармацевтика институтида оралик ва якуний назорат турларини ўтказиш, шунингдек талабаларнинг билимини баҳолаш тегишли кафедра мудирини томонидан ташкил этиладиган комиссия томонидан амалга оширилади.

Комиссия таркиби тегишли фан профессор-ўқитувчилари ва соҳа мутахассислари орасидан шакллантирилади.

Комиссия таркибига келишув асосида бошқа ташкилотларнинг соҳа мутахассислари ҳам жалб қилиниши мумкин.

Тошкент фармацевтика институтида назорат турларини ўтказилиши таълим сифатини назорат қилиш бўлими томонидан доимий равишда ўрганиб борилади. Бунда назорат турларини ўтказилиш тартиби бузилганлиги аниқланган ҳолларда, ўтказилган назорат турларининг натижалари бекор қилиниши ҳамда тегишли назорат тури қайтадан ўтказилиши мумкин.

Талаба тегишли фан бўйича якуний назорат тури ўтказиладиган муддатга қадар жорий ва оралик назорат турларини ҳамда талаба мустақил ишини топширган бўлишлари шарт.

Жорий ва оралик назорат турларини ҳамда талаба мустақил ишини топширмаган, шунингдек ушбу назорат турлари бўйича “2” (қониқарсиз) баҳо билан баҳоланган талаба якуний назорат турига киритилмайди.

Якуний назорат турига кирмаган ёки киритилмаган, шунингдек ушбу назорат тури бўйича “2” (қониқарсиз) баҳо билан баҳоланган талаба академик қарздор ҳисобланади.

Талаба узрли сабабларга кўра оралик ва (ёки) якуний назорат турига кирмаган тақдирда ушбу талабага тегишли назорат турини қайта топширишга факультет деканининг фармойиши асосида рухсат берилади.

Бир кунда 1 тадан ортиқ фан бўйича якуний назорат тури ўтказилишига йўл қўйилмайди.

Битирувчи курс бўлмаган талабалар кузги семестр натижалари бўйича 3

тагача фандан (фанлардан) академик қарздорлиги бўлган ҳолларда талабага бир ойгача, баҳорги семестр натижалари бўйича 3 тагача фандан (фанлардан) академик қарздорлиги бўлган талабага тегишли фан (фанлар) бўйича оралик ва (ёки) якуний назорат турларини янги ўқув йили бошидан қайта топшириш учун 1 ой муддат берилади.

Битирувчи курс талабаларига баҳорги семестр натижалари бўйича ўзлаштирмаган фандан (фанлардан) қайта топшириш учун якуний давлат аттестацияси бошлангунга қадар рухсат берилади.

Фанлардан академик қарздорлиги 4 та ва ундан кўп бўлган талабаларга қайта топширишга рухсат берилмайди ва улар институт ректорининг буйруғи билан курсдан қолдирилади.

Талабага оралик ва (ёки) якуний назорат турини қайта топшириш учун берилган муддат давомида талаба томонидан қайта топширишлар сони 2 мартадан кўп бўлмаслиги керак.

Талаба оралик ва (ёки) якуний назорат турини биринчи марта қайта топширишдан ўта олмаган тақдирда, факультет декани томонидан комиссия тузилади. Комиссия таркиби тегишли фан бўйича профессор-ўқитувчи ва соҳа мутахассислари орасидан шакллантирилади.

Иккинчи марта оралик ва (ёки) якуний назорат турини ўтказиш ва талабани баҳолаш мазкур комиссия томонидан амалга оширилади.

Берилган муддат давомида мавжуд бўлган қарздорликни топшира олмаган талаба бўйича факультет декани билдирги билан институт ректорини хабардор қилади ва ушбу талаба ректор буйруғи асосида курсдан қолдирилади.

Талаба узрли сабабларсиз малакавий амалиётга қатнашмаган, шунингдек малакавий амалиёт якунлари бўйича “2” (қониқарсиз) баҳо билан баҳоланган ҳолларда, у академик қарздор ҳисобланади ва курсдан қолдирилади.

Курсдан қолдирилган талаба фанни (фанларни) ўзлаштирмаган семестр бошидан тўлов-контракт асосида мазкур ўқув йилининг тегишли семестри учун тасдиқланган ўқув режага мувофиқ ўқишни давом эттиради.

Баҳолаш натижасидан норози бўлган талабалар факультет декани томонидан ташкил этиладиган Апелляция комиссиясига апелляция бериш ҳуқуқига эга.

Апелляция комиссияси таркибига талабани баҳолашда иштирок этмаган тегишли фан профессор-ўқитувчилари орасидан комиссия раиси ва камида тўрт нафар аъзо киритилади.

Талаба баҳолаш натижасидан норози бўлган тақдирда, баҳолаш натижаси эълон қилинган вақтдан бошлаб 24 соат давомида апелляция бериши мумкин. Талаба томонидан берилган апелляция Апелляция комиссияси томонидан 2 кун ичида кўриб чиқиши лозим.

Талабанинг апелляциясини кўриб чиқишда талаба иштирок этиш ҳуқуқига эга.

Апелляция комиссияси талабанинг апелляциясини кўриб чиқиб, унинг натижаси бўйича тегишли қарор қабул қилади. Қарорда талабанинг тегишли фанни ўзлаштиргани ёки ўзлаштира олмагани кўрсатилади.

Апелляция комиссияси тегишли қарорни факультет декани ва талабага етказилишини таъминлайди.

4-боб. Баҳолаш натижаларини қайд қилиш

Талабалар билимини баҳолаш тегишли фан бўйича профессор-ўқитувчи томонидан Талабаларнинг фанларни ўзлаштиришини ҳисобга олиш журналида (бундан буён матнда Журнал деб юритилади) қайд этиб борилади. Профессор-ўқитувчи қўшимча равишда талабалар билимини баҳолашни электрон тизимда ҳам юритиши мумкин.

Профессор-ўқитувчи Журналда талабага қўйилган баҳоларни шу куннинг ўзида қайд этиб боради. Агар талабанинг билимини баҳолаш ёзма иш шаклида ўтказилган бўлса, бунда профессор-ўқитувчи талабаларнинг натижаларини 3 кундан кўп бўлмаган муддатда Журналга қайд этиши лозим.

Назорат тури бўйича талабанинг билими “3” (қониқарли) ёки “4” (яхши) ёхуд “5” (аъло) баҳо билан баҳоланганда, назорат турини қайта топширишга йўл қўйилмайди.

Талаба назорат тури ўтказилган вақтда узрли сабабларсиз қатнашмаган ҳолларда Журналга “0” белгиси ёзиб қўйилади.

Журнал тегишли фан бўйича ўқув машғулотларини олиб борган профессор-ўқитувчи, кафедра мудири ва факультет декани томонидан имзоланади ҳамда факультет деканатида сақланади. Журналнинг сақланиши учун факультет декани масъул ҳисобланади.

Талабаларнинг якуний назорат тури бўйича баҳолари Журналга қайд этилганда, шу куннинг ўзида талабанинг Баҳолаш дафтарига ҳам ёзиб қўйилиши керак.

Якуний назорат тури бўйича талабанинг билими “2” (қониқарсиз) баҳо билан баҳоланган ёки Журналга “0” белгиси ёзиб қўйилган ҳолларда ушбу баҳо ёки белги талабанинг Баҳолаш дафтарига ёзилмайди.

Журналнинг ўз вақтида, тўғри ва тўлиқ юритилиши, шунингдек ундаги баҳо ва бошқа маълумотларга асоссиз ўзгартиришлар киритилмаслиги учун факультет декани ва тегишли фан бўйича профессор-ўқитувчи масъул ҳисобланади.

Тегисли ўқув йили якуни бўйича ишчи ўқув режадаги фанлар бўйича “3” (қониқарли) ёки “4” (яхши) ёхуд “5” (аъло) баҳо билан баҳоланган талаба институт ректорининг буйруғига асосан кейинги курсга ўтказилади,

Баҳолаш натижалари кафедра йиғилишлари, факультет ва институт Кенгашларида мунтазам равишда муҳокама этиб борилади ва тегишли қарорлар қабул қилинади.

5-боб. Якуний қоида
Ушбу Низомда белгиланган масалалар бўйича келиб
чиққан низолар қонун ҳужжатлари асосида ҳал қилинади.

Тошкент фармацевтика институтида талабалар билимини назорат қилиш
ва баҳолаш тизими тўғрисидаги низомга

ИЛОВА

1-жадвал Баҳолашни 5 баҳолик шкаладан 100 баллик шкалага ўтказиш

ЖАДВАЛИ

5 баҳолик шкала	10 0 бал лик шк ала	5 баҳолик шкала	100 балл ик шка ла	5 баҳолик шкала	100 балл ик шкал а
5,00-4,96	100	4,30-4,26	86	3,60-3,56	72
4,95-4,91	99	4,25-4,21	85	3,55-3,51	71
4,90-4,86	98	4,20-4,16	84	3,50-3,46	70
4,85-4,81	97	4,15-4,11	83	3,45-3,41	69
4,80-4,76	96	4,10-4,06	82	3,40-3,36	68
4,75-4,71	95	4,05-4,01	81	3,35-3,31	67
4,70-4,66	94	4,00-3,96	80	3,30-3,26	66
4,65-4,61	93	3,95-3,91	79	3,25-3,21	65
4,60-4,56	92	3,90-3,86	78	3,20-3,16	64
4,55-4,51	91	3,85-3,81	77	3,15-3,11	63
4,50-4,46	90	3,80-3,76	76	3,10-3,06	62
4,45-4,41	89	3,75-3,71	75	3,05-3,01	61
4,40-4,36	88	3,70-3,66	74	3,00	60
4,35-4,31	87	3,65-3,61	73	3,0 дан кам	60 дан кам

**O`ZBEKISTON RESPUBLIKASI SOG`LIQNI SAQLASH VAZIRLIGI
TOSHKENT FARMATSEVTIKA INSTITUTI
TILLAR KAFEDRASI**

“TASDIQLAYMAN”

O`quv va tarbiyaviy ishlar

bo`yicha prorektor

Z.A.Yuldashev _____

2019yil “____” _____

**XORIJIY (INGLIZ) TIL FANINING
BAHOLASH MEZONI
2 bosqich talabalari uchun**

Bilim sohasi: 500000- Sog`liqni saqlash va ijtimoiy ta`minot

Ta`lim sohasi: 510000 - Sog`liqni saqlash

310000 – Muxandislik ishi

320000 – Ishlab chiqarish texnologiyasi

110000 – Pedagogika

Ta`lim yo`nalishi,
mutaxassislik:

5510500 – Farmatsiya (Farmatsevtika ishi)

5510500 – Farmatsiya (Klinik farmatsiya)

5510500 – Farmatsiya (Farmatsevtik tahlil)

5111000 – Kasb ta`limi (5510500 - Farmatsevtika ishi)

5510600 – Sanoat farmatsiyasi (Kosmetsevtika)

5510600 – Sanoat farmatsiyasi (Farmatsevtik
biotexnologiya)

5510600 – Sanoat farmatsiyasi (Dori vositalari)

5320500 – Biotexnologiya (Farmatsevtik
biotexnologiya)

5310901- Metrologiya, standartlashtirish va mahsulot
sifati menejmenti (Dori vositalari)

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Xorijiy til fanidan talabalar bilimini baholash va nazorat qilish mezonlari

Ushbu baholash me'zoni O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirining 2018 yil 9 avgustdagi 19-2018-son buyrug'iga va O'zbekiston Respublikasi Prezidentining 2018 yil 5 iyundagi PQ 3775-son "Oliy ta'lim muassasalarida ta'lim sifatini oshirish va ularning mamlakatda amalga oshirilayotgan keng kamrovli isloxotlarda faol ishtirokini ta'minlash bo'yicha qo'shimcha chora-tadbirlar to'grisida"gi qaroriga muvofiq ishlab chiqilgan.

Talabalarning fan bo'yicha o'zlashtirishini baholash o'quv yili davomida muntazam ravishda olib boriladi va quyidagi turlar orqali amalga oshiriladi, "Xorijiy til" 2-kurs fani bo'yicha talabalar bilimini nazorat qilish va baholash tizimi quyidagicha belgilandi:

- joriy nazorat (JN);
- mustaqil ish (TMI)
- yakuniy nazorat (YaN).

"Xorijiy til" fani bo'yicha talabaning semester davomida o'zlashtirish ko'rsatkichi 5 baho bilan amaliy mashg'ulotning ikkinchi darsidan baholanadi.

Baholash usullari	Testlar, yozma ishlar, og'zaki so'rov
5 baho "a'lo"	<ul style="list-style-type: none">– ijodiy fikrlay oladi– mustaqil mushohada yuritadi– olgan bilimni amalda qo'llay oladi– fanning mohiyatini tushunadi, biladi, ifodalay oladi, aytib beradi hamda fan bo'yicha tasavvurga ega bo'ladi- xorijiy tilda eshitish, yozish, o'qish va gapirish ko'nikmalari a'lo shakllangan bo'ladi;- tez va xatosiz o'qiydi;- yozishda 1 ta orfografik xatoga yo'l qo'yadi,- o'tilgan mavzuni tahlil qiladi va qo'llaydi, umumlashtiradi,- darsda faol qatnashadi.- uy vazifasini xatosiz bajaradi
4 baho "yaxshi"	<ul style="list-style-type: none">- xorijiy tilda eshitish, yozish, o'qish va gapirish ko'nikmalari shakllangan bo'ladi;

	<ul style="list-style-type: none"> – talaba mustaqil mushohada yuritadi, olgan bilimni amalda qo‘llay oladi – fanning mohiyatni tushunadi, biladi, ifodalay oladi, aytib beradi hamda fan bo‘yicha tasavvurga ega bo‘ladi; - so‘zlarni o‘qishda 1,2 ta xatoga yo‘l qo‘yadi; - yozishda 1,2 ta orfografik xatoga yo‘l qo‘yadi va 1 yo 2 ta so‘zni bilmaydi; -o‘tilgan mavzuni tushunadi va darsda faol qatnashadi -uy vazifasini 1 ta yo 2 ta xato bilan bajaradi;
3 baho “qoniqarli”	<ul style="list-style-type: none"> -xorijiy tilda eshitish, yozish, o‘qish va gapirish ko‘nikmalari qoniqarli shakllangan bo‘ladi; – talaba olgan bilimni amalda qo‘llay oladi – fanning mohiyatni tushunadi, ifodalashga harakat qiladi hamda fan bo‘yicha tasavvurga ega deb topilganda - so‘zlarni o‘qishda 3-4 ta xatoga yo‘l qo‘yadi, - yozishda 3-4 ta orfografik xatoga yo‘l qo‘yadi - 2-3 ta so‘zni bilmaydi, - o‘tilgan mavzuni tushunadi va biladi, darsda sust qatnashadi. – uy vazifasini bajarishda 2-3 ta xatoga yo‘l qo‘yadi;
2 baho “qoniqarsiz”	<ul style="list-style-type: none"> – talaba fan dasturini o‘zlashtirmagan – fanning (mavzuning) mohiyatini tushunmaydi hamda fan bo‘yicha tasavvurga ega emas, mustaqil fikrlay olmaydi deb topilganda - talaba uy vazifasini bajarib kelgan, lekin mavzu bo‘yicha savollarga javob bera olmaydi.

TMIning baholash mezonlari

Talabaning mustaqil ishi O‘zR Oily va o‘rta maxsus ta’lim vazirligining 21.02.2005 yil 34-sonli buyrug‘i va instituti rektori tomonidan 2005 yil 3 sentyabrda tasdiqlangan “Talaba mustaqil ishini tashkil etish, nazorat qilish va baholash tartibi to‘g‘risida Nizom” asosida tashkil etiladi.

Talabalarning mustaqil ishi uchun maksimal 5 baho bilan baholanadi:

a'lo	“5”
yaxshi	“4”
qoniqarli	“3”
qoniqarsiz	“2”

Mustaqil ishlarni baholashda quyidagi mezonlardan foydalaniladi:

№	Baho	Baholash sifatlari
1	“5” a’lo	1. Og’zaki va yozma nutqda grammatika va leksikani 90-100% to’g’ri va xatosiz ishlatsa; 2. Tarjimalarni a’lo darajada qila olsa; 3. Mavzuga bog’liq qisqacha xulosani 90-100% to’g’ri yoza olsa; 4. Mavzu bo’yicha a’lo taqdimot tayyorlasa
2	“4” yaxshi	1. Og’zaki va yozma nutqda grammatika va leksikani 70- 89% ni to’g’ri va xatosiz ishlatsa; 2. Tarjima qilishda 1-2 ta orfografik va 1-2 ta grammatik xatoga yo’l qo’ysa; 3. Mavzuga bog’liq qisqacha xulosani 70- 89% to’g’ri yoza olsa; 4. Mavzu bo’yicha yaxshi taqdimot tayyorlasa
3	“3”qoniqarli	1. Og’zaki va yozma nutqda grammatika va leksikani 60-69% ni to’g’ri va xatosiz ishlatsa; 2. Tarjima qilishda 3-4 ta orfografik va 3-4 ta grammatik xatoga yo’l qo’ysa; 3. Mavzuga bog’liq qisqacha xulosani 60 - 69% to’g’ri yoza olsa; 4. Mavzu bo’yicha qoniqarli taqdimot tayyorlasa
4	“2” qoniqarsiz	Belgilangan topshiriqlarni bajarmasa

Oraliq nazoratni baholash

Oraliq nazoratni o’tkazish O’zbekiston Respublikasi Oliy va o’rta maxsus ta’lim vazirining 2018 yil 9 avgustdagi 19-2018-son buyrug’iga va O’zbekiston Respublikasi Prezidentining 2018 yil 5 iyundagi PQ 3775-son “Oliy ta’lim muassasalarida ta’lim sifatini oshirish va ularning mamlakatda amalga oshirilayotgan keng kamrovli isloxoatlarda faol ishtirokini ta’minlash bo’yicha qo’shimcha chora-tadbirlar to’g’risida”gi qaroriga muvofiq semestr davomida haftasiga 4 akademik soatdan kam bo’lgan fanlar bo’yicha ON o’tkazilmaydi.

Yakuniy nazoratni baholash mezoni

Yakuniy baholash “Xorijiy til” 2-kurs fani bo’yicha mashg’ulotlar tugagandan so’ng o’tkaziladi. YaN ga “Xorijiy til” 2-kurs fanini muvaffaqiyatli yakunlagan hamda JN va TMI dan ijobiy bahoga ega bo’lgan talabalar qo’yiladi. YaN institut ilmiy kengashi qaroriga binoan test shaklida o’tkaziladi.

Yakuniy baholash mezon:

YaN ga “ Xorijiy til ” 2-kurs fanini muvaffaqiyatli yakunlagan hamda JN, va TMI dan ijobiy bahoga ega bo'lgan talabalar qo'yiladi. Yakuniy baholash mezon: agar talaba 30 savoldan iborat bo'lgan testning 90–100% ga to'g'ri javob bersa 5 baho; 2) agar talaba 30 savoldan iborat bo'lgan testning 70– 89 % ga to'g'ri javob bersa 4 baho; 3) agar talaba 30 savoldan iborat bo'lgan testning 60 - 69 % ga to'g'ri javob bersa 3 baho; 4) 60 % dan past – 2“ qoniqarsiz” baho qo'yiladi.

YaN da maksimal 5 baho

Baholash turi	bahoda
a`lo	5
yahshi	4
qoniqarli	3

YaN da talabaning bilim, ko`nikma va malakalari fanning umumiy mazmuni doirasida baholanadi. YaN fan bo'yicha o`quv mashg`ulotlari tugaganidan so`ng o`tkaziladi. YaN ning maksimal balli 5 baho.

JN, TM ga ajratilgan umumiy baholarning har biridan saralash balini to`plagan talabaga YaN ga ishtirok etishga huquq beriladi.

YaN o`tkazish shakli – test Ilmiy Kengash qarori bilan belgilanadi.

JN, YaN turlarida fanni o`zlashtira olmagan yoki uzrli sabablar bilan nazorat turlarida ishtirok eta olmagan talabalarga quyidagi tartibda qayta nazoratdan o`tishga ruxsat beriladi:

- qoldirilgan amaliy mashg`ulot kelgusi darsga qadar guruh o`qituvchisiga qayta topshirish va maslahat kunida topshiriladi. 3 ta mashg`ulotni qoldirgan talaba fakultet dekani ruxsati bilan qayta topshiradi.
- akademik qarzdor talabalarga semestr tugaganidan keyin dekan ruxsatnomasi asosida qayta o`zlashtirish uchun – 2 hafta muddat beriladi. Shu muddat davomida o`zlashtira olmagan talaba belgilangan tartibda rektorning buyrug`i bilan talabalar safidan chetlashtiriladi (birinchi kurs talabalariga o`quv yili yakunlari bo'yicha amalga oshirish maqsadga muvofiqdir).

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