

D.B.Otajonova

**English for Biology
Students**



**O'ZBEKISTON RESPUBLIKASI
OLIY TA'LIM, FAN VA INNOVATSIYALAR VAZIRLIGI
CHIRCHIQ DAVLAT PEDAGOGIKA UNIVERSITETI**

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English for Biology Students

Toshkent
«Sarbon LLS»
2024

UO'K 573;811.111
KBK 28.0;81.2 Ang.
O 52

Otajonova Dildor Baxtiyarovna. English for Biology Students.
- T.: "SarboN LLS", 2024. 160 b.

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Ushbu uslubiy qo'llanma biologiya yo'nalishida ta'lim oluvchi talabalarning ingliz tilida biologiya sohasiga oid maxsus tushunchalar va terminlar bilan tanishish hamda ularni chuqur o'rganishga imkon yaratadi. Qo'llanma biologik terminlarni o'qish, gapirish, yozish ko'nikmalari orqali rivojlantirish, shuningdek, turli metodlar va mashqlarni qo'llash barobarida maxsus sohani o'zlashtirishni taqozo etadi.

UO'K 573;811.111
KBK 28.0;81.2 Ang.

Ushbu uslubiy qo'llanma Chirchiq davlat pedagogika universitetining 2024 yil 24 apreldagi 9-sonli qaroriga asosan nashrga tavsiya etildi.

ISBN 978-9910-9398-5-3



Content

PREFACE	4
UNIT I. WHAT IS BIOLOGY?	6
Text 1.1 The Characteristics Of Life.....	6
Text 1.2. What Do Biologists Do?.....	15
Unit II. CELL	26
Text 2.1 Cell Theory.....	26
Text 2.2. Introduction To Cell Division.....	33
Text 2.3. Microscopes.....	41
UNIT III. MOLECULAR BIOLOGY OF THE GENE	49
Text 3.1. DNA Structure.....	49
Text 3.2 Chromosomes.....	56
UNIT IV. INHERITANCE	63
Text 4.1. Variation.....	63
Text 4.2. Down's Syndrome And Genetic Screening.....	71
UNIT V. NERVOUS AND HORMONAL COORDINATION ...	78
Text 5.1. Nerves And Hormones.....	78
Text 5.2. Setting Up A Nerve Impulse.....	84
UNIT VI. EVOLUTION	90
Text 6.1. Theories Of Evolution.....	90
Text 6.2. Natural Selection.....	98
Text 6.3. Artificial Selection.....	106
Text 6.4. Human Evolution: Primate Ancestors.....	114
UNIT VII. PHOTOSYNTHESIS	123
Text 7.1. Photosynthesis: An Overview.....	123
Text 7.2. Factors Affecting The Rate of Photosynthesis.....	130
UNIT VIII. STRUCTURE AND TRANSPORT IN PLANTS	138
Text 8.1 The Leaf.....	138
Text 8.2. The Stem.....	145
Glossary of Biological Terms	151
References	156
Web - Resources and Support	158

PREFACE

In the days grammar of the target language was the major center of attention in language classes. At the same time vocabulary was also the focus of drills, exercises and memorization efforts. Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than one word. For example, post office and mother-in-law which are made up of two or three words but express a single idea. There are also multi-word idioms where the meaning of the phrase can not be deduced from an analysis of the component words. A useful convention is to cover all such cases by talking about vocabulary "items" rather than "words".

Teaching vocabulary demands that exact time should be pointed for vocabulary teaching in interactive classroom. Because the interactive classroom is the place where vocabulary of target language is learned effectively through interaction. Grammar is under focus of teachers in foreign language teaching. And it is not difficult to find language teachers who think that vocabulary can be left to take care itself.

There are very strong reasons for a systematic and principled approach to vocabulary by both teacher and the learners. Let us look at these reasons. First because of the considerable research about what to do about vocabulary and about what vocabulary to focus on. This means that our vocabulary work can be directed toward useful words and can give learners practice in useful skills. We feel confident that learners will get a good return for the effort that they put in. Second, aim is to show that there is a wide variety of ways for dealing with vocabulary in foreign or second language learning. Some teachers do not use some of these ways. For example, getting learners to study words out of context. Another way is interruption of learners' reading to get them to guess an unknown word in context. Dissatisfaction with one approach to vocabulary should not result in ignoring all the other ways of encouraging learners develop their vocabulary. It is important that a teacher chooses

or rejects a way to deal with vocabulary. This choice or rejection should be based on a good understanding of the way of dealing with vocabulary, the principles behind it, and its theoretical and experimental justification. For example, many teachers too quickly dismiss the approach of getting learners to study lists of words out of context. For a teacher confronted with learners with a small vocabulary who want to go on to academic study in a few months' time. The approach which deals with teaching vocabulary is very effective. Moreover, there is a very large amount of experimental research showing the effectiveness of such an approach and providing useful guidelines on how to go about it.

The third reason for having a systematic and principled approach to vocabulary is that both learners and investigators see vocabulary as being a very important element in language learning. Learners feel that many of their difficulties in both receptive and productive language use result from an inadequate vocabulary.

UNIT I. WHAT IS BIOLOGY?

Text 1.1 The Characteristics Of Life

■ Essential targets:

By the end of this text you should be able to:

- discuss the main features of living things;
- discuss the stages of development of the science of biology.



Pre-reading

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

Exercise A.

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

■ Read the given text and make your essential assignments:

Biology is the study of life and living organisms. For as long as people have looked at the world around them, people have studied biology. Even in the days before recorded history, people knew and passed on information about plants and animals.

Modern biology really began in the 17th century. At that time, Anton van Leeuwenhoek, in Holland, invented the microscope and William Harvey, in England, described the circulation of blood. The microscope allowed scientists to discover bacteria, leading to an understanding of the causes of disease, while new

knowledge about how the human body works allowed others to find more effective ways of treating illnesses. All these new knowledge needed to be put into order and in the 18th century the Swedish scientist Carl Linnaeus classified all living things into the biological families we know and use today.

In the middle of the 19th century, unnoticed by anyone else, the Austrian monk Gregor Mendel, created his Laws of Inheritance, beginning the study of genetics that is such an important part of biology today. At the same time, while traveling around the world, Charles Darwin was formulating the central principle of modern biology – natural selection as the bases of evolution.



It is hard to believe, but the nature of viruses has become apparent only within the last half of the 19th century and the first step on this path of discovery was taken by the Russian botanist Dmitry Ivanovsky in 1892.

In the 20th century biologists began to recognize how plants and animals live and pass on their genetically coded information to the next generation. Since then, partly because of developments in computer technology, there have been great advances in the field of biology; it is an area of ever-growing knowledge.

During the past few hundred years biology has changed from concentrating on the structure of living organisms to looking more at how they work or function. Over this time biologists have discovered much about health and disease, about the genes which control the activities of our bodies and how humans can control the lives of other organisms. We need to understand how our activities affect the environment, how humans can take responsibility for their own health and welfare