

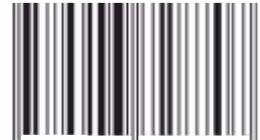
2021

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**TIL ASPEKTLARI
AMALIYOTI**
(Kommunikativ grammatika)



ISBN 978-9943-7287-0-7



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**O`ZBEKISTON RESPUBLIKASI
OLIIY VA O`RTA MAXSUS TA'LIM VAZIRLIGI**

BUXORO DAVLAT UNIVERSITETI

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O`QUV QO`LLANMA

**“Durdona” nashriyoti
Buxoro – 2021**

UO’K 811.111(091)

81.2Ingl-03

A 25

Alimova M.H., Abdujabbarova Z.R., Rasulov Z.I.

Til aspektlari amaliyoti (Kommunikativ grammatika): o’quv qo’llanma / M.H. Alimova va b. – Buxoro: “Sadriiddin Salim Buxoriy” Durдона nashriyoti, 2020. -228 b.

Ushbu o’quv qo’llanma 5111400 – Xorijiy til va adabiyoti (ingliz tili) ta’lim yo’nalishi talabalari uchun mo’ljallangan bo’lib, unda talabalarning til modellari va strukturalari haqidagi bilimlarini oshirish bilan birga ingliz tili grammatikasini muloqotda to’g’ri qo’llashni, muloqot jarayonida Grammatik formalarni to’g’ri ishlatishni o’rgatish orqali lingvistik kompetensiyani rivojlantirishga qaratilgan. Barcha mavzular kommunikativ yondashuvni qo’llash orqali taqdim etilishi muhim ahamiyatga ega.

O’quv qo’llanmadan o’qituvchilar va filologiya ve tillarni o’qitish (ingliz tili) ta’lim yo’nalishi talabalari ham foydalanishlari mumkin.

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O’quv qo’llanma O’zbekiston Respublikasi Oliy va o’rta maxsus ta’lim vazirligining 2020-yil 28-dekabrdagi 676-sonli buyrug’iga asosan nashr etishga ruxsat berildi.

Ro’yxatga olish raqami №676-104.

ISBN 978-9943-7287-0-7

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KIRISH

Kitob mahsulotlarini nashr etish va tarqatish tizimini rivojlantirish, kitob mutolaasi va kitobxonlik madaniyatini oshirish hamda targ'ib qilish bo'yicha kompleks chora-tadbirlar dasturining birinchi bandida (O'zbekiston Respublikasi Prezidentining 2017-yil 13-sentabrdagi PQ-3271-sonli qarori) qayd etilganiday, bugungi kunda mamlakatimizda 2017 — 2021-yillarda O'zbekiston Respublikasini rivojlantirishning beshta ustuvor yo'nalishi bo'yicha Harakatlar strategiyasi asosida barcha soha va tarmoqlarda ulkan o'zgarishlar amalga oshirilmoqda. Ayniqsa yangi adabiyotlar yaratish, talabalar uchun fanlar kesimida o'quv qo'llanma va darsliklar yaratish masalasi keng qamrovli masala etib ko'rsatilgan.

Ushbu yo'nalishda tegishli huquqiy-me'yoriy bazani mustahkamlash, tashkiliy-amaliy ishlarni zamon talablari asosida olib borish, bu masalaga keng jamoatchilikni jalb etish bo'yicha keyingi paytda birmuncha ishlar amalga oshirilayotganini ta'kidlash lozim.

Shu borada Toshkent davlat pedagogika universiteti va Buxoro davlat universiteti "Til aspektlari amaliyoti (kommunikativ grammatika)" nomli o'quv qollanma yaratildiki, ushbu qo'llanmadan filologiya va tillarni o'qitish; xorijiy til va adabiyoti; nofilologik ta'lim yo'nalishi talabalari hamda stajer o'qituvchilar, shu sohada izlanish olib borayotgan tadqiqotchilar va albatta "Asosiy o'rganilayotgan chet til" fanidan qo'llanma sifatida foydalanishlari mumkin.

"Asosiy o'rganilayotgan chet til" fani talabalarga chet tilda og'zaki va yozma nutqni tushunish, chet til grammatik qonuniyatlarini o'rganish, tili o'rganilayotgan mamlakat madaniyatini anglash, turli autentik materiallarni tushunib o'rganish masalalarini o'z ichiga qamrab oladi. Fan sifatida talabalar Evropa kengashining "Chet tilni egallash umumevropa kompetensialari: o'rganish, o'qitish va baholash to'g'risidagi umume'tirof etilgan me'yorlarga (Common European Framework of Reference) ko'ra bakalavr bosqichida (kurslar kesimida) A2-C1 darajasiga mos bilim, ko'nikma va malakaga ega bo'lishlariga zamin yaratadi.

"Asosiy o'rganilayotgan chet til" fani o'z tarkibida "Og'zaki nutq amaliyoti"; "O'qish va yozish amaliyoti"; "Amaliy fonetika"; "Amaliy

grammatika”; “Madaniyatlararo kompetensiya”; “Matbuot tili” kabi modullarni jamlagan.

Chet tilda bilim, ko’nikma va malakalarni o’zlashtirish jarayonida bakalavriyat talabasi quyidagilarni bilishi talab etilgan:

- O’rganilayotgan asosiy chet tilni Umumevropa standartlariga ko’ra C1 darajada o’zlashtirish;
- O’rganilayotgan asosiy chet tilning fonetik va grammatik qonuniyatlarini bilish va qo’llay olish ko’nikmalarini egallashlari;
- O’rganilayotgan asosiy chet tilda og’zaki va yozma nutq ko’nikmalarini egallash;
- Chet tilning fonetik va grammatik strukturalariga oid bazaviy va kommunikativ jarayonda qo’llanishi mumkin bo’lgan til birliklari va qonuniyatlarini bilishi hamda ularni nutq jarayonida qo’llay olishi;
- Bitiruv malakaviy ishini yozish, ilmiy ishni olib borish bosqichlari, yozish uslublarini to’g’ri qollash va ilmiy matnni tahrirlash borasida yetarli bilim va ko’nikmalarga ega bolishi kerak.

Amaliy grammatika moduli mazmuni quyidagilardan iborat bo’lib, biz o’quv qo’llanmamizda aynan morfologiyaga oid mavzularni yoritdik. Joiz bo’lsa aytish kerakki, grammatik qoidalarni o’z ichiga qamrab oluvchi mavzular ustida ishlab, ularni talabalarga o’z ona tillarida(davlat tili) yetkazish uchun izlandik.

Sintaksisga oid mavzularni(ega va kesimning moslashuvi mavzusiga morfologiyani o’rgatish jaroayonida muhtojlik sezilgani uchun bu mavzu mustasno sifatida qo’llanilgan) kitobning ikkinchi davomiy qismi sifatida yaratish rejalashtirilgan.

ASOSIY QISM

Grammatika (yun. grammatike, gramma soʻzidan — harf, yozish) — tilshunoslikning tilning grammatik tuzilishini, yaʼni soʻzlarning shaklga ega boʻlish qonuniyatlarini, shuningdek, soʻz birikmalari va gaplarni tuzish qonuniyatlarini oʻrganadigan boʻlimi. G. ikki qismdan — morfologiya va sintaksisdan iborat. Morfologiyada soʻzning grammatik turkumlari va morfologik kategoriyalar, soʻz shakllari, sintaksisda esa soʻz shakllarining gap tarkibida oʻzaro birikish yoʻllari, ran va uning kategoriyalari, gapning tuzilish turlari bayon qilinadi. Demak, G.da soʻz shakli, grammatik maʼno, grammatik shakl, grammatik kategoriya, ran va uning kategoriyalari haqidagi tushunchalar markaziy oʻrinni egallaydi. Tilda oʻzining doimiy ifodalovchisiga ega boʻlgan, soʻz shakli va gapga xos umumlashgan maʼno grammatik maʼno sanaladi. Maʼlum grammatik maʼnoni ifodalash uchun xizmat qiladigan moddiy vosita grammatik shakl hisoblanadi.

Maʼlumki tillarning tipologik xarakteristikasida analitik va sintetik tizimdagi tillar farqlanadi. Analitik tizimdagi tillarda grammatik munosabatlar qoʻshimchalar orqali emas, analitik vositalar (soʻz tartibi, koʻmakchi) yordamida ifodalanadi. Ingliz, fransuz, fors tillari, roman tillari, daniya tili va boshqalar bunga misol boʻla oladi. Analitizmga moyil tillarda, masalan, ingliz tilida soʻzlar oʻrtasidagi munosabatlar yordamchi soʻzlar va gapdagi soʻz tartibi orqali ifodalanadi. Ingliz tilida analitik formalar xususan feʼl soʻz turkumiga mansub. Feʼllarda zamon, nisbat, mayl formalarining koʻpchiligi analitik yoʻl bilan, yaʼni bir yoki birdan ortiq yordamchi feʼllar hamda asosiy feʼlning birikuvi natijasida yasaladi. Masalan: 1. I am writing; I have written; 2. I shall write; 3. I shall have written; (zamon formalari); 4. The letter was written yesterday; The letter will be written tomorrow (nisbat formalari); 5. I should like to see you; 6. I should go there if I had time (mayl formalari). Sintetik tizimdagi tillarda esa grammatik maʼno fleksiya orqali ifodalanadi. Qadimgi hind-yevropa, hozirgi litva, nemis, slovyan kabi tillar shu siraga kiradi. Sintetik tillarda, masalan, rus tilida soʻzlar oʻrtasidagi munosabatlar fleksiya orqali amalga oshadi: **ОКНО, ВИЖУ, ВЫДЕШЬ**. Ammo shu oʻrinda taʼkidlash lozimki, tillar sof holatda analitik yoki

sintetik bo'lmaydi.

Yuqorida berilgan ingliz tilidagi misollarda fe'l formalari to'la analitik formalar bilan yasalnaagan, masalan, 1-,2-,4-,5-,6- misollarda fe'l formalari sintetik-analitik yo'l bilan yasalgan, 3-misolda fe'l formasi sof analitik usulda yasalgan.

Zamonaviy ingliz tilida sintetik formalar kam bo'lganligi uchun gapda so'z tartibi barqarordir. Chunki bu tilda gapda so'zlar o'rtasidagi munosabat so'z tartibi va yordamchi so'zlarning ma'no anglatuvchi so'zlar bilan o'zaro birikuvi natijasida ifodalanadi.

THE INTERPRETATION ABOUT THE PARTS OF SPEECH (SO'Z TURKUMLARI TAFSIFI)

So'z tabiatan serqirra hodisa bo'lib, grammatikada u turli jihatlariga ko'ra tafsif etiladi va o'z o'rnida bu tafsiflarning har biri ahamiyatlidir.

Ingliz tilida so'zlar grammatik ma'nolari va sintaktik vazifalariga ko'ra quyidagi so'z turkumlariga bo'linadi:

Gapda mustaqil vazifa bajaruvchi so'z turkumlari:

The verb;

The noun;

The adjective;

The pronoun;

The numeral;

The adverb;

The interjection;

The words of the category of state;

The modal words.

Gapda mustaqil vazifa bajarmaydigan so'z turkumlari:

The preposition;

The conjunction;

The particle;

The article.

O'quv qo'llanmada so'z turkumlarining xususiyatlari bilan tanishamiz. Mazkur qo'llanmada grammatik mavzuni artikl so'z turkumidan boshlashni lozim topdik.

THE ARTICLE (ARTIKL)

O'zbek tilida artikllar mavjud emas. Ingliz tili tabiati uchun artikllar xos bo'lib, ular otdan oldin ishlatiladi. Mazkur tilda ikki xil artikl ajratiladi: aniq artikl va noaniq artikl. Noaniq artikl **a** va **an** formalariga ega bo'lib, **one**, ya'ni "bir" so'zidan kelib chiqqan, **a** undosh harf bilan boshlanadigan so'zlardan oldin, **an** esa, unli harf bilan boshlanadigan so'zlardan oldin ishlatiladi: a book, a student, a girl, a boy, an apple, an hour.

Aniq artikl **the** formasiga ega bo'lib, ikki xil talaffuz etiladi. Undosh harf bilan boshlanadigan so'zlardan oldin [ðð], unli harf bilan boshlanadigan so'zlardan oldin [ð]: *the pen*[ð 'pen], *the apple*[ði 'æpl].

Noaniq artiklning ishlatilishi predmetning ma'lum sinfga tegishlilikini ko'rsatadi. Aniq artiklning ishlatilishi esa ma'lum predmet haqida so'z yuritilganini anglatadi.

The use of the Simple article (a/an noaniq artiklining ishlatilishi)

A/An noaniq artikli ma'lum sinfga tegishli birlik sondagi konkret otlardan oldin ishlatiladi: I wear a cap in summer and a hat in autumn. I always use a pen when I write.

Otlar ko'plik son formasida bo'lsa noaniq artikl ishlatilmaydi: We wear caps in summer and hats in autumn. When we write we always use pens.

Izohlovchi **a/an** artikli bilan ishlatiladi: My friend, a teacher of history, has a good qualification. Mr. Toshov, a teacher of our University, took the first place in the chess tournament.

Shunday izohlovchilar ko'plikda bo'lsa, artikl ishlatilmaydi: Mr. Toshov and.. Mr. Odilov, teachers of our University, took the first place in the tournament.

Agar qo'shma otlashgan kesimning ot qismi yoki izohlovchi ma'lum sinfga tegishli shaxs va predmetlardan ajratilib ko'rsatilsa, **the** aniq artikli ishlatiladi: There are the books you were looking for. Mr. Toshov, the inventor of this machine, is an old friend of mine.

Izohlovchi mashhur shaxs bo'lsa ham **the** artiklini qabul qiladi: Alisher Navoi, the great Uzbek writer, was born in 1441.

Ma'lum sinfga tegishli har qanday shaxs va predmet ko'zda tutilsa, **a/an** artikli ishlatiladi: A child can understand it, but you are a grown up person. (Har qanday bola buni tushunadi, ammo siz katta odamku.); A square has four sides. (Har qanday to'rt burchakning to'rt tomoni bor.)

Bu holda ko'plikdagi ot artikl qabul qilmaydi: Children can understand it. Squares have four sides.

Suhbatimizda notanish biror shaxs yoki predmet haqida so'z yuritilsa, **a/an** artikli **one** so'ziga teng bo'ladi: 1. He bought a book yesterday. (U kecha bitta kitob sotib oldi.) 2. Show me a map of Europe. (Menga Yevropaning xaritasini ko'rsating.) 3. When I entered the room I saw a man standing at the window. (Men xonaga kirganimda deraza yonida turgan bir odamni ko'rdim.) 4. It happened in a small town. (Bu hodisa bir kichkina shaharda sodir bo'ldi.) 5. I have read it in a magazine. (Men buni bir jurnalda o'qidim.) 6. A man told me about it. (Bir odam bu haqda menga gapirdi.)

Ko'pchilik hollarda suhbatdoshimiz yoki kitobxonga notanish shaxs yoki predmet **there is** konstruksiyasi bilan kiritiladi: There is a telephone in the room. (Xonada telefon bor.) There is a man in the room. (Xonada bir odam bor.)

Noaniq ko'plik sondagi predmetlarni ifodalash uchun darak va tasdiq ma'noli gapda **some**, bo'lishsiz va so'roq gaplarda **any** ishlatiladi: He sent me some magazines from Tashkent. (U menga Toshkentdan bir nechta jurnal yubordi.) Did he send you any magazines from Tashkent. He didn't send any magazines from Tashkent. Agar **some** yoki **any** olmoshlari ishlatilmasa, gapning ma'nosi o'zgaradi: He sent me magazines from Tashkent. (U menga Toshkentdan (kitoblar emas)jurnallar yubordi.)

Noaniqlikni ifodalash maqsadida **some/any** o'rnida **many/few/a few** ham ishlatiladi: He bought a few books. (U bir nechta kitob sotib oldi.) He bought few books. (U bir nechtagina (ozgina) kitob sotib oldi.)

Ko'plik ma'nosini aniqlashtirish uchun sanoq sonlar ishlatiladi: two books, three books. Hundred, million, score, dozen so'zlaridan oldin **one** o'rnida noaniq artikl "a" ishlatiladi: a thousand, a million, a hundred. 2) noaniq artikl undov gaplarda sanaladigan otlardan oldin ishlatiladi: What a clever man! (Qanday aqlli odam!) What a fine building! (Qanday ajoyib bino!)

Undov gaplarda ko'plik formadagi sanaladigan otlardan oldin **a/an** ishlatilmaydi: What beautiful pictures! (Qanday ajoyib rasmlar!)

Undov gaplarda sanalmaydigan otlardan oldin **a/an** ishlatilmaydi: *What luck!* (*Qanday omad!*)

So'roq gaplarda **what** so'roq so'zidan keyin otdan oldin **a/an** ishlatilmaydi:

What book did you buy yesterday? (Siz kecha qanday kitob sotib oldingiz?)

Such, quite, rather so'zlaridan keyin sanaladigan otlardan oldin birlikda **a/an** ishlatiladi: She is such a clever woman!(U shunday aqlli ayol!) She is quite a young girl! (U juda yosh qiz!) It is rather a long story! (Bu haddan tashqari uzun hikoya!) Sanaladigan ko'plikdagi va sanalmaydigan otlardan oldin, bu so'zlardan keyin artikl ishlatilmaydi: There are such interesting books! (Bular shunday qiziqarli kitoblar!) Have you ever seen such weather? (Biror vaqat shunday havoni ko'rganmisiz?)

Sanaladigan birlikdagi sifat aniqlovchili otlardan oldin **so** va **too** so'zlaridan keyin **a/an** ishlatiladi: It is not so simple a problem as it seems. (Bu tuyulganidek oson muammo emas.) It is too urgent a matter to postpone. (Bu shunday dolzarb muammoki, uni qoldirib bo'lmaydi.)

Bunday konstruksiyalar ko'plikdagi ot bilan ishlatilmaydi.

The use of the definite article with countable nouns (Aniq artiklning sanaladigan otlardan oldin ishlatilishi)

Yuqorida aytganimizdek, **the** aniq artikli **that** ko'rsatish olmoshidan kelib chiqqan. **The** bir sinfga tegishli shaxs va predmetlardan ajratilgan alohida shaxs va predmetni ifodalaydi. Bunday ot individual ma'noga ega. **The** artikli o'zbek tilida **bu**, rus tilida **этот, эти, mom, me** so'zlari orqali tarjima qilinadi. Ko'pchilik hollarda **the** tarjima etilmaydi.

Konkretlashtirilgan otdan oldin **the** artikli ishlatiladi: The drawer of my writing table is locked. (Yozuv stolimning tortmasi qulflangan.)

Qaysi shaxs yoki predmetligi kontekstdan aniq bo'lsa **the** ishlatiladi : Please, close the window. (Iltimos, derazani yoping.) Where is the key? (Kalit qani?)Put your book on the shelf (Kitobingizni tokchaga qo'ying)

Bunday holda ot o'zbek tilida egalik qo'shimchasiga ega bo'lsa, artikl o'rnida qaratqich olmoshi ishlatiladi: Put it into your pocket.

(Buni cho'ntagingizga soling.)

Avval eslatilgan shaxs yana takrorlansa **the** ishlatiladi: When I entered the room I saw a man standing at the window. The man was very old. (Xonaga kirganimda deraza oldida turgan bir odamni ko'rdim. Bu odam juda qari edi.) There lived an old doctor in a small town. The doctor was known to everybody in the town as a very kind man. (Bir kichkina shaxarda bir doctor yashar edi. Bu doktorni mehribon shaxs sifatida kichkina shaharda hamma bilar edi.)

Mazkur qoidaga hamma vaqt ham rioya etib bo'lmaydi: At the port we saw a steamer which was being loaded with grain. It was a steamer of 6000 tons. (Portda biz don yuklayotgan bir paraxodni ko'rdik. Bu 6000 tonnalik paraxod edi.)

Bu holda **a steamer** so'zi ikkinchi marta ishlatilganda mazkur paraxodni emas, balki paraxodning turini ifodalaydi.

Dunyoda yoki mazkur sharoitda yakka bo'lgan predmetni ifodalash uchun **the** aniq artikl ishlatiladi: The earth is millions of kilometers from the sun. (Yer quyoshdan millionlab kilometr uzoqda.) When the bell rings the teacher enters the room. (O'qituvchi xonaga qo'g'iroq chalinganda kiradi.)

Mazkur sinfga yoki aniq sharoitga tegishli barcha predmetlar ko'zda tutilsa, ko'plikdagi otdan oldin **the** artikli ishlatiladi: Lake Baykal is the deepest of all the lakes in the world. (Baykal ko'li dunyo ko'llari orasida eng chuquri.) Give me a list of the students. (Talabalarning ro'yxatini bering.) The students of our Institute learn - foreign languages. (Institutimizning talabalari xorijiy tillarni o'rganadilar.)

Lekin quyidagi gapda studentsdan so'zidan oldin **the** artikli qo'yilmaydi, chunki bu holda talabalarning barchasi inobatga olinmaydi: He teaches English to students of our Institute. (U institutimiz talabalariga ingliz tilini o'qitadi (talabalarning barchasiga emas).)

Quyidagi hollarda **the** artikli umumlashtirish maqsadida ham ishlatiladi:

Bir sinfga kiruvchi barcha predmetlar inobatga olinsa birlikdagi otdan oldin **the** artikli ishlatiladi: The pine grows in northern countries. (Sosna shimoliy mamlakatlarda o'sadi.)

Otlashgan sifat va sifatdoshlardan oldin **the** ishlatiladi: The

wounded were taken to the hospital. (Yaradorlar shifoxonaga olib borildi.) The poor in this country live in the slums. (Bu mamalakatdagi kambag'allar ko'rimsiz uylarda yashaydilar.)

The use of the article with the nouns having the attribute (Aniqlovchili otlar bilan artiklning ishlatilishi)

Agar otning aniqlovchisi aniqlovchi ergash gap, sifatdosh konstruksiyasi yoki predlogli konstruksiya bilan ifodalangan bo'lsa ot aniq, noaniq artikl, artiklsiz yoki **some/any** olmoshlari bilan ishlatiladi. Bu esa aniqlovchining xususiyatiga bog'liq:

Aniqlovchi shaxs yoki predmetni shu sinfga kiruvchi boshqa shaxs va predmetlardan ajratib, individuallashtirsa, aniq artikl ishlatiladi: I liked the film that I saw yesterday. (Kecha ko'rgan filmni yoqtirdim.) The books brought by my father are very interesting (Dadam keltirgan kitoblar juda qiziqarli) I have lost the key of my room (Xonamning kalitini yo'qotdim) *The apples* on that tree are quite ripen (U daraxtdagi olmalar yaxshi pishgan)

Aniqlovchi aniqlanmishga nisbatan klassifikasiyalashtirish vazifasini bajarsa, birlikdagi ot aniq/noaniq artikl bilan, ko'plikdagi ot esa artiklsiz ishlatiladi: 1. A letter which is written in pencil is difficult to read. 2. Vessels built for the transportation of oil are called tankers. 3. A rectangle with equal sides is called a square.

Agar aniqlovchi aniqlanmishni tasvirlab yoki u haqda qo'shimcha axborot berib kelsa, ot qoidaga muvofiq aniq/noaniq artikl yoki **some/any** olmoshalari bilan ishlatiladi: 1. I went to the lake which was very stormy that day.

2. I spoke to the manager who promised to ship goods at once. 3 We have received a letter, which has interesting information. 4 I have a wonderful clock which is one hundred years old. 5. The professor stated some figures which clearly show the development of our country. 6. They sold a cargo of 6000 tons of ore. 7. They sent us a cheque for 3000 soms.

Agar aniqlovchi oddiy yoki qiyosiy darajadagi sifat bilan ifodalansa, aniqlanmish qoidaga muvofiq aniq/noaniq artikl yoki **some/any** olmoshi bilan ishlatiladi: 1. Give me a red pencil. 2. I can not find the red pencil, which you gave me yesterday.

We stopped before a big house. 4. The big house at the end of the street is the town library. 5. I want a bigger trunk. 6. I'll carry the bigger trunk(of the two).

5. Agar aniqlovchi orttirma darajadagi sifat bilan ifodalansa, aniq artikl bilan ishlatiladi: Moscow has the best underground in the world. This is the most interesting book I have ever read.

6. Aniqlovchi **same, next, following, last, very, only** so'zlari bilan ifodalansa, ot aniq artikl bilan ishlatiladi: 1. They bought the same books. 2. I shall take the next train. 3. I found him in the last carriage. 4. You are the very person I need. 5. This is the only book I have on this question. Kelasi ma'nosida ishlatilgan **next** va o'tgan ma'nosidagi **last** quyidagi iboralarda artiklsiz ishlatiladi: next week, next month, next year, last week, last month, last year.

7. Aniqlovchi tartib son bilan ifodalangan bo'lsa, ot aniq artikl bilan ishlatiladi:

1. The office is on the second floor. 2. I took a seat in the third row. Agar tartib son "yana bitta" ma'nosida ishlatilsa, noaniq artikl ishlatiladi: A third patient entered the dentist's surgery.

Aniqlovchi sanoq son bilan ifodalangan bo'lsa, ot artiklsiz ishlatiladi: Two women were speaking in the garden.

Sanoq son bilan aniqlangan ot oldindan eslatilgan bo'lsa, (bu ikki, bu uch, bu to'rt va boshqalar) aniq artikl ishlatiladi: I bought Uzbek and English books. The two books are very interesting.

The use of the article with uncountable nouns (Sanalmaydigan otlar bilan artiklning ishlatilishi)

Moddiy otlar quyidagi hollarda artiklsiz ishlatiladi:

Moddiy ot haqida umuman fikr yuritilsa: Water is necessary for life. I like milk.

Bir moddiy ot ikkinchisi bilan taqqoslansa, biri ikkinchisiga qarshi qo'yilsa yoki tanlansa: Which do you prefer: tea or coffee? Bunday holda ikkinchi moddiy ot eslatilmasligi ham mumkin: The man uses gas for his car (and not petrol).

Moddiy otlar **some/any** olmoshlari bilan birikadi. Moddiy otning bir qismi haqida fikr yuritilsa darak gaplarda **some, so'roq** va bo'lishsiz gaplarda **any** va "**har qanday**" ma'nosida darak gaplarda ham **any** ishlatiladi: I have bought some sugar. Bring me some salt, please. Isn't there any water in the bucket? There is not any water in the bucket. You can take any book you like. **Some/any** dan tashqari moddiy otlar **much, little, a little** so'zlari bilan ham birikadi: There is

very much water in the bucket. There is very little sugar in the cup. Agar **some** so'zi moddiy ot oldidan tushirilsa, unda eslatilgan ot boshqa otga qarshi qo'yiladi: Bring me some butter.(Menga bir oz yog' keltiring.) Bring me butter. (Menga yog' keltiring(boshqa narsa emas).) Is there any water in the bucket? (Chelakda bir oz suv bormi?) Is there water in the bucket? (Chelakdagi suvmi?(yoki boshqa narsami?))

Aniq hajmdagi moddiyotlar haqida fikr yuritilsa, aniq artikl ishlatiladi. Bunda so'zlovchi mavjud sharoitdagi jami hajmni ko'zda tutadi: Will you pass the salt, please. (Menga tuzni uzatib yuboring(tuzdoni bilan).) Will you bring me some salt please. (Menga bir oz tuz keltiring.) Bring me the milk from the kitchen. (Menga oshxonadan sutni keltiring.) Bring me some milk from the kitchen. (Menga oshxonadan bir oz sut keltiring.)

Oldindan eslatilgan ma'lum hajmdagi ot yana suhbatda yoki matnda eslatilsa aniq artikl ishlatiladi: I bought some cheese and some butter. The cheese was not very good, but the butter was excellent.

Aniqlovchiga ega bo'lgan moddiy ot boshqalaridan ajratilib ko'rsatilganda aniq artikl ishlatiladi: The water in this river is very cold.(Bu daryoning - suvi juda sovuq.)

Moddiy otni ma'lum xilga, sortga ajratish, uni klassifikatsiyalashtirish uchun ishlatilgan aniqlovchili otdan oldin artikl ishlatilmaydi: Silk which is used for the table cloth is of highest quality. (Dasturxon uchun ishlatilgan shoyi (mato)ning sifati a'lodir.) Butter which is made of boiled cream tastes good. (Qaynatilgan qaymoqdan olingan yog'ning mazasi yaxshi.)

Agar izohlovchi aniqlovchi moddiy otlar haqida qo'shimcha axborot bersa, moddiyot qoida bo'yich aaniq artikl va artiklsiz ishlatiladi yoki **some/any** olmoshini qabul qiladi: The waitress brought the coffee which we drank with pleasure. (Xizmatchi keltirgan kofeni huzur qilib ichdik.) Bulgaria exports tobacco which is one of the main agricultural products of the country. (Bolgariya mamlakati, qishloq xo'jaligining asosiy mahsulotlaridan biri bo'lgan tamakini eksport qiladi.)

I have bought some silk which I want to give my mother for a dress. (Men shoyi sotib oldim, uni oyimga ko'ylaklik uchun bermoqchiman.)

Agar orttirma darajadagi sifat aniqlovchi bo'lib kelsa, ot aniq

artikl bilan ishlatiladi: This is the most beautiful girl I have ever seen. (Bu men butun hayotimda ko'rgan eng chiroyli qiz.)

Agar aniqlovchi oddiy yoki qiyosiy darajadagi sifat bilan ifodalansa, ot qoidaga muvofiq aniq artikl va artiklsiz yoki **some/any** olmoshlari bilan ishlatiladi: I like cold milk (Men sovuq sutni yoqtiraman.) I drank the cold milk she brought me. (U menga keltirgan sovuq sutni ichdim.) Will you bring me some cold milk. (Menga sovuq sut keltiring, iltimos.) I usually drink sweet tea. (Men odatda shirin choy ichaman.) Which is the sweeter wine? (Qaysi vino shirinroq?) I want somewarm water. (Men iliqroq suv ichmoqchiman.)

Ba'zi moddiy otlar xil va turni ifodalab, sanaladigan otlar qatoriga kiradilar, shuning uchun grammatik qoidaga bo'ysunib artikl qabul qiladilar: It is a very good wine. (Bu juda yaxshi vino.) I prefer Crimean wines. (Men Qrim vinolarini afzal ko'raman.)

The use of abstract nouns with the article and some/any. (Mavhum otlarning artikl va some/any bilan ishlatilishi)

Mavhum otlardan oldin odatda, artikl ishlatilmaydi: Knowledge is power. (Bilim - kuch demakdir.) I like music. (Men musiqani yaxshi ko'raman.) She teaches history. (U tarix fanidan dars beradi.)

Mavhum otning aniqlovchisi uni ma'lum shaxsga yoki predmetga taalluqligini ifodalasa, aniq artikl ishlatiladi: We study the history of our country. (Biz mamlakatimizning tarixini o'rganamiz.) I like the music of this play. (Bu spektaklning musiqasi menga yoqadi.)

Mavhum otlarning sifati, his-hayajonning darajasi noaniq bo'lsa, some/any ishlatiladi: The news causes some excitement. (Bu yangilik bir oz hayajonga sabab bo'ldi.) He didn't show any fear when he saw a lion. (U she'rni ko'rganda hecham qo'rqmadi.)

Mavhum otning sifati yoki his-hayajonning xili ko'zda tutilsa, hatto noaniq artikl ham ishlatiladi: He showed a patience (a kind of patience, such patience) that I had never expected of him. (U shunday bir sabr-toqat ko'rsatdiki, men buni undan kutmagan edim.) You must learn patience. (Siz sabr-toqatli bo'lishni o'rganishingiz kerak.)

Mavhum otlar konkretlashtirilganda ular artiklning umumiy qoidasiga bo'ysinadi: This is a striking thought. (Bu ta'sirchan fikr.) The thought of going to his native town filled him with excitement. (Ona shahriga borish fikri uni hayajonlantirdi.)

Permission, advice, information kabi otlar konkretlashganda ham noaniq artikl ishlatilmaydi: He received permission to visit that plant. (U zavodga kirishga ruxsat oldi.) He readily gives advice to everybody. (U hammaga maslahat berishga tayyor.)

The use of articles with countable and uncountable common nouns (Sanaladigan va sanalmaydigan turdosh otlardan oldin artiklning ishlatilishi)

My, our, your, his, her, their, this, that, those, these, some, any, much, many, little, few kabilar bilan aniqlangan otlar artiklsiz ishlatiladi: My room is large. (Mening xonam katta.) This book is good. (Bu kitob yaxshi.) I want some watches. (Menga bir nechta soat kerak.)

To elect, to appoint (tayinlamoq), **to make** (qilmoq) fe'llaridan keyin ot artiklsiz ishlatiladi: He has been appointed monitor of the group. (U guruhimizning.. sardori etib tayinlandi.) She makes good wife. (Undan yaxshi umr yo'ldoshi chiqadi.)

Boshqa sinfga tegishli otlardan farqlagan holda ma'lum shaxs va predmetlar haqida fikr yuritilsa, ko'plikdagi otdan oldin artikl ishlatilmaydi: They packed the goods in bags (not in boxes). (U molni (qutilarga emas)sumkalarga joyladi.)

Gapda qo'shma otlashgan kesimning otlashgan qismi yoki izohlovchi vazifasida kelib, shaxs va predmetlarning kimligi yoki nimaligini bildirib kelsa, ko'plikdagi otdan oldin artikl ishlatilmaydi: Both his sons are students of Bukhara State University. (Uning har ikkala o'g'li Buxoro davlat universitetining studentlari.) The test was carried out by Mr. Toshov and Mr. Sharipov, assistants of our faculty. (Fakultetimiz assistentlari janob Toshov va janob Sharipovlar tomonidan bu test amalga oshirildi.)

What so'zi bilan boshlangan undov gaplarda hamda **such, quite**, rather so'zlaridan keyin ko'plikdagi otlardan oldin artikl ishlatilmaydi: What fine buildings! These are such interesting books! They are quite young girls! These are rather good cigarettes!

Shuni aytish lozimki, birlikda noaniq artikl bilan ishlatilgan ot har doim ham ko'plikda artiklsiz ishlatilmaydi. Chunki birlikdagi otning noaniq artikli son ma'nosini ifodalagan bo'lsa, ko'plikda noaniq artikl **some/any** yoki boshqa hajmni ifodalovchi so'zlar bilan almashadi: I want a match. I want some matches. (Menga bitta gugurt kerak. Menga bir nechta gugurt kerak.) There is an easy-chair in that room.

There are many easy - chairs in that room. (Xonada bitta yengil stul bor. Xonada ko'pgina yengil stullar bor.)

Sanalmaydigan va umumiy ma'noga ega bo'lgan hamda mavhum otlardan oldin artikl ishlatilmaydi: Our country is very rich in gold and cotton. (Bizning mamlakatimiz tilla va paxtaga boy.)

Gazeta va jurnaldagi sarlavhalar, e'lonlar, telegrammalarda stilistik rang-baranglik va tejash maqsadida artikl ishlatilmaydi: Arrival of Polish Trade Delegation have sent you cheque 5000 pounds.

The use of articles with proper nouns (Artiklning atoqli otlar bilan ishlatilishi)

Qoida bo'yicha atoqli otlar artiklsiz ishlatiladi: Moscow, Tashkent, Bukhara.

Atoqli otlardan oldin shaxsning lavozimini ifodalaydigan yoki murojaatni ifodalaydigan turdosh otlar ishlatilsa, artikl ishlatilmaydi: Mr.Toshov, professor Buranov, doctor Usmanov.

Murojaat ma'nosini ifodalaydigan turdosh otlar atoqli ot sifatida ishlatilib,artikl qabul etmaydi: Good morning, Captain! May I ask you a question, Professor!

Agar oila a'zolarini ifodalaydigan otlar shu oilaning a'zosi sifatida olinsa, atoqli ot vazifasida ishlatilib, bosh harf bilan yoziladi va artikl qabul etmaydi: I'll ask Father about it.

Butun oila ko'zda tutilsa, familiyadan oldin aniq artikl ishlatiladi: The

Sharipovs arrived from Tashkent yesterday.

Mamlakat, okean, dengiz kabi geografik nomlar turdosh ot va aniqlovchidan iborat bo'lsa, aniq artikl ishlatiladi: The British Empire, the Pacific Ocean, the Atlantic Ocean, the Mediterranean Sea, the Baltic Sea, the Persian Gulf, the Sahara Desert, the British Channel.

Ocean va **sea** so'zlari tushirilgan holda ham ularning nomlaridan oldin aniq artikl ishlatiladi: the Pacific, the Atlantic, the Baltic.

Geografik nomlar atoqli ot va aniqlovchidan iborat bo'lsa, artikl ishlatilmaydi: Eastern Europe, Central Asia, North America, South America, Northern Ireland, South Africa.

Quyidagi mamlakat, joy va shaharlardan oldin aniq artikl ishlatiladi: the Ukraine, the Caucasus, the Transvaal, the Congo, the Netherlands, the Argentine, the Hague.

Daryo nomlarini ifodalovchi otlardan oldin aniq artikl ishlatiladi:

The Volga, the Mississippi, the Neva, The Thames, the Nile, the Suez Canal, the Rhine.

Tog' majmualari nomlaridan oldin aniq artikl ishlatiladi: The Alps, the Apennines.

Tog' cho'qqilari nomlarini ifodalovchi otlar artiklsiz ishlatiladi: Elbrus, Mont Blank, Everest, Ben Nevis, Etna.

Ko'l nomlaridan oldin artikl ishlatilmaydi: Lake Superior, Lake Constance, Lake Baikal. Ko'llar majmuasi nomlaridan oldin **the** ishlatiladi: the Great Lakes.

Orollar majmuasi nomlaridan oldin aniq artikl ishlatiladi: the Bahamas, the Canaries, the West Indies, the Azores, the British Isles. Yakka orollar nomi artiklsiz ishlatiladi: Corfu, Bermuda, Easter Island, Sicily.

Kema nomlaridan oldin aniq artikl ishlatiladi: the "Titanik".

Ko'cha, maydon va yo'l nomlaridan oldin artikl ishlatilmaydi: Gorki Street, Regent Street, Broadway, Piccadilly Circus, Red Square, Carter Road, Union Street.

Odamlar nomiga qo'yilgan va 's bilan tugagan so'zlar artiklsiz ishlatiladi: Selfridge's, Harrod's, Maxim's, Macdonald's, Luigi's Italian Restaurant, Claridge's, Barclay's Bank, Loyd's Bank.

Musiqqa asboblari nomidan oldin aniq artikl ishlatiladi: the guitar, the piano, the violin.

Participle II va sifatdan yasalgan otlar aniq artikl bilan ishlatiladi: the rich, the poor, the old, the young, the blind, the deaf, the dead, the disabled, the unemployed, the injured, the wounded.

-ern qo'shimchasi bilan tugagan geografik nomlar artiklsiz ishlatiladi: Northern Ireland, Western Canada.

21. Qutb nomi va joy nomi o'rtasida **of** predlogi bo'lsa, qutb nomidan oldin aniq artikl ishlatiladi: The north of England, the south of Spain, the west of Canada.

Millatlardan oldin **the** artikli ishlatiladi: The British, the French, the English, the Irish, the Welsh, the Dutch, the Swiss, the Japanese, the Chinese.

Mehmonxona nomlaridan oldin aniq artikl ishlatiladi: *The Metropol*.

Ingliz va Amerika gazeta va jurnallarining nomlaridan oldin aniq artikl ishlatiladi: The Daily Worker, The Timber Trade, The Times, The Washington Post, the Evening Standard.

Joylarning, binolaming nomi of bilan kelsa, the ishlatiladi: The Bank of England, the Houses of Parliament, the Tower of London, the Great Wall of China, the Museum of Modern Art.

Kishi va shahar nomiga qo'yilgan joylar artiklsiz ishlatiladi: Kennedy Airport, Cambridge University, Victoria Station, Westminster Abbey, Caterbury Cathedral, Edinburg Castle, Buckingham Palace, Hyde Park, London Zoo.

Istisno: the White House, the Royal Palace (artikl ishlatilishini eslab qoling).

Otel, restoran, pivobar, teatr, kino, muzey, va galereyalar nomi aniq artikl bilan ishlatiladi: the Hilton (hotel), the Station Hotel, the Bombay Restaurant, the Red Lion (pub), the Palace Theatre, the National Theatre, the ABC, the Odeon, the Classic (cinema).

Expressions used with the Simple article (Noaniq artikl bilan ishlatiladigan birikmalar)

A lot of; a great deal of; a good deal of; a great number of; a good many; a great many; a few; a little; at a speed of; at a time when; at a time; for a short (long) time; in a loud (low) voice; on a large (small) scale; all of a sudden; to be in a hurry; to be in a position; to be at a loss; it is a pity; as a result of; as a matter of fact; to have a good time; to have a mind; to have a look; to have a headache; to take a seat; to go for a walk.

Expressions used with the definite article (Aniq artikl bilan ishlatiladigan birikmalar)

In the morning; in the evening; in the afternoon; in the night; what is the matter; the day before yesterday; the day after tomorrow; on the right (left); in the country; on the one hand; on the other hand; on the whole; the other day; to go to the theatre; to go to the cinema; to go to the pictures; to play the piano; to play the violin; to tell the truth; to pass the time; to run the risk.

The absence of the article with expressions (Artikl bilan ishlatilmaydigan birikmalar)

At night; by day; at home; at work; at sunset; at first sight; at peace; at war; by tram; by book; by air; by sea; by land; by post; by heart; by chance; by mistake; by name; by order of; by means of; at dinner; at breakfast; at supper; at table; to go to school; to go to hospital; to go to church; to go to prison; to be at school; to be at college; to be at hospital; to go to town; to go to bed; to be in bed; in time; in debt; in demand; on demand; in sight; in fact; in conclusion; on board ship; on credit; on sale; day after day; day and night; from morning till (to)night; from time to time; from day to day; from shop to shop; from head to foot.

Artikl otdan oldin, fe'ldan keyin, quyidagi yaqindan zich bog'langan birikmalarda ishlatilmaydi: to have dinner, to have breakfast, to have lunch, to have supper, to take care, to shake hands, to drop anchor, to cast anchor, to cast anchor, to lose sight, to declare war, to pass judgement.

Ko'cha, skver, yo'l nomlari odatda artiklsiz ishlatiladi:

Regent Street, Cromwell Road, Fifth Avenue, Broadway, Piccadilly Circus, Red Square, Carter Road, Park Road, Forest Avenue, Baines Street, Union Street.

Kishilar nomiga qo'yilgan joy otlari artiklsiz ishlatiladi: Kennedy Airport, Cambridge University, Victoria Station, Westminster Abbey, Caterbury Cathedral, Edinburg Castle, Buckingham Palace, Hyde Park, London Zoo.

Otel, restoran, pivobar, teatr, kino, muzey va galereya nomlari "the" aniq artikli bilan ishlatiladi: the Hilton (hotel), the Station Hotel, the Bombay Restaurant, the Red Lion (pub), the Palace Theatre, the National Theatre, the ABC, the Odeon, the Classic (cinema).

Dunyodagi yagona obyektlarning nomi, odatda, **the** aniq artikli bilan ishlatiladi: the Earth, the world, the moon, the universe(koinot), the sun, the sky.

Cherkovlar, ya'ni **Saint (St.)** "qutlug'" so'zi bilan ishlatiladi: St.Paul's Cathedral, St.John's Church.

Yakka tog' nomlari odatda artiklsiz ishlatiladi: (Mount) Everest, Ben Nevis, (Mount) Etna.

Izoh: tog' tizmalari nomi, albatta, **the** aniq artikli bilan ishlatiladi:

the Rocky Mountains, the Rockies, the Andes, the Alps, the Swiss Alps.

Qutb nomlari, daryo, kanallarning nomlari **the** aniq artikli bilan ishlatiladi: The South/ the North The East / the West, The Suez Canal, The Amazon, The English Channel, The Thames, The Dneper, The Lena, The Mississippi, The Don, The Neva, The Volga, The Sir Darya
Joylarning, binolarning nomi tarkibida **of** so'zi mavjud bo'lsa, ular **the** aniq artikli bilan ishlatiladi:

The Bank of England, The Houses of Parliament, The Tower of London, The Great Wall of China, The Museum of Modern Art

Amerika va Angliyada nashr etiladigan gazetalar nomidan oldin **the** aniq artikli ishlatiladi: The Times, The Washington Post, The Evening Standard.

Millat nomlaridan oldin ham **the** aniq artikli ishlatiladi: the British, the French, the English, the Irish, the Welsh, the Dutch, the Swiss, the Japanese, the Chinese.

Quyidagi hayvon nomlari ham **the** aniq artikli bilan ishlatiladi: the giraffe, the cheetah, the whale, the ostrich.

Quyidagi turdosh otlar, odatda, artiklsiz ishlatiladi: paper, hair, experience, accommodation, advice, baggage, bread, chaos, furniture, information, luggage, trouble, news, weather, admission, work, progress, gold, traffic, music, travel, blood: This ring is made of gold (Bu qo'ng'iroqcha oltindan yasalgan). You need experience for this job (Sizga bu ish uchun malaka kerak).

Quyidagi turdosh otlar, odatda, artiklsiz ishlatiladi: Paper, hair, experience, accommodation, advice, baggage, bread, chaos, furniture, information, luggage, trouble, news, weather, admission, work, progress, gold, traffic, music, travel, blood: This ring is made of gold.(Bu qo'ng'iroqcha oltindan yasalgan). You need experience for this job (Sizga bu ish uchun malaka kerak).

Orol tizmalarining nomlari **the** aniq artikli ishlatiladi: The Bahamas, The Canaries (orol), The Canary Islands, The British Isles.

Yakka orollar nomi esa artikl bilan ishlatilmaydi: Corfu (orol), Sicily (orol), Bermuda (orol), Easter Island (orol).

Quyida berilgan so'zlar tarkibida artiklning ishlatilishiga e'tibor bering.

The Lake Superior, Lake Baikal, The Great Lakes, Michigan(lake), The Atlantic (ocean),The Mediterranean (sea),The

Rhine, The Suez Canal, The Indian Ocean, The Red Sea, The (English) Channel, The Amazon, The Thames, The Panama Canal, The Pacific, The Nile, The United Kingdom, The Soviet Union, The United States, The Hague, The Caucasus, The Crimea, The Himalaya(s), The Pamirs, The Ural, The Ukraine.

Izoh: Odatda, sifatlarning orttirma darajasi **the** artikli bilan ishlatiladi:

polite-politer-the politest, severe-severer-the severest, sincere-sincerer-the sincerest, simple-simpler-the simplest, busy-busier-the busiest, dirty-dirtier-the dirtiest, narrow-narrower-the narrowest, able-abler-the ablest, noble-nobler-the noblest, good-better-the best, bad-worse-the worst, little-less-the least

Exercises

I. Write *a* or *an* in *the* blanks.

- | | | |
|--------------------------|---------------------------|----------------------------|
| 1. ___ a mistake | 7. ___ uniform | 13. ___ hour or two |
| 2. ___ abbreviation | 8. ___ union | 14. ___ hole in the ground |
| 3. ___ dream | 9. ___ untrue story | 15. ___ hill |
| 4. ___ interesting dream | 10. ___ urgent message | 16. ___ handsome man |
| 5. ___ empty box | 11. ___ universal problem | 17. ___ honest man |
| 6. ___ box | 12. ___ unhappy child | 18. ___ honor |

II. Here are some conversations. Try to decide whether the speakers would probably use *the* or *a/an*. Are the speakers thinking about the same objects or persons?

1. A: Did you have a good time at party last night?
B: Yes.
A: So did I. I'm glad that you decided to go with me.
2. A: What did you do last night?
B: I went to a party.
A: Oh? Where was it?
3. A: Do you have ___ car?
B: No. But I have ___ bicycle.
4. A: Do you need ___ car today, honey?
B: Yes. I have a lot of errands to do. Why don't I drive you to work today?
A: Okay. But be sure to fill ___ car up with gas sometime today.

5. A: I bought ___ table yesterday.
 B: Oh? I didn't know you went shopping for furniture.
6. A: Have you seen my keys?
 B: Yes. They're on ___ table next to ___ front door.
7. A: Is Mr. Jones ___ graduate student?
 B: No. He's ___ professor.
8. A: Where's ___ professor?
 B: She's absent today.
9. A: Would you like to go to ___ zoo this afternoon?
 B: Sure. Why not?
10. A: Does San Diego have ___ zoo?
 B: Yes. It's world famous.
11. A: Let's listen to ___ radio.
 B: Okay. I'll turn it on.
12. A: Does your car have ___ radio?
 B: Yes, and ___ CD player.
13. A: Did you lock ___ door?
 B: Yes.
 A: Did you check ___ stove
 B: Yes.
 A: Did you close all ___ windows downstairs?
 B: Yes.
 A: Did you set alarm?
 B: Yes.
 A: Then let's turn out ___ lights.
 B: Goodnight, dear.
 A: Goodnight, dear.
14. A: Where's Dennis?
 B: He's in ___ kitchen.
15. A: Do you like your new apartment?
 B: Yes. It has ___ big kitchen.

III. Complete the sentences with the given nouns. Use the for specific statements. Do not use the for general statements.

1. flowers a) The Flowers in that vase are beautiful.
 b) Flowers are beautiful.
2. mountains a) _____ are beautiful.
 b) _____ in Colorado are

beautiful.

3. water a) _____ consists of hydrogen and oxygen
b) I don't want to go swimming today. _____ is too cold.

4. information a) _____ in today's newspaper is alarming.
b) The Internet is a widely used source of _____.

5. health a) _____ is more important than money.
b) Doctors are concerned with _____ of their patients.

6. men a) _____ generally have stronger muscles than _____ women
b) At the party last night, _____ sat on one side of the room, and _____ sat on the other.

7. problems a) Everyone has _____
b) Irene told me about _____ she had with her car yesterday.

8. happiness a) I can't express _____ I felt when I heard the good news.

b) Everyone seeks _____

IV. Add theif necessary. Otherwise, use 0 to show that no article is necessary.

1. Please pass me the butter.

2. 0 butter is a dairy product.

3. _____ air is free.

4. _____ air is humid today.

5. A: _____ windows are closed. Please open them.

B: Okay.

6. _____ windows are made of _____ glass.

7. As every parent knows, _____ children require a lot of time and attention.

8. A: Frank, where are _____ children?

B: Next door at the Jacksons'.

9. _____ paper is made from _____ trees or other plants.

10. _____ paper in my notebook is lined.

11. _____ nurses are trained to care for sick and injured people

12. When I was in Memorial Hospital, _____ nurses were wonderful.

13. I'm studying _____ English. I'm studying _____ grammar.

14. _____ grammar in this chapter isn't easy.
 15. All of our food comes from _____ plants. Some food, such as _____ fruit and vegetables, comes directly from _____ plants.

V. Write a/an, some, or the in the blanks.

.....

 1. I had a banana and an apple. I gave the banana to Mary. I ate the apple.

2. I had some bananas and some apples. I gave the bananas to Mary. I ate the apples.

3. I have _____ desk and _____ bed in my room. _____ desk is hard. _____ bed is hard, too, even though it's supposed to be soft.

4. I forgot to bring my things with me to class yesterday, so I borrowed _____ pen and _____ paper from Joe. I returned pen, but I used _____ paper for my homework.

5. A: What did you do last weekend?

B: I went on _____ picnic on Saturday and saw _____ movie on Sunday.

A: Did you have fun?

B : _____ picnic was fun, but _____ movie was boring.

6. Yesterday I saw _____ dog and _____ cat. _____ dog was chasing _____ cat. _____ cat was chasing _____ mouse. _____ mouse ran into _____ hole, but _____ hole was very small. _____ cat couldn't get into _____ hole, so it ran up _____ tree. _____ dog tried to climb _____ tree too, but it couldn't.

7: I bought _____ bag of flour and _____ sugar to make _____ cookies. _____ sugar was okay, but I had to return _____ flour. When I opened _____ flour, I found _____ little bugs in it. I took it back to the people at the store and showed them _____ little bugs. They gave me _____ new bag of flour. _____ new bag didn't have any bugs in it.

VI. Fill in the blanks with articles where necessary:

Do you need ...umbrella? 2. Tom is ... very nice person. 3. Would you like to be ... doctor? 4. "... Times" is ... English daily paper. 5. What

...wonderful weather we are having! 6. We don't want... war. We don't want ... new war. 7. This morning I bought ...newspaper and magazine. ...newspaper is in my bag but I don't know where magazine is. 8. ... President of ...United States is elected every four years. 9. There's no need to buy any milk ...milkman brings it every morning. 10. "What did you get in ... History?" ...mother asked her son when he came home from ... school. 11. I wrote my name at... top of the page. 12. It was ... long voyage. We were at... sea for four weeks. 13. Can you turn ... television down, please? It's a bit loud. 14. We often listen to ...radio. 15. ... French are famous for their food. 16. Cornford was born in 1975 in ... family of ... professor at ... Cambridge University. 17. ... Second World War ended in 1945. 18. I hate ... violence. 19. ... women are often better teachers than ... men. 20. Cornford was ... poet and ... journalist.

VII.Explain the use of the definite article in the following sentences:

He was shown up and received by the actress's French maid. 2. The battle began by an attack of the elephants on the Roman light troops. 3. I get "The Daily World" every year. 4. The earth is millions of kilometers from the sun. 5. Please close the window. 6. The Petrovs arrived from Moscow yesterday. 7. The honour of our country is very dear to us. 8. The pronunciation of the English language is very difficult.

VII. Choose the appropriate article:

It happened in .. .small town in Siberia.

- a) a
- b) the
- c) an

The office is on ... second floor.

- a) a
- b) an
- c) the

... pine grows in northern countries.

- a) the
- b)-
- c) an

They have sold ... cargo of 6,000 tons of ore.

a) a

b) the

c)-

... wounded were taken to the hospital.

a)an

b) a

c) the

... experience is ... best teacher.

a)the/the

b)an/the

c) a/the

Better ... small fish than ... empty dish.

a)the/a

b) a/an

c) /

There is no ... place like ... home.

a)the/

b) a/a

c)/

IX. Supply the fixed expressions with the articles if they are necessary:

On___ one hand

at___ night

for__short time

by___ air

from day to___day

in___ fact

all of ___sudden

to have___ good time

to be in___bed

to take_____ seat

at___ sunset

to be in___ hurry

to play___violin

at___first sight

after___lunch

by___ bicycle

to watch_____ TV
to be at ___ lose
two times_____day
day before_____ yesterday

X. Indefinite article

A. Insert a or an ARTICLES

1. This is orange. 2. That is book. 3. This is hospital. 4. That is egg. 5. He is eating apple. 6. This is umbrella. 7. That is university. 8. I'll be away for hour. 9. What nice day! 10..... horse is animal.

B. Insert definite or indefinite articles, the an, a, where necessary: 1. Greeks like coffee. 2. English like tea. 3..... exercise he is writing is very easy. 4..... exercise is good for our health. 5. He lives in Japan. 6. Is ,..... Chinese easy? 7. Chinese language is difficult. 8. Mr. Brown is teacher. 9. They took him to hospital in ambulance 10. good student work hard. 11....., students must work hard. 12. He is having..... lunch.

C. Supply the definite article the, where necessary: 1. I'll study history of Crete next year. 2 History is an interesting subject. 3. water in your glass is hot. 4. He always drinks cold water. 5. She lives on bridge street. 6 Mississippi river is longest river in world. 7. A lot of ships cross Pacific Ocean. 8. We drink tea out of cups. 9..... tea in this cup is too cold. 10. For me breakfast is ., best meal of day.

D. Put a, an, the, where necessary 1. Napoleon great was born in Corsica. 2.....best coffee comes fromMocha town in Arabia. 3..... Alps are longest mountain in Europe. 4..... Aegean sea is usually rough. 5. He fell and was taken to hospital. 6. We must help poor. 7. This is made in United Kingdom. 8..... Americans like whisky but Germans prefer beer. 9..... silver is one of the heaviest metals.

XI.Fill in the blanks with articles where necessary:

1. Lomonosov, ... great Russian scientist, was born in ... small village, on ... shore of ... White Sea. 2. Chkalov was ... first man to fly over ...

North Pole. 3. ... great Russian writer Gogol was born in ... Ukraina in 1805. 4. Leningrad is situated on...Neva River. 5.... Elbrus is ... highest peak of ... Caucasian Mountains. 6. ... Crimeria is surrounded by ... Black Sea. 7. ... Caucasus separates ... Black Sea from ... Caspian Sea. 8. ... rice and ... cotton grow in ... Ukraine now. 9. ... people who live in Hall speak ... Dutch. 10. ... Europe and ... America are separated by ... Atlantic Ocean. 11. ... Moracco is in ... North Africa. 12. They were born on ... same day and in ... same town. 13. I want to write ... letter to my sister. Have you ... phountain pen? 14. ... last page of ... book is torn. 15. They met at ... gate of ... school. 16. I am leaving for ... Leningrad ... next week. 17. He read ... letter ... second time. 18. My room is on ... second floor. 19." What ... silly mistakes I have made!" 20. ... large steel bridge joins ... two banks of ... river. 21. In our part of ... country ... November is ... stormy month. 22. What ... cold weather we are having! 23. All books must be returned to ... library before ...next Monday. 24. ... next train leaves at 8.20. 25. What ... beautiful music they are playing. 26. What ... strange idea! 27. My daughter will go to ... school ... next year. 28. There is ... large school in ... village. 29. They reached ... Pacific Ocean by means of ... Panama Canal. 30. Has Helen returned ... book she borrowed ... last month? I saw her on Monday and she said she would return it ... next day. 31. I called on ... Stepanovs yesterday, but did not find them at home as they had already left for ... Crimeria. 32. He lives in ... country in ... summer. 33.1 spent ...summer of 1949 in ... Sochi. 34.1 like ... autumn in ... Moscow. 35. He said that he would call on us ... following Sunday. 36. ... West Indies are in ... Atlantic between ... North America and ... South America. 37. ... last evening ... sunset was beautiful. 38. ... view from ...top of ...mountain is excellent. 39. We saw ... ship sailing near ... coast. 40. Both ... copper and ... lead are. found in this mine. 41. In ... department store you can buy ... food, ... shoes, ... clothing, and ... other goods.

XII.Fill in the blanks with the article:

Mr. Smith goes in for art. (After a Goldberg)

Mr. Smith was ... rich business man. He was 76 and he was ill. "I can't do anything with ... old man", his servant Kappel told to ... doctor. "He doesn't want to eat. He doesn't want me to read to him. He doesn't like anything". "I have ... idea, how to make him interested in ... life",... doctor said.

When he entered ... old man's room, he asked him: "How would you like to study ... art?"

"I like ... idea! But how can I start?"

"I can get... student from ... art school to teach you".

... art student named ... Frank Swain was invited to give ... lessons to Mr. Smith.

... young man gave ... lot of lessons, and when ... doctor came, ... old man always talked about... art.

When ... spring came, Mr.Smith made ... picture. It looked terrible. But ... old man said: "I am going to give it to ... exhibition at... Lathrop Museum".

... reader must know that this exhibition was one of ... most important in ... United States and ... Lathrop Museum gave prizes to ... best artists.

"We must stop him!", Frank said: "Picture is terrible and ... people will laugh at Mr.Smith".

"No, no",... doctor said, "... old man is still ill and ... art makes him feel better".

Two days before ... exhibition was closed ... letter came to Mr.Smith.

"Read it to me", ... old man asked Kappel. "We inform Mr. Smith", ... letter said, "that he is given ... first prize of one thousand dollars for his picture".

Frank and Kappel were greatly surprised. "I am happy to hear such wonderful news", ... doctor said. "Now you see Mr.Smith, that... art is much better than business".

"... art is nothing", said... old man, "I bought... Lathrop Museum ... last month".

THE NOUN (OT)

Otlar yakka shaxs, predmet nomlarini, his-hayajon, hodisa, holat, belgi, jarayon va harakatning umumiy nomlarini ifodalovchi mustaqil soʻz turkumidir. Otlar **atoqli** va **turdosh** otlarga boʻlinadi. Atoqli otlar umumiy nomlangan narsa-buyum, voqea-hodisa kabilardan bittasini ajratib koʻrsatish uchun qayta nomlangan shakllardir. Masalan, Oʻzbekiston, Amudaryo, Buxoro, Salima Neʼmatovna, Olapar va hokazolar. Ingliz tilida: Tom, Ann, Tomson, London, Oxford, Lena (river),... *England*, etc. Turdosh otlar esa predmet, his-hayajon, hodisa, holat, belgi, jarayon va harakatning nomlarini umumiy tarzda ifodalaydi va tilimizda ular otlarning asosiy qismini tashkil etadi: *anor, etik, risola, tushlik, ona, guldon, koʻrpacha; a book, a desk, a girl, love, hope, freedom*. Atoqli otlar ham, turdosh otlar ham oʻz ichki guruhlariga ega¹.

Otlar borliqdagi moddiyatga ega boʻlgan (aniq) yoki moddiyatga ega boʻlmagan (noaniq) nomlarni ifodalashiga koʻra **muayyan** hamda **mavhum** otlarga boʻlinadi. Muayyan otlarni koʻrish, ushlab, hidlash, tashlash, otish, yeyish...mumkin: taxta, yulduz, gul, qogʻoz, non, palaxmon va boshqalar. Ingliz tilida: a girl, an apple, a knife, a plate, etc. Mavhum otlarni faqat his etish, tasavvur qilish, baʼzan sezish mumkin, masalan, muhabbat, doʻstlik, sadoqat, odamgarchilik, ruh, maʼnaviyat, olloh, noshukurlik, diyonat, nafrat, gʻoya, jimjitlik va boshqalar. Ingliz tilida: an idea, love, hope, hatred, feeling. Mazkur guruhlar ham oʻz ichida bir qancha lugʻaviy maʼno guruhlarini birlashtiradi, masalan, a)shaxs nomlari: togʻ, a, xola, mirob, xoʻja, qaynona; aunt, uncle, daughter-in-law, mother-in-law; b)hayvon nomlari: ot, it, buzoq, xoʻroz, eshak, mushuk; a hen, a sheep, a cow, a pig, a cat, etc. c)oʻsimlik nomlari: maysa, daraxt, atirgul, beda, yantoq; grass, a flower, a tree, etc.d)narsa-buyum nomlari: kompyuter, gultuvak, chopon; a computer, a tea-pot, a vase, a bucket, etc.

Bu soʻzlarning ichki xususiyatlariga eʼtibor bersak, ularning bir qancha lugʻaviy maʼno toʻdalaridan tashkil topganligini kuzatamiz. Misol tariqasida hayvon nomlari qatoriga eʼtibor beraylik, bu kabi otlar avvalo uy hayvonlari va yovvoyi hayvon nomlariga ajratiladi va hokazo.

¹ Mengliev B., Abuzalova M. Hozirgi oʻzbek tili(Morfologiya). Qarshi,2005.

Otlarning **jamlovchi** va **yakka** turlari ham ajratiladi. Jamlovchi otlar bir- jinsdagi predmetlarning yig'indisini bir butun holda anglatadigan turdosh otlardir. Jamlovchi otlar birlik shaklda yakka-yakka predmetlarni emas, balki bir butunga jamlangan ko'p predmetlarni anglatadi: armiya, xalq, olomon, to'da, meva kabi: army, people, crowd, fruit, etc. Yakka otlar esa mazmunan jamlovchi otlarga qarama-qarshi turadi. Yakka otlarda predmetlar yakka-yakka holatda tasavvur qilinadi: inson, soldat, kitob, va hokazolar. Ingliz tilida: a man, a woman, a girl, a soldier, etc. Bunday otlar **-es/-s** ko'plik shaklini bimalol qabul qila oladi.

Bundan tashqari otlar jonli va jonsizga ajratiladi. Jonsiz otlar mavhum va konkret otlarga ajratiladi. Konkret otlar birlik va ko'plikda ishlatiladi: **A book - books**, mavhum otlar ko'plikda ishlatilmaydi: love, freedom, hatred, hope, will.

Moddiy otlarning xili, turi inobatga olinsa, ular ko'plik formasini qabul- qiladi, biroq ko'plik ma'nosini ifodalamaydi: Water is necessary for life. There are several mineral waters in Uzbekistan.

Moddiy otlar konkretlashganda ko'plik formasini qabul qiladi va birlikda **a/an** noaniq artikl bilan ishlatiladi: The ground was as hard as stone. The boy threw a stone into the water.

Mavhum otlar konkretlashganda birlik va ko'plikda ishlatilishi mumkin: He made a speech yesterday. His speeches are always interesting. Animals do not possess the power of speech. There are very many amusements in this park. He does that for amusement.

The category of number of nouns (Otlarda son kategoriyasi)

Ingliz tilida otlarda son kategoriyasi morfologik yo'l bilan amalga oshiriladi, ya'ni **-s** yoki **-es** qo'shimchasi otning o'zak yoki negiz qismiga qo'shiladi: jarangli va jarangsiz undoshlardan keyin **-s**, sirg'aluvchi va shovqinli undoshlardan hamda unlilardan keyin **-es** affiksi qo'shiladi:

Hand - hands, pen -pens, book - books, class - classes, bench - benches, dish - dishes, box - boxes.

Unli "e" harfi bilan tugagan otlarning ko'plik formasi **-s** qo'shimchasini qo'shish bilan yasaladi: **horse - horses, place - places, prize - prizes, judge - judges**, otlar "y" harfi bilan tugab, "y" dan oldin undosh harf kelgan bo'lsa, ko'plik formasini yasash uchun

“y” harfi “i”ga aylanadi va **-es** qo’shimchasi qo’shiladi. **city - cities, army - armies, factory - factories**, otlar “y” harfi bilan tugab, “y”dan oldin unli harf kelgan bo’lsa, “y” harfi o’zgarmay **-es** qo’shimchasini qabul qilaveradi: **day - days, boy - boys, toy — toys, key - keys**; otlar “o” harfi bilan tugagan bo’lsa, “o”dan keyin “-es” qo’shimchasini qo’shish orqali ko’plik formasi yasaladi: **cargo - cargoes, hero - heroes, tomato – tomatoes**; ba’zi “o” harfi bilan tugagan so’zlarning ko’plik formasi **-s** qo’shimchasini qo’shish bilan ham yasaladi: **mosquito - mosquitos, mosquitoes**, otlar “f” harfi bilan tugagan bo’lsa, “f” harfi “v”ga aylanib, “-es” qo’shimchasini qabul qiladi: **leaf - leaves, knife - knives, wife – wives**; ba’zan “f” harfi bilan tugagan otlar “f” harfmi o’zgartirmay **-es** qo’shimchasini qabul qiladi: **chief - chiefs, handkerchief - handkerchiefs, roof - roofs, safe -safes**. Quyidagi so’zlarning ko’plik formasi ikki xil yasaladi: **wharf - wharfs / wharves, scarf- scarfs/scarves**.

Quyidagi so’zlarda ko’plik formasi qadimiy ingliz tilidan meros sifatida saqlangan: **man-men, woman-women, foot-feet, goose-geese, tooth-teeth, mouth- mice; ox** va **child** so’zlarining ko’plik formasi **“-en”** qo’shimchasini qo’shish bilan yasaladi: **ox-oxen, child-children**.

Lotin va grek tillaridan kirib kelgan so’zlar o’zlarining ko’plik formalarini saqlab qolgan: **phenomen - phenomena, formula-formulae, datum-data, crisis-crises, stimulus-stimuli, index-indices, addendum -addenda**. Bu so’zlarning barchasi ingliz tilidagidek

-es/-s qo’shimchasini qabul qilish bilan ham yasaydi: **memorandums, formulas, indexes**. Grekcha yoki lotincha ko’plik formalari fan tilida saqlangan, ammo badiiy adabiyotda va og’zaki nutqda ingliz tili variantidan foydalaniladi. **Penny** so’zining ko’plik formasi quyidagicha yasaladi: a) alohida tangalar hisobga olinsa: **penny – pennies**; b) miqdor ma’nosida: **penny -pence**, masalan: **It costs 18 pence. (Bu 18 pens turadi.) Pennies are made of bronze. (Penslar bronzadan yasaladi.)** Ba’zi otlarning birlik va ko’plik formalari bir xil ifodalanadi: **deer-deer, sheep-sheep, swine-swine, fish-fish, trout-trout. This collective farm has a great number of sheep. I caught two fish.**

Bu o’rinda otlarning ko’plik ma’nosi emas, balki ularning turi, xili inobatga olinsa **-es/-s** qo’shimchasi qo’shiladi: **In this lake there**

are fishes of many varieties. **Dozen** va **score** kabi otlar ham birlik va ko'plikda bir xil formaga ega: two dozen of eggs (24 ta tuxum), the score of years (60 yosh). Bu otlardan oldin scores ishlatilmasa, ular ko'plik formasini odatdagidek qabul qiladi: Pack the books in dozens, please. Scores of people were present there. **Works** so'zi zavod/zavodlar ma'nosida birlik va ko'plikni ifodalaydi: a new glass works has been built near the village. There are brick works outside the town. **Means** so'zi vosita va vositalar ma'nosida birlik va ko'plikda bir formaga ega: I found a means of helping him. There are many means of helping him. **Gate, sledge** va **watch** so'zlari rus tilida faqatgina ko'plikda ishlatiladi: **ворота, саны, часы**, ammo ingliz tilida bu so'zlar birlik va ko'plik formalariga ega: The gate is open. All the gates are open. My watch is fast. He has two watches.

Rus tilida faqatgina birlikda ishlatiladigan **export** va **import** so'zlari (экспорт, импорт) ingliz tilida birlik va ko'plikda ishlatiladi. Chiqarilgan yoki kiritilgan tovarlarning soni yoki narxi inobatga olinsa, bu otlar ko'plik formasini qabul qiladi: Chinese imports have increased in our country. Chiqarilgan yoki kiritilgan tovar jarayoni inobatga olinsa, bu otlar birlikda ishlatiladi: This film is engaged in the export and import of different machines.

The category of number of compound nouns (Qo'shma otlarda son kategoriyasi)

Ingliz tilida qo'shma otlarda ko'plik ma'nosi quyidagicha ifodalanadi:

ko'plik formasini asosiy ma'noga ega bo'lgan ot qabul qiladi: custom house - custom houses, man of war - men of war, hotel keeper - hotel keepers, mother-in-law - mothers-in-law, passer-by - passers-by.

Agar qo'shma otning birinchi qismi **man** yoki **woman** so'zidan iborat bo'lsa, har ikkala qism ko'plik formasini qabul qiladi: **man-servant; men-servants, woman-doctor; women-doctors.**

Tez-tez ishlatiladigan qo'shma otlarning ikkinchi qismi ko'plik formasini qabul qiladi: **schoolboy-schoolboys, house-housewives, postman-postmen.**

Qo'shma otlarning ikkinchi va uchinchi elementlari otdan iborat bo'lmasa, oxirgi element ko'plik formasini qabul qiladi: **forget-me-**

not - forget-me-nots, merry-go-round - merry-go-rounds.

Nouns used only in singular (Faqat birlikda ishlatiladigan otlar)

Ingliz tilida son shakllarida kelish jihatidan otlar ikki turga bo'linadi: birlik va ko'plik shakliga ega bo'lgan otlar; faqat birlik shakliga ega bo'lgan otlar¹.

Mavhum otlar ko'plik affiksini olmaydi: love, hatred, freedom, fight.

Sanalmaydigan, faqat o'lchash mumkin bo'lgan moddiy otlar: butter, sugar, oil, bread, iron.

Asli o'zi bitta bo'lgan samoviy yoki zamindagi jismlarni anglatuvchi otlar ham ko'plik formasini olmaydi: the earth, the sky, the sun.

Atoqli otlar, asosan, birlikda ishlatiladi: Bukhara, Moscow, Dilbar, Usmon. Mavhum va ba'zi moddiy otlaming ko'plik formasini qabul qilishi haqida keyinroq so'z yuritamiz. **News** so'zidagi **-s** qo'shimchasi so'z o'zgartiruvchi emas, balki so'z yasovchi qo'shimcha, ya'ni **-s** qo'shimchasi **new** (yangi) sifat so'z turkumiga qo'shib ot yasayapti: news - yangilik. Masalan, What is the news? Qanday yangilik bor?

-ics qo'shimchasi bilan tugaydigan fan nomlarida ham **-s**, **-ics** qo'shimchalari so'z yasovchi qo'shimcha tarkibiga kiradi: phonetics, mathematics, physics. Phonetics as a branch of linguistics (Fonetika - tilshunoslik sohasi). **Money** va **hair** so'zlari birlikda ishlatiladi, rus tilida esa bu otlar (деньги, волосы) faqatgina ko'plikda ishlatiladi: Her hair is dark (Uning sochi qora). This money belongs to him (Bu pul unga tegishli).

Fruit so'zi birlik va ko'plikda bir xil formaga ega. Rus tilida esa bu so'z faqatgina ko'plik formasiga ega: фрукты. Fruit is cheap in summer. (Yozda meva arzon.) We eat much fruit in summer. (Biz yozda ko'p meva yeymiz.)

Nouns used only in plural (Faqat ko'plikda ishlatiladigan otlar)

Ingliz tilida¹ rus tilidagidek faqatgina ko'plikda ishlatiladigan otlar mavjud:

¹ Alexander L.G. Longman English Grammar. London and New York 1988.P.:34.

juft otlar: scissors, trousers, spectacles, scales, tongs. These scissors are very sharp. (Bu qaychi juda o'tkir.) Your trousers are too long. (Sizing shimingiz juda uzun.) My spectacles are on the table. (Mening ko'zoynagim stol ustida.)

Goods (tovar), contents (ta'no), clothes (kiyim), wages (maosh), riches (boyluk) so'zlari faqatgina ko'plikda ishlatiladi. These goods are from Moscow. (Bu mollar Moskvadan.) The contents of the letter have not been changed. (Xatning ma'nosi o'zgartirilmagan.) His clothes were wet in the rain. (Uning kiyimlari yomg'irda hol bo'lgan edi.)

People (odamlar) so'zi forma jihatdan birlikda bo'lsa ham, ma'nosi ko'plikni ifodalaydi: There were many people in the room. (Xonada odam ko'p edi.)

People (xalq, millat) ma'nosida ishlatilsa, -s ko'plik qo'shimchasini qabul qiladi: He travelled much and saw many peoples. (U ko'p sayohat qildi va ko'p millatlarni ko'rdi.)

The category of case (Otlarda kelishik kategoriyasi)

Ingliz tilida bir otning boshqa otga taalluqli ekanligini, bir otning boshqa otga bo'lgan munosabatini **of** predlogi ifodalaydi va bu o'zbek tilida qisman qaratqich kelishigi qo'shimchasi **-ning** ga teng keladi: The leg of the table. (Stolning oyog'i.) Give me a glass of water. (Menga bir stakan suv bering.)

Ingliz tilida ikki kelishik formasi mavjud: bosh kelishik va qaratqich kelishik (common case and genitive case).

Bosh kelishikdagi ot har qanday predlog bilan ishlatilaveradi: The letter is for the teacher. (Xat o'qituvchi uchun.) I agree with the doctor (Men doktorning fikriga qo'shilaman.) I have received a letter from the manager (Men boshliqdan xat oldim).

Genitive case of nouns (Otlarda qaratqich kelishigi)

Otlarda qaratqich kelishigi boshqa otga nisbatan aniqlovchi vazifasini bajaradi. Ko'pchilik hollarda jonli predmetlar qaratqich kelishigida ishlatiladi. Ingliz tilida qaratqich kelishigi birlikdagi otning oxiriga -'s qo'shish bilan yasaladi.

-'s markeri jarangsiz undoshlardan keyin [s], jarangli undoshdan keyin [z], sirg'aluvchi, shovqinli undoshlardan keyin [iz], unlilardan keyin [z] tovushini beradi. The girl's hat. (Qizning shlyapasi.) Jack's

friend. (Jekning do'sti.) The horse's leg (Otning oyog'i.)

-**s** qaratqich kelishigi formasi qo'shma otlarning oxirgi elementiga qo'shiladi: My brother -in-law's library.

Ikki va undan ortiq kishiga bir predmet taalluqli bo'lsa, qaratqich kelishigi oxirgi so'zga qo'shiladi: Peter and Helen's flat is large.

Ot aniqlovchi vazifasida ishlatilib, undan keyin boshqa aniqlovchilar qo'llanilsa, qaratqich kelishikli ot ulardan oldin ishlatiladi: The student's new book; Kate's best friend; birinchi iboradagi **the** aniq artikli **book** ga emas, **student** so'ziga tegishli. Bunday iboralarda –**s** markeri o'rnida ba'zan **of** predlogi ishlatiladi: My friend's father — the father of my friend. The teacher's question — the question of the teacher.

Otning ko'plik formasi talaffuz jihatidan [s] ga o'xshash, aniqlovchi bilan kelsa, **of** konstruksiyasini ishlatish qulayroq: Where did you place the worker's tools? o'rnida Where did you place the tools of the workers? ishlatiladi.

Ikki qaratqichli ot kamdan-kam bir joyda ishlatiladi: **He is my sister's husband's father** gapini nutq talabiga xos quyidagicha ifodalash yaxshiroq: He is the father of my sister's husband. So'zlar guruhi bir ma'noni ifodalab, qaratqichli aniqlovchi vazifasida kelsa, -**s** oxirgi so'zga qo'shiladi: My elder brother Peter's son is in hospital. Bu holda **of** konstruksiyali qaratqichni ishlatish yaxshiroq: The son of my elder brother Peter is in hospital.

Predlogli va qaratqich formasiga ega bo'lgan otlardan keyin **house, office, shop** so'zlari tushiriladi: at the chemist's (shop), I dined at my brother's (house), She went to the baker's (shop).

Jonli predmetlardan tashqari quyidagi jonsiz otlar –**s** markerini qabul qiladi:

- vaqt va masofani ifodalovchi otlar: I had a month's holiday. He lives at a kilometre's distance from here.
- mamlakatlar, kemalar va shaharlarni ifodalovchi otlar: Moscow is Russia's greatest scientific and cultural centre. Moscow's theatres are the best in the world. The Neva's cargo was very heavy.
- **World, country, city, ship** so'zlari ham 's markerini qabul qiladi: Our country's cotton is- valuable. The ship's crew stood on deck.
- Ba'zi tayyor iboralar ham 's markerini qabul qiladi: for order's sake - tartib uchun, for old acquaintance's sake - eski do 'stlik tufayli, at a stone's throw — ikki qadamda.

The category of gender (Otlarda rod kategoriyasi)

Ma'lumki, o'zbek tilida rod kategoriyasi mavjud emas. Bu kategoriya, asosan, arab, rus, nemis kabi tillar uchun xosdir. Zamonaviy ingliz tilida rod ma'nosi leksik usulda ifodalanadi:

1) Akbar – he; Dilbar – she; a pen – it; a cat – it

2) agar otning jinsi noaniq bo'lsa: a dog – it; a pupil - *he/she*

3) Jins ma'nosini konkretlashtirish maqsadida quyidagi so'zlar ishlatiladi: a school – boy, school — girl, a girl—friend, a boy – friend, a he — cousin, a she — cousin, a he- wolf, a she – wolf

Qadimiy ingliz tilidan meros sifatida qolgan rodni ifodalovchi otlarga quyidagilar kiradi: actor - actress; lion-lioness; host - hostess; tiger - tigress; poet -poetess.

Mamlakatga siyosiy birlik sifatida qaralsa, u **she** olmoshi **her** bilan almashadi: England imports many goods. The value of her import is great.

Ship (kema) so'zi **she** bilan almashadi: The ship left the port in the morning. She has a cargo of coal on board.

Ko'rsatish olmoshlarining ot bilan ishlatilishi quyidagicha amalga oshadi:

This house is big - These houses are big; That house is big - Those houses are big.

Qaratqichli olmoshlarning ot bilan birikishi: my room, your room, his room, her room, our room, their room.

Otlar noaniq olmoshlar bilan quyidagicha birikadi: many books, much water, little water, few books, some people, some books, some water. Every day he comes here. Each pupil knows it.

Otlar so'roq olmoshlari bilan birikadi: Whose book is this? On which floor do you live? What books do you like?

Otlar bilan ifodalangan aniqlovchi aniqlanmishdan oldin ishlatiladi. Agar aniqlanmishning yana boshqa aniqlovchilari bo'lsa, u yoki ular ot bilan ifodalangan aniqlovchi va aniqlanmish o'rtasida ishlatiladi: The Uzbek is the literary language. Oleg's first scientific work was a great success.

Qaratqich olmoshlari, qaratqich kelishigidagi otlar aniqlanmishning boshqa aniqlovchilaridan oldin ishlatiladi: My first impression was wonderful. Repin's best pictures are in the Tretyakov Gallery. I didn't hear Peter's last words.

Exercises

I. These sentences have mistakes in the use of nouns. Underline each noun. Write the correct plural form if necessary. Do not change any of the other words in the sentences.

1. Chicago has busy streets and highways .
2. Box have six side.
3. Big city have many problem.
4. Banana grow in hot, humid area.
5. Insect don't have nose.
6. Lamb are the offspring of sheep.
7. Library keep book on shelf.
8. Parent support their child.
- 9, Indonesia has several active volcano.
10. Baboon are big monkey. They have large head and sharp tooth. They eat leaf, root, insect, and egg.

II Rewrite the following sentences using the plural forms of the nouns and making appropriate changes to the other words.

1. There is a picture on the wall.
.....
2. That is not a worm: It is a snake.
.....
3. Is there a box of chocolate on the table?
.....
4. A cow has a tail.
.....
5. That is a squirrel, isn't it?
.....
6. I saw her riding away on a horse.
.....
7. We cannot send a letter without a stamp on it.
.....
8. His sister is a nurse, isn't she?
.....
9. A fly is an insect, but a spider is not.
.....

10. That child has an apple in his hand.

.....

III. Correct the mistakes. Some sentences contain no errors. Use some with the uncountable nouns.

1. I bought one chair for my apartment. (no change)
2. I bought* one furniture for my apartment.* SOME FURNITURE
3. I bought four chairs for my apartment.
4. I bought four furnitures for my apartment.
5. I bought a chair for my apartment.
6. I bought a furniture for my apartment.
7. I bought some chair for my apartment.
8. I bought some furnitures for my apartment.

IV. Add final –s or -es if possible. Otherwise, write a slash (/) in the blank.

1. I'm learning a lot of grammar / .
2. We're studying count and noncount noun_____.
3. City streets usually have a lot of traffic _____.
4. The streets are full of automobile_____
5. We enjoyed the scenery_____ in the countryside.
6. Nepal has high mountain _____.
7. I have some important information_____for you.
8. I have some important fact __ for you.
9. Olga knows a lot of English word_____.
10. Olga has learned a lot of new vocabulary____ .
11. The children learned a lot of new song___in nursery school.
12. I enjoy listening to music _____.
13. Can you give me some suggestion_____?
14. Can you give me some advice_____?
15. I like to read good literature _____.
16. I like to read good n o v e l _____.
17. I had sand_____ in my shoes from walking on the beach.
18. Florida is famous for its white sand b e a c h_____ .

V. Complete the sentences in column A with words from column B. The completed sentences will be common sayings in English.

Example: Ignorance is bliss. ("Ignorance is bliss" is a saying. It

means: If you know about problems, you have to worry about them and solve them. If you don't know about problems, you can avoid them and be happy [bliss = happiness]. Do you agree with this saying?)

Column A

1. Ignorance is -
2. Honesty is -
3. Time is -
4. Laughter is -
5. Beauty is -
6. Knowledge is -
7. Experience is -

Column B

- A. the best teacher.
- B. the best medicine.
- C. power.
- D. bliss.
- E. in the eye of the beholder.
- F. money.
- G. the best policy.

VI. In groups or by yourself, complete the lists with abstract nouns. (Abstract nouns are usually uncountable. To find out if a noun is countable or uncountable, check your dictionary or discuss it with your teacher.)

Name four good qualities you admire in a person.

1. patience
2. _____
3. _____
4. _____

b. Name bad qualities people can have.

1. greed
2. _____
3. _____
4. _____

c. What are some of the most important things in life?a

1. good health
2. _____
3. _____
4. _____

d. Certain bad conditions exist in the world. What are they?

- 1 hunger
2. _____
3. _____
4. _____

VII. Write the correct form of the possessives into the gaps.

1. Sarah is _____ aunt. (*Emily*)
2. These are our _____ cats. (*friends*)
3. Let's meet at _____ for lunch. (*Giovanni*)
4. Where is the _____ shower? (*ladies*)
5. This is our _____ car. (*boss*)
6. My _____ dad is my uncle. (*cousin*)
7. Did you read _____ newspaper? (*yesterday*)
8. _____ and _____ bags are black. (*Jack – Joe*)
9. Our grandparents live in an old _____ home. (*people*)
10. That sandwich would not be to _____ taste. (*everyone*)

VIII.State countable and uncountable, proper and common nouns:

1. My brother will help you when he comes back. 2. It is uncertain yet when he will come back to Moscow. 3. A lot of people go to Egypt every year. 4. I'd like to go to Spain to learn Spanish. 5. There are some note-books in my bag. 6. The boy was blamed for not helping his school-friends. 7. Is it usual to have occasional rain in September in your country? 8. There is a good film on TV this evening. 9. It is a two storeyed cottage. 10. There is much milk in the jug. 11. Can you give him any coloured pencil? 12. We live in the south of our country.

IX.Define the morphological, syntactic and lexico-grammatical peculiarities of the nouns:

1. The picture is on the wall. 2. Can you run one kilometre? 3. We're going to a restaurant. 4. Ask Ann to come to my brother Karim's house today. 5. John's brother must go to the Institute. 6. There are nine sentences in the exercise. 7. All my pens are in that box. 8. This letter is for you. 9. The steamer has been unloaded. 10. After reading the letter I put it into the drawer.

X.Complete these sentences using “the+noun

Example: It was getting dark in the room, so I turned on the light.

Ann had to catch a train, so I took her to _____ .

Bill wasn't feeling well, so he went to _____ .

We didn't have any money, so we had to go to _____ .

The train was delayed, so we had to wait at for three hours _____ .

There were no chairs, so we all had to sit on _____ .
As soon as I saw the fire, I called _____ .
I had a toothache, so I made an appointment with _____ .
When we found that someone had broken into our house, we called _____ .

XI. Change the genitive case of the noun with “of+noun

My father's library. 2. The doctor's prescription. 3. The ship's crew. 4. The teacher's order. 5. The buyer's confirmation. 7. The ship owner's instructions. 8. Mr. Brown's proposal. 9. The seller's claim. 10 The professor's report.

XII. A) Fill in the blanks with the correct forms of the given nouns for the following exercise. Use each noun only one time.

Chair job experience information hair
luggage progress furniture permission work

1. I don't have much _____. Just two small bags. 2. They are going to tell you all you want to know. They are going to give you a lot of _____. 3. There is room for everybody to sit down. There are a lot of _____. 4. We have no _____, not even a bed or a table. 5. 'What does Alan look like?' He's got a long beard and very short _____. 6. Carla's English is very bad. She must make _____. 7. George is unemployed. He's looking for a _____. 8. If you want to leave work early, you have to ask for _____. 9. I don't think Ann will get the job. She hasn't got enough _____. 10. Shakespeare's _____ are wonderful.

XII. Define countable and uncountable nouns and put the definite article before countable nouns:

Wool, air, airship, word, aviation, assistance, assistant, paper (qog'oz), paper (gazeta), hour, bread, darkness, water, sea, cheese, happiness, event, glass (shisha), glass (stakan), hero, sand, music, piano, friendship, quickness, tobacco, cigarette, copper, armchair, coffee, ship, university, money, ink, banknote, meat, silver, watch, tree, idea, furniture, chalk, heat, milk, butter, horse, obligation, machine, equipment, instrument, speed, umbrella.

THE PRONOUN (OLMOSH)

Ma'lumki, so'zlar ma'noviy belgilariga ko'ra uch tipga bo'linadi: mustaqil ma'noli so'zlar (fe'l, ot, sifat, son); bo'sh-ishora ma'noli so'zlar (olmoshlar); c) yordamchi ma'noli so'zlar (bog'lovchi, ko'makchi, yuklama, ko'makchi fe'llar). Ishoraviylik ma'nosiga ega bo'lgan olmoshlar mustaqil so'zlarni almashtirib kela oladi: I and Karim came - We came. Karim and Dilbar left. - They left.

Olmoshlarning gapdagi vazifalari quyidagilar: 1)Ega: He is a doctor; 2)Qo'shma otlashgan kesimning otlashgan qismi: The red pencil is mine. 3)To'ldiruvchi: I have not seen him. 4)Aniqlovchi: I can not find my pencil.

Ingliz tilida olmoshlarning quyidagi turlari mavjud:

1. Personal pronouns (Egalik olmoshlari)
2. Possessive pronouns (Qaratqich olmoshlari)
3. Reciprocal pronouns (Birgalik olmoshlari)
4. Demonstrative pronouns (Ko'rsatish olmoshlari)
5. Interrogative pronouns (So'roq olmoshari)
6. Relative pronouns (Bog'lovchi olmoshlar)
7. Simple pronouns (Noaniq olmoshlar)
8. Reflexive pronouns (O'zlik olmoshlari)
9. Definite pronouns (Aniq olmoshlar)

Personal pronouns (Egalik olmoshlari)

Egalik olmoshlari son va kelishik kategoriyalariga ega:

In singular (Birlikda)

Common case (Bosh kelishik)	Objective case (Tushum kelishik)
-----------------------------	----------------------------------

I

Me

He, She, It

Him, Her, It

In Plural (Ko'plikda)

We

Us

You

You

They

Them

Bu olmoshlar gapda ega va qo'shma otlashgan kesimning

otlashgan qismi vazifasini bajaradi:

Ega: I saw that picture.

Qo'shma otlashgan kesimning otlashgan qismi: It is I (he,we)

Agar **I** gapda egalik olmoshi yoki ot bilan kelsa, **I** ulardan keyin ishlatiladi: You and I (he and I) must be there at 7 o'clock; My brother and I will help you. He rus tilida mujskoy roddagi ot bilan almashadi: Peter is an engineer. He works at a factory.

She rus tilida jenskiy roddagi ot bilan almashadi:

-Where is Helen?

-She is in the garden.

It olmoshi jonsiz otlar bilan almashadi: The chair is broken. It is broken; The book is on the shelf It is on the shelf; The window is open. It is open.

Agar hayvonlarning jinsi noaniq bo'lsa yoki so'zlovchini bu qiziqtirmasa, **it** olmoshi ishlatiladi: The cat is under the table. It is under the table.

They olmoshi jonsiz va jonli predmetlarning nomini bildiruvchi ko'plikdagi otlar bilan almashadi: The students are in the corridor. They are in the corridor. The documents are on the table. They are on the table.

You birlik va ko'plik sondagi ikkinchi shaxsga murojaat qilganda ishlatiladi: Children, where are you? Mary, where are you?

Thou (thee) ikkinchi shaxs birlik shakli (qadimiy ingliz tilidan meros sifatida qolgan bo'lib) faqatgina prozada ishlatiladi.

Tushum kelishigining egalik olmoshlari o'zbek tiliga tushum va jo'nalish kelishigi shakllarida beriladi.

He saw me (meni) the street (U meni ko'chada ko'rdi);

I met them (ularni) at the station (Men ularni stansiyada ko'rdim);

He showed her (unga) the picture (U unga rasmni ko'rsatdi);

He showed them (ularga) the picture (U ularga rasmni korsatdi).

To predlogi bilan ishlatilgan tushum kelishigidan olmosh o'zbek tiliga jo'nalish kelishigi shaklida tarjima qilinadi: He showed the picture to her (unga). Tushum kelishigidagi olmosh **by** va **with** predloglari bilan ishlatilsa, bular o'zbek tiliga "tomonidan", "orqali"

yoki “bilan” ko’makchilari yordamida tarjima qilinadi: The article was translated **by** her. (Maqola u tomonidan tarjima qilindi.) The pen is **in** bed. I can not write **with** it. (Bu ruchka yomon. Men u bilan yoza olmayman).

Tushum kelishigidagi olmoshlar istalgan predlog bilan ishlatilishi mumkin: This letter is **for** you. I have read **about** it. I am quite agree **with** him. I have received a letter **from** her.

Possessive pronouns (Qaratqich olmoshlari)

Ingliz tilida mustaqil holatda ishlatiladigan qaratqich olmoshlari mavjud: **mine, yours, his, hers, ours, theirs**. Bunday olmoshlardan keyin, odatda, otlar ishlatilmaydi. Qaratqich olmoshlari gapda ega, kesim, to’ldiruvchi vazifalarini bajaradi: This is not my pencil, mine is blue. I have broken my pencil. Please, give me yours.

Eganing shaxsiga qarab “o’zining” (my, his, her, our, their, your) olmoshlar ingliz tilida har xil ko’rinishlarga ega bo’ladi: **I** have broken **my pencil**. She has lost **her pencil**. They gave us **their books**; I haven’t got a dictionary. Can you give **me yours**.

Egalik olmoshlarining qaratqich shakllari quyidagi ko’rinishlarga ega:

Birlikda		Ko’plikda	
I	My	We	Our
He	His	You	Your
She	Her	They	Their
It	Its		

Qaratqich olmoshlari gapda, odatda, otlarni aniqlab kelayotgan aniqlovchilardan oldin ishlatiladi: Where is **my** red pencil? **His** elder brother lives in Leningrad.

Qaratqich olmoshlari artiklga o’xshab **all** va **both** dan keyin ishlatiladi: All **my** pencils are in that box. Both **his** brothers live there.

Ma’lumki, ingliz tilida egalik kategoriyasi mavjud emas. O’zbek tilidagi egalik kategoriyasining ma’nosi ingliz tilida qaratqich olmoshlari orqali ifodalanadi: He spent **his** holiday in the Crimea (U ta’tilni Qrimda o’tkazdi). I told **my** wife about it(Men rafiqamga bu

haqda so'zlab berdim). Take off **your** coat(Paltoingizni yeching). He put the letter into **his** pocket(U xatni cho'ntagiga qo'ydi).

Reflexive pronouns (O'zlik olmoshlari)

O'zlik olmoshlari **my, our, your, him, it, them** olmoshlariga - **self** (birlikda),va **selves** (ko'plikda) affikslarini qo'shish orqali hosil qilinadi: **myself, yourself, himself, herself, itself, oneself** - birlikda; **yourselves, ourselves, themselves** - ko'plikda. Don't hurt yourself, Peter! Don't hurt yourselves, comrades!

O'zbek tilida o'zlik ma'nosini **-n** (-in), **-l** (-il) affikslari orqali hosil qilinadigan o'zlik nisbatidagi fe'llar ham mavjudligi sizga ma'lum.

Chunonchi, **yuvindi, tarandi, ko'tarildi** kabi. Ingliz tilida esa o'zlik ma'nosi fe'llardan keyin **myself, yourself, himself, herself, itself, oneself, yourselves, ourselves, themselves** kabi olmoshlarni ishlatish orqali yasaladi: He defended himself bravely; She hurt herself Be careful. Don't cut yourself; Go and was yourself, Mary.

Ba'zi fe'llarning lug'aviy ma'nosida o'zlik ma'nosi ifodalangan bo'ladi: I washed, dressed and shaved. (Yuvindim, kiyindim va soqolimni oldim); **Feel, behave** va shunga o'xshash ayrim fe'llardan keyin **myself, yourself, himself** kabilar ishlatilmaydi. He feels well. (U o'zni yaxshi his etadi); He feels bad. (U o'zini yomon his etadi); He behaved like a child.(U o'zini boladek tutadi);

Egalik olmoshlaridan keyin "o'zi" olmoshining ma'nosini ta'kidlash zarur bo'lsa, **myself, yourself, himself** kabi o'zlik olmoshlari ishlatilishi zarur: He was angry with himself (U o'zidan jahli chiqdi). I ask nothing for myself (Men o'zim uchun hech narsa so'ramayman).

Quyidagi holatlarda o'zlik olmoshi o'rnida tushum kelishigidagi egalik- olmoshlarini ham qo'llash mumkin: You and I (he and I) must be there at 7 o'clock. My brother and I will help you. I shall take you with me (Men sizni o'zim bilan olib ketaman); She heard the steps behind her (U orqasida qadam tovushlarini eshitdi). He put the map before him (Uxaritani yoniga qo'ydi). O'zlik olmoshlari ot va olmoshning ma'nosini kuchaytirish uchun ham ishlatiladi: I saw it myself (Men buni o'zim ko'rdim). I myself saw it (Men o'zim buni ko'rdim). You yourself said it(Sizning o'zingiz buni aytdingiz).You

said it yourself (Sizning buni o'zingiz aytdingiz). He did it himself (U buni o'zi bajardi). He himself did it (Uning o'zi buni bajardi). They said so themselves (Ular buni o'zlari aytdilar). They themselves said so (Ularning o'zlari buni aytdilar).

Reciprocal pronouns (Birgalik olmoshlari)

Birgalik olmoshlari **each other** (ikki kishi), **one another** (ikkidan ortiq) ma'nolarida ishlatiladi. Lekin har doim ham bu farqqa rioya etilmaydi: They have known each other for 2 years (Ular bir-birini ikki yildan beri biladi). They often see one another (Ular tez-tez bir-birovlari bilan ko'rishib turishadi).

Each other yoki **one another** ga tegishli predlog **each** va **one** dan oldin ishlatiladi: about each other; for each other, about one another.

Demonstrative pronouns (Ko'rsatish olmoshlari)

Ko'rsatish olmoshlari: **this - these, that -those**. Agar **this, these** yoki **that, those** bilan aniqlanadigan ot boshqa aniqlovchilar bilan ham aniqlansa, bu ko'rsatish olmoshlari ulardan oldin ishlatiladi: He lives in that house. He lives in that white house.

This country so'zlovchining o'zi yashayotgan mamlakati ma'nosida ishlatiladi: The exports of coal from this country decreased last year. The imports of coal into this country decreased. Agar so'zlovchining o'zi yashayotgan mamlakati haqida gap ketmasa, **that country** ishlatiladi: I was in Bulgaria last year. I liked that country very much.

Zamon haqida gap ketganda nutq momenti yoki hozirgi jarayon bilan **this**, o'tgan zamon haqida gap ketsa **that** ishlatiladi: I am busy at this moment. I spent the summer of 1999 in the south. We had a lot of rain that summer.

Otning takrorlanishidan saqlanish maqsadida **this** va **that olmoshlaridan** keyin **one so'zi** ishlatiladi: Will you give me another book? I don't like this one. This book is mine and that one is yours.

This ko'chirma gapdan oldingi gapda, **that** esa ko'chirma gapdan keyingi gapda ishlatiladi: This is what she said: "I don't think he is right". "I don't think he is right That is what she said.

That va **those** oldin ishlatilgan otni aniq artikl bilan takrorlashdan saqlanish maqsadida ishlatiladi: The price of the book is higher than that (the price) of the pen. At our factory there are a few machines similar to those (the machines) described in this magazine.

Ko'rsatish olmoshi o'rnida **it** ham ishlatiladi: Who is there? It is Helen. What is this? It is a dictionary.

Such olmoshi ham ko'rsatish olmoshlari qatoriga kiritiladi: These are such- interesting books; Such was the agreement between the two parties.

Birlikdagi sanaladigan otni **such** olmoshi aniqlasa, noaniq artikl **a/an such olmoshidan** keyin ishlatiladi: It is such an interesting book.

Interrogative pronouns (So'roq olmoshlari)

So'roq olmoshlari quyidagilar: **who, whom, whose, what, which.**

Who ikki kelishik formasida ishlatiladi: Bosh kelishikda - **who**, tushum kelishigida - **whom.**

Who ega vazifasida kelsa, kesim birlikda bo'ladi: Who is there? Who has taken the book?

Who predikativ (qo'shma otlashgan kesimning otlashgan qismi) vazifasida kelsa, bog'lama fe'l ega vazifasida kelgan ot yoki olmosh bilan moslashadi: Who is that boy (he)? Who are those boys (they)?

Whom vositasiz to'ldiruvchi vazifasida **who** bilan almashinishi mumkin: Who (whom) did you meet there? Who (whom) did you ask about it?

Whom predloglar bilan vositali to'ldiruvchi vazifasida ishlatiladi: To whom did you show the letter? By whom is the letter written?

Whom har qanday predloglar bilan ishlatiladi: From whom did you receive the telegram? Of whom are you speaking? With whom did you come yesterday?

Whom ga tegishli predlog fe'ldan keyin ishlatiladi, gapda to'ldiruvchi bo'lsa, predlog to'ldiruvchidan keyin ishlatiladi. Bunday holda **whom** o'rnida **who** qo'llanadi: Who did you show the letter to? Who is the letter signed by? Who did you receive the telegram from? Who are you speaking of? Who did you come with yesterday?

Whose so'roq olmoshi aniqlovchi vazifasida kelib, faqatgina aniqlanmishdan oldin ishlatiladi. Ularni gapdagi boshqa so'zlar bilan

ajratish mumkin emas: Whose dictionary is that? Whose book did you take?

What gapda ega, to'ldiruvchi va qo'shma otlashgan kesimning otlashgan qismiga savol berganda ishlatiladi: What has happened? What have you brought? What is she?

What ega vazifasida kelsa, undan keyin fe'l birlikda ishlatiladi: What has happened? What is lying on the table?

What qo'shma otlashgan kesimning otlashgan qismi bo'lsa, uning bog'lama fe'li ega vazifasida kelgan ot yoki olmosh bilan shaxs va sonda moslashadi: What is the price for the book? What are the prices for these books? What are the results of the examination?

Shaxsning kasbi yoki mansabi so'ralganda **what** so'zi ishlatiladi: What is he? - He is an engineer.

By **what** va **with what** o'zbek tilidagi nima bilan so'z birikmasiga to'g'ri keladi: By what is this engine driven? With what did you cut it?

What har xil predloglar bilan ishlatiladi. Predlog **what** ga tegishli bo'lsa, u fe'ldan keyin ishlatiladi: What are you working at?

What gapda to'ldiruvchi vazifasini bajarsa, predlog to'ldiruvchidan keyin ishlatiladi: What was he speaking to you about?

Undov gaplarda **what** "qanday" ma'nosida ishlatilib, sanaladigan otdan oldin va **what** dan keyin birlikda noaniq artikl ishlatiladi: What a fine building!

Which chegaralangan shaxs va olmoshlardan oldin tanlash ma'nosida ishlatiladi: Which chapter did you like best? Which would you like? Which do you prefer to learn : French or English ?

Tanlov ma'no ifodalamasida **what** ishlatiladi: What books did you buy? (tanlov ma'nosi yo'q); On which floor do you live? (tanlov ma'nosi bor)

Relative pronouns (Nisbiy olmoshlar)

Nisbiy olmoshlar bosh va ergash gapni bog'laydi hamda ergash gapning a'zosi hisoblanadi: **who, whom, whose, what, which.** Who has done it is unknown. I don't know which of them speaks French. That is not what I want. Aniqlovchi ergash gaplarni **who, whom, whose, which, that** olmoshlari bog'laydi: The watch that I lost was a very good one.

Shaxsni ifodalovchi who ergash gapning egasi vazifasini bajaradi: The man who was here is a book - keeper.

Whom ham shaxsni ifodalab, ergash gapda to'ldiruvchi vazifasini bajaradi: There is the man whom we saw in the park yesterday.

Which jonsiz predmetlar va hayvonlarga nisbatan ishlatilib , gapda ega yoki to'ldiruvchi vazifasida keladi: He showed me the skin of the wolf, which he had killed (to'ldiruvchi). The books which (ega) are on the table must be returned to the library.

Which butun bir gapga tegishli bo'lib, bu gapning o'rnini bosadi: I said nothing, which made him still more angry (Men unga hech narsa demadim, bu uning jahlini chiqardi).

Whose jonli predmetlarni ifodalab , o'zi aniqlagan otdan keyin ishlatiladi: That is the girl whose brother came to see us yesterday.

That jonli va jonsiz predmetlarga tegishli bo'lib, odatda **which** va **whom** o'rnida ham ishlatiladi: The article that (which) I translated yesterday was very easy. The doctor that (whom) I visited yesterday is a good specialist in the diseases of the heart.

Who olmoshi ega vazifasida kelsa, kamdan-kam that bilan almashadi: The man who (that) has written this article is my friend.

Orttirma darajadagi sifatlar, tartib son yoki **all, any, only** bilan aniqlangan otlardan keyin faqatgina **that (which va whom** emas) ishlatiladi: This is the best dictionary that I have ever seen. This is the first composition that he has written in English. Come at any time that is convenient to you. I have read all the books that you gave me.

Izohlovchi aniqlovchi ergash gaplarda **that** ishlatilmaydi: His article on this subject, which was published in 2002, was a great success. My brother, whom I have not seen for a year, has just returned.

Whom va **which** olmoshlaridan oldin yoki fe'ldan keyin predlog ishlatiladi: The man, about whom we were talking yesterday, will come at 5 o'clock yoki The man, whom we were talking about yesterday, will come at 5 o'clock.

Nisbiy olmoshlar gapdagi egani aniqlab kelsa, shu ega bilan fe'l sonda moslashadi: The student who is standing at the window is my brother. The books which (that) are lying on the table are mine.

Aniqlovchi ergash gaplarni bosh gap bilan bog'laganda **where** va **when** ham ishlatiladi: I am going to spend my vacation in the

village where I was born. That happened on the day when he left for Leningrad.

Reason ot so'z turkumidan keyin nisbiy olmosh o'rnida **why** ishlatiladi: That is the reason why he did it.

Same va **such** so'zlari nisbiy olmoshlar vazifasida ishlatilsa, ikkinchi egadan oldin **as** ishlatiladi: I had the same difficulty as you had. It is not such an interesting book as I thought.

Nisbiy olmosh predlogli bo'lsa va bu nisbiy olmosh tushirilsa, uning predlogi fe'ldan keyin ishlatiladi: This is the book the professor referred to in his lecture. (This is the book to which the professor referred in his lecture.)

Ergash gapning egasi vazifasida ishlatilgan nisbiy olmoshlar tushirilmaydi: The man who is sitting next to Tomson is my English teacher. There is the student whose father has been awarded the State Prize. Izohlovchi ergash gaplarda ham nisbiy olmoshlar tushirilmaydi: Mr. Toshov's article, which I read yesterday, is very interesting.

Simple pronouns (Noaniq olmoshlar)

Ingliz tilidagi noaniq olmoshlar quyidagilar: some, any, no, something, somebody, someone, anybody, anyone, anything, nobody, nothing, no one, none, much, many, little, few, all, both, either, neither, each, every, everybody, everything, everyone, other, one.

Quyida ularning xususiyatlari bilan tanishamiz:

Some va **any** olmoshlari. **Some** - bo'lishli gaplarda, **any** bo'lishsiz gaplarda umumiy so'roq gaplar va shart ergash gaplarda ishlatiladi. Ko'plikdagi otlardan oldin aniqlovchi vazifasida **some** ishlatiladi: He asked me some questions; Have you got any interesting book? If there are any new magazines in the library, take some for me.

Some olmoshi ba'zan sanaladigan otlardan oldin birlikda ham ishlatiladi: I have read it in some book (in a book). Bu gapda some olmoshi noaniqlikni chertib ko'rsatishga xizmat qiladi.

Some va **any** olmoshlari ot vazifasida ishlatilib, ko'plikni ifodalaydi: They asked us some stamps, and we sent them some. He asked me some stamps, but I hadn't any. I want some matches. Have you got any? Some people like strong tea, and some don't.

Any emas, balki **some** maxsus so'roq gaplarda hamda taklif va iltimos ifodalangan umumiy so'roq gaplarda ishlatiladi: Why didn't

you buy some cheese? Won't you have some tea? Can I have some cold water.

Ko'plikdagi otdan oldin aniq artikl **the** ishlatilib, qaratqich yoki ko'rsatish olmoshlari ishlatilgan bo'lsa, **some olmosh**idan keyin **of** ishlatiladi: Some of the students are taking their exam tomorrow. Some of my friends speak two foreign languages. Some of these pens are on the shelf.

Some olmoshi sanalmaydigan otlardan oldin **of** predlogi bilan ishlatilib o'zbek tilida **bir qism** ma'nosini ifodalaydi: Some of the sugar was packed in bags.

Some olmoshi sondan oldin ishlatilib, o'zbek tilida **chamasi-** ma'nosini ifodalaydi: There are some fifty people there. (U yerda 50 kishi chamasida odam bor edi.) We waited some twenty minutes. (Biz 20 minutlar chamasida kutdi).

Any bo'lishli va so'roq gaplarda birlikdagi sanaladigan va umuman sanalmaydigan otlardan oldin o'zbek tilida **har qanday, xoxlaganingizni** ma'nosida ishlatiladi: You may come at any time that is convenient to you.

Somebody, someone, something, anybody, anyone, anything olmoshlari gapda ega yoki to'ldiruvchi vazifasida ishlatiladi. Somebody entered the room. I heard someone singing a song in the nextroom.

Someone, somebody, something bo'lishli gaplarda, **anyone, anything** bo'lishsiz gaplar, umumiy so'roq gaplar va shart ergash gaplarda ishlatiladi: Somebody (someone) is knocking at the door. There is not anything in the box. He asked the secretary whether there was anybody waiting for him. If anything happens ring me up immediately.

Bu olmoshlar ega vazifasida kelsa, kesim birlikda ishlatiladi: Somebody has taken my book. Is there anybody there?

Anyone, anybody, anything o'rnida maxsus so'roq gaplarda hamda umumiy so'roq gaplarda taklif yoki iltimos ifodalansa, **someone, somebody, something** ishlatiladi: Why didn't you ask somebody to help you? Will you have something to eat? Will someone help us?

Somebody, anybody olmoshlaridan keyin **of** ishlatilmaydi. Bunday hollarda **one of us, one of you, one of them, one of the students** ishlatiladi: One of the students told about it.

Anyone, anybody, anything bo'lishli va so'roq gaplarda **har qanday; xohlaganingiz** ma'nosida ishlatiladi: *Anybody can do that. You may play anything you like. May I play anything I like?*

Anybody olmoshidan keyin ham **of** ishlatilmaydi. Bunday holda: **any of us, any of you, any of them** ishlatiladi: *Any of you come to the party.*

No va **none** olmoshlari. **No** birlik va ko'plikdagi otlardan oldin **not any** va birlikdagi otdan keyin **not a** ishlatiladi. Ko'plikdagi sanaladigan va sanalmaydigan otlardan oldin ishlatiladi: *I have no ticket. = I haven't a ticket; I found no mistakes in your translation. = I did not find any mistakes in your translation; I have no time to help you today. = I haven't any time to help you today.*

Ega vazifasidagi otdan oldin **no** ishlatiladi (**not... a, not ... any** ishlatilmaydi.) *No steamer has left the port yet. No information has been received from him.*

Ot so'z turkumi o'rnida **no** emas, balki **none** birlik va ko'plikdagi sanaladigan va sanalmaydigan otlardan oldin ishlatiladi:

-Is there a telephone in the room?

-No, there is none.

-Are there any French magazines in the library?

-No, there are none.

-Is there any ink in the bottle?

-No, there is none.

Nobody olmoshi mazmunan **not anybody** ga, **no one** olmoshi esa **not ...anyone** ga teng keladi. **Nothing** olmoshi **not ... anything** ma'nosini ifodalaydi: *We saw nobody there = We didn't see anybody there. We read nothing about it= We didn't read anything about it.*

Not anybody, not ...anyone, not ... anything kabilar **nobody, no one, nothing** ga nisbatan ko'proq ishlatiladi.

Nobody va **nothing** ega vazifasida ishlatilsa, fe'l birlikda qo'llanadi: *Nobody has told me about it. There is nothing in the box.*

Nobody va **no one** dan keyin **of** ishlatilmaydi. Bunday holda **none of us, none of you, none of them, none of the students** qo'llanadi: *None of them came to the meeting.*

Much va **many** olmoshlari. **Much** va **many** "of" predlogi bilan ega vazifasida ishlatiladi: *Much of what you say is true. Much of the work was done before dinner. Many of the students of the third course were presenting at the meeting.*

Ko'pchilik hollarda **much** va **many** olmoshlari so'roq va bo'lishsiz gaplarda ishlatiladi: Have you much work to do today? I haven't many French books.

Boshqa hollarda **much** o'rnida **a lot (of), lots (of), a good deal (of), a great deal (of)** ishlatiladi: A lot of people are walking in the square now.

Many o'rnida **a lot (of), lots (of), plenty (of), a good many, a great many** ishlatiladi: There are plenty of English books in the library.

Much ravish vazifasida ham ishlatiladi: He does not read very much.

Little va **few** olmoshlari sifat va ot vazifasida ham ishlatiladi. **Little** va **few** olmoshlari, **very, rather, too, so, as, how** kabilar bilan aniqlanmasa, ular bo'lishli gaplarda **not much, not many** bilan almashinadi: I haven't got much time (I have got little time.) There are not many French books in our library. (There are few French books in our library.)

Little va **few** ot o'rnida ega vazifasida ham ishlatiladi: Little has been said about it. Many people were invited but few came.

A little va **a few** "ozgina", "bir nechtagina" ma'nosida ishlatiladi: Please, give me a little water. I have a few books on this subject.

A little va **a few** "bir oz", "bir necha" ma'nolarida ishlatiladi: I have got little time (vaqtim oz yetishmaydi). I have got a little time (Ozgina vaqtim bor, ozgina bo'lsa ham vaqtim yetishadi). He has few friends. (Uning do'stlari juda oz, yo 'q desa ham bo'ladi.) He has a few friends (Uning bir nechta do'stlari bor, lekin shunisi ham unga yetarli.)

A little / a few dagi "a" noaniq artikl so'zlarning aniqlanmishiga emas, o'zlariga tegishli. **Little** va **few** aniq artikl **the** bilan ishlatiladi: the little, the few.

The little - mavjud, oz miqdordagi. The few - mavjud, bir nechtagina kabi ma'nolarini beradi. He has brought the little water he had (U ozgina bo'lsa ham bor suvni keltirdi). He has read the few English books he has (U o'zida bor bo'lgan bir nechtagina inglizcha kitoblarni o'qib chiqdi).

All olmoshi sifat o'rnida va sanaladigan ko'plikdagi va sanalmaydigan otlardan oldin ishlatiladi: **all** olmoshidan keyin **the**

artikli qaratqich yoki ko'rsatish olmoshlari bilan qo'llaniladi: All of the students have passed their exam. He spends all his free time in the reading room. He brought all these books to me.

Sanaladigan otlardan oldin birlikda **all** o'rnida **the whole** ishlatiladi: The whole house was destroyed by fire (Butun hovlini yong'in ko'kka sovurdi).

Morning, day, night va boshqa vaqtni ifodalaydigan so'zlar bilan **all** va **the whole** ishlatiladi. All the morning, the whole morning, all the day, the whole day. **All** olmoshi otdan oldin aniq artikl bilan yoki artiklsiz ishlatiladi: I have read all the books you gave me. I have got all the information I want. All plants require water.

All olmoshi ham ot o'rnida ishlatiladi: All said the same thing (hamma bir narsani aytdi). I know all (men hammasini bilaman). Agar kesim murakkab formal fe'ldan iborat bo'lsa, **all** olmoshi yordamchi yoki modal fe'ldan keyin ishlatiladi: We have all read this book. You must all go there. Agar yordamchi fe'l ikkita bo'lsa, unda **all** olmoshi birinchisidan keyin ishlatiladi: We have all been informed about it.

Agar **to be** oddiy kesim vazifasida kelsa **all** olmoshi undan keyin ishlatiladi: They are all here. We are all glad to see you.

We all, you all, they all kabilar all of us, all of you, all of them kabilarga teng. We all know it = all of us know it. They all went there = all of them went there.

All o'rnida odatda **everybody** yoki **everyone, everything** ishlatiladi: All were of the same opinion. Everybody was of the same opinion. **All** va **everything** olmoshlari "jami", "barcha" ma'nolarida kelsa, kesim birlikda ishlatiladi: All is ready; Everything is ready. **Both** olmoshi har ikkalasi ma'nosini ham ifodalaydi. Ot bilan ifodalangan aniqlanmish artiklsiz ishlatilishi mumkin. Artikl bilan ishlatilsa, **the** artikl **both** olmoshidan dan keyin ishlatiladi: Both (the) brothers live in Moscow. Qaratqich yoki ko'rsatish olmoshi ham **both** olmoshidan keyin ishlatiladi: Both these steamers were built in Leningrad.

Both olmoshi ot o'rnida ham ishlatiladi: He gave me two magazines yesterday. I have read both (Men har ikkisini o'qidim.) **Both** olmoshi, odatda, **we, you, they** kabi olmoshlar bilan ishlatiladi: we both; you both; they both. We both participated in this work; The both graduated from the University.

Agar kesim yoki modal fe'l kesimdan iborat bo'lsa, **both**

olmoshi modal fe'l yoki yordamchi fe'ldan keyin ishlatiladi: They have both gone to the Caucasus; We must both go there. Agar gapda ikkita yordamchi fe'l bo'lsa, **both** olmoshi birinchisidan keyin ishlatiladi: We have both been informed about it.

To be fe'li oddiy kesim vazifasida kelsa ham **both** undan keyin ishlatiladi: They are right; They were both there. **We both, you both, they both** kabilar ma'no jihatidan **both of us, both of you, both of them** so'zlariga teng: We both participated in this work. Both of us participated in this work.

Both olmoshi gapda ega vazifasida kelsa, kesim ko'plikda ishlatiladi: You have given me two examples, both are correct. Bo'lishsiz gaplarda **both** o'rnida **neither** ishlatiladi: Neither of them recognized me. (Ularning har ikkalasi meni tanishmadi). **Both ... and - ham ... ham** ma'nosida ishlatiladi: Both Peter and Mary were there. (Ham Pyotr ham Meri u yerda edilar)

Either/neither olmoshlari. **Either** olmoshi ikki shaxsga tegishli bo'lib, **har qaysi, ikkalasidan biri** ma'nolarida tarjima qilinadi. **Either** sanaladigan birlik sondagi otdan oldin ishlatiladi va bu ot artikl qabul etmaydi: You may go by either road. Take either book. I don't mind which.

Either olmoshi ot o'rnida ishlatilsa, undan keyin **of** ishlatiladi: Here are two dictionaries. You may take either of them.

Either "har ikkala" ma'nosida ishlatiladi: There were chairs on either side of the table; There were many fine houses on either bank of the river.

Neither olmoshi **either** olmoshining bo'lishsiz formasidir: We excepted neither offer. Neither of the statements is true.

Neither olmoshi bo'lishsiz gaplarda ishlatiladi: He hasn't seen this film yet. - Neither have I.

Either ... or "yoki ... yoki", **neither ... nor** "na ... na" kabilar ayiruv bog'lovchilari vazifasida ishlatiladi: He is either in Kiev or in Odessa. Neither my wife nor I liked this story.

Each va **every** olmoshlari. **Each** olmoshi sifat va ot vazifasida ishlatiladi. **Each** sifat vazifasida ishlatilib, aniqlanmish vazifasidagi sanaladigan otdan oldin artikl ishlatilmaydi: There are new houses on each side of the street. Each student in our group has a Russian — English dictionary. **Each** olmoshi ot o'rnida kelsa, undan keyin **of** predlogi ishlatiladi: There were four students in the room and I gave a

ticket to each (of them). Each of us received a ticket to the concert.

Other olmoshi bilan **each** birikib birgalik olmoshini tashkil etadi: They see each other very often.

Every olmoshi son jihatdan cheklanmagan, **each** esa son jihatdan cheklangan shaxs yoki predmetni ifodalaydi: Every big plant in Russia has its polyclinic. I see him every day.

“Har birimiz (har biringiz, har birlari)” ma’nolarini ingliz tilida **each** yoki **everyone** olmoshlari ifodalaydi: Each of us, each of you, each of them. Everyone of us (you, them). **Every** olmoshi yordamida **everybody, everyone, everything** olmoshlari yasaladi. Bu olmoshlar gapda ega yoki to’ldiruvchi vazifasida ishlatiladi. **Everybody, everyone, everything** ega vazifasida ishlatilsa, kesim birlikda bo’ladi: Everybody is there. Everything is ready. I saw everybody (everyone)there. He told me everything about it.

Every olmoshi va **where** birikib **everywhere** so’zini tashkil etadi: You can get this book everywhere.

Other (boshqa, boshqalar) sifat va ot vazifasida ishlatiladi. Sifat vazifasida **other** birlik va ko’plikdagi otlardan oldin qo’llanadi; har qanday sifatdan oldin ishlatilganidek, bundan tashqari **other** olmoshi qoidaga binoan noaniq artikl bilan qo’shib, **another** olmoshi yasaladi: Give me another example. The house is on the other side of the street. Where are the other books that I gave you? He has other intentions.

Oldin ishlatilgan otni takrorlamalik uchun **otherdan** keyin **one** ishlatiladi: This is not a very good example, I want another one.

Ot vazifasida birlikda **another**, aniq artikl bilan **the other** olmoshlari ishlatiladi. **Other** ko’plikdagi ot o’rnida ishlatilsa -s qo’shib, qoidaga binoan **the** artikli bilan, ba’zan artiklsiz ham qo’llaniladi: I have given you one example; Now I shall give you another. There is only one glove on the table. Where is the other? Where are the others?

Other olmoshi **each other, one another** birgalik kabi olmoshlari sirasiga kiradi.

One olmoshi: **One** olmoshi ot o’rnida ishlatiladi. **One** shaxsi noma’lum gaplarda noma’lum shaxs o’rnida qo’llaniladi. Bunday holda **one** ega vazifasini o’taydi. One never knows what his answer may be. One should be careful when crossing the street. **One** olmoshi ega vazifasida **must, should, ought, can, may** kabi modal fe’llar bilan

ishlatiladi: One must observe traffic rules (Ko'cha harakatiga rioya etish kerak). **One** olmoshi qaratqich kelishigida qo'llaniladi: One must always keep one's word (Doimo so'zingizda turishingiz kerak). **One** olmoshi birlikda ishlatilgan sanaladigan noaniq artiklli otni takrorlamaslik uchun ishlatiladi: I haven't got a dictionary. I must buy one (a dictionary).

One olmoshi birlikda ishlatilgan, sanaladigan, aniq artikl bilan qo'llanilishi kerak bo'lgan otni takrorlamaslik uchun aniq artikl bilan ishlatiladi (**the one**): This book is more interesting than the one (the book) we read last week. **One** olmoshi sifatdan keyin birlikda ishlatilgan, sanaladigan otni takroran qo'llamaslik maqsadida ishlatiladi: This is a black pencil and that is a red one.

Ko'plikdagi otni sifatdan keyin takrorlamaslik uchun **ones** ishlatiladi: These cases are too small; We need some bigger ones. (Bu chamadonlar juda kichkina. Bizga biroz kattarog'i kerak.) Sifatdan keyin ishlatilgan sanalmaydigan otni takrorlamaslik uchun **one** olmoshi qo'llanmaydi: I prefer cold milk to hot.

This, that, which, another, the other olmoshlaridan keyin ishlatiladigan sanaladigan ot o'rnida (uni takrorlamaslik uchun) **one** olmoshi qo'llaniladi. This wireless set is better than that one (wireless). I don't like this pen. Give me another one (pen). Here are two books. Which one would you like? Bu olmoshlardan keyin one olmoshi tushirilishi ham mumkin: This wireless set is better than that ... I don't like this pen. Give me another ... Here are two books. Which ... would you like.

Ko'plikda otni takrorlamaslik uchun **which** dan keyin **ones** ishlatiladi: Here are some books. Which ones would you like? **These** va **those** olmoshlaridan keyin **ones** tushiriladi. These wireless sets are better than those.

Ones olmoshi **other** olmoshidan keyin ishlatilmaydi. Ko'plikdagi otni takrorlamaslik uchun **other olmoshi** qo'llaniladi: I like this pen, but I don't like the other (other ones o'rnida).

One ba'zan **the first, the next, the last** so'zlaridan keyin ishlatiladi: January is the first month of the year, and December is the last one. **One** olmoshi **my, his, her, our, their** qaratqich olmoshlaridan keyin ishlatilmaydi. Bu olmoshlardan keyin, albatta, ot ishlatilishi lozim. Ot ishlatilmasa, qaratqich olmoshlari o'rnida mustaqil olmoshlar (**mine, his, hers, ours, yours, theirs**) qo'llaniladi:

this isn't my pencil, mine (my one o'rnida) is blue. **One** olmoshi qarataqich kelishigidagi otlardan keyin ishlatilmaydi: My fountain pen isn't very good, Kate's is much better.

Exercises

I. Practise personal pronouns (you, him, her, us, etc.), and reflexive and intensive pronouns (myself, herself, ourselves, etc.).

1. Hello. I think we've met before, haven't _____ ?
2. We don't have to help them; they've found a solution _____ .
3. He had to give _____ his personal details on the visa application form.
4. He had to give his personal details _____ .
5. My brother and _____ are both interested in economics.
6. They've bought _____ the new iPad for her birthday.
7. Our graduation party was brilliant. Everybody really enjoyed _____ .
8. He studied architecture so he designed his house _____ .
9. Shop assistant: 'Who's next, please?'
Customer: _____ – I'm first in the queue.'
10. I ignored him and told _____ not to listen to him in the future.

II. Replace the nouns in bold types with personal pronouns:

1. Helen worked hard at history. 2. Mother will send Mary to buy the tickets. 3. The teacher is helping the students to translate the article. 4. The man gave the books to the boy. 5. My friend is going to write a letter to his sister today. 6. This book is not suitable for young children.

III. Insert the interrogative pronouns: what, which, who, whose, whom, why.

1. ... did the teacher finally give in? 2. ... did you show the letter? 3. ... came here yesterday? 4. ... is the population of that town? 5. ... of you speaks French? 6. ... has she in her hands? 7. ... do you meet there? 8. On ... floor do you live? 9. ... dictionary is that? 10. ... lesson did you miss?

IV. Fill in the gaps with the personal or possessive pronouns

provided in brackets to complete the following sentences in English.

1. I went with _____ (she, her) to see _____ - (they, them).
2. _____ (We, Us) will all come together with _____ (he, him).
3. Some letters have come from _____ (she, her) for _____ (I, me).
4. _____ (They, Them) told _____ (I, me) many things about _____ (he, him).
5. _____ (I, Me) thought it was _____ (he, him) coming to see _____ (I, me).
6. Mr Smith and _____ (he, him) are great friends.
7. _____ (I, me) must see _____ (she, her).
8. _____ (She, Her) wants to see _____ (I, me).
9. _____ (He, Him) came here with _____ (we, us).
10. He took _____ (she, her) to the pictures

V. Choose the correct word:

1. Dan bought two folders. He gave (one, ones) to me and kept (another, the other).
2. Some people like hamburgers; (other, others) prefer fishburgers.
3. I've already had (one, ones) tea. I don't want (another, the other) .
4. We are going boating with some friends of (our, ours).
5. Do you want a blue pen or black (one, ones) ?
6. Be nice to (one another, the other).
7. Most of the sports articles are (their, theirs).
8. They sat for two- hours without talking to (each other, another) .
9. Have you got any (other, another) colours?

VI. Answer these questions using the word(s) in brackets.

Example: Do you like this music? (some) Some of it.

1. Did you watch the film? (most)
2. Have you read these books? (a few)
3. Did you take these photographs? (some)
4. Are those people English? (most)
5. How much of this money is yours? (half)
6. Have you spent all the money I gave you? (not all)
7. How much of this luggage is yours? (all)

VII. Circle the correct words in italics.

1. Nick ate dinner with I, me
2. Nick ate dinner with Betsy and I, me.
3. I, Me had dinner with Nick last night.
4. Betsy and I, me had dinner with Nick last night.

5. Please take this food and give it, them to the dog.
6. Please take these food scraps and give it, them to the dog.
7. My brother drove Emily and I, me to the store. He didn't come in. He waited for we, us in the car. we, us hurried.
8. A: I want to get tickets for the soccer game.
B: You'd better get it, them right away. It, They is, are selling fast.
9. Ms. Lee wrote a note on my test paper. She, Her wanted to talk to I, me after class.
10. Between you and I, me, I think Ivan made a bad decision to quit his job He, Him and I, me see things.

VIII.Circle the correct words in italics.

1. Alice called her, hers friend.
2. Tom wrote a letter to his, he's mother.
3. Children should obey his, their parents.
4. A: Excuse me. Is this my, mine dictionary or your, yours?
B: This one is my, mine. Your, Yours is on your, yours desk.
5. The bird cleaned its, it's feathers with its, it's beak.
6. A: What kind of bird is that?
B: Its, It's a crow.
7. Paula had to drive my car to work. Hers, Her had a flat tire.
8. Julie fell off her bicycle and broke hers, her arm.
9. Fruit should be a part of your, yours daily diet.
- 10.It, They is, are good for you, your.
- 11.. a) Adam and Amanda are married.They, Them live in an apartment building.
a) Adam and Amanda are married
b Their, There, They're apartment is on the fifth floor.
c. We live in the same building. Our, Ours apartment has one bedroom, but their, theirs has two.

IX.Complete the sentences with reflexive pronouns.

1. Are you okay, Heidi? Did you hurt yourself
2. David was really embarrassed when he had to go to the job interview with a bandage on his face. He had cut _____ while he was shaving.
3. Do you ever talk to _____? Most people talk to _____sometimes.
4. It is important for all of us to have confidence in our own abilities. We need to believe in_____

5. Sara is self-employed. She doesn't have a boss. She works for _____

6. Steve, who is on the wrestling team, wishes _____ good luck before each match.

7. There's plenty of food on the table. Would all of you please simply help _____ to the food?

8. Brian, don't blame _____ for the accident. It wasn't your fault. You did everything you could to avoid it.

9. I couldn't believe my good luck! I had to pinch _____ to make sure I wasn't dreaming.

10. A newborn puppy can't take care of _____

X. Complete the sentences with your own words. Use a form of the pronoun other in the blank. If you write the completed sentences, underline the forms of the pronoun other.

Example: I have. . . books on my desk.

I have three books on my desk. One is a grammar book, and the others are my dictionary and a science book.

1. I have two favorite colors. One is . . . , andis

2. Some students walk to school.

3. Ted drank. . . , but he was still thirsty, so one.

4. I speak . . . languages. One is . . . , andis.....

5. Some people . . . , and

6. One of my teachers is islare

7. . . . of the students in my class are from students are from .

. . . .

8. There are many popular sports in the world. One is and are....

XI. Complete the sentences with correct forms of the pronoun other: another, other, others, the other, the others.

1. Jake has only two suits, a blue one and a gray one. His wife wants him to buy another one.

2. Jake has two suits. One is blue, and _____ is gray.

3. Some suits are blue. _____ are gray

4. Some suits have two buttons.

_____suits have three buttons.

5. Some people keep dogs as pets. _____have cats. Still people have fish or birds as pets. Can you name _____kinds of animals that people keep for pets?

6. When I was a kid, I had two pets. One was a black dog. _____was an orange cat.

7. When I walked into the classroom on the first day, the room was empty. I sat down at a desk and wondered if I was in the right room. Soon _____

student came and took a seat. Then a few _____followed, and the room slowly began to fill.

8. My boyfriend gave me a ring. I tried to put it on my ring finger, but it didn't fit. So I had to put it on _____finger.

9. People have two thumbs. One is on the right hand. _____is on the left hand.

10. There are five letters in the word "fresh." One of the letters is a vowel. _____are consonants.

THE NUMERAL (SON)

Predmetning son-sanog'ini, tartibini, sonning nomini bildirgan mustaqil so'zlar turkumi son deyiladi. Sonlar aniq miqdorini ifodalashi bilan noaniq miqdor bildiruvchi *much, many, little, few* kabi so'zlardan ajralib turadi. Sonlar so'z birikmasi yoki gap tarkibida, ko'pincha, otga bog'lanib, uning sanog'i, miqdorini (*three pens, two students* kabi), miqdorga bog'liq tartibini, darajasini (*first row, second floor* kabi), otga bog'lanmaganda esa miqdor tushunchasining nomini anglatadi: It is 5 o'clock; two and two is four. Sonlar harflar bilan (*five, six*), arab raqamlari bilan (9, 5, 40, 7,), rim raqamalarini bilan (X, I, XX) ham yoziladi.

Sonlar quyidagi xususiyatlarga ega:

- sonlar boshqa so'z turkumlaridan yasalmaydi, ya'ni son so'z turkumi maxsus yasaliş sistemasiga ega.

- sonlarda ham sifatlardagi kabi ma'no torayishi mavjud: *five and five is ten.*

- sonlar sanaladigan so'zlar (numerativelar) bilan birga ishlatiladi: *two books, three pencils.*

Ingliz tilida sonlar gap tarkibida quyidagi vazifalarda keladi:

Gapda ega vazifasida: Three were absent from the lesson.

Gapda to'ldiruvchi vazifasida: How many books did you take from the library? I took three.

Gapda aniqlovchi vazifasida: The second lesson begins at 11 o'clock.

2000-two thousand

2001-two thousand and one

2235- two thousand two hundred and thirty five.

3000- three thousand. 4000- four thousand, 100 000- a (one) hundred thousand,

1 000 000- a (one) million, 1000 000 000. a (one) milliard (Angliyada), a (one) billion (Amerika qo'shma shtatlarida).

Hundred, thousand, million sonlariga **-s** qo'shilmaydi: Two hundred, three hundred, three thousand, four million. Bu sonlar noaniq yuzlik, minglik, va millionni ifodalasa, **-s** qo'shiladi: hundreds of students (yuzlab studentlar), thousands of people. (minglab odamlar.)

Bu holda son va ot o'rtasida **of** ishlatiladi.

Million so'zi otga aylanishi mumkin, bu holda mazkur son **-s** qabul qiladi va- **million** so'zidan dan oldin **two, three** va hokazolar ishlatiladi, hamda **of** predlogli ot bilan birikadi: two millions of books.

Qo'shma sonlarda o'nliklardan, agar o'nlik bo'lmasa, birliklardan oldin **and** ishlatiladi: 375- three hundred and seventy five, 305. Three hundred and five, 2075-two thousand and seventy five, 2005- two thousand and five, 1 225 3 75-one million two hundred and twenty five thousand three hundred and seventy five.

Raqamlar bilan ifodalangan sonlarning har uch razryadi vergul bilan ajratiladi: 3,734; 2, 720,000

Rus tilidagi roditelniy padej qaratqich kelishigi ingliz tilida of bilan berilmaydi: двести солдат — two hundred soldiers, три тысячи людей - three thousand ,два миллиона книг — two million books.

O'zbek tilidagi qo'shma sonlar tarkibidagi oxirgi birlik ingliz tilida ko'plik formada beriladi: Yigirma bir kun — twenty one days, Uch yuz ellik bir kitob - three hundred and fifty one books.

Angliya va Amerika qo'shma shtatlari (AQSH) dagi pul miqdori quyidagicha ifodalanadi: **Pound** yoki **pound sterling** ramzi son dan oldin qo'yiladi:

£ 1 = one pound £ 25 = twenty five pounds

1 shilling (1/20 funt) "s" bilan ifodalanadi: 1s. = one shilling, 12s. = twelve shillings yoki 12/-, 18/- shaklida beriladi.

Penny (1/12 shilling) *d.* shaklida beriladi: 1 d. = one penny

6d. = six pence yoki -/1,-/6 shaklida beriladi.

Pensning miqdori ifodalanganda *pence* so'zi quyidagi sonlar bilan qo'shib yoziladi: twopence, threepence, sevenpence.

Shilling va pensdan iborat miqdor quyidagicha beriladi:

2s. 6d. yoki **2/6** (*two shillings and six pence* yoki *two and six*) funt, shilling, va pensdan iborat miqdor har xil yo'llar bilan beriladi:

£ 25. 12 s. 8 d.; £ 25.12.8 (twenty five pounds twelve shillings and eight pence)

AQSH pul miqdori dollar deyilib, \$ shaklida ifodalanadi va son dan oldin qo'yiladi: \$1 (*one dollar*), \$ 25 (*twenty five dollars*).

Ba'zan son dan keyin nuqta qo'yilib, 00 qo'yiladi (agar sonda sentlar bo'lmasa):

\$ 1.00; \$ 25.00

Cent qisqacha shaklida beriladi: 1 cent (*one cent*); 65 cents

(*sixty five cents*). **Cent** quyidagicha ham beriladi: \$ 0.12, \$ 0.50.

Dollar va sentdan tashkil topgan miqdor quyidagicha beriladi:

\$25.01 = twenty five dollars and one cent;

\$ 34.01 = thirty four dollars and ten cents;

\$ 3,350.55 = three thousand three hundred and fifty dollars and fifty five cents.

Telefon. nomerlari alohida - alohida aytiladi: 1235 - one two three five, o [ou] deb talaffuz etiladi. Birinchi yoki oxirgi juft raqamlar bir xil bo'lsa, **double** so'zi ishlatiladi: 6634 - double six three four ; 3466 — three four double six ; 6666- double six double six.

O'rtadagi ikki raqam bir xil bo'lsa, **double** so'zi ishlatilmaydi: 3446 - three four four six. 1000 , 2000, 3000 kabilar **one thousand, two thousand, three thousand** deb aytiladi.

Qo'shma tartib sonlarning oxirgi raqami tartib son qo'shimchasini qabul qiladi:

21 st= twenty first, 121 st= hundred and twenty first.

Kitob bo'limlari, qismlari, paragraflar tartib va sanoq sonlar yordamida beriladi:

The first= part one; the fifth chapter=chapter five; the twenty first page=page twenty one.

Uy, xona, tramvay, poyafzal va kiyim o'lchamlari ham sanoq sonlar yordamida beriladi:

Classroom № 15 (number fifteen); He lives in apartment 10 (apartment 10)

Ordinal numerals (Tartib sonlar)

Tartib son bilan aniqlangan otlar aniq artikl bilan ishlatiladi. Bunday holda agar ot tushirilsa, aniq artikl sonidan oldin ishlatilaveradi:

January is the first month of the year. Your first composition is better than the second.

1-12	13-19	20-90	100 ~
1 - first	13	20 - twentieth	100 -
2 - second	14	21 - twenty -	101 - hundred
3 - third	15 - fifteenth	22 - twenty -	first
4 - fourth	16 - sixteenth	second	102 - hundred
5 - fifth	17	30 - thirtieth	second

6 - sixth	18	-	40 - fortieth	200 - two
7 - seventh	19	-	50 - fiftieth	hundredth
8 - eighth			60 - sixtieth	201 - two
9 - ninth			70	and first
10 - tenth				300 - three
11 - eleventh				hundredth
12 - twelfth				400 - four
				hundredth

Chronological dates (Xronologik sanalar)

Yillar ham sanoq sonlar yordamida ifodalanadi : 1900 = nineteen hundred; 1904 = nineteen four; 1915 = nineteen fifteen.

Year so'zi raqamlardan keyin ishlatilmaydi. Bu so'z raqamlardan oldin quyidagicha beriladi : In the year nineteen fifteen.

Sanalar tartib sonlar bilan beriladi : 15 th May, 1948 ; May 15 th, 1948; May 15, 1948 ; The fifteenth of May nineteen forty eight; May the fifteenth, nineteen forty eight.

Fractional numerals (Kasr sonlar)

A (one) half $2/1$, a (one) third $3/1$, two thirds $3/2$, a (one) quarter $4/1$, a (one) fourths $4/3$, a (one) fifth $5/1$, two fifths $5/2$, one sixth $6/1$, two six $6/2$, 0.1= nought point or point one 00.1= nought point or point nought one.

Five sixth: $5/6$, one and a half : $11/2$, two and a (one) third: $2/3$, 2,35= two point three five, 32.305=three two (thirty two) point three nought five, ton=two thirds of a ton: $2/3$ ton.

a(one) fifth	a (one) half	five sixth $5/6$
two fifth	a(one) third	one and a half $11/2$
one sixth	two thirds	two and a (one) third $2/3$
two sixth	a (one) quarter	0.1= nought point or point one
a(one) fourth	00.1= nought point or point nought one	
three quarters	2,35= two point three five	
three fourth	32.305=three two (thirty two) point three nought five	
	ton=two thirds of a ton: $2/3$ ton.	

Butunlik nolga teng bo'lsa, son bilan aniqlangan ot birgalikda ishlatiladi: 0.25 ton (nought point two five of a ton).

Butunlik bir va undan ortiq sondan iborat bo'lsa, ot ko'plikda ishlatiladi: 1,25 tons (one point two five tons).

23.76 tons (two three point seven six tons *yoki* twenty three point seven six tons).

Mixed numerals, aralash sondam iborat at ko'plikda ishlatiladi. Bu holda har bir raqam alohida o'qiladi: 2 tons= two tons and a half tons *yoki* two tons and a half; 4 tons= four and a third tons *yoki* four tons; and a third; 0.25= nought point two five *yoki* point two five; 14.105= one four (fourteen) point one nought five.

Foizlar quyidagicha beriladi:

2% = 2 percent *yoki* 2 p.c. (two per cent)

1/2 % - 2 percent *yoki*. (a half per cent *yoki* a half of one per cent)

;

0.2 % - per cent *yoki* 0,2 p.c. (nought point two per cent *yoki* nought point two of one per cent).

Exercises

I. Form ordinal numerals from the following cardinal ones.

34,53,12,14, 3, 704, 405, 62, 79,533, 67,108,300,1004, 2007.

II. Translate into English and make up sentences using them.

1) to'rt million tonna; 2) o'n ikkita daftar; 3) ikki ming uch yuz so'm; 4) o'nta quti; 5) olti ming beshta avtomobil; 6) milliard yil.

III. Write the following dates in English:

12 yanvar 1992 yil

1 sentabr 1974

4 may 1976 yil

22 aprel 1472 yil

30 dekabr 1954 yil

23 fevral 1978 yil

18 iyun 1904 yil

21 oktabr 2005 yil

8 mart 2000 yil

19 avgust 1297 yil

IV. Complete the following sentences with proper ordinal numbers in English. Remember about using THE'.

1. Monday is_____ day of the week.
2. February is_____ month of the year.
3. Wednesday is_____ day of the week.
4. April is_____ month of the year.
5. Friday is_____ day of the week.
6. June is_____ month of the year.
7. July is_____ month of the year.
8. Thursday is_____ day of the week.
9. August is_____ month of the year.
10. March is_____ month of the year.
11. Saturday is_____ day of the week.
12. January is_____ month of the year.
13. November is_____ month of the year.
14. May is_____ month of the year.
15. Tuesday is_____ day of the week.
16. September is_____ month of the year.
17. Sunday is_____ day of the week.
18. October is_____ month of the year.
19. December is_____ month of the year.

V. Fill in the gaps with ordinal and cardinal numbers in English.

- We have breakfast at_____ o'clock. (8)
- It is the_____ time he comes here. (8)
- I have bought_____ books. (4)
- This is the_____ book I am reading this month. (4)
- You must do this exercise the_____ time. (2)
- I have seen_____ of my friends. (2)
- He is in the_____ class. (7)
- He has learnt English for_____ years. (7)
- I have worked on this for_____ hours. (3)
- You will find the answer in the_____ lesson. (3)
- Monday is the_____ day of the week. (1)
- There is only_____ cake left. (1)
- The_____ part will be for him. (10)
- _____ of his soldiers were killed in the battle. (10)

_____ is a good number. (5)

My boy is in the_____ form. (5)

VI. Write the numerals and dates

1. 12th October 1492_____

2. 12th April 1961_____

3. 6th March 1876_____

4. 8,454 km_____

5. 206_____

6. 822_____

7. 824_____

8. 5,895 m_____

9. 19,888,000_____

10. 20th July 1969_____

THE VERB (FE'L)

Ish-harakatni yoki holarni atab keluvchi mustaqil so'z turkumi fe'l deyiladi.

Fe'llarning quyidagi ma'noviy guruhlar mavjud:

Harakat fe'llari inson, hayvon, jonsiz predmetlarga xos faoliyatni ifodalaydi. Ular yurish, ta'sir etish, zarb berish kabilar bilan bog'liq bo'ladi. Bunday fe'llar qo'l, oyoq, yuz, gavda, og'iz bilan bog'liq harakatlarda yaqqol ko'zga tashlanadi. Masalan, to fall, to crawl, to give, to take, to hold, to climb.

Nutq fe'llari insonning gapirish harakati bilan bog'liq bo'ladi. Ushbu fe'llarning uslubiy jihatdan betaraf, salbiy yoki ijobiy ma'no xarakteriga ega bo'lgan, variantlari mavjud. Masalan, to speak, to talk, to say, to tell, to cry, to wisper, to murmur.

Holat fe'llari inson tabiatiga xos bo'lgan jismoniy, hissiy - ta'siriy holatlarni ifodalash xarakteriga ega. Chunonchi, to fell, to suffer, to love, to hate.

Natijali faoliyat fe'llari. Insonning faoliyati bilan bog'liq bo'gan bunday fe'llarga quyidagilarni misol qilish mumkin: to build, to decorate, to write, to draw.

Tafakkur va munosabat fe'llari: to think, to consider, to contemplate, to suppose, to suggest.

Ingliz tilida fe'l so'z turkumi quyidagi grammatik kategoriyalarga ega: shaxs o'timlilik, o'timsizlik, son, zamon, tur, nisbat va mayl. Fe'llar harakat va holatning obyektga munosabatga qarab o'timli va o'timsizlik xususiyatiga ega bo'ladi. Ular **Transitive verbs** and **Intransitive verbs** deb yuritiladi.

Ingliz tilida fe'llar shaxsi ma'lum (Finite Forms of the Verbs) va shaxsi no'malum (Non-Finite Forms of the Verbs) fe'llarga bo'linadi. Shaxsi ma'lum fe'llar gapda kesim vazifasida ishlatiladi, shaxsi no'malum fe'llar gapda yakka o'zi kesim vazifasini bajara olmaydi.

Fe'llar tuzilishiga ko'ra quyidagi ko'rinishlarga ega bo'ladi:

1) sodda fe'llar (simple verbs): a) tarkibida so'z yasovchi affiksi bo'lmagan sodda tub fe'llar: read, live, speak, go; b) tarkibida so'z yasovchi affikslar mavjud bo'lgan sodda yasama fe'llar (derived verbs) civilize, simplify, misunderstand, undo.

2) qo'shma fe'llar (compound verbs): tarkibi ikki o'zakdan iborat

bo'lgan fe'llar:

whitewash, broadcast

3) murakkab fe'llar (composite verbs). Bunday fe'llar **fe'l+ravish** so'z turkumlaridan kelib chiqqan bo'lib, fe'l va predloglarning o'zaro birikishidan hosil bo'lgan fe'llardir: come in, take off, go on, give up, sit down. Fe'l bilan birikkan ravishlardan kelib chiqqan predloglar fe'lning leksik ma'nosini o'zgartiradi. Masalan, give(bermoq) - give up (voz kechmoq), bring (keltirmoq)- bring up(tarbiyalamoq), to do (qilmoq)-to do away(tugatmoq). Shu usulda yasali b o'zining leksik ma'nosini saqlab qolgan murakkab fe'llar ham mavjud: to stand up (turmoq), to go out (chiqmoq).

Zamonaviy ingliz tilida fe'lda quyidagi asosiy formalar mavjud: **the Infinitive** (harakat nomi), **the Past Simple**(o'tgan noaniq zamon) va **Participle II** (o'tgan zamon sifatdoshi):to speak-spoke-spoken, to write-wrote-written.

The Past Simple va **Participle II** yasalashi usuliga ko'ra zamonaviy ingliz tilida fe'llar **Regular** (to'g'ri), **Irregular** (noto'g'ri) va **Mixed** (aralash) fe'llarga ajratiladi.

Regular verbs (to'g'ri fe'llar)

Bu fe'llar **the Past Simple** va **Participle II** formalari fe'l o'zagiga **-d** yoki **-ed** affiksini qo'shish bilan yasaladi. Agar fe'l **-e** bilan tugasa, **-d** qo'shiladi, fe'l o'zagining oxirida **-e** bo'lmasa **-ed** qo'shiladi, masalan, to want-wanted, to open-opened, to unite-united, to live lived.

-ed va **-d** affikslarinig talaffuzi so'z o'zagining qanday tovush bilan tugagani bilan bog'liq.

t va **d** undoshlaridan keyin [id] tovushini beradi: wanted ['wontid], landed [lændid]; jarangli undosh va unlilardan keyin [d] tovushini beradi: opened, played.

t dan tashqairi boshqa jarangsiz tovushlardan keyin [t] tovushini beradi: worked [we:kt], stopped [stopt].

Quyidagi orfografik o'zgarishlarga e'tibor bering:

a) agar fe'l y harfi bilan tugab, bu harfdan oldin undosh harf ishlatilgan bo'lsa, **-ed** affiksini qo'shishdan oldin y harfi **i** ga aylanadi va **-ed** qo'shiladi: to carry-carried, to reply-replied.

b) agar fe'l y harfi bilan tugab, bu harfdan oldin unli ishlatilgan

bo'lsa, **-ed** qo'shilganda, y o'zgarmaydi: to enjoy-enjoyed.

c) agar fe'l undosh harf bilan tugab, undan oldin qisqa unli olmagan unli ishlatilgan bo'lsa, **-ed** affiksini qo'shishdan oldin oxirgi undosh ikkilanadi: to stop-stopped, to plan-planned, to sob-sobbed, to submit-submitted.

d) agar fe'l **r** harfi bilan tugab, undan oldin urg'ulangan unli ishlatilgan bo'lsa, **- ed** qo'shilganda **r** harfi ikkilanadi: to occur-occurred, to prefer-preferred, to refer-referred.

e) agar fe'l oxiridagi **-r** harfidan oldin diftong ishlatilgan bo'lsa, **-r** harfi ikkilanmaydi: to appear-appeared.

f) agar fe'l oxiridagi **-e** harfidan oldin urg'ulangan yoki urg'ulanmagan unli ishlatilsa, **-1** harfi ikkilanadi: to compel-compelled, to quarrel-quarrelled.

Irregular verbs (Noto'g'ri fe'llar)

Bu fe'llar **the Past Simple** va **Participle II** formalarini quyidagi usullar bilan yasaydi:

a) fe'l o'zagidagi unlini o'zgartirish bilan: to sing-sang-sung, meet-met-met, win- won-won;

b) **Participle II** ni yasaganda fe'l oxiriga qo'shilgan **-en** affiksi fe'l o'zagidagi unlining o'zgarishiga olib keladi: to speak -spoke-spoken, to write wrote- written, to take-took-taken.

c) fe'l oxiriga **-d** yoki **-t** affikslari qo'shilishi natijasida o'zakdagi unli o'zgaradi: to sell- sold-sold, to bring-brought-brought.

d) fe'l oxiridagi **-d** harfi **-t** harfiga aylanadi: to send-sent-sent, to build-built- built.

e) ba'zi fe'llar **Infinitive, Past Simple** va **Participle II** uchun bir xil formaga

ega: to put-put-put, to set-set-set, to shut-shut-shut.

f) ba'zi fe'llarning **Past Simple** va **Participle II** formalari har xil o'zaklardan- iborat bo'ladi: to be: was-were-been, to go: went-gone.

g) quyidagi noto'g'ri fe'llar maxsus usulda **Participle II formasini** yasaydi: to have- had-had, to make-made-made, to do-did-done.

h) modal fe'llar **Past Simple formasini** quyidagicha yasaydi: can-could, may- might, will-would, shall-should.

k) quyidagi fe'llar aralash fe'llar deb atalib, Past Simple va

Participle II formalari to'g'ri va noto'g'ri fellar kabi yasaydi: to show-showed-shown.

Sintaktik vazifalariga ko'ra ingliz tilida quyidagi fe'llar mavjud: **notional verbs** (ma'no anglatuvchi fe'llar), **auxiliary verbs** (ko'makchi fe'llar), **link verbs** (bog'lama fe'llar). Ular xususida to'xtalib o'tamiz:

Notional verbs (Ma'no anglatuvchi fe'llar)

Ma'no anglatuvchi fe'llar o'zlarining to'liq ma'nolariga ega bo'lib, hech qanday ko'makchi fe'lning yordamisiz gapda oddiy esim vazifasini bajaradilar (Bu o'zbek tilidagi barcha mustaqil ma'noli fe'llarga teng keladi), ular to write, to read, to speak, to go, to tell va boshqalar. Masalan, She speaks English well (U ingliz tilida yaxshi gapiradi). He goes to the village on Sundays (U yakshanba kunlari qishloqqa boradi).

Auxiliary verbs (Ko'makchi fe'llar)

Ko'makchi fe'llar o'zlarining manolarini yoqotgan bo'lib, grammatik vazifalarni bajaradilar (o'zbek tilida sof ko'makchi fe'llar yo'q).

Ko'makchi fe'llar so'roq gaplar, inkor gaplar, zamon, nisbat, shart maylini yasashda ma'no anglatuvchi fe'l bilan birikadilar va murakkab formali oddiy kesim yasaydilar. Bular **shall, will, should, would, have, has, had, do, does, did, be(am, is, are, was, were)** kabilardir. Masalan, I don't understand this rule. I didn't see him yesterday. Do you work at a factory? I am working in the garden. I have written the letter. I shall see him tomorrow.

Link verbs (Bog'lama fe'llar)

Bog'lama fe'llar o'z ma'nolarini butunlay yoki qandaydir darajada yo'qotgan bo'ladilar. Ular ingliz tilida qo'shma otlashgan kesim yasash maqsadida ega bilan kesimning otlashgan qismini, ya'ni predikativni bog'laydilar. Predikativ ot, sifat, son, olmosh, ravish, infinitiv, **Gerund, Participle I** va **Participle II** dan iborat bo'lishi mumkin: He is a student (U student). He is clever (U aqli) He is 17 (U

o'n yetti yoshda).He is fast (U chaqqon). It is me (Bu menman).The air in the room is depressing (Xonadagi havo og'ir).His bad habit is smoking (Uning yomon odati chekish).His aim is to enter the University (Uning maqsadi universitetga kirish).He is engaged in writing (U yozish bilan band). Yuqoridagi gaplarda bog'lama fe'llar o'z lug'aviy ma'nosini butunlay yo'qotgan va ular gapda qo'shma otlashgan kesim yasashda yordam beradi.

Har xil kontekslarda bir fe'lning o'zi ma'no anglatuvchi, ko'makchi va bog'lama fe'l vazifalarida qo'llanilishi mumkin: He is in Tashkent now (U hozir Toshkentda) -ma'no anglatuvchi fe'l), He is reading (ko'makchi fe'l), He is a student (bog'lama fe'l). Yuqoridagi gaplarda to be fe'li uch gapda uch vazifada ishlatilgan.

Bog'lama fe'llarning ba'zan o'z ma'nosini qandaydir darajada yoki to'liq saqlab qolganini ko'ramiz: He grew a beard (U soqol o'stirdi). - **grew** ma'no anglatuvchi fe'l vazifasida. He grew pale (U oqarib ketdi). -**grew** fe'li bog'lama fe'l vazifasida. He died (U olamdan o'tdi). **Died** fe'li ma'no anglatuvchi fe'l vazifasida: He died young (U yosh o'ldi). **Died** fe'li bog'lama fe'l vazifasida.

Modal fe'llar o'zlarining to'liq ma'nolariga ega bo'lsalar ham, ularning yakka o'zlari kesim vazifasini o'tay olmaydilar, bu fe'llar, albatta, ma'no anglatuvchi fe'llar bilan birikadi va qo'shma fe'l kesim vazifasini bajaradi: I can read (Men o'qiy olaman), You may come (Siz kelishingiz mumkin), You must come to the lesson in time (Siz darsga vaqtida kelishingiz kerak). Har xil kontekslarda **shall, will, should, would, may, might, could** fe'llari modal fe'l va ko'makchi fe'l vazifasida ishlatiladi.Ko'makchi fe'l vazifasida **shall, will, should, would** kabi fe'llar kelasi zamon formalarini yasaydi. **Should, would, could, may, might** kabi fe'llar ko'makchi fe'l vazifasida shart maylini yasaydi.1 shall go to the country to morrow (Men ertaga qishloqqa boraman). He said that he would come to me next day (U menikiga ertaga kelishini aytdi), bu ikki gapda **shall** va **would** kelasi zamon fe'l formalarini yasashda ko'maklashdi. If I were you I would go there (Sizning o'rningizda bo'lganimda u yerga borardim). I've brought the magazine so that- you should read this article(Siz bu maqolani o'qing deb, bu jurnalni keltirdim), bu ikki gapda **should** va **would** fe'llari shart maylini yasashda ko'maklashayapti.

Yuqorida aytganimizdek, ingliz tilida fe'llar transitive (o'timli) va **intransitive** (o'timsiz) bo'ladi.Agar fe'llar gapda yoki so'z tarkibida

o'zidan keyin vositasiz to'ldiruvchini talab qilsa, o'timli bo'ladi agar, fe'llar gap tarkibida o'zidan keyin vositasiz to'ldiruvchini talab qilmasa, o'timsiz hisoblanadi. **Transitive verbs** vositasiz to'ldiruvchi qabul qilib, fe'ning ish-harakati shaxs yoki narsaga o'tadi, bu fe'llar **to take, to give, to send, to make, to see, to show, to bring, to love, to have, to bring** va boshqalar. She gave me an interesting book (U menga qiziqarli kitob berdi), I saw him yesterday (Men uni kecha ko'rdim).

Ba'zi o'timli fe'llar vositasiz to'ldiruvchisiz ham ishlatiladi, ular **to take, to make, to give**. Ba'zi o'timli fe'llar vositasiz to'ldiruvchi va vositasiz to'ldiruvchisiz ham ishlatilishi mumkin, ular **to read, to write, to hear, to see**:

-What were you doing? (Siz nima qilayotgan edingiz?)

-I was writing. (Men yozayotgan edim).

Intransitive verbs vositasiz to'ldiruvchi qabul qila olmaydi, ular **to sleep, to laugh, to think, to lie, to swim**. He swims well (U yaxshi suzadi), She is standing at the blackboard (U doska oldida tikka turayapdi) Ba'zi o'timsiz fe'llardan keyin vositasiz to'ldiruvchi ishlatganda, ular o'timlashib, qo'shimcha causative ma'no qabul qiladi: I run every morning (Men har ertalab chopaman). I run the restaurant (Men restoranni boshqaraman), I sleep in the open air (Men ochiq havoda uxlayman), I sleep my child in the open air (Men bolamni ochiq havoda uxlataman), I work at a factory (Men fabrikada ishlayman), She works me on the farm (U meni dalada ishlatadi). Bu misollarda fe'llar o'z leksik ma'nosidan tashqari **causative** ma'no ham ifodalaydi, ya'ni ega obyektini ma'lum ish-harakatni bajarishga yoki ma'lum holatga o'tishga undaydi.

Ingliz tilida fe'llar shaxs, son, zamon, tur, nisbat, mayl, o'timlilik/o'timsizlik, grammatik kategoriyalarga ega. **Present Simple Tense** (Hozirgi fe'l zamoni)da uchinchi shaxs birlik boshqa shaxslardan farq qiladi, ya'ni uchinchi shaxs birlikda fe'ning negiziga **-s** yoki **-es** afiksi qo'shilad: I read, you read, he/she reads, we read, you read, they read. **Future Simple Tense** (kelasi noaniq fe'l zamoni)da birinchi shaxs birlik va ko'plik uchun **shall**, boshqa barcha shaxs va son formalari uchun **will** ishlatiladi. **To be** fe'li har xil shaxs va son formalari uchun **supletive** usulda o'zgarib har xil shakllarda ishlatiladi: Masalan, Present Simple zamonida: I am student, You are student, He/She is a student, We are students,

You are students, They are students.

Past Simple Tense da:

I was	We were
You were	You were
He(she) was	They were

The Category of Tense of Verbs in English (Ingliz tilida fe'llarda zamon kategoriyasi)

Ingliz tilida zamon kategoriyasi ish-harakatning nutq momentini, hozirgi, o'tgan yoki kelasi zamonga taalluqli ekanligini ifodalaydi. Tur kategoriyasi esa ish- harakatning qay ahvolda sodir bo'lishini, ya'ni jarayonni yoki tugatilganlik tugatilmaganlikni ifodalaydi. Ingliz tilida tur kategoriyasi zamon kategoriyasiga tobe. Ba'zi zamon formalari vaqt munosabatini ifodalasa, boshqalari tur munosabatlarini ifodalaydi. Ingliz tilida zamonlar to'rt guruhga ajratiladi: **Simple, Continuous, Perfect, Perfect Continuous**.

Simple Tense zamon formalarida tur munosabatlari yo'q. **Simple Continuous, Perfect** va **Perfect Continuous** zamon formalarida vaqt va tur munosabatlari ifodalanadi. Har guruhda to'rtta zamon formasi mavjud bo'lib, to'rt guruhda 16 ta zamon formasi bor.

The Simple Tense Forms (Zamon formalari)

Simple zamonlari ish-harakatning hozirgi o'tgan va kelasi zamonga tegishligini ifodalaydi. Bu zamon shakllarida ish-harakatning davomlliligi yoki tugatilishi haqida fikr yuritilmaydi.

The Present Simple Tense (Hozirgi zamon shakli)

1. The Present Simple Tense to yuklamasini tushirish va uchinchi shaxs birlikda fe'l o'zagiga **-s** yoki **-es** qo'shimchasini qo'shish orqali yasaladi. Unli **o** va **s, ss, ch, sh, tch, x, z** harflaridan keyin **-es** affiksi fe'l o'zagiga qo'shiladi: he writes, he speaks, he reads, he passes, he watches, he pushes, he teaches, he goes, he does.

-s yoki **-es** affiksining talaffuzi ulardan oldin ishlatilgan tovushga bog'liq:

a) sirg'aluvchilardan keyin [iz]: passes, pushes, judges.

b) unli tovush va jarangli undoshlardan keyin [z]: reads, lives,

sees, goes.

c) jarangsiz undoshlardan keyin [s]: works, wants.

Uchinchi shaxs birlikda quyidagi orfografik o'zgarishlar sodir bo'ladi:

1) agar o'zak y harfi bilan tugab, undan oldin undosh ishlatilgan bo'lsa, y harfi i ga aylanadi va -es qo'shiladi: to study-studies, to try-tries.

2) agar y harfidan oldin unli ishlatilgan bo'lsa, y harfi i ga aylanmaydi: to play- plays, to stay-stays.

So'roq va bo'lishsiz formalar hamma shaxslar uchun **do** va uchinchi shaxs birlik uchun **does** ko'makchi fe'lning egadan oldin qo'yilishi bilan yasaladi:

Bo'lishli shaklda: I work; He works; She works; We work; You work; They work.

So'roq shaklda: Do I work? Does he work? Does she work? Do we work? Do you work? Do they work?

Bo'lishsiz shaklda: I do not work; He does not work; She does not work; We do not work; You do not work; They do not work.

Qisqargan bo'lishsiz formalarda: I don't work; He doesn't work; She doesn't work; They don't work.

Qisqargan bo'lishsiz so'roq formalarda: Do you not work? Don't you work? Does he not work? Doesn't he work?

2. The Present Simple ning ishlatilishi:

The Present Simple Tense odatdagi, takroriy, doimiy, har kungi ish-harakatni ifodalaydi. Bunday ish-harakatlarni quyidagi ravishlar belgilaydi: every day, every week, often, seldom, rarely, usually, always, sometimes, ever, never, on weekdays, at the week-ends, on Mondays, masalan: He goes to the office on weekdays; He usually comes home late.

b) Subyektga xos ish-harakat va holatni ifodalaydi: She sings well, He is an actor.

c) Ko'pchilik tomonidan tan olingan abadiy haqiqatni ifodalaydi: The earth rotates round its axis. The sun rises in the east.

d) Aqliy faoliyat va his-hayajon fe'llari bilan nutq momentida davom etayotgan ish- harakatni ifodalash uchun

The Present Continuous o'rnida **The Present Simple Tense** ishlatiladi: I hear somebody in the corridor. Who is that? I feel well now. Aqliy faoliyat va his-hayajon fe'llari quyidagilar: to love, to like,

to hate, to want, to wish, to desire, to see, to hear, to feel, to notice, to know, to understand, to remember, to forget, to believe, to recognize, to sleep, to appear, to possess, to contain, to consider va boshqalar).

e)Shart va payt ergash gaplarda **when, till, until, before, after, as soon as, while,as long as, if, unless, on condition that, provided** kabi bog'lovchilar bilan kelasi zamondagi ish-harakatni ifodalash uchun **The Future Simple Tense** o'rnida **The Present Simple Tense** ishlatiladi: If my mother comes to morrow I shall ring you up.

f)Harakatni ifodalovchi **to go, to come, to leave, to sail, to start, to arrive** kabi fe'llar bilan kelasi zamonda amalgam oshirilishi oldindan mo'ljallangan ish-harakatni ifodalash uchun **The Future Simple Tense** o'mida **The Present Simple Tense** ishlatiladi: The train leaves at 10 to morrow. The steamer sails tomorrow. Does your father arrive on Monday?

The Past Simple Tense (O'tgan noaniq zamon)

The Past Simple Tense ning yasalishi:

Ingliz tilida to'g'ri va noto'g'ri fe'llar mavjud: **The Past Simple Tense** ni yasash uchun to'g'ri fe'llarning o'zagiga **-d** yoki **-ed** affiksi qo'shiladi, **-d, -ed** affikslari [d], [t], [id] tarzida talaffuz etiladi: lived,worked, expected.

Noto'g'ri fellar esa **The Past Simple** formasini har xil usullar bilan yasaydi:

a)o'zakdagi unli o'zgaradi: rise-rose; b)o'zakdagi undosh o'zgaradi: build-built; c) o'zak umuman o'zgaradi: see-saw go-went, masalan, I saw my friend in the street yesterday; I went to the village yesterday.

So'roq formada **did** yordamchi fe'l egadan oldin qo'yiladi va asosiy fe'l birinchi formada bo'ladi:

I worked. Did I work? We worked. Did we work?

You worked. Did you work?

He worked. Did he work? They worked. Did they work?

She worked. Did she work?

Bo'lishsiz formada **didn't (did not)** ega va kesim o'rtasida qo'yiladi va asosiy fe'l birinchi formada bo'ladi: I didn't work. You didn't work.

Bo'lishsiz so'roq forma quyidagicha yasaladi:Did you not work?

Didn't you work? **The Past Simple Tense**ning ishlatilishi:

The Past Simple Tense o'tgan zamonga tegishli ish-harakatni ifodalaydi. Bu ish-harakat hozirgi zamondan uzilgan bo'ladi. Bunday ish-harakatning vaqti **yesterday, ago, the day before yesterday, last night, last week, last month, then, in 1990, during the war** kabi o'tgan zamon ravishlari bilan belgilanadi. she came from Moscow yesterday.

O'tgan zamonda birin-ketin sodir bo'gan ish-harakatlarni ifodalaydi: The teacher came in, greeted the students, sat down at the table and asked who was on duty.

O'tgan zamon aniq momentda davom etayotgan ish-harakat aqliy faoliyat va his-hayajon fe'llari bilan ifodalansa, **The Past Continuous Tense** o'mida **The Past Simple** ishlatiladi: I felt well yesterday this moment.

O'tgan zamonda odatdagi, doimiy ish-harakatni ifodalaydi: When I lived in Tashkent last summer I visited my aunt on Sunday.

All day long, all day yesterday, all the time, the whole evening, from 5 till 8

kabi iboralar bilan agar ish-harakatning jarayonini ta'kidlash kerak bo'lsa, **The Past Continuous Tense**, ish-harakatning sodir bo'lganligi haqidagi faktni xabar qilish kerak bo'lsa, **The Past Simple Tense** ishlatiladi: I was reading all day yesterday. I read all day yesterday.

O'tgan zamonda tez-tez sodir bo'lib turgan ish-harakatni ifodalash uchun **used to** iborasi ishlatiladi: I used to play chess with my grandfather in my childhood. Bunday hollarda gapni so'roq formaga aylantirish uchun **did** yordamchi fe'li egadan oldin ishlatiladi: Did you use to play chess with your grandfather in your childhood?

The Future Simple Tense (Kelasi noaniq zamon)

The Future Simple Tense ning yasalihi:

Bu zamon **shall** yoki **will** hamda ma'no anglatuvchi fe'lning **to** yuklamasi formasining o'zaro birikishi natijasida yasaladi, birinchi shaxs birlik va ko'plik uchun **shall**, boshqa hamma shaxslarda **will**, qisqa formada bu yordamchi fe'llar **'ll** shaklida ma'no anglatuvchi fe'l bilan birikadi.

2) So'roq formada **shall, will** yordamchi fe'llari egadan oldin ishlatiladi: Shall I go to the country tomorrow.

3) Bo'lishsiz formada **shall not** va **will not** qisqa formada **shan't, won't** ega va ma'no anglatuvchi fe'l orasida ishlatiladi: I shan't go to the country tomorrow. He won't return next month.

The Future Simple Tense ning ishlatilishi:

1) Bu zamon kelasi zamonda sodir bo'ladigan ish-harakatni ifodalaydi. **The Future Simple Tense**, odatda, **tomorrow, the day after tomorrow, next day, next week, next month, next year, one of these days, soon, in a week, in two weeks, in a minute, in 2 months, in a fortnight** kabi payt ravishlari bilan belgilanadi: I shall go to the country tomorrow. I'll return home in a week.

2) **The Future Simple Tense** shart va payt ergash gaplarda ishlatilmaydi, bu holda ergash gaplar **if, when, till, until, as soon as, after, before** kabi bo'glovchilar bilan bosh gapda ergashib keladi va the **Future Simple** o'rnida **The Present Simple Tense** ishlatiladi: I shall speak to you about it if you promise not to tell anybody about it.

3) Yaqin kelajakda sodir bo'ladigan ish-harakat oldindan rejalashtirilgan bo'lib, uning amalga oshirilishiga ishonchimiz komil bo'lsa, **The Future Simple Tense** o'rnida **The Present Simple** ishlatiladi: I'm leaving for Moscow tomorrow (Men ertaga Moskvaga jo'nayapman); My father is coming from Tashkent next week. (Dadam kelasi hafta Toshkentdan kelayaptilar).

4) Kelasi zamonda sodir bo'ladigan ish-harakatni amalga oshirishda subyekt xoxish bildirsa, uni amalga oshirishni oldindan mo'ljallasa, **to be going to** iborasi ishlatiladi: My mother is going to spend the summer in the Crimea.

5) Kelasi zamonda sodir bo'ladigan ish-harakat oldindan mo'ljallanib, ma'lum jadvalga kiritilsa, **The Future Simple Tense** o'rnida **The Present Simple Tense** ishlatiladi: The train Bukhara-Tashkent leaves tomorrow at 7p.m.

6) Agar bosh gapning kesimi o'tgan zamonda ishlatilib, ergash gapning kesimi **The Future Simple Tense** da ishlatilgan bo'lsa, **The Future Simple** formasida qo'llanilgan **shall go** yoki **will go** zamonlar moslashuviga binoan **should go** va **would go** shakllariga aylanadi, bu zamon **The Future Simple in the Past** deb nomlanadi: He asked me if I should take part in the meeting. The teacher said that the student would go on an excursion next Sunday.

The Present Continuous Tense (Hozirgi davom zamon fe'li)

The Present Continuous Tense to be fe'lining hozirgi zamondagi ko'rinishi (**am, is, are**) hamda ma'no anglatuvchi fe'lining **Participle I** (ya'ni fe'l o'zagiga **-ing** affiksini qo'shish) formasi bilan o'zaro birikuvi natijasida yasaladi:

I am writing	We are writing
You are writing	You are writing
He is writing	They are writing
She is writing	

So'roq formada **am, is, are**, ya'ni to be fe'li egadan oldin ishlatiladi:

Am I writing?	Are we writing?
Are you writing?	Are you writing?
Is he writing?	Are they writing?
Is she writing?	

Bo'lishsiz formada **not** bo'lishsiz yuklamasi **to be** va **Participle I** o'rtasida ishlatiladi: I am not writing. You are not writing. He (she) is not writing.

Qisqartirilgan bo'lishli formalarda: I'm reading; She's reading; We're reading. Qisqartirilgan bo'lishsiz formalarda: She isn't reading; We aren't reading.

Bo'lishsiz so'roq formalarda: Isn't she reading? Aren't you reading?

The Present Continuous Tense ning ishlatilishi:

The Present Continuous nutq jarayonida davom etadigan ish-harakatni ifodalaydi:

-What are you doing now?

-I am watching TV now.

Ko'pchilik hollarda **now** nutq jarayonidan kengroq ma'noni ifodalaydi:

-How is she behaving now?

-Better.

Agar jarayonga nisbatan ish-harakatning bajarilayotganligini haqidagi fakt muhimroq bo'lsa, **The Present Continuous Tense** o'rnida **The Present Simple Tense** ishlatiladi:

Why don't you say anything? Why don't you answer my questions?

Kelasi zamonda sodir bo'ladigan ish-harakat oldindan mo'ljallangan bo'lib, amalga oshishi aniq bo'lsa, The Future Simple Tense o'rnida The Present Continuous Tense ishlatiladi (odatda **to go, to come, to leave** kabi fe'llar bilan): I am leaving tomorrow. My father is coming tomorrow.

Odatdagi va tez-tez takrorlanib turadigan ish-harakatni chertib, his-hayajonli qilib ifodalash uchun **The Present Continuous** ishlatiladi va **always, constantly, ever** kabi olmoshlar qo'llaniladi: She is constantly speaking of her sick child. She is always grumbling.

Aqliy faoliyat va his-hayajon fe'llari bilan **The Present Continuous Tense** o'rnida **The Present Simple Tense** ishlatiladi (bu fe'llar **The Present Simple Tense** ni tasvirlaganda berilgan. I hear you well. I feel well.

The Present Continuous Tense nutq momentida emas, balki umuman hozirgi zamonda vaqt-vaqti bilan tez-tez bajarilib turadigan, lekn hali tugamagan ish- harakatni ifodalaydi: The author is writing a new novel; I'm getting ready for my entrance exams.

Hozirgi zamondagi vaqtinchalik ish-harakatni ifodalash uchun **The Present Simple Tense** o'rnida **The Present Continuous Tense** ishlatiladi: My sister is not working now. She has a baby; I am not eating in the daytime this month. I am observing Ramazon.

To be going to iborasi kelgusida sodir bo'ladigan ish-harakatni amalgam oshirishda subyektning xohish bildirishini ifodalaydi: I'm going to read this book; I am going to see you one of these days.

To be going to subyektning xohishiga qarshi sodir bo'ladigan ish-harakatni ham ifodalaydi: Look, look, Tom is going to fall into the hole (Tom chuqurga yiqiladi)

To be going to ish-harakatning yaqin kelajakda sodir bo'lishi muqarrar ekanligini ifodalaydi: There are many clouds in the sky. It is going to rain; The sky is clearing up. The rain is going to stop.. Bunday hollarda gap egasi jonsiz predmetni ifodalaydi:

The Past Continuous Tense (O'tgan davom zamon)

The Past Continuous Tense to be ko'makchi fe'lining o'tgan zamon shakli (was,were) va ma'no anglatuvchi fe'lining **Participle I** formasining o'zaro birikuvi natijasida yasaladi:

I was reading

We were reading

You were reading

You were reading

He(she) was reading They were reading

So'roq formada **to be** ko'makchi fe'li egadan oldin ishlatiladi:

Was I reading? Were we reading?

Were you reading ? Were you reading?

Was he(she) reading? Were they reading?

Bo'lishsiz formada **not** bo'lishsiz yuklamasi **to be** ko'makchi fe'li va ma'no anglatuvchi fe'l o'rtasida ishlatiladi:

I was not reading. Were were not reading.

You were not reading. You were not reading.

He (she) was not reading. They were not reading.

The Past Continuousning Tense ning ishlatilishi:

The Past Continuous Tense o'tgan zamondagi aniq momentda davom etadigan ish- harakatni ifodalaydi, o'tgan zamondagi aniq moment ikki yo'l bilan ifodalanadi:

O'tgan zamon payt ravishlari yesterday this time, at 5 o'clock yesterday, at noon, at midnight, at that moment orqali: He was writing an article at 5 o'clock yesterday. It was raining at noon; What was he doing at that moment?

O'tgan zamondagi ikkinchi ish-harakat orqali: When the dean entered the room, the teacher was lecturing . It was raining when I went out. I was watching TV when you rang me up.

The Past Continuous Tense davom etayotgan ish-harakatning aniq vaqti berilmagan bo'lsa ham ishlatiladi, bunday holda aniq moment kontekstdan aniqlanadi: The station was full of passengers, some were talking and laughing, the others were walking along the platform waiting for the train.

O'tgan zamonda tez-tez takrorlanib turgan ish-harakatni chertib, hishayajonli qilib ifodalash uchun **The Past Simple Tense** o'rnida **The Past Continuous Tense** ishlatiladi, bu holda **always, ever, constantly** ravishlari qo'llaniladi: She was constantly complaining of the children's noise in front of her window.

The Future Continuous Tense (Kelasi zamon davom fe'li)

The Future Continuous **shall be, will be** ko'makchi fe'llarining **Participle I** bilan birikishi natijasida yasaladi:

Bo'lishli formada:

I shall be writing

We shall be writing

You will be writing

You will be writing

He(he) will be writing

They will be writing

Qisqa formada: I'll be writing, you 'll be writing.

Bo'lishsiz formada **not** bo'lishsiz yuklamasi **shall be, will be** va **Participle I** o'rtasida qo'yiladi: I shall not be writing (qisqa formada: shan't). You will not be writing (won't) He/she will not be writing. We shall not be writing. They will not be writing.

So'roq formada **shall** yoki **will** egadan oldin ishlatiladi: Shall I be writing? Will you be writing?

Bo'lishsiz so'roq formada: Shall I not be writing? Will you not be writing? Will he/she not be writing? Shall we not be writing? Will they not be writing? Qisqa formada: Shan't I be writing? Won't be writing?

The Future Continuous Tensing ishlatilishi:

The Future Continuous Tense kelasi zamondagi aniq momentda davom etadigan ish-harakatni ifodalaydi va **tomorrow this time, next week this time, to morrow at 5 o'clock, at noon, at midnight, at that moment** kabilar bilan ish-harakatning davom etish vaqti belgilanadi: I shall be working in the garden at 5 o'clock tomorrow; What will you be doing next week this time?

1) Kelasi zamonda aniq moment ikki yo'l bilan ifodalanadi: a) kelasi zamondagi payt ravishi va kelasi zamondagi ikkinchi ish-harakat: b) I shall be waiting for you to morrow this time (kelasi zamon payt ravishi orqali); c) I shall be watching TV when you come (kelasi zamondagi ikkinchi ish-harakat orqali).

2) Kelasi zamonda ma'lum vaqt davomida vaqt-vaqti bilan sodir bo'lib turadigan ish-harakatni ifodalaydi: I shall be meeting the guests to morrow. I shall be getting ready for my entrance exams next year this time.

3) Shart va payt ergash gaplarda **The Future Continuous Tense** o'rnida **The Present Continuous Tense** ishlatiladi: I come to you tomorrow when you are working in the garden.

4) Agar bosh gapning kesimi o'tgan zamonda bo'lsa, ergash gapda ishlatilgan **The Future Continuous Tense** dagi **shall** yoki **will**

ko'makchilari **should** yoki **would** formalariga aylanadi: I said: I shall be working in the garden at 5 o'clock to morrow. He said that he would be working in the garden at 5 o'clock the next day.

Izoh: Quyidagi hollarda Continuous formalari ishlatilmaydi:

- 1) Sezgi organlariga taalluqli fe'llar bilan: to see, to hear, to feel;
- 2) Aqliy faoliyatni ifodalaydigan fe'llar bilan: to know, to consider, to believe;
- 3) Xohishni ifodalaydigan fe'llar bilan: to want, to wish, to desire;
- 4) His-hayajonni ifodalaydigan fe'llar bilan: to love, to hate, to like;
- 5) Mavhum munosabatni ifodalaydigan fe'llar bilan: to have, to consist, to depend, to belong.

To see the sight of, to see somebody home, to see somebody off kabi iboralarda **to see** fe'li ko'rmoq ma'nosini ifodalamaydi, shuning uchun ham bu iboralar Continuous zamon shakllarida ishlatiladi: The guests are seeing the sights of the city; to have dinner, to have supper, to have breakfast iboralarida **to have** ega bo'lmoq ma'nosini ifodalamaydi, shuning uchun ham bu iboralar Continuous zamon shaklida ishlatiladi: The family are having breakfast now (Oila nonushta qilayapti). Agar **to think** fe'li hisoblamoq ma'nosida qo'llanilsa, u Continuous zamon shaklida ishlatilmaydi: I think you are right (Fikrimcha siz haqsiz).

To think fe'li o'ylamoq ma'nosida qo'llanilsa, Continuous zamon shaklida ishlatiladi: I am thinking about my summer holiday (Men yozgi ta'tilim haqida o'ylayapman).

To admire fe'li maftun bo'lmoq ma'nosida Continuous zamon shaklida ishlatilmaydi: I admire his behaviour (Men uning maftuniman).

To admire fe'li "tomoşa qilmoq" ma'nosida Continuous zamon shaklida ishlatiladi: I am admiring this work of art (Bu san'at asari meni o'ziga rom etayapti).

Zamonlar moslashuviga binoan bosh gapning kesimi o'tgan zamonda bo'lsa **The Future Continuous** o'rnida **The Future Continuous in the Past** ishlatiladi: He said: I shall be preparing my entrance exams next summer; He said he would be preparing his entrance exams next summer.

The Present Perfect Tense (Hozirgi tugallangan zamon fe'li)

The Present Perfect Tense **have** yoki **has** ko'makchi fe'li va ma'no anglatuvchi fe'ning **Participle II** (fe'ning uchinchi) shaklining birikuvi orqali yasaladi, hamma shaxslar uchun **have**, uchinchi shaxs birlik uchun **has** ishlatiladi:

I have written	We have written
You have written	You have written
He(she) has written	They have written

So'roq formada **have** yoki **has** egadan oldin ishlatiladi:

Have I written?	Have we written?
Have you written?	Have you written?
Has he /she written?	Have they written?

Bo'lishsiz formada not bo'lishsiz yuklamasi **have** yoki **has** ko'makchisi va ma'no anglatuvchi fe'llar o'rtasida ishlatiladi: I have not written; He has not written.

Qisqa formada: I haven't written; He hasn't written.

Bo'lishsiz so'roq formada: Have you not written? Haven't you written? Has he not written? Hasn't he written?

The Present Perfect Tense ning ishlatilishi:

1) **The Present Perfect Tense** tugatilgan ish-harakatning hozirgi zamon bilan aloqadorligini ifodalaydi: I have broken my pencil (Men qalamimni sindirdim). Will you give me yours (Qalamingizni menga berasizmi)?

2) **The Present Perfect Tense** *just, already, yet, ever, never, for ages, for 2 days, for a week, for a month, for a year, recently, lately, of late, this morning, to days, this week, this month, this year* kabi payt ravishlari bilan ishlatiladi: I have just seen my friend at the bus stop (Men hozirgina do'stimni avtobus bekatida ko'rdim). I have recently seen this play (Men mazkur pyesani yaqindagina tomosha qildim). Have you ever been to London? (Siz biror vaqt Londonda bo'lganmisiz?)

3) **When, till, until, before, after, as soon as** kabi bog'lovchilar bilan ishlatigan payt ergash gaplarda **The Future Perfect** o'rnida **The Present Perfect** ishlatiladi:

I shall analyse the sentence after I have translated it (Men gapni

tarjima qilgandan so'ng tahlil etaman). I shall go to the country as soon as I have passed all my exams (Men barcha imtihonlarimni topshigach, qishloqqa ketaman).

4) Payt ergash gaplarda sezgi organlariga taalluqli fe'llar va harakatni ifodalovchi fe'llar (to hear, to see, to come, to arrive, to return) **Present Perfect Tense** o'rnida **Present Simple Tense** zamonda ishlatiladi: I'll come as soon as I hear about his arrival (Uning qaytishini eshitishim bilanoq kelaman); I shall wait until my father arrives (Dadam qaytguncha kutaman).

5) Agar bu hollarda ish-harakatning tugatilganligini chertib ko'rsatish kerak bo'lsa, **The Present Perfect** ishlatiladi: The students will write the exposition after they have heard the story twice.

6) **The Present Perfect**, jarayonni ifodalaydigan fe'llar bilan o'tgan zamonda- boshlanib, hozirgi zamongacha davom etib, hozirgi zamonda ham davom etadigan, tugatilmagan ish-harakatni ifodalash uchun **the Present Perfect Continuous** o'rnida, ishlatiladi. **For** predlogi ish-harakatning davom etish muddatini ifodalaydi, **since** esa ish-harakatning boshlangan vaqtini ifodalaydi. Agar **since** ergash gapni boshlab kelsa, bu ergash gap **the Past Simple** da ishlatiladi: I have known him for 2 years; I have known him since 2003. I have been here since I came; I have worked at this factory for 10 years; She has lived here since 1990; She has worked at this factory since she came to this town.

7) **Continuous** zamon formasida ishlatilmaydigan fe'llar bilan **the Present Perfect Continuous** o'rnida **the Present Perfect** qo'llaniladi: She has loved him for 10 years.

8) Bo'lishsiz gaplarda ham **the Present Perfect Continuous** o'rnida **the Present Perfect** ishlatiladi: I have not seen him since last month.

9) Quyidagi hollarda **the Present Perfect Tense** ishlatilmaydi, vaholanki bu holda tugatilgan ish-harakatning natijasi haqida fikr yuritilayapti: What did you say? (Nima dedingiz?) Now I understand. (Men endi tushundim).

10) Quyidagi hollarda ham **the Present Perfect Tense** ishlatilmaydi: I didn't hear your question (Savolingizni eshitmadim); I am told that you are in Tashkent (Menga sizni Toshkentda deyishdi); I hear that you are in Tashkent (Sizni Toshkentda deb eshitdim).

11) **To forget** fe'li quyidagi holda **the Present Perfect** va **the Present Simple** zamonlarida ishlatiladi: Uning qayerda yashashini unutibman-

I forget (have forgotten) where he lives. Bu kitobning nomini unutibman - I forget (have forgotten) the title of the book.

Izoh: 1) **the Present Perfect** ishlatilganda bizni ish-harakatning natijasi qiziqtiradi, **the Past Simple** ishlatilganda esa bizni ish-harakatning vaqti qiziqtiradi: Have you written the exercise? (Mashqni yozdingizmi?)-ish- harakatning natijasiga qiziqyapmiz; When did you do the exercise (Mashqni qachon yozdingiz?) -ish-harakatning bajarilgan vaqtiga qiziqyapmiz.

2) **to day, this morning this week, this month, this year** ravishlari bilan **the Present Perfect** va **the Past Simple** zamonlarini ishlatish mumkin.

a) **The Present Perfect** zamonida ishlatilgan ish-harakatning natijasi hozirgi zamon bilan bog'liq bo'lsa, **the Past Simple** zamonida ishlatilgan ish-harakat hozirgi zamondan, nutq momentidan uzlgan bo'ladi: I have seen him this morning (Men uni bugun ertalab ko'rdim), (soat 12 gacha); I saw him this morning (Men uni bugun ko'rdim(soat 12 dan keyin)).

Just ravishi bilan **the Present Perfect** ishlatiladi just now iborasi bilan **the Past Simple** ishlatiladi: I have just told you about it (Men sizga hozirgina bu haqda gapirdim); I saw him just now (Men uni hozirgina ko'rdim).

The Past Perfect Tense (O'tgan tugallangan zamon)

The Past Perfect Tense had yordamchi fe'li va ma'no anglatuvchi fe'lining **Participle II** formasi bilan yasaladi: I had written the letter.

So'roq formada had yordamchi fe'li egadan oldin ishlatiladi: Had I written the letter?

Bo'lishsiz formada not bo'lishsiz yuklamasi yordamchi va ma'no anglatuvchi fe'l o'rtasida qo'yiladi: I had not written the letter (qisqa formada hadn't shakli ishlatiladi).

Bo'lishsiz so'roq formada: Had I not written the letter. Qisqa formada: Hadn't I written the letter.

The Past Perfect Tense ning ishlatilishi:

1. The Past Perfect Tense ish-harakatning o'tgan zamondagi aniq momentdan oldin tugatilganligini ifodalaydi. O'tgan zamondagi aniq moment ikki yo'l bilan ifodalanadi: a) o'tgan zamondagi ikkinchi ish

harakat orqali: I had already translated the article when you rang me up. (Siz telefon qilganigizda men allaqachon maqolani tarjima qilib tugatgan edim.); b) **by** predlogi va o'tgan zamon payt ravishlari orqali: I had already finished my work by 5 o'clock yesterday. (Men kecha soat 5 gacha (allaqachon) ishimni tugatgan edim).

2.O'tgan zamondagi ikki va undan ortiq biri boshqasidan yoki boshqalaridan oldin bajarilgan ish harakatni ta'kidlash uchun ham **the Past Perfect Tense** ishlatiladi:

Mother:Dilbar, have you switched off the iron? (Dilbar, dazmolni tokdan uzdingmi?)

Dilbar: Yes,mother,I had switched off the iron before I locked the door. (Ha, oyi, men eshikni qulflashdan oldin dazmolni tokdan uzgan edim.)

Bu holda bir ish-harakatning boshqasidan yoki boshqalaridan oldin bajarilganini ta'kidlashning hojati bo'lmasa, shunchaki o'tgan zamonda birin-ketin amalga oshgan ish-harakatlar sifatida talqin etilsa,the **Past Simple** ishlatiladi: I switched off the iron and locked the door. (Men dazmolni tokdan uzdim va eshikni qulfladim.)

3.Ish-harakat o'tgan zamondagi aniq momentda berilmasligi ham mumkin, bunday holda aniq moment boshqa gap orqali kontekstdan aniqlanadi: As I was going to the University, it began raining.Fortunately I had taken my umbrella. (Men universitetga borayotganimda yomg'ir yog'a boshladi. Baxtinga, soyabonimni olgan ekanman); I received a letter from my brother yesterday.I had not heard from him for a long time. (Men kecha akamdan xat oldim. Men anchadan beri undan xat olmagan edim).

4.The Past Perfect Tense, odatda, **after** bog'lovchisidan keyin ergash gaplar tarkibida ishlatiladi.**The Past Perfect Tense** ergash gapda ifodalangan ish-harakatning bosh gap mazmunidan anglashilgan ish-harakat boshlanishidan oldin sodir bo'lganligini ifodalaydi: After I had written the letter I went out to post it.(Xatni yozib bo'lgandan keyin, uni pochta orqali yuborish uchun chiqdim).

5.Ergash gapdagi ish-harakatning bosh gapdagi ish-harakatdan oldin sodir bo'lganligini ajratib ko'rsatishning hojati bo'lmasa, **after** bog'lovchisidan keyin **the Past Simple Tense** ishlatiladi: After I wrote the letter I asked my son to post it. (Xatni yozganimdan keyin o'g'limdan uni pochta orqali yuborishni so'radim.)

6.The Past Perfect Tense bosh gapda hardly, when, scarcely,

when, no, sooner than kabi ravishlar bilan ishlatiladi: He had hardly (scarcely) eaten a piece of cake, when someone knocked at the door. (U bir bo'lak pirogni yeb ulgurmay, kimdir eshikni taqillatdi); No sooner he had entered the house then the telephone rang. (U hovliga kirib ulgurmay telefon jiringladi)

The Future Perfect Tense (Kelasi tugallangan zamon)

The Future Perfect Tense shall have yoki will have ko'makchi fe'llari va ma'no anglatuvchi fe'ning Participle II formasi orqali yasaladi: I shall have written; You will have written; He (she) will have written; We shall have written; They will have written.

Qisqa formada: I have written, You'll have written, They'll have written. So'roq formada: birinchi ko'makchi fe'l egadan oldin ishlatiladi: Shall I have written; Will you have written.

Bo'lishsiz formada: not bo'lishsiz yuklamasi ikki ko'makchi fe'l o'rtasida ishlatiladi: I shall not have written.

Qisqa formada: I shan't have written; He won't have written.

Bo'lishsiz so'roq formada: Shall I not have written?

Qisqa formada: Shan't I have written; Won't you have written?

The Future Perfect Tense ning ishlatilishi:

1.The Future Perfect Tense ish-harakatning kelasi zamondagi aniq momentdan oldin tugatilishini ifodalaydi, kelasi zamondagi aniq moment ikki yo'l bilan ifodalanadi:

a) kelasi zamondagi ikkinchi ish-harakat orqali: I shall have finished my work before you return. (Men ishimni siz kelishingizdan oldin tugataman).

b) **by 5 o'clock, by Saturday, by the 1st of September, by the end of the year, by that time** kabi kelasi zamon payt ravshlari orqali: I shall have finished my work by the end of the year. (Men ishimni yilning oxirigacha tugataman).

2.Shart va payt ergash gaplarda **The Future Perfect Tense** o'rnida **the Present Perfect Tense** ishlatiladi: I shall analyse the sentence after I have translated it. (Men gapni tarjima qilib bo'lgandan keyin uni tahlil etaman).

3.**The Future Perfect in the Past** bosh gapning kesimi o'tgan zamonda bo'lsa, zamonlar moslashuviga binoan ergash gaplar tarkibida **the Future Perfect** o'rnida **the Future Perfect in the Past**

qo'llaniladi, ya'ni **shall have written** yoki- **will have written** o'rnida **should have written** yoki **would have written** ishlatiladi: I wondered if they would have built the house by the 1st of September(Ular uyni birinchi sentabrgacha qurib tugatarmikanlar deb qiziqdim).

The Perfect Continuous Tense Forms (Tugallangan davomli zamon formalari)

Tugallangan davomli zamon formalari ish-harakatning hozirgi, o'tgan va kelasi zamondagi aniq momentgacha davom etib, shu aniq momentning o'zida ham davom etayotgan bo'lishini ifodalaydi.

The Present Perfect Continuous (Hozirgi tugallangan davom zamon fe'li)

The Present Perfect Continuous to be fe'lining **Present Perfect** formasi (**have been, has been**) va ma'no anglatuvchi fe'lining **Participle I** formasi orqali yasaladi:

I have been working	We have been working
You have been working	You have been working
He (she) has been working	They have been working

Qisqa formada: I've been working. He's been working.

So'roq formada: birinchi ko'makchi fe'l egadan oldin ishlatiladi: Have I been working? Has he been working?

Qisqa formada: He've been working. He's been working.

So'roq formada birinchi ko'makchi fe'l egadan oldin ishlatiladi - Have I been working? Has he been working ?

Bo'lishsiz formada: not bo'lishsiz yuklamasi birinchi ko'makchi fe'ldan keyin ishlatiladi: I have not (haven't) been working; He has not (hasn't) been working.

Bo'lishsiz so'roq formada: Has he not been working? Hasn't he been working? Have you not been working? Haven't you been working?

The Present Perfect Continuous Tensing ishlatilishi: **The Present Perfect Continuous** ish-harakatning o'tgan zamonda boshlanib, hozirgi zamonda (yoki nutq momentida) ham davom etayotganligini ifodalaydi. Bu zamon **for an hour, for a month, for a long time, how long, since, when** kabi payt ravishlari bilan ishlatiladi. Bu holda ish-harakatning o'tgan zamonda boshlangan

vaqtini **since** bog'lovchisi, ish-harakatning davom etgan butun davrini **for** predlogi orqali ifodalaymiz. Agar **since** bog'lovchisi ergash gapni bog'lab kelsa, bu gapning fe'li **Past Simple** zamonida ishlatiladi: I have been working on this article for 2 days. (Men ikki kundan buyon bu maqola ustida ishlayapman). I have been reading this book since you arrived home. (Siz uyga kelganingizdan buyon men bu kitobni o'qiyapman).

His-hayajon, aqliy faoliyat, holat va jarayonni ifodalaydigan fe'llar bilan ish- harakat jarayoni ta'kidlansa, **the Present Perfect Continuous**, fakt ta'kidlansa, **the Present Perfect** ishlatiladi: We have worked at this problem for a week. (Biz bu muammo ustida bir haftadan buyon ishlayapmiz). We have been working at this problem for a long time but have not solved it yet. (Biz bu muammo ustida ancha vaqtdan beri ishlayapmiz, ammo hali uni yechganimiz yo'q.) I have been teaching at this school for 10 years. (Men bu maktabda 10 yildan beri ishlayapman).

The Present Perfect Continuous ish-harakatning nutq momentidan oldin boshlanib, nutq momentigacha davom etib va nutq momentida ham davom etayotganini ifodalaydi: I have been sitting here since morning. (Men bu yerda ertalabdan buyon o'tiribman.)

Faktning his-hayajonli etib ifodalash maqsadida **the Present Perfect** o'rnida **the Present Perfect Continuous** ishlatiladi: I think you have been playing football after school again. (Men o'ylaymanki, maktabdan keyin siz futbol o'ynagansiz).

Ish-harakatning qancha vaqt davom etayotgani bizni qiziqтира, **the Present Perfect Continuous**, davom etsa-yu, lekin qancha vaqt davom etayotgani bizni qiziqtirmasa, **the Present Continuous** yoki **the Present Simple** ishlatiladi: I have been waiting for you for a long time. (Men sizni anchadan beri kutayapman) I am waiting for you. (Men sizni kutayapman.) He has been teaching English since 1990. (U 1990 yildan buyon ingliz tilidan dars beradi.) He teaches English. (U ingliz tilidan dars beradi.)

Aqliy faoliyat, his-hayajon, holat va jarayonni ifodalaydigan fe'llar bilan **the Present Perfect Continuous** o'rnida **the Present Perfect** ishlatiladi: I have known him for 10 year s. (Men uni 10 yildan beri bilaman.) I have worked at this plant for 20 years. (Men bu zavodda 20 yildan beri ishlayman, hozir ham ishlayman). I have been here since morning. (Men ertalabdan beri shu yerdaman.)

The Past Perfect Continuous Tense (O'tgan tugallangan davom zamon fe'li)

The Past Perfect Continuous Tense had been ko'makchi fe'llari va ma'no anglatuvchi fe'ning **Participle I** formasi orqali yasaladi: I had been working; You had been working; He (she) had been working; We had been working; They had been working.

So'roq formada: birinchi ko'makchi fe'l egadan oldin ishlatiladi: Had I been working? Had they been working?

Bo'lishsiz formada: not bo'lishsiz yuklamasi ikki yordamchi fe'l o'rtasida ishlatiladi: I had not(hadn't) been working. He had not(hadn't) been working.

Bo'lishsiz so'roq formada: Had(Hadn't) I not been working?

The Past Perfect Continuous Tense ning ishlatilishi:

The Past Perfect Continuous ish-harakatning o'tgan zamondagi aniq- momentdan oldin boshlanib, aniq momentning o'zida ham davom etishini ifodalaydi. O'tgan zamondagi aniq moment ikki yo'l bilan ifodalanadi:

O'tgan zamondagi ikkinchi ish-harakat orqali: I had been working in the garden for 2 hours when you came to me yesterday. (Kecha siz menikiga kelganingizda men bog 'da 2 soatdan beri ishlayotgan edim.)

O'tgan zamon payt ravishlari orqali: It had been raining for 2 hours at 5 yesterday. (Kecha soat 5da ikki soatdan beri yomg'ir yog 'ayotgan edi.)

c) Ish-harakatning butun davom etish vaqtini **for** predlogli fraza ifodalasa, **since** ish-harakatning boshlangan vaqtini ifodalaydi: I had been working on the article since morning when you rang me up. (Siz telefon qilganingizda men ertalabdan beri maqola ustida ishlayotgan edim.)

The Past Perfect Continuous Tense ish-harakatning o'tgan zamondan oldin davom etib, lekin aniq momentning o'zida davom etmaganini ifodalaydi. The man went out. He had been telling us dangerous stories. (U odam chiqdi. U bizga qo 'rqinchli hikoyalarni so 'zlab berdi).

The Future Perfect Continuous Tense (Kelasi tugallangan davom zamon fe'li)

The Future Perfect Continuous shall have been yoki will have been va ma'no anglatuvchi fe'lning **Participle** I formasi orqali yasaladi: I shall have been working; You will have been working; They will have been working.

Bo'lishsiz formada: **not** bo'lishsiz yuklamasi birinchi ko'makchi fe'ldan keyin keladi: I shall not have been working.

Qisqa formada: I shan 't have been working.

Bo'lishsiz so'roq formada: Shall I not have been working?

Qisqa formada: Shan't I have been working?

The Future Perfect Continuous Tense ning ishlatilishi:

The Future Perfect Continuous Tense ish-harakatning kelasi zamondagi aniq.. momentdan oldin boshlanib, shu aniq momentning o'zida ham davom etishini ifodalaydi. Kelasi zamondagi aniq moment ikki yo'l bilan ifodalanadi:

Kelasi zamondagi ikkinchi ish-harakat orqali: I shall have been working in the garden for an hour when you come to me to morrow. (Siz ertaga menikiga kelganingizda men bog'da bir soatdan beri ishlayotgan bo'laman). Shall have been learning English for 5 years when you enter our University. (Siz universitetimizga o'qishga kirganingizda men 5 yildan beri ingliz tilini o'rganayotgan bo'laman).

Kelasi zamon payt ravishlari orqali: The author will have been working on this novel for 5 years by next month (Kelasi oygacha muallif bu roman ustida 5 yildan beri ishlayotgan bo'ladi).

Shart va payt ergash gaplarda **the Future Perfect Continuous** o'rnida **the Present Perfect Continuous** ishlatiladi:

Father: Akbar, when will you return home?

Akbar: I shall return home at 6 o'clock in the evening.

Father: You will return home when I have been working in the garden for 3 hours. If you came earlier you would help me.

(Ota: Akbar, sen uyga soat nechada qaytasan?

Akbar: Men uyga soat 6 da qaytaman.

Ota: Vaqtliroq qayta olmasanmi? Men bog'da 3 soatdan beri ishlayotganimda qaytar ekansan. Vaqtliroq qaytganingda menga

yordam berarding.)

The Future Perfect Continuous in the Past (O'tgan zamonga qaratilgan kelasi tugallangan zamon)

Zamonlar moslashuviga binoan bosh gapdagi kesim o'tgan zamonda bo'lsa, ergash gapda **the Future Perfect Continuous in the Past** ishlatiladi:

He said: I shall have been working at this factory for 20 years when my son joins me. O'g'lim zavodga ishga keganida u yerda 20 yildan beri ishlayotgan bo'laman.)

O'zlashtirma gapda zamonlar moslashuviga binoan: He said that he would have been working at that factory for 20 years when his son joined him.

Exercises

I. Complete the conversations. Put in a to-infinitive or an ing-form.

1. A: I hear you sometimes sail to France in your boat. B: That's right. I really enjoy _____ .
2. A: Are you going to organize our trip? B: Yes, of course. I've agreed _____ it.
3. A: You wear a uniform at work, don't you? B: Yes, I have to, although I dislike _____ it.
4. A: Do you think they'll approve the plan? B: Yes, I'm quite sure they'll decide _____ it.
5. A: What time will you be back? B: Oh, I expect _____ back some time around nine.
6. A: Did I remind you about the dinner tonight? B: Yes, thank you. You keep _____ me.
7. A: Was your decision the right one, do you think? B: Yes, luckily. In the end it proved _____ the best thing for everyone.
8. A: Do you still work at the post office? B: No, I gave up _____ there last year.

9. A: Have ICM bought the company? B: Well, they've offered _____ it.
10. A: I'm sorry you had to wait all that time. B: Oh, it's all right. I didn't mind _____
11. We've finished _____ (decorate) the house.
12. I can't stand _____ (work) in an office.
13. We expect you _____ (arrive) on time.
14. It was a wonderful holiday. I will always remember _____ (see) Niagara Falls.
15. I would hate _____ (miss) your party.
16. They can't promise _____ (finish) the work today.
17. He hates _____ (use) computers.
18. I'm really looking forward to _____ (start) my new course.
19. They can't help us _____ (move) house.
20. She refused _____ (answer) the phone.

II. Verb + to-inf / ing-form or inf . Supply the right form of the verb.

1. This movie is worth _____(watch).
2. Who taught you _____ (drive)? My father did.
3. When he saw me he said «Hello» but kept on _____(speak).
4. Alice regrets _____ (lend) Jim her car.
5. He pretended _____ (be) sleeping, when we entered the room.
6. They never let him _____ (do) what he wants.
7. Have you ever considered _____ (live) somewhere else?
8. Does she help her brother _____ (do) his homework?
9. The robber admitted _____ (threat) the people but denied _____ (beat) them.
10. Jack always encourages me _____ (go) for my goals.
11. If I were you, I wouldn't recommend _____ (eat) in that restaurant.
12. The police ordered the people _____ (keep) silence.

13. There is no point in _____ (buy) a lot of food if you live by yourself.
14. I hate _____ (force) to do something I don't want to.
15. She remembers _____ (invite) Bill to the party but she is not sure about Carol.
16. Your clothes are dirty. They need _____ (wash).
17. Sharon never has difficulty _____ (make) friends.
18. In summer if the weather is good, we like _____ (go) fishing.
19. The Indians are used _____ (live) in hot and humid places.

III. Put the verbs in brackets into the correct form. Use the Present Perfect, the Past Simple, going to or will. Some verbs are passive.

A: Where (1) _____ you _____ (be) until now? It's very late. I was worried about you.

B: Sorry, I (2) _____ (want) to call you, but it was difficult to get to a phone. I'll tell you what happened if you won't get upset.

A: OK. I (3) _____ (keep) calm, I promise.

B: Well, I (4) _____ (be) at the police station until about 20 minutes ago!

A: The police station? What (5) _____ you _____ (do)?

B: Me? Nothing! And you (6) _____ (promise) you wouldn't get angry. Listen, I (7) _____ (explain) everything to you. I was walking back through town when a police officer (8) _____ (come) towards me and asked me where I had been on Saturday night.

A: But you were here at home by yourself.

B: Yes, I know. I (9) _____ (tell) him that but he wouldn't listen. I said he was wasting my time and then they took me to the police station.

A: You (10) _____ (arrest) at five o'clock this afternoon in the middle of town! Why? What (11) _____ (happen) last Saturday night?

B: Calm down! It seems that a house near here (12) _____ (burgled) while I was out for a walk.

A: And the police think you did it! That's it!

B: What are you doing with the phone?

A: I (13) _____ (speak) to that police officer and tell him that he has made a mistake.

B: They know that now. It's just that someone (14) _____ (see) a man leaving the house and, from the description, the police (15) _____ (think) it was me.

A: I (16) _____ never _____ (hear) anything so ridiculous in my life! What (17) _____ you _____ (do) about it? You should complain to the police.

B: Oh, I just want to forget about it now. I'm very tired.

A: I'm sorry. You (18) _____ just _____ (have) an awful experience and I shouldn't ask you any more questions. Are you hungry? I (19) _____ (make) you a sandwich if you like.

B: No thanks, but I think I (20) _____ (lock) all the doors and windows before we go to bed.

A: Good idea. Let's hope the police catch the real burglar soon!

IV. Put the verbs in the Present Simple / The Present Con-S

1. The house is in a mess because we've got the workmen in. The plumber (put) _____ in a new bath, the electricians (rewire) _____ the system, and the carpenter (build) _____ us some new bookshelves!
2. Dear Jane, Sorry to hear about your problem at work I (think) _____ you (do) _____ the right thing, but I (doubt) _____ whether your boss really (know) _____ his job from what you (tell) _____ me!
3. Let me explain what you have to do. First you (take) _____ the photos and (sort) _____ them into categories. Then you (file) _____ them according to subject.
4. We hope you (enjoy) _____ this marvellous weather as much as we are. We (sunbathe) _____ and (go) _____ swimming every day. Next week we (go) _____ snorkelling.
5. I (study) _____ English at Exeter University. I'm on holiday at the moment and I (work) _____ in a public library. I'm lucky to have this job. I do not have to _____ get up early. The library (open) _____ at 10 and (close) _____ at 7.

V. Put the verbs in the Past Simple /The Past Con-S

Mrs May, our District Nurse, (drive) _____ home at 3 a.m. one night after an urgent visit to a sick patient. She (drive) _____ along a deserted country lane, when she (see) _____ a new kind of animal. She (stop) _____ her car and (get out) _____. The animal (be) _____ clearly visible in the blaze of her headlights. It (look) _____ like a hedgehog with a tall white hat. It (cross) _____ the road without paying any attention to Mrs May. When Mrs May (go) _____ close to it, she (notice) _____ that there was a plastic yoghurt pot on the hedgehog's head. The poor creature had got its head stuck in the plastic pot! Her instincts as a nurse (tell) _____ her she would have to rescue it, so she (pull) _____ at the pot, but the hedgehog (pull) _____, too. After a struggle, she pulled the pot off the hedgehog's head. Mrs May (think) _____ the hedgehog (look) _____ rather sad, when she (notice) _____ that the pot was half full of strawberry yoghurt. She (give) _____ it back to the hedgehog. The creature (seize) _____ it, (pur) _____ it on its head again, and triumphantly (continue) _____ its journey across the road.

VI. Put the verbs in the Present Perfect Simple / The Present Perfect Con-S / The Past Simple

1. I _____ your letters. The job is done. (type)
2. I _____ this report since yesterday and I'm only half way through. (type)
3. Your mother is still in the kitchen. She _____ all morning. (cook)
4. I _____ a lovely meal which I'll be serving in a couple of minutes. (cook)
5. We _____ this garage ourselves and have just begun to use it. (build)
6. We _____ this garage ourselves and hope to finish it within the next two months. (build)
7. Before I (visit) _____ Australia, an Australian friend in London (tell) _____ me I'd learn 'the Australian salute'. 'What's that?' I (ask) _____. 'You'll find out when you get

there,' he (say) _____. I (arrive) _____ in Perth last week. Since then, I (stay) _____ at a nice hotel near a beautiful beach. I (never visit) _____ Australia before and I am enjoying my stay. I (swim) _____ every day from the time I (arrive) _____. Yesterday, an Australian friend (suggest) _____ a tour into 'the bush'. I (agree) _____ at once. The first thing I (notice) _____ when we (be) _____ in the bush (be) _____ the flies. After a while I (remember) _____ the conversation I had had in London before I (come) _____ here. 'What's the "Australian salute"?' I (ask) _____ suddenly, as I waved my right arm to keep the flies away. 'That's it!' my friend said as he (wave) _____ back!

VII. Put the verbs in the Past Simple / The Past Perfect Simple

1. They _____ the gates before I _____ there.
(lock, get)
2. By the time we _____, the party _____ .
(arrive, finish)
3. I _____ the shop as soon as I _____ the contents of the box. (ring, check)
4. After we _____ it on the phone, I _____ him a letter about it. (discuss, write)
5. We _____ a good rest when our guests _____ . (have, all leave)
6. When she _____ the office this morning, Jim _____ . (ring, already go out)
7. Before we _____ Tim to the theatre, he _____ to the theatre and _____ a stage play before, (take, never be, see)
8. I _____ the carpet when the dog _____ in and _____ himself, (just clean, come, shake)
9. He _____ to do the job in an hour, but he still _____ by 10 o'clock, (promise, not finish)

VIII. Find the mistakes and correct them.

1. I have spend all my money in books.
2. When I came home, I found that my brother took my car.
3. We need to stop at the nest petrol station. We run out of petrol.
4. A: Hello, Ben. How are you? How is your holiday going?
B: Hello, Sue. I am doing fine. I have a wonderful time here.
5. The last time we met him he worked at the post office.
6. How George broke his leg? He fell off the ladder.
7. What's the matter? Why do you look at me like that?
8. The price of petrol rose by 15% since the beginning of the year.
9. I have not feeling very well since yesterday.
10. Can you speak more slowly? I am not understanding any word you say.

IX. Put the verbs in the suitable form.

a) Present Simple/Present Continuous;

1. Usually I _____ (run) every morning but this morning I didn't run. Because I _____ (not/feel) well.
2. A: Who _____ this book _____ (belong) to? B: It _____ to me.
3. Alex ___ still _____ (sleep) but usually at this time he _____ (do) morning exercises.
4. Today is Sunday. Mark and Susan _____ (walk) in the park with their dog. But on the weekdays they _____ (not/take) him for a walk.
5. A: Hello, Amy! I am John. I _____ (call) you from India. How are you?
B: Hello, John. It is nice to hear you. I am alright. How is the weather there? It is snowing here.
A: Wonderful. You know what. It _____ (not/snow) in India even in winter!...

b) Past Simple/Past Continuous;

1. Jimmy _____ (sleep) when I _____ (call) him yesterday.
2. The police _____ (stop) us on when we _____ (drive) home.
3. Alice _____ (burn) herself while she _____ (cook) osh.

4. He _____ (walk) with his dog when he _____ (see) Ann and Sarah.
5. A: Where _____ (be) you yesterday in the evening? I went to see you and couldn't find you.
B: I was at my friend's. She _____ (have) a birthday party.

c) Present Perfect Simple/Present Perfect Continuous;

1. Tom _____ (write) many books. He _____ (write) books for 10 years.
2. Sarah and Tom are planting trees in the garden. They _____ (work) for 2 hours. They _____ (plant) 10 trees.
3. I _____ (live) in Rome for 2 years. During this time I _____ (live) in 3 different flats.
4. Sally _____ (drive) since she was 17. She _____ (drive) many different cars.
5. A: Hey, buddy good to see you! You look great. How are you? Where _____ you _____ (be)?
B: Hey. I am good. I am living in Miami now. I _____ (work) on a new project for a year.
What about you?...

d) Will/Shall/Going to/Present Simple/Present Continuous;

1. – Excuse me, sir. _____ you _____ (open) the door for me?
Thank you much.
2. Our train to Samarkand _____ (leave) at 10 and _____ (arrive) at 12.
3. A: Let's go to the cinema tonight. "Robin Hood" is on!
B: Sorry I can't. I _____ (have) dinner with my parents at 7 tonight.
4. That guy is driving too fast. He _____ (crush) himself.
5. I think Tom _____ (pass) the exam. He has been working hard.
6. A: What _____ we _____ (do) tonight?
B: The football match _____ (start) at 8. So we are free till 8. Let's go and see Tom.
A: He _____ (meet) his parents at the airport. So He probably _____ (not/be) at home tonight.

X. Write the Past Simple and Participle 2 forms of these verbs. Be careful some of them are regular and some are irregular.

to wear

to ride

to catch

to bring

to believe

to choose

to ride

to hide

to prefer

to arrange

XI. Find the mistakes and correct them.

1. I have not never been to Canada.
2. How often do your friend visit you?
3. Ten years ago he has bought a new house.
4. The concert of Arash will start at 8 p.m. tonight.
5. Next Monday I will not work. I am taking a vacation and flying to Germany to visit my parents.

XII.

A. Find the synonyms of these words from the words in the box.

An artist

famous

clean

to believe

pretty

A painting

an essay

to celebrate

a tournament

to help

A composition

a painter

To observe

well-known

Tidy

to trust

A competition

cute

A picture

to give a hand

B. Match the sentences in box A with the sentences in box B.

1. I only like white chocolate
2. Would you like a lift?
3. Would you like some more cake?
4. Would you like a cold drink?
5. Don't you like your boss?
6. I don't like cabbage
7. I wouldn't like to work for her!
8. Would you like to come to dinner?
9. What do you like doing at the weekends?
10. Help yourself. Get some more chicken!

- a. I'd love one. I am very thirsty.
- b. I hate him.
- c. No thank you. I have had enough.
- d. I'd love to. That is very kind.
- e. I'd love some. It is very delicious.
- f. I don't. I can't stand it.
- g. Nor would I.
- h. Nothing.
- i. Really? I love it.
- j. It is OK. I'll get the bus

XIII. Using the words in parentheses, complete the text below with the appropriate tenses

Today (be) _____ the second day of my trek around Mount Annapurna. I am exhausted and my legs (shake)_____; I just hope I am able to complete the trek. My feet (kill, really)_____ me and my toes (bleed) _____, but I (want, still) _____ to continue.

Nepal is a fascinating country, but I have a great deal to learn. Everything (be) _____ so different, and I (try) _____ to adapt to the new way of life here. I (learn) _____ a little bit of the language to make communication easier; unfortunately, I (learn, not) _____ foreign languages quickly. Although I (understand, not) _____ much yet, I believe that I (improve, gradually) _____.

I (travel, currently) _____ with Liam, a student from Leeds University in England. He (be) _____ a nice guy, but impatient. He (walk, always) _____ ahead of me and (complain) _____-- that I am too slow. I (do) _____ - my best to keep up with him, but he is younger and stronger than I am. Maybe, I am just feeling sorry for myself because I am getting old.

Right now, Liam (sit) _____ with the owner of the inn. They (discuss) _____ the differences between life in England and life in Nepal. I (know, not) _____ the real name of the owner, but everybody (call, just) _____ him Tam. Tam (speak) _____ - English very well and he (try) _____ to teach Liam some words in Nepali. Every time Tam (say) _____ a new word, Liam (try) _____ to repeat it. Unfortunately, Liam (seem, also) _____ to have difficulty learning foreign languages. I just hope we don't get lost and have to ask for directions.

XIV.Using the words in parentheses, complete the text below with the appropriate tenses

1.

- a. Look, I (have) _____ two tickets for the circus.
b. Look, I (hold) _____ two tickets for the circus.

2.

- a. We (be) _____ there for more than half an hour by the time the show _____ began.
b. We (wait) _____ there for more than half an hour by the time the show began

3.

Lars: Excuse me, which movie are you waiting for?

Tony: We (wait) _____ for the new Stars Wars movie. In fact, we (wait) _____ here for more than five hours.

Lars: Five hours? When did you arrive?

Tony: We (get) _____ here at 6:00 o'clock this morning. More than forty people (stand, already) _____ here waiting for tickets when _____ we _____ arrived.

Lars: I can't believe that! Are you serious?

Tony: Yeah, people (take) _____ Star Wars movies seriously. In fact, this particular showing has been sold out for over a week. We (wait, just) _____ in line to get a good seat in the theater.

Lars: When did you buy your tickets?

Tony: I (buy) _____ them last week by phone. I (know) _____ tickets would be hard to get because I (see) _____ a news interview with a group of people standing in line to get tickets. They (wait) _____ in line for almost a month to buy tickets for the first _____ showing.

Lars: I don't believe that!

Tony: It's true. They (camp) _____ out in front of Mann's Chinese

Theater in Los Angeles for about a month because they (want) _____ to be the first people to see the movie.

4.

1. Every Monday, Sally (drive) _____ her kids to football practice.

2. Usually, I (work) _____ as a secretary at ABT, but this summer I (study) _____ French at a language school in Paris. That is why I am in _____ Paris.

3. Shhhhh! Be quiet! John (sleep) _____.

4. Don't forget to take your umbrella. It (rain) _____.

5. I hate living in Seattle because it (rain, always) _____.

6. I'm sorry I can't hear what you (say) _____ because everybody (talk) _____ so _____ loudly.

7. Justin (write, currently) _____ a book about his adventures in Tibet. I hope he can find a good publisher when he is finished.

8. Jim: Do you want to come over for dinner tonight?
Denise: Oh, I'm sorry, I can't. I (go) _____ to a movie tonight with some _____ friends.

9. The business cards (be, normally) _____ printed by a company in New York. Their prices (be) _____ inexpensive, yet the quality of _____ their _____ work _____ is _____ quite _____ good.

10. This delicious chocolate (be) _____ made by a small chocolatier in Zurich, Switzerland.

5.

1. Today after I (get) _____ out of class, I (go) _____ to a movie _____ with _____ some _____ friends.

2. When you (arrive) _____ in Stockholm, call my friend Gustav. He (show) _____ you around the city and help you get _____ situated.

3. A: Do you know what you want to do after you (graduate) _____?

B: After I (receive) _____ my Master's from Georgetown University, I (go) _____ to graduate school at UCSD in San Diego. I (plan) _____ to complete a Ph.D. in cognitive science.

4. If it (snow) _____ this weekend, we (go) _____ skiing near Lake _____ Tahoe.

5. Your father (plan) _____ to pick you up after school today at 3:00 o'clock. He (meet) _____ you across the street near the ice cream shop. If something happens and he cannot be there, I (pick) _____ you _____ up _____ instead.

6. If the people of the world (stop, not) _____ cutting down huge stretches of rain forest, we (experience) _____ huge changes in the environment during the twenty-first century.

7. If Vera (keep) _____ drinking, she (lose, eventually) _____ her _____ job.

8. I promise you that I (tell, not) _____ your secret to anybody. Even if somebody (ask) _____ me about what happened that day, I (reveal, not) _____ the truth to a single person.

9. She (make) _____ some major changes in her life. She (quit) _____ her job and go back to school. After she (finish) _____ studying, she (get) _____ a better-paying job and buy a house. She is going to improve her life!

10. Tom (call) _____ when he (arrive) _____ in Madrid. He (stay) _____ with you for two or three days until his new apartment (be) _____ available

Modal Verbs (Modal fe'llar)

Ingliz tilidagi modal fe'llar so'zlovchining ish-harakat va holatga bo'lgan munosabatini ifodalaydi. Ular ehtimollik, majburiyat, maslahat va shubhani ifodalab keladi. Bu fe'llar: can, could, may, might, must, ought, shall, should, will, would, dare, need.

Modal fe'llar o'ziga xos xususiyatga ega, jumladan, a) barcha modal fe'llar (**ought** va **need** dan tashqari) o'zidan keyin **Infinitive** ning **to** shaklini talab etadi; b) ularning (**dare** va **need** dan tashqari) bo'lishsiz va so'roq shakllari do ko'makchi fe'lisiz yasaladi:

Can modal fe'li o'z ekvivalent shakliga ega bo'lib, bu **to be able to** dir. You can see the sea from our bedroom. (Siz yotoqxonamizdan dengizni ko'rishingiz mumkin.) **Can** modal fe'li keng imkoniyatni, **to be able** esa cheklangan imkoniyatni ifodalaydi: The old man is not able to cross the road (Qariya yo'lni kesib o'ta olmaydi).

Can ning o'tgan zamondagi shakli **could** bo'lib, u ham o'z ekvivalentiga ega. Uning o'tgan zamondagi ekvivalenti **was/were able to** dir. **Could** quyidagi fe'llar bilan ishlatiladi: see, hear, feel, remember, smell, understand, taste.

Was/were able to fe'li "biror vaziyatdan chiqib ketmoq", "uddasidan chiqmoq" ma'nosida ishlatiladi: They didn't want to come with us at first but in the end we were able to persuade them (Ular boshda biz bilan borishni xohlashmadi, lekin nihoyat biz ularni ko'ndira oldik).

Can shubha, taajjublanish ma'nosini ham bildirishi mumkin: can she be waiting for us? (Nahotki, u bizni kutib turgan bo'lsa?)

May modal fe'li

May modal fe'lining ikki shakli mavjud bo'lib, hozirgi zamon uchun **may**, o'tgan zamon uchun esa **might**. **To be allowed to, to be permitted to** konstruksiyalari ham **may** o'rnida qo'llanishi mumkin. You are to stay in bed until you are allowed to get up (Sizga o'ringizdan turishga ruxsat berilguncha turmasligingiz kerak).

May ijozat, ehtimollik ma'nolarini ifodalashi mumkin:

a) ijozat ma'nosida: May I ask you a question? (Sizga savol bersam maylimi?)

- b)ehtimollik ma'nosida: You may think you're very old (Balki o'zingizni juda qari deb o'ylarsiz)
- c)might gina, kinoya ma'nolarini ifodalyadi: You might lend me your English book. (Menga inglizcha kitobingizni berishingiz mumkin edi-ku?)

Must modal fe'li

Must modal fe'li kerak, shart, zarur ya'ni zaruriyat ma'nolarida ishlatiladi:

Masalan: Oh dear, it's late. I must go now (Azizim, kech bo'ldi. Men hozir ketishim kerak).

Must quyidagi ma'nolarda kelishi mumkin:

a)**Zaruriyat:** He must write (U yozishi kerak); He must earn money. (U pul ishlashi zarur)

b)Buyruq yoki ta'qiqlash ma'nosida: You must leave the room at once! (Siz xonani hoziroq tark etishingiz shart):(buyruq). You must not speak to a prisoner in a foreign language (Mahbusga xorijiy tilda gapirish mumkin emas): (ta'qiqlash).

Ehtimollik yoki taxmin ma'nosida: You've traveled a lot. You must be tired. (Siz ko'p sayohat qilgansiz. Siz (balki) charchagan bo'lsangiz kerak.)

Must modal fe'lining ekvivalenti to have to iborasi hisoblanib, u quyidagi holatlarda ishlatiladi:

Must	have to
1)Hozirgi va kelasi zamongal tegishli zaruriyatlar: We must go now. Must we leave to tomorrow.	1) to have to ning hamma formalari va zamonlari mavjud: I had to go to hospital. He has to go to hospital. I have to go to hospital. I'll have to go to hospital.

<p>2) ichki majburiyat yoki o'z hissiyotimizdan kelib chiqib, biror narsa shartligini aytsak: It must read this book. It is useful for my invention.</p>	<p>2) sharoitdan chiqqan zaruriyat: I can't meet you on Friday. I'll have to work in the library.</p>
<p>Must ning bo'lishsiz formasini biror narsani qilmaslik shartlikligini ifodalaydi: You mustn't tell anybody about it.</p>	<p>to have to ning bo'lishsiz shakli biror narsani qilish "shart emas"ligini ifodalaydi: You don't have to put on this coat, it is not so cold.</p>

Should modal fe'li

Should modal fe'lida shartlik ma'nosi bilan birga maslahat ma'nosi ham anglashiladi: You should read this book. (Bu kitobni o'qishingiz lozim). You should help your mother at home (Uyda oyingizga yordam berishingiz lozim).

Ought modal fe'li

Ought modal fe'li axloqiy burch ma'nosini ifodalaydi. You ought to help your mother at home (Siz uyda oyingizga yordam berishingiz kerak). You ought to respect grown-ups (Siz kattalarni hurmat qilishingiz kerak).

Misollardan ko'rinib turibdiki **should** o'zbek tiliga lozim ma'nosida tarjima qilinib, **ought to** axloqiy burchni ifodalab, "kerak" ma'nosida tarjima qilinadi.

To be to modal fe'li oldindan rejalashtirilgan majburiylikni ifodalaydi: I was to take part in his birthday party but I couldn't. (Men uning tug'ilgan kuni munosabati bilan o'tkazilgan ziyofatda ishtirok etishim kerak edi, lekin ishtirok' etaolmadim).

Exercises

I. Add "to" where necessary. If "to" is not necessary, write 0.

1. I have to go downtown tomorrow.
2. Tom must 0 see his dentist.
3. Could you please _____ open the window?
4. May I _____ borrow your pen?
5. A good book can _____ be a friend for life.
6. I ought _____ go to the post office this afternoon.
7. Jimmy is yawning and rubbing his eyes. He must _____ be sleepy.
8. I have got _____ go to the post office this afternoon.
9. Shouldn't you _____ save a little money for a rainy day?
10. Poor Edward. He has _____ go to the hospital for an operation.
11. Alex! Stop! You must not _____ run into the street when there's traffic!

II. Interview a classmate about each item in the list below, then make a report (written or oral) about your classmate's abilities.

Example: Read pages that are upside down?

SPEAKER A: Can you read pages that are upside down?

SPEAKER B: Yes, I can. Here, I'll show you. **OR** No, I can't. **OR** I don't know. I'll try. Turn your book upside down, and I'll try to read it.

1. Speak more than two languages?
2. Play chess?
3. Drive a stick-shift car?
4. Read upside down?
5. Play any musical instrument?
6. Do card tricks?
7. Oat the top of your head up and down with one hand and your stomach in a circular motion with the other hand at the same time?

Switch roles.

8. fold a piece of paper in half more than six times?
9. draw well, for example, draw a picture of me?
10. cook?
11. walk on your hands?
12. play tennis?

13. program a computer?
14. write legibly with both your right hand and your left hand?

III. Answer the questions. Include at least three possibilities in the answer to each question, using may, might, and may be as in the example.

Example: -What are you going to do tomorrow?

-I don't know. I may go downtown. Or I might go to the laundromat. Maybe I'll study all day. Who knows?

1. What are you going to do tomorrow night?
2. What's the weather going to be like tomorrow?
3. What is he going to do tonight?
4. I'm taking something out of my briefcase/ purse/pocket/wallet. It's small, and I'm holding it in my fist. What is it?
5. What does she have in her purse?
6. What does he have in his pants pockets?
7. He isn't in class today. Where is he?
8. You have another class after this one. What are you going to do in that class?
9. Look at the picture. What is the man's occupation? What is the woman's occupation?

IV. Listen to the clues with books closed. Make guesses using could, may, and might.

Example: is made of metal and you keep it in a pocket

TEACHER: I'm thinking of something that is made of metal. I keep it in my pocket. What could it be?

STUDENTS: It could be a pen. It could be some keys. It might be a paper clip. It may be a small pocket knife. It could be a coin.

TEACHER: (. . .) was right! I was thinking of the keys in my pocket.

1. has wheels and a motor
2. is made of plastic and can be found in my purse pocket
3. is brown, is made of leather, and is in this room
4. is flat and rectangular
5. is white, hard, and in this room
6. is played with a ball on a large field
7. has (three) stories and is made of (brick)

8. has four legs and is found on a farm
9. is green and we can see it out of that window
10. is sweet and you can eat it

V. Correct the errors.

1. You had better not be late.
2. Anna shouldn't wears shorts into the restaurant.
3. I should to go to the post office today.
4. I ought paying my bills today.
5. You'd had better to call the doctor today.
6. You don't should stay up too late tonight.
7. You'd to better not leaving your key in the door.
8. Mr. Nguyen has a large family and a small apartment. He ought found a new apartment.

VI. Give advice using should, ought to, and had better. Work in groups of four. Only Speaker A's book is open. Rotate the open book, using a new Speaker A for each item.

Example:

SPEAKER A (book open): I study, but I don't understand my physics class. It's the middle of the term, and I'm failing the course. I need a science course

in order to graduate. What should I do?*

SPEAKER B (book closed): You'd **better** get a tutor right away.

SPEAKER C (book closed): You should make an appointment with your teacher and see if you can get some extra help.

SPEAKER D (book closed): Maybe you ought to drop your physics course and enroll in a different science course next term.

1. I forgot my dad's birthday yesterday. I feel terrible about it. What should I do?
2. I just discovered that I made dinner plans for tonight with two different people. I'm supposed to meet my fiancé at one restaurant at 7:00, and I'm supposed to meet my boss at a different restaurant across town at 8:00. What should I do?
3. The boss wants me to finish my report before I go on vacation, but I don't have time. I might lose my job if I don't give him that report on time. What should I do?
4. I borrowed Karen's favorite book of poems. It was special to her. A

note on the inside cover said "To Karen." The poet's signature was at the bottom of the note. Now I can't find the book. I think I lost it. What am I going to do?

VII. Make a logical conclusion about each of the following situations. Use must.

Example: Emily is crying.

+ She must be unhappy.

1. Mrs. Chu has a big smile on her face.
2. Nadia is coughing and sneezing.
3. Rick is wearing a gold ring on the fourth finger of his left hand.
4. Sam is shivering.
5. James is sweating.
6. Rita rents ten movies every week.
7. Olga always gets the highest score on every test she takes.
8. Toshi can lift one end of a compact car by himself.

VIII. Complete a sentence with could, was/were able to or couldn't :

1. He had hurt his leg, so he.. walk very well.
2. My grandmother loved music .She ...play piano very well.
3. The boy fell into the river but fortunately we ...rescue him.
4. I looked very carefully and I...see a figure in the distance.
5. She wasn't at home when I phoned but I... contact her at her office.

IX. Complete the sentences using the words listed in the box below. Don't forget to capitalize when necessary. Some gaps may have more than one correct answer.

can could have to must might should

1. Ted's flight from Amsterdam took more than 11 hours. He ____ be exhausted after such a long flight. He ____ prefer to stay in tonight and get some rest.
2. If you want to get a better feeling for how the city is laid out, you ____ walk downtown and explore the waterfront.
3. Hiking the trail to the peak ____ be dangerous if you are not well prepared for dramatic weather changes. You ____ research the route a little more before you attempt the ascent.

4. When you have a small child in the house, you ____ leave small objects lying around. Such objects ____ be swallowed, causing serious injury or even death.

5. Dave: ____ you hold your breath for more than a minute?

Nathan: No, I can't.

6. Jenny's engagement ring is enormous! It ____ have cost a fortune.

7. Please make sure to water my plants while I am gone. If they don't get enough water, they ____ die.

8. I ____ speak Arabic fluently when I was a child and we lived in Egypt. But after we moved back to Canada, I had very little exposure to the language and forgot almost everything I knew as a child. Now, I ____ just say a few things in the language.

9. The book is optional. My professor said we ____ read it if we needed extra credit. But we ____ read it if we don't want to.

10. Leo: Where is the spatula? It ____ be in this drawer but it's not here.

Nancy: I just did a load of dishes last night and they're still in the dish washer. It ____ be in there. That's the only other place it ____ be.

11. You ____ take your umbrella along with you today. The weatherman on the news said there's a storm north of here and it ____ rain later on this afternoon.

12. ____ we pull over at the next rest stop? I really ____ use the bathroom and I don't know if I ____ hold it until we get to Chicago.

13. Oh no! Frank's wallet is lying on the coffee table. He ____ have left it here last night.

14. Ned: ____ I borrow your lighter for a minute?

Stephen: Sure, no problem. Actually, you ____ keep it if you want to. I've given up smoking.

15. I ____ believe she said that to Megan! She ____ insult her cooking in front of everyone at the party last night. She ____ have just said she was full or had some salad if she didn't like the meal.

16. Do you ____ chew with your mouth open like that? Geez, it's making me sick watching you eat that piece of pizza.

17. Mrs. Scarlett's body was found in the lounge just moments ago, and it's still warm! Nobody has left the mansion this evening, so the killer ____ be someone in this room. It ____ be any one of us!!!

18. Ted: I don't know why Denise starting crying when I mentioned the wedding.

Pamela: It ____ have been what you said about her brother. Or, perhaps she is just nervous. After all, the big day is tomorrow.

19. ____ you always say the first thing that pops into your head? ____ you think once in awhile before you speak?

20. I was reading the book last night before I went to bed. I never took it out of this room. It ____ be lying around here somewhere. Where ____ it be? be swallowed, causing serious injury or even death.

X. Choose the correct modal verb:

1. The water is cold, you ... swim.
a) can b) can't c) must
2. She ... to finish school in a year.
a) may b) has c) is
3. The weather ... change tomorrow.
a) may b) must c) should
4. He ... be clever, but he hasn't got much common sense
a) could b) may c) ought to
5. George ... be strong: he can lift heavy weights
a) must b) may c) should

XI. Make up situations, using the following words and word combinations.

Use modal verbs:

1. to look friendly, to feel like, to invent a story, to suggest, to treat somebody to something, to prove to be.
2. bitterly cold to save, at the risk of, to remain alive, to fall seriously ill, to take treatment.
3. to be admitted, the advantages of ... , to devote, to offer every opportunity, in a friendly way, as a result.
4. to be brought by, to make suggestions, to do well, to invent, to respect, to get to know, to make a great progress.

XII. 2. Complete the sentences using the words listed in the box below. Negative and past forms are also used in this lesson. Some gaps may have more than one correct answer..

1. I ____ be at the meeting by 10:00. I will probably ____ take a taxi if I want to be on time.
2. You ____ submit the application if it has not been completely filled

out. Check that the name, address, and background information are correct. If the form is not accurate and complete, you will be rejected and you will _____ reapply at a later date.

3. Tina: Look at these flowers - they're beautiful! But, there's no card. Who could have sent them?

Stephanie: It _____ have been David. He's the only one who would send you flowers.

4. You _____ forget to pay the rent tomorrow. The landlord is very strict about paying on time.

5. You _____ be so rude! Why don't you try saying "please" once in a while.

6. If you are over 18 in California, you _____ take a driver training course to get a driver's license. You can have a friend or a family member teach you instead. But remember, you _____ still get your permit before you start practicing.

7. You _____ be rich to be a success. Some of the most successful people I know haven't got a penny to their name.

8. Ed: My car broke down in Death Valley last week. I _____ have it towed more than a hundred miles to the nearest mechanic.

Lilly: That _____ have cost a fortune!

9. While hiking in Alaska, you _____ keep an eye out for bears. If you see one, you _____ approach it. They are beautiful animals; however, they are wild and unpredictable in nature. You _____ be afraid of them, but educating yourself about the dangers can help keep you safe.

10. I _____ go to work tomorrow because it is Memorial Day. The best thing about a day off from work is that I _____ get up at 6:00; I can sleep in till noon if I want to.

11. Yesterday, I _____ cram all day for my French final. I didn't get to sleep until after midnight.

12. Nate: Oh no! I completely forgot we were supposed to pick Jenny up at the airport.

Barbara: She _____ still be sitting there waiting for us.

13. Ingrid received a scholarship to Yale University which will cover 100% of the tuition. She _____ worry at all about the increasing cost of education.

14. When I was a child my grandmother was continually correcting our manners. She always used to say, "One _____ eat with one's mouth open." Or, she would correct us by saying, "One _____ rest one's

elbows on the table." And every time I wanted to leave the table, she would say, "One ____ ask to be excused."

XIII. Complete the sentences using the words listed in the box below. Don't forget to capitalize when necessary. Some gaps may have more than one correct answer.

may had better have got to shall

1. I know it's rather rude, but ____ I ask you where you purchased that pocket watch? I have been looking for one like that for my father.

2. You ____ look good for your interview if you want to get the sales job. You ____ wear the white shirt and the maroon tie. I think that'll look really professional.

3. I ____ be at work tomorrow by 7:00. I ____ give a marketing presentation to one of our clients.

4. It's pretty hot in the desert at this time of year. If we are going to do some hiking, we ____ take at least two or three quarts of water with us. Actually, it ____ be hotter than we expect out there - maybe we should take a gallon or more.

5. You ____ leave the table once you have finished your meal and politely excused yourself.

6. I can't stand these people - I ____ get out of here. I'm going to take off for awhile while you get rid of them. When I get back, they ____ be gone.

7. ____ I try a little of your Black Forest cake? It looks absolutely delicious - I ____ taste it!

8. You ____ take along some cash. The restaurant ____ not accept credit cards.

9. You ____ take along some cash. The restaurant doesn't accept credit cards.

10. ____ we move into the living room? It's more comfortable in there and there's a beautiful view of the lake.

11. I'm not really sure if Susan is going to go snowboarding with us or not. She ____ decide to stay here and study for her Japanese final. She ____ get a good score on the test if she wants to qualify to study abroad in Tokyo next semester.

12. ____ I have a look at that necklace there in the display case. It's exactly what I've been looking for.

13. We ____ no longer suffer the injustice of oppression. We ____

never give up the struggle for freedom!

14. You _____ be joking! If you think I'm going to give you a tip after you mixed up the meal orders, spilled wine on me and insulted my wife, you _____ get your head examined!!!

15. Ian, Evelyn and Deborah will be attending the conference. I _____ be attending as well.

XIV. Use modal verbs where possible. If a modal verb can't be used with a certain tense, use its substitute.

1. You (must) _____ get up early tomorrow.
2. You (not / need) _____ call a baby sitter.
3. We (may) _____ watch the film tonight.
4. He (not / can) _____ see me yesterday.
5. She (must) _____ stay at school yesterday afternoon.
6. (may / you) _____ go to the disco yesterday?
7. He (not / must) _____ sleep now.
8. You (not / need) _____ answer.
9. He (ought to) _____ give evidence at the court yesterday.
10. Since he bought the new car he (not / can) _____ sleep.

XV. Put the correct modal verb into the box.

can couldn't have to might must ought to shouldn't was able

1. It's very cold today. Do you think it _____ snow later?
2. You _____ leave your door unlocked when you go out.
3. They _____ have filled the car with petrol before they set off.
4. My motorbike broke down in the middle of nowhere, but luckily I _____ to fix it.
5. Mum says we _____ watch TV after we've finished our homework.
6. You don't _____ pick me up at the station. I can get a taxi.
7. This is impossible, it _____ be a mistake!
8. Jim _____ have seen me because he walked past without saying 'Hello'.

The Category of Voice in verbs (Fe'llarda nisbat kategoriyasi)

Ingliz tilida ish-harakat va uning subyektiga orasidagi munosabatlarni fe'l nisbatlari ifodalaydi. Ingliz tilida ikkita nisbat formasi mavjud: **active voice** va **passive voice**.

Active voice da ish-harakat yoki holat grammatik ega yoki grammatik subyekt tomonidan amalgam oshiriladi: He worked (U ishladi). I wrote (Men yozdim).

Passive voice da grammatik ega ustidan ish-harakat bajariladi: The book was read by this student. (Kitob bu talaba tomonidan o'qildi.) I am usually invited to his birthday (Men odatda uning tug'ilgan kuniga taklif etilaman)

The Passive Voice (Majhul Nisbat)

The Passive Voice ning yasalishi. **The Passive Voice to be** yordamchi fe'lining kerakli shaxs,zamon va sondagi shakli hamda ma'no anglatuvchi fe'ning **Participle II** formasi orqali yasaladi:

Present Continuous	Past Continuous	Perfect Tense
<i>I am being invited</i>	<i>I was being invited</i>	<i>I have been invited</i>
<i>You are being invited</i>	<i>He was being invited</i>	<i>I had been invited</i>
<i>He is being invited</i>	<i>She was being invited</i>	<i>I shall have been</i>
<i>She is being invited</i>	<i>We were being invited</i>	<i>invited</i>
<i>You are being invited</i>	<i>You were being invited</i>	
<i>They are being invited</i>	<i>They were being invited</i>	

The Future Continuous, the Present Perfect Continuous, the Past Perfect Continuous va **the Future Perfect Continuous** formalari majhul nisbatda ishlatilmaydi.

The Passive Voice ning ishlatilishi:

The Passive Voice quyidagi hollarda ishlatiladi: 1. Gapda ish-harakatni bajaruvchi shaxs eslatilmaydi. Bu holda ish-harakatning bajaruvchisi gap mazmunidan aniqlashi yoki uni eslatishning hojati bo'maydi: This house was built in 1990 (Bu uy 1990 yilda qurilgan).

2. Ish -harakatni bajaruvchi shaxs by predlogi orqali eslatiladi: The documents were signed by the director of the plan. (Hujjatlar zavod direktori tomonidan- imzolandi.)

3. **To be+Participle II** tegishli shaxs,son va zamonda ishlatilib,ish-harakatni ifodalasa, fe'l majhul nisbatda ishlatiladi va oddiy kesim vazifasini bajaradi: This article was written by my teacher (Bu maqola o'qituvchim tomonidan yozilgan).

4. **To be+Participle II** tegishli shaxs,son va muayyan zamonda ishlatilib,holatni ifodalasa, to be fe'li bog'lama fe'l vazifasida, **Participle II** esa qo'shma otlashgan kesimning otlashgan qismi vazifasida bo'ladi,bu holda to be bog'lama fe'l va **Participle II** birikmasi qo'shma otlashgan kesimning vazifasini bajaradi:(Moscow State University is named after M.V Lomonosov. Moskva davlat universiteti M.V.Lomonosov nomi bilan atalgan.)

5. **To be+Participle II** ish-harakatni ifodalaydi. The documents are signed by the director. (Hujjatlar direktor tomonidan imzolandi.)The letter was written by my brother yesterday. (Xat akam tomonidan kecha yozildi.)The steamer will be unloaded by the sailors tomorrow. (Paroxod ertaga dengizchilar tomonidan bo'shatiladi.)

6. **To be+Participle II** holatni ifodalaydi: The documents are signed.You may take them (Hujjatlar imzolangan.Ularni olishingiz mumkin) The letter was written yesterday. You could have posted it (Xat kecha yozilgan edi. Siz uni pochta orqali yuborishingiz mumkin edi)The steamer will be unloaded when you arrive at the port (Siz portga kelganinigizda paroxod bo'shatilgan bo'ladi)

7. **Already, just, by+noun** (ot) kabilar **the Present Perfect, the Past Perfect** va **the Future Perfect** qo'llanilgan gaplarda ishlatilsa, kesim ish-harakatni ifodalaydi va fe'l oddiy kesim vazifasini bajaradi: The steamer has already been unloaded by the sailor (Paroxod allaqachon dengizchilar tomonidan bo'shatildi).The steamer had already been unloaded by the sailors when you came to the port (Siz kelganingizda paraxod allaqachon dengizchilar tomonidan bo 'shatilgan edi). The steamer will have already been unloaded by the sailors when you come to the port (Siz portga kelganingizda paraxod allaqachon dengizchilar tomonidan bo 'shatilgan bo 'ladi).

Modal fe'llarning nisbat formalarida ishlatilishi:

Aniq nisbatda: We must finish our work as soon as possible (Biz ishimizni iloji boricha tezroq tugatishimiz kerak) You can buy this book in any book-shop (Siz bu kitobni har qanday kitob do'konidan sotib olishingiz mumkin) You ought to translate this article at once (Siz bu maqolani darhol tarjima qilishingiz kerak)

Majhul nisbatda: Our work must be finished as soon as possible (Ishimiz iloji boricha tezroq tugatilishi kerak) This book can be bought in any book-shop (Bu kitob har qanday kitob do'konidan sotib olinishi mumkin)This article can be translated at once (Bu maqola

darhol tarjima etilishi kerak)

Ba'zi fe'llarning majhul nisbatda ishlatilishi:

1.To explain, to dictate, to suggest, to announce kabi fe'llar majhul nisbatda ishlatilganda,ulardan keyin qo'llaniladigan vositali to'diruvchidan oldin to predlogi ishlatiladi: The teacher explained the new role to us(O 'qituvchi bizga yangi qoidani tushuntirdi). The new rule was explained to us(Yangi qoida bizga- tushunturildi).

2.Quyidagi fe'llarning predloglar bilan majhul nisbatda ishlatilishiga e'tibor

bering:

<i>To laugh at smb-</i>	<i>birovni ustidan kulmoq</i>
<i>To account for smb-</i>	<i>biror narsani tushuntirmoq</i>
<i>To agree upon on smth -</i>	<i>biror narsada kelishmoq</i>
<i>To allude to smth-</i>	<i>biror narsaga tegishli bo 'lmoq</i>
<i>To arrive at smth-</i>	<i>biror joyga kelmoq to 'g 'ri!</i>
<i>To comment upon smth -</i>	<i>biror narsaga izoh bermoq</i>
<i>To depend on smth (on smb) -</i> <i>(biror narsaga bog'liq bo 'lmoq)</i>	<i>biror narsa yoki kishiga tayanmoq</i>
<i>To insist on (upon) smth-</i>	<i>biror narsani qattiq talab qilmoq</i>
<i>To interfere with smth(or smb)</i>	<i>-biror narsaga yoki biror kishiga</i> <i>halal bermoq</i>
<i>To listen to smth or smb-</i> <i>solmoq</i>	<i>biror narsaga yoki birovga quloq</i>
<i>To look at smth. or smb-</i> <i>qaramoq</i>	<i>biror narsaga yoki birovga</i>
<i>To rely on smth or smb-</i> <i>tayanmoq</i>	<i>biror narsaga yoki birovga</i>
<i>To speak of (about)smth. or smb-</i> <i>gapirmoq</i>	<i>biror narsa yoki birov haqida</i>
<i>To send for smb. or smth-</i> <i>orqasidan kishi yubormoq</i>	<i>birovning yoki biror narsaning</i>
<i>To take care of smth or smb-</i>	<i>birovga g'amxo 'rlik qilmoq</i>
<i>To lose sight of smth or smb-</i>	<i>ko 'zdan g 'oyib bo 'lmoq</i>

Izoh: **to take care of** va **to lose sight of** iboralaridagi **care** va **sight** so'zlari **to take** va **to lose** fe'llari bilan yaqindan bog'langan,shuning uchun bu otlar majhul nisbat konstruksiyalarida ega vazifasini bajara

olmaydilar, masalan, **care was taken of, sight was lost of** deyish mumkin emas:

Majhul nisbat ishlatilgan gaplarda predloglarning qo'llanilish o'rniga e'tobor bering.

He was laughed at (Uning ustidan kulishdi)

He was listened to attentively (Uni diqqat bilan tinglashdi)

This man can be relied on (Bu odamga tayanish mumkin)

The book is very much spoken of (Bu kitob haqida juda ko'p gapiriladi)

The doctor will be sent for at once (Shifokor orqasidan tezda odam yuboriladi)

His child will be taken care of (Uning bolasiga yaxshi g'amxo'rlik qilinadi)

At last the plane was lost sight of (Nihoyat samolyot ko'zdan g'oyib bo'ldi)

Exercises

I. Change the sentences from active to passive.

Eg: 1. Ms. Hopkins invited me to dinner. *I was invited to dinner by Ms. Hopkins.*

2. Thomas Edison invented the phonograph.
3. Water surrounds an island.
4. A plumber is going to fix the leaky faucet.
5. A doctor has examined the sick child.
6. A large number of people speak Spanish.
7. Helicopters fascinate children.
8. Shakespeare wrote "Hamlet"
9. This news will amaze you

II. Change the sentences from active to passive

Eg: 1. A thief stole Ann's purse.- Ann's purse was stolen by a thief.

2. Did a cat kill the bird?-
3. My cat didn't kill the bird.-
4. Do a large number of people speak French?-
5. Is the janitor going to fix the window?-
6. Will a maid clean our hotel room?-
7. Does the hotel provide clean towels?-

8. Sometimes my inability to understand spoken English frustrates me.

III. Change the sentences used the passive to active. Keep the same tense forms.

Some of the sentences are questions.

1. Was the riot stopped by the police? - *Did the police stop the riot?*
2. My suitcase was inspected by a customs officer.-
3. Love and understanding are needed by all children.-
4. Were you taught to read by your parents?-
5. I was taught read by my parents.-
6. Are we going to be met at the train station by your cousin?-
7. Have the plans for the new hospital already been drawn by the architect?-
8. The bear was chased up a tree by a dog.-

IV. Underline the passive verbs. Discuss the use of the passive. If a by-phrase is included, discuss why.

1. The mail is usually brought to Bob's apartment around eleven o'clock.

The passive is used because it is unknown exactly who delivers the mail.

2. That's a pretty picture. Yes. It was drawn by my eight-year-old son.

The passive is used with a by-phrase. The focus of attention is on the picture. The by-phrase includes important information. The active could also be use "Yes. My eight-year-old son drew it!"

3. Our classroom building was built in the 1950s.

4. Coffee is grown in Brazil.

5. A: These tomatoes are delicious!

B: Yes. They taste so much better than the ones you can get in the grocery store.

These tomatoes were grown by my uncle in his greenhouse.

6. Airplane travel is unpredictable. Yesterday Anna's flight was delayed for seven hours. That's a long time to spend in an airport waiting for your plane to leave.

7. We can't go to the school play tonight. All the tickets have already been sold.

8. "Thailand" means "land of the free." The country of Thailand has never been ruled by a foreign power.

9. One of the most significant inventions in the history of civilization was the wheel. It was invented around five thousand years ago. It allowed people to pull things in carts instead of carrying everything on their backs or in their arms.

10. The invention of the printing press changed the world because it allowed many people instead of few to have copies of books. It was invented by Johannes Gutenberg around 1440. Before that, books were copied by hand. Writing books by hand was a slow process.

Gutenberg around 1440. Before that books were copied by hand. Writing books by hand was a slow process.

V. All of the sentences in the following passage are active. Some of the sentences should be passive because it is unknown or unimportant to know exactly who performs certain actions. Change sentences to the passive as appropriate. Discuss your reasons for making changes and for not making changes.

1. Cheese has been a principal food throughout much of the world for thousands of years. 2. Cheese was first made in Asia around four thousand years ago. 3. Today people eat it in almost all the countries of the world. 4. People can eat it alone, or they may eat it with bread. 5. People can melt it and add it to noodles or vegetables. 6. People can use it as part of a main course or as a snack. 7. Throughout most of the world, cheese adds enjoyment and nutrition to many people's daily diets. 8. Cheese is a milk product. 9. Cheesemakers make most cheese from cow's milk, but they can make it from the milk of goats, camels, yaks and other animals, including zebras. (10) Some kinds of cheese, such as cheddar, are common in many parts of the world, but you can find other kinds only in small geographical areas. 11. Cheesemakers produce cheese in factories. 12. They have to treat the milk in special ways. 13. They must heat it several times during the process. 14. At the end, they add salt, and they pack it into molds. 15. They age most cheese for weeks or months before they package and sell it. 16. They usually sell cheese to stores in large round pieces that they seal in wax. 17. You can see these big rounds of cheese in food stores like delicatessens. 18. I like cheese and buy it often. 19. I don't know all the names of different kinds of cheese. 20. Often I can't pronounce the foreign name of the cheese I want. 21. When I go to the

delicatessen near my apartment, I simply point to a kind of cheese that looks good to me. 22. I hold my thumb and forefinger wide apart if I want a lot of cheese or close together if I want just a little. 23. Frank and Anita, who work behind the cheese counter at the deli, always seem to give me just the right amount. 24. I'm glad cheese is nutritious because it's one of my favorite kinds of food.

VI. Define whether the verb is in the Active voice or in the Passive voice, if there is a mistake correct it.

1. The plane wasn't delayed in Colorado.
2. These books are needed by all our students.
3. The letter has to sign by the chief of police.
4. A new school has been built in that village lately.
5. By four o'clock Nick was tired of fishing.
6. They are paid twice a month.
7. A calendar tells you how each month will divide into weeks.
8. He was such a good runner that he could not be caught.

VII. Rewrite the sentences in passive voice.

1. John collects money. - _____
2. Anna opened the window. - _____
3. We have done our homework. - _____
4. I will ask a question. - _____
5. He can cut out the picture. - _____
6. The sheep ate a lot. - _____
7. We do not clean our rooms. - _____
8. William will not repair the car. - _____
9. Did Sue draw this circle? - _____
10. Could you feed the dog? - _____

VIII. Use the Passive Voice where possible.

1. Don't enter the room. A student (to examine) there.
2. The event (to report) by the news papers before they arrived home.
3. After the accident he (to take) immediately home.
4. The letter (to type) by the typist when I came in.
5. I am sure that his work (to complete) by the end of the month.
6. Some new magazines just (to bring). Would you like to look them through?
7. The exercises usually (to correct) by my teacher.
8. I can't show you my written work as it not (to return) by

my teacher. 9. Many new houses (to build) in our town lately. 10. We think that the ship (to charter) next week. 11. They will pay the money as soon as goods (to deliver). 12. The goods not (to examine) yet at the custom house. When they (to examine)? 13. The question which (to discuss) now at the conference is very important. 14. This bridge (to build) in 1945. 15. The contract (to type) before the director comes to the office. 16. Important scientific work (to carry out) by the Institute. 17. All the students (to examine) by five o'clock. 18. The documents not (to sign) yet by the manager. They (to check) now. 19. She (to frighten) by a loud noise in the street.

**IX. Complete the sentences (Active or Passive Voice).
Use Present Perfect Simple.**

1. The car (steal)_____.
2. I (bake)_____ a cake.
3. My friends (buy)_____ a house.
4. The cup (put)_____ on the table.
5. Trees (plant)_____ in the street.
6. The boy (fall / not)_____ off his bike.
7. I (bite / not)_____ by a snake.
8. He (step)_____ on my toe.
9. We (walk)_____ all the way home.
10. She (pick up / not)_____ by a friend.

**X. Complete the sentences (Simple Present or Simple Past).
Active or Passive Voice.**

1. Portal dolmens (be)_____ ancient tombs.
2. They (build)_____ about 6000 years ago.
3. In order to build such a tomb, ancient people (put)_____ up big stones.
4. These standing stones then (form)_____ the walls.
5. Another huge stone, the cap stone, (place)_____ on top of the other stones.
6. Finally, the tomb (have)_____ the form of a little chamber.
7. In that chamber, the dead person (bury)_____.
8. Then the entrance to the tomb (close)_____ with another stone.
9. Nowadays, portal dolmens (see / can)_____ in Ireland, Wales and Scotland.

10. They (call)_____ portal dolmens because they (look)_____ like a huge doorway (or portal).

XI. Decide whether to use simple present, simple past, present perfect, conjunctive or passive voice. Use the long forms.

The Fellowship of the Ring (be)_____ the first book of J.R.R. Tolkien's The Lord of the Rings trilogy, which (set)_____ in a fictive world, Middle Earth. It (tell)_____ the story of Frodo, a hobbit, and a magic ring.

As the story (begin)_____, Frodo (give)_____ a magic ring. The wizard Gandalf then (tell)_____ him of the Rings of Power and of Sauron, the Dark Lord, who (make)_____ the Master Ring to rule all other Rings. Gandalf (advise)_____ Frodo to leave home and keep the ring out of Sauron's hands who already (send)_____ his Black Riders in search for it. Frodo's ring (give)_____ Sauron the power to enslave Middle Earth.

XII 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? - _____
11. Kerrie has paid the bill. - _____
12. I have eaten a hamburger.- _____
13. We have cycled five miles. - _____
14. I have opened the present.- _____
15. They have not read the book. - _____
16. You have not sent the parcel. - _____
17. We have not agreed to this issue. - _____
18. They have not caught the thieves. - _____
19. Has she phoned him? - _____

20. Have they noticed us? - _____
21. She sang a song. - _____
22. Somebody hit me. - _____
23. We stopped the bus. - _____
24. A thief stole my car. - _____
25. They didn't let him go. - _____
26. She didn't win the prize. - _____
27. They didn't make their beds. - _____
28. I did not tell them. - _____
29. Did you tell them? - _____
30. Did he send the letter? - _____
31. We were talking about Francis. - _____
32. He was playing the guitar. - _____
33. She was watching a film. - _____
34. I was repairing their bikes. - _____
35. They were not eating dinner. - _____
36. We were not painting the gate. - _____
37. You were not driving him home. - _____
38. He was not feeding the dogs. - _____
39. Was she reading these lines? - _____
40. Were they carrying bags? - _____

The Category of mood in verbs (Mayl kategoriyasi)

Mood ingliz tilida fe'lga xos grammatik kategoriya bo'lib, u subyektning borliqqa bo'lgan munosabatini ifodalaydi. O'z aksini fe'lda topgan mood subyektning borliqqa bo'lgan real va noreal munosabati, yoki boshqa subyektni ma'lum ish-harakatga undashni ifodalaydi. Rus va o'zbek tillaridagidek, ingliz tilida ham **the Indicative mood** (aniqlik mayli), **the Subjunctive mood** (shart mayli) hamda **the Imperative mood** (buyruq-istak mayli) mavjud.

Ingliz tilida **the Indicative Mood** ish-harakat haqida xabar beradi va bu xabar 16 zamon formasida o'z aksini topadi: I see him at the bus stop every day. (Men uni avtobus bekatida har kuni ko'raman). I didn't see him yesterday. (Men uni kecha ko'rmadim). Did you see him yesterday? (Siz uni kecha ko'rdingizmi?)

The Imperative Mood maslahat, buyruq, iltimos, taklif kabi ma'olarni ifodalaydi: Be careful!(Ehtiyot bo'ling!)

Buyruq-istak mayli fe'lining **to** siz shaklidan yasaladi: Go to the blackboard (Doskaga chiqing).

Bo'lishsiz forma **do** ko'makchi fe'li va **not** bo'lishsiz yuklamasi orqali yasaladi: Don't be late next time (Kelasi safar kechikmang).

Do ko'makchi fe'li bo'lishli gapda ish-harakatni chertib ko'rsatish uchun ham ishlatiladi: Do come again?(Albatta yana keling.)

Iltimos yoki buyruqni ta'kidlash uchun buyruq-istak maylida you ishlatiladi: I'll do it and you have a rest. (Men buni bajaraman, siz bo'lsangiz dam oling.)

Buyruq-istak mayli let yordamida ham yasaladi: Let me go(Men borayin). Let him go(U borsin). Let us go (Biz boraylik). Let them go (Ular borsin). Quyidagi shakldagi gaplar ham buyruq-istak mayliga kiradi: Long live peace all over the world. May there always be sunshine, may there always be blue sky,may there always be mummy, may there always be me.

The Subjunctive Mood (shart mayli) quyidagi ergash gaplarda ishlatiladi:

The Subjunctive Mood (Shart ergash gap)

(Ingliz tilida **Conditional Mood** deyiladi). Bunda shart mayli analitik va sintetik usullar bilan yasaladi hamda ish- harakat hozirgi, kelasi va o'tgan zamonga tegishli bo'ladi. Agar ish-harakat hozirgi va kelesi zamonga tegishli bo'lsa **Simple Subjunctive** ishlatiladi. **Simple Subjunctive** bu holda quyidagicha yasaladi:

Simple Subjunctive sintetik usul bilan yasaladi: If I were you I should go there.(Agar men sizning o'rningizda bo'lganimda u yerga borardim.)

To be ko'makchi fe'lining o'tgan zamondagi **were** shakli barcha shaxslarda ishlatiladi: If he were here he would hear everything. (Agar u shu yerda bo'lganda hamma narsani o'zi eshitardi.)

Simple Subjunctive "be" fe'lini o'zgartirmay ishlatish bilan ham yasaladi. Bunday forma poeziyada,prozada ma'lum stilistik maqsadlarda qo'llanadi. Bu forma ilmiy tilda,rasmiy hujjatlarda, tayyor iboralarda va hatto og'zaki nutqda ham uchraydi: Be it so. (Shunday bo'lsin.) (*tayyor ibora*). Far be it from me to contradict you. (Sizga qarshilik qilish fikrimda ham yo'q edi), (*tayyor ibora*). Wretched is the infant's lot; Born within the straw-roof'd cot.

(Bolaning taqdiri ayanchli); Be he generous, wise or brave; He must only be a slave (Agar u somon tomli kulbada tug'ilsa, qanchalik va oliyjanob va jasur bo'lmasin baribir u qul bo'ladi.) (poeziyada). He insisted that the quest have a glass of wine (og'zaki nutqda). (U mehmondan bir stakan sharbat ichishni talab etdi).

The Subjunctive Mood shart ergash gapda analitik usulda **should, would, may(might)** va ba'zan **shall** hamda ma'no anglatuvchi fe'lning **to** siz **Infinitive** formasi bilan yasaladi: If you told me the truth I would be grateful to you. (Siz menga haqiqatni aytganingizda men sizdan minnatdor bo'lgan bo'lardim).

Odatda ergash gapda **should+Infinitive** ishlatilsa, bosh gapda aniqlik yoki buyruq-istak mayli ishlatiladi: If he should come, ask to him to wait (Agar u kelsa, ayting kutsin).

Agar ish-harakat o'tgan zamonga tegishli bo'lsa, **the Perfect Subjunctive** ishlatiladi. Bu holda ergash gapda **the Past Perfect**, bosh gapda **would have+Participle II** yoki **should have+P II** ishlatiladi: If you had taken a taxi you would not have missed your train (Agar taksiga o'tirganingizda poezdingizga kech - qolmasdingiz).

Ba'zan aralash **Subjunctive** ishlatiladi. Bunda ish-harakat bosh gapda hozirgi va kelasi zamonga, ergash gapda esa o'tgan zamonga yoki bosh gapda o'tgan zamonga, ergash gapda esa hozirgi zamonga tegishli bo'ladi: If you had taken some medicine yesterday, you would be well today (Agar kecha dori ichganingizda bugun o'zingizni yaxshi his etardingiz). If he were a kind man he would have adopted that poor girl the. (Agar u mehribon odam bo'lganida, o'shanda u bechora qizni otaliqqa olardi).

Noreal shart ma'nosi quyidagicha ifodalanishi mumkin: But for my illness, I should go on an excursion. (Kasal bo'lmaganimda ekskursiyaga borardim). If had not been for your help, I should not have finished my work in time (Siz yordam bermaganingizda, men ishinni vaqtida tugata olmasdim). If it were not for the train, I should go out of town (Yomg'ir yog'maganida men qishloqqa borardim).

Agar noreal ish-harakatni ifodalab **might** va **could** modal fe'llari ishlatilsa, ular **Subjunctive Mood** ning analitik forma yasovchi ko'akchilari hamda modal fe'l vazifasini bajarib, qo'shma modal fe'l kesim yasaydilar. I could have done very well if I had been without Murdstones (Dickens) (Agar men Merdstonlar bilan bir sinfda o'qimaganimda, yaxshi o'zlashtirgan bo'lardim.)

Agar **would** noreal shart ergash gapda ishlatilsa, u modal fe'l vazifasini bajaradi va qo'shma fe'l kesim yasaydi: If you would visit her she would be happy (Agar uni borib ko'rishni xoxlasangiz u baxtiyor bo'lardi).

Had; were; could; should kabi ko'makchi fe'llar bilan yasalgan shart ergash gaplar hech qanday bog'lovchisiz yuqoridagi ko'makchilarni egadan oldin qo'yish bilan **Subjunctive mood** yasaladi. Should he come to me I'll speak to him about it (Bu yerga kelib qolsa bormi, bu haqda unga gapiraman). Were I again there I would be happy (Qani endi yana o'sha yerda bo'lsam, baxtiyor bo'lardim). Hadn't it been for my illness I would have already graduated from the University (Kasal bo'lmaganimda, allaqachon universitetni tugatar edim).

The Subjunctive Mood ning hol ergash gaplarda ishlatilishi:

Agar maqsad ergash gapdagi bosh gap ish-harakati hozirgi yoki kelasi zamonga tegishli bo'lsa, analitik **Subjunctive Mood may** yoki **might** hamda ma'no anglatuvchi fe'lning birinchi to'siz shakli orqali yasaladi, agar bosh gapdagi ish-harakat o'tgan zamonga tegishli bo'lsa, **Subjunctive Mood** faqatgina **might** hamda ma'no anglatuvchi fe'lning to'siz birinchi shakli orqali yasaladi, bu vazifada may yoki might modallik vazifasini saqlab qoladi: She opens the window so that she may (might) get a breath of fresh air (Toza havodan nafas olayin deb u derazani ochadi). She opened the window so that she might get a breath of fresh air (Toza havodan nafas olayin deb derazani ochdi).

Bu vazifada ba'zan should ko'makchisi ham ishlatiladi: The bus stopped so that the tourists should see the ancient monument (Turistlar qadimiy yodgorliklarni-ko'rsinlar deb avtobus to'xtadi).

Maqsad ergash gap **lest** (-masin deb) bog'lovchisi bilan bosh gapda bog'lansa, hamma shaxslar uchun should ko'makchisi ishlatiladi: The nurse close the window lest the noise in the street should wake up the sick man (Kasalni ko'chadagi shovqin ugotmasin deb hamshira derazani yopdi).

To'siqsiz ergash gapda Subjunctive Mood ning ishlatilishi: To'siqsiz hol ergash gaplar bosh gapga **though, although, however, no matter, whatever, whoever** kabi bog'lovchilar bilan bog'lanib **may** yoki **might** ko'makchisi bilan analitik **Subjunctive Mood** yasaydi:

1) Agar bosh gapdagi ish-harakat ergash gapdagi ish-harakat bilan

bir vaqtda bajarilgan bo'lsa, **Subjunctive Mood** may yoki might hamda ma'no anglatuvchi fe'lining to siz birinchi shakli orqali yasaladi: 'You must tell the truth however ashamed of it you may (might) be. (Siz qanchalik uyalmang, haqiqatni aytishingiz kerak.)

2) Agar ergash gapdagi ish-harakat bosh gapdagi ish-harakatdan oldin sodir bo'lgan bo'lsa, analitik **Subjunctive Mood may have+P II** orqali yasaladi: However badly he may have behaved to you in the past he is still your brother (U o'tmishda sizga nisbatan yomon munosabatda bo'lgan bo'lmasin, baribir u sizning akangiz).

O'rin va payt ergash gaplarda Subjunctive Moodning ishlatilishi: O'rin va payt ergash gaplarda analitik Subjunctive Mood **whenever** yoki **wherever** bog'lovchilari bilan bog'lanib, may yoki **might** hamda ma'no anglatuvchi fe'lining to siz birinchi shakli orqali yasaladi: Whenever you may (might) come you are welcome (Qachon kelmasangiz hush kelibsiz); Wherever she may (might) live she makes many friends (Qayerda u yashamasin u doimo ko'p do'st orttiradi).

Ravish ergash gapda **Subjunctive Moodning** ishlatilishi: Bu ergash gap bosh gapga **as if, as though** bog'lovchilari orqali bog'lanadi:

bosh va ergash gapdagi ish-harakat bir vaqtda sodir bo'lgan bo'lsa, ravish ergash gapda **Subjunctive Mood** ma'no anglatuvchi fe'lining **Past Simple** shakli orqali yasaladi: She speaks about him as if she knew him well (Uni yaxshi bilgandek, u haqda gapiradi). She greeted him as if he were her brother (Akasi bilan salomlashgandek, u bilan salomlashdi).

Agar ergash gapning ish-harakati bosh gapdan oldin sodir bo'lgan bo'lsa, **Subjunctive Mood Past Perfect Tense** orqali yasaladi: She speaks about him as if she had known him before. (Uni oldindan bilgandek, u gapiradi.) She spoke English so well as if she had lived in England for the whole life. (Bir umr Angliyada yashagandek u ingliz tilida yaxshi gapirardi.)

Predicative ergash galarda **Subjunctive Mood** ning ishlatilishi.

Bu ergash gap bosh gapga **as if, as though** kabi bog'lovchilar bilan bog'lanadi. Bunda bosh gapda **to be, to feel, to look, to seem** kabi fe'llar bog'lama vazifasida keladi:

Agar bosh gap va ergash gaplardagi ish-harakat bir paytda sodir bo'lgan bo'lsa, ergash gapda **Subjunctive Mood** ma'no anglatuvchi fe'lining **Past Indefinite** shakli orqali yasaladi: I feel as if I were ill

(Men o'zinni kasaldek his qilyapman). She looks as if she were a foreigner (U xorijlikka o'xshaydi). It seems as if she were afraid of him (U undan qo'rqadiganga o'xshaydi).

Agar ergash gapdagi ish-harakat bosh gapdagi ish-harakatdan oldin sodir bo'lgan bo'lsa, **Subjunctive Mood** ma'no anglatuvchi fe'lining **the Past Perfect** shakli orqali yasaladi: He seems as if he had done something wrong (U biror noto'g'ri ish qilib qo'yganga o'xshaydi). The house looked as if it had been deserted for weeks (Wells) (Bu hovli haftalab tashlab qo'yilganga o'xshaydi).

Agar bosh gapning egasi wish, suggestion, aim, idea kabi mavhum otlar bilan ifodalangan bo'lsa, analitik **Subjunctive should** ko'makchisi orqali yasaladi: My wish that you should come to my birthday (Mening tug'ilgan kunimga kelishingni xoxlardim). The monitor's suggestion is that we should go out of town at the weekend (Guruh sordori bizni dam olish kunida shahadan tashqariga chiqishimizni taklif qildi).

Ega ergash gaplarda **Subjunctive Mood** ning ishlatilishi:

Ega ergash gap bosh gap bilan **that** bog'lovchisi orqali bog'lanadi va analitik **Subjunctive should** ko'makchisi va ma'no anglatuvchi fe'lining **to** siz birinchi shakli orqali yasaladi. Bosh gapda **It is necessary, It is important, It is right, It is requested, It is recommended, It is obligatory, It is better, It is desirable** kabilar ishlatiladi: It is necessary that you should come to the meeting (Majlisga kelishingiz shart). It is recommended that you should read this book (Kitobni o'qishingiz tavsiya etiladi).

To'ldiruvchi ergash gaplarda **Subjunctive Mood** ning ishlatilishi.

1) bosh gapdagi kesim **to wish** fe'li bilan ifodalangan bo'lib, bosh va ergash gaplardagi ish-harakat bir paytda sodir bo'lsa **Subjunctive Mood** ma'no anglatuvchi fe'lining **Past Simple** shakli orqali yasaladi: I wish I were young again (Yana yosh bo'lishni xoxlardim). I wished I had someone to talk to (Biror gaplashadigan odamim bo'lishini xoxlardim).

2) agar ergash gapdagi ish-harakat bosh gapdagi ish-harakatdan oldin sodir bolsa, **Subjunctive Mood** ma'no anglatuvchi fe'lining **Past Perfect** shakli orqali yasaladi va bosh gapdagi **wish** fe'li o'zbek tiliga **afsuski** deb tarjima etiladi: I wish you had come to my birthday yesterday (Afsuski kecha mening tug'ilgankunimga kelmadingiz.)

Agar bosh gap va ergash gapning egasi bitta shaxs bo'lmasa va ish-harakat hozirgi hamda kelasi zamonga tegishli bo'lsa, analitik **Subjunctive would** ko'makchisi va ma'no anglatuvchi fe'lning tosiz birinchi shakli orqali yasaladi: I wish my mother would live with me (Onamning men bilan yashashlarini xoxlardim).

3)ergash gap bosh gapga lest bog'lovchisi bilan bog'lanib, bosh gapdagi kesim **qo'rquvni** bildiradigan fe'l bilan ifodalansa, analitik **Subjunctive should** ko'makchisi hamda ma'no anglatuvchi fe'lning tosiz shakli orqali yasaladi:He is afraid lest he should be accused(U "meni aybdor etmasinlar" deb qo'rqadi.) He trembled lest his secret should be discovered(U sirim ochilmasin deb qo'rqardi). I dread lest any stranger should notice and speak to me (Biror begona meni ko'rmasin va menga gapirmasin deb qo'rqaman).

Qo'rquvni ifodalaydigan fe'llardan keyin to'ldiruvchi ergash gaplar bosh gapga **that** bilan bog'lansa, aniqlik mayli ishlatiladi : She fears (feared) that she will (would) be blamed (U meni aybdor etmasinlar deb qo'rqadi).She fears (feared) that she may (might) be blamed (U aybdor bo'lishim mumkin deb qo'rqadi).

Agar bosh gapda **order, suggest, propose, demand, desire, insist, anxious, see to** kabi fe'llar ishlatilsa, to'ldiruvchi ergash gapda analitik **Subjunctive Mood should** hamda ma'no anglatuvchi fe'lning tosiz birinchi shakli orqali yasaladi va bosh gap ergash gapga **that** bog'lovchisi bilan bog'lanadi: He orders that we should be ready for the test (U bizga testga tayyor bo'lishimizni buyuradi). He desires that we should come to his birthday (U bizni uning tug'ilgan kuniga borishimizni istaydi). He suggested that the quest should stay for dinner (U mehmonga ovqatga qolishni taklif qildi).

Amerika variantidagi ingliz tilida bu holda sintetik **Subjunctive Mood** fe'lning tosiz birinchi shakli orqali yasaladi: Mother demanded that her son put on his warm clothes as it was cold (Sovuq bo'lganligi uchun ona og'lidan issiq kiyimlarini kiyishini talab qildi).

Aniqllovchi-izohlovchi ergash gapda Subjunctive Moodning ishlatilishi. Aniqllovchi-izohlovchi ergash gaplarda bosh gapdagi **wish, suggestion, aim, idea** kabi mavhum otlar ergash gapda izohlanib keladi va analitik **Subjunctive Mood should** ko'makchisi va ma'no anglatuvchi fe'lning tosiz shakli orqali yasaladi:Father's suggestion that I should work hard at my English is reasonable. (Dadamning menga ingliz tili ustida qattiq ishlashim kerakligi

haqidagi takliflari to'g'ri). My mother's wish that I should be at home on the eve of the New Year is important (Oyimning yangi yil arafasida uyda bo'lishim kerakligi haqidagi xohishlari muhim).

Aniqllovchi ergash gaplarda **Subjunctive Mood**ning ishlatilishi.

1) aniqllovchi ergash gaplardagi bosh gaplar **It is time** va **It is high time** bilan beriladi. Bu holda **Subjunctive Mood** analitik va sintetik usullar bilan yasaladi. Sintetik usul bilan yasalganda **the Past Simple** ishlatiladi: It is time we went home (Uyga ketish vaqti bo'ldi). It is high time your son went to school (O'g'lingizni maktabga borish vaqti keldi).

Analitik usul should ko'makchisi va ma'no anglatuvchi fe'lning **tosiz** shakli orqali yasaladi: It is time we should go home (Uyga boorish payti keldi). It is your son should go to school (O'g'lingizni maktabga boorish payti keldi).

His-hayajonli gaplarda **Subjunctive Mood**ning ishlatilishi:

Subjunctive Mood so'zlovchining borliqqa nisbatan emotsional munosabatini ifodalashi mumkin. Bunda biz Subjunctive Mood ning analitik usul bilan yasalishini ko'ramiz:

Agar ergash gapdagi ish-harakat bosh gapdagi ish-harakat bilan bir paytda bajarilsa yoki ergash gapning ish-harakati hozirgi va kelasi zamonga tegishli bo'lsa, **Simple Subjunctive** ishlatilib, u **should** hamda ma'no anglatuvchi fe'lning **tosiz** shakli orqali yasaladi; agar ergash gapdagi ish-harakat bosh gapdagi ish-harakatdan oldin sodir bo'lgan bo'lsa yoki ergash gapdagi ish-harakat o'tgan zamonga tegishli bo'lsa, **the Perfect Subjunctive** ishlatilib, **should have+P II** orqali yasaladi;

Bosh gapda It is strange, it is wonderful, it is unnatural, it is impossible, it is fortunate, it is unfortunate, it is a pity, it is a wonder, it is a shame, I am sorry, I am glad, I am pleased kabilar ishlatiladi: It is strange that you should always come late (Sizning doim kech kelishingiz g'ayritabiiy hol). It is impossible that she should have lived in this street for many years. I have never seen her (Bu ko'chada u shuncha ko'p yillardan beri yashagan bo'lishi mumkin emas. Men uni hech qachon ko'rganim yo'q). It is a pity that he should be so dull (Afsuski, u shunchalik zerikarli odam ekan). I am sorry that such a thing should have been discussed before a child (Afsuski shunday narsa bola oldida muhokama etilibdi).

13. Should ko'makchisi bilan yasalgan analitik **Subjunctive**

Mood quyidagi emotsional gaplarda ham qo'llaniladi: Should I talk about it (Nega endi men bu haqda gapirishim kerak). To think this should have come upon us in our old age!(Hardy) (O'ylab ko'ring-a,shunday narsa qarigan chog'ingizda sodir bo 'lsa).

Exercises

I.Fill in the suitable words:

Would, would have, had, should, should have had, wouldn't, shouldn't

- 1.They have missed the last bus if they had hurried.
2. wish I washed my clothes yesterday.
- 3.We been here earlier if the train..... been on time.
4. I wish they..... stop making so much noise that I could concentrate.
- 5.If she had locked all the doors, the burglarshave got in.
- 6.If he..... failed his exams, he couldn't study at the university.
- 7.If I saw a mouse in the kitchen, Itry to catch it.
- 8.I wish I just a little bit more money.
- 9.If I were you, I..... buy a new bicycle.

II.Use the Infinitives given in brackets in the required form of the Subjunctive Mood.

- 1.If the story (to seem) good enough I (to fly) to Hong Kong and (to send) it from there.
- 2.She left as though she (to be served) better, and her heart revolved.
3. Phuong sat quiet with her hands in her lap as though she (to listen) to a movie.

III. Complete the sentences. Here we have only real conditions.

1. If you want to be always healthy
2. You will have to consult the doctor if
3. If you have a running nose
4. You will escape the complications after a disease if
5. The doctor will surely write you a prescription if
6. The doctor will pull out your tooth if
7. Her headache won't stop if
8. You will be coughing and sneezing constantly if
9. She won't be able to continue her career if

10. If you don't cure your throat ...
11. If you don't take any preventive measures

IV. Open the brackets where necessary and complete the sentences.

1. If you (to take) the drops now you (feel) much better even tomorrow.
2. Your heart and lungs (to work) better if you (to live) a healthier life.
3. If you didn't consult a doctor
4. You wouldn't cough and sneeze now if
5. If she took the pills for her sore throat
6. You would be fit as a fiddle now if
7. If you consulted the ENT doctor regularly
8. You wouldn't wear your glasses now if
9. "I don't believe you. If everything you tell about your grandmother (to be) truth she (to consult) a neuropathologist!"
10. You would do morning exercises regularly if
11. If you really were quite well now
12. She wouldn't suffer from a disease so badly now if
13. If you wanted to escape any side effects of the medicine

V. Open the brackets where necessary and complete the sentences. Here

we have unreal conditions and pretty much of Mixed Conditionals.

1. If you (put on) warmer clothes yesterday, you (to catch a cold) and (to have) a high temperature.
2. The dentist wouldn't have pulled out your tooth if
3. If you (not/to be) so careless you (not /to fall ill) with flu.
4. You would have been cured already if
5. If you had followed all the doctor's instructions from the very beginning
6. If he (to fulfil) all the prescriptions of his physician, he (not/to operate) by a surgeon two weeks ago.
7. If you had agreed to have your tooth filled
8. But for your headache/earache/backache we
9. If my pain in the knee hadn't been so strong yesterday
10. You wouldn't have stayed in bed for so long if
11. If you had consulted the oculist in your childhood

12. If she hadn't been afraid the pediatrician in her childhood

IV. Change each sentence to the subjunctive mood. These are all requests.

Part A. Use the word "that" to begin a clause after the verb.

Examples: I asked them to be quiet. / The thief told her to give him the money.

I asked that they be quiet. / The thief demanded that she give him the money.

1. She asked him to fix the computer.

She requested

2. Sandra wanted the post office to hold onto her mail.

Sandra asked

3. The judge told the lawyer to be quiet.

The judge insisted

4. My supervisor said it would be a good idea for me to accept this new position.

My supervisor suggested

5. "He should fix it himself," I said.

I suggested

Part B. Change each command to a sentence that uses the subjunctive mood in the clause following the verb.

6. "Give me a refund," John told the clerk.

John demanded

7. "Could you help me move some boxes," Tom asked me.

Tom requested

8. "Can you work this weekend?" Sue's boss asked. (Sue is a woman.)

Sue's boss asked

9. "Stop drinking so much!" Bill's wife told him.

Bill's mother demanded

10. "Take a vacation," our boss told us.

Our boss insisted _____

V. Complete the sentences. Here we have only real conditions.

1. If you want to be always healthy
2. You will have to consult the doctor if
3. If you have a running nose
4. You will escape the complications after a disease if
5. The doctor will surely write you a prescription if
6. The doctor will pull out your tooth if
7. Her headache won't stop if
8. You will be coughing and sneezing constantly if
9. She won't be able to continue her career if
10. If you don't cure your throat ...
11. If you don't take any preventive measures

The Verbals (Fe'l shakllari)

O'zbek tilida fe'ning ma'lum bir vazifani bajarishga moslashgan shakllari fe'ning funksional shakllari hisoblanadi. Fe'llar uch xil funksional shaklga ega: sifatdosh, ravishdosh, harakat nomi.

Ingliz tilida¹ fe'l shakllari shaxsni qay holatda ifodalashiga ko'ra shaxsi ma'lum va shaxsi noma'lum fe'llarga bo'linadi. Shaxsi noma'lum fe'llar shaxsi ma'lum fe'llar kabi shaxs, son va maylni ifodalaydi. Faqat ular gapda kesim vazifasini bajarmaydi. Ingliz tilida shaxsi noma'lum fe'llarning uch shakli ajratiladi: **Infinitive, Gerund, Participle** (Bular o'zbek tilida harakat nomi, sifatdoshga to'g'ri keladi. O'zbek tilida gerundiylar yo'q).

Ingliz tilida shaxsi noma'lum fe'llarning xususiyatlari quyidagilar:

1) ularda otlik va fe'llik xususiyatlar mavjud. Sifatdosh fe'llik va sifatlik xususiyatlariga ega. **Gerundiy** va **Infinitive** fe'llar otlik va fe'llik xususiyatlariga ega;

¹ Каушанская В.Л. Грамматика английского языка. Л.1973,стр.:153–203.

2) shaxsi noma'lum fe'llarda zamonlar farqi shaxsi ma'lum fe'llardagidek mustaqil emas, balki nisbiydir. Shaxsi noma'lum fe'llar ish –harakatning nafaqat hozirgi, o'tgan va kelasi zamonlarga taalluqliligini, balki ular shaxsi ma'lum fe'l bilan bir paytda yoki undan oldin sodir bo'lganligini ifodalaydi;

3) shaxsi noma'lum fe'llar predikativ konstruksiyalarni, ya'ni ot yoki olmosh hamda **participle** (yoki **gerund**, yoki **Infinitive**)dan iborat so'z birikmalarini tashkil etadi. Shaxsi noma'lum fe'l ot yoki olmoshga nisbatan kesimlik vazifasini bajaradi. Ko'pchilik hollarda predikativ konstruksiyalar gapning bir bo'lagi vazifasida keladi: I saw him enter the room. (Men uning xonaga kirishini ko'rdim.) Bu gapda **him enter** qo'shma to'ldiruvchi vazifasini bajarayapti. Qo'shma to'ldiruvchi ikki elementdan iborat bo'lib, infinitive «to» yuklamasisiz ishlatilgan **Infinitive** tushum kelishigida qo'llanilgan olmoshga nisbatan kesimlik vazifasini o'taydi.

The Participle (Sifatdosh)

O'zbek tilida sifatdosh harakat va holat belgisini ko'rsatadi, odatda, sifatlovchi vazifasida keladi. Sifatdosh harakat, holat ma'nolarini ifodalash bilan birga nisbat, o'timli-o'timsizlik, bo'lishli-bo'lishsizlik ma'nolarini ham anglatish xususiyatiga ega.

Sifatdoshlar, asosan, quyidagi affikslar bilan yasaladi:

-gan (-kan, -qan) affikslari yordamida: kelgan, o'qigan, ekkan, chekkan, oqqan, chiqqan...

-r (-ar), -mas affikslari yordamida: oqar (daryo), uchar (ot), aytar (gap), ko'rar (ko'z), topilmas (matoh)...

-digan, -yotgan, -ajak, -gusi, -g'usi affikslari yordamida: oqadigan (suv), o'qiydigan (bola), kelayotgan (odam), bo'lajak (hosil), kelgusi (avlod), bo'lg'usi (kelin) va h.

-vchi, (-uvchi) affikslari yordamida: pishqiruvchi (daryo), boshlovchi (qiz) kabi.

-ajak, -gusi, -g'usi affikslari hozirgi o'zbek tilida arxaik shakllar hisoblanadi. -vchi, (-uvchi) affikslari yordamida yasalgan bir qancha sifatdoshlar otga ko'chgan: o'qituvchi, o'quvchi, quruvchi, yozuvchi kabi.

Sifatdoshlarda ma'no torayganda ular ot bajaradigan vazifalarni bajaradi:

O`qigan yengadi;
Sahna ortidan boshlovchining yangroq ovozi eshitildi;
Topilur do`st-u begona, topilmas ota-yu ona. (Qo`shiqdan.);
Yozayotganlarga xalal bermang.

The Participle shaxsi noma'lum fe'l bo'lib fe'llik, sifatlik va ravishlik xususiyatlarga ega. Ingliz tilida participlening ikki shakli mavjud: **Participle I** va **Participle II** yoki **the Past Participle** (ya'ni o'tgan zamon sifatdoshi).

Participle I fe'l o'zagiga **-ing** qo'shimchasini qo'shish bilan yasaladi va bu qo'shilish natijasida quyidagi o'zgarishlar ro'y beradi: fe'l o'zagining oxirida o'qilmaydigan e harfi bo'lsa, **-ing** qo'shilganda mazkur e tushib qoladi: to give – giving, to close – closing.

Fe'l undosh har bilan tugab, bu undoshdan oldin urg`ulanmagan qisqa unli ishlatilgan bo'lsa, mazkur undosh **-ing** qo'shimchasini qabul etishdan oldin ikkilanadi: to run – running, to forget – forgetting.

Fe'l o'zagidagi oxirgi e harfidan oldin urg`ulangan yoki urg`ulanmagan unli kelsa, mazkur undosh ikkilanadi: to expel – expelling, to travel – travelling.

to die, to lie, to tie kabi fe'llar quyidagicha **Participle I** yasaydi: dying, lying, tying.

Quyidagi hollarda **-ing** qo'shimchasini qo'shishdan oldin fe'l o'zagidagi oxirgi **y** o'zgarmaydi: to comply – complying, to deny – denying.

Yuqorida aytganimizdek, ingliz tilida sifatdosh fe'llik, sifatlik va ravishlik xususiyatlarga ega. Uning sifatlik va ravishlik xususiyatlari uning sintatik vazifalarida namoyon bo'ladi: I saw the girl playing in the garden. (Men bog`da o'ynayotgan qizni ko`rdim). Bu gapda Participle I aniqlovchi vazifasida ishlatilgan. It was a letter written in pencil. (Bu qalamda yozilgan xat edi) (Bu gapda Participle II written aniqlovchi vazifasida ishlatilgan). Seeing my friend I went out to meet her. (Do`stimni ko`rgach, uni kutib olish uchun chiqdim.) Bu gapda Participle I seeing payt holi vazifasida ishlatilgan. When left alone she began thinking about the event again. (Yolg`iz qolgach u voqea haqida yana o`ylay boshladi.)

Ba'zi sifatdoshlar o'zbek tilidagi kabi fe'llik xususiyatlarini yo`qotib sifatga aylangan: interesting, charming, alarming, complicated, distinguished, furnished, an interesting book, a charming

girl, a complicated problem, a distinguished writer.

Sifatdoshning fe'llik xususiyatlari quyidagilar:

1) o'timli fe'ldan yasalgan **Participle I** vositasiz tuldiruvchini qabul qila oladi: Opening the door I saw a stranger. (Eshikni ochib begonani ko`rdim.)

2) **Participle I** va **Participle II** ravish orqali aniqlanishi mumkin: Leaving the room hurriedly, he ran out (Thackeray).(U xonani shoshilib tark etdi va chopib ketdi.) Deeply affected, Pry Farl rose and left the room (Bennett).(Chuqur hayratda qolib Pray Farl o`rnidan turdi va xonani tark etdi.)

Sifatdoshda zamon kategoriyasining ifodalanishi. Ingliz tilida boshqa shaxsi noma'lum fe'llar singari sifatdoshlarda ham zamon formalari mustaqil emas, balki nisbiy.

1) **Participle I Simple** aniq va majhul nisbatda gapdagi shaxsi ma'lum fe'l ifodalagan ish- harakat bilan bir vaqtda sodir bo`lgan ish - harakatni ifodalaydi. Shaxsi ma'lum fe'l ifodalagan ish-harakatga bog`liq bo`lib, Participle I ifodalagan ish- harakat hozirgi, kelasi va o`tgan zamonlarga tegishli bo`lishi mumkin: Seeing my friend I usually go out to meet him. (Do`stimni ko`rib, men odatda, uni kutib olish uchun chiqaman.); Seeing my friend I went out to meet him. (Do`stimni ko`rgach men uni kutib olish uchun chiqdim.); Seeing my friend I shall go out to meet him. (Do`stimni ko`rgach men uni kutib olish uchun chiqaman.); Being left alone the child cried. (Yolg`iz qoldirilgach bola yig`ladi.)

Ba'zan **Participle I Simple** hech qanday zamonga tegishli bo`lmagan ish harakatni ifodalaydi: She went up to the window facing the sea. (U dengizga qarab turgan deraza yoniga bordi.)

2) **Participle I Perfect** aniq va majhul nisbatda shaxsi ma'lum fe'l ifodalagan ish- harakatdan oldin sodir bo`lgan ish- harakatni ifodalaydi: Having written the letter I went out to post it. (Xatni yozib bo`lgach, uni pochta orqali yuborish uchun chiqdim.) Having read the book I returned it to the library. (Kitobni o`qib bo`lgach, uni kutubxonaga topshirdim.)Having been written in pencil long ago, the letter was difficult to read. (Qachonlardir qalamda yozilganligi uchun xatni o`qish qiyin edi.)

Participle II zamon kategoriyasiga ega emas. Unda faqat bir forma mavjud. Bu forma shaxsi ma'lum fe'l bilan bir vaqtda sodir bo`lgan yoki undan oldin sodir bo`lgan ish- harakatni ifodalaydi: He

was lying on the sofa with his eyes fixed on to the ceiling. (U ko`zlarini shiftga tikkan holda divanda yotardi.) She was speaking about the film shown at school. (U maktabda ko`rsatilgan film haqida so`zlayotgan edi.)

Ba`zan **Participle II** hech qanday zamonga tegishli bo`lmagan ish- harakatni ifodalaydi: She is a woman loved by her husband and her children. (U turmush o`rtog`i va bolalari tomonidan sevilgan ayol.)

Sifatdoshlarda nisbat kategoriyasining ifodalanishi. O`timli fe'llardan yasalgan **Participle I** aniq va majhul nisbat formalariga ega: When reading the novel I came across many new words and expressions. (Romanni o`qiyotganda men ko`p so`zlar va iboralarga duch keldim.) Being written in haste the letter was difficult to make out. (Xat tez yozilganligi uchun uni tushunish qiyin edi.) Having done his home work my brother went out for a walk. (Uy vazifalarini bajargach ukam sayrga chiqdi.) Having been informed of the news beforehand she didn't show any surprise. (Yangilik haqida oldindan xabar berilganligi tufayli unda taajjublanish sezilmadi.)

O`timli fe'llardan yasalgan **Participle II** majhullik ma`nosiga ega, masalan, a broken vase “singan vaza”, a caged bird “qafasga solingan qush”. O`timsiz fe'llardan yasalgan **Participle II** majhullik ma`nosiga ega emas. Bu holda **Participle II** gapda alohida vazifa bajarmaydi, u bir holatdan boshqa holatga ko`chish ma`nosini ifodalovchi fe'ldan iborat bo`ladi: a withered flower “qurigan gul”, a faded leaf “so`ligan barg”.

Participle I ning gapdagi vazifalari. Participle I aniqlovchi vazifasida ishlatiladi: Mother watched her children playing in the garden. (Ona bog`da o`ynayotgan bolalarini kuzatardi.)

Bu vazifada **Participle I** aniqlanmishdan oldin yoki keyin ishlatilishi mumkin: The gate keeper surveyed the retreating vehicle (Hardy). (Darvozabon ko`zdan uzoqlashayotgan faytunga qarayotgan edi.) The young couple watched the stars twinkling in the sky. (Ikki yosh osmonda miltillayotgan yulduzlarni kuzatayotgan edi.)

Participle I Perfect aniq va majhul nisbatda aniqlovchi vazifasida ishlatilmaydi. Agar sifatdosh shaxsi ma`lum fe'ldan oldin bajarilgan ish- harakatni ifodalab, gapda aniqlovchi vazifasida kelsa, **Participle I Perfect** o`rnida aniqlovchi ergash gap ishlatiladi: The boy wrote a letter to his father who had left for the Far – East. (Bola

uzoq sharqqa ketgan otasiga xat yozdi.)

Participle I hol vazifasida:

1) payt holi vazifasida: Entering the classroom the teacher greeted the pupils, sat down at the table and asked who was on duty. (Sinfga kirib, o`qituvchi o`quvchilar bilan salomlashdi, o`tirdi va kim navbatchiligini so`radi.)

His-hayajon va harakatni ifodalaydigan to see, to hear, to come, to arrive, to enter, to seize, to look out, to turn kabi fe'llar shaxsi ma'lum fe'ldan oldin sodir bo`lgan ish -harakatni ifodallasalar ham **Participle I Perfect** o`rnida **Participle I Simple** ishlatiladi: Arriving in Moscow I left my cases in the left luggage room. (Moskvaga qaytgach, men jomadonlarimni omonatxonaga topshirdim.); Hearing the steps I opened the door to see who it was. (Qadam tovushlarini eshitgach, kimligini ko`rish uchun eshikni ochdim.)

Agar **Participle I Simplening** ish -harakati shaxsi ma'lum fe'lning ish- harakati bilan bir paytda sodir bo`lsa, when yoki while bog`lovchilari ishlatiladi: While waiting for him to come I looked through the newspapers. (Uning kelishini kutayotib gazetalarni qarab chiqdim.)

To be fe'li bilan payt holi vazifasida ishlatilishi kerak bo`lgan **Participle I Simple** o`rnida quyidagi ergash gaplar ishlatiladi: When a boy ..., when in Leningrad ...(Being a boy va being in Leningrad o`rnida) .

2) sabab holi vazifasida: Being of a slender figure she looked young. (Qaddi - qomati kelishgan bo`lganligi tufayli u yosh ko`rinardi.) Having been written long ago the document was difficult to read. (Hujjat qachonlardir yozilganligi sababli uni o`qish qiyin edi.)

3) ravish holi vazifasida. Bu vazifada ko`pchilik hollarda **Participle I Simple** ishlatiladi: She walked along the street holding her baby in her hands. (U chaqalog`ini qo`llarida ko`tarib ko`cha bo`ylab sayr qilardi.)

4) qiyoslash holi vazifasida. Bunda **Participle I as if** yoki **as though** bog`lovchilari bilan qo`llanadi: She was sitting as though waiting for another question. (U yana biita savolni kutayotgandek o`tirardi.)

5) **Participle I** predikativ vazifasida: The air in the room was depressing. (Xonadagi havo og`ir edi.)

6) **Participle I** qo`shma to`ldiruvchining bir qismi vazifasida: I

saw him crossing the street. (Men uning ko`chani kesib o`tayotganini ko`rdim.)

7) **Participle I** qo`shma fe'l kesimining bir qismi sifatida: He was heard singing a song in the next room. (Uning qo`shni xonada ashula aytayotgani eshitildi.)

8) **Participle I** frazasi kirish so`z vazifasida: Telling the fruth, you are not right. (Rostinii aytsam, siz haq emassiz.)

Participle II ning gapdagi vazifalari.

1. **Participle II** aniqlovchi vazifasida. Bu vazifada **Participle II** aniqlanmishdan oldin va keyin ishlatilishi mumkin: a broken chair, a broken cup, a newspaper published in Moscow, the problem discussed at the meeting. He answered trough the locked door (Wells). (U yopilgan eshik orqali javob berdi.) She looked trough the papers brought by the postman. (U xat tashuvchi tomonidan keltirilgan gazetalarni qarab chiqdi.)

2. **Participle II** hol vazifasida.

1) payt holi vazifasida: When questioned you mast tell the truth. (So`ralganda haqiqatni so`zlashingiz shart.)

2) shart holi vazifasida. If exposed he will be sent to prison. (Fosh etilsa, u qamaladi.)

3) qiyoslash holi vazifasida: As though lost in fear he grew pale. (Qattiq qo`rqqandek u oqardi.)

4) predikativ vazifasida: When he came the gates were locked. (U kelganda darvozalar yopilgan edi.)

5) qo`shma to`ldiruvchining bir qismi vazifasida: I have fround her changed a little.(Men uning bir oz o`zgarganini sezdim.)

Participlening predikativ konstruksiyalarda ishlatilishi.

Zamonaviy ingliz tilida quyidagi sifatdoshli predikativ konstruksiyalar mavjud:

1. The Objective Participial Construction.
2. The Subjective Participial Construction.
3. The Nominative Absolute Participial Construction.
4. The Prepositional Absolute Participial Construction.

The Objective Participial Construction (To`ldiruvchili sifatdosh konstruksiyasi)

Bu konstruksiyada sifatdosh bosh kelishikdagi ot yoki tushum kelishigidagi olmoshga nisbatan kesimlik vazifasini bajaradi: I saw him (Oleg) entering the room. (Men uning (Olegning) xonaga kirayotganini ko`rdim.)

Gapda bu konstruksiya qo`shma to`ldiruvchi vazifasini bajaradi. Bu vazifada **Participle I** va **Participle II** ishlatiladi. Bu konstruksiya quyidagi fe'llardan keyin ishlatiladi:

1) his -hayajonni ifodalaydigan fe'llardan keyin: to see, to hear, to feel, to find va boshqalar. I heard him singing a song. (Men uning ashula aytishini eshitdim.)

2) aqliy faoliyatni ifodalaydigan fe'llardan keyin: to consider, to understand va boshqalar. I consider him engaged in some bad thing. (Men uni biror yomon ish bilan shug`ullanayapti deb o`ylayman.)

3) xohishni ifodalaydigan fe'llardan keyin: to want, to wish, to desire. Bu fe'llardan keyin faqat **Participle II** ishlatiladi: I want it done thoroughly. (Men bu ishning astoydil bajarilishini xohlayman.)

4) to get, to have fe'llaridan keyin **Participle II** ishlatiladi. Bunda **Participle II** tomonidan ifodalangan ish- harakat gap egasining tashabbusi bilan boshqa shaxs orqali amalga oshiriladi va bu o`zbek tilidagi ortirma nisbat ifodalaydigan ma'noga teng keladi: I had my radio repaired. (Men radioni tuzattirdim.) I had a new dress made. (Men yangi ko`ylak tiktirdim.)

Bunday konstruksiyali gaplarni so`roq va bo`lishsiz formaga aylantirganda do ko`makchi fe'li ishlatiladi: Why don't you have your piano tuned? (Nega pianinoni sozlatmaysiz?)

Bunday konstruksiyalar orqali ba'zan ish harakatning amalga oshirilishiga gap egasi tashabbuskor bo`lmay, balki undan zarar ko`radi: I had my bag stolen. (Men sumkamni o`g`irlatdim.)

The Subjective Participial Construction (Tarkibida ega ishlatilgan sifatdosh konstruksiyasi)

Bu konstruksiyada sifatdosh bosh kelishikda turgan ot yoki olmoshga nisbatan kesimlik vazifasini bajaradi, mazkur ot yoki olmosh gapda ega vazifasida bo`ladi. Bu konstruksiya gapning bir

bo`lagi bo`lib kelolmaydi. Bosh kelishikdagi ot yoki olmosh ega vazifasini bajarsa, sifatdosh qo`shma fe'l kesimning bir qismi vazifasida keladi: She was seen crossing the street. (Uning ko`chani kesib o`tayotganini ko`rishdi.)

Bu konstruksiya odatda his- hayajon fe'llaridan keyin ishlatiladi.

The Nominative Absolute Participial Construction (Bosh kelishikdagi ot yoki olmoshli mustaqil sifatdosh konstruksiyasi)

Bu konstruksiyada sifatdosh bosh kelishikdagi ot yoki olmoshga nisbatan kesimlik vazifasini bajaradi, lekin bu ot yoki olmosh gapning egasi bo`la olmaydi: It being late the teacher let the pupils go home. (Kech bo`lganligi uchun o`qituvchi o`quvchilarga uyga ketishga ruxsat berdi.)

Bu konstruksiya quyidagi vazifalarda ishlatiladi:

1) payt holi vazifasida: The lamp having been lit, Mrs. Macallan produced her son's letter (Collins). (Chiroq yoqilgach, Makallan xonim o`g`lining xatini ko`rsatdi.)

2) sabab holi vazifasida: No star being in the sky, we lost our way. (Osmonda hech qanday yulduz bo`lmaganligi uchun biz yo`limizdan adashdik.)

3) shart holi vazifasida. Bunda bu konstruksiya permitting va failing sifatdoshlari bilangina ishlatiladi: Weather permitting, we shall start tomorrow. (Agar havo yaxshi bo`lsa, biz ertaga yo`lga chiqamiz.)

Bu konstruksiya og`zaki nutqda kamdan-kam ishlatiladi.

4) birin-ketinlik holi vazifasida. Bu vazifada mustaqil sifatdosh konstruksiyasi ganing oxirida ishlatiladi: He was lying on the sofa, his eyes fixed on to the ceiling. (U ko`zlarini potolokka qadab divanda yotardi.)

The Prepositional Absolute Participial Construction (Predlogli mustaqil sifatdosh konstruksiyasi)

Bu konstruksiya with predlogi bilan kiritiladi: She was walking along the street with a dog following her. (U ko`cha bo`ylab sayr etardi va iti ketidan ergashardi.) Bu konstruksiya birin-ketinlik holi vazifasida ishlatiladi.

Absolute Constructions without a participle (Sifatdoshsiz mustaqil konstruksiyalar).

Ingliz tilida ikki xil sifatdoshsiz mustaqil konstruksiyalar mavjud:

- 1) The Nominative Absolute Construction;
- 2) The Prepositional Absolute Construction.

The Nominative Absolute Construction (Bosh kelishikdagi o'tli mustaqil konstruksiya). Bu konstruksiya gapda payt yoki birin-ketinlik holi vazifasida ishlatiladi. Breakfast over, father went to the office. (Nonushta qilgach otamiz ishga ketdi.) She was walking along the street, her baby in her arms. (U chaqalog`ini qo`llarida ushlab, ko`chada sayr qilar edi.)

The Prepositional Absolute Construction (Predlogli mustaqil konstruksiya). Bu konstruksiya birin-ketinlik holi vazifasida ishlatiladi. She was walking along the street, with a baby in her arms. (U qo`llarida chaqalog`ini ushlab, ko`cha bo`ylab sayr qilardi.) I saw her at the bus stop, with a book in her hand. (Men uni avtobus bekatida ko`rdim, qo`lida kitob bor edi.)

The Gerund (Gerundiy)

Ingliz tilidagi gerundiy ba'zi xususiyatlari jihatidan o`zbek tilidagi ravishdoshlarga yaqin turadi, biroq gerundiy va ravishdosh mazkur tillardagi aynan bir xil hodisa emas. O`zbek tilida ravishdoshlar asosiy harakatning bajarilish holatini bildiradi, odatda, tobe munosabatli gaplarning kesimi va hol bazifasida keladi. Ravishdoshlar harakat holatini ifodalash bilan birga o`timli-o`timsizlik, nisbat, bo`lishli-bo`lishsizlik, zamon ma'nolarini ham anglatish xususiyatlariga ega. Ichki xususiyatlariga qarab ravishdoshlar ikki xil bo`ladi: tuslanadigan ravishdoshlar va tuslanmaydigan ravishdoshlar. Tuslanadigan ravishdoshlar fe'l asosiga **-b**, (-ib), **-a,-y** affikslarini qo`shish orqali hosil qilinadi: G`ulomjon otasining ovozi eshitib, bir seskanib tushdi. (M.Ism.); Ayta-ayta charchadim kabi. Tuslanmaydigan ravishdoshlar fe'l asosiga **-gani** (-kani, -qani), **-gach** (-kach, -qach), **-guncha** (-kuncha, -quncha) affikslarini qo`shish orqali hosil qilinadi. Masalan, Men sizni ichkariga taklif qilgali chiqmadim, nima osh qilishni so`zagali chiqdim. (A.Qod.); Anvar o`rdadan chiqqach, qadamini tezlatdi. (A.Qod.); Oradagi so`zsizlik bir payola choy ichguncha

buzilmadi. (A.Qod.).

Ravishdoshlar ko`makchi fe`lli so`z birikmalari tarkibida birinchi component bo`lib ham keladi: Mulla Obid parvosizgina iljayib qo`ydi. (A.Qod.); Yulduzlar birin-sirin o`chib, tong ota boshladi. (O.)

Ingliz tilida gerundiy fe`ldan yasalgan otdan kelib chiqqan bo`lib, otlik xususiyatlarini saqlab qolgan. Gerundiy fe`l o`zagiga **-ing** qo`shimchasini qo`shish bilan yasaladi va shakl jihatdan sifatdoshga o`xshaydi.

Gerundiy quyidagi otlik xususiyatlariga ega:

1) gerundiy ega, to`ldiruvchi va predikativ vazifalarini bajaradi: Smoking is a bad habit. (Chekish yomon odat.) I like playing chess. (Men shaxmat o`ynashni yaxshi ko`raman.) His bad habit is smoking. (Uning yomon odati- chekish.)

2) gerundiyan oldin predlog ishlatilishi mumkin.

I am tired of speaking to you about it. (Men bu haqda sizga gapirishdan charchadim.)

3) otga o`xshab gerundiy qaratqich kelishigidagi ot yoki qaratqich olmoshi bilan aniqlanishi mumkin. Do you mind my opening the window? (Derazani ochishimga qarshi emasmisiz?)«I wonder at Jolyon`s allowing this engagement», he said to Aunt Ann (Galsworthy). («Jolyonning bu unashtirilshga ruxsat berganidan hayron bo`laman», - u dedi Anya xolaga.)

Gerundiy quyidagi fe`llik xususiyatlarga ega:

o`timli fe`ldan yasalgan Gerundiy vositasiz to`ldiruvchini qabul qiladi: He likes playing football. (U futbol o`ynashni yaxshi ko`radi.)

gerundiy ravish orqali aniqlanadi: Forgive my speaking plainly. (Sizga ochiq gapirganim uchun kechirasiz.)

gerundiya zamon kategoriyasi ham mavjud. O`timli fe`llardan yasalgan gerundiya nisbat kategoriyasi mavjud. Gerundiyaning zamon va nisbat formalari:

	Active	Passive
Simple	Writing	Being written
Perfect	Having written	Having been written

1. Gerundiya zamon kategoriyasi.

1) gerundiya ish- harakati bilan shaxsi ma'lum fe'lining ish - harakati bir paytda sodir bo'lsa, **Simple Gerund** ishlatiladi: On seeing my friend, I went out to meet him. (Do'stimni ko'rib uni kutib olish uchun chiqdim.)

Shaxsi ma'lum fe'ldan bog'liq bo'lib, gerundiya ish-harakati o'tgan va kelasi zamonga tegishli bo'lishi mumkin.

2) gerundiya ish-harakati shaxsi ma'lum fe'ldan oldin sodir bo'lsa, **Perfect Gerund** ishlatiladi: She denies having lost the book. (U kitobni yo'qotganini rad etayapti.)

3) to remember, to excuse, to forgive, to thank fe'llaridan va on (upon), after, without predloglaridan keyin **Perfect Gerund** o'rnida **Simple Gerund** ishlatiladi:

Mother thanked the doctor for saving her child. (Ona bolasini qutqargan vrachga minnatdorchilik bildirdi.) After walking a little he came across his friend. (Bir oz yurgach, u do'stini uchratdi.)

Yuqoridagi fe'llar va predloglardan keyin **Perfect Gerund** ishlatilishi mumkin: They parted without having spoken to each other. (Bir - birlari bilan gaplashmay ajralishdi.)

2. Gerundiya nisbat kategoriyasi.

O'timli fe'llardan yasalgan gerundiya aniq va majhul nisbat formalariga ega: He liked reading aloud. (U baland ovozda o'qishni yaxshi ko'rardi.); Children like being read aloud. (Bolalar ularga kitob o'qib berishlarini yaxshi ko'rishardi.)

To want, to need, to deserve, to require fe'llari va worth sifatidan keyin gerundiya aniq nisbatda ishlatiladi, vaholanki majhullik ma'nosi ifodalanadi: The child deserves praising. (Bola maqtalishga arziydi.) The room needs painting. (Xona bo'yalishga muhtoj.)

Predicative Constructions with the Gerund (Gerundiya predikativ konstruksiyalar)

Boshqa shaxsi noma'lum fe'llar kabi gerundiya ham predikativ konstruksiyalar tarkibida ishlatiladi:

1) bunda gerundiya qaratqich kelishigidagi ot yoki qaratqich olmoshiga nisbatan kesimlik vazifasini bajaradi: I don't like your leaving the house without warning anybody. (Men sizning hech kimni ogohlantirmay uyni tark etishingizni yoqtirmayman.)

2) gerundiy bosh kelishikdagi otga nisbatan kesimlik vazifasini bajaradi. Farq shundaki, a) gerundiy qaratqich kelishigidagi otga nisbatan kesimlik vazifasini bajarsa, ish -harakat his-hayajonli etib ifodalanadi: Fancy David's courting Emili! (Davidning Emiliga xushtorlik qilishini tasavvur eting), (Davidning boshqa ishlarini emas, balki xushtorlik qilishini tasavvur eting); b) gerundiy bosh kelishikdagi otga nisbatan kesimlik vazifasini bajarsa, ish -harakatning bajaruvchisiga nisbatan his-hayajon ifodalanadi: Fancy David courting Emily! (Davidning Emiliga xushtorlik qilishini tasavvur eting) - (Boshqa kishining emas, aynan Davidning xushtorlik qilishini tasavvur eting).

Shunday hollar uchraydiki, gerundiy bosh kesilishidagi jonli predmetni ifodalaydigan otga nisbatan kesimlik vazifasini bajaradi; bunda ikki va undan ortiq ot ishlatilishi mumkin yoki ot o`zidan keyin qo`llanilgan aniqlovchiga ega bo`lishi mumkin: I object to Mary and Jane going out on such a windy day. (Men Meri va Jeynning shunday shamolli kunda tashqariga chiqishlariga qarshiman.) Did you ever hear of a man of sense rejecting such an offer? (Siz biror vaqt biror aqlli odamning shunday taklifni rad etganini eshitganmisiz?)

3) gerundiy jonsiz predmetni ifodalaydigan otga nisbatan kesimlik vazifasini bajarishi mumkin, bu holda ot bosh kelishikda va olmosh qaratqich formada bo`ladi: I said something about my clock being slow (Du Maurier). (Soatim orqada qolishini aytdim.) ...Peggotti spoke of ... my room, and of its being ready for me (Dickens). (Pegotti mening xonam va uning men uchun tayyorlangani haqida gapirdi.)

4) gerundiy kelishik kategoriyasiga ega bo`lmagan **all, this, that, both, each, something** kabi olmoshlarga nisbatan kesimlik vazifasini bajaradi: I insist on both of them coming in time.(Men ularning har ikkalasidan vaqtida kelishni talab etaman.)

The Use of Gerund (Gerundiyning ishlatilishi)

Quyidagi hollarda faqatgina gerundiy ishlatiladi:

1) **to avoid, to burst out, to deny, to enjoy, to excuse, to fancy, to finish, to forgive, to give up, to go on, to keep (on), to leave off, to mind, to postpone, to put off, cannot help** so`zlari va fe'l iboralari bilan: I avoided seeing him. (Men uni ko`rishdan o`zimni

olib qochdim.);The child burst out crying. (Bola yig`lab yubordi.); She denied having lost the book. (U kitobni yo`qotganini rad etdi.); She enjoyed playing chess with her father. (U otasi bilan shaxmat o`ynashdan huzur qilardi.); Forgive my speaking plainly (Hardy). (Ochiq gapirganim uchun kechirasiz.); He gave up singing. (U ashula aytmay qo`ydi.); They enjoyed went on talking.(Ular gapirishda davom etishdi.); Do you mind my closing the door? (Eshikni yopishimga qarshi emasmimiz?); I couldn't help smiling. (Kulmay ilojim yo`q edi.)

2) predlog bilan ishlatiladigan quyidagi fe'llar bilan: **to accuse of, to agree to, to approve of, to complain of, to depend on, to feel like, to insist on, to look like, to object to, to persist on, to prevent from, to rely on, to speak of, to succeed in, to suspect of, to thank for, to think of, to give up the idea of, to look forward to, not to like the idea of, to miss an (the) opportunity of:** Their parents agreed to their getting married. (Ota-onalar ularning turmush qurishlariga rozilik bildirdilar.);Everything depends on your liking the place. (Hamma narsa sizning bu joyni yoqtirishingizga bog`liq.);You may rely on my getting this book for you. (Bu kitobni siz uchun olishimga ishonishingiz mumkin.); Mother prevented her son from going out on such a rainy day. (Ona o`g`lini shunday yomg`irli kunda tashqariga chiqishdan saqlab qoldi.); She gave up the idea of seeing this film. (U bu filmni ko`rish fikridan qaytdi.); I am looking forward to you coming back. (Men sizning qaytib kelishingizni orziqib kutayapman.); Don't miss the opportunity of seeing this play. (Bu spektaklni ko`rish imkoniyatini qo`ldan bermang.)

3) predlog bilan yoki predlogsiz ishlatiladigan quyidagi fe'l iboralari bilan: **to be aware of, to be busy in, to be capable of, to be fond of, to be guilty of, to be indignant at, to be pleased at, to be proud of, to be sure of, to be surprised (astonished) at, to be worth (while):**

I am fond of reading English novels.(Ingliz romanlarini o`qishni yaxshi ko`raman.); She is proud of having such a brave son. (U shunday jasur o`g`li borligidan faxrlanadi.); This film is worth seeing. (Bu filmni ko`rish arziydi.);She was pleased at my coming. (U mening kelganimdan xursand bo`ldi.)

The Gerund and the Infinitive (Gerundiy va harakat nomi)

Bir qator fe'llar va fe'l guruhlarini gerundiy va infinitive bilan ishlatiladi: **to be afraid, to begin, to cease, to continue, can (can not) afford, to dread, to fear, to forget, to hate, to intend, to like, to dislike, to neglect, to prefer, to propose, to remember, to recollect, to start, to stop**: She began speaking (U gapira boshladi.); She began to speak softly (U yumshoq gapira boshladi.)

Ba'zan **to be afraid, to forget, to hate, to like (to dislike), to prefer** kabi fe'llardan keyin ish harakat maxsus vaziyatga tegishli bo'lsa, Infinitive ishlatiladi, ish-harakat umuman e'tirof etilsa, gerundiy ishlatiladi: I am not afraid of remaining at home alone, but I am afraid to remain alone on such a stormy night. (Men uyda yakka qolishdan qo'rqmayman, lekin shunday momoqaldiroqli tunda yakka qolishdan qo'rqaman.); Don't forget shutting the windows when you leave home. (Uydan chiqqaningizda derazalarni yopishni unutmang.); Don't forget to shut the window when you leave home, it is very windy to day. (Uydan chiqqaningizda derazani yopishni unutmang, bugun juda shamol.)

To remember fe'li bilan ishlatilgan infinitive odatda kelasi zamonga tegishli ish harakatni ifodalaydi: Remember to buy the book. (Bu kitobni sotib olishni unutmang.)

To remember fe'li bilan ishlatilgan gerundiy esa o'tgan zamonga tegishli ish-harakatni ifodalaydi: I remember seeing him at the bus stop. (Men uni avtobus bekatida ko'rganimni eslayman.)

To stop fe'lidan keyin infinitive yoki gerundiyni ishlatilishi har xil sintaktik funksiyalarni ifodalaydi: She stopped speaking. (U gapirishni to'xtatdi.) Bu gapda gerundiy to'ldiruvchi vazifasida kelgan. She stopped to speak to me. (U men bilan gaplashish uchun to'xtatdi.) Bu gapda infinitive maqsad holi vazifasida.

The functions of the gerund in the sentence (gapda gerundiyni vazifalari)

Gerundiy har xil sintaktik vazifalarda ishlatiladi. Gerundiyni yakka o'zi kamdan – kam ishlatiladi. Ko'pchilik hollarda gerundiy frazasi va gerundiy konstruksiyasi qo'llanadi:

1. Gerundiy ega vazifasida: Smoking is a bad habit. (Chekish-

yomon odat.) His being late surprised me. (Uning kechikishi meni hayratda qoldirdi.)

Ega vazifasida ishlatilgan gerundiyan oldin kesim ishlatiladi. Bu holda gap kirish soʻz vazifasida ishlatilgan it yoki there is konstruksiyasi bilan boshlanadi: It is no use speaking about it. (Bu haqda gapirish foydasiz.)

2. Gerundiy predikativ vazifasida: Your bad habit is smoking. (Sizning yomon odatingiz- chekish.)

3. Gerundiy qoʻshma feʼl kesimning bir qismi vazifasida: I couldn't help admiring the picture. (Bu rasmga maftun boʻlmay ilojim yoʻq edi.); He intends going to his home town. (U oʻzining ona shahriga borishni xohlaydi.)

a) bu gaplarda infinitive modallik maʼnosiga ega boʻlgan feʼl frazalari bilan ishlatilib, qoʻshma modal feʼl kesimning bir qismi boʻlib kelgan;

b) boshlanish, davom etish va tugash maʼnolarini ifodalaydigan feʼllar bilan qoʻshma aspektli feʼl kesimning bir qismi boʻlib keladi: The child began crying. (Bola yigʻlay boshladi);. He went on working though he saw me. (Meni koʻrgan boʻlsa ham ishlashni davom ettirdi.); She ceased speaking when I entered the room. (Men xonaga kirganimda u gapirishni toʻxtatdi.)

4. Gerundiy toʻldiruvchi vazifasida:

1) gerundiy vositasiz yoki predlogli vositali toʻldiruvchi vazifasida ishlatilishi mumkin: I like swimming in the sea.(Men dengizda suzishni yaxshi koʻraman) (vositasiz toʻldiruvchi); This hall is for dancing (predlogli vositali toʻldiruvchi); (Bu zal raqsga tushish uchun.); She didn't succeed in entering the university.(U universitetga kira olmadi.)

2) gerundiylil predikativ konstruksiyalar qoʻshma toʻldiruvchi vazifasida ishlatiladi: I saw his (Oleg's) crossing the street (qoʻshma toʻldiruvchi). (Men uning koʻchani kesib oʻtganini koʻrdim.)

3) sabab holi vazifasida gerundiy for, for fear of, owing to predloglari bilan ishlatilishi mumkin. The sick man felt better for having spent the summer in the country. (Yozni qishloqda oʻtkazganligi tufayli kasal oʻzini yaxshi his etdi.)

4) toʻsiqsiz hol vazifasida in spite of predlogi bilan ishlatiladi: In spite of being busy she looked after her sick friend. (Band boʻlishiga qaramay u kasal dugonasiga gʻamxoʻrlik qildi.)

5) ba'zan gerundiy bilan sifatdoshni ajratish qiyin bo'ladi, **not + Participle** sabab hol vazifasida ishlatiladi: Not knowing his address I couldn't go to his birthday. (Uning manzilgohini bilmaganligim uchun tug'ilgan kuniga bora olmadim.)

6) **Without + gerund** birin – ketinlik holi yoki shart holi vazifasida ishlatiladi: She left the room without saying good buy to the quests. (U mehmonlar bilan xayrlashmay xonadan chiqdi).

The Gerund and the Participle (Gerundiy va sifatdosh)

Ko'pchilik hollarda gerundiy va sifatdoshni ajratish qiyin emas. Gerundiy qaratqich olmoshi, qaratqich kelishigidagi ot bilan aniqlanadi. Bunday xususiyat sifatdoshda yo`q. Gerundiy ega, to'ldiruvchi va predikativ vazifasida ishlatiladi. Aniqlovchi vazifasida gerundiy ham sifatdosh ham ishlatiladi, lekin gerundiy bu vazifada doimo predlogdan keyin ishlatiladi.

Gerundiy + otda ish harakat mazkur ot tomonidan bajarilmaydi: a dancing hall (a hall for dancing), a cooking – stove (a stove for cooking); walking – shoes (shoes for walking); a writing – table (a table for witing).

Participle + otda ish -harakat mazkur ot tomonidan bajariladi: a doncing girl (a girl who dances), a singing child (a child who sings).

Ba'zan bunday iboralar yuqoridagi har ikkala ma'noda ham ishlatiladi: a hunting dog (a dog for hunting va a dog that hunts), a sewing machine (a machine for sewing va a machine which sews).

The Infinitive (Harakat nomi)

O'zbek tilida harakat va holatning nominigina bildirib, uning shaxs-sonini, zamonini ko'rsatmaydigan fe'l shakli harakat nomi deyiladi. Harakat nomi gapda otga xos vazifalarda keladi, ya'ni fe'lga ot xususiyatlarini beradi¹. Harakat nomi boshqa fe'llar kabi o'timli-o'timsizlik va nisbat grammatik ma'nolarini ifodalasa, ikkinchi tomondan otlar singari tuslanadi.

Harakat nomi fe'l o'zak-negiziga **-sh** (-ish), **-v**(-uv), **-moq**

¹ Абдурахманов Г. Исследования по синтаксису старотюркского языка XI века. М.: 1967.

qo`shimchalarini qo`shish orqali yasaladi: ishlash, ketish, uxlash, sayrash, ishlov, siylov, o`ylamoq, qutlamoq, bag`ishlamoq...

Hozirgi o`zbek adabiy tilida qurilish, saylov, qutlov, o`qish, chanqov, o`lchov, boshqaruv, ko`paytirish, to`qnashuv, tayyorlov, bag`ishlov, tergov, o`quv kabi qator harakat nomi shakllari ot so`z turkumiga o`tgan.

O`zbek tilida harakat nomi quyidagi sintaktik vazifalarni bajaradi:

kesim vazifasida: O`zbek elining asl maqsadi-tinch va farovon yashash. O`qimoq-yuksalmoq.

Ega vazifasida: O`qish-o`rganish - hammaning burchi. Piyoda yurish - inson sog`ligi uchun juda foydali.

To`ldiruvchi vazifasida: Botirlar qo`rquvni bilmaydilar. O`qish va ishlash bilan birga vaqtda dam olishni ham bilish kerak.

Ingliz tilida¹ Infinitive fe`ldan yasalgan otdan kelib chiqqan bo`lib, til taraqqiyoti natijasida fe`llik xususiyatlarni o`zlashtirgan va shuning bilan birga otlik xususiyatlarni saqlab qolgan. Shunday qilib zamonaviy ingliz tilida Infinitive sifatdash va gerundiyelek otlik va fe`llik xususiyatlarga ega.

1. Infinitivening otlik xususiyatlari uning sintaktik vazifalarida namoyon bo`ladi. Masalan:

1) infenitive ega vazifasida: To enter the university is his aim. (Universitetga kirish-- uning maqsadi.)

2) to`ldiruvchi vazifasida: My son is learning to read and write. (O`g`lim o`qish va yozishni o`rganayapti.)

3) predikativ vazifasida: His aim is to enter the University .

2. Infinitivening fe`llik xususiyatlari:

a) o`timli fe`ldan yasalgan Infinitive vositasiz to`ldiruvchi qabul qiladi: He was the first to offer his hand in this work. (U bu ishda birinchi bo`lib yordam qo`lini cho`zdi.)

b) Infinitive ravish bilan aniqlanishi mumkin: She can not write so quickly.

v) Infenitive zamon kategoriyasiga ega. O`timli fe`ldan yasalgan Infinitive nisbat kategoriyasiga ham ega.

¹ Alexander L.G. Longman English Grammar. Longman,1996.p.:299–319. ; Каушанская В.Л. Грамматика английского языка. Л.1973,стр.:186–203.

	Active	Passive
Simple	To write	To be written
Continuous	To be writing	-
Perfect	To have written	To have been written
Perfect Continuous	To have been writing	-

3. Infinitivning zamon va tur kategoriyasi. Sifatdosh va gerundiylar kabi Infinitivda zamon farqi mustaqil emas, balki nisbiy.

agar Infinitivning ish-harakati shaxsi ma'lum fe'lining ish-harakati bilan bir paytda sodir bo'lib, hozirgi o'tgan va kelasi zamonga tegishli bo'lsa, **the Simple Infinitive** ishlatiladi: I am glad to see you. (Sizni ko'rishdan xursandman.) I was glad to see you. (Sizni ko'rishdan xursand bo'ldim.) Come to me tomorrow, I shall be glad to see you. (Ertaga meningizga keling. Sizni ko'rishdan xursand bo'laman.)

2) **the Continuous Infinitive** ham shaxsi ma'lum fe'l bilan bir paytda bajarilgan ish-harakatni ifodalaydi, faqatgina bunda Infinitivning ish-harakatida davomiylik ta'kidlanadi: I found him to be sitting on the bench in the garden. (Men uni bog'da skameykada o'tirayotganini ko'rdim.)

3) agar Infinitivning ish-harakati shaxsi ma'lum fe'lining ish-harakatidan oldin bajarilsa, **the Perfect Infinitive** ishlatiladi: I am sorry to have told you about it. (Sizga bu haqda gapirganimdan afsuslanaman.)

4) to mean, to expect, to intend, to hope kabi fe'llar **The Past Simple**da ishlatilgan bo'lsa **The Perfect Infinitive** amalga oshmagan xohishni ifodalaydi: I meant to have gone there. (Men u yerga bormoqchi edim, lekin bora olmadim); I hoped to have seen him there. (Men uni u yerda ko'raman deb umid qilgan edim, lekin ko'ra olmadim). Xuddi shunday ma'no **the Past Perfect**da ishlatilgan shaxsi ma'lum fe'l orqali ham ifodalanadi: I had meant to go there. (Men u yerga bormoqchi edim.)

5) **the Perfect Continuous Infinitive** shaxsi ma'lum fe'ldan oldin bajarilgan ish-harakatni ifodalaydi, faqatgina bunda infinitivning ish-harakatida ma'lum vaqtdagi davomiylik

ta'kidlanadi: I found him to have been sitting on the bench in the garden for 2 hours. (U bog'dagi o'rindiqlarda 2 soatdan beri o'tirgan ekan.)

4. Infinitiveda nisbat kategoriyasi. O'timli fe'llardan yasalgan Infinitive aniq va majhul nisbat formalariga ega. It is so glorious to love and to be loved... (Stone). (Sevish va sevilish qanday ajoyib.)

5. There is konstruksiyasi bilan boshlangan gaplarda Infinitivening aniq va majhul nisbatda ishlatilishi gap ma'nosiga ta'sir etmaydi: There is no time to lose (Dreiser); There is no time to be lost (Eliot).

6. Infinitivening to yuklamasisiz ishlatilishi (the bare Infinitive). Zamonaviy ingliz tilida Infinitive, asosan, to yuklamasi bilan ishlatiladi. Qadimiy ingliz tilida to predlog bo'lib, jo'nalish kelishigidagi Infinitive bilan ishlatilgan va maqsad ma'nosini ifodalagan (to writenne yozish uchun ma'nosini ifodalagan). Keyinchalik to Infinitivening shakl belgisi sifatida qabul etildi va, nafaqat, maqsad, balki boshqa ma'nolarda ham ishlatildi. Shunday bo'lsa ham zamonaviy ingliz tilida bare Infinitive deb atalgan to yuklamasisiz ishlatiladigan Infinitive mavjud va u quyidagi hollarda qo'llaniladi:

1) ko'makchi fe'llardan keyin: I shall go to my aunt tomorrow (Men ertaga xolamnikiga boraman);

2) **ought** modal fe'lidan tashqari barcha modal fe'llardan keyin: You must be in time for the lesson (Siz vaqtida darsda bo'lishingiz kerak);

3) **to hear, to see, to feel** kabi his-hayajonni ifodalaydigan fe'llardan keyin: I saw him enter the room (Men uning xonaga kirganini ko'rdim); I felt someone put his hand on my shoulder (Birov qo'lini kiftimga qo'yganini his etdim).

Eslatma: **To be** fe'li to feel fe'lidan keyin to yuklamasi bilan ishlatiladi: I felt this to be true (Buning haqiqat ekanligini his etdim);

4) **to let** fe'lidan keyin: Let him go home (U uyga borsin);

5) **to make** (majbur qilmoq ma'nosida) va **to have** (majbur qilmoq, buyurmoq, yo'l qo'ymoq) fe'llaridan keyin: What makes you think so (Carter) (Sizni shunday o'ylashga nima majbur etadi?); I had them take my baggage (Heming way) (Men ularga yukimni olishni buyurdim);

6) **to have** fe'li yo'l qo'ymoq manosida asosan will va would modal fe'llaridan keyin bo'lishsiz gaplarda ishlatiladi: I will not have you call him Daniel any more (Trollope). (Uni Daniel deb chaqirishda davom etishingizga yo'l qo'ymayman); I would not have you think that I am selfish (Trollope). (Meni xudbin deb o'ylashingizga yo'l qo'ymayman.)

7) **to know** fe'li to see(ko'rmoq), to observe fe'li to feel (sezmoq) ma'nolarida ishlatilsa: I have so often known a change of medicine work wonders (Shaw). (Dorining o'zgartirilishi mo'jiza yaratishini ko'p ko'rganman.) Bu holda ba'zan to yuklamasi ishlatiladi: I have never known her to weep before (Cronin) (Men ilgari uning yig'lashini ko'rmaganman).

8) **To hear, to see, to make, to know** fe'llari majhul nisbatda bo'lsa, ulardan keyin Infinitive to yuklamasi bilan ishlatiladi: He was heard to mention your name several times (Uning sizning ismingizni bir necha marta eslaganini eshitganlar); They were seen to leave the house early in the morning(Ularning ertalab saharda chiqqanlarini ko'rganlar).

9) **to bid** (taklif etmoq) fe'lidan keyin: I bowed and waited, thinking she would bid me take a seat (Men bosh egib salom berdim va menga o'tirishni taklif etishlarini o'ylab kutdim). To bid fe'li og'zaki nutqda ishlatilmaydi.

10) **Had better, would rather, would sooner, cannot but, nothing but, cannot choose but** kabi iboralardan keyin: You had better go home (Yaxshisi uyga keting). I cannot but think so (Bunday o'ylamay ilojim yo'q). She does nothing but speak on the phone (U telefonda gapirishdan boshqa ish qilmaydi). Had better, would rather, to do nothing but og'zaki nutqda ishlatiladi, cannot but, cannot choose but badiiy janrga tegishlidir.

11) **why** bilan boshlanadigan his-hayajonli gaplarda: Why not speak to him (Nega endi u bilan gapirmayin).

Agar Infinitivening ish-harakati kontekstdan aniq bo'lsa, to yuklamasi Infinitivesiz ham ishlatiladi: He and his three men could not defend Rollingen even if they wanted not to (Heym) (Xohlagan taqdirda ham u va uning uch askari Rollingenni mudofaa qilolmas edilar).

To yuklamasi Infinitivedan ravish orqali ajralishi mumkin, bu ingliz tilida **split Infinitive** deyiladi. Og'zaki nutqda bunday hol

kamdan-kam uchraydi: He was unable, however, to long keep silence(U, har holda, uzoq vaqt jim turolmas edi.)

Infinitivening gapdagi vazifalari.

Infinitive gapda har xil sintaktik vazifalarda ishlatiladi. Infinitivening yakka o`zi kamdan-kam qo`llaniladi, ko`pchilik hollarda Infinitive frazasi, Infinitive konstruksiyalari ishlatiladi.

1) Infinitive ega vazifasida. To live honestly and at peace was his aim of life (Tinch va halol yashash hayotining maqsadi edi). Odatda, Infinitive kesimdan keyin ishlatiladi. It is unseless to argue with him (U bilan bahslashish foydasiz;.

2) Infinitive qo`shma otlashgan kesimning otlashgan qismi, ya`ni predikative vazifasida: His aim of life is to live honestly and at peace (Uning maqsadi tinch va halol yashash);

3) Infinitive qo`shma modal fe`l-kesimning bir qismi vazifasida modal fe`llar, modal iboralar va modal ma`noga ega fe`llar bilan: I was to go to his birthday yesterday (Men kecha uning tug`ilgan kuniga borishim kerak edi); We must be in time for the lesson (Biz darsda vaqtida bo`lishimiz kerak); She intends to be an excellent student (U a`lochi talaba bo`lishni xohlaydi);

4) Infinitive qo`shma aspektli fe`l-kesim vazifasida ish-harakatning boshlanishini, davomli bo`lishini, tugallanishini ifodalaydigan fe`llar bilan: She began to read and write at the age of 5 (U besh yoshida o`qish va yozishni boshladi);

5) Infinitive to`ldiruvchi vazifasida: She learned to play chess at the age of seven. (U yetti yoshida shaxmat o`ynashni o`rgandi.)

6) **To allow, to order, to ask, to beg, to request, to implore, to teach, to instruct** fe`llaridan keyin ikkita to`ldiruvchi ishlatiladi, ulardan biri Infinitive bilan ifodalanadi: Mother allowed her children to go for a walk. (Ona bolalariga sayrga chiqishga ruxsat berdi.); She asked me to come in. (U mendan kirishga ruxsat so`radi.)

7) To`ldiruvchi vazifasida ishlatilgan Infinitive kirish so`z vazifasida qo`llanilgan **it** olmoshidan keyin ishlatiladi. Bunda **it** o`zbek tiliga aynan bir so`z bilan tarjima qilinmaydi: He found it impossible to leave his home town at that time. (O`sha paytda u o`z ona shahrini tark etish mumkin emasligini tushundi.);

8) Infinitive qo`shma to`ldiruvchining bir qismi vazifasida:

I saw him cross the street. (Men uning ko`chani kesib o`tganini

ko`rdim.);

9) Infinitive aniqlovchi vazifasida. Infinitive aniqlovchi vazifasida otlar, aniqlovchili otlar (somebody, something, anybody, anything), tartib sonlar va last sifatini aniqlab keladi. She was very busy. She even had no time to go for a walk. (U juda band edi. Uning hatto sayr qilishga ham vaqti yo`q edi.) He was the first to leave the ship. (U birinchi bo`lib kemani tark etdi.)

10) Aniqlovchi vazifasida ishlatilgan Infinitive majburiylik yoki ehtimollik kabi modal ma`nolarni ifodalaydi: He had a large family to support, (U katta oilani boqishi kerak edi.) Ba`zan aniqlovchi vazifasida ishlatilgan Infinitive taklif ma`nosini ifodalaydi: Here is a book for you to read in the train. (Mana bu kitob poyezdda o`qishingiz uchun.) It is time to send the child to school. (Bolani maktabga yuborish vaqti keldi.);

11) Infinitive maqsad holi vazifasida : She came to speak to me about it. (Bu haqda men bilan gaplashish uchun keldi.)

Maqsad holi vazifasida ishlatilgan infinitive in order va so as kabilar bilan kiritilishi mumkin: I put on my warm clothes so as not to catch cold. (Shamollamaslik uchun men issiq kiyimlar kiydim.)

12) Infinitive natija holi vazifasida asosan enough yoki too ravishlari bilan aniqlangan sifatlardan keyin ishlatiladi: This book is interesting enough to read. (Bu kitob o`qish uchun yetarlicha qiziq.); I was too busy to amuse. (Men shunchalik band edimki, ko`ngil ochishga ham vaqtim yo`q edi.)

Infinitive natija holi vazifasida quyidagi hollarda ishlatiladi: He was so weak as to be unable to work. (Uning sog`ligi shunchalik zaif ediki, u ishlay olmasdi.); He is such fool as to think that his idle chatter can influence others. (U shunchalik ahmoqki, uning ma`nosiz safsatasi birovga ta`sir etadi deb o`ylaydi.) Yuqoridagi gaplarda natija holi vazifasida ishlatilgan Infinitive odatda bo`lishsizlik ma`nosini ifodalaydi.

13) Infinitive birin-ketinlik holi vazifasida: She left the house never to return (U uyni tark etdi va hech qachon qaytmadi.) Ba`zi tilshunoslar Infinitivening bu vazifada ishlatilishini natija holi vazifasida deb hisoblaydilar.

14) Infinitive kirish so`z vazifasida: To tell the truth I am tired of him (Haqiqatni aytsam men undan charchadim); To be short you are not right (Qisqa qilib aytganda, siz nohaqsiz).

Infinitive Constructions (Infinitive konstruksiyalari)

Zamonaviy ingliz tilida quyidagi predikativ Infinitive konstruksiyalari mavjud:

1. The Objective with the Infinitive Construction.
2. The Subjective Infinitive Construction.
3. The -for - to Infinitive Construction.

The Objective with the Infinitive Construction. Bu konstruksiyada Infinitive bosh kelishikdagi ot va tushum kelishigidagi olmoshga nisbatan kesimlik vazifasini bajaradi. Gapda bu konstruksiya qo`shma to`ldiruvchi vazifasida ishlatiladi. I have never seen him lose his temper (Men hech qachon uning asabiylashganini ko`rmaganman.)

1) Bu konstruksiya to hear, to see, to watch, to feel, to observe, to notice kabi fe'llardan keyin ishlatiladi. I heard someone sing a song in the next room (Qo`shni xonada kimningdir ashula aytayotganini eshitdim.)

His-hayajonni ifodalaydigan fe'llardan keyin faqatgina Simple Infinitive Active ishlatiladi, agar majhullik ma'nosi ifodalansa P II ishlatiladi: I saw the fire slowly conquered (Men yong`inning asta-sekin o`chirilganini ko`rdim.)

Bu holda agar ish-harakatning jarayoni ko`zda tutilsa, bosh kelishikdagi ot yoki tushum kelishigidagi olmoshga nisbatan P I kesimlik vazifasini o`taydi: I saw Fleur coming. (Men Flerning kirayotganini ko`rdim.)

Agar to see fe'li anglamoq ma'nosida ishlatilsa, Objective with the Infinitive construction o`rnida qo`shma ergash gap ishlatiladi. I saw that he did not realize the danger. (Uning xavfni ko`rmayotganini angladim.)

To see va to notice fe'llaridan keyin **to be** fe'li bilan **Objective with the Infinitive construction** o`rnida qo`shma gap ishlatiladi: I saw that he was pale. (Uning oqarganini ko`rdim.)

Agar **to hear** fe'li **to learn, to be told** ma'nosida kelsa, mazkur konstruksiya o`rnida qo`shma ergash gap yoki gerund ishlatiladi: I hear that he left for the South. (Of his having left for the South). (Uning janubga ketganini eshitdim.)

2) **The Objective with the Infinitive construction to know, to think, to consider, to believe, to suppose, to expect, to imagine, to**

find, to feel, to trust kabi aqliy faoliyatni ifodalaydigan fe'llardan keyin ishlatiladi. Bunday fe'llardan keyin mazkur konstruksiyada odatda **to be** ishlatiladi. Ko'pchilik hollarda bu konstruksiya badiiy matnlarda qo'llaniladi: I know him to be a clever man (Men uning aqli odam ekanligini bilaman.)

Aqliy faoliyat fe'llaridan keyin kamdan-kam **Perfect Infinitive** ishlatiladi: The doctor found his heart to have stopped two hours before (Vrach uning yuragi ikki soat ilgari to'xtaganini aniqladi.)

To think, to consider, to find fe'llari bilan yuqoridagi ma'no Infinitive siz ham ifodalanadi: I found the film rather interesting. (Film juda qiziqarli ekan.)

3) **The Objective with the Infinitive Construction to pronounce, to declare, to report** kabi e'lon qilish ma'nosini ifodalaydigan fe'llar bilan ishlatiladi: The surgeon pronounced the wound to be a slight one. (Vrach yaraning yengil ekanligini aytdi.)

4) **The Objective with the Infinitive Construction to wish, to want, desire, to mean, to desire, to mean, to intend, to choose** kabi xohish ma'nosini ifodalovchi fe'llar bilan qo'llaniladi: I want you to stay with me (Men bilan qolishingizni xohlayman.); He intended me to go with him to India (Ch.Bronte.) (U istardiki, Hindistonga men u bilan borayin.);

5) **The Objective with the Infinitive Construction** his-hayajonni ifodalaydigan to like, to dislike, to love, to hate, cannot bear kabi fe'llar bilan ishlatiladi: I dislike you to talk like that. (Sizning bunday gapirishingiz menga yoqmaydi.);

6) **The Objective with the Infinitive Construction to order, to allow, to suffer, to have** kabi buyruq va ruxsatni ifodalaydigan fe'llardan keyin ishlatiladi. Shunday holatlarda to'ldiruvchi jonsiz predmetni ifodalaydigan of predlogli ot yoki olmoshdan iborat bo'ladi, agar jonli predmet bo'lsa, Infinitive majhul nisbatda ifodalanadi: Mr. Merdle ardered his carriage to be ready early in the morning. (Mister Merdle ekipajning ertalab saharda tayyor bo'lishi kerakligini buyurdi.); He ordered the boy to be put to bed (U bolani uxlatishni buyurdi.)

Agar to'ldiruvchi shaxsni ifodalab, unga muayyan ish-harakatni bajarish uchun buyruq berilsa yoki ruxsat berilsa, **to order** va **to allow** fe'llaridan keyin Infinitive aniq nisbatda ishlatiladi: The dean allowed the secretary to change the time table. (Dekan kotibaga jadvalni

o`zgartirishga ruxsat berdi.). Gapda the secretary so`zi ishlatilmasa, Infinitive majhul nisbatan ishlatiladi. The dean allowed the timetable to be changed. (Dekan jadvalning o`zgartirilishiga ruxsat berdi.)

Bo`lishsiz gapda **suffer** fe`lidan keyin **Objective Infinitive Construction** ishlatilsa, bu fe`l “yo`l qo`ymoq” ma`nosini beradi: Mother couldn't suffer her son to leave the university without taking a diploma. (Ona o`g`lining universitet diplomini olmay tashlab ketishiga yo`l qo`yolmadi.).

To have fe`li bo`lishsiz gaplarda “ruxsat” ma`nosini ifodalaydi: I won't have you speak like that. (Men sizga bunday gapirishga ruxsat berolmayman.).

7) **The Objective with the Infinitive Construction** “majbur qilmoq” ma`nosini ifodalovchi to get, to have, to make, to cause kabi “erishmoq” ma`nosini ifodalaydigan fe`llardan keyin ishlatiladi: Mother made her son put on his warm clothes; Mother got her son do his homework before going for a walk.

8) Infinitive odatda predlog talab qiladigan fe`llar bilan ishlatilmasa ham **Objective with the Infinitive Construction for** predlogi bilan qo`shma to`ldiruvchi vazifasida qo`llanadi. Ba`zan bu konstruktsiya to rely fe`lidan keyin on yoki upon predloglari bilan qo`shma to`ldiruvchi vazifasida ishlatiladi: I rely on you to buy this book for me. (Men umid qilamanki, siz bu kitobni men uchun sotib olasiz.) . Shunday holatlarda gerundiy ham ishlatiladi: I rely on your coming to my son's birthday.(Men umid qilamanki, siz o`g`limning tug`ilgan kuniga kelasiz.)

The Subjective Infinitive Construction. Bu konstruktsiyada Infinitive gapning egasiga nisbatan kesimlik vazifasini o`taydi. Gapning egasi bosh kelishikdagi ot yoki olmosh bilan ifodalanadi. Mazkur konstruktsiya gapda bir vazifada ishlatilmaydi. Komponentlardan biri ega vazifasida ishlatilsa, ikkinchi komponent, ya`ni Infinitive qo`shma fe`l-kesimning bir qismi vazifasini bajaradi. Masalan, The ship is informed to have reached the port (Kemaning portga yaqinlashgani e`lon qilinadi.)

The Subjective Infinitive Construction quyidagi fe`llar bilan majhul nisbatda ishlatiladi:

1) his–hayajonni ifodalaydigan to see, to hear kabi fe`llar bilan: He was seen to cross the street (Uning ko`chani kesib o`tganini

ko`rishdi.)

Agar jarayon ma`nosi ifodalansa, bu holda **Participle I** aniq nisbatda ishlatiladi: He was seen crossing the street (Uning ko`chani kesib o`tayotganini ko`rishdi.)

2) aqliy faoliyatni ifodalaydigan **to think, to consider, to know, to expect, to believe, to suppose** kabi fe`llar bilan: He was considered to be clever (Uni aqlli deb hisoblashardi.) He was thought to be honest (Uni vijdonli deb o`ylashardi.)

3) **to make** fe`lidan keyin: He was made to tell the truth (Uni haqiqatni aytishga majbur qilishdi.)

4) **to say** va **report** fe`llaridan keyin: He is said to have arrived from Moscow. (Uni Moskvadan kelgan deyishayapti.)

The Subjective Infinitive Construction to be likely, to be sure, to be certain kabilar bilan ham ishlatiladi: He is likely to come (Ehtimol u keladi.); He is sure to join us (U, albatta, bizga qo`shiladi.)

The Subjective Infinitive Construction to seem, to appear, to happen, to chance, to prove, to turn out kabi sinonimik juftlar bilan ishlatiladi: She seems to have forgotten about the meeting (U majlisni unutgan shekilli.); She appears to have known about it before (U bu haqda oldindan bilgan shekilli.); He proved to be a good friend (U yaxshi do`st bo`lib chiqdi.); He turned out to be a good friend (U yaxshi do`st bo`lib chiqdi.)

The Subjective Infinitive Construction faqatgina **to expect to be sure, to be certain, to be likely** fe`llari bilan kelasi zamondagi ish-harakatni ifodalaydi: We are sure to meet them there (Biz ularni, albatta, u yerda uchratamiz.)

The - for – to Infinitive Construction. Bu konstruktsiyada Infinitive ot yoki olmoshga nisbatan kesimlik vazifasini bajaradi va quyidagi sintatik funktsiyalarda ishlatiladi:

1) ega vazifasida, odatda kirish so`z vazifasidagi it olmoshidan keyin: For me to walk such a long distance is difficult (Men uchun shunday uzoq masofani piyoda o`tish qiyin.)

2) predicative vazifasida: It is for me to look after my mother (Men onamga qarashim kerak.)

3) qo`shma to`ldiruvchi vazifasida: The teacher waited for me to answer the question (O`qituvchi mening savolga javob berishimni kutdi.)

4) aniqlovchi vazifasida: It is a book for you to read (Bu- siz

o`qiydigan kitob.)

5) maqsad holi vazifasida: Mother left the money for you to spend on books. (Onam sizga bu pulni kitoblar sotib olishingiz uchun qoldirdi.)

6) natija holi vazifasida: She spoke loud enough for you to hear. (Sizning eshitishingiz uchun u yetarli darajada baland gapirdi.)

Agar gapning egasi ish-harakatning bajaruvchisi bo`lsa, to be sorry, to be glad iboralari bilan Infinitive ishlatiladi: I am glad to meet you (Sizni uchratishimdan xursandman.); I am sorry to have gone out on such a nasty weather (Shunday yomon havoda ko`chaga chiqqanimdan pushaymondaman.)

Exercises

I. Choose the right form of Infinitive:

1. It seems ... outside.
 - a) to rain
 - b) to be raining
2. We are glad ... the summer in the Crimea.
 - a) to spend
 - b) to have spent
3. We expect them ... us this summer.
 - a) to visit
 - b) to have visited

II. Choose the right form of Participle:

1. ... my work I went out for a walk.
 - a) finishing
 - b) having finished
2. ... through the journal I put it aside.
 - a) looking
 - b) having looked
3. The vase ... into pieces was carefully wrapped in paper.
 - a) Breaking
 - b) having broken

III. Use the Infinitive:

a) as object:

1. The students asked ...
2. They were quite willing ...
3. The travellers were anxious

b) as attribute:

1. What a strange thing2. The house ... in this place will be a kindergarten. 3. I have a suggestion

c) as predicative:

1. To go there means2. What he wanted was 3. The first thing I did there was...

IV. Complete the sentences in Column A by using a verb from Column B and your own words. Use the verbs in Column B only once.

Example: I often postpone + write

+ *I often postpone writing thank you notes, and then I have to apologize for sending them late.*

Column A

Column B

1. I often postpone

buy /listen/ watch

2. I enjoy. . . .

close/ love /write

3. I'm considering. . . .

do /make

4. Would you mind

eat /open/ help

5. I finished. . . .

exercise /play

6. I'll never stop

finish /take

7. Do you ever think about

give/ go/ visit

8. You should keep

learn/ leave

9. Sometimes I put off. . . .

teach/ try

V. Answer the questions. Use the expressions with go + -ing

1. Ann often goes to the beach. She spends hours in the water. What does she like to do?

+ *She likes to go swimming.*

2. Nancy and Frank like to spend the whole day on a lake with poles in their hands. What do they like to do?

3. Last summer Adam went to a national park. He slept in a tent and cooked his food over a fire. What did Adam do last summer?

4. Tim likes to go to stores and buy things. What does he like to do?

5. Laura takes good care of her health. She runs a couple of miles every day. What does

Laura do every day? (NOTE: *There are two possible responses.*)

6. On weekends in the winter, Fred and Jean sometimes drive to a resort in the mountains. They like to race down the side of a mountain in the snow. What do they like to do?

7. Joe likes to take long walks in the woods. What does Joe like to do?
8. Sara prefers indoor sports. She goes to a place where she rolls a thirteen-pound ball at some wooden pins. What does Sara often do?
9. Liz and Greg know all the latest dances. What do they probably do a lot?
10. The Taylors are going to go to a little lake near their house tomorrow. The lake is completely frozen now that it's winter. The ice is smooth. What are the Taylors going to do tomorrow?
11. Alex and Barbara live near the ocean. When there's a strong wind, they like to spend the whole day in their sailboat. What do they like to do?
12. Tourists often get on buses that take them to see interesting places in an area. What do tourists do on buses?
13. Colette and Ben like to jump out of airplanes. They don't open their parachutes until the last minute. What do they like to do?
14. What do you like to do for exercise and fun?

VI. Use the given words to create sentences with gerunds and infinitives.

1. start + snow around midnight
+ *It started snowing around midnight. It started to snow around midnight.*
2. continue + work even though everyone else stopped
3. like + get a lot of e-mails from my friends
4. love + go to baseball games
5. hate + talk to pushy salespeople
6. can't stand + wait in lines for a long time

VII. Work in pairs.

Speaker A. Complete the sentence with a preposition and "doing something."

Speaker B: Ask a question about A's statement. Begin with "What . . ." and end with "doing."

Speaker A: Answer the question in a complete sentence using your own words.

Example: I'm looking forward

SPEAKER A: I'm looking forward to doing something.

SPEAKER B: What are you looking forward to doing?

SPEAKER A: I'm looking forward to going to a movie tonight.

Switch roles.

- | | |
|--------------------------------|-------------------------|
| 1. I'm interested | 6. I'm nervous |
| 2. I'm worried | 7. I'm excited |
| 3. I thanked my friend | 8. I feel |
| 4. I apologized | 9. I'm planning |
| 5. I'm afraid | 10. I'm tired |

VIII. Create sentences with the same meaning by using a gerund as the subject.

1. It is important to get daily exercise. *Getting daily exercise is important.*
2. It isn't hard to make friends.
3. It is easy to cook rice.
4. It is relaxing to take a long walk.
5. Is it difficult to learn a second language?
6. It is wrong to cheat during a test.
7. Is it expensive to live in an apartment?
8. It isn't easy to live in a foreign country.
9. It takes time to make new friends.

IX. Create sentences with the same meaning by using it + an infinitive.

1. Having good friends is important. - *It's important to have good friend*
2. Playing tennis is fun.
3. Being polite to other people is important.
4. Learning about other cultures is interesting.
5. Walking alone at night in that part of the city is dangerous.
6. Is riding a motorcycle easy?
7. Having a cold isn't much fun.
8. Learning a second language takes a long time.
9. Cooking a soft-boiled egg takes three minutes.

X. Create sentences by combining ideas from Column A and Column B. Use gerund subjects or it + an infinitive.

Example: Riding a bicycle is easy /dangerous / fun. **OR** It's easy / dangerous / fun to ride a bicycle.

Column A

1. ride a bicycle
2. read newspapers
3. study grammar
4. play tennis

5. steal cars
6. listen to a two-hour speech
7. predict the exact time of an earthquake
8. forget someone's name
9. walk alone through a dark forest at night
10. go fishing with your friends
11. know the meaning of every word in a dictionary
12. be honest with yourself at all times
13. change a flat tire
14. visit museums
15. log on to the Internet

Column B

- A. against the law
- B. boring
- C. dangerous
- D. easy
- E. educational
- F. embarrassing
- G. exciting
- H. frightening
- I. fun
- J. hard
- K. important
- L. impossible
- M. relaxing
- N. a waste of time

XI. Create sentences using it +for (someone) + an infinitive by combining ideas from Columns A, B, and C. Add your own words if you wish.

Example: difficult

+ *It's difficult for me to be on time for class.*

It's difficult for some people to learn how to swim.

It's difficult for children to understand adults' behavior.

Column A

1. difficult
2. easy
3. fun
4. important

Column B

- a) anyone
- b) children
- c) me
- d) most people

5. impossible
6. enjoyable
7. interesting
8. possible

- e) some people
- f) students

Column C

- i. spend time with friends
- ii. predict the exact time of an earthquake
- iii. change a flat tire
- iv. be on time for class
- v. understand adults' behavior
- vi. obey their parents
- vii. observe animals in their wild habitat
- viii. visit new places
- ix. learn how to swim
- x. live on the planet Mars

XII. Complete the sentences with your own words.

1. It's easy for . . . to
2. It's traditional for . . . to
3. It's impossible for . . . to
4. It takes (*a length of time*) for . . . to . . .
5. It's sensible for . . . to
6. Is it necessary for . . . to . . . ?
7. It's important for . . . to
8. It's difficult for . . . to

XIII. Use your own words to complete the sentences.

Example: It takes . . . hours to

+ *It takes five hours to fly from Los Angeles to Honolulu.*

Example: It takes a lot of work for . . . to

+ *It takes a lot of work for most small businesses to succeed.*

1. It takes time for . . . to
2. It takes a lot of money to
3. It takes . . . minutes to
4. How long does it take to . . . ?
5. It will take . . . years for . . . to
6. It takes patience I courage / skill to
7. It takes hard work for . . . to
8. It takes stamina and determination to

XIV. Add *in order* to the sentences whenever possible.

1. I went to the bank to cash a check. + *I went to the bank in order to cash a check.*
2. I'd like to see that movie. + (*No change. The infinitive does not express purpose.*)
3. Sam went to the hospital to visit: a friend.
4. I need to go to the bank today.
5. I need to go to the bank today to deposit my paycheck.
6. On my way home from school, I stopped at the drugstore to buy some shampoo.
7. Carmen looked in her dictionary to find the correct spelling of a word.
8. Masako went to the cafeteria to eat lunch.
9. Jack and Linda have decided to get married.
10. Pedro watches TV to improve his English.
11. I didn't forget to pay my rent.
12. Kim wrote to the university to ask for a catalog.
13. Sally touched my shoulder to get my attention.
14. Donna expects to graduate next spring.
15. Jerry needs to go to the bookstore to buy a spiral notebook.

XV. Complete the following sentences. Use infinitives in the completions.

1. I'm too short
2. I'm not tall enough
3. I'm not strong enough
4. Last night I was too tired
5. Yesterday I was too busy
6. A Mercedes-Benz is too expensive
7. I don't have enough money
8. Yesterday I didn't have enough time
9. A teenager is old enough but too young
10. I know enough English but not enough

XVI. Correct the errors.

1. Do you enjoy *going* to the zoo? Do you enjoy **to go** to the zoo?
2. I went to the store for getting some toothpaste. _____
3. Did you go to shopping yesterday? _____
4. I usually go to the cafeteria for to get a cup of coffee in the morning. _____
5. Bob needed to went downtown yesterday. _____

6. I cut the rope by a knife. _____
7. I thanked him for drive me to the airport.
8. Is it difficult to learn a second language. _____
9. It is important getting an education. _____
10. Timmy isn't enough old too get married. _____
11. Do you want go to swimming tomorrow? _____
12. I went to the bank for cashing a check. _____
13. I was to sleepy to finish my homework last night. _____
14. Is easy this exercise to do. _____
15. Last night too tired no do my homework. _____
16. I've never gone to sailing, but I would like to. _____
17. Reading it is one of my hobby. _____
18. The man began to build a wall around his garden. _____
19. I like to travel because you learn too much about other countries and cultures. _____
20. Instead of settle down in one place, I'd like to travel around the world. _____
21. My grandmother likes to fishing. _____
22. Mary would like to has a big family. _____

THE ADJECTIVE (SIFAT)

Predmetning belgisini bildiruvchi mustaqil ma'noli so'zlar sifat deyiladi. Sifatlar narsa-buyum, voqea-hodisalarga xos bo'lgan belgi-xususiyatlarni turli nuqtai nazardan anglatishi mumkin. Shu jihatiga ko'ra, ya'ni semantic jihatdan sifatlar quyidagi turlarga bo'linadi:

rang - tus sifatlari: white, red, yellow;

xil - xususiyat sifatlari: kind, clever, fast;

shakl - hajm sifatlari: light, heavy, broad, narrow;

holat sifatlari: nice, sad, angry, beautiful,

maza-ta'm sifatlari: sweet, bitter, tasty,

makon va zamon sifatlari: distant, near, far, present, past,

hid bildiruvchi sifatlari: fragrant, stinking, stinky.

Bu guruhlarning har biri o'z tizimida xususiy ma'no guruhlariga egadir.

Ingliz tilida sifatlar fe'l, ot, ravishlar kabi o'ziga xos yasalish sistemasiga ega. Sifatlar daraja grammatik kategoriyasiga egadir.

Positive(oddiy)	Comparative(qiyosiy)	Superlative (orttirma)
polite	politer	the politest
severe	severer	the severest
sincere	sincerer	the sincerest
simple		the simplest
common	commoner	the commonest

Sifatlar yasalishiga ko'ra sodda tub, sodda yasama, qo'shma, murakkab bo'ladi. Ma'lumki, tarkibida so'z yasovchi affikslari bo'lmagan sifatlar oddiy yoki sodda tub sifatlardir: big, short, black, red, white.

Tarkibida so'z yasovchi affikslari mavjud bo'lgan sifatlar sodda yasamadir: natural, useful, useless, famous, formal, eatable.

Tarkibi kompozitsiya usulida yasalgan qo'shma sifatlar: snow - white, dark - blue.

Degrees of comparison of adjectives (Sifat darajalari)

Ingliz tilidasifatlar daraja kategoriyasiga ega: oddiy, qiyosiy, orttirma.

Positive(oddiy)	Comparative(qiyosiy)	Superlative (orttirma)
busy	busier	the busiest
clever	cleverer	the cleverest
narrow	narrower	the narrowest
noble	nobler	the noblest

Yana bir qator ikki bo'g'inli sifatlarning darajalari shu yul bilan yasaladi: long-longer-the longest.

-y, -er, -ow, -ble kabi qo'shimchalarga ega bo'lgan ikki bo'g'inli sifatlarning qiyosiy darajani **-er**, orttirma darajani **-est** qo'shimchalarini o'zakka qo'shish bilan yasaydi:

O'qilmaydigan **-e** bilan tugagan sifatlarning darajalarini yasaganda, oxirgi o'qilmaydigan **-e** tushib qoladi: large-larger-the largest; brave-braver-the bravest.

Undosh bilan tugagan, o'zagida qisqa unlisi bor sifatlarning qiyosiy va orttirma darajasini yasaganda undosh ikkilanadi: big-bigger-the biggest; wet-wetter-the wettest;

-y bilan tugagan sifatlarda **-y** dan oldin undosh ishlatilgan bo'lsa, oxirgi **-y -i** ga aylanib, **-er, -est** affikslari qo'shiladi: busy-busier-the busiest; dirty-dirtier-the dirtiest.

Agar **-y** dan oldin unli ishlatilgan bo'lsa, **-y** o'zgarmaydi: gay-gayer-the gayest. Ko'pchilik ikki bo'g'inli va undan ortiq bo'g'inli sifatlarning darajalari **more** va **the most** ni sifatdan oldin ishlatish bilan yasaladi:

Positive(oddiy)	Comparative(qiyosiy)	Superlative (orttirma)
active	more active	the most active
famous	more famous	the most famous
difficult	more difficult	the most difficult
interesting	more interesting	the most interesting

Orttirma darajadagi sifatdan keyin ot ishlatilmasa ham the aniq artikl saqlanadi: The Moscow underground is the best in the world. It is the most interesting story in this book.

Most (juda ham) ma'nosida sifatdan oldin ishlatilib, ot birlikda

bo'lsa, most so'zi noaniq artikl a bilan ishlatiladi: This is a most interesting book.

Ot ko'plikda bo'lsa, bu ma'noda most so'zidan oldin hech qanday artikl ishlatilmaydi: These are most interesting books; **most** so'zi otdan oldin "ko'pchilik" ma'nosida kelsa ham undan oldin hech qanday artikl ishlatilmaydi: Most young people are fond of sport. (Ko'pchilik yoshlar sportni sevadilar.)

Agar **most** so'zidan dan keyin ishlatilgan ot aniq artikl, ko'rsatish olmoshlari va qaratqich olmoshi bilan kelsa, most so'zidan keyin **of** predlogi ishlatiladi: Most of my friends live in Moscow. Most of these books have been published in Moscow.

Ba'zi sifatlarning qiyosiy va orttirma darajalari boshqa o'zaklardan, ya'ni supletiv usul bilan yasaladi:

good	better	the best
bad	worse	the worst
little (kam)	less (kamroq)	the least (eng kam)
much / many	more	the most
small (kichkina)	smaller (kichikroq)	the smallest (eng kichik)

I have less time than he. (Mening vaqtim unikiga qaraganda kamroq.)

My room is smaller than yours. (Mening xonam senikiga qaraganda kichikroq.)

much (ko'p) - more (ko'proq) - the most (eng ko'p)

big-bigger (kattaroq)-the biggest (eng katta)

large-larger (kattaroq)-the largest (eng katta)

I have more time than he. (Mening vaqtim unikiga qaraganda ko'proq.)

My room is larger than yours. (Mening xonam senikiga qaraganda kattaroq.)

Farther, farthest hamda **further, furthest** parallel ravishda masofani ifodalaydi. **Further** sifatining ikkinchi ma'nosi «keyingi», «qo'shimcha» ma'nolarini anglatadi: I have received further information on this matter. (Men bu masalada qo'shimcha axborot oldim.) Please, return the book without further delay. (Iltimos, menga kitobni uzoq kuttirmasdan qaytarib bering.)

Sifatning qiyosiy darajasidan keyin than bog'lovchisi ishlatiladi:

Moscow is larger than Leningrad. (Moskva Leningradga qaraganda kattaroq.)

Lotin tilidan kelgan superior (yaxshiroq), inferior (yomonroq) sifatlari qiyosiy darajada **-er** bilan emas, **-or** bilan tugaydi va than o'rnida **to** ishlatiladi: These samples are superior (inferior) to those (books).

Sifatlarning qiyosiy darajasi quyidagicha kuchaytiriladi: **much** va **far** (ancha) so'zlari ulardan oldin ishlatiladi: The Dneper is much longer than Thames (Dnepr Temzaga qaraganda ancha uzunroq). This book is far better than that one (Bu kitob unisiga qaraganda ancha yaxshiroq).

«Ancha ko'proq» ma'nosida sanalmaydigan otlardan oldin much more, sanaladigan otlardan oldin many more so'z birikmalari ishlatiladi: He has much more free time than I (Uning bo'sh vaqti menikiga qaraganda ancha ko'proq). I have many more books than he (Unga qaraganda menda kitob ancha ko'proq).

O'zbek tilidagi **-dan** affiksining ma'nosini ifodalash maqsadida sifatning orttirma darajasidan keyin **of** predlogi ishlatiladi: He is the best of my friends (U mening do'stlarimdan eng yaxshisi). Mayakovsky is the most talented of the Russian poets (Mayakovskiy rus shoirlaridan eng iqtidorlisi).

Orttirma nisbatdan keyin aniqlovchi ergash gap ishlatilib, **that** bog'lovchisi odatda, tushiriladi: This is the most interesting book (that) I have ever read. (Men o'qigan kitoblarim ichida bunisi eng qiziqarli.)

Sifatning orttirma darajasidan oldin **by far** va **far** ishlatilib, sifat darajasi kuchaytiriladi: The deposits of oil in Russia are by far the richest in the world.

Sifatning pastroq va eng past darajasini ifodalash maqsadida **less** va **the least** so'zlari sifatdan oldin ishlatiladi: less pleasant / the least pleasant.

Ikki bir xil sifatlarni chog'ishtirish maqsadida **as ... as** konstruksiyasi ishlatilib, o'rtada sifatning oddiy darajasi qo'llanadi: He is as young as my brother (U mening akamdek yosh). My book is as good as yours (Mening kitobim siznikidek yaxshi). Bo'lishsiz gaplarda odatda birinchi **as** bog'lovchisi **so** so'zi bilan almashadi: He is not so young as my brother (U mening akamdek yosh emas).

Ikki baravar, ikki marta kabi ma'nolarni ifodalash maqsadida

ingliz tiliga **as ... as** (o'rtada sifatning oddiy darajasi) konstruksiyasi ishlatiladi: Your room is as large as mine. (Xonangiz menikidan ikki baravar katta.) This box is three times as heavy as that. (Bu qutti unisidan uch baravar og'ir.)

Agar taqqoslanayotgan ikkinchi predmet ishlatilmagan bo'lsa, sifatdan keyin ikkinchi **as** ishlatilmaydi: He is twice as old (as his brother). (U akasidan ikki baravar katta). This book is twice as experience (Bu kitob ikki baravar qimmat).

Learn by heart the following sentences (Quyidagi gaplarni yodlang):

1. I paid for the book half as much as for the dictionary (Men lug'atga nisbatan kitob uchun ikki baravar kam to'ladim).

2. I have half as many English books as French (Menda fransuz tilidagi kitoblarga nisbatan ingliz tilidagi kitoblar ikki baravar kam).

3. He is half my age (U mendan ikki baravar yosh).

4. My room is half the size of yours (Mening xonam siznikidan ikki baravar kichkina).

5. My trunk is half the weight of yours. (Mening jomadonim siznikidan ikki baravar yengil.)

6. As short as possible. (Iloji boricha qisqaroq.)

7. As simple as possible. (Iloji boricha oddiyroq.)

8. As interesting as possible. (Iloji boricha qiziqroq.)

9. The letter must be as short as possible. (Xat iloji boricha qisqaroq bo'lishi shart.)

Substantivization of adjectives (Sifatlarda ma'no torayishi.)

Ingliz tilida ba'zi sifatlar ot so'z turkumiga o'tish xususiyatiga ega. O'zbek tilshunosligida buni sifatlarda ma'no torayishi deyiladi. Ba'zi sifatlar aniq artikl bilan ishlatilib, ko'plik sondagi otni ifodalaydi: There are special schools for the blind in our country (Mamlakatimizda ojizlar uchun maxsus maktablar mavjud).

Millatni ifodalovchi sifatlar otga aylanib, **-an, -ian,** qo'shimchalarini qabul qiladi va ko'plikda **-s** affiksi qo'shiladi: a Russian (rus), two Russians (ikki rus); a Bulgarian (bolgariyalik), three Bulgarians (uch bolgariyalik). Mazkur sifatlar otlashib, ko'plik formasida butun bir millatni ifodalaydi: the Russians - ruslar, the Norwegians - norvegiyaliklar, the Germans - nemislar.

-se, -ss bilan tugaydigan, millatni ifodalovchi sifatlar otlashib, birlik va ko'plikni ifodalaydi. Ko'plikda bu otlashgan sifatlar **-s**

qo'shimchasini qabul qilmaydi va ular aniq artikl bilan ishlatilib, butun bir millatni ifodalaydi: xitoylik— a Chinese - two Chinese - the Chinese — xitoyliklar; shvetsariyalik - a Swiss - two Swiss - the Swiss - shvetsariyaliklar; yaponiyalik - a Japanese - two Japanese - the Japanese - yaponiyaliklar.

-sh, -ch bilan tugaydigan sifatlar otlashib, ko'plik ma'nosini beradi va butun bir millatni ifodalab, aniq artikl bilan ishlatiladi: the English - inglizlar , the French - fransuzlar, the Scotch - shotlandiyaliklar, the Spanish - ispaniyaliklar , Istisno: a Spaniard - two Spaniards.

Agar butun bir millat haqida gap ketmasa, shu sifatlar yordamida yasalgan qo'shma otlar ishlatiladi. Qo'shma otlar *man, woman, men, women* so'zlari yordamida yasaladi:

an Englishman	an Englishwoman	two Englishmen
a Frenchman	a Frenchwoman	three Frenchmen
a Scotchman	a Scotchwoman	two Scotchmen

The Place of Adjectives in the Sentence (Sifatning gapdagi o'rni)

Ingliz tilida sifatlar gapda, odatda, aniqlovchi va qo'shma otlashgan kesimning otlashgan qismi vazifasida keladi: The large box is on the table (Katta quti stol ustida). The box is large (Quti katta).

Ingliz tilida sifatlar aniqlovchi vazifasida otdan oldin, otlashgan qo'shma kesimning otlashgan qismi vazifasida bog'lama fe'ldan keyin ishlatiladi: I have bought a red pencil (Men qizil qalam sotib oldim). The pencil is red (Qalam qizil).

Ot bir necha sifat bilan aniqlansa, otga ma'no jihatidan eng yaqin sifat, unga yaqin qo'yiladi: It was a cold autumn day. He is a clever young man. She put on a new black woolen dress.

-able, -ible bilan tugagan sifatlar otdan oldin va keyin ishlatilishi mumkin: The goods were shipped by the first available steamer (Tovarlar mavjud bo'lgan birinchi paroxodga yuklandi).

Enough sifati otdan oldin va undan keyin ishlatilishi mumkin: We have enough time (Vaqtimiz yetarli). We have time enough (Vaqtimiz yetarli).

Exercises

I. Correct the errors.

1. Alaska is large than Texas. Alaska is larger than Texas.
2. Alaska is largest state in the United States.
3. Texas is the larger from France in land area.
4. Old shoes are usually more comfortable to new shoes.
5. I like Chinese food more better than French food.
6. A pillow is more soft from a rock.
7. My brother is 22. I am 20. My sister is 18. I am the youngest than my brother. My sister is the younger person in our family.

II. Complete the following sentences using the appropriate form of the given adjective.

1. He is than his neighbors.
rich
richer
richest
2. The brides were much than the grooms.
young
younger
youngest
3. He is too to be taught.
intelligent
more intelligent
most intelligent
4. He is than I thought him to be.
clever
cleverer
cleverest
5. When the old woman became, she began to move about.
stronger
more strong
6. He is much now.
good
better

best

7. The offer was too to be true.

good

better

best

8. He fishes with success than I do.

great

greater

greatest

9. Shakespeare is the playwright in English.

great

greater

greatest

10. The pain was than he could bear.

much

more

most

11. The thing of all was that his son was rude to him.

bad

worse

worst

12. Jane was the player of the two.

good

better

best

III. Fill in the correct form of the words in brackets (comparative or superlative).

1. My house is (big) than yours.

2. This flower is (beautiful) than that one.

3. This is the (interesting) book I have ever read.

4. Non-smokers usually live (long) than smokers.

5. Which is the (dangerous) animal in the world?

6. A holiday by the sea is (good) than a holiday in the mountains.

7. It is strange but often a coke is (expensive) than a beer.
8. Who is the (rich) woman on earth?
9. The weather this summer is even (bad) than last summer.
10. He was the (clever) thief of all.

IV. Complete the sentences by using *as...as* and your own words.

1. I need you right away! Please come...
+ Please come as soon as possible.
2. We can't go any farther. This is ...
+ This is as far as we can go.
3. I can't work any faster. I'm working _____
4. An orange is sweeter than a lemon. In other words, an orange is not _____
5. A stream is usually much narrower than a river. In other words, a stream isn't _____
6. I had expected the test to be difficult, and it was. In other words, the test was _____
7. It's important to use your English every day. You should practice speaking English _____
8. You're only old if you feel old. You are _____ young _____
9. You might think it's easy to do, but it's not _____
10. It takes an hour to drive to the airport. It takes an hour to fly to Chicago. In other words, it takes _____

V. *As...as* is used in many traditional phrases. These phrases are generally spoken rather than written. See how many of these phrases you're familiar with by completing the sentences with the given words.

- | | | |
|--------------|-----------|-----------|
| a bear | a feather | a mule |
| a bird | the hills | a rock |
| a bull/an ox | a kite | a wet hen |

a cat

1. When will dinner be ready? I'm hungry as a bear!
2. Did Bill really lift that heavy box all by himself? He must be as strong as _____
3. It was a lovely summer day. School was out, and there was nothing in particular I had to do. I felt as free as _____
4. Marco won't change his mind. He's as stubborn as _____
5. How can anyone expect me to sleep in this bed? It's as hard as _____
6. Of course I heard that joke before! It's as old as _____
7. Why are you pacing? What's the matter? You're as nervous as _____
8. Thanks for offering the help, but I can carry the box alone. It looks heavy, but it isn't. It's as light as _____
9. When Erica received the good news, she left as high as _____
10. Was she angry? You'd better believe it! She was as mad as _____

VI. Fill in the words in brackets as adjective or adverb.

1. He reads a book. (*quick*)
2. Mandy is a girl. (*pretty*)
3. The class is loud today. (*terrible*)
4. Max is a singer. (*good*)
5. You can open this tin. (*easy*)
6. It's a day today. (*terrible*)
7. She sings the song . (*good*)
8. He is a driver. (*careful*)
9. He drives the car . (*careful*)
10. The dog barks . (*loud*)

VII. Complete the sentences with the correct comparative

form (more/ -er) of the given adjectives.

clean *dangerous* *funny* *sweet*
dark *pretty* *wet* *confusing*

1. Oranges are sweeter than lemons.
 2. I heard a little polite laughter when I told my jokes, but everyone laughed loudly when Janet told hers. Her jokes are always much _____ than mine.
 3. Many more people die in car accidents than in plane accidents. Statistics show that driving your own car is _____ than flying in an airplane.
 4. Professor Sato speaks clearly, but I have some trouble in understanding Professor Larson's lectures. Her lectures are much _____ than Professor Sato's.
 5. Bobby! How did you get all covered with mud? Hurry and take a bath. Even the floor is _____ than you are.
- A: Why does wet sand look _____ than dry sand?
B: Because wet sand reflects less light.
7. A: The moon is full tonight. There's not a cloud in the sky. Look at the moonlight on the lake. It makes the water sparkle. Have you ever seen a _____ sight than this?
B: No. It's beautiful.
 9. If a cat and a duck are out in the rain, the cat will get much _____ than the duck. The water will simply roll off the duck's feathers but will soak into the cat's hair.

VIII. Fill in the words in brackets as adjective or adverb.

1. The bus driver was injured. (*serious*)
2. Kevin is clever. (*extreme*)
3. This hamburger tastes . (*awful*)
4. Be with this glass of milk. It's hot. (*careful*)
5. Robin looks . What's the matter with him? (*sad*)
6. Jack is upset about losing his keys. (*terrible*)
7. This steak smells . (*good*)
8. Our basketball team played last Friday. (*bad*)
9. Don't speak so . I can't understand you. (*fast*)

10. Maria opened her present. (*slow*)

IX. Choose any appropriate adjective from the list (or any adjective of your own) to make comparisons between the given items.

Use the comparative form. (more/-er)

flexible *enjoyable* *bright* *short* *easy*
heavy *thick* *relaxing*
thin *fast* *shallow* *wide and deep*

1. traveling by air / traveling by bus

+ Traveling by air is faster than traveling by bus.

Traveling by air is easier than traveling by bus. Etc.

2. a pool / a lake _____

3. an elephant's neck/ a giraffe's neck _____

4. sunlight/ moonlight _____

5. iron/ wood _____

6. walking/ running _____

7. a river/ a stream _____

8. rubber/ wood _____

9. nothing/ sitting in a garden on a quiet summer day _____

10. a butterfly's wing/ a blade of grass _____

X. Fill in the blanks with adjectives antonymous to those given in brackets:

(light): a ... blue dress; a ... box. 2. (old): a ... man; a ... house. 3.

(hard): an ... task; a ... bed. 4. (soft): a ... voice; a ... cushion. 5. (fresh):

... bread; ... flowers. 6. (wild): ... birds; ... flowers. 7. (clever): a ...

little boy; a ... student. 8. (straight): a ... line; a ... roof (rough); a ...

surface; a ... person.

XI. Fill in the correct form of the words in brackets (comparative or superlative).

11. My house is (**big**)_____ than yours.

12. This flower is (**beautiful**)_____ than that one.

13. This is the (**interesting**)_____ book I have ever read.

14. Non-smokers usually live (**long**)_____ than smokers.

15. Which is the (**dangerous**)_____ animal in the world?

16. A holiday by the sea is (good)_____ than a holiday in the mountains.
17. It is strange but often a coke is (expensive)_____ than a beer.
18. Who is the (rich)_____ woman on earth?
19. The weather this summer is even (bad)_____ than last summer.
20. He was the (clever)_____ thief of all.

XII. Give the comparative and superlative degrees of the following adjectives:

deep, good, cool, dirty, easy, dry, clean, large, few, cold, big, bad, long, full, beautiful, cheap, expensive, fresh, ugly, happy, dark, flat, nice, sad, thin, pale, important, hot, big, heavy, short, little, much, fat, thin, pale, lazy, far, weak, comfortable.

XIII. Adjective phrases exercises. Complete the gaps with the expression *as ... as...* or *not as ... as ...* using the adjectives provided.

1. This pear is that one. (**hard**)
2. This horse is that. (**strong**)
3. These trousers are those. (**expensive**)
4. She is she looks. (**not / old**)
5. The town centre was usual. (**not / crowded**)
6. I'm sorry I'm late. I got here I could. (**fast**)
7. I'm quite tall, but you are taller. I'm you. (**not / tall**)
8. Rome is Athens. It was built earlier. (**not / old**)
9. My room is bigger than yours. Your room is mine. (**not / big**)
10. I'm he is. He is much taller than me. (**not / tall**)
11. My car is yours. You can drive faster. (**not / fast**)
12. I'm my sister. We were both born in 1984. (**old**)
13. She sings her sister. They are really good. (**well**)
14. This curtain is the other. (**long**)
15. These scales are those. (**precise**)
16. She is her brother. She is slimmer. (**not / fat**)
17. The film I expected. I really enjoyed it. (**interesting**)

18. This exercise is the other one. It's very simple. (**easy**)
19. His DVD player was mine. We paid the same price. (**cheap**)
20. She is her brother. He is really intelligent. (**not / smart**)

XIV. Fill in the blank with the words in brackets as adjective or adverb.

1. He _____ reads a book. (quick)
2. Mandy is a _____ girl. (pretty)
3. The class is _____ loud today. (terrible)
4. Max is a _____ singer. (good)
5. You can _____ open this tin. (easy)
6. It's a _____ day today. (terrible)
7. She sings the song _____. (good)
8. He is a _____ driver. (careful)
9. He drives the car _____. (careful)
10. The dog barks _____. (loud)

XV. Comparative of adjectives exercise. Fill in the gaps with the comparative or superlative forms of the adjectives in brackets to complete the following sentences in English.

1. Our research should prove it. (**far**)
2. It will be to remove it now. (**easy**)
3. The weather today is than it was yesterday. (**bad**)
4. My brother is a lawyer. (**old**)
5. Hit it . (**hard**)
6. It stank than you could imagine. (**badly**)
7. Who is a driver: you or your wife? (**good**)
8. Here is a map. (**detailed**)
9. Neptune is away from the Sun than Jupiter. (**far**)
10. Mary cooks than I do. (**well**)
11. I lost than I'd thought. (**little**)
12. He treats the boy than his dog. (**badly**)

13. I don't want any hints. (**far**)
14. It is away than I've expected. (**far**)
15. John is a actor than I am. (**good**)
16. This copy is in a condition. (**good**)
17. I got than they'd promised. (**much**)
18. His sister is than his older sister. (**young / nice**)
19. It took me than you think. (**long**)
20. I sleep now. (**well**)

XVI. Define whether the adjectives are used in the correct form or not. Find the mistakes and correct.

1. Einstein is one of the intelligent scientists who have ever lived.
2. This meal is much better than the one I ate yesterday.
3. Volga is the longest river in Europe.
4. He drives more slowly than his brother.
5. This is the shortest way to the station.
6. My jokes are bad, but yours are worse.
7. Flying is faster than travelling by plane.
8. I found him in the farthest corner of the park.
9. These samples are superior to those.
10. I feel better today than I did last week.
11. It's the best picture I've ever seen.
12. What we need is a better job!

XVII. Adjective quiz. Fill in the gaps with the comparative and superlative forms of the adjectives in brackets to complete the following sentences in English.

1. A good book is than a newspaper. (**good**)
2. His financial position is even than it was last year. (**bad**)
3. Jane is than her sister. (**pretty**)
4. She is very much with him than she was with her first husband. (**happy**)
5. It is to fight than to surrender without fighting. (**honourable**)
6. The new classroom is a little than the old one. (**big**)

7. The outlook is very much than it was some years ago. **(hopeful)**
8. Fresh blood is than dry blood. **(red)**
9. I have even time today than I had yesterday. **(little)**

XVIII. Adjective phrases exercises. Complete the gaps with the expression as ... as... or not as ... as ... using the adjectives provided.

1. This pear is _____ that one. (hard)
2. This horse is _____ that. (strong)
3. These trousers are _____ those. (expensive)
4. She is _____ she looks. (not / old)
5. The town centre was _____ usual. (not / crowded)
6. I'm sorry I'm late. I got here _____ I could. (fast)
7. I'm quite tall, but you are taller. I'm _____ you. (not / tall)
8. Rome is _____ Athens. It was built earlier. (not / old)
9. My room is bigger than yours. Your room is _____ mine. (not / big)
10. I'm _____ he is. He is much taller than me. (not / tall)
11. My car is _____ yours. You can drive faster. (not / fast)
12. I'm _____ my sister. We were both born in 1984. (old)
13. She sings _____ her sister. They are really good. (well)
14. This curtain is _____ the other. (long)
15. These scales are _____ those. (precise)
16. She is _____ her brother. She is slimmer. (not / fat)
17. The film _____ I expected. I really enjoyed it. (interesting)
18. This exercise is _____ the other one. It's very simple. (easy)
19. His DVD player was _____ mine. We paid the same price. (cheap)
20. She is _____ her brother. He is really intelligent. (not / smart)

XIX. Fill in the gaps with the comparative or superlative forms of the adjectives in brackets to complete the following sentences in English.

1. Our _____ research should prove it. **(far)**
2. It will be _____ to remove it now. **(easy)**
3. The weather today is _____ than it was yesterday. **(bad)**
4. My _____ brother is a lawyer. **(old)**
5. Hit it _____. **(hard)**

6. It stank_____ than you could imagine. (**badly**)
7. Who is a_____ driver: you or your wife? (**good**)
8. Here is a_____ map. (**detailed**)
9. Neptune is_____ away from the Sun than Jupiter. (**far**)
10. Mary cooks_____ than I do. (**well**)
11. I lost_____ than I'd thought. (**little**)
12. He treats the boy_____ than his dog. (**badly**)
13. I don't want any_____ hints. (**far**)
14. It is_____ away than I've expected. (**far**)
15. John is a_____ actor than I am. (**good**)
16. This copy is in a_____ condition. (**good**)
17. I got_____ than they'd promised. (**much**)
18. His_____ sister is_____ than his older sister. (**young / nice**)
19. It took me_____ than you think. (**long**)
20. I sleep_____ now. (**well**)

XIV. Compound adjectives exercises. Fill in the gaps with the compound adjectives in English to complete the sentences below. The adjectives should correspond to the first sentence and denote the meaning expressed in it.

The child behaves well. He is a_____ child.

That man dresses in a scruffy manner. He is a_____ man.

This film star is very conscious of her image. This film star is very_____.

It takes ten minutes to drive from my house to work. It is a_____ drive from my house to work.

They planned the attack in a very clever way. It was a very_____ attack.

My dog has got short legs. It is a_____ dog.

That man always looks rather angry. He is a rather_____ man.

His degree course took five years to complete. It was a_____ degree course.

What's the name of that perfume that smells horrible? What is the name of that_____ perfume.

Only members who carry their cards are allowed inside.

Only_____ members are allowed inside.

ADVERB (RAVISH)

O`zbek tilida ravishlar morfologik jihatdan o`zgaras so`zlar sirasiga kiradi. Morfologik jihatdan o`zgaras so`zlar deganda asosan yordamchi so`z turkumlari tushuniladi. Ravishlar ham morfologik jihatdan o`zgaraslik belgisi bilan ko`makchi, bog`lovchi va yuklamalarga o`xshashdir. Til birliklarini ajratishda mustaqil so`z turkumlari orasida ravishlar turlanmaydigan, fe`l haqida ma`lumot beruvchi, uning ma`nosini izohlovchi so`zlar guruhidir¹. Ravishlarning asosiy morfologik belgisi – o`zgarasligidir.

Ravish so`z turkumi ish-harakat va holatni aniqlab, uning xususiyatlarini ko`rsatadi. Ravish gapda, asosan, hol vazifasida ishlatiladi. Masalan, Xijolatdan yuzim gul-gul yonar (O.); Zulfiya bitta-bitta yurib uyi tomon ketdi.

Ingliz tilida² ravishlar fe`l, infinitive, gerundiy, sifat-dosh, holat kategoriyasini ifodalaydigan so`zlar sifatlarini aniqlaydi. He plays chess well (U shaxmatni yaxshi o`ynaydi); He came in hurriedly (U shoshilib uyga kirdi.)

Ravishlar tuzilishiga binoan quyidagicha bo`ladi:

Simple (oddiy) adverbs: o`zbek tilida: bafurja, nuqul, mudom; ingliz tilida: long, enough, then, there.

Derivative (yasama) adverbs: o`zbek tilida: batamom, takabburona, yigitchasiga; ingliz tilida: slowly, likewise, forward headlong.

Compound (qo`shma) **adverbs**: o`zbek tilida: bir oz, bir yo`la, birpas; ingliz tilida: anyhow, sometimes, nowhere.

Composite (murakkab) **adverbs**: ingliz tilida: at once, at last.

Ingliz tilida ravishlarning xususiyatlari o`zbek tilidagidan keskin farqlanadi. Ingliz tilida ba`zi ravishlar qiyoslash darajasiga ega:

a) agar ravish bir bo`g`inli bo`lsa, qiyosiy darajada ravish o`zagiga **-er**, ottirma darajaga esa **-est** qo`shimchasini qo`shish bilan yasaladi: fast – faster – the fastest (tez – tezroq – eng tez); hard – harder – the hardest (og`ir – og`irroq – eng og`ir);

b) **-ly** bilan tugagan ravishlar qiyosiy darajani more va orttirma darajani most ko`makchilari orqali yasaydi: wisely – more wisely – most wisely; beautifully – more beautifully – most beautifully;

¹ Элтазаров Ж.Р. Сўз туркумлари ҳақидаги лингвистик назариялар. С.: 1999, 15-б.

² Alexander L.G. Longman English Grammar. Longman, 1996.p.:122–142.

v) ba`zi ravishlar qiyoslash darajalarini supletive usulda yasaydi: well – better – best; badly – worse – worst; much – more – most; little – less – least.

Ingliz tilida ma`nolariga ko`ra ravishlar quyidagi guruhlarga bo`linadi:

Payt ravishlari: today, tomorrow, soon;

Takror va tezlikni ifodalovchi ravishlar: often, seldom, ever, never, sometimes.

O`rin va yo`nalish ravishlari: inside, outside, here, there, upstairs.

Sabab va oqibatni ifodalovchi ravishlar: therefore, consequently, accordingly.

holat ravishlari: kindly, quickly, hard.

Daraja, o`lchov va miqdor ravishlari: very, enough, half, too, almost, much, little, hardly, rather, exceedingly, quite, once, twice, firstly, secondly.

Uch guruh ravishlarda alohida xususiyat mavjud. Bular quyidagilar: so`roq mazmunli ravishlar, nisbiy va bog`lovchi ravishlar.

1) interrogative (so`roq) adverbs: where, when, why, how.

2) bog`lovchi va nisbiy ravishlar: tobe munosabatli ergashgan qo`shma gaplarni aloqaga kiritadi (Bular haqida **The Complex Sentence** (qo`shma gap), **The Preposition** (predlog) va **The words of The Category of State** (holat kategoriyasini ifodalovchi so`zlar) mavzulari talqinida batafsil mulohaza yuritamiz)

Exercise

I. Find the adjective in the first sentence and fill the gap with the adverb.

1. Joanne is happy. She smiles *happily* .
2. The boy is loud. He shouts
3. Her English is fluent. She speaks English
4. Our mum was angry. She spoke to us
5. My neighbour is a careless driver. He drives
6. The painter is awful. He paints
7. Jim is a wonderful piano player. He plays the piano
8. This girl is very quiet. She often sneaks out of the house
9. She is a good dancer. She dances really

10. This exercise is simple. You have to put one word in each space.

II. Fill in the correct adverb form (comparative or superlative) of the adjectives in brackets.

1. I speak English (fluent) *more fluent* now than last year.
2. She greeted me (polite) of all.
3. She smiled (happy) than before.
4. This girl dances (graceful) of all.
5. Could you write (clear)?
6. Planes can fly (high) than birds.
7. He had an accident last year. Now, he drives (careful) than before.
8. Jim can run (fast) than John.
9. Our team played (bad) of all.
10. He worked (hard) than ever before.

x. Find the adjective in the first sentence and fill the gap with the adverb.

1. Joanne is happy. She smiles *happily*.
2. The boy is loud. He shouts
3. Her English is fluent. She speaks English
4. Our mum was angry. She spoke to us
5. My neighbour is a careless driver. He drives
6. The painter is awful. He paints
7. Jim is a wonderful piano player. He plays the piano
8. This girl is very quiet. She often sneaks out of the house
9. She is a good dancer. She dances really
10. This exercise is simple. You have to put one word in each space.

XI. Rewrite the sentences and put the adverbs (Adverbs of Manner) in correctly.

1. She speaks. (slowly) →
2. They sang. (wonderfully) →
3. He treated her. (respectfully) →
4. John speaks English. (well) →
5. The dog barks. (loudly) →
6. My sister plays the piano. (awfully) →
7. She met him. (secretly) →

8. The children laughed. (happily) →
9. She hurt her leg. (badly) →
10. They sneaked out of the house (quietly). →

XII. Make sentences and put the Adverbs of Place (in italic print) in correctly (behind the verb or object).

1. is / *over there* / the cinema -
2. *inside* / go / let's -
3. the kitchen / *downstairs* / is -
4. playing / the kids / are / *outside* -
5. she / not / been / *here* / has -
6. the bathroom / is / *upstairs* -
7. were / *everywhere* / we / for / looking / you -
8. we / *anywhere* / you / find / couldn't -
9. ? / there / a post office / *nearby* / is -
10. must / we / walk / *back home* -

XIII. Arrange the words to make sentences. Place time expressions (Adverbs of Time) at the end of the sentence.

1. haven't / recently / seen / I / him -
2. I'll / you / see / soon -
3. afterwards / met / at the pub / him / we -
4. help / immediately / I / need -
5. was / arrogant / he / then / very -
6. ? / now / are / where / you -
7. ? / to go / where / you / do / want / today -
8. ? / do / yesterday / did / you / what -
9. as soon as possible / you / him / the truth / tell / should -
10. hasn't won / lately / my team -

XIV. Rewrite the sentences and put the Adverbs of Frequency in correctly.

1. I have been to London. (often) →
2. Have you been to Boston? (ever) →
3. He plays golf on Sundays. (sometimes) →
4. The weather is bad in November. (always) →
5. It rains in California. (never) →
6. We have fish for dinner. (seldom) →
7. She will see him. (rarely) →
8. Peter doesn't get up before seven. (usually) →
9. They do not play tennis on Sundays. (always) →
10. Mary watches TV. (hardly / ever) →

XV.

Rewrite the sentences and put the adverbs (Adverbs Mix) in correctly.

1. We were in London. (last week) →
2. He walks his dog. (rarely) →
3. She waited. (patiently) →
4. My father goes fishing. (always) →
5. Your bedroom is. (upstairs) →
6. We don't go skiing. (in summer) →
7. Cats can hear. (well) →
8. I saw him. (there) →
9. The girl speaks English. (fluently) →
10. I have seen that film. (never) / (before) →

IX. Fill in the positive form of the words *hungrily, healthily, positively, forgetfully, sharply* into comparative and superlative forms

positive form	comparative	superlative

X. Fill in the positive form of the words *violently, brightly, cruelly, highly, near* into comparative and superlative forms

positive form	comparative	superlative

XI. Fill in the correct adverb.

Adjective	Adverb
low	
important	
long	
slow	
happy	

THE AGREEMENT OF THE SUBJECT WITH THE PREDICATE (EGA VA KESIMNING MOSLASHUVI)

1. Ega birlikda ifodalanib, uning leksik ma`nosi ko`plikni bildirsa, bunday holatlarda kesim ko`plikda ishlatiladi: When I entered the dining room the family were at breakfast table.

2. Sarlavha, romanning nomi kabilar ko`plikda ishlatilgan bo`lishiga qaramay, kesim birlikda ishlatiladi: "Great Expectations" was written by Dickens in 1860.

3. Bir mamlakatning nomi bo`lib, **-es/-s** ko`plik formasiga ega bo`lsa ham, kesim birlikda ishlatiladi: The United States is a great country.

4. Ikki va undan ortiq uyushiq ega birlikda bo`lsa ham, kesim ko`plikda ishlatiladi: Tom and Ann were working at their grammar.

5. Ikki va undan ortiq uyushiq ega Infinitive bilan ifodalangan bo`lsa, kesim birlikda ishlatiladi: To live at peace and earn his living honestly was his aim of life.

6. Gap **there** va **here** bilan boshlansa, fe`l o`zidan keyin kelgan birinchi ega bilan moslashadi: There was standing water and mud everywhere. Here was a man, experience and culture. There was a book, a pen and a pencil on the table.

There were books, a pen and a pencil on the table. There was a book, pens and pencils on the table.

7. Agar ikki uyushiq bo`lak birlik sondagi ega vazifasida kelsa va **not only ... but (also), neither ... nor, either ... or, or nor** kabi bog`lovchilar bilan bog`lansa, kesim birlikda ishlatiladi: There was neither defeat nor victory. Either you or brother was told about it.

8. Agar ikki har xil sondagi uyushiq ega yuqoridagi bog`lovchilar bilan bog`lansa, kesim o`zidan odingi ega bilan moslashadi: Neither I nor my sister is to blame. Neither my sister nor I am to blame. Neither your sister nor you are to blame

9. Agar birlik sondagi ikki ega **as well as** bog`lovchisi bilan bog`lansa, kesim birlikda ishlatiladi: Mrs. Tomson as well as her daughter was in the hall.

10. Har xil sondagi ikki ega **as well as** bilan bog`lansa, kesim birinchi ega bilan moslashadi: The Volga as well as its effluents is very picturesque.

11. Agar bir ega ikki va undan ortiq aniqlovchilar bilan aniqlanib, bu aniqlovchilar and bilan bog`lansa hamda shaxs, fikr, g`oya va narsa birlikda ifodalansa, kesim birlikda ishlatiladi: The beautiful and pleasant music was heard in the next room.

12. Ikki va undan ortiq shaxs, narsa, g`oya va fikr ko`zda tutilsa, and bilan bog`langan egalardan keyin kesim ko`plikda ishlatiladi. Masalan,

a) mavhum ot birlikda bo`lsa ham ko`plik ma`noni ifodalaydi: Classical and light music have both their admirers.

b) turdosh otlarning har biri the artikl bilan ishlatilsa, fe`l ko`plikda qo`llanadi: The red and the white rose are both beautiful.

d) turdosh otlarning birinchisi the artikl bilan ishlatilsa, ikkinchisi the artiklsiz ko`plik sonda ishlatiladi va fe`l ko`plikda qo`llaniladi: The red and white roses are both beautiful.

13. Agar ega aniq, noaniq va gumon olmoshlari bilan ifodalansa, kesim birlikda ishlatiladi (each, either, everybody, everyone, everything, somebody, someone, something, nobody, no one, nothing, neither): Everyone is present at the lesson.

14. Agar ega so`roq olmoshlari bilan ifodalansa, kesim birlikda ishlatiladi: (who, what). Agar who va what so`roq olmoshlari orqali ikki va undan ortiq ega ko`zda tutilsa, kesim ko`plikda ishlatilishi mumkin: Who were to come to the party.

15. Agar ega **who, which, that** nisbiy olmoshlari bilan ifodalansa, kesim shu olmoshlarning aniqlanmishi bilan moslashadi: Near them were the old people who were watching the dancing.

16. Agar ega emotsional **it** bilan ifodalansa, kesimdan keyin qaysi sondagi ot ishlatilishidan qat`iy nazar fe`l-kesim birlikda qo`llanadi: It is you. It is I. It is he.

17. Miqdorni butunligicha ifodalab, ko`plik sonda ishlatilgan vaqt, o`lcham va masofani ifodalovchi egadan keyin kesim birlikda ishlatiladi: Four hundred miles was a huge distance. Twenty – one years is a long time. Thirty dollars was his month's salary.

18. Agar jamlovchi otlar bir guruh yoki bir to`da shaxslarni ifodalab ajralmas birlik sifatida talqin etilsa, kesim birlikda ishlatiladi: (mankind, humanity). He consoled himself with the idea that humanity was better than he thought. What is mankind? – Mankind is all of us.

19. Agar jamlovchi otlar bilan ifodalangan ega bir guruh yoki bir to`da shaxs va shaxs bo`lmagan jonli predmetlar ajralmas birlik

sifatida emas, alohida-alohida talqin etilsa, kesim ko`plikda ishlatiladi: (people, infantry, cavalry, gentry, clergy, police, cattle, poultry, jury). People were sitting at their doors; In our church the clergy do not marry;The police are all over the place; Many cattle are bred here; Poultry are useful.

20. **Family, committee, crew, army, board, chorus, government, party, team, company, band** kabi jamlovchi otlar haqidagi fikrimizda birlik ma`nosi ustun tursa, kesim birlikda, ko`plik ma`nosi ustun tursa kesim ko`plikda ishlatiladi:The Committee has been discussing this questton since morning;The Committee are waiting for you;The band was beginning the play;The band are having dinner.

21. Agar ega bir shaxsni(predmetni) ifodalovchi ikki ot bilan berilsa kesim birlikda ishlariladi: Our mother and defender is coming (one person); ikki shaxs yoki perdmet ajralmas butunlikni, birlikni ifodalovchi otlar bilan kelsa, har ikkala holda kesim birlikda ishlatiladi: A carriage and a pair was passing through the gates of the palace.My needle and thread has just been lost.

22. So`zlar guruhi bilan ifodalangan ega **with** yoki **together** with bilan birikkan bo`lsa, kesim birlikda ishlatiladi: A woman with a child is walking in the garden.

23. Agar ega **a number of, a variety of, the majority of, a lot of plenty of, a mass of** bilan birikkan so`zlar guruhidan tashkil topgan bo`lsa, kesim birikmaning ikkinchi komponenti bilan moslashadi: A number of cars were parked here;There is a lot of truth in this story;A lot of people are coming.

24. Ega number (son) va variety (xil) so`zlari bilan ifodalanib, bu so`zlardan keyin aniqlovchi vazifasida of+ot (ko`plikda) kelsa, kesim number va variety bilan moslashib birlikda ishlatiladi:The number of schools is increasing now; The variety of exporting goods is increasing now.

25. Agar ega tarkibi **many a ...** ishtirok etgan so`zlar guruhidan tashkil topgan bo`lsa, kesim birlikda ishlatiladi: The picture gallery is very famous in London. Many an artist goes there.

26. Agar ega arifmetik so`z birikmasidan iborat bo`lib, qo`shish, ko`paytirish, ayirish va bo`lishni ifodalasa, kesim odatda birlikda ishlatiladi: Two and two is four;Six minus four is two;Twenty divided by five equals four;Twice two is (are) four.

Izoh: Ega bilan kesimning moslashuvi tilshunoslik fanining “Sintaksis” sathiga tegishli mavzu ekanligi ma’lum. Biroq biz “Morfologiya” sathiga xos birliklarning, grammatik ma’no, kategoriyalarning gaplar tarkibida reallashishini hisobga olib ushbu qo`llanmada mazkur mavzuni berishni lozim topdik.

EXERCISES

I. Choose the correct form of the verb that agrees with the subject.

1. Annie and her brothers (is, are) at school.
2. Either my mother or my father (is, are) coming to the meeting.
3. The dog or the cats (is, are) outside.
4. Either my shoes or your coat (is, are) always on the floor.
5. George and Tamara (doesn't, don't) want to see that movie.
6. Benito (doesn't, don't) know the answer.
7. One of my sisters (is, are) going on a trip to France.
8. The man with all the birds (live, lives) on my street.
9. The movie, including all the previews, (take, takes) about two hours to watch.
10. The players, as well as the captain, (want, wants) to win.
11. Either answer (is, are) acceptable.
12. Every one of those books (is, are) fiction.
13. Nobody (know, knows) the trouble I've seen.
14. (Is, Are) the news on at five or six?
15. Mathematics (is, are) John's favorite subject, while Civics (is, are) Andrea's favorite subject.
16. Eight dollars (is, are) the price of a movie these days.
17. (Is, Are) the tweezers in this drawer?
18. Your pants (is, are) at the cleaner's.
19. There (was, were) fifteen candies in that bag. Now there (is, are) only one left!
20. The committee (debates, debate) these questions carefully.
21. The committee members (leads, lead) very different lives in private.
22. The Prime Minister, together with his wife, (greet, greets) the press cordially.
23. All of the CDs, even the scratched one, (is, are) in this case.

II. Choose the correct form of the verb

1. One of the students (is/are) studying algebra.
2. The exhibit of the artist’s paintings (was/were) very interesting.

3. Mrs. Andrews, along with, Mr. Stone, (do/does) volunteer work.
4. All of the salesmen, including Mr. Stone, (was/were) at the meeting.
5. Every one of the girls (do/does) her shorthand homework.
6. Either Julia or her friends (is/are) planning to attend.
7. Both of the carpenters (is/are) planning to do the job.
8. Neither the students nor the instructor (want/wants) to miss class.
9. The women, as well as the men (sing/sings) beautifully.
10. Most of the nurses (work/works) every day.

III. In each of the following sentences, two verbs are written in parentheses. First locate and underline the subject. Then circle the one that agrees with the subject. Example: Cherry trees (lines, line) the Potomac.

1. An electric computer (solves, solve) difficult problems quickly.
2. Many colleges (has, have) computers.
3. Over one hundred thousand forest fires (is, are) reported each year.
4. Sometimes lightning (causes, cause) fires.
5. Careless people (is, are) often at fault.
6. Forest rangers (says, say) that we can prevent forest fires.
7. Some Polynesian divers (descends, descend) almost forty-five feet without special equipment.
8. The owl's eyes (makes, make) it look wise.
9. Actually, the owl (sees, see) poorly during the day.
10. Every year scientists (discovers, discover) new drugs to fight diseases.

IV. Underline the subject and circle the correct verb

1. The girls from John Carroll (is, are) arriving early for class.
2. The heads of state (arrive, arrives) for the conference.
3. The bag of golf balls (is, are) for practice.
4. The boxes of chalk (is, are) at the chalkboard.
5. A shipment of clothing (is, are) expected soon.
6. A little practice in the evenings (help, helps) us play better.
7. The little baby with the dimples (slide, slides) down the bank.
8. The problems with Bobby (has, have) to be solved.
9. A package from my daughters (was, were) left on the doorstep.
10. The courses in college (require, requires) a lot of studying.

V. Follow the basic directions.

1. Laura, together with Jesse, (sing, sings) the alto part.
2. The girls, as well as Tom, (hum, hums) quietly.
3. Mr. Michaels, with his two sons, always (win, wins) the trophy.
4. The estate, including the paintings, (was, were) sold.
5. Relaxation, along with good food, (has, have) improved her health.
6. The agents, with their co-workers, (was, were) checking the story.
7. Sam, in addition to his brothers, (sleep, sleeps) in this tent.
8. The hunters, with their two guides, (like, likes) to stalk game.
9. Arteries, on the other hand, (carries, carry) the blood away.
10. The heart, along with the 100,000 miles of arteries and veins, (supplies, supply) the oxygen needed by all parts of the body.

VI. Follow the basic directions.

1. (Is, Are) New York and Chicago the two largest cities in the United States?
2. Sleet and some snow (is, are) predicted for tomorrow.
3. The dogs in the pound and their owners (was, were) reunited.
4. New words and new meanings for old words (is, are) included.
5. Your fingernail and a piece of glass (is, are) two means for testing hardness in minerals.
6. Both talc and gypsum (shows, show) a fingernail scratch.
7. The president with his wife and the vice president (has, have) just left for the summit.
8. The opossum and the kangaroo (is, are) members of the same family of mammals.
9. Rattlesnakes, copperheads, coral snakes, cottonmouths (is, are) four kinds of poisonous snakes found in the United States.
10. In large cities subways and cabs (is, are) two popular means of transportation.

VII. Follow the basic directions. Also use the straight line to separate the or, nor subjects.

1. Either a loan or a scholarship (is, are) available to selected applicants.
2. A desk or a bookcase (goes, go) into that corner.
3. Neither sheets nor towels (is, are) furnished at camp.
4. (Has, Have) the books or other supplies come?
5. A vocabulary notebook or vocabulary flashcards (is, are) helpful for review.
6. Either the clock on

the town hall or my watch (is, are) wrong. 7. Another boy or girl (takes, take) the part of the narrator. 8. A map or a guidebook (has, have) been my constant companion in this city. 9. Enthusiasm for the proposal or excitement about it (is, are) not the same as solid support. 10. A course in ceramics or a course in woodworking (is, are) recommended.

VIII. Follow the basic directions.

1. Each of the apples (was, were) ripe.
2. No one except Mary and Lettie (was, were) excited.
3. Each (try, tries) to win the game.
4. Neither of them (walk, walks) to school.
5. Somebody (is, are) going to be surprised!
6. Everybody on the team (show, shows) outstanding ability.
7. Why (hasn't, haven't) someone given us the signal?
8. Either of the quarterbacks (is, are) going to be the new captain.
9. (Do, Does) everyone in the band play well?
10. Of all my friends, only one (has, have) written to me.

IX. Follow the basic directions.

1. Either of the answers (is, are) correct.
2. Every one of the members (cooperate, cooperates) to make the play a success.
3. Each (seek, seeks) a job to do.
4. (Has, Have) someone called me?
5. One of these dogs (has, have) fleas.
6. No one, of all of the singers in town, (give, gives) finer lessons.
7. Everyone (draw, draws) better than I.
8. One of you (work, works) too hard.
9. Somebody (was, were) knocking on the door.
10. Someone from each class (attend, attends) the meeting.

ON METHODOLOGY OF TEACHING GRAMMAR

What is Grammar?

Grammar is - language user's subconscious internal system;

- Linguists' attempt to codify or describe that system
- Sounds of language
- Structure and form of words
- Arrangement of words into larger units
- Meanings of language
- Functions of language & its use in context
- "Grammar is the business of taking a language to pieces, to see

how it works." (David Crystal)

- Grammar is the system of a language. People sometimes describe grammar as the "rules" of a language; but in fact no language has rules. If we use the word "rules", we suggest that somebody created the rules first and then spoke the language, like a new game. But languages did not start like that. Languages started by people making sounds which evolved into words, phrases and sentences. No commonly-spoken language is fixed. All languages change over time. What we call "grammar" is simply a reflection of a language at a particular time.

- Grammar is the mental system of rules and categories that allows humans to form and interpret the words and sentences of their language.

- Grammar adds meanings that are not easily inferable from the immediate context.

The kinds of meanings realised by grammar are principally:

- representational: grammar enables us to use language to describe the world in terms of how, when and where things happen

e.g. The sun set at 7.30. The children are playing in the garden.

- interpersonal: grammar facilitates the way we interact with other people when, for example, we need to get things done using language.

e.g. There is a difference between:

Tickets!

Tickets, please.

Can you show me your tickets?

May see your tickets?

Would you mind if I had a look at your tickets.

Grammar is used to fine-tune the meanings we wish to express. Why should we teach grammar? There are many arguments for putting grammar in the foreground in second language teaching. Here are seven of them:

2)The sentence-machine argument

Part of the process of language learning must be what is sometimes called item-learning —that is the memorisation of individual items such as words and phrases. However, there is a limit to the number of items a person can both retain and retrieve. Even travellers' phrase books have limited usefulness — good for a three-week holiday, but there comes a point where we need to learn some patterns or rules to enable us to generate new sentences. That is to say, grammar. Grammar, after all, is a description of the regularities in a language, and knowledge of these regularities provides the learner with the means to generate a potentially enormous number of original sentences. The number of possible new sentences is constrained only by the vocabulary at the learner's command and his or her creativity. Grammar is a kind of 'sentence-making machine'. It follows that the teaching of grammar offers the learner the means for potentially limitless linguistic creativity.

3)The fine-tuning argument

The purpose of grammar seems to be to allow for greater subtlety of meaning than a merely lexical system can cater for. While it is possible to get a lot of communicative mileage out of simply stringing words and phrases together, there comes a point where 'Me Tarzan, you Jane'-type language fails to deliver, both in terms of intelligibility and in terms of appropriacy. This is particularly the case for written language, which generally needs to be more explicit than spoken language. For example, the following errors are likely to confuse the reader: Last Monday night I was boring in my house.

After speaking a lot time with him I thought that him attracted me.

We took a wrong plane and when I saw it was very later because the plane took up.

Five years ago I would want to go to India but in that time anybody of my friends didn't want to go.

The teaching of grammar, it is argued, serves as a corrective against the kind of ambiguity represented in these examples.

4)The fossilisation argument

It is possible for highly motivated learners with a particular aptitude for languages to achieve amazing levels of proficiency without any formal study. But more often 'pick it up as you go along' learners reach a language plateau beyond which it is very difficult to progress. To put it technically, their linguistic competence fossilises. Research suggests that learners who receive no instruction seem to be at risk of fossilising sooner than those who do receive instruction.

5)The advance-organiser argument

Grammar instruction might also have a delayed effect. The researcher Richard Schmidt kept a diary of his experience learning Portuguese in Brazil. Initially he had enrolled in formal language classes where there was a heavy emphasis on grammar. When he subsequently left these classes to travel in Brazil his Portuguese made good progress, a fact he attributed to the use he was making of it. However, as he interacted naturally with Brazilians he was aware that certain features of the talk — certain grammatical items — seemed to catch his attention. He noticed them. It so happened that these items were also items he had studied in his classes. What's more, being more noticeable, these items seemed to stick. Schmidt concluded that noticing is a prerequisite for acquisition. The grammar teaching he had received previously, while insufficient in itself to turn him into a fluent Portuguese speaker, had primed him to notice what might otherwise have gone unnoticed, and hence had indirectly influenced his learning. It had acted as a kind of advance organiser for his later acquisition of the language.

6)The discrete item argument

Language seen from 'outside', can seem to be a gigantic, shapeless mass, presenting an insuperable challenge for the learner. Because grammar consists of an apparently finite set of rules, it can help to reduce the apparent enormity of the language learning task for both teachers and students. By tidying language up and organising it into neat categories

(sometimes called discrete items), grammarians make language digestible.

(A discrete item is any unit of the grammar system that is sufficiently narrowly defined to form the focus of a lesson or an exercise: e.g. the present continuous, the definite article, possessive pronouns).

7)The rule-of-law argument

It follows from the discrete-item argument that, since grammar is a system of learnable rules, it lends itself to a view of teaching and learning known as transmission. A transmission view sees the role of education as the transfer of a body of knowledge (typically in the form of facts and rules) from those that have the knowledge to those that do not. Such a view is typically associated with the kind of institutionalised learning where rules, order, and discipline are highly valued. The need for rules, order and discipline is particularly acute in large classes of unruly and unmotivated teenagers - a situation that many teachers of English are confronted with daily. In this sort of situation grammar offers the teacher a structured system that can be taught and tested in methodical steps.

8)The learner expectations argument

Regardless of the theoretical and ideological arguments for or against grammar teaching, many learners come to language classes with fairly fixed expectations as to what they will do there. These expectations may derive from previous classroom experience of language learning. They may also derive from experience of classrooms in general where (traditionally, at least) teaching is of the transmission kind mentioned above. On the other hand, their expectations that teaching will be grammar-focused may stem from frustration experienced at trying to pick up a second language in a non-classroom setting, such as through self-study, or through immersion in the target language culture. Such students may have enrolled in language classes specifically to ensure that the learning experience is made more efficient and systematic. The teacher who ignores this expectation by encouraging learners simply to experience language is likely to frustrate and alienate them.

Teaching grammar

In this section, we would like to share a procedure consisting of five steps for teaching grammar, particularly in the context of EFL.

This procedure is based upon our teaching experience at secondary school, lyseum, and university level, and makes reference to various theoretical frameworks outlined above (that is, deductive and inductive approaches). We expect this procedure could provide an alternative framework for teaching grammar, especially in teaching tenses and modals. In describing my procedure, we will provide model teaching materials based on teaching the present perfect tense as an example to shed light on the each of the five steps.

Before describing the five steps, first let me outline four concerns which led to the development of this procedure:

1. The proposed procedure was derived from the notion that in teaching grammar, in the context of EFL in particular, teachers conventionally start explaining the rule without commencing to encourage learners to be involved in communicative tasks both written and spoken. In other words, the teachers generally explain the rules along with the examples. Even though such a way is economical and straightforward, we believe this activity hinders the learners from communicating the rules actively. For example, if the teacher would like to present continuous tense, s/he may directly explain the verb form of the tense along with examples. When this approach is used, we think that the learners will feel that the rules are separated from the communicative tasks (that is, speaking and writing). They may think that making mistakes in speaking or writing is tolerable as long as the messages or utterances are easily understood. This perception could hinder the learners from learning grammar intensively and applying the rule in the communicative tasks.

2. Further, on the basis of our teaching experience and classroom observations at public colleges and schools, we have seen that teachers have relied heavily upon self-study grammar and grammar course books. In other words, the teachers followed activities presented in books. They seemed to think that such books could meet students' needs and expectations about learning the system of language (that is, grammar). Our view is that teachers themselves should re-design and develop the materials from books, since self-study grammar and grammar course books have some strengths and weaknesses. By doing this, teachers are required to assess the strengths and weaknesses of the materials themselves and to design innovative and continually evaluated materials. In this way, the

teachers can creatively select the materials so that the rules can be taught without separating the rules from the context of communicative purposes.

3. We are also concerned with the fact that most English teachers, for example in Uzbekistan, treat grammar separately and teach it as part of local and national examination preparation, particularly at secondary schools. They give some grammar lessons to the students since this component is tested in the local or even final national examinations. For this reason, the teachers teach the rule intensively along with passive exercises (such as choosing correct answers in the multiple questions). Consequently, students are used to doing multiple choice-based grammar exercises; when they are faced with complicated grammatical items, the students feel frustrated. I think such an activity is monotonous and boring for them.

4. Furthermore, when teaching writing and having an interview with the students in English, we have witnessed the fact that the students often wittingly or unwittingly make mistakes about the use of tenses. For example, when talking about their experience, they use present tense, or when expressing continuous activity, the students use simple present tense. The students feel confused about applying the rules when writing and speaking, although they have been learning English since secondary school. In addition, they feel that grammar (that is tense and modality) is very complicated or hard to apply.

In the first instance, in the context of the acquisition and learning, grammar (that is, the rules) needs to be taught implicitly and explicitly. This means, to begin with, that teachers encourage the learners to discover the rules by themselves without teacher's help to tell them the rule directly. After the learners go through discovering it, the teachers may consolidate the rule to avoid student's wrong conclusion about it. Second, in the case of practice and consciousness-raising, practice is a medium for exploiting a learner's understanding about the rule and of assisting him or her to apply it. From this concept, I have designed various activities so that learners have plenty of chances to work on the rule in the form of exercises. Practice is not enough to equip the learner with a good mastery of the rule. For this reason, the proposed procedure tries to also include consciousness-raising. In this case, the learners need to be carefully aware of certain features of the rule. This activity can be carried out through a passage

and a text. For example, when teaching simple past tense, the teacher might ask the students to identify or notice sentences in the passage or text using the simple past tense. Even though the learners are recipients of the rule, this activity is useful to internalize the rule into their comprehension about it. Lastly, after exploring the concept of deductive-inductive approaches, we feel that it is indispensable to combine the two approaches into an innovative procedure for teaching grammar. To sum up, the proposed procedure trains the students in the rule related to word, phrase, clause and sentence problems in which the target sentence pattern is well introduced to the students through exercises from form to function. In this case, understanding meaning and using the rule automatically are of great concern.

Five-step procedure.

On the basis of the rationales above, we would like to propose a procedure for teaching grammar in which the activities involve five steps:

1. building up students' knowledge of the rule or rule initiation;
2. eliciting functions of the rule or rule elicitation;
3. familiarising students with the rule in use through exercises or rule practice;
4. checking students' comprehension or rule activation; and
5. expanding students' knowledge or rule enrichment.

Step 1: Building up students' knowledge of the rule or rule initiation

The proposed procedure starts with teaching grammar by some leading questions and providing model sentences in which the grammatical item to be taught is underlined. Such activities are geared to build up learners' knowledge of the grammatical items taught. At this stage, a teacher is required to ask students to respond to the questions orally. This can stimulate students' self-confidence in using the grammatical item learned communicatively. The teachers should not tell students what grammatical item s/he is going to explain. Some leading questions can be asked in the form of yes/no and information (w-h) questions (see Table 4 for an example). It is crucial to note that the students need to be asked the questions in a complete statement. As explained in the inductive approach, in this step, the teacher implicitly directs the students to the whole form of the sentences using the grammatical item in focus. More importantly, this activity

encourages students to communicate in a spoken form; thus building the students' confidence in using the rule and the students' awareness of using it in the context of communicative tasks (for example, speaking). At more advanced level, this activity can be carried out through short conversations using the rule learned. For examples of Step 1 relating to teaching present perfect tense, see Tables 4 and 5 below.

TABLE 4. Step One: Yes/No question input

- 1) **Have** you **had** breakfast?
- 2) **Has** your sister **been** abroad?
- 3) **Have** you **finished** your homework?
- 4) **Has** your teacher **corrected** your work?
- 5) **Have** you ever **gone** climbing?
- 6) **Has** your father **worked** for more than 20 years?

TABLE 5. Step One: Information question input

- 1) How many times **have** you **read** this book?
- 2) How many years **has** your father **lived** in this town?
- 3) How long **have** you **learned** English?
- 4) How many times **have** your sister and brother **been** to Bali?
- 5) How long **has** your teacher **taught** you?
- 6) How many years **have** you **known** me?

In addition to providing the leading questions, model sentences are presented. To assist the students to easily focus on the rule targeted, the crucial elements (that is, verb form, time signals, and so on) should be underlined so that they can guess what the grammatical item is that they are going to learn. This activity is a reinforcement for the leading questions in which the goal is to enable the students to internalize the rule easily in a written form. In other words, building up the students' knowledge of the grammatical items that will be taught provides apperception and motivation to them so that they are ready to learn the grammatical item given by the teacher. For an example of the noticing activity, see Table 6 below.

TABLE 6. Step One: Noticing model sentences

- 1) We have gone to Singapore.
- 2) He has recently written some letters.
- 3) They have seen the movie “The World Is Not Enough” four times.
- 4) My brother has been here for five years.
- 5) I have learned Dutch since 1999.
- 6) My daughter has broken that Chinese vase.

At the end of Step 1, the teacher can tell the students the name of the grammatical item learned. Essentially, the students are involved in communicative grammar teaching. This concept also breaks the folklore that teaching grammar must be separated from a communicative task.

Step 2: Eliciting functions of the rule or rule elicitation

Step 2 aims to elicit the functions of the grammatical item taught accompanied with examples. This step furnishes the students with clear descriptions of the language focus uses so that students can apply the language focus appropriately in communicative settings. In this step, the teacher explicitly tells the students some features of the sentence, such as the verb form, commonly used time signals, and functions of the present perfect tense, so that students are well prepared for the exercises following the presentation/explanation. In addition, this step consolidates the students’ comprehension about what they have guessed in Step 1 so that the students’ wrong conclusion about the rule can be avoided. In other words, Step 2 enhances students’ confidence in applying the rule communicatively. Any teaching media and aids could be used for eliciting the functions of the grammatical item (that is, the present perfect tense) taught. See Table 7 for a sample explanation of the present perfect tense.

TABLE 7. Step Two: Functions and examples of the present perfect tense

Functions	Examples
To grammarians, <i>Present Perfect</i> can be used to :	
Express an action/event that happened at unspecified/ indefinite time in the past. In this case, we do not know when this action/event occurred. In other words, the exact time is unimportant.	<ul style="list-style-type: none"> - She has climbed a mountain. - They have seen this movie. - I have complained about the traffic before.
Express an action/event that has recently occurred, and it often may have a result in the present.	<ul style="list-style-type: none"> - He has broken the glass. - We have cleaned the floor. (Now, the floor is clean) - I have washed the car. (Now, It looks lovely)
Express an action/event that began in the past and continues up to the present (often used with 'for' or 'since'). In this instance, the action/event is incomplete. Note that when using time signals <i>for</i> and <i>since</i> , both are different in use. The former denotes length of time, while the latter indicates a certain period of time.	<ul style="list-style-type: none"> - John has lived in New York for four years. (He still lives in New York) - I have learned German since 1990. (I still learn German) - I have worn glasses for ten years. (I still wear glasses)
Express an action that happened repeatedly before now. In other words, such an action/event occurred more than once in the past. It may be repeated in the present or future. Note that this function should be differentiated from that of <i>simple present tense</i> indicating present habits.	<ul style="list-style-type: none"> - We have seen this movie twice. (We may see it again) - She has been here many times. (She may be here again) - John has visited Ohio four times. (He may visit it again)

Step 3: Familiarizing students with the rule in use through exercises or rule practice

Step 3 focuses upon familiarizing the students with the grammatical item in use. The process followed in this step is that the teacher presents some exercises, checks for students' comprehension, and encourages active student involvement. The forms of the exercises used in Step 3 may vary according to the particular grammatical item being taught. For example, in the materials that I designed for teaching present perfect tense, I use a series of seven exercises. I start by providing the exercise in the form of written question input. The students are required to write their answers using complete sentences on the basis of the questions asked. The reason for having the students write their answer in a complete sentence is that this ensures they are trained to make a complete sentence using the rule given

TABLE 8. Step Three, Exercise 1: Written question input

Answer the following questions in a complete sentence.

1. How many letters has she written this month?
2. Where have you put my book?
3. How long have you studied here?
4. How many times has she been to Bali?
5. With whom has Maria spoken?
6. How long have they cleaned the floor?
7. How many years has your mother lived in a town?

The next exercise is a correct verb form completion problem. Students are required to fill out the appropriate grammatical item in the bracket based on the rule taught (see a present perfect tense example in Table 9). This exercise trains the students to be more familiar with the verb form used. Being familiar with the verb form is crucial because the verb form identifies the rule and its meaning.

TABLE 9. Step Three, Exercise 2: Correct verb form completion

Change the words in the bracket with an appropriate form.

1. She has not (attend) any meetings since she worked here.
2. Bill (be) (be) here since four hours ago.
3. I have never (see) snow before.
4. Bill's parents have (grow) rice crops since he was a child.
5. We have not (take) the TOEFL test.
6. Maria and Anna have (live) here for ten years.
7. I (not be) (see) you for a long time.
8. He (not be) (be) here since Christmas.

The third exercise given in Step 3 is a sentence transformation problem. For example, the students have to change sentences using simple present tense into those using the present perfect tense (see Table 10). In this respect, the students are challenged to write a correct sentence using the present perfect tense, and students are trained to be alert to using time signals as well.

Fourthly, a sentence composition problem using the time signals is given (see Table 11). In this case, the data are given, and the students are required to write sentences on the basis of the data available. The sample answer is provided to help the students to do this exercise

easily. The students are also trained to apply the commonly used time signals (for example, for and since) in the case of using a certain rule (that is, the present perfect tense). For a more challenging activity, the time signals can be extended (that is, the use of already and yet; during the four past years, over a few years, and so on). In other words, the time signal-based exercise is given since in some cases, tenses are much influenced by certain time signals.

TABLE 10. Step Three, Exercise 3: Tense-based sentence transformation

Change the following sentences into the present perfect form. You may include a certain time signal if required.

1. She does not go to school yet.

2. We drink coffee.

3. They read these books.

4. He has breakfast.

5. My mother boils much water.

6. I still learn English.

TABLE 11. Step Three, Exercise 4: Sentence composition 1

Make a sentence using time signals: "for" and "since" based on the following data. Number 1 has been done for you as an example.

No	Participant	Activity	A Period of Time	Length of Time
1	Pusporini	Take an English course	January 1996	10 years
2	Maria's Father	Work for a shoes company	1968	25 years
3	John and Bill	Study at college	Three months ago	3 months
4	We	Attend a workshop	9 o'clock	7 hours
5	They	Teach Javanese	Seven days ago	7 days
6	Jolene	Do this work	11 o'clock	A few hours
7	Sondak	Stay in a village	Some weeks ago	Some weeks

1. a. Pusporini has taken an English course since January 1996.
b. Pusporini has taken an English course for 10 years.
2. a. _____
b. _____
3. a. _____
b. _____
4. a. _____
b. _____
5. a. _____
b. _____
6. a. _____
b. _____
7. a. _____
b. _____

In the fifth exercise, like the fourth, the students are required to write sentences using the time signals in which the data in the form of time expressions are provided (see Table 12). This exercise is intended to check students' progress in using the time signals (for example, for and since). In this respect, the teacher can monitor students' progress in such a form of exercise.

The sixth exercise focuses on error recognition and correction. In this sense, the students have to identify and correct the mistakes in the sentences given. In the case of present perfect tense, error problems include verb form and time signals (see Table 13). This exercise checks students' comprehension about the application of the rule (that is, the present perfect tense). Moreover, the exercise trains the students to carefully notice inappropriate features of the rule (for example, the present perfect tense).

TABLE 13. Step Three, Exercise 6: Error recognition and correction

<p><i>Correct the sentences below.</i></p> <ol style="list-style-type: none">1. They has moved into a new apartment.2. She has already saw this movie.3. Maria and Anna have flown on an airplane since many times.4. Mr. Regan has working for his company for 1977.5. I have waited for you for three hours ago.6. The lift has broke down.7. We have clean this floor two times.8. John Smith has wrote a number of short stories.9. There has been some climatic changes lately in my town.
--

The final exercise is sentence construction or composition based on the tense functions (see Table 14). The exercise enables the students to practise with both form and function-based exposure. Furthermore, the function-based exercise can assist students to apply the rule in communicative tasks (that is, speaking and writing).

TABLE 14. Step Three, Exercise 7: Rule-function based sentence composition

Make two sentences using present perfect tense indicating:

1. An action that began in the past and is still occurring now with “for”
2. An action that happened more than once in the past, and may occur again in the future
3. An action that happened at indefinite time in the past
4. An action that began in the past and is still occurring now with ‘since’
5. An action that has recently occurred, and it often may have a result in the present.

To sum up, in Step 3, a set of exercises are oriented towards form-function exposure so that the students have many opportunities to get closer to both forms and functions of the grammatical item learned. The aim is to enable students to use the grammatical item correctly in communicative tasks. We suggest that the model exercises given in Tables 8-14 relating to teaching the present perfect tense be developed into various forms of exercises relevant to specific grammatical items.

Step 4: Checking students’ comprehension or rule activation

This step is geared to check students’ comprehension of the grammatical item being taught. At this stage, the teacher provides an assessment of student comprehension to gauge whether the students completely grasp what they have been taught. The form of the evaluation can be in the form of sentence construction. This is used in order to have the students apply the concept of the grammatical item learned productively, not receptively. In this case, the students are required to work individually. This step can help the teacher redesign her or his further grammar teaching to facilitate the students’ progress in applying the rule taught. An example of Step 4 relating to present perfect tense can be seen below in Table 15.

TABLE 15. Step Four: Students’ comprehension of rule-based sentence construction

Make a sentence using the present perfect tense with time signals: *already, recently, for, during the past years, since, just, twice, and many times.*

1. _____ .
2. _____ .
3. _____ .
4. _____ .
5. _____ .
6. _____ .
7. _____ .
8. _____ .

Step 5: Expanding students' knowledge or enrichment

The last step is focused on expanding students' comprehension of the grammatical item being taught. In this phase, the teacher employs other activities to reinforce some concepts and even to relate new ones. S/he gives the students opportunities to do independent work and can set certain activities or tasks from the lesson as homework or an assignment. In the example of materials designed for teaching present perfect tense, we propose two tasks: pattern identification in a passage or a text (see Table 16) and inter-pattern comparison in meaning (see Table 17). Pattern identification in a passage or text provides students with an opportunity to do noticing or consciousness-raising. In this respect, the students are expected to be expert in applying the rule on the basis of their cognitive capacity. Inter-pattern comparison encourages the students to differentiate between the concepts they already know and the newly introduced grammatical item. This task can train students to think analytically.

TABLE 16. Step Five: Pattern identification in the passage or the text

<p><i>Identify the clauses or sentences using present perfect in the following passage, and underline the verbs.</i></p> <p>The whale is the largest animal that has ever lived. Some species grow to a length of over 30 meters and weigh up to 90 metric tons, or 90,000 kilos. Millions of years ago, whales lived on land and walked on four legs. Before recorded history, however, they went into the sea. It was really a return to the sea; the remote ancestors of all animals had originated in the sea. The remains of the whale's hind legs still exist inside its body, and there is other evidence that it was once a land mammal. It is warm-blooded, for example, and has respiratory, digestive, and reproductive systems somewhat like those of other mammals.</p> <p>For hundreds of years, people have killed some whale species for their blubber or whalebone. In recent years, it has become evident that the great sperm whale is especially in danger of becoming</p>
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TABLE 17. Step 5: Inter-pattern comparison in meaning

Differentiate a couple of sentences based on aspect of meaning below.

1. A. She has had breakfast.
B. She had breakfast.
2. A. We have visited Bali four times.
B. We visited Bali four times a year.
3. A. They have lived in a remote area.
B. They lived in a remote area.
4. A. He has broken the cup.
B. He broke the cup.
5. A. I have studied Japanese for five years.
B. I studied Japanese for five years.
6. A. She has had breakfast.
B. She had breakfast.
7. A. George and Anna have waited for you for three hours.
B. George and Anna waited for you for three hours.
8. A. Pusporini has washed her motorbike.
B. Pusporini washed her motorbike.
9. A. Mary and Shirley have seen this movie.
B. Mary and Shirley saw this movie.

Advantages and disadvantages of the proposed procedure

After describing and discussing the proposed five-step procedure for teaching

grammar, it is wise to highlight some advantages and disadvantages over the existing approaches to teaching grammar. The advantages of the proposed procedure are:

1. the procedure tries to encourage the students' involvement in communicative tasks (that is, Step 1: Question Input);
2. learners are trained to be accustomed to rule discovery, which could enhance learning autonomy and self-reliance as shown in Step 1 (that is, sentence noticing);
3. learners have a chance to apply their greater degree of cognitive depth;
4. the procedure respects the intelligence and maturity of many adult learners in particular and acknowledges the role of cognitive processes in language acquisition;
5. learners are more active in the learning process, rather than being simply passive recipients of exercises;
6. the procedure involves learners' pattern-recognition and problem-solving;
7. the procedure attempts to measure the learners' progress in

mastering the rule through an individual evaluation as part of the learning process; and

8. the procedure tries to reconnect what the learners already know with something new (that is, new rules of the grammar). Although the proposed procedure offers some advantages, we should acknowledge its disadvantages.

Among them are:

1. the procedure is an intense activity that is time and energy consuming;

2. the procedure places an emphasis on teachers in designing data and materials;

3. the procedure requires the teacher to have extensive knowledge of the grammatical rule being taught, since s/he not only tells her/his students the formula, but s/he also attempts to lead the students to have comprehensive knowledge and application of the rule taught; and

4. the procedure may frustrate learners who would prefer simply to be told the rule.

Some rules for teaching grammar

What conclusions are to be drawn about the teaching of grammar?

Here are some rules of thumb:

- **The Rule of Context:**

Teach grammar in context. If you have to take an item out of context in order to draw attention to it, ensure that it is re-contextualized as soon as possible. Similarly, teach grammatical forms in association with their meanings. The choice of one grammatical form over another is always determined by the meaning the speaker or writer wishes to convey.

- **The Rule of Use:**

Teach grammar in order to facilitate the learners' comprehension and production of real language, rather than as an end in itself. Always provide opportunities for learners to put the grammar to some communicative use.

- **The Rule of Economy:**

To fulfill the rule of use, be economical. This means economising on presentation time in order to provide maximum practice time. With grammar, a little can go a long way.

- **The Rule of Relevance:**

Teach only the grammar that students have problems with. This means, start off by finding out what they already know. And don't assume that the grammar of English is a wholly different system from the learner's mother tongue. Exploit the common ground.

- The Rule of Nurture:

Teaching doesn't necessarily cause learning - not in any direct way. Instead of teaching grammar, therefore, try to provide the right conditions for grammar learning.

The Rule of Appropriacy:

Interpret all the above rules according to the level, needs, interests, expectations and learning styles of the students. This may mean giving a lot of prominence to grammar, or it may mean never actually teaching grammar at all - in any up-front way. But either way, it is your responsibility as a teacher to know your grammar inside out.

Hope, this part of the course book, which is given above, can be useful to teachers of English language to memorize the knowledge they got in University level.

PS. In the course book we tried to make a good chance to learn English grammar in L1 and use it in L2.

Thank to all our readers!

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Nashriyot litsenziyasi AI № 178. 08.12.2010. Original-maketdan bosishga ruxsat etildi: 07.06.2021. Bichimi 60x84. Kegli 16 shponli. «Times New Roman» garn. Ofset bosma usulida bosildi. Ofset bosma qog`ozi. Bosma tobog`i 14,2. Adadi 100. Buyurtma №160.

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