

Ingliz tili

Har bir mustaqil O'zbekiston Respublikasi fuqarosi o'z kasbiga oid chet tilidagi adabiyotlarning asl nusxasini o'qiy olishi, o'qilgan matnni tushunishi va uni o'z kasbida qo'llay olishi lozim. Bundan tashqari, u berilgan mavzuda suhbatdoshi bilan chet tilida erkin fikr almasha olishi kerak. Zero, chet tillarini o'rganish bugungi globallashtirish davri talabidir.

Ushbu o'quv qo'llanma asosiy mavzu doirasida tayyorlangan bo'lib, barcha talablarga javob beradi. Qo'llanmada mavzular mufassal bayon qilinib, talabalar bilimini mustahkamlash uchun mashqlar, savol topshiriqlari berilgan. Shuningdek, mustaqil ta'lim mavzulari, tayanch iboralar, slaydlar hamda glossariy qo'llanmadan o'rin olgan.

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**O`ZBEKISTON RESPUBLIKASI OLIY VA O`RTA
MAXSUS TA`LIM VAZIRLIGI
XORIJIY TILLAR FAKULTETI
Tarjimashunoslik va lingvodidaktika kafedrası**

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***INGLIZ TILIDAN
GID HAMROHLIGI VA TARJIMONLIK
FAOLIYATI (NEMIS,FRANSUZ) YO`NALISHIDAGI
TALABALAR UCHUN***

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ingliz tili o'qituvchilari M. G'. Rabiyeva, Yu.Ch. Mehmonova, S.A. Imamkulova
Ikkinchi chet tili fani uchun o'quv qo'llanmasiga

Taqriz

Hozirgi davrning dolzarb masalalaridan biri xorijiy tillarni o'qitish orqali yosh avlodni ona-Vatanga muhabbat va sadoqat, milliy g'urur, yuksak axloq va ma'naviyat, qadimiy va boy merosimizga iftixor tuyg'usi, milliy va umuminsoniy qadriyatlar ruhida tarbiyalashdir. Jahon ta'lim tizimidagi tub islohotlar talabalarining chet tillarni mukammal o'rganishlari, barcha sohalarda chet tilini bilgan holda o'zlarini namoyon eta olishlari uchun zarur shart- sharoit yaratib berish, ularning xorijiy tilda og'zaki va yozma nutqlarini rivojlantirish muammolarini ilgari surmoqda. Ta'lim oluvchilarning chet tilida fikr yuritish, erkin nutqni amalga oshira olish qobiliyatlarini rivojlantirish, intellektual faoliyatini shakllantirish, ularning tayyorgarligini baholash masalalari bilan YUNESKO, YUNISEF, Yevropa Universitetlari Assotsiyatsiyasi, Oliy Ta'lim Sifatini Ta'minlash Yevropa Tarmog'i kabi tashkilotlar shug'ullanmoqda. Bu masalaning umumiy tendensiyalarda rivojlanishi zamonaviylik va yosh avlodda chet tiliga oid malakalarning shakllanishida katta ahamiyat kasb etib, zamonaviy tarbiya muammolari bilan bog'liq holda talabalarining ijodiy qobiliyatlarini oshirishga xizmat qilmoqda.

Har bir mustaqil O'zbekiston Respublikasi fuqarosi o'z kasbiga oid chet tilidagi adabiyotlarning asl nusxasini o'qiy olishi, o'qilgan matnni tushunishi va uni o'z kasbida qo'llay olishi lozim. Bundan tashqari, u berilgan mavzuda suhbatdoshi bilan chet tilida erkin fikr almasha olishi kerak. Zero, chet tillarini o'rganish bugungi globallashgan davr talabidir.

Ingliz tili o'qitish maqsadlari turlicha bo'lib, aynan nofilologik ta'lim muassasalarida ingliz tili bo'yicha kompleks maqsad ko'zda tutiladi. Talaba ingliz tilidan umumta'lim olib, yana mutaxassisligi bo'yicha ingliz tilini kelajakda o'z ish faoliyatida qo'llashga o'rgatish maqsadi yotadi. Kasbi bo'yicha qisman muloqot qilish, mutaxassisligiga oid so'zlarni o'rganib, matnlarni o'qib tarjima qilishga o'rgatiladi.

Fan bo'yicha talabalarining tasavvur, bilim, ko'nikma va malakalariga qo'yiladigan talablarga mos tayyorlangan ushbu o'quv qo'llanma O'zbekiston Respublikasi Oliy va O'rta maxsus ta'lim vazirligi tomonidan tasdiqlangan namunaviy fan dasturiga mos keladi.

O'quv qo'llanma asosiy mavzu doirasida tayyorlangan bo'lib, barcha talablarga javob beradi. Qo'llanmada mavzular mufassal bayon qilinib, talabalar bilimini mustahkamlash uchun mashqlar, savol topshiriqlari berilgan. Shunidek, mustaqil ta'lim mavzulari, tayanch iboralar, slaydlar hamda glossariy qo'llanmadan o'rin olgan.

Ushbu o'quv qo'llanmani dars jarayoniga tatbiq etish, foydalanish mumkin. Keltirilgn mavzular fan dasturi talablaridan kelib chiqib tayyorlangan, o'quv qo'llanmani nashrga tavsiya etaman.

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Buxoro davlat universiteti Xorijiy tillar fakulteti «Tarjimashunoslik va lingvodidaktika» kafedrası o'qituvchilari Yu.Ch.Mexmonova, M.Rabiyeva va S.Imamkulovaning ikkinchi chet tili fanidan o'quv qo'llanmasiga

TAQRIZ

Ushbu o'quv qo'llanma ikkinchi xorijiy tili fanlari blokiga kiritilgan ikkinchi chet tili faniga bag'ishlangan. Ma'lumki, ingliz tili ikkinchi chet tili sifatida xorijiy tillar orasida eng muhim va eng dolzarb til bo'lib, jahonda tutgan o'rni hamda dunyo tili sifatida tan olinganligi, O'zbekiston va tili o'rganilayotgan mamlakatlar ijtimoiy-iqtisodiy va siyosiy hayotida ro'y berayotgan voqea-hodisa va o'zgarishlar haqida til ko'nikmalari yordamida o'z fikrini bayon eta olish, ba'zi tanlagan mutaxassisligi bo'yicha o'rganilayotgan xorijiy tilda notanish nutqiy vaziyatlarda kasbiy yo'naltirilgan diskurslarni tayyorgarliksiz muloqotga kira olish ko'nikma malakalarini shakllantirish, o'quvchilar manfaat va kasbiy intilishlari hisobga olingan holda, ularni og'zaki va yozma shakllardagi madaniyatlararo muloqotlarga tayyorlash, til imkoniyatlari va nutq madaniyatidan foydalana olish imkoniyatlarini rivojlantirish, diqqatni ixtiyoriy ravishda to'play olish, mantiqiy xotira va tahliliy tafakkur tabiiy kasb uchun muhim bo'lgan xislatlarni rivojlantirish kabi masalalarni uz ichiga kamrab oladi. O'quv qo'llanma gid hamrohligi va tarjima faoliyati (nemis, fransuz tili), tarjima nazariyasi va amaliyoti (nemis, fransuz tili) yunalishi 1-kurs talabalariga muljallangan bo'lib, ingliz tilini ikkinchi chet tili sifatida o'rganishda kerak bo'ladigan mavzu va ma'lumotlarni shakllantirishda xizmat qiladi. Fan bo'yicha talabalarning tasavvur, bilim, ko'nikma va malakalariga qo'yiladigan mos tayyorlangan ushbu o'quv qo'llanma O'zbekiston Respublikasi Oliy va O'rta maxsus ta'lim vazirligi tomonidan 2021 yil 30 avgustda tasdiqlangan namunaviy fan dasturiga mos keladi, o'quv qo'llanmadan amaliy mash'ulot darslarida keng foydalanish mumkin.

Ushbu o'quv qo'llanmani dars jarayoniga tadbiiq etish, undan amaliy mashg'ulot darslarida foydalanish mumkin. «Ikkinchi chet tili» fan dasturi talablaridan kelib chiqib tayyorlangan o'quv qo'llanmani nashrga tavsiya etamiz.

Taqrizchi:

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SO'Z BOSHI

Hozirgi kunda fan va texnika sohasida xalqaro hamkorlikning o'sishi va rivojlanishi, fan va texnika rivojlanishidagi baynalminallik xususiyatlari oliy o'quv yurtlari talabalaridan chet tilini amaliy bilishni, qolaversa intellektual salohiyatni rivojlantirish uchun, chet tilidagi adabiyotlarni erkin o'qish hamda undan zarur axborotni o'qishni talab qiladi.

Ushbu tayyorlangan o'quv-qo'llanma oliy o'quv yurti nofilologik yo'nalishdagi talabalar uchun moslab tuzilgan bo'lib uning maqsadi ilmiy texnik, sportga oid, umumta'lim mavzularidagi matnlarni o'qish va tarjima qilishni, shuningdek o'tilgan mavzular asosida og'zaki nutq malakalarini rivojlantirishdan iboratdir. Har bir dars fonetika - o'qish qoidalari, grammatik izoh, tayanch iboralar, yangi so'zlar, tibbiyotga oid, umumta'lim va texnikaga oid matnlar, dialoglar, og'zaki nutqni o'stirish uchun iboralar, o'tilgan materialni mustahkamlash uchun mashqlarni o'z ichiga oladi.

Ushbu tayyorlangan o'quv-qo'llanma talabalarning grammatika hamda leksik materiallarini o'rta maktab o'quv dasturi doirasida egallangan bilimlarini nazarda tutadi.

O'quv-qo'llanmaning asosiy maqsadi talabani ixtisoslikka doir adabiyot bilan ishlashga o'rgatish va shu orqali chet ellarda nashr etiladigan ilmiy jurnallarni o'qishga o'rgatish uchun zamin yaratishdir. O'quv-qo'llanmadagi matnlar orqali talabalar o'z ona yurtining tarixi, ananalari, madhiyasi, bayrog'i, gerbi to'g'risidagi axborotlarni o'qishni ko'nikma va malakalarini rivojlantirishdir. Ushbu tayyorlangan o'quv-qo'llanma 140 soatga mo'ljallangan.

Mualliflar tomonidan tayyorlangan o'quv-qo'llanma mashg'ulotlar matnida qamrab olingan materiallar talabalar uchun tegishli bo'lgan adabiyotlarni o'qish va tushunish malakalarini rivojlantirish ishini yengillashtiradi deb umid qiladi hamda o'quv qo'llanmaning tuzilishi, mazmuni haqida o'z mulohazalarini bildirgan o'rtloqlarga oldindan minnatdorчилиgini izhor qiladi.

Mualliflar

Guvohnoma raqami: 500-261

LESSON 1 (2 hours)

a) *Phonetics: The English alphabet*

b) *The standard norms of English pronunciation*

THE ABC

Ingliz tilida 26 ta harf bo'lib ulardan 20 tasi undosh, 6 tasi unlidir.

Ingliz alfavitini diktordan keyin takrorlang:

A [ei], **B** [bi:], **C** [si:], **D** [di:], **E** [i:], **F** [ef], **G** [dzi:], **H** [eit:], **I** [ai], **J** [dzei], **K** [key],

L [el], **M** [em], **N** [en], **O** [ou], **P** [pi:],

Q [kju:], **R** [a:r], **S** [es], **T** [ti:], **U** [ju:], **V** [vi:],

W [dAblju:], **X** [eks], **Y** [wai], **Z** [zed]

Unli harflarni diktordan keyin takrorlang:

1). yumshoq unililar E, I, Y

2). qattiq unililar A, O, U,

Ingliz tilida unililar bir vaqtning o'zida ham qisqa, ham cho'ziq tarzda talaffuz etiladi.

Quyidagi misollarda qisqa hamda cho'ziq unililar bilan tanishib chiqishingiz mumkin.

Common Examples: Short and Long Vowels

These contrasts demonstrate the rules (in each column, first short, then long):

A: short

back

snack

fad

mad

Sam

E: short

bed

Ben

men

ten

I: short

lick

hid

slid

dim

A: long

bake

snake

fade

made/maid

same

E: long

bead

bean

mean

teen

I: long

like

hide

slide

dime

A: short

can

plan

tap

cat

rat

E: short

bet

met

pet

set

I: short

fin

shin

bit

lit

A: long

cane

plain/plane

tape

Kate

rate

E: long

beat/beet

mete/meat/meet

Pete

seat

I: long

fine

shine

bite

light/lite

Tim
O: short
rob
hop
mop
U: short
cub
tub
hug

time
O: long
robe
hope
mope
U: long
cube
tube
huge

sit
O: short
cot
not
rot
U: short
cut
flutter
mutter

sight/site
O: long
coat
note
rote/wrote
U: long
cute
flute
mute

Undosh harflarni diktordan keyin takrorlang:

B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, W, X, Z

Undosh harflarning o'qilish qoidalari

1. **B b** harfi [**b**] tovushini beradi: back, book, bed, boy
2. **C c** harfi yumshoq unlilar (*e, i, y*) dan oldin kelsa [**s**] tovushini, qolgan hollarda esa [**k**] tovushini beradi:

[s]-----Cc----- [k]

Ceiling	cut
cylinder	cat
cinema	cotton

C c harfi **i** harfi bilan boshlanadigan suffikslardan oldin [j] deb o'qiladi: Masalan: physician, special

3. **D d** harfi [**d**] tovushini beradi: door, day
- 4 **F f** harfi [**f**] tovushini beradi: father, football
5. **G g** harfi yumshoq unlilar (*e, i, y*) dan oldin [**dz**], qolgan hollarda [**g**] tovushini beradi: gymnast, gyps, good, garden, gold, government
6. **H h** harfi [**h**] tovushini beradi: hall, harmonic, heat, height
7. **J j** harfi [**dz**] tovushini beradi: January, jump, jet, joke
8. **K k** harfi [**k**] tovushini beradi: key, keep, cake, kiosk
9. **L l** harfi [**l**] tovushini beradi: long, location
10. **M m** harfi [**m**] tovushini beradi: map, marble, mosaic, motor
11. **N n** harfi [**n**] tovushini beradi: nature, neighbour, next
12. **P p** harfi [**p**] tovushini beradi: past, pavement, payment
13. **Q q** harfi [**kw**] tovushini beradi: question, quality, quantity

14. **R r** harfi [r] tovushini beradi. So'z oxirida kelsa o'qilmaydi: rubber, radiation, radio
15. **S s** harfi ikki unli o'rtasida [z] tovushini, qolgan hollarda [z] tovushini beradi: saw, sawdust, please, seize, beds, boys, students.
16. **T t** harfi [t] tovushini beradi: train, town clerk, trade, traffic
17. **Vv** harfi [v] tovushini beradi: volt, volt, vehicle
18. **Ww** harfi [w] tovushini beradi: wall, window
19. **X x** harfi urg'uli unidan oldin [gz] tovushini, qolgan holatda esa [ks] tovushini beradi: X-engine, X-bit, examination, exam, exact, box.
20. **Z z** harfi [z] tovushini beradi: zero, zebra

Activity 1. Quyidagi so'zlarni diktordan keyin takrorlang va undosh harflarning o'qilishini tushuntiring:

better, bed, hike, jewel, July, kitchen, keep, generation, gift, demand, delegation, defeat, degree, cycle, foot, free, fuel, fund, fur.

Activity 2. Diphthongs. Quyidagi so'zlardan qaysilarini tarkibida ushbu diftonglar mavjudligini aniqlang.

- | | |
|------|--|
| /aɪ/ | tier/ feed — bed — food — fight — say said — read — high |
| /ɔɪ/ | food — says should — boy — though — blood — so through |
| /əʊ/ | there — here — so — hot |
| /aʊ/ | now — hair — face — tour — lower there — seed — hair |
| /ɪə/ | late — here lea/ there — say — get — first — shoulder
tower — tour — two — tooth — hand |

LESSON 2. (2 hours)

- a) Special characteristics of the English language
- b) Diphthongs and triphthongs

Ingliz tilining o'ziga xos xususiyatlari:

1. O'rganish juda oson (*Easy to learn*)

Ingliz tili dunyodagi eng oson va sodda tabiiy tillardan biridir. Shunga qaramay, ingliz tili arab, kanton, mandarin, koreys va yapon kabi juda murakkab tillar bilan taqqoslaganda o'rganish, tushunish va gapirish uchun nisbatan oson tildir.

2. Lotin alifbosi (*Latin alphabet*)

Ingliz tili lotin alifbosidan foydalanadi. Bu eng universal, qisqa va sodda alifbo. Shuningdek, ingliz tilida lotin alifbosi eng toza shaklini faqat 26 ta asosiy harfdan iborat haqiqiy alifbo sifatida taqdim etadi.

3. Oddiy tuslanish va turlanishga ega (*Simple inflection*)

Fleksiya - bu turli xil grammatik shakllarda, fe'llar va sifatlarga qo'shilgan qo'shimcha; e.g., cat, cats; eat, eats; big, bigger.

Masalan, frantsuzcha yoki ruscha bilan taqqoslaganda ingliz tili nisbatan kamroq fleksiyaga ega til deb hisoblanadi. To'g'ri fe'llar faqat to'rtta shaklga ega, masalan: e.g., **look, looks, looked, looking.**

Hatto noto'g'ri fe'llar uchun ham shaxsda deyarli farq yo'q (hozirgi zamondagi 3-shaxs birlikdan tashqari, e.g., I **eat**, you **eat**, she **eats**). Ingliz tili gapdagi so'zlarning o'zaro bog'liqligini faqat ularning tarkibidagi minimal o'zgarish bilan ko'rsatishi mumkin. Bunday o'zgarish boshqa tillarda ham mavjud, ammo bu ingliz tilining kuchli xususiyati hisoblanadi.

4. So'z o'zlashishi uchun ochiq (*Receptiveness*)

Ingliz tilining muhim xususiyati shundaki, u boshqa tillardan so'zlarni qabul qilish va o'zlashtirish qobiliyatiga ega. Mana bir nechta misol:

Ispan tilidan:

Alligator (timsoh): **el lagarto** so'zidan olingan bo'lib, **the lizard** (kaltakesak)ni anglatadi.

Cargo (yuk) : **cargar** fe'li **to load** (yuklamoq) ma'nosini beradi.

Hind tilidan:

Bungalow: **bangla** so'zidan kelib chiqqan bo'lib, Bengaliyada dastlabki evropalik ko'chmanchilar uchun qurilgan kottej turini anglatadi.

Jungle: hind tilidagi **jangal** so'zidan olingan bo'lib, *cho'l, o'rmon, xarobalar, ishlov berilmagan yerlar* ma'nolarini ifodalaydi.

Xitoy tilidan:

Ketchup: xokkien xitoycha **kê-tsiap** atamasidan, fermentlangan baliqdan tayyorlangan sous. Keyinchalik evropaliklar pomidorni tarkibiy qism sifatida qo'shdilar.

Ingliz tili Osiyo, Evropa, Afrika, hind, yapon, xitoy va boshqa tillardan so'zlarni qabul qilgan va o'zlashtirgan. Shuningdek, ingliz tili lotin, yunon va sanskrit kabi klassik tillardan o'zlashgan so'zlar lug'at boyligini kengaytirdi.

5. Turg'un so'z tartibi (*Fixed word order*)

Ingliz tilining yana bir kuchli xususiyati uning (odatda) turg'un so'z tartibidir. Ko'pgina inglizcha jumlarlar (bandlar) **S+V+O** (Ega+kesim+to'ldiruvchi) so'zlar tartibiga mos keladi.

I (S) bought (V) a new top (O). *Men (S) yangi to'p (O) sotib oldim(V).*

U (S) o'rgimchaklarni (O) yoqtirmaydi(V). *She (S) doesn't like (V) spiders (O).*

Nima uchun (S) buni (O) qildingiz(V)? *Why did you (S) do (V) that (O)?*

Ingliz tilida boshqa so'z tartiblari mavjud, ammo S+V+O tartibi eng ko'p ishlatilgan bo'lib, o'quvchilarga tushunishni osonlashtiradi.

6. Talaffuz (*Pronunciation*)

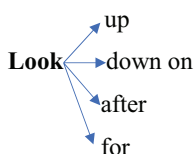
Ingliz yilidagi ba'zi so'zlar, jumladan: **this, thin, clothes, thirteenth, months** so'zlari talaffuzi o'quvchilar uchun muqarrar ravishda muammolarni keltirib chiqaradi. Chunki ularning ona tillarida bu kabi so'zlarni talaffuz qilish uchun tilning uchidan foydalanishga hojat bo'lmagan.

7. Artikllar (*a, an, the*)

Artikllar tizimi ingliz tili grammatikasining yana bir xususiyati bo'lib, ba'zi o'quvchilarga katta qiyinchiliklarni keltirib chiqaradi; asosan, ona tilida umuman artiklning muqobili bo'lmaganda.

8. Iborali fe'llar (*Phrasal verbs*)

Frazeologik fe'l - bu fe'l va boshqa bir lisoniy birlikdan tarkib topgan, odatda **fe'l+predlogdan**:



Ushbu so'z birikmalari ingliz tilining juda muhim xususiyati bo'lib, o'quvchilarga og'ir qiyinchiliklar tug'dirishi mumkin. ***I put it down to the weather*** yoki ***I made it up with my sister*** kabi jumlar, odatda ingliz tilini endigina o'rganayotganlar uchun mantiqsiz tuyulishi mumkin.

10. Tonal bo'lmagan til (Non-tonal language)

Ingliz tili ohangsiz tildir. Ohang tillarda, masalan, xitoy va vietnam tillarida so'z balandligi (ohangning balandligi yoki pastligi darajasi) so'z ma'nosini ajratish uchun ishlatiladi. Shunday qilib, baland ovoz bilan aytilgan so'z past balandlikda aytilgan so'zdan boshqacha ma'noga ega bo'lishi mumkin. Ingliz tilida tovush balandligi o'zgarishi so'zga qo'shimcha ma'no berish uchun emas, balki hissiyotni ta'kidlash yoki ifoda etish uchun ishlatiladi.

11. Tovush va imlo (Sound and spelling)

Mahalliy bo'lmagan o'quvchilar uchun muammo tug'diradigan ingliz tilining yakuniy xususiyati (va ba'zi ingliz tilida so'zlashadiganlar) so'zlarning talaffuzi va imlosi o'rtasida aloqaning yo'qligi.

Mahalliy bo'lmagan ingliz tilini o'rganuvchilar uchun yozma ravishda birinchi marta uchraydigan inglizcha so'zlarning talaffuzini yoki birinchi eshitgan ko'plab inglizcha so'zlarning yozilishini taxmin qilish qiyin.

Muhim tomoni shundaki, bu tilda eng keng tarqalgan so'zlar bilan sodir bo'ladi:

- **Ough** harf birikmasini o'z ichiga olgan so'zlar: *thought, although, rough*
- Yozilishi har xil bo'lgan, ammo talaffuzi bir xil bo'lgan so'zlar: *ate, eight; hear, here; their, there.*
- Ba'zi harflar talaffuz qilinmaydi: *know, could, hour*
- Bir xil ko'rinishga ega, ammo boshqacha talaffuz qilinishi kerak bo'lgan so'zlar: *read* (present tense), *read* (past tense);
- *present* (a gift), *present* (to give to);
- *close* (near); *close* (to shut)

Diphthongs and triptongs

Diftong - bu ikki unlini birlashtirish orqali hosil bo'lgan tovush. xususan, u bitta unli tovush sifatida boshlanib, ikkinchisiga pozitsiyasiga yoki tomoniga qarab harakatlanadigan sirpanish.

Short vowels	Long vowels	Diphthongs
[ɪ] (ship)	[ɔ:] (ball)	[əʊ] (phone)
[e] (pen)	[u:] (boot)	[ɪə] (year)
[ʊ] (book)	[i:] (sheep)	[ɔɪ] (boy)
[æ] (man)	[ɑ:] (heart)	[aʊ] (house)
[ʌ] (cup)	[ɜ:] (girl)	[eɪ] (male)
[ɒ] (clock)		[aɪ] (fine)
[ə] (camera)		[eə] (chair)

English diphthongs				
/eɪ/	/ɔɪ/	/aɪ/	/aʊ/	/ɔʊ/
Day	Boy	Size	Cow	Go
Bake	Noise	Fine	Brow	Toe
Page	Point	Sky	How	Though
Date	Oil	Try	Wow	No
Name		Tie	Mouse	Low
Lazy		Eyes		Float

Triflong- diftonglarga yana bitta unli qo'shilsa, natijada triflonglar hosil bo'ladi.

Quyida siz triflonglarning fonetik transkripsiyasini o'qishingiz mumkin:

- ei + e
- ai + e
- si + e
- ev + e
- av + e

Activity 1.

So'zlarni bir xil triflong bilan birlashtiring.

ei + : player,

,

ai + : fire,

,

ci + : royal,

,

v + : lower,

,

av + : tower,

,

admire power lawyer slower layer hire mower hour soya mayor

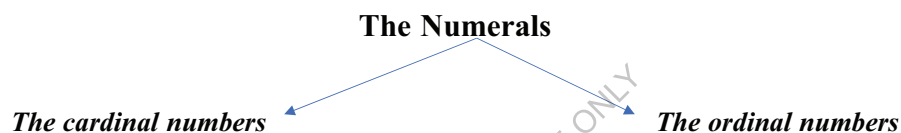
Activity 2. Matni o'qing va tarkibida triflong bo'lgan so'zlarni belgilang.

When I was a child I wanted to be a lawyer, I could spend hours imagining myself as one. I admired those who believed in justice and helped the powerless. I saw trials like games, both lawyers were the players and the final point was to win the case instead of reaching the highest tower. When I grew up, I studied in university and I was hired in a law firm. My dream finally came true.

LESSON 3. (2 hours)

a) *Grammar*: Numerals.

b) *Vocabulary*: Dialogue-The greeting.



Ingliz tilida son so'z turkumi 2 ga:

1. Sanoq sonlar (*The cardinal numbers*)
2. Tartib sonlar (*The ordinal numbers*) ga bo'linadi.

Sanoq sonlar (*The cardinal numbers*)

- | | | |
|---------|---------|------------|
| • one | • six | • twenty |
| • two | • seven | • fifty |
| • three | • eight | • hundred |
| • four | • nine | • thousand |
| • five | • ten | • million |

Bir, besh, o'n bir, ikki yuz kabi raqamlar sanoq sonlardir. Biz odatda raqamlarni aniqlovchi sifatida ishlatamiz (otlardan oldin). Ularni shu tarzda qo'llaganimizda, oldidagi artikllar

(a / an, the) va egalik olmoshlari (my, your) kabi boshqa aniqlovchilarni ishlatishimiz mumkin emas.

*She loves animals and has **two** dogs, **three** cats and **one** rabbit.*

*My **two** best friends are Amy and Louise.*

***Three** of his colleagues were sacked yesterday. (sacked = lost their jobs)*

Shuningdek, biz sanoq sonlarni ot sifatida ishlatamiz:

*The children arrived in **twos** and **threes**.*

Katta raqamlar

Odatda *a hundred, a thousand, a million* deymiz. Biz raqamni ta'kidlamoqchi bo'lganimizda, *one hundred, one thousand* va *one million* deymiz:

*What would you do if you won **a million** euros? (preferred to one million euros)*

*The city is about **a hundred** kilometres from the capital.*

100, 200, 1000 va shu kabi boshqa sonlardan aniqlovchi sifatida foydalanganda ko'plik sonini olmaydi:

*There were about two **hundred** people at the meeting.*

AMMO: *hundreds, thousands, millions + of + noun*

*It's happened **hundreds of** times.*

***Millions of** people live in poverty.*

Ming yoki undan ko'p uzun raqamlarni har ming qismga ajratish uchun biz yozma ravishda verguldan foydalanamiz:

The repairs cost £1,250.

A total of \$5,000,000 was spent on the project.

Tartib sonlar (The ordinal numbers)

- the first 1-chi

- the second 2-chi
- the third 3-chi
- the fourth 4-chi
- the fifth 5-chi
- the sixth 6-chi
- the seventh 7-chi
- the eighth 8-chi
- the ninth 9-chi
- the tens 10-chi
- the twentieth 20-chi...

Birinchi, ikkinchi, uchinchi kabi sonlar tartib sonlaridir. Biz ularni narsalarni tartibga solish uchun ishlatamiz. Biz odatda raqamlarni aniqlovchilar sifatida ishlatamiz. Tartibli sonlarni aniqlovchilar sifatida ishlatganda (ismlardan oldin), odatda, ularning oldidagi artikllar (a / an, the) va egalik (my, your) kabi boshqa aniqlovchilar ishlatiladi:

*This was the **fifth** science exam that he had failed.*

*It's her **twenty-first** birthday and she's spending it with friends in Malaysia.*

Biz sanalarga murojaat qilish uchun tartib sonlaridan foydalanamiz. Odatda biz ularni qisqartirilgan shaklda va ko'pincha yuqori satrda (satrdan yuqori) yozamiz.

*My birthday is **3rd** January.* (usually spoken as 'the third of January')

*The museum was opened on **25th** June 2008.*

*What are you doing on the **2nd** of May? Do you want to join us at the theatre?*

Biz tartib sonlarni ot so'z turkumi sifatida ham ishlatamiz:

*All three singers in the competition were excellent but I'm voting for the **third**.*

Tartib sonlar gapda ravish bo'lib ham xizmat qiladi.

A: *He came **tenth** in the New York marathon.*

B: *That's fantastic! Did he really?*

First, *let me introduce you to my brother Jack.*

The greeting

<i>Formal Greetings</i>	<i>Informal Greetings</i>
<ul style="list-style-type: none">• Hello• Good morning• Good afternoon• Good evening• It's nice to meet you• It's a pleasure to meet you	<ul style="list-style-type: none">• Hi• Hey• What's up• Nice to meet you• Pleased to meet you• It's a pleasure

Introductions

- My name is_____. (introducing yourself)
- This is_____. (introducing someone else)
-

<i>Polite Questions</i>	<i>Polite Answers</i>
<ul style="list-style-type: none">• How are you?• How are you doing?• How have you been?• How's your day going so far?• How's it going?• How are things?	<ul style="list-style-type: none">• I'm great or I'm fine• I'm doing well• I've been doing very well• My day has been pretty good so far• Not too bad• Things are really good

Activity 1. Greetings in Informal Conversations: Practice Dialogue

Anna: Tom, what's up?

Tom: Hi Anna. Nothing much. I'm just hanging out. What's up with you?

Anna: It's a good day. I'm feeling fine.

Tom: How is your sister?

Anna: Oh, fine. Not much has changed.

Tom: Well, I have to go. Nice seeing you!

Anna: Later!

Maria: Oh, hello Chris. How are you doing?

Chris: I'm well. Thanks for asking. How are you?

Maria: I can't complain. Life is treating me well.

Chris: That's good to hear.

Maria: Good to see you again. I need to go to my doctor's appointment.

Chris: Nice seeing you.

Maria: See you later.

Greetings in Formal Conversations: Practice Dialogue

John: Good morning.

Alan: Good morning. How are you?

John: I'm very well thank you. And you?

Alan: I'm fine. Thank you for asking.

John: Do you have a meeting this morning?

Alan: Yes, I do. Do you have a meeting as well?

John: Yes. Well. It was a pleasure seeing you.

Alan: Goodbye.

Activity 2. Choose the correct answer.

Question 1. When we arrive we say: _____.

- Hello
- Goodbye
- See you

Question 2. When we leave we say: _____.

- Hello
- Hi
- Goodbye

Question 3. When we meet a person for the first time we say: _____.

- Pleased
- Nice to meet you
- Enchanted

Question 4. If someone says "Thank you", you say: "You're _____."

- welcome
- well
- nothing

Question 5. Which answer is correct for this question: "Where are you from?"

- Italian
- Italy
- Spanish

Question 6. What is the meaning of "What do you do?"

- What are you doing right now?
- What do you like?
- What is your profession?

Question 7. When you want to get someone's attention you can say: _____.

- Excuse me
- Stop
- Sorry

Question 8. When you arrive at a hotel the receptionist will say: _____.

- What's happening?
- Welcome
- What's up?

Question 9. I _____ 24 years old.

- have
- am
- has

Question 10. At 9 o'clock a.m., you say: _____.

- Good evening
- Good afternoon
- Good morning

LESSON 4. (2 hours)

- a) *Phonetics*: The transcription of the phonemes
- b) *Grammar*: The simple sentence.
- c) The declarative statements.

The transcription of the phonemes

Fonema bu nutq tovushidir. Bu bitta so'zni boshqasidan ajratib turadigan eng kichik tovush birligi. Fonema mustaqil leksik yoki grammatik ma'noga ega emas, balki tilning muhim birliklarini ajratish va aniqlashga xizmat qiladi: bitta fonemani boshqasiga almashtirganda, boshqa so'z paydo bo'ladi. Tovushlarni yozuvda ifodalab bo'lmasligi sababli, biz tovushlarni ifodalash uchun harflardan foydalanamiz. **Grafema** bu-bitta tovushning yozma ko'rinishi (harf yoki harflar to'plami). Ingliz tilida taxminan 44 ta tovush mavjud. 44 ta ingliz fonemalar alfavitning 26 harfi bilan alohida va kombinatsiyalangan holda ifodalanadi.

44 ingliz tovushini ikkita katta toifaga ajratish mumkin - undoshlar va unliharflar. Undosh tovush - bu tovush paydo bo'lganda, havo oqimi qisman yoki to'liq to'siqqa uchraydigan tovushdir. Undosh tovushdan farqli o'laroq, unliharflar - bu tovush chiqarilganda havo oqimi to'siqsiz bo'lgan tovush. Unliharflar - bu bizning tilimizning musiqasi yoki harakati.

Consonants

- **C**-sounds that make a /k/ in *crop, crack, creep*
- **C**-sounds that make an /s/ in *central, cent, and cite*.
- **Q**-sounds are also in words that contain the letters 'kw' as in *walkway, parkway, and awkward*.
- **X**-sounds are also in words with 'cks' as in *backstop, rocks, and necks*

/b/ – beg and bag

/d/ – doe and deal

/f/ – fall and fit

/g/ – goal and gill
/h/ – has and him
/j/ – job and jolt
/k/ – cap and kite
/l/ – lip and load
/m/ – map and moth
/n/ – net and nip
/p/ – pin and plot
/r/ – run and rope
/s/ – sat and small
/t/ – toe and tale
/v/ – vin and volt
/w/ – wait and wind
/y/ – yam and yet
/z/ – zip and zoo

7 Digraph Phonemes

Digraflar ikkita undosh birlashganda butunlay boshqa tovush hosil qiladi. Ikki undosh bir-biridan farqli tovushlarga ega va ko'pincha yoki so'zning boshida yoki oxirida kuzatiladi.

/ch/ – watch and chime
/sh/ – shift and short
/ng/ – ring and sting
/th/ (voiced) – weather and thin
/th/ (unvoiced) – thing and thunder

/z/ – genre and division

/wh/ (with breath) – what

s sat	t tap	p pan	n nose	m mat	a ant	e egg	i ink	o otter
g goat	d dog	ck click	r run	h hat	u up	ai rain	ee knee	igh light
b bus	f farm	l lolly	j jam	v van	oa boat	oo cook	oo boot	ar star
w wish	x axe	y yell	z zap	qu quill	or fork	ur burn	ow now	oi boil
ch chin	sh ship	th think	th the	ng sing	ear near	air stair	ure sure	er writer

Grammar: The simple sentence.

Sodda gap- bu faqat bitta mustaqil gapdan iborat bo'lgan gap, u ega va kesimi (S+V) bo'lgan gapdir.

Examples of Simple Sentences

- I cannot drink warm milk.
- A day without sunshine is like night.
- The cat stretched.
- Jacob stood on tiptoe.
- The car turned a corner.
- Kelly spun in a circle.
- She opened the door.
- Aaron photographed.
- I'm sorry.
- I danced.

Murakkab ega va bitta fe'l

Bu kabi gaplarda, ikki egani (sub'yektni) "va" bog'lovchisi bog'laydi va ularning barchasi fe'lda tasvirlangan harakatni bajaradi:

- Sarah and Ira went to the store.
- Jenny and I opened all the presents.
- The cat and the dog ate.
- My parents and I went to the cinema.
- Mrs Suarez and Mr Smith dance gracefully.
- Samantha, Elizabeth and Joan are on the committee.
- Ham, green beans, mashed potatoes, and corn are gluten-free.
- Paper and pencil lay idle on the table.

Bitta ega va qo'shma fe'l

Bunda ega (sub'yekt) barcha harakatlarni amalga oshiradi va harakatlar bir-biriga mos keladi:

- The lousy, skinny stray dog hastily swallowed the grain-free organic dog food.
- I quickly put on a red winter jacket, black winter pants, waterproof boots, homemade mittens, and a hand-knitted scarf.
- Incessant ticks and chimes echoed off the weathered walls of the watch repair shop.
- I nervously unfolded the wrinkled and stained letter from my long-dead ancestor.
- In my suitcase, I casually tossed a pair of ripped jeans, my favorite high school sweater, an old pair of striped socks, and \$ 20,000 in cash.

The declarative sentence

Ingliz tili grammatikasida darak gap - bu xabar beradigan, dalil keltiradigan, tushuntirish beradigan yoki ma'lumot beradigan jumla. Ushbu turdagi jumlar deklarativ gaplar sifatida ham tanilgan. Deklarativ jumla ingliz tilida eng keng tarqalgan gap turi. U hozirgi

zamonda yoziladi va odatda nuqta bilan tugaydi. Odatda, predmet fe'ldan oldin keladi.

Oddiy darak gap ega va kesimdan tashkil topgan sodda gap tuzilishiga ega:

My dog is sick.

It is a nice day.

Pizza is the best.

Sam is smart.

Murakkab darak gap bir-biri bilan bog'liq 2 iborani yoki tushunchani vergul yoki bog'lovchilar (and, yet, yoki but) bilan birlashtiradi. Bu so'z birikmalari ko'pincha kirish so'zlar (besides, however, yoki therefore) bilan ham bog'lanadi.

He wanted to go to the grocery store, but she wanted to go to the bar.

Lindsay plays the trumpet, and Alex plays the trombone.

Harrison loves to play outside, yet he hates the rain.

Her mind was blank; she couldn't think of anything.

My dog is friendly; however, she will occasionally bite when she gets all riled up.

Activity 1. Fonemalarni ko'rib chiqing va qaysi so'z ekanligini aniqlang.

1. /m/ /aʊ/ /θ/

- Moth
- Mouth
- Month
- Math

2. /ʃ/ /ɒ/ /p/

- Sheep
- Sip
- Seep
- Shop

3. /f/ /i:/ /t/

- Fat
- Feet
- Fit
- Fought

4. /ʃ/ /u:/

- Shoe
- Show
- Shaw
- She

5. /k/ /ɒ/ /ŋ/

- king
- Cone
- Kin
- Kong

6. /l/ /ɜ:/ /n/

- Lean
- Learn
- Lain
- Lend

7. /m/ /i:/ /n/

- Moon
- Mean
- Moan
- Main

8. /s/ /u:/ /n/

- Seen
- Son

FOR AUTHOR USE ONLY

- Sun
- Soon

Activity 2. Quyidagi sodda gaplarni ega o'ki kesim qo'shib to'ldiring:

Example: My friend _____
My friend gives the best presents.

1. David and I _____
2. _____ kicked the ball too far.
3. The boy and his dog _____
4. My parents _____
5. _____ can be found just around that corner.
6. The two boys _____
7. _____ ran through the open door.
8. Mrs. Smith _____
9. The hissing cat _____
10. _____ spun in the moonlight.
11. The students _____
12. _____ had to sharpen all the pencils after school.

Activity 3. Gaping chizilgan qismi uchun qaysi atama to'g'ri keladi?

Manner, object, place, predicate, subject, time

1. The kids are playing in the garden.
2. The book is very interesting.
3. Caroline passed her exam without problems.
4. I am going to the cinema.
5. He closed the window.
6. We are going on holiday next week.
7. We have got a dog.
8. The twins play with their toys in their bedroom every day.
9. The birds are sitting in the trees.

Activity 4. Darak gapga aylantiring.

- 1) Is it raining outside?
- 2) Are they expecting better grades this time?
- 3) Is she participating in the annual fest?
- 4) Is her car black?
- 5) It is a beautiful and sunny day!
- 6) Do I have to complete the home work?
- 7) Is it working well?
- 8) Is the principal inspecting the classes?
- 9) Switch off the lights.
- 10) Was he listening to the teacher?

LESSON 5 (2 hours)

a) *Text:* My family.

b) *Grammar:* The imperative mood

Activity I. "My family" matniga doir so'zlarni o'rganing.

family - oila

name - ism

mother - ona

brother - aka

father - ota

sister - opa

little - kichkina

live - yashamoq

big - katta

house - hovli

car - avtomobil

years old - yoshda

elder brother - katta aka

study - ta lim olmoq

niece - jiyani (qiz)

nephew - jiyani (o'g'il)

Text. MY FAMILY

Let me introduce myself. My name is Ann. I have a family. I have a mother, a father, 2 brothers and a little sister. I have also two aunts and two uncles and nieces and nephews and cousins. We live in Bukhara. We have a big house.

My father has a car. He is fifty years old.

My mother is a housewife. She is 47 years old.

My elder brother is 23 years old. He studies at Bukhara Mining Institute. My second brother is 20 years old. He studies at Technological Institute. I am 17 years old. I study at Bukhara Mining Institute too. My little sister is 13 years old. She is in form 6.

The imperative mood

Ingliz tilidagi buyruq mayli odatda buyruq berish, kimnidir nimanidir qilishiga undash, ogohlantirish yoki ko'rsatmalar berish uchun ishlatiladi. Ingliz tilida buyruq maylining bir nechta ajralib turadigan shakllari mavjud: bo'lishli, bo'lishsiz va nasihat qiluvchi, shuningdek buyruqni ifodalashning samimiy usullari.

Bo'lishli buyruq gap

Bu buyruq maylining eng keng tarqalgan va bevosita shakli. Faqatgina birlik va ko'plikda ikkinchi sonli shaxs (YOU) mavjud. Bu fe'ning infinitivini "**to**" so'zisiz ishlatish orqali hosil bo'ladi.

Hurry up or *you'll miss the show!*

Switch the TV off.

Put the flour, milk, and eggs in a bowl and whisk until smooth.

Bu buyruq berishning juda to'g'ridan-to'g'ri usuli ekanligini hisobga olsak, unga ohangni yumshatish uchun **just, please, if you don't** kabi boshqa iboralar ham qo'llanilishi mumkin.

Just wait for me here, please.

Close the door, if you wouldn't mind.

Bo'lishsiz buyruq gap

Buyruq gapning bo'lishsiz shakli asosiy fe'l oldidan **DO+NOT** (don't) va fe'lning "to" siz shakli orqali ifodalanadi.

Don't be late!

Do not go to work today.

Don't keep opening the fridge!

Nasihatni ifodalovchi buyruq gap

Buyruq maylining ushbu shakli buyruqdan ko'ra ko'proq nasihatni ifodalaydi va faqat birinchi shaxs ko'plikka (**WE**) tegishli bo'ladi. Ba'zi hollarda, **please** unga hamroh bo'ladi. Let's + "to" siz infinitive yordamida tuziladi.

Let us observe a minute of silence, please.

Bo'lishsiz shaklda esa ushbu ko'rinishda bo'ladi.

Let's not go in, please.

Let + us birikmasidan tashqari **LET + me, him, her, them** birikmalari "ruxsat bermoq" ma'nosini beradi.

Let me do the washing up for once.

Buyruq + kishilik olmoshlari

Ba'zi hollarda buyruq ma'nosini kuchaytirish uchun kishilik olmoshi qo'shilishi mumkin. Ammo, odobsiz ko'rinish uchun ehtiyot bo'ling. Ushbu shakl faqat kuchli buyruq uchun ishlatiladi.

Can I go home?

No, **you wait** another 10 minutes.

Don't you tell me what to do!

Buyruq + DO

Ba'zi hollarda buyruqqa yanada rasmiy va muloyim ko'rinish berish uchun yordamchi **Do** qo'shilishi mumkin.

Do come in!

Do come and visit us next time.

Do help yourselves to the buffet!

Activity 1. Berilgan so'zlardan buyruq gaplar tuzing.

1. go / don't / it's / late / outside / too

2. that / in / don't / the / to / open / door / cold / don't / get / I / want

3. are / late / we / going / hurry up / be / to

4. they / up / I / volume / can't / turn / saying / the / what / hear / are

5. here / pass / from / bread / I / the / please / it / from / reach / can't

6. here / I / see / stay / you / where / can

Activity 2. Buyruq maylini yasang.

1. upstairs. (**to go**)

2. in this lake. (**not/to swim**)

3. your homework. *(to do)*
4. football in the yard. *(not/to play)*
5. your teeth. *(to brush)*
6. during the lesson. *(not/to talk)*
7. the animals in the zoo. *(not/to feed)*
8. the instructions. *(to read)*
9. late for school. *(not/to be)*
10. your mobiles. *(to switch off)*

LESSON 6 (2 hours)

a) *Phonetics*: 1. The long and short vowels.

b) *Grammar*: 1. Interrogative statements.

The long and short vowels.

Short Vowels

- ä → /æ/ apple, pan, or mat.
- ě → /z/ elephant, pen, or met,
- ĭ → /i/ insect, pin, or mitt,
- ǒ → /a/ octopus, ostrich, upon, or motto,
- ů → /u/ umbrella, pun, or mutt.

Bo'g'inlar unli bilan tugab, keyin undosh bilan tugaganda (yuqoridagi misollarda bo'lgani kabi), unli odatda qisqa bo'ladi. Agar unli dan keyin bir nechta undosh bo'lsa, deyarli har doim qisqa bo'ladi.

Long Vowels

Biz ularni "uzun unli" deb ataymiz, chunki biz ularni qisqa tovushlardan biroz ko'proq ushlab turamiz. Biroq, ular butunlay boshqacha tovushlar - bir xil tovushning uzoqroq versiyasi emas.

- Long A (ā) → /eɪ/ late or mate,
- Long E (ē) → /i:/ eat or meat (meet yoki mete—bir xil talaffuzga ega),
- Long I (ī) → /aɪ/ mite or might,
- Long O (ō) → /ou/ oats, mote or moat, and
- Long U (ū) → /ju:/ mute yoki /u:/ blue.
-

Talaffuz qilinmaydigan "E" qoidasi: unli va bitta undoshdan keyin "e" (bir xil bo'g'inda) uchrasa, "e" deyarli hech qachon talaffuz qilinmaydi, lekin bu oldingi unlining uzun bo'lishiga olib keladi:

(Examples: ate, plane, Pete, bite, nine, rope, note, cube, flute.)

Ko'pgina "ve" yoki "one" ni o'z ichiga olgan bir nechta istisnolar mavjud:

"ve" above, have, dove, give, live (the verb), love, move, prove

"one" come, done, gone, none, one, office

Interrogative sentence

So'roq gap savol so'raydi. Odatda so'roq gaplar ega va kesim inversiyasi (o'rin almashishi) asosiga quriladi. Sodda qilib aytadigan bo'lsak, kesim egadan oldinga chiqadi va so'roq gap yasaydi.

So'roq gapning odatdagi yasaliş shakli:

auxiliary verb	+	subject	+	main verb	
Do		you		speak	English?

Agar biz maxsus so'roq so'zlardan foydalansak, ular odatda gapning boshida qo'yiladi:

WH-word	auxiliary verb	+	subject	+	main verb
When	does		the movie		start?

So'roq gapning oxirida doimo so'roq belgisi qo'yiladi.

- Is it cold outside?
- Are you feeling better?
- Was the film good?
- Did you like it?
- Does it taste good?

main verb BE	+	subject	
Were		you	cold?

- What is your name?
- What's the time?
- Where is the toilet please?
- Where shall we go?
- How do you open this?

So'roq gaolarning vazifasi savol

so'rash, bundan tashqari ular savolga javobni ham talab qiladi.

Quyidagi misollarga qarang:

- Is snow white? (answer → *Yes.*)
- Why did John arrive late? (answer → *Because the traffic was bad.*)
- Have any people actually met an alien? (answer → *I don't know.*)

Biz odatda so'roq gaplardan og'zaki va yozma nutqda ko'p hollarda foydalanamiz. Ular eng ko'p va tez-tez ishlatiladigan gap turidir. Quyida so'roq gaplarning 3 asosiy shakli bilan tanishib chiqishingiz mumkin:

- Yes/No question (Umumiy so'roq gaplar): Javob har doim "yes yoki no" bo'ladi:
for example:

1. -Do you want dinner?

-No thank you.

2. -Do you study at school?

- Yes, I do.

- Question-word (WH) question (Maxsus so'roq gaplar): to'liq javobni talab qiladi for example:

1. **Where do you live?** (In Paris.)

2. What are you doing? (I am cooking)

3. Why didn't you go to the party last night? (I was terribly ill)

- Choice question (Tanlov so'roq gaplar): javob savolning ichida beriladi, for example:

Do you want tea or coffee? (Tea please.)

Activity 1. Qisqa yoki uzun unli ekanligini talaffuz qilib ko'rib aniqlang.

1. mail, nail, came, game, tray, play
2. tap, van, vat, act, apt, ask
3. day, paint, sale, take, gain, made
4. cat, cap, cab, dad, dab, Dan
5. gap, gab, gal, gas, ham, has

Activity 2. Quyidagi harf birikmalariga mos so'zni toping.

/ a_e /

/ ai /

/ ay /

g_m_

str__

pl_c_

cl__m

tr__ler

betr__

sw__

merm__d

gr__n

s__lor

holid__y

t_m_

sn__k

pr__

expl__n

f_k_

n_m_

del__

rem__n

w_st_

br__n

Activity 3.

Quyidagi gaplarni so'roq va bo'lishsiz gaplarga aylantirib yozing.

1. I shall be free at 5 tomorrow. 2. It is going to rain. 3. We are going to spend our practical hours at an office. 4. Tom will finish to copy out the text in a few minutes. 5. I shall be at home at this time tomorrow. 6. They are going to translate the article. 7. I shall have a rest, when I finish my work. 8. The students will have a State examination on English, when they are in the fourth course.

Activity 4.

Quyidagi gaplarni alternativ so'roq gaplarga aylantirib yozing.

1. Ann is very busy on week-days. 2. Our students stay at the Institute till 2 or 3 lock. 3. He met his friend in the street yesterday. 4. This is an English book. 5. They discussed this problem last week. 6. Dima has a very good memory. 7. The historical monuments of Bukhara are famous all over the world. 8. Snow covered the ground.

LESSON 7.

a) Grammar: Negative statements. Negative pronouns.

b) Vocabulary: Text – In the library.

Negative statements.

Inkor gaplar - bu biron bir narsani yolg'on ekanligini ko'rsatadigan gaplardir. Ingliz tilida biz yordamchi fe'ldan keyin **"not"** inkor yuklamasini qo'shib, inkor gaplarni hosil qilamiz. Quyida misollarni ko'rib chiqamiz.

- David **is not** a happy person.
- The clouds **were not** blocking the sun's rays.
- I **am not** flying to England.
- This **is not** the way to Nashville.
- They **are not** from Ecuador.
- He **didn't** eat white rice.

- We **were not** sad when he left.
- They **don't** do yoga.
- She **did not** like Bihram Yoga.
- He **doesn't** have to go to work.

Qisqartma shakli

Norasmiy va og'zaki nutqda inkor shakl qisqartmalaridan foydalanish mumkin. Masalan:

- David **isn't** a happy person.
- The clouds **weren't** blocking the sun's rays.

Quyidagi jadvalda '**be**' fe'lining qisqartma shakli namuna qilib ko'rsatilgan:

am	qisqarmaydi
is not	isn't
are not	aren't
was not	wasn't
were not	weren't

Negative pronouns.

Ingliz tilida bo'lishsizlik olmoshlariga quyidagi olmoshlar kiradi:

- **no** [n)v] – hech qanday
- **none** [nnn] – hech qaysi, hech kim, hech narsa
- **nobody/no one** ['n)v(b)di]/[n)vwnn] – hech kim
- **neither** ['naið] – na unisi, na bunisi (ikkilasidan hech qaysi)
- **nothing** ['nnθi*] – hech narsa

Bo'lishsizlik olmoshlari biron bir predmet, sifat, belgi yo'qligini bildirish uchun ishlatiladi.

1. **no**, **neither** olmoshlari shaxs-son va rod kategoriyalariga ega emas va ular o'zi ifodalayotgan otning (predmetning) oldidan ishlatiladi. Bunday holatda, otlar oldidan hech qanday artikl, ko'rsatish va egalik olmoshlari ishlatilmaydi. *Masalan:*

-We really must hurry. There's **no** time to lose.

-There are **no** magazines for you today.

-**Neither** road goes to the train station.


2. Agar gap tarkibida bo'lishsiz olmosh bo'lsa, bu holda fe'l-kesim tasdiq shaklida bo'ladi, chunki ingliz tili grammatikasi qoidalariga ko'ra gapda faqatgina bitta inkor bo'lishi kerak. Agar gapda fe'l-kesimning o'zi inkor shaklda ishlatilsa, unda gumon olmoshlardan foydalanamiz. *Masalan:*

She *said* **nothing**. (fe'l-kesim tasdiqda bo'lgani uchun bo'lishsiz olmoshdan foydalanilgan)

She *didn't say* **anything**. She just shook her head. (fe'l-kesim inkor shaklda turgani sababli gapda gumon olmoshi ishlatilgan)

3. **No** bo'lishsiz olmoshi ot-olmosh vazifasida kela olmaydi, uning o'rniga **none** ishlatiladi. U gapda ham sanaladigan birlik va ko'plikdagi, ham sanalmaydigan otlar o'rnida ishlatiladi. *Masalan:*

Are there any magazines for me today? – No, there are **none**.

none of  **my friends**
these/those flowers
us, them

None of my relatives **have/has** seen the film.

4. No olmoshi - body, -one, -thing va -where so'zlari bilan qo'shilib, yangi so'z yasaydi.

no  **Nobody, no one**
Nothing
Nowhere

I saw **nobody** there yesterday.

I could find **nothing** at the shop that appealed to me.

Text: In the library.

Vocabulary:

library- kutubxona

different- turli xil

subject- fan

shelf (shelves)- tokcha

to need- muhtoj bo'lmoq

new- yangi

clean- toza, ozoda

large- katta

near- yaqinida

There are many big and small libraries everywhere in our country. They have millions of books in different languages. You can find there the oldest and the newest books. Every school has a library. Pupils come to the library to take books on different subjects. The school library where Oleg studies is good. It is a large clean room. There are four big windows in it. The walls are light blue. There are a lot of shelves full of books. You can find books on literature, physics, history, chemistry, geography, biology and other subjects. There are books in English, too. On the walls you can see pictures of some great writers and poets. On the table near the window you can always see beautiful spring and autumn flowers. Oleg likes to go to the library. He can always find there something new, something he needs.

Activity 1. Tasdiq gaplarni inkor gapga aylantiring.

1. I watch TV.
2. We play football.
3. It is boring.
4. She cleans her room.
5. You ride your bike every weekend.
6. Sandy takes nice photos.
7. They open the windows.
8. He buys a new CD.
9. I am late.
10. She has a cat.

Activity 2. Soʻz tartibiga rioya qilgan holda inkor gap tuzing.

1. the the cat on is roof not sitting
2. wear sunglasses does not she
3. he moment the not is here at
4. museum to not the Pat and Sue walking are
5. the making is not Laura beds
6. not I like do fish
7. children in the not room are their
8. Italy I from not am
9. she her bike does often ride not
10. sleeping in not are a they tent

Activity 3. Bo'lishsizlik olmoshlaridan foydalangan holda gaplar tuzing.

No one Nowhere Nothing No None Neither not

1. _____ came.
2. He appeared out of _____.
3. There is _____ for you today.
4. There _____ for us to think about.
5. There's _____ place for us to sit here.
6. There's _____ for me to hang my coat.
7. There's _____ to talk to here.
8. I did _____ see anyone.
9. I can see _____.
10. _____ of the men is wearing a tie.
11. _____ of the rooms was ready.
12. This is _____ a car.

Activity 4. Matni o'qing va bo'lishsizlik shaklidagi gaplarni aniqlang.

She was a babysitter in her home. She took care of 10 little children. They were not her little children. They were the sons and daughters of other people. She did not have a son. She did not have a daughter. She was not a mother. She was a babysitter. The children were 1 to 4 years old. She babysat them all. She kept them in her house all day. They all stayed in her living room. She gave them toys to play with. She gave them books to look at. She gave them pillows and blankets. Some kids played with the toys. Some kids looked at the books. Some kids slept. She usually didn't watch the kids. She usually watched the TV.

Activity 5. Quyidagi gaplarni ingliz tiliga tarjima qiling.

1. Ular hozir juda ham bandlar. 2. Siz bugun bo'shmisiz? 3. Muhandislar zavoddalar. 4. Biz hozir darsdamiz. 5. Direktor mitingda. 6. U ingliz. 7. Buxoro qadimiy shahar. 8. U tajribali quruvchi.

Activity 6. Quyidagi gaplarni ona tilingizga tarjima qiling.

1. Karim is on duty today. 2. They are at the lecture hall. 3. We are busy now. 3. I am interested in English. 4. He is fond of football. 5. They are hungry.

LESSON 8.

a) *Phonetics*: 1. Spelling 2. Word stress.

b) *Grammar*: Auxiliary verbs **to have** and **to be** in Present and Past Tenses

Spelling Rules (Imlo qoidalari)

Talabalar bilishi kerak bo'lgan birinchi imlo qoidalari.

1. Har bir so'zda kamida bitta unli bo'ladi.

2. Har qanday bo'g'inda bitta unli bo'ladi.

3. **C / k / yoki / s /** deb talaffuz qilish mumkin. **C** harfi (e, i va y) dan oldin kelganda doim (cent, city, cycle) / **s /** deb talaffuz qilinadi. Qolgan barcha hollarda /**k /** deb o'qiladi (cat, coat, clip, crocodile).
4. **G / g / yoki / j /** deb talaffuz qilinishi mumkin. **G e / i / , /e/ va /y/** dan oldin (gigantic, gym, germs) [j] deb o'qiladi. Qolgan barcha hollarda / g / deb talaffuz qilinadi. (garden, glad, goat, gun).
5. **Q** dan keyin har doim **u** harfi keladi (queen, queue,).
6. Bitta unli bo'lgan bir bo'g'inli so'zning oxirida f, l va s undoshlarini ikkilantiring (stiff, spell, pass).
7. So'z oxirida / **k /** tovushini yozish uchun biz /**ck /yoki / k/** dan foydalanamiz. Qisqa unidan keyin (sick) **ck** dan foydalaning. Qolgan barcha hollarda **k** dan foydalaniladi (milk).
8. Ismlarni katta harf bilan yozing.

Word Stress (So'z urg'usi)

So'z urg'usi- bu ingliz tilida so'zlashishni tushunish uchun sehrli kalitingiz. Ingliz tili tashuvchilari o'z ona tillaridagi so'zlardagi urg'uni tabiiy ravishda ishlatadilar. So'z urg'usi ular uchun shunchalik tabiiyki, hatto undan foydalanayotganlarini sezmaydilar. Ingliz tilida biz har bir bo'g'inni bir xil kuch bilan aytmaymiz. Bir so'z bilan aytganda, biz bitta bo'g'inga urg'u beramiz. Biz bir bo'g'inni juda baland, qolganlarini esa sekingina talaffuz qilamiz.

Keling, uchta so'zni olaylik: **photograph, photographer and photographic**. Ularning talaffuzi bir xilmi? Yo'q, chunki biz har bir so'zda turli bo'g'inlarni ta'kidlaymiz (urg'u beramiz). Shunday qilib, har bir so'zning "shakli" har xil.

"To be" fe'lining hozirgi noaniq zamonda tuslanishi

"To be" (bor, bor bo'lmoq degan ma'nolarni anglatadi) fe'li hozirgi noaniq zamonda 3 xil shaklga ega: I shaxs birlik uchun "am", III shaxs birlik uchun "is", qolgan hamma shaxslar uchun birlik va ko'plikda "are" shaklga ega:

Birlik

I. I am a student

- II. You are a student
III. He is a student
She is a student
It is a table

Ko'plik

"to be" fe'lining hozirgi noaniq zamondagi so'roq shakli "to be" fe'lining tegishli shakli (am/is/are) ni egadan oldinga qo'yish orqali yasaladi.

Birlik

- I. Am I a student?
II. Are you a student?
III. Is he a student?
Is she a student?
Is it a table?

Ko'plik

- I. We are students
II. You are students
III. They are students

"to be" fe'lining hozirgi noaniq zamondagi bo'lishsiz shakli "to be" fe'lining tegishli shakli (am/is/are) dan keyin "not" inkor yurlamasini qo'yish orqali yasaladi.

Birlik

- I. I am not a student
II. You are not a student
III. He is not a student
She is not a student
It is not a table

Ko'plik

- I. We are not students
II. You are not students
III. They are not students

Activity 1. Gaplarni to'g'ri yozilgan so'zlar bilan to'ldiring.

1. There are (eight, ieght) candles on the cake.
2. I have not (recieved, received) a letter since Saturday.
3. Have you ever been on a (sleigh, sliegh) ride?
4. Her (neice, niece) is going to come to (grief, greif).
5. She (shrieked, shreiked) in surprise when he dropped the ice cube down her back.
6. Drop that silver, you (theif, thief)!

7. He's the most (conceited, conciated) man I know.
8. I don't (beleave, believe) he is so (conceited, conciated).
9. As he was dying, the (cheif, chief) asked for a (preist, priest).
10. Leave the mouse a (peice, piece) of cheese.
11. Brevity is the soul of wit; therefore, be (breif, brief).
12. The (freight, frieght) train woke the (nieghbors, neighbors).

Activity 2. Ushbu so'zlarning to'g'ri urg'u qo'yilgan shaklini toping.

1. Can you pass me a plastic knife?

- PLAS-tic
- plas-TIC

2. I want to be a photographer.

- PHO-to-graph-er
- pho-TO-graph-er

3. Which photograph do you like best?

- PHO-to-graph
- pho-TO-graph

4. He was born in China.

- CHI-na
- Chi-NA

5. Whose computer is this?

- com-PU-ter
- com-pu-TER

6. I can't decide which book to borrow.

- DE-cide
- de-CIDE

7. Couldn't you understand what she was saying?

FOR AUTHOR USE ONLY

- un-DER-stand
 - un-der-STAND
8. Voting in elections is your most important duty.
- im-POR-tant
 - im-por-TANT
9. We had a really interesting conversation.
- con-VER-sa-tion
 - con-ver-SA-tion
10. How do you pronounce this word?
- PRO-nounce
 - pro-NOUNCE

Activity 3. "to be" feliga doir iboralarni yodlang

- to be ill - kasal bo`Imoq
- to be well - sog'aymoq
- to be hungry - och qolmoq
- to be wet through – ho`l bo`Imoq
- to be thirsty - chanqamoq
- to be interested in - qiziqmoq
- to be glad - xursand bo`Imoq
- to be happy - baxtli bo`Imoq
- to be married to - uylanmoq (turmushga chiqmoq,
- to be busy - band bo`Imoq
- to be free – bo`sh bo`Imoq
- to be angry - jahli chiqmoq
- to be fond of - qiziqmoq, yaxshi ko`rmoq
- to be situated - joylashgan bo`Imoq
- to be of the same age - tengdosh bo`Imoq

to be late for - kechikmoq
to be in - ichkarida bo`Imoq
to be out - tashqarida bo`Imoq
to be away - tashqarida (yurtidan) bo`Imoq
to be sorry - kechirim so`ramoq
to be on duty - navbatchi bo`Imoq
to be founded - asos solmoq
to be equipped - jihozlangan bo`Imoq
to be at a loss - mushkul ahvolga tushmoq
to be good at - qobiliyatli bo`Imoq
to be at war - Jang olib bormoq
to be tired - charchagan bo`Imoq
to be good enough to - rahmdil (saxiy,ko'ngiljan) bolmoq

Activity 4. Quyidagi gaplarni ingliz tiliga tarjima qiling.

1. Ular hozir juda ham bandlar. 2. Siz bugun bo'shmisiz? 3. Muhandislar zavoddalar. 4. Biz hozir darsdamiz. 5. Direktor mitingda. 6. U ingliz. 7. Buxoro qadimiy shahar. 8. U tajribali quruvchi.

LESSON 9.

- a) *Vocabulary:* Text: At the English lesson
- b) The tongue twisters
- c) Seasons

At the English Lesson

I am a pupil of the eighth form. I study at school 14 in Kiev.

The pupils of our school learn different languages: Russian, English, French and German.
I learn English.

I have my English three times a week. Every Monday, Wednesday and Friday I take my English textbook, vocabulary and exercise-book and go to my English lesson.

The bell rings and the teacher and the pupils come into the classroom. We sit down at our tables, open our textbooks and the lesson begins. During the lesson we listen to the tape recorder, ask each other questions and speak out on what we have heard. Sometimes it is a story, sometimes it is a dialogue or a conversation. They are not very long but they are always very interesting.

We speak English a lot, but we also read texts from our textbook. During the lesson we also write sentences on the blackboard, learn grammar rules and do exercises. Twice a month we have our home reading lesson. At this lesson we speak about what we have read and discuss interesting episodes from our book.

I never get bad marks in my English because I always prepare my homework well.

I like my English lessons very much and come to them with joy.

Questions:

1. What do you study in school?
2. Do you like your English lessons?
3. Do you play games at your English lesson?
4. Do you like doing homework?
5. What do you usually do at your reading lesson?
6. How many times a week do you have your English lesson?

CLASSROOM LANGUAGE



Tongue twisters

Tez aytish -odatda alliteratsiya yoki deyarli o'xshash tovushlarning ketma-ketligi tufayli nutqida nuqsobi bor o'quvchilarga yordam beradi.

1. A big bug bit the little beetle but the little beetle bit the big bug back.
2. Fresh fried fish,
Fish fresh fried,
Fried fish fresh,
Fish fried fresh.
3. I scream, you scream for ice cream.

4. A good cook could cook as much cookies as a good cook who could cook cookies.
5. Three thin thieves thought a thousand thoughts. If three thin thieves thought a thousand thoughts how many thoughts did each thief think?
6. The blue bluebird blinks.
7. If you want to buy, buy, if you don't want to buy, bye-bye.
8. Give papa a cup of proper coffee in a copper coffee cup.
9. Professional pumpkin pickers are prone to pick the plumpest pumpkins.
10. Peter Piper picked a peck of pickled peppers. How many pickled peppers did Peter Piper pick?

Seasons

Winter, spring, summer and autumn are the seasons of the year. December, January and February are the winter months. The weather is cold, usually it snows. The days are short and the nights are long. The rivers and lakes freeze and we can go skating and skiing. March, April and May are the spring months. It is a very nice season. The weather is fine, it is warm. There are many green trees in the streets in the parks and in the yards. Sometimes it rains but usually the sun shines brightly. The birds return from the hot countries and build their nests. June, July and August are the summer months. It is hot or warm. The days are long and the nights are short. There are many nice flowers in the parks and squares in the summer. The pupils do not go to school, they have summer holidays. June is the first month of summer. We have the longest day and the shortest night in the year on the 21st-22nd of June. July is the middle month of summer. It is hot and sun shines brightly. The sky is blue and cloudless. August is the last summer month some times it is cold in August, but there are many mushrooms, berries and fruits. September, October and November are autumn months. The weather is changeable. It often rains. You can see yellow, red, brown leaves everywhere. It is time to gather the harvest.

Activity 2. To'rt kishi haqida o'qing. Har biri qaysi fasl haqida gapirayotganini toping va bo'shliqni to'ldiring.

Sara

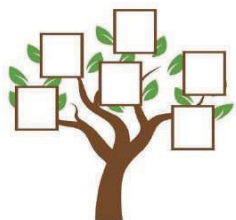
I loveI really like waking up in the morning and seeing new snow outside in the garden. My children love going outside and making a snowman. I also like seeing all my friends and family at

James

My favourite season is I like it because winter is finished and the evenings are light again. I don't like the dark evenings. I love the flowers in the parks and gardens and seeing the leaves grow on the

Activity 3. O'zbekistondagi sevimli mavsumingiz qaysi? Sevimli faslingiz haqida yozing.

Activity 4. Quyida berilgan "Oila daraxti" ni to'ldiring.

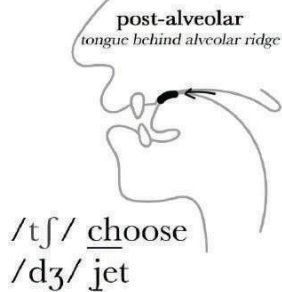


LESSON 10

- a) *Phonetics*: The affricates
- b) *Grammar*: Word order

The affricates

Affrikat undosh tovushlari havoning to'liq bloki (to'silishi) bilan boshlanib, darhol frikativ (qisman blok) ga o'tish orqali hosil bo'ladi. Inglizcha talaffuzda 2 ta afrikat fonema mavjud:



/tʃ/ - bu ovozsiz affrikat undosh tovush, u faqat havo chiqishi yordamida talaffuz qilinadi.

/tʃ/: chease, cach, digestion, gesture

/dy/ - bu ovozli afrikat undosh tovush, ovoz chiqarilganda tovush paychalari tebranadi.

/dʒ/: *agenda, jar, hedge*

Activity 1. Quyidagi so'zlarni talaffuz qiling va yodda saqlang.

- | | | | |
|-----------------------------------|-------------------|--------------------|-----------------------|
| 1. riches, ridges
leech, liege | etch, edge | choke, joke | searching, surging |
| 2. mashed, marched
dish, ditch | cash, catch | sherry, cherry | fuchsia, future |
| 3. marshy, Margie | cashing, cadging | languish, language | bash, badgeshell, gel |
| 4. lesion, legion | pleasure, pledger | version, virgin | |

Word order in English sentence

Asosiy so'z tartibi (subject, verb, object) (ega+kesim+ikkinchi darajali bo'laklar)			
Subject	Verb	Object	
<i>I</i>	<i>like</i>	<i>apples.</i>	
<i>She</i>	<i>speaks</i>	<i>English</i>	<i>very well.</i>
<i>He</i>	<i>doesn't speak</i>	<i>English</i>	<i>well.</i>
<i>They</i>	<i>ate</i>	<i>fish</i>	<i>yesterday.</i>
<i>We</i>	<i>are having</i>	<i>lunch</i>	<i>now.</i>

So'z tartibi: place and time (o'rin-joy va payt)		
subject + verb	place	time / when
<i>I cycle</i>	<i>to school</i>	<i>every day.</i>

<i>We left</i>	<i>home</i>	<i>at 8 o'clock.</i>
<i>He arrived</i>	<i>at our house</i>	<i>an hour ago.</i>
<i>She has lived</i>	<i>in the town</i>	<i>since 1975.</i>

Odatda o'rin-joyini ifodalovchi so'zlar payt ravishlaridan oldin keladi.

I went to London last year.

~~*I went last year to London.*~~

I write my reports at my desk every morning. (*subject/verb/object/place/time*)

Kate swims laps in the pool every night. (*subject/verb/object/place/time*)

Odatda ish-harakatning qanchalik tez-tez takrorlanishini ko'rsatuvchi payt ravishlari yoki asosiy fe'l oldidan yoki yordamchi "to be" fe'lidan so'ng qo'yiladi.

subject	<i>always, usually, normally, generally, often, sometimes, never</i>	verb
John	often	gets to work early
John is	often	here early
John	sometimes	gets to work early.
John	never	gets to work early

Ba'zi predloglar so'roq gaplarning oxirida keladi

Question words	subject + verb	preposition
<i>Where</i>	are you	<i>from?</i>
<i>What</i>	school did you go	<i>to?</i>
<i>What</i>	was the meeting	<i>about?</i>

Activity 2. So'z tartibiga rioya qilgan holda tasdiq gap tuzing.

1. go / now / home / will / I →
2. give / the present / tomorrow / we / him / will →
3. her / met / last night / at / we / the station →
4. was / last week / he / in hospital →
5. in Greece / spend / I / will / next year / my holiday →
6. must / at five o'clock / leave / we / the house →
7. the library / take / I / the book / will / today / to →
8. my mum / breakfast / in the morning / made →
9. tonight / want / to the cinema / to go / we →
10. wrote / last week / they / at school / a test →

Activity 3. So'z tartibiga rioya qilgan holda tasdiq gap tuzing.

1. always / at nine o'clock / out of the garage / in the morning / drives / his car / he
2. he / to town / after breakfast / often / Mrs Hodges / takes
3. a parking place / near the shops / they / find / rarely
4. sometimes / in a garage / Mr Hodges / his car / parks
5. fly / with my parents / to Florida / sometimes / I / in winter
6. late / came / last year / she / often / to school / in spring

7. often / have / at about three o'clock / a cup of tea / they / at the hotel / in the afternoon

8. meet / at the sports ground / they / after dinner / always / their friends

9. enjoys / very much / swimming / in our pool / always / in the morning / she

10. hardly / last year / could / ski / he

LESSON 11

a) *Vocabulary:* Text – My house: In the living room

b) In the kitchen

Activity 1. Matn bo'yicha yangi so'zlarni o'rganing.

neither ... nor – na unisi, na bunisi

enter – kirmoq

living room – mehmonxona

middle – o'rtasi, markazi

light – yorug'

kitchen – oshxona

stairs – zinalar

get together – birga yig'ilmoq, to'planmoq

upstairs – tepada

ceilings – shift

wardrobe – kiyimlar jovoni

horizontal bar – turnik

punch bag – boks qopi

swing – halinchak (kacheli)

tools – aslahalar

My House

I live in a house. I like my house very much. It's neither big nor little. When you enter the house, you see a big living room. There is a sofa and a round table in the middle of the living room. There is a big TV-set on the wall. My living room is light as there are 4 big windows. There is a kitchen to the right and stairs to the upper floor. The kitchen is big, and the whole family can get together for dinner there. My parents also like to invite their friends for dinner. My room is upstairs. It's big, with high ceilings. There is not much furniture there, only my bed, my wardrobe and a couple of shelves. I keep my pets in the room. I have many of them: mice, rats, hamsters, fish, parrots. I even have a ferret. So there are cages all over the room. My parents' room, my elder sister's room, my younger brother's room and my granny's room are also upstairs. There is a yard around the house. My granny likes to grow flowers there. My dad made a small sports ground with a horizontal bar and a punch bag. There is a swing opposite the sports ground.

Matn bo'yicha savollar:

1. Have you got a house or a flat? Is it big or small?
2. Describe the outside of your house or flat.
3. How many rooms are there in your house (flat)?
4. What rooms are they?
5. Is there a balcony, a lawn, a garage, a drive?
6. What colour are the walls and roof?
7. Is there a hall, an attic, a cellar, an office?

Activity 2. Gaplarni o'qing va ko'zda tutilayotgan predmet(lar)ni toping.

1. You put clothes in this. (two things) a wardrobe and a chest of drawers

2. You can see your face in this.
3. You put flowers in this.
4. This wakes you up in the morning.
5. You put books in this.
6. This is on the floor. You can walk on it.
7. When you are using these, you can't see out of the window. (two things)
8. You sit in this.
9. This keeps you warm in bed.
10. You put your head on this in bed.
11. You put these on your bed or on a chair.

In the kitchen

Activity 1. Oshxona anjomlarini o'rganing.

- | | | |
|-------------------|-------------------|-------------------|
| • Tea maker | • Bread basket | • Rolling pin |
| • Toaster | • Bowl | • Measuring spoon |
| • Kettle | • Teapot | • Whisk |
| • Mixer | • Measuring cup | • Wooden spoon |
| • Refrigerator | • Baking tray | • Strainer |
| • Blender | • Timer | • Steak hammer |
| • Cabinet | • Spice container | • Spoon |
| • Cupboard | • Chopping board | • Spatula |
| • Dish soap | • Grater | • Mesh skimmer |
| • Kitchen counter | • Pie plate | • Cleaver |
| • Dinner table | • Salad spinner | • Ladle |
| • Kitchen scale | • Colander | • Knife |
| • Pedal bin | • Butter dish | • Kitchen shears |
| • Grill | • Oven glove | • Fork |
| • Drawer | • Napkin | • Cutlery |
| • Apron | • Chopsticks | • Corkscrew |

- Cake slice
- Pressure cooker
- Casserole dish
- Frying pan
- Cooker

After my bedroom, kitchen is my favorite room in the house. We love gather here for dinner while talking, laughing and discussing different day-to-day things. So the kitchen seems to be the heart of our home and family. During daytime it is very bright with a lot of natural light. This room is full of personality and I consider it keeps up the feel of our family as soon as you enter the house. As for appliances, our kitchen is well-equipped. There is a microwave, stove, oven, fridge, electric kettle, dishwasher and coffeemaker. Being a child I remember our kitchen was small and we were sitting around the table while grandmother was taking cinnamon buns from the oven. Now our cupboard space is not limited and we are lucky that we have a larder style cupboard under the stairs in the kitchen, so all tin goods are kept in there. Our spice rack has lots of various spices and herbs. My favorite part of the kitchen is a windowsill where I can sit and look at the awesome landscape changing every season.

Activity 2. Chap tomonda berilgan so'zlarni mosini topib bo'shliqlarni to'ldiring.

KITCHEN

Question: What kinds of things are in your kitchen?

- Complete the 15 sentences with the words on the left.



- B** blender *n.*
bowl *n.*
- C** cup *n.*
cutlery *n.*
cutting knife *n.*
- F** frying pan *n.*
- G** glass *n.*
- K** kettle *n.*
- M** microwave *n.*
- P** plate *n.*
pot *n.*
- R** refrigerator *n.*
- S** spatula *n.*
stove *n.*
- T** toaster *n.*

1. This food is frozen, so you should put it in the microwave for three minutes.
2. I need a _____ to fry some vegetables.
3. Let's make spaghetti! Where is the _____ to boil some water?
4. Of course, I need a _____ to make toast.
5. Would you like a _____ of water?
6. I need to cut some vegetables for the soup, so I need a _____.
7. Please remember to put the milk back into the _____.
8. I'm going to make a fruit smoothie. Where is the _____?
9. People use _____s to put food on.
10. You'll probably need to use a _____ when you cook with a frying pan.
11. People usually keep their _____ (knives, forks, and spoons) in a drawer in the kitchen.
12. Most people cook with a _____. Some are electric, and some use gas.
13. Of course, you'll need to use a _____ when you have soup or cereal.
14. For cold drinks, you can use a glass. But for hot drinks (like coffee or tea) use a _____.
15. A _____ is used to boil water when you want to make coffee or tea.

LESSON 12

a) *Phonetics*: The intonation

b) *Grammar*: Personal pronouns

The intonation (Ohang)

Ingliz tilida ikkita asosiy intonatsiya qoliplari mavjud: tushuvchi (**falling intonation**) va ko'tariluvchi intonatsiya (**rising intonation**). Quyidagi misollarda pastga o'q (◡) intonatsiyaning pasayishini, yuqoriga o'q (>) esa intonatsiyaning ko'tarilishini ko'rsatadi. Shunga qaramay, bu qoidalar emas, balki odatda ingliz tilida so'zlashuvchilar tomonidan qo'llaniladigan belgilar.

Examples of Rising Intonation

1. Savol berayotganda biz ko'tarilayotgan intonatsiya modelini ishlatamiz. Shunday qilib, bizning ovoqimiz balandligi oshadi. Masalan:

- 'when does the meeting start?' - '...start?' rises up, it comes up in the voice
- 'would you like a cup of tea?' - '...tea?' rises up
- Can I /**help** you? —
- Can I hear that a/**gain**? –
- Can they /**get** here in time? Can we /**go**? –
- Can you /**wait** a moment, please?

2. Uyushiq bo'lakli gaplarda ham biz ko'tariluvchi intonatsiyadan foydalanamiz.

- 'I'd like some eggs, some milk, some cheese and some bread.'

Bunda vergul bilan ajratilgan har bir bo'lak ko'tariluvchi intonatsiya bilan, faqatgina gapni tugallayotgan bo'lak esa tushuvchi ohang bilan talaffuz qilinadi.

Examples of Falling Intonation:

1. Biz odatda buyruq, his-hayajonli va darak gaplarda tushuvchi intonatsiyadan foydalanamiz.

'put that down!'

'go over there'

'stand against the wall'

'put that over there'

'that's wonderful'

Personal pronouns

Kishilik olmoshlari - shaxsning jinsini, sonini ko'rsatadi. Ingliz tilida kishilik olmoshlari 2 ga bo'linadi.

1. Nominative Case (Bosh kelishikdagi kishilik olmoshlari)
2. Objective Case (Ob'ekt kelishigidagi kishilik olmoshlari: **-ni, -ga, -dan**)

Nominative Case		Objective Case	
I You He She → It	We You They	Me You Him → Her → It	Us You Them
<ul style="list-style-type: none"> • Gapda doimo ega vazifasida keladi. 		<ul style="list-style-type: none"> • Gapda doimo to'ldiruvchi vazifasida keladi. 	
<ul style="list-style-type: none"> • Gapda kesimdan oldin keladi. 		<ul style="list-style-type: none"> • Gapda kesimdan keyin keladi. 	
<i>I went to he shop.</i>		<i>Karim gave me his skates.</i>	
<i>We don't smoke.</i>		<i>They promised Anvar to take him to the mountains.</i>	
<i>She is playing with her cat.</i>		<i>Don't leave us alone.</i>	

Activity 1. Ushbu gaplardagi ohang ko'tariluvchi yoki tushuvchi ekanligini aniqlang.

1. "I like cookies."
2. "We don't have time."
3. "Sarah is here."
4. "Will I be involved?"
5. "Can they finish the project in time?"
6. "Is English important or urgent?"
7. "Is there a secret?"
8. "Do you have an idea for a solution?"
9. "Why do we need to focus on this?"
10. "How can I connect with my audience?"

Activity 2. Qavs ichidagi so'zlarni kishilik olmoshlariga o'zgartiring.

1. is dreaming. (**George**)
2. is green. (**the blackboard**)
3. are on the wall. (**the posters**)
4. is running. (**the dog**)
5. are watching TV. (**my mother and I**)
6. are in the garden. (**the flowers**)
7. is riding his bike. (**Tom**)
8. is from Bristol. (**Victoria**)
9. has got a brother. (**Diana**)
10. Have got a computer, Mandy?

Activity 3. Testni bajaring.

1. The teacher always gives the students homework.
 - a) me
 - b) them
 - c) you
2. I am reading the book to my little sister.
 - a) her

b) us

c) him

3. The boys are riding their bikes.

a) it

b) them

c) her

4. My father is writing a letter to John.

a) me

b) her

c) him

5. I don't know the answer.

a) she

b) her

c) it

6. Sally is going to see Anne.

a) her

b) him

c) me

7. Open the window, please.

a) it

b) them

c) us

8. Can you tell the people the way to the airport, please?

a) you

b) them

c) us

9. The books are for Peter.

a) him

b) her

c) you

10. Can you help my sister and me, please?

- a) her
- b) me
- c) us

LESSON 13.

- a) *Vocabulary:* Text- In the garden.
- b) My favourite sport
- c) Famous sportsmen.

Activity 1. Quyidagi so'zlardan foydalangan holda " In the garden " mavzusida matn tuzing.

Vocabulary:

garden	daisy
sunflower	to dig
to plant	to grow
warehouse	flowers
lilies	to water
area	fruits
vegetables	spade

My favourite sport (Types of sports)

There are so many sports available in the world nowadays, but we can categorize them by the numbers of players, the three main categories are:

individual sport

- wrestling
- tennis

dual sport

- table tennis
- chess

eam sport.

- football
- basketball

Activity 2. Sport turlari haqidagi bilimingizga tayangan holda yuqoridagi jadvalni davom ettiring.

- soccer
- basketball
- tennis
- baseball
- golf
- running
- volleyball
- badminton
- swimming
- boxing
- table tennis
- ice skating
- roller skating
- cricket
- rugby
- pool
- darts
- football
- bowling
- ice hockey
- surfing
- karate
- horse racing
- snowboarding
- skateboarding
- cycling
- archery
- fishing
- gymnastics
- figure skating
- rock climbing
- sumo wrestling
- taekwondo
- fencing
- water skiing
- jet skiing
- weight lifting
- scuba diving
- judo
- wind surfing
- kickboxing
- sky diving
- hang gliding
- bungee jumping

LESSON 14.

- a) Grammar: Category of noun.
b) Vocabulary: Famous sportsmen.

The Noun

Shaxs, buyum, hodisa yoki joyning nomini ifodalab Who? What? savollaridan biriga javob bo'luvchi so'zlarga The Noun (Ot) deyiladi.

Otlar shakliga ko'ra sodda, yasama va qo'shma otlarga bo'linadi:

Sodda otlar: Hech qanday qo'shimcha olmay faqat bitta so'zdan iborat otlar sodda otlardir:

A book *kitob* **a pen** *ruchka* **a school** *maktab* **a table** *stol*

Yasama otlar: So'z yasovchi qo'chimchalar yordamida yasalgan otlar yasama otlar deyiladi. Eng ko'p ishlatiladigan ot yasovchi qo'shimchalarga quyidagilar kiradi:

- **ment:** agreement – *kelishuv*, government - *hukumat*, excitement – *hayajon*.
 - **age:** marriage – *nikoh*, storage – *ombor*, passage – *o'tish yo'li*.
 - **al:** arrival – *yetib kelish*, *tashrif*, proposal – *taklif* (!)
 - **ance, ence:** importance – *muhimlilik*, difference – *farq*
 - **tion/-sion:** connection – *aloqa*, pollution – *ifloslanish*,
 - **(i)ty:** equality – *tenglik*, safety, security – *xavfsizlik*.
 - **ture/-sure:** mixture – *aralashma*, pleasure – *rohat*.
 - **ness:** happiness – *baxt*, kindness – *mehribonlik*.
 - **hood:** childhood – *bolalik*, neighbourhood – *qo'shniçilik*.
 - **dom:** freedom – *ozodlik*, wisdom – *donolik*.
 - **ship:** friendship – *do'stlik*, scholarship – *ilmilik*.
 - **ism:** journalism - *jurnalistika*, nationalism - *milliylik*
- (Yuqoridagi qo'shimchalar asosan mavhum otlar yasaydi).
- **er/-or:** worker - *ishchi*, writer - *yozuvchi*, director - *direktor*
 - **ist:** artist – *rassom*, pianist – *pianinochi*, typist – *yozuv teruvchi*.

- **ian**: Russian – *rus, ruscha*, librarian – *kutubxonachi*.

Old qo'shimchalar:

- re-:** reconstruction – *qayta qurish*, reflection - *aks*
co-: coexistence – *bir vaqtda mavjud bo'lish*, co-author – *ikkinchi muallif*
dis-: disarmament - *qurolsizlanish*, dishonesty - *viydonsizlik*
mis-: misunderstanding – *tushunmovchilik*, misrule – *noto'g'ri boshqarish*
over-: overestimate – *ortiqcha baho bermoq*, overflow – *toshib ketmoq*
un-: uneasiness – *tashvish, xavotir*, unanimity – *hamjihatlik, birdamlik*
under-: underestimate - *mensimaslik*, under-secretary – *ministr o'rinbosari yoki yordamchisi*
in: inequality - *tengsizlik*, inefficiency - *samarasizlik*
sub: subdivision (подразделение), submission (подчинение)
inter: interaction (взаимодействие), interchange (обмен)

Qo'shma otlar: tarkibida bittadan ortiq so'z yoki predlog bo'lgan otlar qo'shma otlardir:

postman – <i>pochtachi</i>	mother-in-law - <i>qaynona</i>
aircraft – <i>samolyot</i>	sunlight – <i>quyosh nuri</i>
go-between - <i>dallol</i>	marry-go-round - <i>karusel</i>
forget-me-not - <i>gul turi</i>	walking-stick - <i>hassa</i>

- Otlar atoqli (*proper*) va turdosh (*common*) otlarga bo'linadi.

Proper Nouns: Shaxs, buyum, voqea yoki joylarga atab qo'yilgan otlardir. Masalan:

Bukhara, Uzbekistan, The Pacific Ocean, Tom, World War II va hokazo.

Common Nouns: Bir xil turdagi otlarning umumiy nomidir. Masalan:

a book, a lesson, a friend, a town, sugar, water, fire, a building, ...

Activity 1. Yuqoridagi so'zlardan foydalanib gaplarni tugallang.

attorney beach box cliff
discovery laboratory man match
medium ox piano tooth

1. The age at which the first tooth appears differs greatly from child to child. Very occasionally, children are born with one or more _____.
2. I need some _____ to light the fire.
3. Studies are showing that _____ process information differently from women.
4. Maria needed some legal advice for her businesses, so she contacted two _____
5. New scientific _____ are made every day in _____ throughout the world.
6. The farmer loaded his cart with _____ of fresh vegetables to take to market. His cart was pulled by two _____
7. The north side of the island has no _____ for people to walk on. There are only steep _____ No one can climb these walls of rock.
8. The music building at the university has 27 _____ for students to play on.
9. People get most of their news about the world through the mass _____, that is, through radio, television, the internet, newspapers, and magazines.

Activity 2. O'qing va jufini toping.

- | | |
|---------------|---|
| a) pen | 1) You can watch it in the lesson and at home. |
| b) pencil | 2) You can paint colourful pictures using them. |
| c) paints | 3) You can read new texts and do many exercises using it. |
| d) dictionary | 4) You can put your pens, pencil and rubbers in it. |
| e) rubber | 5) You can write your homework using it. |
| f) cassette | 6) You can draw pictures using it. |
| g) textbook | 7) You can rub words and lines using it. |
| h) pencil box | 8) You can translate new words using it. |
| i) video | 9) You can listen, repeat and learn new words using it. |

Famous sportsmen

I am really interested in sport. Especially I like swimming, figure-skating, tennis, basketball, and rugby. However, my favourite type of sport is football. I like both playing and watching it. Football is played in many countries. I am a fan of many great players of football. Among them, Maradona, Zidane, Arshavin, Totti, Maldini, Beckham, Cnatona, Messi, Vieri, but most of all I like Ronaldo. I like the way he plays and behaves. He seems to be not only talented but also a strong-willed guy. His full name is Cristiano Ronaldo dos Santos Aveiro. He is considered to be the most expensive footballer of all times. To transfer from “Manchester United” team to Spanish “Real” he was paid more than 83 million pounds. Ronaldo was born on February the 5th, 1985 in Madeira neighborhood. He was the youngest child in a family and his father named him after the American President Ronald Reagan. He started playing football rather early. At the age of eight he already played for the amateur team “Andorinha”. When he turned ten, he signed his first contract with the local club “Nacional”. Today, Ronaldo is one of the best players in the world and he plays as a forward for the Spanish club “Real Madrid”. He is known to be mentally sharp, predicting certain plays, and having very good reactions. He was also the first player to win all main football awards. Apart from being a great player, Ronaldo often donates money and personal possessions to charity funds and people who are in need.

Activity 3. Yuqoridagi matni diqqat bilan o'qing va o'zingiz yoqtirgan sportchi haqida namunadagidek yozing.

LESSON 15.

a) *Grammar: Possessive case*

b) *Vocabulary: Countries and nationalities.*

Possessive case

Ingliz tilida ham o'zbek tilidagi kabi qaratqich kelishigi mavjud bo'lib, u tegishlilik, qaratqichlik ma'nosini anglatadi va kimniki?, kimga tegishli? So'roqlariga javob beradi. Ingliz tilida qaratqich kelishigi (**'s**) bilan belgilanadi.

- *Anna's room: the room that belongs to Anna*
- *her mother's bedroom: the bedroom that her mother sleeps in*
- *the dog's coat: the coat that the dog has*
- *the boy's bike: the bike that belongs to the boy*
- *the woman's shoe: the shoe that belongs to the woman*

*My **sister's** name is Feruza.*

*Our **neighbour's** garden is full of red roses.*

***Julia's** brother has entered the university.*

Bir gapda 2 ta qaratqich kelishigi kelishi ham mumkin. Xuddi shu kabi hodisa o'zbek tilida ham uchraydi.

*My **sister's husband's** company is expanding.*

***Robert's brother's** name is Jim.*

Ko'plik shakldagi otlardan so'ng faqatgina ' qo'shamiz, chunki ko'plikdagi otlar allaqachon

-s ni olgan bo'ladi.

*This is the **children's** ball.*

***Students'** passports are not required.*

Uyushiq bo'lakli gaplarda qaratqichlik belgisi kesimdan oldin turgan otga qo'shiladi.

This is Anne and Jane's grandfather.

*Ammo: **Anne's and Jane's** emas.*

***Activity 1.** Berilgan gaplarni qaratqich kelishigiga aylantirib yozing.*

1. The boy has a toy. → It's the boy's toy

2. Peter has a book. → It's _____

3. The magazine has my picture on its cover. → My picture is on _____

4. Our friends live in this house. → It's _____

5. There is milk in the glass. → It's _____

6. *This house has a number.* → *What is* _____
7. *The walk lasts two hours.* → *It's* _____
8. *John has a sister, Jane.* → *Jane is* _____
9. *The film has a name, "Scream".* → *"Scream" is* _____
10. *This school is for girls only.* → *It's a* _____

Activity 2. *Berilgan so'z birikmasini qaratqich kelishigida yozing.*

1. *the camera / Tom*
2. *the eyes / the cat*
3. *the top / the page*
4. *the daughter / Mr Smith*
5. *the toys / the children*
6. *the names / your friend*
7. *the man / name*
8. *the car / Mike*
9. *the garden / our neighbours*
10. *the birthday / my father*

Countries and nationalities.

Ingliz tilida davlatlar, millatlar va til nomlari har doim bosh harf bilan yoziladi. Millatlarni yozish va taxmin qilish har doim ham oson kechmaydi. Shunga qaramay, ko'p hollarda tez-tez uchraydigan tilni anglatuvchi *-ese*, *-ian*, va *-ish* qo'shimchalarini uchratish mumkin.

Quyidagi misollarni diqqat bilan o'qing va til, millat va davlatdagi o'xshashliklarga e'tiborli bo'ling.

- **Using the country:** *"I live in Spain."*

- **Using the adjective:** “I love Spanish food.”
- **Describing origins:** “I am Spanish” – “I am from Spain” – “He is a Spanish person”
- **Using the language:** “I speak Spanish”
- **Describing cultures:** “The Spanish love to party!”

Activity 3. Quyida berilgan davlatlarga tegishli millatlarni toping.

Canada	Bolivia	Ecuador
U. States	Brazil	Uruguay
Mexico	Chile	Venezuela
Cuba	Colombia	Guatemala
Argentina		Peru

Activity 4. Millat va davlatlarga e'tiborli bo'lgan holda mashqni bajaring.

1. I live in France, I'm _____
2. I live in _____ I'm English.
3. I live in America. I'm _____
4. I live in _____ I'm Irish.
5. I live in Italy. I'm _____
6. I live in _____ I'm Spanish.
7. I live in Germany. I'm _____
8. I live in _____ I'm Japanese.
9. I live in Scotland. I'm _____
10. I live in Great Britain, I'm _____

LESSON 16.

- a) *Grammar:* The use of the article
- b) *Word formation:* The derived nouns

Artikl (Article)

Artikl ingliz tilida otlar oldidan ishlatiluvchi belgi bolib, o'zbek tilida bu so'z turkumi mavjud emas.

Ingliz tilida 2 xil artikl mavjuddir:

- 1) Aniq artikl (Definite article) the
- 2) Noaniq artikl (Indefinite article) a (an)

Noaniq artikl (Indefinite article)

Noaniq artiklning o'zi ham 2 xil a (an) ko'rinishga ega bo'lib faqat birlikdagi otlar oldidan ishlatiladi. Chunki noaniq artikl a (an) "bir"so'zidan kelib chiqqan.

Noaniq artiklningning "a" shakli undosh harf bilan boshlangan, birlikdagi sanaladigan otlar oldidan ishlatiladi: a book, a head, a Union, a University, a bed, a face.

Noaniq artiklningning "an" shakli unli harf bilan boshlangan, birlikdagi, sanaladigan otlar oldidan ishlatiladi: an ear, an ox, an hour, an Institute, an eye.

Noaniq artikl asosan quyidagi holatlarda ishlatiladi:

1. what dan (what bilan boshlanadigan undov gaplar dan) keyin ishlatiladi:

What an interesting book! - Qanday qiziqarli kitob!

What a beautiful girl!-

2. such, quite, rather so`zlaridan keyin ishlatiladi:

It is such an interesting book! - Bu qanday qiziqarli kitob! He is quite an old man! - Bu juda qari kishi!

It is rather a complicated question! - Bu yetarli darajada qiyin savol!

3. so + sifat; too+sifat dan keyin ishlatiladi:

so simple a problem - shunday onson muammo,

too urgent a matter - haddan tashqari shoshilinch masala

4. So'z birikmalarda va iboralarda ishlatiladi:

a lot of -..... lot of books.

a great deal of,

a good deal of,
a great number of,
a good many,
a great many - ko'p
a few - bir necha,
a little - bir ozgina
at a speed of 100- tezlik bilan
at a time when - o 'sha vaqtda, qachonki
It is a pity! - Esiz, attang, afsus!
as a result of - biror bir narsa natijasida
as a matter of fact - to 'g'risini aytganda
to take a fancy to - biror bir ishga qiziqib ketmoq, berilib ketmoq
to have a smoke - chekmoq

5. Noaniq artikl **there is iborasidan keyin ishlatiladi:**

There is a book on the table. - Stol ustida bitta kitob bor.
There is a student in the classroom. - Sinf xonasida bitta student bor.
There is a chair in the room - Xonada bitta stul bor.

6. Noaniq artikl **hundred, thousand, million, score, dozen dan oldin "bir" soni o'rnida ishlatiladi:**

a (one) hundred - biryuz;
a (one) thousand - bir ming;
a (one) dozen - bir dyujina

7. Noaniq artikl **bir soni o'rnida ishlatiladi:**

I shall go in an hour - Bir soatdan keyin boraman.
Karim did not say a word - Karim bir so 'z ham aytmadi. The have bought a pound of sugar
- Men birfunt shakar sotib oldim.
He bought an English book the day before yesterday - U kechadan oldingi kuni bitta Ingliz tili kitob sotib oldi.

8. Noaniq artikl **biror kishi yoki biror narsa haqida birinchi marotaba gapirilayotgan bo'lsa ishlatiladi:**

A student of our institute - Institutimiz bir studenti

Activity 1. Quyidagi iboralarni artikllar bilan to'ldiring.

What... beautiful girl! - Qanday chiroyli qiz!,
What... fine building! - Qanday ajoyib bino!,
to have ... mind - ahd qilmoq, qasd qilmoq,
to have ... good time - vaqtm yaxshi o'tkazmoq,
to have ... look - qarab qo'ymoq,
to have ... headache - bosh og'rimoq
to take ... seat - o'tirmoq
to go for ... walk - sayrga chiqmoq,
to have ... cold shamollamoq,
... (one) million - bir million;
... (one) score - yigirma,
... man told me about it - Bir kishi bu haqda menga aytdi,
at.. time - bir vaqtning o'zida, bir martada,
for... short (long) time - qisqa (uzoq) muddat ichida.

Activity 2. a/an or the artikllarini qo'yib gaplarni to'ldiring.

1. This morning I bought newspaper and.....magazine.newspaper is in my bag but I don't know wheremagazine is. 2. My parents havecat anddog.dog never bites.....cat but ...cat often scratches.....dog. 3. I saw....accident this morning.car crashed into.....wall.driver of... ..car was not hurt butcar was quite badly damaged. 4. When you turn into Lipson Road, you will see three houses.....red one,blue one and.....white one 5. We live in.....old houses in .middle of the village. There is .beautiful garden behind....house.roof of... ..house is in very bad condition.

Activity. 3 Insert the appropriate article.

1. There was ... man in ... room. 2. I bought ... newspaper. newspaper is in my bag. 3. My parents have ... cat cat is clever. 4. We live in ... old house in ... middle of ... village. 5. There is ... beautiful garden behind ... house. 6. I'm looking for ... job. 7.

Would you like ... apple? 8. We live in ... small flat. 9. Did ... police find ... who stole your bicycle. 10. Have you got ... car?

LESSON 17.

a) Grammar: Plural form of nouns

b) My working day.

Otlarda ko'plik.

(The plural forms of the nouns)

1. Ingliz tilida birlik sondagi otga (-s) qo 'shimchasini qo 'shishi orqali otlarning ko'plik soni yasaladi. -s qo'shimchasi undosh, unli yoki o'qilmaydigan «e» bilan tugagan otlar oxiriga qo 'shiladi.

Masalan: *a pen - pens , a map - maps , a tie - ties , a sofa - sofas , a toy - toys , a book - books.*

2. -es qo'shimchasi sirg'aluvchi yoki shipillovchi tovushni ifodalaydigan -s, -ss, -sh, -ch, -x kabi harf birikmalaridan keyin qo'shiladi.

Masalan: *a dress - dresses , a box - boxes , a dish - dishes , a bench - benches , a match - matches.*

3. -es qo 'shimchasi y va f bilan tugagan otlarga qo 'shilganda y dan oldin undosh kelsa y harfi i harfiga, f harfi o 'qilmaydigan e harfidan oldin v ga aylanadi.

Masalan: *lady - ladies , knife - knives , city - cities , thief - thieves.*

4. Ingliz tilidagi ayrim otlarning ko'plik soni yuqoridagi qoidadan mustasnodir. Bu turdagi otlar o 'zagidagi unli o 'zgarishi bilan yoki ayrim qo 'shimchalar qo'shilishi bilan ko'plikka aylanadi:

Masalan: *man (erkak) - men (erkaklar) woman (ayol) - women (ayollar) tooth (tish) - teeth (tishlar) foot (oyoq) - feet (oyoqlar) ox (ho 'kiz) - oxen (ho 'kizlar).*

5. Ba'zi sanaladigan otlarning ko'plik va birlik shakllari bir xil:

fruit, sheep, fish, swine, deer (va boshqa go'shti uchun ovlanadigan hayvonlar nomlari),
craft (aircraft, etc).

- I have **many sheep** at home.

Uyda ko'p qo'yларim bor.

- **Three** military **aircraft were** destroyed. Uchta harbiy samalyot vayron qilindi.
- I caught each and every one of **these** Bu baliqlarning har birini o'zim tutdim.
- fish** myself.

Lekin bu otlarning turlari nazarda tutilganda ko'plik qo'shimchasi oladi: **fishes, fruits**
 * I've never seen so many different **fishes**. Umrimda baliqlarning buncha ko'p turini ko'rganim yo'q.
 The fishes of the Fraser River include salmon and sturgeon.

6. (-sh, -ch, - ss , - ese bilan tugagan millat nomalari aniq artikl bilan kelib butun millatni ifodalab ko'plik ma'nosida keladi, lekin ko'plik qo'shimchasini olmaydi:

The English, The French, The Dutch, The Swiss, The Chinese, The Japanese ...

Faqat ko'plik shakli mavjud, ammo birlikda ham ko'plikda ham ishlatiladigan otlar:

Works - zavod

Means - vosita

Barracks - kazarma

Crossroads- chorraha

Activity 1. Gapning ma'nosidan kelib chiqqan holda, otlarning birlik yoki ko'plik shaklini qo'ying.

1. The cat is sitting on my (bed, beds)
2. There are five (pencil, pencils) on my desk.
3. I have two (sister, sisters).
4. They are riding their (bike, bikes).
5. We have a (dog, dogs).
6. How many (book, books) do you have in your bag?
7. My mother has a new (computer, computers).
8. There are three windows in the (room, rooms).
9. Susan has four (poster, posters).
10. There is one (pen, pens) on the floor.

Activity 2. Quyidagi otlarning ko'plik shaklini yozing.

1. half →

2. kilo →
3. woman →
4. mouth →
5. foot →
6. sheep →
7. penny →
8. bus →
9. day →
10. fish →

Activity 3. Make the nouns in bold singular. Change sentences if necessary.

1. These **factories** produce furniture.
2. The **wives** of the **sailors** came to the shore.
3. I have hurt my **feet** and **hands**.
4. In the farmyard we could see **oxen, sheep, cows** and **geese**.
5. Do your **teeth** still ache?
6. These are my **friends' studies**.
7. He keeps his **toys** in the **boxes**.
8. These **ladies** are those **gentlemen's wives**.
9. The **children** are sitting on the **benches**.

Activity 4. "My working day" matniga doir yangi so'zlarni o'rganing.

necessary - kerakli

remember - esda tutmoq

lost time - yo 'qotilgan vaqt

waste - bekorga sarflamoq

get up - o'rnidan turmoq

morning jerks - ertalabgi badan tarbiya

old rubdown - sovuq dush

remedy - dori, shifo

Iu eakfast - nonushta

on foot - piyoda

Untally - odatda

m addition - shu bilan bir qatorda

Text. MY WORKING DAY

Every day I have much interesting and necessary work to do. I always remember that the lost time is never gained. That is why I don't like to waste even a minute.

I get up early in the morning - at about 6.30 a.m., do my morning jerks and have a cold rubdown. We know that physical activities are a good remedy for the protection of our health.

After breakfast I go to the Institute on foot as it is near our flat. Normally I have 3 or 4 pairs of lesson every day. After lessons I attend a language course where I am getting prepared for taking IELTS exam. Then I go home. I usually help my mother with household affairs. We have dinner at 7 p.m. At 10 o'clock I go to bed.

LESSON 18.

a) Vocabulary: Text- Friendship

b) Word formation: Noun forming suffixes

Text: Friendship

One of the most valuable things in life is friendship. It is extremely important for people to have someone, who they can trust. It isn't difficult to find friends, but not everyone can stay for a lifelong period. Those, who stay, become the closest people for us. Usually people meet, get acquainted, communicate and as a result become friends. However, only time can show, whether the friendship is strong or not.

For me friendship is not only communication, but support, understanding and sympathy. If your friends are real, they never betray you, they never leave you in trouble, they always listen to your problems and try to help when needed.

I have lots of good friends, but two of them are the best. Their names are Louisa and Cathy. I can always rely on them and share my thoughts with them. We spend lots of time together. I simply can't imagine life without these people. They make my life brighter and more interesting. When I'm bored, I can always phone my friends and ask them to come over. Sometimes we go to the cinema, sometimes to the theatre or to the museum. For me they are a part of my family. I fully trust them and I know that they would do anything for me. For example, Louisa has once saved my life. When we were both eleven, we went to swim in the lake. While we were swimming, I had a leg cramp. Nobody noticed that I

couldn't swim to the shore, but Louisa did and she helped me to get out. Such things can happen to anyone, so we always try to be caring and attentive to each other.

Topical vocabulary:

valuable-qadrli, muhim
trust- ishonch
lifelong- umrbod
communicate- muloqot qilmoq
betray- xiyonat qilmoq, sotmoq
sympathy-hamdardlik

WORD FORMATION:

Ot yasovchi qo'shimchalar: -ity, -tion, -ance-ence

-ity: activity(faoliyat), generosity (oliyjanoblik)

-tion: determination, education, examination, completion, application, satisfaction,
Accumulation, continuation, production, absorption, consideration

-ance: importance (ahamiyat), relevance (ishonch)

-ence: dependence (bog'liqlik), experience (tajriba)

-ness: darkness, preparedness, consciousness

-cy: urgency, efficiency, frequency

-er: astronomer, geographer

-ship: friendship, citizenship, leadership

-age: baggage, plumage

-ery/-ry: bribery, robbery, misery, refinery, bakery

-al: denial, proposal, refusal, dismissal

Activity 1. So'zga mos ot yasovchi qo'shimchani qo'ying.

1. We organised a number of fun activ_____ for the children.
2. The develop_____ of mobile phone networks in many poor countries has benefitted their economies.
3. Member_____of the club is open to all residents.
4. Continuing violen___in the south of the country has slowed development.
5. Male elephants will sometimes show aggress_____towards human beings.

6. Research ___ at the institute now think they have discovered a link between diet and depression.

Activity 2. Quyidagi so'zlarni o'zbek tiliga tarjima qiling.

reality, existence, distance, substance, independence, consistence, disturbance, ability, variety, specialty electricity, difference.

LESSON19.

a) *Vocabulary*: National symbols of English speaking countries

b) *Wordbuilding*: Countable and uncountable nouns.

National symbols of English speaking countries.

Commonwealth of Australia



Flag



Coat of arms

Anthem: "Advance Australia Fair"

Royal anthem: "God Save the Queen"

Canada



Flag



Coat of arms

Motto: *A Mari Usque Ad Mare* (Latin) "From Sea to Sea"

Anthem: "O Canada"

Royal anthem: "God Save the Queen"

New Zealand



Flag



Coat of arms

"God Defend New Zealand"
"God Save the Queen"

United States of America



Flag



Great Seal

Motto: In God We Trust (official) *E Pluribus Unum* (traditional) (Latin: Out of Many, One)

Anthem: "The Star-Spangled Banner"

United Kingdom of Great Britain and Northern Ireland



England



Scotland



Wales



Northern Ireland



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Countable and uncountable nouns.

Otlar sanaladigan (*Countable*) va sanalmaydigan (*Uncountable*) bo'lishi mumkin.

- Sanalmaydigan otlar faqat birlikda ishlatiladi.

Knowledge is power

Bilim kuchdir.

No **news** is good **news**

Yangilikning yo'qligi yaxshi yangilik

- Ular ko'rsatgichlarsiz ham kelishi mumkin:

I eat **rice** everyday.

Men har kun guruch yeyman.

- Ba'zi moddiy otlar quyidagicha ishlatilganda sanalishi mumkin:

Taqqoslang:

Sanalmaydigan:

This house is made of **stone (brick)**.

Bu uy tosh (g'isht)dan yasalgan.

Sanaladigan:

He carried a **brick** in each hand.

U har bir qo'lida bittadan g'isht ko'tarib

keldi.

The boy threw a **stone** into the water.

Bola suvga bitta tosh otdi.

- Ba'zi sanalmaydigan otlar shu otning har xil navi yoki turini ifodalab sanaladigan otga aylanishi mumkin:

It is a good **wine**.

Bu yaxshi vino.

He prefers Caucasian **wines**

U Qrim vinosidan ko'ra Kavkaz vinosini

afzal

to Crimean **wines**.

ko'radi.

- Ba'zi sanalmaydigan otlar ma'nosi butunlay o'zgarishi hisobiga sanaladigan otga aylanishi mumkin:

Tin – *tunika* ma'nosida sanalmaydigan, *konserva quti* ma'nosida sanaladigan.

Iron – *temir* ma'nosida sanalmaydigan, *dazmol* ma'nosida sanaladigan.

Time – *vaqt* ma'nosida sanalmaydigan, *marta* ma'nosida sanaladigan.

Shu kabi otlarga quyidagilar kiradi: **competition** (1. musobaqa 2. bahs, munozara), **glass** (1. stakan 2. shisha), **grammar** (1. grammatika kitob 2. grammatika), **jam** (1. to'da, uyum 2. murabbo), **paper** (1. gazeta; ilmiy ish, yozma ish 2. qog'oz), **property** (1. mol-mulk 2. xususiyat, fazilat, xislat), **room** (1. xona 2. joy), **sight** (1. manzara 2. ko'rish qobiliyati; ko'z o'ngida, nazarida), **speech** (1. so'zlay bilish qobiliyati 2. ma'ruza, nutq), **work** (1. ish 2. ilmiy yoki ijodiy ish: rasm, kitob, diplom ishi...).

Countable Nouns: Odatda donalab sanaladigan otlardir. Masalan: **a pen, a hen, a boy.**

Ularning birlik (*singular*) va ko'plik (*plural*) shakllari mavjud. Bu otlar odatda biror-bir ko'rsatgich bilan ishlatiladi. Ko'rsatgichlarsiz kelmaydi.

I have got **a pen**. Menda ruchka bor.

Can you give me **your book**? Menga kitobingni bera olasanmi?

Ko'rsatgich odatda otdan oldin keladi. Ammo ot oldida sifat kelsa, ko'rsatgich sifatdan oldinga chiqadi:

I have got **a black pen**. Menda qora ruchka bor.

Can you give me **your English book**? Menga ingliz tili kitobingni bera olasanmi?

Uncountable Nouns: Odatda donalab sanalmaydigan otlardir. Bularni biz quyidagi guruhlariga bo'lishimiz mumkin:

a) Material nouns (Moddalarning nomlari):

paper	qog'oz	water	suv	flour	un
wood	yog'och	air	havo	soup	sho'rva
metal	metal	coffee	kofe	bread	non
silver	kumush	wine	vino	meat	go'sht
gold	oltin	butter	saryog'		
sand	qum				

b) Sport and some activities (sport turlari va ba'zi mashg'ulotlar):

football	futbol	shopping	xarid	gardening	
tennis	tennis	swimming	suzish	bog'dorchilik	
snooker	snuker				

c) Subjects (fan nomlari):

history	tarix	physics	fizika	statistics	statistika
law	huquq	chemistry	kimyo	economics	
mathematics	matematika	art	san'at	iqtisodiyot	
geography	geografiya	biology	biologiya		

d) Languages (til nomlari):

Russian	rus tili
Greek	grek tili
English	ingliz tili

e) Abstract nouns (mavhum otlar):

advice	maslahat	poverty	kambag'allik	information	
love	sevgi	luck	omad	ma'lumot	
hope	umid	damage	zarar	weather	ob-havo
beauty	go'zallik				

f) Some of the collective nouns (jamlovchi otlarning ba'zilari) :

accommodation turar joy

baggage	yuk	furniture	mebel	traffic	qatnov
luggage	yuk	equipment	jihoz		

Activity 1. Quyidagi otlarni sanaladigan yoki sanalmaydigan otligini aniqlang.

1. The **children** are playing in the garden.
2. I don't like **milk**.
3. I prefer **tea**.
4. **Scientists** say that the environment is threatened by pollution.
5. My mother uses **butter** to prepare cakes.
6. There are a lot of **windows** in our classroom.
7. We need some **glue** to fix this vase.
8. The **waiters** in this restaurant are very professional.
9. My father drinks two big **glasses** of water every morning.
10. The **bread** my mother prepares is delicious.

Activity 2. Quyidagi otlarni sanaladigan yoki sanalmaydigan otligini aniqlang.

luck →
 permission →
 ox →
 work →
 salmon →
 crisis →
 baggage →
 research →
 aircraft →
 rubbish →

LESSON 20.

- a) The basic forms of the verbs.
- b) Text: Eating habits

The Verb

Fe'llar - sub'ekt tomonidan bajariladigan harakatni ifodalovchi so'zlar. Ot so'z turkumi bilan bir qatorda fe'llar gap yoki iboraning asosiy qismi bo'lib, bo'layotgan voqealar haqida hikoya qiladi. Aslida, fe'lsiz, fikrlarni to'liq etkazish mumkin emas. Hatto eng oddiy jumlar (*Maria sings*) da ham fe'l bor. Aslida, fe'lning yakka o'zi ham jumla bo'lishi mumkin (Sing! and Drive!)

Fe'llar deyarli har doim ot yoki olmoshdan keyin keladi. Bu otlar va olmoshlar gapda ega vazifasida keladi.

1. Mark **eats** his dinner quickly.
2. We **went** to the market.
3. You **write** neatly in your notebook.
4. They **thought** about all the prizes in the competition.

Ingliz tilida fe'llar:

Physical Verbs - jismoniy fe'llar yoki harakat fe'llari. Ular ma'lum jismoniy harakatlarni ifodalaydi. Agar siz tanangiz bilan harakat qilsangiz yoki biror ishni bajarish uchun biror bir asbobdan foydalansangiz, uni ifodalash uchun harakat fe'lidan foydalanamiz.

Let's **run** to the corner and back.

Joe **sat** in his chair.

The dog **breathes** quickly after she **chases** her ball.

Mental Verbs - aqliy fe'llarning kashf qilish, tushunish, o'ylash yoki rejalashtirish kabi tushunchalar bilan bog'liq ma'nolari bor. Umuman olganda, aqliy fe'l kognitiv holatni bildiradi.

I **know** the answer.

She **recognized** me from across the room.

Do you **believe** everything people tell you?

Transative verbs (O'timli fe'llar) - bu har doim birovga yoki boshqa narsaga taalluqli yoki ta'sir qiladigan bajariladigan harakatlarni ifodalovchi harakat fe'llari. Bu boshqa narsalar, odatda, fe'l ta'sir qiladigan to'g'ridan -to'g'ri ob'ektlar, otlar yoki olmoshlardir. O'timli fe'l qatnashgan jumlada kimdir yoki biror narsa fe'lning harakatini qabul qilib oladi.

He **kicked** John.
John **punches** him.
They **sold** the tickets.

Intransitive verbs (O'timsiz fe'llar) - bu har doim bajariladigan harakatlarni ifodalovchi harakat fe'llari. Ular o'timli fe'llardan farq qiladi, chunki ulardan keyin to'ldiruvchi kelmaydi.

I **sneeze** in the morning.
He **arrived** with moments to spare.
Kathryn **sat** away from the others.
John **eats** before leaving for school.

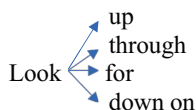
Auxiliary verbs (Yordamchi fe'llar) fe'lning zamonini ko'rsatish yoki savol yoki bo'lishsiz shakl hosil qilish uchun asosiy fe'l bilan birgalikda ishlatiladi. Bu yordamchi fe'llar asosiy fe'lga ba'zi kontekstni beradi, masalan, o'quvchiga harakat qachon sodir bo'lganligini ko'rsatadi.

I **may** dance with you later.
We **did** consider Bryan's feelings.
Jenny **has** spoken her final words.
Did we consider Bryan's feelings?
Did we consider Bryan's feelings?

Modal verbs (Modal fe'llar) - qobiliyat, imkoniyat, ruxsat va majburiyatni ifodalash uchun ishlatiladigan yordamchi fe'llardir.

I **should** go home.
You **must** not delay.
Sally **would** not recommend the sushi.
David **may** be late.
He **can** shoot from a long distance.

Iborali fe'llar- iborali fe'llar bitta so'z emas, aksincha ular asl fe'lga qo'shimcha ma'no berish uchun birgalikda ishlatiladigan so'zlarni birikmasidir. Iborali fe'llarga ko'plab misollar bor, masalan: **make up, hand in, bring up, point out, look forward to**. Har safar fe'l qo'shimcha so'zlarni qabul qilganda, yangi ma'noga ega bo'ladi, masalan:



Mary **looked forward to** her high school reunion.

Leroy **handed in** the wallet to the police.

I **make up** stories all the time.

She **pointed out** Donald's mistake.

Noto'g'ri fe'llarning birinchi shakli talaffuzi ikkinchi va uchinchi shakllari talaffuzidan tubdan farq qiladi. Afsuski, ingliz tilida yuzlab noto'g'ri fe'llar mavjud. Bu holatdan qo'rqish kerak emas. Ushbu fe'llardan tez-tez foydalanish orqali yodlab olish mumkin.

I **take** my time when I *go* to the shops (present tense)

I **took** my time when I *went* to the shops (past tense)

Julie **makes** a cake for the classroom (present tense)

Julie **made** a cake for the classroom (past tense)

She **sees** a silhouette shaped like a man in the window (present tense)

She **saw** a silhouette shaped like a man in the window (past tense)

Eating habits

When it comes to health, we often have fitness and food goals like eating healthier, losing weight, exercising regularly, or making better food choices. Losing weight could take months. Exercising regularly could take years while eating healthier and making better food choices are hard to measure.

Here are 5 good eating habits which will definitely help us to achieve our food goals. For those of us with diabetes, these healthy eating habits will also help us to control our blood sugar.

1. Choose Water

Set a goal to drink water instead of sugar-sweetened drinks. To make this more measurable, write down how often you will make this choice e.g. 5 times a week.

2. Eat Slowly and Mindfully

It takes about 20 minutes for your brain to send out signals that you are full. Eat slowly. Take the extra time to pay attention to what we are eating and how much. To make this more measurable, write down how often you will make an effort to take at least a half hour to finish your meal.

3. Stick to One Serving

For those of us who love having seconds, eating one serving will help us keep our calorie intake in check. Challenge yourself to stick to one serving and also standard portion sizes.

4. Eat Fruit and Vegetables

Set a goal to fill half your plate with fruit and vegetables at every meal. Fruit and vegetables are naturally low in saturated and trans fat, and rich in dietary fibre, vitamins and minerals.

5. Swop to Wholegrains

Eating wholegrain foods such as brown rice, wholemeal bread and rolled oats can help reduce the risk of developing heart disease and diabetes. They can also help with weight management because they keep you feeling full longer and reduce the need for snacking. Set a goal to ask for brown rice and make it measurable e.g. ask for brown rice at least 3 times a week at lunch.

These 5 good eating habits take time to develop. Be patient. When we slip up, rather than give up, we should persevere. These changes, no matter how small, make a big difference to our health.

LESSON 21.

a) *Grammar:* The present simple tense

b) *Vocabulary:* Environment

The Present simple tense

$S + V_1 (-s, -es)$

Hozirgi noaniq zamondagi gaplarning darak shakli fe'lining noaniq shaklidan "to" yuklamasi olib tashlanib III shaxs birlikda fe'l o 'zagiga -s yoki -es qo`shimchasini qo 'shish orqali yasaladi.

<i>Birlik</i>	<i>Ko'plik</i>
1. I play	1. We play
2. You play	2. You play
3. He, She, It plays	3. They play

Masalan: I work at a plant.

Karim **works** at the oil refinery.

Hozirgi noaniq zamondagi gaplarning so'roq shakli "to do" ko'makchi fe'lining kerakli shaklini egadan oldinga qo'yish orqali yasaladi. "to do" ko'makchi fe'li III shaxs birlikda "does" qolgan shaxslarda esa "do" shaklga ega bo'ladi. Masalan:

-**Do** you work at a plant?

- Yes, I do.

-**Does** Karim work at the oil refinery?

-Yes, he does.

Eslatma: "to be" va modal fe'llar bu qoidadan mustasno.

Hozirgi noaniq zamondagi gaplarning inkor shakli «do yoki does» ko'makchi felidan keyin «not» inkor yuklamasini qo'yish orqali yasaladi.

Masalan: I don't work at a plant.

Karim doesn't work at an oil refinery.

My father doesn't drink coffee at all.

They don't watch TV in the evenings.

Activity 1. Quyidagi gaplarni so'roq va bo'lishsiz gaplarga aylantiriboying.

1. His father works at the institute. 2. He knows English better than his brother. 3. They have practical lessons every day. 4. We usually speak in Uzbek. 5. Our lessons begin at 8.30. a.m. 6. Many students study at our Institute. 7. She always does her lessons in the evening. 8. Mike speaks English very fluently.

Activity 2. Quyidagi gaplarni ingliz tiliga tarjima qiling.

1. Men har kuni institutga boraman. 2. Ular odatda tajriba soatlarini korxonalarda o'tkazadilar. 3. Bizning institutimizga chet elliklar tez-tez kelib turadilar. 4. U haech qachon darslarni qoldirmaydi. 5. U sport bilan shug'ullanadi. 6. Tom ingliz tilini yaxshi biladi. 7. Men uni tez-tez valyuta almashtirish shaxobchasida ko 'raman. 8. U hech qaerda ishlamaydi.

Environment

Our planet Earth is only a tiny part of the universe, but nowadays it's the only place where we can live. People have lived on our planet for many years. They lived and live on different continents, in different countries. People depend on their planet, the sun, animals and plants around them. Environment is everything in the world around us that surround and affects all life on earth, including the air, food, water, plants, animals and other.

Environment is the place where we live. Since ancient time nature has served man, being the source of his life. For thousands of years people lived in harmony with environment and it seemed to them that natural riches were unlimited. But man's interference in nature began to increase with the development of civilization. There are a lot of ecological problems. The most serious ecological problems are: noise from cars and buses; destruction of wildlife and countryside beauty; shortage of natural resources; the growth of population; pollution in its many forms. Water is everywhere, but there is no ocean or sea which is not used as a dump. Many rivers and lakes are poisoned too. Fish and reptiles can't live in them. People can't drink this water. So we have to clean the water environment. Another problem is air pollution. Air pollution influents the health of people. For example: ultraviolet radiation from the sun can cause skin cancer. Normally the ozone layer in the atmosphere protects us from such radiation, but if there are holes in the ozone layer ultraviolet radiation can get to the earth. Many scientists think that these holes are the result of air pollution. Also we have problem with nuclear pollution. Nuclear pollution cannot be seen but its effect can be terrible. To make air clear clean again we need good filters at nuclear power stations, at factories, in cars and buses.

Activity 3. Quyidagi savollarga javob bering.

1. What is environment?

2. Why our ecology is becoming worse and worse?
3. What kind of ecological problems do we face now?
4. What causes air pollution?
5. What do you understand under the term growth of population?

LESSON 22.

- a) *Grammar:* The past simple tense
- b) *Interrogative and negative forms.*

O'tgan noaniq zamon (The Simple Past Tense)

O'tgan noaniq1 zamondagi fe'llar asosan o'tgan zamonda bo'lib o'tgan ish harakatni bildiradi.

to live - lived

to work - worked

Birlik

I. I lived in Tashkent 2 years ago.

II. You lived in Tashkent 2 years ago.

III. He lived in Tashkent 2 years ago.

She lived in Tashkent 2 years ago.

Po'plik

I. We lived in Tashkent 2 years ago.

II. You lived in Tashkent 2 years ago.

III. They lived in Tashkent 2 years ago.

Qolgan noaniq zamondagi gaplarning so'roq shakli "to do" ko'makchi felining o'tgan noaniq zamondagi shakli "did" ni egadan oldin qo'yish orqali yasaladi: Birlik

Did I live in Tashkent 2 years ago?

Did you live in Tashkent 2 years ago?

III Did he live in Tashkent 2 years ago?

Did she live in Tashkent 2 years ago?

Po'plik

I. Did we live in Tashkent 2 years ago?

II. Did you live in Tashkent 2 years ago?

III Did they live in Tashkent 2 years ago?

O'tgan noaniq zamondagi gaplarning inkor shakli "to do" ko'makchi felining o'tgan noaniq zamondagi shakli "did" dan keyin not inkor yuklamasini qo'yish orqali yasaladi:

Birlik

I. I did not live in Tashkent 2 years ago.

II. You did not live in Tashkent 2 years ago.

III He did not live in Tashkent 2 years ago.

She did not live in Tashkent 2 years ago.

Po 'plik

I. We did not live in Tashkent 2 years ago.

II. You did not live in Tashkent 2 years ago.

III. They did not live in Tashkent 2 years ago.

Activity 1. Qavs ichidagi fe'llarning kerakli shaklini qo'yib gaplarni ko'chiring.

1. They (not to live) in Bukhara two years ago. 2. I (not to know) English well last year. 3. My friend (to be) at the institute yesterday. 4. We (to spend) our summer holidays in Tashkent. 5. Our teacher (to teach) us many grammar rules at the last lesson. 6. Did you (to use) to go in for sports in your childhood? 7. Why you (not to come) to the institute last week? 8. Ann (not to work) last year.

Activity 2. Qavs ichidagi fe'llarning kerakli shaklini qo'yib gaplarni ko'chiring.

1. I _____ (see) my sister two days ago.

2. What _____ (you/have) for dinner yesterday?

3. He _____ (not/come) to the meeting on Wednesday because he was on holiday.

4. Where _____ (you/go) for your holidays last year?

5. How long _____ (it/take) you to drive from London to Edinburgh yesterday?

6. _____ (you/enjoy) your birthday party last week?

7. I _____ (have) a fantastic party last week.

8. He _____ (be) 20 years old when he started work.

9. How old _____ (he/be) when he started school?
10. How old _____ (you/be) when you started school?

Activity 3. Qavs ichidagi fe'llarning kerakli shaklini qo'yib gaplarni ko'chiring.

1. We really _____ (enjoy) the game last Sunday. score
2. _____ (Marco / win) the golf competition?
3. They (not play) very well yesterday. They lost the match.
4. How many goals _____ (your team / score) in the first half?
5. Sandra _____ (not want) to go rowing with me.
6. _____ (they / go) to the swimming pool yesterday?
7. I _____ (buy) a new baseball cap last week.
8. James _____ (stop) his car in front of the sports shops.

LESSON 23.

- a) Grammar: Regular verbs and irregular verbs
- b) Discussion of short stories

Regular verbs and irregular verbs

O'tgan noaniq zamonda fe'llarni 2 guruhga bo'lib o'rganamiz.

1) To'g'ri fe'llar (Regular verbs)

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

To'g'ri fe'llar deb o'zlarining o'tgan zamon shaklini -d yoki -ed qo'shimchalarini qo'shish orqali yasaladigan fellarga aytiladi.

N o t o' g' r i fe'llar deb o'zlarining o'lgan zamon shaklini -d yoki -ed qo'shimchalarini qo'shish orqali emas, balki o'zaklardagi unlining o'zgarishi va boshqa turli yo'llar bilan yasaladigan fe'llarga aytiladi: Masalan:

I. Irregular verbs with the change of vowel sound in the root.

arise ko'tarilmoq arose arosen

bear tug'moq bore born

become bo'lib qolmoq became become

begin boshlamoq began begun

II. Irregular verbs with one change,

have ega bo`lmoq had had
make qilmoq, yasamoq made made
send yubormoq sent sent

III. Irregular verbs with no changes,

cost arzimoq, turmoq, ost cost (narx haqida)
cut kesmoq, qirqmoq cut cut
let ruxsat bermoq let let
put qo'ymoq, solmoq put put

IV. Irregular verbs by adding "t" at the end of the root

burn yondirmoq burnt burnt
learn o'rganmoq learnt learnt

V. Irregular verbs with root changes,

be bo'Imoq was, were been
go bormoq went gone
do bajarmoq did done

We did our homework yesterday.

We had an interesting lecture on chemistry 2 days ago.

Activity 1. Quyidagi noto'g'ri fe'llarning 4 ta shaklini yozing:

*to do, to be, to have, to begin, to write, to read, to build, to make, to give, to pay, to break,
to cut, to think, to buy, to bring, to leave, to speak, to sleep.*

Activity 2. Quyidagi fe'llarni kerakli shaklini tanlab gaplarni tugallang.

1. ____ (buy) some bread.

2. The children ____ (eat) a lot of chocolate yesterday.

3. I _____(get up) early yesterday morning.
4. What _____(happen) to you?
5. My favorite team _____(lose) the championship.
6. It _____(rain) yesterday.
7. He _____(think) thought it was true love.
8. You always _____(invite) me to your parties.
9. I _____(work) in a bank six months ago.
10. Did he _____(go) to the movies last night?
11. Julio _____(not / send) the email.
12. Luciana and Simone _____(travel) to Egypt two years ago.
13. I often _____(do) exercise in the gym when I lived in New York.
14. She _____(have) a nightmare and (wake up).
15. Carrie _____(ride) the horse until it (settle down).

Discussion of short stories.

An Old Man Lived in the Village

An old man lived in the village. He was one of the most unfortunate people in the world. The whole village was tired of him; he was always gloomy, he constantly complained and was always in a bad mood.

The longer he lived, the more bile he was becoming and the more poisonous were his words. People avoided him, because his misfortune became contagious. It was even unnatural and insulting to be happy next to him.

He created the feeling of unhappiness in others.

But one day, when he turned eighty years old, an incredible thing happened. Instantly everyone started hearing the rumour:

“An Old Man is happy today, he doesn’t complain about anything, smiles, and even his face is freshened up.”

The whole village gathered together. The old man was asked:

Villager: What happened to you?

“Nothing special. Eighty years I’ve been chasing happiness, and it was useless. And then I decided to live without happiness and just enjoy life. That’s why I’m happy now.” – An Old Man

Moral of the story: Don't chase happiness. Enjoy your life.

LESSON 24.

a) *Phonetics:* The preliminary exercises

b) *Vocabulary:* Text- Our university

wa-, war-, wor- harf birikmalarining o'qilishi

wa [wo:] water, want, was, watch

war [wo:] war, warm, ward, warn

wor [wa: / word, work, worth, worse

Activity 1. Ushbu so'zlarni quyidagi jadvalga joylashtiring.

Was, work, word, want, war, watch, world, worse, warm, warn wad, worship, warble, warden, warmth, worker, watch, wardrobe, warning, wander, worry, warrior, worthy, quarter, quarrel, worthwhile, swarm, dwarf, backward.

Activity 2. Matni o'qing va to'g'ri javobni tanlang.

Nowadays people have so many things to do. But they almost do not have enough time for it. When we go to bed we carefully think and 1).....our next day. Some people 2)to plan activities for their free time. However, others prefer not to make any plans 3)..... . Planning can bring many 4)..... First of all, one can travel. However, travelling requires some 5).....to be made. For example, one most likely will need a hotel room. Second of all, planning one's activities allows spending time. For example, if I want to play tdisappointed with the waste of my 6)Personally, I prefer to make plans for my free time because it allows me to spend my 7)

- | | | | |
|----|-------------|--------------|-------------|
| 1. | A) plan | b) work | c) do |
| 2. | A) prefer | b) like | c) spend |
| 3. | A) hard | b) carefully | c) strongly |
| 4. | A) benefits | b) advantage | c) useful |
| 5. | A) putting | b) planning | c) managing |
| 6. | A) alive | b) life | c) time |
| 7. | A) vacation | b) holiday | c) hotel |

Activity 3. Savollarga javob bering.

1. *Where do you study?*
2. *How did you choose this very university?*
3. *What subject do you like most?*
4. *What faculty do you study at?*
5. *What are your expectations from the university?*

Our university

I think everybody knows that education is necessary to be successful in our life. Bukhara State University – is one of the best universities in my country. It has a rich history. Year of founding - 1930. Now the doors are open for everyone who wants to teacher education.

To get my profession I need a university graduation. So after finishing school I passed the entrance exams and entered Bukhara State University. I study at the Foreign languages Faculty. We have got long courses- four years of hard and constant studies: lectures, seminars, practical classes and test periods. The education is provided by qualified specialists, professors and doctors. Today it gives students an opportunity to choose higher and post-graduate educational programs.

The University includes 6 academic buildings with spacious classrooms, a modern library, a reading-room, well-equipped laboratories and workshops, computer rooms, gymnasiums and dining-rooms.

I'm sure that studying at Bukhara State University will give me much knowledge, in theory and practice, and prepare me for effective and interesting work.

LESSON 25.

- a) Grammar: Future simple tense
- b) Text: "*My future profession*"

Kelasi noaniq zamon (The Future Indefinite Tense)

Kelasi noaniq zamon asosan kelgusida bo'ladigan ish harakatni bildirib "shall" yoki "will" ko'makchi fe`li hamda asosiy fe`lning "to" siz shakli bilan yasaladi. "shall" ko`makchi fe`li I shaxs birlik va ko'plik uchun; "will" qolgan hamma shaxslar uchun birlik va ko'plikda.

- ✓ *Ammo biz hozirgi zamonaviy ingliz tilining kelasi zamonida "will" yordamchi fe'lining hamma shaxslarda ishlatilayotganligini kuzatishimiz mumkin.*

Eslatma: Payt va shart ergash gaplarda "will" yoki "shall" ishlatilmaydi. Masalan: Agar ertaga bo'sh bo'lsam, siznikiga kelaman.

-If I am free tomorrow, I shall come to you.

Siz menikiga kelganingizda, masalani birgalikda echamiz. -When you come to me, we shall solve the problem together.

Birlik

I. I shall go to the park tomorrow/I will go to the park tomorrow

II. You will go to the park tomorrow

He will go to the park tomorrow

She will go to the park tomorrow

Ko`plik

I. We shall go to the park tomorrow/We will go to the park tomorrow

II. You will go to the park tomorrow

III. They will go to the park tomorrow

- ✓ *Hozirgi zamonaviy ingliz tilida kelasi noaniq zamon umumiy gaplarda kamdan-kam ishlatiladi. Zamonaviy ingliz tili so'zlashuvuda to be going to "moqchi bo'lmoq" so'z birikmasi asosan kelasi zamonda ishlatiladi.*

I will dine with you tomorrow/I am going to dine with you tomorrow.

Kelasi noaniq zamondagi gaplarning so'roq shakli "shall" yoki "will" ko'makchi fe'lini egadan oldin qo'yish orqali yasaladi:

Birlik

I. Shall I go to the park tomorrow?

II. Will you go to the park tomorrow?-Yes, I shall

III. Will he go to the park tomorrow?

Will she go to the park tomorrow?

Ko`plik

Shall we go to the park tomorrow?

Will you go to the park tomorrow?

Will they go to the park tomorrow?

Kelasi noaniq zamondagi gaplarning inkor shakli "shall" yoki "will" ko'makchi fe`lidan keyin "not" inkor yuklamasini qo'yish orqali yasaladi. Birlik

I will not go to the park tomorrow

You will not go to the park tomorrow

He will not go to the park tomorrow

She will not go to the park tomorrow

I. *We shall not go to the park tomorrow*

II. *You will not go to the park tomorrow*

III. *They will not go to the park tomorrow*

I am at the lesson every day

Kelasi noaniq zamon (The Future Indefinite Tense) signallari:

Tomorrow, after 2 days, in 2 days, next week, next month, next year, next winter, the day after tomorrow, next Friday, next day.

Activity 1.

Qavs ichidagi fe'llarning kerakli shaklini qo'yib gaplarni ko'chiring.

- 1. He (to stay) at the Institute after classes.*
- 2. I (to know) all the new words very well, if we (to finish) this lesson.*
- 3. She (to learn) the new words tomorrow.*
- 4. We (to learn) topics on our specialty, when we (to be) in the 3rd course.*
- 5. They (to leave) for France in a few days.*
- 6. Next week my sister (not to have) any English classes.*
- 7. Where you (to go) tomorrow?*
- 8. We (to graduate) from the Institute in 5 years.*

Activity 2. Quyidagi gaplarni so'roq va bo'lishsiz gaplarga aylantirib yozing.

- 1. I shall be free at 5 tomorrow.*
- 2. It is going to rain.*
- 3. We are going to spend our practical hours at an office.*
- 4. Tom will finish to copy out the text in a few minutes.*
- 5. I shall be at home at this time tomorrow.*
- 6. They are going to translate the article.*
- 7. I shall have a rest,*

when I finish my work. 8. The students will have a State examination on English, when they are in the fourth course.

Activity 3. My future profession matniga doir yangi soʻzlarni oʻrganing.

difficult - qiyin

answer - javob bermoq

profession - kasb

finish - tugatmoq

enter - kirmoq

chemistry - kimyo

mathematics - matematika

engineer- muhandis

a builder- quruvchi

an economist – iqtisodchi

a translator - tarjimon

a painter- rassom

an artist - artist

an agronomist - agronom

Text. MY FUTURE PROFESSION

Sometimes it is difficult to give an answer about future profession. Every boy and girl stepping into the independent life after finishing school choose their future profession. There is a profession of an engineer-mechanic, engineer-technologist, a builder, an economist, a translator, a painter, an artist, an agronomist and so on.

A builder builds high buildings, offices for us, an economist works on the economical problems of every office, town, city, an agronomist works on the fields and this profession deals with the agricultural products and etc.

In short, every profession is interesting in its way. This year I've finished school and entered Bukhara Mining Institute. I want to be an engineer-technologist. I like this profession very much. We have 3 or 4 lessons a day. We have chemistry, mathematics, English and other subjects. I shall be an engineer-technologist in 4 years.

Activity 4. Yuqoridagi matnni diqqat bilan o'qing va undagi ot so'z turkumiga oid so'zlarni toping.

Activity 5. Dialogni yodlang.

DIALOGUE

A. - Will you be here tomorrow?

B - Yes, I shall. I'll be here.

A. - Will, Lola come too?

B - Yes, she will. She 'll come too.

A. - Will Karim be in class tomorrow?

B - No, He won't. He must be at the laboratory. He won't be here.

LESSON 26.

a) Text: Spending time effectively.

b) Proverbs and idioms related to time

Tips for Effective Time Management

(Vaqtni to'g'ri taqsimlash bo'yicha maslahatlar)

1. Set goals correctly. Set goals that are achievable and measurable. ...
2. Prioritize wisely. Prioritize tasks based on importance and urgency. ...
3. Set a time limit to complete a task. ...
4. Take a break between tasks. ...
5. Organize yourself. ...
6. Remove non-essential tasks/activities. ...
7. Plan ahead.

Vaqtni boshqarish (Time management)

"Vaqtni menejment" - bu sizning vaqtingizni aniq harakatlar o'rtasida qanday taqsimlashni tashkil etish va rejalashtirish jarayoni. Vaqtni to'g'ri boshqarish sizga samarali ishlashga

imkon beradi. Vaqtni boshqara olmaslik samaradorligingizga putur etkazadi va stressni keltirib chiqaradi.

Activity 1. Savollarga atroflicha javob bering.

1. How much of your time do you spend on reading/studying?
2. How much time do you spend on sleeping?
3. Do you spare any time for jogging?
4. Why should time be spent wisely?
5. Lost time is gamed, isn't it?
6. How much time do you waste doing nothing?

Idioms related to time

Quyida ingliz tilidagi mavjud vaqtga oid iboralarni ko'rib chiqamiz.

1. Time flies – vaqtning qanoti bor

Ma'nosi: Time passes extremely quickly

Misol: Look how fast our children grew up, how time flies.

2. Third time's a charm – izlagan imkon topar

Ma'nosi: The third time you do something it will finally work.

Misol: I had to ask her out three times before she said yes. Well you know... Third time's a charm.

3. Better late than never – hechdan ko'ra kech

Ma'nosi: Doing something late is better than not doing it at all. It can be used sarcastically if someone is very late.

Misol: Well hello John. Better late than never, huh? Class started half an hour ago.

4. Ship has sailed -poyezd ketib bo'ldi...

Ma'nosi: A lost opportunity, missed shot.

Misol: I should call Annie, I've been thinking about her lately. Sorry Chad, that ship has sailed. She got married last month.

5. Around the clock – kunu tun (24 soat)

Ma'nosi: for 24 hours, without stopping.

Misol: I know it's very late, but I really feel ill. Do you know which pharmacy is open around the clock?

6. In one stroke- darhol, o'sha zahotiyiq

Ma'nosi: Immediately, at the same time.

Misol: I went out to run errands and managed to do everything on one stroke.

7. Not born yesterday- tajribali, aldab bo'lmaydigan

Ma'nosi: Experienced, not naïve or easily fooled.

Misol: You can't expect me to believe that the vase broke itself. I wasn't born yesterday, you were playing ball with the dog in the house again!

Proverbs related to time

Activity 2. Quyidagi vaqtni ifodalovchi maqollarni yod oling.

Lost time is never found again

Time is longer than a rope.

Eat when the meal is ready, speak when the time is ripe.

Time is anger's medicine.

Time is the best adviser.

Time will tell.

Time waits for no one.

Activity 3. Lug'atdan foydalangan holda quyidagi maqollarning tarjimasini toping va ularni ishlatgan holda kontekst yarating.

Eat when the meal is ready, speak when the time is ripe.

Time is anger's medicine.

Time is the best adviser.

Time will tell.

Time waits for no one.

LESSON 27.

a) Grammar: „to be going to“ for future plans

b) Vocabulary: Text- Clothes

“to be going to” iborasi

“to be going to” iborasi kelasi zamonda bajariladigan ish harakatni ifodalashda ishtiladi. Biror bir ishni amalga oshirish uchun taraddudlanishni ham ifodalaydi. “to be going to” iborasining ikkita zamon shakli mavjud.

$S + \begin{matrix} am \\ is \\ are \end{matrix} \text{ going to } + V_1$

Men ertaga matnni tarjima qilmoqchiman.

I am going to translate the text tomorrow.

Biz kelasi Yakshanba kuni sayrga chiqmoqchimiz.

We are going for a walk next Sunday.

$S + was/were + going to + V_1$

“to be going to” iborasining o'tgan zamon shakli rejalashtirilgan, ammo ma'lum sabablarga ko'ra amalga oshmagan ish-harakatni ifodalaydi.

I was going to attend the whole workshop but I fell ill.

Men boshdan oxirigacha o'quv mashg'ulotiga qatnashmoqchi edim, ammo kasal bo'lib qoldim.

Jenny was going to learn Spanish but she changed her plan.

Jenni ispan tilini o'rganmoqchi edi ammo to'satdan fikrini o'zgartirdi.

Activity 1. Quyidagi gaplarni ingliz tiliga tarjima qiling.

1. Men ertaga xolamnigiga bormoqchiman. 2. Talabalar soat 12 da kelmoqchilar. 3. Biz yaqinda davlat imtihonlarini topshirmoqchimiz. 4. Ular bozorga bormoqchi. 5. Ular to 'y qilmoqchi.

Activity 2. Quyidagi bo'shliqlar o'rniga "to be going to" iborasini qo'yib to'ldiring.

not / help, take part / she, cook / you, share / not, rain, wear, leave / they, not / spend, not / walk, eat,

1. It is going to _____.
2. They _____ stew.
3. I _____ blue shoes tonight.
4. We _____ you.
5. Jack _____ home.
6. _____ dinner?
7. Sue _____ her biscuits.
8. _____ the house?
9. _____ in the contest?
10. I _____ my holiday abroad this year.

Activity 3. Kiyim-kechaklarga oid yangi so'zlarni o'rganing.

- Skirt
- Jumper
- Sneakers
- Vest
- High heels
- Flip flops
- Handbag
- Tank top
- Singlet
- Boots
- Shorts
- Polo shirt
- Umbrella
- Dress
- Hawaiian shirt
- Mittens
- Socks
- Swimsuit
- Trench coat
- Winter coat
- Straw hat
- Cap
- Scarf

Activity 4. Quyidagi savollarga javob bering.

1. Do you like clothes you are wearing now?
2. What did you wear yesterday?
3. Do you enjoy shopping for new clothes?

4. Where do you usually buy your clothes?

5. Do you ever wear jewelry?

6. Do you like to wear T-shirts?

LESSON 28.

a) Studies and professions.

b) *Vocabulary: Discussion: Types of diaries.*

Ish yoki kasb - bu insonning jamiyatdagi roli. Aniqroq aytganda, ish - bu odatiy va to'lov evaziga bajariladigan faoliyat. Ko'p odamlar bir vaqtning o'zida bir nechta faoliyat turi bilan shug'ullanadilar.

Types of Jobs and Occupations

- Waiter
- Paramedic
- Dentist
- Train conductor
- Nurse
- Electrician
- Doctor
- Businessman
- American football player
- Student
- Surgeon
- Doorman
- Secretary
- Soldier
- Repairman
- Scientist
- Reporter
- Construction worker
- Professor
- Police officer
- Postman
- Photographer
- Pilot
- Catholic nun
- Painter
- Mechanic
- Magician
- Lifeguard
- Lunchroom supervisor
- Clown
- Housekeeper
- Gardener
- Footballer
- Forest ranger
- Builder
- Foreman
- Farmer
- Flight attendant
- Fireman
- Engineer
- Carpenter
- Architect
- Boxer
- Cameraman
- Detective
- Journalist
- Housewife
- Diver
- Pope
- Priest
- Salesman
- Librarian
- Pirate
- Singer

Activity 1. Savollarga og'zaki javob bering.

1. What profession is the most famous in your country?

2. What is the well-paid job in your society?

3. Is there a great necessity towards a particular type of profession in your city?

4. Which professions are safest?
5. Name the most dangerous types of activity.
6. Can you distinguish between old and modern types of activities?
7. What does a bioengineer?

Activity 2. Quyidagi kasblarni o'ng tomonda keltirilgan so'zlar bilan birlashtiring.

<i>doctor</i>	<i>hotel</i>
<i>teacher</i>	<i>factory</i>
<i>cook</i>	<i>restaurant</i>
<i>seaman</i>	<i>post office</i>
<i>secretary</i>	<i>lorry</i>
<i>receptionist</i>	<i>university</i>
<i>postman</i>	<i>ship</i>
<i>policeman</i>	<i>police station</i>
<i>shop assistant</i>	<i>plane</i>
<i>pilot</i>	<i>hospital</i>
<i>driver</i>	<i>office</i>
<i>worker</i>	<i>shop</i>

Types of diaries.

What is a Diary?

It's fast, easy, and fun to keep a private online diary through Penzu's website or mobile app. Many people keep diaries every day, but are those diaries really secure? They aren't unless they're hidden in an app or on a private website! Secure behind passwords, the days of siblings stealing paper diaries are over.

A diary is a book full of the writings of the owner. Traditionally, diaries have been kept in paper journals, written in pen, pencil, crayon, or whatever medium desired by the writer. Recently, diaries have been converted to electronic form, such as blogs or online journals.

Diary Types

Academic Diary

An academic diary can take some the stress and hassle out of your life by making sure you manage your responsibilities for school better.

Food Diary

Food diaries are an excellent way to track what you're eating. A food diary is a record of foods that you eat on a meal-by-meal, daily, or weekly basis. You can include nutritional or other dietary information, organize and track foods by food group, and so on. This lets you monitor what, when, and how often you eat, as well as where your nutrition needs lie.

Health Diary

A health diary is not just a list of medical readings and calorie counts. It is a way to record feelings, goals, activities, surrounding events, and results for any particular area of health.

Secret Diaries

Everybody has certain things they don't wish to share with others. That's why a secret diary is so important to many people.

Work Diary

Write about your work experiences to reflect on your professional life to track your day-to-day work, consider career opportunities, set milestones, and achieve your goals.

LESSON 29.

a) *Grammar: Present Continuous Tense*

b) *Dialogue: In the food market.*

Present Continuous Tense

(Hozirgi davom zamon)

<i>S + am/ is/ are + V ing</i>

Lola is reading.

Karim is writing.

They are coming.

We are going.

Hozirgi davom zamon "to be" ko'makchi fe'lining hozirgi noaniq zamondagi shakli va ma'no anglatuvchi fe'lining Sifatdosh I shakli orqali yasaladi.

Hozirgi davom zamondagi fe'llar asosan hozirgi daqiqada davom etib turgan ish harakatni bildiradi.

Birlik

I. I am reading a book now

II. You are reading a book at the moment

III. He is reading a book now

She is reading a book now

Po'plik

I. We are reading a book now

II. You are reading a book now

III. They are reading English texts now

Hozirgi davom zamondagi gaplarning so'roq shakli "to be" ko'makchi fe'lining tegishli shakli (am/is/are) ni egadan oldin qo'yish orqali yasaladi.

Birlik

I. Am I reading a book now?

II. Are you reading a book now?

III. Is he reading a book now?

Is she reading a book now?

Po'plik

I. Are we reading a book now?

II. Are you reading a book now?

III. Are they reading a book now?

Hozirgi davom zamondagi gaplarning inkor shakli "to be" ko'makchi fe'lining tegishli shakli (am/is/are) dan keyin not inkor yuklamasini qo'yish orqali yasaladi.

Birlik

I. I am not reading a book now

II. You are not reading a book now

III. He is not reading a book now

She is not reading a book now

Po`plik

I. We are not reading a book now

II. You are not reading a book now

III. They are not reading a book now

Activity 1. Quyidagi gaplarni tarjima qiling.

1. Men hozir matnni tarjima qilayapman. 2. Talabalar 5-mashqni bajarayaptilar. i Qara. Ukang yiglayapti. 4. Sen hozir qayoqqa ketayapsan? 5. Ular imtihon i-i^hirayaptilar. 6. Talabalar bog"da ishlayaptilar.

Activity 2. Fe'llarni hozirgi davom zamonda qo'yib ko'chiring.

- 1. Anna (rest) right now.*
- 2. I (talk) on the phone at this moment.*
- 3. Bella (cook) dinner now.*
- 4. They (help) the teacher right now.*
- 5. He (run) very fast!*
- 6. Julia (bake) a chocolate cake at the moment.*
- 7. I (have) fun!*
- 8. You (dance) very nicely.*
- 9. They (answer) all the questions.*
- 10. John (eat) Salad, and I am eating fish.*

Dialogue: In the food market.

Activity 3. Dialogni diqqat bilan o'qing.

A: I think I'm going to go to the market today.

B: Do we need food?

A: Yes, I think so.

B: What are you going to get?

A: I'm not sure what we need.

B: Maybe you should go and look in the refrigerator.

A: Could you do it for me, and write out a list of things that we need?

B: Just get the basics.

A: Like what?

B: You know. Get some eggs, milk, and bread.

A: Just go and make a list for me, please.

B: Fine, I'll go do that for you.

Activity 4. "Food" haqidagi matnni diqqat bilan o'qing va oziq-ovqatni ifodalovchi so'zlarni aniqlang.

For some food is a source of pleasure, for others - a source of energy. First of all, I would like to say that I do not eat animal meat at all. I prefer fish and other sea products. So, in the morning I usually have some cottage cheese with kefir, then I have tea with two cheeseburgers. At dinner I have vegetable soup, a salad and fried fish. I do not have desserts, but only tea with lemon. For supper I have just a salad and then I eat fruit.

I love all kinds of milk products, especially kefir, cottage cheese and cheese. I prefer cheeses from Germany, France or Switzerland. As for sea products I love shrimps, salmon and trout. I like different kinds of salads, dressed with olive oil or sour cream. I also love all kinds of potato dishes. I usually drink down food with natural juices or kvass.

I prefer to have tea with bitter chocolate or home-made jams. As I do not change my daily dishes, I very seldom have stomach problems. Actually, I think that the simpler food is, the better is its taste.

Well, of course, on weekends I want to try a new dish. If I have free time, I try to invent a new salad or find an interesting recipe. On weekends I let myself have good red dry wine. Well, many doctors say that red wine in reasonable quantities is very good for health.

I do not buy in shops ready or semi-manufactured food products, because this is unhealthy. It is better to spend some time cooking, than to have problems with overweight and heart.

LESSON 30.

a) *Phonetics*: The preliminary exercises

b) *Vocabulary*: The capital of the Republic of Uzbekistan.

ea+r, ee+r, ai+r harf birikmalarining oqilish qoidalari

ea+r [i] dear, clear, hear ee+r [i] deer, pioneer, beer ai+r [ai] hair, fair, air

Tashkent - Capital of Uzbekistan

Tashkent is the capital of Uzbekistan and is a metropolis of over 2.5 million people. The city is set out as a grid of straight, wide streets and avenues, interspersed with many green areas (parks, squares, and gardens) and fountains.

This marvelous city embodies the modern elegance of many other capitals of the world; at the same time, as an eastern city, Tashkent has its own unique flavour. It tastefully combines medieval buildings that look like they're from the pages of ancient oriental tales. Many of Tashkent's tourist sights are concentrated in the Old City, which is one of the few districts that has preserved its traditional culture in the rapidly-changing metropolis. The spirit of old Tashkent lives here, in the cozy courtyards of the hospitable mahallahs, the bustling Chorsu Bazaar, and the blue domes of the Khast Imam complex. In this part of the city there are artisans, teahouses, and bakeries.

Other Tashkent sights worth visiting include the Tashkent TV Tower, the German Church, the Polish Church, Amir Temur Square with the famous Tashkent astronomical clock, Independence Square, and the former residence of Prince Romanov, which was designed by architects Benoit and Heinzelmann.

Activity 1. Savollarga javob bering.

1. What is the capital of Uzbekistan?. How old is it? 2. What do you know about Tashkent from the history of our Republic? What does Tashkent mean? 3. What did happen in Tashkent in 1966? 4. How much time needs to rebuilt the city? 5. Tashkent becomes more beautiful and handsome, doesn't it? 6. What kind of products do the capital enterprise output?

Activity 2. Quyidagi bo'shliqlar o'rniga davlat, millat va poytaxtni to'g'ri topib qo'ying.

1. Dimitri is from Greece. His nationality and language is _____. Capital city of Greece is _____.
2. Luigi is from Italy. He is _____. _____ is the capital city of Italy.

3. Hannah is from Norway. She is _____. She was born in _____ which is the capital city of _____.
4. Aliina was born in Finland. People of Finland are called _____. Alina lives in the capital city of Finland which is _____.
5. Irenka is _____. She is from Slovakia. _____ is the capital city of Slovakia. She was born there.
6. Valery is from Russia. He is _____. Capital city of Russia is _____.
7. Annemarie is from Belgium. _____ is the capital city of Belgium.
8. Mehmet is from Turkey. He is _____. He was born in _____ which is the capital city of Turkey.
9. Danijela is from Serbia. Her language is _____. Capital city of Serbia is _____.
10. Lucas was born in Germany. His nationality is _____. Capital city of _____ is _____.

Activity 3. “My capital city” mavzusida insho yozish.

Vocabulary:

country – davlat
 to develop – rivojlanmoq
 to improve – yaxshilanmoq
 infrastructure – shahar tuzilmasi
 suburbs – shahardan tashqari joylar
 economic – iqtisodiy
 agricultural – qishloq xo'jaligiga asoslangan
 sights – diqqatga sazovor joylar
 famous – mashhur
 tourists- sayyohlar

FOR AUTHOR USE ONLY

LESSON 31.

- a) Text: Customs and traditions
- b) Text related vocabulary

Uzbek customs and traditions

Navruz – Oriental New Year!

One of the biggest Uzbek holidays is Navruz! The translation of “Navruz” is a “new day”. It is an Oriental New Year celebrated on the 21st March. According to historians, the holiday is more than 3000 years old. It is the symbol of nature's awakening!

How do Uzbek people celebrate Navruz nowadays? Navruz is a family holiday; usually Uzbek people celebrate it together relatives and friends. Due to this event, the folk plant different types of trees and flowers everywhere.

Local people get ready for Navruz in advance. In every “mahalla” (neighboring community) people do “khashars” (joint works). People, united by the common task of preparing for the holiday, bring the city or village into a proper festive look. On 21st March the festive fun begins. Ladies set festive tables in each “mahalla” (neighboring community)! There is such a sign – the richer the table will be, the richer the whole coming year will be! The main festive dishes are pilaf/plov, shurpa, and samsa with the first spring herbs. Also, on the table should be a variety of snacks, sweets and fruits. But the highlight of the program on this day is a plate with sprouted wheat! This dish must be on every festive table! From the grains of sprouted wheat, the main holiday delicacy is prepared – sumalak. Sumalak preparation process is a real ritual in which only women take part. The cooking process takes a whole day. Women, replacing each other, slowly stir the sprouted grains of wheat in a huge cauldron, which, thanks to their efforts, gradually turn into a thick, viscous brown mass.

During the cooking process, women sing folk songs about spring and Navruz. They also make sacred wishes! When sumalak is ready, our people would love to distribute it to neighbors, friends, colleagues, relatives ...

Hashar in Uzbekistan

In any mahalla there is a wonderful ancient tradition of mutual assistance – “hashar”. As they say, all over the world, the residents of the mahalla voluntarily and unselfishly help each other if necessary. You need to build a house, improve a street or district, organize a morning pilaf/plov – hashar always comes to help.

During happy and sorrow days, the residents of the mahalla try to stick together. As a rule, when someone invites for hashar, no one refuses. People work together, having time to complete a large amount of necessary work in one calendar day. And then they also organize lunch or dinner together. A wonderful oriental tradition-symbol of unity and sympathy!

1. Vocabulary:

customs and traditions – urf-odatlar

hospitality – mehmondo'stlik

feature – xususiyat

to shake hands – qo'l siqmoq

to greet – salomlashmoq

bow – egilish

ceremony – marosim

relative – qarindosh

a newborn- yangi tug'ilgan
to swaddle – yorgaklamoq
a rite – urf
circumcision - khatna-kilish

LESSON 32.

- a) *Text:* Customs and traditions
- b) Text related vocabulary

Uzbek customs and traditions

Beshik tuyi (Cradle ceremony)

And here is a joyous and important event – a new person has appeared! In the Uzbek family, the appearance of the baby is accompanied by the ancient ritual celebration “Besik Tuyi” – “Cradle ceremony”. This rite is usually performed on the seventh, ninth, eleventh, or fortieth day of the child's birth. On the day of the ceremony relatives of the wife bring a richly decorated cradle and necessary accessories for the child, as well as many different sweets, traditional Uzbek pies and baby toys, which wrap in tablecloth.

Sounds of black, trumpet and tambourine announce the beginning of the rite. The house gathers a large number of guests who spend at the festive table, which is made with a rich meal. And while the guests are enjoying themselves, enjoying the game of musicians, celebrating and having fun, the elderly women in the nursery perform the rite of the first hugging of the baby and putting it in the cradle. At the end of the ceremony, the child's eyes are traditionally arranged. Guests enter the children's room, admire the toddler and sprinkle the cradle with candies like “parvardi”, crystalized sugar – “navat” and other sweets. According to the rite, people do it so that the life of the child was joyful and safe.

Uzbek morning pilaf/plov

At what time is pilaf cooked in the morning? The ancient ritual of morning pilaf is not only a festive but also a memorial pilaf. Only men attend to it. The preparation of morning pilaf begins in the evening of the previous day, with the rite of shredding carrots – “sabzi tughrar”.

The morning pilaf itself is prepared by the end of the morning prayer – “bomdod namozi”. It is the participants in the prayer who become the first to taste the freshly prepared morning pilaf. The beginning of the morning pilaf is announced by the sounds of “karnays” and “surnays” musical instruments. The guests sit down at the tables and, having completed the rite of wish – “fotikha”, proceed to the meal. First, they serve cakes and tea on the table, then pilaf in large plates, one plate is for two people. At the end of the meal, they make

“fotikha” rite again. At the end of the morning pilaf, hosts present guests of honor with national men's dressing gowns – “chapans”.

Vocabulary:

a priest – imom
wish – tilak
engagement – fotiha
permission – ruxsat
a couple – juftlik
to appoint – belgilamoq
to agree – rozi bo'lmoq
wedding – to'y
farewell – xayrlashuv
to welcome – kutib olmoq

LESSON 33.

a) *Vocabulary:* Our city

b) *Discussion:* Visiting museums

Our city.

Bukhara is one of the most ancient cities of Uzbekistan, situated on a sacred hill, the place where sacrifices were made by fire-worshippers in springtime. This city was mentioned in a holy book "Avesto". Bukhara city is supposed to be founded in the 13th cent. B.C. during the reign of Siyavushids who came to power 980 years before Alexander the Great. The name of Bukhara originates from the word "vihara" which means "monastery" in Sanskrit. The city was once a large commercial center on the Great Silk Road.

Bukhara lies west of Samarkand and was once a center of learning renowned throughout the Islamic world. It is the hometown of the great Sheikh Bakhouddin Nakshbandi. He was a central figure in the development of the mystical Sufi approach to philosophy, religion and Islam. In Bukhara there are more than 350 mosques and 100 religious colleges. Its fortunes waxed and waned through succeeding empires until it became one of the great Central Asian Khanates in the 17th century.

Bukhara with more than 140 architectural monuments is a "town museum" dating back to the Middle Ages. 2,300 years later, ensembles like Poi-Kalyan, Ismail Samani Mausoleum, Ark, Lyabi-Khauz are attracting a lot of attention. The city consists of narrow streets, green parks and gardens, historical and architectural monuments belong to the different epochs, but locate very close to each other.

Activity 1. Matnga oid yangi so'zlarni o'rganing.

Vocabulary:

Occupy- egallamoq	Inhabit- istiqomat qilmoq
Military- harbiy	Various- turli xil
Encompassed- qamrab olmoq, ichiga olmoq	Royal courts- maydon

Fall- tushmoq, yiqilmoq
Ruins- xarobalar
Attraction- e'tibor
Earthen- Yer sayyorasiga tegishli bo'lgan
Fortification-istehkom, mudofaa inshooti
Northwestern- shimoli-g'arbiy
Contemporary-zamonaviy, hozirgi
Resemble- o'xshamoq
Rectangle-to'rtburchak
Modified-biroz o'zgartirimoq
External- tashqi
Height- balandlik

Depth- chuqurlik
Destroy- buzmoq
Establish- asos solmoq
Residence- qarorgoh
Local ruler- mahalliy hukmdor
Servants- xizmatkorlar
Terrace-ayvon
Conqueror- istilochi
Siege-qurshov, qamal
Command- buyruq
Bomb- bombardimon qilmoq
The West-G'arb
The East- Sharq

Fortress- qal'a, qasr
Entrance- kirish qismi
Tower- minora

Visiting museums (Amir Timur Museum in Tashkent)

The State Museum of the Timurids' history is named exactly so, because it numbers more than 5 thousand of exhibits, referring to the period of Timur's governing and the dynasty of the Timurids. Amir Timur Museum in Tashkent was established in 1996 in honor of celebrating the 660th anniversary of the birth of Amir Timur.

The Timurids Museum is situated in downtown Tashkent, in the square near the monument of Amir Timur. The Timurids Museum is amazing with its pompousness. The building of the museum is a round engineering design with the classical eastern dome. Amir Timur Museum has three storeys, the second and third storeys are fully devoted to the Timurids' history. The interior of the museum is richly adorned with marble, pillars, paintings, eastern miniature, tinsel, and the building is ornamented with canopy. The walls of the halls are paintings, depicting Amir Timur's life and pictures from the country's history from ancient times till the present. One cannot admire the cut-glass chandelier, which is the adornment of the Timurids' history State Museum. The height of the chandelier is 8,5 meters.

Activity 2. Quyida muzeylarga tashrif buyurishning 10 foydasini ko'rib chiqamiz.

10 Reasons to Visit a Museum

- Museums make you feel good. ...
- Museums make you smarter. ...

- Museums provide an effective way of learning. ...
- Museums are community centers. ...
- Museums inspire. ...
- Museums help bring change and development to communities. ...
- Museums are a great way to spend time with friends and family.
- A museum may be your next community partner or business endeavor
- Museums need your support in order to keep educating and inspiring people
- There is a museum close to you

LESSON 34.

a) Text: The national meals of English-speaking countries.

The national meals of English-speaking countries.

I'd like to speak about English national cuisine. It's common knowledge that English cuisine is shaped by the country's temperate climate, its geography and its history. Traditional meals have ancient origins, such as bread and cheese, roasted and stewed meats, meat pies and freshwater and saltwater fish.

Traditional English cuisine is substantial but simple and wholesome. The English have three main meals a day. Breakfast is between 8 and 9 a.m. Lunch is a light meal or snack between 12 a.m. and 1.30 p.m. Dinner, which is sometimes called supper or tea, is the main meal of the day between 6.30 p.m. and 8 p.m. On Sundays the main meal of the day is often eaten at around 1 p.m. This meal usually consists of roast meat, Yorkshire pudding and two kinds of vegetables.

Most overseas visitors see English breakfast as the typical version of eggs, bacon, sausages, fried bread, mushrooms and baked beans, all accompanied with a cup of tea or coffee. Today, however, a typical English breakfast is normally a bowl of cereal, a slice of toast, orange juice and tea or coffee.

During the week, due to a lifestyle of often working a long distance from home, many people have a 'packed lunch' or sandwiches for lunch, with a packet of crisps, fruit and a drink.

Sunday lunch is different when the family sits together for a traditional Sunday roast. This consists of roast meat, different kinds of vegetables, always including roast potatoes with Yorkshire Pudding, a flour based batter cooked in the oven. The most commonly eaten joints of meat are beef, lamb or pork, chicken is also popular. Beef is accompanied by white horseradish sauce, pork by apple sauce and lamb is eaten with green mint sauce. Gravy is then poured over the meat.

Traditionally dinner was similar to Sunday Lunch but today this is rarely eaten on ordinary days. Today most people in Britain prefer curry, rice or pasta for dinner. Fresh vegetables grown in England are also popular, such as peas, carrots, cabbage, onions and potatoes.

Needless to say, some traditional foods have remained English favourites. Fish and Chips is the most famous English food, after the Sun-

day Roast beef. Fish can be either cod, haddock or plaice and is deep fried in flour batter, then served with chips. This is England's traditional take-away meal. Steak and Kidney Pie is pastry pie filled with steak, lamb kidneys and gravy, baked in the oven. This is accompanied with chips and fresh vegetables. Shepherds' Pie is made with minced lamb and onions with light gravy, topped with mashed potato and baked in the oven. Cottage Pie is the same as Shepherds' pie but made with beef instead of lamb.

At the same time English families today rarely eat together. People often consume junk food, often in front of the television. The diet in increasing numbers of families consists mainly of salty or sweet snack foods - chips, crisps, chocolate bars, ready-meals, microwave pizzas which can cause obesity and health problems.

Activity 1. Match the words with their definitions without using a dictionary.

- | | |
|--------------------|--|
| 1. Contain | a) a short form of a word or phrase |
| 2. Accept | b) to have something inside or include something as a part |
| 3. Abbreviations | c) arranged according to a particular system |
| 4. Consistently | d) to agree to take something |
| 5. Condense | e) always behaving or happening in a similar, especially positive way. (adv) |
| 6. well –organized | f) because of a possibility of something happening, being needed, |
| etc. | |
| 7. in case | h) to reduce something, such as a speech or piece of writing, in length |

Activity 1. “Christmas pudding” ning resepti bilan tanishib chiqing.

Ingredients:

- 1 pound (450 grams) dried fruit
- 1 ounce (scant 1/2 cup) mixed candied fruit peel, finely chopped
- 1 small cooking apple, peeled, cored, and finely chopped
- 2 tablespoons fresh orange juice
- 1 tablespoon fresh lemon juice
- 1/4 cup brandy, or more as needed
- 2 ounces (1/2 cup) self-rising flour, sifted
- 1 teaspoon ground mixed spice
- 1 1/2 teaspoons ground cinnamon
- 4 ounces (about 1 cup) beef or vegetarian suet, shredded
- 4 ounces (scant 2/3 cup) dark brown sugar, packed
- 1/2 tablespoon lemon zest
- 1 tablespoon orange zest

- 4 ounces (1 cup) fresh breadcrumbs
- 1 ounce (1/4 cup) raw almonds, coarsely chopped
- 2 large eggs

Activity 2. O'zingiz yoqtirgan taomning reseptini va tayyorlanish jarayonini yozing.

LESSON 35.

- a) Grammar: 1. Personal and possessive pronouns
- b) Vocabulary: Places of interest in the UK

Personal pronouns (Kishilik olmoshi)

Kishilik olmoshlarida 2 xil shakli mavjud:

- a) bosh kelishik shakli (Subject pronouns)
- b) tushum kelishik shakli (Object pronouns)

Shaxs	Bosh kelishik	Tushum kelishigi
Birlikda		
I	I	me
II	You	you
III	He	him
	She	her
	It	it
Ko'plikda		
I	We	Us
II	You	You
III	They	Them

- Kishilik olmoshi bosh kelishik shakllari gapda ega vazifasida keladi. **I** har doim bosh harf bilan yoziladi. Boshqa olmoshlar yoki ot bilan uyushib kelganda oxirida ishlatiladi:

Nick, you and **I** must be there at 7 o'clock.

Nick, sen va men soat 7 da u yerda bo'lishimiz kerak.

Does **she** speak English well?

U ingliz tilida yaxshi gapiradimi?

He – erkaklarga nisbattan;

She – ayollarga nisbattan;

It – hayvonlar va jonsiz narsalarga nisbattan.

Masculine	Feminine	Neutral
<p>He</p> <p>Ishlatilishi:</p> <ul style="list-style-type: none"> • Erkaklarga nisbatan; • Hayvonlarning jinsi erkakligini ifodalaganda; 	<p>She</p> <p>Ishlatilishi:</p> <ul style="list-style-type: none"> • Ayollarga nisbatan; • Hayvonlarning jinsi urg'ochiligini ifodalaganda; 	<p>It</p> <p>Ishlatilishi:</p> <ul style="list-style-type: none"> • Hayvonlar yoki jonsiz predmetlarga nisbattan;

God (xudo) so'ziga nisbatan;	<ul style="list-style-type: none"> • Davlat siyosiy birlik sifatida qaralsa; • Kemalar uchun; • Goddess ayol xudoga nisbatan. 	<ul style="list-style-type: none"> • Suhbatdoshni ko'rmasdan murojat qilganda; • Biror voqea, hodisa, vaziyatga nisbatan;
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Obyektiv kelishikdagi kishilik olmoshlari gapda odatda to'ldiruvchi vazifasida keladi. Pedloglardan keyin kelib, o'sha predlog beradigan ma'noni o'ziga qo'shadi:

For me *men uchun*

With her *u bilan*

From you *sendan*

About them *ular haqida*

To him *unga*

I want to go **with them**. (with they *emas*)

Men ular bilan ketishni xohlayman.

We are talking **about him** (about he *emas*).

Biz u haqida gaplashayapmiz.

- Obyektiv kelishikdagi kishilik olmoshlari fe'llardan keladi:

I **know him** *men uni taniyman*

Take me with you *meni o'zing bilan olib ket.*

ket.

Possessive pronouns:

Egalik olmoshi 2 xil bo'ladi:

- Egalik olmoshi sifat shakli;
- Egalik olmoshi ot shakli.

Shaxs	Kishilik olmoshi	Egalik olmoshi sifat shakli	Egalik olmoshi ot shakli
Birlik			
I	I	My <i>mening</i>	Mine <i>meniki</i>
II	You	Your <i>sening</i>	Yours <i>seniki</i>
III	He	His	His } <i>uniki</i> Hers } Its }
	She	Her	
	It	Its	
Ko'plik			
I	We	Our <i>bizning</i>	Ours <i>bizniki</i>
II	You	Your <i>sizning</i>	Yours <i>sizniki</i>
III	They	Their <i>ularning</i>	Theirs <i>ularniki</i>

- Egalik olmoshi sifat shakli **whose? Kimning?** So'rog'iga javob bo'lib, gapda aniqlovchi vazifasida keladi. U ko'rsatgich hisoblanib, ulardan oldin ham keyin ham artikl ishlatilmaydi. Egalik olmoshi ot shakli esa **whose? Kimniki?** So'rog'iga javob bo'lib, gapda ega yoki ot kesim vazifalarida kelishi mumkin:

My pen is on **your** table.

Mening ruchkam sening stoling ustida.

This hat is **yours**. **Mine** is blue.

Bu shlyapa seniki. Meniki ko'k.

- Agar otidan oldin boshqa aniqlovchi bo'lsa, egalik olmoshi (boshqa har qanday ko'rsatgich kabi) o'sha aniqlovchidan oldinga o'tadi:

My black **pen** is on your wooden table.

Mening qora ruchkam sening yog'och stoling ustida.

- Egalik olmoshlari artiklga o'xshab **all** va **both** dan keyin kelishi mumkin:

All my pens are on your table.	Hamma ruchkalarim stoling ustida.
All the pens are on your table.	Hamma ruchkalar stoling ustida.
Both his pens are on the table.	Uning ikkala ruchkasi ham stol ustida.
• Egalik olmoshi ot shaklidan keyin ot kelmaydi, sifat shakli esa otsiz kelmaydi:	
This is my book.	Bu mening kitobim.
This book is mine .	Bu kitob meniki.
• Quyidagilarning tarjimasiga e'tibor bering:	
I've broken my pen.	Men ruchkamni sindirib qo'ydim.
She has lost her book.	U kitobini yo'qotib qo'ydi.

Activity 1. Ma'nosiga mos keladigan olmoshni tanlang.

- 1 It's *their/theirs* problem, not *our/ours*.
- 2.. This is a nice camera. Is it *your/yours*?
3. That's not *my/mine* umbrella. *My/Mine* is black.
4. Whose books are these? *Your/Yours* or *my/mine*?
- 5 Catherine is going out with *her/hers* friends this evening.
6. *My/Mine* room is bigger than *her/hers*.
7. They've got two children but I don't know *their /theirs* names.
8. Can we use your washing machine? *Our/Ours* is broken.

Activity 2. Ma'nosiga mos keladigan olmoshni tanlang.

1. I have lost (*I*) keys.
2. Did you brush (*you*) teeth?
3. Alex and Lucy like to ride (*they*) bikes.
4. Claire is looking for (*she*) favourite top.
5. We would like to sit at (*we*) usual table please.
6. Colin bought a new car yesterday. It's (*he*) now.
7. It seems that we have the same jacket. Is this (*I*) ?
8. I parked my car right outside. Where did you park (*you*) ?
9. I can't find Sue and Peter's house. Which one is (*they*) ?
10. In the cinema: "We are looking for our seats. Are these (*we*) ?"

Activity 3. Egalik olmoshlarining mustaqil shaklini tanlang.

Jason: Whose sunglasses are these?

Kate They're Amy's, I think. Yes, they're (1)_____.

Paul: Whose baseball cap is this?

Amy: That's (2)_____too! Thanks.

Kate: Ugh! Whose dirty towel is this?

Jason: Ask Paul. I think it's (3)_____.

Paul: Yes, it is. Thanks. You've got a great T-shirt, Amy!

Kate: Thanks. I borrowed it from my big sister. So it's (4)_____really.

Jason: What about this umbrella?

Paul: Don't be silly, Jason! You brought it, so it must be (5)_____.

Kate: Does this beach ball belong to us?

Jason: No, it isn't (6)_____. Those kids over there were looking for a ball, so it's (7) _____ probably.

Mixed exercises.

Activity 4. Ma'nosiga mos keladigan olmoshni tanlang.

1. Is this yours / your daughter?
2. It's theirs / their problem, not our/ours.
3. It's a good idea of your / yours to go to the bar tonight.
4. Are these her / hers shoes?
5. We're going swimming with some friends of our/ours.
6. Is it yours / your article about spiders? -No, it's not my / mine.
7. We know their / theirs address but they don't know our / ours.
8. That's not my / mine wallet. Mine / my is black.
9. His cottage is bigger than her / hers but her / hers is nicer.
10. My / mine parents live in Vitebsk region, and your / yours?

Places of interest in the UK.

Consisting of England, Scotland, Wales, and Northern Ireland, the United Kingdom (UK) has long been one of Europe's most popular tourist destinations. The country's appeal has much to do with its diverse scenery and rich cultural heritage. The best places to visit in the UK include everything from beautifully preserved country estates and castles, to its many world-class art galleries and museums.

One of the greatest pleasures of a UK vacation, however, is just how easy it is to explore this fascinating and diverse country. Thanks to its size - the UK could easily fit into the state of Texas (with room to spare) - you can base yourself in cities such as London or Liverpool and simply take a train, bus, or ferry to explore other areas.

From the nation's capital, a 90-minute train ride is all it takes to access beautiful Salisbury, and a short bus ride or tour from here will take you to one of the country's most recognizable

attractions, Stonehenge. And if you want to hop between the Scottish cities of Edinburgh and Glasgow, a one-hour train ride will deposit you in the heart of either city. Plan your sightseeing adventures with our list of the best places to visit in the UK.

Big Ben and the Houses of Parliament on the banks of the River Thames

While it's possible to plan a trip to the UK without visiting London, it's certainly not to be advised. The nation's sprawling capital boasts plenty of attractions to keep you busy. For those interested in learning more about the UK's rich history, one of the top things to do in London is visit the Tower of London. Located beside the spectacular **Tower Bridge** on the banks of the **River Thames**, this former palace and prison includes highlights such as the iconic 1,000-year-old White Tower, with its fascinating displays of armor and weaponry, and the Jewel House, home to the **Crown Jewels**.

Fans of Britain's Royal Family will want to head to Buckingham Palace, London's Royal home since Queen Victoria's reign. Here, you can enjoy the colorful pomp of the **Changing of the Guard** or even take a tour of the Palace's State Rooms (be sure to book in advance as they're only open for a few weeks each year).

The city's Whitehall Road area is another must, where you'll find **Big Ben** and the **Parliament Buildings**, as well as Westminster Abbey, scene of many a royal wedding. Another area to visit in London is South Kensington, home to the city's best museums, including the Victoria and Albert Museum and the Natural History Museum, as well as the famous Harrods department store. Also check out Trafalgar Square, home to iconic **Nelson's Column** and the National Portrait Gallery

LESSON 36.

a) *Grammar:* Reflexive and reciprocal pronouns

b) *Vocabulary:* External economic relations.

Reflexive pronouns:

- O'zlik olmoshlari **my, your him, her, it** olmoshlariga **self** ni, **our, your, them** olmoshlariga **selves** ni qo'shish orqali yasaladi:

Shaxs	Birlik	Ko'plik
I	Myself <i>o'zim</i>	Ourselves <i>o'zimiz</i>
II	Yourself <i>o'zing</i>	Yourselves <i>o'zingiz</i>
III	Himself Herself itself } <i>o'zi</i>	Themselves <i>o'zlari</i>

- O'zlik olmoshlari eganing ish-harakatni o'zi bajarganligini ta'kidlab, egadan keyin yoki gapning oxirida ishlatiladi:

I saw him myself. Men uni o'zim ko'rdim.

I myself saw him. Men o'zim uni ko'rdim.

- O'zlik olmoshlari ish-harakat gap egasining o'ziga nisbatan bajarilishini ifodalaydi:

I saw **myself** in the mirror. Men ko'zguda o'zimni ko'rdim.

Don't play with matches. Gugurt bilan o'ynama. O'zingni kuydirib qo'yishing mumkin.

You might burn **yourself**.

- Quyidagi hollarda ham ishlatilishi mumkin:

I saw a figure like **myself** lying dressed Men kravat ustida mening kiyimlarimni kiyib in my clothes on a bed. yotgan o'zimga o'xshagan bir sharpani ko'rdim.

The idea of helping the man was U odamga yordam berish fikrining o'ziyoq unpleasant in **itself**. yoqimsiz edi.

I enjoyed the music, but I didn't like Menga musiqasi yoqdi, lekin spektaklning o'zi the play **itself**. yoqmadi.

- **feel/relax/concentrate/wash/dress/shave** kabi fe'llardan keyin odatda **o'zlik olmoshlari** kelmaydi. Chunki bu harakatlar odatda har biri kishining o'zi tomonidan bajariladi:

- I **feel** great after having a swim. ('I feel myself great' EMAS)

- You must try and **concentrate**.

- It's good to **relax**.

- I got up, **shaved, washed** and **dressed**. ('shaved myself' EMAS)

Lekin, **I dried myself** deyish mumkin.

- **-selves** va **each other** o'rtasidagi farqqa e'tibor bering:

- Tom and Ann stood in front of the mirror and looked at **themselves**.

(=Tom and Ann looked at Tom and Ann)

Lekin: Tom looked at Ann and Ann looked at Tom. They looked at **each other**.

Each other ning o'rniga **one another** ni ham ishlatishimiz mumkin:

- Sue and Ann don't like each other (*or* one another)

Quyidagi iboralarni ham eslab qoling:

On my own / by myself

- yolg'iz o'zim

On his/her/its own / by himself/herself/itself

- yolg'iz o'zi

On your own/ by yourself

- yolg'iz o'zing

On our own / by ourselves

- yolg'iz o'zimiz

On your own/ by yourselves

- yolg'iz o'zingiz.

On their own / by themselves

- yolg'iz o'zlari

❖ Ba'zan kishilik olmoshlari tushum kelishik shakli (object pronouns) o'zlik olmoshlari o'rnida ishlatilishi mumkin:

I took my book with me .	Kitobimni o'zim bilan oldim.
Bob brought his books with him .	Bob kitoblarini o'zi bilan olib ketdi.
I looked around me .	Men atrofimga qaradim.
She kept her son close to her .	U o'g'lini o'ziga yaqin saqladi.

Reciprocal pronouns:

- Birgalik olmoshlariga **each other** va **one another** (*bir-birini*) kiradi.

Each other odatda 2 shaxs yoki buyumga nisbatan ishlatiladi. **One another** esa ko'pchilikka nisbatan. (Lekin bu ikki olmosh bir bironing o'rnida ham ishlatilishi mumkin).

They have known **each other** for 2 years.
Our classmates often see **one another**.

Ular bir-birini 2 yildan beri tanishadi.
Sinfdoshlarimiz bir-birlarini tez-tez ko'rib turishadi.

Auto-racing is a kind of race where cars
bilan
compete among **each other**.
hisoblanadi.

Avto-poyga bu mashinalar bir birovi
musobaqalashadigan poyga

Activity 1. O'zlik olmoshlarining mosini tanlang.

1. I don't need any help. I can do it ____.
2. Edwin fixed his bike all by ____.
3. Beth and Chris got a little lost one day on their way back from school. But they found the right way home all by ____.
4. Olivia got a very good mark on her English test. She was very pleased with ____.
5. We had to ask ____ if this was the right thing to do.
6. The teacher said to the class: "I would like you to do the exercises ____."

Activity 2. O'zlik olmoshlarining mosini tanlang.

myself - yourself - himself - herself - itself - ourselves - yourselves - themselves

1. Alan made this dish ____.
2. Laura sent the email ____.
3. We shall not quarrel easily among ____, and forget our common objective.
4. Sara, did you write this poem ____?
5. Yes, I called her ____.
6. He cut ____ with the knife while he was sharpening it.
7. My computer often crashes and turns off by ____.
8. She often talks to ____ when she is upset
9. John and Alan, I am not going to do the homework for you. You have to do it ____.

10. The students were so noisy. Even Nancy and Leila were making a lot of noise _____.
11. Did the children behave _____?
12. I caught sight of _____ in the mirror.

External economic relations.

The Republic of Uzbekistan today implements ambitious socio-economic reforms, turning into one of the advanced CIS countries with an open economy. For the first time in the last 30 years, new inherently foreign economic relations are clearly built based on pragmatism and the most flexible use of modern realities and national interests. Earlier, Uzbekistan constantly changed the vectors of international cooperation, while retaining the ability to balance its own interests between global players in Central Asia - Russia, China, the USA and the EU - then strengthening or weakening one or another vector of its policy, now it has developed a science-based strategy ensuring economic security, taking into account its competitive advantages and its own national priorities, actively diversifying its foreign economic relations. The new president almost immediately announced a serious reload of the foreign policy and foreign economic strategy in order to create favorable conditions for the export of goods, first to neighboring countries in the Central Asian region and Russia, and then to more distant markets. The economic potential of the Republic of Uzbekistan is based on the availability of natural resources, minerals, an increasing population, which at the beginning of 2020 amounted to more than 34 million people, significant foreign exchange reserves, as well as a potentially capacious demand market. The country has real prerequisites for the accelerated development of the agro-industrial sector and processing industries, which serve as important sources of export products. In the production of cotton fiber, silk cocoons, astrakhan, wool, fruits and vegetables, fruits and grapes, the country occupies leading positions not only in the CIS, but also on world sites.

Activity 1. Discussion Questions

1. Are there any firms in your community that sell their products in other countries?
2. Are there any firms in your community that buy products from other countries?
3. There is an English proverb, "No man is an island into himself." What does this mean and why is it true for countries?
4. How has independence affected Uzbekistan's relations with other countries?

Activity 2. Complete each sentence with suitable word.

1. Two people wereinjured the accident. (serious/ seriously).
2. The driver of the car had..... injures. (serious/ seriously).
3. I think you behaved very(selfish/ selfishly).
4. Rose is upset about losing her job.(terrible/ terribly).
5. There was a change in the weather. (sudden/ suddenly).
6. Everybody at the party was..... dressed. (colourful/colourfully).
7. Linda likes wearingclothes. (colourful/colourfully).
8. Liz fell and hurt herself quite..... (bad/badly).
9. Joe says he didn't do well at school because he was taught. (bad/badly).
10. Don't go up that ladder. It doesn't look..... (safe/safely).

LESSON 37

a) Grammar: Demonstrative pronouns.

b) Text: The education system of English-speaking countries.

Activity 1. "The System of education in Great Britain " matniga doir yangi so'zlarni o'rganing.

1. system of education- ta`lim tizimi
2. include -o`z ichiga olmoq
3. pre school education - maktabgacha ta`lim
4. secondary education - o`rta ta`lim
5. higher education - oliy ta`lim
6. primary education -majbutiy ta`lim
7. continue - davom etmoq
8. rich people - boy kishilar
9. the poorer classes - kambag`alroq toifadagi guruhlar
- 10.attend - qatnashmoq
- 11.public schools - davlat maktablari
- 12.money - pul
- 13.worker - ishchi
- 14.an examination - imtihon
- 15.Crammar School -grammatika instituti

The System of Education in Great Britain

The educational system in Great Britain is divided into three parts: primary, secondary and higher education.

Primary education consists of the infant school for children aged 5-7 and the junior school for children aged 8-11. At the age of 11 the pupils take the 11-plus

examination, and according to the results of the test the pupils are sent to one of the main types of secondary schools – grammar, technical, modern or comprehensive.

The Higher Education in Great Britain is represented by the colleges and universities. All British universities are private. The British universities can be divided into 3 main groups: the old universities; the redbrick universities which include all the provincial universities of the 1850-1930, as well as London University; the new universities founded since the Second World War.

In the group of old universities Oxford (1167) and Cambridge (1209) are the oldest ones (Oxbridge). A number of well-known scientists and writers were educated in Cambridge (Newton, Darwin, Byron, etc). These two universities differ greatly from all the others in general organization, methods of instructions, syllabuses, traditions, history, etc. They are based on colleges (law, natural science, economy, agriculture, education, etc).

The examinations on each subject require the students to consolidate their knowledge of the subject, which they had gained through lectures, discussions and independent study. These three categories of academic activity - lectures, tutorials and examination provide knowledge in British universities. The course of study at a university lasts three or four years. The first academic degree is given to the students who pass their examination at the end of the course – Bachelor's Degree.

In 1971 the Open University was set up for the people who do not have time or the qualifications to study at a conventional university. There are weekly Open University lectures broadcast on BBC television and radio. The students need to study about ten hours a week.

Activity 2. Chap tomondagi so'zlarining muqobilini toping.

1) a degree	1) teaching, instruction
2) examination	2) the area of the University, its buildings and surroundings
3) a term	3) the certificate awarded by a university to a student who has completed a course of study
4) tuition	4) a number of questions set to measure one's knowledge
5) University	5) Oxford and Cambridge
6) Bachelor's Degree	6) a higher educational establishment
7) to be educated	7) a semester
8) campus	8) the lowest degree awarded by the University
9) Oxbridge	9) to get profound knowledge

Activity 3. Savollarga javob bering.

1. What are the main divisions of the British education system?
2. When were comprehensive schools formed? Why?
3. What subjects are taught at the junior stage of primary education? What subjects are taught at the secondary level?
4. What are the most famous universities in Great Britain? How old are they? What are they made up of?
5. Does the system of education in Great Britain include preschool education, secondary education and higher education?
6. When do all English children go to school?
7. Does the primary education in Great Britain include Infant school (age 5-7), Junior school (age 7-11)?
8. At what age do they take an examination?

Demonstrative pronouns

Ko'rsatish olmoshlari ko'rsatgich hisoblanib, boshqa ko'rsatgichlar kabi otdan oldin kelganda artikl ishlatilmaydi, ot oldida aniqlovchi kelsa, undan oldinga o'tadi:

He lives in **that** house.

U ana u uyda yashaydi.

He lives in **that** white house.

U ana u oq uyda yashaydi.

This (these) – gapiruvchining yaqinidagi; birinchi ko'rsatilgan yoki hozirgi zamoni ifodalash uchun ishlatiladi.

That (those) – uzoqdagi; ikkinchi ko'rsatilgan yoki o'tgan zamoni ifodalash uchun ishlatiladi.

This country iborasi gapiruvchi yashayotgan mamlakatni ifodalaydi.

That country esa gapiruvchining oldin borgan, lekin hozir u yerdan ketgan mamlakatni ifodalaydi.

This va **that** olmoshlaridan keyin ko'pincha oldin ishlatilgan otni takrorlamalik uchun **one** olmoshi ishlatiladi:

This book is mine and that one is yours.

Bu kitob meniki ana unisi esa seniki.

Ko'chirma gaplardan oldin **this**, keyin esa **that** ishlatiladi:

This is what she said: "I don't think so".

Mana u nima dedi: "Men bunday deb

"I don't think so", **that** is what she said.

o'ylamayman.

Oldin ishlatilgan ot qayta ishlatilganda aniq artikl bilan ishlatish mumkin bo'lganda sanaladigan ot o'rnida **that**, ko'plikdagi ot o'rnida esa **those** ishlatiladi:

The price of tin is higher than **that** Qalayning narxi qalaynikidan qimmatroq.

(=the price) of copper.

At our factory there are a few machines Bu jurnalda tasvirlangan bir nechta similar to **those** (=the machines) described uskunalarga o'xshaydigani bizning in this magazine. bizning zavodda bor.

It ham ko'rsatish olmoshi vazifasida kelishi mumkin:

- What is this? Bu nima?

- It is a book Bu kitob.

Ba'zan suhbatdoshni ko'rmasdan, tanimasdan murojat qilinganda, (qorong'uda, telefonda,...) odamlarga nisbatan ham **it** olmoshini ishlatish mumkin:

- Who is there? U yerda kim bor?

- **It's** me. Bu men.

- **It** was she whom I saw yesterday. Kecha ko'rgan odamim u edi.

Such – shunday olmoshi ham ko'rsatish olmosh-ot va olmosh-sifat bo'lib kelishi mumkin:

These are **such** interesting books. Bular shunday qiziqarli kitoblar.

Activity 4. Bo'shliqlar o'rniga mos ko'rsatish olmoshini tanlang.

1. I really like _____ restaurant!
2. I prefer _____ glasses to _____ ones over there.
3. _____ chair is a lot more comfortable than _____ one.
4. Would you rather have _____ strawberries or _____ peaches?
5. For the price of _____ video game you can buy three of _____ classic board games.
6. I hope that _____ summer will be nicer than _____ weeks of rain we had last year.
7. _____ boys over there challenged _____ boys here to a football match.
8. I like _____ film a lot more than _____ one they showed last week.
9. You can't compare _____ football teams from the fifties and sixties to _____ teams of today.
10. _____ meal tastes so much better than _____ one we had two weeks ago.

Activity 5. Bo'shliqlar o'rniga mos ko'rsatish olmoshini tanlang.

1. This seat is yours and _____ seat is mine.
2. These are Bob's glasses, not mine. _____ glasses are mine.
3. This is a cupboard and _____ is a sideboard.
4. These cigarettes are shorter than _____.
5. Which road shall we take: this one or _____ one?
6. That towel is dirty. Take _____ one.
7. These tickets are for you and _____ are for us.
8. _____ are our models and those are our competitors'.
9. Give me _____ ball-pen and I'll give you this.
10. Which line is longer: _____ one or that one?

LESSON 38.

- a) *Vocabulary*: The geography, climate and nature of Great Britain.
- b) *Grammar*: Interrogative pronouns.

The geography, climate and nature of Great Britain

The UK is situated on the British Isles — a large group of islands lying off the north-western coast of Europe. The British Isles consist of two large islands- Great Britain and Ireland, and a lot of small islands the main of which are the Isle[ail] of Man, the Hebrides[ˈhebridi:z], the Orkney Islands[ˈc:kni.aɪlɪnz], the Shetland Islands. The British Isles are washed by the Atlantic Ocean, the North Sea. The Irish Sea separates Ireland from Great Britain, the English Channel with its narrowest part the Strait of Dover separates Great Britain from the continent. Beneath[biˈni:θ] the English Channel there is the Channel Tunnel[ˈtʌn(I)], which links the UK with France. The Channel Tunnel is the longest undersea tunnel in the world. The three tunnels, each 50 km long, were made at an average of 40 m below the sea bed. By the way, no one in the UK lives more than 120 km from the sea.

The mountains cover the greater part of northern, western and middle Great Britain. The North-western Highlands and the Grampians are situated in Scotland. There is Ben Nevis, the highest mountain of the British Isles.(1343m) The Pennines are regarded as “the backbone of England”. Nearly the whole of Wales is occupied by the Cambrian mountains. The highest peak of the Cambrian mountains is Snowdon 1085m The lowlands are in the south and east of England and along the coast elsewhere in the UK. The landscape of the UK is extremely varied, so everyone will find something they will enjoy. There are grassy plains, beautiful wide and narrow valleys[ˈvælɪs] (долины), meadows[ˈmedʌs](луга) and purple heathery[ˈheð(I)rɪ](поросший береском) moorland[ˈmu:lɪnd], velvet hills,

thick coniferous[k-'nif(-)r-s], mixed and broadleaf forests, picturesque lakes and marvelous beaches.

As for the climate of Great Britain it is moderate, humid['hju:mid] and mild due to the influence of the warm waters of the Gulf Stream. The winters are warmer and the summers are cooler than on the continent. There is a lot of rainfall throughout[θru'aut] the year. The weather in Britain is very changeable and the English even say they have no climate but only weather. No wonder. it has become a favourite topic of conversation[.kcnv-'seiF(-)n](беседа) with the British.

Activity 1. Matnga oid yangi so'zlarni o'rganing.

to be situated mountain

to consist of capital

to be separated (from) industrial

island climate

Activity 2. Quyidagi atoqli otlarni to'g'ri talaffuz qilishni mashq qiling.

Great Britain the Severn

Ireland England

the British Isles Scotland

Europe Wales

the Irish Sea Manchester

the English Channel Sheffield

the Thames Birmingham

Activity 3. Savollarga javob bering.

- 1) Where is the United Kingdom situated?
- 2) What parts does the country consist of?
- 3) What is the official name of the State?
- 4) What is the climate of Great Britain like?
- 5) Are there many rivers in Britain?
- 6) Is the Thames the longest river?
- 7) What is the population of the country?

- 8) Where do most people live?
 9) What are the industrial centres of Great Britain?

Interrogative pronouns: (So'roq olmoshlari)

How long	<i>qancha (vaqt)?</i>
How far	<i>qancha (masofa)?</i>
How many	<i>ko'p (sanaladigan otlar bilan)?</i>
How much	<i>ko'p (sanalmaydigan otlar bilan)?</i>
How often	<i>har qanchada?</i>
What kind of	<i>qanaqa (tur)?</i>
What colour	<i>qanaqa rang?</i>
Who	<i>kim?</i>
Whose	<i>kimning?</i>
Where	<i>qayerga, qayerda?</i>
What	<i>nima?</i>
Which	<i>qaysi?</i>
When	<i>qachon?</i>
Why	<i>nima uchun?</i>
Whom	<i>kimni?</i>
How	<i>qanday (qilib)?</i>

❖ **Whom** gapda istagan predlog bilan kelishi mumkin. Unga tegishli predlog odatda gapning oxirida fe'ldan keyin, agar to'ldiruvchi bo'lsa, o'sha to'ldiruvchidan keyin keladi. **Whom** o'rniga ba'zan **who** ham ishlatilishi mumkin:

Who (whom) did you show the letter to? Xatni kimga ko'rsatdingiz?

Who (whom) are you talking about? Kim haqida gapiryapsiz?

❖ **Whose** ko'rsatgich bo'lganligi uchun undan keyin kelgan ot artiklsiz ishlatiladi:

Whose dictionary is this? Bu kimning lug'at kitobi?

❖ **What** odamlarga nisbatan ishlatilganda ularning kasbini nazarda tutadi:

What is your father? Otangizning kasbi nim?

What istalgan predlog bilan kelishi mumkin. Predlog **what** dan oldin, fe'ldan keyin, agar to'ldiruvchi bo'lsa, to'ldiruvchidan keyin qo'yiladi:

By what is this engine driven?

Bu motor nima bilan yuradi?

What is this engine driven by?

What qanday? ma'nosida olmosh-sifat bo'lib keladi. Bu holatda u ko'rsatgich hisoblanib undan keyin kelgan ot artiklsiz ishlatiladi:

What question did he ask?

U qanday savol berdi?

What colour is your pen?

Ruchkangning rangi qanaqa?

- **Which qaysi?** olmosh-sifat va olmosh-ot bo'lib kelishi mumkin. Olmosh-sifat bo'lib kelganida ko'rsatgich hisoblanadi va undan keyin kelgan ot artiklsiz ishlatiladi:

Which chapter did you like best?

Qaysi bob sizga eng ko'p yoqdi?

Which of you speaks French?

Qaysingiz fransuzcha gapirasiz?

Activity 1. Bo'shliqlar o'rniga mos so'roq olmoshini qo'yib gaplarni to'ldiring.

1. ___ did you do yesterday?
2. ___ would you like to drink?
3. ___ is knocking on the door?
4. ___ is your mobile number?
5. ___ do you want to read?
6. ___ are you speaking about?
7. ___ came here today?
8. ___ do they mean?
9. ___ do you think took the documents?
10. ___ do you think is correct?

Activity 2. To'g'ri javobni toping.

1. He asked ___ I preferred, tea or coffee?
a) Who
b) That
c) Which
d) Whom
2. Of ___ are you speaking?
a) Who
b) Whom
c) Whose
d) None of these
3. ___ would you like to do?
a) What
b) Which
c) That
d) Whom
4. ___ should I give this to?
a) Whom
b) What
c) Whose
d) Which
5. ___ car is there?
a) Which
b) Whom
c) That
d) Whose
6. ___ said this?
a) Who
b) Whom
c) What
d) Which

7. ___ did she come here for?

- a) Why
- b) What
- c) Whom
- d) Who

b) What

- c) That
- d) Whom

8. ___ do you think he might be?

- a) What
- b) That which
- c) Who
- d) Which

a) Who

b) Whom

c) What

d) Which

9. ___ of them wants to go there?

- a) Which

10. To ___ did you pass on the contract?

Activity 3. Berilgan gaplardan so'roq gap qo'ying.

1. Sarah looks after patients in hospital.
2. Gary works in a restaurant.
3. Jane writes articles for a newspaper.
4. Dave installs and repairs water pipes.
5. We went to very nice restaurant last weekend.
6. Somebody warned us not to go out alone.
7. I was very tired at work today.

LESSON 39.

a) *Vocabulary exercises.*

b) *Discussion:* Text- Outstanding people of Great Britain

Activity 1. Chap tomonda berilgan so'z birikmalarining muqobilini toping.

- | | |
|--|------------------------|
| 1. ask people's opinion; research | a) outgoing |
| 2. person who trusts himself | b) sociable |
| 3. list of the things to do | c) plans |
| 4. requirements that should be done | d) survey |
| 5. a piece of study or research | e) to conduct |
| 6. a secondary school student | f) tired |
| 7. set of papers or slides that can be presented | g) deadline |
| 8. to learn something | h) self- confident |
| 9. exhausted | i) duties |
| 10. to research | j) project |
| 11. the last day to finish something | k) high school student |
| 12. who can build relationship easily | l) presentation |
| 13. who can easily communicate with people | m) study |

Activity 2. Chap tomonda berilgan soʻz birikmalarining muqobilini toping.

- | | |
|----------------|---|
| 1. Creative | a) wholly |
| 2. Assessment | b) the belief that you are able to do something |
| 3. Clarity | c) relevant to a particular situation |
| 4. To conclude | d) to make plans for something to happen |
| 5. Applicable | e) the state of being obvious or easy |
| 6. To arrange | f) to end something |
| 7. Completely | g) involving a lot of imagination and new ideas |
| 8. Confidence | h) final judgment of work done |

Outstanding people of Great Britain

Great Britain gave mankind a lot of outstanding scientists, writers and poets, musicians and painters. There are a lot of famous names in the history of Great Britain. C.F. Powell, James Maxwell, Daniel Defoe, Robert Burns, Walter Scott, Charles Dickens, Lewis Carroll, Thomas Gainsborough, John Constable are only a few names well-known all over the world.

Ernest Rutherford, a famous English Physicist worked in the field of radioactivity. He was one of the founders of the atomic theory of Physics and creators of the first atomic model.

M. Faraday made his major discovery in the field of electricity – the electromagnetic induction.

Alexander Fleming, the discoverer of penicillin. The great work that he did was done for the benefit of sick men and women. His discovery of penicillin did more to help suffering mankind than anything else for centuries.

Great Britain has also given the world many outstanding writers and poets. On his death Turner's own entire collection of paintings and drawings was willed to the nation and they are in the National and the Tate Galleries.

William Shakespeare is one of the most famous writers in the world. His plays were translated into almost every language and staged in every theatre. The most famous of them are “Othello”, “Hamlet”, “Romeo and Juliet”, “King Lear”.

Oscar Wilde is one of the most interesting representatives of British literature. Oscar Wilde's literary heritage is very large and his works are often staged nowadays.

Joseph Turner, the greatest English romantic landscape painter. During his life Turner painted some hundreds of painting and some thousands of watercolors and drawings.

A musical giant of the late baroque period, George Frederic Handel was born in Germany but spend most of his adult life in England. He successfully combined

German, French, Italian, and English musical styles in about 40 operas, 20 oratorios, and numerous other vocal pieces, instrumental works, and church music. All of them considered hard labor and love for mankind to be the main reason of their success.

Activity 3. Savollarga javob bering.

1. Who were the most prominent persons in British history?
2. What did they give to mankind?
3. What do you know about British writers? Name them.
4. What were the achievements of British scientists?
5. What was the main reason of their success?

LESSON 40.

a) *Vocabulary exercises.*

b) Discussion: *Text -Independent Uzbekistan*

Activity 1. Matni o'qing va kerakli so'zni tanlang.

Nowadays people have so many things to do. But they almost do not have enough time for it. When we go to bed we carefully think and 1).....our next day. Some people 2)to plan activities for their free time. However, others prefer not to make any plans 3)..... . Planning can bring many 4)..... .

First of all, one can travel. However, travelling requires some 5).....to be made. For example, one most likely will need a hotel room. Second of all, planning one's activities allows spending time. For example, if I want to play tdisappointed with the waste of my 6) Personally, I prefer to make plans for my free time because it allows me to spend my 7)

- | | | |
|-----------------|--------------|-------------|
| 8. A) plan | b) work | c) do |
| 9. A) prefer | b) like | c) spend |
| 10. A) hard | b) carefully | c) strongly |
| 11. A) benefits | b) advantage | c) useful |
| 12. A) putting | b) planning | c) managing |
| 13. A) alive | b) life | c) time |
| 14. A) vacation | b) holiday | c) hotel |

Activity 2. Chap tomonda berilgan so'z birikmalarining muqobilini toping.

- | | |
|---------|------------------------------------|
| 1. Earn | a) a situation or set of condition |
|---------|------------------------------------|

- | | |
|---------------|---|
| 2. Successful | b) to achieve the result that you want |
| 3. Experience | c) happening or existing now |
| 4. Salary | d) to get money each month or a year from your job |
| 5. Current | e) knowledge collected through time spent doing a job |
| 6. Case | f) information and understanding about a subject |
| 7. Change | g) to become different |
| 8. Knowledge | h) to receive money for work that you do |

Independent Uzbekistan

In 1991 the independence of Uzbekistan was proclaimed. Being a sovereign republic, Uzbekistan has its own Constitution, state flag and emblem. People of more than a hundred nationalities are making up a population of over 26 million living in the Republic. National customs were developing and changing as centuries went by. Some of them persist and as time passes are acquiring new feature.

The important changes are taking place in the republic. Their aim is to achieve a high level of development in all spheres of our life - in industry, agriculture, science and culture. It is necessary to equip numerous enterprises with modern machinery in order to produce various goods, to raise the level of development of cotton-growing and other branches of agriculture and to make the farmer's labor highly productive.

Uzbekistan produces Karakul sheep pelts, silk and wool. Machine building, metallurgy, food processing and the manufacture of chemicals, fertilizer, and building materials are building industries in Uzbekistan. Uzbekistan has more than 20 hydroelectric power plants. The Trans-Caspian Rail-Road and the Great Uzbek highway are the republic's main transportation routes. The Uzbek language is the official language of the Republic. Uzbekistan is rich for mineral resources. The Fergana Valley, an important cotton, silk and wine region. It is also the site of oil fields. Western Uzbekistan has large natural gas deposits. Coal, gold, zinc, copper, tungsten, molybdenum, lead, fluorspar and uranium are also found.

Activity 3. Matn yuzasidan savollarga javob bering.

1. When is the Independence day celebrated? 2. When was the Independence of Uzbekistan declared? 3. Has Uzbekistan its own Constitution, anthem, flag and emblem? 4. When did Uzbekistan become the member of the United Nations Organization? 5. What kind of principles of foreign and home politics has Uzbekistan? 6. How many developed countries of the world admitted Uzbekistan as an Independent state? 7. What countries does Uzbekistan maintain economic and cultural relations with? 8. What is increasing from year to year in our Republic?

LESSON 41.

a) Grammar: Subject-verb agreement.

b) Text: Regions in Uzbekistan.

Subject-verb agreement (Ega va kesim moslashuvi)

Agar gapda ega birlikda bo'lsa, u bilan kelgan fe'l ham birlikda bo'ladi, agar ega ko'plikda bo'lsa, fe'l ham ko'plikda bo'ladi. Bu ega va kesim moslashuvi deyiladi.

This is a pen / These are pens.

Bu ruchka/ Bular ruchkalar.

She lives in China / They live in China.

U Xitoyda yashaydi/Ular Xitoyda yashashadi.

Agar ega bir nechta so'zdan iborat bo'lsa, fe'l asosiy ma'no beruvchi so'z bilan moslashadi, eganing tagiga chizilgan, asosiy ma'no beruvchi so'z baland qora rangda ko'rsatilgan:

Many leading members of the opposition party *have* tried to justify the decision.

The only excuse that he gave for his actions *was* that he was he tired.

Ba'zi birlik shaklidagi otlardan keyin birlik shaklidagi fe'llar ham, ko'plik shaklidagi fe'llar ham kelishi mumkin. Agar o'sha ot bir yaxlitlik sifatida qaralsa, undan keyin birlikdagi fe'l, agar uning a'zolari nazarda tutilsa ko'plikdagi fe'l keladi:

My family is my happiness.

Mening oilam – mening baxtim. (oila bu yerda mavhum tushuncha va bir yaxlitlik deb qaraladi).

My family are having a rest in (oila

Mening oilam hozir bog'da dam olishyapti.

the garden now.

a'zolari).

- ❖ **There is/there are...** iboralarida birinchi kelgan ot qaysi shaklda bo'lsa, fe'l ham shu shaklda bo'ladi:

There *is* a pen, two book and many other things in the table.

There *are* two books, a pen and many other things in the table.

- ❖ **Some/any/no/every** bilan yasalgan so'zlardan keyin odatda birlikdagi fe'l keladi:

Nobody *knows* about it.

Something *has* happened to her.

- ❖ **Each of/either of/neither of/one of/ any of** dan keyin odatda birlikdagi fe'l ishlatiladi:

I don't think any of them *knows* me.

- ❖ **All of/none of/some of** dan keyin birlikdagi ot kelsa, fe'l ham birlikda, ko'plikdagi ot kelsa, fe'l ham ko'plikda bo'ladi:

All of the pie is gone.

All of the pies are gone.

Some of the pie is missing.

Some of the pies are missing.

None of the garbage was picked up.

None of the sentences were punctuated correctly.

Of all her books, none have sold as well as the first one.

- ❖ Miqdor, o'lchamlar, pul kabilardan keyin birlikdagi fe'l keladi:

The fifty pounds he gave me *was* soon spent.

40 percent of the forest *is* destroyed.

Three years *is* a long time to be without a job.

- ❖ Gapning egasi **and** bilan bir nechta otni bog'lab kelsa, ulardan keyin ko'plikdagi fe'l ishlatiladi:

Jean and David *are* moving back to Australia.

- ❖ Ega **together with, along with, as well as, besides** kabi so'z va iboralar bilan kelganda bu so'z va iboralarga e'tibor berilmaydi.

The radio, as well as newspapers, is a powerful means of propaganda.

The politician, along with the newsmen, is expected shortly.

- ❖ Bir nechta otdan iborat bo'lgan ovqat nomlaridan keyin birlikdagi fe'l ishlatiladi:

Meat pie and peas is my favourite supper.

- ❖ Gapning egasi **Either ... or.../neither...nor...** bog'lovchilari bilan bog'langan bo'lsa, oxirda kelgan ot birlikda bo'lsa birlik fe'l, ko'plikda bo'lsa ko'plik fe'l ishlatiladi:

Either the station or the cinema is a good place to meet.

Neither he nor his friends are going to the party.

❖ **A number of** dan keyin ko'plikdagi fe'l, **the number of** dan keyin esa birlikdagi fe'l keladi:

The number of people we need to hire is thirteen.

A number of people have written in about this subject.

Activity 1. Ega va kesim moslashuvi qoidalariga ko'ra gapni to'ldiring.

My teacher _____ funny. He _____ to tell jokes. I think his jokes _____ funny, and my friends _____ . Most of the students in my class _____ boys. There _____ not many girls in my school who _____ my age. It _____ weird. My friend _____ a girlfriend.

Activity 2. Ega va kesim moslashuvi qoidalariga ko'ra gapni to'ldiring.

A lot of chicken _____ eaten in America. As a consequence, a lot of chickens _____ raised on farms. I know this because I study agriculture and economics. In fact, economics _____ my favourite subject. A photograph of two children _____ on the desk. Outside, there _____ people and a cat on the street.

Activity 3. Ega va kesim moslashuvi qoidalariga ko'ra gapni to'ldiring.

1. Mathematics _____ my favourite subject
2. Wood _____ from trees.
3. Her advice _____ useful.
4. The news _____ being broadcast by all TV stations.
5. Your furniture _____ so tasteful.
6. Butter _____ a lot of fat.
7. Your hair _____ so shiny.
8. Japanese _____ difficult to learn
9. Dali's works _____ on display in Madrid.
10. The peoples of Europe _____ hoping for a change.
11. This company _____ six branches all over Europe.
12. That jewellery really _____ you.
13. Your scales _____ not very accurate.
14. Measles _____ highly infectious.
15. The staircase _____ too steep for my grandmother to climb.
16. Flu _____ you feel miserable.
17. A loaf of bread _____ more now than it did ten years ago.
18. My favourite pyjamas _____ the ones with the red stripes.
19. Gravity _____ things towards the earth.
20. Your trousers _____ nicely with your shirt.

Regions in Uzbekistan

Amazing monuments, architectural and natural attractions that have become the hallmark of each region are scattered throughout Uzbekistan. On our website, you can get to know each region closer and discover Uzbekistan in a new way.

The Republic of Uzbekistan is divided into 14 territorial and administrative divisions- regions. Each region has its own administrative center. Regions of our country as a separate book. All Uzbeks wear skullcaps, but this headdress is decorated differently in each region. All Uzbeks love pilaf, but in every corner of our country they prepare it by their own unique recipe. All Uzbeks like to drink tea from beautiful dishes, but the tea ceremony and the ornament on the dishes will differ from each other.

Every region of our country is a unique area, famous for its natural attractions, architectural and historical monuments. National traditions, cooking, customs, local folklore, dialects of the Uzbek language of each region differ from each other and have their own feature.

Vocabulary:

area – maydon

region- hudud

decorate- bezak bermoq

monument- yodgorlik

unique- yagona, takrorlanmas

skullcap- kalapo'sh

separate- ajratilgan

FOR AUTHOR USE ONLY

LESSON 42.

a) *Grammar:* Adjective

b) *Text* – Ancient cities: Samarkand city

The Adjective (Sifat so'z turkumi)

Shaxs yoki buyumning rangini, ta'mini, belgi-xususiyatini, hajm-o'lchovini bildirgan so'zlar *sifat* deyiladi.

❖ Sifatlar shakl jihatdan sodda, yasama va qo'shma bo'lishi mumkin.

a) **Sodda sifatlar** – biror bir qo'shimcha olmasdan, bir so'zdan iborat bo'lgan sifatdir:
white - oq, *young*- yosh, *tall*- uzun, *new*- yangi, *clever*- aqlli, *wide*- keng, *short*- qisqa, *deep*- chuqur, *hard*- qattiq, *difficult*- qiyin.

b) **Yasama sifatlar** – old yoki orqa qo'shimchalar qo'shish orqali yasalgan sifatlardir.
Eng ko'p tarqalgan ort qo'shimchalar (Suffixes):

-ful:	useful, wonderful	<i>foydali, ajoyib</i>
-less:	helpless, useless	<i>foydasiz, foydasiz</i>
-ous:	famous, generous	<i>mashhur, saxiy</i>
-al:	formal, general	<i>rasmiy, umumiy</i>
-able/ible:	eatable, valuable	<i>yeb bo'ladigan, qadrli</i>
-y:	sunny, funny	<i>quyoshli, kulgili (!)</i>
-ic:	fantastic, magic	<i>ajoyib, sehrli</i>
-ive:	active, attractive	<i>faol, jozibali</i>

Eng ko'p tarqalgan old qo'shimchalar (Prefixes):

Un-:	unhappy, ungrateful	<i>baxtsiz, noshukr</i>
In-:	incomplete, indefinite	<i>chala, noaniq</i>

c) **Qo'shma sifatlar** - 2 yoki undan ortiq so'zdan yasalgan sifatlardir:

Dark-blue	<i>tô'q ko'k</i>	Blue-eyed	<i>ko'k ko'z</i>
Snow-white	<i>oppoq</i>	Left-handed	<i>chapaqay</i>
Curly-haired	<i>jingalak soch</i>		

Activity 1. Berilgan sifatlarni qayta ko'chiring.

1. The child behaves well. He is a _____ child.
2. That man dresses in a scruffy manner. He is a _____ man.
3. This film star is very conscious of her image. This film star is very _____.
4. It takes ten minutes to drive from my house to work. It is a _____ drive from my house to work.
5. They planned the attack in a very clever way. It was a very _____ attack.
6. My dog has got short legs. It is a _____ dog.
7. That man always looks rather angry. He is a rather _____ man.

8. His degree course took five years to complete. It was a _____ degree course.
9. What's the name of that perfume that smells horrible? What is the name of that _____ perfume.
10. Only members who carry their cards are allowed inside. Only _____ members are allowed inside.
-

Activity 2. Berilgan so'zlar bilan bo'shliqlarni to'ldiring.

Careful, strong, poor, jealous, strange, old, brave.

1. Tom is chasing _____ Jerry again.
2. I felt so _____ when I saw her beautiful, new dress.
3. Be _____! You don't want to break those eggs!
4. This tea is too _____! I need more milk in it.
5. He saved me from the robber. He's a _____ man.
6. I heard a _____ noise.
7. Come and meet an _____ friend of mine.

Activity 3. Matnga doir yangi so'zlarni o'rganing.

Vocabulary:

To be situated- joylashgan bo'lmoq

Same age- tengdosh

Culture- madaniyat

Geographical position- geografik joylashuvi

Rulers- hukmdorlar

Historians- tarixchilar

Workshop- ustaxona

Samarkand city

Samarkand is situated in the valley of the river Zerafshan. It is the second largest city of Uzbekistan and is of the same age as the city of Babylon or Rome.

The history of Samarkand is about 2,750 years old and has witnessed many upheavals during the times of Alexander the Great, the Arabic Conquest, Genghis-Khan Conquest and lastly Tamerlane's. Hence, the culture of Samarkand was developed and mixed together with the Iranian, Indian, Mongolian and a bit of the Western and Eastern cultures.

Majestic and beautiful city Samarkand has a marvelous and attractive power. Poets and historians of the past called it "Rome of the East, The beauty of sublunary countries, The pearl of the Eastern Muslim World". Its advantageous geographical position in the Zarafshan valley puts Samarkand to the first place among cities of Central Asia.

Over the history this legendary city on the Silk Road went through growths and decays, suffered from destroying invasions of foreign rulers and again revived, becoming more beautiful. Trade routes to the west, to Persia, to the east, to China, to the south, to India, intersected here and formed intersections of the Silk Road.

Today Samarkand is the treasure of unique antiquity spirit. It is included in the UNESCO World Heritage List due to the abundance of material and spiritual values. Unique monuments of ancient architecture, heritage of scientific and arts schools, artisans workshops are well-known around the world.

LESSON 43.

a) *Vocabulary*: The preliminary exercises.

b) *Text*: *Ancient cities- Khiva.*

Activity 1. *Ma'no jihatidan mos keladigan so'zni topib, gaplarni to'ldiring.*

Pet, angry, foreign, sand, lunch, to pay, pool, jealous

1. My dog becomes very ___ when I am with our cat, Jeremy.
2. I like all ___ food, especially Italian and Indian.
3. We have somebody come to clean the swimming ___ once a week.
4. Do you have any ___? "Yes, 2 dogs and a parrot."
5. I have breakfast at 8am and ___ at about half past one.
6. My mother is very ___ when the bus is late.
7. After I go to the beach, my shoes are always full of ___.
8. How much does your sister ___ to go to college?

Activity 2. Ma'no jihatidan mos keladigan so'zni topib, gaplarni to'ldiring.

suggestion, rafting, backgammon, poem, adventure, hiking, supplementary, appointment, trip, archery

1. Making a long journey on foot -
2. A kind of literary work written in short lines-
3. A prior arrangement to meet-
4. A dangerous but exciting activity-
5. A kind of sport practiced with a bow and arrows-
6. A type of board game played with dice and disk-shaped pieces-
7. A short visit-
8. Extra, additional-
9. A type of sport practiced in rivers that flow fast-
10. Something you believe to be a good thing to do-

Activity 3. Matnga doir yangi so'zlarni o'rganing.

peculiar- o'ziga xos

capital- poytaxt

destroy- buzmoq, vayron qilmoq

dynasty- sulola

old part- qadimiy qism

fortress- qal'a

stone-paved- tosh yotqizilgan

masterpiece- shoh asar

authentic- real

trading center- savdo markazi

Khiva city

Probably, Khiva is the most peculiar Uzbek city. Its history is inextricably connected with the history of the legendary Khorezmshah's State with its capital in Urgench before. Khiva is a very ancient city.

In the 10th century Khiva is mentioned as a major trading center on the Silk Road. All the caravans had a stop here on their way to China and back. From dawn to dusk, until the gates were opened, an endless stream of moving string of camels with baggage passed them.

At the beginning of the 16th century Khorezm State became home for Uzbek nomadic tribes, who founded Khive Khanate here. However, Khiva did not become immediately the Khanate's capital. It happened only after Urgench, an existing capital, had been destroyed due to the change of Amu Darya's channel. In 1598 Khiva became the main city of the state.

In the 19th century Russia annexed part of Khiva Khanate. One century later, in 1919, the last Khan was liquidated of the ruling dynasty. So Khiva became the capital of the new Khorezm Soviet People's Republic. In 1924 territories of Khorezm oasis became a part of modern Uzbekistan and Turkmenistan.

Legend about Khiva

There are many interesting legends that tells about the origin of Khiva. Allegedly, the city grew around the well Hewvakh, with tasty and cool water. The well was dug by the order of Shem, the elder son of Biblical Noah. Today one can see this well in the old part of Khiva, Itchan-Kala.

Khiva - a unique city, rightfully claiming the title of "the seventh wonder of the world", thanks to its authentic atmosphere of the 'era of the beginning of time. " Most of the city of Khiva is similar to the open-air museum. And the nucleus of this museum - castle Itchan-Kala. It is inside this fortress concentrated all the architectural masterpieces of Khiva. Everyone who enters the fortress, are among the marvelous minarets, stone-paved alleys curves, leading to a madrassa with lacy rough mosaic of the ancient walls. This oriental tale! In 1990 the city was included in the UNESCO World Heritage List.

LESSON 44.

- a) *Grammar*: Degrees of comparison of adjectives
b) *Discussion*: The Constitution of the Republic of Uzbekistan.

Degrees of Comparison (Sifat darajalari)

❖ Sifatlarning 3 xil darajasi mavjud:

1. Oddiv daraja (The Positive Degree):

Bu darajada sifat hech qanday qo'shimcha olmaydi: good, white, beautiful, ...

Bunda taqqoslash ham, ajratib ko'rsatish ham bo'lmaydi:

*This book is very **interesting**.*

Bu kitob juda qiziqarli.

*I have a **good** friend.*

Mening bir yaxshi do'stim bor.

2. Oivosiv daraja (The Comparative Degree):

Sifatlar darajalanish xususiyatiga ko'ra 3 xil bo'ladi:

a) Bir yoki ba'zi ikki bo'g'indan iborat sodda sifatlar. Bu sifatlarga –**er** qo'shish orqali qiyosiy darajasi yasaladi:
old – **older** long – **longer** short – **shorter**

b) Yasama sifatlar, ba'zi ikki bo'g'indan iborat sifatlar va uch yoki undan ortiq bo'g'indan iborat sifatlar. Bu sifatlar oldidan **more** kelish orqali yasaladi:
beautiful - **more** difficult - **more**
beautiful difficult

c) Noto'g'ri sifatlar. Bu turdagi sifatning darajalari o'zakdan o'zgarish orqali yasaladi:
good – **better** little – **less**
bad – **worse** much – **more**

Bu daraja odatda taqqoslashda ishlatiladi:

This book is **more interesting** than yours. Bu kitob siznikidan ko'ra qiziqarliroq.

Winter is a good season, but Spring is **better**. Qish yaxshi fasl, lekin bahor yaxshiroq.

3. **Orttirma daraja** (*The Superlative Degree*):

Bunda ham 3 xil yasaliş mavjud:

a) bir yoki ikki bo'g'indan iborat sifatlarga –**est** qo'shish orqali yasaladi:
old - **the oldest** short - **the shortest**
long - **the longest**

b) Yasama sifatlar va uch yoki undan ortiq bo'g'indan iborat sodda sifatlarga oldidan **the most** qo'shish orqali yasaladi:
beautiful - **the most** beautiful difficult - **the most** difficult

c) Noto'g'ri sifatlar o'zakdan o'zgarish yo'li bilan yasaladi:
good - **the best** much – **the most**
bad - **the worst** many – **the most**
little – **the least**

Bu daraja odatda ajratib ko'rsatishda ishlatiladi:

This is **the most interesting** book in the library. Bu kutubxonadagi eng qiziqarli kitob.

There are many people in the world, but my friend is **the best**. Dunyoda odamlar ko'p, lekin do'stim eng yaxshisi.

- Qiyosiy va orttirma darajalarning o'zgarishida quyidagicha o'zgarishlar sodir bo'ladi:

a) agar sifat –e harfi bilan tugagan bo'lsa, qiyosiyda –r va orttirmada –st qo'shiladi:

large	<i>katta</i>	larger	the largest
brave	<i>jasur</i>	braver	the bravest
ripe	<i>pishgan</i>	riper	the ripest

b) agar sifat qisqa unidan keyin bitta undosh bilan tugagan bo'lsa, qiyosiy va orttirma darajalar qo'shimchalar qo'shilganda oxirgi undosh ikkilanadi:

big	<i>katta</i>	bigger	the biggest
hot	<i>issiq</i>	hotter	the hottest
thin	<i>yupqa</i>	thinner	the thinnest
wet	<i>ho'l</i>	wetter	the wettest

c) agar sifat undoshdan keyin kelgan y harfi bilan tugagan bo'lsa, y – i ga aylanib, –er, yoki –est qo'shiladi:

busy	<i>band</i>	busier	the busiest
easy	<i>oson</i>	easier	the easiest
dirty	<i>kir</i>	dirtier	the dirtiest

d) agar sifat unidan keyin kelgan y bilan tugagan bo'lsa, y o'zgartmaydi:

gay	<i>sho'x</i>	gayer	the gayest
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Oddiy daraja	Qiyosiy daraja	Orttirma daraja
Sharp	Sharper	The sharpest
Cold	Colder	The coldest
Deep	Deeper	The deepest
Oxiri –y, –ow, –er, –le bilan tugagan ikki bo'g'inli sifatlar ham –er va –est olish yo'li bilan darajalanadi:		
Funny	Funnier	The funniest
Busy	Busier	The busiest
Clever	Cleverer	The cleverest
Narrow	Narrower	The narrowest
Able	Abler	The ablest
Noble	Nobler	The noblest

❖ **Far** sifatining qiyosiy va orttirma darajasi ikki xil yasaladai:

Far	<i>uzoq</i>	}	farther	the farthest
			further	the furthest

masofaga nisbatan ikkalasi ham bir xil ishlatilishi mumkin. **Further** shuningdek “qo'shimcha, keyingi” ma'nosida ham ishlatilishi mumkin.

- I have obtained further information
axborotni

on this matter.

- Please, send me the books back without
kechiktimasdan
further delay

Men bu masaladagi eng so'nggi

oldim.

Iltimos, kitoblarni boshqa
qaytarib yuboring.

Superior (*Yaxshiroq, balandroq*) va

Inferior (*yomonroq, pastroq*) sifatleri lotin tilidan kirib kelgan va qiyosiy, orttirma darajalari mavjud emas. Bu sifatlardan keyin **than** ning o'rni **to** keladi:

These samples are superior/inferior
to those.

Bu namunalar **ularga qaraganda**
yaxshiroq/yomonroq.

❖ Qiyosiy darajaning signallari sifatida quyidagilarni keltirish mumkin:

than -ga qaraganda

much, far, a bit, a little, even (*yanayam* ma'nosida) so'zlaridan keyin sifatning qiyosiy darajasi kelib, bular ma'noni kuchaytirib keladi.

- Tom is **taller than** you.

Tom senga qaraganda uzunroq.

- You're **much better** today.

Siz bugun ancha yaxshiroqsiz.

- Can you speak **a bit (a little) louder**, please!
iltimos.

Biroz balandroq gapirolmaysizmi,

- The next day he did his work **even better**.

Keyingi kun u o'z ishini yanayam
yaxshiroq bajardi.

❖ Orttirma darajaning signallari sifatida quyidagilarni keltirish mumkin:

of -ning

among orasida

one of -dan biri

in -dagi

ever biror marta

I have mendagi, menda bor

- He is **one of the best** friends of mine.

U mening eng yaxshi do'stlarimdan biri.

- She is the most beautiful **among** her friends.

U dugonalari orasidan eng chiroylisi.

- Bill Gates is the richest man **in** the world.

Bill Gates dunyodagi eng boy inson.

- It's the most interesting book I've **ever** read.

Bu men o'qigan kitoblar ichidan eng
qiziqarlisi.

Lekin:

- There is a **beautiful girl among** my friends.

Do'stlarim orasida bir chiroyli qiz bor.

- There is a **rich** man **in** the world whom I know. Dunyoda men taniydigan bir boy odam bor.

❖ **And** teng bog'lovchisi bilan bog'langan sifatlar agar hech qanday signal kelmaganda ikkalasi ham qiyosiy darajada bo'ladi va o'zgarib borayotgan holatni ifodalaydi:

- The price of cars is getting **cheaper** and **cheaper**. Mashinalarning narxi borgan sari arzonlashib boryapti.

❖ Biror bir signal kelganda o'sha signal ifodalaydigan darajada bo'ladi:

- Susan is **the youngest** and **the most** beautiful girl **in our town**. Suzan shaxrimizdagi eng yosh va eng go'zal qiz.

- Susan is a young and beautiful girl. Suzan yosh va chiroyli qiz.

❖ Qiyosiy va ortirma darajadagi sifatlar aniqlab kelgan otlar tushib qolganda sifat otlashib keladi. Bunda otlashgan sifat artikl olishi mumkin va odatda **of** predlogi ishlatiladi:

John is **the cleverest of** the boys. Jon bolalarning eng aqllisi.

He is **the youngest of** these two boys. U o'sha ikki bolaning eng yoshi.

Activity 1. Sifatning kerakli darajasini tanlang.

1. We should eat (healthy) food. 2. Today the streets aren't as (clean) as they used to be. 3. It's (bad) mistake he has ever made. 4. This man is (tall) than that one. 5. Asia is (large) than Australia. 6. The Volga is (short) than the Mississipi. 7. Which building is the (high) in Moscow? 8. Mary is a (good) student than Lucy. 9. The Alps are (high) than the Urals. 10. This garden is the (beautiful) in town. 11. She speaks Italian (good) than English. 12. Is the word "newspaper" (long) than the word "book"? 13. The Thames is (short) than the Volga. 14. The Arctic Ocean is (cold) than the Indian Ocean. 15. Chinese is (difficult) than English. 16. Spanish is (easy) than German. 17. She is not so (busy) as I am. 18. It is as (cold) today as it was yesterday. 19. She is not so (fond) of sports as my brother is. 20. Today the weather is (cold) than it was yesterday. 21. This book is (interesting) of all I have read this year. 22. January is the (cold) month of the year. 23. My sister speaks English (bad) than I do. 24. Which the (hot) month of the year? 25. Which is the (beautiful) place in this part of the country? 26. This good-looking girl is the (good) student in our group.

Activity 2. Sifatning kerakli darajasini tanlang.

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. She is even _____ today than she was yesterday. (**gay**)
7. The new classroom is a little _____ than the old one. (**big**)
8. The outlook is very much _____ than it was some years ago. (**hopeful**)
9. Fresh blood is _____ than dry blood. (**red**)
10. I have even _____ time today than I had yesterday. (**little**)

Activity 3. Matnga doir yangi so'zlarni o'rganing.

Vocabulary:

was adopted- qabul qilingan
 devoted- bag'ishlangan
 rights- huquqlar
 society- jamiyat
 civil- fuqarolik
 state authority- davlat hokimiyati
 task- vazifa
 regardless- qaramasdan
 scholarship- stipendiya

Constitution of the Republic of Uzbekistan

The new Constitution of the Republic of Uzbekistan was adopted on December 8, 1992.

There are 6 parts, 26 Chapters and 128 Articles in the Constitution. Part 1 is devoted to fundamental principles, Part 2 – to basic human and civil rights, freedoms and duties, Part 3 – to society and the individual, Parts 4 - to administrative and territorial structures and the state system, Part 5 – to organization of state authority and Part 6 – to the procedure of amending the Constitution.

Article 1 of the Constitution says that Uzbekistan is a sovereign democratic republic. The Constitution sets the task of creating a human and democratic rule of law.

All citizens of the Republic of Uzbekistan regardless of their nationality constitute the people of Uzbekistan. All citizens of Uzbekistan have equal rights in the political, economic and cultural fields.

The right to work and the right to choose their occupation are guaranteed to all citizens by Article 37.

All citizens have the right to aid rest (Article 38) and the right to social security (Article 39). This Article guarantees pensions for people who are ill and unable to work. One of the very important rights – the right to education is guaranteed to all citizens by the Article 41. The state guarantees free secondary education. Students of technical schools, institutes and universities receive scholarships.

While guaranteeing all these rights the Constitution at the same time imposes serious duties on the citizens, such as the duty to observe the Constitution and laws, to work, to protect the environment, to pay taxes established by law and to defend their country.

Activity 1. Savollarga javob bering.

1. When was the Constitution of the Republic of Uzbekistan adopted?
2. What task does the Constitution set?
3. What is the structure of the Constitution?
4. What rights are guaranteed to the citizens of Uzbekistan by the Constitution?
5. What are the duties of the citizens of Uzbekistan?

LESSON 45.

a) Global financial and economic crisis, ways and measures to overcome it under the conditions of Uzbekistan

b) Grammar: as...as, not so/as ...as

as...as, not so/as ...as

Biz solishtirayotgan narsalar qaysidir ma'hoda teng bo'lganda, as + sifat/ravish + as ishlatamiz.

*The world's biggest bull is **as big as** a small elephant.* (Dunyodagi eng katta buqa kichkina fil kabi katta)

*The weather this summer is **as bad as** last year. It hasn't stopped raining for weeks.* (Bu yozgi ob -havo o'tgan yilgidek yomon. Bir necha hafta davomida yomg'ir to'xtamadi.)

*You have to unwrap it **as carefully as** you can. It's quite fragile* (Siz uni iloji boricha ehtiyotkorlik bilan ochishingiz kerak. Bu juda nozik)

Biz teng bo'lmagan narsalarni taqqoslash uchun not as/so... as kabi tuzilishni ishlatamiz:

*It's **not so heavy** as I thought it would be, actually.* (Aslida, bu men o'ylaganimdek og'ir emas.)

*Rory **hasn't grown so tall as** Tommy yet.* (Rori hali Tomchalik o'smagan.)

*She's **not singing as loudly as** she can.* (U iloji boricha baland ovozda qo'shiq aytmaydi.)

*They **didn't play as well as** they usually do.* (Ular odatdagidek yaxshi o'ynashmadi.)

Activity 1. Quyidagi dialogni diqqat bilan o'qing va belgilangan so'zlarga e'tibor bering.

Professor: So, Dennis, what changes have you seen in marketing recently?

Dennis: Well, as you know, customers love to post online reviews of products these days. These reviews are now just **as important as** traditional advertising. Maybe even more important. TV advertising is **as useful as** it was before, of course. On the other hand, newspaper ads are much **less effective than** they used to be.

Professor: Hmm. That's interesting. I've spoken to some marketing people who **aren't as positive as** you are about online reviews.

Dennis: Really? I'm surprised. There are certainly some concerns with online reviews. For example, satisfied customers are **less likely** to write reviews **than** people who have had a problem. This means there might be more negative reviews than positive ones. But online shoppers are wiser now. A few negative opinions are **not as harmful as** they used to be. Also, the positive reviews can be **as valuable as** ads. If a customer loves a product, he or she will endorse it just **as enthusiastically** as a TV ad does!

Activity 2. O'qing. Dialogdagi ma'lumotdan kelib chiqib berilgan gaplarning to'g'ri (T) yoki noto'g'riligini (F) aniqlang.

1. Dennis thinks that online reviews are not very important in marketing. **T F**
2. Newspaper ads used to be more effective. **T F**
3. Some marketing people have a negative opinion of online reviews. **T F**
4. Customers with problems are more likely to write online reviews. **T F**
5. Online shoppers won't buy a product if they see a negative review. **T F**
6. Positive online reviews aren't very valuable. **T F**

Vocabulary:

- a) lend –qarz bermoq
- b) lender- qarz beruvchi
- c) invest- investitsiya
- d) investment- sarmoya

- e) credit- kredit
- f) interest– ulush
- g) mortgage- ipoteka
- h) down-payment- ilk to'lov
- i) financial or stock market(s)- fond
- j) securities –qimmatli qog'ozlar. default(ing): failure to pay a loan
- k) foreclosure- garovga
- l) institutions: muassasa

Activity 1. Quyidagi ta'riflar uchun so'zlarni toping.

1. to put money into, in the hopes of getting more money in the future.-
2. borrowed money, usually from a bank or financial institution -
3. credit agreement to buy a house or property-
4. when a borrower defaults, and the lender reclaims the borrowed property-
5. established organization-
6. to give, expecting to be paid back, usually with interest-
7. an initial or partial payment usually on a large purchase, like a house.-
8. birgasi mechanism which allows people to easily buy and sell things like securities
9. commodity-
10. stocks and bonds-

Activity 2. Savollarga javob bering.

- 1) What springs to mind when you hear the words 'financial crisis'?
- 2) Why is the world in a financial crisis?
- 3) What is happening that makes the situation a crisis?
- 4) How badly hit is your country by the crisis?
- 5) US President George W. Bush says he has the tools to fix the crisis. What do you think of this?
- 6) Are you affected by the global financial crisis?
- 7) How much worse do you think things will get?
- 8) How does this crisis compare with the stock market falls after 9-11 or the crash in 1987?
- 9) What's the best way out of a crisis?
- 10) Who's to blame?

What is Global financial crisis?

The global financial crisis (GFC) refers to the period of extreme stress in global financial markets and banking systems between mid 2007 and early 2009. During the GFC, a downturn in the US housing market was a catalyst for a financial crisis that spread from the

United States to the rest of the world through linkages in the global financial system. Many banks around the world incurred large losses and relied on government support to avoid bankruptcy. Millions of people lost their jobs as the major advanced economies experienced their deepest recessions since the Great Depression in the 1930s. Recovery from the crisis was also much slower than past recessions that were not associated with a financial crisis.

LESSON 46.

a) *Phonetics: The preliminary exercises*

b) *Text: Banking*

Activity 1. Chap tomondagi so'z'larning muqobilini toping.

Mountain	conference of heads of state and governments
Already	following the systematic methods of science
Decorate	Large abrupt natural elevation of the ground.
Summit	before the time in question
scientific	beautify, adorn

Activity 2. Chap tomondagi so'z'larning muqobilini toping.

Society	Academic achievement, esp. of a high level
Civil	piece of work to be done
Authority	Without paying attention.
Task	organized and interdependent community
Regardless	of or belonging to citizens
Scholarships	power or right to enforce obedience

Activity 3. Underline nonsense words in the sentences.

- ☺ When you leave half school you understand that the time to choose your future profession, your future life has become.
- ☺ A few years ago it was crazy difficult for me to give a definite answer.
- ☺ I wanted to become a doctor, you know I wanted to help people who had problems with wealth and health.
- ☺ You know that the weather is very important and beautiful thing for the flights too.

- ☺ What do I expect want to be when I leave school?
- ☺ I even wanted to become girlfriend a professional football player.
- ☺ They were like look children's dreams and nothing more.

Activity 4. Vocabulary

Customer	Mijoz
Important	Muhim
Effective	Samarali
Positive	Ijobiy
Review	ko'rib chiqish
Concern	Tashvish
Harmful	Zararli
Valuable	Qimmatli
Endorse	ma'qullamoq
enthusiastically	g'ayrat bilan

Banking system of Uzbekistan.

Banking is defined as the business activity of accepting and safeguarding money owned by other individuals and entities, and then lending out this money in order to conduct economic activities such as making profit or simply covering operating expenses.



A **bank** is a financial institution licensed to receive deposits and make loans. Two of the most common types of banks are commercial/retail and investment banks. Depending

on type, a bank may also provide various financial services ranging from providing safe deposit boxes and currency exchange to retirement and wealth management.

In the United States of America banks are regulated by the U.S. Federal Reserve Bank which is one of the world's major central banks. Above all, **central banks** are responsible for currency stability. They control inflation, dictate monetary policies, and oversee money demand and supply in the market. **Commercial or retail banks** offer various services including, but not limited to, managing money deposits and withdrawals, providing basic checking and saving accounts, certificates of deposit, issuing debit and credit cards to qualified customers, supplying short-and long-term loans such as car loans, home mortgages or equity line of credits. **Investment banks** gear their services toward corporate clients. They provide services such as merger and acquisition activity and underwriting among other investment services.

LESSON 47.

a) *Grammar: The order of adjectives in the sentence*

b) *Dialogue: At the shop.*

Activity 1. Vocabulary

supermarket — supermarket

store — magazin, do'kon

various — turli tuman

under one roof — bir tom ostida

to be composed of... — iborat bo'lmoq, tashkil etmoq

ready-weighed and packed — tayyor ko'rinishda

fabrics — matolar

escalator — eskalator

customer — xaridor

At the shop

When we want to buy something, we go to a shop. There are many kinds of shops in every town or city, but most of them have a food supermarket, a department store, men's and women's clothing stores, grocery, a bakery and a butchery.

I like to do my shopping at big department stores and supermarkets. They sell various goods under one roof and this is very convenient. A department store, for example, true to its name, is composed of many departments: readymade clothes, fabrics, shoes, sports goods, toys, china and glass, electric appliances, cosmetics, linen, curtains, cameras, records, etc. You can buy everything you like there.

There are also escalators in big stores which take customers to different floors. The things for sale are on the counters so that they can be easily seen. In the women's clothing department you can find dresses, costumes, blouses, skirts, coats, beautiful underwear and many other things. In the men's clothing department you can choose suits, trousers, overcoats, ties, etc.

In the knitwear department one can buy sweaters, cardigans, short-sleeved and long-sleeved pullovers, woollen jackets. In the perfumery they sell face cream and powder, lipstick, lotions and shampoos.

In a food supermarket we can also buy many different things at once: sausages, fish, sugar, macaroni, flour, cereals, tea. At the butcher's there is a wide choice of meat and poultry. At the bakery you buy brown and white bread, rolls, biscuits.

Another shop we frequently go to is the greengrocery which is stocked by cabbage, potatoes, onions, cucumbers, carrots, beetroots, green peas and what not. Everything is sold here ready-weighed and packed. If you call round at a dairy you can buy milk, cream, cheese, butter and many other products.

The methods of shopping may vary. It may be a selfservice shop where the customer goes from counter to counter selecting and putting into a basket what he wishes to buy. Then he takes the basket to the check-out counter, where the prices of the purchases are added up. If it is not a self-service shop, and most small shops are not, the shop-assistant helps the customer in finding what he wants. You pay money to the cashier and he gives you back the change.

Activity 2. Savollarga javob bering.

1. What do we do when we want to buy something?
2. What kinds of shops are there in every town?
3. Where do you like to do your shopping?
4. What departments is a department store composed of?
5. Where are the things for sale?
6. What can we buy in the knitwear department?
7. What can we buy in a food supermarket?
8. What methods of shopping are there?

LESSON 48.

a) Text: Foreign trade

b) Vocabulary exercises

Word list of Foreign trade (import-export) vocabulary

- **export:** send products or services to another country for sale - **eksport**
- **import:** bring products or services into a country from abroad for sale- **import**
- **waybill:** a list of passengers or goods being carried on a vehicle- **marshrut**
- **freight:** goods transported by truck, train, ship, or aircraft, cargo- **yuk tashish**
- **bill of lading:** a list of a shipment of goods in the form of a receipt, waybill –**yuk-molga qo’shilgan hujjat**
- **c.&f.:** cost & freight – **narx va yuk**
- **c.i.f.:** cost, insurance & freight- **narx, xujjat va yuk**
- **cargo:** goods carried on a ship, aircraft, or motor vehicle -**yuk**
- **certificate of origin:** a document which is showing the origin of the goods- **kelib chiqish sertifikat**
- **container:** a very large metal box which holds goods for transport- **konteyner**
- **customs:** the official department that collects tax or duties on imported goods- **bojxona**
- **declare:** making a statement of taxable goods- belgilangan - e’lon qilish: **soliq solinadigan tovarlar to’g’risida hisobot tuzish**
- **irrevocable:** irreversible, unalterable- **qaytarilmaydigan**
- **letter of credit:** a letter issued by a bank to another bank which is authorising a person to draw money- **akkreditiv:**
- **merchandise:** things that are bought and sold, commodities - **mol**
- **pro forma invoice:** an invoice which is sent to a customer to ask for payment- **dastlabki hisob**
- **quay:** a platform for loading and unloading ships- **burilish**
- **ship:** to send or transport by land, sea or air- **jo’natmoq**
- **shipment :** to send or transport by land, sea or air- **jo’natmoq**
- **shipping agent:** an agent in a port who transacts or supervises business of a ship
- **ad valorem:** according to value- **qadrlash**
- **arbitrage:** buying foreign exchange, stocks etc selling them in another market at higher prices- **arbitraj**
- **barter:** exchanging goods or services without using money- **ayrboshlash**
- **exchange rate:** the value of one currency for the purpose of conversion to another- **valuta kursi**
- **free-trade zone:** a special place of business without being limited by the usual rules and taxes- **erkin savzo zonasi**

- **gross weight:** the full weight of a product including goods, container and packaging - **brutto vazni**
- **quota:** a limited or fixed number or amount that a country permits to be imported without restriction- **kvota**
- **tare weight:** the weight of a vehicle or container without the goods in it- **taroziing og'irligi**
-

Activity 1. Tarifni o'qib to'gri so'zni toping.

1. irreversible, unalterable - ...

- a) dumping
- b) irrevocable
- c) quota

2. selling goods in another country so cheaply that companies in that country cannot compete

- a) fairly
- b) dumping
- c) gross weight
- d) free trade zone

3. According to value

- a) arbitrage
- b) ad valorem
- c) barter

4. free alongside ship

- a) f.a.s.
- b) quay

5. the official department that collects tax or duties on imported goods

- a) answer
- b) customs
- c) c.i.f

Activity 2. So'zlarni toping.

U	N	U	X	X	H	Q	I	E	Q	N
E	X	C	H	A	N	G	E	H	I	X
D	E	C	L	A	R	E	C	P	B	D
C	I	A	W	W	H	F	.	F	E	O
.	B	V	Y	Y	.	C	&	X	G	B

I	B	N	B	A	D	Q	F	W	X	F
.	A	R	.	O	M	T	.	U	F	G
F	Y	S	C	U	S	T	O	M	S	G
.	.	F	.	O	.	B	.	W	H	T
T	T	C	X	A	H	G	X	Y	F	C
S	K	T	U	X	H	A	A	Z	P	H

1. exchange
2. customs
3. C.I.F.
4. declare
5. C.&F.

6. F.A.S.
7. F.O.B.

Activity 3. O'qing va muqobilini toping.

- | | |
|---------------|---|
| a) pen | 1) You can watch it in the lesson and at home. |
| b) pencil | 2) You can paint colourful pictures using them. |
| c) paints | 3) You can read new texts and do many exercises using it. |
| d) dictionary | 4) You can put your pens, pencil and rubbers in it. |
| e) rubber | 5) You can write your homework using it. |
| f) cassette | 6) You can draw pictures using it. |
| g) textbook | 7) You can rub words and lines using it. |
| h) pencil box | 8) You can translate new words using it. |
| i) video | 9) You can listen, repeat and learn new words using it. |

Activity 4. Mashqni bajaring.

Complete each compound noun in the story
 "Going on holiday" using a word from the box.

brush luggage gate card bell check-in jam alarm driver

I was really looking forward to my holiday. I had an early flight so I set my (1) _____ clock before I went to sleep. I got up on time and at 6.30 the taxi (2) _____ rang my door (3) _____. He then helped me to carry my suitcases and hand (4) _____ to the car. On the way to the airport we got caught in a traffic (5) _____. Luckily, it cleared and we arrived at the airport in time. I hurried to the (6) _____ desk but learnt that my flight was delayed! I decided to do some shopping and I bought some magazines and a new tooth (7) _____. I had used all my change for the taxi so I paid with a credit (8) _____. I finally left through the boarding (9) _____ and got onto my plane. I sat in my seat and started to relax.

Activity 5. Bo'shliqlarga kerakli harflarni qo'ying.

- I also want to say that the pro.....n should be cho..n according to the character and hobbies of the person;
- It's not an e.sy to make the ri..t choice_of a job;
- It's very im.....t qu...ion for me;
- As the years passed I cha..d my mind a lot of times about what science or field of in...try to specialize in
- A couple of years ago I wanted to be..me a d....r;
- I k..w that it's very di.....lt;
- I must be well edu..ted and well inf..med;
- I know that I'll do ever.....ng to realize my p..ne and my dr..ms.

LESSON 49.

a) Text: Saving money

b) Grammar: Adverbs

Activity 1. Matnga ois yangi so'zlarini o'rganing.

- it means that something is good value for the amount of money paid

- a compromise
- to ask an amount of money for something
- an individual thing
- to spend more money than you should or more than you wanted to
- because you suddenly want to, although you haven't planned to
- to spend only as much money as you have
- a good, or lower than usual, price
- a cost

Money

John works in a shoe factory and earns £10,000 a year. His brother Paul is a business man in London and makes £60,000 a year. John saves nearly all of his wages and only spends a little on food, but Paul wastes all his money on gambling.

They inherited £20,000 each from their grandfather 14 years ago and John invested his share in Nokia. Paul lost all his money at a casino.

He often borrows money from John, but never pays him back so now he owes him a fortune. John is really lucky and he found £1,000 on the ground next to a cashpoint machine last week, when he was withdrawing some money. He invited Paul to his house to celebrate, but when he was there, John saw him stealing money from his wallet. John decided never to lend Paul money again.

Activity 1. Gaplarni to 'gri keladigan predloglar bilan to'ldiring.

- We're spending a lot more food than we used to.
- We can always borrow some money the bank.
- Don't waste your money such purchases.
- Banks are willing to lend large amounts of money people starting up businesses.
- I'm going to invest my savings this project.
- How can I cut down clothing costs?

Activity 2. Sizning pulingiz odatda qayerga ketadi? Qaysi narsaga ko'proq pul sarflayotganingizni muhokama qiling.

- ordering takeout
- paying utility bills
- going out with friends
- grocery shopping
- transportation

- clothes
- holidays
- renting a room or a flat

3. Ajratib ko 'rsatilgan so'zlargha mos keladigan javobni tanlang.

- 1) I feel that I sometimes **overspend** on
- a. coffee.
 - b. eating out.
 - c. entertainment.

- 2) When I do the shopping,
- a. I have a list of **items** I need.
 - b. I remember what I should buy.

c. I think while I'm in the shop what I want to buy.

- 3) When I buy online,
- a. I spend time looking for the best **deals**.
 - b. I only buy in the one shop I know and trust.
 - c. I buy many more items than I want.

- 4) To **keep myself on budget**,
- a. I write down all of my purchases.
 - b. I cut down on some **expenses** at the end of the month.
 - c. I use cash instead of a credit card.

- 5) You want to save some money. You know that you waste too much money on gas driving to work. The most **cost-effective** means of transport would be a bike. What do you do?
- a. I bike to work.
 - b. I save on other things because I love driving.
 - c. I find a colleague to drive with and share gas costs.

- 6) You are going to buy some groceries, but enter a clothes shop and see an amazing pair of jeans for \$100. What do you do?
- a. I buy them **on impulse**.
 - b. I have so many pairs of jeans, so I don't buy them.
 - c. I take a photo and wait until the sale season.

- 7) You want to go to your friend's house by Uber. If you take Uber now, you'll be **charged** more, but if you wait some time the price might be lower. What do you do?
- a. I go now because I don't want to wait.
 - b. I wait a couple of minutes to spend less money.
 - c. I decide to use public transport and arrive a bit later.

- 8) What **trade-off** would you accept if you wanted to save money for holidays?
- a. Not ordering takeout for one year

- b. Cycling instead of driving to work for half a year
- c. Partying at home instead of going out for a half a year

Adverb

Adverb-ya'ni ravish fe'l (ish-harakat)ning belgisini bildiradi hamda ish-harakat qanday usluda, qayday qilib bajarilganligini bildiradi. Quyidagi misollarda ravishning ishlatilishiga e'tibor bering:

Ingliz tilida ravish sifatga “-ly” qo'shimchasini qo'shish orqali yasaladi. Masalan:

- He speaks English very fluently – U ingliz tilida juda ravon gapiradi. (“fluent”-“ravon”. “fluently-ravon” (ravish))
- They came in quietly – Ular sekin kirishdi. (“quietly” – sekin. Ish-harakat qanday sodir etilganligini bildiradi).
- She drives the car very badly – U mashinani juda yomon haydaydi.

Ingliz tilida ravish fe'ldan keyin ishlatiladi. Yuqoridagi misollarda buning guvohi bo'lishingiz mumkin.

Ingliz tilidagi barcha sifatga ham “-ly” qo'shimchasini qo'shish orqali ravish yasalavermaydi. Quyidagi 4 ta sifatga hech qachon ravish yasash uchun “-ly” qo'shimchasi qo'shilmaydi. Bu sifatlar ham ravish ham sifat o'rnida shakli o'zgarimasdan ishlatilaveradi.

fast – tez;

hard – qattiq, og'ir;

late – kech;

early – erta

Misollarga e'tibor qiling:

- He drives very fast – U juda tez haydaydi (“fast” – ravish).
- They came very late – Ular juda kech kelishdi (“late” – ravish).
- I am working hard – Men qattiq ishlayapman.
- You must come early – Siz erta (vaqtdan oldin) kelishingiz kerak.

Bundan tashqari “good” (yaxshi) sifatining ravish shakli “well” bo'ladi. Misolga e'tibor bering:

Tom plays tennis very well – Tom tennisni juda yaxshi o'ynaydi.

“well” so'zi har doim ravish vazifasida ishlatiladi, bu so'z faqatgina sog'lik ma'nosida sifat tarzida ishlatilishi mumkin. Masalan:

My brother is not very well at the moment – Ayni vaqtda mening akam juda yaxshi emas (sog'lom emas).

Activity 4. Berilgan sifatlardan ravish yasang.

1. perfect -
2. careful -
3. regular -
4. nice -
5. terrible -
6. heavy-
7. good -
8. hard -
9. fantastic -
10. quiet-

Activity 5. Qavsdaagi so'zlarni sifat yoki ravish ko'rinishida yozing.

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*)

LESSON 50.

a) Grammar: Adverbs or adjectives?

b) Discussion: The higher education system in Uzbekistan

Adverbs or adjectives?

There are also three degrees of adverbs. In formal usage, do not drop the *-ly* from an . . . adverb when using the comparative form. (ravishlarning ham 3 ta darajasi bor.

Incorrect: Terry spoke quicker than Nguyen did.

Correct: Terry spoke **more quickly** than Nguyen did.

Incorrect: Talk quieter.

Correct: Talk **more quietly**.

Incorrect: Alfredo is the more efficient assembly worker in the unit.

Correct: Alfredo is the **most efficient** assembly worker in the unit.

Activity 1. Quyidagi ravishlarning qiyosiy va ortirma shaklini yozing.

1	responsibly	more responsibly	most responsibly
2	hard	.....	.....
3	fast	.....	.....
4	noisily	.....	.....
5	early	.....	.....
6	satisfactorily	.....	.....

Activity 2. Nuqtalar o'rnini qavsda berilgan sifat /ravishning qiyosiy yoki ortirma shakli bilan to'ldiring.

- A: Excuse me, is there a **1** ...*faster* (fast) way to get to Clovelly?
- B: If you take that road, which is **2** (narrow) than the others, it's only 15 minutes' walk. That's the **3** (quick) way.
- A: Ah, thanks. We've been walking for 35 minutes and we thought we would get there **4** (soon). We can't even see Clovelly yet.
- B: It's hidden by the trees, they're **5** (tall) than the houses. You'll like Clovelly. It's one of the **6** (beautiful) villages in north Devon.
- A: That's what we've heard. It has some of the **7** (pretty) houses, hasn't it?
- B: Yes, and the **8** (tasty) fish you've ever eaten!
- A: Thank you very much for your help. Bye.

Activity 3. 1) Matnni o'qing.

It was a day in October. The weather had changed over night and a wind had brought rain with it. Miss Sue drove down the road in her car, the morning sun streaming through the window, the air against her skin, the trees, and the grass.

2) Matnni kamida 5 ta sifat/ravish qo'shib qayta yozing.

The higher education system in Uzbekistan

The Uzbek higher education system consists of institutions, scientific and pedagogical establishments performing research work, and state body formations. According to the National Programme for Personnel Training, higher education builds on academic achievements of specialised secondary education (academic lyceum) and/or vocational education (vocational college) and includes two levels: Bachelor degree and Master degree. The Ministry of Higher and Secondary Specialised Education's (MHSSE) responsibility is to organize the academic year, including the length of the semesters, examination periods and academic holidays.

The academic year starts on September 2nd and lasts until the end of June. It is divided into two semesters with holidays ranging from 10 to 12 weeks:

- 1st semester - from early September to late January;
- 2nd semester - from the beginning of February to the end of June, although the duration of the semester can vary depending on the status of the HEIs or on the study programme.

First level - Bachelor programme

This basic higher education provides fundamental knowledge in one of the branches of higher education for a minimum period of study of four years. Upon completion of the Bachelor programme, graduates are awarded Bachelor degree and a state diploma (in Uzbek: Bakalavr), which entitles them to start professional activity or to continue studies at Master level.

Second level - Master programme

This level of higher education provides knowledge in specific areas and lasts for at least two years after the Bachelor degree. Master programme graduates are awarded a state diploma (in Uzbek: Magistr), which entitles them to work in the relevant professional areas or to continue education in postgraduate education establishments.

Activity 4. Savollarga javob bering.

What can you say about the higher education system of Uzbekistan?

What is the education system in Uzbekistan?

Does Uzbekistan have good education?

How many higher education institutions are there in Uzbekistan?

LESSON 51.

a) Grammar: I would like ...

b) Text: Outstanding people in Uzbekistan

I would like ...

1) We use **would like** or **'d like** to say politely what we want, especially when making offers and requests: Biz xohlagan narsani xushmuomalalik bilan aytishni xohlanimiz, ayniqsa taklif va so'rovlarni bajarishda "would like"

Would you like a biscuit with your coffee?

Can you order for Ellie? She'd like the Margarita pizza, please.

2) *Would like* iborasidan so'ng fe'llar *to*-infinitive shaklida keladi:

Would you like to listen to that again?

I'd like to get a return ticket for tomorrow.

3) Biz *Do you like ...?* Iborasini umumiy ma'noda ishlatamiz. Biz *Do you like ...?* Iborasini iltimos yoki taklifni ifodalash uchun ishlatmaymiz.

Compare

<i>Do you like rice?</i>	<i>Would you like some rice?</i>	<i>Do you like dancing?</i>	<i>Would you like to dance?</i>
asks about likes and dislikes in general	offers some rice	asks about likes and dislikes in general	invites you to dance

Would like to have + -ed form

Biz *would like to have + -ed* shaklidan o'tgan zamonda amalga oshmagan ish-harakatni ifodalash uchun foydalanamiz:

I'd like to have watched the football but I had to go out. (I wanted to watch the football, but I didn't.)

I'd like to

Biz *I'd like to* iborasini taklifga qisqa javob sifatida ishlatamiz:

A: *You must have dinner with us.*

B: *Yes, I'd like to.*

A: *Good. Is Sunday night any good?*

LESSON 52.

a) *Text: The literary legacy of Navoi.*

b) *Phonetics: The preliminary exercises*

Activity 1. Alisher Navoiyning hayoti va ijodiga oid ma'lumotlarni o'ng tomonda berilgan muqobilini toping.

1. When and where was Alisher Navoi, the great figure of world spirituality of the XV th century, born and what was his real full name?	a) The poet's poem "Hilaliya" is dedicated to the Timurid ruler Hussein Boykaro. In February 1472, Hussein appointed Boykaroga as a minister and gave him the title "Amir Kabir" ("Great Amir").
2. Who were Alisher Navoi's first teachers of poetry? In which of his works did he give information about these teachers?	b) The first "Khamsa" in Persian was created by the great poet Nizami Ganjavi (1141-1209).
3. To whom was the poet's poem "Hilaliya" dedicated, and when and by whom was the title "Amir Kabir" or "Great Amir" given to him?	c) Navoi's first teachers of poetry were his uncles Mir Sayyid Kabuli and Muhammad Ali Gharibi. In Majlis un-nafois, Navoi says of Kabuli: "He had a good temperament, he preferred Turkish." He said of Gharibi: "He was a good talker and a kind and gentle young man. He could play more words better. He and his method were good. He was also aware of the science of music."
4. What was the name of the madrasah built for students in Herat during the Navoi period?	d) Mevlana Lutfi wrote twelve thousand bytes of poems in Turkish and Persian, beginning with Navoi's ghazal, "Orazin is closed from my closed eyes, every moment is young, tall, a star appears, the sun is shining." will try to replace the rin.
5. Mawlana Lutfiy wants to replace a 12.000 byte poem written in Urki and Persian?	e) In 1483, Alisher Navoi began to write his great work "Khamsa" and completed it in three years. This encyclopedic encyclopedia of five epics contains more than 50 verses, making up almost half of Navoi's entire poetic heritage.

<p>6. In what year did Alisher Navoi complete his great work "Khamsa" and how many epics does this work contain? How many thousand lines of poetry does this artistic encyclopedia contain?</p>	<p>f) During the Navoi period, a madrasah called Ikhlosiya was built for students in Herat</p>
<p>7. Who glorified Navoi as "Mir Nizamiddin" and what does this name mean?</p>	<p>g) His real name is Nizomiddin Mir Alisher. He was born on February 1441, 9, in Herat, where he spent most of his life.</p>
<p>8. When and by whom was the first "Khamsa" in Persian created?</p>	<p>h) The Samarkand statesman praised Alisher Navoi as "Mir Nizamiddin", ie "the law of religion is the law".</p>
<p>9. What do you know about the history of the establishment of the college "Khazaynu-l-maoniy"? What can we conclude from the fact that the poems in Khazaynu-l-maoniy are arranged in a precise mathematical order?</p>	<p>i) In 1498, Navoi wrote <i>Lison ut-tayr</i>, in 1499 <i>Muhokamat ul-lughatayn</i>, and in 1500 <i>Mahbub ul-qulub</i>. These three works were the culmination of the work of the great poet and thinker.</p>
<p>10. What are the five epics that contain "Khamsa" and in what years were they created?</p>	<p>j) In 1492, the pamphlet <i>Mezon ul-avzon</i> (<i>Weight of Weights</i>) was written, and the poet redistributed his lyrical work and published a new collection of devons, <i>Khazayn ul-Maoniy</i> (<i>Treasure of Meanings</i>). began to work hard to create. Known as the "<i>Chor Devon</i>", this large collection includes about 45 lines of small and medium-sized poems of various genres, "<i>Wonderful Cow</i>" ("<i>Wonders of Childhood</i>"), "<i>Navodir ush-shabab</i>" ("<i>Rareness of youth</i>"), "<i>Badoe'ul-vasat</i>" ("<i>Discoveries of the Middle Ages</i>"), "<i>Favoyid ul-kibor</i>" ("<i>Useful considerations in old age</i>"). These four volumes contain more than 16 poems in 3000 genres, including 2600 ghazals, 210 continents, 133 rubais, 86 fards, 52 problems, and more. <i>Khazayn ul-Maoniy</i> included almost all the poems from the previous two separate divans, and then added about 1400 new works.</p>
<p>11. Navoi created three great works in 1498, 1499 and 1500, and these works were the culmination of the poet's and thinker's work.</p>	<p>Navoi began to create his "Khamsa" in 1483, and finished his first epic "<i>Hayrat ul-abror</i>" ("<i>Surprise of good people</i>") in the same year. In 1484 he completed the epic</p>

What were these works?	"Farhod and Shirin", "Layli and Majnun", "Sab'ai Sayyar" ("Seven Planets"), and in 1485 "Saddi Iskandariy".
12. When and by whom was the first source of information about Navoi written, and what was the name of that work?	The first source of information about the life and work of Alisher Navoi is undoubtedly the works of the great poet. Abdurazzaq Samarkandi's work "Matla'i sadayn wa majmai bahrayn" ("Origin of two happy planets and the confluence of rivers") is the first source of information about the poet. This work was created between 1467-1470.

Activity 2. Matni o'qing va ajratib yozilgan so'zlarni ma'nosini topishga harakat qiling.

- _ Study your feedback carefully(2)
 - _ Pay attention to positive and negative comments(3)
 - Identify(4) what you need to do to reach a higher standard
 - _ Create a summary of the feedback
 - _ Correct/rewrite your assignment(5)
 - _ Make notes of what is said to you in spoken feedback
 - _ Really listen carefully, and ask questions so you understand the feedback
 - _ Make an action plan based on your feedback
- Any feedback is for helping you with future assessments(6) so read it and use it!

Activity 3. Yuqoridagi matnda ajratib yozilgan so'zlarning izohini toping.

- a. attentively
- b. a task or piece of work allocated to someone as part of a job or course of study
- c. a good or beneficial quality or attribute of a person or thing
- d. the evaluation or estimation of the nature, quality, or ability of someone or something
- e. a remark expressing an opinion or reaction
- f. indicate, recognize or distinguish

LESSON 53.

a) Grammar: Modal verb -can/could

b) Text: Text: Student life

Modal verb -can/could

Can modal fe'li Simple Infinitive bilan kelib ish –harakatni bajarish imkoniyatini, mumkinligini, qobiliyatini ifodalaydi, hozirgi va kelasi zamon uchun ishlatiladi.

I can do it now – men uni hozir qila olaman.

I can speak English- men inglizcha gapira olaman.



Could +V ish harakatni o'tgan zamonda sodir etish imkoniyatini, qobiliyatini ifodalaydi.

He could swim very well when he was young. U yoshligida yaxshi suza olar edi.

Can modal fe'li:

1. Ruxsat so'rash va ruxsat berish ma'nosida:

You can use my phone.

Can I take your pencil?

2. Qobiliyatni ifodalaydi:

She can swim very well.

3. Umumiy haqiqatlar haqida gapirganimizda:

Regular exercises can lose weight.

4. Imkoniyat.

One can see different types of histoical artifacts in the museum.

5. Iltimosni ifodalaydi:

Can I have some hot water?

6. Taklif:

Can I do anything for you?

If you want we can drink something.

Activity 1. Can/ could modal fe'lining kerakli shaklini qo'yib gaplarni to'ldiring.

- 01.- You ____ park here. It's forbidden.
- 02.- Sam ____ go to the party because he was too busy.
- 03.- He hasn't got a racket, so he ____ play tennis.
- 04.- ____ you ride a bike when you were seven?
- 05.- Pamela is a ballerina, so she ____ dance very well.
- 06.- They ____ see the lunar eclipse yesterday.
- 07.- If my sister were younger, she ____ learn English.
- 08.- I looked everywhere but I ____ find my keys.
- 09.- ____ dinosaurs fly?.
- 10.- If you are hungry, ____ you eat a banana.

Activity 2. Can/ could modal fe'lining kerakli shaklini qo'yib gaplarni to'ldiring.

1. Maybe the Smiths ____ a new house next year. (*can/to build*)
2. If you try hard, you ____ your examinations. (*can/to pass*)
3. When I was five, I ____ (*not/can/to swim*)
4. Dennis ____ the trumpet after four months. (*can/to play*)
5. Luke has passed his driving test, now he ____ a car. (*can/to drive*)
6. I ____ to him on the phone for three weeks last month. (*not/can/to speak*)
7. Alex ____ his homework when his desk is in such a mess. (*not/can/to do*)
8. They were so busy, they ____ me. (*not/can/to text*)
9. Lisa ____ her dress. She can wear it again. (*can/to clean*)
10. We ____ the mountains yesterday, but today we can't. (*can/to see*)

Text: Student life

The student life is the best period of our life. It is the time during which boys and girls get their education in different educational institutions. The life is free from all sorts' anxieties. This is the time when a student gathers knowledge, builds up his character and prepares himself for the future life. His future life depends on how he spends his student life. If he makes the best use of his time, he will be happy. If he neglects his duties, he will suffer in life. So it is rightly called the sowing season of human life. A student's primary duty is to acquire knowledge. For that, he must study hard. He should read newspapers, magazines, and periodicals. He should be careful about his health. He should maintain the laws of keeping good health. He should be always neat and clean. He must avoid bad companions. He should be obedient to his parent, teachers, and superiors. He must be upright and truthful. He should learn good manners. He should be gentle and well-behaved. During leisure, he should take part in spreading education among illiterate people. During holidays and leisure hours, they should try to help their parents in their household works. They should so help their motherland in any national calamity. A student of today is the citizen of tomorrow. So he should utilize his student life properly.

Activity 3. Savollarga javob bering.

1. How do students get to school?
2. Do students meet inside a building or outside?
3. What subjects do students learn each day?
4. What time does school start and end?
5. What do students eat for lunch? Is it something they bring with them, or does the school have a cafeteria?
6. How many students are in a class?

LESSON 54.

a) *Vocabulary: The things I like...*

b) *Grammar: Modal verb-must*

Like and Dislike Board Game

I love to play board games so it makes sense that I get my students to play them as well! With a little bit of practice, it's super easy to design your own in just a few minutes. In this case, you'd want to fill the board with plenty of like/dislike questions. For example:

- What's something you liked as a kid but don't like now?
- What kind of foods do you like?
- Where do you like to eat out?
- What kind of food do you hate?

Modal verb-must

Must modal fe'li bo'lishli darak gapda quyidagi ma'nolarga ega:

1. *Burch, buyruq, ko'rsatma* - bu ma'noda o'zbek tiliga *kerak* deb tarjima qilinadi.

I must go to work at eight o'clock. Men ishga soat 8 da borishim kerak (burch).

You must do it as I tell you. Siz men aytgandek ish qilishingiz kerak.

He must see you about it tomorrow. U siz bilan ertaga gaplashib olishi kerak.

2. *Qat'iy maslahat yoki taklif* - bu ma'noda o'zbek tiliga (*albatta*) *kerak* deb tarjima qilinadi:

You must go and see this film. Siz bu filmni (albatta) borib ko'rishingiz kerak. It is very interesting. U juda qiziq.

All of you must read this book. (qat'iy maslahat) Siz hammangiz (albatta) bu kitobni o'qishingiz kerak.

You must come and have dinner with us Siz (albatta) biznikiga bir tushlik qilgani some day. (taklif) kelishingiz kerak.

3. *Ichki anglangan majburiyat* - bu ma'noda o'zbek tiliga *kerak, zarur* deb tarjima qilinadi:

I must do it today. I can't leave it till tomorrow. Men buni bugun qilishim kerak. Men buni ertaga qoldirolmayman.

Do it if you must.

Agar zarur bo'lsa buni bajaring (agar buni zarur deb bilsangiz). Bunda must ichlci zaruriyatni bildirib, ish harakatni hozirgi zamonda bajarilishi zarurligini bildiradi. 2. So'roq gaplarda must ni ishlatilishi chegaralangan. Masalan umiimiy so'roq gapda must *shart* ma'nosida kelib, gapiruvchini ish harakatni bajarishga xohishi yo'qligini yoki bu ish harakatni bajarish gapiruvchiga malol kelayotganligini ko'rsatadi.

Must I do it now? Uni hozir bajarishim shartmi?

E s l a t m a: Agar gapiruvchi suhbatdoshdan faqat ko'rsatma yoki topshiriq olmoqchi bo'lsa, shall modal fe'li ishlatiladi.

Shall I repeat the sentence? Gapni (yana bir) qaytaraymi?

Bo'lishsiz gapda must qat'iy ta'qiqni ifodalab *kerak emas, ta'qiqlanadi* ma'nolarni beradi. Shuning uchun, ko'pincha bolalarga nisbatan, ba'zan ko'rsatma va ogohlantirishlarda ishlatiladi.

You mustn't do that Bunday qilmaslik kerak.

You mustn't play with matches Gugurtini o'ynama.

Activity 1. Must yoki mustn't shaklini qo'yib mashqni bajaring.

1. *It's late. You _____ make so much noise.*
2. *We _____ be home by 9 o'clock. The film starts at 9:15.*
3. *I _____ finish this essay today. It has to be handed in by tomorrow.*
4. *Passengers _____ talk to the driver while the bus is in motion.*
5. *This is a dangerous tour. Children _____ be accompanied by an adult.*
6. *People _____ stand on this bus.*
7. *We _____ do more exercise to stay fit.*
8. *There _____ be sth wrong with the engine of this car.*
9. *We _____ give up when we are so close.*
10. *This was a nice evening. We _____ meet again.*

Activity 2. Bo'shliqlar o'rniga can/can't yoki must/mustn't ni qo'ying.

- a) *David is 14 years old. He _____ have a driving licence.*
- b) *You _____ respect other people's opinions.*
- c) *_____ you pass me the butter, please?*
- d) *If you have a problem with one of your classmates, you _____ ask for help.*
- e) *Jane is so intelligent! She _____ speak five languages.*
- f) *Students _____ wear a uniform at Eton College. It is a famous private school in England.*
- g) *Kelly, you _____ clean your room before going out with your friends!*
- h) *You _____ smoke in hospitals. It's totally forbidden!*
- i) *How _____ I get to Oxford Street from here, please?*
- j) *What she told me _____ be true. I'm certain it is false.*

- k) What she told me _____ be true. I'm certain it is true.
- l) Anne always arrives home at 9 o'clock. It's 9:30 now, so she _____ be home.
- m) Alex always arrives home at 8 o'clock. It's 7:15 now, so he _____ be home.
- n) These are the house rules: You _____ listen to loud music. You _____ stay out of your bedroom after midnight. You _____ keep your bedroom clean. You _____ be home before ten in the evening. These rules are strict!

LESSON 55. Revision.

1. Mark the correct sentence:

- If you will drop a glass it breaks.
- If you heat the ice it melts.
- If you heat water to 100 degrees Celsius, it boil.
- You bleed if you cut your hand.
- If you want to leave a message, speak after the bip.
- If you give a cat milk, it drink it.
- You have a bad mark, if you don't learn

2. Find names of illnesses.

A	N	G	I	N	A	U	I	O	P	A	S	D	F	G
H	J	K	L	Z	X	S	V	B	N	M	Z	A	Q	X
R	A	S	H	E	T	O	O	T	H	A	C	H	E	M
U	U	K	I	L	O	R	O	L	G	J	T	N	D	S
N	E	G	A	B	Q	E	K	X	K	F	R	E	L	F
N	C	F	D	K	J	T	P	M	U	M	P	S	O	Q
Y	J	T	G	F	L	H	L	K	A	S	N	V	S	K
N	F	P	I	O	E	R	U	T	H	N	G	N	L	K
O	S	D	H	L	R	O	I	T	R	O	Q	I	F	Y
S	R	H	E	A	D	A	C	H	E	D	C	O	L	D
E	V	C	V	Q	A	T	X	S	W	E	D	C	U	F
F	R	V	E	F	R	V	B	R	B	T	N	H	T	M

C	O	U	G	H	O	A	L	L	E	R	G	Y	C	X
Z	A	W	E	R	T	Y	P	O	I	L	F	K	J	A
S	T	O	M	A	C	H	A	C	H	E	J	H	G	U

3. Fill in the gap:

1. If I (to learn), I (to get) a good mark.
2. If it (to see) a mouse, it (to catch) it.
3. You (to like) them if you (to meet) them.
4. She (to get angry) if she (to see) it.
5. They (not like) if they (to hear) it.
6. Robert (to eat) it if you (to give) it to him.
7. Robert and Anna (to take) an umbrella if it (to rain).
8. If you (not do) this, I (to be) angry.
9. He (to be) happy if he (not go) to school.
10. They (to be) glad if they (to go) on holiday.

4. Do the test.

1. I _____ bus on Mondays.
 - a. 'm going to work with
 - b. 'm going to work by
 - c. go to work with
 - d. go to work by
2. Sorry, but this chair is _____.
 - a. me
 - b. mine
 - c. my
 - d. our
3. A: 'How old _____?' B: 'I _____.'
 - a. are you / am 20 years old.
 - b. have you / have 20 years old

- c. are you / am 20 years.
- d. do you have / have 20 years.

4. I _____ to the cinema.

- a. not usually go
- b. don't usually go
- c. don't go usually
- d. do not go usually

5. Where _____?

- a. your sister works
- b. your sister work
- c. does your sister work
- d. do your sister work

6. The test is _____ February.

- a.in
- b.at
- c.on
- d.over

7. I eat pasta _____ week.

- a. twice in a
- b. twice a
- c. one time a
- d. once in a

8. I don't have _____ free time.

- a. many
- b. any
- c. a lot
- d. some

9. A: '_____ to the cinema tomorrow?'

- a. We will go
- b. Do we go
- c. We go
- d. Shall we go

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10. We went to the market_____some vegetables.

- a. to buy
- b. for buy
- c. for to buy
- d. for buying

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