

USE ENGLISH

NOMLI O'QUV-USLUBIY QO'LLANMA

(Ushbu o'quv-uslubiy qo'llanma mutaxassisligi ingliz tili bo'lmagan talabalar uchun)

Namangan - 2019

Ushbu qo'llanma Namangan Davlat Universitetining Ingliz tili va adabiyoti kafedrasida muhokama qilinib, universitetning o'quv –uslubiy kengashining 2019 yil _____dagi yig'ilishida nashr qilishga va ingliz tili fanidan o'quv qo'llanma sifatida foydalanishga tavsiya etildi.

Tuzuvchi:

Ingliz tili amaliy kursi kafedrası o'qituvchisi
Zebo Botirova

Taqrizchilar:

Namangan Davlat Universiteti Filologiya
fakulteti dekani, p.f.n. S. Misirov.

Namangan Davlat Universiteti Ingliz Filologiyasi
fakulteti Ingliz tili va adabiyoti kafedrası o'qituvchisi
p.h.d. B.Jafarov

So'z boshi

O'quv qo'llanma oliy akademik litsey va kasb-hunar kollejlarning 3 bosqich talabalari uchun mo'ljallangan.

Qo'llanma 42 soatlik darsga mo'ljallangan bo'lib, bu darslar uchinchi kurslar uchun tayyorlangan. Har olti soatni bitta dars deb olinib, jami yettita darsdan iboratdir. Har bir dars o'z ichiga tekst, grammatik qoidalar, va ularga doir mashqlarni o'z ichiga olgan. Bularning hammasi DTS talabidagi asosiy adabiyotlardan foydalangan holda ishlab chiqildi. Shu jumladan, har bir dars yakunida o'ntadan test savollari ham berilgan. Bu esa talabaning mustaqil ishlashi uchun katta yordam beradi. Og'zaki nutqni rivojlantirish maqsadida darsning so'nggida qo'shimcha o'qish uchun kichik-kichik tekstlar berilgan.

Lesson-1 (6 hours)

Text: Poets and writers of Uzbekistan.

Grammar: Perfect tenses.

To do exercises.

Poets and writers of Uzbekistan.

The literature of Uzbekistan has a solid classical tradition whose roots go back into the ages. The early works of its classics give powerful expression to the hopes and ideals of its working people.

Alisher Navoi the great humanist of the 15th century and the pride of Uzbek literature is known throughout the world. His immortal works have been translated into the languages of all the fraternal peoples of the world and published in great printings.

Uzbek folklore is an inexhaustible source that is enriched the store of Uzbek literature. Gifted people – bakhs – his - composed songs dastans – about the hard life of common people and their heroic struggle against tirans.

Remarkable poems as Alpo mish and Ravshan, among many others, fairy tales abounding in popular wisdom have become part and parcel of the written Uzbek literature. Many changes took place in Uzbek literature, which had deep – going national traditions and these changes determined its origination.

A considerable contribution of Uzbek prose was made by the talented writer Abdulla Kadyri (1894-1940), whose complex and creative life was filled with painful guest. His monumental historical novels like “Bygone days “, “Scorpion from the alter”, are great works in the history of Uzbek prose.

A large group of writers formed the main detachment of Uzbek literature entered in the mid of 20 centure. Among them are Gafur Gulom, Aibek, Khamid Alimjon, Uygun, Abdulla Kahhar, Mirtemir, and others. Uzbek literature began to develop a diversity of genres, with prose gaining in importance. These appeared epic poems and the novel. The drama , children’s literature and literary criticism entered a new stage. That was the time when Uzbek writers included the theme of collectivization. That was the period in which the talented writer Abdullah Kahhar (1907-1968) made his appearance. His early works “Robbers”, “Pomegranate». His heroes are men and women from the village, members of collective farms.

Famous Uzbek poets was Zulfia. When her first anthology of verses with the title “ Pages of life “ was published she was only 18 years old. She wrote about life, about the Uzbek women. She was not only talented poetess, but also a champion of peace and friendship among peoples. Many people loved Muhammad Yusuf, he was also a great talented poet. He wrote many poems.

In the last few years the ranks of our writers have been swelled by a new generation of capable young writers and poets.

1. Read and learn the meaning of the following new words.

- | | |
|------------------------------------|-------------------------------------|
| 1. literature- adabiyot | 2. solid - stabil |
| 3. tradition – urf-odat | 4. expression - namoyish |
| 5. immortal - abadiy | 6. fraternal –do'stona, aka-ukadek |
| 7. inexhaustible –bitmas-tuganmas | 8. struggle - kurash |
| 9. tyrants -shoxlik | 10. remarkable –atoqli, nodir |
| 11. wisdom - donolik | 12. abound –ko'p bo'lmoq |
| 13. considerable –katta, yirik | 14. contribution –hissa, ulush |
| 15. complex –murakkab, majmua. | 16. creative –ijodiylik, yaratuvchi |
| 17. guest - mehmon | 18. alter - mehrob |
| 19. detachment -yakkalik | 20. genres -janr |
| 21. gain – foyda, yutuq, ko'payish | 22. appear – paydo bo'lmoq |
| 23. stage – saxna | 24. rank –martaba, unvon |
| 25. capable – iqtidorli | 26. generation - avlod |

2. Answer the questions.

1. Who is Alisher Navoi?
2. When and where was he born?
3. Who is Abdulla Kodiriy?
4. What do you know about his works?
5. What do you know about fairy tales?
6. Who is Zulfiya ?
7. What do you know about classics?

3. Read the sentences changing the verbs from the Past Indefinite into the Future Indefinite.

1. We played chess at the club yesterday.
2. She answered my letters at once`.
3. I posted my letters at the post-office.
4. The meeting lasted two hours.
5. Feruza tried on the new coat.
6. We walked a long time for the bus.
7. The pupils wrote a dictation yesterday.
8. Our aunt visited us last summer.
9. My son did his homework yesterday.
10. Uzbek writers wrote many novels.
12. The Uzbek literature began to develop.

4. Translate the following sentences into English.

1. Ted qani?- U bog'da. – U u yerda nima qilyapti? 2. Men siz nima haqida gapirayotganingizga tushuna olmayapman. 3. Mehmonxonaning hamma xonasida vannasi bor. 4. Sendining onasi Yaponiyada nima qilyapti? 5. U dedi: “Biz hech qachon Londonga etib bormaymiz, agar sen ehtiyot bo'lib yurmasang. 6. Keling

men suv quyib beray, qo'lingiz hali ham qaltirayapti. 7. Sem , borib parkda o'yna. 8. Otangiz o'zini yaxshi his qilmayapti. 9. Men nimaga yig'layotganimni ham bilmayman. 10. U bizning ketayotganimizni biladi. 11. Ko'rmayapsanmi, men charchaganman. 12. Menga otang yolg'onchi , demoqchimisiz? 13. Siz hozir qayerga ketyapsiz? 14. Otam televizor ko'ryapti, ukam esa o'ynab o'tiribdi.

Hozirgi tugallangan zamon (The present perfect tense)

1. **Present perfect** zamoni to have fe'lining hozirgi zamondagi shakllari **Have** va **Has** handa asosiy fe'lining o'tgan zamon sifatdoshi yordamida yasaladi: **I have worked, He has worked we have worked.**

Ega+have(has)+P.P

2. Present Perfektning so'roq shakli have va has yordamchi fe'llarinieganing oldiga qo'yish bilan yasaladi:

Have(has)+ ega+ P.P

3. Present Perfektning bo'lishsiz shakli Have va has dan so'ng not inkor yuklamasini qo'yish bilan yasaladi:

Ega+have(has)+not+P.P

Hozirgi tugallangan zamonning ishlatilishi

1. Present Perfect gapirilayotgan vaqtdan oldin tugagan , natijasi ko'z oldimizda bo'lgan ish-harakatni ifodalash uchun ishlatiladi. Ish-harakat ancha oldin tugagan bo'lishi mumkin, bunda asosiy e'tibor vaqtga emas natijaga qaratiladi.

I have broken my pencil. Qalamimni sindirib qo'ydim.

2. Present Perfect bir necha marta takrorlangan ish-harakatni ifodalaydi.

I have read that book twice. Men o'sha kitobni ikki marta o'qiganman.

3. Present Perfect ko'pincha quyidagi ravishlar bilan ishlatiladi: ever (biror vaqt), never (hech qachon), often (tez-tez, ko'pincha), already (allaqachon), yet (hali, allaqachon), lately (yaqinda), just (hozirgina).

I have often been there. Men u yerda tez-tez bo'lib turaman.

O'tgan tugallangan zamon (The past perfect tense)

1. The past perfect tense to have fe'lining o'tgan zamon shakli had va asosiy fe'ning o'tgan zamon sifatdoshi yordamida yasaladi:

Ega+had+P.P

2. . The past perfect tense bo'lishsiz shaklini yasash uchun had yordamchi fe'lidan keyin not inkor yuklamasini qo'yamiz:

Ega +had+not+P.P

3. The past perfect tense ning so'roq shaklini yasash uchun had yordamchi fe'lini eganing oldiga o'tkazamiz:

Had+ ega +P.P

O'tgan tugallangan zamonning ishlatilishi

1. Past Perfect o'tgan zamondagi biror vaqtdan oldin tamom bo'lgan ish-harakatni ifodalaydi. O'tgan zamondagi bu vaqt quyidagicha berilishi mumkin:

By 5 o'clock(soat beshgacha), by Saturday (shanbagacha)

Simple Past bilan ifodalangan o'tgan zamondagi ikkinchi bir ishharakati bilan:

We had not reached the station when it began to rain.
Yomg'ir yog'a boshlaganda biz stansiyaga yetib bormagan edik.
Ish-harakatni sodir bo'lgan vaqt Past Perfect ishlatilgan gapga emas, boshqa gapga ham bo'lishi mumkin.

As I was going to the station it began to rain. Fortunately I had taken an umbrella and (had) put on a coat . Stansiyada borar ekanman yomg'ir yog'a boshladi. Bahtimga soyabon olgan va palto kiygan ekanman.

2. Ikki yoki undan ortiq oldinma-ketin sodir bo'lgan ish harakatni sodir bo'lish tartibida bayon qilish bo'linib ulardan oldin sodir bo'lgan ish-harakati kelsa o'sha ish-harakat Past Perfect da ishlatiladi:

He came home late in the evening. He had visited the Museum of Fine Arts and had been to the concert. He had supper read the newspaper and feeling tired, went to bed.

U uyga kechqurun kech keldi. U son'at muzeyiga bordi va konsertda bo'lgan edi. U kechki ovqatini yedi, gazetani o'qidi va charchab joyiga yotti.

Misolga came, had supper, read, went, to bed harakatlari oldinma ketin sodir bo'ladi, had, visited va had been harakatlari esa ulardan oldin sodir bo'lgan. '

3. After-(-dan keyin) bilan bog'langan ergash gapda Past Perfect ishlatiladi:

After the sun set, we decided to return home. After the cases had been counted, I left the warehouse.
 Quyosh botgandan keyin biz uyga qaytishga qaror qildik. Qutilar sanab bo'lingandan keyin men ombordan chiqdim.

Ikki ish-harakatni biri ikkinchidan oldin sodir bo'lganligini ta'kidlash zaruratni bo'lmaganda after ishlatilgan gapda ham Simple Past ishlatiladi:

After he turned off the light, he left the room. After he signed the letter, he asked the secretary to send it off.
 Chiroqni o'chirgach u xonadan chiqdi. Xatni imzolagandan keyin u kotibaga xatni jo'natib yuborishni aytib.

4. Whendan keyin odatda, Simple Past ishlatiladi. Lekin When-dan keyin ma'nosida kelganida When bilan boshlangan gapda Past Perfect ishlatiladi:

When they had gone, he began to work.

5. Before bilan boshlangan ergash gapli qo'shma gapning bosh gapida Past perfect, ergash gapida Simple Past, ishlatiladi.

I had finished my work before he returned.

6. Tarkibida hardly, scarcely, no sooner ravishlari bo'lgan qo'shma gapning bosh gapida Past Perfect va ergash gapida simple Past ishlatiladi:

He had hardly entered the house, when it started to rain. - Yomg'ir yog'a boshlaganda u uyga arang kirib olgan edi.

Kelasi tugallangan zamon (The future perfect tense)

1. Future perfect zamoni to have fe'lining kelasi zamondagi shakli (shall have, will have) va asosiy fe'lining o'tgan zamon sifatdoshi yordamida yasaladi:

Ega + shall have, will have + P.P

2. Future perfectning bo'lishsiz shakli shall yoki will yordamchi fe'llaridan keyin not inkor yuklamasini qo'yish bilan yasaladi:

Ega + shall(will) + not + P.P.

3. Future perfectning so'roq shakli shall yoki will ni egadan oldinga o'tkazish bilan yasaladi:

Shall(will)+ ega+ have+ P.P.

Kelasi tugallangan zamonning ishlatilishi.

1. Future perfect kelasi zamondagi biror vaqtdan oldin tamom bo'ladigan ish harakatni ifodalaydi. Kelasi zamondagi bu vaqt quyidagicha berilishi mumkin:

a) by 5 o'clock(soat beshgacha), by Saturday (shanbagacha)

b) payt vaqt hart ergash gapda Simple Present bilan ifodalangan kelasi zamondagi ikkinchi bir ish-harakat bilan:

I shall have finished this work before you return.

2. Future Perfect ba'zan kelasi zamondagi ish-harakatni emas, o'tgan zamondagi farazni ifodalaydi va ma'nosi must fe'lining ma'nosiga yaqinlashadi:

You will have read in the newspapers about the conclusion of this agreement.
Siz bu bitimning tuzilganligi haqida gazetalarda o'qigan bo'lishingiz kerak.

1. Use Present Perfect or the Past Indefinite in the following sentences.

1. I never(to see) anyone more beautiful than your wife. 2. I (to meet) your husband this afternoon at Green Street. 3. He said, " you (to meet) this passenger. He calls himself Major Jones." 4. " I (to get) hold of some money-enough for Tony to go off for a couple if years." " You (to raise) all that money by doing your own housework?" "No, of course not." " Millie, what you (to be) up to? What you (to do)?" "I (to sell) the house." " But what's Tony going to say ? You (to tell) him?" " Why should he care ? He's young." " Why you (not to tell) anything." 5. I said, "Mr. Jones (to be) arrested by the police." " My goodness . You don't say . What he (to do)?" "He necessarily (not to do) anything." "He (to see)a lawyer?" "That's not possible here. The police wouldn't allow it."6. "You (to hear) the) news?" "What's news?" "About Ted and Dave .They (to be) out on the roof last night and Ted (to sleep) and Dave (to try) to hold him but he couldn't and (to be) pulled off too. They were both in hospital with concussion and their people (to be) sent for." 7. I understand you (to have) an unpleasant experience at the week-end? What (to happen) exactly? 8. You remember the coin you (to find) your way all tight then, Mr. Dillon? I (not to hear) you ring the bell." "I couldn't find the bell; so I (to knock) instead." 10. He (to light) a cigarette and (to walk) to the window.11. " Can you get dinner here ?" " Of course we can. Have you got enough money ? I (to spend) my last dollar on taxi." 12. You (to say) just now that time (to be) everything. What you (to mean) by that? 13. As we got into the taxi my brother asked, "Well, you (to speak) to Harry?"

2. Use Past Perfect or the Past Indefinite in the following sentences.

1. From downstairs (to come) the sound of a radio playing a song he never (to hear) before.2. He (to re-read) what he (to write). 3. I(to know) he to make a joke because he (to giggle) but I could not see it. 4. I was going round to see Roberta after dinner. I (to arrange) this visit the day before. 5. As she (to rise) , there (to shoot) through his mind something that he (to read) in the etiquette books, and he

(to stand) up awkwardly , worrying as to whether he (to do) the right thing , and fearing that she might take it as a sign that he (to be) about to go.6. When she (to enter) the house at dinner-time and (to find) Tom gone she (to know) what (to happen).He (to leave) no note, nor any message. She (to know) that in the last moment he even (not to think) of her, and she (not to be) hurt by it.In whatever way he could, he (to love)her. 7. I (to press) the door gently. It always (to be) left open at night in the old days. When I (to become) quite certain that it (to be) locked, I (to step) back into the moonlight and (to look) up at the house. Although it (to be) barely asleep. I(to feel) a resentment against them. I (to expect) them to welcome me back at the door. 8. On the 15th of October Andrew (to set) out alone for London. Now that the exam (to be) so close at hand , he (to feel) that he (to know) nothing. Yet, on the following day when he (to begin) the written part of the exam, he (to find) himself answering the papers with a blind automatism . He (to write) and (to write), never looking at the clock ,filling sheet after sheet. He (to take) a room at the museum Hotel, where Christine and he (to stay) on their first visit to London. Here it (to be) extremely cheap. But the food (to be) bad.

3.Use Future Indefinite, the Future continuous and the Future Perfect tenses where they are necessary.

1. Come back tomorrow. I (to explain) it all then. 2. She (to stay) with us as long as her family can do without her. 3. “ The evening (to be) getting soon”, I said to my aunt, to cheer up her. 4. It is not wise for you to go back home. You (to meet) a nice boy here, you (to settle) down,(to get) a nice flat and you (to get) everything you want and deserve. 5. If you come back in about 20 minutes Alec and I (to have) our talk. 6. You’d better ring me back in half an hour. By then I (to find) the letter. 7. I(to remember) that. 8. He (to talk) only of his father. 9. “I do wish you’d do something about these stones,”said Mary. “We (to fall) all over them.”10. In the meantime , I (to be) careful what I eat. 11. “You (to talk) to Paula, won’t you?” “ Yes, I (to do) it straight away.” 12. He is very much ashamed. He realizes that it is all over between them. I think he (to leave) quite soon. 13. The trial (to last) a few weeks. 14. Let’s go for a walk. We (to go) up through the woods and I (to show) you where the spring comes out to the ground. 15. They (to miss) her a lot, I know.

4.Tests for solving.

- 1.You have to **give back** this book.
a) get back b) go back c) return
2. She **got married** last year.
a) was married b) is married c) took
3. I **am glad** to see you.
a) am angry b) is happy c) am happy

4.I **often** come here.

- a) usually b) always c) seldom
5. You may **get** your book.
a) take b) leave c) stay
6. I am going to Samarkand **at the weekend**.
a) on Sunday b) on weekdays c) in the evening
7. **A young** man came.
a) old b) elder c) little
8. Men radio tinglayman.
a) I listen to music b) I listen to the radio. C) I see the radio
9. She is my sister.
A) U mening onam b) U mening singlim c) U yaxshi qiz
10. Weather, the, yesterday, was , warm.
A) the weather is warm today b) the weather was warm yesterday c) it is warm
11. brother, Tashkent , lives, in, my.
a) Tashkent lives in my brother b) My brother lives in Tashkent c) brother lives in Tashkent my.
12. **I work...** an office.
a) in b) at c) under
13. You must come ... once.
a) at b) of c) after
14. I go to the cinema... Sunday.
a) of b) for c) on
15. The pen is ... table. A) in b) of c) befor
16. asked what he _____ for lunch.
a) was having b) are having c) has
- 17 A threatened blow is _____
a) worth to do b) never good c) seldom given
18. In winter he spends much time in the mountain he is fond of _____.
a) to skate b) skating c) skated
19. I wish I _____.
a) were a teacher b) shall go there c) is a doctor
20. I'm going ... the tailor's to have my coat fitted... .
a) to/on b) for/on c) to/off
21. The teacher asked _____ if he did the work _____.
a) her/his b) its/our c) him / himself.

Lesson -2 (6 hours)

Text: British and American English
Grammar: Would, should and used to.
To do exercises.

British and American English

British and American people speak the same language-right? Wrong. Although they both speak English there is an increasing number of differences between the two varieties of English. For example, Trudy Burns and Eileen Unwin recently spent a very similar day. Here they describe the day's events. How many differences can you find?

Trudy: I got up at seven-thirty. I put on my bath robe, went into the bathroom and turned on the bath-tub faucets. After my bath I ate breakfast with my parents on the desk. Our apartment's on the fifteenth floor, so the view's terrific. At eight o'clock my mom and I took the elevator to the parking lot underneath our apartment block. First we stopped for gas, and then she drove me to school. The freeway was really busy-automobiles everywhere. When I got to school it was raining. Luckily I'd brought my galoshes and umbrella so I didn't get wet. School was Okay except that we had a math test before recess. I think I flunked it. Any way after school I took a bus down-town to meet my sister Susan. She became a grade school teacher after she left college last year. We ate out at a Chinese restaurant. Personally I don't like rice, so I ordered french-fries instead. Susan disapproved. After dessert and coffee we paid the check and left. It had stopped raining, but the side-walks were still wet. Susan gave me a ride home, then I did a history assignment for the next day, watched a movie on TV went to bed around 11.30. I was pooped.

Eileen: I got up at half past seven. I put on my dressing gown, went into the bathroom and turned on the bath taps. After my bath I had breakfast with my parents on the terrace. Our flat's on the fifteenth floor, so the view's terrific. At eight o'clock my mum and I took the lift, to the car park under our block of flats. First we stopped for petrol, and then she drove me to school. The motorway was really busy-cars everywhere. When I got to school it was raining. Luckily I'd brought my Wellington boots and an umbrella, so I didn't get wet. School was OK, except that we had a math's exam before break. I think I failed it. Anyway, after school I took a bus to the city centres to meet my sister, Susan. She became a primary school teacher after she left university last year. We went out for dinner to a Chinese restaurant. Personally I don't like rice, so I ordered chips instead. Susan disapproved. After sweet and coffee we paid the bill and left. It had stopped raining but pavements were still wet. Susan gave me a lift home, then I did some,

history homework for the next day, watched a film on the TV and went to bed at about half past eleven. I was really tired!

1. Learn the words of the text.

	American English	British English	Translation
1	Seven-thirty	Half past seven	7.30
2	Bath robe	Dressing gown	xalat
3	Bath-tub faucets	Bath taps	Jo'mrak
4	Eat breakfast	Had breakfast	Nonushta qilmoq
5	On the desk	On the terrace	Dasturxon atrofida
6	apartment	flat	xonadon
7	mom	mum	oyi
8	elevator	lift	lift
9	parking	Car park	Mashina qo'yish joyi
10	underneath	under	tagida
11	Apartment block	Block of flats	bino
12	gas	petrol	benzin
13	freeway	motorway	Katta yo'l
14	galoshes	Wellington boots	botinka
15	test	exam	imtixon
16	recess	break	Ta'til, tanaffus
17	flunk	fail	Imtixondan yiqilmoq
18	Down-town	City-center	Shahar markazi
19	grade	primary	Dastlabki, boshlang'ich
20	college	university	Oily ta'lim
21	French-fries	chips	Kartoshka jizza
22	dessert	sweets	shirinlik
23	check	bill	To'lov
24	Side-walks	pavements	tratar
25	assignment	homework	Uy vazifasi
26	movie	film	kino
27	around	about	atrofida
28	poop	To be tired	charchamoq

Most differences between American and British English have to do with vocabulary and usage. In fact, about 4,000 words in common usage are used differently between America and Britain. Here are some more common ones:

	American English	British English	Translation
1	candy	sweets	shirinklik

2	cookie	biscuit	biskvit
3	Drug store	chemists	dorixona
4	Fall & autumn	autumn	kuz
5	The mail	The post	Pochta
6	Line-up	queue	navbat
7	pants	trousers	Shim and etc.

r.

Would fe'li.

1. **Would** (will fe'lining o'tgan zamon shakli) qo'shma gapning bosh gapidagi fe'l o'tgan zamonda bo'lganda ergash gapda, 2 va 3-shaxs birtlik va ko'plikda ishlatiladi. **Would** 1-shaxs birlik va ko'plikda modal ma'nosida ishlatiladi va *maqsadni, istakni, kelishuvni* ifodalaydi:

I said I would help him. Men unga yordam berishimni aytdim.

2. **Would** noreal shart gapli ergash gaplarning bosh gapida ishlatiladi:
He would go there if he had time. Agar uning vaqti bo'lsa, u u yerga borar edi.

3. **Would** bo'lishsiz gaplarda ishlatilib, o'tgan zamonda birir ishni qilishni qattiq istamaslikni ifodalaydi:

I asked him many times to give up smoking, but he wouldn't.

4. **Would** o'tgan zamonda takrorlanib turgan ish-harakatni ifodalaydi:
I would call on him on way home. Men qaytishda unikiga kirib turar edim.

5. **Would** iltimosni ifodalaydi:
Would you mind passing me the salt. Menga tuzni uzatib yuborasimi?

Should fe'li

1. **Should** (shallning o'tgan zamoni) Infinitiv bilan birga kelibo'tgan zamondagi kelasi zamon (Future in the Past) ni yasashda yordamchi fe'l bo'lib keladi va ba'zi hollarda modal ma'nosida ham keladi.

2. **Should** bosh gapdagi harakat o'tgan zamonda bo'lganda ergash gapdagi kelasi zamonda kelgan ish-harakatni ifodalash uchun ishlatiladi.

3. **Should** gapda kelganda va'dani, tahdidni, po'pisani, buyruqni ifodalaydi:
I asked him where I should wait for him- Men undan uni qacda kutishi kerakligini so'radim.

4. **Should** hozirgi va o'tgan zamondagi noreal shart gapli qo'shma gapning bosh gapida ishlatiladi:

I Should go there if I had time. Agar vaqtim bo'lganda u yerga brogan bo'lardim.

5. Should noreal shart gaplarning ergash gapida *taxminning yuz berish ehtimolligining juda kamligi* ta'kidlab o'tiladi:

If I Should come, I shall speak to them about it. Agar men kela olsam edi bu haqda ular bilan gaplashar edim.

6. **Should** fe'li bosh gap **It is important**(muhim), **it is necessary**(kerak, zarur), **it is desirable**(ma'qul, kerak), **it is impossible**(imkoni yo'q) **it is improbable**(ehtimoldan uzoq), **it is better**(yaxshisi) kabi birikmalardan yasalgan bosh gapli qo'shma gaplarda that bilan bog'langan qo'shma gaplarda ishlatiladi. Bu holda bosh gapdagi **to be** qaysi zamonda bo'lishidan qat'iy nazar, Shoulddan keyin fe'lining **Simple Infinitive** shakli **to** yuklamasisiz ishlatiladi:

It is important that he Should return tomorrow. Uning ertaga qaytishi muhim.

Used to

Used to ni doim infinitive bilan ishlatamiz (used to do, used to smoke) biror ish harakatni odatda sodir bo'lishini va uzoq davom etmasligini bildiradi:

Tom used to travel a lot, these days he doesn't go away very often.

Tom ko'p sayohat qilardi, shu kunlarda juda kamdan-kam boryapti.

Yana used to ni o'tgan zamonda ham ishlatiladi, lekin uzoq davom etmagan ish-harakatlarda:

We used to live in a small village but now we live in London.

Biz kichkina qishloqda yashaganmiz ammo hozir Londonda yashaymiz.

Used to + Infinitiv doim o'tgan zamonda bo'ladi. Uning so'roq shakli quyidagicha bo'ladi;

- Did you use to eat a lot of sweets when you were a child?

Bo'lishsiz shakli esa quyidagicha bo'ladi:

- Jack didn't use to go out very often until he met Jill.

1. Complete the sentences with used to.

1. dennis doesn't any more but he...40 cigarettes a day. 2. The baby doesn't cry so much now but she... every night. 3. She... my best friend but we aren't friends any longer. 4. We live in Nottingham now but we ... in Moscow. 5. Now there is only shop in the village but there ... three. 6. When I was a child I ... ice-cream, but I don't like it now. 7. Now Tom has got a car. He ... a motor car.

2. Write some sentences.

1. Ron used to study hard but now _____.
2. Tom used to play tennis a lot but now _____.
3. Ann never used to drink coffee but now _____.
4. Jill didn't use to be fat but now _____.
5. Jack didn't use to go out much but _____.

3. Translate the following sentences into Uzbek.

1. There was no reason why I should not get away promptly in the afternoon. 2. Kate was frowning. "I can't understand why you should do this." 3. It was singular that Horn should ask him that question. 4. "It is very disappointing," he said, "that Hugh should go off like this just when I counted on him to help me." 5. Why should he think that? 6. I'm very shocked indeed that you should have felt it necessary to lie to me. 7. that he should hear of the exposure of his favorite author of view. 8. He was very sorry that Phillip should be disturbed. 9. he was one of themselves now and they didn't see why he should put on airs. 10. there is no reason why he shouldn't win 2 or 3 matches. 11. I'm sorry that you should have had a row with Pat about it. 12. It was much better that he should learn the business thoroughly, and if they had been able to wait for a year there seemed no reason why they should not wait another. 13. He seemed to see nothing exceptional in the idea that he should get up and speak at the meeting. 14. "Where is Meg?" "Where should she be if not in school?" 15. Why should you tell people the disagreeable things that are said about them? 16. He didn't know why he should have expected them to look different. 17. This is too terrible! To think that you should talk to me in this way. 18. It outraged him that the man should have been so foolish.

4. Translate the following sentences into English.

1. Bu juda g'alati, u bu haqda hech narsa demadi. 2. Ishongim kelmaydi, xafta davomida Jonni bizni ko'rgani vaqti bo'lmaganiga. 3. Uning ismi nima? – Nimaga sizga aytishim kerak? 4. Men haqimda yomon o'ylaganingdan afsusdaman. 5. bilmadim nimaga u Jorjni ko'rgisi keldi. 6. Va nihoyat u uyga qaytishga qaror qildi. Meri haqida u yerdas eshitishi mumkin. 7. Keyt bolani uning ismi bilan ataganidan u hursand bo'ldi. 8. unga nima bo'lgan bo'lishi mumkin. Nimaga u kech qlayotganiga ishongim kelmayapti. 9. Uning bunday kuchsiz bo'lganidan juda xafa bo'ldim. 10. Lola hali ham nimaga ketayotganiga tushunmasdi.

5. Translate the following sentences into Uzbek.

1. Old Lady Bland argued with him, but he would not listen to reason. 2. Each time we went out together he would show me something new, something interesting. 3. He had a wound that would not heal. 4. All that I would tell them was that Uncle Nick was ill. 5. She was the sort of girl any man might be glad to bring to a dance if she would come. 6. When he returned I repeated my offer of food, but he would take nothing. 7. Would you really do it for me? 8. He would smoke a pipe before going to bed. 9. Shut the door, would you? 10. "He talked of his new car the whole evening." "He would."

6. Translate the following sentences into English.

1. Iltimos, nima bo'lganini aytib ber. 2. Unga yordam berish uchun hamma narsa qilgan bo'lardim. 3. Agar men bir necha kun unikida mehmon bo'lsam, u hursand bo'lishini aytdi. 4. U tushuntirishga harakat qildi, lekin men uni tinglamadim. 5. U chiroqni o'chirdi, lekin uyqusi kelmadi. 6. Agar meni kechirsangiz men borib

televizor ko'rsam. 7. Men birgina rasmni ko'rmoqchidim, kech bo'lgani uchun ular meni qo'yishmadi. 8. Unga doktorga borishni aytgandim lekin u bu haqda eshitishni ham xohlamadi.

7. Test for solving.

1. We always want _____ to do the most difficult part of work.
a) someone's b) someone c) we
2. It can sometimes _____ a home.
a) take several months to tell
b) pick
c) selling takes
3. He sat staring _____ the fire.
a) on b) at c) to
4. ... sound of ... streams was... loud enough for him to hear.
a) a/ the/ an b) the/ the/ a c) the/ -/-
5. I am going ... the to have my coat fitted...
a) to / on b) for / to c) to / off
6. _____ respect to the her feelings you ought to be descreet.
a) in b) with c) after
7. I wish I _____.
a) were a teacher b) do know this c) shall go there
8. I asked what he _____ for lunch.
a) are having b) was having c) should have
9. I have never heard him _____ French.
a) speak b) speaking c) spoken
10. the weather _____ as nice today as it _____ yesterday.
a) is/was b) are/were c) was/ were

Lesson – 3 (6 hours)

Text: Village school

Grammar: Compound sentences

To do exercises

Village school.

On this first morning of term Miss Clare had already arrived at a quarter to nine. Her bicycle was propped in side the lobby door.

Miss Clare has taught here for nearly forty years, with only one break, when she nursed her mother through her last illness twelve years ago.

In the corner of the room John Burton was pulling at the bell rope.

“Five minutes rest”, I said, “then another pull or two to tell the others that it is time to get into lines in the playground”.

Miss Clare and I exchanged holiday news.

We should have forty children all together this term: 16 in the infants' room and 22 in mine; and though our numbers seem small, compared with forty and fifty to a class in town schools the age, of course, would be considerable handicap.

I should have five children in my lowest group who would be nearly eight years old. They would still have difficulty in reading fluently and with complete understanding. At the other end of the classroom would be my top group, consisting of three children, who would be taking the examination. This examination would decide their future schooling when they are 11 years old. These children need particular care. They will be shown how to tackle arithmetical problems, how to understand written questions and, more important skill, how to set out their answers and express themselves generally, in clear and straightforward language.

Miss Clare's youngest group would consist of the two new little boys, Jimmy Waites and Joseph Coggs, as well as the twins, Diana and Helen, who had entered late last term owing to measles and had learnt very little. Miss Clare was of the opinion, that they might be in her bottom group for years, because she knew something of their family history.

Her aim with the top group in her class will be, first, to see that they can read and write legibly, know their multiplication tables up to six times at least and be able to do the four rules of addition, subtraction, multiplication, and division, working with tens and units. They should also have a working knowledge of the simple forms of money, weight and length, and be able to tell the time.

John, who had been looking all this time at the ancient wall-clock, now gave six tugs on the rope, for it was five minutes to 9 o'clock.

Outside we could hear the cries of excited children. Together Miss Clare and I walked out into the sunshine to meet our classes.

1. Words and word combinations to be memorized.

- | | |
|----------------------------|---------------------------------|
| 1. considerable – yirik | 2. term- chorak |
| 3. prop- suyanch | 4. nurse- qaramoq |
| 5.exchange- almashmoq | 6. infant- kichik yoshdagi bola |
| 7. handicap- kamchilik | 8. fluently- ifodali |
| 9.complete- to'liq | 10. understand- tushunish |
| 11.consist- iborat bo'lmoq | 12. decide- qaror qilmoq |
| 13.particular- ma'lum bir | 14.tackle- hal qilmoq |
| 15.skill- ko'nikma | 16.twin- egizak |
| 17.measles- qizamiq | 18. opinion- fikr |
| 19.legibly- aniq | 20.multiplication- ko'paytirish |
| 21.at least- kamida | 22.addition- qo'shimcha |
| 23.subtraction- | 24.division- bo'lish |
| 25.knowledge- bilim | 26. weight- og'irlik |
| 27.length- uzunlik | 28. ancient- qadimiy |
| 29. wall-clock- devor soat | 30.rope- arqon |

31.sunshine- quyosh nuri

32.excited- xursand

2.Answer the questions.

1.Who is the text told by? 2. what was Miss Clare? 3. How long has she worked at school? 4. How many pupils are there in the school? How are they divided? 5. What difficulties have the teachers? 6. What groups has each of the teachers? 7. What examination will they have? 8. Who are in Miss Clare's youngest group? 9. What is Miss Clare's bottom group? 10. What important skills should you have to be able to read English texts fluently and with complete understanding? 11. What is John Burton? 12. What are his duties at school?

3.Find in the text and learn the English for.

1. o'rta uy eshigi. 2. bu semestrda. 3. sezilarli g'ov. 4. to'la anglangan holda. 5. ularning maktabda o'qishlarini aniqlab beradigan imtihon; 6. alohida e'tibor talab qiladi; 7. aniq va oddiy tilda; 8. qizamiq tufayli; 9. aniq o'qish va yozish; 10. ko'paytirish jadvalini bilmoq; 11. Qo'shish, ayirish, bo'lish va ko'paytirish qoidalari; 12. qadimiy devor soati; 13. arqonni olti marta tortdi; 14. asabiylashgan bolalarning qiyqiriqlari.

4.Chose a suitable word.

1. I was never... to swim(teach, educate, train). 2. He went upstairs, right to the ... of the house(top,summit,peak,head). 3. They haven't reached their... yet (top,summit,peak,head). 4. He is a little deaf, you must shout at the... (top,summit, peak, head). 5. He is the ... of the firm in this area (top,summit,peak,head). 6.Why are you lectureing , though? As if we hadn't enough ... of our own(care, worry, anxiety, concern). 7. Her... about his beliefs seemed to him comic, but touching((care, worry, anxiety, concern). 8. And if the trade had been left to his... it would have rapidly disappeared (care, worry, anxiety, concern). 9. She is ... to be a nurse (teach, educate, train). 10. It was once thought dangerous to... the masses (teach, educate , train).

Compound sentences

Qo'shma gaplar butun bir murakkab fikrni ifodalovchi ikki yoki undan ortiq soda gaplardan iborat bo'ladi. Qo'shma gaplar ikki xil bo'ladi: bog'langan qo'shma gaplar (**compound sentences**), ergashgan qo'shma gaplar (**complex sentences**).

1. Bog'langan qo'shma gaplar teng huquqli, bir-biriga tobe bo'lmagan soda gaplardan iborat bo'ladi. Qo'shma gap tarkibiga kiruvchi soda gaplar bog'lovchilar yordamida bog'lanadi va ular odatda, vergul bilan ajratiladi:

The signal was given, and the steamer moved slowly from the dock.
Signal berildi, paraxod dokdan sekin jo'nadi.

2. Qo'shma gaplarda bir nechta soda gaplar bog'lovchisiz ham bog'lanishi mumkin. Bunda ular bir-biridan nuqtali vergul bilan ajratiladi:

He will return from London in May; his sister will stay there another month.

U Londondan may oyida qaytib keladi; uning singlisi u yerda yana biro y qoladi.

Ergashgan qo'shma gap

1. Ergashgan qo'shma gap teng bo'lmagan, bir gap ikkinchisiga tobe bo'lgan gaplardan iborat bo'ladi. Bunday gaplarda ergash gap (the subordinate clause) bosh gapni (the principle clause) izohlab keladi. Ergash gap bosh gap bilan bog'lovchi va bog'lovchi so'zlar yordamida bog'lanadi. Ergash gap bosh gap bilan bog'lovchisiz ham ishlatiladi.

Ergash gaplarning turlari

Ergash gaplar qo'shma gapda bitta gap bo'lagi vazifasini bajarib keladi. Tilimizda nechta gap bo'lagi bo'lsa, shuncha ergash gaplar mavjud.

- 1. Ega ergash gaplar**
- 2. Kesim ergash gaplar**
- 3. To'ldiruvchi ergash gaplar**
- 4. Aniqlovchi ergash gaplar**
- 5. Hol ergash gaplar**

Ega ergash gaplar qo'shma gapda ega vazifasida keladi. Ular bosh gap bilan Who(whom), what that, wether, if, whose, when, where, how, why kabi bog'lovchilar va bog'lovchi so'zlar bilan bog'lanadi:

That he has made a mistake is strange. Uning xato qilgani ajablanarli.

1. Translate the following sentences.

1. Karim wrote a letter and his sister took to the post-office. **2. Take this newspaper or I shall give you it to somebody else.** **3. The sun was shining and everything looked bright.** **4. The weather was fine and the sky was blue and cloudless.** **5. His brother came home early but his friend stayed there.** **6. Kozim speaks French and his sister speaks English and French.** **7. He worked many years as a teacher at school and became famous.** **8. My brother said Ilhom was ill yesterday.** **9. Summer has come and the sun shines brighter, but the air is not so hot.** **10. We thought that you should go to Washington.**

2. What kind of compound sentences they are.

1. I wrote a letter and he took it to the post office. 2. When we had done the exercise, he took his book. 3. Today the sun shines brighter and weather is warm. 4. When we want to tell other people what we think, we can do it in many ways. 5. He didn't know, what he had to do. 6. She devoted all her life to the noble course of educating children. 7. I invited them but they could not come. 8. I saw him before the first lesson. 9. I read a book and my sister writes a letter. 10. I wanted to go to the cinema but my parents want to go to the theatre.

3. Explain the use of the verb forms in the following object clauses.

1. I don't know how he found it out. 2. He was a little surprised that she should not believe him. 3. At the office he gave instructions that inquiries should be made about a young person called Lisette. 4. Didn't she know that you were married? 5. I gave orders that he shouldn't be allowed on the premises. 6. She wanted to go to see him off, but he had been very insistent that she shouldn't. 7. I thought I should get over it but I still feel offended. 8. I think he was determined that nothing should interfere with his independence of spirit. 9. They arranged that Grace should tell her parents that she was engaged to be married. 10. When he was told that she had gone to Aberdeen, he was glad that she should look at the shops and perhaps visit a cinema. 12. He had never suggested that I should visit them. 13. She had a feeling that something frightening was being kept from her. 14. Laura insisted that we should put the party off. 15. He was so anxious that the boy should not go to California. 16. I suggest that you have your foot seen to at once. 15. He insisted that I be also present.

4. Supply the necessary forms for the verbs in brackets in the following object clauses.

1. He suggested that I (to try) something of a more serious nature. 2. He only requested that he (to allow) to see the heads of some departments. 3. Doris requires of a man only that he (to be) clever. 4. Brady proposed that they (to walk) down to the sea wall. 5. I saw that I (to be) mistaken in believing that Uncle Nick (to be) ill. 6. They decided that Laura (to have the nourishing food that had been ordered her. 7. He was annoyed that they (to choose) the day of his departure for the party. 8. I'm glad that you (to drop) in. 9. Charles insisted that we (to keep) secret even the most remote mention of the idea. 10. It was lunchtime. He knew that they (to be) safely occupied for an hour at least. 11. He was determined that his enemies (to play). 12. I was a little surprised that such a little boy (to read) the life of Milton. 13. She soon discovered that he never (to see) the Statue of Liberty or any of the museums in New York. 14. She asked that her affair never (to speak) of. 15. Robert was anxious that there (to be) no appearance of coldness on Hilda's part. 16.

Propriety demanded that I (to represent) at the game in person. 17. I've made up my mind that (to send) for.

5. Test for solving.

1. You _____ help me if you don't have time. I can do the job myself.
a) aren't able to b) don't have to c) aren't going to.
2. _____ you help me?
a) May b) shall c) will.
3. You _____ go into that room. It's forbidden!
a) don't have to b) mustn't c) don't know how to.
4. It's 2.20 and he said he'd be here at 2.30. He _____ be there soon.
a) should b) can c) would.
5. I have a headache. _____ you buy some aspirin for me?
a) shall b) may c) could.
6. There are no lights on and no one answers the doorbell. They _____ be at home.
a) must not b) can not c) will not.
7. I _____ come to your party . I have to work.
a) wouldn't like to b) don't have to c) can't.
8. _____ I make some coffee? I'll do it if you'll drink a cup.
a) must b) shall c) ought.
9. If I win the lottery, I Buy you a very big car as a present.
a) should b) will c) am.
10. _____ I bought you a new car , would you be very happy?
a)when b) if c) as.

Lesson- 4 (6 hours)

Text: The Eastern Rome.
Grammar: The subjunctive mood.
To do exercises.

The Eastern Rome.

Samarqand ! The very name resurrects images of a colorful and romantic ancient past. For many centuries this Central Asian city was the gateway to Eastern Asia. It was a great trading center through which caravans of merchants with precious silks and other goods passed to and fro, requiring days, weeks and even months to complete their various missions. Today it is only thirty-five minutes from Tashkent by plane.

The earliest history of Samarqand is lost in the mists of time. It is a well-known fact that the city was attacked by the troops of Alexander the Great. Then it was the capital of Sogdiana. It suffered Arab invasion and the devastating raids of the hordes of Genghis Khan and again it rose from the ruins and ashes. Ancient

geographers, historians and poets referred to it as “a glittering point on the globe, a precious pearl of the world , and an Eastern Rome”.

When never tire of admiring wonderful relics of the city , which have been preserved since the 14th century , the period when numerous monuments of world-wide significance were erected . among these monuments is the Guru Emir (the tomb of Emir) , the Shaxi-Zindon , Bibi-Khanum temple and many others. It arouses admiration for the skill of its nameless creators. The rulers of the city proclaimed it the “capital of the world”.

The streets in Samarqand revive some glorious pages in its history. There is a street named after Ulug’bek in Samarqand . He was a famous scientist and astronomer, a nephew of Temur. During Ulug’bek’s ruling the city was blossoming. You can see the ruins of his observatory on the outskirts of the city. His observatory was equipped with the best and most perfect instruments of the time. Ulug’bek compiled a catalogue of the stars which has lost none of its scientific value today.

The great independence turned over a page in the history of the ancient city. It has flourished over the years. Wide streets with fine buildings have replaced winding narrow crooks. In the city there are now machine buildings , chemical, light and food industries.

Samarqand is one of the major cultural, scientific and educational centers of Uzbekistan.

It is an ancient and eternally young city of the situated in the flourishing Zeravshan Valley, a city of the legendary past, joyous present and bright future.

1. Words to be memorized.

- | | |
|-------------------------------|---|
| 1. Ancient – qadimiy | 2.capture – asirlik, bandilik |
| 3. Pearl – dur | 4. Troops – qo’shin, askarlar(to’da) |
| 5. Invasion – istilo | 6.Devastating – vayron qiladigan |
| 7. ash - kul | 8. relics - yodgorlik |
| 9.bury – ko’mmoq, yashirmoq | 10. outskirts – shaxar cheti(tashqarisi) |
| 11.admire - maftun bo’lmoq | 12. proclaim – tantanali e’lon qilmoq |
| 13. blossom – gullab-yashnash | 14. numerous - koplab |
| 15. significance-mohiyat | 16. erect – to’g’ri |
| 17. creator - yaratuvchi | 18.. revive - jonlantirmoq |
| 19. glorious –shonli | 20. catalogue - katalog |
| 21.equip –ta’minlamoq | 22. value- qadr-qimmat,baholamoq |
| 23. compile – to’plamoq | 24.temple – ibodatxona, chakka |
| 25.major –muhim,katta | 26.eternally –abadiy, cheksiz,mangu |
| 27.invasion -istilo | 28.raids – bosqin, xujum |
| 29.hordes –bir to’da | 30.refer- biror narsani bildirmoq |
| 31.glitter -charaqlamoq | 32.precious –qadrli, qimmatli |
| 33.tire- charchash | 34.preserve- saqlamoq |
| 35.arouse –uyg’otmoq | 36.suffer – boshdan kechirmoq |
| 37.resurrect- tiklamoq | 38.merchants-.savdogarlar |

39. to and fro – oldinga va orqaga 40. mists – g'ira-shiratumana, qirovli tuman

2. Discussion of the text.

1. What information do we get history of Samarqand from the text? How is the city described? What periphrasis is used to describe the beauty of the city?
2. Who is this story told by? How do you define this type of narration? Who was Alezandr the Great? When did he live? What other oppressors of the world do you know?
3. What was Ulug'bek? In what fields of the science did he work?
4. What are the ancient monuments of Samarqand?
5. Have you been to Samarqand?

3. Find in the text and learn them.

1. hammaga ma'lum. 2. bosib olmoq, 3. azob chekmoq, 4. barpo etmoq, 5. zavqlantirmoq, 6. noma'lum bunyodkorlar, 7. mahorat, 8. shahar chetida, 9. jihozlamoq, 10. catalog tuzmoq, 11. ilmiy qiymat, 12. saqlamoq, 13. gullab-yashnash davri, 14. ko'p yodgorliklar, 15. qimmatli durdona, 16. biror narsani dalil qilib keltirmoq.

4. Paraphrase the following sentences from the text.

1. The earliest history of Samarqand is **lost in the mists of time**. 2. Alexandr THE Great **captured** the Marakanda. 3. Ancient geographers, historians, and poets referred to it as “ **a glittering point of the globe**”, “ **a precious pearl of the world**”, and “ **an Eastern Rome**”. 4. It **suffered** Arab **invasion** and the **devastating raids** of the **hordes** of Genghis Khan. 5. It rose **from the ruins and ashes**. 6. We **never tire of admiring wonderful relics**. 7. They have been **preserved** since the 14th century. 8. It **arouses admiration** for the skill of its **nameless creators**. 9. The streets of Samarqand **revive some glorious** pages in its history. 10. This observatory was **equipped** with the best and most **perfect instruments of the time**. 11. Ulug'bek compiled a catalogue which **has lost none of its scientific value** today.

5. Choose a suitable word from those in brackets.

1. The working people of London live in the (suburbs ,outskirts) of the city. 2. The police have not (captured, snatched, seized) the thief yet. 3. The Army (captured, conquered, seized, defeated) 500 soldiers. 4. The opposing party (attacked, assaulted, raided) the Prime Minister's proposals. 5. He (proclaim , declare, advertise) Ann his heir. 6. The monument was (erect, construct, raise, fabricate) to honour A. Temur's memory. 7. Don't (refer, relate, apply, allude) to this matter again, please. 8. The speaker often (refer to, deal with) his note. 9. The discovery of gun-powder is often(refer to, connect with) China. 10. The flowers will (revive, enliven, refresh). 11. His hopes to see his mother (revive, recover,

arouse, strengthen).12.Her(numerous, various, copious ,diverse) friends visited her.13. (ancient, old, classical) music stirred his feelings.

The subjunctive mood.

The subjunctive mood so'zlovchining ish-harakatga bo'lgan hoxishi, istak, faraz qilish, shart qo'yish kabi munosabatlarini bildiradi. Boshqacha qilib aytganda, cub'yunktiv mayldagi fe'llar ish-harakatning umuman noreal ekanligini ko'rsatadi, ikkinchi va uchinchi xil shart ergash gapli qo'shma gaplarda ishlatiladi.

Shart ergash gapli qo'shma gaplarning ikkinchi va uchinchi turi noreal(amalgam oshmaydigan) shartni o'z ichiga oladi va amalgam oshish ehtimoli bo'lgan ish-harakatlarni ifodalaydi.

Bunday gaplarning 2 turi hozirgi yoki kelasi zamonga tegishli bo'lgan ish-harakatlarni bildiradi.

If I were a mathematician I could solve this theorem.

Agar men matematik bo'lsam, bu teoremani echar edim.

I should tell him everything if he came here now.

Agar u hozir shu yerga kelsa, men unga hamma narsani aytar edim.

If she entered the University next year she could learn English.

Agar u Universitetga kelasi yili kirsam, u ingliz tilini o'rgana olardi.

Shart ergash gapli qo'shma gapning uchinchi turi o'tgan zamonga qarashli bo'lgan ish-harakatni ifodalaydi, o'zbek tiliga ... **gan bo'lar edi**, deb tarjima qilinadi.

If I had seen him yesterday he would have told me about it.

Agar men uni kecha ko'rganimda edi, u menga u narsa haqida gapirib bergan bo'lardi.

Ingliz tilida shart ergash gapli qo'shma gaplar quyidagicha tuziladi:

Bog'lovchilar	Ergash gapning kesimi	Bosh gapning kesimi
Unless, if, in case, provided that, on condition that	1-turida: Present and Past Tenses	Present, Past, Future Tenses
	2-turida: Past Inderfinite tense	Shoul, fe'lning aso-siy shakli Would could
	3-turida: Past Perfect tense	Shoul, Perfect Would Infinitive could

1. Translate the following sentences.

1. If Helen knew Aziza's address, she would write a letter to her. 2. If my brother had time now, he would go to the cinema. 3. If I saw my friend tomorrow, I should ask him about it. 4. If he was here, he would help us. 5. If I saw him tomorrow, I should give him the book. 6. If we were to meet tomorrow, we should go to the library together. 7. If I had seen him yesterday, I should have asked about it. 8. He would not have caught cold if he had put on a warm coat. 9. If your instructions had been received ten days ago, the books and magazines would have been sent by plane. 10. If the ship had arrived, we should have received a telegram. 11. If he knew about our difficulties, he would help us. 12. If he had heard of your marriage he would have been surprised. 13. If you had not told about it I should never have known the facts. 14. If he had taken the doctor's advice he might not have fallen ill.

2. Translate the sentences into English.

1. Agar siz masalani yechib bo'lgan bo'lsangiz, ketishingiz mumkin. 2. Agar u kelishga va'da bergan bo'lsa, u albatta keladi. 3. Agar u faqat kecha kelgan bo'lsa, ehtimol u yakshanbagacha ketmaydi. 4. Agar mening pulim bo'lganda, men sizga to'lar edim. 5. Agar u sizning kelishingizni eshitganda, u hayron bo'lar edi. 6. Agar biz buyurmaganimizda, u buni qilmas edi. 7. Agar siz Londonga borganingizda edi, siz qirolichani ko'rgan bo'lardingiz. 8. Yomg'ir bo'lsa, men soyabonni olaman. 9. Agar siz menga yordam bersangiz, biz soat 6 tugata olamiz. 10. Agar u keyingi xaftada kelsa, biz undan nima qilishni so'raymiz. 11. Agar otam bo'ganida edi, men uni hurmat qilgan bo'lardim.

3. Test for solving.

1. You _____ seen her in Chicago! I know for a fact that she was right here in Phoenix.
 - a) must have b) should not have c) couldn't have
2. Yes, I know that I _____ studied last night, but I decided to watch TV instead.
 - a) would've b) should've c) must've.
3. Where is Jill? She _____ forgotten that we were supposed to meet at 2 PM.
 - a) would've b) should've c) must've.
4. I _____ been glad to help you. Why didn't you ask?
 - a) would've b) should've c) must've.
5. Look! It's raining and Professor Johnson is all wet. He _____ forgotten his umbrella again.
 - a) would've b) should've c) must've.
6. You _____ turned off the computer when you did! You've caused all kinds of problem.
 - a) shouldn't have b) must not have c) might not have
7. She _____ study last night, so she didn't.
 - a) didn't have to b) mustn't c) didn't ought to.

8. Yes, she _____ been here yesterday. I don't think she was, but I can't prove that she wasn't.
 a) could b) could've c) couldn't have.
9. I'm not sure where Dave is. He _____ taken Tom to a movie or to the zoo.
 a) would have b) may have c) ought not to have.
10. You shouldn't have driven so fast. You _____ had an accident.
 a) would have b) may have c) might have.

Lesson- 5 (6 hours)

Text: American holidays.

Grammar: Direct and indirect speech.

To do exercises.

American holidays.

There are many holiday in the world as they are in America.

Most of holidays celebrated in the. United States are also celebrated in many other countries: Christmas, Easter and New Year's Day from part of the holiday tradition throughout most of Europe, Africa, and Latin America. Other holidays were brought to the United States by members of different ethnic groups who immigrated to North America.

January. New Year's Day marks the beginning of a new year and the end of the "holiday season", the period from Thanksgiving to Christmas Schools, government offices and most businesses are closed. People celebrate the arrival of the New Year. Martin Luther King's birthday is celebrated on the third Monday of the month. King became a black leader of national importance.

February. Valentine's Day is one of popular holidays with school children. Presidents' Day is a day when Americans honor men who were the Presidents of the United States. Federal offices are closed on this holiday, but schools and most businesses are open. They observe Lincoln's birthday and Washington's Birthday. March. Saint Patrice's day.

March 17 celebrated to honor the patron saint of Ireland has become a day for wearing a symbolic green clothing. In New York, the home of large numbers of Irish immigrants St. Patrick's Day is widely celebrated.

April. April fool's day is a day on which people traditionally joke. Easter is the most important of Christian holidays. It is a religious holiday.

May. May Day is not celebrated in the United States as a day honoring the worker, as it in other parts of the world. It is celebrated as the beginning of spring. Mother's Day the second Sunday in May, is traditionally the day Americans honor mothers and grandmothers with visits , cards, gifts, and so on.

Memorial day, the last Monday in May, is a federal holiday. This is officially the day for honoring all Americans who died in wars and for many families it has become a day for visiting and placing flowers on the graves of other family members as well.

June. Father's Day. On the third Sunday in the month of June is traditionally the day Americans give attention to their fathers and grandfathers. Gifts as well as special visits are usual.

July. On the forth day of July is an independence day. It is celebrated throughout the country.

August. There are no holidays at this time of the year. Many Americans take vacations.

September. Labor day marks the unofficial end of summer.

October. Columbus Day, the second Monday in October, is celebrated as a federal holiday.

Halloween, October 31, is not a federal holiday. It is religious in origin.

November. Veterans day, November 11, is the official anniversary of the end Of World War 1.

Thanksgiving ,on the fourth Thursday of November, is a day Americans consider to be a family celebration and many travel long distances for family reunions during the four day school holiday. It is the national holiday and was celebrated in 1621 by English settlers.

December. Christmas, December 25, is both a joyful religious celebration and a major commercial event in the United States.

1. Answer the following questions.

1. What Christian holidays do you know? 2. What Moslem holidays do you know? 3. What does the Thanksgiving mean? 4. What does the Navruz mean? 5. When do American people celebrate Easter? 6. What do people do at Easter? 7. Where is Father's Day celebrated? 8. Is Christmas a Moslem or Christian holiday?

2. Learn the poem by heart.

Auld Lang syne

Should auld acquaintance be forgot,
And never brought to mind?
Should auld acquaintance be forgot
And days of auld Lang syne?

For auld Lang syne, me dear,
For auld Lang syne -
We'll take a cup of kindness yet
For auld Lang syne !

And here's a hand, my trusty friend,
And give a hand of thine,
We'll take a cup of kindness yet
For auld Lang syne.

Direct and indirect speech.

1. Biro damning gapini boshqa birovga o'zgartirmasdan yetkazish ko'chirma gap deyiladi. Biro damning gapini to'ldiruvchi ergash gap yordamida faqat mazmunini yetkazish o'zlashtirma gap deyiladi.

Ko'chirma gap

He has said: "The ship will arrive at the end of the week."

O'zlashtirma gap

He has said that the ship will arrive at the end of the week.

Ko'chirma gapdagi *The ship will arrive at the end of the week* gapi mustaqil, alohida bir gapdir. O'zlashtirma gapdagi *that the ship will arrive at the end of the week* gapi to'ldiruvchi ergash gap bo'lib, alohida ishlatilmaydi. *He has said* bosh gap.

2. Ko'chirma gaplardan oldin, odatda, vergul qo'yiladi. Ammo uzun matnlardan oldin ikki nuqta qo'yiladi. Ingliz tilida qo'shtirnoq ko'chirma gapning boshida ham, oxirida ham qatorning yuqorisiga qo'yiladi.

3. Ko'chirma gaplar darak, so'roq gaplarga bo'linadi.

Darak gaplarni o'zlashtirma

Gaplarga aylantirish

1. Ko'chirma gaplarni o'zlashtirma gaplarga aylantirishda quydagi o'zlashtirishlar qilinadi;

a) Bosh gap bilan ko'chirma gap o'rtasidagi vergul va qo'shtirnoqlar tushurib qoldiriladi. O'zlashtirma gap oldida **that** bog'lovchi ko'pincha tushib qolishi ham mumkin;

He says, "Mary will do it". He says (that) Mary will do it.

b) Agar bosh gapda to'ldiruvchisiz **to say** fe'li ishlatilgan bo'lsa o'zlashtirma gapda **to say** saqlanib qoladi. Agar ko'chirma gapda **to say** fe'lidan keyin to'ldiruvchi kelsa, ko'chirma gapdagi **to say** fe'li o'zlashtirma gapda **to tell** fe'li bilan almashadi:

He says, "Mary will come in the evening"

He says that Mary will come in the evening.

He has said to me, "The negotiations have begun"

He has told me that the negotiations have begun.

c) Ko'chirma gapda kishilik va egalik olmoshlari ma'noga qarab o'zgartiriladi:

Ra'no says, "Anvar has taken my book"

Ra'no says that Anvar has taken her dictionary

d) Agar bosh gapdagi fe'l **Simple Present, Present Perfect, Simple Future** zamonlarining birida bo'lsa, ko'chirma gapdagi zamon o'zlashtirma gapda o'zgarmaydi:

He says(has said, will say), "I sent them the telegram on Sunday"

He says (has said,will say) that he sent the telegram on Sunday."

e) Agar bosh gapdagi fe'l **Simple Past, Past continuous , Past Perfect** zamonlarida bo'lsa ko'chirma gapni o'zlashtirma gapga aylantirganimizda ergash gapdagi zamon o'tghan zamonga aylantiriladi va quyidagicha o'zgartiriladi:

Simple Present	-----	Simple Past
Present Perfect	-----	Past Perfect
Simple Past	-----	Past Perfect
Simple Future	-----	Future in the past
Present Continuous	-----	Past Continuous
Present Perfect Continuous	-----	Past Perfect Continuous
Past Continuous	-----	Past Perfect Continuous
Future Continuous	-----	Future Continuous in the Past
Future Perfect	-----	Future Perfect in the Past
Future Perfect Continuous	-----	Future Perfect Continuous in the Past

He said, "I get up at 8 o'clock"

He said that he got up at 8 o'clock.

f) Ko'chirma gapni o'zlashtirma gapga aylantirganda **Past Perfect** va **Past Perfect Continuous** zamonlari ozgarmay qoladi:

He said, "We had finished our work by 6 o'clock"

He said that they had finished their work by 6 o'clock.

g) Ko'chirma gapni o'zlashtirma gapga aylantirilganda ish-harakatni sodir bo'lish vaqti ko'rsatilganda **Simple Past** va **Past Continuous** zamonlari o'zgarmay qoladi:

He said, "I began to study English in 1998".

He said that he began to study English in 1998.

Ammo the day before, two days before kabi vaqt ko'rsatkichlari bilan **Past Perfect** ishlatiladi:

She said that she had been there the day before.

U u yerda bir kun oldin bo'lganligini aytdi.

h) Ko'chirma gapni o'zlashtirma gapga aylantirishda ko'rsatish olmoshlari, payt va o'rin-joy ravishlari quyidagicha o'zgaradi:

Ko'chirma gap

o'zlashtirma gap

This-bu shu

that-o'sha

These-bular, shular	those-o'shalar
Now-hozir	then-o'shanda
Today-bugun	that day-o'sha kuni
Tomorrow- ertaga	the next day-keyingi kuni
The day after tomorrow-ertadan keyin	two days later-2 kundan keyin
Yesterday-kecha	the day before-bir kun oldin
The day before yesterday-o'tgan kun	2 days before- 2 kun oldin
Ago- ilgari,avval	before- ilgari
Next year- kelasi yil	the next year,the following year- Keyingi yili
Here- bu yerda	there- u yerda

i) Ko'chirma gaplar so'roq gap bo'lsa quyidagicha bo'ladi:

He asked me, "Where do they live?"

He asked me where they lived.

She asked me, " Have you got our letter?"

She asked me whether (if) I had got their letter.

I asked him, "Will you go there?"

**I asked him whether he would go there. He answered that he would
(wouldn't)**

j) Buyruq gaplarni o'zlashtirma gapga quyidagicha aylantiriladi:

He said to me," Don't go there."

He told me not to go there.

She said to Tom,"Come at 5 o'clock"

She told Tom to come at 5 o'clock.

1.Yesterday you met a friend of yours, Tom told you a lot of things. Here are some of them he said to you:

1. I'm thinking of going to live Canada.
2. My father is in hospital.
3. Nora and Jim are getting married next month.
4. I haven't seen Bill for a while.
5. I've been playing tennis recently.
6. Margaret has had a baby.
7. I don't know what Fred is doing.
8. I hardly ever go out these days.
9. I work 14 hours a day.
10. I'll tell Jim I saw you.
11. You can come and stay with me if you are ever in London.

12. Tom had an accident last week but he wasn't injured.
13. I saw Jack at a party a few months ago and he seemed fine.

Later that day you tell another friend what Tom said. Use reported speech.

2. In this sentence says something to you which is the opposite of what they said before. **Example: That restaurant is expensive.- I thought you said it wasn't expensive.**

1. Ann is coming to the party. I thought you said she -----.
2. Bill passed his examination. I thought you said he -----.
3. Ann likes Bill. I thought you said she -----.
4. I've got many friends. I thought you said you -----.
5. Jack and Jill are going to get married. I thought you said they -----.
6. Tom works very hard. I thought you said he -----.
7. I want to be rich and famous. I thought you said you -----.
8. I'll be here next week. I thought you said you -----.
9. I can afford a holiday this year. I thought you said you -----.

3. In this exercise you have to write what you would say in these situations.

Example: Ann says "I'm tired." Five minutes later she says "Let's play tennis" What do you say? You said you were tired.

1. Your friend says "I'm hungry", so you go to the restaurant. When you get there he says "I don't want to eat "What do you say? You said -----.
2. Tom tells you "Ann has gone away" Later that day you met her. Tom told -----.
3. George said "I don't smoke " A few days later you see him smoking a cigarette. What do you say to him? You said -----.
4. You arranged to meet Jack. He said "I won't be late" but he arrives after 20 minutes. You -----.
5. Sue said "I can't come to the party tonight". That night she see her at the party.
6. Ann says "I'm working tomorrow morning" Later that day she says" Let's go out tomorrow evening". What do you say? -----.

3. Now you have to complete these sentences with **said, told, talked**.

1. Jack ----- me that he was enjoying his new job.
2. Tom ----- it was a nice restaurant but I didn't like it much.
3. The doctor ----- that I would have to rest for at least a week.
4. Mrs. Taylor ----- us she wouldn't be able to come to the next meeting.
5. Ann ----- Tom that she was going away.
6. Anvar couldn't help me. He ----- to ask Jack.
7. At the meeting the chairman ----- about the problems facing the company.

8. Jill ----- us all about her holiday in Australia.

4. Test for solving.

1. Look ... me ! a) at b) on c) in.
2. This is the book of my friend. It is ... my hand.
a) in b) on c) about.
3. I want ... go there.
a) to b) into c) at.
4. I go ... home. A) to b) at c) - .
5. She is a woman ... 40. a) in b) of c) about.
6. It is ... book. A) a b) the c) an
7. He is ... economist. A) an b) a c) the.
8. Do you live a long way ... the factory.
a) in b) from c) far.
9. I ... tomorrow , so we can go out somewhere .
a) don't work b) am not working c) does not work.
10. – On what ... to spend his money?
_ He ... to buy a car.
a) he is going/ is going b) is he going/is going c) he is going/is gone.

Lesson – 6 (6 hours)

Text: Education in Great Britain and America.

Grammar: Types of questions.

To do exercises.

Education in Great Britain and America

The system of education in Great Britain includes preschool education, primary education, secondary education and higher education. All English children go to school when they are five. The primary education in Great Britain includes Infant school (age 5-7) and Junior school (age 7-11). Secondary education continues from the age of 11 to the age 15 or longer.

The children of rich people get a better education than children of poor classes. They attend Public Schools where they pay much money for their studies. Later on many of them study at the Oxford or Cambridge Universities. For children of the workers it is more difficult to get a higher education.

After finishing Junior school at the age of 11 children take 11 plus examination which will decide to which type of secondary school they will go to a Secondary Modern School, a Secondary Technical or Secondary Grammar School.

The children who have very good results go to the Grammar school or Technical School. Those children who have bad results in the 11 plus examination which will decide to which type of secondary Modern school.

The Grammar School teaches modern languages, sciences and classics. This school prepares pupils for Universities or colleges. There are very few secondary Technical schools. They teach practical subjects, such as commerce, industry and agriculture. The secondary Modern schools give a very limited education. Pupils learn very little of math and English, but get instructions in woodwork, metalwork, sewing, typing and coating.

A new type of school, a Secondary Comprehensive school takes boys and girls without 11 plus exam. But in the school there are different programs: the grammar school program, the technical school program and a modern school program. There are also Independent schools in Britain. They are boarding school for the children from rich families.

The structure of higher education in Great Britain is very complex. It includes universities and different types of colleges. Besides 2 aristocratic universities of Oxford and Cambridge, there are many new or "modern" universities. The system of education in Britain has a bourgeois character and all the progressive people of the country demand more democratic system of education.

In the United States of America each state has its own educational system. There are the following types of schools in the USA:

1. Elementary school, public and private – 6 years.
2. Secondary schools, public and private – 6 years
 - Junior High school – 3 years
 - Senior High school – 3 years
3. Separate professional colleges.
 - Teachers colleges.
 - Higher Technical institutes.
 - Theological schools.
 - Universities.

A school system in the USA may be organized according to a 6-3-3 pattern, that is six year elementary school program, a three year junior program and a three-year high school program. Some other variations may be 4-4-4, 5-3-4. In many states children go to school at the age of 6-8 and continue it to the age 14-18. At the present time more than 2 million Americans between the ages of 7 and 17 are out of school.

The elementary school of America is the common school and is attended by all groups of the population. In the southern states the public elementary schools for white and negroes are separated. The system of secondary school education in the USA includes different kinds of school public and private, large and small, urban and rural, traditional and experimental. In the junior school English, math and history are studied by all the pupils. The other subjects are selective. The senior High school has different curriculum: Cultural, Technical, Agricultural, Commercial, Home Art and Vocational.

Higher education in the USA is organized differently from that in Europe. There are public and private Universities and colleges in the USA. The largest and best of them are private institutions of higher learning. Their students must pay high fees for studies. Religion plays an important part in teaching American students.

1. Learn the new words of the text.

1. educational system – ta’lim tizimi.
2. elementary school – boshlang’ich maktab.
3. private – xususiy.
4. Junior High school – kichiklar yuqori maktabi
5. Senior High school – kattalar yuqori maktabi
6. variation - turli
7. urban - shaxarlik
8. selective – tanlab olingan.
9. theological - diniy
10. pattern – namuna, model
11. fee – o’qish uchun to’lash
12. religion - din
13. tax - soliq
14. include – o’z ichiga olmoq
15. preschool - maktabgacha
16. infant school – bog’cha yoshidagi 5-7 yoshli bolalar maktabi
17. Junior school – boshlang’ich maktab
18. Public school – umumta’lim maktab
19. Secondary Comprehensive school – o’rta umumta’lim maktab
20. attend - qatnamoq
21. modern school – kasb-xunar maktabi
22. grammar school – o’rta klassik maktab
23. woodwork – yog’och ishi
24. metalwork - slesar
25. sew - tikish
26. tutor – guruh rahbari
27. attach - biriktirmoq
28. boarding school – internat maktab
29. progressive – ilg’or, taraqqiyparvar
30. curriculum – o’quv rejasi

2. Answer the questions.

1. What education does the system of education in Great Britain include? 2. When do the English children go to school? 3. How many school does the primary education include? 4. How many years does secondary education continues? 5.

What kind of education do the children of rich people get? 6. Who attend public schools. 7. What is more difficult for the children of the workers? 8. Where do the children go after the exam at the age of 11. 9. What types of schools are there in the USA? 10. How is the school system in the USA organized? 11. At what age do children go to school? 12. How many years do children study at the elementary school? 13. What curriculum has the Senior High school?

3. Translate the following sentences.

1. Buyuk Britaniya oily ta'lim tizimiga universitetlar va turli tipdagi kollejlari kiradi. 2. Oksford va Kembrij universitetlari Britaniyadagi eng katta universitetlaridan hisoblanadi. 3. O'rta ta'lim maktabi yangi tipdagi maktab bo'lib, bolalarni imtihonsiz qabul qiladi. 4. Buyuk Britaniya ta'lim tizimi maktabgacha ta'lim, boshlang'ich ta'lim, o'rta ta'lim va oily ta'limlarni o'z ichiga oladi. 5. Ishchilar bolalari uchun oily ta'lim olish qiyin. 6. AQSHning har qaysi shtatining ta'lim tizimi mavjud. 7. Boshlang'ich ta'lim AQSHning ko'p shtatlarida 6 yil, ba'zi joylarda 4 yoki 5 yildan iborat. 8. Boshlang'ich maktab AQSHda umumiy bo'libaholining barcha tabaqadagi bolalari o'qiydi. 9. Janubiy shtatlarda umumta'lim, boshlang'ich ta'lim negrlar uchun ajratilgan. 10. AQSHdagi oily ta'lim Yevropadagidan boshqacha tashkil qilingan. 11. AQSHda oily ta'lim o'qituvchilar kolledji, texnik institutlar, diniy maktab va universitetlardan iborat.

Types of questions.

Soroq gaplar quyidagi turlarga bo'linadi:

1. Umumiy so'roq gaplar (general questions)
2. Maxsus so'roq gaplar (special questions)
3. Tasdiq so'roq gaplar (disjunctive questions)
4. Muqobil so'roq gaplar (alternative questions)

Umumiy so'roq gaplar.

Umumiy so'roq gaplar gapning boshida, eganing oldiga yordamchi fe'l yoki modal fe'lni qo'yish bilan yasaladi. Kesim tarkibida ikki yoki undan ziyod yordamchi fe'l bo'lsa, eganing oldiga faqat birinchi yordamchi fe'l o'tkaziladi.

I am a teacher. Am I a teacher?

She has a good pen. Has she a good pen?

The work will have been done by 5 o'clock. Will the work have been done by 5 o'clock?

She can translate the article. Can she translate the article?

Maxsus so'roq gaplar.

Maxsus so'roq gaplar gapning biror bo'lagiga beriladi va **Who?**(kim?), **What?** (Nima? Qanday?), **Which?**(Qaysi?), **When?** (Qachon?), **Where?**(Qayerga?),

Qayerda?), **Why?**(Nima uchun?), **How?**(Qanday?), **How much?**(Qancha?), **How many?**(Nechta?), **How long?**(Qancha vaqt?) kabi so'roq so'zlar yoki so'zlar guruhi bilan boshlanadi.

Maxsus so'roq gaplarda so'z tartibi umumiy so'roq gaplarnikiga o'xshaydi, faqat gapning boshida so'roq so'zlar qo'yiladi. Maxsus so'roq gaplar gapning biror bo'lagiga beriladi.

When	
where	yordamchi fe'l
which	+ modal fe'l+ ega + asosiy fe'l +va h.k?
why	
how many, etc.	

When was A.Navoi born?	He was born in 1441.
Who is your friend?	She is Lola.
Where do you live?	I live in Namangan.
Why don't you go to the cinema?	I am so busy.

Tasdiq so'roq gap.

Umumiy so'roq gaplarning bir turi tasdiq so'roq gaplardir. Bunday so'roq gaplar bo'lishli yoki bo'lishsiz darak gapga qisqa umumiy so'roq gap qo'shiladi. Bu so'roq gap bosh gapdagi fe'lga mos yordamchi yoki modal fe'ldan va bosh gapning egasiga mos bo'lgan kishilik olmoshidan iborat bo'ladi.

You speak French, don't you? Siz fransuz tilida gapirasiz, shunday emasmi?

Tasdiq so'roq gaplari gapiruvchi o'zining aytgan fikriga tasdiq olishni istaganida ishlatiladi. Gapiruvchi bo'lishli tasdiq olishni istasa, so'roq gapdan oldingi darak gap bo'lishli shaklda , so'roq gapdagi yordamchi yoki modal fe'l bo'lishsiz shaklda ishlatiladi. Agar gapiruvchi bo'lishsiz javob olishni istasa, so'roqdan oldingi darak gap bo'lishli bo'ladi va so'roq qismidagi yordamchi yoki modal fe'l bo'lishli shaklda bo'ladi.

She is very busy, isn't she?	U juda band, shunday emasmi?
She isn't busy, is she?	U juda band emas, shundaymi?

Muqobil so'roq gap.

Muqobil so'roq gap **or** bog'lovchisi bilan bog'langan ikkita umumiy so'roq gapdan iborat bo'ladi. Odatda ikkinchi so'roq gap to'liq bo'lmaydi. Bunday so'roq gaplarda to'liq javob beriladi:

Do you like tea or coffee? I like tea.

Muqobil so'roq gap egaga berilgan bo'lsa, ikkinchi egadan oldin doim yordamchi fe'l yoki modal fe'l keladi. Bunday so'roq gaplarga har qanday egaga berilgan so'roq gaplarga o'xshab qisqa javob beriladi:

Did you speak to them or did the manager? The manager did.

Muqobil so'roq gaplar so'roq so'zlar bilan ham boshlanishi mumkin. Bunday so'roq gaplar maxsus so'roq gap va ikkita uyushuq bo'lakdan iborat bo'ladi:

Which do you like: tea or coffee?

1. Copy the sentences using correct sentences.

When I (call) at his house, they (say) me that the (leave) an hour ago. 2. When I come in I noticed that somebody (leave) his umbrella in the room. 3. After we (clear) the ground, we set up the first of the tents. 4. I knew all along that we (take) the wrong road. 5. They (stop) where the road was wide and (wait) till the other car (pass). 6. When I (come) to see my friend, I (find) him lying in bed. 7. My watch (go) at nine o'clock, but not it (stop). 8. What you (do) since I (see) you last. 9. When you (come) I (work) at my English for half an hour. 10. Next year he (live) in our village ten years. 11. By the first of February we (take) about 20 lessons. 12. Yesterday I (buy) a new dictionary as I (lose) my old one. 13. I shall speak to her if I (meet) her. 14. She just (go) out. 15. She (leave) the room a moment ago. 16. Yesterday I (meet) a friend of mine Whome I not (see) for many years. 17. What you (do) when I (come) in. 18. By the end of the term we (read) many English books. 19. I don't know when she (come), but when she (come), I'll give her your book. 20. Where you put my dictionary? I can't find it. 21. She (work) hard since she (be) here. 22. When I (arrive) to the station, the train (go) and I (have) to wait till the next train (come).

2. Fill the blanks with *some, any, much, many, few, little*.

1. Please give me Ink. 2. There are ... books on the desk. 3. Is there ... chalk in the box? No, there is not.... 4. Have you ... milk in your cup? Yes, I have... 5. I have read ... books both in English and In Russian very famous writers. 6. You can speak English ..., can't you? 7. I don't find ... Uzbek books on this shelf. 8. There are... many new houses in our street. 9. I have ... time, let us go to the cinema.

3. Fill the blanks with the modal verbs *must, can, may*.

1. When ... you come to your lessons? I... come to my lessons at nine o'clock in the morning. 2. You are not well, Hamid and you... not go out. 3. ... I take your pen? Yes, you ... Here it is. 4. My sister knows English well. She ... translate this text well. 5. We... come to see him today. As he is ill. 6. The pupils ... come to their lessons in time. 7. Pupils ... know the history of their native country. 8. You ... read about the weather in Uzbekistan in the newspaper which I gave you.

4. . Fill the blanks with the adverbs as...as, not so... as.

1. Autumn is ... cold... winter.
2. In spring the weather is ... hot ... in summer.
3. In January it snows ... much... in December.
4. In May the sun shines ... brightly... in June, but in July it shines much brighter.
5. In August there are ... many apples and pears ... in September.

5. Tests for solving.

1. Where do you work?
 - a) I work fastly. B) I work at school. C) I am a writer.
2. Did you go there last night?
 - a) Yes, he do. B) no, I don.t. c) Yes, I did.
3. Are you reading now?
 - a) No, I am not. B) Yes, he is. C) No, he has not.
4. Whose friend is this?
 - a) he is a friend. B) This is my friend. C) My friend is a good boy.
5. He ... at school.
 - a) am, b) is, c) are.
6. I An English book .
 - a) has b) have c) had.
7. You are going to ... to Peter.
 - a) Writing b) write c) written.
8. He came here the day before but I ... know about it.
 - a) didn't b) did c) done.
9. I ... a book now.
 - A) read b) reads c) am reading.
10. Please ... me a book.
 - a) gave b) give c) giving

Lesson – 7 (6 hours)

To do exercises.

Revision.

Revision.

For additional reading.

Big Ben.

Why is this bell called “ Big Ben”? When the great bell was cast in London foundry in 1858, the question of its name was discussed in Parliament. One member said: “ Why not call it Big Ben?”

There was much laughter among the members because the man in charge of public buildings was Sir Benjamin Hall , very tall, stout man whose nickname was “Big Ben”.

From that time the bell has been known as Big Ben. The bell is 7 foot 6 inches high, and 9 foot 6 inches across the mouth. It weights 13 tons. Big Ben is the name of the bell only – not the clock, and not the tower.

The goose that laid the the golden eggs.

Once upon a time a farmer had a wonderful goose, which laid golden eggs every day. The farmer was happy. But one day he thought that one day be would be quite rich.

But he was greedy too. He was not content with one egg every day . “If I kill the goose,” he said to himself, “I shall get eggs all at once.I shall not have to wait day by day. And I shall be a rich man very soon.”

He took a knife and cut her open. When he looked inside her belly , he did not find any egg. He was very sad , indeed. He had killed the goose that laid the golden eggs . He was not patient enough to wait for her to lay them day by day.

At a Barber’s Shop.

A man entered a barber’s shop with a boy of 5 or 6 years old holding his hand. He was in a great hurry and he asked the barber to cut his hair firs and later to cut the boys hair.

“He can wait , I want you to cut my hair first,” he said. The barber did as he was told and when he had finished the man got out of the chair and the boy took his place. The man excused himself and said that he was in a great hurry and that he would he back in a few minutes and would pay for them both. Then he left and the barber began to cut the boy’s hair. When he had finished he picked the boy up and placed him in a chair to wait. He gave him a magazine to look at.

A half hour passed, an hour passed. At last the barber said : “Don’t worry, your father will be back soon.” “ My father?!” said the boy. “ He is not my father. I was playing in the street and he came along and said: “ Come on with me little boy. Let’s go into this barber shop together and have our hair cut.”

A Great Hero.

A gentleman who lived in the West Indies was taking a walk in his garden in the evening just as it was growing dark. All at once he came upon what he thought was a great snake coiled up in the the middle of the garden walk. He hurried off for an axe, and attacking the creature with great bravary, he cut it into hundred pieces. Then he returned to his house, proudly told his family what he had done, and went to bed.

Next morning the gardener came running up to him, and called out in great distress: "It is all cut to pieces, sir. Some villain must have done it!" "It was no villain," replied the master: "I did it with my own hands, and there are not many men who would have been bold enough to kill that frightful snake." "But it wasn't a snake!" said the gardener, "it was only the garden-hose."

1. Translate the following sentences.

1. I **sleep** here. My father **sleeps** in his study. 2. In case she **wants** to see him, he'll come over. 3. "Your mouth is bleeding. **Does it hurt?**" Martha asked me. 4. Where **do** we **go** from here? 5. Please see that the children **don't get** nervous. 6. I **do** a lot of traveling, you know. 7. One **lives** and **learns**. 8. He owns a big car. 9. "It won't do any good to anyone if you get ill," I said. 10. "His men **act** silently as a ruler. They wear drak glasses and they call after drak", he addent. 11. You **understand** what we're talking about? 12. Changes **happen** very quickly here. 13. How quickly you **leap** to his defense! 14. I said, "I **take** things as they came". 15. His temper will not be right until we are at home again. 16. "Do you often", asced, "take holidays in these parts?" 17. She beat with her hand on the back of the sofa and cried to them: "You talk too much". 18. "it's too late to go anyvhere." What we do then?" 19. "Perhaps after breakfast I could ring up my family." "The telephone doesn't work." 20. He's very interesting when he talks about guerilla-fighting. 21. Then the captain announced in a duty voice: "Tomorrow afternoon we arrive by four o'clock." 22. "The news calls for champagne," Jones said. 23. Why don't you go back home? 24. They wish to make sure that he does not alter his plans. 25. She thought he wanted to look a mystery man to her. 26. I brush my teeth every night. 27. "I give up, you win." 28. It is a scene in which Mr Dante, in a white dinner jacket, arrives at the ground floor by lift. The lift door opens, he gets out, looks at something on his left, registers alarm and walks away briskly. 29. I must be well by that time, whatever happens. 30. I've got to get him to the station. His train leaves at 11.

2. Use the Present Simple or Present Continuous in the following sentences.

1. He has suffered a great deal of pain. You (not to think) he (to behave) very well though? 2. "I (to live) up there," she said indicating the gates. 3. I never (to change) my shoes even when I (to get) my feet wet. 4. "By the way, what Bill (to do) now", I asked Arthur. 5. The guard stared at him. "You (to have) a pass?" 6. "I'm sorry.

I'm not good at this sort of thing. I can't do it." " You properly (not to try) ."7. "Mr brown (toplay cards?" he asked. 8. "Luis (to keep) something secret."" He (not to tell) you everything?" 9. They will have to stay with us when they (to arrive) here. 10. "And what has become of Mr Jones? " the man asked. " He (to do) well." 11. "You must forgive me,but I (not to touch) alcohol." Said Mr Smith.12. It is no use mumbling at me out of the side of your mouth, and imagining that you (to speak) French. 13. "I (toexpect) I'll do whatever you (to say) ," she said. 14. " Dan, why your brother (to call) so early," she said, turning to her husband with her hand over the mouthpiece. 15. I(to believe) she(to feel) foolish this morning.16. If there is one thing I(not to like) on a voyage it is the unexpected. Naturally I(not to talk) of the sea. The sea (to present) no problem. 17. He will give me a welcome whenever I (to come) here. 18. A very old woman was staring at them intently. "We (to do) something to attract attention ?" Grace asked. 19. At the further end of the village (to stand) the medieval church. 20. "I shall go madif this (to go) on march longer," said Rex. 21. "Where's Mrs Hardy?" "Downstairs, Sir. She (to greet) the guests." 22. May I put my car away in your garage in case anyone (to come)? 23.He gave me a smile as to say:" I only (to joke)."24. Mr Smith and I never (to travel) anywhere without a bottle of aspirin.25. the wheel of her bicycle was bent out of shape. " What I (to do) now?" she asked. 26.She always (to try) to show off to her husband that she can do without him. 27. "For somebody who's just arrived," she said, " you (to make) friends quickly." 28. The doctor (not to see) the patients today. He has been called away.29. "If you (to feel) so strongly," she said, " why you (not to do) something about it?"

3.Use one of the Present tence-aspect forms or the Past Simple in the following short situations:

1. "You (to know) the man for many years?" " Yes. We (to be) at Cambridge together." 2. In the morning , coming down the stairs, rosemary (to see) Tony lying in the sitting room. "What you (to do) here?" "I (to sleep) here." "I'm sorry we (to take) your room." " I (to sleep) in my room for fifteen years." " But this is a pretty room , isn't it?" "Yes, the sun (to be) in it since six this morning." " You (to see) Phillip? You 9to know) where he is?" "I expect he (to talk) to mother." " Oh,well, they're old friends, aren't they? " " Inseparable. They (to start) quarelling this morning at 7 o'clock. " 3. Are you keen on golf? – I (not to play) myself. I somehow never (to have) the time. 4. The pilot was young with a bad twitch that pulled his mouth to the right 20 times a minute. "This morning " he kept saying, " this morning I (not to have) this. It (to get) worse and worse. It (to look) bad?" "No ,I hardly (to notice) it." I said. " I(to be) shot down by an American, " the pilot said. "The first American I ever (to see). I even (not to know) they (to be) here." 5. I'm sorry I (to keep) you waiting , I do hope you (not to ring) long. I just (to do) the bedroom and the bell (to be) rather faint there.6. Turning I found my father sitting beside me on the sofa. "Hello, dad, how you (to get) here?" I said. 7. "You (not to sing) the song once since you (to come) back," Barbara complained. "I (to forget) it, " said Pat. 8. I(to sit) here all night, and I swearI(not to doze) for a

moment. 9. “ Mr Brown , we (not to want) you to misunderstand our leaving your hotel. We (to be) very happy here under your roof.” “I (to be) glad to have you. You (to catch) the Medea? She (to arrive) tomorrow.” “ No , we won’t wait for her. I (to write) out our address for you. We (to fly) to Moscow tomorrow.” 10. Then about 10 years ago he (to disappear) and I never (to hear) from him since. 11. “The gas stove is covered in grease. It’s filthy. Why you (not to clear) up after you had cooked breakfast? You even (to leave) the breakfast things in the sink.” 12. I can’t think where I (to leave) my key. It’s probably in my other bag. 13. You (to paint) any more pictures lately? 14. Then I (to come) here and I (to be) here since. 15. The general turned to my father and said abruptly: “You (to be) in the war? 16. The voice on the telephone said: “ I’m sorry to bother you but you (to receive) my letters?” I said, “Well, I may have and I may not. I (to be) away and there are a lot of letters here . I (not to look) at them yet.” “I (to write) to your club as well.” “I (not to open) those either.” 17. “Oh, Mary, come in . You (to have) tea?” “ yes, thanks.” “ Some milk then. I just (to drink) some.” 18. When I (to meet) her she (to talk) to me of you. “God, what a pedestal she (to put) you on!” “Well, I (to come) off it with a crash. I (to topple) for some time,” he said bitterly.

4. Use the appropriate personal pronouns.

1. ... say there’s been a great earthquake in the Pacific. 2. If ... see a giraffe once a year ... remains a spectacle; if ... see ... daily ... becomes part of the scenery. 3. “Mary’s married now, “ said Mrs Scott. “ ... was in the Times’.” 4. The Friedrich Weber was a freighter sailing from Hamburg to Colombo. ... also carried passengers. 5. there was a lot of noise all around now, and amongst could hear a plane flying unusually low. 6. Pat soon made ... clear that ... did not want to stay there long. 7. I got my hat and beat... 8. He is dreadfully ugly. ... must not start when ... see ... or ... will put ... off. ... doesn’t like ... to feel sorry for 9. We were climbing a steep hill and the car throbbed as if ... were going to expire. 10. ... was cold to sit on the terrace, pretending that ... was really a summer evening. 11. “Our aim is to keep Italy out of the war until ... is strong enough to come in on our side,” said the colonel.

5. Supply required articles for countable nouns in the following sentences.

1. ... girl from ... farm came once ... week to help clean ... house. 2. To them I must have appeared ... most undesirable visitor. 3. He sat down at ... piano and played ... piece that he had played in the morning. 4. “What does ... penniless person do in ... case like this?” Marion said. 5. It’s not ... story I could tell anyone else. 6. ... car drove up to ... front of ... movie theatre. ... Poster advertised ... pictures called “The Stolen Midnight”. 7... only thing she lacked was ... daughter, and little Betty fillend that gap,” the woman said. 8. For ... past hundred years... parties at their house had been held according to... same pattern. 9. They walked without speaking across ... lawn. 10. I know ... man who will lend me ... car. 11. His daughter is

married to ... man who lives by his pen. 12. ... midges were dancing over the water. Close to us ... reeds were high and lush, and on ... other side of ... stream ... bank ran up sleepily, so that we seemed alone, alone in the ... hot still garden. 13. I got ... impression that he wanted to tell me something. 14. He merely said: "Ah that's ... question nobody can answer, lad," 15. Her people were too poor to provide her with ... books and ... proper clothes. 16. Mr March looked over ... trees at ... roofs and towers, all soft and opal grey in the moist sunlight. 17. ... letter is supposed to make you see ... things in a different light. 18. He gave ... suspicious look to ... box I carried. 19. I found that they wanted me no more than they wanted ... company of ... dog or... cat. 20. ... breeze blew some dead leaves onto ... terrace. 21. He tried to give ...impression that one word from him would be enough. 22. She herself was busy with ... gardening basket and ... gardening gloves. 23.Keeping in ... shadow of ... house, he crept to ... back door. 24.He was writing ... note for his wife when ... outer door swung open, and,... short man of thirty came in. 25. Harvest was over. ... leaves were red and golden on ... trees. 26. He took ... cigar from his mouth and blew away ... long trail of smoke.27. ... things are getting out of hand. 28. He could not help liking... tall graceful young man who was standing beside him. 29. ... gates of ... sports ground stood open and we walked along ... road under ... chestnut trees. 30. He went to ... corner of ... room and gazed at ... bookshelf.31. I thought that English was ... language he had learnt from books. 32. You seem very fond of saying ... things behind my back. 33. There's hardly ... man among us who knows ... mountains as you do. 34. She sat on ... sofa, relating slowly and minutely ... plot of ... play which she had seen . 35. He drained his glass and set it down with ... air of ... man who had come to ... decision. 36. Yet I knew that in ... sence my mother was vainer than her sister.37. Williams stood in ... middle of ... room, with... expression of ... child from whom ... sweet has been taken. 38. Finally she stopped him in front of ... small picture. In silence and for a long time they stood looking at ... picture. It was a very good picture. 39. There were ... three shelters on ... cliff between ... steps down to ... sea and ... lighthouse. 40. One winter afternoon she had been buying something in ... little antique shop in Curson Street. It was ... shop she liked. And ... man who kept ... shop was fond of serving her. 41. It is ... portrait of ... friend I told you about the other day. 42. She wished to speak to him about ... important messageshe had received from London. 43. All ... presents that he had given her were in their usual places. 44. They turned off ... road into drive that wound between ... tall trees. 45. He looked at ... figure that was standing on ... upper step.

7.Translate them from Uzbek into English.

1. Rossiya katta daryolar ko'p: Volga, Lena va boshqalar.2. Dnepr Lenadan tor, biroq u Ukrainadagi eng keng va chiroyli daryo. 3. Har yili men ta'tilni Qrimda o'tkazdim, biroq, kelasi yili men Volga bo'yidagi dam olish uyiga boraman. 4. Singlim yori yozda Kavkazga bormaydi, u yer uning uchun juda issiq .U Boltiq dengizida dam olishni yoqtiradi. 5. Kelasi yili bizning talabalarimiz Uralga borishadi. 6. Qayerda daryo ko'p: mamlakatimizning g'arbiy qismidami yoki

sharqiy qismidami? 7. Malakatimizning shimoliy qismida janubiy qismidagiga qaraganda o'rmonlar ko'p. 8. O'tgan yili biz tog'da sayohat qilib yurganimizda, biz u yerda 100 yoshga kirgan kishini uchratdik. 9. Bu yer ajoyib ko'llari va musaffo tog' havosi bilan mashhur. 10. Siz u yerga samalyotda uchasizmi yo poyezdda borasizmi? – Bir necha kun ketishiga qaramay men poyezdda boraman. Samalyotda men o'zimni yomon his qilaman. 11. O'tgan yili biz Sibir bo'ylab sayohat qilganimizda, biz Novosibirskda bir necha kun bo'ldik. Bu Sibirning eng yaxshi shaxarlaridan biridir.

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II

COURSE

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Unit – 1 (10 hours)

<p>Text: Great Britain Phonetic rules Grammar: The preposition To do exercises Revision</p>
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Great Britain

Great Britain is situated on the British Isles. They lie to the west of the continent of Europe and include two large islands Great Britain and Ireland. They are separated the continent by the North Sea and the English Channel. Great Britain consists of England, Scotland, and Wales, Great Britain and the northern part of Ireland from the United Kingdom of Great Britain and Northern Ireland.

The Atlantic Ocean and the seas surrounding Great Britain affect the climate of the country. Summer is cooler and winter is warmer in Great Britain than in most other countries of northern Europe. It rains more often than it snows.

The landscape of Britain is a mixture of highland and lowland. The highest mountains are in the central and northern parts of Scotland, in Wales and in the north west of England. The southern of England is mostly lowland. There are many lakes and rivers Britain. The longest rivers the River Seven and the River Thames. The capital of Britain is situated on the River Thames. It runs through rich agricultural distracts in a easterly direction into the North Sea. Many of the rivers have joined one to another by means of canals.

Great Britain is a one of the most important and highly developed industrial countries in the world. At the present time main branches of industry are: ship-building, machine-building, textile industry and electronic engineering. Great Britain is also noted for coal, iron and steel goods. It supplies many countries with machinery.

Great Britain is a country with a high level of culture and education. The names of the great English writes and poets as William Shakespear Charles Dickens, George Bayron and other are widely known in the world. The system of education in Britain has well developed too. Universities are the oldestthem.

Great Britain is a densly population is about 57 million. Most people live in the southern and eastern parts of England, partticulary in and around London. London has nearly 7 million inhabitants. Other major cities include Glasgow the largest city in Scotland, Cardiff the Welsh capital and Belfast in Northern Ireland.

Great Britain is a monarchy. But power of the Queen (or King) is limited by the Parliament. The English Parliament consists of two Houses: the House of Commons and the house of Lords. The speaker presides in the House of Common and Lord Chancellor presides in the House of Lords. There are two major political

parties in Great Britain. They are the Conservative (or Tory) Party, and the Liberal Party.

Lie – yotmoq	continent – qit’a
Consist - tashkil topmoq	surround – o’rab olmoq
Effect – ta’sir qilmoq	landscape – manzara ko’rinishi
Highland – balandlik	lowland – past tekistlik
Mountain – tog’	part – qism
Lake – ko’l	river – daryo
Capital – poytaxt	run – yugurmoq, oqmoq
Through – orqali	separate – ajratmoq
Direction – yo’nalish	join – qo’shilmoq
By means – vositasida	important – muhim
Develop – rivojlanmoq	branch – tarmoq
Main – asosiy	goods – mahsulot
Supply – ta’minlamoq	widely – keng
Among – orasida	particularly – ayniqsa
Around – atrofida	inhabitant – yashovchi
Nearly – taxminan	major – asosiy
Include – o’z ichiga olmoq	monarchy – monarxiya
Power – kuch	queen – qirolicha
King – qirol	party – partiya
Limit – chegaralamoq	poet – shoir
Island – orol	preside – raislik qilmoq

War, wa harf birikmalarini o’qilishi

War harf birikmasi [wo:] deb o’qiladi:

War harf birikmasi [wo:] deb o’qiladi.

Masalan: warm, award

Wa harf brikmasi [wo:] deb o’qiladi.

Masalan; water, wall

Predlog (preposition)

Predlog deb ot (yoki olmosh) gapdagi boshqa so’zlarga munosabatini ko’rsatuvchi yordamchi so’zlarga aytiladi. Ingliz tilida kelishik qo’shimchalari vazifasini bajaradi.

Yo’nalish predloglari:

To - Ga to school – maktabga

Into - ...ichiga into the room – xonaning ichiga

From - ... dan from work – ishdan

Out of - ... dan out of the room – xonadan tashqariga

2. O’rin-h-joy predloglari:

On - ... ustida

on the ground – yerda, yer ustida

In - ... ichida

in the bag – sumka ichida

At - ... yonida	at the blackboard
In front of - ... oldida	in front of the house – uy oldida
Across - .. orqali	across the bridge – ko’prik orqali
Under -... tagida	under the table – stol tagida
Near - .. yaqinida	near the market – bozor yaqinida
Between -... o’rtasida	between the two doors – ikki eshik orasida
Among - .. orasida	among the people – odamlar orasida
Next to - .. bilan yonma-yon	next to me – men bilan yonma-yon
Opposite -.. qarshisida	opposite the shop – do’kon qarshisida
Behind - .. orqasida	behind the door – eshik orqasida

1. Put the prepositions.

1. My friend likes playing ... chess. He spends a lot ... time ... it.
 Yesterday he played chess ... six ... the evening and only got ... home ... ten. 2.
 We spent Sunday ... the country. We went ... there early ... the morning and got
 back ... town late ... the evening. 3. We decided to ask our friends ... dinner
 tomorrow ... dinner we’re going ... Central Park. 4. What are we having ... dinner
 today? 5. Friend lives ... the country and he likes it very much. His house is a long
 way ... his office. He goes ... town every morning. He is always ... time ... work.
 6. I don’t want to go ... the cinema tonight. My wife and I are going ... a walk. 7.
 Does your friend play ... chess well? I’m going to have a game ... chess ... him. 8.
 “When did the meeting finish”? “It finished ... four.” 9. I got ... home late
 yesterday evening and went ... bed ... once. 10. Peter spends a lot ... money ...
 books. I often ask him ... books to read. 11. we’re going to have a test ... the 3rd
 ... December. Some ... my friends are coming this evening and we’re going to
 revise the grammar rules ... that test. 12. “Could you come to see me ... Saturday
 evening?” 13. We live ... a block ... flats ... the center ... Leningrad. Our flat’s ...
 the ground floor. There are three rooms ... it. 14. There isn’t a table ... the middle
 ... our living-room. The table’s ... corner. There is a piano ... the left ... the table
 and a small table ... a radio-set... it ... the right. 15. My daughter likes playing ...
 the piano. Some ... her friends often come to listen ... her ... the evening. 16.
 where is the Ministry ... Foreign Trade? Go ... the right. It’s ... the corner... the
 street. 17. I’m going to speak ... him ... the telephone tonight. 18. What did you
 hear ... the radio yesterday? 19. When I watch TV or listen ... the radio I usually
 sit ... my new arm-chair, It’s very comfortable. 20. What can you see ... this
 picture?

2. Complete the sentences with a preposition. (up, off, through, into)

We jumped the bridge The water/

Do you know how to put a film this camera?

you can put your coat.....the back of the chair.

She took a keyher bag and opened the door.

We didn’t have a key, so we climbed A window The house.

I looked the window and watched the people in the street.

- We walked the museum and saw a lot of interesting things.
 In tennis, you have to hit the ballthe net.
 Don't forget to put a stampthe postcard before you post it.
 The dog swam The river.
 The book fella shelf.
 The plane flewthe village.
 He threw his bookthe window.
14. Where is Tina? She'swork.
 15. Why didn't the bus-driver stopthe bus-stop.
 16. Go straight onthe round about and turn rightthe church.
 17. There was a big tablethe middlethe room.
 18. What is the longest riverthe world?
 19. Were there many peoplethe concert Friday.
 20. My brother is studying mathematics London University.
 21. Where does your sister live?Brussels.
 22. Did you read about the accident.....the newspaper?

A Friend

Seth Prabha Dyal a tall broad-shouldered man, who looked more like a soldier than a business man, was preparing to get out of a third-class carriage in the slow train which ran to Daulatpur. He tried to get his luggage from under the bench where he had placed it, but to his surprise he found a young boy fast asleep among the boxes and bags.

“Ram re Ram!” Prabha exclaimed with a broad smile on his pale face. “What occasion is there for such exclamation so early in the morning?” said a young man with a goat like face. It was Ganpat, Prabha's partner in business. Other passengers half opened their eyes and seeing Munoo, who lay at Prabha Dyal's feet, began to ask: “ Who is it? Where does he come from?” Munoo was awake now, but he could not say a word. He was terror-stricken.

“What is your name? Where do you come from? Whose child are you?» asked Prabha Dyal, who lived in the city of Daulatpur and had worked up his way from a coolie to the owner of a pickle and essence-making factory. At last the boy said: “I am called Munoo, my father died and then my mother died too. My uncle Daya Ram, who is a chapsari in the office of the Bank at Sham Nagar, found work for me as a servant in the house of a Babu .Yesterday the Babu beat me and I ran away...”

At this he became so sorry for himself that he began to cry. Then he was ashamed of his tears and covered his eyes with his hands. “ Let us take him with us, said Prabha to his partner.”

“We don't know who he is,” replied Ganpat. “He may be a thief. But, of course, we want a boy at the factory. It seems he will be glad enough to have food, and we need not pay him.”

“Will you come with us, Munoo?” asked Prabha, ignoring his partner's advice and gently stroking the boy's dark hair. “Will you come and live with us? I will

take care of you.” Munoo bent his head down as if to say “Yes”, but did not speak, as he was yet in doubt.

“Came, came now, be a brave boy. Wipe your eyes. Look, we are almost nearing Daulatpur!”

Prabha liked the very much. He had no son and now he thought that it might be possible to take this strange boy and adopt him. “His parents must have been very poor.” Prabha said to himself, “but then all hill people are poor.” He remembered his own father and mother, who had died in the village during his absence. His earnings as a coolie had not been enough to help them much. “This boy’s parents,” he thought, “died before he could earn money.”

Broad-shouldered – keng yelkali	third-class – 3toifa
Soldier – askar	carriage – vagon
Slow – sekin	train – poezd
Luggage – yuk	bench – o’tirgich
Found – topdi	fast asleep – qattiq uxlamog
Exclaimed – xitob qilmoq	smile – kulgu
Pale – oqargan	occasion – hodisa
Early – erta	passenger – yo’lovchi
Awake – uyg’ongan	terror-stricken – qo’rqan
A pickle and essence-making – marinad va ekstrakt tayyorlash fabrikasi	
Chaprasi – yuborilgan	was ashamed – uyaldi
Covered – qopladi	thief – o’g’ri
Advise – maslahat	gently – yumshoq
Stroke – tegdi	hill people – tog’da yashovchilar

Unit – 2 (10 hours)

Text: Shops
Phonetic rules
Grammar: Modal verbs
To do exercises
Revision

Shops

Tradesmen or shopkeepers generally deal only in certain goods. The grocer sells a variety of foodstuffs, such as flour, butter, eggs, biscuits, jams, jellies, cheese, sugar, spice tinned and frozen foods. The greengrocer deals in fruit and vegetables. The florist sells flowers and plants, wreaths and bouquets. We go to the fishmonger for fish, and if he is a poulterer well we can buy poultry there—chickens, ducks, geese or turkeys. A milkshop is called a dairy. There we buy dairy produce—milk, butter, cheese, cream, eggs, and honey. When we run out of bread we go to the baker’s and ask for a loaf of white or brown bread. A cake shop sells pastries and

cakes of all kinds. The confectioner always does a good trade selling sweets-chocolate, bars of chocolate, toffees and other tempting things that make every child's mouth water.

A draper sells cloth. A tailor sells men's clothes, either ready- to- wear or made to measure. If a woman wants to buy ready-made clothes she goes to a dress shop or a department store. A dressmaker makes ladies clothes in her own home. The hatter sells man's hats, but the hat shops sell hats for ladies. The hosier sells hosiery or knitted goods like stockings, socks or underclothes. A man's outfitter sells everything a man needs in the way of clothes.

Those who need paper, pens, ink, rubbers, notebooks, exercise books and blotting-paper can get them at the stationer's. The bookseller sells books and magazines. If he doesn't happen to have the particular book you want in stock, he will order it for you. The watchmaker repairs, regulates and sells clocks and watches. The jeweler sells jewellery, and also things of gold and silver, ornaments (that is candlesticks, vases) The china-shop has a large stock of china, porcelain and earthenware.

The ironmonger supplies everything made of iron from nails to gardening tools and labor-saving devices for the home. The furniture shop sells furniture either for cash, or on hire-purchase, I. e. the customer pays a on the goods and pays of the balance in installments. A chemist, although a qualified pharmacist, sells many things besides medicines-perfume, toilet articles such as soap, toothpaste, tooth-brushes, and even cameras and films.

What a long list of shops we can make! In spite of this, many large stores, called department stores, sell all the goods we have mentioned under one roof.

1.WORDS AND WORD COMBINATIONS ON THE TOPIC

The butcher's— go'sht do'koni

lean—(fat) meat— yog'li go'

ground (or minced) meat— qiyma

granulated (lump, cube)— shakar

cereals— krupa

loose (bottled) milk— suyuq sut

cottage cheese— tvarog

sour cream— smetana

a fancy cake— pirojnoye

smoked (boiled) sausage— dudlangan (qaynatilgan) kolbasa

stale bread— non

a bun— bulochka

caviar(e)— ikra

the haberdasher's— galanter do'koni

a double-(single-) breasted suit— 2 yoqlama(1 yoqlama) kostyum

a raincoat— plash

a dress for summer — yozgi kiyim

a pair of high heeled shoes — tovonni baland tufli

flat heeled shoes — kablusiz tufli

a drip dry shirt – tez quriydigan kuylak
 a shopper, a buyer, a customer – haridor
 to be on sale – sotuvda bo'lmoq
 What size do you take in gloves? – Qanday razmer qo'lqop kiyasiz?
 I take size 7 in gloves – 7 razmer
 What size shoes do you wear? – I wear shoes size 34.
 What's your size in hats? My size is 56.
 I'm stock size. – mening razmerim standart.
 How much does it cost? Qancha turadi?
 Ill-fitted cloth – yarashmagan kiyim.
 It's too expensive – Juda qimmat.

Ea+r, ee+r, ai+r harf brikmlarining o'qilish qoidalar.

Ea + r [ie] dear, clear, hear,

Ee + r [ie] deer, pioneer, beer,

Ai + r [3e] hair, fair, air.

Modal verbs

Modal fe'llar ish-harakatga bo'lgan munosabatni ifodalaydi. Ular faqat asosiy fel bilan birgalikda islatiladi. Modal fellarning bo'shqa fellardan farqi shundaki, ularning o'tgan zamon shakli –d yoki –ed qo'shimchasi yordamida yasalmaydi va uchinchi shaxs birlikda –s yoki –es qo'shimchasini olmaydi. Ularning so'raq shakli modal felni egadan oldin, bo'lishsiz shakli esa modal feldan keyin not imkor yuklamasini qo'yish bilan yasaladi.

Hozirgi zamon	Can-qo'lidan kelmoq, qurbi yetmoq	May- mumkin, ijozat bermoq	Must-kerak, majbur
O'tgan zamon	could	might	-
Kelasi zamon	-	-	-

Can va uning ekvivalentlari

CAN modal fe'li biror ishga qobiliyatni va o'zbek tiliga qila olmoq, bajara olmoq deb tarjima qilinadi.

We can translate this text ourselves.

Can you translate this text yourselves?

We can not translate this text ourselves?

To be able to – can modal felning ekvivalentidir. U hamma zamonlarda ishlatiladi.

I can do it today.

I am able to do it today.

I was able to do it yesterday.

I shall be able to do it tomorrow.

MAY VA UNING EKVIVALENTLARI

MAY modal fe'li ish-harakatni amalga oshirilishi mumkinligi, ruxsat berilganligini ifodalaydi.

You may use the dictionary.

May you use the dictionary/

You may not use the dictionary.

To be allowed to- to be permitted to – MAY modal fe'lining ekvivalentlaridir. MAY modal fe'ning ekvivalentlari hamma zamonlarda ishlatiladi.

We may have a rest.

We are allowed to have a rest.

We were allowed to go earlier.

We shall be allowed to have a rest tomorrow.

MUST VA UNING EKVIVALENTLARI

MUST modal fe'li ish-harakatni amalga oshirilishi shartligini, zarurligini, kelishilganligini ifodalaydi.

She must learn new words.

Must she learn new words?

She must not learn new words.

To have to – to be to –to be obliged to – MUST modal fe'ning ekvivalentlaridir. MUST modal fe'lining ekvivalentlari hamma zamonlarda ishlatiladi.

You must stay at home.

You have to stay at home.

You had to stay at home.

You will have to stay at home.

To have to iborasi ishlatiladin gaplarning so'roq va inkor shakllari to do yordamchi fe'li orqali yasaladi.

Do you have to stay at home every day?

You don't have to stay at home every day?

3. Translate the following sentences into English.

1. Karim mashina hayday oladi. 2. Ertaga dam olishingiz mumkin. 3. Derazani ochsam maylimi? 4. Uni uyimizga taklif qilsam maylimi? 5. Kecha unga dam olishga ruxsat berishmadi. 6. Agar yomg'ir yog'masa, siz sayrga chiqishingiz mumkin. 7. Ruchkangizni bir minutga olsam maylimi? 8. Ishingiz tugagan bo'lsa, kompyuterni o'chirib qo'yishingiz mumkin. 9. O'g'lingiz inglizcha gapira oladimi? 10. Ketsam maylimi? Tezroq uyga borishim kerak edi. 11. Siz bu ishlarni bugun tugatishingiz shart. 12. Kechalari sayrga chiqishingiz mumkin. 13. Onangiz ruschani gapira oladimi? 14. Men bugun ertaroq kelishim mumkin.

4. Translate the sentences into Uzbek.

1. But the next day she was not well. She could not leave her cabin. 2. We can discuss it now, clause by clause. 3. My son is not in town: but he will be before long. Can I give him any massage? 4. What on earth induced her to behave as she did, I never could understand. She could have married anybody she chose. 5. Can I smoke Mr. Hawkins? 6. I ate the next course grimly to an end, she could not have been injoining her meal much either. 7. We'll get you into the next room, and you can lie on the sofa for a bit. 8. What can happened to change him so much? 9. Can there have been any misunderstanding in our first encounter? 10. The teacher said they could all go home. 11. A policeman arrived and told him he couldn't park there. 12. Can he have changed now? Do you think it possible?

A friend

“Did you go to school, Munoo?” he asked gently.

“Yes, I was in the fifth class when my uncle brought me to town.» The train was approaching Daulatpur. Munoo looked out for the window. There were both fear and hope in his heart – fear of the unknown and hope for a better life in the new world he was entering. When they came to Prabha's house, Munoo saw a pale, thin woman, whose eyes lit up with a kind light when she greeted them. “This must be Prabha's wife,” the boy thought. The wonderful sweetness with which she came up to Munoo and kissed him without asking who he was, made him feel at once that he would love her. After a very good meal the boy was told to rest, and he soon fast asleep. When Munoo wake up it was afternoon.

“Go and have a look at the factory,” said Prabha who sat smoking a pipe. “There is the entrance, somebody will help you down.” He added pointing to a small window in the corner of the room. Munoo walked up to the window and looked down into a passage which led to the factory. It seemed so dangerous to go down that strange, dark, airless passage. Down there he could see the mouths of two black caverns opening into a narrow yard, on one side of which there were three ovens with large cauldrons over them. On the other side in a niche stood a long wooden platform with a dirty iron safe, some account books, an inkstand and a bottle of black ink. Close by the ovens and the passage there stood large barrels full of bottles of fruit. Thick smoke and clouds of steam pressed down upon the yard. It seemed that the wind never visited this place, and the sun never entered it.

When Munoo had looked at the factory Prabha said to him, “I will take you to the shop and show you to the clients to whom you will deliver goods and then you will see a few sights and come to the temple with me.”

“Yes, go and spoil him as you have spoilt every one of your servants,» remarked Ganpat coldly. Prabha smiled, took an account book, and walked out. Munoo followed eagerly behind him. They passed through cat killers' Street and came to the bazaar. Munoo did not know what turning they had taken, the right or the left, and he certainly knew that he would not be able to find his way home if he were alone. The boy followed Prabha through the narrow irregular streets past black faces with bright eyes and white teeth, past pale faces and brown faces, all mixed together and distinguished only by the different colours and shapes of their clothes.

Approach - yaqinlashmoq
 Fear – qo'rqinch
 Better life – yaxshi hayot
 Thin woman – oriqlayol
 Greet – salomlashish
 Kissed – o'pdi
 Meal – ovqat
 Passage – yo'lak
 Seemed – ko'rinadi
 Strange – g'alati
 Airless – havosiz
 Narrow – tor
 Side – tomon
 Cauldrons - katel
 Barrels - bochka
 Fruit – meva
 Cloud – bulut
 Wind – shamol
 Factory – fabrika
 Deliver - qutqarmoq
 Spoil – buzmoq
 Eagerly – buysungancha
 Left –chap
 Mixed – aralashmoq

window – deraza
 unknown – notanish
 enter – kirmoq
 lit – yoritmoq
 wife – xotin
 feel – his qilmoq
 pointing – ko'rsatish
 led – olib bormoq
 dangerous – xavfli
 dark – qorong'i
 cavern – g'or
 yard –hovli
 ovens – pech, tandir
 niche – joyini topmoq
 bottle – shisha
 smoke – tutun
 steam – bug'
 sun – quyosh
 show – ko'rsatmoq
 temple – ibodatxona
 followed – orqasidan bordi
 right – o'ng
 irregular – noto'g'ri
 distinguished – ajralib turmoq

Unit – 3 (10 hours)

Text: The USA
Phonetic rules
Grammar: The perfect tenses
To do exercises
Revision

The USA

The United States of America lies in the central part of the North American continent with the Atlantic Ocean to the East, the Pacific to the west, Canada to the north, Mexico and the Gulf of Mexico to the south. The USA is one of the biggest countries in the world. The size of its territory places it fourth in the world. The population is over 240 million, also places it fourth among other countries.

The USA is a country of great differences which are partly a result of the geography. High mountains and the flattest of prairies, tropical heat and arctic

cold, fertile valleys and desserts can be found in the USA. If you want to go from San Francisco to New York by train, you must ride more than three thousand miles. It takes three days and nights. Each region of the United States has the characteristics of its own, due to the differences in climate, locality and national backgrounds of the people.

The USA is a country having an interesting history. It was originally populated by different Indian tribes. In the 17th century European colonies were founded on its territory. But on July 4, 1776 united colonies became independent of Great Britain and new state called the USA, was proclaimed. During the period of its development the USA achieves great successes in all fields of life in industry, agriculture and art.

There is a variety of natural recourses in the country, including water resources. The greatest rivers of the USA are the Mississippi, the Colorado and Columbia. One of the most widely known natural wonders in America is Niagara Falls. It is situated on the New York central Jines, between New York and Chicago.

The USA, being federation of states, consists of 50 states. The President of the USA elected for 4 years is the head of the government. All legislative power belongs to Congress, consisting of two Houses - The Senate and the House of Representatives. Two main burgoos parties dominate the political scene of the USA .They are: the Democratic Party founded in 1783 and the Republican Party founded in 1853. Neither of them have a permanent membership, which is determined by election vote.

The capital of the USA is Washington. It is situated on the Potomac River in the district of Colombia. Washington was founded in 1791 and named after the first US President, George Washington, who personally chose the site for the capital. The city became the capital of the state in 1800. Washington is the residence of the Congress of the USA .All government departments and numerous federal institutions are also housed in the capital. It is a large scientific and cultural centre many research institutions and 5 universities are located. Two main centers of the city are the Capital(the seat of Congress) and the White House(the President's residence). Pentagon, the building of the US military department is also situated there. It has the shape of 5 huge regular concentric pentagons. The city sights also include the National Museum, the National Galleries of Art, the Washington, Jefferson and Lincoln memorials.

Difference – farq

Flat – tekistlik

Fertile – hosildor

Desert – saxro

Ride – bosib o'tmoq

Due – tufayli, sababli

Background – kelib chiqishi

Tribe – qabila

Achieve – erishmoq

Variety – ko'p, turlicha

partly – qisman

prairie – preriya, cho'l

valley – vodiya

train – poezd

region – o'lka, viloyat

locality – joylashuv

originally – dastlabki

colony – mustamlaka

success – muvafaqqiyat

legislative – qonun chiqaruvchi

Representative – vakil
Determine – hal qilmoq

dominate – hukmronlik qilmoq
head - boshliq

“Our” harf birikmasining o’qilishi

Our harf birikmasi urg’uli bo’g’inda [uə], [auə], [o:], urg’usiz bo’g’inda esa [ə] tovushini beradi: **tour, our, four, honour**

Hozirgi tugallangan zamon (The present perfect tense)

1. Present perfect zamoni to have fe’lining hozirgi zamondagi shakllari Have va Has handa asosiy fe’ning o’tgan zamon sifatdoshi yordamida yasaladi: I have worked, He has worked we have worked.

Ega+have(has)+P.P

2. Present Perfektning so’roq shakli have va has yordamchi fe’llarinieganing oldiga qo’yish bilan yasaladi:

Have(has)+ ega+ P.P

3. Present Perfektning bo’lishsiz shakli Have va has dan so’ng not inkor yuklamasini qo’yish bilan yasaladi:

Ega+have(has)+not+P.P

Hozirgi tugallangan zamonning ishlatilishi

1. Present Perfect gapirilayotgan vaqtdan oldin tugagan , natijasi ko’z oldimizda bo’lgan ish-harakatni ifodalash uchun ishlatiladi. Ish-harakat ancha oldin tugagan bo’lishi mumkin, bunda asosiy e’tibor vaqtga emas natijaga qaratiladi.

I have broken my pencil. Qalamimni sindirib qo’ydim.

2. Present Perfect bir necha marta takrorlangan ish-harakatni ifodalaydi.

I have read that book twice. Men o’sha kitobni ikki marta o’qiganman.

3. Present Perfect ko’pincha quyidagi ravishlar bilan ishlatiladi: ever (biror vaqt), never (hech qachon), often (tez-tez, ko’pincha), already (allaqachon), yet (hali, allaqachon), latly (yaqinda), just (hozirgina).

I have often been there. Men u yerda tez-tez bo’lib turaman.

O’tgan tugallangan zamon (The past perfect tense)

1. The past perfect tense to have fe’lining o’tgan zamon shakli had va asosiy fe’ning o’tgan zamon sifatdoshi yordamida yasaladi:

Ega+had+P.P

2. . The past perfect tense bo'lishsiz shaklini yasash uchun had yordamchi fe'lidan keyin not inkor yuklamasini qo'yamiz:

Ega +had+not+P.P

3. The past perfect tense ning so'roq shaklini yasash uchun had yordamchi fe'lini eganing oldiga o'tkazamiz:

Had+ ega +P.P

O'tgan tugallangan zamonning ishlatilishi

1. Past Perfect o'tgan zamondagi biror vaqtdan oldin tamom bo'lgan ish-harakatni ifodalaydi. O'tgan zamondagi bu vaqt quyidagicha berilishi mumkin:

By 5 o'clock(soat beshgacha), by Saturday (shanbagacha)

Simple Past bilan ifodalangan o'tgan zamonidagi ikkinchi bir ish-harakati bilan:

We had not reached the station when it began to rain.
Yomg'ir yog'a boshlaganda biz stansiyaga yetib bormagan edik.
Ish-harakatni sodir bo'lgan vaqt Past Perfect ishlatilgan gapga emas, boshqa gapga ham bo'lishi mumkin.

As I was going to the station it began to rain. Fortunately I had taken an umbrella and (had) put on a coat . Stansiyada borar ekanman yomg'ir yog'a boshladi. Bahtimga soyabon olgan va palto kiygan ekanman.

2. Ikki yoki undan ortiq oldinma-ketin sodir bo'lgan ish harakatni sodir bo'lish tartibida bayon qilish bo'linib ulardan oldin sodir bo'lgan ish-harakati kelsa o'sha ish-harakat Past Perfect da ishlatiladi:
He came home late in the evening. He had visited the Museum of Fine Arts and had been to the concert. He had supper read the newspaper and feeling tired, went to bed. U uyga kechqurun kech keldi. U son'at muzeyiga bordi va konsertda bo'lgan edi. U kechki ovqatini yedi, gazetani o'qidi va charchab joyiga yotti.

Misolga came, had supper, read, went, to bed harakatlari oldinma ketin sodir bo'ladi, had, visited va had been harakatlari esa ulardan oldin sodir bo'lgan. `

3. After(-dan keyin) bilan bog'langan ergash gapda Past Perfect ishlatiladi:

After the sun set, we decided to return home. After the cases had been counted, I left the warehouse.

Quyosh botgandan keyin biz uyga qaytishga qaror qildik. Qutilar sanab bo'lingandan keyin men ombordan chiqdim.

Ikki ish-harakatni biri ikkinchidan oldin sodir bo'lganligini ta'kidlash zaruratni bo'lmaganda after ishlatilgan gapda ham Simple Past ishlatiladi:

After he turned off the light, he left the room. After he signed the letter, he asked the secretary to send it off. Chiroqni o'chirgach u xonadan chiqdi. Xatni imzolagandan keyin u kotibaga xatni jo'natib yuborishni aytib.

4. Whendan keyin odatda, Simple Past ishlatiladi. Lekin When-dan keyin ma'nosida kelganida When bilan boshlangan gapda Past Perfect ishlatiladi:

When they had gone, he began to work.

5. Before bilan boshlangan ergash gapli qo'shma gapning bosh gapida Past perfect, ergash gapida Simple Past, ishlatiladi.

I had finished my work before he returned.

6. Tarkibida hardly, scarcely, no sooner ravishlari bo'lgan qo'shma gapning bosh gapida Past Perfect va ergash gapida simple Past ishlatiladi:

He had hardly entered the house, when it started to rain. - Yomg'ir yog'a boshlaganda u uyga arang kirib olgan edi.

Kelasi tugallangan zamon (The future perfect tense)

1. Future perfect zamon to have fe'lining kelasi zamondagi shakli (shall have, will have) va asosiy fe'lining o'tgan zamon sifatdoshi yordamida yasaladi:

Ega + shall have, will have + P.P

2. Future perfectning bo'lishsiz shakli shall yoki will yordamchi fe'llaridan keyin not inkor yuklamasini qo'yish bilan yasaladi:

2. Future perfectning bo'lishsiz shakli shall yoki will yordamchi fe'llaridan keyin not inkor yuklamasini qo'yish bilan yasaladi:

Ega + shall(will) + not + P.P.

3. Future perfectning so'roq shakli shall yoki will ni egadan oldinga o'tkazish bilan yasaladi:

Shall(will)+ ega+ have+ P.P.

Kelasi tugallangan zamonning ishlatilishi.

1. Future perfect kelasi zamondagi biror vaqtdan oldin tamom bo'ladigan ish harakatni ifodalaydi. Kelasi zamondagi bu vaqt quyidagicha berilishi mumkin:

a) by 5 o'clock(soat beshgacha), by Saturday (shanbagacha)

b) payt va hart ergash gapda Simple Present bilan ifodalangan kelasi zamondagi ikkinchi bir ish-harakat bilan:

I shall have finished this work before you return.

2. Future Perfect ba'zan kelasi zamondagi ish-harakatni emas, o'tgan zamondagi farazni ifodalaydi va ma'nosi must fe'lining ma'nosiga yaqinlashadi:

You will have read in the newspapers about the conclusion of this agreement.

Siz bu bitimning tuzilganligi haqida gazetalarda o'qigan bo'lishingiz kerak.

1. Translate the following sentences.

1. Mening singlimninh o'g'li endi 4 yoshda, biroq u allaqachon o'qishni o'rganib oldi. 2. Men bu haqda hech eshitmagandim. 3. siz yangi kvartiraga allaqachon ko'chib o'tdingizmi? 4. O'rtoq Petrov menga bu haqida hali aytmadi. 5. Siz diktantda ko'p xato qilibsiz. 6. Bu yozuvchini siz biror marta ko'rganmisiz? 7. bu oy men 3 kitob o'qidim. 8. Mening do'stim bir hafta oldin Kiyevga ketdi va hali menga yozmadi. 9. Keyingi paytlarda men ukamni ko'rmadim. 10. Siz bugun gazetada zavodimiz haqida o'qidingizmi? 11. Siz biron marta Londonda bo'lganmisiz? 12. Bu kitob o'qib chiqdingizmi? 13. Men bu filmni o'tgan hafta ko'rmoqchi edim, biroq faqat avvalgi hafta ko'ra oldim. 14. Bu yil men kin ova teatrda juda kam bo'ldim. 15. o'g'lingiz institutni tamomladimi? 16. Men buni bugun ertalab radioda eshitdim. 17. Men bu yerga kitobimni qo'ygan edim, biroq uni hozir topa olmayapman.

2. Put the pronoun or the article where it is necessary.

Jack London, ... great American novelist, was born in ... San Francisco and spent ... first years of ... life there. He, ... father of ... family, left ... farm and moved to town. He tried a lot of trades, but couldn't make enough money to send ... children to ... school. Jack London had to begin earning ... living at ... early age. He sold ... morning and evening papers in ... factory. He worked 18 to 20 hours ... day. Then he became ... sailor. Jack London traveled ... lot. He had to do ... very hard work, but he also read ... lot and tried to get ... education. He went to ... school and to ... University. In addition he read ... lot of books on ... history and Philosophy. Jack London's ambition was to become ... writer.

Later London went to ... Far North of ... America. He didn't bring back any gold from here, but he brought something much better than ... yellow metal. It was ... book of ... stories about ... life in ... North. He had realized ... ambition, he had become ... writer.

A friend

"Seth Prabha Dyal, have you come back?" called someone and Prabha stopped.

Munoo stopped too, looking at the shops packed with sweets of different kinds, cloth of different colors, leather goods, collars and other things; Prabha stood by a shop full of different bottles, perfumes and essences.

"This is a new boy who will deliver essences," said Prabha to a fat Lalla, pointing at Munoo. "All right," said the Lalla. Prabha bowed and moved on.

Munoo followed like a dog behind his master, reading different boards with names written in large letters both Hindustani and English. He read the names and titles aloud to himself eagerly, but he did not understand what they meant.

They went by a tailor's shop, by a jeweler's, by a cook-shop; and next by a fruit shop where oranges and melons and bananas and mangoes spread their delicious perfume. The crowd became thicker and more varied. At last they entered the yard of the great temple before which there was a holy tank. Prabha bought a garland of jasmine flowers. Just then a drum began to beat in the yard. People hurried to the

tank. The crowd whispered prayers to the sun whose disk seemed to set fire to the water in the tank as it reflected its last rays. They went towards the temple lights. Prabha put the garland of flowers by the magnificent statue of the god which stood in gold-embroidered clothes and silk and jewels.

Munoo listened to the singing of hires and to the loud hysterical shouts of “Long live the gods” and followed his master into a stone where naked ascetics sat at the fires. On the way home Munoo thought of the strange events of that day. He felt he was in a new world. “The house of the master is nice,” he thought, “I shall be comfortable there and free to go where I like.” The prospect of visits to the bazaars was exciting. There were so many things that he wanted to see, strange things, strange than those he had seen before. All kinds of things. It was really a wonderful city.

Come back – qaytmoq	packed – o’ralgan
Kinds – turli xil	leather – teri
Collars – yoqalar	bottle – shisha
Essence – mohiyat, ma’no	deliver – tarqatmoq
Fat – semiz	pointing at – ko’rsatib
Bowed – egildi	moved on ketdi
Behind – orqa	board – taxta
Letters – xatlar	title – nomi
Aloud – baland ovozda	tailor – tikuvchi
Spread – yoymoq	delicious – mazali
Croud – olomon	temple – ibodatxona, chakka
Holy – muqaddas, aziz	tank – bak, sisterna
Garland – girlyanda, venok	drum – do’mbira
Reflect – aks etmoq, qaytarmoq	prayer – duo, iltijo
Fire – olov	ray – nur
Magnificent – ajoyib, zo’r	god - xudo
Hysterical – asabiy, jazava	naked – yalang’och, o’ralmagan
Ascetics - asket	

Unit – 4 (8 hours)

Text: Ramadan
Phonetic rules
Grammar: Degrees of comparison
To do exercises
Revision

Ramadan

In 1997 Ramadan, one of the great Muslim holidays was celebrated in winter. On the 10th of January Ramadan began. It lasted for a month till the 8th of February. It moves to 10 days every year.

During thirty days devoted to fasting Muslims usually go without food between sunrise and sunset. Ramadan the ninth month of the Muslim Lunar year – hijri, when believers are used to keep the fast is the most important holiday in the Muslim world.

We know that Muslims don't celebrate birthday of anybody. It is Christian holiday to celebrate people's birthdays.

Muslims from all over the world go on a hajj to Mecca, the town where prophet Muhammad (570-632) was born. He lived in Mecca and in Medina (the towns in Saudi Arabia).

Every year millions of believers come to Mecca and Medina to hajj. Hajj is the most important religious event in the life of any Muslim. Qurban bairam is marked on the 10th day of the 12th month of Muslim's Lunar calendar. Going to hajj the believer wears ihram- hajj dress. The person who visits Mecca and Medina during qurban bairam becomes a hajji – honored title of the pilgrim. After hajj people call him or her by the name hajji. Usually there are some word combinations such as hajji-ota – pilgrim father, hajji-ona – pilgrim mother, and so on.

The Islamic teaching says that in the month of Ramadan the Qur'on – Koran "was descended" to the earth.

So one can see that among all the holidays, religious or secular, Ramadan, the qurban bairam are the dearest for the Muslim world...

We know that every religion marks its specific holidays. The three great religions of the world, Islam, Christianity, Buddhism have their millions of believers and they celebrate different holidays.

Do you know that Christianity was founded by Jesus Christ about two thousand years ago. Buddhism was founded by Gautama or Siddhartha Buddha (teacher) in North India, in about the 6th century BC. Islam (Mohammedanism, as the Europeans call it) was founded 14 centuries ago.

In most of countries religion is separated from state, for example, in the USA, the UK, the RU, and so on. The Constitution of the RU, gives everybody the right to freedom of religion.

Fast – ro'za

Mosque – masjid

Mullah – mulla

Religion – ishonch

Supernatural – ilohiy

Controller – kuzatuvchi

Pray – o'qimoq

Turban – salla

Pilgrimage, hajj – haj

Sacred – muqaddas

believer – xudojo'y

madrasah – madrasa

Ramadan – ramazon

existence – borligi

the creator – yaratuvchi

religious – dindor

prayer rug – joy namoz

worship – xudoga sig'inmoq

pilgrim – hoji

religious devotion – taqvodorlik

Wor harf birikmasining o'qilishi

Wor harf birikmasi [wə:] deb o'qiladi:

World, worm, worth, worship

Degrees of comparison

1. Sifatning uchta darajasi bor :oddiy (the positive Degree) , qiyosiy(the Comparative Degree) va orttirma (the Superlative Degree).

The Mississippi is a long river Mississippi uzun daryo .
(long – oddiy daraja).

The Mississippi is longer than the Mississippi Volgadan uzunroq .
Volga (longer –qiyosiy daraja)

The Mississippi is the longest river Mississippi dunyodagi eng uzun daryo .
In the world (longest – orttirma daraja)

Giyosiy daraja Ikkita shaxs yoki narsa giyoslanadi .

Orttirma daraja Uch yoki undan ortig shaxs yoki narsa
Giyoslanadi va bittasining darajasi ham-
Masidan ziyoda bo'ladi .

2. Sodda sifatlarning qiyosiy darajasi –er qo'shimchasini qo'shish bilan, orttirma darajasi esa –est qo'shimchasini qo'shish bilan yasaladi:

Sharp – o'tkir sharper – o'tkirroq sharpest – eng o'tkir
Clever – aqlli cleverer – aqlliroy cleverest – eng aqlli

3.Ikki va undan ortiq bo'g'inli sifatlarning qiyosiy darajasi sifatning oldiga more orttirmadarajasi sifatning oldiga most so'zlarini qo'yish bilan yasaladi:

Active – faol more active – faolroq the most active – juda faol
Difficult – qiyin more difficult – qiyinroq the most difficult – juda qiyin

4. Ba'zi sifatlarning darajalari qoidaga bo'ysinmasdan o'zakdan o'zgaradi:

Good – yaxshi better – yaxshiroq the best – juda yaxshi
Bad – yomon worse – yomonroq the worst – juda yomon
Little – oz less – ozroq the least – juda oz
Much, many – ko'p more – ko'proq the most – juda ko'p

1. Translate the sentences into English.

1. Lola sinfdagi eng a'lochi qiz. 2. Anvar sinfdagi eng novcha bola. 3. Qishdagi kunlar yozdagidan qisqaroq. 4. Qaysi oy yilda eng qisqa? 5. Sizning qizingiz mening qizimdan kattaroq. Mening qizim endi 6 yoshda, sizniki esa 7 yoshda shundaymi? 6. Bu kamroq muhim masala, keeling uni ertaga muhokama qilamiz maylimi? 7. soat endi 9 edi, biroq, biz daryoga yetganimizda ukam allaqachon qayiqda o'tirgandi va bizni kutar4di. 8. "Siz hozir Moskvadagi eng baland binoda ko'rayapsiz."dedi o'qituvchi bolalarga. 9. Singlimning yangi kvartirasi eskisiga qaraganda qulayroq va yorug'roq.10. Moskva ko'chalari hozir bir necha yil oldingidan chiroyliroq.11. Siz do'stingizdan yoshroqmiz? – yo'q.12. Siz menga qizil maydonga yo'lni ko'rsata olasizmi? – Marhamat. Siz u yerga metroda borasiz.

olasiz. Sizni 20 minutdan kamroq vaqtingiz ketadi. 13. Siz u kitobni o'zingiz uchun qiyin deyapsiz. Bunisini oling. U yengilroq. 14. Ana sinfdagi eng yaxshi o'quvchi.

2. Answer the questions.

1. Is it light in your classroom, or is it dark?
Is darker in our room than in theirs?
Why is it colder in April?
Is it usually warmer in winter?
Is it usually warmer in May than in April, or is it colder?
Was it warm yesterday, or was it cold?
Do you think it will warm or cold tomorrow?
Isn't it light in this room?
Won't it be too late for you if I ring you up at 11 o'clock tonight?
Was it late when you got home yesterday?
Was it 3 or 4 o'clock when the meeting began?
Which is the shortest month of the year?
Which are the longest months in the year?
Which is the shortest day of the year?

Life at the factory

"Wake up, Munoo! Wake up! Or the young master will be very angry!" Whispered Tulsi, a young man who was foreman at the factory. Munoo opened his eyes and looked around. The shadows of the night still covered the bodies which lay on the flat roofs of nearby houses, but morning was coming. The horizons of the high hills about the village came back before his eyes, but he did not want to think of home or of the Babu's house. "My uncle must be very angry," he said to himself. "I shall write to him and tell him that I'm safe and sound, but that I do not want to come back."

"Come," said Tulsi. Munoo followed Tulsi past the sleep-ing people.

The atmosphere of the dark, dusty staircase was heavy. As Munoo went down the stairs drops of a sweat appeared on his forehead.

Tulsi went towards the wooden platform, and, shaking the bodies lying on it, called.

"Get up, Maharaj! Get up, Bonga!"

Bonga and Maharaj were the coolies who worked at the factory. "They sleep here every night," thought Munoo and left happy to have the privilege of sleeping upstairs where his masters and Tulsi slept. He knew whom to thank for it. He had heard Prabha and his wife talk of taking him as a son. He loved his mistress. She had stroked his head and given him cream with his bread as an additional dish. But she was so quiet and she spoke so little that he was afraid of her.

"Come and separate the coals from the ashes, Munoo," Tulsi said gently but firmly, while he himself began to clean the ovens. Munoo began to pick up the coals. "Oooooi," he shrieked as he touched a live coal. "Oh fool, you must be more careful. Get a piece of something to separate the coals from the ashes. Look, the

is a piece of iron in the corner,” cried Tulsī. The boy took the iron and began to work.

“So you haven’t even lit the fire yet!” came Ganpat’s voice. “Hurry up, Munoo,” whispered Tulsī. Munoo worked quicker now, without looking up at Ganpat, whom he had begun to fear as he had feared the Babu’s wife, and his uncle.

“It is sad, that my good luck in finding work so easily must be spoiled by the presence of a cruel man. But it is a good thing that the master is kind.” He said to himself.

“Put the coals you have collected into the stove,” Tulsī said interrupting his thoughts.

“Where are Maharaj and Bonga? Aren’t they up yet?” Ganpat asked, appearing at the window. “Get up, Maharaj, Bonga!” called Tulsī. Ganpat ran down the passage to the platform.

Safe and sound – bus-butun

Foreman – boshliq

Wake up – uyg’ona

Angry – achchiqlanmoq

Shadow – soya

Roof – tom

Dusty – chang

Forehead – peshona

Afraid of – qo’rqmoq

Careful – ehtiyot

Fear – qo’rquv

Maharaj – ism

factory – fabrika

repeated – qaytardi

around – atrofga

night – tun

followed – ketidan bordi

stairs – zina

privilege – privilegiya

live coal – yongan ko’mir

ashes – kul

interrupt – gapni bo’lmoq

Unit – 5 (10 hours)

Text: The Temurids’ museum

Phonetic rules

Grammar: The passive voice

To do exercises

Revision

The Temurids’ museum

The construction of the museum of Emir Timor and the Temurids dynasty in Tashkent has become a good addition to the architectural ensemble of the city centre. The architectural monument “Gur Emir” in Samarkand, and the image of the king’s crown was taken a pattern for the museum.

A gallery is surrounded by 20 white cone shaped columns, each of them 11 meters high. There are ceramic panels on the round façade of the museum, decorated with geometrical design and 8 pointed stars with a gold covering on the background.

One of the most interesting things are the calligraphic inscriptions on the surrounding walls, symbolizing vital principles.

The museum has 14 doors, which have been made in the ancient traditional style. There is an emblem of Temur in the central part of the panel. There are three ovals, connected with each other, symbolizing his power over the three parts of the world.

The interior of the museum is round, the lobby has 18 columns and two ladders. Opposite the front entrance is the central wall the surface of which is 200 square meters, and covered with wall paintings. We can read the words "Birth", "Progress" and "Legacy".

Birth is symbolized by a picture of a flourishing garden, where a young mother dances among the women around her. This picture is in the centre of the fresco with a yurt in the background. A falcon flying in the sky is the symbol of Temur's image.

Amir Temur is in the centre of fresco depicting "Progress", sitting on the throne. Gardens and monuments, constructed in the time of his ruling, such as: the Old Saroy (in Shahrissabz), hoja Ahmad Yassaviy (in Turkiston), the mosque Bibi Khonum (in Samarkand) and Shohi Zinda memorial complex serve as background. To the right of Shohibkiron, there are scientists, poets and religious authorities and to the left of him there are warriors, commanders and ambassadors.

Temurids, the descendants of Amir Temur are depicted on the other side of the pond. Among them one can see Mahmud Sulton, Temur's beloved grandson Mirzo Ulug'bek – ruler and the great scientist-astronomer and Sulton Hussayn Baykaro, the ruler at whose court the great poet and founder of Uzbek literature Alisher Navoi lived. Bobur one of Temur's famous grandson is also in the picture. He was the founder of a new dynasty, which ruled India for more than 300 years.

"Legacy" symbolizes Temur's last will to his descendants. A windmill, depicted in the centre of the design symbolizes the time and a big oak tree is incarnation of power and wisdom. The building of the observatory and sextant of Mirzo Ulugbek is also depicted in the fresco. We can see an old man having conversation with a young man. This picture symbolizes the succession from one generation to another. The wall is painted in the style of miniature picture. Amir Temur's and Alisher Navoi's sayings in the Arabic, English and Latin languages are written on the top of the arches.

The height of dome is about 30 meters, and radius is 12 meters. It is decorated with carving on ganch (the wall covered by alabaster ornaments) having a gold covering on a light blue background. One of the ornaments of the lobby is a unique chandelier, made by the joint-stock company "Onicks". Its height is eight and a half meters. It consists of 106.000 crystal pendants. There is a great number of subjects in the exposition of the museum. They include a big collection of silver and bronze coins and ceramic wares.

Everyone who visits the museum, which has been built in 1996, on the occasion of the 660th anniversary of Amir Temur, is always amused and will want again and again to see the museum.

Crown – toj
Surrounded – O‘ralgan
Column – ustun
Façade – fasad, oldi
Inscription – yozuv
Style – uslub
Ladder – zinapoya
Opposite – ro‘para
Surface – yuza
Fresco – devor chizgilar
Yurt – o‘tov
Depict – tasvirlamoq
Such – shunday
Warrior – sipoh, jangchi
Court – hovli
Descendant – avlod
Oak – eman
Ware – buyum
Succession of generation – avlodlar davomiyli
Joint- stock – aksiyadorlik
Silver – kumush
Appreciate – qadrlamoq
Gratitude – minnatdorchilik

patterns – nusxa
cone shaped – konus shaklida
ceramic panel – keramik panel
background – orqa
vital – hayotiy
lobby – vestibul
interior – kiraverishdagi sahn
entrance – kirish
legacy – meros
top – tepa
falcon – lochin
throne – taxt
authority – nufuzli shaxs
pond – hovuz
last will – so‘nggi istak
windmill – shamol tegirmoni
wisdom – donolik
observatory – rasadxona
pendant – shokila
coin – tanga
establish – o‘rnatmoq
archive – arxiv

-EW harf birikmasining o‘qilishi

-ew harf birikmasi **l, r, j** harflari va **ch** harf birikmasidan keyin [u:] tovushini qolgan holatlarda esa [ju:] tovushini beradi:

[u:] blew, crew, jewel, chew

[ju:] new, few, stew

The passive voice (Majhul nisbat)

Ingliz tilida xuddi o‘zbek tilidagi kabi ikkita nisbat mavjud: aniq nisbat (Active Voice) va majhul nisbat (Passive Voice).

Aniq nisbatda ish-harakat gapning egasi tomonidan bajariladi, To‘ldiruvchi esa harakatning obyekti hisoblanadi.

They translated the text. Ular matnni tarjima qilishdi.

Majhul nisbatda esa to‘ldiruvchi anglatgan predmet tomonidan bajarilgan ish-harakatning gapdagi egaga o‘tishini ko‘rsatadi. Gapda ish-harakatning asosiy bajaruvchisi ko‘rsatilmagani mumkin. Agar ish-harakatning bajaruvchi shaxs o‘z nomi yoki olmosh orqali ifodalangan bo‘lsa, uning oldidan by predlogi qo‘llaniladi.

Ish-harakat biror predmet vositasi bilan bajarilsa, predmet nomi oldidan with predlogi ishlatiladi. Bu predloglar o‘zbek tiliga tomonidan, orqali, bilan, vositasi bilan so‘zlari yordamida tarjima qilinadi.

Majhul nisbat to be ko'makchi fe'lining tegishli zamondagi shakli (hozirgi zamonda – am, is, are; o'tgan zamonda – was, were; kelasi zamonda – shall be, will be) va asosiy fe'lining uchinchi shakli bilan yasaladi.

TO be + Participle II

Indefinite Passive (noaniq majhul nisbat) – Indefinite gruppasi zamonlarining majhul nisbati. Present Past, Future Indefinite fe'llarining majhul nisbatdagi shakli hozirgi, o'tgan va kelasi zamonda bo'ladigan odatdagi ish-harakatni ko'rsatadi.

The Present Indefinite Passive to be ko'makchi fe'lining hozirgi zamon shakli va asosiy fe'lining o'tgan zamon sifatdoshi (Participle II) shakli yordamida yasaladi. The text is translated by Karim.

Matn Karim tomonidan tarjima qilinyapti.

The Past Indefinite Passive to be ko'makchi fe'lining o'tgan zamon shakli va asosiy fe'lining o'tgan zamon sifatdoshi (Participle II) shakli yordamida yasaladi. The text was translated by Karim.

Matn Karim tomonidan tarjima qilingan edi.

The Future Indefinite Passive to be ko'makchi fe'lining kelasi zamon shakli va asosiy fe'lining o'tgan zamon sifatdoshi (Participle II) shakli yordamida yasaladi. The text will be translated by Karim.

Matn Karim tomonidan tarjima qilinadi.

Yuqoridagi misollardan ko'rinib turibdiki, ingliz tilida fe'l majhul nisbatda tushlanganda faqatgina ko'makchi fe'l to be o'zgaradi va asosiy fe'l hamma joyda bir xil bo'ladi.

Majhul nisbatning so'roq shaklini hosil qilishda yordamchi fe'l egadan oldin keladi:

Is the text translated by Karim? - Yes, it is. No, it is not

Majhul nisbatdagi inkor shakli yordamchi fe'llardan so'ng not inkor yuklamasini qo'yish bilan yasaladi.

The text is not translated by Karim.

1. Translate the sentences into English.

1. Bu savollar odatda ishdan so'ng muhokama qilinadi. 2. Sizning shaxringiz ko'p uylar qurilyaptimi? 3. Bu kitob ingliz tiliga ikki yil oldin tarjima qilinganligini bilasizmi? 4. Mendan unga bu ishni tugatishda unga yordam berishimni so'rashdi, shuning uchun men ishdan so'ng idorada qolishim shart. 5. Unga bu jurnallarnidushanba kuni ertalab berishlari mumkin. 6. Sizga ko'rmoqchi bo'lgan hamma narsalarni ko'rsatishdimi? 7. Uni hoziroq topish kerak. 8. Bu film haqida ko'p gapirishyapti. 9. Uning ma'ruzalarini qiziqish bilan tinglashadi. 10. Hoziroq o'rtoq Karimovni chaqirtirish kerak. 11. Bolalarga soat 8 uyda bo'lish buyurilgan. 12. Bu maqola kim tomonidan yozilgan? 13. Xat va gazetalar qachon

keltiriladi? – Menimcha, bir soatdan so'ng.14. Bizdan maktabingizda fransuz tilini o'qitilishini so'rashdi. 15. Bu telegramma qachon jo'natiladi? 16. Undan telegramma qachon jo'natilishini so'rashdi. 17. Birinchi bor meni 6 yoshligimda teatrga olib borishdi.18. Ma'ruzadan so'ng ko'p savollar beriladi.19. Menga sizni ertaga ketayotganingizni aytishdi.20. Menimcha, bu kitob haqida ko'p gapirishadi.

2.Change the following sentences into Passive.

1. Komil writes a letter. 2. She attends this sports club. 3. We shall translate the text. 4.They will learn new words.5. My sister learns a poem.6. I got ticket for a concert.7. He didn't translate the article.8. You will not read the book tomorrow. 9. They will build a new house. 10. I give you a letter today.11. Lola brings me a banana.12. The teacher gives questions.

3.Change the following sentences into question form.

1. The article was translated into Uzbek. 2. This work will be finished tomorrow. 3. The exercises can be done today.4. The question will be asked next Monday. 5. The book was written in 1980. 6. The theatre will be built here soon.7. The problem must be discussed.8. Our students are given a lot of homework to do every day. 9. I was asked yesterday. 10. My mother was sent to the cinema.

Life at the factory

“Get up, you dogs,” he shouted. Bonga rose, but Maharaj did not move.

“Yes, master,” came the voice of the workman. But he did not move.

“Ganpat picked up a stout stick and began to beat the coolie. His eyes were bloodshot with fury.

“Awake, you swine!” he cried, “the sun is up and you are still asleep!” Maharaj sat up.

“We need a log of wood to wake a log of wood,” Canpat went on. “I will break your hard bones if you don't rise early.” He threw the stick away and came up to Munoo whose eyes were full of tears and pity.

“Do your work, you little swine, and mind your business, or I'll break the steak on your bones too,” Canpat shouted as he went to the dark, cavern where some women were working by the light of little earthen lamps.

Munoo went on with his work. His mind was empty. The mixed smell of earth, fruit, mustard oil, strong spices and essences spread about him.

“Strange place,” he said to himself. “I hope I shall soon be able to get used to it.”

Life in this primitive factory was dark and hard. Munoo rose early at dawn and went to bed late at night. He felt tired, hot and weak as if all the strength had gone out of his body. His first job was to separate the coals from the ashes. Then he helped Tulsu to light the fires.

Ganpat came to the factory abusing the coolies and hurrying them. Munoo could not understand why he was always so angry. He did not know that Ganpat was a rich man's son, brought up in a very rich house. His father had lost his fortune and now Ganpat had to work for his own living; and though he had been taken by

Prabha and lived in comfort through his partner's kindness, he hated everybody and did not want to work.

Munoo did laugh and talk so much now. He was in constant fear of Ganpat and was often very melancholy and nervous. The only thing that was pleasant to him was the silent comradeship which existed between him and the other coolies.

When Ganpat was away they sat together and sang song which calmed their sufferings. Something they sang one of the merry popular folk songs, and then Munoo became gay again, and joked, and laughed.

He liked to carry heavy bottles of essence to the various shops, for then he left the dark factory full of dust and ashes and entered the world of fine-clothed men and women, and the world of wonderful shops.

In the factory yard the workmen barefoot and almost naked were cooling the bottles, transporting them, helping the women to wash and peel the fruit, getting water from the well or helping the masters to make jam. They worked from dawn till midnight so mechanically that they never noticed the movements of their own or each other's hands. When they went up to the house in the middle of the day to eat rice lintels which the mistress cooked of them they felt tired and sleepy and did not want to return to the factory.

Voice – ovoz

Stout steak – yo'g'on kaltak

Awake – uyg'on

Tears – yosh

Mind your business – ishing bilan shug'ullan

Empty – bo'sh

To get used to – o'rganib qolmoq

Dawn – tong

Body – tana

Rich – boy

Laugh – kulmoq

Fine-clothed – yaxshi kiyingan

picked up – oldi

were bloodshot with fury – qonga to'lgan

went on – gapirishda davom etdi

pity – achchiq

smell – hid

rose early – erta turdi

weak – kuchsiz

fire – olov

fortune – taqdir

folk songs – xalq qo'shiqlari

Unit – 6 (10 hours)

Text: Navruz

Phonetic rules

Grammar: The Gerund

To do exercises

Revision

Navruz - the new day

As you noticed from the title of the text the word Navruz is of Persian-Tajik origin which may be translated word by word into Uzbek as “yangi kun”, into English

“the new day”. That is the first day of a new year, which comes on the 21st March every year.

Navruz is a popular holiday in the history of the Central Asian and Near East countries. It was celebrated as historians write, long before Islam. It was and remains one of the major traditional secular holidays of our people.

The greatest scientist Abu Rayhon Beruniy left much useful information about Navruz in his works “Kitobi at Tavhim” (Explanation) and “Relics of Ancient Peoples” (Qadimgi xalqlardan qolgan yodgorliklar).

We also find several Texts of folk songs devoted to Navruz in the “Devon Lig’atit-Turk” by Mahmud Qoshgariy. Umar Hayyom, the greatest scientist and poet gave the most important information on Navruz in his book “Navruznoma”. Another greatest Persian poet Abulqosim Firdavsiy connected Navruz with the name of a legendary shoh Jamshid.

While celebrating Navruz people usually tidy their houses up, make decorations with different flowers and green grass. They also go to see their parents, relatives, neighbors and close friends. People visit the graves of the dead (but Uzbeks don’t place flowers there, there is no such custom among them).

One of the widely known traditions at Navruz is making seven dishes the names of which begin with the sound called in Persian “Haftsin”(seven “s”es). So people make somsa, sumalak and dishes from green grass. On the eve of Navruz everywhere people organize “Hasher” (Voluntary, unpaid work performed collectively). Navruz is also a holiday of mercy and absolution. On this day people forgive one another their old offences and visit lonely and disabled people trying to do whatever they can for those who need their cares.

It is not only the New Year’s Day but also the day of beginning farming all over the country. At Navruz people greet each other “Navruz olam muborak”.

Origin – keli chiqishi

Historians – tarixchilar

Scientist – olim

Devoted – bag’ishlangan

Connect – bog’lamoq

Close – yaqin

Dead – o’lgan

Widely – keng

Eve – arafasida

Absolution – gunohni kechirish

Offences – hafagarchiliklar

Disable – yaroqsiz

popular – mashhur

secular – dindan holi

useful – foydali

legendary – afsonaviy

decoration - bezak

grave – qabr

custom - urf

wheat – bug’doy

mercy – mehr-muruvat

forgive – kechirish

lonely – yolg’iz

care – g’amho’rlik

Oa, oy, oi, oo harf birikmalarini o’qilishi

Oa – harf birikmasi [ou] deb o’qiladi: road, coat, boat, loan, soap

Oy – harf birikmasi [oi] deb o’qiladi: boy, toy, joy

Oi - harf birikmasi [oi] deb o’qiladi: boil, spoil

Oo – harf birikmasi [u] deb o’qiladi: book, took, look

Oo – harf birikmasi [u:] deb o'qiladi: too, soon, spoon

Oo – harf birikmasi [ʌ] deb o'qiladi: blood, flood

The Gerund

Gerundiy – fe'ning shaxssiz shakli bo'lib, u ham ot, ham fe'l xususiyatiga egsdir. Fe'ning bu shakli o'zbek tilidagi fe'l negiziga –sh, - ish qo'shimchasini qo'shish bilan yasalgan harakat nomiga o'xshaydi.

Gerundiy – ish-harakat yoki jarayonning nomini ifodalaydi. Gerundiy fel negiziga –ing qo'shimchasini qo'shish orqali yasaladi. Gerundiy ot singari o'zidan oldin egalik olmoshi yoki qaratqich, yoxud umumkelishikdagi ot orqali ifodalangan aniqlovchiga ega bo'lishi mumkin.

I know of your working much.

Men sizning ko'p ishlashingizni bilaman.

Gerundiy predlog bilan qo'llanishi mumkin.

He insisted on doing it quickly.

U bu ishni tez bajarishda turib oldi.

Gerundiy oldida artikl ishlatilmaydi, uning ko'plik shakli ham yo'q.

GERUNDIYNING GAPDAGI VAZIFALARI

1. Ega:

Reading is useful.

O'qish foydalidir.

2. Qo'shma kesimning ot qismi:

Speaking without thinking is shooting without aim.

O'ylamasdan gapirish maqsadsiz o'tishdir.

3. Vositali to'ldiruvchi:

We think compiling a dictionary

Biz lug'at tuzish haqida oylayapmiz.

4. Aniqlovchi vazifasida kelganda gerundiy odatda of yoki for predlogi bilan qo'llanadi:

He likes this way of living.

Unga shunday hayot tarzi yoqadi.

5. Predlogli hol bo'lib kelishi mumkin:

After having my breakfast, I'll go to the Institute.

Nonushta tugagach, men institutga boraman:

6. Gerundiy qo'shma ot tarkibiga kirishi mumkin.

Writing-table – yozuv stoli

Reading-room – o'quv zali

7. Quyidagi fe'llardan keyin har doim gerundiy ishlatiladi:

Complete – tugatmoq, to'ldirmoq

They completed compiling the educational textbook.

Consider – hisoblamoq, deb o'ylamoq

I consider this book being useful.

Finish – tugatmoq

The scientist finished working on this problem.

Mention – eslatmoq

He mentioned me solving this equation.
 Discuss – muhokama qilmoq
 They discussed conducting the lessons on Tuesday.
 Enjoy – rohatlanmoq
 I enjoy listening to a music.
 Recommend – tavsiya qilmoq
 He was recommended getting a job in this office.
 Regret – afsuslanmoq
 I always regret having acted in this way.
 Stop – to'xtatmoq
 They stopped taking advantage of him.
 Suggest – taklif qilmoq
 They suggested me going to the USA with them.

8.Quyidagi iboralardan keyin ham gerundiyl ishlatiladi:

Can't help – biron ishni qilmasdan turolmaslik
 He can't help laughing.
 Count on - ...ga umid qilmoq, mo'ljallamoq
 We counted on his helping.
 Forget about – biror narsani unutmoq
 He forgot about inviting her to the party.
 Get through – tugatmoq
 The students got through discussing the problem.
 Insist on - ...da turib olmoq
 The teacher insisted on finishing the course papers that day.
 Keep on – davom ettirmoq
 They kept on asking questions.
 Look forward to – sabrsizlik bilan kutmoq
 I look forward to having a rest.

1.Write sentences.

- 1.I don't usually carry my passport with me.
 (I/afraid/lose/it)
- 2.The sea was very rough.
 (we/afraid/go/swim)
- 3.We rushed to the station.
 (we/afraid/miss/the train)
- 4.I didn't tell Tom that I thought he had behaved foolishly.
 (I/afraid/hurt/his/feelings)
- 5.In the middle of the film there was a particularly horrifying scene.
 (we/afraid/look)
- 6.The glasses were very full,so nAnn carried them very carefully.
 (she/afraid/spill/the drinks)
- 7.I didn't like the look of the food on my plate.
 (I/afraid /eat/it)

2.State the Gerund in the following.

1.I disapprove of so much (drink). 2. Helen insisted on (pay) for the theatre tickets.3. She was known for (cry) in movies.4. From that night on, she limited her dating and threw herself into (study). 5. He was afraid of (fail) his course.6. Both of them were on the verge of (speak). 7. They took to (read) stories aloud, preferring Chekhov and Mansfield.8. Elgin was nervous about (open) the champagne. 9. I'm deliberately refraining from (express) sympathy.10. We were interested in (know) other people.11. I don't care for (box).12. I thought of (try) to get hold of Jane after dinner.

Ganpat quarrels with Prabha

With the coming of winter it was not so hot in the factory yard, and Munoo could sit quite near the ovens watching the red flames of the fire.He was in love with the fire. It filled his soul with the warmth that he needed so much. One day toward spring Munoo saw that green mangoes had been brought to the factory. They were just like those he used to steal from the gardens in the village. Munoo's heart beat widely at the sight of this fruit and he ate so many of the green mangoes that his eyes became sore. Ganpat could not have better proof of the fact that the boy had been stealing mangoes than his sore eyes. When he saw Munoo's red eyes one morning, he walked up to him and struck him furiously several times. Prabha heard Munoo's cries and ran up to him.

"You should have put the green mangoes in straw for a few days, you fool, and eaten them when they were ripe," he said protecting the boy from Ganpat's blows.

"You spoil him! You have made a thief of him!" shouted Ganpat.

"Come, I will take you to the doctor and he will give you some medicine for your eyes," Prabha said, taking Munoo away.

"You should spoil him, Prabha, these swine don't want to work and they eat raw fruit all day. Now we shall have one workman ill for several days, and this is the busiest season of the year, when we can't lose a man, especially as I am going away to collect money."said ganpat. Munoo lay ill for a few days. His mistress sat by his bed holding his head with her loving hands, whispering kind words such as his mother used to say: "May I die for you! May I suffer instead of you!" Munoo never forgot those words, cherishing them throughout his life, cherishing them among the memories of his childhood as the most beautiful, the most painful and the most delightful.

Ganpat was longer away than was expected. Prabha was badly in need of the money which his partner had gone to collect. He had taken a loan from his neighbour Todar Mal, who rented the room for the workers of the factory, and given the latter a bill of exchange promising to pay 5 hundred rupees in a month's time.Todar Mal lent money at 45 percent. Prabha had also given two other bills in exchange for a hundred rupees each to some money lenders in the bazaar.But he knew that the firm was owed about two thousand rupees and that when Ganpat came back everything would be all right.But when Ganpat returned munoo felt at once that something had happened. What it was he did not know. Ganpat caught

Johnson. So Richardson and Johnson had become surnames. There are many ways in which English names originated; so many that whole books have been written about them, here we can give only a few. In the days when most people could not read, signs identified shops. An inn probably had a bell as its sign, and was called "The Sign of the Bell", or a locksmith probably had a key for his sign, and shop was called "the sign of the Key". So the innkeeper was known as James at the sign of the Bell, and the locksmith as Henry at the sign of Key. And by and by because people like to shorten names if they can, the names of the men became James Bell and Henry Key.

Surnames were given to people for personal characteristics – Longfellow (a long fellow, a tall boy), Armstrong (having strong arms), for their occupation – Baker (novvoy), Foster (a forester – o'rmonchi), for the characteristics of the place near which they lived – Hill, Wells, Field, from their father's name – Richardson, (son of Richard), Anderson, Robson, Thompson, from sentimental reasons – Darwin (from OE dear wine, which meant dear friend).

The most common English surname is Smith. A smith is a person who makes or repairs metal objects. In the days when most things were made by hand, there were many smiths: a blacksmith, a locksmith. Although smiths are no longer common now, the name Smith still exists.

Person – kishi	small – kichik
Few – oz	enough – yetarli
Identify – ajratish	difficult – og'ir
Mixed up – aralashib ketgan	perhaps – balki
Occupation - kasb	probably – mumkin
Neighbours – qo'shnilar	surname – familiya
Sign – imzo	inn – mehmonxona
Fellow – yigit	arm – qo'l
Baker – novvoy	forester – o'rmonchi
Nickname – laqab	reason – sabab
Object – narsa	common – oddiy
Repair – tuzatmoq	smith - temirchi

-ey harf birikmasining o'qilishi

-ey harf birikmasi [ei] va [i] deb o'qiladi: grey, key, bey

Sequences of tense (Zamonlar moslashuvi)

Ingliz tilida ergash gapning kesimi bosh gapning kesimiga bog'liq bo'ladi. Agar bosh gapning hozirgi yoki kelasi zamonda kelsa, ergash gapning kesimi istalgan zamonda ishlatilishi mumkin.

He knows (will know) that you are busy. Usizning bandligingizni biladi.

He knows (will know) that you were busy. U sizning band bo'lganligingizni biladi.

He knows (will know) that you will be busy. U sizning band bo'lishingizni biladi.

Agar bosh gapning kesimi o'tgan zamonda kelsa, ergash gapning kesimi albatda o'tgan zamonlardan birida keladi va zamonlar moslashuvi qoidasiga amal qiladi:

1. Agar ergash gapdagi ish-harakat bosh gapdagi ish-harakat bilan bir paytda sodir bo'lsa, ergash gapning kesimi **Past Indefinite(past continuuos)** da ishlatiladi. Unda o'zbek tilida hozirgi zamon shakli bilan tarjima qilinadi:

She said that she worked at the library.

U o'zining kutubxonada ishlashini aytdi.

2. Agar ergash gapdagi ish-harakat bosh gapdagi ish-harakatdan avval sodir bo'lgan bo'lsa, ergash gapning kesimi **Past Perfect** shaklida beriladi va o'zbek tiliga o'tgan zamon qilib tarjima qilinadi:

He said that he had worked at the factory.

U o'zining zavodda ishlaganligini aytdi.

3. Agar ergash gapdagi ish-harakat bosh gapdagi ish-harakatdan keyin sodir bo'ladigan bo'lsa, ergash gapning kesimi **Future in the Past** da ishlatiladi. Unda shaxs uchun yordamchi fe'l **should**, qolgan shaxslar uchun **would** va fe'lning infinitiv shakli to yuklamasisiz ishlatiladi:

He said that he would work at the factory.

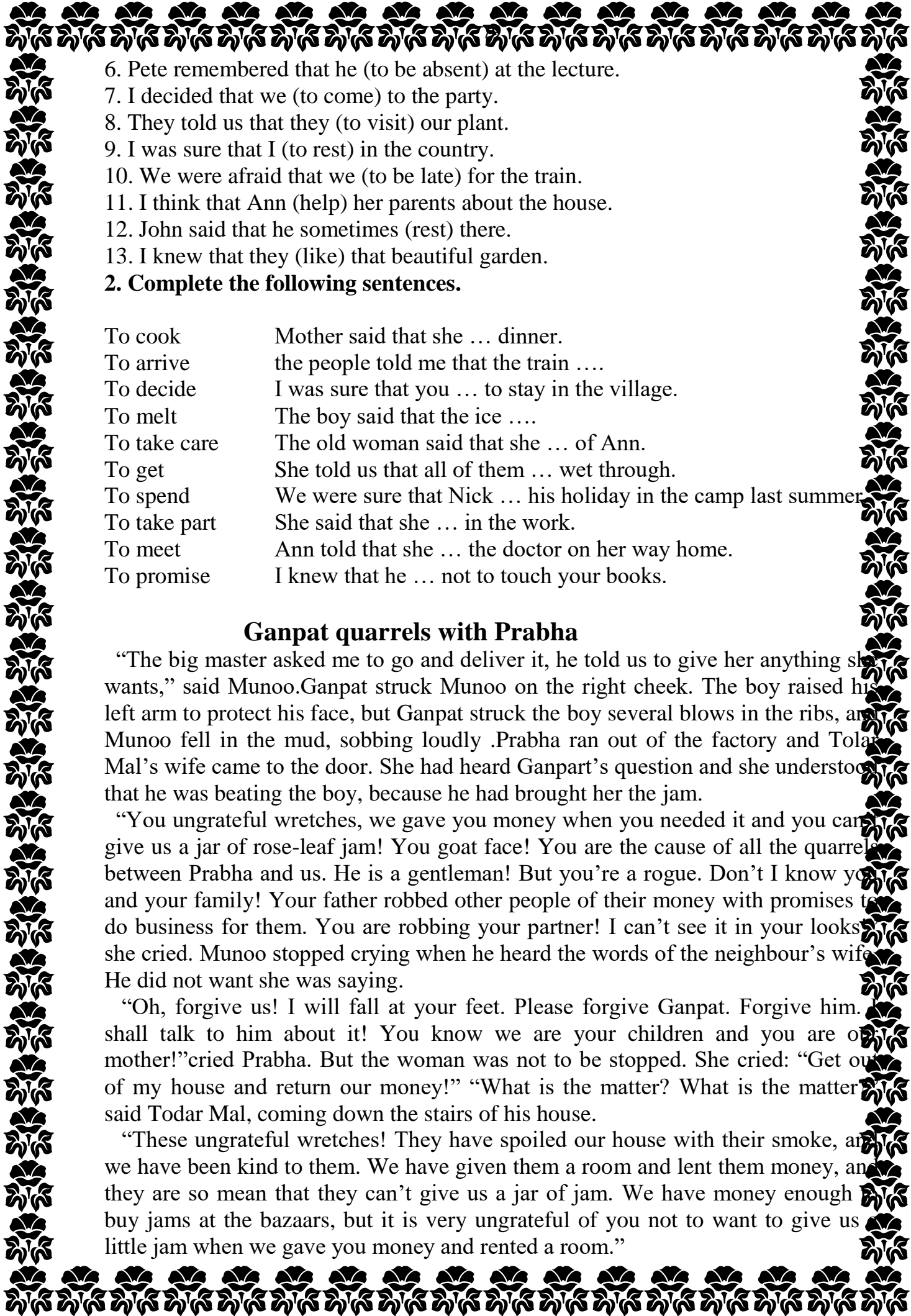
U o'zining zavodda ishlamochiligini aytdi.

4. Agar bosh gapdagi fe'l **Simple Past, Past continuous , Past Perfect** zamonlarida bo'lsa ko'chirma gapni o'zlashtirma gapga aylantirganimizda ergash gapdagi zamon o'tghan zamonga aylantiriladi va quyidagicha o'zgartiriladi:

Simple Present -----	Simple Past
Present Perfect -----	Past Perfect
Simple Past -----	Past Perfect
Simple Future -----	Future in the past
Present Continuous -----	Past Continuous
Present Perfect Continuous -----	Past Perfect Continuous
Past Continuous -----	Past Perfect Continuous
Future Continuous -----	Future Continuous in the Past
Future Perfect -----	Future Perfect in the Past
Future Perfect Continuous -----	Future Perfect Continuous in the Past

1. Complete the sentences and translate them.

1. I said that they (to live) in London.
2. We thought that she (to work) at the hospital.
3. Mother was sure that she (to see) my friend.
4. They forgot that they (to discuss) the question.
5. The collective farmers told us that they (to plan) to plant fruits.

- 
6. Pete remembered that he (to be absent) at the lecture.
 7. I decided that we (to come) to the party.
 8. They told us that they (to visit) our plant.
 9. I was sure that I (to rest) in the country.
 10. We were afraid that we (to be late) for the train.
 11. I think that Ann (help) her parents about the house.
 12. John said that he sometimes (rest) there.
 13. I knew that they (like) that beautiful garden.

2. Complete the following sentences.

To cook	Mother said that she ... dinner.
To arrive	the people told me that the train
To decide	I was sure that you ... to stay in the village.
To melt	The boy said that the ice
To take care	The old woman said that she ... of Ann.
To get	She told us that all of them ... wet through.
To spend	We were sure that Nick ... his holiday in the camp last summer.
To take part	She said that she ... in the work.
To meet	Ann told that she ... the doctor on her way home.
To promise	I knew that he ... not to touch your books.

Ganpat quarrels with Prabha

“The big master asked me to go and deliver it, he told us to give her anything she wants,” said Munoo. Ganpat struck Munoo on the right cheek. The boy raised his left arm to protect his face, but Ganpat struck the boy several blows in the ribs, and Munoo fell in the mud, sobbing loudly. Prabha ran out of the factory and Tolar Mal’s wife came to the door. She had heard Ganpat’s question and she understood that he was beating the boy, because he had brought her the jam.

“You ungrateful wretches, we gave you money when you needed it and you can’t give us a jar of rose-leaf jam! You goat face! You are the cause of all the quarrels between Prabha and us. He is a gentleman! But you’re a rogue. Don’t I know you and your family! Your father robbed other people of their money with promises to do business for them. You are robbing your partner! I can’t see it in your looks,” she cried. Munoo stopped crying when he heard the words of the neighbour’s wife. He did not want she was saying.

“Oh, forgive us! I will fall at your feet. Please forgive Ganpat. Forgive him. I shall talk to him about it! You know we are your children and you are our mother!” cried Prabha. But the woman was not to be stopped. She cried: “Get out of my house and return our money!” “What is the matter? What is the matter?” said Todar Mal, coming down the stairs of his house.

“These ungrateful wretches! They have spoiled our house with their smoke, and we have been kind to them. We have given them a room and lent them money, and they are so mean that they can’t give us a jar of jam. We have money enough to buy jams at the bazaars, but it is very ungrateful of you not to want to give us a little jam when we gave you money and rented a room.”

“Forgive me, it will never happen again. You are our father and mother.” Said Prabha, falling at Todar’s feet.

“All right Prabha, all right, don’t let that swine be so foolish and mean another time.” And he went away. Prabha came up Munoo and tried to comfort him, then turning to his partner he said kindly: “It is not good to treat our neighbors in this way. They helped us with money while you were away.”

“You are running the business. You will have to pay high interest on the money they lent you!” Ganpat cried.

“But no one wanted to give us money, Ganpat, without asking for interest. You did not send any money which you collected. I had to borrow. How much money have brought? We must pay this debt and two other debts. I forgot to ask you what you had collected.” “About 50 rupees.” “50 rupees! But we were owed from hundred to two thousand.” Exclaimed Prabha.

“I collected about 3 hundred but I have kept 2 hundred and 50 for myself as a share of my profits.”

“Listen, lend the firm 2 hundred rupees out of the 2 hundred and 50 you have kept for yourself, so that we should be able to pay your debts. I will go away next week and collect the 5 hundred we are owed and which you did not collect and you shall have your money back.” Said Prabha.

“I have not got the money,” answered Ganpat, his face becoming very pale. He had lied to his partner, as he had in fact collected 8 hundred rupees, and had spent much of that money in Lahore. Prabha was so surprised that he could not utter a word. “If I want the truth, I can tell you that I collected 8 hundred rupees and that I have spent almost all that money. And now I wish to break the partnership. You are not of my class. You are a dirty coolie, you will remain all your life. You belong to the street, and there you will go. I spit on you!” Ganpat said after a pause, and he spat and went out.

In your looks – qarashingdan

Blows – tarsaki

Rose-leaf – atirgul bargi

Cause – sabab

Forgive – kechirim

Get out of my house – uyimdan yo’qol

Falling – yiqilib

High interest – yuqori foiz

Debt – qarz

Break – uzmoq

Spit – tupirmoq

cheek – yuz

wretches – bebaxt

quarrel – janjal

robbed – talagan

return – qaytar

spoil – buzmoq

swine – cho’chqa

borrow – qarz olmoq

belong – tegishli

wish – xohlamoq

Unit – 8 (8 hours)

Text: The cinema

Phonetic rules

Grammar: Sentence with “IT”

To do exercises

The cinema

A cinema program of today is both instructive and entertaining. The first item is generally the newsreel, which is followed by a comedy or a travel picture. Finally comes the main picture on the program. I think English programs are longer than others.

Let us visit the kitchen of the film industry, that is a film-studio, to see how a film is actually made. The scenario department turns novels and dramatic works into scenarios. Here all problems of production are solved, and instructions are issued to the camera-men as to the position of the camera for long shots, close-up shots from above, fade-outs, etc. Then the director or producer informs the art department that he wants such things as a desert, an Atlantic liner, a railway station, and many other sets, and department then gets busy preparing the “fakes”. The property department supplies the furnishings of these sets, which range from thrones to inkpots, and dress- department with its staff of expert designers makes the necessary dresses.

By this time the director has chosen his cast and is ready to rehearse the scenes. During rehearsals the appearance of the studio to the naked eye is chaotic. Looking through the viewfinder, however, the director sees everything in its place in a scene designed to deceive the camera completely.

If the rehearsal has gone off without a hitch the director prepares to shoot the scene. Buzzers tell him that microphones, light projectors, cameras, and all the other necessary paraphernalia, not to mention the actors and actresses themselves are ready. A bell clangs, and there is a dead silence.

Very often a scene must be shot 3 or 4 times. A film director must have infinite patience and spare no pains. When all the jumble of scenes, which of course are not shot in their right order, are finished, the celluloid strips are pieced together and sent to the editing department. In this department scenes are cut and new ones interpolated. Here the film becomes a work of art.

Kinds of films – film turlari

documentary – xujjatli

Wide screen film – katta ekrandagi film

To film a novel – romanni ekranga chiqarmoq

To shoot a film – film olmoq

To release a film – ekranga chiqarmoq

Colour – rang

Travel – sayohat

cartoon – multfilm

trailors – anons

subtitles – nomi

To dub a film – filmga ovoz berish
A stand in – dublyor
To review a film – filmga resenziya yozish
To have a successful run – ekrandan tushmay davom etish
black and white – oq qora tasvirda
sound – ovoz
Silent – jim
popular science – ilmiy ommabop
shots and location – naturali syomka
a cinema fan – kinoni sevuvchi

a+st, a+sk, a+ft, a+ss, a+sp harf birikmasining o'qilishi

a+st, a+sk, a+ft, a+ss, a+sp harf birikmalari [a:] tovushini beradi:
task, fast, raft, class, grasp

Sentence with “IT”

O'zbek tilida Qish, Sovuq. Kabi shaxsi noma'lum gaplar bor. Ingliz tilida bunday gaplarga soxta egali gaplar to'g'ri keladi. Ingliz tilida gapda ega bo'lishi shaxs bo'lganligi uchun, o'zbek tilidagi shaxsi noma'lum gaplar uchun soxta **It** ega olinadi. **It** olmoshi quyidagi hollarda soxta ega bo'lib keladi:

1. Tabiat ko'rinishlarini tasvirlanganda:

It is winter.	Qish.
It is cold.	Sovuq.
It is getting dark.	Qorong'u tushayapti.

2. Ob-havo holatini ifodalaganda:

It often snows in December.	Dekabrda tez-tez qor yog'adi.
It was freezing.	Sovuq tushayotgan edi.

3. Vaqtni va masofani aytganda:

It is early morning.	Erta tong.
It is 5 o'clock.	Soat 5.

4. Majhul nisbatda ba'zi iboralarda ishlatiladi:

It is said...	Aytilishicha....
It is expected ...	Taxmin qilishicha...

5. Gapning egasi kesimdan keyin kelib infinitive, gerund yoki ergash gapdan ifodalanganda:

It is no use telling him about it.	Bu haqida unga aytishning foydasi yo'q.
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6. Agar biror gap bo'lagiga urg'u bermoqchi bo'lsak, shu gap bo'lagini It is ...that birikmasi orasiga joylashtiramiz:

It was I that who met his sister in the park. Men uning singlisini bog'da uchratdin

1. Fill the blanks in the sentences below.

1. Foreign films are generally ... in our country after they have been 2. The most celebrated of all silent film ... was Charles Chaplin. 3. Ann sat at the comfortable dark of the ... watching the.... It was her favorite kind of film, a musical ... in full colour. 4. I like to watch Ludmilla Savelieva's face when it is shown in Her eyes are very expressive. 5. Mike was showing his own film in which he ... in Central Africa last summer. He had written the ... to this film in which he was especially proud of. We really liked his nature study ... of tropical plants. He was a good ... as his colours were marvelous. 6. The drawing for the films for children may be in the style of caricatures or poster, or may imitate children's drawings.

2. Read the situation and write what you would say.

1. You want to borrow your friend's camera. What do you say to him/her? (Could ...?)

.....

2. You have a car and you want to give somebody a lift. What do you say? (Can ...?)

.....

3. You have to go to the airport but you don't know how to get there. You ask a passer-by. (Could you ...?)

.....

4. You are telephoning the owner of a flat which was advertised in a newspaper. You are interested in the flat and you want to come and see it today. (Do you think I ...?)

.....

5. You are at an interview. You want to smoke a cigarette. What do you ask first? (May I ...?)

.....

6. You want to leave work early because you have some important things to do. What do you ask your boss? (Do you think I ...?)

.....

7. You want to invite someone to come and stay with you for the weekend. (Would you like ...?)

.....

8. The person in the next room has some music on very loud. How do you ask him politely to turn it down? (Do you think you ...?)

.....

Bankruptcy

Ganpat opened his own factory. He began to establish connections with Parabha's clients and to spread rumours of Parabha's bankruptcy. The fear that he would not be able to pay the debt at once had so upset Prabha that he fell ill. Creditors came to the doors of his factory, calling to Prabha to come out and pay his debts.

Prabha lay asleep at the far end of the room. His wife, Munoo and Tulsi sat sobbing by his bed. "What is it?" asked Prabha awakened by the noise. "The creditors are shouting outside," Munoo said with difficulty. "They want you."

Prabha got up at once and came to the window overlooking the street. He was pale and very weak. He was going to speak to the creditors when they shouted "Oh, there he is! There is the rogue! Come down, son of a dog! Come and pay us our money!" "Oh, please forgive me," cried Prabha. "I will pay every one of you. I will pay every penny that I owe you, even though I may die doing so. But please don't abuse me. I'm ill." "Come down or we shall bring a policeman."

"Forgive me, forgive me, I am only a humble workman, a coolly. I didn't know that Ganpat would go away and leave me." But the creditors did not want to listen and as Prabha did not come down a policeman appeared at the door at the factory. The poor man was dragged to the police. Tulsi and Munoo followed him.

"Make him confess his crime, he is arrested for non-payment of debt," said the policeman. The sergeant stood at attention, saluted the officer and took a stick. "Now confess, you rouge," he said coming up to Prabha. "Where have you put your money?"

"Huzoor, I have no money anywhere. But I have some equipment. I only ask for your forgiveness and I will pay every penny that I owe to my creditors," said Prabha.

"You lie!" shouted the sergeant and struck him several times with the stick.

"I have told you the truth. I don't lie!" Prabha cried lifting his handcuffed hands. The sergeant struck him blow after blow.

"Oh, don't beat him, don't beat him, it is master Ganpat who is in fault." cried Munoo and Tulsi.

"Strike him, strike him like this!" shouted the thanedar, striking the sergeant hard to show him how to do it. And then he turned to the boys and struck them with the stick on their bare backs.

"Oh, beat me huzoor, beat me! Beat me as much as you like but spare those boys," shrieked Prabha. And the sergeant struck Prabha again and again, till the sound of the glistening stick was all that could be heard in the air.

"Oh my God! O my God! Where are you?" cried Prabha. Munoo and Tulsi stood looking at their master with a pain hearts but not a tear in their eyes.

Connections – aloqalar
 Bankruptcy – bankrot
 Fell ill – kasal bo'ldi
 Noise – shovqin
 Overlooking the street – tashqariga chiqa turib
 Even though I may die doing so – xatto shuni deb o'lsam ham
 Appeared – paydo bo'ldi
 Dragged - sudramoq, itarmoq
 Crime – jinoyat
 Non-payment of debt – qarzni to'lamaslik
 Stood at attention – tik turdi
 To be in fault – gunohkor bo'lmoq as much as you like – qancha xohlasangiz shuncha
 establish – o'rnatmoq
 upset – xafa
 sob –xo'rsinib yig'lamoq
 outside – tashqari
 poor – bechora
 confess –tan olmoq, iqror bo'lmoq
 thanedar – Txanedar
 equipment – jihoz

Unit – 9 (6 hours)

Text: Literature
Grammar: Pronouns
Revision

Literature

When we read or hear any word we know that it is usually connected with some meaning. Scientifically it is said that the form of the word is associated with an idea, thought, more exactly, with the notion expressed by this word or word combination. In other words, we can see or hear the form of the word and we can learn the notion with the help of our mind.

So if we pronounce or listen to the word “literature” naturally we have to understand as follows: “Books valued as works of art – drama, fiction, essays, poetry, biography, but not technical, medical or any other specific professional books. The second notion which the word expresses may be all writings; for example, English literature, the Middle Age Uzbek literature.” It may be connected with a special subject, such as “travel books”, “historical books”, etc.

Besides, “literature” may mean any published material in this or that language describing something. “Literature” as a widely used word came into English from Latin. In Latin it is written *literatura* the word by word translation of which is “written”, that is “written language, not spoken language.” In this text we use the

word “literature” as the works of art. We mean the works of writers and poets. You know Uzbek literature in its written form is known for many centuries. Of course, you have heard, may be have read about such famous names as Mahmud Koshgariy, Jusuf Hos Hojib, the Hadises of al-Bukhori, at-Termizi’s works and many other books. Most books of Navoi, Bobir are also widely known among the people in the East and in the West as well. The classic Uzbek literature is very famous for its interesting books. The Persian Literature is older than our literature and the English Literature.

Hear – eshitmoq

Art – san’at

Essay – esse

Poetry – she’riyat

read – o’qimoq

fiction – badiiy adabiyot

connect – bog’lanish

famous – mashhur

- tion, -sion, -cien, -cian, -cial harf birikmasining o’qilishi

-tion harf birikmasi [ʃn] deb o’qiladi: revolution, tradition

-cien harf birikmasi [ʃn] deb o’qiladi: ancient

-cian harf birikmasi [ʃn] deb o’qiladi: physician

-cial harf birikmasi [ʃl] deb o’qiladi: special

-sion harf birikmasi [ʒn] deb o’qiladi: television, division

Pronouns

Olmosh deb ot va sifat o’rnida ishlatiladigan so’zlarga aytiladi.

KISHILIK OLMOSHLARI (PERSONAL PRONOUNS)

1. Kishilik olmoshlari har doim olmosh-ot bo’lib keladi. Ularda ikkita kelishik bo’ladi: **bosh kelishik (the Nominative Case)** va **obyekt kelishigi (the Objective Case)**.

Shaxs	Bosh kelishik	Obyekt kelishigi
I	I – men	Me –
II	He-	Him
III	She- U	Her
	It -	It
Shahs	Bosh kelishik	Obyekt kelishigi
	Ko’plig	
I	We – biz	Us
II	You – siz	You
III	They – ular	Them

EGALIK OLMOSHLARI (POSSESSIVE PRONOUNS)

1. Ingliz tilida egalik olmoshlari ikki xil bo’ladi: egalik olmosh-sifatlar va egalik olmosh-otlar.

Shaxs	Kishilik olmoshi	Egalik olmosh- sifati	Egalik Olmosh-oti
I II III	I — He She It	My – mening — His Her Its	Mine – meniki — His Hers Its
	Ko'plig		
I II III	We You They	Our – bizning Your – sizning Their – ularning	Ours – bizniki Yours – sizniki Theirs – ularning

2. Egalik olmosh-sifatlari **whose?** Kimning so'ro'g'iga javob bolib, sifat vazifasida doimo ot oldidan keladi va otlarning ko'rsatkichi bo'lganligi uchun ularning ketida kelgan otlar artiklsiz ishlatiladi, chunki bitta ot oldidan faqat bitta ko'rsatkich kelishi mumkin:

My pencil is on the table.

Mening qalamim stol ustida.

O'ZLIK OLMOSHI (REFLEXIVE PRONAUZE)

1. O'zlik olmoshlari **my, your, him, her, it, one** olmoshlariga **self, our, your, their** olmoshlariga **selves** qo'shish bilan yasaladi;

Shaxs	Birlik	Ko'plik
I II III	Myself Yourself Himself Herself Itself	Yourself Ourselves Themselves
One olmoshi	Oneself	—

O'zim, o'zing, o'zi, o'zimiz, o'zlari deb tarjima qilinadi.

BIRGALIK OLMOSHLARI (PECIPROCAL PRONAUS)

1. Each other, one another birgalikda olmoshlari ikki shaxs yoki narsaga nisbatan ishlatiladi:

They have known **each other**

Ular bir-birlarini ikki yildam bilishadi.

2. **Each other** va **one another**ga qarashli predloglar **each** va **one** so'zlarida oldin ishlatiladi: **about each other** – bir-biri haqida, **for each other** – bir-biriga.

KO'RSATISH OLMOSHLARI (DEMONSTRATIVE PRONAUS)

1. Ko'rsatish olmoshlarining birlik va ko'plik shakillari bor. Birlikdagi **this** (bu, shu), **that** (u, o'sha), ko'plikda **these** (bular, shular), **those** (ular, o'shalar). Ko'rsatish olmoshlari olmosh-sifat va olmosh –ot bo'lib keladi.

SO"ROQ OLMOSHLARI (INTERROGATIVE SENTENCES)

1. So'roq olmoshlari quyidagilar: **who(whom)** kim, kimni, **whose** kimning, **what** nima, **which** qaysi, **how** qanday, **how much** qancha, **how old** necha yoshda, **where** qayerda(ga), va boshqalar.
2. **Who** ikki kelishikda ishlatiladi: Bosh kelishikda **who**, obyektiv kelishikda **whom**. **Who** va **whom** odamlarga nisbatan ishlatiladi.
3. **Who** olmosh-ot bo'lib, gapda ega yoki ot-kesim tarkibida ishlatiladi: **Who** come here yesterday? Kecha bu yerga kim keldi?

GUMON OLMOSHLARI (INDERFINITE PRONOUNS)

Gumon olmoshlariga quyidagilar kiradi: **some, any, no**(va ulardan yasalgan olmoshlar), **none, much, many, little, few, all, both, either, neither, each, every**(va ulardan yasalgan olmoshlar), **other, one**.

1. **Some, any** – bir qancha, bir oz, hech qanday
2. **someone, somebody** – allakim, kimdir, biror kishi
3. **anyone, anybody** – biror kishi, hech kim
4. **something** - allanarsa, biror narsa
5. **anything** – biror narsa, hech narsa
6. **nobody, no one** – hech kim
7. **nothing** – hech narsa

Bankruptcy

Prabha came home in the evening. He could hardly stand on his feet. His shirt was torn and bloody, his skin blue and swollen. He did not take any food and went to bed immediately. But he could not sleep. "I'm a bankrupt, but I will try to pay all my creditors at least half their money," he whispered half in delirium as he lay on his bed. "The police beat me for nothing – my bones ache and I'm so cold." He fell asleep after he had taken the medicine that Tulsi and Munoo brought from the Market Bazaar. His wife sat by his bed. Both Tulsi and Munoo went out into the night to sleep in the Grain Market, where they hoped to find some work early in the morning. They walked through the hot night feeling tired and broken, and their one thought was of rest. The Grain Market presented an oppressive sight. It was crowded with wooden carts among which lay the naked bodies of the coolies, glistening with sweat and colored like the earth. Some of the coolies had covered themselves with sheets to escape the flies and mosquitoes. "Who are you?" came a sharp voice from among one of the groups. "Coolies," answered Munoo. "No room here for anyone," was the answer. Munoo and Tulsi went on, trying not to step on the bodies of the sleepers. "Who is that?" shouted a night watchman with bamboo stick in his hand. "Coolies," answered Munoo. "Go away," he cried. "My master does not allow any coolies to come near his shop. There is a money-box in it. Away from here?"

"All right," they said, and went towards the other end of the market, hoping to find a place somewhere among the hundreds of men who turned on their sides, whispered, coughed, or sighed. The fantastic figures of the coolies that lay there, unable to sleep and moaning "Ram, Ram," or "Hari Har," made Munoo angry. He could not forgive

that Prabha believed in God and prayed to him, yet God had not helped him. The boys went on and at last stumbled on a mass of grain bags covered with some thick cloth. They climbed upon the bags and found a space among the bodies of other coolies, some on their sides, and others on their backs, still others face downwards, all trying to occupy the smallest space possible. Munoo lay down on his back. The surface of the bag of grain was round and comfortable. The boy thought of his poor master. "Now, I am here, far away from home, and Prabha is lying ill. The mistress may be crying. Why did we come away? We should have stayed near the master and mistress," said Munoo to himself. Then he closed his eyes and soon fast asleep.

Hardly – zo'rg'a

Shirt – kuylak

Skin – teri

Whispered – pichirladi

Bone – suyak

Medicine – dori

Sheet – choyshab

Sharp – o'tkir

Mosquitoes – chivinlar

Watchman – qoravul

Money-box – pul qutisi

Fell fast asleep – uxlab qolmoq

We should have stayed near – oldida qolishimiz kerak edi

torn – yirtilgan

bloody – qonli

swollen – shishgan

half in delirium – yarim ovozd

ache – og'rimoq

Grain Market – don bozori

escape – qochmoq

flies – pashshalar

sleeper – shippak

allow – ruxsat

coughed – yo'talardi

pray – sajda qilmoq

Foydalanilgan adabiyotlar ro'yhati:

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- 10.V. Begaliyev, M. Saidxo'jayeva, A.Parpiyev “English” o'quv qo'llanmasi.
- 11.M.I.Gadoyeva, H. Saitova “Ingliz tili” O'zbekiston – 2004.
- 12.V.D.Arakin “Prakticheskiy kurs angliyskogo yazika” Moskva – 2000.
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- 14.V. I. Balinskaya “English” Moskva 1967 Leningrad.
- 15.S. Saidaliyev, F. Gabdulxakov “Chet tili darsi haqida saboqlar” Namangan 2004.
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III

BOSQICH

Lesson-1 (6 hours)

Text: Poets and writers of Uzbekistan.

Grammar: Perfect tenses.

To do exercises.

Poets and writers of Uzbekistan.

The literature of Uzbekistan has a solid classical tradition whose roots go back into the ages. The early works of its classics give powerful expression to the hopes and ideals of its working people.

Alisher Navoi the great humanist of the 15th century and the pride of Uzbek literature is known throughout the world. His immortal works have been translated into the languages of all the fraternal peoples of the world and published in great printings.

Uzbek folklore is an inexhaustible source that is enriched the store of Uzbek literature. Gifted people – bakhs – his - composed songs dastans – about the hard life of common people and their heroic struggle against tyrants.

Remarkable poems as Alpo mish and Ravshan, among many others, fairy tales abounding in popular wisdom have become part and parcel of the written Uzbek literature. Many changes took place in Uzbek literature, which had deep – going national traditions and these changes determined its origination.

A considerable contribution of Uzbek prose was made by the talented writer Abdulla Kadyri (1894-1940), whose complex and creative life was filled with painful guest. His monumental historical novels like “Bygone days “, “Scorpion from the alter”, are great works in the history of Uzbek prose.

A large group of writers formed the main detachment of Uzbek literature entered in the mid of 20 century. Among them are Gafur Gulom, Aibek, Khamid Alimjon, Uygun, Abdulla Kahhar, Mirtemir, and others. Uzbek literature began to develop a diversity of genres, with prose gaining in importance. These appeared epics, poems and the novel. The drama, children’s literature and literary criticism entered a new stage. That was the time when Uzbek writers included the theme of collectivization. That was the period in which the talented writer Abdullah Kahhar (1907-1968) made his appearance. His early works “Robbers”, “Pomegranate». His heroes are men and women from the village, members of collective farms.

Famous Uzbek poets was Zulfia. When her first anthology of verses with the title “Pages of life “ was published she was only 18 years old. She wrote about life, about the Uzbek women. She was not only talented poetess, but also a champion of peace and friendship among peoples. Many people loved Muhammad Yusuf, he was also a great talented poet. He wrote many poems.

In the last few years the ranks of our writers have been swelled by a new generation of capable young writers and poets.

1. Read and learn the meaning of the following new words.

- | | |
|------------------------------------|-------------------------------------|
| 1. literature- adabiyot | 2. solid - stabil |
| 3. tradition – urf-odat | 4. expression - namoyish |
| 5. immortal - abadiy | 6. fraternal –do'stona, aka-ukadek |
| 7. inexhaustible –bitmas-tuganmas | 8. struggle - kurash |
| 9. tyrants -shoxlik | 10. remarkable –atoqli, nodir |
| 11. wisdom - donolik | 12. abound –ko'p bo'lmoq |
| 13. considerable –katta, yirik | 14. contribution –hissa, ulush |
| 15. complex –murakkab, majmua. | 16. creative –ijodiylik, yaratuvchi |
| 17. guest -mehmon | 18. alter - mehrob |
| 19. detachment -yakkaalik | 20. genres -janr |
| 21. gain – foyda, yutuq, ko'payish | 22. appear – paydo bo'lmoq |
| 23. stage – saxna | 24. rank –martaba, unvon |
| 25. capable – iqtidorli | 26. generation - avlod |

2. Answer the questions.

1. Who is Alisher Navoi?
2. When and where was he born?
3. Who is Abdulla Kodiriy?
4. What do you know about his works?
5. What do you know about fairy tales?
6. Who is Zulfiya ?
7. What do you know about classics?

3. Read the sentences changing the verbs from the Past Indefinite into the Future Indefinite.

1. We played chess at the club yesterday.
2. She answered my letters at once`.
3. I posted my letters at the post-office.
4. The meeting lasted two hours.
5. Feruza tried on the new coat.
6. We walked a long time for the bus.
7. The pupils wrote a dictation yesterday.
8. Our aunt visited us last summer.
9. My son did his homework yesterday.
10. Uzbek writers wrote many novels.
12. The Uzbek literature began to develop.

4. Translate the following sentences into English.

1. Ted qani?- U bog'da. – U u yerda nima qilyapti?
2. Men siz nima haqiqat gapirayotganingizga tushuna olmayapman.
3. Mehmonxonaning hamma xonasida vannasi bor.
4. Sendining onasi Yaponiyada nima qilyapti?
5. U dedi: “Biz hech qachon”

qachon Londonga etib bormaymiz, agar sen ehtiyot bo'lib yurmasang. 6. Keling men suv quyib beray, qo'lingiz hali ham qaltirayapti. 7. Sem , borib parkda o'yna. 8. Otangiz o'zini yaxshi his qilmayapti. 9. Men nimaga yig'layotganimni hali bilmayman. 10. U bizning ketayotganimizni biladi. 11. Ko'rmayapsanmi, men charchaganman. 12. Menga otang yolg'onchi , demoqchimisiz? 13. Siz hozir qayerga ketyapsiz? 14. Otam televizor ko'ryapti, ukam esa o'ynab o'tiribdi.

Hozirgi tugallangan zamon (The present perfect tense)

1. **Present perfect** zamoni to have fe'lining hozirgi zamondagi shakllari **Have** va **Has** handa asosiy fe'ning o'tgan zamon sifatdoshi yordamida yasaladi: **I have worked, He has worked we have worked.**

Ega+have(has)+P.P

2. Present Perfektning so'roq shakli have va has yordamchi fe'llarinieganing oldiga qo'yish bilan yasaladi:

Have(has)+ ega+ P.P

3. Present Perfektning bo'lishsiz shakli Have va has dan so'ng not inkor yuklamasi qo'yish bilan yasaladi:

Ega+have(has)+not+P.P

Hozirgi tugallangan zamonning ishlatilishi

1. Present Perfect gapirilayotgan vaqtdan oldin tugagan , natijasi ko'z oldimizda bo'lgan ish-harakatni ifodalash uchun ishlatiladi. Ish-harakat ancha oldin tugagan bo'lishi mumkin, bunda asosiy e'tibor vaqtga emas natijaga qaratiladi.

I have broken my pencil. Qalamimni sindirib qo'ydim.

2. Present Perfect bir necha marta takrorlangan ish-harakatni ifodalaydi.

I have read that book twice. Men o'sha kitobni ikki marta o'qiganman.

3. Present Perfect ko'pincha quyidagi ravishlar bilan ishlatiladi: ever (biror vaqt), never (hech qachon), often (tez-tez, ko'pincha), already (allaqachon), yet (hali, allaqachon), lately (yaqinda), just (hozirgina).

I have often been there. Men u yerda tez-tez bo'lib turaman.

O'tgan tugallangan zamon (The past perfect tense)

1. The past perfect tense to have fe'lining o'tgan zamon shakli had va asosiy fe'lining o'tgan zamon sifatdoshi yordamida yasaladi:

Ega+had+P.P

2. . The past perfect tense bo'lishsiz shaklini yasash uchun had yordamchi fe'lidagi keyin not inkor yuklamasini qo'yamiz:

Ega +had+not+P.P

3. The past perfect tense ning so'roq shaklini yasash uchun had yordamchi fe'lidagi eganing oldiga o'tkazamiz:

Had+ ega +P.P

O'tgan tugallangan zamonning ishlatilishi

1. Past Perfect o'tgan zamondagi biror vaqtdan oldin tamom bo'lgan ish-harakatni ifodalaydi. O'tgan zamondagi bu vaqt quyidagicha berilishi mumkin:

By 5 o'clock(soat beshgacha), by Saturday (shanbagacha)

Simple Past bilan ifodalangan o'tgan zamondagi ikkinchi bir ish-harakati bilan:

We had not reached the station when it began to rain.
Yomg'ir yog'a boshlaganda biz stansiyaga yetib bormagan edi.
Ish-harakatni sodir bo'lgan vaqt Past Perfect ishlatilgan gapga emas, boshqa gapga ham bo'lishi mumkin.

As I was going to the station it began to rain. Fortunately I had taken an umbrella and a coat.
(had) put on a coat.

. Stansiyada borar ekanman yomg'ir yog'a boshladi. Bahtimga soyabon olgan va palto kiygan ekanman.

2. Ikki yoki undan ortiq oldinma-ketin sodir bo'lgan ish harakatni sodir bo'lgan tartibida bayon qilish bo'linib ulardan oldin sodir bo'lgan ish-harakati kelsa o'sha ish-harakat Past Perfect da ishlatiladi.

He came home late in the evening. He had visited the Museum of Fine Arts and had been to the concert. He had supper read the newspaper and feeling tired, went to bed.
U uyga kechqurun kech keldi. U son'at muzeyiga bordi va konsertda bo'lgan edi. Kechki ovqatini yedi, gazetani o'qidi va charchab joyiga yotti.

Misolga came, had supper, read, went, to bed harakatlari oldinma ketin sodir bo'ladi, had, visited va had been harakatlari esa ulardan oldin sodir bo'lgan.

3. After-(-dan keyin) bilan bog'langan ergash gapda Past Perfect ishlatiladi:

After the sun set, we decided to return home. After the cases had been counted, I left the warehouse.

Quyosh botgandan keyin biz uyga qaytishga qaror qildik. Qutilar sanab bo'lingandan keyin men ombordan chiqdim.

Ikki ish-harakatni biri ikkinchidan oldin sodir bo'lganligini ta'kidlash zarurati bo'lmaganda after ishlatilgan gapda ham Simple Past ishlatiladi:

After he turned off the light, he left the room. After he signed the letter, he asked the secretary to send it on.
Chiroqni o'chirgach u xonadan chiqdi. Xatni imzolagandan keyin u kotibaga xatni jo'natib yuborishni aytib.

4. Whendan keyin odatda, Simple Past ishlatiladi. Lekin When-dan keyin ma'nosida kelganida When bilan boshlangan gapda Past Perfect ishlatiladi:

When they had gone, he began to work.

5. Before bilan boshlangan ergash gapli qo'shma gapning bosh gapida Past perfect ergash gapida Simple Past, ishlatiladi.

I had finished my work before he returned.

6. Tarkibida hardly, scarcely, no sooner ravishlari bo'lgan qo'shma gapning bosh gapida Past Perfect va ergash gapida simple Past ishlatiladi:

He had hardly entered the house, when it started to rain. - Yomg'ir yogish boshlaganda u uyga arang kirib olgan edi.

Kelasi tugallangan zamon (The future perfect tense)

1. Future perfect zamoni to have fe'lining kelasi zamondagi shakli (shall have, will have) va asosiy fe'ning o'tgan zamon sifatdoshi yordamida yasaladi:

Ega + shall have, will have + P.P

2. Future perfectning bo'lishsiz shakli shall yoki will yordamchi fe'llaridan keyin not inkor yuklamasini qo'yish bilan yasaladi:

Ega + shall(will) + not + P.P.

3. Future perfectning so'roq shakli shall yoki will ni egadan oldinga o'tkazish bilan yasaladi:

Shall(will)+ ega+ have+ P.P.

Kelasi tugallangan zamonning ishlatilishi.

1. Future perfect kelasi zamondagi biror vaqtdan oldin tamom bo'ladigan ish-harakatni ifodalaydi. Kelasi zamondagi bu vaqt quyidagicha berilishi mumkin:

a) by 5 o'clock(soat beshgacha), by Saturday (shanbagacha)

b) payt va hert ergash gapda Simple Present bilan ifodalangan kelasi zamondagi ikkinchi bir ish-harakat bilan:

I shall have finished this work before you return.

2. Future Perfect ba'zan kelasi zamondagi ish-harakatni emas, o'tgan zamondagi farazni ifodalaydi va ma'nosi must fe'lining ma'nosiga yaqinlashadi:

You will have read in the newspapers about the conclusion of this agreement.
Siz bu bitimning tuzilganligi haqida gazetalarda o'qigan bo'lishingiz kerak.

1. Use Present Perfect or the Past Indefinite in the following sentences.

1. I never(to see) anyone more beautiful than your wife. 2. I (to meet) your husband this afternoon at Green Street. 3. He said, " you (to meet) this passenger. He calls himself Major Jones." 4. " I (to get) hold of some money-enough for Tony to go off for a couple of years." " You (to raise) all that money by doing your own housework?" "No, of course not." " Millie, what you (to be) up to? What you (to do)?" "I (to sell) the house." " But what's Tony going to say ? You (to tell) him?" " Why should he care ? He's young." " Why you (not to tell) anything." 5. I said, "Mr Jones (to be) arrested by the police." " My goodness . You don't say . What he (to do)?" "He necessarily (not to do) anything." "He (to see)a lawyer?" "That's not possible here. The police wouldn't allow it."6. "You (to hear) the news?" "What news?" "About Ted and Dave .They (to be) out on the roof last night and Ted (to sleep) and Dave (to try) to hold him but he couldn't and (to be) pulled off too. They were both in hospital with concussion and their people (to be) sent for." 7. Do you understand you (to have) an unpleasant experience at the week-end? What (to happen) exactly? 8. You remember the coin you (to find) your way all right then, Mr Dillon? I (not to hear) you ring the bell." "I couldn't find the bell; so I (to knock) instead." 10. He (to light) a cigarette and (to walk) to the window.11. " Can you get dinner here ?" " Of course we can. Have you got enough money ? I (to spend) my last dollar on taxi." 12. You (to say) just now that time (to be) everything. What you (to mean) by that? 13. As we got into the taxi my brother asked, "Well, you (to speak) to Harry?"

2. Use Past Perfect or the Past Indefinite in the following sentences.

1. From downstairs (to come) the sound of a radio playing a song he never (to hear) before.2. He (to re-read) what he (to write). 3. I(to know) he to make a joke because he (to giggle) but I could not see it. 4. I was going round to see Roberta after dinner (to arrange) this visit the day before. 5. As she (to rise) , there (to shoot) through his mind something that he (to read) in the etiquette books, and he (to stand) up.

awkwardly , worrying as to whether he (to do) the right thing , and fearing that she might take it as a sign that he (to be) about to go. 6. When she (to enter) the house at dinner-time and (to find) Tom gone she (to know) what (to happen). He (to leave) no note, nor any message. She (to know) that in the last moment he even (not to think) of her, and she (not to be) hurt by it. In whatever way he could, he (to love) her. 7. I (to press) the door gently. It always (to be) left open at night in the old days. When I (to become) quite certain that it (to be) locked, I (to step) back into the moonlight and (to look) up at the house. Although it (to be) barely asleep. I (to feel) a resentment against them. I (to expect) them to welcome me back at the door. 8. On the 15th October Andrew (to set) out alone for London. Now that the exam (to be) so close at hand , he (to feel) that he (to know) nothing. Yet, on the following day when he (to begin) the written part of the exam, he (to find) himself answering the papers with a blind automatism . He (to write) and (to write), never looking at the clock , filling sheet after sheet. He (to take) a room at the museum Hotel, where Christine and he (to stay) on their first visit to London. Here it (to be) extremely cheap. But the food (to be) bad.

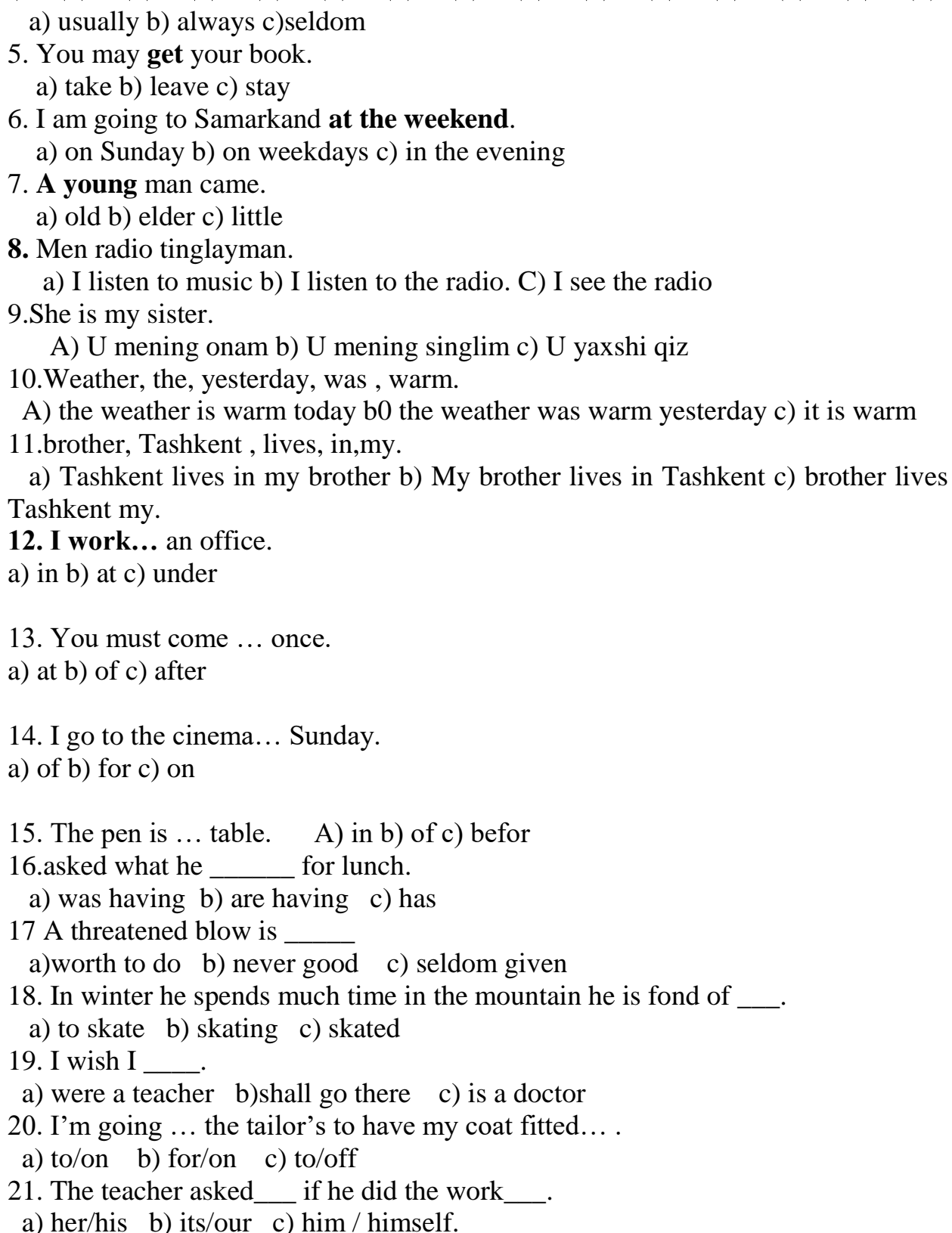
3. Use Future Indefinite, the Future continuous and the Future Perfect tense where they are necessary.

1. Come back tomorrow. I (to explain) it all then. 2. She (to stay) with us as long as her family can do without her. 3. “ The evening (to be) getting soon”, I said to my aunt, to cheer up her. 4. It is not wise for you to go back home. You (to meet) a nice boy here, you (to settle) down, (to get) a nice flat and you (to get) everything you want and deserve. 5. If you come back in about 20 minutes Alec and I (to have) our talk. 6. You’d better ring me back in half an hour. By then I (to find) the letter. 7. I (to remember) that. 8. He (to talk) only of his father. 9. “I do wish you’d do something about these stones,” said Mary. “We (to fall) all over them.” 10. In the meantime , I (to be) careful what I eat. 11. “You (to talk) to Paula, won’t you?” “ Yes, I (to do) it straight away.” 12. He is very much ashamed. He realizes that it is all over between them. I think he (to leave) quite soon. 13. The trial (to last) a few weeks. 14. Let’s go for a walk. We (to go) up through the woods and I (to show) you where the spring comes out to the ground. 15. They (to miss) her a lot, I know.

4. Tests for solving.

1. You have to **give back** this book.
a) get back b) go back c) return
2. She **got married** last year.
a) was married b) is married c) took
3. I **am glad** to see you.
a) am angry b) is happy c) am happy

4. I **often** come here.

- 
- a) usually b) always c) seldom
5. You may **get** your book.
a) take b) leave c) stay
6. I am going to Samarkand **at the weekend**.
a) on Sunday b) on weekdays c) in the evening
7. **A young** man came.
a) old b) elder c) little
8. Men radio tinglayman.
a) I listen to music b) I listen to the radio. C) I see the radio
9. She is my sister.
A) U mening onam b) U mening singlim c) U yaxshi qiz
10. Weather, the, yesterday, was , warm.
A) the weather is warm today b) the weather was warm yesterday c) it is warm
11. brother, Tashkent , lives, in, my.
a) Tashkent lives in my brother b) My brother lives in Tashkent c) brother lives in Tashkent my.
- 12. I work...** an office.
a) in b) at c) under
13. You must come ... once.
a) at b) of c) after
14. I go to the cinema... Sunday.
a) of b) for c) on
15. The pen is ... table. A) in b) of c) before
16. asked what he _____ for lunch.
a) was having b) are having c) has
17. A threatened blow is _____.
a) worth to do b) never good c) seldom given
18. In winter he spends much time in the mountain he is fond of _____.
a) to skate b) skating c) skated
19. I wish I _____.
a) were a teacher b) shall go there c) is a doctor
20. I'm going ... the tailor's to have my coat fitted...
a) to/on b) for/on c) to/off
21. The teacher asked _____ if he did the work _____.
a) her/his b) its/our c) him / himself.

Lesson -2 (6 hours)

Text: British and American English
Grammar: Would, should and used to.
To do exercises.

British and American English

British and American people speak the same language-right? Wrong. Although they both speak English there is an increasing number of differences between the two varieties of English. For example, Trudy Burns and Eileen Unwin recently spent a very similar day. Here they describe the day's events. How many differences can you find?

Trudy: I got up at seven-thirty. I put on my bath robe, went into the bathroom and turned on the bath tub faucets. After my bath I ate breakfast with my parents on the desk. Our apartment's on the fifteenth floor, so the view's terrific. At eight o'clock my mom and I took the elevator to the parking lot underneath our apartment block. First we stopped for gas, and then she drove me to school. The freeway was really busy, with automobiles everywhere. When I got to school it was raining. Luckily I'd brought my galoshes and umbrella so I didn't get wet. School was Okay except that we had a math test before recess. I think I flunked it. Any way after school I took a bus downtown to meet my sister Susan. She became a grade school teacher after she left college last year. We ate out at a Chinese restaurant. Personally I don't like rice, so I ordered french-fries instead. Susan disapproved. After dessert and coffee we paid the check and left. It had stopped raining, but the side-walks were still wet. Susan gave me a ride home, then I did a history assignment for the next day, watched a movie on TV went to bed around 11.30. I was pooped.

Eileen: I got up at half past seven. I put on my dressing gown, went into the bathroom and turned on the bath taps. After my bath I had breakfast with my parents on the terrace. Our flat's on the fifteenth floor, so the view's terrific. At eight o'clock my mum and I took the lift, to the car park under our block of flats. First we stopped for petrol, and then she drove me to school. The motorway was really busy-cars everywhere. When I got to school it was raining. Luckily I'd brought my Wellington boots and an umbrella, so I didn't get wet. School was OK, except that we had a math's exam before break. I think I failed it. Anyway after school I took a bus to the city centres to meet my sister, Susan. She became a primary school teacher after she left university last year. We went out for dinner to a Chinese restaurant. Personally I don't like rice, so I ordered chips instead. Susan disapproved. After sweet and coffee we paid the bill and left. It had stopped raining but pavements were still wet. Susan gave me a lift home, then I did some, history

homework for the next day, watched a film on the TV and went to bed at about half past eleven. I was really tired!

1. Learn the words of the text.

	American English	British English	Translation
1	Seven-thirty	Half past seven	7.30
2	Bath robe	Dressing gown	xalat
3	Bath-tub faucets	Bath taps	Jo'mrak
4	Eat breakfast	Had breakfast	Nonushta qilmoq
5	On the desk	On the terrace	Dasturxon atrofida
6	apartment	flat	xonadon
7	mom	mum	oyi
8	elevator	lift	lift
9	parking	Car park	Mashina qo'yish joyi
10	underneath	under	tagida
11	Apartment block	Block of flats	bino
12	gas	petrol	benzin
13	freeway	motorway	Katta yo'l
14	galoshes	Wellington boots	botinka
15	test	exam	imtixon
16	recess	break	Ta'til, tanaffus
17	flunk	fail	Imtixondan yiqilmoq
18	Down-town	City-center	Shahar markazi
19	grade	primary	Dastlabki, boshlang'ich
20	college	university	Oily ta'lim
21	French-fries	chips	Kartoshka jizza
22	dessert	sweets	shirinlik
23	check	bill	To'lov
24	Side-walks	pavements	tratar
25	assignment	homework	Uy vazifasi
26	movie	film	kino
27	around	about	atrofida
28	poop	To be tired	charchamoq

Most differences between American and British English have to do with vocabulary and usage. In fact, about 4,000 words in common usage are used differently between America and Britain. Here are some more common ones:

	American English	British English	Translation
1	candy	sweets	shirinlik

2	cookie	biscuit	biskvit
3	Drug store	chemists	dorixona
4	Fall & autumn	autumn	kuz
5	The mail	The post	Pochta
6	Line-up	queue	navbat
7	pants	trousers	Shim and etc.

r.

Would fe'li.

1. **Would** (will fe'lining o'tgan zamon shakli) qo'shma gapning bosh gapidagi fe'li o'tgan zamonda bo'lganda ergash gapda, 2 va 3-shaxs birtlik va ko'plikda ishlatiladi. **Would** 1-shaxs birlik va ko'plikda modal ma'nosida ishlatiladi va *maqsadni, istakni, kelishuvni* ifodalaydi:

I said I would help him. Men unga yordam berishimni aytdim.

2. **Would** noreal shart gapli ergash gaplarning bosh gapida ishlatiladi:
He would go there if he had time. Agar uning vaqti bo'lsa, u u yerga borar edi.

3. **Would** bo'lishsiz gaplarda ishlatilib, o'tgan zamonda birir ishni qilishni qattiq istamaslikni ifodalaydi:

I asked him many times to give up smoking, but he wouldn't.

4. **Would** o'tgan zamonda takrorlanib turgan ish-harakatni ifodalaydi:
I would call on him on way home. Men qaytishda unikiga kirib turar edim.

5. **Would** iltimosni ifodalaydi:
Would you mind passing me the salt. Menga tuzni uzatib yuborasimi?

Should fe'li

1. **Should** (shallning o'tgan zamoni) Infinitiv bilan birga kelibo'tgan zamonda kelasi zamon (Future in the Past) ni yasashda yordamchi fe'l bo'lib keladi va ba'zi hollarda modal ma'nosida ham keladi.

2. **Should** bosh gapdagi harakat o'tgan zamonda bo'lganda ergash gapdagi kelasi zamonda kelgan ish-harakatni ifodalash uchun ishlatiladi.

3. **Should** gapda kelganda va'dani, tahdidni, po'pisani, buyruqni ifodalaydi:
I asked him where I should wait for him- Men undan uni qaerda kutish kerakligini so'radim.

4. **Should** hozirgi va o'tgan zamondagi noreal shart gapli qo'shma gapning bosh gapida ishlatiladi:
I Should go there if I had time. Agar vaqtim bo'lganda u yerga broga bo'lardim.

5. Should noreal shart gaplarning ergash gapida *taxminning yuz beris ehtimolligining juda kamligi* ta'kidlab o'tiladi:

If I Should come, I shall speak to them about it. Agar men kela olsam edi b haqda ular bilan gaplashar edim.

6. **Should** fe'li bosh gap **It is important**(muhim), **it is necessary**(kerak, zarur), **it is desirable**(ma'qul, kerak), **it is impossible**(imkoni yo'q) **it is improbable**(ehtimoldan uzoq), **it is better**(yaxshisi) kabi birikmalardan yasalgan bosh gap qo'shma gaplarda that bilan bog'langan qo'shma gaplarda ishlatiladi. Bu holda bosh gapdagi **to be** qaysi zamonda bo'lishidan qat'iy nazar, Shoulddan keyin fe'lining **Simple Infinitive** shakli **to** yuklamasisiz ishlatiladi:

It is important that he Should return tomorrow. Uning ertaga qaytishi muhim.

Used to

Used to ni doim infinitive bilan ishlatamiz (used to do, used to smoke) biror ish harakatni odatda sodir bo'lishini va uzoq davom etmasligini bildiradi:

Tom used to travel a lot, these days he doesn't go away very often.

Tom ko'p sayohat qilardi, shu kunlarda juda kamdan-kam boryapti.

Yana used to ni o'tgan zamonda ham ishlatiladi, lekin uzoq davom etmagan ish harakatlarda:

We used to live in a small village but now we live in London.

Biz kichkina qishloqda yashaganmiz ammo hozir Londonda yashaymiz.

Used to + Infinitiv doim o'tgan zamonda bo'ladi. Uning so'roq shakli quyidagicha bo'ladi;

- Did you use to eat a lot of sweets when you were a child?

Bo'lishsiz shakli esa quyidagicha bo'ladi:

- Jack didn't use to go out very often until he met Jill.

1. Complete the sentences with used to.

1. dennis doesn't any more but he...40 cigarettes a day. 2. The baby doesn't cry so much now but she... every night. 3. She... my best friend but we aren't friends any longer. 4. We live in Nottingham now but we ... in Moscow. 5. Now there is only one shop in the village but there ... three. 6. When I was a child I ... ice-cream, but I don't like it now. 7. Now Tom has got a car. He ... a motor car.

2. Write some sentences.

1. Ron used to study hard but now _____.

2. Tom used to play tennis a lot but now _____.

3. Ann never used to drink coffee but now _____.

4. Jill didn't use to be fat but now _____.

5. Jack didn't use to go out much but _____.

3. Translate the following sentences into Uzbek.

1. There was no reason why I should not get away promptly in the afternoon. Kate was frowning. "I can't understand why you should do this." 3. It was singular that Horn should ask him that question. 4. "It is very disappointing," he said, "that Hugh should go off like this just when I counted on him to help me." 5. Why should he think that? 6. I'm very shocked indeed that you should have felt it necessary to lie to me. 7. that he should hear of the exposure of his favorite author of view. 8. He was very sorry that Phillip should be disturbed. 9. he was one of themselves now and the didn't see why he should put on airs. 10. there is no reason why he shouldn't win 2 or 3 matches. 11. I'm sorry that you should have had a row with Pat about it. 12. It was much better that he should learn the business thoroughly, and if they had been able to wait for a year there seemed no reason why they should not wait another. 13. He seemed to see nothing exceptional in the idea that he should get up and speak at the meeting. 14. "Where is Meg?" "Where should she be if not in school?" 15. Why should you tell people the disagreeable things that are said about them? 16. He didn't know why he should have expected them to look different. 17. This is too terrible! To think that you should talk to me in this way. 18. It outraged him that the man should have been so foolish.

4 . Translate the following sentences into English.

1. Bu juda g'alati, u bu haqda hech narsa demadi. 2. Ishongim kelmaydi, xafa davomida Jonni bizni ko'rgani vaqti bo'lmaganiga. 3. Uning ismi nima? – Nimaga sizga aytishim kerak? 4. Men haqimda yomon o'ylaganingdan afsusdaman. 5. bilmadim nimaga u Jorjni ko'rgisi keldi. 6. Va nihoyat u uyga qaytishga qaror qildi. Meri haqida u yerdas eshitishi mumkin. 7. Keyt bolani uning ismi bilan ataganidan hursand bo'ldi. 8. unga nima bo'lgan bo'lishi mumkin. Nimaga u kech qaytganiga ishongim kelmayapti. 9. Uning bunday kuchsiz bo'lganidan juda xafa bo'ldim. 10. Lola hali ham nimaga ketayotganiga tushunmasdi.

5 . Translate the following sentences into Uzbek.

1. Old Lady Bland argued with him, but he would not listen to reason. 2. Each time we went out together he would show me something new, something interesting. 3. He had a wound that would not heal. 4. All that I would tell them was that Uncle Nick was ill. 5. She was the sort of girl any man might be glad to bring to a dance if she would come. 6. When he returned I repeated my offer of food, but he would take nothing. 7. Would you really do it for me? 8. He would smoke a pipe before going to bed. 9. Shut the door, would you? 10. "He talked of his new car the whole evening." "He would."

6 . Translate the following sentences into English.

1. Iltimos, nima bo'lganini aytib ber. 2. Unga yordam berish uchun hamma narsa qilgan bo'lardim. 3. Agar men bir necha kun unikida mehmon bo'lsam, u hursand bo'lishini aytdi. 4. U tushuntirishga harakat qildi, lekin men uni tinglamadim. 5. U chiroqni o'chirdi, lekin uyqusi kelmadi. 6. Agar meni kechirsangiz men bora televizor ko'rsam. 7. Men birgina rasmni ko'rmoqchidim, kech bo'lgani uchun ular

meni qo'yishmadi.8. Unga doktorga borishni aytgandim lekin u bu haqda eshitish ham xohlamadi.

7. Test for solving.

1. We always want_____ to do the most difficult part of work.
a) someone's b) someone c) we
2. It can sometimes_____ a home.
a) take several months to tell
b) pick
c) selling takes
3. He sat staring_____ the fire.
a) on b) at c) to
4. ... sound of ... streams was... loud enough for him to hear.
a) a/ the/ an b) the/ the/ a c) the/ -/-
5. I am going ... the to have my coat fitted....
a) to / on b) for / to c) to / off
6. _____ respect to the her feelings you ought to be descreet.
a) in b) with c) after
7. I wish I_____
a) were a teacher b) do know this c) shall go there
8. I asked what he _____ for lunch.
a) are having b) was having c) should have
9. I have never heard him _____ French.
a) speak b) speaking c) spoken
10. the weather ____ as nice today as it ____ yesterday.
a) is/was b) are/were c) was/ were

Lesson – 3 (6 hours)

Text: Village school

Grammar: Compound sentences

To do exercises

Village school.

On this first morning of term Miss Clare had already arrived at a quarter to nine. Her bicycle was propped in side the lobby door.

Miss Clare has taught here for nearly forty years, with only one break, when she nursed her mother through her last illness twelve years ago.

In the corner of the room John Burton was pulling at the bell rope.

“Five minutes rest”, I said, “then another pull or two to tell the others that it is time to get into lines in the playground”.

Miss Clare and I exchanged holiday news.

We should have forty children all together this term: 16 in the infants' room and 22 in mine; and though our numbers seem small, compared with forty and fifty to a class in town schools the age, of course, would be considerable handicap.

I should have five children in my lowest group who would be nearly eight years old. They would still have difficulty in reading fluently and with complete understanding. At the other end of the classroom would be my top group, consisting of three children, who would be taking the examination. This examination would decide their future schooling when they are 11 years old. These children need particular care. They will be shown how to tackle arithmetical problems, how to understand written questions and, more important skill, how to set out their answers and express themselves generally, in clear and straightforward language.

Miss Clare's youngest group would consist of the two new little boys, Jimmy Waites and Joseph Coggs, as well as the twins, Diana and Helen, who had entered late last term owing to measles and had learnt very little. Miss Clare was of the opinion, that they might be in her bottom group for years, because she knew something of their family history.

Her aim with the top group in her class will be, first, to see that they can read and write legibly, know their multiplication tables up to six times at least and be able to do the four rules of addition, subtraction, multiplication, and division, working with tens and units. They should also have a working knowledge of the simple forms of money, weight and length, and be able to tell the time. John, who had been looking all this time at the ancient wall-clock, now gave six tugs on the rope, for it was five minutes to 9 o'clock. Outside we could hear the cries of excited children. Together Miss Clare and I walked out into the sunshine to meet our classes.

1. Words and word combinations to be memorized.

- | | |
|-----------------------------|----------------------------------|
| 1. considerable – yirik | 2. term- chorak |
| 3. prop- suyanch | 4. nurse- qaramoq |
| 5. exchange- almashmoq | 6. infant- kichik yoshdagi bola |
| 7. handicap- kamchilik | 8. fluently- ifodali |
| 9. complete- to'liq | 10. understand- tushunish |
| 11. consist- iborat bo'lmoq | 12. decide- qaror qilmoq |
| 13. particular- ma'lum bir | 14. tackle- hal qilmoq |
| 15. skill- ko'nikma | 16. twin- egizak |
| 17. measles- qizamiq | 18. opinion- fikr |
| 19. legibly- aniq | 20. multiplication- ko'paytirish |
| 21. at least- kamida | 22. addition- qo'shimcha |
| 23. subtraction- | 24. division- bo'lish |
| 25. knowledge- bilim | 26. weight- og'irlik |
| 27. length- uzunlik | 28. ancient- qadimiy |
| 29. wall-clock- devor soat | 30. rope- arqon |
| 31. sunshine- quyosh nuri | 32. excited- xursand |

2. Answer the questions.

1. Who is the text told by? 2. What was Miss Clare? 3. How long has she worked at school? 4. How many pupils are there in the school? How are they divided? 5. What difficulties have the teachers? 6. What groups has each of the teachers? 7. What examination will they have? 8. Who are in Miss Clare's youngest group? 9. What is Miss Clare's bottom group? 10. What important skills should you have to be able to read English texts fluently and with complete understanding? 11. What is John Burton? 12. What are his duties at school?

3. Find in the text and learn the English for.

1. o'rta uy eshigi. 2. bu semestrda. 3. sezilarli g'ov. 4. to'la anglangan holda. 5. ularning maktabda o'qishlarini aniqlab beradigan imtihon; 6. alohida e'tibor talab qiladi; 7. aniq va oddiy tilda; 8. qizamiq tufayli; 9. aniq o'qish va yozish; 10. ko'paytirish jadvalini bilmoq; 11. Qo'shish, ayirish, bo'lish va ko'paytirish qoidalarini; 12. qadimiy devor soati; 13. arqonni olti marta tortdi; 14. asabiylashgan bolalarning qiyqiriqlari.

4. Chose a suitable word.

1. I was never... to swim (teach, educate, train). 2. He went upstairs, right to the ... of the house (top, summit, peak, head). 3. They haven't reached their... yet (top, summit, peak, head). 4. He is a little deaf, you must shout at the... (top, summit, peak, head). 5. He is the ... of the firm in this area (top, summit, peak, head). 6. Why are you lecturing, though? As if we hadn't enough ... of our own (care, worry, anxiety, concern). 7. Her... about his beliefs seemed to him comic, but touching (care, worry, anxiety, concern). 8. And if the trade had been left to his... it would have rapidly disappeared (care, worry, anxiety, concern). 9. She is ... to be a nurse (teach, educate, train). 10. It was once thought dangerous to... the masses (teach, educate, train).

Compound sentences

Qo'shma gaplar butun bir murakkab fikrni ifodalovchi ikki yoki undan ortiq sodd gaplardan iborat bo'ladi. Qo'shma gaplar ikki xil bo'ladi: bog'langan qo'shma gaplar (**compound sentences**), ergashgan qo'shma gaplar (**complex sentences**).

1. Bog'langan qo'shma gaplar teng huquqli, bir-biriga tobe bo'lmagan sodd gaplardan iborat bo'ladi. Qo'shma gap tarkibiga kiruvchi sodd gaplar bog'lovchilar yordamida bog'lanadi va ular odatda, vergul bilan ajratiladi:

The signal was given, and the steamer moved slowly from the dock.

Signal berildi, paraxod dokdan sekin jo'nadi.

2. Qo'shma gaplarda bir nechta soda gaplar bog'lovchisiz ham bog'lanishi mumkin. Bunda ular bir-biridan nuqtali vergul bilan ajratiladi:

**He will return from London in May; his sister will stay there another month.
U Londondan may oyida qaytib keladi; uning singlisi u yerda yana biroq qoladi.**

Ergashgan qo'shma gap

1. Ergashgan qo'shma gap teng bo'lmagan, bir gap ikkinchisiga tobe bo'lgan gaplardan iborat bo'ladi. Bunday gaplarda ergash gap (the subordinate clause) bosh gapni (the principle clause) izohlab keladi. Ergash gap bosh gap bilan bog'lovchi va bog'lovchi so'zlar yordamida bog'lanadi. Ergash gap bosh gap bilan bog'lovchisi ham ishlatiladi.

Ergash gaplarning turlari

Ergash gaplar qo'shma gapda bitta gap bo'lagi vazifasini bajarib keladi. Tilimizda nechta gap bo'lagi bo'lsa, shuncha ergash gaplar mavjud.

- 1. Ega ergash gaplar**
- 2. Kesim ergash gaplar**
- 3. To'ldiruvchi ergash gaplar**
- 4. Aniqlovchi ergash gaplar**
- 5. Hol ergash gaplar**

Ega ergash gaplar qo'shma gapda ega vazifasida keladi. Ular bosh gap bilan Who(whom), what that, wether, if, whose, when, where, how, why kabi bog'lovchilik va bog'lovchi so'zlar bilan bog'lanadi:

That he has made a mistake is strange. Uning xato qilgani ajablanarli.

1. Translate the following sentences.

1. Karim wrote a letter and his sister took to the post-office. **2. Take this newspaper** or I shall give you it to somebody else. **3. The sun was shining** and everything looked bright. **4. The weather was fine** and the sky was blue and cloudless. **5. His brother came home early** but his friend stayed there. **6. Kozim speaks French** and his sister speaks English and French. **7. He worked many years** as a teacher at school and became famous. **8. My brother said** Ilhom was ill yesterday. **9. Summer has come** and the sun shines brighter, but the air is not so hot. **10. We thought that you should go to** Washington.

2. What kind of compound sentences they are.

1. I wrote a letter and he took it to the post office. 2. When we had done the exercise he took his book. 3. Today the sun shines brighter and weather is warm. 4. When we want to tell other people what we think, we can do it in many ways. 5. He didn't know, what he had to do. 6. She devoted all her life to the noble course of educating children. 7. I invited them but they could not come. 8. I saw him before the first lesson. 9. I read a book and my sister writes a letter. 10. I wanted to go to the cinema but my parents want to go to the theatre.

3. Explain the use of the verb forms in the following object clauses.

1. I don't know how he found it out. 2. He was a little surprised that she should not believe him. 3. At the office he gave instructions that inquiries should be made about a young person called Lisette. 4. Didn't she know that you were married? 5. I gave orders that he shouldn't be allowed on the premises. 6. She wanted to go to see him off, but he had been very insistent that she shouldn't. 7. I thought I should get over it but I still feel offended. 8. I think he was determined that nothing should interfere with his independence of spirit. 9. They arranged that Grace should tell her parents that she was engaged to be married. 10. When he was told that she had gone to Aberdeen, he was glad that she should look at the shops and perhaps visit the cinema. 11. He had never suggested that I should visit them. 12. She had a feeling that something frightening was being kept from her. 13. Laura insisted that we should put the party off. 14. He was so anxious that the boy should not go to California. 15. I suggest that you have your foot seen to at once. 16. He insisted that I be also present.

4. Supply the necessary forms for the verbs in brackets in the following object clauses.

1. He suggested that I (to try) something of a more serious nature. 2. He only requested that he (to allow) to see the heads of some departments. 3. Doris requires of a man only that he (to be) clever. 4. Brady proposed that they (to walk) down to the sea wall. 5. I saw that I (to be) mistaken in believing that Uncle Nick (to be) ill. 6. They decided that Laura (to have the nourishing food that had been ordered) her. 7. He was annoyed that they (to choose) the day of his departure for the party. 8. I'm glad that you (to drop) in. 9. Charles insisted that we (to keep) secret even the most remote mention of the idea. 10. It was lunchtime. He knew that they (to be) safely occupied for an hour at least. 11. He was determined that his enemies (to play). 12. I was a little surprised that such a little boy (to read) the life of Milton. 13. She soon discovered that he never (to see) the Statue of Liberty or any of the museums in New York. 14. She asked that her affair never (to speak) of. 15. Robert was anxious that there (to be) no appearance of coldness on Hilda's part. 16. Proprietor demanded that I (to represent) at the game in person. 17. I've made up my mind that (to send) for.

5. Test for solving.

1. You _____ help me if you don't have time. I can do the job myself.
a) aren't able to b) don't have to c) aren't going to.
2. _____ you help me?
a) May b) shall c) will.
3. You _____ go into that room. It's forbidden!
a) don't have to b) mustn't c) don't know how to.
4. It's 2.20 and he said he'd be here at 2.30. He _____ be there soon.
a) should b) can c) would.
5. I have a headache. _____ you buy some aspirin for me?
a) shall b) may c) could.
6. There are no lights on and no one answers the doorbell. They _____ be at home.
a) must not b) can not c) will not.
7. I _____ come to your party . I have to work.
a) wouldn't like to b) don't have to c) can't.
8. _____ I make some coffee? I'll do it if you'll drink a cup.
a) must b) shall c) ought.
9. If I win the lottery, I Buy you a very big car as a present.
a) should b) will c) am.
10. _____ I bought you a new car , would you be very happy?
a) when b) if c) as.

Lesson- 4 (6 hours)

Text: The Eastern Rome.

Grammar: The subjunctive mood.

To do exercises.

The Eastern Rome.

Samarqand ! The very name resurrects images of a colorful and romantic ancient past. For many centuries this Central Asian city was the gateway to Eastern Asia. It was a great trading center through which caravans of merchants with precious silks and other goods passed to and fro, requiring days, weeks and even months to complete their various missions. Today it is only thirty-five minutes from Tashkent by plane.

The earliest history of Samarqand is lost in the mists of time. It is a well-known fact that the city was attacked by the troops of Alexander the Great. Then it was the capital of Sogdiana. It suffered Arab invasion and the devastating raids of the hordes of Genghis Khan and again it rose from the ruins and ashes. Ancient geographers, historians and poets referred to it as "a glittering point on the globe, a precious pearl of the world , and an Eastern Rome".

When never tire of admiring wonderful relics of the city , which have been preserved since the 14th century , the period when numerous monuments of world

wide significance were erected . among these monuments is the Guru Emir (the tomb of Emir) , the Shaxi-Zindon , Bibi-Khanum temple and many others. It arouses admiration for the skill of its nameless creators. The rulers of the city proclaimed the “capital of the world”.

The streets in Samarqand revive some glorious pages in its history. There is a street named after Ulug’bek in Samarqand . He was a famous scientist and astronomer, a nephew of Temur. During Ulug’bek’s ruling the city was blossoming. You can see the ruins of his observatory on the outskirts of the city. His observatory was equipped with the best and most perfect instruments of the time. Ulug’bek compiled a catalogue of the stars which has lost none of its scientific value today.

The great independence turned over a page in the history of the ancient city. It has flourished over the years. Wide streets with fine buildings have replaced winding narrow crooks. In the city there are now machine buildings , chemical, light and food industries.

Samarqand is one of the major cultural, scientific and educational centers of Uzbekistan.

It is an ancient and eternally young city of the situated in the flourishing Zeravshan Valley, a city of the legendary past, joyous present and bright future.

1. Words to be memorized.

- | | |
|------------------------------------|---|
| 1. Ancient – qadimi | 2.capture – asirlik, bandilik |
| 3. Pearl – dur | 4. Troops – qo’shin, askarlar(to’da) |
| 5. Invasion – istilo | 6.Devastating – vayron qiladigan |
| 7. ash - kul | 8. relics - yodgorlik |
| 9.bury – ko’mmoq, yashirmoq | 10. outskirts – shaxar cheti(tashqarisi) |
| 11.admire - maftun bo’lmoq | 12. proclaim – tantanali e’lon qilmoq |
| 13. blossom – gullab-yashnash | 14. numerous - koplalab |
| 15. significance-mohiyat | 16. erect – to’g’ri |
| 17. creator - yaratuvchi | 18.. revive - jonlantirmoq |
| 19. glorious –shonli | 20. catalogue - katalog |
| 21.equip –ta’minlamoq | 22. value- qadr-qimmat,baholamoq |
| 23. compile – to’plamoq | 24.temple – ibodatxona, chakka |
| 25.major –muhim,katta | 26.eternally –abadiy, cheksiz,mangu |
| 27.invasion -istilo | 28.raids – bosqin, xujum |
| 29.hordes –bir to’da | 30.refer- biror narsani bildirmoq |
| 31.glitter -charaqlamoq | 32.precious –qadrli, qimmatli |
| 33.tire- charchash | 34.preserve- saqlamoq |
| 35.arouse –uyg’otmoq | 36.suffer – boshdan kechirmoq |
| 37.resurrect- tiklamoq | 38.merchants-.savdogarlar |
| 39. to and fro – oldinga va orqaga | 40.mists – g’ira-shiratuman,qirovli tuman |

2.Discussion of the text.

1. What information do we get history of Samarqand from the text? How is the city described? What periphrasis is used to describe the beauty of the city?
2. Who is this story told by? How do you define this type of narration? Who was Alexander the Great? When did he live? What other oppressors of the world do you know?
3. What was Ulug'bek? In what fields of the science did he work?
4. What are the ancient monuments of Samarqand?
5. Have you been to Samarqand?

3. Find in the text and learn them.

1. hammaga ma'lum. 2. bosib olmoq, 3. azob chekmoq, 4. barpo etmoq, 5. zavqlantirmoq, 6. noma'lum bunyodkorlar, 7. mahorat, 8. shahar chetida, 9. jihozlammoq, 10. catalog tuzmoq, 11. ilmiy qiymat, 12. saqlamoq, 13. gullab-yashnash davri, 14. ko'p yodgorliklar, 15. qimmatli durdona, 16. biror narsani dalil qilib keltirmoq.

4. Paraphrase the following sentences from the text.

1. The earliest history of Samarqand is **lost in the mists of time**. 2. Alexander THE GREAT **captured** the Marakanda. 3. Ancient geographers, historians, and poets referred to it as “ **a glittering point of the globe**”, “ **a precious pearl of the world**”, and “ **an Eastern Rome**”. 4. It **suffered** Arab **invasion** and the **devastating raids** of the **hordes** of Genghis Khan. 5. It rose **from the ruins and ashes**. 6. We **never tire** **admiring wonderful relics**. 7. They have been **preserved** since the 14th century. 8. It **arouses admiration** for the skill of its **nameless creators**. 9. The streets of Samarqand **revive some glorious** pages in its history. 10. This observatory was **equipped** with the best and most **perfect instruments of the time**. 11. Ulug'bek compiled a catalogue which **has lost none of its scientific value** today.

5. Choose a suitable word from those in brackets.

1. The working people of London live in the (suburbs ,outskirts) of the city. 2. The police have not (captured, snatched, seized) the thief yet. 3. The Army (captured, conquered, seized, defeated) 500 soldiers. 4. The opposing party (attacked, assaulted, raided) the Prime Minister's proposals. 5. He (proclaim , declare, advertise) Ann his heir. 6. The monument was (erect, construct, raise, fabricate) to honour A. Temur's memory. 7. Don't (refer, relate, apply, allude) to this matter again, please. 8. The speaker often (refer to, deal with) his note. 9. The discovery of gun-powder is often (refer to, connect with) China. 10. The flowers will (revive, enliven, refresh). 11. He hopes to see his mother (revive, recover, arouse, strengthen). 12. Her (numerous, various, copious ,diverse) friends visited her. 13. (ancient, old, classical) music stirred his feelings.

The subjunctive mood.

The subjunctive mood so'zlovchining ish-harakatga bo'lgan hoxishi, istak, faraz qilish, shart qo'yish kabi munosabatlarini bildiradi. Boshqacha qilib aytganda, subjunktiv mayldagi fe'llar ish-harakatning umuman noreal ekanligini ko'rsatadi. Ikkinchi va uchinchi xil shart ergash gapli qo'shma gaplarda ishlatiladi.

Shart ergash gapli qo'shma gaplarning ikkinchi va uchinchi turi noreal (amalgam oshmaydigan) shartni o'z ichiga oladi va amalgam oshish ehtimoli bo'lgan ish-harakatlarni ifodalaydi.

Bunday gaplarning 2 turi hozirgi yoki kelasi zamonga tegishli bo'lgan ish-harakatlarni bildiradi.

If I were a mathematician I could solve this theorem.

Agar men matematik bo'lsam, bu teoremani echar edim.

I should tell him everything if he came here now.

Agar u hozir shu yerga kelsa, men unga hamma narsani aytar edim.

If she entered the University next year she could learn English.

Agar u Universitetga kelasi yili kirsam, u ingliz tilini o'rgana olardi.

Shart ergash gapli qo'shma gapning uchinchi turi o'tgan zamonga qarashli bo'lgan ish-harakatni ifodalaydi, o'zbek tiliga ... **gan bo'lar edi**, deb tarjima qilinadi.

If I had seen him yesterday he would have told me about it.

Agar men uni kecha ko'rganimda edi, u menga u narsa haqida gapirib bergan bo'lardi.

Ingliz tilida shart ergash gapli qo'shma gaplar quyidagicha tuziladi:

Bog'lovchilar	Ergash gapning kesimi	Bosh gapning kesimi
Unless, if, in case, provided that, on condition that	1-turida: Present and Past Tenses	Present, Past, Future Tenses
	2-turida: Past Inderfinite tense	Shoul, fe'ning aso-siy shakli Would could
	3-turida: Past Perfect tense	Shoul, Perfect Would Infinitive could

1. Translate the following sentences.

1. If Helen knew Aziza's address, she would write a letter to her. 2. If my brother had time now, he would go to the cinema. 3. If I saw my friend tomorrow, I should ask him about it. 4. If he was here, he would help us. 5. If I saw him tomorrow, I should give him the book. 6. If we were to meet tomorrow, we should go to the library.

together.7. If I had seen him yesterday, I should have asked about it. 8. He would not have caught cold if he had put on a warm coat. 9. If your instructions had been received ten days ago, the books and magazines would have been sent by plane. 10. If the ship had arrived, we should have received a telegram.11. If he knew about our difficulties, he would help us.12. If he had heard of your marriage he would have been surprised. 13. If you had not told about it I should never have known the facts.14. If he had taken the doctor's advice he might not have fallen ill.

2. Translate the sentences into English.

1. Agar siz masalani yechib bo'lgan bo'lsangiz, ketishingiz mumkin.2 Agar u kelishga va'da bergan bo'lsa,u albatta keladi.3. Agar u faqat kecha kelgan bo'lsa, ehtimol u yakshanbagacha ketmaydi.4. Agar mening pulim bo'lganda, men sizga to'lar edim.5. Agar u sizning kelishingizni eshitganda, u hayron bo'lar edi.6. Agar birov buyurmaganimizda, u buni qilmas edi.7. Agar siz Londonga borganingizda edi, siz qirolichani ko'rgan bo'lardingiz. 8. Yomg'ir bo'lsa, men soyabonni olaman.9. Agar siz menga yordam bersangiz, biz soat 6 tugata olamiz.10. Agar u keyingi xaftada kelsa, biz undan nima qilishni so'raymiz. 11. Agar otam bo'ganida edi, men uning hurmat qilgan bo'lardim.

3. Test for solving.

1. You _____ seen her in Chicago! I know for a fact that she was right here in Phoenix.
a) must have b) should not have c) couldn't have
2. Yes, I know that I _____ studied last night, but I decided to watch TV instead.
a) would've b) should've c) must've.
3. Where is Jill? She _____ forgotten that we were supposed to meet at 2 PM.
a) would've b) should've c) must've.
4. I _____ been glad to help you. Why didn't you ask?
a) would've b) should've c) must've.
5. Look! It's raining and Professor Johnson is all wet. He _____ forgotten his umbrella again.
a) would've b) should've c) must've.
6. You _____ turned off the computer when you did! You've caused all kinds of problem.
a) shouldn't have b) must not have c) might not have
7. She _____ study last night, so she didn't.
a) didn't have to b) mustn't c) didn't ought to.
8. Yes, she _____ been here yesterday. I don't think she was, but I can't prove that she wasn't.
a) could b) could've c) couldn't have.
9. I'm not sure where Dave is. He _____ taken Tom to a movie or to the zoo.
a) would have b) may have c) ought not to have.
10. You shouldn't have driven so fast. You _____ had an accident.
a) would have b) may have c) might have.

Lesson- 5 (6 hours)

Text: American holidays.

Grammar: Direct and indirect speech.

To do exercises.

American holidays.

There are many holiday in the world as they are in America.

Most of holidays celebrated in the. United States are also celebrated in many other countries: Christmas, Easter and New Year's Day from part of the holiday tradition throughout most of Europe, Africa, and Latin America. Other holidays were brought to the United States by members of different ethnic groups who immigrated to North America.

January. New Year's Day marks the beginning of a new year and the end of the "holiday season", the period from Thanksgiving to Christmas. Schools, government offices and most businesses are closed. People celebrate the arrival of the New Year. Martin Luther King's birthday is celebrated on the third Monday of the month. King became a black leader of national importance.

February. Valentine's Day is one of popular holidays with school children. Presidents' Day is a day when Americans honor men who were the Presidents of the United States. Federal offices are closed on this holiday, but schools and most businesses are open. They observe Lincoln's birthday and Washington's Birthday. March. Saint Patrice's day.

March 17 celebrated to honor the patron saint of Ireland has become a day for wearing a symbolic green clothing. In New York, the home of large numbers of Irish immigrants St. Patrick's Day is widely celebrated.

April. April fool's day is a day on which people traditionally joke. Easter is the most important of Christian holidays. It is a religious holiday.

May. May Day is not celebrated in the United States as a day honoring the worker, as it in other parts of the world. It is celebrated as the beginning of spring. Mother's Day the second Sunday in May, is traditionally the day Americans honor mothers and grandmothers with visits, cards, gifts, and so on.

Memorial day, the last Monday in May, is a federal holiday. This is officially the day for honoring all Americans who died in wars and for many families it has become a day for visiting and placing flowers on the graves of other family members as well.

June. Father's Day. On the third Sunday in the month of June is traditionally the day Americans give attention to their fathers and grandfathers. Gifts as well as special visits are usual.

July. On the forth day of July is an independence day. It is celebrated throughout the country.

August. There are no holidays at this time of the year. Many Americans take vacations.

September. Labor day marks the unofficial end of summer.

October. Columbus Day, the second Monday in October, is celebrated as a federal holiday.

Halloween, October 31, is not a federal holiday. It is religious in origin.

November. Veterans day, November 11, is the official anniversary of the end Of World War 1.

Thanksgiving ,on the fourth Thursday of November, is a day Americans consider to be a family celebration and many travel long distances for family reunions during the four day school holiday. It is the national holiday and was celebrated in 1621 by English settlers.

December. Christmas, December 25, is both a joyful religious celebration and a major commercial event in the United States.

1. Answer the following questions.

1. What Christian holidays do you know? 2. What Moslem holidays do you know? What does the Thanksgiving mean? 4. What does the Navruz mean? 5. When do American people celebrate Easter? 6. What do people do at Easter? 7. Where Father's Day celebrated? 8. Is Christmas a Moslem or Christian holiday?

2. Learn the poem by heart.

Auld Lang syne

Should auld acquaintance be forgot,
And never brought to mind?
Should auld acquaintance be forgot
And days of auld Lang syne?

For auld Lang syne, me dear,
For auld Lang syne -
We'll take a cup of kindness yet
For auld Lang syne !

And here's a hand, my trusty friend,
And give a hand of thine,
We'll take a cup of kindness yet
For auld Lang syne.

Direct and indirect speech.

1. Biro damning gapini boshqa birovga o'zgartirmasdan yetkazish ko'chirma gap deyiladi. Biro damning gapini to'ldiruvchi ergash gap yordamida faqat mazmunini yetkazish o'zlashtirma gap deyiladi.

Ko'chirma gap

He has said: "The ship will arrive at the end of the week."

O'zlashtirma gap

He has said that the ship will arrive at the end of the week.

Ko'chirma gapdagi *The ship will arrive at the end of the week* gapi mustaqil alohida bir gapdir. O'zlashtirma gapdagi *that the ship will arrive at the end of the week* gapi to'ldiruvchi ergash gap bo'lib, alohida ishlatilmaydi. *He has said* bosh gap.

2. Ko'chirma gaplardan oldin, odatda, vergul qo'yiladi. Ammo uzun matnlardan oldin ikki nuqta qo'yiladi. Ingliz tilida qo'shtirnoq ko'chirma gapning boshida ham, oxirida ham qatorning yuqorisiga qo'yiladi.

3. Ko'chirma gaplar darak, so'roq gaplarga bo'linadi.

Darak gaplarni o'zlashtirma

Gaplarga aylantirish

1. Ko'chirma gaplarni o'zlashtirma gaplarga aylantirishda quyidagi o'zlashtirishlar qilinadi;

a) Bosh gap bilan ko'chirma gap o'rtasidagi vergul va qo'shtirnoqlar tushuri qoldiriladi. O'zlashtirma gap oldida **that** bog'lovchi ko'pincha tushib qolishi ham mumkin;

He says, "Mary will do it". He says (that) Mary will do it.

b) Agar bosh gapda to'ldiruvchisiz **to say** fe'li ishlatilgan bo'lsa o'zlashtirma gapda **to say** saqlanib qoladi. Agar ko'chirma gapda **to say** fe'lidan keyin to'ldiruvchi kelsa ko'chirma gapdagi **to say** fe'li o'zlashtirma gapda **to tell** fe'li bilan almashadi:

He says, "Mary will come in the evening"

He says that Mary will come in the evening.

He has said to me, "The negotiations have begun"

He has told me that the negotiations have begun.

c) Ko'chirma gapda kishilik va egalik olmoshlari ma'noga qarab o'zgartiriladi:

Ra'no says, "Anvar has taken my book"

Ra'no says that Anvar has taken her dictionary

d) Agar bosh gapdagi fe'l **Simple Present**, **Present Perfect**, **Simple Future** zamonlarining birida bo'lsa, ko'chirma gapdagi zamon o'zlashtirma gapda o'zgarmaydi:

He says (has said, will say), "I sent them the telegram on Sunday"

He says (has said, will say) that he sent the telegram on Sunday."

e) Agar bosh gapdagi fe'l **Simple Past, Past continuous, Past Perfect** zamonlarida bo'lsa ko'chirma gapni o'zlashtirma gapga aylantirganimizda ergash gapdagi zamon o'tghan zamonga aylantiriladi va quyidagicha o'zgartiriladi:

Simple Present	-----	Simple Past
Present Perfect	-----	Past Perfect
Simple Past	-----	Past Perfect
Simple Future	-----	Future in the past
Present Continuous	-----	Past Continuous
Present Perfect Continuous	-----	Past Perfect Continuous
Past Continuous	-----	Past Perfect Continuous
Future Continuous	-----	Future Continuous in the Past
Future Perfect	-----	Future Perfect in the Past
Future Perfect Continuous	-----	Future Perfect Continuous in the Past

He said, "I get up at 8 o'clock"

He said that he got up at 8 o'clock.

f) Ko'chirma gapni o'zlashtirma gapga aylantirganda **Past Perfect** va **Past Perfect Continuous** zamonlari o'zgarmay qoladi:

He said, "We had finished our work by 6 o'clock"

He said that they had finished their work by 6 o'clock.

g) Ko'chirma gapni o'zlashtirma gapga aylantirilganda ish-harakatni sodir bo'lish vaqti ko'rsatilganda **Simple Past** va **Past Continuous** zamonlari o'zgarmay qoladi:

He said, "I began to study English in 1998".

He said that he began to study English in 1998.

Ammo the day before, two days before kabi vaqt ko'rsatkichlari bilan **Past Perfect** ishlatiladi:

She said that she had been there the day before.

U u yerda bir kun oldin bo'lganligini aytdi.

h) Ko'chirma gapni o'zlashtirma gapga aylantirishda ko'rsatish olmoshlari, payt va o'rin-joy ravishlari quyidagicha o'zgaradi:

Ko'chirma gap

o'zlashtirma gap

This-bu shu

that-o'sha

These-bular, shular

those-o'shalar

Now-hozir

then-o'shanda

Today-bugun

that day-o'sha kuni

Tomorrow-ertaga

the next day-keyingi kuni

The day after tomorrow-ertadan keyin

two days later-2 kundan keyin

Yesterday-kecha

the day before-bir kun oldin

The day before yesterday-o'tgan kun

2 days before- 2 kun oldin

Ago- ilgari,avval
Next year- kelasi yil

before- ilgari
the next year,the following year-

Here- bu yerda

Keyingi yili
there- u yerda

i) Ko'chirma gaplar so'roq gap bo'lsa quyidagicha bo'ladi:

He asked me, "Where do they live?"
He asked me where they lived.

She asked me, "Have you got our letter?"
She asked me whether (if) I had got their letter.

I asked him, "Will you go there?"
I asked him whether he would go there. He answered that he would (wouldn't)

j) Buyruq gaplarni o'zlashtirma gapga quyidagicha aylantiriladi:

He said to me," Don't go there."
He told me not to go there.

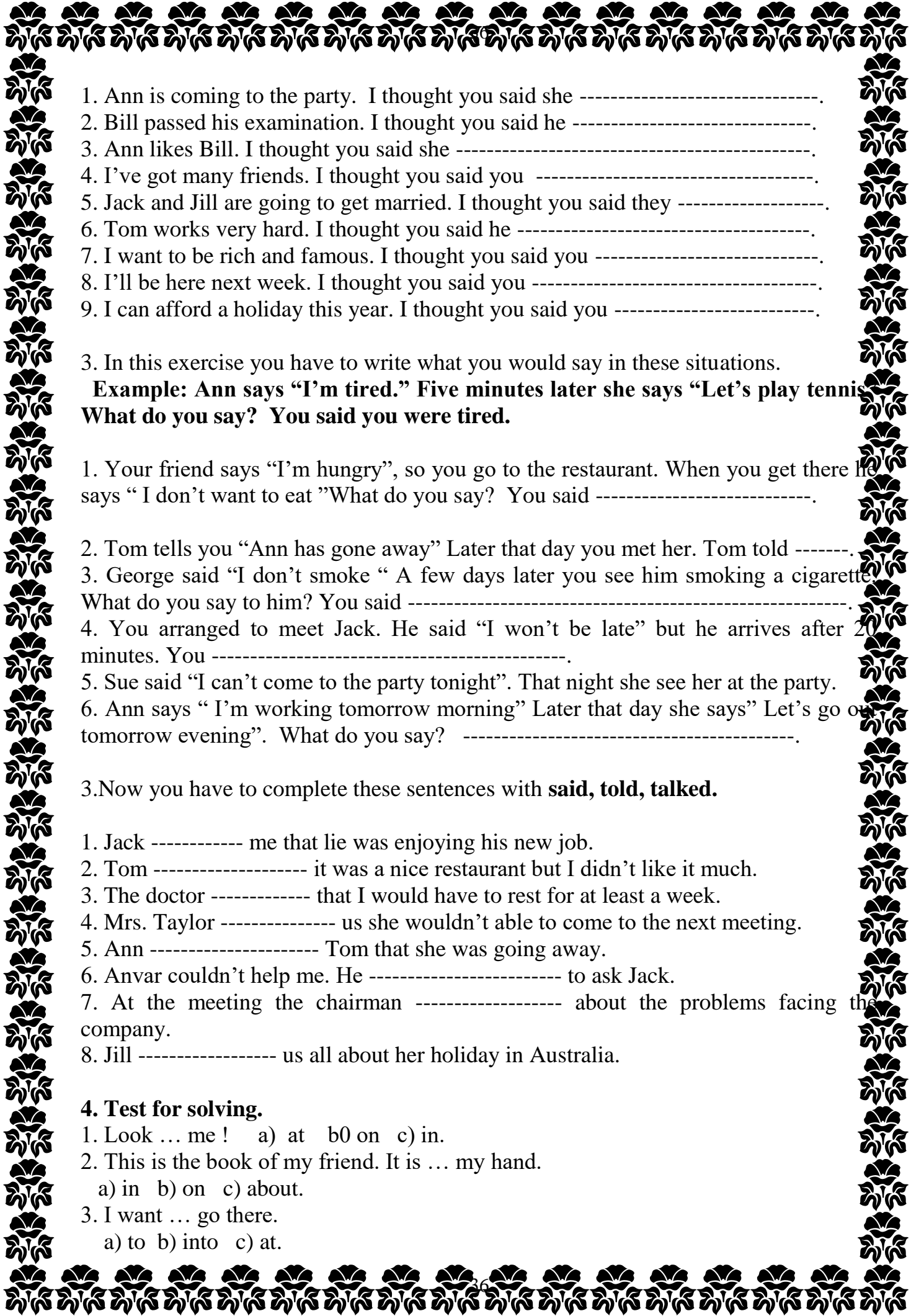
She said to Tom,"Come at 5 o'clock"
She told Tom to come at 5 o'clock.

1.Yesterday you met a friend of yours, Tom told you a lot of things. Here are some of them he said to you:

1. I'm thinking of going to live Canada.
2. My father is in hospital.
3. Nora and Jim are getting married next month.
4. I haven't seen Bill for a while.
5. I've been playing tennis recently.
6. Margaret has had a baby.
7. I don't know what Fred is doing.
8. I hardly ever go out these days.
9. I work 14 hours a day.
- 10.I'll tell Jim I saw you.
11. You can come and stay with me if you are ever in London.
12. Tom had an accident last week but he wasn't injured.
13. I saw Jack at a party a few months ago and he seemed fine.

Later that day you tell another friend what Tom said. Use reported speech.

2. In this sentence says something to you which is the opposite of what they said before. Example: That restaurant is expensive.- I thought you said it wasn't expensive.

- 
1. Ann is coming to the party. I thought you said she -----.
 2. Bill passed his examination. I thought you said he -----.
 3. Ann likes Bill. I thought you said she -----.
 4. I've got many friends. I thought you said you -----.
 5. Jack and Jill are going to get married. I thought you said they -----.
 6. Tom works very hard. I thought you said he -----.
 7. I want to be rich and famous. I thought you said you -----.
 8. I'll be here next week. I thought you said you -----.
 9. I can afford a holiday this year. I thought you said you -----.

3. In this exercise you have to write what you would say in these situations.

Example: Ann says "I'm tired." Five minutes later she says "Let's play tennis." What do you say? You said you were tired.

1. Your friend says "I'm hungry", so you go to the restaurant. When you get there he says "I don't want to eat." What do you say? You said -----.
2. Tom tells you "Ann has gone away." Later that day you met her. Tom told -----.
3. George said "I don't smoke." A few days later you see him smoking a cigarette. What do you say to him? You said -----.
4. You arranged to meet Jack. He said "I won't be late" but he arrives after 20 minutes. You -----.
5. Sue said "I can't come to the party tonight". That night she sees her at the party.
6. Ann says "I'm working tomorrow morning." Later that day she says "Let's go out tomorrow evening". What do you say? -----.

3. Now you have to complete these sentences with **said, told, talked**.

1. Jack ----- me that he was enjoying his new job.
2. Tom ----- it was a nice restaurant but I didn't like it much.
3. The doctor ----- that I would have to rest for at least a week.
4. Mrs. Taylor ----- us she wouldn't be able to come to the next meeting.
5. Ann ----- Tom that she was going away.
6. Anvar couldn't help me. He ----- to ask Jack.
7. At the meeting the chairman ----- about the problems facing the company.
8. Jill ----- us all about her holiday in Australia.

4. Test for solving.

1. Look ... me ! a) at b) on c) in.
2. This is the book of my friend. It is ... my hand.
a) in b) on c) about.
3. I want ... go there.
a) to b) into c) at.

4. I go ... home. A) to b) at c) - .
5. She is a woman ... 40. a) in b) of c) about.
6. It is ... book. A) a b) the c) an
7. He is ... economist. A) an b) a c) the.
8. Do you live a long way ... the factory.
a) in b) from c) far.
9. I ... tomorrow, so we can go out somewhere .
a) don't work b) am not working c) does not work.
10. – On what ... to spend his money?
_ He ... to buy a car.
b) he is going/ is going b) is he going/is going c) he is going/is gone.

Lesson – 6 (6 hours)

Text: Education in Great Britain and America.
Grammar: Types of questions.
To do exercises.

Education in Great Britain and America

The system of education in Great Britain includes preschool education, primary education, secondary education and higher education. All English children go to school when they are five. The primary education in Great Britain includes Infant school (age 5-7) and Junior school (age 7-11). Secondary education continues from the age of 11 to the age 15 or longer.

The children of rich people get a better education than children of poor classes. They attend Public Schools where they pay much money for their studies. Later on many of them study at the Oxford or Cambridge Universities. For children of the workers it is more difficult to get a higher education.

After finishing Junior school at the age of 11 children take 11 plus examination which will decide to which type of secondary school they will go to a Secondary Modern School, a Secondary Technical or Secondary Grammar School.

The children who have very good results go to the Grammar school or Technical School. Those children who have bad results in the 11 plus examination which will decide to which type of secondary Modern school.

The Grammar School teaches modern languages, sciences and classics. The school prepares pupils for Universities or colleges. There are very few secondary Technical schools. They teach practical subjects, such as commerce, industry and agriculture. The secondary Modern schools give a very limited education. Pupils

learn very little of math and English, but get instructions in woodwork, metalwork, sewing, typing and coating.

A new type of school, a Secondary Comprehensive school takes boys and girls without 11 plus exam. But in the school there are different programs: the grammar school program, the technical school program and a modern school program. There are also Independent schools in Britain. They are boarding school for the children from rich families.

The structure of higher education in Great Britain is very complex. It includes universities and different types of colleges. Besides 2 aristocratic universities of Oxford and Cambridge, there are many new or "modern" universities. The system of education in Britain has a bourgeois character and all the progressive people of the country demand more democratic system of education.

In the United States of America each state has its own educational system. There are the following types of schools in the USA:

1. Elementary school, public and private – 6 years.
2. Secondary schools, public and private – 6 years
 - Junior High school – 3 years
 - Senior High school – 3 years
3. Separate professional colleges.
 - Teachers colleges.
 - Higher Technical institutes.
 - Theological schools.
 - Universities.

A school system in the USA may be organized according to a 6-3-3 pattern, that is, six year elementary school program, a three year junior program and a three-year high school program. Some other variations may be 4-4-4, 5-3-4. In many states children go to school at the age of 6-8 and continue it to the age 14-18. At the present time more than 2 million Americans between the ages of 7 and 17 are out of school.

The elementary school of America is the common school and is attended by all groups of the population. In the southern states the public elementary schools for white and negroes are separated. The system of secondary school education in the USA includes different kinds of school public and private, large and small, urban and rural, traditional and experimental. In the junior school English, math and history are studied by all the pupils. The other subjects are selective. The senior High school has different curriculum: Cultural, Technical, Agricultural, Commercial, Home Art and Vocational.

Higher education in the USA is organized differently from that in Europe. There are public and private Universities and colleges in the USA. The largest and best of them are private institutions of higher learning. Their students must pay high fees for studies. Religion plays an important part in teaching American students.

1. Learn the new words of the text.

1. educational system – ta’lim tizimi.
2. elementary school – boshlang’ich maktab.
3. private – xususiy.
4. Junior High school – kichiklar yuqori maktabi
5. Senior High school – kattalar yuqori maktabi
6. variation - turli
7. urban - shaxarlik
8. selective – tanlab olingan.
9. theological - diniy
10. pattern – namuna, model
11. fee – o’qish uchun to’lash
12. religion - din
13. tax - soliq
14. include – o’z ichiga olmoq
15. preschool - maktabgacha
16. infant school – bog’cha yoshidagi 5-7 yoshli bolalar maktabi
17. Junior school – boshlang’ich maktab
18. Public school – umumta’lim maktab
19. Secondary Comprehensive school – o’rta umumta’lim maktab
20. attend - qatnamoq
21. modern school – kasb-xunar maktabi
22. grammar school – o’rta klassik maktab
23. woodwork – yog’och ishi
24. metalwork - slesar
25. sew - tikish
26. tutor – guruh rahbari
27. attach - biriktirmoq
28. boarding school – internat maktab
29. progressive – ilg’or, taraqqiyparvar
30. curriculum – o’quv rejasi

2. Answer the questions.

1. What education does the system of education in Great Britain include? 2. When do the English children go to school? 3. How many school does the primary education include? 4. How many years does secondary education continues? 5. What kind of education do the children of rich people get? 6. Who attend public schools. What is more difficult for the children of the workers? 8. Where do the children go after the exam at the age of 11. 9. What types of schools are there in the USA? 10. How is the school system in the USA organized? 11. At what age do children go to school? 12. How many years do children study at the elementary school? 13. What curriculum has the Senior High school?

3. Translate the following sentences.

1. Buyuk Britaniya oily ta'lim tizimiga universitetlar va turli tipdagi kollejlarga kiradi. 2. Oksford va Kembrij universitetlari Britaniyadagi eng katta universitetlaridan hisoblanadi. 3. O'rta ta'lim maktabi yangi tipdagi maktab bo'lib, bolalarni imtihonlarni qabul qiladi. 4. Buyuk Britaniya ta'lim tizimi maktabgacha ta'lim, boshlang'ich ta'lim, o'rta ta'lim va oily ta'limlarni o'z ichiga oladi. 5. Ishchilar bolalari uchun oily ta'lim olish qiyin. 6. AQSHning har qaysi shtatining ta'lim tizimi mavjud. 7. Boshlang'ich ta'lim AQSHning ko'p shtatlarida 6 yil, ba'zi joylarda 4 yoki 5 yilda iborat. 8. Boshlang'ich maktab AQSHda umumiy bo'libaholining barcha tabaqadagi bolalari o'qiydi. 9. Janubiy shtatlarda umumta'lim, boshlang'ich ta'lim negrlar uchun ajratilgan. 10. AQSHdagi oily ta'lim Yevropadagidan boshqacha tashkil qilingan. 11. AQSHda oily ta'lim o'qituvchilar koledji, texnik institutlar, diniy maktab va universitetlardan iborat.

Types of questions.

Soroq gaplar quyidagi turlarga bo'linadi:

1. Umumiy so'roq gaplar (general questions)
2. Maxsus so'roq gaplar (special questions)
3. Tasdiq so'roq gaplar (disjunctive questions)
4. Muqobil so'roq gaplar (alternative questions)

Umumiy so'roq gaplar.

Umumiy so'roq gaplar gapning boshida, eganing oldiga yordamchi fe'l yoki modalar fe'lni qo'yish bilan yasaladi. Kesim tarkibida ikki yoki undan ziyod yordamchi fe'l bo'lsa, eganing oldiga faqat birinchi yordamchi fe'l o'tkaziladi.

I am a teacher. Am I a teacher?

She has a good pen. Has she a good pen?

The work will have been done by 5 o'clock. Will the work have been done by 5 o'clock?

She can translate the article. Can she translate the article?

Maxsus so'roq gaplar.

Maxsus so'roq gaplar gapning biror bo'lagiga beriladi va **Who?**(kim?), **What?**(Nima? Qanday?), **Which?**(Qaysi?), **When?**(Qachon?), **Where?**(Qayerga? Qayerda?), **Why?**(Nima uchun?), **How?**(Qanday?), **How much?**(Qancha?), **How many?**(Nechta?), **How long?**(Qancha vaqt?) kabi so'roq so'zlar yoki so'zlar guruhi bilan boshlanadi.

Maxsus so'roq gaplarda so'z tartibi umumiy so'roq gaplarnikiga o'xshaydi, faqat gapning boshida so'roq so'zlar qo'yiladi. Maxsus so'roq gaplar gapning biror bo'lagiga beriladi.

When
where
which
why
how many, etc.

yordamchi fe'l
+ modal fe'l+ ega + asosiy fe'l +va h.k?

When was A.Navoi born? He was born in 1441.
Who is your friend? She is Lola.
Where do you live? I live in Namangan.
Why don't you go to the cinema? I am so busy.

Tasdiq so'roq gap.

Umumiy so'roq gaplarning bir turi tasdiq so'roq gaplardir. Bunday so'roq gaplar bo'lishli yoki bo'lishsiz darak gapga qisqa umumiy so'roq gap qo'shiladi. Bu so'roq gap bosh gapdagi fe'lga mos yordamchi yoki modal fe'ldan va bosh gapning egasiga mos bo'lgan kishilik olmoshidan iborat bo'ladi.

You speak French, don't you? Siz fransuz tilida gapirasiz, shunday emasmi?

Tasdiq so'roq gaplari gapiruvchi o'zining aytgan fikriga tasdiq olishni istaganida ishlatiladi. Gapiruvchi bo'lishli tasdiq olishni istasa, so'roq gapdan oldingi darak gap bo'lishli shaklda, so'roq gapdagi yordamchi yoki modal fe'l bo'lishsiz shaklda ishlatiladi. Agar gapiruvchi bo'lishsiz javob olishni istasa, so'roqdan oldingi darak gap bo'lishli bo'ladi va so'roq qismidagi yordamchi yoki modal fe'l bo'lishli shaklda bo'ladi.

She is very busy, isn't she? U juda band, shunday emasmi?
She isn't busy, is she? U juda band emas, shundaymi?

Muqobil so'roq gap.

Muqobil so'roq gap **or** bog'lovchisi bilan bog'langan ikkita umumiy so'roq gapdan iborat bo'ladi. Odatda ikkinchi so'roq gap to'liq bo'lmaydi. Bunday so'roq gaplarga to'liq javob beriladi:

Do you like tea or coffee? I like tea.

Muqobil so'roq gap egaga berilgan bo'lsa, ikkinchi egadan oldin doim yordamchi fe'l yoki modal fe'l keladi. Bunday so'roq gaplarga har qanday egaga berilgan so'roq gaplarga o'xshab qisqa javob beriladi:

Did you speak to them or did the manager? The manager did.

Muqobil so'roq gaplar so'roq so'zlar bilan ham boshlanishi mumkin. Bunday so'roq gaplar maxsus so'roq gap va ikkita uyushuq bo'lakdan iborat bo'ladi:

Which do you like: tea or coffee?

1. Copy the sentences using correct sentences.

When I (call) at his house, they (say) me that the (leave) an hour ago. 2. When I (come) in I noticed that somebody (leave) his umbrella in the room. 3. After we (clear) the ground, we set up the first of the tents. 4. I knew all along that we (take) the wrong road. 5. They (stop) where the road was wide and (wait) till the other car (pass). 6. When I (come) to see my friend, I (find) him lying in bed. 7. My watch (go) at nine o'clock, but not it (stop). 8. What you (do) since I (see) you last. 9. When you (come) I (work) at my English for half an hour. 10. Next year he (live) in our village ten years. 11. By the first of February we (take) about 20 lessons. 12. Yesterday I (buy) a new dictionary as I (lose) my old one. 13. I shall speak to her if I (meet) her. 14. She just (go) out. 15. She (leave) the room a moment ago. 16. Yesterday I (meet) a friend of mine Whome I not (see) for many years. 17. What you (do) when I (come) in. 18. By the end of the term we (read) many English books. 19. I don't know when she (come), but when she (come) I'll give her your book. 20. Where you put my dictionary? I can't find it. 21. She (work) hard since she (be) here. 22. When I (arrive) to the station, the train (go) and I (have) to wait till the next train (come).

2. Fill the blanks with *some, any, much, many, few, little*.

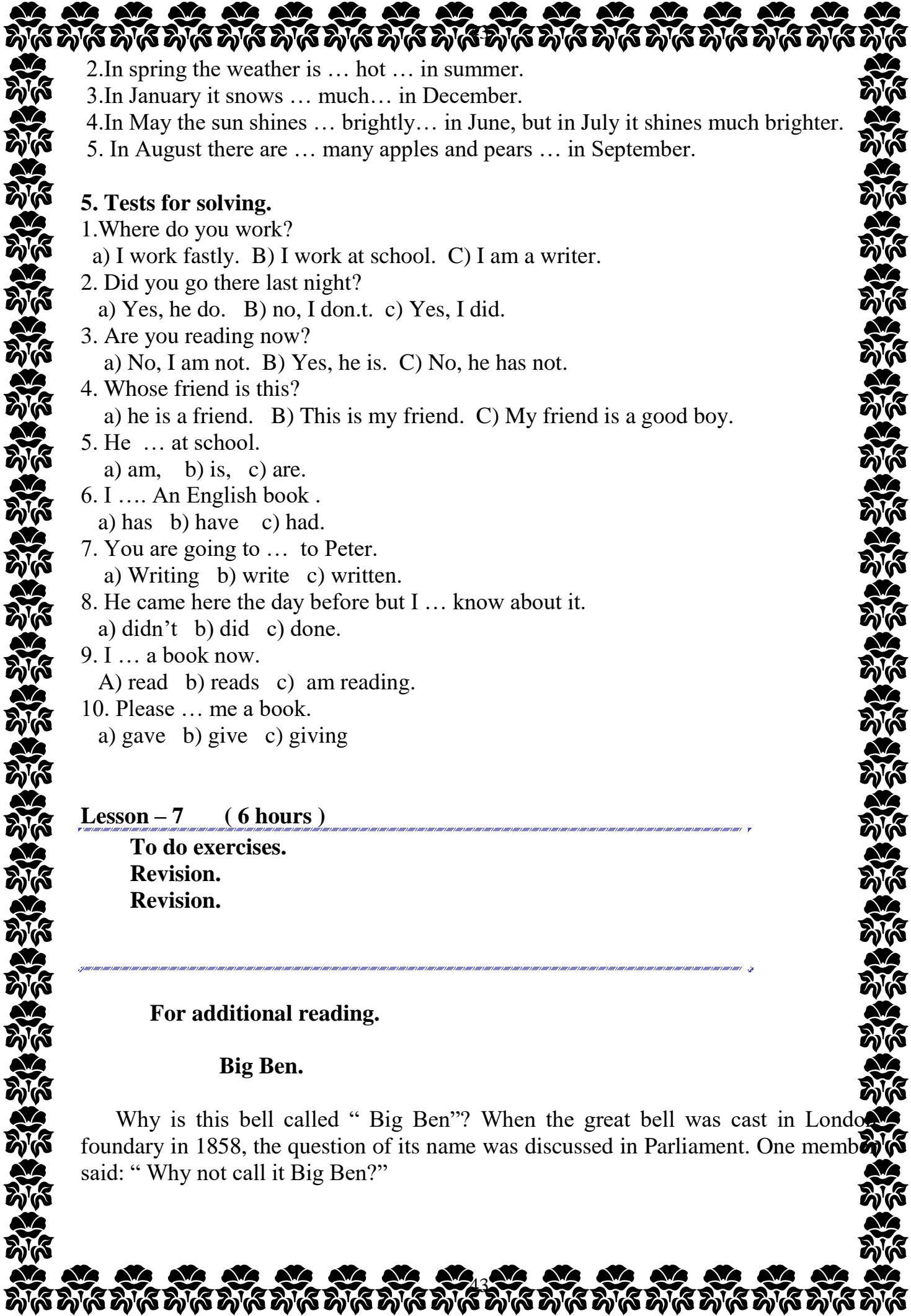
1. Please give me Ink. 2. There are ... books on the desk. 3. Is there ... chalk in the box? No, there is not.... 4. Have you ... milk in your cup? Yes, I have... 5. I have read ... books both in English and In Russian very famous writers. 6. You can speak English ..., can't you? 7. I don't find ... Uzbek books on this shelf. 8. There are... many new houses in our street. 9. I have ... time, let us go to the cinema.

3. Fill the blanks with the modal verbs *must, can, may*.

1. When ... you come to your lessons? I... come to my lessons at nine o'clock in the morning. 2. You are not well, Hamid and you... not go out. 3. ... I take your pen? Yes, you ... Here it is. 4. My sister knows English well. She ... translate this text well. 5. We... come to see him today. As he is ill. 6. The pupils ... come to the lessons in time. 7. Pupils ... know the history of their native country. 8. You ... read about the weather in Uzbekistan in the newspaper which I gave you.

4. . Fill the blanks with the adverbs *as...as, not so... as*.

1. Autumn is ... cold... winter.

- 
2. In spring the weather is ... hot ... in summer.
 3. In January it snows ... much... in December.
 4. In May the sun shines ... brightly... in June, but in July it shines much brighter.
 5. In August there are ... many apples and pears ... in September.

5. Tests for solving.

1. Where do you work?
a) I work fastly. B) I work at school. C) I am a writer.
2. Did you go there last night?
a) Yes, he do. B) no, I don't. c) Yes, I did.
3. Are you reading now?
a) No, I am not. B) Yes, he is. C) No, he has not.
4. Whose friend is this?
a) he is a friend. B) This is my friend. C) My friend is a good boy.
5. He ... at school.
a) am, b) is, c) are.
6. I An English book .
a) has b) have c) had.
7. You are going to ... to Peter.
a) Writing b) write c) written.
8. He came here the day before but I ... know about it.
a) didn't b) did c) done.
9. I ... a book now.
A) read b) reads c) am reading.
10. Please ... me a book.
a) gave b) give c) giving

Lesson – 7 (6 hours)

To do exercises.

Revision.

Revision.

For additional reading.

Big Ben.

Why is this bell called “ Big Ben”? When the great bell was cast in London foundry in 1858, the question of its name was discussed in Parliament. One member said: “ Why not call it Big Ben?”

There was much laughter among the members because the man in charge of public buildings was Sir Benjamin Hall , very tall, stout man whose nickname was “Big Ben”.

From that time the bell has been known as Big Ben. The bell is 7 foot 6 inches high, and 9 foot 6 inches across the mouth. It weights 13 tons. Big Ben is the name of the bell only – not the clock, and not the tower.

The goose that laid the the golden eggs.

Once upon a time a farmer had a wonderful goose, which laid golden eggs every day. The farmer was happy. But one day he thought that one day he would be quite rich.

But he was greedy too. He was not content with one egg every day . “If I kill the goose,” he said to himself, “I shall get eggs all at once.I shall not have to wait day by day. And I shall be a rich man very soon.”

He took a knife and cut her open. When he looked inside her belly , he did not find any egg. He was very sad , indeed. He had killed the goose that laid the golden eggs . He was not patient enough to wait for her to lay them day by day.

At a Barber’s Shop.

A man entered a barber’s shop with a boy of 5 or 6 years old holding his hand. He was in a great hurry and he asked the barber to cut his hair first and later to cut the boys hair.

“He can wait , I want you to cut my hair first,” he said. The barber did as he was told and when he had finished the man got out of the chair and the boy took his place. The man excused himself and said that he was in a great hurry and that he would be back in a few minutes and would pay for them both. Then he left and the barber began to cut the boy’s hair. When he had finished he picked the boy up and placed him in a chair to wait. He gave him a magazine to look at.

A half hour passed, an hour passed. At last the barber said : “Don’t worry your father will be back soon.” “ My father?!” said the boy. “ He is not my father. He was playing in the street and he came along and said: “ Come on with me little boy. Let’s go into this barber shop together and have our hair cut.”

A Great Hero.

A gentleman who lived in the West Indies was taking a walk in his garden in the evening just as it was growing dark. All at once he came upon what he thought was a great snake coiled up in the the middle of the garden walk. He hurried off for an axe and attacking the creature with great bravary, he cut it into hundred pieces. Then he returned to his house, proudly told his family what he had done, and went to bed.

Next morning the gardener came running up to him, and called out in great distress: “It is all cut to pieces, sir. Some villain must have done it!” “ It was not a villain,”replied the master: “ I did it with my own hands, and there are not many more

who would have been bold enough to kill that frightful snake.” “ But it wasn’t snake !” said the gardener, “ it was only the garden-hose.”

1.Translate the following sentences.

1. I **sleep** here. My father **sleeps** in his study. 2. In case she **wants** to see him, he’ll come over. 3. “Your mouth is bleeding. **Does** it **hurt**?” Martha asked me. 4. Where **do** we **go** from here? 5. Please see that the children **don’t get** nervous. 6. I **do** a lot of traveling, you know. 7. One **lives** and **learns**. 8. He **owns** a big car. 9. “It won’t do any good to anyone if you get ill,” I said. 10. “His men **act** silently as a ruler. They wear drak glasses and they call after drak”, he addent. 11. You **understand** what we’re talking about? 12. Changes **happen** very quickly here. 13. How quickly you **leap** to his defense! 14. I said, “I **take** things as they came”. 15. His temper will not be right until we are at home again. 16. “Do you often”, asced, “take holidays in these parts?” 17. She beat with her hand on the back of the sofa and cried to them: “You talk too much”. 18. “it’s too late to go anywhere.” What we do then?” 19. “Perhaps after breakfast I could ring up my family.” “The telephone doesn’t work.” 20. He’s very interesting when he talks about guerilla-fighting. 21. Then the captain announced in a duty voice: “Tomorrow afternoon we arrive by four o’clock.” 22. “The news calls for champagne,” Jones said. 23. Why don’t you go back home? 24. They wish to make sure that he does not alter his plans. 25. She thought he wanted to look a mystery man to her. 26. I brush my teeth every night. 27. “I give up, you win”. 28. It is a scene in which Mr Dante, in a white dinner jacket, arrives at the ground floor by lift. The lift door opens, he gets out , looks at something on his left , registers alarm and walks away briskly. 29. I must be well by that time, whatever happens.30. I’ve got to get him to the station. His train leaves at 11.

2. Use the Present Simple or Present Continuous in the following sentences.

1. He has suffered a great deal of pain.You (not to think) he (to behave) very well though? 2. “I (to live)up there,” she said indicating the gates. 3. I never (to change) my shoes even when I (to get) my feet wet.4. “By the way, what Bill (to do) now”, asked Arthur.5. The guard stared at him . “You (to have) a pass?” 6. “I’m sorry. I’m not good at this sort of thing. I can’t do it.” “ You properly (not to try) .”7. “Mr brown (toplay cards?” he asked. 8. “Luis (to keep) something secret.”” He (not to tell) you everything?” 9. They will have to stay with us when they (to arrive) here. 10. “And what has become of Mr Jones? “ the man asked. “ He (to do) well.” 11. “You must forgive me,but I (not to touch) alcohol.” Said Mr Smith.12. It is no use mumbling at me out of the side of your mouth, and imagining that you (to speak) French. 13. “I (toexpect) I’ll do whatever you (to say) ,” she said. 14. “ Dan, why your brother (to call) so early,” she said, turning to her husband with her hand over the mouthpiece. 15. I(to believe) she(to feel) foolish this morning.16. If there is one thing I(not to like) on a voyage it is the unexpected. Naturally I(not to talk) of the sea.

The sea (to present) no problem. 17. He will give me a welcome whenever I (to come) here. 18. A very old woman was staring at them intently. "We (to do) something to attract attention?" Grace asked. 19. At the further end of the village (to stand) the medieval church. 20. "I shall go mad if this (to go) on much longer," said Rex. 21. "Where's Mrs Hardy?" "Downstairs, Sir. She (to greet) the guests." 22. May I put my car away in your garage in case anyone (to come)? 23. He gave me a smile as if to say: "I only (to joke)." 24. Mr Smith and I never (to travel) anywhere without a bottle of aspirin. 25. The wheel of her bicycle was bent out of shape. "What I (to do) now?" she asked. 26. She always (to try) to show off to her husband that she can do without him. 27. "For somebody who's just arrived," she said, "you (to make) friends quickly." 28. The doctor (not to see) the patients today. He has been called away. 29. "If you (to feel) so strongly," she said, "why you (not to do) something about it?"

3. Use one of the Present tense-aspect forms or the Past Simple in the following short situations:

17. "You (to know) the man for many years?" "Yes. We (to be) at Cambridge together." 2. In the morning, coming down the stairs, Rosemary (to see) Tony lying in the sitting room. "What you (to do) here?" "I (to sleep) here." "I'm sorry we (to take) your room." "I (to sleep) in my room for fifteen years." "But this is a pretty room, isn't it?" "Yes, the sun (to be) in it since six this morning." "You (to see) Phillip?" "You (to know) where he is?" "I expect he (to talk) to mother." "Oh, well, they're old friends, aren't they?" "Inseparable. They (to start) quarrelling this morning at 10 o'clock." 3. Are you keen on golf? – I (not to play) myself. I somehow never (to have) the time. 4. The pilot was young with a bad twitch that pulled his mouth to the right 20 times a minute. "This morning" he kept saying, "this morning I (not to have) this. It (to get) worse and worse. It (to look) bad?" "No, I hardly (to notice) it," I said. "I (to be) shot down by an American," the pilot said. "The first American ever (to see). I even (not to know) they (to be) here." 5. I'm sorry I (to keep) you waiting, I do hope you (not to ring) long. I just (to do) the bedroom and the bathroom rather faint there. 6. Turning I found my father sitting beside me on the sofa. "Hello, dad, how you (to get) here?" I said. 7. "You (not to sing) the song once since you (to come) back," Barbara complained. "I (to forget) it," said Pat. 8. I (to sit) here all night, and I swear I (not to doze) for a moment. 9. "Mr Brown, we (not to want) you to misunderstand our leaving your hotel. We (to be) very happy here under your roof." "I (to be) glad to have you. You (to catch) the Medea? She (to arrive) tomorrow." "No, we won't wait for her. I (to write) out our address for you. We (to fly) to Moscow tomorrow." 10. Then about 10 years ago he (to disappear) and I never (to hear) from him since. 11. "The gas stove is covered in grease. It's filthy. Why you (not to clear) up after you had cooked breakfast? You even (to leave) the breakfast things in the sink." 12. I can't think where I (to leave) my key. It's probably in my other bag. 13. You (to paint) any more pictures lately? 14. Then I (to come) here and I (to be) here since. 15. The general turned to my father and said abruptly: "You (to be) in the war?" 16. The voice on the telephone said: "I'm sorry to bother you but you

(to receive) my letters?" I said, "Well, I may have and I may not. I (to be) away and there are a lot of letters here. I (not to look) at them yet." "I (to write) to your club as well." "I (not to open) those either." 17. "Oh, Mary, come in. You (to have) tea?" "Yes, thanks." "Some milk then. I just (to drink) some." 18. When I (to meet) her she (to talk) to me of you. "God, what a pedestal she (to put) you on!" "Well, I (to come) off it with a crash. I (to topple) for some time," he said bitterly.

4. Use the appropriate personal pronouns.

1. ... say there's been a great earthquake in the Pacific. 2. If ... see a giraffe once a year ... remains a spectacle; if ... see ... daily ... becomes part of the scenery. "Mary's married now," said Mrs Scott. " ... was in the Times'." 4. The Friedrich Weber was a frigate sailing from Hamburg to Colombo. ... also carried passengers. there was a lot of noise all around now, and amongst could hear a plane flying unusually low. 6. Pat soon made ... clear that ... did not want to stay there long. 7. ... got my hat and beat... 8. He is dreadfully ugly. ... must not start when ... see ... or ... will put ... off. ... doesn't like ... to feel sorry for 9. We were climbing a steep hill and the car throbbed as if ... were going to expire. 10. ... was cold to sit on the terrace, pretending that ... was really a summer evening. 11. "Our aim is to keep Italy out of the war until ... is strong enough to come in on our side," said the colonel.

5. Supply required articles for countable nouns in the following sentences.

1. ... girl from ... farm came once ... week to help clean ... house. 2. To them I must have appeared ... most undesirable visitor. 3. He sat down at ... piano and played ... piece that he had played in the morning. 4. "What does ... penniless person do in ... case like this?" Marion said. 5. It's not ... story I could tell anyone else. 6. ... car drove up to ... front of ... movie theatre. ... Poster advertised ... pictures called "The Stolen Midnight". 7. ... only thing she lacked was ... daughter, and little Betty filled that gap," the woman said. 8. For ... past hundred years ... parties at their house have been held according to ... same pattern. 9. They walked without speaking across ... lawn. 10. I know ... man who will lend me ... car. 11. His daughter is married to ... man who lives by his pen. 12. ... midges were dancing over the water. Close to us ... reeds were high and lush, and on ... other side of ... stream ... bank ran up steeply so that we seemed alone, alone in the ... hot still garden. 13. I got ... impression that he wanted to tell me something. 14. He merely said: "Ah that's ... question nobody can answer, lad," 15. Her people were too poor to provide her with ... books and ... proper clothes. 16. Mr March looked over ... trees at ... roofs and towers, all soft and opal grey in the moist sunlight. 17. ... letter is supposed to make you see ... things in a different light. 18. He gave ... suspicious look to ... box I carried. 19. I found that they wanted me no more than they wanted ... company of ... dog or ... cat. 20. ... breeze blew some dead leaves onto ... terrace. 21. He tried to give ... impression that one word from him would be enough. 22. She herself was busy with ... gardening basket and ... gardening gloves. 23. Keeping in ... shadow of ... house, he crept to ...

back door. 24. He was writing ... note for his wife when ... outer door swung open and, ... short man of thirty came in. 25. Harvest was over. ... leaves were red and golden on ... trees. 26. He took ... cigar from his mouth and blew away ... long trail of smoke. 27. ... things are getting out of hand. 28. He could not help liking ... tall graceful young man who was standing beside him. 29. ... gates of ... sports ground stood open and we walked along ... road under ... chestnut trees. 30. He went to ... corner of ... room and gazed at ... bookshelf. 31. I thought that English was language he had learnt from books. 32. You seem very fond of saying ... things behind my back. 33. There's hardly ... man among us who knows ... mountains as you do. 34. She sat on ... sofa, relating slowly and minutely ... plot of ... play which she had seen. 35. He drained his glass and set it down with ... air of ... man who had come to ... decision. 36. Yet I knew that in ... sense my mother was vainer than her sister. 37. Williams stood in ... middle of ... room, with ... expression of ... child from whom ... sweet has been taken. 38. Finally she stopped him in front of ... small picture. In silence and for a long time they stood looking at ... picture. It was a very good picture. 39. There were ... three shelters on ... cliff between ... steps down to ... sea and ... lighthouse. 40. One winter afternoon she had been buying something in ... little antique shop in Curson Street. It was ... shop she liked. And ... man who kept ... shop was fond of serving her. 41. It is ... portrait of ... friend I told you about the other day. 42. She wished to speak to him about ... important messages she had received from London. 43. All ... presents that he had given her were in their usual places. 44. They turned off ... road into drive that wound between ... tall trees. 45. He looked at ... figure that was standing on ... upper step.

7. Translate them from Uzbek into English.

1. Rossiyada katta daryolar ko'p: Volga, Lena va boshqalar. 2. Dnepr Lenadan to'g'ri, biroq u Ukrainadagi eng keng va chiroyli daryo. 3. Har yili men ta'tilni Qrimda o'tkazdim, biroq, kelasi yili men Volga bo'yidagi dam olish uyiga boraman. 4. Singlim yori yozda Kavkazga bormaydi, u yer uning uchun juda issiq. U Boltiq dengizida dam olishni yoqtiradi. 5. Kelasi yili bizning talabalarimiz Uralga borishadi. 6. Qayerda daryo ko'p: mamlakatimizning g'arbiy qismidami yoki sharqiy qismidami? 7. Mamlakatimizning shimoliy qismida janubiy qismidagiga qaraganda o'rmonlar ko'p. 8. O'tgan yili biz tog'da sayohat qilib yurganimizda, biz u yerda 16 yoshga kirgan kishini uchratdik. 9. Bu yer ajoyib ko'llari va musaffo tog' havosi bilan mashhur. 10. Siz u yerga samalyotda uchasizmi yoki poyezdda borasizmi? – Biz necha kun ketishiga qaramay men poyezdda boraman. Samalyotda men o'zimni yomon his qilaman. 11. O'tgan yili biz Sibir bo'ylab sayohat qilganimizda, biz Novosibirskda bir necha kun bo'ldik. Bu Sibirning eng yaxshi shaxarlaridan biridir.

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