



**O‘ZBEKISTON RESPUBLIKASI
OLIV TA‘LIM, FAN VA INNOVATSIYALAR VAZIRLIGI**

**TERMIZ DAVLAT UNIVERSITETI
XORIJIY FILOLOGIYA FAKULTETI
FAKULTETLARARO CHET TILLARI KAFEDRASI**

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LESSON 1

ACADEMIC FIELDS

Work in groups, read the subtitles in the central frame and find out what headings they belong to.

Architecture, Planning & Environmental Design Communications Art & Entertainment
Engineering & Computer science Law Enforcement, Interior Design, Speech Pathology, Teaching, Tourism,
Broadcasting, Aerospace, Pharmacy, Public Advocacy, Accounting, Forestry, Environmental Engineering,
Civil & Human Rights, Fashion, Consumer Rights, Journalism, Genetics, Publishing, Politics,
Local Biostatistics, Nuclear, Dentistry, Urban and Regional Planning, Real Estate.
Health & Medicine Nonprofit Biological & Physical Science

Match the words and their definitions

1. academician a) a way of doing something
2. achievement b) member of an academy
3. concerned with c) run across or meet unexpectedly
4. discrimination d) involved or interested in something
5. employ e) something that has been accomplished, especially by hard work, ability, or heroism
6. encounter f) to recruit or provide someone with work
7. method g) to treat people unfairly, because of their skin colour, religion, gender, etc.

2 (T1) Listen to the tape. Fill in the blanks with appropriate words or phrases.

1. Academic fields have _____ disciplines
or branches, like social sciences, exact
sciences, natural sciences, humanities and applied
sciences.

2. For example, Chemistry, Physics, Earth and Space
Sciences are
as the branches of natural sciences, which
_____ the rules that regulate the natural

4 Discuss the following questions with your partner.

- a. What academic fields are the most useful for human development?
- b. Which academic sciences are considered to be the most complicated to study?

5 Match the phrasal verbs and the definitions.

They are _____ by data.

Formal sciences like mathematics, computer science, statistics and logic, study formal systems, which _____ abstract structures.

Humanitarian sciences or humanities are the disciplines _____ with human culture, using methods that mainly study theoretical and critical issues.

Mainly they depend on practical _____ .

Applied sciences _____ on scientific knowledge related to practical use.

Science has been a field _____ by men, women encountered in science.

- a. to succeed in achieving, esp. with difficulty
- b. to put forward or introduce and implement
- c. to present or introduce (a subject) for discussion
- d. master, develop, cope with
- e. cause to happen
- f. encourage
- g. remember
- h. raise or educate

The first University in the world Al-Qarawiyin was established in 859 by Fatimah al-Fihri. In addition to religious subjects, academic disciplines, like mathematics, geography, philosophy, astronomy, astrology, and alchemy were taught there.

Scale Up 7

6 Complete the sentences.

1. The greatest Uzbek scientists brought _____ different global changes in a number of sciences which later guaranteed the stable progress of them.
a) along b) about c) forward d) up
 2. Most prominent Uzbek scholars were brought _____ in special educational institutions named "madrasahs".
a) under b) up c) in d) back
 3. In any academic field one should work hard to bring something _____.
a) on b) along c) back d) off
 4. Young researchers must always be brought _____ to discover or create something global in academic fields.
a) back b) off c) along d) about
 5. All fields' representatives bring the extra assistance from academic fields _____ during searching for solutions to the controversial issues.
a) in b) up c) about d) forward
 6. These scientific dilemmas must immediately be brought _____.
a) under b) forward c) in d) back
 7. In the Middle Ages several new ideas in academic fields were brought _____ by prominent Central Asian scholars.
a) off b) back c) forward d) in
 8. It is our sacred duty to bring _____, our great ancestors' remarkable contributions to the development of world academic fields.
a) forward b) off c) along d) back
- 7 Match the fields and the scientists, who made great contributions to the development of these fields.
- 1) Algebra a) Herodotus
 - 2) Chemistry (early) b) Adam Smith
 - 3) Computer science c) Hippocrates
 - 4) Economics d) Archimedes
 - 5) Evolution e) Jabir bin Hayyan
 - 6) Geometry f) Ferdinand de Saussure
 - 7) History g) George Boole and Alan Turing
 - 8) Linguistics h) al-Kharezmi
 - 9) Medicine i) Euclid
 - 10) Mathematics j) Charles Darwin

GRAMMATIKA: GERUND

Some verbs can take another verb as the complement instead of a noun. Sometimes the verb functioning as the complement must be in the infinitive (to+ verb) and sometimes it must be in the gerund (verb+ing) form. The following verbs are always followed by the infinitive complement is a verb.

Agree	Attempt	Claim	Decide	Demand
Desire	Expect	Fail	Forget	Hesitate
Hope	Intend	Learn	Need	Offer
Plan	Prepare	Pretend	Refuse	Seem
Strive	Tend	Want	Wish	

Other verbs must be followed by gerund. These verbs include:

Admit	Appreciate	Avoid	Can't help	Consider
Delay	Deny	Enjoy	Finish	Mind
Miss	Postpone	Practice	Quit	Recall
Report	Resent	Resist	Resume	Risk

Suggest

The following verbs can be followed by either the infinitive or the gerund with no change in meaning.

Begin	Can't stand	Continue	Dread
Hate	Like	Love	Prefer
Regret	Start	Try	

Gerund or infinitive

Make sentences from the following verb combinations. Use "I" or the name of another person in the room. Use any appropriate tense or modal.

Example: like + go

Possible response: I like to go (OR: going) to the park.

Example: ask + open

Possible response: (...) asked me to open the window.

1. enjoy + listen
2. offer + lend
3. start + laugh
4. remind + take
5. postpone + go
6. look forward to + see
7. forget + bring
8. remember + go
9. prefer + live
10. finish + do

Mavzu yuzasidan savol va topshiriqlar:

1. Gerund qanday holatlarda ishlatiladi?
2. Gerundning yasalishi va uslubi haqida nima bilasiz?
3. O'zbek tilida harakat nomining sintaktik xususiyati qanday?

Mustaqil ta'lim uchun topshiriq:

Great people in Uzbekistan

Adabiyotlar:

1. G. Boqiyeva, F. Rahidova// Scale Up// Gafur G'ulom nashriyoti. T., 2015
2. English grammar and vocabulary. Michael Vince. 2011.
3. **Ma'ruzada foydalanilgan asl manba** (English grammar and vocabulary. Michael Vince. 2011).(diskda ilova qilindi).
 - ✓ **Amaliy mashg'ulot slayd-prizentatsiyasi (diskda ilova qilindi).**
 - ✓ **Amaliy mashg'ulotlar uchun materiallar (diskda ilova qilindi).**
 - ✓ **Mavzu bo'yicha tarqatma materiallar (diskda ilova qilindi).**
 - ✓ **Mustaqil ta'lim uchun tarqatma materiallar (diskda ilova qilindi).**

LESSON -2

MATN: THE 12 PRINCIPLES BY WHICH AMIR TEMUR WAS GUIDED.

Temur clearly said that during his governing period he was guided by twelve rules, and thanks to these rules he achieved great successes in both governing and wining battles.

A leader should take care of the poorest sections of the populations. Temur gave money, food and animals to them and won their respect. In this way he kept the populations between hope and fear. He defended his people from criminals.

A leader should respect all scientists, engineers, historians, writers and educated and talented people. Temur often organized meetings and got their advice. He hated dishonest, poorly behaved people. If Temur decided to do some work he always finished it. He learned from the experiences of his ancestors. He kept his word, and did not break promises. Temur was always interested in the life of the common people. He respected older people as his brothers and younger ones as his children and kept a respectful attitude to- warders the traditions, customs, laws and rules of each city and village. He demanded that historians write about the real life of the people. When he found out that some governors and soldiers made people suffer, he punished them.

New words

Govern – davlatni boshqarmoq
Achieve – erishmoq
Leader – hukmdor
Respect – hurmat qilmoq
Hope and fear – umid va qo’rquv
Defend – himoya qilmoq
Get advised – nasihat olmoq
Ancestor – ajdod
Common people – oddiy xalq
Keep promise - vadaning ustidan chiqmoq
Government – hukumat

Questions to the text

1. On what principles did A.Temur rule the government
2. What was A.Temurs’s attitude to the common people?
3. Whom did he punish and why?
4. Whom did he respect?

NUTQIY MAVZU: MASS MEDIA

Juan Antonio Samaranch, the former president of the International Olympics Committee (IOC), has angered many British sportsmen, sportswomen, and sports administrators. In an interview with a Spanish newspaper, he demanded that some performance enhancing drugs be legalized in sport. In his opinion, only drugs, which harm health, need to be banned.

Cycling has one of the worst reputations for drug abuse in sport. Many officials and cyclists really believe that using certain drugs is no different from having a special diet. So it is perhaps not surprising that the directors of Spain’s top two cycling teams agreed with Mr. Samaranch’s point of view ,saying that such a decision would improve the image of their sport.

However, Mr. Samaranch’s comments upset British experts, who have been asking for stricter controls, fearing that more freedom would make the current problems even worse. Sir Arthur Gold, an anti-doping campaigner, and the president of the Amateur Athletic Association, called Mr. Samaranch’s comments “unwise”. Craig Reddie, chairman of the British Olympic Association (BOA) said that the BOA was opposed to the use of all performance-enhancing drugs, whether they can harm an athlete’s health or not. The former British world-record holders Steve Ovett and Steve Cram also spoke out against Mr. Samaranch’s views. Mr. Ovett asked, “How do you define dangerous? Is it when someone dies?”

Meanwhile, a leading British distance runner, Jon Brown, said that the banned performance-enhancing drug EPO was being used as much in his own sport as in cycling.

As a result of the controversy, the IOC announced a special conference in Lausanne to review the fight against doping in sport.

Circle the correct form in parentheses

1. Rita plays the violin (good/well)
2. That is an (intense/intensely) novel
3. The sun is shining (bright/brightly)
4. The girls speak (fluent/fluently) French
5. The boys speak Spanish (fluent/fluently)
6. The table has a (smooth/smoothly) surface
7. We must figure our income tax returns (accurate/accurately)
8. We don't like to drink (bitter/bitterly) tea
9. The plane will arrive (soon/soonly)
10. He had an accident because he was driving too (fast/fastly)

Mavzu yuzasidan savol va topshiriqlar:

1. Passive voice qanday holatlarda ishlatiladi?
2. Passive voicingning grammatik xususiyati haqida nima bilasiz?
3. O'zbek tilida passive voicingning sintaktik xususiyati qanday?

Mustaqil ta'lim uchun topshiriq:

Great people in Uzbekistan

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LESSON-3
GRAMMATIKA: USED TO VA WOULD
Text: HEALTH

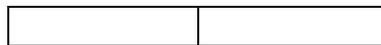
“Used to” iborasi

“Used to” (qilar edim...) iborasi har doim fe'llarning infinitive shaklini talab qiladi:

Subject + used to + do (Verb1) smth.

“Used to” iborasi o'tgan zamonda doimiy ravishda takrorlanib bajarilgan, ammo hozirgi kunda bajarilmaydigan faqat eslanadigan ish-harakatni ifodalash uchun qo'llanadi:

Five years ago, I used to smoke 10 cigarettes a day, but now, I don't smoke – men besh yil ilgari bir kunda 10 ta sigaret chekar edim, ammo hozir chekmayman.



3. Put the verbs in brackets into the simple present or the present continuous tense.

1. Cuckoos (not build) nests. They (use) the nests of other birds.
2. You can't see Tom now: he (have) a bath.
3. He usually (drink) coffee but today he (drink) tea.
4. What she (do) in the evenings? ~ She usually (play) cards or (watch) TV.
5. I won't go out now as it (rain) and I -(not have) an umbrella.
6. The last train (leave) the station at 11.30.
7. He usually (speak) so quickly that I (not understand) him.
8. Ann (make) a dress for herself at the moment. She (make) all her own clothes.
9. Hardly anyone (wear) a hat nowadays.
10. I'm afraid I've broken one of your coffee cups. — Don't worry. I (not like) that set anyway.

4-mashq. Kerakli joyda nuqtalar o'rniga tegishli predloglarni qo'ying.

1. We live ... Tashkent. 2. They work ... the Ministry. 3. I usually go ... the office ... the morning. 4. Do you speak English or Uzbek ... your teacher? 5. "Where's your pencil? Is it ... the table?" "No, it's ... the floor ... the table." 6. Take your pen ... your bag and write this sentence. 7. We often write ... the blackboard ... class. We usually write ... our exercise-books ... home. 8. "What do you usually do ... your English lessons?" "We read, write and speak English ... our lessons." 9. Are you going ... the office or ... your lesson? 10. Don't go ... that room. 11. Look ... the blackboard, please. 12. ... What language do you speak ... classes?

5-mashq. Ingliz tiliga tarjima qiling.

a) bormoq, kelmoq, yurmoq, ketmoq fe'llari tarjimasiga e'tibor bering.

1. Men idoraga odatda ertalab ketaman. 2. Biz Quvaga tez-tez borib turamiz. 3. U yerga bormang, iltimos. 4. Marhamat qilib bu yerga keling. 5. Marhamat Toshkentga keling. 6. Ular ba'zan Buxoroga borishadi. 7. Ular odatda Toshkentga qachon kelishadi? 8. Bu yerga ertalab kelmang, iltimos. 9. Kiring, marhamat. 10. Iltimos, xonaga kirmang. 11. Qayerga ketyapsiz?

b) yangi so'zlarning ishlatilishiga e'tibor bering.

1. Bu muhandislar qayerda ishlashadi? – Ular bizning tashkilotda ishlashadi. 2. Bu muhandislar bilan odatda qaysi tilda gaplashasiz? – Biz odatda o'zbekcha gaplashamiz. Ba'zan fransuzcha gaplashamiz. Ular fransuz tilini o'rganishyapti. 3. Ertalab men xonaga kiraman va joyimga o'tiraman. Dars mobaynida biz o'qiyamiz, diktant yozamiz, mashqlar bajaramiz va fransuzcha gaplashamiz. 4. Bu mashq uzun. Uni uyda bajaring. 5. Men uyda inglizcha kam gapiraman. Men darslarda inglizcha gapiraman. 6. Siz fransuz tilini o'rganyapsizmi? – Yo'q, men fransuz tilini o'rganmayapman men ingliz tilini o'rganyapman. 7. Singillaringiz Toshkentda yashashadimi? – Yo'q, ular Samarqandda yashashadi. 8. Ishdan so'ng nima qilasiz? – Kechqurunlari meni darslarim bor. 9. Bu(lar) kimning kitoblari? – Bu(lar) mening kitoblarim. – Bular fransuzcha kitoblarmi yoki o'zbekchami? – Bular o'zbekcha kitoblar. 10. U yerda kim turibdi? – Bu Munisa. 11. Odatda doskaga ko'p gap yozasizmi? – Odatda doskaga besh yoki oltita gap yozamiz. 12. U doskaga nima yozyapti? U inglizcha gap yozyapti. 13. Siz qayerda yashaysiz? – Men Samarqandda yashayman. Samarqand juda katta shahar. Men shahar markazida turaman. 14. Biz fransuz tilini o'ragayapmiz. Biz matnlar o'qiyamiz, grammatikani o'rganamiz, ko'p mashqlar bajaramiz. 15. Siz ko'p inglizcha kitoblar o'qiyasizmi? – Hozir biz juda oz inglizcha kitoblar o'qiyapmiz. 16. Siz qaysi kitoblarni o'qiyasiz? – Biz o'z darsliklarimizni o'qiyamiz. 17. Siz o'qituvchingiz bilan inglizcha gaplashasizmi yoki o'zbekchami? – Odatda inglizcha gaplashamiz, ba'zan o'zbekcha

6-mashq. Qavs ichidagi so'zlardan mosini tanlang va gaplarni o'qing.

1. (How, how well) do you get your office? 2. (How, how well) does your wife know French? 3. (How, how well) does your friend speak German? 4. (How, how well) do you translate this sentence from

Uzbek into English? 5. (How, how well) do you do these exercises? 6. (How, how well) does she get home?

7-mashq. Kerakli joyda nuqtalar o'rniga tegishli predloqlarni qo'ying.

1. Umid is always ... time his lessons.
2. We often go.... the blackboard ... class. We write a lot ... sentences ... the blackboard.
3. "Where does he usually go ... work?" "He usually goes ... home".
4. I like to speak English ... my sons.
5. Please, tell her ... your friends.
6. Please translate this text ... Uzbek... English.
7. What do you usually speak ... class?
8. How often do you write... your friends?
9. When do you usually get ... home?
10. How do you get ... your office?
11. He's going to write ... me ... a week.

8-mashq. Nuqtalar o'rniga kerakli joyda artikl yoki egalik olmoshini qo'ying.

My son's ... engineer. He works at ... factory. He knows ... French and ... German. He learns ... English and is doing very well. He has ... English in ... morning. He's always in ... time for ... lessons. In ... evening he does... homework. He often translates ... sentences from ... Uzbek into ... English. He often reads ... English magazines and newspaper at ... home. He likes ... English classes very much.

HEALTH

HEALTH

We are healthy when all parts of our bodies and of our minds work together properly. We cannot be happy unless we feel well. The ancient Greeks knew the value of good health. They even named one goddess Hygeia, which means goddess of health. Hygeia was the daughter of Asclepius, the god of medicine. The Greeks prayed to her to give them good health. The Romans spoke of health in a proverb: "A healthy mind in a healthy body." in addition to physical health, an understanding of mental health is also important, The body does a great deal to take care of itself, but by learning a few important health rules, it is possible to help the body to work at its best. Many people will say: "Good health means not being ill," That is true. But health is more than that. Good health is something positive. We have good health when our bodies and our minds are able to work at their best. The human body is much more complicated than any machine. Yet it needs less day-to-day care than machine. No machine can do all the things the body can do. No machine will work for 70 years or more, day and night, requiring only air, water, food, and a few simple rules.

NUTQIY MAVZU: WORLD TRAVEL

We were all so excited about going on holiday that we had talked about little else for weeks. However, it had been so long since we had been abroad that I forgot all about the problems of traveling. Finally our day of departure arrived. It was such a long journey that we all had to get up at 2 o'clock in the morning. When we arrived at the airport, our youngest son was being so naughty that I had to spank him. He screamed so loudly that lots of people came running to see what the matter was. Fortunately he had quieted down by the time we boarded the plane.

My husband ate so much food that he gave himself a terrible stomachache. The flight attendants thought he was having a heart attack and rushed to help him with oxygen. At that point he became so upset that he knocked his meal all over my new dress. By this point, I was in such bad mood that I burst into tears. Once my husband had recovered, he apologized so sincerely to everyone that we all forgave him.

Check Comprehension

What way of traveling is described in this text?

What is airsickness?

What was spilt on her new dress?

What condition was her husband in by the end of the flight?

Was the family traveling with only one child or more?

From "Evening in Byzantium" by Irwin Shaw

Irwin Shaw (1913-1984) - original name Irwin Gilbert Shamforoff, a prolific American playwright, screenwriter, and author of international bestsellers. At the age of 21 Shaw started his career as a writer by producing scripts for radio shows. In 1951 Shaw left the United States, living 25 years in Europe in such

locations as Paris, the Riviera, and Swiss resorts. In Europe Shaw continued to write several bestsellers, including **TWO WEEKS IN ANOTHER TOWN** (1960), and **EVENING IN BYZANTIUM** (1973). The plane **bucked** as it climbed through black pillars of cloud. To the west, there were streaks of lightning. The seat belt sign, in English and French, remained lit. The **stewardess** served no drinks. The **pitch** of the engines changed. The **passengers** did not speak. The tall man, cramped in next to the window, opened a magazine, closed it. Drops of rain made pale, transparent traces, like ghostly fingers, along the Plexiglas portholes. There was a muffled explosion, a ripping noise. A ball of lightning rolled down the **aisle**, incredibly slow, then flashed out over the wing. The plane **shuddered**. The pitch of the engines changed again. How comfortable it would be, the man thought, if we crashed, how **definitive**. But the plane **steadied**, broke out of the clouds into sunlight. The lady across the aisle said, "That's the second time that's happened. I'm beginning to feel that I'm being followed." The seat light signs went off. The stewardesses started to push the drink cart down the aisle. The man asked for a Scotch and Perrier. He drank appreciatively as the plane **whispered** south, high across the clouded heart of France.

Mustaqil ta'lim uchun topshiriq:

Great people in Uzbekistan

Adabiyotlar:

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LESSON-4

Text: Scientific Breakthroughs

Answer the questions.

1. What was discovered on Mars?
2. What would the scientists use embryonic stem cell lines for?

1 Put the abbreviations next to their functional descriptions. What do the abbreviations stand for?

AI; RNA; XNA; NASA; DNA;

- The American government organization concerned with spacecraft and space travel.

1. eg. NASA

3 The particular structure and functions of every cell. Is responsible for characteristics being passed on from parents to their children.

- 2.
- An acid in the chromosomes of the cells of living things, which plays an important part in passing information about protein structure between different cells.

3.
8 A type of computer technology that is concerned with making machines work in an intelligent way, similar to the way that the human mind works.

4.

• A synthetic alternative to the natural nucleic acids DNA and RNA as information-storing biopolymers (polymers produced by living organisms).

5.

10 Scale Up

2 Put the following words so that they make combination matching the given definition.

farm, neural, sedimentary, leap, degradation, intriguing e.g. intriguing discoveries — smth new arousing people's curiosity or interest

1 . rock - formed from sediment left by water, ice, or wind

2. resistant to _____ - not easily or never becoming or being made worse or weaker

3. server _____ - networked computer servers typically used by organizations for the remote storage, processing, or distribution of large amounts of data

4. network - a program or system, designed to imitate the human brain's method of functioning

5. forward - rapid development or evolution of the research

3 (T2) Listen to the speech about the latest achievements in science and complete the table.

Invention Function Presenter Curiosity Rover Scans the layers NASA Artificial nucleic acid Recognize pictures

4 In groups of four or five, read predictions made by scientists for 2020-2040. Discuss the probabilities and add some from your field.

1. Blood and organs donations will become unnecessary with the development of synthetic blood and artificial organs made from stem cell techniques.

2. Electric cars will be able to travel 500 km on one 2. battery charge.

3. Robots for domestic activities, such as household 3. chores or nursing care, will become common.

4. Precision in financial and economic policies will 4. significantly reduce economic fluctuations.

5. A manned lunar base will be established. 5.

6. Ship and trains powered by fuel cells will become common.

5 Complete the table matching the adverbs and their role in a sentence.

ADVERBS: if, now that, as- soon-as, even though, whereas, when, even if, because, though, since, after, in case, only if, while, before, unless, although, whether or not, in the event that, as. Adverb clauses are dependent clauses, they must be linked to an independent clause.

6 Fill in the gaps with the appropriate adverb.

1. It began poring over the pages,____it scans the layers of sedimentary rocks, comprising Mount Sharp. _____more than 40 years, the subatomic particle was finally detected.____water is essential to life, people poison it with chemicals from industry and agriculture. I didn't stop working until after midnight _____ I was totally exhausted.

We can see the light from the airplane flying high at night_____we hear the plane_____light travels faster than sound.

Scale Up 1 1

..... •S. .

NUTQIY MAVZU: THE WORLD'S FAVOURITE FOOD

Uzbek cuisine is influenced by local [agriculture](#), as in most nations. There is a great deal of grain farming in Uzbekistan, so [breads](#) and [noodles](#) are of importance, and Uzbek cuisine has been characterized as "noodle-rich".[Mutton](#) is a popular variety of meat due to the abundance of sheep in the country and it is a part of various Uzbek dishes.

[Uzbekistan](#)'s signature dish is [palov](#) (plov or osh), a main course typically made with [rice](#), pieces of [meat](#), andgrated [carrots](#) and [onions](#).Oshi nahor, or "morning plov", is served in the early morning (between 6 and 9 am) to large gatherings of guests, typically as part of an ongoing wedding celebration.

Other notable national dishes include:^[3] [shurpa](#) (shurva or shorva), a [soup](#) made of large pieces of fatty meat (usually mutton) and fresh [vegetables](#); [norin](#) and [lagman](#), noodle-based dishes that may be served as a soup or a main course; [manti](#) (also called qasqoni), [chuchvara](#), and [somsa](#), stuffed pockets of [dough](#) served as an appetizer or a main course;[dimlama](#) (a meat and vegetable stew) and various [kebabs](#), usually served as a main course.

Traditional Uzbek bread, called generically non or patyr, is baked in the form of circular flat loaves (lepushka in Russian) with a thin decorated depression at the center and a thicker rim all around. Nons are brought to the table with the decorated side up, then torn into irregular chunks which are stacked on the bread plate.

Scientific Breakthroughs

ROBERT T.GONZALES, ANNALEE NEWITZ

Science and engineering sustained incredible achievements lately. We sent a powerful robot scientist to Mars, and we discovered the elusive Higgs Boson particle, there were world-changing innovations in medicine and materials science. We sequenced a genome of a human ancestor, and looked into the mind of an artificial intelligence that recognized the content of images on the web for the first time.

NASA's CURIOSITY ROVER, the biggest and most scientifically capable rover ever sent to another planet, has already made intriguing discoveries. It began poring over the pages of Mars' history, as it scans the layers of sedimentary rock comprising Mount Sharp, in search of signs of whether the planet can, or ever could support life.

Synthetic biologists demonstrated that artificial nucleic acids known as "XNAs" can replicate and evolve just like DNA and RNA, and are even more resistant to degradation than the real thing. The implications of evolvable artificial genetic information stand to affect everything from genetic research to the search for alien life, to the creation of entirely synthetic, alternative life form.

Does anybody really have any doubt that the world's first artificial intelligence (AI) will be born in a Google server farm? This dream came closer to reality this year when Google's secretive X lab produced evidence that it had developed a neural network that could actually recognize what it was seeing in the pictures. This is the first time computers have taught themselves to recognize the content of images, and is a major leap forward in the quest to find ourselves some artificially intelligent friends

Adabiyotlar:

1. G. Boqiyeva, F. Rahidova// Scale Up// Gafur G'ulom nashriyoti. T., 2015
2. English grammar and vocabulary. Michael Vince. 2011.

- ✓ **Ma'ruzada foydalanilgan asl manba** (English grammar and vocabulary. Michael Vince. 2011).(diskda ilova qilindi).
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Mustaqil ta'lim uchun tarqatma materiallar (diskda ilova qilindi).

5-DARS.

Text: PRESS IN BRITAIN

PRESS IN BRITAIN

Probably in no other country are there such great differences between the various national daily newspapers — in the type of news they report and the way they report it. On the one hand, there are the "quality" newspapers: *The Times*, *The Independent*, *The Guardian*, the *Financial Times* and *The Daily Telegraph*. These concern themselves, as far as possible, with factual reports of major national and international events, with the world of politics and business and with the arts and sport. On the other hand, there are the "populars" and "tabloids", so-called because of their smaller size. The tabloids — the most widely read of which are *The Daily Mail*, *The Daily Express*, the *Daily Mirror*, *The Sun* and *The Daily Star* — concentrate on more emotive reporting of stories often featuring sex, violence, the Royal Family, film and pop stars, and sport. It is often said that the popular press aims to entertain its readers rather than inform them. The tabloid press is much more popular than the quality press. In some countries, newspapers are owned by government or by political parties. This is not the case in Britain. Newspapers here are mostly owned by individuals or by publishing companies, and the editors of the papers are usually allowed considerable freedom of expression. This is not to say that newspapers are without political bias. Papers like *The Daily Telegraph*, *The Daily Express* and *The Sun*, for example, usually reflect Conservative opinions in their comment and reporting, while the *Daily Mirror* and *The Guardian* have a more left-wing bias. In addition to the 12 national daily newspapers there are nine national papers which are published on Sundays. Most of the "Sundays" contain more reading matter than daily papers, and several of them also include "colour supplements" — separate colour magazines which contain photographically-illustrated feature articles. Reading a Sunday paper, like having a big Sunday lunch, is an important tradition in many British households. Besides, nearly every area in Britain has one or more local newspapers. The British are one of the biggest newspaper-reading nations in the world.

Names

The Times [taimz]
The Independent [independent]
The Guardian ['gai'djan]
The Financial Times [fai'nxnjl 'taimz]
The Daily Telegraph ['deili 'teligra:fj]

The Daily Mail ['deili 'meil]
The Daily Express ['deili iks'pres]
The Daily Mirror ['deili 'mirej]
The Daily Star ['deili 'sta:]
The Sun [sʌn]

Vocabulary

various ['veerias] —
national ['nsejnl] -
factual-
daily ['deili] —
to report [ri'po:i] —
to reflect [ri'flekt] —
to concern oneself with —
to allow [alau]—

it is often said —
to aim —
to own [oun] —
editor ['edits] —
on the one hand-
individual -
publishing company ['kAmpanij-
considerate freedom —

major ['meɪdʒə] -
international [ɪntə'næʃnl] —
politics -
violence [vaɪələns] —
с другой стороны
"popular" ['pɒpjələ] —
"Sundays" -
supplement ['sʌplɪmənt] -
to concentrate on ['kɒnsəntraɪt] —
emotive reporting —
This is not the case in Britain. —
to entertain [ente'teɪn] **rather than inform** -
feature article ['fi:tʃə'a:tɪkl] —
"quality" ['kwɒləti] **newspapers** —
"tabloid" ['tæbloɪd] —

household -
bias [ˈbaɪəs] -
left-wing —

conservative [kən'sɜ:vətɪv] —
in addition to —
matter —
local [ləʊki]
royal family [ˈrɔɪəl] —
to feature -)

Questions

1. What "quality" newspapers do you know?
 2. What do they concern themselves with?
 3. What does a "tabloid" mean?
 4. What "popular" newspapers do you know?
 5. It is often said that the aim of the popular press is to entertain its readers rather than inform them. What kind of materials do these newspapers concentrate on?
 6. Are "quality" papers more popular than "tabloids"?
 7. In some countries, newspapers are owned by government or by political parties. What about Britain?
 8. What's the difference between daily newspapers and "Sundays"?
 9. What does a "color supplement" mean?
- Are the British one of the biggest newspaper-reading nations in the world?

GRAMMATIKA: IMPERATIVE MOOD

Answer these questions

- 1) What type of fishing is «angling»?
- 2) How many types of angling are there?
- 3) How is angling changing in the UK?
- 4) Some people say fishing for fun is cruel. Do you agree?
- 5) Why don't more women go fishing

Speaking

Criticizing behavior and habits.

Agreeing

I couldn't agree more. Exactly

I agree. Absolutely

So do I (in answer to I think...)

Nor / Neither do I (in answer to I don't think...)

Disagreeing

I completely disagree. Do you really think so?

I'm not sure. That's rubbish.

Do you? I don't (in answer to I think...)

Don't you? I do (in answer to I don't think...)

Work in groups

You're going to take part in a discussion about the following statement:

Hobbies are a necessary and important part of your life. People without hobbies are boring.

Group A You agree with the statement. Make a list of points to support this view.

Group B You disagree with the statement. Make a list of points against this view.

Say what the arguments of students who agreed with the statement were and give some examples.

People who agreed with the statement argued that...

Say what the arguments against the statement were and give some examples.

The arguments against were...

NUTQIY MAVZU: EMPLOYMENT

Make yourself at home

"In my country, men usually go to restaurants on their own. They always take their shoes off before they go in. Then they usually sit on the floor around a small, low table. In the evening they often sing songs".

1. "You usually take chocolates or flowers. But you always take an odd number of flowers, and you remove the paper before you give them to the hostess. You can also send flowers before you arrive. You don't usually take wine except when you visit very close friends".
2. "We always offer our guests something to drink when they arrive, tea, coffee or perhaps water or soft drinks. We think it is polite to accept a drink even if you are not thirsty. If you visit someone you always stay for a few drinks. When you have had enough to drink, you tap your cup or put your hand over it. If you say no, your host will insist that you have more to drink".
3. "People's private lives are very important so they never ask you personal questions about your family or where you live or your job. They never talk about Employment or matters of finance, education or politics, but usually stay with safe subjects like the weather, films, plays, books and restaurants".
4. "It's difficult to know when to leave, but an evening meal usually lasts about three or four hours. When the host serves coffee, this is sometimes a sign that the evening is nearly over, but you can have as much coffee as you want".
5. "If the invitation says eight o'clock then we arrive exactly at eight. With friends we know well, we sometimes arrive about fifteen minutes before."

"Obviously it depends on the occasion, but most dinner parties are informal. The men don't usually wear a suit, but they may wear a jacket and tie. Women are usually smart but casual".

Grammar Practice

Exercise: Underline the appositives in the following sentences.

1. Navruz, the first day of the New Year, is a very well-loved holiday in Uzbekistan.
2. Navruz was considered to be the day of Khurazo, the day of the water angel.
3. On this day Jamshid, the chief religious figure of the Zoroastrians, rose to the Heaven and got a star.
4. The writer Al-Beruni wrote many works, still studied today.
5. During Beruni's time this great holiday, Navruz was celebrated for the whole month of March.
6. The Iranian people gave the holiday the name "Ruzi Umed", the "Day of Hopes."
7. Modern Navruz celebrations include the making of "sumalak", a favorite national dish.
8. Another popular Uzbek holiday, Independence Day is celebrated on September 1st every year.
9. Hayit, a three day celebration, is an important religious holiday in Uzbekistan.
10. It follows the month of Ramadan, the Muslim period of fasting.

Grammatik materialni mustahkamlash uchun mashqlar

1. Qavs ichidagi fe'llarni tegishli zamon, shaxs va sonda qo'llang.

1. He usually (to walk) home after work.
2. Where (to work) Comrade Petrov?
3. He (not to work) hard at his German..
4. You often (to speak) in class?
5. Who (to speak) questions now?
6. Your sister often (to stay) at the office after work for her English.
7. I often (not to get) telegrams from my friends. I often (to get) letters from them.
8. Who often (to discuss) plans with these engineers?
9. What (to discuss) they now?
10. You (to be)

going to discuss this question tomorrow morning. 11. How well they (to know) English? 12. "The students (to revise) the words at home or in class?" 13. "What he (to do)?" 14. "What he (to do) ?" "He (to translate) an article now".

11 Quyidagi so'zlarni ingliz tiliga tarjima qiling.

1. Yakshanba kuni uyda bo'lasizmi? 2. Shanba kuni kechqurun qayerga borasiz? 3. Uni faqat seshanba va payshanba kunlari darsi bor? 4. U bu yerga faqat yakshanba kunlari keladi. 5. Siz zavodga ertalab kelasizmi? 6. Siz uyga odatda soat nechida kelasiz? 7. Bu muammoni hozir muhokama qilmang. Biz uni payshanba kuni ertalab ko'rib chiqamiz.

Mustaqil ta'lim uchun topshiriq:

Great people in Uzbekistan

Adabiyotlar:

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6-DARS.

GRAMMATIKA: SUBJUNCTIVE MOOD.

Text: WASHINGTON, DC

1Basic vocabulary

Complete the dialogues with these words and expressions:

Second language bilingual strong accent

Mother- tongue native speaker

1. So, Sandy, what language do you speak in Hong Kong?

➤ Well, of course, Chinese is my..... , but for almost everyone, English is spoken as a..... .

2. So, Sven, you've been learning English for ten years. That's a long time.

➤ I suppose it is, but I want to keep learning until I can hold, a conversation like a.....

3. Where did you learn to speak such good Spanish, Mary?

➤ Well my dad's Spanish and I went to school in Madrid until I was nine so I'm basically.....

4. I find it very difficult to understand Maggie when she speaks quickly.

➤ Well, she comes from Liverpool and she's got quite a..... . I'm sure you'll get used to it.

WASHINGTON, DC

WASHINGTON, DC

Washington is the capital of the United States of America. It is situated in the

District of Columbia and is like no other city of the USA. It's the world's largest one-industry city. And that industry is government. The White House, where the US President lives and works, the Capitol, the home of the US Congress, and the Supreme Court, are all in Washington. Washington was named after the first US President George Washington. He selected the place for the capital and Pierre L'Enfant, a French engineer, designed the city. Washington was first settled in 1790 and since 1800 it has been the Federal capital.

Washington is one of the most beautiful and unusual cities in the United States. In the very center of it rises the huge dome of the Capitol — a big white dome standing on a circle of pillars. The 535 members of the Congress meet here to discuss the nation's affairs. It's easy to get lost in this huge building, full of paintings and statues. Not far from the Capitol is the Library of Congress, the largest library in the States. It contains more than 13 million books, more than 19 million manuscripts, including the personal papers of the US presidents. The White House is the official residence of the US President. He works in the Oval Office. One can hardly find a park, a square or an open area in Washington without a monument or a memorial. The most impressive and the best-known ones are the Lincoln Memorial and the Washington Monument. There are some important museums in Washington where you can see all kinds of things: famous paintings and sculptures, the dresses of Presidents' wives, the original of the Declaration of Independence, the largest blue diamond in the world, etc. There are 5 universities in Washington. There are no skyscrapers in Washington, because they would hide the city's many monuments from view. No building in the city may be more than 40 meters tall. Thousands of tourists visit Washington every day. People from all parts of the United States come to see their capital.

Names

Washington ['wojɪrjtən] — Вашингтон

the District of Columbia-

Pierree L'Enfant [pi'eala:n'fa:nt] — ПьерЛанфан

the Lincom Memorial theCapitol ['ksepɪtsl] — Капитолий

the White House -

the Declaration of Independence —

the Washington Monument —

Oval Office -

to design [di'zain] —

to settle ['setl] —

huge [hju:dʒ] —

dome [dɒmj] —

circle f'sa:kl] —

pillar ['pɪlə] —

affair [a'feɪ] —

to get lost —

the Congress ['kɒŋɡres] — Конгресс

the Supreme Court [su:(sju:)'pri:m 'kɔ:t] -

the Library of Congress —

Vocabulary

manuscript [tʰnænjʌskrɪpt] —

personal ['pɜ:snəl] **papers** —

official residence —

original [a'ɪdʒɪnəl] —

impressive -

diamond ['daɪəmsnd] —

skyscraper ['skai,skreɪpə] -

to contain [ken'teɪn] —

Questions

1. Where is Washington situated?

2. Is Washington a typical American city?

3. It's the world's largest one-industry city, isn't it?
What kind of industry is it?

4. What important government buildings are situated in Washington?
5. Where does the US president live and work?
6. Who selected the place for the capital of the USA?
7. Is there a monument to George Washington in the city?
8. When was Washington first settled?
9. Who designed the capital of the USA?
10. What places of interest in Washington do you know?
11. How many universities are there in Washington?
- 2 Why aren't there any skyscrapers in Washington?

3 Learning and practicing

Use the correct form of these verbs to complete the text below:

Practise	study
Say	improve
Pick up	make
Hold	do

When I first started learning English ten years ago, I could hardly (1)a word- 'hello', 'goodbye', 'thank you' was just about it! I went to classes two evenings a week and I was surprised at how quickly I (2)progress. During the course we learned lots of vocabulary and (3).....grammar rules. The thing I enjoyed most was being able to (4).....speaking with the other students in my class.

After two years I went to England to a language school. It was in Cambridge. I (5)athree week course at a very good school and I stayed with a local family and with other students from all over the world. I really (7)my pronunciation as well. When I got back to Spain, I was so much more confident. I could actually (8)a conversation with my teacher in English.

Now complete these whole expressions from the text. The first one has been done for you.

9. I could hardly say a word.
10. I made..... .
11. We studied..... .
12. I enjoyed being able to.....speaking with the other students.
13. I did.....at a language school.
14. I picked up.....
15. I really improved my.....
16. I could actually hold.....

You can study English with a teacher in a group or you can have private or one-to-one lessons.

4 Grammar

Choose one of the words in green from this text as an example of each part of speech:

A commuter was extremely annoyed because his morning train was late again, so he decided to go and complain to the station manager. 'I pay a lot of money for my ticket and this is the third time this week that my train has been late.

What's the point of having a timetable if the trains are never on time?' he asked. The manager thought for a moment then said:

'Well how would you know that the trains were late if there wasn't a timetable?'

1. main verb
2. adverb
3. modal verb
4. auxiliary verb
5. countable noun
6. definite article
7. uncountable
8. indefinite article
9. adjective
10. preposition
11. pronoun
12. conjunction

5 Language terms

Match the language terms below with the highlighted words and phrases in the sentences:

- | | |
|----------------|---------------------|
| A proverb | a gerund |
| A phrasal verb | an idiom |
| A collocation | the 'to' infinitive |

1. I decided to do a conversation class.
2. Let me look it up in my dictionary.
3. I really enjoy trying to speak English.
4. 'Too many cooks spoil the broth.'
5. I'm a bit out of my depth in the advanced class.
6. Please correct me if I make a mistake.
7. What teachers say

Use the correct form of these expressions to complete the sentences:

- | | | |
|------------------|---------|----------|
| Do the exercises | correct | practise |
| Listen carefully | repeat | hand in |

1. I'm only going to play the tape once so.....
2. OK everybody,after me: 'I think I'll call back later'
3. Remember to.....some of what you've learned today outside the classroom.
4. I want you to.....on page 78 for homework and don't forget you need to.....your essays on Friday.
5. I'm not going to.....every mistake you make. That would not be helpful.

Now use the correct form of these expressions:

- | | | |
|---------------|---------------|--------|
| Make mistakes | write it down | revise |
| Rub it out | look it up | |

1. If you're not sure what something means,.....in your dictionary.

2. Whenever you hear a new word that you think is important,.....in your notebook.
3. Don't worry about.....
4. Write the answers in pencil. Then if you get on wrong, you can.....and do it again.

Remember there's a test tomorrow. So, spend a bit of time.....this evening.

NUTQIY MAVZU: "A FUNNY WAY TO EARN MONEY"

What teenagers do with their money

Thirteen-year-olds do not spend as much money as their parents suspect - at least not according to the findings of a __ (1) __ survey,

Money and Change. The survey __ (2) __ three hundred teenagers, 13-17 years old, from __ (3) __ Britain.

By the time they __ (4) __ their teens, most children see their weekly allowance rise dramatically to an amazing national average of £5.14. Two thirds think they get __ (5) __ money, but most expect to have to do something to get it.

Although they have more cash, worry about debt is __ (6) __ among teenagers. Therefore, the __ (7) __ of children __ (8) __ an effort to save for the future.

Greater access to cash __ (9) __ teenagers does not, however, mean that they are more irresponsible __ (10) __ a result. The economic recession seems to have encouraged __ (11) __ attitudes to money, even in the case of children at these ages. Instead of wasting what pocket __ (12) __ they have on sweets or magazines, the 13-year-olds who took __ (13) __ in the survey seem to __ (14) __ to the situation by saving more than half __ (15) __ their cash.

1. A) late B) recent C) latest D) fresh
2. A) included B) contained C) counted D) enclosed
3. A) entire B) all over C) complete D) the whole
4. A) reach B) get C) make D) arrive
5. A) acceptable B) adequate C) satisfactory D) enough
6. A) gaining B) heightening C) increasing D) building
7. A) most B) maximum C) many D) majority
8. A) make B) do C) have D) try
9. A) among B) through C) between D) along
10. A) like B) as C) for D) in
11. A) aware B) knowing C) helpful D) cautious
12. A) cash B) money C) change D) savings
13. A) part B) place C) share D) piece
14. A) reply B) answer C) respond D) return
15. A) from B) as C) of D) for

Find the synonym of the following words.

16. Overdue
A) impending B) punctual C) prompt D) delayed
17. Keen
A) slow B) enthusiastic C) reluctant D) apathetic
18. Duty
A) obligation B) shade C) period D) native

Find the antonym of the following words written in capitals:

19. Percy Dixon's face turned RED with anger.
A) mad B) black C) ashamed
D) tortured E) pale
20. All the students INCLUDING Duncan will take part in coming

football match.

A) from B) besides C) except

D) within E) with

21. Money which is spent on education and health now is an investment for the FUTURE.

A) tuition B) present C) delight

D) past E) world

22. The teacher suspected the student _____ cheating on the test.

A) of B) in C) about D) on

23. You really shouldn't boast _____ your success _____ other people.

A) with / to B) of / to C) about / at D) over / to

24. Do you like _____ football on TV?

A) watch B) watched C) watches D) watching

25. We must _____ back the mixer back to the shop. It doesn't work.

A) taking B) take C) took D) to take

26. She can _____ German and Italian.

A) speak B) speaking C) to speak D) speaks

27. Could you _____ more slowly?

A) speaking B) spoke C) speak D) speaks

28. Where there's _____ will, there's _____ way.

A) a/a B) -/- C) the/the

D) a/the E) the/a

29. _____ man always went to _____ same bar at _____ same time every day and asked for two glasses of _____ soda.

A) A/the/the/- B) A/the/the/a C) A/the/-/-

D) -/the/the/- E) A/-/the/a

30. What _____ the president _____?

-He _____ a contract.

A) does/do/has signed B) is/doing/is signing

C) will/do/was signing D) is/ going to do/would sign

E) shall/do/has been signing

31. Look! The cat _____ your cutlet.

A) is eating B) was eating C) eats

D) has been eating E) had eaten

32. You look pale. You _____ too hard these days.

A) have been working B) worked C) are working

D) work E) were working

33. What _____ you _____ since I saw you last?

A) do/do B) are/doing

C) have/been doing D) did/do

E) will/do

34. After a book is written, it passes through the heads of very many different workers. Each worker works carefully, for there _____ not be any mistakes.

A) must B) couldn't C) could

D) might E) has to

35. He tried, but _____ persuade nobody.

A) could B) couldn't C) can

D) might E) won't

36. She didn't know if the letter _____ by the time she _____

A) would be delivered / will come

B) would deliver / comes

C) will be delivered / came

D) would have been delivered / came

E) was delivered / came

Mustaqil ta'lim uchun topshiriq:

Great people in Uzbekistan

Adabiyotlar:

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7-DARS.

MATN: ORIENTAL CONTRIBUTION

1 Look at the following items and guess where they were originated in.

2 (T3) Listen to the tape and complete the table.

Inventions Time Place Inventor

Chess

Perfume

Porcelain

Syringe

Mechanical water wheel

3 Listen to the tape again and write down whether the following statements are true, false or not given.

1. Oriental people domesticated many pet animals.
2. The Chaturanga game is still used in India to teach military tactics._____
3. Chess spread to Europe in the seventh century, as well as Persia and Arabia._____
4. The idea of distilling flower oils for perfume was the basis of perfume foundation in the 7th century.
5. Porcelain is a mixture of feldspathic rock and kaolin._____
6. The porcelain manufacture secrets stayed hidden until the 18th century._____
7. The first medical syringe was used by its founder for eye treatment purposes._____
8. The Chinese Buddhist monk invented the first electrical clock in 1092._____
9. The water wheel mechanical clock predicted the future of humankind.

4 Discuss the following questions.

- Do you know any of the oriental ancestors to have been one of the flows to bring novelty to the world?
- To what extent did their work contribute to the world civilization?

6 Rewrite the sentences using above listed reporting verbs.

support

1. Oriental inventors have created numerous things we take for granted in our daily lives.
eg. Oriental inventors are claimed to have created numerous things we take for granted in our daily lives.
2. Ulugbek, a famous astronomer, compiled tables of sines and tangents, accurate to eight decimal places.
3. In 860, the three sons of Musa ibn Shakir published the Book on Artifices, which described a hundred of technical constructions.
4. Oriental horticulture gave the world the fragrant flowers and herbs from which perfumes were extracted.
5. In the fifteenth century Vasco da Gama, exploring the east coast of Africa, new Malindi, was guided by an oriental pilot, Ahmed ibn Majid who used maps never seen by Europeans before.

Scale Up 15

GRAMMATIKA: NOUNS IN SINGULAR AND PLURAL FORMS

Complete the sentences by using a few or little and the given noun.

Use the plural form of the noun when necessary.

REMINDER: Use a few with count nouns: a few songs.

Use a little with no countable nouns: a little music.

1. music I feel like listening to a little _____ tonight.
2. song We sang a few _____ at the party.
3. time I've not finished with my work. I need a little more _____.
4. desk We need _____ more _____ in our classroom.
5. help Do you need _____ with that?
6. apple I bought _____ at the market.
7. fruit I bought _____ at the market.
8. advice I need _____.
9. money If I accept that job, I'll make _____ more _____.
10. coin Farzona put _____ in her pocket.
11. information Could you give me _____?
12. hour Don's plane will arrive in _____ more _____.
13. toothpaste Temur, Put just _____ on your toothbrush, not half the tube!
14. laughter We need to be able to see the humor in a situation even when we're unhappy. _____ never hurts.
15. laugh Samad's joke produced _____ in the audience, but most of the people didn't think it was funny.
16. grammar Sanjar already knew English _____ before he took this course.
17. flower I picked _____ from my garden.
18. progress I've made _____ in the last couple of weeks.
19. chicken I'm still hungry. I think I'll have _____ more _____.
20. chicken When I was a child, we raised _____ in our back yard.

NOUN

Use the words in the list to complete the sentences. Use the plural form if necessary. Some sentences have more than one possible completion.

Bar, bottle, bowl, cup, gallon, glass, loaf, piece, pound, quart, sheet, spoonful, tube.

1. I drank a cup of coffee.
2. I bought two pounds of cheese.
3. I bought a _____ of milk at the supermarket.
4. I drank a _____ of orange juice.
5. I had a _____ of toast and an egg for breakfast.
6. I put ten _____ of gas in my car.
7. I had a _____ of soup for lunch.
8. I need a _____ of chalk.
9. I drank a _____ of beer.
10. I bought a _____ of margarine.

11. There are 200 _____ of lined paper in my notebook.
12. There is a _____ of fruit on the table.
13. I used two _____ of bread to make a sandwich.
14. I bought one _____ of bread at the store.
15. I put a _____ of honey in my tea.
16. I need to buy a new _____ of toothpaste.
17. There is a _____ of soap in the bathroom.
18. Let me give you a _____ of advice.
19. I just learned an interesting _____ of information.
20. There were a dozen _____ of mail for me in my mailbox today.

NUTQIY MAVZU: HOLIDAYS AROUND THE WORLD

The day Gerald arrived at the Almara Beach Hotel, he fell (1)A.....the stars .The manager called a/an(2).....,but fortunately Gerald`s leg was only badly (3).....,and not broken .The doctor (4).....swimming as further (5).....but gave Gerald a/an (6).....for some tablets in case his leg became (7).....The next day Gerald sunbathed by the pool ,and he (8).....and dived into the water.There was not very much water in the pool ,and he (9).....of his arms when he hit the bottom. This time he complained to the hotel manager ,who sent special meal to Gerald`s room. Later that night ,Gerald was (10).....from a (11).....back, the injuries to his arm and leg ,and also had a terrible(12).....He had a high(13).....and felt terrible. Luckilyhe had the tablets the doctor had given him to (14....the pain .As he reached for them ,he fell out of bed and broke his (15).....He spent the rest of his holiday in bed.

- | | | | |
|---------------|----------------|----------------|---------------|
| 1)A down | B to | C with | D for |
| 2 A stretcher | B prescription | C ambulance | D emergency |
| 3)A sick | B bruised | C hurt | D infected |
| 4)A went | B prevented | C said | D recommended |
| 5)A medicine | B cure | C drugs | D treatment |
| 6)A recipe | B paper | C prescription | D order |
| 7)A painful | B pained | C painless | D pain |
| 8)A end | B breath | C mouthful | D water |
| 9)A hurt | B injury | C ached | D sore |
| 10)A ill | B injured | C suffering | D damaged |
| 11)A sunny | B sunburnt | C sunshine | D grilled |
| 12)A agony | B hurt | C heat | D stomachache |
| 13)A pain | B temperature | C ache | D degree |
| 14)A hold | B check | C rid | D reduce |
| 15)A waist | B lips | C wrist | D throat |

It is better to go on a package(1).....b....., or to(2).....on your own? I suppose the answer depends on what kind of (3).....you are .A complicated tour organized by travel (4).....has some advantages.You have a/an (5)which gives you definite(6).....and arrival dates,and a list of all your (7)..... .The (8).....may be cheaper,as it has been (9).....in advance,so you spend less time worrying about where you are going to(10)..... .If you book your own hotel ,you might have trouble finding a/an (11).....,unless you are going to stay for a(12).....,for example.On the other hand organizing your own (13).....can be fun. Many students (14).....or buy cheap train tickets,(15).....the night in student hostels or guest- houses .

- | | | | |
|----------------|-------------|-----------|-------------|
| 1)A travel | B tour | C journey | D cruise |
| 2)A travel | B trip | C voyage | D tourist |
| 3)A voyager | B passenger | C tourist | D mover |
| 4)A office | B agent | C tour | D operation |
| 5) A timetable | B scheme | C notice | D itinerary |

- | | | | |
|--------------------|---------------|-----------------|-----------------|
| 6) A departure | B parting | C leave | D quitting |
| 7) A cancellations | B expeditions | C organizations | D destinations |
| 8) A bedrooms | B staying | C flat | D accommodation |
| 9) A preserved | B booked | C reservation | D hotels |
| 10) A stay | B pass | C live | D cross |
| 11) A empty | B free | C vacancy | D available |
| 12) A fortnight | B daytime | C fifteen days | D passage |
| 13) A voyage | B expedition | C trip | D package |
| 14) A auto-stop | B hitch-hike | C lift | D journey |
| 15) A have | B at | C for | D spend |

Mustaqil ta'lim uchun topshiriq:

Great people in Uzbekistan

Adabiyotlar:

1. G. Boqiyeva, F. Rahidova// Scale Up// Gafur G'ulom nashriyoti. T., 2015
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Mustaqil ta'lim uchun tarqatma materiallar (diskda ilova qilindi).

Lesson 8

LIBRARIES

The word *library* comes from the Latin word *liber*, meaning "book". This is a place where information in print (books, manuscripts, periodicals and musical scores) and in other forms is collected and arranged to serve people of all ages and interests. Libraries appeared in ancient times in Egypt. Assyria. Greece, and Rome. Perhaps the most famous library of that early day was at Alexandria. It was found by Ptolemy I. Ptolemy I ordered the librarians to collect all Greek lexis as well as manuscripts in other languages from every part of the known world. By the middle of the 1st century BC there were about 700.000 papyrus rolls in the library. The first libraries in Russia were established in medieval monasteries. Public libraries were opened in the 19th century at the Academy of Sciences and Moscow University. The library today is a center for all kinds of communications: printed, pictured, recorded, and even electronically stored. People go to the library to read, look, listen, search, inquire, relax, discuss, learn, and think. Libraries can be found in many places. There are libraries in small towns and large cities, and (here are libraries in schools, universities, and colleges. The largest and best known libraries in the world are: the British National Library in London, the Library of Congress in Washington and the Russian State Library. The national libraries of different countries keep in touch and exchange books and information. Most libraries have a professionally educated staff whose first duty is to help you. Librarians also select and purchase books and other materials, organize materials so that you can easily use them, answer questions about facts, people, events, or advise you how to find the information you need. Many people have books at home. These are the books of their favorite authors, dictionaries and reference books and the like. My family also has a home library. It was my grandfather who started to collect it at the beginning of this century. There are over two thousand books in it. The authors I like most of all are Chekhov, Bulgakov, Fitzgerald, Cortasar and others.

Names

Egypt — Египет
Cortasar — ХКортасар
Bulgakov — М.А.Булгаков
Greece — Греция
the British National Library—
Assyria — Ассирия
the Russian State Library —
Fitzgerald— Ф. С. Фицджеральд
Alexandria —Александрия
Ptolomy I — Птоломей

Rome — Рим
Chekhov — А.П.Чехов
the Library of Congress —
the Academy of Sciences —

Vocabulary

information in print —
manuscript —
periodical —
musical score —
to arrange —
monastery —
ancient —
to order —
librarian —
BC —Before Christ [kraist])
medieval —
papyrus rolls —
-referencebook —
to establish —
event —

communication—
to record —
and the like —
to store —
to search —
to inquire —
public library —
to relax —
to keep in touch with —
to exchange — обмениваться
staff-
duty-
to select—
to purchase —

Questions

1. What word does the word "library" come from?
2. What is a library?
3. Where did the first libraries appear?
4. What do you know about the famous library at Alexandria?
5. What is the library today?
6. Where can libraries be found?
7. Why do people go to libraries?
8. What are the famous libraries of the world?
9. What do we call the people who help us in libraries?
10. Have you got any books at home?
11. Who are your favorite authors?
12. Do you often borrow books from the library?

FE'L ZAMONLARI

ACTIVE VOICE

SIMPLE

1. THE PRESENT SIMPLE TENSE	S+V (S-ES)	I WORK, HE WORKS
2. THE PAST SIMPLE TENSE	S+V (ED)	I WORKED
3. THE FUTURE SIMPLE TENSE	S+SHALL, WILL	I SHALL WORK
4. THE FUTURE SIMPLE IN THE PAST	S+SHOULD, WOULD	I SHOULD WORK

CONTINUOUS

1. THE PRESENT CONT TENSE	S+BE+V-ING	I AM WORKING
2. THE PAST CONT. TENSE	S+WAS, WERE+V-ING	I WAS WORKING
3. THE FUTURE CONT. TENSE	S+SHALL, WILL BE+V-ING	I SHALL BE WORKING
4. THE FUTURE CONT. IN THE PAST	S+SHOULD, WOULD BE+V-ING	I SHOULD BE WORKING

PERFECT

1. THE PRESENT PERFECT TENSE	S+HAVE, HAS+P2	I HAVE WORKED
2. THE PAST PERFECT TENSE	S+HAD+P2	I HAD WORKED
3. THE FUTURE PERFECT TENSE	S+SHALL, WILL HAVE+P2	I SHALL HAVE WORKED
4. THE FUTURE PERFECT IN THE PAST	S+SHOULD, WOULD HAVE+P2	I SHOULD HAVE WORKED

PERFECT CONTINUOUS

1. THE PRESENT PERFECT CONT TENSE	S+HAVE, HAS BEEN+V+ING	I HAVE BEEN WORKING
2. THE PAST PERFECT CONT. TENSE	S+HAD BEEN+V+ING	I HAD BEEN WORKING
3. THE FUTURE PERFECT CONT, TENSE	S+SHALL, WILL HAVE BEEN+ING	I SHALL HAVE BEEN
4. THE FUTURE PERFECT CONT TENSE	S+SHOULD+HAVE BEEN+ING	I SHOULD HAVE BEEN

PASSIVE VOICE

1. THE PRESENT SIMPLE TENSE	S+BE+P2	IT IS CELEBRATED
2. THE PAST SIMPLE TENSE	S+WAS, WERE+P2	I WAS BORN
3. THE FUTURE SIMPLE TENSE	S+SHALL BE+P2	I SHALL BE INVITED
4. THE FUTURE IN THE PAST	S+SHOULD BE+P2	I SHOULD BE INVITED

CONTINUOUS

1. THE PRESENT CONT. TENSE	S+BE+BEING+P2	I HAVE BEING INVITED
2. THE PAST CONT. TENSE	S+WAS, WERE+BEING+P2	I HAD BEING INVITED

PERFECT

1. THE PRESENT PERFECT TENSE	S+HAVE+BEEN+P2	I HAVE BEEN INVITED
2. THE PAST PERFECT TENSE	S+HAD+BEEN+P2	I HAD BEEN INVITED
3. THE FUTURE PERFECT TENSE	S+SHALL+HAVE BEEN+P2	I SHALL HAVE BEEN
4. THE FUTURE PERFECT IN THE PAST	S+SHOULD+HAVE BEEN+P2	I SHOULD HAVE BEEN

Qaysi Fe'l zamoni?

ACTIVE VOICE

S+V (S-ES)	I WORK, HE WORKS
S+V (ED)	I WORKED
S+SHALL,WILL	I SHALL WORK
S+SHOULD.WOULD	I SHOULD WORK
S+BE+V-ING	I AM WORKING
S+WAS.WERE+V-ING	I WAS WORKING
S+SHALL .WILL BW-ING	I SHALL BE WORKING
S+SHOULD,WOULD BE-ING	I SHOULD BE WORKING
S+HAVE,HAS+P2	I HAVE WORKED
S+HAD+P2	I HAD WORKED
S+SHALL,WILL HAVE+P2	I SHALL HAVE WORKED
S+SHOULD,WOULD HAVE+P2	I SHOULD HAVE WORKED
S+HAVE,HAS BEEN+V+ING	I HAVE BEEN WORKING
S+HAD BEEN+V+ING	I HAD BEEN WORKING
S+SHALL,WILL HAVE BEEN+ING	I SHALL HAVE BEEN
+HAVE BEEN+ING	I SHOULD HAVE BEEN

PASSIVE VOICE

S+BE+P2	IT IS CELEBRATED
S+WAS,WERE+P2	I WAS BORN
S+SHALL BE+P2	I SHALL BE INVITED
S+SHOULD BE+P2	I SHOULD BE INVITED
S+BE+BEING+P2	I HAVE BEING INVITED
S+WAS,WERE+BEING+P2	I HAD BEING INVITED
I S+HAVE+BEEN+P2	I HAVE BEEN INVITED
S+HAD+BEEN+P2	I HAD BEEN INVITED
S+SHALL+HAVE BEEN+P2	I SHALL HAVE BEEN
+HAVE BEEN+P2	I SHOULD HAVE BEEN

LESSON-9

TEXT: ULUGBEK

Ulugbek (Mukriamad Taragai) was born in 1194 Sultania. His father was great Temur's son Shahruh, his mother was Gavharshodbegin, the granddaughter of the Naiman's padishah Kutlugkhan. Ulugbek was brought up by his grandmother Saraimulkhanum.

When he was 15 years old he became the ruler of Samarkand. When he was 17 he became the ruler of Mavara — Un — Nahr and he ruled the state during 40 years. Really it was very difficult for him to combine the state affairs with science and Ulugbek realized it only after his defeat with Barakhan.

The great scientist liked to devote himself to science, but he needed the throne too, if he were not a sultan emir how could he build the expensive observatory, erect madrasahs, pay hundreds of scientists for their work.

Ulugbek's mother Gavharshodbegim didn't want her son to be the scientist and she said that the world was not governed by science, by books, but only by power. Her son Ulugbek became a great scientist, he tried to send human ideas to the stars and to get the new knowledge from so long distance. He compiled the catalogue of stars which is very popular even today.

When Ulugbek was the ruler of Samarkand, it became the centre of art and science. Mavara — un — Nahr became powerful and strong.

New words	Questions to the text
To be born – tug’ilmoq	1. When did Ulugbek live?
Bring up [brought up] – tarbiyaiamoq	2. Who were his ancestors?
State affaris – davlat ishlari	3. What was Ulugbek ?
Throne – toj	4. When and where did he build the observatory?
Erect build –qurmoq	5. How long did he rule the state?
Ruler – hukmdor	
Defeat – mag’lubiyat	
Granddaughter – qiz nabira	
Devote – bag’ishlamoq	

NUTQIY MAVZU:UZBEK HOLIDAYS

Exercise: Underline the appositives in the following sentences.

1. Navruz, the first day of the New Year, is a very well-loved holiday in Uzbekistan.
2. Navruz was considered to be the day of Khurazo, the day of the water angel.
3. On this day Jamshid, the chief religious figure of the Zoroastrians, rose to the Heaven and got a star.
4. The writer Al-Beruni wrote many works, still studied today.
5. During Beruni’s time this great holiday, Navruz was celebrated for the whole month of March.
6. The Iranian people gave the holiday the name “Ruzi Umed”, the “Day of Hopes.”
7. Modern Navrus celebrations include the making of “sumalak”, a favorite national dish.
8. Another popular Uzbek holiday, Independence Day is celebrated on September 1st every year.
9. Hayit, a three day celebration, is an important religious holiday in Uzbekistan.
10. It follows the month of Ramadan, the Muslim period of fasting.

Mustaqil ta’lim uchun topshiriq:

Great people in Uzbekistan

Adabiyotlar:

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 - ✓ **Mustaqil ta’lim uchun tarqatma materiallar (diskda ilova qilindi).**

LESSON10
TEXT:MEETING SOCIETY NEEDS

1 Match the word phrases 1-9 and their definitions a-i.

MEETING SOCIETY NEEDS

Look at the photos and think what messages they carry.

2 (T4) Listen to the tape and fill in the blanks with

3 Listen to the tape again and write whether the the words from the box in appropriate forms. following statements are true or false.

contest drive restore deviate arouse meet outmoded diversity dissect significant

No Statements T F

1 A country must always conduct a number of social researches in order to find out undeveloped spheres.

2 The first person who is being interviewed by the journalist works at the big plant producing wool materials.

3 Demands and needs of citizens in society stay in the same conditions for a long time.

4 Half-ready eatable products are prepared to meet social needs of people which are growing day by day.

5 Half-ready food products are at greater demand today because people have no time to cook at home.

6 Yearly plan must be made in order to meet society needs in various products beforehand.

7 The second person who is interviewed in the radio programme works at the hospital.

8 To meet society needs in education including foreign language learning the government in our country has taken several vital steps to develop the system.

a. Social matters have always been _____ point in development and prosperity of the state.

b. Social researches assist in _____ fields of society thoroughly.

c. The spheres which do not progress at all or are having difficult periods of default should immediately be _____.

d. To _____ social demands of citizens who live in the country guarantees well-being of them.

e. The demands of society always _____ rapidly.

f. The products which are being manufactured today cannot _____ with the ones made several years ago.

g. Strong rivalry in economics _____ businessmen think, find out new models of productions.

h. Businessmen have to think about _____ of their manufactured products to stand strong rivalry.

i. Teaching methods of modern education system _____ from the ones used some years ago.

j. _____ technologies, ways in teaching do not meet society needs.

4 Work with your partner. Discuss the questions below.

a. How important is it to meet social needs of citizens?

b. What fields of life are not meeting society needs? How to assist their development?

c. Would future social needs differ from contemporary ones? If a free society cannot help the many who are poor, it cannot save the few who are rich.

John Kennedy

GRAMMATIKA: SUBJUNCTIVE II.

Make sentences using the correct form of the future tense of to be.

Example: I a teacher in a year.

I shall be a teacher in a year.

1. He a student next year.

2. I at home tomorrow.

3. ... you be at home on Sunday?
4. She not be at work on Saturday.
5. Where ... you ... in two days?
6. We ... not ... in the country.
7. He a pilot when he grows up.
8. I at school.
9. She ... not ... a doctor, she ... a teacher.
10. It a good idea.
11. ... he ... here in some hours?
12. I ... not ... a teacher.
13. Where ... we ... next month?
14. ... they ... in the park?
15. They ... not ... in the garden.
16. The students at the lesson at nine a.m.
17. He in Nukus during the holiday.
18. It hot tomorrow.
19. ... you ... at the lesson a this time tomorrow.
20. My father on business trip next month

Example: There are ... diagrams in the new book.

There are some diagrams in the book.

1. Did you buy ... stamps?
2. He gave me ... postcards.
3. Are there ... illustrations in that book? Yes, there are
4. Here are ... letters for you.
5. Is there ... soap in the box? No, there isn't
6. Take ... jam, please.
7. Is there ... paper in the drawer?
8. Put ... sugar in my tea, please.
9. He never puts ... sugar in his coffee.
10. Please give me ... more pudding. I am sorry, but there isn't
11. There is ... butter on the table, but there isn't ... milk.
12. I asked him for ... ink, and he gave me...
13. Did you buy ... blue ink?
14. Do you want ... apples? Here are ... ripe ones.

15. Have you ... more books?
16. I want to buy ... flowers. We haven't ... in our garden now.
17. Put ... salt on your meat.
18. There aren't ... matches left; we must buy
19. He wants more milk. Give him
20. Have you read ... good books lately?

NUTQIY MAVZU: MOST INTERESTING JOBS IN THE WORLD

Read the text and answer the questions 71 and 72.

What young people should study at school has long been the subject of intense debate and this is a question that certainly does not have one correct answer.

We need to provide young people the best possible chance of doing well at school. In traditional curriculum there is a wide variety of subjects with a mix of academic and non-academic subjects. In this way a young person is formed with a rounded education. Non-academic subjects would include sports, cooking, woodwork and metalwork. I believe this is the best form of education. A young person should learn things other than academic subjects. Sport is particularly important. Young people have to learn to love sport so that they can be fit and healthy later in life. If not we will be raising an obese and unfit generation.

I totally understand the point of view that education is so important that students must be pushed as hard as possible to achieve their best. It sounds a good idea to only expose the students to academic subjects as then they can spend all of their school hours on studying areas that will get them into university and good jobs later in life. I just feel a more rounded education would produce a better individual. We must remember too that a lot of people, maybe even most people, aren't academically minded and would benefit more from a more vocationally based education. Forcing academic studies onto them would lead to failure and the student leaving school too early.

Choose the best title to the text above

- A) Renewing the education system
- B) Curriculum vitae
- C) The young and the education
- D) Academic studies

Choose which one is incorrect according to the text

- A) Young people should be given the best opportunities of doing well
- B) Young people should be concerned on other academic subjects
- C) Making young study academic studies seems unsuccessful
- D) All answers are correct

Choose the appropriate answer.

My sister ... very pretty. ... an actress.

- | | |
|---------------|----------------|
| A) is / He's | C) are / She's |
| B) is / She's | D) am / I'm |

Choose the appropriate answer.

- ... a teacher?

- No, ... still a student.

- | | |
|-----------------------|-------------------|
| A) Are you / I am not | C) Is she / he is |
| B) Are your / I am | D) Are you / I am |

Choose the appropriate answer.

... hungry? - No, ... but ... tired.

- A) Are you / I'm not ... I am
- B) Is he / he's not ... he are

- C) Are they / they are ... they are
D) Are you / I am ... I'm not

Choose the appropriate answer.

... his briefcase? - ... black.

- A) What colour are / It is
C) What colour is / It is
B) What colour is / They are
D) What colour are / They are

Choose the appropriate answer.

... your husband? - ... well?

- A) How are / Is he C) How old is / Is he
B) Where is / Is he D) How is / Is he

Choose the appropriate answer.

- ... you ... your work?

- No, I ... an interesting magazine.

- A) Is ... doing / is reading
C) Am ... doing / are reading
B) Are ... doing / am not reading
D) Are ... doing / am reading

Choose the appropriate answer.

- Where ... these pupils ... now?

- They ... to the museum.

- A) is ... going / are going
B) are ... going / is going
C) am ... going / are going
D) are ... going / are going

Mustaqil ta'lim uchun topshiriq:

Great people in Uzbekistan

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Mustaqil ta'lim uchun tarqatma materiallar (diskda ilova qilindi).

LESSON-11

TEXT:What is Ecology ?

Ecology very popular word today. Ecology is a science which studies the relationship between all forms of life on our planet and the environment. This word came from Greek "oikos" which means "home". The idea of home includes our whole planet, its population, nature, animals, birds, fish, insects and all other living beings and even the atmosphere around our planet.

Since ancient times Nature has served Man giving everything he needs: air to breathe, food to eat, water to drink, wood for building and fuel for heating his home. For thousands of years people lived in harmony with the environment and it seemed to them that the resources of nature had no end or limit. With the industrial revolution our negative influence on Nature began to increase. Large cities with thousands of

steaming, polluting plants and factories can be found nowadays all over the world. The by-products of their activity pollute the air we breathe, the water we drink, the fields where our crops are grown. That's why those who live in cities prefer spending their days off and their holidays far from the noise of the city, to be closer to nature. Perhaps they like to breathe fresh air or to swim in clear water because the ecology isn't so poor as in the cities.

So, we see that our environment offers an abundance of subject matter for discussion. The problems and prospects of the planet interest not only scientists and futureologists, but also politicians, industry, the public – and above all, young people! There is hardly a young person who is not concerned with the preservation of our nature.

Whether a scientist or a politician, a banker or a student, whether Greek, Norwegian, Hungarian or Uzbek are to stop pollution.

Scientists now predict that by the year 2050 the population will be double what is today. The fact remains that the rate of food production fell behind population growth in many of developing countries. The annual fish catch already exceeds what the world 's oceans can successfully sustain. If we go on using our natural resources at today's rates, we will have used up the entire reserves of copper, natural gas and oil by the year 2054.

Pollution is one of the most burning problems of nowadays. Now millions of chimneys, cars, buses, trucks all over the world exhaust fumes and harmful substances into the atmosphere. These poisoned substances pollute everything: air, land, water, birds and animals. So, it is usually hard to breathe in the large cities where there are lots of plants. Everything there is covered with soot and dirt., all these affect harmfully. Every year the atmosphere is polluted by about 1000 tons of industrial dust and other harmful substances. Big cities suffer from smog. Cars with their engine have become the main source of pollution in industrial countries. Vast forests are being cut down for the need of industries in Europe and USA. The loss of the forests upsets the oxygen balance of the new wastelands. As the result some species of animals, birds, fish and plants have disappeared and keep disappearing.

Water pollution is very serious, too. Ugly rivers of dirty water polluted with factory waste, poisoned fish are – round us. And polluted air and poisoned water lead to the end of the civilization. So, nowadays a lot of dead lands and lifeless areas have appeared. Because our action and dealing can turn the land to a desert. According to the United States Environmental Protection Agency, driving a car is the single most polluting thing that most of us do. "This is not a new problem. In the 1950's the Los Angeles smog made head-line news. Car exhausts causes health problems. There are many solutions to the problem.

Laws were enacted as long as twenty years ago to control pollution caused by cars. Since then laws have been made, such as special nozzles on gas pumps that prevent vapor from getting into the air. We also have more testson cars to make sure cars are maintained in a way that protects our environment. In cities, laws ask the time they drive and the number of trips that they make.

Cars emit several pollutants that are toxic. This caused many problems. One problem it causes is cancer. Most cars generate hydrocarbons, nitrogen, oxides, and carbon monoxide. Hydrocarbons cause eye irritation, coughing, wheezing, shortness of breath, and lung damage. Nitrogen oxide causes acid rain and leads to water quality problems. Carbon monoxide prevents oxygen from going through the lungs properly. All of these problems can be serious and effect the health of the people who live in the United States.

Some solutions to the problem are: cutting down on the number of cars, traveling at steady speeds, and keeping your car in good shape. You should never over fill your gas tank. You should always use clean gas. People should buy newer cars because they are made to create less pollution.

In summary, the problem of pollution from car exhausts is not new and is the single most polluting thing we do. The situation is so serious that many laws have been enacted to protect our environment. The pollutants that are emitted in car exhausts are very dangerous to our health. There are solutions to the problem if we just pay attention.

Choosing a job.

One of the most difficult decisions is choosing what to do for a(1) ,,,, b,,,,For example , do you want to follow a definite (2).....,and (3).....a low (4).....at the beginning but have got good (5)..... in a company that trains its

(6).....?Or are you more interested in taking any kind of work , because you need a/an (7)..... You may have to (8)..... the fact that a good (9).....can be difficult to find. In that case ,why not take a(9).....can be difficult to find. In that case, why not take a(10).....one? You will gain some useful(11).....Remember that even if you have the right(12).....,you may have to(13) lots of application forms before you are asked to (14).....an interview. But don't worry if you don't know what you want to(15).....exactly. You `ll enjoy finding out!

- | | | | |
|----------------------|---------------|----------------|----------------|
| 1) A salary | B living | C employee | D work |
| 2) A company | B training | C business | D career |
| 3) A earn | B gain | C win | D take |
| 4) A money | B profit | C cheque | D salary |
| 5) A hopes | B prospects | C futures | D promotions |
| 6) A employers | B crew | C staff | D persons |
| 7) A money | B cash | C account | D income |
| 8) A face up to | B go over | C come up with | D call off |
| 9) A work | B labour | C job | D seat |
| 10) A temporary | B overtime | C profitable | D short |
| 11) A experiences | B experienced | C experience | D experiencing |
| 12) A qualifications | B exams | C letters | D degrees |
| 13) A fall though | B get on | C turn down | D fill in |
| 14) A be | B attend | C make | D advertise |
| 15) A work | | | B |
- job C do D employ

Chickpea soup

This recipe is both (1)B..... and cheap. If you use dried chickpears, (2) Them for at least twelve hours in cold water. Drain them and put them in a large (3) with plenty of water. Bring them to the boil, and then let them simmer gently (4)the chickpears are soft. I find it easier to use (5)..... chickpears, which are already cooked. This (6)..... time, and also guarantees that the chickpears will be soft, since it can take hours of boiling before they (7)Two small 450 gram cans are usually (8)..... . Strain the chickpears, but keep some of the liquid for the soup. (9)..... three tablespoons of olive oil into a saucepan, and gently heat a chopped (10), two or three cloves of garlic and some (11) carrot. (12)..... half the chickpears and turn them in the oil over a low heat. Meanwhile blend the remaining chickpeas in a food (13)..... Until they make a smooth cream. Add about half a litre o water to tables and bring to the boil. Mix in the creamed chickpeas and cook slowly. Add salt and (14)..... And a pinch of mixed herbs. Some (15).....add lemon juice at the end.

- | | | | |
|----------------|----------|-----------|------------|
| 1) A expensive | B tasty | C worth | D cold |
| 2) A soak | B bury | C wash | D water |
| 3) A kettle | B mug | C sink | D saucepan |
| 4) A when | B until | C if | D enough |
| 5) A the | B to | C canned | D crude |
| 6) A makes | B takes | C saves | D gives |
| 7) A soften | B harden | C widen | D lengthen |
| 8) A much | B enough | C mine | D few |
| 9) A Grate | B Peel | C Beat | D Pour |
| 10) A onion | B up | C one | D water |
| 11) A melted | B beaten | C poached | D sliced |

- | | | | |
|---------------|---------|-----------|---------|
| 12) A One | B Then | C Add | D Serve |
| 13) A just | B not | C dish | D mixer |
| 14) A paper | B puppy | C pepper | D poppy |
| 15) A cookers | B cooks | C cookery | D chief |

Street markets

Most people enjoy looking for (1).....D.....in street markets. It can be very enjoyable walking around the (2)....., among the crowds of (3)....., and trying to spend as (4)..... as possible. Of course it depends (5)..... the market. In fruit and (6)..... markets, there is usually a wide variety of (7)..... produce, but it may not be cheap. There may be goods at (8)..... prices at the end of the day, however. Clothes markets can be a problem, as it is difficult to (9)..... on new clothes in the open (10).....! My favourite are antique markets, where although there is not much (11)..... of finding valuable objects which are also cheap, you can enjoy yourself looking at all the things for (12)..... . Whatever kind of market you look (13)....., and whether you buy things or not, you usually (14)..... up feeling completely worn (15)..... . Still, it is an interesting way of shopping.

- | | | | |
|------------------|-----------|---------------|-------------|
| 1) A cheap | B sale | C inexpensive | D bargains |
| 2) A tables | B stalls | C boxes | D stores |
| 3) A shoppers | B public | C buys | D goods |
| 4) A little | B soon | C late | D is |
| 5) A from | B with | C on | D to |
| 6) A salads | B green | C farm | D vegetable |
| 7) A new | B fresh | C young | D early |
| 8) A half | B bottom | C reduced | D down |
| 9) A look | B try | C have | D take |
| 10) A time | B shop | C light | D air |
| 11) A likelihood | B instead | C in spite | D luck |
| 12) A that | B all | C sale | D others |
| 13) A round | B for | C up | D out |
| 14) A shut | B bring | C get | D end |
| 15) A clothes | B however | C out | D through |

9 Decide which answer (A, B, C, or D) best fits each space.

Why read books ?

Is it worth reading books, (1)..... nowadays there are so many other forms of (2).....? Some people say that even (3)..... books are expensive, and not everyone can (4)..... books from a library. They might add that television is more (5)..... and that viewers can relax as they watch their favourite (6)..... . All that may be true, but books are still very (7)..... . They encourage the reader to use his or her (8)..... for a start. You can read a (9)..... of a book, or just a few pages, and then stop. Of course, it may be so (10)..... that you can't stop! There are many different kinds of books, so you can choose a crime (11)..... Or an autobiography, or a book which gives you interesting (12).....

. if you find it hard to choose, you can read (13)..... , or ask friends for ideas.
 Personally, I can't (14)..... can't watch television at bus stop (15).....
 up television easily enough. You can't watch television at bus stops !

- | | | | |
|---------------------|-----------------|---------------|----------------|
| 16) A in | B or | C why | D since |
| 17) A entertain | B entertainment | C entertained | D entertaining |
| 18) A paperback | B the | C so | D when |
| 19) A borrow | B buy | C lend | D take |
| 20) A excited | B excitable | C exciting | D excitement |
| 21) A ones | B programmes | C episodes | D cereals |
| 22) A too | B public | C live | D popular |
| 23) A imagination | B author | C index | D amusement |
| 24) A capital | B head | C chapter | D cover |
| 25) A current | B imagined | C interest | D gripping |
| 26) A history | B novel | C booklet | D poetry |
| 27) A advise | B idea | C information | D fact |
| 28) A announcements | B gossip | C reviews | D prefaces |
| 29) A do | B make | C have | D take |
| 30) A pick | B look | C give | D turn |

A disastrous holiday

The day Gerald arrived at the Almara Beach Hotel, he fell (1)A.....the stars .The manager called a/an(2).....,but fortunately Gerald's leg was only badly (3).....,and not broken .The doctor (4).....swimming as further (5).....but gave Gerald a/an (6).....for some tablets in case his leg became (7).....The next day Gerald sunbathed by the pool ,and he (8).....and dived into the water. There was not very much water in the pool ,and he (9).....of his arms when he hit the bottom. This time he complained to the hotel manager ,who sent special meal to Gerald's room. Later that night ,Gerald was (10).....from a (11).....back, the injuries to his arm and leg ,and also had a terrible(12).....He had a high(13).....and felt terrible. Luckilyhe had the tablets the doctor had given him to (14....the pain .As he reached for them ,he fell out of bed and broke his (15).....He spent the rest of his holiday in bed.

- | | | | |
|----------------|----------------|----------------|---------------|
| 1)A down | B to | C with | D for |
| 2) A stretcher | B prescription | C ambulance | D emergency |
| 3)A sick | B bruised | C hurt | D infected |
| 4)A went | B prevented | C said | D recommended |
| 5)A medicine | B cure | C drugs | D treatment |
| 6)A recipe | B paper | C prescription | D order |
| 7)A painful | B pained | C painless | D pain |
| 8)A end | B breath | C mouthful | D water |
| 9)A hurt | B injury | C ached | D sore |
| 10)A ill | B injured | C suffering | D damaged |
| 11)A sunny | B sunburnt | C sunshine | D grilled |
| 12)A agony | B hurt | C heat | D stomachache |
| 13)A pain | B temperature | C ache | D degree |
| 14)A hold | B check | C rid | D reduce |
| 15)A waist | B lips | C wrist | D throat |

GRAMMATIKA: THE EMPHATIC CON-N IT IS (WAS)...THAT.

Choosing clothes

Are you one of the thousand of people who eagerly follow every new

(1).....B..... that appears? Or are you one of those who go to the shops and just buy whatever they can find in their (2)that (3).....them? Or perhaps you order from a mail-order catalogue, and then have to send everything back because nothing (4).....? Whatever (5).....of shopper you are, one thing is certain. Everyone finds (6).....important. According to a recent survey, people spend more time either buying clothes, or thinking about buying them, or looking at them in shop (7), than they do on most other product, (8).....from food. And the reason is obvious. Clothes are in important part of our (9)..... . At work, you may need to impress a customer, or persuade (10) dressed people, so they say, get on in the world. And as far as attracting the opposite sex is concerned, clothes also play a vital role. If a friend who has been (11) the same old jacket or the same old dress suddenly appears in the (12)..... fashion, you can be sure that influences of sport, music and leisure on the way we (13) So excuse me while I (14)..... on my tracksuit and training (15)..... . I'm just dashing off some fast window-shopping.

- | | | | |
|-----------------|--------------|-------------|------------|
| 1) A appearance | B fashion | C uniform | D dress |
| 2) A place | B price | C size | D self |
| 3) A suits | B makes | C takes | D likes |
| 4) A sizes | B styles | C fits | D measures |
| 5) A means | B typical | C idea | D kind |
| 6) A out | B clothes | C dresses | D vests |
| 7) A centres | B sale | C times | D windows |
| 8) A apart | B or | C according | D taken |
| 9) A nowadays | B appearance | C looking | D events |
| 10) A well | B good | C best | D fancy |
| 11) A dressing | B putting on | C carrying | D wearing |
| 12) A last | B minute | C latest | D complete |
| 13) A clothes | B have | C dress | D go |
| 14) A put | B dress | C wear | D have |
| 15) A fit | B shoes | C tonight | D again |

Moving in

The entrance to the flat was at the (1).....A..... of the house. Jane had to walk along a (2)across the lawn and past a (3)..... full of gardening equipment. Inside the back door there was a flight of (4) and then another door on the (5) It was a (6)..... flat with a bedroom. There was not a lot of (7) but certainly enough for a student like Jane. There was a/an (8)in the living room with an electric fire, and the kitchen had a small (9).....and a fridge. The bathroom did not have a bath, only a (10)and a basin, but Jane didn't mind. She was thinking about other problems. There wasn't a washing (11) , there was no (12)..... heating. It was raining outside, and the flat felt damp and chilly. On the bed there were some (13)..... And a duvet, but no (14) It was lucky that Jane had brought a sleeping bag. As she was wondering what to do next, there was a knock (15) the door.

- | | | | |
|-------------------|-----------------|--------------|-----------|
| 1) A side | B inside | C beginning | D garden |
| 2) A road | B way | C path | D stairs |
| 3) A room | B shed | C cellar | D floor |
| 4) A ladder | B upstairs | C rooms | D stairs |
| 5) A roof | B landing | C balcony | D bottom |
| 6) A multi-storey | B semi-detached | C furnished | D cottage |
| 7) A furniture | B rent | C neighbours | D housing |
| 8) A oven | B fireplace | C cooker | D cooking |
| 9) A cook | B cookery | C cooker | D cooking |
| 10) A waterfall | B shower | C splash | D sink |
| 11) A machine | B up | C room | D powder |
| 12) A central | B much | C radiator | D good |

- | | | | |
|-----------------|----------|-----------|------------|
| 13) A wrappings | B rugs | C carpets | D blankets |
| 14) A whites | B sheets | C spreads | D cloths |
| 15) A for | B behind | C to | D at |

NUTQIY MAVZU: HEALTH

EAT YOUR FRUITS AND VEGETABLES. Fruits and vegetables are great for snacking. They can calm your craving for sweet or crunchy, plus they are good for you! Fruits and vegetables are excellent sources of fiber, vitamins, and minerals. They can also help prevent diseases such as cancer. Try to get 5-9 servings daily!

KEEP MOVING. Incorporate activity into your daily routine. Does this mean going to the gym for an hour each day? NO! Keep busy by taking the stairs instead of the elevator, walk instead of taking the bus, get up to change the TV station and do sit-ups and jumping jacks during TV commercials. Being more active throughout the day may help increase your metabolic rate. An increase in metabolic rate will help you burn more calories during normal daily activities.

FAT FREE DOES NOT EQUAL CALORIE FREE. While monitoring the amount of fat in the diet is important, it should not be the ultimate focus for weight management or the sole factor in choosing healthy foods. Fat free foods still have calories, and excess calories lead to weight gain. Eat all foods in moderation!

GIVE YOUR FOOD THE ATTENTION IT DESERVES. Take time during meals and truly taste every bite you eat. Eat slowly and have meal times be a time of relaxation and enjoyment. Recharge mentally while you refuel physically!

Grammar Practice

Fill the blanks with any more, no longer and still.

- I don't go to the gym _____.
- Begonia _____ goes swimming on Tuesdays. She now goes on Fridays instead.
- Are you _____ seeing the same physician?
- I _____ don't know what time my appointment is. I phoned the doctor's office but no one answered.
- The doctor said I mustn't drink coffee _____.
- I had a long nap so I'm _____ tired.
- We _____ go to that health club because they put the prices up. 8.
- The doctor _____ hasn't given my test results. I hope everything's OK.
- I _____ haven't done my exercises. I must do them tomorrow. 10.
- She doesn't take good care of herself _____.
- You _____ need an appointment to see the doctor. Just come by his office.
- My uncle _____ believes that smoking won't harm him, no matter what the doctor says.

Check Comprehension

- What did the American lady say about the canary?
- What scenery could be seen through the window of the compartment and of the corridor?
- What season was it?
- How long did the train stay in the station at Marseilles and what did the lady buy there?
- Why did the lady stay near the steps of the car?
- What did the passengers see on their way when the train left the station in Marseilles?
- How did the porter get the compartment ready for the night?
- Why couldn't the lady sleep all night?
- What did the porter do while the lady was having breakfast in the restaurant car?

Mustaqil ta'lim uchun topshiriq:

Great people in Uzbekistan

Adabiyotlar:

- G. Boqiyeva, F. Rahidova // Scale Up // Gafur G'ulom nashriyoti. T., 2015

2. English grammar and vocabulary. Michael Vince. 2011.

- ✓ **Ma'ruzada foydalanilgan asl manba** (English grammar and vocabulary. Michael Vince. 2011).(diskda ilova qilindi).
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- ✓ **Mavzu bo'yicha tarqatma materiallar** (diskda ilova qilindi).

Mustaqil ta'lim uchun tarqatma materiallar (diskda ilova qilindi).

**LESSON--12-.
GRAMMATIKA: THE GERUND CONSTRUCTIONS
Infinitive**

Some verbs can take another verb as the complement instead of a noun. Sometimes the verb functioning as the complement must be in the infinitive (to+ verb) and sometimes it must be in the gerund (verb+ing) form. The following verbs are always followed by the infinitive complement is a verb.

Agree	Attempt	Claim	Decide	Demand
Desire	Expect	Fail	Forget	Hesitate
Hope	Intend	Learn	Need	Offer
Plan	Prepare	Pretend	Refuse	Seem
Strive	Tend	Want	Wish	

Gerund

Other verbs must be followed by gerund. These verbs include:

Admit	Appreciate	Avoid	Can't help	Consider
Delay	Deny	Enjoy	Finish	Mind
Miss	Postpone	Practice	Quit	Recall
Report	Resent	Resist	Resume	Risk
Suggest				

The following verbs can be followed by either the infinitive or the gerund with no change in meaning.

Begin	Can't stan	Continue	Dread
Hale	Like	Love	prefer
Regret	Start	Try	

Present perfect and present perfect continuous

Present perfect

Form

Use the following rule to form the present perfect.

Subject + { has have } + {verb in the past participle} ...
--

The present perfect is used to indicate:

1. An action that happened at an andefinete time in the past.

John has traveled around the world. (we don't know when)

2. An action that happened more than once in the past.

George has seen this movie three times

3. An action that began in the past and is still occurring in the present.

John has lived in the same house for twenty years. (he still lives there)

Or

John has lived in the same house since 1975. (he still lives there)

For/since

Use of for+ duration of time: for five hours, for thirty years, for ten minutes. Use since+ beginning time: since 1975, since five o'clock, since January.

Yet / already

The adverb yet and already are used to indicate that something has happened (or hasn't happened) at an unspecified time in the past. These adverbs are often used with the present perfect.

Already- affirmative sentences
Yet- negative sentences and questions

Note: already usually appears between the auxiliary and the main verb; however, it can appear at the beginning or end of the sentence. Yet appears at the end of the sentence.

Ex:

We have already written our reports.

We haven't written our reports yet.

Note: another option with the use of yet is sometimes possible. In this case, the verb is positive and the adverb yet does not appear at the end of the sentence.

John has yet to learn the material. = John hasn't learned the material yet.

NUTQIY MAVZU: AMERICAN IRREPLACABLE PEOPLE

Across the ranching West, in dusty little cow towns from the south of Texas to the broad Alberta, Canada prairie, the rodeo arena is a focal point of community life. In places too small to have their own baseball fields, you will often find ramshackle little arenas, where folks get together on week nights for local roping contests, and where a few times a year, the place comes alive with spirited competition. On every level, from the small-town kids' rodeo or high school event to the biggest international professional rodeo, rodeo is a central part of the western way of life for boys and girls, men and women. From the youngest "mutton-buster" clinging to the back of a rampaging sheep, to the seventy-year-old team roper at the local "old-timers" rodeo, this is a basic affirmation of who they are and how deep their roots run.

In many ways, rodeo is about belonging and about community. Of course, there is a sense of membership in the elite conceptual establishment known as the Cowboy West. But rodeo as community extends to many different corners, throughout the warp and weave of the fabric of Western American life.

Rodeo is far more than just recreation in ranch country. Rodeo provides a social structure, an extended community, in which like-minded folks might get together from time to time to share common values and desires. It ties the residents of these communities to one another, and to the American West, as well. Indeed, the real importance of the sport lies not in mere recreation, but as an expression of regional and community heritage. Through their rodeo activities, children and adults share in the rich culture of the ranching west, as traditions of hard work and hard play are passed along from one generation to the next.

Rodeo defines, in many ways, the spirit of the pioneer west. It is tied to the traditional activities of ranching in the west, and it gathers together in a cultural net folks who may not themselves still be **occupied** in ranching, in places that today may be more in tune with computers than with cattle. Rodeo gives its participants an opportunity to express their **attachment** to the traditional values of the generations of ranching people who **preceded** them.

It is the modern, western Circus Maximus, combining all the best elements of gladiatorial drama and athletic showmanship.

In rodeo, you can watch cowgirls in **gorgeous**, bright outfits and perfectly fixed hair get covered with mud, racing around on the finest four-legged athletes in the world, or see brave young men try to survive for eight seconds atop nearly a ton of **vicious** beefsteak.

In rodeo competition, the contestants match their riding and roping skills in **rugged**, exciting events.

There are two main groups of events: rough stock events and timed events. Rough stock events feature cowboys or cowgirls trying to ride **bucking** horses or bulls for a specified number of seconds. The judges award points to the contestants, **chiefly** for their form and how well they control the animals. Timed events are judged according to how quickly the contestants complete the required task.

Types of rodeo:

- a) youth rodeo for competitors as young as five years old
- b) high school rodeo
- c) professional rodeo
- d) “old timers” rodeo (over 40) for both **genders**.

Check Comprehension

1. What is a rodeo? Describe the type of sport which is called “rodeo”
2. Is rodeo common throughout America?
3. What types of rodeo are mentioned in the text?
4. How deep is rodeo in the life of the Western American community?
5. Who is involved in a rodeo besides the cowboys?
6. Is there anything like a rodeo in Uzbekistan?
7. What are the main impressions you get when you read the text?
8. Which words give you these feelings?
9. Would you like to watch a rodeo someday?

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LESSON-13 TEXT:NETWORKING

1 Match the words/phrases and the definitions.

A B

1. networking
2. mutually beneficial bonds

3. buzzword
4. referral
5. hidden job market
6. the payoff
7. social media
8. a valuable supplement
9. a stand-alone approach
10. face time
11. bend
12. agile
13. complimentary services

- a) a close connection joining two or more people to be helpful or have a good effect on each other;
 - b) a word or expression from a particular subject area, that has become fashionable by being used a lot, especially on television and in the newspapers;
 - c) advantage or benefit that you get from the previous action; (informal) the result of a set of actions, or an explanation at the end of something
 - d) building relationships in order to obtain certain benefits in the future;
 - e) market which deals with unemployment;
 - f) praising or expressing admiration for someone; if tickets, books, etc. are complimentary, they are given free.
 - g) quick in movement and nimble
 - h) the main means of mass communication relating to society, organizations or communities;
 - i) the way, which is used when one can operate on his own without help from others;
 - j) time spent in face-to- face contact with someone
 - k) to force or to be forced;
 - l) upscale thing which is added to something else in order to improve it or complete it; something extra;
 - m) when you direct someone to a different place or person for information, help or action, often to a person or group with more knowledge or power;
- 1 2 3 4 5 6 7 8 9 10 11 12 13

2 (15) Listen to the tape and tick items

mentioned,

- a. Definition to the term “networking”.
- b. 100G Coherent Networking.
- c. The key factor in successful networking activities.
- d. Center stage in the networking world.
- e. Types of networking, such as Cloud Networking, Packet Networking, GeoMesh Networking.
- f. Social media as a valuable supplement.
- g. The network of the future.
- h. The word «sociable» means a person who communicates with another person for a specific purpose.

3 Listen to the tape again. Write answers true (T) or false(F). '

1. The majority of people found their most recent position by networking, either through referrals or direct contact with a hiring manager. T
2. Relationships are simply the process of building positive, advantageous relationships, either by making a connection with someone in person or online. _____
3. Social media is a potential way to reach your customers and begin two-way conversations with a wider audience. _____
4. The network of the future is a dynamic, programmable, agile, and adaptable common infrastructure for running applications and connecting places, people, and machines. _____

4 Note down ideas concerning networking.

1. What is networking? _____
2. Why networking?
3. Relationships
4. Social media
5. The future of the networking

Put the words and word-combinations into the table.

absolutely certain, on the whole, it's impossible,
 generally speaking, probably, more often than,
 definitely, to be sure, taking into consideration,
 depending on, provided that.

Expressing certainty,
 probability, doubt
 Generalizing and
 qualifying

GRAMMATIKA: MODAL VERBS

Modal verbs Should

This modal verb is used to indicate:

A recommendation, advise, or obligation.

Henry should study tonight

One should exercise daily

Maria should go on a diet

You should see a doctor about this problem

Expectation; used to indicate something that the speaker expects to happen.

It should rain tomorrow(I expect it to rain tomorrow)

My check should arrive next week (I expect it to arrive next week)

Note: the expression had better, ought to, supposed to generally mean the same as should in either of two definitions.

Subject + $\left\{ \begin{array}{l} \text{Had better} \\ \text{should} \\ \text{ought to} \\ \text{Be supposed to} \end{array} \right\}$ + {verb in simple form}....
--

John should study tonight

John had better study tonight

John ought to study tonight

John is supposed to study tonight

Conditionals

Real condition

Future time	
will	If +subject + simple present tense + can + (verb in simple form)
may	must

If I have the money, I will buy a new car

We will have plenty of time to finish the project before dinner if it is only ten o'clock now.

If +subject + simple present tense ... + simple present tense...
--

If the doctor has morning office hours, he visits his patients in the hospital in the afternoon. (no modal)

John usually walks to school if he has enough time.

Command

If +subject + simple present tense ... + command form...
--

Remember that the command form consists of the simple form of the verb.

If you go to the post office, please mail this letter for me.

Unreal condition

Present or Future time

would If +subject + simple past tense + { could } + (verb in simple form) might
--

If I had the time, I would go to the beach with you this weekend

(I don't have time). (I'm not going to the beach with you).

He would tell you about it if he were here

(he won't tell you about it) (he is not here.)

Past time

would If +subject + past perfect + { could } + have + (verb in past participle) might
--

If we had known that you were there, we would have written you a letter

(we didn't know that you were there) (we didn't write you a letter)

She would have sold the house if had found the right buyer

(she didn't sell the house) (she didn't find the right buyer)

Note: it is also possible to indicate a past unreal condition without using the word if. In this case, the auxiliary had is placed before, rather than after, the subject. This will usually come first in the sentence.

Had + subject+ {verb in past participle}
--

If we known that you were there, we would have written you a letter

Had she found the right buyer, she would have sold the house

TOPIC: ILLNESS AND MEDICINE

Ḥusayn ibn ʿAbd Allāh ibn Sīnā born c. 980 near Bukhara, also known as Ibn Sēna

and commonly known in English by his Latinized name Avicenna was a

Persian polymath and the foremost physician and [philosopher](#) of his time. He was also an astronomer, chemist, geologist, [logician](#), paleontologist, mathematician, physicist, [poet](#), psychologist, scientist, [soldier](#), statesman, and teacher. Ibn Sīnā wrote almost 450 treatises on a wide range of subjects, of which around 240 have survived. In particular, 150 of his surviving treatises concentrate on [philosophy](#) and 40 of them concentrate on medicine. His most famous works are "The Book of Healing", a vast philosophical and scientific encyclopaedia, and "The Canon of Medicine" which is a standard medical text at many Islamic and European universities.

Ibn Sīnā developed a medical system that combined his own personal experience with that of Islamic medicine, the medical system of the [Greek](#)/physician Galen. Avicenna was one of the main interpreters of Aristotle. Avicenna created an extensive corpus of works during what is commonly known as Islam's Golden Age (ca 10-11 century CE)

He was born in Persia around 980 in Afshana, in Bukhara province. His father, a respected Ismaili scholar of Bal kh, an important town of the [Persian](#) state of [Khorasan](#) a part of Afghanistan, was at the time of his son's birth the governor in one of the Samanid Nuh ibn Mansur's estates. He had his son very carefully educated at Bukhara. Ibn Sina himself was a Twelver [Shia](#). Ibn Sina's independent thought was served by an extraordinary intelligence and memory, which allowed him to overtake his teachers at the age of fourteen. As he said in his autobiography there wasn't anything which he hadn't learned when he reached eighteen.

When Ibn Sina was 22 years old, he lost his father. The Samanid dynasty came to its end in December 1004. Ibn Sina seems to have declined the offers of Mahmud of Ghazni, and proceeded westwards to Urgench in the modern Uzbekistan, where the vizier, regarded as a friend of scholars, gave him a small monthly stipend. The pay was small, however, so Ibn Sina wandered from place to place through the districts of Nishapur and Merv to the borders of Khorasan, seeking an opening for his talents. At Gorgan, near the Caspian Sea, Ibn Sina met with a friend, who bought a dwelling near his own house in which Ibn Sina lectured on logic and astronomy. Several of Ibn Sina's treatises were written for this patron; and the commencement of his "Canon of Medicine" also dates from his stay in Hyrcania.

On his deathbed remorse seized him; he bestowed his goods on the poor, restored unjust gains, freed his slaves, and every third day till his death listened to the reading of the Qur'an. He died in June 1037, in his fifty-eighth year, and was buried in Hamedan, Iran.

Mustaqil ta'lim uchun topshiriq:

Great people in Uzbekistan

Adabiyotlar:

1. G. Boqiyeva, F. Rahidova// Scale Up// Gafur G'ulom nashriyoti. T., 2015

2. English grammar and vocabulary. Michael Vince. 2011.

- ✓ **Ma'ruzada foydalanilgan asl manba** (English grammar and vocabulary. Michael Vince. 2011). **(diskda ilova qilindi).**
- ✓ **Amaliy mashg'ulot slayd-prizentatsiyasi** **(diskda ilova qilindi).**
- ✓ **Amaliy mashg'ulotlar uchun materiallar** **(diskda ilova qilindi).**
- ✓ **Mavzu bo'yicha tarqatma materiallar** **(diskda ilova qilindi).**

Mustaqil ta'lim uchun tarqatma materiallar (diskda ilova qilindi).

LESSON-14

GRAMMATIKA: MODAL VERBS: SHOULD, MAY, MIGHT

Modal verbs Should

This modal verb is used to indicate:

A recommendation, advise, or obligation.

Henry should study tonight

One should exercise daily

Maria should go on a diet

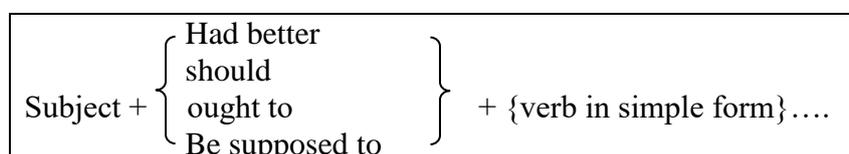
You should see a doctor about this problem

Expectation; used to indicate something that the speaker expects to happen.

It should rain tomorrow (I expect it to rain tomorrow)

My check should arrive next week (I expect it to arrive next week)

Note: the expression had better, ought to, supposed to generally mean the same as should in either of two definitions.



John should study tonight

John had better study tonight

University of London



The University of London is a university based primarily in London. It is the largest university in the United Kingdom by number of full time students, with 135,090 campus-based students and over 40,000 in the University of London External System (the Open University has more total students, but most of them are part-time). It was established by Royal Charter in 1836.

Graduates of the University of London may use the post-nominal letters 'Lond.' (Londiniensis) after their degree abbreviations.[1]

Overview

Senate House, the headquarters of the federal University of London

The University is a federal mega university made up of 31 affiliates (19 colleges and 12 institutes).[3] The nine larger colleges are Birkbeck, Goldsmiths, King's College London, the London Business School, the London School of Economics, Queen Mary, Royal Holloway, the School of Oriental and African Studies, and University College London (UCL). One of the best known colleges, Imperial College London, officially left the University of London during celebrations of its centenary on 9 July 2007.[4]

For most practical purposes, ranging from admission of students to negotiating funding from the government, the 19 constituent colleges are treated as individual universities. Within the university federation they are known as Recognised Bodies, with the authority to examine students and have the university award them degrees. Some colleges have recently obtained the power to award their own degrees and the University has amended its statutes to allow them to do so and remain in the university. For instance, beginning in the 2007/08 academic year, King's College London, the London School of Economics[5] and the University College London[6] will be awarding their own degree certificates while retaining their constituent colleges status within the University of London.

The twelve institutes, or Listed Bodies, within the University of London offer courses leading to degrees that are both examined and awarded by the University of London. Additionally, twelve universities in England, several in Canada and many in other Commonwealth countries (notably in East Africa) began life as associate colleges of the university offering such degrees. By the 1970s almost all of these colleges had achieved independence from the University of London. An increasing number of overseas academic institutes offer courses to support students registered for the University of London External System's diplomas and degrees although no accreditation from London for these schools exists other than the final examinations administered by the University of London which all pupils take.

The University of London owns a considerable estate of 160 buildings centred on the Bloomsbury district of central London near the Russell Square tube station.[7] Some of the University's colleges have their main buildings on the estate. The Bloomsbury campus also contains eight Halls of Residence and Senate House, which houses the Senate House Library, the chancellor's official residence and the School of Slavonic and East European Studies, now part of University College London (UCL) and housed in its own new building. Almost all of the School of Advanced Study is housed in Senate House and neighbouring Stewart House.[8]

The estate includes several properties outside Bloomsbury, including the University Marine Biological Station, Millport on the Isle of Cumbrae, a boathouse on the Chiswick embankment, a number of self-catering units further afield, which together house nearly 3,000 students, and the full premises of the University of London Institute in Paris.

Many of the University's college and institutes are outside Bloomsbury: those normally own their own estates.

History

The London University as drawn by Thomas Hosmer Shepherd and published in 1827/28. This building is now part of University College London, which today is one of the many constituent colleges and institutes of the University of London.

Founded in 1836, the University at first comprised just two colleges: University College London, which previously had no official chartered status and did not apply religious tests to its students, and King's College London, which had been chartered since 1829 and which admitted only members of the Church of England. Both King's (founded 1829) and University College London (founded 1826) pre-date the University of London, which initially served solely as an examining body for the constituent colleges.

In 1858 the University expanded its role by offering the University of London External System to candidates outside of the colleges, the first of its kind in the country. A new headquarters at 6 Burlington Gardens, providing the university with exam halls and offices, was built to accommodate the new role. In 1878 the University set another first when it became the first university in the UK to admit women on equal terms with men. Four female students obtained Bachelor of Arts degrees in 1880 and two obtained Bachelor of Science degrees in 1881, again the first in the country.[9]

In 1898, in part as a response to criticisms of universities which merely served as centres for the administration of tests, and calls for research and education to be more central functions of universities, the first University of London Act was passed, reforming the University and giving it responsibility for monitoring course content and academic standards within its institutions. The monitoring was conducted through newly formed centralised faculties and Boards of Studies, and King's and UCL now became constituent parts of the University of London. A symbolic element to the new centralisation of the University was the fact that UCL property became property of the University of London.[10]

An illustration of 6 Burlington Gardens, home to the university administration from 1870 to 1899.

This significant expansion of role meant the University again needed more space, and so 6 Burlington Gardens was vacated in 1899. Shortly after the 6 Burlington Gardens was vacated the University went through a period of rapid expansion. Bedford College, Royal Holloway and the London School of Economics all joined in 1900, Goldsmiths College joined in 1904, Imperial College was founded in 1907, Queen Mary College joined in 1915, the School of Oriental and African Studies was founded in 1916 and Birkbeck joined in 1920. This rapid expansion meant that the University's new premises would prove insufficient by the 1920s, requiring yet another move. A large parcel of land in Bloomsbury near the British Museum was acquired from the Duke of Bedford and Charles Holden was appointed architect with the instruction to create a building "not to suggest a passing fashion inappropriate to buildings which will house an institution of so permanent a character as a University." This unusual remit may have been inspired by the fact that William Beveridge, having just become director of LSE, upon asking a taxi driver to take him to the University of London was met with the response "Oh, you mean the place near the Royal School of Needlework".[11] Holden

responded by designing Senate House, the current headquarters of the university, and at the time of completion the second largest building in London.[12]

During the Second World War the colleges of the university (with the exception of Birkbeck) and their students left London in favour of safer parts of the UK, while Senate House was used by the Ministry of Information, with its roof becoming an observation point for the Royal Observer Corps. Though the building was hit by bombs several times it emerged from the war largely unscathed; rumour at the time had it that the reason the building had fared so well was that Adolf Hitler had planned to use it as his headquarters in London.[13]

The latter half of the last century was less eventful, mostly characterised by expansion and consolidation within the university, with the most significant risk within the university being some of the larger colleges (most notably UCL, King's, LSE and Imperial) periodically putting forward the possibility of their departure from the university, though this usually only happened when the colleges were negotiating for more powers. On 9 December 2005, however, ImperialCollege became the first college to make a formal decision to leave the university. Its council announced that it was beginning negotiations to withdraw from the university in time for its own centenary celebrations, and in order to be able to award its own degrees. On 5 October 2006, the University of London accepted Imperial's formal request to withdraw from the federation.[2] Imperial became fully independent on 9 July 2007, as part of the celebrations of the college's centenary. The Times Higher Education Supplement announced in February 2007 that the London School of Economics, University College London and King's College London all plan to start awarding their own degrees, rather than degrees from the federal University of London as they have done previously, from the start of the new academic year (starting in Autumn 2007). Although this plan to award their own degrees does not amount to a decision to formally leave the University of London, the THES suggests that this 'rais[es] new doubts about the future of the federal University of London'. However, the University continues to grow and, in 2005, admitted the Central School of Speech and Drama.

Mustaqil ta'lim uchun topshiriq:

Great people in Uzbekistan

Adabiyotlar:

1. G. Boqiyeva, F. Rahidova// Scale Up// Gafur G'ulom nashriyoti. T., 2015
2. English grammar and vocabulary. Michael Vince. 2011.

- ✓ **Ma'ruzada foydalanilgan asl manba** (English grammar and vocabulary. Michael Vince. 2011).(diskda ilova qilindi).
- ✓ **Amaliy mashg'ulot slayd-prizentatsiyasi** (diskda ilova qilindi).
- ✓ **Amaliy mashg'ulotlar uchun materiallar** (diskda ilova qilindi).
- ✓ **Mavzu bo'yicha tarqatma materiallar** (diskda ilova qilindi).

Mustaqil ta'lim uchun tarqatma materiallar (diskda ilova qilindi).

LESSON-15

TEXT: PROBLEMS OF UNEMPLOYMENT OF YOUNG PEOPLE.

PROBLEMS OF UNEMPLOYMENT OF YOUNG PEOPLE.

People of almost every age are susceptible to this pernicious disease but it hits the youth the hardest. Its name is unemployment. The percentage of unemployed youth in the total number of the jobless is high. In many developing countries the situation is more serious. Many young people commit suicide. Unless the economic situation in the world changes, youth unemployment will mount. These predictions refer to all categories of workers with high and low skills in town and country. For all these possible distinctions, these young people are outside the production structure of society. They are deprived of the possibility of creating their own "surplus" from time to time. Some may get a bit of luck, but the lot of the majority is to feel their uselessness, to lose their ideals and become disillusioned. Unemployment greatly intensifies the tendency among the youth towards drug education, frustration and crime. This is a time bomb and is a heavy accusation of any social economic system.

Teen-ages's problems

Fool guys. But they don't understand, that it's wrong. Some of them

can't stop that, and they become dependent on drugs. And they commit

different serious, because they need some money to buy drugs. There are also many other problems: alcoholism, smoking and so on. There are many youth organisations in our country, which unite young men on different principles. Members of every organisation have their own world outlook. Each of them has their own moral qualities. There are some informal organisations, for example: skinheads, hippies, punks and so on. Now there exists the problem of misunderstanding between different youth groups. We also face the problem how to spend our free time. We can do it in different ways. Some of teenagers spend their free time in different night clubs. Other young people spend their free time in the streets. As for me, I spend my free time at home or in the night clubs. I also have some problems with my parents. But every time when I have them I try to solve them without quarrel. Now we are young people and we are the future of our country. Teenagers play an important role in the modern society. Grown-ups must remember that we are the future of our country and in the present moment our character is formed and that's why our parents must not assert pressure on us, end our free time. We can do it in different ways. Some of tea

NUTQIY MAVZU: MONEY AND FINANCE

Dan likes fast cars but he doesn't have one.
He doesn't have enough money.

If he **had** the money, he **would buy** a fast car.
Usually **had** is past, but in this sentence **had** is



not past. **If** he **had** the money = if he had the money now (but he doesn't have it).

Mavzuga oid mashqlar va topshiriqlar:

1. Advanced Grammar in Use 38-39 Unitlardagi grammatik mavzularni o'qib o'rganish va mashqlarni bajarish (asosiy adabiyotlar ro'yxatidagi 8chi darslik).

2. Yurtimizda va dunyoda ro'y berayotgan iqtisodiy yangiliklar to'g'risida suhbat olib borish.

Adabiyotlar:

1. Advanced Grammar in Use // Hewings Martin. Cambridge Univ. Press. 2002.

2. Scale Up // Bakieva G. va boshqalar. Gafur G'ulom nashriyoti. T. 2015.

3. IELTS Masterclass // Simon Haines & Peter May. Oxford Univ. Press. 2011.

Mustaqil ta'lim uchun topshiriq:

Great people in Uzbekistan

Adabiyotlar:

1. G. Boqiyeva, F. Rahidova // Scale Up // Gafur G'ulom nashriyoti. T., 2015

2. English grammar and vocabulary. Michael Vince. 2011.

✓ **Ma'ruzada foydalanilgan asl manba** (English grammar and vocabulary. Michael Vince. 2011). **(diskda ilova qilindi).**

✓ **Amaliy mashg'ulot slayd-prizentatsiyasi** **(diskda ilova qilindi).**

✓ **Amaliy mashg'ulotlar uchun materiallar** **(diskda ilova qilindi).**

✓ **Mavzu bo'yicha tarqatma materiallar** **(diskda ilova qilindi).**

Mustaqil ta'lim uchun tarqatma materiallar (diskda ilova qilindi).

LESSON-16

MATN :PROFESSIONAL CONTENTMENT

Work in pairs. Tell three cases when you have felt pleased with your learning.

1 Read the quotes about job satisfaction and paraphrase them. Create your own approach about job satisfaction. Share it with the whole group.

Professional contentment is I look at my father, who was in many ways an unhappy person, but who, not long before he got sick, said that the greatest source of satisfaction in his life had been going to work in the company of other workers.

Jonathan Franzen

The three horrors of modern life - talk without meaning, desire without love, work without satisfaction.

Mignon McLaughlin

The return from your work must be the satisfaction which that work brings you and the world's need of that work. With this, life is heaven or as near heaven as you can get. Without this - with work which you despise, which bores you, and which the world does not need - this life is hell.

W.E.B. Du Bois

Life is so fresh, life is every day so new if we are fighting, only for the best, sometimes I think the only real satisfaction in life is failure, failure in your endeavor to do your best.

Maude Adams

PROFESSIONAL CONTENTMENT

Q: What is your understanding about satisfaction in research?

A: Well, satisfaction in research is when you input all your dedication, effort and time in something, and that input of yours will come back to you as an outcome presenting you self-relief as well as feeling of delight.

Q: Can research be without satisfaction?

A: Yes, it can, but it is called dissatisfaction, but it leads to positiveness by having the man re-search and re-search. Dissatisfaction can be the basis for future achievements.

Q: As a researcher when do you feel satisfied?

A: Hmm, I really feel on the top of my satisfaction when I see my work such as article and publications are being used by lots of people helping them find the needed answers to their implications. I also feel satisfied when I see my research topic is of actuality.

Q: OK, I see. Can you tell the difference between moral and financial satisfaction?

A: Moral satisfaction is when your whole spirit holds the quietness and when your inner voice is thankful to you. This happens when you see your own results in consciousness. Financial satisfaction is with you when it meets your need in food, clothing, housing and others.

Q: Can you give a specific case where you have found both of satisfaction: moral and financial.

A: Yes, surely. Recently, I have been enrolled into the team of Material design and development project. This project was initiated by Higher and Secondary Special Education Ministry of Uzbekistan. Our mission was to create the set of materials including Student's book, Teacher's book and Work book with audio and video files of English for Specific Purposes. This ESP coursebook has been prepared for Year I, II, III bachelor level students of Higher Education. I can say, the team worked really hard being instructed by experts in the field. Finally, we submitted the drafted version of the coursebook to the Ministry of Education. The Ministry, having reviewed the materials, has forwarded a thank you letter to our host institute authorities, which is a great sign of moral support, and granted all fifteen team members with money award of ten times more of minimal payment. That was financial satisfaction.

A: Oh, congratulations, it was a great job done by you and your team!

Q: It was my pleasure.

REVIEW 2

You will listen to a specialist giving tips for gaining networking skills

Successful networking must be reciprocal

Never attend a social or business event with the idea that it is all about you; it is not. Networking is about relationship building not making sales pitches where you force others to listen to you. This is also true with social and professional networking through the Internet. When building networks you must give something back. And, to sustain good personal and business relationships both parties must benefit in

some way.

The two most Important networking skills

The two most important networking skills you can develop are listening and asking questions.

These two skills will impress your clients even more than your best business statistics. Why? Because listening validates the value of others and shows respect. Talking too much is rude, dominating, and not reciprocal. Asking thoughtful questions shows sincerity and builds trust because it actively shows an interest in someone's opinions and thoughts.

So, how to be a good listener

One of the most unappreciated networking skills

LESSON-17

TEXT:

CHEKHOV

CHEKHOV My favorite writer is Anton Pavlovich Chekhov. In my opinion, he is the greatest Russian dramatist and short-story writer. I'm never tired of reading and rereading his plays and humorous stories. Chekhov was born in 1860 in Taganrog. In 1879 he went to Moscow, where he studied medicine. Though he practised little as a doctor in his lifetime, he was prouder of his medical knowledge than of his writing talent. While in college, Chekhov wrote humorous sketches for comic papers to support his family. He collected the best ones into a volume, *Motley Stories*, in 1886. The book attracted the attention of the publisher of the *Novoje Vremja*, Russia's largest paper, and Chekhov was asked to contribute stories regularly. Chekhov, as an established writer, was able to develop a style of his own. Though he never gave up writing comic stories, he began working in a more serious vein. In 1887 *Ivanov*, his first play, established Chekhov as a dramatist. From then on, he concentrated on writing plays, as well as short stories. Chekhov was seriously ill. He had tuberculosis and knew what it meant. By 1892 his health was so bad that he was afraid to spend another winter in Moscow. He bought a small estate near a village Melikhovo, 50 miles from Moscow. He spent 5 years there, and those were happy years in spite of the illness. He wrote some of his best stories there, including *Ward No.6*, several well-known one-act comedies and two of his serious dramatic masterpieces, *The Seagull* and *Uncle Vanya*. *The Seagull* was first staged in the Alexandrinsky Theatre in Petersburg. It was a complete failure because of the dull and clumsy production. It was a cruel blow to Chekhov. However, the play was successfully performed as the first production of the Moscow Art Theatre in 1898. From then on, Chekhov was closely connected with this theatre and with its founder, K.S.Stanislavsky. In 1901 he married an Art Theatre actress, Olga Knipper, who acted in his play *The Three Sisters* the same year. Chekhov's health went from bad to worse and he had to spend the remaining years in the Crimea and other health spas. *The Cherry Orchard*, his last play, was produced in 1904. Soon after the first night Chekhov died. He was 44. Chekhov had an immense influence on the 20th-century drama. Besides, several generations of writers both in Russia and abroad studied and imitated Chekhov to perfect their own literary style.

Names

the Alexandrinsky Theatre —p

Taganrog [ˌtʰɑːnˈrɒɡ] —

Motley Stories —

Ivanov [iˈvɑːnɒf] —

Ward No.6 —

the Moscow Art Theatre -

Chekhov Anton Pavlovich [ˈtʃɛkəv ˈɑːntən ˈpɑːvlɒvɪtʃ] — Чехов Антон Павлович

Uncle Vanya [ˈʌŋkl ˈvaɪnjə] —

The Three Sisters —

the Crimea [kraɪˈmiːə] —

The Cherry Orchard [ˈtʃɛrɪ ˈɔːtʃɪdʒ] —

The Seagull [ˈsiːgʌl] —

Vocabulary

in my opinion —

dramatist [ˈdrɑːmætɪst] — драматург

tuberculosis — туберкулез: TB [tiˈbiː]

estate [isˈteɪt] —

humorous stories -
medicine ['medsin] —
lifetime — (
to be proud [praud] of —
sketch [sketj] —
comic ['komik] —
to support [sa'po:t] —
volume ['voljirm]-
to attract [s'traskt] **attention** —
spa [spa:] —
to develop [di'velsp]-
a style of one's own —
to perfect [pa'fekt] —
influence ['influsns] —
drama ['dra:ma] — драма
to imitate ['imiteit] —
to give up (smth. doing smth) —
to go from bad to worse —
It was a cruel ['kruial] **blow** [blou] **to Chekhov.** —.
to concentrate ['konsantreit] on (smth, doing smth) —
to contribute [ken'tribju:tj] —

Questions

1. Do you like Chekhov's humorous stories?
2. When and where was he born?
3. When did he begin writing his first humorous sketches?
4. Who helped Chekhov in his writing career?
5. What made Chekhov move to Melikhovo?
6. *The Seagull* was first staged in the Alexandrinsky Theatre. Why was it a complete failure?
7. What was Chekhov's last play?
8. Do you know any English or American writers who were influenced by Chekhov?

one-act comedy ['komidij
masterpiece ['ma:stapi:s] —
it was a complete failure ['feilja] —
dull [dAl] —
clumsy ['kUmzi] —
production [pre'dAkfn] —
to perform [pa'fo:m] —
regularly ['regjulali] —
established [istaeblijt] —
from then on —
to produce [pra'dju:s] —
first night — премьера
immense [i'mens] —
vein [vein] —
generation [ˈɛnə'reiʒh] —
literary ['litrari] —

LESSON-18

Text:MY FRIEND'S HOBBY

GRAMMATIKA: CONJUNCTIONS

Exercise 1. Put the beginnings and ends together.

Beginnings	Ends
Although he was very bad- tempered	After you a have meal.
Always brush your teeth	And I'll hit you.
Always wash your hands	Before you have a meal.
As Liz told you	But everybody liked him.
Because I knew her family	He had lots of friends.
Talk to me like that again	I did what I could for her.
Don't do that again	Her mother left for Berlin last Friday.
He had a terrible temper	Or I'll hit you.
Liz explained to you	So I tried to help her.
I was sorry for her	That her mother went home last week.
If you do that again	Unless you stop that.
There'll be trouble	I you'll be sorry.

Do you know how to use these conjunctions: so that (purpose or result), while, as long as/provided (contrast), until, as if/though?

Let's start now, so that we're sure to have enough time.

The summers here are wet, while the winters are very dry.

You can go out **as long as (provided)** you tell us where you're going.

I'll look after the kids **until** you get back.

I feel as if (as though) **I'm getting a cold.**

In a formal style whereas **can be used in the same way as while.**

Sound travels at 330 metres per second, **whereas** light travels at 300.000 kilometres per second.

Exercise 2. Put in suitable conjunctions.

You can have my bike you bring it back tomorrow.

I'm staying here I get my money back.

It was very dark in the passage I couldn't see where I was going.

Joe was short and dark his sister was the exact opposite.

You look you've seen a ghost.

He won't get any money He finishes the work properly.

It looks it's going to rain.

You can cancel the ticket you tell the airline 48 hours in advance.

I'm going to the bank now I'll have enough money for shopping.

..... I think his novels are good, his poetry isn't up to much.

Exercise 3. Join the beginnings and ends with so that or aslong as.

Beginnings	Ends
He went to Switzerland	he could learn French.
I don't mind you singing	it doesn't rain.
We moved the piano	that's OK with you.
We took some blankets	there would be room for the Christmas tree.
We'll come back this afternoon	We would be warm enough.
We'll play tennis	you do it quietly.

Exercise 4. Rewrite these sentences, beginning While...

It was sunny, but there was a cold wind.

While it was sunny there was a cold wind.

She's very clever, but she's got no common sense at all.
 I know how you feel, but I think you're making a mistake.
 The job is well paid, but it's deadly boring.
 I'm interested in economics, but I wouldn't want to work in a bank.
 The hotel was nice, but it was a long way from the beach.
 Compare **because** and **because of**, and **(al)though** and **in spite of**.
 She lost her job **because she was ill**.
 She lost her job **because of her illness**.
Although/Though it was raining we went out for a walk.
 In spite of the rain **we went out for a walk**.

Exercise 5. Complete the sentences with although or in spite of.

..... it rained a lot, we enjoyed our holiday.
 all my careful plans, a lot of things went wrong.
 I had planned everything carefully, a lot of things went wrong.
 I love music I can't play a musical instrument.
 being very tired, we carried on walking.
 The heating was full on, but this house was still cold.
 Keith decided to give up his job I advised him not to.
 she smokes 40 cigarettes a day, she is quite fit.

We can say in spite of but despite without of.

In spite of poor health, my father was always cheerful.

Despite my qualifications, I didn't get the job.

We can also use despite the fact that or in spite of the fact that.

He insisted on playing, despite the fact that he had a bad cold.

They ignored, this order, in spite of the fact that they would probably get into trouble.

Exercise 6. The sentences below all have in spite of or despite. Use one of the noun groups given to complete them.

the unpopularity of his decision	his recent illness	her fear
the difference in their ages	all his precautions	his injury
the high cost of living	the heavy traffic	the rain

The air was fresh and clean in spite of

He looked very well in spite of

Despite she did her best to smile bravely.

He refused to change his mind despite

Despite they were very close friends.

I didn't earn much in Japan in spite of

In spite of his money was still stolen.

He continued the race despite

We still had our picnic in spite of

The expressions both ... and; neither ... nor can join nouns, verbs or other kinds of expressions.

She plays both tennis and badminton. He both things and dances.

That's neither interesting nor true. Neither Sue nor Ann was there.

Exercise 7. Join the sentences with both... and or neither... nor.

He repairs cars. He repairs motorbikes. (He repairs both ...)

He doesn't speak English. He doesn't speak French.

I don't like her. I don't dislike her.

I admire him. I distrust him.

Paul is on holiday. Sally is on holiday.

The secretary did not have the file. The accountant did not have the file.

The play was funny. The play was shocking.

He collects paintings. He collects jewellery.

You're not right. You're not wrong.

She didn't look at me. She didn't say anything.

Exercise 8. Translate the following sentences into Russian.

1) We decided to cross the mountains so that we could reach the airfield in the daytime. 2) Put on your warm coat lest you should catch cold. 3) She wept bitterly as she told her story. 4. Since it was Sunday she stayed in bed. 5) He was giving up his job in order to stay at home. 6) She treats him as though he was her own son. 7) He looked as if he hadn't slept very much. 8) As they live near us we can see them quite often. 9) The expedition may be dangerous nevertheless I'll take part in it. 10) We agreed to break till tomorrow for it was already late. 11) Now that there was really a fair chance of success, it must not be missed. 12) I feel stronger than I did.

MY FRIEND'S HOBBY

My friend Nick is very busy and he doesn't have much time to spare. He is free only at the weekends. A few years ago Nick was fond of collecting stamps. I know that his mother had started collecting stamps long before he was born. When he was five years old his mother had six albums of stamps. She didn't let him touch the stamps until he was twelve. She gave him the albums as a birthday present and he continued collecting stamps himself. He learned a lot about other countries and other peoples' traditions, the world's flora and fauna. Maybe that's why he was good at geography and biology at school. He used to bring the albums to school and we examined his stamps with great interest and envy. Sometimes he exchanged stamps with his schoolmates. But three months ago Nick's parents bought him a compact disc player and Nick decided to collect compact discs. He is fond of listening to music (as you remember, Nick has a good ear for music and likes jazz very much). Besides jazz, Nick also likes rock music, pop music, classical music. He doesn't like techno, metal and rap. He himself says that he likes any good music. Now Nick collects compact discs of his favorite groups and singers, he carefully studies the information printed on disc booklets. He also tries to find out everything about the singers he likes. That's why he reads a lot of specialized magazines and never misses MTV shows (he thinks he must keep up with the news in the world of music). He even writes letters to some fan-clubs in other countries, so he has to brush up his English. He never misses a concert of his favorite group (if they come to our city). He brings his compact discs to the concert and asks the singers for their autographs. But in spite of his new hobby, Nick sometimes sits in his room and looks through his albums of stamps (with his earphones on, of course).

Names

MTV = music television

Vocabulary

time to spare —

flora —

fauna —

to be good at —

to envy —

to exchange —

schoolmates —

autograph —

compact disc player —

rap — рэп

booklet —

specialized —

to keep up with —

fan-club —

to brush up -

favorite —

techno —

(heavy) metal —

Questions

1. Do you have a lot of free time?
2. What else do you do besides going to school?
3. Do you play any musical instruments?
4. Are you fond of listening to music?
5. What kind of music do you prefer?
6. Have you ever collected anything?
7. What is your hobby?
8. What is your best friend's hobby?
9. Which of your friends collects stamps (records, compact discs, etc)?
10. How do you usually spend your leisure time?
11. What do you do for fun?
12. How do you spend your weekends?

LESSON 19

Lesson 1. Text: Muhammad ibn Muso al-Khorazmiy. Grammar: Present Perfect. (2 hrs).

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for gist and listen for detailed information.
- ✓ Use *The Present Perfect Tense* in situations.

Skills to be emphasized: Listening, speaking, reading, writing

Target structure: *The Present Perfect Tense*.

Target vocabulary: *astronomer, mathematician, "Al-jabr", "Zij", to develop mathematics, etc.*

Materials: photos, a tape, textbooks

Starter

Aim: preparing students for the new lesson.

Pre-listening

Aim: introducing new vocabulary and prepare students do listening task.

Muhammad ibn Muso al-Khorazmiy

(783 – 850)

The great mathematician, astronomer and geographer Muhammad ibn Muso al-Khorazmiy was born in 783 in Khorezm and grew up there. Astronomy and mathematics were highly developed in ancient Khorezm and it promoted his interest to these subjects. He wrote more than 20 works but now only 10 of them left.

These works are devoted to algebra, arithmetic, geography and astronomy. Al-Khorazmiy was the founder of algebra. "Al-jabr" is the biggest algebraic work which has three manuscripts written by him are being kept in the museum of Kabul, Medina and Oxford University.

He wrote his astronomic work "Zij" about in the 830s. This work is about various planets, their moving and trigonometry and it consists of 37 units. Many scientists used his work. He lived in such scientific atmosphere and died in 850 in Baghdad. His ideas caused to develop mathematics and astronomy. Khorazmiy's works are saved in different libraries of the world. Nowadays various streets and organizations are named after his name in our country.

Answer the following questions:

1. What kinds of subjects were highly developed in ancient Khorezm?
2. What kind of subject did Muhammad ibn Muso al-Khorazmiy found and what was his biggest work?
3. What was the name of his astronomic work and what was written there?
4. When was Muhammad ibn Muso al-Khorazmiy born?
5. Where was he born?
6. How many works did he write?
7. Where are his manuscripts kept?
8. When did he write his astronomic work?
9. How many units does his astronomic work consist of?
10. Where are Khorazmiy's works saved nowadays?

Grammar: Present Perfect

Have / has + past participle



Regular Verbs

Affirmative		Negative		Interrogative
Long form	Short form	Long form	Short form	
I have walked	I've walked	I have not walked	I haven't walked	Have I walked?
You have walked	You've walked	You have not walked	You haven't walked	Have you walked?
He has walked	He's walked	He has not walked	He hasn't walked	Has he walked?
She has walked	She's walked	She has not walked	She hasn't walked	Has she walked?
It has walked	It's walked	It has not walked	It hasn't walked	Has it walked?
We have walked	We've walked	We have not walked	We haven't walked	Have we walked?
You have walked	You've walked	You have not walked	You haven't walked	Have you walked?
They have walked	They've walked	They have not walked	They haven't walked	Have they walked?
Spelling		stop - stopped	study - studied	type - typed
		prefer - preferred	play - played	smoke - smoked

Present Perfect versus Past Simple

Time expressions used with Pres. Perf.

just, ever, never, already, yet, always,
how long, so far, for, since, recently

1. We use **Present Perfect** for recent actions or states or for actions which happened at an **unstated time** in the past.

Time expressions used with Past Simple

yesterday, last night / week / month /
year, ago, then, when, in 1972 etc.

1. We use **Past Simple** for actions or states which finished at a **stated time** in the past.



I **have bought** a new car.
 (When did he buy it? We don't know.)
 (unstated time)



I **bought** this car ten years ago.
 (When did he buy it? Ten years ago.)
 (stated time)

2. We use **Present Perfect** for actions or states which began in the past and continue up to the present.

2. We use **Past Simple** for actions or states which finished in the past.



I **have been** a clerk for two years.
 (He is still a clerk.)



I **was** a clerk for seven years.
 (He isn't a clerk now, he is a businessman.)

Write the participles of the following verbs:

- | | | | |
|-------------------------------|-----------------|------------------|-----------------|
| 1. eat ... <i>eaten</i> | 6. iron | 11. arrive | 16. break |
| 2. sleep | 7. clean | 12. put | 17. make |
| 3. open | 8. take | 13. leave | 18. run |
| 4. find | 9. swim | 14. drink | 19. buy |
| 5. give | 10. write | 15. talk | 20. have |

Long form

1. She *has* cleaned the house.
2. We not worked hard.
3. I visited them several times.
4. She not finished yet.
5. They talked to him.

Short form

1. She *'s* cleaned the house.
2. We worked hard.
3. I visited them several times.
4. She finished yet.
5. They talked to him.

drink - break - leave - make - start - phone - clean - arrive - wash



1. She .. *has just broken* ..
..... a vase.



2. We
..... the room.



3. I
..... the beds.



4. He
..... his friend.



5. The plane
.....



6. It
..... raining.



7. The bus
.....



8. They
..... their hair.



9. You
..... a glass of beer.

Put the verbs into "Present Perfect" or "Past Simple":

- a) Ann : 1) *Did you go* (you / go) on holiday last year?
Paul : Yes, I 2) (go) to Spain. 3) (you / ever / be) there?
Ann : Yes, I 4) (go) there last year too.
- b) Maria : I 5) (sell) my old radio.
Helen : Really? When 6) (you / sell) it?
Maria : I 7) (sell) it yesterday.
- c) Ian : I 8) (go) to the new sports centre yesterday.
John : Really? I 9) (not / be) there yet. What's it like?
Ian : It's fabulous! I 10) (never / see) such a fantastic sports centre before.

6th term

Text: Abu Raykhon Beruniy. Grammar: Conditionals.

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for gist and listen for detailed information.
- ✓ Use *Conditionals* in meaningful situations.

Skills to be emphasized: Listening, speaking, reading, writing

Target structure: *Conditionals*.

Target vocabulary: *was born in Beruniy, was interested in science, made well-known "Relics from ancestors", died in 1048.*

Materials: photos, a tape, textbooks

Starter

Aim: preparing students for the new lesson.

Pre-listening

Aim: introducing new vocabulary and prepare students do listening task.

Abu Raykhon Beruniy

(973 – 1048)

Abu Raykhon Beruniy was born in the city of Kot (the medieval city located 2,5 km north of present city of Beruniy), the ancient capital of present Khorezm province. From the childhood he was strongly interested in science. In Urgench he received education from his master Abu Nasr Mansur ibn Irok. He had deep knowledge almost in all science piece of his time like astronomy, physics, mathematics, geodesy, geology, history and so on. From many years he lived in city Jurjon (the medieval city located in the north of Iran) as an emigrant. There he met his second teacher Abu Sakhl Iso al-Masihiy and took lessons from him. The book that made Beruniy well-known all over the world "Relics from ancestors" was written in this period.

Later Abu Raykhon Beruniy was asked to come to Urgench by its new governor Abu Abbos Mamun ibn Mamun. There he took an activity in "Mamun Academy" which was established at those times under Mamun's own control.

In 1017 the governor of Gazna was able to conquer Khorezm and all members of Mamun academy were taken to Gazna city. His life there was very hard though his scientific activity at this period was very productive. His works "India", "Famous people of Khorezm", and "Initial concepts of soothsaying art" were written in this place.

Abu Raykhon Beruniy left us great scientific heritage. About 154 scientific works on astronomy, geography, mathematics, and history were created under his pen. For example in "India" the author gave information about the geography and mythological imagination of the population of India. And "Relics from ancestors" he wrote about the Greek, the Romans, the Persians, the Khorezimids, the Christians and the Jews. Traditions and beliefs of the Arabs before their converting to Islam are described in it as well.

Abu Raykhon Beruniy died in 1048 in Gazna. Beruniy had made a great contribution by his scientific and philosophic legacy to the world's science and culture.

Answer the following questions:

1. Where and when was Abu Raykhon Beruniy born?
2. What was Beruniy interested in his childhood?
3. Where did he receive his education?
4. Who was his master?
5. Where did he spend most of his life?
6. Who did he meet in Iran?
7. What book made Beruniy well-known all over the world?
8. Who asked Beruniy to come to Urgench?
9. Where did he take an activity?
10. When was Khorezm conquered by Gazna?
11. How many scientific works did Beruniy leave us?
12. What information did Beruniy give in his "India"?
13. When did Beruniy die?

Grammar: Conditionals



Type 1	If - clause	Main clause (result)	Use
real present	If + Present S. unless (= if not)	Future Imperative can/must/may + bare infinitive Present Simple	real or very probable situation in the present or future

If he **comes** late, we'll **miss** the bus.

If you **can't afford** it, **don't buy** it. or Unless you **can** afford it, **don't buy** it.

If you **see** her, **can you give** her a message?

If water **gets** very cold, it **turns** into ice.

Type 2	If - clause	Main clause (result)	Use
unreal present	if + Past S.	would/could/might + bare infinitive	improbable situation in the present or future; also used to give advice

If I **were** you, I **would see** a doctor. (advice)

If I **had** money, I **could buy** a new car. (But I don't have enough money to buy one.) (improbable situation)

Type 3	If - clause	Main clause (result)	Use
unreal past	if + Past Perfect	would/could/might + have + past participle	unreal or improbable situation in the past; also used to express regrets and criticism

If you **hadn't been** rude, he **wouldn't have fired** you. (But you were very rude and he fired you.) (criticism)

Study the following notes :

1. We put a comma after the if-clause when it comes first.

If we go by plane, it will be more expensive.

It will be more expensive if we go by plane.

2. **Unless** means **if not**.

We'll go for a picnic **unless** it rains.

We'll go for a picnic **if** it doesn't rain.

3. After if, we can use **were** instead of **was** in all persons.

If I **were** you, I wouldn't spend so much money.

4. We do not usually use **will, would** or **should** in an if-clause.

If we **take** a taxi, we won't be late.

NOT If we ~~will~~ take a taxi, we won't be late.

However, we use **should** after **if** when we are less sure about a possibility.

If I see him, I'll give it to him. (Perhaps I will see him.)

If I **should** see him, I'll give it to him.

(Perhaps I'll see him but I'm less sure.)

Match the following parts of the sentences:

1. If I go on a diet,

A. we'll make a snowman.

1. ... **D**

2. If it's sunny tomorrow,

B. I'll buy you some chocolate.

2.

3. If John doesn't hurry,

C. she'll have to take a taxi.

3.

4. If it snows,

D. I'll lose weight.

4.

5. If there are no buses,

E. he'll be late.

5.

6. If you are a good girl,

F. we'll go for a picnic.

6.

Write real Present Conditionals (1 st type)



1. (eat/put on weight)
*.. If he eats so much, he ...
 .. will put on weight.*



2. (not/work hard/lose job)



3. (rain/stay at home)

What would you do in each situation? Write unreal Present Conditionals:

call an ambulance, complain to the manager, run away, try to catch it,
 walk to the nearest garage to get some, ring the police

1. You find a fly in your soup.



*If I found a fly in my soup, I
 would complain to the manager.*

2. You see a burglar breaking into your house.



3. You see a mouse in your kitchen.



4. Your car runs out of petrol.



5. You see an accident.



6. You see a ghost in your room.



Lesson 2. Working on the text. Grammar: Doing exercises.

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for gist and listen for detailed information.
- ✓ Use *Conditionals* in meaningful situations.

Skills to be emphasized: Listening, speaking, reading, writing

Target structure: *Conditionals*.

Target vocabulary: *was born in Beruniy, was interested in science, made well-known "Relics from ancestors", died in 1048.*

Materials: photos, a tape, textbooks

Starter

Aim: preparing students for the new lesson.

Pre-listening

Aim: introducing new vocabulary and prepare students do listening task.

Put the verbs in brackets into the correct tense:



Sarah is a bored teenager. If she 1) *joined* (join) a club, she 2)
(make) more friends. She 3) (enjoy) herself if she 4) (go)
out more. Her schoolwork is suffering too. If she 5) (study) more,
she 6) (have) better marks and she 7) (enter)
university. Unfortunately, she is becoming overweight. She 8) (feel)
fitter if she 9) (start) swimming, and she 10) (get)
thinner if she 11) (stop) eating so much chocolate.

Jenny is an overworked writer. Advise Jenny what to do in each situation:



1. J: I can't see a thing.

Y: ... *If I were you, I'd clean my glasses!* ...



2. J: I'm tired.

Y:



3. J: I'm hungry.

Y:



4. J: I'm really cold.

Y:



5. J: My hair's a mess.

Y:



6. J: I've got a toothache.

Y:

Put the verbs in brackets into the correct tense:



If John 1) *hadn't overslept* ... (not/oversleep), he 2) ... (not/be) late for work. If he 3) ... (not/be) late for work, his boss 4) ... (not/fire) him. If John 5) ... (not/lose) his job, he 6) ... (not/need) money and he 7) ... (not/rob) the bank. If he 8) ... (not/rob) the bank, the police 9) ... (not/arrest) him.

Write unreal past conditionals (3rd type) as in the example:



1. (climb ladder/break his leg)
... *If he hadn't climbed the ladder, he wouldn't have broken his leg.* ...



2. (drive carefully/avoid accident)
.....
.....



3. (John run faster/win the race)
.....
.....

Match the parts of the sentences:

- | | | |
|---|--|-----------------------|
| 1. If I hadn't missed the bus, | A. he would have gone to university. | 1. ... <i>E</i> |
| 2. If she hadn't felt ill this morning, | B. Chris wouldn't have given me flowers. | 2. |
| 3. If the food hadn't been awful, | C. she would have gone to school. | 3. |
| 4. If he had passed his exams, | D. I would have accepted the job. | 4. |
| 5. If the salary had been good, | E. I wouldn't have been late for work. | 5. |
| 6. If it hadn't been my birthday, | F. we would have eaten it. | 6. |

Write real present, unreal present or unreal past conditionals. Then state the types of conditionals:



1. (smoke so much/get ill)
*...If he smokes so much, ...
 ...he'll get ill.
 ... (1st type, real present)*



2. (have money/buy burger)



3. (put on coat/catch cold)



4. (fall over/break plates)



5. (play with knife/cut finger)



6. (leave cupboard open/hit head)



7. (headache/take aspirin)



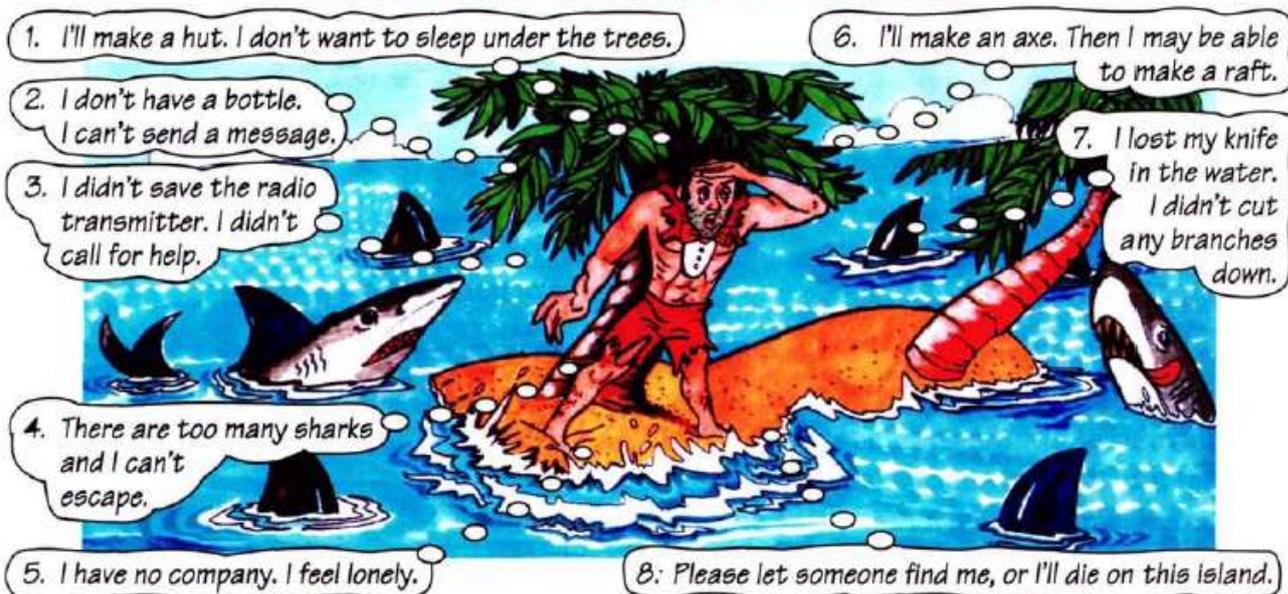
8. (leave fish table/cat eat it)



9. (eat so much/be fat)

Use Thomas's thoughts to write conditionals as in the example, then state the types of conditionals (real, unreal present, unreal past):

Thomas is on a desert island and he is thinking.



1. *If I make a hut, I won't have to sleep under the trees. (real present)*

2.
3.
4.
5.
6.
7.
8.

Put the verbs in brackets into the correct tense:

1. If she ... *hadn't broken* ... (not / break) the window, she wouldn't have had to pay for a new one.
2. If it (not/be) cold, they wouldn't have lit the fire.
3. If she studied more, she (be) a better student.
4. They (not/see) the Queen if they hadn't visited London on that day.
5. If you should win that competition, you (be) rich.
6. If I lived in France, I (speak) French well.
7. If they (lock) the doors, the burglars wouldn't have got in.
8. We (have) a party if Alan passes his driving test.
9. I (give) John your message if I should see him today.
10. They (not/have) any money if their cousin hadn't lent them some.
11. Those plants (not/grow) if you don't water them.
12. I would buy that bag if it (be) cheaper.
13. If she (open) the letter, she would have been surprised.

Directions: Complete the sentences with the verbs in parentheses:

1. If I have enough apples, I (*bake*) will bake an apple pie this afternoon.
2. If I had enough apples, I (*bake*) _____ an apple pie this afternoon.
3. I will fix your bicycle if I (*have*) _____ a screwdriver of the proper size.
4. I would fix your bicycle if I (*have*) _____ a screwdriver of the proper size.
5. Sally always answers the phone if she (*be*) _____ in her office.
6. Sally would answer the phone if she (*be*) _____ in her office right now.
7. I (*be, not*) _____ a student in this class if English (*be*) _____ my native language.
8. Most people know that oil floats on water. If you pour oil on water, it (*float*) _____.
9. If there (*be*) _____ no oxygen on earth, life as we know it (*exist, not*) _____.
10. My evening newspaper has been late every day this week. If the paper (*arrive, not*) _____ on time today, I'm going to cancel my subscription.
10. My evening newspaper has been late every day this week. If the paper (*arrive, not*) _____ on time today, I'm going to cancel my subscription.
11. If I (*be*) _____ a bird, I (*want, not*) _____ to live my whole life in a cage.
12. How old (*human beings, live*) _____ to be if all diseases in the world (*be*) _____ completely eradicated?
13. If you boil water, it (*disappear*) _____ into the atmosphere as vapor.



Directions: Complete the sentences with the verbs in parentheses:

1. If I (*have*) _____ enough money, I will go with you.
2. If I (*have*) _____ enough money, I would go with you.
3. If I (*have*) _____ enough money, I would have gone with you.
4. If the weather is nice tomorrow, we (*go*) _____ to the zoo.
5. If the weather were nice today, we (*go*) _____ to the zoo.
6. If the weather had been nice yesterday, we (*go*) _____ to the zoo.
7. If Sally (*be*) _____ at home tomorrow, I am going to visit her.
8. Jim isn't home right now. If he (*be*) _____ at home right now, I (*visit*) _____ him.
9. Linda wasn't at home yesterday. If she (*be*) _____ at home yesterday, I (*visit*) _____ her.
10. A: Shh! Your father is taking a nap. Uh-oh. You woke him up.
B: Gee, I'm sorry, Mom. If I (*realize*) _____ he was sleeping, I (*make, not*) _____ so much noise when I came in. But how was I supposed to know?
11. Last night Alex ruined his sweater when he washed it. If he (*read*) _____ the label, he (*wash, not*) _____ it in hot water.



12. A: Ever since I broke my foot, I haven't been able to get down to the basement to wash my clothes.
B: Why didn't you say something? I (*come*) _____ over and (*wash*) _____ them for you if you (*tell*) _____ me.
A: I know you (*come*) _____ right away if I (*call*) _____ you. I guess I didn't want to bother you.
B: Nonsense! What are good neighbors for?

Lesson 3. Text: Abu Ali Ibn Sino. Grammar: Reported Speech.

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for gist and listen for detailed information.
- ✓ Use *Reported Speech* in meaningful situations.

Skills to be emphasized: Listening, speaking, reading, writing

Target structure: *Reported Speech*.

Target vocabulary: *the pride of Central Asia was born in Afshana, learnt the Koran when he was 10, had a quick memory, died in 1037.*

Materials: photos, a tape, textbooks

Starter

Aim: preparing students for the new lesson.

Pre-listening

Aim: introducing new vocabulary and prepare students do listening task.

Abu Ali Ibn Sino (Avicenna)

(980 – 1037)

Abu Ali Ibn Sino is the pride of Central Asia and one of the greatest scientists. Besides medicine he was occupied with mathematics, logic and philosophy. He was born in Bukhara in the village of Afshana in 980 and got his education in Bukhara. Because of his perfect memory and quick wits he obtained a lot of knowledge very quickly. He had already learnt the Koran when he was only 10 years old. Later when he was 17, he had been already known as a great doctor. He devoted his whole life to gain new knowledge, to cure people, to find the reasons for much disease, to write works on medicine and to bring this knowledge to upcoming generation.

Ibn Sino travelled to many cities as a visitor and died from serious disease on June 18, 1037 in the city of Isfakhon. The number of works that Ibn Sino had written exceeds 450, but only 160 out of them reached our hands. One of his main books is "Konun at-Tib". The book consists of 5 big parts containing the reason of disease, hygiene, medication and a lot of other information related to medicine. Yet his other books like "Shifo kitobi", "Insof kitobi", "Hojat kitobi", "Donishnoma", "Arab tili kitobi", "Metafizika" had played the main role in the development of many sciences.

Abu Ali Ibn Sino is well-known in Europe by the name of "Avicenna". The naturalist Karl Linney named a type of plant "Avicenna" in honor of him. To sum up we can say that Abu Ali Ibn Sino was an encyclopedic scholar whose contribution to world civilization was incomparable.

Answer the following questions:

1. When and where was Abu Ali Ibn Sino born?
2. Why did he obtain a lot of knowledge so fast?
3. When did he become as a great doctor?
4. How old as he when he learnt the Koran?
5. What did he dedicated whole his life?
6. What was the cause of his death?

7. How many does the number of works exceed?
8. What is the name of his main book?
9. How is Ibn Sino named in Europe?
10. When did he die?

Grammar: Reported Speech

Direct speech is the exact words someone said.
We use quotation marks in Direct speech.

He said, "I'll wait for you."

Reported speech is the exact meaning of what someone said but not the exact words. We do not use quotation marks in Reported speech.

He said that he would wait for me.

Say – Tell

We use **say** in Direct speech. We also use **say** in Reported speech when **say** is not followed by the person the words were spoken to. We use **tell** in Reported speech when **tell** is followed by the person the words were spoken to.

Direct speech : She **said to me**, "I am very tired."

Reported speech : She **told me** that she was very tired.

Reported speech : She **said that** she was very tired.

Expressions with say say good morning etc, say something, say one's prayers, say so

Expressions with tell tell the truth, tell a lie, tell a secret, tell a story, tell the time, tell the difference, tell sb one's name, tell sb the way, tell one from another





Fill in: "say" or "tell" in the correct form:

1. The policeman *said* that the man was lying.
2. Philip it would probably rain tomorrow.
3. Susan, "Let's go out for dinner tonight."
4. Jim me about the party last night.
5. Our teacher he was pleased with our work.
6. Yesterday my friend he (not) anyone my secret.
7. Stop lies!
8. Could you please me your name?
9. The little girl her prayers and went to bed.
10. I really can't Jane from Kate. They are twins.
11. "I haven't got enough money," he to John.
12. He he would meet us later.



We can report: A. statements B. questions C. commands, requests, suggestions

Reported Statements

1. To report statements we use a reporting verb (**say, tell, advise, explain, promise** etc.) followed by a **that**-clause. In spoken English **that** may be omitted.
2. Pronouns and possessive adjectives change according to the meaning.

Direct speech : He said, "I can't fix it **myself**."

Reported speech : He said **he** couldn't fix it **himself**.

3. Certain words change as follows :

Direct speech : **this/these, here, come**

Reported speech : **that/those, there, go**

"**This** is my book," he said.

He said **that** was his book.

Note that :

can changes to **could**

will " " **would**

may " " **might**

must " " **had to**

4. When the reporting verb is in the Past the verb tenses change as follows :

Direct speech	Reported speech
Present Simple "I can't remember his name," she said.	Past Simple She said she couldn't remember his name.
Present Continuous "She 's speaking to Joe," he said.	Past Continuous He said she was speaking to Joe.
Present Perfect "I 've bought you some flowers," she said.	Past Perfect She said she had bought me some flowers.
Past Simple "He lost all the money," she said.	Past Perfect She said that he had lost all the money.
Future "I 'll see you later," he said.	Conditional He said he would see me later.

5. Time expressions change as follows :

Direct speech	Reported speech
tonight, today, this week/month/year	that night, that day, that week/month/year
now	then, at that time, at once, immediately
now that	since
yesterday, last night/week/month/year	the day before, the previous night/week/month/year
tomorrow, next week/month/year	the day after, the following day, the next week/month/year
two days/months/years etc., ago	two days/months/years etc., before
"He arrived last week ," she said.	She said that he had arrived the previous week .

6. There are no changes in verb tenses when the reporting verb is in the Present, Future or Present Perfect tense or when the sentence expresses something which is always true.

Direct speech	She'll say, "I can do it."	"The earth is round," said the teacher.
Reported speech	She'll say (that) she can do it.	The teacher said (that) the earth is round.

7. The Past Continuous does not usually change.

Direct speech : "I **was travelling** to Brighton while she **was flying** to the USA," he said.
Reported speech : He said he **was travelling** to Brighton while she **was flying** to the USA.

8. Certain modal verbs do not change in Reported speech. These are : **would, could, might, should, ought to.**

Direct speech : "He **might** visit us," Mum said.
Reported speech : Mum said that he **might** visit us.

Lesson 4. Working on text. Academic Degrees

Grammar: Doing exercises.

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for gist and listen for detailed information.
- ✓ Use *Reported Speech* in meaningful situations.

Skills to be emphasized: Listening, speaking, reading, writing

Target structure: *Reported speech.*

Target vocabulary *the pride of Central Asia was born in Afshana, learnt the Koran when he was 10, had a quick memory, died in 1037.*

Materials: photos, a tape, textbooks

Starter

Aim: preparing students for the new lesson.

Pre-listening

Aim: introducing new vocabulary and prepare students do listening task.

Report what the guests said at wedding last Sunday:



1. Miss Moore *said (that) they would make a lovely couple.*

2. Mr Smith

3. Mrs Jones

4. Mr Roberts

5. Mr Clarke

6. Miss Mayall

Reported Questions

In Reported questions we use affirmative word order and the question mark is omitted. To report a **wh- question**, we use **ask** followed by the question word (who, what, etc). When there is no question word in direct questions, **if** or **whether** is used in Reported questions. Pronouns, possessive adjectives, tenses, time expressions etc. change as in statements.

Direct speech: He asked, "What time is it?" He asked me, "Do you know her?"
Reported speech: He asked **what** time it was. He asked me **if/whether** I knew her.

Repor the police-officer's questions to the shop owner:

1. What's your name?

2. Did you see the robbers?

3. What were they wearing?

1. The police-officer asked him ...
what his name was.

2.

3.



4. How do you think they got in?

5. What did they take?

6. Has this ever happened before?

4.

5.

6.

Reported Commands / Requests / Suggestions

To report commands, requests, suggestions etc we use a reporting verb (**order, ask, tell, advise, offer, warn, beg, suggest*** etc) followed by **to -infinitive** or **not to - infinitive**.

(*suggest is followed by the -ing form. eg. He said, "Shall we go by bus?" He suggested **going** by bus.)

Direct speech: He said to me, "Stop talking!" He said to me, "Don't touch it!"
Reported speech: He told me **to stop** talking. He told me **not to touch** it.

1. Don't answer the door to anyone!

2. Phone me if there's an emergency!

3. Don't let the children eat any sweets!

4. Send the children to bed at 9 o'clock!



5. Give the children a bath before they go to bed!

6. Don't take the dog into the children's bedroom!

7. Close all the windows!

8. Put the toys away in the cupboard!

1. *Mrs Lane told her babysitter not to answer the door to anyone.*
2.
3.
4.
5.
6.
7.
8.

Turn from Direct into Reported Speech:

1. "I've ordered a pizza for dinner," he said. *He said that he had ordered a pizza for dinner.* ...
2. "We must write a letter to our lawyer," she said.
.....
3. "I will come tomorrow and fix the tap," the plumber said to them.
.....
4. "This is the best holiday I've ever had," she said to her friend.
.....
5. "Why did you say that to me?" she asked him.
6. "Don't speak to your father like that," she said to them.
.....
7. "Could you show me where the manager's office is?" he asked the secretary.
.....
8. "Take your books with you," she said to her son.
.....

Choose a reporting verb and turn the following from Direct into Reported Speech:

advised, asked, ordered, suggested, explained, warned, promised, begged, offered, refused

1. "I think you should take more exercise," the doctor said to me.
The doctor advised me to take more exercise.
2. "I will not answer your questions," the actor said to him.
3. "I really will phone this evening," he said.
4. "Do you know where I've put my hat?" he said to her.
5. "What have you bought me for Christmas?" the little boy said to his parents.
6. "Go to your room now and do your homework," the mother said to her son.
7. "You will be paid twice a month," her boss said.
8. "Would you like me to drive you into town?" she said to me.
9. "Let's go for a walk!" he said.
10. "Please let me come with you," she said to her mother.
11. "Let's play in the garden," Ted said.
12. "The sun is bigger than the earth," Mary said to the children.
13. "Don't go near the fire because it's dangerous," she said to Ben.
14. "Let's have steak for dinner," said June.
15. "I promise I'll write to you as soon as I arrive, Mary," said John.
16. "Please, don't shoot me!" he said to the robber.

First state if the following statements are true (T) or false (F) then turn them from Direct into Reported Speech:

1. "Penguins can swim," he said. ... *He said (that) penguins can swim.*
2. "The earth is flat," the old man said.
3. "The cheetah is the fastest animal in the world," she said.
4. "A train goes faster than a plane," he said.
5. "Dolphins are less intelligent than sharks," he said.
6. "Man does not live forever," she said.

T

Write the exact words the customs officer asked Tracy:

The customs officer asked Tracy if she had got anything to declare. He asked her if she had bought anything in the Duty Free shop. He also asked her which hotel she was going to stay at. Then he asked her if she minded opening her suitcase. Next he asked her whose camera that was. He asked her if she was meeting anyone there. Finally he asked her what she had got in the bag and told her to have a pleasant stay.

1. *Have you got anything to declare?*

2.

3.

4.

5.

6.

7.

8.

Write the exact words Miss Primm said to her students:

Miss Prim told her students not to talk when she's talking. She told them to give their homework to her at the end of each lesson. She asked them not to write on the desks. Then she told them to put their hands up if they had a question. She also asked them not to eat in the classroom. She told them to write everything in pen and asked them to throw their rubbish into the wastepaper bin. Finally she told them not to leave the classroom without permission.

1. *Don't talk when I'm talking!*

2.

3.

4.

5.

6.

7.

8.

Turn the following dialogue into Reported Speech:

Sally: Have you applied for the job?
Diane: Yes, I had an interview yesterday.
Sally: How did it go?
Diane: Fine, but I'm wondering if I want the job because I will have to move to Manchester.
Sally: What will you do then?
Diane: If they offer me the job, I can't accept it.

Sally asked Diane if she had applied for the job. Diane told her

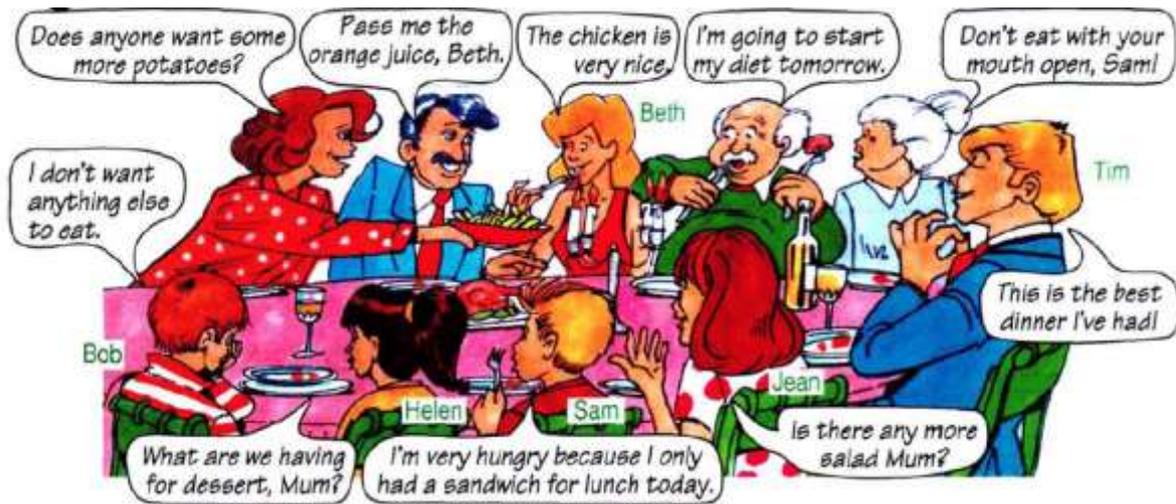
.....

.....

.....

.....

Write what the family said at the dinner table:



1. *Mother asked if anyone wanted some more potatoes.*
2. Father
3. Beth
4. Grandfather
5. Grandmother
6. Tim
7. Jean
8. Sam
9. Helen
10. Bob

Turn from Direct into Reported Speech

1. "Paris is the capital of France," said the teacher.
The teacher said that Paris is the capital of France.
2. "I didn't break the window," said the little boy to her.
3. "Eat your dinner," she said to him.
4. "Have you seen this film?" Jane asked Helen.
5. "I had an argument with Mark yesterday," said Fiona.

6. "The new guests will arrive tomorrow," explained the manager.

7. "Greece is hotter than England," said George.
8. "Where is the post office?" Simon asked the stranger.

9. "I might go sailing next week," Michael said.
10. "Don't eat with your fingers," the mother said to her children.

Fill in "say" or "tell" in the correct form:

1. Can you ... *tell*... me what time the film starts?
2. She she would never speak to him again.
3. I promise to the truth, the whole truth and nothing but the truth.
4. She always "good morning" to her neighbours.
5. Ruth her prayers and went to bed.
6. Sometimes it's hard to one twin from another.
7. Who you I was married?
8. I couldn't believe what he to me.
9. Would you mind me what you're doing?
10. "Go and tidy your room," he to his son.

Report what the Jones family said when they came home from their holiday:



1. Mr Jones .. *said that he had had a brilliant time.*
2. Jimmy
3. Grandmother
4. Judy
5. Mrs Jones
6. Paul
7. Patrick
8. Tracy
9. Danny
10. Tina

Report the tourists' questions to the tour guide:

Academic Degrees

An academic degree is the official certification that a person has completed a rigorous course of study at an academic institution such as a university. Ownership of an academic degree qualifies that person for various professional fields. Some titles can only be claimed by a person with an academic degree; for example, a "doctor" must have completed an advanced graduate degree known as a doctorate. Modern academic degrees originated with the

university system established in Europe in the Middle Ages. The term “degree” refers to the grade or level of an item compared to others along a scale, which is why the same word is used for measurements of temperatures and angles.

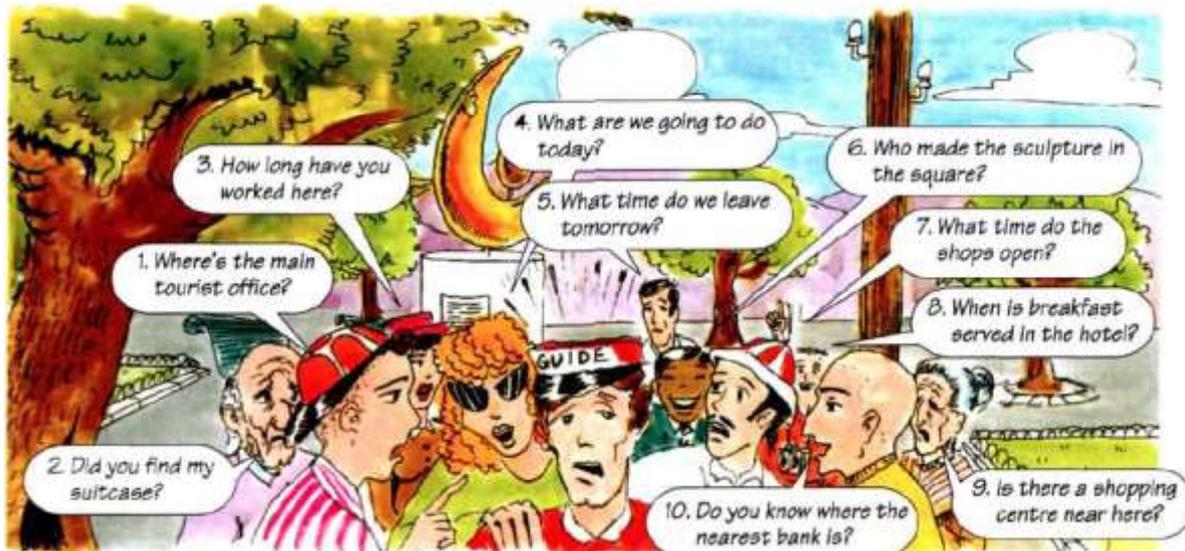
Many professions require at least a basic academic degree, and employers often will request that prospective employees provide proof of such certification. Highly specialized fields such as medicine, architecture, education, law, science and physical therapy require advanced degrees.

In Uzbekistan primary and secondary education are obligatory, and children study for 12 years starting at age 7. This includes 4 years of primary and 5 years of general secondary schooling. Secondary vocational education lasts for 3 years. Higher education includes 4 years of Bachelor’s and 2 years of Master’s studies. One of the most common types of academic degree, a bachelor’s degree is often the first degree a student receives in his or her academic career. A four-year degree demonstrates that a student has a general and broad education with a focus on a particular subject area. This degree is expected in many career fields; often, job listings will include a bachelor’s as a requirement for the position.

A master’s degree is the first level of graduate study. To apply for a master’s degree you must already hold an undergraduate degree (a bachelor’s degree).

A master’s degree typically requires two years of full-time study.

Scale



1. The boy with the cap ... *asked the tour guide where the main tourist office was.*
2. The old man
3. The woman with the hat
4. The woman with the glasses
5. The tall man
6. The Chinese boy
7. The man with the moustache
8. The boy with the camera
9. The old woman
10. The bald man

Turn from Direct Speech into Reported Speech:

1. "I've finished all my work," she said. *She said (that) she had finished all her work.*
2. "Why are you looking at me like that?" she asked him.
3. "Don't play with matches," his mother said.
4. "I've forgotten to bring my lunch with me," he said.
5. "Will you be home soon?" she asked her husband.
6. "Go to bed!" Father said to the children.
7. "I'll clean the car tomorrow," Tim said to his father.
8. "Where have you been?" Gary asked his wife.
9. "I've been working for the same company since 1960," he said to me.
10. "Do you know Garfield?" she asked me.

Lesson 5.

Text: Khoja Akhmad Yassaviy. Grammar: Question Tags.

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for gist and listen for detailed information.
- ✓ Use *Question Tags* in meaningful situations.

Skills to be emphasized: Listening, speaking, reading, writing

Target structure: *Question Tags*.

Target vocabulary: *the first great representative of Turkic mystical literature, the founder of the oldest Turkic order of Yassaviyya in Turkistan, was born in 1041, died in 1167, etc.*

Materials: photos, a tape, textbooks

Starter

Aim: preparing students for the new lesson.

Pre-listening

Aim: introducing new vocabulary and prepare students do listening task.

Khoja Akhmad Yassaviy

(1041 – 1167)

Khoja Akhmad Yassaviy is the first great representative of Turkic mystical literature and the founder of the oldest Turkic order of Yassaviyya in Turkistan, which then influenced the Nakhshbandiyya and Bektashiyya among the Turks.

Akhmad Yassaviy's "Hikmat" (Divan-I Hikmat or Book of Wisdom) is the first known work of mystical wisdom written in the Turkic language of the area of Yassi, near the present town of Turkistan In Kazakhstan. In his poems he was the first to warn the Turkistanis away from sin. For centuries, different versions of Yassaviy's "Divan-I Hikmat" were written out and amended or revised by many hands. It was often recopied and finally lithographed and reprinted in numerous places inside and outside Central Asia. As late as the twentieth century, it remained accessible to believers in oral and written form.

His shrine in Yassi is one of the most respected places of Turkistan. In the 1390s Amir Temur had this shrine built in honor of Yassaviy, who was popularly known as the Turkistani saint and addressed as "hazrat". According to a legend famous among the people of Turkistan, out of respect for the Prophet Muhammad's (PBUH) death at the age of 63, Yassaviy, at the same age, built a cave under the earth where he spent the rest of his life.

Akhmad Yassaviy is still very popular among Central Asians as being the spiritual father of the Turkistan nation. At the Second Congress of Turk Republics Ministers of Culture held in Baku, the year 1993 was declared "Akhmad Yassaviy Year" in honor of the 900th anniversary of his birth.

Answer the following questions:

1. What was Yassaviy?
2. When and where was he born?
3. What is his first known work of mystical wisdom?
4. What did he warn in his poems?
5. Where was his book recopied and lithographed?
6. Who built his shrine?
7. When was his shrine built?
8. Where did he build a cave?
9. When did he build a cave?
10. When did he die?

Grammar: Question Tags

1. **Question tags** are short questions put at the end of a statement. We use them, not to ask for information, but for confirmation of or agreement to our statement.
He can drive, **can't he?**
3. A **positive** statement is followed by a **negative** question tag, and a **negative** statement by a **positive** question tag.
He **likes** apples, **doesn't he?**
She **doesn't** like apples, **does she?**
He **never** complains, **does he?**

2. We form question tags with an auxiliary verb and a personal pronoun (I, you, he, it etc). A question tag has the same auxiliary verb as in the statement. If there is no auxiliary verb in the statement, we use **do**, **does** or **did** accordingly.

She **is** sleeping, **isn't** she?

He **came** too late, **didn't** he?

4. If we **are sure** of what we are asking and we don't expect an answer, the **voice goes down** (falling intonation). If we **are not sure** and we expect an answer, the **voice goes up** (rising intonation).



She is ugly, **isn't she?** (sure)

She is a journalist, **isn't she?** (not sure)

Study the following question tags.

- | | |
|----------------------------------|--|
| 1. "I am" | "aren't I?" |
| 2. "I used to" | "didn't I?" |
| 3. Imperative | "will / won't you /
can you / could you?" |
| 4. "Let's" | "shall we?" |
| 5. "Let me/him" etc | "will / won't you?" |
| 6. "I have" (= possess) | "haven't I?" |
| 7. "I have" (used idiomatically) | "don't /
doesn't / didn't I?" |
| 8. "There is/are" | "isn't /aren't there?" |

I am tall, **aren't I?**

He **used to** drive to work, **didn't he?**

Please **help** me, **will you / can you/could you?**

Don't take all the money, **will you?**

Let's make a snowman, **shall we?**

Let him come with us, **will you / won't you?**

He **has** a pen, **hasn't he?**

He **had** an accident last week, **didn't he?**

He **has** lunch at 12.00, **doesn't he?**

There's no one here, **is there?**

There are a few oranges, **aren't there?**

Add question Tags to the following sentences:

- | | |
|---|--|
| 1. You're allergic to cats, <i>aren't you</i> ? | 8. She won't help you, ? |
| 2. She lives near the bank, ? | 9. The boys weren't hurt, ? |
| 3. Tom works at the hospital, ? | 10. She used to eat a lot of sweets, ? |
| 4. Peter hasn't got a new car, ? | 11. Let's play football, ? |
| 5. They're journalists, ? | 12. They've already painted the house, ? |
| 6. She's in France at the moment, ? | 13. I am tall, ? |
| 7. He didn't lose the keys, ? | 14. He has dinner at 6.00, ? |

Lesson 6. Working on text. Grammar: Doing exercises.

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for gist and listen for detailed information.
- ✓ Use *Question Tags* in meaningful situations.

Skills to be emphasized: Listening, speaking, reading, writing

Target structure: *Question tags.*

Target vocabulary: *the first great representative of Turkic mystical literature, the founder of the oldest Turkic order of Yassaviyya in Turkistan, was born in 1041, died in 1167, etc.*

Materials: photos, a tape, textbooks

Starter

Aim: preparing students for the new lesson.

Pre-listening

Aim: introducing new vocabulary and prepare students do listening task.

Add question Tags to the following sentences:

- | | |
|--|---|
| 1. Let me help you, .. <i>will you / won't you</i> ? | 9. He never speaks rudely, ? |
| 2. Ann called Sam, ? | 10. Let's clean the room, ? |
| 3. She won't tell us the truth, ? | 11. Mary didn't use to smoke so much, ? |
| 4. Go out, ? | 12. She has breakfast at 7.30, ? |
| 5. Sally has a pet cat, ? | 13. Let me buy you this shirt, ? |
| 6. They aren't going to Paris, ? | 14. John spoke to Nick, ? |
| 7. She can sing well, ? | 15. Helen wears contact lenses, ? |
| 8. Paul will do the shopping, ? | 16. I am thin, ? |

Add questions and short answers as in the example:

- | | |
|---|--|
| 1. Ben sits at the back of the class, .. <i>doesn't he</i> ... ? Yes, <i>he does</i> | |
| 2. He's got dark brown hair, ? No, That's Bill. | |
| 3. He wears glasses, ? Yes, | |
| 4. Andrew's friend is Joe, ? Yes, | |
| 5. They talk a lot in class, ? Yes, | |
| 6. You taught them last year, ? Yes, unfortunately | |
| 7. Christine's in the same class, ? Yes, that's right, | |
| 8. She never talks, ? No, | |
| 9. Her parents are British, ? No, They're French. | |
| 10. She's the best student in the class, ? Yes, | |

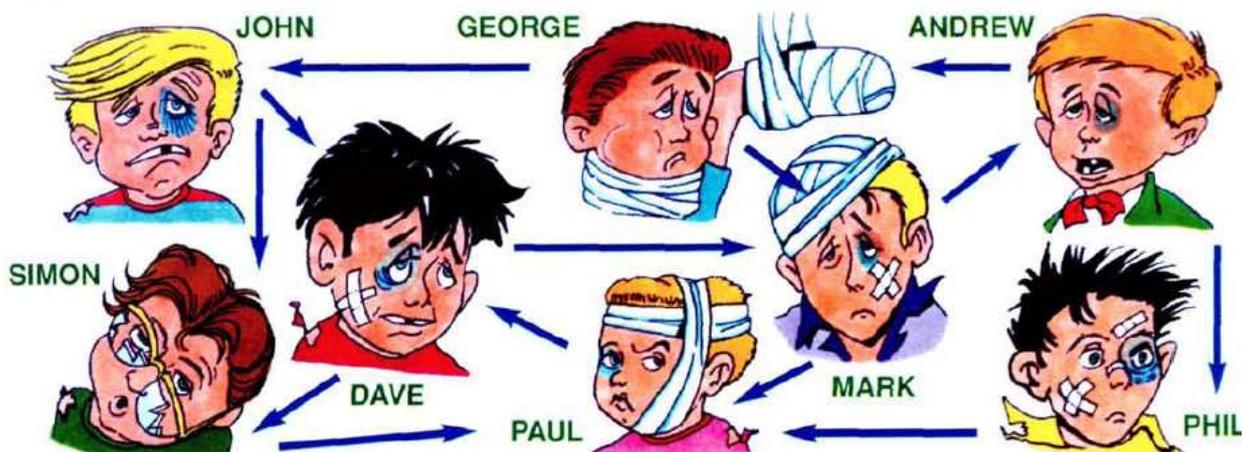
Tick sure/not sure according to your teacher's intonation:



Add the question tags:

1. Tom won't be late, **will he**?
2. They were very angry,?
3. Ann's on holiday,?
4. You weren't listening,?
5. Sue doesn't like onions,?
6. Jack's applied for the job,?
7. You've got a camera,?
8. You can type,?
9. He won't mind if I go early,?
10. Tom could help you,?
11. There are a lot of people here,?
12. Let's have dinner,?
13. This isn't very interesting,?
14. I'm too fat,?
15. You wouldn't tell anyone,?

Look at picture and ask your partner two questions about each:



1. John

A: ... Who hit John?
B: ... George hit John.
A: ... Who did John hit?
B: ... John hit Simon and Dave.

5. Mark

A:
B:
A:
B:

2. George

A:
B:
A:
B:

6. Simon

A:
B:
A:
B:

3. Andrew

A:
B:
A:
B:

7. Paul

A:
B:
A:
B:

4. Dave

A:
B:
A:
B:

8. Phil

A:
B:
A:
B:

Write a sentence with a question tag:

1. You are with a friend outside a restaurant. You are looking at the prices. It's very expensive. What do you say? *It's very expensive, isn't it?*
2. You look out of the window. It's a beautiful day. What do you say to your friend?
It's
3. You've just come out of the cinema with your friend. You both really enjoyed the film. You thought it was great. What do you say? The film
4. Tom's hair is much shorter. Clearly he has had his hair cut. What do you say to him?
You
5. You are shopping. You are trying on a jacket. You look in the mirror: it doesn't look very nice. What do you say to your friend? It
6. You are talking about Bill. You know that Bill works very hard. Everyone knows this.
What do you say about Bill? Bill

Write a sentence with a question tag:

1. They want to come, **don't they**?
2. Elizabeth is a dentist,?
3. They won't be here,?
4. There aren't any problems,?
5. That is your umbrella,?

6. George is a student,
7. He's learned a lot in the last couple of years,
8. He has a bicycle,
9. Joan can't come with us,
10. She'll help us later,
11. Peggy would like to come with us to the party,
12. Those aren't Fred's books,
13. You've never been to Paris,
14. Something is wrong with Jane today,
15. Everyone can learn how to swim,

Write questions to which the bold type words are the answers:

A woman was murdered **at the Park Hotel last night**. **A maid** discovered her body. She found it in **the laundry room**. The police are looking **for the woman's husband**. **They think he did it**. He left the hotel **at 1.35 this morning**. He took all his **wife's jewellery and £1,000** from their hotel safety-deposit box. The woman's name was **Carol Webster**.

- | | |
|---------------------------------------|----------|
| 1. ... <i>Who was murdered?</i> | 3. |
| 2. | 4. |
| 5. | 8. |
| 6. | 9. |
| 7. | 10. |

Lesson 7. Text: Burkhoniddin al-Marghiloniy.

Grammar: Causative form (*Having smth done*).

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for gist and listen for detailed information.
- ✓ Use *Causative form* in meaningful situations.

Skills to be emphasized: Listening, speaking, reading, writing

Target structure: *Causative form.*

Target vocabulary: *the great fakikh, on September 23, Hidoya, consists of 4 parts, studied the doctrines of founders of four main mazhabs, died in 1197.*

Materials: photos, a tape, textbooks

Starter

Aim: preparing students for the new lesson.

Pre-listening

Aim: introducing new vocabulary and prepare students do listening task.

Burkhoniddin al-Marghiloniy

(1123 – 1197)

The great fakikh (the person who deals with Muslim Law) Burkhoniddin al-Marghiloniy was born on September 23, 1123. From his childhood he had learnt the Koran by heart, and deeply studied hadis. His teachers were famous scholars of that time.

Burkhoniddin al-Marghiloniy studied the doctrines of founders of four main mazhabs (trends) of Sunnis in Islam. He also created several works on fikh (Muslim Law). His work "Hidoya" is well-known to the whole Islamic world, was written in 1178 in Samarkand. The work was acknowledged as the accurate, successive and complete one. "Hidoya" consists of 4 parts and tells about praying and money issues, heritage distributions and prohibited things. The work had been regarded as the main manual of law in many Muslims centuries for centuries. Nowadays it is still widely being used in shariat. After the Independence of the Republic it became possible to study the monuments of Islam in Uzbekistan. Besides, the book "Hidoya" which has not lost its value even today and the author's activities are still waiting for their researches.

Burkhoniddin al-Marghiloniy played a great role in the right development of teaching Islam and therefore his works are held in high respect today.

Answer the following questions:

1. When and where was Burkhoniddin al-Marghiloniy born?
2. What did he study deeply in his childhood?
3. What is famous book?
4. When was his well-known work written?
5. What had the work been regarded?

6. When did it become to study the monuments of Islam?
7. How many does the book "Hidoya" consist of?
8. When did he die?

Grammar: Causative form (*Having smth done*)



We use **have + object + past participle** to say that we arrange for someone else to do something for us. *Jim arranged for the plumber to fix the tap. Jim had the tap fixed.* (He didn't do it himself - the plumber did it.)

Present Simple	She cleans her house.	She has her house cleaned.
Present Continuous	She is cleaning her house.	She is having her house cleaned.
Past Simple	She cleaned her house.	She had her house cleaned.
Past Continuous	She was cleaning her house.	She was having her house cleaned.
Future Simple	She will clean her house.	She will have her house cleaned.
Future Continuous	She will be cleaning her house.	She will be having her house cleaned.
Present Perfect	She has cleaned her house.	She has had her house cleaned.
Present Perfect Cont.	She has been cleaning her house.	She has been having her house cleaned.
Past Perfect	She had cleaned her house.	She had had her house cleaned.
Past Perfect Cont.	She had been cleaning her house.	She had been having her house cleaned.
Infinitive	She must clean her house.	She must have her house cleaned.
Gerund	She likes cleaning her house.	She likes having her house cleaned.

The verb **to have** used in the Causative forms its negations and questions with **do/does** (Present Simple) and **did** (Past Simple). *Don't have this letter posted yet! Did you have your hair cut?*

Get can be used instead of **have** in spoken English. **Have + object + past participle** can be used instead of passive forms to express an accident or misfortune.

*You should **get** your skirt washed. (= You should **have** your skirt washed.)*
*She **had** her bag stolen. (Her bag was stolen.)*

Read the situation, then write the sentences using the Causitive clause:

1. Mary took her blouse to the cleaner's. What did she do? .. *She had her blouse cleaned.*
2. My watch is broken. What should I do?
3. Michael is at the hairdresser's because he needs a haircut. What is he doing?
4. A man is cleaning our swimming pool. What are we doing?
5. A dressmaker has made a dress for Sue. What has Sue done?
6. His milk is delivered every morning. What does he do?
7. Tom's tooth needs filling. He's going to the dentist's tomorrow. What's he going to do?
8. Sarah's car needed petrol so she took it to the garage. What did she do?
9. We don't have a garage. A builder is going to build one for us next week. What are we going to do?
10. An architect designed a house for him. What did he do?

Bill Smith does everything himself. Lord Hornby pays other people to do it. Write what Lord Hornby says.

Bill Smith



Lord Hornby



1. I painted my house last week.
2. I'm mending my car.
3. I've put in new windows.
4. I'll build a swimming pool next year.
5. I clean my shoes every day.
6. I wash my car once a week.
7. I'm installing a new shower next month.
8. I made a rocking chair for my wife.
9. I check my son's homework every night.

1. .. *I had my house painted last week.*
2.
3.
4.
5.
6.
7.
8.
9.

Lesson 8. Working on the text. Grammar: Doing exercises.

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for gist and listen for detailed information.
- ✓ Use *Causitive form* in meaningful situations.

Skills to be emphasized: Listening, speaking, reading, writing

Target structure: *Causitive form*.

Target vocabulary: *the great fakikh, on Semtember 23, Hidoya, consists of 4 parts, studied the doctrines of founders of four main mazhabs, died in 1197.*

Materials: photos, a tape, textbooks

Starter

Aim: preparing students for the new lesson.

Pre-listening

Aim: introducing new vocabulary and prepare students do listening task.

Jane and Naomi are models. Jane does everything herself but Naomi is lazy and has everything done for her. Put the verbs in brackets into the Causitive form:

- Jane: I like doing my own hair. I usually wash it every two days.
Naomi: I don't. I 1) ... *have mine washed* .. (wash) every day by my hairdresser.
Jane: I dyed my hair yesterday.
Naomi: Oh! I 2) (dye) last week.
Jane: I enjoy doing my own make-up too, don't you?
Naomi: Oh no. I 3) (do) by a beautician.
Jane: I make my own clothes. I like things you can't buy in shops.
Naomi: I 4) (make) by my dressmaker.
She's very good.
Jane: Sometimes I even repair my own car. I'm quite a good mechanic.
Naomi: How horrible! I 5) (repair) at the garage. It's cheap and I don't get my clothes dirty.
Jane: But it's easy to wash your clothes, isn't it?
Naomi: I prefer 6) (wash) at the cleaner's.
Jane: I like to relax by tidying the garden.
Naomi: Well I relax while I 7) (tidy) by the gardener.
Jane: I've got to go now. I'm going to polish my nails.
Naomi: You should do what I do. I 8) (polish) by a manicurist.

Write about these people's misfortunes using the Causitive form:



1. Ted's car was damaged.
.. *Ted had his car damaged* ..



2. Martha's car was stolen.



3. Terry's leg was broken.



4. Rick's house was broken into by a burglar.



5. Gary's windows were smashed by hooligans.



6. The police have taken away Todd's driving licence.

Write sentences in the Causative forms as in the example:

1. Mike is going to ask a carpenter to put the doors up. *Mike is going to have the doors put up.*
2. Tony asked a mechanic to fix the car.
3. You should ask a plumber to unblock the toilet.
4. Ask the maid to tidy your room.
5. Simon is going to ask a tailor to make a suit for him.
6. Did he ask the optician to test his eyes?
7. Tommy asks his brother to do his homework.
8. The girl asked her mother to read the story to her.
9. They will ask a chef to cook the meal.
10. The report is being typed by his secretary.
11. She will ask a decorator to decorate the lounge.
12. You should ask someone to fix your car brakes.
13. When will your new shower be installed?
14. Bruce may ask a builder to repair his roof.
15. Are you going to ask someone to service your motorbike?
16. I've asked the secretary to rewrite the whole report.
17. Her children are being taught computer science.
18. James asked the messenger to send the flowers round to his girlfriend's house.
19. Can't you ask someone to repair the washing machine?
20. You should ask them to install a telephone.
21. Mary's lawn was mowed yesterday.
22. Jane wants someone to make her a dress.
23. Bob's hair has just been cut.
24. Sharon might ask someone to dye her hair red tomorrow.
25. Debbie has asked someone to fit new carpets in her house.
26. Someone is massaging Sue's feet at the moment.
27. I used to ask the dentist to polish my teeth every six months.
28. Our house needs to be painted.

Rephrase the following using the words in brackets:

1. My sister is in hospital where they are taking her appendix out. **(having)**

My sister is in hospital having her appendix taken out.

2. A tailor made his new suit. **(had)**

3. A naughty boy broke Jim's shop window. **(had)**

4. My friend will ask someone to organise his party. **(organised)**

5. She asked a caterer to prepare the food for the reception. **(had)**

6. Is your friend feeding the dog while you're away? **(fed)**

7. He's going to ask an accountant to check his receipts. **(checked)**

8. A plumber repaired Mrs Smith's sink. **(got)**

9. Her dad will shorten her jeans. **(shortened)**

10. His finger was shot off in the war. **(had)**

11. His car is in the garage where they are changing its wheels. **(having)**

12. Tommy's bicycle was stolen. **(had)**

13. She will ask someone to build a shed for her. **(built)**

14. Did you get your brother to fix your motorbike? **(have)**

Match the sentences:

1. The radio fell off the table and broke.

2. I spilled ketchup on my suit.

3. I didn't like the color of the living room.

4. Ann's car ran out of gas.

5. The dress is too long.

a. I am having it cleaned.

b. I have had it painted.

c. I will get it fixed tomorrow.

d. I am getting it shortened.

e. She had the tank filled at the service station.

Choose the right answer:

1. George has had his computer recently.

repaired repair to repair

2. Tina has a dentist her teeth every month.

examined examine to examine

3. Didn't you get your shirt this morning?

ironed iron to iron

4. I'm going to make Ron my car tomorrow.

polished polish to polish

5. Orhan got his friend his homework.

done do to do

Your family is moving. Your new house needs to have a lot done to it. Look at the list of repairs. Make sentences in causative about what needs to be done (x) and what you have already had done (✓)



1.	We need to have the roof repaired.
2.
3.
4.
5.
6.
7.
8.

Repair List	
repair the roof	X
check the electrical wiring	✓
install a toilet	✓
paint the bathroom	X
tile the kitchen floor	✓
install a new stove	✓
make curtains	X
fix the kitchen sink	✓

Lesson 9. Text: Amir Temur. Grammar: Expressing Quantity: a few/few, a little/little.

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for gist and listen for detailed information.
- ✓ Use *Expressing Quantity* in meaningful situations.

Skills to be emphasized: Listening, speaking, reading, writing

Target structure: *Expressing Quantity.*

Target vocabulary: *on April 9, in the village of Khujailgor, a great military leader, Amir Taragay, at the age of 12, spending time in military training, died 1405.*

Materials: photos, a tape, textbooks

Starter

Aim: preparing students for the new lesson.

Pre-listening

Aim: introducing new vocabulary and prepare students do listening task.

Amir Temur
(1336 – 1405)

In the middle of the 14th century, a fight for independence against the Mongol Empire, which had begun in Khurasan, reached Movarounnahr. The main reason for the fate of the Mongol Empire was the Central Asian people's fight for their freedom.

In this fight the great leader and military strategist Amir Temur made his contribution. He spent his whole life fighting against oppression, ending the battles between the Khans and Beks and establishing a strong centralized state. His name was known not only in Turan but all over the world. He became a famous statesman and great military leader of the Uzbek people.

Amir Temur was born on April 9, 1336, in the village of Khujailgor near Shakhrisabz. His father was an authoritative rich man whose name was Amir Taragay. His mother Teguna was a noble woman. So he was well educated in his family. He was strong and handsome.

As his father was a rich man, he had many servants. When he was 12 years old he began to rule over them. He knew how to protect the property and how to oversee it. In his early years he was interested in state affairs and military activities. He spent much time in military training and getting a secular education. When he was a young man, he took part in wars between various land owners. He was a courageous horseman and he knew military affairs well. During one of the battles his leg and hand were injured. His hand soon fully recovered but his leg remained lame.

In Europe he was called Tamerlane. His knowledge of geography, medicine, history and astronomy always astonished scholars.

Answer the following questions:

1. What was Amir Temur?
2. When and where was Amir Temur born?
3. What did he spend his whole life to?
4. Who was his father?
5. What was the name of his mother?
6. When did he begin to rule over his servants?
7. What was he interested in his early years?
8. Where did he spend his much time?
9. When did he injure his hand and legs?
10. When did he die?

Grammar: *Expressing Quantity: a few/few, a little/little.*

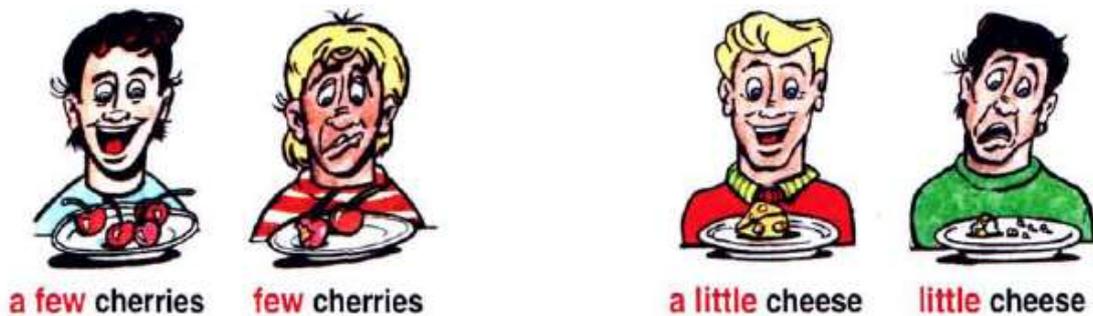
Have you got **many** books in your bag, John?

No, I haven't got **many** books. I've got **a few** books and **a lot of** sweets.

Have you got **much** money in your pockets?

Er ... no, I haven't got **much** money. I've got **a little** money and **a lot of** chocolate.

	countables	uncountables
Positive	a lot of / lots of	a lot of / lots of
Interrogative	many	much
Negative	many	much
Positive	(a) few	(a) little



1. **A lot of** or **lots of** are used in the affirmative with countables or uncountables:

- There are **a lot of / lots of** stars in the sky.
- There's **a lot of / lots of** milk in the bottle.

2. **Many** (with countables) and **much** (with uncountables) are used in questions and negations. **Many** and **much** can also be used in the affirmative in formal English:

- How **many** friends have you got?
- There isn't **much** cheese in the fridge.
- Many** people can't find jobs nowadays.

3. **Many** and **much** are used after **so**:

- There are **so many** children in the room that there's no place to sit.

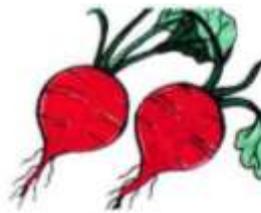
4. **A few** (with countables) / **A little** (with uncountables) mean 'some' (but not much); **(very) few** / **(very) little** mean 'not enough':

- I need **a few** eggs and **a little** butter to make a cake.
- There are **very few** eggs and there is **very little** butter. We need to buy some.

Fill in: "much" or "many" or "a lot":



1. There aren't *many* mushrooms.



2. There aren't radishes.



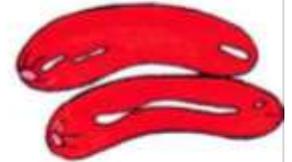
3. There isn't honey.



4. There are blueberries.



5. There's jam.



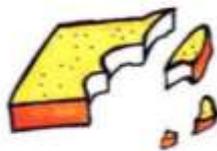
6. There aren't sausages.

Fill in the blanks with “much” or “many” or “a lot”:

- 1. There are so *many* birds in the sky!
- 2. I haven't got homework today.
- 3. John hasn't got money.
- 4. There aren't cars in the street.
- 5. There is gold in the bag.

- 6. Are there apples on the tree?
- 7. Jane spends money at the shops.
- 8. Have you got bread in the cupboard?
- 9. Are there children on the beach?
- 10. We are early. We have time.

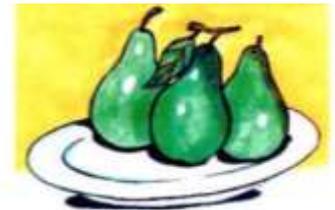
Fill in: “few”, “a few”, “little”, “a little”:



1. There's *little* bread.



2. There are grapes.



3. There are pears.

Lesson 10

Grammar: Doing exercises

TEXT: **Freelance**

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for gist and listen for detailed information.
- ✓ Use *Expressing Quantity* in meaningful situations.

Skills to be emphasized: Listening, speaking, reading, writing

Target structure: *Expressing Quantity*.

Target vocabulary: *on April 9, in the village of Khujailgor, a great military leader, Amir Taragay, at the age of 12, spending time in military training, died 1405.*

Materials: photos, a tape, textbooks

Starter

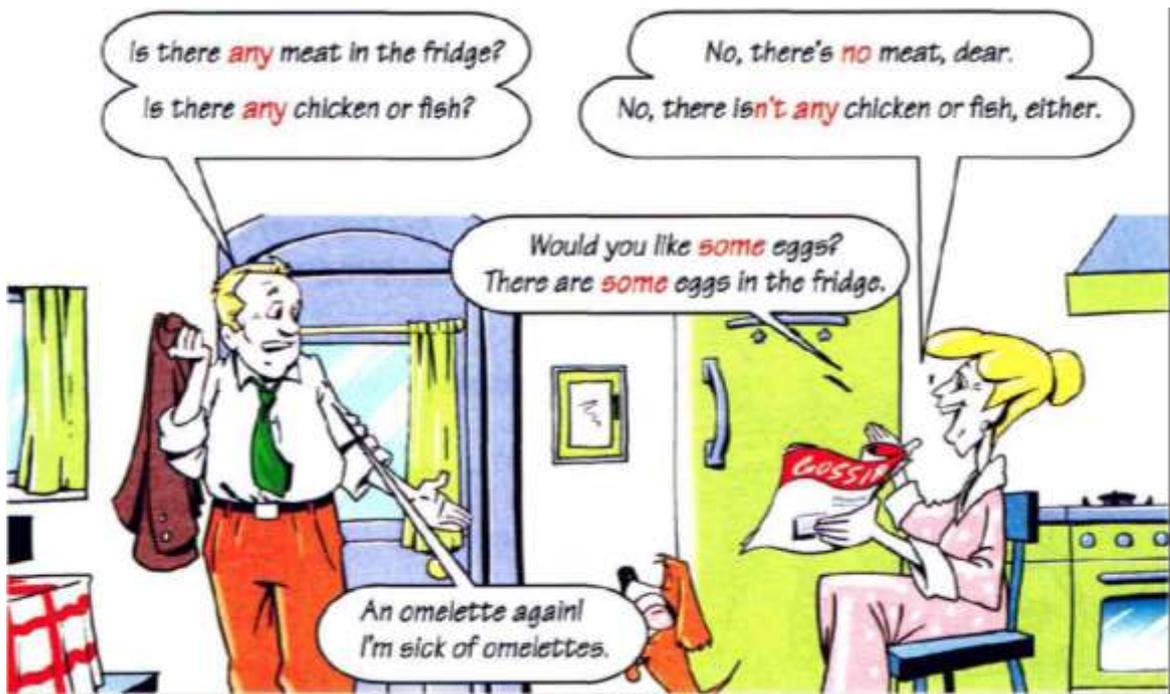
Aim: preparing students for the new lesson.

Pre-listening

Aim: introducing new vocabulary and prepare students do listening task.

Choose the correct item:

- | | |
|--|--|
| 1. Have you got A friends?
A) many B) much C) a lot of | 5. How money has Fred got?
A) many B) little C) much |
| 2. There are people in the room.
A) much B) a little C) a lot of | 6. There are monkeys at the zoo.
A) much B) a few C) a little |
| 3. Can I have sugar, please?
A) a few B) a little C) little | 7. There are chairs in the room.
A) a little B) much C) a few |
| 4. How oranges are on the table?
A) many B) a few C) much | 8. We are late. We have very time!
A) little B) few C) many |



Interrogative

Any

Are there **any** eggs?

Positive

Some

Yes, there are **some** eggs.

Negative

No / not any

No, there are **no** eggs.
No, there aren't **any** eggs.

1. **"Some"** is used in positive statements, **"any"** in questions and **"no"** or **"not any"** in negation.
Is there **any** meat in the fridge? No, there's **no** meat in the fridge. or There isn't **any** meat in the fridge. There are **some** eggs.
2. **"Some"** is also used in the interrogative when we expect a **"Yes"** answer or when we want to make an offer.
Would you like **some** tea? Can I have **some** coffee, please?
3. **"Any"** is also used in positive statements but it means **"It doesn't matter which"**.
Which book should I get? Get **any** book you would like to read!

Look at the picture and write sentences as in the example:

1. *a little* lemonade 4. sweets 7. money
 2. men 5. women 8. friends
 3. milk 6. houses 9. snow

	Positive	Interrogative	Negative
people	someone somebody	anyone anybody	no one / not anyone nobody / not anybody
things	something	anything	nothing / not anything
place	somewhere	anywhere	nowhere / not anywhere

The compounds “**someone / anyone**” etc follow the same rules as “**any**” and “**some**”.

Is there **anybody** in the kitchen? Yes, there is **somebody** in the kitchen but there is **nobody** in the bedroom and there isn't **anybody** in the sitting room either.

Fill in: “someone”, “anyone”, “somewhere”, “anywhere” or “nothing”:

Do you know 1) .. *anywhere* .. nice to go on holiday? I want to go 2) hot where I can do
 3) all day but lie on the beach. I know 4) in Italy and he says there
 isn't 5) better. He knows a lot of countries because he travels everywhere for his job.
 I want to go to Spain but I don't know 6) there. 7) must know a good
 place to go to!

Look at the picture and fill in “someone”, “no-one” or “anyone”:

There is 1) *no one* ... on the roof of the house.
 There's 2) at the door. There isn't
 3) near the gate. There is 4)
 on the swing. There is 5) behind the
 tree. There isn't 6) near the window.
 There's 7) near the cat. There's
 8) in the tree.



Look at the picture and fill in “something”, “anything” or “nothing”:



There is 1) *something* on the table.
There is 2) on the chair.
There is 3) on the cooker.
There isn't 4) under the
table. There's 5) in the
cupboard. There's 6) on the
wall. It's a clock. There's 7)
in the basket. It's empty. There is 8)
on the floor. It's a mouse.

Freelance

You are going to listen to a freelance educator

Interview with a freelance educator

Interviewer: I wanted to ask some questions. What is your life evidenced definition to the word freelance?

L. Kirkham: First of all, it means working free for yourself, not for someone else. That is an advantage.

Because, you can decide what you do, when you do it, and where you do it. Only at the end, there are disadvantages if you rely on freelance work for all your income. Sometimes the work might be scarce.

Interviewer: A ha, Is it a profession or a title?

L. Kirkham: Good question, not really, you can say freelance or you can say self-employed, it is really the way you choose the work you do, whether you work for a company or an institution or whether you work for yourself. Moreover, freelance is general term. It is selling skills that you have: accumulated skills and experience in the certain field.

Interviewer: a ha, How long have you been freelancing?

L. Kirkham: More than a 6.5 years.

Interviewer: What are the requirements of freelancing then?

L. Kirkham: Basically, a freelance sells his or her

Lesson 11.

Text: Bahouddin Muhammad Nakshband. Grammar: Wishes.

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for gist and listen for detailed information.
- ✓ Use *Wishes* in meaningful situations.

Skills to be emphasized: Listening, speaking, reading, writing

Target structure: *Wishes*.

Target vocabulary: *was born in 1318, means "ray", nickname, devoted his life to the study Sufi, had his own ideas, to be with God in the heart and keep work in the hands, died in 1389.*

Materials: photos, a tape, textbooks

Starter

Aim: preparing students for the new lesson.

Pre-listening

Aim: introducing new vocabulary and prepare students do listening task.

Bahouddin Muhammad Nakshband

(1318 – 1389)

Bahouddin Muhammad Nakshband was born in 1318 in the village of Kasri Hinduvon near Bukhara. Bahouddin means ray, shine and clarity of religion. Nakshband was his family's nickname. Muhammad was a craftsman by profession, as was his father. His father was a weaver and craftsman.

He was taught by well-known religious people of the time like Muhammad Amir Jaid Kulol, from whom he got secular education, and Mavlon Orif Pekkironi, Kusam Sheikh and Halil ota.

Bahouddin Muhammad Nakshband devoted his life to the study of the Sufi branch of Islam and its development. He wrote many works but they were not kept. He had many disciples, among them Hoji Alouddin Attor and Hoji Muhammad Parso. Nakshband's ideas are evident in the works "Hayotnoma" and "Dalilal-oshikin".

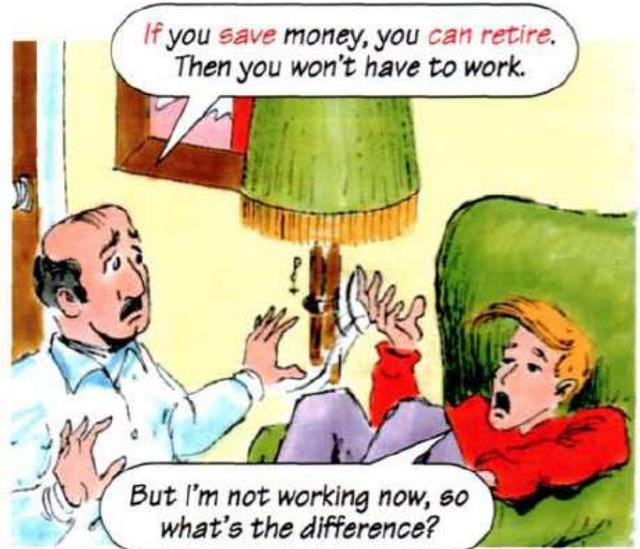
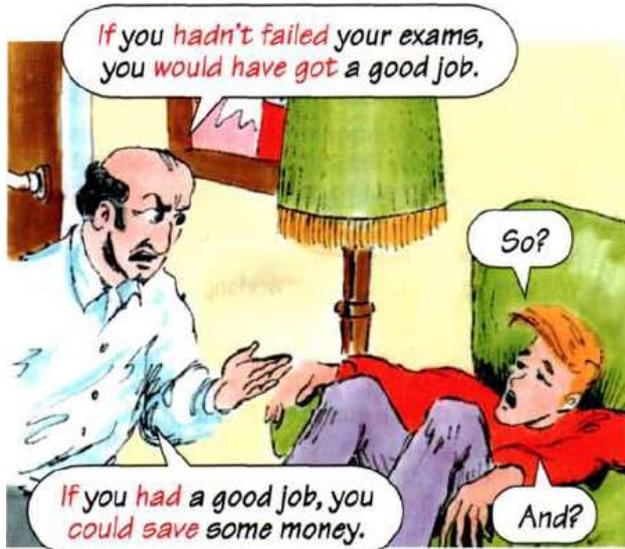
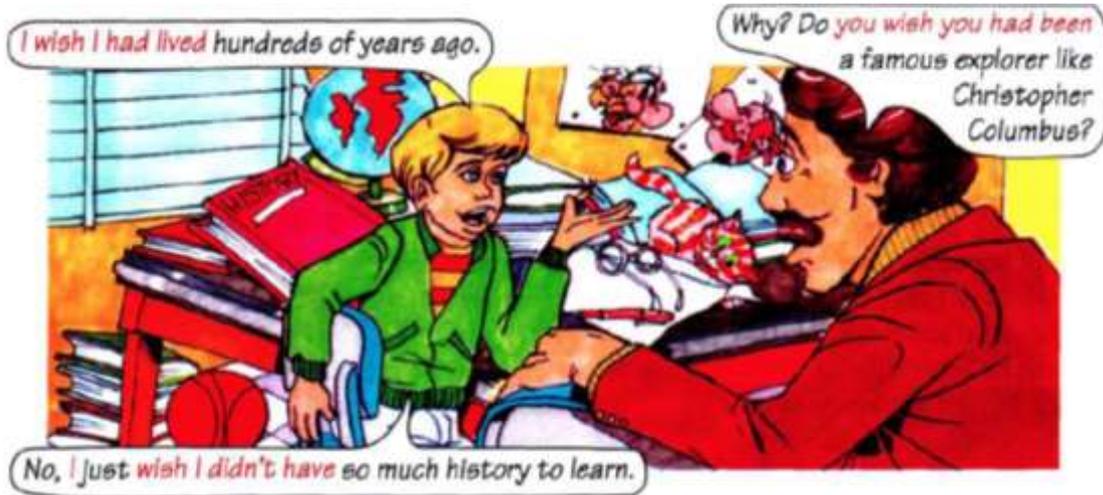
Nakshband developed the ideas of Abdulholiq Gijduvoni and Akhmad Yassaviy, but he had his own ideas. His ideas were named "Nakshbandiya". Many scholars of time from other countries were interested in Nakshbandiya and studied it. He refused any kind of riches. He preferred to be poor and to live a simple life. One of his famous ideas was "Dil ba Yor, dast ba kor" (to be with God in the heart and keep work in the hands).

During his life he twice made the pilgrimage to Mecca. He died in 1389 at the age of 73 and was buried in the village where he was born.

Answer the following questions:

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. When and where was Bahouddin Nakshband born? 2. What was his profession? 3. Who was his father? 4. Who was he taught by? 5. What did Nakshband devote his life to? | <ol style="list-style-type: none"> 6. What are the names of his disciples? 7. What was his own idea? 8. What did he hate? 9. What did he prefer? 10. When did he die? |
|---|--|

Grammar: Wishes



Form

Use

I wish (if only)
(wish about the present)

+ **Past Simple**

We express a wish about a present situation which we want to be different.

I wish he **were/was** with us now.

I wish (if only)
(wish about the present)

+ **subject + could**
+ **bare infinitive**

We use this pattern for a wish or regret in the present concerning lack of ability.

I wish he **could** learn faster.

I wish (if only)
(wish about the future)

+ **subject + would**
+ **bare infinitive**
(we never say : ~~I wish I would~~)

We express a wish for a change in the future.

I wish he **would stop** drinking so much.

I wish (if only)
(regret about the past)

+ **Past Perfect**

We express a regret or a wish that something happened or didn't happen in the past.

I wish he **hadn't failed** his test.

1. **"If only"** means the same as **"I wish"** but it is more emphatic.

I **wish** he could help me. **If only** he could help me. (stronger, more emphatic)

2. After **"I wish"** we may use **"were"** instead of **"was"** in all persons.

I wish I **was/were** rich.

Ann doesn't like her new house. Write what she wishes:

The house is so old and dirty. She has to paint it. The house doesn't have central heating. The kitchen is small.



1. *I wish the house wasn't so old and dirty.*

2.

3.

4.

Kate wants things to be different in the future. Write what she wishes:

I want my father to give me more pocket money. I want my brothers to stop fighting. I don't want my mother to make me eat vegetables. I don't want my sister to wear my clothes.



1. *I wish my father would give me more pocket money.*

2.

3.

4.

Lesson 12.

Working on the text. Grammar: Doing exercises.

Objectives: By the end of the lesson students will be able to:

✓ Listen for gist and listen for detailed information.

✓ Use *Wishes* in meaningful situations.

Skills to be emphasized: Listening, speaking, reading, writing

Target structure: *Wishes*.

Target vocabulary: *was born in 1318, means "ray", nickname, devoted his life to the study Sufi, had his own ideas, to be with God in the heart and keep work in the hands, died in 1389.*

Materials: photos, a tape, textbooks

Starter

Aim: preparing students for the new lesson.

Pre-listening

Aim: introducing new vocabulary and prepare students do listening task

Ted regrets what he did or didn't do. Write what he wishes:

He left his job. He didn't listen to his wife. He robbed a bank. He was sent to prison.

1. *I wish I hadn't left my job.*



3.

2.

4.

Fill in: wish about the present, regret about the past, with about the future; then write what the people wish:

1. *regret about the past*

I wish I hadn't eaten too many cakes.



He ate too many cakes.

2.



He is not good-looking.

3.



She broke her leg.

4.



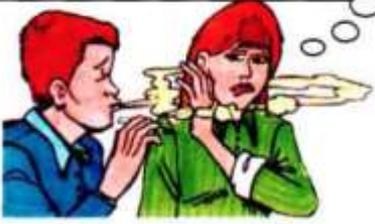
Her students don't work hard in her lesson.

5.



It's raining hard. He is wet and cold.

6.



He is smoking and she doesn't like it.

7.

.....
.....
.....



He was rude to his boss yesterday.

8.

.....
.....
.....



He crashed his dad's car last night.

9.

.....
.....
.....



She can't type fast. She won't get the job.

10.

.....
.....
.....



His mother shouts at him all the time.

11.

.....
.....
.....



He talks too much and she doesn't like it.

12.

.....
.....
.....



His car is very old but he can't buy a new one.

13.

.....
.....
.....



She stayed in the sun too long.

14.

.....
.....
.....



She is sad because she is poor.

15.

.....
.....
.....



He stayed out late last night.

Read what Hilda says and write what she wishes:

I didn't go to university. I didn't get any qualifications. I can't find a better job. The telephone never stops ringing. My boss doesn't like me. I'd like to be rich. I always feel tired. It was wrong of me to shout at Ann.



Write what these people wish they had or hadn't done as un the example:

1. John drove his car so fast that he had an accident.
John: *I wish I hadn't driven my car so fast. I wouldn't have had an accident.*
2. Julie was late and she missed the beginning of the film.
Julie:
3. Jack ate too much and he was sick.
Jack:
4. Claire was very nervous during her driving test and she didn't pass.
Claire:
5. Susan didn't take off her gold ring when she went swimming and she lost it in the sea.
Susan:
6. Terry and Jane didn't save any money so they didn't go on holiday last summer.
Terry and Jane:

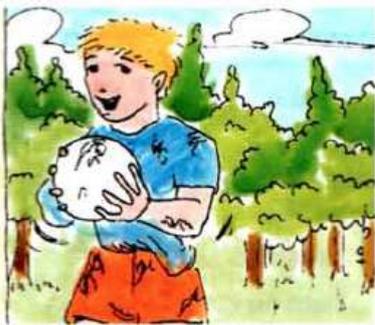
Fill in the coorect form of the verbs in brackets:

1. I wish I *had met* (meet) that actor when he was in town.
2. He wishes he (buy) that book last week - now he hasn't got enough money.
3. If only I (be) older, I could have a driving licence.
4. I wish I (can) remember where that book is.
5. Tony wishes he (go) to Paris with his brother, but he has to work.
6. If only the dog (not/eat) the tickets - now we can't go to the show.
7. If only I (not/make) that mistake yesterday.
8. I wish this box (not/be) so heavy - I can't lift it.
9. We wish we (not/leave) the gate open. Now the dog has escaped.
10. Paula wishes she (have) more time for gardening, but she hasn't.
11. Mrs Brown wishes she (write) those letters yesterday.

Using the bold type in the sentences, write wishes as in the example:

1. **You left the radio on** and now the batteries don't work.
You say, " *I wish I hadn't left the radio on.* "
2. It's very dark outside and **you can't find your torch.**
You say, "
3. **You didn't do your homework** and your teacher is angry.
You say, "
4. You are looking at a beautiful flower. **You don't know what it is called.**
You say, "
5. It's raining outside and **you want it to stop.**
You say, "
6. **You stayed up late last night** and today you're very tired.
You say, "
7. You are having a party **but nobody has come yet.**
You say, "
8. You have short, straight hair. **You would like long, curly hair.**
You say, "
9. You have just left your house and **left the keys inside.**
You say, "
10. It is Christmas Day and **it doesn't look like it is going to snow.**
You say, "
11. You live in the city. **You prefer the countryside.**
You say, "

Write real present, unreal present or unreal past conditionals. Then state the types of conditionals as in the example:



1. (play in the garden/get dirty)
... If he hadn't played in
... the garden, he wouldn't ..
... have got dirty.
... (3rd type, unreal past) ..



2. (not take his umbrella/get wet)



3. (win £1,000,000/buy a yacht)



4. (not fight/get a black eye)

.....
.....
.....



5. (set the alarm/not oversleep)

.....
.....
.....



6. (be taller/reach the cupboard)

.....
.....
.....



7. (weather be nice/go fishing)

.....
.....
.....



8. (run faster/catch the thief)

.....
.....
.....



9. (keep bothering the dog/bite)

.....
.....
.....

Fill in the correct of the verbs adding will, would or should if necessary:

1. If you *should see* (see) Ann, will you give her this message? (**slight possibility**)
2. We'll go skiing in the mountains if it (snow). (**possibility**)
3. If he (keep) talking, he'll never learn anything! (**insistence**)
4. Perhaps I could sit there too if you (move) over a little. (**polite request**)
5. If you (lend) me your car, I'll get to work on time. (**request**)
6. What will you do if you (lose) your ticket? (**slight possibility**)
7. If you (eat) so many sweets, you will get stomach-ache. (**insistence**)
8. If I (arrive) earlier than planned, I'll phone you. (**slight possibility**)

Match the parts of the sentences:

- | | | |
|-----------------------------------|--|------------------------|
| 1. You can see the boss | A. unless it rains. | 1. <i>B</i> |
| 2. I would have bought it | B. provided that he is not too busy. | 2. |
| 3. We'll go to the beach tomorrow | C. if I'd had enough money with me. | 3. |
| 4. He would go by plane | D. she wouldn't have missed the train. | 4. |
| 5. If she hadn't slept late, | E. if it was cheaper. | 5. |

Put the verbs in brackets into the correct tense:



Neil isn't happy with his life. If he 1) *had listened*..... (listen) to his mother's advice, he 2)..... (stay) at school and gone on to university. He 3) (can/find) a good job if he had got a degree. Neil hates the job he is doing now. He thinks he 4) (go) crazy if he 5) (stay) there much longer. If he 6) (be) offered another job, he would take it immediately. In fact, he 7)(leave) if he 8) (can) afford to, but he can't. Life 9) (be) easier if he 10)..... (not/have) two children to support.

Put the verbs in brackets into the correct tense:

1. He'll be furious if he ever *finds out*..... (find out) about this.
2. The animals at the zoo (die) unless they're fed.
3. I (run) home if I'd known the football match was on TV.
4. The teacher (not/shout) at her if she did her homework.
5. He (buy) a car provided that he passes his driving test.
6. We (miss) the lecture unless we hurry.
7. If she'd passed her exams, she (go) to university.
8. If I (understand) the question, I might be able to answer it!
9. I (tell) you if I should hear from him.
10. If he (forget) his ticket, they wouldn't have let him in.

Complete the following sentences with an appropriate conditional clause:

1. If I found a gun in the street, *I would take it to the police*.....
2. You wouldn't have been punished
3. If you drink all that juice,
4. If you drive so fast,
5. If you should see Mark this evening,
6. If you had taken my advice,
7. Unless the weather improves,
8. My father would have bought me a bicycle
9. He would have been very angry
10. If you aren't enjoying the film,



Yesterday the famous bank robber, Fingers Smith, robbed another bank in the centre of town. As usual, he only stole £10. If he 1) *had left*..... (leave) any clues, he 2) (be) in prison now, but he's much too clever. He disconnected the security cameras; if he 3) (not/do) that, the police 4) (have) him on film now. The strange thing is, Fingers doesn't seem to be interested in the money; if he 5) (be), he 6) (can/steal) thousands of pounds by now. The police are determined to catch him, and the Chief is confident that they will. He says that if he 7) (think) they weren't going to arrest Fingers eventually, he 8) (leave) the police force long ago.

Lesson 13.

Text: Ahmad al-Farghoniyy. Grammar: *Since/for*. (2 hrs).

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for gist and listen for detailed information.
- ✓ Use *for/since* in meaningful situations.

Skills to be emphasized: Listening, speaking, reading, writing

Target structure: *Since/for*.

Target vocabulary: *in 798, greatest scientist, mathematician, invented "Nilometr", died in 865.*

Materials: photos, a tape, textbooks

Starter

Aim: preparing students for the new lesson.

Pre-listening

Aim: introducing new vocabulary and prepare students do listening task.

Ahmad al-Farghoniyy

(798 – 865)

Ahmad al-Farghoniyy was one of the greatest scientists in astronomy, mathematics and geography of his time in Asia. He was born in Fergana valley in the village of Kubo in 798. There is almost information left about his scientist. But it is known that he had invented "Nilometr", a device used for measuring the level of the river Nile, in 861. This invention made him famous all over East.

His main book in Astronomy called "The basis of Astronomy" was widely spread in the West. This work was translated into Latin and named "Alfraganus" It had been used as a textbook for many years. Now there are many manuscripts of this book which are kept in many libraries of the world.

Al-Farghoniyy also wrote such scientific works as "The book of making astrolabes", "Al-Farghoniyy's tables" "The book about making the sundial". Their manuscripts are nowadays preserved in the libraries of London, Paris and Berlin.

In science al-Farghoniyy's name has been introduced as "Alfraganus". His name is mentioned with pride in many works of the authors of the West and West. In 1998, with the decree of the President of the Republic of Uzbekistan we celebrated his 1200th anniversary.

Answer the following questions:

1. When and where was Ahmad al-Farghoniyy born?
2. What is called his main book in Astronomy?
3. When did he invent "Nilometr"?
4. What did make him famous?
5. What has al-Farghoniyy's name been introduced in science?
6. Where are his manuscripts are preserved?
7. What scientific works did al-Farghoniyy write?
8. Which book was widely spread in the West?
9. What "Nilometr" is used for?
10. What is the name of the village Ahmad al-Farghoniyy was born?

Lesson 14. Text: Sharafiddin Ali Yazdiy(2hrs).

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for gist and listen for detailed information.
- ✓ Know information about the great scientist.
- ✓ Read the text fluently.

Skills to be emphasized: Listening, speaking, reading, writing

Target vocabulary: *in the end of the 14th century, Zafarnoma, based on, died in 1454.*

Materials: photos, a tape, textbooks

Starter

Aim: preparing students for the new lesson.

Pre-listening

Aim: introducing new vocabulary and prepare students do listening task.

Sharafiddin Ali Yazdiy

(died in 1454)

Sharafiddin Ali Yazdiy was one of the historians who left an unforgotten name in history. He was born in the end of the 14th century. Unfortunately, there is no exact source where his date of birth is mentioned. Yazdi was born in the city of Yazd (the city located in the central part of Iran), in a scholar family. He was brought up in the learning atmosphere from his childhood and mastered a lot of subjects. Therefore, he left rich scientific-literature legacy concerning literature, linguistics, poetry and philosophy.

Yazdiy spent his whole life in his hometown and created his scientific works. The work that made him very famous yet in his time to Central Asia, the Middle and Central East was “Zafarnoma”, devoted to the history of Timurids. This work was based on the real historic events and it is the evidence of the author to be one of the leading historians of that time.

Moreover, he wrote such works as “Muammo va topishmoqlar” (Problems and quizzes), “Tahlil” (Analyses), “Usturlob ishi” (The Science of Astrolabe), “She’rlar to’plami” (Collection of Poems) and “Munshaot” (Collection of Letters). He wrote comments to various works as well.

Owing to “Zafarnoma” of Yazdiy, a lot of information about the Timurids’ epoch and some new pages of the history have been opened. Sharafiddin Ali Yazdiy died in 1454 in his hometown Yazd.

Answer the following questions:

1. When and where was Yazdiy born?
2. Where did Yazdiy spend his whole life?
3. Which book made him very famous?
4. What is there described in his book?
5. What was the book based on?
6. When did he die?

Lesson 15. Text: Abu Nasr Forobiy. Grammar: The Passive.

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for gist and listen for detailed information.
- ✓ Use *The Passive* in meaningful situations.

Skills to be emphasized: Listening, speaking, reading, writing

Target structure: *The Passive*.

Target vocabulary: *a famous philosopher was born in Syrdarya, seven languages, more than 160 works, studied in Bukhara, died in 950, etc.*

Materials: photos, a tape, textbooks

Starter

Aim: preparing students for the new lesson.

Pre-listening

Aim: introducing new vocabulary and prepare students do listening task.

Abu Nasr Forobiy

(873 – 950)

Abu Nasr Forobiy was a famous philosopher who had largely contributed to the world's culture. He was born in 873 in Syrdarya, in Farab village. He went to study to Tashkent, Bukhara and Samarkand to get education. He learned the Greek language and philosophy, medicine and logic there. Forobiy knew about seven languages.

Forobiy wrote more than 160 works. For instance: "Substance", "Sky Movements", "Book about Law", "Syllogism", "Logic", "Philosophy", "Astrology", "Music", "Parts of Human Body", etc. are among them. These works were dedicated to philosophy, astronomy, logic, arithmetic, geometry, poetry, medicine even to subjects as music.

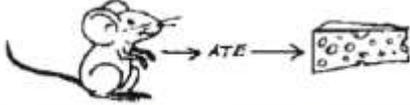
Forobiy worked out his doctrine on the existence of universe. Forobiy's logical thinking had helped to develop logical thoughts. Yet he founded the doctrine about ruling the country. It tells us that he was a leading politician of his time.

Forobiy was also known as a great musician by his work "The book of music". Many scholars of Europe have learnt his heritage with diligence. Today they are streets, schools and libraries named after him in Uzbekistan.

Answer the following question:

1. What was Abu Nasr Forobiy?
2. Where and when was he born?
3. Where did he get his education?
4. How many languages did Forobiy know?
5. How many works did Forobiy write?
6. What did his works dedicated to?
7. What did he work out his doctrine on?
8. What had Forobiy's logical thinking help?
9. What is the name of the place he was born?
10. When did he die?

Grammar: The Passive

<p>(a) ACTIVE: The mouse <i>ate</i> the cheese.</p>  <p>(b) PASSIVE: The cheese <i>was eaten</i> by the mouse.</p>	<p>(a) and (b) have the same meaning.</p>
<p>ACTIVE</p> 	<p>PASSIVE</p> 
<p>ACTIVE:</p> <p>(c) S <i>Bob</i> mailed O <i>the package.</i></p> <p>PASSIVE:</p> <p>(d) S <i>The package</i> was mailed by + O <i>by Bob.</i></p>	<p>In (c): The object in an active sentence becomes the subject in a passive sentence.</p> <p>In (d): The subject in an active sentence is the object of <i>by</i> in the <i>by</i>-phrase in a passive sentence.</p>

The Form of Passive:

<p>BE + PAST PARTICIPLE</p> <p>(a) Corn <i>is grown</i> by farmers.</p> <p>(b) Sara <i>was surprised</i> by the news.</p> <p>(c) The report <i>will be written</i> by Mary.</p>	<p>Form of all passive verbs: <i>be + past participle</i></p> <p>Be can be in any of its forms: <i>am, is, are, was, were, has been, have been, will be, etc.</i></p>
	<p style="text-align: center;">ACTIVE PASSIVE</p>
<p>SIMPLE PRESENT</p>	<p>Farmers <i>grow</i> corn. —————→ Corn <i>is grown</i> by farmers.</p>
<p>SIMPLE PAST</p>	<p>The news <i>surprised</i> Sara. —————→ Sara <i>was surprised</i> by the news.</p>
<p>PRESENT PERFECT</p>	<p>Jack <i>has mailed</i> the letter. —————→ The letter <i>has been mailed</i> by Jack.</p>
<p>FUTURE</p>	<p>Mr. Lee <i>will plan</i> the meeting. —————→ The meeting <i>will be planned</i> by Mr. Lee. Sue <i>is going to write</i> the report. —————→ The report <i>is going to be written</i> by Sue.</p>

Look at all the dust in here! It looks as if **this room hasn't been cleaned** for a month!

Well, don't blame me! **I was only hired** a week ago.



The passive is formed with the appropriate tense of the verb **to be + past participle**.

	Active Voice	Passive Voice
Present Simple	He delivers letters.	Letters are delivered .
Past Simple	He delivered the letters.	The letters were delivered .
Present Perfect	He has delivered the letters.	The letters have been delivered .
Future Simple	He will deliver the letters.	The letters will be delivered .
Past Perfect	He had delivered the letters.	The letters had been delivered .
Present Continuous	He is delivering the letters.	The letters are being delivered .
Past Continuous	He was delivering the letters.	The letters were being delivered .
Infinitive	He has to deliver the letters.	The letters have to be delivered .
Modals	He may deliver the letters.	The letters may be delivered .
(Modal + be + past part.)	He must deliver the letters.	The letters must be delivered .

The Passive is used :

1. when the **agent** (= the person who does the action) is **unknown, unimportant or obvious** from the context.

Jane **was shot**. (We don't know who shot her.)
 This church **was built** in 1815. (unimportant agent)
 He **has been arrested**. (obviously by the police)
2. to make more **polite or formal** statements.

The car **hasn't been cleaned**. (more polite)
 (You haven't cleaned the car. – less polite)
3. when the **action is more important** than the agent, as in processes, instructions, events, reports, headlines, news items, and advertisements.

30 people **were killed** in the earthquake.
4. to put **emphasis on the agent**.

The new library will be opened **by the Queen**.

Lesson 16. Text: Abu Iso Muhammad at-Termiziy. Grammar: Questions.

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for gist and listen for detailed information.
- ✓ Use *Questions* in meaningful situations.

Skills to be emphasized: Listening, speaking, reading, writing

Target structure: *Questions*.

Target vocabulary: *a great Tavkhid scientist, in Moturud, was born in Samarkand, died in 945.*

Materials: photos, a tape, textbooks

Starter

Aim: preparing students for the new lesson.

Pre-listening

Aim: introducing new vocabulary and prepare students do listening task.

Abu Mansur al-Moturudiy

(died in 945)

Abu Mansur al-Moturudiy, a great Tavkhid scientist, was born in the village of Moturud, near Samarkand. He received his initial education there as well. There is a little information about this scholar and his date of birth is still unknown. We only know that he died in 945, in Samarkand. He created some works on the science of Tavkhid (Secrets of Almighty), such as "Kitob at-Tavkhid" (A book on Unity of the Universe), "Kitob at-Makofat" (The book on levels of religiousness and the bases of religion), and "Kitob Tavi lot al-Qur'on" (The book of comments to Koran).

Besides, the works as "Kitob Makhaz ash-Sharia" (The sources of Muslim legislation), "Kitob al-Jadal" (A book on dialectics), and "Kitob al-Usul" (A book on the basis of Islamic legislation) belonged to his pen too. These works were about the bases and rules of shariat. Moreover, it covered different subjects and dialectics was among them. His works were widely spread among people.

Abu Mansur al-Moturudiy had spent all his life in Samarkand and had produced a lot apprentices there. In short, he was a person who had greatly contributed to the expansion and intact descending of Islam to upcoming generation. He is considered to be a mature Islamic scientist of his time and is recognized by the scholars of Islamic world.

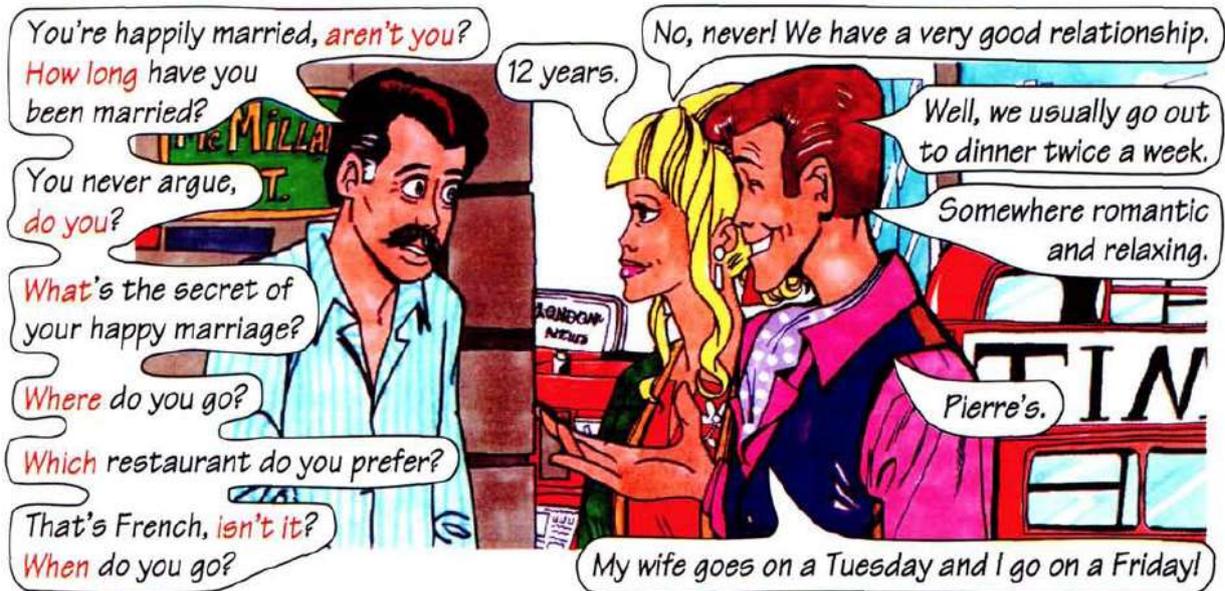
In 2000, the scholar's 1130th anniversary was widely celebrated in our country.

Answer the following questions:

1. Where and when was Abu Mansur al-Moturudiy born?
2. Where did he grow?
3. What kind of works did he create on science?
4. Where did he spend all his life?
5. How many apprentices did he produce during his life?
6. What is he considered to be?
7. What famous books did he write and what were they about?
8. When did our country celebrate his anniversary?

Grammar: Questions Tags

Look at the picture and pay attention the usage of Questions Tags:



We use **do / does** to form questions in Present Simple and **did** to form questions in Past Simple.

To form questions with auxiliary verbs (**can, be, will, shall, must** etc) we put the auxiliary verb **before** the subject.

Wh-questions begin with a question word and follow the above rules (question words: **who, where, when, what, why, how, which** etc.)

Whose is used to express possession.
Which is used when there is a limited choice.

The preposition goes at the end of the question.

Does he play the violin?
Did he come to work yesterday?

Is he rich? Has he got a car?
Will he marry her?
Can you fly a helicopter?

Who is she?
What did she do last night?
Why did you come late?

Whose shoes are these? They're Tom's.
Which car is yours? The red one.

Who does it belong to?
Who did you go out **with**?

Write questions about the statements using the words in brackets:

1. He hates pizza. (pasta)
2. She goes to parties. (How often)
3. They went to London. (When)
4. She is crying. (Why)
5. Peter can swim. (dive)
6. John hasn't arrived yet. (Who)
7. He'll do the cleaning. (washing-up)

Does he hate pasta too?...

.....

.....

.....

.....

.....

.....

.....

We normally use the following question words when asking about:

people	jobs / things / animals / actions	place	time	quantity	manner	reason
Who	What	Where	When	How much	How	Why
Whose	Which (one of)		How long	How many		
Which (one of)			What time			
			How often			

Fill in:

Who, whose, what, which, where, when, how long, how often, what time, why, how much or how many

1. *Whose* ... is this coat? Mine.
2. is Robert? Julie's brother.
3. does the party start? At 8.30.
4. does this cost? £25.
5. is your book? The red one.
6. was he late? Because he overslept.
7. did he give you? A birthday card.
8. does he visit his parents? Every Monday.
9. eggs do you need? Ten.
10. is Sue's house? Next to the bank.
11. will you be in Paris? About a week.

Lesson 17 Text: Abu Iso Muhammad at-Termiziy. Grammar: Past Perfect Continuous.

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for gist and listen for detailed information.
- ✓ Use *The Past Perfect Continuous* in meaningful situations.

Skills to be emphasized: Listening, speaking, reading, writing

Target structure: *The Past Perfect Continuous*.

Target vocabulary: *in 824, hadis collecting, in Termez, religious and secular studies, died in 892.*

Materials: photos, a tape, textbooks.

Starter

Aim: preparing students for the new lesson.

Pre-listening

Aim: introducing new vocabulary and prepare students do listening task.

Abu Iso Muhammad at-Termiziy

(824 – 892)

Abu Iso Muhammad at-Termiziy was one of the greatest scholars in hadis collecting. He was born in 824 in Termez in the ordinary family. From his childhood he had an inquiring mind and intellect and capable to learn things quickly which made him distinguished among his friends. He studied religious and secular studies, and especially he received deep knowledge in hadis. For this purpose, he went to Iraq, Mecca, Medina and Khurasan and spent some years by studying there.

Most of his works have been preserved up to know. They are as follows: “Payg’ambarning alohida fazilatleri” (Prophet’s individual qualities), “Taqvo haqida kitob” (The book about belief), “Ismlar va laqablar haqida kitob” (The book about names and nicknames), “Hadislardagi bahslar haqida kitob” (The book about discussions in hadises).

“Al-jome” (collective) is the most famous work among others which consists of a trustful collection of hadises. Another important work is: “Payg’ambarning alohida fazilatleri” (Prophet’s individual qualities). This work includes 408 hadises of the Prophet’s life. At present the copies of this book is being kept in Tashkent.

Muhammad at-Termiziy became famous as a mature scholars of hadis science and made a lot of apprentices. He lived in such scientific atmosphere to the ed of his life and died in 892 in Termez. He left us rich and large scientific heritage. In 1990 we celebrated his 1200th anniversary with great magnificence.

Answer the following questions:

1. When and where was Muhammad at-Termiziy born?
2. What study did he study?
3. Which towns did he go?
4. What is his most famous work among others?
5. Where is the copy of “Al-jome” kept?
6. How many hadises did Prophet’s individual qualities work include?
7. Why did Muhammad at-Termiziy distinguish among his friends?
8. In which study did he receive deep knowledge?
9. What does the “Al-jome” stand for?
10. When and where did Abu Iso Muhammad at-Termiziy die?

Grammar: Past Perfect Continuous¹

	<p>(a) The police had been looking for the criminal <i>for</i> two years before they caught him.</p> <p>(b) Eric finally came at six o'clock. I had been waiting for him <i>since</i> four-thirty.</p>	<p>The past perfect progressive emphasizes the <i>duration</i> of an activity that was <i>in progress before another activity or time in the past</i>.</p>
	<p>(c) When Judy got home, her hair was still wet because she had been swimming.</p> <p>(d) I went to Jane's house after the funeral. Her eyes were red because she had been crying.</p>	<p>This tense also may express an activity <i>in progress close in time to another activity or time in the past</i>.</p>

¹It's also possible say Past Perfect Progressive instead of Past Perfect Continuous.

Mum, last night I woke up and thought I **had eaten** a huge sponge cake.



Well, I'm not sure, but when I made my bed, half my pillow **had gone!**



Past Perfect Continuous: had been + verb -ing

Affirmative

I had been waiting
You had been waiting
He had been waiting
She had been waiting
It had been waiting
We had been waiting
You had been waiting
They had been waiting

Negative

I had not been waiting
You had not been waiting
He had not been waiting
She had not been waiting
It had not been waiting
We had not been waiting
You had not been waiting
They had not been waiting

Interrogative

Had I been waiting?
Had you been waiting?
Had he been waiting?
Had she been waiting?
Had it been waiting?
Had we been waiting?
Had you been waiting?
Had they been waiting?

Short form

I'd been waiting ... etc

Short form

I hadn't been waiting ... etc

Negative-Interrogative

Hadn't you been waiting? etc

Time expressions used with Past Perfect and Past Perfect Continuous :

before, after, just, yet, already, for, since, ever, never, till/until, when, by, by the time etc

Past Perfect Simple is used:

for a past action which happened **before** another **past action** or **before** a stated **past time**.

She **had already** left when I got home.

She **had arrived** by 8 o'clock.

for a complete action.

Past Perfect Continuous is used:

for an action continuing up to a specific time in the past.

He **had been waiting** for an hour before she arrived.

for a continuous, past action which had visible results or effect in the past.



She **had cleaned** the house by 6 o'clock.

as the past equivalent of Present Perfect.
(see p. 38)

She **isn't** in her office. She **has already left**.
(before a present time)

She **wasn't** in her office. She **had already left**.
(before a past time)



He was tired. He **had been cleaning** the house all morning.

as the past equivalent of Present Perfect Continuous. (see p. 38)

He **is** tired. He **has been working** hard all morning. (present time)

He **was** tired. He **had been working** hard all morning. (past time)

Short answers

Had I/you/he/she/it/we/
you/they eaten lunch?

Yes, I/you/he/she/it/we/
you/they **had**.

No, I/you/he/she/it/we/
you/they **hadn't**.

Lesson 18. Text: Al-Hakim at-Termiziy. Grammar: Past Perfect.

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for gist and listen for detailed information.
- ✓ Use *The Past Perfect* in meaningful situations.

Skills to be emphasized: Listening, speaking, reading, writing

Target structure: *The Past Perfect*.

Target vocabulary: *famous scholars of hadis, died in 869 AD, wrote more than 400 works, etc.*

Materials: photos, a tape, textbooks

Starter

Aim: preparing students for the new lesson.

Pre-listening

Aim: introducing new vocabulary and prepare students do listening task.

Al-Hakim at-Termiziy

(died in 869)

Al-Hakim at-Termiziy was one of the famous scholars of hadis science. He died in 869 AD. The scientist lived in the 9th century and wrote some important works. Till he was 25 he studied in the cities

of Movarounnahr. When he was 27 he mad Haj (pilgrimage) and then he stayed in Baghdad where he continued his education. Later he described this in his work “Bad’u Sha’ni Abu Abdulloh” which was dedicated to his own biography. He also mentioned in this book that he had not received sufficient knowledge yet. Besides, he had known Koran by heart. He calmed his soul by reading Koran.

Al-Hakim at-Termiziy was a scientist with deep knowledge who showed mistakes and shortcomings of other scholars in his work. Due to his deep critical thinking, he touched upon the works of some Islamic philosophers as well, where he expressed his criticism by revealing their mistakes.

Al-Hakim at-Termiziy wrote more than 400 priceless works. And only 50 of them have reached to our hands. The following works, “Nazoirul Qur’on”, “Navodirul-usul”, “Ursul -muvahiddin” and “Khatmul viloya” which are about aqoid (the measures which should be believed) and “Isbotul-ilashish sharia”, “Kitobul-manokhiy” and “Kitobu sharhissalot” devoted to matters of shariat belonged to his pen.

The mausoleum of the famous scholar al-Hakim at-Termiziy is situated in Old Termez at the bank of the river Amu Darya. Thanks to independence al-Hakim at-Termiziy’s mausoleum has become a sacred place of our nation.

Answer the following questions:

1. What century did the scientist live?
2. Where did he study?
3. When did he make his pilgrimage?
4. How did he calm his soul?
5. What did he show in his book?
6. How did he express his criticism?
7. How many works did he write?
8. What are the works about aqoid?
9. What are the works about shariat?
10. Where is situated his mausoleum?

Grammar: Past Perfect

Situation: Jack left his apartment at 2:00. Ann arrived at his apartment at 2:15 and knocked on the door.

(a) When Ann arrived, Jack wasn't there. He **had left**.

The **PAST PERFECT** is used when the speaker is talking about two different events at two different times in the past; one event ends before the second event happens.

In (a): There are two events, and both happened in the past: *Jack left his apartment. Ann arrived at his apartment.* To show the time relationship between the two events, we use the past perfect (*had left*) to say that the first event (Jack leaving his apartment) was completed before the second event (Ann arriving at his apartment) occurred.



(b) Jack **had left** his apartment when Ann arrived.

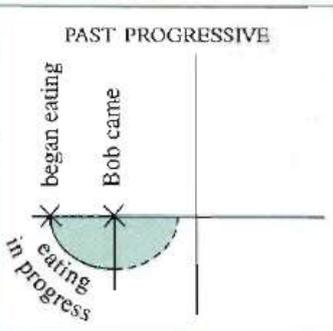
FORM: **had** + past participle

(c) *He'd left. I'd left. They'd left.* Etc.

CONTRACTION:

I/you/she/he/it/we/they + 'd

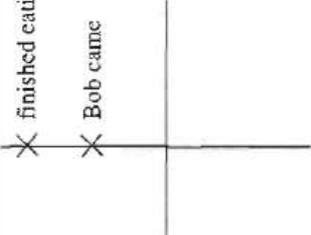
COMPARE THE PAST PROGRESSIVE AND THE PAST PERFECT.



(f) **I was eating** when Bob came.

The **PAST PROGRESSIVE** expresses an activity that was *in progress at a particular time in the past*.

In (f): I began to eat at noon. Bob came at 12:10. My meal was in progress when Bob came.

<p style="text-align: center;">PAST PERFECT</p> <p style="text-align: center;">finished eating</p> <p style="text-align: center;">Bob came</p> 	<p>(g) I <i>had eaten</i> when Bob came.</p>	<p>The PAST PERFECT expresses an activity that was <i>completed before a particular time in the past</i>.</p> <p>In (g): I finished eating at noon. Bob came at 1:00 P.M. My meal was completed before Bob came.</p>
--	--	--

Directions: Identify which action took place first (1st) in the past and which action took place second (2nd).

1. The tennis player **jumped** in the air for joy. She **had won** the match.
 - a. 1st The tennis player won the match.
 - b. 2nd The tennis player jumped in the air.

2. Before I went to bed, I **checked** the front door. My roommate **had** already **locked** it.
 - a. 2nd I checked the door.
 - b. 1st My roommate locked the door.

3. I **looked** for Bob, but he **had left** the building.
 - a. _____ Bob left the building.
 - b. _____ I looked for Bob.

4. I **laughed** when I saw my son. He **had poured** a bowl of noodles on top of his head.
 - a. _____ I laughed.
 - b. _____ My son poured a bowl of noodles on his head.

5. Oliver **arrived** at the theater on time, but he couldn't get in. He **had left** his ticket at home.
 - a. _____ Oliver left his ticket at home.
 - b. _____ Oliver arrived at the theater.

6. I **handed** Betsy the newspaper, but she didn't want it. She **had read** it during her lunch hour.
 - a. _____ I handed Betsy the newspaper.
 - b. _____ Betsy read the newspaper.

7. After Carl arrived in New York, he **called** his mother. He **had promised** to call her as soon as he got in.
- _____ Carl made a promise to his mother.
 - _____ Carl called his mother.
8. Stella was alone in a strange city. She walked down the avenue slowly, looking in shop windows. Suddenly, she **turned** her head and **looked** behind her. Someone **had called** her name.
- _____ Stella turned her head and looked behind her.
 - _____ Someone called her name.

Directions: Complete the sentences with the present perfect or the past perfect form of the verb in parentheses.

- A: Oh no! We're too late. The train (*leave, already*) has already left.
B: That's okay. We'll catch the next train to Athens.
- Last Thursday, we went to the station to catch a train to Athens, but we were too late. The train (*leave, already*) had already left.
- A: Go back to sleep. It's only six o'clock in the morning.
B: I'm not sleepy. I (*sleep, already*) _____ for eight hours. I'm going to get up.
- I woke up at six this morning, but I couldn't get back to sleep. I wasn't sleepy. I (*sleep, already*) _____ for eight hours.
- A: I'll introduce you to Professor Newton at the meeting tonight.
B: You don't need to. I (*meet, already*) _____ him.
- Jack offered to introduce me to Professor Newton, but it wasn't necessary. I (*meet, already*) _____ him.
- A: Do you want to go to the movie tonight?
B: What are you going to see?
A: *Distant Drums*.
B: I (*see, already*) _____ it. Thanks anyway.
- I didn't go to the movie with Francisco last Tuesday night. I (*see, already*) _____ it.

Target vocabulary: *was born in Bukhara, great scientist of hadis, “Al jome as-sahih”, died in 870, etc.*

Materials: photos, a tape, textbooks

Starter

Aim: preparing students for the new lesson.

Pre-listening

Aim: introducing new vocabulary and prepare students do listening task.

Imam al-Bukhoriy

(810 – 870)

This great scientist of hadis was born on July 20, 810. Al-Bukhoriy lost his father when he was very young and was brought up by his mother. From his childhood he was very clever, curious and had a quick memory. He had been learning hadises which he heard since he was 10. In purpose of learning he had made many trips and had taken lessons from over 90 great scientists of those times. Although his hometown was Bukhara he had lived for some periods in Cairo, Damascus and Baghdad. He had his own apprentices and he taught in madrasahs. According to some sources he had known about 6000 hadises by heart.

Imam al-Bukhoriy left us great scientific inheritance. The number of his works is over 20. For example “Al jome as-sahih”, “Al adab al-mufrad”, “Al-tarih”, “Kitob al-kuna”, “Asomi us-sahoba” and etc. And the most important of them is “Al jome as-sahih” which comprises of 40, 000 reliable collection of hadises and it is next in the importance after Koran in Islam.

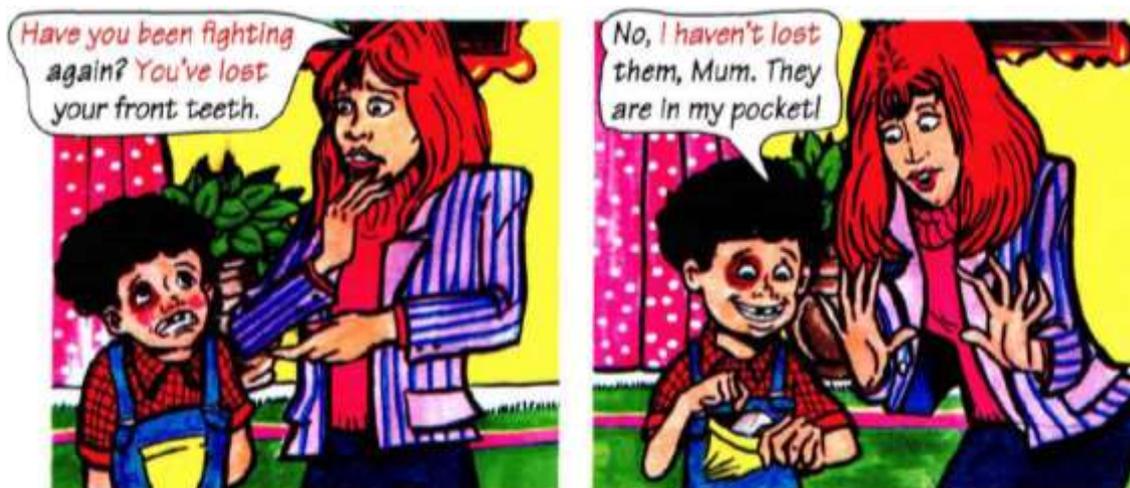
Imam al-Bukhoriy died from serious illness on September 1, 870 in Samarkand. In 1998 we celebrated his 1225th birthday and his monument was rebuilt. Today Tashkent State University of Islam is named after Imam al-Bukhoriy.

Answer the following questions:

1. What was Bukhoriy?
2. What did he learn in his childhood?
3. When did his father die?
4. How old was he when he had been learning hadises?
5. Why did he make many trips?
6. Where is his hometown?
7. Where did he teach his apprentices?
8. How many works did he write?
9. How many hadises did Imam al-Bukhoriy learn by heart?
10. When and where did he die?

Grammar: Present Perfect Continuous²:

²It's also possible say Present Perfect Progressive instead of Present Perfect Continuous.



Al and Ann are in their car right now. They are driving home. It is now four o'clock.

(a) They **have been driving since** two o'clock.

(b) They **have been driving for** two hours. They will be home soon.

The PRESENT PERFECT PROGRESSIVE talks about *how long* an activity has been in progress before now.

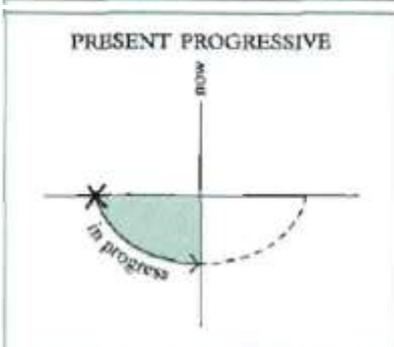
Note: Time expressions with *since*, as in (a), and *for*, as in (b), are frequently used with this tense.

STATEMENT: **have/has + been + -ing**

(c) How long **have they been driving**?

QUESTION FORM:
have/has + subject + been + -ing

COMPARE the present progressive and the present perfect progressive.



(d) Po **is sitting** in class right now.

The PRESENT PROGRESSIVE describes an activity that is in progress right now, as in (d). It does not discuss duration (length of time).

INCORRECT: *Po has been sitting in class right now.*

- (g) CORRECT: I **know** Yoko.
- (h) INCORRECT: I **am knowing** Yoko.
- (i) CORRECT: I **have known** Yoko *for* two years.
- (j) INCORRECT: I **have been knowing** Yoko *for* two years.

Reminder: Non-action verbs (e.g., *know, like, own, belong*) are not used in any progressive tenses.*

In (i): With non-action verbs, the present perfect is used with *since* or *for* to express the duration of a situation that began in the past and continues to the present.

Form: have / has been + verb -ing

Affirmative	Interrogative	Negative
I have been working	Have I been working?	I have not been working
You have been working	Have you been working?	You have not been working
He has been working	Has he been working?	He has not been working
She has been working	Has she been working?	She has not been working
It has been working	Has it been working?	It has not been working
We have been working	Have we been working?	We have not been working
You have been working	Have you been working?	You have not been working
They have been working	Have they been working?	They have not been working
Short form	Negative-Interrogative	Short form
I've been working ...	Haven't you been working?...	I haven't been working ...

Put the verbs in brackets into Present Perfect Continuous:

- Tim: Hello Joe. What 1) ... *have you been doing* ...
 (you/do)?
- Joe: I 2) (play) tennis
 with Helen.
- Tim: Who is Helen?
- Joe: She's my new girlfriend. I 3)
 (go) out with her for two weeks.
- Tim: Does she live here?
- Joe: Yes, she 4) (live)
 here for two months.
- Tim: Why haven't I met her?
- Joe: Because she 5) (leave)
 home early and she 6)
 (come) back late every day for the
 last six weeks.
- Tim: Why 7) (she/do) that?
- Joe: Because she 8)
 (look for) a job.
- Tim: I must meet her some time.
- Joe: Well, let's all go out together tomorrow then.

Pay attention to the differences between Present Perfect Continuous and Present Perfect:

Present Perfect Continuous is used:

1. for actions which started in the past and continue **up to the present**.



I've **been packing** my case all morning.
(I'm still packing.)

Present Perfect is used :

1. for actions **recently completed**.



I've **packed** my case.
(I've just finished.)

2. for past actions of certain duration which have **visible results** or effect in the **present**.



They **have been walking** in the rain.
(They are wet.)

2. for actions which happened at an **unstated time**.



She **has done** a lot of shopping.

3. to express **irritation, anger, annoyance, explanation** or **criticism**.



Has the dog **been chewing** on my slippers?

3. to express personal **experiences** or **changes** which have happened.



I've **put on** a lot of weight.

4. to put **emphasis on duration**, usually with **for, since or how long**.

I've been typing letters **since** 9 o'clock.

4. to put **emphasis on number**.

I've only typed **three** letters since 9 o'clock.

NOTE

With the verbs **live, feel** and **work** we can use either Present Perfect or Present Perf. Cont. with no difference in meaning.

I've been living in London for a year.
or I've lived in London for a year.

Non-continuous verbs are not used in Present Perfect Cont. (**know, believe, see, like, love, taste, understand, want** etc.)

I've known her since 1985.

(NOT : ~~I've been knowing her since 1985.~~)

Time adverbs used with Present Perfect Continuous :

for, since, how long

Time adverbs and expressions used with Present Perfect :

just, ever, never, always, already, yet, for, since, so far, how long, recently, today, this week/month/year, once, etc.

Identify the speech situations, then complete the sentences:

recently completed action, emphasis on number, unstated time, anger or annoyance, emphasis on duration, personal experience, visible results

1. ... *visible results*



I ... *have been painting* ...
(paint) my room.

2.



They
(just/got married).

3.



She
(play) tennis.

4.



..... (you/cook)
again?

5.



She (have)
a haircut.

6.



He (be) to
Africa.

МУСТАКИЛ ТАЪЛИМИ

Мустақил таълимни ташкил этишнинг шакли ва мазмуни

Чет тили фанидан мустақил ишларининг мақсади - талабаларнинг касбий коммуникатив фаолиятини шакллантириш ва ривожлантириш, уларнинг ижодий фаолиятини ўстириш, ва чет тили устида мустақил ишлай олиш малака ва кўникмаларини ҳосил қилиш ва ривожлантиришдан иборат. Ушбу умумий мақсадга эришиш учун қуйидаги бир неча вазифаларни бажариш назарда тутилади:

- талабаларнинг тил тайёргарлик сифатини ошириб бориш, тил ва мутахассислик бўйича адабиётлар устида ишлай олиш кўникмаларини шакллантириш ва ривожлантириш;
- ўз касбий билим ва малакаларини кейинчалик мустақил тўлдириб ва янгилаб туриш эҳтиёжларини яратиш ва сақлаб қолиш, чет тили бўйича яратилган малака ва кўникмаларни ўстириб, ривожлантириб бориш;
- талаба бажариши керак бўлган ишларни тўғри ташкил қилиш, келиб чиқадиган қийинчиликларни олдиндан била олиш, ҳис этиш ва уларни бартараф қилиш йўллари топа олиш.

Тавсия этилаётган мустақил ишларнинг мазмуни

Талабаларнинг мустақил ишлари нутқ фаолиятининг қуйидаги турлари бўйича ташкил қилинади.

Ўқиш: (танишиб чиқиш, синчиклаб, қараб чиқиш), ёзув, тинглаб тушуниш ва гапириш;

Тинглаб тушуниш: ҳажми турлича бўлган аудио- ва видео матнларни тинглаб тушуниш, саволларга жавоб бериш, гапириб бериш, аннотация ёза олиш;

Гапириш: талабаларнинг диалогик ва монологик нутқлари бўйича мустақил ишлари аудиторияда ўргатилган матнлар, ўқув материаллари асосида ташкил қилинади. Гапириш бўйича мустақил иш сифатида мавзу асосида маълумот тайёрлаш, матн мазмунини гапириб бериш, ўрганилган лексик материаллар асосида ҳикоялар тузиш, берилган муаммоли масала ва вазиятларни муҳокама қилиш каби топшириқлар бериш мумкин. Гапириш кўникмаларини ривожлантириб бориш учун мультимедиа дастурларини ва он-лайн технологияларини қўллашга асосий эътибор қаратилади;

Ўқиш: талаба ўрганаётган соҳасига оид адабиётлар билан танишиб чиқиши ва ўзи учун кизиқарли ва керакли бўлган ахборотни тушуниши, публицистик, илмий-оммабоп ижтимоий-сиёсий адабиётларни ўқиши ва керакли ахборотни олиши лозим. Машғулотларда юқорида айтилган малака ва кўникмаларни шакллантириш ва ўстириш жуда мураккаб бўлганлиги учун уларни мустақил иш жараёнида синчиклаб, кўз югуртириб, қараб чиқиб ўқиш турлари орқали ташкил қилинади. Ушбу ўқиш турларини назорат қилиш-матнни бутунлай таржима қилиш ёки унинг танлаб олинган қисмларини таржима қилиш билан амалга оширилади.

Танишиб чиқиб ўқиш мустақил иш тури сифатида уйда ўқиш шаклида олиб борилади. Ўқишнинг бу тури учун аутентик ёки адаптация қилинган адабий, илмий-оммабоп адабиёт танлаб олинади. Текшириш шакллари: ўқиганини мазмунини тушунганлиги бўйича савол-жавоб ишлари, ажратиб олинган масалалар бўйича ахборот олиш, бахс-мунозаралар ўтказиш, ахборотга режа тузиш ва ҳ.к.

Қараб чиқиб, қидириб топиш учун ўқиш. Ўқишнинг бу турида оммавий-сиёсий, публицистик матнлар, газета ва журнал материаллари берилади ва ҳар бир дарсда қисқача ахборот олинади. Талаба битта газета мақолалари асосида ахборот беради ёки мавзу бўйича бир қанча газета ва журналлардан ахборот тайёрлайди.

Ёзув. Ёзув бўйича мустақил иш ўз ичига ўрганилаётган тилда фикрни баён қила олиш ишларини олади. Бунда мустақил иш мазмунига қуйидагилар киради:

- аннотация, реферат, резюмелар туза олиш;
- оғзаки равишда нутқ ҳосил қилиш учун режа ёки тезис тузиш;
- турли хатлар, табрикнома, таклифлар, иш юзасидан хатлар туза олиш;
- ўқишга ва ишга қабул юзасидан аризалар ёза олиш;
- соҳага оид турли ҳужжатларни тўлдириш;

- баён, иншо, эсселар ёза олиш; касби бўйича иш юритиш ишларини (ёзувларини) олиб бориш.
Ўқиб таржима қилинган материаллар курс ишлари ва рефератларда қўлланилади.

“Чет тили (Инглиз тили)” фанидан мустақил иш мажмуаси фаннинг барча мавзуларини қамраб олган ва қўйидаги 8 та катта мавзу кўринишида шакллантирилган.

Талабалар мустақил таълимнинг мазмуни ва ҳажми

III семестр

№	Мустақил таълим мавзулари	Берилган топшириқлар	Бажар.Муддати	Ҳажми (Соатда)
1	Travelling around the world	Индивидуал ишлаш, слай тайёр	1,2 –ҳафталар	2
2	Philosophers	Индивидуал ишлаш, слай тайёр	3-4- ҳафталар	2
3	Global problems	Индивидуал ишлаш, слай тайёр	5-6- ҳафталар	2
4	Historical movies	Индивидуал ишлаш, слай тайёр	7-9- ҳафталар	2
5	The best historical monuments	Индивидуал ишлаш, слай тайёр	10-11- ҳафталар	2
6	Museum of Amur Temur	Индивидуал ишлаш, слай тайёр	11-12- ҳафталар	2
7	The best universities in the world	Индивидуал ишлаш, слай тайёр	13-14 ҳафталар	1
8	The Mass Media	Индивидуал ишлаш, слай тайёр	14-15 ҳафталар	1
Жами:				14 соат

IV семестр

№	Мустақил таълим мавзулари	Берилган топшириқлар	Бажар.Муддати	Ҳажми (Соатда)
1	Language and history	Индивидуал ишлаш, слай тайёр	1,2 - ҳафталар	2
2	The ancient seven wonders	Индивидуал ишлаш, слай тайёр	3-4- ҳафталар	2
3	The modern seven wonders of the world	Индивидуал ишлаш, слай тайёр	5-6- ҳафталар	2
4	Global problems	Индивидуал ишлаш, слай тайёр	7-9- ҳафталар	2
5	Computer technologies	Индивидуал ишлаш, слай тайёр	10-11- ҳафталар	2
6	Meals	Индивидуал ишлаш, слай тайёр	11-12- ҳафталар	2
7	Famous people	Индивидуал ишлаш, слай тайёр	13-14 ҳафталар	2
Жами:				14соат

“Чет тили (Инглиз тили)” фанидан мустақил иш мажмуаси фаннинг барча мавзуларини қамраб олган ва қўйидаги 8 та катта мавзу кўринишида шакллантирилган.

Талабалар мустақил таълимнинг мазмуни ва ҳажми

V семестр

№	Мустақил таълим мавзулари	Берилган топшириқлар	Бажар муд.	Ҳажми
1	Great people in Uzbekistan	Индивидуал ишлаш, слайд тайёр	1,2 - ҳафталар	2
2	National holidays	Индивидуал ишлаш, слайд тайёр	3-4- - ҳафталар	2
3	Historic Cities of Uzbekistan .	Индивидуал ишлаш, слайд тайёр	5-6-- ҳафталар	2
4	Customs and traditions	Индивидуал ишлаш, слайд тайёр	7-9-- ҳафталар	2
5	Worldwide problems	Индивидуал ишлаш, слайд тайёр	10-11ҳафталар	2
6	The art	Индивидуал ишлаш, слайд тайёр	11-12 ҳафталар	2
7	Science and technology	Индивидуал ишлаш, слайд тайёр	13-14-	1
8	Sport	Индивидуал ишлаш, слайд тайёр	15-16-	1
	Жами:		14	

VI семестр

№	Мустақил таълим мавзулари	Берилган топшириқлар	Бажар муд..	Ҳажми
1	Mass media and the press	Индивидуал ишлаш, слайд тайёр	1,2– ҳафталар	2
2	Phobia	Индивидуал ишлаш, слайд тайёр	3-4- ҳафталар	2
3	Politics and the public institution	Индивидуал ишлаш, слайд тайёр	5-6- ҳафталар	2
4	Inventions	Индивидуал ишлаш, слайд тайёр	7-9- ҳафталар	2
5	Seven wonders of the world	Индивидуал ишлаш, слайд тайёр	10-11 ҳафталар	1
6	Best places to visit	Индивидуал ишлаш, слайд тайёр	11-12 ҳафталар	1
	Жами:		10	

ГЛОССАРИЙ

GLOSSARY

ablaut – the patterned variation of vowel sounds in relation to meaning in forms of the same root; this variation may be in terms either of vowel quality or of vowel duration; it is seen in present-day English in verbs such as *sing ~ sang ~ sung*.

accusative case – grammatical case usually exhibited by a noun phrase often functioning as the direct object of the verb, and usually (but by no means always) expressing semantically the goal or patient of the action that the verb denotes.

agreement – formal relation between two elements, so the form of one element

Anglo-Norman – the variety of French spoken by those who invaded England at the time of the Norman Conquest, and their descendants.

bahuvrihi – another term for **exocentric**, drawn from the terminology of traditional Sanskrit grammarians.

bound morpheme, bound allomorph – **morpheme** or **allomorph** that cannot stand on its own as a word. A bound morpheme is one whose allomorphs are all bound. See also **free morpheme**.

case – grammatical category expressing the relationship of a noun phrase to the verb in its clause. See also **nominative, accusative, genitive, dative, instrumental**.

clitic – a small word which becomes attached to an adjacent and more important word.

coda – see **syllable**.

cognate – of words, derived from the same historical source. For example, the English word ‘father’ and the French word ‘pere’ are cognate, both being descended (through Proto-Germanic and Latin respectively) from the same Proto-Indo-European word.

comparison – grammatical category associated with adjectives. Many English adjectives distinguish basic or ‘positive’, ‘comparative’ and ‘superlative’ forms (e.g. *hot, hotter, hottest*).

complementary distribution – see **distribution**.

complementiser – a type of conjunction which is used to mark one clause as dependent on another.

compound – word containing more than one root (or combining form).

concord – see **agreement**.

conjugation – a set of verbs which share the same **paradigm**.

content word – word which has full lexical meaning, see **function word**.

contrastive distribution – see **distribution**.

conversion – the derivation of one **lexeme** from another (e.g. the verb ‘father’ from the noun ‘father’) without any overt change in shape. Some linguists analyse this phenomenon as zero-derivation.

coordination – where two syntactic units are linked together with equal status.

correlation – where a pair of structures are linked by parallel element order.

dative – grammatical case usually exhibited by a noun phrase often functioning as the indirect object of the verb.

declension – a set either of nouns or of adjectives which share the same paradigm.

definite ~ indefinite – Old English adjectives had two declensions; where the adjective was preceded by a demonstrative or possessive it followed the definite declension, and elsewhere it followed the indefinite declension.

deixis – a term used to refer to those features which relate to personal, locational or temporal, where meaning is relative to that situation.

derivational morphology – area of morphology concerned with the way in which **lexemes** are related to one another (or in which one lexeme is derived from another) through processes such as **affixation**.

digraph – the combination of two letters to represent a single sound, as in the <th> of *this*.

distribution – in a sound system there are sets of sounds which contrast with each other, and such sounds are said to be in contrastive distribution; there are other sounds which do not contrast but appear in different positions in the word – for example for many speakers of English the first sound in *little* is different from the last sound, but this has no effect on the sound system, because they two sounds are not contrastive, but rather complementary.

dual – see **number**.

endocentric (of a **compound** or derived word) – possessing a **head**. See also **exocentric**.

exocentric (of a **compound** or derived word) – lacking a **head**. For example, the noun *sell-out* is exocentric because it contains no component that determines its word class ('sell' being a verb and 'out' being an adverb).

experiencer – the animate entity affected by the action or state expressed by the verb.

finite – used of verbs which have a subject, hence non-finite verbs lack a subject.

focus – in discourse, the element which is given the most communicative importance.

focussed – a norm to which speakers tend, rather than a fixed standard.

free morpheme, free allomorph – **morpheme** or **allomorph** that can stand on its own as a word. A morpheme may have both free and bound allomorphs, e.g. *wife* is free but *wive-* is bound because it appears only in the plural wordform *wives*.

function word – word which has grammatical rather than lexical meaning.

geminate – a double or long consonant, similar to the medial sequence in PDE *hat-trick*.

Germanic – one of the branches of **Indo-European**, from which are descended, amongst others, the present-day languages English, Dutch, Frisian, German, Danish, Icelandic, Norwegian and Swedish.

government – process by which one phrase has control over another, for example a verb may determine the case assigned to an object.

gradation, qualitative and quantitative – see **ablaut**.

hypotaxis – where one syntactic unit is linked to another by means of **subordination**.

iambic pentameter – metrical verse form where each line is based upon a template of five feet, each consisting of an unstressed syllable followed by a stressed syllable; naturally almost all poets vary the form of the line.

Indo-European – the language family from which are descended not only the Germanic languages, but a very wide range of languages throughout Europe and many parts of the Middle East and Indian sub-continent.

infinitive – usually taken as the basic or unmarked non-finite verbal form.

infinitive, inflected – special form of the Old English **infinitive** which occurs when governed by the preposition *to* .

inflectional morphology – area of morphology concerned with changes in word shape (e.g. through **affixation**) that are determined by, or potentially affect, the grammatical context in which a word appears. See also **lexeme**.

instrumental – a **case** used when the noun phrase exhibits functions such as 'association with', but such functions often shown by the dative rather than the instrumental. The instrumental is also used in a variety of idiomatic expressionism.

language family – a set of languages which are **cognate**, as in the case of Indo-European.

lexeme – word seen as an abstract grammatical entity, represented concretely by one or more different inflected word forms according to the grammatical context. For example, the verb lexeme ‘perform’ has four inflected word forms: ‘perform’, ‘performs’, ‘performing’ and ‘performed’.

lexicon – inventory of lexical items, seen as part of a native speaker’s knowledge of his or her language.

loan word – a word from another language which is taken into English.

macron – a mark placed above a vowel by editors in order to show that the vowel is long.

mood – a set of semantic contrasts signalling the attitudes of the speaker and in Old English shown by three different moods, indicative, subjunctive and imperative.

morpheme – minimal unit of grammatical structure. (The morpheme is often defined as the minimal meaningful unit of language but that definition leads to problems.)

morphology – area of grammar concerned with the structure of words and with relationships between words that involve the **morphemes** that compose them.

mutation – see **umlaut**.

negative concord – negation falls not only on a verb phrase but also on any other appropriate element in the clause, as in non-standard present-day English *I didn’t see nothing*.

nominal – belonging to the word class ‘noun’, or having the characteristics of a noun.

nominative case – grammatical case exhibited by a noun phrase functioning as the subject of the verb, and usually (but by no means always) expressing semantically the agent of the action that the verb denotes.

nucleus – see **syllable**.

number – grammatical category associated especially with nouns. In English, ‘plural’ and ‘singular’ numbers are distinguished inflectionally (e.g. ‘cats’ versus ‘cat’). In Old English there was also a dual category, occasionally used with pronouns and adjectives.

onset – see **syllable**.

orthography – the spelling system of a language.

parataxis – where two syntactic units are linked together by juxtaposition and without any conjunction.

paradigm – the set of forms associated with a noun or an adjective in forming a declensional class, or with a verb in a conjugational class.

person – grammatical category associated especially with pronouns, identifying individuals in relation to the speaker and hearer. English distinguishes ‘first person’ (I, we), ‘second person’ (you) and ‘third person’ (he, she, it, they).

phoneme – the minimal unit in the sound system of a language. Collectively, the contrasting sounds in any given language.

phonology – area of grammar concerned with how speech sounds function to distinguish words in a language (and in languages generally). The scope of phonology includes how sounds are related, how they are combined to form syllables and larger units, and how relationships between syllables are indicated by features such as stress.

prefix – **bound morpheme** that immediately precedes the root or **stem**.

preterite – a morphological form usually expressing past tense.

refix – **bound morpheme** that precedes the root or **stem**.

register – the varieties of language used in particular social situations, for example formal vs. colloquial.

relative particle – an element which has the function of a **complementiser** used to introduce a relative clause.

resolution – the feature in Old English poetry where two light **syllables** have the same effect as one heavy syllable.

schwa – the reduced vowel found, for example, in the first syllable of ‘about’ or the last syllable of ‘butter’.

standard language – an regularised and institutionalised variety of a language used in administration, education, etc.; see also **focussed**.

stem – term used for the base of the word forms of a **lexeme** (involving the addition of inflectional **affixes** only, not derivational ones).

stranding – when an element is left unattached to or moved out of its construction.

subjunctive – see **mood**.

subordination – where one syntactic unit is dependent upon another.

suffix – **bound morpheme** that follows the root or **stem**.

suffixoid – an element which shares the properties of a **suffix** and an independent word, and whose morphological status is therefore uncertain.

suppletion – phenomenon whereby one **lexeme** is represented by two or more different roots, depending on the context; for example, the verb ‘go’ is represented by ‘went’ in the past tense and ‘go’ elsewhere.

syllable – consists of a vowel and its immediately preceding and following consonants; hence onset describes the preceding consonant(s) and coda the following ones, while the central vowel element(s) are the nucleus.

syncope – the loss of an unstressed vowel.

tense – grammatical category exhibited by verbs, closely associated with time. In English, a distinction between present and past tenses is expressed inflectionally, e.g. ‘give’ and ‘wait’ versus ‘gave’ and ‘waited’.

umlaut – an historical process by which back vowels were fronted and front vowels raised; the change is most easily observed in nouns such as *foot* ~ *feet*.

velar – a sound produced by moving the back of the tongue against the soft palate or velum.

verb, contracted – a verb where the final consonant of the **stem** (preceding any inflection) has been lost.

verb, preterite-present – a verb where the past tense has acquired a new present tense meaning, with the subsequent acquisition of a new set of past tense forms.

verb, inseparable, separable – where a prefix may either always remain with the **stem** against prefixes which may be separated from their stem by a variety of elements and word order type.

verb, weak and strong – the two major morphological groups of verbs in Old English; the former relate to present-day verbs such as *love*, the latter to verbs like *sing*.

Verner’s Law – the series of changes in stops and fricatives which distinguish Germanic from most of Indo-European languages, first discovered by Karl Verner.

voice – the means by which relationships between the subject and the object are expressed, hence the categories active and passive.

weight – the amount of phonological material contained in a word.

TARQATMA MATERIALLAR

finish, go, have, be

Usually



Yesterday



James usually 1) ... *finishes* ... work at 4.30 p.m. Yesterday he 2) work at 1.00 p.m.
 He usually 3) home by train. Yesterday he 4) home by taxi.
 He usually 5) dinner at home. Yesterday he 6) dinner in a
 restaurant with his friends. He usually 7) to bed early. Yesterday he 8)
 to bed late because it 9) his birthday.



1. play

Long form: *The girl is playing tennis.*

Short form: *She's playing tennis.*



2. kick the ball

.....



3. dance

.....



4. talk on the phone

.....



It's 7 o'clock on Monday morning. The family is in the kitchen.

1. Mr and Mrs West *are drinking* (drink) coffee.
2. Grandfather (read) a newspaper.
3. Joe (go) to school.
4. The cat and the dog (eat).



It's 5 o'clock on Monday afternoon and the family is in the living room.

5. Mr West (watch) T.V.
6. Mrs West (talk) on the phone.
7. Joe (do) his homework.



1. (he / run)

Can he run? ...

Yes, he can. ...



2. (they / walk)

Can they walk? ...

No, they can't. ...



3. (he / swim)



4. (you / ride a horse)



5. (he / climb)



6. (Ann / sing)



7. (you / jump)



8. (he / drive)



1. paint



2. sing



3. swim



4. dive



5. read



6. write



7. walk



8. run



9. jump



10. cook



11. clean



12. wash



13. ride



14. drive



15. play tennis



16. climb



17. eat



18. drink



19. see



20. hear



1.



2.



3.



4.



5.



6.



7.

1. Simon .. *lives* ... (live) in London.

2. He (work) in a school.

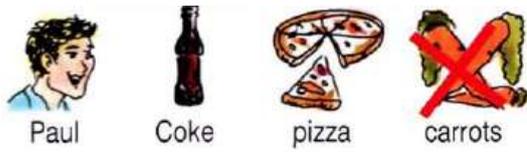
3. He (start) work at 8.30.

7. He (go) to bed at 10 o'clock in the evening.

4. He (stop) work at 2 pm.

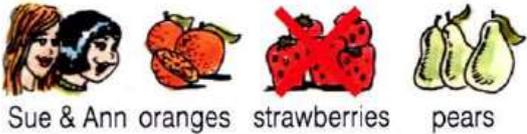
5. He (have) lunch at 2.30.

6. He (read) books in the afternoon.



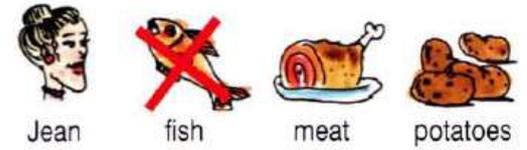
Paul Coke pizza ~~carrots~~

1. Paul ..likes Coke and pizza.....
 ..He doesn't like carrots.



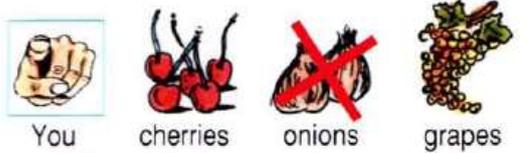
Sue & Ann oranges strawberries pears

2. Sue and Ann ..



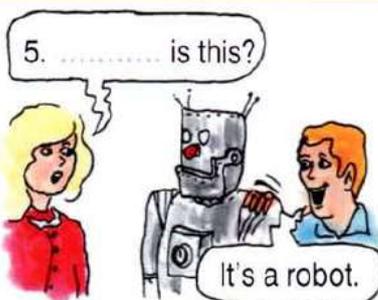
Jean fish meat potatoes

3. Jean ..



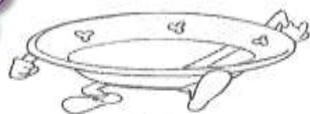
You cherries onions grapes

4. I ..



Do the puzzle

Oshxona
jihozlari



plate



glass



bottle



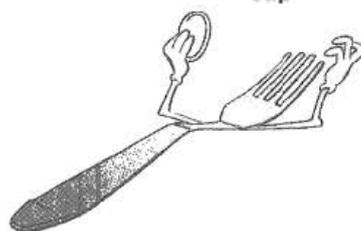
jug



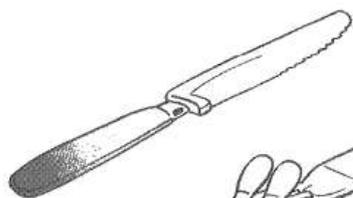
cup



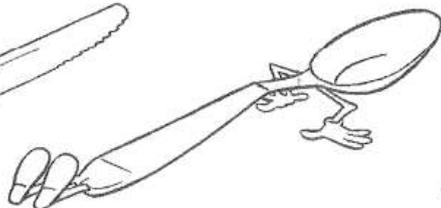
bowl



fork



knife



spoon



teaspoon



bottle



knife

plate



bowl

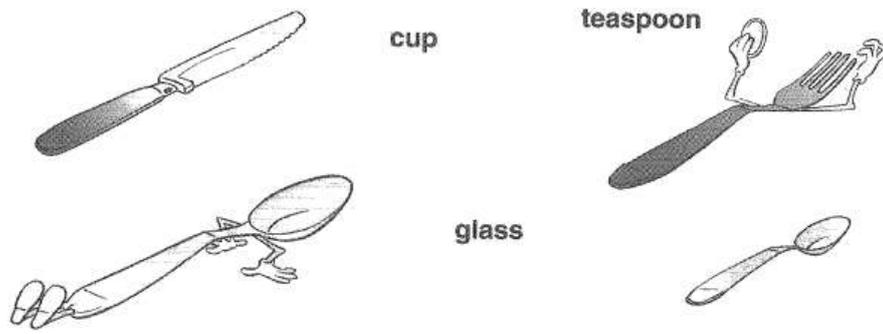


fork

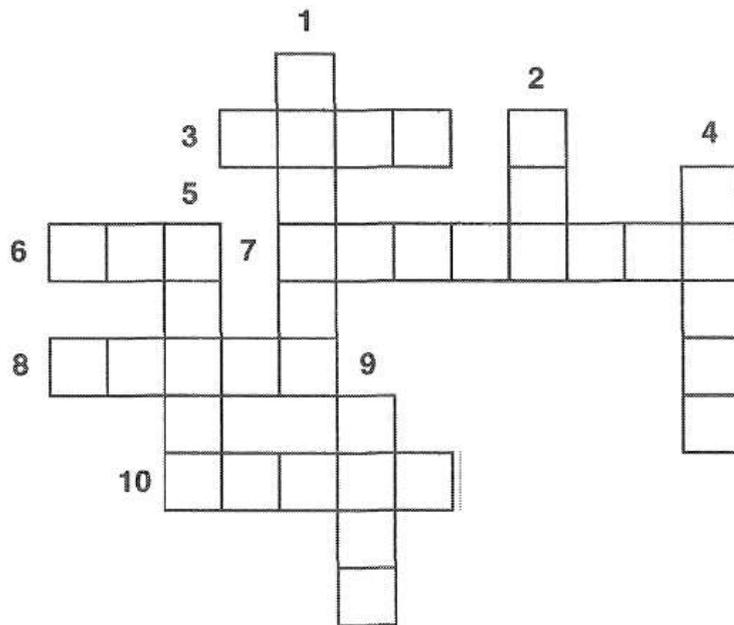
spoon

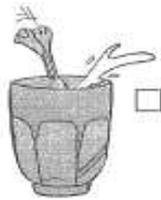
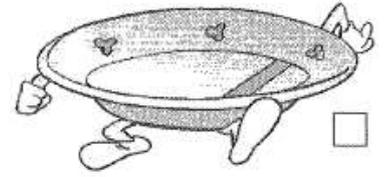
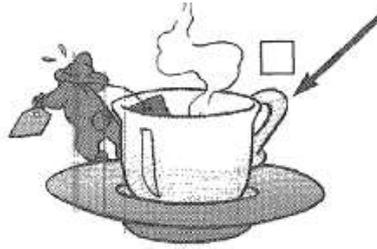
jug





Do the crossword





T	F	S	E	N	D	U	K	I	R	E	P
E	T	P	L	A	T	E	W	E	B	V	E
A	C	A	F	S	E	D	L	I	O	R	C
S	U	J	S	I	B	T	H	G	T	C	F
P	L	U	E	O	O	W	C	F	T	R	I
O	M	G	R	L	W	E	R	S	L	P	F
O	B	A	A	E	L	N	Z	R	E	V	T
N	F	F	O	E	S	T	H	C	G	N	C
N	D	O	F	K	N	I	F	E	E	G	U
F	E	R	U	L	D	T	D	U	E	A	P
U	A	K	P	E	S	P	O	O	N	R	L
I	Z	V	M	G	F	B	P	B	N	I	O
B	U	E	G	L	A	S	S	T	R	E	P
E	V	A	R	T	E	E	N	P	E	T	D



ТЕСТЛАР

INGLIZ TILI FANI BO'YICHA TEST VARIANTLARI

1 – Variant

1. “_____ her name Eliza?”

“No, _____.”

A) What / it isn't B) Is / she isn't

C) Is / it is not D) Is / it isn't

2. Is your surname Anderson?

A) Yes, you are. B) Yes, it is. C) Yes, I am. D) Yes, my is.

3. “Is she American?”

“No, _____.”

A) hers isn't B) she isn't C) she is not D) she her isn't

4. “_____ their names Jack & Benny?”

“Yes, _____.”

A) Are / they are B) Aren't / there are C) Am / their D) Is / they're

5. “Is your dog 2 years old?”

“Yes, _____.”

A) it's B) dog is C) it is D) its

6. Choose the appropriate nonfinite form of the verb.

I think

A) if he is about fifty B) he is about fifty C) her about fifty

D) him about fifty E) be about fifty

7. Choose the appropriate form of the verb.

... this engineer work at the Ministry of Foreign Trade?

A) do B) does C) has D) had E) shall

8. Choose the appropriate answer to the question.

- You don't like horror films, do you?

- They are so terrifying.

A) Yes, I can. B) No, I can't. C) No, I don't.

D) Yes, I do. E) No, we didn't.

9. Choose the appropriate answer to the question.

Who usually answers these letters in your office?

A) My friend can. B) That man will. C) I do, of course.

D) Mary is. E) Those engineers did.

10. Choose the appropriate form of the verb.

"This thief ... usually promise to steal again," said Sherlock Holmes.

A) won't B) didn't C) isn't D) doesn't E) don't

11. We got up late _____ Sunday morning.

A) * B) at C) on D) in

12. _____ the afternoon we went for a walk.

A) At B) For C) On D) In

13. I bought a car a few weeks _____.

A) last B) when C) ago D) for

14. I had an accident _____ last night.

A) in B) * C) on D) at

15. It happened _____ seven o'clock _____ the evening.

A) when / * B) in / at C) at / last D) at / in

16. Anna likes ice-cream but John _____ .

A) haven't B) hasn't C) isn't D) doesn't

17. I don't like ice-cream but Jill _____ .

A) have B) has C) is D) does

18. Maria isn't studying hard but I _____ .

- A) have B) has C) am D) are
19. John loves flying but we _____ .
A) haven't B) don't C) isn't D) doesn't
20. I watched TV last night but my sister _____ .
A) hasn't B) didn't C) isn't D) doesn't
21. Bill hasn't finished his work but we _____ .
A) have B) do C) don't D) doesn't
22. We don't want to leave early but they _____ .
A) have B) do C) is D) does
23. They didn't remember my birthday but you _____ .
A) have B) don't C) did D) does
24. Your English is really improving but mine _____ .
A) haven't B) don't C) isn't D) doesn't
25. _____ you speak three languages?
A) Do B) Does C) Did D) Are
26. _____ the phone.
A) Go B) Read C) Look D) Answer
27. She _____ a white coat.
A) wear B) wears C) does wear D) have
28. _____ a magazine.
A) Go B) Read C) Live D) Has
29. Our teacher gives _____ a lot of homework.
A) our B) us C) her D) his
30. He _____ television every evening.
A) watch B) watches C) see D) buy
31. At ten we go _____ bed.
A) in B) on C) to D) sleep
32. He picks up the apples _____ the tree.
A) for B) from C) on D) at
33. Get _____ the bus.
A) on B) in C) to D) out
34. She lives _____ Switzerland.
A) at B) on C) in D) city
35. A nurse looks _____ people in hospital.
A) at B) for C) after D) helps
36. There's a letter _____ you.
A) for B) to C) about D) on

2 – Variant

1. A- _____ there _____ desk?
B- Yes, _____ is.
A) Is / * / there B) Are / the / they
C) Is / a / there D) Is / one / they
2. A- _____ there three stereos in the living room?
B- No, there _____ .
A) Are / aren't B) Are / are C) Are / not D) Are / *
3. Is there _____ apple in the bag?
A) a B) an C) the D) *
4. There _____ 4 _____ on the sofa?
A) are / woman B) is / women
C) * / woman D) are / women

5. There _____ one bag. There _____ 3 bags.
A) isn't / are B) is / is C) not / are D) aren't / are
6. Geoffrey _____ French before, but he _____ at university now.
A) study didn't / studies B) didn't study / study
C) did not study / studies D) didn't studied / studies
7. A: _____ did they have _____ lunch?
B: Soup & fish.
A) What / on B) What / for C) Where / in D) Who / for
8. A: Where _____ you last week?
B: I _____ in Alabama.
A) were / were B) was / is C) were / was D) was / were
9. I usually _____ for 6 hours a day, but I _____ for 8 hours yesterday.
A) work / worked B) works / worked
C) worked / worked D) work / work
10. Rosemary often _____ to work by bus, but she _____ to work by taxi yesterday.
A) got / get B) gets / got C) get / got D) got / got
11. Bonny and Nick _____ tennis last weekend, but they rarely _____ tennis.
A) played / play B) play / play
C) play / plays D) play / played
12. It _____ a lot in winter here, but it _____ last year.
A) snows / rains B) snowed / rained
C) snow / rain D) snows / rained
13. Last year it _____ for three months, but it _____ just for two weeks.
A) snows / rains B) snowed / rained
C) snowing / raining D) snow / raining
14. A: _____ it snow a little in winter in Holland?
B: Yes, it _____. But last winter it _____ snow at all.
A) Do / do / didn't B) Does / do / doesn't
C) Does / does / didn't D) Do / does / don't
15. A: _____ you usually work for 8 hours a day?
B: Yes, I _____. But last week I _____ for 8 hours a day.
A) Do / do / didn't work B) Do / did / didn't worked
C) Did / did / don't work D) Do / did / don't work
16. Paris is _____ Madrid.
A) big than B) bigger C) bigger than D) biggest
17. Madrid is much _____.
A) cheap B) cheaper C) cheapest D) the cheapest
18. Why did you leave London? You had a _____ job.
A) better B) best C) gooder D) the best
19. London _____ got a lot of parks.
A) has B) have C) does D) do
20. Our school _____ a library, but it doesn't _____ any computers.
A) has / have B) have / has C) has / has D) have / have
21. My parents _____ a new stereo.
A) has B) have C) have got D) have got
22. Does your sister _____ a fiance?
A) has B) has got C) have D) has get
23. I don't _____ a problem with this exercise.
A) has B) to have C) have D) has got

24. Do you have _____ homework?
A) some B) a C) any D) the
25. I've got _____ pencils than you.
A) many B) more C) much D) most
26. Where are you _____?
A) go B) going C) to go D) went
27. "Are you _____ a good time?"
"Yes, we _____."
A) having / are B) have / is
C) having / do D) have / aren't
28. I _____ from Switzerland.
A) come B) coming C) to come D) came
29. Is my English _____ better.
A) gets B) get C) getting D) to get
30. Jane's _____ her friend tonight.
A) sees B) seeing C) see D) saw
31. He _____ as a clerk in a bank.
A) working B) work C) works D) to work
32. "Why are you _____ a suit?" "You usually wear jeans."
A) wears B) wore C) wear D) wearing
33. I read _____ bed.
A) at B) in C) to D) under
34. We've got this jumper _____ red
A) in B) to C) with D) at
35. He's talking _____ Mandy.
A) with B) to C) at D) for
36. There's a girl _____ fair hair.
A) with B) on C) at D) out

3 – Variant

1. "_____ did the first man walk on the moon?"
"In 1969."
A) When B) Where C) Who D) What
2. "_____ did she marry?"
"She married to John."
A) What B) Who C) Which D) Why
3. A _____ dog.
A) bigger than B) big C) biggest D) the biggest
4. A _____ driver.
A) care B) careful C) carefully D) the careful
5. She ran _____.
A) quick B) quicker C) quickly D) the quickly
6. He drives too _____.
A) fastly B) fast C) faster D) fastest
7. What is the story _____?
A) of B) on C) at D) about
8. What happened _____ the end of the story?
A) on B) in C) at D) from
9. The train leaves _____ platform 9.
A) of B) at C) from D) for
10. "_____ did you buy your new jacket?"

“At supermarket.”

A) What B) Where C) When D) How

11. At the weekend, I usually _____ go swimming.

A) am B) * C) was D) want

12. Are you _____ the party?

A) enjoy B) enjoyed C) enjoying D) enjoys

13. How many sisters _____ ?

A) do you have B) you have

C) are you have D) do you has

14. I _____ understand what you are saying.

A) no B) don't C) am not D) didn't

15. What time _____ home last night?

A) did you get B) you get

C) do you get D) did you got

16. Last weekend I _____ some friends and we _____ a meal.

A) see / having B) saw / have

C) seeing / had D) saw / had

17. I _____ English food. It's wonderful!

A) am loving B) loved C) love D) loves

18. Pierre is French. He _____ from Toulouse.

A) is coming B) came C) come D) comes

19. _____ the computer at the moment?

A) Does Mr. Taylor use B) Is Mr. Taylor using

C) Did Mr. Taylor use D) Will Mr. Taylor use

20. Dave _____ a student with her work now.

A) helped D) help C) is helping D) helping

21. Choose the appropriate forms of the verbs.

Paul ... a student of Cambridge University.

A) were B) are C) am D) be E) is

22. Choose the appropriate form of the verb.

I ... this man at all.

A) don't know B) know C) knew D) have known E) doesn't know

23. Choose the appropriate forms of the verbs.

-... life ... on Mars?

-No, it

A) Does/exist/doesn't B) Did/existed/didn't C) Has/existed/had

D) Had/existed/had E) Will/exist/will

24. Choose the appropriate form of the verbs.

Max ... to be good at interpreting, ... he?

A) doesn't seem/does B) seems/does C) seemed/did

D) seems/does E) didn't seem/doesn't

25. Choose the appropriate forms of the verbs.

-Who ... French in your family?

-I

A) speaks/do B) speak/does C) spoke/do

D) speaking/did E) are speaking/did

26. Choose the appropriate form of the verbs.

... to school we always ... a bus.

A) going/take B) went/take C) shall go/will take

D) had gone/took E) goes/takes

27. Choose the appropriate form of the verb.

Although Mary has been cooking for many years, she ... still ... how to prepare Uzbek

traditional

foods.

A) did not know B) know C) don't know

D) doesn't know E) hadn't known

28. Choose the appropriate forms of the verbs.

He ... to school at 7:30 and ... at 2 o'clock.

A) goes/comes back B) went/is coming back C) go/come back

D) was going/has come back E) is going/came back

29. Choose the appropriate forms of the verbs.

He ... his English in the morning, he ... it in the evening.

A) doesn't have/is having B) don't have/had C) doesn't have/has

D) didn't have/have E) hadn't/will have

30. Choose the appropriate words.

The sun ... in the East and ... in the West.

A) sets/rises B) sets/goes C) rises/sets

D) goes/rises E) set/rise

31. It's the best home _____ the world.

A) on B) in C) all D) at

32. The front door is _____ the top of the steps.

A) on B) at C) in D) by

33. There _____ a photo _____ the television.

A) are / on B) is / in C) is / on D) are / in

34. There are two pictures _____ the wall.

A) at B) on C) of D) in

35. The cinema is _____ the left.

A) in B) at C) off D) on

36. _____ there a table? Yes, there _____.

A) Are / are B) Is / is C) Are / is D) Is / are

VARIANT – 1

1. Translate the following sentences into Uzbek:

- 1) That's why it's not enjoyable to stay in the city in summer, and most people go to the country.
- 2) Our ancestors considered this day the beginning of the astronomical year.
- 3) I prefer to spend my day off sometimes in the country, sometimes in the city.
- 4) After the lesson I usually return home and start thinking about my ways of spending the rest of the day.
- 5) There is a big supermarket on the ground floor and it's very convenient to do everyday shopping.
- 6) Nick is only 19 years old, but he is very responsible – he finishes whatever he starts.

2. Read and retell the text: Environmental problems

The poisoning of the world's land, air, and water is the fastest-spreading disease of civilization. It probably produces fewer headlines than wars, earthquakes and floods, but it is potentially one of history's greatest dangers to human life on earth. If present trends continue for the next several decades, our planet will become uninhabitable. Overpopulation, pollution and energy consumption have created such planet-wide problems as massive deforestation, ozone depletion, acid rains and the global warming that is believed to be caused by the greenhouse effect. The seas are in danger. They are filled with poison: industrial and nuclear waste, chemical fertilizers and pesticides. The Mediterranean is already nearly dead; the North Sea is following. The Aral Sea is on the brink of extinction. If nothing is done about it, one day nothing will be able to live in the seas.

3. Translate the following sentences into English:

- 1) Bobomnafaqadalar.
- 2) Biz olti qavatli uyda yashaymiz.
- 3) Termez – Markaziy Osiyoning darvozasi.
- 4) Toshkent – O`zbekiston poytaxti.
- 5) Har bir faslda 3 oy bor.
- 6) Men erta turishni yoqtiraman.

5. Make up a short story.

VARIANT – 2

1. Translate the following sentences into Uzbek:

- 1) The children usually relax during their summer holidays and in September they begin their studies.
- 2) Sport makes you healthy.
- 3) Our Independence is celebrated on the 1st of September every year
- 4) On my day off I wake up later than usual.
- 5) Termez is the Gateway of Central Asia.
- 6) There are some posters and pictures on the wall of my room.

2. Read and retell the text: Cotton of Uzbekistan

There is an eastern proverb "The earth is the mother of cotton, the sun is its father and water rears it". That is true. But earth, water and sun would be useless without the hard work and knowledge of man. Our republic has plenty of sun in July, the air reaches 40-45°C. There are ten regions in our republic. All of them grow cotton. When the Republic of Uzbekistan proclaimed its independence the attitude of farmers to the earth has changed. All the cultivated cotton fields are distributed among the farmers. So the farmers pay attention to the earth as their own property. The results of this harvest of cotton, vegetables, crop are growing from year to year. The capacity of reservoirs in the Republic of Uzbekistan has reached over 4.000 million cubic meters of water. We have over 900 big irrigations systems of operating. This is a brief excursion into history of the developed independent countries in the world.

3. Translate the following sentences into English:

- 1) Men kasb-hunarkollejida o`qiyman.
- 2) Men tarjimon bo`lmoqchiman.
- 3) Unda o`qitish qobiliyati bor.
- 4) Termiz – mening Ona shahrim.
- 5) Men yurtim bilan faxrlanaman.
- 6) Dushanba – haftaning birinchi kuni.

4. Make up a short story.

VARIANT – 3

1. Translate the following sentences into Uzbek:

- 1) Many centuries ago English was spoken in England only.
- 2) We can't imagine our today's day without an Internet.
- 3) I'll become a professional specialist of my country.
- 4) I can rely on my parents in any situation.

- 5) Is there a letter for me?
- 6) Our fault is well-equipped.

2. Read and retell the text: Britain's Ecological Activity

Mankind long believed that, whatever we did, the Earth would remain much the same. We know now that is untrue. Nature is under threat. One country's pollution can be every country's problem. So we all need to work together to safeguard our environment. We have a moral duty to look after our planet and hand it on in good order to future generation. That does not mean trying to halt economic growth. We need growth to give us the means to live better and healthier lives. We must not sacrifice our future well-being for short-term gains, nor pile up environmental debts which will burden our children. Where there are real threats to our planet we have to take great care. Prevention can often be better and cheaper than cure. But action in Britain is not enough. The Government will play a full part in working out international solutions through bodies like the United Nations, the World Bank, the Organisation for Economic Co-operation and Development, and the European Community.

3. Translate the following sentences into English:

- 1) Octabr oyida sovuq shamollar esa boshlaydi.
- 2) Mening kvartiram 5-qavatda joylashgan.
- 3) Bobom nafaqadalar.
- 4) Men sportning suzish turini yaxshi ko`raman.
- 5) Mening do`stim juda ham iqtidorli talabadir.
- 6) 130 dan ortiq rivojlangan mamalakatlar O`zbekistonni mustaqil davlat sifatida tan olgan.

4. Make up a short story.

VARIANT – 4

1. Translate the following sentences into Uzbek:

- 1) The English are very fond of gardening and growing flowers.
- 2) Kamoliddin Behzod is my favourite painter.
- 3) Tell him not to forget to take his books with him.
- 4) We live in a 16-storied building.
- 5) What is the name of the book you read last time?
- 6) Our lessons begin at half past eight.

2. Read and retell the text: COTTON OF UZBEKISTAN

There is an eastern proverb "The earth is the mother of cotton, the sun is its father and water rears it". That is true. But earth, water and sun would be useless without the hard work and knowledge of man. Our republic has plenty of sun in July, the air reaches 40-45°C. There are ten regions in our republic. All of them grow cotton. When the Republic of Uzbekistan proclaimed its independence the attitude of farmers to the earth has changed. All the cultivated cotton fields are distributed among the farmers. So the farmers pay attention to the earth as their own property. The results of this harvest of cotton, vegetables, and crop are growing from year to year. The capacity of reservoirs in the Republic of Uzbekistan has reached over 4.000 million cubic meters of water. We have over 900 big irrigations systems of operating. This is a brief excursion into history of the developed independent countries in the world.

3. Translate the following sentences into English:

- 1) Mening katta akam Toshkent Davlat Jahon Tillari Universitetida o`qiydi.
- 2) Men kelajakda mashhur inson bo`lmoqchiman.

- 3) Alisher Navoiy nafaqat o`zbek tilining asoschisi, balki davlat arbobi ham bo`lgan.
 - 4) 2016-yil – «Sog`lom ona va bola» yili.
 - 5) Surxondaryo mamalakatimizning janubida joylashgan.
 - 6) Bo`sh vaqtimda kitob o`qiyman.
4. **Make up a short story.**

AMALIY MASHG`ULOTLAR UCHUN MASHQLAR TO`PLAMI

Exercises

1. Put in a preposition (**over / from / into / out of / to / round / in / on**).
1. My grandmother likes to look **out of** the window and watch the people **in** the street.
 2. My house is very near here. It's just the corner.
 3. How far is it the hotel the airport?
 4. You can put your case the chair.
 5. Put my coat the back of the chair.
 6. Take the key my bag and open the door.
 7. In tennis, players hit the ball the net.

EXERCISES

2. Write **at / on / in**.

1. *on* 6 June
2. *in* the evening
3. half past two
4. Wednesday
5. 1987
6. November
7. 27 September
8. the morning
9. Friday morning
10. Thursday
11. 11.45
12. Christmas Day
13. Christmas
14. Saturday night
15. night
16. the end of the month
17. the weekend
18. spring

3. Write **at / on / in**.

1. Goodbye! See you *on* Friday.
2. I like getting up early the morning.
3. Let's meet 7.30 tomorrow evening.
4. Do you often go out the evening?
5. I often go away the weekend.
6. George isn't here the moment.

7. My sister's birthday is January.
8. Do you work Saturdays?
9. I like to look at the stars night.
- 4. Write at / on / in if necessary.**
 1. I always feel tired *in* the evening.
 2. I phone Karim every Sunday.
 3. I don't often go out night.
 4. Batir's father sends him some money the end of every month.
 5. Nusrat visits his grandmother and grandfather every week.
 6. Robert is always at home Sundays.
 7. What are you doing the weekend?
 8. The train leaves five minutes.
 9. Farida is coming next Friday.

TEXT. In the classroom

This is a classroom. The students' tables are along the walls. The teacher's tables, pens, pencils, rulers, pointers are on the table and the desks. The blackboard is on the wall. The pieces of chalk and the duster are on the blackboard. The clock is on the wall above the blackboard. The door and two windows are in the room. The map is on the wall between the windows. The door is brown. The desks are blue. And the table is yellow. The wall and the ceiling are white. The lamp is on the ceiling. The room is light and clean.

5.. Find the nouns in the text and write them in singular and plural.

1. *a classroom – two classrooms*
2.
3.

6. Answer the questions.

1. What is this? *This is a classroom.*
2. Where are the students' tables?
3. Is the teacher's table in the middle of the room?
4. Are the books, text-books, exercise-books, newspapers, pens and pencils in the table or on the desks?
5. What are on the wall?
6. The pieces of chalk and the duster are on the blackboard, aren't they?
.....
7. What colour is the door?
8. Is the ceiling white or blue?
9. Where is the lamp?
10. The classroom is light and clean, isn't it?

5. some sentences about your classroom.

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.

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.”

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.

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.