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OLIV VA O'RTA MAXSUS
TA'LIM VAZIRLIGI

NAMANGAN DAVLAT UNIVERSITETI
Ingliz tili va leksika-stilistika kafedrası
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Brush up your English

Fizika-matematika fakulteti talabalari uchun ingliz tili fanidan
O`QUV-USLUBIY QO`LLANMA

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“Study English” o`quv-uslubiy qo`llanma «Ingliz tili va leksika-stilistika» kafedrasida muhokama qilingan va ma`qullangan. (Bayonnoma №___) va Namangan davlat universiteti o`quv – uslubiy kengashining «___» _____ 20___ yildagi № __-sonli yig`ilishida muhokama qilingan va nashrga tavsiya etilgan.

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Kirish

Mustaqilligimiz sharofati bilan mamlakatimiz xorijiy mamlakatlar bilan bevosita muloqotga kirishish, o`zining tutgan o`rnini dunyo sahnida namoyon qilish imkoniyatiga ega bo`ldi. Respublikamizda chet tillarini o`qitishga alohida e`tibor berilmoqda. Xususan oily o`quv yurtlarida ingliz tilini o`qitish va talabalarning qay darajada o`zlashtirishlariga ham jiddiy ahamiyat berilmoqda. Darhaqiqat shunday ekan, talabalarga bilim berishda yangi pedagogik texnologiyalardan unumli foydalanish maqsadga muvofiq. Uning asosiy talablaridan biri esa bir manbaga tayanib qolmaslik. Ya`ni, bilim olish jarayonida qancha ko`p manba jalb etilsa, fikrlar shu qadar ob`yektiv va xilma-xil bo`ladi. Bunda talabada olayotgan ma`lumotlarni solishtirish, tahlil qilish va albatta o`z fikrini bildirish imkoniyati kengayadi. Mustaqil fikrlashga o`rgatish hozirda pedagogikaning eng dolzarb vazifasidir. Shu sababli mazkur o`quv-uslubiy qo`llanma oily o`quv yurtlarining mutaxassisligi chet tili bo`lmagan fizika yo`nalishi III bosqich talabalarining chet tilidan og`zaki va yozma nutqlarini shakllantirish, bilim va ko`nikmalarini rivojlantirish hamda egallagan bilimlarini takrorlash va mustahkamlash maqsadida yaratildi. O`quv-uslubiy qo`llanma “Ta`lim to`g`risida”gi qonin va “Kadrlar tayyorlash milliy dasturi” talablariga mos holda yaratilgan bo`lib, u 60 soat amaliy mashg`ulotni o`z ichiga oladi. Har bir Lesson 6 soatga rejalashtirilgan. Mazkur uslubiy qo`llanmadan asosan mutaxassislikka oid matnlar bilan bir qatorda grammatik mavzularga oid mashqlar ham o`rin olgan bo`lib, bu talabalarni chet tilini o`rganishda leksika va grammatika sohalarini birgalikda uzviy o`zlashtirishlariga xizmat qiladi. Komunikativ til ko`nikmalari har bir mashqda uyg`un holatda o`z ifodasini topgan.

LESSON ONE.

- 1. Text: A new microcomputers.**
- 2. Lexics: Word study.**
- 3. Grammar: The Perfect Continious Tenses.**

A NEW MICROCOMPUTER

An entirely new microcomputer has been developed in our country . The microcomputer is equipped with an ariphmetical logical device which carry pre-set programmes . Because of this the microcomputer can perform various functions. It is easy to change commands or add new ones .The new computer is very small in size and weight is resistant to temperature fluctuation does not require special ventilation and easy to operate. It can be used in computer control complexes as an information-processing unit and also as abuilt-in computer in various analysing and display devices. It receives data ,calculates the optimum conditions and supplies signals for the control of tecnologecal processes. For example, in pressure-die casting the microcomputer receives information about the temperature in the furnase, the speed of the liquid metal movements ,location of the various devices. The programme is written by technicians, and the operater inserts the required data.

The field of application of the new computer appears to be vast .It can analyse various substances in oil, gas, chemical and food industries,as well as soil and plants. It can also be used for processing information about conditions in the environment, for control of conveyors and other equipment.

Words to be learnt

Entirely - butunlay
the environment - atrof–muhit
fluctuation - silkinish
ventilation – havo aylanishi
display devices -ko’rsatish moslamasi
pressure-die casting – bosim ostida olingan
the furnase - pechka
liquid metal – mustaxkam bo’lmagan metal
vast - keng
soil - tuproq
inserts - kirish

Exercise 1. Testing:

The new computer equipped with.....

- A) various commands;
- B) an arithmetical logical device;
- C) special ventilation;

The main characteristics are:

- A) it receives data
- B) it is small in size and weight

GRAMMAR

The Perfect Continuous Tenses:

Tugallangan davomli zamonlar ish xarakatni ma’lum bir vaqtda boshlanib davom etayotganini ifodalash uchun ishlatiladi. O’tgan va kelasi tugallangan davomli zamonlarda ish harakatning boshlangich va tugash vaqtlari ko’rsatiladi. Ushbu zamon quyidagi formula asosida yasaladi.

Ega + (have, has, had, will have, shall have) + been + asosiy fe'l PI

I have been waiting for you for an hour.

So'roq shaklini yasash uchun birinchi ko'makchi egadan oldinga o'tadi.

(Have, has, had, will have, shall have) + ega + been + asosiy fe'l PI

Have I been waiting for you for an hour?

Inkor shaklida esa birinchi ko'makchi fe'ldan so'ng not inkor yuklamasi ishlatiladi.

Ega + (have, has, had, will have, shall have) not + been + asosiy fe'l PI

I have not been waiting for you for an hour.

Aniq vaqt asosan "since, for" predloglari bilan ko'rsatiladi. Agar ish harakatning boshlangich nuqtasi aniq bo'lsa "since" predlogi, agar boshlangich vaqt gap ma'nosidan bilinib tursa "for" predlogi ishlatiladi.

It has been snowing since 6 o'clock.

It has been snowing for 6 hours.

Exercise 2. Retelling

Science and Profits.

Faraday's discoveries in the field of electromagnetism attracted much attention but their importance was little understood . One day a member of parliament visited Faraday and asked him to show some of his experiments. Faraday demonstrated the phenomenon of induced currents .

"What is the use of it?" asked the visitor.

“Soon you will be able to tax it,” was the scientist’s answer.

Profit - foyda

To attract - jalb qilmoq.

Induced currents- quzgaluvchi elektr toki

To tax- soliq to’lamoq.

Exercise 3. Translate into Uzbek .

- 1) I have been waiting for you an hour and a half.
- 2) How long have you been doing this translation?
- 3) What has he been doing since last month?
- 4) This dress had been wearing for a long time.
- 5) The film will have been going on since September.
- 6) Had you been waiting for me in that time?
- 7) He has been working at his report since 10 o’clock.
- 8) His daughter has been playing the piano since the morning.
- 9) I had been doing my lessons since 4 o’clock when she rang me.

Exercise 4. Filling in brackets.

- 1) The rain started two hours ago. It’s still raining now. It for two hours.
- 2) We started waiting for the bus 20 minutes ago. We’re still waiting now. We..... for 20 minutes.
- 3) I started Spanish class in December. I’m still learning Spanish now.
Isince December.
- 4) Ann began looking for a job six months ago. She’s still looking now. Ann.....for six months.
- 5) Mary started working in London on 18 January. She’s still working there now. Mary..... since 18 January.
- 6) Years ago you started writing to a penfriend. You still write to each other regularly now. We for years.

Exercise 5. Translate into English.

- 1) U anchadan beri ingliz tili o'rganyapti.
- 2) Bizning fizika o'qituvchimiz ikki yildan buyon ilmiy ish bilan shug'ullanayapti.
- 3) Studentlar yangi so'zlarni ko'rib chiqdilar va tekstni 15 minutdan beri tarjima qilishyapti.
- 4) Biz kelganimizda oyim 1 soatdan beri ovqat pishirayotgan edi.
- 5) Nima uchun guruh sardori darsga kelmayotgan edi?
- 6) Kelgusi yili mart oyida siz hali ham do'stingizni kutayotgan bo'lasizmi?
- 7) Men ertalabdan beri maqolani tarjima qiiyapman.
- 8) Biz bu kichkina qishloqda bir haftadan beri yashayapmiz.
- 9) Siz narsalaringizni joyladingizmi? Taksi sizni o'n besh minutdan beri kutyapti.
- 10) Yomg'ir ertalabdan beri yog'yaptimi?

Exercise 6. Put the verbs in brackets in the Present Perfect or the Present Perfect continuous.

- 1) How long you (to wait) for me?
- 2) I (to know) her since my childhood.
- 3) He (to think) about it three days.
- 4) They always (to prefer) theatre to TV.
- 5) How long she (to study) music? - Oh, she (to study) music since her early childhood.
- 6) Since she was a little girl she (to try) not to take things seriously.
- 7) The students (to write) their test for two hours already.
- 8) You (to play) too long. It's high time to do your lessons.
- 9) She (to be ill) for more than two weeks. I (to miss) her terribly.
- 10) She (to live) in that house round the corner about thirty years.

Exercise 7. Brush up your grammar.

Father: My dear child, why don't you want to marry Mr. Goodheart? He really and truly loves you.

Daughter: How do you know that, dad?

Father: Because I've been borrowing money of him for six months, and still he keeps coming.

Peter: Isn't Harry going to get married?

Bob: I don't think so, because he has been studying for a bachelor's degree all this time.

Mother: Jessie, don't interrupt me. Haven't I told you again and again not to speak when older persons are talking, but wait until they stop?

Jessie: I have been waiting for so long a time, mummy, but you never stop talking

Exercise 8. Make up sentences using the following tables.

Model: You'd better (you had better) do it yourself.

We'd He'd She'd I'd They'd	better	try again. say nothing. go at once. wait for her. tell him the answer.
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LESSON TWO.

- 1.Text: Registan square**
- 2.Lexics: Word study.**
- 3.Grammar: “used to and would” iborasi**

RAGISTAN SQUARE

Registan is often called the heart of Samarkand. It is one of the greatest and most magnificent works of the Islamic world. Registan means “a sandy place” and it was called like this because a long time ago there used to be a stream that washed sand over the earth. Now it is a big arena which is used as a stage for many performances on traditional Uzbek holidays.

Ulug Bek Madrassah, one of the three on the Registan square, used to be a school and hosted at least 100 students who studied Islam and sciences. Only the boys from rich families were accepted there. The Madrassah was built by Ulugbek's order and his guidance and when it was constructed Ulugbek himself gave lectures on mathematics and astronomy there till his death. Now it is a museum and all the visitors are welcome to the place. Two years later the second Sher-Dor Madrassah was built. The main structure was the same as in Ulugbek Madrassah. This one used to be a school as well but it had a bigger teaching space. Now, there are many tiny antique shops in the inside yard and you can buy traditional Uzbek souvenirs there. Several years later the third Tilla-Kari Madrassah was built. In those days, the main entrance used to be screened with lattice and two other entrances were used for access. Tilla-Kari Madrassah was used mostly as a mosque. People used to come and pray there. Now, all the doors are functioning and people

are welcome to the museum to enjoy the beauty of ages that are gone.

Words to be learnt

Magnificent- ajoyib, qoyilmaqom

sandy place-qumli joy

arena-sahna

to host-joylashmoq, qunim topmoq

to accept-qabul qilmoq

guidance-boshchilik

entrance-kirish joyi

to screen-o`rab qo`ymoq

lattice-panjara

access-yo`lak

to pray-ibodat qilmoq

to function-buyruqni bajarmoq

GRAMMAR

“Used to va would” iborasi

O'tgan zamonda takrorlanib turgan ish xarakatni yoki holatni ifodalash uchun ingliz tilida "Used to va would" qurilmalari ishlatiladi. . O'zbek tiliga u asosan "avvallari, odatlanmoq" so'zlari yoki gapning kesimiga –ardi,-lardi qo'shimchalarini qo'shish orqali tarjima qilinadi

- I. O'tgan zamondagi takrorlanib turgan yoki odat tusiga kirgan ish xarakat yoki holatni xozirgi zamonga aloqador holatda ifodalashda "Used to " + infinitivsiz fel qurilmasidan foydalaniladi.

Example: 1) People used to think that the earth wasn't round.

Avvallari odamlar yerni aylana emas deb o'ylar edilar.

- 2) Life is not difficult now in the North as it used to be.
Xozirda shimolda xayot avvalgidek qiyin emas.

II. Agar o'tgan zamonda vaqti-vaqti bilan takrorlanib turgan xolatni xozirgi zamonga qiyoslamay ifodalansa" would"+ infinitivsiz fel ishlatiladi.

Example: 1) She would walk to the station when the weather was fine.

Ob-xavo yaxshi bulganda u stantsiyaga piyoda borar edi.

- 2) They would sit before the open windows watching the busy life of the street. Ular ochiq deraza oldida tirband ko'chaga tikilib o'tirishga odatlangan edilar.

Exercise 3. Translate into Uzbek.

- 1) This is the town I used to live in
- 2) In the evenings Mr. Brown would come to their place and they would play a game of chess.
- 3) She would sit before the open window watching with interest the busy life of the street.
- 4) The two sisters are no longer as much alike as they used to be.
- 5) It is pity she can't sing as she used to any longer.
- 6) He used to sleep on a bench.
- 7) I used to play a lot of rugby at school.
- 8) Did you use to be so close to your brother when you were children?

Exercise 4. Complete the sentences using “used to” or “would”.

Use the verb in brackets.

- 1) I haven't been to the cinema for ages. We ... a lot. (go)
- 2) I asked the driver to slow down. She ... too fast. (drive)
- 3) When I was a child, I...a lot bad dreams. (have)
- 4) “Do you do any sports?” “Not these days but I ... (play) volleyball”
- 5) The children always came to see their grandmother on Sundays. She ...them delicious pastries. (give)
- 6) When people met him in the street they ... and pretend not to know him. (turn away)
- 7) I to like jazz very much. (not/use)
- 8) How ... you typically ...your summer holidays when you were a child? (spend)

Exercise 5. Translate the sentence into English.

- 1) U samolyotda borishga odatlangan edi.
- 2) Men uni bilardim.
- 3) Mening oyim barcha uy ishlarini o'zi bajarishga odatlangan edi.
- 4) Dadam bunday savolni so'raganda kulib turardi va hech nima demasdi.
- 5) U futbolchalik sport o'yini yo'q der edi.
- 6) Sizlar maktabda qanchalik tez-tez diktant yozib turardinglar?
- 7) Bu uy avvallari maktab sifatida ishlatilar edi.
- 8) Mining oilam doimo shu joyga ta`tilga borar edi.

Exercise 6. Brush up your grammar.

An old sea captain used to wear his shabbiest clothes when abroad. He didn't care. He said how he was dressed, because nobody knew him there. When at home he would go dressed in exactly the same way, because he said, here everybody knew him.

An artist would praise only the worst of his paintings. His friend asked him the reason for it."What`s the use of praising the good ones? They will praise themselves," was the answer.

A friend of mine used to tell us most marvelous stories about his dog. This dog of his was particularly fond of penny buns. Every morning he would go to a certain baker`s shop with a penny in his mouth, in exchange for which he would be given a penny bun. One day, the baker, thinking the dog could not see the difference between a penny bun and a half penny one, tried to palm off upon the poor animal a half penny bun. However the dog did not fail to see the trick, he walked straight outside and fetched a policeman.

Exercise 7. Make up sentences using the following tables.

Model: You`d rather (you would rather) do it yourself.

We`d He`d She`d I`d They`d	rather	stay at home. take the book. go on an excursion. take a taxi . have tea than coffe.
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LESSON THREE.

- 1. Text: Albert Einstein.**
- 2. Lexis: Word study.**
- 3. Grammar: Types of questions**

ALBERT EINSTEIN

Albert Einstein a well-known German physicist and mathematician was born in Germany on March 14, 1879. His usual ability to mathematics and physics began to show itself at a technical school in Zurich. At the age of 21, after 4 years of University study, Albert Einstein got a job as a clerk in an office. But already in 1905, he made revolutionary discoveries in science; he published three papers in the field of Physics and Mathematics. In the first he explained the photoelectric effect by means of Planck quantum theory. The second paper developed a mathematical theory of Brownian motion. He presented his third paper on “Special Theory of Relativity “to a physical journal. He expressed his theory in the equation $E=mc^2$, that energy equals mass times the square of the speed of light. All over the world scientists read the work and understand its importance of that time. Albert Einstein’s fame among scientists grew slowly. For a few years he lived in Prague where he worked as a professor. He liked questions and answered them at once, for there where no simple or foolish questions for him. In 1921 Albert Einstein got the Nobel Prize in Physics not for the theory of relativity but for a logical explanation of photoelectric effect.

Words to be learnt

Ability - qobiliyat
Zurich - Surix (Shvetsariya shahri)
Clerk - xizmatkor
Discovery - kashfiyot
To publish - nashr qilmoq
Effect - natija
By means of - sababli
Quantum - kvantum
Equation - tenglama
Fame - obro', e'tibor
To grow - o'smoq
Prague - Praga
Foolish - ahmoqona

Exercise 1. Answer the questions.

- 1) What was Albert Einstein?
- 2) When and where was he born?
- 3) What discoveries did Albert Einstein make in 1905?
- 4) In what equation did he express his theory of relativity?
- 5) What prize did Albert Einstein get in 1921?

Exercise 2. Translate into English.

- 1) Albert Enshtein XX asrning buyuk fizigi edi.
- 2) Unda matematika va fizikaga zo'r qobiliyat bor edi.
- 3) Bir necha yil Albert Enshtein Pragada yashadi va universitetda fizikadan dars berdi.
- 4) 1905 yilda u bir necha ilmiy kashfiyotlar qildi.
- 5) Hamma olimlar uning g'oyasidan hayratlanishdi.
- 6) Albert Enshtein doimo o'zini studentlariga masalalar yechishda yordam berar edi.

GRAMMAR

Types of question (So'roq gap turlari)

Ingliz tilida 4 hil savol turi mavjud:

1. General question (Umumiy so'roq gap).
2. Special question (Mahsus so'roq gap).
3. Alternative question (Tanlov so'roq gap).
4. Disjunctive (tag) question (Tasdiq so'roq gap).

1. Umumiy so'roq gapning hammasiga tegishli bo'ladi va "yes", "no" javobini talab qiladi. Bu so'roq gap zamoniga qarab "to be, to have, to do" ko'makchi fe'llarining tegishli shakllarini agar madal fe'lli gap bo'lsa ushbu madal fe'lni egadan oldin qo'yish bilan yasaladi.

Example: Did you show your new work yesterday?

Yes, I did *yoki* No, I did not

Could they do their reseach?

Yes, they could *yoki* No, they couldn't

2. Maxsus so'roq gap, gapning alohida bir bo'lagiga qaratiladi. Mahsus so'roq gap mahsus so'roq so'zlar (Who, what, why, where, when, how, how many, how much) bilan boshlanadi va so'roq so'zdan keyingi so'z tartibi umumiy so'roq gapdagidek bo'ladi. Javob to'la qonli tarzda qaytariladi.

Example: Why did you come to your office in that day?

Faqat gapning egasiga savol berilsa ko'makchi fe'l ishlatilmaydi.

Example: Who came to your office in that day?

3. Tanlov so'roq gaplar "or" (yoki) bog'lovchisi orqali yasaladi va ikkita umumiy so'roq gapdan iborat bo'ladi. Javob tanlash orqali bo'ladi.

Example: Do you go to school or your sister does?
My sister goes to school.

4. Tasdiq so'roq gaplar 2 qismdan iborat bo'ladi. Birinchi qismi darak gap tartibida, ikkinchi qismi umumiy so'roq gap tartibida bo'ladi. Agar birinchi qism bo'lishli bo'lsa, ikkinchisi bo'lishsiz yoki aksincha birinchi qism bo'lishsiz bo'lsa, ikkinchisi bo'lishli bo'ladi. Bu gap turi javob talab qilmaydi. Agar ushbu savolning birinchi qismida ko'makchi fe'llar bo'lmasa "to do" ko'makchi fe'li shakllaridan foydalaniladi. **I am** orqali yasalgan gaplar uchun tasdiq so'roqda **Are not I?** ishlatiladi. Buyruq gaplardan so'ng (ko'pincha taklif ma'nosida) **Won't you, Let's** fe'lidan keyin esa **Shall we** ishlatiladi. **Nothing** inkor olmoshi **It** bilan **anybody, everybody, nobody** olmoshlari **they** bilan tasdiq yasaydi.

Example: Ali went to Tashkent 2 days ago, didn't he?
Your baby doesn't like to have medicine, does he?
They could play the piano, couldn't they?
Nobody wants to go out tonight, do they?

Exercise 3. Change the sentences into general questions.

- 1) It's our classroom.
- 2) Peter is sitting at the window.
- 3) Students are writing.
- 4) We work at the laboratory.
- 5) Ali receives a letter.
- 6) Teachers have already marked the homework.
- 7) We heard a lot of things by the radio.
- 8) Students of Albert Einstein used to solve difficult problems.

Exercise 4. Put the special questions to the underlined words.

- 1) There is a nice park in our city.
- 2) They have never been to any foreign countries.
- 3) These friends had translated two English books.
- 4) I asked you to bring me the new journal.
- 5) The students went to the library yesterday.
- 6) My friends had done the experiment last year.
- 7) Some people are doing well in Physics.
- 8) One of us must go in for sport.

Exercise 5. Make the alternative questions for the underlined words.

- 1) Albert Einstein was born in Germany.
- 2) He was a famous physicist.
- 3) He had two sons
- 4) In 1905 Albert Einstein made revolutionary discoveries in science.
- 5) My friend doesn't like Physics
- 6) This diagram will help to solve your problem.
- 7) He presented his works to Physical journal.
- 8) Mr. Hall teaches Physics at a technical college.

Exercise 6. End the situation with tag questions.

- 1) You need a pen. Perhaps Jane has got one. Ask her. Jane, you haven't got a pen, have you?
- 2) Jack is just going out. You want him to get you some stamps. Ask him. Jack, you _____
- 3) You are looking for Ann. Perhaps Helen knows where she is. Ask her. Helen, you _____
- 4) You need a bicycle pump. Perhaps Helen has got one. Ask her. Helen, you _____
- 5) You are looking for your keys. Perhaps Robin has seen them. Ask him. Robin, you _____.

Exercise 7. Match the questions tags a-j with sentences 1-10

- | | |
|--------------------------------------|------------------|
| 1) Everything will be ok, | a) do we? |
| 2) Have some more dessert, | b) is there? |
| 3) I`m talking too much, | c) shall we? |
| 4) We don`t have much time, | d) haven`t they? |
| 5) Somebody`s moved the desk, | e) isn`t it? |
| 6) That`s the law, | f) won`t it? |
| 7) There`s hardly any bread | g) aren`t I? |
| 8) Let`s make a fire, | h) won`t you? |
| 9) You have a best friend, | i) doesn`t it? |
| 10) Nothing seems to be going right, | j) haven`t you? |

Exercise 8. Brush up your grammar.

Mother: What a shame, Marry! Already in your teens and you don`t show any interest in housekeeping. Your teacher says you will miss your cooking lessons.

Mary: Well, I have missed some of them, and I certainly hate cooking.

Mother: You want to get married one day, don`t you? And it`s a bad wife who can`t do any cooking.

Mary: That`s right, mummy. But haven`t you heard about the on-the-job training?

Smith: Why don`t you ever come to see us?

Brown: Sorry, but I am frightfully busy, old boy. I am a member of an orchestra and we perform in a night club every night.

Smith: So you are free in the day time, aren`t you?

Brown: Certainly not, we have regular rehearsals every morning.

Smith: Do you? And what a bit of rest in between the rehearsals and the performances?

Brown: Oh! I give music lessons between.

Smith: When do you manage to sleep then?

Brown: Why! That I do during the rehearsals.

Employer: You are a builder, aren't you?

Architect: No, sir, I am an architect.

Employer: Ah, well! Architect or builder, builder or architect, they are pretty much the same, I am sure.

Architect: No, sir, I can't agree with you. They are totally different.

Employer: Oh, indeed! Would you mind telling me what the difference consists in?

Architect: Ah architect, sir, prepares the plans, conceives the design, and draws out the specifications. The builder is a bricklayer, a carpenter, a mason. In short the architect is the power that sets the machine going.

Employer: That'll do, I see what you mean! You wish to prove that one can't do without an architect. But tell me, pray, who was the architect for the Tower of Babel?

Architect: There was no architect and hence the confusion.

Exercise 9. Learn the speech patterns.

I can't **keep from thinking**.

Try and **keep from gossiping** about other people.

We can't **keep from laughing** when we look at him.

LESSON FOUR.

- 1. Text: What are electrons?**
- 2. Lexics: Word study.**
- 3. Grammar: Compound sentences..**

WHAT ARE ELECTRONS?

Electrons are the tiniest invisible particles having a negative electric charge. As small as atoms are (one hundred millions atoms can be placed on the head of a small pin) electrons are very much smaller, for they go around and around inside atoms and there is still much free space left. There are more electrons in a large drop of water than there are drops of water in the Atlantic Ocean so you can imagine how tiny they are. All atoms contain electrons – and everything, everywhere is made of atoms. And you, and I and everybody are made up of atoms, so we are made up of trillions of electrons.

The same is true about everything else in the world paper, metals, wood, air, water and all the other forms of matter – they all contain these invisible negative electric charges. Now you must remember that an electric current is a flow of electrons going from one piece to another just as the current in a stream is the flow of water going from one place to another. It's the same with an electric current the faster the flow of electrons, the stronger the current.

Words to be learnt

Tiny - mayda

Invisible - ko'rinmas

Particle - qism
Charge - zaryad
Pin - to`g`nag`ich
To leave (left) -qolmoq
Space - bo`shliq
Drop - tomchi
Matter - materiya, mavjudot
Current - oqim, tok
To flow – oqmoq

Exercise 1. Put the words in correct order.

- 1) True, about, the, same, is, in, world, the, everything, else.
- 2) Are, more, there, water, electrons, drop, of, in, a.
- 3) Made, atoms, of, up, paper, wood, metals, are.
- 4) Are, there, pin, a, head, of, more, in, millions, than, atoms, of.

Exercise 2. Find the English equivalent from the text.

atomlardek kichik;
elektronlar;
yanada kichik;
tomchi suv;
boshqa barcha turdagi material;
elektr toki bilan ham xuddi shunday;
ana endi;
esda saqlash lozim;
elektronlar qanchalik tez harakatda bo`lsa;
suvning bir tomondan boshqa tomonga oqishi;
to`g`nag`ichning kallasi;
ko`zga ko`rinmas zarracha;
xuddi shu narsa xaqiqat;

GRAMMAR

Compound sentences (Qo'shma gaplar)

Ingliz tilida qo'shma gaplar (compound sentence) ikkiga, bog'langan qo'shma gaplar va ergashgan qo'shma gaplarga bo'linadi. O'zbek tilidagidek ingliz tilida ham qo'shma gaplar ikki yoki undan ortiq sodda gaplarni ma'no jixatdan bog'lovchilar orqali bog'lanishidan xosil bo'ladi.

I. Bog'langan qo'shma gaplar **and, but, or** bog'lovchilari bilan bog'lanadi.

Example: 1) My sister came and we went to our parents.
2) Our teacher explained the rule but I didn't understand.
3) Please come in time or everybody will upset.

II. Ergashgan qo'shma gaplar bitta bosh gap va ikki yoki undan ortiq ergashgan gaplarning ma'no jixatidan bog'lovchilar yordamida bog'lanishidan xosil bo'ladi. ergashgan qo'shma gaplar quyidagilarga bo'linadi.

1) Ega ergash gapli qo'shma gaplar (The Subject Clause). Ushbu turdagi qo'shma gaplarda **that, what, who, where** bog'lovchilari ishlatiladi va ergash gap bosh gapning egasiga qaratilgan bo'ladi.

Example: What is translated is sighed at once.

- 2) Kesim ergash gapli qo'shma gaplar (The Predicative Clause) **that, what, who** bog'lovchilari bu qo'shma gap turida ishlatiladi.

Example: The difficulty of this translation is that it has many unknown words.

- 3) To'ldiruvchi ergash gapli qo'shma gaplarda (The object Clause) zamonlar moslashuvini unutmash kerak, chunki ergash gapni kesimi bosh gapni kesimiga ingliz tilida doimo moslashib keladi. Bu zamonda **that, if, whether** bog'lovchilari ishlatiladi.

Example: My friend said that he wanted to become an engineer.

- 4) Aniqlovchi ergash gapli qo'shma gaplar (The Attributive Clause) **who, whom, whose, which, that, when, where, why** bog'lovchilari bilan va bog'lovchisiz bosh gapga bog'lanadi.

Example: The text, which the student is reading, is about our cosmonauts.

- 5) Xol ergash gapli qo'shma gaplar *joy, vaqt, sabab, maqsad, shart* qo'shma gap turlariga bo'linadi. Bu qo'shma gapda, **if, in case, provided, providing, unless, but for** bog'lovchilari ishlatiladi.

Example: Our students always took part in the discussions unless they were busy.

Exercise 3. Translate the sentences. Pay attention to the conjunction.

1. He knows that we'll be back at 5.
2. Our newcomer told us which cities she had been.
3. I'm going to tell you tomorrow about a girl who is going to India.
4. Can you tell us what you have decided to do?
5. I recently went back to the town where I was born.
6. What's the name of the man whose car you borrowed?
7. I'll never forget the time when I see you the first.
8. The woman whom I wanted to see was away on holiday.
9. He came into the room to shut the windows while we were still in bed.
10. You know that a difference in electrical pressure is known as voltage.

Exercise 4. Complete the sentences

1. I didn't get the job which _____
2. Who was that man whom _____
3. I gave her the money that _____
4. Days ago I saw someone whose _____
5. I want to go to a place where _____
6. She came at five o'clock as soon as _____
7. My mother called me when _____
8. The actor acted in the stage where _____
9. I always remember the dreamtimes when _____
10. Listen to the musician who _____

Exercise 5. Translate into English

1. Televizorda raqsga tushayotgan qizlarni ko'rdim.
2. Men suhbatlashgan kishilar juda yaqin do'stlar edi.
3. Ana u erdagi magazinda ishlaydigan ayol mening qo'shnim.
4. Mehmonlar joylashgan mehmonxona toza emas edi.

5. Talaba uchrashmoqchi bo'lgan professor allaqachon ketib bo'lgan edi.
6. Bu siz qidirayotgan kitoblarmi?
7. U qachon kelishini men bilmayman.
8. Uning qachon kelishini men sizga aytaman.
9. Buni qanday bajarishni men bilmayman.
10. Men sizga daftarin ko'rsatgan talaba juda yaxshi o'qiydi.

Exercise 6. Brush up your grammar.

A man who was practically no education was writing a letter which had been to passed to his pen friend whom he didn't know yet.

He would make mistakes in almost every word he wrote "What a terrible spelling you have got!" explained his neighbor who just came in "Well, how can one write well with a pen like that" said the man. "If I had a better pen, I should certainly write better grammar".

A farmer fell ill and sent for the doctor. The doctor came and when he found out what was the matter, he asked for pen, ink and paper in order to write a prescription. But there were no such things in the house; so the farmer's wife went out to try and borrow them from somebody. As she was long in coming back, the doctor grew tired of waiting. He saw a piece of brick lying on the floor, picked it up and wrote the prescription with it on the door. Then he went away. As nobody in the house could read or write, they took the door off its hinges, and carried it to the chemist's. There the medicine was made up from the prescription.

LESSON FIVE.

- 1. Text: Lasers.**
- 2. Lexics: Word study.**
- 3. Grammar: Direct and indirect speech.**

LASERS

The laser has become a multipurpose tool. It has caused a real revolution in technology. Atoms emit rays of different length which prevents the forming of an intense beam of light. The laser forces its atoms to emit rays having the same length and traveling in the same direction. The result is a narrow extremely intense beam of light that spread out very little and is there fore able to travel very great distances. The most common laser is the helium neon laser in the laser tube, there being 10 percent helium gas and 90 percent neon gas. The electrons get energy from a power supply and become “excited” giving of energy as light. The first laser having been built in 1960, scientists developed several types of lasers which make use of luminescent glass, a mixture of various gases and finally, semiconductors. The most interesting thing about semiconductor lasers is that they are able to transform electric energy directly into light wave energy. The laser will find its most extensive application future and the potential impotence of these applications continues to stimulate new development in the laser field.

Words to be learnt

Multipurpose tool – kichik maqsadli asbob

To emit – nur tarqatmoq

Ray – nur

Length – uzunlik
To prevent – xalaqit qilmoq
Intense – tezkor
Beam – nur
Therefore – shuning uchun
Helium – geliy (*gaz turi*)
Neon – nion (*gaz turi*)
Tube – truba
Power supply – quvvat manbai
Luminescent – yaraqlovchi
Semiconductor – yarim o`tkazgich
To transform – aylantirmoq
Extensive – keng miqyosda

Exercise 1. Answer the questions.

1. What is a laser?
2. What is the function of a laser?
3. What beam of light does a laser produce?
4. When was the first laser built?
5. When will a laser find the most extensive applications?

Exercise 2. Complete the sentences.

1. its atoms to emit rays.
2. The most common laser
3. are able to energy.
4. The first laser
5. its most extensive
6. In the laser field

GRAMMAR

Direct and indirect speech (Ko'chirma va o'zlashtirma gap).

Ingliz tilida ko'chirma gapni o'zlashtirma gapga aylantirganda quyidagicha o'zgarishlar bo'ladi:

- I. Ko'chirma gapdagi egalik va keshilik olmoshlari o'zlashtirma gapda ma'nosiga qarab o'zgaradi.

Example: He said "I write my letter" (ko'chirma)
He said he wrote his letter.

- II. Zamonlar moslashuviga binoan ko'chirma gap o'zlashtirma gapga aylantirilganda fe'lda ayrim o'zgarishlar bo'ladi.

Example: My father says "I go and see a doctor".
My father said that he went and saw a doctor.

- III. Gapning turiga qarab quyidagi bog'lovchilar ishlatiladi.

1. Agar darak gap bo'lsa "that"
2. Maxsus so'roq gap bo'lsa tegishli so'roq so'zlar bog'lovchi vazifasiga o'tadi.
3. Umumiy so'roq gap bo'lsa "If" *yoki* "whether" ishlatiladi.

Example: She asked me "Do you go?"
She asked me if I went.

- IV. Agar muallif gapida "to say" fe'lidan keyin to'ldiruvchi "to" yuklamasi bilan kelsa o'zlashtirma gapda "to say" fe'li o'rniga "to tell" fe'li, to'ldiruvchi esa "to" yuklamasisiz ishlatiladi.

Example: The doctor says to me "I will see you tomorrow".

The doctor told me that she would see me the next day.

V. Agar ko'chirma gap buyruq shaklida bo'lsa, muallif gapida "order" fe'li ishlatiladi, ko'chirma gapdagi fe'l "to" yuklamasi bilan, agar gap inkor bo'lsa "not to" yuklamasi bilan ishlatiladi.

Example: My mother said "Go to bed!"

My mother ordered to go to bed.

My mother said "Don't go to bed!"

My mother ordered not to go to bed.

Exercise 3. Yesterday you met your friend Charlie. Here are some of the things Charlie said to you:

1. I'm living in London now.
2. My father isn't very well.
3. Sharon and Paul are getting married next month.
4. Margaret has had a baby.
5. My car was stolen a few weeks ago.
6. I'll tell Ann about you.

Now can you tell me Charlie's sayings? Use indirect speech.

Exercise 4. Here are some things that Ann said to you:

1. Dave is lazy.
2. I don't have any brothers and sisters.
3. I've never been to the United States.
4. I can't drive.
5. Jane has a very well – paid job.
6. I have a lot of friends. I am very busy with them.
7. My friends are English.

But later Ann says something different to you. What do you say?

Ann's word	Your word
1. Dave works very hard. 2. Jane is always short of money. 3. My sister lives in London. 4. I think New York is a fantastic place. 5. I'm going to buy a car. 6. In these days I feel myself alone. 7. My friends live in France and they are French.	1. But you said he was lazy. 2. 3. 4. 5. 6. 7.

Exercise 5. Translate into English.

1. “Mening ota-onam Toshkentda.”- dedi Nasiba. Nasiba ota-onasi Toshkentdaligini aytdi.
2. “Men Jonni tadbirda ko`rdim.”- dedi o`rtog`im. O`rtog`im Jonni tadbirda ko`rganligini aytdi.
3. “Men ertaga kechqurun ishlamoqchiman.”_ dedi Jyudi menga. Jyudi menga ertasiga kechqurun ishlamoqchiligini aytdi.
4. “Bir necha kun yoting!” deb maslaxat berdi doctor. Doctor menga bir necha kun yotishim kerakligini aytdi.
5. Baqirma!”-dedim men. Men ukamga baqirmasligini aytdim.

6. “Derazani ochib yubora olmaysizmi?” so`radim men do`stimdan. Men do`stimdan derazani ochib yuborishligini so`radim.

Exercise 6. Brush up your grammar. Turn into indirect speech.

Wife: It's two o'clock. I'm running to my dressmaker's and I will be back in half an hour.

Husband: Don't be too long, dear. At least don't be late for dinner. Remember that we always have dinner at eight o'clock sharp.

During the performance a man in the pit was much annoyed by a young couple next to him who kept on whispering. “Excuse me,” he said, “but I can't hear a word that is being said.” “I like that,” exclaimed the talkative young man. “It's no business of yours, sir, what I am telling my wife.”

A gentleman put up at a lodging-house where he meant to stay for some days. He had slept there for only one night and in the morning complained to the landlady: “Madam, my room is simply infested with vermin.” “Goodness gracious, sir,” exclaimed the landlady, “we haven't a single bug in the house.” “No, madam,” replied the man, “they are all married, and have large families too.”

LESSON SIX.

- 1. Text: In the hostel.**
- 2. Lexics: Word study.**
- 3. Grammar: The Subjunctive mood.**

IN THE HOSTEL

An extra mural student Azizov, who lives in the country comes back home from Tashkent where he took his examinations at one of the Universities. He meets a friend of his Nosirov who asks him a number of questions about his life in the city.

N: Where did you live in Tashkent?

A: They put me at one of the hostels of our University. The windows of my room
were looking on to a big park.

N: How long did it take you to get to the University?

A: Not very long, ten minutes by bus or about twenty minutes on foot.

N: Are they big buildings?

A: Quite big. Two-four-storey buildings with two kitchens with gas ranges on each
floor. There are also shower baths with hot water.

N: Are the rooms comfortable?

A: Yes quite. There's plenty of light coming in through two big windows, built in
wardrobes, bookcases, three to four beds, tables chairs, loudspeakers.

N: Who does the rooms?

A: The students themselves look after their rooms. They also take turns in cleaning
the corridors.

N: Do the students cook their food in the kitchens or have their meals in the dining-hall?

A: They usually prepare their breakfast and suppers themselves in the kitchen, but as to dinner, they have it in the dining hall.

N: Where do the students spend their free time? Are there any clubs?

A: Sometimes they go to the theatre, cinema or to the concert. But as a rule they spend their free time at the student's club where they take part in different amateur activities, study foreign languages and so on.

Words to be learnt

Extra mural – sirtqi

Number of – bir qator

Built in wardrobes – yasalgan shkaflar

Who does – kim yig`ishtiradi?

To take turn – navbatlashmoq

As to dinner..... – obedga qolsa

Amateur – ko`ngilochar

Activity – faoliyat

Exercise1. Find in the text equivalents of following words and expressions

Albatta, imtixon topshirgan sirtqi ta`lim talabasi, 2-4 qavatli, unchalik uzoq emas, bir dunyo yorug`liq, bo`sh vaqtni o`tkazmoq

Exercise2. Solve the test.

1. Azizov is who took his examinations...

- a) *graduate*
- b) *student of first course*
- c) *an extra mural student*

2. How long does it take Azizov to get to the University?

- a) *about 15 minutes*
- b) *more than 10 minutes on foot*
- c) *about 20 minutes on foot*

3. Where do the students go after study?

- a) *They go to the theatre, cinema*
- b) *They go home*
- c) *They go to the library*

GRAMMAR

The subjunctive mood (Shart mayli)

O'zbek tilidagi kabi ingliz tilida ham 3hil mayl kategoriyasi mavjud.

1. Indicative mood (Aniq mayl).
2. The imperative mood (Buyruq mayl).
3. The subjunctive mood (Shart mayli).

Ingliz tilida shart mayli (the subjunctive mood) extimollik tahminiy va norial ish harakatni ifodalash uchun ishlatiladi. Bu maylni ikki hil shakli mavjud:

I. The subjunctive I (Shart mayli I). Bu mayl sodda gaplarda, qo'shma gaplarning bosh gap qismida ishlatiladi.

1) Agar gap hozirgi va kelasi zamonga tegishli bo'lsa, **shart mayli I** "Future in the Past" yani "should/would" va asosiy fe'l oddiy infinitive shaklida ya'ni "to" yuklamasisiz ishlatiladi.

Example: I should go – Men borarman.

He would go – U borar.

2) Agar gap o'tgan zamonga tegishli bo'lsa, **shart mayli I** "Future Perfekt in the Past" ga ya'ni "should/would" va asosiy fe'l perfekt infinitiv "to" yuklamasisiz ishlatiladi.

Example: I should have gone – Men borgan bo'lardim.

He would have gone – U borgan bo'lardi.

II. The subjunctive II (shart mayli II) asosan qo'shma gaplarning ergashgan qismida ishlatiladi va asosan "if" bog'lovchisi bilan keladi.

1) Agar gap hozirgi va kelasi zamonga tegishli bo'lsa **shart mayli II** "Past Simple" da ishlatiladi.

Example: If I had any free time, I should help.

Agar bo'sh vaqtim bo'lsa, sizga yordam berarman.

2) Agar gap o'tgan zamonga tegishli bo'lsa **Shart mayli II** "Past perfect" da ishlatiladi.

Example: If I had had any free time, I should have helped.

Agar meni bo'sh vaqtim bo'lganda edi, sizga yordam bergan bo'lardim.

Shart mayli II da xozirgi va kelasi zamon uchun "to be" fe'li barcha shahslarda "were" shakli da ishlatiladi. Agar gap o'tgan zamonga tegishli bo'lsa "had been" ishlatiladi.

Example: If I were free, I should help.

Agar bo'sh bo'lsam, yordam berarman.

If I had been free, I should have helped.

Agar bo'sh bo'lganimda, yordam bergan bo'lardim.

Exercise 3. Translate into Uzbek

1. If there were no atmosphere, the surface of the earth would become very hot by day and too cold at night.
2. If it were possible to live on the moon, people would be able to jump about six times as high as they could on earth.
3. I want you to make friends with Nick. It would be nice for you.
4. If I were you I shouldn't rely on him.
5. If I had known that you would be hurt I would never have told you about.
6. If you had worked harder last year you wouldn't have made these mistakes.
7. If I were you, I should keep an eye on that boy.
8. Where would you go if you had a holiday now?
9. Would you feel glad if it were spring now?
10. Whom would you invite if you arranged a party?

Exercise 4. Complete the following sentences, using the subjunctive mood

1. He would have come to the party if
2. If the director turned up now
3. I shouldn't dare to bother you at such a late hour if
4. If you took part in the next sports competitions
5. If you gave in
6. If this play had been put on at our club
7. If the boy is hungry
8. If you catch a cold
9. If the child doesn't do what I tell him
10. If my friends come to see me

Exercise 5. Translate into English

1. Agar ular meni chaqirishmaganda edi, bu ish sodir bo'lmasdi.
2. Do'stingiz kelganda yaxshi bo'larmidi?
3. O'qituvchi yangi so'zlarni so'raganda edi, u javob bera olardi.
4. Agar singlim kelsa edi, biz siznikiga mehmonga borardik.
5. Kompyuterni ishlatishni bilsang edi, bunday o'tirmas eding.
6. Men sizni o'rningizda bo'lsam , telefon qilardim.
7. Agar darsga kech qolsangiz nima qilardingiz?
8. Hozir ta'tilde bo'lganingizda qayerga brogan bo'lardingiz?
9. Agar do'stlarim kelganda edi men juda xursand bo'lardim.
10. Agar uni ko'rishga imkonim bo'lganda edi, bu imkoniyatdan foydalangan bo'lardim.

Exercise 6. Brush up your grammar.

A man and his old friend met in the street. They hadn't seen each other for a long time. They began to talk their conversation with: "If I were you...."

Now you must continue their talking using the subjunctive

Exercise 7. Learn the speech patterns.

I **like the way** she wears her hat.

Do you **like the way** the doctor treats the child.

The teacher didn't **like the way** the boy behaved in class.

I don't **like the way** you speak to me.

LESSON SEVEN.

- 1. Text: Radio and TV today.**
- 2. Lexics: Word study.**
- 3. Grammar: Complex object**

RADIO AND TV TODAY

More than ninety years passed since the day when the Russian scientist Alexander Popov demonstrated his “storm indicator” which was the prototype of modern radio receivers.

Great progress has been made in radio engineering, radio communications, radio broadcastings and television since that time. We have become so used to these means of communication that we can't imagine our life without all this.

In the modern world, radio and television play an important role as a mass media of information and as means of people's political and cultural education.

Modern means of radio engineering cover the greater part of the globe with long, medium and ultra-short radio waves. New radio stations are being built and equipped with the most modern instruments.

Television is also developing rapidly in our country.

There is regular international exchange of TV programmes as well. Our television is linked up with Intevision and Eurovision international systems.

Work on the improvement of space television and broadcasting is of great interest. Much has been done to develop radio broadcasting and television in our country but still more remains to be done in the future.

Words to be learnt

Aim - maqsad

Application - talab

Broadcast –radio tarmoq

To conduct – o'tkazmoq

Engineering – texnika

To link – boglamoq

Rapidly – tez suratda

Radio receiver – radiopriyomnik

To transmit – jo'natmoq

Exercise 1. Answer the questions.

- 1) When did Alexander Popov demonstrate his “storm indicator”?
- 2) What was the “storm indicator”?
- 3) Why can't we imagine our life without radio and television?
- 4) How many radio broadcasting stations work in our country?
- 5) Where is the central television centre housed?
- 6) What is the aim of radio and TV?

Exercise 2. Translate the following word combinations.

- 1) radio, radio wave, radio wave length;
- 2) electricity generation, electricity generation methods;
- 3) power, power station, atomic power station, capacity
- 4) space, space television, space television application
- 5) television, television studio, television studio equipment

GRAMMAR

Complex object (Murakkab to`ldiruvchi)

I. Ingliz tilida “murakkab to`ldiruvchi” deb ataluvchi konstruksiya mavjud bo`lib, u ikki qismdan iborat bo`ladi: birinchi qismi shaxs yoki predmetni bildiruvchi umumiy kelishikdagi ot yoki obyekt kelishigidagi olmosh, ikkinchi qismi infinitive bilan ifodalangan, birinchi qismdagi shaxs tomonidan bajarilgan ish0harakatdir. Butun konstruksiya gapda to`ldiruvchi vazifasini bajaradi va faqat ayrim fe`llardan keyingina ishlatiladi.

Example:

I want **him to go** home. Men **uning** uyga **ketishini** xohlayman.

II. **to want, to expect, to know, to like, to hate** fe`llari va **should/would like** dan so`ng murakkab to`ldiruvchili konstruksiyaning ikkinchi qismida **to** li infinitive ishlatiladi.

Masalan:

I want **you to understand me**. **Siz meni tushunishingizni** xohlayman.

I expect **you to write** to me. Menga **xat yozishingizni** kutaman.

He would like **us to begin** learning French.

U **bizni fransuz tilini** o`rganishni **boshlashimizni** xohlardi.

III. Quyidagi **to see, to hear, to feel, to notice, to make** fe`llardan so`ng murakkab to`ldiruvchili konstruksiyaning ikkinchi qismida **to** siz infinitive ishlatiladi.

Example:

I saw **him enter**. Men **uni kirganini** ko`rdim.

They heard **her speak**. Ular **uni gapirganini** eshitdi.

IV. Agar murakkab to`ldiruvchi davomli zamoni ifodalasa, fe`l Sifatdosh I shaklida ishlatiladi.

Example:

I heard **him singing** a song. Men **uni qo`shiq kuylayotganini** eshitdim.

V. Majhullik nisbatida **make** fe`lidan keyin kelgan murakkab to`ldiruvchi **to** li infinitiveshaklida keladi.

Example:

I was made **to get up** early. **Meni erta turishga** majbur qilindi.

Exercise 3. Translate the sentences with complex object.

1. I have never heard her sing.
2. When we came in we saw Peter writing something.
3. Jack makes Nick do the room every day.
4. They expected him to return soon.
5. I know him to be a great scientist.
6. I felt him tremble.
7. My brother wanted me to bring him a book.
8. She watched her mother bending over the tea things.
9. I'd like my mother to retire, but she will not listen.
10. Would you like them to stay here another two days?

Exercise 4. Paraphrase the following sentences as in the model.

Model: Nelly was reading in the garden. She saw him.

Nelly saw him reading in the garden.

1. We noticed a man. The man was cleaning his shoes.
2. He saw two girls. They were dancing on the stage.
3. She watched the children. They were running and playing in the yard.
4. The cat was rubbing against my leg. I felt it.
5. We saw Ben. He was singing an English song.

6. Didn't you see her? She was smiling at you.
7. The little girls were on the grass. We watched them.
8. You and your friend were walking along the street yesterday. I saw you.
9. I saw a group of boys. They were eating ice-cream.
10. The ship was leaving the port. She stood and looked at it.

Exercise 5. Fill the sentences using the complex object.

Sample: I saw him..... I saw him walking about the park.

I've never seen her.... I've never seen her play chess.

1. We saw them.....
2. The young mother watched her child
3. We have never heard him.....
4. Have you ever seen them.....
5. We didn't notice him.....
6. Has your teacher ever heard your friend.....
7. When did you see your little brother.....
8. Have you ever heard that girl's
9. I hope she didn't hear me.....
10. They didn't see us.....

Exercise 6. Give the meaning of the sentences with complex object.

Sample: "Bring me a book," said my mother to me.

My mother wanted me to bring her a book.

1. The teacher said to the pupils:"Learn the rule!"-The teacher wanted....
2. "Be careful, or else you will spill the milk," said my mother to me.-My mother did not want.....
3. "My daughter will go to a ballet school," said the woman. - The woman wanted.....
4. The man said: "My son will study mathematics."- The man wanted.....

5. “Oh, father, buy me this toy, please, “said the little boy.-
The little boy wanted.....
6. “Wait for me after school,” said Ann to me.-Ann
wanted.....
7. “Fix the shelf in the kitchen,” my father said to me. – My
father wanted.....
8. “It will be very good if you study English,” said my
brother to me. - My brother wanted.....

Exercise 7. Translate the sentences into English.

1. Akam meni fransuz tilini o`rganishimni xohlaydi.
2. Men hech qachon uni kuylashini eshitmaganman.
3. Six u (qizni) qabulxonada o`tirganini ko`rdingizmi?
4. U bizni honaga kirganimizni sezmadi.
5. Men bu joyga yangi uy qurilishini xohlardim.
6. Biz uni ingliz tilida yaxshi gapirishini kutmagan edik .
7. Ular bolalarning o`ynashayotganini kusatishdi.
8. Men uni eshik ochayotganini eshitdim.
9. Men Nikni elkamga qo`l qo`yganini his qildim.
10. Bolakay honadan sekingina chiqib ketayotgan onasini
ko`rib qoldi.

**Exercise 8 . Make up 10 sentences using the verbs in
complex object *to want, to expect, to like, to tell, to make, to
hear, to see, to notice, to watch, to feel***

Exercise 7. Learn the speech patterns.

Mother is **hardly ever able to have** a treat like that.
We **are hardly ever able to get** tickets for this show.
He was **hardly ever able to catch** the train.

LESSON EIGHT.

- 1. Text: Ohmmeters.**
- 2. Lexics: Word study.**
- 3. Grammar: Gerund**

OHMMETERS

Just as voltmeters measure volts, and ammeters measure amperes, ohmmeters measure ohms. There are three basic types of ohmmeters: 1) simple series-type ohmmeter; 2) shunt-type ohmmeter; 3) voltage-divider ohmmeter. All of these meters measure resistance in ohms. All ohmmeters have an internal source of power (usually a battery) which supplies a known voltage. The meter movement measures current and is calibrated to read current in relation to voltage, or resistance in ohms. The basic principle of an ohmmeter is : a known voltage (supplied by a battery) is applied to an unknown resistance and the current is measured. You know from Ohm`s law that, when voltage and current are known, you can easily find resistance. As batteries age, their internal resistance increases, and their effective voltage output decreases. To compensate for the aging of batteries, a rheostate is placed in series with the meter. The rheostate is called zero-ohms control. An ohmmeter indicates zero when there is no resistance, but when the meter indicates ∞ (infinity) there is maximum resistance. In a series-type ohmmeter, as resistance increases, current decreases. Another type of ohmmeter is called a shunt-type ohmmeter because the resistor being measured is placed in shunt with the meter movement. The third type of meter is the voltage divider ohmmeter. The unknown resistance and the shunt-resistor form

a voltage divider. Basically, when different values are inserted for unknown resistance, the voltage across shunt-resistor will change, and, in turn, the current through the meter will change. The series-type ohmmeter is good for high ranges, but the voltage-divider ohmmeter is good for low ranges.

Words to be learnt

Internal-ichki

To apply-foydalanmoq

Output-ishlab chiqarish, mustaxkamlik

To compensate-muvozanatni olmoq

To age-urunib ko`rmoq

Infinity-oxiri yo`q, cheksiz

To insert-zanjirga qo`shmoq

Range-xarakat radiusi, diapazon

GRAMMAR

Gerund (Gerundiy)

I. Gerundiy gapning shaxssiz formasi bo`lib, u asosan fe`l shakliga to`g`ri keladi. Gerundiy shakl o`zbek tilidagi xarakat nomi qo`shimchalari bilan tarjima qilinuvchi jihatdan Sifatdosh I kabi fe`lga “**ing**” qo`shimchasini qo`shish orqali yasaladi.

Example:

read-reading; give-giving; play-playing; put-putting

Gerundiy gapda ega, kesim, kesimning ge`l qismi, predlogsiz to`ldiruvchi, predlogli to`ldiruvchi, aniqlovchi, hol vazifalarida kelishi mumkin.

Example:

1. **Smoking** is not allowed. (ega vazifasida)

Chekishga ruhsat etilmagan.

2. Talking like this is not **talking** honesty. (kesim vazifasida)

Bu usulda gapirish mag`rurlanib gapirish emas.

3. He is good at **cooking** a meal.(kesimning bir qismi)
U ovqat pishirishning ustasi.
4. I don`t like **going** there alone.(prelogsiz to`ldiruvchi)
Men u yerga yolg`iz borishni yoqtirmayman.
5. My friend was proud of **being** so modern.(predlogli to`ldiruvchi)
Mening do`stim o`zining bu qadar zamonaviy bo`lishidan g`ururlanadi.
6. The idea of **being** late worried her very much. (aniqlovchi)
Kech qolish fikri uni juda tashvishga solardi.
7. On **seeing** me she turned pale. (hol vazifasida)
Meni ko`rishi bilan u oqarib ketdi.

II. Ayrim fe`llar va iboralar doimo o`zidan keyin gerundiy talab qiladi. Ular quyidagilar: to finish, to mind, to enjoy, to avoid, to imagine, to consider, to miss, to practice, to involve, to suggest, to delay , to fancy, to admit, to deny, to miss to postpone, to risk, to carry on, to be fond of, to be good at, to go in for, to be worth, can`t help, to go in, to give up, to put off, to keep on.

Example:

Does the job involve working in the evening?

III. Ayrim fe`llar o`zidan keyin ma`nosiga ko`ra yoki gerundiy yoki infinitive talab qiladi. Ular quyidagilar: to remember, to regret, to try, to stop, to go on.

Example:

I stopped talking to Sam. (I was talking to Sam and then I stopped) Men Samga gapirishni to`xtatdim.

I stopped to talk to Sam. (I stopped what I was doing and started talking to Sam) Men Samga gapirgani to`xtadim.

IV . Agar tugallangan ish harakatni ifodalash uchun gerundiyning tugallangan shakli **having done, having stolen** ishlatilishi mumkin.

Example:

He admitted **stealing** (or **having stolen**) the money.

Exercise 1. Read and underline the gerund and state its function.

1. We spend energy in lifting an object.
2. By adding heat we cause a greater motion of the molecules.
3. By studying and experimenting man came to know the structure of matter.
4. You cannot transform water into steam without heating it.
5. The barometer is an instrument for determining atmospheric pressure.
6. In changing water into ice its composition is not change.
7. Science cannot be studied without experimenting.
8. Electronics opens up wonderful possibilities for controlling various technological processes.

Exercise 2. Complete the following sentences using a gerund.

1. Go on in the evening.
2. He stopped with his mother.
3. He couldn't help in the work.
4. The child is rather good at
5. The poem is worth ,isn't it?
6. The boy doesn't read a sentence without
7. You will not go there without

8. Her cousin is fond of
9. Have you finished
10. I don't mind

Exercise 3. Translate the following sentences into English.

1. Honada gaplashishni va kulishni to`xtating.
2. Ona o`g`lidan kitobini o`qishni tugatishini so`radi.
3. Bu tekst ustida ishlashda davom eting.
4. Derazani ochib qo`yishga qarshi emasmisiz?
5. Men tennis o`ynashni juda yaxshi ko`raman.
6. Biz uni qo`shiq kuylashidan rosa zavqlandik.
7. O`qituvchim har hafta o`nta yangi so`z o`rganishga taklif qildi.
8. Bu mashqni og`zaki bajarishga arziydi.
9. Uning qizi to`qishni juda yaxshi uddalaydi.
10. U xonadan o`zi bilan hech narsani olmasdan chiqib ketdi.

Exercise 4. Replace subordinate clauses by gerundial phrase. Use the sample.

Sample: The poor girl thought she would get a little money from the beautiful lady.- The poor girl thought getting a little money from the beautiful lady.

1. Rosemary thought she would prove to the girl that the rich had hearts.
2. Erik believed he would become a real scientist one day.
3. Gorin remembered how he took a great interest in that problem as well.
4. I remember I was making a round of the flats one day when I found all the tenants in a terrible state.
5. I think I should take care of the poor creature and arrange something for her.

Exercise 5. Look at these pairs of sentences. What is the difference in meaning between the underlined parts in each pair?

1. The TV remote control wouldn't work so I tried changing the batteries.
I tried to change the batteries in the remote control but I couldn't open it.
2. Did you remember to buy some shampoo when you were out?
I remember buying some more shampoo but now I can't find it.
3. I regret to tell you that you failed your final exam.
I regret telling her that I failed my final exam.
4. The news was on but we stopped watching when the adverts came on.
We were having lunch but we stopped to watch the news.

Exercise 6. Learn the speech patterns.

It **will never do to** underline words in a library books.

It **will never do to** throw cigarette-ends on the floor.

Why are you shouting at the top of your voices?

It **will never do.**

You have treated her very badly. Rudeness **will never do.**

We all felt that it **would never do** to let Father stay at home.

The boy said it **would never do** for a young girl to use so much make-up.

LESSON NINE.

1. Text: In the canteen.
2. Lexics: Word study.
3. Grammar:

IN THE CANTEEN

Ann: I think, it's high time to have a bite. I am hungry.

Bob: So am I. I see you are ready to go down to the canteen; I am just finishing this article. Will you wait a minute, please?

Ann: Yes, hurry up, then.

Bob: I wonder if there is anything to your taste on the menu.

Ann: Oh, yes, all kind of things. Let's have some soup, clear soup, perhaps?

Bob: I don't think I'll have any soup today. I'd like some salad to begin with.

Ann: Will you have mixed salad, chops and mashed potatoes?

Bob: Why, yes of course. What do you say to a bottle of coke?

Ann: No coke, thanks. I prefer a glass of soda-water or just a cup of tea.

Bob: All right. Tea then. Will you pass me the mustard, please?

Ann: Here you are. As for me, I never take mustard or pepper.

Bob: You don't say so!

Ann: Look! The waitress is already bringing our tea.

Bob: We want neither ham nor sausage, do we?

Ann: No, ham as well as sausage is out of the question. I'd like some fruit, apples or oranges.

Bob: Yes, but I'm afraid you forget about the meeting of our English club. We must leave at once to be in time for the beginning of the discussion.

Ann: Right you are. Let's pay for the dinner and be off.

Words to be learnt

To have a bite-ovqat yeb oolmoq

Hurry up- Shoshiling

To wait for- kutmoq

Clear soup- oddiy sho`rva

Wouldlike(`d like)-xoxlamoq

To be out of the question- gap bo`lishi mumkin emas

To be off-ketmoq

To be in time for- o`z vaqtida kilmoq

To begin with- ...bilan boshlamoq

GRAMMAR

Infinitive (Infinitiv)

I. Infinitiv fe`lning noaniq shakli bo`lib , u ham gerundiy kabi shaxssiz fe`l hisoblanadi va to yuklamasi bilan yoki to yuklamasisiz ishlatiladi. Infinitiv o`zbek tiliga -moq, -ish, -sh qo`shimchalari orqali tarjima qilinadi. Infinitiv gapda gerundiy kabi ega, kesim, to`ldiruvchi, aniqllovchi, hol vazifalarida ishlatilishi mumkin.

Example:

1. **To ask** him to help me with money was useless. (ega)
2. To ask him means **to show** him.(kesim)
3. He promised **to come** at 6 p.m. (to`ldiruvchi)
4. She was the first **to come**. (aniqllovchi)
5. Have you come **to apologize**? (hol)

II. Quyidagi fe`llar o`zidan keyin infinitive talad qiladi:to agree, to refuse, to promise, to threaten, to offer, to attempt, to manage, to fail, to decide, to plan, to arrange, to hope, to appear, to seem, to pretend, to afford, to forget, to learn, to tend, to want.

Infinitivning davomli va tugallangan shakli asosan seem, appear, pretend, fe`llaridan so`ng ishlatiladi.

Example:

I pretended **to be reading**. Infinitivning quyidagi aktiv va passiv shakllari mavjud.

	Active		Passive	
	Non-continuous	Continuous	Non-continuous	Continuous
Simple	To write	To be writing	To be written	-
Perfect	To have written	To have been writing	To have been written	-

III. Ask, decide, know, remember, forget, explain, understand fe`llaridan so`ng so`roq so`lar va keyin **to** li infinitive keladi.

Example:

Can someone show me **how to change** the film in this camera?

IV. Want, ask, expect, help, mean, would like, would prefer fe`llari ikki hil strukturada ishlatilishi mumkin.

1. Fe`l+to+ infinitive

2. Fe`l+to`ldiruvchi+to+infinitive

Example:

Everybody **wanted him to win** the race.

V. Tell, order, remind, warn, force, invite, enable, teach, persuade, get (persuade) faqat **fe`l+to`ldiruvchi+to+infinitive** strukturasi ishlatiladi.

Example:

I was warned **not to touch** anything.

VI. Ayrin fe`llar o`zidan keyin **to** siz infinitive talad qiladi. Ular dare, make, let fe`llaridir. Ammo **make** fe`li majhullik shaklidan so`ng **to+ infinitiv** talab qiladi.

Example:

Hot weather **makes** me **feel** uncomfortable. I was **made to do** it.

Exercise 1. Translate the following sentences.

1. I asked Tom to help me yesterday.
2. Where would you recommend me to go for my holidays.
3. John persuaded me to play tennis.
4. Have you decided what to cook for dinner this evening?
5. There was a lot of traffic but we managed to get to the airport in time.
6. Remember me to phone Ann tomorrow.
7. I have arranged to play tennis tomorrow afternoon.
8. You will never forget to tsay the the true to you mother.
9. It was lovely to be skating on such a wonderful morning.
10. The young girl was happy to have been invited to the party.

Exercise 2. Find the mistakes in of the sentences and correct them.

**Sample: The manager agreed giving my money back,---
to give**

1. We encoutage all students doing some voluntary work.
2. I`ve arranged visiting my grandparents on Saturday.
3. I cuoldn`t avoid hitting the dog as it ran out in front of my car.
4. I remember to go to the park everyday after school when I was a child.
5. He persuaded me joining the new gym with him.

6. My teacher suggested to learn ten new spellings every week.
7. Please will you stop talking for a minute?
8. He advised to have us an early night before the exam.

Exercise 3. Complete each sentence with a suitable verb.

1. I refusedme any money.
2. Jill has decided not..... a car.
3. The thief got into the house because I forgot the window.
4. One day I'd like to learnaeroplane.
5. I shouted to him. He pretended notme but I'm sure he did.
6. Why hasn't Sue arrived yet? She promised notlate.
7. Our neighbor threatened..... The police if we didn't stop the noise.
8. Ann offered..... after our children while we were out.

Exercise 4 Paraphrase the sentences with infinitive.

**Sample: "Don't touch anything" the man said to me.
 The man told me not to touch anything.
 My mother said I could use her car.
 My mother allowed me to use her car.**

- 1."Don't forget to post the letter" Jack said to me.
 Jack reminded.....
2. She told me that it would be best if I told the police about the accident.
 She advised.....
3. I told you that you shouldn't tell him anything.
 I warned.....

4. I was surprised that it rained.
I didn't expect.....
5. "Would you like to have dinner with me?" Tom said to Ann.
Tom invited.....
6. At first I didn't want to play tennis but John persuaded me.
John persuaded.....
7. The sudden noise caused me to jump.
The sudden noise made.....
8. If you've got a car you are able to travel around more easily.
Having a car enables.....

Exercise 5. Translate the sentences into English.

1. Kim sizga mashina minishni o'rgatgan?
2. Roza menga hatni jo'natishni unutmashimni eslatdi.
3. Ular meni bu ishni qilishga majburlashdi.
4. Biz tashqariga chiqishga qaror qildik, chunki havo juda yaxshi edi.
5. Ular menga bir oz pul berishga rozi bo'lishdi.
6. Tom stansiyaga qanday borishni tushuntirdi.
7. Siz hech qachon velosipedni qanday minishni unutmaysizmi?
8. Men ertaga ertalab tennis o'ynashni tejalashtirdim.
9. U hech kimga o'z uyida chekishga ruhsat etmaydi.
10. Men sizga o'sha mehmonxonada qolishni tavsiya etmayman.

Exercise 6. Learn the speech patterns.

That **kept Mother busy** for a little while.
 At night I always **keep my window** open.
Keep you feet warm or you'll catch a cold.
 He **kept his room** scrupulously clean.

LESSON TEN.

- 1. Text: Energy from the Sun.**
- 2. Lexics: Word study.**
- 3. Grammar: Participle.**

ENERGY FROM THE SUN

Almost all the energy on the earth comes from solar energy. Solar energy is energy from the sun. Today solar energy is used mostly as a source of heat. Office buildings and houses are heated with solar energy. One way to use solar energy is to “trap” it. Have you ever got into a closed car that had been parked in direct sunlight? If so, you know that a lot of heat was trapped in the car. The air in the car may have been much warmer than the air outside.

How does the air in the car become warmer? Solar energy passes through the glass windows. When it strikes the material inside the car, the solar energy changes to heat. This warms the air inside the car. Because the car is sealed, very little heat escapes to the outside. So the air in the car becomes warmer and warmer. This buildup of heat is called the greenhouse effect.

Imagine the greenhouse. Why the walls and the roof made of glass? The greenhouse effect is used to heat some houses and other buildings. This kind of heating is called passive solar heating. There are other ways to use solar energy. One method makes use of large solar collectors. A solar collector is a device that collects sunlight and changes it to heat energy. You can see solar collectors on the roof of some apartment building.

Inside the solar collector there are rows of black tubes carrying water or air. Sunlight strikes the tubes and heats the water or air inside them. The tubes carry the heated water or air

to pipes that run through the buildings. The heated water or air is pumped through the pipes. If the heat is not needed, the heated material goes to a storage area. On a cloudy day or at night, the stored heat can be used. Systems that have pumps or other moving parts use active solar heating.

Words to be learnt

Solar energy-quyosh energiyasi

Trap-qopqon

Sunlight-quyosh nuri

Strike-to`qnash kelmoq

Seal-

Buildup-yangi paydo bo`lish

Greenhouse- issiqxona

Row-qator

Tube-truba

Pipe-truba orqali o`tmoq

To pump-bosim bilan haydamoq

Storage area- zaxira xududi

GRAMMAR

Participle (Sifatdosh)

I. Sifatdosh fe`lning shaxssiz shakli bo`lib, u bir tomondan fe`l, ikkinchi tomondan sifat va ravish orasidagi tushuncha. Sifatdoshlar ingliz tilida Sifatdosh I va Sifatdosh II ga bo`linadi.

Writing (sifatdosh I) – yozayotgan

Written (sifatdosh II) – yozilgan

Sifatdosh II har qanday fe`ldan, yani ham o`timli (tushum kelishigini qabul qiladi) ham o`timsiz (tushum kelishigini qabul qilmaydi) fe`ldan yasaladi.

Taken- olingan

Swum- o`zbek tiliga mos muqobili yo`q

Biroq mustaqil ravishda faqat o`timli fe`llarning sifatdosh II shakli ishlatiladi. Chunki o`timli fe`llar majhullik ma`nosiga ega. **Discussed**- muhokama qilingan

II.Sifatdosh I har qanday fe`ldan yasala oladi. Uning ko`p ishlatiladigan shakli aniq nisbatdagi soda shaklidir.

Reading-o`qiyotgan

Discussing- muhokama qilinayotgan

III.Sodda sifatdosh I va II gapda aniqlovchi vazifasida keladi, izohlovchi so`zlarsiz kelganda sifatdosh I va II o`zi aniqlab kelayotgan otdan oldin keladi, yoki bazan aksincha bolishi mumkin.

Example:

The **rising** sun - chiqayotgan quy

The woman **standing at the window** – **deraza yonida turgan ayol**

VI. Sifatdosh I gapda hol vazifasida kelishi mumkin.

Example:

Travelling in Africa, he saw a lot of interesting things. (payt)

Not knowing the language, he couldn`t understand the conversation (sabab holi)

He stood at the window, **thinking** of his future. (vaziyat holi)

Sifatdoshning qutidagicha shakllar mavjud.

	Active		Passive
Participle I	Non-Perfect	writing	being written
Participle I	Perfect	having written	having been written
Participle II			written

Exercise 1. Translate the following sentences.

1. When translating the article he came across certain difficulties.
2. Having translated the article he handed it to the teacher.
3. Being translated very carelessly the article was difficult to read.
4. Having been translated the article was sent to the editor.
5. The girl translating the article at the desk turned round and asked for help.
6. The articles translated by Mr Kleen will soon be published.
7. The article being translated now will appear in the paper tomorrow morning.

Exercise 2 Use the participle instead of the subordinate clause.

1. As he is very ill, he can't attend classes.
2. When she heard me mention her name she turned red.
3. As I had known about her illness for a few years I was not surprised.
4. As he had lost every hope of finding a job he was on the verge of despair.
5. As the room had been cleaned in the morning, it looked tidy.
6. When she was talking to the man, she remembered that she had met him before.
7. When he entered the house, he went up the short flight of stairs to his room.
8. When I came up to the front door, I found her waiting for me on the steps.

Exercise 3. Translate the following sentences into English.

1. Bu 1830-yilda qurilgan, uchta katta bo'lmagan bino edi.
2. Inglizcha kitoblarni o'qiyotganda qiziqarli iboralarni ko'chirib yozing.
3. Bu maqola ustida ishlayotib men ko'p qiziqarli narsalarni bilib oldim.
4. Men royal cholib o'tirgan qizni bir qarashda taniy olmadim.
5. Og'ir kasal bo'lganligi uchun u kitob ustida ko'p ishlay olmadi.
6. Universitetda o'qiyotgan barcha talabalar darsga o'z vaqtida kelishlari lozim.
7. Majlisda muhokama qilingan masala juda muhim edi.
8. U divanda televizot ko'rib o'tirishni yoqtirardi.

Exercise 4. Make up sentences using the following participles.

asked-asking-having asked;
bought-buying;
written-writing-being written;
sold-selling- having been sold;
forgotten-forgetting;
built- building- being built;

Exercise 5. Learn the speech patterns.

It was Judy who had to read plain books.

It was the last course that tasted especially good.

It was the mother who decorated the house and prepared everything for the celebration.

It was my sister who cooked all the dishes.

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