



O'ZBEKISTON RESPUBLIKASI
OLIY VA O'RTA MAXSUS TA'LIM VAZIRLIGI
SAMARQAND AXBOROT TEXNOLOGIYALARI KASB-HUNAR
KOLLEJI VA TATU SAMARQAND FILIALI "TILLAR" KAFEDRASI
HAMKORLIGIDA
UMUMTA'LIM FANLAR KAFEDRASI

« INGLIZ TILI »
fanidan

O'QUV – USLUBIY
MAJMUA

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SAMARQAND

1. So'z boshi

1.1. Ingliz tili fanining maqsadi va mutaxassis tayyorlashdagi o'rni.

Ingliz tili o'quv kursining o'rganish ob'yekti tilning asosiy birligi bo'lgan so'z, ingliz tilining lug'at tarkibi va uning frazeologik fondi hisoblanadi. Tilning lug'at boyligi jamiyat hayoti bilan chambarchas bog'liqdir. O'qitilayotgan bu fan hayotning barcha jabhalarida ro'y berayotgan va tilning lug'at tarkibida aks etayotgan o'zgarishlarni o'z ichiga oladi.

Oquvchilrni chet tilini faol egallashga o'rgatish, ya'ni dastur asosida berilgan mavzular bo'yicha o'z fikr va mulohazalarini chyet tilida bayon eta olish hamda shu tilda bildirilgan fikrlarni anglashdan iborat. Kerakli ma'lumotlarni olish uchun umumiy-ilmiy, ijtimoiy-siyosiy va mutaxassislikka oid asl nusxadagi adabiyotlarni o'qishga o'rgatish lozim. Ushbu fanning maqsadi-oquvchilarni kasb-hunar kollejini bitirganlaridan so'ng chyet tillarda mustaqil ishlashga o'rgatish. Kollejdani kyeyingi davrda chyet tili bilan mustaqil ishlashda, til o'rganishda turli lug'atlardan to'g'ri foydalana bilishni taqozo etadi, u yoki bu xildagi (ilmiy, ijtimoiy va siyosiy) matnlarning asosiy xususiyatlarini bilish, shu sohadagi tilga xos bo'lgan o'qishning har xil turlarini egallash, mavjud bo'lgan til bilimlari asosida tilga oid yangi matyeriallarni egallash, asosan fanga oid bo'lgan (axborot tarzidagi) matyerialni egallash va o'zining kyeyingi ish faoliyatida chyet tillaridagi manbalardan axborotlar olib ishlata bilish.

1.2 Fanning o'rganadigan muammolari

A) Ingliz tilining fonetik tizimi: unlilar, undoshlar, urg'u, bo'g'in, intonasiya va boshqalar.

B) Ingliz tilining grammatik tizimi: gap, so'z, so'z tarkibi, gap bo'laklari, so'z turkumlari va boshqalar .

C) Ingliz tilining orfagrafiyasi: maktublar yozish, biografiya yozish, rasmiy blankalarni to'ldirish.

1.3 Boshqa fanlar bilan bog'liqligi.

Ingliz tili fani bevosita tilshunoslik va matinsunoslik fanlari bilan yaqindan aloqada u adabiyot-shunoslik masalalariga matn tilshunosligi, tilning ichki qurilishi lingvistik tahlil qiladi. Matn analizida matnning mavzusi va uslubi bilan ish ko'radi va shu asosida matn ta'luqli bo'lgan fanlarning ilmiy hulosalariga tayanadi

1.4 O'quvchi egallashi lozim bo'lgan bilim va ko'nikmalar:

1. To'g'ri talaffuz bilan notanish matnni to'g'ri tarjima qilish.
2. Chyet tilini tushunish va muloqotda bo'lish, masalan: turli mavzularda axborot byerish.
3. O'z mutaxassisligi bo'yicha tyerminlarni bilish hajmi – 3000 so'z
4. O'zining mutaxassisligi bo'yicha ingliz tilida referat yoza bilish.

**O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA MAXSUS TA'LIM
VAZIRLIGI
TOSHKENT AXBOROT TEXNOLOGIYALARI UNIVERSITETI
SAMARKAND FILIALI**

**«Tasdiqlayman»
O'quv va ilmiy ishlari
bo'yicha direktor o'rinbosari
_____ Z.I Zayniyeva
«__» _____ 2014 y.**

Umumta'lim fanlar kafedrası

INGLIZ TILI

fani bo'yicha I bosqich uchun

Amaliy mashg'ulotlar mavzulari

Ўзбекистон Республикаси олий ва ўрта махсус таълими вазирлиги
Ўрта махсус, касб-ҳунар таълими маркази

РЎЙХАТДАН ЎТГАН
№3521000-1.04
“ ” 2006г.

Ўзб. Респ. ОваУМТВ 25-
сонли буйруғи билан
«ТАСДИҚЛАНГАН»
“9”феврал 2007г.

“Ахборот коммуникация тизимлари (АКТ) га йўналтирилган инглиз тили” фани бўйича
ЎҚУВ ДАСТУРИ

Мутахассислик: Ахборот коммуникация тизимлари -3521916

Таълим йўналиши: Информатика ва ахборот технологиялари-3521900

Тошкент -2007

Разработана в рамках корпорационного проекта «Содействие развитию профессионального образования в сфере ИКТ», реализуемого при содействии Германского банка развития (KfW) и Общества по техническому сотрудничеству (GTZ)
Разработчик: Филатова Наталья Александровна – преподаватель английского языка Ташкентского профессионального колледжа информационных технологий

Рецензия:

Протокол
совещания _____
(наименование учебно-методического сектора)

Учебно-методического совета №__ от «__»_____ 2006 года по рассмотрению и рекомендации учебной программы.

Рекомендована к утверждению Координационным Советом по деятельности учебно-методических объединений высшего и среднего специально, профессионального образования при МВиССО РУз. №__ от «__»_____ 2006 года.

Ўқув дастури тузилиши

- I. Фаннинг мақсади ва вазифалари
- II. Фаннинг малакавий характеристикаси
- III. Фанларнинг ўзаро боғлиқлиги
- IV. Намунавий мавзулар режаси
- V. Фан таркиби
 - 1. Кириш
 - 2. Мундарижа
 - 3. Ўқитиш методлари
 - 4. Ўқитишнинг техник воситалари
 - 5. Тавсия қилинган асосий ва қўшимча адабиётлар

“АХБОРОТ КОММУНИКАЦИЯ ТИЗИМЛАРИ (АКТ) ГА ЙЎНАЛТИРИЛГАН ИНГЛИЗ ТИЛИ” ФАНИ БЎЙИЧА ЎҚУВ ДАСТУРИ

I. ФАННИНГ МАҚСАДИ

“АКТга йўналтирилган инглиз тили” фанининг мақсади — инглиз тили грамматик қоидаларини қўллашни ўрганиш, компьютер технологиялари соҳасида ишлатиладиган лексика ёдлаш, компьютер маълумотларни ўз ичига олган матнларни таржима қилиш. Фаннинг мақсадларидан келиб чиқиб, ўқув материали инглиз тили бўйича ўрта мактабда олинган билимлар асосида танланган ва тақсимдланган.

II. ФАННИНГ МАЛАКАВИЙ ХАРАКТЕРИСТИКАСИ

Фанни ўрганиш давомида ўқувчилар қуйидаги билимларга эга бўлишлари керак:

- Инглиз тили грамматикаси бўйича;
- Сўз бирикмалари ва бутун матн таржимаси қоидалари бўйича;
- Компютер технологиялари соҳасида ишлатиладиган терминлар ва лексика бўйича.

Фанни ўрганиш давомида ўқувчилар қуйидаги кўникмаларга эга бўлишлари керак:

- Инглизча сўзларни талаффуз қилиш;
- Инглиз тилидаги матнларни бир текисда ўқиш;
- Аниқ ва тез таржима қилиш;
- Инглиз тилида ўқилган маълумотларни тушуниш.

III. ФАНЛАРНИНГ ЎЗАРО БОҒЛИҚЛИГИ

Бу фанни ўрганиш натижасида олинган билимлар компьютер технологиялари соҳасида қўллаш учун зарур. Бу фан «Информатика», “Дастурлаш” фанлари, ҳамда иқтисодий фанлар билан боғлиқликка эга.

IV. НАМУНАВИЙ ТЕМАТИК РЕЖА

Кафедралар жойлардаги шароитлардан келиб чиққан ҳолда, мазкур намунавий дастур асосида ишдаб чиқилган “АКТга йўналтирилган инглиз тили” фани бўйича иш ўқув дастурига 15 фоизгача ўзгартиришлар киритишлари мумкин.

Дастурнинг умумий соатлар бажарилиши сақланган ҳолда, ўқув муассасининг ўқув-методик комиссияси қарорига асосан соатлар сони ва алоҳида мавзуларни ўрганиш кетма-кетлиги ўзгартирилиши мумкин.

№ п/п	Мавзу номи	Ум ум	Синфда ўқув юкламаси, соатда	И
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			Жами	Назариявий дарслар	Амалий дарслар	Лаборатори я ишлари	Семинарлар	Курс ишлари	
1	2	3	4	5	6	7	8	9	10
1	Word formation			4	2				
2	Word combinations			4	4				
3	Grammar revision and translation training			28	6				
4	Verbals			10	4				
5	Conditional sentences			4	2				
6	Reported speech			2	2				
			72	52	20				
7	Network configuration			2					
8	Design philosophy Windows NT advantages			4	2				
9	Input devices			4	2				
10	Word processing facilities			4	2				
11	Compression Understanding NTFS file compression Basic programming model Fixed-length onto fixed-length mapping			4	4				
12	Programs			4					
13	Viruses			2					
14	Lost in machine translation			2					
15	Fancy a fantasy space light			2					
16	Problems with hand-based input/output			2					
17	How they work Visions of tomorrow			4					
			44	34	10				
18	TCP/IP protocol architecture			6	2				
19	Sending e-mail			4	2				
20	Domain name system and Search system Domain rules www			4	2				
21	Types of communications			4	2				
22	Chatting system			4					
23	Chat language			2	2				
24	Chattiguette			2					
25	Cryptography			4					
26	Risk assessment			4					
			44	34	10				
	Жами фан бўйича	228	160	120	40				68

Эслатма: Ўқитувчи ўзи мустақил иш мавзуларини белгилайди ва тақсимлайди

V. ФАН МАЗМУНИ

1. Кириш

“АКТга йўналтирилган инглиз тили” курсини ўрганиш ўқувчиларга ўзининг касбий фаолиятида компьютер технологиялари соҳасидаги энг замонавий маълумотлардан фойдаланиш имкониятини яратади. Замонавий компьютер технологиялари инглиз тилида тасвирланганлиги туфайлиб инглиз тили ўрганиш давомида олган билимлар ўқувчиларнинг касбий дунё қарашининг кенгайишига ва уларнинг глобал коммуникация тармоғига уланишига ёрдам беради.

2. Таркиби

1-Мавзу. Word formation

Суффикс ва префикс ёрдамида сўзларни тузиш. Ҳар хил суффиксли ва префиксли сўзларни таржима қилиш бўйича машқлар.

2-Мавзу. Word combinations

Сўз бирикмаларини ажратиш қоидалари. Сўз бирикмаларини таржима қилиш қоидалари. Сўз бирикмаларини таржима қилиш бўйича машқлар. АКТ бўйича атама.

3- Мавзу. Grammar revision and translation training

Предлоглар. Олмошлар турлари. Сифат ва равишларни қиёслаш даражалари. Модал феъллар. Present Indefinite, Present Continuous ва Past Perfect Tense феъл замонларини қиёслаш. Future Indefinite tense ва to be going to ифодасини қиёслаш. Future Continuous ва Future Perfect, Passive voice феъл замонларини қиёслаш. Ҳар хил феъл замонларини қўллаш бўйича машқлар.

Таржима учун матнлар:

1. Компютер нима
2. Компютерлар тарихи
3. Компютернинг асосий элементлари
4. Марказий процессор
5. Киритиш қурилмалари
6. Принтерлар
7. Хотира қурилмалари

Матн бўйича атамалар. Инглиз тилида оғзаки машқлар.

4-Мавзу. Verbals

Infinitive. Gerund. The Present Participle. The Past Participle. Феълнинг ношахсий шакллларини қўллаш бўйича машқлар.

Ўқиш ва таржима учун матнлар:

1. Қаттиқ диск
2. Утилитар дастурлари
3. Дастурлаш ва дастурлаш тиллари
4. Компютер графикаси

Матнларни аниқ таржима қилиш бўйича машқлар

Ўқилган маълумотларни маъносини тушуниш бўйича машқлар.

5-Мавзу. Conditional sentences

Conditional sentences I. Conditional sentences II. Conditional sentences III.

Ўқиш ва таржима учун матнлар:

- 1.Компютер тармоқлари
 - 2.Маълумотлар базасини бошқариш тизими
- Матнларни аниқ таржима қилиш бўйича машқлар

6-Мавзу. Reported speech

Reported speech. Оғзаки нутқларни қўллаш бўйича машқлар.

Ўқиш ва таржима учун матнлар:

1.Talking business

Аниқ таржима қилиш бўйича машқлар.

Оғзаки диалог учун машқлар.

7-Мавзу. Network configuration

Ўқиш ва таржима учун матнлар:

- 1.Тармоқ конфигурацияси
 - 2.Иш юзасидан хатлар ёзиш бўйича намуналар
- Иш юзасидан хатлар тузиш бўйича машқлар

8-Мавзу. Design philosophy. Windows NT advantages

Ўқиш ва таржима учун матнлар:

1. Тузилма фалсафаси

Аниқ таржима қилиш бўйича машқлар.

Лексик машқлар: синоним, антонимлар.

Бизнес хатларни ўқиш ва таржима қилиш.

Ўқиш ва таржима учун матнлар:

1.Windows NTнинг афзалликлари

Аниқ таржима қилиш бўйича машқлар.

9-Мавзу. Input devices

Ўқиш ва таржима учун матнлар:

1.Киритиш қурилмаси

Аниқ таржима қилиш бўйича машқлар.

Иш юзасидан (бизнес) хат.

10-Мавзу.

Word processing facilities

Ўқиш ва таржима учун матнлар:

1.Сўзларни қайта ишлаш қурилмаси

Аниқ таржима қилиш бўйича машқлар

Ўқилган матнни маъносини айтиб бериш бўйича машқ

11-Мавзу. Compression. Understanding NTFS file compression. Basic programming model. Fixed-length onto fixed-length mapping.

Ўқиш ва таржима учун матнлар:

1.Қисиш (файлларни)

Аниқ таржима қилиш бўйича машқлар

Атамаларни билиш бўйича машқлар.

Ўқиш ва таржима учун матнлар:

1. NTFS бўйича қисиш нимани англатади

Матнларни аниқ таржима қилиш бўйича машқлар.

Ўқиш ва таржима учун матнлар:

1. Дастурлашнинг асосий модели

Матнларни аниқ таржима қилиш бўйича машқлар.

Ўқиш ва таржима учун матнлар:

1. Фиксация қилинган узунликни фиксация қилинган узунликда акт этиши

Матнларни аниқ таржима қилиш бўйича машқлар.

12-Мавзу. Programs

Ўқиш ва таржима учун матнлар:

1. Дастурлар: «Windows нима?», «Word 2000», «Excel 2000», «Power point 2000», «Access 2000», «Outlook 2000»,

Матнларни таржима қилиш бўйича машқлар.

13-Мавзу. Viruses

Ўқиш ва таржима учун матнлар:

1. Вируслар

Лексик машқлар.

14- Мавзу. Lost in machine translation

Ўқиш ва таржима учун матнлар:

1. Машинали таржимада йўқотишлар

Матнларни аниқ таржима қилиш бўйича машқлар.

Curriculum vitae ёзиш бўйича машқлар

15- Мавзу. Fancy a fantasy space flight

Ўқиш ва таржима учун матнлар:

1. Фантастик кенгликда учишни тасаввур қилинг

Матнларни аниқ таржима қилиш ва ўқилган матнни маъносини айтиб бериш бўйича машқлар

16- Мавзу. Problems with hand-based input/output

Ўқиш ва таржима учун матнлар:

1. Қўл билан киритиш ва чиқариш муаммолари

Матнларни аниқ таржима қилиш бўйича машқлар.

17- Мавзу. How they work. Visions of tomorrow

Ўқиш ва таржима учун матнлар:

1. Улар қандай ишляптилар

Матнларни аниқ таржима қилиш бўйича машқлар

Бизнес лексикаси бўйича машқлар.

Ўқиш ва таржима учун матнлар:

1. Келажакни тасаввур қилиш

Матнларни аниқ таржима қилиш бўйича машқлар.

Иш юзасидан (бизнес) хатни таржима қилиш

18-Мавзу. TCP/IP protocol architecture

Ўқиш, таржима ва оғзаки диалогларни қайта ишлаш учун матнлар:

1. TCP/IP протоколининг тузилиши

Сўз бирикмаларини таржима қилиш

Матнларни аниқ таржима қилиш бўйича машқлар.

19-Мавзу. Sending e-mail

Ўқиш, таржима ва оғзаки диалогларни қайта ишлаш учун матнлар:

1. Хабарлар юбориш

2. Иш столи

3. Интернетга қандай боғланиш керак

Матнларни аниқ таржима қилиш бўйича машқлар.

Ажратиладиган ва ажратилмайдиган икки сўзли феъллар

20-Мавзу. Domain name system and search systems. Domain rules the www

Ўқиш, таржима ва оғзаки диалогларни қайта ишлаш учун матнлар:

1. Domain тизими ва қидириш тизимлари

Матнларни аниқ таржима қилиш бўйича машқлар.

LAN, WAN, protocol, client software, service software тушунчаларини аниқлаш

Ўқиш, таржима ва оғзаки диалогларни қайта ишлаш учун матнлар:

1. Domain бутун жаҳон тармоқни бошқаради

2. Dial-up тармоғи

Матнларни аниқ таржима қилиш бўйича машқлар.

As, the same ибораларини ишлатиш бўйича машқлар

21-Мавзу. Types of communication

Ўқиш, таржима ва оғзаки диалогларни қайта ишлаш учун матнлар:

1. Коммуникация турлари

2. Тармоқ

Матнларни аниқ таржима қилиш бўйича машқлар.

22-Мавзу. Chatting system

Ўқиш, таржима ва диалогларни қайта ишлаш учун матнлар:

1. Тармоққа мурожат қилиш тизими

2. Уй ичидаги тармоқ

Матнларни аниқ таржима қилиш бўйича машқлар.

Гапларда Unless ни ишлатиш бўйича машқлар

23-Мавзу. Chat language

Ўқиш, таржима ва диалогларни қайта ишлаш учун матнлар:

1. Сўзлашув тили

2. Интернетнинг инструментлар панели

Матнларни аниқ таржима қилиш бўйича машқлар.

Гапларда As long as, provided that, providing that- ни ишлатиш бўйича машқлар

Диалог тузиш бўйича машқлар

24-Тема. Chatiquette

Ўқиш, таржима ва диалогларни қайта ишлаш учун матнлар:

1. Тармоқда ишлаш қоидалари

2. Off-line режимида маълумотларни ўқиш

Матнларни аниқ таржима қилиш бўйича машқлар.

Гапларда both, neither, either, nor... ни ишлатиш бўйича машқлар

25-Тема. Cryptography

Ўқиш, таржима ва диалогларни қайта ишлаш учун матнлар:

1. Шифрлаш

2. Web саҳифалари

Упражнения на точность перевода. Упражнение на использование still, yet в предложении

26-Тема. Risk assessment

Текст для чтения, перевода и отработки диалога:

1. Оценка риска

2. WebTV

Матнларни аниқ таржима қилиш бўйича машқлар.

Гапларда for, during, while ни ишлатиш бўйича машқлар

3. Ўқитиш методлари

“АКТга йўналтирилган инглиз тили” фанини ўқитиш учун назарий, амалий ва кўргазмали ўқитиш методлари қўлланилади.

1. Назарий ўқитишда грамматика, талаффуз, ўқиш, таржима қилиш ва сўзлашув қоидалари бўйича назарий билимлар берилади.

2. Амалий ўқитишда ўқувчилар назарий билимлар асосида амалий кўникмаларга эга бўладилар. Амалий дарслар оғзаки ва ёзма машқлар бажариш орқали амалга оширилади.

4. Ўқитишник техник воситалари.

АКТга йўналтирилган инглиз тили дарсларини ўтказишда қуйидагиларни қўллаш керак:

1. Ўтилаётган мавзу бўйича кўргазмали ва жараёнлар акс этган слайдлар.

2. Проектор

3. Компютер тизими ва дискеталар

4. Схема ва плакатлар

5. Тавсия қилинган асосий ва қўшимча адабиётлар

Асосий адабиётлар рўйхати:

1. АКТга йўналтирилган инглиз тили. I, II, III қисмлар.

2. АКТ бўйича инглиз-рус луғати (АКТ соҳасида касбий таълимга кўмаклашиш кирғиз-немис экспериментал лойиҳаси доирасида ишлаб чиқарилган).

3. Инглизо-рус лексикони (АКТ соҳасида касбий таълимга кўмаклашиш кирғиз-немис экспериментал лойиҳаси доирасида ишлаб чиқарилган).

Қўшимча адабиётлар рўйхати:

1. Инглиз тили бўйича дарслик – Н.А. Бонк, Г.А. Котий, Н.А. Лукьянова. 1,2 қисмлар, Москва 2002г.

2. English for businessmen – Г.А. Дудкина, М.В. Павлова, З.Г. Рей, А.Т. Хвальнова. 1,2 қисмлар Бишкек 2005г.

3. English grammar in use. UK. Cambridge university press. 1991г. – Raymond Murphy.

4. English for computing. Oxford university press. 1997г. – Keith Boeckner, P. Charles Brown.

5. English for computing science. UK Oxford university press 1991г. – P. Charles Brown, Norma D. Millen.

6. www.kbsu.ru/book (Shacukova L.Z/ Computer Science)

8. www.mega.km.ru

**O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA MAXSUS
TA'LIM VAZIRLIGI, O'RTA MAXSUS KASB-HUNAR
MARKAZI SAMARQAND VILOYAT HOKIMLIGI, O'RTA
MAXSUS KASB-HUNAR TA'LIM MARKAZI.**

**SAMARQAND AXBOROT TEXNOLOGIYALARI
KASB-HUNAR KOLLEJI**

UMUMTA'LIM FANLAR KAFEDRASI

“TASDIQLAYMAN”

Samarqand Axborot texnologiyalari
kasb-hunar kolleji o'quv ishlari
bo'yicha direktor o'rinbosari
_____ **Z.I. Zayniyeva**

INGLIZ TILI FANIDAN

“куриклаш”, “телекоммуникация” йуналишлари учун

ISHCHI DASTURI

Umumiy soat	Jami	Nazariy	Amaliymashg'ulot	Mustaqil ish
228	160	120	40	68

O'qituvchi: Qurbonova S, Q, Toirova D.F, Narziyeva G.A

2014-yil ____avgust №____ sonli majlis bayoni

“UMUMTA'LIM” fanlar kafedrasi mudiri

_____ **Sh. Nurmonov**

SAMARQAND 2014

**Инглиз тили фанидан “куриклаш”, “почта алокаси”,
“телекоммуникация” йуналишлари учун ишчи
ДАСТУР**

№	Боб ва мавзулар	Umumiy yuklama	Жами соат	Назарий	Амалий	Муст акил иш
1	Lesson 1 Alfbo B, C, D, F, G, H, J, K, L, M undosh harflarning o'qilishi. (b/n)	2	2	2		
2	Lesson 2 “to be” fe'lining hozirgi noaniq zamonda tuslanishi. Noaniq artikl.	2	2	2		2
3	Lesson 3 Kishilik olmoshlari. Text: “About myself”	2	2		2	
4	Lesson 4 Darak gapda so'z tartibi. Darak gapda ohang. dialogue	2	2	2		
5	Lesson 5 Answer the questions and make up sentences.	2	2	2		
6	Lesson 6 Alifbo N, P, Q, R, S, T, V, W, X, Z undosh harflarining o'qilishi. Aniq artikl.	2	2	2		2
7	Lesson 7 Ko'rsatish olmoshlari. Fe'lining noaniq shakli. Text: “My friend”	2	2		2	
8	Lesson 8 Buyruq mayli Buyruq gapda ohang. Answer the questions.	2	2	2		
9	Lesson 9 Yo'nalish predloglari. Dialogue.	2	2	2		
10	Lesson 10 Answer the questions and make up sentences.	2	2	2		
11	Lesson 11 Alifbo Ingliz unlilarining 4 bo'gin turida o'qilish qoidalari.	2	2		2	
12	Lesson 12 “To have” fe'lining hozirgi noaniq zamonda tuslanishi.	4	2	2		

	Text: "My family"					
13	Lesson 13 Egalik olmoshlari va ularning turlari. Dialogue.	2	2	2		
14	Lesson 14 Answer the questions and make up sentences. Revision	2	2	2		
15	Lesson 15 Mute "e"(o'qilmaydigan "e") Undosh harf birikmalarining o'qilish qoidalari.	2	2	2		
16	Lesson 16 Sifat darajalari. "as...as, not so...as" iboralarining qiyoslash maqsadida ishlatilishi.	4	2	2		2
17	Lesson 17 Text: "My native town" Answer the following questions	2	2		2	
18	Lesson 18 Dialogue.Make up sentences	2	2	2		
19	Lesson 19 Lesson Lesson Lesson Unli harf birikmalarining o'qilishi. There is/are; here it is...oborotlari.	2	2	2		2
20	Lesson 20 Repeat all theme. Revision.	2	2	2		2
21	Lesson 21 O'rin-joy predloglari. Text: "My flat"	2	2		2	
22	Lesson 22 Text: "The geographical position of Uzbekistan" Answer the following questions	2	2	2		
23	Lesson 23 Dialogue.Make up sentences .	2	2	2		2
24	Lesson 24 a harfining ss, sk, sp, th, ft harf birikmalaridan va o harfining m, n, th , harflaridan oldin o'qilishi. Otlarning ko'plik shakli.	4	2	2		2
25	Lesson 25 Otlarda egalik kelishigi. The Present Indefinite Tense. Text:"Independent Uzbekistan".	2	2	2		
26	Lesson 26 Umumiy so'roq gapda so'z tartibi va ohang. Text: "The history of Uzbekistan".	4	2		2	

27	Lesson 27 Dialogue. Answer the questions.	2	2	2		
28	Lesson 28 Make up sentences.	2	2	2		2
29	Lesson 29 Ayrim undoshlarning o'qilmaslik holatlari. "Can" modal fe'li.	2	2	2		
30	Lesson 30 "as" boglovchisining ishlatilishi. Text: "The activity of people in the market economy".	4	2	2		2
31	Lesson 31 Text: "The USA". Answer the questions.	2	2		2	
32	Lesson 32 Dialogue. Make up sentences.	2	2	2		
33	Lesson 33 "wa-", war-, wor-, harf birikmalarining o'qilishi Text: "Types of expenses in the market economy"	4	2	2		
34	Lesson 34 "Who (whom)" ishtirokidagi murakkab gaplar. Text: "Great Britain"	2	2		2	2
35	Lesson 35 Dialogue. Make up sentences.	2	2	2		
36	Lesson 36 "tt, ll, ss" harf birikmalarining o'qilishi. Text: "About business".	2	2	2		
37	Lesson 37 "It is easy (difficult,...)to" oboroti . Text: "The activity of business"	4	2		2	
38	Lesson 38 Dialogue. Make up sentences.	2	2	2		2
39	Lesson 39 "ew, aw, ow" harf birikmalarining o'qilishi "Than" so'zining qiyoslash maqsadida ishlatilishi.	2	2	2		
40	Lesson 40 Text: "Large-scale and small business" Revision	2	2	2		
1	PART II Lesson 1 a) "-war", "wa" harf birikmalarining o'qilishi. b) Ingliz tili	4	2		2	

	unlilarining urg'usiz bo'ginlar-da o'qilishi.Text: "My working day".					
2	Lesson 2 a) The Present Simple Tense. b) The political system of the USA.	2	2	2		2
3	Lesson 3 Good/well, bad/badly va ularning gapda ishlatilishi. Dialogue.	4	2	2		2
4	Lesson 4 -eer, ear, air harf birikmalarining o'qilishi.Text: "My biography".	2	2		2	
5	Lesson 5 The Past Simple Tense. Text: "My biography", va mavzuga doir mashqlar bajarish.	4	2	2		
6	Lesson 6 Regular and irregular verbs. Text: "Administrative structure of the USA"	2	2	2		2
7	Lesson 7 "to be" va "to have" fe'llarining o'tgan noaniq zamonda tuslanishi. Text: "Administrative structure of the USA"	4	2	2		
8	Lesson 8 Dialogue. Mavzuga doir mashqlar bajarish.	4	2	2		2
9	Lesson 9 "our" harf birikmasining o'qilishi. Participle I. Text: "My future profession"	2	2		2	2
10	Lesson 10 The Present Continuous Tense. (for present and future actions). "to be going to" iborasi. Text: "My future profession"	4	2	2		
11	Lesson 11 The Future Simple Tense. Text: "Seasons"	4	2	2		
12	Lesson 12 "to be" va "to have" fe'llarining kelasi noaniq zamonda tuslanishi. Mavzuga doir mashqlar bajarish. Dialogue.	4	2	2		
13	Lesson 13 "wor" harf birikmasining	4	2		2	2

	o'qilishi. The Past Continuous Tense. Text: "My day off".					
14	Lesson 14 Mavzuga oid mashqlar bajarish. Text: "My day off".	2	2	2		
15	Lesson 15 Answer the questions. Revision.	2	2	2		2
16	Lesson 16 Text: "The executive branch of the system of the Republic of Uzbekistan". Answer the following questions.	4	2		2	
17	Lesson 17 Text: "The executive branch of the system of the Republic of Uzbekistan". Mavzuga oid mashqlar bajarish. Dialogue.	4	2	2		2
18	Lesson 18 al+k, -all harf birikmalarining o'qilishi. Interrogative pronouns. Text: "Holidays"	4	2		2	
19	Lesson 19 Special question. Text: "Holidays" Mavzuga oid mashqlar bajarish.	4	2	2		
20	Lesson 20 Make up sentences. Revision	2	2	2		
21	Lesson 21 Text: "The Parliament of Britain" Mavzuga oid mashqlar bajarish. Dialogue.	4	2	2		2
22	Lesson 22 -ew harf birikmasining o'qilishi. Many/much, few/little, so/too many (much), plenty of/a lot of/a lot so'z va so'z birikmalarining ishlatilishi. Text: "Shopping".	4	2	2		
23	Lesson 23 Mavzuga oid mashqlar bajarish. Text: "Shopping".	4	2	2		
24	Lesson 24 Text: "Markets" Dialogue. Mavzuga oid mashqlar bajarish.	4	2		2	
25	Lesson 25 oa, oy, oi, oo harf birikmalarining o'qilishi. Text: "Oliy majlis" (Supreme Council)	4	2	2		2
26	Lesson 26 to have/to have got so'z va so'z birikmalarining ishlatilishi. Text: "Oliy majlis" (Supreme	4	2	2		

	Counsil) Mavzuga oid mashqlar bajarish.					
27	Lesson 27 Dialogue. Mavzuga oid mashqlar bajarish.	2	2	2		2
28	Lesson 28 –ey harf birikmasining o’qilishi. Participle II Mavzuga oid mashqlar bajarish.	2	2	2		
29	Lesson 29 Text: “Administrative subdivision of the republic of Uzbekistan” Mavzuga oid mashqlar bajarish.	4	2		2	
30	Lesson 30 Answer the following questions. Revision	2	2	2		
31	Lesson 31 The Present Perfect Tense. Text: “Administrative subdivision of the republic of Uzbekistan”.	4	2	2		
32	Lesson 32 Dialogue. Mavzuga oid mashqlar bajarish.	2	2	2		
33	Lesson 33 a+st, a+sk, a+ft, a+ss harf birikmalarining o’qilishi. “It is difficult (.....) to”, “My task (...) is to” konstruksiyalari. Mavzuga oid mashqlar bajarish.	4	2	2		
34	Lesson 34 Gerund. Text: “Mechanism of market”. Mavzuga oid mashqlar bajarish.	4	2		2	
35	Lesson 35 Make up sentences. Revision	2	2	2		
36	Lesson 36 Text: “Mechanism of market”. Dialogue. Mavzuga oid mashqlar bajarish.	4	2	2		
37	Lesson 37 –tion, -sion, -cien, -cian, cial harf birikmalarining o’qilishi. The use of the articles with geographical names. Text: “Succes in business”. Mavzuga oid mashqlar bajarish.	4	2		2	
38	Lesson 38 The Passive Voice. Text: “Succes in business”. Mavzuga oid mashqlar bajarish.	4	2	2		

39	Lesson 39 Clauses with who, that, which, where olmoshlari. Dialogue. Mavzuga oid mashqlar bajarish.	4	2	2		
40	Lesson 40 Answer the questions. Revision	2	2	2		
	JAMI	228	160	120	40	68

O'zbekiston aloqa va axborotlashtirish agentligi
Toshkent axborot texnologiyalari universiteti
Samarqand filiali „Tillar“ kafedrasida hamkorligida

«Ingliz tili»
fanidan ta'lim texnologiyalari

Samarqand-2014

Model of educational process №1

1	Time	2 hours
2	The structure of the lesson	Foreign languages in the life of an Educated Person.
3	The aim of the lesson	To show the great importance of the English language in the life of people all-over the world as the international language
4	Pedagogical functions	The achievement of up-bringing students' knowledge of practical English by means of comparison. The native language and English, correction of intonation, grammar mistakes, structural composition of sentences
5	Teaching methods	The form of report. Conversation: 1-teacher-student; 2-student-student. Group discussion. Personal opinion.
6	The forms of work	Group work. Pair work.
7	Educational device and literature	Newspapers, magazines, Internet.
8	Students' work	Oral work

The structure of the educational process I (1)

The division of the lesson According to the time	The Essence of activity	
	Teacher	Students
I. The beginning of the lesson. Introduction (10 minutes)	Making up the list of students. Introducing formulas. Teachers' Report on the theme: "Foreign languages in the life of an Educated person". Conversational work. Pair work. Discussion of the topic. Group work.	1. Why is English considered to be the international language? 2. How can you achieve the perfect knowledge of English? 3. What must you do to speak English fluently? 4. Where and when it is possible to speak English? 5. What do you want to be in the future? 6. Will your success depend on your knowledge of English?
II. The main part (60 minutes) a) Checking up home work (15 minutes) b) Explanation of a new grammar and lexical material (30 minutes)	What is the date today? What day of the week is today? What was your home task for today? Let's check up your home task. Will you answer some of my questions? What is your name?	Today is the 3 rd of September. Today is Thursday Our home task for today is to revise grammar rules and vocabulary of English Yes, we shall My name is ... I was born in Samarkand on the 10 th of May in 1992. I studied at college.

c) New grammar material fixation (15 minutes)	<p>Where and when were you born?</p> <p>Where did you study?</p> <p>Report on the theme: "Foreign languages in the life of an Educated person".</p>	<p>Students read and translate te words and sentences.</p> <p>I have got one question</p> <p>Everything is clear</p> <p>The students read the words after the teacher in chorus.</p> <p>The students give their own examples.</p>
III. Summing up (10 minutes)	<p>1. Today you've got some ideas about foreign languages, Yespecially English, is role in the life of the people in the world.</p> <p>2. The most active of you have got such marks: ...</p> <p>3. I think we have achieved the aim of the lesson, as your answers and reaction to my explanation were quite fast and right.</p> <p>4. Your home task for the next lesson is:</p> <p>a) revise grammar material;</p> <p>b) revise English vocabulary</p> <p>c) do exercise from lesson 1 and lesson 2.</p>	



Ilova 1

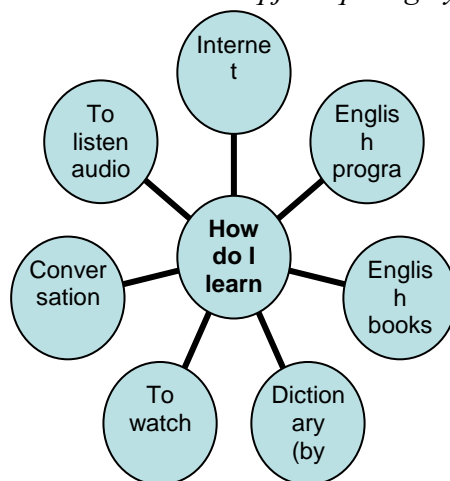


Ilova 2

KLASTER

(Klaster-tutam, bog'lam)-axborot xaritasini tuzish yo'li- barcha tuzilmaning mohiyatini markazlashtirish va aniqlash uchun qandaydir biror asosiy omil atrofida g'oyalarni yig'ish.

Bilimlarni faollashtirishni tezlashtiradi, fikrlash jarayoniga mavzu bo'yicha yangi o'zaro bog'lanishli tasavvurlarni erkin va ochiq jalb qilishga yordam beradi.



Кластерни тузиш қондаси

1. Ақлингизга нима келса, барчасини ёзинг. Ғоялари сифатини муҳокама қилманг фақат уларни ёзинг.
2. Хатни тўхтатадиган имло хатоларига ва бошқа омилларга эътибор берманг.
3. Ажратилган вақт тугагунча ёзишни тўхтатманг. Агарда ақлингизда ғоялар келиши бирдан тўхтаса, у ҳолда қачонки янги ғоялар келмагунча қоғозга расм чизиб турунг.

Нова 3

Questions:

1. Is it an easy thing to learn a foreign language?
2. Why do people learn foreign languages?
3. Do you know any foreign language?
4. Where do the native speakers of English live?
5. What can you say about English language?

Инглиз алфавитини о'қитувчидан кейин кейин такрорlash:

A [ei]; B [bi:]; C [si:]; D [di:]; E [I:]; F [ef]; G [dʒi:]; H [eit]; I [ai]; J [dʒei]; K [key]; L [el]; M [em]; N [en]; O [ou]; P [pi:]; Q [qju:]; R [a:]; S [es]; T [ti:]; U [ju:]; V [vi:]; W [dʌbl ju:]; X [eks]; Y [wai]; Z [zed]

Undosh harflrni takrorlash:

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

Unli harflarni takrorlsh:

Yumshoq unlilar: E, I, Y

Qattiq unlilar: A, O, U

Ilova 4

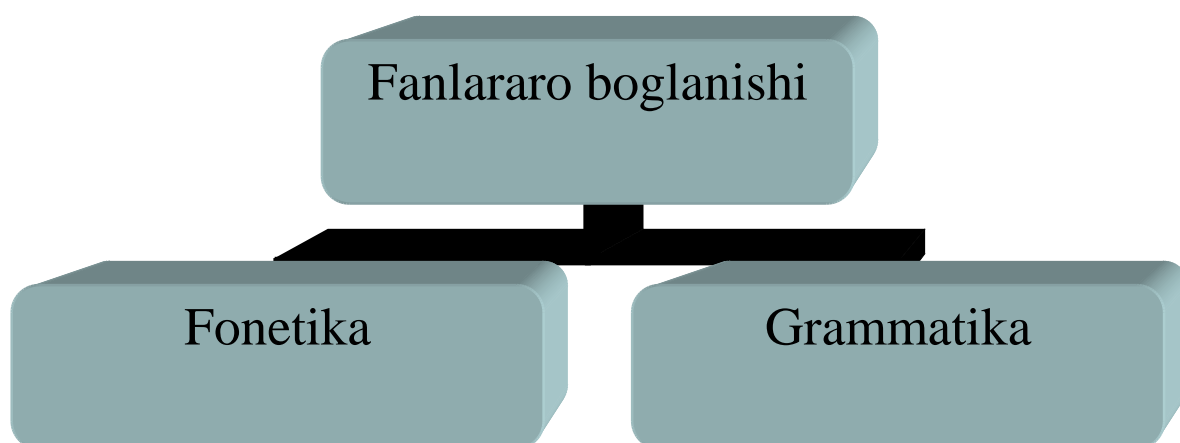
Baholash mezonlari

86%-100% 5 ball-a'lo

71%-85% 4 ball-yaxshi

55%-70% 3 ball-qoniqarli

Matnga doir talabani javobi va xulosasi	Guruh a'zosining faolligi	Umumiy ballar	Baho
2	2	4	5
1.5	1.5	3	4
1	1	2	3
0.5	0.5	1	2



Model of educational process № 2

1	Time	2 hours
2	The structure of the lesson	Sentences-orders. Verbe To be. The Noun. The Category of Number and Gender. The Pronoun. The Structure of the English sentence: subject, predicate, object, attribute, the adverbial modifier.
3	The aim of the lesson	To show grammar difference in building the English and Russian sentences.
4	Pedagogical functions	Correction of grammar mistakes in English. To develop abilities of practical usage of English.
5	Teaching methods	Explanation of grammar with the help of tables and schemes. Group discussion of the material. Individual work.

6	The forms of work	Group work. Individual work.
7	Educational device and literature	The practical course of English. Bonk. Part I. English grammar.
8	Students' work	Oral and written

The structure of the educational process I (2)

The division of the lesson According to the time	The Essence of activity	
	Teacher	Students
I. The beginning of the lesson. Introduction (10 minutes)	Sentences-orders. The Noun. The Category of Number and Gender. The Pronoun. The Structure of the English sentence: subject, predicate, object, attribute, the adverbial modifier.	
II. The main part (60 minutes) a) Checking up home work (15 minutes) b) Explanation of a new grammar and lexical material (30 minutes)	<p>What is the date today? What day of the week is today? What was your home task for today? Let's check up your home task. Will you answer some of my questions? What is your name? Where and when were you born? Where did you study? Our new theme is "Imperative sentences" Imperative sentences begin with the Infinitive of the notional verb without particle "to". For example: Stand up! Sit down! Put your book on the table! Read the text! You can put "please" at the end or at the beginning of the sentence and then you will have request: Please, read the text! Read the text, please! The negative form of the imperative sentence begins with Don't... For example: Don't read the text! Don't open the window!</p>	<p>Today is the 3rd of September. Today is Thursday Our home task for today is to revise grammar rules and vocabulary of English Yes, we shall My name is ... I was born in Samarkand on the 10th of May in 1992. I studied at college.</p> <p>Give examples of sentences orders:</p> <p>I have got one question Everything is clear What is the noun? How can we form the plural form?</p> <p>The students read the words after the teacher in chorus.</p>

<p>c) grammar material fixation (15 minutes)</p>	<p>Are there any questions? Is everything clear? Our another theme is “The Plural Form of the Noun”. It is formed by means of the ending –s. For example: A bag-bags An apple-apples There are some exclusions. You must remember them. A man-men A woman-women A child-children An ox-oxen A mouse-mice A louse-lice A foot-feet A tooth-teeth A goose-geese A deer-deer A sheep-sheep The nouns in English have only two cases: the common case, when the noun is used without any endings and the possessive case when the noun receives the ending. We’ll speak about it later. In the common case the noun can be used as the subject of the sentence and the object, the attribute and the adverbial modifier. The personal pronouns have two cases: nominative and objective. The personal pronouns in the nominative case are used in the function of the subject. The personal pronouns in the objective case are used in the function of the direct and indirect object. Attribute Subject Predicate attrib. object Adverbial Modifier <u>Noun</u> <u>Personal Pronoun</u> object.pron Most of the English nouns</p>	<p>The students give their own examples. How many cases have the English noun? In what functions can the noun be used in the English sentence? How many cases have the personal pronouns? In what functions are they used? What is the direct object? What is the indirect object? What is the position of the object in the English sentence?</p> <p>Give your own examples, please</p> <p>My, nice, well, friend, he, read, write, our, teacher, this, the second, four, often, children, stand, good. The students read these words according to columns. My sister and I study the English language at our University. The subject of the sentence is “sister” expressed by the personal pronoun. The attribute of the subject is “my” expressed by the possessive pronoun. The predicate of the sentence is “study” expressed by the verb “to study” in the Present Indefinite Tense. It’s a simple predicate. The object is “language” expressed by the noun and is attribute “English” expressed by the adjective. The adverbial modifier of place is “ at our University” with the attribute “our”</p>
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	<p>haven't the category of gender.</p> <p>Compare</p> <p>The nouns which answer the question "What"?</p> <p>Russian Uzbek</p> <p>English</p> <p>Kniga kitob</p> <p>a book</p> <p>Karandash</p> <p>qalam a</p> <p>pencil</p> <p>Okno</p> <p>deraza a</p> <p>window</p> <p>On, ona, ono u</p> <p>it</p> <p>The nouns which answer the question "Who"?</p> <p>Russian Uzbek</p> <p>English</p> <p>Jenshina ayol</p> <p>a woman (she)</p> <p>Mujchina erkak</p> <p>a man (he)</p> <p>The attribute</p> <p>answers the questions</p> <p>What kind of...? What</p> <p>colour? Which? Whose?</p> <p>and can be expressed by</p> <p>the adjective, possessive</p> <p>pronoun, demonstrative</p> <p>pronoun, noun, cardinal</p> <p>and ordinal numbers, and</p> <p>usually stands before the</p> <p>noun, for example:</p> <p>A good boy, my boy, this</p> <p>boy, a village boy, the first</p> <p>boy...</p> <p>Now I'll name a</p> <p>number of words and you</p> <p>will divide them into</p> <p>columns:</p> <p>Pronoun Noun Verb</p> <p>Adjective Adverb</p> <p>Now let's define the</p> <p>pars of the sentence: My</p> <p>sister and I study the</p> <p>English language at our</p> <p>University.</p>	
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<p>III. Summing up (10 minutes)</p>	<p>1. Today you've got some ideas about the parts of speech, such as: the noun, the pronoun, the verb, the adjective and their functions in the sentence as: the subject, the predicate, the object, the attribute and the adverbial modifier. You've learned how to build the English sentence, get information about cases, numbers and gender.</p> <p>2. The most active of you have got such marks: ...</p> <p>3. I think we have achieved the aim of the lesson, as your answers and reaction to my explanation were quite fast and right.</p> <p>4. Your home task for the next lesson is:</p> <p>a) revise grammar material;</p> <p>b) revise English vocabulary</p> <p>c) do exercise from lesson 1 and lesson</p>	
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THE NOUN

Singular nouns	Example	Plural nouns	Example
advice	He gave me some good advice .	scissors	These scissors are very sharp.
information	We have very little information on this subject.	trousers	Your trousers are too long.
progress	I am satisfied with your progress .	spectacles	Where are my spectacles?
knowledge	Knowledge is a power.	scales	
news	What is the news ?	tongs	These goods have arrived from England.
-ics		pants	
mathematics	Phonetics is a branch of linguistics.	glasses	The contents of the letter have not been changed.
physics		goods	His clothes were wet as he had been caught in the rain.
phonetics		contents	
money	This money belongs to him.	clothes	The proceeds of the sale goods have been transferred to Samarkand.
hair	Her hair is dark.	proceeds	
billiards	Billiards is an indoor game.	wages	
measles	Measles is sometimes serious.	riches	

THE NOUN













OT

Birlik son		Ko'plik son	
stul	 chair	chairs	 stullar
erkak	 man	men	 erkaklar
ayol	 woman	women	 ayollar
oyoq	 foot	feet	 oyoqlar
tish	 tooth	teeth	 tishlar
g'oz	 goose	geese	 g'ozlar
sichqon	 mouse	mice	 sichqonlar
bola	 child	children	 bolalar
ho'kiz	 ox	oxen	 ho'kizlar

Qoidadan istesnolar

THE NOUN

OT

Atoqli	Turdosh
Ismlar, familiyalar, hayvonlarning laqablari  John, Brown	Alohida buyumlar  books
Geografik nomlar  Paris	Jamlovcchi  team
Astronomik nomlar  The Earth	Har xil moddalar  water
Ko'cha, maydonlarning nomlari  The Registan Square	Mavhum tushunchalar  time
Kemalar, mehmonxonalarining nomlari  The Titanic	
Ro'znomalar va jurnal-larning nomlari  The Times	
Oylar va hafta kun-larining nomlari  September	
Millatlarning nomlari  English	

O'quv topshirig'i.

Quyidagi otlarni sanab bo'ladigan va sanab bo'lmaydigan otlarga ajrating:

A book, a library, power, coal, a brick, a stone, ground, wine, oil, a speech, a cigarette, salt, time, an ice cream, soup, conversation, work, advice, beer, sugar, coffee, money, salad, egg, flour, friend, a tomatoe, minute.

“To be” fe’lining hozirgi noaniq zamonda tuslanishi.

“To be” fe’li bor, bor bo’lmoq degan m’nolarni anglatdi.

To be fe’li hozirgi noaniq zamonda 3 shklga ega: I shaxs birlik uchun **am**, III shaxs birlik uchun **is**, qolgan hamma shaxslar uchun birlik va ko’plikda **are**.

B i r l i k:		
I	I am	I am a student
II	You are	You are student
III	He - is She - is It - is	He is a student She is student It is a table
K o’ p l i k		
I	We are	We are students
II	You are	You are students
III	They are	They are students

To be fe’lining hozirgi zamon so’roq shakli to be fe’lining tegishli shakli (am/is/are) ni egdn oldinga qo’yish orqali yasaladi.

B i r l i k:		
I	Am I?	Am I a student?
II	Are you?	Are you student?
III	Is he ? Is she ? Is it ?	Is he a student? Is she student? Is it a table?
K o’ p l i k		
I	Are we ?	Are we students?
II	Are you ?	Are you students?
III	Are they ?	Are they students?

To be fe'lining hozirgi zamondgi bo'lishsiz shakli "to be" fe'lining tegishli shkli (**am/is/are**) dan keyin not inkor yuklmsini qo'yish orqli yasaladi:

Birlik:		
I	I am not	I am not a student
II	You are not	You are not student
III	He – is not She – is not It – is not	He is not a student She is not student It is not a table
K o' p l i k		
I	We are not	We are not students
II	You are not	You are not students
III	They are not	They are not students
To be fe'liga iboralar		
To be ill To be well To be hungry To be wet through To be thirsty To be interested in To be glad To be happy To be married To be single To be busy To be free To be angry To be fond of To be late for To be in To be out To be away To be sorry To be on duty		Kasal bo'lmoq Sog (yaxshi) bo'lmoq Och qolmoq Ho'l bo'lmoq Chanqamoq Qiziqmoq (biror narsaga) Hursand bo'lmoq Baxtli bo'lmoq Uylanmoq (turmushga chiqmoq) Yolgiz (bo'ydoq, beva) bo'lmoq Band bo'lmoq Bo'sh bo'lmoq Jahli chiqmoq Qiziqmoq, yaxchi ko'rmoq Kechikmoq Ichkarida bo'lmoq Tshqarida bo'lmoq Tashqarida (vatanidan) bo'lmoq Kechirim so'ramoq Navbatchi bo'lmoq

Noaniq artikl

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

Noaniq artiklning a shakli undosh tovush bilan boshlangan, birlikdagi, sanaladigan otlar oldidan ishlatiladi: a book, a head, a table, a map, a bed, a face.

Noaniq artiklning an shakli unli tovush bilan boshlangan, birlikdagi, sanaladigan otlar oldidan ishlatiladi: an ear, an ox, an hour, an Institute, an eye.

Ilova 3

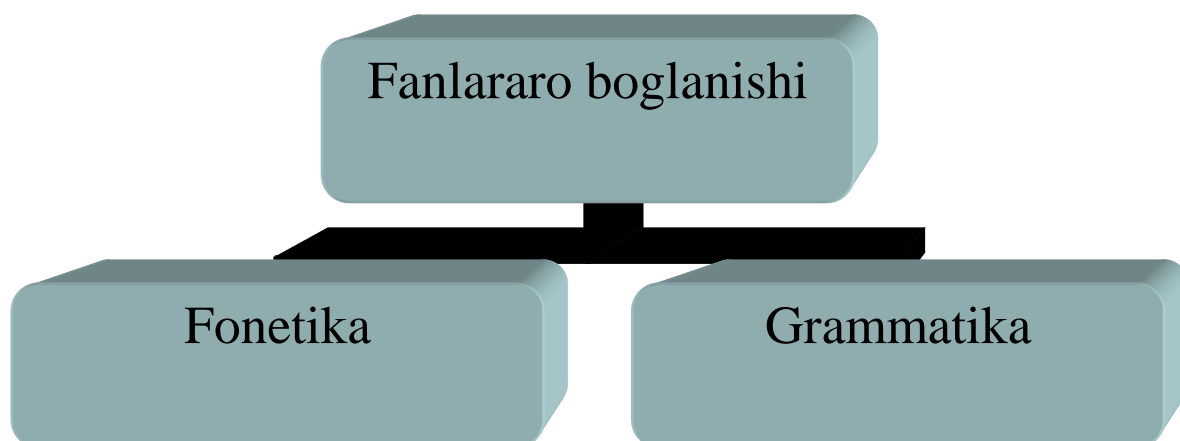
Baholash mezonlari

86%-100% 5 ball-a'lo

71%-85% 4 ball-yaxshi

55%-70% 3 ball-qoniqarli

Guruhlar	Mashqning to'g'ri bagarilganligi	Guruh a'zosining faolligi	Umumiy ballar	Baho
1	2	2	4	5
2	1.5	1.5	3	4
3	1	1	2	3
4	0.5	0.5	1	2



Model of educational process №3

1	Time	2 hours
2	The structure of the lesson	Personal pronouns. (Kishilik olmoshlri). Text "About myself". The pronoun "It". Demonstrative pronouns: this-these, that-those. The verb "to be" as a link-verb.
3	The aim of the lesson	To show grammar difference in building the English and Russian sentences.
4	Pedagogical functions	Correction of grammar mistakes in English. To develop abilities of practical usage of English.
5	Teaching methods	Explanation of grammar with the help of tables and schemes. Group discussion of the material. Individual work.
6	The forms of work	Group work. Individual work.
7	Educational device and literature	The practical course of English. Bonk. Part I. English grammar.
8	Students' work	Oral and written

The structure of the educational process I (3)

The division of the lesson According to the time	The Essence of activity	
	Teacher	Students
I. The beginning of the lesson. Introduction (10 minutes)	The pronoun "It". Demonstrative Pronouns: this-these, that-those. The verb "to be" as a link-verb.	1. What are the functions of "it" in the sentence? 2. Different usage of demonstrative pronouns in the sentence.
II. The main part (60 minutes) a) Checking up home work (15 minutes) b) Explanation of a new grammar and lexical material (30 minutes)	What is the date today? What is the day today? What was your home task for today? Let's check up your home task. First of all I want to ask you the vocabulary of Lesson 1 and Lesson 2. What's the English for...? Now, I want to ask you some questions on grammar. Which of you can tell me about the structure of the English sentences and give your own examples? Let's check up your written work. Open your exercise-books and be ready to read. Correct your mistakes, please. The pronoun "it" can be used as:	Today is the 10 th of September. Today is Thursday Our home task for today is to revise new words and do exercises in Lesson 1 and Lesson 2. The English for ... is ... The Russian for... is... The English sentence has the subject of the sentence that can be expressed by the noun of the personal pronoun, the predicate, the object, the attribute and the adverbial modifier. Students, read and correct mistakes. Give examples with "it" in it three functions.

<p>c) New grammar material fixation (15 minutes)</p>	<p>1. The subject of the sentence expressed by the demonstrative pronoun. Here it is equal to “this” and translated into Russian “eto” and into Uzbek “bu”. e.g. It is a book=This is a book= Eto kniga=Bu kitob</p> <p>2. The subject of the sentence expressed by the personal pronoun in the nominative case and translated “on, ona, ono “,” u”. e.g. It is red. U kizil</p> <p>3. The object of the sentence expressed by the personal pronoun in the objective case and translated as “ego, ee”, “uni, unga”. Take it. Uni ol. The demonstrative pronouns can be singular and plural. This, that- singular These, those-plural These pronouns can be used in three models: Model I This is+noun (sing.)-Eto, bu That is+noun (sing.)-To, u These are+noun (plural)-Eti, bular Those are+noun (plural)-Te, ular Mind article when the noun is singular. Model 2: This is +adj.+noun (sing.) That is +adj.+noun (sing.) These are +adj.+noun (plural) Those are +adj.+noun (plural) In these types of sentences demonstrative pronouns are used in the function of the subject and translated eto-to, bu-u.</p>	<p>The students make up sentences according to the model. This is a pen and that is a pencil. These are pens and those are pencils.</p> <p>This is a thin pencil and that is a thick pencil. These are thin pencils and those are thick pencils.</p> <p>This pencil is thin and that pencil is thick. These pencils are thin and those pencils are thick.</p> <p>Make up sentences on three models with demonstrative pronouns and define their functions in the sentence.</p>
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	<p>Model 3: This +noun (sing.)+is+adj. That +noun (sing) +is+adj. These +noun (pl.)+are+adj. Those+noun (pl.)+are+adj.</p> <p>In these types of sentences demonstrative pronouns are used in the function of the attribute and translation depends on the gender in Russian.</p> <p>e.g. this pencil- this pen- this window-</p> <p>The verb “to be” in these sentences acts as a link verb: is-sing. And are – plural. And forms a compound nominal predicate.</p> <p>e.g. This is a book. This book is English. Work on cards in pairs.</p>	
<p>III. Summing up (10 minutes)</p>	<p>1. Today you’ve got some information about the structure of sentences with demonstrative pronouns and have learned to define their functions.</p> <p>2. The most active of you have got excellent and good marks, others satisfactory marks.</p> <p>3. I think we have good results and your answers are satisfactory.</p> <p>4. Your home task for the next lesson is:</p> <p>a) revise the words of Lesson 3 and Lesson 4;</p> <p>b) learn the grammar of the lesson;</p> <p>c) do all exercises from lesson 3 and lesson 4.</p>	

Personal pronouns. (Kishilik olmoshlri).

Kishilik olmoshlri kelishik (The category of case), son (The category of number) va rod (The category of gender) kategoriyalariga egdir.

Kelishik kategoriyasi bosh (Nominative case) va ob'yektiv (Objective case) kelishiklarining o'zaro nisbati vositasida ifodalanadi:

Nominative case. (Bosh kelishik)

Birlik		Ko'plik
I	I - Men	We - Biz
II	You - Sen	You - Siz
III	He - U (erkaklar uchun) She - U (yollar uchun) It - U (narsa va hayvonlar uchun)	They - Ular

Ilova1

Fill in the blanks with the necessary demonstrative pronouns

1. ... is a desk, but ... are tables. 2. ... student is the best at his college. 3. ... students are from England. 4. Clean ... Window. 5. Read ... text and translate it. 6. ... words are very difficult for me. 7. ... book is not interesting. 8. Would you please bring me ... register.

Ilova 2

Translate the following sentences into English.

1. Mana bu kitob inglizcha , ana unisi esa o`zbekcha. 2. Bu talabalar amerikalik. 3. Menga ana u jurnalni bering. 4. Unga Milliy Bankka yo`lni ko`rsating. 5. Iltimos, ana u talabani chaqiring. 6. Iltimos derazani oching. 7. Mana bu matnni tarjima qiling.

Vocationl college - ksb hunar kolleji

Father - ota

Mother - ona

Brother - aka, uka

Sister - opa, singil

Aunt - xola, amma

Uncle - tog'a, amaki

Grandmother - buvi

Grandfather - bobo

Also - ham, shuningdek

Friend - o'rtoq, do'st

Be interested in - qiziqmoq

Be fond of - qiziqmoq

To go in for - shugullanmoq

Hobby - sevimli mashgulot

To watch - tomosha qilmoq, ko'rmoq

Football matches - futbol o'yinlari

On TV - televizorda

Italian food - italyancha ovqat

Enjoy - rohatlanmoq

Listen to - tinglamoq

Writers - yozuvchilar

To be proud of - g'ururlanmoq

Country - mamlakat

Love sevmog

Very much - juda

About myself

My name is Alisher. I am 16 years old. I am a student of the Vocational college. I am a first year student. I have a father, a mother, two brothers, a little sister, 3 aunts, 2 uncles, a grandmother and a grandfather. I also have many friends. I am interested in English, mathematics and many other subjects. I am also fond of sports. I go in for football. Because it is my hobby. I like to watch football

Ilova 3

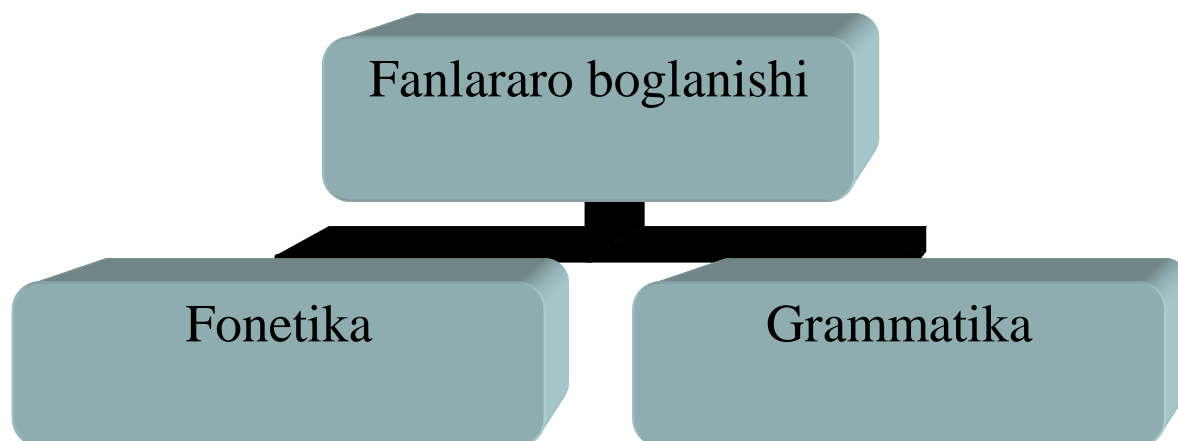
Baholash mezonlari

86%-100% 5 ball-a'lo

71%-85% 4 ball-yaxshi

55%-70% 3 ball-qoniqarli

Guruhlar	Mashqning to'g'ri bajarilganligi	Mavzuga doir mashqning to'g'ri bajarilganligi	Umumiy ballar	Baho
1	2	2	4	5
2	1.5	1.5	3	4
3	1	1	2	3
4	0.5	0.5	1	2



Model of educational process №4

1	Time	2 hours
2	The structure of the lesson	Word order (Darak gapd so'z tartibi). Darak gap ohangi. Greetings. Information about absent students. Interrogative sentences: General and Alternative questions. The functions of Cardinal Numerals. Prepositions of place and direction.
3	The aim of the lesson	To show grammar difference in building the English and Russian sentences.
4	Pedagogical functions	Correction of grammar mistakes in English. To develop abilities of practical usage of English.
5	Teaching methods	Explanation of grammar with the help of tables and schemes. Group discussion of the material. Individual work.
6	The forms of work	Group work. Individual work.
7	Educational device and literature	The practical course of English. Bonk. Part I. English grammar.
8	Students' work	Oral and written

The structure of the educational process I (4)

The division of the lesson According to the time	The Essence of activity	
	Teacher	Students
I. The beginning of the lesson. Introduction (10 minutes)	Word order (Darak gapd so'z tartibi). Darak gap ohangi. Greetings. Information about absent students. Interrogative sentences: General and Alternative questions. The functions of cardinal Numerals. Prepositions of place and direction.	
II. The main part (60 minutes) a) Checking up home work (15 minutes) b) Explanation of a new grammar and lexical material (30 minutes)	<p>What was your home task for today? Let's begin with the vocabulary of lesson 3 and 4. Translate some short sentences using the new words.</p> <ol style="list-style-type: none"> Dayte mne tu tonkuyu ruchku. Vozmite eti tolstie tetradi. Eta kvartira chistaya. Eto chistaya kvartira. Eto bolshie chernie sumki. Eti spichki ploshchie. <p>Now, let's check up your written home exercises.</p> <p>Our new grammar theme is "Interrogative sentences". The question which is put to the whole sentence is called the general question. It is formed with the help of the auxiliary verb or link verb before the subject of the sentence. It is pronounced with the rising intonation.</p>	<p>Our home task for today was to revise the words from the Lesson 3 and 4, learn grammar rules and do exercises 6,7 p. 34, 6,7,9 p. 39-40.</p> <ol style="list-style-type: none"> Give me that thin pen. Take these thick exercise-books. This flat is clean. This is a clean flat. These are big black bags. These matchboxes are bad. <p>The students read exercises and correct mistakes.</p>

<p>c)New grammar material fixation minutes)</p>	<p>e.g. It is a nice flat. Is it a nice flat? The answer is short: Yes, it is or No, it is not. These are good books Are these good books? Yes, they are. No, they aren't.</p> <p>The alternative question consist of two general questions connected with "or". The first part is pronounced with a rising intonation and the second part with a falling intonation. e.g. Is this a short pencil or is it long? You must give full answer It's a short pencil. It's a long pencil. Is this pencil short or is it long? It's short. It's long.</p> <p>Cardinal Numerals are used in the sentence in two functions. If they stand before the noun they answer the question "how many?" e.g. ten pagYes, seven flas. If they stand after the noun they answer the question "which number?" e.g. page 10, flat 7. In this case there is no any article before the noun. There are some prepositions of place: in, on, at, under. Look at the blackboard!</p> <p>on</p> <p>ere?</p> <div data-bbox="483 1361 686 1438" style="border: 1px solid black; padding: 2px; display: inline-block;">in</div> <p>under at</p> <p>The pen is on the table. The pencil is in the bag. The pencil is under the exercise book. I am at the table. There are some prepositions of direction. Where? Look at the blackboard! Go to Come to Into- In Out of- From to- From lexical point of view. Mind some exspression with the verbs "to put", "to take", "to give". They are:</p>	<p>Is it clear? Now give your own examples. Work in pairs; ask each other questions and give answers.</p> <p>Please, answer my questions. Mind new grammar. How many rooms are there in your flat? Which is the number of your flat? Which is the number of your house? How many housYes are there in your street?</p> <p>Now, describe the position of things on your table.</p> <p>Look at me and answer some question! What am I doing? Where am I going? Come here! (to one of the students) Who is coming to me? Now direct your friend to some place! Let's make up sentences with these expression. I am putting the book on the table.</p>
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	<p>To put smth. on ... To take smth. off... To put smth. into (in)... To take smth. out of... To give smth. to... To take smth. from.... Let's do some oral exercise in lesson 5, 6, 7. Lesson 5, exercise VI-answer the questions. Exercise VII-make sentences interrogative, Lesson 6, ex. VII. Answer the questions, exercise VIII-Make alternative question. Lesson 7. Ex. X. – answer the questions.</p>	<p>Take the book off the table! Give your book to your friend! Take the chalk out of the box! Put your things into your bag! Take the pen from your friend!</p> <p>Students answer the questions in pairs. Students read in turn. Students work in pairs. Students work in turn.</p>
<p>III. Summing up (10 minutes)</p>	<p>I am quite satisfied with you today. Your reaction to my questions and tasks was quite rapid and you were rather active. Your marks for today are:...</p> <p>Your home task for the next lesson is:</p> <p>a) to revise vocabulary from lessons 5,6,7 b) to read and translate the texts. c) To learn grammar rules and lexical expression with the verbs “to go”, “to come”, “to put”, “to take”, “to give”. d) Do some exercises in written form: lesson 5, exercises 9,10, lesson 6, exercises 5,6,9, lesson 7, exercises 7,8,9,11,12.</p>	<p>The lesson is over. Good be!</p>

Word order (Darak gapda soʻz tartibi)

Ingliz tilidagi darak gaplarda soʻz tartibi qatʼiyydir. Tartib quyidagicha:

Ega – kesim – toʻldiruvchi – aniqllovchi – hol.

Hol gap boshi va oxirida ham kelishi mumkin.

I have English lessons every day.

Oʻzbek tilidagi darak gaplarda soʻz tartibi qatʼiy emas.

Darak gap ohangi

Darak gapda ohang pasayuvchi boʻladi.

He is busy on week days.

Ilova 1

1. Where is the book? – It is ... the table. 2. Where is the tea? – It is ... the cup. 3. Put the plate ... the table. 4. Put the book ... the bag. 5. There is a beautiful picture ... the wall. 6. He went ... the room. 7. I like to sit ... the sofa ... my room. 8. Mother is cooking dinner ... the kitchen. 9. She went ... the room and sat down ... the sofa. 10. There are many people ... the park today. 11. There is the girl standing ... the bridge. 12. There is no tea ... my cup.

Belgilangan soʻzlarga savollar qoʻying

1. He discusses a lot of questions at the office. 2. Our English lessons usually last two hours. 3. These students usually get home at five in the afternoon. 4. His sisters work at a new factory. 5. I am going to stay at the factory after work today. 6. You live a long way from the office. 7. They are discussing this question now.

DIALOGUE

Jane: Hello Tom! How are you?

Tom: Hi! Fine!

Jane: Nice to meet you!

Tom: How are you?

Jane: everything is OK! And what about you?

Tom: Quite well! Thank you!

Jane Glad to hear that.

Exercise: 1

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

Exercise: 2

1. Men kasb-hunar kolleji talabasiman. 2. U sportga qiziqadi. 3. Men sport bilan shugullanaman. 4. Biz ingliz yozuvchilarining kitoblarini o'qishni yaxshi ko'ramiz. 5. Ular hozir bo'sh, lekin men bo'sh emasman. 6. Men televizor ko'rishdan rohatlanaman. 7. Siz ingliz tiliga qiziqasizmi?

Ilova 3

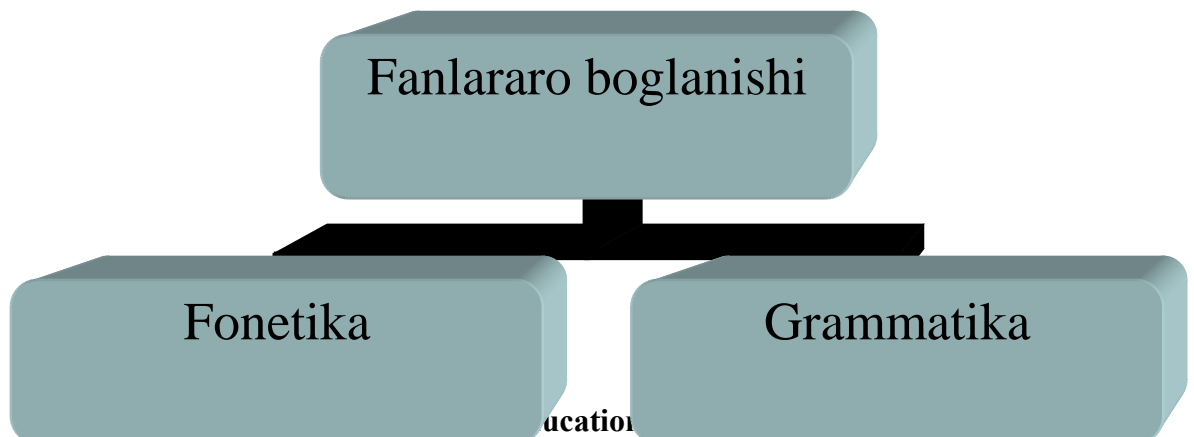
Baholash mezonlari

86%-100% 5 ball-a'lo

71%-85% 4 ball-yaxshi

55%-70% 3 ball-qoniqarli

Guruhlar	Mashqning to'g'ri bajarilganligi	Mavzuga doir mashqning to'g'ri bajarilganligi	Umumiy ballar	Baho
1	2	2	4	5
2	1.5	1.5	3	4
3	1	1	2	3
4	0.5	0.5	1	2



1	Time	2 hours
2	The structure of the lesson	Greetings. Information of the student on duty. Teacher's information: Participle I. The Present Continuous tense. Possessive pronouns.
3	The aim of the lesson	To show grammar difference in building the English and Russian sentences.
4	Pedagogical functions	Correction of grammar mistakes in English. To develop abilities of practical usage of English.
5	Teaching methods	Explanation of grammar with the help of tables and schemes. Group discussion of the material. Individual work.
6	The forms of work	Group work. Individual work.
7	Educational device and literature	The practical course of English. Bonk. Part I. English grammar.
8	Students' work	Oral and written

The structure of the educational process I (5)

The division of the lesson According to the time	The Essence of activity	
	Teacher	Students
I. The beginning of the lesson. Introduction (10 minutes)	Greetings. Information of the student on duty. Teacher's information: Participle I. The Present Continuous tense. Possessive pronouns.	
II. The main part (60 minutes) a) Checking up home work (15 minutes) b) Explanation of a new grammar and lexical material (30 minutes)	<p>What is your home task for today?</p> <p>OK. Now let's check up your homework. One of the students will go to the blackboard and the rest of you will ask him the new words and expression from lessons 5,6,7. Work in turn. (4 students go to the blackboard and answer the friends' questions.)</p> <p>Now let's work in pairs. Ask each other general and alternative questions about the things you see around.</p> <p>Now, open your exercise-books and let's check up your written homework.</p> <p>To take smth. from....</p> <p>Let's do some oral exercise in lesson 5, 6, 7.</p> <p>Lesson 5, exercise VI-answer the questions. Lesson 6, ex. VII. Make alternative question. Ex.</p>	<p>Our home task for today is to revise new words from the Lesson 5,6,7., to read and translate texts, to learn grammar rules and do exercises 9,10 from lesson 6 and 7,8,9,11,12 from lesson 7.</p> <p>The students read exercises and correct mistakes.</p>

<p>c) New grammar material fixation (15 minutes)</p>	<p>VIII.</p> <p>Participle I is the fourth form of the verb, which is used in three functions: attribute, adverbial modifier and part of predicate. Today we shall discuss Participle I as a part of predicate in the Present Continuous Tense. Look at the blackboard! (The teacher makes a scheme on the blackboard). To be (am, is, are)+Participle I (Verb+ing) e.g. I am writing a word on the blackboard.</p> <p>The Present Continuous Tense describes the action which is going on at the Present moment or is expected to begin in the near future. e.g. The students are writing a dictation now. (at this moment) Pete is going to Tashkent tomorrow. (in the near future)</p> <p>The negative form is formed by means of particle “not” after am, is, are. e.g. Nick is not sleeping now.</p> <p>Interrogative form is used with the help of the auxiliary verb “am, is, are” before the subject of the sentence. He is still working-Is he still working? They are playing football now-Are they playing football now? Is it clear? Now give your own examples on the Present Continuous Tense. Now ask each other questions in Present Continuous Tense.</p> <p>The Present Continuous Tense can be often used after sentences-orders. e.g. Read the text! I am reading the text. Write the Test, please! We are writing the Test. Now, attention, please!</p> <p>The Present Continuous Tense is not used with the verbs of sense perception, mental activity and</p>	<p>The students make up sentences with Present Continuous.</p> <p>What are you doing now? I am sitting at the table. Who is standing at the blackboard? The teacher etc.</p> <p>The students pronounce these verbs in chorus after the teacher and write down them in the exercise-books to remember.</p> <p>The students write them down.</p> <p>The students do Ex.7 on Present Continuous. Sentence order- Present Continuous</p>
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	<p>some others: to see, to hear, to smell, to sound, to know, to understand, to remember, to forget, to memorize, to love, to like, to want, to wish, to need, to be.</p> <p>Our last topic for discussion is possessive pronouns, which answer the question “whose” and are used with nouns.</p> <p>e.g. The teacher shows the table of pronouns.</p> <p>Let’s do some exercises in oral form. Open your text-books on page 64 and read ex. VII.</p> <p>Now we shall do Ex.8 and 9 in pairs. Answer the questions in Ex.X, please.</p>	
III. Summing up (10 minutes)	<p>Today we have learned the first tense form-Present Continuous and have got some information about its usage. You worked very active and your reaction to my questions was quite right. I think we have achieved some progress in your knowledge of English today and I am quite satisfied with you. The most active were Your marks are excellent. ...got good marks. ...get satisfactory marks. Now write down your homework:</p> <p>a) learn the new grammar rulee;</p> <p>b) revise the new words from Lesson 8,9</p> <p>c) do exercises 5,6 p. 64 in oral form Ex. 15 p.66 in written form.</p> <p>4. Your home task for the next lesson is:</p> <p>a) revise the words of Lesson 3 and Lesson 4;</p> <p>b) learn the grammar of the lesson;</p> <p>c) do all exercises from lesson 3 and lesson 4.</p>	

1.1 Complete the sentences with the following verbs in the correct form:

get happen look lose make start stay try work

- 'You are working hard today.' 'Yes, I have a lot to do.'
- I am waiting for Christine. Do you know where she is?
- It is getting dark. Shall I turn on the light?
- They don't have anywhere to live at the moment. They are staying with friends until they find somewhere.
- Things are not so good at work. The company is losing money.
- Have you got an umbrella? It is raining to rain.
- You are doing a lot of noise. Can you be quieter? I am trying to concentrate.
- Why are all these people here? What are they doing?

1.2 Put the verb into the correct form. Sometimes you need the negative (I'm not doing etc.).

- Please don't make so much noise. I am trying (try) to work.
- Let's go out now. It isn't raining (rain) any more.
- You can turn off the radio. I am listening (listen) to it.
- Kate phoned me last night. She's on holiday in France. She is having (have) a great time and doesn't want to come back.
- I want to lose weight, so this week I am eating (eat) lunch.
- Andrew has just started evening classes. He is learning (learn) German.
- Paul and Sally have had an argument. They aren't talking (speak) to each other.
- I am getting (get) tired. I need a rest.
- Tim isn't working (work) this week. He's on holiday.

CONTINUOUS TENSES			
Present Continuous			
	Zamon shakli	Chizmati izoh	Qo'llanilishi
I	am writing	<p>Past Now Future</p> <p>now at the moment</p>	<p>Aniq muddatda, vaqtning bir qismida bo'layotgan ish harakati</p> <p>I am reading a newspaper now.</p> <p>Shu daqiqada bo'layotgan o'zgarishlar</p> <p>The population of the world is rising very fast.</p> <p>Rejalashtirilgan ish-harakati.</p> <p>-What are you doing next Tuesday?</p> <p>-I am having a party.</p>
We You They	are working		
He She It	is doing		

PRESENT CONTINUOUS & PRESENT SIMPLE

Qo'llanilishi	Present Continuous	Present Simple
Shu daqiqada bo'layotgan ish harakati	I am working now	—
Takrorlanadigan ish-harakati	—	The sun rises in the east.
Vaqtinchalik holat	What language are they speaking?	—
Buyumlarning doimiy holati	—	My parents live in London. They have lived there all their lives.
Fe'llar: to like, to want, to hate, to need, to prefer, to realise, to know, to mean, to suppose, to seem, to believe, to contain, to depend, to hear, to see, to taste, to smell, to be, to remember, to think, to understand, to hope, to love, to find To have fe'li "ega bo'lmoq" ma'nosida kelsa To be fe'li Fe'llar: to look, to feel	I can not understand why he's being so lazy He isn't usually like that. (Fe'llar cheksiz ishlatiladi)	Mum, I am hungry. I want something to eat. We're enjoying our holiday. We have a nice room in the hotel. He is very lazy.

Ilova 2

Ilova 3

Baholash mezonlari

86%-100% 5 ball-a'lo

71%-85% 4 ball-yaxshi

55%-70% 3 ball-qoniqarli

Guruhlar	Mashqning to'g'ri bagarilganligi	Umumiy ballar	Baho
1	2	4	5
2	1.5	3	4
3	1	2	3
4	0.5	1	2

Model of educational process №6

1	Time	2 hours
2	Th structure of the lesson	Uyga berilgan vazifani tekshirish. Yangi mavzu: Barcha kirish qismlaridagi gramatik mavzular buyicha takrorlash. Uy ishi: Yangi so'zlarni yodlash, Ex: 4- 5- 5.
3	The aim of the lesson	Mashg'ulot davomida buyruq gaplar, otning ko'plik shakli to'ldiruvchi va aniqlovchi invinitiv haqida, to be fe'lining III shaxs birlik shakli, gap haqida umumiy ma'lumot, so'roq gaplarning turlari, kishilik olmoshlari to be fe'lining hozirgi zamonda tuslanishi, suxbatlar uyushtirish. Alifbo, aniq artikl. Undosh harflarning o'qilish qoidalari.
4	Pedagogical functions	Talabalar bilim-ko'nikmalarini rivojlantirish, kundalik hayotda, muayyan vaziyatlarda iboralarni qo'llay olishga o'rgatish
5	Teaching methods	Muloqot, savol-javob, aqliy hujum
6	The forms of work	guruhlararo, juft ishlash, jamoaviy, individual
7	Educational device and literature	Uslubiy ishlanma "English in topics" darsligi, «Ingliz tili darsligi» (muallif: N.A.Bonk) I- qism, o'quv qurollari, jadval,
8	Students' work	Og'zaki so'rov, Muloqot

The structure of the educational process I (6)

The division of the lesson According to the time	The Essence of the lesson	
	Teacher	Students
I. The beginning of the lesson. Introduction (10 minutes)	Mashg'ulot mavzusi: Alifbo, aniq artikl. Barcha kirish qismlaridagi gramatik mavzular buyicha takrorlash. Mashg'ulot maqsadi: Mashg'ulot davomida barcha gramatik mavzular bo'yicha misollar	1. What is noun? 2. How we can form the plural form? 3. What is an object? 4. What is an attribute? 5. How many easYes are there in the noun? 6. How many easYes are there in the prone?

	bilan takrorlash.	
<p>II. The main part (60 minutes)</p> <p>a) Checking up home work (15 minutes)</p> <p>b) Explanation of a new grammar and lexical material (30 minutes)</p> <p>c) New grammar material fixation (15 minutes)</p>	<p>What is the date today?</p> <p>What is the day today?</p> <p>What was your home task for today?</p> <p>Let's check up your home task.</p> <p>Our new theme is to repeat all the grammatical materials from the introductory part.</p>	<p>Today is the 10th of September</p> <p>Today is Friday</p> <p>Our home task for today was to repeat new words, to learn by heart all the grammar from the introductory part.</p>
<p>III. Summing up (15 minutes)</p>	<p>Xulosa qilib aytganda, kirish qismiining xamma grammatik materiallari toliblar uchun juda kerak, ammo ona tilidan farkli ularok ba'zan kelishiklarda kuzatiladi.</p> <p>2. Uyga vazifadagi mashqlar va yangi mavzuni mustahkamlashda faol ishtirok etgan talabalar ... baxolandi.</p> <p>3. Mashg'ulot ko'zlangan maqsadga erishdik deb o'ylayman. Aynan shu natijalarni saqlab qolish uchun mavzuni uyda takrorlaymiz. Uyga vazifa: Yangi so'zlarni yodlash, Ex: 4- 5</p>	

Undosh harflarning o'qilish qoidalari.

N – harfi [n] tovushini beradi; nature, neighbour, next

P – harfi [p] tovushini beradi; past, pavement, payment

Q – harfi [kw] tovushini beradi; question, quality, quantity

R – harfi [r] tovushini beradi. So'z oxirida kelsa o'qilmaydi; rubber, radiation, radio.

S – harfi ikki unli o'rtasida [z] tovushini, qolgan holatlarda [s] tovushini beradi; saw, sawdust, please, seise.

T – harfi [t] tovushini beradi; train, town clerk, trade, traffic.

V – harfi [v] tovushini beradi; volt, vault, vehicle

W – harfi [w] tovushini beradi; wall, window

X – harfi [gz] va [ks] tovushlarini beradi; X-engine, X-bit, examination

Z – harfi [z] tovushini beradi; zero, zebra

Aniq artikl (Definite article)

Aniq artikl (the), this, that, ko'rsatish olmoshidan kelib chiqqan bo'lib, o'sha, o'shalar, ushbu, mazkur kabi ma'nolarni ifodalaydi.

Aniq artikl "the" grafik jihatdan bir xil, fonetik jihatdan ikki xil ko'rinishga ega.

Aniq artikl undosh harf bilan boshlanadigan otlar oldidan [ðə], unli harf bilan boshlanadigan otlar oldidan [ði] deb o'qiladi.

The → textbook, book, day, pen, text.

The → inkpot, apple, Institute, armchair, ox

Aniq artikl asosan quyidagi holatlarda ishlatiladi:

1. Biror predmet haqida avval gapirilgan bo'lsa yoki gap tinglovchiga tanish predmet yoki shaxs haqida borsa: Give me the book, please.
2. Ot yagona, tanho predmetni ifodalab kelsa: the moon, the sky, the sun, the earth, the world.
3. Har xil tashkilot, ayrim davlat, agentlik, klub, nashriyot, mehmonxona nomlarini otlar oldida: the times, the republic of Uzbekistan, the Longman.
4. Okean, dengiz, daryo, tog', tog' tizmlari, orol, yarim orollar nomlari oldidan; the Pacific Ocean, the Volga, the Urals, the Black Sea, the Rocky mountains.
5. Gap ma'lum bir millatning tili haqida borganda: the English language, the Uzbek language.
6. Ikki yoki undan ortiq so'zdan iborat davlat nomlari oldidan: the USA, the republic of Uzbekistan. **Eslatma: Great Britain bundan mustasno.**
7. Tartib sonlar oldidan: the first of September, the fifth of May.
8. Sifatning ortirma darajasi oldidan; the best, the most beautiful.
9. Urush nomlari oldidan, Jahon urushlari bundan mustasno; the Cold War, the Crimean War.

10. Quyidagi so'zlar oldidan;

The same – They study at the same university.

The following – Learn the following words.

The last – He was the last who came into the room.

The next – We are waiting for the next bus.

The very – She is the very girl who we need.

The only – He is the only student in the classroom

The previous – The previous lesson was on Friday.

Aniq artikl quyidagi hollarda ishlatilmaydi:

1. Sanalmaydigan otlar oldidan: water, air, milk, fire
2. Oy nomlari oldidan; September, October, November.
3. Atoqli otlar oldidan; Rex, Tom, Smoth.
4. Birlikdagi ko'l nomlari oldidan: Lake Geneva, Lake Baykal.
5. Vulqon nomlari oldidan: Mount Wisuvius.
6. Sayyora va yulduz nomlari oldidan: Mars, Yupiter, Venus, Orion.
7. Bayram nomlari oldidan: Christmas, Thanksgivingday.
8. Quyidagi so'zlardan oldin: breakfast, lunch, dinner, home, school, college, church.
9. Atoqli otlar bilan boshlangan maktab kollej, universitet nomlari oldidan: Coper's Art School, Stetson University.
10. Bir so'zdan iborat bo'lgan davlat nomlari oldidan: China, France, Uzbekistan.
11. Dunyo qit'alari oldidan: Europe, Africa, South America, Australia.
12. Shtatlarning nomlari oldidan: florida, Ohio, California.
13. Sport turlari oldidan: baseball, basketball, football.
14. Abstrakt otlar oldidan: freedom, happiness, love.
15. Quyidagi iboralar oldidan: **last (next)** – week, year, time, night, winter, summer, spring, autumn.
16. Fanlar nomi oldidan: physics, chemistry, mathematics.

Ilova 3

Baholash mezonlari

86%-100% 5 ball-a'lo

71%-85% 4 ball-yaxshi

55%-70% 3 ball-qoniqarli

Guruhlar	Mashqning to'g'ri bagarilganligi	Guruh a'zosining faolligi	Umumiy ballar	Baho
1	2	2	4	5
2	1.5	1.5	3	4
3	1	1	2	3
4	0.5	0.5	1	2

Model of educational process №7

1	Time	2 hours
2	The structure of the lesson	Uyga berilgan vazifani tekshirish. Yangi mavzu: Ko'rsatish olmoshlari, fe'lining noaniq shakli, text: "My friend", "The Present Indefinite Tense" Uy ishi: Yangi so'zlarni yodlash, Ex: 5- 5.
3	The aim of the lesson	Mashg'ulot davomida hozirgi noaniq zamonning bulishli shakli Mustaqil fe'ning (to – yuklamasisiz) yasaladiganligi haqida ma'lumot be'rish, ularning gapdagi urni va vazifasini misollar yordamida tushuntirish.
4	Pedagogical functions	Talabalar bilim-ko'nikmalarini rivojlantirish, kundalik hayotda, muayyan vaziyatlarda iboralarni qo'llay olishga o'rgatish
5	Methods of teaching	Muloqot, savol-javob, aqliy hujum
6	The forms of work	guruhlararo, juft ishlash, jamoaviy, individual
7	Educational device and literature	Uslubiy ishlanma "English in topics" darsligi, «Ingliz tili darsligi» (muallif: N.A.Bonk) I-qism, o'quv qurollari, jadval,
8	Students' work	Og'zaki so'rov, Muloqot

The structure of the educational process I (7)

Division of the lesson according to the time	The Essence of the lesson	
	Teacher	Students
I. The	Mashg'ulot mavzusi:	1. What groups of tenses do you know?

<p>beginning of the lesson. Introduction (10 minutes)</p>	<p>Ko'rsatish olmoshlari, fe'lining noaniq shakli, text: "My friend", «Present Indefinite Tense of the verb» (fe'lining noaniq zamonlari) ingliz tilida fe'l zamonlarining 4 gruppasi: noaniq, davomli, tugallangan va tugallanmagan davomli zamonlari bor. Bu gruppaning xar birida 3 ta dvn: hozirgi (Present), o'tgan (Past) va kelasi (Future) zamonlarining borligi. Present Indefinite Tense (hozirgi noaniq zamon) hozirgi noaniq zamonning bulishli shakli Mustaqil fe'lining uzagidan (to – yuklamasisiz) yasaladiganligi va fe'l uzagiga –s yoki –Yes kushilishi haqida gap ketadi. Mashg'ulot maqsadi: Mashg'ulot davomida Mashg'ulot mavzusi haqida tulik ma'lumot be'rish, ularning gapdagi urni va vazifasini misollar yordamida tushuntirish.</p>	<p>2. What Indefinite Tenses do you know? 3. What do you know about "The Present Indefinite Tense"? 4. What is the conjugation of the Present Indefinite Tense? 5. Give the affirmative, negative and interrogative forms of the Present Indefinite Tense?</p>
<p>II. The main part (60 minutes) a) Checking up home work (15 minutes) b) Explanation of a new grammar and lexical material (30 minutes) c) New grammar material fixation (15 minutes)</p>	<p>What is the date today? What is the day today? What was your home task for today? Let's check up your home task. Our new theme is «Present Indefinite Tense of the verb». "About my self".</p>	<p>Today is the 10th of September Today is Friday Our home task for today was to repeat new words, to read the text and to be ready for dictation.</p>

<p>III. Summing up (15 minutes)</p>	<p>1. Xulosa qilib aytganda, «The Present Indefinite Tense of the verb» asosan The Present Indefinite Tense ni ona tilimizning hozirgi kelasi zamon formasiga uxshashligini talabalarga tushuntirish kerak.</p> <p>2. Uyga vazifadagi mashqlar va yangi mavzuni mustahkamlashda faol ishtirok etgan talabalar ... baxolandi.</p> <p>3. Mashg`ulot ko`zlangan maqsadga erishdik deb o`ylayman. Aynan shu natijalarni saqlab qolish uchun mavzuni uyda takrorlaymiz.</p> <p>Uyga vazifa: Yangi so`zlarni yodlash, Ex: 5- 5.</p>	
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Ilova 1

***“Yumaloq stol” atrofida muhokamani o`tkazish
qo`llanmasi***

1. “Yumaloq stol atrofida” muhokamani o`tkazish qo`llanmasi
2. Suhbatdoshing fikrini e`tiborini bo`lmasdan eshit
3. Suhbatdoshing fikriga qo`shilsang, unda o`z fikrini bayon qilish uchun ruxsat so`ra
4. Agar suhbatdoshing fikriga qo`shilsang, ko`rilayotgan savolga qo`shimcha va to`ldirish uchun undan fikr so`ra

Ilova2

“Yumaloq stol atrofida” muhokama qilish uchun savollar

1. What groups of tenses do you know?
2. What Indefinite Tenses do you know?
3. What do you know about “The Present Indefinite Tense”?
4. What is the conjugation of the Present Indefinite Tense?
5. Give the affirmative, negative and interrogative forms of the Present Indefinite Tense?

Ko'rastish olmoshlari (Demonstrative pronouns)

This – ko'rsatish olmoshi so'zlivchiga yaqin turgan, **that** - ko'rsatish olmoshi esa so'zlovchiga uzoqda turgan birlikdagi narsa, yoki shaxslarni ifodalashda ishlatiladi.

This – mana bu

That – ana u

This is a pencil and **that** is a pen. – Mana bu qalam, ana u esa ruchka.

This ko'rsatish olmoshning ko'plik shakli **these**,

That ko'rsatish olmoshining ko'plik shakli **those** dir.

These are students – Mana bular studentlar.

Those are teachers – Ana ular o'qituvchilar.

Fe'lning noaniq shakli (Infinitive)

Ingliz tilida fe'lning noaniq shakli “**to**” yuklamasi bilan ifodalanadi.

O'zbek tilida esa “- **moq**” qo'shimchasi orqali ifodalanadi.

Bo'lmoq – to be

Yordam bermok – to help

Bormok – to go

Olmoq – to take

Bo'lishsiz shakli fe'lning noaniq shakli oldidan not inkor yuklamasini qo'yish orqali yasaladi.

Not to be

not to go

Not to give

not to take

Pen friend – xat yozib turadigan do'st

From America – Amerikadan

Know – bilmoq

Want – xohlammoq

Learn – o'rganmoq

Study – ta'lim olmoq

The best student – eng a'lochi talaba

Handball – qo'l tupi

Have a rest – dam olmoq

At the sea-side – dengiz bo'yida

Old Hollywood movies – eski Golivud filmlari

Dream – orzu



My friend

I have a pen-friend. His name is Bill. He is from America. He is 16 years old. He lives in California. He knows English very well and wants to learn Uzbek. He studies at the Vocational college in California. He is one of the best students of his college. He has 2 or 3 lessons a day. He learns mathematics, history of America, geography, English and other subjects at the college. He is fond of sports. He goes in for handball. He enjoys having a rest on the sea-side. He likes American and Uzbek food. He also likes old Hollywood movies and English music. He has never been to Uzbekistan. His dream is to come to our country.

Ilova 4

Baholash mezonlari

86%-100% 5 ball-a'lo

71%-85% 4 ball-yaxshi

55%-70% 3 ball-qoniqarli

Guruhlar	Mashqning to'g'ri bagarilganligi	Guruh a'zosining faolligi	Umumiy ballar	Baho
1	2	2	4	5
2	1.5	1.5	3	4
3	1	1	2	3
4	0.5	0.5	1	2

Model of educational process №8

1	Time	2 hours
2	The structure of the lesson	Uyga berilgan vazifani tekshirish. Yangi mavzu: «Noaniq zamon ravishlari» mavzusini gramatik mashqlarda mustahkamlash. “We learn foreign languages” matnini ukish, tarjima qilish. Matnga oid savollarga javob berish. “About my self” to retell the text. Uy ishi: Ex: 7- 8- 9
3	The aim of the lesson	Mashg`ulot davomida “We learn foreign languages” - matnini o`qib, tarjima kilinadi, «Noaniq zamon ravishlari» haqida tulik ma`lumot be`riladi, ularning gapdagi urni va vazifasini misollar yordamida tushuntiriladi.
4	Pedagogical functions	Talabalar bilim-ko`nikmalarini rivojlantirish, kundalik hayotda, muayyan vaziyatlarda iboralarni qo`llay olishga o`rgatish
5	Teaching methods	Muloqot, savol-javob, aqliy hujum
6	The forms of work	guruhlararo, juft ishlash, jamoaviy, individual
7	Educational device and literature	Uslubiy ishlanma “English in topics” darsligi, «Ingliz tili darsligi» (muallif: N.A.Bonk) I-qism, o`quv qurollari, jadval,
8	Students’ work	Og`zaki so`rov, Muloqot

The structure of the educational process I (8)

Division of the lesson according to the time	The Essence of the lesson	
	Teacher	Students
I. The beginning of the lesson. Introduction (10 minutes)	<p>Mashg`ulot mavzusi: “We learn foreign languages” matnini ukish, tarjima qilish. Matnga oid savollarga javob berish. «Noaniq zamon ravishlari» mavzusini gramatik mashqlarda mustahkamlanadi. “About my self” haqida suxbatlar uyushtirish.</p> <p>Mashg`ulot maqsadi: Mashg`ulot davomida Mashg`ulot mavzusi haqida tulik ma`lumot be`rish, ularning gapdagi urni va vazifasini misollar yordamida tushuntirish.</p>	<ol style="list-style-type: none"> 1. What is the adverb? 2. How many adverb do you now? 3. Please give some examples with the adverbs? 4. What is your name? 5. Where do you work? 6. What do you do? 7. Do you learn French? 8. What language do you learn? 9. When do you usually have you English? 10. Are you having

		<p>a lesson now?</p> <p>11. How many people are there in your family?</p> <p>12. Where does your father work?</p> <p>13. Does your mother work?</p> <p>14. What is she?</p>
<p>II. The main part (60 minutes)</p> <p>a) Checking up home work (15 minutes)</p> <p>b) Explanation of a new grammar and lexical material (30 minutes)</p> <p>c) New grammar material fixation (15 minutes)</p>	<p>What is the date today?</p> <p>What is the day today?</p> <p>What was your home task for today?</p> <p>Let's check up your home task.</p> <p>Our new theme is to repeat all the grammatical materials from the introductory part.</p>	<p>Today is the 10th of September</p> <p>Today is Friday</p> <p>Our home task for today was to repeat new words, to read the text and to be ready for dictation.</p>
<p>III. Summing up (15 minutes)</p>	<p>1. Xulosa qilib aytganda, Ravishlar tuzilganligiga kura sodda, yasama, kushma va murakkab bulganligi haqida gapirib misollsr bilan tushuntirib musaxkamlaymiz. Ravishlarni ma'no jixatidan turli xillarga bo`lib, misollar bilan mustaxkamlaymiz.</p> <p>2. Uyga vazifadagi mashqlar va yangi mavzuni mustahkamlashda faol ishtirok etgan talabalar ... baxolandi.</p> <p>3. Mashg`ulot ko`zlangan maqsadga erishdik deb o`ylayman. Aynan shu natijalarni saqlab qolish uchun mavzuni uyda takrorlaymiz.</p> <p>Uyga vazifa: Ex: 7- 8- 9</p>	

Ilova 1

“Blis-so`rov” savollari

1. What is the adverb?
2. How many adverb do you now?
3. Please give some examples with the adverbs?
4. What is your name?
5. Where do you work?
6. What do you do?
7. Do you learn French?
8. What language do you learn?
9. When do you usually have you English?
10. Are you having a lesson now

Ilova 2

Munozara qatnashchilarga eslatma

1. Munozara muammoni hal etish usuli bo'lib, shaxsiy muammolarni hal etish emas
2. Ko'p gapirma, boshqalarga ham imkon berish
3. So'zlar o'ylab oqilona gapir, ehtirosni jilovla, sening oqilona fikring maqsadga eltsin
4. Guruhning holatini tushunishga harakat qil, unga hurmat bilan qara.
5. Ehtiyotkorlik bilan fikr bildir
6. Munozara mavzui bo'yicha gapir va mavzudan viroqlashma

Buyruq mayli (Imperative mood)

Ingliz tilida fe'ning buyruq maylini hosil qilish uchun fe'ning infinitiv shakli oldidagi to yuklamasi olib tashlanadi.

O'zbek tilida esa fe'ning buyruq maylini hosil qilish uchun infinitiv shaklidan – **moq** qo'shimchasi olib tashlanadi.

Be at home ! – Uyda bo'ling !

Stand up ! – Turing !

Go out ! – Tashqariga chiqing !

Buyruq maylining bo'lishsiz shakli buyruq mayli oldidan do not qo'yish orqali yasaladi.

Do not be at home ! – Uyda bo'lmang !

Do not stand up ! – Turmang !

Do not go ! – Bormang !

Iltimos ma'nosini bildiruvchi gaplar please, would you please iboralari orqali ifodalanadi. "Please" so'zi gap boshida, oxirida yoki o'rtasida kelishi mumkin va u har doim vergul bilan ajratiladi.

Please, help me

Would you please, help me

Would you please ishlatilgan gaplarning inkor shakli shu iboradan keyin not inkor yuklamasini qo'yish orqali yasaladi.

Would you please, not make a noise.

Buyruq gapning ohangi

Buyruq gapda ohang pasayuvchi bo'ladi.

Come to the lesson !

Be at the lesson !

1. Answer the following questions

1. Who is Bill ?
2. Where is Bill from ?
3. Where does he live ?
4. What language does he know ?
5. Where does he study ?
6. What subjects does he learn at college ?
7. What does he enjoy ?
8. What does he like ?
9. What is his dream ?

Ilova 3

Baholash mezonlari

86%-100% 5 ball-a'lo

71%-85% 4 ball-yaxshi

55%-70% 3 ball-qoniqarli

Guruhlar	Matnga doir talabanning javobi va xulosasi	Guruh a'zosining faolligi	Umumiy ballar	Baho
1	2	2	4	5
2	1.5	1.5	3	4
3	1	1	2	3
4	0.5	0.5	1	2

Model of educational process №9

1	Time	2 hours
2	The structure of the lesson	Uyga berilgan vazifani tekshirish. O'tgan gramatik mavzuni so'rash. Yangi mavzu: Yunalish predloglari, dialogue, «Present Indefiniti Tens» (hozirgi noaniq zamon) III shaxs birlik shaklining yasalishi Uy ishi: Ex: 5- 6- 7 Yangi so'zlar va iboralarni yodlash
3	The aim of the lesson	Mashg'ulot davomida «Present Indefiniti Tense» (hozirgi noaniq zamon fe'li) haqida, ularning gapdagi urni va vazifasini misollar yordamida tushuntiriladi.
4	Pedagogical functions	Talabalar bilim-ko'nikmalarini rivojlantirish, kundalik hayotda, muayyan vaziyatlarda iboralarni qo'llay olishga o'rgatish
5	Teaching methods	Muloqot, savol-javob, aqliy hujum
6	The forms of work	guruhlararo, juft ishlash, jamoaviy, individual
7	Educational device and literature	Uslubiy ishlanma "English in topics" darsligi, «Ingliz tili darsligi» (muallif: N.A.Bonk) I- qism, o'quv qurollari, jadval,
8	Students' work	Og'zaki so'rov, Muloqot

The structure of the educational process I (9)

Division of the lesson according to the time	The Essence of the lesson	
	Teacher	Students
I. The beginning of the lesson. Introduction (10 minutes)	Mashg'ulot mavzusi: Yunalish predloglari, dialogue, "The Present Indefinite Tense" Mashg'ulot maqsadi: Mashg'ulot davomida hozirgi noaniq zamonning bulishli shakli Mustaqil fe'lining (to – yuklamasisiz) yasaladi. III- shaxs birlikda fe'l uzagiga –s yoki –Yes kushiladi deb ta'kidlanadi, hozirgi noaniq zamon haqida tulik ma'lumot berib, ularning gapdagi urni va vazifasini misollar yordamida tushuntirish.	1. What groups of tenses do you know? 2. What Indefinite Tenses do you know? 3. What do you know about "The Present Indefinite Tense"? 4. What is the conjugation of the Present Indefinite Tense? 5. 1. Give the affirmative, negative and interrogative forms of the Present Indefinite Tense?
II. The main part (60 minutes) a) Checking up home work (15 minutes) b) Explanation of a new grammar and lexical material (30 minutes) c) New grammar material fixation (15 minutes)	What is the date today? What is the day today? What was your home task for today? Let's check up your home task. Our new theme is to repeat all the grammatical materials from the introductory part.	Today is the 10 th of September Today is Friday

<p>III. Summing up (15 minutes)</p>	<p>1. Xulosa qilib aytganda, “The Present Indefinite Tense” ona tilidan farkli ularok yasalishi va kullanishi jixatian bu zamon uzbek tilidagi hozirgi – kelasi zamon formasiga uxshaydi.</p> <p>2. Uyga vazifadagi mashqlar va yangi mavzuni mustahkamlashda faol ishtirok etgan talabalar ... baxolandi.</p> <p>3. Mashg`ulot ko`zlangan maqsadga erishdik deb o`ylayman. Aynan shu natijalarni saqlab qolish uchun mavzuni uyda takrorlaymiz.Uyga vazifa: Ex: 5- 6- 7 Yangi so`zlar va iboralarni yodlash</p>	
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Ilova 1

“Blis-so`rov” savollari

1. What groups of tenses do you know?
2. What Indefinite Tenses do you know?
3. What do you know about “The Present Indefinite Tense”?
4. What is the conjugation of the Present Indefinite Tense?
5. Give the affirmative, negative and interrogative forms of the Present Indefinite Tense?

Ilova 2

FSMU texnologiyasi

(F) – Fikringizni bayon eting.

(S) – Fikringiz bayoniga biron sabab ko’rsating.

(M) – Ko’rsatilgan sababni tushuntiruvchi misol keltiring.

(U) – Fikringizni umumlashtiring.

Ushbu texnologiya tinglovchilarni o’z fikrini himoya qilishga, erkin fikrlash va o’z fikrini boshqalarga o’tkazishga, ochiq holda bahslashishga, egallangan bilimlarni tahlil qilishga, qay darajada egallaganliklarini baholashga hamda tinglovchilarni bahslashish madaniyatiga o’rgatadi

Yo'nalish predloglari (Preposition of direction)

To -ga to school – maktabga

Into – ichiga into the room – xonaning ichiga

From - ...dan from the institute – institutdan

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

DIALOGUE

Bill and Kate are at the party. They meet at the party in London.

Bill: - Good evening ! What is your name ?

Kate: - My name is Kate. And what about you ?

Bill: - My name is Bill. Are you English ?

Kate: - No, I am Spanish. I study at Vocational college in London. And what about you ?

Bill: - I came to London on business. I work for the advertising agency. I am for the first time in London. I am glad to meet you.

Kate: - And the same to you. Good bye.

Ilova 3

Baholash mezonlari

86%-100% 5 ball-a'lo

71%-85% 4 ball-yaxshi

55%-70% 3 ball-qoniqarli

Guruhlar	Mavzuga doir talabani javobi va xulosasi	Guruh a'zosining faolligi	Umumiy ballar	Baho
1	2	2	4	5
2	1.5	1.5	3	4
3	1	1	2	3
4	0.5	0.5	1	2

Model of educational process №10

1	Time	2 hours
2	The structure of the lesson	Uyga berilgan vazifa yuzasidan savol- javob qilish. Matnni leksik-grammatik tahlil qilish. Yangi mavzu: "to be going to" iborasining kelasi zamonda ishlatilishi. "My working day" matni ustida ishlash. Uy ishi: Ex: 9 Matnni gapirib berishga tayyorlash.
3	The aim of the lesson	Mashg'ulot davomida "to be going to" iborasini haqida tulik ma'lumot berish, uning gapdagi urni va vazifasini misollar yordamida tushuntirib berish.
4	Pedagogical functions	Talabalar bilim-ko'nikmalarini rivojlantirish, kundalik hayotda, muayyan vaziyatlarda iboralarni qo'llay olishga o'rgatish
5	Teaching methods	Muloqot, savol-javob, aqliy hujum
6	The forms of work	guruhlararo, juft ishlash, jamoaviy, individual
7	Educational device and literature	Uslubiy ishlanma "English in topics" darsligi, «Ingliz tili darsligi» (muallif: N.A.Bonk) I- qism, o'quv qurollari, jadval,
8	Students' work	Og'zaki so'rov, muloqot

The structure of the educational process I (10)

Division of the lesson according to the time	The Essence of the lesson	
	Teacher	Students
I. The beginning of the lesson. Introduction (10 minutes)	Mashg'ulot mavzusi: "to be going to" iborasining kelasi zamonda ishlatilishi. "My working day" matni ustida ishlash. Mashg'ulot maqsadi: Mashg'ulot davomida: "to be going to" iborasining kelasi zamonda ishlatilishi haqida tulik ma'lumot be'rish, ularning gapdagi urni va vazifasini misollar	1. What do you know about "The Present Indefinite Tense"? 2. What is the conjugation of the Present Indefinite

	yordamida tushuntirish.	<p>Tense?</p> <p>3. Please, tell as about “to be going to” and give some example on it</p> <p>4. When do get up every morning?</p> <p>5. What are you?</p> <p>6. When do your lesson are over?</p> <p>7. When do you do your home- work?</p> <p>8. When do you go to bed?</p> <p>9. When does your sister go to school?</p> <p>10. Who cleans the table after your breakfast?</p> <p>11. How any lessons do you have every day?</p>
<p>II. The main part (60 minutes)</p> <p>a) Checking up home work (15 minutes)</p> <p>b) Explanation of a new grammar and lexical material (30 minutes)</p> <p>c) New grammar material fixation (15 minutes)</p>	<p>What is the date today?</p> <p>What is the day today?</p> <p>What was your home task for today?</p> <p>Let’s check up your home task.</p> <p>Our new theme is “to be going to” iborasining kelasi zamonda ishlatilishi.</p> <p>“to be going to” iborasining kelasi zamonda bajariladigan ish xarakatni ifodalashda ishlatilindi. Biror bir ishni amalga oshirish uchun taraddudlanishni ifodalaydi.</p> <p>- I am going to translate the text tomorrow.</p> <p>- We are going for walk next Sunday.</p>	<p>Today is the 10th of September</p> <p>Today is Friday</p> <p>Our home task for today was to repeat new words, to read the text and to be ready for dictation.</p>
<p>III. Summing up (15 minutes)</p>	<p>1. Xulosa qilib aytganda, “to be going to” iborasi ish- xarakat oldindan rejalashtirilgan bolsa, kelasi zamondagi ish- xarakat xam ingliz tilida Present Continuous Tense orkali ifodalanishini kursatadi.</p> <p>2. Uyga vazifadagi mashqlar va yangi mavzuni mustahkamlashda faol ishtirok etgan talabalar ... baxolandi.</p> <p>3. Mashg`ulot ko`zlangan maqsadga erishdik deb o`ylayman. Aynan shu natijalarni saqlab qolish uchun mavzuni uyda takrorlaymiz.</p> <p>Uyga vazifa: Ex: 9 Matnni gapirib berishga</p>	

	tayyorlash	
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Ilova 1

Read and understand the dialogue.
Noisy neighbours.

Bob: I have a problem

Mrs.Wall: What`s the matter, Mr. ...?

Bob: Hofman, Bob Hofman. I live in Apartment 2 B.

Mrs.Wall: Oh yes, of course.

Bob: It`s the neighbours upstairs in 3B.They wake me up at night.

Mrs.Wall: That`s terrible! What do they do?

Bob: They play loud music at 3 A.M. they are musicians.

Mrs.Wall: Oh dear. Don`t they sleep?

Bob: No they don`t. I mean they don`t sleep at night.

Mrs.Wall: Musicians! That`s funny. They don`t wake me up.

Ilova 2

Blis-so`rov :

1. Who works at this office?
2. Does he work very much?
3. Whom does he often receive at the office ?
4. How long does his working day lasts?

Ilova 3

Baholash mezonlari

86%-100% 5 ball-a'lo

71%-85% 4 ball-yaxshi

55%-70% 3 ball-qoniqarli

Guruhlar	Dialogni tushunib, gapirib berish	Guruh a'zosining faolligi	Umumiy ballar	Baho
1	2	2	4	5
2	1.5	1.5	3	4
3	1	1	2	3
4	0.5	0.5	1	2

Model of educational process №11

1	Time	2 hours
2	The structure of the lesson	1.Uyga berilgan vazifalar yuzasidan savol javob. My working day matnini ukish, tarjima qilish, Yangi soʻzlarni aytib berish. Uyga vazifa berish. Xulosalar
3	The aim of the lesson	Utilgan grammatika buyicha berilgan uy ishlarini tekshirish va savol-javob qilish. Talabalarga My working day tekstini galma-gal oʻqitib tarjima kildirish, shu tekstga oid bulgan Yangi soʻzlarni yoddan soʻrash va matnni ingliz tilida gapirib berish Uyga vazifalar berish
4	Pedagogical functions	Oʻquv faoliyatining natijalari. Uyga berilgan vazifalarda talabalar tomonidan kilingan xatolarni tugrilab tushuntirib berish, tekstni ukish jarayonida talaba tomonidan kilingan leksik xatolarni birgalikda tugrilash va tarjimada xato kilmaslikka eʼtibor berish. Bundan tashkari matnni ingliz tilida gapirib berayotganda ularni talaffuzdagi kilgan xatolarini tugrilab berish. Ularning ingiz tilidagi talaffuzlarini xatosiz bulishiga erishish
5	Teaching methods	Mashgʻulot aqliy hujum, Muloqot, savol-javob
6	The forms of work	guruhlararo, juft ishlash
7	Educational device and literature	Amaliy Mashgʻulot matnini “My working day”matniga doir oʻquv qoʻllanma va darsliklar va matnga doir koʻrgazmali qurollar
8	Students’ work	Ogʻzaki soʻrov, muloqot, jadval

The structure of the educational process I (11)

Division of the lesson according to the time	The Essence of the lesson	
	Teacher	Students
I. The beginning of the lesson. Introduction (10 minutes)	1. Unli harflarning oʻqilish qoidalari, “My working day” matnini oʻqish, tarjima qilish, yangi soʻzlarni aytib berish. 2. Yangi mavzu:Ish-haratkat va daraja ravishlarining gapdagi oʻrni. 3. Uyga vazifa. Ex-s 5,6,7. Matnni gapirib berishga tayyorlash.	Tinglashadi, naiklashtirishadi, savol-javob berishadi
II. The main part (60 minutes) a) Checking up home work	Oldingi dars utilgan grammatik mavzuni bir bor takrorlab olib sung uy vazifalarini tekshirish. Talabalar bilan My working day matnini galma-gal oʻqib matnni tarjima qilish.	Tinglashadi aniklashtirishadi, Muloqotga kirishadi mavzuning asosiy masalalari haqida oʻzlarining munosabatlarini bildirishadi.

<p>(15 minutes)</p> <p>b) Explanation of a new grammar and lexical material (30 minutes)</p> <p>c) New grammar material fixation (15 minutes)</p>	<p>Read please!</p> <p>Talaba – matnni o`qiydi</p> <p>Translate the text, please.</p> <p>Talaba- matnni tarjima qiladi. Shu tarika galma-gal matnni talabalarga o`qitib shundan sung o`qituvchi matnga oid yangi so`zlarni talabalardan yoddan suraydi.</p> <p>Who can translate new words and expression from the text?</p> <p>Talaba tomonidan notugri talaffuz kilingan xar bir so`z guruh bilan o`qituvchi yordamida tugrilanadi. Matn tarjima kilinib so`zlarni yoddan aytib berish o`qituvchi tomonidan topshiriladi, matnni aytib berish uchun, tayyorlanishga vakt beriladi va matn yoddan talabalardan suraladi. Shundan sung talabalarga o`qituvchi tomonidan Yangi mavzu tushuntiriladi.</p> <p>O`qituvchi tomonidan yangi mavzu talabalarga tushuntiriladi va mustahkamlash uchun mashk bajariladi. Talabalar mashkni doskada bajariladi. Yangi mavzu: «Ish xarakat va darajaga ravishlarining gapdagi urni».</p>	<p>Talaba yoddan yangi so`zlarni aytadi va tarjima qiladi, dars shu tarika davom ettiriladi.</p>
<p>III. Summing up (15 minutes)</p>	<p>1.Utilgan mavzular uyga berilgan mashqlar yuzasidan talabalar savollariga javob beriladi javob beriladi, shu tarika darsga xulosa beriladi.</p> <p>2.Guruh faoliyatlarini (darsda yaxshi va konikarli ishtirok etgan talabalarni) baxolaydi. Uzaro baholash natijalari buyicha xulosa qiladi.</p> <p>3. O`quv Mashg`ulotinning maqsadiga erishish darajasini tahlil qiladi va baxolaydi.</p> <p>4. O`qituvchi talabalardan:</p>	

	<p>Have you question? Did you understand everything? Did everything clear to you? deb suraydi</p> <p>Your hometasks for the next lesson: To retell the text “May working day” to learn by heart new words and exspression from the text, to do ex-s 5.6,7 p. 91-99.</p>	
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. Unli harflarning o'qilish qoidalar

I tur bo'g'in

A a [ei] same, name, sale, labour
O o [ou] owe, no, go, open, telephone
U u [ju:] unit, tube, numeral, nutate
E e [i:] be, he, negotiate, engineer, elastic
I i [ai] nice, site, time, thrice
Y y [ai] my, dynamic, type-writer

II tur bo'g'in

A [æ] map, ran, rag-bolt, raffle, raft
O [o] not, hot, got, doll, office
U [] nut, function, shutdown
E [e] tn, effect, mechanism, end
I i [i] fix, simple, in, import
Yy[i] gym, myth

III tur bo'g'in

A a[a:] car, part, farm, arm, scar
O o[o:] for, form, portal, porter
U u[u:] turn, hurt, nurse, furniture
E e[e:] her, ferment, determine, intergent
I i[i:] bird, girl, first, sir, sircar
Yy[u:] Byrd

VI tur bo'g'in

A a [ɛə] care, careful, rare
Oo [ə:] more, before, foreknow, forehand
Uu [juə] cure, mure, during
Ee [iə] here, periodically
Ii [aiə] here, fire
Yy [aiə] type

Vocabulary:

a working day- ish kuni

a comrade-o`rtoq

near- yaqinida

to walk- piyoda bormoq

only- faqat

I only know one foreign language- Men faqat bitta chet tilini bilaman

a weekend- hafta oxiri

to last –davom etmoq

an hour- soat

to receive- olmoq

to get – olmoq

to answer- javob bermoq

an article- maqola

afternoon – tushlikdan keyingi vaqt

to discuss – muhokama qilmoq

to stay- qolmoq

to return – qaytarib bermoq

how long – qancha

to stop- tugatmoq

hard – sitqidildan, astoydil

Ilova 2

Qavs ichidagi soʻzlardan mosini tanlang.

1. this film lasts two (o'clock, hours). 2. They sometimes finish work at three (o'clock, hours). 3. "Where are you (going, walking) to?" "I'm (going, walking) to my office." 4. He likes (going, walking). 5. He (goes, walks) a lot. 6. How often does your son (go, walk) there for the week-end?

Ilova 3

Baholash mezonlari

86%-100% 5 ball-a'lo

71%-85% 4 ball-yaxshi

55%-70% 3 ball-qoniqarli

Guruhlar	Mashqning to'g'ri bajarilganligi	Yangi soʻzlarni yodlash	Umumiy ballar	Baho
1	2	2	4	5
2	1.5	1.5	3	4
3	1	1	2	3
4	0.5	0.5	1	2

Model of educational process №12

1	Time	2 hours
2	The structure of the lesson	Lesson 3. 1. Uyga berilgan vazifalarni so'rash. Matnni gapirib berish. Yangi mavzu: "To have" fe'lining hozirgi noaniq zamonda tuslanishi, "Personal Pronouns in the Objective Case" (obekt kelishidagi olmoshlar). Mavzuga oid mashqlar. Ex-s. 1-2.
3	The aim of the lesson	1. Mashg'ulot davomida ish harakat va daraja ravishlarining urni haqida tulik ma'lumot berish va gapdagi urni haqida misollar yordamida tushuntirish 2. My working day tekstidagi So'z va iboralardan foydalanib tuzish 3. Uyga vazifalar berish
4	Pedagogical functions	O'quv faoliyatining natijalari. Talabalarning bilimini oshirish uchun kartochkalarga So'z va iboralarni uzbek tilida berib, ingliz tiliga tarjima qilish, ular tomonidan kilingan xatolarni tugrilab, tushuntirib beri shva so'zlashishda xato kilmaslikka e'tibor berish
5	Teaching methods	Amaliy Mashg'ulot, Muloqot, savol-javob
6	The forms of work	Guruhlar bilan ishlash

7	Educational device and literature	Amaliy Mashg'ulot matnini "My working day" matniga doir o'quv qo'llanma va darsliklar va matnga doir ko'rgazmali qurollar
8	Students' work	Og'zaki so'rov, muloqot, jadval

The structure of the educational process I (12)

Division of the lesson according to the time	The Essence of the lesson	
	Teacher	Students
I. The beginning of the lesson. Introduction (10 minutes)	O'quv Mashg'ulotinning mavzusini maqsadini va rejalashtirayotgan o'quv natijalarini e'lon qilish. Ish xarakat va daraja ravishlari.	Tinglashadi, naiklashtirishadi, savol-javob berishadi
II. The main part (60 minutes) a) Checking up home work (15 minutes) b) Explanation of a new grammar and lexical material (30 minutes) c) New grammar material fixation (15 minutes)	Oldingi darsda grammatik mavzuni bir bor takrorlab olib sung uy vazifalarini tekshirish. Mashg'ulot davomida Ish-xarakat va ravish darajalari tugrisida ulik ma'lumot berish, ularning gapdagi urn iva vazifasi misollar yordamida tushuntiriladi. Talbalar tomonidan My working day matni galma-gal aytib beriladi. Ukit: Who can retell the text? Talaba: matnni aytib beradi Ukit: If you repeated the text at home, please retell it (deydi) Shu tarika tekst talabalar tomonidan aytib beriladi. Shundan sung o'qituvchi Yana matnga oid savollar beradi va talabalar javob beradilar. Ukit: When does your working day begin? When do you get up on your working day? deb savol beradi Talaba: My working day begins at 6 o'clock deb javob beradi I get up at 6 o'clock Xar bir so'z guruh Bilan o'qituvchi yordamida tugrilanadi. Shundan sung talabalarga o'qituvchi tomonidan Yangi mavzu: "Personal pronouns in the objective case" "o'qituvchi tomonidan tushuntiriladi Ukit: Now I shall explain you new grammar rulee "Personal pronouns in the Objective case" (deydi) O'qituvchi tomonidan Yangi mavzu tushuntiriladi va mustahkamlash uchun mashk bajariladi. Talabalar mashkni doskada bajaradilar. Undan sung talabalarga uyga vazifalar e'lon	Tinglashadi aniklashtirishadi, Muloqotga kirishadi mavzuning asosiy masalalari haqida o'zlarining munosabatlarini bildirishadi.

	<p>kilinadi. Your homework for the next lesson to review the text “My working day” to do ex-1, 2 va shu tarika dars yakun topadi. Amaliy dars jarayonida inter faol metodlardan foydalaniladi. Amaliy dars jarayonida kaytar aloka metodidan doimiy tarzda foydalaniladi. Amaliy darsning xar bir qismi mantiqiy tarzda xulosalanadi.</p>	
<p>III. Summing up (15 minutes)</p>	<p>1. Utilgan mavzular uyga berilgan mashqlar yuzasidan talabalar savollariga javob beriladi, shu tarika darsga xulosa beriladi.</p> <p>2. Guruh faoliyatlarini (darsda yaxshi va konikarli ishtirok etgan talabalarni) baxolaydi. Uzaro baholash natijalari buyicha xulosa qiladi.</p> <p>3. O`quv Mashg`ulotinning maqsadiga erishish darajasini tahlil qiladi va baxolaydi.</p> <p>4. O`qituvchi talabalardan: Have you any questions? Did you understand everything? Did everything clear to you? deb suraydi.</p>	

To have fe'lining hozirgi noaniq zamonda tuslanishi
(bor bo'lmoq, ega bo'lmoq degan ma'nolarni anglatadi)

To have fe'li hozirgi noaniq zamonda 2 shaklga ega: III shaxs birlik uchun has, qolgan hamma shaxslar uchun birlik va ko'plikda have shakliga ega:

Birlik		
I	I have	I have a book
II	You have	You have a book
III	He has	He has a book
	She	She has a book
	It	It has a book
Ko'plik		
I	We have	We have books
II	You have	You have books
III	They have	They have books

To have fe'lining hozirgi noaniq zamonda so'roq shakli to do ko'makchi fe'lining tegishli shakli (do/does) ni egadan oldinga qo'yish orqali yasaladi.

Birlik		
I	Do I have?	Do I have a book ?
II	Do you have?	Do you have a book?
III	Does he?	Does he have a book?
	Does she?	Does she have a book?
	Does it?	Does it have a book?
Ko'plik		
I	Do we have?	Do we have books?
II	Do you have?	Do you have books?
III	Do they have?	Do they have books?

To have fe'lining hozirgi noaniq zamon bo'lishsiz shakli **to have** fe'lining have shaklidan oldin **do not, does not** ni qo'yish orqali yasaladi:

Birlik		
I	I do not have	I do not have a book
II	You do not have	You do not have a book
III	He does not have	He does not have a book
	She does not have	She does not have a book
	It does not have	It does not have a book
Ko'plik		
I	We do not have	We do not have books
II	You do not have	You do not have books
III	They do not have	They do not have books

Ilova 1

THE PRONOUN							
Olmosh	Shakli	I shaxs		II shaxs		III shaxs	
		Birlik	Ko'plik	Birlik	Ko'plik	Birlik	Ko'plik
Kishilik	Bosh kelishik	I men	we biz	you sen	siz	he she it } u	they ular
	Obyekt kelishik	me meni, menga	us bizni, bizga	you seni, senga	sizni, sizga	him her it } uni, unga	them ularni, ularga
Egalik	To'be shakli (ot bilan)	my mening	our bizning	your sening	sizning	his her } uning	their ularning
	To'be bo'l- magan shakli (otsiz)	mine meniki	ours bizniki	yours seniki	sizniki	his hers its } uniki	theirs ularniki
O'zlik		myself o'zim	ourselves o'zimiz	yourself o'zing	yourselves o'zingiz	himself herself itself } (u) o'zi	themselves (ular) o'zlari

Ilova 2

Finish the sentences with him,her, them.

1. I don't know those girls. Do you know ... ?
2. I don't know that man. Do you know ... ?
3. I don't know those people. Do you know ... ?
4. I don't know Fred's wife. Do you know ... ?
5. I don't know his friends. Do you know ... ?
6. I don't know the woman in the black coat. Do you know ... ?
7. I don't know Mr Stevens. Do you know ... ?
8. I don't know those students. Do you know ... ?

Family – oila
 Little – kichkina
 Live – yashamoq
 Big – katta
 House – hovli
 Car – avtomobil, mashina
 Years old – yoshda
 Elder brother – aka
 Study – ta’lim olmoq
 Niece – jiyan (qiz)
 Nephew – jiyan (o’g’il)

Ilova 3

Baholash mezonlari

86%-100% 5 ball-a’lo

71%-85% 4 ball-yaxshi

55%-70% 3 ball-qoniqarli

Guruhlar	Mashqning to’g’ri bajarilganligi	Umumiy ballar	Baho
1	2	4	5
2	1.5	3	4
3	1	2	3
4	0.5	1	2

Model of educational process №13

1	Time	2 hours
2	The structure of the lesson	1. Uyga berilgan vazifalar yuzasidan savol-javob. Matnning tahlili. 2. Yangi mavzu: “Much, little, many, few” ravishlari. Matn: «The working day of an engineer», o’qib tarjima qilish. Matnning yangi so’z va iboralari yordamida dialog tuzish. 3. Uyga vazifa. Ex-s : 10, 11, 12
3	The aim of the lesson	1. Mashg’ulot davomida ish xarakat va daraja ravishlarining, urni haqida, obekt kelishigidagi olmoshlar haqida tulik ma’lumot berish va gapdagi urni haqida misollar yordamida tushuntirish

		2. My working day tekstiga oid tuzilgan dialogni juft bo`lib, o`qib, savol-javob tarzida mavzuni tulik tushunib olish va uz ish kuni haqida so`zlab berish
4	Pedagogical functions	O`quv faoliyatining natijalari. Talabalar mavzuni mukammal uzlashtirish uchun ularning bilimni oshirish, mavjud bilimlarini ona tili bilan kiyoslab matnga keng tushuncha berish, grammatik kiodani amaliy Mashg`ulotlarda qo`llay olish malakasini oshirish
5	Teaching methods	Amaliy Mashg`ulot, Muloqot, savol-javob
6	The forms of work	Guruhlar bilan ishlash
7	Educational device and literature	Amaliy Mashg`ulot matnini matniga doir o`quv qo`llanma va darsliklar va matnga doir ko`rgazmali qurollar
8	Students' work	Og`zaki so`rov, muloqot, jadval

The structure of the educational process I (13)

Division of the lesson according to the time	The Essence of the lesson	
	Teacher	Students
I. The beginning of the lesson. Introduction (10 minutes)	O`quv Mashg`ulotinning mavzusi”Much, little many, few ” ravishlari Mashg`ulot davomida ”Much, little many, few ” ravishlarining gapda ishlatilishi haqida tulik ma`lumot, gapdagi urn iva vazifalari mashqlar bajarish yordamida tushuntirish.	Tinglashadi, naiklashtirishadi, savol-javob berishadi
II. The main part (60 minutes) a) Checking up home work (15 minutes) b) Explanation of a new grammar and lexical material (30 minutes) c) New grammar material fixation (15 minutes)	Oldingi darsda grammatik mavzuni bir bor takrorlab olib sung uy vazifalarini tekshirish. The working day of an engineer“ tekstini o`qib chikib tekstdagi So`z va iboralarni yod olish kerak. Ukit. Who can translate the new words and exspression from the text? Talaba: So`z va iboralarni ingliz tilida aytadi va uzbek tiliga tarjima qiladi xar bir So`z guruh Bilan o`qituvchi tomonidan ingliz aytiladi va uning talaffuzi notugri bulsa o`qituvchi yordamida tugrilanadi. Shundan sung o`qituvchi tomonidan much, little, many few ravishlari mavzusi tushuntiriladi. Ukit. Now comrad Yes I shall explain you new grammar rulee the adverbs much-little, many-few You must know the functions of this adverbs Yangi mavzu o`qituvchi tomonidan tushuntirilgandan sung, grammatik mavzuni yaxshilab mustahkamlash	Tinglashadi aniklashtirishadi, Muloqotga kirishadi mavzuning asosiy masalalari haqida o`zlarining munosabatlarini bildirishadi.

	uchun doskada mashqlar bajariladi.	
III. Summing up (15 minutes)	Shunday qilib darsning xulosa qismida talabalarga uyga vazifa beriladi. Your homework for the next lesson, to read I translate the text the working day of engineer, to learn by heard new words I expression To answer the questions, to do ex-10, 11,12 to make the dialogue “	

Egalik olmoshlari (Possessive prounouns)

O'zbek tilida bo'lgani kabi ingliz tilida ham egalik olmoshlari mavjud. Ingliz tilida har bir kishilik olmoshiga muvofiq keluvchi egalik olmoshi bo'lib, u **taaluqlilik, egalik** ma'nolarini anglatadi va **Whose ?** so'rog'iga javob beradi.

Egalik olmoshlari gapda otni aniqlab, doimo undan oldin keladi. Egalik olmoshili ot oldida artikl ishlatilmaydi.

Our lesson is over. Read your sentence, please.

Agar otning boshqa aniqlovchilari bo'lsa, egalik olmoshi ulardan oldin qo'yiladi.

Give me your red pencil, please.

Ingliz tilidagi egalik olmoshlari quyidagi xususiyatlar bilan o'zbek tilidagi egalik olmoshlaridan farq qiladi:

Ingliz tilida sening egalik olmoshi yo'q, uning o'rnida **"sizning"** egalik olmoshi ishlatiladi.

Egalik olmoshlari shaxslar bo'yicha quyidagicha:

Birlik				
Oddiy shakli			Absolyut shakli	
I	My	Mening	Mine	Meniki
II	Your	Sizning	Yours	Sizniki
III	His	Uning	His	Uniki
	Her	Uning	Hers	Uniki
	its	uning	its	Uniki
Ko'plik				
I	Our	Bizning	Ours	Bizniki
II	Your	Sizning	Yours	Sizniki
III	Their	Ularning	Theirs	Ularniki

Egalik olmoshlarining oddiy shaklidan keyin har doim ot ishlatiladi. Absolyut shaklidan keyin esa ot ishlatilmaydi.

This is my book – Bu mening kitobim

This book is mine – Bu kitob meniki

Family – oila

Little – kichkina

Live – yashamoq

Big – katta

House – hovli

Car – avtomobil, mashina

Years old – yoshda

Elder brother – aka

Study – ta'lim olmoq

Niece – jiyan (qiz)

Nephew – jiyan (o'g'il)



MY FAMILY

Let me introduce myself. My name is Ann. I have a family. I have a family. I have a family. I have a mother, a father, 2 brothers and a little sister. I also have two aunts, two uncles, 6 nieces, 7 nephews and 3 cousins. We live in Boukhara. We have a big house.

My father works at a plant as an engineer. He has a car, he is fifty years old. My mother is a teacher at the Vocational college. Sh is 47 years old. My elder brother is 23 year

s old. He studies at the Univrsity.

My second brother is 20 years old. He studies at Technological Institute.

I am 16 years old. I study at the Vocational college in Bukhara.

My little sister is 13 years old. She is in form 6.

Put in a lot, a lot of, much, many.

Ilova 2

1. Do you drink ... tea?
2. I like reading. I've got ... books.
3. There is not ... milk in the fridge.
4. It costs ... money to travel round the world.
5. Please be quick! I haven't got ... time.
6. How ... foreign languages can you speak?
7. they didn't ask me ... questions.
8. There was ... food at the party but I didn't eat.
9. We saw ... interesting things in the museum.
10. George knows ... about economics.

Translate into English.

Singlim ko`p ishlaydi. Ular ko`p inglizcha kitoblar o`qishadi. O`g`lingiz ko`p ishlaydimi? – Yo`q , u hozir juda kam ishlaydi. 4. U har kuni ko`p xat oladi.6. O`g`lingiz ko`p o`qiydimi? – Ha , ko`p. Odatda u kechqurunlari o`qiydi. 7. Ko`p talabalar ikkita chet tilini bilishadi. 8. kechqurun o`ta ko`p o`qimang. 9. Biz ko`p xorijiy firmalarga xatlar jo`natamiz.

Ilova 3

Baholash mezonlari

86%-100% 5 ball-a'lo

71%-85% 4 ball-yaxshi

55%-70% 3 ball-qoniqarli

Guruhlar	Mashqning to'g'ri bajarilganligi	Gaplarning to'g'ri tarjima qilinganligi	Umumiy ballar	Baho
1	2	2	4	5
2	1.5	1.5	3	4
3	1	1	2	3
4	0.5	0.5	1	2

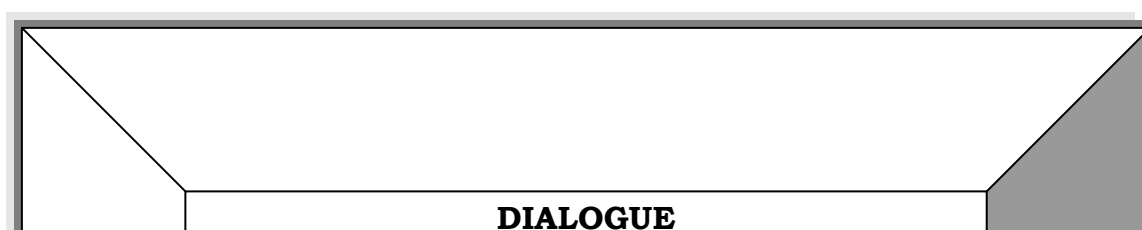
Model of educational process №14

Time	2 hours
The structure of the lesson	Lesson 4. Uyga berilgan mavzu yuzasidan savollarga javob berish. Yangi mavzu: Fe'llarning asosiy shakllari, to'g'ri fe'llarning o'tgan zamon shakllari. Past Indefinite Tense. Answer the questions and make up sentences and dialogue. Uy ishi. Ex-s 2-3. Yangi so'z va iboralarini yodlash. To'g'ri fe'llarning o'tgan zamon shaklini o'rganish.
The aim of the lesson	Fe'llarning asosiy shakllari va to'g'ri fe'llar haqida tushuncha berish. Past Indefinite Tense Misollar bilan tushuntirish
Pedagogical functions	Talabalar ko'nikma malakalarini rivojlantirish Past Indefinite Tense ni gaplarda qo'llay olishga o'rgatish
Teaching methods	Amaliy Mashg'ulot, Muloqot, savol-javob
The forms of work	Guruhlar bilan ishlash
Educational device and literature	« Ingliz tili darsligi» (muallif: N.A.Bonk) I-qism, 110-b., o'quv qurollari
Students' work	Og'zaki so'rov, muloqot, jadval

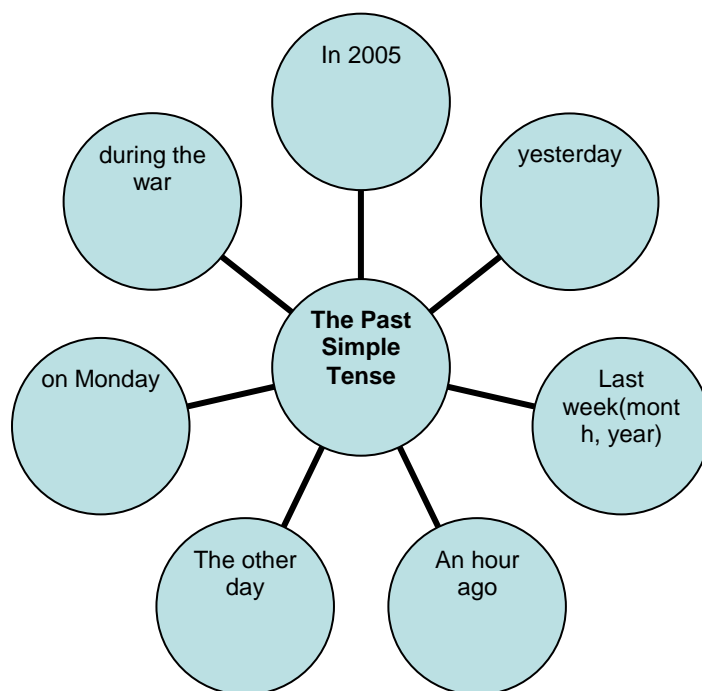
The structure of the educational process I (14)

Division of the lesson according to the time	The Essence of the lesson	
	Teacher	Students
I. The beginning of the lesson. Introduction (10 minutes)	Mashg'ulot mavzusi: Fe'llarning asosiy shakllari, tugri fe'llarning o'tgan zamon shakllari. Past indefinite Tense Answer the questions and make up sentences and dialogue. Mashg'ulot maqsadi: Mashg'ulot davomida fe'llarning asosiy shakllari tugri fe'llarning o'tgan zamon shakllari Past indefinite Tense haqida tushuncha berish va misollar bilan tushuntirish	1. What are the main forms of the verbs? 2. Now can we form the past form of the regular verbs? 3. Now is the past Indefinite Tense formed?
II. The main part (60 minutes) a) Checking up home work (15 minutes)	What is the date today? What is the day today? What was your home task for today? Let's check up your home task. Our new themes are the main	Today is 16 th of September Today home task

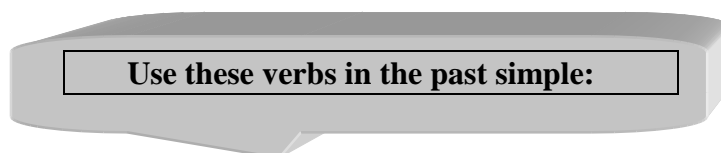
<p>b) Explanation of a new grammar and lexical material (30 minutes)</p> <p>c) New grammar material fixation (15 minutes)</p>	forms of the verbs, the past forms of the regular verbs and the past indefinite Tense	for today was to repeat new words, to do ex-s 10,11,12
<p>III. Summing up (15 minutes)</p>	<p>1. Xulosa qilib aytganda, fe'llarning asosty shakllarini urganish (bilish) toliblar uchun juda muxim.</p> <p>2. Uyga vazifadagi mashqlar va yangi mavzni mustahkamlashda faol ishtirok etgan talabalar ... baholanadi.</p> <p>3. Mashg'ulot ko'zlangan maqsadga erishdik deb o'ylayman. Aynan shu natijalarni saqlab qolish uchun mavzuni uyda takrorlaymiz. Uyga vazifa: Yangi so'z va iboralarni yodlash. Tugri fe'llarning o'tgan zamon shaklini urganish.</p> <p>Ex-s 2,3</p>	



Ilova 1



Ilova 2



1. What your neighbours (to do) yesterday? 2. Mr Smith (to fix) his car yesterday morning. 3. His wife (to water) plants in the garden. 4. Their children (to clean) the yard and then they (to play) basketball. 5. In the evening their boys(to listen) to loud music and (to watch) TV. 6. Their little girl (to cry) a little and (to smile). 7. Her brothers (to shout) at her. 8. Mrs Smith(to work) in the kitchen. 9. she (to bake) a delicious apple pie. 10. She (to cook) a good dinner.

Ilova 3

Baholash mezonlari

86%-100% 5 ball-a'lo

71%-85% 4 ball-yaxshi

55%-70% 3 ball-qoniqarli

Guruhlar	Mashqning to'g'ri bajarilganligi	Guruh a'zosining faolligi	Umumiy ballar	Baho
1	2	2	4	5
2	1.5	1.5	3	4
3	1	1	2	3
4	0.5	0.5	1	2

Model of educational process №15

1	Time	2 hours
2	The structure of the lesson	<p>1. Uyga berilgan vazifalar yuzasidan savol-javob.</p> <p>2. Yangi mavzu: Mute "e" (o'qilmaydigan "e"), undosh harf birikmalarining o'qilish qoidolari, "To be" yordamchi fe'lining o'tgan zamon shakli. Matn: "My friend is a children's doctor now" Matnni o'qib, tarjima qilish.</p> <p>3. Uyga vazifa: Ex-s: 4-5-6. Matnni leksik-grammatik tahlil qilish</p>
3	The aim of the lesson	"To be"Yordamchi fe'lining o'tgan zamon shakli haqida tushuncha berish, uni misollar bilan tushuntirish
4	Pedagogical functions	Talabalar ko'nikma malakalarini rivojlantirish "to be"ni yordamchi fe'lining o'tgan zamon shaklini gaplarda qo'llay olishga o'rgatish

<p>III. Summing up (15 minutes)</p>	<ol style="list-style-type: none"> 1. Xulosa qilib aytganda "to be" yordamchi fe'lining o'tgan zamon shaklini bilish toliblar uchun juda muxim 2. Uyga vazifadagi mashqlar va Yangi mavzuni mustahkamlashda faol ishtirok etgan talabalar ... baholanadi. 3. Mashg'ulot ko'zlangan maqsadga erishdik deb o'ylayman. Aynan shu natijalarni saqlab qolish uchun mavzuni uyda takrorlaymiz. Uyga vazifa: matnni leksik-grammatik tahlil qilish, ex-s 4,5,6 	
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Mute “E” o’qilmaydigan E

E unli harfi ikki yoki undan ortiq bo’ginli so’zlarning oxirida kelsa talaffuz qilinmaydi.

Name, came, game, people, table, bottle.

UNDOSH HARF BIRIKMALARINING O’QILISHI

Sh harf birikmasi [ʃ] tovushini ifodalaydi.

Masalan: ship, shop, sheep

Ch harf birikmasi [tʃ] va [k] tovushlarini ifodalaydi.

Masalan: **ch** [tʃ] child, children, **[k]** technical, chemistry, chemist, chemical.

Th harf birikmasi [ð] va [ə] tovushlarini ifodalaydi.

Th [ə] – ot tarkibida kelsa: mouth, north, thing

Sifat tarkibida kelsa: thin,

Son tarkibida kelsa: fifth, three

Fe’l tarkibida kelsa: thank, think

So’z boshida va oxirida kelsa: thesis, bath, youth, truth

Th [ð] – olmoshlar tarkibida kelsa: this, that, they, those

Ikki unli o’rtasida kelsa: mother, father, brother.

Bog’lovchilar tarkibida kelsa: than, that.

Tch harflar birikmasi [tʃ] deb o’qiladi; watch, match, catch

Ck harf birikmasi [k] deb o’qiladi; clock, cock

Ph harf birikmasi [f] deb o’qiladi; photo, physical, philosophy, phone

Wh harf birikmasi o harfi oldidan [h] deb, qolgan holatlarda [w] deb o’qiladi.

Wh – [h] who, whom, whose

[w] what, when, where, which

gh harf birikmasi ko’p hollarda o’qilmaydi,

I+gh-high, sigh

I+ght-night, right, fight

Ba’zi bir hollarda [f] tovushini beradi; enough, laugh, rough

Wr harf birikmasi [r] deb o’qiladi; write, wrote, wrist, wry

Kn harf birikmasi [n] deb o’qiladi; know, knee, knew

Ilova 1

“Yumaloq stol atrofida” muhokama qilish uchun savollar

1. What are the present forms of the verb “to be”
2. What are the past forms of the verb “to be”
3. What is the past form of the verb “to be” in singular?
4. What is the past form of the verb “to be” in plural

Ilova 2

Compare :

How many students **go to college** every ?

Har yili institutga qancha talaba o`qishga kiradi?

He goes (is going) to college now.

Hozir u institutda o`qiyapti.

Please look at the blackboard.

Doskaga qarang, iltimos

What do you see?

Nimani ko`ryapsiz?

I'm going to see this film.

Men bu filmni ko`rmoqchiman.

Ilova 3

Baholash mezonlari

86%-100% 5 ball-a'lo

71%-85% 4 ball-yaxshi

55%-70% 3 ball-qoniqarli

Guruhlar	Guruh a`zosining faolligi	Yangi so`z va iboralarining to`g`ri foydalanilishi	Umumiy ballar	Baho
1	2	2	4	5
2	1.5	1.5	3	4
3	1	1	2	3
4	0.5	0.5	1	2

	Time	2 hours
	The structure of the lesson	Uyga berilgan vazifalarni tekshirish. Matn tahlili. Yangi mavzu: Sifat darajalari (Degrees of adjectives), Otning egalik kelishigi. "My day off". Og'zaki matni yuzasidan savol-javob.
	The aim of the lesson	Mashg'ulot davomida otning egalik kelishigi, uning gapdagi o'rni, vazifasi tushuntiriladi. O'zbek tilidagi qaysi kelishik qo'shimchasi bilan mos kelishi haqida tushuncha beriladi
	Pedagogical functions	Dars mobaynida talabalardagi bor bilimlarini qiyoslab to'la tushuncha berish Amaliy mashg'ulotlarda qo'llay olish malakasini oshirish
	Teaching methods	Muloqot, aqliy hujum, savol-javob,
	The forms of work	Jamoaviy , guruhlararo yakka tartibda, kartochka asosida ishlash, juft bo'lib ishlash
	Educational device and literature	Uslubiy ishlanma "English in Topics"darslik «Ingliz tili darsligi» (muallif: N.A.Bonk), klaster jadvali, nima uchun sxemasi, qanday diagrammasi
	Students' work	Og'zaki so'rov, muloqot, keys texnologiyasi, baliq skeleti.


The structure of the educational process I (16)

Division of the lesson according to the time	The Essence of the lesson	
	Teacher	Students
I. The beginning of the lesson. Introduction (10 minutes)	Mashg'ulot mavzusi: Uyga berilgan vazifalarni tekshirish. Matn tahlili. Yangi mavzu: Sifat darajalari (Degrees of adjectives), Otning egalik kelishigi. "My day off". Og'zaki matni yuzasidan savol-javob. Mashg'ulot maqsadi: Mashg'ulot davomida otning egalik kelishigi, uning gapdagi o'rni, vazifasi tushuntiriladi. O'zbek tilidagi qaysi kelishik qo'shimchasi bilan mos kelishi haqida tushuncha beriladi.	Talabalar tinglashda aniqlashadi, savollar berishadi
II. The main part (60 minutes) a) Checking up home work (15 minutes) b) Explanation of a new grammar and lexical material (30 minutes)	What is the date today? What is the day today? What was your home task for today? Let's check up your home task. Please read the first sentence of the exercise 4. Yes, you are right. Please next sentence. Please continue. Very well. Now let me explain the new theme. We'll pass the possessive case of noun. Possession, when the possessor is a person or animal, is normally indicated by putting's in the possessive case, not by using the preposition "of". e.g. The cat's bowl. (not the bowl of the cat) But when the possessor noun is immediately followed by a phrase or clause the "of" is used. e.g. The boys rushed this way and that obeying the	Today is the 7 th of October. Today is Saturday Out home task for today are exercises 5-6 Who usually does his homework in this room? This student does. Who is doing his homework there now? I don't know

<p>c) New grammar material fixation (15 minutes)</p>	<p>directions of a man with a whistle. Note that when the possessive case is used, the article before the person or thing possessed disappears. e.g. the horns of bull=the bull's horns When the possessor is a thing "of" is normally used. e.g. the legs of the table, the walls of the room But many well-known combinations it is usual to put the two nouns together using the first as a sort of adjective: e.g. hall door, dining-room table, street lamp. -Similarly with the names of town and sometimes districts: London transport, Liverpool Cathedral; -or when there is a connection with time: summer holidays, winter sport, autumn colours; -or with clothes, equipment, vehicles: golf clubs, tennis shoes, football ground; -or with kinds of stories: detective stories, crime stories, ghost stories. The possessive form is used with expression of time such as: second, minute, hour, night, week, fortnight, month, year e.g. a day's work, today's paper, a week's holiday Do you understand the theme? Have you got any questions? Then let's do some exercises to the new theme. Open your books at page 115. There is exercise 8. Translate the sentences using possessive case of noun. The 1st sentence: Mening do'stimning xonasi. Please translate. Yes, right. The 2nd sentence: Mening do'stimning xonalari Please translate. OK, I see everybody understand the theme and has done exercises without any mistakes. Now, in conclusion I want to say that in the Uzbek language the Possessive case of noun ('s) is corresponded to the suffix «ning» which is taken by «qaratqich kelishigi». e.g. Dadamning do'stlari, oyimning mehmonlari and so on.</p>	<p>No, we haven't got</p> <p>My friend's room My friend's rooms</p> <p>The friends of my father, the guests of my mother My father's friends, my mother's guests</p>
<p>III. Summing up (15 minutes)</p>	<p>Mavzu bo'yicha xulosa qilinadi, darsning muhim jihatlari talabalar diqqati jalb etiladi. It's enough for today. Write down your home task. Exercises 8-10 on page 115 and to learn the new words of lesson 5. And let me announce your marks. Your mark is excellent, yours is good. Stand up! Our lesson is over. See you next lesson.</p>	

Ilova 1

THE NOUN
Qaratqich kelishigi

Birlik son	Ko‘plik son
The boy’s dog 	Boys’ dogs 

Otlarning qo‘llanilishi

№	Gap	Otning grammatik vazifasi
1	The table is new.	Ega
2	Jane is a student.	Tarkibli ot kesimning ot qismi
3	I’m throwing a ball.	To‘ldiruvchi
4	It is a silk dress.	Aniqlovchi
5	The wish of all people is a peace.	Aniqlovchi
6	The book is on the shelf.	Hol
7	I met her by chance.	Harakat tarzi holi

Ilova 2

“Blis-so`rov” savollari

1. What do you do on your days off?
2. How do you spend your free time?
3. What kinds of sports do you like?
4. Do you like to go to the theatre?
5. What TV programmes do you like to watch?
6. How do you help your parents?

Sifat darajalari (Degrees of adjectives)

Predmetdagi bir xil belgini miqdoriga ko'ra nisbatlash yoki ish harakatdagi holatni o'zaro bir-biridan farqlash hodisasi sifat va ravish darajalari deyiladi.

Ingliz tilida ham sifat o'zbek tilidagidek quyidagi 3 darajaga ega.

1. Oddiy daraja – positive degree
2. Qiyosiy daraja – comparative degree
3. Ortirma daraja – superlative degree.

Bir bo'g'inli sifatlarning qiyosiy darajasi oddiy darajadagi sifatga – **er** qo'shimchasini qo'shish orqali yasaladi.

Bu qo'shimcha o'zbek tilidagi – **roq** qo'shimchasiga to'g'ri keladi.

Short – shorter = qisqa – qisqaroq

Late – later = kech – kechroq

Bir bo'g'inli sifatlarning ortirma darajasi oddiy darajadagi sifatga – **est** qo'shimchasini qo'shish orqali yasaladi.

Bu qo'shimcha o'zbek tilida sifat oldida keladigan **eng, juda** so'ziga mos keladi.

Short	Shorter	The shortest
Qisqa	Qisqaroq	Eng qisqa
Late	Later	The latest
Kech	Kechroq	Eng kech

Ko'p bo'g'inli sifatlarning qiyosiy darajasi oddiy darajadagi sifat oldida **more** so'zini qo'yish orqali yasaladi.

Important	More important
Muhim	Muhimroq
Interesting	More interesting
Qiziqarli	Qiziqarliroq

Ko'p bo'g'inli sifatlarning ortirma darajasi oddiy darajadagi sifat oldida **the most** so'zini qo'yish orqali yasaladi.

Important	More important	The most important
Muhim	Muhimroq	Eng muhim
Interesting	More interesting	The most interesting
Qiziqarli	Qiziqarliroq	Eng qiziqarliroq

Ba'zi bir sifatlarning qiyosiy va ortirma darajalari boshqa negizlardan yasaladi.

Good	Better	The best
Yaxshi	Yaxshiroq	Eng yaxshi
Bad	Worse	The worst
Yomon	Yomonroq	Eng yomon
Many (much)	More	The most
Ko'p	Ko'proq	Eng ko'p

Teng predmetlarni chog'ishtirishda sifatning oddiy darajasi as...as iborasidan foydalaniladi.

O'zbek tilida xuddi shunday deb beriladi.

Karim is as clever as his brother.

Birlik

- I. I have as many books as you have
- II. You have as many books as I have
- III. He has as many books as you have
She has as many books as you have.

Ko'plik

- I. We have as many books as you have
- II. You have as many books as they have
- III. They have as many books as you have.

Sifat yoki son jihatdan teng bo'lmagan predmetlarni chog'ishtirishda not soas iborasidan foydalaniladi.

O'zbek tiliga **“shunday emas”** deb beriladi.

Birlik

- I. I have not so many books as you have
- II. You have not so many books as I have
- III. He has not so many books as you have
She has not so many books as you have

Ko'plik

- I. We have not so many books as you have
- II. You have not so many books as they have
- III. They have not so many books as you have.

Ilova 3

Baholash mezonlari

86%-100% 5 ball-a'lo

71%-85% 4 ball-yaxshi

55%-70% 3 ball-qoniqarli

Guruhlar	Guruh a'zosining faolligi	Matnga doir savollarga javob berish	Umumiy ballar	Baho
1	2	2	4	5
2	1.5	1.5	3	4
3	1	1	2	3
4	0.5	0.5	1	2

Model of educational process №17

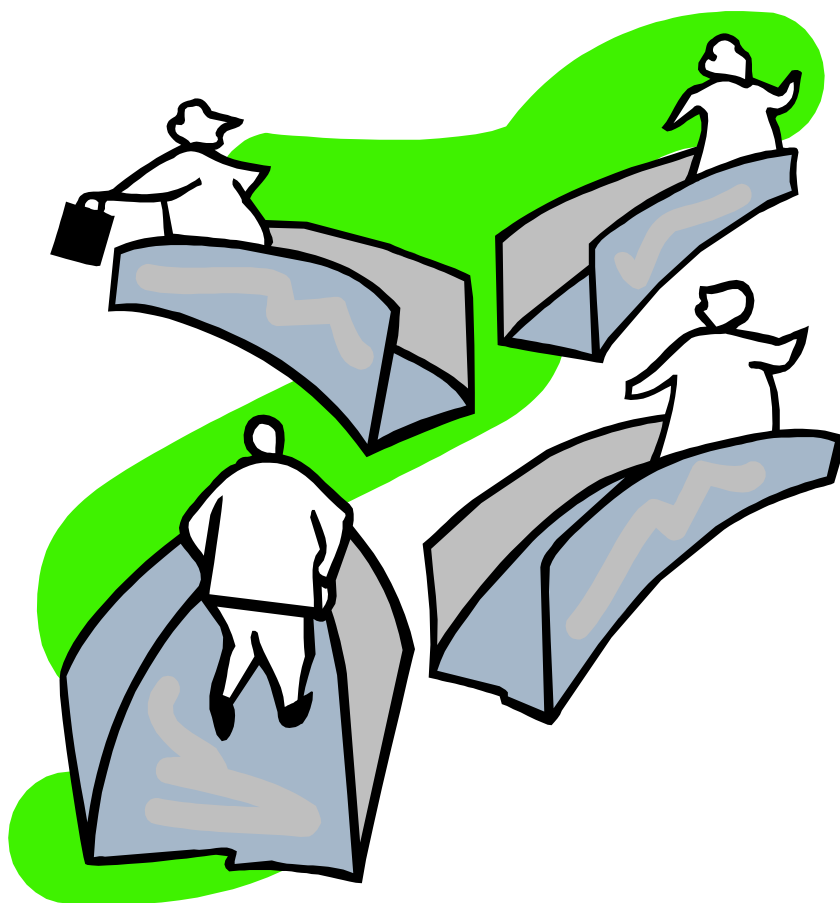
1	Time	2 hours
2	The structure of the lesson	Uyga berilgan vazifalarni tekshirish. Yangi mavzu: Noto'g'ri fe'llarning o'tgan zamon shakli Uyga vazifa Ex- 1.
3	The aim of the lesson	Mashg'ulot davomida o'tgan zamon haqida ma'lumot olgan talabalarga to'g'ri va noto'g'ri fe'llarning o'tgan zamon shaklining yasaliishi to'g'risida to'liq ma'lumot berish. Mavzuga oid mashqlar bajarish misollar tuzish.
4	Pedagogical functions	Dars mobaynida talabalardagi bor bilimlarini qiyoslab to'la tushuncha berish Amaliy mashg'ulotlarda qo'llay olish malakasini oshirish
5	Teaching methods	Muloqot, aqliy hujum, savol-javob,
6	The forms of work	Jamoaviy , guruhlararo yakka tartibda, kartochka asosida ishlash, juft bo'lib ishlash
7	Educational device and literature	Uslubiy ishlanma "English in Topics"darslik «Ingliz tili darsligi» (muallif: N.A.Bonk), klaster jadvali, nima uchun sxemasi, qanday diagrammasi
8	Students' work	Og'zaki so'rov, muloqot, keys texnologiyasi, baliq skeleti.

The structure of the educational process I (17)

Division of the lesson according to the time	The Essence of the lesson	
	Teacher	Students
I. The beginning of the lesson. Introduction (10 minutes)	Mashg'ulot mavzusi: Lesson 17. Uyga berilgan vazifalar yuzasidan savol-javob. Yangi mavzu: text: "My native town" Noto'g'ri fe'llarning o'tgan zamon shakli. Exercises. Mashg'ulot maqsadi: Mashg'ulot davomida fe'llarning turlari, noto'g'ri	Talabalar tinglashadi, aniqlashadi, savollar berishadi

	fe'llarning alohida jihatlari, ularning gapdagi o'rni, vazifasi tushuntiriladi.	
II. The main part (60 minutes) a) Checking up home work (15 minutes) b) Explanation of a new grammar and lexical material (30 minutes) <		

	<p>Uzbek language the Possessive case of noun ('s) is corresponded to the suffix «ning» which is taken by «qaratqich kelishigi».</p> <p>e.g. Dadamning do'stlari, oyimning mehmonlari and so on.</p>	
<p>III. Summing up (15 minutes)</p>	<p>Mavzu bo'yicha xulosa qilindi, darsning muhim jihatlariga talabalar diqqati jalb etiladi. It's enough for today. Write down your home task. Exercises 1,2,3 at page 123 and to learn the new words of lesson 5. And let me announce your marks. Your mark is excellent, yours is good.</p> <p>Stand up! Our lesson is over. See you next lesson.</p>	



Be born – tug'ilmoq

Native town – ona shahar

Ancient – qadimiy beautiful

Part – qism

Building – bino

Modern shops – zamonaviy do'konlar

Hospital – kasalxona

Be situated – joylashgan bo'lmoq

Factory – fabrika

In the open air – ochiq havoda

Famous monument – mashhur yodgorlik

All over the world – dunyo bo'ylab

Mausoleum – maqbara



MY NATIVE TOWN

I was born in Boukhara, it is my native town. It is an ancient and a very beautiful town. There 2 parts in our town: the new part and the old one. In the new part there are many new buildings and modern shops. Most of school and hospitals are situated in the new part. Here are also situated the University, technological and Medical Institutes, plants, factories, colleges and many others.

The old part our town is the museum in the open air. All ancient monuments are situated here. Such famous monument as Minaret Kalyan is known all over the world. A lot of tourists come to our town to see our famous Ulugbek's madrassah, Nadirdivanbigi madressah, Mokhi-Khosa, Ismail Samani mausoleum and others. I like my town very much.

Ilova 1

Put the verbs given in the Past form.

Become,bring,build,burn,choose,come,cut,dig,draw,
drink,eat,feed,find,give,grow,have.hurt,keep,know,lend,l
et,lose,make,meet,read,run,see,shake,sleep,smell,speak,s
pend,take,swim,wake,write,win,strike,teach,think,stand.

Ilova 2

Give a situation to the proverb : “By doing nothing
we learn to do ill”.

Ilova 3

Baholash mezonlari

86%-100% 5 ball-a'lo

71%-85% 4 ball-yaxshi

55%-70% 3 ball-qoniqarli

Guruhlar	Mashqning to`g`ri bajarilganligi	Guruh a`zosining faolligi	Umumiy ballar	Baho
1	2	2	4	5
2	1.5	1.5	3	4
3	1	1	2	3
4	0.5	0.5	1	2

Model of educational process №18

1	Time	2 hours
2	The structure of the lesson	1.Uyga berilgan vazifalarni tekshirish. Yangi mavzu: Vositali va vositasiz to'ldiruvchining gapdagi o'rni Matn "My last week end" o'qib tarjima qilish Uyga vazifa Ex- 5-15. Noto'g'ri fe'llarni jadvalini yodlash
3	The aim of the lesson	Dars davomida vositali va vositasiz to'ldiruvchining gapdagi o'rni ulardagi qo'shimchalar ona tilidagi qaysi kelishik qo'shimchalari Bilan mos kelishi to'g'risida ma'lumot berish. Gaplar tuzish
4	Pedagogical functions	Talabalardagi bor bilimlarini ona tili bilan qiyoslab, Amaliy mashg'ulotlarda qo'llay olish malakasini oshirish.
5	Teaching methods	Muloqot, aqliy hujum, savol-javob,
6	The forms of work	Juft bo'lib ishlash, guruhlararo, individual, yakka tartibda va jamoviy bo'lib ishlash.
7	Educational device and literature	Uslubiy ishlanma "English in Topics"darslik «Ingliz tili darsligi» (muallif: N.A.Bonk), klaster jadvali, nima uchun sxemasi, qanday diagrammasi
8	Students' work	Og'zaki so'rov, muloqot, keys texnologiyasi, insert jadvali

The structure of the educational process I (18)

Division of the lesson according to the time	The Essence of the lesson	
	Teacher	Students
I. The beginning of the lesson. Introduction (10 minutes)	Mashg'ulot mavzusi: Dialogue. 1.Uyga berilgan vazifalarni tekshirish. Yangi mavzu: Vositali va vositasiz to'ldiruvchining gapdagi o'rni. Matn "My last week end" o'qib tarjima qilish Uyga vazifa Ex- 5-15. Noto'g'ri fe'llarni jadvalini yodlash Mashg'ulot maqsadi: Dars davomida vositali va vositasiz to'ldiruvchining gapdagi o'rni ulardagi qo'shimchalar ona tilidagi qaysi kelishik qo'shimchalari bilan mos kelishi to'g'risida ma'lumot berish. Gaplar tuzish	Talabalar tinglashadi, aniqlashadi, savollar berishadi
II. The main part (60 minutes) a) Checking up home work (15 minutes)	What is the date today? What is the day today? Who is on duty today? Who is absent today? What was your home task for today? Let's check up your home task. Exercise 3. First sentence. Begin reading. Good. Now let's check up exercise 4.	Today is the 7 th of October. Today is Saturday I am on duty today All are Present Our home task for today are exercises 1,2,3 at page 123 and to learn

Read !!!

DIALOGUE

Two old friends met in the street.

John: - Oh, Roger! We haven't met for ages!

Roger: - Hello, John! How are you ?

John: - Hello, fine. We must keep this matter.

Roger: - OK. Let's go to the restaurant.

John: - A good idea. Let's go.

Two old friends are sitting at table in the restaurant to keep their meeting.

Roger: - What would you like to have, John?

John: - I'd like to have fried chicken, salad and dessert.

Roger: - I prefer fish to fried chicken.

John: - Would you like any drinks, Roger?

Roger: - Yes, I'd like to have apple juice.

John: - But I like pine-apple juice.

Answer the following questions according to the text "My native town"

1. Where were you born ?
2. What kind of town is your native town ?
3. How many parts are there in your native town ?
4. What are there in the old part of your native town?
5. What are there in the new part of your town ?
6. Do you like your native town ?

Ilova 1

Vocabulary:

A family – oila
To spend – o`tkazmoq
To wake up – uyg`onmoq
Please wake him up – Uni uyg`oting, iltimos
To wash – yuvinmoq
To dress – kiyinmoq
Breakfast – nonushta
Dinner – tushlik
Supper – kechki ovqat
A country – mamlakat
A theatre – teatr
A park – park, bog`
To want – xohlamog
To skate – konkida uchmoq
Chess – shaxmat
Early – erta
Parents – ota - onalar
To be glad – xursand bo`lmoq
To go to bed – uyquga ketmoq

Ilova 2

Berilgan soʻz va soʻz iboralaridan dialoglar tuzing.

To be going to, to the country, to stay there over the week-
and.
to play chess, to want, to play a game of, I'd love to.
to be glad to see, to be going to the cinema, to want to see
the film.
What's the weather like ..., fine(nice,bad), to stay in town.

Ilova 3

Baholash mezonlari

86%-100% 5 ball-a'lo

71%-85% 4 ball-yaxshi

55%-70% 3 ball-qoniqarli

Guruhlar	Yangi soʻzlarni yodlash	Berilgan soʻz va soʻz iboralaridan dialoglar tuzish	Umumiy ballar	Baho
1	2	2	4	5
2	1.5	1.5	3	4
3	1	1	2	3
4	0.5	0.5	1	2

Model of educational process №19

	Time	2 hours
	The structure of the lesson	1.Uyga berilgan vazifalarni tekshirish. Noto'g'ri fe'llarni so'rash 2. Yangi mavzu:Unli harf birikmalarining o'qilish qoidalari, there is/are oborotlari, og'zaki matn "Symbols of Uzbekistan" ustida ishlash
	The aim of the lesson	Mashg'ulot davomida noto'g'ri fe'llarning 3 turi tarjimasi bilan so'ralib, qiyin so'zlardan o'tgan zamonda gaplar tuzish. Matn "Symbols of Uzbekistan" yangi so'z va iboralari doskada yozilib ular ustida ishlash, ulardan misollar keltirish. Matn obzaslarining ma'nosiga qarab so'roq gaplar tuzish
	Pedagogical functions	Talabalarining tilga bo'lgan qiziqishini rivojlantirish, ularning og'zaki nutqini oshirish so'z boyligiga e'tibor qaratish
	Teaching methods	Muloqot, aqliy hujum, savol-javob, dialog tuzish
	The forms of work	Jamoaviy guruhlararo, individual, juft ishlash.
	Educational device and literature	Uslubiy ishlanma "English in Topics"darslik «Ingliz tili darsligi» (muallif: N.A.Bonk), klaster jadvali, nima uchun sxemasi, qanday diagrammasi.
	Students' work	Og'zaki so'rov, muloqot, insert jadvali, keys texnologiyasi

The structure of the educational process I (19)

Division of the lesson according to the time	The Essence of the lesson	
	Teacher	Students
I. The beginning of the lesson. Introduction (10 minutes)	Mashg'ulot mavzusi: Unli harf birikmalarining o'qilish qoidalari, there is/are oborotlari 1.Uyga berilgan vazifalarni tekshirish. Noto'g'ri fe'llarni so'rash. 2. Yangi mavzu: og'zaki matn "Symbols of Uzbekistan" ustida ishlash Mashg'ulot maqsadi: Mashg'ulot davomida noto'g'ri fe'llarning 3 turi tarjimasi bilan so'ralib, qiyin so'zlardan o'tgan zamonda gaplar tuzish. Matn "Symbols of Uzbekistan" yangi so'z va iboralari doskada yozilib ular ustida ishlash, ulardan misollar keltirish. Matn obzaslarining ma'nosiga qarab so'roq gaplar tuzish	Talabalar tinglashadi, aniqlashadi, savollar berishadi

<p>II. The main part (60 minutes)</p> <p>a) Checking up home work (15 minutes)</p> <p>b) Explanation of a new grammar and lexical material (30 minutes)</p> <p>c) New grammar material fixation (15 minutes)</p>	<p>What is the date today? What is the day today? Who is on duty today? Who is absent today? What was your home task for today? Let's check up your home task. Exercise 3. First sentence. Begin reading. Good. Now let's check up exercise 4. Now irregular verbs. Please, come to the blackboard. Begin "to be", "to bear" Today we'll pass oral text "Symbols of Uzbekistan". First I'll write the new words and expression on the blackboard and you'll copy out them. Then we'll read and translate the text using the vocabulary. Let's read. Please, begin. Let's do some exercises. Answer the questions: 1. What place can we see in flag of Uzbekistan? 2. What does the bird mean?</p>	<p>Today is the 7th of October. Today is Saturday I am on duty today All are Present Our home task for today are exercises 1,2,3 at page 123 and to learn the new words and expression. Was, were-been Bore-born The flag of our country... We can see it over government buildings, schools, embassies and so on.</p>
<p>III. Summing up (15 minutes)</p>	<p>Your home task are Ex. 4,5 p. 124 . And learn the new words and expression from the text. And let me announce your marks. Your mark is excellent, yours is good. Stand up! Our lesson is over. See you next lesson.</p>	

**OO, EE EA, AI, AY, OI, OY, OA, OU - UNLI HARF
BIRIKMALARINING O'QILISH QOIDALARI.**

OO - **k** harfidan oldin kelsa [**u**] deb o'qiladi, qolgan holatlarda [**u:**] deb o'qiladi, qoidadan tashqari [**ʌ**] deb o'qiladi.

OO - [**u**] - cook, look, took, book.

[**u:**] - zoo, moon, too, school, soon

[**ʌ**] - blood

ee - harf birikmasi [**i:**] deb o'qiladi. Masalan: meet, feet, week, needle

ea - harf birikmasi [**i:**] deb o'qiladi. Masalan: weak, tea, read, seat.

ea - harf birikmasi **th, t, d** dan oldin kelsa [**e**] deb o'qiladi. Masalan: death, threat, dead.

ai - harf birikmasi [**ei**] deb o'qiladi. Masalan: rain, gain, pain, main.

ay - harf birikmasi urg'uli bo'g'inda [**ei**] deb o'qiladi. Masalan: day, may, way.

ay - harf birikmasi urg'usiz bo'g'inda [**i**] deb o'qiladi. Masalan: Monday, birthday.

oi - harf birikmasi [**oi**] deb o'qiladi. Masalan: oil, boil, join, coin.

oy - harf birikmasi [**oi**] deb o'qiladi. Masalan: boy, toy, enjoy

oa - harf birikmasi [**ou**] deb o'qiladi. Masalan: coat, goat, boat, road.

ou - harf birikmasi [**au**] deb o'qiladi. Masalan: out, count, round, about.

There is / are iborasi.

There is / are iborasi biror predmet yoki predmetlar guruhining muayyan joyda bor yoki yuqligini ko'rsatish uchun ishlatiladi.

Birlikdagi sanaladigan va sanalmaydigan otlarni ifodalash uchun **there is**, ko'plikdagi sanaladigan otlarni ifodalash uchun **there are** iborasi qo'llaniladi.

There is a book on the table.

- Stol ustida bitta kitob bor.

There are 10 students in the classroom .

- Sinfxonada 10 student bor.

So'roq shakli shu iboradagi **is** yoki **are** ni egadan oldinga qo'yish orqali yasaladi.

Is there a book on the table ? – Yes, **there is**. – No, there is not.

Are there 10 students in the classroom ? – Yes, **there are**. – No, there are not.

Bo'lishsiz shakli **there is** yoki **there are** iborasidan keyin **not** inkor yuklamasini qo'yish orqali yasaladi.

There is not a book on the table.

There are not 10 students in the classroom.

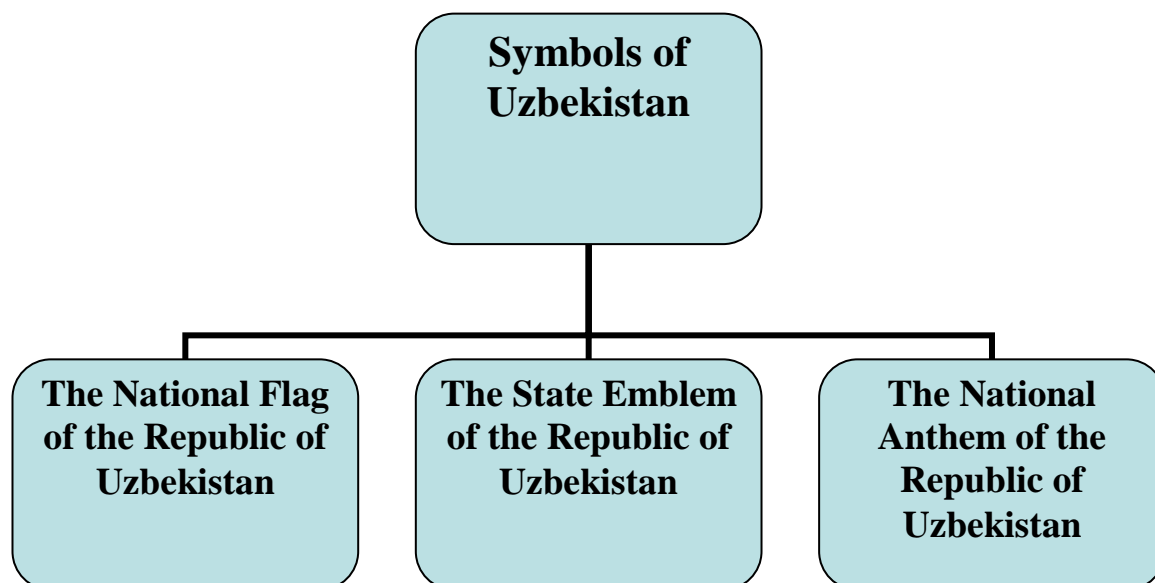
Here it is OBOROTI

here it is.... oboroti "**mana, marhamat**" degan ma'nolarni anglatadi.

here it is Oboroti biror narsani berishni yoki biror narsaning qayerda ekanligi so'ralganda? Ularga javob berishda ishlatiladi.

- Would you give me that book ?
- **Here it is. (marhamat)**
- Where is my pen ?
- **Here it is. (mana).**

Ilova 1



Ilova 2

“Yumaloq stol atrofida” muhokama qilish uchun savollar

1. Where is the flag of Uzbekistan flown internationally?
2. Why does the flag of Uzbekistan have three colours?
3. Why are there stars and a crescent moon on the flag?
4. What parts of the emblem parts of Uzbekistan's geography?
5. How is nature represented in the emblem?
6. What is the name of the bird in the emblem?
7. What symbols of Islam are there in the emblem?

Ilova 3

Baholash mezonlari

86%-100% 5 ball-a'lo

71%-85% 4 ball-yaxshi

55%-70% 3 ball-qoniqarli

Guruhlar	Guruh a'zosining faolligi	Matn bo'yicha savollarga javob berish	Umumiy ballar	Baho
1	2	2	4	5
2	1.5	1.5	3	4
3	1	1	2	3
4	0.5	0.5	1	2

Model of educational process №20

1	Time	2 hours
2	The structure of the lesson	1. Uyga berilgan vazifalarni tekshirish. 2. Yangi mavzu: “to have” va “have (has) got” iborasi Ex-s 1-2-3 3. Uyga vazifa Ex- s 4-5 Yangi soʻz va iboralarni yodlab, ulardan gap tuzish
3	The aim of the lesson	Mashgʻulot mobaynida “to have” va “have (has) got” iborasi toʻgʻrisida toʻliq maʼlumot berish, ularning gapdagi oʻrni soʻroq va inkor shakllari qanday yasalişini misollar va mashqlar yordamida tuzish.
4	Pedagogical functions	Talabalar bilimni oshirish, ulardagi bor bilimlarni ona tili bilan qiyoslab, amaliy mashgʻulotlarda qoʻllay olish malakasini oshirish
5	Teaching methods	Muloqot, aqliy hujum
6	The forms of work	Jamoaviy guruhlararo, individual, juft boʻlib ishlash
7	Educational device and literature	“English in Topics” uslubiy ishlanma, darslik «Ingliz tili darsligi» (muallif: N.A.Bonk), klaster jadvali, nima uchun sxemasi, qanday diagrammasi.
8	Students’ work	Ogʻzaki soʻrov, muloqot, insert jadvali, keys texnologiyasi

The structure of the educational process I (20)

Division of the lesson according to the time	The Essence of the lesson	
	Teacher	Students
I. The beginning of the lesson. Introduction (10 minutes)	Mashgʻulot mavzusi: 1. Uyga berilgan vazifalarni tekshirish. 2. Yangi mavzu: “to have” va “have (has) got” iborasi Ex-s 1-2-3 3. Uyga vazifa Ex- s 4-5 Yangi soʻz va iboralarni yodlab, ulardan gap tuzish Mashgʻulot maqsadi: Mashgʻulot mobaynida “to have” va “have (has) got” iborasi toʻgʻrisida toʻliq maʼlumot berish, ularning gapdagi oʻrni soʻroq va inkor shakllari qanday yasalişini misollar va mashqlar yordamida tuzish.	Talabalar tinglashadi, aniqlashadi, savollar berishadi
II. The main part (60 minutes) a) Checking up home work (15 minutes) b) Explanation of	What is the date today? What is the day today? Who is on duty today? Who is absent today? What was your home task for today? Let’s check up your home task. Exercise 4. Do you often go to see your friends? Ex.5 Read the first sentence Let’s begin our new theme: “to have”	Today is the 7 th of October. Today is Saturday I am on duty today All are Present Our home task for today are exercises 4,5 on page 123 and to learn the new words and expression from the text.. Yes, I do. Your sister gave me a very

III. Summing up
(15 minutes)

Your home task are exercises 4,5, to learn the new words and expression. And let me announce your marks. Your mark is excellent, yours is good.
Stand up! Our lesson is over. See you next lesson.



Model of educational process №21

1	Time	2 hours
2	The structure of the lesson	Uyga berilgan mashq va fe'l, so'z va iboralarni so'rash. Yangi mavzu: O'rin – joy predloglari, text: “My flat”, «some, any» gumon olmoshlari. Text: My friend's family. Exercises: 7-8-10.
3	The aim of the lesson	Matnni o'qib, tushunish, yangi so'zlar yordamida gaplar tuzish ko'nikmasini rivojlantirish; gumon olmoshlari to'g'risida ma'lumot berish, gaplarda gumon olmoshlarini qo'llash o'zni borasida tushunchaga ega bo'lishlarini ta'minlash
4	Pedagogical functions	Talabalar bilim-ko'nikmalarini rivojlantirish, kundalik hayotda, muayyan vaziyatlarda iboralarni qo'llay olishga o'rgatish
5	Teaching methods	Muloqot, savol-javob, «Baliq skeleti» jadvali
6	The forms of work	guruhlararo, juft ishlash
7	Educational device and literature	« Ingliz tili darsligi» (muallif: N.A.Bonk) I-qism, 131-b, 561-b., «Baliq skeleti» jadvali, o'quv qurollari
8	Students' work	Og'zaki so'rov, muloqot, jadval

The structure of the educational process I (21)

Division of the lesson according to the time	The Essence of the lesson	
	Teacher	Students
I. The beginning of the lesson. Introduction (10 minutes)	Uyga berilgan mashq va fe'l, so'z va iboralarni so'rash. Yangi mavzu: O'rin – joy predloglari, text: “My flat” «some, any» gumon olmoshlari. Text: My friend's family. Exercises: 7-8-10. Matnni o'qib, tushunish, yangi so'zlar yordamida gaplar tuzish ko'nikmasini rivojlantirish; gumon olmoshlari to'g'risida ma'lumot berish, gaplarda gumon olmoshlarini qo'llash o'zni borasida	Talabalar tinglashadi, aniqlashadi, savollar berishadi
II. The main part (60 minutes) a) Checking up home work (15 minutes) b) Explanation of a new grammar and lexical material (30 minutes)	Good morning! How do you do? Let's check up your home task. Please, answer my questions: Have you got a family? Have you got a brother or sister? Have you a flat or a house? Have you caught flu? Our new theme: The Indefinite pronouns: some and any. Some va any olmoshalri o'zbek tiliga “qandaydir, bir nechta, birorta, istalgan” deb tarjima qilinadi. e.g. I have some English books at home. Do you have any Russian vocabulary at home? Some olmoshi faqatgina darak gaplarda qo'llanadi, any olmoshi so'roq va inkor gaplarda qo'llanadi: Do you have some information about foreign country? Yes?	Yes, I have got I have got a sister and two brothers. I have got a flat. No, I haven't.

c) New grammar material fixation (15 minutes)	No, I haven't any. Let's do some exercises on this theme. And let's translate the text "My friend's family".	
III. Summing up (15 minutes)	Mavzu bo'yicha xulosa qilindi, darsning muhim jihatlariga talabalar diqqati jalb etiladi. It's enough for today. Write down your home task. Exercises 5-15 at page 134. And let me announce your marks. Your mark is excellent, yours is good. Stand up! Our lesson is over. See you next lesson.	



O'RIN - JOY PREDLOGLARI (PREPOSITIONS OF PLACE)

On - predlogi shaxs yoki predmetning biror narsaning ustidaligini ifodalaydi. Masalan: **on** the ground - yerda, yerning ustida

In - predlogi shaxs yoki predmetning biror narsaning ichidaligini ko'rsatadi. Masalan: **in** the bag - sumkada, sumkaning ichida.

At - yonida. Masalan: **at** the blackboard - doska yonida.

In front of - oldida. Masalan: **in front of** the Institute - Institut oldida.

Across - orqali. Masalan: **across** the bridge - ko'prik orqali.

Under - tagida. Masalan: **under** the table - stol tagida

Near - yaqinida. Masalan: **near** the market - bozor yaqinida.

Between - o'rtasida (2 ta predmet yoki shaxs o'rtasida)

Between the 2 windows - 2 ta deraza o'rtasida

Among - orasida (2 tadan ortiq predmet yoki shaxs orasida)

Among the people - odamlar orasida

Next to - bilan yonma-yon

Next to me - men bilan yonma-yon

Opposite - qarshisida

Opposite the shop - magazin qarshisida

Above - yuqorisida

Above the sea - dengiz yuqorisida

Behind - orqasida

behind the door - eshik orqasida

Big houses – katta uylar

Parents – ota-ona

A flat – kvartira

In the center of – markazida

Comfortable – qulay

A kitchen – oshxona

A bathroom – vannaxona

A sitting-room – mehmonxona

A dining-room – ovqatlanish xonasi.

A bedroom – yotoqxona

A study – darsxona

Pictures – rasmlar

Wall – devor

Carpet – gilam

Floor – pol

Sofa – divan

Bookshelves – kitob joyonlari

Closet – kiyim ilgich

Mirror – oyna

MY FLAT

There are many big houses in Boukhara. Our flat is in one of the these houses. It is in the center of Bukhara. Our flat is big and comfortable. There are 4 rooms, a kitchen and a bathroom. The rooms are: a sitting-room, a dining-room, a bedroom and a study. In the sitting-room there is a TV set, some pictures on the walls, carpets on the floor and a sofa. There are a table, 6 chairs and a sofa in the dining-room. There are bookshelves in the room too. There is a closet on the wall. There are 2 beds, a little table and a mirror in the bedroom. The fourth room is mine. My study is a small room. There are some shelves in the study. There are many books on the shelves.



Ilova 1

Answer the questions

1. Have you got a family ?
2. Are your parents very old?
3. How old is your father ?
4. Where do they live?
5. When were you born ?
6. When did you live school ?
7. Are you married ?
8. When did you get married?

Ilova 2

Choose the possible pronoun in the brackets.

Do you learn (some, any) foreign languages? Has your friend got (some, any) English magazines? I did not get (some, any) letters yesterday. Please take (some, any) German book you like. I don't think we've got (some, any) time today to discuss this questions.

Ilova 3

Baholash mezonlari

86%-100% 5 ball-a'lo

71%-85% 4 ball-yaxshi

55%-70% 3 ball-qoniqarli

Guruhlar	Guruh a'zosining faolligi	Mashqning to'g'ri bajarilganligi	Umumiy ballar	Baho
1	2	2	4	5
2	1.5	1.5	3	4
3	1	1	2	3
4	0.5	0.5	1	2

Model of educational process №22

1	Time	2 hours
2	The structure of the lesson	Uyga vazifa yuzasidan savol-javob. Matn: "The geographical position of Uzbekistan" ustida ishlash, leksik-grammatik tahlil qilish. Exercises 6,7,8,11
3	The aim of the lesson	Matn borasida savol-javob o'tkazish, erkin mavzuda suhbatlasha olish malakasini oshirish
4	Pedagogical functions	Talabalar bilim-ko'nikmalarini rivojlantirish, kundalik hayotda, muayyan vaziyatlarda iboralarni qo'llay olishga o'rgatish
5	Teaching methods	Muloqot, savol-javob
6	The forms of work	guruhlararo, juft, individual ishlash
7	Educational device and literature	« Ingliz tili darsligi» (muallif: N.A.Bonk) I-qism, 135-138 b., o'quv qurollari
8	Students' work	Og'zaki so'rov, muloqot, jadval

The structure of the educational process I (22)

Division of the lesson according to the time	The Essence of the lesson	
	Teacher	Students
I. The beginning of the lesson. Introduction (10 minutes)	Uyga vazifa yuzasidan savol-javob. Matn "The geographical position of Uzbekistan" ustida ishlash, leksik-grammatik tahlil qilish.	Talabalar tinglashadi, aniqlashadi, savollar berishadi
II. The main part (60 minutes) a) Checking up home work (15 minutes) b) Explanation of a new grammar and lexical material (30 minutes) c) New grammar material fixation (15 minutes)	Good morning! How do you do? What was your home task for today? Let's check up your home task. Read the exercise, please. Let's analyse the sentence form the text. My friend's wife is an economist. Let's do exercises on the themes which were passed in the last lessons.	"My wife" is a subject, expressed by possessive pronoun and common noun. "is an economist" is a predicate, nominal predicate expressed by the link-verb to be nad common noun.
III. Summing up (15 minutes)	Mavzu bo'yicha xulosa qilindi, darsning muhim jihatlariga talabalar diqqati jalb etiladi. It's enough for today. Write down your home task. Exercises 5-15 at page 134 and to learn the table of irregular verbs. And let me announce your marks. Your mark is excellent, yours is good. Stand up! Our lesson is over. See you next lesson.	

Central Asia – Oʻrta Osiyo

Between – oʻrtasida

River – daryo

Region – viloyat

Flatland – tekislik

Mountain – togʻ

Desert – choʻl

Cover – qoplamoq

Square kilometer –kvadrat km.

Border on – chegaralanmoq

Climate – iqlim

Cotton growing – paxta oʻstirish

Important producer – koʻzga koringan ishlab chiqaruvchi

Silk – ipak

Cotton – paxta

Look at – qaramoq

Map

Coal – koʻmir

Oil – neft

Natural gas – tabiiy gaz

Resource – manba

Deposit – qatlam

Marble – marmar

Non-ferrous – rangli

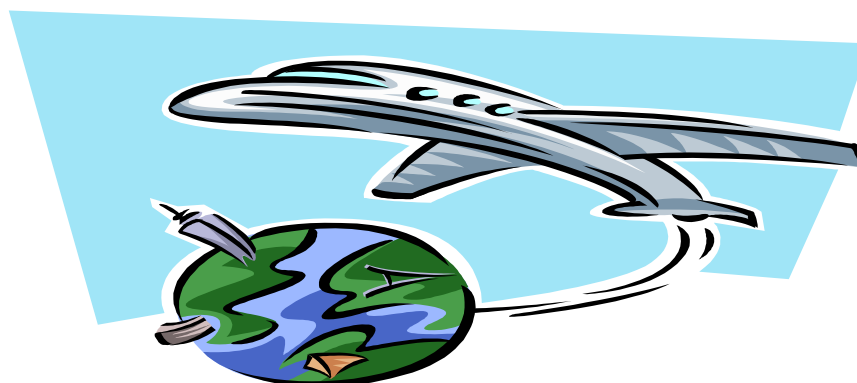
Include – oʻz ichiga olmoq

Gold – oltin

“The geographical position of Uzbekistan”

The Republic of Uzbekistan is one of the four Republics of Central Asia. Uzbekistan is situated between the Amu-Darya and the Syr-Darya, the greatest Asia rivers. It is the region of flatlands, mountains and deserts. The territory of the Republic covers 447,4 thousand square kilometers and is larger than Great Britain or Italy. Uzbekistan borders on Kazakhstan, Kirghizia, Tajikistan and Turkmenia. In the south Uzbekistan borders on Afghanistan. There are 12 regions and one Autonomous Republic in Uzbekistan..

The climate is continental. A great number of sunny days are good for cotton growing. Uzbekistan is one of the most important producers of cotton and silk. If you look at the map of the Republic of Uzbekistan you will see coal, oil and natural gas resources, deposits of marble, non-ferrous and other metals including gold.



Answer the following questions according to the text

1. Where is Uzbekistan situated ?
2. What kind of region is it ?
3. How many square kilometers is the territory of the Republic?
4. What Republics does Uzbekistan border on ?
5. How many regions are there in Uzbekistan ?
6. What is the role of the climate in cotton growing ?
7. What kind of resources and deposits can we see at the map of Uzbekistan ?

Ilova 3

Baholash mezonlari

86%-100% 5 ball-a'lo

71%-85% 4 ball-yaxshi

55%-70% 3 ball-qoniqarli

Guruhlar	Guruh a'zosining faolligi	Mashqning to'g'ri bajarilganligi	Umumiy ballar	Baho
1	2	2	4	5
2	1.5	1.5	3	4
3	1	1	2	3
4	0.5	0.5	1	2

Model of educational process №23

1	Time	2 hours
2	The structure of the lesson	Uyga berilgan vazifalarni tekshirish. Yangi mavzu: "There is (there are)" iboralarining o'tgan va hozirgi zamonda ishlatilishi Uy ishi: iboralarga gap tuzish. Yangi so'z va iboralarni yodlash Exercises 1-3-4-7.
3	The aim of the lesson	"There is (there are)" iboralarini o'tgan va hozirgi zamonda gaplarda tugri qo'llay olishga o'rgatish
4	Pedagogical functions	Talabalar bilim-ko'nikmalarini rivojlantirish, muayyan situasion vaziyatlarda iboralarni qo'llay olishga o'rgatish
5	Teaching methods	Muloqot, savol-javob, jadval
6	The forms of work	Guruhlararo, juft, individual ishlash
7	Educational device and literature	« Ingliz tili darsligi » (muallif: N.A.Bonk) I-qism, 144-b, o'quv qurollari
8	Students' work	Og'zaki so'rov, muloqot, jadval

The structure of the educational process I (23)

Division of the lesson according to the time	The Essence of the lesson	
	Teacher	Students
I. The beginning of the lesson. Introduction (10 minutes)	Mashg'ulot mavzusi: "There is (there are)" iboralarining o'tgan va hozirgi zamonda ishlatilishi. Mashg'ulot maqsadi: "There is (there are)" iboralarining o'tgan va hozirgi zamonda ishlatilishini misollar Bilan tushuntirish.	1. What is the construction "there is" used? 2. When is the construction "there are" used? 3. What is the Present form of the construction ? 4. What is the past form of the construction?
II. The main part (60 minutes) a) Checking up home work (15 minutes) b) Explanation of a new grammar and lexical material (30	What season is it now? Who is on duty today? What was your homework for today? Let's check up your homework. Our new theme is the usage of the construction "there is (there are) in the Present and past Indefinite Tense"	It is autumn now. I am on duty today. All are Present. Our homework for today was ex-s 6,7,8,11

minutes) c) New grammar material fixation (15 minutes)		
III. Summing up (15 minutes)	<p>1. Xulosa qilib aytganda "There is (there are)" iboralarining o'tgan va hozirgi zamonda ishlatilishini bilish toliblar juda zarur.</p> <p>2. Uyga vazifadagi mashqlar va Yangi mavzuni mustahkamlashda faol ishtirok etgan talabalar...baholanadi</p> <p>3. Mashg'ulot ko'zlangan maqsadga erishdik deb o'ylayman. Aynan shu natijalarni saqlab qolish uchun mavzuni uyda takrorlaymiz. Uyga vazifa: yangi so'z va iboralarni yodlash ex-s 1,3,4,7</p>	



Read the dialogue and remember usefull expressions:

DIALOGUE

Secretary: - I am sorry, may I come in ?

Boss: - Come in, please.

Secretary: - excuse me for my interrupting you.

Boss: - Never mind. What would you like ?

Secretary: - Can you allow me to go home
earlier today /

Of course, I'm awfully sorry.

Boss: - No trouble at all. You may go.

Ilova 1

Oral / written:

To discuss your classmates immediate activities, divide into two groups,

I and II.

Group I: Do anything you each feel like doing (stand up, talk, look out the window, etc.) You may wish to do some interesting or slightly unusual things. All perform these activities at the same time.

Group II: Describe the immediate activities of the students in Group I (e.g. Ali is talking to Ricardo. Yoko is scratching her chin. Be sure to use your classmates names.)

Ilova 2

Complete the sentences by using the words in parentheses. Use the Pres. Ind or the Pres. Cont.

1. What you (to do) here? – I (to wait) for a friend .
2. He (to speak) French? – Yes, he (to speak) French quite fluently.
3. Listen! Someone (to knock) at the door.
4. Don't go into the classroom! The students (to write) a dictation there.
5. She (to write) letters to her Mather wiry week .
6. Ships (to travel) from Odessa to Batumi in three and a half days.
7. The man who (to smoke) a cigarette is our English teacher.
8. Let's go for a walk, is not (to rain).
9. My brother (to smoke) a great deal.
10. Listen! The telephone (to ring).

Ilova 3

Baholash mezonlari
86%-100% 5 ball-a'lo
71%-85% 4 ball-yaxshi
55%-70% 3 ball-qoniqarli

Guruhlar	Guruh a`zosining faolligi	Mashqning to`g`ri bajarilganligi	Umumiy ballar	Baho
1	2	2	4	5
2	1.5	1.5	3	4
3	1	1	2	3
4	0.5	0.5	1	2

Model of educational process №24

	Time	2 hours
	The structure of the lesson	Uyga vazifalarni tekshirish. Yangi mavzu: a harfining ss, sk, sp, th, ft harf birikmalaridan va o harfining m, n, th harflardan oldin o'qilishi. Otlarning ko'plik shakli, "Can" modal fe'li va "to be able to" iborat Matn "May sister's Flat". Matnni ukish va tarjima qilish
	The aim of the lesson	"Can" modal fe'li va "to be able to" iborasi haqida tushuncha berish
	Pedagogical functions	Talabalar ko'nikma malakalarini rivojlantirish, "Can" modal fe'li va "to be able to" iborasini gaplarda qo'llay olishga o'rgatish.
	Teaching methods	Muloqot, savol-javob, «Baliq skeleti» jadvali
	The forms of work	Jamoaviy ishlash, individual ishlash
	Educational device and literature	« Ingliz tili darsligi» (muallif: N.A.Bonk) I-qism, 148-b, o'quv qurollari
	Students' work	Og'zaki so'rov, muloqot, jadval

The structure of the educational process I (24)

Division of the lesson according to the time	The Essence of the lesson	
	Teacher	Students
I. The beginning of the lesson. Introduction (10 minutes)	Mashg'ulot mavzusi: a harfining ss, sk, sp, th, ft harf birikmalaridan va o harfining m, n, th harflardan oldin o'qilishi. Otlarning ko'plik shakli, "Can" modal fe'li va "to be able to" iborasi. Matn "May sister's Flat" ukish va tarjima qilish. Mashg'ulot maqsadi: "Can" modal fe'li va "to be able to" iborasini misollar bilan tushuntirish	1. When is modal verb "can" used? 2. What is the past form of the modal verb "can"? 3. What is the equivalent of the modal verb "can"? 4. Now many rooms in your flat?
II. The main part (60 minutes) a) Checking up home work (15 minutes) b) Explanation of a new grammar and lexical material (30 minutes) c) New grammar material fixation (15 minutes)	What is the weather like today? What season is it now? What is the day today? What was your homework for today? Let's check up your homework. Our new theme is modal verb "can" and is equivalent "to be able to"	It is raining today. It is autumn now. Today is Tuesday. Our home task for today was to make up sentences with the construction "there is (there are)" to learn the new words by heart, to do ex-s 1-3-4-7

<p>III. Summing up (15 minutes)</p>	<ol style="list-style-type: none"> 1. Xulosa qilib aytganda, “Can” modal fe’li va “to be able to” iborasini urganish toliblar uchun juda zarur. 2. Uyga vazifadagi mashqlar va Yangi mavzuni mustahkamlashda faol ishtirok etgan talabalar....baholanadi 3. Mashg’ulot ko’zlangan maqsadga erishdik deb o’ylayman. Aynan shu natijalarni saqlab qolish uchun mavzuni uyda takrorlaymiz. Uyga vazifa: yangi so’zlarni yodlash, matnni leksik grammatik tahlil qilish. 	
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O HARFINING M, N, TH, V HARFLARI OLDIDAN O'QILISHI

O [ʌ] – n – son, money

- m – some, someone
- v – love, above
- th – mother, brother

A HARFINING SS, ST, SK, SP, TH, FT HARF BIRIKMALARI OLDIDAN O'QILISHI

a [a:] – ss – glass, class, glass

- st – fast, past, last
- sk – mask, ask, task
- th – path, bath
- ft – craft, after

Otlarning ko'plik soni (The plural forms of the nouns)

Birlik sondagi otga – **s (-es)** qo'shimchasini qo'shish orqali otlarning ko'plik shakli yasaladi.

- **s** qo'shimchasi undosh, unli yoki o'qilmaydigan **“e”** bilan tugagan otlar oxiriga qo'shiladi.

- A pen – pens, a map – maps, a tie – ties,

- A sofa – sofas, a toy – toys, a book – books

s, x, ss, sh, ch, tch kabi harf va harf birikmalaridan keyin – **es** qo'shimchasi qo'shiladi.

- a dress – dresses, a box – boxes, a dish – dishes, a bench – benches, a match – matches.

- **es** qo'shimchasi undosh + y va **f, fe** bilan tugagan otlrg qo'shilgnd **y** harfi **i** harfiga, **f** harfi **v** ga aylnadi.

- **Lady – ladies, knife – knives**

Ingliz tilida ayrim otlarning ko'plik shkli yuqoridgi qoidadan mustsnodir. Bu turdgi otlar o'zagidgi unli uzgarishi bilan yoki ayrim qo'shimchlar qo'shilishi bilan ko'plikka aylanadi.:

Man (erkak) – men (erkaklar)

Woman (ayol) – women (ayollar)

Tooth (tish) – teeth (tishlar)

Foot (oyoq) – feet (oyoqlar)

Ox (ho'kiz) – oxen (ho'kizlar)

Ilova 1

Answer the questions

1. Is your flat comfortable?
2. Have you got a dining-room?
3. What is there in the middle of your dining-room?
4. Is the table in your dining-room or in the corner?
5. Do you like flowers?
6. Are there usually many flowers in your flat?

Ilova 2

Make a story using these words and word combinations.

To get a new flat, a week ago, a block of flats, at the corner, a bedroom, a study, a kitchen, in the middle of, the colour of, in the corner, to the right, to the left.

Ilova 3

Baholash mezonlari

86%-100% 5 ball-a'lo

71%-85% 4 ball-yaxshi

55%-70% 3 ball-qoniqarli

Guruhlar	Matnga doir savollarga javob berish	Guruh a`zosining faolligi	Umumiy ballar	Baho
1	2	2	4	5
2	1.5	1.5	3	4
3	1	1	2	3
4	0.5	0.5	1	2

Model of educational process №25

1.	O'quv vaqti	2 soat
2.	O'quv mashg'ulotning tuzilishi	1. To check up the home task. Mass media. Words, expressions. To make up some sentences on the new words and word combinations. 2. Lexico-grammatical exercises. Word study to make up some questions and answer them. 3. Home task: the retelling of the text Newspaper article. Text: Uzbekistan
3.	O'quv mashg'ulotining maqsadi	During the lesson we must introduce with the origin of Civilization in the Near East. Words and expression should be learn by heart. We shall or we must make up some questions and answer them. We must retell about newspaper article. We must know much about "Uzbekistan"
4.	Pedagogik vazifalar	This lesson teach Yes four basic skills of language: Listening, speaking, reading and writing. The knowledge about Civilization in the Near East is aimed word – building skills of the students.
5.	Ta'lim usullari	Muloqot, aqliy hujum, savol javob
6.	O'quv faoliyatining tashkil qilish shakllari	Jamoaviy guruhlararo, individual, juft ishlash
7.	Ta'lim vositalari	Uslubiy ishlanma "English in topics" "400 tem na angliyskom yazike",
8.	Qaytar aloqa usullari va vositalari	Og'zaki so'rov, muloqot

The structure of the educational process I (25)

Ishlash bosqichlari, vaqti	Faoliyat mazmuni	
	O'qituvchining	Talabaning
1-bosqich. O'quv mashg'ulotiga kirish (10 min)	<p>Mashg'ulot mavzusi: Lexical and grammatical exercises. To make up some sentences on the new words and word combinations. Newspaper article. Text: Uzbekistan</p> <p>Mashg'ulot maqsadi: During the lesson we must introduce Mass Media. Words and expression should be learn by heart. We must retell article from a newspaper. We shall speak about "Uzbekistan"</p>	<p>1) Describe the geography of Uzbekistan. 2) What are some crops that well in Uzbekistan because of the long, hot summer? 3) It what natural resources is Uzbekistan rich? 4) With what countriYes has Uzbekistan started joint venturYes? 5) What are the advantages of joint venturYes?</p>

<p>2-bosqich. Asosiy (60 min)</p> <p>a) uyga vazifani so'rash (15 min) b) yangi mavzuni tushuntirish (40 min) c) yangi mavzuni mustahkamlash (15 min)</p>	<p>What is the date today? What is the day today?</p> <p>What was your home task for today? Let's check up your home task?</p> <p>Our new theme is Newspaper article Text: Uzbekistan</p>	<p>Today is the</p> <p>Today is Monday</p> <p>Our home task for today are to repeat new words, to read text "Uzbekistan"</p>
<p>3-bosqich. Yakuniy natijaviy (10 min)</p>	<p>1. In short, we must know all about Uzbekistan. We must speak about article from a newspaper.</p> <p>2. Home – task</p> <p>3. I should give the active students their scores – (balli)</p> <p>4. I should say I achieved the purpose.</p> <p>5. Your home task for the next lesson:</p>	

Ilova 1

I. Give definitions for:

**Flourish, enlightenment, civilization,
independence, retain, diversity, available,
considerable, substantial, cargo flights, correspond,
eliminate, illiteracy, quarrying, suffrage, favourable,
joint venture**

Ilova 2

II. Answer the questions:

**How has Independence affected Uzbekistan's
relations with other countries?**

**Many countries have established diplomatic relations
with Uzbekistan. What does that mean?**

How does Uzbekistan take part in the world market?

What are the advantages of a multinational country?

What natural resources is Uzbekistan rich in?

**With what countries has Uzbekistan started joint
ventures?**

What joint ventures do you know in Uzbekistan?

What are their advantages?

**The economy of Uzbekistan is said to be in
"transition". What does that mean?**

Ilova 3

III. Find the synonyms for:

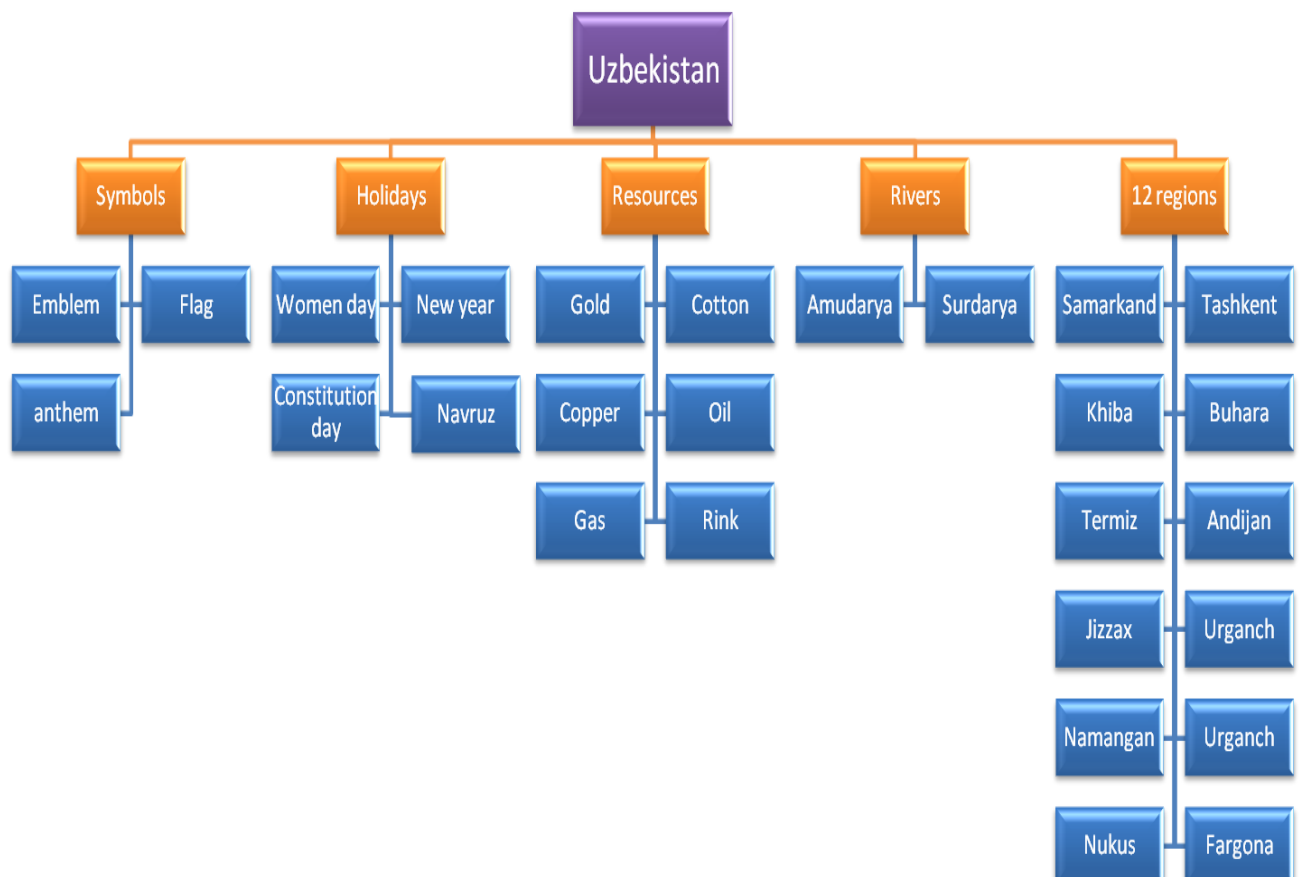
To lie, to flourish, major, to retain, to connect,
diversity, to produce, suffrage.

Ilova 4

IV. Explain and expand on the following:

“No man is an island into himself.”

Ilova 5



Great holiday - buyuk bayram
Independence day - mustaqillik kuni
Widely - keng
Celebrate - nishonlanmoq
Anniversaries - yilligi (yubiley)
Declare - e'lon
Independent state - mustaqil davlat
Changes - o'zgarishlar
Undergo - sodir bo'lmoq
Foreign politics - tashqi siyosat
Home politics - ichki siyosat
Constitution - konstitutsiya
Anthem - madhiya
Flag - bayroq
Emblem - gerb
United Nations Organization - Birlashgan
Millatlar tashkiloti
Major principles - asosiy prinsip
Developed countries - rivojlangan
mamlaklar
Dmit - tin olmoq
Maintain - qo'llab-quvvatlash
Economic and cultural relations -
iqtisodiy va madaniy aloqalar
Joint - ventures - qo'shma korxonalar
Embassy - elchixona

Independent Uzbekistan

The Great holiday of our people is the Independence day. This holiday is widely celebrated on the 1 st of september every year. As we know the Independence of Uzbekistan was declared on the 31 st of August in 1991. After Uzbekistan had become an independent state many changes underwent in its foreign and home politics.

Uzbekistan has its own constitution, anthem, flag and emblem.

Uzbekistan became the member of the United Nations Organization on the 2 nd of March in 1992.

Uzbekistan has its own major principles of foreign and home politics.

More than 130 developed countries of the world admitted Uzbekistan as an Independent state.

Uzbekistan maintains economic and cultural relations with the USA, Japan, Great Britain, France, Germany, Turkey and many others. From year to year the number of joint – ventures, new plants, factories, embassies is increasing in our Republic.

Ilova 6

Baholash mezonlari

86%-100% 5 ball-a'lo

71%-85% 4 ball-yaxshi

55%-70% 3 ball-qoniqarli

Guru hlar	Yangi so`z va iboralar-ning ma`no-sini tushuntirib berish	Matnga doir savollarga javob berish	Quyidagi so`zlarning sinonimlarini topish	Berilgan maqolni tushuntirib berish	Guruh a`zosinining faolligi	Umumiy ballar	Baho
1	0,5	0,5	1	1	1	4	5
2	1	0,5	0,5	0,5	0,5	3	4
3	0,5	0,25	0,25	0,5	0,5	2	3
4	0,25	0,25	0,25	0,25	-	1	2

Model of educational process №26

1	Time	2 hours
2	The structure of the lesson	Uyga vazifalarni tekshirish. Og`zaki matn: "The history of Uzbekistan" yangi so`z va iboralar ustida ishlash Uy ishi Exercises 6,7,9,10-3. Matnni gapirib berib
3	The aim of the lesson	Matnni ingliz tilida gapirib bera olish malakasini rivojlantirish. Yangi so`z va iboralar ustida ishlashga o`rgatish.
4	Pedagogical functions	Talabalar ko`nikma malakalarini rivojlantirish, yangi so`z va iboralar yordamida gaplar tuzishga o`rgatish
5	Teaching methods	Muloqot, savol-javob, «Baliq skeleti» jadvali
6	The forms of work	Jamoaviy ishlash, individual ishlash
7	Educational device and literature	« Ingliz tili darsligi» (muallif: N.A.Bonk) I-qism, 150-b, o`quv qurollari
8	Students' work	Og`zaki so`rov, muloqot, jadval

The structure of the educational process I (26)

Division of the lesson according to the time	The Essence of the lesson	
	Teacher	Students
I. The beginning of the lesson. Introduction (10 minutes)	Mashg`ulot mavzusi: Og`zaki matn "The history of Uzbekistan" Yangi So`z va iboralar ustida ishlash. Mashg`ulot maqsadi: Mashg`ulot davomida Yangi So`z va iboralar ustida ishlashni va ular yordamida gaplar urganish	1.Now old is our University? 2.When was it founded? 3.Now many facultyYes are there at our University? 4.What faculty do your study at?
II. The main part (60 minutes) a) Checking up home work (15 minutes) b) Explanation of a new grammar and lexical material (30 minutes) c) New grammar	What is the date today What is the day today? Who is on duty today? Who is absent today? What was your homework for today? Let's check up your homework. Our new text is the text "University" Let's read and translate it.	Today is the 15 th December Today is Friday. I am on duty today was to learn the new words by heart, lexical and grammatical analysis of the text/

material fixation (15 minutes)		
III. Summing up (15 minutes)	<p>1. Xulosa qilib aytganda, Yangi So`z va iboralar ustida ishlashni va ular yordamida gaplar tuzishni urganish toliblar uchun juda muxim.</p> <p>2. Uyga vazifadagi mashqlar va Yangi mavzuni mustahkamlashda faol ishtirok etgan talabalar....baholanadi.</p> <p>3. Mashg`ulot ko`zlangan maqsadga ershdik deb o`ylayman. Aynan shu natijalarni saqlab qolish uchun mavzuni uyda takrorlaymiz. Uyga vazifa: To retell the text, ex-s 6,7,9,10,3</p>	



1. Learn the new words of the text:

Former - sobiq
Declare - e'lon qilmoq
Still - ..gacha
Exist - mavjud bo'lmoq
Institute - ta'sis etmoq
Post - lavozim
Session - sessiya
Supreme Sovet - Oliy Kengash
Elect - saylamoq
Head of state - davlat boshlig'i
Brave - jasur
Decisive - hal qiluvchi
Step - qadam
Struggle - kurash
On the basis - asosida
Universal - umumiy
Equal - teng
Direct - to'g'ridan - to'g'ri
Suffrage - saylash huquqi
Secrete ballot - yashirin ovoz berish
Election - saylov
National-wide - umumxalq
Presidential election - prezidentlikka saylov
Conduct - o'tkazmoq
Receive - olmoq, qabul qilmoq
Absolute - mutlaq
Majority of votes - ko'pchilik ovoz
In accordance with - ...ga binoan
Decree - qaror
Prolong - uzaytirmoq
Term of office - vacolat muddati
Adopt - qabul qilmoq
Confirm - tasdiqlamoq
Order - orden
Title - unvon
Currency - pul birligi
Put into circulation - muomalaga kiritmoq
Armed Forces - Qurolli Kuchlar
Criminal Police - Jinoiy Politsiya

2. Read the text and discuss it:

The history of Uzbekistan

The former Uzbekistan was founded in 1924. it has been one of the fifteen Republics of the former USSR for 67 years, that's till 1991.

On March 24, 1990, Uzbekistan, the first of Republics of the USSR, which was still existing in that time, instituted a post of the President of the Republic of Uzbekistan and on the session of the Supreme Soviet Islam A. Karimov was elected into the head of the state. It has been a brave and decisive step in the struggle for independence.

On August 31, 1991, the independence of Uzbekistan was declared.

On December 29, 1991, on the basis of universal, equal and direct suffrage by secret ballot for elections, national – wide presidential election was conducted. Islam A. Karimov received the absolute majority of votes and was elected into than high post.

On March 26, 1995, in accordance with a decree of Oliy Majlis, national-wide referendum prolonged the term of office of the President Islam A. Karimov till 2000.

On November 18, 1991, the VIII th session of the Supreme Council adopted the Law on State Flag of the Republic of Uzbekistan.

On July 2, 1992, the session of the Supreme Council confirmed a new State Emblem of the Independent Republic of Uzbekistan.

On December 8, 1992, the sessions, confirmed “The Law on Adoption of the Constitution of the Republic of Uzbekistan”.

On December 10, 1992, the Law on state Anthem of the Republic of Uzbekistan was passed.

On January 14, 1992, the Armed Forces of the Republic of Uzbekistan was was organized.

Uzbekistan was admitted to the International Finance Corporation (IFC).

On July 1, 1994, the national currency (soum) was put into circulation.

On october 14, 1994, on the 63-d session of the General assembly of Interpol, Uzbekistan was admitted to the international Organization of the Criminal Police.

On May 7, 1993, May 5, 1994 August 30, 1995, April 26, 1996, Augst 29, 1996 orders, medals and titles of the Republic of Uzbekistan were instituted.

On January 6, 2000 Islam A. Karimov was reelected into the head of the state.

Ilova 6

Baholash mezonlari

86%-100% 5 ball-a'lo

71%-85% 4 ball-yaxshi

55%-70% 3 ball-qoniqarli

Guru hlar	Yangi soʻz va iboralar-ning maʼno-sini tushun-tirib berish	Matnga doir savollarga javob berish	Quyidagi soʻzlarning sinonimlarini topish	Berilgan maqolni tushuntirib berish	Guruh aʼzosinin g faolligi	Umumiy ballar	Baho
1	0,5	0,5	1	1	1	4	5
2	1	0,5	0,5	0,5	0,5	3	4
3	0,5	0,25	0,25	0,5	0,5	2	3
4	0.25	0.25	0,25	0,25	-	1	2

Model of educational process №27

1	Time	2 hours
2	The structure of the lesson	Lesson 27. Dialogue, answer the questions, sifatdosh II. Yangi soʻz va iboralarni yodlash va gap tuzish.
3	The aim of the lesson	Mashgʻulot davomida Sifatdosh II misollar orkali tushuntirib, boshka zamonlar bilan bogʻlikligini kursatib mavzuni mustahkamlash
4	Pedagogical functions	Talabalar bilim-koʻnikmalarini rivojlantirish, kundalik hayotda, muayyan vaziyatlarda iboralarni qoʻllay olishga oʻrgatish
5	Teaching methods	Muloqot, savol-javob, «Baliq skeleti» jadvali
6	The forms of work	Jamoaviy ishlash, individual ishlash
7	Educational device and literature	Uslubiy ishlanma “English in topics” darsligi, «Ingliz tili darsligi» (muallif: N.A.Bonk) I-qism, oʻquv qurollari jadval
8	Students’ work	Ogʻzaki soʻrov, muloqot, jadval

The structure of the educational process I (27)

Division of the lesson according to the time	The Essence of the lesson	
	Teacher	Students
I. The beginning of the lesson. Introduction (10 minutes)	Lesson 27 Dialogue, answer the questions sifatdosh II. Yangi soʻz va iboralarni yodlash va gap tuzish.	Talabalar tinglashadi, aniqlashadi, savollar berishadi
II. The main part (60 minutes) a) Checking up home work (15 minutes) b) Explanation of a new	Good morning! Who is on duty today? What was your home task for today? Let’s check up your home task. Please, you begin to read and translate the text “University”.	

<p>grammar and lexical material (30 minutes)</p> <p>c) New grammar material fixation (15 minutes)</p>	<p>Let's analyse the text from the lexical point of view.</p> <p>Old-ancient New-modern To educate- to upbringing Department-faculty These are all synonyms Please find some derivativYes. Participle II is a fourth form of the verb. It is usually used in Perfect Tenses. As Past Participle the verbs are divided into two groups: regular and irregular. Regular verbs are formed with the help of the suffix “-d”(“-ed”). e.g. to look-looked to like- liked irregular verbs are formed in different way, we may use the table of irregular verbs: e.g. to go-gone to do-done to speak-spoken etc.</p>	<p>To teach-teacher Educate-education-educational Science-scientific-scientist Develop-development Spirit-spiritual Look-outlook</p>
<p>III. Summing up (15 minutes)</p>	<p>Mavzu bo'yicha xulosa qilindi, darsning muhim jihatlariga talabalar diqqati jalb etiladi. It's enough for today. Write down your home task. Exercises 5-15 at page 134 and to learn the table of irregular verbs. And let me announce your marks. Your mark is excellent, yours is good. Stand up! Our lesson is over. See you next lesson.</p>	

Read the dialogue and remember useful expressions:

DIALOGUE

A foreign student and a student from Uzbekistan are having a talk about Uzbekistan.

Jane: - Barno, let us speak about your country.

Barno: - OK. What are you interested in ?

Jane: - When is the Independence Day of Uzbekistan celebrated ?

Barno: - It is celebrated on the 1 st of September every year.

Jane: - When was the Independence of Uzbekistan declared ?

Barno: - it was declared on the 31 st of August in 1991.

Jane: - Has Uzbekistan own Constitution, anthem, flag and emblem ?

Barno: - Of course, it has.

Jane: - Is Uzbekistan the member of the United Nations Organization?

Barno: - Yes, it is. Uzbekistan became the member of the UNO on the 2 nd of March in 1992.

Jane: - What countries does Uzbekistan maintain economic and cultural relations with ?

Barno: - Uzbekistan maintains economic and cultural relations with the USA, Japan, Great Britain, France, Germany, Turkey and many others.

Jane: - Thank you for your information, Barno.

Barno: - You are welcome.

Answer the following questions according to the text

1. When was the former Uzbekistan founded?
2. How long has the former Uzbekistan existed?
3. When was a post of the President of Uzbekistan instituted ?
4. Who was elected into the head of the state ?
5. When was the independence of Uzbekistan declared?
6. What kind of elections was conducted on the 29 th of December in 1991 ?
7. When was the term of office of the President Islam Karimov prolonged till 2000?
8. What law was adopted on November 18, 1991?
9. When was a new State Emblem of the Independent republic of Uzbekistn confirmed ?
10. What was adopted on December 8, 1992 ?
11. When was the Law on State Anthem of the Republic of Uzbekistan passed ?
12. What was organized on January 14, 1992 ?
13. What corporation was Uzbekistan admitted to ?
14. When was the national currency (soum) put into circulation ?
15. Where was Uzbekistan admitted on October 14, 1994, on the 63rd session of the General assembly of Interpol ?
16. When were orders, medals and titles of the republic of Uzbekistan instituted ?
17. Who was reelected into the head of the state on January 6, 2000?

Model of educational process №28

1	Time	2 hours
2	The structure of the lesson	Uyga berilgan vazifani tekshirish.. Matnni leksik- grammatik tahlil qilish. Yangi mavzu: The Present Perfect Tense (hozirgi tugallangan zamon) Uy ishi: “At the library” matnini o`qib tarjima qilish. Ex 4- 5- 8.
3	The aim of the lesson	Mashg`ulot davomida hozirgi tugallangan zamonni misollar orkali tushuntirib boshka zamonlar bilan boglikligini kursatib mavzuni mustahkamlash
4	Pedagogical functions	Talabalar bilim-ko`nikmalarini rivojlantirish, kundalik hayotda, muayyan vaziyatlarda iboralarni qo`llay olishga o`rgatish
5	Teaching methods	Muloqot, savol-javob, «Baliq skeleti» jadvali
6	The forms of work	Jamoaviy ishlash, individual ishlash
7	Educational device and literature	Uslubiy ishlanma “English in topics” darsligi, «Ingliz tili darsligi» (muallif: N.A.Bonk) I-qism, o`quv qurollari jadval
8	Students’ work	Og`zaki so`rov, muloqot, jadval

The structure of the educational process I (28)

Division of the lesson according to the time	The Essence of the lesson	
	Teacher	Students
I. The beginning of the lesson. Introduction (10 minutes)	Mashg`ulot mavzusi: The Present Perfect Tense (hozirgi tugallangan zamon) Mashg`ulot maqsadi: Mashg`ulot davomida hozirgi tugallangan zamonni misollar orkali tushuntirib boshka zamonlar bilan boglikligini kursatib mavzuni mustahkamlash	Talabalar tinglashadi, aniqlashadi, savollar berishadi
II. The main part (60 minutes) a) Checking up home work (15 minutes) b) Explanation of a new grammar and lexical material (30 minutes)	What is the date today? What is the day today? What was your home task for today? Let’s check up your home task. Talabalar uyga vazifa Og`zaki va yozma ravishda suraladi. Yangi mavzu xisoblangan matnni ukish, tarjima qilish. Yangi so`z va so`z birikmalari bilan tanishamiz. The Present Perfect Tense (Tugallangan hozirgi zamon) The Present Perfect Tense to have kumakchi fe’lining xozirgi zamon formasi (have, has) va yetakchi fe’lning sifatdosh II formasidan yasaladi. 1. The Present Perfect Tense o`tgan zamonda boshlagan ish-xarakatning endigina tugaganini, uning natijasini bildiradi. She has just finished her work.	Today is the 10 th of September Today is Friday Our home tasks for today are to do the exercises.

<p>c) New grammar material fixation (15 minutes)</p>	<p>U ishini hozirgina tugatdi. 2. The Present Perfect Tense ish-xaarakatning bajarilganini, ammo ish-xaarakatning bajarilgan vakti xaali tugamaganligini bildiradi. I have made an information today. Men bugun axborot berdim. 3. The Present Perfect Tense kupincha never often, just, always, already ravishlari bilan ishlatiladi. She has already copied the text. U tekstni allakachon kuchirib buldi. Yangi mavzuni mustahkamlash uchun 7 mashk (133- bet) Og`zaki, 8, 9 mashqlar (133- 134 betlar) yozma bajariladi</p>	<p>1. Have many English books have you read lately? 2. Have you read them in Uzbek or in English? 3. Give the affirmative, negative and interrogative forms of the Present Perfect Tense?</p>
<p>III. Summing up (15 minutes)</p>	<p>1. Xulosa qilib aytganda, hozirgi tugallangan zamonni uzbek tili bilan kiyoslab gaplar tuzish ko`nikmasini rivojlantirish 2. Uyga vazifadagi mashqlar va yangi mavzuni mustahkamlashda faol ishtirok etgan talabalar baxolandi. 3. Mashqlot ko`zlangan maqsadga erishdik deb o`ylayman. Aynan shu natijalarni saqlab qolish uchun mavzuni uyda takrorlaymiz. Uyga vazifa: "At the library" matnini o`qib tarjima qilish. Ex: 4- 5- 8.</p>	

Ilova 1

TECTIAP:

1. You ... that book yet? – No, I only just ... it.
 - a. read; read.
 - b. Have you read; have begun.**
 - c. Has; has begun.
2. Petrov ... Moscow? No, he is still in Moscow.
 - a. Has left;**
 - b. Have left;
 - c. Did left.
3. I not ... Andrew at the lecture.
 - a. see
 - b. did not see**
 - c. have not see
4. I not ... this film yet, but I ... a lot about it.
 - a. have not seen**
 - b. have not saw
 - c. did not see
5. We ... the matter during supper.
 - a. discussed**
 - b. have discussed
 - c. Discussing
6. I ... no news from him since he ... home.
 - a. had have; left
 - b. have had; left**
 - c. have had; have left

Ilova 2

Baholash mezonlari

86%-100% 5 ball-a'lo

71%-85% 4 ball-yaxshi

55%-70% 3 ball-qoniqarli

Guruhlar	Mavzuga doir testning to'g'ri bajarilganligi	Guruh a'zosining faolligi	Umumiy ballar	Baho
1	2	2	4	5
2	1.5	1.5	3	4
3	1	1	2	3
4	0.5	0.5	1	2

Model of educational process №29

1	Time	2 hours
2	The structure of the lesson	Uyga berilgan vazifa yuzasidan savol – javob. Matnni leksik- grammatik tahlil qilish. Yangi mavzu: Ba'zi bir undoshlarning o'qilmslik hollari, "can" modal fe'li, Fan va predmet nomlarini anglatuvchi otlar oldidan artiklning tushib qolishi. Uyga vazifa: Ex-s: 9, 10, 11, 12.
3	The aim of the lesson	Artikl maxsus yuklama shakli bo'lib ot bilan ishlatilishi, Uzbek tilida artikl tushunchasining yukligi va artikl koida buyicha kandy xolatlarda ishlatilmastligi haqida tulik ma'lumot berish
4	Pedagogical functions	Talabalar bilim-ko'nikmalarini rivojlantirish, kundalik hayotda, muayyan vaziyatlarda iboralarni qo'llay olishga o'rgatish
5	Teaching methods	Muloqot, savol-javob, «Baliq skeleti» jadvali
6	The forms of work	Jamoaviy ishlash, individual ishlash
7	Educational device and literature	Uslubiy ishlanma "English in topics" darsligi, «Ingliz tili darsligi» (muallif: N.A.Bonk) I-qism, o'quv qurollari jadval
8	Students' work	Og'zaki so'rov, muloqot, jadval

The structure of the educational process I (29)

Division of the lesson according to the time	The Essence of the lesson	
	Teacher	Students
I. The beginning of the lesson. Introduction (10 minutes)	Mashg'ulot mavzusi: The Present Perfect Tens (hozirgi tugallangan zamon) Mashg'ulot maqsadi: Mashg'ulot davomida hozirgi tugallangan zamonni misollar orkali tushuntirib boshka zamonlar bilan boglikligini kursatib mavzuni mustahkamlash	Talabalar tinglashadi, aniqlashadi, savollar berishadi
II. The main part (60 minutes) a) Checking up home work (15 minutes)	What is the date today? What is the day today? What was your home task for today? Let's check up your home task. Talabalar uyga vazifa Og'zaki va yozma ravishda suraladi.	Today is the 10 th of September Today is Friday Our home tasks for today are to do the exercises.

<p>b) Explanation of a new grammar and lexical material (30 minutes)</p> <p>c) New grammar material fixation (15 minutes)</p>	<p>Yangi mavzu xisoblangan matnni ukish, tarjima k;ilish. Yangi so`z va so`z birikmalari bilan tanishamiz.</p> <p>Fan va o`quv predmetlari nomlari oldidan artiklning ishlatilmasligi.</p> <p>Fan nomlari va o`quv predmetlari oldidan a r t i k l s i z ishlatiladi.</p> <p>e.g. At the Institute we take Literature Philosophy, History and Geography.</p> <p>Biz institutda adabiyot, falsafa, tarix va geograjyani o`rganamiz.</p> <p>Bu otlar sifat bilan aniqlanib kelganda ham artiklsiz ishlatiladi:</p> <p>We take English literature- Biz <i>ingliz adabiyoti</i> o`tamiz.</p> <p>He lovYes Russian Literature- U <i>rus adabiyotint</i> sevadi.</p> <p><i>Fransiya davlati tarixi, angliya tarixi</i> kabi fanlar ingliz tilida French History, English History kabi beriladi.</p> <p>At Oxford he is reading English History.</p> <p>U <i>angliya tarixini</i> Oksford universitetida o`rganmoqda.</p> <p>Yangi mavzuni mustahkamlash uchun 7 mashk (133- bet) Og`zaki, 8, 9 mashqlar (133- 134 betlar) yozma bajariladi</p>	<p>1. Have many English books have you read lately?</p> <p>2. Have you read them in Uzbek or in English?</p> <p>3. Give the affirmative, negative and interrogative forms of the Present Perfect Tense?</p>
<p>III. Summing up (15 minutes)</p>	<p>1. Xulosa qilib aytganda, hozirgi tugallangan zamonni uzbek tili bilan kiyoslab gaplar tuzish ko`nikmasini rivojlantirish</p> <p>2.Uyga vazifadagi mashqlar va yangi mavzuni mustahkamlashda faol ishtirok etgan talabalar baxolandi.</p> <p>3.Mashg`ulot ko`zlangan maqsadga erishdik deb o`ylayman. Aynan shu natijalarni saqlab qolish uchun mavzuni uyda takrorlaymiz. Uyga vazifa: "At the library" matnini o`qib tarjima qilish. Ex: 4- 5- 8.</p>	

AYRIM UNDOSHLARNING O'QILMASLIK HOLATLARI

wh – harf birikmasidan keyin “o” harfi kelsa, bu harf birikmasi [h] deb o'qiladi. Agar wh hrf birikmasidan keyin “o” dan boshda unlilar kelsa, bu hrf birikmasi [w] deb o'qiladi.

wh – [h] who, whom, whose

[w] what, when, where, which, why

gh – harf birikmsi ko'p hollarda o'qilmaydi, ba'zi bir hollarda [f] tovushini beradi.

I+gh – high, sigh

I+ght – night, right, fight

Enough, laugh, rough

wr – harf birikmsi [r] deb o'qildi.

Write, wrote, wrist, wry

kn – harf birikmasi [n] deb o'qiladi.

kn – harf birikmsi [n] deb o'qiladi

Know, knee, knew

ft – harf birikmasi [f] deb o'qiladi.

Often, soften

mn – harf birikmasi [m] deb o'qiladi

Autumn

st – harf birikmasi [s] deb o'qiladi

Listen

sw – harf birikmasi [s] deb o'qiladi

Answer

CAN MODAL FE'LINING HOZIRGI NOANIQ ZMOND TUSLANISHI

Can modal fe'li jismoniy va aqliy qobiliyatni ifodalaydi va o'zbek tiliga qila olmoq, bajara olmoq deb tarjima qilinadi

I can translate this text myself

You can translate this text yourself

He can translate this text himself

She can translate this text herself

We can translate this text ourselves

You can translate this text yourselves

They can translate this text themselves

Can modal fe'li ishtirok etgan gaplarning so'roq shakli can modal fe'lining hozirgi zamondagi shaklini egadan oldinga qo'yish orqali yasaladi. Masalan:

Can I translate this text myself ? – Yes, I can.

- No, I cannot.

Can you translate this text yourself ? – Yes, I can.

- No, I cannot.

Can he translate this text himself ? – Yes, he can.

- No, he cannot.

Can she translate this text herself ? – Yes, she can.

- No, she cannot.

Can we translate this text ourselves ? – Yes, we can.

- No, we cannot.

Can you translate this text yourselves ? – Yes, we can.

- No, we cannot.

Can they translate this text themselves ? – Yes, they can.

- No, they cannot.

Ilova 2

Baholash mezonlari

86%-100% 5 ball-a'lo

71%-85% 4 ball-yaxshi

55%-70% 3 ball-qoniqarli

Guruhlar	Mavzuga doir testning to'g'ri bajarilganligi	Guruh a'zosining faolligi	Umumiy ballar	Baho
1	2	2	4	5
2	1.5	1.5	3	4
3	1	1	2	3
4	0.5	0.5	1	2

Model of educational process №30

1	Time	2 hours
2	The structure of the lesson	Uyga berilgan vazifani tekshirish. Yangi mavzu: "Must" modal fe'li va uning ekvivalenti. Matn "A telephone conversation" ni o'qib tarjima qilish. Uy ishi: Yangi so'z va birikmalar ustida ishlash.
3	The aim of the lesson	Must modal fe'li haqida tulik ma'lumot berish. Must modal fe'lini zamonlarda kullashda uning ekvivalentlaridan foydalanish. Talabalarni matn ustida ishlatish. Matn yuzasidan dialog tuzib, juft – juft bo'lib suxbatlashish.
4	Pedagogical functions	Talabalar bilim-ko'nikmalarini rivojlantirish, kundalik hayotda, muayyan vaziyatlarda iboralarni qo'llay olishga o'rgatish
5	Teaching methods	Muloqot, savol-javob, «Baliq skeleti» jadvali
6	The forms of work	Jamoaviy ishlash, individual ishlash
7	Educational device and literature	Uslubiy ishlanma "English in topics" darsligi, «Ingliz tili darsligi» (muallif: N.A.Bonk) I-qism, o'quv qurollari jadval
8	Students' work	Og'zaki so'rov, muloqot, jadval

The structure of the educational process I (30)

Division of the lesson according to the time	The Essence of the lesson	
	Teacher	Students
I. The beginning of the lesson.	Mashg'ulot mavzusi: "Must" modal fe'li va uning ekvivalenti.	Talabalar tinglashadi,

<p>Introduction (10 minutes)</p>	<p>Matn: “A telephone conversation” ni o`qib tarjima qilish.</p> <p>Mashg`ulot maqsadi: Mashg`ulot davomida “Must” modal fe`lini boshka fe`llardan farkini kursatish va uning ekvivalentini qo`llay bilish.</p>	<p>aniqlashadi, savollar berishadi</p>
<p>II. The main part (60 minutes)</p> <p>a) Checking up home work (15 minutes)</p> <p>b) Explanation of a new grammar and lexical material (30 minutes)</p>	<p>What is the date today? What is the day today? What was your home task for today? Let's check up your home task. Talabalar uyga vazifa Og`zaki va yozma ravishda suraladi. Yangi mavzu xisoblangan matnni udish, tarjima k;ilish. Yangi so`z va so`z birikmalari bilan tanishamiz.</p> <p>Ingliz tilida keraklilik, shartlilikni berilishi. (Must).</p> <p>1. Must modal fe`li bo`lishli darak gapda quyidagi ma`nolarga ega:</p> <p>1) Burch, buyruq, ko`rsatma - bu ma`noda o`zbek tiliga <i>kerak</i> deb tarjima qilinadi: I must go to work at eight o'clock-Men ishga soat 8 da borishim kerak (burch). You must do it as I tell you- Siz men aytgandek ish qilishingiz kerak. He must see you about it tomorrow-U siz bilan ertaga gaplashib olishi kerak.</p> <p>2) Qat'iy maslahat yoki taklif - bu ma`noda o`zbek tiliga (<i>albatta</i>) <i>kerak</i> deb tarjima qilinadi: You must go and see this film. It is very interesting. Siz bu fiimni (albatta) borib ko`rishingiz <i>kerak</i>. U juda qiziq. All of you must read this book, (qat'iy maslahat) Siz hammangiz (albatta) bu kitobni o`qishingiz <i>kerak</i> You must come arid have dinner with us some day(taklif) Siz (albatta) biznikiga bir tushlik qilgani kelishingiz <i>kerak</i>.</p> <p>3) Ichki anglangan majburiyat - bu ma`noda o`zbek tiliga <i>kerak</i>, <i>zarur</i> deb tarjima qilinadi:</p>	<p>Today is the 10th of September Today is Friday Our home tasks for today are to do the exercises. Our home tasks for today are to do exercises 4, 5,8 on pagYes 132- 133 and to read and translate the text “At the library”</p> <p>Ex. My son is doing very well in History and Geography. What marks did you usually get in Literature. Are there any books on English. History and</p>

<p>c) New grammar material fixation (15 minutes)</p>	<p>I must do it today. I can't leave it till tomorrow.</p> <p>Men buni bugun qilishim <i>kerak</i> Men buni ertaga qoldirolmayman.</p> <p>Do it if you must.</p> <p>Agar zarur bo'lsa buni bajaring (agar buni zarur deb bilsangiz).</p> <p>Bunda must ichki zaruriyami bildirib, ish harakatni hozirgi zamonda bajarilishi zarurligini bildiradi.</p> <p>2. So'roq gaplarda must ning ishlatilishi chegaralangan. Masalan umumiy so'roq gapda must shart ma'nosida keiib, gapiruvchini ish harakatni bajarishga xohishi yo'qligini yoki bu ish harakatni bajarish gapiruvchiga malol kelayotganhgini ko'rsatadi.</p> <p>Must I don't now ? Uni hozir bajarishim shartmi?</p> <p>E s l a t m a Agar gapiruvchi suhbatdoshdan faqat ko'rsatma yoki topshiriq olmoqchi boisa, shall modal fe'li ishlatiladi.</p> <p>Shall I repeat the sentence. Gapni (yana bir) qaytaraymi?</p> <p>3 Bo'lishsiz gapda must qat'iy ta'qiqni ifodalab <i>kerak emas, ta'qiqlanadi</i> ma'nolarini beradi. Shuning uchun, ko'pincha bolalarga nisbatan, ba'zan ko'rsatma va ogohlantinishlarda ishlatiladi.</p> <p>You mustn't do that Bunday qilmaslik kerak</p> <p>You mustn't play with match Yes Gugurtni o'ynama</p> <p>Visitors must not feed the animals</p> <p>Tomoshabinlar hayvonlarga ovqat beishlari ta'qiqlanadi (zooparkdagi ogohlantirish)</p> <p>4 Must modal fe'li o'tgan zamon shakhga ega emas. Uning o'rniga o'tgan zamonda to have to (to have got to) aboroti ishlatiladi.</p> <p>5 To have to, to have got to <i>kerak, to'g'rt kelib qolmoq</i> aborotlari sharoitdan kelib chiqqan (tashqi) majburiyatni ifodalashda hozirgi zamonda ham ishlatiladi.</p>	<p>Geography there? In the Reading – room of the Library of Foreign Literature.</p>
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	<p>I can't play chess with you now, I have to (have got to) do my homework - Men siz bilan hozir shaxmat o'ynay olmayman Men darsimni qilishim kerak.</p> <p>6 To have to ni so'roq shakli do ko'makchi fe'li yordamida yasaladi To have got bilan Yesa do ishlatilmaydi Bunda have egadan oldinga o'tadi holos Bu shakl boshqa qo'shimcha ma'nolarga ega bo'lmagan uchun ko'proq ishlatiladi</p> <p>When do I have to do it? (= When have I got to do it?) Buni qachon bajarishim kerak?</p> <p>7 . to have to aborotmi bo'lishsiz shakli do ko'makchi fe'h yordamida yasaladi. to have got to da Yesa do ishlatilmaydi Not inkor yuklamasi do ko'makchi fe'lidan keyin keladi to have got to da Yesa have dan keyin keladi</p> <p>You don't have to stay (= You haven't got to stay) Qolishingiz shart emas</p> <p>Yangi mavzuni mustahkamlash uchun 7 mashk (133- bet) Og`zaki, 8, 9 mashqlar (133- 134 betlar) yozma bajariladi</p>	
<p>III. Summing up (15 minutes)</p>	<p>1. Xulosa qilib aytganda, Must modal fe'li haqida tulik ma'lumot berildi.</p> <p>2.Uyga vazifadagi mashqlar va yangi mavzuni mustahkamlashda faol ishtirok etgan talabalar baxolandi.</p> <p>3. Mashg`ulot ko`zlangan maqsadga erishdik deb o`ylayman. Aynan shu natijalarni saqlab qolish uchun mavzuni uyda takrorlaymiz.Uyga vazifa: Yangi so`z va birikmalar ustida ishlash.</p>	

Ilova 1

Vocabulary:

A conversation- разговор

How are you?- Как вы себя чувствуете?

To feel- чувствовать

To get ill- заболеть

Well- здоровый

Even- даже

To see a doctor- пойти к врачу

High- высокий

A temperature- температура

To be afraid- бояться

A few- несколько, немного

To miss- пропускать

Certainly- конечно

A note- запись, записка

A talk- разговор, беседа

A place- место

A tram- трамвай

An underground- метро

A station- станция

To ring up-

Ilova 2

Complete the dialogue

1. Who's calling, please?

2. Could you spell that?

3. Where are you calling from?

4. Could you speak up?

5. I'm afraid he's busy right now.

6. Will you hold or call back?

7. Can I take a message?

8. Does he have your number?

Ilova 3

Baholash me: 9. Thanks for calling.

86%-100% 5 ball-a to

71%-85% 4 ball-yaxshi

55%-70% 3 ball-qoniqarli

Guruhlar	Matnga doir yangi soʻzlar bilan ishlash	Guruh aʼzosining faolligi	Umumiy ballar	Baho
1	2	2	4	5
2	1.5	1.5	3	4
3	1	1	2	3
4	0.5	0.5	1	2

Model of educational process №30

	Time	2 hours
	The structure of the lesson	Uyga berilgan vazifani tekshirish.. Matnni leksik-grammatik tahlil qilish. Yangi mavzu: “as” bog’lovchisining ishlatilishi, “The activity of people in the market economy”, So’roq inkor gaplar. Uy ishi: Ex: 10- 5 so’roq va inkor gaplar tuzish.
	The aim of the lesson	So’roq gaplar haqida tulik ma’lumot berish, so’roq inkor gaplar kanday tuzilishini ona tili bilan kiyoslagan xolda misollar tuzib, talabalarga tushuntirib brish
	Pedagogical functions	Talabalar bilim-ko’nikmalarini rivojlantirish, kundalik hayotda, muayyan vaziyatlarda iboralarni qo’llay olishga o’rgatish
	Teaching methods	Muloqot, savol-javob, «Baliq skeleti» jadvali
	The forms of work	Jamoaviy ishlash, individual ishlash
	Educational device and literature	Uslubiy ishlanma “English in topics” darsligi, «Ingliz tili darsligi» (muallif: N.A.Bonk) I-qism, o’quv qurollari jadval
	Students’ work	Og’zaki so’rov, muloqot, jadval

The structure of the educational process I (30)

Division of the lesson according to the time	The Essence of the lesson	
	Teacher	Students
I. The beginning of the lesson. Introduction (10 minutes)	Mashg’ulot mavzusi: “as” bog’lovchisining ishlatilishi, “The activity of people in the market economy”, So’roq inkor gaplar. Mashg’ulot maqsadi: Mashg’ulot davomida So’roq inkor gaplarni misollar orkali tushuntirib talabalarga etkaza olish.	Talabalar tinglashadi, aniqlashadi, savollar berishadi
II. The main part (60 minutes) a) Checking up home work (15 minutes) b) Explanation of a new grammar and lexical material (30 minutes)	What is the date today? What is the day today? What was your home task for today? Let’s check up your home task. Talabalar uyga vazifa Og’zaki va yozma ravishda suraladi. Yangi mavzu xisoblangan matnni udish, tarjima k;ilish. Yangi so’z va so’z birikmalari bilan tanishamiz. Maxsus so’roq gaplarning bo’lishsiz shakli not inkor yuklamasi bilan yasaladi. Not ko’pincha egadan oldin keluvchi ko’makchi yoki modal fe’l bilan birikib keiadi. Why don’t you know your lessons? Nima uchun siz darsga tayyor emassiz? Why didn’t he come to see us Yesterday? Nimaga kecha u biznikiga kelmadi?	Today is the 10 th of September Today is Friday Our home tasks for today are to do the exercises.

<p>c) New grammar material fixation (15 minutes)</p>	<p>Why isn't he coming to see us? Nimaga u biznikiga elmayapti? Umumiy so'roq gapning bo'lishsiz shakli ajablanish ma'nosini beradi. O'zbek tiliga <i>nahotki, hait</i> deb tarjima qilinadi. Didn't you know about the meeting? <i>Nahotki</i> yig'ilish haqida bilmagan bo'lsangiz? Didn't you go to the library Yesterday? <i>Hali</i> siz kecha kutubxonaga bormaganmidingiz? Haven't you heard? <i>Hali</i> siz Yeshitmadingizmi? E s l a t m a 1 . O'zbek tilida shunday umumiy so'roq gaplar borki, ularning bo'lishli va bo'lishsiz shakllardagi ma'nosi bir xil, ya'ni ular shaklan bo'lishsiz bo'lsada, hech qanday bo'lishsiz ma'noga ega emas. Bunday gaplarda ingliz tilida bo'lishli so'roq gap ishlatiladi. O'rtoq Petrov qaerdaligini <i>bilmaysizmi?</i> Do you know where comrade Petrov is? O'rtoq Petrov qaerdaligini <i>bilasizmi?</i> E s l a t m a 2 . Bunday bo'lishsiz ma'noga ega bo'lmagan so'roq gaplardagi ajablanish ingliz tilida "oh" undalmasi bilan kelgan bo'lishli so'roq gap orqali ham beriladi. <i>Nahotki</i> o'rtoq Petrovni tanimasangiz? Oh, do you know comrade Petrov? Yangi mavzuni mustahkamlash uchun 7 mashk (133- bet) Og`zaki, 8, 9 mashqlar (133- 134 betlar) yozma bajariladi</p>	<p>1. Have many English books have you read lately? 2. Have you read them in Uzbek or in English? 3. Give the affirmative, negative and interrogative forms of the Present Perfect Tense?</p>
<p>Summing up (10 minutes)</p>	<p>1. Xulosa qilib aytganda, So'roq inkor gaplarni kullash misollar orkali mustaxkamlanidi. 2.Uyga vazifadagi mashqlar va yangi mavzuni mustahkamlashda faol ishtirok etgan talabalar baxolandi. 3. Mashg`ulot ko`zlangan maqsadga erishdik deb o`ylayman. Aynan shu natijalarni saqlab qolish uchun mavzuni uyda takrorlaymiz.Uyga vazifa: Ex: 10- 5 so`roq va inkor gaplar tuzish.</p>	

Ilova 1

Give questions to the sentences.

My son wants to be a sailor (2). I like to read books about voyages in my childhood (1). Our students went to the North in the summer (3). I heard your son's voice five minutes ago (4). The boat will be sailing tomorrow (1). I'm already hungry because I didn't have breakfast today (1). I don't like the salad either because there is not enough salt in it (1). He is pleased with his holiday (1).

Ilova 2

Answer the questions

1. Do you have to get up early?
2. When do you have to get up?
3. Does your mother have to wake you up?
4. Why do you sometimes have to go to the office without it?
5. did you go to the country last week-end or did you have to stay at home?
6. Why did you have to stay at home?
7. How often do you have to stay at home?
8. Are you going to the country?

As bog'lovchisining ishlatilishi.

As bo'glovchisi ergashtiruvchi bog'lovchi bo'lib, u bosh gap bilan ergash gapni bir-biri bilan bog'laydi. U quyidagi ergash gaplar tarkibida ishlatiladi.

1. Holat ergash gapli qo'shma gap tarkibida:

a) payt: **as** – vaqtda, qachonki

As I was coming here, I met your brother.

b) sabab: **as** – sababli

As I have not read the book, I cannot tell you anything about it.

c) holat holi: **as** – qanday (...dek)

I'll do it as you told me.

Market economy – bozor iqtisodiyoti
Be based on - ...ga asoslangan
Monetary-goods circulation – pul-tovar
munosabatlari
Feature – o'ziga xos xususiyat
Variety – turli –tumanlik
Forms of property – mulkchilik shakllri
Conducting the economy – xo'jalik yuritish
Freely – erkin
Side-by-side – yonma-yon
Unlimitedly – chegaralanmagan holda
Property owners – mulk egalari
Producer – ishlab chiqaruvchi
Consumer – iste'molchi
Apply – ishlatmoq
Relation – aloqa
Arrange – o'rnatmoq
Plan – ko'zlamok
Benefit – manfaat
Price – narx-navo
Social justice – ijtimoiy adolat
Adaptable – moslashuvchan
Science – fan
Technology – texnika
Confusion – tarqoqlik
Egoism – xudbinlik
Entrepreneurship - tadbirkorlik

THE ACTIVITY OF PEOPLE IN THE MARKET ECONOMY

Market economy is a type of economy which is based on the monetary-goods circulations and is managed on the base of economic laws which are characteristic for them.

The main features of market economy are the following:

1. Economic pluralism. It is a variety of the forms of property and conducting the economy. Here different forms of property are developed freely, side-by-side and unlimitedly.
2. Market economy is a free economy. Here the absolute independence of property owners is understood. The producer and consumer can apply their goods and money as they know.
3. In the market economy the relations are arranged planning the benefit.
4. Another feature of market economy is a liberalization of prices, that is a free organization of prices.
5. Market economy has typical rules of social justice. Market economy is an adaptable system. It can answer the changes of condition immediately and accepts the news of the science and technology easily.

As the market is an activity of million producers and consumers confusion and egoism are also characteristic for it.

Realizing the creational and labour possibilities of people, market economy opens the way to the entrepreneurship and business.

Ilova 3

Baholash mezonlari

86%-100% 5 ball-a'lo

71%-85% 4 ball-yaxshi

55%-70% 3 ball-qoniqarli

Guruhlar	Matnga doir savollarga to'g'ri javob berish	Matnga doir savollarga javob berish	Umumiy ballar	Baho
1	2	2	4	5
2	1.5	1.5	3	4
3	1	1	2	3
4	0.5	0.5	1	2

Model of educational process №31

1	Time	2 hours
2	The structure of the lesson	Uyga berilgan vazifani tekshirish.. Text: "The USA"matni leksik- grammatik tahlil qilish va savollrga javob berish. Yangi mavzu: "that, if, becaue,when, as" boglovchilari Bilan keladigan kushma gaplar. Uy ishi: Ex: 9, 10, 12. Dialog tuzish.
3	The aim of the lesson	Mashg'ulot davomida boglovchilar bilan kelgan kushma gaplarga misollar tuzib mavzui mustahkamlash.
4	Pedagogical functions	Talabalar bilim-ko'nikmalarini rivojlantirish, kundalik hayotda, muayyan vaziyatlarda iboralarni qo'llay olishga o'rgatish
5	Teaching methods	Muloqot, savol-javob, «Baliq skeleti» jadvali
6	The forms of work	Jamoaviy ishlash, individual ishlash
7	Educational device and literature	Uslubiy ishlanma "English in topics" darsligi, «Ingliz tili darsligi» (muallif: N.A.Bonk) I- qism, o'quv qurollari jadval
8	Students' work	Og'zaki so'rov, muloqot, jadval

The structure of the educational process I (31)

Division of the lesson according to the time	The Essence of the lesson	
	Teacher	Students
I. The beginning of the lesson. Introduction (10 minutes)	Mashg'ulot mavzusi:Text: "The USA", matnga oid savollarga javob berish va "that, if, becaue,when, as" boglovchilari bilan keladigan kushma gaplar. Mashg'ulot maqsadi: Mashg'ulot davomida boglovchilar bilan kelgan kushma gaplarga	Talabalar tinglashadi, aniqlashadi, savollar berishadi

	misollar tuzib mavzui mustahkamlash	
<p>II. The main part (60 minutes)</p> <p>a) Checking up home work (15 minutes)</p> <p>b) Explanation of a new grammar and lexical material (30 minutes)</p>	<p>What is the date today? What is the day today? What was your home task for today? Let's check up your home task. Talabalar uyga vazifa Og'zaki va yozma ravishda suraladi. Yangi mavzu xisoblangan matnni ukish, tarjima qilish. Yangi so'z va so'z birikmalari bilan tanishamiz. That, if, when, as, because bog'lovchilari bilan kelgan qo'shma gaplar. 1. Qo'shma gaplar bosh va ergash gapdan iborat bo'ladi. Ergash gap bosh gapni izohlab, u bilan bog'lovchilar yordamida birikadi. Ular telegrammani bugun kechqurun olishadi, (bosh gap) agar siz uni hozir jo'nasangiz. (ergash gap) Agar bosh va ergash gaplarning egasi bir bo'lsa, rus va o'zbek tillarida ergash gapda ega tushib qoladi. Ingliz tilida Yesa bunday hollarda ergash gapda ham ega kelishi shart. Taqqoslang: He writes that he is coming to Moscow. U Moskvaga kelishini yozadi. Bosh gap ergash gapdan oldin kelsa, u vergu bilan ajratilmaydi. Ergash gap bosh gapdan oldin kelsa, vergul bilan ajratiladi: I know that they are at home now. Men ularni uydaliklarini bilaman. When I was in Kiev, I met Comrade Petrov. Kievdaligimda men o'rtoq Petrovni uchratdim. 2. Ergash gap turlari. Ergash gaplar (otning - ega, to'ldiruvchi, kYesimning ot qismi vazifalarini bajaruvchi) ot ergash gaplar va hol ergash gaplarga bo'linadi: a) ot ergash gapga misol qilib to'ldiruvchi ergash gapni olishimiz mumkin. To'ldiruvchi ergash gap bosh gapga nisbatan vositasiz to'ldiruvchi vazifasini bajaradi va <i>nimani?</i> so'rog'iga javob bo'ladi. Bosh gap bilan ko'pincha that (o'zbek tilida - <i>ni</i> qo'shimchasini beruvchi) bog'lovchisi yordamida brikadi Thai tushib qolishi ham mumkin. Unda ergash gap bosh gapga boglovchisiz bog'lanadi. We know (that) they are doing well. Biz ular yaxshi o'qishlarini bilamiz. I know they are here. Men ular bu erdaligini bilaman. b) Hol ergash gapga misol qilib payt ergash</p>	<p>Today is the 10th of September Today is Friday Our home tasks for today are to do the exercises.</p> <p>1. Have many English books have you read lately? 2. Have you read them in Uzbek or in English? 3. Give the affirmative, negative and interrogative forms of the Present Perfect Tense?</p>

<p>c) New grammar material fixation (15 minutes)</p>	<p>gapni olish mumkin. Payt ergash gaplar bosh gapdagi ish harakat bo'lib o'tgan paytni ko'rsatib, when? (qachon?) so'rog'iga javob bo'ladi. Bosh gap bilan ko'pmcha when {<i>qachonki, -da</i>} va boshqa bir-qator bog'lovchilar yordamida birikadi. When I was a student, I lived in Kiev. Talabaligimda men Kievda yashaganman.</p> <p>c) Payt ergash gap yana quyidagi bog'lovchilar bilan kiritilishi mumkin: till (until) - <i>gacha (guncha)</i>, as soon as - <i>bilanoq</i>, before - <i>oldin</i>, after - <i>keyin</i>. so'ng, while - <i>mobaynida</i>. Please stay here until I return. Men qaytginumcha bu erda tur. Please wait for me here till he comes Yes back Marhamat qilib u kelguncha uni shu erda kutib turing.</p> <p>d) Hol ergash gapga yana bir misol shart ergash gap bo'lib, u bosh gapdagi ish harakat qanday shart sharoitda bajarilishini ko'rsatadi. Bosh gap bilan ko'pincha if (<i>agar</i>) bog'lamasi bilan birikadi. Can I have this book to read if it's interesting? Agar bu kitob qiziqarli bo'lsa uni o'qigani olsam maylimi? Sabab ergash gap bosh gapdagi ish harakat bo'lib o'tish sababini ko'rsatadi va why? - <i>nimaga? nima uchun?</i> so'rog'iga javob bo'ladi Bosh gap bilan because va as - <i>ligi uchun, chunk</i> bog'lovchilar bilan birikadi I couldn't go to the institute Yesterday because I was ill Kecha men institutga bora olmadim, chunki men kasal edim As my lessons began past eight, I have to get up at seven in the morning Darslarim sakkiz yarimda boshlanganligi uchun men ertalab soat ettida turishimga to'g'ri keladi. My friend works hard at his English, as he wants to speak the language well. Do'stim ingliz tili bilan qattiq shug'ullanyapti chunki u ingliz tilida yaxshi gapirishni xohlaydi. Yeslatma: Because asosan taqat ergash gap bosh gapdan keyin kelganda ishlatiladi As Yesa, ergash gap bosh gapdan oldin kelsa ham, keyin kelsa ham ishlatiladi 3 Ohang. Agar ergash gap bosh gapdan oldin kelsa, u ko'pincha ko'tariluvchi ohang</p>	
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	<p>bilan talaffuz qilinadi</p> <p>If you are ill, you should ‘certainly’ stay in bed Agar siz kasal bo’isangiz, siz, albatta. yotishingiz kerak</p> <p>Yangi mavzuni mustahkamlash uchun7 mashk (133- bet) Og`zaki, 8, 9 mashqlar (133- 134 betlar) yozma bajariladi.</p>	
Summing up (10 minutes)	<p>Xulosa qilib aytganda, mavzu misollar orkali mustaxkamlanib, talabalarga etib bordi. Mashg`ulot davomida boglovchilar bilan kelgan ergash gaplarga misollar tuzib mavzui mustaxkamlandi.</p> <p>2. Uyga vazifadagi mashqlar va yangi mavzuni mustahkamlashda faol ishtirok etgan talabalar baxolandi.</p> <p>3. Mashg`ulot ko`zlangan maqsadga erishdik deb o`ylayman. Aynan shu natijalarni saqlab qolish uchun mavzuni uyda takrorlaymiz.Uyga vazifa: Ex: 9,10,12 Dialog tuzish.</p>	

Ilova 1



Discussion

1. Name the characters in this dialogue. Where are they? What are they doing?
2. There are two introductions here. Find the first one. Who is presented to whom?
3. Where is the second introduction? What words does Mrs. Carr use?
4. How are the two introductions different?
5. What do the different people call each other?
6. What kind of relationships do the various people have?
7. When do they use handshakes?
8. What is the significance of "But call me Rich" in line 17?
9. How would you describe the level of formality in this situation? Which character seems least interested in being formal?

Learn the new words

The United States of America – Amerik Qo'shma Shtatlari

To be founded – tashkil topmoq

Struggle for independence – Mustaqillik uchun kurash

End – tugamoq

In favour of the colonists – kolonistlar foydasiga

Steadily increase – keskin rivojlanish

Original – dastlabki

Central part – markaziy qism

Continent – qit'a

Come from – kelib chiqmoq

Spread – tarqalmoq

Through Europe – Yevropa bo'ylab

Soften – o'girmoq

Seat of the national government – milliy hukumat o'rni

Read the text and discuss it !

THE UNITED STATES OF AMERICA

The United States of America were founded on the 4th of July in 1776.

Since 1783, when the struggle for Independence ended in favour of the colonists, the USA has steadily increased its power, and the original thirteen States have now grown to fifty.

The United States lies in the central part of the North American continent with the Atlantic Ocean to the east, the Pacific to the west, the Dominion of Canada to the north, and Mexico to the south.

The name America comes from “amaluric” or “emmerich”, an old – German word spread through Europe by the Goths, and softened in Latin to “Americus” and in Italian to “Amerigo”.

The USA covers an area of 3, 022, 387 square miles and is divided into fifty states and the District of Columbia, the seat of the national government.

Ilova 2

Baholash mezonlari

86%-100% 5 ball-a'lo

71%-85% 4 ball-yaxshi

55%-70% 3 ball-qoniqarli

Guru hlar	Matnga doir savollarga to'g'ri javob berish	Rasmdagi vaziyatni muhokama qilish	Umumiy ballar	Baho
1	2	2	4	5
2	1.5	1.5	3	4
3	1	1	2	3
4	0.5	0.5	1	2

Model of educational process №32

	Time	2 hours
	The structure of the lesson	Uyga berilgan vazifani tekshirish. Dialogni yoddan aytilish. Yangi mavzu: "The Future Indefinite Tense"(kelasi noaniq zamon). Og'zaki matn "Tashkent" Uy ishi: Ex: 7,9: 3- 4- 6.
	The aim of the lesson	Mashg'ulot davomida kelasi noaniq zamonni misollar orkali tushuntirib boshka zamonlar bilan bogikligini kursatib mavzuni mustahkamlash.
	Pedagogical functions	Talabalar bilim-ko'nikmalarini rivojlantirish, kundalik hayotda, muayyan vaziyatlarda iboralarni qo'llay olishga o'rgatish
	Teaching methods	Muloqot, savol-javob, «Baliq skeleti» jadvali
	The forms of work	Jamoaviy ishlash, individual ishlash
	Educational device and literature	Uslubiy ishlanma "English in topics" darsligi, «Ingliz tili darsligi» (muallif: N.A.Bonk) I-qism, o'quv qurollari jadval
	Students' work	Og'zaki so'rov, muloqot, jadval

The structure of the educational process I (32)

Division of the lesson according to the time	The Essence of the lesson	
	Teacher	Students
I.The beginning of the lesson. Introduction (10 minutes)	Mashg'ulot mavzusi: "The Future Indefinite Tense"(kelasi noaniq zamon). Mashg'ulot maqsadi: Mashg'ulot davomida kelasi noaniq zamonni misollar orkali tushuntirib boshka zamonlar bilan bogikligini kursatib mavzuni mustahkamlash. Matnni o'qib, tushunish, Yangi so'zlar yordamida gaplar tuzish ko'nikmasini rivojlantirish.	Talabalar tinglashadi, aniqlashadi, savollar berishadi
II. The main part (60 minutes) a) Checking up home work (15 minutes) b) Explanation of a new grammar and lexical material (30 minutes)	What is the date today? What is the day today? What was your home task for today? Let's check up your home task. Talabalar uyga vazifa Og'zaki va yozma ravishda suraladi. Yangi mavzu xisoblangan matnni ukish, tarjima qilish. Yangi so'z va so'z birikmalari bilan tanishamiz. The Future Indefinite Tense (Noaniq. ke zamon). The Future Indefinite Tense ish-xarakatni kelasi zamonda bulishini anglatadi, birinchi shaxc birlik va ko'plikda shall, kolgan shaxslarda will yordamchi fe'llari bilan yasaladi. Bu yordamchi fe'llar tuslanuvchi asosiy fe'ldan avval keladi. The Future Indefinite Tense	Today is the 10 th of September Today is Friday Our home tasks for today are to do exercises 9, 10, 12 and to make dialog. 1. Is Tashkent a beautiful city? 2. Where is Tashkent located? 3. What kind of monumens are there? Is Tashkent a modern city?

	Bulishli shakli	So`roq sh	Bulish
	I (we) shall work.	Shall I (v	I (we)
	You (he, she, it, they) will work.	Will you work?	You (I not work
	<p>Shall va will ning kiska shakli -'ll:</p> <p>I shall = I'll; He will - He'll</p> <p>Shall not = Shan't</p> <p>Will not = Won't</p> <p>The Future Indefinite Tense asosan tomorrow, the day after tomorrow, in two days (weeks, months), next week (ear) iboralari bilan ishlatiladi.</p> <p>I shall translate this story tomorrow</p> <p>Men bu xikoyani ertaga tarjima kilaman.</p> <p>He will visit his friend next week</p> <p>U dustinikiga keyingi xaftada boradi.</p> <p>The Future Indefinite Tense fe'lining so`roq, formasida shall yoki will yordamchi fe'l egadan avval kuyiladi, javob kiska buladi.</p> <p>Bulishsiz gapda erdamchi fe'ldan keyin not yuklamasi ishlatiladi.</p> <p>Will you go to the library with me tomorrow?</p> <p>Siz ertaga men bilan kutubxonaga borasizmi?</p> <p>Yes. 1 shall.</p> <p>Xa.</p> <p>Mike will not go to the library tomorrow.</p> <p>Mayk ertaga kutubxonaga bormaydi.</p> <p>Yangi mavzuni mustahkamlash uchun7 mashk (133- bet) Og`zaki, 8, 9 mashqlar (133- 134 betlar) yozma bajariladi</p>		
c) New grammar material fixation (15 minutes)	<p>1. Give the affirmative, negative and interrogative forms of the Future Indefinite Tense?</p>		
Summing up (10 minutes)	<p>1. Xulosa qilib aytganda, mavzu misollar orkali mustaxkamlanib, talabalarga etib bordi.</p> <p>2.Uyga vazifadagi mashqlar va yangi mavzuni mustahkamlashda faol ishtirok etgan talabalar baxolandi.</p> <p>3. Mashg`ulot ko`zlangan maqsadga erishdik deb o`ylayman. Aynan shu natijalarni saqlab qolish uchun mavzuni uyda takrorlaymiz. Uyga vazifa: Ex: 7,9: 3-4- 6.</p>		

Dialogue A

(The doorbell rings. Mrs. Carr opens the door.)

Mrs. Carr: Good evening, George. Come in. How have you been?

George: Just fine, thank you. How are you?

Mrs. Carr: Oh, reasonably well.

George: Mrs. Carr, I would like to introduce a friend of mine, if I may: Albert Douglas. Albert, this is Mrs. Elaine Carr.

Albert: Pleased to meet you, Mrs. Carr.

Mrs. Carr: I've heard so much about you, Mr. Douglas. Please do come in. Oh, Richie? Darling, I'd like you to meet someone – a friend of George's.

Mr. Carr: Oh, hello, George. Glad you could make it.

(He shakes hands with George.)

George: Hello, Rich. It was very thoughtful of you to invite us.

Mrs. Carr: Yes, darling, as I was saying, this is Albert Douglas.

(to Albert) My husband, Richard.

Albert: *(shaking hands with Mr. Carr)* Very nice to meet you, Mr. Carr.

Mr. Carr: The pleasure's mine. But call me Rich. Everyone does. Mind if I call you Albert?

Albert: Of course not. But just plain "Al" will do.

make it: come



Read the dialogue and remember useful expressions

DIALOGUE

On the first day of his stay in Tashkent Bill went out and decided to go to the National Bank.

Bill: - Excuse me, can I have you for a minute ?

Passer-by: - Of course, what can I do for you ?

Bill: - Could you tell me the way to the National Bank ?

Passer-by: - First go straight ahead for about 500 metres, then turn to the right...

Bill: - Excuse me, can I go there by bus or trolley-bus ?

Passer-by: - Yes, you can. Take bus №6 and get off after two stops. Then walk a little and in three minutes you will be there

Bill: - Thanks a lot for your help.

Ilova 2

Baholash mezonlari

86%-100% 5 ball-a'lo

71%-85% 4 ball-yaxshi

55%-70% 3 ball-qoniqarli

Guru hlar	Matnga doir savollarga to`g`ri javob berish	Rasmdagi vaziyatni muhokama qilish	Umumiy ballar	Baho
1	2	2	4	5
2	1.5	1.5	3	4
3	1	1	2	3
4	0.5	0.5	1	2

Model of educational process №33

	Time	2 hours
	The structure of the lesson	Uyga berilgan vazifani tekshirish. Yangi mavzu: wa -, war -, wor -, harf birikmalarining o'qilishi, text: "Types of expenses in the market economy", "May" modal fe'li va uning ekvivalenti. Matn "I want to be a programmer" ni o'qib tarjima qilish. Uy ishi: Yangi so'z va birikmalar ustida ishlash.
	The aim of the lesson	May modal fe'li haqida tulik ma'lumot berish. May modal fe'lini zamonlarda kullashda uning ekvivalentlaridan foydalanish. Talabalarni matn ustida ishlatish. Matn yuzasidan dialog tuzib, juft – juft bo'lib suxbatlashish.
	Pedagogical functions	Talabalar bilim-ko'nikmalarini rivojlantirish, kundalik hayotda, muayyan vaziyatlarda iboralarni qo'llay olishga o'rgatish
	Teaching methods	Muloqot, savol-javob, «Klaster» jadvali
	The forms of work	Jamoaviy ishlash, individual ishlash
	Educational device and literature	Uslubiy ishlanma "400 tem na angliyskom yazıke" darsligi, «Ingliz tili darsligi» (muallif: N.A.Bonk) I-qism, "Grammatika" (muallif Yu. Golisinskiy), o'quv qurollari jadval
	Students' work	Og'zaki so'rov, muloqot, jadval

The structure of the educational process I 33

Division of the lesson according to the time	The Essence of the lesson	
	Teacher	Students
I. The beginning of the lesson. Introduction (10 minutes)	<p>Mashg'ulot mavzusi: wa -, war -, wor -, harf birikmalarining o'qilishi, text: "Types of expenses in the market economy", "May" modal fe'li va uning ekvivalenti. Matn: " I want to be a programmer " ni o'qib tarjima qilish.</p> <p>Mashg'ulot maqsadi: Mashg'ulot davomida "May" modal fe'lini boshka fe'llardan farkini kursatish va uning ekvivalentini qo'llay bilish.</p>	Talabalar tinglashadi, aniqlashadi, savollar berishadi
II. The main part (60 minutes) a) Checking up home work (15 minutes) b) Explanation of a new grammar and lexical	<p>What is the date today? What is the day today? What was your home task for today? Let's check up your home task. Talabalar uyga vazifa Og'zaki va yozma ravishda suraladi. Yangi mavzu xisoblangan matnni ukish, tarjima k;ilish. Yangi so'z va so'z birikmalari bilan tanishamiz.</p>	<p>Today is the 10th of September Today is Friday Our home tasks for today are to do the exercises. Our home tasks for today are to do exercises 7,9: 3- 4- 6. and to read and translate the text "Tashkent"</p>

	<p>that , he might correct them – U tekshirsin deb men mashqlarimni unga berdim.</p> <p>8) Hozirgi zamonda bo'lgan noreal shart gapli qo'shma gaplarning bosh gapida might + V ishlatiladi.</p> <p>If you tired, you might get the book - Agar harakat qilganingizda, kitobni olar edingiz.</p>	
<p>III. Summing up (15 minutes)</p>	<p>1. Xulosa qilib aytganda, May modal fe'li haqida tulik ma'lumot berildi.</p> <p>2.Uyga vazifadagi mashqlar va yangi mavzuni mustahkamlashda faol ishtirok etgan talabalar baxolandi.</p> <p>3. Mashg'ulot ko'zlangan maqsadga erishdik deb o'ylayman. Aynan shu natijalarni saqlab qolish uchun mavzuni uyda takrorlaymiz.Uyga vazifa: Yangi so'z va birikmalar ustida ishlash.</p>	

WA -, WAR -, WOR -, - HARF BIRIKMALARINING O'QILISHI

Wa – harf birikmasi [o] deb o'qiladi: water, want, was, watch

War – harf birikmasi [wo] deb o'qiladi: war, warm, ward, warn

Wor – harf birikmasi [wə] deb o'qiladi: word, work, worth, worse.

Firm – firma

Buy – sotib olmoq

Resource – resurs

Use – foydalanmoq

Paid services – pulli xizmatlar

To run activity – faoliyat yuritmoq

Employ – ishlatmoq

Formerly bought resources – oldin sotib olingan resurslar

Building – bino

Machinery – mashina, mexanizm

Machine-tool – dastgoh

Equipment – asbob-skna

Expense – xarajat

Rent – stama

Credit – qarz

Bank – bank

External and internal expenses – tashqi va ichki xarajatlar

Working-force – ish kchi

Raw materials – xom ashyo

Fuel – yonilg'i

Energy – energiya

Payment – to'lov

Transport – transport

Communication – aloqa

Types of expenses in the market economy.

A firm buys resources and uses paid services to run its activity. Firm

Ilova 3

Baholash mezonlari

86%-100% 5 ball-a'lo

71%-85% 4 ball-yaxshi

55%-70% 3 ball-qoniqarli

Guruhlar	Matnga doir yangi soʻzlar bilan ishlash	Mashqning toʻgʻri bajarilganligi	Guruh aʼzosining faolligi	Umumiy ballar	Baho
1	2	2	4	4	5
2	1.5	1.5	3	3	4
3	1	1	2	2	3
4	0.5	0.5	1	1	2

1.	O'quv vaqti	2 soat
2.	O'quv mashg'ulotning tuzilishi	1. To check up the home task. The retelling of the text. 2. Great Britain. Lexical and grammatical analysis of the text. To make up some sentences on the new words and combinations. To make up some questions and answer them. 3. Free work: the retelling of the-text: Great Britain and the newspaper article.
3.	O'quv mashg'ulotining maqsadi	During the lesson students must read the text Great Britain we'll do lexical and grammatical make up some sentences on the new words and combinations. We'll make some questions and answer them.
4.	Pedagogik vazifalar	We should enable students to accomplish program to work over the new words and combinations students must be ready to retell the text "Great Britain".
5.	Ta'lim usullari	Muloqot, aqliy hujum, savol javob
6.	O'quv faoliyatining tashkil qilish shakllari	Jamoaviy guruhlararo, individual, juft ishlash
7.	Ta'lim vositalari	Uslubiy ishlanma "English of students of history" 24-25 "English in topics and some jokes"
8.	Qaytar aloqa usullari va vositalari	Og'zaki so'rov, muloqot

O'QUV №34 MASHG'ULOTINING TEXNOLOGIK XARITASI

Ishlash bosqichlari, vaqti	Faoliyat mazmuni	
	O'qituvchining	Talabaning
1-bosqich. O'quv mashg'ulotiga kirish (10 min)	<p>Mashg'ulot mavzusi:</p> <ol style="list-style-type: none"> 1. Great Britain lexical and grammatical analysis of the text. To make up some sentences on the new words and combinations. 2. To make up some questions and answer them. <p>Mashg'ulot maqsadi: During the lesson students must read the text Great Britain students do Lexical and grammatical analysis of the text. They make up some sentences on the new words and combinations. Students have to make up some questions and answered them.</p>	<ol style="list-style-type: none"> 1. What are some of the names for great Britain? 2. What islands and regions comprise Great Britain? 3. What is the Common Wealth of nations? 4. What is the nickname for the British flag? 5. What three symbols make up the flag? 6. How old is the national anthem of Great Britain? 7. What is the money in Britain called? 8. What bodies of water surround the British Isles? 9. What are the Highlands? 10. what is the weather usually like in Britain? 11. How big is the population of the United Kingdom in comparison with the population of Uzbekistan? 12) What are some of Great

		Britain's experts?
<p>2-bosqich. Asosiy (60 min)</p> <p>a) uyga vazifani so'rash (15 min)</p> <p>b) yangi mavzuni tushuntirish (40 min)</p> <p>c) yangi mavzuni mustahkamlash (15 min)</p>	<p>1. What is the date today?</p> <p>2. What is the day today?</p> <p>3. What was your home task for today?</p> <p>4. Let's check up your home task</p> <p>Our new theme is the text "the laws of Salon"</p>	<p>Today is the of November</p> <p>Today is Thursday</p> <p>Our home task for today is the retelling of the text: Great Britain and the newspaper article.</p>
<p>3-bosqich. Yakuniy natijaviy (10 min)</p>	<p>1. In short, we know that, the United Kingdom of Great Britain and Northern Ireland (the U.K.) has been the official name of the British Kingdom</p> <p>During the lesson all about Great Britain was spoken</p> <p>2. We achieved the aim of yer lesson should say.</p> <p>3. a, n, v your mark is good</p> <p>4. Free work:</p>	

British Kingdom – Britaniya Qirolligi
Large historical areas – katta tarixiy maydonlar
England – Angliya
Scotland – Shotlandiya
Wales – Vels
Northern Ireland – Shimoliy Irlandiya
A number of – ko'p sonli
Island – orol
Briton – britaniyalik (millat)
Native inhabitant – tub aholisi
Anthem – madhiya
God Save the Queen/King – O'zing
Qirolchani/Qirolni asra
Currency – pul birligi
Pound – funt
Regions – regionlar
Chief regional administrative units – bosh mintaqaviy ma'muriy birliklar
Call – demoq, atamoq
District – tuman
Official language – davlat tili
Predominant language – ko'p ishlatiladigan til
Part – qism

1 - Ilova

Make up sentences with the following words and expressions.

Great Britain, consist of, legal and court system, national churches, Cabinet of Ministres, include, state sectors, affair, on the basis of, to govern, limited rights, governor, appoint, legislative body, population, financial

Read the text and discuss it.

GREAT BRITAIN

The British Kingdom includes 4 large historical areas: England, Scotland, Wales, Northern Ireland and a number of smaller islands.

Briton is a native inhabitant of Great Britain.

Flag. Known as the Union Jack.

Anthem. "God Save the Queen / King" is the British National Anthem.

Currency. Pound.

Regions. The chief regional administrative units are called counties in England and Wales, regions in Scotland, and districts in Northern Ireland.

Languages. English is the official and predominant language.

Gaelic is spoken in parts of Scotland and Northern Ireland and so on.

2 - Ilova

Guruhlar	Mashqning to'g'ri bagarilganligi (1-2)	Matnga doir talabning javobi va xulosasi (1-2)	Guruh a'zosining faolligi (1)	Umumiy ballar (1-4)	Baho
1					«5»
2					«4»
3					«3»
4					«2»

№35 MASHG'ULOT TA'LIM TEXNOLOGIYASI MODELII

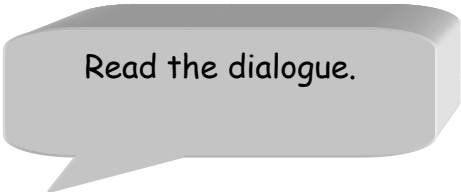
1.	O'quv vaqti	2 soat
2.	O'quv mashg'ulotning tuzilishi	1. To check up the home task. The retelling of the text. 2. Great Britain. Lexical and grammatical analysis of the vocabulary. To make up some sentences, questions. 3. Free work: Personal computer
3.	O'quv mashg'ulotining maqsadi	During the lesson students. Will check up their home task. They must retell the text "Great Britain". They should work over the political vocabulary. New words and expression should be learnt by heart. Students must make up some sentences, ask question, only this way, I think, we achieved the aim of the lesson.
4.	Pedagogik vazifalar	Talabalar bilimini oshirish mavjud bilimlarini ona tili bilan qiyoslab keng tushuncha berish amaliy mashg'ulotlarda qo'llay olish malakasini oshirish.
5.	Ta'lim usullari	Muloqot, aqliy hujum, savol javob
6.	O'quv faoliyatining tashkil qilish shakllari	Jamoaviy guruhlararo, individual, juft ishlash
7.	Ta'lim vositalari	Uslubiy ishlanma "English of students of history" 29-30 "English in topics and some jokes"
8.	Qaytar aloqa usullari va vositalari	Og'zaki so'rov, muloqot

O'QUV № 35 MASHG'ULOTINING TEXNOLOGIK XARITASI

Ishlash bosqichlari, vaqti	Faoliyat mazmuni	
	O'qituvchining	Talabaning
1-bosqich. O'quv mashg'ulotiga kirish (10 min)	Mashg'ulot mavzusi: 1. To check up the home task. The retelling of the text "Great Britain". To work over the political vocabulary .New words and expressions. To make up some sentences, questions. 3. Free work: " Personal computer". Mashg'ulot maqsadi: During the lesson students must introduce with the text "The laws o Salon". We'll work over the political vocabulary. New words and expressions should be learnt by heart. We'll make some sentences, questions	1. Aim the main idea of the text. The laws of Salon.
2-bosqich. Asosiy (60 min) a) uyga vazifani so'rash (15 min) b) yangi mavzuni	1. What is the date today? 2. What is the day today? 3. What was your home task for today? 4. Let's check up your home task Our new theme is Government of Great	Today is the of November Today is Monday Our home task for today was the retelling of the text "Great Britain and the newspaper article.

tushuntirish (40 min)	Britain	
c) yangi mavzuni mustahkamlash (15 min)		
3-bosqich. Yakuniy natijaviy (10 min)	<p>1. In short, I should say that we worked over the text “The laws of Salon” We worked over the political vocabulary. Students made sentences, asked questions.</p> <p>2. Only this may We achieved the aim of the your mark is good.</p> <p>3. a, n, v your mark is good</p> <p>4. Free work:</p>	





Read the dialogue.

DIALOGUE

A student is answering to his ticket at the examination.
The question of his ticket is about Great Britain.

Teacher: What is your question?

Student: About Great Britain.

Teacher: Well, what do you know about Great Britain?

Student: The British Kingdom includes 4 large
historical areas: England, Scotland, Wales < Northern
Ireland and a number of smaller islands.

Teacher: What is a native inhabitant of Great Britain?

Student: Briton is.

Teacher: What do you know about flag, anthem and
currency of Great Britain?

Student: Flag. Known as the Union Jack. Anthem.

“God Save the Queen / King” is the British National
Anthem. Currency. Pound.

Teacher: All right, you are free.

Student: Good bye !

1 - Ilova

Guruhlar	Mashqning to'g'ri bagarilganligi (1-2)	Matnga doir talabaning javobi va xulosasi (1-2)	Guruh a'zosining faolligi (1)	Umumiy ballar (1-4)	Baho
1					«5»
2					«4»
3					«3»
4					«2»

Ilova 1

«БИРГАЛИКДА ЎҚИЙМИЗ» БИРГАЛИКДА ЎҚИШ ТЕХНИКАСИ

Биргаликда ўқиш: ўқув гуруҳи кичик гуруҳларга бўлинади. Ҳар бир кичик гуруҳ ўрганилаётган мавзунинг маълум бир соҳасида эксперт бўлади ва бошқаларни ўргатади.

Ҳар бир гуруҳнинг мақсади барча бошқа гуруҳлар иштирокчилари мавзу саволларини тўла ҳажмда эгаллаб олишидан иборат.

«Биргаликда ўқиймиз» техникасидан фойдаланган

ҳолда гуруҳларда ишни ташкил этиш жараёнининг тузилиши.

□

1. Билим даражасига қараб 3-5 кишидан иборат бўлган ҳар хил турдаги гуруҳлар тузилади.

□

2. Ҳар бир гуруҳга *битта* топшириқ берилади –умумий мавзунинг бир *қисми*, унинг устида бутун ўқув гуруҳи иш олиб боради ҳамда таянчлар –эксперт варақлари – тақдим этилади.

□

3. Ҳар бир гуруҳ ичида умумий топшириқ тақсимланади.

Ilova 2

Гуруҳ билан ишлаш қоидалари

Гуруҳ аъзоларининг ҳар бири

- ўз шерикларининг фикрларини хурмат қилишлари лозим;
- берилган топшириқлар бўйича фаол, ҳамкорликда ва масъулият билан ишлашлари лозим;
- ўзларига ёрдам керак бўлганда сўрашлари мумкин;
- ёрдам сўраганларга кўмак беришлари лозим;
- гуруҳни баҳолаш жараёнида иштирок этишлари лозим;
- “Биз бир кемадамиз, бирга чўкамиз ёки бирга қутиламиз” қоидасини яхши билишлари лозим.

Ilova 3

Questions:

1. Is it an easy thing to learn a foreign language?
2. Why do people learn foreign languages?

Ilova 4

Baholash mezonlari

86%-100% 5 ball-a'lo

71%-85% 4 ball-yaxshi

55%-70% 3 ball-qoniqarli

Guruhlar	Matnga doir savollarga to'g'ri javob berish	Guruh a'zosining faolligi	Umumiy ballar	Baho
1	2	2	4	5
2	1.5	1.5	3	4
3	1	1	2	3
4	0.5	0.5	1	2

Model of educational process №36

1.	O'quv vaqti	2 soat
2.	O'quv mashg'ulotning tuzilishi	<p>1. To check up the home task. To repeat all the new words and word combinations</p> <p>2. To work over the word – forming (suffix Yes, prefix Yes), tt, ll, ss harf birikmalari, text: About business. The retelling of the text: The Internet..</p> <p>3. To read and translate, to learn words.</p>
3.	O'quv mashg'ulotining maqsadi	Mashg'ulot davomida biz so'z tuzuvchi suffiks va prefikslar haqida gapirib, tekstni so'zlab berish va The internet yangi tekst ” tekstini o'qib, tarjima qilishimiz kerak.
4.	Pedagogik vazifalar	Talabalar bilimini oshirib berish. Mavjud bilimlarini ona tili bilan qiyoslab keng tushuncha berish, amaliy mashg'ulotlarda qo'llay olish malakasini oshirish.
5.	Ta'lim usullari	Muloqot, aqliy hujum, savol javob
6.	O'quv faoliyatining tashkil qilish shakllari	Jamoaviy guruhlararo, individual, juft ishlash
7.	Ta'lim vositalari	Uslubiy ishlanma “English in topics” “English for history students”, 4 jadval o'quv qurollari
8.	Qaytar aloqa usullari va vositalari	Og'zaki so'rov, muloqot

The structure of the educational process I (36)

Ishlash bosqichlari	Faoliyat mazmuni	
	O'qituvchining	Talabaning

<p>1-bosqich. O'quv mashg'ulotiga kirish (10 min)</p>	<p>Mashg'ulot mavzusi: To work over the word – forming (suffixYes, prefixYes), tt, ll, ss harf birikmalari, text: About business The retelling of the text: Origin of Civilization in the Near East.</p> <p>Mashg'ulot maqsadi: During the lesson we have to work over the word forming (suffixYes, prefixYes). The retelling of the text, we must to repeat all the new words and word combination. We must be ready for the dictation. Word – building section is aimed at developing students' skills to form words by means of suffixYes, prefixYes (er, or) and conversation</p>	<p>1) Tell us pleas about the words with the suffixYes –<u>er</u>, <u>or</u> 2) Retell please the text “The Internet”. 3) Form derivative nouns by means of the suffixYes –<u>or</u>, <u>er</u> and comment of their meaning. <u>direct</u>–<u>director</u> <u>win</u> – <u>winner</u> <u>joke</u> – <u>joker</u> <u>own</u> – <u>owner</u> <u>debt</u> – <u>debtor</u> What is the Internet? What are servers? When did public Internet appear? What was the most popular mail interface used in 70s? What kind of browsers do you know? How can we find information in the Internet?</p>
<p>2-bosqich. Asosiy (60 min)</p> <p>a) uyga vazifani so'rash (15 min) b) yangi mavzuni tushuntirish (40 min)</p>	<p>What is the date today? What is the day today?</p> <p>What was your home task for today? Let's check up your home task?</p> <p>Our new theme is Newspaper article Text: Uzbekistan</p>	<p>Today is</p> <p>Our home task for the next lesson are :</p> <p>1) to retell the text 2) to make up some sentences and the new words and word combinations 3) Newspaper article 4) Text Uzbekistan</p>
<p>3-bosqich. Yakuniy natijaviy (10 min)</p>	<p>1. In short, we must know about word – building section is aimed at developing student' skills to form words by means of suffixYes, prefixYes and exercises for training. 2. Home – task 3) Student skills must be told by teacher Anvarov your mark is Azimov your mark is 4. I think we have achieve the aim of the lesson.</p>	

Questions:

What is the Internet?

What are servers?

When did public Internet appear?

What was the most popular mail interface used in 70s?

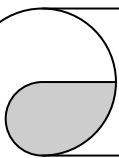
What kind of browsers do you know?

Ilava 2



TT, LL, SS – HARF BIRIKMALARINING O'QILISHI.

tt - harf birikmasi [t] deb o'qiladi



Business – biznes

Mean – anglatmoq

Economic activity – xo'jalik faoliyati

Bring profit – foyda keltirmoq

Function – faoliyat ko'rsatmoq

Production of goods – Tovar ishlab chiqarish

Sell – sotmoq

Servicing – xizmat ko'rsatish

Transport – transport

Other fields of life – hayotning boshqa jabhalari

According to - ...ga binoan

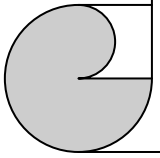
Sphere of conducting economy – xo'jalik yuritish sohasi

Divide into - ... ga bo'linmoq

Large – scale – yirik

Average (medium) – o'rta

Small - kichik



ABOUT BUSINESS

“Business” is an English word. It means “delo” in Russian, “faoliyat” in Uzbek. Business is an economic activity which brings profit. Business is an activity which functions in the production of goods and selling them, servicing, transport and in the other fields of life.

According to the sphere of conducting economy business is divided into large – scale, average (medium) and small.

Activity of business is people’s being engaged with a public labour which is useful for themselves and society. People can perform this activity in the sphere of production, services, transport and etc.

1. What word is “business”?
2. What does the word “business” mean in Russian and Uzbek ?
3. What kind of activity is business ?
4. Where does business function ?
5. What types is business divided into according to the sphere of conducting economy ?
6. What is activity of business ?

Ilova 3

Active words and word combinations

Huge, network, to span, surrounding, to share, data, to surf, to download, interface, obsolete, to deploy, email accounts, quantum mechanics, instantaneous, browser, broadband connection, dial- up, to type, search- program, sit, to provide, to solve, to match.

Ilova 4

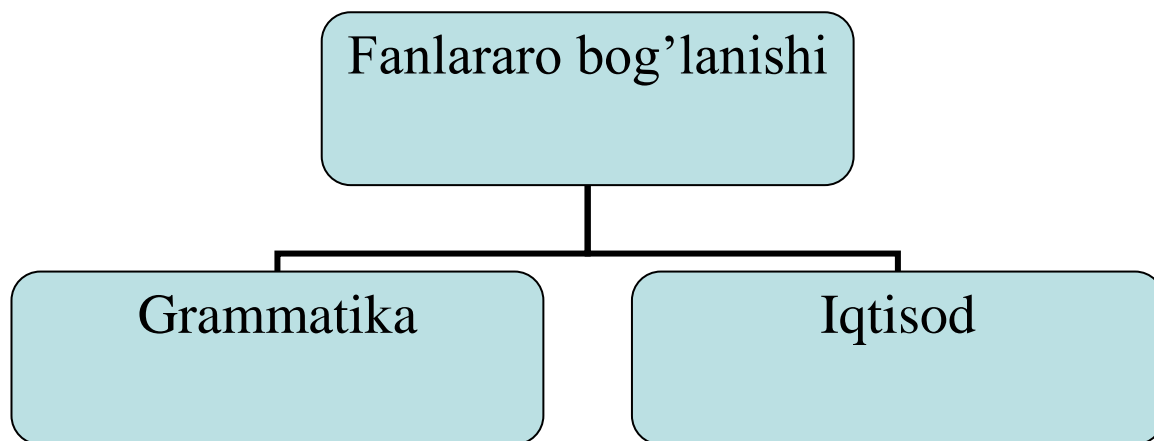
Baholash mezonlari

86%-100% 4 ball-a'lo

71%-85% 3 ball-yaxshi

55%-70% 2 ball-qoniqarli

Guruhlar	Matnga doir savollarga to'g'ri javob berish	Yangi so'z va iboralarning ma'nosini ingliz tilida tushuntirish	Umumiy ballar	Baho
1	2	2	4	5
2	1.5	1.5	3	4
3	1	1	2	3
4	0.5	0.5	1	2



Model of educational process №37

1.	O'quv vaqti	2 soat
2.	O'quv mashg'ulotning tuzilishi	<p>1. To check up the home task. To repeat all the new words and word combinations. Read and translate the text: "The activity of business".</p> <p>2. To work over the newspaper sentences article. To make up some sentences, question on the political vocabulary of the newspaper article. The main idea of the article.</p> <p>3. Home task: the text: The role of Mass Media in our life.</p>
3.	O'quv mashg'ulotining maqsadi	<p>During the lesson we must repeat all the new words and word combinations. We have to read and translate text Uzbekistan. We must speak about political situation in Uzbekistan and abroad. We must do all of tYese task with examples.</p>
4.	Pedagogik vazifalar	<p>Talabalar bilimini oshirish, mavjud bilimlarni oshirish, mavjud bilimlarni ona tili bilan qiyoslab borish, Evropa odamlari haqida keng tarmoqli tushuncha berish va buni amaliy mashg'ulotlarda qo'llay olish.</p>
5.	Ta'lim usullari	Muloqot, aqliy hujum, savol javob
6.	O'quv faoliyatining tashkil qilish shakllari	Jamoaviy guruhlararo, individual, juft ishlash
7.	Ta'lim vositalari	<p>Uslubiy ishlanma</p> <p>"400 tem na angliyskom yazike" 6-8 b</p> <p>"English in topics and some jokYes"</p>
8.	Qaytar aloqa usullari va vositalari	Og'zaki so'rov, muloqot

The structure of the educational process I (37)

Ishlash bosqichlari, vaqti	Faoliyat mazmuni	
	O'qituvchining	Talabaning
1-bosqich. O'quv mashg'ulotiga kirish (10 min)	Mashg'ulot mavzusi: 1. Read and translate the text: "The activity of business". 2. To work over the newspaper article. To make up some sentences, questions on the political vocabulary of the newspaper article. The main idea of the article. 3. Home task: The text. The role of Mass Media in our life. Mashg'ulot maqsadi: During the lesson we must read and translate the text, to repeat all the new words and word combination. We must speak about political situation in Uzbekistan and abroad. We must do all of the se task with examples.	Do the mass media play an important part in your life? Where do you get most of the news? Do you think that journalists are given too much freedom? Are you interested in politics? What is the main advantage of the Internet?
2-bosqich. Asosiy (60 min) a) uyga vazifani so'rash (15 min) b) yangi mavzuni tushuntirish (40 min) c) yangi mavzuni mustahkamlash (15 min)	What is the date today? What is the day today? What was your home task for today? Our new theme is to work over the newspaper article. To work over the text: The role of Mass Media in our life.	Today is the Today is Thursday Our home task for to day was to prepare all about "The role of Mass Media in our life, to be ready for dictation"
3-bosqich. Yakuniy natijaviy (10 min)	1. In short, we achieve the aim of the lesson During the lesson such students as 1. 2. 3. get good marks. 3. Home task for the next lesson will be: To work over the text "The role of Mass Media in our life"	

Ilova 1

Questions:

Do the mass media play an important part in your life?

Where do you get most of the news?

Do you think that journalists are given too much freedom?

Are you interested in politics?

What is the main advantage of the Internet?

Ilova 2

Translate into Uzbek or Russian;

Entertainment, fair, reliable, crash, robbery, to make headlines, celebrity, advantage, to provide, to appear.

Ilova 3

What do you say or do it:

1. You have a lot of luggage with you; 2. You want to find out time your friend arrives; 3. You have to leave your heavy suit-cases at the station for a while; 4. You want to book a ticket both ways; 5. You want the porter to help you with your luggage; 6. You feel very hot in your compartment; 7. You have missed your train.

IV. Retell the text

It is easy (difficult,...) to oboroti

It is easy (difficult,...) to oboroti biror ish harakatning sifatini ajratib ko'rsatish maqsadida ishlatiladi. Bu oborotdan keyin har doim infinitive ishlatiladi.

It is easy difficult to translate text for me.

It is important to discuss this problem.

It is necessary to be in time for the lessons.

It is easy (difficult,...) to oboroti ishlatilgan gaplarning so'roq shakli is egadan oldinga qo'yish orqali yasaladi.

Bunday gaplar shaxsi topilmas gaplar bo'lganligi sababli, ingliz tilida ularning egasi it hisoblanadi.

Is it difficult to translate this text for me ? – Yes, it is.. No, it is not.

Is it important to discuss this problem? – Yes, it is. No, it is not.

Is it necessary to be in time for the lessons? – Yes, it is. No, it is not.

Bo'lishsiz shakli esa is dan keyin not inkor yuklamasini qo'yish orqali yasaladi.

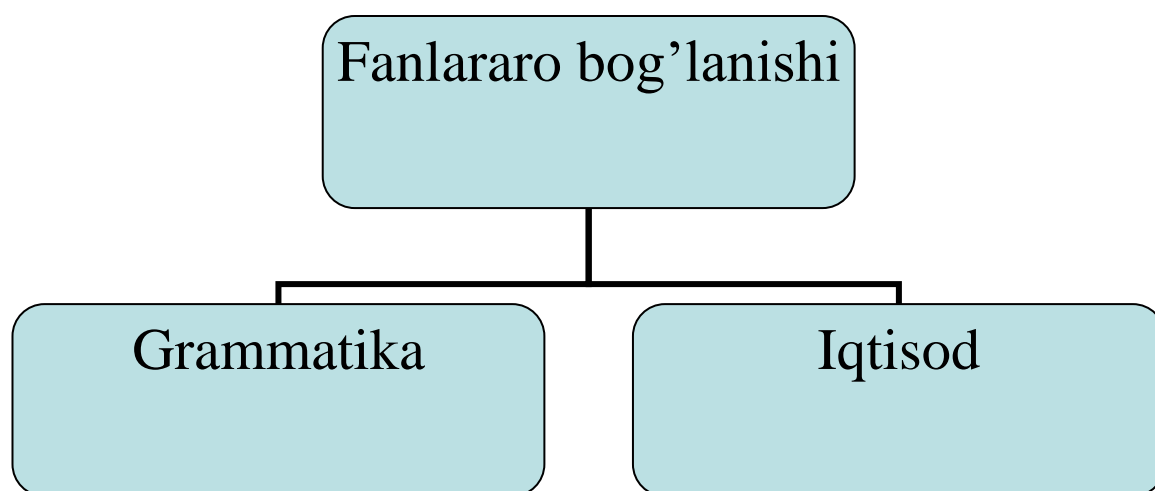
It is not difficult to translate this text for me.

It is not important to discuss this problem.

It is not necessary to finish this work today.

86%-100% 4 ball-a'lo
 71%-85% 3 ball-yaxshi
 55%-70% 2 ball-qoniqarli

Guruhlar	Matnga doir savollarga to'g'ri javob berish	Yangi soʻz va iboralarining maʼnosini ingliz tilida tushuntirish	Quyidagi gaplarga oʻz fikringizni bildiring	Umumiy ballar	Baho
1	2	1	1	4	5
2	1	1	1	3	4
3	1	0,5	0,5	2	3
4	0.5	0.25	0,25	1	2



Model of educational process №38

1.	O'quv vaqti	2 soat
2.	O'quv mashg'ulotning tuzilishi	1. To check up the home task. To repeat all the new words and word combinations. Read and translate the text: Uzbekistan. 2. Word study. Grammar study. Lexico-grammatical exercises. 3. Home task: the retelling of the text. Newspaper article. The Government of Uzbekistan.
3.	O'quv mashg'ulotining maqsadi	During the lesson we must introduce with the text "The Government of Uzbekistan". Foreign and internal policy of Uzbekistan. We must speak about news.
4.	Pedagogik vazifalar	Talabalar bilimni oshirish, mavjud bilimlarni oshirish, mavjud bilimlarni o'z tilimiz bilan qiyoslab, amaliy mashg'ulotlarda qo'llay olish malakasini oshirib borish.
5	Ta'lim usullari	Muloqot, aqliy hujum, savol javob

6.	O'quv faoliyatining tashkil qilish shakllari	Jamoaviy guruhlararo, individual, juft ishlash
7.	Ta'lim vositalari	Uslubiy ishlanma "English in topics" 12-17 bet
8.	Qaytar aloqa usullari va vositalari	Og'zaki so'rov, muloqot

The structure of the educational process I (38)

Ishlash bosqichlari, vaqti	Faoliyat mazmuni	Talabaning
	O'qituvchining	
1-bosqich. O'quv mashg'ulotiga kirish (10 min)	<p>Mashg'ulot mavzusi: To check up the home task. To repeat all the new words and word combinations. Word study. Grammar study. Lexical and grammatical exercises. To work over the text. "The role of Mass Media in our life"</p> <p>Mashg'ulot maqsadi: During the lesson we must speak about "The role of Mass Media in our life"</p>	<p>1. Give the main idea of the text "The role of Mass Media in our life".</p> <p>2. Compare the main character of people of Uzbekistan with the character of The role of Mass Media in our life.</p>
2-bosqich. Asosiy (60 min)	<p>What is the date today? What is the day today?</p> <p>What was your home task for today?</p> <p>Let's check up your home task? Our new theme is "The Government of Uzbekistan. Foreign and internal policy of Uzbekistan" Newspaper article.</p>	<p>Today is the</p> <p>Today is Thursday</p> <p>Our home task for to day are to repeat all the new words and expression to retell the text "The Government of Uzbekistan"</p>
3-bosqich. Yakuniy natijaviy (10 min)	<p>1. In short, we achieve the aim of the lesson</p> <p>2. Alimov Valiev get good marks Calimov</p>	



DIALOGUE

Mr. Blake has come to the Uzbek Trade Delegation. He

Ilova 1

B.B.B. usuli asosida bilimlarni sinash uchun tarqatma materiallar

<i>No</i>	<i>Yangi so'zlar</i>	<i>Bilaman</i>	<i>Bilishni</i>	<i>Bilib</i>
-----------	----------------------	----------------	-----------------	--------------

			<i>xoxlayman</i>	<i>oldim</i>
1	2	3	4	5
1.	Parlamemt			
2.	Government			
3.	Court			
4.	Oliy Majlis			
5	President			
6.	Prime Minister			
7.	Cabinet			
8.	To execute			
9.	To interpret			
10.	Election			

Ilova 2

Инсерт техникасининг қондаси.

1. Маттни (мавзуни) ўқиб чиқинг
2. Олингма маълумотларни диққат билан ўрганиб соҳаларга ажратинг. Қалам билан ҳар бир қаторга қуйидаги белгилани қўйиб чиқинг.

V-биламан

+ - янги маълумот

- - билганларимга зид

? – мени ўйлантирмоқда

Ilova 3

Baholash mezonlari

86%-100% 4 ball-a'lo

71%-85% 3 ball-yaxshi

55%-70% 2 ball-qoniqarli

Guruhlar	Matnga doir savollarga to'g'ri javob berish	Guruh a'zosining faolligi	Umumiy ballar	Baho
1	2	2	4	5
2	1.5	1.5	3	4
3	1	1	2	3
4	0.5	0.5	1	2

Model of educational process №39

1.	O'quv vaqti	2 soat
2.	O'quv mashg'ulotning tuzilishi	<p>1. To check up the home task. "The Government of Uzbekistan".</p> <p>2. To work over the texts "Large-scale and small business", "ew, aw, ow" harf birikmalari, "Than" so'zining qiyoslash maqsadida ishlatilishi. New words and expression, to make up some tens.</p> <p>3. Home task: the retelling of the text. News.</p>
3.	O'quv mashg'ulotining maqsadi	Mashg'ulot davomida. The Government of Uzbekistan". Foreign and internal policy of Uzbekistan. haqida suhbat uyushtirish yangi so'z turkumlari bilan gaplar tuzish. Tekstni aytib berish maqsadga muvofiqdir.
4.	Pedagogik vazifalar	Talabalar bilimini oshirish, mavjud bilimlarni o'z tilimiz bilan qiyoslab, amaliy mashg'ulotlarda qo'llay olish malakasini oshirib borish.
5.	Ta'lim usullari	Muloqot, aqliy hujum, savol javob
6.	O'quv faoliyatining tashkil qilish shakllari	Jamoaviy guruhlararo, individual, juft ishlash
7.	Ta'lim vositalari	"English in topics and Some jokYes" "Uzbekistan to-day"
8.	Qaytar aloqa usullari va vositalari	Og'zaki so'rov, muloqot

The structure of the educational process I (39)

Ishlash bosqichlari, vaqti	Faoliyat mazmuni	
	O'qituvchining	Talabaning
1-bosqich. O'quv mashg'ulotiga kirish (10 min)	<p>Mashg'ulot mavzusi: To work over the texts. Large-scale and small business", "ew, aw, ow" harf birikmalari, "Than" so'zining qiyoslash maqsadida ishlatilishi. New words and expression, to make up some sentences.</p> <p>Mashg'ulot maqsadi: During the lesson we must know all about "The Government of Uzbekistan". We must learn by heart all the new words and expression. Students must to make up some sentences.</p>	<p>1) What are the advantages of a multinational country?</p> <p>2) What are the advantages of joint ventures?</p> <p>3) Does your community host guests from other countries?</p> <p>Why do these visitors come?</p> <p>4) How many countries have recognized Uzbekistan as an independent country?</p> <p>5) Many countries have established diplomatic relations with Uzbekistan. What does that mean?</p> <p>7) Why does the president visit other countries?</p> <p>8) How does Uzbekistan take part in the world market?</p>

<p>2-bosqich. Asosiy (60 min)</p> <p>a) uyga vazifani so'rash (15 min)</p> <p>b) yangi mavzuni tushuntirish (40 min)</p> <p>c) yangi mavzuni mustahkamlash (15 min)</p>	<p>What is the date today? What is the day today?</p> <p>What was your home task for today?</p> <p>1. Our new theme is "Education system of Uzbekistan" 2. To work over the newspaper article. New words and expression to give a brief summary of the newspaper article.</p>	<p>Today is the</p> <p>Today is Monday</p> <p>Our home task for today are to repeat all the material we had.</p>
<p>3-bosqich. Yakuniy natijaviy (10 min)</p>	<p>1. In short, Uzbekistan was the crossroads of Eurasia and a branch of the ancient Silk Road. It connected Europe and China, passed through the Oasis settlements of Kokand, Samarkand and Bukhara. We or our students must know much about our native country.</p> <p>2. While learning these materials the follow students took a good marks.</p> <p>1. 2. 3.</p> <p>I think, we achieve the aim of the lesson.</p> <p>Home task: the retelling of the text. Newspaper article.</p>	

Supply prepositions where necessary:

1. Schools play an integral role ... the process ... nation buildings.
2. Uzbeks take great pride ... providing hospitality ... guests.
3. Education is compulsory ... Uzbekistan ... age 6 ... age 15.

Ilova 2

Education system of Uzbekistan

F Фикрингизни баён этинг.
S Фикрингизни баёнига бирор сабаб кўрсатинг.
M Кўрсатилган сабабни тушунтирувчи мисол келтиринг.
U Фикрингизни умумлаштиринг.

Ilova 3

Baholash mezonlari

86%-100% 5 ball-a'lo

71%-85% 4 ball-yaxshi

55%-70% 3 ball-qoniqarli

Guruhlar	Mashqning to'g'ri bajarilganligi	Guruh a'zosining faolligi	Umumiy ballar	Baho
1	2	2	4	5
2	1.5	1.5	3	4
3	1	1	2	3
4	0.5	0.5	1	2

Model of educational process №39

1.	O'quv vaqti	2 soat
2.	O'quv mashg'ulotning tuzilishi	<p>1. To check up the home task. "The Government of Uzbekistan".</p> <p>2. To work over the texts "Large-scale and small business", "ew, aw, ow" harf birikmalari, "Than" so'zining qiyoslash maqsadida ishlatilishi. New words and expression, to make up some tens.</p> <p>3. Home task: the retelling of the text. News.</p>
3.	O'quv mashg'ulotining maqsadi	Mashg'ulot davomida. The Government of Uzbekistan". Foreign and internal policy of Uzbekistan. haqida suhbat uyushtirish yangi so'z turkumlari bilan gaplar tuzish. Tekstni aytib berish maqsadga muvofiqdir.
4.	Pedagogik vazifalar	Talabalar bilimini oshirish, mavjud bilimlarni o'z tilimiz bilan qiyoslab, amaliy mashg'ulotlarda qo'llay olish malakasini oshirib borish.
5.	Ta'lim usullari	Muloqot, aqliy hujum, savol javob
6.	O'quv faoliyatining tashkil qilish shakllari	Jamoaviy guruhlararo, individual, juft ishlash
7.	Ta'lim vositalari	"English in topics and Some jokYes" "Uzbekistan to-day"
8.	Qaytar aloqa usullari va vositalari	Og'zaki so'rov, muloqot

The structure of the educational process I (39)

Ishlash bosqichlari, vaqti	Faoliyat mazmuni	
	O'qituvchining	Talabaning
1-bosqich. O'quv mashg'ulotiga kirish (10 min)	<p>Mashg'ulot mavzusi: To work over the texts. "Large-scale and small business", "ew, aw, ow" harf birikmalari, "Than" so'zining qiyoslash maqsadida ishlatilishi. New words and expression, to make up some sentences.</p> <p>Mashg'ulot maqsadi: During the lesson we must know all about "The Government of Uzbekistan". We must learn by heart all the new words and expression. Students must to make up some sentences.</p>	<p>1) What are the advantages of a multinational country?</p> <p>2) What are the advantages of joint ventures?</p> <p>3) Does your community host guests from other countries?</p> <p>Why do these visitors come?</p> <p>4) How many countries have recognized Uzbekistan as an independent country?</p> <p>5) Many countries have established diplomatic relations with Uzbekistan. What does that mean?</p> <p>7) Why does the president visit other countries?</p> <p>8) How does Uzbekistan take part in the world market?</p>

<p>2-bosqich. Asosiy (60 min)</p> <p>a) uyga vazifani so'rash (15 min)</p> <p>b) yangi mavzuni tushuntirish (40 min)</p> <p>c) yangi mavzuni mustahkamlash (15 min)</p>	<p>What is the date today? What is the day today?</p> <p>What was your home task for today?</p> <p>1. Our new theme is "Education system of Uzbekistan" 2. To work over the newspaper article. New words and expression to give a brief summary of the newspaper article.</p>	<p>Today is the</p> <p>Today is Monday</p> <p>Our home task for today are to repeat all the material we had.</p>
<p>3-bosqich. Yakuniy natijaviy (10 min)</p>	<p>1. In short, Uzbekistan was the crossroads of Eurasia and a branch of the ancient Silk Road. It connected Europe and China, passed through the Oasis settlements of Kokand, Samarkand and Bukhara. We or our students must know much about our native country. 2. While learning these materials the follow students took a good marks. 1. 2. 3. I think, we achieve the aim of the lesson. Home task: the retelling of the text. Newspaper article.</p>	



“EW, AW, OW” HARF BIRIKMALARINING O’QILISHI

ew – harf birikmasi [ju:] deb o’qiladi

Masalan: new, few, mews (otxona)

aw – harf birikmasi [o:] deb o’qiladi.

Masalan: awful, saw, paw, raw.

ow – harf birikmasi [au] deb o’qiladi.

Masalan: now, how, down, town

“THAN” SO’ZINING QIYOSLASH MAQSADIDA ISHLATILISHI

Than – so’zi sifat va ravishlarning qiyosiy darajasida ishlatiladi

Than so’zi ikkita yoki ish harakatining chog’ishtirishda qo’llaniladi.

O’zbek tiliga qaraganda ..., - roq deb tarjima qilinadi.

Sifat

I am bigger than you are.

He is bigger than his brother.

She is bigger than her sister.

We are bigger than they are

You are bigger than he is

They are bigger than we are.

Ravish:

I speak English more fluently than you do.

He speaks English more fluently than she does

She speaks English more fluently than I do

We speak English more fluently than they do

You speak English more fluently than he does

They speak English more fluently than we do.

Small business – kichik biznes
Perform – amalgam oshirmoq
Individual person – yakka shaxs
Microfirm – mikrofirma
Firm – firma
Include – o'z ichiga olmoq
Enterprise – korxona
Stand out – ajralib turmoq
Adapt to - ...ga moslashmoq
Condition – sharoit
Easily – osonlik bilan
On the level of countries – mamlakatlar darajasida
Manufacture – ishlab chiqarish
Mainly – asosan
Big industry – yirik ishlab chiqarish
Mechanized – mexanizatsiyalashgan
Automated branches – avtomatlashgan sohalar

“LARGE-SCALE AND SMALL BUSINESS”

According to the sphere of conducting economy business is divided into large-scale, average (medium) and small.

Small business is performed on the level of an individual person, microfirms and firms. Small business includes enterprises where about 10-20 people work. Small business stands out for its being adapted to the condition easily.

Large – scale business is performed on the level of countries. More than 500 people are usually bsy with large – scale business in the manufacture. Large – scale business mainly includes big industry, mechanized and automated branches.



Ilova 1

Supply prepositions where necessary:

1. Schools play an integral role ... the process ... nation buildings.
2. Uzbeks take great pride ... providing hospitality ... guests.
3. Education is compulsory ... Uzbekistan ... age 6 ... age 15.

Ilova 2

Education system of Uzbekistan

F	Фикрингизни баён этинг.
S	Фикрингизни баёнига бирор сабаб кўрсатинг.
M	Кўрсатилган сабабни тушунтирувчи мисол келтиринг.
U	Фикрингизни умумлаштиринг.

Ilova 3

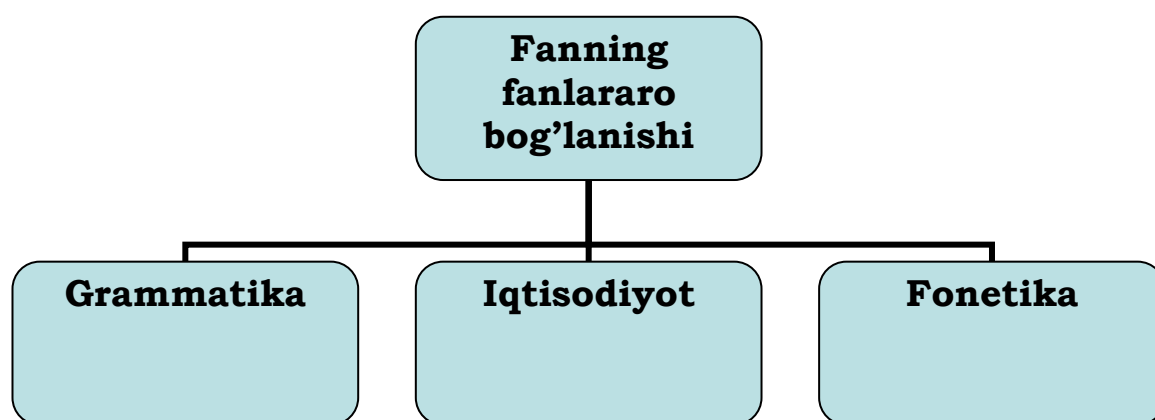
Baholash mezonlari

86%-100% 5 ball-a'lo

71%-85% 4 ball-yaxshi

55%-70% 3 ball-qoniqarli

Guruhlar	Mashqning to'g'ri bajarilganligi	Guruh a'zosining faolligi	Umumiy ballar	Baho
1	2	2	4	5
2	1.5	1.5	3	4
3	1	1	2	3
4	0.5	0.5	1	2



Model of educational process №40

1.	O'quv vaqti	2 soat
2.	O'quv mashg'ulotning tuzilishi	1. To check up the home task. The retelling of the text "Large-scale and small business", 2. To work over the newspaper article. New words and expression to give a brief summary of the newspaper article. 3. Home task: the text: "Large-scale and small business",.
3.	O'quv mashg'ulotining maqsadi	During the lesson we must work over the newspaper article, we must learn by heart new words and expression, we must give a brief summary of the newspaper article. We must speak about education system of Uzbekistan comparing with the E.S. of Great Britain.
4.	Pedagogik vazifalar	During the lesson we must help students to compare "Education system of Uzbekistan with the Education system of Great Britain, and each teacher must give a full answer about Education system.
5.	Ta'lim usullari	Muloqot, aqliy hujum, savol javob
6.	O'quv faoliyatining tashkil qilish shakllari	Jamoaviy guruhlararo, individual, juft ishlash
7.	Ta'lim vositalari	Uslubiy ishlanma "400 tem na angliyskom yazike, 19-20
8.	Qaytar aloqa usullari va vositalari	Og'zaki so'rov, muloqot

The structure of the educational process I (40)

Ishlash bosqichlari, vaqti	Faoliyat mazmuni O'qituvchining	Talabani
<p>1-bosqich. O'quv mashg'ulotiga kirish (10 min)</p>	<p>Mashg'ulot mavzusi: 1. To check up the home task. The retelling of the text. "Large-scale and small business", 2. To work over the newspaper article. New words and expression, to give a brief summary of the newspaper article. 3. home-task: the text: Education system of Uzbekistan.</p> <p>Mashg'ulot maqsadi: During the lesson we have to speak about "Large-scale and small business", We must learn new words and expression, we must give a brief summary of the text. We must make up sentences with new words and expression.</p>	<p>1) What are the advantages of a multinational country? 2) What are the advantages of joint ventures. 3) Does your community host visitors from other countries? Why do these visitors come? 4) How many countries have recognized Uzbekistan as an independent country? 5) Many countries have established diplomatic relations with Uzbekistan. What does that mean? 6) Why does the president visit other countries? 7) How does Uzbekistan take part in the world market?</p>
<p>2-bosqich. Asosiy (60 min)</p> <p>a) uyga vazifani so'rash (15 min) b) yangi mavzuni tushuntirish (40 min) c) yangi mavzuni mustahkamlash (15 min)</p>	<p>What is the date today? What is the day today?</p> <p>What was your home task for today? Let's check up your home task</p> <p>Our new theme is the text "Sparta"</p>	<p>Today is the of November</p> <p>Today is Thursday</p> <p>Our home task for today are to repeat new words, to be ready for dictation</p>
<p>3-bosqich. Yakuniy natijaviy (10 min)</p>	<p>1. In short, we should know much about Uzbekistan. We should compare The Government of Uzbekistan with the text Government of Great Britain. 2. We achieved our aim and should say.</p>	

	3. Nasimov Alimov get good marks. Mansurov 4. Home task: Education system of Uzbekistan.	
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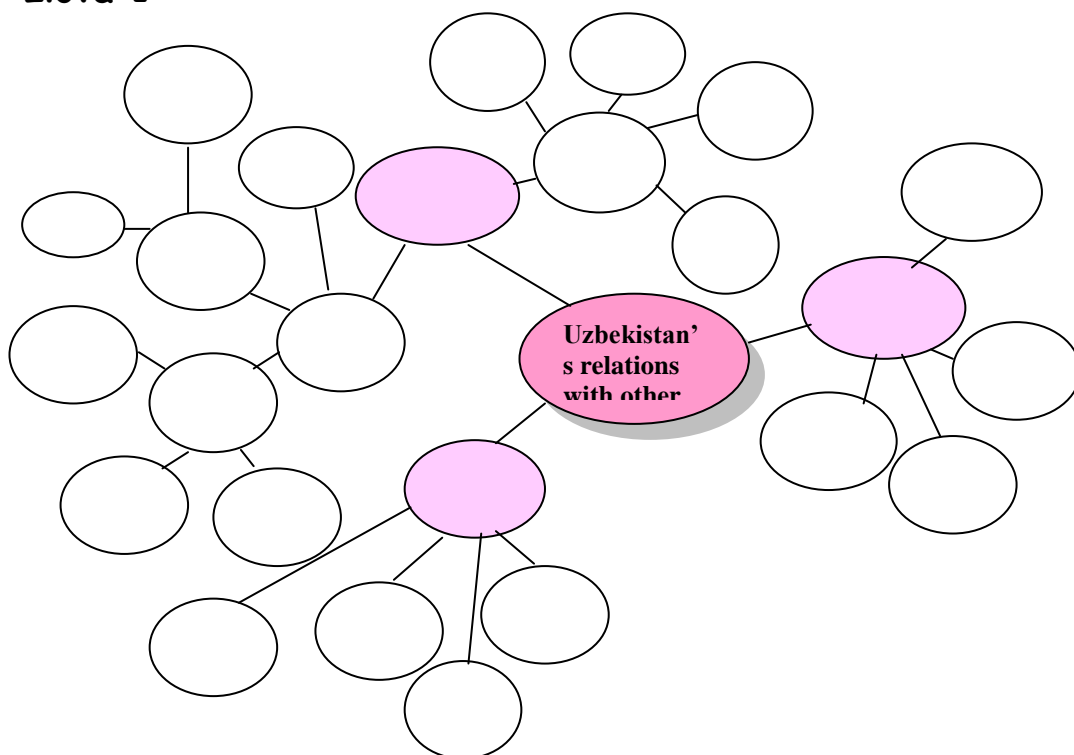


КЛАСТЕР

(Кластер-тутам, боғлам)-ахборот харитасини тузиш йўли- барча тузилманинг моҳиятини марказлаштириш ва аниқлаш учун қандайдир бирор асосий омил атрофида гояларни йиғиш.

Билимларни фаоллаштиришни тезлаштиради, фикрлаш жараёнига мавзу бўйича янги ўзаро боғланишли тасаввурларни эркин ва очиқ жалб қилишга ёрдам беради.

Ilova 1



DIALOGUE

Aliev and his friend Bell are talking about their work.

Aliev: - I know your company is very large, Mr Bell.

Bell: - Yes we've got offices in different cities . I meet our customers everyday.

Aliev: - Oh, really? And when do you usually come to the office?

Bell: - At 9 in the morning.

Aliev: - Do you stay in the office all day?

Bell - I often do. I read cables and telexes and write letters.

Aliev: - I do that in my office in Tashkent too.

Bell: - Are you always very busy?

Aliev: - Yes, very busy till 6 o'clock.

Bell: - I finish my work at 6 p.m too and come home at 7 p.m

Aliev: - Do you always stay at home in the evening ?

Bell: - Not always. Sometimes we go out, but sometimes we stay at home and read books or watch television.

Aliev: - That sounds nice.

1. Where is small business performed ?
2. What kind of enterprises does small business include?
3. What does small business stand out for ?
4. Where is large – scale business performed ?
5. How many people are usually busy with large – scale business in the manufacture ?
6. What does large – scale business mainly include ?

Ilova 2

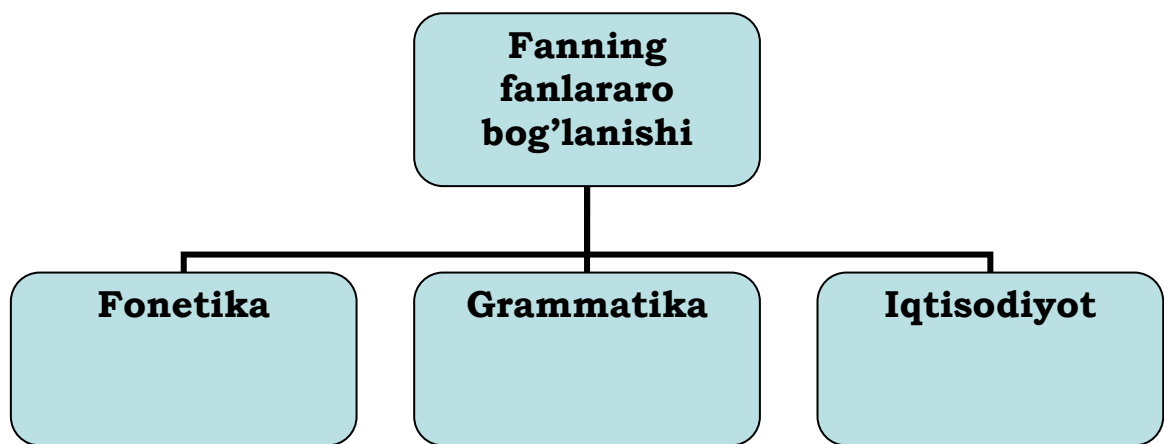
Baholash mezonlari

86%-100% 4 ball-a'lo

71%-85% 3 ball-yaxshi

55%-70% 2 ball-qoniqarli

Guruhlar	Matnga doir savollarga to'g'ri javob berish	Guruh a'zosining faolligi	Umumiy ballar	Baho
1	2	2	4	5
2	1.5	1.5	3	4
3	1	1	2	3
4	0.5	0.5	1	2



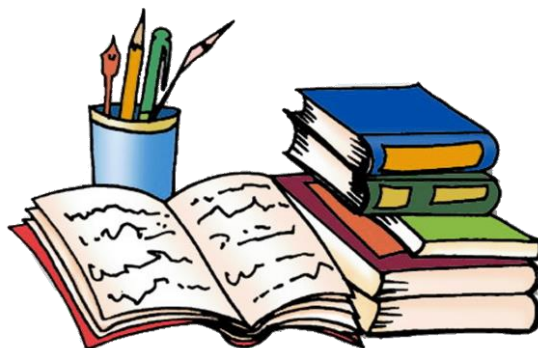


O'ZBEKISTON RESPUBLIKASI
OLIY VA O'RTA MAXSUS TA'LIM VAZIRLIGI
SAMARQAND AXBOROT TEXNOLOGIYALAR KASB-HUNAR KOLLEJI
UMUMTA'LIM VA TATU SF «TILLAR» KAFEDRASI HAMKORLIGI
BILAN

« INGLIZ TILI »
fanidan

MATNLAR, SAVOLLAR VA MASHQLAR TO'PLAMI

Qurbonova S.Q, Toirova D.F, Narziyeva G.A



SAMARQAND - 2014

Work №1

TASK I. Read and translate the text:

The world professions.

I want be a Programmer.

I want to become a computer Programmer. I'm interested in computers. It's a whole new world. Many people continue careers of their parents or grandparents but it's not the case with me. My mother is a teacher and my father is a doctor. My hobby is computer games and computer programming. I've a computer at home and can spend hours working at it. It's much easier to do things on computer. You can change the text as many times as you want and you don't need to rewrite everything if you changed something.

I think that the profession of programmer can give many opportunities. Computers are the most rapidly changing sphere of modern technology. We are living in the age of information. And I think that the future is just filled with computers. Today, in England or in the US people can work, go shopping or even go on dates sitting at their computers. In our country, computers have been used just for a short time.

Teacher of English.

It's not easy to decide what profession to choose. Usually pupil's plans for the future change many times during the school years. There are so many people who influence you in choosing your occupation. Parents and friends play a very important role in your choice. Teachers' influence on pupils' minds is also great. My favourite subject is English. And I think this is my teacher who made it so. I understand importance of knowledge of a foreign language. It enables people from different countries to communicate to each-other, to read foreign literature in original, to broaden their outlooks.

A teacher has to know how to teach, how to make difficult things understandable, how to get students interested in the subject. And of course, a teacher ought to have perfect knowledge of his subject. I think the ideal teacher is the one who can combine all these.

I want to be a doctor.

There are many interesting and noble professions. I want to be a doctor. It's an interesting profession.

I understand that it's necessary to study a lot to become a doctor.

I also understand that this profession requires great responsibility because it deals with the most precious thing that a person has-with his health.

The surgeon's main task is to operate on the people. And after each operation to take care of patients.

I want to be a businessman.

My father is working for an international company as a managing director. I've been several times at his office. I like it very much to be there. My father is very busy. He often comes late from work. But I can see that he likes his job. And he always finds the time to spend with me and mam. Sometimes he tells us about the difficult situations, which his company faces. It's so interesting to listen to him. It seems to me that you need to have a very creative mind to be a businessman.

I want to be a journalist.

I decided to be a journalist. I think it's an interesting and useful profession. I like to watch TV, listen to the radio, read newspapers and magazines. I like everything which is connected with mass media. I've a hobby. My friends and I are publishing small newspaper once a month in our school. We write articles about school events, life of young people, jokes, draw pictures and caricatures.

I like the profession of journalist. They meet many people. They try to understand what is going on in the world or the country, or the city and try to explain it to other people.

I think that the work of a journalist is very much like that of historian. A historian studies and tries to explain events of the past and a journalist does the same about the present. But for me a journalist is much more interesting than to be a historian because you deal with real events that are happening right now so you can even influence them. So journalists can influence the history.

I want to be an interpreter.

I want to be an interpreter. It's an interesting and useful profession because an interpreter meets people from different countries and cultures all the time and has no opportunity to learn much about them. Besides, this profession is very useful because it helps people to understand each other.

TASK II. Put as many questions as possible to the certain text.

TASK III. Give the antonyms of these words:

Asleep, back, arrive, answer, bride, easy, different, dead, heavy, lucky.

TASK IV. Make up a dialogue using words and word phrases:

To understand, teacher, make up, development, methods, to meet, to help, country, culture, difficult, operation, influence, importance

TASK V. Put the words in the right order:

1. is, information, the, this, think, I, want, you.
2. you, help, information, this, I, will, hope
3. bring, you, ear-phones, always, the, for, lessons, the, must

TASK VI. Write the terms which belong for the profession.

TASK VII. Match the words on the left with words on the right.

1. outstanding- a) terrible
2. magnificent- b) single-decker
3. double-decker- c) new
4. ancient- d) unknown
5. schedule- e) timetable

TASK VIII. Give the synonyms of the following words:

Beast, poet, baby, baggy, answer, bottle, opener, wide, clip, main

TASK IX. Give your opinion to the given proverb:

The least said, the soonest mended. (Kam gapir, ko'p ishla)

TASK X. Make up an essay using words and word combinations:

To follow smb, to guess, sorry, to have an appointment, to mention, to mind.

Work №2

TASK I. Read and translate the text:

Modern means of communication.

The Internet is a huge network of computers spanning this planet and is now started to bring in the surrounding area like space. Some computers like servers share data, others just surf the web as clients downloading the data. Public internet began in the late 70's. In the 70's web users used an interface called telnet, but now that program is mainly obsolete. Telnet is most widely deployed in accessing college e-mail accounts. The Internet is very helpful, because it's a huge database of knowledge, from the pictures of family trips to an analysis of quantum mechanics. Everyone should have the Internet because of its near instantaneous communication and huge wealth of knowledge. But how to go on the Internet and do a search for information we need. There are two ways to do it.

The first is when you know an internet address of data you need and the second one is when you try to find information you need by using a search program. In the beginning we have got to enter any browser you like. It could be an Internet Explorer, Netscape Navigator or Opera, etc. If we've a broadband connection, we connect to the Internet at once.

If not, we've to set up and connect to our dial-up service. Finally, if we want to find some information in the Internet, we're to type an address of this data in the browser we use or simply use the existing search-programs such as the **google**, search program, rambler search program, **yandex** search program or yahoo search program. There are many simple and popular networks of sites. In this program we can just type the word or name of thing, we would like to find and then press enter. A search program solves this program. We get our results in the same window. After we got our results, we simply choose whatever site best matches our query or keep searching.

Besides that, one can get from the Internet, we can also send and receive e-mail, or electronic mail. This internet service is cheaper and than ordinary mail and much quicker. It's becoming popular day by day. We can get some news from the Internet because there are many informational servers in the web.

Computer

Computer is an electronic device that can receive a set of instructions called program and then carry out them. The modern world of high technology couldn't be possible without computers. Different types and sizes of computers find uses through out our society. They are used for the storage and handling of data, secret governmental files, information about banking transactions and so on. Computers have opened up a new era in manufacturing and they have enhanced modern communication systems. They are essential tools in almost every field of research, from constructing models of the universe to producing tomorrow's weather reports. Using of different databases and computer networks make available a great variety of information sources.

They are 2 main types of computers, analog and digital, although the term computer is often used to mean only the digital type, because this type of computer is widely used today.

TASK II. Give the antonyms of these words:

Asleep, modern, appear, depart, add, prohibit, together, constant, lose, gradually

TASK III. Make up a dialogue using words and word phrases:

e-mail, technology, computers, account, program. To send, to receive, type, communication system, models, research, to use

TASK IV. Put the words in the right order:

1. modern, high, of, couldn't, possible, computers, the, world, technology, be, without.
2. have, a new, in, and, they, computers, opened up, have, enhanced, systems, modern, communication, era, manufacturing,
3. widely, deployed, is most, telnet, college, in, e-mail, accessing, accounts
4. information sources, different, of, using, databases and computer, make, networks, a great, available, variety of.

TASK V. Write the terms which belong for the communication.

TASK VI. Match the words on the left with words on the right.

1. e-mail- a) the machine which is connected at the same time with a written letter and phone
2. internet- b) message written on paper
3. printer- c) electronic mail
4. fax machine- d) the special device which is connected with the computer and gives all necessary information on paper
5. letter- e) a system that allows computers to connect using telephone lines

TASK VII. Give the synonyms of the following words:

Ruin, strong, large, lucky, love, plain, professional, same, spend, speak

TASK VIII. Give your opinion to the given proverb:

Well begun is half done.

TASK IX. Put as many questions as possible to the certain text.

TASK X. Make up an essay using words and word combinations:

e-mail, to send, computer, technology, modern, information sources, to receive, communication system, bases, professional

Work № 3

TASK I. Read and translate the text:

Transport in Britain

One thing is certain about the public transport of the future: it must be more efficient than it is today. The time is coming when it will be quicker to fly across the Atlantic to New York than to travel from home to office. The two main problems are: what vehicle shall we use and how can plan our use of it? There is already a number of modern vehicles which are not yet in common use, but which may become a usual means of transport in the future. One of this is the small electric car: we go out into the street find an empty car, get onto it, drive to our destination, get out and leave the car for the next person who comes along. In fact, there may be no need to drive these cars. With an automatic guidance system for cars being developed, it'll be possible for us to select our destination just as today we select a telephone number and our car will move automatically to the address we want.

You can reach England either by plane, by train, by car or by ship. The fastest way is by plane. London has three international airports: Heathrow, the largest, to connect, connected to the city by underground; Gatwick, south of London, with a frequent train service; Luton the smallest, used for charter flights.

If you go to England by train or by car you have to cross the Channel. There is a frequent service of steamers and ferry-boats which connect the continent to the south-east of England.

People in Britain drive on the left and generally overtake on the right. The speed limit is 30 miles per hour (50 km/h) in towns and cities and 70 m.p.h (110 km/h) on motorways.

When you are in London you can choose from four different means of transport: bus, train, underground or taxi. The typical bus in London is a red double-decker. The first London bus started running between Paddington and the City in 1829. It carried 40 passengers and cost a shilling for 6 kms.

The next to arrive were the trains; now there are twelve railway stations in London. The world's first underground line was opened between Baker St. and the City in 1863. Now there are ten underground lines and 273 underground stations in use. The London underground is also called the Tube, because of the circular shape of its deep tunnels.

TASK II. Give the synonyms of the following words:

Different, underground, town, famous, go out, ability, able, pair, way, jolly

TASK III. Give the antonyms of these words:

Abandon, actively, add, advantage, agree, objectives, native, kind, inside.

TASK IV. Make up a dialogue using words and word phrases:

to connect, to drive, underground, start, passengers, railway, train, transport, station, tunnel, call, plane, car, to become, to cross.

TASK V. Put as many questions as possible to the certain text:

TASK VI. Put the words in the right order:

1. between, underground, the, first, line, was opened, the City, in 1863, and, Baker St., world's.
2. England, you, by, train, or, if, go, to, by, you, to, Channel, car, have, cross, the.
3. meat, never, eat, I, because, don't, I, it, like

TASK VII. Give your opinion to the given proverb:

Time- is money.

TASK VIII. Match the words on the left with words on the right.

1. present- a) glad
2. to mind- b) to be against

3. to present- c) to give an answer
4. pleased- d) gift
5. to guess- e) to introduce

TASK IX. Write the terms which belong for the transport.

TASK X. Make up an essay using words and word combinations:

Learn, to save, way, different, new day, underground way, a drop, to stretch, in a line, beauty face, feel.

Work № 4

TASK I. Read and translate the text:

Music in our life.

I love music; I think people can't live without it. The first thing I do in the morning I switch on my tape-recorder. We can hear music everywhere: in the streets, in the shops, on TV,, over the radio, in the cars, in the parks and everywhere. I think it's really doesn't matter what kind of music you prefer: rock, pop, jazz, classical. A lot of people are fond of music. They buy tapes, got o the concerts, visit Concert Halls and Opera Theatres. I enjoy listening music because it reflects my moods and emotions. Very often when I'm sad, I play my favorite merry songs and feel much better. Sometimes I attend music halls and the concerts, when popular groups and singers are there. I like watching music programs on TV. I like to know more and more about popular talented groups and singers I like. Some people go to music school, they play different musical instruments, sing in the chorus, try to compose music.

Mass Media.

Mass Media or mass communications are the press, radio and TV. Every day we read newspapers and magazines, listen to radio and watch TV. Nowadays there so many newspapers and magazines, radio stations and TV channels that we have to be very selective and give preference to some of them. Several periodicals are available in English. As far as newspapers are concerned they may be daily, or weekly, magazines may be weekly, monthly or quarterly.

TASK II. Put as many questions as possible to the certain text.

TASK III. Give the antonyms of these words:

Over, lively, king, enlarge, dirty, domestic, command, open, doubt, build.

TASK IV. Make up a dialogue using words and word phrases: mass media, music, to enjoy, to listen, newspapers, magazines, channel, TV, radio.

TASK V. Put the words in the right order:

1. help, don't, stars, to, they, pop, money, help, they, but, to, it, keep, them
2. know, we, Phill, the, person, that, is, the, happiest.
3. Tashkent, from, went, to, the, we, city, of, Samarkand, by, from, bus.

TASK VI. Write the terms which belong for music.

TASK VII. Match the words on the left with words on the right.

1. grandeur- a) feeling regret
2. voyage- b) greatness, magnificence
3. fortress- c) take care of; attend to
4. sorry- d) journey by water
5. to mind- e) building in town

TASK VIII. Give the synonyms of the following words:

Labor, jolly, aid, emotions, continue, mad, baby, animal, sociable, pair.

TASK IX. Give your opinion to the given proverb:

If you want knowledge, you must toil. (Bilging kelsa mehnat qil)

TASK X. Make up an essay using words and word combinations:

Music, types of music, to listen, singers, concerts, to dance, to use, to go in for, emotional, very jolly, character.

Work № 5

TASK I. Read and translate the text:

Show business

Reginald Dwight was born in 1947 in Pinner a suburb of London. Despite being a rather shy and unhappy child he showed a great talent for music. He started taking piano lessons at a very early age and when he was only eleven he was awarded a scholarship to the Royal Academy of Music. In 1961 Dwight joined a local amateur group called Bluesology led by another bluesrock fan called John Baldry.

In 1967 Dwight left Bluesology to follow a solo career. He decided that as a solo artist he needed a more attractive name so he changed it, combining the first name of bluesology saxophone player Elton Dean with the first name of the band's leader. From that moment Reginald Dwight became Elton John. Realizing that his main talent was for writing music rather than words, Elton formed a partnership with the songwriter Bernie Taupin. Together they produced some of the most successful pop music records of the 1970s.

As well as being a successful recording artist Elton was also a great live performer. He gave concerts all over Britain and America including one in Los Angeles which attracted over 110 000 fans.

Having reached the very top of his profession, Elton John Decided to give it all up and devote himself to other things.

Elton is still very much in the public eye and rarely out of the tabloid newspapers. There have been reports about his battles with drugs, alcohol and depression as well as his weight and baldness problem.

TASK II. Give the antonyms of these words:

Low, hot, large, lucky, love, plain, professional, same, spend, speak.

TASK III. Make up a dialogue using words and word phrases:

In charge of, airplay, average, music industry, manager, promotion person, the plugger, the stylist, the DJ, rock and pop, different type of music, audience, to compose.

TASK IV. Put the words in the right order:

1. recorded, there, lots of, when, a song, decisions, make, to, is, are
2. industry, clothes, and, make-up, hair, all, in, are, vital, music, today's
3. record, for, pluggers, work, companies

TASK V. Write the terms which belong for the Show business

TASK VI. Match the words on the left with words on the right:

1. acts- a) payment for professional advice
2. gigs –b) to change
3. fee- c) promoting
4. vary – d) pop concerts
5. plugging –e) bands or solo artists

TASK VII. Give the synonyms of the following words:

Ruin, strong, large, lucky, love, plain, professional, same, spend, speak

TASK VIII. Give your opinion to the given proverb:

Tastes differ.

TASK IX. Put as many questions as possible to the certain text.

TASK X. Make up an essay using words and word combinations: In charge of, airplay, average, music industry, manager, promotion person, the plugger, the stylist, the DJ, rock and pop, different type of music

Work №6

TASK I. Read and translate the text:

Traveling.

People began to travel ages ago. The very first travelers were explorers who went on trips to find wealth, fame or something else. Their journeys were very dangerous but still people keep on going to the unknown lands.

Nowadays it's not as dangerous and much more convenient. Do you want to go somewhere? With modern services you can go around the world. You can choose the means of transport you like: plane, train, ship, bicycle or you can travel hiking.

Tourism became a very profitable business because people are ready to spend their money for the great opportunity to have great time learning about new countries, going sightseeing, resting and enjoying themselves. People on our planet can't live without traveling now. Tourism has become a highly developed business. There are express trains, cars and jet-air liners all of that provide you with comfort and security. What choice to make; It's up to you to decide. There is a great variety of choice to make? It's up to you to decide. There is a great variety of choice available for you. Those who live in the country like going to a big city, visiting museums and art galleries, looking at shop windows and dining at exotic restaurants. City-dwellers usually like acquired holiday by the sea or in the mountains. Most travelers carry a camera with them and take pictures of everything that interests them-the sights of a city, old churches, castles, mountains, lakes, waterfalls, forests, trees, flowers and plants, animals and birds. Traveling gives us a good opportunity to see wonderful monuments, cultural and historical places, to learn a lot about the history of the country you visit, about the world around us, to meet people of different nationalities, to learn a lot about their traditions, customs, culture. In other words, you'll broaden your mind.

Nowadays, people travel not only for pleasure but also on business. You have to go to other countries to take part in different negotiations, to sign contracts, to participate in different exhibitions, in order to push the goods produced by your firm or company. Traveling on business helps you to get more information about achievements of other companies, which will make your own business more successful.

TASK II. Give the synonyms of the following words:

Jelly, guilt, fat, factory, drugstore, debate, custom, wish, cackle, answer.

TASK III. Give the antonyms of these words:

Modern, appear, ask, collect, dirty, domestic, gain, rude, small, earlier, little.

TASK IV. Make up a dialogue using words and word phrases:

To travel, historical places, churches, voyage, long trip, different monuments, exotic, ark, to give, to see, sights, to visit, excite, to provide.

TASK V. Put as many questions as possible to the certain text

TASK VI. Match the words on the left with words on the right:

- 1.voyage –a) traveling, going to a place, esp. a distant place
2. impression-b) greatness, magnificence.
3. grandeur-c) journey by water
4. fortress-d) effect produced on the mind or feelings.
5. journey-e) building in town

TASK VII. Give your opinion to the given proverb:

When in Rome, do as Romans do.

TASK VIII. Put the words in the right order:

1. and, of, beauty, Tashkent, amazed, us, of, the, all, of, metro, the
- 2.from, went, the, Tashkent, we, ancient, of, city, to, bus, Samarqand, by
- 3.advice, always, she, very, good, gives me.

TASK IX. Write the terms which belong for the traveling.

TASK X. Make up an essay using words and word combinations:

To travel, historical places, churches, voyage, long trip, different monuments, exotic, ark, to give, to see, sights, to visit, excite, to provide.

Work № 7

TASK I. Read and translate the text:

The World of animals

Animals come in many shapes and sizes. They live throughout the world. Animals walk or crawl on land and dig through the soil. They swim in the water and fly through the air. They even live inside the bodies of other animals. Bats, dogs, horses, kangaroos and moles are all animals. So are butterflies, frogs, jellyfish, pigeons, sharks, snakes and worms. Most kind of animals are less than 1inch(2.5 centimeters) long. Many are so tiny that they can be seen only with a microscope. The largest animal is the blue whale. It is about as long as five elephants in a row. Animals are different from other living things in many ways. The bodies of animals are made up of many cells. But the bodies of monerans and most protests have only one cell. Like animals, plants and fungi also are made up of many cells. However, animals can move around. Most plants and fungi are held to one place in the soil by roots or rootlike structures. Animals have provided have people with the food and clothing since prehistoric times. Without animals people would not have such things as meat, honey, eggs, wool, leather or silk. Some domesticated animals help people work. Horses and camels carry people from one place to another. At first, people kept cats in their houses to catch rats and mice. They raised dogs to help them hunt and to warn them when danger approached. Today, cats and dogs are kept largely as pets. Certain insects are useful to people. Bees make honey, which people harvest for food. Bees also pollinate many food crops, including fruits and vegetables. Silk comes from fiber made by silkworms. The black widow spider has a poison that makes people extremely sick. Some animals pass diseases a long from person to person. Certain mosquitoes transmit malaria and yellow fever.

TASK II. Give the antonyms of these words:

Punish, order, occupied, love, short, large later, increase, honor, heavy

TASK III. Make up a dialogue using words and word phrases: Mean, heard, deserve, animals, very, kind, behaviour, suggest, pets, rich, horses, domestic and wild animals, dangerous, to kill, meat, to want, to help, importance, to hunt.

TASK IV. Put the words in the right order:

- 1) never, my, in, life, dog, such, a, selfish, I've, seen.
- 2) Is, my, grandmother, very, her, cat, to, because, has, had, it, she, since 1989, bound
- 3) Happy, pats, true, lovers, animal, are, devoted, to, keeping, their, safe, and, healthy

TASK V. Write the terms which belong for the animals.

TASK VI. Match the words on the left with words on the right.

- | | |
|-----------------|----------------------|
| 1. support – | a –every year |
| 2. save – | b –successful |
| 3. annually – | c –animal doctor |
| 4. rosy – | d –help |
| 5. veterinary – | e –make or keep safe |

TASK VII. Give the synonyms of the following words:

Over, pair, objectives, levely, memory, last, great, jam, hurt help

TASK VIII. Give your opinion to the given proverb:

To know everything is to know nothing

TASK IX. Put as many questions as possible to the certain text.

TASK X. Make up an essay using words and word combinations: meat, to want, to help, importance, to hunt, mean, heard, deserve, animals, very, kind, behaviour, suggest, pets, rich, horses domestic and wild animals, dangerous, to kill

Work № 8

TASK I. Read and translate the text:

Good health is above wealth.

All food is made up of nutrients which our bodies use. There are different kinds of nutrients: carbohydrates, proteins, fats, vitamins and minerals. Different foods contain different ingredients.

Before we cut down on fat, sugar and salt, we have to know a bit more about the kind of food these things might be in. The biggest problem comes when these things are hidden in other foods: biscuits, crisps, sausage, meat pies, soft drinks and so on. The best way is to get into the habit of checking the ingredients and nutritional value on the sides of packets although this isn't always easy to do. Another thing to know is, for example, that we do need fat to live, it's an essential part of our diet and physically we couldn't exist without it. But we all know that to eat much is bad for our health. The matter is that there are different kinds of fat. There are fats that are good for us and fats that are bad for us. Eating less of the bad ones and more of the good ones can actually help us to live longer! Bad fats are the saturated fats, found in animal productions, like red meat, butter and cheese.

Friendly fats are the unprocessed fats found naturally in foods like nuts and seeds, olives, avocados and oily fish, including tuna.

One more thing to know is that when food is cooked, its structure changes. It can change the vitamin and nutrient contents of food.

More and more people feel strongly about the way, their food is produced. Nowadays, so much of the basic food we eat- meat, fish, fruit and vegetables- is grown using chemicals and additives. Although fertilizers and pesticides have greatly increased the quantity of food and helped to improve its appearance, there is a growing concern about the effects of these chemicals in the food chain. This concern has led to a growth in the demand for organically grown products.

Today there is another problem. It's modified food, which is cheaper than ordinary one. There is a rumour that such food can cause cancer and other problems. Nobody knows, either it is just an imagined fear or a real problem. This problem called is solved and examined, but it will take some time.

The food we eat depends on lots of things. Taste is a big factor. Culture, religion and healthy also play a part in what food we eat. Advertising and social factories also have a big influence..

Income is also an important factor. That is who not surprisingly, money, rather than a lack of knowledge about how to eat well, is at the heart of the problem. Finally, there are three main messages to follow healthy eating:

First, we should eat less fat, particularly saturated fat.

Secondly, we are to cut down of sugar and salt.

Thirdly, we must eat more fresh fruit and vegetables.

TASK II. Put as many questions as possible to the certain text.

TASK III. Give the antonyms of these words:

Large, lucky, speak, punish, order, short, fat, honor, heavy, later.

TASK IV. Make up a dialogue using words and word phrases:

The best way, body, vitamins, different kinds of nutrients, ingredients, to eat, our health, food, animal productions, fat men and women, to lose

TASK V. Put the words in the right order:

1. people, and, more, strongly, the, more, about, their, way, produced, foods, is, feel.
2. concern, has led, growth, in, demand, this, to, organically, a, products, the, grow, for.
3. fruit, we, eat, more, must, fresh, and, vegetables.

TASK VI. Write the terms which belong for the food.

TASK VII. Match the words on the left with words on the right.

1. sting- a) the passing of a needle and thread in and out
2. ache- b) cause or feel injury or pain
3. hurt – c) painful, hurting when touched or used
4. sore- d) pain
5. stitch – e) mild, not strong pain

TASK VIII. Give the synonyms of the following words:

Ruin, strong, large, objectives, great, memory, weak, thing, job, let.

TASK IX. Give your opinion to the given proverb:

Tastes differ.

TASK X. Make up an essay using words and word combinations: The best way, body, vitamins, different kinds of nutrients, ingredients, to eat, our health, food, animal productions, fat men and women, to lose

Work № 9

TASK I. Read and translate the text:

I haven't a heart of stone

The life is one of the greatest gift which has taken to peoples. The person who come to life first able one's have a sense of good dreams and great willing and want to live calmly. It serves for us the passionate kinds, a glimmer of hope in our little soul (heart). It's often heart that the terms live heart stone unloving people they abandon as a orphan even more their child but relation parents (his or her) mother. It has been still handed like this words: kind of people "heart stone" "unloving". It can turn even more the honest soul into heart stone by the pass muster of the life and it's difficulties.

But it's undoable having seen the existence of kindly man and feel them their outlook have changed about the life. My heart isn't stone. I guess it from pure face: I feel it from their smile. I love people. I learn and conservatism them. as love people my motherland, family, parents, relations so all of them are appreciable for me. it's very great happiness for me to feel their kindness.

Oh, my God! Please don't deprive this great happiness from anybody!

TASK II. Give the antonyms of these words: Abandon, actively, add, advantage, agree, objectives, native, kind, inside.

TASK III. Make up a dialogue using words and word phrases:

People, family, motherland, great happiness, changed, parents, dreams, great willing, feel, health, good emotions, educated,

TASK IV. Put the words in the right order:

1. painted, he, of, his, pictures, here, famous, some, most
2. sunlight, of, paintings, full, colour, and, are, the, Van Gogh's
3. imagine, historical, traveling, and, that, by, a group of, modern, famous, characters, balloon, are

TASK V. Write the terms which belong for the body.

TASK VI. Match the words on the left with words on the right.

1. poverty -a) a gift
2. claim- b) be careful
3. present- c) state of being poor

4. mind out-d) speak or something

5. to mention-e) ask for

TASK VII. Give the synonyms of the following words: Different, underground, town, famous, go out, ability, able, pair, way, jolly

TASK VIII. Give your opinion to the given saying:

Life is stage, people are actors

TASK IX. Put as many questions as possible to the certain text.

TASK X. Make up an essay using words and word combinations: People, family, motherland, great happiness, changed, parents, dreams, great willing, feel, health, good emotions, educated.

Work № 10

TASK I. Read and translate the text:

East or west home is best

I agree with this proverb, because everyone must have his/her own house or motherland. When we grow up we are married and we must have our house. In this house we live with our family and will create our little motherland. Motherland begins from threshold. Its very true saying. Our ancestors told us this saying. And we must try to follow for this saying. My motherland is Uzbekistan. Uzbekistan one of the five republics in Central Asia, is an independent state. It is situated in the central part of Central Asian economic region between the Amudarya and Syrdarya rivers. Uzbekistan is the republic of sunshine. Uzbekistan is a multinational republic people of Uzbekistan very friendship and hospitable. There are many architectural monuments and buildings in Uzbekistan. .Navoi is very largest region in Uzbekistan. In our town have more convinces for us. Towns play an extremely important role in creating comfortable conditions in the hot climate of Central Asia. I proud of my town and Republic.

TASK II. Give the antonyms of these words:

Different, dead, command, doubt, bad, amateur, speak, sunny, stop, wife.

TASK III. Make up a dialogue using words and word phrases:

Homeless, to stay, come in, to live, science, place, young people, government, to lose your job, bredget

TASK IV. Put the words in the right order:

1.The, a, world, of, and, poverty, all, over, country, people, entering, homeless, young, are.

2.months, many, a few, return, after, but, of them, home, but, stay, the, rest.

3. brought, our, that, relations, family, divorce, to, ruin

TASK V. Write the terms which belong for the motherland.

TASK VI. Match the words on the left with words on the right.

1.poverty- a)to be getting state help

2.to be fired – b) regular payment for the use of land, a buildings or rooms ear

3.rent – c) ending of a marriage so that husband and wife are free. To marry again

4. divorce – d) state of being poor

5. to be an unemployment- e) to lose your job

TASK VII. Give the synonyms of the following words:

Typical, theme, stay, last, let, jolly, hurt, fault, legend, war

TASK VIII. Give your opinion to the given proverb:

There is no power without unity

TASK IX. Put as many questions as possible to the certain text.

TASK X. Make up an essay using words and word combinations:

Rent, home, budget, employment, to lose your job, poverty, to earn money, homeless, to go, two storied.

Work № 11

TASK I. Read and translate the text: Is it important: to use the credit cards?

The interest rates on credit cards are very high. If you have several credit cards and use all them but do not payback the amounts, your interest rate would touch the sky. With a huge interest rate against your name, you could be in real trouble. It not only lowers down your credit score, but also makes you unfit to apply for several other types of loans.

The concept of "buying now and paying later" is difficult to resist for consumers. And this is the point where the credit card issuers play their chords. Most banks and credit unions offer heavy discounts for people who use credit cards. But never run after such kinds of promises. These financial institutions often do not disclose about the interest rate that would be charged on you while making a purchase.

Some credit card companies have some hidden fees or outrageous over the limit fees. Credit cards have many little hidden tricks to get you to stay and for them to get your money. Credit cards are well known to have those late charge fees. For example if your bill is due on March 10, in small print it may have an exact time that it is due. Look for anything that may say May 10, 2 pm. That is the exact time your bill is due or you would be charged that outrageous late charge.

The temptation of acquiring too many credit card accounts can lead to losing track of payment details and deadlines. This can be disastrous. It can also lead to a false sense of security where customers continually transfer accounts to new services with lower interest. This rotating form of interest, if not properly disciplined and controlled can lead to ballooning payments when late payments occur. When this happens, the interest rate on even the lowest APR credit cards can suddenly explode.

TASK II. Give the antonyms of these words:

To buy, back, arrive, answer, bride, easy, different, dead, heavy, lucky

TASK III. Make up a dialogue using words and word phrases:

To buy, need to shop, enough money, coin, salary, spending more money, paper money, prices.

TASK IV. Put the words in the right order:

1. on, by, holidays, save, exchanging, with, a, foreign, money
2. is, buying, selling, or, money, used, for, goods
3. gradually, buy, now, to, and, pay
4. always, with, I, credit, cards, use

TASK V. Write the terms which belong for the trading.

TASK VI. Match the words on the left with words on the right.

1. luxury- a) free from trouble or difficulty
2. kit – b) on purpose
3. chain store- c) parts put together to make smth
4. convenience- d) store you can find in every town
5. deliberately – e) the best and most expensive

TASK VII. Give the synonyms of the following words:

Beast, poet, baby, baggy, answer, bottle, opener, wide, clip, main

TASK VIII. Give your opinion to the given proverb:

Little strokes feel great oaks. (toma-toma ko`l bo`lur)

TASK IX. Put as many questions as possible to the certain text.

TASK X. Make up an essay using words and word combinations:

Toy store, teddy bears, to use with credit cards, save money, to earn, to help, manager

Work № 12

TASK I. Read and translate the text:

What is law?

The king of an unnamed country never tries his prisoners in a courtroom. Instead, he puts them to a test which he makes up himself. During a riot in the capital, three men were taken prisoner and brought to the king. This was the test he devised. He had the prisoners blindfolded and taken to a field where there were five poles, three white and two black. The poles were in a straight line from East to West. The prisoners were tied to the three poles nearest the West. All three were facing West. When the blindfolds were removed, each prisoner could see only the poles in front of him.

The king said, "If one of you can tell me the colour of the pole he is tied to, I will set all three of you free. If none of you can tell me, you will have to stay in prison for ten years. If any of you guesses wrong, you will all be shot. There are three white poles and two black ones."

TASK II. Give the antonyms of these words:

Always, Asleep, back, arrive, answer, bride, easy, different, dead, heavy

TASK III. Make up a dialogue using words and word phrases: the glory, a wonderful opportunity, traditions and customs, annual celebration, to celebrate, runners, picked up, to play, jokes and prank.

TASK IV. Put the words in the right order:

1. never, my, in, life, dog, such, a, selfish, I've, seen.
2. Is, my, grandmother, very, her, cat, to, because, has, had, it, she, since 1989, bound
3. Happy, pats, true, lovers, animal, are, devoted, to, keeping, their, safe, and, healthy

TASK V. Write the terms which belong for the law.

TASK VI. Match the words on the left with words on the right.

1. judge – a) decision of juries
2. prisoner – b) a place in the law court
3. jury box – c) a night robber
4. law court – d) a person who does crime in a different ways
5. verdict – e) a person who gives an award for the prisoner

TASK VII. Give the synonyms of the following words:

Jelly, guilt, fat, factory, drugstore, debate, custom, wish, cackle, answer

TASK VIII. Give your opinion to the given saying:

Come hell or high water. (hech narsaga qaramasdan hohlagan holatda nimadir qilish)

TASK IX. Put as many questions as possible to the certain text.

TASK X. Make up an essay using words and word combinations: the glory, a wonderful opportunity, traditions and customs, annual celebration, to celebrate, runners, picked up, to play, jokes and prank.

Work № 13

TASK I. Read and translate the text:

Amazing customs of the World

There are many traditions and customs in the World. It's important when you visit a country to behave in the right way. When you visit Britain you must queue when waiting for bus. In America, you must always leave a tip in a restaurant even if the service was bad. Following the rules of a country is important if you are going to enjoy your stay and not upset the locals.

Race run since 1445 – runners must be housewives and most wear aprons and hats. Must toss pancakes from frying pans three times during the race. If dropped, pancakes, can be picked up. Winner at church door gets prayer-book from priest. He gets kiss and pancakes.

In England, April Fool's Day is linked with spring, with the return of the sun and warmth. In Scotland an old name for April Fool's Day is April cuckoo. On this day, people play harmless jokes and prank on friends and family. Some jokes are played on larger groups of people. For

example, one April 1, some time ago, a well-known TV commentator introduced a brief documentary film about spaghetti. He gave a description of the harvest in the spaghetti fields in Italy, with statistics about the previous year's crop, and there, before their very eyes, the viewing public saw Italian farmers picking long strands of spaghetti off trees. Many of the viewers were completely taken in.

This annual celebration provides the brightest and most exiting motoring spectacle of the year and a wonderful opportunity to see fine old cars running along the road in all the glory of paint and polish. The veteran cars taking part must be at least 60 years old. The owners, drivers and passengers wear the costumes of that period to harmonies with their vehicles, which one could call museum pieces. The London-Brighton Run is not about speed but quality of performance.

TASK II. Give the antonyms of these words:

Over, lively, king, enlarge, dirty, domestic, command, open, doubt, build.

TASK III. Make up a dialogue using words and word phrases: destroy, a black cat, pancakes, jokes, fool's day, relatives, traditions, of performance, glory, Race run, to run, to laugh, amazing, foolish man, wonderful opportunity.

TASK IV. Put the words in the right order:

1. hundreds, on, of, the, there, are, swans, Thames, river.
2. times, 3, most, from, pancakes, pans, trying, race, during, toss
3. at, priest, prayer, winner, door, church, gets, book, from.
4. reports, TV, and, development, modern, newspaper, false.

TASK V. Write the terms which belong for the customs.

TASK VI. Match the words on the left with words on the right.

1. newlywed – a) people who prepare food
2. rehearsal -b) to accompany
3. caterers –c) just married
4. to respond – d) practice
5. to escort- e) to reply

TASK VII. Give the synonyms of the following words:

Labor, jolly, aid, emotions, continue, mad, baby, animal, sociable, pair.

TASK VIII. Give your opinion to the given saying:

A flight of fancy (hayoliy parvoz)

TASK IX. Put as many questions as possible to the certain text.

TASK X. Make up an essay using words and word combinations: destroy, a black cat, pancakes, jokes, fool's day, relatives, traditions, of performance, glory, Race run, to run, to laugh, amazing, foolish man, wonderful opportunity

Work № 14

TASK I. Read and translate the text:

Saving the world.

Environmental protection.

Our planet Earth is only a tiny heart of the universe, but nowadays it's only place where we can live. People always polluted their surroundings. But until no pollution was not such a serious problem. With the development of overcrowded industrial highly developed cities, which out huge amounts of pollutants into surrounds, the problem has become more and more dangerous. Today our planet is in serious danger. Acid rains, global warming, air and water pollution and overpopulation other problems that threaten human lives on the Earth.

In order, to understand how air pollution effects our body, we must understand exactly what this pollution is. The pollutants that harm respiratory system are known as particulates. Particulates are the small solid particles that you can see through rays of sunlight. Billions of

tons of coal and oil are consumed around the world every year. When these fluent are burnt, they produce smoke and other by-products, which is emitted into the atmosphere. Although wind and rain occasionally wash away the smoke, given of by power plant and automobiles, but it's not enough.

Factories emit tons of harmful chemicals. These emissions have disastrous consequences for our planet. They are the main reason for the greenhouse effect and acid rains.

Our forests are disappearing because they are cut down or burnt. If this trend continues, one day we won't have enough oxygen to breathe, we won't see a beautiful green forest at all.

The seas are in danger. They are filled with poison: industrial and nuclear wastes, chemical fertilizers and pesticides. If nothing is done about it, one day nothing will be able to live in our seas.

Every ten minutes one kind of animal, plant or insect dies out forever.
If nothing is done about it, one million species that are alive today may soon become extinct.

Environmental pollution.

People have always polluted their surroundings. But until now pollution wasn't such a serious problem. With the development of crowded industrial cities which put huge amounts of pollutants into small areas, the problem has become more important. Automobiles and other new inventions make pollution steadily worse.

Air, water, and soil are necessary for existence of all living things. But polluted air can cause illness, and even death. Polluted water kills fish and other marine life. On polluted food can't be grown. In addition, environmental pollution spoils the natural beauty of our planet.

TASK II. Give the antonyms of these words:

Always, Asleep, back, arrive, answer, bride, easy, different, dead, heavy

TASK III. Make up a dialogue using words and word phrases:

We must save, dizzy, don't pollute, to threaten, our motherland and world, problem, to solve, future, harmful chemicals.

TASK IV. Put the words in the right order:

- 1.that, pollutants, respiratory, known, as, are, the system, harm, particulates.
- 2.the main, and, acid, reason, they, for, are, greenhouse, rains, effect.
3. things, for, air, and, are, soil, necessary, water, living, all, of, existence.

TASK V. Write the terms which belong for the world

TASK VI. Match the words on the left with words on the right.

- 1.forecast- a) the amount of wetness esp. in the air
2. hurricane- b) to say in advance what is expected to happen
3. flood- c) very strong storm with very strong wind esp. in the western Atlantic ocean.
4. monsoon-d) disaster with a lot of water
5. humidity-e) very strong storm in India

TASK VII. Give the synonyms of the following words:

Beast, poet, baby, baggy, answer, bottle, opener, wide, clip, main

TASK VIII. Give your opinion to the given proverb:

What's done can't be undone. (O'tgan ishga salovot)

TASK IX. Put as many questions as possible to the certain text.

TASK X. Make up an essay using words and word combinations:

Tiny part, to pollute, global scale, acid rains, to affect, wood smoke, chemical compounds, fog, insect, animal, nature, extinct, wastes.

Contents of the Works: III course

1. Places of interest.
2. The foundation of development is knowledge.(Books in our life).

3. Sport in our life.
4. English speaking countries.
5. Healthy advice.
6. Have the life on Mars.
7. Some differences between American and British English.
8. Great discoveries.

Work - 1

The theme: “Places of interest”

Problems for discussion:

1. Places of interest in New York
2. Empire state building
3. Statue of Liberty

Task 1. Listen to the text and repeat after the author **Places of interest in New York**

Although New York is not the capital of the United States, it is the biggest and most important city and seaport of the country. New York is situated on the Atlantic coast, in the northeastern part of the country, in the state of New York at the mouth of the deep Hudson River, one of the biggest in the USA. It is the financial capital of the world, the centre of the American cultural life and the national leader in fashion and entertainments. The “Big Apple” is the most popular nickname of the city. New York, with the population of more than 16 million people, is the second largest city and the biggest seaport in the world.

Dutch settlers founded this city in 1613. That time, it was called New Amsterdam. In 1664, New Amsterdam was captured by British troops and renamed in New York. Nowadays New York consists of 5 large boroughs: Manhattan, the Bronx, Queens, Brooklyn and Richmond.

Brooklyn alone has so many people that if it were a separate city, it would be the fourth largest city in the United States.

There are many places of interest in New York. The most of them is the Statue of Liberty, presented to the USA by France in 1886. Its torch towers about 200 feet above the harbour and can be seen at night for many miles. It is the largest statue in the world. The Empire State Building used to be the highest building, but now it is only the third. It is a 102 –storey building.

Broadway is the longest street in the world. It is about 12 miles long. It is the centre of entertainments. By the present moment, the Metropolitan Museum is the richest museum in the world in objects of Art, due to what had been bought from Europe after the World War Two. Besides, we can see the works of American painters there too.

The Central Park is the largest park in the world. There are the best houses, hotels and fashionable shops on the Fifth Avenue. There is the Rockefeller centre of 15 skyscrapers, housing several large corporations. It is also known as “Radio City”.

New York attracts people from all over the world. You can see people of different nations and religions here: White, Black, Asian, Moslem, Christian and Jewish people. It is the city of contrasts and it is really so.

Empire state building

At Fifth Avenue and 34th street New York City`s most famous building- started in over 90 movies, a star of gigantic proportions-The Empire State Building.

Having held the record as the world`s tallest skyscraper for 40 years-the symbol of this city was constructed in only two years -1930 to 31 and the 1,453 feet colossus instantly became a tourist magnet. Even King Kong came to visit if you want to see a great panorama of New York city, get upstairs to the observation levels.

Statue of Liberty

The Statue of Liberty National Monument officially celebrated her 100th birthday on October 28, 1986. The people of France gave the Statue to the people of the United States one hundred and seventeen years ago in recognition of the friendship established during the American Revolution.

Over the years, the Statue of Liberty has grown to include freedom and democracy as well as this international friendship. The sculptor Frederic Auguste Bartholdy was commissioned to design a sculptor to commemorate the centennial of the American Declaration of Independence.

Task 2. Transcribe the text and make tones on it

Task 3. Discussion Questions

1. What is the most popular nickname of the city?
2. Who founded New York?
3. How many boroughs in New York?
4. What are the main places of interest in New York/
5. What is Broadway famous for?
6. What can one find in the Metropolitan Museum?
7. When was the Empire State Building open?
8. Why did the people of France give the Statue to the people of the United States?
9. Who was commissioned to design the statue?

Task 4. Retell your report as presentation

Task 5. Put special questions on the topic

Task 6. Find out antonyms of these words: friendship, city, independence, tall, present, to buy.

Task 7. Find some proverbs on the prepared topic

Task 8. Write down unknown words from the topic and introduce them to your fellow students

Task 9. Make a list of synonyms

Task 10. Write down your own opinion on the topic

Laboratory work - 2

The theme: "The foundation of development is knowledge. (Books in our life)".

Problems for discussion:

1. I am a pupil
2. The subjects we do at school. My favorite subject
3. Books in our life

Task 1. Listen to the text and repeat after the author

Books in our life

Nowadays it's almost impossible to imagine our life without books. Perhaps, there are more books on our planet than men alive. Long before the invention of printing people valued books as treasure of the human knowledge and experience. We can distinguish books between three classes of them. Firstly books on different branches of knowledge, works by brilliant minds of mankind. Secondly, textbooks, reference books and numerous dictionaries. And at last books of all kinds and genres to read at leisure.

As an saying goes, man cannot live on bread alone. Books are the source of knowledge and the means of self-perfection. Sometimes it is difficult to solve some problems in life. I think that books can help us. Books must be our friends during all our life.

Task 2. Transcribe the text and make tones on it

Task 3. Discussion questions

1. What subjects are your favorite?
2. Do you like my classmates?
3. Why was it difficult to go to school-leaver?
4. What is the best way to improve your language skills?
5. What kind of books do you prefer to read?
6. Books are our friends aren't they?
7. Is it possible to live without books for you?

Task 4. Put questions on the given topic

Task 5. Make up a dialogue from the word expressions on the topic

Task 6. Find out antonyms and the synonyms from the topic

Task 7. Find some proverbs on the prepared topic

Task 8. Write down unknown words from the topic and introduce them to your fellow students

Task 9. Make a list of synonyms

Task 10. Write down your own opinion on the topic

Laboratory Work – 3

The theme: "Sport in our life"

Problems for discussion:

1. Sports
2. Summer and Winter sports
3. The history of the Olympic Games

Task 1. Listen to the text and repeat after the author.

Sports

Sports is probably as old as the humanity itself. It has been developing with the developing and growth of the mankind. All over the world people of different ages are very fond of sports and games. Sport not only helps people to become strong and to develop physically but also makes them more organized and better disciplined in their daily activities. It makes for a healthy mind in a healthy body. Sports help people to keep in good health.

We all need to exercise. Even if you don't plan to make a career in sport you still have to practice. Regular exercises give you more energy. That is why many people who suffer from general tiredness should take more exercise than more rest. Exercise makes you feel and look better. The best exercise is one which involves in repeated movements, those are: walking, jogging or swimming. Bending and stretching will add flexibility and feeling of lightness.

Among the sports popular in our country are football, basketball, swimming, volleyball, ice hockey, tennis, gymnastics, figure skating. A person can choose sports and games for any season, for any taste.

Summer and Winter sports

People all over the world are very fond of sports and games. That is one of the things in which people of every nationality and class are united.

The most popular outdoor winter sports are shooting, hunting, hockey, in the countries where the weather is frosty and there is much snow---- skating, skiing and tobogganing. It's so nice to go to the skating-rink on a frosty sunny day. Some people prefer to be out of town in such weather and to sledge or to ski in the woods. Many people greatly enjoy figure-skating and ski-jumping.

Summer affords excellent opportunities for swimming, boating, yachting, cycling, gliding and many other sports.

Among outdoor games football takes the first place in public interests; this game is played in all the countries of the world.

All year round many people indulge in boxing, wrestling, gymnastics and track and field events. Scores of young girls and women go in for calisthenics. Among indoor games which one can go in for all the year round are billiards, table-tennis, draughts, chess, of course. So we have all grounds to say that sport is one of the things that makes people kin.

The history of the Olympic Games

Long ago ancient Greeks often waged wars. Small states suffered and lost much even if they did not take any side stayed out of wars. The ruler of such a small state, Elis, wanted to live in peace with all neighbours. He was a good diplomat because his negotiations were successful and Elis was recognized a neutral state.

The first games which later were called the Olympic Games were held about a thousand years before our era. Usually the Olympic Games began before the middle of the summer. The Olympic Games had been held for about eleven hundred years, until the emperor Theodosius banned them for religious reasons in 394 A.D.

Task 2. Transcribe the text and make tones on it

Task 3. Comprehension Questions

1. Why is sport so important in our life?
2. Do all the people need exercise?
3. What sports are popular in our country?
4. How does exercise change you?
5. What kind of exercise is the best?

Task 4. Discussion Questions

1. What are people all over the world fond of?
2. What are the most popular outdoor winter sports?
3. What game takes the first place in public interest?
4. When did the first Olympic Games begin?
5. What did ancient Greeks do long ago?

Task 5. Prepare dialogues on the given topic

Task 6. Find out the antonyms of these words: to begin, round, frosty, day, united, to need.

Task 7. Find some proverbs on the prepared topic

Task 8. Write down unknown words from the topic and introduce them to your fellow students

Task 9. Make a list of synonyms

Task 10. Write down your own opinion on the topic

Laboratory work- 4

The Theme: "English speaking countries"

Problems for discussion:

1. Great Britain
2. Australia
3. Canada
4. New Zealand

Task 1. Listen to the text and repeat after the author

English is the language of the people of England. At the same time it is the language of the people of many other countries, called English-speaking countries. About three hundred million

people speak English as their mother tongue and hundreds of millions more speak English as their second language.

Many centuries ago English was spoken in England only. Then English was brought to other lands in different parts of the world, which were British colonies in America, Asia, Africa, India, Australia and New Zealand. The English language was first brought to the North American continent by English people in 1607.

Today the largest English-speaking country by land area is Canada, but by far the most English speakers in North America live in the United States. Many islands in the Caribbean, south of the United States, also speak English. On the other side of the world, Australia and New Zealand speak English as a native language. English is also spoken in India and South Africa, as well as in many other African countries.

Great Britain

The United Kingdom of Great Britain and Northern Ireland has been the official name of the British Kingdom since 1922. It includes England, Scotland, Wales, Northern Ireland and a number of smaller islands. Other names for the U. K. are Great Britain and the British Isles. A poetic name for Britain is Albion. It is an ancient name given to Britain by the Romans. The Romans associated this term with albus, which means white, and identified it with Dover chalk cliffs.

The flag of Britain is called the Union Jack. "God save the Queen" is the British national anthem. The British currency is the pound sterling. The British Isles lie off the northwest coast of the continent of Europe. Great Britain is one of the most important industrial countries in the world.

Australia

In the Northern Territory you will find the red hearts of Australia. The Great Barrier Reef on the coast of Queensland is a garden under the sea. There are 1,400 different kinds of fish, and more than 300 kinds of coral here. Tropical fruit and flowers grow on the beautiful islands. It is not surprising that more holiday-makers come to Queensland every year.

Tasmania, the island south of Australia, is small. It is the same size as England. It often rains both in winter and summer. Only half a million people live in Tasmania, and a large part of the island is still covered with wild, beautiful wild forests. Australia is sometimes called "the lucky country". One reason is the wonderful riches under the earth: gold, silver, iron, coal and many precious metals.

Canada

Canada has an area of nearly ten million square kilometers, stretching from the Pacific Ocean in the west to the Atlantic Ocean in the east. There are many islands in the north of Canada in the Arctic Ocean.

Canada has mountains, high plains and low plains. The Rocky Mountains run parallel to the Pacific coast. East of these mountains are the high plains lie in the region of the Great Lakes and the St. Lawrence River. There are also mountains which run parallel to Canada's east coast, through Labrador and Baffin Island.

Canada is the country of lakes. Besides the Great Lakes, Superior, Huron, Erie, Ontario, there are many other very large lakes, for example, Great Bear Lake, Great Slave Lake and Lake Winnipeg. The capital of Canada is Ottawa

New Zealand

New Zealand, an independent state and a member of the Commonwealth of Nations, is situated southeast of Australia. The country consists of two large islands, North Island and South Island, and many small islands.

New Zealand is a mountains country. The climate in New Zealand is warm and the greater part of the country is well watered.

New Zealand has very few native animals. The kiwi, a bird which lives in the forest and does not fly, is found nowhere else in the world. The population of New Zealand is 3 million people, more than three quarters of whom live on North Island.

Task 2. Transcribe the text and make tones on it

Task 3. Comprehension Questions

1. In what country did the English language originate?
2. How many people now speak English as their first language?
3. Why do so many people not from England speak English now?
4. In what countries is English an official language?

Task 4. Find some proverbs on the topic

Task 5. Discussion Questions

1. Where do you hear English spoken in Uzbekistan?
1. Why do you study English?
2. Who are some members of the Commonwealth of Nations?
3. Why is weather often talked about in Britain?
4. Would you like to visit England? Why?

Task 6. Put questions on the topic

Task 7. Make up two and three dialogues

Task 8. Write down unknown words from the topic and introduce them to your fellow students

Task 9. Make a list of synonyms

Task 10. Write down your own opinion on the topic

Laboratory work - 5

The theme "Healthy advice"

Problems for discussion:

1. English Proverbs and sayings

2. If you want a thing well done

Task 1. Listen to the given proverbs below and find out the meaning of them

1. A bad workman always blames his tools.
2. A friend in need is a friend indeed.
3. After a storm comes a calm.
4. After dinner sleep a while, after supper walk a mile
5. A good beginning is half the work. - A good beginning makes half the battle.
6. A good beginning makes a good ending.
7. A little knowledge is a dangerous thing.
8. An ant is small but digs hills.
9. An attempt is not torture.
10. A new broom sweeps clean.
11. All is well that ends well.
12. All roads lead to Rome.
13. All that glitters is not gold.
14. An apple a day keeps the doctor away.
15. An hour in the morning is worth two in the evening.
16. Appearances are deceptive.
17. As clear as day.
18. A sea gathers by drops.
19. A small pot is soon hot.

20. A sound mind in a sound body.
21. As you sow, so you reap.
22. Barking dogs seldom bite.
23. Better a tomtit in the hands than a crane in the sky.
24. Better late than never.
25. Better the fool slip than the tongue.
26. By hook or by crook.
27. Chickens are counted in autumn
28. Choose an author as you choose a friend.
29. Curiosity killed the cat.
30. Dog does not eat dog.
31. Don't bite off more than you can chew.
32. Don't carry coals to Newcastle.
33. Don't count your chickens before they are hatched.
34. Don't cross a bridge before you come to it.
35. Don't cut the bough you are standing on.
36. Don't look a gift horse in the mouth.
37. Don't trouble trouble till trouble troubles you.
38. Early to bed and early to rise makes a man healthy, wealthy and wise.
38. East or West, home is best.
39. Everything is good in its season.
40. Extremes meet.
41. Forbidden fruit is sweetest.
42. God gives to those who get up early.
43. Good health is above wealth.
44. Half heart is no heart.
45. Handsome is as handsome does.
46. Haste makes waste.
47. Healthy habits make healthy bodies.
48. He laughs best who laughs last.
49. He who likes borrowing dislikes paying.
50. Health is not valued till sickness comes.
51. Hungry is a hunter.
52. If you chase (run after) two hares, you will catch none.
53. If you hurry you will make people laugh.
54. Ill weeds grow apace.
55. It's never too late to learn.
56. It's never too late to mend. ,., h,
57. Learn to walk before you run.
58. Let bygones be bygones.
59. Live and learn.
60. Live and let live.
61. Lost time is never found again.
62. Love is blind.
63. Make hay while the sun shines.
64. Man proposes, God disposes.
65. Much ado about nothing.
66. Much work and no play never makes people gay. ,
67. Near and dear.
68. Necessity is the mother of invention.
69. Never put off till tomorrow what you can do today.
70. No gain without pain.

71. No news is good news.
72. Nothing venture, nothing have.
73. Of two evils choose the best

If you want a thing well done

English proverbs may be very useful to begin a discussion, and today we shall discuss whether you can learn to do everything yourselves. There is an English proverb which says: "If you want a thing well done, do it yourself." You certainly understand it. It is always very pleasant to do everything yourselves.

So what can schoolchildren do themselves?

First of all, your parents should not do what you can do. It is a little early for you to drive a car or to make a full dinner for the family. But you can help by washing dishes, sweeping the floors and cleaning the rooms. A boy can try to make something in the home workshop. A girl can try to make a dress for herself or for her sister.

It's very important to want to know how to do necessary and useful things. There are many boys and girls who can show you a lot of things they made their own hands. They can do almost everything.

You may remember an old English proverb: "Jack of all trades and master of none." It means that he who works at many trades never becomes a real specialist in any of them. But let's hope that it's possible to learn several trades and become a very useful worker at a factory or on a farm. Everything is possible for young people.

Task 2. Transcribe the given below

Task 3. Discussion questions

1. Why is it important to do everything yourselves?
2. What English proverb on this problem do you remember?
3. Where can pupils learn to do important things with their own hands?
4. What do you do for your parents?
5. Is it possible to learn several trades?
6. Do you think that these proverbs are correct?
7. Do you know people who can do a lot of things? Speak about them.
8. What are your answers to these proverbs and sayings?

Task 4. Find some visual aids for your presentation

Task 5. Put special questions on the topic

Task 6. Find out the antonyms

Task 7. Point phraseological phrases or idioms used in the report and give their translation

Task 8. Write down unknown words from the topic and introduce them to your fellow students

Task 9. Make a list of synonyms

Task 10. Write down your own opinion

Work -6

The theme : "Have the life on Mars"?

Problems for discussion:

1. Why we study outer Space
2. The Third American Expedition to the Moon

Task 1. Listen to the text and repeat after the author

Why we study outer Space

The first sputniks and the first manned orbital flights have provoked not only enthusiasm but also some questions such as "What is all this for?"

The reasons for space exploration are many and one of them is that the Earth's natural resources are limited. So man must learn to live and work in other space, using its oceans of energy.

In the past geologists and geophysicists carried out their research within the limits of the Earth. Now comparative planetology has become an important part of the science of the Earth. Specialists in the physics of the atmosphere can now observe winds and weather on other planets. Biologists think about what life may be like in different conditions and they already conduct research in this direction on other planets.

Space research is also very important for the development of technology. New instruments and units made for satellites, automatic spaceships, find applications in industries producing earthly articles.

The Third American Expedition to the Moon

People all over the Soviet Union have followed with great interest the flight to the Moon of three American astronauts: Alan Shepard, Edgar Mitchell and Stuart Roosa. The courageous spacemen have left more than a million kilometers behind them, and are now returning home with new scientific data on the history and the nature of Earth's satellite, which we have known for so many centuries, out which we have not known well at all.

Astronauts Shepard and Mitchell spent more than 33 hours on the Moon, including two moon walks. During the first walk they set up scientific instruments, collected rocks and took pictures. Scientists in the American space centre had even greater hopes connected with their second walk: they hoped the astronauts would reach a crater, where they would collect rocks as old as the Moon, as old as the whole solar system itself. But the climb to the top of the crater was so difficult that the brave astronauts had to return to their spaceship. When they got there, they could hardly stand on their feet, and they had to begin their trip back to Earth immediately.

And now they are on their way home. Though they did not succeed in all their scientific tasks, the expedition as a whole was successful. The Soviet people congratulate the courageous American astronauts and the scientists, engineers and workers who made their flight possible.

Task 2. Transcribe the text and make tones on it

Task 3. Discussion Questions

1. Who was the first Astronauts?
2. When they made up the flight?
3. How many hours they spent on the Moon?
4. Where the geologists carried their research?

Task 4. Write down unknown words from your presentation and introduce them to your fellow students

Task 5. Put special questions on the topic

Task 6. Find out the antonyms

Task 7. Find some proverbs on the prepared topic

Task 8. Write down unknown words from the topic and introduce them to your fellow students

Task 9. Make a list of synonyms

Task 10. Write down your own opinion on the topic

Work- 7

The theme: "Some differences between American and British English".

Problems for discussion:

1. English language

2. British English
3. American English

Task 1. Listen to the text and repeat after the author

English language

Every Language has different kinds of variants: geographical or territorial, perhaps the most obvious: stylistic variation reflects the differences between the written and the spoken form of the standard national language in the given region and others.

I am going to tell you about Standard English. Notwithstanding, English is the national and state language of England proper, the USA, Australia, New Zealand, Canada, South Africa and some African countries; in those countries, except England, this language appears in its different variants. And some differences are obvious, especially from the grammatical and phonetic points of view.

Standard English is the official language of Great Britain, taught at schools and Universities, used by the press, radio and television and spoken by educated people. It may be defined as current and literary form of English, substantially uniform and recognized as acceptable wherever English is spoken or understood.

British English

The British author George Bernard Shaw once said “England and America are two countries separated by the same language”. He meant that, although they speak the same language, people from England and people from America sometimes have trouble understanding each other. Words in British English and American English sometimes differ in spelling, pronunciation, meaning or usage. If you have ever read a book or a newspaper from America, you may have noticed such words as **color**, **center**, and **traveler**. You were able to guess that these were the American spelling of **colour**, **centre**, **traveler**.

The pronunciation of British English differs from the pronunciation of American English.

Most words have the same meaning in American as they have in Britain. The greatest number of words that are not common to both British and American English, especially those words that describe industrial or scientific inventions or processes. In America a “lift” is called an “elevator”, and “petrol” is called “gas”. The differences in grammar in British and American English are slight.

American English

American English began to develop as soon as the first colonists from England arrived in the New World. For example, the word “canoe”, which was not used in England, appeared in a book written in 1608 by Captain John Smith. The colonists had to invent new words to describe the things they found in America.

After the Revolutionary War, Americans wanted to be independent of British influence in language, just as they became politically independent. So American English came to be considered quite acceptable in the country. Writers such as James Fenimore Cooper began to use American expressions in their books.

Now if you pick up an American newspaper you still can find words or phrases that you cannot understand. Though, in the last fifty or so years there has been increased communication between speakers of American English and British English, differences exist. This greater communication, caused by the exchange of books, films, popular music, television shows, the stay of American soldiers in Britain during wartime, and increased trade and travel between the two countries, has helped to enrich both variants of the English language.

Task 2. Transcribe the text and make tones on it

Task 3. Discussion Questions

1. What kinds of English language variants do you know?
2. What countries have English as the national and state language?

3. Do they speak Standard English in the USA?
4. What is the regional variant of a language?
5. Why can not American English be called a dialect?
6. What is the an Americanism?
7. In what Way does the American English language differ from British English?

Task 4. Write down your own opinion on the topic

Task 5. Put special and general questions

Task 6. Find out the antonyms

Task 7. Find some proverbs on the prepared topic

Task 8. Write down unknown words from the topic and introduce them to your follow students

Task 9. Make a list of synonyms

Task 10. Write down your own opinion on the topic
Work - 8

The theme "Great Discoveries"

Problems for discussion:

1. **The Greenwich Observatory**
2. **Orville and Wilbur Wright**
3. **Henry Ford**
4. **Alexander Graham Bell**

Task 1. Listen to the text and repeat after the author

The Greenwich Observatory

Have you ever heard of Greenwich? Do you know that Greenwich is the name of a town on the Thames not far from the city of London? Have you heard of Greenwich Observatory? When the weather is fine, Londoners and tourists often go out to Greenwich. They visit the famous Observatory and walk through Greenwich Park. The park goes up a hill and in clear weather there is a wonderful view over Greenwich to London and the Docks.

But why is Greenwich so well-known all over the world? Because of Greenwich Observatory, you will say. Many famous astronomers worked there, and the Greenwich meridian runs through the building. All the other meridians are numbered East or West of the Greenwich meridian. And the Greenwich Observatory clock sets the time for all the other clocks in the world.

Astronomers and other scientists do not work at Greenwich any longer, but it will always be a memorial to the work of famous men. Today there is a museum in the old Observatory which is open to the public. At Greenwich you can see a beautiful old ship. One of the most famous old English sailing-ships. It is called the Cutty Sark. It stands on land thousands of people visit it every year.

Orville and Wilbur Wright

The Wright brothers invented, built, and flew the first airplane on December 7, 1903, at Kitty Hawk, North Carolina.

They reported their flight in a letter to government officials in Washington, D.C., but such an achievement was considered impossible. Therefore, their letter was ignored. It was not until 1908 that the Wright brothers gained worldwide fame.

You can see the Kitty Hawk Flyer on display at the Smithsonian Museum in Washington, D.C.

Henry Ford

Henry Ford was born in 1863. He was a man who transformed the world. The car he built changed the lives of people everywhere. In 1896, Ford succeeded in building an automobile powered by gasoline engine. He built this engine in his kitchen sink, in 1903. Henry Ford established the Ford Motor Company and introduced the Model Ford.

Henry Ford wanted to make a car that everyone would be able to afford. He was able to lower the price of the Model T from \$ 850 to \$ 360 by introducing mass production assembly line techniques. On an assembly line each person has one specific job and, therefore, can do it faster and more efficiently.

Alexander Graham Bell

Alexander Graham Bell was born in Edinburgh, Scotland, in 1847. He invented the first telephone in 1876 and became a citizen of the United States in 1882.

Bell was a modest humanitarian who once told his family that he would rather be remembered as a teacher of the deaf than as the inventor of the telephone. Both his mother and his wife were deaf. In tribute to Scotland and America, the inscription on Bell's grave reads: "Born in Edinburgh.... Died a citizen of the United States of America".

Task 2. Transcribe the text and make tones on it

Task 3. Discussion Questions

1. Where is Greenwich?
2. What is there at the old Greenwich Observatory now?
3. Who transformed the world? How?
4. What are the Wright brothers famous for?
5. When did the Wright brothers gain worldwide fame?
6. How did Alexander Graham Bell want to be remembered?
7. Have you ever invented anything?
8. If you could invent something, what would you invent?

Task 4. Make the lists antonyms and synonyms

Task 5. Put special questions on the topic

Task 6. Make up a dialogue

Task 7. Find some proverbs on the prepared topic

Task 8. Write down unknown words from the topic and introduce them to your fellow students

Task 9. Find some visual aids for your presentation

Task 10. Write down your own opinion on the topic

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6. Liepina D. English -speaking countries. Riga 1986.
7. "Briefing papers for student" New York 2001.
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Free works for the I course

Free work № 1

Topic: Art. Well-known painters in the World.

Task 1. Speak about the following:

- a) The role of Fine Art in our life.
- b) Michelangelo and his painting “David and Goliath”
- c) Leonardo Da Vinci and his painting “Mona Liza”
- d) Salvador Dali (1904-1989) was a famous surrealist painter.
- e) Italian Renaissance.

Task 2. Listen to the text and repeat after the author: Da Vinci, Leonardo (1452-1519), Joseph Mallord, William Turner.

Leonardo Da Vinci.

Leonardo Da Vinci. (1452-1519) was one of the greatest painters of the Italian Renaissance. His portrait Mona Liza and his religious scene. The last supper rank among the most famous pictures ever painted.

Leonardo as he is almost always called, was trained to be a painter. But he became one of the most versatile geniuses in history. His interests and achievements spread into an astonishing variety of fields that are usually considered scientific specialties. Leonardo studied anatomy, astronomy, botany and geology and he designed machines and drew plans for hundreds of inventions.

Leonardo was probably born outside the village of Vinci near Florence in Central Italy. At that time Florence was an independent republic and a commercial center. Leonardo was the illegitimate son of for Piero da Vinci, a legal specialist, and a peasant girl. Sir Piero raised the boy.

During the late 1460s Leonardo became an apprentice to Andrea del Verrocchio, a leading painter and sculptor in Florence. He remained with Verrocchio as an assistant after completing his apprenticeship.

From about 1478 to 1482 Leonardo had his own studio in Florence. During this period he received an important commission to paint a church altarpiece now known as the Adoration of the Three Kings. It exists today in an unfinished form, with the figures and the lights and dark areas visible only as outlines. The composition of this pointing, which consists of contrasting light and dark areas. Is another characteristic of the High Renaissance style.

Leonardo never finished the Adoration of the Three King because he left Florence about 1482 to become court artist for Lodovico Sforza. The duke of Milan. Leonardo lived in

Joseph Mallord William Turner.

William Turner, a great romantic English Landscape painter, was born in Devonshire in 1775. He lived with his uncle in Middlesex, where he began to attend school. His first drawings are dated 1787, when he was only twelve years of age. His childish sketch-books, filled with drawings, are still preserved in the British Museum.

When he was 21, he began to exhibit oil paintings as well as water-colours at the Royal Academy. The first, “fishermen at Sea” is now in the Gate Gallery.

He travelled much in France, Germany, Switzerland, Italy. But he never lost his interest in his own country.

As a landscape painter Turner was interested mainly in light and colour effects. One of his famous paintings is even called “Light and Colour”. His work is highly praised by great critics.

Turner died in London in 1851. His pictures and drawings became the property of the British Nation.

William Turner is considered to be one of the world greatest painters.

Task 3. Put questions to the text.

Task 4. Make some more additions from your own preparation.

Task 5. Find out synonym and antonym pairs from the text.

Task 6. Choose any picture of any well-known painter and give its description.

Free work № 2

Topic: Music. Song of some famous singers.

Task 1. Speak about the following:

- a) The role of Music in our life.
- b) Famous composers as Haydn, Mozart, Beethoven, Schubert.
- c).Famous singers as Elvis Presley, Botir Zokirov, Farruh Zokirov, Alla Pugachyova.
- d) Types of music as chamber music, orchestral music, jazz music, folk music, rock'n roll.
- e) The modern youth's attitude toward classical music.

Task 2. Listen to the songs and repeat after the author. Try to sing them yourself and record on cassette

Task 3. Listen to the text and repeat after the author.

Music in our life

I love Music, I think people can not live without it. The first thing I do in the morning I switch on my tape- recorder. We can hear music everywhere: in the streets, in the shops, on TV, over the radio, in the cars, in the parks, everywhere. I think it's really doesn't matter what kind of music you prefer: rock, pop, classical, jazz. A lot of people are fond of music. They buy tapes, go to the concerts, visit Concert Halls and Opera Theatres.

I enjoy listening music because it reflects my moods and emotions. Very often when I'm blue, I play my favorite merry songs and feel much better.

Sometimes I attend music halls and concerts, when popular groups and singers are there. I like watching music programs on TV. I like to know more and more about popular talented groups and singers I like. One wall of my room is covered with posters of "Bon Jovi", "Scorpions", "Roxette", Russian singers Agutin, Sjutkin, Linda and others.

Some people go to music schools, they play different musical instruments, sing in the chorus, try to compose music.

Unfortunately there are so many ungifted singers on the stages, that it makes me sad. To have a good producer doesn't mean to have good ears and voice. I think that only talented people can claim to be singers.

Task 4. Find sentences from the text with passive Voice constructions or rewrite some sentences from Active into passive

Task 5. Put questions to the text

Task 6. Write a 250 word essay on any concert you have attended.

2. Write about any musician you know well.
3. Write some facts about music in Uzbekistan.
4. Write your opinion of Rock'n Roll.

Free work № 3.

Topic: Film in English (Radio and television)

Task 1. Speak about the following:

- a) Changes in Radio Industry.
- b) What is the bigger industry today, radio or television?
- c) The Power of the Television.
- d) Well-known actors and Hollywood Stars.
- e) Compare Uzbek Television with the others. (Russian, American, Japan).

Task 2. Listen to the text and repeat it after the author.

Cinema

Cinema plays an important role in the life of any society. It is an available popular form of art. Lots of people find going to the cinema one of the best ways of spending their leisure time. The movie audience is predominantly a young one.

Due to numerous video facilities, cinema attendances have declined sharply. But there is no

denying the fact that the cinema-going habit is still a strong one.

No matter how large the place you live in is (whether it's a big city or a small provincial town, or even a settlement) there's most likely to be a cinema there.

There are such genres of feature films as the western, the thriller, the musical, the drama and comedy. The performance lasts for two or three hours and most cinemas have at least 4 performances a day. There is no doubt that a good cinema show is an excellent entertainment and quite cheap. Of late cinema screens in this country have been dominated by films produced in the USA. And this tendency is growing.

As for me, I'm fond of going to the cinema. It's a pity, I don't always have time for it. It's an open secret that we live in a very difficult time now. But people do need something amusing and pleasant, something to laugh at. That's why I give my preference to comedies. The last comedy, I saw, is "Crocodile dandy". The film tells about amusing adventures of a young lovely woman-reporter and a strong and brave crocodile hunter. At first, their relations were not friendly. She even looked down on him and he in return neglected her. But after he rescued her out of some difficult situations, their relations became more friendly. A happy end is an essential feature of American films. The same is true of this comedy. The main characters fall in love with each other in the end of the film.

Task 3. Put questions to the text.

Task 4. Find out Phrasal Verbs with the verbs "to turn" and "to come"

Task 5. Plan Your Own Radio Program. If possible record the program on cassette.

Task 6. Make a summary of your favorite film.

Free work № 4.

Topic: Superstitions (Religions)

Task 1. Speak about the following.

- a) Polytheistic religions of the World.
- b) Monotheistic religions
- c) Islam in Uzbekistan.
- d) The Role of Superstitions in our life.
- e) What is your definition of religion and superstitions.

Task 2. Listen to the text and repeat after the author.

The Superstitions in Britain.

There are many superstitions in Britain. But one of the most widely-held is that it is unlucky to open an umbrella in the house. It will either bring misfortune to the person that opened it or to the household. The person who opens an umbrella in fine weather is very unpopular. It's very unlucky to walk under a ladder. If you must pass under a ladder you can avoid bad luck by crossing your finger and keeping them crossed until you've seen a dog.

The number 13 is said to be unlucky for some. And when the 13th day of the month falls on a Friday, most of the people prefer to stay at home.

The worst misfortune that can befall you is breaking a mirror. That will bring you seven years of bad luck. This superstition is supposed to be tools of the gods. And at last there is a superstition of touching wood for luck. This measure is most often taken if you have said or done something wrong or stupid.

Task 3. Put questions to the text

Task 4. Name the most widely-held superstitions in Britain, Uzbekistan and Russia.

Task 5. Write examples on the following constructions: to have+ Infinitive

To be + Infinitive would (should)

Task 6. Indicate the similarities and differences between the three monotheistic religions.

Free work № 5.

Topic: The role of Internet and Mass Media in our life.

Task 1. Speak about the following:

- a) What is the Media?
- b) What is a particular challenge to newspapers today?
- c) What is the Internet? What search programs do you know?
- d) Commercial use of the network today.
- e) History of Internet

Task 2. Listen to the text and repeat after the author:

The Internet

The Internet is a huge network of computers spanning this planet and is now started to bring in the surrounding area like space. Some computers like servers share data, others just surf the web as clients downloading the data. Public Internet began in the late 70's. In the 70's web users used as interface called telnet, but now that program is mainly obsolete. telnet is most widely deployed in accessing college email accounts. The Internet is very helpful, because it's a huge database of knowledge, from the pictures of family trips to an analysis of quantum mechanics. Everyone should have the Internet because of its near instantaneous communication and huge wealth of knowledge. But how to go on the Internet and do a search for information we need. There are two ways to do it.

The first is when you know an internet address of data you need and the second one is when you try to find information you need using a search program. In the beginning we have got to enter any browser you like. It could be an Internet Explore, Netscape Navigator or Opera, etc. If we have a broad-band connection, we connect to the Internet at once. If not, we have to set up and connect to our dial-up service. Finally, if we want to find some information in the Internet, we are to type an address of this data in the browser we use or simply use the existing search-programs such as the google search program, rambler search program, yandex search program or yahoo search program. They are very simple and popular networks of sites. In these programs we can just type the word or name of thing, we would like to find and then press enter. A search program solves this problem. We get our results in the same window. After we get our results, we simply choose whatever site best matches our query or keep searching.

Besides data, one can get from the Internet, we can also send and receive e-mail or electronic mail. This internet service is cheaper than ordinary mail and much quicker. It is becoming popular day by day. We can get some news from the Internet, because there are many informational servers in the web.

Task 3. Put questions to the text.

Task 4. Find out sentences with gerund and infinitive or write your own examples.

Task 5. Find out homonyms and explain their using.

Task 6. Write an essay supporting or disagreeing with this statement: "Traditional mass media makes certain claims about the veracity of their information. The Internet makes few such claims at the moment and it is possible that the concept of credibility will also change as a result."

Free work № 6

Discussion on the following topics:

Topic 1. Mixed-ability grouping in the classroom.

Talking points:

1. Mixed-ability group-the usual basis of classroom organization in our country. Results.
2. Mixed-ability grouping- a controversial innovation for the English, having occurred partly as a reaction against streaming.
3. Introduction of mixed-ability groups in English primary schools (the dominant form of organization), the first and second years of secondary schooling (relatively unproblematic), later years of secondary school, (cautious and tentative).
4. Considerations relating to preparing pupils for public examinations- a major obstacle to the introduction of mixed-ability groupings in senior years of secondary school in England.
5. Mixed-ability grouping means harder work for teachers. English teachers' possible reactions. The ways to solve the problem used by Russian teachers.

6..Advantages and disadvantages of mixed-ability groups.

Topic 2. Is school a place for the imparting of knowledge (understood as certain material to memorize) or a place for the creation and development of a child's personality?

Talking points:

1. Children before school. Do they have opportunities to learn? Are they eager to find and figure things out? Inquisitive? Confident? Persistent? Independent? Have they achieved a degree of success without any formal instruction in school to help them solve the mystery of the language?
2. Learning — a passive or an active process on the part of a pupil? Don't teachers often make children feel that they are inadequate, worthless, unworthy, fit only to take other people's orders, a blank sheet for other people to write on? Isn't what we say about respect for the child in school usually opposed to what teachers do?
3. "To be wrong, uncertain and confused – is a crime; right answers are what the school wants" – the motto to certain (if not many) schools. Do children in such schools or classes acquire some undesirable habits? Do they not learn to dodge, bluff, fake, cheat, to be lazy, to be bored, to work with a small part of their mind, to escape from the reality around them into daydreams and fantasies?

Topic 3. Pupils norms of behaviour.

Talking points:

1. Pupils should enter classrooms and sit down with books and pens ready for teacher to arrive unless the room has a notice on the door indicating that pupils should not enter until the teacher arrives.
2. a) Pupils should stand when teacher enters classroom (not compulsory for fourth and fifth years). B) Pupils should stop talking as soon as the teacher enters the class.
3. Anyone arriving after the teacher has started the lesson should wait at the front of the class until the teacher has asked for explanation.
4. Jackets should be removed as soon as the pupils have entered the classroom.
5. Anyone bringing a message to a class should wait at the front until asked by the teacher to speak. Only written notes should be accepted.
6. When the teacher is addressing the class nobody should raise his hand but not call out.
7. Any pupil wishing answer a question or attract the teacher's attention should raise his hand but not call out.
8. Chewing should not be allowed since it prevent articulate speech and singing.
9. At the end of lessons pupils should not make any move to pack up or leave until teacher has given permission and the class should all sit quietly when they have packed until dismissed by teacher but teachers should not abuse this rule by detaining pupils so causing them to be late for their next lesson or, at the end of the day, a school bus.

Free work № 7

Topic: Means of Travelling.

Task 1. Speak about the following:

- a) Modern opportunities of travelling.
- b) The Fastest and the most convenient way of travelling.
- c) Is tourism a profitable business? Why?
- d) Indicate disadvantages of travelling by air.

Task2. Listen to the text and repeat after the author.

Travelling.

People on our planet can't live without travelling now. Tourism has become a highly developed business. There are express trains, cars and jet-air liners all of that provide you with comfort and security. What choice to make? It's up to you to decide. There is a great variety of choice available for you. Those who live in the country like going to a big city, visiting museums and art galleries, looking at shop windows and dining at exotic restaurants. City-dwellers usually like

acquired holiday by the sea or in the mountains. Most travelers carry a camera with them and take pictures of everything that interests them- the sights of a city, old churches, castles, plants, animals and birds. Later, perhaps years later, they will be reminded by the photos of the happy times they have had.

If you travel for pleasure you would like all means to enjoy picturesque areas you are passing through, you would like too see the places of interest in the cities, towns and countries. Travelling gives us a good opportunity to see wonderful monuments, cultural and historical places, to learn a lot about the history of the country you visit, about the world around us, to meet people of different nationalities, to learn a lot about their traditions, customs, culture. In other words, you will broaden your mind.

Nowadays people travel not only for pleasure but also on business. You have to go to other countries to take part in different negotiations, to sign contracts, to participate in different exhibitions, in order to push the goods produced by your firm or company. Travelling on business helps you to get more information about achievements of other companies, which will make your own business more successful.

There are a lot of means travelling: by sea, by plane, by car, on foot. Tastes differ. That is way it is up to you to decide which means of travelling you would prefer. All means of travelling have their advantages and disadvantages. And people choose one according to their plans.

No wonder that one of the latest means of travelling is travelling by plane. It combines both comfort and speed and you which reach the place of destination very quickly. Before boarding the plane you must check in at the airport. You are required to have your baggage weighed. Each passenger is allowed 20 kilograms of baggage free of charge. But if your baggage is heavier you must pay an extra charge. Before the plane takes off the stewardess gives you all the information about the flight, the speed and altitude. She asks you to fasten the belts and not to smoke. She will take care of you during the flight and will help you to get comfortable in your seat. Inside the cabins the air is always fresh and warm. During the flight you can take a nap or have a chat, you can read and relax. In some planes you can watch video or listen to the music. When the plane is landing or taking off you have an opportunity to enjoy the wonderful scenery and landscapes. While travelling by plane you fly past various villages and cities at the sight of which realize how majestic and tremendous our planet is. No doubt, travelling by air is the most convenient and comfortable means of travelling. But if you are airsick the flight may seem not so nice to you. Unfortunately sometimes the flights are delayed because of unfavorable weather conditions, and one more inconvenience is jet-lag.

Task 3. Give Russian or Uzbek translation of the text and make its summary.

Task 4. Rewrite all nouns from singular into plural form.

Task 5. Find out the words from the text with sounds [ou] and [au].

Task 6. Make up dialogues on the following topics: "At the airport", "At the Customs", "Seeing people off".

Free work № 8

Topic: Health is above wealth.

Task 1. Speak about the following:

- a) Diseases that take many lives. (AIDS, HIV, Cancer, Heart disease, Epidemics).
- b) The Role of Health in our life.
- c) What is the most important being very thin and stylish, or feeling good and keeping a balanced life style?
- d) What advice do you give to a friend who is often ill?
- e) Does your health depend on your way of life? How?

Task 2. Listen to the text and repeat after the author.

Text: What is HIV/ AIDS?

AIDS (acquired immune deficiency syndrome), a major worldwide epidemic, is caused by

infection with HIV (human immunodeficiency virus) which kills or harms cells of the body's immune system (T-cells), gradually destroying the body's ability to fight infections and certain cancers. There are two types of HIV, HIV-1, which is distributed worldwide, and HIV-2, which is largely confined to West Africa. Individuals diagnosed with AIDS are likely to get life-threatening diseases called opportunistic infections which are caused by bacteria, viruses, and other types of microscopic organisms that are usually harmless to healthy people. AIDS is called "acquired" to distinguish it from inherited (genetic) forms of immune deficiency. It is called a "syndrome" because it is a set of symptoms that occur together, rather than a clear-cut disease. Symptoms usually appear when the T-cell level drops below 200. Some people become so ill from the symptoms of AIDS that they are unable to hold a job or do household chores, while others may experience phases of intense life-threatening illness followed by periods of normal functioning. The term AIDS applies to the most advanced stages of HIV infection, and includes all HIV-infected people who have fewer than 200 CD4 T cells. (Healthy adults usually have counts of 1,000 or more).

Persistent or severe symptoms may not appear for a long time after HIV infection. However, HIV continues to actively infect and kill cells of the immune system, even when the person has no symptoms.

HIV is very weak outside of the body and difficult to catch.

- You cannot catch AIDS from visiting or talking to a friend who is sick with AIDS.
- You cannot from hugging or kissing a friend who has HIV/AIDS.
- You cannot catch AIDS from mosquito bites or insect bites.
- You cannot catch AIDS from a toilet seat in a public restroom.
- You cannot catch AIDS from going to the same school who is sick with AIDS.
- You cannot catch AIDS from being kind to someone who has AIDS>

HIV transmission occurs when a person is exposed to body fluids infected with the virus, such as blood, semen, vaginal secretions, and breast milk. The primary modes of HIV transmission are (1) sexual relations with an infected person; (2) sharing hypodermic needles or accidental pricking by a needle contaminated with infected blood; and (3) transfer of the virus from an infected mother to her baby during pregnancy, childbirth, or through breast-feeding.

AIDS is an international problem that touches people in every country of the world. People with AIDS need our support and encouragement. Let's think about how we can support them!

Task 3. Make up sentences with *any more*, *no longer* and *still*.

Task 4. Write idioms that contain a word that denotes a part of the body with definition.

E.g: Keep your fingers crossed- wish me luck.

Task 5. Translate the text, transcribe and make intonation on the text and stress them.

Task 6. Find adjectives from the text, give comparative and superlative degree of these adjectives.

Free work № 9,10

Topic: History of traditions. Interesting facts about traditions.

Task 1. Speak about the following:

- a) The most popular Uzbek and English traditions.
- b) Traditions that we hold at the wedding parties.
- c) What nation is considered to be the most conservative in Europe?
- d) What is Navruz, The Eisteddfod, Halloween?
- e) Name some historical facts about Uzbek, English traditions.

Task 2. Listen to the text and repeat after the author:

British traditions and Customs.

British nation is considered to be the most conservative in Europe. It is not a secret that every nation and every country has its own customs and traditions. In Great Britain people attach greater importance to traditions and customs than in other European countries. Englishmen are proud of their traditions and carefully keep them up. The best examples are their queen, money system, their weights and measures.

There are many customs and some of them are very old/ There is, for example, the Marble championship, where the British Champion is crowned; he wins a silver cup known among folk dancers as Morris Dancing. Morris Dancing is an event where people, worn in beautiful clothes with ribbons and bells, dance with handkerchiefs or big sticks in their hands, while traditional music sounds.

Another example is the Boat Race, which takes place on the river Thames, often on Easter Sunday. A boat with a team from Oxford University and one with a team from Cambridge University hold a race.

British people think that the Grand National horse race is the most exciting horse race in the world. It takes place near Liverpool every year. Sometimes it happens the same day as the Boat Race takes place, sometimes a week later. Amateur riders as well as professional jockeys can participate. It is a very famous event.

There are many celebrations in May, especially in the countryside.

Halloween is a day on which many children dress up in unusual costumes. In fact, his holiday has a Celtic origin. The day was originally called All Halloween's Eve, because it happens on October 31, the eve of all Saint's day. The name is later shortened to Halloween. The Celts celebrated the coming of New Year on that day.

Another tradition is the holiday called Bonfire Night.

On November 5, 1605, a man called Guy Fawkes planned to blow up the Houses of Parliament where the king James 1st was to open Parliament on that day. But Guy Fawkes was unable to realize his plan and was caught and later, hanged. The British still remember that Guy Fawkes Night. It is another name for this holiday. This day one can see children with figures, made of sack and straw and dressed in old clothes. On November 5th, children put their figures on the bonfire, burn them, and light their fireworks.

In the end of the year, there is the most famous New Year celebration. In London, many people go to Trafalgar Square on New Year's Eve. There is singing and dancing at 12 o'clock on December 31st.

A popular Scottish event in the Edinburgh Festival of music and drama, which takes place every year. A truly Welsh events is the Eisteddfod, a national festival of traditional poetry and music, with a competitions for the best new poem in Welsh.

If we look at English weights and measures, we can be convinced that the Britain are very conservative people they do not use the internationally accepted measurements. They have conserved their old measures. There are nine essential measures. For general use, the smallest weight is one ounce, then 16 ounce is equal to a pound. Fourteen pounds is one stone. The English always gives people's weight in pounds and stones. Liquids they measure in pints, quarts and gallons. There are two pints in a quart and four quarts or eight pints are in one gallon. For length, they have inches, foot, yards and miles.

If we have always been used to the metric system therefore the English monetary system could be found rather difficult for us. They have a pound sterling, which is divided into twenty shillings, half-crown is cost two shillings and sixpence, shilling is worth twelve pennies and one penny could be changed by two halfpennies.

Task 3. Find out similar words as glass- a glass, wood- a wood, and explain the difference between them.

Task 4. Work on the Present tense which you have on your text and find the irregular forms of these verbs.

Task 5. Copy out words pronounced with the sound [ei] [eu] [ai] [ea].

Task 6. Transcribe the text and make the list of new words.

Task 7. Comment on the different meanings of words "come", "make"/

Eddittional free works for III course

Work 1

1. Repeat the text ;” United Nations Organizations “ after the author.
2. Put all types of questions on the text.
3. Pick out unknown words from the text, transcribe them and make up situations with them
4. Pick out compound adjectives from the text and give their degree of comparison
5. Pick out phrasal verbs from the text and give their primary and secondary meanings of them. Use them in your own situations.
6. Find derivative words and explain their meanings from the diachronic and synchronic points of view.
7. Learn by heart the given proverbs and give your own opinion on them.
8. Fill in blanks with the prepositions.
9. Speak on the text.

Work 2

1. Repeat the text : “Globalization” after the author.
2. Put all types of questions on the text.
3. Pick out unknown words from the text, transcribe them and make up situations with them
4. Find out similar words and explain the difference between them.
5. Find adjectives from the text and give their degree of comparison.
6. Find the sentences with gerund and infinitive.
7. Pick out phrasal verbs from the text and give their primary and secondary meanings of them and use them in your own situations.
8. Speak on the topic.

Work 3

1. Repeat the text “Terrorism” after the author.
2. Put all types of questions on the text.
3. Pick out unknown words from the text, transcribe them and make up situations with them
4. Give the plural forms of the words from text.
5. Work on the past tense which you have on your have text and find the irregular forms of these words.
6. Find out similar words and explain the difference between them.
7. Comment on the use of words “violence”, “fear”.
8. Find adjectives from the text and give their degree of comparison.
9. Speak on the text.

Work 4

1. Repeat the text “Charity in Uzbekistan” after the author.
2. Put all types of questions on the text.
3. Pick out unknown words from the text, transcribe them and make up situations with them
4. Transcribe and translate the text into your mother tongue.
5. Fill in blanks with the prepositions.
6. Comment on the use of words; household goods, rest homes”.
7. Pick out all compound adjectives from the text give their degree of comparison.
8. Work on the past perfect tense which you have on your text.
9. Find antonyms which they must be opposite to each other on your text.
10. Speak on the text.

Work 5

1. Repeat the text “Non Government Organizations” after the author.
2. Put all types of questions on the text.
3. Pick out unknown words from the text, transcribe them and make up situations with them
4. Analyze some sentences syntactically.
5. Find out similar words and explain the difference between them.
6. Pick out synonyms from the text and explain the difference between them.
7. Find pronouns from the text and make up your own sentences.
8. Find adverbs from the text and give degrees of these adverbs.
9. Speak on the topic.

Work 6

1. Repeat the text “Advertising and promotions” after the author.
2. Put all types of questions on the text.
3. Pick out unknown words from the text, transcribe them and make up situations with them
4. Analyze the sentences morphologically.
5. Work on the future continuous and ;to be going to; which you have on the text.
6. Transcribe and translate the text in to your own language.
7. Fill blanks with articles.
8. Find sentences with gerund and infinitive.
9. Speak on the topic.

Work 7

Topic: Art. Well-known painters in the World.

Task 1. Speak about the following:

- a) The role of Fine Art in our life.
- b) Michelangelo and his painting “David and Goliath”
- c) Leonardo Da Vinci and his painting “Mona Liza”
- d) Salvador Dali (1904-1989) was a famous surrealist painter.
- e) Italian Renaissance.

Task 2. Listen to the text and repeat after the author: Da Vinci, Leonardo (1452-1519), Joseph Mallord, William Turner.

Leonardo Da Vinci.

Leonardo Da Vinci. (1452-1519) was one of the greatest painters of the Italian Renaissance. His portrait Mona Liza and his religious scene. The last supper rank among the most famous pictures ever painted.

Leonardo as he is almost always called, was trained to be a painter. But he became one of the most versatile geniuses in history. His interests and achievements spread into an astonishing variety of fields that are usually considered scientific specialties. Leonardo studied anatomy, astronomy, botany and geology and he designed machines and drew plans for hundreds of inventions.

Leonardo was probably born outside the village of Vinci near Florence in Central Italy. At that time Florence was an independent republic and a commercial center. Leonardo was the illegitimate son of for Piero da Vinci, a legal specialist, and a peasant girl. Sir Piero raised the boy.

During the late 1460s Leonardo became an apprentice to Andrea del Verrocchio, a leading painter and sculptor in Florence. He remained with Verrocchio as an assistant after completing his apprenticeship.

From about 1478 to 1482 Leonardo had his own studio in Florence. During this period he

received an important commission to paint a church altarpiece now known as the Adoration of the Three Kings. It exists today in an unfinished form, with the figures and the lights and dark areas visible only as outlines. The composition of this painting, which consists of contrasting light and dark areas. Is another characteristic of the High Renaissance style.

Leonardo never finished the Adoration of the Three King because he left Florence about 1482 to become court artist for Lodovico Sforza. The duke of Milan. Leonardo lived in

Joseph Mallord William Turner.

William Turner, a great romantic English Landscape painter, was born in Devonshire in 1775. He lived with his uncle in Middlesex, where he began to attend school. His first drawings are dated 1787, when he was only twelve years of age. His childish sketch-books, filled with drawings, are still preserved in the British Museum.

When he was 21, he began to exhibit oil paintings as well as water-colours at the Royal Academy. The first, "fishermen at Sea" is now in the Tate Gallery.

He travelled much in France, Germany, Switzerland, Italy. But he never lost his interest in his own country.

As a landscape painter Turner was interested mainly in light and colour effects. One of his famous paintings is even called "Light and Colour". His work is highly praised by great critics.

Turner died in London in 1851. His pictures and drawings became the property of the British Nation.

William Turner is considered to be one of the world greatest painters.

Task 3. Put questions to the text.

Task 4. Make some more additions from your own preparation.

Task 5. Find out synonym and antonym pairs from the text.

Task 6. Choose any picture of any well-known painter and give its description.

Work № 8

Topic: Music. Song of some famous singers.

Task 1. Speak about the following:

- The role of Music in our life.
- Famous composers as Haydn, Mozart, Beethoven, Schubert.
- Famous singers as Elvis Presley, Botir Zokirov, Farruh Zokirov, Alla Pugachyova.
- Types of music as chamber music, orchestral music, jazz music, folk music, rock'n roll.
- The modern youth's attitude toward classical music.

Task 2. Listen to the songs and repeat after the author. Try to sing them yourself and record on cassette

Task 3. Listen to the text and repeat after the author.

Music in our life

I love Music, I think people can not live without it. The first thing I do in the morning I switch on my tape- recorder. We can hear music everywhere: in the streets, in the shops, on TV, over the radio, in the cars, in the parks, everywhere. I think it's really doesn't matter what kind of music you prefer: rock, pop, classical, jazz. A lot of people are fond of music. They buy tapes, go to the concerts, visit Concert Halls and Opera Theatres.

I enjoy listening music because it reflects my moods and emotions. Very often when I'm blue, I play my favorite merry songs and feel much better.

Sometimes I attend music halls and concerts, when popular groups and singers are there. I like watching music programs on TV. I like to know more and more about popular talented groups and singers I like. One wall of my room is covered with posters of "Bon Jovi", "Scorpions", "Roxette", Russian singers Agutin, Sjutkin, Linda and others.

Some people go to music schools, they play different musical instruments, sing in the chorus, try to compose music.

Unfortunately there are so many ungifted singers on the stages, that it makes me sad. To have a

good producer doesn't mean to have good ears and voice. I think that only talented people can claim to be singers.

Task 4. Find sentences from the text with passive Voice constructions or rewrite some sentences from Active into passive

Task 5. Put questions to the text

Task 6. Write a 250 word essay on any concert you have attended.

2. Write about any musician you know well.

3. Write some facts about music in Uzbekistan.

4. Write your opinion of Rock'n Roll.

Work № 9.

Topic: Film in English (Radio and television)

Task 1. Speak about the following:

a) Changes in Radio Industry.

b) What is the bigger industry today, radio or television?

c) The Power of the Television.

d) Well-known actors and Hollywood Stars.

e) Compare Uzbek Television with the others. (Russian, American, Japan).

Task 2. Listen to the text and repeat it after the author.

Cinema

Cinema plays an important role in the life of any society. It is an available popular form of art. Lots of people find going to the cinema one of the best ways of spending their leisure time. The movie audience is predominantly a young one.

Due to numerous video facilities, cinema attendances have declined sharply. But there is no denying the fact that the cinema-going habit is still a strong one.

No matter how large the place you live in is (whether it's a big city or a small provincial town, or even a settlement) there's most likely to be a cinema there.

There are such genres of feature films as the western, the thriller, the musical, the drama and comedy. The performance lasts for two or three hours and most cinemas have at least 4 performances a day. There is no doubt that a good cinema show is an excellent entertainment and quite cheap. Of late cinema screens in this country have been dominated by films produced in the USA. And this tendency is growing.

As for me, I'm fond of going to the cinema. It's a pity, I don't always have time for it. It's an open secret that we live in a very difficult time now. But people do need something amusing and pleasant, something to laugh at. That's why I give my preference to comedies. The last comedy, I saw, is "Crocodile dandy". The film tells about amusing adventures of a young lovely woman-reporter and a strong and brave crocodile hunter. At first, their relations were not friendly. She even looked down on him and he in return neglected her. But after he rescued her out of some difficult situations, their relations became more friendly. A happy end is an essential features of American films. The same is true of this comedy. The main characters fall in love with each other in the end of the film.

Task 3. Put questions to the text.

Task 4. Find out Phrasal Verbs with the verbs "to turn" and "to come"

Task 5. Plan Your Own Radio Program. If possible record the program on cassette.

Task 6. Make a summary of your favorite film.

Work № 10.

Topic: Superstitions (Religions)

Task 1. Speak about the following.

a) Polytheistic religions of the World.

- b) Monotheistic religions
- c) Islam in Uzbekistan.
- d) The Role of Superstitions in our life.
- e) What is your definition of religion and superstitions.

Task 2. Listen to the text and repeat after the author.

The Superstitions in Britain.

There are many superstitions in Britain. But one of the most widely-held is that it is unlucky to open an umbrella in the house. It will either bring misfortune to the person that opened it or to the household. The person who opens an umbrella in fine weather is very unpopular. It's very unlucky to walk under a ladder. If you must pass under a ladder you can avoid bad luck by crossing your finger and keeping them crossed until you've seen a dog.

The number 13 is said to be unlucky for some. And when the 13th day of the month falls on a Friday, most of the people prefer to stay at home.

The worst misfortune that can befall you is breaking a mirror. That will bring you seven years of bad luck. This superstition is supposed to be tools of the gods. And at last there is a superstition of touching wood for luck. This measure is most often taken if you have said or done something wrong or stupid.

Task 3. Put questions to the text

Task 4. Name the most widely-held superstitions in Britain, Uzbekistan and Russia.

Task 5. Write examples on the following constructions: to have+ Infinitive

To be + Infinitive would (should)

Task 6. Indicate the similarities and differences between the three monotheistic religions.

Work № 11

Topic: The role of Internet and Mass Media in our life.

Task 1. Speak about the following:

- a) What is the Media?
- b) What is a particular challenge to newspapers today?
- c) What is the Internet? What search programs do you know?
- d) Commercial use of the network today.
- e) History of Internet

Task 2. Listen to the text and repeat after the author:

The Internet

The Internet is a huge network of computers spanning this planet and is now started to bring in the surrounding area like space. Some computers like servers share data, others just surf the web as clients downloading the data. Public Internet began in the late 70's. In the 70's web users used as interface called telnet, but now that program is mainly obsolete. telnet is most widely deployed in accessing college email accounts. The Internet is very helpful, because it's a huge database of knowledge, from the pictures of family trips to an analysis of quantum mechanics. Everyone should have the Internet because of its near instantaneous communication and huge wealth of knowledge. But how to go on the Internet and do a search for information we need. There are two ways to do it.

The first is when you know an internet address of data you need and the second one is when you try to find information you need using a search program. In the beginning we have got to enter any browser you like. It could be an Internet Explore, Netscape Navigator or Opera, etc. If we have a broad-band connection, we connect to the Internet at once. If not, we have to set up and connect to our dial-up service. Finally, if we want to find some information in the Internet, we are to type an address of this data in the browser we use or simply use the existing search-programs such as the Google search program, rambler search program, Yandex search program or yahoo search program. They are very simple and popular networks of sites. In these programs we can just type the word or name of thing, we would like to find and then press enter. A search

program solves this problem. We get our results in the same window. After we get our results, we simply choose whatever site best matches our query or keep searching.

Besides data, one can get from the Internet, we can also send and receive e-mail or electronic mail. This internet service is cheaper than ordinary mail and much quicker. It is becoming popular day by day. We can get some news from the Internet, because there are many informational servers in the web.

Task 3. Put questions to the text.

Task 4. Find out sentences with gerund and infinitive or write your own examples.

Task 5. Find out homonyms and explain their using.

Task 6. Write an essay supporting or disagreeing with this statement: "Traditional mass media makes certain claims about the veracity of their information. The Internet makes few such claims at the moment and it is possible that the concept of credibility will also change as a result."

O'qishga

O'qishga qo'yilgan talablarni singdirishda turli usullardan keng foydalanish mumkin. Bunday usullar quyidagilar bo'lib, ular talabalarga o'qishga qo'yilgan talablarni tez va oson singdirishga yordam beradi.

- mashq
- Blum
- 10: 2
- savol-javob
- kichik guruxlarda ishlash
- so'zlash
- davra suhbat
- dialog
- munozara
- klaster
- aqliy hujum kabilar

Yuqorida qayd etib o'tilgan usullardan ba'zilar ustida to'xtalib o'tamiz

Mashq usuli

Ta'kidlash joizki matn va mashqlar o'qishga qo'yilgan talablarni singdirishning vositasidir. Bu esa o'qituvchidan mashqlarning talablardan qaysi biriga tegishlilik to'g'risida tasavvurga ega bo'lishni va ularni talablar doirasida turkumlarga ajrata olishni taqozo etadi. O'qishga qo'yilgan talablar doirasida mashqlarni quyidagi turkumlarga ajratish lozim.

1. Batafsil ma'lumot olish uchun o'qish

- matn mazmunini ochib beruvchi tayanch so'zlarni aniqlash
- tayanch so'zlar ostini chizish
- matnga yaqin mazmunni so'zlab berish
- voqyea va qahramonlarni ifodalovchi gaplarni tanlab olish
- matnni ma'noli qismlarga bo'lish
- gaplarni ma'no qismlar atrofiga to'plash

2. Asosiy g'oyani tushunish uchun o'qish

- kerakli ma'lumotni izlab topish
- kerakli qiziqtiruvchi ma'lumotni izlab topish
- ... ni tasvirlangan gapni aniqlash
- ... ga tegishli gapni aniqlash
- matn sarlavhasini ochib beruvchi so'z birikmasi yoki gapni aniqlash
- matnning bosh g'oyasini aniqlash
- so'z yoki gapga mos ma'nodoshni topish
- bir-biriga bog'langan so'zlar yoki gaplarni aniqlash
- abzasga sarlavha tanlash

3. Umumiy ma'lumot olish uchun o'qish

- matnga sarlavha tanlash
- matnga mos maqol yoki hikmatli so'z tanlash
- matnni soddalashtirish (qisqartirish)
- matnga reja tuzish
- savollarga javob berish
- matn mazmunini rasm orqali tasvirlash
- matnni davom ettirish
- xulosa qilish

4. Ma'lumotni tekshirib ko'rish uchun o'qish

- sarlavhaning matn mazmuniga mosligini aniqlash
- ma'lumotning to'g'ri yoki noto'g'riligini aniqlash
- uz fikrini bildirish

BLUM usuli

Ushbu usul o'qilgan materialga tahliliy yondashuvga qaratilgan

BLUM - matnni o'qib tushunish va tahlil qilishda fikrlashni olti jarayonga bo'ladi.

- Bilish
- Tushunish
- Murojaat
- Tahlil
- Umumlashtirish
- Baholash

BLUM metodi fikrlash jarayoni turlari va tasnifi jadvali

T.r	Fikrlash jarayoni, turlari	Tasnifi
1.	Bilish	Matn mazmunini dalillar, ma'lumotlarni bilish. O'rganilgan bilimlarni ishga solish (leksika, grammatika)
2	Tushunish	O'z so'zlari yordamida asosiy g'oyani ifodalay olish, tarjima kila olish. Muallifning nuqtai nazarini aniqlash
3	Murojaat	Oldin o'zlashtirilgan va yangi bilimlar o'rtasidagi tafovutni aniqlash
4	Tahlil	Yangi ma'lumotlarni qismlarga ajratish va ularning bog'liqligini tushunish. Taqqoslash, qiyoslash, tahlil qilish, xulosalash
5	Umumlashtirish	Matnni davom ettirish, kuy bastalash, dizaynlash, tartibga solish va reja tuzish
6	Baholash	Matnni to'g'ri baholay olish uchun matn mazmunini to'la tushunib yetish va to'g'ri xulosa chiqarish

**O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA MAXSUS TA'LIM
VAZIRLIGI
SAMARQAND AXBOROT TEXNOLOGIYALARI KASB-HUNAR
KOLLEJI**

**«Tasdiqlayman»
O'quv ishlari
bo'yicha direktor o'rinbosari
_____ Z.I.Zayniyeva
«_____» _____ 2014 y.**

“Umumta’lim” va “Tillar” kafedrası hamkorligida

INGLIZ TILI

fani bo'yicha I kurs

Mustaqil ta'lim topshiriqlari

Samarqand 2014

A VISIT TO MOSCOW

Last summer Mr. Wilson, his wife and their daughter Mary — tourists from England — arrived in Moscow. It was their first visit to Russia and they wanted to see as much as possible. Their guide showed them a lot of places of interest so that they could get a good idea of the Russian capital.

The Wilsons liked Moscow's straight and broad streets and avenues. They admired the centre of the city with its theatres, cinemas, museums, monuments, and wonderful multi-storied buildings. They were greatly impressed by the Moscow Kremlin, Red Square, Lenin Avenue, which is one of the longest and busiest streets in Moscow. The Wilsons wanted to see Moscow University and the guide suggested their going there by metro. They liked the idea and joined a stream of people going downstairs into the metro. It seemed to them that nearly everyone in Moscow was in a hurry; Very few were satisfied to stand still and let the magical staircase carry them down to the platforms below. Most people went hurrying down on the left side. On and on ran the train through the tunnel and at every station people came in and out. The trip gave the Wilsons a good impression of Moscow's immense size. When they came up into the daylight, they saw the magnificent building of the University which is situated on the Vorobyev Hills and from there they enjoyed a most beautiful view of the whole city. They went for a ride in the city. The size and the beauty of the capital made a great impression on the family. They saw endless streams of buses, trolley-buses and cars in the streets, crowds of people walking along the pavements. They crossed the city in different directions but to their great surprise they saw the same thing everywhere: well planned streets lined with trees, multi-storied houses, big stores, hotels and beautiful squares. They saw no contrasts between the central part of the city and its suburbs so typical of big old towns. The Wilsons went sightseeing every day of their stay in Moscow. And before their tour came to an end they had seen and learned a lot of interesting things about the capital and the country. They liked Moscow and the Muscovites who are so hospitable and friendly.

SEASONS AND WEATHER

When two Englishmen meet, their first words will be "How do you do?" or "How are you?" And after the reply "Very well, thank you: how are you?" the next remark is almost certain to be about the weather. "It's a lovely morning, isn't it?" or "Isn't it hot today?" and the other person will reply "Yes, it's wonderful weather we are having. I hope it will keep fine, it seems almost too good to last."

Or perhaps the day is dull, it is raining a little, the sky is grey, and everyone is wearing a mackintosh or carrying an umbrella. As the cars and buses go along the street, they splash the water and mud on the passers-by.

Gradually it gets darker: a thick fog is spreading over London. The lamps are lit in the streets and in the shops and offices; cars and buses put on their lights and can only crawl along. As one friend bumps into another, he says, "Isn't it a beastly day?" — "Yes," replies the other, you can hardly see a yard in front of you,"

Then comes winter. There has been a good fall of snow and a hard frost. It is just the day for a good country walk; let us have a tramp down the country lanes. The ground is like iron and rings under our feet, the frost sparkles on the branches, and icicles hang from the houses.

It is still freezing hard and the ponds are frozen over. There are crowds of people on them sliding and skating, and here is a merry group of schoolboys having a fight with snowballs. It's very pleasant while the frost lasts; the unpleasant time comes when the thaw begins.

A few months have passed and it is a beautiful spring day. The rain fell heavily last night, but now the soft white clouds are floating across the blue sky, and the sun is shining brightly. Raindrops and dewdrops shine on every small green leaf and every blade of young grass. The farmer has ploughed his fields and the new corn is just beginning to appear above the ground. In a few months autumn and harvest time will come. When the corn has turned ripe and golden the farmer will reap it and put it in his barn.

JEAN'S FIRST VISIT TO THE THEATRE

When I invited Jean to the theatre I was afraid she would refuse my invitation, but she had accepted it. I still doubted whether she would come: her religion did not allow going to a theatre, playing cards or loving a man of other religious views. However, when I met her at the entrance to the theatre I saw she had thrown off her religious scruples. She looked eager and her dark eyes sparkled with excitement. Our seats were in the pit. They were not expensive, but we could see the stage quite well I gave her the program and my opera glasses,

Presently the lights went down; then the curtain rose upon a scene of eighteenth-century Paris at the time of the French Revolution. It was a melodrama full of hopeless love and heroic self-sacrifice, a play after Dickens's novel "A Tale of Two Cities". When Martin Harvey, a famous actor, who played the leading part of Sydney Carton, appeared on the stage, Jean's eyes were full of interest and delight. She was greatly impressed by pale, dark Carton and delicate, charming Lucie Manatee, the girl he loved.

During the interval Jean said: "Oh, Mr. Shannon, how splendid it is! So different from what I expected! I can't tell you what a treat it is for me! I feel so sorry for poor Sydney Carton! He is so much in love with Lucy and her ... It must be a frightful thing to be in love and not to be loved!"

"Quite," I agreed gravely. "At least they are good friends, and friendship is a wonderful thing."

She consulted her program to conceal her flush. "The girl who does Lucie is very sweet; she has such lovely, blonde hair and is so young!" "Well, in real life she is Martin Harvey's wife, must be about forty-five, and that blonde hair is a wig."

"Please, don't, Mr. Shannon! How can you joke about such things?" she cried in a shocked voice...

As the last scene was under way Jean's hand, small and hot, touched mine. We sat hand in hand as though to support each other while watching Carton with a pale face and carefully arranged hair mount the guillotine and meet his death. Jean couldn't keep her tears and they fell upon the back of my hand like raindrops in spring.

When at last the play came to its end there was a storm of applause and many curtain calls for Miss de Silva and Martin Harvey. Miss Jean Law, however, was too overcome to join in such a banal applause; her feelings were too deep for words. Only when we were in the street she whispered with shining eyes. "Oh, Robert, you can't believe me how much I've enjoyed myself!" It was the first time she had used my Christian name.

THE EXECUTIVE BRANCH

OF THE SYSTEM OF THE REPUBLIC OF UZBEKISTAN

Present bodies of executive government were consolidated by the Constitution of the Republic of Uzbekistan. According to the Constitution there are several types of bodies of executive government. They are divided into separate groups:

1. Bodies of Supreme (Central) and Local executive government. On the scale of the republic Supreme bodies of the executive government are the President of the Republic of Uzbekistan and Cabinet of Ministers. Bodies of Local executive government are Hokims in the county subdivisions.

2. Bodies of executive government with general authority and special authority.

Executive bodies of general authority are the President of Uzbekistan, Cabinet of Ministers and Hokims. With special authority ones include Ministries, Committees, and Concerns, Associations and departments and boards of Local Governments.

3. Bodies working individually and bodies working collectively. Bodies working individually are the President, Ministers, Hokims, Committees, and Concerns, Associations and departments and boards of Local executive government. Cabinet of Ministers of the Republic of Uzbekistan belongs to the bodies working collectively.

4. Bodies which are elected and appointed. The President of Uzbekistan is elected, the others are appointed. Complex of above mentioned bodies is a system of the bodies of executive government and this system is managed by the President of the Republic of Uzbekistan.

A STUDENT'S DAY

1. What is there in this picture? There is a bedroom in it- Is it still dark in the room? No, it is already light. What time is it now? The clock has just struck seven. Who (m) do you see in this picture? We see Mary in it. Is she still asleep? No, she is not. She is already up, she has opened the window and turned on the radio. She is doing her morning exercises to the music. What is she going to do next? She is going to have a wash.

2. It is a quarter past seven. Mary is in the bathroom. She has just taken a cold shower, dried herself on the towel and cleaned

Her teeth. Now she is doing her hair before the looking-glass. What is she going to do next? She is going to dress.

3. Mary is in the bedroom again. She has already brushed her clothes and shoes. What is she doing now? She is dressing. She has just put on her dress. She is putting on her shoes now. Has she made her bed yet? Yes, she has.

4. It is a quarter to eight; the family has already had breakfast. While Mary is sweeping the floor with a broom her mother is washing up. Is Mary going to stay at home? No, she is not. She is going to the Institute.

5. It is eight o'clock. Mary is hurrying to the Institute. She is a first-year student of the English faculty. Her classes begin at half past eight. Mary is never late for her classes. Does she walk to the Institute? No, she does not. She goes to the Institute by Metro. How long does it take her to get to the Institute? It takes her half an hour to get there.

6. It is two o'clock. Has the bell gone? Yes, it has. The classes are over, Mary and her friends are having dinner. Are they going home after dinner? No, they are not. Mary is going to the laboratory to have some practice in pronunciation. Her friends are going to the reading-room to prepare their homework there.

7. It is nearly six o'clock in the evening. Mary has just come home after a walk. She is having a short rest now. She is reading. Is Mary going to do any work about the house? Yes, she is She is going to iron her father's shirts.

8. It is ten minutes to ten. The working day is over. The family is all together, Mary is playing the piano. Her brother David is repairing the TV-set. Their mother is knitting. Their father is going to turn on the radio and listen to the news. The family is not going to bed yet.

ENGLISH MEALS

The quantity and quality of meals in England greatly depend on the social standing and the money budget of those who have them. We shall talk about traditional meals as one finds them in restaurants and hotels in England. The English are very particular about their meals and strictly keep to their meal times.

Breakfast is from any time until 9 o'clock, lunch is between 12 and 2 p. m., tea at 4 o'clock and dinner between 7 and 9 p. m.

Breakfast is absolutely standard whether at a hotel or at a restaurant. A small glass of orange or grape juice, then you have a small plateful of cornflakes sprinkled with sugar and milk, then a fried egg with a tiny thin slice of well fried

bacon. Then you drink tea or coffee with toast and marmalade, which is a kind of an orange jam.

English tea is quite different from "Russian tea". If they usually serve coffee white or black that is with or without milk they always serve tea with milk. Their tea is so strong that pouring it out into a cup together with a little milk you get a brownish liquid looking like weak coffee with milk.

By the way, English people call tea "Russian" if it is weak, with a slice of lemon in it and in a glass. But neither in restaurants nor in hotels, can you get it at breakfast time.

Other meals have greater variation. Lunch is more like our dinner as it is the meal at which they sometimes serve soup. Sometimes they even call it dinner. They serve a very small amount of soup; it just covers the bottom of the plate. Then follows meat or fish, and a sweet dish (a pudding or fruit). At the end of the meal they serve different kinds of cheese. The midday meal is the main meal of the day. Those who work usually find it impossible to come home for lunch and so they go to a cafe or a restaurant or a factory canteen, but it never happens that they miss a meal or put it off until a more convenient time.

British and American Holidays

In Great Britain and the USA people celebrate many holidays which are connected with famous people and important events in their history. You have already read about Christmas New Year. New Year is one of the holidays in the world. Today it is observed in the way it was observed many centuries ago, with singing, dancing and parties. On New Year's Eve people usually have a lot of fun.

The 14th of February is called St. Valentine's Day. The holiday was brought to England by the Romans. Englishmen brought it to the USA, on this day people show their special love by giving small presents and sending bright, and sometimes humorous cards to people they love.

Easter is a religious holiday. It is celebrated on the first Sunday on or after the 21st of March. It is the celebration of the Resurrection of Christ. Many churches outdoor services early in the morning on this day. The schoolchildren have a week or ten of spring holidays. Easter marks the end of winter and beginning of too. People usually buy new clothes to wear on Easter Sunday. Another custom at Easter is decorating eggs.

May Day is celebrated in Great Britain with singing and dancing round a Maypole. It is an old British folk tradition. It's usually observed in small towns and villages. Early in the morning young people go into the woods tree, cut off its branches, and bring it home.

WATER

Everybody knows that water is one of the most important natural things, and without it life would be impossible.

The seas and oceans cover about seven tenth of the Earth but water is also contained in the soil, in the atmosphere and in all living bodies. More than half of the human body consists of water, which also forms a large part of the food we eat, such as vegetables and fruit.

Man can live as long as ninety days or more without food, but we cannot live many days without water.

Water is known in three states: ice, liquid water and steam. When water boils steam is formed, and in the cold weather water turns into ice.

Pure water which chemists call H_2O , is not almost found in nature. This is because water is able to dissolve from so many things from the air, the soil, and so on.

We know that there is much difference between sea water or ocean water, on one hand, and water in ariks that flows down just from mountains, on the other hand. Such arik water was always drunk by people as it was clean. River water flowing into seas is cleaner than that which is in the sea. In mountains people drink river water.

SEASONS

There are four seasons in a year: spring, summer, autumn or fall, as the Americans call it, and winter. The winter months are: December, January and February. Winter weather varies widely in our country. It is very cold in the North and warm in the South. Spring is the most pleasant season of the year. Everyone wants to go to the country and enjoy the nice season. Spring months are: March, April, May. Summer is the best season for different sports in the open air. Most people have their vacations during the summer months which are: June, July and August. Autumn is a very beautiful season. Many people like autumn best of all. The leaves on the trees are red and yellow in September. Towards the end of October it often rains, the weather gets colder in November and in December winter comes.

“THE FIRST TEACHER”

The orphan girl who was 14 years old, she left under his care of her uncle and his wife. Her name was Oltinoy. Oltinoy's relationship with her sister – in – law was not good. Her sister – in – law was very rude woman.

One of those days a lad appeared in their village. His name was sent as a teacher to their village. But the people of the village didn't like him. Because they didn't know about the studying, school even they didn't understand the meaning of this words. Dyushen was very hard – working and he did his best taking the permission to study the children. Dyushen found an old horse – house in the hill and he decided to use it as a school. He tidied u and cleaned the horse – house. He gathered children and began teaching. There was Oltinoy too among the pupils. He worked hard either in sunny and snowy days.

Especially in winter he helped the children to cross the river. There was not bridge on the river. The water was very cold. Despite of it he carried each pupils on his shoulders. Seeing Dyushen's kindness beautiful senses awakened in the heart of Oltinoy. Her sister – in – law was going to made Oltinoy get married. Oltinoy's grandmother Saykal resisted Oltinoy's sister – in – law at that moment. But sister – in – law's word was definitely. This information was informed to Dyushen and he carried Oltinoy to his house. Oltinoy was afraid of her sister – in – law and she didn't sleep whole night. After that day they planted 2 poplars in front of the school. They wanted these polars would be mentioned their youth in future.

THE TWO GIFTS

Jim and Delia were very poor. They lived in New York in a small room on the top floor of a high braiding. Jim was twenty-two years old, Delia was twenty-one.

Both husband and wife worked very hard, but there never was any money in the house.

Jim had got from his father a gold watch of which they were very proud. Besides Delia has beautiful golden hair.

It was the eve of New Year's Day. Delia wanted to give Jim a present. She counted her money. One dollar and eighty-seven cents. That was all she had. Only this money to bay a present for Jim. So she sat down on the sofa and wept. Suddenly she gets up and went to the looking-glass. Her eyes shone brilliantly. Quickly she undid her hair. It fell to its full length. It readied below her knees and covered her like a cloak. And then she did it up again quickly. She put on her brown jacket and her old brown hat. Then she ran out of the door.

She stopped before a sign and read the words: M-me Sofronia. Hairgoods of all kinds. She entered the shop. Madam Sofronia was sitting at the counter. "Will you buy my hair?" asked Delia, "-Let me see it", said Madam. Delia took off her

hat and undid her hair. "Twenty dollars", said Madam Sofronia, lifting the mass of Delia's golden hair with a practised hand. "Give me the money", said Delia.

The next two hours were like a happy dream. Delia was hurrying from shop to shop looking for Jim's present. She found it at last. It was a watch chain for which she paid 21 dollars. And then she hurried home with the chain and the remaining 87 cents.

HOLIDAYS IN THE UNITED STATES

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

January. New Year's Day marks the beginning of a new year and the end of the "holiday season", the period from Thanksgiving (late November) to Christmas (December 25). Schools, government offices" and most businesses are closed. People celebrate the arrival of the New Year.

Martin Luther King's birthday is celebrated on the third Monday of the month. King became a black leader of national importance.

February, Valentine's Day (February 14) is one of popular holidays with school children.

Presidents' Day (third Monday in February) is a day when Americans honour men who were the Presidents of the United States. Federal offices are closed on this holiday, but schools and most businesses are open. They observe Lincoln's birthday (February 12) and Washington's birthday (February 22).

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

April. April Fool's Day (April 1) is a day on which people traditionally joke. Easter is the most important of Christian holidays. It is a religious holiday.

AMERICAN HOLIDAYS: THANKSGIVING DAY

Thanksgiving Day comes on the fourth Thursday in November. Every year the President of the USA writes a kind of letter to the people. He writes that the fourth Thursday in November will be a national holiday. All the stores, banks, schools, and offices close. The people can spend Thanksgiving Day with their families.

When English colonists landed in 1620 near Cape Cod, Massachusetts, their first year was very hard, many people died. But they did not mark the graves because they did not want the Indians to know how many were dead. The Indians showed them how to plant corn. They helped them with fishing and trapping,

Conditions began to improve in the spring of 1621. There were wild vegetables. There were berries and fruit. Fish and game were plentiful.

The Pilgrims saw new hope for the future. They were happy and thankful. A splendid harvest was behind them.

The Pilgrims were ready for the second winter with confidence. They wanted to celebrate the end of their first year in their new home with a real holiday. Governor Bradford decided on December 13, 1621, as the day of giving thanks to God.

On that first Thanksgiving Day the Pilgrims had a church service of thanksgiving. After the religious ceremony, they set long tables outdoors. A great feast and three days of celebration began. Indians were invited to the celebration as good friends. The hunters came back with wild turkeys, geese, and ducks. The Indians brought deer meat, pop-corn and turkeys. Today turkey is still the traditional Thanksgiving dish. In addition, there were fish, much sea-food.

GREAT BRITAIN

The United Kingdom of Great Britain and Northern Ireland occupies territory of the British Isles which are situated to the north-west of Europe. They consist of two main islands: Great Britain and Ireland. England is in the south of the island of Great Britain, Scotland is in the north and Wales is in the west. Northern Ireland is situated in the north-eastern part of Ireland. Its western coast is

washed by the Atlantic Ocean. In the east the island of Great Britain is washed by the North Sea. The Irish Sea, the North Channel and the St. George's Channel separate Ireland from Great Britain. Great Britain is separated from France by the English Channel, which is 32 km wide in its narrowest part. In everyday speech "Great Britain" is used to mean the UK.

The climate of Britain is usually described as cool, temperate and humid. As the weather changes with a wind, and Britain is visited by winds from different parts of the world, the most characteristic feature of Britain's weather is its variability. Summers are not hot and winters are not cold in Britain. The snow never lies for long on the ground. As a rule there is no ice on the waters of rivers and lakes. So we may say that the British climate has 3 main features: it is mild, humid and changeable. That means that it's never too hot or too warm.

Weather changes very often.

London

London is the capital of the UK. It was founded by the Romans. The population of London is over 8 million people.

The largest cities of Great Britain besides London are: Birmingham, Glasgo, Liverpool, Manchester, Sheffield, Bristol, Leeds, and Edinburgh. The most important seaports are: London, Liverpool, Belfast, Glasgow and Cardiff.

It is very old city. It is two thousand years old. London is only the capital of the country; it is also a huge port.

London is situated upon both banks of the Thames. There are 17 bridges across the river. The population of London is over 8 million people.

London has got three parts of London, the West End, and the East End. The City of London is the oldest part of London. You can see narrow streets and pavements there. There are many offices, films and banks in this part of London. The City of London is the financial centre of the Great Britain.

The West End is the centre of London. There are many sights in the West End. They are many, for example, the Houses of Parliament with Big Ben. It is

interesting that the clock “Big Ben” came into service in 1859. Big Ben is biggest clock bell in Britain. It weight 13.5 tons.

The other interesting place is Westminster Abbey, which was founded in 1050. It is situated in the centre of London. Many great Englishmen were buried in the Abbey: Newton, Darwin and others.

Sport in Great Britain

England is a sport – loving nation. Sports in England take many forms: organized competitive sports, which attract huge crowds to encourage their favorite team to victory, athletic games player for recreation, and others.

Some sports are called spectator sports, when the number of spectators is greater than number of people playing in the game other sports is galled participant, sports attracting crowds only on special occasions such as tournaments.

The game peculiarly associated with England is cricket. Many other games too are English in origin, but have been accepted with enthusiasm in other countries; cricket has been seriously and extensively accepted only in the Commonwealth, particularly in Australia, India, and Pakistan.

Cricket is slow, and a spectator, sitting in the afternoon sun after his lunch, may be excused for having a little sleep for half an hour. Cricket is marking no progress in popularity. Association football or soccer is very popular. Nearly 40 million spectators each year attend matches between the great professional teams organized by the Football League. The biggest event in England is the Cup Final played at the Empire Stadium, Wembley, in a London suburb.

Rugby football (or rigger) has existed in Britain since the beginning of the 19th century, when a teacher eat Rugby school, while playing football, decided that it would be batter to pick up the ball and run with it. Rugby football is played with an egg – shaped ball which may be carried and **thrown** (but not forward).

New Year

In England the New Year is not as widely or as enthusiastically observed as Christmas. Some people ignore it completely and go to bed at the same time

as usual on New Year's Eve. Many others, however, do celebration it in one way or another, the type of celebration varying very much according to the local custom, family traditions and personal taste.

The most common type of celebration is a New Year party, either a family party or one arranged by a group of young people. This usually begins at about eight o'clock and goes on until the early hours of the morning. There is a lot of drinking, mainly beer, wine, gin and whisky; sometimes the hosts make a big bowl of punch which consists of wine, spirits, fruit juice and water in varying proportions. There is usually a buffer of cold meat, pies, sandwiches, savouries, cakes and biscuits. At midnight the wireless is turned on, so that everyone can hear the chimes of Big Ben, and on the hour a toast is drunk to the New Year. Then the party goes on.

Another popular way of celebrating the New Year is to go to a New Year's dance. Most hotels and dance halls hold a special dance on New Year's Eve. The hall is decorated, there are several different bands and the atmosphere is very gay.

The most famous celebration is in London round the statue of Eros in Piccadilly Circus where crowds gather and sing and welcome the New Year. Trafalgar Square there is also a big crowd and someone usually falls into the fountain.

TRADITIONS AND CUSTOMS

Hospitality and traditional respect to elders are the main characteristics of Uzbek family. Usually, Uzbeks live in large families that consist of several generations, therefore preference is given to large houses built on the land. Tea ceremony takes considerable place in life as an element of hospitality. And tea making and sharing it with the guests are the host's exclusive prerogative. Invitations to lunch and dinner are always accepted and you are expected to come on time. When planning a visit it is recommended to take souvenirs or sweets for the host's kids. Usually only men are greeted by handshaking. Women and people

sitting in the background are greeted by putting the right hand on the heart and accompanying this jest with a slight bow of head. During the handshaking it is traditional to ask about health, state of affairs at work and home. In rural areas in case of guest's visit usually women don't sit at the same table with men in order not to interfere their discussion. It is not polite to admire the women's beauty and pay intent attention to them. Upon entering the premises shoes are taken off. It is necessary to take the place indicated by the host. The further it is from the entrance, the more honorable it is.

THE LIBRARY OF OUR INSTITUTE

«Library is a temple of books», -- somebody said. And I fully agree with these wise words. Every person in our country elder than 14 years old, I'm sure, was at least one time in the library. The majority of young people have subscriptions to the libraries they like. The libraries not only give us a vast choice of books, but also offers excellent opportunities of having rest. As you know, I study at the Far-Eastern State University, and I'm very proud that its library is thought to be the one of the largest in Primorye and even the whole Far-East. Soon after our studies began, we had heard for a course of lectures about the university library. We were told about the rules of using books we take from the library and about its catalogues. Having listened to this course, we passed an examination that showed everything we had learnt. Soon I had to visit our library the first time as I needed a text book on economics. I went downstairs (as library is situated in the ground floor) and found a room I was searching for. But I didn't get the immediately as it was many students. So I waited for my turn. I asked to a librarian if I could get the book on economical theory. She answered affirmatively and soon brought me a book which name was «Modern economics». Than the librarian asked me if it was for the first time I used the library's services. I answered that it was true, and she suggest me to receive reader's ticket. I was interested to know what documents I had to provide for this. She told that she needed only my photo 3x4 cm and some money. Fortunately, I had picture with myself and two minutes later I was the owner of reader's ticket, which proves that I am a real member of the university library.

So, that is my story about our library. By the way, I want to say you that I was greatly surprised the level of service in it. It was very pleasant to meet kind librarian that was eager to help in everything you ask.

My first journey

For some people there is nothing as exciting as traveling, and I'm not an exception. And I'm happy that I have traveled a lot and I hope that my first journey wasn't the last one. First I bought a ticket for plane. Many people think that nothing can be compared with traveling by air, because it is the most comfortable, and, of course, the quickest way of moving. There is none of the dust and dirt of a railway or car journey, none of the trouble of changing from train of another to

streamer and then to another train. But booking tickets in summer is a problem. The air-fare is quite expensive and not all people can afford it.

Then I continued my way by the train. This kind of transport has also many advantages. With a train you have a comfort and speed combined. From a comfortable corner seat of a railway carriage you have a splendid view of countryside. If you are hungry you can have a meal in the dinning-car and if the journey is long one can have a bed in a sleeper.

But I believe that there is no travel as fine as by ship. It's wonderful to feel the deck of the ship under the feet, to see the rise and fall of the waves, to feel the fresh sea wind blowing in the face, hear the cry of the sea-gulls. Of course, the voyage isn't exciting for those who are sea-sick when the sea is a little bit rough.

Many people say: «Give me a walking tour any time». And it is not surprising. The walker leaves the dull, broad highway and goes along little winding lanes where cars can't go. He takes mountain paths through the heather, he wanders by the side of quiet lakes and through the shades of woods.

He sees the real country, the wild flowers, the young birds in their nests, the deer in the forest; he feels the quietness and calm of nature. And besides, you are saving a lot of money by traveling on foot. No one can deny that walking is the cheapest method of traveling.

**O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA MAXSUS TA'LIM
VAZIRLIGI**

SAMARQAND AXBOROT TEXNOLOGIYALARI

KASB-HUNAR KOLLEJI

„UMUMTA'LIM“ VA „TILLAR“ KAFEDRASI

**« INGLIZ TILI »
fanidan**

TEST VARIANTLARI

Qurbonova S.Q, Toirova D.F, Narziyeva G.A

SAMARQAND – 2014

TEST SAVOLLARI

VARIANT № 1

To'g'ri fe'lni tanlang.

1. He... to learn French next year.

- A) was going
- *B) is going
- C) are going
- D) will be going
- E) shall be going

2. There ... a book, a magazine, two pens and four exercise-books o the table.

- A) are
- *B) is
- C) were
- D) shall be
- E) have been

3. Look! They ... in our direction.

- A) come
- B) came
- C) will come
- D) was coming
- *E) are coming

4. I hope he ... to England in two months.

- A) goes
- B) shall go
- *C) will go
- D) go
- E) went

5. Nick ... he ... his homework by 4 o'clock.

- A) say/has done
- *B) said/had done
- C) says/do
- D) said/does
- E) said/has done

6. The boys ... four English books this year.

- A) read
- B) had read
- C) reads
- *D) have read
- E) read (red)

7. She ... 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

8. At that time Martin ... in his third year at the University.

- A) is
- B) am
- C) are
- *D) was
- E) were

9. I ... never... such beautiful flowers before.

- A) shall see
- B) had seen
- *C) have seen
- D) has seen
- E) will seen

10. I ... my work in time if you ... me.

- *A) shall do/help
- B) should do/helps
- C) do/will help
- D) have done/help
- E) had done/would help

11. 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

12. Mos modal fe'lni tanlang.

...we do this work now? -... .

You can do it tomorrow.

- A) can/Yes you can
- *B) must/No you needn't
- C) may/Yes you may
- D) could/Yes you must
- E) Might/No you might not

13. I was ill and ... go to school for some days.

- A) can't
- B) must
- C) could
- *D) couldn't
- E) can

14. Mother, ... I go for a walk? I've done all my work.

- A) have to
- B) am to
- *C) may
- D) must
- E) might

15. To'gri javobni tanlang.

My dress is ... than yours, isn't it?

- A) long
- B)-
- C) the longest
- D) longest
- *E) longer

16. This is ... rule in this book.

- A) difficult
- B) more difficult
- C) most difficult
- *D) the most difficult
- E) much difficult

17. The Thames is ... river in Britain.

- *A) the longest
- B) long
- C) longest
- D)-
- E) longer

Predlog qo'ying.

18. It's time ... you to fill the pot... cold water and put it... the fire.

- A) to/of/-
- B) for/with/in
- C) -/in/on
- D) for/-/on
- *E) for/with/on

19. Nick goes..... boxing and takes part ... many competitions;

- A) for/in/on
- B) to/for/in
- *C) in/for/in
- D) in/to/for
- E) for/in/in

20. Peter lived..... the suburb ... the capital ... England.

- A) in/in/in
- B) on/of/in
- C) on/in/of
- *D) in/of/of
- E) in/in/of

21. Mos artiklni qo'ying.

... youth of Great Britain wants to have ... better life for... British people.

- A) -/-/the
- *B) the/a/the
- C) the/the/the
- D) the/-/the
- E) -/the/-

22. Many years ago ... Tower Bridge of London was ... fortress.

- A) -/the
- B) the/the
- C) a/-
- D) the/-
- *E) the/a

23. Mos olmoshni qo'ying.

If this hat is ... where have you put... ?

- *A) yours/mine
- B) his/hers
- C) mine/her
- D) ours/their
- E) hers/my

24. Sifat darajasini to'ri qo'ying.

Why didn't you discuss this question yesterday?

It was ... important than the rest ones on the agenda.

- A) little
- B) least
- C) the least
- D) -
- *E) less

25. Your English is much ... now. You've made ... mistakes this time.

- A) best/least
- *B) better/less
- C) the best/less
- D) good/less
- E) best/the least

26. Mos artiklni qo'ying.

On ... first day they stopped at the river and decided to make a camp.

- *A) the
- B) a
- C) an
- D) all the answers are right
- E) all the answers are wrong

27. Olmoshni qo'ying

Bad news has wings.

- *A) it
- B) he
- C) they
- D) she
- E) them

28. Bob soon finished his meal and paid the waitress.

- *A) he/it/her
- B) she/it/he
- C) she/it/him
- D) he/it/it
- E) he/them/them

29. Mos fe'lni qo'ying.

When ... you ... here?

I... just... here.

- *A) did/come back/have/come back
- B) have/come back/have/come back
- C) will/come back/have/come
- D) do/come back/have/has come
- E) are/coming back/was/coming back

30. Mos artiklni qo'ying.

At ... first it was difficult for her to drive ... car in ... London.

- A) a/-/the
- B) the/the/-
- C) -/-/the
- *D) -/the/-
- E) a/a/-

31. book is always ... acceptable gift.

- A) -/a
- B) the/-
- C) the/the
- D) an/the
- *E) a/an

32. Mos fe'lni qo'ying.

Max ... to be good at interpreting, ... he?

- A) seem/does
- *B) doesn't seem/does
- C) seemed/did

D) seems/does

E) didn't seem/does

33. Everybody ... at what....

A) was surprised/has happened

*B) was surprised/had happened

C) is surprised/happen

D) surprise/happen

E) will be surprised/happened

34. If you... in their talk they

A) doesn't interfere/will quarrel

B) didn't interfere/have quarreled

*C) don't interfere/will quarrel

D) interfere/should have quarreled

E) interfere/are quarreling

35. A blind man was groping for the door handle.

*A) he/it

B) she/it

C) it/them

D) they/me

E) she/them

36. Predlog qo'ying.

I had to pull ... its tail to get it....

*A) by/for

B) -/off

C) at/from

D) for/from

E) by/out by/for

Variant № 2

1. First catch your... then cook it.

*A) hare

B) hair

C) heir

D) car

E) bear

2. Christmas is the celebration ... the birth ... Christ.

A) in/for

*B) of/of

C) of/-

D) in/-

E) -/of

3. He is interested ... planes and rockets .

A) of

B) by

*C) in

D) on

E) with

4. Mrs. was very good ... sewing and knitting and she was always well dressed.

- A) by
- B) on
- C) for
- D) of
- *E) at

5. . Mos fe'lni qo'ying.

New year is one of... oldest holidays in ... world.

- A) -/the
- B) the/-
- C) an/the
- *D) the/the
- E) the/a

6. Uzbekistan is situated in ... Central Asia.

- *A) -
- B) a
- C) an
- D) the
- E) one

7. Every day I go for... walk and ride ... bicycle.

- A) a/-
- B) the/-
- C) -/a
- D) -/the
- *E) a/a

8. To'gri javobni tanlang.

... name is Samuel, but ...may call ...Sam.

- A) her/he/him
- B) his/you/me
- C) my/she/him
- D) your/you/me
- *E) my/you/me

9. Don't worry. I'll do ... best to help

- *A) my/you
- B) your/you
- C) his/him
- D) her/her
- E) -/to you

10.To'gri javobni tanlang.

Mary is... girl in class.

- A) tall
- B) taller
- *C) the tallest
- D) -
- E) tallest

11. I've done ... part of my work.

- A) difficult
- B) more difficult
- C) most difficult
- *D) the most difficult
- E)-

12. The play I saw yesterday was ... than this one.

- A) bad
- *B) worse
- C) worst
- D) the worst
- E)-

13. Mos fe'lni qo'ying.

Listen! Somebody... in the next room.

- A) sing
- B) sings
- C) are singing
- *D) is singing
- E) is sung

14. We don't like him because he always ... lies.

- A) tell
- B) was telling
- *C) tells
- D) are telling
- E) has told

15. When Mr. Brown... to the party all the guests... at the table.

- A) come/sat
- B) came/are sitting
- *C) came/were sitting
- D) comes/sit
- E) came/had sat

16. When Christopher Columbus ... 14 he ... a sailor.

- A) is/became
- *B) was/became
- C) was/becomes
- D) are/become
- E) were/ came

17. When I... school I ... the University

- A) shall finish/shall enter
- B) finish/ enter
- C) shall finish/ enter
- *D) finish/shall enter
- E) finish/entered

18. There ... five cinemas in our town last year but now there ... 8 units.

- A) are/are
- B) were/were
- *C) were/are
- D) are/were
- E) were/is

19. ... your father... at the Medical College?

-Yes, he does.

- A) do/work
- B) did/work
- C) has/worked
- *D) does/work
- E) shall/work

20. All the children ... on an excursion next week.

- A) go
- B) went
- C) have gone
- *D) will go
- E) has gone

21. I ... already my home work when my mother came.

- A) did
- B) have done
- *C) had done
- D) has done
- E) do

22. The great English scientist Isaac Newton ... not far from Cambridge.

- A) born
- B) is born
- C) are born
- D) were born
- *E) was born

23. May day ... in Great Britain with singing and dancing round a Maypole.

- A) celebrate
- B) celebrated
- *C) is celebrated
- D) is celebrating
- E) has celebrated

24. I ... speak English last year but I ... do it now.

- A) must/can
- B) could/can
- C) might/may
- *D) couldn't/can
- E) might/could

25. They sat up all night....

- A) talk
- *B) talked
- C) talking
- D) to be talked
- E) to have talked

26. What time do you come to the office?

-Usually at 9, but tomorrow I'll have to be there a bit earlier ...through some documents.

- A) looking
- B) looked
- C) to be looking
- *D) to look
- E) to be looked

27. Besides...I like...swimming competitions.

- *A) swimming/to watch
- B) to swim/to watch
- C) swimming/ watched
- D) to swim/ watching
- E) swimming/ watch

28. If I ... the car myself I... you use it.

- A) needed/would let
- *B) don't need/would let
- C) didn't need/wouldn't let
- D) didn't need/would let
- E) doesn't need/would let

29. This house...better if they...it, ...the grass and...flowers.

- A) will look/painted/cut/plant
- B) would look/paint/cut/planted
- *C) looks/painted/cut/planted
- D) looked/painted/cut/planted
- E) would look/painted/cut/planted

30. My friend doesn't like detective stories.

- *A) Neither does her friend
- B) We didn't either
- C) So do we
- D) So they do
- E) He don't either

31. Complete the question.

There is nor electricity neither gas on the island, ...?

- *A) is there
- B) isn't there
- C) there is
- D) there isn't
- E) isn't it

32. The manner of addressing people in Britain is quite different from ours, ...?

- A) it is
- *B) isn't there
- C) is there
- D) is it
- E) isn't it

33. The boy wasn't able to do it alone, ...?

- a) didn't he
- b) wasn't he
- *s) was he
- d) did he
- e) wasn't it

34. To'gri javobni tanlang.

Do you speak... English ... your English lesson?

- A) -/at
- *V) -/in
- C) at/at
- D) in/in
- E) in/-

35. What countries does France border...?

- A) -
- B) to
- C) in
- *D) on
- E) with

36. ...my opinion he is a very clever boy.

- *A) in
- B) on
- C) for
- D) with
- E) to

VARIANT № 3

1. To'gri javobni tanlang.

A year ... a long time to be without a job.

- A) Are
- *B) is
- C) be

- D) am
E) were
- 2. He came to the writing table and ... through the letters which ... for him.**
A) look/was waiting
*B) looked/were waiting
C) looks/has been waiting
D) looked/waiting
E) looks/are waiting
- 3. Food prices ... rapidly in the past few months.**
*A) had risen
B) has risen
C) have risen
D) was rising
E) rises
- 4. 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 know
- 5. My sister ... in Florida for one year when we ... to visit.**
A) has lived/came
B) have lived/come
C) lived/come
*D) had lived/came
E) live/came
- 6. The American... the question slowly so that we**
*A) repeated/should understand
B) repeat/understood
C) repeats/would understood
D) repeated/understand
E) repeats/understands
- 7. The population on the world... very fast.**
A) rise
B) rises
*C) is rising
D) rose
E) is risen
- 8. I visited my sister when she ... in Moscow.**
*A) Lived
B) lives
C) were lived
D) is living
E) were living
- 9. The New York Times ... a good newspaper. It is published in USA.**
A) to be
B) was
C) are
*D) is
E) am
- 10. To'gri javobni tanlang.**
She has nobody ... to.
A) talked
*B) to talk
C) talk
D) talks
E) is talking

11. She dreams of her son's ... a director of the company.

- *A) Becoming
- B) is becoming
- C) become
- D) became
- E) was becoming

12. He warmed himself by ... hot tea.

- *A) Drinking
- B) drank
- C) drunk
- D) to drink
- E) is drinking

13. I'm flying to New York tomorrow.

- A) Have a good journey!
- *B) A happy landing to you!
- C) You're welcome!
- D) Help yourself!
- E) Not at all!

14. To'gri javobni tanlang.

I asked Nelly, "What ... looking for?"

- *A) are you
- B) she was
- C) were you
- D) was she
- E) she is

15. To'gri javobni tanlang.

They persuaded him to go though he did not want ... first.

- A) for
- B) of
- C) at
- *D) to
- E) with

16. We are ready...talks now.

- A) in
- B) with
- C) about
- D) of
- *E) for

17. To'gri javobni tanlang.

It's the happiest evening I ever ...

- A) had
- *B) have had
- C) has
- D) has had
- E) had had

18. She comes from the family of Boston, ...?

- A) hasn't he
- B) didn't she
- C) do you
- *D) doesn't she
- E) won't she

19. "Little boy", why do you carry that umbrella over your head? It ...and the sun....

- A) rains/is not shining
- B) doesn't rain/shines
- *C) isn't raining/isn't shining
- D) is raining/is shining
- E) isn't raining/don't shine

20. It was dark and cold. At one moment he thought he ...his way.

- A) lost
- B) will lose
- *C) had lost
- D) was lost
- E) loses

21. A thing will... done.

- *A) be
- B) were
- C) are
- D) Is
- E) had

22. He ate everything that ...on the table.

- A) is leaving
- *B) was left
- C) were left
- D) is left
- E) are left

23. It is winter. Everything ...with snow.

- *A) is covered
- B) covered
- C) were covered
- D) will cover
- E) are covered

24. The first coins in America...in 1572. They were not regular in shape.

- A) are made
- B) made
- *C) were made
- D) was made
- E) is made

25. Today computers... effectively in our country.

- A) were used
- *B) are used
- C) is used
- D) has been used
- E) had used

26. This school ...next year.

- A) will close
- B) is closed
- *C) will be closed
- D) was closed
- E) would be closed

27. A woman's work ... never done.

- A) are
- *B) is
- C) will
- D) would
- E) were

28. To'gri javobni tanlang.

Poetess was not in the hall.

- A) she/it
- B) they/it
- C) you/it
- *D) he/it
- E) it/it

29. To'gri javobni tanlang. modal verb.

None but wearer knows where the shoe ... pinches.

- A) –

- *B) has to
- C) had to
- D) might
- E) could

30. I ... go to the cinema yesterday.

-Why?

-Because I ...complete my work.

- A) can't/must
- *B) couldn't/had to
- C) didn't have to/may
- D) wasn't to/need
- E) should/have to

31. I've examined you very carefully. I think all you ... a good rest.

-But I'm still feeling sick. Why don't you look at my tongue?

-It... a rest to.

- A) must/may
- B) might/can
- C) need/could
- D) should/have to
- *E) need/needs

32. Does Larry... leave home at 7:30?

- *A) have to
- B) must
- C) has to
- D) need
- D) should

33. ... the director receive me now?

- A) have to
- B) is able
- *C) can
- D) is
- E) has to

34 The skier broke his leg and ... complete in the recent Olympic Games.

- *A) couldn't
- B) mustn't
- C) had to
- D) can't
- E) might

35. A: I live near my work.

B: So you ...go to the office by crowded buses.

- A) have to
- B) are able to
- *C) don't have to
- D) would have to
- E) can't

36. To'gri javobni tanlang.

As well as...I like....

- *A) running/walking
- B) run/walk
- C) run/walked
- D) running/walked
- E) run/to walk

I - KURS TALABALARI UCHUN INGLIZ TILI
FANIDAN TESTLAR
VARIANT N-1

Choose the appropriate form of the verb.

1.He... to learn French next year.

- A) was going
- *B) is going
- C) are going
- D) will be going
- E) shall be going

2.There ... a book, a magazine, two pens and four exercise-books on the table.

- A) are
- *B) is
- C) were
- D) shall be
- E) have been

3.Look!They ... in our direction.

- A) come
- B) came
- C) will come
- D) was coming
- *E) are coming

4.I hope he ... to England in two months.

- A) goes
- B) shall go
- *C) will go
- D) go
- E) went

5.Nick ... he ... his homework by 4 o'clock.

- A) say/has done
- *B) said/had done
- C) says/do
- D) said/does
- E) said/has done

6.The boys ... four English books this year.

- A) read
- B) had read
- C) reads
- *D) have read
- E) read (reD)

7.She ... 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

8.At that time Martin ... in his third year at the University.

- A) is
- B) am
- C) are

- *D) was
E) were
9. I ... never ... such beautiful flowers before.
A) shall see
B) had seen
*C) have seen
D) has seen
E) will seen
10. I ... my work in time if you ... me.
*A) shall do/help
B) should do/helps
C) do/will help
D) have done/help
E) had done/would help
11. 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
12. Choose the appropriate modal verbs.
... we do this work now? - '... . You ... Do it tomorrow.
A) can/Yes you can
* B) must/No you needn't
C) may/Yes you may
D) could/Yes you must
E) Might/No you might not
13. I was ill and ... go to school for some days.
A) can't
B) must
C) could
* D) couldn't
E) can
14. Mother, ... I go for a walk? I've done all my work.
A) have to
B) am to
* C) may
D) must
E) might
15. Choose the right form of the adjective.
.My dress is ... than yours, isn't it?
A) long
B) -
C) the longest
D) longest
* E) longer
16. This is ... rule in this book.
A) difficult
B) more difficult
*C) most difficult
D) the most difficult

E) much difficult

17. The Thames is ... river in Britain.

*A) the longest

B) long

C) longest

D) -

E) longer

Choose the appropriate preposition.

18. It's time ... you to fill the pot... cold water and put it... the fire.

A) to/of/-

*B) for/with/in

C) -/in/on

D) for/-/on

E) for/with/on

19. Susan goes..... and takes part ... many competitions;

A) for/in/on

B) to/for/in

*C) -/in/for/in

D) in/to/for

E) for/in/in

20. Charles lived..... the suburb ... the capital ... England.

A) in/in/in

B) on/of/in

C) on/in/of

D) in/of/of

*E) in/in/of

21. Choose the appropriate articles.

... youth of Great Britain wants to have ... better life for... British people.

A) -/-/the

B) the/a/the

*C) the/the/the

D) the/-/the

E) -/the/-

22. Many years ago ... Tower Bridge of London was ... fortress.

A) -/the

B) the/the

C) a/-

D) the/-

*E) the/a

23. Choose the appropriate pronouns.

If this hat is ... where have you put... ?

*A) yours/mine

B) his/hers

C) mine/her

D) ours/their

E) hers/my

24. Choose the right form of the adjective.

Why didn't you discuss this question yesterday?

- It was ... important than the rest ones on the agenda.

A) little

B) least

*C) the least

- D) -
E) less
25. Your English is much ... now. You've made ... mistakes this time.
A) best/least
*B) better/less
C) the best/less
D) good/less
E) best/the least
26. Choose the appropriate articles.
On ... first day they stopped at the river and decided to make a camp.
*A) the
B) a
C) an
D) all the answers are right
E) all the answers are wrong
27. Choose the appropriate pronouns.
Bad news has wings.
*A) it
B) he
C) they
D) she
E) them
28. Bob soon finished his meal and paid the waitress.
*A) he/it/her
B) she/it/he
C) she/it/him
D) he/it/it
E) he/them/them
29. Choose the appropriate form of the verbs.
-When ... you ... here?
-I... just... here.
*A) did/come back/have/come back
B) have/come back/have/come back
C) will/come back/have/come
D) do/come back/have/has come
E) are/coming back/was/coming back
30. Choose the appropriate articles.
At ... first it was difficult for her to drive ... car in ... London.
*A) -/the/-
B) the/the/-
C) -/-/the
D) a/-/the
E) a/a/-
31. book is always ... acceptable gift.
*A) a/an
B) the/-
C) the/the
D) an/the
E) -/a
32. 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/does
- 33- Everybody ... at what....
- A) was surprised/has happened
 - *B) was surprised/had happened
 - C) is surprised/happen
 - D) surprise/happen
 - E) will be surprised/happened
- 34.If you... in their talk they
- *A) don't interfere/will quarrel
 - B) didn't interfere/have quarreled
 - C) doesn't interfere/wil quarrel
 - D) interfere/should have quarreled
 - E) interfere/are quarreling
35. A blind man was groping for the door handle.
- *A) he/it
 - B) she/it
 - C) it/them
 - D) they/me
 - E) she/them
36. Choose the appropriate form of the prepositions.
- I had to pull it... the tail to get it....
- *A) by/out
 - B) in/off
 - C) at/from
 - D) for/from
 - E) by/for

VARIANT II

1. First catch your... then cook it.
 - A) hare
 - B) hair
 - C) heir
 - D) car
 - E) bear
2. Christmas is the celebration ... the birth ... Christ.
 - *A) in/for
 - B) of/of
 - C) of/-
 - D) in/-
 - E) -/of
3. He as interested ... plans and rockets .
 - A) of
 - B) by
 - *C) in
 - D) on
 - E) with
4. Mrs was very good ... sewing and knitting and she was always well dressed.
 - A) by

- B) on
C) for
D) of
* E) at
5. Choose the appropriate form of the verbs. New year is one of... oldest holidays in ... world.
A) -/the
B) the/-
C) an/the
* D) the/the
E) the/a
6. Uzbekistan is situated in ... Central Asia.
A) -
B) a
C) an
* D) the
E) one
7. Every day I go for... walk and ride ... bicycle.
* A) a/-
B) the/-
C) -/a
D) -/the
E) a/a
8. Choose the appropriate form of the pronouns.
... name is Samuel, but ...my call ...Sam.
A) her/ he/ him
B) his/ you/ me
C) my /she /him
D) your/ you/ me
E) my/ your/ me
9. Don't worry. I'll do ... best to help
A) my/you
* B) your/you
C) his/him
C) her/her
D) -/to you
10. Choose the appropriate form of the adjective.
Mary is girl in class.
A) tall
B) taller
C) the tallest
D) -
* E) tallest
11. I've done ... part of my work.
A) difficult
B) more difficult
C) most difficult
* D) the most difficult
E) -
12. The play I saw yesterday was ... than this one.
A) bad
* B) worse
C) worst

D) the worst

E) -

13. Choose the appropriate form of the verb.

Listen! Somebody ... in the next room.

A) sing

B) sings

C) are singing

*D) is singing

E) is sung

14. We don't like him because he always

A) tell

B) was telling

*C) tells

D) are telling

E) has told

15. When Mr. Brown ... to the party all the guests ... at the table.

A) come/sat

B) came/are sitting

*C) came/were sitting

D) comes/sit

E) came/had sat

16. When Christopher Columbus ... 14 he ... a sailor.

A) is/became

*B) was/became

C) was/becomes

D) are/become

E) were/ came

17. When I ... school I ... the University.

A) shall finish/shall enter

B) finish/ enter

C) shall finish/ enter

*D) finish/shall enter

E) finish/entered

18. There ... five cinemas in our town last year but now there ... 8 units.

A) are/are

B) were/were

*C) were/are

D) are/were

E) were/is

19.- ... your father... at the Medical College?

-Yes, he does.

A) do/work

B) did/work

C) has/worked

*D) does/work

E) shall/work

20. All the children ... on an excursion next week.

A) go

B) went

C) have gone

*D) will go

E) has gone

21. I ... already my home work when my mother came.
- A) did
 - B) have done
 - *C) had done
 - D) has done
 - E) do
22. The great English scientist Isaac Newton ... not far from Cambridge.
- A) born
 - B) is born
 - C) are born
 - D) were born
 - *E) was born
23. My day ... in Great Britain with singing and dancing round a Maypole.
- A) celebrate
 - B) celebrated
 - *C) is celebrated
 - D) is celebrating
 - E) has celebrated
24. I ... speak English last year but I ... do it now.
- A) must/can
 - B) could/can
 - C) might/may
 - *D) couldn't/can
 - E) might/could
25. They sat up all night....
- A) talk
 - B) talked
 - *C) talking
 - D) to be talked
 - E) to have talked
26. What time do you come to the office?
- Usually at 9, but tomorrow I'll have to be there a bit earlier ...through some documents.
- A) looking
 - B) looked
 - C) to be looking
 - *D) . to look*
 - E) to be looked
27. Besides...I like...swimming competitions.
- *A) swimming/to watch*
 - B) to swim/to watch
 - C) swimming/ watchedD) to swim/ watchingE) swimming/ watch
28. If I needed the car myself I... you use it.
- A) needed/would let
 - B) don't need/would let
 - C) didn't need/wouldn't let
 - *D) didn't need/would let*
 - E) doesn't need/would let
29. This house...better if they...it, ...the grass and...flowers.
- A) . will look/painted/cut/plant
 - B) . would look/paint/cut/planted
 - C) looks/painted/cut/planted
 - D) looked/painted/cut/planted
 - *E) would look/painted/cut/planted
30. My friend doesn't like detective stories.
- *A) Neither does her friend *

- B) We don't either
 - C) So do we
 - D) So they do
 - E) He doesn't either
31. Complete the question.
There is electricity nor gas on the island, ...?
- A) is there
 - *B) isn't there*
 - C) there is
 - D) there isn't
 - E) isn't it
32. The manner of addressing people in Britain is quite for ours, ...?
- A) it is
 - *B) isn't there*
 - C) is there
 - F) is it
 - G) isn't it
33. The boy wasn't able to do it alone, ...?
- c) didn't he
 - d) wasn't he
 - e) as he
 - f) did he
 - *E. wasn't it *
34. Choose the appropriate proposition.
Do you speak... English ... your English lesson?
- *A) -/at *
 - H) -/in
 - I) at/at
 - J) in/in
 - K) in/-
35. What countries does France border...?
- A) -
 - B) To
 - *C) in
 - D) on
 - E) with
36. ...my opinion he is a very clever boy.
- *A) In *
 - B) on
 - C) for
 - E) with
 - F) to

VARIANT III

1. Choose the appropriate form of the verb.
A year ... a long time to be without a job.
- A) Are
 - *B) is*
 - C) be
 - D) am
 - E) were
2. He came to the writing table and ... through the letters which ... for him.
- A) (look/was waiting
 - *B) looked/were waiting *
 - C) looks/has been waiting
 - D) looked/waiting
 - E) looks/are waiting

3. Food prices ... rapidly in the past few months.
 - A) had risen
 - B) has risen
 - *C) have risen*
 - D) was rising
 - E) rises
4. 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 know
5. My sister ... in Florida for one year when we ... to visit.
 - A) has lived/came
 - B) have lived/come
 - C) lived/come
 - *D) had lived/came*
 - E) live/came
6. The American... the question slowly so that we
 - *A) repeated/should understand*
 - B) repeat/understood
 - C) repeats/would understood
 - D) repeated/understand
 - E) repeats/understands
7. The population on the world... very fast.
 - A) rise
 - B) rises
 - *C) is rising*
 - D) rose
 - E) is risen
8. I visited my sister when she ... in Moscow.
 - *A) Lived*
 - B) lives
 - C) were lived
 - D) is living
 - E) were living
9. The New York Times ... a good newspaper. It is published in USA.
 - A) to be
 - B) was
 - C) are
 - *D) is*
 - E) am
10. Choose the appropriate non-infinite form of the verb.
She has nobody ... to.
 - A) talked
 - *B) to talk*
 - C) talk
 - D) asks
 - E) is talking
11. She dreams of her son's ... a director of the company.
 - *A) Becoming*
 - B) s becoming
 - C) become
 - D) became
 - E) was becoming
12. He warmed himself by ... hot tea.
 - *A) Drinking*

- B) drank
 - C) drunk
 - D) to drink
 - E) is drinking
13. I'm flying to New York tomorrow....
- A) Have a good journey!
 - *B) A happy landing to you! */
 - C) You're welcome!
 - D) Help yourself!
 - E) Not at all!
14. Choose the right variant of the Indirect Speech.
I asked Nelly, "What are you looking for?"
- A) are you
 - *B) she was*
 - C) were you
 - D) was she
 - E) she is
15. Choose the appropriate proposition.
They persuaded him to go though he didn't want ... first.
- A) for
 - B) of
 - *C) at *
 - D) to
 - E) with
16. We are ready...talks now.
- A) in
 - B) with
 - C) about
 - D) of
 - *E) for *
17. Choose the appropriate verbs. It's the happiest evening I ever ...
- A) had
 - *B) have had *
 - C) has
 - D) has had
 - E) had had
18. She comes from the family of Borsches, ...?
- A) hasn't he
 - B) didn't she
 - C) do you
 - *D) doesn't she *
 - E) won't she
19. "Little boy", why do you carry that umbrella over your head? It ...and the sun.
- A) rains/is not shining
 - B) doesn't rain/shines
 - *C) isn't raining/isn't shining *
 - D) is raining/is shining
 - E) isn't raining/don't shine
20. It was dark and cold. At one moment he thought he ...his way.
- A) lost
 - B) will lose
 - *C) had lost *
 - D) was lost
 - E) loses
21. A thing will done... twice....
- A) be/done
 - B) were/done
 - C) are/done

- *D) Is/done*
- E) had/done
22. He ate everything that ...on the table.
- A) is leaving
- *B) as left *
- C) were left
- D) is left
- E) are left
23. It is winter. Everything ...with snow.
- *A) is covered *
- B) covered
- C) were covered
- D) will cover
- E) are covered
24. The first coins in America...in 1572. They were not regular in shape.
- A) are made
- B) made
- *C) were made *
- D) was made
- E) is made
25. Today acupuncture ...effectively in our country.
- A) were used
- B) are used
- *C) is used *
- D) has been used
- E) had used
26. This school ...next year.
- A) will close
- B) is closed
- *C) will be closed *
- D) was closed
- E) would be closed
27. A woman's work ... never done.
- A) are
- *B) is *
- C) will
- D) would
- E) were
28. Choose the appropriate pronoun.
- Poetess was not in the hall.**
- *A) she/it *
- B) they/it
- C) you/it
- D) he/it
- E) it/it
29. Choose the appropriate modal verb.
- None but wearer knows where the shoe ... pinches.
- A) –
- *B) has to*
- C) had to
- D) might
- E) could
30. I ... go the cinema yesterday.
- Why?
- Because I ...complete my work.
- A) can't/must

- *B) couldn't/had to*
 - C) didn't have to/may
 - D) wasn't to/need
 - E) should/have to
31. I've examined you very carefully. I think all you ... is a good rest.
 -But I'm still feeling sick. Why don't you look at my tongue.
 -It... a rest to.
- A) must/may
 - B) might/can
 - C) need/could
 - D) should/have to
 - *E) need/needs *
32. Does Larry... leave home at 7:30?
- A) have to
 - *B) must *
 - C) has to
 - D) need
 - G) should
33. ... the director receive me now?
- F) have to
 - G) is able
 - *C) can *
 - D) is
 - E) has to
- 34 The skier broke his leg and ... complete in the recent Olympic Games.
- *A) couldn't *
 - B) mustn't
 - H) had to
 - I) can't
 - J) might
35. I live near my work.
 -So you ...go to the office by crowded buses.
- C) have to
 - D) are able to
 - *C) don't have to *
 - D) would have to
 - E) can't
36. Choose the appropriate non-infinite form of the verb.
 As well as...I like....
- *A) running/walking *
 - B) run/walk
 - C) run/walked
 - D) running/walked
 - E) run/to walk

I - KURS TALABALARI UCHUN INGLIZ TILI
FANIDAN TESTLAR
VARIANT N- II

1. She comes from the family of Boston, ...?
A) hasn't he
B) didn't she
C) do you
*D) doesn't she
E) won't she
2. "Little boy", why do you carry that umbrella over your head? It ...and the sun....
A) rains/is not shining
B) doesn't rain/shines
*C) isn't raining/isn't shining
D) is raining/is shining
E) isn't raining/don't shine
3. It was dark and cold. At one moment he thought he ...his way.
A) lost
B) will lose
*C) had lost
D) was lost
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4. A thing will... done.
*A) be
B) were
C) are
D) Is
E) had
5. He ate everything that ...on the table.
A) is leaving
*B) was left
C) were left
D) is left
E) are left
6. It is winter. Everything ...with snow.
*A) is covered
B) covered
C) were covered
D) will cover
E) are covered
7. The first coins in America...in 1572. They were not regular in shape.
A) are made
B) made
*C) were made
D) was made
E) is made
8. Today computers... effectively in our country.
A) were used
*B) are used
C) is used
D) has been used
E) had used
8. This is ... rule in this book.
A) difficult
B) more difficult
C) most difficult

*D) the most difficult

E) much difficult

9. If you... in their talk they

A) doesn't interfere/will quarrel

B) didn't interfere/have quarreled

*C) don't interfere/will quarrel

D) interfere/should have quarreled

E) interfere/are quarreling

10. A blind man was groping for the door handle.

*A) he/it

B) she/it

C) it/them

D) they/me

E) she/them

11. Predlog qo'ying.

I had to pull ... its tail to get it....

*A) by/for

B) -/off

C) at/from

D) for/from

E) by/out by/for

12. The Thames is ... river in Britain.

*A) the longest

B) long

C) longest

D)-

E) longer

Predlog qo'ying.

13. It's time ... you to fill the pot... cold water and put it... the fire.

A) to/of/-

B) for/with/in

C) -/in/on

D) for/-/on

*E) for/with/on

14. Nick goes..... boxing and takes part ... many competitions;

A) for/in/on

B) to/for/in

*C) in/for/in

D) in/to/for

E) for/in/in

15. Peter lived..... the suburb ... the capital ... England.

A) in/in/in

B) on/of/in

C) on/in/of

*D) in/of/of

E) in/in/of

16. Mos artiklni qo'ying.

... youth of Great Britain wants to have ... better life for... British people.

A) -/-/the

*B) the/a/the

C) the/the/the

D) the/-/the

E) -/the/-

17. She ... 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
18. At that time Martin ... in his third year at the University.
A) is
B) am
C) are
*D) was
E) were
19. I ... never ... such beautiful flowers before.
A) shall see
B) had seen
*C) have seen
D) has seen
E) will see
20. I ... my work in time if you ... me.
*A) shall do/help
B) should do/helps
C) do/will help
D) have done/help
E) had done/would help
21. 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
22. Choose the appropriate modal verbs.
... we do this work now? - '... . You ... Do it tomorrow.
A) can/Yes you can
*B) must/No you needn't
C) may/Yes you may
D) could/Yes you must
E) Might/No you might not
23. I was ill and ... go to school for some days.
A) can't
B) must
C) could
*D) couldn't
E) can
24. Mother, ... I go for a walk? I've done all my work.
A) have to
B) am to
*C) may
D) must
E) might
25. Choose the right form of the adjective.

.My dress is ... than yours, isn't it?

- A) long
- B) -
- C) the longest
- D) longest
- * E) longer

26.This is ... rule in this book.

- A) difficult
- B) more difficult
- *C) most difficult
- D) the most difficult
- E) much difficult

27.The Thames is ... river in Britain.

- *A) the longest
- B) long
- C) longest
- D) -
- E) longer

To'g'ri fe'lni tanlang.

28. He... to learn French next year.

- A) was going
- *B) is going
- C) are going
- D) will be going
- E) shall be going

29. There ... a book, a magazine, two pens and four exercise-books o the table.

- A) are
- *B) is
- C) were
- D) shall be
- E) have been

30. Look! They ... in our direction.

- A) come
- B) came
- C) will come
- D) was coming
- *E) are coming

31. I hope he ... to England in two months.

- A) goes
- B) shall go
- *C) will go
- D) go
- E) went

32. Nick ... he ... his homework by 4 o'clock.

- A) say/has done
- *B) said/had done
- C) says/do
- D) said/does
- E) said/has done

1. First catch your... then cook it.

- *A) hare
- B) hair
- C) heir

- D) car
- E) bear
- 33. Christmas is the celebration ... the birth ... Christ.
- A) in/for
- *B) of/of
- C) of/-
- D) in/-
- E) -/of
- 34. He is interested ... planes and rockets .
- A) of
- B) by
- *C) in
- D) on
- E) with
- 35. Mrs. was very good ... sewing and knitting and she was always well dressed.
- A) by
- B) on
- C) for
- D) of
- *E) at
- 36. Mos fe'lni qo'ying.
- New year is one of... oldest holidays in ... world.
- A) -/the
- B) the/-
- C) an/the
- *D) the/the
- E) the/a

Variant № 2

- 1. Uzbekistan is situated in ... Central Asia.
- *A) -
- B) a
- C) an
- D) the E) one
- 2. They sat up all night....
- A) talk
- *B) talked
- C) talking
- D) to be talked
- E) to have talked
- 3. What time do you come to the office?
- Usually at 9, but tomorrow I'll have to be there a bit earlier ...through some documents.
- A) looking
- B) looked
- C) to be looking
- *D) to look
- E) to be looked
- 4 . Besides...I like...swimming competitions.
- *A) swimming/to watch
- B) to swim/to watch

- C) swimming/ watched
 D) to swim/ watching
 E) swimming/ watch
5. If I ... the car myself I... you use it.
 A) needed/would let
 *B) don't need/would let
 C) didn't need/wouldn't let
 D) didn't need/would let
 E) doesn't need/would let
6. This house...better if they...it, ...the grass and...flowers.
 A) will look/painted/cut/plant
 B) would look/paint/cut/planted
 *C) looks/painted/cut/planted
 D) looked/painted/cut/planted
 E) would look/painted/cut/planted
7. My friend doesn't like detective stories.
 *A) Neither does her friend
 B) We didn't either
 C) So do we
 D) So they do
 E) He don't either
8. Every day I go for... walk and ride ... bicycle.
 A) a/-
 B) the/-
 C) -/a
 D) -/the
 *E) a/a
9. To'gri javobni tanlang.
 ... name is Samuel, but ...may call ...Sam.
 A) her/he/him
 B) his/you/me
 C) my/she/him
 D) your/you/me
 *E) my/you/me
10. Don't worry. I'll do ... best to help
 *A) my/you
 B) your/you
 C) his/him
 D) her/her
 E) -/to you
- 11.To'gri javobni tanlang.
 Mary is... girl in class.
 A) tall
 B) taller
 *C) the tallest
 D) -
 E) tallest
12. 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 know

13. My sister ... in Florida for one year when we ... to visit.
 A) has lived/came
 B) have lived/come
 C) lived/come
 *D) had lived/came
 E) live/came
14. The American... the question slowly so that we
 *A) repeated/should understand
 B) repeat/understood
 C) repeats/would understood
 D) repeated/understand
 E) repeats/understands
15. The population on the world... very fast.
 A) rise
 B) rises
 *C) is rising
 D) rose
 E) is risen
16. I visited my sister when she ... in Moscow.
 *A) Lived
 B) lives
 C) were lived
 D) is living
 E) were living
17. The New York Times ... a good newspaper. It is published in USA.
 A) to be
 B) was
 C) are
 *D) is
 E) am
18. To'gri javobni tanlang.
 She has nobody ... to.
 A) talked
 *B) to talk
 C) talk
 D) talks
 E) is talking
19. She dreams of her son's ... a director of the company.
 *A) Becoming
 B) is becoming
 C) become
 D) became
 E) was becoming
20. He warmed himself by ... hot tea.
 *A) Drinking
 B) drank
 C) drunk
 D) to drink
 E) is drinking
21. I'm flying to New York tomorrow.
 ...
 A) Have a good journey!
 *B) A happy landing to you!
 C) You're welcome!
 D) Help yourself!
 E) Not at all!
22. Choose the appropriate articles.

At ... first it was difficult for her to drive ... car in ... London.

*A) -/the/-

B) the/the/-

C) -/-/the

D) a/-/the

E) a/a/-

23. book is always ... acceptable gift.

*A) a/an

B) the/-

C) the/the

D) an/the

E) -/a

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/does

25. My friend doesn't like detective stories.

*A) Neither does her friend *

B) We don't either

C) So do we

D) So they do

E) He doesn't either

26. Complete the question.

There is electricity nor gas on the island, ...?

A) is there

B) isn't there

C) there is

D) there isn't

E) isn't it

27. The manner of addressing people in Britain is quite for ours, ...?

A) it is

B) isn't there

C) is there

L) is it

M) isn't it

28. The boy wasn't able to do it alone, ...?

g) didn't he

h) wasn't he

i) as he

j) did he

*E. wasn't it *

29. Choose the appropriate proposition.

Do you speak... English ... your English lesson?

*A) -/at *

N) -/in

O) at/at

P) in/in

Q) in/-

30. What countries does France border...?

A) -

B) To

* C) in

D) on

- E) with
31. ...my opinion he is a very clever boy.
 *A) In *
 C) on
 C) for
 H) with
 I) to
- 32- Everybody ... at what....
 A) was surprised/has happened
 *B) was surprised/had happened
 C) is surprised/happen
 D) surprise/happen
 E) will be surprised/happened
- 33.If you... in their talk they
 *A) don't interfere/will quarrel
 B) didn't interfere/have quarreled
 C) doesn't interfere/wil quarrel
 D) interfere/should have quarreled
 E) interfere/are quarreling
34. A blind man was groping for the door handle.
 *A) he/it
 B) she/it
 C) it/them
 D) they/me
 E) she/them
35. I visited my sister when she ... in Moscow.
 A) Lived
 B) lives
 C) were lived
 D) is living
 E) were living
36. The New York Times ... a good newspaper. It is published in USA.
 A) to be
 B) was
 C) are
 *D) is*E) am

Variant № 3

- 1.She dreams of her son's ... a director of the company.
 A) Becoming
 B) s becoming
 C) become
 D) became
 E) was becoming
2. He warmed himself by ... hot tea.
 A) Drinking
 B) drank
 C) drunk
 D) to drink
 E) is drinking
3. I'm flying to New York tomorrow.
 ...
 A) Have a good journey!
 *B) A happy landing to you! */
 C) You're welcome!
 D) Help yourself!
 E) Not at all!

4. Choose the right variant of the Indirect Speech.

I asked Nelly, "What are you looking for?"

- A) are you
- *B) she was*
- C) were you
- D) was she
- E) she is

5. Choose the appropriate proposition.

They persuaded him to go though he didn't want ... first.

- A) for
- B) of
- *C) at *
- D) to
- E) with

6. We are ready...talks now.

- A) in
- B) with
- C) about
- D) of
- *E) for *

7. Choose the appropriate verbs. It's the happiest evening I ever ...

- A) had
- *B) have had *
- C) has
- D) has had
- E) had had

8. She comes from the family of Borsches, ...?

- A) hasn't he
- B) didn't she
- C) do you
- *D) doesn't she *
- E) won't she

9. Uzbekistan is situated in ... Central Asia.

- A) -
- B) a
- C) an
- *D) the
- E) one

10. Every day I go for... walk and ride ... bicycle.

- *A) a/-
- B) the/-
- C) -/a
- D) -/the
- E) a/a

11. Choose the appropriate form of the pronouns.

... name is Samuel, but ...my call ...Sam.

- A) her/ he/ him
- B) his/ you/ me
- C) my /she /him
- D) your/ you/ me
- E) my/ your/ me

12. Don't worry. I'll do ... best to help

- A) my/you
- *B) your/you

- C) his/him
 - C) her/her
 - D) -/to you
13. Choose the appropriate form of the adjective.
Mary is girl in class.
- A) tall
 - B) taller
 - C) the tallest
 - D) -
 - *E) tallest
14. I've done ... part of my work.
- A) difficult
 - B) more difficult
 - C) most difficult
 - *D) the most difficult
 - E) -
15. The play I saw yesterday was ... than this one.
- A) bad
 - *B) worse
 - C) worst
 - D) the worst
 - E) -
16. Choose the appropriate form of the verb.
Listen! Somebody ... in the next room.
- A) sing
 - B) sings
 - C) are singing
 - *D) is singing
 - E) is sung
17. We don't like him because he always
- A) tell
 - B) was telling
 - *C) tells
 - D) are telling
 - E) has told
18. When Mr. Brown ... to the party all the guests ... at the table.
- A) come/sat
 - B) came/are sitting
 - *C) came/were sitting
 - D) comes/sit
 - E) came/had sat
19. When Christopher Columbus ... 14 he ... a sailor.
- A) is/became
 - *B) was/became
 - C) was/becomes
 - D) are/become
 - E) were/ came
20. A woman's work ... never done.
- A) are
 - *B) is *
 - C) will
 - D) would
 - E) were
21. Choose the appropriate pronoun.

Poetess was not in the hall.

- *A) she/it *
- B) they/it
- C) you/it
- D) he/it
- E) it/it

22. Choose the appropriate modal verb.

None but wearer knows where the shoe ... pinches.

- A) –
- *B) has to
- C) had to
- D) might
- E) could

23. I ... go the cinema yesterday.

-Why?

-Because I ...complete my work.

- A) can't/must
- *B) couldn't/had to*
- C) didn't have to/may
- D) wasn't to/need
- E) should/have to

24. I've examined you very carefully. I think all you ... is a good rest.

-But I'm still feeling sick. Why don't you look at my tongue.

-It... a rest to.

- A) must/may
- B) might/can
- C) need/could
- D) should/have to
- *E) need/needs *

25. Does Larry... leave home at 7:30?

- B) have to
- *B) must *
- C) has to
- D) need
- J) should

26. ... the director receive me now?

- K) have to
- L) is able
- *C) can *

- D) is
- E) has to

27. The skier broke his leg and ... complete in the recent Olympic Games.

- *A) couldn't *
- B) mustn't
- M) had to
- N) can't
- O) might

28. A thing will done... twice....

- A) be/done
- B) were/done
- C) are/done
- *D) Is/done*
- E) had/done

29. He ate everything that ...on the table.
 A) is leaving
 *B) as left *
 C) were left
 D) is left
 E) are left
30. It is winter. Everything ...with snow.
 *A) is covered *
 B) covered
 C) were covered
 D) will cover
 E) are covered
31. The first coins in America...in 1572. They were not regular in shape.
 A) are made
 B) made
 *C) were made *
 D) was made
 E) is made
- 32.- ... your father... *at* the Medical College?
 -Yes, he does.
 A) do/work
 B) did/work
 C) has/worked
 *D) does/work
 E) shall/work
33. All the children ... on an excursion next week.
 A) go
 B) went
 C) have gone
 *D) will go
 E) has gone
- 34.I ... already my home work when my mother came.
 A) did
 B) have done
 *C) had done
 D) has done
 E) do
35. The great English scientist Isaac Newton ... not far from Cambridge.
 A) born
 B) is born
 C) are born
 D) were born
 *E) was born
36. My day ... in Great Britain with singing and dancing round a Maypole.
 A) celebrate
 B) celebrated
 *C) is celebrated
 D) is celebrating
 E) has celebrated

**O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA MAXSUS TA'LIM
VAZIRLIGI**

**SAMARQAND AXBOROT TEXNOLOGIYALARI KASB-HUNAR
KOLLEJINING**

**„UMUMTA'LIM“ VA TATU SF „TILLAR“ KAFEDRASI
HAMKORLIGIDA**

**« INGLIZ TILI »
fanidan**

TARQATMA MATERIALLAR

Qurbonova S.Q, Toirova D.F, Narziyeva G.A



SAMARQAND - 2014

DID YOU READ IT RIGHT?

- More than likely you said, "A bird in the bush," and.....
- If this IS what YOU said, then you failed to see
- That the word THE is repeated twice!
- Sorry, look again.

NOW READ THIS!



DID YOU READ IT RIGHT?

- You may not see it at first,
- but the white spaces read the word optical,
- the blue landscape reads the word illusion.
- Look again!
- Can you see why this painting is called an optical illusion?

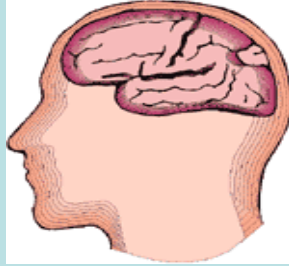
DID YOU READ IT RIGHT?

- This one is quite tricky!

The word TEACH reflects as LEARN

Test Your Brain

- This is really cool.
- The second one is amazing so please read all the way though.

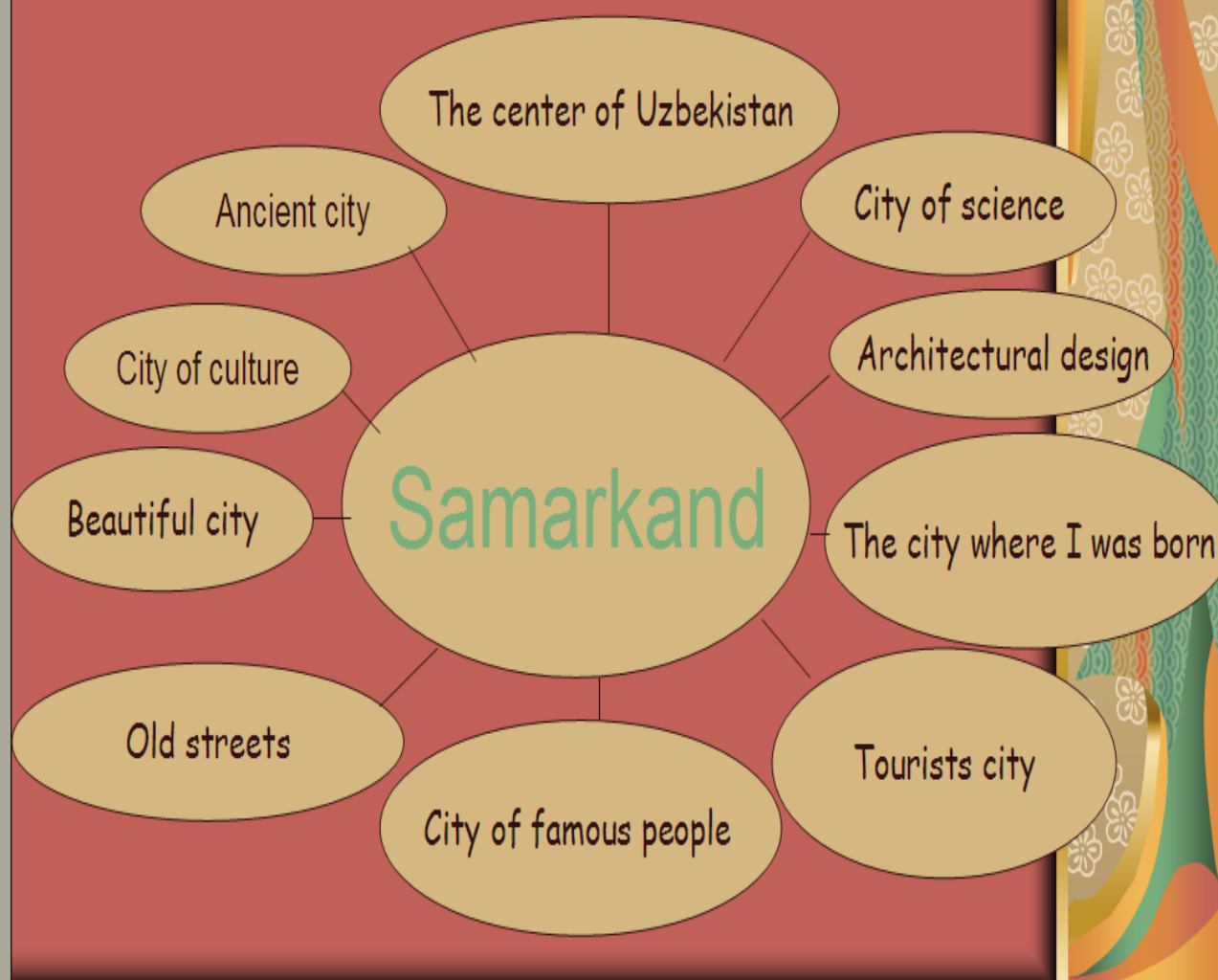


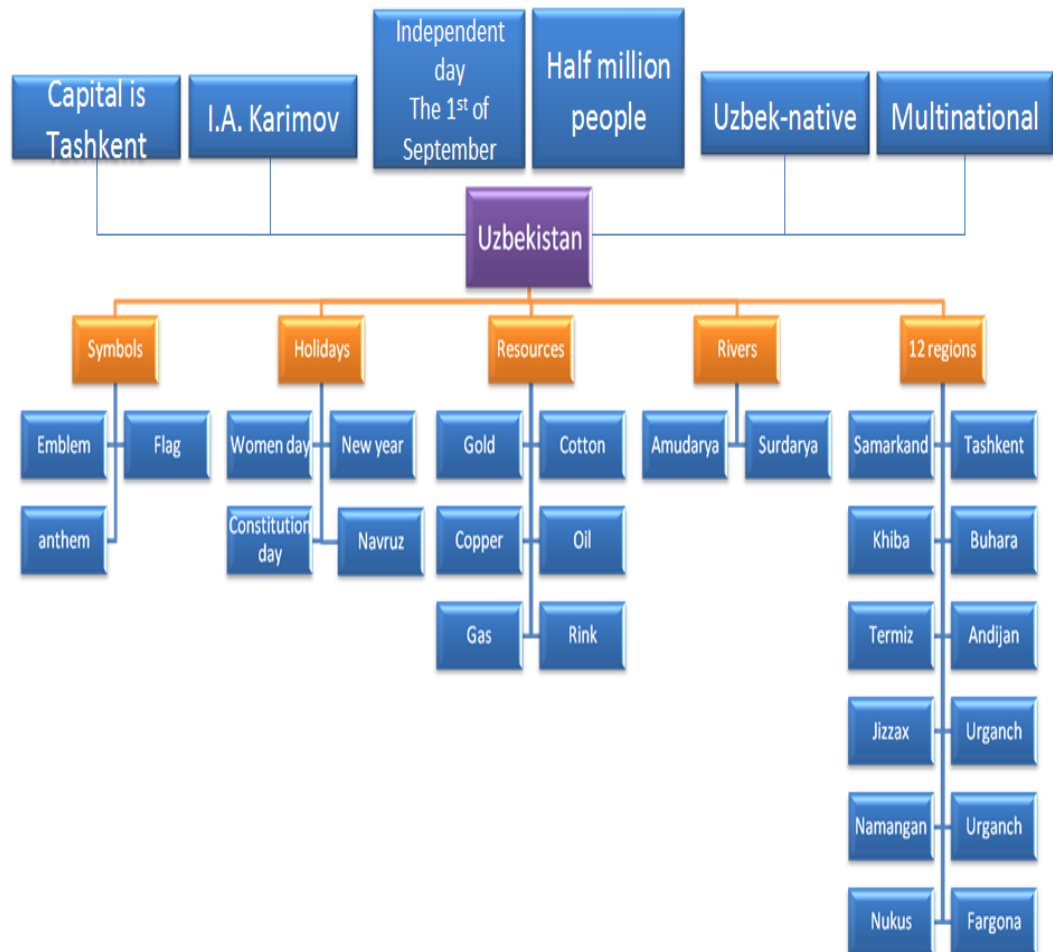
ALZHEIMERS' EYE TEST

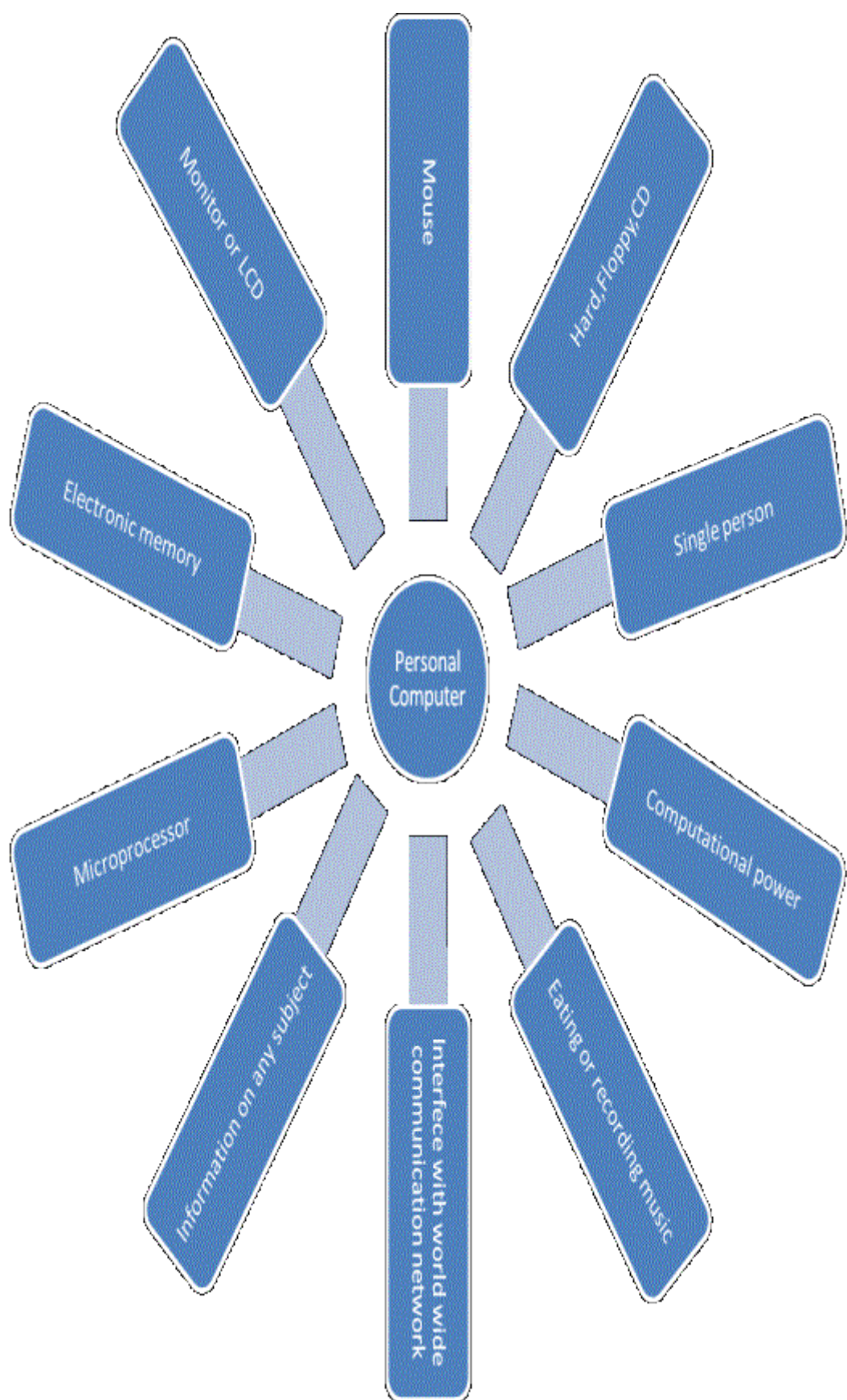
- Count every " F" in the following text:

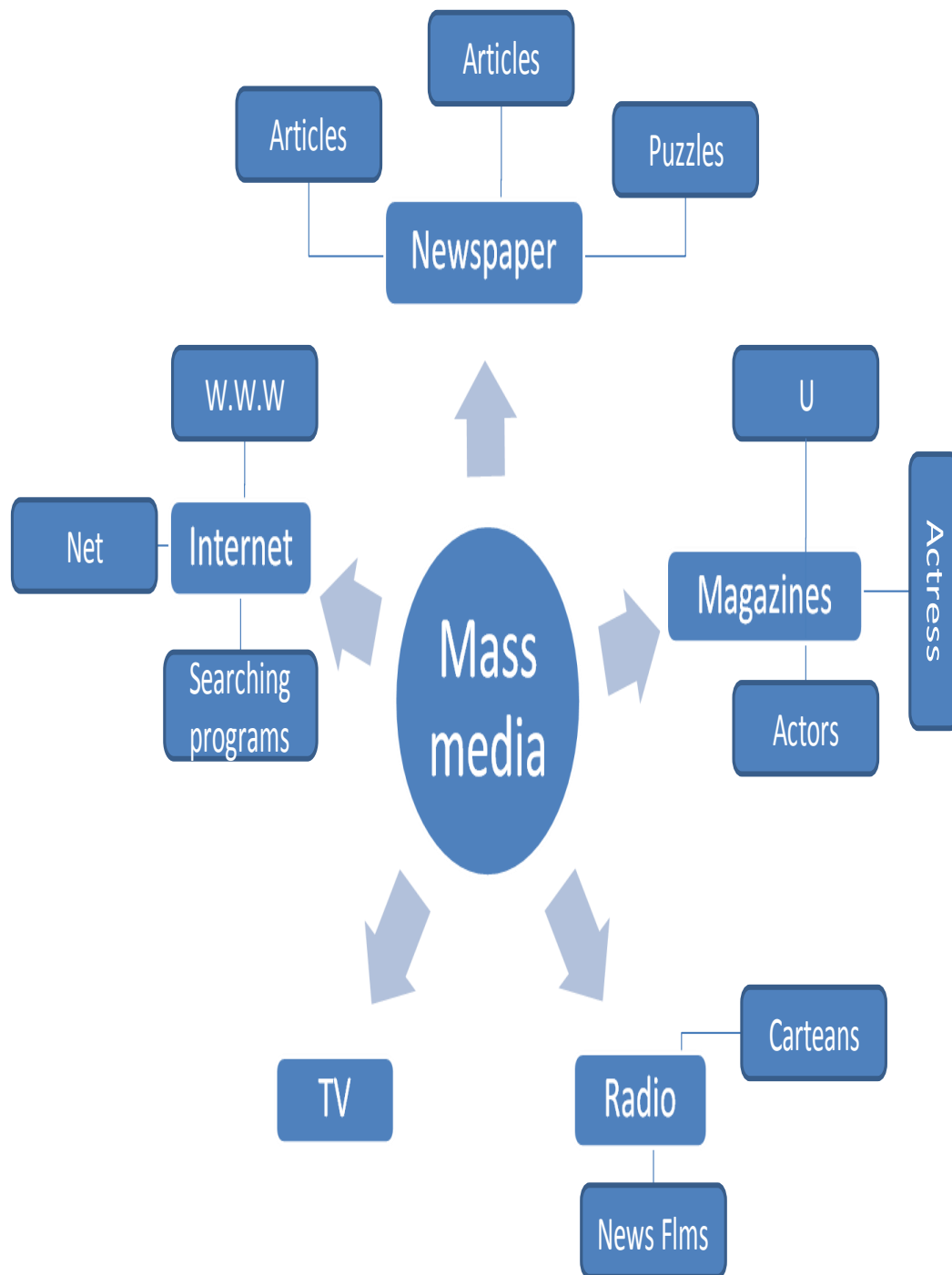
FINISHED FILES ARE THE RESULT
OF YEARS OF SCIENTIFIC STUDY
COMBINED WITH THE EXPERIENCE
OF YEARS...

My native city









Recommended literature:

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6. English in Topics and Some Jokes. Toshkent, 1998.
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7. V. D. Arakin L. I. Selyanina Moscow Vlados 2003 Ingliz tili

8. N. A. Zaripova Toshkent "O'qituvchi" 1997 y

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