

**O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA MAXSUS TA'LIM
VAZIRLIGI
NAMANGAN DAVLAT UNIVERSITETI**

INGLIZ TILI VA ADBIYOTI KAFEDRASI

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LEARN ENGLISH

Akademik litsey va kasb-hunar kollejlarning III bosqich talabalari uchun ingliz tili
fani bo'yicha qo'llanma



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Ushbu qo'llanma, Ingliz tili va adabiyoti kafedrasida muhokama qilinib, Namangan Davlat Universiteti o'quv–uslubiy kengashida maqullanib, nashrga tavsiya etilgan.

Tuzuvchi: S.Sharipova va Z.Botirova, *Ingliz tili va adabiyoti kafedrası o`qituvchilari*

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So'z boshi

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

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

Lesson-1 (6 hours)

Text: Poets and writers of Uzbekistan.

Grammar: Perfect tenses.

To do exercises.

Poets and writers of Uzbekistan.

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

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

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

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

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

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

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

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

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

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

2. Answer the questions.

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

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

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

4. Translate the following sentences into English.

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

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

Hozirgi tugallangan zamon (The present perfect tense)

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

Ega+have(has)+P.P

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

Have(has)+ ega+ P.P

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

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

Hozirgi tugallangan zamonning ishlatilishi

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

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

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

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

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

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

O'tgan tugallangan zamon (The past perfect tense)

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

Ega+had+P.P

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

Ega +had+not+P.P

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

Had+ ega +P.P

O'tgan tugallangan zamonning ishlatilishi

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

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

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

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

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

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

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

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

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

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

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

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

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

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

When they had gone, he began to work.

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

I had finished my work before he returned.

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

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

Kelasi tugallangan zamon (The future perfect tense)

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

Ega + shall have, will have + P.P

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

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

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

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

Kelasi tugallangan zamonning ishlatilishi.

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

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

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

I shall have finished this work before you return.

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

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

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

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

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

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

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

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

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

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

4. Tests for solving.

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

4. I **often** come here.

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

Lesson -2 (6 hours)

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

British and American English

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

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

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

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

1. Learn the words of the text.

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

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

	American English	British English	Translation
1	candy	sweets	shirinklik

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

r.

Would fe'li.

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

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

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

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

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

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

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

Should fe'li

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

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

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

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

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

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

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

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

Used to

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

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

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

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

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

Biz kichkina qishloqda yashaganmiz ammo hozir Londonda yashaymiz.

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

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

Bo'lishsiz shakli esa quyidagicha bo'ladi:

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

1. Complete the sentences with used to.

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

2. Write some sentences.

1. Ron used to study hard but now _____ .

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

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

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

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

3. Translate the following sentences into Uzbek.

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

4 . Translate the following sentences into English.

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

5 . Translate the following sentences into Uzbek.

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

6 . Translate the following sentences into English.

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

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

7. Test for solving.

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

Lesson – 3 (6 hours)

Text: Village school

Grammar: Compound sentences

To do exercises

Village school.

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

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

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

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

Miss Clare and I exchanged holiday news.

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

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

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

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

John, who had been looking all this time at the ancient wall-clock, now gave six tugs on the rope, for it was five minutes to 9 o'clock. Outside we could hear the cries of excited children. Together Miss Clare and I walked out into the sunshine to meet our classes.

1. Words and word combinations to be memorized.

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

2. Answer the questions.

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

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

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

4. Chose a suitable word.

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

Compound sentences

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

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

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

Signal berildi, paraxod dokdan sekin jo'nadi.

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

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

Ergashgan qo'shma gap

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

Ergash gaplarning turlari

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

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

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

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

1. Translate the following sentences.

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

2. What kind of compound sentences they are.

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

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

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

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

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

5. Test for solving.

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

Lesson- 4 (6 hours)

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

The Eastern Rome.

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

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

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

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

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

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

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

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

1. Words to be memorized.

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

2.Discussion of the text.

1. What information do we get history of Samarqand from the text? How is the city described? What periphrasis is used to describe the beauty of the city?
2. Who is this story told by? How do you define this type of narration? Who was Alezandr the Great? When did he live? What other oppressors of the world do you know?
3. What was Ulug'bek? In what fields of the science did he work?
4. What are the ancient monuments o9f Samarqand?
5. Have you been to Samarqand?

3. Find in the text and learn them.

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

4. Paraphrase the following sentences from the text.

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

5. Choose a suitable word from those in brackets.

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

The subjunctive mood.

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

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

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

If I were a mathematician I could solve this theorem.

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

I should tell him everything if he came here now.

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

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

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

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

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

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

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

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

1. Translate the following sentences.

1. If Helen knew Aziza's address, she would write a letter to her. 2. If my brother had time now, he would go to the cinema. 3. If I saw my friend tomorrow, I should ask him about it. 4. If he was here, he would help us. 5. If I saw him tomorrow, I should give him the book. 6. If we were to meet tomorrow, we should go to the library

together.7. If I had seen him yesterday, I should have asked about it. 8. He would not have caught cold if he had put on a warm coat. 9. If your instructions had been received ten days ago, the books and magazines would have been sent by plane. 10. If the ship had arrived, we should have received a telegram.11. If he knew about our difficulties, he would help us.12. If he had heard of your marriage he would have been surprised. 13. If you had not told about it I should never have known the facts.14. If he had taken the doctor's advice he might not have fallen ill.

2. Translate the sentences into English.

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

3. Test for solving.

- 1.You _____ seen her in Chicago! I know for a fact that she was right here in Phoenix
a) must have b) should not have c) couldn't have
- 2.Yes,I know that I _____studied last night,but I decided to watch TV instead.
a) would've b) should've c) must've.
3. Where is Jill? She _____ forgotten that we were supposed to meet at 2 PM.
a) would've b) should've c) must've.
4. I _____ been glad to help you. Why didn't you ask?
a) would've b) should've c) must've.
5. Look! It's raining and Professor Johnson is all wet. He _____ forgotten his umbrella again.
a) would've b) should've c) must've.
6. You _____ turned off the computer when you did! You've caused all kinds of problem.
a) shouldn't have b) must not have c)might not have
7. She _____ study last night, so she didn't.
a) didn't have to b) mustn't c) didn't ought to.
8. Yes, she _____ been here yesterday. I don't think she was, but I can't prove that she wasn't.
a) could b) could've c) couldn't have.
9. I'm not sure where Dave is. He _____ taken Tom to a movie or to the zoo.
a) would have b) may have c) ought not to have.
10. You shouldn't have driven so fast.You _____ had an accident.
a) would have b) may have c)might have.

Lesson- 5 (6 hours)

Text: American holidays.

Grammar: Direct and indirect speech.

To do exercises.

American holidays.

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

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

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

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

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

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

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

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

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

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

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

September. Labor day marks the unofficial end of summer.

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

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

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

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

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

1. Answer the following questions.

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

2. Learn the poem by heart.

Auld Lang syne

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

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

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

Direct and indirect speech.

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

Ko'chirma gap

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

O'zlashtirma gap

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

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

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

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

Darak gaplarni o'zlashtirma

Gaplarga aylantirish

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

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

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

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

He says, "Mary will come in the evening"

He says that Mary will come in the evening.

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

He has told me that the negotiations have begun.

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

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

Ra'no says that Anvar has taken her dictionary

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

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

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

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

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

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

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

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

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

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

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

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

He said that he began to study English in 1998.

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

She said that she had been there the day before.

U u yerda bir kun oldin bo'lganligini aytdi.

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

Ko'chirma gap

o'zlashtirma gap

This-bu shu

that-o'sha

These-bular, shular

those-o'shalar

Now-hozir

then-o'shanda

Today-bugun

that day-o'sha kuni

Tomorrow- ertaga

the next day-keyingi kuni

The day after tomorrow-ertadan keyin

two days later-2 kundan keyin

Yesterday-kecha

the day before-bir kun oldin

The day before yesterday-o'tgan kun

2 days before- 2 kun oldin

Ago- ilgari,avval
Next year- kelasi yil

Here- bu yerda

before- ilgari
the next year,the following year-
Keyingi yili
there- u yerda

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

He asked me, "Where do they live?"
He asked me where they lived.

She asked me, "Have you got our letter?"
She asked me whether (if) I had got their letter.

I asked him, "Will you go there?"
I asked him whether he would go there. He answered that he would (wouldn't)

j) Buyruq gaplarni o'zlashtirma gapga quyidagicha aylantiriladi:

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

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

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

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

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

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

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

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

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

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

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

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

4. Test for solving.

1. Look ... me ! a) at b) on c) in.
2. This is the book of my friend. It is ... my hand.
a) in b) on c) about.
3. I want ... go there.
a) to b) into c) at.

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

Lesson – 6 (6 hours)

Text: Education in Great Britain and America.

Grammar: Types of questions.

To do exercises.

Education in Great Britain and America

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

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

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

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

The Grammar School teaches modern languages , sciences and classics. This school prepares pupils for Universities or colleges. There are very few secondary Technical schools. They teach practical subjects, such as commerce, industry and agriculture. The secondary Modern schools give a very limited education. Pupils

learn very little of math and English, but get instructions in woodwork, metalwork, sewing, typing and coating.

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

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

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

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

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

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

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

1. Learn the new words of the text.

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

2.Answer the questions.

1. What education does the system of education in Great Britain include? 2. When do the English children go to school? 3. How many school does the primary education include? 4. How many years does secondary education continues? 5. What kind of education do the children of rich people get? 6. Who attend public schools. 7. What is more difficult for the children of the workers?8. Where do thew children go after the exam at the age of 11. 9. What types of schools are there in the USA? 10. How is the school system in the USA organized? 11. At what age do children go to school? 12. How many years do children study at the elementary school? 13. What curriculum has the Senior High school?

3. Translate the following sentences.

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

Types of questions.

Soroq gaplar quyidagi turlarga bo'linadi:

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

Umumiy so'roq gaplar.

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

I am a teacher. Am I a teacher?

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

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

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

Maxsus so'roq gaplar.

Maxsus so'roq gaplar gapning biror bo'lagiga beriladi va **Who?**(kim?), **What?** (Nima? Qanday?), **Which?**(Qaysi?), **When?** (Qachon?), **Where?**(Qayerga?, Qayerda?), **Why?**(Nima uchun?), **How?**(Qanday?), **How much?**(Qancha?), **How many?**(Nechta?), **How long?**(Qancha vaqt?) kabi so'roq so'zlar yoki so'zlar guruhi bilan boshlanadi.

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

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

When was A.Navoi born? He was born in 1441.

Who is your friend? She is Lola.

Where do you live? I live in Namangan.

Why don't you go to the cinema? I am so busy.

Tasdiq so'roq gap.

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

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

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

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

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

Muqobil so'roq gap.

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

Do you like tea or coffee? I like tea.

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

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

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

Which do you like: tea or coffee?

1. Copy the sentences using correct sentences.

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

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

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

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

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

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

1. Autumn is ... cold... winter.

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

5. Tests for solving.

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

Lesson – 7 (6 hours)

To do exercises.

Revision.

Revision.

For additional reading.

Big Ben.

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

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

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

The goose that laid the the golden eggs.

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

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

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

At a Barber’s Shop.

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

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

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

A Great Hero.

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

Next morning the gardener came running up to him, and called out in great distress: “It is all cut to pieces, sir. Some villain must have done it!” “ It was no villain,”replied the master: “ I did it with my own hands, and there are not many men

who would have been bold enough to kill that frightful snake.” “ But it wasn’t a snake !” said the gardener, “ it was only the garden-hose.”

1. Translate the following sentences.

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

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

1. He has suffered a great deal of pain.You (not to think) he (to behave) very well though? 2. “I (to live)up there,” she said indicating the gates. 3. I never (to change) my shoes even when I (to get) my feet wet.4. “By the way, what Bill (to do) now”, I asked Arthur.5. The guard stared at him . “You (to have) a pass?” 6. “I’m sorry. I’m not good at this sort of thing. I can’t do it.” “ You properly (not to try) .”7. “Mr brown (toplay cards?” he asked. 8. “Luis (to keep) something secret.”” He (not to tell) you everything?” 9. They will have to stay with us when they (to arrive) here. 10. “And what has become of Mr Jones? “ the man asked. “ He (to do) well.” 11. “You must forgive me,but I (not to touch) alcohol.” Said Mr Smith.12. It is no use mumbling at me out of the side of your mouth, and imagining that you (to speak) French. 13. “I (toexpect) I’ll do whatever you (to say) ,” she said. 14. “ Dan, why your brother (to call) so early,” she said, turning to her husband with her hand over the mouthpiece. 15. I(to believe) she(to feel) foolish this morning.16. If there is one thing I(not to like) on a voyage it is the unexpected. Naturally I(not to talk) of the sea.

The sea (to present) no problem. 17. He will give me a welcome whenever I (to come) here. 18. A very old woman was staring at them intently. "We (to do) something to attract attention?" Grace asked. 19. At the further end of the village (to stand) the medieval church. 20. "I shall go mad if this (to go) on much longer," said Rex. 21. "Where's Mrs Hardy?" "Downstairs, Sir. She (to greet) the guests." 22. May I put my car away in your garage in case anyone (to come)? 23. He gave me a smile as to say:" I only (to joke)." 24. Mr Smith and I never (to travel) anywhere without a bottle of aspirin. 25. The wheel of her bicycle was bent out of shape. "What I (to do) now?" she asked. 26. She always (to try) to show off to her husband that she can do without him. 27. "For somebody who's just arrived," she said, "you (to make) friends quickly." 28. The doctor (not to see) the patients today. He has been called away. 29. "If you (to feel) so strongly," she said, "why you (not to do) something about it?"

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

1. "You (to know) the man for many years?" "Yes. We (to be) at Cambridge together." 2. In the morning, coming down the stairs, Rosemary (to see) Tony lying in the sitting room. "What you (to do) here?" "I (to sleep) here." "I'm sorry we (to take) your room." "I (to sleep) in my room for fifteen years." "But this is a pretty room, isn't it?" "Yes, the sun (to be) in it since six this morning." "You (to see) Phillip? You (to know) where he is?" "I expect he (to talk) to mother." "Oh, well, they're old friends, aren't they?" "Inseparable. They (to start) quarrelling this morning at 7 o'clock." 3. Are you keen on golf? – I (not to play) myself. I somehow never (to have) the time. 4. The pilot was young with a bad twitch that pulled his mouth to the right 20 times a minute. "This morning " he kept saying, "this morning I (not to have) this. It (to get) worse and worse. It (to look) bad?" "No, I hardly (to notice) it." I said. "I (to be) shot down by an American," the pilot said. "The first American I ever (to see). I even (not to know) they (to be) here." 5. I'm sorry I (to keep) you waiting, I do hope you (not to ring) long. I just (to do) the bedroom and the bell (to be) rather faint there. 6. Turning I found my father sitting beside me on the sofa. "Hello, dad, how you (to get) here?" I said. 7. "You (not to sing) the song once since you (to come) back," Barbara complained. "I (to forget) it," said Pat. 8. I (to sit) here all night, and I swear I (not to doze) for a moment. 9. "Mr Brown, we (not to want) you to misunderstand our leaving your hotel. We (to be) very happy here under your roof." "I (to be) glad to have you. You (to catch) the Medea? She (to arrive) tomorrow." "No, we won't wait for her. I (to write) out our address for you. We (to fly) to Moscow tomorrow." 10. Then about 10 years ago he (to disappear) and I never (to hear) from him since. 11. "The gas stove is covered in grease. It's filthy. Why you (not to clear) up after you had cooked breakfast? You even (to leave) the breakfast things in the sink." 12. I can't think where I (to leave) my key. It's probably in my other bag. 13. You (to paint) any more pictures lately? 14. Then I (to come) here and I (to be) here since. 15. The general turned to my father and said abruptly: "You (to be) in the war? 16. The voice on the telephone said: "I'm sorry to bother you but you

(to receive) my letters?" I said, "Well, I may have and I may not. I (to be) away and there are a lot of letters here . I (not to look) at them yet." "I (to write) to your club as well." "I (not to open) those either." 17. "Oh, Mary, come in . You (to have) tea?" " yes, thanks." " Some milk then. I just (to drink) some." 18. When I (to meet) her she (to talk) to me of you. "God, what a pedestal she (to put) you on!" "Well, I(to come) off it with a crash. I (to topple) for some time," he said bitterly.

4. Use the appropriate personal pronouns.

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

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

1. ... girl from ... farm came once ... week to help clean ... house. 2. To them I must have appeared ... most undesirable visitor.3. He sat down at ... piano and played ... piece that he had played in the morning.4. "What does ... penniless person do in ... case like this?" Marion said.5. It's not ... story I could tell anyone else. 6. ... car drove up to ... front of ... movie theatre. ... Poster advertised ... pictures called "The Stolen Midnight". 7... only thing she lacked was ... daughter, and little Betty fillend that gap," the woman said.8.For ... past hundred years... parties at their house had been held according to... same pattern.9.They walked without speaking across ... lawn. 10. I know ... man who will lend me ... car. 11. His daughter is married to ... man who lives by his pen. 12. ... midges were dancing over the water. Close to us ... reeds were high and lush, and on ... other side of ... stream ... bank ran up sleeply, so that we seemed alone, alone in the ... hot still garden. 13. I got ... impression that he wanted to tell me something. 14. He merely said: "Ah that's ... question nobody can answer, lad," 15. Her people were too poor to provide her with ... books and ... proper clothes.16. Mr March looked over ... trees at ... roofs and towers, all soft and opal grey in the moist sunlight. 17. ... letter is supposed to make you see ... things in a different light. 18. He gave ... suspicious look to ... box I carried. 19. I found that they wanted me no more than they wanted ... company of ... dog or... cat. 20. ... breeze blew some dead leaves onto ... terrace. 21. He tried to give ...impression that one word from him would be enough. 22. She herself was busy with ... gardening basket and ... gardening gloves. 23.Keeping in ... shadow of ... house, he crept to ...

back door. 24. He was writing ... note for his wife when ... outer door swung open, and, ... short man of thirty came in. 25. Harvest was over. ... leaves were red and golden on ... trees. 26. He took ... cigar from his mouth and blew away ... long trail of smoke. 27. ... things are getting out of hand. 28. He could not help liking ... tall graceful young man who was standing beside him. 29. ... gates of ... sports ground stood open and we walked along ... road under ... chestnut trees. 30. He went to ... corner of ... room and gazed at ... bookshelf. 31. I thought that English was ... language he had learnt from books. 32. You seem very fond of saying ... things behind my back. 33. There's hardly ... man among us who knows ... mountains as you do. 34. She sat on ... sofa, relating slowly and minutely ... plot of ... play which she had seen. 35. He drained his glass and set it down with ... air of ... man who had come to ... decision. 36. Yet I knew that in ... sense my mother was vainer than her sister. 37. Williams stood in ... middle of ... room, with ... expression of ... child from whom ... sweet has been taken. 38. Finally she stopped him in front of ... small picture. In silence and for a long time they stood looking at ... picture. It was a very good picture. 39. There were ... three shelters on ... cliff between ... steps down to ... sea and ... lighthouse. 40. One winter afternoon she had been buying something in ... little antique shop in Curson Street. It was ... shop she liked. And ... man who kept ... shop was fond of serving her. 41. It is ... portrait of ... friend I told you about the other day. 42. She wished to speak to him about ... important messages she had received from London. 43. All ... presents that he had given her were in their usual places. 44. They turned off ... road into drive that wound between ... tall trees. 45. He looked at ... figure that was standing on ... upper step.

7. Translate them from Uzbek into English.

1. Rossiyada katta daryolar ko'p: Volga, Lena va boshqalar. 2. Dnepr Lenadan tor, biroq u Ukrainadagi eng keng va chiroyli daryo. 3. Har yili men ta'tilni Qrimda o'tkazdim, biroq, kelasi yili men Volga bo'yidagi dam olish uyiga boraman. 4. Singlim yori yozda Kavkazga bormaydi, u yer uning uchun juda issiq. U Boltiq dengizida dam olishni yoqtiradi. 5. Kelasi yili bizning talabalarimiz Uralga borishadi. 6. Qayerda daryo ko'p: mamlakatimizning g'arbiy qismidami yoki sharqiy qismidami? 7. Mamlakatimizning shimoliy qismida janubiy qismidagiga qaraganda o'rmonlar ko'p. 8. O'tgan yili biz tog'da sayohat qilib yurganimizda, biz u yerda 100 yoshga kirgan kishini uchratdik. 9. Bu yer ajoyib ko'llari va musaffo tog' havosi bilan mashhur. 10. Siz u yerga samalyotda uchasizmi yo poyezdda borasizmi? – Bir necha kun ketishiga qaramay men poyezdda boraman. Samalyotda men o'zimni yomon his qilaman. 11. O'tgan yili biz Sibir bo'ylab sayohat qilganimizda, biz Novosibirskda bir necha kun bo'ldik. Bu Sibirning eng yaxshi shaxarlaridan biridir.

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