

**Ministry of Higher and Secondary Special Education
of the Republic of Uzbekistan
Tashkent Institute of Textile and Light Industry**

UDK 4 I (072):67

**F. I. Ikromkhonova
S. T. Sattorova
A. I. Avlakulov**

ENGLISH
for the second
year Students

Tashkent- 2010

ANNOTATSIYA

Mazkur uslubiy qo'llanma ingliz tilidan grammatik qoidalar hamda mavzuga oid mashqlar to'plamidan iborat bo'lib, o'tilgan mavzular bo'yicha og'zaki va yozma nutq malakalarini oshirishga mo'ljallangan. Qo'llanma 40 ta darsdan iborat.

Tuzuvchilar: “Xorijiy tillar” kafedrasida katta o'qituvchisi
F. I. Ikromxonova
“Xorijiy tillar” kafedrasida assistenti
S. T. Sattorova
“Xorijiy tillar” kafedrasida assistenti
A.I.Avlaqulov

Taqrizchilar:

1. Jonbekova X.Yu. – TTESI, “Xorijiy tillar” kafedrasida katta o'qituvchisi
2. Sattorov T.Q. – Toshkent davlat yuridik instituti “Xorijiy tillar” kafedrasining mudiri, p.f.d., professor

Uslubiy qo'llanma Toshkent to'qimachilik va yengil sanoat institutining ilmiy-uslubiy kengashida ko'rib chiqilgan va chop etishga tavsiya qilingan.

“ _____ ” _____ 2010_ y _____-son majlis bayoni.

TTESI bosmaxonasida “ ___ ” nusxada ko'paytirilgan.

PART- I

LESSON 1

Topic: The Independence of the Republic of Uzbekistan.

INDEPENDENCE OF UZBEKISTAN.

The first of September 1991 went down in history of the Uzbek people as the Independence Day of our republic. The act of state independence was adopted on the 31st of August in 1991 at the extraordinary session of the Supreme Council of the Republic of Uzbekistan. The 1st of September is proclaimed as a national holiday of all people inhabiting the ancient land of Uzbekistan.

For a short period of time the Republic of Uzbekistan as a sovereign state was recognized by more than one hundred state. Uzbekistan today is a full right member of the United Nations.

Uzbekistan bases the relation with all countries of C.I.S (Commonwealth of Independent States) and the world on the principles of good neighborhood, respect for security and territorial integrity.

Now Uzbekistan has its own army and its own constitution. There are many embassies in Tashkent. Day by day Uzbekistan gets firmly ties of friendship with many countries.

QUESTIONS:

1. When do you celebrate the Independence Day of the Republic of Uzbekistan?
2. How many states did recognize Uzbekistan as a sovereign state?
3. What principles does Uzbekistan base the relation with all countries of CIS?
4. When did Uzbekistan get a full right member of the United Nations?

VOCABULARY:

to go down in history	tarixga kirmoq.	extraordinary	navbatdan tashqari
to adopt	qabul qilmoq	to get firmly ties	do'stona mustaqil aloqada bo`lmoq

to inhabit	yashamoq	embassy	elchixona
to proclaim	e`lon qilmoq	Commonwealth of Independent States	mustaqil davlatlar hamdo`stligi
full right member	to`la huquqli a`zo	Supreme Council	oily kengash
sovereign	mustaqil	good neighborhood	yaxshi qo'shnichilik
territorial integrity	hududiy butunlik	security	havfsizlik

Grammar: Present Simple Tense.

PRESENT SIMPLE TENSE

(Oddiy hozirgi zamon)

Oddiy hozirgi zamon (Present Simple)ning yasalishi

1. Simple Presentning 3-shaxs birlikdan tashqari barcha shakllari fe'ning asosiy shaklini, (infinitivning **to** yuklamasi tushirib qoldiriln'gan shaklini) qo'yish bilan yasaladi. 3-shaxs birlikda fe'ning asosiy shakliga **-s** qo'shimchasi qo'shiladi: **to work** — I (we, you, they) **work**, he **works**.

3-shaxs birlik qo'shimchasi **-s** jarangli undosh tovushlar va unilardan keyin [z], jarangsiz undosh tovushlardan keyin [s] deb o'qiladi: He reads [ri:dz]. He sees [si:z]. He writes [raits].

3-shaxs birlikda **ss, ch, sh, x** harflar (sirg'aluvchi tovushlar) bilan tugagan fe'llarga **-es** qo'shimchasi qo'shiladi va [iz] deb o'qiladi: I pass — he passes, I dress — he dresses, I teach — he teaches, I wish — he wishes.

3-shaxs birlikda to do, to go fe'llariga **-es** qo'shimchasi qo'shiladi: He goes, he does.

2. Bo'lishsiz shakli asosiy fe'ning oldiga **do (does)** yordamchi fe'lini va **not** inkor yuklamasini qo'yish bilan yasaladi:

Ega + **do (does)** + **not** + V

I do not work.

He does not work.

3. So'roq shakli **do** yordamchi fe'lini (3-shaxs birlikda **does**) egadan oldinga qo'yish bilan yasaladi:

Do I work?

Does he (she) work?

Grammar exercises:

Exercise 1.

*Fill in the verb **to be** in Present Simple.*

1. Where ... you? — I... in the kitchen. 2. Where ... Fred? — He ... in the garage. 3. Where ... Lisa and John? — They .. at college. 4. ... you busy? — No, I ... not. Mike ... busy. He ... the busiest person I've ever met. 5. It ... ten o'clock. She ... late again. 6. How ... you? — I ... not very well today. — I ... sorry to hear that. 7. We ... interested in classical music. 8. Vera ... afraid of snakes. 9. My grandmother ... not nervous and she ... rarely upset. She ... the kindest person I've ever seen. My grandmother ... really wonderful. 10. I ... sorry. They ... not at the office at the moment. 11. Where ... the keys? — In your jacket. 12. What... the time, please? — Two o'clock. 13. It ... the biggest meal I've ever had. 14. Which sport do you think ... the most dangerous? 15. Chess and aerobics ... not as-exciting as skydiving and figure skating. 16. Debt ... the worst kind of poverty. 17. The game ... not worth the candle. 18. Do you have any idea where he ... ? 19. Used cars ... cheaper but less reliable than new cars. 20. What ... the weather forecast for tomorrow? 21. Art ... long, life .. short. 22. You ... the best friend I've ever had. 23. I don't remember what his telephone number 24. Two heads ... better than one. 25. You ... right. That ... a lot of money! Coffee ... very expensive this week.

Exercise 2.

*Fill in the verb **to be** in Present Simple.*

1. What ... your name? — My name ... Shirley Frank. 2. What ... your address? — My address ... 175 Grand Central Parkway. 3. What ... your phone number? — My phone number ... 718-1930. 4. Where ... you from? — I ... from New York. 5. I ... a pupil. 6. My father ... not a teacher, he ... a scientist. 7. ... your aunt a doctor? — Yes, she 8. ... they at home? — No, they ... not at home, they ... at work. 9. My brother ... a worker. He ... at work. 10. ... you an engineer? — Yes, I ... « **11.** ... your sister a typist? — No, she ... not a typist, she ... a student. 12. ... your brother at school? — Yes, he 13. ... your sister at school? — No, she ... not at school. 14. My sister ... at home. **15.** ... this your watch? — Yes, it 16. She ... an actress. **17.** This ... my bag. 18. My uncle ... an office worker. 19. He ... at work. 20. Helen ... a painter. She has some fine pictures. They ..., on the walls. She has much paper. It ... on the shelf. The shelf ... brown. It ... on the wall. Helen has a brother. He ... a student. He has a family. His family ... not in St. Petersburg, it ... in Moscow.

Exercise 3.

Exercise 4.

Home exercise:

Exercise 5.

LESSON 2

Topic: Specialties in our Institute.

MY SPECIALTY.

I study at the Tashkent Institute of Textile and Light Industry. I am second year student. My specialty is an engineer of primary cotton processing. Primary cotton processing or cotton ginning is the process of separating the seeds from fibre.

In the cotton ginning we dry the damp cotton in order not to damage the quality of cotton. We clean the cotton from impurities (pure) and trashes. Besides this we feed and package the cotton into the cotton bales. From the separated seed cotton we produce oil, soup and foods for home animals. We use the cotton plants for producing technical ethyl alcohol.

As a specialist we always control and repair the technological process at the cotton plants. That's why we must learn a lot and deeply technical subjects. In the future we will become professional specialist of our country and to add my contribution into the development of Uzbekistan.

MY SPECIALTY. (MANAGERS)

My specialty is manager of primary cotton processing. It is one of the most important professions in the world. Because nothing can exist without management, even the family without management can be destroyed.

After the Independence Uzbekistan needs high educated and qualified managers to manage private factories, enterprises and companies. It is very difficult to compete in the world market. In order to compete with highly developed countries in the goods production world managers must manage the company to produce competitive and high quality goods.

As we are the managers of primary cotton processing factories we must take care of our mineral resources such as cotton. Cotton is the most important raw material in the textile industry of Uzbekistan. We must produce high quality ready made goods instead of selling the raw materials. It is very profitable for my motherland.

In the future I want to work in the cotton processing factory which will produce high quality fibres and cotton products and I'll become a high qualified manager.

Competition is the race between producers in manufacture, suppliers in selling the high quality goods, servicing with high services and teachers in sphere of education and training high qualified specialists in the world market economy. To compete with other companies and firms we must produce or supply high quality goods or services. High quality goods can compete in the world market.

Nowadays the transition to the market economy in Uzbekistan is going on. Market Economy is free economy. In free economy all the goods are produced according to the demand of customer's supply in the market. Nowadays there are many private companies producing different goods. They are more flexible than big state manufacture. The less the expenditure for the production and the more profitable it is.

MY SPECIALTY.

I study at the Tashkent institute of Textile and Light Industry. I am a second year student. My faculty is technology of light industry. My specialty is the designer of apparel. Our specialty needs creativity and always movement. It is one of the most important and developing professions in our Republic.

We study and learn drawing, photoshop, cutting and sewing for making sketches of new clothe, how to create the collection of clothes and technology of preparation.

In the practical lessons and in my free time I go with my friends and teacher to the Art Gallery, Art exhibitions and Fashion shows. We take some photos to select the colors, sketches and different silhouettes. It is very important for the future designers. Also they have to know correctly designing, cutting, sewing and making patterns.

Every year in our country we have International Fashion week. There a lot of designers from all over the world participate and show there collection, exchange with their information and their knowledge.

MY SPECIALTY.

I study at the Tashkent institute of Textile and Light Industry. I am a second year student. My faculty is Chemical technology, Printing and Information technology. My specialty is the technologist of printing and publishing industry. Our specialty needs creativity, actuality, responsibility and always movement. It is one of the most important and developing professions in our country and over the world.

Publishing industry is one of the ancient professions in the world. Nowadays this profession is developing very fast and there are many modern technologies to make easy the work of publisher's. At the institute we study and learn all modern programs, fotoshop, technology of printing books and leaflets, the structure of paper, colors and paints. They are all very useful for our future specialty. I like my specialty, that's why I have chosen it.

QUESTIONS:

1. What is your specialty?
2. Where do you study?
3. What is cotton ginning?
4. What processes do you have in cotton ginning?
5. What must managers do to manage the company?
6. What is competition in the market economy?
7. What is market economy?
8. What must you learn as a designer?
9. What can you tell about the specialty of printing and publishing industry?

VOCABULARY:

trash	chiqindi	Art Gallery	san`at galeriyasi
impurity	chang	Art exhibitions and Fashion shows	san`at ko`rgazmalari va moda shoulari
damp	nam	silhouette	siluet (tashqi tasvir)
wet	nam	actuality	aniqlik
moisture	namlik	responsibility	javobgarlik

ethyl alcohol	etil spirti	leaflet	kichik hajmdagi qo`llanma
contribution	hissa	to be destroyed	buzilmoq
development	rivojlanish	to compete	musobaqalashmoq
fibre	tola	to take care of	asramoq
primary cotton processing	paxtani dastlabki ishlash	raw material	xom ashyo
separating	ajratish	ready made goods	tayyor mahsulotlar
seed	chigit	profitable	foydali
to dry	quritmoq	in manufacture	ishlab chiqarishda
to damage	zarar qilmoq	supplier	yetqazib beruvchi
to feed	to`yintirmoq	in sphere of	sohada
to package	toylamoq	transition	o`tish
cotton bale	paxta toyi	according to the demand of	ehtiyojga ko`ra
to repair	ta`mirlamoq	flexible	o`zgaruvchan, egiluvchan
to add	qo`shmoq	expenditure	xarajat
movement	harakat	apparel	kiyim
drawing, cutting and sewing	chizish, kesish, tikish	creativity	ijod qilish
making sketches	andozalar olish		

Grammar: Past Simple Tense.

PAST SIMPLE TENSE

Yesterday

Before

The day before yesterday

2 (5,6,7...) day (weeks, month, years) ago

last week (month, year)

last Sunday (Monday..., summer, spring...)

To be

To have

There to be

To do

Was Were

had

There was There were

did

1. Simple Pastni yasashda to'g'ri fe'llarning o'zagiga **-ed** qo`shimchasi qo'shiladi: **to work** — I **worked**, to live — I **lived**, to expect - I **expected**. **-ed** qo'shimchasi [d], [t] yoki [ɪd] deb o'qiladi: **lived**, **worked**.

Noto'g'ri fe'llarning Simple Pastdagi shakli turli yo'llar bilan yasaladi: to speak - **spoke**; to begin - **began**; to sell - **sold**; to lose - **lost**

Regular verbs: -d, ed

To live - lived

To ask - asked

To answer - answered

To finish - finished

Irregular verbs

to speak – spoken

to write – wrote

to buy – bought

to break – broke

to see – saw

to meet – met

to build – built

to eat – ate

Bo`lishli shakl

I lived in Kokand last year.

He lived in London 2 years ago.

She lived in Chicago last summer.

It lived in a Kennel last winter

We lived in Russia 5 years ago

You lived in France last spring.

They lived in England 110 years before.

I spoke English yesterday.

He broke his bicycle last Sunday

She saw her friend yesterday.

It ate meat yesterday.

We met them at the station yesterday

You wrote a letter last Monday

They bought a car last month

2. Simple Pastning bo'lishsiz shakli fe'ning asosiy shaklidan oldin **did** yordamchi fe'li va **not** inkor yuklamasini qo'yish bilan yasaladi:

Ega + **did** + **not** + V

Bu yerda V-fe'ning o'zagi, **to** yuklamasiz kelgan infinitiv.

Bo`lishsiz shakl

I did not work yesterday.

He did not watch TV last Sunday

She did not play the piano yesterday

It did not sleep last night

We did not go to the school yesterday.

You did not bring your book yesterday.

They did not have supper yesterday.

3. Simple Pastning so'roq shakli eganing oldiga **did** yordamchi va egadan keyin asosiy fe'ning o'zagini qo'yish bilan yasaladi:

Did + ega + **V?**

Savol shakli

He broke his bicycle last Sunday.

- I. Did he break his bicycle last Sunday? – Yes, he did / No, he did not
- II. He broke his bicycle last Sunday, didn't he? – Yes, he did / No, he did not
- III. Did he break his bicycle or motorbike last Sunday? – He broke his bicycle
- IV. What did he break last Sunday? – He broke his bicycle last Sunday.

Grammar exercises:

Exercise 1.

line "was" or "were" to complete each sentence.

1. The man (was, were) my friend.
2. We (was, were) very sad.
3. Louis (was, were) the winner.
4. The box (was, were) empty.
5. The workers (was, were) angry.
6. He (was, were) a doctor.
7. The children (was, were) happy.
8. My aunt (was, were) there.
9. They (was, were) too small.
10. The boys (was, were) punished
11. It (was, were) too late.
12. Three books (was, were) stolen.
13. I (was, were) frightened.
14. The money (was, were) gone.
15. My friends (was, were) hungry.

Exercise 2.

Exercise 3.

Exercise 4.

Home exercise:

Exercise 5.

LESSON 3

Topic: Our Institute.

OUR INSTITUTE

I study at the Tashkent Institute of Textile and Light Industry. It was founded in 1932. Our Institute trains bachelors and masters in such fields as cotton ginning, spinning, weaving, and silk technology, specialists for dyeing and printing, man-made and natural fibres. There are 5 faculties at our Institute:

1. Cotton Industry Technology and Mechanics
2. Technology of Textile industry goods
3. Technology of Light Industry
4. Chemical Technology, Printing and Informational Technology
5. Branches Economy and Management.

There is a day time department at our Institute. A great number of first year students are enrolled in our Institute every year. The students of senior courses of our Institute take an active part in the work of scientific- technical conferences which are held at our Institute every year. There is a rich library and a reading hall. Practically all students get scholarships. There is also (academician) Hadjinova scholarship. This kind of scholarship is got by the most distinguished students in studies and social work. The academic year consists of two terms: autumn and spring. At the end of each term credit tests and examinations are held. The complete course of studying lasts for four years. At the end of the course the qualification papers are presented to the state commissions and defended.

QUESTIONS:

1. Where do you study?
2. What is the Name of your Institute?
3. How many Faculties are there in your Institute? What are they?
4. What kind of scholarship is there in your Institute and Who can get this scholarship?
5. How many terms are there in your Institute?
6. How many years does the complete course of studying last?

VOCABULARY:

to found	tashkil topmoq	senior	katta
to train	yetishtirib bermoq	to take an active part in	faol qatnashmoq
bachelor	bakalavr	scientific	ilmiy
master	magistr	practically	deyarli
in such fields	quyidagi sohalarda	scholarship	stipendiya
cotton ginning	paxtani dastlabki ishlash	distinguished	iqtidorli
spinning	yigirish	social	ijtimoiy
weaving	to`qimachilik	academic year	o`quv yili
silk technology	ipak texnologiyasi	term	semester
dyeing and printing	bo`yash va bosma	credit test	zachyot
man-made and natural fibre	sun`iy va tabiiy tola	examination	imtihon
day time	kunduzgi b`olim	complete	to`liq
to enroll	o`qishga qabul	to last	davom etmoq

	qilmoq		
qualification paper	diplom ishi	state commission	davlat komissiyasi
to present	taqdim etmoq	to defend	himoya qilmoq

Grammar: Prepositions.

PREDLOG (THE PREPOSITION)

1. Predlog deb ot (yoki olmoshning) gapdagi boshqa so'zlarga munosabatini ko'rsatuvchi yordamchi so'zlarga aytiladi. Ingliz tilida kelishik qo'shimchalari yo'qligi uchun ular ko'p hollarda o'zbek tilidagi kelishik qo'shimchalari vazifasini bajaradi:

He lives in London.	<i>U Londonda yashaydi.</i>
He is sitting under a tree.	<i>U daraxt ostida o'tiribdi.</i>
After dinner he went to the library.	<i>U tushlikdan keyin kutubxonaga bordi.</i>
He came with his brother.	<i>U akasi bilan keldi.</i>

2. Har bir predlog bir nechta mustaqil ma'nolarda kelishi mumkin. Masalan, **in** predlogi quyidagi ma'nolarda ishlatiladi:

a) *-da* (joyga nisbatan ishlatiladi):

He lives in London.	<i>U Londonda yashaydi.</i>
----------------------------	-----------------------------

b) *-da* (vaqtga nisbatan ishlatiladi, oy va yil oldida):

He will arrive in May.	<i>U may oyida keladi.</i>
-------------------------------	----------------------------

c) *keyin* ma'nosida:

He will return in an hour.	<i>U bir soatdan keyin qaytib keladi.</i>
-----------------------------------	---

d) *-da, ichida, mobaynida*:

The house was built in three months.	<i>Uy uch oy ichida qurildi.</i>
--------------------------------------	----------------------------------

e) Ko'p hollarda u yoki bu predlogning ishlatilishi undan oldin kelayotgan fe'lga, sifatga yoki otga bog'liq bo'ladi. Masalan, **to depend** fe'li o'zidan keyin **on** predlogini talab qiladi:

It doesn't depend on me.	<i>Bu menga bog'liq emas.</i>
---------------------------------	-------------------------------

To laugh fe'li o'zidan keyin **at** predlogini talab qiladi:

He laughed at me.	<i>U mening ustimdan kuldi.</i>
--------------------------	---------------------------------

Sure sifati o'zidan keyin of predlogini talab qiladi:

He was sure of it.	<i>U bunga amin edi.</i>
---------------------------	--------------------------

He is looking for the child.	<i>U bolani izlayapti.</i>
-------------------------------------	----------------------------

He is looking after the child.	<i>U bolaga qarayapti (g'amxo'rlik qilyapti).</i>
---------------------------------------	---

3. Predloglar quyidagi guruhlariga bo'linadi:

a) sodda (in, to, at, va hokazo);

b) qo'shma (**into, upon, throughout va boshq.**);

c) predlog vazifasini bajaruvchi so'zlar guruhi: (**according to, by means of,**

instead of, in front of va hokazo).

BA'ZI PREDLOGLARNING ISHLANILISHI

About

1. *haqida, to'g'risida:*

I shall speak to him **about** the matter tomorrow.

Men bu masala to'g'risida u bilan ertaga gaplashaman.

He told us **about** his trip to the south.

U bizga o'zining janubga sayohati haqida gapirib berdi.

Izoh: Ba'zi fe'llardan keyin (**to think, to hear, to speak, to tell** va boshqalar) yuqoridagi ma'noda **about** predlogi bilan bir qatorda **of** predlogi ham ishlatiladi.

What are you thinking **about (of)**?

Siz nima haqda o'ylaysiz?

We spoke **about (of)** it yesterday.

Biz bu haqda kecha gaplashgandik.

Ammo **to think** fe'li fikrda bo'ymoq, o'ylamoq (qiziqmoq) ma'nosida va **to hear** eshitmoq (bilmoq) ma'nosida ishlatilganida shu fe'llardan keyin faqat **of** predlogi ishlatiladi.

What do you think of him?

Siz u haqda qanday fikrdasiz?

He only thinks of himself.

U faqat o'zi haqida o'ytaydi.

I have never heard of this writer.

Men bu yozuvchi haqida eshitmaganman.

I haven't heard of him since he left Shahrizabz.

U Shahrizabzdan ketgandan buyon men u haqda eshitmaganman.

2. *taxminan, atrofida, qariyb, -lar:*

It is **about** five o'clock now.

Hozir soat taxminan 5 bo'ldi.

There were **about** five hundred people there.

U yerda qariyb 500 kishi bor edi.

3. *atrofda, atrofda, bo'ylab, -da:*

He looked **about** him.

U atrofiga qaradi.

He walked **about** the garden.

U bog' bo'ylab sayr qildi.

4. *atrofda, atrofda, u yoqdan-bu yoqqa* (ravish bo'lib keladi).

He walked **about** in excitement.

U hayajon bilan u yoqdan-bu yoqqa borib kelardi.

I watched the children running **about**.

Men bolalarning atrofda (u yoqdan-bu yoqqa) chopishlarini tomosha qildim.

5. *about* ishlatilgan iboralar:

to be about to - *moqchi bo'lmoq.*

They **were about to** leave.

Ular jo'namoqchi bo'lib turgan ekanlar.

Grammar exercises:

Exercise 1.

Fill in the prepositions.

1. He works ... an office ... London. 2. Ann gets ... 7 o'clock. 3. I go ... the station ... bus. The station is ... fifteen minutes walk ... his house. 4. We reach ... the station five minutes before the train comes ... 5. They get ... the cinema ... the underground. 6. Harry arrives home ... a quarter ... six. 7. ... supper he likes to listen ... the radio. 8. Switch ... the light. I want to go to sleep.

Exercise 2.

Fill in the prepositions: for, during

1. Each lesson lasts ... forty-five minutes. 2. ... our English lessons we read write and speak English. 3. I shall stay in Leningrad ... a week. 4. ... my stay there I shall visit places of interest. 5. ... the war Ann worked at a plant. 6. She worked there ... a long time. 7. He studied at school ... seven years.

Exercise 3.

Fill in the prepositions.

1. I leave my house ... half past 8 ... the morning and arrive ... school ... 9. 2. We shall have no lessons ... Saturday. 3. The school students like to play ... football. 4. Sam Hurt is ... the seventh form. 5. When will you take your examination ... French? 6. I went ... school when I was seven years old. 7. There is a fine park not far ... our school. 8. We are one ... the best chess playing schools ... London. 9. Let's have lunch ... this dining room. 10. Tomorrow I shall stay ... home. 11. My friend lives ... Pushkin Street ... a big new house ... the first floor. 12. Yesterday we had two periods ... Botany.

Exercise 4.

Fill in the prepositions: after, at, before, by, during, for, from...till, in, on, since

1. Usually I get up ... 7 o'clock. 2. We have no classes ... Sundays. 3. ... summer the weather is fine. 4. They will be good specialists ... some years. 5. The students will work here ... six...ten. 6. As a rule we are writing such tests ... two hours. 7. ... that time nobody saw him. 8. I do my morning exercises ... breakfast. 9. ... the Great Patriotic war Rostov was badly ruined. 10. He worked here ... the Army. 11. My sister will read your book ... tomorrow. 12. We often visit our grandparents ... classes. 13. The Smirnovs will live here ... some years. 14. ... 1991 our family moved abroad. 15. There will be no lectures ... Wednesday. 16... 10 o'clock I'll do the task.

Home exercise:

Exercise 5.

Fill in the prepositions.

A.

1. There is a picture ... the wall. 2. What street do you live ...? 3. Sundays we often go ... the forest. 4. Last week to father went ... Moscow. 5. Do you like to

swim ... the river? 6. ...two weeks they will go ... the Caucasus. 7. Usually my daughter goes ... work ... tram. 8. Children stayed ... home ... the evening. 9. We met him ... the entrance... the theatre. 10. There was no place ... the table and ... the bookcase. 11. I was born ... the second ... September. 12. Classes begin ...9 o'clock ... the morning. 13. The teacher ... took some books ...the table and put them ... his bag. 14. We went ...home ... foot. 15. Many people like to travel ... car. 16. Russia borders... many countries. 17. We shall visit some places...interest... London. 18. Let's go ... a walk.

B.

1. I don't want to sit ... you. 2. The girls often go ... a walk ...the city park. 3. The detective turned ... the corner and saw that the stranger was walking ... the street. 4. She stood ... and went ... the room. 5. ... the evening I showed my pictures. 6. Early ... the morning the sky was covered...clouds. 7. This book is written ... one ... the most famous writers. 8. Your children couldn't open the door ... your house ... their key. 9 - You will go ... Kiev ... your parents. 10. My friend got ...early ... the morning and left... the city. 11. I am not good ... foreign languages. 12 Almost all... our students go sports- 13. Are you fond ... music? 14. What city are you...? 15.... summer they spent much time ... the bank ... the river. 16. Is there anybody ... the room? 17. Our grandmother knows everything ... the sun. 18. Come ... the room and close the door ... yourself. 19. Don't be cross ... me. 20. Who will give this book... me? 21. Friday we are going to leave ... Moscow. 22. Don't speak ... him ... me.

LESSON 4

Topic: Cotton.

COTTON

Cotton is the most important vegetable fibre used in the textile industry. The cotton fibre is a soft substance growing around the cotton seed. When the seeds are ripening, their fibres spring out of the burst boll and are picked manually or mechanically. Having been picked, cotton is mechanically cleaned and separated from the seeds. The cotton plant is usually grown as an annual and requires a warm climate.

The leading cotton cultivating countries are the South of the USA, India, Pakistan, the South American countries, Egypt and China. The strength of cotton fibres is high compared and it increases when wet. Cotton fibres are, however, not very elastic, that's why cotton fabrics crease easily. Absorbing moisture cotton fibres can be easily dyed. As cotton fibres are good conductors of heat, cotton textiles have a cooling effect when worn in hot weather. Cotton fibres are the most important of all vegetable raw materials of textile industry. For example, cotton is used for clothes of all kinds, for shoe uppers, for household textiles and sail clothes. Cotton is also used for radio insulation and wire insulation in the industrial electrical world and in many other branches of industry.

QUESTIONS:

1. Do you know the process after having been picked cotton?

2. What countries are leading cotton cultivating?
3. What is cotton especially used for?
4. Why can cotton be easily dyed?
5. Do people like cotton fibre? Why?
6. What advantages can we take in cotton linters?

VOCABULARY:

important	muhim	to separate	ajratmoq
a soft substance	yumshoq narsa	annual	yillik
to grow	o`smoq	to require	talab etmoq
seed	chigit	cultivating	yetishtiruvchi
to ripen	yetilmoq	strength	mustahkamlik
to spring out of	yorib chiqmoq	to compare	qiyoslamq
burst boll	chanoq ochilishi	to increase	o`smoq, ko`paymoq
to pick	termoq	elastic	egiluvchan
manually	qo`l bilan	that`s why	shuning uchun
mechanically	mexanik (yo`l bilan)	fabric	mato
absorbing	tortib olish (o`ziga singdirish)	to crease	g`ijimlamq
moisture	namlik	to dye	bo`yamoq
conductor	o`tkazuvchi	heat	issiqlik
cooling effect	salqin havo yetkazib berish	raw material	xom ashyo
clothe	kiyim	shoe uppers	oyoq kiyim tayyorlash
household textiles	xo`jalik ishlari uchun tikuv maxsulotlari	sail cloth	yelkan
radio insulation	radio simlarini himoya qilish	in many other branches	ko`p boshqa sohalarda
wire insulation	simlarni himoya qilish		

Grammar: Future Simple Tense.

FUTURE SIMPLE TENSE

Tomorrow	in future
Next day	soon
in 5 days	this coming Monday
next month (year)	the day after tomorrow
next week	after a week

1. **Simple Future** asosiy fe'lining oldiga 1-shaxs birlik va ko'plikda **shall** yordamchi fe'lini, qolgan shaxslarda **will** yordamchi fe'lini qo'yish bilan yasaladi:

Ega + **shall (will) + V**

I (we) shall work, he (you, they) will work.

2. **Simple Future** ning bo'lishsiz shakli **shall** yoki **will** yordamchi fe'lidan keyin **not** inkor yuklamasini qo'yish bilan yasaladi:

Ega + + **shall (will) + not + V**

I (we) shall not work. He (you, they) will not work.

ODDIY KELASI ZAMONNING ISHLATILISHI

1. **Simple Future** kelasi zamonda sodir bo'ladigan ishni ifodalash uchun ishlatiladi:

He **will return** to Tashkent in a few days.

U bir necha kun ichida

We **shall not see** him till Monday.

Toshkentga qaytib keladi.

He **will be tired** after his work.

Biz uni dushanbagacha ko'rmaymiz.

They **will take** English lessons twice a week

U ishidan keyin charchaydi.

Ular haftada ikki marta.

Ingliz tili darsi o'tadilar.

Bo'lishli shakl

I shall visit Moscow next year.
Sunday.

He will bring an English book tomorrow.

She will invite us to the party next Sunday.

It will rain after 2 days.

We shall have an exam next month.
tomorrow

You will play football next week.

They will arrive in London in 8 hours.

Bo'lishsiz shakl

I shall not go to the country next

He will not come tomorrow.

She will not sing a song next week.

It will not snow next month.

We shall not work in the garden

You will not buy a car after 2 weeks.

They will not help us next month.

3. So'roq shaklini yasashda **shall** yoki **will** yordamchi fe'li eganini oldiga o'tkaziladi:

Shall (will) + ega + V?

Shall I (we) work? Will he (you, they) work?

Savol shakli

He will bring an English book tomorrow.

I. Will he bring an English book tomorrow?

Yes, he will / No, he will not.

II. He will bring an English book tomorrow, won't he?

Yes, he will / No, he will not.

III. Will he bring English tomorrow or the day after tomorrow?

He will bring an English book tomorrow.

IV. When will he bring an English book?

He will bring an English book tomorrow.

Grammar exercises:

Exercise 1.

Put the verbs in brackets into a suitable future tense.

1. Tomorrow afternoon at this time, we ... (fly) over the Black Sea. 2) ... you ... (stay) in Moscow for long? 3) Do you know at what time Lizzy ... (return) tomorrow? 4) I ... (live) with my sister while I am in Yalta. 5) Look! Those cars... (collide) in a minute. 6) When ... Mary (take) her examination? – I don't know. We ... probably (find out) tomorrow when we see her. She's an undecided sort of person, isn't she? Her lecturer should say to her "You ... (take) this examination next June, whether you want to or not." 7) I wonder when they ... (be) back. 8) My sister ... (come) to visit us tonight. 9) Hurry up or you ... (be) late for your appointment. 10) I ... (leave) a message on the table for him. 11) I ... (be) twenty – one tomorrow. 12) I think it ... (rain) heavily soon. 13) Your train ... (arrive) there at 6 a.m. tomorrow. 14) I ... (meet) you here at seven o'clock tomorrow.

Exercise 2.

Use the verbs in the brackets.

1. My brother (like) music. 2. You (work) abroad next year? 3. As a rule I (go) to the Institute by bus. 4. We (learn) English at school. 5. Our grandparents (live) now in Minsk. 6. Last year he (visit) his relatives regularly. 7. Who (take) my book yesterday? 8. Your children (ask) many questions. 9. At present my colleague (work) at school. 10. Soon he (know) several foreign languages. 11. What you (do) last Sunday? 12. Next week my children (go) to the seaside. 13. In some years we (graduate) from the higher school. 14. Ann (not like) such poems. 15. They (not meet) the old man last week. 16. What the delegation (visit) some days ago? 17. The students (take part) in the tomorrow conference. 18. In 1980 the Smiths (move) to Washington. 19. Nobody (write) the home exercise. 20. She (not know) you. 21. My younger brother (leave) school last year. 22. Every morning I (do) my morning exercises. 23. We (attend) this lecture tomorrow? 24. Who (answer) their letter yesterday? 25. They (not know) the rule last lesson.

Exercise 3.

Put the verb "to be" in Present Simple, Past Simple or Future Simple.

1. The students ... in the Russian Museum. 2. Last month they ... in the Hermitage. 3. There ... an interesting exhibition there. 4. In two weeks they ... in the Tretyakov Gallery. 5. My father ... a teacher. 6. He ... a pupil twenty

years ago. 7. I ... a doctor when I grow up. 8. My sister ... not ... at home tomorrow.

Exercise 4.

Put the verb "to be" in Present Simple, Past Simple or Future Simple.

1. My sister ... ill last week. 2. She ... not ill now. 3. Yesterday we ... at the theatre. 4. Where ... your mother now? - She ... in the kitchen. 5. Where ... you yesterday? - I ... at the cinema. 6. When I come home tomorrow, all my family .. at home. 7. ... your little sister in bed now? - Yes, she 8. you ... at school tomorrow? - Yes, I ...

Home exercise:

Exercise 5.

A. Put the verb to be in Present Simple, Past Simple or Future Simple.

1. When my granny ... young, she ... an actress. 2. My friend ... in Moscow now. 3. He ... in St. Petersburg tomorrow. 4. Where ... your books now? - They ... in my bag. 5. She ... at school tomorrow. 6. you ... at home tomorrow?

7. ... your father at work yesterday? 8. At present my father ... a worker.

B. Put the verb "to be" in Present Simple, Past Simple or Future Simple.

1. He ... always on a business trip. 2. Yesterday he ... in Geneva. 3. Tomorrow he ... in London. 4. Last week he ... in Chicago. 5. Next week he ... in New Orleans. 6. At the moment he ... in Amsterdam. 7. In two hours he .. in the Hague. 8. Three days ago he ... in Paris.

LESSON 5

Topic: Teachers Day.

TEACHERS DAY.

For several years now, Uzbekistan has celebrated 1 October as the Day of Teachers and Mentors. These days, various events, conferences and meetings devoted to the national holiday are being held across the country.

On the eve of the holiday, a group of teachers from all regions of the country, visited the Independence Square and laid flowers at the Monument of Independence and Humanism, which is a symbol of freedom, bright future and noble aspirations.

They familiarized themselves with reforms in general secondary, specialized secondary, professional education, higher education. The teachers visited schools, colleges, universities, museums, cultural and educational institutions, arts palaces.

On 29 September a solemn meeting devoted to the Teachers' Day was held at the Turkiston Palace in Tashkent. Representatives of various ministries and departments, leading educators were invited on this occasion.

The State Adviser to the President H. Sultanov read the congratulatory message of the head of the state to the teachers of the country.

In accordance with the President's decree of 29 September, a group of workers of education were awarded with the highest awards of the country.

Chairman of the Senate I.Sabirov, Speaker of the Legislative Chamber D.Toshmuhamedova, Prime Minister of Uzbekistan Sh. Mirziyoyev and mayor of Tashkent city A.Tukhtayev participated in the ceremony.

QUESTIONS.

1. When do we celebrate the Teachers Day?
2. Where did the teachers visit on this day?
3. Who was awarded with the highest awards of the country?
4. Who participated in the ceremony besides teachers and mentors?

VOCABULARY:

mentor	murabbiy	various events	turli hodisa va uchrashuvlar
to devote	bag`ishlamoq	on the eve of the holiday	bayram arafasida
humanism	insonparvarlik	bright future	yorqin kelesajak
noble aspirations	kuchli intilishlar (возвышенные стремления)	to familiarize	tanishmoq
a solemn meeting	bayram yig`ilishi	leading educators	
state adviser	davlat maslahatchisi	congratulatory message	tabrik xati
in accordance with	punkti bo`yicha	decree	farmon, qaror
were awarded	taqdirlangan	the highest awards	
chairman of the Senate	senat boshlig`i	speaker of the Legislative Chamber	qonun chiqaruvchi organ spikeri
ceremony	tantana	mayor	mer (hokim)

Grammar: Present Continuous Tense.

PRESENT CONTINUOUS TENSE.

Now	at the present	still
Look!	at the present moment	Listen!

1.Present Continuous to be fe'lining hozirgi zamondagi shakllaridan biri va asosiy fe'ning hozirgi zamon sifatdoshi (**Present Participle**) shaklini qo'yish bilan yasaladi:

Ega + **is, am are** + **V ing**

Bu yerda V ing = hozirgi zamon sifatdoshi:

I am working. He is working. We are working.

2. Bolishsiz shakli **am, is, are** yordamchi fe'lidan keyin **not** inkor yuklamasini qo'yish bilan yasaladi:

Ega + **am, is, are** + **not** + **V ing**

I am not working. He is not working. We are not working.

Bo`lishli shakl

I am watching TV
He is driving a car now
She is reading a book now
It is raining (snowing) now
We are doing our homework now
You are listening to music now
They are playing tennis now

Bo`lishsiz shakl

I am not sleeping now
He is not sitting now
She is not cooking dinner now
It is not snowing now
We are not dancing now
You are not working in the garden now
They are not doing shopping now

3. So'roq shakli gapning egasining oldiga yordamchi fe'lni o'tkazisr, bilan yasaladi:

Am, Is, Are + ega + **Ving**

Am I working? Is he working? Are you working?

4. Og'zaki nutqda quyidagi qisqartirmalar ishlatiladi: I'm, He's, She's, It's, We're, You're, They're, I'm not, He isn't, He's not, She isn't, She's not, It isn't, It's not, We aren't, We're not, You aren't, You're not, They aren't, They're not

Savol shakli

He is driving a car now.

I. Is he driving a car now?

Yes, he is / No, he is not.

II. He is driving a car now, isn't he?

Yes, he is ? No, he is not.

III. Is he driving a car or a bus now?

He is driving a car now.

IV. What is he driving now?

He is driving a car now.

They are playing tennis now.

I. Are they playing tennis now?

Yes, they are / No, they are not

II. They are playing tennis now?

Yes, they are / No, they are not

III. Are they playing tennis or chess now?

They are playing tennis now.

IV. What are they playing now?

They are playing tennis now?

to swim

to have breakfast

to teach

(lunch, dinner, supper)

to cry

to begin to work

to laugh

to drink tea (coffee)

to sweep

to eat bread

to get up

to put

to wash

to take

to send a letter

to buy a book (a car...)

to sell fruit (vegetables)

to do morning exercises

to record a text

to draw a picture

to take an exam

Grammar exercises:

Exercise 1.

Make up sentences in Present Continuous Tense.

Model — *You (read) a book now. — You are reading a book now.*

1. He (go) home when I met him. 2. I (do) my home work at the moment. 3. The pupils (write) tests at 10 tomorrow. 4. We (speak) English now. 5. Listen, somebody (come) here. 6. My sister (help) our mother about the house tomorrow morning. 7. They (walk) in the park yesterday from 10 till 12. 8. Now she (clean) the rooms. 9. We (translate) this text during 2 hours. 10. Last October the plant (produce) the Don combines.

Exercise 2.

Make up sentences.

1. Our teacher (speak) several foreign languages. 2. Who (speak) now? 3. Where is Ann? She (play) the piano. 4. I (go) home when we met. 5. Listen, my daughter (sing). 6. They (translate) this text last lesson. 7. You (do) some exercises tomorrow. 8. It (rain) when I went for a walk. 9. We (discuss) your plan tomorrow at 10 a.m. 10. What she (do) here? 11. I (not smoke) at the moment. 12. The friends (translate) the article the whole evening yesterday. 13. He (come) here? 14. Our engineer (leave) for Moscow some days ago. 15. The train (leave) in some seconds. 16. When you (go) to visit your grandfather? 17. The delegation (arrive) next Monday. 18. You (know) this man? 19. Look, how quickly they (run). 20. As a rule I (go) to my work on foot. 21. I (phone) him tomorrow? 22. Everybody (work) in the lab now. 23. They (walk) from 9 till 12.

Exercise 3.

Make up sentences.

1. It often snows here, but it (not snow) now. 2. You are always busy, and what you (do) at 10 tomorrow? 3. Yesterday I watched TV, but I (not watch) it the whole day. 4. Every term we write some tests, but the test I (write) at the moment is very difficult. 5. The students (translate) this text the whole lesson tomorrow? 6. This rain started in the afternoon and it (rain) now. 7. At whom she (look) when I came in? 8. The boys often play various games and now they (play) football. 9. My children took this book in the library and they (read) it the whole evening. 10. Don't close the lab, please, the students (work) here from ten till twelve.

Exercise 4.

Present continuous present simple.

- | | |
|-----------------------------------|--|
| 1. I (to read) now. | I (to read) every day. |
| 2. He (to sleep) now. | I (to sleep) every night. |
| 3. We (to drink) tea now. | We (to drink) tea every morning. |
| 4. They (to go) to school now. | They (to go) to school every morning. |
| 5. I (not to sleep) now. | I (not to sleep) in the day time. |
| 6. She (not to drink) coffee now. | She (not to drink) coffee after lunch. |

- | | |
|---------------------------------------|--|
| 7. We (not to watch) TV now. | We (not to watch) TV in the morning. |
| 8. They (not to eat) now. | They (not to eat) at the lesson. |
| 9. My mother (not to work) now. | My mother (not to work) at an office. |
| 10. You (to work) now? | You (to work) every day? |
| 11. He (to play) now? | He (to play) in the afternoon? |
| 12. They (to eat) now? | They (to eat) at school? |
| 13. Your sister (to rest) now? | Your sister (to rest) after school? |
| 14. What you (to do) now? | What you (to do) every morning? |
| 15. What you (to read) now? | What you (to read) after dinner? |
| 16. What they (to eat) now? | What they (to eat) at breakfast? |
| 17. What your brother (to drink) now? | What your brother (to drink) in the evening? |

Home exercise:

Exercise 5.

Present continuous present simple.

- | | |
|---|---|
| 1. I (to read) books in the evening. | 13. I (not to read) now. |
| 2. I (not to read) books in the morning. | 14. He (to sleep) now? |
| 3. I (to write) an exercise now. | 15. We (not to go) to the country in winter. |
| 4. I (not to write) a letter now. | 16. My sister (to eat) sweets every day. |
| 5. They (to play) in the yard now. | 17. She (not to eat) sweets now. |
| 6. They (not to play) in the street now. | 18. They (to do) their homework in the afternoon. |
| 7. They (to play) in the room now? | 19. They (not to go) for a walk in the evening. |
| 8. He (to help) his mother every day. | 20. My father (not to work) on Sunday. |
| 9. He (to help) his mother every day? | 21. He (to work) every day. |
| 10. He (not to help) his mother every day. | |
| 11. You (to go) to school on Sunday? | |
| 12. My friend (not to like) to play football. | |

LESSON 6

Topic: Wool.

WOOL

Wool is the soft, curly covering which forms the fleecy coat of the sheep and similar animals.

Wool was no doubt the fibre used by man as clothing. It was worn first in the form of a skin or pelt; later the fibres were matted to make a fabric. The next step in its development was the formation of the fibres into yarns from which fabrics were constructed. Today the pelts of sheep are twisted into wool yarns to be woven, or knitted into every type and variety of material.

The principal sheep-breeding regions are known to be the Australia, New Zealand, South America, North America and South Africa.

The sheep are sheared to get the wool. Wool fibres are soft and elastic. Due to the high elasticity of the fibres, wool and textiles hardly crease. Wool fibres are sensitive to heat. Therefore, wool and textiles are not to be boiled. The strength of wool fibres appears to be not as great as of flax and cotton.

On account of their particular properties, wool fibres are used for manufacture of warm winter garments, outwear rainwear, bathing suits, and blankets. We know wool fibres are also used as pile material for carpets.

The importance of wool as a textile fibre is shown by the fact that it was not only one of the first fibres made into material for clothing and household use, but that it remains the fibre most suitable for tailor and outwear garments.

QUESTIONS.

1. What is wool?
2. How was the wool used first and for what?
3. What is the source of wool?
4. What are the leading sheep breeding countries?
5. Why did not boil the wool in the textile industry?

VOCABULARY:

wool	jun	step	bosqich
curly	jingalak	development	rivojlanish
covering	qoplangan	formation	tuzilish
fleecy coat	junli palto	yarn	kalava ip
sheep	qo`y	to construct	yaratmoq, tuzmoq
similar animal	o`xshash hayvon	to twist	o`ramoq
no doubt	shubhasis	to weave	to`qimoq
to wear	kiymoq	knitted	to`qilgan
a skin or pelt	teri (inson) teri (hayvon)	principal sheep-breeding	asosiy jun yetishtirib beruvchi
suitable	loyiq, mos	sheared	qirqilgan
due to	natiijada	to be boiled	qaynatilgan
hardly	qiyin	to appear	paydo bo`lmoq
sensitive	ta`sirchan	flax	kanop
therefore	shuning uchun	on account of	sababli, uchun
particular		bathing suit	cho`milish kiyimi
property	xususiyat	blanket	odeyal
outwear		pile	shtapel
rainwear	suv o`tmaydigan kiyim	carpet	gilam
importance	muhimlik	to remain	qolmoq
by the fact	fakt bo`yicha	suitable	loyiq, mos

tailor	tikuvchi		
--------	----------	--	--

Grammar: Past Continuous Tense.

PAST CONTINUOUS TENSE

At ... (5) o'clock yesterday, from 5 till 6 yesterday
 At that time yesterday the whole evening (day)
 When ... (mother...) came home

1. Past Continuous to be fe'lining o'tgan zamonda (**was, were**) va asosiy fe'lning hozirgi zamon sifatdosh **Participle = Ving**) yordamida yasaladi:

Ega + **was (were)** + **Ving**

Bo'lishli shakl

I was watching TV at 6 o'clock yesterday.
 He was sleeping at 7 o'clock yesterday morning.
 She was cooking dinner at 1 o'clock yesterday.
 It was raining when we went out last Sunday.
 We were having supper when you phoned yesterday.
 You were doing your homework when I came home.
 They were playing football when it began to rain yesterday.

Bo'lishsiz shakl

2. Bo'lishsiz shakli **was, were** dan keyin **not** inkor yuklamasi bilan yasaladi:

Ega + **was (were)** + **not** + **Ving**

I was not watching TV at 6 o'clock yesterday.
 He was not sleeping at 7 o'clock yesterday morning.
 She was not cooking dinner at 1 o'clock yesterday.
 It was not raining when we went out last Sunday.
 We were not having supper when you phoned yesterday.
 You were not doing your homework when I came home.
 They were not playing football when it began to rain yesterday.

Savol shakli

3. So'roq shaklini yasashda **was (were)** yordamchi fe'l oldinga o'tkaziladi:

Was (were) + ega + **Ving?**

He was sleeping at 7 o'clock yesterday.

- I. Was he sleeping at 7 o'clock yesterday? - Yes, he was / No, he was not
- II. He was sleeping at 7 yesterday, wasn't he? - Yes, he was / No, he was not
- III. Was he sleeping or watching TV at 7 yesterday?
 He was sleeping at 7 yesterday.
- IV. What was he do he doing at 7 yesterday?

He was sleeping at 7 yesterday.

Grammar exercises:

Exercise 1.

Present Continuous and Past Continuous.

1. I (to write) an English exercise now.
2. I (to write) an English exercise at this time yesterday.
3. My little sister (to sleep) now.
4. My little sister (to sleep) at this time yesterday.
5. My friend (not to do) their homework now. They (to play) volleyball.
6. My friends (not to do) their homework at seven o'clock yesterday.
7. You (to eat) ice – cream now?
8. You (to eat) ice – cream when I rang you up yesterday?
9. What your father (to do) now?
10. What your father (to do) from eight till nine yesterday?
11. Why she (to cry) now?
12. Why she (to cry) when I saw her yesterday?
13. She (to read) the whole evening yesterday.
14. She (not to read) now.
15. Now she (to go) to school.
16. What you (to do) now? – I (to drink) tea.
17. You (to drink) tea at this time yesterday?
– No, I (not to drink) tea at this time yesterday, I (to eat) a banana.
18. My sister is fond of reading. She (to read) again.
19. Look! My cat (to play) with a ball.
20. When I went out into the garden, the sun (to shine) and birds (to sing) in the trees.

Exercise 2.

Past simple and Past continuous.

1. I (to play) computer games yesterday.
2. I (to play) computer games at five o'clock yesterday.
3. He (to play) computer games from two till three yesterday.
4. We (to play) computer games the whole evening yesterday.
5. What Nick (to do) when you came to his place?
6. What you (to do) when I rang you up?
7. I (not to sleep) at nine o'clock yesterday.
8. What he (to do) yesterday? – He (to read) a book.
9. What he (to do) the whole evening yesterday? – He (to read) a book.
10. She (to sleep) when you came home?

11. My brother (not to play) tennis yesterday. He (to play) tennis the day before yesterday.
12. My sister (not to play) the piano at four o'clock yesterday. She (to play) the piano the whole evening.
13. When I came into the kitchen, mother (to cook).
14. She (to cook) the whole day yesterday.
15. We (to wash) the floor in our flat yesterday.
16. We (to wash) the floor in our flat from three till four yesterday.
17. You (to do) your homework yesterday?
18. You (to do) your homework from eight till ten yesterday?
19. Why she (to sleep) at seven o'clock yesterday?
20. He (to sit) at the table the whole evening yesterday

Exercise 3.

Present, Past Simple, Present, Past Continuous.

1. Nina (to celebrate) her birthday yesterday. Her room looked beautiful, there (to be) many flowers in it. When I (to come) in, somebody (to play) the piano, two or three pairs (to dance).
2. Listen! Somebody (to play) the piano.
3. I (to like) music very much.
4. When I (to look) out of the window, it (to rain) heavily and people (to hurry) along the streets.
5. What you (to do) at 7 o'clock yesterday? – I (to have) supper.
6. When I (to come) home yesterday, I (to see) that all my family (to sit) round the table.
7. Where you (to be) yesterday? – I (to be) at home the whole day. – How strange. I (to ring) you up at 2 o'clock, but nobody (to answer).
8. What you (to do) at 5 o'clock yesterday? – I (to work) in the library. – I (to be) there, too, but I (not to see) you.
9. Yesterday I (to work) at my English from 5 till 7.
10. It (to rain) the whole day yesterday.

Exercise 4.

Present, Past, Future Simple, Present, Past Continuous.

1. Look at these children: they (to skate) very well.
2. You (to skate) last Sunday? – Yes, we (to skate) the whole day last Sunday. We (to skate) again next Sunday.
3. My brother can skate very well. He (to skate) every Sunday.
4. What you (to do) now? – I (to wash) the dishes.
5. What you (to do) at 3 o'clock yesterday? – I (to have) dinner.
6. You (to have) dinner now?
7. Where your brother (to work)? – He (to work) at an institute.

8. Your grandmother (to sleep) when you (to come) home yesterday?
9. What your brother (to do) tomorrow?

Home exercise:

Exercise 5.

Put the verb to be in Present Simple, Past Simple or Future Simple.

1. Where ... you yesterday? - I ... at the cinema.
2. When I come home tomorrow, all my family .. at home.
3. ... your little sister in bed now? - Yes, she
4. ... you ... at school tomorrow? - Yes, I ...
5. When my granny ... young, she ... an actress.
6. My friend ... in Moscow now.
7. He ... in St. Petersburg tomorrow.
8. Where ... your books now? - They ... in my bag.

LESSON 7

Topic: Textile Processes.

WEAVING

Weaving is an interlacing of two sets of yarns at right angles. It is the principal method of fabric construction. The yarns running lengthwise of the cloth are called the warp yarns. The yarns running across the warp are called the weft yarns (filling yarns). The structure of the cloth is an important factor in the strength of the fabric and its wearing efficiency.

- 1 plain weave and its variations.
- 2 twill weave and its variations.
- 3 satin weave and its variations.

KNITTING

Knitting is the second of the fundamental method of making fabrics. Knitting is the interlacing of the continuous yarn in such way as to form loops which are interlocked to make cloth. The essential element of knitting is the loop. A loop is very small length of yarn drawn through another loop. The loops are lying side by side in a line across the fabric called "courses". The loops succeeding one another in a line lengthwise of the fabric are called "Wales». Knitting fabrics are widely used now.

Words .

COTTON GINNING

Cotton ginning is the process of separating the seeds from the cotton fibres. Cotton ginning includes: drying, cleaning, feeding, ginning and packaging. Cotton fibres according to their length may be divided into three groups: long-stale cotton, middle-stale cotton and short-stale cotton. Seed cotton picked from cotton fields. After picking cotton is delivered to the ginning plants (gins). Gins dry, clean and separate the fibres or lint from the cotton seeds. Today ginning plants clean, dry and gin the cotton mechanically.

QUESTIONS.

VOCABULARY:

weaving	to`quvchilik	to weave	to`qimoq
two sets of yarns	ikki sistemali ip	lengthwise of cloth	to`qima bo`ylab
angle	burchak	efficiency	samaradorlik
warp	tanda ip	to interlace	iplarning o`ralishi
weft	arqoq ip	to obtain	olinmoq
plain . twill . satin weave	oddiy, sarjali, atlasli o`ralishi	knitting	to`qish, trikotaj
courses	gorizontal	to knit	to`qimoq
to form loops	xalqa hosil qilmoq	to draw	cho`zmoq
across the fabric	gazlamadan ko`ndalangiga o`tuvchi halqa	separating	
the seeds	chigitlar	to include	o`z ichiga olmoq
drying	quritish	cleaning	tozalash
feeding	to`yintirish	ginning	jinlash (dastlabki ishlash)
packaging	toylash	according to their length	uzunligi jihatdan
long-stale cotton	uzun tolali paxta	middle-stale cotton	o`rta tolali paxta
short-stale cotton	qisqa tolali paxta	to deliver	olib bormoq
the ginning plants (gins)	paxta zavodlari	mechanically	mexanik yo`l bilan

Grammar: Future Continuous Tense.

FUTURE CONTINUOUS TENSE

At this time tomorrow
At 5 o'clock tomorrow

from 5 till 6
whole evening

When somebody does something

1.Future Continuous **to be** fe'lining kelasi zamondagi shakli va asosiy fe'ning hozirgi zamon sifatdoshi shakli bilan yasaladi:

Ega + **shall (will) + be + Ving**

I shall be working, he will be working.

Bo`lishli shakl

I shall be watching TV at 7 o'clock tomorrow.

He will be sleeping at 6 tomorrow.

Bo`lishsiz shakl

2.Bo'lishsiz shakli **shall (will)** yordamchi fe'lidan keyin **not** inkor yuklamasini qo'yish bilan yasaladi:

Ega + **shall (will) + not + be + Ving**

We shall not be playing football at this time tomorrow.

They will not be working at 5 tomorrow.

3.So'roq shakli **shall** yoki **will** yordamchi fe'llarini eganing oldiga qo'yish bilan yasaladi:

shall (will) + ega + be + Ving Shall I be working? Will he be working?

Grammar exercises:

Exercise 1.

Exercise 2.

Exercise 3.

Exercise 4.

Home exercise:

Exercise 5.

LESSON 8

Topic: Textile Fibres and their Use.

TEXTILE FIBRES AND THEIR USE.

Some few fibres each as wool, silk and linen possess in their natural state the properties necessary to permit their use in the production of fabrics. With the aid of science man has been able to produce new fibres so we now have natural fibres and synthetic or man-made fibres.

The natural fibres are divided, according to their source and their chemical composition, into animal, vegetable, and mineral fibres. The synthetic fibres are classified according to their chemical source. A classification of the most important fibres used in the textile industries follows:

Natural Fibres

1. Animal.
 - a) Hair fibres-ship's wool, mohair, camel's hair, alpaca, vicuna, ilama:
 - b) Cocoon fibres-silk
2. Vegetable
 - a) Seed hair-cotton, kapok, milkweed
 - b) East fibres-flax, hemp, jute, remie
 - c) Leaf fibres-abaca (manila hemp), pineapple fibre.
3. Mineral
 - a) Asbestos

Synthetic Fibres

1. Regenerated cellulose-Rayon
 - a) Viscose
 - b) Cuprammonium
 - c) Fortisan

QUESTIONS.

VOCABULARY:

linen		to possess	
the properties		to permit	
with the aid of science		to classify	
moot		mohair	
alpaca		vicuna	
ilama		kapok	
milkweed		flax	
hemp		jute	
remie		abaca (manila hemp)	
pineapple fibre		asbestos	
regenerated cellulose-rayon		viscose	
cuprammonium		fortisan	

Grammar: Present Perfect Tense (Part-I).

PRESENT PERFECT TENSE

Hozirgi tugallangan zamon

Just	today	for
Already	this year	Look!
Yet	this week	recently
Never	this month	lately

Ever

since

1. Present Perfect to have fe'ning hozirgi zamondagi shakllari **have has** hamda asosiy fe'ning o'tgan zamon sifatdoshi (**Past Participle**) yordamida yasaladi:

I have worked, he has worked, we have worked.

Ega + **have (has)** + **P.P.**

2. Present Perfectning bo'lishsiz shakli **have** yoki **has** yordamchi fe'lidan keyin **not** inkor yuklamasini qo'yish bilan yasaladi:

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

I have not worked, he has not worked, we have not worked.

Og'zaki nutqda odatda quyidagi qisqartirmalar ishlatiladi: I've, He's, he's, It's, We've, You've, They've, I haven't, I've not, He hasn't, He's not, She hasn't, She's not, It hasn't, It's not, We haven't, We've not, You haven't, You've not, They haven't, They've not.

Bo'lishli shakl

I have just got up.

He has already got up.

She has just got up.

It has just got up.

We have just got up.

You have already got up.

They have already got up.

Bo'lishsiz shakl

I have not washed my face yet.

He has not had breakfast yet.

She has not cleaned the room yet.

It has not snowed yet.

We have not put on our clothes yet.

You have not dressed on yet.

They have not gone yet.

Savol shakli

3. Present Perfectning so'roq shakli **have** va **has** yordamchi fe'llarini eganing oldiga qo'yish bilan yasaladi:

Have (has) + ega + P.P.?

He has just got up.

I. Has he just got up? - Yes, he has / No, he hasn't.

II. He has just got up, hasn't he? - Yes, he has / No, he hasn't

III. Has he just got up or gone to bed? - He has just got up.

IV. What has he just done? - He has just got up.

They have already done their homework.

I. Have they already done their homework?

Yes, they have / No, he hasn't.

II. They have already done their homework, haven't they?

Yes, they have / No, they haven't

III. Have they already done their homework or not yet?

They have already done their homework.

IV. What have they already done?

They have already done their homework.

Grammar exercises:

Exercise 1.

Supply the correct tense (the Past Indefinite or the Present Perfect) of the verbs in brackets:

1) It is natural that Bianca speaks Italian well because she ... (speak) Italian all her life. 2) When I last saw him, he ... (feel) very well. 3) Where ... you (be) all this morning? It 's nearly midday now. 4) Where ... you (be) this morning? I rang you up several times before midday. 5) Olga ... (have) little experience in teaching music. 6) Little Ann always ... (make) herself ill with ice – cream. 7) What ... (happen) to him yesterday? 8) I ... (go) to Armenia five years ago. Since then I ... (not speak) Armenian, and ... (forget) nearly all I ... (learn) there. 9) A friend of mine is a great traveller: he ... (visit) the remotest parts of the USSR. 10) 'You ... (read) Pickwick Papers' 'I ... (begin) the book last week and just ... (finish) it. 11) I hear your sisters just ... (get) married. When ... the ceremony (take place)? 12) ... you (ever, meet) my elder sister? –No. Then let me introduce you to her. 13) The town ... (change) its appearance since 1960. 14) I am delighted to meet you, I ... (always, want) to. 15) I ... (see) Galya a couple of minutes ago. 16) The kettle ... (boil), so I will make the tea. 17) During the last few weeks Victor... (be) very busy. 18) You look pale, (anything, happen) to you? 19) I ... (not, have) an accident, if that's what you mean. But it ... (be) almost as bad.

Exercise 2.

Exercise 3.

Exercise 4.

Home exercise:

Exercise 5.

LESSON 9

Control Nr. 1.

TEST.

1. Our Academy ... highly skilled specialists a) train, b) trains, c) shall train	10. His father ... from the University 12 years ago. a) graduate, b) graduates, c) graduated
2. In some years we ...at this enterprise. a) work, b) works, c) shall work.	11. We... your company soon. a) visit, b) visited, c) shall visit
3. Next term the students ...new subjects. a) learn, b) shall learn, c)will learn	12. Not long ago she ... to a new flat. a) move, b) moves, c) moved
4. My younger sister ... school last year. a) leave, b) leaves, c) left	13. Neither of them ... English well. a) spoke, b) spoken, c) shall speak
5. Your son ... Math's better than Physics a) know, b) knows, c) known	14. The teams ... football at our stadium. a) plays, b) shall play, c) will play
	15. Nobody ... the stranger in our

6. Who ... these books in the library? a) take, b) took, c) taken	village a) meet, b) met, c) shall meet
7. Now Ann and Mike ... not far from us. a) live, b) lives, c) lived	16. At present the RSM ... new combines. a) produce, b) produces, c) produced
8. Both of you ... tests well. a) write, b) wrote, c) written	17.1... his letter tomorrow. a) answer, b) answered, c) shall answer
9. When ... the train ... in St. Petersburg? a) arrive, b) shall arrive, c) will arrive	18. The students ... this text last lesson. a) translate, b) translates, c) translated

LESSON 10

Topic: Uzbekistan is a land of cotton.

UZBEKISTAN IS A LAND OF COTTON

Uzbekistan is a land of cotton and cotton plant branches are depicted on its coat of arms. Cotton growing is the foundation of the republic's economy. Uzbekistan has the best conditions for cultivating this crop. Uzbekistan is the main cotton centre of the Central Asia. At the same time the republic is a large industrial region of the Central Asia.

Cotton serves as the raw material for thousands of varieties of fabric, cotton, wool, knitted goods, yarn and artificial silk. It is used to make paper, collodion, celluloid, pyroxylin, artificial leather, alcohol, fiber, photographic and cinematographic films and many other things.

The scientific aspect of cotton growing is subject to continuous supervision and research. There are all conditions for improving cotton types. From time to time new types of cotton are discovered, for example, Tashkent 1, 2, 3 sorts are the best of all.

Cotton of Uzbekistan this is our pride, our wealth, our glory, our love.

QUESTIONS.

1. What is the scientific aspect of cotton growing?
2. What is the role of cotton for Uzbekistan?
3. Where do we use cotton?
4. What can you say about the condition of cultivating cotton?

VOCABULARY:

Cotton	paxta	Growing	o'sayotgan
Branche	soha	Paper	qog'oz
Fiber	tola	Wool	yung
Silk	shoyi	Land	yer
to depict		its coat of arms	
foundation		condition	
cultivating		crop	
to serve		knitted goods	
yarn		artificial	
collodion		celluloid	
pyroxylin		leather	

scientific aspect		supervision	
research		pride	
wealth		glory	

Grammar: Present Perfect Tense (Part-II).

HOZIRGI TUGALLANGAN ZAMONNING ISHLATILISHI

1. Present Perfect hozirdan 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, natija-ga qaratiladi.

I **have broken** my pencil.

Qalamimni sindirib qo'ydim.

Has the secretary **come**?

Kotiba keldimi?

I have opened the window.

Men derazani ochdim.

I have not written my exercises.

Men mashqlarimni yozmadim.

My father has gone to Boston.

Mening otam Bostonga ketgan.

They have informed me of the time of shipment of the goods.

Ular menga tovarlarni yuklash vaqti haqida xabar berishdi.

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

I have read that book twice.

Men u kitobni ikki marta o'qiganman.

I have seen that film three times.

Men u filmni uch marta ko'rganman.

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

I have never read that book.

Men u kitobni hech qachon o'qiganim yo'q.

He hasn't finished his work yet.

U hali ishini tugatgan emas.

I have often been there.

Men u yerda tez-tez bo'lib turardim.

Have you ever been to India?

Siz Hindistonda (biror vaqt) bo'lganmisiz?

I have already read this book.

Men bu kitobni allaqachon o'qiganman.

I haven't received any letters from him lately.

Men yaqin orada undan birorta xat olganim yo'q.

I have just seen him.

Men uhi hozirgina ko'rdim.

Izoh: **just now** *hozirgina* ravishi bilan **Simple Past** ishlatiladi: I **saw** him just now. Men uni hozirgina ko'rdim.

4. Hali tugamagan vaqt ko'rsatkichlari - today *bugun*, this week *shu hafta*, this month *shu oy*, this year *bu yil* bilan Present Perfect ishlatiladi:

Have you read the newspaper today?

Bugun gazetani o'qidingizmi?

He has not received any letters from Tom this week.

U bu hafta Tomdan hech qanday xat olgani yo'q.

Izoh: **today, this week, this month** kabi hali tugamagan vaqt ko'rsatkichlari mavjud bo'lgan gaplarda *bugunning, shu haftaning, shu oynining* ma'lum bo'lagi ko'zda tutilganda **Simple Past** ishlatiladi:

I **got up** early today.

Men bugun erta turdim.

He **was late** for the lecture today.

U bugun ma'ruzaga kech qoldi.

Grammar exercises:

Exercise 1.

Exercise 2.

Exercise 3.

Exercise 4.

Home exercise:

Exercise 5.

LESSON 11

Topic: The Higher Education System of Uzbekistan.

THE HIGHER EDUCATION SYSTEM OF UZBEKISTAN.

The Ministry of Higher and Specialized Secondary Education is responsible for the higher education system and its restructuring. During the transition period, higher education was hindered by a shortage of laboratories, libraries, computers, data banks, and publishing facilities to disseminate research findings; however, progress can also be seen. There are 62 higher education institutions, including 2 academies (in Uzbekistan, as it was in the Soviet system, the word academia means the top-level research and educational institutions), 16 universities (universitet), and 44 institutes (institut). In 1999 to 2000 the system provided education to about 166,000 students.

The Uzbekistan Academy of Sciences is the leading institution in all types of research. Only top graduate studies can be conducted within the Academy. Universities and institutes are both research and educational institutions. Universities are educational institutions responsible for the preparation of skilled professors and teachers, as well as academic staff and researchers in a variety of disciplines. Institutes are responsible for the preparation of various specialists.

Institutions of higher education belong to different Ministries:

The Ministry of Higher Education administers 32 universities and institutes to offer students a variety of programs including economics, engineering, finance, languages, oriental studies, architecture, chemistry, and technology.

The Ministry of Public Education administers six institutes for the training of teachers in elementary, secondary, and higher education.

The Ministry of Health administers seven institutes for medical and pharmaceutical training.

The Ministry of Agriculture administers four institutes for training students in agriculture, agricultural mechanization, irrigation, and economics.

The Ministry of Justice administers one law institute in Tashkent.

The Ministry of Culture administers three institutes for the study of art, music, theater, and cinema of which all are in Tashkent.

In Samarkand, Uzbekbirlashov, the cooperative company administers the Cooperative institute.

Finally, there is the Uzbek State Institute for Physical Training, the Tashkent Institute of Railway Engineers, the Institute for Civil Aviation, and the University of World Economics and Diplomacy. The latter comes under the auspices of the President and prepares students majoring in journalism, world diplomacy, and economics.

The number of majors offered in higher education in Uzbekistan is over 270, and the number of specialties is over 600. The Soviet-style higher education system differed greatly from the western model. A five-year education was equal to the Master's degree level in the West, for example. Today this causes confusion in recalculating the degrees. Educational authorities therefore decided to adopt the western system and reduce higher education programs to four years. According to some sources, the transition from five-years of higher education to the international system with Bachelor's (four years) and Master's degrees (two years) has been completed. However, according to American Council for Collaboration in Education and Language Study (ACCELS) administering the American Educational Advising Center (EAC) in Tashkent, only some of the accredited higher education institutions have changed. One example is the University of World Economics and Diplomacy that offers Bachelor's degrees after four years of study and Master's degrees after two additional years of study. Medical institutes have five to six year programs depending on specialty.

In Uzbekistan, all universities and institutes are public. Private institutions of higher education are not yet available. To be admitted to university-level studies, an individual must complete any form of secondary school and have either a Certificate of Complete Secondary Education or a Diploma equal to this certificate. Because higher education in the Soviet system was free and the government provided assistance in the form of stipends, the demand for the university seats was always very high. Thousands of people competed for the limited slots (sometimes over 10 candidates per slot). This system allowed universities and institutes to select the best individuals by giving entrance exams, but caused millions to be deprived of the opportunity for higher education. Additionally, admission occurred only once a year for the same program. Unfortunately, results of these examinations and selections were too often influenced by high-ranking officials and senior leaders trying to help their youngsters. This was the area where nepotism, clannishness, and even corruption were normal. This caused even the most talented and gifted school graduates to be rejected.

Since 1993, entrance exams have been changed to tests. All entrance tests take place simultaneously on 1 August throughout the republic. Admission to higher educational institutions is based primarily on merit. However, in some institutions, authorities require an interview to determine the student's aptitude and motivation in a given field. Universities and

institutes also require a basic medical check to ensure that students are free from all types of infections and fit to pursue their studies.

Traditionally, universities and institutes were divided into fakultets. Fakultets are like schools (of business or of education, for example) in American universities. They are structural units reflecting major fields of specialization. Fakultet is further divided into specific kafedras or chairs (departments) dedicated to narrower specialties. As an example, it may be the German language kafedra (chair) and French language kafedra (chair) within the fakultet of Foreign languages. The latter may belong to the Pedagogical Institute that also has a fakultet of physics and math (educating teachers of physics and math), a fakultet of geography (educating teachers of geography), and a fakultet of biology (educating teachers of biology). Each institution of higher education is headed by a rector with the fakultets led by deans and the kafedras (chairs) led by chair chiefs.

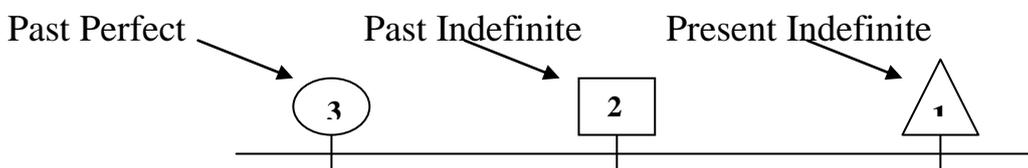
VOCABULARY:

--	--	--	--

Grammar: Past Perfect Tense (Part-I).

PAST PERFECT TENSE

Already	for	ever
Just	before ...	never
Yet	by	when somebody did something



1. Past Perfect to have fe'lining o'tgan zamon shakli **had** va asosiy fe'lining o'tgan zamon sifatdoshi (**Past Participle**) shakli yordamida yasaladi:

Ega + **had** + **P.P.**

I had worked, he had worked.

Og'zaki nutqda quyidagi qisqartmalar ishlatiladi: I'd, He'd, She'd, We'd, You'd, They'd, I hadn't, I'd not, He hadn't, He 'd not, She hadn't, She 'd not, It hadn't, We hadn't, We 'd not, You hadn't, You 'd not, They hadn't, They 'd not.

Bo`lishli shakl

I had already done my homework when you came

He had already caught 10 fish when I came to the river.

She had already prepared breakfast when I got up.
 It had already begun to rain when we went out.
 We had already watered our garden when you phoned.
 You had returned from work by 5 o'clock yesterday.
 They had done their morning jerks before they washed their hands and face.

Bo'lishsiz shakl

2. **Past Perfect**ning bo'lishsiz shaklini yasash uchun **had** yordamchi fe'lidan keyin **not** inkor yuklamasini qo'yamiz:

Ega + **had** + **not** + **P.P.**

I had not done my homework yet when you came.
 He had not had breakfast before he went to school yesterday.
 She had not reached home when it began to rain last Sunday.

Savol shakli

3. **Past Perfect**ning so'roq shaklini yasash uchun **had** yordamchi fe'lini eganing oldiga o'tkazamiz:

Had + ega + **P.P.?**

He had already left for school when got up.

- I. Had he already left for school when I got up.
Yes, he had / No, he had not
- II. He had already left for school when I got up, hadn't he?
Yes, he had / No, he had not.
- III. Had he already left for school or for the market when I got up?
He had already left for school when I got up.
- IV. Where had he already left when I got up?
He had already left for school when I got up.

Grammar exercises:

Exercise 1.

Put the verbs in Past Perfect.

1. Our children have already seen this film. 2. He has just passed his exams. 3. The Petrovs have recently moved to a new house. 4. Have you already written the papers? 5. These men have met before. 6. Has our manager answered your letter? 7. I have already read this book. 8. Who has done this task at home? 9. Have you seen this man before? 10. Who has said it?

Exercise 2.

Put the verbs in Present and Past Perfect.

1. She (clean) the rooms. 2. I (do) my home work. 3. My father (come) home. 4. They (write) their course papers. 5. You (see) his new film? 6. Who (visit) this exhibition? 7. We (watch) this football match. 8. Our operators (develop) many new programs. 9. The train (arrive) in St. Petersburg. 10. What films he (produce)? 11. The delegation (leave) for

Moscow. 12. You (translate) this text. 13.1 (meet) my friend at the station. 14. Our team (be) the first to come.

Exercise 3.

Make up questions.

1. This year my children have finished school. 2. I have just passed my exams. 3. My father had worked at this plant before the army. 4. It will have stopped raining by noon. 5. They had been to many countries. 6. Nobody has seen your dog. 7. We shall have signed this contract by next Tuesday. 8. Our engineer has used your method recently. 9. You have known his parents for many years. 10. Both sisters had already left when I returned. 11. New machine has recently come from Germany. 12. The students will have written their course papers by the end of the term. 13. The clock has just stopped. 14. They will have answered your letters.

Exercise 4.

Home exercise:

Exercise 5.

LESSON 12

Topic: The Higher Education System of Great Britain.

THE HIGHER EDUCATION SYSTEM OF GREAT BRITAIN.

All British universities are private institutions. Students have to pay fees and living costs, but every student may obtain a personal grant from local authorities. If the parents do not earn much money, their children will receive a full grant which will cover all the expenses. Students studying for first degrees are known as “undergraduates”. New undergraduates in some universities are called “fresher”. They have lectures, there are regular seminars.

After three or four years the students will take their finals. Those who pass examinations successfully are given the Bachelor’s degree: Bachelor of Arts for History or Bachelor of Science. The first postgraduate degree is Master of Arts, Master of Science. Doctor of Philosophy is the highest degree. It is given for some original research work which is an important contribution to knowledge. Open Days are a chance for applicants to see the university, meet students and ask questions. All this will help you decide whether you have made the right choice.

The most famous universities in Britain are Oxford and Cambridge. They are the two oldest English universities and they both have a long and eventful history of their own. Oxford and Cambridge are regarded as being academically superior to other universities and as giving special privilege and prestige. Cambridge University consists of a group of 32 independent colleges. The first students came to the city in 1209 and studied in the schools of the cathedral and monasteries.

Further education in Britain is for people over 16 taking courses at various levels up to the standard required for entry to higher education. The Open University offers degrees for people who do not have a formal education and qualifications, or who are older. Students

study at home and then post them off to a tutor for marking. Most courses take six years and students get a number of credits for each year's work. The Open University was founded in 1969 and started its first course in 1971. About 120, 000 people have enrolled since then.

VOCABULARY:

--	--	--	--

Grammar: Past Perfect Tense (Part-II).

O'TGAN TUGALLANGAN ZAMONNING ISHLATILISHI

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

a) **by 5 o'clock soat beshgacha, by Saturday shanbagacha, by the 15th of December 75 dekabr gacha, by the end of the year yilning oxirigacha, by that time o'sha vaqtgacha** va boshqa vaqt ko'rsatkichlari bilan:

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

They had **shipped** the goods when the telegram arrived.

We sent him a telegram yesterday we **had not received** any letters from him for a long time.

Sizning telegrammangiz kelganda, ular mollarni yuklab bo'lgan edilar. Biz unga telegramma jo'natdik, chunki undan ko'pdan buyon xat- xabar olmagan edik.

Ish-harakati sodir bo'lgan vaqt **Past Perfect** ishlatilgan gapda emas, boshqa gapda 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.

Stansiyaga borar ekanman yomg'ir yog'a boshladi. Baxtinga soyabon olgan va palto kiygan ekanman.

2. Ikki yoki undan ortiq oldinma-ketin sodir bo'lgan ish-harakat sodir bo'lish tartibida bayon qilinsa, hammasida **Simple Past** ishlatiladi:

He **arrived** at the Waterloo station, took a taxi and **drove** to the hotel.

Then he **went** to the telegraph office and **sent** his wife a telegram.

U Voterlo vokzaliga yetib keldi, taksi oldi va mehmonxonaga ketdi. So'ngra u telegrafga borib, xotiniga telegramma jo'natdi.

He **came** home late in the evening. He **had supper, read** newspaper and **went** to bed.

U uyiga kech keldi. Kechki ovqatini yedi, gazeta o'qidi va uxlagani yotdi.

Grammar exercises:

- Exercise 1.
- Exercise 2.
- Exercise 3.
- Exercise 4.

Home exercise:
Exercise 5.

LESSON 13

Topic: The National Symbols of Uzbekistan.

THE NATIONAL FLAG OF THE REPUBLIC OF UZBEKISTAN

The flag of our country is a symbol of the sovereignty of the republic. The national flag of the Republic of Uzbekistan represents the country internationally when official delegations from Uzbekistan visit foreign countries, as well as at conferences, world exhibitions and sports competitions. The National flag of the Republic of Uzbekistan is a right-angled coloured cloth consisting of three horizontal stripes: blue, white and green.

Blue is the symbol of the sky and water, which are the main sources of life. Mainly blue was the colour of the state flag of Temur. White is the traditional symbol of peace and good luck, as Uzbek people say “OQ YO`L”. Green is the colour of nature and new life and good harvest. Two thin red stripes symbolize the power of life. There is a new moon which symbolizes the newly independent republic. There are twelve stars which represent the 12 provinces in Uzbekistan.

THE STATE EMBLEM OF THE REPUBLIC OF UZBEKISTAN

The new state emblem of the Republic of Uzbekistan was created to reflect the many centuries of experience of the Uzbek people.

The state emblem of the Republic of Uzbekistan presents the image of the rising sun over a flourishing valley. Two rivers run through the valley, representing the Syr Daryo and Amu Daryo. The emblem is bordered by wheat on the right side and branches of cotton with opened cotton bolls on the left side.

An eight-pointed star is located at the top of the emblem, symbolizing the unity and confirmation of the republic. The crescent and star inside the eight-pointed star are the sacred symbols of Islam. The mythical bird Semurg with outstretched wings is placed in the centre of the emblem as the symbol of the national renaissance. The entire composition aims to express the desire of the Uzbek people for peace, happiness and prosperity. At the bottom of the **emblem** is inscribed **the word** "Uzbekistan" written in Uzbek on a **ribbon in the** national colours of **the flag of the republic**.

QUESTIONS

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

VOCABULARY:

--	--	--	--

Grammar: The Definite Article.

ARTIKL (THE ARTICLE)

1. Artikl otlar oldida ishlatiladigan maxsus so'zlardir. O'zbek tilida artikl mavjud emas. Artiklning alohida tarjimasi yo'q.

2. Ingliz tilida ikkita artikl bor:

A) Noaniq artikl An (The Indefinite Article).

B) Aniq artikl The (The Definite Article).

3. Noaniq artiklning ikkita shakli bor: **a** va **an**. **An** shakli unli tovushlar bilan boshlangan otlar oldida keladi: **an opera, an apple, an hour**. Qolgan hollarda artiklning **a** shakli ishlatiladi: **a pen, a book, a student**.

4. Aniq artiklning bitta shakli bor: **the**.

5. Noaniq artikl eski ingliz tilidagi **an** (bir) so'zidan kelib chiqqan, shuning uchun ham u faqat birlikdagi otlar oldida ishlatiladi.

6. Aniq artikl eski ingliz tilidagi **the** (u, o'sha) ko'rsatish olmoshidan kelib chiqqan bo'lib, ba'zi hollarda hozir ham dastlabki ma'nosini saqlab qolgan.

7. Noaniq artikl ishlatilganda otning biror turga (sinfga) mansubli ekanini bildiradi.

8. Aniq artikl otini boshqa shu turdagi otlardan ajratib ko'rsatganda ishlatiladi.

ANIQ ARTIKLNING TURDOSH OTLAR BILAN ISHLATILISHI

1. **The** aniq artikli **that** o'sha ko'rsatish olmoshidan kelib chiqqan. U birlik va koplikdagi donalab sanaladigan otlar va donalab sanalmaydigan otlar oldida ishlatiladi. Aniq artikl shaxs yoki buyumning shu turdagi shaxs yoki buyumlardan ajratib ko'rsatish uchun ishlatiladi va **shu, o 'sha** degan ma'noni beradi.

2. Otning shu turdagi shaxs yoki buyumlardan ajratuvchi aniqlovchisi bo'lsa, aniq artikl bilan ishlatiladi:

The drawer of my writing table is

Exercise 1.

Put the article where necessary.

1. ... pencil on your ... table, but I can see no ... paper. 2. Give me ... chair, please. 3. They have ... dog and two ... cats. 4. I have ... spoon in my ... soup plate, but I have no ... soup in it. 5. My ... friend says he is going to be ... millionaire one ... day. 6. Would you like ... orange? 7. Mr Smith is ... artist. Mrs Smith is ... poetess.

Exercise 2.

Put the article where necessary.

1. He hasn't got ... car. But he's got... computer. ... computer is new. 2. My ... friends have got ... cat and ... dog.... dog never bites ... cat. 3. This is ... tree.... tree is green. 4. I can

see three ... boys.... boys are playing. 5. I have ... bicycle. ... bicycle is black. My ... friend has no ... bicycle. 6. Our ... room is large. 7. We wrote ... dictation yesterday. ... dictation was long. 8. She has two ... daughters and one ... son. Her ... son is ... pupil. 9. Last year I gave my ... mother ... bracelet for her ... birthday. She liked ... bracelet. 10. My ... brother's ... friend has no ... dog. 11. This ... pencil is broken. Give me that ... pencil, please. 12. She has ... ball. ... ball is ... big. 13. I got... letter from my ... friend yesterday. ... letter was interesting. 14. When they were in Geneva, they stayed at ... hotel. Sometimes they had dinner at ... hotel and sometimes in ... restaurant. 15. I've got ... idea. 16. What ... surprise!

Exercise 3.

Put the article where necessary.

1. What's ... weather like today? — ... weather is fine. 2. ... sun is yellow. 3. ... sky is grey today. 4.... Earth is ... planet. 5. We had ... English lesson yesterday. ... teacher asked me many ... questions. ... questions were difficult. 6. Where is your ... brother? — He is at ... home. He is in his ... room. He is sitting at ... table. He is doing his ... homework. ... homework is difficult. 7. Our ... cat is sitting on ... sofa. 8. It is very dark in ... room. Turn on ... light, please. 9. Nick went into ... bathroom, turned on ... water and washed his ... hands.

Exercise 4.

Put the article where necessary.

1. This is ... good ... book. Take ... book from ... table. Put this ... book into ... bookcase. 2. ... weather is fine today. ... sky is blue. ... sun is shining brightly in ... blue ... sky. 3. This is ... boy. ... boy is at ... school. He is ... pupil. This ... boy is my ... brother's ... friend. He has ... cat, but he has no ... dog. He likes his ... cat. He gives ... cat ... milk every day. 4. Yesterday I received ... letter from my ... friend. ... letter was important. 5. We live in ... big house. I like ... house very much. 6. Are you ... worker? — No, I am ... student. 7. I like your ... beautiful ... flower. Give me ... flower, please. 8. My ... mother is at ... home. She is reading ... interesting ... book. 9. My ... father is not at ... home. He is at ... work. He is ... doctor. He is ... good ... doctor. He works at... hospital. ... hospital is large.

Home exercise:

Exercise 5.

Put the article where necessary.

1. There is ... big tree in ... garden. 2. There is ... bank near here. — Where is ... bank? 3. There is ... new supermarket in ... centre of our ... town. 4. There is ... hotel over there. ... hotel isn't cheap. 5. Where is ... cat? — ... cat is on ... sofa. 6. Where is ... book? — ... book is on ... shelf. 7. Where are ... flowers? — ... flowers are in ... beautiful vase. 8. Where is ... vase? — ... vase is on ... little table near ... window. 9. Open ... window, please. ... weather is fine today. I can see ... sun in ... sky. I can see ... nice little bird. ... bird is sitting in ... big tree. ... tree is green. 10. There is ... little white cloud in ... sky. 11. What... beautiful... day! 12. We have ... large room. There is ... big sofa in ... room and ... little lamp on ... wall over ... sofa. I like to sit on ... sofa and read ... good book.

LESSON 14

Topic: The Constitution of Uzbekistan.

THE CONSTITUTION OF THE REPUBLIC OF UZBEKISTAN

The new constitution of the Republic of Uzbekistan was adopted on December 8, 1992. Article 1 of the constitution says that Uzbekistan is a sovereign democratic republic. The constitution sets the task of creating a democratic rule of law. All citizens of the republic of Uzbekistan, regardless of their nationality, constitute the people of Uzbekistan.

All citizens living in the republic, men and women of all nations and nationalities, have equal rights in the political, economic and cultural spheres. The right to work together and the right to choose one's trade or profession is guaranteed to all citizens by article 37.

All citizens have the right to rest. The right is guaranteed in practice by the system of sanatoriums boarding houses, holiday homes and clubs where people may spend their free time.

Article 39 guarantees pensions for people who are ill or unable to work. A very important right is the right to education, which is guaranteed to all citizens by article 41 of the constitution of the Republic of Uzbekistan. The state guarantees free secondary education. Students of technical schools, institutes and universities receive scholarships.

While guaranteeing these rights to all citizens, the constitution at the same time imposes serious duties on them, such as the duty to work, to keep labour discipline and to defend their country.

QUESTIONS

1. Article 1 of the constitution states that Uzbekistan is a, sovereign democratic republic. What does that mean?
2. Which nationalities are citizens of Uzbekistan?
3. All citizens are guaranteed the right to rest. What does that mean?
4. All citizens are guaranteed the right to education. What does that mean?
5. Who receives pensions?
6. According to the constitution, what must citizens do in return for their rights?

VOCABULARY:

constitution		trade	
adopted		guaranteed	
sovereign democratic republic			
sets			
creating			
citizens			
regardless			
nationalities			
equal rights			
political			
cultural spheres			

Grammar: The Indefinite Article.

TURDOSH OTLAR BILAN NOANIQ ARTIKLNING ISHLATILISHI

1. Noaniq artikl biror turga mansub bo'lgan birlikdagi shaxs yol buyum oldida ishlatiladi va qandaydir bir degan ma'noni bildiradi:

She has **a watch** of her own.

Uning o'z soati bor.

He gave her **a cigarette** and lighted it.

U unga sigareta berdi va uni yoqdi.

Ko'plikda ot artiklsiz ishlatiladi. Agar miqdorni anglatmoqchi bo'lsak, **some** ishlatamiz:

I have brought you **some flowers**.

*Men sizga **bir** nechta gul keltirdim.*

I hate to wear flowers.

Men gul taqishni yomon ko'raman.

2. Ot shaxs yoki buyumning kim yoki nima ekanligini ifodalasa noaniq artikl bilan ishlatiladi. Bunday ot gapda:

a) ot kesimning tarkibiy qismi bo'lib keladi:

My brother is **an engineer**.

Mening akam — muhandis.

His sister has become **a doctor**.

Uning opasi doktor bo'ldi.

This is **a dictionary**.

Bu lug'atdir.

b) izohlovchi bo'lib keladi:

Mr. A, **a student** of our Institute,

Janob A, institutimiz talabasi

spoke at the meeting.

yig'ilishda gapirdi.

Ko'plikda artikl ham, **some** ham ishlatilmaydi.

They are good **children**, no doubt.

Shubhasiz ular — yaxshi bolalar.

4. Suhbatdoshga hali noma'lum bo'lgan shaxs yoki buyumni ifodalagan ot noaniq artikl bilan ishlatiladi. Bunda noaniq artiklining ma'nos bir so'zining ma'nosiga yaqinlashadi:

He bought **a book** yesterday.

U kecha (bir) kitob sotib oldi.

When I entered the room, I saw **a**

Men xonaga kirganimda deraza

man standing at he window.

oldida turgan bir kishini ko'rdim.

It happened in **a small town** in Siberia.

Bu Sibirdagi kichkina bir shaharchada yuz berdi.

Suhbatdoshga hali noma'lum bo'lgan shaxs yoki buyum **there is** bilan berilganda ham noaniq artikl ishlatiladi:

There is **a telephone** in the room.

Xonada telefon bor.

5. Noaniq artikl mavhum otlar oldida ham ishlatilishi mumkin. Bunda sifat yoki his-tuyg'uning biror turi tushuniladi va noaniq artikl **a kind of, such** shunday bir ma'nosini beradi:

He showed **a patience (a kind of**

U men kutmagan (bir) toqatni (bardoshni)

patience, such patience) that I had

namoyish qildi.

never expected of him.

Exercise 1.

Put the article where necessary.

A. 1. This is ... pen. ... pen is red. 2. These are pencils. ... pencils are black. 3. This is ... soup. ... soup is so tasty. 4. In the morning I eat ... sandwich and drink ... tea. 5. She gave me ... coffee and ... cake. ... coffee was hot. ... cake was very tasty. 6. Do you like ... ice cream? 7. I see ... book in your ... hand. Is ... book interesting? 8. Do you need ... camera? 9. He never eats ... meat, he always eats ... vegetables, ... cereals, ... seeds, ... fruit, and ... nuts. He is ... vegetarian. 10. This is ... pineapple, ... pineapple is delicious. 11. Elaine, ... apples are good for you! 12. My ... cousin is upset. He's got ... sore throat. 13. This is ... cottage cheese. ... cottage cheese is fresh. 14. She bought ... meat, ... butter and ... potatoes yesterday. She also bought ... cake. ... cake was ... delicious. We ate ... cake with ... tea.

B. 1. I have two ... sisters. My ... sisters are ... students. 2. We are at ... home. 3. My ... brother is not at ... home, he is at ... school. 4. My ... mother is at ... work. She is ... doctor. 5. I am not ... doctor. 6. I have no ... sister. 7. He is not ... pilot. 8. I have thirty-two ... teeth. 9. He has ... child. 10. She has two ... children. Her children are at ... school. 11. Is your father at ... home? — No, he is at ... work. 12. Where is your ... brother? — He is at ... home.

Exercise 2.

Put the article where necessary.

A. 1. Where is ... bus station? — ... bus station is next to ... gas station. 2. There are two ... pets in ... house: ... cat and ... dog. 3. There is ... TV antenna on ... roof. 4. There is ... mailbox between ... building and ... bus stop, 5. There is ... big ... dog in ... front of ... fireplace. 6. Do you speak English at ... work or ... school? 7. She had ... bad ... day today. 8. I have ... colour TV set. ... TV set is on ... little table in ... corner of ... room. 9. There is ... book, ... pen, and ... paper on my ... writing desk. 10. My ... brother is ... teacher. He works at ... school.

B. 1. Every day my ... brother and I get up at eight o'clock and walk to ... school. I like ... school. It's ... fun. My ... brother loves ... football. He hates ... homework. So he doesn't like to go to ... school. Will he go to ... work in ... future? 2. My ... friend has to get up early in ... morning because he goes to ... school. That's why he usually goes to ... bed early in ... evening. 3. ... weather was very bad in ... morning yesterday. ... sky was grey and it was raining. But in ... middle of ... day ... weather began to change. ... rain stopped and ... sun appeared from behind ... clouds. In ... afternoon it was very warm. I did not want to stay at ... home and went into ... yard. There were ... boys and ... girls in ... yard. We played in ... yard till late in ... evening. When I came ... home, I drank ... tea, ate ... sandwich and went to ... bed at once. I slept very well at ... night.

Exercise 3.

Put the article where necessary.

A. 1. We have ... large ... family. 2. My granny often tells us ... long ... interesting ... stories. 3. My ... father is ... engineer. He works at ... factory. ... factory is large. 4. My ... mother is ... doctor. She works at ... large ... hospital. She is at ... work now. 5. My ... aunt is ... teacher. She works at ... school. ... school is good. My ... aunt is not at ... school now. She is at ... home. She is drinking ... tea and eating ... jam. ... jam is sweet. I am at ... home, too. I am drinking ... tea and eating ... sandwich. ... sandwich is tasty. 6. My sister is at ... school.

She is ... pupil. 7. My cousin has ... big ... black ... cat. My cousin's ... cat has two ... kittens. ... cat likes ... milk. ... kittens like ... milk, too. 8, I am ... engineer. 9. My ... son is ... pupil. 10. He is ... good ... pupil. 11. This is ... house. 12. This is my ... pencil. 13. You have some ... pencils, but I have no ... pencil. Give me ... pencil, please. 14. What ... pity! I can't come to ... party tonight.

B. 1. My brother is ... pupil. He goes to ... school. He goes to ... school in ... morning. He has five or six ... lessons every day. In ... afternoon he goes ... home. At ... home he does his ... homework. In ... evening he reads ... books. He usually goes to ... bed at ... half past ten. At ... night he sleeps. 2. My father goes to ... work in ... morning and comes ... home in ... evening. 3. I get up at ... half past seven in ... morning and go to ... bed at ... quarter to eleven in ... evening. 4. When does your mother leave ... home for ... work? — She leaves ... home for ... work at ... quarter past eight. 5. When do you leave ... home for ... school? — I leave ... home for ... school at ... half past ... eight. 6. What do you do when you come ... home from ... school? — I do my ... homework, talk to my ... friends on ... phone and go for ... walks. I often listen to ... music. I like ... jazz best. Sometimes I play ... computer games.

Exercise 4.

Put the article where necessary.

A. 1. There is ... wonderful small computer in ... front of ... books there. 2. Where is ... soup? — ... soup is in ... big saucepan on ... gas cooker. 3. Where are ... cutlets? — ... cutlets are in ... refrigerator on ... little plate. 4. There is no ... bread on ... table. Where is ... bread? 5. There is ... little brown coffee table in our ... room in ... front of ... sofa. 6. Where is ... table in your ... room? 7. There is ... thick carpet on ... floor in my mother's ... room. 8. Is your brother at ... home? — No, he is at ... work. He works at ... big factory. He is ... engineer. 9. My sister has many ... books. ... books are in ... big bookcase. 10. ... weather is fine today. Let's go and play in ... yard. There are many ... children in ... yard. They are playing with ... ball.

B. I go to ... school in ... morning, so I get up early. I usually get up at ... quarter past seven. I go to ... bathroom, turn on ... water and wash my face and hands. My father and mother also get up early in ... morning. My mother works at ... office. She is ... typist. My father is ... doctor. He works at ... hospital. We have ... breakfast in ... kitchen. We eat ... porridge and ... eggs. We drink ... tea. My father and mother leave ... home for ... work at ... half past eight. My father goes to ... hospital, and my mother goes to ... office. I don't leave ... home with my parents: ... school where I study is near our house. I leave ... home for ... school at ... quarter to nine. My granny stays at ... home and cooks ... dinner. I have ... lunch at ... school after ... third lesson. My father and mother have ... lunch at ... work. When we come ... home, we have ... dinner.

Home exercise:

Exercise 5.

Put the article where necessary.

A. 1. I see ... bottle of ... pineapple ... juice on ... kitchen table. 2. Her ... son has ... great ... sense of ... humor. 3. There was ... discotheque at ... club last Saturday but he didn't go. 4.

Is there ... bus stop near ... building? 5. We have ... big dog. ... dog is very clever. 6. My friend has ... very good computer. 7. This ... boy is big. He is ... student. 8. There is ... large piano in ... hall. 9. This is ... tree and that is not ... tree. It's ... bush. 10. I am ... boy. I am ... pupil. I study at ... school. 11. My sister is at ... work. She is ... secretary". - She works for ... new company. 12. This is ... very difficult question. I don't know ... answer to it. 13. Do you see ... little girl with ... big ball in her ... hands? She is ... pupil of our ... school. 14. There was ... beautiful flower in this ... vase yesterday. Where is ... flower now? 15. Last year we were in Geneva. It is ... exciting city to visit, but ... very expensive place to live.

B. 1. Every day my husband goes to ... work, my son goes to ... school and I go to ... institute. 2. There is ... new school at... corner of our street. S. My daughter came ... home from ... school on ... Monday and said to me, "There will be ... parents' meeting on ... tenth of February at six o'clock in ... evening." 4. ... teacher read us ... very interesting story at ... lesson. 5. When ... bell rang, ... pupils went into ... classroom. 6. We are usually at ... school from nine o'clock in ... morning till two o'clock in ... afternoon. 7. We don't go to ... school on ... Sunday. 8. We stay at ... home and relax.

LESSON 15

Topic: The National Symbols of Great Britain.

THE STORY OF THE UNION FLAG.

A flag containing three other flags. The Union Flag, popularly known as the *Union Jack, is the national flag of the United Kingdom. It is the British flag. It is called the Union Flag because it symbolises the administrative union of the countries of the United Kingdom. It is made up of the individual Flags of three of the Kingdom's countries all united under one Sovereign - the countries of 'England, of 'Scotland' and of 'Northern Ireland' (since 1921 only Northern Ireland has been part of the United Kingdom). As Wales was not a Kingdom but a Principality it could not be included on the flag.

The following pages will tell you how the Union Flag (Union Jack) came to be the UK's national flag and the making of the United Kingdom.

In 1194 A.D., Richard I of England introduced the Cross of St. George, a red cross on a white ground, as the National Flag of England.

Scotland is represented by the flag of St. Andrew
(a diagonal white cross form (called a saltire) on a blue field)

After Queen Elizabeth I of England died in 1603, King James VI of Scotland inherited the English throne and became King James I of England. It was a Union of the Crowns, but not yet of the nations. Each country still kept their own parliaments. Early in his reign James attempted to combine England and Scotland in a united kingdom of 'Great Britain'. This was the policy he presented to his first Parliament, called on 22 March 1604. The union was resisted. James defied them. On 20 October 1604 he proclaimed a new title for himself as 'King of Great Britain'.

EMBLEMS OF BRITAIN

Each country in Britain has its own patron saint and floral emblem:

England - St. George and the Rose. The national flower of England is the rose. The flower has been adopted as England's emblem since the time of the Wars of the Roses - civil wars (1455-1485) between the royal house of Lancaster (whose emblem was a red rose) and the royal house of York (whose emblem was a white rose).

Scotland - St. Andrew - the Thistle and Scottish Bluebell

The national flower of Scotland is the thistle, a prickly-leaved purple flower which was first used in the 15th century as a symbol of defence. The Scottish Bluebell is also seen as the flower of Scotland.

Wales - St. David and the Daffodil

The national flower of Wales is the daffodil, which is traditionally worn on St. David's Day. The vegetable called leek is also considered to be a traditional emblem of Wales. There are many explanations of how the leek came to be adopted as the national emblem of Wales. One is that St David advised the Welsh, on the eve of battle with the Saxons, to wear leeks in their caps to distinguish friend from foe. As Shakespeare records in Henry V, the Welsh archers wore leeks at the battle of Agincourt in 1415.

Northern Ireland - St. Patrick and the Shamrock

The national flower of Northern Ireland is the shamrock, a three-leaved plant similar to clover. An Irish tale tells of how Patrick used the three-leaved shamrock to explain the Trinity. He used it in his sermons to represent how the Father, the Son, and the Holy Spirit could all exist as separate elements of the same entity. His followers adopted the custom of wearing a shamrock on his feast day.

VOCABULARY:

--	--	--	--

Grammar: Modal Verbs.

MODAL VERBS.

Modal fe'llar

Can (could), may (might), must, ought to, need modal fe'llar bo'lib mustaqil holda ishlatilmaydi, ular asosiy fe'lning infinitivi bilan ishlatiladi va asosiy fe'l ifodalagan ish-harakatning bajarilish imkoniyatini, qobilyatini, ehtimolligini, zarurligini bildiradi. Modal fe'llar asosiy fe'l bilan birgalikda gapda qo'shma kesim bo'lib keladi:
He can **do** it himself. *Buni uning o'zi qila oladi.*

They may **come** tonight. *Ular bu oqshom kelishlari mumkin.*

I must speak to him. *Men u bilan gaplashishim kerak.*

This work **ought to be done** it *Bu ish zudlik bilan qilinishi kerak.*

You needn't **do** it. *Siz buni qilishingiz kerak emas.*

Modal fe'llar **nuqsonli fe'llar (Defective Verbs)** bo'lib, ularning boshqa fe'llarga o'xshash hamma shakllari yo'q. **Can** va **may** fe'llari-ig hozirgi va o'tgan zamon shakllari bor: **can-could, may-might. Must, id, ought to** fe'llarining faqat hozirgi zamon shakllari mavjud. Modal llarning infinitiv, sifatdosh va gerund kabi shaxsi noma'lum shakllari tvjud emas.

Modal fe'llardan keyin asosiy fe'l **to** yuklamasisiz ishlatiladi:

I can do it. *Men buni qila olaman.*

You may take it.	<i>Siz uni olishingiz mumkin.</i>
I must go there.	<i>Men u yerga borishim kerak.</i>
You needn't do it.	<i>Sizga buni qilish zarur emas.</i>
You ought to help him.	<i>Siz unga yordam berishingiz kerak.</i>

So'roq gaplar yasashda modal fe'llar gapdagi eganing oldiga qo'yiladi:

Can you do it? May I take it? Must he go there? Ought he to help me? Need he do it?

CAN (COULD) FE'LI

1. **Can** modal fe'li **Simple Infinitiv** bilan kelib ish-harakatni bajarish *imkoniyatini, mumkinligini, qobiliyatini* ifodalaydi, hozirgi va kelasi zamon uchun ishlatiladi:

I can do it now.	<i>Men uni hozir qila olaman.</i>
I can speak English.	<i>Men inglizcha gapira olaman.</i>
He can finish his work next week	<i>U ishini kelasi hafta tugata oladi.</i>
This work can be done at once.	<i>Bu ishni birdan qilsa bo'ladi.</i>
The steamer can be discharged tomorrow.	<i>Paroxodning yukini ertaga tushirsa bo'ladi.</i>

2. **Can** o'rnida **be able to** ni ham ishlatib bo'ladi. **Be able to** hozirgi, o'tgan va kelasi zamonda ishlatiladi:

I can do it. = I am able to do it.	<i>Men buni qila olaman.</i>
I could do it. = I was able to do it.	<i>Men buni qila oldim.</i>
I shall be able to do it.	<i>Men buni qilishga qodir bo'laman.</i>

3. **Can** fe'li **Perfect Infinitiv** bilan kelib (**can + have + P.P.**) bo'lishsiz va so'roq gaplarda ishlatiladi va suhbatdosh gapirayotgan, haqiqatda sodir bo'lgan ish-harakatning bo'lishi mumkin emasligini ifodalaydi:

He cannot have done it.	<i>U buni qilgan bo'lishi mumkin emas.</i>
He cannot have said it.	<i>Buni u aytmagan bo'lishi kerak.</i>
Can he have said it?	<i>Buni u aytganmikin?</i>

MAY (MIGHT) FE'LI

1. **May** - ruxsatni ifodalaydi:

You may take my dictionary.	<i>Siz mening lug'atimni olishingiz mumkin.</i>
May I come in?	<i>Kirsam mumkinmi?</i>

May ruxsatni ifodalash uchun faqat hozirgi zamonda ishlatiladi, o'tgan va boshqa zamonlarda **might** emas, **allow** fe'lining majhul nisbati ishlatiladi:

He was allowed to go there.	<i>Unga u yerga borishga ruxsat berishdi.</i>
He has been allowed to go there.	<i>Unga u yerga borishga ruxsat berishgandi.</i>
He will be allowed to go there.	<i>Unga u yerga borishga ruxsat beriladi.</i>

Izoh: **May** ga teskari *mumkin emas* ma'nosida **may not (mayn't)** bilan bir qatorda **must not (mustn't)** ham ishlatiladi:

You mayn't smoke here. *Bu yerda chekish mumkin emas.*
You mustn't smoke here. *Bu yerda chekish mumkin emas.*

2. **May** gapiruvchi *to'g'riligiga ishonmagan* taxminni ifodalaydi:

a) **may** + V hozirgi va kelasi zamondagi taxminni ifodalashda ishlatiladi:

He **may know** her address. *Balki u uning manzilini bilar.*
He **may come** to London in the summer. *U Londonga yozda kelishi mumkin.*

MUST FE'LI

Must fe'li ma'lum bir kuch ta'siridagi *zaruratni, buyruq* yoki *maslahatni* ifodalaydi. **Must kerak** deb tarjima qilinib, hozirgi va kelasi zamondagi ish-harakatini ifodalaydi:

I must do it now. *Men buni hozir qilishim kerak.*
He must go there tomorrow. *U o'sha yerga ertaga borishi kerak.*
You must post the letter at once. *Siz xatni darhol jo'natishingiz kerak.*
You **must consult** a doctor. *Siz doktorga ko'rinishingiz kerak.*
The work **must be done** at once. *Ish darhol qilinishi kerak.*
The steamer **must be discharged** tomorrow. *Paroxodning yuki ertaga tushirilishi kerak.*

Izoh: Mustning bo'lishsiz shakli **must not** modal fe'li **mayning** ma'nosiga teskari bo'lgan taqiqlashni ifodalaydi:

— May **I** do it? — No, you **mustn't**.

Buni qilsam mumkinmi? — *Yo'q, mumkin emas.*

Mustga teskari bo'lgan ma'noda **needn't kerak emas** ishlatiladi:

He **needn't** go there. *Unga u yerga borish kerak emas.*

You **needn't** do it. *Siz buni qilishingiz shart emas.*

Shunday qilib **Must I go there?** So'roq gapiga quyidagicha javob berish mumkin: Yes, you **must**. No, you **needn't**.

Exercise 1.

Put the modal verb.

1. All the students ... go home because there will be no meeting after classes. 2. He ... help you as he is not busy now. 3. My son ... skate very well. 4. ... I come in? – Do, please. 5. I am sorry, I ... leave. At 5 o'clock I shall have a lecture. 6. When ... you come to the lesson? We ... come to the lessons at 9. 7. You ... not go away now. You ... stay here till 6. 8. I ... not go to the club today. I have no time. 9. ... they translate this text? – Yes, they ... 10. There are children in this room. You ... not smoke here. 11. ... I open the window? Yes, you ...

Exercise 2.

Translate the sentences.

1. May I leave for a while? 2. Your sister must study better. 3. Don't help him, he can do this work himself. 4. You graduated from the University and ought to know this material. 5. Must I attend these seminars? No, you needn't. 6. She should show her report

to the teacher. 7. He asked the children but they wouldn't listen to him. 8. They ought to help him, he is ill. 9. Last summer we would often walk in the park. 10. Nobody could translate this text. 11. Would you tell me the time? 12. Your friend might have informed us about his arrival. 13. Who can give me a book? 14. The girls should be more attentive at the lessons. 15. They needn't go there.

Exercise 3.

Translate the sentences.

1. He can run long distances. 2. You should stop smoking. 3. My son wouldn't do his home task. 4. May I sit here? 5. Everybody should have read this book. 6. I ought to help my friend, he is ill. 7. Our teacher can speak three foreign languages. 8. You mustn't park your car here. 9. He is a qualified engineer and ought to know the process well. 10. You may keep this book till Monday. 11. It may rain. 12. He needn't buy flowers today. 13. She would often meet us in the park. 14. You should be more attentive to your son. 15. Could anybody do this task? 16. Would you help them? 17. The Smirnovs may not be at home now. 18. Her daughter might have come in time. 19. They must study well. 20. Why should I go with you? 21. She needn't come so early. 22. He must speak to his son. 23. How should I learn about it? 24. Can you answer my question? 25. May we open the window? 26. Your friend could have helped you. 27. She may be out. 28. May we take these dictionaries? 29. Could he play chess at school? 30. Would you show us the way to the station? 31. Children wouldn't stop playing. 32. He needn't leave.

Exercise 4.

Put the modal verbs: can could may might must should would ought needn't

1. ... you play the piano in childhood? 2. He ... take my dictionary. 3. His son is ill, he ... consult the doctor. 4. Why ... I give him my money? 5. ... this manager speak any foreign language? 6. He ... to help his parents, they need his help. 7. The students ... have passed their exams in time. 8. ... you tell us the time? 9. ... I visit them? No, you needn't. 10. The engineer ... have told them about new plan. 11. In winter we ... often skate. 12. You ... not miss these lectures. 13. We ... not do this work ourselves. 14. Isn't he a doctor? He ... to save my child. 15. She asked me but I ... wash the plates.

Home exercise:

Exercise 5.

Fill in the Modal Verbs: can or may.

1. ... I come in? 2. Let me look at your exercises. I ... be able to help you. 3. I ... not swim, because until this year the doctor did not allow me to be more than two minutes in the water. But this year he says I ... stay in for fifteen minutes if I like, so I am going to learn to swim. 4. Libraries are quite free, and any one who likes ... get books there. 5. I ... come and see you tomorrow if I have time. 6. Take your raincoat with you: it ... rain today. 7. Do you think you ... do that? 8. I ... finish the work tomorrow if no one bothers me any more. 9. ... we come and see you next Sunday at three o'clock in the afternoon? 10. What time is it? — It ... be about six o'clock, but I am not sure. 11. Only a person who knows the language very well ... answer such a question.

LESSON 16

Topic: Industrial cities of Uzbekistan.

VOCABULARY:

--	--	--	--

Grammar: The Verb.

THE VERB

FE`L

Shaxs yoki narsaning harakati yoki holatini ifodalovchi so'zlar fe'l deyiladi.

1. Fe'llar sodda, yasama va qo'shma bo'ladi:

a) *sodda fe'llar* tarkibida qo'shimcha yoki old qo'shimcha bo'lmaydi;

b) *yasama fe'llarning* qo'shimchasi yoki old qo'shimchasi bo'ladi:

en: to widen — kengaytirmoq

to strengthen — kuchaytirmoq

fy: to simplify — soddalashtirmoq

to signify — ifodalamoq, bildirmoq

ze: to mobilize — jalb qilmoq

to organize — tashkil qilmoq

ate: to demonstrate — namoyish

un-: to unload — yukni tushirmoq; ilmoq

to untie — yechmoq

re: to resell — qayta sotmoq

c) *Qo'shma fe'llar* ikki so'zdan yasaladi:

whitewash — oqlamoq; to broadcast — radioda eshittirmoq

Eng keng tarqalgan qo'shma fe'llar: fe'l + ravish

to come in — kirmoq to take off — yechmoq;

to go on — davom ettirmoq.

Fe'lning shaxsi ma'lum va shaxsi noma'lum shakllari

(Finite and non-finite forms of the verb)

She lives in London

U Londonda yashaydi.

There were invited to the concert

Ular konsertga taklif qilinishdi.

My sister was here in the morning.

Mening opam ertalab shu yerda edi.

Buyruq maylidagi fe'llar ham fe'lning shaxsi ma'lum shakliga kiradi, chunki u gapda tushurib qoldirilayotgan ega **you** ning kesimidir:

Close the window, please.

fe'ning shaxsi noma'lum shakliga — *infinitiv* (the Infinitive) harakat nomi, *grund* (the Gerund) va *sifatdosh* (the Participle) kiradi. Ularda shaxs, son va mayl yo'q va ular gapda mustaqil ravishda kesim bo'lib kela olmaydi:

I have come here **to speak** to you *Men bu yerga siz bilan gaplashgani keldim*
(infinitiv gapda maqsad holi)

We **discussed** different methods of *Biz xorijiy tillarni o'qitishning turli*
teachear foreign languages. *uslublarini muhokama qildik.*

(
9B **hMfc Jjpag** on the table be-Stol ustida yotgan kitob Mr. A.ga
- : : Mr. A. ar.iajovchi) qarashli.

Fe'ning asosiy shakllari

-. z :l:dz fe'ning uchta asosiy shakli bor: *infinitiv* (the Infinitive), **dtBy** o'tgan zamondagi shakli (Simple Past) va o'tgan zamon sifatdoshi

Pas: Participle). Ular barcha zamon shakllarini yasashda ishla-
_ i.

To 'g 'ri va noto 'g 'rife 'liar

-: _!.: oddiy o'tgan zamon (Simple Past) va o'tgan zamon sifat-- Past Participle i shakllarining yasalishiga qarab *to'g'ri* va *noto'g'ri*

' 7: 'f- :e"ll2~:r.g Simple Past va Past Participle shakllari fe'l o'za-a_ -ec :: sr_rr_:::asini qo'shish bilan yasaladi.

<i>Infbmtm</i>	<i>Simple Past</i>	<i>Past Participle</i>
:: :per	opened	opened
".vert	worked	worked
to expect	expected	expected

Noto'g'ri fe'llarning o'tgan zamon va o'tgan zamon sifatdoshi shakllarini biz darsliklardagi maxsus jadvallardan yoki lug'atdan o'rganamiz.

Jadvaldagi fe'ning ikkinchi shakli **Simple Past** shakli, uchinchi shak-i esa **Past Participle** shaklidir.

Lug'atlarda esa noto'g'ri fe'llarning **Simple Past** va **Past Participle** shakllari fe'ning asosiy shakli va o'qilishidan keyin kichik qavs () ichida berilgan bo'ladi. Kichik qavs ichidagi birinchi shakl fe'ning **Simple Past** shakli, ikkinchi shakl esa fe'ning **Past Participle** shaklidir. Agar kichik qavs ichida faqat bitta shakl berilgan bo'lsa, shu bitta shakl ham **Simple Past** uchun, ham **Past Participle** uchun ishlatiladi:

go [gou] 1. v (**went; gone**) 1) bormoq;

send [send] 1. v (**sent**) 1) jo'natmoq;

FE'L TURLARI

1.Ma'nosiga va gapdagi vazifasiga ko'ra fe'llar quyidagi turlarga bo'linadi: *asosiy fe'llar*, *yordatchi fe'llar*, *bog'lovchi fe'llar* va *modal fe'llar*.

2. **Asosiy fe'llar (Notional Verbs)** mustaqil ma'noga ega bo'lib, gapda yakka o'zi sodda kesim bo'lib keladi:

He **speaks** French.

U fransuzcha gapiradi.

They **returned** yesterday.

Ular kecha qaytib kelishdi.

3. **Yordamchi fe'llar (Auxiliary Verbs)** mustaqil ma'noga ega bo'lmasdan, fe'lning murakkab shakllarini yasashda yordam beradi. Ularga quyidagi fe'llar kiradi: **to be, to have, to do, shall (should), will (would)**:

She **is working** in the garden.

U bog'da ishlayapti.

I **have read** the book.

Men kitobni o'qib chiqdim.

I **do not know** it.

Men buni bilmayman.

He **will speak** to his friend. *U do'sti bilan gaplashadi.*

4. **Bog'lovchi fe'llar (Link Verbs)** ot-kesim yasashda bog'lovchi bo'lib keladi. Eng ko'p ishlatiladigan bog'lovchi fe'l **to be** fe'lidir:

He **is** an engineer.

U — muhandis.

The box **was** heavy.

Quti og'ir edi.

Grammar exercises:

Exercise 1.

Exercise 2.

Exercise 3.

Exercise 4.

Home exercise:

Exercise 5.

LESSON 17

Topic: Industrial cities in Great Britain.

INDUSTRIAL CITIES IN GREAT BRITAIN.

Manchester is one of Great Britain's chief centers of trade and finance. Its port handles about 14 million short tons (13 million metric tons) of cargo annually. The city has many banks and insurance companies and a stock exchange. Manchester and its surrounding communities also rank as one of Britain's leading manufacturing areas. Products include chemicals, clothing and textiles, computers, electronic equipment, industrial machinery and machine tools, paper, precision instruments, and processed food. The downtown area of Manchester has many buildings that date from the 1800's, when the city became a major industrial and trade center. A number of the buildings were constructed to serve the needs of industry and trade but are now used for other purposes. The Royal Exchange, for example, formerly a trading center for Britain's cotton industry, is now a theatre. The Free Trade Hall was once a center for free trade and radical political movements. Today, the world's famous Hall Orchestra performs there. Manchester's magnificent Town Hall also dates from the 1800's. All these buildings are architectural landmarks and reminders of Manchester's former great wealth. Manchester Cathedral, built in the 1400's, is another famous landmark. The city has an international airport. It is also a center of railroad transportation.

Liverpool is a large commercial and manufacturing city. The commercial center of Liverpool is one of the largest shopping districts in Great Britain. It borders the river and has several buildings that are landmarks of the city. They include the Royal Liver Building, which has twin towers. Each tower is topped by a sculpture of the «liver bird», a mythical creature after which the city is said to have been named. Liverpool has a wide variety of cultural activities and sports events. The city's Walker Art Gallery owns one of the nation's finest collections of paintings outside London. Liverpool has an orchestra, several theatres, and two professional soccer teams. Liverpool was founded in 1207 and began to flourish as a trade center in the 1700's. At the same time, it became an important port city. Shipping remains as important economic activity in the Liverpool area today. Major industrial facilities of the city include flour mills, sugar refineries and an automobile manufacturing plant. During World War II, German bombers heavily damaged the city and its docks. Since the war, the decline of the port, plus other factors, have contributed to a high rate of unemployment in the city.

An important manufacturing city, Sheffield has long been a center for the production of high - grade steel, silver plate, and metal products. Its cutting tools and «cutlery» - silver ware, teapots, and other table utensils - are internationally famous. An Anglo-Saxon agricultural settlement probably

stood on the site of what is now Sheffield as early as the A. D. 1000's. Sheffield grew rapidly during the Industrial Revolution of the 1700's and 1800's, when it became England's main center for steel production. Today, Sheffield has attractive public housing, modern commercial and industrial areas, and pleasant parks and other landscape sites.

Birmingham is the second largest city in Great Britain. Only London has more people. Many sections of Birmingham were heavily damaged by German bombs during World War II. These sections have been rebuilt since the mid -1900's as part of an urban renewal program. Birmingham's factories manufacture a wide variety of products. The chief items include automobiles, computers, electronic circuits, machine tools, and wire. Anglian settlers founded Birmingham, probably in the A. D. 600's. The city became a trading center during the 1100's, and industries began to develop there in the 1500's. Birmingham grew into an industrial city because of nearby coal and iron ore deposits, and other important natural resources. During the Industrial Revolution Birmingham became a major industrial center of Great Britain. Today, Birmingham and the surrounding communities form Britain's chief manufacturing area.

Leeds is the center of the clothing industry of West Yorkshire in England. It is also an important producer of wool textiles. The important Yorkshire coal field lies to the south and south east of Leeds. The field provides coal for several power stations in the region. Clothing and wool textiles are the traditional products made in Leeds. In addition, Leeds has developed important computer, defense, electronic, engineering, and vehicle industries. The city is a major cultural and business center and the home of the University of Leeds .

Glasgow is the largest city in Scotland and a center of industry and commerce. It lies on both sides of the River Clyde which leads into the Atlantic Ocean near Glasgow, and the city serves as a port for oceangoing vessels. Glasgow is a center of engineering activities. Its manufactured goods include computers and other electronic products. Major Scotch whisky firms have their headquarters in the city. Glasgow is a center for Scottish television broadcasting, and some filmmaking takes place there. Glasgow's history can be traced back to the founding of a church in the 500's on the city's present site by Saint Kentigera. The city was founded about 1180. In the 1700's Glasgow became an important port, and it contributed to its prosperity. Glasgow was one of the first cities to become involved in the Industrial Revolution, which began in the 1700's. James Watts developed his steam engine near Glasgow.

VOCABULARY:

--	--	--	--

Grammar: Preposition

**THE PREPOSITION
PREDLOG**

1. Predlog deb ot (yoki olmoshning) gapdagi boshqa so'zlarga munosabatini ko'rsatuvchi yordamchi so'zlarga aytiladi. Ingliz tilida kelishik qo'shimchalari yo'qiiigi uchun ular ko'p hollarda o'zbek tilidagi kelishik qo'shimchalari vazifasini bajaradi:

He lives in London.	<i>U Londonda yashaydi.</i>
He is sitting under a tree.	<i>U daraxt ostida o'tiribdi.</i>
After dinner he went to the library.	<i>U tushlikdan keyin kutubxonaga bordi.</i>
He came with his brother.	<i>U akasi bilan keldi.</i>

2. Har bir predlog bir nechta mustaqil ma'nolarda kelishi mumkin.

Masalan, **in** predlogi quyidagi ma'nolarda ishlatiladi:

a) *-da* (joyga nisbatan ishlatiladi):

He lives in London.	<i>U Londonda yashaydi.</i>
----------------------------	-----------------------------

d) *-da* (vaqtga nisbatan ishlatiladi, oy va yil oldida):]

He will arrive in May.	<i>U may oyida keladi.</i>
-------------------------------	----------------------------

e) *keyin* ma'nosida:

He will return in an hour.	<i>U bir soatdan keyin qaytib keladi.</i>
-----------------------------------	---

d) *-da, ichida, mobaynida*:

The house was built in three months.	<i>Uy uch oy ichida qurildi.</i>
--------------------------------------	----------------------------------

e) Ko'p hollarda u yoki bu predlogning ishlatilishi undan oldin kelayotgan fe'lga, sifatga yoki otga bog'liq bo'ladi. Masalan, **to depend** fe'li o'zidan keyin **on** predlogini talab qiladi:

It doesn't depend on me.	<i>Bu menga bog'liq emas.</i>
---------------------------------	-------------------------------

To laugh fe'li o'zidan keyin **at** predlogini talab qiladi:

He laughed at me.	<i>U mening ustimdan kuldi.</i>
--------------------------	---------------------------------

Sure sifati o'zidan keyin **of** predlogini talab qiladi:

He was **sure** of it. *U bunga amin edi.*

Objection oti o'zidan keyin **to** predlogini talab qiladi:

I have no **objection to** that. *Menda bunga e'tiroz yo'q.*

4. Ba'zi fe'llar turli predloglar bilan kelganda, ma'nosi turlicha bo'ladi:

He is looking for the child. *U bolani izlayapti.*

He is **looking after** the child. *U bolaga qarayapti (g'amxo'lik qilayapti).*

5. Predloglar ko'pgina iboralar va birikmalar tarkibiga kiradi — **vain** behuda, bekorga, **at last** nihoyat, **for ever** umrbod, abadiy, **on the** (other) **hand** bir (boshqa) tomondan va boshq.

6. Predloglar quyidagi guruhlariga bo'linadi:

a) sodda (in, **to**, **at**, va hokazo);

b) qo'shma (**into**, **upon**, **throughout** va boshq.);

c) predlog vazifasini bajaruvchi so'zlar guruhi: (**according to**, **by means of**, **instead of**, **in front of** va hokazo).

SHAKLI RAVISHLAR BILAN MOS KELUVCHI PREDLOGLAR

1. Ba'zi predloglarning shakllari ravishlar bilan mos keladi. Predloglarni ravishlardan ularning gapdagi vazifasiga qarab ajratish mumkin. Predloglar otlar (olmoshlar) bilan gapdagi boshqa so'zlar o'rtasidagi munosabatni bildirib keladi. Ular mustaqil so'zlar emas, yordamchi so'zlardir va urg'u olmaydi. Ravishlar esa fe'llarni aniqlaydi. Ular mustaqil so'zlar bo'lib urg'u oladi:

Predloglar

Ravishlar

He went up stairs.

U zinadan yuqoriga chiqdi.

I looked up and saw an aeroplane flying very low.

Men yuqoriga qaradim va juda past uchayotgan samolyotni ko'rdim.

Before the war he lived in London.

Urushdan oldin u Londonda yashagan.

I have read this book **before**.

Men bu kitobni oldin o'qiganman.

We shall go there after dinner.

Biz u yerga tushlikdan keyin boramiz.

I never saw him **after**.

Keyin men uni hech qachon ko'rmadim.

2. Ba'zi predloglarga mos keluvchi ravishlar (**in**, **on**, **up**, **down**, **by** va bosqalar) ba'zi fe'llar bilan birikib kelib yangi ma'no beradi va qo'shma fe'llar yasaydi. Ushbu holda ravishlar mustaqil so'z bo'lmasa ham urg'u oladi:

Put on your coat.

Paltoyigizni kiying.

He **gets up** very early.

U juda erta turadi.

Come **in**, please.

Marhamat, kiring.

Go **on** reading.

O'qishni davom ettiring.

Turn off the light.

Chiroqni o'chiring.

Exercise 1.

Put the Pronouns: some, any or no.

A

1. There are ... pictures in the book, 2. Are there ... new students in your group? 8. There are ... old houses in our street. 4. Are there ... English textbooks on the desks? — Yes, there are... . 5. Are there ... maps on the walls? — No, there aren't 6. Are there ... pens on the desk? — Yes, there are 7. Are there ... sweets in your bag? — Yes, there are ... , 8. Have you got ... English books at home? — Yes, I have 9. There are ... beautiful pictures in the magazine. Look at them. 10. There is ... ink in my pen: I cannot write. 11. Is there ... paper on your table? 12. I haven't got ... exercise books. Give me ... , please. 13. It is winter. There are ... leaves on the trees. 14. I didn't buy ... bananas yesterday.

B

1. I need ... sugar, ... flour, ... eggs, ... butter and ... milk to make a cake. 2. There is ... butter in the fridge, but there isn't... milk. 3. Are there ... eggs? — There aren't ... eggs left. 4. We haven't got... flour. 5. To make cabbage soup I need ... cabbage, ... onions, ... carrots, and ... salt. I don't need ... plums or ... pineapples. 6. I need to buy a lot of things. There isn't ... time to waste. 7. Oh, dear! There is ... money in my purse. But I can use my credit card.

Exercise 2.

Put the Pronouns: some, any or no.

1. We haven't got ... milk. We can't make an omelet. 2. Bob always likes ... sugar in his coffee. 3. Poor Oliver was hungry. He wanted ... bread. 4. They haven't got ... stamps. I can't post my letter. 5. He has got ... money. He can't spend his holidays in Switzerland any more and stay at luxury hotels. 8. There are ... schools in this street. 7. Are there ... pictures in your book? 8, There are ... flowers here in winter. 9. I can see ... children in the yard. They are playing. 10. Are there ... new buildings in your street? 11. There are ... people in the park because it is cold. 12. I saw ... boys in the garden, but Mike was not among them. 13. They brought... good books from the library. 14. Give me ... tea, please, I am thirsty. 15. Dinner was not ready yet, so she gave the children ... bread and butter because they were hungry. 16. Do you want ... milk in your coffee? 17. Have you got... time to spare? I'd like to ask you ... questions. 18. Is there ... cheese on the plate? 19. There is ... ham on the plate. 220. There is ... tea in the cup: the cup is empty.

Exercise 3.

Put the Pronouns: some, any or no.

1. There are ... buses today and I can't go shopping. 2. There is ... caviar in the can. I love it. Would you like ... ? 3. Please don't offer her ... chips. She doesn't want... . 4. Can I have ... milk in my tea? I don't like it black. 5. There is ... ink in my pen. 6. Is there ... snow in the street this morning? 7. My mother likes ... music 8. Are there ... chess players here? 9. There are ... diagrams in the new book, 10. Are there ... newspapers on the table? 11. Was there ... water in the glass or ... milk? 12. There was ... soap in the box; he used it to wash his hands. 13. There was ... soap in the box: it smells of ... soap. 14. There are ... letters for you on the table. 15. Do you like ... apples? 16. Were there ... of our teachers at the stadium? 17. There were ... students of our group at the consultation yesterday. 18. Will there be ... concerts at the club next month? 19. There were ... yellow and green pencils on the table. 20. People need ... oxygen for breathing.

21. Are there ... mistakes in my dictation? — Yes, there are 22. My brother doesn't like ... carrots.

Exercise 4.

Put the Pronouns: something, anything, nothing or everything.

1. She has to go to the supermarket. There isn't... in the fridge. 2. I've had a terrible day. ... went wrong. 3. The young man is very upset. There is ... wrong with his car. 4. His grandparents like doing ...: Cooking, playing board games, going to museums, visiting their friends. 5. She never says ... nice about her neighbors. 6. What do you want to drink? —..... I'm not thirsty. 7. Nobody told me ... about his lung cancer. I could do ... to save his life. 8. Give me ... to read, please. — With pleasure. 9. I don't know ... about your town. Tell me ... about it. 10. Please give me ... warm: it is cold here. 11. I understand ... now. Thank you for your explanation. 12. There is ... white in the box. What is it? 13. Is there ... that you want to tell me? 14. Where is the book?— It is on the table. — No, there is ... there. 15. There is ... new under the moon.

Home exercise:

Exercise 5.

Put the Pronouns: somebody, anybody, nobody or everybody.

1. Don't tell ... about it. It's a secret. 2. Life is tough! ... has problems. 3. ... has eaten all the ice cream. That's terrible! ... will be able to have it for dessert tonight. 4. I think, ... in our class is honest. That's why we trust 5. If you look in the yellow pages, I am sure you'll find ... who can fix your TV. 6. I am not a perfectionist. ... is perfect in this world. 7. Is there ... in the office? 8. ... needs good friends. A friend in need is a friend indeed. 9. Has ... in this group got a dictionary? 10. ... left a magazine in our classroom yesterday. 11. The question was so difficult that ... could answer it. 12. I am afraid I shan't be able to find ... in the office now: it is too late. 13. ... knows that water is necessary for-life. 14. Is there ... here who knows French? 15. You must find ... who can help you. 16. ... knew anything about America before Columbus discovered it. 17. I saw ... in the train yesterday who looked like you.

LESSON 18

Control Nr. 2.

Test.

1. Complete the words below with the vowels “a, e, i, o, u”. All the words are common office objects:

1. st _ pl _ r

2. d _ sk _ tt _

3. c _ l _ nd _ r

4. sc _ ss _ rs

5. p _ p _ r cl _ p

6. n _ t _ p _ d

7. c _ lc _ l _ t _ r

8. d _ sk _ d _ _ ry

9. dr _ w _ r

10. r _ bb _ r st _ mp

11. f _ ld _ r

12. _ nv _ l _ p _

2. Match a verb to a noun to make word partnerships.

1. answer

A a staff meeting

- 2.book
- 3.attend
- 4.check
- 5.order
- 6.post
- 7.repair
- 8.greet

- B the sales figures
- C a couple of letters
- D the printer
- E the phone
- F a visitor
- G a hotel room
- H some photocopy paper

LESSON 19

Topic: The New Year in Great Britain.

THE NEW YEAR IN GREAT BRITAIN.

New Year's Eve or Old Year's Night is on 31 December, the final day of the Gregorian year, and the day before New Year's Day. New Year's Eve is a separate observance from the observance of New Year's Day. In modern Western practice, New Year's Eve is celebrated with parties and social gatherings spanning the transition of the year at midnight.

Many cultures use fireworks and other forms of noise making in part of the celebration. New Year's Eve is observed universally on 31 December according to the year numbering of the Common Era, or A.D. Anno Domini convention, even in non-Christian nations. New Year's Eve is also the seventh day of Christmas in western Christianity. Traditional and religious celebrations for e.g. the Chinese, Muslim and Jewish new year, which occur on different dates, are still celebrated separately in the cultures that observe them, on the appropriate dates each year.

Britain traditionally welcomes the new year with the chimes of Big Ben. Many cities have large firework displays and street parties, the two main events being in London and Edinburgh.

VOCABULARY:

--	--	--	--

Grammar: Future in the Past.

THE SIMPLE FUTURE IN THE PAST TENSE

O 'tgan zamondagi kelasi zamon

1. Simple Future in the Past Simple Future ga o'xshab **shall** yordamchi fe'li o'rniga **should, will** yordamchi fe'li o'rniga **would** ishlatiladi:

Should /Would + fe`l

Bo'lishli shakli

Bo'lishsiz shakli

I **should** work

I **should not** work

He (she, it) **would** work
We **should** work
You **would** work
They **would** work

He (she, it) **would not** work
We **should not** work
You **would not** work
They **would not** work

Quyidagi qisqartirmalar ishlatiladi: I'd, He'd, She'd, They'd, I shouldn't, I'd not, He wouldn't, He'd not, She'd not, It wouldn't, We shouldn't, We'd not, You wouldn't, They wouldn't, They'd not.

Simple Future in the Past o'tgan zamonga nisbatan kech sodir bo'lgan ish-harakatni ifodalash uchun ishlatiladi. Si the **Past** bosh gapdagi kesim o'tgan zamonda bo'lgand; ^apdagi kelasi zamonni ifodalaydi:

I said that I **should go** there thenext day.

Men u yerga kelgusi kuni boorishni aytdim.

He knew that Nancy **would return** next week.

U Nansining kelgusi haftada kelishini bilar edi.

He asked them whether they **would take part** in that work.

U ulardan o'sha ishda qatnashish qatnashmasliklarini so'radi.

Grammar exercises:

Exercise 1.

Exercise 2.

Exercise 3.

Exercise 4.

Home exercise:

Exercise 5.

LESSON 20

Final Control.

Oral Speech.

PART- II

LESSON 1

Topic: National Economy of Uzbekistan.

NATIONAL ECONOMY OF UZBEKISTAN.

Since independence, the Government of Uzbekistan has stated that it is committed to a gradual transition to a market-based economy. The progress with economic policy reforms has been cautious, but cumulatively Uzbekistan has registered respectable achievements.

The government has eliminated the gap between the black market and official exchange rate by successfully introducing convertibility of the national currency, but its restrictive trade regime and generally interventionist policies continue to have a negative effect on the economy. Substantial structural reform is needed, particularly in the area of improving the investment climate for foreign investors, strengthening the banking system, and freeing the agricultural sector from state control. Remaining restrictions on currency conversion capacity and other government measures to control economic activity, including the implementation of severe import restrictions and sporadic closures of Uzbekistan's borders with neighboring Kazakhstan, Kyrgyzstan, and Tajikistan have led international lending organizations to suspend or scale back credits.

The government working closely with IMF has made considerable progress in reducing inflation and the budget deficit. The national currency was made convertible in 2003 as part of the IMF-engineered stabilization program, although some administrative restrictions remain. Agriculture and manufacturing industries contribute equally to the economy, each accounting for about one-quarter of GDP.[2] Uzbekistan is a major producer and exporter of cotton, although the importance of this commodity has declined significantly since independence. Uzbekistan is also a major producer of gold with the largest open-pit gold mine in the world and has substantial deposits of copper, strategic minerals, gas, and oil.

VOCABULARY:

--	--	--	--

Grammar: Pronouns

PRONOUNS

OLMOSH

KISHILIK OLMOSHLARI (PERSONAL PRONOUNS)

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

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

	Shaxs	Bosh kelishik	Obyekt kelishigi
I	Birlikda	Birlikda	
II	I men	me	
III	—	— he " } it Ko'plikda	him she > u Ko'plikda
			her it J
I	we biz	us	
II	you siz	you	
III	___they ular___	them _____	

2. Bosh kelishikdagi kishilik olmoshlari gapda ega va ot kesim tarkibida keladi:

I saw that picture (ega).
It is **I (he, we va hok.)**.

Men u suratni ko'rdim.
Bu men (u, biz va hok.).

Izoh: Og'zaki nutqda ot kesim tarkibida kishilik olmoshining obyektiv kelishikdagi shakli ham uchraydi: it's me (him, us). It's me shakli ayniqsa ko'proq uchraydi.

3. **I** olmoshi har doim bosh harf bilan yoziladi. **I** olmoshi boshqa olmoshlar yoki otlar bilan birga kelganda, har doim ulardan keyin ishlatiladi:

You and I (yoki: he and I) must be
there at seven o'clock.
My brother and I will help you.

*Siz bilan men (yoki: u bilan men)
soat yettida u yerda bo'lishimiz kerak.
Akam bilan men Sizga yordam beramiz.*

4. **He** *u* olmoshi erkaklarga nisbatan, **she** *u* xotin-qizlarga nisbatan, **it** *u* jonsiz buyumlarga va hayvonlarga nisbatan ishlatiladi:

Peter is an engineer. He works at a factory.
Where is **Helen**? — **She** is in the garden.
The chair is broken. It is broken.
The book is on the shelf. It "is on the shelf."
The window is open. It is open.
The cat is under the table. It is under the table.

*Piter — muhandis. U zavodda ishlaydi.
Helen qayerda? — U bog'da.
Stul siniq. U siniq.
Kitob tokchada. U tokchada.
Deraza ochiq. U ochiq.
Mushuk stol ostida. U stol ostida.*

5. **They ular** olmoshi III shaxs ko'plik uchun ishlatiladi:

The students are in the corridor.
They are in the corridor.
The documents are on the table.
They are on the table.

*Talabalar koridorda.
Ular koridorda.
Hujjatlar stol ustida.
Ular stol ustida.*

6. **You Siz, sen** olmoshi II shaxs birlik va ko'plik uchun ishlatiladi:

Children, where are **you**?
Mary, where are **you**?

*Bolalar, qayerdasiz?
Meri, qayerdasan?*

7. Obyektiv kelishikdagi kishilik olmoshlari gapda vositasiz to'ldiruvchi bo'lib keladi:

He saw **me** in the street.
I met **them** at the station.
He showed **her** the picture.

*U meni ko'chada ko'rdi.
Men ularni stansiyada uchratdim.
U unga suratni ko'rsatdi.*

8. Obyektiv kelishikdagi kishilik olmoshlari istagan predlog bilan kelishi mumkin va gapda to'ldiruvchi bo'lib keladi:

He showed the picture **to her**
and not **to me**.
The article was translated **by her**
and not **by them**.
This pen is bad. I cannot write
with it.
This letter is **for you**.
I have read **about it**.
I quite agree **with you**.

*U suratni unga ko'rsatdi, menga emas.
Maqola ular tomonidan emas, u tomonidan tarjima qilingan.
Bu ruchka yomon. Men u bilan yoza olmayman.
Bu xat sizga (siz uchun).
Men bu haqda o'qiganman.
Men sizga to'liq qo'shilaman.*

I have received a letter **from her**.

Men undan xat oldim.

POSSESSIVE PRONOUNS **EGALIK OLMOSHLARI**

1. Ingliz tilida egalik olmoshlari ikki xil bo'ladi: **egalik olmosh-sifat-lari** va **egalik olmosh-otlari**.

Shaxs,	Kishilik olmoshi	Egalik olmosh-sifati	Egalik olmosh-oti
	Birlik		
	my — mening	mine — meniki	
I	—	—	—
	he	his -\	his "\
III	^{sne}	her > — uning	hers > — uniki
	it	its J	its)
	Ko'plik		
I	^{we}	our — bizning	ours — bizniki
II	y ^{ou}	your — sizning	yours — sizniki
III	— they	their — ularning	theirs — ularniki

2. Egalik olmosh-sifatlari **whose?** *kimning* so'rog'iga javob bo'lib, sifat vazifasida keladi. Ular doim ot oldida keladi va otlarning ko'rsatkichi bo'lganligi uchun ularning ketidan kelgan otlar artiklsiz ishlatiladi, chunki bitta ot oldida faqat bitta ko'rsatkich kelishi mumkin:

My **pencil** is on the table.

Mening qalamim stol ustida.

He gave me **his address**.

U menga o'zining manzilini berdi.

Agar otdan oldin boshqa aniqlovchi bo'lsa, egalik olmoshi boshqa har qanday ko'rsatkich kabi o'sha aniqlovchining oldiga o'tadi:

Where is **my red pencil**?

Mening qizil qalamim qayerda?

His elder brother lives in Brighton.

Uning katta akasi Braytonda yashaydi.

3. Egalik olmoshlari artiklga o'xshab **all** va **both** dan keyin qo'yiladi:

All my pencils are in that box.

Mening hamma qalamlarim o'sha qutida.

Both his brothers live there.

Uning har ikkala akasi o'sha yerda yashaydi.

4. Egalik olmosh-otlaridan keyin hech qachon ot kelmaydi, ularning o'zi ot o'rnida ishlatiladi. Ular gapda ega, to'ldiruvshi yoki ot-kesim tarkibida keladi:

This is not my pencil, **mine** is blue.

Bu mening qalamim emas, meniki ko'k (ega). I

have broken my pencil.

Men qalamimni sindirib qo'vdim.

Please, Give me **yours**.

iltimos, menga o'zingnikini ber.

5. O'zbek tilida egalik olmoshlari tushib qolib, ularning o'rnida egalik qo'shimchasi yoki *o'zimning, o'zingning, o'zining, o'zimizning, o'zin-gizning, o'zlarining* olmoshlari bilan berilishi mumkin, lekin ingliz tilida egalik olmoshlari hech qachon tushib qolmaydi yoki boshqa narsa bilan almashtirilmaydi:

Men ruchkamni sindirib qo'ydim.
 U qalamini yo'qotib qo'ydi.
 Ular kitoblarini bizga berishdi.
 Mening lug'atim yo'q. Siz menga
 lug'atingizni berib tura olasizmi?
 U ta'tilini Oqtoshda o'tkazdi.
 U xatni cho'ntagiga soldi.
 Paltoyingizni yeching!
 Men buni akamga aytdim.

I have broken **my** pen.
 She has lost **her** pencil.
 They gave us **their** books.
 I haven't got a dictionary.
 Can **you** give me **your** dictionary?
 He spent **his** leave in Oktosh.
 He put the letter into **his** pocket.
 Take off **your** coat!
 I told **my** brother about it.

O'ZLIK OLMOSHLARI (REFLEXIVE PRONOUNS)

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

Shaxs	Birlikda	Ko'plikda
I	Myself	Ourselves
II	Yourself	Yourselves
III	Himself	Herself
	Themselves	
	I Itself	
	One olmoshi	Oneself

2.II shaxs birlik va ko'plik uchun o'zlik olmoshlarining alohida shakllari bor:

Don't hurt **yourself, Peter!** Piter, lat yemagin (shikastlanmagin!)

Don't hurt **yourselves, children!** Bolalar, jarohat olmang!

3.Ba'zi fe'llardan keyin o'ziik olmoshi ishlatilib, shu ish-harakati ega-ga qaytishini bildiradi:

He defended **himself** bravely. U o'zini jasurlik bilan himoya qildi.

She hurt **herself**. U shilcast wHi

3. Ingliz tilidagi ba'zi o'timli fe'llarga o'zbek tilida o'timsiz fe'llar *ut* ri keladi: **to follow kuzatmoq, ergashmoq, to approach yaqinlashmoq.**

Please **follow me.** Iltimos, mening orqamdan **yurhl**

He approached the house. U uyga yaqinlashdi.

4. Ingliz tilidagi ba'zi o'timsiz fe'llarga o'zbek tilida o'timli **fel** to'g'ri keladi: **to listen to -ni tinglamoq, to wait for -nikutmoq:**

Listen to me, please. Meni tinglang, iltimos.

She is **waiting for her brother.** U akasini kutayapti.

Grammar exercises:

Exercise 1.

Put the personal pronouns.

1. There is no ink in (he) fountain – pen/ Take (I) fountain – pen, please. There is some ink in it. 2. What is (you) friend’s name? (She) name is Kitty. She is a first – year student just like me. We are fond of (we) institute. 3. Where is (she) house? It is near (I) house. 4. There are many nice flowers in (they) garden. 5. What colour are (you) sister’s eyes? (She) eyes are brown. They are very beautiful.

Exercise 2.

Put the personal pronouns.

1. This is ... book, it is on the table. 2. Give me ... pencil. ...is very bad. 3. ... Institute is near the Metro station. 4. ... school is near the Underground, but ... is rather far from ... house. 5. Whose note – books are those: ... or ...? 6. This is not ... telephone number, it must be ... 7. ... magazines are on the table; ... are on the shelf.

Exercise 3.

Put the personal and possessive pronouns.

A.

1. I have a brother. 2.... name is Peter. 3. ...is an engineer by profession. 3...brother is 27. 4. ... is married and has...own family. 5. ... is not very large. 6. ...are four. 7. ...wife is 25. ... name is Olga. 9. ...is a doctor. 10. ...have 2 children. 11....children are little. 12. I like ... very much and ... like ...too. 13. ... say that... am the best uncle in the world.

B.

1. ... am Mike. 2...have a sister. 3. ... is a schoolgirl. ...are twins. 6. ...have parents. 7. ... are teachers by profession. 9. ... are very fond of.... 10. ... family is very friendly. 11....live in a three room flat. 12. ...is in the center of the city. 13.... rather comfortable. 14. ... rooms are large and light.

Exercise 4.

Put the pronouns.

1. Let (they) discuss this problem. 2. Let (I) help you. 3. Allow (he) to introduce his son. 4. I would like (you) to meet (they). 5. Let (we) go to the library. 6. Let (they) watch TV in the evening. 7. Let (she) have a rest. 7. Allow (I) to visit you. 8. Do you want (they) to write a report? 9. Let (we) sit down here. 10. Let (she) come in.

Home exercise:

Exercise 5.

Put the pronouns.

1. ...is my brother. 2. ... is a woman. 3. ...is a pencil. 4 are my parents. 5. ...is a classroom. 6. ...were on the table. 7 am 1 8 years old. 8. ... are flowers. 9. ... are my best friends. 10. was my sister's husband. 11. ... am his son. 12. ... is her daughter. 13. Next year ... shall be students and now ... are pupils. 14. Who are ...? 15. I see no book here, where is ...? 16. Why were ... absent yesterday? 17. Is ... your teacher? 18. Look at this house, isn't ... beautiful?

LESSON 2

Topic: National Economy of Great Britain.

NATIONAL ECONOMY OF GREAT BRITAIN.

Great Britain is one of highly developed countries. After the World War II England became the second after the USA, but later on Japan and Germany left it far behind. In the postwar period England lost almost all its colonies, but ruling class doesn't want to agree with it. English leaders constantly increase military expenditures. Unemployment is growing; English goods cannot stand the competition with the goods exported from the USA, Japan.

Expenditures on social needs are declined. The entry of England into Common Market did not improve its economic position.

The original basis of British industry was coal-mining. England is the main producer of electronics and industrial equipment. One of the leading industries of Great Britain is the textile industry. The greater part of British industrial output is produced by private firms.

England has a highly developed farming. The main branch of British agriculture is dairy farming; its milk products are famous all over the world.

QUESTIONS:

1. What do English leaders increase after the postwar period?
2. Why cannot English goods stand the competition with the goods exported from the USA, Japan?
3. What expenditures are declined?
4. Why did not the entry of England into Common Market improve its economic position?
5. What was the original basis of British industry?
6. What industry is the leading industry in Great Britain?
7. What is the main branch of British agriculture?

VOCABULARY:

developed	rivojlangan	unemployment	ishsizlik
to leave	qolmoq	to grow	o`smoq
postwar	urushdan keyingi	social needs	ijtimoiy xarajatlar
period	jarayon	to decline	rad qilmoq
to lost	yo`qotmoq	entry	kirish
almost	deyarli	Common Market	umum bozor
colony	mustamlaka	position	holat
ruling class	boshqaruv sinfi	original basis	asosiy kelibchiqishi
to agree with	rozi bo`lmoq	coal-mining	ko`mir koni
constantly		equipment	jihaz
military	harbiy	output	
expenditure	xarajat	dairy farming	sut ishlab chiqarish

Grammar: Active Voice (Part-I).

Grammar exercises:

Exercise 1.

Exercise 2.

Exercise 3.

Exercise 4.

Home exercise:

Exercise 5.

LESSON 3

Topic: National Economy of the USA.

ECONOMY OF THE U.S.A.

The United States of America is a highly developed industrialized country. Shipbuilding, electronics, automobile industry, aircraft industry, space research are highly developed in the States. Each region of the United States has characteristics of its own due to the differences in climate, landscape and geographical position. Great Lakes, Atlantic Coast, Pennsylvania, New Jersey are biggest industrial regions of the country.

The United States has a lot of mineral deposits or resources such as coal, gold, silver, copper, lead and zinc. The south, especially Texas is rich in oil. The coalfields of Pennsylvania are rich in coal. There are plenty of coal mines. Illinois, Iowa, Nebraska is the richest farming region of America and it is known as the Corn Belt. They grow mostly corn and wheat there. Much livestock is also raised here. There is a lot of fruit raising area. For example, California oranges, grapefruit, lemons, as well as other fruits, wines and vegetables are shipped all over the States and to other parts of the world. The most important crops grown in the States are also tobacco, soy-beans, peanuts, grapes and many others.

There are a lot of large and modern cities, but a great proportion of the country consists of open land dotted with farmhouses and small towns. The usual average town, in any part of the United States, has its Main Street with the same types of stores selling the same products. Many American residential areas tend to have a similar look. As to big cities their centre or downtowns look very much alike.

Downtown is the cluster of skyscrapers imitations of New York giants. New York City is the first biggest city of the States. Its population is more than eight million people. It is a financial and advertising business centre. It is also a biggest seaport of the Hudson River. Industry of consumer goods is also developed here. Chicago with a population of more than three and a half million is the second largest city in the U.S.A. It deals in wheat and other grains, cattle meat processing and manufacturing. Other big cities are Huston, an oil refining and NASA space research centre, New Orleans, a cotton industry centre, Los Angeles with Hollywood, Philadelphia, a shipping commercial centre, Detroit, a world's leading motor car producer and many others.

QUESTIONS:

1. What industries were developed in USA in the past?
2. What industries are developed in the USA at present?
3. What mineral deposits are there in the USA?
4. What regions are farming regions in America?
5. What is Downtown?

6. What kind of centre is New York city?

7. In what do Chicago, Huston, New Orleans, Los Angeles, Hollywood, Philadelphia and Detroit deal?

VOCABULARY:

soy-beans	soya	fertile	unumdor
shipbuilding,	kemasozlik	livestock	chorva, uy hayvoni
space research	koinot tadqiqoti	to raise	o`stirmoq
characteristics	xususiyatlar	orange	apelsin
landscape	landshaft (joylashuv)	grapefruit	uzum
mineral deposits	mineral zahiralalar	to shipp	kemada olib bormoq
copper	mis	dotted	aniq, negiz
zinc	rux	downtown	shaharning quyi qismi
especially	asosan	average	o`rtacha
coalfields	ko`mir dalalar	giant	ulkan uy
plenty of	ko`p	processing	qayta ishlash
corn	jo`xori	manufacturing	ishlab chiqarish

Grammar: Active Voice (Part-II).

Grammar exercises:

Exercise 1.

Translate the sentences into Uzbek: Active voice / Passive voice.

1. This country is washed by 3 oceans. 2. At 9 o'clock I was doing my home work. 3. Rostov on Don was founded in 1749. 4. New experiment is being carried on at the moment. 5. Listen, somebody is playing the piano. 6. Have you seen his new film? 7. All exams were passed well. 8. Their telegram will be received tomorrow. 9. The British exhibition has been a great success. 10. Is it raining now? 11. This term we study many subjects. 12. They didn't know that man. 13. The detective had been seen by all. 14. My children attend interesting lectures. 15. He was going home when I met him. 16. Have the operators been working here since the morning? 17. The boys had watched TV before their mother came home. 18. A.C. Doyle is well known all over the world. 19. The Smiths had been living in this city for along time before I moved here. 20. By the end of the term all course papers had been written. 21. What were you doing in my room? 22. Have they ever been to the United States? 23. The article could have been written in time. 24. Our teacher will have checked up our papers by the end of the lesson. 25. His new book is much spoken about. 26. The delegation will be met at the airport next Wednesday.

Exercise 2.

Exercise 3.

Exercise 4.

Home exercise:

Exercise 5.

LESSON 4

Topic: Bobur`s Birthday.

ZAHIRIDDIN MUHAMMAD BOBUR

Zahiriddin Muhammad Bobur was born on February 17, 1483 in Andijan. His father was the governor of Ferghana town. Like other prince relatives Zahiriddin also took education from mature teachers in the palace. However, his carefree childhood did not last long. When he was 12 years old his father died. Moreover, there was a constant struggle between the princes of Temurids' dynasty for the throne. But this struggle did not bring anything good and as a result, the king Shaybonikhon using the opportunity of political crisis in the state of Temurids captured Samarkand with his large army. In 1504 he occupied Andijan as well. After a while Bobur left his hometown and settled in Kabul. Later he had to go to India. In India he founded the dynasty of Baburids. This dynasty is well-known as "Great Mongolians" in European history. The dynasty existed three hundred years. Bobur died in 1530 in the city of Agra. Shortly after his death his body was brought to Kabul by his sons and was buried there.

Zahiriddin Muhammad Bobur was a great writer, scientist and a military leader who left an unfading name in the culture and literature of the Medieval East. He left us novels and poems such as "Boburnoma" (the historical and geographical novel), some gazels (lyrics), rubais (quatrains) written in the Turkic language and such brochures as "Hatti Boburiy" (Bobur's Writing), "Harb ishi" (The Matter of War), and "Aruz haqida" (About Aruz).

Boburnoma describes the history of peoples of Khurasan, India, Iran, lived between the end of the 15th to the first half of the 16th centuries. Besides, there is a lot of information in the book about social and economic matters, political, economic and trade relations between provinces, their geographic positions, climate, flora and fauna, peoples and tribes, their living conditions, traditions, some important historic buildings, temples of Muslims, wedding and burial ceremonies which are all reflected in the book.

Owing to the huge statistics given in it, Boburnoma is still regarded as an astonishing piece of work by world scientists. And these scientists have worked a lot in order to explain the content of the work to people.

QUESTIONS

1. When and where was Zahiriddin Muhammad Bobur born?
2. When did he become the prince of Andijan?
3. When did he leave his motherland?
4. What did he write in his well-known work "Boburnoma" about?

VOCABULARY:

--	--	--	--

Grammar: Passive Voice (Present Simple).

THE PASSIVE VOICE (Majhul nisbat)

1. Agar gapning egasi gapdagi ish-harakatni bajaruvchisi bolsa. ■ **oddiy nisbatda**

(**The Active Voice**) ishlatiladi:

The sun **attracts** the planets.

Quyosh sayyoralarni tortib turadi

Pushkin **wrote** "Poltava" in 1828.

Pushkin "Poltava" she'rini 1828 yilda yozgan.

2. Agar gapning egasi ish-harakat ta'siri ostida bo'lsa fe'l **majhul nisbatda** (**The Passive Voice**) ishlatiladi:

The planets **are attracted** by the sun.

Sayyoralar quyosh tomonidar, tortiladi.

"Poltava" **was written** by Pushkin in 1828.

"Poltava" 1828-yilda Pushkin to-

monidan yozilgan.

3. O'timli fe'llar ham oddiy nisbatda, ham majhul nisbatda ishlatiladi. O'timsiz fe'llar faqat oddiy nisbatda ishlatiladi.

MAJHUL NISBAT ZAMONLARINING YASALISHI

1. Majhul nisbatning zamonlari **to be** yordamchi fe'lini kerakli zamonda qo'yish bilan yasaladi. Asosiy fe'ldan yasalgan o'tgan zamon sifatdoshi esa hamma zamonlarda o'zgarmay qoladi:

Be + P.P.

Perfect Continuous Simple

Present I am invited I am **being** invited I **have been** invited

I **was being** in

Past I **was** invited

I **had been** invited

Future I **shall be** invited

I **shall have been** invited

Future in the Past

I **should be** invited

1. Majhul nisbatning bo'lishsiz shakli birinchi yordamchi fe'ldan keyin **not** inkor yuklamasini qo'yish bilan yasaladi: **I am not invited, I have not been invited, I shall not have been invited.**

2. Majhul nisbatning so'roq shakli birinchi yordamchi fe'lni eganing oldiga o'tkazish bilan yasaladi: **Am I invited? Have I been invited? Shall I have been invited?**

3. Oddiy nisbatdagi ega majhul nisbatda by predlogi to'ldiruvchi bo'lib keladi va u ba'zan tushib qolishi mumkin:

The bridge **was built** in 1975.

Ko'priq 1975-yilda qurilgan.

5. Majhul nisbatda ba'zan ish-harakatni bajarish qurolini ko'rsatish uchun **with** predlogi bilan kelgan to'ldiruvchi ishlatilishi mumkin:

The paper was cut **with a knife.**

Qog'oz pichoq bilan kesildi.

Grammar exercises:

Exercise 1.

Exercise 2.

Exercise 3.

Exercise 4.

Home exercise:

Exercise 5.

LESSON 5

Topic: Mass Media In Uzbekistan. (I- part)

MASS MEDIA IN UZBEKISTAN

Newspapers

In 1999, there were 471 newspapers and magazines, of which 328 were published by the various ministries and departments of the government, state enterprises, or "political parties." Almost all newspapers are printed at the state printing facilities, which makes it convenient and not-so-obvious for the print copy to be censored. Of the total number, 66 may be regarded as national, 68 regional (although the government does not accept such a category on grounds that Uzbekistan is not split into regions), and the remaining local. Some 109 were public or organizational, representing trade unions, the military, or other associations. The remaining 34 were in the private sector, which is a growing segment and financially independent of the government. They were mostly commercial or religion-based.

Radio

Just as in television, there are state-owned and independent radio stations in Uzbekistan. The State Radio has FM, medium-wave and short-wave transmissions. The State Radio has four channels, each with its own specialty: Channel 1 ("Uzbekistan") is the most important channel, paralleling Uzbek TV 1 in its programming (frequencies; LW, MW, SW, FM); Radio Channel 2, popularly known as "Mashal" (MW and FM), is directed to the youth and has more entertainment programs than others. Radio Channel 3, known as "Dostlik" (MW and FM) focuses on the minorities in the country; Radio Channel 4, known as "Yoshlar" (MW and FM), is directed toward the youth. Yet another government-owned radio station, "Radio Tashkent" broadcasts on a short-wave to numerous countries in 12 languages. There are seven FM radio stations in the capital city of Tashkent, one independent station that covers the three provinces of Ferghana, Andijan, and Namanghan.

Television

The State TV has four channels, each with a different coverage, language of broadcast, and content. The Uzbek Channel 1 is the primary channel, and bears a resemblance to C-SPAN, with an emphasis on all government activities, speeches, and public events, with a pronounced political and economic bias. It broadcasts in Uzbek (except for news in Russian) and is the most censored of all State TV channels. The Uzbek Channel 2 is called "Yoshlar," or Youth Channel. It covers one-half of the geographical area of the country. Although the channel is supposed to compete with Channel 1, its coverage, apart from some emphasis on "entertainment of the youth" covers political events such as

presidential and parliamentary elections, political events, and talk shows on political and economic issues. The channel uses both Uzbek and Russian in its broadcasts, It is, like Channel 1, subject to strict censorship. Channels 3 and 4 are entertainment-oriented with movies, and sports;Channel 3, also known as TTV because of its coverage focused on Tashkent, sometimes creates its own programs. All four channels retransmit pirated western and Russian movies and other programs by downloading them off satellites and dubbing them into Uzbek and/or Russian. Copyright violations are routine in Uzbekistan despite the country's membership in the International Intellectual Property Organization.

VOCABULARY:

--	--	--	--

Grammar: Passive Voice (Past Simple).

Grammar exercises:

Exercise 1.

Exercise 2.

Exercise 3.

Exercise 4.

Home exercise:

Exercise 5.

LESSON 6

Topic: Mass Media In Uzbekistan. (II- part)

MASS MEDIA IN UZBEKISTAN

Television

The State TV has four channels, each with a different coverage, language of broadcast, and content. The Uzbek Channel 1 is the primary channel, and bears a resemblance to C-SPAN, with an emphasis on all government activities, speeches, and public events, with a pronounced political and economic bias. It broadcasts in Uzbek (except for news in Russian) and is the most censored of all State TV channels. The Uzbek Channel 2 is called "Yoshlar," or Youth Channel. It covers one-half of the geographical area of the country. Although the channel is supposed to compete with Channel 1, its coverage, apart from some emphasis on "entertainment of the youth" covers political events such as presidential and parliamentary elections, political events, and talk shows on political and economic issues. The channel uses both Uzbek and Russian in its broadcasts, It is, like Channel 1, subject to strict censorship. Channels 3 and 4 are entertainment-oriented with movies, and sports;Channel 3, also known as TTV because of its coverage focused on

Tashkent, sometimes creates its own programs. All four channels retransmit pirated western and Russian movies and other programs by downloading them off satellites and dubbing them into Uzbek and/or Russian. Copyright violations are routine in Uzbekistan despite the country's membership in the International Intellectual Property Organization.

Grammar: Passive Voice (Future Simple).

Grammar exercises:

Exercise 1.

Exercise 2.

Exercise 3.

Exercise 4.

Home exercise:

Exercise 5.

LESSON 7

Topic: National Currency of Uzbekistan.

NATIONAL CURRENCY OF UZBEKISTAN

National currency of Uzbekistan is sum (also som, soum) and tiyin. The som is mainly used in Turkic-speaking states of the centralasian region. Its name derives from words in Kazakh, Kyrgyz, Uyghur and Uzbek languages, what means "pure", and connected with the historical coins of pure gold. This currency has been put into circulation in Uzbekistan since 1994 and today is the only means of payment. In circulation there are banknotes of the following value: 1,3,5,10,25,50,100,200,500 and 1000 sum and also coins 1,3,5,10,20 and 50 tiyin, as well as 1,5,10,25,50 sum. 1 sum is equal to 100 tiyin. Almost all the banknotes are the same size and only differ in color. It is mainly cultural and historic monuments of Uzbekistan are depicted on the notes. Currently, the entire banknotes and coins circle, but the bills up to ten and the coins up to twenty-five Sums are not used.

Since 2004 Uzbek sum is a convertible currency. Currency exchange offices are located in the airport, large supermarkets and hotels, in the markets and banks, as well as in district visa and registration offices (at passport departments of the Ministry of Internal Affairs). Majority of currency exchange offices in the city accept euros and US dollars. Other currencies can be exchanged only in those exchange offices, which are located in banks. In hotels currency exchange offices are opened 24 hours 7 days a week. Others usually open at 9 a.m., but their working day is already over at 3.30 or 4 p.m. Not all of them work on weekends and not all the time. Possible problems: insufficient amount of national currency in the exchange office or a long queue if it is situated in a busy place, for example, on the market. In the city, mostly near markets, there are places where from early morning till late night you can find individuals who offer currency exchange on a private

basis. You should keep in mind that these actions are illegal and imply criminal responsibility. Both buyer and seller of currency are accountable for this transaction.

QUESTIONS:

VOCABULARY:

--	--	--	--

Grammar: Passive Voice (Present Continuous Tense).

Grammar exercises:

Exercise 1.

Exercise 2.

Exercise 3.

Exercise 4.

Home exercise:

Exercise 5.

LESSON 8

Topic: Amir Temur created a Great State.

AMIR TEMUR CREATED A GREAT STATE.

Amir Temur was born on April 9, 1336, near Samarkand, in Khoja Ilgar village. His father- Emir Taragay Barlas, a ruler of Kesh valley, came from the noble family and was a powerful person in ancient state of Maveraunnakhr. At his early age Timur distinguished himself from his peers as being brave, and of great intellect. He had a truly eastern slyness. All these skills (qualities) played an important role for him to become a great army leader and ruler.

Timur was proclaimed as a supreme Emir of Turan at the kurultay (meeting) in Balkh in 1370. After integrating and subduing the lands between the Amudarya and Syrdary rivers as well as the territories of Fergana ad Shash, Timur began to expand the borders of his future empire. He chose Samarkand a capital of his big empire and proceeded to erect defensive walls, citadels and splendid palace. He erected new Samarkand with its gardens, palaces and mausoleums with mosques, not far from the ruins of the ancient capital of Sogdiana. At the same time the other ancient cities like Kesh, Bukhara, Termez, Tashkent, Merv and others, destroyed earlier by the hordes of Chingizkhan, began to be improved.

Amir Temur's reign lasted 35 years (1370-1405). The most part of his life he spent in military campaigns. He established a big empire from Indochina to Siberia and from Tyan Shan to Bosphorus.

The countries conquered by Temur were the territories of present-day Iran, Iraq, Armenia, Azerbaijan, Georgia and then he invaded India, where he achieved even more success than Alexander the Great and Chingizkhan at their time. Then he turned his army towards the West again where he conquered the Damascus and crushed the troops of Egyptian sultans, the Mamelyuks. The further campaign of Temur was also crowned with

success and victory over another Turkish conqueror, Sultan Bayazed, known as “Thunderer”, whose empire stretched to the walls of Vienna.

At the end of the XIV century people living on the territories from Asia to Europe were really perturbed by the conquests of Temur, who was known in the West as Tamerlane (“Iron lame”). There was no any conqueror who could override such a considerable part of the world, except him.

Being a brave and tireless military leader he, however, remained a very religious and had a profound respect for his spiritual teachers and was always ready to change his military plans upon their advice. The relation he had with his spiritual teacher, Said Baraka, who was a student of Bakhauddin Nakshbandi (founder of Sufi order of Nakshbandi) is a bright example of his high respect and esteem.

Establishing a great state, Amir Temur created a good basis and opportunities for further economic and cultural development of his empire. Each victory he had or important events in his life have been immortalized in the architecture of his cities.

Imperial palaces, mosques, madrassahs, mausoleums, trade complexes were built by his order. Amir Temur had certain objectives in terms of construction – erected buildings by him were to demonstrate the power and grandeur of his empire.

During his reign, Temur established trade and diplomatic relations with big European kingdoms: France, England, and Castile. One of his main services was the revival of the Great Silk Road and establishing free trade exchange between Europe and Asia.

Unfortunately, after Temur’s death, the trade- diplomatic relations with Western Europe didn’t get any further development. Amir Temur died in 1405, at age of 69 during his military campaign to China. His huge empire broke down and central region including Maveranakhr and Persia became in power of his family, but outlying territories which belonged to China, India, Turkey and Russia soon began to re-establish their independence. Sons and nephews of Temur fought with each other for the heritage and internal disagreement brought to the collapse of the Great Empire.

All historians have the same opinion that Temur was not only a brave state leader, but also very wise, noble, skilled and acute person.

VOCABULARY:

--	--	--	--

Grammar: Passive Voice (Past Continuous Tense).

Grammar exercises:

- Exercise 1.
- Exercise 2.
- Exercise 3.
- Exercise 4.

Home exercise:

- Exercise 5.

LESSON 9

Control Nr. 1.

Test.

<p>1. Pete ... to school every day. a) go b) going c) goes d) went</p> <p>2. They ... on a collective farm. a) work b) works c) worked d) are work</p> <p>3. We ... students. a) is b) was c) were d) are</p> <p>4. My uncle ...TV now. a) watch b) watches c) watching d)) is watching</p> <p>5. John ... English very well. b) speak b) speaks c) spoke d) is speaking</p> <p>6. Listen! Somebody ...in the next room. a) cries b) cry c) is crying d) are crying</p> <p>7. Look! The boys ... tennis. a) play b) plays c) are playing d) is playing</p> <p>8. I ... at home today. a) am b) was c) are</p> <p>9. Karim ... at school today. a) are b) is c) am d) were</p> <p>10.They ... at work today. a) is b) was c) were d) are</p> <p>11.My aunt ... in hospital. a) was b) is c) are d) am</p> <p>12.Pete ... (not) go to school on Sunday. a) is not b) do not c) does not d) are not</p> <p>13.We ... breakfast now. a) have b) has c) is having d) are having</p> <p>14.She ... a book now. a) have b) has c) having d) had</p> <p>15.They ... a dictation now. a) have b) is writing c) are having d) has</p> <p>16. He ... a doctor. He ... in hospital. a) is /work b) are .works c) is /works d) is / work</p> <p>17. Hurry up. The taxi a) wait b) waits c) is wait d) is waiting</p>	<p>22.... you ... me well? – No, I a) does / hear /does not b) do /hear/ do not c) are / hearing / am not d) is / hearing /do not</p> <p>23.I ... to watch TV. a) am going b) is going c) are going d) goes</p> <p>24.They ... tennis every day. a) play b) plays c) are playing d) is playing</p> <p>24.What ... you usually ... at school? a) do /do b) are/ do c) do / does d) does / do</p> <p>25.My parents ... at home at the weekend. a) is not b) am not c) do not d) are not</p> <p>26.My niece ... to school. a) do not go b) does not goes b) c) does not go d) do not goes</p> <p>27.They ... breakfast at 7 every day. a) have b) has c) is have d) are having</p> <p>28.They ...in Moscow next week . a) is b) are c) will d) will be</p> <p>29. ...you ... at home tomorrow? a) are / be b) will / be c) will / do d) do / be</p> <p>30.Tomorrow I ... to reed “Jane Eire”. a) shall b) am going c) shall be d) go</p> <p>31.Next week they ...for Andijon. a) will leaves b) are leave c) are leaving d) will leave</p> <p>32.Pete ... football next Sunday. a) plays b) play c) will play d) will plays</p> <p>33.... Pete ... to school every day? a) do/ go b) does / does c) will / go d) does / go</p> <p>34.My cousin ... busy tomorrow. a) will b) will be c) is d) are</p> <p>35.My grandmother ... ill . She ... in hospital. a) are / is b) do/is c) does /do d) is/ is</p> <p>36.I ... at home tomorrow. a) am b) is c) will d) shall be</p> <p>37. ...you ... at 7 tomorrow. a) are /get up b) do / get up c) will / get up d) shall / gets up</p>
---	--

<p>18. Usually they ... their homework at home. a) do b) does c) are doing d) did</p> <p>19. Pete and Ann ... schoolchildren. a) is b) has c) are d) am</p> <p>20. I ... many children in the garden now.</p> <p>21. see b) am seeing c) is seeing d) sees</p>	<p>38. Don't enter the room! Father a) sleep b) sleeps c) is sleeping d) is sleeping</p> <p>39. There are no clouds in the sky today. The sun a) shines b) shine c) is shining d) will shine</p> <p>40. They ... school in 2 years. a) leave b) will leave c) will be leave d) leaves</p>
--	--

LESSON 10

Topic: National Currency of Great Britain.

NATIONAL CURRENCY OF GREAT BRITAIN.

POUND STERLING

The pound sterling (symbol: £; ISO code: GBP), commonly called the pound, is the currency of the United Kingdom, its Crown dependencies (the Isle of Man and the Channel Islands) and the British Overseas Territories of South Georgia and the South Sandwich Islands,[2] British Antarctic Territory[3] and Tristan da Cunha.[4] It is subdivided into 100 pence (singular: penny).

The Channel Islands and the Isle of Man produce their own local issues of sterling; see Manx pound, Jersey pound, and Guernsey pound. The pound sterling is also used in Gibraltar (alongside the Gibraltar pound), the Falkland Islands (alongside the Falkland Islands pound) and Saint Helena[5] and Ascension[6] (alongside the Saint Helena pound).

The Gibraltar, Falkland Islands and Saint Helena pounds are separate currencies, pegged at parity to the pound sterling.

Sterling is the third-largest reserve currency, after the US dollar and the euro.[7] The pound sterling is also the third-most-traded currency in the foreign exchange market.[8]

The full, official name, pound sterling, (plural: pounds sterling) is used mainly in formal contexts and also when it is necessary to distinguish the United Kingdom currency from other currencies with the same name. Otherwise the term pound is normally used. The currency name is sometimes abbreviated to just sterling, particularly in the wholesale financial markets, but not when referring to specific amounts; for example, "Payment is accepted in sterling" but never "These cost five sterling".[9][10] The abbreviations "ster." or "stg." are sometimes used. The term British pound is commonly used in less formal contexts, although it is not an official name of the currency. A common slang term is quid (singular and plural) which is thought to derive from the Latin phrase "quid pro quo".[citation needed]

VOCABULARY:

--	--	--	--

Grammar: Passive Voice (Future Continuous Tense).

Grammar exercises:

Exercise 1.

Exercise 2.

- Exercise 3.
- Exercise 4.

Home exercise:
Exercise 5.

LESSON 11

Topic: National Currency of the USA.

NATIONAL CURRENCY OF THE USA.

All the small notes featured a portrait of Washington for the \$1 note, Jefferson for \$2, Lincoln for \$5, Hamilton for \$10, Jackson for \$20, Grant for \$50, Franklin for \$100, McKinley for \$500, Cleveland for \$1000, Madison for \$5000, and Chase for the \$10,000. When one series of \$100,000 notes was issued (1934 Gold Certificates), Wilson was put on them. Although these portraits are often called "dead presidents," three of them, Hamilton, Franklin, and Chase, were never Presidents. Large notes had featured many more portraits, including Martha Washington, William Tecumseh Sherman, John Marshall, James Monroe, the Sioux Indian Takokainyanka, Samuel F.B. Morse, and many others.

Salmon P. Chase, on the \$10,000 bill, was an old Abolitionist lawyer and politician (from the pre-Republican Liberty Party). As it happened, he was appointed by Abraham Lincoln to be Secretary of the Treasury and was responsible both for the introduction of federal paper money during the Civil War and for the motto "In God We Trust," which was introduced on the coinage at that time (but which did not appear on currency until 1957). In 1864 Chase was appointed Chief Justice of the United States Supreme Court, and in that capacity he ruled that the "Legal Tender" United States Notes had unconstitutionally voided private gold obligations previously contracted (*Hepburn v. Griswold*, 1870). Later his decision was reversed (*Knox v. Lee* and *Parker v. Davis*, 1871) with the help of politically reliable justices appointed by President Grant, opening the way for future use of fiat paper money and the wholesale voiding of private and public gold obligations by the New Deal court (*Norman v. Baltimore & Ohio Railroad Co.*, *Nortz v. United States*, and *Perry v. United States*, 1935).

The largest collection of \$10,000 bills, 100 (Series 1934) to make for a total value of \$1,000,000, used to be on display at Binion's Horseshoe Casino in Las Vegas, Nevada [one note shown right] -- probably not the kind of place that Salmon P. Chase would have approved of. The collection, however, was sold (January 2000) and has now (June 2000) been broken up for individual sale. This sad outcome seems to be the result of deaths and financial disputes in the Binion family.

VOCABULARY:

--	--	--	--

Grammar: Passive Voice (Present Perfect Tense).

Grammar exercises:

- Exercise 1.
- Exercise 2.
- Exercise 3.

Exercise 4.

Home exercise:
Exercise 5.

LESSON 12

Topic: Olympic Games.

OLYMPIC GAMES

The Olympic Games are a major international event featuring summer and winter sports, in which thousands of athletes participate in a variety of competitions. The Games are currently held every two years in even-numbered years, with Summer and Winter Olympic Games alternating, although they occur every four years within their respective seasonal games. Originally, the ancient Olympic Games were held in Olympia, Greece, from the 8th century BC to the 5th century AD. Baron Pierre de Coubertin founded the International Olympic Committee (IOC) in 1894. The IOC has since become the governing body of the Olympic Movement, whose structure and actions are defined by the Olympic Charter. Dr Brookes adopted events from the program of the Olympics held in Athens in 1859 in to future Wenlock Olympian Games. In 1866, a national Olympic Games in Great Britain was organized by Dr. William Penny Brookes at London's Crystal Palace. The Panathinaiko Stadium hosted Olympics in 1870 and 1875. Thirty thousand spectators crowded in to and around the stadium, in 1870, bigger than almost any crowd at Coubertin's IOC Olympics from 1900 to 1920. In 1890, after attending the Olympian Games of the Wenlock Olympian Society Baron Pierre de Coubertin was inspired to found the International Olympic Committee. Coubertin built on the ideas and work of Brookes and Zappas with the aim of establishing an internationally rotating the Olympic Games that would occur every four years. He presented these ideas during the first Olympic Congress of the newly created International Olympic Committee (IOC). This meeting was held from June 16 to June 23, 1894, at the Sorbonne University in Paris. On the last day of the Congress, it was decided that the first Olympic Games, to come under the auspices of the IOC, would take place two years later in Athens. The IOC elected the Greek writer Demetrius Vikelas as its first president.

QUESTIONS:

VOCABULARY:

featuring		structure	
major international		actions	
athletes participate		defined	
competitions		governing body	
currently		adopted	
even-numbered		organized	
alternating		hosted	
occur		spectators	

respective		crowded	
seasonal games		Coubertin built	
founded		establishing	
ancient		internationally rotating	
decided		auspices	

Grammar: Passive Voice (Past Perfect Tense).

Grammar exercises:

Exercise 1.

Exercise 2.

Exercise 3.

Exercise 4.

Home exercise:

Exercise 5.

LESSON 13

Topic: Mass Media.

MASS MEDIA IN GREAT BRITAIN

1. Newspapers

- Freedom of Press: the press is allowed to say what it likes without any interference by the government
- trend towards concentration of newspaper ownership began in the early 1900s
- Monopolies and Mergers Act (1965): government is allowed to intervene if a paper is to be transferred to an owner whose papers have a daily circulation of 500,000 or more
- a national industry
- former centre: Fleet Street, London, now Docklands
- very high circulations <circulation figures>
- strong influence on public opinion
- mainly financed by advertising
- in the hands of a few big commercial enterprises
- Censorship:
 - 1) no control or censorship by state
 - 2) letter to the editor as the most common form to express one`s opinion about an article
 - 3) Press Council:
 - * set up of equal number of professionals (journalists) and non professional members
 - * functions:
 - prevention of unreasonable behaviour and untruthful reporting defence of the freedom of the press maintenance of certain professional standards
 - deal with complaints against newspapers and periodicals
- Dailys and Periodicals

1) Quality papers (The Times, The Guardian)

- * appeal to an educated readership
- * national and international news
- * great variety of topics of general interest

2) Popular papers (Today, Daily Mirror, The Sun)

- appeal to everyday people
- sensational news
- informal language

3) Regional Papers (The Scotsman; Eastbourne Herald)

4) Great number of weekly papers and monthly periodicals (The Weekly Telegraph)

II. Television / Radio

Television begun in 1936 and became really popular after 1952 (coronation of QEII)

1) British Broadcasting Corporation (BBC)

- runs 5 national radio stations (Radio I - 5), 2 TV networks (BBC 1, BBC2)
- offers a wide range of programmes
- financed by the sale of TV licences, programmes and publications
- must be politically neutral and commercially independent.
- only responsible to Parliament

2) Independent Broadcasting Authority (IBA)

- runs about 40 local radio stations, 2 TV channels, operates 15 regional TV stations - has to show impartiality in controversial matters
- has to be accurate in its news coverage
- has to observe certain standards with regard violence.

QUESTIONS:

VOCABULARY:

freedom		appeal	
allowed		Mass Media	
interference		published	
government		various ministries	
trend		departments	
towards		convenient	
ownership		regarded	
transferred		trade unions	
circulation		medium-wave	
a national industry		short-wave	
strong influence		transmissions	
public opinion		minorities	
mainly financed		coverage	
advertising		broadcast	
sensational news		primary channel	
monthly periodicals		emphasis	

unreasonable		concentration	
regard violence		supposed	
controverdal matters		apart	
entertainment		economic issues	
covers		violations	
oriented		retransmit	
satellites		routine	
creates		downloading	
Copyright		pirated	
membership		dubbing	

Grammar: Passive Voice (Future in the Past).

Grammar exercises:

Exercise 1.

Exercise 2.

Exercise 3.

Exercise 4.

Home exercise:

Exercise 5.

LESSON 14

Topic: The Structure of Government in Uzbekistan.

THE STRUCTURE OF GOVERNMENT IN UZBEKISTAN.

Government

Oliy Majlis

Parliament (Oliy Majlis) of the Republic of Uzbekistan consists of two Chambers: The Senate and The Legislative Chamber. Senate is the Upper Chamber of territorial representation and consists of 100 members (senators). The Chairman of the Senate is Mr. Ilgizar Sobirov.

Members of the Senate are elected in equal quantity - six persons from each territorial entity (Republic of Karakalpakstan, provinces and the City of Tashkent) by secret ballot at relevant Joint Sessions of deputies of Zhokarghy Kenes of the Republic of Karakalpakstan, representative bodies of state authority of provinces, districts, cities and towns among their deputies. Sixteen members of the Senate are appointed by the President of the Republic of Uzbekistan from the most respectable citizens with large practical experience and special merits in the sphere of science, art, literature, industry and other spheres of state and public activity.

The term of Senate's office - 5 years. The Legislative Chamber consists of 120 Deputies elected by territorial constituencies on multiparty basis. The Speaker of the Chamber is Mrs. Dilorom Tashmukhamedova.

President

The presidency was instituted in Uzbekistan on March 24, 1990. The president is the head of the state and executive power. The president of the Republic of Uzbekistan is simultaneously the Chairman of the Cabinet of Ministers of the Republic of Uzbekistan. The President is elected by nation-wide elections for a term of five years. A citizen of the Republic of Uzbekistan, who has reached the age of 35 years, having an excellent command of the official language, permanently residing in the territory of Uzbekistan not less than 10 years prior to the elections can be elected as the president. One and the same person cannot be the president of the Republic of Uzbekistan over two successive terms. The constitutional authorities of the President are extensive.

He performs as a guarantor of democracy and observer of the constitution, represents Uzbekistan in international relations, concludes and ensures the observance of signed international treaties and agreements, forms and manages the cabinet of executive power, signs the laws, is the Supreme Commander-in-Chief, etc. Upon the expiration of presidential term, the president becomes a member of the Constitutional Court for the term of his life. Islam Karimov is the first president of the Republic of Uzbekistan; he has been performing these duties since 1990. In December 2007, Islam Karimov was re-elected as the President of the Republic of Uzbekistan for a new term.

VOCABULARY:

--	--	--	--

Grammar: Adjective.

SIFAT (THE ADJECTIVE)

1. Shaxs yoki buyunning belgisini bildirgan so'zlar sifat deyiladi:
 - A **young** man = *yosh kishi*;
 - a **young** woman = *yosh ayol*;
 - young** people = *yosh kishilar*.
2. Sifat faqat darajalar bo'yicha o'zgarishi mumkin: **long** — uzun, **lo-lger** — uzunroq, **longest** — eng uzun.
3. Sifatlar oddiy va yasama bo'ladi:
 - a) Oddiy sifatlar qo'shimcha olmagan sifatlardir: **big** — katta, **short** — kalta, **black** — qora, **red** — qizil.
 - b) Yasama sifatlarga old yoki orqa qo'shimchasini yoki har ikkalasini olgan sifatlar kiradi: **natural** — tabiiy, **incorrect** — noto'g'ri, **unnatu-al-notabiiy**.

Eng ko'p tarqalgan qo'shimchalar (suffikslar):

—**ful**: useful = foydali, doubtful = shubhali;

—**less** : helpless = ojiz, useless = befoyda;

—**ous** : famous = mashhur, dangerous = xavfli;

—**al**: formal = rasmiy, central = markaziy;

—**able, -ible**: eatable = yeb bo'ladigan, accessible = hammabop, yengil

Eng ko'p tarqalgan old qo'shimchalar:

un-: unhappy = baxtsiz, unequal = teng emas, noteng;

in-: incomplete = tugallanmagan, indifferent = farqsiz.

4. Ikkita so'zdan yasali bitta ma'noni bildiruvchi sifatlar qo'shma sifatlar deyiladi:
dark-blue = to'q ko'k, **snow-white** = qordek oq.

5. Sifat gapda aniqlovchi va ot-kesimning tarkibida keladi:
The **large** box is on the table, (*aniqlovchi*) *Katta quti stol ustida.*
The box is **large**, (*ot kesimning Quti — katta tarkibiy qismi*)

Sifat darajalari (Degrees of Comparison)

1. Sifatning uchta darajasi bor: **Oddiy (the Positive Degree), qiyosiy**

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

The Mississippi is the longest river in the world, *Mississippi dunyodagi eng uzun*
(longest — orttirma daryo. daraja)

Qiyosiy daraja Ikkita shaxs yoki buyum qiyoslanadi. Ortirma daraja Uch yoki undan ortiq shaxs yoki buyum qiyoslanadi va bittasining darajasi hammasidan ziyoda bo'ladi.

2. Sodda sifatlarning (bir — ikki bo'g'inli sifatlarning) qiyosiy darajasi -er qo'shimchasini qo'shish bilan, orttirma darajasi -est qo'shimchasini qo'shish bilan yasaladi:

<i>Oddiy daraja</i>	<i>Qiyosiy daraja</i>	<i>Orttirma daraja</i>
sharp — o'tkir	sharper — o'tkirroq	sharpest — eng o'tkir
cold — sovuq	colder — sovuqroq	coldest — eng sovuq
deep — chuqur	deeper — chuqurroq	deepest — eng chuqur
busy — band	busier — bandroq	busiest — eng band
dirty — iflos	dirtier — iflosroq	dirtiest — eng iflos
clever — aqlli	cleverer -aqlli	cleverest — eng aqlli
narrow — tor	narrower — torroq	narrowest — eng tor
able — layoqatli(qodir)	abler — layoqatli	ablest — eng layoqatli
noble -himmatli	nobler — himmatli	noblest — eng himmatli
polite — odobli	politer — odobli	politest — eng odobli
severe — shafqatsiz	severer — shafqatsizroq	severest — eng shafqatsiz
sincere —sofdil,samimiy	sincerer — sofdilroq	sincerest — eng sofdil
simple — (oddiy) soda	simpler — soddaroq	simplest — eng sodda
common — oddiy	commoner — oddyroq	commonest — eng oddiy

3. Qiyosiy va orttirma darajalarni yasaganda quyidagi imlo qoidalariga rioya qilinadi:

a) agar sifat o'qilmaydigan e harfi bilan tugagan bo'lsa, -er va -est qo'shimchalari qo'shilganda sifat oxiridagi o'qilmaydigan e harfi tushib qoladi:

large	katta	larg-er	larg-est
brave	jasur	brav-er	brav-est
ripe	pishgan	rip-er	rip-est

b) agar sifat qisqa unidan keyin bitta uridosh bilan tugagan bo'lsa, qiyosiy va orttirma darajalarning qo'shimch/asi qo'shilganda oxirgi un-dosh ikkilantiriladi:

big	katta	bigger	biggest
hot	issiq	hotter	hottest
thin	yupqa	thinner	thinnest
wet	nam	wetter	wettest

c) agar sifat undoshdan keyin kelgan y harfi bilan tugagan bo'lsa, qiyosiy va orttirma darajalarning qo'shimchasi qo'shilganda oxirgi y harfi i harfiga aylanadi:

busy	band	busier	busiest
easy	oson	easier	easiest
dirty	iflos, kir	dirtier	dirtiest

d) agar sifat oxiridagi y unidan keyin kelgan bo'lsa qo'shimcha qo'shilganda y saqlanib qoladi:

gay	sho'x	gayer	gayest
-----	-------	-------	--------

4. Ko'pgina ikki bo'g'inli, hamda uch va ko'p bo'g'inli sifatning qiyosiy darajasi sifatning oldiga **more**, orttirma darajasi sifatning oldiga **most** so'zlarini qo'yish bilan yasaladi:

<i>Oddiy daraja</i>	<i>Qiyosiy daraja</i>	<i>Orttirma daraja</i>
active faol	more active	most active
famous mashhur	more famous	most famous
difficult qiyin	more difficult	most difficult
comfortable qulay	more comfortable	most comfortable
interesting qiziq	more interesting	most interesting

5. Orttirma darajadagi sifat bilan kelgan ot aniq artikl bilan ishlatiladi. Ba'zan ot tushib qolganda ham artikl saqlanib qoladi:

This is the shortest way to the station.	<i>Bu stansiyaga eng yaqin yo'l.</i>
This is the most interesting story in his book.	<i>Bu ushbu kitobdagi eng qiziq hikoya.</i>
The Moscow underground is the best underground in the world.	<i>Moskva metrosi dunyodagi eng yaxshi metro.</i>

6. Ba'zi sifatning darajalari qoidaga bo'ysunmasdan o'z-ara-dan:

<i>Oddiy daraja</i>	<i>Qiyosiy daraja</i>	<i>Orttirma daraja</i>
good yaxshi	better yaxshiroq	best eng yaxshi
bad yomon	worse yomonroq	worst eng yomon
little oz	less ozroq	least eng oz
much, many ko'p	more ko'proq	most eng ko'p

7. **Far** sifatining qiyosiy va orttirma darajalarida ikkitadan shakl bor:

<i>Oddiy daraja</i>	<i>Qiyosiy daraja</i>	<i>Orttirma daraja</i>
far uzoq	farther uzoqroq	farthest eng uzoq
	further uzoqroq	furthest ene uzoq

8. Ko'pincha **that** bog'lovchisi ishlatilmaydi:

know (**that**) he has returned.

Men uning qaytib kelganini bilaman.

e said (**that**) Nodir felt tired.

U Nodirning charchaganim aytdi.

Bir bug`inli	Ikki bug`inli sifatlar	
oddiy daraja	qiyosiy daraja	orttirma daraja
small large big happy	smaller larger bigger happier	<i>the smallest the largest the biggest the happiest</i>

Qoidadan mustasno sifatlar		
oddiy daraja	qiyosiy daraja	orttirma daraja
old far good bad	elder older farther better worse	<i>the eldest the oldest the farthest the best the worst</i>

Ko`p buginli sifatlar		
Oddiy daraja	Qiyosiy daraja	Orttirma daraja
interesting beautiful	<i>more interesting more beautiful</i>	<i>the most interesting the most beautiful</i>

Exercise 1.

Translate into Uzbek.

1. The new cinema in our district is much bigger than the old one. 2. He is one of the most dangerous criminals in the world. 3. Nevsky Prospect is much more beautiful than our street. 4. Our house isn't as big as yours. 5. That's the funniest story I've ever heard. 6. She's getting better. That's the most important thing. 7. What is your height? You are taller than me. 8. She felt as strong as her brother. 9. We started earlier than you. 10. He was more careful than I (was). 11. This student is the most attentive in our group. 12. I need a warmer coat. 13. He is as tired as you. 14. He was one of the most experienced workers at the factory. 15. Better late than never. 16. She was not so attractive as her mother. 17. His work is not so difficult as mine. 18. He was the eldest in the family. 19. It is easier to swim in the sea than in the river. 20. This is the smallest room in our flat.

Exercise 2.

Open the brackets and use the adjectives.

1. We should eat (healthy) food. 2. Today the streets aren't as (clean) as they used to be. 3. It's (a) mistake he has ever made. 4. This man is (taller) than that one. 5. Asia is (larger) than Australia. 6. The Volga is (shorter) than the Mississippi. 7. Which building is the (higher) in Moscow? 8. Mary is a (better) student than Lucy. 9. The Alps are (higher) than the Urals. 10. This garden is the (most beautiful) in our town. 11. She speaks Italian (better) than English. 12. Is the word "newspaper" (longer) than the word "book"? 13. The Thames is (shorter) than the Volga. 14. The Arctic Ocean is (colder) than the Indian Ocean. 15. Chinese is (more difficult) than English. 16. Spanish is (easier) than German. 17. She is not so (busy) as I am. 18. It is as (cold) today as it was yesterday.

Exercise 3.

Open the brackets and use the adjectives.

1. Her eyes are (greyer) than mine. 2. He was the (tallest) man in the village. 3. As he went on, the box became (heavier) and (heavier). 4. My sister is the (tallest) girl in her class. 5. Who is the (most attentive) student in your group? 6. It is autumn. Every day the air becomes (colder), the leaves (yellow). 7. This is the (most beautiful) view I have ever seen in my life. 8. Your writing is now (better) than it was last year; but still it is not so (good) as Nick's handwriting. Nick has a (better) handwriting than you. And of course he has the (best) handwriting of all. 9. Oil is (thicker) than water. 10. We shall wait for a (drier) day if possible on the excursion. 11. A bus is (faster) than a train. 12. Take some of these sweets: they are very nice. They are (nicer) than the sweets in that box. 13. He clearly did not like the explanation, and as I listened to it, he became (angrier) and (angrier). 14. He worked (hard) and (hard) as the end of the race came nearer. 15. The (tallest) trees in the world are in California. 16. Please be (careful) next time and don't spill the milk again. 17. Bobby was a (quieter) child. He was (quieter) than his sister. 18. My pie is (delicious). Everybody says it's out of this world!

Exercise 4.

Home exercise:

Exercise 5.

LESSON 15

Topic: The Structure of Government in Great Britain.

THE GOVERNMENT OF GREAT BRITAIN

The United Kingdom is a parliamentary monarchy, but it is well-known that the monarchy today has no state power. The real power belongs to the Parliament. Parliament is a group of people who make the laws for their country. British Parliament consists of two houses, the House of Lords and the House of Commons. The Houses of Parliament are situated in London on the riverside near Westminster Abbey is a very beautiful, ancient church in London in which the coronation ceremony of all English kings and queens has taken place. Many famous people

are buried there. Those who to visit the Houses of Parliament and listen to debates may sit in the Strangers' Gallery, special for the public, looking down into the House of Commons and the House of Lords. The members of each house meet in sessions which begin at the end of October and last for about 160 days. Whenever Parliament is in session a flag can be over the building. When the House of Commons is still sitting after dark there is a light over the face of Big Ben, the clock tower of the Houses of Parliament. The main political parties represented in the British Parliament are the Labour, Conservative, Liberal-Democratic, and Welsh and Scottish nationalist parties.

The House of Commons is the lower house. Its members are elected for a period of five years. Members of the House of Commons belong to different political parties. The government of the country is formed by the party which has the greatest number of members elected to Parliament.

Each session of Parliament is usually opened in the House of Lords by the queen or king, who is attended by heralds and officers. The members of the House of Lords are not elected by the population. The members sit comfortably on their red leather benches while the queen reads the throne speech. Before the throne in the House of Lords, and dividing the benches, is the woolsack, upon which the Lord Chancellor sits as the Speaker of the House. The woolsack is stuffed with wool from England, Wales, Scotland and Northern Ireland and from Commonwealth countries. It is a bag of wool which symbolizes the wellbeing and richness of the country, because wool has traditionally been a major source of wealth in Britain. Members of Government and their supporters sit to the right of the throne and those of the Opposition to the left. The bishops always sit on the Government side. The House of Lords has very little real power to make laws in modern day England.

QUESTIONS

1. Describe a parliamentary monarchy.
2. How can you see whether Parliament is in session?
3. What is an MP?
4. Describe the woolsack in the House of Lords and its purpose there.

VOCABULARY:

Queen		elected	
officially		hereditary peers	
branches		fathers	
directs power		appointed	
executes		advice	
courts,		various	
interpret laws		services	
House of Commons		civil servants	
House of Lords		employed	
Members		major governments	

Grammar: Direct Speech. (Part-I).

Direct and Indirect Speech

Direct and indirect speech (Ko'chirna va o'zlashtirma gaplar)

1. Bir odamning gapini boshqa birovga o'zgartirmasdan yetkazish *ko'chirna gap* deyiladi (**Direct Speech**).

Bir odamning gapini to'ldiruvchi ergash gap yordamida faqat mazmunini yetkazish *o'zlashtirma gap* deyiladi (**Indirect Speech**).

Ko'chirna gap:

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

"Kema haftaning oxirida keladi, dedi u. U kemani haftaning oxirida kelishim aytdi.

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, u alohida ishlatil-maydi. *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 gaplar, so'roq gaplar va buyruq gaplarga bo'linadi.

DARAK GAPLARNI O'ZLASHTIRMA GAPLARGA AYLANTIRISH

I. Ko'chirma gaplarni o'zlashtirma gaplarga aylantirishda quyidagi o'zgartirishlar qilinadi:

1. Bosh gap bilan ko'chirma gap o'rtasidagi vergul va qo'shtirnoqlar tushirib qoldiriladi. O'zlashtirma gap oldida **that** bog'lovchisi qo'yiladi, ammo bu bog'lovchi ko'pincha tushib qoladi:

Ko'chirma gap:

He says, "Mary will do it."
U deydi: "Meri buni qiladi".

O'zlashtirma gap:

He says (that) Mary will do it.
U Merining buni qilishini aytadi.

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

Ko'chirma gap:

He says, "Mary will come in the evening."
U deydi: "Meri kechqurun keladi".

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

U menga dedi: "Muzokaralar boshlandi".

O'zlashtirma gap:

He says that Mary will come in the evening.

U Merining kechqurun kelishini aytadi.

He has told me that the negotiations have begun.

U menga muzokaralar boshlanganligini aytdi.

Izoh: **To say** dan keyin vositali to'ldiruvchi to'predlogi bilan ishlatiladi, **to tell** dan keyin esa vositali to'ldiruvchi predlogsiz ishlatiladi.

3. Ko'chirma gapdagi kishilik va egalik olmoshlari ma'noga qarab o'zgartiriladi:

Ko'chirma gap:

Mary says, "Peter has taken my dictionary."

Meri deydi: "Mening lug'atimni Piter olgan".

My brother has said, "I shall come at five o'clock."

Mening akam deydi: "Men soat beshda kelaman".

O'zlashtirma gap:

Mary says that Peter has taken **her** Dictionary.

Mery uning lug'atini Piter olganligini aytadi.

My brother has said that **he** will come at five o'clock.

Mening akam soat beshda kelishini aytadi.

Ko'chirma gapda

Simple Present

Present Perfect, Simple Past

Simple Future

Present Continuous

Present Perfect Continuous,

Future Continuous

Future Perfect

Future Perfect Continuous

Agar ko'chirma gap akasi ishlaydigan joyning o'zida (shaharda, mamlakatda) o'zlashtirma gapga aylantirilayotgan bo'lsa, o'zlashtirma ipda **Here** saqlanib qoladi:

He said that his brother worked **here**

U akasi shu yerda ishlashini aytadi.

Agar ko'chirma gap akasi ishlayotgan joydan (shahardan, mamlakatdan) boshqa joyda o'zlashtirma gapga aylantirilayotgan bo'lsa, **here** i'zi **there** bilan almashtiriladi:

He said that his brother worked **here**.

U akasi o'sha yerda ishlashini aytadi.

He said, "I like **this** book."

U dedi: "Men bu kitobni yoqtiraman".

Agar ko'chirma gapni o'zlashtirma gapga aylantirayotganimizda kitob qo'l ostida, yaqin joyda bo'lsa **this** o'zgarmay qoladi:

He said that he liked **this** book.

U bu kitobni yoqtirishini aytadi.

Agar o'zlashtirma gapga aylantirayotganimizda kitob qo'l ostida, yaqin joyda bo'lmasa **this that** bilan almashtiriladi:

He said that he liked **that** book.

U o'sha kitobni yoqtirishini aytadi.

He said, "I saw Nancy **yesterday**".

U dedi: "Men Nansini kecha ko'rdim".

Agar ko'chirma gap o'sha kunning o'zida o'zlashtirma gapga aylantirilsa **yesterday** o'zgarmay qoladi:

He said that he saw Nancy **yesterday**

U Nansini kecha ko'rganligini aytadi.

Agar ko'chirma gap bir kundan keyin o'zlashtirma gapga aylantirilsa **yesterday** so'zi **the day before** bilan almashtiriladi:

He said that he had seen Nancy **the day before**.

U Nansini bir kun oldin ko'rganligini aytadi.

So'roq gaplarni o'zlashtirma gaplarga aylantirish

1. Agar ko'chirma gaplar so'roq gap bo'lsa, ularni o'zlashtirma gapga aylantirganda, ular to'ldiruvchi ergash gaplarga aylanadi.

Ikki xil ko'chirma so'roq gaplar ustida to'xtalib o'tamiz:

a) **who, which, whose, when, why, how many, how much, how long** va boshqa so'roq so'zlar bilan boshlanuvchi *maxsus so'roq gaplar*;

b) yordamchi fe'llar bilan boshlanuvchi *umumiy so'roq gaplar*.

2. Maxsus so'roq gaplarni o'zlashtirma gaplarga aylantirganda quyidagi o'zgartirishlar qilinadi:

a) so'roq belgisi tushirib qoldiriladi;

b) so'roq gap tartibi darak gap tartibiga aylantiriladi;

c) kesim (yordamchi, modal va asosiy fe'l) egadan keyinga qo'yiladi;

d) so'roq gap boshida kelgan so'roq so'z yoki so'zlar bosh gapdan keyin kelib, uni ergash gap bilan bog'lash uchun xizmat qiladi;

e) va darak gaplarni o'zlashtirma gaplarga aylantirishdagi boshqa o'zgartirishlar qilinadi.

Ko'chirma gap:

He asked me, "Where do they live?"

U mendan so'radi: "Ular qayerda yashaydilar?"

He asked me, "Where is Mr. Bell?"

U mendan so'radi: "Mr. Bell qayerda?"

He asked me, "Why have you come so late?"

U mendan so'radi: "Nima uchun bunchalik kech keldingiz?"

He asked me, "When will they send the letter?"

U mendan so'radi: "Ular xatni qachon jo'natadilar?"

He asked me, "Who showed you my work?"

U mendan so'radi: "Sizga mening ishimni kim ko'rsatdi?"

He asked me, "Where were you yesterday?"

U mendan so'radi: "Siz kecha qayerda edingiz?"

Tarkibida **to be** bo'lgan egaga yoki kesimning ot qismiga berilgan so'roq gapni o'zlashtirma gapga aylantirishda so'roq gap tartibi ham, darak gap tartibi ham ishlatilishi mumkin:

He asked me, "Who is the owner of this car?"

U mendan so'radi: "Bu mashinaning egasi kim?"

O'zlashtirma gap:

He asked me where they lived.

U mendan ularning qayerda yashashini so'radi.

He asked me where Mr. Bell was.

U mendan Mr. Bellning qayerdiligini so'radi.

He asked me why I had come so late.

U mendan nima uchun bunchalik kech kelganimni so'radi.

He asked me when they would send the letter.

U mendan ular xatni qachon jo'natishlarini so'radi.

He asked me who had showed me his work.

U mendan ishini menga kim ko'rsatganligini so'radi.

He asked me where I had been the day before.

U mendan bir kun oldin qayerda bo'lganligimni so'radi.

He asked me who was the owner of that car.

He asked me who the owner of that car was.

U mendan o'sha mashinaning egasi kim ekanligini so'radi.

Rasmiy va kitobiy uslubda yuqoridagi javoblar quyidagicha o'zgartiriladi:

He answered in the affirmative.
U ijobiy (tasdiqlovchi) javob berdi.

He answered in the negative.
U salbiy javob berdi.

Ko'chirma gap:	O'zlashtirma gap:
today yesterday tomorrowago this these here last year last month last... next... tonight now these	That day The day before The next daybefore that those there the year before the month before the...before the following that evening at that time? then those

Darak gaplarni ko'chirma gapdan o'zlashtirma gapga aylantirganda

to say

to inform

to tell

to assure kabi fe'llar va **that** so'zi ishlatiladi.

1.Helen: "I am ill today"

Helen said that she was ill that day:

2.Ahmad: "I want to be a lawyer"

Ahmad said (told) he wanted to be a lawyer.

Grammar exercises:

Exercise 1.

Ko'chirma gaplarni o'zlashtirma gaplarga aylantiring.

1.Mother said: "I'm very tired today".

2.Helen said: "I want to have a rest".

3.Ahmad said: "I am on duty today".

4.Anvar said: "The weather is cold today"

5.Mirzo said: "There is much snow on the ground"

6.Alisher said: "The weather will be fine tomorrow".

7.Dilbar said: "It is snowing now"

8.Zebo said: "It will rain tomorrow"

9.Karim said: "The Sun rises in the East".

10.Rashid said: "The Earth mores round the Sun"

11.Rano said: "I am 18"

12.Ann said: "My sister studies at the University"

13.Robert said: "I go in for sport"

14.Jane said: "I shall not go to the library tomorrow"

15.Mark said: "The film is interesting. I want to see it again"

16.Mary said: "My sister is playing the piano now"

17.Williamsaid: "I get up at 7 every day"

18.John said: "I don't like to go on for sport"

19.Mike said: "I want to become a lawyer"

20. Phillip said: "My father is sleeping now"

21. Karim said: "I have never been to London"

22. Rano said: "I have not had breakfast"

Exercise 2.

Byuruq gaplarni o`zlashtirma gaplarga aylantiring.

1. He said: Go to the blackboard

He (asked) to go to the blackboard.

2. Mother to the child: Get up. It is 7

Mother (asked) to the child to get up. It was 7

3. He said: Water the flowers

He asked me to water the flowers

4. She said: Go to the shop and buy a loaf of bread.

She asked him to go to the shop and to buy a loaf of bread

5. He said: Don't make noise!

He asked us not to make noise

6. He said: Don't play in the street!

He asked: not to play in the street

7. He said: Don't cross the street here!

He asked not to cross the street there

8. She said: Don't be afraid of this dog.

She asked not to be afraid of that dog

Exercise 3.

Byuruq gaplarni o`zlashtirma gaplarga aylantiring.

1. Rano said: Bring a bunch of flowers

2. Zebo said: Ahmad, don't speak loud

3. Helensaid: Tom, go to the market and buy fruit

4. Tom said: Kate, hurry up. Don't be late for school

5. Jimmy said: Zebo, ring me up at 10 o'clock

6. John said: Rano, wake me up at 7

7. Robert said: Helen, don't wake me up at 7

8. Mary said: Tom, bring a piece of chalk, please

9. Jack said: John, close the door. Don't open the window

Exercise 4.

Home exercise:

Exercise 5.

LESSON 16

Topic: The Structure of Government in the USA.

THE GOVERNMENT OF THE USA

The United States of America is divided into 50 states and the District of Columbia, where its capital, Washington, is located. Each state has its own government and laws, but there is one federal government which directs national and international affairs. The US constitution mandates a federal government composed of three branches: the executive, the legislative and the judicial. The president is the head of the executive branch. Unlike many other countries, where the president is elected by the parliament, the president and the vice president of the United States are elected for a four-year term by a popular election. The president must be a natural-born citizen, a resident of the country for 14 years, and at least 35 years old.

The president is assisted by the cabinet, people he appoints to head major departments. These are like ministries in many countries, but the positions and their departments are not part of the constitution. The president gives final approval to laws adopted by Congress, appoints judges and directs the activity of the government.

According to the constitution, the legislative branch of the government is Congress, which consists of two houses, the Senate and the House on Representatives. The members of the House of Representatives are elected for two-year terms. The number of representatives from each state depends on the number of people who live in that state. Senators are elected for six-year terms. There are two I senators from each state, no matter how large or small it is. One third of the Senate is elected every two years.

Every law is discussed and must be adopted by both houses of Congress. Then it must be approved by the president. If the president does not approve a law, Congress can adopt it anyway, if two thirds of the members in each house agree to do so.

All citizens over 21 years of age have the right to vote. The government may not prevent anyone from voting because of religion, race, gender or national origin. National elections are held every two year at the beginning of November.

The Supreme Court is the highest court in the country and the head of the judicial branch. It has one chief justice (judge) and eight associate justices. The president appoints these judges for life, but his choices must be approved by the Senate. The constitution was created to make sure that no branch of the government became more powerful than the others. The president directs the policies of the government but must obey the laws adopted by Congress. Congress adopts laws, but the president usually must agree to the laws. The president appoints judges to the Supreme Court, but the Senate must agree to his appointments, and once a judge is on the Supreme Court, that judge cannot be removed for any decision he or she makes. The Supreme Court can cancel laws made by Congress and the president if a majority of the judges agree that the law does not agree with the constitution. The constitution is the highest authority. This system of making sure that no branch becomes more powerful than the others is known as the "checks and balances" that maintain the balance of power.

In the United States there are two main political parties, the Democratic and the Republican parties.

QUESTIONS

1. Where is the capital of the USA located?
2. What are the three parts of the US government called?
What person or group is in charge of each?
3. Who can be elected president of the United States?
4. Who must approve new laws?
5. What are the two main political parties?

VOCABULARY:

divided		legislative	
located		judicial	
Each state		president	
government		executive branch	
federal government		elected	

international affairs		popular election	
mandates		natural-born citizen	
composed		resident	
branches		rice president	
executive		assisted	
cabinet		highest authority	
appoints		removed	
major departments		maintain	
Supreme Court		checks and balances	
removed		powerful	

Grammar: Direct Speech. (Part-II).

BUYRUQ GAPLARNI O'ZLASHTIRMA GAPLARGA AYLANTIRISH

Ko'chirma buyruq gaplarni o'zlashtirma gapga aylantirganda quyidagi o'zgartirishlar qilinadi:

1. Agar ko'chirma gap buyruq qap bo'lsa, bosh gapdagi **say** fe'li **tell** *buyurmoq, aytmoq* yoki **order** *buyurmoq* fe'li bilan almashtiriladi. Agar buyruq gap iltimosni ifodalasa **say** fe'li **ask** fe'li bilan almashtiriladi.
2. Ko'chirma gapdagi buyruq maylidagi fe'l o'zlashtirma gapda **to** yuklamasi bilan keluvchi infinitiv bilan almashtiriladi. Bo'lishsiz shaklini yasash uchun infinitivning oldiga **not** inkor yuklamasini qo'yamiz.
3. Kishilik, egalik va ko'rsatish olmoshlari mazmunga qarab almashtiriladi:

Ko'chirma gap:

She said to Tom, "Come at five o'clock."

U Tomga dedi: "Soat beshda ke ling".

I said to Ann, "Please bring me a glass of water."

Men Annga dedim: "Iltimos, men-ga bir stakan suv olib keling".

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

U menga dedi: "U yerga bor mang".

So'roq gaplarni ko'chirma gapdan o'zlashtirma gapga o'tgazishda quyidagi fe'llar ishlatiladi:

O'zlashtirma gap:

She told Tom to come at five o'clock.

U Tomga soat beshda kelishni aytdi.

I asked Ann to bring me a glass of water.

Men Anndan menga bir stakan suv olib kelishni iltimos qildim.

He ordered me not to go there.

U menga u yerga bormaslikni buyurdi.

to ask, to want, to know, to wonder, to be interested in ...

So'roq gaplar (savolning 4 turi) ko'chirma gapdan o'zlashtirma gapga quyidagicha o'tadi:

Umumiy savol – General question (**if, whether** so'zlari ishlatiladi)

1. - "Is it a pen?" - said the teacher.

The teacher asked if it was a pen

2. - "Are they students?" - he said.

He asked if they were students.

3. "Have you a car?" - she said.

She asked if I had a car

4. "Do you get up at 7 every day?" - my friend said.
My friend asked whether I got up at 7 every day.

Grammar exercises:

Exercise 1.

Ko`chirma gaplarni o`zlashtirma gaplarga aylantiring.

1. Are you a teacher? – he said
2. Is your uncle at home today? – she said
3. Have you a map of England? – the teacher said
4. "Does Tom live in London?" She said
5. Has your friend a computer? – he said
6. Are you on duty? – he said
7. Is there a sofa in your room? – she said
8. Are there flowers in your garden? – he said.

Exercise 2.

Ko`chirma gaplarni o`zlashtirma gaplarga aylantiring.

1. He said: You are a doctor, aren't you?

He asked if I was a doctor

2. She said: He is at home today, isn't he?

She asked if he was at home that day

3. She said: You want to eat, don't you?

She asked whether I wanted to eat

4. He said: You are doing your homework now, aren't you?

He asked if I was doing my homework at that time.

Exercise 3.

Ko`chirma gaplarni o`zlashtirma gaplarga aylantiring.

1. Ahmad said: You are on duty, aren't you?

2. Anvar said: It is a lovely day today, isn't it?

3. Rashid said: You have an English book, haven't you?

4. Halima said: Ahmad has a horse, hasn't he?

5. Ilhom said: Anvar gets up at 7, doesn't he?

6. Akmal said: She goes in for sport, doesn't she?

7. Karim said: You watch TV in the evening, don't you?

8. Botyr said: You are watching TV now, aren't you?

9. Rano said: The baby is sleeping now, isn't he?

10. Zebo said: It is snowing now, isn't it?

11. Malohat said: Nike is a good singer, isn't he?

12. Robert said: They are working in the garden, aren't they?

13. John said: There is a museum in the country, isn't there?

14. Mike said: There are 4 books on the table, aren't there?

15. Tom said: Your hobby is fishing, isn't it?

Exercise 4.

Home exercise:

Exercise 5.

LESSON 17

Topic: English Writers.

ENGLISH WRITERS.

It's common knowledge that reading foreign literature helps you to learn more about the life of people in other countries, their traditions and customs. As I study English, I try to read as many books by English writers as possible. The names of English writers and poets such as William Shakespeare, Charles Dickens, Bernard Shaw, Conan Doyle, Agatha Christie, Oscar Wilde and many others are well-known to educated people from any country. My favourite English writer is Charles Dickens. This English classic is well-known all over the world. His books are translated into many languages and a lot of films have been made after his novels.

Dickens was born in 1812 in Portsmouth. He was the second of the eight children in the family. Although not poor by the standards of the time, the Dickens family lived through a series of financial crises. In 1823 facing a financial ruin, the family moved to London, where Charles began to work in a warehouse for six shillings a week. At that time his father was arrested for debt. Only at the age of twelve Charles was sent to school, where he did well, and at the age of fifteen he got a job in a legal firm. After learning shorthand, he became a reporter for the "Morning Chronicle" and soon wrote "Pickwick Papers". In 1836, when "Pickwick Papers" were published, he became the most popular living novelist in England and held this position until he died. Then he published novel after novel- "Oliver Twist", "Nickolas Nickleby", "The Old Curiosity Shop", "David Copperfield", "Little Dorrit" and many others. Besides constantly writing novels he was editing newspapers and magazines, giving readings from his books to huge crowds of people.

VOCABULARY:

--	--	--	--

Grammar: Indirect Speech. (Part-I).

III. *Танловчи савол – Альтернативный вопрос.*

Бу саволни узлаштирма ганга утказганимизда хам if, whether сузлари ишлатилади.

Exercise 1.

1. He said: Are you a doctor or a lawyer?

He asked if I was a doctor or a lawyer

2. She said: Do you get up at 6 or at 7?

She asked if I got up at 6 or at 7

3. He said: Have you a car or a horse?

He asked whether I had a car or a horse.

4. She said: Are you reading a book or watching TV?

She asked if I was reading a book or watching TV

Exercise 2.

1. Anvar said: Is it raining or snowing now?

2. Mirzo said: Is it Monday or Tuesday today?

3. Jalol said: Are you at home or at work today?

4. Zebo said: Do you go in for boxing or in tennis?

5. Helen said: Does your nephew study at school or at the University?

6. Ann said: Are you doing your homework or relaxing now?

7. Jane said: Is your niece sleeping or playing now?

8. Mike said: Are there 15 or 16 bridges over their river?

9. Tom said: Is there a cinema or a theatre in your village?

10. Robert said: Have you an English or Russian book?

11. Mary said: Has Ahmad 4 or 6 brothers?

12. Jimmy said: Do you do your shopping at the supermarket or at the market?

Exercise 3.

1. He said: "What did you do yesterday?"

He asked me what I had done the day before.

2. Kate said to Pete: "Why don't you go to school?"

Kate asked Pete why he did not go to school.

3. The teacher said to us: "What are you doing?"

The teacher asked us what we were doing.

Mother said to Tom: "When did you come home from school?"

Mother asked Tom when he had come home from school.

Exercise 4.

Home exercise:

Exercise 5.

LESSON 18

Control Nr. 2.

Test.

LESSON 19

Topic: Natural and Chemical Fibres

NATURAL AND CHEMICAL FIBRES

Natural fibres – a fibre is the form of all vegetable and most animal substances. Textile fibres must possess such properties as length, strength, cohesiveness, elasticity and others.

The fibres which are found in nature are called natural fibres. Natural fibres now in use are wool, silk, cotton and flax. Wool and silk are animal fibres but cotton and flax are vegetable ones.

Chemical fibres (or man-made fibres) are of great industrial importance. Chemical fibres may be subdivided into rayons and the synthetic fibres. The manufacture of rayons depends on such raw materials as cellulose and proteins. The most popular rayon fibre is viscose.

Synthetic fibres may be built up entirely by chemical methods. They may be synthesized from coal, water and air.

The man-made fibres are resistant to insects and atmospheric influence. They absorb little moisture and are not proof against heat. They can be used in the production of the non-woven, for clothing underwear and hosiery, for industrial textiles and so on.

QUESTIONS:

1. What are natural fibres?
2. What properties must textile fibers possess?
3. What natural fibres are in use now?
4. What fibres are wool and silk?
5. What fibres are cotton and flax?
6. How many types are chemical fibres subdivided?
7. What is the most popular rayon fibre?
8. How do we get synthetic fibres?

VOCABULARY:

natural fibre	tabiiy tola	importance	muhimlik
animal substance	hayvon materiyasi	rayon	sun`iy ipak
textile fibre	to`qimachilik tolasi	to subdivide	bo`linmoq
to possess	ega bo`lmoq	synthetic fibre	sintetik tola
property	xususiyat	to depend on	bog`liq bo`lmoq
length	uzunlik	raw material	xom ashyo
strength	mustahkamlik	cellulose and protein	selliloza va oqsil
cohesiveness	когезионная (связующая) способность; способность сцеплению; склеивающая способность	viscose	viskoza
elasticity	egiluvchanlik	to be built up	olinmoq
flax	kanop	entirely	deyarli
chemical fibre (man-made fibre)	kimyoviy tola (inson qo`li bilan tayyorlangan, sun`iy)	to be synthesized	ajratilmoq
resistant to	сопротивляющийся; прочный, стойкий	atmospheric influence	atmosferik ta`sir
insect	hashorot	to absorb	tortmoq, yutmoq
moisture	namlik	against heat	issiqqa qarshi
proof	o`tkazmaydigan	non-woven	нетканый
underwear	ichkiyim	hosiery	to`qimachilik

VOCABULARY:

--	--	--	--

Grammar: Indirect Speech. (Part-II).

Grammar exercises:

Exercise 1.

Exercise 2.

Exercise 3.

Exercise 4.

Home exercise:

Exercise 5.

LESSON 20

Final Control.

Oral Speech.

IRREGULAR VERBS

Base Form	Simple Past	Past Participle
be	was, were	been
beat	beat	beaten
become	became	become
begin	began	begun
bet	bet	bet
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt

fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
get	got	got, gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lead	led	led
leave	left	left
let	let	let
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
overtake	overtook	overtaken
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set up	set up	set up
shake	shook	shaken
shine	shone	shone
show	showed	shown
shut	shut	shut
sing	sang	sung

sink	sank	sunk
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
stick	stuck	stuck
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake up	woke up	woken up
wear	wore	worn
win	won	won
write	wrote	written

FOYDALANILGAN ADABIYOTLAR

1. M.SEVIOUR, *WORD WISE* , Sharq Publishing house, Tashkent 1997.
2. RAYMOND MURPHY, *ENGLISH GRAMMAR IN USE*. Cambridge University Press. Australia 1997.
3. Е.А.АБДАЛИНА *ИНГЛИЗ ТИЛИ*, Sharq Publishing house Тошкент 1997.
4. *OXFORD UNIVERSITY PRESS*, England 1996.
5. И.С. САЛИЕВ *УЧЕБНИК АНГЛИЙСКОГО ЯЗЫКА*. Sharq, TASHKENT, 2003.

USED INTERNET WEBSAYTS

www.britishcouncil.org.com

www.oxfordexpress.com

www.cambridgeuniversitypress.com

CONTENTS:

PART 1

LESSON 1	2
LESSON 2	5
LESSON 3	10
LESSON 4	15
LESSON 5	19
LESSON 6	23
LESSON 7	28
LESSON 8	30
LESSON 9	33
LESSON 10	34
LESSON 11	36
LESSON 12	40
LESSON 13	42
LESSON 14	45
LESSON 15	49
LESSON 16	54
LESSON 17	56
LESSON 18	61
LESSON 19	62
LESSON 20	63

PART 2

LESSON 1	64
LESSON 2	69
LESSON 3	70
LESSON 4	72
LESSON 5	74
LESSON 6	75
LESSON 7	76
LESSON 8	77
LESSON 9	79
LESSON 10	80
LESSON 11	81
LESSON 12	82
LESSON 13	83
LESSON 14	85
LESSON 15	90
LESSON 16	96
LESSON 17	100
LESSON 18	101
LESSON 19	102
LESSON 20	103
IRREGULAR VERBS	104
LITERATURE	105