

O'ZBEKISTON RESPUBLIKASI
NAVOIY KON-METALLURGIYA KOMBINATI
NAVOIY DAVLAT KONCHILIK INSTITUTI

**“Ingliz tili fanidan og'zaki va yozma nutqni
rivojlantirish” bo'yicha uslubiy qo'llanma**

*texnika oily o'quv yurtlarining bakalavr ta'lim yo'nalishi
talabalari uchun ingliz tili fanidan mustaqil o'rganish
bo'yicha qo'shimcha darslar ishlanmasi*



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Ushbu uslubiy qo'llanma Navoiy davlat konchilik instituti Uslubiy kengashining 2010 yil iyun oyidagi majlisida ___ - sonli bayonnomasida tasdiqlangan.

Nurmatova G.X./“Ingliz tili fanidan og'zaki va yozma nutqni rivojlantirish” bo'yicha uslubiy qo'llanma/Uslubiy qo'llanma/Navoiy davlat konchilik instituti

“Ingliz tili fanidan og'zaki va yozma nutqni rivojlantirish” bo'yicha uslubiy qo'llanmada fonetik, leksik, grammatik mashqlar hamda mutaxassislikka oid matnlar jamlangan.

Mazkur uslubiy qo'llanma texnika oily o'quv yurtlari boshlang'ich bosqich talabalarining ingliz tilidan og'zaki nutqini grammatik uslullar orqali rivojlantirish uchun mo'ijallangan.

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So'z boshi

O'zbek tiliga davlat tili maqomi berilishi hamda lotin grafikasining qabul qilinishi texnika fanlari bo'yicha shug'ullanuvchi olimlar, ayniqsa institut o'qituvchilariga katta vazifalar yuklaydi. Chunki shu vaqtgacha barcha sohadagi ko'pgina darsliklar rus tilida nashr e'tilgan. Ularni o'zbek tiliga tarjima qilish yoki o'zbek tilida yaratish zaruriyati tug'ildi.

Mazkur uslubiy qo'llanma texnika oily o'quv yurtlarining boshlang'ich bosqich talabalarining og'zaki nutqini grammatik usullar orqali rivojlantirish uchun mo'ijallangan.

Ushbu qo'llanma 12 (unit) bo'limdandan iborat bo'lib, har bir dars ikki soatga mo'ljallagan. Qo'lanmadagi barcha qoida va ko'rsatmalar o'zbek (lotin grafikasida) va rus tillarida berilgan. Qo'llanma grammatikaning asosiy qismlarini qamrab olgan va turli xil yozma va og'zaki mashqlardan hamda konchilik, electromexanika, kimyo sohalariga oid matnlardan iborat.

Ammo qo'llanmani hajmi cheklanganligi tufayli barcha mavzularni kiritilishning iloji bo'lmadi.

Mazkur uslubiy qo'llanma texnika oliy o'quv yurtlarining talabalariga ingliz tilining o'z sohasi bo'yicha so'zlashuvini rivojlantirish uchun yordamchi manbi bo'lib xizmat qiladi.

Ushbu qo'llanmaning yaratilishida hayrihoh bo'lgan hamkasblarimga o'z minnatdorchiligimni bildiraman.

Tuzuvchi:

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Unit I

1.The ABC / Ingliz tili alfaviti / Английский алфавит

2.Types of syllables / Bo'g'in turlari / Виды слогов

The ABC

Aa [ei]	Jj [dʒei]	Ss [es]
Bb [bi:]	Kk [kei]	Tt [ti:]
Cc [si:]	Ll [el]	Uu [ju:]
Dd [di:]	Mm [em]	Vv [vi:]
Ee [i:]	Nn [en]	Ww [dʌbl ju:]
Ff [ef]	Oo [ou]	Xx [eks]
Gg [dʒ:]	Pp [pi:]	Yy [wai]
Hh [eɪts]	Qq [kju:]	Zz [zed]
Ii [ai]	Rr [a:]	

Ingliz tilida 26 ta harf bo'lib, shundan 6 tasi unli (a,e,i,o,u,y); 20 tasi undoshdir. Ingliz tilida harflar bilan tovushlar soni teng emas. Chunki unli harflar 4 ta bo'g'in turida turlicha o'qiladi:

В английском языке 26 букв, из них 6 гласных (a,e,i,o,u,y); 20 согласных. Количество букв и звуков в английском языке не одинаковы, так как гласные буквы читаются в четырех типах слогах по разному:

Unli harflarning 4 tur bo'g'inida o'qilishi

Чтение гласных букв в 4 типах

Harflar bo'g'ini	a[ei]	o[ou]	e[i:]	Y[wai]	i[ai]	u[ju:]
I	[ei] name	[ou] note	[i:] be	[ai] fine	[ai] my	[ju:] tune
II	[æ] flat	[] not	[e] pen	[i] myth	[i] sit	[ʌ] cup
III	[a:] large	[] fork	[ə:] term	[ə:] Byrd	[ə:] firm	[ə:] fur
IV	[ə] mary	[] more	[iə] nere	[aiə] tyre	[aiə] fire	[juə] during

Ba'zi undosh harflar 2 xil o'qiladi:

Некоторый согласные имеют два звука:

C [s] e, i, y cent, city
[k] cat, cap

G [dʒ] e, i, y gentleman, gymnastics
[g] garden, global

Exercise 1a Read the following words:

Cat, sat, red, line, six, fine, car, Mary, day, say, lot, plane, note, sale, sir, hot, nose, bird, ten, five, rat, cap, sun, part, but, sort, scale, rate, lip, sir, date, pot, pet, fat, fun, pump, sun, enter, pen, like, park, land, garden.

Exercise 1b Classify the above words into 4 reading types (use table 1):

Exercise 2a Read the words:

[s]	[k]	[k]	[dʒ]	[g]
cent	cat	de <u>ck</u>	gentle	garden
city	cold	do <u>ck</u>	gym	gold
center	clip	lo <u>ck</u>	gin	glove
percent	cosmetics	bl <u>ack</u>	gymnastics	got

Exercise 2b Pronounce letters t, d with the tip of your tongue:

[t]		[d]	
ten	tank	desk	dinner
table	stone	date	December
pot	plot	address	lord
lot	sort	bed	daughter
total	cord	dome	grand

Exercise 2c Pronounce letters r, w, h, l, q, x:

[r]	[w]	[h]	[l]	[q]	[x]
rose	wet	hot	lamp	quite	box
cross	well	hell	lot	queen	fox
red	wall	Henry	plot	question	six
remember	wait	Hello	lend	quotation	Rex
rain	weight	hero	land	quality	text
rote	welcome	hunter	slang	quantity	

Unit II

- | |
|--|
| <p>1. Articles / <i>Artikllar</i> / Артикли
2. Demonstrative pronouns / <i>Ko'rsatish olmoshlari</i> /
3 Text: A</p> |
|--|

Ingliz tilida aniq va noaniq artikllar mavjud.

В английском языке существует неопределенные и определенный артикли:

Noaniq artikllar / Неопределенные артикли - **a, an**

Aniq artikl / Определенный артикль - **the**

a va **an** artikllari birlikdagisanaladigan otlar oldida ishlatiladi. Agar ot unli tovush bilan boshlansa **an** artikli, undosh tovush bilan boshlansa, **a** artikli qo'llaniladi:

Артикли **a** и **an** употребляются перед существительными с числительным в единственном числе. Если существительное начинается с гласного звука, то употребляются артикль **an**, а если существительное начинается с согласного звука, то употребляется артикль **a**:

a bolt	<i>bolt</i> / болт
a lamp	<i>lampa</i> / лампа
an apple	<i>olma</i> / яблоко
an egg	<i>tuhum</i> / яйцо

The artikli ham birlikdagi ham ko'plikdagi otlar oldida qullaniladi:

Артикль **the** употребляется перед существительными и в единственном и во множественном числе:

It is a bolt. The bolt is new.
It is a lamp. The lamp is on the desk.

The artiklining ko'plik otlar oldida qo'llanilishini ko'rib chiqish uchun, ingliz tilidagi ko'rsatish olmoshlarini o'rganib chiqishimiz kerak:

Для того чтобы рассмотреть употребление артикля **the** перед существительными во множественном числе, мы должны изучить указательные местоимения в английском языке:

Demonstrative pronouns

birlik/ед.ч

This				
That		is		a bolt
It				

ko'plik/мн.ч

These				
Those		are		bolts
They				

Qo'yidagi misollarni solishtirsak, **the** artikli ko'rsatish olmoshlari o'rnida qo'llanilishi mumkin ekanligini ko'ramiz:

Если сравнить следующие примеры, то мы можем заметить, что артикль **the** может употребляться вместо указательных местоимений:

This is a bolt. This bolt is new. (or: The bolt is new.)

These are bolts. These bolts are new. (or: The bolts are new)

Exercise 1a Fill in the articles:

1. It is apple is on the table. 2. The lamp is old. Put lamp in the box.
3. This is bolt. It is good bolt. 4. Please, give me ... bolt, Tom. It is on ... desk.

Exercise 1b Make up 3 sentences with the following words:

An apple, desk, this, that, bolt, new, good, These, Those, box, boxes, bolts, table, is, are, a, an, the.

Text A:

This is a bolt. The bolt is new. The bolt is on the desk. This is a lamp. The lamp is not new. It is old. The lamp is on the desk too. That is a desk. The box is at the desk.

Tom: Bell, Is it a bolt?

Bell: Yes, it is.

Tom: Is it a new bolt?

Bell: No, it is not.

Tom: Please, put the bolt in the box, Bill.

Bill: All right. Where is the box?

Tom: The box is at the table.

New words:

new - *yangi* /новый
a desk - *stol* / стол
old - *eski* /старый
a box - *quti* / ящик
put- -*qo'utmaq* / положить.
where - *qayerda* / где
all right - *yahshi* / хорошо

Exercise 2a Write sentences with the word combinations below:

Example: This is a new desk - These are new desks.

word combinations:

a new table, an old desk, a big box, an old lamp, a small box, an old lamp.

Exercise 2b Using the text say where the bolt, the lamp, the box is.

Exercise 2c Ask your friend as in the example:

- Is this an old lamp?
-No, it isn't. It is new.

Unit III

1 Simple sentences with “to be” / “to be” fe’li bilan oddiy gaplar / Простые предложения с глаголом “to be”

2 Text: B

Ingliz tilida “to be” fe’li “bo’lmoq” degan ma’noni bildirib, hozirgi zamonda quyidagicha tuslanadi.

В английском языке глагол “to be” имеет смысл “быть” и он в настоящем времени склоняется следующим образом:

To be

Singular

I **am**

You **are**

He **is**

She **is**

It **is**

Plural

We **are**

You **are**

They **are**

Darak shakli/ Утвердительная форма:

I am a student.

I am = I’m

You are my friend.

You are = You’re

He(Tom) is an engineer.

He is = He’s

We are managers.

We are = We’re

Suroq shakli/ Вопросительная форма:

Am I a student?

Are you my friend?

Is he (Tom) an engineer?

Are we managers?

Inkor shakli/ Отрицательная форма:

I **am not** student.

You **are not** my friend.

are not = aren’t

He (Tom) **is not** an engineer.

is not = isn’t

We **are not** managers.

Text B:

This is Mr. Smith. He is an engineer. Mr. Smith is a good engineer. This is his office. The office is not large. This is his desk. That is his telephone. The telephone is on the desk. It is a box. The box is not on the desk. It is at the desk. These are bolts. The bolts are in the box. Mr. Smith is at the desk. He is looking at his drawings.

New words:

Mr. (=Mister) – *janob*/ господин
Mrs. (=Missis) – *honim*/ госпожа
Ms. (=Miss) – *honim(turmushga chiqmagan)*/ госпожа
an engineer – *injener/инженер*
good – *yahshi*/ хороший
his – *uning*/ его
office – *ofis*/ контора
large – *katta*/ большой
look at – *qaramoq*/ смотреть
drawings – *chizma*/ чертеж

Exercise 1a: Form interrogative and negative sentences:

1. This is a good telephone.
2. These are good engineers.
3. Those are new bolts.
4. The telephones are on the box.
5. The telephones are on the desk.
6. This box is big.
7. These telephones are new.
8. Mrs. Bell is looking at her drawings.
9. It is a nice desk
10. The students are looking at the drawings.

Exercise 1b: Fill in the gaps with “to be”

1. These ... students. 2. These students... good. 3. This... an office. 4. These boxes ...big. 7. He... an engineer. 8. Anvar ... an engineers. 9. They...good engineers. 10. It ... a nice office.

Exercise 2a: Tell about Mr. Smith (see Text B)

Exercise 2b: Ask your friend what his father (mother, sister, brother) is.

Example: -What is your father?
-He is an economist.

Exercise 2c: Ask your friend what kind of engineer (doctor, teacher, etc.) his father (mother, sister, brother) is.

Example:

- a) -Is your father an excellent economist?
-Yes, he is. (No, he is not)

- b) -What kind of economist is your father?
-He is an excellent economist. (He is not an excellent economist.)

Use the following adjectives:

professional, experienced, good, perfect, unexperienced, qualified, unqualified, bad, talented, skilled.

Unit IV

1 Prepositions / Predloglar / Предлоги

2 Text: Lines and Dots.

Ingliz tillida predloglar juda ko'p. Oo'zbek tilida ularning o'rnini qo'shimchalar egallaydi. Ularning ayrimlarini ko'rib chiqamiz.

Как и в русском так и в английском языке существуют большое количество предлогов. Рассмотрим некоторые из них:

On - <i>da(ustida)</i> , на (поверхность)	The bolt is on the table.
In - <i>da(ichida)</i> , в (внутри)	The pen is in the bag.
Under-..... <i>da(tagida)</i> , под	The boxes are under the desk.
At-..... <i>da(yonida)</i> , за, около, возле	Mr. Smith is at the desk.

Grammatik predloglar/ Грамматические предлоги:

<i>Of</i>	the book of the student (<i>egalik ifodasi /</i> указание на принадлежность)
<i>to</i>	to give instructions to students (<i>yunalish ifodasi /</i> указание на направленность)
<i>with</i>	to fasten the plates with bolts (<i>biror asbob bilan ishlatish /</i> использование орудия)
<i>by</i>	to go by train (<i>harakat vositasi sifatida qo'llash /</i> средство передвижения)
<i>for</i>	for students (<i>murojat vositasi sifatida /</i> использование средство обращения)

Predloglar otlar bilan gapda ega vazifasida ham kelishi mumkin:

В предложении предлоги также могут выступать в качестве подлежащего:

The belt of the fan is new.

Ventilyatorning remeni... ремень вентилятора...

The desks in the laboratory are whit.

Labaratoriyadagi stollar... столы в лаборатории...

The bulb on the shelf is bad.

Polkadagi lampochka... лампочки на полке...

Text: Lines and Dots

This is a line. This line is thin. And that is a line too. It is thick. It is under the thin line. This is a dot. The dot is on the thin line. This dot is black. That dot is not on the line. It is under the line. It is not big. The dot under the thick line is not black. The thin line is long. And the line under it is not long.

New words:

a line	- <i>chiziq</i> / линия
a dot	- <i>nuqta</i> / точка
thin	- <i>ingichka</i> / тонкий
thick	- <i>yug'on</i> / толстый
long	- <i>uzun</i> / длинный
short	- <i>qisqa</i> / короткий

Exercise 1a: Read the text and draw the text graphically

Exercise 1b: Close the text and describe it according to the graphic you have drawn.

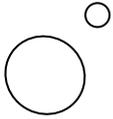
Exercise 2a: Fill in the prepositions.

1. The desk is ...the room. 2. The books are ...the desk. 3. Give the pen...Jack, please. 4. This bulb is...the box. It is...bathroom. 5. Jack, fasten the plates...bolts, please. 6. The students...the classroom are very good. 7. The children arethe street. 8. Mary, please, go...the door and open it.

Exercise 2b Match pictures and descriptions:



The ball is **on** the circle.



The ball is **outside** the circle.



The ball is **within (in)** the circle. It is in the center of the circle.

Unit V

1. **There is/are konstruksiyasi / Конструкция there is/are**
2. **Indefinite Pronouns/ Gumon olmoshlari(some, any, no) / Неопределенные местоимения(some, any, no)**

There is/are konstruksiyalari o'rin joyini ko'rsatish uchun qo'llaniladi va gapda "bor", "turibdi" degan ma'nolarni anglatadi.

Конструкция *there is/are* обозначает место нахождение и в предложении имеет значение "есть", "находится".

Bu konstruksiyalar asosan gapning boshida qo'llanilib, "there is" birlikdagi otlar uchun, "there are" esa ko'plikdagi otlar uchun ishlatiladi.

Эти конструкции употребляются в начале предложения. "there is" для существительных единственного число и "there are" для существительных множественного числа.

Qo'yidagi gaplarni ko'rib chiqamiz/ Рассмотрим следующие предложения:

A hole is in the plate.

Three taps are on the pipe.

An English book is on the desk.

A box of green pencils is in my bag.

There is **a hole** in this plate.

There are **three taps** on the pipe.

There is **an English** book on the desk.

There is **a box of green pencils** in my bag.

Ba'zan bu konstruksiyalar bilan some, any, no kabi gumon olmoshlari ishlatilishi mumkin:

Иногда с этими конструкциями употребляются неопределенные местоимения *some, any, no*:

Some *darak gapda "qandaydir", "bir nechta", "ozroq" degan ma'nolarni anglatadi*

Some в утвердительных предложениях имеет значения "несколько", "некоторые", "немного"

There is some sand in the test tube.

There are some tubes in the box.

Any *so'roq va inkor gaplarda "qandaydir", "biron bir", qanaqadir"*
ma'nolarni anglatadi

Any в вопросительных и отрицательных предложениях имеет значения "некоторые", "какие-то", "какой-то"

Is there *any sand* in the tube?

Are there *any tubes* in the box?

No *darak gapga ishlatilib, to'liq inkorlik ma'nosini bildiradi*

No употребляется в утвердительных предложениях и выражает полное отрицание

There is *no sand* in the test tube.

There are *no tubes* in the box.

Ko'p hollarda "some" va "any" gapda tarjima qilinmaydi.

Во многих случаях "some" и "any" в предложение не переводится.

Exercise 1a Complete the sentences:

1. There is a new laboratory.....
2. There is some sand.....
3. There are some long tubes....
4. There are six big holes...
5. There are ten red bells....
6. There is no pipe...

Exercise 1b: Give the interrogative and negative forms of the sentences:

1. There are thick tubes in the big box.
2. There is a good fan on the desk.
3. There are some bolts in this box.
4. There is a new lamp in the laboratory.
5. There are some bulbs on the desk.
6. There is some milk in the glass.

Qo'yidagilarni eslab qoling!

Запомните следующее!

Many students (*sanaladigan otlar bilan/*, с исчисляемыми существительными)

Much milk (*sanalmaydigan otlar bilan/* с неисчисляемыми существительными)

Few students (*sanaladigan otlar bilan/* с исчисляемыми существительными)

A lot of sand (*sanalmaydigan otlar bilan/* с неисчисляемыми существительными)

Many, much- *ko'p/* много.

Few, little- *kam/* мало.

Exercise 2a Choose the right word:

1. There is (*no, any*) fan in the laboratory.
2. There is (*little, few*) dry salt in the laboratory.
3. There are (*few, much*) large lamps on the walls.
4. Are there (*many, much*) students in the classroom?
5. Is there (*much, few*) milk in the cup?
6. Is there (*a lot of, many*) fresh air in the park?

Exercise 2b Rewrite the sentences using the constructions there is/are:

1. Two students are in the classroom.
2. An apple is on the table.
3. A box of bolts is at the desk.
4. A cup of milk and some bread is on the plate.
5. Many students are at the lesson.
6. Few computers are in the room N5.
7. Some sand is in the test-tube.
8. Two teachers are at the laboratory.

Text: My Room

This is my room. It is very large and light. There are two large windows in it. The walls of the room are white and light green. There are not many things in my room. There is a round table in the centre of the room, a desk with a chair, a bed, a sofa, some chairs and three shelves in it. That's all. The sofa is green. The desk is brown and the chair at the desk is black. There is a lamp, some books and a box of pencils on the desk. There is a small picture between the windows. The door is to the right of the windows. The door is high and wide. It is white.

New words:

Large-*katta*/ большой
Light-*yorug'*/ светлый
Window-*derazal*/ окно
Air-*havo*/ воздух
Wall-*devorl*/ стена
White-*oq*/ белый
Sofa-*divan*/ диван
Thing-*narsa*/ вещь
Wide-*keng* / широкий

round- *aylana*/ круглый
chair-*stul*/ стул
brown-*jigari*/ коричневая
picture-*surat*/ картина
between-*orasida*/ между
door-*eshik*/ дверь
right-*o'ng tomon*/ правый
high-*baland*/ высокий

Exercise 3a: Answer the questions (use text “My Room”)

1. How many tables are there in the room?
2. How many windows are there?
3. Are there any books in my room?
4. How many chairs are there in the room? Where are they?
5. Is the sofa brown?
6. What colour are the chair at the desk?
7. What is on the desk?
8. Where is a small picture?
9. Is the door to the left of the windows?
10. What kind of room is it?

Exercise 3b Using new words write about your room.

Exercise 3c Retell the text you have written.

Unit VI

1 The Present Indefinite Tense/Hozirgi zamon noaniq fe'li/ Настоящее неопределенное время.

2 Text: My Day

The Present Indefinite Tense- *doimiy yoki takroriy ish harakatni bildiradi.*

The Present Indefinite Tense- выражает регулярное или постоянное действие.

Yasalishi/ Образование:

Darak shakli/ Утвердительная форма:

<u>Singular</u>		<u>Plural</u>	
I	write	We	write
You	write	You	write
He		They	write
She	writes		
It			

So'roq shakli/ Вопросительная форма:

Do	I	write			We	write
Do	You	write		Do	You	write
	He				They	write
Does	She	write				
	It					

Inkor shakli/ Отрицательная форма:

I	write	We	write
You	write	You	write
He		They	write
She	write		
It			

Qo'yidagi payt ravishlarini eslab qoling. Ular gapda egadan keyin keladi:
Запомните следующие наречия которые следуют после подлежащего:

Usually- <i>odatda</i> / обычно
Seldom- <i>kamdan-kam</i> / редко
Often- <i>tez-tez</i> / часто
Sometimes- <i>ba'zan</i> / иногда
Always- <i>har doim</i> / всегда

I usually get up at 6 o'clock.

He (Tom) always comes late.

Nancy sometimes goes to the library after classes.

We often have our laboratory classes at the Mining department.

I seldom come late for the lesson.

Exercise 1a: Put the sentences in the interrogative and negative forms:

Example: Peter speaks English.

Does Peter speak English?

Peter doesn't speak English.

1. The lecture begins at 8 o'clock.
2. After classes I go to the library.
3. He plays football on Sunday.
4. Lola seldom meets her friends.
5. Bob usually has lunch at 2 o'clock.
6. Our students always speak English at the English lessons.
7. His brother seldom visits his parents.

Exercise 1b Put the verbs in the correct forms:

1. He (*to finish*) his work at 5 o'clock.
2. We usually (*to play*) basketball after lessons.
3. Sometimes I (*to stay*) at the office till 7 o'clock.
4. Tom (*to speak*) to his friends every day.
5. Does your friend often (*to visit*) you?
6. When do you (*to come*) to the lesson?
7. Where does Tom (*to go*) after work?

Text: My Day.

As a rule I get up at 6a.m. I usually air the room and make my bed. I do my morning exercise, wash my face and brush my teeth. Then I get dressed and comb my hair. Sometimes I take a shower in the morning.

I have breakfast at about 7 o'clock. After breakfast I clean the table and leave for the Institute. I always come on time for the lessons. Our lessons at the Institute begin at 8o'clock. We usually have 3 or 4 pairs a day. The students of our group sometimes go to the library or to the laboratory after classes. On our free days, on Sundays, we like to play volleyball or basketball in the open air with our friends.

I usually come home at 4 o'clock. I have a short rest. Then I help my mother at home. Sometimes I visit my friends or they visit me. We do lessons together. After dinner I watch TV or listen to music. Sometimes I listen to the radio-set.

At 10 o'clock I go to bed.

New words:

As a rule-*odatda*/ как правило

Get up-*turmoq*/ вставать

Air the room-*xonani shamollatmoq*/ проветривать комнату

Make one's bed-*o'rnini yig'ishtirmoq*/ убират постель

Do morning exercise-*ertalabki badantarbiya bilan shug'ullanmoq*/ заниматься утренней гимнастикой.

Wash-*yuvinoq*/ умываться

Comb-*taramoq*/ расчёсываться

Have a shower-*dush qabul qilmoq*/ принимать душ

Have breakfast-*nonushta qilmoq*/ завтракать

Leave for-*ketmoq*/ уходить

Begin-*boshlamoq*/ начинать

Have a snack-*tamaddi qilmoq*/ перекусить

Free-*bo'sh, ozod*/ свободный

To be free- *bo'sh bo'lmoq*/ быть свободный

Open-*ochiq*/ открытый

Visit-*tashrif buyurmoq*/ посещать

Watch TV-*televizor ko'rmoq*/ смотреть телевизор

Listen to-*tinglamoq*/ слушать

Radio-set-*radiopriyomnik*/ радиоприёмник

Working on words

have+ot (существительное)=*fe 'l'*/ глагол

Model 1

-At what time do you usually have dinner?

-At 1 o'clock.

Ask your friend when he has (breakfast, dinner, supper, lessons, rest, shower, holiday.)

to be +adjective= stative verb (*holat fe 'li'*/ глагол состояния)

Model 2

-Are you free today?

-I'm afraid, I'm busy.

Exercise 2a Make up dialogues with the following word combinations:

To be free (busy, glad, sorry, fine, on holiday)

Model 3

I usually play chess with my father in the evening.

Exercise 2b Practice the model: using the following word combinations:

To play basketball (football, volleyball, chess, games) with my sister (brother, friends, father)

to listen to something.

Model 4

-My sister likes to listen to pop music and what about your sister?

-My sister doesn't like to listen to pop music. She listens to classical music.

Exercise 2c Ask as in the model what your brother (mother, father, friend) likes to listen to.

Unit VII

1. The Present Progressive Tense/ *Hozirgi zamon davom fe`li*
Настоящее продолжительное время.
2. Text: Dubna – Atomic Center

The Present Progressive Tense- ayni paytda davom etayotgan ish-harakatni ko`rsatadi.

Present Continuous употребляется для обозначения длительного действия, которое происходит в момент речи, то есть действия в процесса его совершения.

Yasalishi/Образование:

Darak shakli/Утвердительная форма:

<u>Singular</u>		<u>Plural</u>		
I	am	We	are	V(ing)
You	are	You		
He	is	They		
She				
It				

He **is** **translating** the text.
We **are** **writing** new words.
I **am** **sitting** at the lesson.
You **are** **doing** this exercise.

Inkor shakli / Отрицательная форма:

He **is not** **translating** the text.
We **are not** **writing** new words.
I **am not** **sitting** at the lesson.
You **are** not **doing** this exercise.

Qisqartirilgan ko`rinish / Сокращённая форма:

Darak shakli / Утвердительная форма

Inkor shakli/ Отрицательная форма

I am = I'm
You are = You're
He is = He's
She is = She's

I am not = I'm not
You are not = You aren't
He is not = He isn't
She is not = She isn't

It is = It's
We are = We're
You are = You're
They are = They're

It is not = It isn't
We are not = We aren't
You are not = You aren't
They are not = They aren't

So'roq shakli / Вопросительная форма:

Is he **translati**ng the text?
Are we **writi**ng new words?
Am I **sitti**ng at the lesson?
Are you **doi**ng this exercise?

Exercise 1a Open the brackets and translate the sentences:

1. They (to go) research work now.
2. Mr.Brown (to discuss) this matter with business men now.
3. The engineers (to carry on) a new project of the plant.
4. She (to talk) to some one now.
5. The physicists (to make attempt) to use the energy of the atom in different spheres of life.
6. Different nationalities of world scientists (to work) together against global warning.
7. Mary and Sandra ... (to work) at the laboratory now. The (to explore) the structure of the atom.
8. I (to think) of this problem now and I think I know the decision of it.

Exercise 1b Use Present Indefinite or Present Continuous where necessary:

1. I (to read) a defective book now, but usually I (to read) fantastic books.
2. We (not to want) to go the lecture now.

3. What they (to do) there? – I (not to know). I (to think), they (to discuss) their problems.
4. Why ... she (to speak) to you in such a loud voice? she always (to speak) to you this way?
5. The teacher (to analyze) the results of the students of the laboratory work.
6. People from all over the world (to come) here and (to visit) the ancient cities of our country.
7. Why you (to sleep) now? Ware up. It's already 9 o'clock.
8. Tom (to make) o bicycle now. He (to want) to invent a new bicycle.

Text: *Dubna – Atomic Center*

Dubna is eighty miles to the north of Moscow. In the streets of Dubna we can often hear foreign speech.

Dubna is one of the world centers for investigation in modern physics. It is a town of physicists of many nationalities who are working together at the joint nuclear Research Institute. The Institute is carrying on great work. Physicists from different countries are coming here to discuss their research work and to take part in research seminars.

One of the greatest discoveries of our century is the splitting of the atom, and the penetration into its mysterious mater. This discovery is marking the triumph of Man's thought. The most outstanding developments of our century such as the use the atomic energy, the building of the atomic reactor, the construction of atomic power stations, and the atomic icebreaker are the results of the study of the atom in opening up vast and new areas for exploration and research.

Let us enter one of the many laboratories of Dubna. What do we see there? We see that scientists with the help of numerous instruments are exploring atom. They are making every possible attempt to use the colossal energy of the atom in different spheres of life. They achieved great successes in the peaceful uses of atomic energy. Their work opens up new possibilities of using atomic energy in industry, agriculture, navigation, medicine and cosmic flights. It opens up new sources for progress.

New Words:

Investigation – *tekshirish (ilmiy)* / научное исследование.

Joint – *qo'shma* / совместный

To carry on – *olib bormoq* / вести

Penetration – *ichiga kirish* / внедрения

To explore – *o'rganmoq* / изучать

Numerous – *sanoqsiz* / бесчисленный

Peaceful – *tinch* / мирный

To use – *qo'llamoq* / использовать

Scientist – *olim* / ученый

To take part – *qatnashmoq* / участвовать

To split - *parchalamoq* / расщеплять

Task 1 Translate the following word combinations:

Foreign speech, investigation in modern physics, Joint Nuclear Research Institute, take part in research seminars, splitting of the atom, the triumph of Man's thought, outstanding development, to explore the atom, every possible attempt, to achieve great success, new sources, atomic icebreaker.

Task 2 Answer the following questions:

1. Where is Dubna?
2. What kind of town is Dubna?
3. What is the name of the Institute in Dubna?
4. Why do foreign scientists come here?
5. What is the greatest discovery of our century?
6. What kind of research work are scientists carrying on in Dubna?
7. Where do scientists use the energy of the atom?

Task 3 Put the questions to the words in bold type:

- 1) In 1957 the biggest accelerator began to work of the Joint Nuclear Research Institute in Dubna.
- 2) The scientists are using the accelerator to use the atom.
- 3) The government is giving great possibilities for research in our country.
- 4) The splitting of the atom is marking the triumph of Man's thought.
- 5) The work of physicists opens up new possibilities of using atomic energy in industry agriculture navigation, medicine and cosmic flights.

Task 4 Retell the text.

Unit VIII

1. Conversion/ *Konversiya*/Конверсия.

2. Text: Mining

Bir so'z turkumining yozuvi o'zgarmasdan boshqa yangi so'z turkumining hosil bo'lishi hodisasiga konversiya deyiladi. Bu hodisani ayniqsa otning fe'lga aylanishida kuzatishimiz mumkin. Masalan:

Образование новых слов из существующих без изменения написания слов называется конверсией. Наиболее распространёнными является образование глаголов от соответствующих существительных. Например:

water-*suv*/вода

to water- *suv qo'ymoq*/ поливать

control-*nazorat*/контроль

to control-*nazorat qilmoq*/контролировать

cause- *sabab*/причина

to cause- *sabab bo'lmoq*/причинять

Shuningdek, bu hodisa teskari tus olishi mumkin, ya'ni fe'ldan ot. Masalan:

Может иметь место и обратный процесс, т.е. образование существительных от глаголов. Например:

fallout- *radioaktiv qoldiqlar* (“to fallout”-*tushib ketmoq fe'lidan*)/

радиоактивные остатки (от глагола “to fallout” –выпадать)

Fe'llar sifatdan ham hosil bo'lishi mumkin:

Глаголы могут быть образованы и от глаголов:

empty-*bo'sh*/ пустой

to empty- *bo'shatmoq*/опорожнять

Exercise 1a Identify and translate the verbs in the following sentences:

1. The assistant cap the test-tubes with paper cons.
2. The new factory cans food for arctic expeditions.
3. These big arc lamps light the streets of our new towns.
4. Here is the street parallel the railroad line.
5. The mountain section of the railway line branches near the lake.
6. The population of the city numbers 3 million.
7. The far off pyramids pencil their fantastic outlines against the blue sky.

Exercise 1b Complete the gaps with suitable verbs below:

1. The students of the mining department English in the first term.
2. The workers of the production department usuallytheir work at 7.
3. Professor B..... lectures on technology of machines.

4. Our laboratory assistantfor the experiments on Friday.
5. At their English lessons the students the text twice.

begin, read, study, prepares, finish.

Exercise 2a Translate the following words into Uzbek (Russian) identifying what part of speech they belong to:

general-generalize-generalization; chemical-chemistry; period-periodic; educate-education; graduate-graduation; science-scientist-scientific; literature-literary; contain-container; create-creative-creation; discover-discovery; organic-inorganic; important-importance; technological- technology.

Exercise 2b Translate the following word combinations without using the dictionary:

Periodic Table of Elements, the director of Gimnasium, a gold medal, the World Chemical Congress, professor of the Petersburg Technological Institute, his pedagogical activities, principles of chemistry.

Text: Mining

Mining is a branch of industry. It is the search for exploitation and dressing of economic minerals and rocks.

Many minerals and rocks are today basic raw materials for various branches of industry: coal and oil are most important sources of heat energy; metals produced from ores form the building materials for machines, bridges and other constructions; other minerals give the raw materials for the chemical industry; others are used in building; salt is a food-stuff, etc.

The miner has two main tasks: to break out and to transport to the surface the economic mineral.

Before any mining enterprise can begin its work, the locality of the mineral has to be thoroughly investigated in order to ascertain its nature, the prosperities of the mineral mined, its richness (amount in percent), thickness and a red extent of the deposit. And thus the reserves of the overlying and underlying beds, especially of the immediate roof and floor or the deposit, the inflow of water, the presence of firedamp or other gases, the necessity for and manner of ore dressing, etc. It's on all these various factors that the size of the proposed mining enterprise depends as well as way in which it is equipped, the manner of mining, the cost of installation and the profitableness of the enterprise. This primary work is called prospecting and Exploration. By term prospecting us often mean the search for minerals.

Basic words:

The search for-*izlanish/* поиски

Dressing of economic minerals-*sanoat minerallarini boyitish/* обогащение промышленных минералов.

To break out-*parchalab olmoq/* отбивать.

Any mining enterprises can begin-*har bir konchilik korxonasi boshlashi mumkin/* любое горное предприятие может начать.

In order to-*shuning uchun/* для того чтобы.

To ascertain its nature-*uning tabiatini aniqlash/* установить его природу.

A real extent of the deposit-*haqiqiy yer boyliklarini zahirasi/* истинный запас залежей.

Overlying and underlying beds-*ustki va pastki yer qatlamlari/* налегающие и нижележащие пласты.

Working on the text

Task 1: Translate the text into *Uzbek* (Russian)

Task 2: Answer the following questions.

1. What is a branch of industry?
2. What are the basic raw materials for industry?
3. How many tasks does the miner have? What are they?
4. What should be done before a mining enterprise can begin its work?
5. What is prospecting? What is exploration?
6. What does the term “prospecting” mean?

Task 3: Fill in the gaps with necessary words:

- 1...and ... are the most important sources of heat energy.
- 2...form the building materials for machines, bridges and other constructions.
3. Raw materials are used for...
4. Salt is...
5. The preliminary work is called ... and ...

Task 4: Retell the text

Unit IX

1. The Past Indefinite Tense/O'tgan zamon/Прошедшее время
2. "to be" in the past/ "to be" ning o'tgan zamon shakli/ "to be" в прошедшем времени
3. Text: Thomas Edison

The Past Indefinite Tense-o'tgan zamonda sodir bo'lgan ish-harakatni bildiradi.
The Past Indefinite Tense –выражает действие совершенное в прошлом.

O'tgan zamon fe'llari 2 guruhga ajraladi: to'g'ri va noto'g'ri fe'llar.
To'g'ri fe'llar –ed qo'shimchasini qabul qiladi, noto'g'ri fe'llar uchta shaklga ega bo'lib, ularning ikkiinchi, o'tgan zamon, shakli ishlatiladi:

He worked till 6 yesterday (to'g'ri fe'l / правильный глагол)
He wrote his homework (noto'g'ri fe'l / неправильный глагол)

Глаголы в прошедшем времени делятся на 2 группы: правильные и неправильные глаголы. Правильные глаголы образуют прошедшее время путём добавления окончания –ed, а неправильные глаголы меняются от корня.

Qo'yidagi ayrim noto'g'ri fe'llarni keltiramiz/ Приведём следующие неправильные глаголы:

become	became	become
bring	brought	brought
come	came	come
go	did	done
give	gave	given
go	went	gone
leave	left	left
read	read	read
think	thought	thought
write	wrote	written
send	sent	sent
begin	began	begun
take	took	taken
make	made	made
speak	spoke	spoken
see	saw	seen
say	said	said

Yasalishi/ Образование:

Darak shakli/ Утвердительная форма:

<u>singular</u>		<u>plural</u>	
I	worked, wrote	We	worked, wrote
You			
He			
She			
It			
		They	

So'roq shakli/ Вопросительная форма:

Did	I	work, wrote	at the office?
	You		
	He		
	She		
	It		
	We		
	You		
They			

Inkor shakli/ Отрицательная форма:

I	did not didn't	work write	at the office.
You			
He			
She			
It			
We			
You			
They			

"to be" fe'lining o'tgan zamon shakli/ Форма глагола в прошедшем времени:

I	was	We	were
You	were	You	
He	was	They	
She			
It			

I was at home at 5 o'clock.
He wasn't at home at 5 o'clock.
Was he at home at 5 o'clock?

Exercise 1a Put the verbs in brackets in the past forms and translate the sentences:

1. At the last lesson the teacher (*explain*) to us how to use the forms of Past Indefinite.
2. Yesterday dean (*speak*) with us about the results of the last session.
3. Two months ago Professor Bobrov (*finish*) his book on new problems of the organic chemistry.
4. At the last conference we (*like*) all the reports.
5. Two days ago there (*be*) an interesting lecture on physics with a demonstration of a new film on cosmic research.
6. Physics (*be*) my strong point at school.
7. I (*explain*) the chief engineer that we (try) to find a new way of separating metal objects from grain.

Exercise 1b Read the dialogue and filling the gaps. Answer the questions below the dialogue:

A: Hello, Bob. I am very glad to see you.

B: Hello, Ann. Glad to meet you too. I came to see you yesterday but you were not in. Were you in the library?

A: No, I.....I went to see my old school friend. How are things, Bob? Are you a student now?

B: Yes, II.....a first-year student at Navoi State Mining Institute.

A:you finish school last year?

B: No,.....I..... School two years ago.

A: Two years ago? Why didn't you enter the Institute two years ago?

B: I tried to, but I entered it only last year, and you?

A: Two years ago, after finishing school I entered Pedagogical department.

B: As for as I know biology was your strong point at school, wasn't it? I am so glad you did it.

Text: Thomas Edison

Thomas Edison who lived and worked in the United States of America was one of the greatest inventors of his country and of the world.

When he was a boy nobody thought that would an inventor. He even went to school when he was quit a big boy. At school he always asked his teachers a lot of questions and they thought of him as of not a very bright boy. After three months at school his teachers told his mother that her son's brain was "no good" and he was a bad boy at school. This made Edison's mother so angry that she took him fro the school and decided to teach him at home herself. She soon discovered that though he was not good at school studies, he liked very much to put questions to everybody about nature of different things and especially about mechanisms and technical devices She

saw that every day Thomas became more and more interested in science and began teaching him everything that she knew about chemistry and electricity. During the years of his studies at home Edison read an unusually great number of books and magazines.

One night when on his way home Edison bought some books by Faraday. In simple words the book told him the story of that great scientist's experiments. Tom didn't sleep that night. In the morning he was still reading. His mother came up to him and asked: "Aren't you going to stop reading and eat anything?" Tom looked at her and said: "No, I can't. I have so much to do and life is so short".

During his life he invented a great number of inventions. He invented automatic telegraph system, electric pen, telephone transmitter, phonograph, and electric lamp. He invented also dynamo, kinoscope, moving picture machine and many other electrical devices.

You can understand his greatness as an inventor from the fact that he patented as many as 1,2000 inventions.

New words:

inventor- *ixtiropchi*/изобретатель

ask question- *savol bermoq*/ задавать вопрос

bright – *aqli, qobiliyatli*/умный/ способный

make somebody angry- *kimningdir jahlini chiqarmoq*/разгневать кого-то

discover- *aniqlamoq, ixtiro qilmoq*/ обнаруживать

sleep- *uxlamoq*/ спать

eat- *yemoq*/ есть, кушать

invent- *ixtiro qilmoq*/ изобретать

Exercise 2a Find and write out all the verbs from the text, and classify them into regular and irregular types.

Exercise 2b Give the difference of the words:
inventor- invent- invention; teach-teacher-teaching; study-to study.

Exercise 2c Ask your friend as in the example:

Example: -Why are you angry?

- Sally *made me angry*. She promised to come, but she didn't.

-Don't' *be angry with* her. She is coming. I saw her on the way to the institute.

Task 1 Read and translate the text.

Task 2 Retell the text.

Task 3 Tell about a famous person you know.

Unit X

1. Pronouns “one” and “ones”/ “one” va “ones” olmoshlari / местоимения “one” и “ones”
2. Degrees of Adjectives / Sifat darajalari / Степени сравнений прилагательных

Ingliz tilida “one” va “ones” olmoshlari kontekstda bir soʻzning ikkinchi bor takrorlanmaslik uchun ishlatiladi. “one”-birlikdagi otlar oʻrnida, “ones”-esa kuplikda turgan otlar oʻrnida qoʻllaniladi.

Местоимения “one” и “ones” употребляются во избежания повтора существительного вторично. “one” употребляется для существительных в единственном числе, а “ones” для существительных множественного числа. МНОЖЕСТВЕННЫХ.

These **pipes** are short. Give me the big **ones**.

This **flask** is too small. Take another **one** from the shelf.

Shuningdek, bu olmoshlar gapda ega vazifasida ham kelishi mumkin. Unda “kimdir”, “har bir” degan maʼnolarni anglatadi.

Также эти местоимения могут выступать в функции подлежащего. В этом случае они дают значение “кто-то”, “любой”:

On a geographical map, one can easily find rivers, lakes and seas, which are usually light blue.

Exercise 1a Read and translate the sentences:

1. The apparatus which the plant sent to our laboratory last month is a modern **one**.
2. Which of the two books do you want to take for reading? – I am going to take the **one** on astronomy.
3. My friend gave me **one** of his English books.
4. **One** must always keep his word.
5. This TV set is very large. Will you show me another **one**?
6. **One** should be very careful when crossing the street.
7. **One** must always observe rules of the road.

Exercise 1b Use “one” or “ones” instead of underlined words and translate the sentences:

1. For the experiment, take a glass tube from the shelf and a metal ...from the stand.

2. There were five pumps on the demonstration bench. The other five ...were at the laboratory.
3. Today's control work is easy and yesterday's ... was difficult.
4. Your diagram is wrong. Use the ...which is in the instruction book.
5. Which of the devices are you going to use for lifting these stone blocks? –I am going to use these....

Degrees of Adjectives

Ingliz tilida sifatlar rod, son va kelishik kategoriyalariga ega emas. O'zbek tilidagidek sifatlar ingliz tilida ham uchta sifat darajasiga ega:oddiy, qiyosiy va orttirma. Lekin ingliz tilida sifatarning oddiy va murakkab turlari mavjud:

Прилагательное в английском языке не имеет категорию рода, числа и падежа. Так же как и в русском языке прилагательное в английском языке имеет три степени сравнения: положительную, сравнительную и превосходную. Но в английском языке прилагательное, как правило, только одну форму- либо простую, либо сложную:

Example:

small –*oddiy sifat (bir bo'ginli)*/ простое прилагательное

difficult – *murakkab sifat (ko'p bo'ginli)*/сложное прилагательное

Oddiy va murakkab sifatlarning darajalanishini ko'rib chiqamiz:

Рассмотрим образование степени простых и сложных прилагательных:

Simple degree

I

Short

Light

Comparative degree

II

shorter

lighter

Superlative degree

III

the shortest

the lightest

It is a **light** room.

This room is **lighter** than that room.

That is **the lightest** room.

Simple degree

I

Beautiful

Interesting

Comparative degree

II

more (less) beautiful

more (less) interesting

III

the most (the lest) beautiful

the most (the lest) interesting

The new motor is **more powerful** than the old one.

This book is the **most interesting** of all books.

Qu'uidagi sifat darajalarini yodda tuting/ Запомните следующие степени сравнения прилагательных:

good	better	the best
bad	worse	the worst
little	less	the least
many	more	the most
much		

Quyodagi maqollarda sifat darajalarini ishlatilishini ko'rishimiz mumkin:

В нижеприведённых примерах мы видим употребление прилагательных:

The more you learn, *the cleverer* you are.

Better late than never.

East or West, home is *best*.

Shiningdek sifat belgisini ko'rsatuvchi yuklamalar ham ishlatiladi.

Также употребляются союзы указывающиеся на степень качества:

Eslatma: *as...as, so...as* yuklamalari o'rtasida sifatlarning faqat oddiy darajasi ishlatiladi:

Примечание: между союзами прилагательное употребляется только в простой степени:

This room is **as light as** that one.

This book is not **so interesting as** that one.

Exercise 1c Put the adjectives in the correct degree:

1. The (*much*) we study the language, the (*good*) we understand the structure of the sentence.
2. The (*much*) difficult the problem is, the (*great*) is my interest in it.
3. A. Einstein is one of the (*great*) scientists of our age.
4. Radio is one of the (*good*) means of commutation.
5. To read the text is (*easy*) than to retell it.
6. The new motor is (*powerful*) than the old one.
7. My book is not so (*interesting*) as that one.
8. Her sister is as (*young*) as my sister.
9. The (*big*) planet is Jupiter.
10. This is not a good pen. Give me the (*good*) one.

Text: The Solar System

There is nothing more important to us than the Sun. It gives us light, food and so on. The Sun is a star. There are many thousands of stars in the sky that are like the Sun. They are as large as the Sun and contain the chemical elements. The Sun is much nearer to us than other stars. That is why we think it is bigger and brighter than other stars. The Sun is the closest star to the Earth. It is about 93 million miles away.

Our Sun and our Earth, our Moon and the planets with their moons, meteors and comets belong to the family of the Sun, that is to the Solar System.

From earliest times man studied the Sun and the planets of the Solar System. Now we know that Mercury, Venus, Earth, Mars, Jupiter and Saturn are the nearest planets to the Sun. Mercury is the smallest of the planets. It is not much larger than the Moon.

Mars is the nearest planet to the Earth. It is 40 to 50 million miles away. Mars is closer to us every two years and two months. We know that the temperature of Mars is far lower than that of the Earth.

Jupiter is the largest of the planets. It is larger than all other planets together. It is 1000 times larger than Earth.

Saturn is the second largest planet. It is 750 times larger than the Earth.

Uranus' mass is about half of that of Saturn. The distance from the Sun to Uranus is much greater than that from the Sun to Saturn.

Pluto is the most distant planet and it is much smaller than Uranus and Saturn. Because of its small size and so distant from the Sun, we hardly see even with the best of telescopes.

Basic vocabulary:

The Solar System-*Quyosh sistemasi*/ Солнечная система

Venus [vi:nas]-is the name of the planet. (Venera/ Венера)

the Sun-*Quyosh*/ Солнце

the Moon-*Oy*/ Луна

the Earth-*Yer*/ Земля

contain-*saqlamoq*/ содержать

near-*yaqin*/ близко

star-**yulduz**, звезда

that is why-*shuning uchun*/поэтому

belong to-*tegishli bo'lmoq*/ принадлежать

distant-*uzoq*/ далекий

Task 1: Read the text and translate it.

Task 2: Find out adjectives from the text and classify them to their degree:

Task 3: Copy out adjectives from the text.

Task 4: Retell the text.

Unit XI

1. Future Indefinite Tense / Kelasi no'aniq zamon fe'li / Будущее неопределённое время глагола.

2. Text: Robots

The Future Indefinite Tense- *kelasi zamonda amalgam oshmoqchi bo'lgan ish-harakatni ifodalaydi* / выражает действие которое совершится в будущем.

Yasalishi:/ Образование:

Darak shakli/ Утвердительная форма:

<u>Singular</u>			<u>Plural</u>			
I	shall		We	shall		
You			You	will		work
He			They	will		
She	will					
It						

So'roq shakli/ Вопросительная форма:

Shall we **work** till 5?

Will he **give** the report tomorrow?

Inkor shakli/ Отрицательная форма:

I **shall not** (**shan't**) go there.

He **will not** (**won't**) do it tomorrow.

Exercise 1a Read and translate:

1. Next year this magazine will publish some articles on the use of atomic energy.
2. Soon our factory will use a more modern method of sealing cans.
3. Our engineers will discuss all the problems next week.
4. Our sales manager thinks that it will be beneficial to make contracts with British companies.
5. In the nearest future a new robot-machine will do everything for man.
6. The architects are planning to build a large chemical works in the city of Navoi.

Exercise 1b Give the full answers to the following sentences:

1. When will they receive the new equipment? -...in a month.
2. When will the engineers show the new plans? -... next week.

3. What operation will the electronic device do? –The strong and controlling operations...
4. Where will they test this new electronic device? -...in our research laboratory.
5. What will we use the transformer for? -...for increasing the voltage.

Exercise 1c: Put “will” or “shall”

A: ... your friend examine me?

B: Yes, he ... He ...do it after the lectures.

A: ... you complete your research by May?

B: Yes, I ...

A: When...the new method of juice production be used in the factory?

B: The chief engineers says it... be used in a month.

A: When ... the workers test the water pipes?

B: I think they ...do it next month.

“To be going to”

“To be going to” *oboroti yaqon kelajakda rejalashtirilganligini ish-harakatni ifodalaydi/* Оборот “to be going to” выражает действие, запланированное в будущем.

-What **are you going to** do tonight?

-I **am going to see** my friend.

Exercise 2a: Change the Future Tense into “to be going to”.

1. I'll see him tomorrow.
2. The new plant will produce furniture this month.
3. Our manager will go to London on Monday.
4. Nancy will stay at the office till 6 for her English classes.
5. I shall not come to your place tomorrow.
6. Will you do it for me?
7. Shall we stay here till 6 o'clock?
8. When will you phone your friend?
9. Where will they have a seminar?
10. What shall we discuss at the lesson?

Exercise 2b: Read the dialogue below and guess the meaning of underlined proverbs:

After classes

N: George, where are you going?

G: To the canteen, let's go together.

N: Oh, I was there. Take chicken soup, I like it.

G: All right. What are you going to do now?

N: The day after tomorrow we'll have a seminar, so I'm going to the reading hall and read for it. What will you do after dinner?

G: "After dinner rest a while, after supper walk a mile". So, I'll go to the cinema.

N: You are lucky. We are all as busy as bees. Andrew is having a rehearsal now, Peter will have a report today. As far as I remember you have training on Saturdays. And today is Saturday.

G: "Never put off till tomorrow what you can do today".

N: Many men, many minds.

G: Good bye, see you in the evening.

Exercise 2c Copy out the proverbs from the above dialogue and find Uzbek (Russian) equivalents for them:

Exercise 2d: Retell the dialogue in pairs.

Text: Robots

You can find robots practically anything you look. In factories, there are giant robots with powerful mechanical muscles. In the air, robots tell the pilot of anything going wrong with the airplane.

Robots run elevators in large buildings and also serve as a watchman.

In research laboratories robots help scientists probe deep into unknown areas. They go far out into space and under the sea to send back information from places, where man cannot yet do himself. A robot even helps the scientists complete and interpret the data gathered for him by other robots.

Scholars use robots to translate foreign languages. Robots can teach, serving as assistants to human professors. At the plants of tomorrow, robots will keep the building clean. Still other robots will protect the plant from the fire and others will maintain the proper temperature and humidity conditions. Robot in specter will check incoming raw materials and outgoing finished products. That's why now a new progressive branch of science is rapidly developing in the country as well as a broad. The branch was given the name of "robotics".

New words:

Giant-*gigant*/гигантный

Airplane-*samalyot*/самолёт

Research-*ilmiy*/научный

Scientist, scholars-*olim*/ученный

To complete-*tugatmoq*/заверить

To interpret- *tarjima qilmoq (og'zaki)*/интерпретировать

To translate-*tarjima qilmoq(yozma)*/переводить

To keep-*saqlamoq*/ хранить

Space-*kosmos*/

Building-*bino*/ здание

Branch of science-*ilm sohasi*/ отрасль науки

Rapidly-*jadall* скор

Abroad-*chet el*/ за границей

To develop-*rivojlanmoq*/ за границей

Task 1 Read and translate the text:

Task 2 Answer the following questions:

1. Where are robots used today?
2. Where will robots be used in the nearest future?
3. What does the term “robotics” mean? And what is the Uzbek (Russian) equivalent of it?

Task 3 Retell the text “Robots”

Unit XII

1. Passive voice/ Majhul nisbat/ Страдательный залог .
2. Numerals/ Son/ Числительное.
3. Text: Navoi State Mining Institute

Ingliz tilida majhul nisbat ish- harakatning kimdir yoki nimadir tomonidan bajarilganligini ko'rsatib quyidagicha yasaladi:

В английском языке страдательный залог указывает действие совершенное кем-то или чем-то и образуется следующим путём:

For Indefinite and perfect groups:

To be + V (ed.)/PII

For Continuous groups:

To be + being+V (ed)/P II

1. Our engineers **study** this new method. This new method **is studied** by our engineers.

2. P.N. Yablokov **invented** the electric lamp. The electric lamp **was invented** by P.N.Yablokov.

3. Mr.bell **will sign** the contract with “Business Fond” after the discussion of the price. The contract with “Business Fond” **will be signed** by Mr.Bell after the discussion of the price.

4. She **is studying** the new method of teaching. The new method of teaching **is being studied** by her.

So'roq va inkor shakllari “to be” fe'llari yordami bilan yasaladi/
Вопросительные и отрицательные формы образуются при помощи глагола “to be”.

We **were invited** to the International Mining conference in Navoi

Were we invited to the International Mining conference in Navoi.

We **were not (weren't) invited** to the International Mining conference in Navoi.

Exercise 1a Read and translate the sentences. Put them into interrogative and negative forms:

1. These plastics are used in the machine building industry.
2. The Law of Gravitation was discovered by Isaac Newton, the famous English physicist.
3. After the experiment, the new filtration method will be tested at the juice factory.
4. The problem of ecology was discussed at the meeting yesterday.
5. He was asked about his new invention at the interview.
6. The new computers are used by the students of our Institute.

Exercise 1b Put the sentences in Passive Voice:

1. Physicists use an atomic machine – the accelerator – for their research of the atom.
2. This engineer made this new plan of construction.
3. Tom is carrying on his following new experiment in the laboratory.
4. Miners having been exploring new carriers since ancient times.
5. She has done a great progress these days.
6. Who is writing an article about new methods of getting minerals? - Pr. Inamov is.
7. Why is it necessary for you to study English? - Because I'll need it in my future profession.

Numerals

1-one	7-seven
2-two	8-eight
3-three	9-nine
4-four	10-ten
5-five	11-eleven
6-six	

Ingliz tilida 13dan 19gach bo'lgan sonlar - teen suffiksi orqali yasaladi /
Числа от 13 до 19 обрезаются при помощи суффикса –**teen**:

13-thirteen
14-fourteen

-ty suffiksi esa 20 dan 90 gacha bo'lgan o'nliklarni yasaydi / Суффикс –**ty**
образовывает десятичные числа от 20-90:

20-twenty	70-seventy
30-thirty	80-eighty
40-fourty	90-ninety
50-fifty	100-hundred
60-sixty	1000-thousand

24-twenty four 257-two hundred fifty seven
36-thirty six 1254-one thousand two hundred fifty four

Sanalarni o'qish / чтение дат

1485-fourteen eighty five 1945-nineteen forty five
2005-two thousand five 2022-two thousand twenty two

Exercise 2a Read the following numbers:

13, 15, 24, 65, 72, 81, 88, 122, 155, 242, 345, 565, 224, 1012, 1045, 2236, 2727, 10000, 12558, 22457, 1085, 10560, 112036, 20205.

Exercise 2b: Read the dates and make up sentences with them

1941, 1945, 1991, 2004, 2022, 1995.

Task before the reading the text Translate the following word combinations:

according to the President's decree, a single specialized Institute, educational directions, important aspects, doctors of science, bachelors' and masters' training program, priority directions, industrial giant, Metallurgical Mill, Moscow State Institute of steel and Alloys, mutual exchange.

Text: Navoi State Mining Institute

Navoi State Mining Institute (NSMI) was founded in 1995 according to President's decree and it is a single specialized Institute of mining profile in Uzbekistan. The training is carried out at 5 departments by 8 educational directions. The most important aspects are: mining, metallurgy, machines and equipments of mining and mine processing industries, chemical technology and management of mining productions.

Over 2400 students are taught at the Institute by 120 teachers: 4 Doctors of Science, Professors and 47 Candidates of Science, Docents. There is a technical college and business school at the Institute.

Research works are put into the bachelors' and masters' training program, which are included in priority directions of the Republic's social-economic development till 2000 and are financed from the state budget.

NSMI works closely with the industrial giant of the Republic-Navoi Mining Metallurgical Mill, which is a sponsor of the Institute in training of specialists, carrying out of science research works and adoption of their results in industry.

International relations are of great importance for the Institute. There are contracts with Moscow State Mining University, Moscow State Institute of steel and alloys, Moscow geological prospecting Academy.

NSMI became an official partner of Moscow State Mining University and Moscow State Institute of steel and alloys in 1998. Also there was organized a mutual exchange of professors, scientists and students.

New words:

To be found-*asoslanmoq*/ обосноваться

Single-*yagona* / единственный

To teach-*o'qitmoq* / обучать

Mill- *kombinat* / камбинат

Adoption of the results in industry -*erishgan natijalarni sanoatda qo'llash*/пользование достигнутых результатов в индустрии.

mutual- *foydali*/выгодный

exchange- almashinuv/ обмен

Task 1 Find sentences in Passive Voice from the text.

Task 2 Translate and retell the text.

Task 3 Answer the following questions:

1. When was NSMI found?
2. What are the most important aspects in NSMI?
3. How many students and how many teachers are there in NSMI?
4. What kind of research works are put into training program?
5. What enterprise does NSMI work closely with?
6. What kind of international relations are developed with NSMI?
7. When was mutual exchange of professors , scientists and students organized?
Why do you think that is very important?

Foydalanilgan adabiyotlar:

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