



**O‘ZBEKISTON RESPUBLIKASI
OLIY TA’LIM, FAN VA INNOVATSIYALAR VAZIRLIGI**

**TERMIZ DAVLAT UNIVERSITETI
XORIJIY FILOLOGIYA FAKULTETI
FAKULTETLARARO ChET TILLARI KAFEDRASI**

**XORIJIY TIL (INGLIZ TILI)
FANIDAN**

O‘QUV-USLUBIY MAJMUA

Termiz 2023

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FANIDAN

O‘QUV-USLUBIY MAJMUA

Bilim sohasi: 100000- Gumanitar fanlar va san’at

Ta’lim sohasi: 120000- gumanitar fanlar

Bakalavriat yo‘nalishi: 5120300 – Tarix (mamlakatlar va mintaqalar bo‘yicha)

Umumiy yuklama hajmi: 180 soat

Shu jumladan

Amaliy soat: 90 soat

Mustaqil soat: 90 soat

Yo‘nalish	Tarix		
Kurs	I-KURS		
Semestr	I	II	Jami
Umumiy o‘quv soati	120	60	180
Amaliy mashg‘ulotlar	60	30	90
Mustaqil ta’lim	60	30	90

Xorijiy til (ingliz tili) fanidan syllabus Termiz davlat universiteti Kengashining 2022-yil 27-avgustdagi qarori bilan tasdiqlangan Xorijiy til (ingliz tili) fanining o'quv dasturi va O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirligi 2021- yil 16-iyuldagi 311-son buyrug'ining 1-ilovasi "O'zbekiston Davlat Standarti O'zbekiston uzluksiz ta'limining Davlat Ta'lim Standartlari Oliy ta'limning Davlat Ta'lim Standarti Asosiy qoidalar" mundarijasining 5-§ "Oliy ta'lim yo'nalishlari va mutaxassisliklari o'quv rejalari va o'quv dasturlari mazmuniga qo'yiladigan umumiy talablar" 10.2.4. "O'quv dasturlarini ishlab chiqish, tasdiqlash va ta'lim jarayoniga joriy etish quyidagi tartibda amalga oshiriladi:" bandi va shu bandning 2-xat boshi talabiga muvofiq ishlab chiqildi.

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Mazkur o'quv uslubiy majmua Fakultetlararo chet tillari kafedrasining 2023 yil 23 avgustdagi yig'ilishida ko'rib chiqildi (№1 son bayonnoma) va kafedra o'quv me'yoriy hujjati sifatida tasdiqlab berish uchun fakultet Kengashiga taqdim etildi.

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k.o'q. Qudratov G'S

Fanning o'quv uslubiy majmuasi Termiz davlat universiteti Xorijiy filologiya fakulteti Kengashining 2023 yil 23 avgustdagi №1 son yig'ilishida muhokama etildi va o'quv me'yoriy hujjati sifatida tasdiqlab berish uchun universitet uslubiy kengashiga taqdim qilindi

Kengash raisi:

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Mazkur O'UM Termiz davlat universitetining 2023 yil 26avgustdagi uslubiy kengashi yig'ilishida (№ 1- bayonnoma) ko'rib chiqildi va tasdiqlandi.

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Lesson 1. Syllables. (2 hrs.)

Objectives: By the end of the lesson the students will be able to:

- ✓ tell the English alphabet;
- ✓ pronounce the letters correctly;
- ✓ identify vowels and consonants;
- ✓ learn the ABC by heart.

Skills to be emphasized: reading, listening, writing, pronouncing.

Materials: photos, handouts, a tape, a board, chalk.

Aim: listening to the ABC song; vowels and consonants.

Tell students that they are going to listen to the tape. Ask them to tick vowels and consonants while listening. Have students compare their answers in pairs.

Tell students that they are going to listen to the tape. Ask them to tick vowel **Aa** while listening. Have students compare their answers in pairs.

Ochiq bo'g'in	Yopiq bo'g'in	R harfi bilan	
[ei]	[æ]	ar [a:]	ear [iə]
name [neim] game [geim] same [seim] date [deit] day [dei] say [sei] stay [stei]	plan [plæn] has [hæs] fat [fæt] bag [bæg] map [mæp] sad [sæd] cat [kæt]	car [ka:] far [fa:] star [sta:] farm [fa:m]	ear [iə] near [niə] dear [diə] clear [kliə]
		are [eə]	air [eə]
		spare [speə] prepare [pripeə] parents [peərənts]	air [eə] hair [heə] stairs [steə]
istisno: said [sed]			

Ask students to pronounce the following words. Have students exchange their notes with pairs and tell them to listen to the tape one more time and check. Elicit answers.

Bar, car, far, card, part, art, arm, park, hard, charge, are, ask, class, last, craft, path, plant, staff, France, branch, grasp, calm, half, halves, guard, aunt, all, small, tall, talk, salt, water, law, saw, draw, war, warm, was, wash, quarter, quality, father, rather.

Tell students that they are going to listen to the tape. Ask them to tick vowel **Ee** while listening. Have students compare their answers in pairs.

Ochiq bo'g'in	Yopiq bo'g'in	R harflar bilan	
[i:]	[e]	er [ə:]	eer [iə]
me [mi:] be [bi:] we [wi:] see [si:] meet [mi:t] tea [ti:]	egg [eg] men [men] bed [bed] help [help] belt [belt] met [met]	her [hə:] serve [sə:v] term [tə:m]	cheer [tʃiə] beer [biə] sheer [ʃiə]
		ear cons. [ə:]	ere [iə]
		early [ə:li] earn [ə:n]	mere [miə] here [hiə]
Ikki unli va o'ziga xos birikmalar			
ei / ey	eu	ew	ie
[ei]	[ju:]	[i:]	[ai]
eight [eit] weight [weit] grey [grei]	neutral [nju:trəl] Europe [ju:ərəp]	new [nju:] few [fju:] stew [stju:]	field [fi:ld] peace [pi:s] niece [ni:s] pie [pai] tie [tai] die [dai]
istisnolar: flew [flu:], friend [frend]			

Tell students that they are going to listen to the tape. Ask them to tick vowel **Uu** while listening. Have students compare their answers in pairs.

Ochiq bo'g'in		Yopiq bo'g'in	
[ju:]	[u:]	[ʌ]	[u]
tube [tju:b]	June [ju:n]	but [bʌt]	put [put]
music [mju:zik]	rude [ru:d]	cup [kʌp]	push [puʃ]
due [dju:]	true [tru:]	bus [bʌs]	pull [pul]
tune [tju:n]	fruit [fru:t]	stuff [stʌf]	bull [bul]
duty [ˈdju:ti]	blue [blu:]	mud [mʌd]	full [ful]
value [ˈvælju:]	flue [flu:]	shut [ʃʌt]	
pupil [ˈpju:pl]	glue [glu:]	must [mʌst]	

Ask students to pronounce the following words. Have students exchange their notes with pairs and tell them to listen to the tape one more time and check. Elicit answers.

tube, put, fruit, true, shut, must, pupil, due, put, but, burn, court, tour, our, hour, cure, your, quick, sure, guard, nature, measure, procedure, guarantee, tourist, course, hurt, duty, under, full.

Ochiq bo'g'in	Yopiq bo'g'in	R harflar bilan	
[i:]	[e]	er [ə:]	eer [iə]
me [mi:]	egg [eg]	her [hə:]	cheer [tʃiə]
be [bi:]	men [men]	serve [sə:v]	beer [biə]
we [wi:]	bed [bed]	term [tə:m]	sheer [ʃiə]
see [si:]	help [help]	ear cons. [ə:]	ere [iə]
meet [mi:t]	belt [belt]	early [ə:li]	mere [miə]
tea [ti:]	met [met]	earn [ə:n]	here [hiə]
Ikki unli va o'ziga xos birikmalar			
ei / ey	eu	ew	ie
[ei]	[ju:]	[i:]	[ai]
eight [eit]	neutral [nju:trəl]	new [nju:]	field [fi:ld]
weight [weit]	Europe [ju:ərəp]	few [fju:]	peace [pi:s]
grey [grei]		stew [stju:]	pie [pai]
			tie [tai]
			niece [ni:s]
			die [dai]
istisnolar: flew [flu:], friend [frend]			

Tell students that they are going to listen to the tape. Ask them to tick vowel **Yy** and **Ii** letters while listening. Have students compare their answers in pairs.

i	y	i	y
[ai]		[i]	
fine [fain]	type [taip]	ill [il]	system [ˈsistəm]
nice [nais]	try [traɪ]	feel [fi:l]	symbol [ˈsɪmbəl]
mile [mail]	eye [ai]	is [is]	myth [mæ:θ]
tie [tai]	bye [bai]	in [in]	
hide [haɪd]	my [mai]	him [him]	
file [faɪl]	rye [rai]	his [hɪz]	
five [faɪv]		did [dɪd]	

R harfi bilan		Ikki unlili birikmalar	
ir	ire / yre	oi	oy
[ə:]	[aiə]	[oi]	
sir [sə:]	tired [taɪəd]	join [join]	joy [dʒoi]
first [fɜ:st]	wireless [ˈwaɪəlis]	coin [koin]	enjoy [ɪndʒoi]
firm [fɜ:m]	acquire [əkˈwaɪə]	voice [vois]	boy [boi]
bird [bɜ:d]	inquire [ɪnˈkwaɪə]	point [point]	toy [toi]
girl [gɜ:l]	Byren [ˈbaɪərən]	oil [oil]	employ [ɪmˈplɔɪ]
dirty [dɜ:ti]		spoil [spoil]	
birth [bɜ:θ]		toil [toi]	

Tell students that they are going to listen to the tape. Ask them to tick vowel **Oo** while listening. Have students compare their answers in pairs.

Ochiq bo'g'in	Yopiq bo'g'in	R. harfi bilan	
[əu]	[o]	or [o:]	oor [uə]
go [gəu] note [nəut] nose [nəuz] bone [bəun] smoke [sməuk] stone [stəun]	dog [dog] loss [los] got [got] golf [golf] clock [klok] coffee [kofi]	order [o:də] more [mo:]	poor [puə] boor [buə]
		ower [auə]	w + or [ə:]
		power [paue] tower [tauə] flower [flauə]	work [wə:k] word [wə:d] word [wə:d]
isisholar: do [du:], door [do:]			

Ask students to pronounce the following words. Have students exchange their notes with pairs and tell them to listen to the tape one more time and check. Elicit answers.

a) Globe, loud, loaf, round, house, point, bone, toy, town, vote, brown, join, open, how, sound, oil, most, poll, boy, now, close, code, south, down, hope, goat, noise, throat.

b) a) mix, exalt, six, fix, text, exact, next, fax, exam, examine, xylophone, exemplar, Xerox, example, xylograph, xistor.

Harf birikmalarining o'qilishi

oo		ou	oa
[u:]	[u]	[au]	[ou]
moon [mu:n] stool [stu:l] food [fu:d] too [tu:] soon [su:n]	book [buk] took [tuk] shook [ʃuk] good [gud] room [rum]	out [aut] loud [laud] round [raund] house [hauz] sound [saund]	oak [əuk] goat [gəut] goal [gəul] loaf [ləuf] throat [θrəut]

sure		ture	dure
[juə] / [jə]	[ʒə]	[tjə]	[dʒ]
sure [juə] ensure [inˈjuə] pressure [ˈpreʃə] tonsure [ˈtonʃuə]	measure [ˈmeʒə] pleasure [ˈpleʒə] treasure [ˈtreʒə] exposure [iksˈpəʒə]	lecture [ˈlektjə] future [ˈfju:tjə] culture [ˈkʌltjə] nature [neitjə]	procedure [prəˈsi:dʒə]

Grammar: Personal Pronoun

Singular

Plural

Singular

Plural

Before verbs, as subjects

After verbs, as object

The Nominative Case

The Objective Case

I

WE

ME

US

YOU

YOU

YOU

YOU

HE

THEY

HIM

THEM

SHE

HER

IT

IT

Exercise 1. Fill in the blanks using "HE, SHE, IT, WE, THEY":

cat and horse.....

Mary.....

Tom

Jack and I	books	sister
You and Dave	plane	sunshine
cheese	cactus	parents
Pamela	news	scissors
geese	flowers	piano
school	daughter	milk
children	sugar	feet
bicycle	Ann and Kate	tennis
son	mice	sky
shop	buses	papers
Mr. Green	brother-in-law	picture
friendship	dolphin	The Riggs family

Exercise 2. Choose the correct pronoun in the brackets.

1. (He, him) ... works at a plant. 2. I often see ... (he, him) in this street. 3. ... (We, Us) don't know about it. 4. Please, explain ... (we, us) this rule once more. 5. ... (She, Her) likes Italian food. 6. Show ... (they, them) the road to the National Bank. 7. ... (I, Me) study at the institute. 8. Please, give ... (I, me) your pen for a minute.

Exercise 3. Replace the underlined nouns with personal pronouns.

1. Give me the book, please. 2. My father likes football. 3. The book is on the table. 4. I met Karim in the street yesterday. 5. Alice came to Tom last week. 6. Please, meet Bob at the station. 7. My friends congratulated me on my birthday. 8. I bought these flowers for my girl-friend.

Exercise 4. Read the following words and find vowels and consonants in them.

open, world, read write, respect, understand, have, may, keep, century, capital, destroy, hate, castle, silk.

Exercise 5. Fill in the gaps using the words in the box:

I	you	he	she	it
	we	they		

- Peter and I are going out this evening.'re going to the cinema. Would you like to come with ?
- Where are my keys? I put on the table a moment ago, but now 've disappeared.
-'s usually quite cold in New York in the winter.
- A: What did you think of the film, Simon?
B: enjoyed very much.
-'s strange that Kate didn't come to the meeting.

- A: What do the government plan to do about education?
B: say that 're going to build more schools.
- aren't allowed to drive a car in Britain until 're 17 years old.
- If you have any problems, just tell someone and they 'll help you.
- How far is from Madrid to Paris?
- My sister and I are quite different.'s much more serious than am.

Text: INTRODUCING.

My family is not very big, just a typical family: dad, Mom, me, my brother and sister and our cat. My Mum is forty-one; she is a teacher of English at the University. She is a born teacher.

She has teaching abilities. My Dad is forty-two, he is a professional painter, and he works for a designer company. My parents both like their work very much. My elder sister Susan is nineteen, she goes to the University, and she wants to be a teacher of history. She is fond of reading books on history and fiction.

My younger brother Tom is only six years old, he goes to the kindergarten. He is very funny. I like to spend my free time teaching him something. Tom likes to play with our cat.

My grandparents are retired. They like gardening. They spend a lot of their time in the garden. They grow vegetables and fruits. We enjoy having fresh vegetables and greens on our dinner table.

I love my family very much. We always help each other. Everyone in my family is my best friend.

Exercise 2 *Translate into English:*

1. Katta akam 20 yoshda.
2. Men kitob o`qishni yaxshi ko`raman.
3. Men kasb-hunar kollejida o`qiyman.
4. Bobom nafaqadalar.
5. Toza sabzavotlar va mevalar.
6. Kichkina ukam bog`chaga boradi.
7. Biz oilamiz bilan ahilmiz.
8. Men tarjimon bo`lmoqchiman.

Birinchi mavzu bo'yicha savolnoma

1. Alfavit haqida tushuncha
2. Unlilarning bug'inlarda o'qilishi

Answer vthe following questions:

1. How many members are there in the family?
2. Do you have a brother or a sister?
3. Where do your parents work?
4. Do your parents understand you?
5. In what way do you help your parents?
6. How old are your grandparents?
7. How do you get along with your family?
8. Which of the parents do you want to be like?

Adabiyotlar:

1. Anne Seaton, Y.H. Mew// Basic English Grammar 1, 2// Saddleback Educational Publishing, 3 Watson, Irvine, USA 2007.
 2. English grammar and vocabulary. Michael Vince. 2011.
- ✓ Ma'ruzada foydalanilgan asl manba (*English grammar and vocabulary. Michael Vince. 2011*).
 - (diskda ilova qilindi).
 - ✓ Amaliy mashg'ulot slayd-prezintatsiyasi (diskda ilova qilindi).
 - ✓ Amaliy materiallar uchun materiallar (diskda ilova qilindi).
 - ✓ Mavzu bo'yicha tarqatma materiallar (diskda ilova qilindi).
 - ✓ Mustaqil ta'lim uchun tarqatma materiallar (diskda ilova qilindi).

Lesson 2. Verb forms. The auxiliary verb "to be". (2 hrs.)

Objectives: By the end of the lesson the students will be able to:

- ✓ listen for gist and listen for detailed information;
- ✓ tell about his/her family;
- ✓ use the auxiliary verb "to be".
- ✓ enlarge the lexical resource with personal information.

Skills to be emphasized: listening, speaking, reading, writing.

Materials: photos, handouts, a tape, a board, chalk.

Aim: listening for gist; for detailed information.

Phonetics:

Wh ҳарф бирикмаси **O** ҳарфи олдида [**h**] деб қолган ҳолатларда [**w**] деб ўқилади.

Wh [**h**] - Who, whom, whose

[**w**] - What, when, where, which

Exercise. Change the sentences into questions

1. He was at home yesterday . 2. She was in London some years ago . 3. She was ill . 4. It was too dark in the street . 5. We were at home last night. 8. The colour of the trees was yellow . 9. It was warm outside 10. We were at the theatre last Sunday.

Exercise 1. Change the sentences into questions

1.He will be late . 2. I shall be a teacher . 3. It will be cold . 4. He will be there at 10. 5. The conference will be good .6. Everything will be all right . 7.They will be ready. 8. It will be dark . 9. It will be sunny .10. They will be glad . 11. She will be a doctor .

Exercise 2. Fill in the blanks using “AM, IS, ARE, AM NOT, ISN’T, AREN’T”:

- | | |
|--|---|
| 1. It an onion. (+) | 11. İzmir a city. (+) |
| 2. Jasmine a student. (-) | 12. He a postman. (+) |
| 3. We .....friends. (+) | 13. It nine o'clock. (+) |
| 4. I hungry. (-) | 14. Manhattan an island. (-) |
| 5. Mark 20 years old. (+) | 15. Mr. Richards a lawyer. (+) |
| 6. A bee a big insect. (-) | 16. I .....ill. I happy. (+ / -) |
| 7. Newsweek a magazine. (+) | 17. London a big city. (+) |
| 8. I a professional football player. (-) | 18. Dave and Adrian sisters. They brothers. (- / +) |
| 9. I know you. You in my class. (+) | 19. New York near to New Jersey. (+) |
| 10.Cows insects. They mammals. (- / +) | 20. Susan and I teachers. We students. (- / +) |

Exercise 3. Fill in the blanks using “AM, IS, ARE, AM NOT, ISN’T, AREN’T”:

- Germany, England, and Spain cities.
- A lemon sweet. It sour.
- Copper cheap. Diamonds expensive.
- Airplanes slow. They fast.
- Ice cream and candy sweet.
- Today cloudy. It bright.
- My brother married. He single.
- I from Turkey. I from Canada.
- Maths hard. It easy.
- Mariah ... a beautiful girl. She ugly.

Exercise 4. Rewrite the sentences by using “IS, ISN’T, AM, AM NOT”

- London aren’t a country.*London isn’t a country*.....
- The United States aren’t a city.
- An elephant am not a small animal.

4. English and Turkish isn't sister languages.
5. Mercedes aren't a bike.
6. Is I a student ?
7. Mrs. Stuart aren't a poor woman.
8. Cigarettes isn't good for people.
9. The North Pole am not hot.
10. Simon are from United Kingdom.

Exercise 5. Write short sentences:

(Chris, 9, student, short, not Chinese)

.....*Chris is nine years old. He is a student. He is short. He isn't Chinese.....*

1. (Leonard and Mike, 25, firemen, tall, American)
2. (Patty and Brian, 12, not electrician, short, not Turkish children)
3. (Natalie and I, nurse, not tall, French)
4. (Mark, 19, accountant, short, British)
5. (Cengiz, 23, lieutenant, not blonde, Turkish)

Exercise 6. Build up sentences:

1. Mike / drummer (-)*Mike isn't a drummer.....*
2. Charlie and Chris / policemen(+)
3. Danny and Rick / singers (-)
4. Salem and Lucky / puppies (+)
5. Rome / London / cities (+)

Exercise 7. Change the sentences into questions:

Example: *I am an engineer.**Am I an engineer?.....*

1. You are ill.
2. Linda is a pretty girl.
3. Belinda is a singer.
4. Nick is an actor.
5. We are good friends.
6. He is an officer.
7. It is an eraser.
8. You and Eddie are partners.
9. Rosie is angry.
10. Jack and I aren't good swimmers.

Choose the best answer:

1. Maggie and Carol good friends.
a) am b) are c) is d) isn't
2. Sue a science teacher.
a) are not b) is c) are d) am
3. Mark Steven a student at Kennedy High School. It an old school.
a) am / is b) are / is c) is / am d) is / is
4. Margarita from Spain. I from Turkey.
a) is / am b) are / is c) am / is d) is / are
5. You and I at the same age.
a) am isn't c) are d) is

Adabiyotlar:

1. Anne Seaton, Y.H. Mew// Basic English Grammar 1, 2// Saddleback Educational Publishing, 3 Watson, Irvine, USA 2007.
2. English grammar and vocabulary. Michael Vince. 2011.

3. G'.Boqieva, F.Voxidova// Scale Up// G'ofur G'ulom nashriyoti. T., 2015

- ✓ Amaliy mashg'ulot slayd-prezintatsiyasi (diskda ilova qilindi)
- ✓ Amaliy mashg'ulot uchun materiallar (diskda ilova qilindi)
- ✓ Mavzu bo'yicha tarqatma materiallar (diskda ilova qilindi).
- ✓ Mustaqil ta'lim uchuntarqatma materiallar (diskda ilova qilindi).

Lesson 3. Working on the text. Possessive pronouns. (2 hrs.)

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for gist and listen for detailed information.
- ✓ Translate the text.
- ✓ Use possessive pronouns in speech.

Skills to be emphasized: Listening, speaking, reading, writing.

Target structure: The use of *Possessive pronouns*.

Materials: pictures, a tape, handouts, textbooks, a board, chalk.

Aim: involving students and arouse their interest, pre-teaching new vocabulary.

Grammar

Aim: introducing *Possessive pronouns*.

Draw students' attention to the grammar spot. Give students some time to look through it. You may wish to ask some comprehension questions.

Grammar: Possessive Pronoun

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
<i>MY</i>	<i>OUR</i>	<i>MINE</i>	<i>OURS</i>
<i>YOUR</i>	<i>YOUR</i>	<i>YOURS</i>	<i>YOURS</i>
<i>HIS</i>	<i>THEIR</i>	<i>HIS</i>	<i>THEIRS</i>
<i>HER</i>		<i>HERS</i>	
<i>ITS</i>		<i>ITS</i>	

Exercise 1. Fill in the blanks with MY, YOUR, HIS, HER, ITS, OUR, YOUR, THEIR:

1. This is Tim. car is very fast.
2. Jane and I are in the garden. books are in the classroom.
3. Are you a driver? Where is car?
4. I am a driver? This is school.
5. She is my friend. name is Meltem.
6. These are Mr. and Mrs. Brown. That's house.
7. Look at that cat. eyes are green.
8. Your friend and you are sad today. What's problem?
9. That's Mr. Green. He is driving car.
10. Ali's and Can's bags are heavy. bags are full.
11. Gökçe and Meltem are listening to pop music. mother is cooking in the kitchen.
12. The dog is eating a bone. teeth are very sharp.
13. Are you and your sister ready? friend is waiting for you in the car.
14. A: What's job?
B: I'm a mechanic.
15. Madonna is a famous singer. new records are great.
16. Robert has got a dog. name is Bingo.

17. We have got a new house in İzmir. new house is very large.
18. The boys are riding bicycles in the garden.
19. Ayşegül is going to school. school is very far.
20. Sue and Mary are wearing ear-rings. ear-rings are silver.

Exercise 2. Rewrite these sentences using HE, SHE, IT, THEY, WE, HIS, HER, THEIR, OUR, ITS:

1. Jane's father is very thin.
2. Men's trousers are very expensive
3. Jim's shirt is very long.
4. Is your brother a businessman?
5. My mother and I would like some tea.
6. These are Ayşe's and my books.
7. Mrs. Brown's daughters are in the garden.
8. Where is Gökçe's mother?
9. My father's car is blue.
10. That rabbit is grey. The rabbit's ears are long.
11. The students' books are in the classroom.
12. This is Mrs. Brown's coat, but these are the children's coats.

Exercise 3. Rewrite the underlined words using MINE, YOURS, HIS, HERS, OURS, THEIRS

1. **This** is Anna's coat.
2. **It** is my chocolate. **Don't** eat!
3. **That red book** is not Can's book. His book is blue.
4. **A: Look at these keys. Are they** our keys?
B: No, they are not your keys. **They are** my mother's keys
5. **A: Are those** your glasses **or** my glasses **on the table?**
B: I think, they are your glasses. My glasses aren't on the table. They are in my bag.

Exercise. 4. Fill in the blanks using MINE, YOURS, HIS, HERS, OURS, THEIRS:

1. A: Is this John's tie?
B: Yes, it is
2. My umbrella isn't black. is grey.
3. There is a car near your house. Is it ?
4. That green shirt isn't Anna's. is blue.
5. Pass this ball to us. It is
6. They don't like sandwiches. These sandwiches are not
7. Don't take these keys. They are not
8. A: There is a pair of brown gloves here. Are they your gloves or my gloves?
B: I haven't got brown gloves. They aren't, they are
9. A: Is their house old?
B: No, is very old.
10. Can I take your pen? is at home.

Exercise.5. Fill in the blanks with ME, YOU, HIM, HER, THEM, US, IT:

1. We are playing in the garden and Jim is playing with
2. Are the lights on? Turn off!
3. Where is my book? I'm looking for

4. She is very tired. Help
5. I'm very thirsty. Give a glass of water.
6. This is Ahmet's pen. Give it to
7. Look at Are they your friends?
8. Are you John Brown? There is a letter for

Exercise. 6. Fill in the blanks with MY, YOUR, HIS, HER, ITS, OUR, THEIR, ME, YOU, HIM, HER, IT, US, THEM, MINE, YOURS, HERS, HIS, OURS, THEIRS where necessary:

1. Is that Jim's tie? Show this tie.
2. There is a pen on the table. Give to me.
3. Pass these books to your friends. They are
4. A: Is this my umbrella?
B: No, it isn't umbrella. is on the table.
5. Gökçe and I are in the classroom. bags are under the desk over there. Could you bring to ?
6. Mr. and Mrs. Brown are at the door. This is key. Please give to
7. A: Have you got a green pullover?
B: No, isn't green. It's blue.
8. Look at that man. name is John Brown. This passport is Give to

Exercise.7. Rewrite the underlined parts using ME, HIM, HER, THEM, US, IT:

1. There are some books on the desk. Look at these books.
2. She is turning the radio on.
3. The teacher is asking Jane a question.
4. Take your shoes off.
5. The man is looking at Ali and me.
6. Jim is giving his father some tea.
7. This is the dog's meat. Give the meat to the dog.
8. Is Tom eating any oranges?
9. Give the milk to that cat.
10. Could you pass the salt to your mother?

Exercise 8. Complete the passage. Use these words.

my your his her its our their his

Hello. name is Patrick. I'm nine. I have got a brother. His name is Andy and he's eleven. We are on holiday in Spain. The hotel is very good and swimming-pool is large.

Andy and I have got a sister. name is Liz. She's six years old. mother and father are in the restaurant now. Their friends, Mr. and Mrs. Bolton, are in the restaurant, too. two sons are in the pool.

Andy has got a girl-friend. girl-friend's name is Sandra. She's in class at school.

Where is your family? Is family here, too?

LISTENING. Listen and complete the text.

Drive (1) _____ Park Road and turn (2) _____. Go under the (3)_____ and (4)_____ the pub.
 Turn (5)_____ up the (6) _____, then drive down the hill to the river.(7)
 _____ after the farm and the (8) _____ is on the right. It takes twenty minutes.

Adabiyotlar:

1. Anne Seaton, Y.H. Mew// Basic English Grammar 1, 2// Saddleback Educational Publishing, 3 Watson, Irvine, USA 2007.
 2. English grammar and vocabulary. Michael Vince. 2011.
 3. G'.Boqieva, F.Voxidova// Scale Up// G'ofur G'ulom nashriyoti. T., 2015
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 - ✓ Mavzu bo'yicha tarqatma materiallar (diskda ilova qilindi).

Lesson 4. Verb forms. The auxiliary verb “to have”. (2 hrs.)

Objectives: By the end of the lesson the students will be able to:

- ✓ listen for gist and listen for detailed information;
- ✓ tell about his/her family;
- ✓ use the auxiliary verb “to have”.
- ✓ enlarge the lexical resource with personal information.

Skills to be emphasized: listening, speaking, reading, writing.

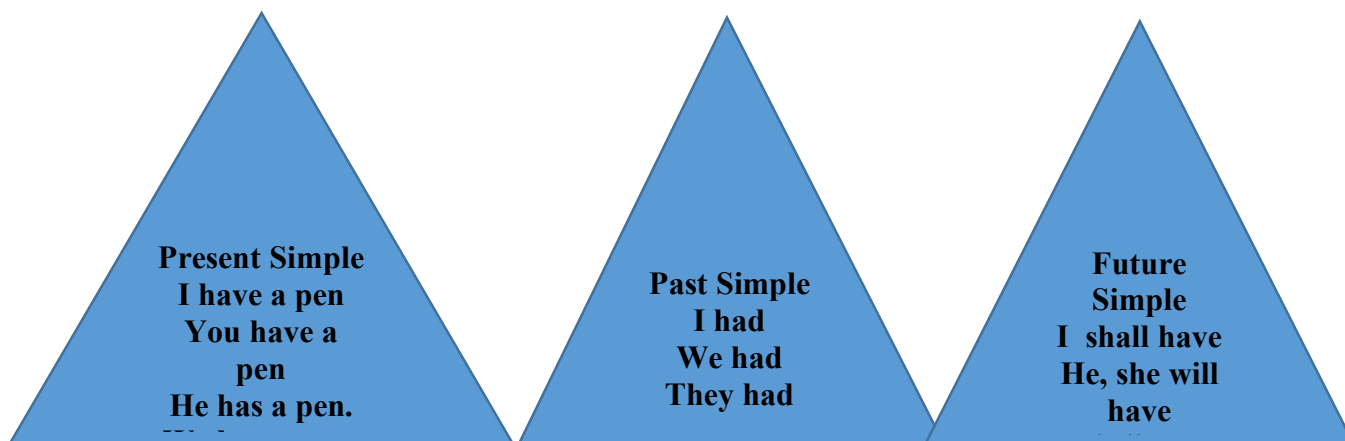
Materials: photos, handouts, a tape, a board, chalk.

Aim: listening for gist; for detailed information.

Grammar task.

Aim: Tell students they are going to do exercises due to the auxiliary verb “to have”.

GRAMMAR: TO HAVE.

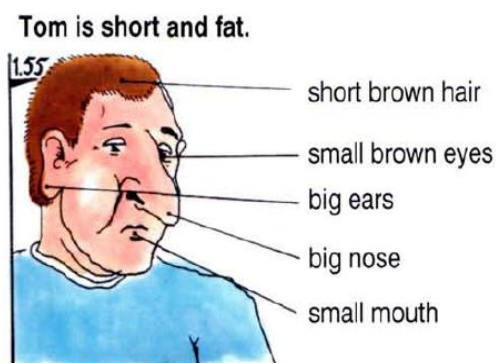




Exercise: 1 Write the correct form.

- | | |
|---|---|
| 1. I <i>have got</i> a book. | I <i>'ve got</i> a book. |
| 2. Mary a red dress. | Mary a red dress. |
| 3. They a dog. | They a dog. |
| 4. It .....big ears. | It big ears. |
| 5. Pam <i>has got</i> a watch. | Pam <i>hasn't got</i> a watch. |
| 6. We a telephone. | We a telephone. |
| 7. Jane a banana. | Jane a banana. |
| 8. You a hat. | You a hat. |

Exercise: 2 Write what these people have.



Jill ...*is tall and thin. She has got long blonde hair. She has got big blue eyes.*

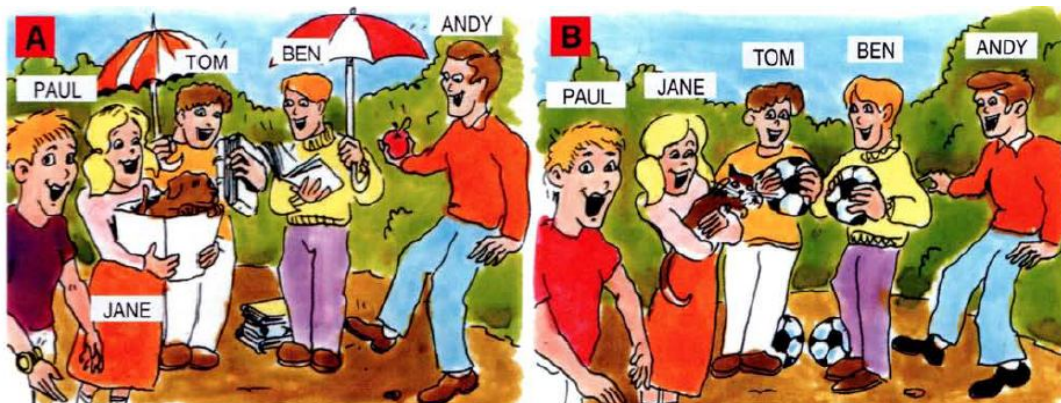
.....

Tom

.....

.....

Exercise 4 Look at the picture. Find the differences and write them.



1. Paula has got a T-shirt. He hasn't got a watch.

2.
3.
4.
5.
6.

Exercise 6 Fill in the blanks.

1. I ... *have got* ... a telephone.
2. He a ballon.
3. We a bicycle.
4. You friends.
5. Mary an umbrella.
6. I ... *have not got* ... a ball.
7. She a radio.
8. We a helicopter.
9. They a sister.
10. They a sister.
11. Dave a brother.
12. Lydia and Mark a brother.

I've got a telephone.

He a ballon.

We a bicycle.

You Friends

Mary an umbrella.

I *haven't got* ... a ball.

She a radio.

We a helicopter.

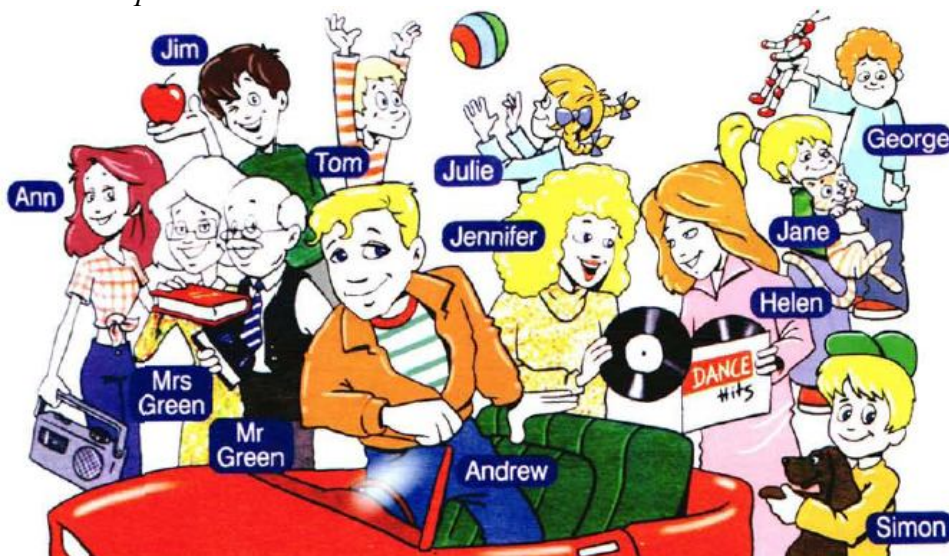
They a sister.

They a sister.

John A brother.

Lydia and Mark a brother

Exercise 5 Look at the picture then write who has what.



Jane ... *has a cat*

1. Jim
2. Tom and Julie
3. Mr and Mrs Green
5. George
6. Ann
7. Andrew

4. Jennifer and Helen

8. Simon

LISTENING. Listen and complete the text.

Katya's working day

Katya is a 25. She's an artist. She lives in a small house in the country. She usually gets up at ten o'clock in the morning. She never _____ early. She _____ coffee and toast for breakfast and then she _____ for a walk with her dog. She _____ home at eleven o'clock and she _____ in her studio until seven o'clock in the evening. Then she _____ dinner and _____ a glass of wine. After dinner, she sometimes _____ music and sometimes _____ the piano. She usually _____ to bed very late, at one or two o'clock in the morning.

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 - ✓ Mustaqil ta'lim uchuntarqatma materiallar (diskda ilova qilindi).

Lesson 5. Theme: *My Friend*. Doing exercises. (2 hrs.)

Objectives: By the end of the lesson the students will be able to:

- ✓ listen for gist and listen for detailed information;
- ✓ enlarge the lexical resource related on the topic.

Skills to be emphasized: listening, speaking, reading, writing.

Target structure: the use of commands.

Target vocabulary: *to make a friend, responsible, block of flats, listen to the radio, to make peace.*

Materials: photos, handouts, a tape, textbooks, a board, chalk.

Aim: focusing student's attention on the topic, pre-teaching new vocabulary

Phonetics:

Gh ҳарф бирикмаси кўп ҳолларда ўқилмайди

I + gh - high, sigh

I + ght – night, right, fight

Баъзи бир ҳолларда [t] товушини беради.

Listen, read and translate the text.

MY FRIEND

My best friend's name's Nick. We made friends a few years ago. We are of the same age. We live in the same block of flats, so we see each other almost every day.

Nick is a tall slender boy. He has got dark hair, large dark eyes, a straight nose and thin lips. He wears spectacles. He is a nice guy. He is very honest and just, understanding and kind. I trust him a lot and I'm sure that I can rely on him in any situation. He never lets people down. Nick is only 19 but he is very responsible - he finishes whatever he starts. He's got only one shortcoming - he is a bit stubborn.

Nick's an only child and his parents love him very much. His father is a lawyer. He is the most brilliant man I've ever met. He knows everything there's to know about the law. His mother is a music teacher. No wonder Nick is so talented. He's got a very good ear for music. He likes jazz and plays the piano very well.

We spend a lot of time together. We often watch video or listen to music. Sometimes we go to the cinema or to the theatre, or walk around the centre of Tashkent, visiting small cafes, museums, art galleries, shops. We talk for hours about all sorts of things (politics, love, teachers, girls). We discuss films, television programmes, books.

I never quarrel with Nick. But if there's some misunderstanding between us we try to make peace as soon as possible. What I like best about him is that he is always willing to help and share his knowledge, thoughts and feelings. I respect him for his fairness, strong will, intellect and modesty.

I miss Nick when we don't see each other for a long time. Without him I would feel lonely and uncomfortable. Our friendship helps me to feel strong and sure of myself.

Exercise 1. Translate the following words and word combinations into Uzbek and make up sentences with them.

to make friends, slender, honest, to trust, responsible, the most brilliant man, to quarrel, knowledge, fairness, intellect and modesty, shortcoming, to discuss something.

Exercise 2. Game. Try to guess (one of the students describes the other student from his group, others try to find him(her). The winner continues the game.)

Exercise 3. Choose the proper demonstrative pronouns in the brackets.

1.(This, these) ... maps are not mine. 2.Please, give me (that, those)... pen. 3.Send them (that, those)... plates. 4.(This, these) ... is our house. 5.(That, those)... book was on the table an hour ago. 6.Who gave you (this, these) ... flowers? 7.Don't touch (that, those) ... birds. 8.(This, these) ... story is not interesting.

Exercise 4. Ask students to read the questions and discuss them with their partner.

1.Have you got a lot of friends? 2.What is your best friend's name? 3.How long have you been friends? 4.Where does he (she) live? 5.Do you often see each other? 6.Where did you meet for the first time? 7. What do you do in your free time? 8.What do you usually talk about? 9.What do you like best about your friend? 10.Has he (she) got any shortcomings?

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- ✓ Mustaqil ta'lim uchuntarqatma materiallar (diskda ilova qilindi).

Lesson 6. Grammar: There is / there are constructions. (2 hrs.)

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for a gist and listen for detailed information.
- ✓ Use *There is / there are* in situations.
- ✓ Enlarge the lexical resource about daily routine.
- ✓ Learn how to select relevant information.

Skills to be emphasized: Listening, speaking, reading, writing.

Target structure: *There is / there are*.

Materials: photos, a tape, textbooks.

Aim: listening for gist.

Grammar: There is / there are constructions.

Aim: introducing *There is / there are* constructions. Orally tell your students one or two sentences about where there were yesterday or last week using *there is / there are* constructions (present, past and future) and ask them to tell the class their own examples. Then try to elicit their knowledge about the tense being used in the examples.

Establish that *there is / there are* constructions are used to identify places. Write the structure and adverbs of time of *there is / there are* on the board.

Exercise. 1. Fill in the blanks

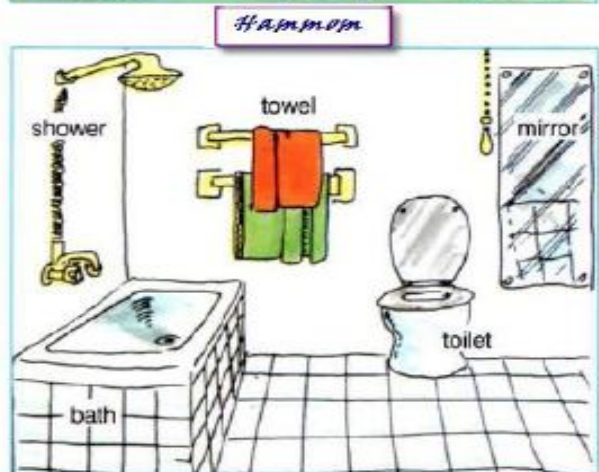
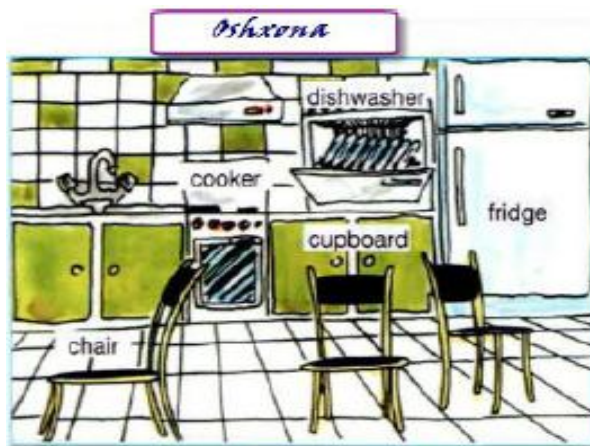
1. ... a lot of wide rivers in Europe.
2. ... eleven new words in the text.
3. ... five apples on our table.
4. ... railway near our city.
5. ... many new towns in Central Asia.
6. ... a factory not far from my house.
7. ... a window in the room.
8. ... some mistakes in your work.
9. ... many museums in Teshkent.
10. ... many people in the market.

Exercise. 2. Translate into Uzbek

1. There was some chalk on the desk some minutes ago.
2. There were many children in the garden.
3. There are ten tables and twelve chairs there.
4. There was anybody in the classroom.
5. There are not exercise-books in the shelf.
6. There were 15 students and a teacher in the auditorium.
7. Are there any apples on the plate?
8. There are two garages in our yard.
9. There were some students there.
10. There are three shops in our street.

Exercise. 3. Translate into English

1. Shaxrimizda maktablar va kollejlarda kup.
2. Uning xonasida 2 ta shkaf bor.
3. Maktabda ukuvchilar kup.
4. Toshkentda istiroxat bog'lari kup.
5. Xovlimizda kup mevali daraxtlar bor.
6. Kishlok yakinida stansiya bor.
7. Devorda chiroyli rasm bor.
8. oshxonada 6 ta stul va 1 ta stol bor.
9. Yakshanba kuni parkda odam kup buladi.
10. Uyimizda oshxona, mexmonxona va yotokxona bor.



Exercise. 4. Answer the question

1. Is there a fridge in the living-room? No, there isn't.....
2. Are there two armchairs in the living-room?
3. Is there a sofa in the living-room?
4. Are there two towels in the bathroom?
5. Is there a cooker in the kitchen?
1. Is there a bed in the bathroom? No, there isn't.....
2.
3.
4.
5.

LISTENING. Listen to the tape carefully and write down the area and population for each city and region.

City	Area (sq km)	Population (thousand)
Greater London		
Birmingham		
Leeds		
Glasgow		
Edinburg		
Manchester		
Bristol		
Coventry		

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- ✓ Mustaqil ta'lim uchuntarqatma materiallar (diskda ilova qilindi).

Lesson 7. Theme: My Flat. Doing exercises. (2 hrs.)

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for gist and listen for detailed information.
- ✓ Enlarge the lexical resource with house equipments.

Skills to be emphasized: Listening, speaking, reading, writing

Target vocabulary: *block of flats, modern conveniences, a dining room, a sofa, armchairs, etc.*

Materials: pictures, a tape, textbooks.

Aim: involving students and arouse their interest. pre-teaching new vocabulary.

Tell students they are going to listen to the text. Have them listen to and fill in the gaps and answer the questions individually. Ask students to compare their answers in pairs. Conduct a whole class discussion checking the answers.

Phonetics:

ee, ea, ai, ay, oi, ou унли ҳарфлар бирикмаларининг ўқилиши.

ee ҳарф бирикмаси [i:] деб ўқилади

Масалан: meet, feet, week, needle.

ea ҳарф бирикмаси эса [i:] деб ўқилади

Weak, tea, read, sead

ai ҳарф бирикмаси [ei] деб ўқилади

rain, gain, pain, main

ay ҳарф бирикмаси урғусиз бўғинда [ei] деб ўқилади

day, may, way.

oi ҳарф бирикмаси [i] деб ўқилади

oil, boil, join, coin

ou ҳарф бирикмаси [I] деб ўқилади.

Boy, toy, enjoy

ou ҳарф бирикмаси [au] деб ўқилади.

Out, count, round, about.

My Flat.

We live in a new 16-stroyed block of flats. There is a big supermarket on the ground floor and it is very convenient to do everyday shopping. Our flat is on the fifth floor. It is very comfortable and well-planned. We have all modern conveniences, such as central heating, electricity, gas, cold

and hot running water and a telephone. There are three rooms in our flat: a kitchen, a bathroom and a hall. There is also a balcony and we can enjoy a lovely view of the river.

The largest room in our flat is the living-room. We use it as a dining room and a sitting room. In the middle of the room there is a big table and six chairs round it. Opposite the window there is a wall unit with lots of books, a TV-set and a video-cassette recorder. There are two comfortable armchairs and a small coffee table in the right-hand corner.

There is also a sofa and an electric fire in our living room. We like the living room best of all because in the evenings we gather there to have tea, watch TV, talk and rest. My room is the smallest room in our flat but it's very cosy and light. There is a bed, a wardrobe, a desk, an armchair and a bookshelf. There are many books in my bookshelf. There is a thick carpet on the floor. There are some posters and pictures on the wall of my room. I like my room very much but from time to time I change it round. I quite often move the bed and change the posters on the wall. Our kitchen is light and bright. It's very well-equipped. We have got a refrigerator, a microwave oven, a coffeemaker and a toaster. We haven't a dishwasher yet because it is very expensive, but I'm sure we shall buy it in the near future.

Exercise 1. Fill in the blanks:

1. We live in ... a block ... flats ... the centre ... Tashkent. 2. Our flat is ... ground floor. 3. There are three rooms 4. There is not a table ... the middle ... our living-room. 5. The table is ... the corner. 6. There is a piano ... the left ... the table and small table ... a radio set ... it .. the right.

Exercise 2. Answer the following questions:

1. Do you live in a house or in a block of flats? 2. Which floor is your flat? 3. Is your flat well-planned? Is it comfortable? 4. How many rooms are there in your flat? 5. Have you got a dining room (a sitting room?) 6. Where do you usually have your dinner? 7. Is there much furniture in your flat? 8. How often do you hang it round? 9. What is there in your room? 10. Are there any pictures on the walls of your room?

Exercise 3. Complete the sentences with prepositions.

1. We live a new 16-storied block of flats. 2. the window there is a wall unit with lots of books, a TV-set and a video-cassette recorder. 3. I like my room very much but time to time I change it I quite often move the bed and change the posters ... the wall. 4. There is also a balcony and we can enjoy a lovely view ... the river. 5. Our flat is ... the fifth floor. 6. There is also a sofa and an electric fire ... our living room.

Exercise 4. Translate the following sentences into English:

1. Bu xonada bitta stol, beshta stul, bitta divan va ikkita kreslo bor.
2. Mening do'stimning judayam shinam kvartirasi bor. Uning kvartirasi 3 xonali.
3. Ofisda yozuv stoli, kitob javoni, kreslo va divan bor.
4. Bizning oshxonamiz katta va yorug'.

Adabiyotlar:

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Lesson 8. The Numerals. (2 hrs.)

Objectives: By the end of the lesson the students will be able to:

- ✓ Do exercises on the topic;
- ✓ identify the numbers;

Skills to be emphasized: listening, speaking, reading, writing.

Target structure: the use of numerals.

Materials: photos, handouts, a tape, textbooks, a board, chalk.

Aim: focusing students' attention on the topic, listening for gist; for detailed information.

PHONETICS

Letter combinations sh, ck, ch, th, tch

sh, ck, ch, th, tch harf birikmalari

sh [s] tovushini ifodalaydi:

eg. **ship, shop, sheep**

ch [] va [k] tovushini ifodalaydi:

ch harf birikmasi grek tilidan kirgan soʻzlarda [k] tovushini ifodalaydi: **chemistry, chemist, chemical**; qolgan hollarda esa [s] **child, children**

fransuz tilidan kirib kelgan soʻzlarda |sh\ tovushini ifodalaydi.

Machine, champaign

th harf birikmasi [] va [] tovushini ifodalaydi

ot tarkibida: **mouth, north, thing**

sifat tarkibida : **thin**

th



son tarkibida: **fifth, three**

fe'l tarkibida: **thank, think**

soʻz boshida va oxirida: **thesis, bath, youth, truth**

olmoshlar tarkibida: **this, that, they, those**

ikki unli oʻrtasida: **mother, father, brother**

th



bogʻlovchi tarkibida: **than, that**

tch harf birikmasi [t] deb oʻqiladi:

eg. **watch, match, catch**

ck harf birikmasi [k] deb oʻqiladi:

eg. **clock, cock**

The Numerals

1. Buyumning miqdori yoki tartibini bildirgan soʻzlar sonlardir.
2. Sonlar sanoq sonlar (**Cardinal Numerals**) va tartib sonlarga (**Ordinal Numerals**) boʻlinadi.
3. Sanoq sonlar shaxs yoki buyumlarning miqdorini bildirib **how many?** *nechta?* soʻrogʻiga javob boʻladi. Masalan: **one, two, three** va h.k.
4. Tartib sonlar predmetlarning tartibini bildiradi va **which?** *qaysi? nechanchi?* soʻrogʻiga javob boʻladi. Masalan: **first** – *birinchi*, **second** – *ikkinchi*, **third** – *uchinchi* va h.k.

Sanoq sonlar (Cardinal Numerals)

1 <i>one</i>	9 <i>nine</i>	17 <i>seventeen</i>	50 <i>fifty</i>
2 <i>two</i>	10 <i>ten</i>	18 <i>eighteen</i>	60 <i>sixty</i>
3 <i>three</i>	11 <i>eleven</i>	19 <i>nineteen</i>	70 <i>seventy</i>
4 <i>four</i>	12 <i>twelve</i>	20 <i>twenty</i>	80 <i>eighty</i>
5 <i>five</i>	13 <i>thirteen</i>	21 <i>twenty-one</i>	90 <i>ninety</i>
6 <i>six</i>	14 <i>fourteen</i>	22 <i>twenty-two</i>	100 <i>a hundred/one hundred</i>
7 <i>seven</i>	15 <i>fifteen</i>	30 <i>thirty</i>	
8 <i>eight</i>	16 <i>sixteen</i>	40 <i>fourty</i>	

1. 13 dan 19 gacha boʻlgan sonlar – **teen** qoʻshimchasi yordamida yasaladi: four – **fourteen**, six – **sixteen**. Bunda **three** va **five** sonlarining shakli oʻzgaradi: three – **thirteen**, five – **fifteen**.
2. Oʻnlikni bildiruvchi sonlar – **ty** qoʻshimchasi yordamida yasaladi: six – **sixty**, seven – **senty**. Bunda **two, three, four, five** sonlarining shakli oʻzgaradi: two – **twenty**, three – **thirty**, four – **forty**, five – **fifty**.
3. Oʻnliklar va ulardan keyin kelgan birlik sonlarning orasiga chiziqcha qoʻyiladi: twenty – one, thirty – five, forty – seven va h.k.
4. **Hundred, thousand, million** sonlaridan oldin noaniq artikl **a** yoki **one** qoʻyib aytiladi: **a (one)** hundred.

a (one) thousand.

101	<i>a hundred <u>and</u> one</i>	200	<i>two hundred</i>
999	<i>nine hundred <u>and</u> ninety-nine</i>		
1,000	<i>a thousand/one thousand</i>	5000	<i>five thousand</i>
1,001	<i>a thousand and one</i>		
2,250	<i>two thousand, two hundred <u>and</u> fifty</i>		
999,999	<i>nine hundred <u>and</u> ninety-nine thousand, nine hundred <u>and</u> ninety-nine</i>		
1,000,000	<i>a million/one million</i>	5,000,000	<i>five million</i>

Tartib Sonlar (Ordinal Numbers)

1st <i>first</i>	9th <i>ninth</i>	17th <i>seventeenth</i>	24th <i>twenty-fourth</i>
2nd <i>second</i>	10th <i>tenth</i>	18th <i>eighteenth</i>	25th <i>twenty-fifth</i>
3rd <i>third</i>	11th <i>eleventh</i>	19th <i>nineteenth</i>	26th <i>twenty-sixth</i>
4th <i>fourth</i>	12th <i>twelfth</i>	20th <i>twentieth</i>	27th <i>twenty-seventh</i>
5th <i>fifth</i>	13th <i>thirteenth</i>	21st <i>twenty-first</i>	28th <i>twenty-eighth</i>
6th <i>sixth</i>	14th <i>fourteenth</i>	22nd <i>twenty-second</i>	29th <i>twenty-ninth</i>
7th <i>seventh</i>	15th <i>fifteenth</i>	23rd <i>twenty-third</i>	30th <i>thirtieth</i>



LISTENING. Listen to some dialogues between a caller on the phone and a secretary. As you listen write the telephone numbers and names in the spaces below.

1. Is that _____?
Yes. Can I help you?
I'd like to speak to _____?
2. Hi. Is that _____?
Yes. Who do you want to speak to?
_____, please.
3. Hello. Is that _____?
Who do you wish to speak to?
_____, please.
4. Good morning. Is that _____?
Yes. Can I help you?
I'd like to speak to _____, please.
5. I'm sorry to disturb you, but is that _____?
Who do you want to speak to?
_____, please.

Adabiyotlar:

1. Anne Seaton, Y.H. Mew// Basic English Grammar 1, 2// Saddleback Educational Publishing, 3 Watson, Irvine, USA 2007.
 2. English grammar and vocabulary. Michael Vince. 2011.
 3. G'.Boqieva, F.Voxidova// Scale Up// G'ofur G'ulom nashriyoti. T., 2015
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 - ✓ Mavzu bo'yicha tarqatma materiallar (diskda ilova qilindi).
 - ✓ Mustaqil ta'lim uchuntarqatma materiallar (diskda ilova qilindi).

Lesson 9. Grammar: The Article. Doing exercises. (2 hrs.)

Objectives: By the end of the lesson students will be able to:

- ✓ Know about the article.
- ✓ Do exercises on the topic.

Skills to be emphasized: speaking, writing.

Materials: photos, hand outs.

Aim: focusing students' attention to the grammar rule and improve their writing skills.

Draw students' attention to the pictures. Tell them to do exercises on the grammar.

THE ARTICLE (A R T I K L)

Artikl ingliz tilida otlar oldida ishlatiluvchi belgi bo'lib, o'zbek tilida bu so'z turkumi mavjud emas.

Ingliz tilida ikki xil artikl mavjud.

1) aniq artikl (the)

2) noaniq artikl a (an)

1. Aniq artikl (DEFINITE ARTICLE)

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

Aniq artikl «**the**» grafik jihatdan bir xil, fonetik jihatdan ikki xil ko'rinishga ega. Aniq artikl undosh harf bilan boshlanadigan otlar oldidan [**DE**], unli harf bilan boshlanadigan otlar oldidan [**DI**] deb o'qiladi.

Aniq artikl asosan quyidagi holatlarda ishlatiladi:

1. Biror predmet haqida avval gapirilgan bo'lsa yoki gap tinglovchiga tanish predmet yoki shaxs haqida borsa: Give me the book, please.
2. Ot yagona, tanho predmetni ifodalab kelsa: the moon, the sky, the sun, the earth, the world
3. Har xil tashkilot, ayrim davlat, agentlik, klub, nashriyot, mehmonxona nomlarini bildiruvchi otlar oldida: the Times, the Republic of Uzbekistan, the Longman
4. Okean, dengiz, daryo, tog', tog' tizmalari, orol, yarim orollar nomlari oldidan: the Pacific Ocean, the Volga, the Urals, the Black Sea, the Rocky mountains
5. Gap ma'lum bir millatning tili haqida borganda: the English language, the Uzbek language
6. Ikki yoki undan ortiq so'zdan iborat davlat nomlari oldidan: the USA, the Republic of Uzbekistan.
7. Tartib sonlar oldidan: the first of September, the fifth of May.
8. Sifatning orttirma darajasi oldidan: the best, the most beautiful.
9. Urush nomlari oldidan, Jahon urushlari bundan mustasno: the Cold War, the Crimean War.
10. Quyidagi so'zlar oldidan:
same They study at the same University.
following Learn the following words.
last He was the last who came into the house. We are waiting for the next bus. She is the very girl who we need. He is the only student in the classroom. The previous lesson was on Friday.
11. Tarixiy hujjatlar oldidan: the Constitution of Uzbekistan, the notebook, the university, the president.

2. Aniq artikl atoqli otlardan tashqari hamma otlar oldida qo'llaniladi:

Aniq artikl quyidagi hollarda ishlatilmaydi:

1. Sanalmaydigan otlar oldidan: water, air, milk, fire;
2. Oy nomlari oldidan: September, October, November;
3. Atoqli otlar oldidan: Rex, Tom, Smith;
4. Birlikdagi ko'l nomlari oldidan: Lake Geneva, Lake Baykal;
5. Vulqon nomlari oldidan: Mount Wisuvius;
6. Sayyora va yulduz nomlari oldidan: Mars, Yupiter, Venus, Orion;
7. Bayram nomlari oldidan: Christmas, Thanksgiving Day;
8. Quyidagi so'zlardan oldin: breakfast, lunch, dinner, home, school, college, church;
9. Atoqli otlar bilan boshlangan maktab, kollej, universitet nomlari oldidan: Coper's Art School, Stetson University;
10. Bir so'zdan iborat bo'lgan davlat nomlari oldidan: China, France, Uzbekistan;
11. Dunyo qit'alari oldidan: Europe, Africa, South America, Australia;
12. Shtatlarning nomlari oldidan: Florida, Ohio, California;
13. Sport turlari oldidan: baseball, basketball, football;
14. Abstrakt otlar oldidan: freedom, happiness, love;

15. Quyidagi iboralar oldidan: week, year, time, last (next) night, winter, summer, spring, autumn

16. Fanlar nomli oldidan: physics, chemistry, mathematics.

NOANIQ ARTIKL (INDEFINITE ARTICLE)

Noaniq artiklning o'zi ham 2 xil (**a, an**) ko'rinishga ega bo'lib, faqat birlikdagi otlar oldidan ishlatiladi. Chunki noaniq artikl **a (an)** «bir» so'zidan kelib chiqqan. Noaniq artiklning **a** shakli undosh tovush bilan boshlangan, birlikdagi, sanaladigan otlar oldidan ishlatiladi: **a book, a head, a table, a map, a bed, a face**. Noaniq artiklning **an** shakli unli tovush bilan boshlangan, birlikdagi, sanaladigan otlar oldidan ishlatiladi: **an ear, an ox, an hour, an Institute, an eye**.

Exercise 1. Put in **A / AN** or **THE**. Sometimes you don't need either word – you leave it blank.

1. I usually smoke ... cigarettes or ... pipe. My father smokes ... cigars. 2. Give me ... match, please. 3. Is there ... bookshop in this street? 4. ... watchmaker repairs ... watches and ... clocks. 5. There is ... sofa and ... armchair in this room. 6. Andrew is ... accountant. 7. He is ... chief of the bookkeeping department of ... large organization. 8. Mr. Jackson is ... architect, his two brothers are ... engineers. 9. There is ... book and ... magazine on the table. 10. Is there ... letter for me? 11. What ... strange man! 12. What ... interesting books! 13. You know, Pete, yesterday I bout ... very interesting detective story. 14. I would like to have ... cup of coffee, please. 15. Would you like to have ... car?

Exercise 2. Put in **A / AN** or **THE**. Sometimes you don't need either word – you leave it blank.

1. There was waiter standing at entrance of ... restaurant. I ordered him glass of ... vodka with some juice in it.
2. There was ... question I wanted to ask biology teacher about ... kangaroo. She had said ... kangaroo carried her baby in ... kind of bag in front part of her body. I wanted to know how many baby kangaroos it could carry at time.
3. "Is that your wife?" "No, my wife's woman in red dress."
4. I work with man and two women. man is quite nice, but women are not very friendly.
5. What's in newspaper?
6. Can you show me that book, please?
7. What's name of woman in blue dress?
8. water turns into ice at 0 degree C.
9. I like steak, but I don't like eggs.
10. She lives in nice flat on fifth floor of old house.
11. It's terrible - eggs are \$ 2 dozen.
12. There was boy and girl in the room. boy was Japanese but girl looked foreign. She was wearing fur coat.
13. This morning I bought newspaper and magazine. newspaper is in my bag but I don't know where magazine is.
14. "Have you got car?" "No, I've never had car in my life."
15. We don't go to cinema very much these days. In fact, in town where we live there isn't cinema.
16. Don't stay in that hotel. beds are very uncomfortable.
17. After I leave school, I want to go to university.

Exercise 3. Put in **A / AN** or **THE**. Sometimes you don't need either word – you leave it blank.

1. John Collway is bank manager. He works in bank in center of London. Every morning he gets up at seven o'clock, has breakfast and cup of coffee, and reads "Times". Then he goes to work by

..... bus. In morning, he usually makes telephone calls, sees customers and dictates letters. He has lunch at restaurant near bank. In afternoon he works until five or five-thirty, and then goes home. He doesn't work on Saturdays or Sundays; he goes to cinema or reads. He likes novels and history. He is not married. He has sister in Oxford and brother in London.

2. Have you got camera?
3. You need visa to visit foreign countries, but not all of them.
4. When we reached the city center, shops were still open but most of them were already closed.
5. Jack has got very long legs, so he's fast runner.
6. I'm looking for job. And did Ann get job she applied for?
7. Did police find person who stole your bicycle?
8. We went out for meal last night. restaurant we went to was excellent.
9. This morning I had boiled egg and toast for breakfast.
10. Tom always gives Ann flowers on her birthday.
11. I went into the shop and asked to speak to manager.
12. There's no need to buy any milk. milkman brings it every morning.
13. It was warm and sunny, so we decided to sit in garden.
14. Jane is teacher. Her parents were teachers too.
15. Bill's got big feet.
16. Would you like to be actor?

Tina : Are these Mother's things?

Father: What are they?

Tina: 1) A hat, 2) orange dress, 3) coat and 4) pair of glasses.

Father : 5) hat and 6) coat are mine. 7) orange dress and 8) pair of glasses are your mother's.



Assistant : Here you are. 1) A stamp, 2) envelope, 3) pen and 4) notebook.

Mr Black : Oh, 5) envelope is too big and 6) pen isn't blue, it's red. Can I have 7) small envelope and 8) blue pen, please?

1. This is ... *an* ...egg.
2. Where ispost office?
3. Lucy's uncle is teacher.
4. Julie has got orange.
5. This is way to school.
6. It's long way to office.
7. There are a lot of flowers in garden.
8. Italians like spaghetti.

9. White hat is Mother's.
10. Peter and Ben are brothers.
11. ... Eiffel Tower is in Paris.
12. Sphinx is in Egypt.
13. There is some sugar in bowl.
14. Open ... door, please!
15. There are Our shoes.
16. Bottle of beer, please!



- 1) ☒ Mrs Jones has 2) new office. It has 3) desk, 4) telephone and 5) expensive computer. 6) Mrs Jones is on 7) phone now and her secretary is at 8) computer. 9) Mrs Jones and 10) her secretary are very busy in 11) office today.

Exercise 4. Translate the following sentences into English.

1. Biz ikkimiz o'tgan yili bir bazmda tanishgan edik. 2. Allaqanday kishi Sizni eshik oldida kutib turibdi. 3. Bu maktubni kim olib keldi? – Bir bola olib keldi. 4. Lug'at kitob qayerda? – U kitob javoni ichida. 5. Bu ayol kim? – U biz bilan ishlaydigan bir ishchimizning rafiqasi. 6. Bugun ertalab Sizga bir kishi qo'ng'iroq qilgan edi. 7. Gugurtingiz bormi? 8. U shahardan uzoqda bo'lmagan kichkina bir qishloqda tug'ilgan. 9. Eshik ochildi va ichkariga bir kishi qo'lida sumka bilan kirib keldi. 10. Professor auditoriyaga kirib kelganda, barcha talabalar o'rnilaridan turdilar.

Exercise 5. Fill in the blanks with

1. Lomonosov, ... great Russian scientist, was born in ... small village, on ... shore of ... White Sea. 2. Chkalov was ... first man to fly over ... North Pole. 3. ... great Uzbek poet Navoiy was born in ... Hirat in 1441. 4. Tashkent is ... capital of 5. ... Elbrus is ... highest peak of ... Caucasian Mountains. 6. ... Crimea is surrounded by ... Black Sea. 7. ... Caucasus separates ... Black Sea from... Caspian Sea. 8. ... rice and ... cotton grow in ... Ukraine now. 9. ... people who live in ... Holland speak ... Dutch. 10. ... Europe and ... America are separated by ... Atlantic Ocean. 11. ... Morocco is in ... North Africa. 12. They were born on ... same day and in ... same town

Exercise 6. Some of the blank spaces below need ARTICLES, others do not. Fill in the articles where needed.

1. He went to Spain last month.
2. When you go to Spain, be sure to see Madrid.
3. He works in building on corner of Tenth Ave. and 62nd St.
4. Tokyo is largest city in World.
5. traffic on Jones Avenue is heavy.

6. Miami is center of tobacco industry.
7. Rio Grande River forms boundary between U.S. and Mexico.
8. rivers of eastern part of United States flow toward East Coast.
9. largest river in America is Mississippi.
10. New York subway trains are very comfortable.
11. climate of southern Florida is very nice all year.
12. capital of France is Paris, but capital of England is London.
13. Tenth Street has some very nice shops.
14. Some of Tenth Street shops are very inexpensive, too.
15. President will be on TV tonight.

Exercise 7. Some of the blank spaces below need articles, others do not. Fill in the articles where needed.

1. Tobacco is one of most important products of South.
2. fresh air is needed by all people.
3. cotton which comes from Alabama is better than cotton which comes from Oklahoma.
4. air in this room is fresh.
5. important products which we get from India are tea, cotton, and rice.
6. telephone seldom rings in our home.
7. silver is conductor of electricity.
8. I get on train at same place every day.
9. rain and sun are needed for raising of vegetables.
10. Mary is waving to us from across street.
11. sun is shining but part of sky is still covered with clouds.
12. women use much make-up.
13. Sometimes everyone must take medicine.
14. coffee will keep you awake all night.
15. medicine which doctor prescribed helped me.
16. tea seems to keep some people awake.
17. He likes to study French.
18. coffee is very strong.
19. In that course, we study history of all important countries of Asia.
20. coffee which comes from Brazil is best.

LISTENING. Real life Behaviour and On-line Behaviour.

Listen to the tape and write down the numbers in the correct column. Undergraduate Students at the University

	Men	Women
Total		
Science		
Social Science		
Engineering		
Arts		
Medicine		
Dentistry		
Law		
Veterinary Science		

Adabiyotlar:

1. Anne Seaton, Y.H. Mew// Basic English Grammar 1, 2// Saddleback Educational Publishing, 3 Watson, Irvine, USA 2007.
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 - ✓ Mustaqil ta'lim uchuntarqatma materiallar (diskda ilova qilindi).

Lesson 10. Text: My Day Off. (2 hrs.)

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for a gist and listen for detailed information.
- ✓ Enlarge the lexical resource about daily routine.
- ✓ Learn how to select relevant information.

Skills to be emphasized: Listening, speaking, reading, writing.

Target vocabulary: *get up, washing, have dinner, to do morning exercises, to return home, etc.*

Materials: photos, a tape, textbooks.

Aim: introducing daily routine, pre-teaching new vocabulary and prepare students for listening task.

Phonetics: Сифат ясовчи қўшимчалар.

- able, - hood, - ic, - ish, - ive, - less, - ous, - ful, - al

Sifat yasovchi qo'shimchani eslab koling.

- able	Readable Profitable Navigable	Qiziq Foydali Dengizda yuradigan
- hood	Childhood Motherhood	Bolalik Onalik
- ic	Atomic Pacific Ultrasonic	Otomga oid Tinch Tovushdan baland
- ish	Childish Reddish Impulsive	Bolalarga xos Qizg'ish Tez
- ive	Protective Progressives Heartless	Himoyalanadigan Ilg'or Mehrsiz
- less	Waterless Shapeless Dangerous	Suvsiz Shaklsiz Qurqinchli
- ous	Various Tremendous	Turli Yirik

- ful	Useful Peaceful Beautiful Wonderful	Foydali Tinch - Chiroyli Ajoyib
- al	Cultural Vocational Central Educational	Madaniy Kasb hunar - Markaziy Ta'lim

MATN: MY DAY OFF.

Sunday is a day when I don't hurry anywhere. It's my day off. I can do anything I like after my week's work. On my days off I wake up later than usual. As soon as I wake up, I jump out of bed and switch on the radio. I like music. I like to do my morning exercises to the music. I open the window to air the room and I do morning exercises with my window open. Then I go to the bathroom. There I clean my teeth, shave and have a warm shower. It doesn't take me long to get ready for breakfast.

After breakfast I tidy up the room and wash the dishes. On my day off I often go to visit my friends or sometimes I prefer to go to the country. Today, for instance, I want to go to the country as the weather is fine. I am fond of sports. So in summer on my days off I go for a swim in a river or a lake. In winter I go skiing or skating. In the evenings I often go to the cinema or to the theatre. On the way home I usually exchange opinions with my friends on the play or film.

Exercise 1 *Answer the following questions:*

1. Which day of the week do you like the best?
2. Why do you switch on the radio?
3. What day is your day off?
4. When do you wake up on your day off?
5. What do you do after waking up?
6. How do you do your morning exercises?
7. What do you do in the bathroom?
8. What do you do after breakfast?
9. Where do you often go on your day off?
10. Why do you prefer to go to the country today?
11. What kind of sports are you fond of?
12. Where do you go in the evening?

Exercise 2: Translate the following words and word combinations into Uzbek and make up sentences with them.

Weather, summer, swim, river, like, skating, for instance, country, prefer, to visit, wash the dishes, to get ready, tidy up, have a worm shaver, shave, teeth, clean, bathroom, window, to air the room, morning exercises, switch on.

Exercise 3: MATCHING

Hurry	Idish- tovok yuvmok
Wake up	Afzal kurmok
As soon as	Masalan
Jump out	Kul
To air the room	Konkida uchish
Bathroom	Fikr almashish
Shave	Odatdagidan kura kech
Have a worm shaver	Shoshilmok
Wash the dishes	Uygonmok

Prefer	... zaxoti
For instance	Sakrab turmok
Like	Xonani shamollatmok
Skating	Vannaxona
Exchange opinion	Sokol olmok
Later than usual	Ilik dush kabul kilmok

Adabiyotlar:

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 - ✓ Mustaqil ta'lim uchuntarqatma materiallar (diskda ilova qilindi).

Lesson 11.

Lesson 11. Grammar: The Noun. Doing exercises. (2 hrs.)

Objectives: By the end of the lesson students will be able to:

- ✓ Know about the noun.
- ✓ Do exercises on the topic.

Skills to be emphasized: speaking, writing.

Materials: photos, hand outs.

Aim: focusing students' attention to the grammar rule and improve their writing skills.

Draw students' attention to the pictures. Tell them to do exercises on the grammar.

Plural form of nouns

Ko'plik shaklining yasallishiga ko'ra otlar ikki guruhga bo'linadi:

- 1.To'g'ri otlar
- 2.Noto'g'ri otlar.

To'g'ri otlarning ko'plik shakli o'zakka -s yoki -es qo'shimchasini qo'shish orqali yasaladi.

Quyidagi hollarda -es qo'shimchasi qo'shiladi:

1)agar ot **-ss, -s, -sh, -ch, -x** harf va harf birikmalarini bilan tugagan bo'lsa;

- eg. class – classes
- dish – dishes
- match – matches
- box – boxes

2)agar ot undosh +y harfi bilan tugagan bo'lsa, ko'plikda y harfi i harfiga o'tadi va -es qo'shimchasi qo'shiladi;

- eg. party – parties
- country – countries

3)agar ot **-f harfi yoki -fe** harf birikmasi bilan tugagan bo'lsa, ko'plikda **f** harfi v harfiga o'tadi va -es qo'shimchasi qo'shiladi;

- eg. knife – knives
- leaf – leaves

Qolgan hollarda ko'plikda otlarga **-s** qo'shimchasi qo'shiladi.

- eg. pen – pens

flower – flowers

Noto 'g'ri otlarning ko'plik soni o'ziga hos usullar bilan yasaladi.

eg. man – men

woman – women

person – people

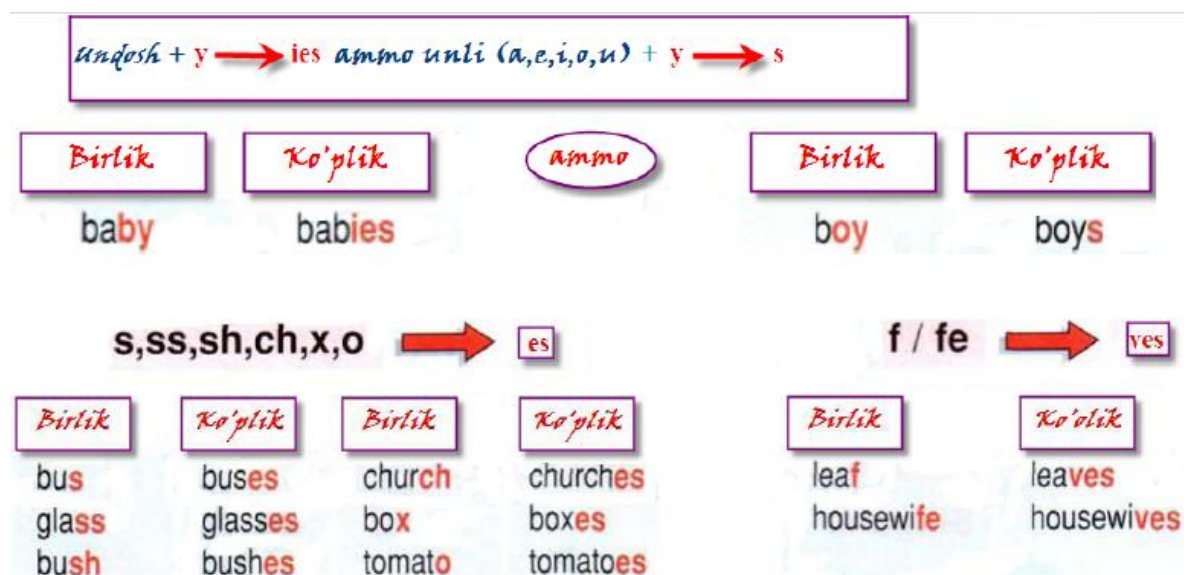
goose – geese

tooth – teeth

foot – feet

child – children

mouse – mice. etc.



Possessive case of nouns

Otlarda egalik kelishigi

Ingliz tilida otlarning egalik kelishigi 's yoki *of* predlogi yordamida ifodalanadi.

Odatda 's kishilar uchun, *of* narsalar va joylar uchun ishlatiladi.

eg. Ann's birthday

the manager's office

history of Bukhara

the walls of the room.

To'g'ri otlar ko'plik shaklining egalik kelishigi s' yordamida ifodalanadi.

eg. the students' tasks

the Browns' family



NOUN

Use the words in the list to complete the sentences. Use the plural form if necessary. Some sentences have more than one possible completion.

Bar, bottle, bowl, cup, gallon, glass, loaf, piece, pound, quart, sheet, spoonful, tube.

1. I drank a cup of coffee.
2. I bought two pounds of cheese.
3. I bought a _____ of milk at the supermarket.
4. I drank a _____ of orange juice.
5. I had a _____ of toast and an egg for breakfast.
6. I put ten _____ of gas in my car.
7. I had a _____ of soup for lunch.
8. I need a _____ of chalk.
9. I drank a _____ of beer.
10. I bought a _____ of margarine.
11. There are 200 _____ of lined paper in my notebook.
12. There is a _____ of fruit on the table.
13. I used two _____ of bread to make a sandwich.
14. I bought one _____ of bread at the store.
15. I put a _____ of honey in my tea.
16. I need to buy a new _____ of toothpaste.
17. There is a _____ of soap in the bathroom.
18. Let me give you a _____ of advice.
19. I just learned an interesting _____ of information.
20. There were a dozen _____ of mail for me in my mailbox today.

LISTENING.

Listen to the tape carefully and write down the area and population for each city and region.

City	Area (sq km)	Population (thousand)
------	--------------	-----------------------

Greater London		
Birmingham		
Leeds		
Glasgow		
Edinburg		
Manchester		
Bristol		
Coventry		

Adabiyotlar:

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 2. English grammar and vocabulary. Michael Vince. 2011.
 3. G'.Boqieva, F.Voxidova// Scale Up// G'ofur G'ulom nashriyoti. T., 2015
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Lesson 12. Text: My Native Town. (2 hrs.)

Objectives: By the end of the lesson the students will be able to:

- ✓ tell their date of birth;
- ✓ Listen for a gist and listen for detailed information.
- ✓ Learn how to select relevant information.

Skills to be emphasized: listening, speaking, reading, writing.

Target vocabulary: *native town, old times, Central Asia, ancient places, historical places, etc.*

Materials: photos, handouts, a tape, textbooks, a board, chalk.

Aim: focusing students' attention on the topic.

“a” ҳарфи “ss, sk, st, ft, th” ҳарф бирикмалари олдида [] товушини ифодалайди.

Wash, wand, want, was, walk, watch

“igh, ight” ҳарф бирикмалари [ei], [ai] товушларини ифодалайди.

[ei] – weight, straight

[ai] – light, high, right, sight, bright.

My Native Town.

Termez is in the centre of Surkhandarya Region. It is one of the ancient cities in the Central Asia. Termez was founded more than twenty-five centuries ago. In old times it was a city of old, small, clay houses. The streets were dirty and crooked. Now it became a modern city with huge blocks and comfortable buildings. Termez is a wonderful city if you see its great buildings, museums and monuments. There are some things to catch your eyes. Termez is the Gateway to the Central Asia. There are many places of interest in Termez. They are: the Termez fortrees served as a prison for political prisoners in old time. The Termez River Port is also important. From this port imported various goods to the different countries of the Central Asia. There are many ancient places too. They are: “Al Khakim-at-Termezi”, “Sultan-Saodat” and other places.

There are also many schools, Academic Lyceums, Vocational colleges. Besides, there is only one University – Termez State University. Termez State University is the most modern University in the Central Asia. Termez is wonderful with its new parks, avenues, gardens, stadiums, libraries and Zoo. Today Termez became an Intorist City. Every year about thousands of foreigners visit the historical places of Termez. I am very of my native town.

Exercise 1. Answer the questions:

1. What is the center of Surkhandarya region?
2. When was Termez founded?
3. What can you say about Termez's old time?
4. What kind of historical places do you know?
5. How many Universities are there in Termez?

Exercise 2. Translate the following sentences into English;

1. Men ko`p qavatli uylarda yashayman.
2. Shahrimizning diqqatga sazavor joylari juda ko`p.
3. Termezda ko`p tarixiy yodgorliklar mavjud.
4. Termez – Markaziy Osiyoning darvozasi.
5. Qadimgi Termizning ko`chalari chang, qing`ir (egri) bo`lgan.
6. Men shahrim bilan faxrlanaman.

Exercise 3. Matching

- | | |
|---------------|------------------|
| 1.Monument | a. Kal'a |
| 2.Comfortable | b. Xayvon |
| 3.In tourist | c. Loy |
| 4.Animal | d. Xiyobon |
| 5.Wild | e. Zamonaviy |
| 6.Avenue | f. Yovvoyi |
| 7.For trees | g. Kamok |
| 8.Prison | h. Sayoxatchilar |
| 9.Clay | i. Kulay |
| 10.Modern | j. Yodgorlik |

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Lesson 13. Grammar: Adjective. Doing exercises. (2 hrs.)

Objectives: By the end of the lesson students will be able to:

- ✓ Know about the adjective.
- ✓ Do exercises on the topic.

Skills to be emphasized: speaking, writing.

Materials: photos, hand outs.

Aim: focusing students' attention to the grammar rule and improve their writing skills.

Draw students' attention to the pictures. Tell them to do exercises on the grammar.

GRAMMATIKA: *ADJECTIVES*

An **adjective** is a describing word. It tells you more about a noun. An adjective usually appears before the noun it describes. Sometimes, though, the adjective appears after the noun, later in the sentence. Adjectives describe nouns and pronouns. They give you more information about people, places, and things.



a **smart** dog



an **old** building



a **tall** basketball player

KINDS OF ADJECTIVES.

There are different kinds of adjectives. Some adjectives describe the **qualities** of nouns.

a **beautiful** rainbow
a **clever** monkey
a **difficult** question
happy children
a **kind** lady
a **new** car

an **old** house
a **pretty** girl
a **rich** family
a **sad** story
a **strong** man
a **wicked** queen



a **fierce** dog



a **loud** crash

Some adjectives tell you which place or country a person or thing comes from, or belongs to. They are called **adjectives of origin**.

Australian apples
a **Balinese** dancer
the **English** language
the **French** flag

an **Italian** car
a **Japanese** garden
a **Scottish** kilt
Thai boxing

Some adjectives tell you the **color** of things.

The sea is **blue**.
George is wearing **brown** shoes.
I don't like **green** apples.
Carrots are **orange**.
Flamingos are **pink**.
Eggplants are **purple**.
Roses are **red**.

Numbers are adjectives, too. They tell you how many people, animals, or things there are. Sometimes they are called **adjectives of quantity**.



one giant



two princes



three princesses



four mermaids



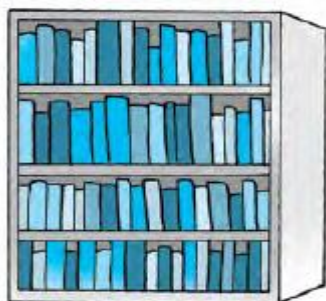
five witches

eleven hens
twelve geese
thirteen birds
eighteen ants

fifteen frogs
sixteen snails
seventeen kittens

nineteen lizards
twenty butterflies
fourteen mice

Other adjectives tell you something about quantity without giving you the exact number.



a lot of books



some soldiers

a little ice cream
a little rice
not **many** people
too **much** salt

lots of insects
plenty of money
some food
Is there **any** milk?

Adjectives have different **endings**. Some adjectives end in **-ful** or **-less**.



homeless people



playful puppies

a **beautiful** dress
a **careless** driver
a **faithful** dog

a **harmless** insect
a **useful** tool

An adjective that ends in **-less** is the opposite of the same adjective that ends in **-ful**.

For example:

careful – careless

useful – useless

colorful – colorless

harmful – harmless

The **-ful** ending means **having a lot of something**. For example:

painful = having a lot of pain

hopeful = having a lot of hope

The **-less** ending means **without**. For example:

leafless = without leaves
sleeveless = without sleeves

Some adjectives end in -y.

a **dirty** street
a **noisy** room
an **oily** pot
a **sleepy** passenger
a **sunny** day

Some adjectives end in -ive.

an **active** child
an **attractive** hat
a **creative** toy

Some adjectives end in -ing.

a **caring** nurse
an **interesting** book
loving parents
a **smiling** face
matching clothes

Some adjectives end in -ly.

a **costly** diamond ring
an **elderly** woman
lively kittens
a **lonely** boy
a **lovely** girl
a **weekly** magazine

Here are some adjectives with the endings -able, -al, -en, -ible, -ish and -ous.

a childish behavior	a national costume
a comfortable chair	a musical instrument
a dangerous place	a terrible mess
a foolish act	a woolen sweater
a horrible smell	a wooden table
a loveable koala	

Exercise 1 *Underline the adjectives in the following sentences.*

1. There is an empty room upstairs.
2. It's a hot summer.
3. You are so kind.
4. Don't be crazy.
5. This park is clean and green.
6. Many people exercise to keep healthy.
7. I think these eggs are rotten.
8. We are all bored. There isn't anything to do.
9. The pupils don't find the joke amusing.
10. James was absent because he was ill.

Exercise 2 *Fill in the blanks with suitable adjectives from the box.*

hot	large	short	free
high	sweet	poor	
	playful		

1. The ice cream is very _____.
2. It's very _____ in summer.

3. The company is giving away _____ gifts to its customers.
4. They live in a _____ house.
5. Jean is wearing a _____ skirt.
6. The climbers are climbing up a _____ mountain.
7. These puppies are very _____.
8. Many _____ people have no home.

Exercise 3. Add the correct endings to turn these words into adjectives.

-y

-ful

-less

-al

- | | |
|-----------------|-----------------|
| 1. peace _____ | 6. dirt _____ |
| 2. storm _____ | 7. music _____ |
| 3. mud _____ | 8. nation _____ |
| 4. forget _____ | 9. dust _____ |
| 5. spot _____ | 10. play _____ |

Exercise 4 Add the correct endings to turn these words into adjectives.

- | | |
|-----------------|--------------------|
| 1. wind _____ | 6. fool _____ |
| 2. gold _____ | 7. charm _____ |
| 3. friend _____ | 8. child _____ |
| 4. rot _____ | 9. love _____ |
| 5. danger _____ | 10. interest _____ |

LISTENING. Listen to the following short dialogues and fill in the missing information in the spaces below .

1. My new address is 23 A Smithfield Road Ealing W5 London
My telephone number is _____

1. My sister lives at 27 Greenford Avenue Nottingham

Her telephone number is _____

2. My friend Alan lives in London. His address is 25 St. Mary's Road Ealing , London W5 5RF.

His telephone number is _____

3. My brother Larry's address is 3 Gresik Road Birmingham.

His telephone number is _____

4. My parents live at 64 Manor Drive Edinburgh

Their telephone number is _____

5. My uncle George lives at 30 King's Road Leeds

His telephone number is _____

6. Mrs. Harper lives at 17 Green Street Liverpool

Her telephone number is _____

7. Mr. Johnson lives at 48 Church Street Brighton

His telephone number is _____

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Lesson 14. Text: My Working Day . (2 hrs.)

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for a gist and listen for detailed information.
- ✓ Enlarge the lexical resource about daily routine.
- ✓ Learn how to select relevant information.

Skills to be emphasized: Listening, speaking, reading, writing.

Target vocabulary: *get up, washing, have dinner, to do morning exercises, to return home, etc.*

Materials: photos, a tape, textbooks.

Aim: introducing daily routine, pre-teaching new vocabulary and prepare students for listening task.

Phonetics: От ясовчи қўшимчалар.

- ment, - ism, - ing, - ship, - ion, - er, - or, - est

От ясовчи qo'shimchani eslab koling.

- ment	To appoint	Belgilamok	Appointment	Belgilash
	To develop	Rivojlanmok	Development	Rivojlanish
	To measure	Ulgamok	Measurement	Ulchash
- ism	Organ	A'zo	Organism	Organizm
	Real	Xakikiy	Realism	Realizm
	Engineer		Engineering	
- ing	To learn	Ukimok	Learning	Ta'limot
	Light	Nur	Lighting	Yoruglik
	Friend	Dust	Friendship	Dustlik
- ship	Scholar	Olim	Scholarship	Olimlik
	To demonstrate	Kursatmok	Demonstration	Kursatish
	To transform	Uzgartirmok	Transformation	Uzgartirish
- ion	To attend	Etibor bermok	Attention	E'tibor
	To institute	Tashkil kilmok	Institution	Tashkilot
	To write	Yozmok	Writer	Yozuvchi
- er	To read	Ukimok	Reader	Yozuvchi, kitobxon
	To visit	Katnashmok	Visitor	Katnovchi
	To translate	Tarjima	Translator	Tarjimon
- or	To think	Uylamok	Thinker	Mutafakkir
	Art	San'at	Artist	San'atkor
	Tractor	Traktor	Tractorist	Traktorchi
- est	Physics	Filologik	Physicist	Filolog

My Working Day.

I usually start my day with getting up and doing all things that everybody does in the morning: washing, having breakfast, etc. Also, I got used to gather my learning tools: pencils, exercise-books, text-books in the morning. Then I usually go to the university. Fortunately, father takes a car every morning and he often picks me up and drives me to the doors of our university building. And soon the lectures and lessons begin. We have from 2 to 4 lectures every time, depending on day. I like studying in the university more than in the school because in university it is mostly allowed to miss some lectures (of course, later you should take a summary from your mate and copy it). So, a student is much freer, than pupil is.

After the lessons I usually return home where I have dinner and start thinking about my ways of spending the rest of the day. Very often I go to my friend's places. During the early autumn and summer I often go to the sports ground or on the beach. I also like visiting different sports events, for example, soccer matches of "Bunyodkor" in Tashkent championship. So, the world is full of enjoyable things to do. On returning home I usually start doing my homework (perhaps, it is the dullest part of the day). Having finished it, I open a book and read it or watch TV. At last, I go to bed. Of course, I would like to tell you more about myself and my working day, but, unfortunately, my time is rather limited and I have got a lot of homework to do. Generally, now you know about my working day enough.

Post listening

Aim: using introduced information in discussion.

Tell students to work in pairs and answer the following questions. Then discuss it with a whole class.

- *How many days do you go to the University?*
- *How do you get to the University?*
- *What subject do you like best?*
- *What do you do after lessons?*

Students' own answers.

Put the students in groups of three and tell them to translate and discuss the following questions. Give them some minutes for discussion.

1. *Mening ish vaqtim soat 7:00 da boshlanadi..*
2. *Men universitetga haftada olti kun boraman.*
3. *Men odatdagidek soat 15:00 da uyga qaytaman.*
4. *Universitetda o'qish menga judayam yoqadi.*
5. *U yerda mening ko'p do'stlarim bor.*
6. *Mening eng yaxshi ko'rgan fanim –Ingliz tili.*
7. *Ingliz tili darsida biz kitoblarni o'qiydiz, filmlar tomosha qilamiz.*
8. *Kechqurun oilam bilan kechki ovqatni qilaman.*
9. *Kechki ovqatdan so'ng biz oilam bilan televizor ko'ramiz.*
10. *Televizor ko'rib bo'lgach darslarimni tayyorlayman..*
11. *Soat 22:00 da uxlashga boraman.*

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Lesson 15. Grammar: Adverb. Doing exercises. (2 hrs.)

Objectives: By the end of the lesson students will be able to:

- ✓ Know about the adverb.
- ✓ Do exercises on the topic.

Skills to be emphasized: speaking, writing.

Materials: photos, hand outs.

Aim: focusing students' attention to the grammar rule and improve their writing skills.

Draw students' attention to the pictures. Tell them to do exercises on the grammar.

ADVERBS.

An **adverb** is a word that describes a verb. It tells you about an action, or the way something is done. A lot of adverbs end in **-ly**.



They laughed **loudly**



The baby is sleeping **soundly**.

The dog is barking **fiercely**. The baby is sleeping **soundly**

Alice skated **beautifully**.

The Prince and the Princess lived **happily** ever after.

The birds are singing **sweetly**.

It is raining **heavily**.

The dog and the cat live together **peacefully**.

The soldiers fought **bravely**.

The sun is shining **brightly**.

The old man walked **slowly**.

Some adverbs describe the way something is done. They are called **adverbs of manner**.

Please write **legibly**.

Please speak **clearly**.

Look **closely** at these footprints.

You have all answered **correctly**.

You can shop **cheaply** at this store.

Jamal dressed **smartly** for the party.

Maria is behaving **selfishly**.

The man drove **carelessly**.

The twins liked to dress **differently**.

She played **skillfully**

Some adverbs describe when something happens. They are called **adverbs of time**.



Can I do my work **later**?
No, do it **now**.



Paul has **just** arrived.

He **often** swims in the evening.

Lisa is **always** cheerful.

Sometimes I ride my bike to school.

Everyone arrived **early**.

David arrived **late**.

It's snowing **again**.

The mother bird started to build her nest **yesterday**.

She is continuing to build it **today**.

She will finish it **tomorrow**.

John's shoes were too big for him **last year**.

They fit him **this year**.

They will be too small for him **next year**.

It rained **last night**.

The weather is fine **this morning**.

Some adverbs tell you where something happens. They are called **adverbs of place**.



Mom and Dad are watching television **upstairs**.



The children are playing **downstairs**.



It's raining. Let's go **inside**.

Rex, you can stay **outside**.

Come **here**!

Please put the books **there**.

The workers are moving the rubbish **away**.

The miners are working **underground**.

They are going **abroad** to study.
 There are trees **everywhere**.
 Alice lived **next door**.
Where's Shamika?

Exercise 4 Write what the underlined word is; adjective or adverb:

- | | |
|--|------------------|
| 1. Fast runners win races. | <i>adjective</i> |
| 2. Mathematics is <u>difficult</u>. | ..... |
| 3. She's a <u>good</u> typist. | ..... |
| 4. She behaved <u>rudely</u> to her boss. | ..... |
| 5. You've done <u>well</u> in your test. | ..... |
| 6. The clowns are very <u>funny</u>. | ..... |
| 7. She's a <u>pretty</u> girl. | ..... |
| 8. He runs <u>fast</u>. | ..... |
| 9. Ann is very <u>sad</u>. | ..... |
| 10. She plays the piano <u>beautifully</u>. | ..... |

Exercise 5 Underline the correct item:

- He left the room quiet / quietly.
- Jane works hard / hardly.
- He's a very nice / nicely man.
- The sun is shining bright / brightly.
- Smoking is bad / badly for your health.
- She behaves very good / well.
- He always dresses smart / smartly.
- He shouted angry / angrily at me.
- This chair is comfortable / comfortably.
- He smiled sad / sadly.

Exercise 6 Complete the sentence with the correct word from the brackets:

- This exercise is (easy / easily)
- These people are speaking (quiet / quietly).
- Mr. Brown can speak English (good / well).
- Tigers are animals. (brave / bravely).
- The footballer is (tired / tiredly).
- Cheetahs run (quick / quickly).
- She is lifting the weight (easy / easily).
- The children are playing (happy / happily).
- Tony is a skier. (good / well).

Exercise 7 Supply the proper form, adjective or adverb:

- He always does his homework (careful).
- He is a very (careful) student.
- Come (quick). We need your help.
- You should drive more (slow) along this road.
- The old man walks very (slow).
- Helen is a very (slow) student.

7. Her brother, on the other hand, learns (rapid).
8. Mr. Gonzales has a (permanent) visa.
9. He hopes to remain in this country (permanent).
10. This is an (easy) exercise.

Exercise 3 Rewrite the following adjectives as adverbs.

- | | |
|-------------------|---------------------|
| 1 slow _____ | 7 cool _____ |
| 2 beautiful _____ | 8 comfortable _____ |
| 3 strong _____ | 9 wise _____ |
| 4 tidy _____ | 10 quiet _____ |
| 5 brave _____ | 11 merry _____ |
| 6 soft _____ | 12 busy _____ |

Exercise 4 Underline the adverbs in the following sentences.

- 1 The man shouted loudly.
- 2 He arrived early.
- 3 The train has already left.
- 4 He drove carelessly.
- 5 The students talked noisily.
- 6 The children are playing outside.
- 7 Let's go now.
- 8 Tom spoke politely to his teacher.
- 9 Have you seen Anne's cat anywhere?
- 10 Come here!

Exercise 5 Choose an adjective from the box and turn it into an adverb to complete the sentences below. The first one has been done for you.

close	firm	bright	neat	careful
quick	sad	regular	quiet	clear

1. She writes very neatly.
2. You have to talk _____ when you're in the library.
3. Carry the glass _____ so you don't drop it.
4. You should exercise _____ if you want to stay fit.
5. "Goodbye. I'm going to miss you," she said _____.
6. The sky was blue and the sun was shining _____.
7. If you follow us _____, you won't get lost.
8. I can't understand you. Please speak more _____.
9. Let's walk _____ so we get home before it starts to rain.
10. Attach the sign _____ to the wall.

Exercise 6 Are the bold words in the following sentences adverbs or adjectives? Write adverb or adjective on the line after each sentence.

- | | |
|--|-------|
| 1. The teacher smiled kindly . | _____ |
| 2. She has a lovely smile. | _____ |
| 3. The children in my class are very friendly . | _____ |
| 4. John had no friends and felt very lonely . | _____ |
| 5. It was raining, so they wisely decided to stay in. | _____ |
| 6. My dad buys a daily newspaper. | _____ |

7. Some snakes are **deadly**.
8. I've **nearly** finished my homework.
9. I shook hands **politely** with the head teacher.
10. They played some very **lively** games.

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Lesson 16.

Lesson 16. Working on the text. Indefinite pronouns. (2 hrs.)

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for gist and listen for detailed information.
- ✓ Translate the text.
- ✓ Use indefinite pronouns in speech.

Skills to be emphasized: Listening, speaking, reading, writing.

Target structure: The use of *Indefinite pronouns*.

Materials: pictures, a tape, handouts, textbooks, a board, chalk.

Aim: involving students and arouse their interest.

Indefinite Pronouns (Gumon olmoshlari)

Noaniq va gumon olmoshlari noaniq shaxs va predmetlarni qo'rsatib keladi.

a) SOME and ANY gumon olmoshlari gapda ot oldidan ishlatilib, uning taxminiy miqdorini chamasini bild irib keladi. Bu olmoshlar qo'llanganda otlar oldida artikl ishlatilmaydi. – bir qancha, bir oz, ozgina, bir nechta, ba'zi kabi taxminiy miqdor ma'nolarini anglatadi.

eg. *I have some English books.* - Mencha bir nechta inglizcha kitoblar bor.

Some students have no English books. - Ba'zi talabalarda inglizcha kitob yo'q.

ANY – olmoshi so'roq va bo'lishsiz gaplarda ishlatiladi. – umuman, qandaydir, birorta kabi ma'nolarni anglatadi.

Have you any textbook? - Sizda birorta darslik bormi?

We have not any chairs in our room. - Xonamizda umuman stul yo'q.

b) *Some, any* olmoshlariga va shuningdek *no* bo'lishsizlik olmoshiga *-body, -one, -thing* so'zlari qo'shilishi bilan qo'shma noaniq va gumon olmoshlari yasaladi. *SOMEBODY, SOMEONE, ANYBODY, ANYONE, NOBODY, NOONE* olmoshlari faqat shaxsni anglatadi va o'zbek tiliga kimdir allakim, birov, hech kim olmoshlari orqali tarjima qilinadi. Bu olmoshlar ingliz tilida egalik kelishik qo'shimchasi *-s* ni olib kelishi mumkin.

eg. *somebody's book* – kimningdir kitobi

Something, anything va *nothing* olmoshlari predmetni anglatib o'zbek tiliga nimadir, allanima, allanarsa, bir nima, hech nima olmoshlari yordamida tarjima qilinadi.

eg. *Open the door, please!* - Marxamat, eshikni oching!

Somebody is in the room. - Kimdir xonada turibdi.

Lola has something in her bag. - *Lolaning sumkasida nimadir bor.*

Is there anybody in your room? – No, there is nobody.-Xonangizda kimdir bormi?- Yo‘q, hech kim yo‘q.

Is there anything in the bag? – No, there is nothing.

Sumkada biror narsa bormi? – Yo‘q hech narsa yo‘q.

No – olmoshi o‘zbek tiliga yo‘q, hech deb tarjima qilinadi. Bu olmosh inkor ma’noga ega bo‘lganligi uchun “not “ inkor yuklamasi bilan ishlatiladi.

E.g. I had no time yesterday.

no = not any

E.g. My friend has not any French books.

“No” olmoshi yordamida quyidagi olmoshlar yasaladi.

noone,nobody,nothing

OTHER –olmoshi other, another,the other,others,the others ko‘rinishida ishlatiladi.

Other – o‘zbek tiliga boshqa deb tarjima qilinadi va undan keyin ot ishlatiladi

e.g. I have other intentions

another – boshqa, bir yana bitta degan ma’noni anglatadi va undan keyin sanaladigan birlikdagi ot yoki one olmoshi turadi.

e.g. Will you give me another book?

The other – bir juft predmet yoki shaxsdan bittasini ko‘rsatadi va boshqasi, ikkinchisi degan ma’noni anglatadi.

e.g.I have only one glove. I have lost the other.

Others –boshqalar ma’nosini anglatadi va otlar o‘rnida mustaqil ravishda ishlatiladi. I have a pen,some books, magazines and others in my bag.

The others – boshqalar, qolganlar degan ma’nolarni anglatadi va bir nechta predmet yoki shaxslardan bir qismini ko‘rsatadi.

e.g. There are only ten students here. Where are the others?

Exercise 1. Read the following words paying attention to the reading of mute “e”.

rate, table, grape, huge, escape, like, love, move, hide, future, pipe, note, rhyme, more, shoe.

Exercise 2. Fill in the blanks with *some* or *any*, or leave the blanks unfilled according to the meaning.

There is... ink in my pen. 2. Is there... snow in the street this morning? 3. My mother likes... music. 4. Are there... chess-players here? 5. There are... diagrams in the new book. 6. Are there... newspapers on the table? 7. Was there... water in the glass or... milk? 8. There was... soap in the box: it smells of... soap.

Exercise 3.Fill in the blanks with *somebody*, *nothing*, *nobody*, *something*, *anything*, *anybody*.

1.At the party you will see ... you have not met yet. 2. Will there be ... at the club so early? 3. I’m not going to see him because I have ... important to report. 4. This is my affair and ... else’s.5. I think there is ... wrong with my watch. 6. In the winter he lived without doing 7. ... is better than ... in a situation like this. 8.Can’t you do... by yourself now ?.9. The door bell rang but there was ... there. 10. I took care to ask him ... about his own doings.

Exercise 4. Fill in blanks with *other* and *another*

1.I think the first thing to do is to have ... talk with your sister. 2. Hilola and I walked right to... end of it in silence. 3. ...day I made an epigram.I hope you ‘ll like it. 4. There must be five books where are ?5.He has a lot of toys and in this shop.6. He works on Mondays and Fridays,.... Days he is at [home](#).7.[This](#) book is not interesting will you give me ?

Exercise 5: Fill in the blanks with.

1. There is (somebody, anybody) in the room.

2. Is (anybody, someone) absent today.
3. There is not (something, anything) interesting in this book.
4. There is (little, few) water in the bottle.
5. There are (many, much) modern equipments in the laboratory.
6. He has (a little, a few) free time today.
7. Do you know (something, anything) about this events?
8. There is (nobody, anybody) in the lecture hall.

Exercise 6: Fill in the blanks with few, a few, little, a little

1. The hall was almost empty. There were ... people in it.
2. I can't buy this expensive hat today. I have ... money.
3. She left and returned in ... minutes.
4. I think you can spare me ... time now.
5. I am sorry. I have seen ... plays by this author.

Exercise 7: Translate the following sentences into Uzbek

1. There is somebody there.
2. Someone is near your car.
3. I have something is my hand.
4. My book is some where at home.
5. I am afraid there is someone in the garden.
6. I am afraid he knows something important and he does not want to say this.
7. He has some English newspaper.
8. She has some grammar books at home.
9. Has he got any cigarettes in his cigarette-box?
10. Have you any friends at school.

Exercise 8: Fill in the blanks with some or any

1. He has got ... French books at home.
2. Have you got ... cups, glasses, knives and forks?
3. I have ... friends at school.
4. My friend has got ... fine maps.
5. I haven't got ... pencils.
6. He hasn't ... brother.
7. Have you ... children? Yes I have two.
8. Has a she English newspaper at home? Yes she has

ADJECTIVE / ADVERB.

Exercise 1 *Write the comparison and superlative degree of adjective.*

1. tall	... <i>taller</i>.....	..<i>tallest</i>
2. careful	.....	.....
3. cheap	.....	.....
4. fat	.....	.....
5. interesting	.....	.....
6. modern	.....	.....
7. nice	.....	.....
8. fast	.....	.....
9. thin	.....	.....
10. popular	.....	.....

Exercise 2 *Write what the underlined word is; adjective or adverb.*

1. Fast runners win races.adjective.....
2. Mathematics is difficult.







3. She's a **good** pianist.
4. She behave **rudely** to her boss.
5. You have done **well** in your test.
6. The clowns are very **funny**.
7. She's a **pretty** girl.
8. He runs **fast**.
9. Ann is very **sad**.
10. She plays the piano **beautifully**.
11. Father is very **busy** in his office.
12. The doctor arrived **immediately**.

Exercise 3 Choose an adjective from the list to fill in the blanks.

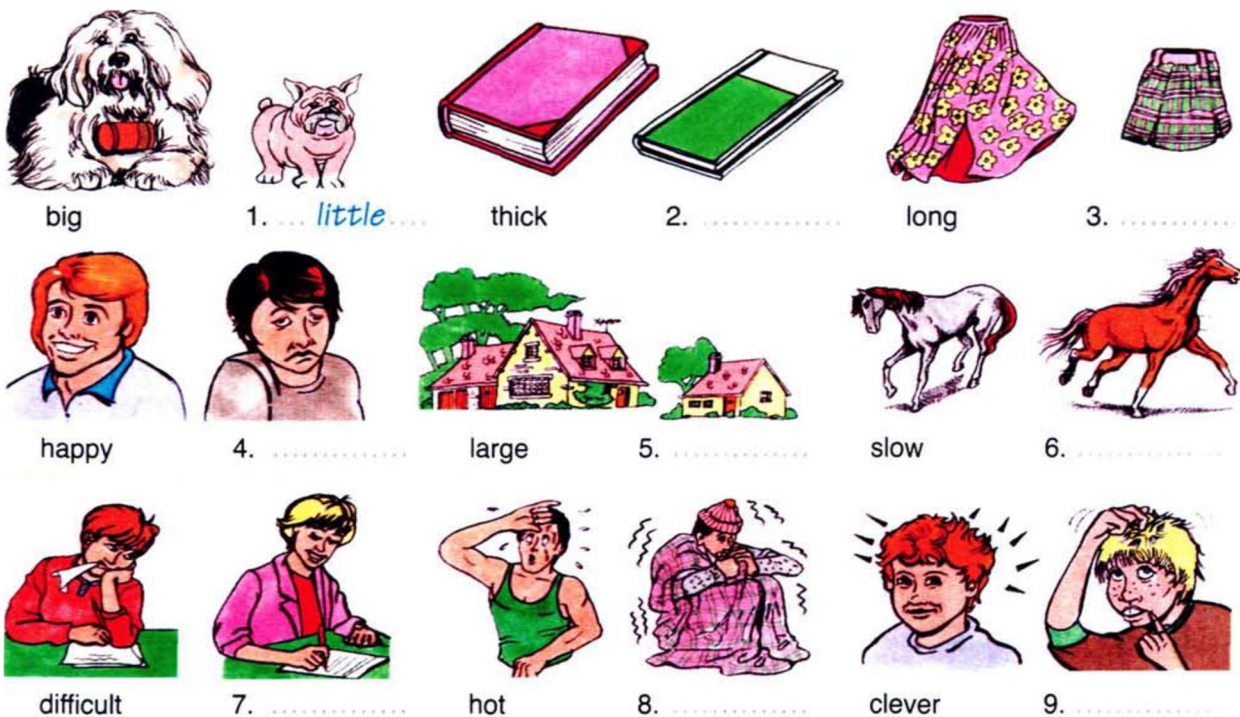
beautiful / ugly, tall / short, interesting / boring, quiet / noisy
old / young, thin / fat, heavy / light, clean / dirty, old / new

					
1. ... heavy ...	2. ... light ...	3.	4.	5.	6.
					
7.	8.	9.	10.	11.	12.
					
13.	14.	15.	16.	17.	18.

Exercise 4. Look at the picture and fill in the blanks.

	1. Mary is thinner than ... Ann. (thin)		2. This bike is this car. (cheap)
	3. John is all. (heavy)		4. Dolphins are mammals of all after man. (intelligent)
	5. A lion is an elephant. (dangerous)		6. Ben is athlete of all. (good)

Exercise 5 Choose an adjective from the list to fill in the correct opposite.



Exercise 6. Write what the underlined word is; adjective or adverb.

1. Fast runners win races.adjective.....
2. Mathematics is difficult.
3. She's a good pianist.
4. She behave rudely to her boss.
5. You have done well in your test.
6. The clowns are very funny.
7. She's a pretty girl.
8. He runs fast.
9. Ann is very sad.
10. She plays the piano beautifully.
11. Father is very busy in his office.
12. The doctor arrived immediately.

as...as, not so/as....as

Exercise 7 Write the sentences as in the example.



1. (expensive)
The ring is as ...
... expensive as ...
the watch.



2. (tall)
Peter
..... Ben.



3. (old)
Christine
..... Helen.



4. (poor)
Richard
..... Ted.

Exercise 8. Underline the correct item.

1. He left the room quiet / quietly.
2. Jane works hard / hardly.
3. He's very nice / nicely man.
4. The sun is shining bright / brightly.

5. Smoking is bad / badly for your health.
6. She behaves very good / well.
7. He always dresses smart / smartly.
8. He shouted angry / angrily at me.
9. This chair is comfortable / comfortable.
10. He smiled sad / sadly.

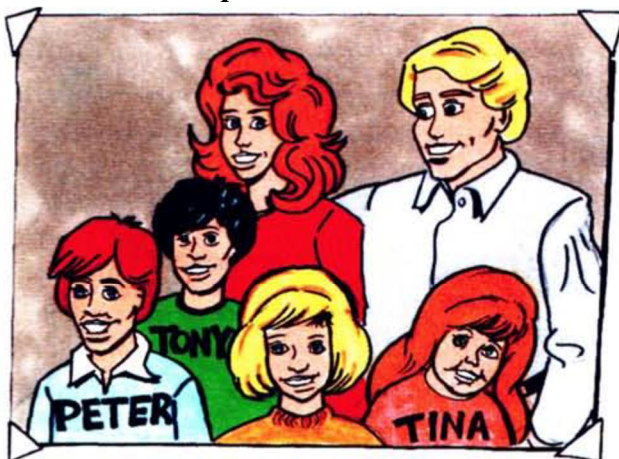
Exercise 9 Fill in the table with the correct forms.

1. quick	.....quicker.....	.....quickest
2. boring	.....	.....
3.	better	.....
4. ....	.....	least
5. hard	.....	.....
6. ....	.....	most
7.	worse	.....
8. dangerous	.....	.....
9.	further	.....
10.	cleverer/ more clever	.....
11. quietly	.....	.....
12. easy	.....	.....

Exercise 10. Complete the sentences using *as...as*.

1. I'm quite tall but you are taller. *I'm not ...as tall as you are*
2. My salary is high but yours is higher. *My salary isn't.....*
3. You know a bit about cars but I know more. *You don't*
4. It's still cold but it was colder yesterday. *It isn't*
5. I still feel a bit tired but I felt a lot more tired yesterday.
6. They have lived here for quite a long time but we have lived here longer.
They haven't
7. I was a bit nervous before the interview but usually I'm a lot more nervous.
I wasn't

Exercise 11 Complete the sentences with "in", "of", "than", "as...as", or "the".



There are six of us in our family: Mum, Dad, my two brothers, Peter and Tony, my sister Tina and me. My two brothers are older 1) than me. Peter is 2) oldest but Tony is taller 3) him. Tony is two years younger 4) Peter, though. Tina is 5) tall I am but her hair is longer and she is heavier 6) me. I think she is more intelligent 7) me. My mother says I am 8) most helpful 9) all but my father says that I am 10)

- noisiest 11) all. I don't know if that is true - but we are 12) happiest
- family 13) the street.

Exercise 12 Rewrite these sentences so that they have the same meaning.

1. Jack is younger than he looks. *Jack isn't as old as he looks.*
2. I didn't spend as much money as you. *You spent more money than me.*

- | | |
|--|--------------------------|
| 3. The station was nearer than I thought. | The station wasn't |
| 4. The meal didn't cost as much as I expected. | The meal |
| 5. I go out less than I used to. | I don't |
| 6. Her hair isn't as long as it used to be. | She used to |
| 7. I know them better than you do. | You don't |

Adabiyotlar:

1. Anne Seaton, Y.H. Mew// Basic English Grammar 1, 2// Saddleback Educational Publishing, 3 Watson, Irvine, USA 2007.
 2. English grammar and vocabulary. Michael Vince. 2011.
 3. G'.Boqieva, F.Voxidova// Scale Up// G'ofur G'ulom nashriyoti. T., 2015
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 - ✓ Mustaqil ta'lim uchun tarqatma materiallar (diskda ilova qilindi).

Lesson 17. Text: Seasons. Doing exercises. (2 hrs.)

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for gist and for detailed information.
- ✓ Enlarge the vocabulary.

Skills to be emphasized: Listening, speaking, reading, writing

Target vocabulary: *four seasons, in a year, time for, rain, 365 days, snow, wind, hot, warm, etc.*

Materials: photos, a tape, textbooks.

Starter

Aim: focusing student's attention on the topic.

Seasons.

There are four seasons in a year: spring, summer, autumn and winter. In winter it is very cold in the north and warm in the south. In winter it often snows. Spring is a very pleasant season of the year. The weather is warm, sometimes it rains. Summer is a pleasant weather too. It's the time for different kinds of sport. Many people have their vacations in summer.

Autumn is a very beautiful season. The leaves on the trees are red, yellow and brown. It often rains. There are 365 or 366 days in a year. There are 12 months in a year: January, February, March, April, May, June, July, August, September, October, November, December.

There are four weeks in a month and seven days in a week. The names of the days are: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday. All the days of the week, except Sunday, are weekdays. Sunday is the day off. Saturday is the day off for many people too. The parts of the day are: morning, afternoon, evening and night. There are 24 hours in a day, sixty minutes in an hour and sixty seconds in a minute.

Exercise 1. Complete the sentences

1. There are four seasons in a year. They are: ...
2. It's cold in winter but it's warm ...
3. It often snows in ...
4. Many people have their vacation in ...
5. There are four ... in a ...
6. Monday is the first day of the ...
7. There are three months in spring. They are: ...

Exercise 2. Fill in the gaps:

1. There are four seasons in a year. They are: ... 2. It's cold in winter but it's warm ... 3. It often snows in ... 4. Many people have their vacation in ... 5. There are four ... in a ... 6. Monday is the first day of the ... 7. There are three months in spring. They are: ...

Exercise 3. Answer the following questions:

1. How many month are there in a year?
2. When does it often rain?
3. When does it often snow?
4. How many days are there in a year?
5. How many hours are there in a say?
6. Which season is beautiful?
7. When do people have their vocations?
8. Which season is the time for different kinds of sport?

GRAMMATIKA: as...as, not so/as....as

as...as is used to compare two people or things which are the same.

not as / so...as is used in negative sentences.

He is **as tall as** Nick. He is **not as / so rich as** John.

Exercise 1 Use either **as ... as** or **not as ... as** in the sentences below.

1. The blue car is the red car. (*fast*)
2. Peter is Fred. (*not/tall*)
3. The violin is the cello. (*not/low*)
4. This copy is the other one. (*bad*)
5. Oliver is Peter. (*optimistic*)
6. Today it's yesterday. (*not/windy*)
7. The tomato soup was the mushroom soup. (*delicious*)
8. Grapefruit juice is lemonade. (*not/sweet*)
9. Nick is Kevin. (*brave*)
10. Silver is gold. (*not/heavy*)

Imperative Mood

Buyruq mayli

Ingliz tilida buyruq mayli fe'ning noaniq shakli (infinitive) oldidagi "to" yuklamasi tushurilib qoldirilib yasaladi. O'zbek tilidagi "-moq" qo'shimchasiga to'g'ri keladi.

eg. *to* read - o'qimoq

Read! - O'qi(ng)!

to find – turmoq

Find! – Top(ing)!

Ingliz tilida buyruq gapda so'z tartibi

Fe'l + to'ldiruvchi+ xol(1o'rin xoli, 2 payt xoli)

eg. Show us the road to the Technological Institute.

Come to us tonight.

Agar gap iltimos ma'nosini anglatga gap boshida yoki oxirida *please (iltimos, marhamat)* so'zi qo'yiladi.

eg. Please, help me.

Help me, please.

Negative form

Inkor shakli

Inkor shakli fe'l oldida **do** yordamchi fe'l va **not** inkor yuklamasining qisqargan shakli **don't** ni qo'yish orqali yasaladi.

eg. **Don't** make a noise!

Don't interfere me, please!

Exercise 1. Read the following sentences and choose the best one:

1. **Don't eat** / **Eat** in the classroom.
2. **Don't read** / **Read** your books.
3. **Don't do** / **Do** your homework.
4. **Don't kick** / **Kick** your friend.
5. **Don't throw** / **Throw** the ball in the classroom.
6. **Don't pull** / **Pull** your friend's hair.
7. **Don't sit down** / **Sit down**.
8. **Don't open** / **Open** your books.
9. **Don't shout** / **Shout** at your friend.
10. **Don't be late** / **Be late** for your lesson.

Exercise 2. Complete the sentences

~~over~~ the wall ● the basketball ● the football
the test to your teacher ● the tree your book

1. Jump over the wall.
2. Kick
3. Open
4. Climb
5. Throw
6. Give.....

Exercise 3. Matching

- 1 Don't run into the road.
- 2 Run very fast.
- 3 Don't drive your car very fast.
- 4 Throw the ball to your friend.
- 5 Dive into the pool.
- 6 Ride your bike in the park.





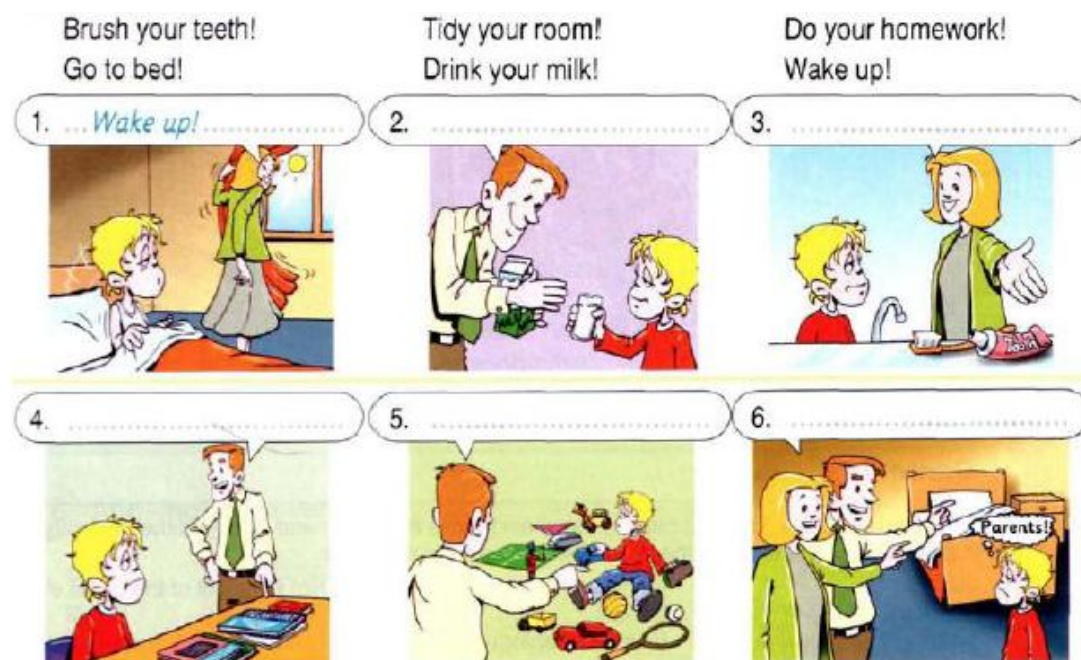
1. I'm hot! Eat an ice cream
2. I'm thirsty!
3. I'm sad!
4. I'm tired!
5. Im hungry!

Exercise 4. Translate the following sentences into Uzbek:

Stop!
 Have some more coffee.
 Sit down.
 Don't open the window.
 Do not feed the animals!
 Let Andrew shut the door.
 We are late. Let's hurry.
 Don't touch that! It's hot!
 Go to your room! Don't go to his room!
 Let's go to the cinema!
 Don't eat this apple!
 Come here, don't go there!

Write this word on the blackboard.
 Don't let him read this book!
 Show her your photos, please!
 Don't give him this map!
 Put on your coat and hat, please!
 Don't listen to her! Listen to me!
 Let him go to his room!
 Don't take this cake!
 Give me an English book, please!
 Take your cup! Don't take my cup!
 Don't buy such a dress for her!
 Let me invite you to my place.

Exercise 5. Fill in the gaps:



Adabiyotlar:

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- Mustaqil ta'lim uchuntarqatma materiallar (diskda ilova qilindi)

Lesson 18. Grammar: The prepositions. (2 hrs.)

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for gist and listen for detailed information.
- ✓ Use *The prepositions* in situations.

Skills to be emphasized: Listening, speaking, reading, writing

Target structure: *The prepositions*

Materials: photos, a tape, textbooks

Aim: preparing students for the new lesson, introducing new vocabulary, introducing The prepositions

The Prepositions

Предлог деб от ёки олмошнинг гапдаги бошқа сўзларга муносабатини кўрсатувчи ёрдамчи сўзларга айтилади. Инглиз тилида келишик кўшимчалари йўқлиги учун улар кўп ҳолларда ўзбек тилидаги келишик кўшимчалари вазифасини бажаради

Jack lives **in** Tokyo. She is sitting **under** a tree. After school she went **to** the library. Tom came **with** his brother

Exercise 1. Look at the picture and put necessary prepositions:



Exercise 2. Fill in the blanks with “AT / IN / ON” as in the example:

1. We always go on holiday *in* summer.
2. My mother usually goes shopping Friday morning.
3. I always do my homework the evening.
4. The circus usually comes to our town spring.
5. Sophia’s birthday is May 16th .
6. I usually get up seven o’clock.
7. My favorite television programme begins 6:30 the evening.
8. Sometimes it snows winter.
9. My friend’s birthday is June.
10. Some birds and animals come out night.

Exercise 3. Put in the correct prepositions AT / ON / IN:

1. Columbus discovered America 1492.
2. You can see the stars night, if the sky is clear.
3. Tom isn’t here the moment. He’ll be back five minutes.
4. The course begins 7 January and ends 10 March.
5. Tom’s grandmother died 1977 the age of 79.
6. The price of electricity is going up October.
7. Ann works hard during the week, so she likes to relax weekends.
8. I can’t be at home the morning. Can you phone me the afternoon instead?
9. Jack’s brother is an engineer but he’s out of work the moment.
10. Sunday afternoons I usually go for a walk in the country.
11. Tom doesn’t see his parents very often these days- usually only Christmas and sometimes the summer for a few days.
12. The telephone and the doorbell rang the same time.
13. I walk up a lot of stairs everyday. My flat is the third floor and there is no lift.
14. We went to the theatre last night. We had seats the front row.
15. It can be dangerous when children play football the street.
16. I can’t find Tom in this photograph.

17. Do you take sugar your coffee?
18. You can find the sports results back page of the newspaper.
19. Sue and Dave got married Manchester four years ago.
20. Paris is the river Seine.

Exercise 4.

Fill in "AT / IN / ON" as in the example:

- | | | |
|-------------------------------|----------------------------------|--------------------------------|
| 1. ... <i>in</i> ... December | 6. February 8 th | 11. a quarter past six |
| 2. Midnight | 7. noon | 12. Saturday night |
| 3. 1982 | 8. 1964 | 13. Friday evening |
| 4. April | 9. spring | 14. Monday |
| 5. April 2 nd | 10. night | 15. June 26 th |



Exercise 5.

Fill in prepositions of time "AT / IN / ON" as in the example:

- | | | |
|--------------------------------|-------------------------------------|-----------------------------|
| 1. ... <i>on</i> ... Saturday | 8. 9 o'clock | 15. autumn |
| 2. July | 9. Christmas | 16. half past two |
| 3. 1984 | 10. September 28 th | 17. Monday morning |
| 4. March 25 th | 11. 1991 | 18. Easter |
| 5. Friday | 12. August 29 th | 19. 10 o'clock |
| 6. summer | 13. winter | 20. Thursday afternoon |
| 7. the morning | 14. the evening | 21. noon |

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 - ✓ Mustaqil ta'lim uchuntarqatma materiallar (diskda ilova qilindi).

Lesson 19. Text: My hobby. Doing exercises. (2 hrs.)

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for gist and for detailed information.
- ✓ Enlarge the vocabulary.

Skills to be emphasized: Listening, speaking, reading, writing

Materials: photos, a tape, textbooks.

Starter

Aim: focusing student's attention on the topic.

MY HOBBY

Hobby is something a person likes to do. Different people have different hobbies. Some people collect things like stamps, badges, books, Others have sports as their hobbies. Many people say that reading or traveling are their hobbies. It's nice to have a hobby. Hobby teaches people to plan their life and time. Some hobbies teach us to make useful things, develop their mind and body.

Many children collect stamps. They keep their stamps in stamp albums. Stamps have different pictures on them. You can see stamps with pictures of animals or flowers.

Stamps can show famous people, famous things or places. Most stamps show the name of the country they come from. But you can't see the name "Britain" on British stamps. They always have a picture of Queen Elizabeth. Some children have big collections of stamps. They often show their stamps to their friends or even exchange them.

HOBBIES

Hobbies differ like tastes. If you have chosen a hobby according to your character and taste - you are lucky because your life becomes more interesting. Hobbies are divided into four large classes: doing things, making things, collecting things, and learning things. The most popular of all hobby groups is doing things. It includes a wide variety of activities, everything from gardening to traveling and from chess to volleyball. Gardening is one of the oldest man's hobbies. It is well-known fact that the English are very fond of gardening and growing flowers, especially roses. Both grown-ups and children are found of playing different computer games. This is a relatively new hobby but it is becoming more and more popular. Making thing includes drawing, painting, making sculpture, designing costumes, handicrafts and others. Two of the most famous hobby painters were President Eisenhower and Sir Winston Churchill. Some hobbyists write music or play musical instruments.

President Bill Clinton, for example, plays on the saxophone.

Almost everyone collects something at some period in his life: stamps, coins, matchboxes, books, records, postcards, toys, watches and other things. Some collections have not real value. Others become so large and so valuable that they are housed in museums and art galleries. Many world famous collections started in a small way with one or two items. People with a good deal of money often collect paintings, rare books and other art object. Often such private collections are given to museums, libraries and public galleries so that others might take pleasure in seeing them. No matter what kind of hobby a person has, he always has the opportunity of learning from it. So I think everyone should have a hobby, it is like the target of your life.

Encourage students to conduct a conversation and answer the questions. Go round the class monitoring and helping where necessary. Conduct a whole class discussion.

Exercise. 1. Answer the following questions.

1. What is hobby?
2. What is your hobby?
3. What does making things include?
4. What is man's oldest hobby?
5. What are the English interested in?
6. Which President does play saxophone?
7. How many groups does hobby consist of?
8. What did you collect in your childhood?
9. What do the rich collect?
10. Why are private collections given to museums?
11. What did world famous collections started?
12. What does a person who has a hobby learn from hobby?
13. What is the most popular of all hobby?
14. What do the English especially grow?
15. What is the target of your life?

Exercise.2. Translate the following sentences into English:

1. Men bolaligimdan beri mashhur insonlarning suratlarini yig'ishga qiziqaman. 2. Men bog'bonlikni yaxshi ko'raman. 3. Bo'sh vaqtlarimda san'at galereyasiga borib, u yerdagi noyob asarlarni tamosha qilaman. 4. Mening eng sevimli rassomim – Kamoliddin Behzod. 5. Leonardo Da Vinching "Mona Liza" asarini sevib tamosha qilaman. 6. Har bir insonning sevimli mashg'uloti bo'lishi kerak. 7. Kitob o'qish mening eng sevimli mashg'ulotim. 8. Ba'zi insonlar sayohat qilishni yoqtirishadi. 9. Prezident Klinton saksofon chalishni yoqtiradi. 10. Gul o'stirish angliyaliklarning sevimli mashg'uloti.

THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND

The United Kingdom is situated off the north - west coast of Europe between the Atlantic Ocean on the north and north - west and the North Sea on the east. The United Kingdom includes Great Britain, Northern Ireland and British Isles Great Britain. The largest island in Europe, contains England, Scotland and Wales.

The United Kingdom has an area of 94 249 square miles. Its population is about 57 million people. The capital of the country is London. English is a official language.

The climate of Great Britain is temperate and mild. It is never too hot in summer or too cold in winter. It often rains in England.

The United Kingdom has few mineral resources as: coal, oil, clays, iron ore, lead, etc. Metallurgy chiefly iron and steel is vital to other key industries, such as shipbuilding, mechanical engineering, the automotive industry, electrical engineering and electronics. Britain grows wheat, barley, oats, fruits, vegetables.

There are many universities, colleges, libraries, museums and theatres in the country. The most famous universities are Cambridge University, Oxford University, Glasgow University. There are some museums and libraries.

The United Kingdom is a parliamentary monarchy, now British Parliament consists of two Houses: the House of Lords and the House of Commons. The Prime Minister is the head of the government.

The main political parties of Great Britain are the Labour Party, the Conservative Party, the Liberal Party and the Communist Party.

Exercise.1. Read and learn the meaning of the following new words and word's combinations.

Exercise. 2. Answer the questions.

1. Where in United Kingdom situated off?
2. What does the United Kingdom include?
3. How many area has the United Kingdom?
4. What is the capital of the country?
5. What are the main political parties of Great Britain?
6. What is the population of Great Britain?
7. Are there many universities in Great Britain?
8. What industries are highly developed in Great Britain?

Exercise. 3. Translate the sentences.

1. London is an ancient city. 2. Each century brought new historical monuments. 3. Westminster is a good place to start sightseeing. 4. On the left bank of the Thames there are the House of Parliament. 5. In one of their beautiful towers there is the famous Big Ben. 6. Near the Houses of Parliament there is Westminster Abbey, a beautiful church, where many of the greatest writers are buried. 7. In the centre of London there is Trafalgar Square in the middle of which rises Nelson's Column. 8. Trafalgar Square is the place for meeting and demonstration.

Exercise. 4. Make up the questions for these sentences.

1. Great Britain is a powerful country. 2. Yes, it is. London is a capital of Great Britain. 3. The longest river is the Severn. 4. The population of Great Britain is about 57 million people. 5. The climate of Great Britain is temperate and mild. 6. London is situated on the river Thames.

Exercise. 5. Fill in the blanks with articles. Translate the text.

London, ... capital of Great Britain, is one of ... largest cities in Europe and the world. ... population of London is about nine million. London is also one of ... oldest cities in Europe. London lies in ... valley of ... Thames. Most of ... streets are narrow, Oxford and Regent Streets are ... busiest streets: there are ... lots of shops, department stores and offices there. There are many beautiful old buildings in ... centre of London. There are also ... modern buildings there. Most of the buildings house ... offices and hotels. Londoners are fond of ... beautiful parks of their city. They spend their week-ends in ... parks. They come there with ... children and take .. lunch baskets with them.

Exercise. 6. Make these sentences Interrogative.

1. He goes to Buckingham Palace. 2. We shall go to Hyde Park at 7. 3. London has many beautiful bridges. 4. Nelson's Column has a large platform at the foot of it. 5. The Houses of Parliament have the clock tower. 6. He has got a book about London.

Exercise. 7. Translate the sentences paying attention to the preposition for.

1. When he left London, I didn't see him for some time. 2. The British Museum is famous for its library. 3. London is famous for its bridges. 4. He spoke for half an hour.

Exercise. 8. Choose the appropriate words.

1. Great Britain itself consists of (one/two) large and a number of small islands. 2. Great Britain (includes/doesn't include) North Ireland. 3. In the 19th century the United Kingdom of Great Britain consisted of (England itself, Scotland and Wales/Great Britain itself and a number of colonies). 4. "The City of London" is (the whole/only the central part) of London. 5. On a week day the population of the City (decreases/increases) to half a million. 6. The City of London is (compared/concerned) with finance. 7. The City is also a (market/measure/money) for goods. 8. The shopping and entertaining centre of London (lines/lights/lies) to the west of the City. 9. The name

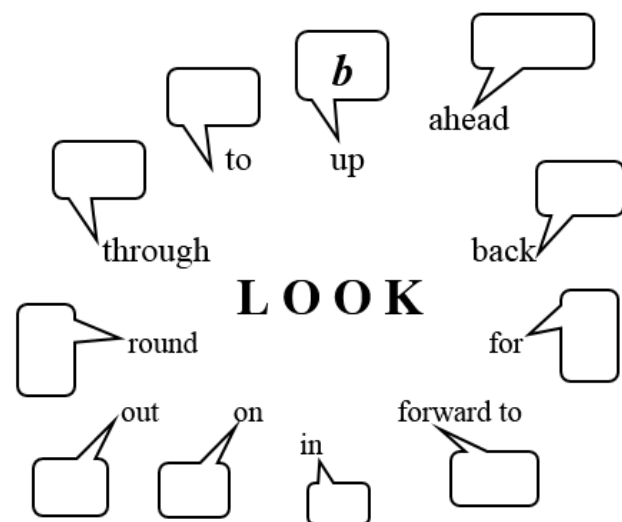
“West End” is associated with goods of high (quantity/ quality). 10. The best shops, hotels, museums, cinemas and theatres are situated in the (City/ East End/ West End).

GRAMMAR: PHRASAL VERBS 2.

1. Surf the net		have experience of working with computers and know how to use them
2. Browse website		inappropriate message sent in the Internet to a large number of users
3. Virtual life		programs which allow you to store, look at or change a large amount of information quickly and easily
4. Spam		searching information in the Internet
5. Databases		computer-based online community environment that is designed and shared by individuals so that they can interact in a custom-built, simulated world.
6. Computer-literate		spending time looking at things in the Internet
7. Crash		software error
8. A bug		a sudden failure which puts a system out of action
9. Back		up to be often unkind to someone or hurt other people
10. Bullying		the fact or state of being unable to stop doing something
11. Addiction		breaking into someone else's computer system, often on a network to steal or change or destroy information as a form of cyber-terrorism
12. Hackin		cracking making extra copies of data in case the original is lost or damaged

Exercise 1 Fill in the bubbles with the appropriate letters.

- Rely on smb. or smth.
- Find the information in a book, on a map or a timetable
- Watch what is happening and be careful
- Feel pleased and excited about smth. that is going to happen.
- Read smth. quickly and briefly
- Visit a place and look at the things in it
- Think about what is going to happen in the future and make plans
- Try to find smth.
- Visit a person or place for a short time
- Think about smth. that happened in the past
- Watch smth. without taking part



Exercise 2 Use phrasal verbs from the exercise above to complete the sentences.

- _____ Fledu.uz, Wikipedia and Ziyonet.uz for educational purposes are becoming more and more popular with the youth.
- Nodir has studied _____ English-English dictionary in order to improve his vocabulary these days.
- Great people are used to _____ before acting.

4. Rano was sitting with a book in her hand in the veranda enjoying the view of her big garden and _____.
5. Identify what you really need before starting to _____ it.
6. “_____ the web-sites you have been recommended for your research work”-said the supervisor.
7. Mirzo _____ having finished playing on-line game. It was already a midnight and his mum had already dropped off.
8. As Zulfiya was browsing the net, a sudden warning sign “_____!” appeared on her screen preventing her from entering the site.
9. Football amateurs prefer _____ the game rather than playing themselves.
10. I am _____ the opening date of online course 'Academic writing'.

Exercise 3 Match the words in columns to form phrases.

- | | |
|---------------|--------------|
| 1. slow | a. scale |
| 2. geographic | b. relations |
| 3. massive | c. globally |
| 4. cultural | d. sense |
| 5. to extend | e. words |
| 6. to coin | f. process |

Exercise 4 Listen to the tape and fill in the blanks with the correct forms of phrases.

- British council works hard to build between Britain and the rest of the world.
- Within England itself, within the UK, there are many variations in English pronunciation and that, so you see English in America and used in Australia, which is different in accent and also in usage as well.
- Cantonese, for example, a variant of Chinese, is spoken in many different places so it's global in a and it can be global in the numbers.
- In the past, newby people, it might have been in a speech or a newspaper article or in a newspaper article or in a book, they were written down and then other people adapted them and used them and that could be quite a and new words might come into a languages to evolve much more quickly.
- What the internet allows them is to read and often to read and translate languages like English on a

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1. Anne Seaton, Y.H. Mew// Basic English Grammar 1, 2// Saddleback Educational Publishing, 3 Watson, Irvine, USA 2007.
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Lesson 20. Grammar: Modal verb (2 hrs.)

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for gist and for detailed information.
- ✓ Use *can, may, must* in meaningful situations.
- ✓ Enlarge vocabulary.

Skills to be emphasized: Listening, speaking, reading, writing

Target structure: The usage of modal verb *Can, may, must*.

Materials: photos, textbooks, hand-outs

Aim: introducing students' knowledge about modal verbs **can**, may, must

MODAL VERBS (*Modal fe'llar*)

Ingliz tilida fe'llarning quyidagi turlari bor:

Asosiy fe'llar;

Yordamchi fe'llar;

Modal fe'llar;

A'sosiy fe'llarga **to be, to have, to do, to read, to write** va xokazo fe'llar kiradi.

Yordamchi fe'llarga esa **to be, to have, to do, shall, will** kabi fe'llar kirishini bilamiz. Ular yordamida turli zamon shakllari yasaladi.

Modal fe'llar esa o'z navbatida yordamchi fe'llardan tubdan farq qiladi. Ular asosiy fe'llarning shaklini emas, balki ular asosiy fe'llning mazmunini, mohiyatini o'zgartirishga xizmat qiladi.

Modal fe'llning xarakatning o'zini emas, balki balki shu xarakatlarning amalga oshirilishi mumkinligi, ehtimolligi, zarurligini ifodalaydi.

Modal fe'llar anglatgan ma'nosiga ko'ra majburiylik, keraklik, mumkinlik, zarurlik, xoxish va ruxsatni bildiradi.

Ingliz tilida modal fe'llar asosan 3 ta.

CAN

MAY

MUST

Can modal fe'llni (qo'lidan kelmoq, qurbi yetmoq) kishining jismoniy ko'rsatkichlari, uning bilim, qobiliyatlariga bog'liq harakatni ifodalaydi.

May modal fe'lli harakatni amalga oshirilishi mumkinligini, ruxsat berilganligini ifodalaydi.

Must modal fe'lli harakatni amalga oshirish zarurligi, shartligi, kelishilganligini ifodalaydi. Bu modal fe'llarning o'tgan zamon shakllari ham mavjud:

can - could may - might must - ---

Modal fe'llar mustaqil holda ishlatilmaydi, balki infinitiv shakldagi mustaqil fe'l birikmasida u bilan birga qo'shma fe'l-kesimni hosil qilib keladi. Masalan:

I can read English. - Men inglizcha o'qiy olaman.

You may take my book. - Mening kitobimni olishingiz mumkin.

She must learn new words - U yangi so'zlarni yodlashi kerak.

So'roq gaplarda modal fe'llar egadan avval qo'yiladi, javob qisqa bo'ladi.

Can I speak English ? - Yes, you can. - No, you cannot (can't).

Must he go to the library after the lessons ? - Yes, he must. - No, he must not (mustn't).

May I take the book ? - Yes, you may. - No, you may not.

Bo'lishsiz gapda not yuklamasi modal fe'ldan keyin qo'yiladi: He must not (mustn't) go to the library after the lessons.

1. Modal fe'llar asosiy fe'llardan quyidagilari bilan farqlanadi:

2. Ular Present Indefinite Tense da 3-shaxs birlikda -s, (-es) qo'shimchasini olmaydi;

3. So'roq va inkor shakllari yordamchi fe'llarsiz yasaladi;

4. Infinitiv va sifatdosh shakllariga ega emas;

5. Barcha shaxslar uchun birlik va ko'plikda bir xil ko'rinishga ega;

6. Ulardan keyin kelayotgan fe'l to yuklamasisiz ishlatiladi.

Exercise. 1. Change the following sentences into the interrogative and negative sentences:

1. I can do this work. 2. She must go. 3. He may come in. 4. He can speak English well. 5. We must work at our project. 6. You can tell them about your plan. 7. He must speak with you.

Exercise. 2. Translate the following sentences into English:

1. Siz inglizcha gapira olasizmi? 2. Kirsam maylimi? 3. Men buni aytishim shart emas edi. 4. Siz buni qilishingiz kerak emas edi. 5. Siz bu haqda eslashingiz kerak. 6. Men uyga ketishim lozim.

Exercise. 3. Answer the following questions using modal verbs:

1. Can you read English newspapers?
2. May I take your pen for a minute?
3. Who can speak French in your family?
4. Must we go to the meeting?
5. Can you play the piano?
6. What must we read for the lesson?

Exercise. 4. Translate the following sentences paying attention modal verbs:

1. We must listen to the radio today. 2. We couldn't find a newspaper there. 3. You may use my pencil. 4. How many people can you see in the class room? 5. May I leave the room? 6. Can you tell me the way to the Beruni Square? 7. I can read an English books. 8. You must read this text. 9. May I go to the Institute? 10. You must go to the doctor. 11. They must take English magazines.

Exercise. 5. Answer the questions according to the pattern.

Pattern: Why can't you do it now? (to go home at once) Because I must go home at once.

1. Why can't Pete to see me? (to finish his report) 2. Why can't you give me your book? (to return it to the library) 3. Why can't they read this Uzbek book? (to read an English book) 4. Why can't your daughter play with her doll? (to go to bed). 5. Why can't he stay at home? (to go to the Institute)

Exercise 6. Fill in the blanks with CAN or CAN'T:

1. She is a small baby. She eat meat, but she drink milk.
2. That dress is not expensive. I buy it.
3. A cat climb up a tree, but a dog
4. I'm very tired today. I clean my room.
5. John is very short. He play basketball very well.
6. We are very hungry, so we eat a lot of sandwiches.
7. He is very fat. He run very fast.
8. We sleep in the bedroom but we sleep in the bathroom.

Exercise 7. Fill in the blanks with CAN / CAN'T or MUST / MUSTN'T:

1. She is ill, so she see the doctor.
2. It's raining heavily. You take your umbrella.
3. We (not / pick) the flowers in the park.
4. Mike is nine months old. He (not / eat) nuts.
5. I am very tall. So I play basketball.
6. I'm sorry but we (not / come) to your party tomorrow.
7. You are speaking very quietly. I (not / understand) you.
8. I use your phone?
9. We go to the bank today. We haven't got any money.
10. My hands are dirty. I wash them.
11. It's late. I go now.
12. You stop at a red traffic light.
13. You (not / speed) in the city.
14. Tourists take their passports when they go abroad.
15. Footballers (not / touch) the ball with their hands.

16. you play the guitar?
17. I (not / come) with you now. Because I'm studying my lessons.

Exercise 8. Fill in MUST or MUSTN'T:

1. It's cold. You leave without your jacket.
2. You eat fruit and vegetables to stay healthy.
3. I go to the post office. I have a letter to send.
4. You speak rudely to your parents.
5. You park here – it's illegal.
6. We hurry or we'll miss the bus.

LISTENING. You're member of the staff in a lost property office in a department store. A woman comes to your office to report that she has lost something. As you listen, fill in the report form with the information she gives you.

Lost Property Report	
Item	1.
Total value	2.
Description	3.
Last time noted	4.
Last place noted	5.
If found, notify: Name	6.
Address	7.
Phone	8.

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Lesson 21. Great Britain. (2 hrs.)

Objectives: By the end of the lesson students will be able to:

- ✓ retell the text.
- ✓ Translate the text.

Skills to be emphasized: speaking, reading, writing

Materials: textbooks, photos, a tape.

Aim: to retell the text and improve students' speech. Ask students to look quickly through the text structure once more again. Tell students that they are going to retell the text **Great Britain**.

Great Britain.

The United Kingdom of Great Britain and Northern Ireland (the UK) has been official name of the British Kingdom since 1922. It includes England, Scotland, Wales, Northern Ireland and a

number of smaller Irelands. Others names for the UK are Great Britain and the British Isles. A poetic name for Britain is Alibon. It is an ancient name given to Britain by the Romans.

Not long ago Britain was the home country of a huge colonial empire. Almost 500 million people were subject of the British Empire. The term the British Commonwealth of Nations was used starting in 1931 to describe the relations between Great Britain and its colonies. Now the days of colonisms are over. The former colonies have become politically independent. But they still have some links with Great Britain. These countries are associated under the British Crown. The British Queen is proclaimed to be the head by a governor general.

The flag of Britain is called the *Union Jack*. It has the red cross of St. George of England, the white cross of St. Andrew of Scotland and the red cross of St. Patrick of Ireland, all on a blue back round. "God save the Queen/King" is the British national anthem. The words and tune probably date to the 16th century. The tune has also been used for patriotic songs in the USA and Germany.

Exercise. 1. Answer the following questions. 1. What does the UK stand for? 2. How many people were subjects of the British Empire? 3. When was the British Commonwealth of Nations used starting? 4. What have become the former colonies? 5. Who is proclaimed to be the head? 6. Who is the Queen proclaimed by? 7. How is called the name of the flag of Great Britain? 8. What is the name of the British national anthem? 9. What is the poetic name for Britain? 10. What is the date of words of them of Great Britain?

Parts of the Day.

There are four parts of the day: morning , afternoon , evening and night. Morning is the first part of the day. It is the time from sunrise until 12 o'clock p.m. In the morning we are busy. We go to school. When we arrive at school, we say "Good morning" to one another. The second part of the day is afternoon. Afternoon is the time from 12 o'clock to 6 o'clock p.m. Evening is the third part of day. It is the time from 6 o'clock p.m. until bedtime. Night is the fourth part of the day. It is the time from bedtime until sunrise. At night we sleep. When friends go away, they say "Good night".

MY BREAKFAST.

Hello. My name is Alex. I am going to tell you about my breakfast. As we know, it is not a secret that our meals influence much on our health and our mood. That is why I consider breakfast to be the most important meal in the day as it is the first our meal and it can put us in good spirits or it cannot. Now I shall tell you about my breakfast.

In the morning, I usually have porridge. I often start my breakfast with a cereal, which is not cooked, it is something dry, ready to be eaten or muesli – some grain or porridge that is not cooked with dried fruit, nuts and so on. I also like eggs (cooked in different ways). I do not practically eat butter; I prefer soft margarine – made of vegetable fat, which is not heavy and creamy. I do not eat jam at breakfast, I eat marmalade which is not sweet, there is slight bitterness; it is rather pleasant.

I usually do not have substantial breakfast on weekdays; I do it on weekends when I get up late. Very often, I have just tea or coffee with sandwiches. I usually take tea with milk. I like very strong tea without sugar.

Sometimes when I am in hurry, I do not have time to have proper breakfast and I go to the university being hungry. In such case, I usually buy something like "Snickers" or "Mars" on my way to the University.

Exercise. 1. Answer the following questions.

1. How many meals are eaten in your home? 2. What do you have for your breakfast (lunch, dinner)? 3. What do you have for your breakfast? 4. What is the most important meal in the day for you? 5. How often do you drink meal? 6. Why does Alwx doesn't eat jam at breakfast? 7. What meal does he to be the most important meal? 8. What does he usually have in the morning? 9. Why

does Alex have not substantial breakfast on weekdays? **10.** What kind of tea does he like? **11.** What meal can put us in good spirits? **12.** What does Alex not eat butter? **13.** What does Alex do when he is in hurry?

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Lesson 22. Grammar: The Present Indefinite Tense. (2 hrs.)

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for gist and listen for detailed information.
- ✓ Use *The Present Indefinite Tense* in situations.

Skills to be emphasized: Listening, speaking, reading, writing

Target structure: *The Present Indefinite Tense.*

Target vocabulary: *self-taught, to plan, to make a list of things, to find, a study area, to study regularly, etc.*

Materials: photos, a tape, textbooks

Starter

Aim: preparing students for the new lesson, introducing The Present Simple Tense.

The Present Simple Tense

Present Indefinite Tense- Use for things that the rule in general, or for things that happen sometimes or all the time. We use Present Indefinite Tense with always, never, often, sometimes, usually.

-es after -s, -ch, -sh

Affirmative form
I write

















Negative form.
I don't write

Interrogative form.
Do you write?

Exercise. 1. Choose the appropriate words.

- | | | |
|-------------------------------------|-----------------------|------------------------|
| 1. I swim – he ... <i>swims</i> ... | 6. I watch – he | 11. I come – he |
| 2. I study – he | 7. I fly – he | 12. I have – he |
| 3. I pay – he | 8. I wash – he | 13. I carry – he |
| 4. I go – he | 9. I write – he | 14. I make – he |
| 5. I buy – he | 10. I open – he | 15. I walk – he |

Exercise. 2 Build the sentences

				1. Paul <i>likes Coke and pizza</i> <i>He doesn't like carrots</i>
Paul	Coke	pizza	carrots	
				2. Sue and Ann
Sue & Ann	oranges	strawberries	pears	
				3. Jean
Jean	fish	meat	potatoes	
				4. I
You	cherries	onions	grapes	

Exercise.3. Choose the best answer:

cleans • drives • flies • gives • sings • ~~teaches~~ • waters

- A teacher ...*teaches*... elephants/children.
- A doctor medicine/carrots to children.
- A pilot tractors/planes.
- A singer songs/books.
- A zookeeper the school/elephant house.
- A taxi driver a taxi/plane.
- A gardener children/flowers.

Exercise. 4. Translate the following sentences into Uzbek

- He wants to go to school.
- My brother studies at the Institute.
- She goes to the University with her friends.

4. She gets up at 7 o'clock on Monday.
5. Olim lives near the Institute.
6. We speak English for a long time.
7. Our scientists examine a new method.
8. Every day I get up at 7 o'clock.

Exercise. 5. Fill in the blanks.



1.



2.



3.



4.



5.



6.



7.

1. Simon *lives* (live) in London.

2. He (work) in a school.

3. He (start) work at 8.30.

7. He (go) to bed at 10 o'clock in the evening.

4. He (stop) work at 2 pm.

5. He (have) lunch at 2.30.

6. He (read) books in the afternoon.

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Lesson 23. Text: Navruz. Doing exercises (2 hrs.)

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for gist and listen for detailed information.
- ✓ Know about Navruz and its celebrations.
- ✓ Enlarge vocabulary.

Skills to be emphasized: Listening, speaking, reading, writing.

Target vocabulary:

Materials a tape, textbooks.

Starter

Aim: focusing students' attention on the topic.

NAVRUZ

March 21 is the holiday of Navruz. In cities, towns and villages people of Uzbekistan celebrate Navruz, the eastern New Year, which is a holiday that celebrates the awakening of nature, and promotes friendship, fraternity and cultural and historical traditions.

March 21 is the spring equinox, meaning that day is equal to night everywhere on the planet. Our ancestors considered this day the beginning of the astronomical year. Uzbek scientists and poets of the past wrote that Navruz was celebrated long, long ago. During the Arab invasion of Central Asia, Navruz was prohibited, but after the downfall of the Arab Khalifate in the 9th and 10th centuries it was revived again.

Young and old prepare for Navruz in a flurry of spring cleaning, washing, scrubbing, painting and decorating of homes. A week before the holiday many people of Uzbekistan take part in a republic wide khashar (voluntary, unpaid work performed collectively). In honour of the holiday, new gardens are planted and machinery for cultivation is prepared for field work. A lot of money is donated to the Navruz fund.

Navruz is also a holiday of mercy and absolution. On this day people forgive one another their old offences and visit lonely and disabled, people trying to do whatever they can for those who need their care.

Families with many children and pensioners receive gifts and allowances. Navruz is also a holiday of youth, beauty and creativity. The streets, squares and parks of the towns and cities are beautifully decorated and full of music, songs and laughter. Dozens of professional ensembles demonstrate their skills.

Women cook a wide variety of delicious foods such as palov, shashlik, naryn, khasyp and manty. The choice of cakes, sweetmeats, jam and fruit is unbelievable. But the king of all these holiday dishes is sumalak, a high – calorie stew of germinated wheat, the making of which is a compulsory element in Navruz festival. Usually the women of the neighbourhood take part in the cooking. Only the best of cooks are entrusted with the important task of making sumalak. Jokes, songs and fun accompany the process of cooking. Sumalak is boiled for more than 24 hours in big cauldrons, the bottoms of which are covered with washed river stones and nuts. According to custom, those who get a stone when the dish is served in plates or cups will be fortunate in the coming year and their dreams will come true.

While the women are cooking sumalak, the men of the neighbourhood are often cooking halim, another traditional dish. It is made by boiling milk, veal, sheep, wheat and flour in a cauldron. It is also boiled for 24 hours. When it's hot, it is very tasty.

Exercise.1. Read and learn the meaning of the following new words and word's combinations.

absolution	kechirim	прощение
forgive	kechirish	прощение
offence	hafalik	obida
whatever	istagan,xar kim	lyuboy
to care	boqmoq,parvarish	uxajivat
gift	sovg'a	podarok
allowance	moddiy yordam	denejnaya pomosh
creativity	ijod	tvorchestvo
dozens	(12 dona)	dyujina
skill	san'at,hunar	iskusstvo, masterstvo
delicious	tansiq ovqat	delikatesnyy

Exercise. 2. Answer the questions.

1. What is Navruz?
2. How do people celebrate Navruz?
3. When was celebrating Navruz prohibited?
4. What foods are associated with Navruz?

Exercise. 3. Arrange the following words in pairs of synonyms.

Allowance, declare, absolution, to endow, gift, incapable, adornment, present, unfit, announce, decoration, forgive, to donate, disable, dull.

Exercise. 4. Choose the appropriate words.

1. The Uzbek custom of having meals (doesn't differ/differ) from that of the English. 2. Supper is the (first/midday/last) meal of the day. 3. The Uzbeks have dinner (at the same time/earlier/later) than Englishmen do. 4. The English custom of having (dinner/supper/lunch/afternoon tea) at one o'clock (is quite/isn't quite) usual for the Uzbeks.

Exercise. 5. Describe the topic.

1. Navruz celebration in our Institute.
2. Navruz celebration in our street.
3. Navruz celebration in our family.

Listening .Trains

	Platform №	Time	Destination
1			
2			
3			
4			
5			
6			
7			
8			

Adabiyotlar:

1. Anne Seaton, Y.H. Mew// Basic English Grammar 1, 2// Saddleback Educational Publishing, 3 Watson, Irvine, USA 2007.
 2. English grammar and vocabulary. Michael Vince. 2011.
 3. G'.Boqieva, F.Voxidova// Scale Up// G'ofur G'ulom nashriyoti. T., 2015
- ✓ Amaliy mashg'ulot slayd-prezintatsiyasi (diskda ilova qilindi)
 - ✓ Amaliy mashg'ulot uchun materiallar (diskda ilova qilindi)
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 - ✓ Mustaqil ta'lim uchuntarqatma materiallar (diskda ilova qilindi).

Lesson 25. Text: London. Working the text. Doing exercises. (2 hrs.)

Objectives: By the end of the lesson students will be able to:

- ✓ Translate the text.
- ✓ Use *Present simple tense in speech*.
- ✓ Retell the text.

Skills to be emphasized: speaking, writing, reading.

Materials: photos, textbooks, lip top

Aim: to translate the text and improve students' speech and do exercises. Ask students to look quickly through the text again. Tell students that they are going to translate the text.



London

London is situated about 40 miles (64km) from the mouth of the river Thames. It is divided by the river into two unequal parts. Most of the important buildings stand on the north bank. London is the heart of Britain. The oldest part of London is the City. The City is the financial and business centre of the Commonwealth. The centre of the City is a crossroads, a meeting of seven streets, where the Bank of England, the Royal Exchange and Mansion House (an official residence of the Lord Mayor) stand. Now about half a million people work in the City during the day. Among the sights of the City are the British Museum, the Royal Shakespeare Theatre, the Central Criminal Court and St. Paul's Cathedral, the bells of which ring at 9a.m. to mark the beginning of the new working day. The rest of London is traditionally divided into the West End and the East End. The West End is famous for shopping and entertainment. It includes theatres, cinemas, museums, pubs, galleries and famous London parks. The best known and largest park is Hyde Park. It is visited by thousands of Londoners every day. Together with Trafalgar Square and Parliament Square in front of the Houses of Parliament, Hyde Park is sometimes the scene of political demonstrations and marches. The East End is the working-class area with docks, industrial plants and factories. London plays a very important role in the industry of Great Britain.

Ex.1. Read and learn the meaning of the following new words and word's combinations.

mouth of the river, divided, unequal parts, Commonwealth, crossroads, traditionally divided, shopping and entertainment, political demonstrations and marches, working-class, important role in the industry

Ex. 2. Answer the questions.

1. Where in London situated off?
2. Why is London important to Great Britain?
3. How many area has London?
4. What is the capital of the country?
5. What are the main political parties of Great Britain?
6. What is the population of Great Britain?
7. Are there many universities in Great Britain?
8. What industries are highly developed in Great Britain?

Ex. 3. Translate the sentences.

1. London is an ancient city.
2. Each century brought new historical monuments.
3. Westminster is a good place to start sightseeing.
4. On the left bank of the Thames there are the House of Parliament.
5. In one of their beautiful towers there is the famous Big Ben.
6. Near the Houses of Parliament there is Westminster Abbey, a beautiful church, where many of the greatest writers are buried.
7. In the centre of London there is Trafalgar Square in the middle of which rises Nelson's Column.
8. Trafalgar Square is the place for meeting and demonstration.

Ex. 4. Make up the questions for these sentences.

1. Great Britain is a powerful country. 2. Yes, it is. London is a capital of Great Britain. 3. The longest river is the Severn. 4. The population of Great Britain is about 57 million people. 5. The climate of Great Britain is temperate and mild. 6. London is situated on the river Thames.

Ex. 5. Fill in the blanks with articles. Translate the text.

London, ... capital of Great Britain, is one of ... largest cities in Europe and the world. ... population of London is about nine million. London is also one of ... oldest cities in Europe. London lies in ... valley of ... Thames. Most of ... streets are narrow, Oxford and Regent Streets are ... busiest streets: there are ... lots of shops, department stores and offices there. There are many beautiful old buildings in ... centre of London. There are also ... modern buildings there. Most of the buildings house ... offices and hotels. Londoners are fond of ... beautiful parks of their city. They spend their week-ends in ... parks. They come there with ... children and take .. lunch baskets with them.

Ex. 6. Make these sentences Interrogative.

1. He goes to Buckingham Palace. 2. We shall go to Hyde Park at 7. 3. London has many beautiful bridges. 4. Nelson's Column has a large platform at the foot of it. 5. The Houses of Parliament have the clock tower. 6. He has got a book about London.

Ex. 7. Translate the sentences paying attention to the preposition for.

1. When he left London, I didn't see him for some time. 2. The British Museum is famous for its library. 3. London is famous for its bridges. 4. He spoke for half an hour.

Ex. 8. Choose the appropriate words.

1. Great Britain itself consists of (one/two) large and a number of small islands. 2. Great Britain (includes/doesn't include) North Ireland. 3. In the 19th century the United Kingdom of Great Britain consisted of (England itself, Scotland and Wales/Great Britain itself and a number of colonies). 4. "The City of London" is (the whole/only the central part) of London. 5. On a week day the population of the City (decreases/increases) to half a million. 6. The City of London is (compared/concerned) with finance. 7. The City is also a (market/measure/money) for goods. 8. The shopping and entertaining centre of London (lines/lights/lies) to the west of the City. 9. The name "West End" is associated with goods of high (quantity/ quality). 10. The best shops, hotels, museums, cinemas and theatres are situated in the (City/ East End/ West End).

Adabiyotlar:

1. Anne Seaton, Y.H. Mew// Basic English Grammar 1, 2// Saddleback Educational Publishing, 3 Watson, Irvine, USA 2007.

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- ✓ Amaliy mashg'ulot uchun materiallar (diskda ilova qilindi)
- ✓ Mavzu bo'yicha tarqatma materiallar (diskda ilova qilindi).
- ✓ Mustaqil ta'lim uchuntarqatma materiallar (diskda ilova qilindi).

Lesson 26. Grammar: The Past Indefinite Tense. (2 hrs.)

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for gist and listen for detailed information.
- ✓ Use *The Past Indefinite Tense* in situations.

Skills to be emphasized: Listening, speaking, reading, writing

Target structure: *The Past Indefinite Tense.*

Materials: photos, a tape, textbooks

Aim: preparing students for the new lesson, introducing new vocabulary and prepare students do listening task, introducing The Present Simple Tense.

The Past Simple Tense

*Оддий ўтган замон оддий ўтган
замонда содир бўлган иш-ҳаракатни
ифодалаш учун, ўтган замонда бўлган
воқеаларни ҳикоя қилишда
ишлатилади.*

*Оддий ўтган замон yesterday –
кеча, last week – ўтган ҳафта, an
hour ago – бир соат олдин, the other
day – шу ўтган кунларда, on каби
пайт ҳоллари билан ишлатилади.*

*Тўғри ва нотўғри
феъллардан ясалади*

Exercise.1.

- | | | | |
|----------------------|------------------|--------------|-----------------|
| 1. open ...opened... | 4. empty | 7. try | 10. fry |
| 2. love | 5. regret | 8. die | 11. smoke |
| 3. plan | 6. quarrel | 9. cry | 12. play |

Exercise. 2. Fill in the gaps:

1. He oftenbrings..... (bring) me flowers.
2. (you / meet) Paul yesterday?
3. Father (work) in the garden.
4. What (you / do) at the moment?
5. Mr Jones (paint) his house last month.
6. She (go) to school on foot every day.

7. It (be) hot yesterday.
8. The baby (not / sleep) now.
9. He never (drive) fast.
10. She (leave) Paris in 1987.

Exercise. 3:

Present	Past	Present	Past
have	had	begin	
	cut	do	
take		leave	
steal		shine	
drink			became
	put	hear	
make		write	
can		say	
find		get	
run		see	
tell		hold	

put up, cook, go, make, take, collect, drink, meet, speak, play, feel, sing



Last weekend I 1) went camping with my friends. We 2) tents and sleeping bags. Three of us 3) the tents while the others 4) wood and 5) a fire. We 6) potatoes and 7) Coke. In the evening, Tom 8) the guitar and everybody 9) songs. We 10) some French tourists and 11) to them in French. At about midnight, we all 12) sleepy, so we 13) to bed.

Exercise. 4. Fill in the blanks using the following words:

at the moment, always, two months ago, in 1986, last night, every weekend, last summer

1. We saw a really good film at the cinema**last night**.....
2. They went to Egypt for the whole month of August
3. My parents do the shopping
4. He finished school
5. I am working
6. She sneezes when she is near a cat; she's allergic to them.
7. He passed his driving test

Exercise. 5. Fill in the blanks:

1. He often**brings**..... (bring) me flowers.
2. (you / meet) Paul yesterday?

3. Father (work) in the garden.
4. What (you / do) at the moment?
5. Mr Jones (paint) his house last month.
6. She (go) to school on foot every day.
7. It (be) hot yesterday.
8. The baby (not / sleep) now.
9. He never (drive) fast.
10. She (leave) Paris in 1987.

Exercise. 6. Fill in the blanks with a verb from the box in the SIMPLE PAST:

break	swim	have	make	sit	write	spend	buy	drink	lose	wash
-------	------	------	------	-----	-------	-------	-----	-------	------	------

13. She a cake an hour ago.
14. She a hat last week.
15. The boy a letter yesterday.
16. They in the sea for an hour.
17. They a lot of Coke last night.
18. She her arm last week.
19. He all his money last week.
20. She a bath two minutes ago.
21. He his wallet last night.
22. She on the old chair a minute ago.
23. She the clothes yesterday.

Exercise.7. Fill in the blanks with the SIMPLE PAST of the verbs in brackets:

Last Saturday my father *took*.... (take) my friends and me to the circus. We(see) lots of things. My father (buy) us some popcorn and orange juice. We (eat) the popcorn and (drink) the orange juice.

We (laugh) at the funny clowns. There (be) a lion-tamer. The lions (do) tricks; they (jump) through hoops. A girl (ride) an elephant around the ring. We all (have) a wonderful time

Exercise 8. Write negative and interrogative forms of the following sentences. Theodore Dreiser wrote novels about capitalist America. 2. Dreiser was a progressive American writer. 3. In 1945 Dreiser became a member of the American Communist Party. 4. Caroline was eighteen years old. 5. She entered a large building. 6. Carrie knew the names of some firms. 7. She saw the director on the second floor. 8. The Parliament of our republic adopted law of education 10 years ago.

Exercise 9. Put correct form of the verb.

1, She (to look) out of the window. 2. Her sister's flat (to be) clean yesterday. 3. She (to walk) slowly through the door and (to come up) to the gentleman. 4. She (to want) to find some work. 5. Theodore Dreiser (to begin) to work at an early age. 6. The gentleman (to take) down her name and address. 7. My friend (to enter) vocational college last year. 8. They (to take) bachelor's degree 2 years ago.

Exercise 10. Put the verbs in proper tense.

1. Yesterday (to be) my day off. I usually (to wake up) early on my day off, but sometimes I (not to get up) at once. I (to get up) at eight o'clock yesterday. 2. "When you (to have) breakfast yesterday?" "I (to have) breakfast at nine in the morning." 3. We usually (to stay) in the country

over the week-end, but the weather (to be) bad and we (not to go) to the country tomorrow. 4. "When you last (to go) to the theatre?" "Two weeks ago." 5. I usually (to go) to bed at eleven o'clock. Yesterday my friends (to come) to see, me, and I (to go) to bed at one in the morning. 6. She (not to be) at home now. She (to play) tennis. 7. When your son (to go) to college? 8. Professional colleges (to give) a student an opportunity to acquire far more modern professions.

Exercise 11. Translate the sentences.

1. Kecha siznikiga kim tashrif buyurdi? – O'g'limning do'stlari. Biz ularni ko'rishdan xursand bo'ldik. Ular biznikida kechqurungacha qoldilar. 2. Kecha qayerda edingiz? – Men kinoga borgan edim. – Kino sizga yoqdimi? – Ha, juda qiziqarli film ekan. Menga u juda yoqdi. – Uyga soat nechada keldingiz? – Men juda kech keldim va tezda uxladim. 3. Kecha darsda biz yangi matn o'qidik. Keyin o'qituvchi bizga savol berdi, biz esa savollarga javob berdik. 4. Bugun nechada nonushta qildingiz? – Soat 8 da nonushta qildim. 5. Siz shaxmat o'ynashni yoqtirasizmi? – Ha, lekin hozir onda-sonda o'ynab turaman. O'tgan yili tez-tez o'ynab turar edim. 6. Odatda dam olish kunlarini oilam bilan o'tkazaman. O'tgan hafta shahar tashqarisiga chiqishga qaror qildik. 7. Mening kichik o'g'lim savol berishni yoqtiradi va men ularga javob beraman. 8. Kecha qayerda edingiz? Men siznikiga kelgan edim, ammo siz yo'q edingiz?

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1. Anne Seaton, Y.H. Mew// Basic English Grammar 1, 2// Saddleback Educational Publishing, 3 Watson, Irvine, USA 2007.
 2. English grammar and vocabulary. Michael Vince. 2011.
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- ✓ Amaliy mashg'ulot slayd-prezintatsiyasi (diskda ilova qilindi)
 - ✓ Amaliy mashg'ulot uchun materiallar (diskda ilova qilindi)
 - ✓ Mavzu bo'yicha tarqatma materiallar (diskda ilova qilindi).

Lesson 27. Texts: Sport in my life. (2 hrs.)

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for gist and for detailed information.
- ✓ Know information about the history of Olympic.
- ✓ Enlarge vocabulary.

Skills to be emphasized: Listening, speaking, reading, writing.

Target vocabulary: *sport events, football, I like, TV program, to win, games, gymnastics, etc.*

Materials: textbooks, hand-outs.

Aim: raising students' interest to sport, introducing new words.

Tell students to work in pairs. You may wish to rearrange pairs. Ask them to write the words they hear. Encourage students to use dictionary to look up unknown words.

SPORTS IN OUR LIFE

Sport is very popular in our country. Thousands of people go in for sports, because sports help people to keep in good health. The most popular sports in our country are football, volleyball, basketball, tennis, kurash. There are lots of stadiums, sports clubs and sports grounds in our country.

In every Institute students spend much time going in for sports. First of all they have their physical training lessons. And after the classes is over they may train at different sports clubs and sections. From time to time every Institute organizes competitions in different kinds of sport. The most popular kinds of sport in our Institute are football, basketball, wrestling, kurash. Some boys are also fond of boxing.

As for me, I am a football – fun. I try to watch every football match on TV. So, I watched the last play between “Surxon” and “Neftchi”. Our team played very well. As a result our team was the third and got only the Bronze medals.

Exercise.1. Read and learn the meaning of the following new words and word’s combinations.

popular	ommaviy	populyarniy
to help	yordam bermoq	pomogat
health	sog’lik	zdorove
sportsground	sport maydonchasi	sportploщadka
to spend	o’tkazmoq	provodit
section	seksiya, to’garak	seksiya
wrestling	kurash	borba
to be fond (of)	yaxshi ko’rmoq	lyubit
fun	ishqiboz	fanat
team	komanda	komanda
as a result	natigada	v rezultate

Exercise. 2. Answer the questions.

1. Do you go in for sports? 2. Do you take part in sport competitions? 3. What kind of sports are popular in Uzbekistan? 4. What kind of sport are you interested in? 5. What games are popular among the students? 6. What games can you play? 7. What competitions take place every year? 8. In what competitions you take part there? 9. What kind of sports is popular in Great Britain? 10. What kind of sports is popular in the USA?

Exercise. 3. Fill in the blanks with articles.

1. He is ... Master of Sports. 2. Many students in ... Great Britain and in ... USA go in for sports. 3. We have ... coach. 4. Sport is ... part of my life. 5. Cricket is ... very popular game. 6. There are many popular kinds of sports in ... Uzbekistan.

Exercise 4. Complete the sentences with prepositions.

1. Sport is a part ... my life. 2. ... summer I can play volley-ball, tennis, basketball and other games. 3. I am a member ... the Institute volley-ball team. 4. The English people like different kinds ... sports. 5. Many students ... Great Britain and ... the USA go ... for sports. 6. There are champions ... them. 7. The students can take part ... different sports competitions

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- ✓ Mavzu bo’yicha tarqatma materiallar (diskda ilova qilindi).
- ✓ Mustaqil ta’lim uchuntarqatma materiallar (diskda ilova qilindi).

Lesson 28. Grammar: The Future Indefinite Tense. (2 hrs.)

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for gist and listen for detailed information.
- ✓ Use *The Future Indefinite Tense* in situations.

Skills to be emphasized: Listening, speaking, reading, writing

Target structure: *The Future Indefinite Tense.*

Materials: photos, a tape, textbooks, hand-outs

Aim: preparing students for the new lesson, introducing new vocabulary and prepare students do listening task, introducing The Future *Indefinite* Tense.

The Future Indefinite Tense

The Future Simple Tense –
келаси ноаниқ феъли иш-
харакатнинг келаси замонда
бўлишини англатади. Бу замон
кўмакчи феъллар **shall** (I шахс
бирлик ва кўплик) ,**will** (II va III
шахс бирлик ва кўплик) орқали
ясалади. Бу феъллардан кейин
асосий феъл **to** юкламасисиз
ишлатилади.

**Affirmative
form**
We shall work.

**Interrogative
form**
Shall we work

Future Indefinite Tense **S+Shall/Will+V(I)**

- Tomorrow-ertaga
- Next year-kelasi yil
- In 2 days-2 kundan keyin
- The day after tomorrow-indinga
- I hope-men umid qilamanki
- I think, I don't think- o'ylanmanki
- Probably-mabodo
- May be- mabodo
- I'm sure-ishonamanki
- I'm not sure - men aniq o'yl-n
- Perhaps-mabodo



Exercise 1. Put the verbs in brackets in correct form.

1. He (have) the town tomorrow morning.
2. He usually (to read) newspapers in the evening.
3. Tom and Jack (to take) their exams next week.
4. Last year we (to go) Tashkent for our holidays.
5. Who (to go) to the museum with us next week-end?
6. Susan (to study) at our college.
7. Nick (to send) two letters to his friend in Moscow last month.
8. Diana (to spend) much time on books.

Exercise 2. Put the sentences into negative and interrogative forms.

1. We shall go to the country if it doesn't rain

2. Our neighbors will buy a new flat not far from the Art Museum.
3. Bill and Fred will take part in the conference next week.
4. Our family will leave for New York next month.
5. Betsy will come to us tomorrow.
6. I shall bring your book if I don't forget.

Exercise 3. Translate the following sentences into English.

1. Agar men institutni tugatsam zavodga ishga joylashaman.
2. Bizning guruhimiz ertaga ingliz tilidan imtihon topshiradi.
3. Darslarim tugagandan keyin, men uyga ketaman.
4. Kelgusi yil biz institutning yangi binosida o'qiymiz.
5. Institutimizning iqtidorli talabalari kelasi hafta shahar olimpiadasida ishtirok etadilar.
6. Talabalar ertaga kimyo laboratoriyasida tajriba o'tkazadilar.
7. Bil ishni yarim soatdan keyin tugatadi.
8. Ertaga institutda uchrashamizmi?

Exercise 4. Look at the pictures and fill in the blanks:



- | | |
|---|----------------|
| 1. Maria <u>will be a film star</u> | 5. Wendy |
| 2. Harry | 6. Bob |
| 3. Gregory | 7. Jenny |
| 4. Martin | 8. Chris |

Exercise 5. Fill in the blanks:

announce check fall fasten get give land serve stand

1. When the taxi arrives, we'll _____ in and go to the airport.
2. After we arrive at the airport, we'll _____ in at the airline ticket counter.
3. After they check our passports, they'll _____ us our boarding passes.
4. Before we go to our gate, we'll _____ in a long line to go through security.
5. When they _____ the flight, we'll get on the plane.
6. Before the plane takes off, we'll _____ our seat belts.
7. The flight attendant will _____ snacks and drinks.
8. If I don't _____ asleep, I'll work on my laptop.

Adabiyotlar:

1. Anne Seaton, Y.H. Mew// Basic English Grammar 1, 2// Saddleback Educational Publishing, 3 Watson, Irvine, USA 2007.

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Lesson 29. Text: English traditions. (2 hrs.)

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for gist and listen for detailed information.
- ✓ Enlarge the lexical resource with newspapers and magazines.

Skills to be emphasized: Listening, speaking, reading, writing

Target vocabulary: *daily, weekly, monthly, mass media, to inform, catchy headlines, etc.*

Materials: textbooks, some newspapers, hand outs.

Aim: preparing students to the new lesson, teaching new vocabulary, listening for detailed information.

ENGLISH TRADITIONS

Every country and every nation has its own traditions and customs. You cannot speak about England without speaking about its traditions and customs. Englishmen are proud of their traditions and carefully keep them up.

The English are stay-at-home people. "There is no place like home", they say. When they don't work they like to spend their days off at home with their families. They like to live in small houses with a small garden. People all over the world know the saying "The Englishmen's home is his castle". They say that English people keep to their traditions even in meals. Porridge is the dish Englishmen are very fond on. Many of them eat porridge with milk and sugar for breakfast. As for the Scotch, for example, they never put sugar in their porridge, they always put salt in it.

The breakfast time in England is between seven and nine. Then, between 12 and 2 there comes lunch time. In the afternoon, at tea-time the English like to have a cup of tea with milk. Some Englishmen have their dinner late in the evening. For dinner they have soup, fish or meat, vegetables, pudding or fruits. For supper they usually have a glass of milk and a cake or a cup of tea and a sandwich. The English are tea-drinkers. They have it many times a day. The Englishmen always drink tea out cups, never out of glasses. They usually drink tea with milk.

Exercise 1. Read and learn the meaning of the following new words and word's combinations.

own	xususiy	sobstvennyy
custom	qasr	krepost
to proud	faxrlanmoq	gorditsya
carefully	mexribonlik bilan	zabotlivo
stay-at-home	doim uyda o'tiradigan	domosed
castle	qal'a	zámok
even	xatto	daje
meal	ovqat	yeda
porridge	kasha bo'tqa	kasha
dish	taom	blyudo
sugar	qand, shakar	saxar
salt	tuz	sol

cup milk tea soup fish meat pudding supper glass to drink	piyola sut choy sho'rva baliq go'sht puding kechki ovqat stakan ichmoq	chashka moloko chay sup ryba myaso puding ujin stakan pit
--	---	--

Exercise. 2. Answer the questions.

1. Do the English drink much tea?
2. Do you know what the Englishmen say about their home?
3. What the English like?
4. What is the usual order of meals in England?
5. What do English people have for breakfast as a rule?
6. What is the usual time for lunch?
7. What is the usual time for tea?

Exercise. 3. Find in the text sentences with the verb “to have”, copy out and translate them.

Exercise 4. Choose the appropriate words.

1. In most English families breakfast is a much (simpler/bigger) meal than supper. 2. The English drink more (coffee/milk/tea/juice) than any other nations. 3. Lunch follows (afternoon tea/breakfast/dinner). 4. Nowadays there are (few/plenty of) families that have supper in England. 5. You can (really/already/always/hardly) call afternoon tea a meal. 6. The Uzbeks have dinner (at the same time/earlier/later) than Englishmen do.

Exercise 5. Read the joke.

Customer: Is it tea or coffee? It tastes like kerosene.

Waiter: If it tastes like kerosene, it is certainly tea. Our coffee tastes like turpentine.

Listening. Planes

	Flight №	Time	Destination
1			
2			
3			
4			
5			
6			
7			
8			

Adabiyotlar:

1. Anne Seaton, Y.H. Mew// Basic English Grammar 1, 2// Saddleback Educational Publishing, 3 Watson, Irvine, USA 2007.
 2. English grammar and vocabulary. Michael Vince. 2011.
 3. G'.Boqieva, F.Voxidova// Scale Up// G'ofur G'ulom nashriyoti. T., 2015
- ✓ Amaliy mashg'ulot slayd-prezintatsiyasi (diskda ilova qilindi)

- ✓ Amaliy mashg'ulot uchun materiallar (diskda ilova qilindi)
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- ✓ Mustaqil ta'lim uchuntarqatma materiallar (diskda ilova qilindi).

II SEMESTR

Lesson 1. Text: *Holidays in Great Britain*. Doing exercises. (2 hrs.)

Objectives: By the end of the lesson students will be able to:

- ✓ Talk about the newspapers and magazines.
- ✓ To do exercises on topic.
- ✓ Enlarge the lexical resource with newspapers and magazines.

Skills to be emphasized: reading, writing, speaking, listening.

Materials: textbooks, some newspapers, lip top.

Aim: preparing students to the new lesson.

Holidays in Great Britain.

There are some holidays in G.B. They are **Christmas day**, **Boxing Day**, New year's day, **Easter**, **Mayday**, **Spring** bank holiday and summer bank holiday. Public holidays in G.B. are called bank holidays because the banks as well as most of the offices and shops are closed. The most popular holiday is Xmas. Every year the people of Norway give the city of London the present. It is a big Xmas tree and it stands in Trafalgar square. Central streets are beautifully decorated. Before Xmas groups of singers go from house to house. They collect money for charity and sing carols traditional Xmas songs. Many churches hold a carol service on the Sunday before Xmas. The fun starts the night before, on the 24 of December. This is the day when people decorate their trees. Children hang stocking at the end of their beds, hoping that Santa Claus will come at night and fill them with toys and sweets. Xmas is a family holiday. Relatives' prepare for the big Xmas dinner of turkey and Xmas pudding and every one gives and gets presents. The 26 of December, Boxing Day are an extra holiday after Xmas. This is the time to meet friends or sit at home and watch TV. New Year's day is less popular in Britain than Xmas. Besides public holidays there are some special holidays in Britain. One of them takes place on the 5 of November. On that day in 1605 Guy Fawkes tried to blow up the House of Parliament and kill a King James the first. But he didn't succeed. The King's man found the bomb and took Guy Fawkes to the tower. Since that day the British celebrate the 5 of November. There are also smaller holidays in G.B.

Ex.1. Read and learn the meaning of the following new words and word's combinations.

provision
right

| nizom
| xuquq

| polojenie
| pravo

to decide	qaror chiqarmoq	reshat
to observe	nishonlamoq	otmechat
own	xususiy	sobstvennyy
major	eng katta	bólshiy
Columbus Day	Kolumb kuni	Den Kolumba
to commemorate	nishonlamoq (bayramni)	prazdnovat(godovщinu)
discovery	kashfiyot	otkrýtie
Independence Day	Mustaqillik kuni	Den Nezavisimosti
signing	ko'rsatma	ukazanie
draft	loyiha	proekt
to be adopted	qabul qilmoq	быт prinyatým
celebration	nishonlash	prazdnovanie
since	. . . dan boshlab	s, s tex por
patriotic	vatanparvar	patrioticheskiy
traditionally	an'anali	traditsionnyy
firing	otishma	strelba
gun	qurol	orudie, pushka
firework(s)	mushak, mushakbozlik	feyerverk
open-air meeting	ochiq xavodagi miting	miting na otkrytom vozduxe
Thanksgiving Day	Raxmdillik kuni	Den Blagodareniya
harvest	xosil	urojay
to reap	(g'allani o'rmoq)	jat, pojinat
starvation privation	ocharchilik kambag'allik	golodlishenie, nujda
to proclaim	e'lon qilmoq	provozglashat
to pass	qonunni qabul qilmoq	prinimat (zakon)
resolution	qaror	rezolyusiya
church services	cherkov ishchilari	serkovnyeslujby
reunion	qaytadan birlashish	vossoedinenie
lantern	chiroq	fonar
pumpkin	oshqovoq	тыква

Ex. 2. Answer the questions.

1. When is Easter celebrated?
2. Where is Halloween celebrated?
3. Where do children and young people go on Halloween?
4. What do they take with them?
5. What is a valentine?
6. When is Independence Day celebrated?
7. Whom do people send their valentines to?

Ex. 3. Insert articles where necessary.

1. While I packing ... things my husband was getting ... car ready. 2. We decided to spend ... week-end out of town. 3. Everybody enjoyed ... picnic on ... green grass by ... river. ...sky was clear, .. day was nice and warm. 4. While the girls were picking ... flowers ... boys were playing volley-ball. 5. As for me I'm not ready for .. trip. I'll be ready in ... couple of hours. 6. Let's put ... blanket on ... grass and have lunch.

Ex. 4. Insert prepositions or adverbs.

1. I can't agree ... you that spoken English is difficult. As ... me I think it's easy. 2. We decided to stay ... town ... the week-end because it was getting quite cold. 3. There are different ways ... spending a holiday. Some people like to go ... town, others stay ... home or go ... the theatre. 4. Would you like to join us ... lunch? 5. Everyone laughed ... the dog which was trying to open the door. It looked very funny. 6. Jack's fallen asleep ... his armchair. He must be very tired.

He was driving the car the whole afternoon. 7. None ... us wanted to go ... town ... such cold weather.

Ex. 5. Give the three forms of the following verbs.

To spend, to decide, to observe, to proclaim, to pass, to stay, to like, to drive, to ask, to say, to wake, to find, to lie, to break.

Ex. 6. Complete the sentences.

1. ... always celebrated by gathering together family and friends.
2. Each state has ... holiday to observe.
3. ... the discovery of America.
4. ... remind the people who are important
5. It marks the beginning of autumn and
6. Traditionally it is ... parades and open-air meetings.
7. ... by church services and

Ex. 7. Select the correct answer.

1. What part of the country are there many harbours in?
 - a) in the northern part
 - b) along the Atlantic coast
 - c) in the southern part
2. What century did Columbus discover the continent?
 - a) in the 14th century
 - b) in the 13th century
 - c) in the 15th century
3. What nationality were the first settlers of?
 - a) they were Dutch
 - b) they were Englishmen
 - c) they were Japanese
4. Who was the first President of America?
 - a) Washington
 - b) Lincoln
 - c) Roosevelt
5. What holiday is in America on the 4th of July?
 - a) Thanksgiving day
 - b) The Day of Independence
 - c) Washington's birthday

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Lesson 2 Grammar: Types of Questions (4 hrs.)

(General question. Alternative question. Special question. Disjunctive question).

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for gist and listen for detailed information.
- ✓ Use *Special questions* in meaningful situations.

Ноъмалум нарсa ходисa вa воқeалар ҳaқидa бирор маълумот олиш учун ишлатилaдиган сўроқ гап дейилaди. Гапнинг структураси интонацияси вa бошкa хусусиятларига кўрa сўроқ гап турлари турли хил бўлaди.

✓ Enlarge the lexical resource for benefits, challenges and risks of independent learning.

Skills to be emphasized: Listening, speaking, reading, writing.

Materials: photos, a tape, textbooks, hand outs

Aim: preparing students for the new lesson, identifying advantages and disadvantages of traditional teaching and independent learning.

Maxsus so‘roq gapda so‘z tartibi

(WORD ORDER IN THE SPECIAL QUESTION)

Maxsus so‘roq gapda so‘z tartibi qo‘yidagicha

So‘roq so‘z+ko‘makchi

fe‘l+ega+kesim+aniqlovchi+to‘ldiruvchi+xol

What can you say about seasons in Uzbekistan?

So‘roq olmoshlari

Who? – Kim?

What? – Nima? Qanday?

Where? – Qayerga?

Why? – Nega? Nima uchun?

When? – Qachon?

How? – Qanaday?

Whose? – Kimning?

Match

.

Who is that man over there? – Ana u yerdagi odam **kim**?

What is this? – Bu **nima**? **What color** are her eyes? – Uning ko‘zlarining rangi **qanday** rangda?

Where are you, Jim? – Jim, **qayerdasan**?

Why are you late? – **Nega** kech qolding?

When will you come? **Qachon** kelasiz?

How are you? – Ahvollar **qanday**?

Whose book is that book? – Ana u **kimning** kitobi?

Special question.

Махсус сўроқ гап тури гап бўлакларига берилган савол тури булиб сўроқ олмошлари билан бошланади..

General question.

батдан саволга ифодаланган фикрни тасдиқ ёки кавобини олиш учун ишлатилади. Умумий сўроқ одал феъллар билан бошланади. Умумий сўроқ гап ол феъллар, эга, асосий феъл, тўлдирувчи ёки хол. ун гапга берилади.

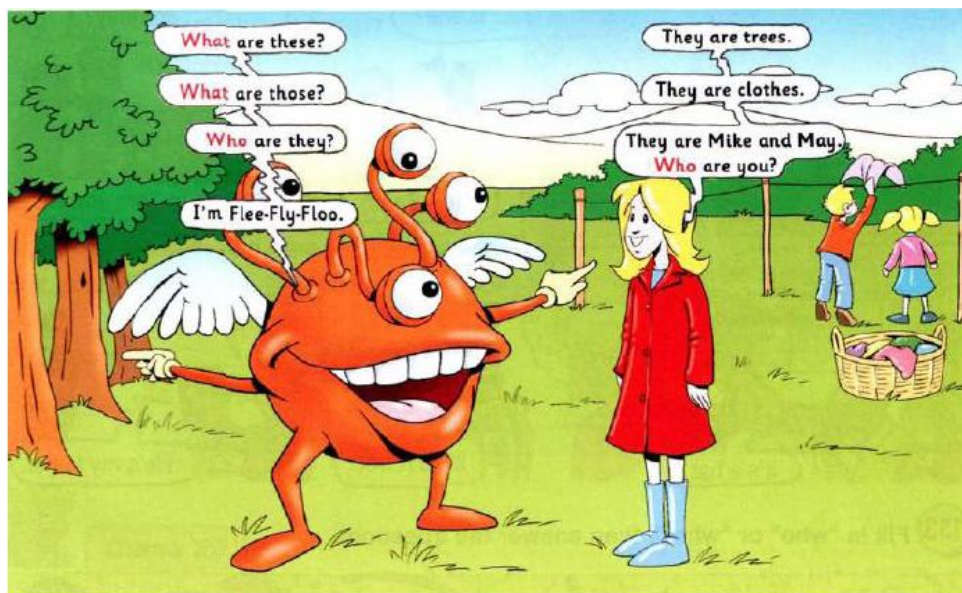
Alternative question. (танлов сўроқ гап).

Танлов сўроқ гапда бир-бирига зид бўлган икки, баъзан уч нарсa ёки ҳодисанинг қайси бири туғрилигини сўралади. Бу сўроқ гап икки қисмдан иборат, бўлиб улар ўртасида айирув боғловчиси “or” (ёки) келади. Бунда сўз тартиби умумий сўроқ гапникига ухшаган бўлади. Лекин сўралаётган предмет ёки ҳодисаларни бирини танлаб олиб тўла жавоб кайтарилади.

Disjunctive question. (ажратилмаган сўроқ гап) ёки тасдиқ сўроқ гап.

Тасдиқ сўроқ гап икки қисмдан тузилади. Биринчи қисм ёки бўлишсиз дарак гапдан ва иккинчи қисми қисқартирилган умумий сўроқ гап бўлади. Агар гапнинг биринчи қисми бўшликли булса, иккинчи қисми қисқа бўлишсиз гап бўлади. Тасдиқ сўроқ гапда жавоб бўлишли ёки бўлишсиз бўлади.

Look at the picture and pay attention to the usage of Special Questions



Exercises:

Bob: Hello. Can you hear me?
 Prof. Jones: Yes. 1) *Who*... is that?
 Bob: It's Bob. 2) are you?
 Prof. Jones: I'm Professor Jones. 3)
 can you see?
 Bob: I can see lots of flowers.
 Prof. Jones: 4) colour are they?
 Bob: Yellow. And there are blue fruit trees.
 Prof. Jones: 5) is in the tree?
 Bob: It's a green monster.
 Prof. Jones: 6) has it got?
 Bob: It's got a blue fruit.



Use “*who*”, “*whose*”, “*what*”, “*when*” or “*where*”.

- | | | |
|--------------------------------------|----------------------|--------------------------|
| 1. <i>Where</i> ? in the park. | 8. ? Peter. | 15. ? at noon. |
| 2. ? Jane's. | 9. ? a horse. | 16. ? Mother. |
| 3. ? a table. | 10. ? at night. | 17. ? Father's. |
| 4. ? at 6 o'clock. | 11. ? today. | 18. ? at Christmas. |
| 5. ? at school. | 12. ? Julie. | 19. ? on Tuesday. |
| 6. ? the doctor. | 13. ? a snake. | 20. ? in the room. |
| 7. ? on Sunday. | 14. ? John's. | 21. ? in May. |



1. *Who* is the bear? *Peter* *What* has he got? A banana.
2. is the pirate? has he got? A sword.
3. has the ballerina got? A flower. is the ballerina?
4. are the ghosts? are the robots?
5. has Dracula got? Big teeth. has the doctor got? A bag.
6. have the robots got? Balloons. is the doctor?
7. has the cowboy got? A big hat. is the cowboy?
8. have the ghosts got? White gloves. is Dracula?

Use “*who*”, “*whose*”, “*what*”, “*when*” or “*where*”.

- | | | |
|--------------------------------------|----------------------|--------------------------|
| 1. <i>Where</i> ? in the park. | 8. ? Peter. | 15. ? at noon. |
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| 6. ? the doctor. | 13. ? a snake. | 20. ? in the room. |
| 7. ? on Sunday. | 14. ? John's. | 21. ? in May. |

Ex 1: Maxsus so‘roq gapga aylantiring.

1. He read and leant the rhyme.
2. I got up a 6 o'clock last Monday.
3. We student, different subjects last year.
4. The worker as a clerk in an office last year.
5. The postman came here early in the morning.
6. The children went there in the afternoon.
7. Ann ran there to call the doctor.
8. Nick will go there next Monday.
9. The boys will stay in the library after school.
10. The driver will go the town in the afternoon.

Ex 2: Savollarga to‘liq javob bering.

1. How many times a day do you eat?
2. When did the teacher read an interesting story to the students?
3. What did the teacher do yesterday?
4. Where was the dress bought?
5. What kind of sports are you interested in?
6. What sportsmen do you know?
7. Why is your hair wet?
8. Who has finished this text?
9. When will Ann go there?
10. Where did you go early in the morning?

Ex 3: Tanlov so‘roq gap turiga o‘tkazing.

1. The like this book. 2. I will translate this article. 3. I can speak English.
4. I like to dance. 5. I want to go to the cinema. 6. I will help you.
1. I know about it. 8. I read this book. 9. I walk to the University.

11. I can write the letter.

Ex 4: Give full answer

1. What bread do you prefer to eat, of wheat or rice?
2. What do horses prefer to eat, oats (suli) or hay (pichan)?
3. What do cows prefer to eat green fresh grass or hay?
4. Is he working or resting?
5. Do you like ice cream or chocolate?
6. Is your brother a doctor or a teacher?
7. Were you in the office last Saturday or Monday?
8. Was it very warm or hot last summer?
9. Is the horse in the hospital or in the garden?
10. Have you green or black shoes?

Ex 5: Answer the following sentences

1. They had a lot of flowers in the garden, hadn't they?
2. The girl has no parents, has she?
3. Anna has no brothers, has she?
4. You have many friends at school, haven't you?
5. You are sixteen, aren't you?
6. Pete is not present today, is he?
7. It was cold yesterday, wasn't it?
8. They were at the theatre last Sunday, weren't?
9. We are not in the theatre garden, are we?
10. Your parents had no TV set, had they?

Ex 6: Complete the sentences.

1. This box is always late ...?
2. Your grandfather is old ...?
3. Pete's sister is only five ...?
4. The teacher was not at the theatre ...?
5. Your bag is not black ...?
6. Their flat is large ...?
7. The kitchen was the smallest room ...?
8. Kate was not lazy ...?
9. It is 10 o'clock ...?
10. It is Monday today ...?

Adabiyotlar:

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Lesson 3. Text: The climate and nature of England. (2 hrs.)

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for gist and for detailed information.
- ✓ Use *types of questions* in situations.
- ✓ Enlarge vocabulary.

Skills to be emphasized: Listening, speaking, reading, writing.

Materials: photos, a tape, textbooks

Aim: focusing students' attention on the topic, teaching new vocabulary.

The climate and nature of England.

Great Britain is situated on islands. It is washed by seas from all sides. That's why the climate and the nature of Great Britain is very specific. It is not very cold in winter and never very hot in summer. There is no ice on the lakes and rivers in winter. It rains very often in all seasons. Britain is famous for its fogs, sometimes fogs are so thick that it is impossible to see anything within 2 or 3 meters. There are many rivers and very beautiful lakes, but there are no great forests in the British Isles. The mountains there are not very high, but very beautiful. The most picturesque part of the country is highlands in the North of Scotland. This is a region of mountains and rivers, small towns and villages. In Wales there are also many beautiful mountains and valleys. The highest mountain in Wales is Snowdon. Everyone who comes to England says that it looks like one great beautiful park. The Englishmen love their country and take care of it. They are very fond of hedges, they prefer hedges to ordinary fences. The hedges are very beautiful in different seasons.

Ex.1. Read and learn the meaning of the following new words and word's combinations.

part	qism	chast
continent	qit'a	kontinent
to be washed	yuvilmoq	омывatsya
over	. . . ga yaqin	okolo
several	bir qancha	neskolko
region	mintaqa	region
south	janub	yug
district	rayon	rayon
administrative	ma'muriy	administrativnyy
without	. . . siz	bez
memorial	memorial	memorial
column	ustun	kolonna
union	ittifoq	soyuz
death	vafot etish	smert
figure	xaykal	figura
to meet	yig'ilmoq	sobiratsya
high	baland	высоkiy
beautiful	go'zal	prekrasnyy
building	bino	zдание
marble	marmardanbo'lgan	мраморныy
to hold	sig'dirmoq	вмещат
residence	xukumat	р ye z i d ye nsiya
public	xalqqa oid	народныy

Ex. 2. Answer the questions.

1. What country is the USA?
2. What is the territory and population of the USA?
3. What is the capital of it?
4. What kind of building is Capitol?

Ex. 3. Choose the appropriate words.

1. The Constitution of the USA was (adopted/achieved/ devoted) in 1789. 2. The Constitution (divides /decides / defines) the structure of the government. 3. The federal Government of the USA is (defined /decided /divided) into three branches. 4. The purpose of the Cabinet is to (attend /adopt / advise) the President. 5. The President is the (head / heart) of the Government of the USA. 6. Young colonies in America grew under the British (rule/rate/right) until the Revolutionary war of 1775-1783. 7. After the Revolutionary war the USA began to develop was (excited/stretched/established) at the very beginning of the 17th century. 8. The number of members to the House of Representatives is (determined/divided) by the population of each state.

Ex. 4. Tell about the USA by the plan.

1. The geographical position of the USA. 2. The population of the USA. 3. The number of states united in the Federal Union. 4. The President of the USA. 5. The main political parties of the country and their functions.

Ex. 5. Read the joke.

- Who's calling? – was the answer to the telephone call.
- Watt.
- What is your name, please?
- Watt's my name.
- That's what I asked you. What's your name?
- That's what I told you. Watt's my name. A long pause and then, from Watt, Is this James Brown?
- No, this is Knott.
- Please, tell me your name.
- Will Knott. Where upon they both hung up.

GRAMMAR: USED TO VA WOULD**“Used to” iborasi**

“Used to” (qilar edim...) iborasi har doim fe'llarning infinitive shaklini talab qiladi:

Subject + used to + do (Verb1) smth.

“Used to” iborasi o'tgan zamonda doimiy ravishda takrorlanib bajarilgan, ammo hozirgi kunda bajarilmaydigan faqat eslanadigan ish-harakatni ifodalash uchun qo'llanadi:

Five years ago, I used to smoke 10 cigarettes a day, but now, I don't smoke – men besh yil ilgari bir kunda 10 ta sigaret chekar edim, ammo hozir chekmayman.

Years ago, Mr. Jones used to come to my place every evening and we used to play a game of chess – bir necha yil ilgari janob Jons har oqshom menikiga kelardi va biz bir partiya shaxmat o'ynar edik.

In my childhood, there used to be a shop in our street, but it was pulled later – bolaligimda ko'chamizda bir do'kon bo'lar edi, ammo u keyinchalik buzildi.

In my childhood, I used to eat much ice-cream, but I hate it now – bolaligimda men muzqaymoqni ko'p yerdim, ammo hozir uni yoqtirmayman.

Years ago, John used to have an old car, but he sold it later – bir necha yil avval Jonning bir eski mashinasi bor edi, ammo keyinchalik uni sotib yubordi.

Bo'lishsiz shakli “did” yordamchi fe'liga “not” inkor yuklamasini qo'shib yasaladi:

Subject + did + not + use + to do smth.

Five years ago, I didn't use to smoke, but I smoke a lot now – besh yil ilgari men chekmas edim, ammo hozir ko'p chekaman.

Years ago, Mr. Jones didn't use to come to my place at all but he comes to my place every evening and we play a game of chess – bir necha yil ilgari janob Jon menikiga umuman kelmas edi, ammo hozir u har oqshom menikiga keladi va biz bir partiya shaxmat o'ynaymiz

In my childhood, there didn't use to be any shop in our street, but it was built later – bolaligimda ko'chamizda bironta do'kon yo'q edi, keyinchalik qurildi.

In my childhood, I didn't use to eat much ice-cream, but I like it now – bolaligimda ko'p muzqaymoq yemas edim, ammo hozir uni yoqtiraman.

So'roq shaklida “did” yordamchi fe'li egadan oldinga chiqadi:

Did + Subject + use + to do smth...?

Did you use to smoke five years ago? - Yes, I did / No, I did not

Did Mr. Jones use to come to your place every evening? - Yes, he did / No, he did not

Did there use to be any shop in your street in your childhood? - Yes, there did / No, there did not.

Did you use to eat much ice-cream in your childhood? - Yes, I did / No, I did not
Did Mr. John use to have an old car years ago? - Yes, he did / No, he did not

Syn: Would

Five years ago, I **would** smoke 10 cigarettes a day, but I don't smoke now.

Many years ago, Mr. Jones **would** come to my place every evening and we **would** play a game of chess.

In my childhood, there **would** be a shop in our street, but it was pulled later.

In my childhood, I **would** eat much ice-cream, but I hate it now.

Years ago, John **would** have an old car, but he sold it later.

1. O'zbek tiliga tarjima qiling:

1. Water boils at 100 degrees Celsius.
2. Excuse me, do you speak English?
3. What do you usually do at weekends?
4. Most people learn to swim when they are children.
5. I promise I won't be late.

2. Read the following (a) in the negative (b) in the interrogative.

Gaplar

- 1 You know the answer
- 2 He has breakfast at 8.00
- 3 The park closes at dusk
- 4 He misses his mother
- 5 She dances in competitions
- 6 You remember the address
- 7 The children like sweets
- 8 She plays chess very well
- 9 He finishes work at 6.00
- 10 These thieves work at night

+	-
+	
	-

3. Put the verbs in brackets into the simple present or the present continuous tense.

1. Cuckoos (not build) nests. They (use) the nests of other birds.
2. You can't see Tom now: he (have) a bath.
3. He usually (drink) coffee but today he (drink) tea.
4. What she (do) in the evenings? ~ She usually (play) cards or (watch) TV.
5. I won't go out now as it (rain) and I -(not have) an umbrella.
6. The last train (leave) the station at 11.30.
7. He usually (speak) so quickly that I (not understand) him.
8. Ann (make) a dress for herself at the moment. She (make) all her own clothes.
9. Hardly anyone (wear) a hat nowadays.

I'm afraid I've broken one of your coffee cups. — Don't worry. I (not like) that set anyway.

4. Kerakli joyda nuqtalar o'rniga tegishli predloglarni qo'ying.

1. We live ... Tashkent. 2. They work ... the Ministry. 3. I usually go ... the office ... the morning. 4. Do you speak English or Uzbek ... your teacher? 5. "Where's your pencil? Is it ... the table?" "No, it's ... the floor ... the table." 6. Take your pen ... your bag and write this sentence. 7. We often write ... the blackboard ... class. We usually write ... our exercise-books ... home. 8. "What do you usually do ... your English lessons?" "We read, write and speak English ... our lessons." 9. Are you going ... the office or ... your lesson? 10. Don't go ... that room. 11. Look ... the blackboard, please. 12. ... What language do you speak ... classes?

5. Ingliz tiliga tarjima qiling.

a) bormoq, kelmoq, yurmoq, ketmoq fe'llari tarjimasiga e'tibor bering.

1. Men idoraga odatda ertalab ketaman. 2. Biz Quvaga tez-tez borib turamiz. 3. U yerga bormang, iltimos. 4. Marhamat qilib bu yerga keling. 5. Marhamat Toshkentga keling. 6. Ular

ba'zan Buxoroga borishadi. 7. Ular odatda Toshkentga qachon kelishadi? 8. Bu yerga ertalab kelmang, iltimos. 9. Kiring, marhamat. 10. Iltimos, xonaga kirmang. 11. Qayerga ketyapsiz?

6. Qavs ichidagi so'zlardan mosini tanlang va gaplarni o'qing.

1. (How, how well) do you get your office? 2. (How, how well) does your wife know French? 3. (How, how well) does your friend speak German? 4. (How, how well) do you translate this sentence from Uzbek into English? 5. (How, how well) do you do these exercises? 6. (How, how well) does she get home?

7. Kerakli joyda nuqtalar o'rniga tegishli predloglarni qo'ying.

1. Umid is always ... time his lessons. 2. We often go.... the blackboard ... class. We write a lot ... sentences ... the blackboard. 3. "Where does he usually go ... work?" "He usually goes ... home". 4. I like to speak English ... my sons. 5. Please, tell her ... your friends. 6. Please translate this text ... Uzbek... English. 7. What do you usually speak ... class? 8. How often do you write... your friends? 9. When do you usually get ... home? 10. How do you get ... your office? 11. He's going to write ... me ... a week.

8. Nuqtalar o'rniga kerakli joyda artikl yoki egalik olmoshini qo'ying.

My son's ... engineer. He works at ... factory. He knows ... French and ... German. He learns ... English and is doing very well. He has ... English in ... morning. He's always in ... time for ... lessons. In ... evening he does... homework. He often translates ... sentences from ... Uzbek into ... English. He often reads ... English magazines and newspaper at ... home. He likes ... English classes very much.

Adabiyotlar:

1. Anne Seaton, Y.H. Mew// Basic English Grammar 1, 2// Saddleback Educational Publishing, 3 Watson, Irvine, USA 2007.
 2. English grammar and vocabulary. Michael Vince. 2011.
 3. G'.Boqieva, F.Voxidova// Scale Up// G'ofur G'ulom nashriyoti. T., 2015
- ✓ Amaliy mashg'ulot slayd-prezintatsiyasi (diskda ilova qilindi)
 - ✓ Amaliy mashg'ulot uchun materiallar (diskda ilova qilindi)

Lesson 4. Text: *Independent Uzbekistan. Working on the text* (2 hrs.)

Objectives: By the end of the lesson students will be able to:

- ✓ Retell the text.
- ✓ Translate the text.
- ✓ Use *to be going to* in meaningful situations.
- ✓ Make sentences.

Skills to be emphasized: reading, speaking, writing, listening

Materials: textbooks, hand-outs, lip top, photos.

Aim: To check up students' speech skills.

Independent Uzbekistan.

The great holiday of our people is the Independence day. This holiday is widely celebrated on the 1st of September every year. As we know the Independence of Uzbekistan was declared on the 31st of August in 1991. The proclamation of independence of the Republic of Uzbekistan on September 1, 1991, is a landmark in the history of the republic. After Uzbekistan had become an independent state many changes underwent in its foreign and home politics. Uzbekistan has its own Constitution, anthem, flag and emblem. Uzbekistan became the member of the United Nation Organization on the 2nd of March in 1992 and was recognized by over 131 states of the world. Uzbekistan has its own major principles of foreign and home politics. More than 131 developed

countries of the world admitted Uzbekistan as an Independent state. Now state can't live without foreign economic relations. Uzbekistan maintains economic and cultural relations with the USA, Japan, Great Britain, France, Germany, Turkey and many others. Uzbekistan participates in different international festivals, exhibitions and so on. From year to year the number of joint-ventures, new plants, factories, embassies are increasing in our Republic. Uzbekistan is a multinational republic. The population of Uzbekistan is more than 33 million people.

Exercise 2. Ask students to read the questions and discuss them with their partner.

When is the Independence Day celebrated? **2.** When was the Independence Day declared? **3.** When did Uzbekistan become the member of the UNO? **4.** How many developed countries of the world admitted Uzbekistan as an Independent state? **5.** What countries does Uzbekistan maintain economic and cultural relations with?

Exercise 3. Make up sentences with the following words and expressions.

The great holiday, celebrated, proclamation, underwent, changes, foreign and home politics, own, major principles, developed, maintains, relations, international festivals, joint-ventures, exhibitions, Embassies, increasing, multinational republic, population

Exercise 4. Put the sentences into negative and interrogative forms.

1. Independence of Uzbekistan was declared on the 31^s of August in 1991. **2.** Uzbekistan has its own Constitution, anthem, flag and emblem. **3.** Uzbekistan became the member of the United Nation Organization on the 2nd of March in 1992 **4.** More than 131 developed countries of the world admitted Uzbekistan as an Independent state. **5.** Uzbekistan participates in different international festivals, exhibitions and so on. **6.** The population of Uzbekistan is more than 21 million people. **7.** Uzbekistan maintains economic and cultural relations with the USA, Japan, Great Britain, France, Germany, Turkey and many others. **8.** Uzbekistan is a multinational republic.

Text: "Problem cause"

Problems can be divided into several types according to scientists' opinion. In society, a problem can refer to particular social issues, which, if solved, yield social benefits, such as increased class harmony or industry productivity. Many would like to see an end to all social problems, known as a wicked problem, that may unfortunately never occur. In business and engineering, a problem is often defined as a difference between actual conditions and those that are required or desired. Consider the case of the asset manager. Sometimes, the causes of a problem here are not known, in which case root cause analysis is employed to find the causes and identify corrective actions. In chess, a problem is a puzzle, often for others to get an instruction or intellectual satisfaction from determining the solution. In academic discourse a problem is a challenge to an assumption, that requires synthesis and reconciliation. It is a normal part of systematic thinking, the address of which adds to or detracts from the veracity of a conclusion or idea. Problematization is employed to fix these kinds of Money is the number one thing that couples argue about problems. A good example of an optimization problem is the travelling salesperson problem. Another good example of this type of a problem is how to optimize and tune the electronic telescope arrays in Arizona so as to maintain connectivity with Voyager satellites as they begin to leave the solar system. In rock climbing, a problem is a series of rocks. For more challenging courses, a climber would seek out those rock climbing walls that require a longer reach or, perhaps, even a lunge

Exercise 1. Match the words and definitions

Superficial	not thorough, deep, or complete; cursory
to fix	a solution to a problem, especially one that is hastily devised or make shift
repeatedly-	if you do something repeatedly, you do it many times
to figure out	if you figure out a solution to a problem or the reason for something, you succeed in solving it or understanding it
an incident	an instance of something happening; an event or occurrence
a reason	a cause, explanation, or justification for an action or event
a likelihood	the state or fact of something being likely; probability
to trigger	an event that is the cause of a particular action, process, or situation
to trace (back)	if you trace the origin or development of something, you find out or describe how it started or developed.

Listening. Listen to some short dialogue. In each dialogue you will hear someone ask a question about the time. When the answer is given write down the time in the space below.

1. A: Excuse me. Can you tell me the time, please.
B: Yes, it's _____
2. A: Do you have the right time, Please
B: I think it's _____
3. A: Do you know what time the next bus is, please?
B: Yes, it's _____
4. A: What time do you finish your work today?
B: _____
5. A: When do the shops open, please?
B: _____
6. A: What time does the London train leave, please?
B: _____
7. A: What's the next train to Birmingham, please?
B: _____
8. A: Excuse me please. What time does the Liverpool train arrive?
B: _____
9. A: When the Paris flight leave, please?
B: _____
10. A: What time's the next flight to Amsterdam, please?
B: _____

Adabiyotlar:

1. Anne Seaton, Y.H. Mew// Basic English Grammar 1, 2// Saddleback Educational Publishing, 3 Watson, Irvine, USA 2007.
 2. English grammar and vocabulary. Michael Vince. 2011.
 3. G'.Boqieva, F.Voxidova// Scale Up// G'ofur G'ulom nashriyoti. T., 2015
- ✓ Amaliy mashg'ulot slayd-prezintatsiyasi (diskda ilova qilindi)
 - ✓ Amaliy mashg'ulot uchun materiallar (diskda ilova qilindi)
 - ✓ Mavzu bo'yicha tarqatma materiallar (diskda ilova qilindi).
 - ✓ Mustaqil ta'lim uchuntarqatma materiallar (diskda ilova qilindi).

Lesson 5. Working on the text. Grammar: *Participle* (2 hrs.)

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for gist and for detailed information.
- ✓ Use *Participle* in meaningful situations.
- ✓ Enlarge vocabulary.

Skills to be emphasized: Listening, speaking, reading, writing.

Materials: textbooks, hand-outs.

Aim: to check up students' translation skills.

Инглиз тилида феълнинг тўртта шакли мавжуд бўлиб, улар инфинитив феълнинг ўтган замон шакли, сифатдош¹ ва сифатдош². Сифатдош¹ феълнинг ўзагига, яъни то юкламаси тушурилиб қолдирилган инфинитив шаклига *-ing* қўшимчасини қўшиш орқали ясалади.

SUBJECT: *Present Simple, Present Continuous*

Exercise 1. Read the paragraph and answer the questions:

Brian is a doctor. He looks after sick people. He usually gets up at 6.00 o'clock. Today he is late, it is 6.30 and he is still in bed. He usually goes to work by train but today he is driving to work. He arrives at work at 6.30 every morning but it is 7.30 now and he is still driving.

It's 12.00 o'clock now. He always has his lunch at 12.00 but today he isn't having lunch at 12.00, he is looking after his sick patients. It is half past seven now, Brian is watching TV. He usually watches TV at half past seven because his favorite programme starts at half past seven. Brian has his dinner at 8.30 everyday and he is having dinner now.

It is 24.00 now Brian is going to bed. He always goes to bed at 24.00.

- | | |
|---|--|
| 1. What does Brian do? | 6. When does he always have his lunch? |
| 2. What time does he usually get up? | 7. What is he doing at 12.00 today? |
| 3. How does he usually go to work? | 8. Why does he usually watch TV at 7.30? |
| 4. Why is he driving to work today? | 9. What time does he go to bed? |
| 5. What time does he arrive at work everyday? | 10. What time is he going to bed now? |

Exercise 2. Fill in the blanks with PRESENT CONTINUOUS or SIMPLE PRESENT:

1. The children (play) outside now.
2. She usually (read) the newspaper in the morning.
3. I (do) my homework now.
4. I (eat) my dinner now.
5. (you / want) a pizza?
6. They (watch) TV now.
7. I (not / like) spaghetti.
8. The baby (sleep) now.
9. My mother usually (cook) dinner in the evening.
10. He (write) a letter to his pen-friend every month.

11. She (not / like) football.
12. Mary (listen) to music now.
13. Tom usually (drink) coffee, but he (drink) tea now.
14. We (go) to the disco tonight.
15. (he / go) to work by bus everyday.

Exercise 3. Read the questions & answers about ALAN and ask and answer about JUDITH.

Questions:

ALAN

- | | |
|---------------------------------------|---|
| 1. What does Alan do? | 1. Alan's a lorry driver. |
| 2. How old is Alan? | 2. He's twenty-five years old. |
| 3. How many days a week does he work? | 3. He works five days a week. |
| 4. What time does he get up? | 4. He gets up at six o'clock every day. |
| 5. What does he eat for breakfast? | 5. He eats an enormous breakfast. |
| 6. What does he drink? | 6. He drinks two cups of tea. |
| 7. What does he do after breakfast? | 7. Then he kisses his wife. |
| 8. What time does he leave for work? | 8. He leaves for work at half past six. |
| 9. Where does he have lunch? | 9. He has lunch in a transport café. |
| 10. What time does he come home? | 10. He comes home at five o'clock. |
| 11. Where does he go in the evening? | 11. In the evening he goes to the pub. |
| 12. What time does he go to bed? | 12. He goes to bed at ten o'clock. |

Listening

Listen to the following dialogue between an operator and an enquirer. As you listen write down the name, address and phone number in the spaces below.

Operator: Directory Enquiries. What city please?

Enquirer: 1. _____

Operator: Name?

Enquirer: 2. _____

Operator: Thank you. And could you tell me his address?

Enquirer: 3. _____

Operator: The number is 4. _____

Adabiyotlar:

1. Anne Seaton, Y.H. Mew// Basic English Grammar 1, 2// Saddleback Educational Publishing, 3 Watson, Irvine, USA 2007.
 2. English grammar and vocabulary. Michael Vince. 2011.
 3. G'.Boqieva, F.Voxidova// Scale Up// G'ofur G'ulom nashriyoti. T., 2015
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 - ✓ Mustaqil ta'lim uchuntarqatma materiallar (diskda ilova qilindi).

Lesson 6. Text: My capital. Working on the texts. Doing exercises. (2 hrs.)

Objectives: By the end of the lesson students will be able to:

- ✓ Translate the text.
- ✓ Enlarge vocabulary.

Skills to be emphasized: reading, writing, listening, speaking.

Materials: textbooks, hand-outs, photo, lip-top.

Aim: To check up students' writing, speaking skills.



MY CAPITAL.

Tashkent is a beautiful city. It is the capital of Uzbekistan. It takes up an area of 220 square kilometers and its population is more than 2 million people. Tashkent is a city of gardens and flowers, a city of numerous shady parks and artificial lakes.

The climate of Tashkent is continental with a dry, long summer and a short winter. Tashkent is an industrial city. There are lots of mills and factories there. The capital of Uzbekistan is often called a town of peace and friendship.

The whole country remembers the earthquake of April, 1966, that struck Tashkent. The people of different nationalities took part in the reconstruction of the city. That is why the capital of Uzbekistan today is a sort of museum architecture of the peoples from different republics.

The Tashkent metro is the pride of the city. All the stations look like underground palaces. Besides that, it is an educational centre. There are lots of universities, institutes, colleges and secondary schools. Thousands of young people are taught in these educational institutions.

After the independence Tashkent has changed a lot. Many beautiful buildings, parks were built. Temurids museum which has 14 doors attracts everybody's attention.

Vocabulary:

to erect	yaratmok
enterprise	korxona
such as	shunday, kabi
to pride	faxrlanmok
embassy	elchixona
cultural	madaniy
educational	ta'lim
industrial	sanoat
a lot of	kuplab
to hold	utkazmok

Exercise. Answer the questions:

1. What is the capital of Uzbekistan? 2. Where is Tashkent situated in? 3. How many educational establishments has it? 4. What industrial enterprises of Tashkent do you know? 5. What is the pride of citizens? 6. When was Tashkent founded? 7. When did the earthquake take place in Tashkent?

BOBUR

Bobur, Zahir-Iddin (1483-1530) founder of the great Mogul dynasty in India, was a Barlos Turk descended on the male side from Timur and on the female side from Chagatai Khan (son of Genghis Khan, the great Mongol scourge of Asia). In 1494 at the age of eleven, he succeeded his father, Sultan Mirza, as a ruler of the small state of Fergana. From 1494 to 1504 he vainly endeavored to maintain his position in Fergana, but he was expelled by more powerful neighbors and eventually sought refuge in the mountain fortresses of Kabul, which became his headquarters until 1525. Political conditions in India contributed to the success of his plans. Babur's defeats and victories are recorded in his frank and intimate memoirs (the Bobur-Noma). Bobur record in his famous memoirs that his chief ambition was to recover the vast territories, which had once formed part of Timur's mighty Empire. At his death in 1530 he controlled the greater part of Northern India. But Bobur is famous not only as the founder of mogul dynasty and the general, he was a prominent poet of 15th -16th centuries, the creator of Bobur-Noma, historical work of a world importance. His memoirs are of great influence for our knowledge about India of those days. Bobur portrayed as well vivid pictures of the nature and population of Fergana and Zeravshan valleys. Babur's creative work and state activity played a very important role in unification the cultures of Central Asia, Iran, Afghanistan and India.

Exercise 1. Make up sentences with the following words and expressions.

Founder, dynasty, descended, male side, endeavored to maintain, position, powerful neighbors, intimate memoirs, chief ambition, formed part, controlled, famous, prominent poet, historical work, portrayed, vivid pictures of the nature, important role, creative work, unification, cultures

Exercise 2. Put the sentences into negative and interrogative forms.

1. Bobur, Zahir-Iddin (1483-1530) founder of the great Mogul dynasty in India. 2. Political conditions in India contributed to the success of his plans. Babur's defeats and victories are recorded in his frank and intimate memoirs (the Bobur-Noma). 3. Bobur record in his famous memoirs that his chief ambition was to recover the vast territories, which had once formed part of Timur's mighty Empire. 4. Bobur portrayed as well vivid pictures of the nature and population of Fergana and Zeravshan valleys. 5. Babur's creative work and state activity played a very important role in unification the cultures of Central Asia, Iran, Afghanistan and India.

Solutions.

Problem solving is one of the most essential skills in life. Regardless of who you are or what you do, you will face obstacles. How you deal with such challenges will often be a determining factor in how successful you are at life. While problems come in a wide variety of shapes and sizes, this article will give you some tools to help find solutions. There are many ways to solve problems, and it will depend on your situation, your experience, your knowledge, your attitude, and your problem to determine the best approach. Use logic to arrive at a conclusion. To solve virtually any problem, you can use a process of elimination — dividing the issue down until all you have left is the problem. There are four basic steps of this process;

1. Define the problem
2. Develop a plan

3. Implement the plan

4. Evaluate the results

Until there's an acceptable answer, you'll repeat steps 2 through 4 until that answer has been reached. We'll use a common problem to illustrate this scenario;

Read and Make up your own solution to the problem in your study.

The easiest solution!

A large cosmetics company had a problem that some of the soap boxes coming off the production lines were empty. The problem was quickly isolated to the assembly line, which transported the packaged boxes of soap to the delivery department; some soap boxes went through the assembly line empty. The management asked its engineers to solve the problem. They spent much time and money in devising an X-ray machine with high-res monitors manned by staff to watch all the boxes on the line to make sure they weren't empty.

A workman hearing about this, came up with another solution. He got a powerful industrial fan and pointed it at the assembly line. As each soap box passed the fan, the empty boxes were blown off the line.

Moral: the simplest solution is usually the best!

Listening

Listen to the following dialogue between an operator and an enquirer. As you listen write down the name, address and phone number in the spaces below.

Operator: Directory Enquiries. What city please?

Enquirer: 1. _____

Operator: Name?

Enquirer: 2. _____

Operator: And her address?

Enquirer: 3. _____

Operator: The number is 4. _____

Adabiyotlar:

1. Anne Seaton, Y.H. Mew// Basic English Grammar 1, 2// Saddleback Educational Publishing, 3 Watson, Irvine, USA 2007.

2. English grammar and vocabulary. Michael Vince. 2011.

3. G'.Boqieva, F.Voxidova// Scale Up// G'ofur G'ulom nashriyoti. T., 2015

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- ✓ Mustaqil ta'lim uchuntarqatma materiallar (diskda ilova qilindi).

Lesson 7. Retelling the text. Grammar: The Present Continuous Tense.(2hr)

Objectives: By the end of the lesson students will be able to:

- ✓ Tell about the text.
- ✓ Use *Present Continuous Tense* in meaningful situations.
- ✓ Enlarge vocabulary.

Skills to be emphasized: speaking, writing.

Target structure: an action that is happening at the time of speaking.

Materials: textbooks, hand-outs, blackboard, lip top

Aim: preparing students for the new lesson.

Present Continuous Tense

Bu zamon ayni vaqtda sodir bo'layotgan ish-xarakatni ifodalash uchun ishlatiladi.. Now, at the moment ravishlarni ishlatish mumkin. Hozirgi zamon davom fe'li to be yordamchi fe'li va asosiy fe'lining sifatdosh shakli yordamida yasaladi.



1. Gapirayotgan paytda hozir sodir bo'layotgan ish-xarakatni ifodalaydi.

He is reading a book. U kitob o'qiyapti

The present continuous is:

am/is/are + doing/eating/running/writing etc.

I	am	(not)	-ing	I'm working.
he	is	(not)	-ing	Chris is writing a letter.
she				She isn't eating. (or She's not eating.)
it				The phone is ringing.
we	are	(not)	-ing	We're having dinner.
you				You're not listening to me. (or You aren't ...)
they				The children are doing their homework.

am/is/are + -ing = something is happening *now*:

I'm working
she's wearing a hat
they're playing football
I'm not watching television

past ————— **NOW** ————— *future*

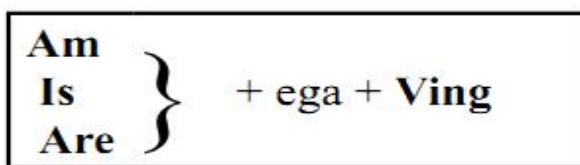
- Please be quiet. I'm working. (= I'm working now)
- Look at Sue! She's wearing her new hat. (= she is wearing it now)
- The weather is nice at the moment. It's not raining.
- 'Where are the children?' 'They're playing in the park.'
- (on the phone) We're having dinner now. Can you phone again later?
- You can turn off the television. I'm not watching it.

2. Gapirayotganda bo'lmasa ham hozirgi zamonda uzoq vaqt davom etadigan ish-xarakatni ifodalaydi.

He is writing a new play. U yangi piesa yozayapti
 That firm is carrying on negotiations for the purchase of ore.
 U firma ruda sotib olish haqida muzokaralar olib borayapti.

- 'Are you feeling OK?' 'Yes, I'm fine, thank you.'
- 'Is it raining?' 'Yes, take an umbrella.'
- Why are you wearing a coat? It's not cold.
- 'What's Paul doing?' 'He's reading the newspaper.'
- 'What are the children doing?' 'They're watching television.'
- Look, there's Sally! Where's she going?
- Who are you waiting for? Are you waiting for Sue?

1. So'roq shakli gapning egasining oldiga yordamchi fe'lni o'tkazish bilan yasaladi.



3 Write questions from these words. Use **is** or **are** and put the words in order.

- 1 (working / Paul / today?) Is Paul working today?
- 2 (what / doing / the children?) What are the children doing?
- 3 (you / listening / to me?)
- 4 (where / going / your friends?)
- 5 (your parents / television / watching?)
- 6 (what / cooking / Ann?)
- 7 (why / you / looking / at me?)
- 8 (coming / the bus?)

4 Write short answers (**Yes, I am.** / **No, he isn't.** etc.)

- | | |
|--|---------------------------------------|
| 1 Are you watching TV? <u>No, I'm not.</u> | 4 Is it raining? |
| 2 Are you wearing a watch? | 5 Are you sitting on the floor? |
| 3 Are you eating something? | 6 Are you feeling well? |

- 1 Please be quiet. I am working.
- 2 'Where's John?' 'He's in the kitchen. He?'
- 3 'You on my foot.' 'Oh, I'm sorry.'
- 4 Look! Somebody in the river.
- 5 We're here on holiday. We at the Central Hotel.
- 6 'Where's Ann?' 'She a shower.'

What are these people doing? Use these verbs to complete the sentences:

eat have lie play sit wait



- | | | | |
|---|---------------------------|---|---------------------|
| 1 | She's eating... an apple. | 4 | on the floor. |
| 2 | He for a bus. | 5 | breakfast. |
| 3 | They football. | 6 | on the table. |

Quyidagi *hissiyotni, idrokni va aqliy holatni* ifodalovchi fe'llar davom zamonlarda ishlatilmaydi:

like yoqtirmoq

love sevmoq

hate yoqtirmaslik, nafratlanmoq

want istamoq

wish, desire xohlamoq

see ko'rmq

hear eshitmoq

feel his qilmoq

notice payqamoq

know bilmoq

undersatand tushunmoq

remember eslamoq

forget unutmoq

believe ishonmoq

recognize tanimoq

seem, appear ko'rinmoq, o'xshamoq

possess egalik qilmoq

contain o'z ichiga olmoq

consist -dan iborat bo'lmoq

be bo'lmoq

1 What are these people doing? Use these verbs to complete the sentences:

eat have lie play sit wait



- | | | | |
|---|---------------------------|---|---------------------|
| 1 | She's eating... an apple. | 4 | on the floor. |
| 2 | He for a bus. | 5 | breakfast. |
| 3 | They football. | 6 | on the table. |

2 Complete the sentences. Use one of these verbs:

build cook go have stand stay swim work

- 1 Please be quiet. I 'm working.
- 2 'Where's John?' 'He's in the kitchen. He
- 3 'You on my foot.' 'Oh, I'm sorry.'
- 4 Look! Somebody in the river.
- 5 We're here on holiday. We at the Central Hotel.
- 6 'Where's Ann?' 'She a shower.'
- 7 They a new theatre in the city centre at the moment.
- 8 I now. Goodbye.

4 What's happening at the moment? Write true sentences.

- 1 (I / wash / my hair) I'm not washing my hair.
- 2 (it / snow) It's snowing. OR It isn't snowing.
- 3 (I / sit / on a chair)
- 4 (I / eat)
- 5 (it / rain)
- 6 (I / learn / English)
- 7 (I / listen / to music)
- 8 (the sun / shine)
- 9 (I / wear / shoes)
- 10 (I / read / a newspaper)

Ex. 1. Underline the verb. Define its form, person and tense.

1. He is sending a book. 2. She is writing a letter. 3. You are speaking English. 4. I'm thinking about it now. 5. We are playing cricket. 6. They are getting up. 7. My father is watching TV 8. His sister is studying at the Institute. 9. Her brother is doing his lessons. 10. Ann is reading an English text. 11. We are learning Spanish. 12. He is having an English lessons.

Ex. 2. Make up these sentences negative and interrogative.

1. I am reading a letter. 2. You are thinking about it . 3. We are playing chess. 4. You are reading about Lomonosov. 5. We are learning foreign languages. 6. He is watching TV. 7. The children are doing their lessons. 8. She is having an English lesson. 9. Ann is reading a letter. 10. He is learning Spanish. 11. I am giving the book to Ann. 12. They are going to London.

Ex. 3. Use the Present Infinitive or the Present Continuous Tense.

Model: Close the window! It (to rain) now. Close the window! It is raining now.

1. Look there, the bus (to come). 2. I (to read) English well. 3. The weather is fine, the sun (to shine) brightly. 4. Where is Mary? She (to read) the book in the hall. 5. They usually (to finish) their work at 5 o'clock. 6. She often (to visit) this museum. 7. On Sundays I (to go) there. We (to go) to the House of Culture.

Ex. 4. Write *-ing* forms of the following verbs.

To write, to do, to read, to translate, to go, to come, to speak, to stay, to drink, to work, to discuss, to meet, to have, to begin.

Adabiyotlar:

1. Anne Seaton, Y.H. Mew// Basic English Grammar 1, 2// Saddleback Educational Publishing, 3 Watson, Irvine, USA 2007.
 2. English grammar and vocabulary. Michael Vince. 2011.
 3. G'.Boqieva, F.Voxidova// Scale Up// G'ofur G'ulom nashriyoti. T., 2015
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- ✓ Amaliy mashg'ulot uchun materiallar (diskda ilova qilindi)
- ✓ Mavzu bo'yicha tarqatma materiallar (diskda ilova qilindi).
- ✓ Mustaqil ta'lim uchuntarqatma materiallar (diskda ilova qilindi).

Lesson 8. Text: *The national flag of the republic of Uzbekistan.* (2 hrs.)

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for gist and listen for detailed information.
- ✓ Know about holidays.
- ✓ Enlarge vocabulary.

Skills to be emphasized: Listening, speaking, reading, writing.

Materials a tape, textbooks, hand-outs.

Aim: focusing students' attention on the topic.

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 the right –angled colored cloth consisting of three horizontal stripes: blue, white and green.

Blue is a symbol of the sky and water, which are the main sources of life. Mainly blue was the color of the state flag of Temur. White is the traditional symbol of peace and good luck.

Green is the color of the 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 12 provinces of Uzbekistan.

New words

Law- qonun
Article-modda
Right-angled- to'g'ri burchak
Horizontal- gorizontal
Stripes- tasma
Source- manba
Mainly-asosan
Traditional-ananaviy
Peace- tinchlik

Spiritual-diniy
Ancient- qadimiy
Sovereignty- suverentitet
Official- rasmiy
Delegations-deligatsiya
solar calendar-quyosg calendar
represent- tasvirlanmoq
sports competitions-sport musobaqalari
Harvest-hosil

Exercise 2. Ask students to read the questions and discuss them with their partner.

1. Where is the flag of Uzbekistan flown internationally?
2. Why does the flag of Uzbekistan have three colors?
3. Why are these stars and a crescent moon on the flag?

Discussion question:

1. What places do you see the flag of Uzbekistan in?
2. What do you like about the flag? Why?

Exercise 3. Make up sentences with the following words and expressions.

Symbol, sovereignty of the republic, represents, internationally, official delegations, sports competitions, right –angled colored, consisting, horizontal stripes, blue, white and green, sky and water, sources of life, traditional symbol, peace and good luck, nature and new life, good harvest, new moon, independent republic

Exercise 4. Put the sentences into negative and interrogative forms.

The flag of our country is a symbol of the sovereignty of the republic. 2. The national flag of the Republic of Uzbekistan is the right –angled colored cloth consisting of three horizontal stripes: blue, white and green. 3. Blue is a symbol of the sky and water, which are the main sources of life. 4. Green is the color of the nature and new life and good harvest. 5. Two thin red stripes symbolize the power of life. 6. There are twelve stars which represent 12 provinces of Uzbekistan.

Basic steps of Problem Solutions.

Problem solving is one of the most essential skills in life. Regardless of who you are or what you do, you will face obstacles. How you deal with such challenges will often be a determining factor in how successful you are at life. While problems come in a wide variety of shapes and sizes, this article will give you some tools to help find solutions. There are many ways to solve problems, and it will depend on your situation, your experience, your knowledge, your attitude, and your problem to determine the best approach. Use logic to arrive at a conclusion. To solve virtually any problem, you can use a process of elimination — dividing the issue down until all you have left is the problem.

There are four basic steps of this process;

1. Define the problem
2. Develop a plan
3. Implement the plan
4. Evaluate the results

Until there's an acceptable answer, you'll repeat steps 2 through 4 until that answer has been reached. We'll use a common problem to illustrate this scenario;

Choose one of the problems in **Ex. 11** and write down main ideas what you will write in your problem solving essay. Use the following instructions and useful language.

Introduction (state the problem and the causes)

Main body (suggestions and results/consequences)

- conclusion or final paragraph (summarize your opinion)

Listening

You will hear a conversation between secretary and a student. The secretary is asking the student for information in order to complete an application form for a course. As you listen, fill in the appropriate information on the form below.

Surname	1. _____
(IN CAPITAL LETTERS)	
First name	2. _____
Country	3. _____
Age	4. _____
Address	5. _____
Telephone No.	6. _____

Adabiyotlar:

1. Anne Seaton, Y.H. Mew// Basic English Grammar 1, 2// Saddleback Educational Publishing, 3 Watson, Irvine, USA 2007.
 2. English grammar and vocabulary. Michael Vince. 2011.
 3. G'.Boqieva, F.Voxidova// Scale Up// G'ofur G'ulom nashriyoti. T., 2015
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 - ✓ Amaliy mashg'ulot uchun materiallar (diskda ilova qilindi)
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 - ✓ Mustaqil ta'lim uchuntarqatma materiallar (diskda ilova qilindi).

Lesson 9. Grammar: The Past Continuous Tense (2 hrs).

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for gist and listen for detailed information.
- ✓ Use *Past Continuous tense* in situations.

Skills to be emphasized: Listening, speaking, reading, writing

Materials: photos, a tape, textbooks

Aim: preparing students for the new lesson. introducing new grammar rule and prepare students listening task.

The Past Continuous Tense

The Past Continuous Tense nutq so'zlanib turgan paytdan ilgari davomli bo'lgan ish-xarakatni ifodalaydi. Ish-xarakatning etganligi ma'lum vaqt tushunchasi bilan ifodalanishi mumkin.

Ular quyidagilar: **all daylong**- kun bo'yi, **all day yesterday** –kecha kun bo'yi, **the whole morning** –ertalabdan beri...

All day yesterday he was working at the plant. Kecha kun bo'yi zavodda ishladi.

The Past Continuous Tense to be ko'makchi fe'lining o'tgan zamon shakli **was, were** va yetakchi fe'lining **Present Participle** formasi yordamida yasaladi..

Ega + was (were) + Ving

I was working.

Men ishlayotgan edim

You were working.

Siz ishlayotgan edingiz

The Past Continuous Tense ning **so'roq formasi** to be fe'lini egadan oldin keltirish bilan yasaladi.

Ega + was (were) + not + Ving

Was he working? U ishlayotgan edimi?

Were you working? Siz ishlayotgan edingizmi?

The Past Continuous Tense ning **inkor formasi** not inkor yuklamasini to be fe'lidan keyin qo'yish orqali yasaladi.

I was not working - Men ishlayotgan edim.

Past Continuous Tense To be (was/were) + V ing

- All evening-
- Continually (shikoyatlarda)-
- Always-
- He was always grumbling while I was reading.
- From 5 till 6-
- At 7 yesterday-
- All day long- kun bo'yi
- All day yesterday-
- The whole evening-
- All the time-
- 1. O'tgan zamonda ma'lum bir paytda davom etgan ish-harakat.
- 2. O'tgan zamonda bir nechta ish-harakat ketma-ket bo'lsa, faqat V+ed keladi.
- 3. O'tgan zamon bir payt jarayonida davom etgan ish-harakat.
- 4. "while" bilan
- While he was reading I was watching TV.



O'TGAN DAVOM ZAMONNING ISHLATILISHI.

1. Past Continuous o'tgan zamondagi biror vaqtdan oldin boshlanib, o'sha vaqtda ham davom etayotgan ish-xarakatni ifodalaydi. Bu vaqt :

a) **at five o'clock** soat beshda, **at noon** peshinda , **at midnight** yarim tunda, **at that momet** o'sha vaqtda kabi vaqt ko'rsatkichlari bilan ifodalanadi.

He was writing his exercises at five o'clock. U soat beshda mashqlarni yozayotgan edi.

It was raining at noon. Peshinda yomg'ir yog'ayotgan edi.

What was he doing at that moment. U o'sha yerda nima qilayotgan edi?

Past Continuousli gapda ish-xarakat sodir bo'layotgan vaqt ko'rsatilmassligi va boshqa gaplarda bo'lishi mumkin. Bunday xol ko'pincha biror joyni tasvirlashda sodir bo'ladi.

It was evening. My mother was reading a book, and I was watching TV. Suddenly the door opened, and my brother came in.

Oqshom edi. Onam kitob o'qiyotgan edi. Va men televizor ko'rayotgan edim. To'satdan eshik ochilib, akam kirib keldi.

It was ten o'clock in the morning when I entered the office. Some visitors were waiting for the manager. The secretary was speaking to somebody on the phone, and the bookkeeper was dictating a letter to the stenographer.

Men ofisga kirganimda soat o'n edi. Bir necha kishi boshliqni kutayotgan edi. Kotiba telefonda allakim bilan gaplashayotgan edi, hisobchi stenografistga aytib xat yozayotgan edi..

2. Past Continuous o'tgan zamonda uzilib-uzilib uzoq vaqt davom etgan ish-xarakatni ifodalaydi:

He was writing a play during the summer. U yozda piesa yozayotgan edi.

In June that firm was carrying on negotiations for the purchase of wheat.

Exercise. 1. Give the form of the Present Continuous Tense.

Model: I was translating from English into Uzbek.

I am translating from English into Uzbek.

1. He was sending a dictionary. 2. She was reading an English text. 3. We were dancing at TV. 4. I was asking a question. 5. You were learning Spanish. 6. They were planning to see him. 7. Ann was opening the door. 8. We were studying at the Institute. 9. His mother was going to TV. 10. My sister was getting up. 11. The students were writing a test. 12. The children were going to school.

Exercise. 2. Underline the verbs. Define its form, person and tense.

1. 1. His brother lived in the village. 2. He looked at the map of Great Britain. 3. They were speaking to their teacher. 4. I opened the window. 5. You were writing something. 6. She was showing the new book to the students. 7. She translated the text "Uzbek Enlighteners" with a great pleasure. 8. Where was Olim at 5 o'clock? Olim was at home, he was doing his homework at 5 o'clock.

Exercise. 3. Give the negative and interrogative forms of these sentences.

1. I was having dinner when you rang me up. 2. His mother was making supper in the kitchen when I came in. 3. Your friends were smoking in the corridor when we saw them. 4. I was hurrying to the canteen when I met you. 5. We were having our English at 10 in the morning.

Exercise. 4. Answer the questions paying attention to the Past Continuous Tense.

1. Were you doing your homework at 11 yesterday evening?
2. What were you doing then?
3. Where were you hurrying to when my friend met you?
4. Who were you talking to when I called you?
5. What were you talking about when I came in?
6. What was your son doing when you got home yesterday?
7. Were you doing homework or writing to your friend at 10 yesterday evening?

Adabiyotlar:

1. Anne Seaton, Y.H. Mew// Basic English Grammar 1, 2// Saddleback Educational Publishing, 3 Watson, Irvine, USA 2007.
 2. English grammar and vocabulary. Michael Vince. 2011.
 3. G'.Boqieva, F.Voxidova// Scale Up// G'ofur G'ulom nashriyoti. T., 2015
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 - ✓ Mustaqil ta'lim uchun tarqatma materiallar (diskda ilova qilindi).

Lesson 10. Text: *State emblem of the republic of Uzbekistan*. (2 hrs.)

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for gist and listen for detailed information.
- ✓ Know about symbols of the republic.
- ✓ Enlarge vocabulary.

Skills to be emphasized: Listening, speaking, reading, writing.

Materials a tape, textbooks, hand-outs.

Aim: focusing students' attention on the topic.

The State Emblem of the Republic of Uzbekistan.



The law about "The State Flag of the Republic of Uzbekistan" was adopted on November 18 in 1991 in the 8th session of the Supreme Council of Uzbekistan.

The flag of our country is a symbol of the sovereignty of the Republic. The national flag of the Republic represents the country internationally when official delegations from Uzbekistan visit foreign countries, as well as at conferences, world exhibition, and sports competitions.

The national flag of the Republic is a right-angled colored cloth of three horizontal stripes: blue, white and green.

- Blue is the symbol of the sky and water, which are the main source of life. Mainly blue was the color of the state flag of Temur.
- White is the traditional symbol of peace and good luck, as Uzbek people say "Ok yul".
- Green is the color 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 stand for spiritual sign. The stars also signify the historical traditions of the Uzbek people, as well as ancient solar calendar. A particular attention to twelve stars in the flag is explained yet by another suggestion, that in the states previously existed in the territory of modern Uzbekistan the scientific thought as "Astrology" had seen its rise. The stars in the Uzbek flag also point to the ancient roots of local culture, the aspirations of Uzbek people towards perfection and loyalty.

New words

Law- qonun
Article-modda
Right-angled- to'g'ri burchak
Horizontal- gorizental
Stripes- tasma
Source- manba
Mainly-asosan
Traditional-ananaviy
Peace- tinchlik
sports competitions-sport musobaqalari

Peace- tinchlik
Harvest-hosil
Spiritual-diniy
Ancient- qadimiy
Sovereignty- suverentitet
Official- rasmiy
Delegations-deligatsiya
solar calendar-quyosg calendar
represent- tasvirlanmoq

Comprehension question:

4. Where is the flag of Uzbekistan flown internationally?
5. Why does the flag of Uzbekistan have three colors?
6. Why are these stars and a crescent moon on the flag?

Discussion question:

3. What places do you see the flag of Uzbekistan in?
4. What do you like about the flag? Why?

Exercise 3. Complete the sentence.

1. The National flag of the republic is the symbol of 2. Blue colour is the symbol 3. ... and good luck, as Uzbek people say “oq yo‘l”. 4. Two thin red stripes mean 5. ... which means the newly born independent republic. 6. There are twelve stars which mean that there ... 7. The new state emblem of Uzbekistan comprises 8. ... on the garland. 9. Legendary sacred bird Khumo is the 10. The authors of anthem are the famous

Exercise 4. Make up sentences with the following words and word combinations.

symbolize, main source, happy journey, composition, branches of cotton, wheat ears, raising sun, good harvest, power of life, legendary bird, red stripes, newly born moon.

Exercise 5. Find the antonyms of the words. Power, rise, happy, good, offer, independent, peace, prosperity, national, comfortable, clever.

Motivation and inspiration.

Host: Good morning, dear listeners! Today in our radio programme we are going to speak about motivation and its types. To have a clear idea about what motivation is and find out something more of its types we have invited a psychologist Mrs. Dilbar Saidova to our talk show. So, let's start then. Dilbar, first of all, can you explain us what motivation is? Psychologist: Good morning. Motivation is usually described differently by various specialists, but they come to nearly the same conclusion about its being really positive, driver and pusher. It is a power or that is better to say a force which compels us to action, to move. It assists us to fulfill set tasks, leads to success not only in personal life but to career development as well. It influences our behavior, usually changes people into a positive attitude towards life. Host: Can you tell us about types of motivation? Psychologist: Sure. There are a number of motivation types. Not each of them may fit one, a person should analyze and select a motivation type which can really suit him, assist in developing. Now let me count all types of it then. The first type of motivation is incentive, a form of motivation that involves rewards, both monetary and nonmonetary. Honuses and promotions are good examples of the type of incentives that are used for motivation. The second is fear motivation that involves consequences. This type of motivation is often one that is utilized when incentive motivation fails. In a business style of motivation often referred to as the, “carrot and stick,” incentive is the carrot and fear is the stick. Punishment or negative consequences are a form of fear motivation. Next one is achievement motivation that also commonly referred to as the drive for competency. We are driven to achieve goals and tackle new challenges. We desire to improve skills and prove our competency both to others and to ourselves. Generally, this feeling of accomplishment and achievement is intrinsic in nature. However, in certain circumstances motivation for achievement may involve external recognition. We often have a desire or need to receive positive feedback from both our peers and our superiors. This may include anything from an award to a simple pat on the back for a job well done. Growth motivation is the following: the need for self-improvement is truly an internal motivation. A burning desire to increase our knowledge of ourselves and of the outside world can be a very strong form of motivation. Motivation for growth can also be seen in our yearning for change. Many of us are wired by our personality or upbringing

to constantly seek a change in either our external or internal environment or knowledge. The motivation of power can either take the form of a desire for autonomy or other desire to control others around us. We want to have choices and control over our own lives. We strive for the ability to direct the manner in which we live now and the way our lives will unfold in the future. We also often aspire to control others around us. The desire for control is stronger in some people than others. In some cases, the craving for power induces people to harmful, immoral, or illegal behavior. The last type of motivation is called social one. Many people are motivated by social factors. This may be a desire to belong and to be accepted by a specific peer group or a desire to relate to the people in our sphere or in the larger world. We have an innate need to feel a connection with others. We also have the need for acceptance and affiliation. A genuine and passionate desire to contribute and to make a difference in the lives of others can be another form of social motivation. None of these styles of motivation is inherently good or bad, the positive or negative outcome is truly determined by the way they are used.....

Adabiyotlar:

1. Anne Seaton, Y.H. Mew// Basic English Grammar 1, 2// Saddleback Educational Publishing, 3 Watson, Irvine, USA 2007.
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 - ✓ Mustaqil ta'lim uchuntarqatma materiallar (diskda ilova qilindi).

Lesson 11. Grammar: *to be going to* (2 hrs.)

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for gist and for detailed information.
- ✓ Use *to be going to* in meaningful situations
- ✓ Enlarge vocabulary.

Skills to be emphasized: Listening, speaking, reading, writing.

Materials: textbooks, hand-outs.

Aim: focusing students' attention on the topic, introducing new theme. Encourage students to use dictionary to look up unknown words.

Grammatika: “to be going to” iborasi

Present Continuous даги
“to go” феълидан
кейинги феъл
инфинитив шакли
бўлса келажакда
амалга оширишга
мўлжалланган иш-
харакат ифодаланади

Бундой ҳолда *to be going*
+инфинитив –моқчи
маъносини ифодалайди
ва *to go* феъли ўзининг
лексик маъносини
бормоқни йўқотади
He is going to write a
letter. У хат ёзмоқчи.

Exercise 1. Complete each sentence. Use GOING TO and the verb in brackets:

1. *Are you going to buy* (you / buy) a new bike?
2. Tom (not / be) a doctor.
3. I (buy) some new shoes.
4. (Helen / catch) the train?
5. Who (carry) the shopping for me?
6. Jim and Dinah (not / get) married.
7. Sam (take) a holiday.
8. What time (you / phone) me?
9. Where (we / eat) tonight?
10. I (not / give) a birthday present!

Exercise 2. Rewrite each sentence or question with GOING TO:

1. Joe plans to buy a new computer next year.
... *Joe is going to buy a new computer next year.*
2. We don't plan to play tennis this weekend.
3. Does Nick plan to join the sports club?
4. What are your plans for next summer?
5. Look! That tree is about to fall over!
6. Do you plan to work hard this year
7. I don't intend to get a new car.
8. The forecast for tomorrow is rain.
9. Do Mike and Pat plan to make sandwiches for the party?
10. I think it's about to snow.

Exercise 3. What are you going to do next summer? Write sentences:

..... *Next summer I'm going to have a great holiday. I'm going to*

.....

.....

.....

.....

.....

Exercise 5. Rob Brown and Molly Gould are opera singers. A reporter has interviewed them about their summer plans. Look at the table and, in pairs, ask and answer questions using prompts, as in the example.

	Rob Brown	Molly Gould
1. give / concerts	*	*
2. go / to India	*	
3. appear / in a TV show		*
4. go on / holiday in August	*	*
5. take part / in charity events	*	*
6. sing / at the Queen's party		
7. make / a record	*	

8. sing / in a rock opera		*
---------------------------	--	---

Exercise 6. Use the words / phrases from the list to complete the sentences, as in the example:

- * sell her car * be late for school * make a cake
 * fix * lose weight

- Jane's putting an ad in the newspaper.
She *is going to sell his car*
- The washing machine isn't working.
My father
- I bought some flour and some eggs.
I
- Robert is on a diet.
He
- Peter is still in bed.
He

Exercise 7. Jonathan is not satisfied with his life as it is. He has already decided to change a number of things. Look at the prompts and say what he intends to do, as in the example:

- move to the city center
He *is going to move to the city center*
- sell his car
- buy a bigger house
- marry Susan
- apply for a job with a law firm

Exercise 8. Make sentences, as in the example:

- * miss the train * make some tea * change it * crash
 * shout at us * take some photos * play in the snow
 * fall off * sell his house * make a cake

- She can't stop the car!
She *is going to crash*
- They are late.
They
- The headmaster looks angry!
He
- Jim has got his camera.
He
- Mick's putting up a "For Sale" sign.
He
- The car has got a flat tyre.
He
- Mum's looking at a recipe.
She
- Look! The ladder is broken.
Oh no, he
- They're putting their hats and gloves on.
They
- Kevin's putting the kettle on.

He

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1. Anne Seaton, Y.H. Mew// Basic English Grammar 1, 2// Saddleback Educational Publishing, 3 Watson, Irvine, USA 2007.
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Lesson 12. Text: *The Constitution of the Republic of Uzbekistan.* (2 hrs.)

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for gist and listen for detailed information.
- ✓ Know about symbols of the republic.
- ✓ Enlarge vocabulary.

Skills to be emphasized: Listening, speaking, reading, writing.

Materials a tape, textbooks, hand-outs.

Aim: focusing students' attention on the topic.

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 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 pension for people who are ill or unable to work. 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.

Exercise 1. Ask students to read the questions and discuss them with their partner.

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?

Discussion Questions

1. What does it mean to be a citizen of country?
2. What does it mean to have equal rights in the political, economic and cultural spheres?
3. How do you use your right to education? How about your right to rest?

Who receives pension from the government? What kind of pensions do they receive?

Exercise 2. Complete the sentence.

1. The new constitution of the Republic of Uzbekistan was adopted.....
2. The constitution sets the task of creating.....
- 3..... regardless of their nationality constitute the people of Uzbekistan.
4. All citizens living in the republic.....
5. The right to work together and the right to choose one's trade or profession is guaranteed to citizens by.....
6. Article 39.....
7. While guaranteeing these rights to all citizens, the constitution at the same time imposes serious duties on them, such as the duty to work.....
8. Students of technical schools, institutes and universities

Exercise 3. Make up sentences with the following words and expressions.

Adopted, democratic republic, citizen, regardless, nations and nationalities, equal rights, men and women, cultural spheres, profession is guaranteed, to choose one's trade, right to rest.

Are you Enough Motivated?

Human beings are the only conscious creatures, that is to say we can think, ponder, realize, and comprehend all events, situations occurring around us. People can mentally find out solutions to some problems, answers to probable mysteries of the nature referring to science as well. All of us study when we start to comprehend things consciously; neither animals nor plants are capable of thinking. Human beings have always been tending to new innovations, discoveries, theories. But have you ever thought why? There can be the only answer to this question: because of inspiration and motivation existence which never let us stop or postpone, give up or delay ideas or goals we have already set.

2. Motivation and inspiration are not new terms for humanity. Ancient Greeks, Egyptians, Arabs, Indians have always referred to them as basic development factors of social, industrial, scientific progress. Great scientists, philosophers, writers, psychologists, orators have also claimed that motivation and inspiration are the main pushers of their minds, whatever they have created or done are fruits of them.

3. The greatest personalities of our motherland Uzbekistan also focused on wish, aim, goals, motivation and inspiration for creating something modern or extraordinary. Could Mirzo Ulughbek create a map of stars without motivation? Could Avicenna write his famous medicine books without having inspiration or motivation? Of course, no, the great grandfathers of us got new ideas, thoughts, and inspirations from watching daily life of common people, from just a great view of architectural masterpieces. In short words, greatness of our ancestors should awaken our inner strength and power; the youth must be inspired by deeds of prominent Uzbek personalities, it should motivate the youth to get into deep scientific research works, to have theoretical and practical approach to science, to create something modern, innovative in any sphere, technology, agriculture, medicine, economics, politics, education, engineering, philosophy etc. If there is motivation and inspiration in you it is easy to achieve anything you want. Remember that "you have no idea what you are capable of until you try".

4. Now, dear student, to what extent are you motivated or inspired? How active, strong-willed, courageous, energetic, enthusiastic, persistent, initiative learner are you? What are your aims and goals for future? Do you have inspiration and motivation to create something exactly yours for development of your sphere? Keep motivated, you I can do anything!

Read the following statements and find in what paragraph they were mentioned.

- a. Our great ancestors left numerous creations for future generations.

- b. Even ancient people tried to discover something new to ease their social lives.
- c. Ancient people's creations were harvest of motivation and inspiration,
- d. Ancient people considered motivation a to be real pushers of development.
- e. Motivation does not let us give up the jobs we have started.
- f. People can be able to manage anything if they keep on being motivated.
- g. Neither flora nor fauna have conscious but humanity has.
- h. Unless you test, you cannot be aware of what you are able to do.

Read the parts of scientific paper and match them with their functions

- a. "Abstract" is a general part of the scientific paper, where probable outcomes of the work are described. _____
- b. "Discussion" is an important part of a scientific paper where results should be analyzed critically.
- c. "Results" are the main harvest of the scientific paper, what was found in the work should be described here. _____
- d. In "Introduction" we focus on the reason why the study was undertaken. _____
- e. Title is responsible for subject choice and what aspect of the subject was studied. _____
- f. "Methods and materials" part is engaged in the question how the study was undertaken.

Adabiyotlar:

1. Anne Seaton, Y.H. Mew// Basic English Grammar 1, 2// Saddleback Educational Publishing, 3 Watson, Irvine, USA 2007.
 2. English grammar and vocabulary. Michael Vince. 2011.
 3. G'.Boqieva, F.Voxidova// Scale Up// G'ofur G'ulom nashriyoti. T., 2015
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 - ✓ Mustaqil ta'lim uchuntarqatma materiallar (diskda ilova qilindi).

Lesson 13. Grammar: *The Future Continuous Tense* (2 hrs).

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for gist and listen for detailed information.
- ✓ Use *Future Continuous tense* in situations.

Skills to be emphasized: Listening, speaking, reading, writing

Materials: photos, a tape, textbooks

Aim: preparing students for the new lesson. introducing new grammar rule and prepare students listening task.

The Future Continuous Tense

The Future Continuous Tense Kelasi davomli zamonning yasalishi

1. Future Continuous to be fe'lining kelasi zamon shakli va asosiy fe'lining hozirgi zamon sifatdoshi yordamida yasaladi.

Ega + shall (will) + be + Ving

I shall not be working, he will not be working.

3. So‘roq shakli shall yoki will yordamchi fe’llarning eganing oldiga chiqarish bilan yasaladi.

shall (will) + ega + be + Ving

Shall I be working? Will he be working?

Bo‘lishli shakli	Bo‘lishsiz shakli	So‘roq shakli
I shall be working He (she,it) will be working We shall be working You will be working They will be working	I shall not be working He (she, it) will not be working We shall not be working You will not be working They will not be working	Shall I be working? Will he (she,it) be working? Shall we be working? Will you be working? Will they be working?

Kelasi davom zamonning ishlatilishi.

1. Future Continuous kelasi zamonda biror vaqtdan oldin boshlanib, o‘sha vaqtda ham davom etayotgan ish-xarakatni ifodalaydi.

I shall still be working at six o’clock. Soat 6 da men xali ham ishlayotgan bo‘laman.

He can’t come at two o’clock tomorrow because he’ll be giving a lesson at that time.

When I come back, they will be having supper.

Men qaytib kelganimda ular kechki ovqatni yeyayotgan bo‘lishadi.

I shall be working when he returns. Ular qaytib kelganida men ishlayotgan bo‘laman.

If you come after eleven o’clock, I shall be sleeping.

Siz 11dan keyin kelsangiz men uxlayotgan bo‘laman.

Izoh: Payt ergash gaplarda Future Continuous ishlatilmaydi. Ularning o‘rniga Present Continuous ishlatiladi:

If he is sleeping when you come, wake him up.

Siz kelganingizda u uxlayotgan bo‘lsa uni o‘yg‘oting.

2. Future Continuous kelasi zamondagi uzoq vaqt davomida uzilib-uzilib davom etgan ish-xarakatni ifodalaydi.

I shall be preparing for my examination in May.

Men may oyida imtihonga tayyorlanayotgan bo‘laman.

He will be writing a play during the summer.

U yoz davomida piesa yozayotgan bo‘ladi

3. Future Continuous qisqa muddatli ish-xarakatni ham ifodalab Simple Future o‘rnida ishlatiladi va ish-xarakat sodir qilish niyatini yoki shu ish-xarakatning sodir bo‘lishi aniqligini bildiradi.

He will be meeting us at the station. U bizni stansiyada kutib oldi.

I shall be writing to him tomorrow. Men unga ertaga xat yozaman.

Exercise. 1. Give the negative and interrogative forms of these sentences.

1. He will be waiting for you at seven in the evening. 2. They will be having dinner at that time. 3.

We shall be discussing this question tomorrow morning. 4. They will be packing tomorrow. 5. I

shall be meeting my old friends in Kiev soon.

Exercise.2. Answer the questions paying attention to the Future Continuous Tense.

1. What will you be doing at three o'clock tomorrow?

2. Will you be hurrying home after classes?

3. What time shall we be meeting tomorrow?
4. Do you know when you will be taking your English exam this year?
5. Where will you be going for your holidays?

Exercise.3. Make up questions to these sentences.

1. I shall be taking my friends out to dinner tomorrow night. (2) 2. We shall be packing if they come at nine. (1) 3. They will be discussing Olim's talks at this time tomorrow. 4. I shall be seeing the engineers tomorrow afternoon. (2)

Exercise. 4. Open the brackets using the Present, Past or Future Continuous Tense.

1. We ... for our trip when a friend of mine came. (pack) What ... you ... ? (do) won't you have time enough to do it tomorrow? ... you ... still ... if I come in an hour? (work) No, we shan't. We ... TV (watch) Tom and Betty are going to join us.
2. The train ... when we got to the station. (leave) "We are late again," Pete said . "And the next train ... at 2." (come) So we ... on the platform for an hour and a half. (wait)
3. I ... dinner while my sister ... the flat when we heard a telephone call. (cook, clean)

Adabiyotlar:

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Lesson 14. Text: The Geographical position of the Republic of Uzbekistan. Preposition. (2 hrs.)

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for gist and for detailed information.
- ✓ Use *The future continuouse tense* in situations.
- ✓ Enlarge vocabulary.

Skills to be emphasized: Listening, speaking, reading, writing.

Target vocabulary: *to border on, the territory, cotton, silk, important producers, etc.*

Materials: photos, a tape, textbooks, hand-outs

Aim: focusing students' attention on the topic, teaching new vocabulary.

The Geographical Position of Uzbekistan.

The Republic of Uzbekistan is one of the four Republics of Central Asia. Uzbekistan is situated between the Amu-Darya and the Syr-Darya, the greatest Asian rivers. It is the region of flatlands, mountains and deserts. The territory of the Republic covers 447,4 thousand square kilometers and is larger than Great Britain or Italy. Uzbekistan borders on Kazakhstan, Kirghizia, Tajikistan and Turkmenistan.

In the south Uzbekistan borders on Afghanistan. There are 12 regions and one Autonomous Republic in Uzbekistan. The climate is continental. A great number of sunny days are good for cotton growing. Uzbekistan is one of the most important producers of cotton and silk. If you look at the map of the Republic of Uzbekistan you will see coal, oil and natural gas resources, deposits of marble, non-ferrous and other metals including gold.

Exercise 1. Tell students to discuss the following questions with their partners in turn:

1. Where is Uzbekistan situated?
2. What region is Uzbekistan?
3. Which country does Uzbekistan border on in the South?
4. How many square kilometers does the territory of Uzbekistan cover?
5. How many regions are there in Uzbekistan?

Exercise 2. Complete the sentence.

1. The Republic of Uzbekistan is one of the four Republics of.....
2. Uzbekistan is situated.....
3. It is the region of.....
4. . The territory of the Republic covers.....
5. Uzbekistan borders on.....
6. The climate is.....
7. A great number of sunny days.....
8. If you look at the map.....

Exercise 3. Put the sentences into negative and interrogative forms.

1. The Republic of Uzbekistan is one of the four Republics of Central Asia.
2. The territory of the Republic covers 447,4 thousand square kilometers and is larger than Great Britain or Italy.
3. Uzbekistan is situated between the Amu-Darya and the Syr-Darya, the greatest Asian rivers.
4. Uzbekistan borders on Kazakhstan, Kirghizia, Tajikistan and Turkmenistan.
5. Uzbekistan is one of the most important producers of cotton and silk.
6. There are 12 regions and one Autonomous Republic in Uzbekistan.

Text: Conference participation.

It is an active environment where participants in walk around and look at different displays. Shorten the bulk of the introductory part. Usually audience members want to support the “student presenters and ask helpful questions and make Positive remarks. End with a brief summary of the findings and suggestions for future research. You can find other students from your organization. The country who are also traveling. This kind of events bring together the participants the conference. Take a few minutes at the end of the day to think flat you might be able to apply to your own research. Most research presentations can be successfully accomplished in 10-15 minutes. But not every conference offers it. You will hear many good ideas from presenters.

Answer the following questions.

1. What are the ways of preparing effective presentation?
2. What are poster and paper presentations?
3. What are benefits of being a scholarship holder?
4. What can you say about social events of the conferences?

Listening Activity 10

You will hear a conversation between secretary and a student. The secretary is asking the student for information in order to complete an application from for a course. As you listen, fill in the appropriate information on the form below.

Surname	1. _____
(IN CAPITAL LETTERS)	
First name	2. _____
Country	3. _____
Age	4. _____
Address	5. _____
Telephone No.	6. _____

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Lesson 15. Grammar: Present Perfect Tense. (2 hrs).

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for gist and listen for detailed information.
- ✓ Use *The Present Perfect Tense* in situations.

Skills to be emphasized: Listening, speaking, reading, writing

Target structure: *The Present Perfect Tense.*

Materials: photos, a tape, textbooks

Aim: preparing students for the new lesson, introducing grammar rule, new vocabulary and prepare students do listening task.

The Present Perfect Tense (Hozirgi tugallangan zamon)

Hozirgi tugallangan zamonning yasallishi

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

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

Эра + To have (have,has) + Past Participle

1. Present Perfectning bo'lishsiz shakli have yoki has yordamchi fe'ldan keyin not inkor yuklamasi qo'yilishi bilan yasaladi:

Эра + To have (have,has) + not+ Past Participle

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

2. Present Perfectning so'roq shakli have va has yordamchi fe'lining egadan oldinga qo'yilish bilan yasaladi.

To have (have,has) + Эра + Past Participle

Hozirgi tugallangan zamonning ishlatilishi

1. Present Perfect hozirdan avval tugagan natijasi oldimizda bo‘lgan ish-xarakatni ifodalash uchun ishlatiladi. Ish-xarakat ancha oldin tugagan bo‘lishi mumkin, bunda asosiy e’tibor vaqtga emas natijaga 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.

2. Present Perfect Bir necha marta takrorlangan ish-xarakatlarni ifodalashda ishlatiladi:

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

I have seen that film three times. Men u filmni uch marta ko‘rdim.

3. Present Perfect ko‘pincha qo‘yidagi ravishlar bilan ishlatiladi: ever biror vaqt, never hech qachon, often tez-tez, qo‘pincha, already allaqachon, yet xali, lately yaqinda, just hozirgina.

I have never read that book. Men bu kitobni hech qachon o‘qiganim yo‘q.

He hasn’t finished his work yet. U xali 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 xat olmadim.

I have just seen him. Men uni hozirgina ko‘rdim.

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

4. Xali tugamagan vaqt ko‘rsatkichlari– today bugun, this week shu hafta, this month shu oy, this year bu shil bilan Present Perfect ishlatiladi:

Have you read the newspaper today? Bugun gazetani o‘qidingizmi?

5. Present Perfect since (biror vaqtdan hozirgacha) predlogi bilan ishlatiladi.

I haven’t heard from him since June. Men iyundan buyon u haqida eshitganim yo‘q.

He has known Mr. Bell since 1998. U mister Billni 1998 yildan buyon taniydi. (biladi)

Since bog‘lovchisi bilan bog‘langan qo‘shma gapning bosh gapiga Present Perfect, ergash gapida Simple Past ishlatiladi:

I have only received two letters from him since I came back from London.

Men Londondan qaytib kelganimdan buyon undan faqat ikkita xat oldim.

6. after, when, as soon as, until (till), if bog‘lovchilari bilan bog‘langan payt va shart ergash gaplarda Future Perfect o‘rnida Present Perfect ishlatiladi:

I shall go to the country as soon as I have passed my examinations.

Men imtihonlarimni topshirgach qishloqqa boraman.

A I've just ...



They **have just arrived**.

just = a short time ago

- A: Are Diane and Paul here?
B: Yes, they've **just arrived**.
- A: Are you hungry?
B: No, I've **just had** dinner.
- A: Is Tom here?
B: No, I'm afraid he's **just gone**.
(= he **has** just gone)

B I've already ...



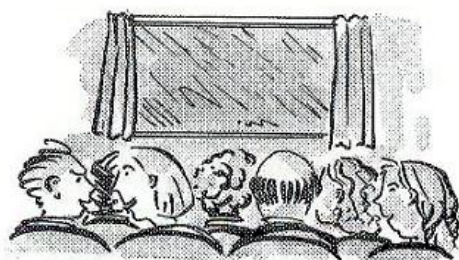
already = before you expected / before I expected

- A: What time are Diane and Paul coming?
B: They've **already arrived**. (= before you expected)
- It's only nine o'clock and Ann **has already gone** to bed. (= before I expected)
- A: John, this is Mary.
B: Yes, I know. We've **already met**.

C I haven't ... yet / Have you ... yet?

yet = until now

You can use **yet** in negative sentences and questions. **Yet** is usually at the end.



The film **hasn't started yet**.

yet in negative sentences:

- A: Are Diane and Paul here?
B: No, they **haven't arrived yet**.
(but B expects Diane and Paul to arrive soon)
- A: Does John know that you're going away?
B: No, I **haven't told him yet**.
(but B is going to tell him soon)
- Margaret has bought a new dress but she **hasn't worn it yet**.

yet in questions:

- A: **Have** Diane and Paul **arrived yet**?
B: No, not yet. We're still waiting for them.
- A: **Has** Linda **started** her new job **yet**?
B: No, she starts next week.
- A: This is my new dress.
B: Oh, it's nice. **Have you worn it yet**?

B present perfect + **ever** (in questions) and **never**:

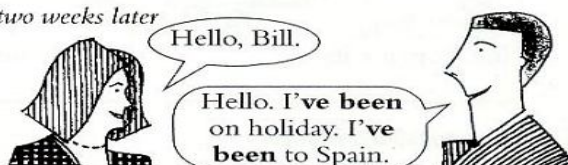
- 'Has Ann **ever been** to Australia?' 'Yes, once.' (**once** = one time)
- 'Have you **ever played** golf?' 'Yes, I often play golf.'
- My mother **has never travelled** by air.
- I've **never ridden** a horse.
- 'Who is that man?' 'I don't know. I've **never seen** him before.'

C gone and been



Bill **has gone** to Spain.
(= he is in Spain *now*)

two weeks later



Bill **has been** to Spain.
(= he went to Spain but *now he is back*)

Compare:

- I can't find Susan. Where **has** she **gone**? (= Where is she now?)
- Oh, hello Susan! I was looking for you. Where **have** you **been**?

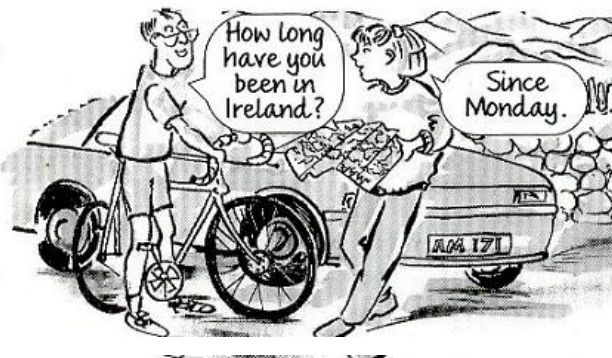
A Jill is on holiday in Ireland. She is there now.

She arrived in Ireland on Monday.

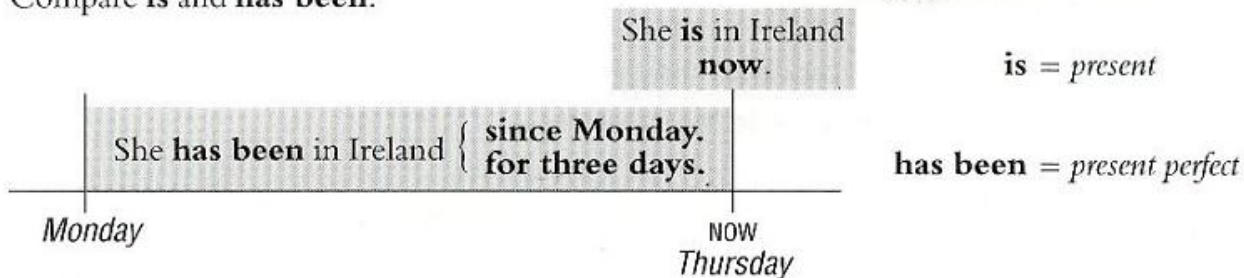
Today is Thursday.

How long **has she been** in Ireland?

She **has been** in Ireland { **since Monday.**
for three days.



Compare **is** and **has been**:

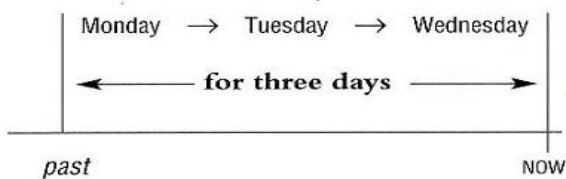


A for and since

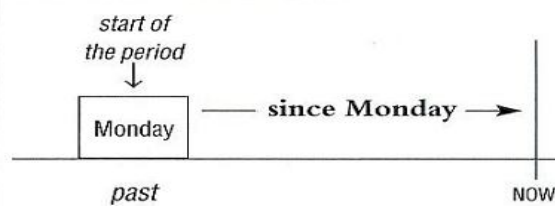
We use **for** and **since** to say *how long*:

- Jill is in Ireland. She **has been** there { **for three days.**
since Monday.

We use **for** + a period of time (**three days** / **two years** etc.);



We use **since** + the start of the period (**Monday** / **9 o'clock** etc.);



for	
three days	ten minutes
an hour	two hours
a week	four weeks
a month	six months
five years	a long time

- Richard has been in Canada **for six months**. (not 'since six months')
- We've been waiting **for two hours**. (not 'since two hours')
- I've lived in London **for a long time**.

since	
Monday	Wednesday
9 o'clock	12.30
24 July	Christmas
January 1985	I was ten years old we arrived

- Richard has been in Canada **since January**. (= from January to now)
- We've been waiting **since 9 o'clock**. (= from 9 o'clock to now)
- I've lived in London **since I was ten years old**.

B ago

ago = *before now*:

- Susan started her new job **three weeks ago**. (= three weeks before now)
- 'When did Tom go out?' '**Ten minutes ago**.' (= ten minutes before now)
- I had dinner **an hour ago**.
- Life was very different **a hundred years ago**.

We use **ago** with the *past* (**started/did/had/was etc.**).

Compare **ago** and **for**:

- **When did Jill arrive** in Ireland?
She **arrived** in Ireland **three days ago**.
- **How long has she been** in Ireland?
She **has been** in Ireland **for three days**.

Do *not* use the present perfect (**have arrived / have done / have been etc.**) with a finished time:

- I **saw** Paula **yesterday**. (not 'I have seen')
- Where **were** you **on Sunday afternoon**? (not 'Where have you been')
- We **didn't have** a holiday **last year**. (not 'We haven't had')
- 'What **did** you **do last night**?' 'I **stayed** at home.'
- William Shakespeare **lived from 1564 to 1616**. He **was** a writer. He **wrote** many plays and poems.

Use the past simple to ask **When ... ?** or **What time ... ?**:

- **When did they arrive**? (not 'When have they arrived?')

Exercise 1. Use SINCE or FOR

1. I haven't seen her *since* last summer.
2. We have lived in the same street the last three years.
3. She hasn't bought a dress ages.
4. I have not eaten mushrooms I was a boy.
5. You haven't written to me my last birthday.
6. They have lived in this country the war.
7. We have been here at least a week.
8. You have been my neighbor 1979.
9. I haven't eaten anything yesterday.
10. This town has been more crowded last year.

11. I've been studying first aid six months.
12. They have been sharing that apartment 1978.
13. She's been working with that machinery noon.
14. The patient has been, bleeding an hour. Do something at once.
15. We have been waiting for the doctor midnight.
16. We have not seen her more than a week.
17. I have not slept the last two days.
18. She has written three letters breakfast.

EXERCISE

Answer the following questions using the present perfect tense with **SINCE** or **FOR**

How long have you had this new typewriter? (last month) *I have had this new typewriter since last month.*

1. How long have they stayed at the same hotel? (three months)
2. How long has your father owned this bookshop? (a couple of years)
3. How long have you enjoyed classical music? (I was a teenager)
4. How long has the writer been in this town? (last week)
5. How long have you worn glasses? (I was a little boy)
6. How long has he known you? (1969)
7. How long has Mr. White worn the same suit? (his marriage)
8. How long have they lived in the same house? (fifteen years)
9. How long has he been a professional boxer? (almost twenty years)

EXERCISE

Make sentences using the present perfect tense with **JUST** as in the example.
She washed the dishes a couple of minutes ago. *She has just washed the dishes.*

1. I had breakfast a very short time ago.
2. She spoke to the lawyer a few seconds ago.
3. Our relatives arrived in town this morning.
4. Your grandmother moved into a cheap hotel an hour ago.
5. She received a telegram a little while ago.

EXERCISE

Make sentences using the present perfect tense with **ALREADY** as in the example Clean your room!

I have already cleaned my room

1. Water the garden! 4. Do your homework!
2. Wash the dishes! 5. Brush your teeth!
3. Buy some eggs! 6. Wash the car!

EXERCISE

Answer the following questions using the present perfect tense with **YET**.

Why don't you buy a new car? (save enough money) *Because I haven't saved enough money yet.*

1. Why do you say she is a bad secretary? (learn to type)
2. Why are you so tired? (take a rest)
3. Why are they hungry? (eat dinner)
4. Why is she so sad? (get married)
5. Why aren't the children watching television? (finish their homework)

EXERCISE

Answer the following using the present perfect tense with **BECAUSE** as in the example.

Why can't she go to school tomorrow? (she / catch a cold)

She can't go to school tomorrow because she has caught a cold.

1. Why is he feeling terrible? (he/eat too much)

2. Why are you going to the police station? (someone/steal all my money)
3. Why is she very disappointed? (her husband/leave her)
4. Why can't he wear his old clothes? (he/put on too much weight)
5. Why is the teacher angry with him? (he/not do his assignment)

Adabiyotlar:

1. Anne Seaton, Y.H. Mew// Basic English Grammar 1, 2// Saddleback Educational Publishing, 3 Watson, Irvine, USA 2007.
 2. English grammar and vocabulary. Michael Vince. 2011.
 3. G'.Boqieva, F.Voxidova// Scale Up// G'ofur G'ulom nashriyoti. T., 2015
- ✓ Amaliy mashg'ulot slayd-prezintatsiyasi (diskda ilova qilindi)
 - ✓ Amaliy mashg'ulot uchun materiallar (diskda ilova qilindi)
 - ✓ Mavzu bo'yicha tarqatma materiallar (diskda ilova qilindi).
 - ✓ Mustaqil ta'lim uchuntarqatma materiallar (diskda ilova qilindi).

II. Mustaqil ta'lim mashg'ulotlari

Mustaqil ishni tashkil qilishning mazmuni va shakllari

Hozirgi sharoitda o'qitishning ko'pgina muammolari yangicha hal qilinadi, talabalar va o'qituvchi vazifalari va o'zaro munosabatlari o'zgaradi, talabaning mustaqil faoliyatidagi roli oshadi, uning ijodiy faoliyati rivojlanadi.

Oliy o'quv yurtida chet tili kursining hamma bosqichlari davomida talabalarni o'qitishning mustaqil ta'lim olish metodiga e'tibor beriladi, bu metod annotatsiya, referat va boshqalarni, og'zaki ma'ruza va axborot shaklida tayyorlash usullarini egallashga imkoniyat beradi.

Mustaqil ish turlari: darslarda o'quv topshiriqlari; institutdan tashqari o'quv vazifalarini bajarish; darsdan tashqari – uyda o'qish.

Ko'rsatib o'tilgan ish turlari o'qitishning hamma davri davomida saqlanib qoladi, lekin ularning hajmi, murakkabligi oshib boradi, shuningdek o'qituvchining bevosita rahbarligi ham kamayib boradi.

Mustaqil ishni muvaffaqiyatli bajarish uchun uni aniq rejalashtirish va tashkil qilish tavsiya etiladi. To'g'ri tashkil etilgan mustaqil ish o'zlashtirishni oshirishga, talabalarning chet tilini o'rganishga qiziqishini orttirishga yordam beradi.

Chet tili fanidan mustaqil ishlarning maqsadi – amaliy mashg'ulotlar davomida olingan bilim va ko'nikmalarni yanada mustahkamlash va takomillashtirishdan iborat.

Dars mashg'ulotlarida ko'tarilgan mavzularni o'z mutaxassislik sohalariga bog'langan holda loyiha ishlarini amalga oshirishlari, portfolio va taqdimotlar (slayd, hisobot, muammoli vaziyat va h.z. ko'rinishida) tayyorlashlari ko'zda tutiladi.

O'qish: amaliy mashg'ulotlarda o'tilgan mavzular yuzasidan qo'shimcha materiallarni mustaqil yoki guruhlar bilan o'qish, tahlil qilish va ularni ixtisosliklariga bog'lash.

Tinglash: o'qituvchi tomonidan belgilangan audio yoki video materiallar bilan ishlash.

Gapirish: tayyorlangan taqdimotlarni guruh oldida og'zaki taqdim etish, savol-javoblarda ishtirok etish va fikr bildirish.

Yozuv: mashg'ulotlarda yoritilgan mavzular asosida berilgan yozma ishlarni amalga oshirish, portfolio talablariga asosan o'z fikrlarini qisqacha yozma bayon qilish, yozma hisobotlar, taqdimotlar, sohaga oid shakllar tayyorlash.

Mustaqil ishlarning mavzulari amaliy mashg'ulotlarda yoritilgan mavzularga mos holda bo'lishi lozim. Mavzular talabalarning sohalariga bog'langan holda kengroq yoritilishi va yozma yoki og'zaki taqdimot sifatida o'qituvchilarga taqdim etilishi lozim.

Mustaqil talimning mazmuni va xajmi.

I semestr

№	Mustaqil talim mavzulari	Berilgan topshiriqlar	Bajar.Muddati	xajmi (soatda)
1	History of English	Referat tayyorlash	1 hafta	2
2	Learning styles	Internet materiallarini tuzish	1 hafta	2
3	Simple Interesting grammar rules	Tarqatmalar tuzish	1 hafta	2
4	Global NET system	Internet materiallarini tuzish	1 hafta	2
5	Visiting historical places	№340 Qaror ijrosi	1 hafta	2
6	Simple Interesting grammar rules	Tarqatmalar tuzish	1 hafta	2
7	Learning English from Internet	Internet ma'lumotlaridan tarqatmalar	1 hafta	2

8	Making a test questions	Test tuzish	1 hafta	2
9	Simple Interesting grammar rules	Tarqatmalar tuzish	1 hafta	2
10	Writing simple formal letter to universitie's rector	Internetdan ma'lumot olib	1 hafta	2
11	Sightseeing tours	№ 340 qaror ijrosi	1 hafta	2
12	Simple Interesting grammar rules	Tarqatmalar tuzish	1 hafta	2
13	Beautiful cities.	Taqdimot tayyorlash	1 hafta	2
14	The world of TV.	Internetdan material yig'ish	1 hafta	2
15	Simple Interesting grammar rules	Test tuzish	1 hafta	2
16	Sightseeing tours	№340 qaror ijrosi	1 hafta	2
17	Making test questions on the previous theme	Test tuzish	1 hafta	2
18	Simple Interesting grammar rules	Tarqatmalar tuzish	1 hafta	2
19	English in the Future	Referat	1 hafta	2
20	Service management	Internetdan ma'lumot yig'ish	1 hafta	2
21	Simple Interesting grammar rules	Tarqatma tayyorlash	1 hafta	2
22	Modal verbs	Taqdimot yaratish	1 hafta	2
23	Capital cities	Taqdimot tayyorlash	1 hafta	2
24	Simple Interesting grammar rules	Tarqatma tayyorlash	1 hafta	2
25	Uzbek national holidays	Taqdimot tayyorlash	1 hafta	2
26	Making a dialogue	Og'zaki nutqni o'qitish	1 hafta	2
27	Simple Interesting grammar rules	Tarqatma tayyorlash	1 hafta	2
28	Making test questions	Test tuzish	1 hafta	2
29	Uzbek Sports	Taqdimot tayyorlash	1 hafta	2
30	Simple Interesting grammar rules	Tarqatma tayyorlash	1 hafta	2
31	English traditions	Taqdimot tayyorlash	1 hafta	2
32	Inventions	Internet materiallar yig'ish	1 hafta	2
33	Holidays in Great Britain	Taqdimot tayyorlash	1 hafta	2
34	Simple Interesting grammar rules	Tarqatma tayyorlash	1 hafta	2
Jami:				68

II semestr

№	Mustaqil talim mavzulari	Berilgan topshiriqlar	Bajar.Muddati	xajmi (soatda)
1	Independent Uzbekistan.	Taqdimot tayyorlash	1 hafta	2
2	Making a dialogue on the theme business	Internet materiallarini tuzish	1 hafta	2
3	Simple interesting grammar rules	Tarqatmalar tuzish	1 hafta	2
4	History of Uzbekistan	Taqdimot tayyorlash	1 hafta	2
5	Global problems	Internet ma'lumotlarni yig'ish	1 hafta	2
6	Sightseeing tours	№340 Qaror ijrosi	1 hafta	2
7	Uzbek symbols	Taqdimot tayyorlash	1 hafta	2
8	What is motivation?	Internet materiallari	1 hafta	2
9	Simple interesting grammar rules	Test tuzish	1 hafta	2
10	Singing an English song	Og'zaki nutqni o'qitish	1 hafta	2
11	About Uzbekistan	Taqdimot tayyorlash	1 hafta	2
12	Sightseeing tours	№ 340 qaror ijrosi	1 hafta	2
13	Loving motherland is believing to the future	Referat tayyorlash	1 hafta	2
14	Correct pronunciation	Internetdan material yig'ish	1 hafta	2
15	Education system of UK and the USA	Taqdimot tayyorlash	1 hafta	2
16	Simple interesting grammar rules	Test tuzish	1 hafta	2
17	Termez State University	Taqdimot tayyorlash	1 hafta	2
18	Sightseeing tours	№ 340 qaror ijrosi	1 hafta	2
19	Simple interesting grammar rules	Tarqatma tayyorlash	1 hafta	2
20	The most important cities of the world	Taqdimot tayyorlash	1 hafta	2
21	Making test questions	Test tuzish	1 hafta	2
22	About Termez	Taqdimot yaratish	1 hafta	2
23	English speaking countries	Taqdimot tayyorlash	1 hafta	2
24	Simple interesting grammar rules	Tarqatma tayyorlash	1 hafta	2
25	World famous meals	Taqdimot tayyorlash	1 hafta	2
26	Poem "I keep six honest..."	Og'zaki nutqni o'qitish	1 hafta	2

27	The government of Uzbekistan	Referat yozish	1 hafta	2
28	Simple interesting grammar rules	Test tuzish	1 hafta	2
29	Sightseeing tours	№ 340 qaror ijrosi	1 hafta	2
30	Making test questions	Test tuzish	1 hafta	2
31	National holidays of UK	Taqdimot tayyorlash	1 hafta	2
32	Simple grammar rules	Tarqatma tayyorlash	1 hafta	2
33	Sing song	Og‘zaki nutqni o‘stirish	1 hafta	2
34	Uzbek food	Taqdimot tayyorlash	1 hafta	2
Jami:				68

Talabalarning mustaqil o‘qish uchun mavzular.

UBIQUITY OF ENGLISH.

Wide spread use of English today is obvious, and the fact of its becoming a global language is inevitable. Presently, it has spread its roots all over the world. In the field of politics, economics and diplomacy English became an essential skill. Hence, students of all directions and specialties are highly interested in language acquisition. The environment itself supports learners, providing them with language bits from all around.

The Internet makes teaming process incredibly easier, in ways that were not possible before. It makes it easier to connect with people who speak different languages.

An enormous amount of information is processed in English, and more than half the world’s technical and scientific papers are published in English as well. The widespread use of English has been a great argument. The Chinese government is promoting the teaching of Mandarin in order to establish Chinese as the new international language.

Yet the difficulty in means of writing Chinese characters, and the tonal nature of the language, make it unlikely to come out as a preferred language for not native speakers of Chinese. Another case is French. French used to be the language of diplomacy and the preferred language of international exchange. Educated people in Europe, as well as the Americas, Africa, Asia and the Middle East were proud to speak French.

However, this is much less so the case today. And subsequently Esperanto, is offered up as an alternative. It was offered as a politically neutral international language. It also has been constructed quite rationally and easy to learn, but in the foreseeable future no society is likely to change English as a highly convenient means of international communication to any other language. The same is about our own country.

Wherever you go or whatever you deal with you surely stumble on something in English. Not only in capital Tashkent but in distant regions you can come across English expression. For instance, here in Tashkent even in some areas like Chorsu, Chopon ota or Kukcha where national bias are favored, one may count out lots of English words used in ads, brand names, tabloids and so on.

Therefore language acquisition is now less laborious owing to the whole environment contributes its improvement. Also less actual is the argument of lacking due environment, because basic words are mostly known for inveterate housewives as well.

STUDYING WITH MULTIPLE SOURCES.

.....O! Thanks! Now, will you share your opinion about using Multiple Sources and why should we use it in studying process?

Would you like to begin Mr. Tursunov?

Some people prefer studying from single material; others contend that multiple sources are more suitable for learning. Some believe it is less complicated route and get concentrated on one

material. However, recent researches point to the effectiveness of using multiple sources when studying or learning. To use multiple sources best, you should refer to secondary sources when you stumble upon something you can't understand or doubt and

when primary source is not available. For example, unless you attend the seminar or conference, where you can listen to the authors directly, seeing their emotions and feeling their tone which undoubtedly contribute your comprehension, you may use the publication of the articles from that event, you know.... , as it's said in the proverb 'half a loaf is better than no bread'.

.... Now... Miss Karimova.....

First, one should be taught to use multiple sources properly. Because lectures, interviews novels, electronic media and surely internet which are believed to be multiple sources materials are not that easy to understand and mostly demand great analytical procedure. Take as an example.. long and less constructed documents tend to be more confusing.

Subsequently, picking up information here is much more challenging then in short and well-structured texts. Comparing with single sources, multiple sources tend to create richer understanding, engage with facts, circumstances and can be even conflicting. The matter, one should be taught is analyzing commonalities, evaluating conflicts and ability to filter the context so that it fits worked out objective.

As for me.....

... o.. yes Mr. Bahodirov If speaking about multiple sources I consider it necessary to provide learners with some recommendations: First of all read your primary source thoroughly to provide factual framework from which to begin, as it was mentioned by (Miss Karimova) find out the objective. Refer to shorter, more focused sources; improve your evaluative skills working with multiple sources; understand their connection and don't learn by heart details which can be easily forgotten; attend seminars discussions and conferences to improve your conception.

.... Again as it was said by (Mr. Tursunov): 'try to work with primary sources'. Nevertheless, don't give up if not possible feel free to refer to secondary one - publication.

ON-LINE ETIQUETTE.

Hi, I am Tom. You must be confused to hear me, thinking what problems this little boy can have. Although I am just in form 7, my life has already become a disaster. Everything started on my 13 th birthday. I was so delighted when my father gifted me a laptop fiill of modem softwares and you know, moreover it was connected to internet via Wi-Fi. Wow, it was exactly (he one I was dreaming of for the last years. We are five children in our family and we can't always afford to have everything we want. So you can understand what a laptop meant to me. I dived into net. World wide web whirled me and I started to browse websites looking for something entertaining. Social nets and on-line games attracted my attention most of all. First I started spending hours then whole days sitting in front of a computer getting nervous if I have lost in Counter strike, the game which is popular with teens. Or I've got used to chatting with my on-line friends about all kind nonsense. I was addicted to the net and couldn't imagine a second without it. I ate being on-line, went to school not leaving it, and I fell asleep embracing my laptop. I got along with different guys whom I looked up who lived in our region. Their influence on me was increasing day by day. My virtual life was fascinating. It was much more exciting than a real life. It lasted till I fell out with my chaps. Then the thriller started. Oh my God, it was horrible. They threatened me using impolite words, looking down on me. I was bullied on-line. I logged out, thinking that the nightmare would stop, but I was wrong. Bullying transferred into my real life. Guys chased me picking on me, putting me down and beating me. I didn't know what to do. I was threatened to be killed if I tell something to somebody. They do it on purpose just to entertain themselves. I am afraid... I am scared of them. Now, I am going to be dropped out of school as I've failed my exams and my dad is called to school. He was so proud of me. But now.. (sigh) I need your help...

Hello, Dears. I am Lola, a second year student. Since I entered the University, Internet became my best friend. By surfing the net I got acquainted with various usefiil sites, created my e-mail account, enlarged my database, improved my computer-literate skills, and expanded my network by making fi'iends not only from our country but also from all over the world. By means of internet I

have improved my IT skills and knowledge in my subjects, as I am used to calling up web-based materials I required to know. At the push of button I am able to get anything I need.

Huh, (laughter) Just incredible! But... You know guys, on the other day, I got a strange e-mail, that was in my Spam box. I opened it in order to read it considering it a usual message I often deliver or get. At a sudden, my computer crashed and refused to obey me, you know. I didn't catch on what was happening, (voice up) Consequently, I couldn't deal with it. Next day I took my treasure (laughs) to the computer programmer who set out that my kid/laptop had been hacked or cracked, something like that, and it had such a bug that consumed my information, (pity sigh) Oh, my God, being 20 years old I have no idea about cracking and hacking, (laughs with sorrow.) However, because of them I lost all my material I was collecting so long, even my own articles and research work results, as I didn't have a back up copy of my work, (sigh), I am sure it is illegal for anybody to destroy somebody's information this way. It is unfair! Spamming, cracking, hacking on purpose... (with anger and sorrow for her material) I think we should figure out a solution to cope with these kind of stuff We should...

LEARNING STRATEGIES.

- In order to find out more information about learning strategies we are going to talk to Professor Brian Johnson who has made a number of valuable inputs to methodology. Mr. Brian, we are glad to meet you at our studio today.

- I am also happy to be here with you, thank you for your invitation.

- Mr. Brian, today we are going to discuss problems of learning strategies.

- Well, it's a good idea.

- Can you tell us what learning strategies there are in general?

- Firstly, we should find out what strategy is. Strategy is a way of doing something; it is a person's own decision to which way to go with it or that strategy; it can be applied to any field, to any job. Everyone has a strategy of living. Our deeds, actions, achievements even failures are controlled or just formulated by our life strategies as well!

Mr. Brian, as our most listeners are the youth, mostly students of different specialties, they are eager to understand what are learning strategies are? Why are they so important to be found out?

- Learning strategy is a key to better studying, achieving top results in any sphere, as it is a person's approach to learning or using information. If learners are not aware of their learning strategies or do not use them at all they may face a number of problems while studying, and in future even while upgrading professional careers as well. Learning strategies assist us to solve problems or avoid them, lead to cooperative thinking.

- Oh, I've never expected that it is such a global issue for studying! As far as I know, there are a lot of types of learning strategies. Which of them are the most important ones?

- All of them are essential and somehow connected with each other But here I would like to focus on some of them. Let's speak about metacognitive ones, they are general learning strategies. Reflecting upon your own thinking and learning is meta-cognitive thinking. They are considered to be one of the most effective for learners. Some types of them: organizing or planning strategy, students make a plan of what they need to do and organize their thoughts and activities in order to tackle a complex task step-by-step. This preparation helps them to cope with any task. Or let's take monitoring strategy, where learners question whether an idea makes sense in order to check the clarity of their understanding or expression in the target language. Students are aware of how well a task is progressing and notice when comprehension breaks down. Personalizing strategy is also important to know, students relate information to their feelings, opinions or personal experiences in order to remember and understand it better. They may associate it with someone or something in their personal lives.

- I came across another type of learning strategy while preparing for the programme: task-based learning strategies. What specific features do they have?

- The "Task-Based Learning Strategies" focus on how students can use their own resources to learn most effectively. By focusing students' attention on their resources, we emphasize their ability to take responsibility for their own learning. There are four different subgroups of them: strategies that

use what you know, strategies that use your imagination, strategies that use your organizational skills, strategies that use a variety of resources. They are responsible for (cut down here)

EFFECTIVE STUDY HABITS.

Welcome to our TV Show. Today's our guest is famous psychologist Feruza Akbarova and today we are going to have a hot topic "Do you teach your kids HOW to learn?".

I – Interviewer, **P** – Psychologist.

I: Good morning, Feruza. Welcome to our show!

P: Thank you. Good morning.

I: Mrs. Feruza can you give us some pieces of advice how to improve our kids good study habits.

P:-Yes, first thing is get organized. Seriously, teach your kids how to organize their binders, bags, etc. Also, if you have older kids, give them the skills to keep an assignment planner. Get them in the habit of writing their tasks down. And next thing is following a routine. Make a hard-fast homework time in your child's schedule. Little ones particularly benefit from predictability. There's less resistance when the time is already built into day. Besides that getting creative is also very helpful. Getting creative isn't just for the little ones. Older children can find what habits are effective for them individually by trying out several techniques: flash cards, rewriting notes, making up songs, making a game out of studying.

I: And I think the place where you are studying is also important?

P: Yes, of course. You should determine a set place for kids to study. It helps them get into the mindset. Maybe it is a desk in their room, your family office, or the dining room table? Make sure their location is stocked with supplies. My kids never really liked studying in their rooms, so I made them a little tote with pens, pencils, markers, scissors, etc. We pulled it out during homework and then stashed it out of sight until the next day. Encouraging your kids to talk to their teachers is also effective. In a world of email and instant communication, it is important to teach your kids how to email their teacher and ask for clarification. Some kids are too embarrassed to raise their hand in class if they get behind, show them other ways to communicate if that is the case. And don't forget to teach healthy lifestyle habits for test days. Encourage kids to go to sleep on time and eat a healthy breakfast on test days. As they get older, the tests come with higher stakes, so healthy habits will really play into their success. And please, encourage them to learn their learning style. When they bring home an assignment or test with a great grade, ask them what they think helped them the most. A pattern may start to emerge. You can also encourage them note-taking. Note-taking is a learned skill. Either the teacher suggests it or he/she doesn't. Encourage your child to do it anyway. Show them how. And don't forget that older kids have a lot of pressures. Studying from start to finish is too much. Encourage them to take breaks. Depending on the kid, maybe a 10 minute break every 10-50 minutes will help re-center them. For some people, the prospects of a two hour study session seems so overwhelming, they don't want to begin. Teach them how to recognize their time limits.

I: O.K. Feruza, thank you very much for your useful advices. We hope our parents got useful information from today's show. Thank you for being with us.

P: Thank you.

COMPUTER

Computer is a device that processes information with astonishing speed and accuracy. Computers process information by helping to create it and by displaying it, storing it, reorganizing it, calculating with it, and communicating it to other computers. Computers can process numbers, words, still pictures, moving pictures, and sounds. The most powerful computers can perform tens of billions of calculations per second.

The computer has changed the way we work, learn, communicate, and play. Virtually every kind of organization throughout the world conducts business with computers. Students, teachers, and research scientists use the computer as a learning tool. Millions of individuals and organizations

communicate with one another over a network of computers called the Internet. Computer games entertain people of all ages.

Almost all computers are electronic digital computers. They are electronic in their use of electric current (a flow of electric charge) to carry information. They are digital in that they process information as units of electric charge representing numbers. The word digital means having to do with numbers.

To enable a computer to process information that is not numerical--such as words, pictures, or sounds--the computer or some other device must first digitize that information. A device digitizes information by translating it into charges that represent numbers. After the computer processes the digitized information by working with the charges, the computer or a device connected to the computer translates its results back into their original form.

Digital computers are one of two general kinds of computers. The other kind are calculating devices called analog computers. An analog computer represents amounts with physical quantities, such as distances along a scale, rather than with numbers. The remainder of this article deals with digital computers. For more information on analog computers.

The technology of computer hardware (the physical parts of computer systems) has advanced tremendously since 1946, when the first electronic digital computer was built.

INTERNET

Internet is a vast network of computers that connects many of the world's businesses, institutions, and individuals. The Internet, which means interconnected network of networks, links tens of thousands of smaller computer networks. It enables computer users throughout the world to send and receive messages, share information in a variety of forms, and even play computer games with people thousands of miles away. Computers linked to the Internet range from simple and inexpensive personal computers, often called PC's, to huge mainframe computers used by government institutions, educational institutions, and businesses.

Computers require special hardware and software to connect to the Internet. Necessary hardware includes a modem, a device that translates a computer's digital information into signals that can be transmitted over telephone lines (MODEM). Required software includes a communications program that allows the transmission and receipt of messages.

The Internet, often called simply the Net, began as a collection of text-based information. But the development and rapid growth of a part of the Internet called the World Wide Web (also known as WWW or the Web), transformed the presentation of information on the Net. In addition to text, the Web allows the use of photographs, moving pictures, and sound to create presentations approaching the visual quality of television and the audio quality of recorded music.

PHOBIA

Phobia is a persistent, strong fear of a certain object or situation. Common phobias include fear of crowds, darkness, heights, and such animals as cats, snakes, or spiders. Phobic individuals may spend much time worrying about their fears and may be too frightened to carry out normal activities. Psychologists and psychiatrists classify phobias as an anxiety disorder, a mild psychological problem.

Many phobias have special names. The fear of heights is acrophobia. Agoraphobia is the dread of open spaces, and claustrophobia is the fear of small places or of being closed in. Ailurophobia is the fear of cats, ophidiophobia the fear of snakes, and arachnophobia the fear of spiders. Other phobias include hydrophobia (fear of water), mysophobia (fear of dirt or germs), and xenophobia (fear of foreigners or strangers).

Therapists use numerous approaches to treat phobias. Two popular treatments are

psychoanalysis and behavioral therapy, which are based on different ideas about the causes of psychological problems.

Sigmund Freud, an Austrian physician and the founder of psychoanalysis, believed that phobias and other psychological disorders are caused by unconscious desires. According to Freud, individuals repress (force into the unconscious mind) desires that they have been taught are bad. Freudians believe that a phobia is a symbolic expression of these repressed feelings, such as aggressive impulses or sexual drives, and of the punishment linked with the feelings in the unconscious. In psychoanalytic treatment of phobias, the therapist and patient try to uncover such repressed feelings. Psychoanalysts believe that when a patient fully understands the repressed feelings, the fear will disappear or become manageable.

Behavioral therapy holds that a phobia is a learned response and can be unlearned. Therapists using behavioral treatments often employ techniques that involve gradually exposing the phobic individual to whatever is feared. The exposure may take place in real life or in the person's imagination. For example, claustrophobic patients may imagine themselves in smaller and smaller rooms until they can visualize a tiny space without anxiety. The gradualness of the exposure is considered important in making the treatment effective and relatively painless. A popular technique called systematic desensitization combines gradual exposure with relaxation or other experiences to reduce anxiety. Many therapists who treat phobias conduct group therapy in addition to individual treatment. Group therapy enables phobic patients to talk with others who have the same fears and learn from one another. Some therapists also use hypnosis to help phobic patients face their fears

British traditional holidays

Great Britain is famous for its old traditions. Some of them existed in ancient times and survived through centuries. Some of them appeared when Christianity came to British isles. Speaking about religious holidays one can't but mention Easter, Pancake Day and Mother's Day. The dates of these holidays aren't strict, they depend on the date of Easter, that varies every year.

Pancake day is the popular name for the Shrove Tuesday, the day before the first day of Lent. In the middle ages people on that day made merry and ate pancakes. The ingredients of pancakes are all forbidden by Church during Lent, that is why they have to be used the day before. The most common form of celebrating this day in the old times was the all town ball game or tug-of-war, in which everyone was tearing here and there, trying to get the ball or rope into their part of the city. Today the only custom, that is observed throughout Britain is pancake eating.

For the English people the best-known name for the fourth in Lent Sunday is Mothering Sunday or Mother's Day. For 3 centuries this day has been a day of small family gatherings when absent sons and daughters return to their homes. Gifts are made to mothers by children of all ages. Flowers and cakes are still traditional gifts. Violets and primroses are most popular flowers. Sometimes the whole family goes to church and then there is a special dinner at which roast lamb, rice-pudding and home-made wines and served.

Easter is one of the most important holidays in Christianity. In England it's a time for giving and receiving presents, mostly Easter eggs. We can say that the egg is the most popular emblem of Easter, but spring-time flowers are also used to stress the nature's awakening. Nowadays there are a lot of chocolate Easter eggs, having some small gifts inside. But a real hard-boiled egg, decorated and painted in bright colours, still appears on breakfast tables on Easter Day, or it's hidden in the house or garden for children to find. In egg that is boiled really hard will last for years. Egg-rolling is a traditional Easter pastime. You roll the eggs down a slope until they are cracked and broken, after they are eaten up.

FROM THE HISTORY OF GREAT BRITAIN AND LONDON

The first inhabitants of the British Isles were nomadic Stone Age hunters. Historians refer to the original population as the Scots and Picts. The invasion of Celtic tribes from the Rhine River went on from 8-7th centuries B. C. to 1st century B.C. Celtic tribes — the Gaels and the Brythons — occupied the whole of Britain and merged with the Picts and Scots. The Romans invaded Britain in 55 B.C. led by Julius Caesar, and left Britain in 410 A.D. because northern tribes were attacking Rome. They had given the country a system of roads, Christianity, and a language which has had a great influence on the way the Englishmen speak today.

In the 5th century A.D. the Anglo-Saxon invasion began. The invaders were the Germanic tribes from the continent north of Europe. They brought their West Germanic Dialect which eventually developed into the English language. The early English literature began in those days. The Anglo-Saxon invasion destroyed the Celtic mode of life and delayed the development of classes.

It took three centuries (VI — IX) to achieve the political unification of the country. The foreign (Scandinavian) invasion helped the cause of unification for it made unity an alternative to a complete loss of independence. It was the king of Wessex, Alfred, known as Alfred the Great, who made efforts to consolidate the state, to establish a system of administration and bring some order in the law system.

As the result of the Norman Conquest, feudalism which was already growing up England, was fortified. The conditions were created for the growth of production and development of productive forces.

In the 12th-14th centuries the Plantagenet Dynasty reigned in the country. The second Plantagenet king, Richard I (1189— 1199), popularly called Richard the Lion Heart, was an enthusiastic Crusader. The Crusades were sponsored by Rome as one more way to power and influence. The 13th century witnessed the peak of feudalism in England. During the later centuries (15th —16th) the preconditions for the development of capitalism were formed. At that time the new, Tudor dynasty was established. It promoted the development of capitalism supported by the bourgeoisie. The second Tudor king, Henry VIII (1509— 1547) was one of the most cruel monarchs. Many progressive people were executed by him, including Thomas More, a famous English humanist. The successors of Henry VIII were Mary Tudor and Elizabeth I. The 16th century was the period of Humanism and the Revival of Learning in Britain, in a word, English Renaissance. The following, 17th century, went down in the history of England as the century of the bourgeois revolution which established the capitalist system in the country. At that time two states (England and Scotland) were united by the Stuart dynasty. The 18th century saw the actual making of the British Empire. From that time the new title of the English state “Great Britain” was adopted. In the 19th century the first mass political movement of the British proletariat, fighting against bourgeoisie, began to develop in Britain, called Chartism. At the present time the working class of the country continues the cause of Chartists and struggles for equal political and social rights.

ART AND CULTURE IN UZBEKISTAN

The development of musical art in Uzbekistan is closely linked to the history of our Republic. The Uzbek people possess the rich folklore of national culture. But during the historical development it was combined with new forms, genres and aesthetic principles.

One of the most popular genre of Uzbek folklore are lyrical songs (ashulas). Ashula may date back to the 15th century. Ashula is a part of the cultural heritage of the Uzbek people. Besides, it is a genre which is alive and loved by a lot of people. Many professional singers include ashulas in their repertoire. The themes of ashulas are various. They can be songs about love and dreams. There are also many satirical, comic and philosophical songs. Their rich, emotional melodies and harmonious composition conquer the hearts of listeners. Ashula made a great influence on the development of other vocal genres, including opera.

Uzbek opera was provided in the traditional folk songs of rare and diversified beauty, existing traditions of instrumental music and a wide range of popular ritual. Khafizes (singers), bayonchis (story-tellers) and askiyavozes (jesters) performed in the festivals. Wandering players were very popular. The actors used to wear flowing robes, sometimes turned them inside out playing women's

roles. The creating of the national Uzbek opera and ballet was the result of the development of the Uzbek national culture. The first opera «Farkhad and Shirin» was performed in 1936. It was Hamza Hakim-zade Niazi who was the founder; the director and the composer. He wrote both plays and songs.

Among the first fine singers there were Khalima Nasyrova, Kari-Yakubov, Karim Zakirov, Tamara Khanum. Having studied choreographic and vocal folklore, Tamara Khanum has for a long time been a famous performer and promoter of the Uzbek art at home and abroad. The stages of her creative biography were connected with the achievements of the Uzbek art. The first performance of the young singer was in 1919. She sang the songs of Hamza Hakim-zade Niazi. In 1922 the first ensemble was founded in Uzbekistan by the folk singer Mukhiddin Kari- Yakubov. The ensemble included only one woman — Tamara Khanum. The appearance of a woman on an Uzbek stage was not only a cultural but a political event in the history of the Uzbek art.

The modern Uzbek musical art is characterized by combination of the national traditions and world classics. At the present time the Uzbek people have a rich musical culture. All genres of musical art are developed: opera, symphony, ballet, concerts, etc. The Uzbek composer Mukhtar Ashrafi made a great contribution to the development of musical culture of the republic. His rich musical heritage includes operas, ballets, camera music, etc. Numerous national ensembles were formed in the republic. Some of them, such as «Bakhor», «Yalla» are widely famous both in our country and abroad.

Sightseeings of Uzbekistan.

Uzbekistan is one of the most ancient country in the world. There are a lot of places of interests to see in it. As we know about provinces. Each of it is a pearl of Asia. For instance Termez. Not so many years ago we celebrated its 2500 years. From the old of the city we can define that it has wonderful buildings and monuments. Particular interests is attached to Karatepa (Black Hill) reminded us about of period Budhist dates back to the second-fourth centuries A .D. There is also the Kirkiz summer residence of the ninth centuries, the Khakim-at-Termezi mausoleum of the ninth-eleventh centuries, the ensemble of mausoleum of Termez seyid -- Sultan Saodat which dates back to the 15th and 17th centuries.

Samarkand. The most important architectural ensembles were built by the order of the great Temur and almost they are dates back Temur's dynasty. In the epoch of Timur and grandson Ulugbek the city was called Great Samarkand. In the 16-15 centuries, the city entered into the period of unprecedented flourish- a citadel and fortress walls were built, broad streets were laid , the grandiose architectural ensembles were built: El-Registan, Shahi-Zinda, Mausoleum Gur-Emir and Bibikhanum and on perimeter the city is skirted by a huge ring from 13 colossal parks and gardens.

Bukhara. The Bukhara province is located in teh Southeastern part of the republic of Uzbekistan, and its population is 1.4 million people. The symbol of the Bukhara : the Great Kalyan minaret, was constructed the same way in 1127. And it is considered to be one of the highest in Asia. From the circular gallery at the top of minaret one can observe a fascinating view of the whole ancient Bukhara, at the center of which are the most famous square Minarai Kalyan, Chashma Agrob and many other monument of architecture are situated. Lyabi hauz is another grand monument of Bukhara - the rectangular pool with cut corners, surrounded with three monumental madrasah of the 16-17th centuries, which used to be the center of social life in the city, laid at the edge of the desert.

SPORTS AND GAMES

It goes without saying that one of the most imortrant tasks today is to bring up a healthy generation That it why most governments pay special attention to sport and physical education. All school children have at least two PT lessons a week. Most schools have will equipped gyms, swimming pools and tennis courts , where students can develope physically and get all necessary skills and habits .

It is known that most schoolchildren are interested in sport or rake part in a sporting activity.

Boys and girls and tenagers participate in a great number of sport events. They include indoor or outdoor sports such as football, rugby, cricket, swimming squash, tennis , running, athletics horse riding ,archery chess and many other social games .

Many of these activities are organized through school or through youth clubs . In many cases sport has become a commercial affair.

Large sports have excellent facilities so they are not free. People have to pay children and grown ups attend them willingly. Nowadays almost all people are fond of some sport because it helps them to keep fit and because they enjoy it. There are summer and winter sports. The most popular are swimming, rowing , fishing ,track and field athletics , mountain climbing and others . You can go in for gymnastics, wrestling, boxing, weight lifting, play volley-ball, basketball and tennis in a gym all the year round.

Sports are very much the same in most countries. Cricket , golf and soccer are popular in England Cricket is an outdoor game played with bats a ball and wicket between two sides of eleven each other.

Golf is an outdoor game played on a large course with a small ball and a set of clubs : the object of the game is to direct the ball into a number of holes, which are distributed on a course.

Football called soccer in England is played by teams of eleven with around ball.

Baseball and rugby football are popular in America.

Baseball is a game played bat and a hard ball by two teams of nine players each. One of team is at the bat and the other is in the field alternately the object of the game is to make as many runs as possible within nine innings of play around a square course having a base at each corner.

BRITISH CUSTOMS AND TRADITIONS

Every nation and every country has its own customs and traditions. Englishmen are very proud of their traditions and carefully **keep them up**.

One of the most striking features of English life is the self-discipline and **courtesy** of people of all classes. There is little noisy behaviour, no loud disputing in the street. Nobody rushes for seats in buses or trains.

The remarkable politeness of the English people is known all over the world. They are **never tired of saying** "Thank you", "I'm sorry". If you follow anyone who is entering the building or a room, he will hold the door open for you.

The Englishman prefers his own house to an apartment in a **block of flats**. Traditionally, it is a two-storey house with a lawn in front of it and a garden behind it. They say: "An Englishman's home is his castle" and it's true.

In English homes the fire-place has always been the centre of interest in the room. People are fond of sitting round the fire watching dancing flames. Fireplaces are often decorated with wood-work. Above the fire-place there is a shelf on which there is big beautiful clock and sometimes photographs. You can see a painting or a mirror here.

Englishmen are fond of gardening. They like to grow plans and to look after them. Special attention is given to every bed of flowers, each bush or a tree.

Everybody knows that Englishmen like ani-rtals. Their care of them is touching. As a rule here is a pet in every English home. It can be a log, a cat, a bird, a guinea-pig, a hedgehog, even a •ake or a monkey.

The Englishman has a hobby. They collect eve-/thing; cards, ancient and modern coins, labels, wrappers, stamps, badges, books, pieces of furniture and what not.

In the evening Englishmen go to pubs, or to their Clubs.

Sunday is a very quiet day in London. All the shops, theatres and most cinema houses are closed. Usually people prefer to get out of town on their **week-ends**.

Ulugbek's observatory, Samarkand

Among historical monuments of Samarkand observatory takes particular place, constructed by Ulugbek in 1428-1429 on one of the hills on height, at the bottom of Chupanat altitude. By Babur's words, which saw the observatory, it was three-storied covered with beautiful glazed titles building of round form 46 meters in diameter, 30 meters in height. In the main hall huge instrument was placed for observations of Moon, Sun, and other stars of the vault of heaven. Observatory was unique construction for its time. The basis of observatory was giant goniometer (vertical circle), radius of circle was equal 40,212 meters, and the length of arc was 63 meters. The main instrument-

sextant was oriented with amazing exactness by line of meridian from south to north. Test establishments of modern astronomers Kastalsk and Sheglov are the evidence to it. Sizes of the main instrument, lucky construction, scientific knowledge of Ulugbek and his companion-in-arms provided amazing exactness of astronomic observations. Contribution of creation astronomic catalog-“Zidji-Gurgani”, known as “Star tables of Ulugbek” belongs to Ulugbek. Whole galaxy of great scientists was working on them for a long period and finished them to 1437. “Everything that observation and experience had known about planets movement, is delivered for keeping to this book”-Ulugbek was writing. In this work basics of astronomic observations are summarized, made by east scientists. Exactness of observations of Samarkand astronomers is amazing because they were made without help of optical instruments, with unaided eye. Astronomic tables contents coordinates of 1018 stars. His catalog did not lose its value in our days. With amazing exactness made the calculation of the length of star year, which by Ulugbek’s calculation is equal to 365 days 6 hours 10 minutes 8 seconds. Actual length of star year by modern data is 365 days 6 hours 9 minutes 9,6 seconds. Thus the mistake is only less than one minute. After Ulugbek’s death observatory was destroyed and robbed by religious fans. Only in 1908 archaeologist Vyatkin found first document where location of observatory was mentioned. Unfortunately only underground part of sextant and basis of the building were saved. By found documents scientists made the model of the observatory. Remarkable scientific center was destroyed, valuable library was plundered, and scientists were chased away. Sheikhs announced the hill as the place of grave “Forty virgins” and built here mausoleum, place of pilgrimage, bringing big profits to hypocrites. Like this Samarkand priesthood was trying to suppress in people member of torch of science-Ulugbek and his observatory.

Ulugbek (Timur’s grandson) ruled the country for 40 years. During his rule Samarkand became one of the scientific centers of world during the Middle Ages. In Samarkand Ulugbek created a scientific school, which united outstanding astronomers and mathematicians. Ulugbek was the founder of the unique construction of the observatory (1428-1429).

There was a gigantic marble sextant there, its radius was 40.212 meter and the length of the arc is 63 meters. The instrument was made in all details and was very precise. It was used to determine the coordinates of the Sun, the Moon and other planets. Ulugbek created the astronomic catalogue “Stars Tables”. The preciseness of Samarkand astronomers’ observatory surprises, because they did not use any optical instruments, only their eyes

Grammatik mavzular.

Talabalarning Chet tili (Ingliz tili) fan dasturi bo’yicha 2-3 kurs doirasida tilni amaliy egallashlari, mavzularni mustahkamlashlari uchun tavsiya etiladigan amaliy topshiriqlar.

1. The Present continuous
2. The Present Simple
3. Past Simple
4. Past Continuous
5. Present Perfect
6. Present Perfect Continuous
7. How long have you (been)...?
8. When...? and How long...? For and since
9. Past Perfect
10. Past Perfect Continuous
11. Used to
12. Present Tenses for the future
13. To be going to do...
14. Will be doing and will have done
15. When and If
16. Can, could and (be) able to
17. Must and can’t

18. May and might (I,II)
19. Must and have to
20. Must, mustn't and needn't
21. Should (I,II)
22. Had better, it is time...
23. If I do... and If I did...
24. If I knew... I wish I knew...
25. If I had known... I wish I had known...
26. Would. I wish...would
27. Passive (I) (is done / was done)
28. Passive (II) (be/been/being done)
29. It is said that... He is said to... (be supposed)
30. Have something done
31. Reported Speech (I) He said that...
32. Verb + ing
33. Verb + to ...
34. Prefer and would rather
35. Preposition
36. Be/get used to something
37. See somebody do and see somebody doing...
38. Articles and nouns
39. Some/any/no/none/much/many/little/few/a lot/plenty
40. All/all of/most/most of/most/most of
41. Both/both of/neither/neither of/either/either of
42. All/every/whole/each/every
43. Relative clauses
44. Adjective and adverbs
45. So.such/enough/too
46. Comparison (I,II)
47. Comparison – as...as/than
48. Superlatives
49. Word order (I,II)
50. Although/though/even though/in spite of/despite
51. In case
52. Unless/as long as/provided/providing
53. As (reason and time)
54. Like/as
55. As if
56. For/during/while
57. By/by the time...

III. Glossary

ablaut – the patterned variation of vowel sounds in relation to meaning in forms

of the same root; this variation may be in terms either of vowel quality or of vowel duration; it is seen in present-day English in verbs such as *sing* ~ *sang* ~ *sung*.

accusative case – grammatical case usually exhibited by a noun phrase often functioning as the direct object of the verb, and usually (but by no means always) expressing semantically the goal or patient of the action that the verb denotes.

agreement – formal relation between two elements, so the form of one element

Anglo-Norman – the variety of French spoken by those who invaded England at the time of the Norman Conquest, and their descendants.

bahuvrihi – another term for **exocentric**, drawn from the terminology of traditional Sanskrit grammarians.

bound morpheme, bound allomorph – **morpheme** or **allomorph** that cannot stand on its own as a word. A bound morpheme is one whose allomorphs are all bound. See also **free morpheme**.

case – grammatical category expressing the relationship of a noun phrase to the verb in its clause. See also **nominative, accusative, genitive, dative, instrumental**.

clitic – a small word which becomes attached to an adjacent and more important word.

coda – see **syllable**.

cognate – of words, derived from the same historical source. For example, the English word ‘father’ and the French word ‘pere’ are cognate, both being descended (through Proto-Germanic and Latin respectively) from the same Proto-Indo-European word.

comparison – grammatical category associated with adjectives. Many English adjectives distinguish basic or ‘positive’, ‘comparative’ and ‘superlative’ forms (e.g. *hot, hotter, hottest*).

complementary distribution – see **distribution**.

complementiser – a type of conjunction which is used to mark one clause as dependent on another.

compound – word containing more than one root (or combining form).

concord – see **agreement**.

conjugation – a set of verbs which share the same **paradigm**.

content word – word which has full lexical meaning, see **function word**.

contrastive distribution – see **distribution**.

conversion – the derivation of one **lexeme** from another (e.g. the verb ‘father’ from the noun ‘father’) without any overt change in shape. Some linguists analyse this phenomenon as zero-derivation.

coordination – where two syntactic units are linked together with equal status.

correlation – where a pair of structures are linked by parallel element order.

dative – grammatical case usually exhibited by a noun phrase often functioning as the indirect object of the verb.

declension – a set either of nouns or of adjectives which share the same paradigm.

definite ~ indefinite – Old English adjectives had two declensions; where the adjective was preceded by a demonstrative or possessive it followed the definite declension, and elsewhere it followed the indefinite declension.

deixis – a term used to refer to those features which relate to personal, locational or temporal, where meaning is relative to that situation.

derivational morphology – area of morphology concerned with the way in which **lexemes** are related to one another (or in which one lexeme is derived from another) through processes such as **affixation**.

digraph – the combination of two letters to represent a single sound, as in the <th> of *this*.

distribution – in a sound system there are sets of sounds which contrast with each other, and such sounds are said to be in contrastive distribution; there are other sounds which do not contrast but appear in different positions in the word – for example for many speakers of English the first sound in *little* is different from the last sound, but this has no effect on the sound system, because they two sounds are not contrastive, but rather complementary.

dual – see **number**.

endocentric (of a **compound** or derived word) – possessing a **head**. See also

exocentric.

exocentric (of a **compound** or derived word) – lacking a **head**. For example, the noun *sell-out* is exocentric because it contains no component that determines its word class ('sell' being a verb and 'out' being an adverb).

experiencer – the animate entity affected by the action or state expressed by the verb.

finite – used of verbs which have a subject, hence non-finite verbs lack a subject.

focus – in discourse, the element which is given the most communicative importance.

focussed – a norm to which speakers tend, rather than a fixed standard.

free morpheme, free allomorph – **morpheme** or **allomorph** that can stand on its own as a word. A morpheme may have both free and bound allomorphs, e.g. *wife* is free but *wive-* is bound because it appears only in the plural word form *wives*.

function word – word which has grammatical rather than lexical meaning.

geminate – a double or long consonant, similar to the medial sequence in PDE *hat-trick*.

Germanic – one of the branches of **Indo-European**, from which are descended, amongst others, the present-day languages English, Dutch, Frisian, German, Danish, Icelandic, Norwegian and Swedish.

government – process by which one phrase has control over another, for example a verb may determine the case assigned to an object.

gradation, qualitative and quantitative – see **ablaut**.

hypotaxis – where one syntactic unit is linked to another by means of **subordination**.

iambic pentameter – metrical verse form where each line is based upon a template of five feet, each consisting of an unstressed syllable followed by a stressed syllable; naturally almost all poets vary the form of the line.

Indo-European – the language family from which are descended not only the Germanic languages, but a very wide range of languages throughout Europe and many parts of the Middle East and Indian sub-continent.

infinitive – usually taken as the basic or unmarked non-finite verbal form.

infinitive, inflected – special form of the Old English **infinitive** which occurs when governed by the preposition *to*.

inflectional morphology – area of morphology concerned with changes in word shape (e.g. through **affixation**) that are determined by, or potentially affect, the grammatical context in which a word appears. See also **lexeme**.

instrumental – a **case** used when the noun phrase exhibits functions such as 'association with', but such functions often shown by the dative rather than the instrumental. The instrumental is also used in a variety of idiomatic expressionism.

language family – a set of languages which are **cognate**, as in the case of Indo-European.

lexeme – word seen as an abstract grammatical entity, represented concretely by one or more different inflected word forms according to the grammatical context. For example, the verb lexeme 'perform' has four inflected word forms: 'perform', 'performs', 'performing' and 'performed'.

lexicon – inventory of lexical items, seen as part of a native speaker's knowledge of his or her language.

loan word – a word from another language which is taken into English.

macron – a mark placed above a vowel by editors in order to show that the vowel is long.

mood – a set of semantic contrasts signalling the attitudes of the speaker and in Old English shown by three different moods, indicative, subjunctive and imperative.

morpheme – minimal unit of grammatical structure. (The morpheme is often defined as the minimal meaningful unit of language but that definition leads to problems, as explained in Section 3.5.)

morphology – area of grammar concerned with the structure of words and with relationships between words that involve the **morphemes** that compose them.

mutation – see **umlaut**.

negative concord – negation falls not only on a verb phrase but also on any other appropriate element in the clause, as in non-standard present-day English *I didn't see nothing*.

nominal – belonging to the word class 'noun', or having the characteristics of a noun.

nominative case – grammatical case exhibited by a noun phrase functioning as the subject of the verb, and usually (but by no means always) expressing semantically the agent of the action that the verb denotes.

nucleus – see **syllable**.

number – grammatical category associated especially with nouns. In English, 'plural' and 'singular' numbers are distinguished inflectionally (e.g. 'cats' versus 'cat'). In Old English there was also a dual category, occasionally used with pronouns and adjectives.

onset – see **syllable**.

orthography – the spelling system of a language.

parataxis – where two syntactic units are linked together by juxtaposition and without any conjunction.

paradigm – the set of forms associated with a noun or an adjective in forming a declensional class, or with a verb in a conjugational class.

person – grammatical category associated especially with pronouns, identifying individuals in relation to the speaker and hearer. English distinguishes 'first person' (I, we), 'second person' (you) and 'third person' (he, she, it, they).

phoneme – the minimal unit in the sound system of a language. Collectively, the contrasting sounds in any given language.

phonology – area of grammar concerned with how speech sounds function to distinguish words in a language (and in languages generally). The scope of phonology includes how sounds are related, how they are combined to form syllables and larger units, and how relationships between syllables are indicated by features such as stress.

prefix – **bound morpheme** that immediately precedes the root or **stem**.

preterite – a morphological form usually expressing past tense.

refix – **bound morpheme** that precedes the root or **stem**.

register – the varieties of language used in particular social situations, for example formal vs. colloquial.

relative particle – an element which has the function of a **complementiser** used to introduce a relative clause.

resolution – the feature in Old English poetry where two light **syllables** have the same effect as one heavy syllable.

schwa – the reduced vowel found, for example, in the first syllable of 'about' or the last syllable of 'butter'.

standard language – an regularised and institutionalised variety of a language used in administration, education, etc.; see also **focussed**.

stem – term used for the base of the word forms of a **lexeme** (involving the addition of inflectional **affixes** only, not derivational ones).

stranding – when an element is left unattached to or moved out of its construction.

subjunctive – see **mood**.

subordination – where one syntactic unit is dependent upon another.

suffix – **bound morpheme** that follows the root or **stem**.

suffixoid – an element which shares the properties of a **suffix** and an independent word, and whose morphological status is therefore uncertain.

suppletion – phenomenon whereby one **lexeme** is represented by two or more different roots, depending on the context; for example, the verb 'go' is represented by 'went' in the past tense and 'go' elsewhere.

syllable – consists of a vowel and its immediately preceding and following consonants; hence onset describes the preceding consonant(s) and coda the following ones, while the central vowel element(s) are the nucleus.

syncope – the loss of an unstressed vowel.

tense – grammatical category exhibited by verbs, closely associated with time. In English, a distinction between present and past tenses is expressed inflectionally, e.g. ‘give’ and ‘wait’ versus ‘gave’ and ‘waited’.

umlaut – an historical process by which back vowels were fronted and front vowels raised; the change is most easily observed in nouns such as *foot* ~ *feet*.

velar – a sound produced by moving the back of the tongue against the soft palate or velum.

verb, contracted – a verb where the final consonant of the **stem** (preceding any inflection) has been lost.

verb, preterite-present – a verb where the past tense has acquired a new present tense meaning, with the subsequent acquisition of a new set of past tense forms.

verb, inseparable, separable – where a prefix may either always remain with the **stem** against prefixes which may be separated from their stem by a variety of elements and word order type.

verb, weak and strong – the two major morphological groups of verbs in Old English; the former relate to present-day verbs such as *love*, the latter to verbs like *sing*.

Verner’s Law – the series of changes in stops and fricatives which distinguish Germanic from most of Indo-European languages, first discovered by Karl Verner.

voice – the means by which relationships between the subject and the object are expressed, hence the categories active and passive.

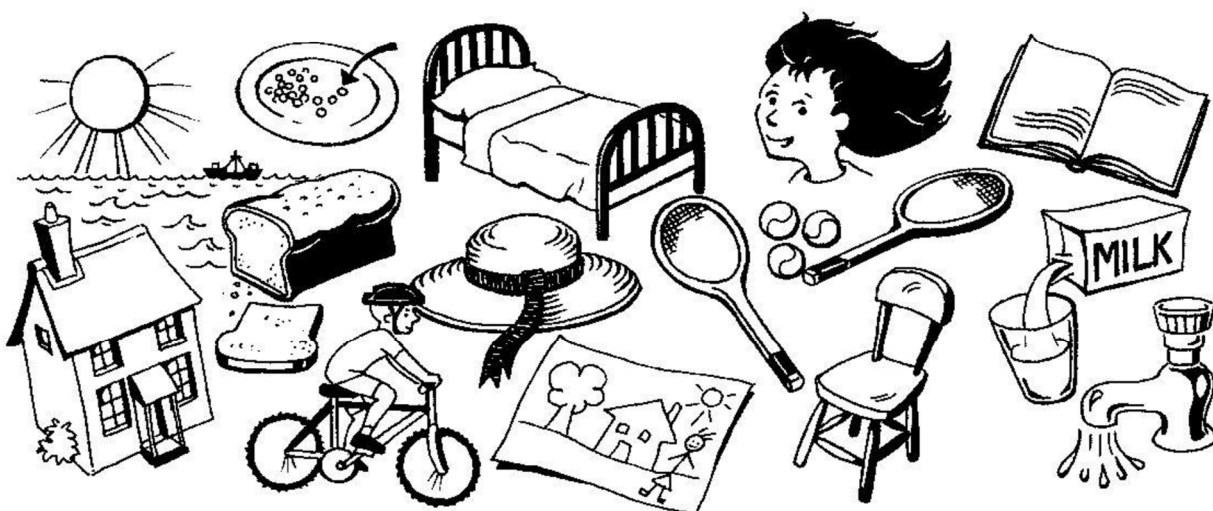
weight – the amount of phonological material contained in a word.

IV. ILOVA

4.1 TARQATMA MATERIALLAR

What am I? 28

- | | |
|--|---------------------|
| 1 You can read me. | I'm a <u>book</u> . |
| 2 You can live in me. I've got rooms. | I'm a _____. |
| 3 You can't see me at night. | I'm the _____. |
| 4 You can sleep on me. | I'm a _____. |
| 5 You can drink me. I'm white. | I'm _____. |
| 6 You can ride me. | I'm a _____. |
| 7 You can eat me. I'm white or brown. | I'm _____. |
| 8 You can draw or paint me. | I'm a _____. |
| 9 You can sit on me. | I'm a _____. |
| 10 You can wear me on your head. | I'm a _____. |
| 11 You have got me on your head. | I'm _____. |
| 12 Fish live in me. | I'm the _____. |
| 13 You can eat me. I'm green and very small. | I'm a _____. |
| 14 You can play me with a small yellow ball. | I'm _____. |
| 15 You drink me. I haven't got a colour. | I'm _____. |



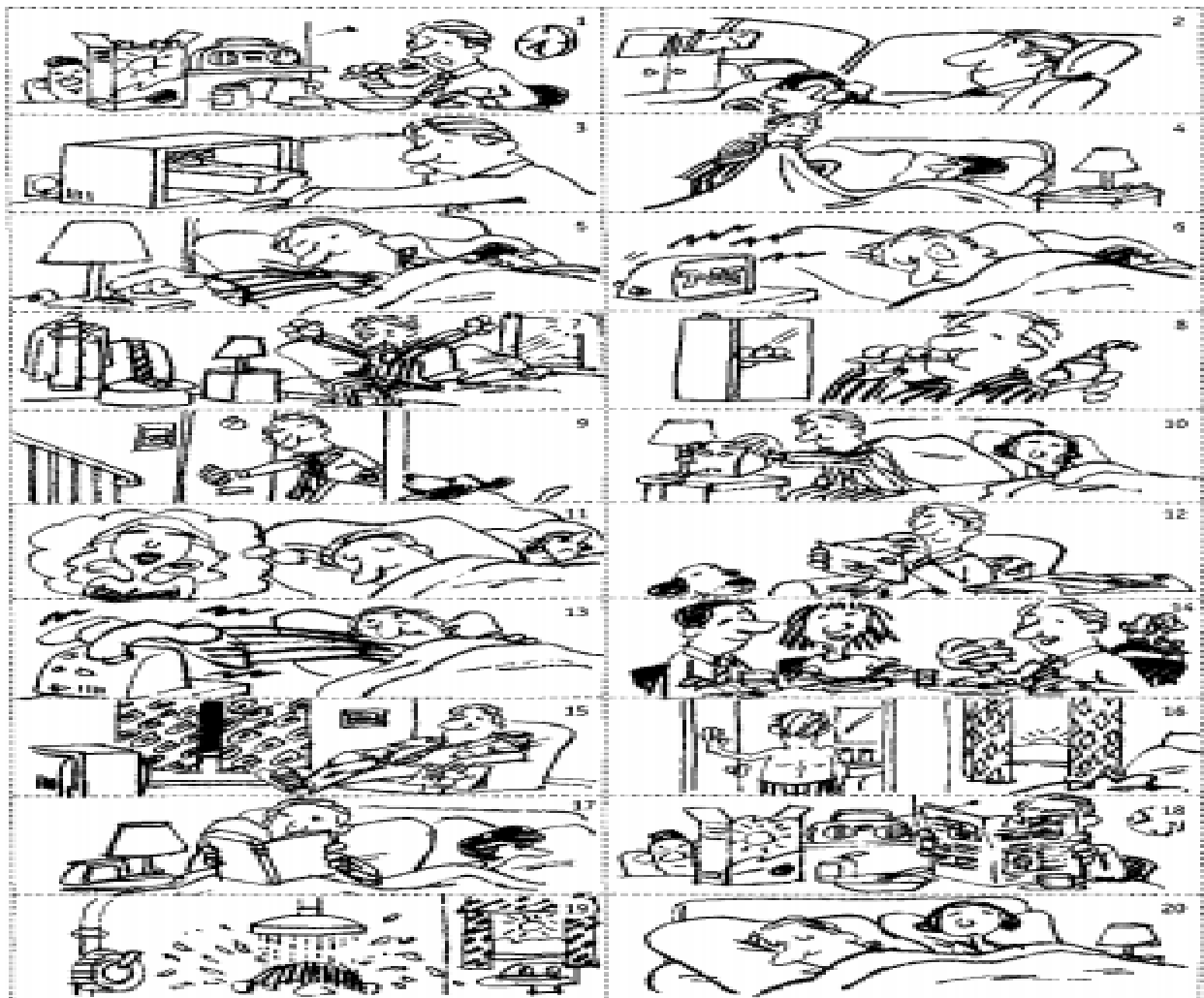
MATCHING PAIRS : MY DAY

A-CARD

drive to work	make dinner
go to bed	brush my teeth
dream	set the alarm clock
have lunch	wake up
have a shower	come home
watch TV	switch off the light
go to the bathroom	read the newspaper
read in bed	switch off the alarm clock
fall asleep	have breakfast
read my mail	get up

MATCHING PAIRS : MY DAY

B-CARD



THE ALPHABET RACE

Work in pairs. See how quickly you can work out the following.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

- 1 What's the fourteenth letter of the alphabet? _____
- 2 What's the seventh letter from the end of the alphabet? _____
- 3 Make two words starting with the fourth letter of the alphabet.

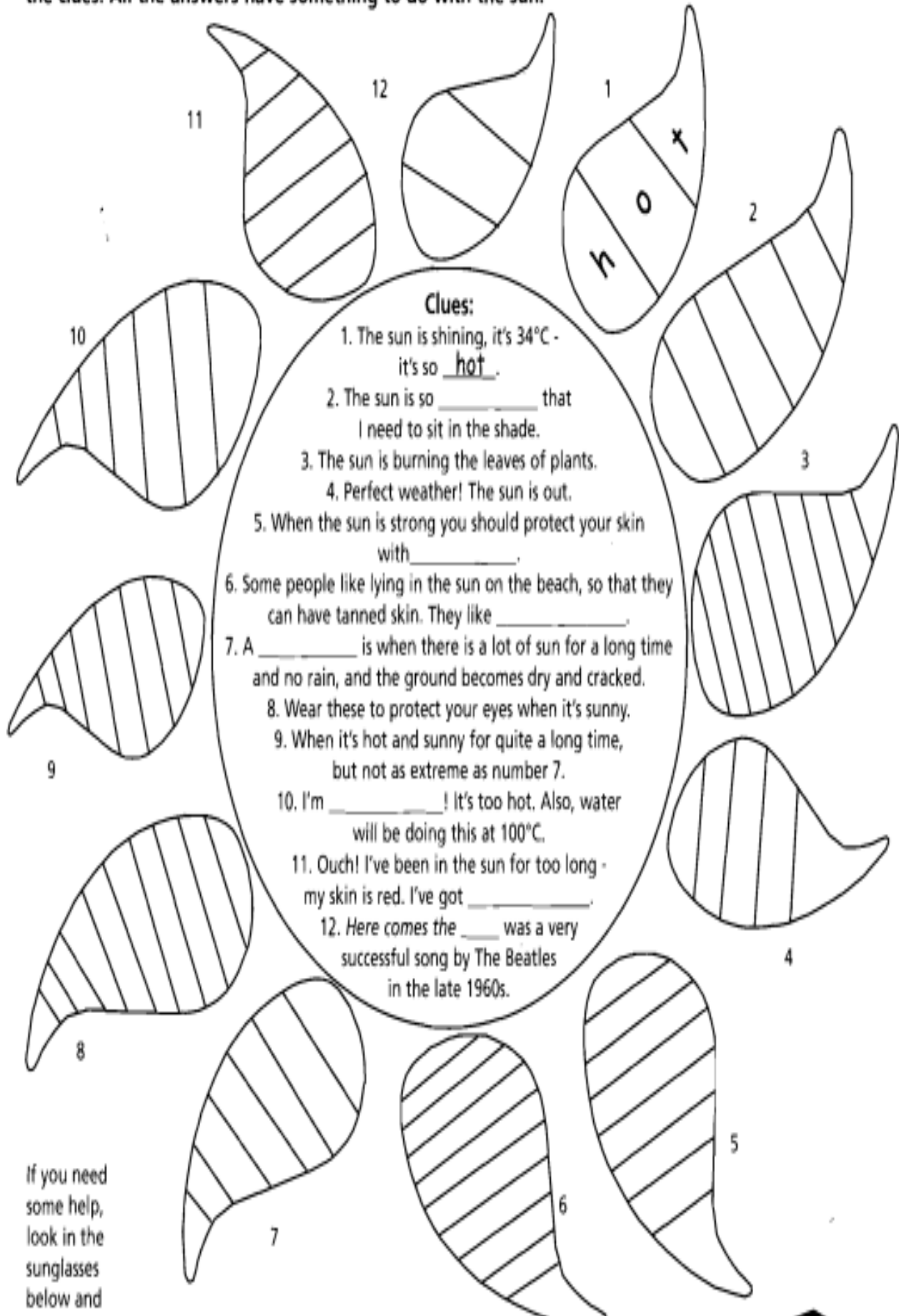
- 4 Make a 4-letter word using the first, twentieth, second and fifteenth letters of the alphabet. _____
- 5 How many different letters are there in the word *different*? _____
- 6 Make two words that end with the eighteenth letter of the alphabet.

- 7 Which letters in the word *elephant* come between D and P in the alphabet? _____
- 8 Which letter in the word *skirt* is furthest from N in the alphabet? _____
- 9 Which letter comes twice in *camera* but only once in *mistake*? _____
- 10 How many different vowels (V) and consonants (C) are there in the word *interesting*? (V) _____
(C) _____
- 11 What is the position in the alphabet (*first, second, etc.*) of the middle letter in the word *chocolate*? _____
- 12 Which letter is halfway between the fifth and fifteenth letters of the alphabet? _____
- 13 Arrange the following words in alphabetical order:
card comb carrot cream coffee

- 14 Which letter in the word *hair* is closest to N in the alphabet? _____
- 15 Make a word that includes the third and sixteenth letters of the alphabet. _____

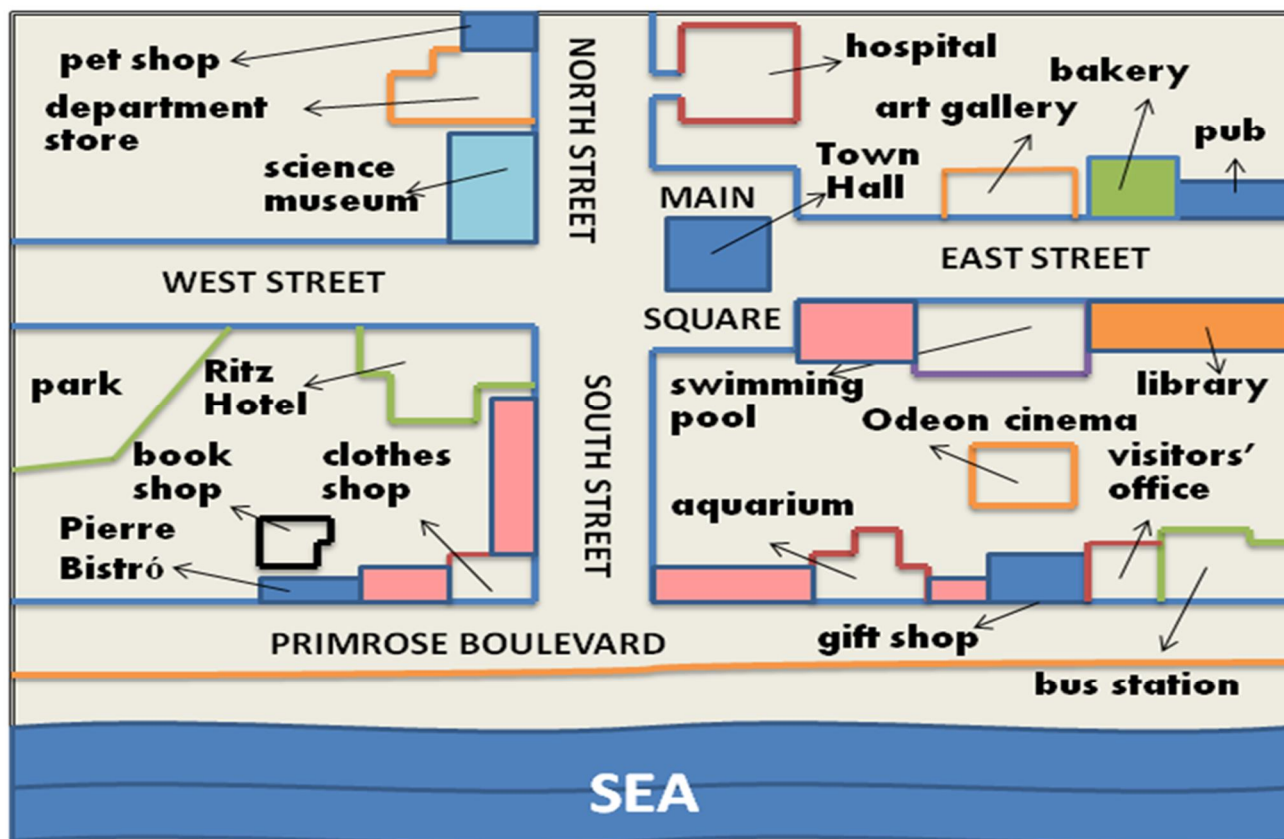
IT'S A SUNNY DAY

Summer is here, the sun is shining and the holiday season has arrived. Complete the puzzle using the clues. All the answers have something to do with the sun.



If you need
some help,
look in the
sunglasses
below and

Where are you?



Look at the map and then complete the sentences using the right prepositions of place. They can be used more than once. Write more sentences using the map.

■ at ■ behind ■ between ■ in ■ in front of ■ in the centre of ■ next to ■ near ■ on ■ on the right / left of ■ opposite ■

1. Primrose Town is a small town on the coast.
2. The book shop is _____ Pierre's Bistró.
3. The Ritz Hotel is _____ the corner of _____ and _____.
4. The bakery is _____ the pub and the art gallery.
5. The hospital is _____ the department store.
6. The gift shop is _____ the left of the visitor's centre.
7. The swimming pool is _____ the Odeon cinema.

8. The town hall is _____ Main Square.
9. There is a clothes shop _____ Primrose Boulevard.
10. The library is _____ the swimming pool.
11. The Odeon cinema is _____ the gift shop.
12. The pet shop is _____ the end of North Street.
13. The bus station is _____ the Visitor's Office.
14. The pub is _____ the library and _____ the bakery.

Present Simple 3rd person, positive, negative and questions

Write the 3rd person singular of the verbs:

- | | | |
|-----------------------|--------------------------|-----------------------|
| 1. I join - he joins | 2. I like - he | 3. I kiss - he |
| 4. I fly - he | 5. I watch - he | 6. I enjoy - he |
| 7. I talk - he | 8. I go - he | 9. I teach - he |
| 10. I buy - she | 11. I finish - she | 12. I cry - she |

I. Use the verbs in brackets to complete the sentences, as in the example:

1. I ..live.. (live) in Edinburgh.
2. He (do) his homework every evening.
3. She's a teacher. She (work) at primary school.
4. "Are you a singer?" "No, I'm a pilot. I (fly) aeroplanes.
5. Joan (wash) her hair every day.
6. The museum (close) at seven in the evening.
7. Daniel (brush) his teeth every morning.
8. She (study) Science at university.
9. Every Saturday, Paul (give) his dog a bath.
10. In the mornings, Betty (take) her sister to school.
11. We (go) to the swimming pool at the weekend.
12. John and Mary (have) a cup of tea in the afternoon.



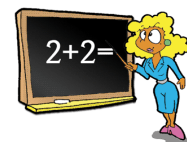
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II. Use the prompts to write sentences, as in the example:

1. he / every day / work / on the computer → He works on the computer every day.
2. Susana / at the weekend / do her laundry →
3. My friends and I / at the weekend / go fishing →
4. he / every morning / read the newspaper →
5. Sharon / exercise / in the morning →
6. dinner / they / at 7:30 / eat →

III. Write questions and negations as in the example.

1. Tom lives in England. → Does Tom live in England? Tom doesn't live in England.
2. Mr Simpson teaches Chemistry. →
3. You like playing computer games. →
4. John and Sue work in a café. →
5. We do the shopping on Saturdays. →
6. The baby cries all the time. →



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V. Fill in do / don't, does / doesn't.

1. Sam speaks French, but he Speak Russian.
2. Ann like jazz music but she likes pop music.
3. "..... she play the saxophone?" "No, she"
4. Where you work?
5. He go to school on Sunday.
6. What you have for dinner?

VI. Match the questions to the answers.

- | | |
|---------------------------------------|------------------------------|
| 1. What time does she get up? | A. She goes to bed at 10:00. |
| 2. How does she go to school? | B. She walks to school. |
| 3. Does she have breakfast every day? | C. She gets up at 7:00. |
| 4. What does she do in the afternoon? | D. No, she doesn't. |
| 5. When does she go to bed? | E. She does her homework. |



Places in a town

Choose the correct answer

				
1 a. school b. bank c. church	2 a. hospital b. police station c. school	3 a. library b. church c. post office	4 a. office b. butcher's c. doctor's	5 a. fast food restaurant b. baker's c. bank
				
6 a. post office b. bus station c. library	7 a. petrol station b. car park c. cinema	8 a. cinema b. hotel c. theatre	9 a. petrol station b. bus station c. restaurant	10 a. bank b. cafe c. hotel
				
11 a. hospital b. supermarket c. bookshop	12 a. cinema b. church c. school	13 a. garage b. hotel c. cafe	14 a. shoe shop b. bookshop c. clothes shop	15 a. supermarket b. café c. baker's
				
16 a. shoe shop b. bookshop c. clothes shop	17 a. supermarket b. restaurant c. factory	18 a. library b. sports centre c. museum	19 a. hospital b. factory c. bank	20 a. school b. cinema c. swimming pool
				
21 a. dentist's b. doctor's c. grocer's	22 a. music shop b. clothes shop c. supermarket	23 a. restaurant b. theatre c. greengrocer's	24 a. school b. theatre c. music shop	25 a. factory b. garage c. museum
				
26 a. bookshop b. pet shop c. dentist's	27 a. cinema b. theatre c. restaurant	28 a. supermarket b. greengrocer's c. market	29 a. post office b. school c. bank	30 a. petrol station b. police station c. train station

Match words and pictures

bicycle	
bus	
car	1
helicopter	
hot-air balloon	
jet ski	
motorbike	
motor boat	
motor scooter	
plane	
scooter	
ship	
submarine	
train	
van	



Write the words

- The quickest :
- The fastest :
- The slowest :
- The most comfortable :
- What you have tried :

4.2 Nazorat savollar (yakuniy va joriy)

Mid-term control work for the 1st and 2nd year students

Variant № 1

1. Read and translate the text in written form.

SEASONS.

There are four seasons in a year. They are spring, summer, autumn and winter. Every season consists of three months. March, April and May are spring months. It is very nice in spring. The sky is often blue. The sun begins to shine more brightly, the days become longer and the spring flowers appear everywhere. Nature is very beautiful in spring. Everyone enjoys the beginning of spring. It is warm and sometimes it rains, but the rain is warm and pleasant. Summer comes after spring. June, July and August are summer months. Summer is as nice as spring. The sun shines brightly. It is warm and sometimes hot. Summer is the hottest season of the year. That's why it is not enjoyable to stay in the city in summer, and most people go to the country. The days are long and the nights are short. The longest day of the year is June 21. Children don't go to school in summer. They have their summer holidays. In September they begin their studies again.

2. Find the synonym.

- | | | | |
|----------------|--------------|-------------------|------------------|
| 1. to promise: | a) to assure | b) to forget | c) to accept |
| 2. proud: | a) ashamed | b) self-satisfied | c) self-effacing |
| 3. serious: | a) slight | b) unimportant | c) thoughtful |
| 4. strange: | a) peculiar | b) conventional | c) normal |
| 5. wild: | a) gentle | b) savage | c) domesticated |
| 6. rapid: | a) inert | b) fast | c) slow |

3. Complete the sentences.

1. My brother is working at He lovessick people.
2. Anne is a..... boyclass. He knows
3. My friend is..... job right now.
4. Kate is the key now. If she can't find it she can'tthe house.
5. You are so today. What happened to you? Is everything OK?
6. Linda is today. Because she has a birthday today.

4. Read and retell the text.

MY WORKING DAY.

On weekdays, I usually get up at 7 o'clock. I make my bed, open the window and do my morning exercises. Then I go to the bathroom where I clean my teeth and wash myself. If I have enough time, I take a cold and hot shower. It really wakes me up and makes my body feel well. After bathroom, I go back to my room where I dress myself and brush my hair. In 10 minutes, I am ready for breakfast. It may be a cup of tea or coffee and a sandwich. I never eat cereal or corn flakes, and very seldom, I eat scrambled eggs. After breakfast, I put on my coat, take the bag and go to school. As I live not far from school, it takes me only five or seven minutes to get there.

5. Make up a story on the theme: «English-speaking countries».

Variant № 2

1. Read and translate the text in written form.

MY FLAT.

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

beds, a little table and a mirror in the bedroom. The fourth room is mine. My study is a small room. There are some shelves in the study. There are many books on the shelves.

2. Find the synonym.

- | | | | |
|---------------|----------------|-----------------|-------------|
| 1. actually: | a) usually | b) indeed | c) entirely |
| 2. delicious: | a) musty | b) tasteless | c) tasty |
| 3. bright: | a) lucid | b) cloudy | c) dark |
| 4. to permit: | a) to disallow | b) to authorize | c) to offer |
| 5. dizzy: | a) terrific | b) proper | c) crazy |
| 6. to join: | a) to couple | b) to separate | c) to sever |

3. Make up sentences using the following vocabulary.

1. pollution
2. pull out
3. statement
4. make up
5. misunderstand
6. surprise

4. Read and retell the text.

MY WEEK DAYS.

Well, the first thing that I do as soon as I wake up is to go and have a shower. I start with a warm shower and then, just before I get out of the shower, I turn the water onto cold and for a few seconds I have a really cold shower and let the water run over me. It really wakes you up, you know. After that I usually go into my bedroom, open the bedroom window and breathe in some fresh air and sit on the floor and do a few exercises. I think it is really important that you do a few exercises first thing in the morning: it makes your body feel good and keeps the muscles firm. I usually exercise my stomach muscles and my leg muscles.

5. Make up a story on the theme: « Great Britain»

Variant № 3

1. Read and translate the text in written form.

BOOKS IN MY LIFE.

A book is one of the greatest wonders of world. Why are so many people fond of reading? The world of books is full of wonders. Together with the characters of books you can find yourself in different and countries have a lot of adventures. The book is a faithful friend. They form our values and characters. We try to look like the characters of our favourite books: to be brave, honest, not to be silly and greedy, and to be real friends. We enjoyed the beauty and wisdom of fairy-tales and fables when we were babies and Granny read them. They taught us to be kind, clever, and hardworking, to understand other people and help them.

They teach us to understand the beauty of nature, take care of it, to love our homeland. Books have been with us since childhood. Who hasn't read "Alice in the wonderland", "Mowgli"? Who hasn't travelled with Marry Poppins to her imaginary world? Who hasn't imagined himself to be Robinson Crusoe on the deserted island? I have read a lot of interesting books, but my favourite book is "The adventures of Tom Sawyer" by Mark Twain. If you are not fond of reading, take a book to your liking or borrow it from the library and read it. Books are worth reading.

2. Find the synonym.

- | | | | |
|-----------------|--------------|--------------|--------------|
| 1. universe: | a) country | b) macrocosm | c) place |
| 2. trouble: | a) agreement | b) amusement | c) annoyance |
| 3. fortunately: | a) luckily | b) obviously | c) naturally |

- | | | | |
|---------------|----------------|--------------|-----------------|
| 4. situation: | a) solution | b) pollution | c) circumstance |
| 5. handsome: | a) repulsive | b) admirable | c) clever |
| 6. success: | a) achievement | b) peace | c) complication |

3. Complete the following sentences.

1. I am yesterday and I got so much excitement watching the film.
2. How many times in the USA.
3. After the book I have to conclusion that book is
4. He asked some and I gave him some to buy that book.
5. My elder sister is a good painter. She A lot of pictures.
6. They have learnt a lot of in order to translate this article.

4. Read and retell the text.

MY FLAT.

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

5. Make up a story on the theme « English Meals».

Variant № 4

1. Read and translate the text in written form.

EDUCATION IN UZBEKISTAN.

Everyone in our country has the right for education. It is said in our Constitution. But it is not only a right, it is a duty too. Every boy and girl in Uzbekistan must go to school, that is they must get a full secondary education so, when they are 6 or 7 years old they begin to go to school. There are thousands of schools in Uzbekistan. There are schools of general education, where the pupils study Uzbek (or a native language), literature, mathematics, history, biology, geography, music, foreign language. There are also a number of specialized schools, where the pupils get profound knowledge of foreign language, math or physics.

2. Find the synonym.

- | | | | |
|-------------|----------------|------------------|-------------------|
| 1. trip: | a) journey | b) encouragement | c) road |
| 2. to make: | a) to research | b) to destroy | c) to manufacture |
| 3. period: | a) peroration | b) term | c) month |
| 4. opinion: | a) justice | b) creation | c) conception |
| 5. purpose: | a) chance | b) aim | c) permission |
| 6. to add: | a) to attach | b) to dilute | c) to reject |

3. Make up sentences by using these words.

1. To cross out
2. To rub out
3. To follow down
4. To ask for
5. To be absent
6. To be in time

4. Read and retell the text.

INDEPENDENT UZBEKISTAN.

The Great holiday of our people is the Independence Day. This holiday is widely celebrated on the 1st of September every year. As we know, the Independence of Uzbekistan was declared on the 31st of August in 1991. After Uzbekistan had become an independent state, many changes underwent in its foreign and home politics. Uzbekistan has its own Constitution, anthem, flag and emblem. Uzbekistan became the member of the United Nations Organization on the 2nd of March in 1992. Uzbekistan has its own major principles of foreign and home politics. More than 130 developed countries of the world admitted Uzbekistan as an Independent state. Uzbekistan maintains economic and cultural relations with the USA, Japan, Great Britain, France, Germany, Turkey and many others.

5. Make up a story on the theme: «English traditions».

Variant № 5

1. Read and translate the text in written form.

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 colored 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.

2. Find the synonym.

- | | | | |
|----------------|----------------|--------------|---------------|
| 1. purpose: | a) chance | b) aim | c) permission |
| 2. to add: | a) to attach | b) to dilute | c) to reject |
| 3. storm: | a) stillness | b) torture | c) tempest |
| 4. condition: | a) predicament | b) position | c) post |
| 5. experience: | a) rawness | b) maturity | c) freshness |
| 6. art: | a) habit | b) skill | c) damage |

3. Complete the following sentences.

1. That boy is his gloves. He left at the school's party.
2. I Think that teachers learn a lot of to give right education.
3. Before the text I looked..... all vocabulary.
4. Windowopen and I saw some children who looking at the stars.
5. Everyone should only healthy food and as a result you will be healthier.
6. Shoes were so and I couldn't buy them coz of luck money.

4. Read and retell the text.

TASHKENT.

Tashkent is the capital of the independent Republic of Uzbekistan. It is a very old city. It was founded more than 2000 years ago. The city is located at the foothills of the Tian Shan mountain range and lies in the Chirchik river valley. The population of the city has already grown to more than 2,5 million people. There are several muslim monuments and historical buildings such as the

Kukaldosh madrasah and the Barakkhon mosque which were built in the 16th century. Tashkent, which has new avenues, squares, high buildings and fountains, has become the most modern city in Uzbekistan. The city is flourishing as never before. The transport facilities are good. There are buses, trolley-buses, trams, taxis and a subway with many beautiful metro stations decorated with traditional Uzbek art.

5. Make up a story on the theme: «The emblem of the republic of Uzbekistan».

Variant № 6

1. Read and translate the text in written form.

MY NATIVE TOWN.

Termez is in the centre of Surkhandarya Region. It is one of the ancient cities in the Central Asia. Termez was founded more than twenty-five centuries ago. In old times it was a city of old, small, clay houses. The streets were dirty and crooked. Now it became a modern city with huge blocks and comfortable buildings. Termez is a wonderful city if you see its great buildings, museums and monuments. There are some things to catch your eyes. Termez is the Gateway to the Central Asia. There are many places of interest in Termez. The Termez River Port is also important. From this port imported various goods to the different countries of the Central Asia. There are many ancient places too. They are: "Al Khakim-at-Termezi", "Sultan-Saodat" and other places. There are also many schools, Academic Lyceums, Vocational colleges. Besides, there is only one University – Termez State University. Termez State University is the most modern University in the Central Asia. Today Termez became an Intourist City. Every year about thousands of foreigners visit the historical places of Termez. I am very of my native town.

2. Find the antonym.

1. common:	a) prevalent	b) communal	c) egregious
2. to attempt:	a) to accomplish	b) to try	c) to combat
3. advantage:	a) benefit	b) leverage	c) obstacle
4. cheerful:	a) light-hearted	b) gloomy	c) generous
5. flexible:	a) versatile	b) firm	c) extensive
6. winner:	a) martyr	b) hero	c) loser

3. Complete the following sentences.

1. I am yesterday and I got so much excitement watching the film.
2. How many times in the USA.
3. After the book I have to conclusion that book is
4. He asked some and I gave him some to buy that book.
5. My elder sister is a good painter. She A lot of pictures.
6. They have learnt a lot of in order to translate this article.

4. Read and retell the text.

UZBEKISTAN.

The proclamation of independence of the Republic of Uzbekistan on September 1, 1991, is a landmark in the history of the Republic. On August 31, 1991, the Supreme Soviet of the Republic of Uzbekistan adopted the resolution "About Proclamation of State Independence of the Republic of Uzbekistan". On March 2, 1992, the United Nations adopted a resolution to admit the Republic of Uzbekistan into its membership. Uzbekistan became a full member of the United Nations and was recognized by over 165 states of the world as an Independent state.

The Republic of Uzbekistan has favorable natural and geographical conditions. It is situated in the central part of Central Asia between the Amu Darya and the Syr Darya rivers. It borders on Kazakhstan, in the east and south-east on Kyrgyzstan and Tajikistan, in the west on Turkmenistan and in the south on Afghanistan.

5. Make up a story on the theme: The flag of the republic of Uzbekistan

Final control work for the 1st year students

Variant 1.

1.READING. (10 minutes) Read the text.

My Hobbies and Pastime

Hobby is what people really like to do and do in their free time. People have very different hobbies that correspond to their interests. One of the most popular hobbies is collecting different things. Some people collect badges and stamps, some people collect bottles or flowers. There are people who collect paintings or cars. I collected pocket flashlights when I was at primary school. I have a collection of about fifteen flashlights. I remember I used to hang them on the walls and to put on the bookshelves in the evening. I switched on all of them at the same time and was very excited because of this unusual light. Making things with hands is another type of hobbies. This includes drawing, knitting, painting, handicraft and others. My major hobby is volleyball. I attend sport school 3 times a week. We have 2 and half hours of training. I usually get very tired after it but this sport game gives a great pleasure to me.

2.WRITING. (20 minutes) Write minimum 5 sentences on the theme: **My Friend**.

Key words: flat, close, 20 years old, study, at university.....

3. SPEAKING. (10 minutes) Make up a short story on the theme “Travelling

4.LISTENING. (10 minutes). Listen to the tape and write down the numbers in the correct column. Undergraduate Students at the University

	Men	Women
Total		
Science		
Social Science		
Engineering		
Arts		
Medicine		
Dentistry		
Law		
Veterinary Science		

Variant 2.

1.READING. (10 minutes) Read the text.

My Room

We live in a new flat in one of the residential areas of our city. It is a three-room flat of a typical block of flats with a lift and rubbish chute. Our flat is on the fifth floor. As you enter our flat, you find yourself in a small entrance hall, and from there you can go to the rooms: the living room, my parent's bedroom and my room. I use my room as a study and a bedroom. My room is a very comfortable one. It has its advantages, though it is the smallest room in our flat. The only window in my room faces the green park, which is situated near our house. It is so nice to look out of the window in a bright sunny day! The view is really wonderful. The walls of my room are papered in a design of gray and silver strips and the curtains on the window match the wallpaper perfectly.

2.WRITING. (20 minutes) Write minimum 5 sentences on the theme: **My Day Off**

Key words: art exhibition, spend, different ways, help, to the theatre, watch TV

3. SPEAKING. (10 minutes) Make up a short story on the theme At the cinema

4.LISTENING. (10 minutes). Listen to the tape and write down the numbers in the correct column.
Undergraduate Students at the University

	Men	Women
Total		
Science		
Social Science		
Engineering		
Arts		
Medicine		
Dentistry		
Law		
Veterinary Science		

Variant 3.

1.READING. (10 minutes) Read the text.

English speaking countries.

English is the language of the people of England. At the same time it is the language of the people of many other countries. About three hundred million people speak English as their mother tongue and hundreds of millions more speak English as their second language. Many centuries ago English was spoken in England only. Then English was brought to other lands in different parts of the world, lands which were British colonies. There were British colonies in America, Asia, Africa, India, Australia and New Zealand. The English language was first brought to the North American continent by English people in 1607. Today the largest English – speaking country by land area is Canada, but by far the most English speakers in North America live in the United States. English is also spoken in India and South Africa, as well as in many other African countries.

2.WRITING. (20 minutes) Write minimum 5 sentences on the theme: My Working Day

Key words: activities, begin, have breakfast, usually, lessons, return, go to bed, dreams

3. SPEAKING. (10 minutes) Make up a short story on the theme At the theatre

4.LISTENING. (10 minutes). Listen to the tape and write down the numbers in the correct column.
Undergraduate Students at the University

	Men	Women
Total		
Science		
Social Science		
Engineering		
Arts		
Medicine		
Dentistry		

Law		
Veterinary Science		

Variant 4.

1.READING. (10 minutes) Read the text. My home is my castle

I think, every person always dreams about the place where he can speak about his problems, chat with close friends, where he can feel happy and quiet. For me it is my family and my home. It is the best place in the world and my dearest people live here. My family is not large we are 4. I have a father, a mother and a brother. We all live together in a new flat. My parents have been married for 20 years they have much in common, in everyday life. Dad is impractical and needs mother to look after him. They try to have the same opinion about the education and upbringing of their children. My brother is only 11. He goes to school. He is funny and curious. He is constantly asking many questions often silly ones. But this only a moment - I can't imagine my life without our little monster. We all feel happy when we are together. In the evenings we often have little gatherings in the kitchen by the cup of tea, chatting, laughing and discussing the events of the day. Those evening are the best of all. My parents are very hospitable everybody feels at home in their flat.

2.WRITING. (20 minutes) Write minimum 5 sentences on the theme: My Flat

Key words: very convenient, well-planned, a kitchen, a bathroom and a hall, talk and rest, posters and pictures, refrigerator, expensive

3. SPEAKING. (10 minutes) Make up a short story on the theme Shops and shopping

4.LISTENING. (10 minutes). Listen to the tape and write down the numbers is the correct column. Undergraduate Students at the University

	Men	Women
Total		
Science		
Social Science		
Engineering		
Arts		
Medicine		
Dentistry		
Law		
Veterinary Science		

Variant 5.

1.READING. (10 minutes) Read the text.

English and me

The English language has become a world language in politics, science, trade and cultural relations. It is the language of computer technology. So most things are published in English, and if you want to keep up with the latest ideas in any subject, you need English. The native speakers of English live in Great Britain, Australia, New Zealand and the USA. English is one of official languages of the Irish Republic, Canada and the South Africa Republic. As a second language it is used in the former British and US colonies. English is the language of international communication in many areas of life: air and sea transport, tourism, sport and entertainment, etc. Almost all kinds of jobs use English language. English is used in my own country as a second language. Many

modern magazines and papers are in English. I think that the international role of English is standing more and more important nowadays .I have never been in English-speaking country. I listen to many English songs. My sister Ann speaks English, because she studies at the University. In my opinion, I will use English in the future, because almost all jobs demand knowledge of English.

2.WRITING. (20 minutes) Write minimum 5 sentences on the theme: My native town

Key words: ancient cities, old, small, clay houses, wonderful city, places of interest, produce, wild and domestic animals, historical places

3. SPEAKING. (10 minutes) Make up a short story on the theme: Sport

4.LISTENING. (10 minutes). Listen to the tape and write down the numbers in the correct column.
Undergraduate Students at the University

	Men	Women
Total		
Science		
Social Science		
Engineering		
Arts		
Medicine		
Dentistry		
Law		
Veterinary Science		

Variant 6.

1.READING. (10 minutes) Read the text.

London

London is situated about 40 miles (64km) from the mouth of the river Thames. It is divided by the river into two unequal parts. Most of the important buildings stand on the north bank. London is the heart of Britain. The oldest part of London is the City. The City is the financial and business center of the Commonwealth. Now about half a million people work in the City during the day. Among the sights of the City are the British Museum, the Royal Shakespeare Theatre, the Central Criminal Court and St. Paul's Cathedral, the bells of which ring at 9a.m. to mark the beginning of the new working day. The rest of London is traditionally divided into the West End and the East End. The West End is famous for shopping and entertainment. It includes theatres, cinemas, museums, pubs, galleries and famous London parks. The best known and largest park is Hyde Park. It is visited by thousands of Londoners every day. Together with Trafalgar Square and Parliament Square in front of the Houses of Parliament, Hyde Park is sometimes the scene of political demonstrations and marches. The East End is the working-class area with docks, industrial plants and factories. London plays a very important role in the industry of Great Britain.

2.WRITING. (20 minutes) Write minimum 5 sentences on the theme: Seasons

Key words: spring, summer, autumn and winter, weather, different kinds of sport, pleasant, beautiful, except, morning, afternoon, evening and night

3. SPEAKING. (10 minutes) Make up a short story on the theme: Parts of the day

4.LISTENING. (10 minutes). Listen to the tape and write down the numbers in the correct column.
Undergraduate Students at the University

	Men	Women
Total		
Science		
Social Science		
Engineering		
Arts		
Medicine		
Dentistry		
Law		
Veterinary Science		

Variant 7.**1.READING. (10 minutes) Read the text.****The climate and nature of England.**

Great Britain is situated on islands. It is washed by seas from all sides. That's why the climate and the nature of Great Britain is very specific. It is not very cold in winter and never very hot in summer. There is no ice on the lakes and rivers in winter. It rains very often in all seasons. Britain is famous for its fogs, sometimes fogs are so thick that it is impossible to see anything within 2 or 3 meters. There are many rivers and very beautiful lakes, but there are no great forests in the British Isles. The mountains there are not very high, but very beautiful. The most picturesque part of the country is highlands in the North of Scotland. This is a region of mountains and rivers, small towns and villages. In Wales there are also many beautiful mountains and valleys. The highest mountain in Wales is Snowdon. Everyone who comes to England says that it looks like one great beautiful park. The Englishmen love their country and take care of it. They are very fond of hedges, they prefer hedges to ordinary fences. The hedges are very beautiful in different seasons.

2.WRITING. (20 minutes) Write minimum 5 sentences on the theme: Great Britain

Key words: United Kingdom, includes, to describe, country, flag, since, poetic name, national anthem

3. SPEAKING. (10 minutes) Make up a short story on the theme: Holidays

4.LISTENING. (10 minutes). Listen to the tape and write down the numbers in the correct column.
Undergraduate Students at the University

	Men	Women
Total		
Science		
Social Science		
Engineering		
Arts		
Medicine		
Dentistry		
Law		
Veterinary Science		

Variant 8.

1.READING. (10 minutes) Read the text.

SPORT IN OUR LIFE

Sport is very popular in our country. Thousands of people go in for sports, because sports help people to keep in good health. The most popular sports in our country are football, volleyball, basketball, tennis, kurash. There are lots of stadiums, sports clubs and sports grounds in our country. In every Institute students spend much time going in for sports. First of all they have their physical training lessons. And after the classes is over they may train at different sports clubs and sections. From time to time every Institute organizes competitions in different kinds of sport. The most popular kinds of sport in our Institute are football, basketball, wrestling, kurash. Some boys are also fond of boxing. As for me, I am a football – fan. I try to watch every football match on TV. So, I watched the last play between “Paxtakor” and “Bunyodkor”. Our team played very well. As a result our team was the third and got only the Bronze medals.

2.WRITING. (20 minutes) Write minimum 5 sentences on the theme: My Friend.

Key words: flat, close, 20 years old, study, at university, hard situations, journalist, to spend

3. SPEAKING. (10 minutes) Make up a short story on the theme: Mother’s Birthday

4.LISTENING. (10 minutes). Listen to the tape and write down the numbers in the correct column.
Undergraduate Students at the University

	Men	Women
Total		
Science		
Social Science		
Engineering		
Arts		
Medicine		
Dentistry		
Law		
Veterinary Science		

4.3 Test topshiriqlari.

1. MIXED TESTS

1. I ... a student.
a) is ; b) am; c) are; d) be.
2. ... two sisters.
a) There is; b) He is; c) He got; d) He's got.
3. He ... like me.
a) no ; b) doesn't; c) not; d) don't.
4. I'm English where are ... from?
a) you ; b) are you; c) are; d) you are.
5. ... she go to school every day?
a) do ; b) does; c) is; d) are.
6. ... some books on the table.
a) there aren't ; b) there is; c) there are; d) there isn't.
7. There isn't ... cheese in the bridge.
a) some ; b) a; c) any; d) the.
8. ... you speak English?
a) are ; b) can; c) were; d) have.
9. What ... you ... now?
a) is ; b) study; c) studying; d) are studying.
10. Do you like ... in London?
a) lives ; b) living; c) lived; d) live.
11. I ... to the cinema yesterday.
a) go ; b) gone; c) went; d) was.
12. Where ... yesterday?
a) did you go ; b) went you; c) you go; d) you went.
13. James ... to play football tomorrow?
a) can; b) will; c) is going; d) shall.
14. John is good at tennis but Richard is ...
a) good ; b) badly; c) better; d) well.
15. Mary ... that film.
a) seen already ; b) already seen; c) has already seen; d) have already seen.
16. I've been in London ... Last Christmas.
a) ago ; b) or; c) -; d) since.
17. I ... for two hours.
a) am working ; b) work; c) have been working; d) working.
18. I ... go to the cinema but I don't any more.
a) used to ; b) did use; c) used; d) use.
19. Peter doesn't like beer and ...
a) neither I do ; b) so do I; c) neither do I; d) so I do.
20. I went to the doctor's yesterday and I ... for half an hour.
a) must wait ; b) had to wait; c) had wait; d) should wait.
21. I ... television last night so when my friends rang.
a) have been watching ; b) matched; c) have watched; d) was watching.
22. There was a robbery at the bank last night and all the money ...
a) is stolen; b) am sent; c) was stolen; d) be sent.
23. I ... to Africa on business.
a) am being sent ; b) am sent; c) am send; d) was being sent.
24. Unless ...hard he'll fail exam.
a) he will work; b) he worked; c) he works; d) he had worked.
25. If I were you ... to a doctor.

- a) I want ; b) I'll go; c) I do; d) I'd go.
26. She liked the film ...?
a) isn't it ; b) won't she; c) didn't she; d) doesn't she.
27. I worked hard my exam.
a) to pass ; b) for passing; c) for pass; d) to passing.
28. When I arrived at the station the train ...
a) had already left ; b) was already left; c) already left; d) would already leave.
29. After ... his work he went to bed.
a) finish ; b) finishing; c) to finish; d) finished.
30. I ... go to Spain next year.
a) would like ; b) like to; c) would like to; d) like.
31. When he ... finished his exam, he'll be able to talk to you.
a) will ; b) will have; c) is ; d) has.
32. If he ... his car immediately the accident would not have happened.
a) stopped; b) had stopped; c) have stopped; d) to stop.
33. You ... your homework before you came to the lesson.
a) should do ; b) should be done; c) should have done; d) should be doing.
34. By next year he ... his exams.
a) has passed; b) will have passed; c) will pass ; d) has passed.
36. I've rung the bell but there is no answer. You ... in bed.
a) must be ; b) can be; c) will be ; d) needs to be.
37. I'm thinking ... away next Sunday.
a) for going ; b) of going; c) to go ; d) I go.
38. Would you mind ... me five dollars.
a) to lend ; b) lent; c) lending ; d) going to lend.
39. He didn't look while crossing the way . He ... in a hurry.
a) must have been ; b) might to be; c) had to be ; d) should have been.
40. ... two tickets for the cinema .
a) I'm given ; b) I've been given; c) They have given ; d) I've given.
41. I've been sitting in the classroom ...
a) for myself ; b) by myself; c) in my own ; d) only myself.
42. I'm looking forward ... you again.
a) to see ; b) to seeing; c) seeing ; d) of seeing.
43. He ... eaten something before going to school.
a) should ; b) had to; c) must ; d) ought to have.
44. It's high time you ... some work.
a) would do ; b) do; c) have done ; d) did.
45. I wish I ... that .
a) would do ; b) didn't; c) hadn't say ; d) don't say.
46. Take that umbrella in case it ...
a) has rained ; b) rains; c) will rain ; d) will rain.
47. In spite of ... late she caught the bus.
a) the was ; b) her; c) she's ; d) being.
48. Providing that ... hard she will pass the exam.
a) she'll study ; b) she studies; c) she'll be studying ; d) she's studying.

2. Choose the appropriate word

1. Could you close ... window, please.
a) a ; b) the; c) an; d) -.
2. We are going for a walk. You go with ...
a) we; b) us; c) our; d) ours.
3. It was a through train so we ... change trains.
a) mustn't ; b) hadn't c) didn't have to; d) had not to.
4. If I want to buy a jacket I always ...

- a) try it on; b)try on it; c) try it; d) it try on.
5. We have been warned ... the danger of smoking here.
a) about ; b)against; c) at; d) from.
6. You'd better ... out alone at night.
a) not to go ; b)don't go; c) not go; d)didn't go.
7. A vegetarian is someone ... doesn't eat meat
a) whom ; b)who; c) which; d) whose.
8. When Tom was a child he ... ice-cream, but he doesn't like in now.
a) use to eat ; b)used eat; c) use eat; d) used to eat.
9. It was raining when Kate ... the bus.
a) waits ; b)was expecting; c) expected; d) was waiting for.
10. They were supposed ... with us till Monday.
a) stayed ; b)stay; c) to stay; d) had stayed.
11. I will give you my address when I ...somewhere to live.
a) find ; b)will find; c) found; d) have found.
12. We don't know ... about car engines.
a) nothing ; b)something c) anything; d) everything.
13. I like ... the film nor the novel it's based on.
a) both ; b) neither; c) so; d) either.
14. Is the baby ... crying?
a) still; b) yet; c) else; d) more.
15. You needn't say anything ...
a) yet ; b)other; c) else; d) still.
16. You needn't ... Mike.
a) say to ; b)told; c) speak to; d) spoke to..
17. It's ... to cross the river in place than over there.
a) less dangerous ; b) little dangerous; c) dangerous; d) a little dangerous.
18. Mother asked Ann what she ... to give her friend as a birthday present.
a) is going ; b)was going; c) will be going; d) would going.
19. I wonder when he ... back tomorrow.
a) will come ; b)would come; c) comes; d) coming.
20. I don't think it will make her ... her mind.
a) change ; b)changed; c) to change; d) changing.
21. I ... for my friend. He'll come soon.
a) am waiting ; b) wait; c) have been waiting; d) waited..
22. I ... for him every day after classes.
a) am waiting; b) have been waiting; c) wait; d) will wait.
23. How long ... you ... for him?
a) wait; b) have ... been waiting; c) are waiting; d) shall wait.
24. A telegram ... for you. Here it is.
a) arrived; b) has arrived; c) is arrived; d) will arrive..
25. I .. busy this week.
a) was; b) had been; c) have been; d) am.
26. When I saw him, he ... for somebody.
a) waited; b) was waiting; c) had waited; d) has waited.
27. The teacher asked the student if ... a grammar notebook.
a) had; b) has; c) has got; d) will have.
28. If you ... in time you will miss the train.
a) hadn't come; b) didn't come; c) don't come; d) wont come.
29. If I ... The book I would have known the answer.
a) have read; b) had read; c) read; d) would read.
30. I think by the year 2050 a cure for AIDS ...
a) will find; b) will have found; c) will be found; d) will have been found.

31. It ... That the government will win the election.
a) expected; b) is expected; c) expects; d) has expected.
32. The castle ... a tourist attraction.
a) made; b) has been made; c) makes; d) is making.
33. You will not be able to come to the party, ... you?
a) do; b) don't; c) will; d) won't.
34. The player ... off the field.
a) has just been sent; b) was just been sent; c) had just been sent; d) is just sent.
35. You ... to pay to get in the library.
a) mustn't; b) doesn't have; c) don't have; d) hadn't had.
36. I can't say ... I liked the film very much.
a) than; b) what; c) that; d) then.
37. He ... school two years ago.
a) finishes; b) will finish; c) finished; d) is finishing..
38. I ... in the garden last Sunday.
a) worked; b) work; c) am working; d) will work.
39. He ... a pilot during the World War II.
a) is; b) will be; c) was; d) am.
40. ... you meet her at the station?
a) does; b) do; c) was; d) were.
41. ... she cook breakfast every morning?
a) does; b) did; c) was; d) were.
42. .. the quests dancing when you came?
a) does; b) was; c) were; d) do.
43. You went to the stadium with him, ... ?
a) don't you; b) didn't you; c) won't you d) wasn't you.
44. He will see this show tonight, ...?
a) doesn't he; b) didn't he ; c) won't he; d) wasn't he.
45. They are going to have a party on Saturday, ...?
a) didn't they; b) aren't they; c) won't they ; d) don't they.
46. I made it quite clear that I had no ... of selling the picture.
a) am; b) intention; c) meaning; d) purpose.
47. Thank you for the present. It very ... of you.
a) heartless; b) thoughtful; c) useless d) thoughtless.
48. "Would you like me to help you?" he ...
a) offered; b) refused; c) warned; d) apologized.
49. You must ... a rest after long work.
a) lay; b) make; c) sleep; d) take.
50. When my brother was in hospital, he was ... by a well- known surgeon.
a) carried on; b) operated on; c) passed on; d) worked on.
51. Violent programmers on TV may have a bad ... on children.
a) control; b) influence; c) power; d) pressure.
52. The air hostess told the passengers to ... their seat belt.
a) attach; b) fix; c) tie; d) fasten.
53. How many ... is your brother studying at school.
a) objects; b) subjects; c) themes; d) topics.
54. Most of the students agreed to the plan, but a few ... it.
a) argued; b) different; c) tie; d) fasten.
55. Kate was ... at school because she always made people laugh.
a) attractive; b) considerate; c) familiar; d) popular.
56. I'm ... he is right.
a) doubt; b) suspect; c) convinced; d) feel.
57. We ... in persuading him to start.

3. CHOOSE THE BEST ALTERNATIVES.

1. It was a secret – you weren't supposed to ... anyone anything.
a) tell; b) say; c) speak; d) talk.
2. Some people marry for ... and some for money.
a) a love; b) to love; c) the love; d) love.
3. Look over there. Isn't that the woman ... son you played tennis with the other day?
a) who; b) which; c) of which; d) whose.
4. I ... many people at party just a few old friends.
a) met; b) have met; c) didn't meet; d) haven't met.
5. You have really got to stop ... The door unlocked, or one day someone will just ... walk in and steal things.
a) having left; b) to leave; c) to have left; d) leaving.
6. She was upset because her watch ... she had been given as a 21-st birthday present, was lost in the fire.
a) which; b) whose; c) which one; d) what
7. I can't stand her and find even ... her voice gets on my nerves.
a) the sounds; b) a sound of; c) the sound off; d) a sound from
8. It's hard to ... the difference this forgery and the real panting.
a) say; b) speak; c) tell; d) talk
9. One of the main disadvantages ... the old machine was that used up so much electricity.
a) to; b) of; c) for; d) from.

4. ADJECTIVES.

1. Which is the ... building in the world?
a) highest; b) high; c) higher; d) most higher
2. The building is .. as our school.
a) as high; b) so high; c) such high; d) that bight
3. My brother knows English much ... than I do.
a) best; b) good; c) better; d) more better
4. This is a ...way.
a) shorter; b) shortest; c) the shorter; d) the shortest
5. If you use pictures and slides your report will be much ...
a) interesting; b) more interesting; c)most interesting; d) the most interesting
6. There is still much ... to learn.
a) many; b) more; c) most; d) the most
7. I've got ... issue of the magazine.
a) late; b) later; c) latest; d) the latest
8. It was .. for Jolin to Speak before a large audience.
a) rather difficult; b) enough difficult; c) a difficult enough; d) rather a difficult
9. She was ... than Roy.
a) short; b) shortest; c) shorter; d) the shortest
10. This film is ... interesting than that one.
a) less; b) most; c) least; d) the more
11. This room is ... comfortable than that one.
a) most; b) least; c) much; d) more
12. The child is ... than his brother.
a) quieter b) the quieter; c) quiet; d) quietest

4.4.Sillabusga muvofiq baholash mezonlari

Amaliy ingliz tili fani bo'yicha talabalar bilimni baholash tartibi va grafigi (kuzgi va bahorgi semestrlar uchun)

№	Nazorat turi	Maksimal baho	Saralash baho	Nazorat shakli	O'tkazish vaqti
1	Joriy nazorat (JN)	5	3	Amaliy (yozma, og'zaki)	Muntazam
2	Mustaqil ta'lim topshiriqlari (MTT)	5	3	Amaliy (yozma, og'zaki, taqdimot)	Muntazam
3	Oraliq nazorat (ON)	5	3	Amaliy (O'qish, yozish, tinglab tushunish, gapirish)	Grafik bo'yicha
4	Yakuniy nazorat (YaN)	5	3	Amaliy (O'qish, yozish, tinglab tushunish, gapirish)	Grafik bo'yicha

Nazorat turlari tavsifi

Fanning Oraliq nazorat (ON) va Yakuniy nazorat (YaN) variantlaridagi savollar o'tilgan mavzulardan kelib chiqqan holatda fan o'qituvchilari tomonidan tuziladi. U o'z ichiga o'qish, yozish, tinglab tushunish va gapirish aspektlari bo'yicha grammatik, leksik va boshqa turdagi testlar, mashqlar hamda insholarni olishi mumkin. Gapirish qismida amaliy mashg'ulotlarda o'tilgan og'zaki mavzular bo'yicha talaba bilan suhbat o'tkaziladi.

Talabaning fan bo'yicha o'zlashtirish ko'rsatkichini nazorat qilishda quyidagi mezonlar tavsiya etiladi:

a) 5 baho olish uchun talabaning bilim darajasi quyidagilarga javo erishi lozim:

- fanning mohiyati va mazmunini to'liq yoritishga ega bo'lsa;
- fandagi mavzularni bayon qilishda ilmiylik va mantiqiylik saqlanib, ilmiy xatolik va chalkashliklarga yo'l qo'ymas;
- fan bo'yicha mavzu materiallarining nazariy yoki amaliy ahamiyati haqida aniq tasavvurga ega bo'lsa;
- fan doirasida mustaqil erkin fikrlash qobiliyatini namoyon etishga ega bo'lsa;
- berilgan savollarga aniq va lo'nda javob bera bo'lsa;
- fanga tegishli qonunlar va boshqa me'yoriy-huquqiy hujjatlarni to'liq o'zlashtirgan bo'lsa;
- fanga tegishli mavzulardan biri bo'yicha ilmiy maqola chop ettirgan bo'lsa;

b) 4 baho olish uchun talabaning bilim darajasi quyidagilarga javo erishi lozim:

- fanning mohiyati va mazmunini tushungan, fandagi mavzularni bayon

- qilishda ilmiy va mantiqiy chalkashliklarga yo'l qo'ymasa;
- fanning mazmunini amaliy ahamiyatini tushungan bo'lsa;
- fan bo'yicha berilgan vazifa va topshiriqlarni o'quv dasturi doirasida bajarsa;
- fan bo'yicha berilgan savollarga to'g'ri javob bera olsa;
- fan bo'yicha konspektini puxta shakllantirgan bo'lsa;
- fan bo'yicha mustaqil topshiriqlarni to'liq bajargan bo'lsa;
- fanga tegishli qonunlar va boshqa me'yoriy-huquqiy hujjatlarni o'zlashtirgan bo'lsa.

c) 3 baho olish uchun talabani bilim darajasi quyidagilarga javo erishi lozim:

- fan haqida umumiy tushunchaga ega bo'lsa;
- fanlardagi mavzularni tor doirada yoritib, bayon qilishda ayrim chalkashliklarga yo'l qo'yilmasa;
- bayon qilish ravon bo'lmasa;
- fan bo'yicha savollarga mujmal va chalkash javoblar olinsa;
- fan bo'yicha matn puxta shakllantirilmagan bo'lsa.

d) quyidagi hollarda talabani bilim darajasi qoniqarsiz 2 baho bilan baholanishi mumkin:

- fan bo'yicha mashg'ulotlarga tayyorgarlik ko'rilmaga bo'lsa;
- fan bo'yicha mashg'ulotlarga doir hech qanday tasavvurga ega bo'lmasa;
- fan bo'yicha matnlarni boshqalardan ko'chirib olinganligi sezilib tursa;
- fan bo'yicha matnda jiddiy hato va chalkashliklarga yo'l qo'yilgan bo'lsa;
- fanga doir berilgan savollarga javob olinmasa;
- fanni bilmasa.

Kreditlarni olish uchun talablar:

Fanga oid amaliy va uslubiy tushunchalarni to'la o'zlashtirish, o'rganilayotgan mavzular haqida mustaqil mushohada yuritish, hamda joriy, oraliq va yakuniy nazorat shakllarida berilgan vazifa va topshiriqlarni bajarish.

Xorijiy til (ingliz tili) faniga kunduzgi ta'lim yo'nalishida 90 soat amaliy va 150 soat mustaqil ta'lim ajratilgan. Universitet nizomi bo'yicha bu 240 soat yuklama hajmiga 8 kredit beriladi. Hemis dasturidagi kredit baholash tizimidagi 100 ball, o'zlashtirish chegarasi esa 60 foizdir. oraliq nazoratida talaba jami 50 ball to'plashi mumkin. Talaba yakuniy nazoratda esa 50 ball to'playdi.

Baholash jadvali va mezon

JN turi va shakli (20 ball)	Baholash mezon
Amaliy mashg'ulotda	16 ta mavzu*0.4 ball=7+1 =8 ball
Mustaqil ta'lim	8 ta mavzu*1.5 ball= 12 ball
Jami:	20 ball
ON turi va shakli (30 ball)	Baholash mezon

Amaliy mashg'ulot mavzularidan 4ta ko'nikma bo'yicha imtihon	4 ta ko'nikma*3 ball=12 ball
Mustaqil ish	8 ta mavzu*2.25=18 ball
Jami:	30 ball
YaN turi va shakli (50 ball)	Baholash mezon
4ta ko'nikma bo'yicha imtihon	4 ta ko'nikma*5 ball=20 ball
Mustaqil ta'lim	6 ta mavzu bo'yicha 15 ta test*2=30 ball
Jami:	50 ball

JN mezon: 30 soat amaliy mashg'ulot uchun

JN: Talaba amaliy dars mavzu rejasiga tayyorlanib muhokamada qatnashsa, har bir mavzu uchun **0,4 ball** berib boriladi, jami **8 ball** to'playdi. (**16 ta mavzu*0,4 ball=7 ball**, kreativ fikri bo'lsa **1 ball** beriladi). **1-8** mustaqil ish topshiriqlarining har biriga esa **2** balddan beriladi, jami **12 ball** to'playdi. (**8ta mustaqil ish*1.5 ball=12 ball**). Talaba TMI topshiriqlarining **8** mavzularini **turli xil (og'zaki, taqdimot, konspekt, glossariy tuzish, yozma bayon qilish (essay), test dasturlarida mashq qilish orqali fanga oid bilimlarni mustahkamlash)** shaklida taqdim etib boradi. Keyingi mashg'ulotda o'tilgan amaliy mavzu va mustaqil ish mavzusi so'ralmaydi hamda ball berilmaydi. Demak, **7+12=19** Kreativ fikri uchun **1 ball** jami **20 ball**.

ON mezon (30 ball)

ON: Oraliq nazorati **amaliy** mashg'uloti tugagandan so'ng o'tkaziladi. Oraliq nazoratida talaba amaliy tarzda variant bajarish orqali **12 ball** olishi mumkin. (variant asosida **4 ta ko'nikma (writing, reading, speaking, listening)** asosida **4*3=12 ball** olishi mumkin). **1-8** mustaqil ish topshiriqlarining har biriga esa **1.5** balddan beriladi, jami **18 ball** to'playdi. (**8 ta mustaqil ish*2.25 ball=18 ball**) **ON** mustaqil ishi uchun berilgan topshiriqlarini belgilangan muddatda topshiradi. **Belgilangan muddatda taqdim qilinmagan mustaqil ishlar qabul qilinmaydi.** Belgilangan mustaqil ta'lim va mustaqil ish uchun talaba semestr yakunida konspekt va albomini tavsiya etib, **18 ball** to'playdi. Demak, **12+18=30**. Talaba umumiy **30 ball** to'playdi.

YaN mezon (50 ball)

YaN: Yakuniy nazorat **4 aspekt (reading, writing, listening, speaking)** variantlaridagi savollar o'tilgan mavzulardan va mustaqil ta'limdan olinib, fan o'qituvchilari tomonidan tuziladi. U o'z ichiga o'qish, yozish, tinglab tushunish, gapirish ko'nikmalari bo'yicha grammatik, leksik va boshqa turdagi testlar, mashqlar hamda insholarni olishi mumkin. Talaba avvaldan berilgan **5ta** mustaqil ish mavzularini o'qib o'rganganligi bo'yicha test topshiradi va **30 ball (15*2 =30)** to'plashi mumkin. YaNda har bir aspekt bo'yicha to'liq yozilgan javobi uchun **5 ball (5*4=20 ball)** beriladi. Demak, mustaqil ish mavzulari asosidagi testdan **30 ball**, YaN varianti asosida **20 ball (20+30=50 ball)** beriladi.

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¹ Adabiyotlar ro'yxatiga OTM axborot-resurs markazlari imkoniyatlari, sohaga oid zamonaviy manbalar va har bir til xususiyatlari inobatga olingan holda qo'shimchalar kiritilishi mumkin. Kiritilgan qo'shimchalar ishchi dasturlar (syllabus) da keltiriladi.

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