

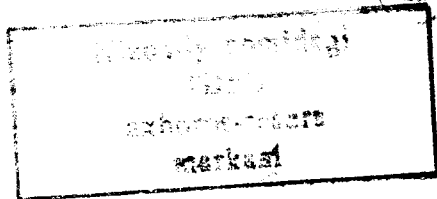
О. МҮМИНОВ, А. ҚҮЛДОШЕВ, Ү. ҲОШИМОВ

ENGLISH FOR TRANSLATORS

ИНГЛИЗ ТИЛИ ДАРСЛИГИ

Таржимонлик ва инглиз филологияси
факультетларининг талабалари учун

*Ўзбекистон Республикаси Олий ва ўрта махсус таълим
вазирлиги томонидан дарслик сифатида тавсия этилган*



922382

“ШАРҚ” НАШРИЁТ-МАТБАА
АКЦИЯДОРЛИК КОМПАНИЯСИ
БОШ ТАҲРИРИЯТИ
ТОШКЕНТ — 2005

M99

М а с ъ у л м у ҳ а р р и р : **Ў.К. ЮСУПОВ**, филология фанлари доктори, профессор.

Т а қ р и з ч и л а р : **Ф.Х. САТИМОВ** - филология фанлари номзоди, доцент, Жаҳон иқтисодиёти ва дипломатия университетининг Халқаро ҳуқуқ факультети инглиз тили кафедраси мудири;

Ж.И.МАТЁҚУБОВ – филология фанлари номзоди, доцент, ЎзДЖТУ инглиз филологияси факультети декани.

Шартли белгилар (Symbols)



— эсда сақланг — remember!



— эътибор беринг — pay attention;



— ёд олинг — learn by heart;



— ўқинг — read;



— машқни бажаринг — do the exercise;



— магнитофондан фойдаланинг — use the tape-recorder;



— саволларга жавоб қайтаринг — answer the questions.

Мўминов О.

Инглиз тили дарслиги: Таржимонлик ва инглиз филологияси факультетларининг талабалари учун / О.Мўминов, А.Қўлдошев, Ў.Ҳошимов; / Масъул муҳаррир: Ў.Қ.Юсупов; Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги; Ўзбекистон давлат жаҳон тиллари ун-ти.—Т.: «Шарқ», 2005. — 384 б.

Матн ва тит. ўзб. ва ингл. тилида.

ББК 81.2—923

Мазкур дарслик республикамиз университетларида таржимонлик ва инглиз филологияси мутахассисликлари бўйича таълим олаётган I,II босқич талабаларига мўлжалланган бўлиб, унда талабанинг оғзаки ва ёзма нутқ кўникмаларини ҳамда таржима малакаларини ривожлантиришга қаратилган матн, машқ ва топшириқлар ўрин олган. Дарслик 3 асосий қисмдан иборат: Кириш курси, Асосий қисм, Оғзаки ва ёзма таржима учун матн ҳамда машқлар қисми.

Дарслик талабаларнинг тил кўникма ва малакаларини ўстиришга луғат бойлигини оширув орқали эришишига ҳам эътиборни қаратган.

© «Шарқ» нашриёт-матбаа акциядорлик компанияси
Бош таҳририяти, 2005

Contents

Сўз боши	4
Part I. Introductory course	
Lesson 1	7
Lesson 2	13
Lesson 3	19
Lesson 4	36
Lesson 5	44
Lesson 6	51
Lesson 7	69
Lesson 8	85
Part II. Essential course	
Lesson 1. (London)	90
Lesson 2. (Seasons)	115
Lesson 3. (Great Britain)	128
Lesson 4. (The Republic of Uzbekistan)	153
Lesson 5. (Amir Temur is a great military leader and great personality)	162
Lesson 6. (Zakhiriddin Muhammad Babur)	180
Lesson 7. (Educational reform in Uzbekistan)	202
Lesson 8. (Water)	215
Lesson 9. (An Enabling Environment for Social Development)	233
Lesson 10. (Criminal Law)	250
Part III. Exercises for training oral translation	
Lesson 1. (Personnel Training Centre)	276
Lesson 2. (At a Design Office)	290
Lesson 3. (Tips on Culture, Traditions, Customs and Beliefs)	305
Lesson 4. (Broadening Economic Ties)	325
Lesson 5. (A stubborn old man)	342
Lesson 6. (A New Yorker goes to the Cinema or to the Theatre)	350
Lesson 7. (Television in our life)	360
Lesson 8. (Education in Great Britain)	363
Lesson 9. (Have good manners)	369
Note taking	378

СЎЗ БОШИ

Мазкур дарслик университетлар таржимонлик факультетлари ҳамда бўлимлари I, II босқич талабаларига мўлжалланган бўлиб, у филология йўналишида таълим олаётган талабалар томонидан ҳам асосий дарслик сифатида фойдаланилиши мумкин. Бундан ташқари дарслик инглиз тилини мустақил ёки ўқитувчи ёрдамида ўрганаётган катта ёшдаги шахсларга ҳам жуда қулай ва фойдали бўлиши мумкин.

Дарслик “Ўзбекистон Республикаси Кадрлар тайёрлаш миллий дастури” ҳамда мазкур ихтисослик бўйича олий ўқув юртларида ўқитишнинг Давлат таълим стандартларига тўла мос келадиган ўзбек тилига таржима қилишга ўргатувчи биринчи дарсликдир. У асосан таржимонлик ихтисослиги, филология, таржимонлик (инглиз тили) йўналиши, оғзаки ва ёзма нутқ амалиёти, ёзма таржима, оғзаки таржима фанлари бўйича амалий машғулотларда асосий дарслик сифатида фойдаланиш учун яратилган.

Дарсликнинг асосий мақсади талабалар оғзаки ва ёзма нутқ кўникмаларини янада ривожлантириш, инглиз тили жонли нутқида кўп учрайдиган типик лингвистик қурилмаларни қўлай олишни автоматлаштириш, она тилига ва она тилидан чет тилига тез, тўғри ва раvon таржима қила олиш малакаларини шакллантиришдир.

Мазкур дарсликка тил материали сифатида ҳозирги замон инглиз ва Америка матбуоти, илмий ва илмий-оммабоп журналлар, бадиий адабиёт намуналари хизмат қилди. Дарсликка киритилган матнлар мавзу жиҳатидан хилма-хил бўлиб, у ижтимоий-иқтисодий, маданий ва маиший ҳаётнинг турли жабҳаларини ўз ичига олади. Матн танлашда алоҳида эътибор маънавият ва маърифат масалаларига қаратилган бўлиб, унда Ўзбекистон Республикаси

тарихи, географияси, ўтмишда яшаб ўтган машҳур алломалар, давлат арбоблари ҳаётлари ҳақидаги лавҳалар ҳам ўрин олган бўлиб, дарсликда турли кўринишда, она тилидан инглиз тилига, инглиз тилидан она тилига таржима қилишга матний материал бўлиб хизмат қилади. Дарслик учун бошқа манбалардан олинган матнлар кўп ҳолларда керакли ҳажмларга келтириш учун қисқартирилди.

Тил нуқтаи назаридан эса дарсликда ҳозирги замон жонли инглиз тили сўзлашув ва ёзма нутқи намуналари ўрин олган.

Мазкур дарслик асосан 3 қисмдан иборат: 1) Кириш; 2) Асосий; 3) Оғзаки ва ёзма таржима учун матн ва машқлар қисмларидан ташкил топган.

Дарсликнинг кириш қисмида олий ўқув юртига кирган талабалар нутқиға фонетик жиҳатдан ишлов бериш, уларнинг талаффузини ҳозирги замон намунавий талаффуз нормаларига яқинлаштириш ва талабалар талаффузида учрайдиган турли хато ва камчиликларни йўқотиш, жонли нутқда кузатиладиган турли фонетик жараёнларни талаба нутқиға кириштириш ҳамда талаба нутқини интонацион расмийлаштиришга эришишдир. Бу вазифани бажариш учун дарсликнинг биринчи қисмида етарли назарий материал ва талаффуз машқлари берилган. Кириш қисми 70 соатга мўлжалланган.

Дарсликнинг иккинчи асосий қисми 10та дарсдан иборат бўлиб, ҳар бир дарс аудиторияда ўрганилиши учун ўқув гуруҳининг кучли ёки кучсизлигиға қараб 4 соатдан 10 соатгача қилиб белгиланиши мумкин. Дарсликдан машқлар (Pre-text exercises), матн, ўрганилиши зарур бўлган луғат (Obligatory vocabulary list), қўшимча луғат (Additional vocabulary), луғат таҳлили (Vocabulary notes), грамматик материал, грамматик материални мустаҳкамлаш учун машқлар (Grammar exercises), оғзаки нутқ амалиёти учун матн ва диалог, оғзаки сўзлашув мавзуси бўйича машқлар (Oral Speech exercises), инглиз тилидан она тилиға оғзаки таржима қилиш учун турли матнлар ва машқлар кенг ўрин олган.

Мазкур дарсликка матнлар танлашда муаллиф-

лар танлаётган матнларнинг ахборотлилиги, берилган ахборотнинг фойдалилиги, уларнинг мазкур вазиятга мослиги ва уларнинг босқичлар дастури нуқтаи назаридан қийин ёки осонлигига катта эътиборни қаратдилар.

Дарсликнинг учинчи қисми оғзаки таржима учун матн ва машқларни ўз ичига олган бўлиб, бу ерда талабаларнинг касбий маҳорати шаклланишида фойдали бўлиши мумкин бўлган турли фаолият турлари учун матн ва машқ намуналари берилган.

Дарсликдан фойдаланганлар ўз фикр-мулоҳазаларини ва таклифларини ёзиб юборсалар, кейинги нашрларда, албатта, имкон доирасида инобатга олинади.

Муаллифлар мазкур дарсликнинг қўлёзмасини кўриб чиқишдек катта меҳнатни ўз зиммасига олган ва ўзининг қимматли маслаҳатлари билан дарсликнинг савиясини оширишга салмоқли ҳисса қўшган олим — АҚШлик мутахассис Анчел Даглас Брайнга ўз миннатдорчилигини билдирадилар.

Part 1
INTRODUCTORY COURSE

КИРИШ КУРСИ

LESSON 1

Товуш ва ҳарф.

Бўғин турлари.

[m, n, f, v, z, l, b, p, t, d] ундош товушлари.

[i:] унли товуши.

Кўтарилувчи (↑) ва пасаяувчи (↓) интонация.

Инглиз унлиларининг чўзиқлиги.



1. Инглиз тилида сўзларнинг ёзилиши ва талаффузи ўртасидаги тафовут катта, чунки нутқ товушларининг сони ҳарфлар сонидан кўп, масалан: алфавитдаги 26 ҳарф 44 та нутқ товушини ифодалайди.

2. Инглиз унли ҳарфлари бўғин турига кўра 4 та ва ундан ортиқ товушни ифодалайди. Инглиз унлиларининг ўқилиши унли ҳарфнинг сўздаги ўрни, қайси бўғинда келаётганлигига боғлиқ бўлади. Маълумки, инглиз тилида бўғинларнинг 4 тури мавжуд:

1-тур – очик ёки шартли очик бўғин (ундош (г-ҳарфидан ташқари) + унли); 2-тур – ёпиқ бўғин (унли + бир ва ундан ортиқ исталган ундош); 3-тур – унли + г ҳарфи + ундош; 4-тур – бўғин унли + г ҳарфи + ўқилмайдиган “e” ҳарфи.

Унли ҳарфларнинг бўгин турларида ўқилиши

Унли ҳарфлар	Ҳарфларнинг номлари	Урғули бўгинда ўқилиши				Урғусиз бўгинда ўқилиши	
		1-тур	2-тур	3-тур	4-тур		
A a	[ei]	[ei] name	[æ] man, fat	[a:] far, hard	[εə] care	[ə] a 'gain, a'side	[i] 'village 'capital
E e	[i:]	[i:] me, Steve	[e] pen, men	[ə:] her, term	[iə] here, mere	[ə] 'general	[i] re'peat
I i	[ai]	[ai] ice	[i] film	[ə:] first, fur	[aiə] fire	[i] 'possible	[i] in'vite
Y y	[wai]	[ai] by, type	[i] gym	[ə:] bird	[ai] type	[ə] 'martyr	[i] 'fifty
U u	[ju:]	[ju:] tune, [u:] rule	[ʌ] cut, up	[ə:] fur, turn	[juə] cure, pure	[ju:] u'nite	[ə] 'difficult
O o	[ou]	[ou] no, note	[ɔ] not, hot	[ɔ:] short	[ɔ:] more, store	[ə] 'lesson	



1. Инглиз [m] ундош товуши ўзбек товушининг талаффузига биров ўхшаш, инглиз тили [m] товуши сўз охирида ва айниқса қисқа унлидан кейин ўзбекча [m] товушига нисбатан чўзиқроқ талаффуз қилинади. Сўз охирида келган [m] товушини талаффуз қилганда ортиқча унли товуш пайдо қилмаслик учун товуш пай-чаларининг титраши тўхташи билан лабларни очиш керак.

Талаффуз қилинг: [m, —m, m]

Ёзинг: **M m**



Инглиз [n] ундош товуши бурун товушидир. Инглиз [n] товуши ўзбек [н] товушига нисбатан кескинроқ товушидир.

Сўз охирида келган [n] товушини ортиқча унли товушсиз талаффуз қилиш учун, товуш пайчалари эркин ҳолга келиши биланоқ товушнинг талаффузини тўхтатиш керак.

Талаффуз қилинг: [n, —n, —n —n]

Ёзинг: **N, n**



Инглиз [f] ундош товуши ўзбек [ф] товушига нисбатан кучлироқ ва аниқроқ талаффуз қилинади. У лаб-тиш товуши.

Талаффуз қилинг: [f — f — f]

Ёзинг: **F, f**



Инглиз [v] ундош товуши ўзбек [в] товушига нисбатан кучли ва аниқ ифодаланган лаб-тиш товушидир. Инглизча товушни талаффуз қилишда пастки лаб қирраларига юқори тиш тегади — инглиз [v] товуши бошқа жарангли ундош товушлар сингари, жарангсиз ундошлар олдида ва сўз охирида жарангсизланмайди.

Талаффуз қилинг: [v, —v—v]

[f—f—f—v—v—v]

Ёзинг: **V, v**



[s] ва [z] — милк ундошлари бўлиб, ўзбекча тиш товушларидан фарқ қилади. [s] — жарангсиз, [z] — жарангли ундошлардир. [s] ва [z] товушларини талаффуз қилишда тил учи милкларга кўтарилиши ва ўртада кенг оралиқ ҳосил бўлишига эътибор бериш керак. [z] товуши жарангсиз ундошлар олдида ва сўз охирида жарангсизланмайди.

Талаффуз қилинг: [z, z, z — z — s — ss — zzz]

Ёзинг: **Ss, Zz**

- ☑ [l] товуши ўзбекча тиш товушидан фарқли равишда милк товуши саналади. Тил учи милкка қадалади. [l] товуши икки вариантда: юмшоқ ва қаттиқ вариантда талаффуз қилинади. Юмшоқ [l] русча товушга нисбатан бироз юмшоқроқ талаффуз қилинади. Сўз охирида ва ундошлар олдида қаттиқ вариантда, унлилар олдида эса юмшоқ варианты талаффуз қилинади.

Талаффуз қилинг: [l—l—l]

Ёзинг: L l

- ☑ [i:] товуши, чўзиқ, кучли унли товуш бўлиб, тил олди қисмини баланд кўтариб талаффуз қилинади. Инглизча [i:] товушини талаффуз қилишда тил орқа қисмининг ўртаси қаттиқ танглайга кўтарилади, лекин у русча ёки ўзбекча [и] товуши талаффузига нисбатан камроқ кўтарилади. Ҳамма инглиз унлилари каби, инглизча [i:] кўп куч билан айтилмаслиги керак.

Талаффуз қилинг: [i: — i: — i:]

Эсда тутинг: [i:] — **Е е** ҳарфининг ўқилиши.

Ёзинг: E e

- ☑ Бўғиндаги биринчи товушнинг транскрипция ифодаси ёки бўғиндаги биринчи ҳарф олдида қўйилган ушбу $\underset{\cdot}{\text{y}}$ белги товуш оҳангининг пасайишини билдиради. Инглиз тилида товуш оҳангининг пасайиши рус ёки ўзбек тилларидагига нисбатан анча кучли бўлади. Овоз оҳангининг кўтарилишини $\underset{\cdot}{\text{y}}$ белги билдиради.

Инглиз тилида товуш оҳангининг кўтарилиши юқори баландликка етмасдан секинлик билан амалга ошади. Пасайиш оҳангини график ифодалаш учун икки параллел горизонтал чизиклар орасида жойлашган ушбу белги ишлатилади: $\underline{\underset{\cdot}{\text{y}}}$. Кўтарилиш оҳангини график ифодалаш учун эса бундай белги ишлатилади: $\underline{\underset{\cdot}{\text{y}}}$.

Машқларда оҳанг белгиси, масалан: $\underset{\cdot}{\text{y}}$ me, me $\underline{\underset{\cdot}{\text{y}}}$ қатор ёки устундаги биринчи сўз олдида қўйилади. Биринчи сўздан кейин келган сўзни бир сўзнинг оҳангидек ўқиш лозим.

➤ **Ех. 1. Қуйидаги товуш бирикмаларини талаффуз қилинг.**

Инглиз ундошлари [i:] унлиси олдида доимо қаттиқ талаффуз қилинишини эсда тутинг. Бунинг учун аввал ундош товуш артикуляциясини тугатмоқ, сўнг эса унлини талаффуз қилмоқ лозим.

[i: — i:, mmmi: — mmmi:, nnni: — nnni:, vvvi: — vvvi:, sssi: — sssi:, zzzi: — zzzi:, i:m, i:n, i:l, i:fff, i:sss, i:zzz, i:vvv]

[b] — жарангли ундошлар олдида ва сўз охирида ўз жаранглилигини йўқотмайди.

Ортиқча унли товушсиз талаффуз қилинг: [b—b—b]

Юмшатмасдан талаффуз қилинг: [b]

Эсда тутинг: [bi:] — В в ҳарфининг ўқилиши.

Ёзинг: В в

☑ || [p] — ҳамма инглиз портловчи жарангсиз ундошлари каби урғули унлилар олдида нафас чиқариб талаффуз этилади. Урғусиз унлилар ва [s] жарангсиз ундошдан кейин [p], [t], [k] ундошлари каби нафас чиқармай талаффуз қилинади.

Нафас чиқариб талаффуз қилинг: [p — p — p].

Нафас чиқариб, товушни юмшатмай талаффуз қилинг: [p]

Э с д а т у т и н г: [pi:] — Р р ҳарфининг ўқилиши.

Ёзинг: Р р

☑ || [d] — жарангли портловчи ундош бўлиб, жарангсиз ундошлар олдида ва сўз охирида жарангсизлашмаслиги керак. Инглизча [d] товуши русча ва ўзбекча товушларга нисбатан кучлироқ талаффуз қилинади.

Ортиқча унли товушсиз талаффуз қилинг: [d—d—d].

Талаффуз қилинг, [d] товушини юмшатманг: [d].

Э с д а т у т и н г: [di:] — D d ҳарфининг ўқилиши.

Ёзинг: D d

☑ || [t] — [p], [k] жарангсиз портловчи товушлар каби урғули унли олдида нафас чиқариб талаффуз қилинади.

*Нафас чиқариб талаффуз қилинг: [t—t—t]
[t] товушини нафас чиқариб, юмшатмай талаффуз
қилинг: [t].*

Э с да т у т и н г: [ti:] — **T t** ҳарфининг ўқилиши.

Ёзинг: **T t**



Ех. 2. Сўзларни ўқинг, [i:] унлиси олдида келган ундош товушни юмшатманг.

а) Берилган сўзлардаги “е” ҳарфи [i:] товушини беришини эсда сақланг.

me — мени, менга

be — бўлмақ

Pete — Пит (исм)

Eve — Ева (исм)

б) Иккиланиб келган “ее” ҳарф бирикмаси [i:] товушини беради.

ee — [i:] see — кўрмақ

deep — чуқур

sleep — ухламоқ

meet — учрашмоқ

feet — оёқлар

с) ea — [i:] tea — чой

meat — гўшт

speak — гапирмоқ, сўзламоқ



Ех. 3. Ўқинг. Сўз бошида келган [p,t,k] товушларининг нафас чиқариб талаффуз қилинишига эътибор беринг.

Pete — peal

beat — peak

tea — keep

team — keen



Инглиз унлиларининг чўзиқлиги уларнинг сўздаги ўрнига боғлиқ. Бир бўғинли сўзларда сўз охирида келган унлилар тўла чўзиқликка эга [mi:, si:, bi:]. Жарангли ундошлар олдида улар бироз қисқароқ талаффуз қилинади: [si:d, si:m, fi:l]. Жарангсиз ундошлар олдида улар жуда қисқа айтилади, лекин ўз сифатини ўзгартирмайди ва бошқа унли товушларга айланмайди.

М а с а л а н : [pi:t, fi:t, di:p]



Ех. 4. [i:] товушининг сўздаги ўрнига кўра чўзиқлигига аҳамият бериб ўқинг.

Pp — peel — Pete see — seem — sleep
Me — feel — feet be — seed — deep

LESSON 2

General and Special questions.

The Indefinite Article.

The Demonstrative Pronouns “this-these”.

Number of Nouns.

Words:

a (an) <i>art</i>	picture <i>n</i>
blackboard <i>n</i>	table <i>n</i>
book <i>n</i>	this (these) <i>pron</i>
box <i>n</i>	window <i>n</i>
clock <i>n</i>	yes <i>particle</i>
desk <i>n</i>	no <i>particle</i>
door <i>n</i>	not <i>particle</i>
pen <i>n</i>	it <i>pron</i>
pencil <i>n</i>	they <i>pron</i>



Ех. 1. Қуйидаги сўзларни ўқинг.

A blackboard, a book, a box, a clock, a desk, a door, a map, a pen, a pencil, a picture, a table, a window.



Ех. 2. Қуйидаги гапларни ўқинг ва таҳлил қилинг.

Н а м у н а : This is a pen
This is a desk
Is this a map? — Yes, it is.
Is this a pen? — No, it is not.
Is this a desk? — Yes, it is.
Is this a box? — No, it is not.

Н а м у н а : What is this? (What's this?)
It is a map.
is not = isn't



Ех. 3. Қуйидаги гапларни ўқинг.

This is a blackboard. This isn't a pen.

This is a book.
This is a box.
This is a clock.
This is a desk.
This is a door.
This is a map.

This isn't a pencil.
This isn't a picture.
This isn't a table.
This isn't a window.
This isn't a map.
This isn't a door.

 **Ех. 4. Қуйидаги намуна асосида гап тузинг.**

Teacher – a pen, a book, a box, a clock ...

Student – This is a pen.
This is a book.

Teacher – a pen, a book, a box, a clock

Student – No.

Student – Is this a pen? – No, this isn't a pen.

Is this a book? – No, this isn't a book.



Ех. 5. Қуйидаги сўзларни ўқинг.

1. a book – books
a clock – clocks
a desk – desks
a map – maps
2. a blackboard – blackboards
a door – doors
a pen – pens
a pencil – pencils
a table – tables (–s)
3. a box – boxes (–es)

 **Ех. 6. Қуйидаги сўзларни кўплик шаклида қўлланг.**

A blackboard, a book, a box, a clock, a desk, a door, a map, a pen, a pencil, a picture, a table, a window.



Ех. 7. Қуйидаги гапларни ўқинг ва таҳлил қилинг.

Н а м у н а: These are maps.

Are these maps? – Yes, they are. No, they are not.

These are pens.

These are desks.



Ех. 8. Қуйидаги гапларни ўқинг.

These are blackboards. They aren't blackboards.

These are books.	They aren't books.
These are boxes.	They aren't boxes.
These are desks.	They aren't desks.
These are maps.	They aren't maps.
These are pens.	They aren't pens.
These are pencils.	They aren't pencils.
These are tables.	They aren't tables.
These are windows.	They aren't windows.

⇒ **Ех. 9. Куйидаги гапларни сўроқ гапларга айлантинг.**

1. This is a blackboard. 2. These are books. 3. This isn't a blackboard. 4. These are maps. 5. These aren't desks. 6. This is a pen. 7. This isn't a pencil. 8. These are tables. 9. These aren't windows.

⇒ **Ех. 10. "is" ёки "are" феъл турларини қўлланг.**

1. This ... a blackboard. 2. This ... a book. 3. This ... a box. 4. This ... a clock. 5. These ... maps. 6. These ... desks. 7. These ... doors. 8. These ... pens. 9. These ... pencils. 10. These ... pictures. 11. These ... tables.

⇒ **Ех. 11. Куйидаги гапларни кўпликда ишлатинг.**


1. This is a blackboard. 2. This is a book. 3. This is a box. 4. This is a clock. 5. This is a desk. 6. This is a door. 7. This is a map. 8. This is a pencil. 9. This is a picture. 10. This is a pen.

⇒ **Ех. 12. "a" артиклини керакли жойда қўлланг.**

1. This is ... table. 2. This is ... pencil. 3. This is ... picture. 4. This is ... pen. 5. These are ... doors. 6. These are ... clocks. 7. These are ... boxes. 8. These are ... books. 9. These are ... tables. 10. These are ... pens. 11. These are ... pencils. 12. These are ... lamps. 13. These are ... pictures.

⇒ **Ех. 13. Куйидаги гапларни бўлишсиз гапларга айлантинг.**

1. This is a blackboard. 2. This is a pen. 3. This is a pencil. 4. This is a book. 5. These are tables. 6. These are pictures. 7. These are desks. 8. These are maps. 9. These are doors.

 **Ех. 14. Куйидаги гаплардаги отларни бирлик шаклида ишлатинг ва уларда бўлган ўзгаришларни тушунтиринг.**

1. These are pens. 2. These are books. 3. They are pencils. 4. They are tables. 5. These are pictures. 6. These are desks. 7. These aren't doors. 8. They aren't doors. 9. They aren't boxes. 10. They aren't clocks. 11. They aren't blackboards.



Ех. 15. 1) Матни ўқинг;

2) ўқитувчининг матн бўйича берган саволларига жавоб қайтаринг;

3) матн бўйича бир-бирингизга саволлар беринг ва жавоб қайтаринг.

Т Е Х Т

What is this? This is a book. It's a book.

What are these? These are books. They are books. What's this? This is a box. It is a box. What are these? These are boxes. What are these? These are desks. They are desks. Is this a pen? No, it is not. No, it is not a pen. It's a book. Are these pencils? No, they are not. No, they are not pencils. They are pens. Is this a table? No, it's not. No, it is not a table, It's a desk. Are these windows? No, they are not. No, they are not windows, they are doors.

What is this? This is a clock. It is a clock. What are these? These are desks. They are desks. What is this? This is a table. It is a table. What are these? They are boxes. Is this a pen? Yes, it is. Are these books? Yes, they are. What is this? This is a pen. What is this? This is a picture. Is this a door? No, it isn't. It is a window. Is this a table? No, it isn't. It is a pencil.

 **Ех. 16. Куйидаги гапларни инглиз тилига таржима қилинг.**

1. Бу – доска. 2. Бу – китоб. 3. Бу – соат. 4. Булар – парталар. 5. Булар – қаламлар. 6. Булар – расмлар. 7. Бу – доска эмас, бу – китоб. 8. Булар – столлар эмас, булар – парталар. 9. Бу – китоб эмас, бу – харита. 10. Бу – қаламми? – Йўқ, бу – ручка. 11. Бу – китобми? – Йўқ, бу – харита. 12. Булар деразаларми?

– Йўқ, булар эшиклар. 13. Бу столми? – Ҳа, бу – стол. 14. Бу деразами? – Ҳа, бу – дераза. 15. Булар китобларми? – Ҳа, булар – китоблар. 16. Булар хариталарми? – Ҳа, булар – хариталар. 17. Булар соатларми? – Йўқ, булар – соатлар эмас. 18. Булар қутичаларми? – Йўқ, булар – қутичалар эмас.



Ех. 17. Қуйидаги гапларни ўқинг ва ўзбек тилига таржима қилинг.

1. This is a book. It is a book. It's a book. 2. This is a map. It is a map. It's a map. 3. This is a desk. It is a desk. It's a desk. 4. This is a table. It is a table. It's a table. 5. These are windows. They are windows. They're windows. 6. These are clocks. They are clocks. They're clocks. 7. These are boxes. They are boxes. They're boxes. 8. These are pens. They are pens. They're pens. 9. These are tables. They are tables. They're tables.



Ех. 18. Қуйидаги гапларни инглиз тилига таржима қилинг.

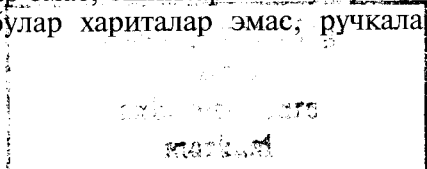
1. Бу нима? Бу – китоб. 2. Бу нима? Бу – доска. 3. Бу нима? Бу – қутича. 4. Бу нима? Бу – парта. 5. Булар нималар? Булар – хариталар. 6. Булар нималар? Булар – қаламлар. 7. Булар нималар? Булар – расмлар. 8. Булар нималар? Булар – столлар. 9. Булар нималар? Булар – деразалар. 10. Булар нималар? Булар – доскалар.



Ех. 19. Қуйидаги гапларни инглиз тилига таржима қилинг.

1. Бу китобми? – Ҳа, бу – китоб. 2. Бу ручками? – Ҳа, ручка. 3. Бу соатми? – Ҳа, бу – соат. 4. Бу партами? – Ҳа, парта. 5. Бу харитами? – Йўқ, бу – харита эмас. 6. Бу қаламми? – Йўқ, бу – қалам эмас. 7. Бу ручками? – Йўқ, бу – ручка эмас. 8. Бу китобми? – Йўқ, китоб эмас. 9. Бу соатми? – Йўқ, бу – соат эмас. 10. Бу партами? – Йўқ, парта эмас. 11. Булар китобларми? – Ҳа, булар – китоблар. 12. Булар ручкаларми? – Ҳа, булар – ручкалар. 13. Булар нималар? – Булар – расмлар. 14. Булар расмларми? – Йўқ, булар расмлар эмас, эшиклар. 15. Булар хариталарми? – Йўқ, булар хариталар эмас, ручкалар.

922382



16. Булар қаламларми? – Йўқ, булар қаламлар эмас, ручкалар.

L a b o r k.



Ех. 20. Магнит лентасига ёзилган текстни эшитинг.



Ех. 21. Берилган сўзларни ишлатиб саволларга жавоб беринг.

1. What's this? (a pen, a pencil, a box, a clock, a picture, a book, a desk).

It is

2. What are these? (pens, pencils, boxes, clocks, pictures, books, desks)

They are

3. What is this? (a pen, a pencil, a box, a clock, a picture, a book, a desk).

It is not ..., it is

4. What are these? (tables, maps, pictures, desks, blackboards, windows, boards)

They are not

They are

Grammar notes



1. Жадвалда дарак, сўроқ ва инкор гаплар берилган. Инглиз тилидаги “This is a map” дарак гапни сўроқ гапларга айлантириш учун “to be” боғловчи феълени эга олдига қўямиз.

М а с а л а н: This is a pen.

Is this a pen?

Инглиз тилидаги “Is this a pen?” гапи умумий сўроқ гап дейилади ва одатда кўтарилиш оҳанги билан айтилади. Бундай гаплар қисқа “Ҳа” (Yes, it is) ёки “Йўқ” (No, it is not, No it isn't) жавобларини талаб қилади.

2. “What is this?” (What's this?) туридаги сўроқ гаплар махсус сўроқ гаплар дейилади ва одатда пасайиш оҳанги билан айтилади. Махсус сўроқ гап тўла жавоб талаб қилади.

М а с а л а н: What's this? – This is a book.

What are these? These are desks.

3. This (бу, шу) – кўрсатиш олмоши (demonstrative pronoun) дейилади. Унинг кўплик формаси — these (булар, шулар).

4. Предмет маъносини англатиб келадиган саналанадиган отлар бирлик ва кўплик шаклларига эга. Отлар бирлик шаклида ҳеч қандай қўшимча олмайди, кўплик шаклида эса от ўзагига – s ёки – es қўшилади.

LESSON 3

Такрорлаш.

[w] ундоши.

[e], [ai], [i] унлилари.

Сўз урғуси.

E, i, y ҳарфларининг урғусиз бўғинда ўқилиши.



Ех. 1. [i:] товушининг позициян чўзиқлигига роя қилиб ўқинг.

a) bee, sea; b) beats, seem, sleep; c) bee, sea, tea, see, leaf, mean, deep, beats, seed



Ех. 2. Ўқинг. [i:] товушининг сўздаги ўрнига кўра чўзиқлигига эътибор беринг.

feel – leak
deem – eat
deal – keep
eel – lead



[e] – қисқа, кучли талаффуз қилинадиган унли товуш бўлиб, уни талаффуз қилишда тил олди қисми танглайга бир оз кўтарилади. Инглизча [e] товуши ўзбекча “энди” сўзидаги [э] товушига ва русча “цепь” сўзидаги [е] товуши каби талаффуз қилинади.


Талаффуз қилинг: [e – e – e]



Эслаб қолинг: e ҳарфи иккинчи бўғин типиди [e] товушини беради. Шу нарсани ёдда сақлаш керакки, сўз охирида турган инглиз сонантлари урғули қисқа унлидан кейин чўзиқроқ талаффуз қилинади.

Куйидаги англиз ҳарфларининг номини талаффуз қилинг:

[em] – [en] – [el] – [ef] – [es]
M m N n L l F f S s

 **Эх.3. [e] унлисига аҳамият бериб талаффуз қилинг. [e]** товуши олдида келган ундошнинг юмшоқ талаффуз қилинмаслигига риоя қилинг.

- a) men – эркаклар
- Ben – Бен (исм)
- bell – қўнғироқ
- spell – ҳарфлаб айтмоқ
- send – жўнатмоқ
- end – тамом, охири, якуни
- bed – кроват
- Bess – Бесс (исм)
- left – чап, сўл
- belt – камар

Э с л а т м а: Сўз охирида урғули қисқа унлидан кейин келган [s] товуши иккиланган ss ҳарфи билан ифодаланади.



Эх. 4. [e] товушининг сўздаги ўрнига кўра чўзиқлигига риоя қилиб ўқинг.

Инглиз товушлари [m, n, l] сўз охирида ва жангли ундошлар олдида уларга ўхшаш русча ҳамда ўзбекча товушларга нисбатан анча чўзиқроқ талаффуз қилинишини эсда сақланг.

m – men – mend – ment
l – tell – eld – elf
n – Ben – send – sent



Эх. 5. Ўқинг, [p,t] товушларининг нафас чиқариб талаффуз қилинишига аҳамият беринг.

- a) ten – ўн
- pen – ручка
- pet – ёқимтой (жонивор)
- tell – ҳикоя қилмоқ, сўзлаб бермоқ, айтмоқ

- b) Pete — speed
 pen — spend
 ten — stem
 teen — steel



Ех. 6. Сўзларни ўқинг.

self, feed, step, sleep, tess, steep, lent, mete, less, eve, fend, deep, test, pet.



[w] — лаб-тиш, тил орқа, сирғалувчан сонант товушдир. Бу товуш фақат унли товуш олдида учрайди. [w] товушини талаффуз этаётганда лаблар чўччайтирилиб олдинга сурилади, сўнг эса кейинги унли товушни талаффуз қилиш ҳолатига ўтилади.

Талаффуз қилинг: [w — w — w] [wi: — wi:l — wel] [wi:t — wit — wet]

Ёзинг: **W w, we, wet**



[ai] — дифтонг, унинг ядроси [a] — тил олди, очиқ, лабланмаган товуш. Дифтонгнинг иккинчи элементи — унли товуш бўлиб, уни талаффуз қилишда тил [i:] ва [e] товушларининг талаффузидаги ўрта ҳолатни эгаллайди. Дифтонгдаги [i] унлиси деярли талаффуз қилинмайди.

Талаффуз қилинг: [ai — ai — ai]

Эсда сақланг: [ai] — **I i** ҳарфининг ўқилиши;
 [wai] — **Y y** ҳарфининг ўқилиши



Юқоридаги иккала ҳарф бир хил товуш [ai] беришини назарда тутинг. **I, y** ҳарфларининг биринчи бўғин турида [ai] бўлиб ўқилади.

Ёзинг: **I i, Y y, I, my, tie, type.**

Э с л а т м а: Ёзувда шу нарсага эътибор берингки, **i** ҳарфи устидаги нуқта бутун сўз ёзиб бўлингандан кейин қўйилади:

life, life

T t ҳарфига ҳам бутун сўз ёзиб бўлингандан кейин чизиқ қўйилади, жуфт ҳолда келган **tt** ҳарфларига битта чизиқ тортилади:

tie, tie Betty Betty life, tie, title, Betty, Kitty



Ех. 7. [ai] унлисига аҳамият бериб ўқинг. Ўқиганда [i] товуши [й] товушига айланмаслигига эътибор беринг, [ai] товушининг сўздаги ўрнига қараб чўзиқ айтилишига риоя қилинг.

I
Y > = [ai]

I	—	мен
tie	—	галстук
pie	—	пирог, бўғирсоқ
line	—	қатор, чизиқ
side	—	томон
size	—	размер
life	—	ҳаёт
my	—	менинг
by	—	ёнида, олдида орқали
type	—	машинкада босмоқ



Ех. 8. Ўқинг.

tie	—	time	—	type
my	—	smile	—	site
lie	—	line	—	life



[i] - қисқа, кучсиз, лабланмаган тил олди, бир оз орқага силжиган унли товуш. Инглизча [i] товушини талаффуз этишда тил олди қисмининг орқароқ томони инглизча [i:] товушининг талаффузидагидек олдинга ва юқорига сурилади. Рус ва ўзбек тилларида бундай унли товуш мавжуд эмас.

Талаффуз қилинг: [i – i – i]

Э с д а с а қ л а н г: I i ҳамда Y y ҳарфлари иккинчи бўғин турида [i] товушини беради. (8-бетдаги жадвалга қаранг).



Ех. 9. Ўқинг ҳамда [i] товушига аҳамият беринг. [i] товуши олдида ундошни юмшоқ талаффуз этманг.

if	—	агар
it	—	у

in	—	да (ичида)
sit	—	ўтирмақ
ill	—	касал
Bill	—	Билл (исм)
film	—	фильм
fill	—	тўлдирмақ

Эх. 10. Унли товушларига эътибор бериб ўқинг. [i:, i, e] унлилари олдида келган ундошларни юмшоқ талаффуз қилманг.

a) [i]		[e]	b) [i:]		[i]
till	—	tell	feel	—	fill
bill	—	bell	feet	—	fit
fill	—	fell	seed	—	sid
lit	—	let	sleep	—	slip
lift	—	left	seen	—	sin
sit	—	set	meet	—	miss

Э с л а т м а: L I ҳарфи ўзидан олдин келган ундош билан алоҳида бўғин ҳосил қилади: idle — i—dle [aidl], лекин middle — mid—dle [midl] бўлиб ўқилади. Сўз охирида ҳар доим бўғин ҳосил қилувчи I ҳарфидан кейин ўқилмайдиган “e” ҳарфи келади: [pebl] — pebble.



Эх. 11. Ўқинг.

- a) idle, title, sidle.
b) little, middle, simple.



Икки бўғинли сўзларда агар бу бўғин ҳозирги замон инглиз тилида ўз маъносини йўқотган олд қўшимчадан иборат бўлмаса урғу қоида бўйича биринчи бўғинга тушади. Бундай ҳолатда урғу сўз ўзагига тушади.

М а с а л а н: tennis [tenis] теннис, intend [in'tend] кўзламоқ, - моқчи бўлмақ.



Уч бўғинли ҳамда тўрт бўғинли сўзларда урғу одатда сўз охиридан учинчи бўғинга тушади. Шу билан бирга кўп инглиз унли ҳарфлари сўз охирида учинчи урғули бўғинда қисқа товуш беради.

М а с а л а н: definite ['definit] аниқ
Infinitive [in'finitiv] инфинитив

- ☑ Транскрипцияда асосий урғу бўгин бош-ланиши олдида қўшиладиган вертикал чи-зиқча ['] билан кўрсатилади. Сўз охиридаги урғусиз бўгинлар пасайиш интонациясида бир хил паст оҳангда талаффуз қилинади. Урғусиз бўгинни жадвалда ифодалаш учун нуқта иш-латилади.

М а с а л а н: ↘ Seven ['sevn] ↘.

- ☑ Сўз охиридаги урғусиз бўгинлар кўтари-лиш интонацияси билан, яъни товуш оҳанги-нинг секин-аста кўтарилиб бориши билан та-лаффуз қилинади. Улар олдида турган урғули бўгин бир паст оҳангда айтилади.

М а с а л а н: fifty

- ☑ **e, i, y** унли ҳарфлари урғусиз бўгинда [i] товушини беради. Сўз охирида келган **n** ҳар-фидан олдин **e** ҳарфи одатда ўқилмайди, бу пайтда [n] сонанти бўгин ҳосил қилувчи то-вушга айланади.

М а с а л а н: seven ['sevn] — етти
eleven [i'levn] — ун бир



Ех. 12. Урғусиз бўгиндаги унлиларга аҳамият бериб ўқинг.

Инглиз тилидаги ёнма-ён келган иккита бир хил ҳарф бир товуш беришини ёдда сақланг.

fifty	эллик
petty	майда
tennis	теннис
typist	машинистка
system	тизим



Ех. 13. Ўқинг.

Баъзи инглиз сўзлари иккита асосий урғу оли-шини эсда сақланг. Бундай сўзлар 13 дан 19 гача бўлган сонлар ҳисобланади. Икки урғуга эга бўлган сўзда (сўз бирикмаси ва гапда) биринчи урғули бўгин бир хил юқори оҳангда талаффуз қилинади.

fifteen	ўн беш
seventeen	ўн етти
nineteen	ўн тўққиз

Еа – [i:]: кўп сўзларда [t], [d], [l], [ʒ], [ə] ундош-лари олдида [e] ўқилади: dead, health, weather

Grammar notes

1. The Demonstrative Pronouns that – those.
2. The Definite Article.
3. The Use of Adjectives as attributes and predicatives.

Words:

big a	grey a	too adv
black a	green a	that (those) pron.
brown a	letter n	watch n
chair n	match a	white a
classroom n	nice a	
colour n	room n	
door n	small a	
good a	the art	



Ех. 16. Қуйидаги гапларни ўқинг ва таҳлил қилинг.

This is a black pencil.
That is a red pen.
These are black pencils.
Those are red pens.
Is this (that) a black pencil?
Are these (those) red pens?

Н а м у н а:

This (that) is a black pencil.
These (those) are red pens.



Ех. 17. Қуйидаги сўз бирикмаларини ўқинг.

this chair – these chairs
that watch – those watches
this clock – these clocks
that door – those doors
this letter – these letters
that match – those matches
this pen – these pens



Ех. 18. Қуйидаги гапларни ўқинг.

This is a clock – This is a big clock.

This is a door – This is a white door.
This is a picture – Those are white pictures.
This is a letter – These are good letters.
That is a room – Those are big rooms.
Those are pens – Those are grey pens.
These are pencils – Those are black pencils.
This is a map – This is a big map.



Ех. 19. Берилган гапларни ўқинг.

That is a letter – That isn't a book.
This is a match – This isn't a clock.
Those are matches – Those aren't windows.
That is a room – That isn't a classroom.
Those are pictures – Those aren't big maps.



Ех. 20. Қуйидаги гапларни ўқинг.

Is this a clock? Is this a big clock?
Are these maps? Are these good maps?
Is that a watch? Isn't it a match?
Are those chairs? Aren't they tables?



Ех. 21. Иккита гапни намунада берилганидек бир гап таркибида беринг.

Н а м у н а: This is a map. That is a picture.
This is a map and that is a picture.

1. This is a pen. That is a pencil.
2. This is a clock. That is a match.
3. These are desks. Those are blackboards.
4. These are matches. Those are boxes.
5. These are doors. Those are windows.
6. These are tables. Those are chairs.
7. These are pens. Those are pencils.
8. This is a letter. That is a book.



Ех. 22. Қуйидаги гапларни кўликда ишлатинг.


E.g. **T.** – This is a big map. **T.** – It is a nice room.
S. – These are big maps. **S.** – These are nice rooms.

1. This is a red door. 2. It's a big classroom. 3. That is a good book. 4. It's a nice picture. 5. That is a nice room. 6.

It's a green window. 7. This is a brown chair. 8. It is a big table. 9. That is a good watch. 10. This is a good letter.

 **Ех. 23. Қуйидаги гапларни кўпликда ишлатинг.**

1. What colour is the table? 2. What colour is this pen? 3. What colour is that pencil? 4. What colour is this door? 5. What colour is this book? 6. What colour is that letter?

 **Ех. 24. Нуқталар ўрнига феълларнинг *is* ёки *are* формаларини ишлатинг.**

1. This ... a clock. 2. These ... good watches. 3. ... the desk black? 4. What colour ... the chairs? 5. That ... not a letter. It ... a book. 6. This is a pen ... black and that pencil ... red. 7. This room ... big and that classroom ... not big. 8. What colour ... those doors. 9. These windows ... green and these blackboards ... brown. 10. ... that a nice picture? 11. What colour ... those books?

P a t t e r n

This room is big.
That classroom is good.
These rooms are big.
Those rooms are good.
Is this (that) room big?
Are these (those) rooms good?
This (that) room isn't big.
These (those) watches aren't good.
This (that) room is big.
These (those) classrooms are good.



Ех. 25. Қуйидаги гапларни ўқинг.

- | | |
|----------------------------|---|
| 1. This is a green window. | This window is green.
These windows are green. |
| 1. That is a good clock. | That clock is good.
Those clocks are good. |
| 3. This is a red pencil. | This pencil is red.
These pencils are red. |
| 4. That is a nice picture. | This picture is nice.
These pictures are nice. |



Ех. 26. Расмлар билан берилган гапларни ўқинг ва уларни таржимасиз тушунишга ҳаракат қилинг.

1. This clock is here. 2. That clock is there.



1. This letter is here. 2. That letter is there.



Ех. 27. Қуйидаги гапларни мисолда кўрсатилганидек ўзгартиринг.

T. – These are big clocks.

St. – These clocks are big.

1. This is a green pencil. 2. These are red doors. 3. Those are big classrooms. 4. These are nice rooms. 5. That is a good picture. 6. These are good maps. 7. That is a brown desk. 8. Those are grey windows.

T E X T

1. What's this? – This is a clock. It's a clock. – What are these? – These are clocks. They are clocks. – What is this? – This is a watch. It is a watch. – What are these? – These are watches. They are watches.

2. What is that? – That is a match. It is a match. – What are those? – Those are matches. They are matches. – What is that? That is a chair. It is a chair. – What are those? – Those are chairs. They are chairs.

3. Are these watches? – No, they are not. (they aren't). They are not watches, they are clocks. – Are these watches too? – No, they are not. They are clocks.

4. Are those doors? – No, they are not (they aren't). They are windows. – Are those windows too? – Yes, they are. They are windows. – What are those? – Those are books.

5. Are these nice pictures? – Yes, they are. – Are those nice pictures too? – No, they are not. They are nice maps.



Ех. 28. а) Матнни ўқинг;

б) матн бўйича ўқитувчининг саволларига жавоб беринг;

в) бир-бирингиз билан матн бўйича савол-жавоб қилинг. Умумий ва махсус саволлардан фойдаланинг.

Ех. 29. Қуйидаги гапларни кўпликда ишлатинг.

1. That is a letter. 2. It is a door. 3. That is a watch. 4. It is a match. 5. That is a clock. 6. It is a chair. 7. That is a blackboard. 8. It is a desk.

Ех. 30. Қуйидаги гапларни инглиз тилига таржима қилинг.

Бу — эшик. Бу китоблар — қизиқ. Ана у соатлар — кичик. Бу эшик — кичик. У стул — кичик. У стул — сариқ. Бу соатлар — катта. У деразалар — кулранг. У — кўл соатлари. Уша парталар — жигарранг. У стол — кичик. Уша стуллар — катта.

Ех. 31. Гапларни инглиз тилига таржима қилинг.

1. Булар — китоблар, улар эса — дафтарлар.
2. Бу расмлар — чиройли ва катта.
3. У расмлар ҳам чиройлими? — Ҳа.
4. Ана у кўл соатлари ҳам чиройлими? — Йўқ, улар чиройли эмас.
5. Бу нима? — Бу — гугурт. — Булар нималар? — Булар — яшиқлар.
6. Улар нималар? — Улар — хариталар. Улар — чиройли ва катта.



Ех. 32. Қуйидаги гаплардаги ажратиб кўрсатилган сўзларга саволлар қўйинг.

1. This is a watch. 2. That is a clock. 3. These are matches. 4. Those are chairs. 5. These are tables. 6. These are doors. 7. Those are letters. 8. Those are tables.



Ех. 33. Қуйидаги гапларни инглиз тилига таржима қилинг.

1. Бу китоб — чиройли. Бу китоблар — чиройли эмас. 2. У эшик — катта, у эшиқлар — катта эмас. 3. Бу парталар — қора, столлар эса — оқ. 4. Бу соат — яхши, у соатлар — яхши эмас. 5. Бу эшик — яшил, у

эшиклар эса — кулранг. 6. Бу стол — катта, у стуллар эса — кичик.

Pattern

Н а м у н а:

Here is a table.

Here is a door.

The table is big.

The door is brown.

Here is a picture.

Here is a classroom.

The picture is nice.


The classroom is not big.

Here is a book.

Here is a clock.

The room is small.

The clock is big.

 **Ех. 34. Керакли жойларда “а” ва “the” артикларини қўлланг.**

1. This is ... chair. ... chair is not big. 2. That is ... picture. ... picture is nice. 3. This is ... big classroom. ... classroom is big. 4. This is ... door and that is ... window. ... door is green and ... window is white. 5. This is not ... black pen. What colour is ... pen? 6. Those are ... watches. ... watches are good and big. 7. These are ... tables. ... tables are good. They are brown. What colour are ... tables? 8. Is this ... letter? Is it ... good letter? 9. That is ... match. ... match is here. 10. Here is ... book. ... book is big. 11. What colour are ... pens? ... pens are red, green and black. 12. Here is ... room. ... room is not big.



Ех. 35. а) матни ўқинг;

б) ўқитувчининг матн бўйича берган саволларига жавоб қайтаринг;

в) бир-бирингиздан матн бўйича саволлар сўранг.

TEXT

I

This is a classroom. The classroom is big. It is a big classroom. What is this? This is a blackboard. What are these? These are desks. What colour are they? They are brown.


II

What is this? – This is a door. – What colour is it? – It is green.


What are these? – These are windows. – What colour are they? – They are white. – They are not grey.


III

Is the classroom large? No, it is not. It is not large. It is small. It is a small classroom.

 **Ех. 36.** Ўртоқларингиздан аудитория ва ундаги нарсалар тўғрисида саволлар сўранг.


L a b W o r k

 **Ех. 37.** Магнит тасмасига ёзилган 1-матни эшитинг ва мазмунини тушунишга ҳаракат қилинг.


 **Ех. 38.** Магнит тасмасига ёзилган 2-матни эшитинг ва тушунишга ҳаракат қилинг.

 **Ех. 39.** Саволларни тингланг ва уларга жавоб беринг.

1. What is this?
2. Is the classroom nice?
3. What are these?
4. Are the pictures nice too?
5. What are those?
6. Are the clocks big?
7. What colour are they?

 **Ех. 40.** Ўқув хонангиз ҳақида гапиринг ва ҳикоянгни магнит тасмасига ёзинг.

Grammar notes

 **1. some, any, no** гумон олмошлари саналадиган ва саналмайдиган отлар олдида ишлатилади. Улардан қайси бирининг ишлатилиши гап турига боғлиқ. Дарак гапларда «Some», сўроқ ва инкор гапларда «any» ва инкор гапларда «no» ишлатилади.

М а с а л а н: There is some milk in the jug. Is there any milk in the jug? There is no milk the jug.

2. Бўлишли гапларда «кўп» мазмунини англатиш учун саналадиган ва саналмайдиган отлар олдида одатда **a lot of** ишлатилади.

М а с а л а н: There's a lot of tea in the tea-pot.
There're a lot of students in the room.

Лекин сўроқ ва бўлишсиз гапларда саналмайдиган отлар олдида **much**, саналадиган отлар олдида **many** ишлатилади.

Is there much tea in the tea-pot?
Are there many students in the reading-room?

Саналмайдиган отлар олдида «озгина», «бир оз» мазмунини англатиш учун **a little** ишлатилади. (Саналадиган отлар олдида ишлатиладиган **a few** билан таққослаш 5-дарсда ўтилади).

М а с а л а н: There is only a little tea in the cup.
These are only few cups on the table.

3. Инглиз тилида бир қанча отлар мавжуд бўлиб, уларнинг кўплик шаклини ясашда **-s** ёки **-es** қўшимчиси қўшилади ёки уларнинг ўзагидаги унлилар ўзгаради.

М а с а л а н: man [mæn] — men [men]
child [tʃaɪld] — children [tʃɪldrən]
woman [ˈwʊmən] — women [ˈwɪmɪn]

4. Инглиз тилида кишилик олмошлари икки келишик шаклига эга — бош келишик (**nominative case**) ва объект келишиги (**objective case**) (3-жадвалга қаранг).

3-жа д в а л.

Кишилик олмошлари

Шахс (person)	Бирлик (singular)		Кўплик (plural)	
	Nominative case	Objective case	Nominative case	Objective case
I	I	me	we	us
II	you	you	you	you
III	she	her	they	them
	It	it		

Кишилик олмошлари фақат учинчи шахс бирликда род категориясига эга. Эркаклар жинси учун **he**, аёллар жинси учун **she** ва жонсиз предметлар учун **it** ишлатилади. Учинчи шахс кўпликдаги олмош **they** ҳамма родга тааллуқли ва у жонли ва жонсиз предметлар билан ишлатилади.

М а с а л а н: students - they pens — they

5. **To be** боғловчи феъли гапда кесимнинг бир қисми вазифасида ишлатилиб, ҳозирги ноаниқ замонда (Present Indefinite) қуйидагича тусланади:

Бирлик	Кўплик
(Singular)	(Plural)
I am	we are
you are	you are
she, it, he is	they are

6. Тартиб сонлар (ordinal numerals) яшаш учун саноқ сонларга - **th** қўшилади.

М а с а л а н: four — fourth

Қуйидаги сонлар бу қоидалардан мустаснодир.

One — first; two — second; three — third; five — fifth.

Тартиб сонлар одатда «which» сўроғини талаб қилади. Агар тартиб сонлар гапда аниқловчи вазифасида ишлатилса, от олдида аниқ артикль ишлатилади.

М а с а л а н: He is the third year student.

Агар отдан сўнг сон ишлатилса, масалан, page 10, room 5 — (ўнинчи бет, бешинчи хона) дейилганда, артикль ишлатилмайди.

↪ **Эх. 41. Ўқинг, вақтни сўраш ва айтишни ўрганинг.**

It's one o'clock It's two o'clock

We ask:

What's the time?

We answer: It's one o'clock It's two o'clock It's four o'clock It's six o'clock It's eight o'clock It's ten o'clock It's twelve o'clock

➤ **Ex. 42. Ўқинг, вақтни сўраш ва айтишни ўрганинг.**

What's the time?
It's half past one

We say:
It's half past one
It's half past two
It's half past six
It's half past eight
It's half past twelve

It's a quarter to one	It's a quarter past one
It's a quarter to three	It's a quarter past five
It's a quarter to ten	It's a quarter past tea
It's a quarter to twelve	It's a quarter past twelve

It's twenty five minutes to one	It's five minutes past nine.
It's twenty minutes to three	It's seven minutes past two

It's ten minutes to six	It's twenty minutes past five
-------------------------	-------------------------------

It's five minutes to eight	It's twenty eight minutes past ten
----------------------------	------------------------------------

➤ **Ex. 43. Мисолда келтирилган вақтни ёзинг ва айтинг.**

e.g. **T.** – What's the time, please? **St.** – It's 11.45.
It's a (quarter to twelve).
1.00; 1.15; 2.10; 3.35; 9.45; 7.35; 9.15; 11.20; 11.30;
12.20; 12.10; 12.00.

➤ **Ex. 44. Мисолда келтирилгандек тўғри келадиган саломлашишни айтинг.**

e.g. **T.** It's 5 p.m.
St. It's 5 p.m. Good night.
1. It's 5 a.m. 2. It's 7 p.m. 3. It's 4 a.m. 4. It's 10 p.m.
5. It's 11 a.m. 6. It's 2 a.m. 7. It's 8 p.m. 8. It's 7 a.m. 9. It's 10 a.m.

➤ **Ex. 45. Қуйидаги ҳафта ва ой номларини ўқинг.**

The days of the week The Months of the Year

Monday, Thursday
 Tuesday, Friday
 Wednesday, Saturday
 Sunday

January, May, September
 February, June, October
 March, July, November
 April, August, December.

Pattern

What day is it today?		Today is Today's It's		Monday, Tuesday Saturday, Wednesday Tuesday, Friday, Sunday	
What's the date today?	Today's It's	the	first third	of	May March

We say:

Today's the fourth of April, nineteen seventy nine
 Today's the sixth of May, nineteen seventy three.
 Today's the tenth of August, nineteen sixty nine

We write:

Today's the 4th of April, 1979
 Today's the 6th of May, 1973
 Today's the 10 of August, 1969.

Ex. 46. Предлогларни ёд олинг.

in	years, months, seasons	1979, in May, in June, in summer, in autumn
on	days	on Monday, on Tuesday, on May Day.
in	parts of the day	In the morning, in the afternoon, in the evening.
on	Dates	on the ninth of May, on the first of September.
at	Minutes, hours, noon, night midnight,	at ten, at seven to five, at noon, at night, at midnight.

LESSON 4

Такрорлаш.

Ундош товушлар [h], [θ], [ə], [j], [ʒ], [k], [g], [tʃ], [dʒ].


Унли товуш [ei], [æ], [ə].




Ex. 1. Ўқинг.

it — lit — sit

ill	—	bill	—	till
bid	—	did	—	hid

 **Ех. 2. Ўқинг (ck ҳарфлар бирикмаси [k] товушини беради).**

ck	—	[k]		[i]		[e]
				Nick	—	Neck
				Pick	—	peck
				Dick	—	deck

 **Ех. 3. Ўқинг.**

[i:]	[i]
leak	lick
lead	lid
seek	sick

[h] — сирғалувчан, жарангсиз бўғиз ундош товуш. Бу товуш фақат унлилар олдида келади. Уни талаффуз қилишда тилнинг ҳолати ундан кейин келадиган унли товушга боғлиқ. Инглиз тилидаги [h] товуши ўзбек тилидаги (ҳамма) сўзидаги [x] товушига нисбатан жуда секин эшитилади.

Талаффуз қилинг: [h h h — h h h — h h h]

Ёзинг: **H h, Hill, hill, Hill, hill**

[θ] — тил олди, тиш ўрта, сирғалувчан, жарангсиз ундош товуш. Бу товушни талаффуз қилишда тил учи юқори ва пастки тиш орасида эркин ҳолатда бўлади, тил эса юқори жағ тишларига тегмаслиги шарт.

Талаффуз қилинг: [θ-θ-θ]

[ʒ] — тил олди, тиш ўрта, сирғалувчан жарангли ундош товуш. [θ] товушини қандай талаффуз қилган бўлсак, [ʒ] товушини ҳам шундай талаффуз қиламиз. Товушни талаффуз қилишда товуш пайчалари титрайди.

Талаффуз қилинг: [θ-θ-θ-ʒ-ʒ-ʒ-θ-θ-θ]

[ʃ] — тил олди, сирғалувчи жарангсиз милк ундош товуш. Бу товуш ўзбек тилидаги [ш] (бош, тош) товушига ўхшайди, лекин инглиз тилидаги [ʃ] товуши ўзбек тили-

|| даги [ш] товушига нисбатан бир оз юмшоқ-роқ талаффуз қилинади.

Талаффуз қилинг: [ʃ- ʃ- ʃ-ʒ-ʒ-ʒ]

- ☑ || [ʒ] — бу товушнинг талаффузи [ʃ] товушининг талаффузига ўхшайди, лекин [ʒ] товуши жарангли ундош ҳисобланади.

Талаффуз қилинг: [ʒ- ʒ- ʒ-ʃ- ʃ- ʃ]

- ☑ || [k] — тил орқа, портловчи, жарангсиз ундош товуш. Бу товуш ўзбек тилидаги (китоб, Карим) сўзлардаги [k] товуши қандай талаффуз қилинса, шундай талаффуз қилинади.

Талаффуз қилинг: [ki:, kil, kait]

Ўзинг: **K k, Kite, kite, Kite, kill**

- ☑ || [g] — тил орқа, портловчи, жарангли ундош товуш. Бу товуш [k] товуши қандай талаффуз қилинса, шундай талаффуз қилинади. [g] товуши унлилар олдида ва сўз охирида келганда жарангсизланмаслиги керак.

Талаффуз қилинг: [g-g-g, leg, beg, big, li:g]

Ўзинг: **G g, Gate, gate, Gate, gate**

- ☑ || [ei] — дифтонг товуш, унинг ядроси [e]. Бу товушни талаффуз қилишда ядро [e] инглиз тилидаги товуш [i] га пасайиб боради. Лекин иккинчи элемент ўзбек тилидаги [й] товуши сингари талаффуз қилинмаслиги керак.

Талаффуз қилинг: [ei-ei-ei], [ei].

[ei] — а унли ҳарфининг биринчи тур бўйича ўқилиши.

Э с л а б қ о л и н г:

[ei] — **A a** ҳарфининг ўқилиши.

[kei] — **K k** ҳарфининг ўқилиши.

Ўзинг: **A a Lake, take**



Ех. 4. Ўқинг, а унлисининг ўқилишига аҳамият беринг:

- а) а [ei] take — олмоқ
name — исм

late — кечки
date — кун, сана

б) **Ai, ay** ҳарфлар бирикмаси [ei] товушини беради.

day — кун
say — демоқ, айтмоқ
tail — дум
rain — оғриқ



Ех. 5. Ўқинг.

may — made — make
say — same — safe
day — tail — take



Ех. 6. Ўқинг, [e] монофтонг ва [ei] дифтонглари-
нинг ўқилишига аҳамият беринг: [e] — [ei]

pen — pain
sell — sale
tell — tale
met — make



[tʃ] — тил олди, жарангсиз юмшоқ сир-
галувчи милк ундош товуш, инглиз тилидаги
[tʃ] товуши ўзбек тилидаги «чена» сўзининг
[ч] товушига ўхшайди.

Талаффуз қилинг: [tʃ - tʃ - tʃ]

Эслаб қолинг: [eitʃ] — **H h** ҳарфининг ўқи-
лиши.



Ех. 7. Ўқинг.

Ch, tch ҳарфлар бирикмаси [tʃ] товушини беради.
[tʃ] товуши сўз охирида қисқа унлилардан сўнг **tch**
ҳарфлар бирикмаси билан ифода қилинади, қолган
ҳолатларда **ch** билан ифода қилинади.

Ch, tch = [tʃ] speech — нутқ
chain — занжир
pitch — товуш баландлиги
fetch — олиб келмоқ



Ех. 8. Ўқинг, [ʃ] товушининг талаффузига аҳамият бе-
ринг. **Sh** ҳарфлар бирикмаси [ʃ] товушини беради.

Sh = [ʃ] she — у
fish — балиқ
shelf — жовон
finish — тугатмоқ



Ех. 9. Ўқинг, [h] товушининг талаффузига аҳамият беринг:

veel — hell he — she
it — hithelp — shelf
ill — hill her — stir

Такрорлаш.



Ех. 10. Ўқинг.

name	tail	lame
same	pain	tame
late	say	tale
date	day	fame



Ех. 11. Ўқинг.

dish	she
fish	self
finish	shave



Ех.12. Ўқинг, тил олди товушларининг чўзиқ ёки қисқа ўқилишига аҳамият беринг:

[i:]	[i]	[e]
feel	fill	fell
seat	sit	set
bean	bin	ben
dean	din	den
lead	lid	led
least	list	less



[æ] — лабланмаган, кучли талаффуз қилинувчи тил олди товуши. Бу товушни талаффуз қилиш учун тил учи пастки тишларга тегиб туради ва тил олдинга чиқарилади. Ўзбек тилида бундай товуш учрамайди. Рус тилидаги «пяť» сўзидаги «я» ҳарфининг ўқилишига ўхшайди.

Талаффуз қилинг: [æ - æ - æ]

Э с л а б қ о л и н г: а ҳарфи II бўғин тури бўйича [æ] ўқилади. (8-бетдаги 1-жадвалга қаранг).



Ех. 13. Ўқинг

а = [æ] bad — ёмон hand — қўл

hat – шляпа bad – ёмон
flat – хона bag – сумка, портфель
map – карта



Ех. 14. Ўқинг, [æ] ва [e] товушларининг талаффузига аҳамият беринг.

bag – beg
bad – bed
man – men
sat – set
lad – led
lass – less



Ех. 15. “С” ҳарфи e, i, u унлилар олдида [s] товушини беради, қолган ҳолатларда [k] товушини беради.

face – can
ice – coke
pencil – cap
cent – camp

Ёзинг: С, с Cake, coke



[dʒ] – тил олди, жарангли, қоришиқ милк товуши, [dʒ] товуши [tʃ] товуши қандай талаффуз қилинса, шундай талаффуз қилинади, лекин [dʒ] жарангли. Бу товушни сўз охирида юмшатиш мумкин эмас.

Талаффуз қилинг: [dʒ-dʒi:, dʒ- dʒei, edʒ- eidʒ]

Э с л а б қ о л и н г: [dʒi:] – **G g** ҳарфининг ўқилиши.



Ех. 16. Ўқинг.

G g ҳарфи e, i, u ҳарфларидан олдин келса [dʒ] товушини беради, қолган ҳолатларда [g] товушини беради.

[dʒ]	[g]
age	gate
page	gay
gin	leg
gym	beg



Ех. 17. Ўқинг. **x** ҳарфи икки жарангсиз [ks] товушини беради.

x = [ks] text — матн
 six — олти
 next — кейинги
 sixty — олтмиш

Ёзинг: **X x** **next — next — next**



[ə] — лабланмаган, қисқа, кучсиз талаффуз қилинувчи нейтрал унли товуш. Инглиз тилидаги ҳамма унлилар урғусиз бўғинда [ə] товушини беради. Бу товуш ўзбек тилидаги “бордим”, “келди” сўзларидаги «и» товушининг ўқилишига ўхшайди.



Ех.18. Ўқинг, [ə] товушининг ўқилишига аҳамият беринг:

a'gain — яна
 a'side — ёнида
 a'sleep — ухлаган
 cinema — кинотеатр
 second — иккинчи



Th ҳарфлар бирикмаси икки хил ўқилади: агар бу бирикма икки унли ўртасида, равишлар, предлоглар, боғловчилар ва олмошларда учраса, жарангли [θ] товушни беради, қолган ҳамма ҳолатларда жарангсиз [θ] товушини беради.

th $\left\{ \begin{array}{l} [ð] - \text{that, bathe} \\ [\theta] - \text{thick, teeth} \end{array} \right.$

a) th = [ð] the — аниқ артикл
 they — улар
 this — бу, шу, у
 these — булар
 that — у, ана у

b) th = [θ] thin — юпқа
 think — ўйламоқ



Инглиз тилида агар от ундош ҳарф билан бошланса, ноаниқ артикл **an** қўйилади, агар унли ҳарф билан бошланса **a** ноаниқ артикл

кўйилади. Шунингдек, аниқ артикл **the** ҳам отлар олдида ишлатилади. Одатда инглиз тилида ёрдамчи сўзлар урғу олмаганлиги учун артиклар ҳам урғу олмайди. Шунинг учун но-аниқ артикл **a** [ə], **an** [ən] ҳамда **“the”** [ðə] каби ўқилади. **The** аниқ артикклдан кейин келадиган сўз унли ҳарфлар билан бошланса [ʒi] бўлиб ўқилади.



Ех. 19. Ўқинг, артикларнинг талаффузига аҳамият беринг.

- a) a pen – an egg b) the day – the end
 a bag – an ice the name – the aim
 a book – an act the hand – the ant
 a text – an age the man – the apple

3-ж а д в а л.

Тўртинчи дарсда ўрганилган унли ва ундош товушлар

Унлилар			Ундошлар		
Товушлар	Ҳарфлар	Ҳарфларнинг ўқилиши	Товушлар	Ҳарфлар	Ҳарфларнинг ўқилиши
[ei], [æ], [ə]	A a	[ei]	[h]	H h	[eitʃ]
			[k]	K k, Cc	[kei], [si:]
			[g], [dʒ]	G g	[dʒi:]
			[tʃ]	ch, tch	
			[θ], [ʒ]	th	
			[ʒ]	sh	
			[ʃ]	sh	

Тўртинчи дарсда ўрганилган ўқиш қоидалари:

h (унлилар олдида) – [h] he, heat

a – $\begin{cases} [ei] - \text{page} \\ [æ] - \text{bad, map} \\ [ə] - \text{a'side} \end{cases}$

ai, ay (урғу олган бўғинда) – [ei] may, tail

c – $\begin{cases} [s] - (\text{e, i, y унлилар олдида}) - \text{face, pencil, cycle} \\ [k] - (\text{қолган ҳолатларда}) - \text{cat, fact, cut, cot} \end{cases}$

ck – [k] – back

g — [dʒ] — (e, y, i унлилар олдидан) — age, gin, gym
 [g] — (қолган ҳолатларда) — glad, beg, again
ch — [tʃ] — cheap. Match
sh — [ʃ] — she, fish
x — [ks] — next, six

th — $\left\{ \begin{array}{l} [\theta] - \text{thin, teeth} \\ [\ð] - \text{the, that} \end{array} \right.$

LESSON 5

Alternative questions.

Imperative Sentences and Requests.

Words:

bag n	floor n	open v
blue a	light a	please
brown a	large a	red a
ceiling n	long a	read v
dark a	look at v	short a
easy a	narrow a	text n
	note-book n	wide a
		yellow a

Phrases: at the blackboard
in the picture

P a t t e r n

Қуйидаги намунани такрорланг:

'Is this a pencil? 'Is this a pen?
 'Is this 'pencil green? 'Is it red?
 'Is this a pencil or a pen?
 'Are these pencils or pens?
 'Is this pen blue or brown?
 'Are these pens black or red?
 'Is this a pencil or a pen?
 'Is this pen brown or black?



Ex. 1. Қуйидаги гапларни ўқинг.

- Is this a watch or a clock?
- Is this door green or brown?
- Are these matches or watches?
- Are those rooms large or small?
- Are the windows narrow or wide?
- Is this a picture or a map?
- Is the map big or small?
- Are those doors or windows?



Ex. 2. Мисолда кўрсатилгандек танлаш (альтернатив) саволларни тузинг.

e.g. **T.** — pen, pencil

St. — Is this a pen or a pencil?

Door, floor, desks, tables; clock, watch, picture, map; black pencil, green pencil; wide, narrow, windows; large, small, rooms; white, blue, ceiling; good, bad, pictures; long, short, matches; big, small, boxes.



Ex. 3. Қуйидаги саволларга жавоб беринг.

1. What colour is the bag?
2. Are these windows?
3. What colour are the windows?
4. Is this a ceiling?
5. What colour is the ceiling?
6. Are these desks?
7. What colour are the desks?
8. Are those doors?
9. What colour are the doors?
10. What colour is this blackboard?



Ex. 4. Қуйидаги гапларни мисолдагидек тузинг.

e.g. **T.** — This book is big and that book ... (small)

St. — This book is big and that book is small.

1. This pen is black and that pen ... (green).
2. That ceiling is blue and those ceilings ... (white).
3. This door is narrow and that door ... (wide).
4. This room is small and these rooms ... (large).
5. This table is big and that table ... (big).
6. This bag is brown and these bags ... (black).
7. This pen is red and that pen ... (yellow).
8. That match is long and those matches ... (short).




Ex. 5. Мисолда берилгандек альтернатив саволлар тузинг.


e.g. **T.** — This is a map (picture).

St. — Is this a map or a picture?

1. This is a door (window).
2. That is a chair (table).
3. This is a clock (watch).
4. That is a big classroom (small).
5. Those are green bags (black).
6. This is a pen (pencil).
7. That is a red pen (blue).
8. This is a small room (big).

 **Ех. 6. Куйдагиларни сўроқ ва бўлишсиз гапларга айлантиринг.**

1. This is a table.
2. The table is brown.
3. These are red pens.
4. The windows are wide.
5. The pencils are short.
6. Those pictures are nice.
7. The classroom is big.
8. That picture is small.
9. This is a good bag.
10. The bag is black.

 **Ех.7. Ажратиб кўрсатилган отларни бирликда қўланг ва мисолдагидек гапларга керакли ўзгаришларни киритинг.**

e.g. **T.** — These **windows** are wide.

St. — This window is wide.

T. — What colour are the **doors**?

St. — What colour is the door?

1. These **matches** are not long, they are short.
2. The **classrooms** are large and light.
3. What colour are the **desks**?
4. Are those good or bad **rooms**?
5. What are these? These are **pictures**.
6. Are the **bags** black or brown?
7. What colour are the **windows**?
8. The **blackboards** are wide and long. They are good.

 **Ех. 8. Нуқталар ўрнига кўрсатиш олмошларини қўланг.**

e.g. **T.** — This is a large classroom and ... is a small classroom.

St. — This is a large classroom and that is a small classroom.

1. These are wide doors and ... are narrow doors.
2. This is a brown bag and ... a black bag.
3. These are narrow windows and ... are wide windows.
4. Those are black desks and ... are brown desks.
5. These are long pencils and ... are short pencils.
6. This is a watch and ... is a match.
7. These are big letters and ... are small letters.

8. These are windows and ... are doors. 9. Those are long pencils and ... are short pencils. 10. This is a big clock and ... is a small match.

⇒ **Ех. 9. Мисолда кўрсатилгандек альтернатив савол тузинг.**

e.g. **T.** — a chair, a table

St. — Is this a chair or a table.

1. A clock, a watch. 2. A door, a window. 3. A map, a picture. 4. Long, short pens. 5. Yellow, blue pencils. 6. A room, a classroom. 7. A book, a note-book. 8. Narrow, wide windows. 9. Good, bad maps. 10. A bag, a map.

⇒ **Ех. 10. Қуйидаги жавобларга мос келадиган саволлар тузинг.**

1. Yes, it is a table. 2. Yes, the bag is black. 3. No, it is not a pen. 4. No, it isn't a window. 5. The tables are white. 6. It is a clock, it isn't a match. 7. Yes, the door is narrow. 8. No, the windows aren't wide. 9. They are blackboards, they are pictures. 10. It is a letter, it isn't a letter. 11. It is green. 12. They aren't long.

⇒ **Ех. 11. Қуйидаги саволларга жавоб беринг.**

1. Is the room large? 2. What colour are the walls in the classroom? 3. Is the room large or small? 4. Is the door narrow or wide? 5. What colour is the ceiling? 6. What colour is the ceiling? 7. Is the door brown or yellow? 8. What colour is the table? 9. What colour are the chairs? 10. Is the clock big or small?

⇒ **Ех. 12. Қуйидаги гапларни инглиз тилига таржима қилинг.**

1. Булар нима? Булар қаламларми ёки ручкаларми? — Булар ручкалар эмас, қалам. 2. Сизнинг хонангизнинг деворлари қандай рангда? Оқми ёки кўкми? — Оқ. 3. Эшикнинг ранги қандай? — Яшил. 4. Булар харитами ёки расмларми? Булар — хариталар. Улар эса расмлар. 5. Булар нималар? — Булар — харита. 6. Карталар каттами ёки кичикми? — Кичик. 7. Шифтнинг ранги қанақа? — Яшил.



Ex. 13. а) Матнларни ўқинг;

в) матнлар бўйича ўқитувчининг берган саволларига жавоб қайтаринг;

д) бир-бирингиздан матнлар бўйича саволлар сўранг.

1. What is this? This is a table. What's that? That is a desk. What are these? These are walls. What are those? Those are books.

2. What's this? This is a room. The room is small. It is a small room. What's that? It is a window. The window is white. It is a white window. What are these? They are desks. The desks are black. They are black desks. What are those? Those are windows. The windows are green. They are green windows.

3. Is this a chair? No, it is not (it isn't). What's this? It is a table. Is this a table or a chair? It is a table. Are those books or note-books? They are note-books. What's that? That is the floor. Is the floor yellow or brown? It is brown. What are those? Those are windows. Are the windows green or white? They are green. What's this? This is a door. Is this door green or blue? It is blue.

4. What is this? It is a classroom. Is it a large classroom? Yes, it is. It is a large classroom. What colour are the walls? The walls are white. Is this a picture? No, it is not (isn't). It is a book. Is it small or big? It is big. What colour is it? It is green. What are these? These are pencils. Are they black or blue? They are blue.




Ex. 14. Мисолдагидек айтилган гапга эътироз билдиринг.

eg. **T.** — The black pencil (the green pencil).

St.1. — Is the pencil black?

St.2. — No, it isn't. It's green. It is a green pencil.

The white door (the brown door); the big box (the small box); the wide window (the narrow window); the small room (the big room); the grey ceiling (the white ceiling); the wide blackboard (the narrow blackboard).

 **Ех. 15.** Нуқталар ўрнида ноаниқ ҳамда аниқ артикларни ишлатинг.

1. Here is ... bag. ... bag is blue. 2. This is ... table and that is ... chair. 3. These are ... note-books, those are ... books. 4. Here is ... room. ... room is large. 5. Here is ... box. ... box is big. 6. That is ... window, those are ... desks. 7. These are ... maps and those are ... pictures. 8. Here is ... classroom. ... classroom is small. 9. This is ... table. ... table is big. 10. Is this ... bag? Yes, it is. ... bag is black.

P a t t e r n

Қуйидаги гапларни ўқинг ва таҳлил қилинг.

Open the book.

Read the letter.

Look at the picture, please!

Please, look at the blackboard!

Read the letter.

Open the book, please.

Please, look at the blackboard!

 **Ех. 16.** Буйруқ гаплар тузинг.

e.g. **T.** — To open the book.

St. — Open the book, please.

I. to open ...the window

the door

the book

the note-book

II. to look (at) ...

the book

the blackboard

the picture

the map

the desks

the ceiling




Ех. 17. Қуйидаги гапларни ўқинг ва маъносини тушунишга ҳаракат қилинг.

1. Please, open the book. Read the text, please. The text is easy. The text is short. 2. What is it? Is the blackboard big or small? What colour is it? Is it wide


or narrow? Look at the blackboard. 3. What's this? This is a map. Is the map big and nice? Look at the map, please.

 **Ех. 18. Қуйидаги гапларни инглиз тилига таржима қилинг.**


1. Доскага қаранг! Бу нима? Бу – ҳарф.
2. Марҳамат қилиб китобингизни очинг! Шу гапни ўқинг. Бу гап осон.
3. Бу нима? – Бу – харита. Харитага қаранг.

 **Ех. 19. Нуқталар ўрнида “is” ва “are” феълларни ишлатинг.**

1. This ... a bag, that ... a box. 2. These windows ... white, those windows ... grey. 3. The walls in this room ... brown. 4. ... this a table or a chair? This ... a table. 5. What colour ... the door? The door ... green. 6. What ... this? This ... a classroom. 7. What ... these? They ... windows. The windows ... wide. 8. What ... this? It... a ceiling. What colour ... it? It ... blue. 9. What ... these? These ... pencils. What colour ... they? They ... black, blue, yellow and red. 10. ... this a desk? No, it ... not. What ... this? It ... a chair. 11. ... these books or letters? They ... books. 12. What ... that? That ... the ceiling. ... the ceiling white or green? It ... white. 13. What ... those? Those ... walls. ... the walls light or dark? They ... light.

 **Ех. 20. Бир-бирингиздан ўз хонангиз тўғрисида саволлар сўранг.**

L a b w o r k.

 **Ех. 21. Магнит тасмага ёзилган маттни эшитинг ва тушунишга ҳаракат қилинг.**

 **Ех. 22. Саволларни тингланг ва уларга жавоб қайтаринг. Жавобларингизни магнит тасмасига ёзинг.**

1. What is this?
2. Is the room big or small?
3. What colour are the walls in the room?
4. What is that?
5. Is the door wide?
6. What colour is the door?

7. Are the windows small or large?
8. What colour are they?

Grammar notes



1. “Is this a map or a picture?” саволи танлаш мазмунига эга ва шунинг учун танлаш ёки альтернатив саволи деб аталади (Alternative question). Альтернатив саволи параллел структурага эга бўлган иккита умумий сўроқ гапнинг йиғиндидан иборат.

- e.g. 'Is this a map?
'Is this a picture?
'Is this a map or a picture?

Лекин умумий саволдан фарқли ҳолда альтернатив савол тўлиқ жавоб талаб қилади.

- e.g. 'Is this a map or a picture? – It's a map.

Бу саволнинг биринчи қисми интонация жиҳатидан умумий саволдек тузилса ҳам, яъни кўтарилиш оҳанги билан айтилса ҳам, альтернатив саволи яхлит ҳолда махсус сўроқ гапдек пасайиш оҳанги билан талаффуз қилинади.

2. “Open the book, look at the blackboard” гаплари буйруқ гаплар (Imperative Sentences) деб аталади. Буйруқ гапларнинг кесими фақат битта шаклга эга, бу шакл феълнинг инфинитив формасига тўғри келади. Буйруқ гапларда эга мавжуд эмас. Илтимос маъносини ифодаловчи буйруқ гапларда “please” сўзи ишлатилади. Бу сўз гапнинг бошида ёки охирида қўлланиши мумкин.

- e.g. Please, read the text.
Look at the blackboard, please.

LESSON 6

Такрорлаш.

Ундош товуш: [r]

Унли товушлар: [a:], [ou], [ɔ], [ɜ:], [ɔi].

Умумий сўроқ гаплар интонацияси.

-es қўшимчасининг ўқилиш қондаси.
Урғусиз ҳолатдаги “age” феъл формасининг ўқи-
лиши.



Ех. 1. Ўқинг.

text	sixty
next	sixteen
six	fifteen



Ех. 2. Ўқинг.

main	handle	channel	cyst
vain	happy	china	cycle



[a:] - лабланмаган, чўзиқ кучли унли то-
 вуш бўлиб, чуқур тил орқа қисмини танглай-
 га билинар-билинмас кўтарилиб талаффуз
 қилинади.

Кўп куч сарфламай талаффуз қилинг: [a:]

А а ҳарфи учинчи бўғин турида [a:] товушини
 беради. (1-жадвалга қаранг).



Э с д а т у т и н г: [a:] - **Р г** ҳарфнинг
 ўқилиши.



Ех. 3. [a:] товушига аҳамият бериб ўқинг. Бу товуш-
 нинг сўздаги ўрнига кўра чўзиқ талаффуз қилинишини
 эсда тутинг.

ar [a:]	farm	— ферма
	car	— енгил машина
	star	— юлдуз
	hard	— қийин, оғир
	part	— қисм
	large	— катта
	park	— боғ-парк
	are	— to be феълининг ҳозирги замон- даги кўплик формаси



[r]- тил олди, милк орқа сирғалувчан ун-
 дош, сонанг товушдир. Инглизча [r] товуши
 талаффуз қилишда тил учи милкларга тег-
 майди. Ҳаво оқими тил учи билан милк ўрта-
 сида ҳосил бўладиган оралиқдан ўтади.

Талаффуз қилинг: [rrait — \ rait — \ rait — \ rait]

Ўзинг: R r



Ех. 4. Ўқинг, [r] сонантига аҳамият беринг.

- a) rain — ёмғир
ride — отда юрмоқ
read — ўқимоқ
red — қизил
- b) fresh — янги, тоза
fry — қовурмоқ
tree — дарахт
train — поезд
tray — патнис
three — уч
cry — йиғламоқ

с) **wr** ҳарфлар бирикмасида биринчи ҳарф ўқилмайди, иккинчи ҳарф “r” ўқилади:

write
wrap



Ех. 5. Ўқинг.

“ss”, “st” ҳамда “sk” ҳарф бирикмалари олдида **a** ҳарфи [a:] товушини беради.

- glass — стакан, ойна
class — синф
fast — тез, тезюар
last — сўнгги, охири
ask — сўрамоқ



Ех. 6. [a:] товушининг ўрнига кўра чўзиқлигини ҳисобга олиб ўқинг:

- | | | | | | | |
|------|---|-------|---|--------|---|--------|
| far | — | farm | — | fast | — | past |
| car | — | card | — | cart | — | grass |
| star | — | start | — | starve | — | basket |
| harm | — | hard | — | part | — | task |



Ех. 7. Ўқинг. “igh” ҳарфлар бирикмаси [ai] бўлиб ўқилишини эсда тутинг.

- Igh — [ai] night — кечаси, тун
high — баланд
light — ёруғлик
right — ўнг

sigh — чуқур нафас олмоқ
bright — ёруғ



Ех. 8. [ai, æ, a:] унлиларига аҳамият бериб ўқинг. Бу товушларнинг сўздаги ўрнига кўра чўзиқлигини эсда тутинг.

[ai]		[æ]		[a:]
nine	—	man	—	barn
fine	—	fan	—	farm
hide	—	had	—	hard
hight	—	hat	—	art
like	—	lack	—	lark



[ou] дифтонг товуш бўлиб, унинг ядроси лабланган тил орқа, бир оз олд томонга сурилган унли товушдир. Бу товушни талаффуз этишда лаблар думалоқланади, тил бир оз кўтарилиб орқага тортилади. Дифтонгнинг иккинчи элементи русча “пути” сўзидаги “у” товуши ва ўзбекча “ҳовли” сўзларидаги “ов” товушлари бирикмаси каби талаффуз қилинади.

Сўз охирида келган “е” ҳарфи ўқилмайди:
hope [hour] came [keim] cake [keik]
hole [houl] name [neim] rate [reit]

Кўп куч сарфламай талаффуз қилинг:

[ou, lou, sou]



|| **О о** ҳарфи биринчи бўғин турида [ou] товушини беради. (1-жадвалга қаранг).

Ё д д а с а қ л а н г: [ou] — **О о** ҳарфининг ўқилиши.

Ёзинг: **О, о: home, go, hope**



Ех. 9. Ўқинг, [ou] унлисига аҳамият беринг.

a) о	—	[ou]	b) оа	—	[ou]
no	—	йўқ	boat	—	қайиқ
go	—	бормоқ	coal	—	кўмир
home	—	уй			

hope	— умид қилмоқ	coat	— пальто
nose	— бурун	road	— йўл
those	— улар	toast	— тост (қадаҳ сўзи)
open	— очмоқ		



[ɔ] — бир оз лабланган қисқа унли товуш бўлиб, уни талаффуз қилишда тилнинг орқа қисми юмшоқ танглайга кўтарилади, лаблар бир оз думалоқ шаклни олади, аммо чўччаймайди. [ɔ] товуши қисқа талаффуз қилинган [a:] инглиз товушига ўхшайди.

Кўп куч сарфламай талаффуз қилинг:

[ɔ - ɔ - ɔ - ɔ - ɔ]

Ё д д а с а қ л а н г: О о ҳарфи иккинчи бўғин турида [ɔ] товушини беради.



Ех. 10. [ɔ] товушига аҳамият бериб ўқинг.

О = [ɔ] on - да /устиди/ — предлог
office — ишхона, идора
hot — иссиқ
not — йўқ
shop — дўкон
cross — кесиб ўтмоқ, устидан чизмоқ
box — қути
dog — ит, кучук



Ех. 11. [ou] ва [ɔ] унлиларига эътибор бериб ўқинг. Унлиларнинг ўрнига қўра чўзиқлигига риоя қилинг.

[ou]	[ɔ]
note — note	smoke — smog
go — got	hope — shop
hole — hot	froze — frog




Э с л а т м а: Агар бир портловчи ундош иккинчисидан кейин сўз ичида ёки паузасиз икки сўз ўртасида келса, биринчи ундош портлаш хусусиятини йўқотади. Масалан, **not bad** иборасини талаффуз қилаётиб, биринчи сўздаги [t] товушни талаффуз қилаётганда лаблар иккинчи сўздаги [b]ни талаффузи учун ёпилгунга қадар тил учини милкларга қадаб туриш керак, кейин тил учини милклардан олиб, лабни **bad** сўзини айтиш учун очиш

керак. Бу пайтда [t] товуши портлаш хусусиятини йўқотади.


 **Ех. 12. Портловчи шовқинли ундошларнинг талаффузига аҳамият бериб ўқинг.**

Not cold not black not bad
Not dark not green not dry

 **Э с д а с а қ л а н г:** [dʒei] — J j ҳарфининг ўқилиши.

 **Ех. 14. Ўқинг.**

J j ҳарфи [dʒ] товушини беради.
J — [dʒ]
Jam, jazz, Jack, jet, Jim, Jean, jeep.

 **Ех. 15. J ҳарфининг ўқилишига аҳамият беринг ва ўқинг.**
Joke, Jet, Jam, Jelly

|| Инглиз тилида умумий сўроқ гаплар, яъни *ҳа* ёки *йўқ* жавобини талаб қилувчи сўроқ гаплар, қоида бўйича, кўтарилиш оҳанги билан талаффуз қилинади.

 **Ех. 16. Кўрсатилган интонация намунасига кўра ўқинг. Мантиқий урғуга аҳамият беринг.**

Н а м у н а:

Is this a pen? Yes, it is. Is this a pen? No, it is not.

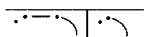
[ˈiz ðɪs əˈpen][ˌjes it ɪz] [ˈiz ðɪs əˈpen][ˌnɒu it ɪzˌnɒt]

1. Is this a car? Yes, it is. Is this a car? No, it is not
2. Is this a train? Yes, it is. Is this a train? No, it is not.
3. Is this a coat? Yes, it is. Is this a coat? No it is not.
4. Is this a cloak? Yes, it is. Is this a cloak? No, it is not.
5. Is this a map? Yes, it is. Is this a map? No, it is not.

 **Ех. 17. Қуйидаги интонация намунасига кўра ўқинг.**

Н а м у н а: This is not a table. It's a desk



1. This is not a pencil. It's a pen.

2. This is not a box. It's a clock.
3. This is not a pie. It's a cake.
4. This is not a belt. It's a tie.



[ɔ:] — лабланган, кучли, чўзиқ унли товуш бўлиб, тил орқа қисмини юмшоқ танглайга кўтарилиши билан айтилади. [ɔ:] товушини талаффуз қилишда тилнинг ҳолати [ɔ:] товуши талаффузидагидек бўлади, лекин тил орқа қисми қаттиқ танглайга баланд кўтарилади. Лаблар чўччаяди ва олдинга сурилади.

Талаффуз қилинг: [ɔ: - ɔ: - ɔ:]



Э с д а т у т и н г: **О** о ҳарфи учинчи бўғин турида [ɔ:] товушини беради.



Ех. 18. [ɔ:] унлисига аҳамият бериб ўқинг.

ог = [ɔ:] for — учун (предлог)
 fork — вилка
 horse — от
 sport — спорт
 short — қисқа
 corn — дон
 forty — қирқ

Ё д д а с а қ л а н г: **door** ва **floor** сўзлари ҳам [ɔ:] товуши билан ўқилади.

door — эшик
 floor — пол



Ех. 19. [ɔ:] товушига аҳамият бериб ўқинг.

a/ ҳарф бирикмаси “l” ҳамда “k” ҳарфлари олдида [ɔ:] товушини беради.

al + l = [ɔ:] all — ҳамма
 al + k = [ɔ:] talk — гапирмоқ
 ball — тўп, копток
 small — кичик
 tall — баланд
 balk — тўсиқ
 chalk — бўр



Ех. 20. Сўзлардаги суффиксларга аҳамият бериб ўқинг.

[k] товуши [t] ундоши билан келганда портлаш хусусиятини йўқотишини эсда сақланг.

er — [ə] order, corner, teacher, letter,

or — [ə] sister, paper, doctor, actor, motor, tractor



Ех. 21. [ɜ:] товушининг ўрнига кўра чўзиқлигига рию қилиб ўқинг.

o+r ҳарф бирикмасида “r” ўқилмайди = [ɜ:]

for — fall — fork

store — storm — sort

core — corn — cork

more — horn — horse



Ех. 22. Унли товушларга эътибор бериб ўқинг. Товушларнинг сўздаги чўзиқлигига аҳамият беринг.

no — not — port

cone — con — corn

pot — shot — short

hope — cock — cork

ode — odd — lord



Ех. 23. Ўқинг. Иккиланган rr ҳарфидан олдин турган унлининг ўқилишига аҳамият беринг.

Икки бўғинли сўзларда иккиланган rr ҳарфи олдида турган унли ҳарф қисқа товушни беради — иккинчи бўғин типни қоидасига кўра ўқилади, r ҳарфи бу ҳолатда ўқилади.

marrу — berry — mirror — horror

carrot — cherry — darret — Dorrit



[ɔi]- дифтонг. Унинг ядроси [ɔ] товушига нисбатан анча ёпиқ бўлган товушдан иборат. Дифтонгнинг иккинчи элементи [i] товушидир.

Талаффуз қилинг: [ɔi- ɔi- ɔi]



Ех. 24. [ɔi] унлига аҳамият бериб ўқинг. Унлиларнинг позицияга кўра чўзиқлигига эътибор беринг.

oi, ou = [ɔi] boy — ўғил бола

toy — ўйинчоқ

coin — танга

voice — овоз
 oil — нефть, ёғ
 joy — қувонч, хурсандчилик



Ех. 25. Ўқинг.

coast, jail, crab, gold, ore, fall, pay,
 toad, little, yell, shore, fight, kettle, yarn,
 fish, kite, stone, jest, part, traffic, might, joke,
 tray, March, bottle, hold, catch, corner, float, sky,
 match.



Отлар бирликда **ss**, **sh**, **ch** каби ҳарф бирикмалари ва **x** ҳарфи билан тугаса, уларга қўшилган кўплик сони қўшимчаси — **es** [iz] бўлиб ўқилади. Бирликда **s**, **c**, **z**, **g** ҳарфларидан кейин ўқилмайдиган “e” ҳарфида тугаган отлардан кўплик формаси ясалганда ҳам кўплик қўшимчаси [iz] бўлиб ўқилади.



Ех. 26. Ўқинг.

Glass — glasses box — boxes
 Class — classes match — matches
 Dish — dishes face — faces page — pages



Are [a:] феъли / **to be** феълининг кўплик сонидаги формаси бўлиб, урғусиз ҳолатда редукцияга учрайди ва кўплик сонидаги **they** олмоши билан қўшиб ўқилади.

They are desks. — Улар парталар. [ʒei ə desks]



Ех. 27. Берилган интонация намунасига кўра гап тузиб ўқинг.

Н а м у н а: .. \

They	are	cars
These		boats
Those		desks
		glasses
		hats
		boxes
		matches
		forks



Ех. 28. Ўқинг. Саволларга бўлишли ва бўлишсиз жавоблар беринг.

Н а м у н а: Are these desks? – Yes, they are.
Are these desks? – No, they are not.

Are these glasses?
[a:] those boxes?
they pencils?
apples?
forks?
desks?
clocks?
hats?



Э с л а т м а: Инглиз ундош товуши кейинги сўздаги унли олдида унга қўшиб ўқилмаслиги керак. **These apples** сўз бирикмаси [ʒi:zæplz] каби ай-тилмаслиги керак.



Ех. 29. Ўқинг, кўрсатилган интонацияга риоя қилинг. [t] портловчи товуш портлаш хусусиятини йўқотишини эсдан чиқарманг.

1. They are not tables. They are desks.
2. They are not pencils. They are pens.
3. They are not boxes. They are clocks.
4. They are not belts. They are ties.
5. They are not cats. They are dogs.

4-ж а д в а л.

Олтинчи дарсда ўрганилган унли ва ундошлар

Ундошлар			Унлилар		
Товуш	Ҳарф	Ҳарф-нинг номи	Товуш-лар	Ҳарф-лар	Ҳарф-нинг номи
[r]	R r	[a:]	[a:] [ou]	A a O o	[ei] [ou]
			[ɔ] [ɔ:] [ɔi]	oi ou	[ouai] [ouwai]

Олтинчи дарсда ўрганилган ўқиш қоидалари:

a + r = [a:] *far, farm, part*
r (унли товуш олдидан) = [r] *red, rat*
a (*s, st, sk* олдидан) = [a:] *class, fast, ask*
igh = [ai] *high, right*
o = [ou] *no, home*
o = [ɔ] *on, not, cross*
oa = [ou] *road*
o (*ld* олдида) = [ou] *cold*
oi, oy = [ɔi] *voice, boy*
or = [ɔ:] *or, form*
al (*l, k* олдида) = [ɔ:] *small, chalk*
er, or суффикслари = [ɔ] *teacher, doctor*
wr = [r] *write, wrap*

Grammar notes

The introductory “*there.*”

The pronouns *some, any, no* with countable nouns.

The indefinite pronouns *a lot of, many, a few* with countable nouns.

Cardinal numerals from 1 to 20.

P a t t e r n

There is a pen on the table.

There are pens on the table.

Қуйидаги гапларни ўқинг ва таҳлил қилинг:

There is a pen on the table.

There are some pens on the table.

There are a lot of pens on the table.

Is there a pen on the table?

Are there any pens on the table?

Are there many pens on the table?

There are not any pens on the table.

There are not many pens on the table.

How many pens are there on the table?

There is a pen.

There are pens.



Ех. 1. Қуйидаги гапларни ўқинг.

1. There is a pen on the table.
2. There is a map on the wall.
3. There is a textbook on the desk.
4. There are some pencils on the table.
5. There are some pictures on the wall.
6. There are some books on the desk.
7. There are some English books on the desk.
8. There are some English sentences on the blackboard.
9. Are there any maps on the wall?
10. Are there any chairs in the classroom?
11. Are there many tables in the classroom?



Ех. 2. Қуйидаги гапларни ўқинг.

1. How many books are there on the desk? There are some books on the desk.
2. How many chairs are there in the classroom? There are some chairs in the classroom?
3. How many pictures are there on the wall? There are some pictures on the wall.
4. How many sentences are there on the blackboard? There are many sentences on the blackboard.
5. How many tables are there in the classroom? There are some tables in the classroom.
6. How many pens are there in the box? There are a lot of pens in the box.
7. How many note-books are there on the desk? There are a lot of note-books on the desk.
8. How many desks are there in the classroom? There are a few desks in the classroom.



Ех. 3. Қуйидаги гапларни ўқинг ва уларни ўзбек тилига таржима қилинг.

It's a pen. The pen is on the desk. – There's a pen on the desk.

It's a box. The box is on the table. – There's a box on the table.

It's a picture. The picture is on the wall. – There's a picture on the wall.



Ех. 4. Қуйидаги гапларни бўлишли шаклга ўзгартиринг.

There aren't many desks in the classroom.
 There aren't many chairs in the room.
 There aren't any pictures on the wall.
 There are no bags on the desk.



Ех. 5. Қуйидаги ноаниқ гапни бир гапга айлантиринг ва ўзбек тилида унга мос келадиган гап билан таққосланг:

Н а м у н а: **T.** — It's a book. The book is on the table.
St. — There is a book on the table.

1. It's a desk. The desk is in the classroom. 2. It's a table. The table is in the classroom. 3. It's a blackboard. The blackboard is in the classroom. 4. This is a desk. It's in the classroom. 5. This is a clock. It's on the wall. 6. There are tables. They are in the classroom. 7. There are books. They are on the desk.



Ех. 6. Нукталар ўрнига "is" ёки "are" феълларини қўйинг:

1. There . . . a book on the table. 2. There . . . a map on the wall. 3. There . . . a book and a pencil on the desk. 4. There . . . a textbook and a book on the table. 5. There . . . a clock and some maps on the wall. 6. There . . . a blackboard and some tables in the classroom. 7. There . . . some tables and chairs in the classroom. 8. There . . . many books and pens on the desk. 9. There . . . some English books and some note-books on the table. 10. There . . . some windows and a door in the classroom.



Ех. 7. Қуйидаги сонларни ўқинг ва ёдланг:

1 – one	11 – eleven
2 – two	12 – twelve
3 – three	13 – thirteen
4 – four	14 – fourteen
5 – five	15 – fifteen
6 – six	16 – sixteen
7 – seven	17 – seventeen
8 – eight	18 – eighteen

9 – nine 19 – nineteen
 10 – ten 20 – twenty



Ex. 8. Қуйидаги сонларни ўқинг.

Example: T. – $1 + 2 = 3$

St. – one and two are three.

$1 + 4 = 5$	$6 + 12 = 18$
$2 + 3 = 5$	$11 + 9 = 20$
$8 + 1 = 9$	$17 + 2 = 19$
$10 + 7 = 17$	$15 + 1 = 16$



Ex. 9. Қуйидаги сонларни сўз билан ёзинг.

1, 3, 5, 7, 14, 15, 17, 9, 4, 19, 20, 16, 11.



Ex. 10 Қуйидаги сўзларни ишлатиб гап тузинг.

There is	a book	in the classroom
	a bag	on the table
	a box	in the box
	a picture	on the wall
	a match	
	a map	
	a blackboard	
	a clock	
a door		

There are	some	books	on the wall
	many	letters	in the classroom
	not many	chairs	on the table.
	a lot of	doors	in the text
	only a few	windows	in this room
	four	sentences	in that classroom
	ten	words	on that desk
		doors	in this text
		pictures	on the blackboard
		textbooks	
	maps		



Ex. 11. Намуна асосида альтернатив савол тузинг.

e.g. T. – There is a pen on the desk.

St. – Is there a pen or a pencil on the desk?

1. There is a picture on the wall (a map).
2. There is a map on the wall (a picture).
3. There are some books on the desk (pencils).
4. There are ten textbooks on the table (five).
5. There are many chairs in the classroom (tables).
6. There are some English books on the table (in the desk).
7. There are a lot of chairs in the classroom (in the room).
8. There are many tables in the classroom (only a few).



Ех. 12. Нуқталар ўрнига предлоглар қўйинг.

1. There are many books ... the table. 2. There is a map ... the wall. 3. There are some sentences ... the blackboard. 4. There are a lot of words ... the text. 5. There are six tables ... the classroom. 6. There is a map ... the wall. 7. Look ... the picture, please. 8. Look ... the sentences ... the blackboard please. 10. Open the text ... page 10, please. 11. Read the text ... page 19, please. 12. There are no maps ... the wall.



Ех. 13. Керакли артикларни ишлатинг.

1. There is . . . door in . . . classroom. 2. There is . . . book and . . . pencil on . . . desk. 3. There is . . . blackboard and . . . map on . . . wall. 4. This is . . . picture. It's on . . . wall. 5. Look at . . . blackboard. 6. Read . . . text on page 5. 7. How many tables are there in . . . classroom? 8. How many bags are there on . . . tables? 9. How many sentences are there on . . . blackboard. 10. This is a . . . nice picture. 11. This is . . . wide window. 12. What colour is . . . chair? 13. What colour is . . . door?



Ех. 14. Матнни тўғри урғу ва интонация билан ўқинг.

T E X T

Open the English book, please. Look at this picture. This is a classroom. It's large and light. There is a blackboard on the wall. It's green. There are some desks and chairs in the classroom. There is a clock and a map on the wall.

Are there any desks in the classroom? Yes, there are some. Is there a blackboard on the wall? Yes, there is.

Are there any chairs in the classroom? Yes, there are some. Is there a book on the table. No, there is not. How many desks are there in the classroom? There are some. How many maps are there on the wall? There is one. What is there on the blackboard? There is an English sentence on it. Is it a long or a short sentence? It is a short English sentence.



Ex. 15. А. Матн бўйича ўқитувчининг саволларига жавоб қайтаринг.

Б. Матн бўйича бир-бирингизга саволлар беринг ва жавоб қайтаринг.



Ex. 16. Қуйидаги саволларга жавоб беринг.

e. g. **T.** — Is this a map? **T.** — Is there a pen on the table?

St. — Yes, it is. **St.** — Yes, there is.

1. Is this text easy? 2. Is this table yellow? 3. Are the walls blue? Is the floor brown? 4. Is there a clock on the wall? 5. Is there a book on the table? 6. Are there 11 English books on the desk? 12. Is this picture on page two? 13. Is it a short sentence? 14. Is it an English book?



Ex. 17. Қуйидаги саволларга жавоб беринг.

1. What colour is the ceiling? 2. Is the window wide or narrow? 3. What colour is the wall? 4. Are the desks black? 5. Are there any sentences on the blackboard? 6. How many chairs are there in the classroom? 7. Are there six tables in the classroom? 8. How many doors are there in the classroom? 9. How many texts are there in the textbook?



Ex. 18. "Бизнинг аудитория" темаси бўйича қисқа диалог тузинг.



Ex. 19. Қуйидаги гапларни инглиз тилига таржима қилинг:

1. Аудитория катта ва ёруғ. Аудиторияда 3 та катта дераза ва битта эшик бор.

Деразалар кенг. Пол жигарранг, деворлар оқ. Аудиторияда доска, 6 та стол ва 12 та стул бор. Деворда соат, карта ва расмлар бор. Стол устида инглизча китоблар бор.

2. Доскага қаранг. Доскада инглизча гаплар бор. Гапларни ўқинг. Доскада нечта инглизча гаплар бор? 5 та. Бу гаплар осонми? Ҳа. 3. Китобларни олинг. Китобда расмлар бор. Расмга қаранг. Шу бетда нечта расм бор? Кўп. Шу бетда инглизча гаплар борми? Ҳа.

 **Ех. 20. Қуйидаги сўзларни ишлатиб гап тузинг.**

e.g.: There is a clock on the wall.

There are books on the table.

A picture, a door, some chairs, a map, a blackboard, two windows, some sentences, six desks, a pen, pencils (on the wall, on the table, on the blackboard, in the classroom).

 **Ех. 21. Қуйидаги гапларни сўроқ ва инкор гапларга айлантинг:**

1. There are some sentences on the blackboard.
2. There are some easy texts in this book.
3. There are some nice pictures on the page.
4. There are some English books on the table.
5. There are a lot of tables in the classroom.
6. There are a lot of pens on the desk.
7. There are a lot of matches in the box.



Ех. 22. Қуйидаги саволларга жавоб беринг.

1. Is there a blackboard in the classroom? 2. Are there many desks in the classroom? 3. Are there many nice pictures on this page? 4. What's there on the wall? 5. How many windows are there in this classroom? 6. How many texts are there in this textbook? 7. What is there on the blackboard? 8. Is there a book or a notebook on the table? 9. Are there ten or eight chairs in the classroom? 10. Are there only a few pages in this book?



1. Ёрдамчи **there** сўзи билан бошлаган **“There is a pen on the table”** тилидаги гап махсус конструкцияга эга. Бундай гаплар одатда жонли ёки жонсиз предметларнинг бирор ерда, жойда мавжудлигини англатади. **“There”** сўзидан сўнг **“to be”** феъли билан ифодаланган кесим ва эга келади. **“To be”** феъли эга вазифасида келган от формаси билан мослашади.

e.g.: There is a pen on the table.

There are pens on the table.

There конструкцияли гаплар ўзбек тилида гап олдида ўрин ҳолини қўйиш билан таржима қилинади.

e.g.: There is a pen on the table.

Стол устида ручка бор.

There are pens on the table.

Стол устида ручкалар бор.

Агар эга бир неча от билан ифода қилиниб, уюшиб келса **to be** феъли биринчи келган от формаси билан мослашади, яъни биринчи келган от бирликда бўлса “**is**”, агар кўпликда бўлса “**are**” ишлатилади.

Бундай конструкцияли гапларда эга коммуникатив марказ ҳисоблангани учун бирликда келган от олдида ҳар доим ноаниқ артикл ишлатилади, кўпликда келган от олдида ҳеч қандай артикл ишлатилмайди, ёки **some** гумон олмоши ишлатилиши мумкин.

e.g.: There is a pen and some books on the table.

There are pens, some books and a pencil on the table.



2. Гумон олмошлари **some, any, not any** (Indefinite pronouns) “бир неча”, “бир қанча” мазмунларини англатиб, турли гапларда ишлатилади. Бўлишли дарак гапларда **some**, бўлишли инкор гапларда **not any** ёки **no**, сўроқ гапларда эса **any** ишлатилади.

e.g.: There are some pens on the table.

Are there any pens on the table?

There aren't any pens on the table.

There are no pens on the table.



3. Кўплик мазмунини англатадиган **a lot of** ва **many** гумон олмошлари саналадиган отлар олдида ишлатилади. Одатда **a lot of** бўлишли гапларда, **many** эса сўроқ ва бўлишсиз, инкор гапларда ишлатилади.

e.g.: There are a lot of pens on the table.

Are there many pens on the table?

There aren't many pens on the table.

Ноаниқ кўплик мазмунини англатадиган **a few** (only a few, just a few) олмоши саналадиган отлар олдида ишлатилади.

e.g.: There are a few books on the table.

There are only (just) a few books on the table.

LESSON 7

Такрорлаш.

Унли товушлар [u], [u:], [ʌ], [ɔ].

Ундош товушлар [kw], [ŋ].

Инглиз тилида гап ритмикаси.

Такрорлаш.



Ех. 1. Ўқинг.

chain — Jane chin — gin
cheer — chear catch — madge
match — mash



Ех. 2. Ўқинг. Оҳангга эътибор беринг.

say — they force — forth
den — then miss — myth
laid — lathe sick — thick



[u] лабланган, қисқа, кучсиз талаффуз қилинувчи унли товуш. Бу товушни талаффуз қилиш учун лаблар думалоқ шаклга келтирилади, лаб олдинга чиқарилмайди. Инглиз [u] товуши ўзбек тилидаги «у» товушига ўхшайди.

Талаффуз қилинг: [u-u-u]



Ех. 3. Ўқинг, [u] унлисининг ўқилишга аҳамият беринг: *oo* ҳарфлар бирикмасидан кейин *k* ҳарфи келса, бу унли ҳарфлар қисқа [u] товушни беради.

oo = [u] took — олди
look — кўрмоқ
book — китоб
hook — қармоқ

шунингдек:

good — яхши



[j] — ўрта, сирғалувчан, жарангли ярим унли товуш. Бу товушни талаффуз қилиш учун тилнинг ўрта қисмини танглайга ўзбек тилидаги “й” товушини талаффуз қилиш даражасигача кўтарилади. [j] фақат унлилар олдида учрайди, масалан, [jes], [ju:].

[u:] — лабланган, чўзиқ унли товуш. Бу товушни талаффуз қилиш учун лаблар қаттиқ

ва кучли ҳолатда думалоқ шаклга келтирилади, лекин ўзбек тилидаги «у» товушига нисбатан лаб олдинга чиқарилмайди. Бу товуш олдида сонант [j] келади.

Талаффуз қилинг: [jes-jes], [jeʷ]

Ёзинг: U, u; Use, use. Student, student [ju: z], [stju: dənt].



Ех. 4. Ўқинг, [u:] унлисининг ўқилишига аҳамият қилинг.

oo — [u:] too — ҳам
cool — совуқ, изғирин
spoon — қошиқ
soon — тезда
food — озиқ-овқат
tooth — тиш
boot — туфли



Ех. 5. Ўқинг, [u:] олдида келган ундош [j]ни юмшатманг.

u — [ju:] use — ишлатмоқ, фойдаланмоқ
tube — найча
tune — тон, оҳанг
pupil — ўқувчи
student — студент
institute — институт
duty — вазифа
лекин u — [u] blue — кўк, ҳаворанг
July — июль
rude — қўпол



[ʌ] — лабланмаган қисқа, кучли унли товуш. Бу товушни талаффуз қилиш учун тил орқа қисмининг олди танглайга кўтарилади. Бу товуш ўзбекча «қани», «бола» сўзларидаги «а» товушига ўхшайди.

Талаффуз қилинг: [hʌt], [bʌt], [kʌt]

Эслаб қолинг: [ˈdʌblju] — W, w ҳарфининг ўқилиши.


Ёпиқ бўғинда U, u ҳарфи [ʌ] товушини беради.



Ех. 6. Ўқинг [ʌ] унлисининг ўқилишига аҳамият беринг.

luck — бахт; duck — ўрдак; cut — кесмоқ; us — бизга, бизни, биздан; but — лекин; jug — хумча; bus — автобус; summer — ёз; supper — кечки овқат.

☑ || Ёпиқ бўғинда **o** ҳарфи баъзан [ʌ] товуши каби ўқилади.
son — ўғил
London — Лондон
Mother — она
Monday — душанба
come — келмоқ

 **Ех. 7.** Ўқинг, унли товушларнинг ўқилишига эътибор беринг. Уларнинг чўзиқ ва қисқа талаффуз қилинишига аҳамият беринг.


foot — food
put — boot
pull — fool

Ундош товушлар [k] ва [t] [w] товуши билан бир вақтда талаффуз қилинади. [k] ва [t] товуши [w] талаффузи таъсири остида бир оз лабланади.

Qu ҳарфлар бирикмаси [kw] деб ўқилади.

Эслаб қолинг: [kju:] — **Q, q** ҳарфининг ўқилиши.

Ёзинг: **Q, q quite, quickly**

 **Ех. 8.** Ўқинг, [kw], [tw] товушларининг боғланиб ўқилишига аҳамият беринг.


quite — жуда
queen — қиролича
question — савол
twelve — ўн икки
twenty — йигирма

 **Ех. 9.** Ўқинг, [w] сонантининг ўқилишига аҳамият беринг.

w (унли олдида) well — яхши
week — ҳафта
wave — тўлқин
wife — рафиқа, хотин

Wh ҳарфлар бирикмасидан кейин **o** ҳарфи келса [h] деб ўқилади, қолган унлилардан кейин [w] деб ўқилади.

- wh = [h] who — ким
whose — кимнинг
whom — кимга, кимни, кимдан
wh = [w] when — қачон
why — нима учун, нега
which — қайси
white — оқ
wheel — гилдирак

 **Ех. 10. Ўқинг, [v] ва [w] товушларининг ўқилишига аҳамият беринг.**

- [v] [w]
a) vest — west b) very — well
five — wine every — week


| [ə:] лабланмаган, чўзиқ унли товуш. Бу товушни талаффуз қилиш учун тил учини пастки тишларга тегизилади, лаблар қаттиқ ҳолатга келтиради, лекин олдинга чиқарилмайди.

Талаффуз қилинг: [ə:—ə:—ə:]

Эслаб қолинг: e, i, u, y унлилари учинчи тур бўғинда [ə:] товушини беради. (2-жадвалга қаранг).

 **Ех. 11. Ўқинг, [ə:] товушининг ўқилишига аҳамият беринг:**

- a) [ə:] = e her — унинг
term — атама
serve — хизмат кўрсатмоқ
verb — феъл
- b) [ə:] = i, y
bird — қуш
girl — қиз
third — учинчи
first — биринчи
myrtle — мирт (ботан.)
- c) [ə:] = u turn — навбат
burn — ёқмоқ
church — черков
nurse — ҳамшира

 **Ех. 12. Ўқинг, [ə:] товушининг ўқилишига аҳамият беринг.**

fir, firm, first, turn, third, thirst, burn, bird, purse,
her, herd, hurt

 **Ех. 13. Ўқинг, унли товушларнинг ўқилишига аҳамият беринг.**

firm, farm, form
burn, barn, born, turn, star, town, pert, part,
port

 **Ех. 14. Ўқинг, [ə:] товушининг ўқилишига аҳамият беринг.**

[ə:] learn — ўрганмоқ
earn — пул ишламоқ
earth — ер
early — вақтли, эрта



[ŋ] — тил орқа (бурун) сонанти. Бу товуш-ни талаффуз қилиш учун тил орқа қисми юмшоқ танглай билан бирлашади ва ҳаво оқими бурун бўшлиғидан ўтади. Бу товуш ўзбек тилидаги «ёзинг» сўзидаги [нг] товушига ўхшайди.



Ех. 15. Ўқинг.

Талаффуз қилинг: [ŋ — ŋ — ŋ — ŋ — ŋ], **ng** сонантнинг ўқилишига аҳамият беринг:

ng = [ŋ] sing — қўшиқ айтмоқ, куйламоқ
song — ашула
long — узун
ring — қўнғироқ қилмоқ
thing — нарса
morning — эрталаб
dining — тушлик
ceiling — шифт

ng = [ŋ] English — инглизча
England — Англия
language — тил


nk = [ŋk]
ink — сиёҳ

bank — банк
 think — ўйламоқ
 thank — раҳмат айтмоқ


Милк товушлар [n], [l], [t], [d] тиш ўрта товушнинг талаффузи таъсири остида ассимиляцияга учраб, улар ҳам тиш ўрта товуши каби талаффуз қилинади.

 **Ех. 16. Ҳқинг. Милк ва тиш ўрта товушларининг ўқилишига аҳамият беринг.**


in the evening
 on the table, at the desk

 Инглиз тили нутқ ритмикаси урғу олган бўғиндан сўнг урғу олмаган бўғиннинг кетмакет келиши билан белгиланади. Урғу олган бўғинлар маълум вақт ичида юқори оҳангда талаффуз қилинади, урғу олмаган бўғинлар паст оҳангда тезроқ талаффуз қилинади. Агар урғу олган икки бўғин ўртасида урғу олмаган бўғинлар сони оз бўлса секинроқ, кўп бўлса тезроқ талаффуз қилинади. Икки урғу олган сўзлар нутқ ритмикаси таъсири остида бу сўзларнинг бирор бўғинида урғу тушиб қолиши мумкин. Агар - *teen* суффиксини олган сонлардан сўнг урғули сўз келса, **'sixteen [ti:n]** иккинчи урғу тушиб қолиши мумкин. Масалан: sixteen texts ['siks'ti:n teksts] — ўн олтинчи матн.

Агар урғу олган сўз сонлардан олдин келса, кейинги сўзнинг биринчи бўғинидаги урғу тушиб қолиши мумкин. Масалан: Text sixteen ['tekst siks'ti:n] — ўн олтинчи матн.

 **Ех. 17. Қуйидаги сўз бирикмалари ва гапларни белгиланган интонация билан ўқинг. Ритмик группаларни тўғри ажратиб талаффуз қилинг.**

a red pencil	It's a red pencil	This is a red pencil
a French book	It's a French book	This is a French book
a black table	It's a black table	This is a black table
a blue bag	It's a blue bag	This is a blue bag

 **Ех. 18. Қуйидаги гапларни кўрсатилган интонация асосида ўқинг. Мантиқий урғуга аҳамият қилинг.**

It's a red pencil	This is a red pencil
It's a black bag	This is a black bag

It's a red pencil This is a red pencil
 It's a big bus This is a big bar
 It's a red star This is a red star

5-жа д в а л.

Еттинчи дарсада ўтилган унли ва ундош товушлар

Унли товушлар			Ундош товушлар		
Товуш	Ҳарф	Ҳарфнинг ўқилиши	Товуш	Ҳарф	Ҳарфнинг ўқилиши
[j]	у	[wai]	[kw]	q	qu [kju:]
[ə:]	e, i, u, y	[i:/ai][ju: /wai]	[ŋ]	ng (ҳарф бирик- маси)	



Еттинчи дарсада ўрганилган ўқиш қоидалари:

y = [j] yes
 [ju:] use
 u = [u:] July
 [ʌ:] cut
 [u] (k дан олдин) took
 oo = [u:] (қолган ҳолатларда) soon
 o = [ʌ] son
 e, i, u, y = [ə:] term, firm, burn, myrtle
 qu = [kw] quite

Grammar notes

The Indefinite Pronouns *some, any* with uncountable nouns.

The Indefinite (Quantitative) pronouns *a lot of, much, a little* with uncountable nouns.

The Plural of Nouns (special cases).

Personal Pronouns (the Nominative and Objective cases).

The Verb *to be* (Present Indefinite).

Ordinal Numerals.

Pattern

Қуйидаги гапларни ўқинг ва таҳлил қилинг:

There is some tea in the teapot.

There is no tea in the cup.

There is a lot of tea in the teapot.

Is there any tea in the teapot?

Is there much tea in the teapot?

There isn't any tea in the teapot.

There isn't much tea in the teapot.

Is there much or only a little tea in the teapot? How much tea is there in the teapot?

Н а м у н а: There is some tea in the teapot. There is no tea in the teapot.



Ех. 19. Қуйидаги гапларни ўқинг.

There is some tea in the teapot. There is a lot of tea in the teapot.

Is there much tea in the teapot? There isn't much tea in the teapot.

There is some milk the jug. There is a lot of milt in the cup. Is there much milk in the cup? There isn't much milk in the cup. There is some coffee in the jug. There is a lot of coffee in the jug Is there much coffee in the jug? There isn't much coffee in the jug.



Ех. 20. Қуйидаги гапларни кўплик формасига қўйинг.

1. There is a desk in the classroom. 2. There is a student in the classroom. 3. There is no map in the classroom. 4. There is a school-boy at the blackboard. 5. There is a student in the corridor. 6. There is some tea in the cup. 7. There isn't much coffee in the jug. 8. This is a young man. 9. The young man is a teacher. 10. There is a girl in the garden. 11. The young girl is a librarian. 12. The child is in the room.



Ех. 21. Қуйидаги гапларни мисолда берилганидек ўзгартиринг.

e.g.: T. — I am a teacher and you are a teacher too.

St. — We are teachers.

1. I am a student and he is a student. 2. He is a school-boy and she is a school-girl too. 3. I am in the library and he is in the library too. 4. The teacher is in the classroom and the students are in the classroom too. 5. This classroom is large and light and that classroom is large and light too. 6. The librarian is in the library and some people are in the library too. 7. This text is easy and that text is easy too. 8. The clock is on the wall and the map is on the wall too. 9. This window is wide and that window is wide too. 10. This is a round table and that is a round table too. 11. I am at the blackboard and he is at the blackboard.



Ex. 22. Қуйидаги отларни икки қаторга бўлиб ёзинг:

a lot of, only a few a lot of, only a little

cups, girls, milk, students, tea, men, teachers, lamps, jugs, coffee, children, school-boys, people.



Ex. 23. «Some» ёки «any» олмошларини қўйинг.

1. Are there ... schoolboys in the corridor? 2. Are there ... people in the public library? 3. Is there ... milk in the jug? 4. This is a library. There are ... students in it. 5. There is ... tea in the teapot. 6. Is this a pot? Yes, it is. What's there in it? There is ... coffee in it. 7. Are there ... children in the garden? Yes, there are 8. There are ... young people in the corridor. 9. Is there ... hot tea in the cup?



Ex. 24. «of» предлогини қуйидаги намуна бўйича ишлатиб, инглиз тилига таржима қилинг.

e.g. Институтнинг боғи — the garden of the Institute, китобнинг бети — the page of the book.

Синф(нинг) эшиги, мактаб(нинг) боғи, ўқув хонаси(нинг) деразаси, ўқувчи(нинг) ручкаси, синф(нинг) девори, хона(нинг) шифти, синф(нинг) икки деразаси.



Ex. 25. «of» предлогини қўйинг ва ўзбек тилига таржима қилинг:

1. There is a blackboard on the wall ... the classroom. 2. The children are in the garden ... the Institute. 3. Two

windows ... the classroom are wide. 4. The floor ... the classroom is green. 5. The chairs ... a room are at the table. 6. The textbook ... a student is on the table. 7. The blackboard ... the classroom is black. 8. There is a picture on the wall ... the classroom. 9. There is some milk the jug ... milk. 10. The librarian ... a library is a woman. 11. The garden ... a school is green. 12. The teacher ... school-boys is a man. 13 Look at the blackboard! There is an English sentence on the blackboard ... the classroom. 14. The students ... group II are in the reading-room.



Ex. 26. Қуйидаги саноқ ва тартиб сонларни ўқинг ва ёдланг.

How many? which?

one — first

two — second

three — third

four — fourth

five — fifth

six — sixth

seven — seventh

eight — eighth

nine — ninth

ten — tenth

How many? Which?

eleven — eleventh

twelve — twelfth

thirteen — thirteenth

fourteen — fourteenth

fifteen — fifteenth

sixteen — sixteenth

seventeen — seventeenth

eighteen — eighteenth

nineteen — nineteenth

twenty — twentieth



Ex. 27. Қуйидаги сонларни сўз билан ёзинг:

3d, 1st, 8th, 10th, 13th, 19th, 20th, 14th, 16th, 11th.



Ex 28. Қуйидаги гапларни мисолдагидек ўзгартиринг.

e.g.: **T.** — This is the fourth page.

St. — This is page 4.

1. This is the tenth page. 2. This is the fourteenth page. 3. This is the eighteenth page. 4. This is the twentieth page. 5. This is the ninth page. 6. This is the seventeenth page. 7. This is the first page. 8. This is the third page. 9. This is the second page.

➔ **Ех. 29.** Қуйидаги гапларни мисолда берилганидек бош келишиқдаги кишилиқ олмошлари билан алмаштиринг.

e.g.: **T.** — Is that man a student?

St. — Yes, he is. He is a student.

1. Is that child a school-boy? 2. Is Tom a school-boy? 3. Is this boy a student? 4. Is this woman a librarian? 5. Is Umida a school-girl? 6. Are those young people students? 7. Is that woman a librarian? 8. Is Bobur a first-year student? 9. Are the books and pens on the table? 10. Is the clock on the wall? 11. Is the classroom light?

Ех. 30. Нуқталар ўрнига «am», «is» ва ёки «are» боғловчи феълларни қўйинг.

I

1. There ... a clock on the wall of the classroom.
2. There ... two windows and a door in the classroom. 3. ... the classroom light? Yes, it ... It ... light. 4. ... Abbas a student? Yes, he ... a student. 5. I ... a teacher of English.
6. ... the school-boys and school-girls in the garden? Yes, they They ... in the garden. 7. ... she a librarian? Yes, she ... She is ... a librarian. 8. What colour ... the ceiling of the room? 9. ... you a third-year student now? Yes, ... We ... the third-year students. 10. How many tables ... there in the classroom? 11. ... there any chairs in it? There ... some students in the room. They ... at the tables now.

II

Look, some boys and girls .. in the corridor.

— Excuse me, ... you a schoolboy?

— No, I ... not a school-boy, I ... a student.

— And ... that girl a student too?

— No, she isn't. She ... a school-girl.

— ... you a first year student?

— No, I ... not a first year student.

I am a second year student. And What about you?

— I ... a student too. I ... only a first year student.

III

This ... a garden, there ... a round table in the garden. Some people ... at the table. There ... a jug with milk on it. There ... a lot of milk in it. There ... a teapot, some bread on the table too. The teapot ... full of tea. The tea ... hot.

IV

How many cups ... there on the table?

- There ... five cups on it.
- What ... there in them?
- There ... a coffee in them.
- ... there much or little coffee in them?
- There ... much coffee in them.
- ... the coffee hot or cold?
- It ... hot.



Ех. 31.

А. Юқоридаги матнларни ўқинг.

Б. Матн бўйича ўқитувчининг саволларига жавоб беринг.

В. Матн бўйича ўзаро саволлар беринг ва жавоб қайтаринг.



Ех. 32. «some», «any» олмошларини «a lot of» ёки «much» олмошлари билан алмаштиринг.

1. There are some children in the garden. 2. Are there any students in the reading-room? 3. Is there any tea in the teapot? 4. There are some students in the corridor. 5. Are there any students in the public library? 6. Is there any milk in the jug? 7. Are there any young men in the room? 8. There are some English sentences on the blackboard.



Ех. 33. Керакли артикларни ишлатинг.

1. There is a librarian in ... library. 2. Open the book on ... page 10 and read ... text 5. 3. I am ... third year student. 4. There are ... lot of students in ... corridor. 5. He is ... school-boy. 6. The windows of ... classroom are wide. 7. The blackboard of ... classroom is black. 8. Look at ...

blackboard, please! 9. ... students of ... group 10 are in ... reading-room. 10. This is ... fifth lesson. There are not many words in ... fifth lesson lesson is easy.



Ex 34. Қуйидаги саволларга жавоб қайтаринг.

1. What's there in the classroom? (some desks).
2. What's there in the jug? (some milk).
3. What's there in the cup? (tea).
4. What's there on the wall? (a blackboard and two pictures).
5. What's there on page 15? (some pictures).
6. What are there in the garden? (some children).
7. What are there on the table? (books, note-books).
8. What are there in lesson 5? (some easy sentences).



Ex. 35. Қуйидаги мисолда берилганидек тасдиқ мазмунини билдинг.

e.g.: **T.** — There is milk in the jug.

St. — Is there a little milk in it? Yes, there is.

1. There is coffee in the cup.
2. There is a student in the corner of the room.
3. There is a book-case in the room.
4. There is an easy sentence on page. 6.
5. There is a pencil-box on the table.
6. There is a coffee-pot the table.



Ex. 36. Қуйидаги мисолда берилганидек эътироз мазмунини билдинг.

e.g.: **T.** — The tea is hot (cold.)

Is the tea hot or cold?

St. — No, it isn't hot, it's cold.

1. The librarian is in the corridor (in the library).
2. You are a first-year student (a third-year student now).
3. The students of group 10 are in the reading-room (in the classroom now).
4. The sentences on page 21 are easy (difficult).
5. The tea in the tea-pot is cold (hot).
6. There is a little milk in the jug (much milk).
7. There is much coffee in the cup (no coffee).
8. There are not many girls and boys in the garden (a lot of).
9. Tom is a third year student (a first year).
10. The windows of the classroom are small (large and wide).

⇒ **Ех. 37. Қуйидаги мисолда берилганидек альтернатив саволлар қўйинг.**

e.g.: **T.** — a student, schoolboy (you)

St. — Are you a student or a schoolboy?

1) schoolgirl, schoolboy (the child); 2) empty, full (the jug); 3) wide, narrow (the room); 4) much, little (coffee); 5) milk, tea (in the jug); 6) textbooks, notebooks (those).

⇒ **Ех. 38. «How much» ёки «how many» сўроқ сўзларини ишлатиб, қуйидаги гапларни тўлдириг.**

1. ... school-boys and school-girls are there in the garden? 2. ... tea is there in the tea-pot? 3. ... students are there in the classroom? 4. ... coffee is there in the coffee-pot? 5. ... boys are there in the room? 6. ... books and note-books are there on the table? 7. ... sentences are there on the blackboard? 8. ... young people are there in the corridor? 9. ... pictures are there on the wall? 10. ... exercises are there on page 23. 11. ... lessons are there in this book? 12. ... words are there in these sentences? 13. ... bread is there on the table? 14. ... boys and girls are in the reading room? 15. ... new English words are there in the text. 16. ... pictures are there in this book? 17. ... tables and chairs are there in this classroom?

⇒ **Ех. 39. Қуйидаги гапларни сўроқ гапларга айлантириг.**

e.g.: **T.** — There are a lot of students in the hall.

St. — Are there many students in the hall?

1. There are a lot of books in the book-case. 2. There are a lot of young people in the garden. 3. There is a lot of milk in the jug. 4. There is a lot of coffee in the coffee-pot. 5. There are a lot of new words in text 10. 6. There are a lot of tables in the class-room. 7. There is a lot of tea in the cup. 8. There are a lot of pictures in this book. 9. There are a lot of books in the library.

 **Ех. 40. Диктант ёзинг.**

I. Bahodir and I are students. We are the third year students. There are ten students in group 10. The teacher is at the blackboard. He is the teacher of English. There are some English sentences on the blackboard. The classroom is big and light. The windows of the classroom are wide too. There is a map, two pictures on the wall of the classroom. They are on the wall. Karim is also a third year student. He is at the table.


II. Open the book on page 15. Read English sentences, please! Are these English sentences easy? No, they are not easy. They are difficult. Write them on the blackboard.

 **Ех. 41. Инглиз тилига таржима қилинг:**

1. Талабалар қаерда? — Улар синфда. — Синфда талабалар купми? — Йўқ, бир неча талаба бор. 2. Бу ўқув залими? — Ҳа, ўқув зали. — У ёруғ ва кенгми? — Ҳа. — Уқув хонасида нечта дераза бор? — У ерда бир неча катта деразалар бор. 3. Биз кутубхонадамиз. Кутубхона кенг ва ёруғ. Уқув залида фақат бир неча талабалар ва кутубхоначи қиз бор. Биз стол ёнидамиз. Стол устида бир неча инглизча китоблар бор. 4. Сиз иккинчи босқич талабасимисиз? — Йўқ, мен учинчи босқич талабасиман. 5. Чойнакда чой борми? — Ҳа. Чойнакда чой купми? — Йўқ, унда оз чой бор. Чой иссиқми? — Йўқ, у совуқ.


L a b w o r k

 **Ех. 42. Магнит тасмасига ёзилган маттни эшитинг.**

 **Ех. 43. *Some, any, no, much, a little, a lot of* олмошларини ишлатиб, гапларни инглиз тилига таржима қилинг.**

1. Чойнакда оз чой борми? — Ҳа, чойнакда оз чой бор. 2. Пиёлада озгина қаҳва бор. — У иссиқми? — Ҳа, иссиқ. 3. Хумчада куп сут борми? — Йўқ, унда оз сут бор. 4. Бу кутубхонанинг хонасими? — Ҳа. — Кутубхонанинг ўқиш хонаси кенг ва ёруғми? — Ҳа.

5. Синфнинг деразаси каттами? — Ҳа, катта. 6. Сиз иккинчи босқич талабасимисиз? Йўқ, мен учинчи босқич талабасиман. 7. Китобнинг 10-бетида расмлар борми? — Ҳа, бор. 8. У кутубхонанинг ўқиш хонасидами? — Ҳа. 9. Марҳамат, китобингизни менга беринг. 10. Китобнинг 15-бетини очинг. Марҳамат, олтинчи матнни бизга ўқинг. 11. Боғда нечта ўқувчи болалар бор? — Кўп. 12. Коридорда нечта талабалар бор? — Кўп. 13. Матнда нечта инглизча сўзлар бор? — Кўп. 14. Чойнакда қанча чой бор? — Оз чой бор. 15. Пиёлада қаҳва кўпми? — Йўқ, оз.


 **Ех. 44. «То be» феълини ишлатинг.**

1. There ... ten students in the group. We ... the third year students. We and the English teacher ... in the room. We ... at the tables. The teacher ... at the blackboard. The classroom ... light and large. 2. There ... a round table in the room. It ... not big. There ... four chairs at the table. The teapot ... on the table. It ... full of tea. The tea ... hot. There ... a jug on it too. It ... not full of milk. There ... a little milk in it. It's January, January ... the first month of the year.



Ех. 45. Қуйидаги саволларга жавоб беринг.

1. What's the fourth month? 2. What's the second month? 3. What's the seventh month? 4. What's the tenth month? 5. What's the twelfth month? 6. What are the winter months? 7. What are the spring months? 8. What are the summer months? 9. What are the autumn months? 10. What's the date today? 11. What day is it today? 12. What's the best spring month? 13. What's the best autumn month? 14. How many days are there in a week? 15. How many weeks are there in a month? 16. How many months are there in a year? How many seasons are there in a year?

 **Ех. 46.** Нуқталар ўрнига *wet, cold, warm, dry, hot, rainy* сифатларини қўйинг.

1. It's always ... in July. 2. It's often ... in February.
3. It's often ... in March. 4. It's often ... in October. 5.
Is it often ... in April? 6. Is it often ... in May? 7. Is it
often ... or ... in February? 8. Is it often ... or ... in
December? 9. Is July a ... month? Is November a ... or
... month? 10. Is August a ... or ... month? 11. Is June a
... month?

LESSON 8

Товушлар [au], [ou], [w] [v]
Ҳарфлар бирикмаси ou, ow, wh.
Махсус сўроқ гаплар интонацияси.
Предлоғлар урғуси.



Ех. 1. Ўқинг, товушларнинг ўқилишига аҳамият беринг.

bet — bed	leave — leaf
back — bag	safe — save
feet — feed	hiss — his
hit — hid	pence — pens



Ех. 2. Ўқинг, сўзларнинг боғланишига аҳамият беринг:

in the room	a big dog
in the street	a big boy
on the table	a good girl
on the desk	a bad cat



Ех. 3. Ўқинг, сўроқ гап интонациясига аҳамият беринг
ва транскрипция қилинг.

Is this a black bag?
Is this a brown desk?
Is this a red pen?



|| [au] — дифтонг товуш, уни талаффуз
|| қилиш учун ядро [a]дан [u] товуши томон
|| пасайиб боради.

Талаффуз қилинг: [au-au-au-au]

Бу товуш **ou** ва **ow** ҳарфлар бирикмаси орқали ифода қилинади.



Ех. 4. Ўқинг, [au] унлисига аҳамият қилинг, унинг чўзиқ талаффуз қилинишига ва ундан кейинги келган ундош товушларнинг ўқилишига аҳамият қилинг.

ou — [au] **out** — дан, ташқари
ow — [au] **cow** — сигир
 round — думалоқ
 house — уй
 sound — товуш
 now — ҳозир
 how — қандай
 town — шаҳар



Ех. 5. Ўқинг. Ow ҳарфлар бирикмасининг ўқилишига аҳамият беринг.

Кўп сўзларда **ow** диграфи урғу тушган бўғинда ва урғу тушган охирги бўғинда ҳар доим [ou] ўқилади.

ow — [ou] **blow** — пуфламоқ, эсмоқ
 grow — ўстирмоқ
 window — дераза
 yellow — сариқ



Ех. 6. Ўқинг. Wh ҳарфлар бирикмасининг ўқилишига аҳамият беринг.

Wh ҳарфлар бирикмаси ҳамма унлилардан олдин, фақат **o** дан ташқари, [w] деб ўқилади, **o** унлисидан олдин [h] деб ўқилади.

Wh = [w]
when — қачон
why — нима учун, нега
which — қайси
white — оқ
 лекин **wh** = [h]
who — ким
whose — кимнинг
whole — кимга, кимдан, кимни



Ех. 7. Ўқинг, [v] ва [w] товушларининг талаффузига аҳамият қилинг.

a) [v] — [w] b) very well

vine — wine every week
vest — west

- ☑ || [ɛə] — дифтонг товуш, унинг ядросини талаффуз қилиш учун тил ўрта қисмининг олди кўтарилади, ўзбек тилидаги [э] товушига ва инглиз тилидаги [e] товушларига ўхшайди.

Талаффуз қилинг: [ɛə - ɛə]

- ! || **Эслаб қолинг:** [ɛə] — а ҳарфининг тўртинчи бўғин туридаги ўқилиши.

- || **Ех. 8. Ўқинг, унли [ɛə] товушига аҳамият беринг.**

a + r + унли = [ɛə]
care — ғамхўр
fare — йўл ҳақи
prepare — тайёрламоқ
parents — ота-она

air = [ɛə]

air — ҳаво
chair — стул
hair — соч
their — уларнинг

Шунингдек:

where — қаерда, қаердан, қаерга
there — у ерда, у ерга

- ☑ || [iə] дифтонг товуш бўлиб, унинг ядроси [i]. Уни талаффуз қилишда ядро нейтрал товуш [ə] га томон пасайиб боради.

Талаффуз қилинг: [iə-iə-iə]

- ! || **Эслаб қолинг:** iə — е ҳарфнинг тўртинчи бўғин турида ўқилиши.

- || **Ех. 9. Ўқинг, унли [iə] товушининг талаффузига аҳамият қилинг.**

e + r + унли = [iə]
here — шу ерда
period — давр
beer = [iə] beer — пиво

ear = [iə] dear — қадрдон
hear — эшитмоқ
clear — тушунарли



Ех. 10. Ўқинг, унли дифтонгларнинг ўқилишига аҳамият беринг.

[iə] [ɛə]

ear — air, hear — hair, dear — dare, beer — bare



[uə] — дифтонг товуш, унинг ядроси [u].
Уни талаффуз қилиш учун ядро [u] нейтрал товуш [ə] га томон пасайиб боради.

Талаффуз қилинг: [uə-uə-uə-uə]



Эслаб қолинг: [uə], [juə] — **u** ҳарфининг тўртинчи турдаги ўқилишидир.



Ех. 11. Ўқинг, унли товушларнинг ўқилишига аҳамият беринг.

[uə] a) plural — кўплик
February — февраль

[juə] b) during — давомида
January — январь



[juə] — трифтонг товуш бўлиб, бу товушдаги иккинчи элемент [i] [j] ёки [й] билан алмаштирилмаслиги керак.

Талаффуз қилинг: [juə-juə-juə]



Эслаб қолинг: [juə] — **i, u** ҳарфларининг тўртинчи бўғин турида ўқилиши.



Ех. 12. Ўқинг [aiə] товушнинг ўқилишига аҳамият беринг.

[aiə] fire — олов
tired — чарчаган
tyre — шина



Ех. 13. Ўқинг, унли товушларнинг талаффуз қилинишига аҳамият қилинг.

[ai] [aiə]
tie — type fine — fire die — dire quite — quiet



Ех. 14. Ўқинг, унли товушларнинг талаффуз қилинишига аҳамият беринг.

[æ]	[ɔ]	[a:]	[ɔ:]	[ə:]
a) ash	b) wash	c) are	d) store	e) worm
cat	what	arm	ward	worse
has	was	hard	war	word



Ех. 15. Инглиз тилида умумий ва махсус савол туридаги гаплар интонациясига эътибор бериб ўқинг.

Н а м у н а: Is this a pen? — Yes, it is. No, it is not.
Бу қаламми? — Ҳа. Йўқ.

Н а м у н а:
What is this? — Бу нима?
What's this? — Булар нима?
What are these? — Булар нима?



Инглиз тилида бир бўғинли предлоглар одатда урғу олмайди, улар редукцияга учрайди.

М а с а л а н: He is from Bukhara — У бухоролик.

Лекин **in**, **on** предлоглар урғу олмасалар ҳам тўлиқ талаффуз қилинади.

М а с а л а н: The book is on the table.
The pencil is in the bag.

6-ж а д в а л.

Саккизинчи дарсада ўтилган унли ва ундошлар

Ундошлар			Унлилар		
Товушлар	Ҳарфлар	Ҳарфнинг номи	Товушлар	Ҳарфлар	Ҳарфнинг номи
[au]	ou, ow	[ou ju:] [ou dʌblju]	[w]	w	[dʌblju]
[ou]	ow	[ou dʌblju]	[v]	v	[vi:]
			[h]	wh+o	[dʌblju]
			[w]	wh+бошқа унли	eit]+ou]

ou — [au] pound, cow, how, sound
ow — [ou] slow, blow, show, low
wh + o [hu:] whom, whose, whole
wh + бошқа what [wɔ t], when [wen], which [wit]
унли

Part II

ESSENTIAL COURSE

LESSON 1

PRE - TEXT EXERCISES



Ex 1. Answer the questions. What do they do? What are they doing?

- | | |
|-----------------------------------|-----------------|
| 1. What does Tom do? | He's a painter. |
| 2. Is he painting now? | _____ |
| 3. What's he doing? | _____ |
| 4. What does Alice do? | _____ |
| 5. Is she writing now? | _____ |
| 6. What's she doing? | _____ |
| 7. What does Brian do? | _____ |
| 8. Is he delivering letters now? | _____ |
| 9. What is he doing? | _____ |
| 10. What does Nina do? | _____ |
| 11. Is she working in a shop now? | _____ |
| 12. What's she doing? | _____ |



Ex. 2. Choose the correct tense:

Example: I have a shower every morning.

I'm having a shower every morning.

1. It's a lovely day. The sun shines.
It's a lovely day. The sun's shining.
2. What are you doing tonight? Are you going out?
What do you do tonight? Do you go out?
3. What are we having for supper tonight?
What do we have for supper tonight?
4. Where are you usually going on holiday?
Where do you usually go on holiday?




5. What are you doing on the floor?
What do you do on the floor?
6. I'm looking for something.
I look for something.


⇒ **Ex. 3. Put *am* ; *is* ; *are* or *do* ; *does* ; *don't* ; *doesn't* into the gaps:**

1. I'm a vegetarian. I _____ eat meat.
2. A: What _____ you want to do tonight?
B: Why _____ we go and see James?
A: We can't because he _____ working late tonight.
3. A: Where _____ you going?
B: I _____ going to the bank.
4. How many children _____ your sister have?
5. A: I _____ looking for a pair of black shoes.
B: Certainly. What size _____ you take?
6. A: Why _____ Hans studying Chinese?
B: Because he _____ going to China on holiday.
7. A: Bonjour! Ca va?
B: Sorry, I _____ understand. I _____ speak French.

⇒ **Ex. 4. Describing people:**

Look at the people in the pictures. What are they wearing? What are they doing? Write some sentences describing them:

		
1.		
2.		
3.		
4.		
5.		

 **Ex. 5. Making questions: Put the words in the correct order to make questions in the Present Continuous.**

e.g.: you, what, are, doing → What are you doing?

- 1) cooking, are, you, what → _____
- 2) tonight, out, you, going, are → _____
- 3) playing, we, time, tennis,
what, are → _____
- 4) crying, daughter, why, is , your → _____
- 5) dinner, are, Ken, and Ellen,
for coming, when → _____

Ex. 6. I'm not wearing a suit. Write sentences that are true for you now.

Example: wearing a suit. I'm not wearing a suit. Or I'm wearing a suit.

1. wearing jeans → _____
2. standing up → _____
3. sitting in my bedroom → _____
4. working with a friend → _____
5. raining → _____
6. sun shining → _____
7. My parents, working → _____




Ex. 7. Work in pairs: Ask and answer questions about each other:

Where do you live?
What do you do?
Why are you learning English?

Think of some questions to ask your teacher:

What do you teach?
What do you like doing at the weekend?
What sort of music do you like?

 **Ex. 8. Decide which is the correct verb form:**

1. Maria (comes; is coming) from Spain.
2. She (speaks; is speaking) French, Spanish and English.
3. Today she (wears; is wearing) jeans and a T-shirt.

4. She (smokes; is smoking) twenty cigarettes a day.
5. She (doesn't smoke; isn't smoking) now. She's in class.



Ex. 9. Work in small groups. Ask and answer the following questions.

1. Do you smoke?
If you do, how many cigarettes do you smoke a day?
Are you smoking now?
2. Does your teacher smoke?
Is he (she) smoking now?
3. Do you wear glasses?
Are you wearing glasses now?
4. What are you wearing?
What is your teacher wearing?
5. Look at the other students:
Who is laughing? Who is listening? Who is speaking?
Who is writing?



Ex. 10. Present simple or present continuous. Put the verbs in brackets into the correct tense.

E x a m p l e: A: Where's Cindy?

B: She's having (have) a bath.

1. We usually _____ (go) to Spain on holiday, but this year we _____ (go) to Florida.

2. A: Why _____ you _____ (buy) so much food?

B: Because we _____ (have) a party tonight.

3. My father _____ (live) in a house near the sea because he _____ (like) sailing.

4. _____ you _____ (watch) the television? Can I turn it off?

5. A: How often _____ you _____ (go) swimming?

B: About once a week.

6. A: What newspaper _____ you usually _____ (read)?

B: The Times.

7. A: The telephone _____ (ring)!

B: OK. I'll answer it. Hello! No, Sally isn't here at the moment. She _____ (play) tennis. Can I take a message? OK. Bye!

Ex. 11. Match a line in a, with a line in b

1. I'm working hard	a) because nobody fed them this morning
2. Len's buying his wife a present	b) because he doesn't earn much at the moment
3. Jane's washing her hair	c) because they's dry and the weather's hot
4. Peter's looking for a better job	d) because it's her birthday soon
5. We're buying some new clothes	e) because I've got exams next week
6. The cats are starving	f) because he's hungry
7. She's watering the flowers	g) because she's going to a party tonight
8. The baby's crying	h) because we're going to a wedding soon

T E X T 1

L o n d o n

If you can stay only a few days in London, you won't have much time for your sightseeing; and how to spend your time to the best advantage is rather a problem. It all depends on your taste. You may, for instance, be interested in shops, or in art galleries, or in museums, or you might prefer to start with the principal historical buildings and monuments.

In that case you might begin in the West End and see the Houses of Parliament, Westminster Abbey, Whitehall and Nelson's Column. From there you could go along the Mall to Buckingham Palace and have a look at Queen Victoria's Memorial, facing the Palace. Then stroll up Constitution Hill to Hyde Park Corner and take a walk through the Park and Kensington to the Albert Memorial, which faces the Albert Hall. That's

really more than enough for one day but still, if you want to see more you might get on top of a bus going towards the City.

The bus goes along Piccadilly Circus, and Charing Cross then along the Strand and Fleet Street to Ludgate Circus. There you might as well get off and walk up to St. Paul's Cathedral.

After that, you could go further east, to the heart of the City, and see the Bank, the Mansion House and Royal Exchange, and then if you had time and weren't too tired, you could go to the East End, and see the Tower of London, Tower Bridge over the Thames, the Mint and the Monument. We're in Oxford Circus, half-way along Oxford Street, one of the busiest streets in the West End of London, and that street over there is Regent Street famous all over the world for its splendid shops. Near one of street - corners you can see an entrance to the subway leading to the Underground Railway, or Tube, as we call it.

On both sides of the street there are shops, banks, restaurants. In the roadway there's a constant stream of cars, taxis, buses and lorries. In some parts of London there are trolley-buses and trams as well. The noise is deafening, but one soon gets used to it. The pavements are crowded with people, and it's dangerous to attempt to cross the road until traffic is stopped, either by a policeman on duty or by the red traffic light. In any case, before crossing the road, take care to look to your right, and when you reach the middle of the road, look to your left.

At night the streets are lit by electricity, or in some districts, by gas. You can see the lamp-posts and standards on the pavements, and on the «islands» in the middles of the road. The main streets are flooded with lights from the brilliant shop-windows and the illuminated signs and advertisements, so that after dark everything looks as bright as in broad daylight.

Trafalgar Square is the centre of modern London, a place for political demonstrations and meetings. Here stands Nelson's Column.

The granite column on which Nelson stands is 184 feet high and at the base there are four bronze bas-

reliefs, cast from the metal of captured French cannon, depicting scenes from the battles. Just north of Nelson's Column the National Gallery extends almost for the entire width of Square. It houses a collection of works from the British, French, Dutch, Italian and Spanish schools. Behind the Gallery, in St. Martin's Place, there is the National Portrait Gallery.

Through the Admiralty Arch one can easily get to the Mall leading to Buckingham Palace, built in 1703 as a mansion for the Duke of - Buckingham, the Palace still retains something of a country house atmosphere. There is a lake on the grounds and the Palace enjoys a superb setting in the trees and lawns of St. James's Park.

The thoroughfares radiating from Trafalgar Square include the Strand joining Trafalgar Square with Fleet Street and the city, Regent Street, the so-called "better class" street and Whitehall.

Whitehall leads to the Houses of Parliament which are relatively modern, for in 1834 a fire ruined much of this area, and the Palace of Westminster. There still remains Westminster Hall. In St. Stephen Tower there is Big Ben, the best known clock in England.

Westminster Abbey has been the scene of coronations for centuries.

Within 10 minutes walk from Trafalgar Square along Regent Street or along the Haymarket there is the famous Piccadilly Circus.

DIALOGUE 1.

A.: Excuse me, can you tell me the way to Trafalgar Square?

B.: Certainly. Go down Regent Street to Piccadilly Circus, and then go down the Haymarket. Turn to the left at the bottom and in less than a minute you'll be in Trafalgar Square.

A.: Thank you very much. How far is it from here?

B.: If you walk, it'll take you ten minutes or a quarter of an hour.

DIALOGUE 2.

Morning and evening

- What time do you get up as a rule?
- Generally about half past seven.
- Why so early?
- Because I usually catch an early train up to town.
- When do you get to the office?
- Normally, about nine o'clock.
- What do you usually do in the evenings?
- We generally stay at home. Once or twice a week we go to a theatre or to the pictures. We went to the pictures last night and saw a very interesting film. Occasionally we go to a dance.
- Do you like dancing?
- Yes, very much.
- I say what are you and your sister going to do for you holiday this year?
- Well, I don't know. I should like to take my sister for a tour abroad, but then she can't very well leave her children. Then my wife and I may go off alone for a week or so in the car.
- Leaving the rest of the family behind, I suppose!
- Oh, yes, they're ever so much happier playing about in the sands than spending long days in the car.
- Where do you go, as a rule?
- We've tried many sea-side places on the east and south coasts; on the whole, I think we prefer the south. However, it really doesn't seem to matter very much, as long as the youngsters get a good sandy beach:
- What do you do? Take rooms or stay at a hotel, or what?
- We've done both, and this year we're taking a furnished house.
- Why don't you make up your mind to join us—find a house near by, and make a large party. It'll be a great fun.
- For my own part, I should love it. I'll talk it over with my sister, and see what she thinks about it. Do and let me know as soon as you can.
- Right, I will.



NEW WORDS AND PHRASES

- sightseeing**, *n* — диққатга сазовор жойларни бо-
риб кўриш
- art galleries** — санъат галереялари
- face**, *v* — рўпарасида жойлашган бўлмоқ
- splendid**, *adj* — ажойиб, муҳташам
- entrance**, *n* — кириш жойи, бинонинг кирилади-
ган жойи
- subway**, *n* — метро
- constant**, *adj* — доимий, бетўхтов, тинимсиз
- stream**, *n* — оқим
- pavement**, *n* — тротуар, кўчанинг пиёдалар юри-
ши учун мўлжалланган қисми
- be crowded** — гавжум бўлмоқ
- dangerous**, *adj* — хавфли, хавф соладиган
- attempt**, *v* — ҳаракат қилмоқ, уришмоқ
- traffic lights** — светофор чироқлари
- be flooded** — ёритилмоқ
- bas-relief**, *n* — барельеф, бўрттириб ишланган
нақшли суратлар
- captured**, *adj* — қўлга олинган, қўлга туширил-
ган, ўлжа олинган
- cannon**, *n* — замбарак, тўп
- depict**, *v* — тасвирламоқ, очиб бермоқ
- retain**, *v* — сақлаб қолмоқ
- superb**, *adj* — жуда ажойиб, ҳашаматли
- lawn**, *n* — газон, ўтлоқ, майсазор
- thoroughfare**, *n* — шоссе, магистраль йўл
- radiating**, *adj* — марказдан шаҳар четига олиб бо-
радиган
- coronation**, *n* — тож кийдириш маросими
- occasionally** *adv* — гоҳ-гоҳ, аҳён-аҳёнда, баъзан
- prefer**, *v* — афзал кўрмоқ
- sandy beach** — қумлоқ пляж
- youngster**, *n* — ёшлар, ўсмирлар

TEXT 2

New York city

New York is the largest city in the United States. More than seven million people live there. New York has very tall buildings like the World Trade Center and the Empire State Building. It is the biggest port in the World.

Thousands of ships come to the port of New York each year. It has Macy's, one of the biggest stores in the world. New York also has the largest lady in the world—the Statue of Liberty.

New York is a very cosmopolitan city. People from many countries come to live in New York. Three-quarters, or 75 percent, of the people in New York City come from five groups. The groups are: Blacks, Jews, Italians, Puerto Ricans, and Irish. The other quarter, or 25 percent, comes from all over the world.

New York City is the centre for culture in the United States. It has the finest museums and best art galleries in the country. If you want to see a play, there are many theatres you can go to on Broadway. The street called Broadway is the centre for theatre in the United States.

People call New York City the “Big Apple”. Jazz musicians in the 1920s gave New York this name. When a musician says he is going to the Big Apple, it means he is the best. Today, New York is still the U.S. centre for art and business.

DIALOGUE

Teacher (to the class): Now we are going to have a talk about Great Britain. Aziz, come up here and tell us what you know about the position of the country?

A.: This is the map of Great Britain. Great Britain is situated on islands.

T.: What seas wash her?

A.: Great Britain is washed by the North Sea in the East. In the North, West and South she is washed by the Atlantic Ocean.

T.: How is she separated from the continent of Europe?

A.: By the English Channel and in the South - East by the Strait of Dover.

T.: That'll do, Aziz. You get (a) five, thank you.

A.: Where are we going to?

B.: To the Whitehall.

A.: Is Whitehall located in the city?

B.: Oh, no. This is where most of offices have always been concentrated.

A.: Is it Big Ben over there?

B.: Yes, it's our famous tower clock, it is seen from every where.

A.: It is Westminster Abbey isn't it?

B.: I have been told that Newton, Darwin and Dickens were buried here.

A.: Now we are coming to the National Gallery. Here pictures of contemporary artists are exhibited.



E x e r c i s e s

Ex. 1. Choose the correct one.

1. A town with a harbor where ships can stop is a _____.

a) centre; b) port; c) store.

2. A city where there are people from different parts of the world is _____.

a) cosmopolitan; b) Irish; c) tall.

3. With its many art galleries, museums, and theatres you can see that New York is the centre for _____ in the United States.

a) business b) ships c) culture

4. You go to the theatre to see _____.

a) a gallery b) jazz c) a play

5. When you cut something into four parts, each part is a _____.

a) quarter; b) centre; c) three-quarters.

6. When something is of the best quality; it is the _____.

a) largest; b) finest; c) biggest.



Ex. 2. Choose the correct one.

1. New York _____.

a. has the largest lady in the United States

- b. is the largest city in the United States
- c. is a tall city
- 2. New York is _____
- a. a black and Irish city
- b. a cosmopolitan city
- c. three-quarters Puerto Rican
- 3. New York _____,
- a. has galleries on Broadway
- b. has only museums
- c. is the centre for culture in the United States

↪ **Ex. 3. Find the incorrect word and replace it with the correct one.**

- 1. More than eleven million people live in New York City
 - 2. Three-quarters of the people in New York come from four groups.
 - 3. The street called Liberty is the centre for theatre.
 - 4. Jazz musicians in the 1960s called New York the "Big Apple".
 - 5. Macy's is one of the biggest ships in New York.
 - 6. Thousands of plays come to the port of New York each year.
- (1. eleven/seven 2. four/five 3. Liberty/Broadway 4. 1960s/1920s 5. ships/stores 6. plays/ships).

↪ **Ex. 4. Choose the correct form.**

1. I (have seen, saw) her yesterday. 2. He (has, was) here last night. 3. I (have done, did) everything you asked me. 4. Let's go to the Navoi Theatre. I (have not been, was not) there for a long time. 5. After we (have had, had) a rest in the park near the house. 6. Where is Sergei? He (has gone, went) to see his friend to the bus stop. 7. Karim (hasn't had, didn't have) dinner yet. He is still studying in the reading-room. 8. ... you (have had, did have) a good time in Samarkand? Yes, we (have, did). We (have enjoyed, enjoyed) our stay on the seashore. We (have bathed, bathed) there much, (have gone, went) on to interesting trips. 9....you (have read, read) Navoi's poems? Yes, I (have, did). How did you like them? I (have enjoyed, enjoyed) them greatly. 10. My sister (has been, was) to London several

times. She liked the town very much. 11. Is it still snowing? No, it isn't. It (has stopped, stopped) to snow. 12. We (have met, met) Ahmed at the station. He was looking for a porter. 13. I (haven't met, didn't meet) Sultanova since last year. Where is she now? She (has left, left) for the Far East. When ... he (has gone, went) there? Two years ago.

⇒ **Ex. 5. Replace the Past Indefinite Tense by the Present Perfect Tense. Use the adverbs *often, many times, never*.**

1. He gave me good advice yesterday. 2. We met her when we were in Samarkand. 3. I saw the Chimgan mountains when we were going to the camp. 4. Our watch stopped at 10. There is something wrong with it. 5. I had a bath this morning. 6. After dinner we read a lot. 7. They spend their winter vacation in the village near Navoi. 8. Halima packed her luggage earlier than the rest of us. 9. The Ikramovs were back at home 2 days ago. 10. Not long ago we were at the Smirnovs. They moved to a new flat in Navoi street. 11. I came to Agzam. He finished his lessons in a quarter of an hour. Then we went boating to the Baykal Lake. 12. Karim passed his last exam and left for Urgench.


⇒ **Ex. 6. Use the verbs in brackets in the correct form of the Present Perfect or the Past Indefinite Tense.**

1. I (see) that film yesterday. 2. He (see) that film several times. 3. I (speak) to him about it. 4. I (speak) to him about it last night. 5. We (not discuss) the question yet. 6. They (discuss) the question, at yesterday's meeting. 7. The child (wake) up and (begin) crying. 8. You may switch on the light. The child (wake) up. 9. Who (find) Ikrom's book? He (lose) it some days ago. 10. We (find) room 93 at last. It is on the second floor. 11. The boys (go) to the forest not long ago. They (come) back tired but pleased. 12. There is nobody at home. Everybody (go) to the cinema. 13. I ever (not see) this man. I even don't know what he looks like. 14. I (see) Hamidov at the Institute in the morning. He was entering the Institute. 15. Lola (not visit) her grandmother since. January, 16. A group of tourists visited the museum of Fine Arts last week.

 **Ex. 7. Study the following sentences carefully.**

a) 1. I have seen that film. I saw that film last summer. 2. He has returned from Moscow. He returned from Moscow 2 days ago. 3. He has finished to collect material for his scientific work. He finished his work long ago. 4. I have worked at school for 3 years. I worked at school from 1965 till 1969. 5. Karim has stayed at his grandparent's. Karim stayed at his grandparents' when he visited them in August. 6. Halilov has already graduated from the Institute. Halilov graduated from the Institute in 1968.

b) 1. He read that book last year. I have read that book this year. 2. He didn't attend lectures last week. I haven't attended lectures this week. 3. He met her yesterday. We have met her today. 4. She rang me up last week. I have rung her up this week. 5. They showed some stills from the new film last month. They have shown some educational films to us this month. 6. I bought a collection of Navoi's works last spring. I have bought a collection of Navoi's works this spring.

 **Ex. 8. Open the brackets using the verb in the correct tense form.**

1. After supper they usually (walk) in the park. It (be) not far from their house. 2. Karim (give) the book of short adapted stories to his friend, but the latter (not read) it yet/as he (be busy) for the last 10 days. 3. Lola can't attend classes as she (be ill) since Monday. Her friends (come) to her every day and (help) with her English. Now she (wait) for them. They must come soon. 4. How cold it is today! It (rain) and (blow). The clouds (cover) the sky. 5. I (not be) in Tashkent since 1995. I think many changes (take place) since that time. One of my friends (offer) to visit the capital this year. 6. Can you see Karim? — Yes, he just (come). We can speak with him about the matter now. 7. Whom Ahmedov (speak) with? — This (be) a new dean, ... you (not know) him? He is teacher of the English language. He (work) at the Institute for about 7 years. 8. Nariman's father (be) a teacher. He (teach) at our school for 20 years. He (be) in the South now, as he (have a rest) there. He (be) there since July as he (enjoy) his rest there. 9. ... you (read) lesson 5? — No, we ... already

(work) at lesson 6. We (not do) any exercises to it, we ... already, (learned) the unknown words to it. 10. I always (visit) my aunt on Sundays. But I (not go) to her since last Sunday as I (take) exams now. 11. Who calls you?—This is Halima. You (promise) to take her somewhere. I (not be) free this week and could take her neither to the cinema nor to the theatre. 12. What. . . this child (say)? — I think he (ask) for something to drink.



Ex. 9. Read and answer the questions.

1. Karim has a new Grammar book, hasn't he? 2. They often have spelling drills, haven't they? 3. Holidia has four books in her bag, hasn't she? 4. You have a pen, haven't you? 5. You have a fountain-pen, haven't you? 6. The Ahmedovs have a new flat on the second floor, haven't they? 7. Mahmud and Olim have many good friends, haven't they? 8. Makhsud has few mistakes in his dictation, hasn't he?



Ex. 10. Insert articles where necessary.

We have ... English lesson today. It is ... lesson of ... analytical reading. At ... beginning of ... lesson we have - ... spelling-drill and ... mute-dictation ... teacher checks up our papers and corrects them. Students who are weak at ... English spelling must work hard at it. Then we work at ... text. We read and retell it, ask and answer questions on ... text, give ... main idea of it and check up ... exercises. We speak only ... English at ... English lessons.



Ex. 11. Translate the following text into English.

Пётр Андреевич Гринёв ўз хизмат жойига бормоқда эди. Қиш. Ҳамма ёқ қор билан қопланган. Бирдан извошчи ҳар томонга аланглай бошлади. Сўнгра у қалпоғини ечди, Пётр Андреевичга мурожаат қилди ва орқага қочишни таклиф қилди.

Гринёв ҳайрон бўлди. Шунда извошчи Шарқни кўрсатди. Пётр Андреевич осмон четида кичик оқ булутни кўрди. У бўрон бўлишидан хабар берарди.

Лекин Гринёвга шамол кучсиз бўлиб кўринди. У тезроқ юришни буюрди.

Отлар бараварига югуриб кетди. Лекин шамол кучайди. Булутча оппоқ булутга айланди. Шамол увуллади. Қорбўрон бошланди. Ҳамма нарса кўздан йўқолди.

Тезда отлар тўхтаб қолди. Йўллар кўринмас эди. Йўловчилар адашдилар.

Бирдан Гринёв қандайдир қора нарсани кўриб қолди. Нарса яқинлашди. У одам эди.

Пётр Андреевич у кишидан йўлни топишда ёрдам беришни илтимос қилди. Лекин бу илтимосни бажариш қийин эди. Бўрон тўхтамади.

Кутилмаганда ўткинчи (йўловчи) извошчининг ёнига ўтирди ва деди:

— Турар жой узоқ эмас. Ўнгга бурил ва юравер.

Кўп ўтмай йўловчилар карвонсаройга етиб келдилар.

Ўқитувчи: — Турар жой яқинлигини у қандай қилиб билди?

Талаба: — Шамол тутун ҳидини олиб келди. Йўловчи ўша томонда қишлоқ борлигини англади.

THE PRESENT PERFECT



The present perfect tense is used whenever there is a strong link between the past and the present. It gives information about the present as well as the past. Through the action happened before now, we are often more concerned with the present result of effect. For example:

I've mended the cooker — You can use it now.

She's been to Japan — She has some experience of the country.

We've already eaten — We are not hungry.

Suggest the present result of effect in these examples:

My car has broken down.

I've spent all my money.

The bus drivers have gone on strike.
She's passed all her exams.
There has been an earthquake.

There are two main uses of the present perfect:

- ☑ a) to refer to an action which began in the past and has continued until now.

For example:

He has worked hard all his life.

- b) to refer to a number of individual actions which have happened up to the present (and may happen again).

For example:

She has changed her job three times in the last five years.

Notice that the present perfect is often used with time expressions that recently refer to a period up to the present.

In addition the present perfect is often used with "for" and "since". *For example:*

I've lived in New York for ten years (and still do)
(for + a period of time)

I've lived in New York since 1986 (and still do)
(since + a point of time)

↪ **Ex. 12. add *for* or *since* to the following sentences.**

- He has been unemployed ... he left school.
- I've known her ... six years.
- The phone has been out of order ... a long time.
- I haven't had a cold ... last November.
- Where have you been ... 12 o'clock?

2 to refer to an action which was completed in the past but where the time is not given. when the exact time is given, use the simple past.

Compare: I've found a new job!

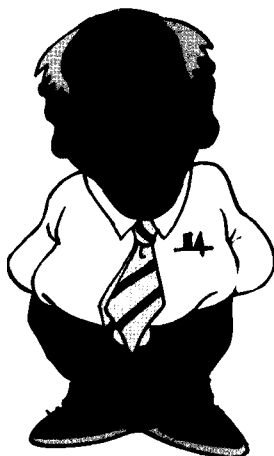
I found a new job last week

↪ **Ex. 13. Look at these two pictures of Robert Leigh and notice the changes that have taken place in recent years. Complete the sentences below with a suitable verb.**

since 1991



a lot of hair
a moustache worse



Notice that the present perfect is used with these words when they refer to an indefinite time in the past. *For example:*

We've already done that exercise.

I think I've been to this restaurant before.

She has just had a baby.

ever, never, yet, still

These words are also often used with the present perfect but in questions and negative sentences. In the following examples put the word in brackets in the correct place.

- a. Have you been to the opera? (ever)
- b. Have they arrived? (yet)
- c. She has learned to drive. (never)
- d. I haven't finished that book. (still)
- e. Your father hasn't phoned. (yet)

Ex. 14. Match the two parts of these sentences so that every sentence is grammatically correct and makes sense.

1. I've had a headache.	a) for several years.
2. The cost of living increased by 10 %	b) yet

3. The television has gone wrong.	c) this morning?
4. Cars replaced horse-drawn vehicles	d) last night
5. I haven't passed my driving test	e) in the last few weeks.
6. I didn't sleep very well	f) at least an hour ago.
7. You're too late! The film began	g) nearly a hundred years ago.
8. He's been a vegetarian	h) last year
9. Did you have breakfast	i) since lunchtime.
10. He has become more sociable	j) several times in the last month

TEXT 3

Tashkent

Tashkent is the capital of the 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 million people. There are several muslim monuments and historical buildings such as the Kokaldosh madrasah and the Barakkhan 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.

Tashkent is the educational and scientific centre of Uzbekistan, where there are a lot of Universities, Institutes, schools and special secondary schools. The city has the Republic's academy of sciences, which unites dozens research Institutes. It is also a cultural centre

with many libraries, theatres and cinemas. Tashkent's industrial establishments, which produce cotton fabric, textile machinery, electrical equipment, cotton harvesters and other products, are well known not only in the CIS but in the world,

Tashkent is often called a city of peace and friendship. Recently Tashkent became well-known in the world as the capital of our new sovereign, independent state. A number of summit talks have been held in Tashkent. A lot of embassies and offices of many international organizations, companies and firms have opened in the city. It has become a tradition to hold film festival of Asian, African and Latin American cinema in Tashkent.



Ex. 15. Comprehension Questions.

1. Where is Tashkent located geographically?
2. How old is Tashkent?
3. How do you know Tashkent is a modern city?
4. What events bring foreigners to Tashkent?



Ex. 16. Discussion Questions.

1. Have you ever visited Tashkent? If so, why? What did you like? What did you not like?
2. What are the differences between Tashkent and your town?
3. Does your community host guests from other countries? Why do these visitors come?
4. What higher education is available in Tashkent?
5. What embassies or international organizations do you know that are located in Tashkent?
6. What should a capital city be like? Why?



Ex. 17. Translate the text.

Тошкент трамвайи

Биринчи марта трамвай ҳаракати Тошкент шаҳар бошқармаси Бельгия акционерлик жамияти билан биргаликда тузилган битимга мувофиқ 1901 йилнинг 30 мартидан бошланди. Шу куни икки ўқ устига

ўрнатилган “конка” отлар ёрдамида ингичка рельс устида ҳаракатга келтирилди. Дастлабки “конкалар” (трамвай шу ном билан аталарди) эрталаб соат 7 дан кечки 19 гача бир-икки соат оралиғида қатнай бошлади. Ҳар бир “конка” 24 йўловчи учун мўлжалланган бўлиб, мавжуд 30 та “конка” га 286 та от бириктирилган эди. Ёнилги ёрдамида ҳаракатланувчи биринчи трамвай шаҳарда 1907 йилдан бошлаб пайдо бўлди. Қурбонжон Темиров биринчи ўзбек трамвайчиларидан эди. Кейинчалик ўзбек ҳайдовчиларининг сафи кенгайиб борди. Булар У.Султонбеков, Р. Икромов, И. Раҳматуллаев каби йигитлар эди. 1930 йилдан бошлаб ҳайдовчилар сафига аёллар кириб кела бошлашди.

Биринчи маротаба Қундуз Мусабекова трамвай ҳайдовчилиқ касбини эгаллаш учун ариза берди. Йиллар ўтиши билан Қундуз опа авариясиз юрувчилар устаси даражасига кўтарилди ва кўплаб шогирдлар етиштириб чиқарди. Шу йилларда Меҳри Раҳимова, Рихси Ҳалимова сингари ўзбек аёллари аввал кондукторлик, кейин трамвай ҳайдаш билан ўз меҳнат фаолиятларини бошладилар.

⇒ **Ex. 18. Translate the following text.**

Чўлдаги гул

Автобус йўл уртасида тухтаб, сув олиши керак. Бу ерларда ҳеч ким яшамайди. Йўловчи машиналар сув олиши учун махсус қудуқ қилинган. Қудуқдан икки метрча нарида бир туп атиргул очилиб турибди. Унинг ёнидаги тахтачада шундай ёзув бор: “Йўловчи, қудуқдан сув олиб ичганингда, шу гул тагига бир пиёла сув қуй!” Бу йўлдан ўтадиган автобуслар, юк машиналари, энгил машиналар ва йўловчилар шу қудуқ ёнида тухтайдилар. Ҳайдовчилар ўз машиналарига сув қуядилар, йўловчилар сув ичадилар, дам оладилар. У ёқ-бу ёқни томоша қиладилар ва, албатта, гулни кўрадилар. Шунда тахтачадаги ёзув-

ни ҳам ўқийдилар. Сув олиб бориб гул тагига қуя бошлайдилар. Чуқурча сувга тулади. Машиналар яна йўлга чиқади. Чул ўртасида биргина гул қолади. Яна автобус қуринади, кечга бориб яна ...

Чўлнииг офтоби бу гулни қурита олмайди, чунки бу ердан кунига уч марта одам утади, уч марта шу гулга сув бериб турадилар. Бу — сўлмас гул.

➤ Ex. 19. Translate the following text.

A fable

While sitting together one day, a group of animals was discussing the popularity of the elephant. They all agreed that the elephant was the most popular animal in the forest, but none of them could give a satisfactory explanation of this fact. Yet they all had certain comments to offer.

The giraffe said: "If elephant had a long neck like mine, then it would be easy to understand his popularity. He would be the tallest animal in the forest".

The peacock said: "If he possessed my beautiful tail, it would be easy to understand. He would be the most beautiful creature in the forest".

The rabbit said: "If he could run as fast, as I, it would be easy to understand. He would be the fastest animal in the forest".

The bear said: "If he were as strong as I, it would be easy to understand. He would be the strongest animal in the forest".

Suddenly the elephant himself appeared. He was larger and stronger than any of the other animals, and he was also superior in many other ways. But he was always quiet and modest about his many accomplishments. And he never got jealous of other animals. This, after all, was the real explanation for his popularity.

Ex. 20. Translate the text into Uzbek.

The three wishes

A certain farmer's wife spent most of her time wishing for things which she did not possess, she wished that she were beautiful, she wished she were wealthy, she wished she had a handsome husband. Therefore one day, some fairies decided to grant her three wishes as an experiment.

The farmer and his wife talked a long time over what she should wish for. But the farmer's wife suddenly became a little hungry and, from force of habit, she wished she had some sausages to eat. Immediately her market basket was full of sausages. Then a heated argument began because the husband said his wife had wasted one of their valuable wishes on such a cheap thing as sausages. The argument grew hotter, and finally in anger the wife said that she wished the sausages were hanging from her husband's nose. Immediately the string of sausages flew to his nose and stayed there. Nor could they be removed.

Now, there was only one thing the poor woman could do. She really loved her husband and so she had to spend her third wish in removing the sausages from his nose. Thus, except for the few sausages, she gained nothing from her three wishes.

Ex. 21. Translate the text into English.

Денгиз қоплони

Антарктида сувларида яшовчи йирик йиртқич тюлень—денгиз қоплони, асосан, пингвинлар билан озиқланади. У сузиб юрган қушларни ё билдирмай сув тагига тортиб кетади, ё томчилар фавворасини шовуллатиб, пуркатиб сакраб, сунг уз улжасига етиб олади. Бу гаройиб денгиз муъжизасининг ташқи қиёфаси унинг ваҳшийлигини кўрсатиб туради. Антарктидада ишлаб юрган ҳайвоншунос-аквалангистлар кўп марта денгиз қоплонининг ўзларига сездир-

май ҳужум қилиш кайфиятида бўлганлигини сезганлар. Аквалангистни илғаши билан йиртқич шу заҳоти унга томон интилади, доирани тобора кичрайтириб, унинг атрофида сузади ва узининг қудратли тишларини намойиш қилиб, оғзини очади. Қўрқитадиган ҳеч бир нарса денгиз қоплонига таъсир этмайди — муз устига чиқишдан узга чора қолмайди. Музда денгиз қоплони қийинчилик билан ҳаракат қилади.

➤ **Ex. 22. Translate the text into English.**

Кўп тилни билувчилар баҳси

Брюсселда қизиқ танлов бўлиб ўтди. Унда ғарбий Европа полиглотлари (бир неча тилда сўзлашувчилар) юксак билимлари билан ўзаро куч синашдилар. Танловда қатнашиш учун бўлиб ўтган саралаш пайтида полиглотлар камида тўққиз тилни (бунга лотин ва эсперанто кирмайди) билиши шарт эди. Ҳакамликка баҳоланадиган тил ўз она тили бўлган кишилар таклиф қилинган эди. Улар “ўз она тилларида” сўзлашувчи полиглотларнинг билимига 5 балли системада баҳо қўйишлари керак эди. Танлов қатнашчиларнинг баъзиларига, яъни чет эл тилида равон, тугилмай, худди ўз она тилидаги каби мулоқот қилаётганларга юқори баҳо қўйилди.

Танлов ташкилотчиси, Бельгиянинг Хассальте шаҳридаги замонавий тилларни ўргатиш марказининг бошқарувчиси Е.Херманснинг айтишича, бу мусобақа спортчиларнинг кўп курашини эслатади. Полиглотлар мусобақасида кимнинг олган балларининг умумий ҳисоби юқори бўлса, уша голиб деб топилади. Буюк Британия вакили, ўрта мактаб ўқитувчиси Д.Хернинг биринчи ўринни эгаллади. У 23 тилда эркин гаплаша олишини намойиш қилди. Рус тилидан имтиҳон топшираётганда Д.Хернинг учар ликопчалар мавзуида суҳбатлашди. Танловда иккинчи ўринни Голландия ва учинчи ўринни Бельгия вакили эгалладилар.

 Ex. 23. Translate the text into Uzbek.

The clever wife (an English folk-tale)

Once there lived a famous builder called Gobborn, and he had a son whose name was Jack.

One day Gobborn sent Jack out to sell a sheepskin. “Bring me back the skin”, he said “and the money for it”.

The young man tried to sell the skin but in vain because nobody wanted to buy it on those terms. So he decided not to go home at all because he was afraid of his father. When he came to a bridge over the river he met a girl. Seeing that Jack was very sad, she asked him: “May I ask you why you are so sad?”

“My father has given me the skin”, said Jack, “and I must bring back both the skin and the money for it”.

The girl began to laugh and asked Jack to give her the skin. Jack did so. The girl carried the skin to the river and after washing it in the water took the wool from it. She paid Jack for the wool and gave him back the skin to carry it home.

When Gobborn heard the story, he said to his son: “That is a very clever girl, she will be a good wife. You must ask her to come to our place and have supper with us”.

Jack invited the girl to their place and soon the young people became husband and wife.

Soon after that old Gobborn told Jack to follow him because he wanted to build a fine castle. While they were walking the old man said to Jack: “Can you shorten the way for me?” Jack answered in the negative and his father ordered him to go back home.

When he told his wife why he had come home alone she burst out laughing. “Don’t be so sad. If you tell your father a tale, it can shorten the longest road. I’ll tell you a story and you will repeat it to your father. When you finish it you will come to the end of your

journey". Jack did as he was told. When they came to the end of their journey they built a fine castle which was admired by thousands of people.

LESSON 2

TEXT

Seasons

The year is divided into four seasons: spring, summer, autumn and winter.

In spring nature awakens from her long winter sleep. The trees are filled with new life, the earth is warmed by the rays of the sun, and the weather gets gradually milder. The fields and meadows are covered with fresh green grass. The woods and forests are filled with the songs of the birds. The sky is blue and cloudless. At night, millions of stars shine in the darkness. When summer comes, the weather gets warmer still and sometimes it's very hot. It's the farmer's busy season. He works in his fields from morning till night. The grass must be cut and the hay must be made, while the dry weather lasts.

Sometimes the skies are overcast with heavy clouds, there are storms with thunder, lightning and hail.

Autumn brings with it the harvest time, when the crops are gathered in and the fruit is picked in the orchard.

The days are shorter and the nights longer. The woods turn yellow and brown, leaves begin to fall from the trees, and the ground is covered with them. The skies are grey and very often it rains.

When winter comes, we're obliged to spend more time indoors because out of doors is cold, We may get fog, sleet and frost.

Ponds, lakes, rivers and streams are frozen, and the roads are sometimes covered with slippery ice or deep snow. The trees are bare. Bitter north winds have stripped them of all their leaves.



NEW WORDS AND PHRASES:

- to divide** – бўлинмоқ
to awaken – уйғонмоқ
sleep – уйқу
to fill – тўлдирмоқ
life – ҳаёт
to warm – илитмоқ, иситмоқ
rays of the sun – қуёш нурлари
gradually – аста-секин
milder – юмшоқроқ
fields – далалар
meadows – яйловлар
sky – осмон
cloudless – булутсиз
to shine – ялтирамоқ
darkness – зулмат, қоронғилик
stars – юлдузлар
busy season – иш билан бутунлай
булиб утадиган фасл
grass – майса
to cut – ўрмоқ, кесмоқ
hay – пичан
dry – қуруқ
to last – давом этмоқ
overcast – булутли
heavy clouds – ёмғирли булутлар
storms – бўрон, қаттиқ шамоллар
thunder – момоқалдиरोқ
lightning – чақмоқ
hail – дул
harvest – ҳосил
crop – ҳосил
to gather – йиғиб олмоқ
to pick – термоқ
orchard – мевазор
woods – ўрмонлар
to turn – айланмоқ
leaf – барг
to cover – қопламоқ
to rain – ёмғир ёғмоқ

to be obliged – мажбур бўлмоқ
to spend – утказмоқ
indoors – уйда, уй ичкарасида
fog – туман
sleet – ёмғирли қор ёки ёмғирли дул
frost – совуқ
pond – булоқ
lake – қул
river – дарё
stream – ирмоқ
to freeze – музламоқ
slippery ice – сирпанчиқ муз
deep snow – қалин қор
bare – яланғоч
bitter north winds – изғиринли шимол шамол-
лари
stripped – барглари тўқди



TOPICAL VOCABULARY:

clock – соат (девор, стол, минора соати)
watch – соат (ён соат, қўл соат)
generally – умуман
pocket – чўнтак
face – (бу ерда) циферблат
hand – (бу ерда) стрелка
point – кўрсатмоқ
hour – соат (вақт бирлиги маъносида)
minute – минут, дақиқа
deal – шуғулланмоқ, иш кўрмоқ
refer – юбормоқ, йўналтирмоқ
midday – туш
midnight – тун
quarter – чорак
fast – 1) қаттиқ, мустақкам; 2) тез
lose – 1) йўқотмоқ, айрилмоқ;
2) орқада қолмоқ
slow – секин
forget – унутмоқ
time – вақт
sharp – айнан, роппа-роса

wear – кийинмоқ, киймоқ, тақмоқ,
 (кийим, соат ва ҳоказоларни)
wrist – билак
figure – шакл, кўриниш, фигура, сурат
wind up – бурамоқ (соатни)
regularly – тўғри, мунтазам равишда,
 доим бир вақтда
local – маҳаллий
on the wrist – қўлда
a long hand – катта стрелка
a short hand – кичик стрелка
point to, – кўрсатмоқ
a quarter of an hour – чорак соат
to lose time – вақтни бекорга утказмоқ
weekday (a day off) – иш куни (дам олиш куни)
to be wrong with smth. – нотўғри булмоқ (бу уринда
 соатнинг нотўғри юриши), бирор нарса бузилиб
 қолмоқ
to have one's watch cleaned (repaired) – соатини
 тозалатмоқ (тузаттирмоқ)



NOTES

- 1. a clock** – девор (стол, минора) соати;
a watch – қўл соати;
an alarm clock – будильник;
What time is it by your watch? – Соатингиз неча
 булди?
My watch is slow – Менинг соатим орқада.
His watch is fast – Унинг соати олдинда.
My watch keeps good (bad) time – Менинг соатим
 тўғри (нотўғри).
His watch doesn't keep good time. – Унинг соати
 нотўғри (ёмон) юради.
How many minutes is your watch slow (fast)? –
 Сизнинг соатингиз неча минут орқада (олдин-
 да)?
Your watch is three minutes slow. – Сизнинг соа-
 тингиз уч минут орқада.
Her watch is two minutes fast. – Унинг соати 2
 минут олдинда.

2. hour — соат (астрономик)

O'clock — соат (вақтни ифодалашда). The lessons begin at 9 o'clock and last six hours. — Дарслар соат 9 да бошланади ва олти соат давом этади.

3. time — вақт; local time — маҳаллий вақт; Tashkent time — Тошкент вақти

at

At three o'clock (sharp), at the same time, at any time, at noon, at midnight, at the moment, at the beginning (end) of the month (year, week)

by

by two o'clock, by the end of the week, by May, by that time, by Monday.

during — (when? саволига жавоб беради)

During the day (night), during the winter, during the school-year.

for — (How long? саволига жавоб беради)

For four hours, for a week, for some days (time), for years, for ages

from, to (till)

From ten o'clock till two o'clock, from 1973 to (till) 1974, from early morning to (till) late at night.

in

In half an hour, in an hour and a half, in a quarter of an hour, in a day, in a week, in a fortnight, in a moment, in a year or two.

In the 20th century, in the future (past), in 1941, in August (September)

on

On Saturday, on Sunday, on weekdays, on the fifth of December

till

Till Sunday, till spring, till tomorrow, till the first of May.

4. To have smth. done ибораси иш-ҳаракатнинг субъект томонидан эмас, балки бошқа шахс томонидан бажарилишини билдиради.

Then you must go to the watch-maker's and have it cleaned and repaired.



ADDITIONAL VOCABULARY

- nature** — табиат
to awaken — уйғонмоқ
to shoot — юз бермоқ; униб чиқмоқ
buds — шона, гунча
to burst in blossom and leaf — қийғос гулламоқ ва барг чиқармоқ
unstable — узгарувчан (об-ҳаво)
extremely — ғоят, жуда ҳам
to rise — қўтарилмоқ
42°—44° degrees Centigrate — 41—44° Цельсий буйи-ча
not a single — бирорта ҳам
ripen — пишмоқ, етилмоқ
corn — дон
harvest — ҳосил
to lose glittering force — товланиш кучини йўқот-моқ
to approach — яқинлашмоқ
strange as it may seem — ғалати кўринса ҳам; қизиқ туюлса-да
brilliantly — гавҳардек
temperature drops — ҳарорат пасаяди
orchard — мевазор, боғ
famous for ... — ... билан машҳур
to fly away — учиб кетмоқ
to take yellow and red colour — сарғиш ва қизғиш тус олмақ
to cast off — тўкилмоқ (барг ҳақида)
to fade away — сўлмоқ
to overcast (with) — қошламоқ
to be out in the drizzling rain — майдалаб ёғаётган ёмғир остида бўлмоқ
to set in — бошланмоқ
slippery — сирпанчиқ, яхмалак
to sledge — чана учмоқ
to pelt one another with snowballs — бир-бирла-рини қорбурон қилмоқ
western parts — ғарбий қисмлар

rainfall — ёмғир томчилари
result — натижа
follow — орқасидан бормоқ, кузатиб бормоқ
succession — кетма-кетлик
to rain cats and dogs — кучли ёмғир ёғмоқ



NOTES

1.
To get
To go
To be

out of town

Шаҳардан ташқарига бормоқ
 Шаҳардан ташқарига чиқмоқ
 Шаҳардан ташқарида бўлмоқ

Syn.-to be in the country — шаҳардан ташқарида бўлмоқ
Ant.-to be in town — шаҳарда бўлмоқ

2.
in

Summer — ёзда
Winter — қишда
Spring — баҳорда
Autumn — кузда

3.
to be ready
to get ready

for — бирон нарсага тайёр бўлмоқ (предлогга аҳамият беринг)

to get yellow — сарғаймоқ
to become red — қизармоқ
to turn white — оқармоқ
to take green — кўкармоқ

To be ready (for, to) — тайёр бўлмоқ

I am ready to help you. — Мен сизга ёрдам беришга тайёрман.

I am ready for the test. — Мен назорат ишига тайёрман.

But: I get ready for the test. — Мен назорат ишига тайёргарлик кўраман.

Strange as it may seem, I like autumn. — Қизик бўлиб туюлса-да, мен кузни ёқтираман.

To be famous for smth. — Бирор нарсаси туфайли машхур бўлмоқ.

To take yellow and red colour. — Сарғиш ва қизғиш тусга кирмоқ.

The sky is overcast with low, black, heavy clouds. — Осмон паст, оғир, қора булутлар билан қопланган.

To be overcast; to be covered with smth. — бирор нарса билан қопламоқ (предлогни ёдда тутинг).

The ground is covered with yellow and red leaves.

The sky is overcast with clouds in autumn.

The flowers are fading away. — Гуллар сўлимоқда.

Winter sets in. — Қиш бошланмоқда.

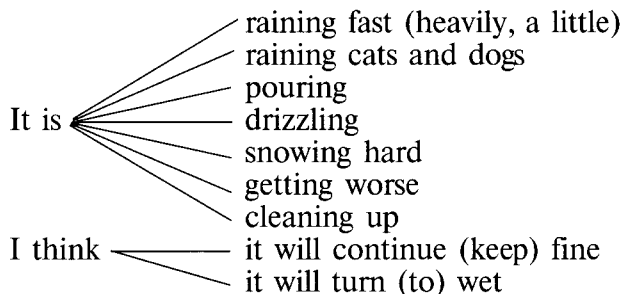
Additional Material to the Lesson:

What is the weather like?

It seems a fine (dull, rainy, wet, cool, warm, hot, cold, gloomy, lovely, frosty) day today.

It is fine (nice, close, dusty, clear, slippery, hasty, sunny, foggy, windy)

It is a fine (nasty) weather.



E x e r c i s e s :



Ex. 1. Mark whether the statements are true or false.

№	Statement	True	False
1.	In spring the leaves take yellow and red color.		
2.	Indian summer corresponds to Uzbek "saraton"		
3.	In summer the birds fly away to the South		
4.	In May melons and water-melons ripen		
5.	It is very pleasant to drive on a slippery road		
6.	In June we see the first buds on the branches of trees		
7.	In spring the weather is unstable		
8.	In December the average temperature in Uzbekistan is 35-40 degrees below zero		
9.	In summer children like to sledge on the hills		
10.	If you don't change the water in the vase the flowers will fade away		



Ex. 2 Match the pairs:

1.	You can't walk in the street without an umbrella	a	it's a sunny hot weather
2.	To be out in the drizzling rain	b	in January
3.	Uzbekistan is famous for	c	in winter
4.	In autumn the sky is	d	in summer
5.	In Uzbekistan winter sets	e	if it is raining cats and dogs
6.	In autumn	f	in autumn
7.	Ponds, lakes, rivers are frozen	g	overcast with low, black heavy clouds
8.	Thunder, lightening and nail is observed	h	in late spring
9.	The grass is cut	i	the ground is covered with red leaves
10.	Leaves begin to fall from the trees	j	isn't harmful but pleasant in a way

☞ **Ex. 3 Odd man out:**

1. fading away, yellow, red, leaves, buds, overcast sky, flying away, birds.

2. To sledge, slippery roads, to skate, to ripen, to ski, frost, snow.

3. Indian summer, awakening nature, buds, blossom, new leaves, snowing.

4. To fade, to cast off, to awaken, to fly away, to fall

5. March, June, May, April.

6. Rainy, foggy, dusty, slippery, warm, nasty, windy.

To be introduced:

Likes/dislikes, countable/uncountable nouns, how much/ how many, because, when, until, some, any, would like.

☞ **Ex. 4. Use derivatives of *some*, *any*:**

a. Is _____ on TV tonight?

b. I'm bored. I want to go _____ nice tonight.

c. Does _____ have change for a pound? I want to make a phone call.

d. Close your eyes! I have _____ for you.

e. _____ took my newspaper, but I couldn't find it _____.

f. I looked for my newspaper, but I could find it _____.

g. Jane works _____ in the centre of town.

h. Tom's on the phone for you.

I don't know _____ called Tom.

i. I don't understand _____ about computers.

j. Where did you put my coat? _____ in the kitchen.

k. There's _____ at the door. Can you open it, please.

☞ **Ex. 5. Put *some* or *any* into the gaps:**

a. I don't have _____ money in my pocket, but I have _____ money in the bank.

b. Are there _____ letters for me this morning?

c. I never have _____ breakfast. I'm not hungry in the morning.

d. You have _____ lovely pictures in your house.

e. Are you Canadian? I have _____ good friends in Canada.

f. Don't buy _____ bread at the shops. There's a lot in the kitchen.


g. Do you have _____ brothers or sisters?

h. There aren't _____ shops in my village, just a post-office and a pub.

i. I want _____ cheese. Is there _____ in the fridge?

j. _____ people like flying, but other people don't.

k. There was _____ rain during the night.

 **Ex. 6. Complete the sentences with *some*, *any* and a word from the box.**

Petrol, food, music, shampoo, stamps, books, people, chairs, photo.

Example: Would you like to listen to some music?
I have a new CD.

a. People couldn't sit down at the party because there weren't _____.

b. I couldn't take _____ on holiday because the weather was so bad.

c. We couldn't buy _____ in the supermarket because our money was in the car.

d. I'd like to wash my hair, so I want _____.

e. I need to put _____ in the car. It's nearly empty.

f. Do you have _____? I want to post these letters.

g. There were _____ very interesting _____ at the party last night.

h. I want _____ from the library.

WOULD LIKE

I'd like to drink.

Ex. 7. Match a line in A with a line in B.

A	B
I'm hot	I'd like to go to bed
I'm thirsty	I'd like to have a swim
I'm hungry	I'd like to be on a beach in Florida
I'm tired	I'd like to go out with my friends
It's Sunday and I'm bored	I'd like to be a millionaire
I don't have any money	I'd like a cold beer
It's winter and I'm cold	I'd like a sandwich

Ex. 7. Linking words: because, when, until

Make sentences using a line in A, a line in B, and a line in C.

A	B	C
I left the party early	because, when, until	She was thirsty
Ron couldn't speak		They came for dinner
Nick didn't see the colosseum		I was at school
Sarah didn't start learning English		She didn't like them
I didn't enjoy Maths lessons		After midnight
Sally didn't buy the red shoes		He was nearly four
They didn't go to bed		I didn't feel well
We met Ken's wife last Saturday		He was in Rome

↪ Ex. 9. Complete the text using the words in the box:

And, but, so, because, when, until

My best friend

My best friend is called Pamela. We met thirty years ago (a) _____ we were both five years old. (b) _____ . I was very unhappy (c) _____ I wanted my mother. Pamela gave me a sweet (d) _____ we became friends immediately. We were together nearly every day. (e) _____ we left school twelve years later.

Then I went to University, (f) _____ Pamela wasn't (she) married (g) _____. She was just eighteen (h) _____ had three children. I studied for eight years (i) _____ wanted to be an accountant. I had a lot of new friends, (j) _____ I didn't see Pamela very often. Sometimes we didn't meet for month, (k) _____ we often talked on the telephone.

Now I'm married, too. I live near Pamela. (l) _____ we meet every week. She's a student now (m) _____ I have a baby, (n) _____ we can give each other a lot of advice!

↪ Ex. 10. Countable or uncountable?

Are the nouns usually countable or uncountable (C or U)

- a. rice _____
- b. money _____
- c. stamp _____
- d. bread _____
- e. wine _____
- f. apple _____
- g. cigarette _____
- h. grape _____
- i. biscuit _____
- j. fruit _____
- k. sandwich _____

- l. cheese _____
- m. cup _____
- n. egg _____



Ex. 11. Put *a, an* or *some* into the gaps:

Example: Would you like some rice?

- a. Would you like _____ wine?
- b. Can I have _____ stamps, please?
- c. I'd like _____ chicken, sandwich and _____ cheese for lunch.
- d. Do you want _____ cigarette?
- e. Would you like _____ apple or _____ grapes?
- f. Can I have _____ bread?
- g. Can you give me _____ money?
- h. I usually have _____ biscuit and _____ cup of coffee at 11 a.m.
- i. Could you buy _____ fruit when you go to the shops?
- j. He always has _____ egg for breakfast.

LESSON 3

TEXT

Great Britain

The United Kingdom of Great Britain and Northern Ireland (the UK) is the official name of the British Kingdom. It includes England, Scotland, Wales, Northern Ireland and a number of smaller islands. Other names for the UK are Great Britain and the British Isles. A poetic name for Britain is Albion. It is an ancient name given to Britain by the Romans. The Romans associated the term with albus, which means white, and identified it with the Dover chalk cliffs.

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” appeared in 1931 to describe the relations between Great Britain and its colonies. Now the days of colonialism are over. The former colonies became politically independent. But they still have some links with Great Britain. The British crown associates these countries. The British Queen is the head of the state, a governor general represents her.

The Union Jack is the name of the flag of Britain. 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 background. “God save the Queen (King)” is the British national anthem. The words and tune probably date back to the 16th century. One can also hear this tune in the patriotic songs in the USA and Germany. The British currency is the pound sterling. One pound consists of 100 pence.

The British Isles lie off the northwest coast of the continent of Europe. They include Great Britain (England, Scotland, and Wales), Ireland (Northern Ireland and the Independent Irish Republic) and about 5000 smaller islands. The biggest island is Great Britain, which lies between the Atlantic Ocean and the North Sea. The English Channel separates Great Britain from the European continent. To the west the Irish Sea separates Great Britain from Ireland.

The chief rivers are the Thames, the Severn (the longest river at 350 km) the Clyde and the Mersey. The highest point on the British Isles is Ben Nevis, a mountain in Scotland. The Highlands is the name given to the Northern part of Scotland, and the Low-lands is the name of the Southern part. Most of the lakes are in Scotland and northwest England. Northern Ireland contains many plateaus and hills.

The UK can be divided into four large historical areas: England, Scotland, Wales and Northern Ireland. The chief regional administrative units are called “counties” in England and Wales, “regions” in Scotland, and “districts” in Northern Ireland.

Britain has a temperate climate due to the influence of the Gulf Stream. During the winter months, eastern winds may blow and bring a cold, dry continental type of weather. The British Isles as a whole are not the best place to sunbathe. The sun is visible for only one third of daylight hours. The rest of the time it is hidden by clouds and mists.

The weather changes so frequently that it is a favourite topic of conversation in Britain. When people are planning to do something they will often say "...if it's fine," or "... if it's a nice weather."

There are a lot of jokes and stories about the British climate. British people say, "Other countries have a climate; in England we have weather." A good example of English humour is the following story:

A Londoner, who was going to the west of England for a holiday, arrived by train at a town and found that it was pouring rain. He called a porter to carry his bags to a taxi. On the way out of the station, partly to make conversation and partly to get a local opinion about the weather prospects for the holiday, he asked the porter, "how long it had been raining like this?" "I don't know, sir. I came here only 15 years ago" was the reply.

The population of the United Kingdom is more than 56 million people. The British population is mostly urban and suburban. The areas with large populations are the Central Lowlands of Scotland, southeastern Wales and a belt across England. England is the most densely populated part of the U.K. Scotland and Wales have wide open spaces. England is more crowded. On the other hand, most of the mountainous parts of Britain, including much of Scotland, Wales and Northern Ireland, are very sparsely populated. Four of every five people in the U.K. live in towns. There are about 106 females to every 100 males.

Great Britain is one of the most important industrial countries in the world. One of the extensive industries of Great Britain is the textile industry. Large quantities of textiles are produced and exported. Textiles exported

from Great Britain are found in most parts of the world industry.

Great Britain has a developed industry, coal, iron and steel. It also supplies many countries with machinery. Another leading industry in Great Britain is ship-building, and the automobile industry.

Major industrial and business centres of the country include Birmingham, Glasgow, Belfast and London.

Agriculture is one of the well-developed branches of the national economy. It produces meat, vegetables, fruits, grain and other types of agricultural products.



NEW WORDS AND PHRASES

include, *v* – ўз ичига олмоқ

Romans, *n* – римликлар, Рим империясига тегишли бўлган халқлар

chalk cliffs, – бўр ва оҳақтошли қоялар

huge, – улкан

Colonial Empire – мустамлака империяси

governor general, *n* – генерал-губернатор

cross, *n* – хоч

background, *n* – фон

currency, *n* – муомаладаги пул бирлиги

pound sterling, *n* – инглиз фунт стерлинги

pence, *n* – пенс (пул бирлиги, 1 фунт = 100 пенс.)

plateau, *n* – текислик

regional administrative unit, – ҳудудий маъмурий бирлик

county, *n* – графлик

temperate, *adj* – мўътадил

sunbathe, *v* – қуёшда қораймоқ

continental, *adj* – қитъавий, қитъага алоқадор бўлган

cloud, *n* – булут

mist, *n* – туман

pouring rain, – жала

coal, *n* – кўмир

iron, *n* – темир

steel, *n* – пўлат

supply, *v* – таъминламоқ, отказиб бермоқ

machinery, *n* – машина ва асбоб ускуналар

ship-building, *n* – кемасозлик

national anthem, *n* – давлат гимни



Ex. 1 Give extensive answers to these: comprehension Questions.

1. What are some of the names for Great Britain?
2. What islands and regions comprise Great Britain?
3. What is the Commonwealth of Nations?
4. What is the nickname for the British flag?
5. What three symbols make up the flag?
6. How old is the national anthem of Great Britain?
7. What is the money in Britain called?
8. What bodies of water surround the British Isles?
9. What are the Highlands?
10. What is the weather usually like in Britain?
11. How big is the population of the United Kingdom in comparison with the population of Uzbekistan?
12. What are some of Great Britain's exports?



Ex. 2. Discussion Questions.

1. Who are the members of the Commonwealth of Nations?
2. What is the significance of the fact that Britain's flag is made up of these three crosses?
3. Why is weather often talked about in Britain?
4. Is weather often talked about in Uzbekistan? Why?
5. What goods does Uzbekistan import from Great Britain?
6. Do you know anyone who has visited Great Britain?
7. Would you like to visit Great Britain? Why?

➤ **Ex. 3 Match the following pairs using the information you have got from the text:**

1.	The longest river	a) Ben Devis
2.	The British currency	b) Albion
3.	The highest point on the British Isles	c) the head of state
4.	A poetic name of Britain	d) pound sterling
5.	The Queen	e) the Severn
6.	The British population is	f) country
7.	The chief administrative unit in England and Wales	g) urban and suburban

The Simple Past

The simple past tense refers to actions or situations which began and ended in the past. There is no connection with present time. It has two main uses:

It refers to a definite time or period of time in the past. *For example:*

I bought this car last July. It snowed three times last week.

There are many ways of expressing a definite time in the past. Look at the following examples. He went to America in 1984, two years ago, when he was a student, during his last year at college.

➤ **Ex. 4. Complete the following sentences by choosing the correct word from the list. There may be more than one possible answer.**

at, in, when, for, before, on, ago, during, after, until

1. He got married ... 1985.
2. He was President ... the period 1964—1967.
3. How long ... did you last see him?
4. The fire started ... 6 o'clock.
5. I was ill ... three months.

6. They had to use candles ... there was a power cut.
7. He read a book ... he fell asleep.
8. She left Spain ... four years.
9. Fortunately they left the building ... the bomb exploded.
10. Didn't you see the match ... Saturday?

The time is not always mentioned but it is still clear that the action or situation is now ended.

For example:

I opened the door, looked out into the darkness and saw the same face again. Then I...

The simple past tense refers to past habit.

For example:

I worked in London for three years.

She lived abroad for most of her life,

He smoked twenty cigarettes a day as a student.

 **Ex. 5. Complete these sentences:**

1. When I was at school I
2. If he behaved badly when he was a child, his mother
3. A hundred years ago people
4. I hate sport now but when I was younger.....
5. At school which subjects

1. Regular verbs Infinitive +-ed.

For example: work - worked

There is a change in the spelling of the simple past form of some regular verbs.

For example: fit - fitted Complete the following table.

- dance
- argue
- stop
- tap
- prefer
- occur
- try
- apply

use
 rot
 travel
 study

2. Irregular verbs. There are some rules, but as they are quite complicated the best approach is just to learn the irregular forms.

Fill in the gaps in the table below and compare your answers with a partner.

Infinitive	Past	Participle	Infinitive	Past	Participle
	became				heard
bite				laid	
		broken		lost	
	caught		put		
		chosen		rode	
cost					shot
	drove		steal		
fall				taught	
	felt			wrote	
fly					

The past continuous

Use: The past continuous describes actions and situations which are unfinished at a particular point in the past. We have no information about the exact starting and finishing time.

For example:

When I woke up, the sun was shining through the window.

The main function of the past continuous is to provide the background to specific events in.

1. To refer to longer actions which are interrupted by shorter actions. *For example:*

The taxi arrived while I was having breakfast,

Notice the difference between:

a. I was standing at the bus stop when the accident happened. (I was already standing there at the moment when the accident happened).

b. When the accident happened I ran to phone for an ambulance, (I ran to the phone the moment after the accident happened).

2. To refer to two or more longer actions happening at the same time. *For example:*

3. To describe a scene or the background to a story. (The main events in the story are in the simple past).

For example:


While I was speaking on the phone. She was having dinner.

The wind blew in strength and the sea began to get rough. A few seagulls flew overhead. Then the boat started to take in water.

4. To emphasize how long the action continued. The length of time is more important than the action itself.

Compare these two sentences:

He was talking to a policeman for two hours. I began to get worried. He talked to a policeman at the door and then went into the building.

 **Ex. 6. Complete the following sentences using a verb in either the simple past or the past continuous tense. Add any other necessary words.**

A suitable verb is suggested for the first five.

1. While I was working hard my lucky sister..... (enjoy)

2. I couldn't answer the phone when it rang because I..... (have a bath)

3. When Jane's husband left her she (sell)

4. I didn't hear a thing because I was watching television when the burglar,..... (break in)
5. The bus was late as usual so when I got to work everyone else..... (already/work)
6. Before cars were invented people
7. Just as I was parking my car another driver.....
8. When finally passed my driving test I....
9. Look at the rain! It's hard to believe that at this time last week we
10. While David was waiting outside one cinema his girlfriend


⇒ **Ex. 7. In the following passage put the verb in brackets into the most suitable tense (simple past or past continuous).**

1. One of the most embarrassing incidents in my early career as a doctor (happen) when I (work).
2. In the Accident Department of a large city hospital, (usually, cycle) to work when the weather was fine as I (try) to lose weight.
3. That particular morning it (just, begin) to rain as I (leave) the house.
4. But I (think) I could reach the hospital before the rain (get) too heavy.
5. I (cycle) down the hill, (turn) into the main road and (head) for the city centre when the bus in front of me (begin) to slow down.
6. As (move) out to overtake it, there was a loud bang and everything (go) black. When I (come) round, I (lie) on the pavement and a crowd of people (stand) around me.

7. Then I (hear) an ambulance in the distance and my heart (sink). Five minutes later I(arrive) at the hospital and was carried into the Accident Department on a stretcher.

 **Ex. 8. Fill in the missing forms of the following verbs.**

Infinitive	Past Simple	Participle II	Participle I
to be			
-			having
-	ate		
-		found	
		founded	
	took		
to write			
		cut	
			meeting
can			
			swimming
	might		
	put		
			drinking

 **Ex: 9. Mark the correct answer:**

VERB	REGULAR	IRREGULAR
to be		
to have		
to do		
to make		
to close		
to deal		
to fish		
to swim		
to seem		
to mean		
to live		
to get		
to buy		
to sell		
to give		
to deliver		
to bring		
to wish		
to want		
to say		
to desire		
to reach		
to like		
to leave		
to love		
to cut		
to put		

REVISE YOUR GRAMMAR

Ex. 10. Translate into English the words given in brackets.

1. There is (хеч нарса) in the cup. 2. He doesn't read (хеч қандай) English books. 3. What are you doing? Are you writing (хеч нарса)? — No, we are writing (хеч нарса). We are simply reading the text.

4. (кимдир) is knocking at the door. Open it, please. There is (ҳеч ким). 5. Does (ҳеч ким) know this man? — No, (ҳеч ким) knows him. 6. Is there (ҳеч нарса) in your bag? — No, there is (ҳеч нарса) in it.

Is it empty? — No, there is (нимадир) in it. There are books and note-books in it. 7. It is so dark here. I can't see (ҳеч нарса). I can see (ҳеч нарса). 8. There are (бир қанча) interesting books in his home library. Let's ask him for (бирор нарса) to read. 9. Is there (бир оз) water in the glass? I am very thirsty. There is (ҳеч нарса) in it. There isn't (ҳеч нарса) in it. 10. Don't enter the room! Father is speaking with (кимдир). 11. My friend is from Baisun. He knows (ҳеч кимни) in Tashkent. He doesn't know (ҳеч кимни) in Tashkent.

⇒ **Ex. 11. Ask if the same is true of the other person or thing.**

Model; He is fond of English (you)

Are you fond of English too?

1. My mother is an English teacher (your mother). 2. Zohid and Hamid are students (you). 3. Zamira is a student of our Institute (her sister). 4. We are proud of our Institute (you). 5. My father is a worker (your father). 6. He is free now (you). 7. We are attentive at the lessons (Halima). 8. I am 19 years old (you). 9. My parents are kind people (her parents). 10. Helen is on duty today (Lola).

⇒ **Ex. 12. Use the correct form of the Present Tense of the verb to be.**

1. Alex ... a student. 2. Amir Timur's monument ... in the middle of the square. 3. These new apartment houses ... many-storeyed. 4. Today ... Wednesday, I ... free today. I can walk along Tashkent streets. 5. Our new flat ... on the second floor. 6. The streets of Tashkent ... broad and straight. 7. I usually take a bus to get to the Institute, as trams ... too slow. 8. I ... a doctor. I work at a hospital, but my friend Halima ... still a student. 9. Flowers and trees ... green in spring,

but in autumn they ... yellow. 10. I like this flat as it ... large and light. The rooms . . . comfortable.

⇒ **Ex. 13. Complete the following sentences using the words and expressions given below. Use the Verb *to be* in the correct form.**

1. The people of our town ... 2. Karim Rahmanov ... He ... 3. I 4. These two stories 5. Our English teacher 6. The windows of our class-room 7. I ... She 8. This student . . . He ... 9. We ... 10. These houses They 11. Today ... It 12. All the students 13. My watch 14. I must take bus 25 to get to the Institute in time as it ... 15. I always help my parents in housekeeping as they . . . 16. I prefer trams as they

(to be fond of their city; to be absent today; to be ill; to be a first-year student; to be very interesting; rather strict; large; to be proud of my daughter, to be a good student; to be lazy, to be always late for lessons; to be many-storeyed; to be warm, to be autumn; to be present at the lesson; to be slow; to be far from my house; to be 22 years old; to be old; to be fast).

⇒ **Ex. 14. Insert *somewhere, anywhere, nowhere*.**

1. Where is my pen? I can find it ... (I can't find it ...) — It is ... on the shelf. 2. I am looking for Karim. Do you know where he is? — ... here. 3. Ahmed lives ... in this street. 4. Is there a bookshop ... in this district? — Yes, there is a bookshop ... here. — No, there isn't a bookshop ... here.

⇒ **Ex. 15. Insert *something, anything, nothing, everything*.**

1. I have. . . in my bag. Put your books into it. 2. Nazira is a good student. She knows Let us ask her to explain this rule to us. 3. The boy is crying ... to the girl, but she doesn't want to listen to him. 4. Do they know ... about the meeting? 5. No, they know ... (They don't know ...). We must tell them about it. 6. Is there

... interesting in your library? — Yes, there is. 7. Karim can do He cooks dinner, washes up dishes, helps his mother to keep rooms in order. 8. I can hear ... (I can't hear ...). It is very noisy in the room. 9. Let him go to the shop and buy ... for supper. We have ... to eat at home. ... is ready. We may go. 10. Can ... help Malika? 11. Isn't ... clear to you? — No, ... is clear to me. 12. It is too late to do... now. Go to bed. You may do ... in the morning. 13. Can you tell us ... interesting about yourself?

⇒ **Ex. 16. Insert *somebody, someone, anybody, anyone, everybody, no one, none.***

1. There is ... in the room. It is vacant. 2. ... is waiting for you at the door. 3. Can you tell . . . about the meeting? ... knows that we have a meeting today. 4. ... is listening to the girl. She is crying and calling 5. ... wants to see this film. They say it is very interesting. 6. ... of our group lives in the centre of the town . . . lives in new houses which are situated far from the centre. 7. There are many people in this hall, but I know ... of them. 8. Karim can't help ... with grammar. He is a weak student. He must ask ... for help. 9. ... wants to go to the cinema but it is raining. ... wants to go out into the street. 10. The exercise is very difficult. ... of us can do it. Let us ask ... to explain it to me. 11. Why doesn't ... invite him to the theatre? 12. The sickman can't speak with ... now.

⇒ **Ex. 17. Use the pronoun in brackets in the proper form.**

1. Let (we) do this exercise now. 2. Let (she) bring the book. 3. Let (he) come to my place tomorrow. 4. Let (I) read this text. 5. Let (they) sit near me. 6. Let (she) prompt him. 7. Let (it) come true. 8. Let (we) meet at 10 tomorrow. 9. Let (he) work at his spelling. 10. Let (I) go out of the classroom. 11. Let (they) walk in the park.

↪ **Ex. 18. Make up 10 sentences of your own according to the pattern.**

Pattern: a) May I come in? — No, you can't.
b) Must we write it? — No, you needn't.

↪ **Ex. 19. Insert *must, can* or *may*.**

1. ... you help me?— I'm afraid not. 2. We ... come in time. 3. You ... take my pen. 4. ... you translate this text? — I'm afraid not. 5. ... we write in pen? — No, you needn't. 6. You ... take his book from our library. 7. ... I go out? 8. I ... see my friend today. 9. The students ... work hard at English. 10. You ... do only 2 exercises. 11. She ... speak English and German. 12. ... I ask you a question? 13. I ... give this book to you. But you ... return it tomorrow. 14. ... you come to the cinema with me? — I am afraid, not. I ... do my homework.

↪ **Ex. 20. Insert *some, any, no/not* according to the meaning and translate the sentences into Uzbek.**

1. There is ... chalk on the table. 2. There are . . . new words in the text. 3. There are ... apples on the plate. 4. There is ... cold water in the jug. 5. There is ... much tea in this teapot. 6. There are ... people in the street. 7. There is ... any lamp on the writing-table. 8. There are ... new books on the shelf. 9. There is ... bread in the cupboard. 10. There are ... any French textbooks in the library.

↪ **Ex. 21. Choose the correct form of the pronoun given in brackets.**

1. He is (my—mine) friend. 2. The furniture in (her—hers) room is modern. 3. Don't take this book. It is (my—mine). 4. It is very nice to cook in (our — ours) kitchen. 5. (My — mine) bookcase is large, (your—yours) is smaller. 6. This is not (their—theirs) flat, this is (their — theirs) neighbour's flat. 7. He always gives me his dictionary. I don't have (my — mine). 8. Little Lola changed (her—hers) clothes herself but (her—hers)

sister didn't change (her—hers). He asks his mother to help him. 9. This is not (our — ours) seats, they are (their — theirs). 10. I know, there is no sofa in (your—yours) room there is a sofa in (our — ours).

⇒ **Ex. 22. Change the sentences according to the model:**

Model: The father of this boy. This boy's father.

1. The mother of this girl works at school. 2. The answer of this student is good. 3. The dress of my sister is new. 4. Everybody likes the report of comrade Ahmedov. 5. The children of my sister go to the kindergarten. 6. There are 3 rooms and a kitchen in the flat of my friend. 7. Karim likes to work in the garden of his friend. 8. I don't know the address of the Zahidovs. 9. The work of my parents is not far from our house. 10. The room of children is very cosy.

⇒ **Ex. 23. Use the noun in brackets in the proper form instead of the possessive pronoun in bold type.**

1. My room is light (**his** Karim). 2. She is my friend (**her** Malika). 3. This is their room (**the** Ahmedovs). 4. His room is smaller than her room (**his** Rakhim, Lola). 5. The floor in his room is covered with a thick carpet (**his** Salimov). 6. Her report is very interesting (**her** Kamalova). 7. There is not much furniture in their room (**the** Unusovs). 8. Our books are more interesting than theirs (**the** Zakhid).

⇒ **Ex. 24. Translate the following text paying a special attention to the words denoting geographical terms.**


Ўзбекистон

Бу юртни қадимда ўз халқи — Турон, араблар— Мовароуннаҳр, кейинроқ Туркистон, чор Россияси— Ўрта Осиё деб атаб келишган. У Ўрта Осиёнинг марказий ва шимолий қисмида жойлашган. Майдонни жиҳатидан Францияга тенг, аҳолиси 25 миллиондан ошиқ ва унинг 70 фоизини ўзбеклар ташкил этади. Авлодлари турклар бўлган ўзбеклар диёри неча

асрлар чет эл босқинчилари томонидан таланди, вайронага айлантирилди. Ўзаро феодал урушлар, мустамлакачилик сиёсати, Октябрь тўнтаришидан кейинги марказга қарамлик ва асосий хом ашё манбаига айланиш ҳолатлари Ўзбекистоннинг ижтимоий-иқтисодий тараққиётини секинлаштирди. Шунга қарамасдан, бу юрт халқи маданий мероси, илғор маънавиятини сақлаб қолди.

1991 йил 1 сентябрда Ўзбекистон мустақил республика деб эълон қилинди. Ўзбекистонни мустақил давлат сифатида жаҳон мамлакатлари тан олишди. Эндиликда унинг ривожланган, саноати юксак давлатлар, айниқса, Туркия, Эрон, Америка, Германия билан иқтисодий алоқалари кенгайиб бормоқда.

Ўзбекистонда 1992 йилда 12 та вилоят, 100 га яқин шаҳар, 97 та шаҳарча бор эди.

 **Ex. 25. Translate the text into your mother tongue visually (sight translation):**

The Government of Great Britain

The United Kingdom is a parliamentary monarchy, but it is well-known that the monarchy today has no state power. The real power belongs to the Parliament. Parliament is a group of people who make the laws for their country. British Parliament consists of two Houses, the House of Lords and the House of Commons.

The Houses of Parliament are situated in London on the riverside near Westminster Abbey. Westminster Abbey is a very beautiful, ancient church in London in which the coronation ceremony of almost all English kings and queens has taken place. Many famous people are buried there. Those who want to visit the Houses of Parliament and listen to debates may sit in the Strangers' Gallery, special seats for the public, looking down into the House of Commons and the House of Lords. The members of each house meet in sessions which begin at the end of October and last for about 160 days. Whenever

Parliament is in session a flag can be seen over the building. When the House of Commons is still sitting after dark there is a light over the face of Big Ben, the clock tower of the Houses of Parliament.

The main political parties represented in the British Parliament are the Labour, Conservative, Liberal-Democratic, and Welsh and Scottish nationalist parties.



Ex. 26. Translate the following text into English using the active vocabulary of the text.

Тошкент

Тошкент — Ўзбекистон Республикасининг пойтахти. У Ўрта Осиёнинг энг йирик sanoat-транспорт маркази ҳисобланади. Аҳолиси 2,5 миллиондан ортиқ, шаҳарда 12 та туман бор.

Тошкент — қадимий шаҳар, замонавий бинолар билан бир қаторда маданий обидалар ҳам унинг кўркига кўрк қўшиб турибди. У V—VIII асрларда Чоч, Шош, Шошкент, Бинкент деб аталган, XI асрдан бошлаб эса Тошкент номини олган. Тошкент 1865 йили мустамлака сифатида чор Россиясига қўшиб олинади ва Туркистон генерал-губернаторлигининг марказига айлантирилади. 1889 йилда Каспий орти темир йўли Тошкентга етиб келади ва 1905 йилда Оренбург—Тошкент темир йўли қурилади. Эндиликда Тошкент барча қўшни давлатлар, Европа, Осиё, Шарқ мамлакатлари билан темир йўллар орқали боғланган.

1966 йилнинг апрелидаги кучли zilзиладан катта зарар кўрган Тошкентга дўст халқлар яқиндан ёрдам бердилар. Тошкент янгидан бунёд бўлди ва янада кенгайди. Иккинчи жаҳон уруши йилларида иттифоқчи давлатларнинг халқларига, етим-есирларга нон шаҳри сифатида танилган Тошкент дўстлик ва бирдамлик шаҳрига айланди.

Тошкент Ўрта Осиёнинг энг катта sanoat, йирик илм-фан ва юксак маданият шаҳридир. Бу ерда

муҳим халқаро анжуманлар, кенгашлар, учрашувлар ва спорт мусобақалари тез-тез утказилади. Тошкент йирик саноат тармоқлари билан жаҳонга танилган. Шаҳар машинасозлик, самолётсозлик, электроника, тўқимачилик, заргарлик, чинни маҳсулотларини ишлаб чиқарувчи завод ва фабрикалари билан машхур.

Кейинги йилларда Тошкентда оғир саноат тармоқлари тез суръатлар билан ривожланди. Тошкент 80 дан ортиқ мамлакатга ўз саноат маҳсулотларини чиқармоқда.

Тошкентда 315 дан ошиқ умумий таълим мактаблари, 120 та коллеж ва лицейлар, 28 олий ўқув юрти ишлаб турибди.



Ex. 27. Act as an interpreter and interpret the “speaker” informing the listeners about Great Britain:

Fact file

Location: Great Britain is the “Great” island of the British Isles group and lies in the Northern Hemisphere off the west coast of the Continent of Europe between latitudes 50 — and 59 — north, and longitudes 6 — west and 2 — east. The zero Meridian (0 —) passes through Greenwich which is in the south-east of London.

Size: the eighth largest in the world, the island of Great Britain covers an area of 84,186 square miles (218,041 square kilometres) and with its off-shore islands a total area of 88.764 square miles (229,898 square kilometres). The three countries which make up Great Britain are:

England — 50,334 square miles (130,365 square kilometres) Scotland — 30.414 square miles (78,772 square kilometres) Wales — 8,016 square miles (20,761 square kilometres) Stretching in the north from Easter Head, Dunnet Head, Highland Region to Lizard Point, Cornwall in the south, it is approximately 603 miles (970 kilometres) in a straight line from John O' Groats

to Land's End, these being the generally accepted northern and southern land extremities. The distance by road, however, is over 900 miles (1,450 kilometres).

Mountains: although it is one of the world's larger islands, Great Britain does not have mountains of any real height. The principal heights are in Scotland, North Wales, the Lake District and the Pennines, and the highest points are:

England: Scafell Pike, 3,210 ft. (973.5 m.) Scotland: Ben Nevis, 4,406 ft. (1,342.9 m.) Wales: Snowdon, 3,560 ft. (1,085 m.)

Lakes: the island is blessed with many lakes of considerable beauty and areas such as the Scottish Lochs, the Lake District and North Wales are among the principal tourist attractions. The largest lakes in each country are:


England: Windermere, 5.69 sq. miles (14.75 sq. kms) Scotland: Loch Lomond, 27.5 sq. miles (71.25 sq. kms) Wales: Bala Lake, 1.69 sq. miles (4.37 sq. kms)

Canals: the extensive network of canals, built during the days of the nineteenth-century Industrial Revolution, is now little used commercially. Previously neglected, it is providing a new outlet for leisure-time, and fishermen, boating enthusiasts and cruise operators are now using the canals in growing numbers.

Rivers: are providing some of the most beautiful scenery in all three countries and a natural part of its rural beauty. Great Britain is noted for its many peaceful, quietly flowing and winding rivers. The longest of these are:

Severn, 220 miles (354 kilometres) Thames, 210 miles (338 kilometres) Trent, 185 miles (297 kilometres) Aire, 161 miles (259 kilometres)

The mountains and the rivers provide many small and scenic waterfalls, notable among them are: Eas-Coul-Aulin (Highland Region, Scotland), 658 ft. (200 m.); The Falls of Glomach (Highland Region, Scotland), 658 ft. (200 m.); Pistyll Rhaiadr (Clwyd, Wales). 240 ft. (73 m.).

 **Ex. 28. While retelling the text let someone translate into your mother tongue:**

Railways. The first railways in the world were built in Britain, and originally most towns in Britain were linked by railway. The changing pattern of transport has led to a rationalisation of the system and the development of inter-city services with new generation high speed rolling stock of 100 m.p.h (160 k.p.h) capability.


Air. The major cities of Britain are linked by domestic air routes and with the international network. London uses most of the world's major international air-lines.

Coach. First-class coach systems cover Great Britain and give the tourist splendid scenic viewing.

Bus. Britain enjoys a comprehensive service from her many bus operators, often local authorities, and most towns and cities are serviced with and linked by their routes.

Hovercraft. Invented and produced in Britain, these craft are now established as public transport and frequently used for short sea crossings from Britain to the Continent and to its offshore islands.

Motoring. A growing motorway system for high-speed, toll-free, long-distance travel is being built to supplement the existing network of well-surfaced although often narrow and winding roads.

 **Ex. 29. Tell the group about the mountains, rivers, valleys and deserts of Uzbekistan.**

 **Ex. 30. Fill in the table:**

No	islands	lakes	mountains	seas	oceans	rivers
1.	Cyprus	Baikal	Pamir	Baltic	Atlantic	Amudarya
2.						
3.						

4.						
5.						
6.						
7.						
8.						
9.						
10.						



Ex. 31. Fill in the table:

№	monarchy	federal republic	republic	colony	dominion
1.					
2.					
3.					
4.					
5.					



Ex. 32. Translate the following text into English:

Тошдаги ёзув

Геологлар отряди тайга буйлаб тоғлар орқали утиб борарди. Бу ерлардан деярли утиб бўлмас эди. Отларни қолдиришга ва пиёда юришга тўғри келди.

Йўл тор далага олиб борар эди. Олдинда тик жарлик эди. Бирдан геологлардан бири кулимсираб, ўртоқларига тошдаги ёзувни курсатди: “15 августда ўтдим”. Кимдир бу ердан беш кун олдин утибди.

Тайгадан юриш осон эмас, шу сабабли инсон изи, гугурт, сигарет қолдиғи ёки тошдаги ёзувни кўрганингда дарҳол енгил тортасан. Зеро биринчи ўтган кишига бундан ҳам қийинроқ бўлган.

Бир неча соатдан кейин отряд қўрғонга етиб келди. Геологлар овқатланишди, дам олишди. Кейин утилган оғир йўлни эслай бошланди.

“Тошга ким ёзган экан?” — деб бир-биридан сурай бошлашди. Шунда ёш геолог қизарди ва тан олди: “Бу ёзувни мен ёзган эдим. Шундай қилсам ушанда тоғлардан ўтишимиз осон бўлади деб уйлаган эдим”.

Study box. The use of articles.	
NO ARTICLE	DEFINITE ARTICLE
a) <i>meals</i> : We had breakfast at 8 o'clock lunch, tea, supper, dinner	<i>but</i> the breakfast on the train was awful.
b) <i>times of day</i> : We left at sunrise; midday/noon, lunchtime, sunset, knight, midnight.	<i>but</i> in the morning/ afternoon/evening dawn
c) <i>methods of travel</i> : <i>For example</i> : by air. train/coach/bus/car/bicycle, etc.	<i>but</i> we came by the early train/the 140 bus/the by sea/boat/ express coach

Ex. 33. Translate the following text into English and ask questions about it:

Бухоро

Бухоро — Ўзбекистоннинг қадимий шаҳарларидан бири. У Зарафшон дарёсининг қуйи оқимида, Ўзбекистоннинг жануби-ғарбида жойлашган. Тошкентдан 616 км. узоқликда. Аҳолиси 400 мингдан ошиқ.

Бухоро милоннинг бошларида барпо этилган. Бухоро номи ҳиндча “Вихара” (қадимги будда дини роҳибларининг йиғилиш жойи), эронча “Бихар” термини билан алоқадор. Қадимда у Нумижқат, Бумижқат ва Бумисқат ҳамда Бохира деб аталган.

Бухорода жаҳонга машҳур Абу Али ибн Сино (980—1037), Баҳоуддин Нақшбанд, шоир Рудакий, тарихчилардан Дақиқий, Балъамий ва бошқа юзлаб луғ алломалар яшаганлар.

Бухоро қадимдан катта савдо йўли устида жойлашган. У энг йирик ҳунармандчилик ва савдо-сотиқ, маданият маркази ҳисобланган.

XIX аср охири ва XX аср бошларида Бухорода 12 маҳалла, 360 дан ортиқ гузар, 250 дан ортиқ мадраса, 390 масжид, 150 га яқин карвонсарой, 350 ҳовуз бўлган.

Сўнгги йилларда Бухоронинг қиёфаси тубдан ўзгарди. У Ўзбекистоннинг маданият марказларидан бирига айланди. Бухорода бир қанча ўрта ва олий ўқув юртлари ишлаб турибди. Бухорода замонавий бинолар қад кўтармоқда.

➡ **Ex. 34. Say whether the following statements are *true* or *false*:**

	Statement	true	false
1.	“Albion” is an ancient name given to Britain by Celts		
2.	Britain has a temperate climate due to the influence of the cold North winds		
3.	The chief regional administrative unit in Scotland is called “a district”		
4.	Agriculture is one of the well-developed branches of the National Economy		
5.	The British Isles consist of 500 islands		
6.	There are about 106 males to every 100 females		
7.	Highlands of Scotland, Wales and Northern are densely populated		
8.	The words and the tune of the National Anthem date back to the 15 th century		
9.	One pound consists of 100 cents		
10.	English Channel separates England from Ireland		

LESSON 4

TEXT

The Republic of Uzbekistan

The Republic of Uzbekistan occupies the territory of 447,4 thousand square kilometres and is situated in Central Asia. It borders on Kirgizstan in the north east, on Kazakhstan in the north and north-west, on Turkmenistan in the south-west, on Tajikistan in the south-east, in the south it borders on Afganistan.

The new state emblem of the Republic of Uzbekistan expresses national public experience of the Uzbek people.

The state emblem of the Republic of Uzbekistan presents the image of the rising sun over the flourishing valley surrounded by a garland compound of the wheat ears from the right side and branches of cotton with opened cotton balls from the left side.

The eight-angled star is in the upper of the Emblem symbolizing the unity and confirmation of the Republic. The crescent and star inside the eight-angled star are the sacred symbols of the Moslems. The legendary bird Semurg with the stretched wings is placed in the centre of the Emblem as a symbol of the national renaissance. The entire composition aims on expression of the desire of the Uzbek people for peace, happiness and prosperity.

Behind the composition there is inscription in the Uzbek language "Uzbekiston" written on the ribbon in the national colours of the flag of the the Republic.

The national flag of the Republic of Uzbekistan is a symbol of state sovereignty of the Republic. The National flag represents the Republic of Uzbekistan, as well as on conferences, world exhibitions, and sports competitions.

The National flag of the Republic of Uzbekistan is a right-angled coloured cloth consisting of three horizontal stripes: blue, white and green colours.

Length of the flag is 250 cm, and width 125 cm. All stripes of the flag are equal and each is 40 cm. Along the edges of the white stripe which is positioned in the middle of the flag, there are two red borders, the width of each 2,5 cm.

On the top of the blue-coloured part of the flag on its right and left sides there are half-moon and twelve white five pointed stars with dimensions of 75x30 cm.



ACTIVE WORDS AND WORD COMBINATIONS:

- to occupy**, *v* — эгалламоқ, ётмоқ
square kilometres — квадрат километр
Central Asia — Марказий Осиё
to border (on), *v* — чегараланмоқ
in the north — шимолда
in the north-east — шимолий-шарқда
in the north-west — шимолий-ғарбда
in the south — жанубда
to express, *v* — ифодаламоқ
National public experience — халқнинг миллий тажрибаси
the State emblem — давлат герби
to rise, *v* — кўтарилмоқ
flourishing valley — гуллаб яшнаётган водий
wheat, *n* — буғдой
from the right side — ўнг томондан
opened cotton ball — очилган пахта чаноғи
the eight angled star — саккиз қиррали юлдуз
the unity and confirmation — бирлик ва мослик, келишув
of the Republic — республиканинг
a crescent, *n* — ярим ой
sacred symbols — муқаддас рамзлар
legendary bird — афсонавий қуш
stretched wings — ёйилган қанотлар
national renaissance, — миллий уйғониш
the desire of the Uzbek people — ўзбек халқининг истак-хоҳиши
peace, *n* — тинчлик

happiness, *n* – бахт-саодат
prosperity, *n* – фаровонлик
an inscription, *n* – ёзув
a ribbon, *n* – лента, тасма
a flag, *n* – байроқ
state sovereignty – давлат суверенитети
world exhibitions – жаҳон кўргазмалари
sports competitions – спорт мусобақалари
right angled – тўғри бурчакли
coloured cloth – рангли мато
three horizontal stripes – уч горизонтал йўл, по-
 лоса, чизиқ
white and green colours – оқ ва яшил ранглар
length, *n* – узунлик, бўйи
width, *n* – эни, кенглиги
in the middle – ўртада
on the top – тепада, юқори қисмида
on the right – ўнг томонда
on the left – чап томонда
a half moon – ярим ой
white five pointed stars – оқ беш юлдуз
dimensions – ўлчовлар

REVISION EXERCISES FOR GRAMMATICAL MATERIAL



Ex.1. Change the following sentences into negative and interrogative.

1. I often meet this student here. 2. He goes to the factory on Mondays. 3. She read newspapers every day. 4. You go to your lessons every day except Sunday. 5. They always give me books to read. 6. I usually do my homework at home. 7. We often see them at the University.



Ex.2. Read the following sentences. Substitute the adverb “often” by the adverbs in brackets.

1. They often meet these boys here. 2. We often send them books to read. 3. Do you often speak to him about this problem? 4. Does he often read books and

newspapers at the library? 5. I often go to see my parents. 6. Do they often come here? (sometimes, always, usually).



Ex. 3. Answer the questions.

1. When do you get up every morning?
2. Where do you usually go every day?
3. Do you speak English to your friends?
4. Does he read English books and newspapers?
5. What do they often translate at the lesson?
6. Do you sometimes give your books to your friends?
7. Where does he live?
8. Where does she study?
9. What do you often copy out at the lesson?
10. What time do you come home?

Ex. 4. Put questions to the words in bold type.

1. My **sister studies English**. 2. My **friend** reads these books **every day**. 3. I **am writing a letter** now. 4. **Halima** is a **student**.



Ex. 5. Translate the following sentences.

1. Илтимос, 5-маттни топинг.
2. Ҳозир нима қияпсиз?
3. У қаерга кетаяпти?
4. Дафтارينгизни олинг ва 5-машқни бажаринг.
5. Бу қандай китоб? — Бу яхши китоб.
6. Мен бу талабани тез-тез учратаман.
7. Бу ўқитувчини биласизми? — Ҳа, биламан.
8. Ҳар куни қаерга борасиз? — Мен ҳар куни мактабга бораман.
9. Дарсларингизни қачон бажарасиз? — Тушдан кейин.
10. Университетга қандай борасиз? — Автобуста.

Lexico-grammatical exercises



Ex. 6. Read the text after learning the word groups.

In the South of the Republic of Uzbekistan.
 In the North of, national public experience
 In the East, the state Emblem of the Republic of
 Uzbekistan, flag of the Republic.



Ex. 7. Find the examples for the pronunciation of the vowels in the first and second types of syllables.

A	E	I	O	U
[ei] [æ]	[i:] [e]	[ai] [i]	[ou] [ɔ]	[ju:] [ʌ]



Ex. 8. Define the formation of the following words, what part of speech they are and translate them into Uzbek.

national	competition
symbolize	diminution
expression	delegation
happiness	horizontal



Ex. 9. Fill in the table.

Noun	Adjective	Verb	Adverb
nation	national	nationalize	nationality
-	-	symbolize	-
-	happy	-	-
-	-	express	-
competition	-	-	-
-	-	delegate	-
-	-	-	horizontally
-	-	accept	-
invitation	-	-	-
-	bordering	-	-
government	-	-	-



Ex. 10. Answer the questions using the active vocabulary.

1. How many thousand square kilometres does the the Republic of Uzbekistan occupy?
2. Where is Uzbekistan situated?

3. What countries does it border on?
4. What does the Emblem of the Republic present?
5. Where does the National flag of the Republic of Uzbekistan represent the Republic?
6. What does the National flag of the Republic look like?

⇒ Ex. 11. Put questions to the word in bold type.

1. The Republic of Uzbekistan **occupies the territory** of 447,4 thousand square kilometers.
2. **Uzbekistan borders** on Kirgizstan **in the North-East**.
3. **The state emblem of the Republic of Uzbekistan** presents **the image** of the rising sun **over the flourishing valley**.
4. **The entire composition aims** on expression of the desire of the Uzbek people **for peace**.
5. The National flag of the Republic of Uzbekistan is **a symbol of the state sovereignty of the Republic**.

⇒ Ex. 12. Fill in the prepositions.

1. The Republic borders ... Kazakhstan in the North and North West.
2. The new state Emblem ... the Republic of the Uzbek people.
3. The national flag ... the Republic of Uzbekistan is a right-angled coloured cloth consisting ... three horizontal strips: blue, white and green colours.
4. ... the top of the blue-coloured part ... the flag, ... its right and left sides there are half-moon and twelve white five-pointed stars.

⇒ Ex. 13. Fill in the articles.

... national flag of. ... Republic of Uzbekistan is.... Symbol of the of state sovereignty of ... Republic. The national flag of the Republic of the ... Uzbekistan represents ... Republic of Uzbekistan on ... international scene when visiting foreign countries by official

delegations of ... Republic of Uzbekistan, as well as ... on ... conferences, world exhibitions and sports competitions. The national flag of Uzbekistan is ... right angled coloured cloth consisting of three horizontal strips: blue, white and green colours. Length of ... flag is 250 cm, and width, 125 cm.

Ex. 14. Translate the sentences into English.

1. Ўзбекистон Республикаси жанубда қайси давлат билан чегарадош? — Афғонистон билан.
2. АҚШнинг давлат байроғи тўғрисида нималар биласиз?
3. Буюк Британия ва Шимолий Ирландия Қушма Қиролигининг Давлат герби нимани ифодалайди?
4. Буюк Британиянинг Давлат байроғини танийсизми?
5. АҚШ Шимолда қайси давлат билан чегарадош? Жанубда-чи?
6. Буюк Британия қайси қитъада жойлашган?
7. АҚШнинг пойтахти қайси шаҳар?
8. Ўзбекистонимизнинг мустақиллик кунини қайси ойда ва санада нишонлаймиз?
9. Буюк Британия пойтахтининг қайси диққатга сазовор жойларини биласиз?
10. Буюк Британия нечта қисмдан ташкил топган?

Ex.15. Read the following text and translate into Uzbek.

In 1782, soon after the United States won its independence, the bald eagle was chosen as the national bird of the new country. American leaders wanted the eagle to be a symbol of their country because it is a bird of strength and courage. They chose the bald eagle because it was found all over North America.


Today, the bald eagle has almost disappeared from the country. In 1972, there were only 3,000 bald eagles in the entire United States. The reason for the bird's decreasing population is pollution, especially pollution

of the rivers by pesticides. Pesticides are chemicals used to kill insects and other animals that attack and destroy crops. Unfortunately, rain often washes pesticides into rivers. Pesticides pollute the rivers and poison the fish. Eagles eat these fish and then the eggs eagles lay are not healthy. The eggs have very thin shells and do not hatch. Because many of the eggs do not hatch and produce more eagles, the number of eagles quickly become smaller.

Today, the American government and the American people are trying to protect the bald eagle. The number of bald eagles is slowly increasing. It now appears that the American national bird will survive.

 **Ex.16. Find the meaning of the words in bold type.**

1. In 1972 there were only 3,000 bald eagles in the **entire** United States.
 - a) whole b) central c) western
2. The reason for the bird's decreasing population was **pollution**.
 - a) other animals b) dirty air and water c) people
3. The eggs have thin shells and do not **hatch**.
 - a) open b) fly c) smash
4. Eagles **lay** only two or three eggs a year.
 - a) eat b) produce c) deserve
5. Pesticides kill **animals** that attack and destroy crops.
 - a) insects b) plants c) flowers
6. It now appears that the American national bird will **survive**.
 - a) die b) fly away c) live

 **Ex. 17. Find the correct answers.**

1. Why was the bald eagle chosen as the symbol of the United States?
 - a. It was the cause of the American independence.
 - b. It began to disappear.

c. American leaders chose it because it is a bird of strength and courage, and it was found all over North America.

2. Why has the bald eagle almost disappeared from the country?

a. Because in 1972 there were only 3,000 bald eagles in the entire United States.

b. The bald eagle has almost disappeared; in the country because of pollution.

c. The eggs have very thin shells and do not hatch.

 **Ex. 18. Correct the sentences.**

1. The United States won its independence after 1782. 2. American leaders wanted the eagle to be a sample of their country 3. They chose the bald eagle because it was found all over South America. 4. Today, a little over 200 years late, the bald eagle has almost disappeared. 5. In 1972 there were only 30,000 bald eagles. 6. Unfortunately, rain often washes crops into rivers. 7. The eagles have very thin shells and do not hatch. 8. Today, the American government and the American people are trying to pollute the bald eagle.

Ex. 19. Translate the text simultaneously.

Britain lies of the northern-west coast of mainland Europe. Its full name is the United Kingdom of the Great Britain and Northern Ireland (or the UK). Britain consists of 4 parts: England, Scotland, Wales and the Northern Ireland which share the same monarch, government and national flag known as the Union Jack. (Jack is a less common word for flag). It is wrong to refer to the inhabitants of Britain as “English”, since England is only one of the four parts which make up the British. England is the largest of the four parts and borders on Scotland in the north and on Wales in the west. The island of Ireland consists of the Irish Republic (or Eire) in the South and Northern Ireland which is

the part of Britain. The Irish Republic is an independent country of the British government.

⇒ **Ex. 20. Speak about Uzbekistan.**

The Republic of Uzbekistan, to occupy, territory, kilometers, to be situated, in Central Asia, to border on, in the North, in the East, in the West, in the South.

⇒ **Ex. 21. Speak about the Emblem of Uzbekistan.**

New state Emblem of the Republic of Uzbekistan to express, national public experience of the Uzbek people, rising sun, over flourishing valley, wheat ears, from the right side, branches of cotton, opened cotton balls, the light angled-star symbolize, the unity and confirmation of the Republic, legendary bird Semurg, with the national Renaissance.

⇒ **Ex. 22. Speak about the National Flag of Uzbekistan.**

National flag, a symbol of state sovereignty of the Republic, on the international scene, to visit foreign countries, official delegations, as well as on conferences, world exhibitions, and sport competition, a right — angled coloured cloth, consists of three horizontal stripes,

L E S S O N 5

T E X T

Amir Temur is the great military leader and great personality

When Amir Temur's troops occupied the city of Shiraz, he gave orders to find the poet - Khafiz and bring him to the palace. The frightened poet stood in front of Temur who asked, "Was it you who wrote the following verses?"

“When I fall in love with a beauty from Shiraz, I’ll give away both Samarkand and Bukhara in exchange for her birth mark.”

The poet stood still, bowing his head before Amir Temur.

Temur continued, “I devoted my whole life to extol my favourite cities and you are willing to exchange them for the birth-mark of a dissipated woman.”

Khafiz knew that the situation was rather serious. He spread the skirts of his shabby robe and said,

“Your Excellency, it is because of my lavish generosity that I am very poor!”

After a short pause, Temur burst out laughing and told his servants to give the poet a new robe and let him go.

Let us assume that the above story had never really happened. Regard it as one of the numerous legends about this great military leader. The story does, although indirectly, confirm that Temur was a well-educated man. He knew history and poetry, the Koran and many khadeses. He took part in theological discussions.

His fate elevated him to an unprecedented height. Like Napoleon, he could say, “What a fascinating novel my life is!” As a young man, he was the leader of a group of horsemen, later, he freed his motherland, established a mighty and flourishing state, occupied large areas, and ruled millions of people.

It was from the very beginning that Temur began to apprehend his power not as a gift, but as a heavy burden which was placed on him by Providence. He used to say, “A good star never has enough time to shine. We have to work for the benefit of our people who have been entrusted to our care by the Almighty as a sacred pledge. It will always be my primary concern because on the day of Final Judgement. I don’t want the poor to pull me by the edge of my cloak and ask the Almighty to take vengeance on me.”

The more one discovers of his contemporaries, the more certain it is that Temur had a wide range of interests and a rich inner world. The inner world of a person always has an effect on one's activities and decisions, especially when the person is the head of the state.

He experienced the cruelty of the world when he was young. His companion-in-arms betrayed him on more than one occasion, he had to take refuge from hired killers, he was wounded in battle... once he was taken prisoner and spent more than a month in a deep pit full of poisonous snakes. It's not surprising that he said, "Our world is a gold trunk full of snakes and scorpions."

Arabshakh's words prove that this his life did reduce his soul to ashes. The man who recognized young Temur and saved him from death in the steppe, was appreciated by Temur and highly respected until the end of his life.

On the subject of women in his life, one cannot help mentioning Sarai-Mulk-Khanum, better known as Bibi-Khanum. He took her as his wife from the harem of the defeated Amir Husein, once an ally and later an irreconcilable enemy, She became the senior wife of Sakhbikiran. One of the most impressive buildings in Samarkand was named after her, the Bibi-Khanum Mosque. Temur himself began to build it when he returned from a march to India.

Temur loved Samarkand, and in so doing he has made famous all over the world. It is very difficult to explain why people love their native city, their motherland. It was Samarkand where Temur returned to after each military campaign, as if breathing the air of Samarkand into his lungs rejuvenated him. Only there, on the soil of his native land, did he find happiness and peace.

Temur surrounded Samarkand with vast picturesque gardens viewed from the windows of his country houses.

He liked to rest there and when he was away from the city, people from ~~the city~~ enjoyed the beauty of his gardens, listened to the music of: Gul-Bog, Bogi-Dilkusho, Bogi-Chinor, Bogi-Nau, Bogi-Boland, Bogi-Shamol - in Uzbek these names mean “a garden of roses”, “a garden of fascination to one’s heart”, “a garden equipped with happiness”, “a garden of trees”...

It was in the time of Sakhbikiran that Samarkand became one of the world’s centres of culture and science. In his time Atoiy, Sakkokiy and Lutfi, brilliant scientists, such as Mavlono Abdujabbor Khorezmi, Shamsutdin Mounshi, Abdulla Lison, Badriddin Akhmed and Alautdin Kashi worked in Samarkand.

The Temurides did not only produce good fighters, many writers and scientists were also a part of their dynasty. Temur’s grandson, Ulughbek with his discoveries in Mathematics and Astronomy (f.e. astronomic Tables and the unique observatory) consolidated Samarkand’s fame as the leading scientific centre of the medieval world. Describing Ulughbek, Alisher Navoi said, “The sky became closer and lower in front of his eyes.”

During the march to Horasan, Sakhbikiran wanted to meet the religious zealot, Zainetdin Abu Bekr. The sheikh said to the Amir’s enjoy that he had had nothing to do with Temur and if Temur wanted to see him, he should come himself. The meeting took place.

Later on Temur told the historian, Khafiz Abr, that usually during such meetings he saw fear in the people’s eyes, even in the eyes of the Hermits. That time he left with fear. When the sheikh put his hands on the shoulder of the bowed Temur, Temur felt that the sky had fallen and weighed him down. After listening to Abu Bekr’s instructions, Sakhbikiran asked him why he didn’t give such instructions to his sovereign, the ruler of Herat. “I have instructed him”, the sheikh answered “but he hasn’t followed my instructions and God has sent you own on him. Now I’m instructing you. If you don’t follow my

instructions God will send somebody else down on you".
The sky gave Temur a long life.



WORDS AND PHRASES TO BE DEFINED:

Find in the English-Uzbek dictionaries and define the meaning of the following words and expressions.

- To fall in love — _____
To bow — _____
To extol — _____
Shabby — _____
Lavish — _____
Generosity — _____
Military leader — _____
Khadeses — _____
Theological — _____
Unprecedented — _____
Elevated — _____
Mighty and flourishing state — _____
Heavy burden — _____
Providence — _____
The Almighty — _____
Sacred pledge — _____
Irreconcilable — _____
Hermits — _____

E x e r c i s e s

Ex. 1. Read, translate the text into Uzbek.



Ex. 2 Answer the following questions, using the information given in the text:

1. Why did Amir Temur order his men to find the poet Khafiz Sheraziy?
2. Why did this event remain as a legend?
3. What other legends connected with the life of Amir Temur do you know?
4. Why does the author mention the name of Napoleon Bonaparte?

5. How would you understand the saying “A good star never has enough time to shine”?

6. What will happen on the day of Final Judgement, as it is usually stated?

7. What did the contemporaries of Amir Temur write about him?

8. What could Amir Temur experience before he became the Ruler of his Empire?

9. What was his contribution to the growth of Samarkand?

10. What can you say about Amir Temur’s attitude towards religion and the zealots?

⇒ **Ex. 3 Explain the meaning of the following proverbs and sayings and reproduce the situations where they can be used.**

1. Our world is a gold trunk full of snakes and scorpions.

2. A good star never has time to shine.

3. What a fascinating novel my life is.

4. It is very difficult to explain why people love their native city.

5. The sky became closer and lower in front of his eyes.

6. The sky had fallen and weighed me down.

⇒ **Ex. 4 Put questions to the words which are given in bold types:**

1. **The man who recognized young Temur and saved him from death in the steppe**, was appreciated **by Temur** and highly respected **until the end of his life**.

2. He **experienced the cruelty of the world**, when he was young.

3. It was **Samarkand** where **Temur** returned to **after each military campaign**.

4. Once he **was taken** prisoner and **spent** more than a month **in a deep pit** full of poisonous snakes.

5. When **the sheikh** put his hands on the shoulder of the bowed Temur, Temur **felt** that the sky **had fallen** and **weighed** him down.



Ex. 5. Complete the story by putting one word from the list below in each space:

complete, helpfully, modern, previous, confident, carefully, firmly, closely, terribly, straight, nervous, quickly, unfortunately, loud.

I still remember the first lesson I ever gave. I had planned it very (1) but as the time to start approached, I began to feel..... (2)..... (3). There were (4) voices coming from the classroom but when I opened the door, the noise died down (5) and by the time I reached the front of the room, there was (6) silence. I introduced myself in what I hoped was a.....(7) voice and then turned to write my name on the board. It was a..... (8) whiteboard and the..... (9) teacher's notes hadn't been cleaned off. A pupil pointed (10) to the board cleaner and explained that I had to press (11) on a button on the top to release a spray of water. (12) I didn't look at it (13) enough and when I pressed the button a jet of water went..... (14) into my eyes.

Adjectives give information about nouns and are used a: before nouns. *For example:* A confident voice.

b: with certain verbs. *For example:* There was complete silence.

Some common verbs in this group are be, seem, appear, look, feel, sound, taste. *For example:*

The test seemed easy. You look rather tired. This coffee tastes horrible

Adverbs give information about verbs and adjectives. *For example:*

I had planned it very carefully I began to feel terribly nervous. (also: awfully, extremely etc)

FORMATION

The following table shows how adverbs are formed from adjectives. Fill in the missing examples.






regular	patient patiently	no	straight-straight
	sudden		fast-fast
change of spelling	happy happily sensible.....	irregular	good-well
	true....		

N o t e: Be careful with some adjectives that end in *-ly*. They cannot be used as adverbs. Use a similar adverb or adverb phrase. *For example:*

He gave me a friendly smile. He smiled at me in a friendly way.

Now use *silly*, *ugly* and *lovely* in similar sentences of your own. Use a different verb in each sentence.

THE COMPARISON OF ADJECTIVES AND ADVERBS

Helicopter	bicycle	car	Rowing boat	skateboard
				

Ex. 6. Look at the pictures above and complete these sentences. Check your answers with a partner. You may disagree!

A..... is cheaper than a.....

A..... is more convenient than a.....

A..... can be parked less easily than a..

The least reliable method of transport is a.....


Types of adjectives	Comparative	Superlative
Adjectives of one syllable: cheap	... er than	(the),, est
Adjectives of two or more	more... than	(the) most..
Irregular forms: good bad	better worse	(the) best (the) worst
far (distance) (time)	farther further	(the)

Now make sentences of your own about the pictures using these words:

safely expensive comfortable quickly economically hard

For example, you could begin like this:

You can go... It's..... to learn to use ...

 **Ex. 7. Put the adjective or adverb in brackets into the form which best suits the meaning of the sentence.**

a) In your opinion, what is (stressful) aspect of being a doctor?

b) Who is (useful) to society, a policeman or a social worker?

c) I think women drive (carefully) than men.

d) Please talk a bit (quietly). You're disturbing everyone.

e) He feels much (fit) since he stopped smoking.

f) There's nothing (annoying) than losing one's door key,

g) Michael prefers to be alone. He is (sociable) person in the office.

h) He did not do very well, but at least he tried (hard) than last time.

i) That really is (bad) food I've ever eaten!

j) I bought her (expensive) present I could afford.

 **Ex. 8. Fill in the blanks with the missing forms of adjectives.**


short		
	bigger	
	worse	
		best
long		
		last
	later	
		oldest
	elder	
little		
	cheaper	
		most
		farthest
	further	

Ex. 9. Write the comparative and superlative degrees of the following adjectives and verbs.

long, short, small, hot, big, new, old, young, large, thin, thick, tall, high, narrow, clean, dark, cold, warm, early, late, quick, slow, happy, easy; good, bad, little, many, much; beautiful, interesting, important, difficult, comfortable, necessary, expensive, suitable.

Ex. 10. Insert as ... as, not so ... as, than.

1. This room is not ... large . . . the bedroom. 2. The sun is bigger ... the earth. 3. She is ... old ... my grandmother. 4. I like to read English books ... well ... Uzbek. 5. Our furniture is ... modern ... yours. 6. My cat is not ... black ... yours. Mine is whiter.

 **Ex. 11. Choose the proper word from those given in brackets.**

1. I can only tell you (a little, a few) about it now but I am going to come again in (a little, a few) days. 2. ... (this, that) pencil is black and (this, that) one is red.

3. You don't (to listen, to hear) me, do you? I'll say it loudly again. 4. Sunday is my (day off, working day), 5. There are two (o'clock, hour) left till our train starts as it is 4 (hour, o'clock) now. 6. She has (a few, a little) milk in her tea.

⇒ **Ex. 12. Insert the words from those given below.**

1. There are four ... in a month and there are seven ... in each of them. 2. We say that ... is right if it tells the ... time. 3. In the evening I generally ... 4. A watch has a ... and two ... 5. I had ... in my ... today.

(translation, a mistake, a week, a watch, season, to watch T V, hand, right, face, day)

⇒ **Ex. 13. Complete the following sentences.**

1. He is taller ... 2. She skates better ... 3. This building is as ... 4. I am elder ... 5. Zokir plays chess not so ... 6. There are more ... 7. She is as ... 8. The sitting-room is not ... 9. It is rather cold today. The weather is worse ... 10. She is the best ... 11. It is the shortest ... 12. The air is much cooler ... 13. Which of these dresses is the most ...? 14. There are fewer ...

Ex. 14. Copy the following sentences translating the word given in brackets.

1. There are (кўп) students in the classroom. 2. There is (анча) ink in the fountain-pen. 3. There are (бир нечта) boys in the street. 4. There are (кўп) stars in the sky. 5. There is (кўп) grass in our garden. 6. There are (бир нечта) modern buildings in this district. 7. There are (кўпгина) things in the box. 8. There is (кўп) butter on the slice of bread, 9. There are (бир талай) pens in my bag. 10. There is (озгина) water in this jug. 11. There is (оз) bread in the house. Go to the shop and bring a loaf of bread. 12. There is (озгина) tea in my cup. Pour a little, please. 13. There are (анча) new words in this story. 14. There are (кам) grammar exercises in this book. There are (кўп) in the old one.



Ex. 15. Read the following sentences in the form of questions beginning with *How many* or *How much*.

Model: There are ten students in our class.

How many students are there in our class?

1. There are two windows in the room.
2. There is much water in this glass.
3. There are many bright stars in the sky.
4. There is little ink in my fountain-pen.
5. There is only one flower in the vase.
6. There is little coffee in this cup.
7. There are forty new flats in this apartment house.
8. There is a school in the new district.
9. There are two exercises on articles in this lesson.



Ex. 16. Make up sentences beginning with *there is/ are* using the words and word combinations given below.

Model: Tea, in the cup. There is some tea in the cup.

There is no tea in the cup. There is little tea in the cup. There is much tea in the cup, Is there any tea in the cup?

1. Water, in the jug.
2. Lawns, in the park.
3. Newspapers, in the letter-box.
4. Green leaves; on this tree.
5. Chalk, on the table.
6. Mistakes, in the dictation.
7. Bread, on the plate.
8. Flats, in the house.



Ex. 17. The following statements are not true to the fact; correct them using the model:

Model: There are 25 students in our group (10). It is not true. There are not 25 students in our group. There are 10 students in our group.

1. There are twenty chairs here (14).
2. There are many pieces of chalk on the table (only 2).
3. There is one lamp in the room (3).
4. There are 3 teachers in the classroom (1).
5. There is little money in my bag (much).
6. There are many people-in the street (few).
7. There is a letter in the letter-box (newspaper).
8. There is a cinema in the street (a new theatre).



Ex. 18. Answer the questions using the model.

M o d e l: What is there on the table? (a book)
There is a book on the table.

1. What is there in your bag? (an English newspaper).
2. What is there in the room (a table).
3. Who is there in the corridor? (The English teacher).
4. Who is there in the next room? (students).
5. What is there in the bookcase? (books).
6. Who is there in the street? (Students of our group).
7. What is there on the table? (books and pencils).



Ex. 19. Insert *it is* or *there is*.

1. ... fine today.
2. ... a boy in the room.
3. ... many people in the hall.
4. ... cold in the morning.
5. ... hot in summer in Tashkent.
6. ... much light in the room.
7. ... interesting stories in the book.
8. ... nine o'clock now.
9. ... trams and cars in the street.
10. ... little tea in the tea-pot.
11. ... some mistakes in your translation.
12. ... pleasant in the street in spring.



Ex. 20. Read and ask using the model.

M o d e l: a) We have a lesson today (you) b) Have you a lesson today?

1. They have an analytical reading lesson today (you).
2. I have a red dress (your sister).
3. Our children have many toys (your children).
4. We have a reading-room at the Institute (they).
5. His father has a car (they).
6. The Ahmedovs have a telephone in their flat (she).
7. He has much free time (they).



Ex. 21. Read and answer using the model.

M o d e l: We have an English-Uzbek dictionary. And she? She hasn't an English-English dictionary.

1. They have a history lesson today. And you?
2. My daughter has many toys. And your son?
3. These students have a new English teacher. And the students of your group?
4. He has a new motor-car. And his brother?
5. You have a new flat. And your sister?
6. We have flowers in the garden. And you?



Ex. 22. Read and ask using the model.

M o d e l: Karim has got good handwriting.

Hasn't Nazira got good handwriting?

1. She has got many good friends.
2. We have got buses in our city.
3. They have nine-storeyed houses in their town.
4. Ozoda has got mistakes in her spelling.
5. My mother has got much work everyday.
6. The Ahmedovs have got telephone in their flat.
7. He has got book of short stories.



Ex. 23. Read and answer according to the model.

M o d e l: I have some English books. And they? They have no English books.

1. I have some ink in my fountain-pen. And they?
2. We have some note-books on the desks, And they?
3. The teacher has some chalk in his hands. And the pupils?
4. We have some mistakes in our translation. And you?
5. Lola has some exercises in her note-book. And Zamira?
6. This little girl has a doll in her hands. And that boy?



Ex. 24. Read and answer according to the model.

M o d e l: We have 2 English lessons today. And they? They have not any English lessons today.

1. We have 4 dictionaries on the desks. And they?
2. The Ahmedovs have conveniences in their flat. And the Agzamovs?
3. I have pictures of the Black Sea. And you?
4. We have newspapers on the walls in our classroom. And you?
5. We have new apartment houses in our district. And they?
6. Zohid has beautiful chairs in his flat. And Karim?



Ex. 25. Fill in the blanks with the words “say”, “tell” in the necessary form:

1. Mary ... she was very busy yesterday.
2. The little girl ... she was going to see grandmother.
3. The little girl ... wolf she was carrying the basket to her grandmother.
4. Mary ... me she was very busy yesterday.
5. Write many letters about the film you saw last night.

6. Mary ... she liked it very much 7. John's mother was very angry when she discovered that he had her a lie. I believe he will always ... the truth here — after. 8. Those twin brothers look so much alike that I cannot ... them apart. 9. John ... his mother he was going to the cinema. But he ... he would be back at about ten o'clock. 10. Smith ... me all about his trip to Africa last night. He ... that it was one of the most interesting trips he had ever taken. He ... me that he would probably take another trip soon again. 11. William ... to me, "Is it necessary to write my exercises in ink?"

👉 Ex. 26. Translate the following sentences.

1. Улар ётоқхонада яшайдилар. 2. Унинг хотини театрда ишлайди. 3. У ишга троллейбусда боради. 4. Биз сизни кутиб утирмаймиз. 5. Уларда чоршанба кунини машғулотлар бўлмайди. 6. У олтидан олдин келмайди. 7. Сиз бу ерда сешанбада бўласизми? — Менимча, ҳа. 8. Акангиз (укангиз) кечқурун уйда бўладими? — Ҳа. 9. Лаборатория шанбада очиқ бўладими? — Йўқ. 10. Бугун йиғилиш бўладими? — Айтишларича, бўлади. 11. Уларнинг уйида газ бўладими? — Бўлади. 12. Уларнинг квартирасида телефон бўладими? — Бўлади. 13. У Тошкентда қаерда яшайди? 14. Сиз ёзда қаерга борасиз? 15. Сизни кутиб турайми? — Ҳа, илтимос. 16. Илтимос, магнитофон тасмасини келтирсангиз. 17. Биз давом эттирайликми? — Албатта. 18. Мен қолайми? — Йўқ, керак эмас. 19. Марҳамат қилиб биринчи саволга қараб берсангиз. 20. Ана шу буюмларни бу ерга қўйинг. 21. Уларни кутишга тўғри келади. 22. Яна келишингизга тўғри келади. 23. Унинг таксида боришига тўғри келади. 24. У билан яна бир марта гаплашишимизга тўғри келади. 25. Бизда ҳамма нарса бор, хуллас дўконга боришингиз керак эмас. 26. Унинг у ерга бу ҳафтада боришига ҳожат йўқ. 27. Улар бу саволларга жавоб бера олмайдилар. 28. Сиз пиёда бора оласизми? — Уриниб кураман. 29. Сиз бу масалани

қачон еча оласиз? — Бир неча кундан кейин. 30. Мен чоршанбада йиғилишда қатнаша олмайман: болани шифокорга олиб боришим лозим. 31. Уй вазифасини бажараётганимда телевизор кураман. 32. Дарс тугаганда уйга қўнғироқ қиламан. 33. Агар якшанбада ҳаво яхши бўлса, биз шаҳарда қолмаймиз. 34. Меҳмонлар (аризачилар) кетиши билан мен уларни котибга юбораман. 35. Агар онаминг аҳволи яхши бўлса, синглим биз билан Бухорога бора олади. 36. Нодира пианинони чалишни тугатса, бизга овқат (тушлик) тайёрлашда ёрдам беради. 37. Биз совуқ қотишимизга қадар конькида учамиз. 38. Саволингизга жавоб беришидан олдин яхшилаб ўйлаб куриши керак. 39. Қўшниларимиз пианино сотиб олишгач, уларнинг ўғли мусиқадан дарс ола бошлайди. 40. Мен декан билан гаплашганимдан кейин сизга жавоб бера оламан. 41. Унга қўнғироқ қилмагуни- мизга қадар у келмайди.

Ex. 27. While retelling the text, let someone translate it into the mother tongue.

The old Indian is quite modern

One day a small group of tourists came to a part of America where they could see neither villages nor people for any days. At last they met an old Indian. He knew everything about the forest, the animals living in it, the weather and many other things. He could speak English. “Can you tell us what the weather will be like during the next few days?” one of the tourists asked him. “Oh, yes,” he said. “Rain is coming. Then there will be snow for a day or two, but then the sun will come again and the weather will be fine. It will be very warm.”

“These old Indians didn’t go to school but they know more than we do,” said the man to his friends. Then he turned to the old Indian.

“Tell me,” he said, “how do you know all that?”

The Indian answered: “I heard it on the radio.”

↪ **Ex. 26.** Make up dialogues on the basis of the situations like what has been told about, but took place in your life, or the life of your group-mate.

↪ **Ex. 27.** Converse with your fellow-students about the National Heroes of the peoples of the World, Starting it with filling the following table:

	The nation	National hero	What is this Hero famous for
1	Arabs	Mohammed	He was the Holy Prophet of Muslims
2	English		
3	Russians		
4	Americans		
5	Hungarians		
6	Polish		
7	Turks		
8	Tajiks		
9	Chukchi		
10	Mongols		
11	French people		

Ex. 30. Translate the text into English visually (sight translation).

Содиқ дўст

Кўп йиллар олдин овулда Мухтор деган овчи яшаган эди. Унинг ёш бургути бўлган, бургут Мухторга қулоқ солган ва унга овда ёрдам берган.

Бир куни бахтсизлик юз берди: овулга қора ажал келди. Ҳамма ўлатни шундай деб атарди.

Ўшанда, подшолик пайтида, овулда касалхоналар йўқ эди. Қора ажални уқ билан даволашарди. Овулни ҳамма томондан аскарлар ўраб олишди. Агар овулда яшовчилардан кимдир ундан кетишга уринса, уни ўлдирганлар. Агар кимдир овулга киришни хоҳласа, уни ҳам ўлдирганлар.

Ўлатдан овуллик кўп кишилар ўлдилар. Атиги бир неча киши қолди. Улар орасида Мухтор ҳам бор эди.

Улатдан тирик қолганларга очликдан ўлим хавф соларди. Аскарлар овул атрофида туришди ва овулдан чиқмоқчи ёки унга кирмоқчи бўлган ҳаммани ўлдиришда давом этдилар.

Кишилар мумкин бўлган ҳамма нарсани еб бўлишди. Мухтор бугун улар унинг қушини ҳам ейишларини тушунди.

У бургутнинг оёғидан занжирни олди ва бургут учиб кетди. Лекин кўп ўтмай у қайтиб келди ва чангалида қуённи келтирди. Кейин яна учди ва энди тулкини келтирди. Шу тарзда у йигирма кун мобайнида учди ва оч кишиларга егулик келтирди. У ов қилмади. У одам сифатида ишлади. Шу тариқа бургут кишиларни очликдан, ўлимдан қутқарди.

Ex. 31. Translate the text into your native tongue visually (sight translation).

True love

A young man met a beautiful girl and he decided to write her a letter to tell her how much he loved her. He wrote that she had the most beautiful face in the world, that when he looked into her wonderful blue eyes, he forgot everything and everybody. As he wrote, he became more and more poetical. He said that he wanted to be with her always, that the highest mountains, the biggest rivers, the most terrible animals could not stop him.

He came to the end of his letter and was going to write his name, when he suddenly remembered that he had forgotten something very important. And he wrote one more sentence: "I'll come to see you, dear, on Wednesday evening—of course, if it doesn't rain."

 **Ex. 32. Define the semantic base of the text given above.**

LESSON 6

PRE-TEXT EXERCISES

 **Ex. 1. Fill in the gaps using the information given in the box.**

Sheila has got long dark hair. Lucy has got short hair. Mary has got green eyes.	Mary has got grey hair Sheila has not got blue eyes Lucy has not got brown eyes or fair hair
--	--


1. Sheila has got _____ hair and _____ eyes.
2. Mary _____ got _____
hair and _____.
3. Lucy _____
_____ and _____.

 **Ex. 2. Copy and complete the table.**


I _____ got
You have _____
He /she /it _____
They _____

 **Ex. 3. Ask the teacher questions.**

- What's this?
- It's your mouth.
- What are these?
- Ears.

 **Ex. 4. Do what the teacher tells you. Then test other students. Do they know these words.**

arm, ears, eyes, face, foot, hair, left, leg, mouth,
nose, right, hand, head, neck, finger, knee, back

 **Ex. 5. Talk about yourself and other people.**

Example: I've got small hands. My mother's got pretty hair.

Can you remember what other students said?

Example: Maria's got brown eyes. Her father's got small ears.

Ex. 6. Write three sentences with AND, and three with BUT. Ask the teacher for words.

Examples: I have got blue eyes, and my mother has, too. I have got straight hair, but Chris has got curly hair.

Learn: long, short, brown, green, blue, grey
What's this? What are these?



Ex. 7. Read the text and check the meaning of words in your dictionary:

T E X T

I have twin brothers, Tim and Tom. They are very similar and a lot of people don't know which is which. They both have blond hair and blue eyes, and they always wear jeans and T-shirts. They like doing the same things, too. For example, they both like jazz and they're crazy about football. They go to a football match once a week. Tim doesn't like dancing or discos and Tom doesn't like them, either.

Although they're twins, they're not exactly the same at everything, Tim works hard at school because he wants to go to the University, but Tom is a bit lazy.

Our mother is often away from home because of her job, so we all work together in the house. Most of the time it's fine, but sometimes we fight a bit!



Ex. 8. Fill in the gaps using the words in the box:


Although, because, because of, too, both, for example

a. I like coffee, and I like tea _____.


b. Kate and Meg are very similar. They _____ like dancing and they love cats.

c. We stopped playing tennis _____ the rain.

- d. _____ it was cold, we went swimming.
 e. There's so much to do at the weekend.
 _____ you can go skiing or skating.

 **Ex. 9. Open the brackets putting the verbs in the Present Indefinite or in the Present Continuous Tense.**

1. Our classes (begin) at 9 o'clock. 2. Take your umbrella. (It rain). 3. We (have) analytical reading now. We (read) the text, (retell) it and (answer) the questions about the text. 4. Where is Komila? She (listen) to the radio. 5. He (do) his lessons? No, he ... He (play) in the yard with his friends. He usually (prepare) his homework in the evening. 6. Halima (wash up) dishes. She always (help) her mother to clear up the table. 7. Don't come into the room. Father (speak) to a friend of his. ... he (work) with my father? No, he ... (live) in another town. He (leave) soon. 8. I (see) Nargiza. She (come) to me. Let us speak with her about plans. 9. Karim's mother (arrive) from Tashkent in 3 days . . . Karim (go) to meet her? — ... Certainly. He (know) that she (return) on the 22nd and he (go) to meet her on that day with his sister and father. 10. I (hear) my grandmother's voice. She (call) me. 11. It (not, rain) in summer. 12. ... it (snow) now? — No, it it (rain) — Yes, it it often (rain)? — No, it ... 13. I (not, read) newspapers when I (eat). 14. When I (walk) along the main street I (meet) many friends of mine.

 **Ex. 10. Choose the suitable form of the verb.**

1. He (get up —gets up) very early 2. I (study — studies) English. 3. The teacher always (explain — explains) the new rules to us. 4. Karim (like—likes) to relate stories in detail. 5. She often (forget—forgets) to leave margins on the left. 6. The lessons (begin — begins) at 9 sharp. 7. I. (wind up—winds up) my watch regularly. 8. It (take—takes) father 10 minutes to get to his office.

 **Ex. 11. Correct the following statements using antonyms of the words in bold type.**

You **always** come late. — On the contrary, I **never** come late.

They **often** stay here. — I'm afraid you are wrong.

They **seldom** stay here.

1. You are **always** late for classes. 2. Hamida **never** does the exercises in written form. 3. The Umarov's **never** take a bus to get to their office. They **always** walk there. 4. Agzamov **seldom** gets good marks in English. He **never** works properly at the language. 5. The children are **never** afraid of the darkness. 6. He **never** tries to keep his exercise-books neat. 7. He **often** invites us to come to the theatre with him.



Ex. 12. Read quickly inserting *do* or *does*.

1. ... you study at the University of world languages? 2. ... he help his mother about the house? 3. ... they like to read English books? 4. ... Lola's father work at a factory? 5. ... she have breakfast at 8 or at 9? 6. ... the Avazovs come to see you every week? 7. Where ... he live? 8. Why ... Karim get up so early? 9. ... you often go to the theatre? 10. When ... the alarm-clock wake you up?

Ex. 13. Write that the other person is not doing the same action.

— The child is sleeping (mother). — Mother is not sleeping.

A. 1. Karim is reading the text (Kamol). 2. The students are listening to their teacher (Nazira). 3. We are having an English lesson now (the students of group 103). 4. Ahmad and Sobir are playing football in the yard (we). 5. Hamid is waiting for the tram (I). 6. Her parents are watching the TV (she). 7. I am writing the sentence on the board (other students). 8. My little sister is doing her homework (my brother). 9. They are moving to the new flat (our family). 10. Grandma is helping

mother to cook dinner (I). 11. The friends are having dinner in the dining-room (he himself). 12 They are asking questions on the text (the teacher Answer).

— Usually it doesn't rain in July. And now? (rain).

— Now it is raining. The sun shines brightly at this time of the year. And today? (not shine).

— Today it is not shining.

B. I. He usually does his lessons between 2 and 4. And now? (play the piano). 2. As usual children sleep at this time. And now? (not sleep, look the TV programme). 3. I am always at home at this time. And now? (wait). 4. As a rule the trees are casting off their leaves in September. And now? (not cast off) They are still green. 5. He usually has a cold shower at 7 in the morning. And now? (have breakfast). 6. In early spring birds come back to our Republic. And now? (fly away) It is autumn now. 7. In summer days become long. It is the beginning of winter now. And now? (become shorter). 8. At this time the students usually take their exams. And now? (study).

Insert the missing words.

C. 1. They are going to... 2. I am sending the letter... 3. She is looking for the newspaper... 4. Our neighbours are moving... 5. He is preparing lessons... 6. We are beginning... 7. He is learning by heart... 8. The teacher is asking... 9. At the lessons the students write... 10. The second-year students are reading... 11. It is raining... 12. Lola is writing... 13. He is skating... 14. The friends are playing chess... 15. Karimov is reciting the poem... 16. ... is standing at the door. 17.... is running towards us. 18. ... is washing the dishes. 19. ... is cutting the bread. 20. ... is laying the table.

TEXT

Zakhiriddin Muhammad Babur

Zakhiriddin Muhammad Babur was born on the 14 February, 1483, in Andijan, in the family of the ruler of

Ferghana ulus, whose name was Umar Sheikh Mirzo. At the time in Central Asia and Khurasan a fierce internecine wars between brothers, relatives-descendants of the Great Tamerlane – were fought.

Zakhiriddin being from his childhood in love with literature, art, nature's beauties, like all the princestimurids was getting familiarized with the essentials of that knowledge under the leading of eminent teachers in his father's palace. But his untroubled childhood didn't last long; in 1494, after his father's death, Babur, aged 12, when sat himself on the throne of the ruler of Ferghana Ulus, was forced to struggle for the Andijan's throne against his brothers Jahongir Mirzo, uncles Sultan Ahmad Mirzo and Sultan Mahmud-khan and other feudal groups. To reconcile with the brother Jahongir Mirzo Babur divided Ferghana Ulus and gave away him sharp the half.

Then Babur entered a struggle against with the feudal groups for Samarkand.

The vanquisher Sheibany-khan, who possessed an enormous military strength compelled Babur to leave Samarkand. After the conquest by Sheibany-khan of Andijan in 1504, Babur set off South and set his rule in Kabul Ulus. In 1505–1515 Babur several times tried to get back to Central Asia. But these attempts proved to be futile. Later on purpose to strengthning his power for the space of the period of 1519–1525 Babur led struggle against India. In 1526–27 he conquered it. The power of “Baburid dynasty” known in Europe as “Great Moguls” lasted in India more than 300 years.

After that victory Babur didn't live long – died in the town of Agra in December 1530; later, according to his testament his remains were carried by his descendants to Kabul and buried there.

Babur for that short time he had been ruling the state promoted a stabilization of the political situation in India, unification of Indian land, improvement of towns, organization of trade relations, planting with trees, shrubs and gardens. Building of libraries, caravanserais

was widely practised especially in the years of his sons' and descendants' governing. The Central Asian style appeared in the arts and architecture of India.

Jawaharlal Neru wrote that after Babur's arrival to India big changes had taken place there, the new reforms improved life; enriched arts and architecture.

Side by side with the enormous state affairs Babur performed literary art activity in India and created his most exclusive work that became all over the world, "Baburname".

"Baburname" is the book including not only historical facts but an unique information on economic, political and social aspects, nature and geography — the information that is of tremendous world importance in the capacity of an unique historical and literary heritage.

NEW WORDS AND PHRASES:

ruler, *n* — ҳоким

fierce, *adj* — шиддатли, аёвсиз, даҳшатли

internecine, *adj* — ўзаро тахт учун, тахт талашиб олиб бориладиган

descendant, *n* — авлодлар, улуғлар

princes-temurids — Темур зотидан бўлган шаҳзодалар, амирзодалар

essentials, *n* — (фаннинг) асослари

eminent, *adj* — довуғи кенг ёйилган, таниқли, тан олинган

untroubled, *adj* — беғалва, бехархаша, тинч

throne, *n* — тахт, шоҳлик тахти

reconcile, *v* — ярашмоқ, сулҳ тузмоқ, иттифоқликда яшамоқ

enter a struggle — курашга жалб этмоқ, кирмоқ

vanquisher, *n* — босқинчи

conquer, *v* — мажбур қилмоқ

ulus, *n* — географик ва сиёсий-давлат, "худуд"-нинг эски, мўғулча номи

testament, *n* — васият

remains, n – қолдиқлари
stabilization, n – барқарорланиш, мустақкамланиш, тинчланиш
political situation – сиёсий ситуация
unification, n – бирлашув
trade relations – савдо алоқалари
shrubs, n – декоратив бутазорлар, майсазорлар
exclusive, adj – беқиёс, тенгсиз
heritage, n – мерос

 **Ex. 14. Say whether the statement is true or false:**

	Statement	True	False
1.	“Baburname” included only historical and geographical facts about the life of Central Asian peoples		
2.	Zakhiriddin Muhammad Babur had a great interest in military arts and had no desire to learn literature and arts		
3.	Sultan Ahmad Mirzo and Sultan Mahmudkhan supported Babur greatly in his military expeditions		
4.	Muhammad Sheybani-khan invited Babur to come to Samarkand and be the “khan” there		
5.	The Baburid Dynasty was established by the sons and grandsons of Zakhiriddin Babur		
6.	The founder of the dynasty “Great Moghuls” was Chingizkhan-Temujin		
7.	Z.M.Babur was buried in Agra		
8.	Sheybany-khan and Babur were great friends		
9.	Jawaharlal Neru wrote that “Babur’s influence to India was regressive”		
10.	Z.M.Babur’s books are translated into many languages of the World		



Ex. 15. Find in the text the synonyms of the following words.

1. outstanding
2. great
3. significance
4. khan
5. fraternal
6. off-springs
7. juvenileness
8. essentials
9. peaceful
10. to fight
11. to set peace
12. to have
13. invasion
14. to leave
15. to invade
16. to continue
17. will
18. coming
19. innovation
20. existence



Ex. 16. Find the antonyms of the words in the text.

1. death
2. predecessors
3. ordinary
4. unknown
5. exclude
6. weakness
7. to allow
8. hate
9. old age
10. aunts

T E X T:

Visitors

It's Saturday afternoon, There's a knock at the door. Our neighbours Mr and Mrs. White have arrived. The

maid opens the door and lets in. She shuts the door and shows them into the lounge. We greet them, shake hands with them, and ask them to sit down. A few minutes later we hear a ring at the door. It's Betty Smith, my wife's niece. She's just arrived from the country and she's going to stay with us over the weekend. She kisses her aunt, who introduces her to the Whites and we all sit down.

The ladies talk about the weather and the latest news. Presently the maid brings in the tea on a trolley: cups and saucers, hot water, a jug of milk, and sugar; also sandwiches, bread and butter, jam, and cakes. My wife pours out the tea I hand it round. My niece passes round the sandwiches and cakes. We all enjoy the tea very much.

DIALOGUE

Afternoon tea

- Good afternoon Mr. White! How are you?
- Very well, indeed. Thank you and how are you?
- Quite well. Thank you. Won't you sit down?
- Excuse me please. I think that there's my niece at the door.
- Hello Betty, dear! I'm so glad to see you. You do look well.
- I don't think you've met each other before. Let me introduce you, this is my niece, Miss Smith.
- How do you do!
- How do you do!
- And now, let's have some tea. How do you like your tea, Mr. White, strong or weak?
- Not too strong please, and one lump of sugar. I like my tea rather sweet, but my husband prefers it without sugar.
- Well, what's news Mr. White. How is business?
- Pretty good. Thank you and how are the things with you?
- Well, not too good. I'm afraid and it's going from bad to worse.
- In fact it's the worst thing I've come across for a long time.

— I'm sorry to hear that — I hope the things will soon improve.

— Yes, let's hope for the best. And how is your nephew Richard getting on

— Oh, he's getting on quite well. Thank you. He is staying in the country now with with his uncle William and his cousin.

— How long is he going to stay there?

— I don't know exactly, but he's having a very pleasant time and it is doing a lot of good. The longer he stays the better for him.

➤ **Ex. 17. Match the pairs using the vocabulary of the text:**

1. knock	a	оқсоч
2. neighbour	b	құймоқ
3. maid	c	хозиргина
4. lounge	d	кузача
5. presently	e	пирожное
6. trolley	f	қиём
7. sauces	g	қуришмоқ
8. jug	h	аравача
9. sandwich	i	эшик тақиллаши
10. jam	j	меҳмонхона
11. cake	k	аравача
12. pour	l	ликопча
13. shake hands	m	қушни

Ex. 18. Match the pairs using the words of the dialogue:

1. indeed	a	ёқимли
2. lump	b	эр
3. sugar	c	афзал кўрмоқ
4. sweet	d	албатта
5. husband	e	қанд
6. prefer	f	яхшиламақ
7. pretty good	g	ширин
8. improve	h	умид қилмоқ
9. hope	i	анча яхши
10. pleasant	j	булак



TOPICAL VOCABULARY:

- porridge**, *n.* — каша, бўтқа
sugar, *n.* — қанд
ham, *n.* — дудланган сон гўшти
substantial, *adj.* — кучли, тўйимли овқат
fried, *adj.* — қовурилган
fry, *v* — қовурмоқ
mutton, *n.* — қўй гушти
pickles, *n.* — рассоль, маринад
steak, *n.* — бир бўлак гўшт ёки балиқ
desert, *n.* — десерт
chips, *n.* — қовурилган картошка
refreshment bar, *n* — буфет
mixture, *n.* — аралашган
dish, *n.* — овқат
oil, *n.* — ёғ
vacant, *adj.* — бўш
vinegar, *n.* — сирка
rye bread, — қора нон
pepper, *n.* — мурч, қалампир
tough, *n* — кучли (овқат)
mayonaise, *n.* — майонез.
to be called, — чақирилмоқ
taste, *n.* — мазаси
to one's taste, — бирор кишининг хоҳишига қараб
hardly, *adj.* — қийин.
meal, *n.* — овқат
What sweets would you like? — Қандай ширинликларни хоҳлайсиз?
strong, *adj* — кучли
appetizer, *n.* — закуска, газак
1) **breakfast (lunch)** — нонушта (иккинчи нонушта)
to have breakfast (lunch) — нонушта қилмоқ;
to have dinner — тушлик қилмоқ; **have supper** — кечки овқатни емоқ; **for breakfast** — нонушта учун — **for dinner** — тушлик учун; **for supper** — кечки овқат учун; **at breakfast** — нонушта пайтида; **after dinner** — тушликдан сўнг; **before breakfast** — нонуштадан аввал.

2) **meat**, *n.* — гүшт; **beef** — мол гүшти; **veal** — бузоқ гүшти; **pork** — чўчка гүшти; **mutton** — қўй гүшти.

3) **chop** — тўқмоқланган гүштан тайёрланган котлет.

cutlet — тўқмоқланган бузоқ ёки қўй гүшtidан тайёрланган котлет.

4) **to fry** — қовурмоқ; **fried meat (fish)** — қовурилган гүшт (балиқ).

5) **dish** — 1. овқат; 2. идиш-товоқ.

What is your favourite dish — Сизнинг яхши кўрган овқатингиз нима?

I always wash up dishes after meal. — Мен ҳар доим овқатдан сўнг идишларни юваман.

6) **course** — 1-овқат (суюқ).

What shall I help (treat) you to?» What are you going to have (order, take) for the first (second) course? — Биринчи (суюқ) овқатга нима олишни хоҳлайсиз?

7) **rasher of bacon** — юпқа қирқилган, бекон бўлаги

8) **table d'hote** — табльдот (умумий овқат столи, ресторан ва бларда)

9) **vacant** — бўш; **a vacant seat (house)** — бўш жой (уй) *syn.* **empty** — бўш; **an empty box (bottle)** — бўш қути (шиша), **ant. engaged, occupied**

10) **a self-service canteen** — ўз-ўзига хизмат ошхонаси; **cafeteria** — кафетерий; **dining-room** — овқатланадиган хона (уйда); **a canteen** — ошхона (институт ва шу кабиларда)

11) **choice** — танлов; **to choose** — танламоқ; *syn.* **to select**

The goods are arranged in such a way that customers may choose what they like.

We have a great choice of hats.

On Sunday we selected the best athletes for the coming contest.

12) **Help yourself to some salad.** — Салатдан олинг.

Have another helping of ... — Яна олинг, олиб ўтиринг. Нимадан олиб берай (Нима билан меҳмон қилай)?


May I treat you to ... дан олиб берсам, ... таклиф қилсам майлими?

⇒ **Ex. 18. Mark the correct answer:**

- 1) It's Saturday afternoon.
It's Sunday afternoon.
- 2) My niece passes round the sanwiches.
My nephew passes round the sandwiches.
- 3) The maid opens the door and drives them away.
The maid opens the door and lets them in.
- 4) We ask them to stand up and leave the room.
We ask them to sit down.
- 5) Betty Smith is my wife's niece.
Betty Smith is my wife's neighbour.
- 6) Betty Smith kisses her aunt.
Betty Smith kisses me.
- 7) My wife brings the tea on a trolley.
The maid brings the tea on a trolley.
- 8) Betty Smith hands the tea round.
I hand the tea round.
- 9) Betty Smith's aunt introduces her to the whites.
I introduce Betty Smith to the Whites.
- 10) The maid brings the cold water.
The maid brings the hot water.

⇒ **Ex. 19. Match the pairs:**

1	The ladies talk about	The sandwiches and cakes
2	Our neighbours Mr. and Mrs. White	The door and shows them into the lounge
3	My niece passses round	The tea on a trolley
4	The maid brings in	The weather and latest news
5	The maid shuts	Have arrived

 **Ex. 20. Odd man out:**

1. tea, hot water, bread, milk, coffee.
2. sandwiches, bread, trolley, butter, jam, cakes.
3. Mr. White, Mrs. White, my wife, my niece, the maid.
4. To greet, to pour, to hand in, to shake hands, to curse.
5. To kiss, to greet, to arrive, to hear, to stay, to hand.
6. At, in, with, of, it, on, into, from.
7. To shake, cake, jam, maid, a neighbour.

Written English

Ex. 21. Write the the following sentences paying attention to the verbs in The Past Perfect Tense and translate into Uzbek.

1. When we came to the box-office we found out that they had already sold all the tickets. 2. I knew that he had seen the film. 3. His friend informed him that he had come home from his trip to England. 4. I knew that they had enjoyed the performance. 5. Halima had finished her homework by seven o'clock. 6. Ahmed had passed all his exams by the end of June. 7. He had translated the article by Saturday. 8. I sent him a telegram as I had not received any letters from him for a long time. 9. We bought a ticket for him to «The Sleeping Beauty» as we didn't know if he had got any. 10. He came home late as he had been at the theatre that evening.

Ex. 22. Change the following sentences into interrogative and negative according to the model:

M o d e l: *He had written the letter by 12 o'clock. Had he written the letter by 12 o'clock?*

He had not written the letter by 12 o'clock. He hadn't written the letter by 12 o'clock.

1. We had reached the station by 6. 2. She had read the book by the end of the week. 3. He had translated the article by Monday. 4. His sister had returned from Moscow by Sunday. 5. The students had passed their winter

exams by the end of January. 6. He had finished his work by Saturday. 7. They had come to the correct decision before you rang them up. 8. The rain had stopped before we went out. 9. My sister bought the tickets beforehand, and so we were lucky to see this wonderful ballet.

Ex. 23. Answer the given questions according to the model.

M o d e l: *She had come home by 4 o'clock. And you? I had come home by 5 o'clock.*

1. He had finished his report by Sunday. And you (by Monday) 2. My brother had passed his summer exams by the end of June. And your sister? (by July) 3. Our students had translated this article by 1 o'clock. And you? (by 2 o'clock). 4. Her father had left for Samarkand before she came home. And her mother? (before she came home). 5. Your sister had read this book in the original by the end of this month. And you? (by the same time). 6. He had sent the letter to his friend by the end of the term. And she? (by the end of the month). 7. Ahmed had bought the English book by that time. And Halima? (by the same time). 8. She had written the composition by the end of the week. And you? (by Tuesday).

Ex. 24. Put the verb in brackets in the Past Perfect Tense.

1. She ... the news by the end of the day (to learn).
2. The teacher ... the exercise on the blackboard before the lesson began (to write).
3. We could see the new film because we ... tickets beforehand (to buy).
4. The rain ... and we went for a walk (to stop).
5. As soon as I ... the room the telephone rang and I had to go back (to leave).
6. My parents ... to Britain before (to be).
7. She said that she ... (-not) a single mistake in the dictation (to make).
8. After the doctor ... home, he was called to another patient (to reach),

Ex. 25. Fill in the blanks with the proper form of the verb given in brackets.

1. He said that he ... in Angren last year (to live).

2. He knows that Mahmud ... in Tashkent in 1990 (to be). 3. I didn't know. that you ... in London twice (to be). 4. The guide told us that she ... us all the places of interest in the town (to show). 5. He says that he ... three foreign languages (to know). 6. Lanny forgot that it ... not Cape-Town (to be). 7. He was told that the director ... and ... in about two hours, (leave, return).


Ex. 26. Change the following sentences from direct into indirect speech.

1. «I have just arrived from Samarkand», — said my friend. 2. «There are many museums in our town», — said the teacher. 3. «Tomorrow we shall go to the Zoo», — said the father to his children. 4. «Don't bother your mother, she is preparing for a report», — said Aunt Ann. 5. «Come here», — said the white man to Lanny. 6. «Perhaps, he wears suits like that every day», — said the other man. 7. «He left Karshi yesterday», — she said.

Ex. 27. Read and ask using the model.

M o d e l: — Ask Nazira if she gets up early.
— Nazira, do you get up early?

1. Ask Karim if he goes to the Institute by bus. 2. Ask Lola if she stays at home in the evenings. 3. Ask her if she likes to read English books. 4. Ask the students if they go to the laboratory every day. 5. Ask your friend if she wants to stay at the Institute reading-room after the lesson. 6. Ask your friend if they have a TV-set at home. 7. Ask your friend if he is fond of Tashkent. 8. Ask Karima if she is on duty today. 9. Ask Dilshod if his father walks to his work. 10. Ask Karim if his friend studies at our Institute.

 **Ex. 28. Read and ask questions using the model,**

M o d e l: — He gets up at 6.
— Does he really get up at 6?
— They study on Sundays.

— Do they really study on Sundays?

1. He knows French and German. 2. I listen to tape-recordings every day. 3. Zulfiya writes short stories. 4. We have breakfast at 7 in the morning. 5. My friend studies Spanish. He is fond of this language. 6. Gulamov and Mahmudov are absent from the lessons today. 7. Every summer I work at the farm. 8. This girl dances well. 9. My father is at the rest-home. He has a good time there.



Ex. 29. Read and answer using the model.

M o d e l: — They study English. And you?

— I also study English.

1. I go to the Institute by tram. And you? 2. I do my homework from 5 to 10. And you? 3. The Karimovs have a new flat with two balconies. And the Agzamovs? 4. We are proud of our town. And you? 5. Nazira is a diligent student. And Salima? 6. Our house is a four storeyed building. And your house? 7. My father is tired after his working day. And yours? 8. Ahmedov works much at his pronunciation. And Ibragimov?



Ex. 30. Read and answer using the model.

M o d e l: — He likes strong tea. And you?

— I don't like strong tea.

1. He goes to the Institute by bus. And you? 2. Steve takes books from the Institute library. And you? 3. Lola teaches English at school. And her friend? 4. The boys like to play ball in the field. And the girls? 5. Every summer they have a good rest in the Miami. And you? 6. Hamid has supper late in the evening. And you? 7. I have breakfast in the canteen. And you? 8. In spring the leaves are green. And in autumn? 9. Mahmudov is a capable boy. And Agzamov? 10. In the morning buses are overcrowded. And in the day time?



Ex. 31. Fill, in the blanks with prepositions or adverbs wherever necessary.

1. If you arrive ... the station before me, wait ... the

barrier. If I come earlier, I shall wait ... you ... the same place. 2. He searched . . his pockets ... the ticket but could not find it ... any ... them. He thought he had probably left it ... home as he had been ... a hurry. 3. He stared ... me ... a few minutes as if he did not . recognize me. 4. A porter will help you ... your luggage if your friends do not get your telegram . . . time and do not meet you ... the station. 5. He was not sure ... the spelling ... the word and looked it up ... a dictionary. 6. I advise you to speak ... him .. this question as he is an expert .. this field. 7. When, we got ... the station, the train had pulled We passed ... the barrier and found ourselves ... the platform.

Ex. 32. Translate the text into your mother tongue visually (sight translation):

Yellowstone national park

A national park is a large piece of land. In the park animals are free to come and go. Trees and plants grow everywhere. People go to a national park to enjoy nature. Many people stay in campgrounds in national parks. They sleep in tents and cook their food over campfires. They also walk on trails or paths in the parks. On a gate at the entrance of Yellowstone, a sign says, «For the Benefit and Enjoyment of the People». Yellowstone is the world's oldest national park. It became a national park in 1872. It is also the world's largest park. It covers parts of the states of Wyoming, Montana, and Idaho. Yellowstone is two-and-a-half times the size of the smallest state, Rhode Island.

Yellowstone is famous for its geysers. These holes in the ground shoot hot water into the air. There are about seventy geysers in the park. The most famous is Old Faithful. About every hour Old Faithful shoots hot water hundreds of feet into the air.

Two-and-a-half million people visit this beautiful park each year. Park rangers give information to visitors. They also take care of the park. They tell visitors not to pick

the flowers. They also tell them not to feed or hunt the animals.

Ex. 33. Translate the following text into English.

Улуғ зотлар боғи

Султон Махмуднинг жуда ҳам гўзал боғи бор эди. Бу боғ бошқа ҳамма боғлардан афзал эди. Бир кун боғда Султон Махмуд отаси шарафига катта зиёфат берди. Зиёфатдан кейин ўғли отасидан:

— Азиз отам, менинг боғим ҳақида нима дейсиз, сизга маъқул тушдими? — деб сўради. Отаси шундай деб жавоб берди:

— Эй кўзимнинг нури ўғлим, боғинг жуда ҳам зебо ва дилкушо боғдир, аммо бойлиги бор ҳар бир киши бундай гўзал боғни бунёд қила олади, лекин сен кўпларга муяссар бўлмаган бир антиқа боғни вужудга келтиргинки, унинг мевасидек мева ҳеч қаерда топилмасин.

— У боғ қандай боғ экан? — деб эди, отаси жавоб берди:

— У боғ олим-фозиллар, адиб-шоирлар, донишмандлар ва бошқа ахлоқли, тарбияли улуғ зотлар суҳбатидир. Шу улуғ зотлардан тарбия топиб, яхши ишларни амалга ошириш унинг дарахти бўлиб, меваси — яхши номга эга бўлишдир.

(«Оз-оз ўрганиб доно бўлур» китобидан)

Ex. 34. Translate the passage and try to reproduce the beginning of it.

How was the first raised bread made?

Bubbles appeared in the dough. It got full of tiny holes. It started to swell. It got bigger. May looked at her dough. Then she looked at the sun. Payee would be home presently. The dough was spoiled she cried in despair. She didn't want to be caught wasting precious hour luckily She threw the dough into the charcoal fire.

Then she mixed a new batch of flour and water. A little later a strange delicious odour floated around the kitchen. Payee came in and sniffed the air. What could smell so wonderful? Payee opened the stove, and there it was, a rounded loaf covered with crunchy golden brown crust. The first raised baked bread was born.

(C. Hollos. *The Story of Your Bread*. N.Y. International Publishers)

Ex. 35. Translate the text into English in written form.

Кичик денгизчи

Бир кемада ўн икки яшар бола — матроснинг ўғли бор эди. У денгизда ўсди. Отаси уни ўз ишига ўргатди. Бола балиқ каби сузарди. Матрослар уни «кичик денгизчи» деб аташарди.

Бир кун кемада бахтсизлик юз берди. Беш яшар қизча денгизга йиқилиб тушди. Боланинг отаси уни қутқариш учун сувга ташланди. Тўлқинлар қизчани кўмиб бўлган эди, бироқ матрос шўнғиди ва бола-ни олиб чиқди. У кемадан анча олислаб кетган эди.

Бирдан тўлқинлардан улкан наҳанг чиқиб келди ва одамга қараб сузди. Кемада ҳамма даҳшатдан қотиб қолди. Матрос ва қизчанинг ҳаёти хавф остида эди. Лекин бирдан наҳанг сапчиб тушди ва орқага ўтирилди. Унинг атрофидаги сув қон билан қизарган, кимдир наҳангни яралаган эди. «Буни кичик денгизчимиз қилди!» — деб қичқиришди матрослар. Ҳақиқатдан ҳам у — бола эди. Отасининг хавф остида қолганини кўриб, у сувга сакраган, наҳангга сузиб келган ва унга ўткир пичоқни санчган.

Яраланган наҳанг болага ташланди. У кемадан тесқари томонга сузиб кетди. «Орқага, орқага!» - деб қичқиришди унга матрослар. Лекин отаси палубага чиққанидан кейингина бола кемага қараб сузди.

Кемага қайтаркан, у пичоқнинг кучли зарби билан наҳангни яна бир марта яралади. Бир неча дақиқадан сўнг бола кемада эди. Ота кўзларида ёш билан

ўз халоскорини кучоқлади. «Нима учун кемадан тескари томонга суздинг?» — сўрашди боладан. «Наҳанг менинг ортимдан қувлаши ва отам билан қизча халос бўлишини хоҳлаган эдим», — деб жавоб берди жасур бола.

ORAL SPEECH PRACTICE

Receiving visitors and hosting guests:

(Меҳмон кутиб олиш)

Келинг(лар)! Марҳамат қилсинлар!	● Come in, please. Won't you come in?
Сизни кўрганимдан жуда хурсандман.	● I'm glad to see you.
Келганинг(из) жуда яхши бўлди-да!	● It's very kind of you to come.
Сизни яна кўрадиган кун бор экан-а?	● Nice to see you again.
Қани буёққа юрсинлар!	● This way, please!
Аввал ўзлари ўтсинлар.	● After you.
Қани сенга ўз уйимни бир кўрсатай.	● Let me show you around.
Қани кетдик.	● Come along, please.
Бир оз йиғиштирилмаган эди-да, узр энди.	● Excuse me for this mess
Ўзинг(из)ни худди ўз уйинг(из)дагидек ҳис қилавер(инг)!	● Make yourself at home!
Қулайроқ ўтириб олинг.	● Make yourself comfortable.
Овқат тайёр!	● Dinner is ready.
Қани ўтирсинлар!	● Won't you sit down!
Шўрвадан яна озгина кетадими?	● Won't you have some more soup?

Салатдан (ошдан, қиёмдан, асалдан) олинг!	● Help yourself to salad (to plov, to jam, to honey).
Яна бир пиёла чой ичинг!	● Have another cup of tea!
<i>Меҳмондорчилик якунига етиб бораяпти, унда қуйидаги иборалардан фойдаланинг:</i>	
Менинг кетадиган вақтим бўлиб қопти-ку!	● I'm afraid I must be going now. It's time I was going off. I'd better be going. I must be off now.
Мени кўргани келганинг учун сенга катта раҳмат!	● It was so good of you to come to see me!
Йўлинг тушганда кириб ўт!	● Drop in when you come this way!
Раҳмат, бажонидил!	● Thank you, I'll be glad to!

L E S S O N 7

T E X T

Educational reform in Uzbekistan

Education in the highest state priority of the Republic of Uzbekistan.

To bring up a sound, harmoniously developed person is a feature of our national character. The words of one of the characters of the great writer Abdulla Kadiri said: "No one has left this house unsatisfied yet". This contains a profound philosophic sense of the life inherent in Uzbek people. The reform in the field of education is becoming the most urgent problem, the solution of which will determine the future. The results of the reform are closely connected, first of all, with the problem of training highly qualified personnel, specialists who meet the requirements of the time.

It is no secret that every state, every nation is strong

not only by means of its natural resources, military power and industrial potential, but firstly by its culture and spirituality.

Until we eliminate the antiquated ideology and use the text-books of the totalitarian period, we will not be able to shape a new type of our children's thinking. We all should understand and comprehend it. There is a common thinking among the men of science that writing and compiling text-books is a matter of secondary scientific importance. In a democratic society, not only children but every individual is brought up to be a free thinker.

In the process of higher school reformation, contacts with higher educational institutions in other countries must be consolidated. It's necessary to promote the encouragement of foreign teachers in Uzbekistan.

The educational system of the Republic of Uzbekistan consists of state-supported and private educational institutions using educational programmes of the state educational standards.

The right to receive education is given to all, irrespective of sex, language, age, race, nationality, politics, region, social origin, occupation, class, social status, place of residence or length of residence in the Republic of Uzbekistan.

The state educational standards give both the content and quality requirements for education in general secondary, specialized secondary, vocational and higher education. Everybody has the right to voluntarily choose the direction of their education by an academic lyceum or professional college to obtain secondary specialized or vocational education.

Education in the Republic of Uzbekistan is provided in the following forms: pre-school education, secondary general education, secondary specialized education, vocational education, higher education, post graduate education, professional upgrading and personnel retraining extra curricular education.

The aim of the national programme of training the

personnel is the fundamental reforming of educational system, the complete reversal of its educational system for training of highly qualified personnel up to the level of advanced democratic states and meeting the requirements of high spirit and morals.

Aim and tasks of the national programme of training the personnel are to be implemented step by step the first stage (1997—2001) – the creation of legal personnel, scientific-methodological, financed and technical-material conditions for its reforms and development on the basis the up-kept positive potential of the existing system of personnel training.

The second (2001—2005) – large-scaled implementation of the National programme, its adjustment and correction with the consideration of accumulated experience of execution, the development of the market of labour and real social-economic conditions.

The third stage (2005 and subsequent years) – the improvement and further development of the personnel training system on the basis of analysis and generalization of accumulated experience in accordance with the perspectives of social-economic development of the country.

Higher education is based on the secondary special vocational training and includes 2 stages: a bachelor's degree level and a master's degree level.



NEW WORDS AND PHRASES:

priority, *n* – муҳим йўналиш

education, *n* – таълим

to bring up, *v* – тарбияламоқ

sound, *adj* – соғлом

harmoniously, *adj* – ҳар томонлама

national character – миллий характер


unsatisfied, *adj* – қониқмаган

profound, *adj* – чуқур

philosophic sense of life – ҳаётнинг фалсафий мазмуни

urgent problem — долзарб масала (муаммо)
determine, *v* — аниқламоқ, белгилаб олмақ
highly qualified personnel — юқори малакали мута-
хассислар
natural resources — моддий ресурслар
military power — ҳарбий қудрат
industrial potential — саноат потенциали
culture and spirituality — маданият ва маърифат
eliminate, *v* — чек қўймоқ, бартараф қилмоқ
antiquated ideology — эскирган мафкура
totalitarian, *adj* — тоталитар
individual, *n* — шахс
consolidate, *v* — бирлашмоқ
promote, *v* — илгари сурмоқ
encouragement, *n* — руҳлантириш
state-supported, *adj* — давлат томонидан қўллаб-
қувватланган
state educational standards — давлат таълим стан-
дартлари
irrespective of — ... га қарамасдан, ... дан қатъий
назар
social origin — ижтимоий келиб чиқиши
social status — ижтимоий аҳволи
place of residence — яшаш жойи
length of residence — яшаш муддати
voluntarily, *adv* — ихтиёрий равишда
lycee, *n* — лицей
obtain, *v* — олмақ
pre-school education — мактабгача таълим
secondary general education — ўрта умумий таълим
secondary specialized education — ўрта махсус таъ-
лим
vocational education — ҳунар таълими
higher education — олий таълим
post-graduate education — аспирантура
professional upgrading — малака ошириш
personnel retraining — ходимларни қайта тайёр-
лаш
extracurricular education — сиртқи таълим

advanced, *adj* – бу ерда: илғор
requirement, *n* – талаб
spirit, *n* – руҳ
morals, *n* – ахлоқ
to be implemented – амалга оширилмоқ
step-by-step – қадам-бақадам, аста-секин
technical-material conditions – моддий техника
 аҳволи, шароити
up-kept, *adj* – сақлаб қолинган
large-scaled, *adj* – катта кўламдаги
accumulated, *adj* – тўпланган
perspectives, *n* – истиқболлари
bachelor's degree level – бакалавр даражаси бос-
 қичи
master's degree level – магистр даражаси бос-
 қичи
subsequent – кейинги

 **Ex. 1. Insert *some, any, no* or their derivatives.**

1. I hoped to get . . . letters this morning, but there weren't . . . for me. 2. Will you have . . . more coffee? 3. I don't think there is . . . coffee left. Shall I make . . . more? 4. Have you bought interesting books at this bookshop? 5. We wanted to go to the theatre yesterday but there were . . . tickets there. 6. The teacher asked if . . . had . . . questions. 7. Let's have a rest tomorrow. Let's go 8. Did you see . . . in that room? No . . . 9. Is there . . . interesting in your library? Yes, I have . . . 10. We went . . . last summer but we are going to go . . . next one.

 **Ex. 2. Change the following sentences: For example:**

Mary is taller than John. Mary is as tall as John. Mary is not so tall as John.

“London is . . . (big) . . . Tashkent. John is . . . (large) . . . his brother. This book is . . . (interesting) . . . that book. This exercise is . . . (difficult) . . . the last one. This exercise is . . . (easy) . . . the last one. This metal is . . . (valuable) . . . gold. Mary is . . . (beautiful) . . . her sister. The weather today is

... (warm) ... the weather yesterday. This book is ... (good) ... that one. This exercise is ... (simple) ... the last one. My pencil is ... (sharp) ... yours. Your anecdote is ... (funny) ... his

The weather this summer is ... (bad) ... the weather last summer. This contract is ... (satisfactory) ... the last one. Mary's dress is... (long) ... her sister's.



Ex. 3. Insert *no* or *not*.

1. There is ... chalk on the table. 2. There are ... many new words in the text. 3. There are ... any new words in the text. 4. There is ... apple on the plate. 5. There is ... cold water in the jug. 6. There is ... much tea in this teapot. 7. There are ... people in the street. 8. There is ... any lamp on the writing-table. 9. There are ... many trees in this garden. 10. There are . . . new books on the shelf.

Ex. 4. Copy out the following sentences, translating the words given in brackets.

1. There are (кўп) students in the classroom. 2. There is (кўп) ink in the fountain-pen. 3. There are (бир қанча) boys in the street. 4. There are (кўп) stars in the sky. 5. There is (анча) grass in our garden. 6. There are (кўпгина) things in the box. 7. There are (анча) pens in my bag. 8. There is (кам) water in this jug. 9. There is (оз) bread in the house. Go to the shop and bring a loaf of bread. 10. There are (кам) grammar exercises in this book. There are (кўп) in the old one.

Ex. 5. Translate into Uzbek.

1. The pen is on the table. There is a pen on the table. 2. The letter is in the bag. There is a letter in the bag. 3. The exercise-book is on the desk. There is an exercise-book on the desk. 4. The book is on the shelf. There is a book on the shelf. 5. The map is on the wall. There is a map on the wall. 6. The newspapers are on the table. There are newspapers on the table. 7. The water is in the

jug. There is water in the jug. 8. The chairs are in the classroom. There are chairs in the classroom.

➤ **Ex. 6. Complete the given sentences.**

1. There are many ... 2. She spends lots of ... 3. We see many ... 4. I know many 5. She gives plenty of ... 6. The teacher asks many ... 7. My daughter has many ... 8. Is there much

➤ **Ex. 7. Insert *a few, a little*.**

1. There are ... girls in our group. 2. There are ... old houses in this street. 3. I have ... ink in my fountain-pen. 4. Have you ... time to walk with me? 5. Is there ... milk in the glass? 6. Ahmed speaks ... foreign languages. 7. There is ... bread on the plate. 8. There is ... water in the river in autumn. 9. There are ... shops in the new district. 10. In the evening I work in the garden and have ... rest.

➤ **Ex. 8. Insert *much, many, little, few, a lot of (plenty of, a great deal of)*.**

1. There are ... students in the hall. 2. Our garden is not large. There are ... trees in it. 3. Ahmed is a good student. There are ... mistakes in his dictation. 4. There is ... snow in winter in Tashkent. 5. The weather is bad today. There are ... clouds in the sky. 6. I spend ... time in the reading — hall. 7. The old man knows ... interesting stories. 8. The students ask ... questions at the lesson. 9. There is ... air in this room. There is ... furniture in it. 10. There is ... light in the streets in the evening.

➤ **Ex. 9. Choose the correct word.**

1. We have (many—much) friends. 2. My friend knows (many— much) interesting stories. 3. The sky is dark. There are (many — much) stars in it. 4. Our room is large. There is (many — much) furniture in it. 5. Students pay (many — much) money for tuition in America. 6. My grandfather grows (many — much)

flowers in his garden. 7. In spring (many — much) birds come to Uzbekistan. 8. Karim's mother is ill. He has (many — much) work to do about the house. 9. I like milk. I drink (many — much) milk every day. 10. Nazira's father knows (many — much) languages. He studies (many — much) to know the languages.


Ex. 10. Write the adjectives:

Adjective	Comparative	Adjective	Comparative
cheap	cheaper		easier
dirty	dirtier		later
	faster		farther
	safer		further
	friendlier		harder
	bigger		earlier
	better		older
	worse		wider
	less		taller
	more		shorter

Ex. 11. Write opposites:

Example: faster — slower
safer — more dangerous

bigger - _____, cheaper - _____,
cleaner - _____, more boring - _____,
more difficult - _____, colder - _____,
further - _____, better - _____

 **Ex.12. Complete the sentences using the comparative form of the adjective:**


Example: The town isn't very clean. The country is cleaner than the town.

a. My car isn't very new. Your car _____ my car.

- b. Ann's house isn't very modern. Your house _____ Ann's.
- c. Bob's garden isn't very big. Your garden _____ much _____ Bon's.
- d. Yesterday wasn't very hot. Today _____ much _____ yesterday.
- e. Sue's homework wasn't very good. Your homework _____ Sue's.
- f. Jill didn't arrive early. You _____ Jill.
- g. This exercise isn't very difficult. The next exercise _____ much _____ this one.

Ex. 13. Write the comparative and superlative forms of the adjectives:

Adjective	Comparative	Superlative
Cheap	Cheaper	The cheapest
Expensive	More expensive	The most expensive
Young		
Happy		
Beautiful		
Big		
Busy		
Intellegent		
Bad		
Far		
New		
Good		
Late		
Dangerous		

 **Ex. 14. Put the words in the correct order to make sentences or questions:**


Example: family, the, am, the, in, I, oldest: I am the oldest in the family.

- a. sister, me, my, than, younger is: _____
- b. class, who, oldest, the, the, in, is: _____
- c. passenger, plane, is, Concorde, world, fastest, the, in, the: _____
- d. book, interesting, than, my, your, more, is, book: _____
-
- e. bought, expensive, shop, the, in, watch, most, Peter, the: _____
- f. cheapest, buy, John, shop, in, the, did, the, watch: _____
-
- g. difficult, German, English, than, more, much, is: _____
-
- h. weather, better, today, than, much, yesterday, is, the: _____

Ex. 15. Complete the questions with the superlative form of the adjective, then try to answer:

Example: What is the highest (high) mountain in the world? Everest.

- a. Who is _____ (rich) person in Britain?
-
- b. What is _____ (long) river in the world?
-
- c. What is _____ (popular) sport in your country? _____
- d. Where is _____ (old) University in Europe?
-
- e. Who is _____ (young) person in your family? _____
- f. Who is _____ (intelligent) student in your class? _____

 **Ex. 16. Match a word in A with a word in B to make a new noun:**

A	B
Town	Park
Railway	Way
Traffic	Agent's

Book	Centre
Bus	Office
Motor	Station
Department	Port
Car	Stop
Travel	Store
Ticket	Shop
Rush	Lights
Air	Hour

⇒ **Ex. 17. Fill in the gaps with the correct compound noun:**

- a. Stop the car! The _____ are red.
- b. Heathrow is one of the biggest _____ in the world.
- c. Harrods is the best _____ in London. But its very expensive to go shopping there.
- d. We waited in the rain at the _____ for one hour before the bus came.
- e. All big towns have a _____ every morning when people go to work, and again in the evening when they go home.
- f. Sun and Sea are the best _____ in the town. They have good, cheap holidays.
- g. I hate driving on the M25. It goes around London and it's one of the busiest _____ in the country.
- h. The _____ was very big and I couldn't find the _____. A man told me that it was near Platform I.
- i. No, I didn't borrow this book from the library. I bought it at a _____.

⇒ **Ex. 18. Put one of the words into each gap.**

Everybody, nobody, everywhere, nowhere, everything, nothing.

- a) A: Who's in the bathroom?
 B: _____, It's empty.
- b) A: Who'd like an ice-cream?
 B: _____. We all want one.
- c) A: Did you find your keys?
 B: No, I looked _____. But I couldn't find them.
- d) A: What did you buy at the shops?
 B: _____ I didn't have any money.
- e) Things in London are very expensive.
 _____ is cheaper in my country.
- f) I'm sorry. _____ told me it was your birthday today. Happy birthday.
- g) A: Where did you go last night?
 B: _____ I stayed at home and watched TV.
- h) A: How much is it to get into the museum?
 B: _____. It's free.
- i) The fridge is empty. Justin ate _____.
- j) Two and two is four. _____ know that.

Ex. 19. Replace the Infinitives by the Past Perfect, the Past Perfect Continuous or the Past Indefinite as required.

1. They (drive) in the car for many hours before they (to come) to the crossroads. 2. The scientists (to carry) out dozens of experiments before they (to achieve) satisfactory results. 3. The violinist (to practise) the passage hour after hour until he (to master) it at last. 4. At last the postman (to bring) the letter which I (to expect) several weeks. 5. He told me he (not to see) much of her since he (to move) to an other place. 6. When I (to arrive) he (to stay) at the same hotel where we first (to meet). He (to tell) me he (to wait) for me for some time already. 7. He (to consult) his watch nervously several times before he (to see) her at the end of the platform. 8. He (to write) and (to tear) up more than one letter when at last he (to find) the necessary form of adress. 9. My watch (to keep) good time before I (to drop) it. 10. At the end of the week the fisherman

(to think) they (to sail) long enough to reach the shore, and as there (to be) no land in sight, they (to understand) that they (to lose) their course and (to follow) the wrong route. 11. It (not to rain) for more than two month, and the fruits (to fall) before they (to become) ripe, when one August night the people (to be roused) by the sound of heavy drops beating against the roofs and window-panes. With the rain there (to come) hope.

↪ Ex. 20. Tick the correct answer.

	Statements	True	False
1.	A cashier sells tickets at the stations.		
2.	An engeneer designs bridges.		
3.	A hairdresser does men's hair.		
4.	A fire-fighter likes when there is a fire.		
5.	A nurse looks after adult people.		
6.	A baker is a person who sells buns.		
7.	A waitress is a woman who waits for men.		
8.	A milkman is a man who likes to drink milk.		
9.	A porter is a person who works at the port.		
10.	A druggist is a person who makes drugs.		
11.	A tailor is a person who makes women's dress.		
12.	An announcer is a small radio-receiver.		
13.	Artists often become film stars and get Oscars.		
14.	A doctor is a person who helps the patients to die easily.		
15.	A barber is a person who makes Barby-dolls.		

LESSON 8

PRE-TEXT EXERCISES



Ex. 1. Listen to the conversation. Then see how much you can remember.

Bank manager: Good morning, Mr. Harris.

Customer: Good morning.

B.M.: Please, sit down.

C.: Thank you.

B.M.: Now, one or two questions?

C.: Yes, of course.

B.M.: How old are you? Mr. Harris?

C.: Thirty two.

B.M.: And you're Canadian, aren't you?

C.: Yes, that's right.

B.M.: Are you married?

C.: Yes, I am.

B.M.: What's your wife's name?

C.: Monica.

B.M.: And your wife's age, Mr. Harris?

C.: Pardon?

B.M.: How old is Mrs. Harris?

C.: Oh, she is thirty.

B.M.: And is she Canadian, too?

C.: No. She's British.

B.M.: British, yes. Have you got any children?

C.: Yes, three: two boys and a girl.

(Phone rings)

B.M.: Excuse me a moment. Hello. Anna. Yes? Yes? Yes? Yes, I am. No. Yes. No, I'm sorry. I don't know. No. Yes, all right. Thank you. Good bye. I'm sorry, Mr. Harris. Now two girls and a boy, you said?

C.: No, two boys and a girl.

B.M.: Oh, yes, I'm sorry. And what are their names?

C.: Alan, Jane and Max.

B.M.: And their ages?

C.: Twelve, ten and six.

B.M.: I see. Now, one more question. Mr. Harris,
What is your job?

C.: A University teacher.

B.M.: A University teacher. Right. Thank you. Now,
you want 100 000 to buy a house.

C.: That's right.

⇒ **Ex. 2. Choose a new name, age, nationality, job, etc. Then work with another student and interview him or her.**

What's your husband's name, Mrs. Garter? Eric.

NAME: Mr. Harris/ Mr. Gordon/ Mrs. Show/ Mrs. Carter/...

AGE: 22/30/41/67/...

NATIONALITY: English/ Scottish/ Australian/ ...

JOB: Teacher/Doctor/Engineer/Secretary/...

WIFE'S/HUSBAND'S NAME: Mary/Alice/Sam/Eric ...

CHILDREN: a boy and a girl/two boys and a girl/two girls and a boy /...

CHILDREN'S NAME: Susan/Alex/Mike/Andrew/...

CHILDREN'S AGE: 10/7/16/...

⇒ **Ex. 3. Write the numbers in words.**

Example: 26 – twenty six

17, 30, 9, 8, 15, 100, 63

Ex. 4. Add five more words to each list:

1. student, teacher, secretary, ...
2. British, Egyptian, Indian ...
3. Japan, Spain, Nigeria ...

⇒ **Ex. 5. Put the words in the right order.**

1. got, you, brothers, any, have?
2. me, is, name, excuse, your, Smith?
3. Lucy, are, her, students, and, brothers?

4. from, where, Catherine's, is, father?
5. spell, name, your, how, do, first, you?

⇒ **Ex. 6. Add s, 's, s'**

1. I've got three brother ___ .
2. My brother ___ are very tall.
3. My sister ___ husband ___ name ___ Steve.
4. My parent ___ surname is Webb, but my name ___ Watson.
5. How old are your son ___ children ___ name ___ ?

⇒ **Ex. 7. Choose the correct word ...**

1. My wife and, his/her brother are in America.
2. My wife/wife's/wives' parents are artists.
3. Her brother's a/an teacher.
4. We've got two children: they/their are very well.
5. My wife and I are dark, but our/your/their children are fair.

⇒ **Ex. 8. Which is different?**

1. think, that, three, thanks
2. brother, they, the, think
3. father, thanks, think, thirteen

⇒ **Ex. 9. Which word has a different stress?**

Example: husband, letter, teacher, address

1. married, excuse, goodbye, address
2. family, interesting, secretary, afternoon
3. doctor, hello, double, woman

Ex. 10. Do you know where people are from?

Pattern: Where is Nick from? He is from the United States.

Batistuta, Philip Kirkorov, Farruh Zakirov, Alla Pugachova, Ricky Martin, Michael Jackson, Shahrukh Khan, Alisher Navoi, Aburaykhon Beruni, Raj Kapoor

Ex. 11. Speak about these people.



Ex. 12. What other things do you know about these people?

Ex. 13. What can you say about the following people?

Bruce Lee
Madonna
Shahrukh Khan
Lois de Funes
Alain Delon
Jacky Chan
Mike Tyson
Jean Paul Belmondo

Jen Renault
Alfred the Great
Bobur
Ivan the Terrible
Aburaykhon Beruni
Erkin Vohidov
Abdullah Aripov

TEXT

Water

As populations grow and demand increases, the search for water, food, and energy resources and the resulting impact on the environment are calling sustainability into question. The limits of technologies and the wisdom of our use of them are growing challenges, and questions of governance, social organization and human rights are increasingly important to a sustainable outcome.

Water may be the resource that defines the limits of sustainable development. The supply of fresh water is essentially fixed, and the balance between humanity's demands and available quantity is already precarious. Not all countries are affected equally. The more-developed regions have, on average, substantially higher rainfall than less developed «regions and have developed technology to use water more efficiently.

While global population has tripled over the past 70 years, water use has grown six-fold. Worldwide, 54 per cent of the annual civilizable fresh water is being used, two thirds of it for agriculture. By 2025 it could be 70 per cent because of population growth alone, or—if per capita consumption everywhere reached the level of more developed countries—90 per cent.

In the year 2000, 508 million people lived in 31 water-stressed or water-scarce countries. By 2025, 3 billion people will be living in 48 such countries. By 2050, 4,2 billion people (over 45 per cent of the global total) will be living in countries that cannot meet the requirement of 50 litres of water per person each day to meet basic human needs.

Many countries use unsustainable means to meet their water needs, depleting local aquifers. The water tables under some cities in China, Latin America and South Asia are declining over one metre per year. Water from seas and rivers is also being diverted to meet the growing needs of agriculture and industry, with

sometimes-disastrous effects. In 1997, the Yellow River in China ran dry for a record 226 days.

The World Health Organization (WHO) estimates that about 1.1 billion people do not have access to clean water. For the first time, official statistics reflect a decline in water coverage compared to previous estimates.

In developed countries, 90-95 per cent and 70 per cent of industrial wastes are dumped untreated into surface waters where they pollute the water supply. In many industrial countries, chemical run-off from fertilizers and pesticides, and acid rain from air pollution require expensive and energy-intensive filtration and treatment to restore acceptable water quality.

Purely technological solutions to water scarcity are likely to have limited effect. Desalinized sea-water is expensive and now accounts for less than 1 per cent of the water people consume.

Protecting water supplies from pollutants, restoring natural flow patterns to river systems, managing irrigation and chemical use, and curbing industrial air pollution are vital steps to improving water quality and availability.

Climate change

In the 20th century, human population quadrupled—from 1.6 billion to 6.1 billion, and carbon dioxide emissions, which trap heat in the atmosphere, grew 12-fold—from 534 million metric tons in 1900 to 6.59 billion metric tons in 1997.

The Intergovernmental Panel on Climate Change (IPCC) estimates that the earth's atmosphere will warm by as much as 5.8 degrees Celsius over the coming century. The downward trend in fertility is well established. However, recent studies in the United Kingdom show that family size in some low-income families is smaller than the parents desire. The vast bulk of consumption is in the industrial countries, but it is rising fast elsewhere as incomes grow. Measures to conserve energy, curb pollution and promote sustainable

use of natural resources are essential for sustainable development in the future.

Parallel measures are needed to stabilize global population growth. Whether world population in 2050 reaches the high projection of 10.9 billion, the low of 7.9 billion or the medium projection of 9.3 billion will depend on choices and commitments in the coming years. Two actions are central: first, ensuring that the right to education and health, including reproductive health, becomes a reality for all women; and second, bringing an end to the absolute poverty that affects the 1.2 billion people who live on less than \$1 a day. These two aims are closely linked because most of the absolutely poor are female; action towards one will reinforce the other.

Governments, international donors, civil society and, in many cases, the private sector all have important roles to play in achieving these goals and creating a virtuous circle of smaller, healthier families, healthier and better-educated children with expanded opportunities, and increased progress towards population stabilization and environmental sustainability.

**LEARN THE PRONUNCIATION OF THE FOLLOWING
WORDS USING THE DICTIONARY:**

impact	sewage
environment	dumped
sustainability	untreated
governance	pollute
precarious	fertilizers
triple	pesticides
per capita	acid rain
consumption	solution
water-stressed	desatinized
water-scarce	curb
deplete	quadrupled
decline	carbon dioxide

divert	emission
disastrous	shrink
fertility	projection
promote	commitments
donors	reinforce
virtuous	

NEW WORDS AND PHRASES:

- energy resources** — энергия захиралари
resulting impact — пировард натижа
environment, n — атроф муҳит
sustainability, n — изчиллик
limits of technologies — техника тақчиллиги
wisdom, n — ақл-идрок
challenges, n — даъват
governance, n — бошқарув
sustainable, adj — изчил, мустаҳкам
precarious, adj — тасодифий, ишончсиз, номун-тазам
an average — ўртача
global population has tripled — ер курраси аҳолиси 3 баробарга кўпайди
six-fold — олти баробар
civilizable fresh water — истеъмол қилишга яроқ-ли сув
per capita consumption — жон бошига тўғри келадиган истеъмол (кўрсаткичи)
water-stressed countries — сув тақчил бўлган мам-лакатлар
water-scarce countries — сув тақчил бўлган мам-лакатлар
deplete, v — тамомламоқ
water table — ер ости сув қатлами
divert, v — олиб кетилмоқ
disastrous effects — даҳшатли оқибатлар
run dry, v — қуриб қолмоқ
estimate, v — баҳоламоқ
decline, n — оғиш
industrial wastes — саноат чиқиндилари

chemical run-off — кимёвий чиқитлар ва ташламалар
fertilizer, *n* — кимёвий ўғит
pesticide, *n* — пестицид
dump, *v* — оқизиб юборилмоқ
untreated, *adj* — қайта ишланмасдан, ишлов берилмасдан
surface water — юза сувлари
pollute, *v* — ифлосламоқ
acid rain, *n* — кислота ёмғири
energy-intensive filtration — энергия талаб фильтрлаш ускуналари
desalinated sea-water — шўри ювилган денгиз суви
pollutant, *n* — ифлословчи унсурлар
curb, *v* — чек қўймоқ, олдини олмоқ
quadruple, *v* — 5 баробарга кўпаймоқ
carbon dioxide-emissions — атмосферага карбонат ангидрид газини чиқариш
trap, *v* — ушлаб қолмоқ
intergovernmental, *adj* — ҳукуматлараро
fertility, *n* — ҳосилдорлик
reproductive health — репродуктив соғлиқ, янги авлодни дунёга келтириш учун зарур саломатлик
absolute poverty — абсолют қашшоқлик
reinforce, *v* — кучайтирмоқ, мустаҳкамламоқ
donors, *n* — донорлар, маблағ билан таъминловчилар
virtuous circle — виртуал айлана
expanded opportunities — кенгайтирилган имкониятлар

E x e r c i s e s

 **Ex. 1. Find the equivalents of the following words and expressions in the text.**

1. Абсолют қашшоқлик. 2. Кенгроқ имкониятлар. 3. Фуқаровий жамият. 4. Истеъмолнинг жон бошига тақсимоти 5. Авлодни давом эттириш. 6. Турт баравар ўсди. 7. Энергия захиралари. 8. Маҳаллий

сув манбаалари. 9. Ишлатиб булинган ифлосланган сув. 10. Саноат чиқиндилари, чиқитлари. 11. Бир кунда бир инсон эҳтиёжи учун зарур сув миқдори. 12. Денгизларнинг чучуклантирган суви. 13. Планетамиз аҳолиси. 14. Кам тараққий этган ҳудудлар. 15. Юқори даражада тараққий этган ҳудудлар. 16. Сув йўналишлари ўзгартирилмоқда. 17. Сув захираларидан оқилона фойдаланиш. 18. Инсониятнинг сувга булган эҳтиёжи. 19. Кимёвий ўғитлар томонидан ифлосланган ташлама сувлар. 20. Аввалги ҳисоб-китоблар.

➤ **Ex. 2. Divide the text into structural parts or passages. Name each of them.**

➤ **Ex. 3. Try to add some additional information to the data, given in each of the passages.**

➤ **Ex. 4. Speak about how is the case in your region. What problems touched in this text can be found in your region.**

➤ **Ex. 5. Try to give different definitions of water from the point of view of different professions and branches of science**

➤ **Ex. 6. Find English and Uzbek proverbs in which water is mentioned.**


➤ **Ex. 7. Think of a situation or tell the students about an adventure which took place with you in the sea, river or any other water-containing place.**

➤ **Ex. 8. Name the types of the bottled water sold in your city, town, district etc. Tell the students what water you drink and why you prefer namely that type of water.**


Ex. 9. Translate the following sentences.

1. The sky is getting very dark. 2. The leaves are beginning to fall from the trees. 3. The days are becoming colder and colder. 4. The trees are not casting off their leaves. 5. The sky is not clearing up. The clouds are covering the sky. 6. The sun isn't bright today. It is not shining. 7. It's rather cold today. The temperature is dropping. 8. She is hiding somewhere. 9. I am setting my watch by the radio-time signal. 10. Listen, Halima is

answering the question. 11. Your daughters are changing their clothes in the next room. They are going to the theatre. 12. My son is playing in the yard. 13. Nodir is not washing his face. He is washing his hands- 14. They are not having their exams now. 15. These students are not reading adapted books this year.

 **Ex. 10. Open the brackets using the verbs either in the Present Indefinite tense or in the Present Continuous tense and translate them.**

1. The wind always (blow) hard at this time of the year. 2. Don't go out. The wind' (blow) hard outside. 3. He usually (do) exercises-in time. 4. He is busy now. He (do) exercises- 5. They (have) a dictation. 6. Where is Tom? He (copy out) something. 7. He often (copy out) something because he (have) no book of his own. 8. He never (bathe) and (swim) in the river. He is afraid of cold water. 9. Where is he now? He (swim) in the lake. 10. Who (come) here? This is Sam. He (bring) something in his hands.

 **Ex. 11. Open the brackets using the necessary form of the verb.**

1. Listen, it (rains—is raining). 2. The leaves (begin—are beginning) to fall from the trees. 3. It never (snows—is snowing) in summer. 4. Don't come in. They (discuss—are discussing) a very important problem. 5. Every summer we (visit—are visiting) our grandparents. They live out of town. 6. Take your raincoat. It (rains — is raining). —I am not afraid of rain. I never (put on—am putting) on) my raincoat when it (rains—is raining). 7. ... You (read—are reading) anything? — No, I ... I (translate—am translating) an article from English into Uzbek. 8. —You always (make—are making) bad mistakes in your tests. Why ... you (do not study—are not studying)? 9. — Where ... your sister (work — is working)? She (teachers—is teaching) at school. But now she (works—is working) at a recreation camp as a group leader. 10. Somebody (calls —is calling) you. Go

downstairs. 11. She never (stays—is staying) at the Institute after lessons. 12. He (waits—is waiting) for you. Be quick. He always (waits — is waiting) for you. 13. I usually (watch — am watching) the TV programme. I don't (watch — am not watching) it as I have much work to do. I (prepare — am preparing) for the test in English grammar.

Ex. 12. Change the verb of the following sentences into the Present Continuous.. Omit the adverbs *often, usually*.

1. The days usually become shorter. 2. It gets warmer day by day. 3. Grandfather often tells us funny stories. 4. He never walks to his work. 5. It seldom snows at this time of the year. 6. I always ring up to my mother's work. 7. The friends often spend their holidays out of town. 8. The children always make snowmen. 9. Early in the morning I open all the windows of the house. 10. Usually I listen to news by the radio.

Ex. 13. Use the verbs in brackets in the Present Continuous Tense form.

1. Listen. Somebody (knock) at the door. 2. Look. It (rain). 3. Please, be quiet. The baby (sleep). 4. Don't take away the bread. I (eat) it. 5. Do you hear a voice? — Yes, I do. Somebody (sing) in the next room. 6. Look out of the window. The boys (play) football. 7. Where is mother? She (work) in the garden. 8. Close the door. The children (write) a dictation. 9. It is a supper hour now. My parents (have supper). 10. Listen. The dean (speak) about our group. 11. Don't cross the street now. The cars and buses (run) along the street. 12. Keep silence, please. The teacher (explain) a new rule.

Ex. 14. Translate the sentences into English paying attention to the impersonal sentences:

1. Ноябрьда совуқ булади ва тез-тез ёмғир ёғади. 2. Бугун ҳавонинг авзойи бузуқ. Анча совуқ. 3. Қишда ҳамма ёқни қор қоғлайди. 4. Бугун куёш жуда ёр-

қин нур сочяпти. 5. Ўзбек қиши узининг қуёшли, аёзли кунлари билан маълум. 6. Одатда кузнинг дастлабки икки ойида ҳаво ажойиб бўлади. 7. Вадим ҳозир парқда чанғида учяпти. Унинг гуруҳидаги бошқа талабаларни ҳам уйлашимча, уша ердан топасиз. 8. У волейбол уйнашни яхши кўради. Мен ҳам. 9. Ёз — спорт учун энг яхши палла. 10. Бугун баҳорнинг биринчи кунини. Қуёш ёрқин нур сочмоқда ва қор эримоқда. 11. Улар қишимизнинг қуёшли, аёзли кунларини яхши кўрадилар. Мен ҳам. 12. Ёзги таътилимиз қишки таътилга қараганда узунроқ. 13. Ёзда шаҳарга қараганда шаҳардан ташқарида яшаш ёқимли. 14. Ёзда мен дарёда чўмилишни ва қуёшда товланишни жуда яхши кўраман. 15. Менинг дустим ёзда ҳеч қачон шаҳарда қолмайди. У ҳар йили Кавказга боради. 16. Таътидан сўнг соғлом ва офтобда қорайган талабалар ўз машғулотларига қайтадилар. 17. Эрта куз Пушкиннинг кўп шеърларида тавсифланган. 18. Сув 0 ҳароратда музлайди. 19. Бугун 3 градус (ҳарорат) иссиқ. 20. Бугун об-ҳаво қандай? — Бугун илиқ, лекин шамол эсиб турибди. 21. Январда ҳаво декабрдагидек совуқ бўлади. 22. Июлда августдагига қараганда иссиқроқ бўлади. 23. Деразага қара. Ёмғир ёғяптими? Ёмғирпуш кийиш керакми? — Йўқ, керак эмас. Ёмғир ёғмаяпти. 24. Бугун қандай ажойиб ҳаво, умуман кузга ухшамайди.

Ex. 15. Translate the text into English paying attention to the historicisms and archaisms of the Uzbek language.

Фурқат **(1858—1909)**

Фурқат — ўзбек адабиётининг таниқли намояндаси. У адабиётимиз тарихида маърифат куйчиси сифатида катта ўрин эгаллайди.

Зокиржон Холмуҳаммад ўғли Фурқат 1858 йилда Қўқон шаҳрида туғилди. 9—10 ёшларида Шарқ мумтоз шоирлари, айниқса, Алишер Навоий асарларини қизиқиб ўқиди, шеърлар ёза бошлади. 1878 йил-

да тоғаси билан Янги Марғилонга боради. У ерда ўз билимини оширади, бадиий ижод билан шуғулланади.

1880 йилда Кўқонга қайтгач, Муқимий ва Завқий каби шоирлар даврасида бўлади. Улар билан дўстона муносабат, ижодий ҳамкорлик натижасида Фурқатнинг маҳорати ортади.

Фурқат 1889 йилда Тошкентга боради. У ерда икки йил бўлиб, “Гимназия”, “Илм хосияти”, “Виставка хусусида” шеърлари ва “Суворов ҳақида” достони-ни ёзади. Тошкентдаги илк матбуот органи “Туркистон вилоятининг газетаси” билан мустаҳкам алоқа боғлайди.

1891 йилда Фурқат Тошкентни тарк этиб, Самарқанд, Боку, Ботуми орқали Туркияга ўтади. Кўпгина араб давлатлари ва Ҳиндистон шаҳарларида бўлиб, умрининг охиригача Шимолий Хитойдаги Ёркент шаҳрида яшайди. Кўп мамлакатларга саёҳат қилган Фурқат доимо ватан ишқи ва иштиёқида ўртанади.

Фурқат бой ижодий мерос қолдирди. Лирик ва маърифатпарвар шоир сифатида инсонпарварлик, ватанпарварлик, маърифатпарварлик, дўстлик ғояларини куйлади.

Ex. 16. Translate the following text visually.

“Ўзи юрар” аравалар

Арава кишилиқ дунёсининг ажойиб ихтироси ҳисобланган ғилдирак бунёдга келгандан сўнг ривож топган. Дастлабки ғилдирак қадимги Мисрда эрамиздан илгари XV—XIV асрда ихтиро қилинган эди.

Ғилдиракнинг кашф этилиши инсонлар турмушида катта воқеа бўлди. Кейинчалик Миср, Ассирия ва бошқа жойларда икки ғилдиракли аравалар бунёдга келди. Фақат XV асрдагина 4 ғилдиракли катта аравалар пайдо бўла бошлади.

Савдо-сотиқнинг ва саноатнинг ривожланиши

билан олдингарига нисбатан қулай ва энгил хил-ма-хил фойтунлар ишлаб чиқариш анча кенгайди ҳамда такомиллашди. Транспортнинг аҳамияти борган сари орта борди. Кўпгина халқларда от қўшиладиган фойтунларни отсиз “ўзи юрувчи” транспорт воситалари билан алмаштириш гоёси туғилди.

➤ **Ex. 17. Translate into English paying attention to the use of the Past Tense forms.**

Довюрак Лена

Партизанлар отряди фашист генерал Кубенни ўлдиришни унинг уйида оқсоч бўлиб ишлайдиган Елена Петровнага топширди.

Эрталаб соат олтида Елена генералнинг уйига келди, унинг аёллар сумкачасида мина бор эди. Дарвозада соқчи, унинг ёнида навбатчи зобит турган эди. Зобит сумкани очишни талаб қилди.

Шу вақтда энгил машина келиб қолди ва зобит унга шошилди. Лена ҳовлига қандай кирганлигини эслай олмасди. У дарҳол уйга бормади, балки бурчакда ётган ўтинларга қараб юрди. Бу ерда у сумкачани ерга қўйди ва печкаларга ёқиш учун ўтин танлай бошлади. Лена сумкачани ўтинлар орасига қўйди ва ўтинлар билан подъездга кирди.

Ўтинларни йўлакка қўйиб, у атрофга қаради ва қулоқ солди — ҳеч ким йўқ. Сумкани қўлига олди ва бир дақиқа ўйлаб қолди: минани қаерга яширса бўлади. Уни қўйлак ичига, кўкракка яширди. Сўнгра фартукни тақди ва ишга тушди. Эшигида навбатчи соқчи турган ётоқхона ёнидан у бир неча марта ўтди.

Уч соат ўтди. Нонуштадан сўнг Кубен ва хотини келишди. Лена учун масъулиятли пайт келди — ётоқхонага кириб олиш ва минани жойлаш керак. У пастга, ошхонага югурди ва қайтиб келгач, зобитга секингина ошхонада бугун жуда лаззатли сомсалар борлигини айтди.

Қорни очган зобит Ленадан йўлакда туриб туришни илтимос қилиб, ошхонага йўл олди.

Зобитнинг қадамлари тиниши биланоқ Лена тезда ётоқхонага чошиб кирди, генерал ўрни тагига минани қўйди ва дарҳол хонадан югуриб чиқди. Бир неча дақиқадан сўнг у дарвозадан чиқиб кетган эди.

Генерал ётоқхонасидаги портлашдан кейин ва-танпарвар қиз Елена Петровнага Қаҳрамон унвони берилди.

➤ **Ex. 18. Tom was compiling a prognosis. Everything was ready but his 7-year old brother came up to his table, saw the passages, became involved into it and at last made a mess out of the information Tom possessed. Now help Tom to complete a good horoscope, placing the signs of the zodiac as they should be:**

1.	5.	9.
2.	6.	10.
3.	7.	11.
4.	8.	12.

Leo If you deserve a raise, bring the subject up again. After that, both you and the boss will lose interest in the subject. You can start selecting your new team, although you won't get to play until later.	Scorpio You have the advantage. Use it. If you have any secrets, keep them to yourself. You'll be able to put recently acquired material into practical perspective. Also practice your grafts skills and your musical instrument.	Aquarius You may be stuck at home when you'd rather be far away. Study your foreign language skills so next time you can escape. That's definitely not possible now.
Gemini You'll get a massive increase in your workload, but you can handle it if you concentrate. You'll be up against stiff competition.	Pisces Focus on what you're learning. You may find it harder to concentrate. Too many changes going on. Make sure the order people know what you want, too.	Sagittarus You're been glossly overworked for the past few weeks. That will continue. Things are getting better, but there are still lots of jobs to finish.

<p>Cancer Friendship could lead to true love. Those are good days for eternal commitments, too. Soon you'll start feeling more pressure, as your annual completion phrase begins.</p>	<p>Taurus The sun's still in your sign. Strike while the iron's hot! Your focus shifts to financial matters, with the sun's transit to Gemini.</p>	<p>Aries You may have an opportunity to win if you work with a partner. Go shopping for a big ticket item. Your luck improves, but it may not be noticeable.</p>
<p>Virgo You're lucky. Watch for a big break. The sun's transit into Gemini impacts your career. There'll be plenty of changes, especially if you haven't made up your mind.</p>	<p>Libra Save every penny you can. You may get a marvellous travel offer. If you sell something, then you can afford to accept. This is a good time to stay home and do chores.</p>	<p>Capricorn Ask for more money. You just might get it. Don't try to con a bureaucrat. If you give them the straight scoop you'll be more likely to get what you want.</p>

Ex. 19. Translate into English paying attention to the translation of the terms and special words.

Дренаж қувурига тиқилиб қолди

Яқинда Нью-Йорк полисменлари майда ўғрилик ва безоричилик қилгани сабабли, тутиб қамаш учун Жеймс Поцалоснинг уйига келишган. Лекин, тегишли белгиси бўлган автомобилни кўрган Поцалос вентиляция қузури орқали уй томига чиқиб олган, у ердан ташқари ҳовлига сакраб тушиб, анҳор тарафга чопиб кетган. Полисменлар уйга етиб келгунга қадар Поцалос ғойиб бўлган. Шунинг учун улар изқувар итни ишга солганлар ва у Поцалосни асло етиб бўлмайдиган ердан топган. Поцалос кириш йулидан 150 метр наридаги дренаж қувурига тиқилиб қолган бўлган. Воқеа содир бўлган ерга етиб келган қутқарувчилар безорини ярим ўлик ҳолатда махсус люкдан чиқариб олиб, зудлик билан госпиталга йўлладилар. Бу ерда унга зарур тиббий ёрдам кўрсатилди. (Шуни таъкидламоқ жоизки, у бундай ёрдамга муҳтож эди. Негаки, Поцалос 5 соат даво-

мида туриб қолган илиқ сувда қолиб кетиб, қизишиб қолган эди). Энди ҳаёти хатардан холи бўлгач, Поцалос енгил нафас олса бўлади: канализация қувурида ўлиб кетгандан кўра турмага қамалган яхшироқ-да!

Ex. 20. Translate the text into Uzbek orally. Let one of your fellow students read the text aloud for everybody to listen and the other one translating it simultaneously.

Shakespeare wrote most of his plays for the Globe Theatre. Now I'll tell you what the theatre of the 16th century was like.

In the middle, there was a kind of house. There the actors dressed and kept the things which were used in the performance. In front of it there was a platform. This platform, together with the balcony over it, was the stage on which the actors played. They came out of the house to the stage through two large doors.

In front of the stage there was a large yard. Round the yard there were three balconies, one over the other. Both these balconies and the yard were for the people who came to see the performance. The yard and the greater part of the stage were open to the sky.

The actors were often very good. They could play, sing and dance. Women's parts were played by boys or young men. An actor often played two or three parts in one performance. Music was very important.

The performance began at three o'clock. From its beginning till it was over, people could see a flag over the theatre. The people of London loved their theatre very much. Everybody went to the theatre in London – both young and old, rich and poor. Those who could not pay much for their tickets stood in the yard. If they were tired they could sit on the ground. Rich men and their wives sat in the balconies, and aristocrats were allowed to sit on the stage.

People had no newspapers, no radio or television in those days. That is why the theatre played a great part in their lives. The performance gave them great enjoyment,

but they came to the theatre not only for pleasure, they came to hear the news, to learn something of the history of England or of some other country. They were taught the great science of life there.

LESSON 9

TEXT

AN ENABLING ENVIRONMENT FOR SOCIAL DEVELOPMENT

Basis for action and objectives

Social development is inseparable from the cultural, ecological, economic, political and spiritual environment in which it takes place. It cannot be pursued as a sectoral initiative. Social development is also clearly linked to the development of peace, freedom, stability and security, both nationally and internationally. To promote social development requires an orientation of values, objectives and priorities towards the well-being of all and the strengthening and promotion of conducive institutions and policies. Human dignity, all human rights and fundamental freedoms, equality, equity and social justice constitute the fundamental values of all societies. The pursuit, promotion and protection of these values, among others, provides the basic legitimacy of all institutions and all exercise of authority and promotes an environment in which human beings are at the centre of concern for sustainable development. They are entitled to a healthy and productive life in harmony with nature.

The economies and societies of the world are becoming increasingly interdependent. Trade and capital flows, migrations, scientific and technological innovations, communications and cultural exchanges are shaping the global community. The same global community is threatened by environmental degradation, severe

food crises, epidemics, all forms of racial discrimination, xenophobia, various forms of intolerance, violence and criminality and the risk of losing the richness of cultural diversity. Governments increasingly recognize that their responses to changing circumstances and their desires to achieve sustainable development and social progress will require increased solidarity, expressed through appropriate multilateral programmes and strengthened international cooperation. Such cooperation is particularly crucial to ensure that countries in need of assistance, such as those in Africa and the least developed countries, can benefit from the process of globalization.

Economic activities, through which individuals express their initiative and creativity and which enhance the wealth of communities, are a fundamental basis for social progress. But social progress will not be realized simply through the free interaction of market forces. Public policies are necessary to correct market failures, to complement market mechanisms, to maintain social stability and to create a national and international economic environment that promotes sustainable growth on a global scale. Such growth should promote equity and social justice, tolerance, responsibility and involvement.

The ultimate goal of social development is to improve and enhance the quality of life of all people. It requires democratic institutions, respect for all human rights and fundamental freedoms, increased and equal economic opportunities, the rule of law, the promotion of respect for cultural diversity and the rights of persons belonging to minorities, and an active involvement of civil society. Empowerment and participation are essential for democracy, harmony and social development. All members of society should have the opportunity and be able to exercise the right and responsibility to take an active part in the affairs of the community in which they live. Gender equality and equity and the full participation of women in all economic, social and

political activities are essential, The intestacies that have limited the access of women to decision-making, education, health-care services and productive employment must be eliminated and an equitable partnership between men and women established, involving men's full responsibility in family life. It is necessary to change the prevailing social paradigm of gender to usher in a new generation of women and men working together to create a more human world order.

Against this background, we will promote an enabling environment based on a people-centred approach to sustainable development, with the following features:

– Broad-based participation and involvement of civil society in the formulation and implementation of decisions determining the functioning and well-being of our societies;

– Broad-based patterns of sustained economic growth and sustainable development and the integration of population issues into economic and development strategies, which will speed up the pace of sustainable development and poverty eradication and contribute to the achievement of population objectives and an improved quality of life of the population:



NEW WORDS AND PHRASES:

pursue, *v* – мўлжалламоқ

sectoral initiative – айрим бўлинмадан чиққан ташаббус

conductive institutions – мос идоралар ва муассасалар

human dignity – инсоний қадр-қиммат

legitimacy, *n* – қонунийлик, қонун устуворлиги

interdependent, *adj* – ўзаро алоқадор


capital flow – капитал оқими

innovation, *n* – янгилик

threaten, *v* – хавф солмоқ

environmental degradation – атроф муҳитнинг ёмонлашуви

food crisis — озиқ-овқат тақчиллиги
epidemy, n — эпидемия
racial discrimination — ирқий чеклаш, камситиш
xenophobia, n — чет элликларга нисбатан нафрат
intolerance, n — бўйсунмаслик
violence, n — зўравонлик
criminality, n — жиноятчилик
cultural diversity — маданий ўзига хослик
multilateral programmes — кўп томонлама дастурлар
crucial, adj — ҳал қилувчи
ensure, v — ишонч ҳосил қилмоқ
globalization, n — глобаллашув
enhance, v — кучайтирмоқ
interaction, n — ўзаро алоқа
failure, n — мағлубият
market mechanisms — бозор механизмлари
complement, v — тўлдирмоқ
responsibility, n — масъулият
maintain, v — сақлаб турмоқ
social stability — ижтимоий барқарорлик
global scale — жаҳон миқёсида
minorities, n — аҳолини озчилигини ташкил этувчи қисм, миллий озчилик, майда миллатлар
empowerment, n — руҳлантирмоқ
participation, n — иштирок этиш
involvement, n — жалб этиш
health-care services — соғлиқни сақлаш хизмати
equitable partnership — ўзаро манфаатли ҳамкорлик
poverty eradication — қашшоқликни бартараф қилиш


 **Ex. 1.**

1. Translate the text into your mother tongue visually (sight translation).
2. Act as an interpreter.
3. While retelling the text let someone translate it into your mother tongue.

4. Divide the text into parts and give a title to each of the parts.


5. Discuss the meaning of the following words and expressions:


Social environment	Severe food crisis
Economic environment	Cultural diversity
Political environment	Process of globalization
Spiritual environment	Orientation of values
Initiative	Priorities
Trade and capital flows	Conducive institutions
Scientific and technological innovations	Human dignity
Global community	Basic legitimacy
Environmental degradation	Productive life
	Harmony with nature


 **Ex. 2. Find synonyms of the following words or express the same idea by the help of other words or phrases:**

innovation	estimate
global	generation
xenophobia	complement
crisis	failure
recognize	sustainable
response	tolerance
crucial	responsibility
ensure	ultimate
assistance	empowerment
involvement	equitable
diversity	implementation

 **Ex. 3. Translate the text into Uzbek visually (sight translation).**

 **Ex. 4. Retell the text. While retelling the text let one of your fellow-students translate your retelling into his mother tongue.**

 **Ex. 5. Act as an interpreter and a journalist, translating the journalist's report consequently, sentence by sentence, or passage by passage.**

 **Ex. 6. Discuss the text in class. Try to form as many as possible special questions for your friends to answer them orally. If you can you may add some information to the answers of your friends.**

⇒ **Ex. 7. Make up dialogues on the basis of these situations and train your translation skills.**

Ex. 8. Replace the Infinitives by the Present Indefinite, the Present Continuous, the Present Perfect or the Present Perfect Continuous:

1. He (to solve) the cross-word puzzle for half an hour and he (to say) he (to be) about to finish it as he (to think) over the last word. 2. The actors (to rehearse) since early morning; now they (to go over) the first scene as they (not to be) satisfied with their acting. 3. Here you (to be) at last! I (to wait) for you for twenty minutes. You (not to be) ashamed? 4. She (to speak) over the telephone long enough, it (to be) time for her to stop talking. 5. Since you (to keep) late hours this week you (to look) tired and worn out. 6. It (to snow) steadily the whole week and it still (to snow). If it (to go) on like this nobody will be able to reach the camp. 7. At last you (to open) the door! I (to ring) for an hour at least, it (to seem) to me. 8. My watch (to keep) good time ever since the first repair. 9. They (to discuss) this question ever since I (to be) here and they (not to come) to any definite conclusion yet. 10. The typist (to miss) several words as she (to talk) all the time. 11. The lecturer (to mention) this name several times but I cannot remember it. I (to write) it down as soon as he (to mention) it again. 12. He (to work) at the language all the time and (to make) great progress. His phonetics (to be) perfect, only a slight accent (to remain).

⇒ **Ex. 9. Translate into English paying attention to the translation of the modal verbs and tense forms.**

1. Спорт билан шуғулланишингиз лозим. – Мен беш йилдан бери футбол уйнайман. 2. Амакингиз пайшанбада келади. 3. Мен поездга соат саккизда ўтираман ва соат туққиздаёқ шаҳарда буламан. 4. Ким ёзни шаҳарда утказишни ёқтиради? – Фақат Алиса. 5. Мен радиони қўйишни ва ана шу қўшиқни тинглашни хоҳлайман. 6. Мен бу китобни жавондаги китоблар орасидан суғуриб ололмайман. 7. “Нима

учун сен менга бунақа қараяпсан? Мени хафа қиляпсан”, — деди Эмма. 8. Стив хатни портфелдан олди ва уни Бинга берди. 9. Ёмон об-ҳавода у узини ёмон хис этади. 10. Жек 20 ёшда. У — талаба. 11. Алиса уч йилдан буён ўқитувчи бўлиб ишлайди. 12. Ник эндигина 3 ёшда. У ҳали ўқий олмайди. 13. Дик ҳатто ёмон об-ҳавода ҳам сайр қилгани урмонга боради. Ҳатто ёзда ҳам бу ўлкада тез-тез қор ёғади. 15. Қара! Қор ёғяпти. 16. “Мен ҳатто бу ҳақда уйлай олмайман!” — дейди Нелли. 17. Пит нима ҳақида ҳикоя қилмоқда? — Ўз режалари ҳақида. 18. “Сиз ниҳоят мени тушунаётганингизни кўряпман”, — дейди Жейн. 19. Унга барча зарур дарсликларни олиб боринг. 20. Чоршанбада охириги дарс нима? — Немис тили. 21. Ким ёзда дам олишни хоҳлайди? — Биз. 22. Жумада кимни бориб кўрмоқчисан? 23. Бен балик ови билан шуғулланади. — У буни жуда яхши кўради! 24. Сиз одатда шаҳардан ташқарида дам оласизми ёки шаҳарда қоласизми? — Мен буш кунларимни ўрмонда ўтказаман. 25. Радиони қўйма. Мен жуда қийин матнни таржима қиляпман. 26. Болалар! Соат 10 бўлди. Ухлаш пайти келди. 27. Кун ёришяпти. Тонг отди.

READING COMPREHENSION AND VOCABULARY

TEXT

Television

The first commercial television broadcast was made on April 20, 1939 by Radio Corporation of America (RCA). Since 1939, it has become one of the most important facts of modern life. Television is very much a part of the modern world. Its effects are felt all over the world.

Television is a reflection of the modern world, say some people. It shows contemporary society. It affects customs and culture, others say. Television is bad for culture because it keeps culture from growing, say still others.

Good or bad, television is difficult to avoid. Its pictures enter homes, stores, airports and factories. It is here to stay.

Ex. 10. Find the information, which the text contains (tick where necessary V)


Television	Has wide influence ____ Is a modern day fact ____ Can influence culture ____ Is easy to avoid ____ Reflects the sun and the moon ____ Is found in homes ____ Can't last long ____
------------	--

 **Ex. 11. Insert the nouns:**

1. Radio _____ of America.
2. One of the most important _____ .
3. A part of the modern _____ .
4. Television is a _____ of the modern world.
5. It shows contemporary _____ .
6. It keeps _____ from growing.

 **Ex. 12. Define the title of the 1st passage.**

1. Television affects radio.
2. Television is the same as movies.
3. Television is important in the modern world.

 **Ex. 13. Define the title of the 2nd passage.**

1. Television influences culture.
2. Society and television are _____ .
3. Cultures grow out of television.

 **Ex. 14. Finish the sentences.**

1. The effects of television are _____ .
 a. reflections b. commercial c. facts
2. RCA made the _____ commercial TV broadcast
 a. longest b. first c. second

3. Television is not found in _____.
- a. rivers b. factories c. airports
4. It is difficult to _____ television.
- a. watch b. hear c. avoid

Additional VOCABULARY to be learned

Words denoting material:

oil — мой, ёф	gravel — шағал
paper — қоғоз	petrol — бензин
water — сув	copper — мис
paint — бўёқ	gold — тилла
sand — қум	plastic — пластмасса
cement — цемент	steel — пўлат
concrete — бетон	metal — металл
stone — тош	wood — ёғоч
rubber — резина	glass — шиша
fuel — ёнилғи	leather — тери
	iron — темир

Ex. 15. Let one student read the text and let another one listen and translate into Uzbek orally. Try to add some additional details so as to make the story more interesting. Think of the similar cases from your own life:

The second half only

Many people go in for sports or watch games. It is interesting, for example, to watch a football match. People usually come to the stadium before the game begins. They are football fans. They like to shout for their favourite team.

This story is about a man who was late for the first half of the football match. He came to the stadium during the second half and asked, “What’s the score?” So nobody answered, “Nil-nil”. “OK. I haven’t missed anything,” said the man. He thought only about the score. He didn’t ask any questions about the game.

“You have missed some very interesting moments”, — said the man, who sat near him. “It is a great football match and the players can score a goal any moment

now". "The score is not the main thing in a football match,"- said the third man, "If sportsmen play well, you enjoy every minute of the game."

Ex. 16. Translate the following passage into English. Pay attention to the style of the text, let your translation be as correct and well checked as the language of the original:

Шундай боғ бор

Она еримиз, унинг табиати ранг-баранглиги, муъжизакорлиги билан гузал. Биз Тошкент шаҳри ҳайвонот олами ҳақида сўз юритмоқчимиз.

Бу даргоҳга ҳар куни минглаб ҳамшаҳарларимиз, меҳмонлар келишади. Бу ерда киши нафақат дам олади. Шу билан бирга, инсоният ҳайвонот оламиндан қанчалар узоқлашаётганини, кўп жониворлар аллақачон "Қизил китоб"га кирганини ҳис этади. 1924 йили чор Россияси собиқ генерал-губернаторининг шаҳардан ташқаридаги дала ҳовлисида Урта Осиё Давлат дорилфунуни биолог олимлари ташаббуси билан Тошкент ҳайвонот боғи ташкил қилинган. Боғни ташкил этишда унинг биринчи директори профессор М.Лаптевнинг хизмати катта. Ҳайвонот боғи дастлаб иш бошлаганда унда атиги бир нечтагина ҳайвон мавжуд бўлган эди.

1930 йилда қушлар ва сут эмизувчи ҳайвонлар бўлимлари ташкил этилди. 1933 йилда эса герпатология (заҳарли илонларни ўрганиш ва медицина учун унинг заҳарини олиш) бўлими очилди. Шу вақтнинг узида илмий-текшириш ва оммавий-маданий тадбирлар шуъбалари иш бошлади. Ашхабод, Термиз, Душанбе, Олмота шаҳарларида ҳайвонот боғи ташкил этилишида катта амалий ёрдам берди. Ҳозирда боғнинг майдони 3,8 гектар бўлиб, унинг бевосита ҳайвонлар учун ажратилган ери 2 гектарни ташкил қилади. Шаҳар кенгашининг қарорига мувофиқ келажакда боғнинг умумий майдонини 10,7 гектарга етказиш, шундан 3,3 гектарни эса ҳайвонлар истиқомат хоналарига ажратиш мўлжалланмоқда. Боғни


қайта таъмирлаш ишларини уч босқичда олиб бо-
риш белгиланди. Ҳозирда ҳайвонот боғида қуруқ-
ликда ва сувда яшайдиган ҳайвонларнинг 5 туридан
13 та, судралиб юрувчиларнинг 12 туридан 24 та,
қушларнинг 108 туридан 518 та ва сут эмизувчилар-
нинг 73 туридан 183 та мавжуд. Утган йили ҳайвон-
ларнинг 35 тури насл берди.

Ex. 17. Translate the following newspaper article from English into Uzbek. Pay attention to the adequate translation of the terms and expressions:

The Berlin Summit came just one day after ex-President Clinton urged Chancellor Kohl to take the lead in encouraging unity and stability in Europe. Speaking in Bonn on July 11, President Clinton said that Germany's leadership for a truly united Europe was critical. Clinton and Kohl agreed to coordinate their efforts in embracing the countries of Central and Eastern Europe in a common security system and in opening the markets to them. Mr. Clinton offered unreserved backing to Germany's effort at reconciliation with the countries to its East, and said this was a common concern of the US.

The President emphasised the special relationship which had developed between the two countries and suggested that the US now had more in common with Germany than with traditional allies like the United Kingdom. President Clinton also welcomed the possibility of German troops being used beyond the territory of the North Atlantic Treaty Organisation, until now limited by the German constitution. He also pointed out that "trade as much as troops will play a role", in future EU/US relations.

The other transatlantic Summit, between the EU and Canada took place in Bonn on July 6 when Canadian Prime Minister Jean Chretien met Messrs Delors and Kohl.

 **Ex. 18. Speak briefly about the international organizations like UN, EU etc. Give some information about when each**

of them was founded, where the head-quarters, how many members of each you can name and etc.

Ex. 19. Translate the famous monologue into Uzbek.

As translating poem is a very difficult one translating the pieces of poetry of the King of poetry like W.Shakespeare is twice as more difficult.

To be, or not to be,—that is the question:— Whether 'tis nobler in the mind to suffer The slings and arrows of outrageous fortune, Or to take arms against in sea of troubles, And by opposing end them? — To die, — to sleep, —

No more; and by a sleep to say we end The heart-ache and the thousand natural shocks That flesh is heir to, — 'tis a consummation Devoutly to be wish'd. To die, — to sleep; — To sleep! perchance to dream: — ay, there's the rub; For in that sleep of death what dreams may come, When we have shuffled' off this mortal coil, Must give us pause: there's the respect That makes calamity of so long life;

For who would bear the whips and scorns of time, The oppressor's wrong, the proud man's contumely, The pangs of despis'd love, the law's delay. The insolence of office, and the spurns That patient merit of the unworthy takes. When he himself might his quietus make With a bare bodkin? Who would fardels bear, — To grunt and sweat under a weary life, But that the dread of something after death, — The undiscovered country, from whose bourn no traveller returns, — puzzles the will, And makes us rather bear those ills we have Than fly to others that we know not of? Thus conscience does make cowards of us all;

And thus the native hue of resolution

Is sicklied o'er with the pale cast of thought;

And enterprises of great pith and moment, With this regard, their currents turn away, and lose the name of action.

Ex. 20. The following is a translation of an Uzbek folk tale. It was made by a student. Look through it, and try to improve the translation:

An old man, a wolf and a rabbit

Once there lived a wicked wolf. He often attacked the sheep, The people asked the hunter to kill the wolf. The hunter took his gun and went to the forest. The wolf was much afraid and ran away. The hunter looked for it, ran after it and didn't leave him in peace. The wolf was very tired, he was about to fall down. At that time he met an old man who had a sack in his hand.

Hello, grandpa! — he said to the oldman. — Save my soul, Don't let me die so young.

The old man was very sorry. He opened his sack: and told the wolf to get into the sack.

The wolf got into the sack. The old man took the sack and went on.

Soon he saw the hunter.

— Grandpa; didn't you see a wolf passing by here?
— the hunter asked.

— No, I didn't — he answered.

The hunter went on running after the wolf. The oldman put the sack on the ground and said:

— Get out of the sack You are safe and sound now.
The wolf got out of the sack.

— Now, go into the forest.

— Why ? — angered the wolf — I'm hungry, I'll eat you.

— Oh, you rascal, I've saved your life and you want to eat me, — the oldman was disappointed.

— I'll eat you, whatever you may say. — the wicked wolf answered. A rabbit ran by when they were quarreling.

— What's up? — he said. — What are you quarreling about?

— The wolf wants repay with evil for having done him good - the oldman said with tears in his eyes.

The wolf told the story as it was.

— Oh, wolf, — said the rabbit — I can't believe your words. Can such a big wolf like you get in such a small sack? It can't be.

— I could get in and nothing more — answered the wolf.

— I can't believe however — the rabbit said. Get into the sack once more for me to see it with my own eyes.

The wolf got into the sack. The oldman understood what was rabbit aiming at. He tied the sack just on the spot.

— Thank you, brother rabbit — the oldman said.

However pity the wolf might be the oldman was clever enough now not to let it get out of the sack. He called the hunter and handed the sack to him.

Ex. 21. Translate the following short texts into English, paying attention to the sentences and abundance of the information in the text. Try to retain the volume of the original passage:

Суворовни тракторда олиб кетишибди

Россиянинг Николаевск вилоятидаги Очаково яқинидаги “Кинсбургская коса” манзарали боғидаги Александр Суворовга урнатилган бронза ҳайкал ғойиб бўлди.

Худди ана шу жойда 1787 йили машҳур саркарда кўмондонлигидаги рус армияси туркларнинг йирик десантини тор-мор келтирган эди. Аммо рангли металл “ишқбозлари”га ўзларининг шонли ўтмишларининг қизиғи қолмаган кўринади. Улар учун ҳар қандай ёдгорлик — бир неча центнер бронзагина холос. Жиноятчилар тунда боғни тракторда пайҳон қилиб, унинг ёрдамида ҳайкални шоҳсупадан қулатиб, тортиб кетиб, ғойиб бўлишган.

Кўрсаткични кўриб туриб

АҚШнинг Теннеси штатидаги кичик бир самолёт “Хушёр бўл, шундагина манзилингга эсон-омон етасан” деб ёзиб қўйилган тахтага урилган. Икки уринли Cessna самолётининг учувчиси катта йўлга мажбуран қўнган. Қўнаётганида у шу пайт йўлдан утиб кетаётган автофургоннинг томини қириб ўтган. Ҳайдовчи зарар кўрмаган.

Самолёт тахтага урилгач, йўл ўртасида тўхтаб қол-

ган. Полиция самолёт қунаётган пайтда йўлда бошқа машиналар булган-булмаганлигини аниқлашга киришибди.

Ex. 22. Tell your fellow-students a few words about A.I.Suvorov, US Police service, Automobile Industry of Roumania, foxes, also about the illness, bearing the same name.

Ex. 23. If you have had one of such curious case in your personal life share it with your friends.

Ex. 24. Translate the following text into Uzbek paying a special attention to the linguistic terms. Try to give more details about the items discussed:

Problems in pronunciation

Written English and spoken English are obviously very different things. Writing consists of marks on paper which make no noise and are taken in by the eye, whilst speaking is organized sound, taken in by the ear.

Language starts with the ear. When a baby starts a talk he does it by hearing the sounds his mother makes and imitating them. If a baby is born deaf he cannot hear these sounds and therefore cannot imitate and will not speak. But normal babies can hear and can imitate; they are wonderful imitators, and this gift of imitation, which gives us a gift of speech, lasts for a number of years. It is well known that a child of ten years old or less can learn any language perfectly, if it is brought up surrounded by that language, no matter where it was born or who its parents were.

If speech depends on hearing, and books don't talk, what are you to do? Fortunately there is a lot of English spoken about the world. On films, on the radio, on gramophone records; most people can get the opportunity of listening to English in some way, and this is what you must do. You must hear English. But just hearing is not enough; you must listen to it, and you must listen to it not for the meaning but for the sound of it. Obviously when you are listening to a radio programme you will be trying to understand it; but you must try

also for at least a short part of the time to forget about what the words mean and to listen to them simply as sounds. Take one of the English sounds at a time, it might be the English [t], and listen for it each time it comes; concentrate on catching it, on picking it out, on hearing what it sounds like. Don't just be satisfied to hear it vaguely, as if it were a sound of your own language; try and pick out the Englishness of it, what makes it different from the nearest sound in your language. And when you think you have got it, then say it in some of the words that you have heard, and say it aloud. It is no use practising silently; all of us are much better in pronouncing if we do it silently, inside ourselves. But you can't talk English inside yourself, it has to come out, so practice aloud, even if it puzzles your family or your friends.



Ex. 25. Answer the following questions:

1. What is the difference between written English and spoken English?
2. How does a baby start to talk?
3. Where do you find spoken English?
4. What is the way of listening to spoken English if you want to master the pronunciation?
5. Why is it no use practising English sounds silently?

Ex. 26. Dictation translation exercise:

vaguely, to, puzzle, opportunity, programme, to concentrate, pronunciation, to pronounce



Ex. 27. Make up sentences of your own using the following words and word-combinations:

to last, perfectly, to make no noise, to get the opportunity, obviously, to be satisfied, fortunately, imitation, it is well known, it is no use, to depend on



Ex. 28 Translate into Uzbek:

very different things, gift of imitation, gift of speech,

on films, on the radio, on gramophone records, to say aloud, inside yourself, in some way, when you think you have got it, listen for the sound “t” each time it comes.

↪ **Ex. 29. Explain the meanings and use of the following words and word-combinations:**

to take in, a record, Englishness, vaguely, to be better at doing smth., whilst

↪ **Ex. 30. What is the difference between:**

1. to listen, to hear; 2. to speak, to say, to talk; 3. to catch, to take in; 4. to listen, to listen for; 5. to start, to start with; 6. to come, to come out.

↪ **Ex. 31. Find all the uses of the verb “to try” in the text and write out what it is followed by.**

↪ **Ex. 32. Interpret the word “time” in English and give the Uzbek for:**

At a time, each time, for at least a short part of the time.

↪ **Ex. 33. Find all the contexts in which the verb “to get” is used and think of their Uzbek equivalents.**

↪ **Ex. 34. Give the morphological analysis of the following words:**

↪ **Ex. 35. Odd man out.**

1. baker, prisoner, book-keeper, lawyer, builder.
2. Hairdresser, teacher, beggar, manager, milkman.
3. Reporter, porter, green-grocer, hamper, writer.
4. Cashier, hammer, worker, officer, actor.
5. Engineer, announcer, driver, potter, hanger.
6. New-comer, builder, washerwoman, fire-fighter.
7. Cook, secretary, patrol-officer, smeller, photographer.

LESSON 10

TEXTS:

Criminal law

In all advanced legal systems treason, murder, aggravated assault, theft, robbery, burglary, arson, and rape are considered to be major offenses of criminal law. Criminal law not only determines what is criminal conduct but also regulates the methods of capturing, charging, and trying suspected criminals; imposes penalties on convicted offenders; and determines the methods by which, a convicted person can challenge and seek to overturn the conviction. Criminal law is one of two main branches of what is known in Western society as positive law; the other is civil law.

A crime is defined as such by law. This first principle of legality is the keystone of criminal law. The principle directs that laws defining offenses be clear and strictly interpreted. And it forbids the application of the law retroactively, meaning a law must have been in effect at the time the act was committed. The United States Constitution, in Section 9 of Article 1, forbids the passing of what are called post factolaws those that would make some act a crime that was not illegal when done or that increase the punishment for crimes previously committed.

Legal systems traditionally do not allow double jeopardy, meaning prosecuting someone more than once for the same offense. It is possible at times for an individual to be tried for essentially the same act in two different jurisdictions, or areas of authority. In the United States a person may be tried for murder in a state court and later tried for the violation of the victim's civil rights in a federal court.

All systems of law have statutes of limitation, or laws that restrict the length of time within which legal proceedings may be brought against a person. Such statutes are enacted to protect against stale claims after

evidence has been lost, memories have faded, or witnesses have died or disappeared. The periods vary depending on the seriousness of the offense. In German law, for instance, the periods range from three months for petty misdemeanors to 30 years for crimes involving a life sentence. In many countries, including the United States, there is no statute of limitations for certain serious crimes such as murder.

Legal systems also define in what courts specific crimes will be prosecuted. In the United States such crimes as murder, arson, rape, burglary, robbery, and shoplifting are prosecuted in state or local courts. For a crime to be dealt with in a federal court, it must be an offense against federal law, or it must come to the federal court as the result of an appeal of a decision made in another court. Most governments claim jurisdiction over the acts of their own citizens even when these acts have occurred abroad. Therefore, most countries decline any obligation to surrender their citizens to the jurisdiction of other countries. This is called a refusal to extradite. Even within the United States one state may refuse to extradite an alleged criminal to another state for trial.

Ingredients of a crime

It is generally agreed that the essential elements of a crime are voluntary action or failure to act and a certain state of mind. Failure to act includes not doing something an individual is required to do by law, such as file an income tax form or get a driver's license before operating an automobile.

The mental element in a crime is that the person committing it usually acts purposely, knowingly, recklessly, or negligently. There are, however, exceptions. Bigamy, for instance, may be committed unintentionally when both people believe that they are free to marry but one party has not yet actually received a divorce.

It has long been said that ignorance of the law is no

excuse, and criminal-law systems generally recognize this principle. It is no defence for a person to say he was unaware that what he did was against the law. Behind this is the supposition that criminal acts may be recognized as harmful and immoral by any reasonable adult. By contrast most countries recognize that an individual who acts in ignorance of the facts of his action is not criminally responsible. Hence, someone who takes another person's goods, believing them to be his own, has not committed larceny because he lacks intent to steal. Any inconvenience he has caused the other person may, however, be a matter taken up in civil law.

It is generally recognized that persons suffering from mental defects are not responsible for their actions. Much controversy has arisen over the appropriate tests for determining responsibility in such cases. The insanity defense has come under close scrutiny in legal circles, particularly since the attempted assassination of United States President Ronald Reagan in March 1981. The individual who committed the offence was found not guilty by reason of insanity and put in a mental institution. Since that time some states have revised their insanity-plea laws to allow for verdicts of, but insane, instead of guilty on account of insanity.

In most countries being drunk is not treated as a mental incapacity. Russian law is especially hard on those who have committed offences while under the influence of alcohol. In other nations, by contrast, such offences have been dealt with relatively lightly.


The law recognizes that the use of even deadly force may be justified under some circumstances. Such special circumstances include cases of self-defence, including the use of force in defence of others, by law-enforcement agents, or in defence of property.

LEARN THE MEANING OF THE FOLLOWING NEW
WORDS AND TERMS USED IN THE TEXT

(Consult the English-English dictionary)

- crime** — жиноят
criminal law — жиноят ҳуқуқи
treason — хоинлик, давлатга қарши жиноят
murder — қотиллик
aggravated assault — айб оғирлашадиган шароитда босқинчилик
theft — ўғирлик
robbery — босқинчилик
burglary — босқинчилик
arson — ўт қўйиб юбориш
rape — зўрлаш
offence — жиноят
criminal conduct — жинояткорона ҳатти-харакат, хулқ
capturing — ушлаб туриш
charging — айблаш
trying — қийнаш
suspected — шубҳа, гумон қилинаётган
proceedings — қонуний чора тадбирлар
enact — амалга оширмақ
state — таъкидламоқ
claim — арз
petty — майда
misdemeanors — қонунбузарлик
sentence — ҳукм
bigamy — икки, қўшхотинлилик, қўшэрлилик
larceny — мулкни ўғирлаш
insanity — ақлсизлик, руҳан касаллик
impose — жарима солмоқ
penalty — жарима
convicted — айбланувчи
offender — жиноятчи
overturn — бузғунчи
legality — қонунийлик
keystone — тамал тоши
retroactively — қонуннинг тескари кучи

commit — амалга оширмоқ
facto laws — амалдаги қонунлар
jeopardy — хавф, таҳдид
prosecute — қонун назорати остига олмоқ
jurisdiction — юрисдикция
violation — зўрлик
statute — қонуний ҳужжат
restrict — қисқартирмоқ
shop lifting — дўконларни ўғирлаш
decline — оқламоқ, қайтармоқ
obligation — мажбурият
surrender — зўрликни тан олиш, бўйсунишга мажбур бўлмоқ
extradite — чек қўймоқ
ingredients — ташкил этувчилар
recklessly — қасдан жиноят қилиш
negligently — эҳтиётсизлик билан
mental institution — руҳий касалхона
law-enforcement agents — қонуний ҳужжатлар

 **Ex. 1. Find in the text the equivalents of the following Uzbek words and expressions:**

- 1) айбланувчи шахс
- 2) ҳуқуқни ҳимоя қилувчи органлар
- 3) ҳуқуқни муҳофаза қилиш
- 4) майда қонунбузарликлар
- 5) аввалда содир этилган жиноятлар
- 6) зўрлик ишлатиш йўли билан номусига тегиш
- 7) содир этилган жиноятнинг жиддийлиги
- 8) ҳукми бекор қилиш
- 9) жиноят таркиби
- 10) ўз ихтиёри билан содир этилган
- 11) даромад солиғи
- 12) ҳайдовчи гувоҳномаси
- 13) жиноятни амалга оширмоқ
- 14) суиқасд қилмоқ
- 15) қонун доирасида
- 16) ақли заифлар даволанадиган муассаса
- 17) мулкни муҳофаза этиш

- 18) босқинчилик
- 19) фуқаролик ҳуқуқи
- 20) жиноий ҳуқуқ

- ↪ Ex. 2. Divide the text into structural parts or passages.
- ↪ Ex. 3. Name each of the passages.
- ↪ Ex. 4. Give a brief summary of the chapter.
- ↪ Ex. 5. Find in the text the words, denoting the names of the crimes; types of the law and ways of punishing.

Ex. 6. Fill in the blanks with the missing forms.

Noun	Verb	Adjective	Derivative
Regulation	To regulate	regulating	Regulatory
-	To district	-	-
Definition	-	-	-
-	-	Decisive	-
-	-	-	Criminal
Operation	-	-	-
-	-	Reasonable	-
-	-	-	Actor
-	-	-	Suppositional

- ↪ Ex. 7. Complete each of the following sentences by adding an adverbial clause of:

1. T i m e

1. I did not go home until... 2. She has been preparing her lessons since ... 3. Do not go away before ... 4. It had stopped raining when ... 5. Give me the book after... 6. I cannot give you a definite answer until... 7. I shall ring you up as soon as ... 8. Do not shut the window before... 9. I put my notes in order while ... 10. I wrote the letter after...

2. P l a c e

1. We shall make camp where ... 2. They landed

where ... 3. I have put the Docks where ... 4. We met where ... 5. Put these things where ... 6. Let us have a walk where ... 7. We crossed the river where... 8. The children were playing where... 9. We bathed where... 10. We climbed the hill where ...

3. Cause

1. We left home very early because ... 2. Since ... I shall not insist on your going. 3. As ... we looked for shelter. 4. The ship could not leave the harbor because ... 5. Since ... I shall do it myself. 6. I can't go with you because ... 7. Since ... you must rest a little. 8. I cannot read because ... 9. We have plenty of time as ... 10. You had better put on your warm coat as ...

4. Purpose

1. We made haste lest... 2. He spoke very slowly that... 3. Open the window that... 4. Don't sit in the draught lest... 5. I have come that ... 6. We looked for shelter that ... 7. I shall give you my umbrella lest ... 8. I have closed the window lest ... 9. We took a boat that... 10. I shall repeat the sentence that...

5. Result

1. The story was so funny that... 2. The wind blew so hard that .. 3. I sat up so late that ... 4. The noise was so loud that ... 5. He was so careless that ... 6. The children were so excited that... 7. The sea was so rough that ... 8. The day was so cold and rainy that ... 9. The weather was so warm and sunny that ... 10. The slope was so steep that... 11. Everybody was so pleased that ...

6. Concession

1. I shall try to do my best although ... 2. I get up very early although ... 3. He swam upstream although ... 4. Our boat was swept away by the tide although ... 5. You have not brought me the book although ... 6. You did not come to see me last Sunday although... 7. I shall not do it even if ... 8. We shall go to the country

tomorrow though ... 9. I shall not do it though... 10. They expected us though ...

7. Comparison or Manner

1. I did it as ... 2. She speaks English as if 3. He pronounced this word as ... 4. My room is much larger than ... 5. She looked at me as if ... 6. He spoke as if ... 7. My translation is as difficult as ... 8. He ran as if... 9. She sang as if ... 10. The child cried as if...

8. Condition

1. I shall not protest if... 2. If..., they would be pleased. 3. If ..., it would not matter much. 4. I should be very hungry if... 5. If ..., tell them I am not going to do it. 6. If..., I should have been offended. 7. If ... he wouldn't mind. 8. If ..., she will come tomorrow. 9. If ..., the accident would not have happened. 10. If ..., I shouldn't have closed the window.

↪ **Ex. 8. Translate the following text, paying attention to the usage of the tense forms:**


Агар об-ҳаво ёмон бўлса, биз дала ҳовлига бормаймиз. 2. Кеча менинг ишларим кўп бўлди. Эрталаб институтда дарсларда бўлдим. Машғулотлардан кейин тарихдан маърузага тайёрланиш учун Бобур номили кутубхонага бордим. Ишни тугатишим билан ўртоғимга қўнғироқ қилдим. 3. Агар эртага ёмғир ёғса, биз шаҳарда қоламиз. 4. Агар у ерда шахматчилар бўлса, у бизларга қўшилишини биламан. 5. Сен қачон ота-онанга хат ёзасан? — Агар ҳеч ким келмаса, мен бугун кечқурун уларга хат ёзаман. Шанба кuni кечқурун мени кўргани тез-тез дўстларим келишади. 6. Эртага ўқитувчи янги матн бўйича саволлар беради. Мен барча янги сўзларни ёдлашим керак. 7. Ўйлашимча, у кейинги ҳафтада келади. У келадиган кuni тўғрисида телеграмма беради, биз эса уни кутиб оламиз. 8. Мен “Момақалди роқли сўқмоқлар” фильмини яна бир марта кўришни жуда хоҳлайман. Бу якшанбада мен дўстларим билан кинога бораман.

9. Сиз Нью-Йоркка борасиз, тўғрими? — Ҳа, мен у ерда бир неча кун бўламан. 10. Қачон бўшайсиз? — Соат 6 да, агар кечқурун йиғилиш бўлмаса. — Ундай бўлса, мен 6.30да сизга қўнғироқ қиламан ва биз ўзбек мусиқаси тўғрисида маъруза тинглашга борамиз. Бўладими?

 **Ex. 9. Translate the passage paying a special attention to the peculiarities of the newspaper language:**

Тоғда яшовчилар гўё қор одамни кўришганини таъкидлайдилар. Гўё у Тибет, Ҳимолай, Помир ва Кавказ тоғларида баландда яшаркан. Қор одам кишилардан қўрқади ва уларга яқин келмайди. Одатда унинг улкан қора гавдаси қоялар орасида кўзга ташланади. Ўрда баҳайбат излари қолади, холос. Лекин шундай ҳоллар ҳам бўлади. Ўрмон қоровули қуриган дарахтни кесмоқда эди. Ёнида гулхан ёнар ва қозончада димланган гўшт иситилмоқда эди. Гўштнинг хушбўй ҳиди ўрмон бўйлаб тарқалди. Тўсатдан ердан чиққандек ёввойи одам пайдо бўлди. Унинг бўйи икки метр бўлиб, бутунлай узун қора туклар билан қопланган эди. Ёввойининг кўзлари газабдан чақнарди. Нодар милтиқни қўлга олди, лекин қўрқанидан ота олмади. Ёввойи кучли зарб билан қуролни ўрмон қоровулининг қўлидан уриб туширди ва буталар ичига яширинди.

Альпинист ва олимлар анчадан бери қор одамни излайдилар. Лекин ҳозирча фақат қандайдир изларни топаяптилар. Кўп кишилар эса уни кўп марта кўрганлигини тасдиқлайдилар.

 **Ex. 10. Translate the text into Uzbek using the active vocabulary of the Unit:**

Messrs Clinton, Kohl and Delors agree on the need to strengthen their common efforts in order to cope with the growing problem of internationally-organised crime and drug trafficking. They talked of a more efficient and better organised dialogue between the EU and the

US and series of combined actions. This will include actions to prevent drug abuse, assist third countries in their fight against drug production and transit and setting up a more structured cooperation and concertation between the United States, EU Member States and the Commission in the fight against internationally-organised crime.

The leaders briefly discussed important current issues such as the situation in Bosnia-Herzegovina and agreed that only a combined effort from between the EU and the US can contribute to bringing lasting peace to the region. They also asked their representatives to coordinate and facilitate work following the issues raised during the Summit and asked for reports by experts on both sides on two items. The first is to define the ways and means to strengthen democracy and economic cooperation with and between Central and Eastern European countries through combined EU/US actions. The second is to define the ways and means to improve joint efforts in their international relations and in their fight against organised international crime and drug trafficking.

READING COMPREHENSION

Telling time

Early men did not have clocks. They told time by the sun and the shadows of trees. At first, they used sticks placed in the ground instead of trees. They made marks on the ground and the shadows from the sticks told the time of day.

Later, men began to use sundials. Some sundials were boxes with a stick to cast a shadow. Men were able to carry the sundial box with them. The mark for noon was very important. The sundial always had to face the same way or the time was wrong. Sundials were good only on sunny days, not on cloudy days. They were the first kind of clock.

⇒ Ex. 11. Find the information of the text:

- | | | |
|------------------|---|----------------------------------|
| Early men | { | Told time with animals _____ |
| | | Had clocks made of trees _____ |
| | | Used sticks to tell time _____ |
| | | Told time by shadows _____ |
| | | Used the sun to tell time _____ |
| Sundials | { | Used shadows _____ |
| | | Were small enough to carry _____ |
| | | Had many sticks in a box _____ |
| | | Were often used at night _____ |
| | | Had to face the same way _____ |
| | | Became the first clocks _____ |

⇒ Ex. 12. Insert the adverbs:

- _____ they used sticks.
- _____, men began to use.
- The sundial _____ had to face.
- _____ were good _____ on sunny days.

⇒ Ex. 13. Insert the adjectives:

- _____ men did not have clocks.
- _____ sundials were boxes.
- For noon was very _____.
- Face the _____ way.
- Only on _____ days.
- The _____ kind of clock.

⇒ Ex. 14. Define the content of the 1st passage:

- Early men used the moon to tell time.
- Early men used shadows to tell time.
- Early men began to make clock.

⇒ Ex. 15. Define the content of the 2nd passage:

- Sundials were first clocks.
- Sundials used trees to tell time.
- Sundials were used on cloudy time.

Ex. 16. Finish the sentences:

1. To tell time sticks were placed in the _____
a. tree b. shadow c. ground

2. The shadow cast by _____ told time.
a. men b. trees c. marks

3. In sundials the mark for _____ was very important.
a. noon b. night c. shadows

4. Facing the same way with a sundial made the time _____
a. late b. right c. wrong

T E X T

TIME (Days, Months, Seasons)

We can tell the time by a clock or a watch. A clock is generally on the wall, or it stands on the table. A watch is small, we can put it in our pocket or wear it on the wrist. Watches and clocks have figures on their faces, and two hands, a long hand and a short hand. The short hand points to the hours, the long hand points to the minutes.

When we deal with the hours we say: it is one o'clock, two o'clock, tree o'clock, and so on. Twelve o'clock may refer to midday or to midnight.

We say other time as follows: five minutes past eight or five past eight, ten past eight, a quarter past eight or eight fifteen, twenty past eight, twenty five past eight, half past eight or eight thirty. When the second half of an hour begins, we say: twenty five to nine, twenty to nine, a quarter to nine, ten to nine, five to nine. If a clock gains, we say that the watch is fast, and if it loses we say that it is low.

You must not forget to wind up your watch regularly. If you don't do it, it may stop.

We generally set our watch or clock by the radio-time signal.

There are seven days in a week. They are: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday. The first six are weekdays.

Sunday is not a weekday. It's day off.

The day before today is yesterday, the day after today is tomorrow.

There are twelve months in a year. The names of the month are: January, February, March, April, May, June, July, August, September, October, November, December.

The seasons are: Spring (March, April, May), Summer (June, July, August), Autumn (September, October, November), Winter (December, January, February).

Ex. 17. Match the numbers with the words:

three, five, thirteen, thirty-three, seventeen, twenty-nine, one hundred, thirty-two, seven seventy-five, eight, forty-five thirty-six, eleven, twenty-five	<p>3 45 11 1 8 25 13 29 36 75 5 32 100 17 33 7</p>
---	--

Ex. 18. False or True:

	Statement	True	False
1.	Local Tashkent time is the same as Washington local time		
2.	Clocks are usually worn on the right wrist		
3.	A quarter of an hour consists of 25 minutes		
4.	Some clocks have two faces but one hand		
5.	My watch is hung above the picture		
6.	If one's watch is slow he throws it away		
7.	On days-off people do not go to work.		
8.	Quartz watches do not have any hands		

9.	Quartz watches are harmful for one's health because of their X-rays		
10.	A shorthand points to the seconds		
11.	Sundials are the most exact clocks in the World		
12.	Farmers working in the fields still use shadow to tell time		
13.	If you want your watch cleaned use detergents "Tide" or "Alpha"		
14.	Watches made in China are better than the ones made in Switzerland		
15.	Everybody likes and even enjoys the voice of the alarm-clocks		
16.	Batteries for Quartz watches are sold nearly in all food-stores and butchers		

Ex. 19. True or False:

1.	In spring the leaves take yellow and red color		
2.	Indian summer corresponds to Uzbek "saraton"		
3.	In summer the birds fly away to the South		
4.	In May melone and water-melons ripen		
5.	It is very pleasant to drive on aslippery road		
6.	In June we see the first buds on the branches of trees		
7.	In spring the weather is unstable		
8.	In December the average temperature in Uzbekistan is 35-45 degrees below zero		
9.	In summer children like to sledge on the hills		
10.	If you don't change the water in the vase the flowers will fade away		

↪ **Ex. 20. Match the pairs:**

1.	If something is wrong with your watch	a. points to the minutes
2.	A long hand	b. the sundials at present
3.	A short hand	c. the watch is right
4.	It's wrong to say nobody uses	d. you must go to the watch-maker's
5.	If a watch gains we say	e. no winding
6.	If a clock tells the right time we say	f. by the radio-time signal
7.	We set our watch	g. points to the hours
8.	Electronic or quartz watches need	h. the watch is fast
9.	What time is it by	i. my watch
10.	There is smth. wrong with	j. your watch?

↪ **Ex. 21: Match the pairs:**

1.	You can't walk in the street without an umbrella	a. it's sunny hot weather
2.	To be out in the drizzling rain	b. In January
3.	Uzbekistan is famous for	c. In winter
4.	In Autumn the sky is	d. In summer
5.	In Uzbekistan winter sets	e. If it is raining cats and dogs
6.	In Autumn	f. in autumn
7.	Ponds, lakes, rivers are frozen	g. overcast with low, black heavy clouds
8.	Thunder, lightning and hail is observed	h. in late spring
9.	The grass is cut	i. the ground is covered with yellow and red leaves
10.	Leaves begin to fall from the trees	j. isn't harmful but pleased in a way

⇒ **Ex. 22. Odd man out:**

1. fading away, yellow, red leaves, buds, flying birds away, overcast sky
2. to sledge, slippery roads, to skate, to ripen, to ski, frost, snow
3. indian summer, awakening nature, buds, blossom, new leaves, shouting
4. to fade, to cast off, to awaken, to fly away, to fall
5. March, June, May, April
6. rainy, foggy, dusty, slippery, warm, nasty, windy

⇒ **Ex. 23. Translate the following text paying attention to the style of the passage. Comment on the ways of translating the Participial Constructions:**

Мен кўп қурилишларда бўлганман. Мирзачўлда ҳам, Оҳангаронда ҳам. Лекин Олмазорнинг нимасидир мени ўзига ром қилиб қўйган эди. Балки ишнинг кўп ва тезкорлигидир? Билмадим. Ҳар ҳолда қандайдир янгича куч ва ҳаяжон билан мен ҳам ишга киришиб кетдим. Комплекс бригадага бошлиқ қилиб қўйишди. Буни қарангки, ҳаммаси ёшлар, кечикиш деган гап йўқ. Айтганингизни қилишади. Қурилишда бундан муҳимроқ яна нима бўлиши мумкин? Қирқ саккиз квартирали гишт уйни биринчи гал роппа-роса бир ярим ойда битказдик.

Бу, албатта, катта ютуқ. Ишлар, умуман, яхши эди, болаларнинг димоғи чоғ. Бошқармада Олмазорнинг орқа томонига тушадиган бинони бермоқчи бўлишувди, кўнмадим. Бу ерда анчагина қийналишга тўғри келарди. Чунки иморат пастликка қурилиши керак эди. Бу пойдеворни чуқур қозиш деган сўз. Лекин йигитлар ғайрати жўшиб кетганиданми ё буни қийинчилик санашмаганиданми, олаверинг, қура-миз, деб қолишди. Олдим, кейин билсам, буларнинг гапида ҳам жон бор экан. Олмазорнинг орқа томонида катта ариқ бўлиб, ёнверида озми-кўпми

дарахтлар бор экан. Ёшликда, иш оғир бўлса ҳам майли, лекин кўнгил чоғ бўлсин.

Шундай қилиб, яна ишга тушиб кетдик. Иккита бульдозер ерни текислай бошлади, иккита кўтарма кран келтирилди. То уларни ўрнатгунча, йигитларнинг бўшлари палаткаларни кўчириш билан овора бўлишди. Иморатни қуриб битиргандан кейин гашти катта-ю, азоби ҳам чакки эмас. Ахир, ўйлаб кўринг, уйингизда битта чўпни у ердан-бу ерга олиб қўйиш учун неча марта эгиласиз, турасиз! Бу иморат-ку! Тагин қанақаси денг! Ёшликда эътибор бермас экансан, киши. Аммо улғайганинг сари меҳнатнинг қадрига етар экансан. Айниқса, ҳар бир гиштида ўзингдан бир нима қолган бинони кўрсанг, шундай бўлар экан.

⇒ **Ex. 24. Translate the following text into English, paying attention to the use of the past tense forms in Uzbek and ways of their translating into English:**

Дастлабки самолётларнинг яратилиши

1890 йил 9 октябрь куни муҳандис Клемент Адер яратган “Эоль” самолёти ердан кўтарилди ва ... 50 метрлар чамаси учиб қулаб тушди. Гарчи қуласа ҳам, бу буюк ихтиро эди. Биринчи марта мотор билан ҳаракатга келадиган ва ҳаводан оғирроқ бўлган мосламанинг ердан кўтарилишига муваффақ бўлинган эди.

“Эоль” нинг қаноти кўршапалак қанотига ўхшаш эди. Адер 14 метрли самолёт учиши учун унинг қаноти бошқачароқ бўлиши кераклигини сезган эди. У Леонардо да Винчи бундан 400 йил аввал чизган расмдаги қушнинг парвоз пайтидаги қаноти ҳаракатини синчиклаб ўрганди ва бундай ҳаракатни қўллашдан воз кечди. У паррак (пропеллер)дан фойдаланишга қарор қилди. Бу самолётнинг мукамал парвозига етишмаётган ихтиро эди. Бу пайтда Германияда Отто Лилиенталь ўзининг планери (моторсиз учадиган аппарат) учун қушнинг қанотига ўхшаш бошқарув

тармоғини қўллаган эди. Адер ихтиросини рўйхатдан ўтказиб қўйиш кераклигини хаёлига ҳам келтирмади. Чунки бу ихтироларни биз қушлар мисолида кўра-миз, — деб таъкидлайди у. Ҳозирги мутахассисларнинг фикрича, яратилган ихтиронинг модели табиатда мавжуд бўлса ҳам, унинг нусхасидан то тайёр буюмгача бўлган йўл — бу узоқ ва машаққатли изланишлар йўлидир. (Газетадан.)

➤ **Ex. 25. Translate this text orally, let your fellow student read the text and translate simultaneously without looking at the text, compare the translations of the other students of the group:**

Филни ҳам яширса бўлади

Американинг Техас штатилик номаълум контрабандачи ўз ҳамкасблари ўртасида шуҳрат қозонса, ажаб эмас. Негаки у уч тонналик Осие филни осонликча чегарадан “ўтказа олган”.

Бу воқеа ўтган йилиёқ, Мексика циркининг эгаси Гильермо Васкес АҚШда очиқ-ойдин жониворни сотиб олгач бошланганди. Аммо филни Мексикага олиб кириш осон бўлмади. Осие филлари алоҳида муҳофаза қилинадиган жониворлар турига кириши туфайли маълумотномани расмийлаштиришдаги бюрократик сансоларликлар узоққа чўзилди. Фигони тошган Васкес ниҳоят Техасдан бир “мутахассис”ни излаб топадики, у 4500 доллар эвазига ҳеч бир маълумотномасиз филни АҚШдан Мексикага етказиб беришга рози бўлади. Бу ишни контрабандачи хамирдан қил суғургандек, осонлик билан ўзининг эски пикапига шалағи чиққан ёпиқ фургонни шатакка олиб ўтказди. Матаморос шаҳри чегарачиларининг “махсус” юк нима, деган саволига у ростгўйлик билан “фил олиб кетяпман” деб жавоб беради. Чегарачилар унинг рост гапини қойилмақом ҳазилга йўйиб, шлагбаумни кўтариб ўтказиб юборган.

➤ **Ex. 26. Work in pairs. Let one of your fellow students read the text aloud and you will translate the text simultaneously without looking at your book. At the end compare the translations of your fellow-students:**

W. M. Thackeray, a leading representative of critical realism in XIX century English literature was one of the greatest authors of the brilliant school of British novelists.

Thackeray was born in India, but after his father's death he was brought to England and sent to school in London.

He began his literary career as a journalist. Later he became a professional writer. His first book which attracted attention was "The Book of Snobs" (1847).

In this book Thackeray gave a satirical description of the ruling classes of England and criticized bourgeois and aristocratic society. On the pages of this book, Thackeray laughed at a very common defect among snobbery.

This book was followed by "Vanity Fair", his masterpiece. It tells of the adventures of the beautiful, hard-hearted Becky Sharp and of the people whose lives were connected with hers.

"Vanity Fair" is a novel with many characters. Thackeray liked to describe the lives of whole families and the things that happened to them over many years. His characters seem very real to us; they are neither wholly : bad nor wholly good — even his heroes are not perfect. He used to say that he wished to describe men and women "as they really are — if they are good and kind, to love them and shake them by the hand; if they are silly," to laugh at them...; if they are wicked and heartless, to abuse them..." The subtitle of the book — "A Novel Without a Hero" — emphasized the fact that the writer's intention was not to depict individuals, but to show aristocratic society as a whole. In this book Thackeray managed to give a picture of the life of the ruling classes of England which has remained a classic example of social satire up to the present day.

⇒ **Ex. 27. Translate the following newspaper article. Pay attention to the specific features of the newspaper style:**

The Trans-Atlantic Summit is a twice-yearly rendez-

vous which resulted from the Trans-Atlantic Declaration signed between the EU and the US on November 23, 1990. One Summit is provided for each year with the US President, the Commission President and the holder of the EU Presidency, in this case, Helmut Kohl. The last Summit was due to take place during the Belgian Presidency in the second half of 1993 but it had to be postponed until January of this year, when President Clinton was in Brussels for the North Atlantic Treaty Organization Summit. Although rushed, the January Summit revealed some significant policy convergences between the EU and the US, notably on job creation.

⇒ Ex. 28 Translate the following text, paying attention to the translation of the modal verbs and modal expressions:

Бу воқеа ҳавода юз берди

Самолёт Москвага учиши керак эди. Лекин у осмонга кўтарилганда шасси синди. Бу ҳақда учувчи Виктор Мостовой ерга хабар қилди. У учиш ва Петербург аэродромига кўниш тўғрисида буйруқ олди.

Мана Петербург ҳам кўринди. Самолёт кўниши керак. Лекин бунинг учун бензин тугаши лозим. Агар бензин қолса, портлаш юз бериши мумкин. Шу сабабдан самолёт Петербург устида узоқ вақт учди.

Самолётда қирқ тўртга йўловчи бор эди. Шифокор Вера Лазуркина деразадан қаради. У самолёт Москва устидан эмас, балки у яхши биладиган Петербург устидан учаётганлигини кўрди. У стюардессадан оҳистагина сўради: “Нима юз берди? Нима учун самолёт Петербург устида учяпти?” Стюардесса ҳам секингина жавоб берди: “Самолёт Петербург аэродромида кўниши керак”.

Шифокор нимадир юз берганини, лекин айтмаслик кераклигини англади. Ерда эса уларни аллақачон кута бошлаган эдилар. Аэродромда тиббиёт ҳамширалари, шифокор машиналар кутарди.

Бирдан битта мотор ишдан чиқди. Энди учиб бўлмас эди. Самолёт қулай бошлади. Пастда учувчи Нева дарёсини кўрди ва самолётни ўша ерга йўналтирди. Ана шу вақтда учувчининг кўниши ва Невага тушиши учун билим, мардлик ва осойишталик керак эди.

Бир неча секунддан кейин самолёт сувда эди. Барча йўловчилар қирғоққа чиқишди. Охирда Виктор Михайлов чиқди. Бу катта йўловчи самолет катта шаҳар марказидаги дарёга қўнган биринчи воқеа бўлди.

 **Ex. 29. Translate the following text paying attention to the transliteration of the names of the places and personal names used in the text:**

Буюк астроном

Муҳаммад Тарағай Улуғбек 1394 йилнинг 22 мартда тугилган. У ёшлик вақтларидаёқ бобоси Амир Темур билан жуда кўп юришларда қатнашади, кўп мамлакат ва шаҳарларни кўради. Темур вафотидан кейин ҳокимият Улуғбекнинг отаси Шоҳруҳ қўлига ўтади. Шоҳруҳ Хуросонда ўзи ҳукмронлик қилиб, Мовароуннаҳрни ўғли Улуғбекка топширади. Бу вақтда Улуғбек 15 ёшда эди.

Улуғбек 1417—1420 йиллар мобайнида ажойиб мадраса қурдиради. Бу мадраса тарихда Улуғбек номи билан юритилади. У кейинчалик Самарқандда расадхона (обсерватория) ҳам қурдиради.

Ўрта аср фанининг ривожиди улуғ астроном Улуғбекнинг хизмати катта. Улуғбек яратган илмий ишларнинг энг йириги унинг юлдуз ва сайёралар ҳаракатига бағишланган “Зижи Кўрагоний”— “Астрономик жадвал” ҳисобланади.

Улуғбекнинг юлдузлар ҳақидаги асари 1365 йили Оксфордда, 1853 йили Парижда, 1917 йилда Америкада таржима қилинади ва босилиб чиқади.

Буюк олим Улуғбекка Хўжа Аҳрор бошлиқ жоҳил кишилар қарши чиқа бошлайдилар. Уларнинг ташвиқоти билан ўғли Абдуллатиф 1449 йили ота-

сини қатл қилишга фармон беради. Қора гуруҳлар томонидан буюк олим Улуғбек ўлдирилса ҳам, унинг номи, ўлмас ишлари бутун дунёда абадий яшайди.

👉 **Ex. 30. Translate into Uzbek:**

George Washington

The man many called the “Father of the USA” was born on 11 February 1732 in Virginia, then a British colony in America. He was a second generation American because his grandfather had been born in England.

G. Washington didn't go to school because there were no schools in the area where he lived. He learned some arithmetic but he didn't learn to spell very well. When he became the first President of the new nation he was often criticized for his bad spelling.

When George was 17 he got a job as a planner for the new town of Alexandria. He was very tall (190 cm), well-built young man with enormous hands and reddish hair.

In 1752 Washington became a soldier in the British Army and two years later he became Lieutenant Colonel. He fought against the French who were the enemies of the British colonists.

He left the Army in 1758 when the war with the French ended and in the following year he married his wife Martha.

He became a rich man because he owned a lot of land through his family and marriage.

At that time Britain had almost complete control of North America. The British Parliament passed many new laws making the colonists pay higher taxes. When they rejected the new laws the British Parliament passed more laws demanding even higher taxes.

The colonists realized that they could only change the situation if they were united and prepared to fight the British. In 1774 the first Continental Congress, a meeting between the representatives of all the different states and colonies took place in Philadelphia, and

G. Washington was sent as one of the representatives of Virginia. The following year, at the Second Continental Congress. Washington was elected Commander-in-Chief of the American Army. On 4 July 1776 Congress passed the Declaration of Independence between England and America.

There were many battles during the American war of Independence; some were won by the Americans and some by the British. At times it seemed that the British had won the war but G. Washington kept his army together and when, in 1778, the French sent soldiers to fight against the British, the war started to turn in favour of the Americans.

In 1783 the British had to leave N.Y., and the war was at the end. George went back to his home at Mount Vernon.

His friends eventually persuaded him to return to politics and in 1789 he was elected the 1st President of the USA and went to live in N-Y, the capital in those days. He was a brilliant President and encouraged the various states to work together and build the country. In 1793 he was elected President for the second time. He finally retired from politics in 1796.

On December 12, 1799 Washington was riding his horse to inspect his farms. It began to rain and it was very cold. When he returned home he had a terrible cold. He became very ill and died on 14 December 1799. Two years later his wife Martha died. They were buried together at their home at Mount Vernon.

Experts agree that if G. Washington had not existed the world would be a very different place today. Not many people have had such a big influence on the history of the world as G. Washington, Father and first President of the USA.

Ex. 31. Translate the following jokes into English. Try to retain the humorous effect of the statements. Tell them to your foreign friends and observe what effect your anecdote made on them (or couldn't impress them):

* * *

Икки дўст тўйдан кейин учрашиб қолишди.

— Қалай уйланиб ҳақиқий бахт нима эканлигини билдингми?

— Билдиму, лекин энди кеч-да!

* * *

Гадойга пул берган одам деди:

— Ҳеч бўлмаганда бошқаларга ўхшаб бир оғиз дуо ўқиб кўйсангиз бўларди!

— Кўряпсизми? — деб гадой қоғозга шуларни ёзибди: — Мен кўр, соқовман. Ё берган ўн сўмингизга мўъжиза рўй беришини кутаяпсизми?

* * *

Бир фермер иккинчи фермердан сўради:

— Сигирларинг чекадимми?

— Молнинг чекканини қаерда кўргансан?

— Унда фермангдан нега тутун чиқаяпти?

* * *

Эр туғруқхона деразасидан қараган хотинига бақирди.

— Ўғилчани кўрсат.

— Дўхтирлар рухсат беришмаяпти.

— Ўзи кимга ўхшайди?

— Адажониси, айтганим билан танимайсиз-да!

⇒ **Ex. 32. Translate the following hints to the future writers.**

Try to make a good, adequate translation, because much depends on your translation. If a future writer follows your misleading pieces of advice you'll later have to read uninteresting, dull books by that writer:

Any one who wishes to become a good writer should try, before he allows himself to be tempted by the more showy qualities, to be direct, simple, brief, and lucid.

This general principle may be translated into practical rules in the domain of vocabulary as follows:

Prefer the familiar word to the far-fetched.

Prefer the concrete word to the abstract.

Prefer the single word to the circumlocution.

Prefer the short word to the long.

Prefer the Saxon word to the Romance. (The Romance languages are those which grammatical structure, as well as part at least of their vocabulary, is directly descended from Latin— as Italian, French, Spanish. Under Romance words we include all that English has borrowed from Latin either directly or through the Romance languages).

These rules are given roughly in order of merit; the last is also the least. It is true that it is often given alone, as a sort of compendium of all the others. In some sense it is that: the writer whose percentage of Saxon words is high will generally be found to have fewer words that are out of the way, long, or abstract, and fewer periphrases, than another, and conversely.

The words to be chosen are those that the probable reader is sure to understand without waste of time and thought; a good proportion of them will in fact be Saxon, but mainly because it happens that most abstract words are Romance. The truth is all five rules would be often found to give the same answer about the same word or set of words.

P a r t III

EXERCISES FOR TRAINING ORAL TRANSLATION

The aim of this part is to present some exercises for training interpreters. We hope the presented exercises will help to improve the skills and training of future interpreters.

It is essential for successful training the interpreters to do the following exercises based on:

1. Profound knowledge of active and passive languages and cultures.

2. Ability to grasp rapidly and convey the essential meaning of what is being said.

3. Ability to project information with confidence, coupled with a good voice.

4. Wide general knowledge and interests, and a willingness to acquire new information.

5. Ability to work as part of a team.

An interpreter must know:

1) more frequently spread names and surnames in the English speaking countries, names of myths, Bible names and names of literature characters;


2) the map of the world and geographical names in English;

3) a good ear for perception of numbers;

4) mostly frequent verbs and their semantic combinability and lexical valency. For ex.: to win smth. (a war, a prize, a contest, a race, an election, etc.) Besides, frequent attributive combinations. For ex.: peaceful (solution, settlement, etc.), fundamental (principle, problem, etc.)

The book provides the material to exercise oral translation from English into Uzbek and from Uzbek into English.

LESSON 1

 **Ex. 1. Translate the text into mother tongue visually (sight translation¹).**

Personnel Training Centre

Nowadays national personnel training is a matter of particular concern in young developing countries where there is a great shortage of qualified staff at all levels.

A lot of schemes have been developed to rectify this situation. Among the educational establishments working on this, there are training centres with full-time instructors; training facilities on construction sites and operating projects. Another way in which personnel can be trained is by sending nationals to different enterprises in developed countries.

Training national personnel in local training centres is becoming increasingly popular. The most needed general trade workers — mechanics, car mechanics, fitters, electricians, foreign language teachers construction workers, etc. can take full-time courses there.

There are several examples of training centres: the oil industry training centre in Baghdad. Iraq, the training centres for metallurgical plants in Pakistan and Nigeria, etc. An efficient staff of teachers and instructors is provided to run the centres.

Visitors who may wish to see over the centre are usually met by the Centre Principal. If the Principal is not available an instructor or a senior trainee can show them round.

From advertising booklets, visitors will have information on what the centre is meant for, what premises are provided for theoretical and laboratory classes, teaching and production workshops. Usually every centre has a library with a reading room, an assembly hall equipped

¹ Sight translation involves the transposition of a text written in one language into a text delivered orally in another language.

with film projectors, administrative offices, different social facilities, etc.

↪ **Ex. 2. Act as an interpreter.**

FOREIGN OFFICIAL: Good afternoon, gentlemen, I've been told that you are concerned with the system of national vocational training. May I ask what particular questions you would be interested in?

VISITOR: We deal mostly with vocational training in training centers. We know that in your country there is a wide network of them. They fully meet the growing needs of the economy, don't you think?

F.O.: Yes, they do. We've set up several training centers for construction workers, oil industry workers and car repair workers. At present a fishery center is under construction. We need a lot of workers, foremen and technicians to revive and expand the economy. In a way we're lacking good personnel now.

V.: Could you tell us something about the difficulties you've run into? We are here to help you with the new training schemes for different categories of workers. The more we know about your problems, the easier it will be to streamline the work.

F.O.: Naturally we have our problems. There are some shortcomings in the present system.

V.: What are they?

F.O.: It's still primitive in some ways, sometimes inefficient and even wasteful. We've got to stop some restrictive practices.

V.: Do you mean budget allocations?

F.O.: To an extent. The Government allocates a lot of budget cash for training purposes. The money is not always used wisely.

V.: I don't think we can be of any help with the problem. I'm afraid you've got to work that out for yourselves.

F.O.: We realize that. But there are other things that might be of interest. The standard of training leaves a lot

to be desired sometimes. Our graduates don't do well enough yet.

V.: I think you need to re-think your training programmes, mainly at the shop-floor level. Our skilled instructors might be helpful there. Besides, that you should arrange for rigorous test for new graduates before they can qualify for a job.

F.O.: Thank you. We hope you'll come up with some other interesting ideas.



Ex. 3. While retelling the text let someone translate into mother tongue.

PRINCIPAL: Gentlemen, now that you've been round the center it would be a good thing to exchange opinions.

VISITOR: We've been favorably impressed by what we've seen. We knew that your center ranked high, but frankly speaking, we never expected it to be so well equipped and so efficiently run. Incidentally, when was it set up?

P.: This year we'll be celebrating its 10th anniversary.

V.: Oh, that's a long time. How many trainees have you turned out so far?

P.: I'll give you a bit of history here. The center was at first designed to accommodate only 100 students. They were to be trained for different industry groups at crash rates. At that time the industry was badly undermanned and we needed to have more people with the right sort of skills. Naturally we grew. At present we have as many as 700 trainees, and each year about 70-80 people are taken on. We offer them two years' training.

V.: The growth is impressive. The center has really expanded. I wonder who helps you to run it?

P.: Mainly instructors. When we started we had virtually nothing in the way of premises and facilities.

V.: Oh, yes, your deputy who showed us round, told us that when you started there was only one laboratory, very few rooms for lectures, no teaching aids. Just one very poorly equipped workshop. We

understand there were no canteens and no dormitories for students from the provinces either.

P.: What he's told you is very true. We were so comfortably set up here in our new building. And we expect you to help us straighten out some problems with our new training schemes.

V.: We'll be happy to cooperate.



Ex. 4. Act as a foreigner and an interpreter.

TRAINEE: You've asked me about my future trade. Well, I am training to be an automobile and tractor driver.

VISITOR: What kind of work are you going to do?

T.: I'll be able to drive an automobile or tractor on roads of all kinds. Some of them are quite rough here.

V.: Do you enjoy the training?

T.: Oh, yes. I like it here very much. The teachers and instructors are very good. And I like driving.

V.: You do well in all subjects, don't you?

T.: Well, not quite. I've got no problems with machinery or practical skills. But the biggest problem for me is the language. Most of the subjects are done in English and that's hard to learn. You see, I've come from an out-of-the-way place and my English is not very good.



Ex. 5. Learn the dialogue by heart, and ask your class mate to translate your speech into Uzbek.

At the canteen

PRINCIPAL: And here you see our canteen. Would you like to drop in for a minute to have a look at it?

VISITOR: I'd love to. I was just going to ask how you manage for meals in the centre.

P.: We are proud of our canteen. It seats 150 people. But you don't have to queue long, there's a self-service counter and the service is very quick.

V.: I like it here. It's very clean, light and cozy. Incidentally, do you serve local food?

P.: We provide a wide choice of dishes for different tastes. You see, our trainees come from different regions of the country and even from other countries, So we have to consider their religious backgrounds and traditions.

V.: Could you give me an example or two?

P.: The Arabs never eat pork, and most of the Indians are strict vegetarians.

V.: What's the most popular meal and beverage?

P.: Rice and very sweet tea with milk.



Ex. 6. Read the dialogue, retell the main content and translate.

VISITOR: How do your students spend their free time?

INSTRUCTOR: Oh, there are a lot of things a young person can occupy himself or herself with. First of all books. Some of our students do a lot of reading. Our library provides them with a wide choice of books.

V.: What kind of books and in what languages?

I.: In different languages, because ours is a multi-national centre. We have a good supply of books in Arabic, English, Russian and Uzbek.

V.: I see. But books take care of the quiet characters. What about the more active ones?

I.: For them there are good sports grounds with all modern facilities. There are football and volley-ball, games of all kinds, a gym and an open-air swimming-pool.

V.: And what do your trainees do in the evenings? The city's quite a way off.

I.: Oh, we have a club where they can see a video film or spend a quiet evening with friends over a Coca-Cola. Also there is a great deal of dancing for the young people.



Ex. 7. Translate into your mother tongue and retell about sports in Uzbekistan.

VISITOR: Do your trainees do a lot of sports? I noticed that some of them look quite athletic.

PRINCIPAL: Yes, we try to give them an opportunity to develop themselves physically. A sound mind in a sound body, you know. If you like we could visit our sports grounds.

V.: I'd be glad to. What sports and games are popular with the young people in your country?

P.: The same ones as in Europe. Everyone's crazy about football, boxing and track-and-field events. They really enjoy sports. And look at those youngsters over there. They're head and shoulders above the rest. Those are basketballers. Baseball's popular too.



Ex. 8. Imagine that you are an interpreter and you are translating the following questions and answers.

1. Why is national personnel training essential for your country?
2. What schemes have been developed to cover shortage of workers?
3. Can you give examples of training centres in different countries?
4. What trades do workers acquire in the centres?
5. Why did the team come to the country?
6. What training centres exist in the country?
7. Why do they need workers so badly?
8. What are the shortcomings of the present training system?
9. What ideas do the visitors come up with concerning the country's training system?
10. How were the visitors impressed by what they had seen?
11. When and why was the centre in question set up? How was it equipped?
12. How has the position changed since then?
13. Who's being interviewed?
14. How does he like the training?
15. What's his main problem? Why?

16. What place is the visitor shown round?
17. What services are provided for in the canteen?
What's taken into account?
18. What do trainees do at their leisure?
19. What can you say about the library?
20. What sports and games are popular in the country?
21. Why is jogging popular?
22. How can trainees spend their free evenings?

Ex. 9. Learn the following dialogues and train your translation skill.

1. V.: What vocational training schemes have you adopted?

F.: There're four main lines: university and college education, vocational training in centres, training facilities on construction sites and, finally, sending students and trainees abroad.

V.: Have you got any problems?

P.: Well, vocational training still leaves a lot to be desired.

2. V.: Do you admit girls to your training centres?

F.: Oh, the answer is yes and no. Officially, girls are admitted, but actually there're very few of them.

V.: Is your centre an exception?

F.: To a certain extent. We train girls for typing and shorthand. They usually do quite well in these subjects.

3. V.: I see you get training here, don't you?

T.: Yes, I'm training to be a fitter.

V.: How do you like it here?

T.: I enjoy it. We do a lot of interesting subjects.

Have you been round the shops?

V.: Not yet, I'm just going to.



Ex. 10. Read these conversations and change the underlined words by the words in brackets

1. — Do your trainees go in for **football**?
— Oh yes, football is quite popular here. We have good facilities.

(boxing, basketball, track-and-field, swimming, baseball)

2. — Is **chicken curry** served in your canteen?

— Yes, we offer local food along with European dishes and meals with national flavour.

(fish curry, rice, fruit salad)

3. — What's your future trade?

— I'm training to be a **construction worker**.

Modifications (tractor driver, crane operator, mechanic, electrician, fitter, brick layer)

4. — Are you planning to set up new centres?

— Yes, a **Construction Workers Centre** is under construction now.

(Fishery Centre, Oil Industry Centre, Centre for Metallurgical Plants. Automobile and Repairmen Workers Centre, Language Centre)

⇒ Ex. 11. Supply the missing remarks.

— Your training centre is a big place. Who helps you to run it?

— ...

— As far as I know you had very poor facilities when you started.

— True ..., but later ...?

* * *

— ... ?

— Naturally, we have our problems. There're some shortcomings in the present training system.

— ...?

— Not yet. The present training system leaves a lot to be desired.

* * *

— You're training to be a truck driver, aren't you?

— ... ?

— Do you do all the subjects in English?

— Well, ...

 **Ex. 12. Keep these conversations going.**

— Gentlemen. I'd like to hear your impressions of the training centre.


— To be quite frank, we never expected it to be so well equipped and so efficiently run. You seem to take care of everything.

— I can give you a bit of history here ...

* * *

— We deal with vocational training in training centres. There's a wide network of them in your country as far as we know.

— You're quite right. We've already set up several training centres and some more are under construction. I could give you some examples ...

 **Ex. 13. Make up a short text on the basis of these situations and train your translation skills.**

1. A group of newly arrived instructors are shown round the Construction Workers Training Centre. They want to know everything about the Centre and conditions of training down to the smallest detail. Two senior trainees who take them round answer their questions.

2. You're on the construction site of a assisted project. Make a conversation with some local workers. Ask them in what way they are trained for their trade, who does the training.

3. You're on the training site of the Motor Transport and Road Workers Training Centre, where they conduct group and individual exercises. Have a talk with a trainee about his future trade.

4. You are discussing all the advantages and shortcomings of the present training scheme with the Principal of the Centre. Ask him about the future of the Centre. Come up with some new ideas.



Ex.14. Give extensive answers to these questions.

1. Why has the question of national personnel

training become a matter of vital importance to your country?

2. What do you know about the training system in Great Britain? Could you give examples?

3. What facilities are up-to-date training centres provided with?

4. What assistance does the centre give to young states in training their local staff?

5. What do you know about the brain drain problem?

6. Where else apart from training centres can young people acquire necessary skills?

7. What purposes do educational establishments serve?

⇒ **Ex. 15. Define the semantic base¹ in the text.**

The Fishery Training Centre has celebrated its 10th anniversary. Because of the growing public interest in the problem of national personnel training the national TV decided to put on a programme about the Centre and the problem in general. They have invited to the studio different people for a round table talk, among them two TV interviewers, the Deputy Minister of Education, the Training Centre Principal, an Uzbek instructor, a trainee and two centre graduates.

¹ Revealing the semantic base in the utterance in translation is to find words or word-combinations which can reflect and give the main content of the sentence or utterance. The semantic base may help the translators or interpreters to fix in their memory the main content of the utterance and may give the opportunity for the interpreter to restore the main content of the information.

For example: 12 000 workers and employees of the San-Nazer industrial factory took part in the protest meeting against the decision of the local metallurgical factory administration about the discharge of 240 workers.

The semantic base of this utterance may be the following:

12 000 (workers) of San – Nazer are having meeting against (the) discharge of 240 workers.



NOTES

Where there is a great shortage of qualified staff at all levels — Ҳамма соҳада юқори малакали кадрлар етишмаслиги сезилиб туради.

The more we know about your problems, the easier it will be to streamline the work. — Қанчалик камчиликларни билсак, шунчалик ишни яхши йўлга йўналтирамиз.

We've got to stop some restrictive practices. — Биз амалда қўллашимизни тўхтатмаслигимиз керак.

You've got to work that out for yourselves. — Бу аҳволни ўзингиз тўғрилашингизга тўғри келади.

before they can qualify for a job — уларнинг ишга лойиқлигини аниқлашдан олдин

We knew that your centre ranked high. — Сизнинг марказингиз юқори ўрин эгаллашини билар эдик.

at crash rates — қисқа муддат ичида

The industry was badly undermanned. — Ишлаб чиқаришда кадрларнинг етишмаслиги ниҳоятда сезиларди.

We had virtually nothing in the way of premises and facilities. — Бизда бино ҳам, жиҳозлар ҳам умуман йўқ эди.

We were so comfortably set up here. — Биз бу ерда жуда яхши жойлашиб олдик.

How do you manage for meals. — Сизда овқатланиш масаласи қандай йўлга қўйилган.

Books take care of the quiet characters. — Юввош характерли одамларни китоб ўқиш қониқтиради.

The city's quite away off. — Шаҳар бу ердан анча узоқда.

A sound mind in a sound body. (*proverb*) — Соғлом танда соғлом ақл. (Мақол)

So our boys will need all the cheering they can get from their fans. — Аммо бизнинг болаларга ишқибозларнинг олқиши керак.



WORDS AND PHRASES

- training centre** — ўқув маркази
matter of particular concern — алоҳида ташвишга сабаб бўлган савол
develop a scheme — лойиҳа ишлаб чиқмоқ
cover a huge deficit — катта ноёб нарсаларни қоплаш
educational establishment — ўқув даргоҳи
full-time instructor — тўлиқ иш кунида ишловчи ўқитувчи
training facilities — ўқув имкониятлари
admission — ўқув даргоҳига қабул
national personnel — миллий кадрлар
training — ўқитиш
trade — касб, ҳунар
car mechanic — автомобилларни таъмирловчи
fitter — слесарь
electrician — электрчи
construction worker — қурувчи
take a course — курсни тамом қилмоқ
run a centre — марказни бошқармоқ
see over a place — бирор жойни қуриб чиқмоқ
principal — директор
trainee — стажер
advertising booklet — реклама китобчаси
workshop — ишлаш жойи
teaching-and-production workshop — ўқув-ишлаб чиқариш жойи
social facilities — жамоат хизмат комплекси
network — тармоқ
fully meet the growing needs — ўсиб бораётган эҳтиёжларни қондириш
be under construction — қуриш ҳаракатида бўлмоқ
fishery centre — балиқ овлаш маркази
foreman (*pi — men*) — уста
technician, n — техник
revive — қайта тикламоқ, жонлантирмоқ
expand — кенгайтирмоқ
run into difficulties — қийинчиликларга дуч келмоқ

lack, *v* — камчиликни хис этмоқ
streamline, *v* — йўл кўрсатмоқ, аниқ ташкил қилмоқ
shortcoming — камчилик
wasteful, *adj* — исроф, тежамсиз
allocate cash — манба ажратмоқ
training standard — ўқитиш даражаси
rethink a training programme — ўқитиш дастурини қайта кўриб чиқмоқ
skilled instructor — уста, тажрибали ўқитувчи
arrange for rigorous tests — жиддий имтиҳон уюштириш
qualify for a job — касбга яроқликни аниқлаш
come up with an idea — таклиф билан чиқмоқ
set up — асос солмоқ
celebrate an anniversary — йилликни нишонламоқ
turn out, *v* — *бу ерда*: тайёрлаб чиқармоқ
design to accommodate — ўқишга жойлаштиришни лойиҳалаштирмоқ
take smb on — кимнидир ўқув даргоҳига қабул қилмоқ
vocational training — ҳунарга ўргатиш
teaching aids — ўқитиш қуроллари
deputy — муовини
deputy principal — директор муовини
dormitory — талабалар ётоқхонаси
straighten out, *v* — вазиятни тўғриламоқ
tractor driver — тракторчи
automobile driver — ҳайдовчи
rough — *бу ерда*: ёмон ҳолатда
subject — фан
do well in a subject — фанни ўзлаштирмоқ
do a subject — дарс бермоқ
practical skills — амалий кўникма
seat — жойлаштирмоқ (рўзномаларга)
queue — навбатда турмоқ
incidentally, *adv* — бинобарин
religious background — дин, диний келиб чиқиши
pork — чўчқа гўшти

vegetarian, n — вегетариан (гўшт емайдиган)
beverage, n — ичимлик
leisure (time) — бўш вақт
provide (with) — таъминламоқ
gym (gymnasium), n — спорт зали
get up a band — оркестр ташкил қилмоқ
Juke-box, n — мусиқали автомат
sports and games — спорт ва спорт ўйинлари
look athletic — спортчига ўхшамоқ
sports ground — спорт майдончаси
be crazy about — жуда қизиқмоқ, бирор нарса-
 нинг асири бўлмоқ
track-and-field — енгил атлетика
baseball, n — бейсбол
jogging — жоггинг (спорт тури)
become increasingly popular — машҳур бўлиб
 бормоқ
teenager, n — вояга етмаган
team — команда
goal-keeper — дарвозабон
fan — ишқибоз



SPEECH PATTERNS

in a way — қандай даражада
to an extent, суи. — қандайдир даражада
naturally — табиий
leaves a lot to be desired — яхши бўлган бўлар
 эди
Now that you've been round — Сиз кўрганин-
 гиздан кейин
We'd be happy to cooperate — Биз сиз билан
 ҳамкорлик қилишдан хурсандмиз
I'm training to be... — Мен ... ликка ўқияп-
 ман.
I've got no problems with... — Бу билан менда
 ҳеч қандай муаммо йўқ...
i like it here.— Менга бу ер ёқади.

LESSON 2



Ex. 1. Translate the text into mother tongue visually (sight translation).

At a Design Office

Designing is the initial stage of any project construction irrespective of its size and nature. It is a complex activity which involves the combined efforts of qualified experts and engineers, skilled technicians and draughtsmen.

Until recently only advanced countries could boast such highly efficient design offices. Inevitably, new developing countries had to approach them for different services in the field.

Design institutes among others have done a lot of design work on projects which this country undertook for construction in different regions of the world.

As new national economies have come into being, a strong drive has now arisen in developing countries to increase their own technological capabilities. This is reflected in the setting-up of national design branches which later grow into full-scale design offices.

It ranges from doing a large share of the design work in hand. Newly-founded national design offices employ experts and make use of specifications, technological standards and production techniques.

Good examples are MECON, an Indian firm which specializes in designing projects of ferrous, non-ferrous, chemical power and mining industries; Energy Project—a national company EP the Arab Republic of Egypt employing more than 200 people, and a designing and consulting agency in Syria. National agencies for designing various projects in Cuba, Algeria, Iraq and other countries have been established to handle design work in their countries.



Ex. 2. Act as an interpreter.

VISITOR: Gentlemen, before we get down to the

points in question could you put us in the picture about the entire range of your activity? The customer for whom we're going to construct a project believes that we can cooperate successfully.

FOREIGN REPRESENTATIVE: It's a natural interest for potential partners. All your questions are of course welcome.

V.: A few basic facts first. The office was founded quite recently, wasn't it?

F. R.: Well, yes and no, we were set up in 1960 but it was a small bureau. In a couple of years it became a full-scale design office.

V.: You run several lines here, don't you? Do you mainly do designing or do you provide other services as well?

F.R.: Now we do both. When the firm was started, all we did was to design small projects basic and detailed engineering, survey and investigations. Later we expanded to become the country's leading designer and constructor of projects. On top of that we now offer full engineering services, consulting our clients.

V.: Oh, I see that's a wide range of services. Are all your departments located here on these premises?

F. R.: No, this is — just the Head Office. The branch offices are scattered over the country. There're more than ten firms in the business.

V.: It's quite a job to run this big organization, isn't it?

F. R.: Yes, it is, but we got together for general meetings and the manager fills us in on the recent policies of the company.⁵

V.: I was wondering how many people you employ? The services you offer require skilled staff, I'm sure.

F. R.: Yes, I should say we are technologically advanced - I wouldn't be letting out any secrets if I said that of the total staff some 40 percent are graduate engineers and technicians and 35 percent have been with the company about 25 years. Their length of service adds up to valuable practical and design experience.

V.: Thank you very much, it's been a very interesting-talk.



Ex. 3. Act as a foreigner and an interpreter.

V.: You will remember, Mr.Salem, we agreed the other day that your Design Office should take up a section - the Project general layout. Our part was to help you with survey work, so what we'd like to do now is to look at your in-house equipment. I mean the machinery you have for geological and geodetic survey. Also our geologist and geodetic engineer might help you make up a tentative schedule for collecting initial data. You realize we won't be able to elaborate our part until you let us have yours.

F.R.: I'm glad that you've come up with the idea. The timing angle worries me a lot. What I mean is that the time limits for collecting initial data are very short and your cooperation would be very welcome. We wouldn't like to give you a firm date and then go back on it later. We can see the equipment straight away, it's only a ten-minute drive.



Ex. 4. Read the dialogue, retell the main content and translate.

V.: What equipment have you got in here?

F.R.: Some of it is Italian made.

V.: Do you have any drilling rigs for sample taking?


F.R.: Sure. They are quite up-to date and reliable.

V.: I know we didn't leave much time to inspect the equipment but it seems to me that you may need more than I've been shown. Some important pieces of equipment seem to be missing.

F.R: I wouldn't worry about it. If we need to, we can borrow some items from the Irrigation Project. That is now also being worked on by your experts, We can easily arrange for a visit there. Let's have a talk about it later in the week, shall we?

V.: Yes, but we'd better get it all sorted out as soon as possible. If they loan us some equipment it'll certainly

speed up the work. Another thing. Mr. Salem. You keep some of your equipment uncovered right in the open. You should take better care of it or it may very soon pack up. Neglect may be both costly and dangerous.

 **Ex. 5. Translate the dialogue consecutively.**

– Good morning, Mr. Raddi. Can I have the copies of our drawings? Mr. Mohammed promised to have them done for us for today.

– Of course, Mr. Pulatov, one minute. I'll find out if the matter has been attended to. What copies did you need?

– One Xerox of the Feasibility Report, several drawings and blueprints and a map of the proposed site.

– No problem. We've bought a new photo-copier recently, it can run off as many copies of the desired size as you like. (*Picks up a phone, dials, has a short talk, hangs up and turns to Pulatov.*) I'm afraid you'll have to wait.


– What's the trouble?

– They've done what you wanted, but it seems they've sent the copies off to our branch office together with some other drawings. I'll have to track them down for you.

– What a nuisance! I was rather hoping to have them all this morning. The thing is that we are going to see the proposed site area tomorrow and I wanted to do my homework before going out to the field.

– I can fix it for you. The branch office is just a ten-minute drive from here. I can give you a lift in my car. You can pick them up yourself.

– Thank you. that would be great.

 **Ex. 6. Translate into mother tongue.**

F.R.: Gentlemen, you'll be quite comfortable here. We've done this room up specially for you. You can use those tables over there, near the window, there should be plenty of light.

V.: Thanks a lot, I think we've got all we need here.

All those unexpected changes that cropped up yesterday! Now we'll have to put them into all our drawings and figures, and then get some papers retyped. We've got lots of things to do. Time is very short.

F.R: We've got Instructions from the Chief to give you everything you may need. Just name it. you've got it.

V.: Splendid! First of all paper, pens, pencils, rubbers, drawing instruments, rulers, a set of rottring pencils, paper for drawing, I mean, whatman paper.

F.R: Come on. wait a minute! Let's take each problem separately. First of all, there's a special drawing office where you will find everything you may need for drawing. It's the third room on your left on this floor. Our draughtsmen will help you, if necessary.

In the desk you'll find paper, carbon paper. correction fluid, pencils, «BIC» pens, brushes, anything.

V.: I think we can manage. Anyway, I'll come to you if we have any problem.



Ex. 7. Imagine that you are an interpreter and you are translating the following questions.

I

1. What's the background of the customer's design office?
2. What projects did they do at first?
3. What services do they offer at present?
4. What is the structure of the design office? How is it run?
5. What can you say about the personnel of the office?

II

1. How did the two design offices divide their obligations?
2. Why do the experts want to look at the equipment available?
3. Why does the timing angle worry the customer?

4. What equipment has the customer got?
5. Is the visitor satisfied with the inspection?
6. What alternative does the customer suggest?

III

1. What papers do the experts expect to have?
 2. Is it a problem for the customer to supply them?
- Why?
3. Why is Mr. Pulatov disappointed?
 4. What help does the customer offer?

IV

1. Why did the customer have to arrange for a special room for the experts?
2. What instructions did the customer's engineer get from his chief?
3. What do the experts need for their work?
4. How can the customer's draughtsmen help them?
5. Where can they get the stationery?



Ex. 8. Read these flashes of conversation and act them out.

1. — How long has your design office been operating?
— Let me see. We were set up about 15 years ago.
— Could you put us in the picture about that?
— Certainly. You transferred documentation and experience. You actually helped us to work out the structure of the office.
2. — Could you tell me more about the services you render?
— Certainly. We're the country's leading designer and constructor. We do design work, supply complete plant and equipment, send highly qualified experts to the customer's country to carry out starting up and adjustment operations. On top of that we supply spares and guarantee trouble-free operation of our equipment.
— Do you construct projects on a turn-key basis? I

mean, do you undertake total design, supply and construction?

— Sure, this type of service is quite popular with us.

3. — We're asking your design office to speed up the preparation.

— It's quite a job to change something when all the plans are set. Anyway, did they meet your request?

— Oh, yes, they did, but we'll have to elaborate the economic part ourselves.



Ex. 9. Read these flashes of conversation and act them out using the modifications.

1. — Could you put us in the picture about your latest projects?

— Oh, we do a lot of designing. Among the latest projects I can name a thermal power station.

Modifications: a dam with a reservoir, an irrigation system, a pumping, land irrigation, electric networks

2. — Are there any questions left? I mean, have we come to terms about all the points?

— Your offer is acceptable to us except for the terms of delivery.

— I wouldn't worry about that. We can easily come to terms, I'm sure.

Modifications: time limits for the preparation, the contract price, the capacity of the plant, the number of trainees to be sent.

3. — What a nuisance! We've run out of paper. And we've got urgent work to do.

— No problem, I'll fix it right away. Just fill in this form.

Modifications: rulers, rubber, carbon paper, correction fluid, whatman paper

4. — Is the necessary equipment available?

— I wouldn't worry about it. We have enough machine-tools. Or we can borrow them.

Modifications: tractors, lorries, trucks, cranes, drilling rigs.

⇒ **Ex. 10. Supply the missing remarks.**

1. — You run several lines in your office, don't you? Do you mainly do designing or provide other services as well?

— ...

— Oh, I see, that's a wide range of services. Are all your departments located here on these premises?

— Well, yes and no ...

— I was wondering how many people you employ? The services you offer require skilled staff, I'm sure.

— ...

2. —...

— As you see some of the equipment is Tashkent made, there's also Italian equipment.

— ...

— I wouldn't worry about that. If we need to, we might borrow some items from another project, We can easily arrange for a visit there.

— Another thing, Mr. Rami. ...

— It's quite a job, Mr. Salomov. Storage facilities are hard to build in our conditions, But we'll take your advice into account.

⇒ **Ex. 11. Keep these conversations going.**

— You run several lines here, don't you? What are they?

— When the firm was set up, that's about 20 years ago, it was only a small bureau. We did only small projects at that time ... Gradually we expanded...

— Could you tell me more about your in-house equipment?

— Certainly. Some of it is Tashkent made, some is imported from other countries. We'd like you to have a look at it and say what else we need for geological and geodetic survey.

— Let's see ...


— Could we have several copies of these maps? We need them for our trip to the proposed site next week.

— No problem, Mr. Fedin, we'll see to it straight away. You see, we've bought a new Xerox recently ...

— You remember you've made some last minute alterations in the design. The time is short and there's a lot of work to do. Could we have a room where we could do the work?

— You can use room 6 on the first floor. Anyway you tell us what you need and we'll fix it for you.

— First of all we need ...

 **Ex. 12. Make up dialogues on the basis of these situations.**

1. You are visiting the national design office your customer recommended you. Ask them about their lines of business. Tell them something about the customer's future project.

2. The designers are asking you about the Uzbek design institute that does the project for the customer. Some of them visited it several times. You have common acquaintances. Exchange information, offer some news.

3. You are discussing the time limits for the preparation of design work. To be able to meet your obligations you advise the customer to do part of the work on the project as they have a geological and geodetic section in their design office capable of doing the work.

4. The protocol is to be initialled tomorrow. You are discussing with the General Director the results of your business mission. He asks you about difficulties you came across.



Ex. 13. Give extensive answers to these questions.

1. What's designing?
2. What can you say about national design offices?
3. What main lines does a design office run?
4. What's a Feasibility Report? a Detailed Project Report?
5. Do designers help their counterparts do their work? In what way?

6. Name the biggest design institutes. Say everything you know about their activity.

7. What have large projects abroad been designed and constructed?

↪ **Ex. 14. Define the semantic base in the text.**

The General Establishment of Geology and Mineral Resources in a Middle East country made a decision to construct a steel plant, as big deposits of iron-ore were found in the country not long ago.

A Report was elaborated and sent to a British engineering firm for consideration.

As the customers had no experience in constructing works of the required type and capacity they approached for technical assistance.

Under a separate contract a group of specialists was authorized to make a preliminary evaluation of the plant expediency.

The team headed by the Chief Designer and consisting of a geologist, a metallurgical engineer and an estimation engineer arrived to study the alternatives before undertaking the design work.

Re-enact the talks held with the counterparts team consisting of Director General of the company, represent; live of the National Design Office for Survey and Design and an engineer on environmental protection.

↪ **Ex. 15. Translate the following into Uzbek.**

Head of the team there are a lot of things to discuss before any conclusion about the plant construction expediency is made. Experts will need information about availability of raw materials, the country's infrastructure—railways, access roads, water and power supply, etc. We believe that the Report must be upgraded as it was made 5 years ago. Some of the data became obsolete. The side is ready to prepare a new Feasibility Report.

Director General of the Company fully realizes the

complexity of the task. Metal construction in the country grows steadily, but it can't afford to import iron-ore or steel products as there's no hard currency. Foreign countries offer their «aid» but it is not disinterested, they are after super profits, the interest rate is usually high and they try to impose their terms and conditions as to how to use the capital they provide as aid.

But the nation's goal is to have independent and self-reliant economy and the construction of the steel plant in the area is one of the means to do it. The Director General is quite positive that with collaboration the project will be a success.

Representative of the National Design Office for Survey and Design supports the idea of constructing a steel plant on local iron-ore. They are ready to cooperate in working out drawings of non-standard equipment such as ventilation and fencing as well as in carrying out geological and geodetic investigations.

Engineer on environment protection thinks that the plant will greatly pollute air, water and soil. Now that the demand for «clean» enterprises grows with every year, the need for purifying installations is urgent.

But such installations make the total construction cost much higher and the customer may not be willing to accept the idea. There is an alternative to locate the plant in the desert area, but it will involve a lot of other problems: road construction, delivery of iron-ore to the plant, etc. One more thing should be born in mind: the proposed construction site is located near the ancient ruins which are protected by the state.

The environment protection engineer is determined to insist on purifying installations being included in the project.

Engineer on metallurgy after evaluating the iron-ore deposits it was concluded that the composition of iron doesn't make more than 30 percent. It means that local iron-ore should be concentrated with mixtures of ore

and coke. The question of future supplies of ore and coke should be considered.

NOTES

As new national economies have come into being, a strong drive has ... arisen. — Янги миллий иқтисоднинг яратилиши кучли ривожланишни келтириб чиқарди.

It ranges from doing a large share of the design work in hand to providing ... assistance. — У (ёрдам) кенг кўламдаги лойиҳа ишини ўз ичига олади — кенг кўламдаги лойиҳали ишларни бажаришдан бошлаб, ҳар хил ёрдам тақдим этишгача.

MECON (Metallurgical and Engineering Consultants Limited) — Ҳиндистондаги лойиҳалаш корхонаси.

I wouldn't be letting out any secrets if I said — Ўйлайманки, агар мен айтсам, бу ерда ҳеч қандай сир бўлмайди.

in -house equipment — фирмага тегишли қурилма.

Some important pieces of equipment seem to be missing. — Менимча, баъзи-бир керакли механизмлар етишмайди.

We'd better get it ail sorted out as soon as possible. — Бу масалани яхшироқ кўриб чиқишимиз зарур.

or it may very soon pack up — бўлмаса у тезда ишдан чиқиши мумкин.

Mr. Mohammed promised to have them done for us for today. — Жаноб Муҳаммад уларни бугун қилишга ваъда берди.

I wanted to do my homework before going out to the field. — Майдончани кўриқдан ўтказишдан олдин, мен етарлича тайёрланишни хоҳлар эдим.

Just name it, you've got it. — Сизга нима кераклигини айтсангиз, сиз дарҳол бунга эга бўласиз.

Rotring pencils — махсус чизма учун қўлланиладиган қаламлар.

«IBM» — компьютер маркаси.

«BIC» pen — ручка маркаси.



WORDS AND PHRASES

design office — лойиҳалаштирувчи ташкилот

designing — лойиҳалаш

do, carry out, prepare, execute, elaborate design work — лойиҳа ишини бажариш

leading designer — бош лойиҳалаштирувчи

initial stage — дастлабки босқич

project, n — 1) лойиҳа; 2) қурилиш объекти

irrespective of — боғлиқ бўлмаган ҳолда

complex activity — мураккаб фаолият

draughtsman, n (pl. men) — чизмачи

advanced country — ривожланган мамлакат

boast — мақтанмоқ

inevitably, adv. — қутулиб бўлмайдиган

approach a company — фирмага мурожаат қилмоқ

undertake (undertook, undertaken) a project —

лойиҳани бажариш бўйича мажбуриятни олмоқ

technological capabilities — техник потенциал

reflect — акс этмоқ

design branch — лойиҳалаш ташкилотининг бўлими

full-scale design office — кенг кўламдаги лойиҳа ишларини бажарувчи лойиҳалаш ташкилоти

aid — ёрдам

share — улуш, қисм

employ, v — ишлатмоқ

technological specifications — техник хусусиятлар

technological standards — технологик стандартлар

techniques, n — услуб, метод

apply — амалда қўлламоқ

non-ferrous, power, mining industry — рангли металлургия, энергетик саноат, тоғ-маъдан саноати
consulting agency — маслахат берувчи фирма
handle design work — лойиҳа ишларини бажариш
get down to the points in question — сўз бораётган масала бўйича муҳокамага киришиш
entire range of activity — тўлиқ кўламли фаолият
run several lines — бир неча йўналиш бўйича ишламоқ
basic engineering — асосий лойиҳалаштириш
detailed engineering — иш чизмалари, муҳандислик лойиҳалаштириш
survey — хусусият, келиб чиқиш
investigation, n — тадқиқот
engineering services — муҳандислик бўйича хизмат (маслахат)
Head Office — бош ташкилот
branch office — бўлим, тармоқ
run an organization, firm — фирмани бошқармоқ, фирма ишларини олиб бориш
graduate engineer — олий маълумотли муҳандис
experience — тажриба
length of service — иш стажи
take up a section — бўлим ишини бажаришни ўз зиммасига олмоқ
general layout — умумий режа (лойиҳа)
geological and geodetic survey — геологик ва геодезик хусусият
geologist — геолог
geodetic engineer — геодезия бўйича муҳандис
collect initial data — дастлабки маълумотларни йиғмоқ
elaborate the DPR — техник лойиҳани ишлаб чиқмоқ
give a firm date — аниқ санани ўрнатмоқ
go back on smth — сўзининг устидан чиқмаслик

sample, *n* — мисол, намуна
take samples — намуна олмоқ
up-to-date, *adj* — замонавий
borrow (smth from smb) — кимдандир нимани-
дир қарзга олиб турмоқ
loan — қарзга бериб турмоқ
uncovered, *adj* — ёпилмаган
neglect, *n* — диққатсизлик
costly, *adj* — қиммат
copy of a drawing — чизма нусхаси
attend (to), *v* — бирор нарса билан банд бўлмоқ
blueprint — кўкартириш (техник)
map — харита
proposed site — қуриш учун мўлжалланган май-
дон
photo-copier — нусха олувчи машина
run off a copy — нусха олмоқ, нусха тайёрла-
моқ
desired size — хоҳлаган ўлчам, размер
pick up a phone — телефон гўшагини кўтармоқ
hang up — телефон гўшагини қўймоқ
track down — кузатмоқ
fix (smth.) — ташкил қилмоқ, уюштирмоқ
give smb. a lift in one's car — машинада бирор
кимни бирор жойга олиб бормоқ
crop up — пайдо бўлмоқ
get papers retyped — ҳужжатларни қайтадан бо-
сиб чиқмоқ
time is (very) short — вақт жуда зиқ
rubber, *n* — сақич
drawing instrument — чизиш учун асбоб
set of drawing instruments — чизма асбоблари
ruler, *n* — чизғич
whatman (paper) — ватман қоғози
be in charge of smth — бирор нарсага жавоб
бермоқ
keyboard — шрифт
be on leave — таътилда бўлмоқ
for the lime being — маълум бир вақтга

carbon paper — нусха олиш учун қоғоз
correction fluid — хатоларни тўғрилайдиган су-
юқлик
brush, n — тозалагич (чўтка)



SPEECH PATTERNS

Could you put us in the picture about — Сиз бизни иш юзасидан бохабар қилсангиз...

on top of that — меъёрдан ортиқ

It's quite a job! — Бу жуда қийин иш!

I mean what I mean is... — Мен... назарда тутаяпман ... Айтмоқчиман...

right away, straight away — бирданига, дарҳол

I wouldn't worry about that. — Бу ҳақда хавотир олмасам ҳам бўлади.

No problem. — Гап бўлиши мумкин эмас.

What's the trouble? — Нима бўлди?

What a nuisance! — Қандай ачинарли!

I can fix it for you. — Мен сиз учун бу ишни уюштиришим мумкин.

Come on, wait a minute! — Эй, тўхтанг, бунча шошманг!

LESSON 3

Ex. 1. Translate the text into mother tongue visually (sight translation).

Tips on Culture, Traditions, Customs and Beliefs

A journey to a foreign country is always a voyage of discovery in which the human elements are art, history, culture and human contact.

In developing countries you will discover a complexity of multi-faceted societies with many different traditions, languages, customs and religions, many of which often have a strong impact on the political, economic and social life of the country and should not be disregarded in business.

Visits to temples, mosques, churches, pagodas and museums will enable you to go back through centuries of visible history. (Footwear is strictly prohibited in mosques and temples.)

Often marriage or different religious ceremonies are occasions for the lively demonstration of folk customs.

High quality craftwork is something you come across everywhere in these countries. Glasswork, gold and silver jewelry, often decorated with turquoises, damascened steel of Syria, copper-smithing, brightly-painted woodwork — all demonstrate skills going back a thousand years.

Theatrical and folk art festivals as well as art exhibitions take place throughout the year. In Aleppo, Syria, a Cotton Festival takes place every year in September. It is an international gathering with many artistic, folklore and popular events. The National Theater of Baghdad, for instance, is one of the most modern and best equipped in the Arab world. Plays, concerts, musical evenings and film shows are regularly presented in it.

You can find what is on at the cinema or theater by looking in the newspaper. The local paper for each town will have details of cinema performances and quality national papers carry details of theater performances.

The press, radio and television in Arab World countries are mainly in Arabic. In Lebanon, Syria and Kuwait the main foreign language newspapers and other publications are on sale in book-shops, whereas in Libya, Iran and Iraq these are scarce nowadays. However, radio broadcasts in European languages, mostly French and English, are to be found in some countries.

Perhaps because of the influence of television many cinemas and theaters do not work to full capacity. Homes as well as offices, hotels and clubs have been invaded by color TV sets and videos. Computers Television programmes as a rule include British and American productions. It is not unusual for programmes to be

broadcast live nowadays. In Libya there is also a good reception of transmissions from Italian television networks.

Ex. 2. Act as an interpreter. Learn the dialogue by heart and let someone be your interpreter.

V.: I see there are various religions in your country.

F.: Yes, that's correct. It goes back in history. We also have many nationalities here.

V.: I take it, different nationalities have their own religions, haven't they?

F.: Yes, that's so. Most of the population are Hindus, then there are Moslems, Christians, Sikhs, Buddhists and some others.

V.: Could you give me some details of these? I'm afraid I know very little about them.

F.: Well, if you are interested I'll go into some detail. The Hindus' principal gods are Brahma the Creator, Vishnu the Preserver and Siva the Destroyer.

V.: I hear there's a sacred book — a collection of songs and prayers of the Hindus, right?

F.: Exactly. It's called the Veda. The Moslems, for example, have their Holy Koran. Well, Islam came to India with the Moslem invasions. It professes the fatalistic acceptance of God's will, the equality of all believers and a caste-free society.

V.: I've read there are special duties that the devout Moslem must fulfill very strictly. What are they?

F.: Well, I know some of them. These are prayers five times a day, a month's fast every year, the giving of alms and a pilgrimage to Mecca at least once in a lifetime.

V.: This religion, I mean Islam, is predominant in the Arab World countries, but in South East Asia it's Buddhism, I know that the sacred flower of the Buddhists is the lotus and the perfect state of Nirvana is associated with Buddhism.

F.: Quite so. The lotus is the flower of purity. And the Buddha is usually shown sitting cross-legged on a lotus plinth. The position of the hands means teaching, meditating and witnessing.

V.: Would it be too much to ask you about Sikhism?

F.: Not at all. It came into being in the 15th century and was a kind of extension of Hinduism. In fact it tried to bridge the gap between that religion and Islam.

V.: I can't understand why every Sikh is called Mr. Singh. Can you explain this?

F.: You are quite right here. Never look for a Sikh under the name "Mr. Singh — they are all called that and it means lion-hearted: they are known by their first names.

V.: You really have a thorough knowledge of all these religions. It was very kind of you to tell me about them.

Ex. 3. While retelling the text let someone translate into mother tongue.

V.: I saw a procession coming down that hill. What was it?

F.: A wedding, I suppose. I saw them carrying the bride in a sort of chair supported on wooden poles.

V.: Shall we hurry up to get a better look?

F.: It'll be a waste of time. They have probably gone by now.

V.: Ah, what a pity. Could you tell me something about the marriage traditions here?

F.: With pleasure. You know many Indians live together in big families particularly in villages.

V.: But surely, when young man gets married, he...

F.: No, he doesn't set up a house of his own but brings his bride to the family home.

V.: But nowadays at least he chooses his bride himself, doesn't he?

F.: Not necessarily. Most marriages are arranged and the bride is chosen by the young man's parents or elders.

V.: I hear dowries are forbidden by law now, aren't they?

F.: That is true. changes are taking place. Girls now get married later and are more educated. By the way, education is becoming more and more important. even replacing a dowry.

V.: That's fine. But one other thing I was surprised to see a marriage advertisement in the newspaper the other day.

F.: Oh. that. Well, marriage advertisements in the papers are not unusual. These advertisements may be placed by the parents of the boy or girl and answered by the parents of the prospective match.

V.: Not by the girl or the boy themselves?

F.: No, never, only by the parents. Actually, parents spend much of their time arranging marriages in advance for their children.

V.: How very interesting, quite unlike European countries.



Ex. 4. Read the dialogue, retell the main content and translate.

V.: What's this place?

F.: It's called a "Craft Bazaar" — look. there are all sorts of glasswork and pottery here. I know some workshops here where goldsmiths do their wonderful work.

V.: Shall we go and see them? I'd like to buy some things made of brass or perhaps copper decorations.

F.: I'd say it's worth it. You could choose some wooden craftwork as well if you are keen on it.

V.: I'd like to very much. Where's that?

F.: It's all here in this place and you can find similar things in souks. I'll take you there some time. Look, how do you like those marquetry boxes and chessboards?

Ex. 5. Learn the dialogue by heart.

— We could go to the theatre or perhaps a concert today. What do you say to that?

— Why not? We've just done a good day's work and it'll be nice to go out. Besides, I'm very fond of music.

— In that case how would you like to go to a concert this evening?

— I'd love to.

— The National Theatre is not far from here and we could go straight after work.

— The National Theatre, you say? They don't only give concerts there, do they?


— No, not only. They put on modern plays and often musicals, you can see folk song concerts there too.

— That's interesting to know. Who's playing tonight?

— It's the National Symphony Orchestra. They've just returned from a tour abroad and are doing an eighteenth-century programme.

— Fine. I'd be pleased to join you. I'd better phone for seats immediately.

— Good.

 **Ex. 6. Express your point of view to the answers in the dialogue.**

— I understand, radio and television broadcasts here are entirely in the Arab language, aren't they?

— No, not quite so. There are some programmes in other languages too, say, in English or Italian, but not many.

— What are they? Feature films? Cartoons? Or perhaps documentaries?

— Sometimes feature films, quite often musical programmes from Italy, but mostly news.

— It would be nice to watch some programmes in English, It's good for English learners, you understand.

— I see what you me in. Of course, there is a programme which is worth watching, but not often.

— How about the cinema? What's on here? Mostly local films, I presume?

— I wouldn't say that. Our cinema industry is just developing. We are getting a lot of Westerns, though often of a violent nature.

— I suppose that's where your censors come in, isn't it?

— Certainly, censorship is quite strict but there's now a way for various films or low morals to get into the country.

— What do you mean?

— Videotapes! On the one hand it's quite handy to have a VCR to video good films for playing back to friends. On the other hand, a lot of violent films have flooded the market.

— Well, the popularity of the video is really very great nowadays. But personally I don't feel like wasting my time on any of those you've mentioned.

— You know, it's a kind of a boom. Video clubs have sprung up everywhere. Most recorded tapes are expensive to purchase, and so they are hired, usually overnight.

— And what's your preference here?

— Well. I'll tell you what. You come round to my place and I'll play you some of the good ones. You won't regret it.

— I'd love to, thanks.



Ex. 7. Read these flashes of conversation and act them out.

— Excuse me, but I've got a problem. My visa has expired and our people can't get through to the Consulate Department on the phone. Could you help us?

— Oh, well, it's bairam now, a kind of Easter. Naturally no one is available.

— Do you see any way out?

— It's a bit difficult I'm afraid.

— But surely somebody must be working these days?

— You see, all the offices are closed now. It's the

time for rejoicing here. Shops, cafes, restaurants are open day and night. Every one's enjoying themselves.

— Hmm ... I see what you mean.

— Actually, it's the time after Ramadan, the ninth-month of the Moslem year when people fast from sunrise to sunset. During the fast big shops are open only after sunset. Well, in fact, active life starts late at night. And now as fasting is over people are happy to mark the occasion. But I'll see what I can do about your visa.

— Thank you very much. And I'm sorry to trouble you.

— Not at all.



Ex. 8. Answer the following questions.

T E X T

1. Is it right to say that a journey to a foreign country is a voyage of discovery?
2. What could be of interest to the visitor in developing countries that shouldn't be disregarded in business?
3. In what way will visits to temples and museums help the visitor to get to know the country better?
4. What craftwork can a visitor come across everywhere in those countries?
5. Are there any examples you can think of to show that art festivals and theatrical shows are quite popular in developing countries?
6. Where can one find information on what is on at the cinema or theatre?
7. Can you say anything about the press, radio and television in Arab World countries?
8. Are television and video recordings popular there?



Ex. 9. Imagine that you are an interpreter and you are translating the following questions and answers.

I

1. In what country do you think the conversation is taking place?
2. Are there many nationalities in India? And what about religions?
3. What can you say about the main population of India, the Hindus, and their religion?
4. How did Islam come to India? Any particulars that you've learned of Moslems and their belief?
5. Where's Buddhism widespread? Are there any Buddhists in India? Do you know any peculiarities associated with this religion?
6. What did you learn about Sikhism? What is peculiar of Sikhs?

II

1. What was the procession coming down the hill?
2. What's the custom of the Indians, particularly those living in the village with regard to marriage?
3. Who arranges marriages of the young in most cases?
4. What is forbidden by law now?
5. Changes are taking place in marriage traditions, aren't they?
6. Marriage advertisements in the press is a rare occurrence, isn't it?

III

1. Where are the businessmen now?
2. What can one see in such a place?

IV

1. What did the businessmen decide to do that evening? Why?
2. What was on that night?
3. That theatre was only for theatrical performances, wasn't it?

4. The visitor didn't think much of music, did he?
5. What were they going to see in the little theatre?
6. The foreign representative found the sword dance fantastic, didn't he?
7. What was the special occasion for the folklore dances including the flower dance?

V

1. What programmes are shown in most Arab countries?
2. The visitor is an English learner, isn't he?
3. What can be said about the cinema there?
4. Are videotapes popular?
5. Is it handy to have a VCR?
6. Are videotapes expensive? Do they do more harm than good?
7. What are the other ways of getting a videotape?
8. What did the foreign representative suggest the visitor do?

VI

1. Why did the visitor trouble his foreign counterpart?
2. What holiday was there? Were the offices open or closed?
3. What is Ramadan? Does it precede or follow bairam?



Ex. 10. Read these conversations and act them out.

1. Mr. Brown: I'm sorry to trouble you. It's that lantern festival. What's so special about it?

Mr. White: It was Vesak, the greatest festival here in Ceylon. It's celebrated by Buddhists, and it's as popular as Christmas for Christians.

Mr. Brown: And lanterns? I take it people themselves make them, don't they?

Mr. White: Quite so. Homes are decorated and lanterns are lit in every town, village or any small place.

* * *

2. V: I hear crafts have been practiced here for centuries, right?

F.: Exactly. Look at the simplicity and beauty of these things. How do you like them?

V.: They're very nice indeed, if you go to our Central Asian Republics you'll see lots of similar wonderful handicrafts.

F.: I'd like to, very much.

* * *

3. F.: We'd like you to have a good time over the weekend. Here's a little programme.

V.: I can hardly put into words how thankful I am. What do you suggest?

F.: A bit of sightseeing and we could go to the theatre or a musical show perhaps.

V.: That reminds me. I hear there are African dance performances now on at the National Theatre.

F.R. Quite so. Would you like to see one?

V. I'd love to, if possible.

F.R.: I'll book seats right away.

* * *

4. V.: Could you tell me what's on TV tonight?

F. R.: Let's look at the paper. Well, news at 8, then a musical comedy, then a horror film, western production. Nothing much, I'd say.

V.: Well, I'd better read some magazines.

F.R.: What do you say to seeing a couple of good video films at my place?

V.: That would be fine. Thank you for inviting me.

F.R.: Not at all, you're always welcome.



Ex. 11. Read these flashes of conversation and act them out using them in modifications.

1. — If you stay on another week you'll be here for the New Year.

— That's nice to hear. I'll see what I can do about it.

Modifications: the Republic Day celebration, the Cotton Festival, a local festivity, the Easter parade

2.— What's on this afternoon?

— Let's have a look at the paper. Well, if we go to the park we'll see them doing the sword dance.

— How very interesting!

Modifications: see the flower dance, hear people reciting poems, hear folk songs, hear them playing rabana

3. — I'm afraid I've got a problem. My visa has expired.

— Well, you should have applied to the Visa Section of the Embassy. But I'll see what I can do.

Modifications: brought up this point before the holiday, had your visa extended, contacted the people concerned

4. — There's a folk song concert this afternoon at the National Theatre. Would you like to go?

— I'd love to. Do we have to book tickets?

— No, actually anyone can go in and watch it.

Modifications: traditional African dance, interesting religious ceremony, flower show, handicraft exhibition

5. — It was very good of you to give me the tickets.

— Not at all. I hope you enjoy the play. It's worth seeing.

— And it'll be informative too. I'm looking forward to it.

Modifications: exhibition, show, folklore festival, display.

 **Ex. 12. Supply the missing remarks.**

V.: I hear there're many religions in your country, aren't there?

F. : ...

V.: I'm sorry to trouble you but could you give me some details?

F.: ...

V.: Sorry, I know very little about such things. But I guess every religion has its own sacred book or may be symbols. Could you tell me something about this?

F.: ...

V.: How interesting! I can hardly put into words how thankful I am.

F.: ...

* * *

V. I've been told your newly married couples set up their own homes, don't they?

F.: ...

V.: What changes are taking place now in marriage traditions?

F.: ...

V.: I can hardly put into words how surprised I was to see a marriage advertisement in the newspaper. Is it common nowadays?

F.: ...

* * *

V.: ... ?

F.: It's souk. Now you'll see a lot of craftsmen and hear **the** copper-smiths' hammers.

V.: ... ?

F.: Yes, they are well worth seeing. You'll actually see them at work.

V.: ... ?

F.: Certainly, I'll take you there. Damascening is a special attraction of this country.

* * *

F.: ...

V.: That's very kind of you. Thanks for inviting me. I am fond of art. Where's the exhibition held?

F.: ...

V.: In the open air? It's very pleasant. When shall we go?

F.: ...

V.: Good. By the way, I've been planning to go to the cinema, but can't make a choice. What would you recommend?

F.: ...

V.: How interesting. Thank you very much.

 **Ex.13. Keep these conversations going.**

1. V.: I'm sorry to trouble you. Could you tell me why the people in your country have so many different religions?

F.R.: No trouble at all. It goes back to the history of the country. Also every ethnic group or nationality has its own specific features.

V.: I'm here for the first time and don't know many things, I'm afraid. Could you tell me ...

2. V.: What a pity we've missed that colourful procession. It was a wedding, wasn't it?

F.: Yes, it was. Actually, if we hurry up we'll see them going to the main square.

V.: We'd better hurry. I take it your marriage traditions are different from Western ones, aren't they?

F.:...


V.: I take it you have radio and TV programmes in European languages as well, haven't you?

F.: Yes, you are actually quite right. Cartoon and feature films are often of Western production and we're getting variety shows from Italy. But I can hardly say they are all of high quality. mostly ...

3. F.: I hear you're having a problem.

V.: Quite so. I still don't know the dates of your holidays, my visa expires in two days. Could you help me to get it extended?

F.: I'll see what I can do. But as to the holidays I'll try to explain ...

 **Ex. 14. Make up dialogues on the basis of these situations.**

1. You have arrived in the customer's country where you'll work for a period of time. You understand that

customs and religions of the country of your stay cannot be disregarded in business. Have a talk with your foreign counterpart about local traditions, holidays and religions particularly those in the area of project construction. Ask him in what way they affect work.

2. On a day off your foreign colleague takes you to a local craft bazaar. You see a lot of nice things. Ask your counterpart to help you choose some souvenirs, comment on the high quality craftsmanship you see, speak of your home land and its craftsmen.

3. You are having a break in a series of talks. Discuss a sightseeing programme the customers have prepared for you.

4. While on a business trip abroad you try to make use of your English. Have a talk with your foreign colleague about the possibilities the mass media of the country may provide for an English learner to improve his English.



Ex. 15. Give extensive answers to these questions.

1. What holidays are observed in the countries you've read about in this unit?

2. Are there any holidays in this country that are celebrated in a similar way?

3. What's your greatest national holiday? In what way is it marked?

4. Have you taken part in any of the holidays in the country (-ies) you've been to? When? Speak about their specific features, ceremonies, etc. What's the nature of the holidays?

5. You agree that local customs and religions can't be disregarded in business, don't you? Give examples to prove this.

6. In some countries TV films and shows freely mix with commercials. What do you think of this arrangement? Is it often annoying?

7. Scenes of crime and violence are characteristic of some foreign films. Could they have any negative effect on TV viewers? Why?

8. It is advisable and often absolutely necessary to know the language of the country you deal with, isn't it?

In what way do you make use of it during your business trip abroad?

9. Did you have any problems in the country of your stay because you did not know local customs or traditions?



NOTES

will enable you to go back through centuries of visible history — сизга кўп йиллар олдиндаги ўтмишга назар солишга имкон беради.

foot wearing is strictly prohibited in— оёқ кийим билан кириш қатъиян ман этилади.

quality national papers carry details of — марказий матбуотда у ҳақда тўлиқ маълумот берилади.

it goes back in history — бу тарих билан боғлиқ.

Brahma the Creator — яратувчи маъбуд (брахманизмда ва индуизмда);

Vishnu the Preserver — сақлагувчи маъбуд

Siva the Destroyer — бузгувчи маъбуд

Veda — Веда, ҳинд адабиётининг қадимги ёдгорлиги. У тўрт тўпламдан иборат бўлиб, диний гимнлар, ашулалар, эртақлар, урф-одатлар тўғрисида ёзувларни ўз ичига олган.

Holy Koran — Муқаддас Қуръон, ислом динининг асосий муқаддас китоби.

Islam — Ислом, дунёвий динлардан бири, у VII асрда Арабистонда пайдо бўлган бўлиб, асосан Ўрта Осиё ва Яқин Шарқда, Шимолий Африка, Жанубий-Шарқий Осиёда ва бошқа мамлакатларда тарқалган.

pilgrimage to Mecca (spiritual centre of Islam)— Маккага ҳаж сафарига бориш

Buddhism — буддизм, дунёвий динлардан бири бўлиб, эрамыздан аввалги VI асрда Ҳиндистонда вужудга келган бўлиб, у афсонавий асосчиси Гаута-

ма, кейинчалик Будда номини олган диндир. У Хитой, Япония, Бирма ва Шарқнинг бошқа мамлакатларида тарқалган.

Nirvana — нирвана, буддизмдаги тарки дунё қилган одам.

Sikhism — Ҳиндистоннинг Панжоб вилоятида тарқалган сикхизм дини

Hinduism — ҳозирги Ҳиндистонда кенг тарқалган, эраизмнинг V асрида вужудга келган дин.

You have to see it. — Буни тушуниш учун уни кўриш керак.

that's where your censors come in — Бу ерда цензура ишга тушади.

video Cassette Recorder — видеомагнитофон

bairam — байрам

But surely somebody must be working these days? — Кимдир бу кунлар ишласа керак?

Ramadan — рамазон



WORDS AND PHRASES

tip — ишора, маслаҳат, маълумот

folk customs — миллий урф-одатлар

belief, n — иймон, ишонч

human element — *бу ерда:* инсон қизиқиши

folk art — халқ санъати

complexity [кәм'плексити], *n* — мураккаб, чалкаш

multi-faceted society — кўп-қиррали жамият

have an impact on — таъсир кўрсатмоқ

disregard, v — эътиборга олмаслик

be strictly prohibited — қатъиян ман этилади

lively demonstration — ёрқин (жонли) кўрсатув, гувоҳлик

craft, n — ҳунармандчилик, *syn.* **craftswork**

craftsman, n — ҳунарманд

come across, v — учратмоқ

glasswork, n — шиша буюмлари

gold and silver jewellery — олтин ва кумушдан қилинган заргарлик буюмлари
decorated with turquoise — қимматбаҳо тош билан ишланган
damascene, *v* — олтин ва кумуш билан темирни қопламоқ
brightly-painted woodwork — дарахтдан ишланган ярқироқ рангдаги буюмлар
skill — маҳорат
folk art festival — халқ санъати фестивали
cotton, *n* — пахта
artistic, *adj* — бадиий
first performance — премьерa
mass (communication) media — оммавий ахборот воситалари
whereas, *adv* — ваҳоланки
be scarce — етарли даражада бўлмаслик
radiobroadcast, *n* — радиоэшиттириш
invade [in'veid], *v* — тўлдирмоқ
video tape recording — видеоёзув
video (tape recorder), *n* — видеомагнитофон
live programme — тўғридан-тўғри телевизион кўрсатув (жонли кўрсатув)
transmission, *n* — кўрсатув
television network — телевизион тармоқ
Hindu ['hindu:] — ҳинд
Moslem ['mɔzlem], *n* — мусулмон, муслима
Christian ['kristʃən], *n. adj* — христиан
Sikh [si:k], *n* — сикх
Buddhist ['budist], *n* — буддист
go into details — кўриб чиқмоқ, тўлиқ гапириб бериш
sacred, *adj* — илоҳий
prayer, *n* — ибодат
Islam, *n* — ислом
invasion, *n* — бостириб кирмоқ
profess [prou'fes] — тарғиб этмоқ
fatalistic, *adj* — фаталистик
will, *n* — хоҳиш

equality, *n* — баробарлик
society — жамият
devout, *adj* — диний
fast [fa:st], *n* — рўза
giving of alms — инсонпарварлик
once in a lifetime — ҳаётда бир мартаба
predominant, *adj* — ниҳоятда кўп
lotus — нилуфар гули
purity [ˈpjuəriti] — озодагарчилик
cross-legged [ˈkrɒslɛgd], *adj* — чордана қуриб ўтирмақ
meditate, *v* — ўйламоқ, фикр юритмоқ
witness, *v* — гувоҳ бўлмоқ
seek (sought), *v* — қидирмоқ
lion-hearted [ˈlaɪən ˈhɑ:tɪd], *adj* — мард, арслон-юрак
wedding, *n* — тўй
bride — келин
wooden pole — ёғоч ҳасса
set up a house of one's own — шахсий оила қурмоқ
elders [ˈeldəz], *n pl.* — ёши катта
dowry [ˈdaʊəri], *n* — сарпо
forbid (forbade, forbidden) by law [lɔ:] — қонун бўйича тақиқламоқ
advertisement, *n* — эълон
prospective, *adj* — келгуси, қутилган
prospective match — бўлгуси (келажак) кув, келин
unlike, *adj* — ўхшамас
handicraft [hændɪkra:ft], *n* — хунармандчилик, қўлда қилинадиган иш
pottery [ˈpɒtəri], *n* — сопол, сопол буюмлар
goldsmith, *n* — заргар, заргар уста
brass [bra:s], *n* — сариқ мис
copper, *n* — мис
decoration — безак
souk [suk], *n* — шарқ бозори
marquetry, *n* — ёғоч ўймакорлиги

exquisite *adj.* — нозик
basket — сават
mat, *n* — гиламча
plaited straw — сомондан тўқилган сават
ancient, *adj.* — қадимги
put on a play — пьеса саҳналаштирмақ
musical — мусиқий комедия
folk song concert — миллий ашулалар концерти
do a programme — ижро этмоқ
phone for seats — телефонда чипта буюртмоқ
sword dance — қилич рақси
do folklore dance — миллий рақсга тушмоқ
feature film — бадиий фильм
documentary, *n* — ҳужжатли фильм
occasional *adj.* — доимий эмас, баъзан
of violent nature — чора қўллаш билан
ensor, *n* — цензор
ensorship, *n* — цензура
video(tape), *n* — видеоёзув
video(tape) — тасмага овоз ва тасвирни ёзиш
percentage — фоиз миқдори
male (female) sex — эркак (аёл) жинси
overnight, *adv.* — кечқурундан тонггача
regret — афсусланмоқ, тавба қилмоқ
expire — муддати ўтмоқ
get through — қўнғироқ қилмоқ
Easter, *n* — пасха (христианлар байрами)
way out — қийин вазиятдан чиқмоқ
rejoicing — ўйин, кулги, шодлик
from sunrise to sunset — қуёш чиқишидан боти-
 шигача



SPEECH PATTERNS

I take it — мен тушунишимча
exactly (quite so) — жудаям тўғри
How bad! — Жудаям ачинарли!
not necessarily — унчалик шарт эмас
What do you say to that? — Сиз бунга нима
 дейсиз?

I'd like to very much. — Мен шуни хоҳлардим.
Who's playing tonight? — Бугун ким ўйнайди?
I can hardly put into words — Мен сўз билан
ифодалаб бера олармикинман?
I see what you mean. — Тушунарли.
I'll see what I can do. — Қўлимдан нима кели-
шини ўйлаб кўраман.
(I'm) sorry to trouble (you). — Сизни безовта
қилганлигим учун мени кечиринг.
I'd be pleased to join you. — Мен сиз билан
бўлганлигимдан ғоят хурсандман.
You won't regret it. — Сиз бунга ачинмайсиз.
What's on tonight? — Бугун кечқурун нима бўла-
ди? (телевизорда)

LESSON 4

Ex. 1. Translate the text into mother tongue.

Economic relations

No matter how interesting, informative and entertaining a business trip can be, sooner or later it comes to an end. The team, having fulfilled their economic and technical mission, return to the capital from whichever part of the country their business took them to and the last visit of course is to the Trade Representation at Uzbekistan Embassy.

There they pay a visit to the resident representative of the export-import association which sent them on business. Together they assess the results of the mission, discuss outstanding questions and have all protocols and other documents typed and ready for the report once back at home.

The Trade Representation is staffed with people of different specialities: experts, engineers, economists, book-keepers and legal advisers. It fulfills a variety of functions, the most important being to ensure the interests of Uzbekistan in matters relating to economic cooperation and technical assistance in the construction of different

enterprises and in training the Customers' national personnel. The staff of the Trade Representation study the economy of the country, try to find the possibilities of broadening economic ties between Uzbekistan and the country in question, supervise the work done by Uzbek experts on working out feasibility reports, collecting initial data, carrying out survey work, and last but not least, supervise and check the work done by Uzbek experts under contracts which are signed with different firms and organizations.

Wherever possible the Trade Representation staff promote the Uzbek way of life and achievements of Uzbekistan in the development of the economy, science and technology.

This is done through local mass media, fairs, exhibitions, personal contacts and various get-togethers.

A good example is a press-conference arranged by the Trade Representation to mark an important occasion, such as an anniversary of the Friendship and Cooperation Agreement. A lot of people are usually present: businessmen, reporters of foreign and local papers and magazines and members of the public.



Ex. 2. Read the text and and sight translate.

The Head of the Trade Representation of Uzbekistan Embassy chairs the meeting dedicated to the anniversary of the signing of the first Intergovernmental agreement on economic and technical cooperation between Uzbekistan and the host country.

The panel consists of four persons. They are the Head of the Trade Representation, the Chairman of the Permanent Commission on economic and technical cooperation, the Minister of Economy of the host country and the head of the visiting Uzbek group.

The Chairman declares the meeting open and gives the floor to the Minister of Economy.

Ladies and gentlemen! Dear friends! It has become an important tradition with us to meet every year in the

House of Friendship to assess our progress in mutual cooperation. We attach great importance to our friendship with Uzbekistan and today as never before we witness the unprecedented heights which have been reached.

Uzbekistan has become a leading partner of this country in implementing our economic and social development plans ...

Speaking of the developments there have been and the progress we have made in cooperation with Uzbekistan we should first of all mention the disinterested help of Uzbekistan in training national personnel for all branches of industry ...

The floor is then given to the Head of the Trade Representation, who makes a statement. The text of the statement is circulated among **all** those present.

Dear comrades, dear friends!

I'm happy to speak to you all on this glorious occasion. This day 10 years ago the foundations were laid for an economic and technical cooperation between our two fraternal states.

... Loyal to its international duty Uzbekistan supports your country in its efforts for a new life...

... Our cooperation is aimed at the development of the state sector of the economy ...

... The implementation of the food programme has always been an acute problem for the country. That's why agriculture and irrigation receive top priority in our mutual cooperation ...

... Long live friendship between our two peoples!



Ex. 3. Translate the speeches into mother tongue.

Later the Head of the Trade Representation and the head of the visiting group answer questions asked by the local media.

Q.: What in your opinion are the ways of boosting the overall economic efficiency of the lands irrigated?

A.: From the chart on the stand you can see that

gross output of state-owned farms has increased from year to year ... But there are reserves here.

Q.: What's being done to overcome the consequences of the natural disaster that badly hit several major development projects?

A.: We all know that as a result of the spring flood a number of dams were destroyed and many were badly damaged. You're right. We have recently signed two new contracts for the supply of equipment, materials and spares. We are also going to send Uzbek engineers to help straighten out the terrible after-effects.

Q.: At present a joint geological survey is being carried out to explore the country's deposits. Is it being done by Uzbekistan alone?

A.: Not exactly. The survey is being carried out by geologists of Uzbekistan, on a joint basis. We have agreed to coordinate the efforts of our sides.

Q.: In your speech you mentioned that workers are trained on construction sites and enterprises. How about their job opportunities in the future?

A.: I should start by saying that they are fully employed at present. From what I know most of the geological and oil prospecting is going to be carried out entirely by the nationals.

The Head of the Trade Representation declares the press-conference closed with the words:

Ladies and gentlemen! Dear comrades, friends! Let me thank all those present for taking part in the press-conference. Thank you for coming. We hope to meet you again. Good-bye.



Ex. 4. Read the dialogue, retell the main content and translate.

— Could you tell me something about the display we can see here?

— Certainly. It's been prepared by the Trade Representation specially for the occasion. On the stand here you will see photos and charts showing the growth of our cooperation as years went by. As you go along

you'll see pictures of various projects: a fish canning factory, a thermal power station, a radio station, the whole lot.

— Is it possible for one office like yours to handle such a variety of projects?

— That would be really difficult for one office. But the point is that we have a staff of experts representing different export-import associations. They deal with different projects like power stations, agricultural projects, etc.

— Thank you. I see an interesting model over there. What's that?

— Oh, that's a model of a fishery port equipped with refrigerators, ship repair shops, etc. It's under construction now in ... port.

— Thank you very much. Oh, and what's that? Those are samples of foodstuffs: tinned fish, smoked fish, lobsters and shrimps which are caught in great quantity. You can also see tomatoes grown on state farms. By the way, we can taste some of the samples.

S.V.: Let's do that. Mm-m, they taste delicious.

 **Ex. 5. Translate the dialogue.**


— Gentlemen, before we start our session today let **me** congratulate you on the success of your press-conference. I, for one, think that it was a most spectacular and informative function.» Today's issue of the paper highlights the event in its article «Press-Conference in the House of Friendship». Here it is, I've got a copy. Have a look, will you? There's a wide coverage of the event, the editorial and comments.

— Thanks, let me have the paper. Oh, it's all on the front page. Look, there are several pictures right in the centre. This is our Chief answering the questions of the journalists and here's the House of Friendship in the right-hand corner. And that's the head of our group.

— They enjoyed every minute of the press-conference.

There were several TV men with their cameras and radio correspondents as well. They'll be featuring the event next Saturday. You'll be in tonight's news programme. Don't miss it.

— I'll try not to, it's good publicity for our joint work.

 **Ex. 6. Translate into mother tongue and retell.**

— Would you like to see the film?

— I'd love to. You see, this is the second time I've attended a conference like this. The last time was five years ago and I must say that your people always make a good job of it.

— We're doing our best.

— Incidentally, what's the film about?

— It's a full documentary about our cooperation. **Is it in technicolour?**

— Certainly, a wide screen. Do we have to buy tickets?

— No, admission is free and you can sit wherever you can see best from. By the way, they show films in the House of Friendship three times a week.

— Oh, they do, don't they? I hear there are also courses of Uzbek here, aren't there?

— Yes, that's true. A lot of Arabs learn Uzbek in the House of Friendship. They also hold different lectures, concerts of touring actors and guest speakers, celebrate red-letter days, all sorts of things.

— I can see it's a real cultural centre. Small wonder it attracts so many visitors as it has today.

 **Ex. 7. Learn the following dialogues and train your translation skill.**

GENERAL DIRECTOR: Good morning, gentlemen! Glad to see you back. Our sun seems to have done you a lot of good. You didn't suffer from the heat, did you?

Visitor: No, we didn't. Actually we enjoyed the weather.

G. D: Have you done everything you planned?

V: On the whole, yes, we have. Last night we got the protocol ready for signing, translated into English, just to be approved by you.

G.D.: Do we have to initial it?

V.: Well, according to the contract all the papers have to be written in three languages: Uzbek, English and Arabic, I think the interpreters, yours and ours, will have to get together and go over each version carefully, to see that there are no discrepancies. They are busy with it now.

G. D.: What's the rush? We can easily arrange for you to stay for another two days. It's not a problem, I can assure you.

V.: No need to, everything is fixed, tickets and all. By tomorrow morning they'll be through with their work. The signing is scheduled for 3 p. m. tomorrow.

G.D.: May I invite you to a small friendly supper tomorrow night?

V.: Thank you, that would be fine.

G. D.: And all outstanding questions can wait till I come to Tashkent later this month.



Ex. 8. Answer the following questions and let your classmate translate your answers.

1. Where and for what purpose does the team of experts pay their last visit to?
2. Who is the Trade Representation staffed with?
3. What functions does the Office fulfill?
4. What questions do they focus their attention on?
5. In what way do they promote the way of life?

* * *

1. Where is the press-conference held? What event is it dedicated to?
2. Who does the panel consist of? Why?
3. Who opens the press-conference? What does his opening statement deal with?

4. What did the Head of the Trade Representation speak about?

5. What important problems did the questions touch upon?

* * *

1. On what occasion is the exhibition arranged? Who was it arranged by?

2. What can visitors see in the pictures on the stand?

3. Who handles the projects on display?

4. What models and samples are exhibited?

* * *

1. What films are the guests going to see?

2. In what way are children entertained?

3. What social functions does the House of Friendship perform?

4. Would you call it a cultural centre? Why?

5. How is the press-conference highlighted by the local media?

* * *

1. Where and when does the General Director welcome the team?

2. What final document is going to be approved?

3. How is the procedure arranged?

4. What is going to be the final touch of the team's mission?



Ex. 9. Read these flashes of conversation and act them out.

1. —Speaking about the joint geological survey, is it being carried out by Uzbekistan alone?

— No. It's being done by geologists of different countries, on a joint basis.

— Do we have to set up a coordinating body?

— No need to. I assure you we'll coordinate all efforts.

2. — Would you like to see the film?
 — I'd love to. Incidentally, does it show the new project?
 — It's a full documentary about our cooperation.
 — Is it in technicolour?
 — Certainly, a wide screen.
 — Do we have to buy tickets?
 — No, admission is free.
3. — Are you happy about the results of your mission?
 — Yes, rather. We collected initial data. did some geological and geodetic survey and took the necessary samples.
 — That's good. From what I know the protocol is ready for signing.
 — Yes, we're going to initial it tomorrow.
 — May I invite you to a small friendly party tomorrow night?
 — We'll be happy to come.
4. — What are the impressions of the press-conference in the Cultural Centre?
 — Everybody enjoyed every minute of it. You'll be in tonight's news programme.
 — That's nice to know, it's good publicity for our joint work.

Ex. 10. Read these flashes of conversation and act them out using the modifications.

1. — From what I know the **flood** hit the project awfully. What's being done about the consequences?

— I'm happy to say everything's been restored.

Modifications: monsoon rains, drought, tidal wave, borderline clashes

2. — I see an interesting model over there. What's that?

— Oh, that's a model of a fishery port. It's under construction now.

Modifications: a ship repair shop, a new runway for the airport, an engine overhaul workshop, a vocational training centre, a new jetty

3. — I hear there are courses of Uzbek in the Cultural Centre.

— That's true. They hold a variety of activities there — classes of spoken Uzbek for one thing, lectures - lots of things.

— Small wonder the place is often crowded.

Modifications: lectures of guest speakers, red-letter days celebrations, panel discussions

4. — What's in the news tonight?

— They are **featuring** (1) **the latest press-conference** (2) in the Uzbek Cultural Centre.

— Then I'll hurry up. I don't want to miss it.

— No need to rush. There's plenty of time.

Modifications: 1) broadcasting, showing, covering

2) anti-war rally, presidential election campaign, an interview with a popular

5. — We've got to finalize the discussion. We're leaving tomorrow.

— What's the rush? We can easily arrange for you **to stay for another couple of days.**

— No need to, everything's fixed — tickets, flight and all.

Modifications: to check out of the hotel later, to go to the construction site some other time, to type the papers later

Ex. 11. Supply the missing remarks.

1. A.: ...

B.: Certainly. The display has been prepared by the Trade Representation specially for the occasion.

A.: ...

B.: That would be really difficult for one office. But we have a staff of experts here. They represent different export-import associations.

2. A.: Good morning, gentlemen! Glad to see you back. Our sun seems to have done you a lot of good. You didn't suffer from the heat, did you?

B. ...

A. Have you done everything you planned?

B. ...

A. When do we have to initial the Protocol?

B.: ...

 **Ex. 12. Keep these conversations going.**

1. A. Could you tell me something about the display we see here?

B.: Certainly, It's been prepared by the Trade Representation specially for the occasion. On the stand here you will see photos and charts showing the growth of our cooperation as years went by. As you go along you'll see pictures of various projects: a fish canning factory, a thermal power station, a radio station, the whole lot.

A.: Is it possible for one office like yours to handle such a variety of projects?

B.: ...

2. F.R.: Gentlemen, before we start our session today let me congratulate you on the success **of** your press-conference. Today's paper highlights the event in broad letters. Have a look, will you? I've got a copy.


V.: Thank you, let me have the paper. ...

3. F. R.: Have you done everything you planned?

V. On the whole, yes. we have. Last night we got the protocol ready for signing and translated it into English just to be approved by you.

F. R.: Good. But what's the rush? We can do it next week.

V.: You see, ...

 **Ex. 13. Make up dialogues on the basis of these situations.**

1. You've been invited to a press-conference arranged to celebrate the anniversary of signing the Agreement on Friendship and Cooperation between Uzbekistan and the country. A foreign businessman happens to be sitting nearby. He wonders if you could tell him anything about the projects constructed in Uzbekistan. He's particularly interested in the development of power industry as this is his firm's line.

2. You are holding a final discussion with the President of the firm a day before your departure. The Protocol will be initialed tomorrow. Take up a list of outstanding questions that are going to be discussed in Tashkent during the President's visit there. He invites the team to a small reception to mark the success of the mission.

3. Your customers are looking through the English and Uzbek copies of the Draft Protocol, You suddenly discover that a clause on additional amount of work to be done by your designers hasn't been deleted from the English copy as agreed the other day. Remind the customer of the arrangement and insist that the clause be deleted. Give your reasons.



Ex. 14. Give extensive answers to these questions.

1. For what purposes can a group of experts go on a short-term visit to a country?

2. What kind of formalities do they have to go through? What arrangements are made (discussions held) prior to, in the course of, and upon completion of the trip?



Ex. 15. Translate the speeches at the conference.

A. Act out the meeting for the signing of the Protocol.

On the date preceding the departure the Uzbek visiting team (head of the group, a design engineer, a chief mechanic, an economist and a Trade Representation

executive) meet in the President's office for a final discussion and the signing of the Protocol. The Uzbek party exchange impressions on the visit with the President of the company and his executives. Most of the important issues have been solved. Several minor points are postponed for further discussions.

Re-enact the discussion. Speak on the success of the mission, thanking the President for the efforts made for the purpose. Indicate briefly what has been settled and what needs to be dealt with at later dates.

B. Act out a press-conference according to this script.

The press-conference is based on the material of Units 6-12 and information picked up by students themselves.

Subject: «Uzbek-Indian Cooperation»

Place: India, Delhi, House of Friendship

Time: After the Indian leader's visit to Uzbekistan

Participants:

- 1) the leader, an Indian official;
- 2) the Uzbek side is represented by members of the Trade Representation at the Uzbekistan Embassy in India and visiting experts;
- 3) the Indian side is represented by businessmen and observers of the Indian mass media;
- 4) foreign observers representing «Times», «News-week», etc.

Procedure:

Addressing all those present the leader declares the conference open:

«Dear ladies and gentlemen, Dear friends,

We have invited you to take part in the press-conference on Uzbek-Indian cooperation ...»

The leader briefs all those present on the current situation in the region, gives his assessment of Uzbek-Indian cooperation, and explains the aims of the conference. (Business circles of India are willing to expand cooperation and are keen to know more about the possibilities to extend business contacts).

The leader then introduces the members of the Uzbek delegation and establishes the order of speaking and the time limits accorded to speakers.

He gives the floor to one of the members of the Trade Representation and introduces the subject.

The first issue is likely to be connected with the main principles of Uzbek cooperation.

The member of the Uzbek delegation makes his speech which he finishes with the words «Thank you.»

During the question and answer period he answers the questions from the audience. Before asking a question each person introduces himself or herself. The answer may be referred to another member of the Uzbek team.

Then the leader says. «Let me proceed to another issue.» He announces the question to be tackled by the next speaker: «Assessment of economic ties between the Uzbekistan and India.»

Other members of the Uzbek delegation speak on the possible prospects for further cooperation between Uzbekistan and India referring to our experience in rendering technical assistance to other countries.

The leader closes the conference with the words:

«Dear ladies and gentlemen, dear friends! Our time has expired. On behalf of the members of the Trade Representation at the Uzbekistan Embassy in India let me thank you for taking part in the press-conference. Thank you for coming. Good-bye. We hope to meet you again».



NOTES

The team is returning from whichever part of the country their business took them to — Гуруҳ сафарга кетган мамлакатдан қайтиб келмоқда.

the most important being to ensure the interests of Uzbekistan. — Энг муҳим вазифа — Ўзбекистоннинг қизиқишларини таъминламоқ.

the country in question — сиз бораётган, мамлакат
last but not least — охири, лекин муҳим
get-togethers — учрашувлар
this country — бизнинг мамлакат (эга билан иш-
латилган **this** кўрсатиш олмоши *мамлакат* сўзига қара-
та ишлатилган.
to help straighten out the terrible after-effects —
ёмон оқибатлардан халос бўлиш учун ёрдам бермоқ
**charts showing the growth of our cooperation as
years went by** — йил бўйи бизнинг ҳамкорлигимиз
ортиб бораётганлигини кўрсатувчи чизма
to handle such a variety of projects — кенг кўламли
объектлар билан шуғулланиш
your people always make a good job of it — сизнинг
одамларингиз бу ишни яхши бажаришади
it was a most spectacular and informative function
— мазмунан ва шаклан бу тадбир жуда қизгин ўтди.



WORDS AND PHRASES

entertaining — қизиқарли
resident representative — доимий вакил
assess — баҳо бермоқ, баҳоламоқ
mission — иш бўйича сафар, командировка
outstanding question — ҳал қилинмаган савол
book-keeper, n — бухгалтер
legal adviser, n — ҳуқуқий саволлар бўйича мас-
лаҳатчи
fulfill a variety of functions — ҳар хил вазифаларни
бажармоқ
ensure interests — қизиқишларни таъминламоқ
broaden economic ties — иқтисодий мулоқотларни
кенгайтирмоқ
supervise — текширмоқ, назорат қилмоқ
mark an anniversary — йилликни нишонламоқ
Arab-speaking countries — араб тилида сўзлашув-
чи мамлакатлар

chair a meeting — мажлисда раис бўлмоқ
be dedicated to an anniversary — йилликка бағишланган бўлмоқ
Permanent Commission — доимий комиссия
declare a meeting open (closed) — мажлисни очик деб эълон қилмоқ
give the floor — сўз бермоқ
implement an economic and social development plan — иқтисодий ва сиёсий ривожланиш режасини бажариш, барпо этиш
make a statement — ариза бермоқ
lay (laid) the foundations for cooperation — ҳамкорлик учун асос солмоқ
be loyal to international duty — байналмилал вазифа учун содиқ бўлмоқ
be aimed at the development of the state (public) sector — давлатни ривожлантиришга мақсадни қаратмоқ
boost overall economic efficiency — умумий иқтисодий самарадорликни оширмоқ
chart *n* лойиҳа, диаграмма
state-owned farm — давлат хўжалиги
natural disaster — табиий офат
be badly hit — азоб тортмоқ, зарар етмоқ
destroy — бузмоқ
damage, v — зарар етказмоқ
spares (spare parts) — эҳтиёт қисмлар
job opportunity — иш олиш имкони
fish canning factory — балиқ консервалаш заводи
be under construction — қурилаётган
samples of food stuffs — озиқ-овқат маҳсулотларининг қисмлари
tinned fish — балиқ консервалари
grow (grew, grown) — ўстирмоқ
announcer, n — суҳандон
animated cartoon — мультфилм
technicolour — рангли (фильм)
wide screen — кенг экран

admission is free — кириш бепул
touring actor гастролдаги актёр
guest speaker — маърузачи, бошқа ташкилотдан чақирилган маърузачи
today's issue of the paper — бугунги рўзнома
highlight — ёритмоқ
wide coverage of the event — воқеаларни кенг ёритиш
front page — рўзноманинг биринчи бети
feature an event — тақдим этмоқ, воқеани ёритмоқ
General Director — бош директор
suffer from heat — жазирамадан азоб тортмоқ
schedule, v — режалаштирмоқ



SPEECH PATTERNS

speaking about — 1) бирор нарса тўғрисида гапирмоқ; 2) дарвоқе

I'm happy to speak to you — Мен сиз билан суҳбатда бўлганлигимдан жуда хурсандман.

long live — яшасин

I should start by... — мен бошлашни истардим

from what I know — мен билишимга қараганда

Thank you for coming (for joining us)... — ...қатнашганингиз учун миннатдорман

for one thing — мисол учун

small wonder — қизиқ жойи йўқ

What's the rush? — Шошишнинг нима кераги бор?

I can assure you. — Сизни ишонтиришим мумкин.

no need — эҳтиёж йўқ

May I invite you? — Сизни таклиф этсам майлими?

LESSON 5

⇒ Ex. 1. Read and translate the text into your mother tongue.

A stubborn old man

«Here, take your juice», said Koppel, the male nurse.

«No,» said Collis P. Ellsworth.

«But it's good for you, sir»

«No!»

Koppel heard the front door bell and was glad to leave the room. He found Doctor Caswell in the hall downstairs.

«I can't do a thing with him», he told the doctor. «He doesn't want to take his juice. I can't persuade him to take his medicine. He doesn't want me to read to him. He hates TV. He doesn't like anything!»

Doctor Caswell took the information with his usual professional calm. This was not an ordinary case. The old gentleman was in pretty good health for a man of seventy. But it was necessary to keep him from buying things. His financial transactions always ended in failure, which was bad for his health.

But the old man hated when somebody interfered in his affairs and ordered him to do things.

«How are you this morning? Feeling better?» asked the doctor. «I hear you haven't been obeying my orders.»

«Who is giving me orders at my time of life? Am I to ask for permission every time I want to do something? Am I to be punished for disobedience?» The doctor drew up a chair and sat down close to the old man. He had to his duty.

«I'd like to make a suggestion», he said quietly. He didn't want to argue with the old man.

Old Ellsworth looked at him over his spectacles. The way Doctor Caswell said it made him suspicious.

«What is it, more medicine, more automobile rides to keep me away from the office?» the old man asked with suspicion.

«Not at all,» said the doctor. «I've been thinking of something different. As a matter of fact I'd like to suggest that you should take up art.»

«Nonsense!»

«But still ... I don't mean seriously of course», said the doctor glad that his suggestion had been taken calmly enough. «Just try. You'll like it.»

Much to his surprise the old man agreed. He only asked who was going to teach him drawing.

«I've thought of that too», said the doctor. «I know a student from an art school who can come round once a week. If you don't like it, after a little while you can throw him out.»

The person he had in mind and promised to bring over was a certain Frank Swain, eighteen years old and a capable student. Like most students he needed money. Doctor Caswell kept his promise. He got in touch with Frank Swain and the lessons began. The old man liked it so much that when at the end of the first lesson Koppel came in and apologized to him for interrupting the lesson, as the man needed a rest, Ellsworth looked disappointed.

When the art student came the following week, he saw a drawing on the table. It was a vase. But something was definitely wrong with it.

«Well, what do you think of it?» asked the old man stepping aside.

«I don't mean to hurt you, sir, but there is one thing I want to draw your attention to ...» began Swain.

«I see,» the old man interrupted, «the halves don't match. I can't say I am good at drawing.» He added a few lines with a shaky hand and painted the vase blue like a child playing with a picture book. Then he looked towards the door.

«Listen, young man,» he whispered, «I want to ask you something before Old Juice comes again. I don't want to speak in his presence.»

«Yes, sir,» said Swain with respect.

«I've been thinking... Could you afford the time to come twice or perhaps three times?»

«Sure, Mr. Ellsworth,» the student said respectfully.
«When shall I come?»

They arranged to meet on Monday, Wednesday and Friday. Four o'clock.

Koppel entered the room and was surprised at the behavior of the old man who drank his juice obediently.

As the weeks went by, Swain's visits grew more frequent. Doctor Caswell hoped that business had been forgotten forever.

When spring came, Ellsworth painted a picture which he called *Trees Dressed in White*. The picture was awful. The trees in the picture looked like salad dressing thrown up against the wall. Then he declared that he was going to display it at the summer Show at the Lathrop Gallery. Doctor Caswell and Swain didn't believe it. They thought the old man was joking.

The Summer Show at the Lathrop Gallery was the biggest exhibition of the year. All outstanding artists in the United States dreamt of winning a Lathrop prize.

«We've got to stop him. It's our duty,» said Koppel. He insisted that they should do something about it.

«No,» said the doctor. «We can't interfere with his plans now and spoil all the good work we've done. Besides I can't order that he should take the picture back.»

To the astonishment of all three and especially Swain - *Trees Dressed in White* was accepted for the Show.

Young Swain went to the exhibition one afternoon and blushed when he saw *Trees Dressed in White* hanging on the wall. As two visitors stopped in front of the strange picture, Swain rushed out. He was ashamed that a picture like that had been accepted for the show. He could not stand to hear what they might say.

However Swain did not give up teaching the old man. Every time Koppel entered the room he found the

old man painting something. Koppel even thought of hiding the brush from him. The old man seldom mentioned his picture and was unusually cheerful.

Two days before the close of the exhibition Mr. Ellsworth received a letter. Koppel brought it when Swain and the doctor were in the room. «Read it to me» asked the old man putting aside the brush he was holding in his hand. «My eyes are tired from painting».

The letter said, «It gives the Lathrop Gallery pleasure to announce that Collis P. Ellsworth has been awarded the First Landscape Prize of one thousand dollars for his painting Trees Dressed in White.»

Swain become dumb with astonishment. Koppel dropped the glass with juice he was about to give Ellsworth and did not bend to pick up the fragments. Doctor Caswell managed to keep calm. «Congratulations, Mr. Ellsworth,» said the doctor. «Fine, fine ... Frankly, I didn't expect that your picture would win the prize ... Well ... Anyway I've proved to you that art is more satisfying than business..»

«Art is nothing. I bought the Lathrop Gallery,» said the old man highly pleased with the effect of his deception.

Ex. 2. Discuss behavior and character given in the previous text like the following dialogue and translate the discussion.

«Have you read the story 'Art for Heart's Sake?»

«Let me see... I'm afraid I haven't»

«But I'm sure you have. That's about a certain Ellsworth, a stubborn old man who had to be kept from making purchases but who deceived everybody in the end.»

«Now you've mentioned it I remember ... It's a funny story. Who is it by?»

«It is ... Just a moment. I'm afraid I don't remember. I've a bad memory for name. You don't know it either, do you?»

«No idea!»

«Look it up when we come home or remind me to do it.»

«All right. But back to Ellsworth ... You know I liked the old man. What a joke he played on everybody!»

«I liked him too.»

«What did you like about him?»

«The way he made a fool of everybody.»

«The way you put it!»

«What's wrong about my putting it like this?»

«You should have said: «He outwitted everybody.»»

«It doesn't make any difference. The matter is that he was not very easy to deal with.»

«No, he wasn't. There is no denying it. Doctor Caswell knows it. Poor doctor!» The way the old man treated him! He didn't respect him and ignored all his advice.»

«I don't agree with you here. I can't say that the old man treated Doctor Caswell badly or didn't respect him. Only it seems to me that Doctor Caswell overestimated his abilities. Perhaps he was a good doctor, competent and efficient, but Ellsworth wasn't an ordinary case.»

«So what? I mean to say that the old man wasn't so naive and simple as it seemed to Doctor Caswell.»

«Still I'm sorry for Doctor Caswell. Though it wasn't easy to deal with Ellsworth, the doctor was always calm and polite. And obliging too. He found a student who could teach Ellsworth drawing...»

«Yes, of course. That reminds me ... I've got to be at the exhibition of Japanese art at three. I must be going, otherwise I'll be late.»



Ex.3. Answer the following questions and let someone translate into mother tongue while answering the questions.

1. What points of view are expressed in the dialogue?
2. What do you think of the story?
3. What is it you liked about the story?

4. What is it you didn't like about the story?
5. What are the main characters of the story?
6. What's the title of the story? (How can you account for it?)
7. Do you read much?
8. Have you many books at home or do you take books from the library?
9. What books do you like to read: fiction, science fiction, adventure books, detective stories, poetry? Do you prefer classics or modern writers?
10. What book are you reading?
11. Who's the author of the book?
What are the main characters of the book?
What is the book about?
What do you think of the book?
12. Did you read the preface to the book? Do you usually read the preface before you start reading the book or after you finish it? Why?
13. Speaking about books ... I for one like short stories. Do you like short stories or do you prefer novels?



Ex. 4. Read the dialogue and pick out words and expressions that might help you to discuss books and let be your interpreter.

«What do you think of the story?»
 «What story?»
 «Why, «The Green Door», of course.»
 «Oh, that! It's interesting, amusing and instructive, too Speaking of O.Henry ... Could you do me a favour?»
 «Yes, certainly.»
 «Could you get me a biography of O.Henry.»
 «I think I'll manage to do it. But back to «The Green Door»... What is the moral of the story?»

* * *

«What is the title of the play I saw you read the other day?»
 «It is «All my sons»».

«Who is the author?»
«Arthur Miller, a modern American writer.»
«Where does the action take place?»
«In America.»
«Did you read the book in the original?»
«Yes.»
«What is the play about?»
«It's about university life in present day America.»
«What else do you suggest I should read to get an idea about the American way of life?»

* * *

«The story is sad.»
«What's sad about it?»
«Why, the end, of course. The doctor died after all, didn't he?»
«So what? But he made a very important discovery. That's the point.»

* * *

«What is it you didn't like about the book?»
«To begin with, I like realistic books and this one is not.»
«So you were disappointed, weren't you?»
«Rather.»

* * *

«What kind of books do you like most?»
«When I was a boy I liked to read books of adventure and detective stories, now I prefer classics. And science fiction too.»
«What about poetry?»
«I'm afraid, I'm a poor judge of it.»

* * *

«You didn't say anything about the relations between the father and the son.»
«Wait a minute, I'm coming to that.»

* * *

«What do you think of the story?»
«On the whole I liked it.»

* * *

«What are the main characters?»
«Well, let me think.. I'm afraid I don't remember
I've got a bad memory for name.»

⇒ Ex. 5. Make use of the vocabulary of the dialogue while discussing the following topics:

1. Ask your friend about the book he has just read.
2. When answering your friend's question say why you didn't like it.
3. Your friend and you have read one and the same book, but your opinions differ. Account for your point of view.



NOTES

Here take your juice — шарбатингизни ичинг

Male nurse — тиббий ходим

It's good for you — Сиз жуда олижаноб кишисиз.

I can't do a thing with his — мен ҳеч уни кўндира
олмаяпман.

take the information with his professional calm —
ахборотни касбига лойиқ вазминлик билан тингла-
моқ

to interfere in one's affairs — бировнинг ишига
аралашмоқ

obeying orders — буйруққа бўйсунуш



WORDS AND PHRASES

nonsense — бўлмаган гап

to throw out — ташлаб юбормоқ

capable student — иқтидорли талаба

to step aside — четга ўтиб турмоқ

to afford the time — вақти бўлмоқ

to declare — айтмоқ, арз қилмоқ
to display — кўрсатмоқ, кўргазма қилмоқ
to become dumb with astonishment — ажаблангандан лол бўлиб қолмоқ
to be about to do smth. — бирор нарса қилишга ҳаракат қилмоқ
to keep calm — тинчликни сақламоқ
a suborn man — ўжар одам
to have a bad memory for name — исмларни ёдда сақлай олмаслик
play on everybody — ҳамманинг устидан кулмоқ, ҳаммани алдамоқ
to make a fool of everybody — ҳаммани аҳмоқ қилмоқ
to outwit everybody — ҳаммани алдамоқ
to overestimate abilities — имкониятига юқори баҳо бермоқ

LESSON 6



Ex. 1. Read and translate the text.

A New Yorker goes to the Cinema or to the Theatre

When the New Yorker goes to the cinema he expects to see a big program: a newsreel (which is usually the first item on the program), a cartoon, a travel picture, a documentary a feature film. Sometimes two features are included in the program.

The age of black and white silent films has passed. Most of the films made now are sound cinemascope technicolors.

Foreign films are shown with subtitles or are dubbed in English.

In most American cinema theaters there is a continuous showing of the program from opening till closing time. It means that one may enter the hall or leave any time he likes and see first the end and then

the beginning of the film. The seats in this case are not reserved.

The program may have one or two intervals during which refreshments of all kinds are offered. Smoking is often allowed during the show.

There is a parking ground attached to big cinema theaters. For those who want to see a film without leaving the car there are drive - in movie houses (so called drive - ins).

Most of the New York big movie houses and stage theatres are situated in Broadway and Time Square, which is the theatrical district of the City.

A great number of films are released in the USA every year. Most of the bestsellers are adopted for the screen.

It is needless to comment on Hollywood-Produce films. The acting and the camera work may be excellent. The costumes and the scenery may be magnificent. It isn't only the stars or the settings that make the film. Many Hollywood made - films are of little artistic value. The plot offers primitive. Problems are solved very easily. Evil is punished and virtue triumphs. Most films have a happy end.

Westerns, horror films and such like thrillers, flood the American screen. To see such films is not only a waste of time. Slowly and methodically they poison the minds of the cinema-goers.

True enough, there are also good films raising important social problems, which give food for thought. But they are very few as compared the second - rate cheap films, propaganda films or period films (that is films dealing with some historical person or event), with often distort facts.

The theater in America is less popular than the cinema. With the growing popularity of the radio, the cinema and television, the theater lost a great deal of its attraction. Besides, theater tickets are so expensive that the theater is a luxury.

The theater in America is business. Only few theaters risk staging serious, intellectual plays. Producers avoid

them as unprofitable. Managements consider that the theater-goers will not like them as in their opinion people go to the theater to relax. They think that if people do not expect to be amused at the theater they would rather stay at home. All this tends to pull Broadway productions down to the level of films and TV programs.

If a play is a hit, it may be shown for many years running, which for instance is the case with «My Fair lady», a musical by Alan Jay Lerner and Frederic Loewe based on B.Shaw's Pygmalion.¹

Comparatively little opera and ballet are given in the USA. The nations leading the opera and ballet companies are situated in New York in Lincoln center for the Performing Arts, which also houses the New York Philharmonic Orchestra, a theater and a library museum. Touring ballet companies also perform in Madison Square Garden, which is a show place and a stadium. Symphonic music can be heard in Carnegie Hall. First run films coupled with a magnificent stage show may be seen in Radio City Music Hall, the world's largest theater seating 6200 people.

Ex. 2. Read the text and translate it into Uzbek

In London one can see plays, opera, ballet, musicals, revues and variety shows.

The chief theaters, music halls and cinemas are in the West End. The largest and oldest concert hall in London is the nineteenth century Albert Hall. Many well-known foreign musicians play there when giving guest performances in London. The Albert Hall so also many outstanding conductors. London's most modern concert hall is the Royal Festival Hall.

Opera can be heard in Covent Garden the Royal Opera House, which is also the home of Royal ballet and at Saddler's Wells theater.

¹ A musical is a performance which combines traditional and modern dancing with original music in a story of dramatic interest. Popular musicals apart from «My Fair Lady» are Porgy and Bass, Oklahoma, the King and I and others.

Outside London, the only great theater is the Royal Shakespeare theater at Stratford-Upon-Avon Shakespeare's birthplace.

If one doesn't feel like queuing for the tickets at the box-office or at a theater agency one can reserve them by telephone several days in advance. The best seats at theaters are those in the stalls, the circle and upper circle. Then comes the pit, and last of all the gallery where the seats are the cheapest. Boxes are the most expensive. Tickets for matinees are cheaper than those for evening performances.

Ex. 3. Answer the questions and let someone translate your answers.

1. What does the program in most New York cinema theaters usually include?

2. What kind of films are mostly made now and what are the latest developments in film making?

3. What kind of films are produced in Hollywood?

4. Why is the theater in America less popular than the cinema?

5. Where can one see ballet and hear opera and symphonic music in New York?

6. Do you think it is good that the program in American movie theaters is so big? Why?

7. Do you think a continuous showing of the program is convenient? Why?

8. Why do you think the seats in some American movie theaters are not reserved?

9. Do you think it is good that smoking is allowed in most American movie theaters? What makes you think?

10. Why do you think it is convenient that there is a parking ground attached to many big movie theaters?

11. Are most American theaters you have seen really good realistic films or are they of little educational value?

12. Why do you think theatre tickets are so expensive in the USA?

13. Why do you think most producers insist that their films should have a happy end?

14. Why do you think American producers believe that intellectual plays are unprofitable?



Ex. 4. Study the dialogue, use them to describe the play you've seen lately and act as an interpreter.

* * *

«Did you go to the theater last week?»

«We did. We saw «The Price» by Arthur Miller.»

«As far as I know it was the first night, wasn't it?»

«Quite so.»

«It was a great success. The audience was actually carried away by the performances.»

«How did you like the acting?»

«The cast was very good. Especially the leading lady. A very talented actress. But the play is sad.»

«What is sad about the play?»

«Haven't you read it? If I were you I'd read it by all means.»

«I will.»

* * *

«Well, what do you think of the play?»

«I enjoyed it immensely.»

«I liked the leading man. Did you?»

«Very much. He acted with great feeling.»

«There's no denying it.»

«Do you happen to know who played the part of the doctor?»

«No idea. Do you?»

«I wouldn't have asked you if I did.»

* * *

«How did the audience take the play?»

«The play was a success. There were many curtain calls and a lot of flowers.»

«Was the house full?»

«Oh, yes, it was.»

«I've recently read a very interesting review praising the play.»

«Where was it published? I'd like to read it.»

«Let me see... I believe it was in the Morning Star of December 5. Do you think you've got a copy of the paper?»

«Perhaps I have but I'm not sure. Anyway I'd like to be thankful to you if you gave it to me. Just in case.»

* * *

«How did you like the performance?»

«I didn't like it at all. As a matter of fact it was a complete failure. »

«What about the play itself?»

«The play is no good either. The plot is primitive. There are other weak points too.»

«Who is the playwright?»

«Just a moment... I'm afraid I forgot the name. I can look it up if you wish. I've got a program.»

«Is it anyone well-known?»

«Oh, no, not at all.»

* * *

«What about the musical you saw the other day?»

«Oh the whole I liked it. Amusing and instructive at the same time. I'm sure you'd have liked it.»

«Did you like the play?»

«Not very much. The action was slow, some scenes are dull. It's a good thing you didn't go. You'd have been bored.»

* * *

«How did you like the acting?»

«Wonderful. Hard to believe It's an amateur performance.»

«I quite agree.»

* * *

«Have you seen 'On the beach'?»

«No, but I've heard of the film. It's based on Nevil Shute's novel, isn't it?»

«Quite so.»

«Who stars in the film?»

«Gregory Peck, Ava Gardner and other well-known actors.»

«If I remember right the director is Stanley Kramer.»

«Right you are. He is also the producer. You know he's made a number of good films. A very talented man.»

«There's no denying it. He is considered one of the most talented directors in present day America. Did he also write the script?»

«I don't know.»

«Do you happen to know if his new film has been released yet?»

«Not yet. It'll be released in several months.»

«I'm looking forward to seeing it.»

* * *

«How did you like the camerawork?»

«It's excellent. The cameraman is rather young but very talented.»

* * *

«The seats are not reserved, so don't come late.»

«I'll do my best. Keep a seat for me, will you?»

«I'll try to.»

* * *

«Is the seat taken?»

«No, it's vacant»

* * *

«Am I in your way?»

«I'm afraid so. Could you move to the left, please?»

«Certainly.»

«That's quite all right now. Thank you.»

* * *

«Where do we meet?»

«Will it be all right for you if we meet at the entrance to the theater?»

«As you say.»

«Don't forget to take along your opera glasses. We've seats in the balcony.»

* * *

«Where do we have seats?»

«In row B»

«In that case I don't think we'll need opera glasses.»



Ex. 5. Answer the questions.

A. 1. What kind of entertainment do you prefer? Do you like the cinema or do you prefer the theater? Probably you like both? Speaking of the theatre, which do you like better: drama, opera or ballet? What about musical comedies and variety shows? Do you like matinees or do you prefer evening performances? When do evening performances start?

2. Where do you like to have seats? Are seats in the gallery much cheaper than those in the stalls? It's most convenient to reserve tickets well in advance, isn't it? How do you usually reserve tickets? Do you use opera glasses when you go to the theatre?


3. What play did you see last? Is it a new production or was it staged long ago? Probably it was the first night? How did you like the play? Was the cast good? Who played the main part? Whose acting did you like most? How did the audience take the performance? Were there many curtain calls? What do you think was the most exciting scene? Did you like the settings? Do you happen to remember when the play was staged for the first time?

B. 1. Why do you think some people prefer going to the cinema and not to the theater? What kind of films

do you know? How long does a feature film usually last? What is usually shown before a feature film? Are documentaries shown at special cinema theaters? What about cartoons?

2. What film did you see last? Is it a technicolor or a black and white film? What studio was it made by? When was it released? Do you happen to know who is the director? Who is the cameraman? Who wrote the script? Is the film based on a book? What are the main characters? Who plays the main parts? How did you like the acting? What do you think of the camerawork? Did you watch the film with interest or was it boring? What would you say about the plot? What else did you (didn't you) like about the film? Do you think it's worth seeing? Is it still on? Have you read any reviews of the film? Do they praise or criticize it? Did you read the book the film is based on? How does the film compare with the book?

3. Who is your favourite actor (actress)? Who do you think is the most talented film director? Do you happen to know who directed the film...? You've seen the film, haven't you? How did you like it? Who played the main part? Did you like his(her) acting? played with great feeling, doesn't he(she)? Does he (she) star in any other films? Has the film been dubbed in any languages? It was a great success in many countries, wasn't it? Why do you think it was a success? When (where) does the action take place? What do you think is the most exciting scene? Have you read any reviews of the film? What do they say?

 **Ex. 6. Make up dialogues using the situations suggested and act as an interpreter.**

1. You're not sure if the new film is worth seeing, ask your friend about it. He liked (didn't like) the film very much.

2. You've seen some American films lately. What do you think about them.

3. During the interval you met a friend of yours.

You enjoyed the play immensely. But your friend found it dull.

4. Your friend is eager to see a new film which has been on for some time. Make arrangements about your visit to the theater with your friend.

5. You've lately seen a screen version of some popular novel. You think it was a great success. Your friend has the different opinion prove your point of view.



NOTES

the age of black and white silent films has passed. — Оқ-қора тасвири овозсиз фильмлар даври ўтиб кетди;

foreign films are shown with subtitles or redubbed in English — хорижий фильмлар субтитрлар билан ёки инглиз тилига дубляж қилиб кўрсатилади;

a parking ground attached to big cinema theatres — катта кинотеатрлар ёнидаги машина тўхтайдиган жой;

social problems which give food for thought — ўйлашга мажбур этувчи ижтимоий муаммолар;

if one doesn't feel like queuing for tickets at the box office — кассада чипта учун навбат кутишни кимдир ёқтирмаса



WORDS AND PHRASES

newsreel — киножурнал

a travel picture — саёҳат ҳақида фильм

a feature film — бадиий фильм

refreshments — буфет

camera work — оператор иши

plot — асосий сюжет

a play is a hit — пьеса жуда машҳур

variety show — эстрада

conductor — дирижёр

matinee — кундузги спектакль

the first night — премьерера
cast — артистлар гуруҳи
immensely — ниҳоятда кўп
curtain calls — парда очилишини истаб қарсак
чалиш
playwright — драматург

LESSON 7



Ex. 1. Read, translate the text and be ready to discuss it.

Television in our life

Television now plays such an important role in so many people's lives that it is essential for us to try to decide whether it is good or bad.

In the first place TV is not only a **convenient source of entertainment**, but also a comparatively cheap one. For a family of four, for example it's more convenient as well as cheaper to sit comfortably at home than go out. There's no transport to arrange they don't have to find a baby-sitter. They don't have to pay for **expensive seats at the theater**, the cinema, the opera or the ballet. All they have to do is turn a knob and they can see plays, films, operas of every kind, not to mention political discussions and the latest exciting football match. Some people, however, say, that this is just where the danger lies. The television viewer need do nothing. He doesn't even use his legs. He **takes no initiative**. He **makes no choice**. He's completely passive and has everything presented to him. Television, people often say, informs one about the current events, the latest developments in science, and politics and presents an endless series of programs which are both instructive and stimulating. **The most faraway countries** and the strangest customs are brought into one's living room. People can say that the radio does this just as well; but on TV everything is much more living, much more real. Yet here again there's a danger. We get to like watching TV so much

that it begins to dominate our lives. A friend of mine told me then other day that his TV set had broken down and that he and his family had suddenly found out that they had much more time to do things, and that they could really talk to each other again. **It makes one think doesn't it?**

There're many arguments for and against TV. The poor quality of its programs is often criticized. I think we must understand that television in itself is neither good nor bad. Television is as good or as bad as we make it.

⇒ **Ex. 2. Sum up what the text has to say on each of the following points:**

- A) the danger of television
- B) television is a source of information, instruction and entertainment.

⇒ **Ex. 3. Choose an appropriate answer to the following questions. Sum up the dialogue and act as an interpreter.**

A) What role does TV play in the life of Uzbek people?

B)

A) How many channels broadcast TV programs?

?)

A) What programs does the first channel cover?

?) ... ?

A) «The world of animals» and «Cinema travel club»

?)

A) What's your favorite evening program?

?)

A) TV can be excellent source of knowledge. Are there any special programs for school and universities?

?)

A) To sum up what has been said here I should say that there're different TV programs with something of interest for every viewer. describe briefly a TV program you especially enjoy watching and explain why do you like it better than the other?



Ex. 4. Read the text and explain the difference between commercial and national radio, let someone translate your speech into mother tongue.

Radio

Until recently, radio in Britain was a monopoly of the BBC. However in the past few years commercial radio stations have opened in many large cities

The BBC operates 4 national services as well as international broadcasts to all parts of the world. The domestic channels are Radio1, Radio2, Radio3, Radio4. Each of these has a distinctive style and content. Radio1 specializes in pop music and broadcasts mainly during the day. Radio2 is also a music station, but concentrates on so-called «light» music. Radio3 is a cultural station. During the day it broadcasts classical music, usually on records and in the evening it has broadcasts of concerts, plays and talks. Radio4 is basically a spokenword service. There're news programs, serials, current affairs programs.

In addition to these national services, the BBC also operates a number of local stations in different parts of the country. These report local news and stories and also carry programs from the BBC national network.

All BBC stations are non-commercial. In other words they don't carry advertisements and are financed by money paid for TV licenses. If you have only a radio and not a TV you don't need to buy a license. Commercial stations, on the other hand, are financed by advertisement which they broadcast. Commercial stations are now found in many large cities, and most of them broadcast a variety of programs to suit the needs and the tastes of the local audiences.



WORDS AND PHRASES

entertainment — ҳордиқ чиқариш

to find a baby-sitter — болага қараб турадиган киши топмоқ

arguments — баҳслар

operate — хизмат қилади
domestic channel — шу мамлакатнинг канали
spokenword service — ахборот хизмати
national network — миллий тармоқ
advertisements — эълонлар, рекламалар
TV license — телевизион қонун концепцияси
variety of programs — ҳар хил дастурлар
broadcast — олиб кўрсатмоқ
light music — енгил мусиқа
current affairs program — бўлиб ўтаётган хабарлар дастури
television in our life — телевидение бизнинг ҳаёти-мизда
a convenient source of entertainment — ҳордиқ чиқаришнинг қулай имконияти
expensive seats at the theater — театрнинг нархи қиммат чипталари
to take no initiative — ташаббус кўрсатмаслик
to make no choice — танлов қилмаслик
the most far-away countries — жуда узоқ мамлакатлар
It makes one think, doesn't it? — Кишини ўйлашга мажбур қилади, шундай эмасми?

LESSON 8



Ex. 1. Read the text and translate it.

Education in Great Britain

Libraries with full of books have been written on the education system in Britain, but recently it has been changing considerably. This is roughly how it works.

Compulsory education begins at 5, and children attend primary school until they are 11. Normally the primary school is divided into Infants (5-7) and juniors(7-11). During this time each class of children - normally about 30 - is taught by one teacher for a whole year and this teacher takes them for all subjects.

At the age of 11 most children go to a comprehensive school, where they stay until they are 16. Nobody is

allowed to leave school until they are 16. In different places children went to different types of secondary schools but in most parts of the country everybody now goes to a comprehensive.

Some parents, who don't want their children to go to a comprehensive, they send their children to a private school. The most expensive and prestigious private schools are actually called public schools - but they are private.

At the age of 16 people take examinations. Most take General Certificate of Education(G.C.E.). Ordinary Levels - normally called just «O» Levels. People take «O» Levels in as many subjects as they want to; some take just one or two, others take as many as nine or ten.

If you get good «O» Level results, you can stay on at school until you're 18, in the Sixth form. (Notice that in Britain you start in the First form and finish in the Sixth). There you prepare for Advanced Level Exams («A» Levels). Again, you can take as many of these as you want to, but most people take two or three.

Three good «A» Level passes mean you've a **chance of going on to University - though this isn't automatic.** British Universities **operate a closed numbers system** and the number of people who can study is **strictly controlled.** Other types of further education are offered at polytechnics and colleges of higher education. Polytechnics offer the chance to study subjects in a more practical way and many colleges of higher education **specialize in teacher training.**



Ex. 2. Answer the following questions making use of the article and the material studied:

1. What do you know about educational system in Great Britain?
2. What features do you find too «Traditional» or too «Progressive»?
3. What sanctions or punishments are there to enforce discipline?

4. Is there a selection for different kinds of schools?
5. What examinations are taken? When?



Ex. 3. Have a look at the following articles, translate them and sum up the views expressed in them:

We want pupils' charter

«Children at the school are **the most oppressed group** in society». This is what representatives of Britain's secondary school pupils said at their first annual conference this year. «A long working day with compulsory 2 - 3 hours homework per night, school uniforms ridiculous discipline and punishments - if we had a proper union there'd be an immediate strike», they said.

The pupils called for a new charter for children at school - no uniforms, no punishments, no selections - a more relevant curriculum with pupils choosing the subjects, they want - few academic subjects, more politics and society plus practical things like driving a car, running a house, bringing up children...

* * *

Today's school leavers haven't got the skills employers need. This is the main point made in a «black paper» on education published yesterday. The paper claims that all the so-called «modern methods» and new subjects taken in schools nowadays just mean that the three R's - reading, writing and arithmetic - have been neglected; that all the trendy claims that schools are there to develop pupils' personalities and social awareness have just led to a loss of discipline. «We need to get back to the basic subjects and strong, firm discipline, so that the 15 and 16 year olds have the right skills and attitude for working life.»



Ex. 4. Study the list of characters and the opinions expressed by them. Which characters might say these things?

Characters:

1. Mrs. Gwen Harvey is an Inspector of Education

for Wessax. Her ideas can be described as moderately «progressive». She agrees that a command of basic skills is necessary, but thinks that education should do more than this. It is **to do with developing pupil's artistic talents** - for music and art; with developing their awareness of society and the world around them; with preparing them for **leisure and private life** as well as for working life. She **tends to consider** that discipline is too tight and that more responsibility should be given to pupils.

2. George Thompson is a headmaster of a large **comprehensive school** in South London. He took it over 5 years ago when it was known as a «difficult» school. Since then, through strong discipline and organization he has brought it under control and **obtained a high degree of academic success**. He is strongly in favour of a return to the traditional values of education. His critics say his school is fine for the brighter children, but doesn't help the less academic ones.

3. Nicholas Cregg is in his last year at a **grammar school** in Bristol, and is going on a study medicine at University. He has enjoyed and has been successful in his academic education and thinks that no **enormous changes** are needed in the way schools are organized; languages and art subjects interest him and no thinks pupils should be able to specialize very early. He thinks teachers should be respected and should know how to keep discipline.

4. Helen Williams is in her last year at school, too, but is much more critical than Nicholas. She **finds the school day boring**, hates being told what to do all the time, studying a series of subjects which have nothing to do with real life: she considers most of her teachers old fashioned and **resents the lack of freedom**.

5. Alice Green is a teacher in a school widely known as been «progressive». She has introduced a number of experiments in her school, especially one which has abolished «streaming» children according to ability. She feels that school's job is to let children discover what

they want to do and be, and that learning to be independent is more important than subject - «when people know what they want they can always learn it later».

6. Richard Newson has three children at school - the one where Alice Green teaches. He says the children are interested in all projects they do, but he is worried about whether they are being adequately prepared for passing exams and getting good jobs later; he wonders whether the free atmosphere at the school reflects the reality of life outside schools.

Opinions:

1. Kids need education for life - filling in the tax form, driving a car, bringing up children.

2. It's obvious that you can't have clever kids in the same class as dull ones. The clever ones are bored, the dull ones can't follow.

3. The purpose of education is to prepare children for working life. That means good spelling, good arithmetic + the habit of working hard.

4. Schools are there to protect a country's culture. An educated person needs a broad general culture.

5. Examinations should be abolished. There should be no selection or streaming in schools.

 **Ex. 5. Further discussions, act as an interpreter.**

a) What subjects do you think should be studied at schools?

b) Should there be different schools for bright children and less intelligent ones?

c) What kind of discipline is needed?

d) Should homework be compulsory?

e) What qualities make a good teacher?



WORDS AND PHRASES

- to entitle smb. to go to university** — университетга киришига имкон бермоқ
- compulsory education** — мажбурий таълим
- comprehensive school** — ўрта мактаб
- public school** — пуллик шахсий мактаб
- uniforms** — форма, мактаб формаси
- curriculum** — ўқув дастури
- headmaster** — бошлиқ, мактаб мудири
- respect** — ҳурмат қилмоқ
- discover** — билиб олмоқ
- reflect** — таъсир этмоқ
- teacher takes them for all subjects** — ўқитувчи уларни барча фанлар бўйича ўқитади
- a chance of going on to University — though this isn't automatic** — Университетда ўқишни давом эттириш имконияти — аммо бу ўз-ўзидан бўлмайди
- to operate a closed numbers system** — қабул қилинган режа асосида бошқармоқ
- strictly controlled** — қаттиқ назорат қилинган
- to specialize in teacher training** — ўқитувчилик мутахассислиги бўйича таълим олмоқ
- the most oppressed group** — жуда кўп иш билан банд бўлган гуруҳ
- to do with developing pupil's artistic talents** — ўқувчиларнинг бадиий маҳоратларини ошириш билан шуғулланмоқ
- private life** — шахсий ҳаёт
- comprehensive school** — ўрта таълим мактаби
- to obtain a high degree of academic success** — ўқишда юқори даражага эга бўлмоқ
- grammar school** — университетга кириш ҳуқуқига эга бўлган ўрта таълим мактаби
- enormous changes** — катта ўзгаришлар
- to find the school day boring** — мактабда ўқишдан зерикмоқ
- to resent the lack of freedom** — эркинликка эга бўлмаслик

LESSON 9



Ex. 1. Read the text and translate it.

Have good manners

When you are in foreign country, don't forget that your behavior will be taken as typical of that of your native land. Study and respect local customs. Good manners are sure to be appreciated everywhere, so don't fail to be polite. Remember what the English say: life is short but there is always time for courtesy.»

A real gentleman never forgets to rise when a lady comes up to him and speaks to him. He never will remain seated when a lady is standing. The golden rule of every gentleman is «ladies first». Entering or leaving a room a gentleman shouldn't rush before the ladies except when he is showing the way. In this case he should apologize by saying, «Excuse my going first. I'll lead the way.»

To whisper in company is a bad manner. If what you wish to say can't be said aloud, reserve it for a suitable occasion.

No matter where you are, loud laughter and talking are signs of bad manners.

Gentlemen, whatever their rank of age should be introduced to ladies. Young man should be introduced to elderly men. The usual formula to use when you introduce is «How do you do?» if you know the person who is being introduced to you, say «We have met before».

Don't offer to shake hands with a lady. The initiative must always come from her. In England it is not customary to shake hands. Englishmen shake hands when they first meet somebody or when they part for a long time.

It is important that one should be punctual. Coming on time is essential when keeping an appointment whether one is meeting friends for a drink or whether one is having a business talk. If you had an appointment with

an Englishman, he would be surprised if you came fifteen minutes before your time and annoyed if you were five minutes late.

When at work, don't be a «clock - watcher». It's also bad manners to keep looking at the watch when in company as if you were impatient for the time to pass.

To be pleasant company be a good listener. Don't be indifferent or impatient when others are speaking. Interrupting others is a bad habit. If you wish to be popular, avoid talking about yourself and your affairs. Talk to people about what interests them, not about what interests you. To touch upon personal subjects in general conversation is considered to be bad manners. The best topics for light conversation are art, sport, weather, and the hobby of the person you are speaking with.

Talking to others unless they are your intimate friends keep to general subjects and avoid arguing and quarreling.

In parliaments and debating clubs heated argument is welcome. In general every day conversation it is out of place.

When in company, don't open a book or a newspaper and begin reading to yourself. If you are tired of the company leave it, if not honor it with your attention. It is not a crime to be bored in company, but it is bad manners to show that you were bored. Don't be a bore yourself. When you have a story to tell, don't go into details. Be direct, clear and get to the point at once.

Good manners begin at home. Don't neglect your relatives and neighbors. If you treat them with respect and consideration, they are sure to appreciate it and give you the same kind of treatment in return. Avoid borrowing things from your neighbours, but if you can't help it, always return the things borrowed.

When using a public telephone, keep conversation brief and to the point. If you want a really long talk, it is far better to arrange a meeting with your friend.

There are a number of rules that should be observed by smokers. One mustn't smoke in a sick room. Good manners forbid smoking by a woman in the street. No one should carry a lighted cigarette when dancing. Before lighting a cigarette one should ask everybody present for permission. It goes without saying that permission should not be refused unless tobacco is really harmful to somebody.



Ex. 2. Answer the questions and let someone translate your speech.

1. Why is it necessary for a traveler to study the local customs?

2. Why is it important that one should respect the local customs and behave properly when abroad?

3. How should a gentleman behave in the presence of lady?

4. What should one do to be pleasant company?

5. How should one tell a story not to bore everybody present?

6. Do you agree that students of English should study English and American customs as well? Where can one read about English and American customs? Do English and American films help us to know more about the people and their customs? Do you take every chance to see English films?

7. Are you good company? Do you always show an interest in what others may be saying? Do you talk only about your affairs when in company? Are you a good story-teller? Do others listen to you with interest or does everybody get bored when you start telling a story?

8. Do you agree that one should be punctual no matter whether one meet somebody for a business talk or a drink? Are you always punctual? Do you always keep your appointments? What do you feel when the person you have an appointment with keeps you waiting?


9. Are you a clock-watcher? Are you impatient for the time to pass when you are at the lesson?

10. Do all your friends behave properly in public places? Are they always polite and courteous? Do they give up their seats to elderly people and women in the bus and the underground? Do they show respect for their elders? Do you agree that people who have bad manners are very unpleasant to deal with?

11. Do you like to argue? Do you agree that the best way to win an argument is to avoid arguing? Are you patient and tolerant? Do you show appreciation for your opponent's opinion even if it is different from yours? Can you disagree without being impolite and without hurting the other person? Do you always try to force your way of thinking on others or do you agree that everybody has the right to his own opinion? Are you always frank in your judgment about others? Do you have enough courage to tell a person what you think about him straight to his face?

12. Do you appreciate the little things your people do for you? Are you difficult or easy to live with?

13. Do you insist on watching TV when the rest of the family prefer to have quite evening? Do you agree that good manners begin at home? Do you help your mother with the work about the house?

 **Ex. 3. Discuss the following topics.**

Do you agree?

A man with a smile is always welcome.

Etiquette is little thing you do that you don't want to do.

A neighbour is a person who knows more about your affairs than you do.

A bore is a person who talks when you wish him to listen.

A man's on good breeding is the best security against other people's bad manners.



Ex. 4. Read the text and translate into your mother tongue.

The English say «sorry» so often

When you have done something reprehensible that you ought not to have done or you have unintentionally inconvenienced or offended somebody, nothing is more frustrating than not to know what to say in a foreign language.

Just to stand there and make sympathetic gestures is not very satisfactory. So let me try and explain the way we express apology in English.

Of course the commonest and easiest way is to say that you are sorry. You utter «sorry» when you bump into someone in a crowded street or accidentally tread on someone's food in the bus.

English people do this as an automatic reaction - even when the collision with another person in a crowd is the other person's fault. This muttered «sorry» is not really a full - blown apology. It is more of a polite noise.

You can also be sorry to interrupt a conversation, apologize for disturbing the participants: «I'm sorry to disturb you, but you can tell me whether the Reference library is on the second or third floor.»

You can be sorry when you dial the wrong number on the telephone and say «I've dialed the wrong number - sorry I troubled you.»

You can be sorry to have got someone out of bed at a late hour, in order to let you into the house: «I'm sorry I disturbed you but I've lost my key». You can be sorry about something you said in anger when you lost your temper: «I'm sorry I shouted at you».

If you have done something reprehensible, something that know expression of apology can even undo, all you can say is: «I can only say I'm sorry for what I've done».

A touch of sarcasm is sometimes needed if your apologies are brusquely brushed aside by recipient and the remark «Sorry I spoke» usually restores the balance.

But sometimes «Sorry» is just not good enough.

In situations where you don't hear what someone has said simply because you were not. Paying attention, it is better to say: «Forgive me for being stupid, but would you mind repeating that?» rather than the abrupt slang expression: «Come again!».

As an introductory remark when asking a stranger the way the expression «Excuse me» is usually used. «Excuse me but - or - could you tell me where the nearest post-office is?»

When you take away a guest's cup and saucer before his cup is empty, it's polite to say: «I do beg your pardon. I didn't realize you hadn't finished».

The expression «I apologize» is usually used only in formal situation, it is very often used after something has happened when there has been time for reflection, «I must apologize for having kept you waiting earlier this afternoon, but, as you know trains are all running late today.» Finally, the word «regret» is rarely used in conversational English, it is more usually found in business letters and official communications. «We regret to inform you that your application for the post of Sales Manager has been unsuccessful».



Ex. 5. Answer the following questions.

How will you apologize...

- if you think you've hurt someone?
- when interrupting a person?
- if you interfere in somebody's conversation?
- if you think you've been rude?
- if you had to sit or stand with your back to someone?
- if you kept somebody waiting?
- if you have dialed the wrong number?
- if you didn't hear what was said because you were inattentive?

⇒ **Ex. 6. Study the following pattern dialogues, paying special attention to the possible replies to apologies following them.**

«Sorry I've kept you waiting — it's O.K. don't worry»

«Excuse my back — That's all right»

«I'm sorry. I hope I didn't hurt you. — Oh, no. I was just a little startled. It's quite all right. (That's perfectly all right) No harm done»

«I must apologize. I'm afraid I've taken up too much of your time. — Not at all. I'm sure. You are always welcome».

«I'm sorry, it was rude of me — forget it».

⇒ **Ex. 7. Choose an appropriate reply to the apologies.**

1. I'm afraid I've been impolite. I'm sorry.
2. Sorry to interrupt you.
3. Am I intruding? Excuse me.
4. Sorry! I'm afraid I wasn't looking where I was going.
5. Forgive me, please. I meant well.
6. I can't say how sorry I am. I didn't mean to hurt you.
7. Sorry I have dialed the wrong number.
8. Please.

⇒ **Ex. 8. Make up short dialogues on the following situations.**

1. You are in class and suddenly you don't feel well. You have to interrupt the lesson.

2. Your friend was away on vacation. He promised to write to you but was too busy. Now he is back and apologizes for not keeping the promise.

(How was your vacation? - ...)

3. You told your friend you would come over to study with her last night, but you forget. She sees you and asks why you didn't come.

(Hey, where were you last night? - ...)

4. You are at friend's house for dinner. You must leave early to study for a test for the next day.

5. You think you've been rude to your friend. You apologize to her for losing your temper.



WORDS AND PHRASES


























- rush before** — олдинга чопиб ўтмоқ
rank of age — ёшнинг катта-кичиклиги
customary — одат бўйича
shake hands — қўл бериб кўришиш
personal subjects — шахсияти ҳақидаги гаплар
good manners — яхши хулқ-атвор
light a cigarette — сигарета ёқмоқ
harmful — зарарли
arrange a meeting — учрашув ташкил қилмоқ
behaviour — хулқ-атвор
to be polite — мулойим бўлмоқ
never will remain seated when a lady is standing—
аёл киши турганда, ҳеч қачон ўтирган ҳолда
бўлиш керак эмас
ladies first — аёллар биринчи навбатда
excuse my going first. I'll lead the way — Мен
сиздан олдин юрганим учун узр сўрайман, мен
сизга йўл кўрсатмоқчиман.
gentlemen, whatever their rank of age — эркак
киши, қанча ёш бўлишидан қатъий назар
coming on time keeping an appointment — вақтида
учрашувга келмоқ
be a «clock — watcher» — соатга кўп қарайди-
ган бўлмоқ
to be impatient for the time to pass — вақт ўтиши-
га бетоқат бўлмоқ
to touch upon personal subjects — инсон шахсия-
тига тегмоқ
to be bored — зерикмоқ
don't be a bore yourself — ўзингни зериктирма
don't neglect your relatives and neighbors — қарин-
дош-уруғ ва қўни-қўшнингни хафа қилма
to appreciate — баҳоламоқ
in a sick room — касал бор хонада
to be harmful to somebody — бирон-бир одамга
зарар етказмоқ
have unintentionally inconvenienced — бехосдан
ноқулай вазиятга тушмоқ




















bump into someone — бировни туртиб юбормоқ
tread on someone's food — бировнинг оёғини
босиб олмоқ
to interrupt a conversation — суҳбатни бўлмоқ
apologize for disturbing — халақит бергани учун
узр сўрамоқ
dial the wrong number — нотўғри телефон рақа-
мини териш
to say in anger when you lost your temper —
жаҳл устида гапирмоқ
something reprehensible — бирорта гуноҳ иш
an introductory remark — дастлабки айтилади-
ган сўз
take away a guest's cup — меҳмоннинг идишини
олиб қўймоқ

Not e T a k i n g

The following signs are useful for an interpreter to note-take

- ↓ — ҳозирги вақтда, энди, бутун, бизнинг пайтда
- ↳ — келаси замон, истиқбол режа
- ↶ — утган замон, тарих
- ∧ — ҳаракат бошланиши, бошламоқ
- ∨ — ҳаракат охири, тамомламоқ, охирига етказмоқ
- I I — бир неча давр ичида
- — анжуман, йиғилиш, учрашув, семинар, ассамблея, сессия, мажлис, маслаҳат кенгаши
- — дўстлик, ҳамкорлик, келишув, шартнома, ўзаро алоқа
- ? — савол, муаммо, топшириқ, кун тартиби
- — мамлакат, олам
- — мулоқот, мулоқот қилиш, мулоқот қилинадиган, муҳокама
- CL — мустамлакачилик, мустамлакачи, мустамлака
- P — халқ
- — олиб келмоқ, бериб юбормоқ: га, учун юбормоқ, чақирмоқ
- P₂ — халқлар, миллатлар
- — бошлиқ, бошқарувчи
- ² — бошлиқлар
- △ — вакил, элчи
- ’ ’ — гапирмоқ, сўзга чиқмоқ, айтмоқ, хабар бериб, арз қилмоқ, буюрмоқ

-  — буйрук, маъруза
 — фан, олим, илмий-тадқиқот институти, изланиш
 — танглик
 — ... халқаро тангликни бартараф қилиш
 — ядровий бугланиш
 — ядровий бугланишни рад этиш
 — қурол, қурол-аслаҳа, ҳарбий армия
 — ривожланиш ҳаракати
 — ёрдам, тарафдор
 — пул
 — капитал, сармоя
 — сармоялаштирмақ
 — яхшиламоқ, катталаштирмақ, кўтармоқ, оширмақ
 — муваффақият, олдинга силжиш
 — алмашиш, савдо-сотик, мол айирбош-лаш
 — зарба, бостириш, чиқиш, ҳужум, аралаш-шиш
 — қисқартирмоқ, кичрайтириш, ёмонлаш-моқ, қийинчилик, мағлубият
 — тенглик, мавжудлик, тузмоқ, хулоса
 — тамом қилмоқ, яксон қилмоқ, тақиқла-моқ
 — маъқуллаш, розилик, қўллаб-қувватлаш
 — кучли, катта, муҳим, яхши, буюк
 — кучли давлат
 — муҳим муаммо
 — операция
 — кучсиз, кам аҳамиятли, кичик, шубҳа-ли, аҳамиятсиз

	— эркинлик
	— ислохот, тўнтариш, инқилоб
	— кучсиз давлат
	— олмоқ, қабул қилмоқ, жалб қилмоқ
	— ноаниқлик
М	— мажбур, зарур
!	— қарор
	— таклиф, режа
	— саноат, корхона, хўжалик
	— иш, ишчи, меҳнат
	— деҳқон, қишлоқ хўжалиги
	— тиклаш, қайтариш, созлаш
	— уриниш
	— кераклилик, эҳтиёж
О	— имконият
W	— хоҳиш билан, тавсия
	— сайлов, референдум, овоз бермоқ
	— назорат, текширув, инспекция
	— қўзғолон, намоийиш,
	— қурбон, ўлдирилган
	— маҳкама, қароргоҳ
Z	— бўлиниш
†	— дин, черков
/	— қурол-аслаҳа, олов
	— кема
	— мусобақа, танлов

- >< — қарама-қаршилик, қарши хужум
- — мудофаа, қуриқлаш, ҳимоя
- — восита кучи
- — обрӯ, салмоқ
- # — бўйсиниш, ишлатиш
- + — юксалиш, кирим, кўпчилик
- — сарф, йўқотиш, озчилик
- — намойиш, иш ташлаш
- — орқада қолиш, охиригача бажармаслик
- 1/4 — қисм
- — байроқ
- — почта, алоқа
- × — авиация

Умумлаштирилган рамзлар

- — ер шари, дунё
- — делегация, ваколатхона
- — қонун, низом
- — ҳукумат, қўмондонлик
- — нуқтаи назар, фикр
- — қарз, мажбурият
- — интилиш, хоҳиш
- — жаҳон уруши
- — ҳолат, вазият
- — матбуот, радио
- — умумий, ҳажм, тенг
- — қодир эмаслик, ноқобиллик

- — ишонч
- — тайёргарлик
- — касаба уюшмалари
- — хотиржамлик
- — иқтисод, даромад
- — қишлоқ хўжалиги

Т Е Х Т

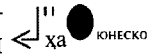
1. НАТО қуrolли кучларини устир-моқда.



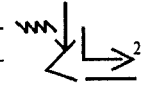
2. Мудофаа вазири радиода гапирди.



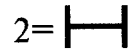
3. Кейинги маърузачи ЮНЕСКО вакилининг нуқтаи-назарига қўшилган ҳолда ўз розилигини билдирди.



4. Охирги пайтлардаги бўлаётган воқеалар ривожини порлоқ келажакдан далолатдир.



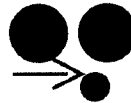
5. Икки кун — бу узоқ муддат эмас



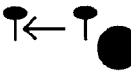
6. Мен умид қиламанки, менинг ҳаракатларим бизнинг дўстона муносабатларимизни яхшилашга кўмак беради.



7. Касаба уюшмалари делегацияси конгрессга ўз алангали саломини етказди.



8. Қўмондон ўз олдига қўшилма-қўмондонларини чақиртирди.



Омон Мўминов, Ақром Қўлдошев, Ўринбой Ҳошимов

English for translators

Инглиз тили дарслиги

Таржимонлик ва инглиз филологияси
факультетлари талабалари учун

«Шарқ» нашриёт-матбаа
акциядорлик компанияси
Бош таҳририяти
Тошкент — 2005

Мухаррир *З.Мирзаҳакимова*
Бадий муҳаррир *Г.Шоабдураҳимова*
Техник муҳаррир *Л. Хижова*
Саҳифаловчи *М. Атхамова*
Мусахҳиҳлар: *Н. Охунжонова,*
С. Шомаҳмудова (инглиз тили бўйича)

Теришга берилди: 10.11.2004. Босишга рухсат этилди: 28.02.2005.
Бичими 84x108¹/₃₂. Офсет босма. Таймс гарнитураси. Шартли босма
тобоғи 20,16. Нашриёт-ҳисоб тобоғи 21,5. Буюртма № 856. Адади
2000 нусха. Баҳоси келишилган нархда.

«Шарқ» нашриёт-матбаа акциядорлик компанияси
босмахонаси, 700083, Тошкент шаҳри, Буюк Турон, 41.