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ЗАРИПОВА Р.А, ЯЦИШИНА О.С, ОБИДОВА Д.О

ENGLISH

ПЕДАГОГИКА ОЛИЙ
ЎҚУВ ЮРТЛАРИ УЧУН



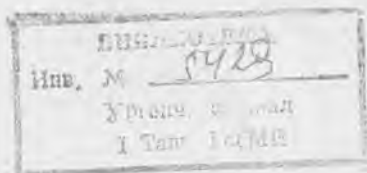
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Р. А. ЗАРИПОВА, Д. О. ОБИДОВА
О. С. ЯЦИШИНА

ENGLISH

Педагогика олий ўқув юртлари учун

Ўзбекистон Халқ таълими вазирлиги педагогика институтлари
гуманитар факультетлари студентлари учун дарслик сифатида тав-
сия этган



Тақризчи: доцент Л. Н. МАСЛЕННИҚОВА

Жамоатчилик асосида махсус муҳаррир:
педагогика фанлари номзоди М. Й. СОЛИЕВА

3—39

Зарипова Р. А. ва бошқ.

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СЎЗ БОШИ

Педагогика олий ўқув юртлари гуманитар факультетларининг 1-II курс талабаларига мўлжалланган мазкур дарслик амалдаги дастур (программа) асосида ёзилган бўлиб, у 140 — 180 соат аудитория машғулотлари материалларини қамраб олади.

Дарслик амалдаги дастур талабларига кўра талабаларда педагогикага оид мослаштирилган бадиий ва илмий адабиётларни ўқиш ҳамда уларнинг оғзаки нутқ малакаларини ривожлантиришни назарда тутди.

Дарслик материални танлашда текстлар матнларининг йўналиши ва уларнинг ахборотлигига алоҳида аҳамият берилди.

Дарслик уч қисм: фонетикага кириш курси, асосий курс ва иловадан иборат.

Фонетикага кириш курси 20 соат аудитория машғулотиغا мўлжалланган 6 дарсни ўз ичига олади. Талабаларнинг ўрта мактабда олган билимлари турли даражадалигини назарда тутиб бу курсни тузатиш курси, деб ҳам қараш мумкин.

Асосий курс ҳам ўз навбатида 2 қисмдан иборатдир. 4—6 соат аудитория машғулотиغا мўлжалланган ҳар бир дарс мавзу жиҳатидан тугал бўлим - Cусle га бирлашган. Ҳар бир дарсда учтадан текст берилиб, улардан биринчиси асосий, қолган иккитаси қўшимча текстлар ҳисобланади. Биринчи ва иккинчи текстлар аудитория ва уйда ўқишга, учинчи текст эса мустақил ўқишга мўлжалланган.

Дарслар текстлари ва диалоглари устида ишланганда турли фонетик, лексик-грамматик ҳамда нутқ машқларини бажаришда талабаларнинг жуфт бўлиб ишлашлари, техника воситалардан фойдаланишлари назарда тутилади.

Асосий курснинг иккинчи қисмида педагогика-психология, дефектология, тарих, мусиқа, тил ва адабиётга оид текстлар берилган бўлиб, улардан аудитория машғулотларида ҳам, синфдан ташқари ўқиш машғулотларида ҳам фойдаланиш мумкин. Мазкур текстлар устида ишлаш лексик-грамматик таҳлил, реферат, қисқача баёнлар ёзиш каби иш усулларини назарда тутди.

Дарсликдаги баъзи материаллар мамлакатимизда ва чет элларда нашр этилган дарсликлар ва илмий-бадиий нашрлардан танлаб олинади.

Муаллифлар

ФОНЕТЕКАГА КИРИШ КУРСИ

ҲАРФ ВА ТОВУШ

1. ФОНЕТИК ТРАНСКРИПЦИЯ

Инглиз алфавитида 26 ҳарф: 6 унли ва 20 ундош мавжуд. 6 унли ҳарф 20 унли товушни, 20 ундош ҳарф эса — 24 ундош товушни ифодалайди.

Товушларни белгилаш учун товушларни ифодаловчи белгилар — **фонетик транскрипциядан** фойдаланилади. Фонетик транскрипция белгилари одатда квадрат қавс ичига ёзилади: [p], [t], [k], [æ], [e], [i:], [ɔ:], [ə] ва шу тартибда.

2. Унли товушлар

Инглиз тилида 12 монофтонг ва дифтонг мавжуд. Монофтонглар: [i], [e], [æ], [ɑ:], [ɔ], [ɔ:], [ʌ], [u], [u:], [ə:], [ə].

Монофтонглар чўзиқ ([i:], [ɑ:], [ɔ:], [u], [ə:]) ва қисқа ([i], [e], [æ], [ɔ], [ʌ], [u], [ə]) монофтонгларга ажралади. Унлилардаги чўзиқлик маъно фарқловчи хусусиятга эгадир. Масалан: feel [fi:l] — ҳис қилмоқ, fill [fi:l] тўлдирмоқ.

Дифтонглар: [ei], [ai], [au], [ɔi], [ou], [Iə], [eə], [uə]

Унли ҳарфларнинг ўқилиши

Унли ҳарфлар урғули бўғинда келиши ёки келмаслиги, қайси бўғин турида ҳамда қайси унли ва ундош ҳарф билан бирикиб келишига кўра турлича ўқилади.

Инглиз тилида урғули бўғинларнинг икки тури: **очиқ** ва **ёпиқ** бўғин фарқланади.

Унли ҳарфлар очиқ бўғинда одатда алфавитдаги сингари ўқилади. Бундай бўғин турлари қуйидагилардир:

а) me, be, he шаклидаги ҳамда ўқилмайдиган **е** ҳарфига тугайдиган сўзлар: mete, mate, take

б) унли ҳарф ўқилмайдиган **е** ҳарфидан бири **1** ҳарфи бўлган икки ундош билан ажралиб турадиган сўзлар: able table

Унли ҳарфлар ёпиқ бўғинда қисқа унли товушларни ифодалайди. Ёпиқ бўғин турига:

а) бир ёки бир неча ундошга тугайдиган бир бўғинли сўзлар: black, sit, must, dress;

б) унли ҳарф кейинги унли ҳарф билан икки ёки бир неча ундошлар билан ажратиладиган урғули бўғин киради: 'since, hungry.

УНЛИ ҲАРФЛАР

А а

Алфавитдаги номи [eɪ]

Ҳарф ёки ҳарф бирикмаси	Ўқилиши	Қонда	Мисоллар
а	eɪ	очиқ бўғинда	name, lake, made
	æ	ёпиқ бўғинда	can, bad, car, black
	ə	урғусиз ҳолатда	about, sofa, ago, and
а + г		урғули ҳолатда	car, part, start
а + п		— » —	dance, France, chance
а + ss		— » —	class, pass, glass
а + ft	ɑ:	— » —	after, craft, shaft
а + st		— » —	past, last, cast
а + th		— » —	path, bath, father
а + sk		— » —	ask, task, basket
а + sp		— » —	grasp, clasp
а + l			half, calm, palm
al +			tall, talk, salk
ундош	ɔ:		want, quality, warm, quarter
ar			pauss, clause, because
			saw, law, lawn, raw
au + gh	ɔ:		ought, fought, brought
ay }		урғусиз бўғинда	Monday, Tuesday
ai }	i		captain, fountain
age	ɪdʒ		village, cottage, postage
ate	ɪt		delicate, ate
ai }	eɪ	урғули бўғинда	rail, main, afraid, sail
ay }			may, play, say, way
air }	eə		air, stair, hair, pair
are }			stare, ware, dare, mare

Машқ. Сўзларни ўқинг, а унли ҳарфининг ўқилишини тушунтиринг.

cab, lake, shape, came, shame, paper,* lad, last, fat, chance, France, bath, path, hall, sad, fast, cab, glance, man, wall, map, cast, salt, false, want, mask, any, absent, arrive, bay, Thames [temz], bask, stall, quantity, arise, grass, logical, ate, class, ask, past, after, shaft, afford, ha, quantity, many, address, consonant, main, fail, pay, pause, tray, pav, car, gay, hawk, mail, clause, sail, play, throw, ray, pair, lair, stair

Е е

Алфавитдаги номи [i:]

Ҳарф ёки ҳарф бирикмаси	Ўқилиши	Қонда	Мисоллар
e	[i:]	очиқ урғули бўғинда	he, me, she, meter
e	[e]	ёпиқ урғули бўғинда қўш гг ҳарфи олдида урғули бўғинда	red, best, next, lend berry, cherry, terror
e + r } ear }	[ə:]		serve, term, person earn, earth, beard
ee } ea }	i:		see, meet, beef, green sea, tea, seat, speak
ei } ea }	e	ёпиқ урғули бўғинда сўз охирида урғусиз ҳолатда	ceiling, receive, deceive head, read, breath, bread
eu } e } e }	i	урғусиз олд қўшимча ness суффиксида	money, hockey, denkey before, decide, because kindness, weakness boxes, chances, bushes, edges, touches, wishes
e	i	товушларидан сўнг -es қўшимчасида товушларидан	hated, started, demanded
ew	u:	г ва l дан сўнг	grew, crew, blew, flew
ew	ju;	бошқа ундошлардан	few, dew, new, review
ei } eu }	ei	сўнг урғули бўғинда	eight, weight, vein they, grey, obey
ea } eer }	iə		great, break, steak deer, beer, pioneer
ere } ear }			here, severe, mere clear, dear, near
ea }			idea, real, theatre
ewer	uə	сўз охирида	fewer, newer, reviewer
ei + gh	ai	урғули бўғинда	either, neither, height

Машқ. Сўзларни ўқинг, e ҳарфининг ўқилишини тушунтиринг.

mete, met, meet, men, mean, her, here, set, seat,cede, them, theme
eve, fern, mere, metre, bet, merry, abhere, cedar, bea, lead, receive
theses, key, pretend, prepare, besides, thickness, dances, foxes, patches,
lend, bend, error, merry, ferry, head, bread, knew, brew.

Алфавитдаги номи [aɪ]

Ҳарф ёки ҳарф бирикмаси	Ўқилиши	Қонда	Мисоллар
i	aɪ	очиқ урғули бўғинда	pipe, mine, final five, time, like tie, lie
i + ^ˈ nd i + ^l d i + ^ˈ gh	aɪ	урғули бўғинда	find, mind, kind child, mild light, sight, bright
i i — rr		ёпиқ урғули бўғинда	film, milk, sit irritate, mirror irrigate
i — ed i — es	ɪ	сўз охирида	carried, married burries, carrier
i	i:	ўзлаштирилган сўзларда	ski, machine, police, benzine, magazine
i + r	ə:	урғули бўғинда	girl, bird, sir, first, third
ie ire } iar } ier }	i:		field, niece piece, chief fire, dire, desire
ia	aɪə	агарда ҳарф бирикмасидан олдин d ундоши келса	diary, briar, liar spier, fiery dialect, dialogue diagram, dial

Машқ Сўзларни ўқинг. *i* ҳарфининг ўқилишини тушунтиринг.

bit — bite — sit — site — pin — pine — dinner — dine
fir — dirt — first — dire — shire — sire — miner,
girl — stir — mirror — irritate — machine — thief,
niece — chief — high — higher — quiet — mirror
scientific — fiery — diary — flight — bright

О о
Алфавитдаги номи [ou]

Харф ёки харф бирикмаси	Ўқилиши	Қоида	Мисоллар
o o + ld o + st ou ow oa	ou	очиқ урғули бўғинда урғули бўғинда	no, note, home, go, told, cold, bold most, post, host though, shoulder low, own, snow soap, oak, boast
o orr o + ft o + ff o + st o + th o + ss		ёпиқ урғули бўғинда	plot, not, stop, hot lorry, tomorrow, sorry often offer, off, stoff lost cloth loss
or ore oor our oar ough oo + k	o:	урғули бўғинда	sport, horse sore, more floor, door your, four roar, coarse ought, thought book, look
ou oo o o }		урғули бўғинда айрим сўзларда	could, bouquet room, foot, good do, who, move, whom done, come, love, glove some, one, brother, mother, wonder, tongue cousin, country, enough, trouble, young work, worm, world word, worth famous, various
ou }	Λ		
or	ə:		
ou + s	ə		
ou ow ou + gh	au	урғули бўғинда	loud, house, found now, how, town sough, bough oil, coil, noise boy, toy, employ poor, moor our, tourist our, flour, hour power, flower
oi oy			
oor oir	uə		
our ower	auə		

Машқ. Сўзларни ўқинг. о ҳарфининг ўқилишини тушунтиринг.

rode, go, spoke, stop, hot, not, pot, port, sport, forty, more, before, shore, other, mother, front, come, some, famous, tremendous, potato, negro, doctor, tractor, boat, road, coat, noise, joy, toy, boy, point, oil, foot, look, sound, about, would, roor, four, your, nought, brought, fought, soon, moon, room, cool, bold, hold, most, told, crowd, know, town, window, shower, power, flower, hour, our.

У u

Алфавитдаги номи [ju:]

Ҳарф ёки ҳарф бирикмаси	Ўқилиши	Қоида	Мисоллар
u	ju:	очиқ урғули бўғинда	tune, tube, use
u	u:	ёпиқ урғули бўғинда	student, pupil
u	ʌ	p, b, f дан сўнг	put, full, bush
u		r, j, l дан сўнг	rule, june, blue
urg		ёпиқ урғули бўғинда	but, sum, must
up		up олд қўшимчасида	hurry, hunter, cut, bus
ur	ə	урғули бўғинда	unknown, untold
ui + g	aɪ		fur, burn, turn
ure	juə	урғули бўғинда	guide, guise
ture	tʃə		pure, secure, cure
sure	ʒə		lecture, picture
			sure, pleasure

Машқ. Сўзларни тўғри талаффуз қилинг.

huge — fume — tube — tub — hug — use — due
 true — student — prude — June — bus — must
 hungry — nurse — purse — turn — luck — rub
 shut — dull — pure — cure — sure — fuel

У у

Алфавитдаги номи [waɪ]

Ҳарф ёки ҳарф бирикмаси	Ўқилиши	Қоида	Мисоллар
у	aɪ	очиқ бўғинда	rhyme, my, fly,
у	ɪ	ёпиқ урғули бўғинда	reply, type, by system, symbol, syllable
уг	ə	урғусиз бўғинда	nyrtle, Byrd
уге	aɪə	урғули ҳолатда	lyre, tyre, gure
у	j	сўз бошида	yo u, year, yard, yellow
у	ɪ	сўз охирида	city, pity, dusty
		урғусиз ҳолатда	happy, lucky

Машқ. Сўзларни ўқинг, у ҳарфининг ўқилишини тушунтиринг.

fly, cycle, why, by, typist, July, system,
 syllable, Egypt, myth, symbol, Byrd,
 tyre, lyre, tyrant, gyre, yell, yes, yoke,
 yellow, young, year, suddenly, only
 yawn, yak, yell, yearn

УНДОШ ТОВУШЛАР

Инглиз тилида бошқа тилларда бўлганидек, ундош товушлар *жарангли* (voiced) ва *жарангсиз* (voiceless) ундошларга ажратилади.

1. Жарангли ундош товушлар (b, d, g, m, n, ŋ, v, z, ʒ, dʒ, r, j, w, l) талаффузида товуш пайчалари титрайди ва бу товушлар сўз охирида жарангсизлашмайди.

2. Жарангсиз ундош товушлар ([p, t, k, θ; s, ʃ, h, tʃ]) сўз бошида, ўртасида нафас қўшилиб талаффуз этилади. Жарангсиз ундошлар талаффузида товуш пайчалари иштирок этмайди.

3. Инглиз ундошлари, айтиб ўтилганидек, ҳеч қачон юмшатиб талаффуз этилмайди. [l] товушининг талаффузи бундан мустасно. Бу товуш унлилар олдида бир оз юмшоқ талаффуз этилади. Масалан: [li:n], [sli:p]

4. Сўз таркибидаги қўш ундошлар бир товушни ифодалайди: mill [mɪl], little [lɪtl]

5. Ундош ҳарфлар ифодаладиган товушлар:

b [b], d [d], f [f], h [h], k [k], l [l], m [m]

n [n], p [p], r [r], t [t], v [v], w [w], z [z]

c	[s]	— e, i, y унлиларидан олдин	— ceiling [ˈsi:liŋ]
	[k]	— a, o, u унлиларидан ва ундошлардан олдин	— cigar [sɪˈgɑ:]
s	[s]	1. сўз бошида унли ва ундошлардан олдин	— cycle [saɪkl]
	[z]	2. сўз ўртасида жарангсиз ундошлардан олдин	— cat [kæt]
		3. сўз охирида жарангсиз ундошдан кейин	— come [kʌm]
g	[dʒ]	1. сўз охирида унли ва жарангли ундошлардан кейин	— cut [kʌt]
	[g]	2. икки унли ўртасида	— declare [dɪˈkleə]
		— e, i, y унлиларидан олдин	— pact [pækt]
		— a, o, u унлиларидан олдин	— some [sʌm]
			— street [stri:t]
			— must [mʌst]
			— steps [steps]
			— pens [pens]
			— sofas [sɒfəz]
			— roses [ˈrəʊzɪz]
			— easy [i:zi]
			— page [peɪdʒ]
			— engineer [ˌendʒɪˈnɪə]
			— gymnast [dʒɪmnæst]
			— game [geɪm]

- ундошларидан олдин — go [gou]
 — сўз охирида — gun [gʌn]
 — унлиларидан олдин — glad [glæd]
 — pig [pig]
 — jacket ['dʒækɪt]
 — question ['kwɛstʃən]
 — liquid ['lɪkwɪd]

j [dʒ]
 qu [kw]

- x [ks] — fox [fɒks], six [sɪks], next [nekst], text [tekst]
 [gz] — урғули унлидан олдин — examine [ɪg'zæmɪn]
 — exhibit [ɪg'zɪbɪt]

6. Ундош ҳарф бирикмаларининг ўқилиши

- ck [k] — clock, pick, pocket, black
 ch } [tʃ] — change, speech, child, chess
 tch } — kitchen, watch, match, catch
 dg [dʒ] — e, i, y дан олдин — bridge, sledge
 ng [ŋ] — long, sing, thing, bring
 nk [ŋk] — think, sink, link, tank
 ph [f] — telephone, physic, phylology
 sc [s] — e, i, y дан олдин scene, science, scythe
 sh [ʃ] — she, wish, shoe, shame
 th — [θ] — сўз боши ва ўрасида — mouth, thick, thin
 [ð] — очик бўғинда — bathe, lathe, father
 ture [tʃə] — future, literature, mixture
 tion [ʃn] — action, fiction, translation
 sion [ʃn] — expression, profession, session
 cial (ce) [ʃl] — social, special, ocean, oceanic

Ундошларнинг ўқилмаслик ҳолатлари. Айрим ундош ҳарфлар маълум бирикмаларда ўқилмайди.

Ўқилмайдиган ҳарф		Мисоллар
b	bt, mb	debt [det] lamb [læm]
gh	igh (t)	high [haɪ] right [raɪt]
h	who дан ташқари барча унлилар олдида айрим сўزلарда х дан кейин	what [wɒt], why [waɪ] honest [ɒnɪst] hour [aʊə]
h		exhibition, exhaust
k	kn	knife, know, knee
l	ld	would, could, should
l	lf	half, calf, behalf
l	lk	walk, folk, talk
s	айрим сўزلарда	isle [aɪl], island [aɪlənd]
t	— ften — stle — sten	often [ɒfn] castle [kɑ:sl] listen [lɪsn]
w	wh о ҳарфидан олдин	who [hu:], whole [həʊl]
w	wr	wrote [raʊt], write [raɪt]
n	nn	autumn [ɔ:təm], solemn [sələm]

Машқ. Қуйидаги сўзларни айрим ундош ҳарфларнинг ўқилмаслик ҳолатларига эътибор бериб ўқинг.

walk — balm — half — night — damn — solemn — what — which — whether — wrong — whereas — whisper — answer — whom — whoop — whip — white — coms — debt — fasten — soften — hasten — handkerchief — knee — knight — ghost — gnaw — tight — rhythm — island

1-ДАРС

Фонетика: Интонация ва урғу.

Грамматика: 1. Гап тузилиши ҳақида тушунча. 2. Ноаниқ ва аниқ артикль. 3. Огларда кўплик. 4. Кишчилик олмошлари (бош ва объект келишигида). 5. Кўрсатиш олмошлари. 6. To be феъли **Present, Past, Future Indefinite Tense** да.

Текстлар: а) Our Auditorium. б) My Family.

Диалоглар: Who is on duty?

ФОНЕТИКА

ИНТОНАЦИЯ ВА УРҒУ

Интонация нутқ жараёнида овознинг кўтарилиши ва пасайишидир. Интонация — мелодика (оҳанг), урғу ва ритмнинг мураккаб бирлигидир.

Интонация инглиз тилида муҳим аҳамиятга эга, чунки у нутқнинг семантик жиҳатига таъсир этади. Сўзлар ўртасидаги грамматик муносабатлар асосан ёрдамчи феъллар, шунингдек предлог ва бошқа формал сўзлар воситасида қатъий сўз таркибига риоя қилиб, урғу ва интонацияни қўллаб амалга оширилади.

Талаффуз этилаётган гап мазмунига кўра интонация дарак, буйруқ, ундов ва сўроқ маъноларини англатиши мумкин.

Интонация қуйидаги белгилар воситасида ифодаланади. Бу белгилар (урғули бўгин — чизиқ [—], урғусиз бўгин — нуқта [.], овознинг тушиш оҳанги пастга йўналган стрелка [↘], овознинг кўтарилиш оҳанги юқорига йўналган стрелка [↗]) икки горизонтал чизиқ орасига ёзилади.

Интонациянинг пасаювчи ва кўтарилувчи оҳанглари нутқда кўпроқ қўлланилади.

Пасаювчи оҳанг:

1. Дарак гапда

I'm very tired

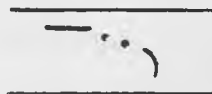
aɪm 'veri 'taɪd



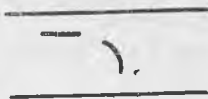
2. Сўроқ гап. Махсус сўроқ гап.

Where do you live?

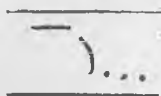
'weə du ju 'li:v



3. Буйруқ гап.
Speak English!
spi:k 'ɪŋɡlɪʃ



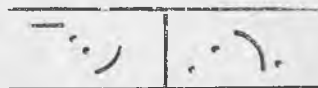
4. Ундов гап.
How clever she is!
'hau 'klevəʃi:z



Кўтарилувчи оҳанг:
1. Умумий сўроқ гап.
Are you tired?
ɑ: ju: taɪəd



2. Альтернатив (танлов) сўроқ гап.
Has she a son or a daughter?
hæs ʃi' ə sɒn ɔr ə dɔ:tə



Урғу

Сўз урғуси сўздаги бир ёки икки бўғинни бошқаларидан фарқлашга хизмат қилади. Инглиз тилида икки бўғинли сўзларда урғу одатда, биринчи бўғинга тушади. Кўп бўғинли сўзларда кўп ҳолларда иккита урғу бўлиб, улардан бири асосий, иккинчиси ёрдамчи (иккинчи даражали) урғу ҳисобланади. Агарда кўп бўғинли сўзларда фақат битта урғу бўлса, бу урғу одатда сўз охиридан учинчи бўғинга тушади.

a 'tie [taɪ], a 'hat [hæt]

examination [ɪgzæmɪ'neɪʃn], classification [,klæsɪfɪ'keɪʃ(ə)n]

Жумла (фраза) урғуси — гапдаги бир урғули сўзни бошқа урғусиз сўзлардан фарқлаб талаффуз этишдир. Инглиз тилида одатда маъно англатувчи сўзлар — феъл, от, сифат, сон, равиш, сўроқ ва кўрсатиш олмошлари урғу олади. Ёрдамчи сўзлар — ёрдамчи феъллар, артикль, предлог, боғловчи, кишилик ва ўзлик олмошлари одатда урғусиз талаффуз этилади.

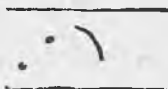
He was 'tired.

He is a 'student.

Маъно урғуси — маъноси жиҳатидан гапирувчи учун муҳим бўлган бир ёки бир неча сўзларни гапда бўрттириб айтилишидир. Маъно урғуси жумла урғусига мос келмаслиги мумкин. Гапда исталган сўз хоҳ у маъно англатадиган, хоҳ маъно англатмайдиган бўлсин, маъно урғусини олиши мумкин.

He 'was tired.

He 'is a student.



ГРАММАТИКА

Артикль. Ноаниқ ва аниқ артикль

Артикль от олдида ишлатиладиган махсус сўз — аниқлагичдир. Артикль кўп ҳолларда ўз мустақил маъносига эга бўлмайди. Ҳозирги инглиз тилида артикльнинг ноаниқ (a, an) ва аниқ (the) формалари мавжуд.

Ноаниқ артикль бирликдаги исталган мавжудот ёки бирор синфга тааллуқли предметни англатувчи от олдидан ишлатилади. Ноаниқ артикльнинг ундош билан бошланадиган от олдидан ишлатиладиган **a**, унли билан бошланадиган от олдидан ишлатиладиган **an** формаси мавжуд.

an apple, an egg, a pen, a book.

Аниқ артикль бирликдаги ёки кўпликдаги маълум предмет ёки мавжудотни англатувчи от олдидан ишлатилади. Бу артикль ундош олдидан [ðə], унли олдидан [ði] деб талаффуз қилинади. Масалан, the book деганда қандайдир бир китоб эмас, балки тингловчига ҳам, сўзловчига ҳам маълум китоб назарда тутилади.

Артикль киши номлари олдидан ишлатилмайди. Агарда аниқ артикль киши номлари олдидан ишлатилса, бу ҳолда киши номи кўпликда бўлиб, бутун оилани англатади: the Bobs — Боблар, яъни Боблар оиласи.

Гап тузилиши ҳақида тушунча

Инглиз тили гапида сўз тартиби қатъийдир. Дарак ва инкор гапларда сўз тартиби тўғри, яъни биринчи ўринда эга, иккинчи ўринда кесим, сўнгра гапнинг иккинчи даражали бўлаклари келади. Пайт ва ўрин ҳоли кўп ҳолларда гап бошида эгадан олдин келади.

Сўроқ гапларда сўз тартиби савол ва кесим турига боғлиқ бўлади. Умумий сўроқ гапда сўз тартиби қуйидагича: ёрдамчи феъл (боғловчи феъл, модал феъл) have (has, had) феъли эгадан олдин қўйилади.

Is this your English book?

May I come in?

Do you speak English?

Have you TV—set?

Сўроқ сўзли махсус сўроқ гапларда сўроқ эгага берилса, сўз тартиби тўғри (Who speaks Uzbek) ва сўроқ кесимга берилса тескари бўлади, яъни сўроқ сўз, ёрдамчи (модал) феъл, эга, маъно англатувчи феъл, гапнинг иккинчи даражали бўлаклари келади.

What does he speak?

When must you go?

Инглиз тилида боғловчи феълнинг бўлиши шарт—ўзбек тилида эса шарт эмас.

It is desert

Бу сахро.

ОТЛАРДА ҚЎПЛИК

Отларнинг кўплик шакли бирликдаги отга **-s (-es)** суффиксини қўшиш воситасида ясалади. **-s** суффикси жарангсиз ундошлардан сўнг [s], жарангли ундош ва унлилардан сўнг [z] деб талаффуз этилади.

boy—boys
a pen—pens
a book—books

2. Кўплик ясовчи **-es** суффикси:

а) **-s, -ss, sh, x, tch, z** га тугайдиган отларга қўшилиб [ɪz] деб ўқилади.

a class—classes
a bush—bushes
a box—boxes
a match—matches
bus—buses

б) **o** га тугайдиган отларга қўшилиб [z] деб ўқилади.

a potato—potatoes
a negro—negroes
a tomato—tomatoes

в) **у** га тугайдиган отларга қўшилади. Бунда у ҳарфи **i** га айланади ва суффикс [ɪz] деб талаффуз қилинади.

a family—families
a city—cities
an army—armies

3. **f** туговчи отларга:

а) **-a** қўшилади ва у [z] деб ўқилади:

a roof—roofs

б) **-es** қўшилади, бунда **f** ҳарфи ўрнида **v** қўлланиб, **es** суффикси [ɪz] деб ўқилади.

a leaf—leaves
a shelf—shelves
a wolf—wolves

4. Айрим отларнинг кўплиги улар ўзагидаги унлини ўзгартиш орқали ясалади.

a man—men a foot—feet
a woman—women a tooth—teeth

Машқлар

1. Қуйидаги гапларни кўпликка айлантириб ёзинг.

The child is in the room. My family is in Andijan. This is a window. That is a man. Where is the boy? The brush is on the shelf. His knife is on the table. Where is the woman? She is also there. The box is on the table.

2. Огириги кўлик қўшимчаси *s(-es)* нинг ўқилишига эътибор бериб гапларни таржима қилинг.

The typists are in the office. The children are in the garden. The farmers are on a farm, The workers are at a factory. The birds are in the air. The buses and cars are in the street. Are these men tall or short? Are those houses high or low? Are the windows wide or narrow? Are those factories large or small.

3. Қуйидаги сўзларни транскрипция қилинг ва ўқинг.

books, maps, flags, birds, pencils, knives, bookshelves, boxes, matches, men, feet, women, feet, mice.

КИШИЛИК ОЛМОШЛАРИ (PERSONAL PRONOUNS)

Инглиз кишилик олмошлари икки келишик: бош ва объект келишигига эга. Бош келишикдаги кишилик олмошлари гапда эга, объект келишигидаги кишилик олмошлари эса воситали ва воситасиз (предлогли ва предлогсиз) тўлдирувчи бўлиб келади.

Who сўроқ олмоши ҳам бош ва объект келишигига эга (*who—hom* бўлиб, гапда кишилик олмошлари билан бир хил вазифани бажаради:

I — мен	we — биз
he (she) — у	you — сиз
it — у	they — улар

Инглиз тилидаги **you** кишилик олмоши иккинчи шахс бирлик ва кўпликда қўлланиб **sen** — **сиз** деган маъноларни англатади. Ҳозирги инглиз тилида 2- шахс бирлик учун алоҳида кишилик олмоши йўқ.

Бош келишик учун **who? what?** сўроқ сўзлари ишлатилади.

Объект келишигидаги кишилик олмошлари воситали ва воситасиз тўлдирувчи вазифасини бажариб, **whom? what?** сўроқларига жавоб бўлади.

Кишилик олмошларининг объект келишигидаги формалари қуйидагилардир.

me	us
you	you
him (her)	them
it	
He knows me	(тўлдирувчи)
I call you	(тўлдирувчи)
I see it	(тўлдирувчи)
He looks after me	(предлогли тўлдирувчи)
He speaks to you	(предлогли тўлдирувчи)

Машқлар

1. Кишилик олмошларига эътибор бериб, гапларни таржима қилинг.

He is a clerk. She is a student. My sister is typist. My brother is miner. They are in the office. Are they in the garden? Are you in the air? Yes, I am. Is she in the street? Take that book and give it to me.

Take it from me and give it to him. They looked at us. I saw her yesterday.

2. Инглиз тилига таржима қилинг.

1. Мен биринчи курс студентиман. 2. У ҳам институтга кирди. 3. У бизни кеча кўрганди. 4. Биз филология факультетида ўқиймиз. Сиз-чи? 5. Мен математика факультетида ўқийман, улар эса чет тиллар факультетида ўқишади. 6. Илтимос, менга ўша конвертни кўрсат. Раҳмат. Энди бунини унга бер. 7. Дафтарларни портфелдан ол ва стол устига қўй.

3. Нуқталар ўрнига тегишли кишилиқ олмошларини қўйиб, гапларни ёзинг.

1. Will ... please give your pen. 2. ... are in the room. 3. Are ... a pupil? 4. ... book is on the shelf. Take ... and give ... to ... 5. Read ... is very interesting.

КўРСАТИШ ОЛМОШЛАРИ (DEMONSTRATIVE PRONOUNS)

This кўрсатиш олмоши сўзловчига яқин турган предметни кўрсатишда қўлланади.

This is a pen. Бу ручка.
This is a desk. Бу парта.

That кўрсатиш олмоши сўзловчидан узоқ турган предметни ифода-лашда ишлатилади.

That is a pencil Ана у қалам.
That is a table Ана у стол.

This кўрсатиш олмошининг кўплиги **these, that** ники **those** дир.
These are pencils Булар қаламлар
Those are pencils Ана улар қаламлар

Машқлар

1. Ўзбек тилига таржима қилинг.

1. This is a table. It is good. 2. That is a note-book. It is thick. 3. This is an apple. It is red. 4. These are textbooks. They are thin.

2. Инглиз тилига таржима қилинг.

Бу стол. Бу парта. Улар стуллар. Бу карта. Бу сизнинг синф, униси бизники. Булар қаламлар, улар ручкалар.

3. Нуқталар ўрнига **this, that, these, those** кўрсатиш олмошларидан мосини қўйинг.

... is a hat. ... is in the box. Is ... hat in the box. ... is a cap and ... is a hat. ... is a bag and ... is a box. ... are maps. Take ... maps. ... are boxes. Open ... boxes.

To be (фeъли гапда мустақил фeъл бўлиб келганда ўзбек тилида **бор, бор бўлмоқ**, боғловчи фeъл бўлиб келганда эса **-дир** деган маънони англатади.

To be фeъли ҳозирги ноаниқ замон (Present Indefinite Tense) да учта шахс шаклига эга.

am — 1 шахс, бирлик

is — 3 шахс, бирлик

are — кўпликда барча шахслар учун.

I am a pupil — мен ўқувчиман

My sister is a student — Опам — студент.

We are in the reading-hall now. Биз ҳозир ўқув залидамиз.

Сўроқ шаклини яшашда тегишли шахс шаклидаги **to be** фeъли эгдан олдин қўйилади.

Are they in the dining-room now? Улар ҳозир ошхонадами?

No, they are not — Йўқ.

Are your parents workers? Ота-онангиз ишчиларми?

Yes, they are. — Ҳа.

Инкор шаклини яшашда **not** инкор юклагаси тегишли шахсдаги **to be** фeълидан кейин қўйилади.

They are not in the dining-room now.

Улар ҳозир ошхонада эмаслар.

My brother is not a student, he is a pupil.

Менинг укам студент эмас, у ўқувчи.

Машқлар

1. Ўзбек тилига таржима қилинг.

Are you a student? Yes, I am. Are you a teacher? No, I am not. I'm not a teacher. What are you? I am a student.

2. Саволларга жавоб беринг.

Who is a teacher? Are you also a teacher? Are Salomat and Iroda engineers? What are they? Are they Uzbek? Are you and Marjam also students? Where are the students of your group?

3. Инглиз тилига таржима қилинг.

Менинг исмим Ҳалима. Мен студентман. Бу менинг дугонам. У соғувчи. Унинг онаси врач. У яхши врачми? Ҳа. Менинг онам ўқитувчи. Сени ота-онанг инженерларми? Йўқ.

4. Нуқталар ўрнига тегишли сўзларни қўйиб гапларни тўлдилинг ва ёзинг.

I ... a student. You ... a teacher. Halima ... a girl. Rustam ... a man. We ... students. What ... you? Who ... he? How ... you? What ... Olga? What ... I? ... I a student? ... he a student? ... she a writer? ... I a teacher?

To be феъл: ноаниқ ўтган замонда **was** (бирликда), **were** (кўпликда) шаклига эга.

Сўроқ гап яшашда **to be** нинг тегишли шахс шакли эгадан олдин қўйилади.

Инкор гап яшашда **to be** феълдан кейин **not** инкор юкламаси қўйилади.

He was here yesterday.

Were you at the cinema yesterday?

No, we were not.

We were not at the cinema yesterday.

Was she in Tashkent last month?

Yes, she was.

ТО БЕ ФЕЪЛИ КЕЛАСИ НОАНИҚ ЗАМОНДА

To be феълнинг келаси ноаниқ замондаги дарак шакли **shall** (1-шахс бирлик ва кўplik учун) ҳамда **will** (2—3-шахс бирлик ва кўplik учун) кўмакчи феъллари ва **to be** феълнинг **to** юкламасисиз инфинитив шаклидан ясалади.

I shall be here tomorrow — Мен бу ерда эртага бўламан.

He will be here in five minutes — У бу ерда беш минутдан кейин бўлади.

Сўроқ шаклини яшашда **shall**, **will** кўмакчи феъллари эгадан олдин қўйилади.

Will you be here tomorrow? Эртага шу ерда бўласизми?

Yes, I shall. Ҳа.

Will he come here soon. У ҳозир шу ерга келадими?

No, he will not — Йўқ.

Инкор шаклини яшашда **not** инкор юкламаси **shall**, **will** кўмакчи феъллардан кейин қўйилади.

He will not be present tomorrow.

У эртага иштирок этмайди.

I shall not be busy tomorrow.

Мен эртага банд бўлмайман.

Машқлар

1. Ўзбек тилига таржима қилинг.

She is not at home now.

I was not at home yesterday.

I shall not be at home tomorrow.

2. Саволларга қисқа жавоб беринг.

Were you a student last year?

Were you in Khiva this week?

Shall we be teachers in two years?

Will they be soon in Moscow?

3. Инглиз тилига таржима қилинг.

Мен учувчи бўламан. У шофёр бўлади. Сиз эртага мактабда бўласизми? Менинг синглим келгуси йили институтга киради. У врач бўлмоқчи. У мактабда яхши ўқийди.

4. Қуйидаги инкор гапларни тасдиқ ва сўроқ гапларга айлантиринг.

He will not be ready to send it.
It will not be easy to do it.
You will not be present tomorrow.
I shall not be lucky to see him.

Лексика-грамматика материали

Our Auditorium тексти учун лугат

any [æni] бирорта, исталган
both [bəʊθ] иккаласи
blue [blu:] кўк
brown [braʊn] жигар ранг
black [blæk] қора
blackboard [blækbo:d] синф доскаси
bookcase [bukkeɪs] китоб шкафи
bookshelf [bukʃelf] китоб тоқчаси
big [big] катта
borrow [ˈbɒrəʊ] олмақ
besides [biˈsaɪdz] . . . дан ташқари
clean [kli:n] тоза
ceiling [ˈsi:lɪŋ] шип
cousin [kʌzn] амма (амаки) вачча
dining-hall [ˈdeɪnɪŋhɔ:l] ошхона
dinner [dɪnə] тушлик
have dinner тушлик қилмоқ
get [get] олмақ, етиб бормоқ
full [fʊl] тўла
foreign [ˈfɔ:ɡɪn] чет эл, хориж
high [haɪ] баланд
house [haʊs] уй, бино
have [hæv] [həv] бор бўлмақ
it [ɪt] у (предмет ва жониворлар учун)
is [ɪz] — (to be феълининг 3- шахс бирлик шакли . . . дир)
institute [ɪnˈstɪtju:t] институт
light [laɪt] ёруғ
low [ləʊ] паст
lecture-hall [ˈlektʃəhɔ:l] лекция зали

library [laɪbrəri] кутубхона
large [lɑ:dʒ] катта
language [læŋɡwɪdʒ] тил
main [meɪn] асосий, бош
my [maɪ] меники
number [nʌmbə] — number of . . . кўп
new [nju:] — янги
now [naʊ] ҳозир
need [ni:d] керак
our [aʊə] бизнинг
room [ru:m] хона
reading-hall [ˈri:dɪŋhɔ:l] ўқиш зали
soon [su:n] тез
student [ˈstju:dənt] студент
that [ðæt] у, ана у
those [ðəʊz] — that нинг кўплиги
this [ðɪs] бу
these [ði:z] — this нинг кўплиги
they [ðei] улар
there [ðeə] у ерда
two [tu:] икки
too [tu] ҳам
teacher [ˈti:tʃə] ўқитувчи
wall [wɔ:l] девор
white [waɪt] оқ
we [wi:] биз
were [wəə] to be нинг ўтган замон кўп-лик шакли
work [wɜ:k] ишламоқ
it takes you . . . сизга керак

TEXT A

OUR AUDITORIUM

This is our auditorium. It is light and clean. The walls are blue, the floor is brown, the door and the windows are white. The ceiling is not low. it is high.

There is a blackboard in the lecture-hall. It is on the wall. It is black.

This building is the library of our Institute. It is very large. In the library there are a number of bookcases and bookshelves full of books. These books are in Uzbek and Russian, those are in foreign languages. You can borrow any book you need from it. Besides that is a large reading-hall. Both the library and the reading-hall are not in the main building. It takes you only two minutes to get there.

Those two new houses (бино) will be the dining-halls. They will be big and light. Soon we shall have our dinner there.

Машқлар

1. Таржима қилинг.

Uzbek, Russian, foreign, famous, graduate from, finish, enter, holiday, holidays, museum, Medical, pedagogical, profession, places of interest, shall be 18 years old, plans for coming holidays, is present, were present, course leader, is ill, was ill, it is a pity.

2. Намуна асосида куйидаги саволларга жавоб беринг.

Are you a student? Yes, I am.
Are you a teacher? No, I am not. I am not a teacher.
What are you? I am a student.

Are you a student? Are you a pupil?

What are you?

Is he a student? Is he an economist?

What is he?

Is she a student? Is she an engineer?

What is she?

Are they students? Are they doctors?

What are they?

3. Инглиз тилига таржима қилинг.

Исмингиз нима? Неча ёшдасиз? Сиз студентмисиз? Сиз нечанчи курс студентсиз? Инглиз тилидан сизга ким дарс беради? Сиз ким бўлмоқчисиз? Эртага институтда бўласизми? Бу сизнинг дугонангизми? У ҳам сизнинг группангизда ўқийдими? Кеча Мамлакат институтга бордимиз? Йўқ, у касал. Афсус.

4. Саволларга жавоб беринг.

Will your cousin be an engineer or a teacher? Will you be an economist? Will she be in the evening-party tomorrow? Will they be at the Institute next week?

My family тексти учун луғат

are going to [ɑ:ɡoʊɪŋ tə] бирор нарса

қилмоқчи бўлмоқ
brother [brʌðə] ака/ука

but [bʌt] аммо

center [sentə] марказ

city [sɪti] шаҳар

capital [kæpɪtəl] пойтахт

country [kʌntri] мамлакат

doctor [dɒktə] врач

engineer [endʒɪˈniə] инженер

economist [iːˈkɒnəˌmɪst] иқтисодчи

excellent [ˈeksələnt] ажойиб, зўр

eighteen [eɪ'ti:n] ўн саккиз
 for [fɔ:] давомийда
 fond of . . . [fɒnd] яхши кўрмоқ
 flat [flæt] квартира
 famous [feɪməs] машҳур
 factory [ˈfæktəri] завод, фабрика
 good [gʊd] яхши
 graduate from . . . [ˈgrædʒueɪt frəm]
 тугатмоқ (ўқув юртини)
 girl-friend [gɜ:lfrɛnd] дугона
 his [hɪz] унинг
 holiday [ˈhɒlɪdeɪ] отпуск
 holidays [ˈhɒlɪdeɪz] таътил
 little [lɪtl] кичик, кичкина
 live [lɪv] яшamoқ
 medical [ˈmedɪkl] медицинага оид
 May [meɪ] май (ой)
 museum [mju:ˈziəm] музей
 neither . . . nor [ˈneɪðə . . . nə:] на
 . . . на
 name [neɪm] исм

opera [ˈɒpərə] опера
 pedagogical [ˌpedəˈgɒdʒɪkəl] педагогик
 profession [prəˈfeɪʃn] касб
 plan [plæn] план, режа
 places of interest [ˈpleɪsɪzəvˈɪntərəst]
 диққатга сазовор жойлар
 seventeen [ˈsevnˈti:n] ўн етти
 she [ʃi:] у
 son [sɒn] ўғил
 sister [sɪstə] опа-сингил
 some [sʌm] бир неча
 summer [sʌmə] ёз
 textile [ˈtekstaɪl] тўқимачилик
 their [ðeə] уларники
 theatre [ˈθiətə] театр
 visit [vɪzɪt] бормоқ
 very [veri] жуда
 wife [waɪf] рафиқа
 week [wi:k] ҳафта
 year [jɜ:] йил

I shall be 18 years old in May — Май ойида 18 га тўламан
 Our plans for coming holidays — Бўлажак таътил учун режаларимиз

ТЕХТ В

MY FAMILY

My name is Saodat. I am Uzbek. I am seventeen. I am a student of the Tashkent Pedagogical Institute. I shall be a teacher of Uzbek.

My brother is an engineer at the textile factory. His wife Nazira is a student too. She will be an economist. They are fond of their professions. They have a little son. His little son's name is Adilbek. They live in Tashkent. Their flat is in the centre of the city. It is very good and big.

My two sisters are doctors. They have graduated from the Institute this year. They were students of the Samarkand Medical Institute. They were excellent students. For some weeks they were in Moscow and Kiev in summer. But I was neither in Kiev nor in Moscow.

In May I shall be eighteen years old. My girl-friend and I are going to the capital of our country. Our plans for the coming holidays are: to visit Moscow museums, places of interest and the famous Bolshoi Opera Theatre.

Машқлар

1. Қуйидаги гапларни инкор гапларга айлантиринг.

He was at the office yesterday. I was at home last night. We were busy yesterday evening. She was at the theatre last night. They were at home that morning. I was easy to get a ticket. The concert was a great success.

2. To be феълини тегишли шаклини қўйиб гапларни ёзинг.

a. (to be) you busy now? b. When (to be) he there? c. (to be) he ever late at his office? d. At what time (to be) she there tomorrow?

e. There (to be) a concert at our club next Sunday. f. (to be) there many people in the library this morning? g. (to be) you at home tomorrow morning? h. (to be) you at the theatre last night? i. (to be) they ever in Samarkand?

ДИАЛОГЛАР (DIALOGUES)

Диалогларни ёдланг. Интонацияни тўғри ифодалашга ҳаракат қилинг.

1. Teacher: 'Who is on duty today?
Student: \ I am.
Teacher: Who is \ absent?
Student: \ Nobody is.
Teacher: \ That's \ good. Sit \ down.
2. Aziza: How \ are you, Nodira?
Nodira: I am quite \ well. And \ you?
Aziza: 'Very well in \ deed.
Nodira: 'Will you be at 'home in the \ evening?
Aziza: No, I shall not be at \ home.
I shall be in the \ library.

Уй вазифаси

1. Ҳарфларни бир қатордан ёзинг.

A a, B b, C c, D d, E e, F f, G g, H h, I i, J j, K k, L l, M m,
N n.

2. Фонетик машқларни ўқинг ва такрорланг.
3. Унли ва ундош ҳарфлар ўқилишини ўзлаштириб олинг.
4. Қуйидаги сўзларни транскрипция қилинг.

name, pen, than, pay, desk, apple, pencil, up, use, open, blackboard,
when, where, what, who, whom, little, nice, big, bad.

5. Қуйида транскрипцияда берилган сўзларни ҳарфлар билан ёзинг.

[ˈɪnstɪtʃu:t], [laɪt], [lou], [lɑ:dʒ], [meɪ], [maɪ], [nju:], [nau], [ɑ:], [ɪz], [æm],
[wɒz], [wə:]

6. A ва B текст луғатларини ёд олинг.
7. A ва B текстларини ифодали ўқишни машқ қилинг.
8. B тексти асосида ўз оилангиз ҳақида 10 — 15 гапдан иборат текст тузинг.
9. Диалогларни ёдланг ва уларни жуфт бўлиб ижро этишга тайёрланинг.

2- ДАРС

Фонетика: Интонация (синтагма, мелодика)

Грамматика: Инфинитив. Сифат. Қўрсатиш олмошлари: It олмоши. To have феъли Present, Past ва Future Indefinite Tense да. Отларда келишик ва род. Предлоглар (ўрин, пайт, йўналиш).

Текстлар: а) My Working Day. б) A Friend of mine.

Диалоглар: What is your full name? I am hungry.

ФОНЕТИКА

1. **Сўз урғуси.** Қўшма сўзларда, одатда урғу бирикиб келаётган сўзларнинг биричинсига тушади:

bookcase ['bukkeɪs] китоб шкафи

classmate ['klɑ:smeɪt] синфдош

2. **Синтагма.** Гапда грамматик ва интонацион шаклланган маъно англатувчи сўзлар бирлашмаси *синтагма* ёки *маъновий группа* дейилади. Қуйидагилар маъновий группа ёки синтагма бўлиши мумкин.

а) содда (дарак, инкор, сўроқ, ундов) гап:

'This is a'red pen

'That isn't nice \hat

б) уюшиб келган эга, яъни эга бирдан ортиқ сўздан таркиб топган бўлса;

My sister and my brother . . .

в) кетма-кет такрорлашда гапнинг уюшиқ бўлаклари: Take your trousers white shirt and his socks;

гап бошида эгадан олдин келган ҳол:

On Sunday our family...

д) уюшиқ аниқловчи объектларда ва бошқа ҳолатларда.

Синтагма гап бошида, ўртасида ва охирида келиши мумкин. Синтагманинг дастлабки икки турида одатда кўтарилувчи оҳанг, учинчисида эса оҳанг гапнинг коммуникатив турига боғлиқ бўлади. Маъноли группалар бир-бирдан кичик паузалар билан ажралади, бу табиий нутқда унчалик сезилмайди.

3. **Мелодика.** Кўтарилувчи оҳанг фикрнинг тугалланмаганлиги, ишончсизлик, иккиланиш ва шу кабиларни ифодалайди. Кўтарилувчи оҳанг **ҳа** ёки **йўқ** қисқа жавобларини талаб қилувчи умумий сўроқ гапларда ишлатилади.

'Is' this a pen?

Пасаяувчи оҳангдаги гапларда бўлганидек, биринчи урғули бўғин энг юқори оҳангда талаффуз этилади. Қолган бўғинлар аста-секин кўтарилувчи даража ҳосил қилиб, сўнгги урғули бўғинда кўтарилувчи оҳанг билан яқинлашади. Агарда охириги урғули бўғин гапдаги охириги бўғин бўлмаса, у паст оҳангда талаффуз этилиб, ундан кейинги урғусиз бўғин (ёки бўғинлар) олдинги урғули бўғиндан юқорироқ оҳангда айтилади. Оҳангнинг кўтарилиши охириги урғусиз бўғинларга тўғри келади.

'Is' this a table?

Кўтарилувчи оҳанг қуйидаги ҳолатларда ишлатилади:

1. Гап боши ва ўртасида келадиган синтагмаларда:

'This is my book and 'that's \yours.

2. Умумий сўроқ охирида:

'Is it clear?

3. Уюшиқ бўлакларда:

My mother, my father and I

4. Альтернатив сўроқнинг биринчи қисмида:

'Is this desk /brown or \black?

5. Илтимос, муурожаатда:

'Will you 'so kind to /help me, please.

6 Қайта сўралганда:

/What did you say?

Пасаювчи оҳанг учрашлардаги саломлашишларда ишлағилади.

На \do. 'How do you \do.

ГРАММАТИКА

This ва that кўрсатиш олмоши аниқловчи вазифасида

This (кўплиги — **these**) ва **that** (кўплиги — **those**) кўрсатиш олмоши кўп ҳолларда оддан олдин аниқловчи бўлиб келади. This ва that кўрсатиш олмошлари қўлланганда од олдида аниқ артикль ишлатилмайди.

This book is very interesting.

Бу китоб жуда қизиқ.

IT КИШИЛИК ОЛМОШИ

It олмоши What is this? саволига жавоб беришда кўрсатиш олмоши сифатида қўлланиб, ўзбек тилига **бу** деб таржима қилинади.

It is dictionary — Бу луғат

It is cap — Бу шапка

It олмоши **у** деб таржима қилинадиган ҳолларда айрим сўз ёки сўзлар группасининг ўрнини босади.

This is a yellow flower — Бу сариқ гул.

It is very beautiful — У жуда чиройли.

This is our library — Бу бизнинг кутубхона.

It is very large — У жуда катта.

ИНФИНИТИВ (INFINITIVE)

Инфинитив феълнинг шахссиз шакли бўлиб, у феълнинг асосий шаклига мос келади. Инфинитив **to** юкламаси билан ишлатилиб, у унлилардан олдин [tu], ундошлардан олдин [tə] деб талаффуз қилинади:

to speak [tə'spi:k] гапирмоқ

to answer [tu'ɑ:nsə] жавоб бермоқ

БУЙРУҚ МАЙЛИ (IMPERATIVE MOOD)

Инглиз тилида буйруқ майли буйруқ ёки илтимосни ифодалайди. Буйруқ майлидаги феъл гап бошида келиб, феълнинг **to** юкламасисиз асосий кўринишида бўлади.

Pass me that book, please.

Илтимос, ана у китобни узатиб юборинг.

Буйруқ майлининг инкор шакли **do** кўмакчи феъли ва **not** юкламаси воситасида ясалади. Оғзаки нутқда **do not** қисқа **don't** [daunt] деб талаффуз этилади.

Don't speak — Гаплашманг.

Don't take the pen! — Ручкани олманг.

СИФАТ (ADJECTIVE)

Инглиз тилида сифат келишик, сон, род категориясига эга эмас, у от билан мослашмайди.

a red pencil қизил қалам

red pencils қизил қаламлар

Сифат гапда икки асосий вазифани бажаради. У аниқловчи ва кесимнинг от қисми (отлашган сифат) бўлиб келади.

The red pencil is on the table (аниқловчи)

The pencil is red (кесимнинг от қисми)

Аниқловчи вазифасида сифат ўзи аниқлаб келаётган отдан олдин артикль ва от ўртасида келади. Кесимнинг от қисми вазифасини бажарганда сифат боғловчи феълдан кейин келади.

TO HAVE ФЕЪЛИ PRESENT, PAST, FUTURE INDEFINITE TENSE ДА

To have феъли ўзбек тилида бор, эга бўлмоқ деган маъноларни англатади. **To have** феъли Present Indefinite да **has** (3-шахс, бирлик учун) ва **have** (қолган барча шахслар учун бирлик ва кўпликда) шаклига эга.

At the Institute I have many friends.

He has some interesting English books.

Сўроқ шаклини ясашда **to have** феълнинг тегишли шакли эгадан олдин қўйилади.

Have you friends at the Institute?

Has he any friend at the Institute?

Инкор шаклини ясашда гапдаги тегишли **to have** феълдан кейин **no** инкор олмоши келтирилади.

I have no friends here.

He has no interesting books.

Агарда тўлдирувчи отдан олдин саноқ сон ёки **much, many, any** олмошлари бор бўлса, инкор гапда **to have** феълдан кейин инкор юкламаси ишлатилиши мумкин.

He has not many books in his box.

We have not Russian-English dictionaries.

To have феъли Past Indefinite Tense да барча шахслар учун битта кўринишга эга бўлади — **had**.

I had some white paper two days ago.

She had red pencils last lesson.

Сўроқ гапта had эгадан олдин қўйилади.

Had I any white paper two days ago?

Had you any answer to the question?

Инкор гапта **to had** феълидан сўнг **no (not)** инкори келтирилади.

I had no time yesterday.

He had no new dress.

To have феъли билан келаси замонни ифодалаш учун **shall** (1 шахс бирлик ва кўпликда) ва **will** (2 — 3-^ашахс бирлик ва кўпликда) кўмакчи феъллардан фойдаланилади.

Сўроқ гап тузишда **shall (will)** кўмакчи¹ феъли эгадан олдин, инкор гап тузишда **no (not)** инкорлари **have** феълидан кейин қўйилади.

We shall have some Uzbek lessons next week.

Shall we have any Uzbek lessons next week?

We shall have no any Uzbek lessons next week.

Инглиз тилида **to have** феъли билан бирга худди шу маънони англлатувчи (**to**) **have got** ҳам ишлатилади. Бу оборот предметни ифодаловчи сўз тўлдирувчи бўлиб келганда ишлатилади ва у одатда шахсни ифодаловчи сўзлар билан ишлатилмайди.

Менда дафтар бор { I have a notebook
 { I have got a notebook

Менинг укам бор. I have a brother

Тўлдирувчидан олдин эгалик олмоши, кўрсатиш олмоши, сон келган ҳолларда **to have got** обороти албатта ишлатилади.

а) эгалик олмоши

Have you got my pen?

I have not got your pen.

б) кўрсатиш олмоши

I have not got this pen.

в) сон

I haven't got any pen.

Машқлар

1. Ўзбек тилига таржима қилинг.

1. He has a book, but I have no book. 2. Have you a red pencil? Yes, I have. 3. They have a TV-set in their room. 4. She has three sons and two daughters. 5. My parents' house is small, it is not large. 6. It has many windows and doors. How many windows and doors has your parents house? 7. It has two doors and five windows. 8. We have not many children. We have only son and one daughter.

2. Инглиз тилига таржима қилинг.

1. Телевизорингиз борми? Ҳа. Телефонингиз борми? — Ҳа. 2. Уларда радио борми? 3. Унинг дафтарлари йўқ. 4. Бизда бўр йўқ. 5. Менда қизил қалам йўқ. 6. Кеча Баҳромда қизик китоб бор эди. 7. Менда тўртта инглизча журнал бор эди.

ОТЛАРДА КЕЛИШИК ВА РОД (CASE AND GENDER OF NOUNS)

Инглиз тилида от иккита келишик: **умумий** (Common Case) ва **эгаллик** (Possessive or Genitive Case) келишикларига эга. Умумий келишикдаги от ҳеч қандай қўшимча олмайди.

The table is in the room. It is a map.

Эгалик келишигидаги от бирликда 's (апострофли s) қўшимчасини олади: girl's, boy's, mother's. Кўпликдаги отнинг эгалик келишиги ҳам s' қўшимчасини қўшиш орқали ясалади: women's, children's. Агарда кўпликдаги от s билан тугаса, унинг эгалик келишиги фақат апостроф (') қўйиш билан ясалади.

the students' books
the brothers' teacher

Инглиз тилида қаратқич келишиги **of** предлоғи ёрдамида ифодаланади.

This is a book of my friend. Бу дўстимнинг китоби.

Кўпчилик инглиз отлари грамматик родга эга эмас. Жинсни фарқлаш лозим бўлган ҳолларда **girl, boy, man, woman, she, he** сўзларидан фойдаланилади.

girl-friend — дугона, boy-friend — дўст, ўртоқ
man-worker — эркак ишчи, woman-worker аёл ишчи
he-wolf — эркак бўри, she-wolf — урғочи бури

Машқлар

1. Ўзбек тилига таржима қилинг.

1. My friend's family is large. What is your friend's name. 2. Are Salamat's mother and father doctors? Yes, they are. What is Salamat's surname? 3. That is Alisher's aunt. 4. This man is my brother's friend. 5. My mother's bag is black. 6. It is my father's hat. 7. My sister's bicycle is new. 8. This is Allabergenov's text-book.

2. Қуйидаги сўзлар иштирокида гаплар тузинг.

a glass of tea, a cup of coffee, a piece of bread, a piece of cheese, a lot of butter; the streets of Tashkent, the map of Tashkent, the parks, of Tashkent, the nights of Uzbekistan.

ПРЕДЛОГЛАР (PREPOSITIONS)

Предлоглар инглиз тилида предметлар ўртасидаги алоқани ифодалайди. Қуйида ўрин, вақт, йўналишни ифодаловчи предлогларни келтирамыз.

in — = да

He lives in Moscow. У Москвада яшайди.

The book is in the bag. Китоб портфелда.

on — = да, устида

My book is on the table.

Китобим столда (столнинг устида).

The academic year begins on the 1st of September.

Ўқув йили 1 сентябрда бошланади.

On Sunday I will be at home . . .

Якшанбада мен уйда бўламан.

over — да, устида, тепасида

A lamp is over the bookshelf.

Лампа китоб токчаси тепасида.

under — тагида, остида.

A pencil is under the chair

Қалам стул тагида

in front of — олдида

There is a garden in front of our house.

Уйимиз олдида боғ бор.

by — ёнида, яқинида.

I sit by the window.

Мен дераза ёнида ўтираман.

at — ёнида, олдида, -да

There is a chair at the door.

Эшик олдида стул бор.

He was at the meeting.

У мажлисда эди.

We were at the cinema yesterday.

Биз кеча кинода эдик.

to — га

We shall go to the theatre.

Биз театрга борамиз.

from — дан

Take your notebook from your bag.

Дафтарингни портфелингдан ол.

I am coming from my friend.

Мен ўртоғимникидан келяпман.

Нуқталар ўрнига тегишли предлогларни қўйиб гапларни ўқинг.

1. My pencil is . . . the bag. 2. The bag is . . . the table. 3. Is she . . . the gas-stove (газ плитаси). No, she isn't. She is . . . the window.
4. Take the plates . . . the shelf and put them . . . the table.

Лексика-грамматика материали

ЛУҒАТ

air [eə] шамоллатмоқ

always {ɔ:lweɪz} доимо

active [æktɪv] фаол

before (saying a word) — олдин (сўз айтишдан олдин)

begin [bɪ'gɪn] бошламоқ

butter [bʌtə] ёр

because [bɪ'kɔz] чунки

comfortable ['kʌmfətəbl] қулай, шинам

comb [kəʊm] тарамоқ

caviare ['kævɪɔ:] икра (балиқники)
ивилдириқ

coat [kəʊt] пальто, уст кийим

classes [klɑ:sɪz] дарслар, машғулот

dress [dres] кийинмоқ

day [deɪ] кун

different [dɪfərənt] бошқа, ҳар хил

early ['ɜ:li] вақтли, эртага

extract [ekstækt] парча
exercise ['eksesaɪz] машқ
foot (by foot) [fʊt] пиёда
get [get] етмоқ, етиб бормоқ
get up [getʌp] турмоқ (ўрнидан)
go (go out for a walk) [wɔ:k] пиёда сайр қилмоқ
go to bed [gəʊtəbed] ухлагани ётмоқ
hair [heə] соч
hat [hæt] шляпа, шапка
hour [aʊə] соат (вақт ҳақида)
home (at home) [həʊm] уй (уйда)
heart (by heart) [hɑ:t] ёлдан
immediately [ɪ'mi:djətli] дарҳол
interesting ['ɪntrɪstɪŋ] қизиқарли
lecture [lektʃə] лекция
lesson (do lessons) — дарс (дарс қилмоқ)
listen [lɪsn] тингламоқ
learn [lɜ:n] ўқилмоқ
memorize ['meməraɪz] эслаб қолмоқ
make bed [meɪkbed] ўринни йиғиштирмоқ
nurse [nɜ:s] энага
over ['əʊvə] our classes over — туга

моқ, машғулотлар . . . тугайди
pleasant [pleznt] ёқимли
put on [pʊtɒn] киймоқ
painted [peɪntɪd] бўялган, чиройли
rule (as a rule) [ru:l] қоида (одатда)
sandwich ['sændwɪdʒ] бутерброд
sausage ['sɔ:sɪdʒ] сосиски, колбаса
social [səʊʃəl] ижтимоий
study [stʌdi] машғулот
short [ʃɔ:t] қисқа
sometimes ['sʌmtaɪmz] баъзан
tell [tel] гапириб бермоқ
tooth (teeth) [tu:θ] [ti:θ] тиш
together [tə'geðə] бирга
take (it takes me 15 minutes) — менга 15 минут керак бўлади
take part [teɪkɜ:t] қатнашмоқ
that's why [ðætswaɪ] шунинг учун
talk [tɔ:k] суҳбат
toy [tɔɪ] ўйинчоқ
try [traɪ] ҳаракат қилмоқ
want [wɒnt] истамоқ, хоҳламоқ
wash [wɒʃ] ювинмоқ
weather ['weðə] об-ҳаво
watch [wɒtʃ] кўрмоқ/телевизор

MY WORKING DAY

My working day begins early. I usually get up at seven o'clock in the morning. I air my room, do my morning exercises and make my bed. Then I clean my teeth, wash, dress and comb my hair at half past seven I am ready to have breakfast.

Then I put on my hat and a coat and go to the Institute. I usually go to the Institute by foot. It takes me 15 minutes to get there because we live not far from the Institute.

Our classes begin at half past eight and over at two o'clock. As a rule we have one or two lectures and two or four hours of English a day. I always have many things to do out of lessons because I take an active part in social work. That's why I don't go home immediately after classes.

I usually come home at three or four. As a rule we have dinner at home. Dinner is a very pleasant hour because we are all at home and my parents, sisters and a brother have an interesting talk about different things and about my and sisters' studies at the Institute and school. My brother is 6 and he stays at home with his nurse. He has many toys and interesting painted books and he tries to read them.

After dinner we have a short rest. Then I and my sisters do our lessons. We have much work to do: text to read, exercises to write, extracts to learn by heart, rules to memorize and others. I go to bed at eleven or twelve o'clock.

Машқлар

1. Саволларга жавоб беринг.

1. Does your working day begin early?
2. When do you get up on week-day?
3. Do you do your morning-exercises regularly?
4. What do you generally have for breakfast?
5. Who cleans the table after breakfast?
6. When do you have your dinner?
7. How many lectures have you at the Institute?
8. When do you come home?
9. How do you spend evening?
10. When do you go to bed?

2. Ўқинг ва таржима қилинг.

1. We have a television set in our classroom. 2. Have you a telephone in your room? Yes, I have. 3. Have they a radio-set in their room? Oh, no, they haven't. 4. Has he any foreign books in his library? Yes, he has some. 5. Has she a watch? Yes, she has a very nice watch. 6. Has anybody a blue pencil? Yes, I have. 7. I have no brother. I have a sister. My sister has not a family. 8. My sister and I have no English books. 9. We have no time to go there. 10. Have you any time to do home-task? Yes, we have.

3. Предлогларга эътибор бериб гапларни ўзбек тилига таржима қилинг.

1. I live **in** Tashkent. 2. The book is **on** the table. 3. The handkerchief is **in** the pocket. 4. We shall go **to** Bukhara next summer. Take your hands **out of** your pocket. 6. An old tree grew **in** front of the house. 7. I shall come to see you **on** Sunday. 8. She gets up at 7 o'clock. 9. I shall speak to you **after** the lessons. 1. I saw her at the lessons. 10. I saw her at the concert. 11. She stood **by** the window. 12. He works **at** a plant. 13. I shall come **in** two days.

4. Нуқталар ўрнига тегишли предлогларни қўйинг.

1. My book is . . . the bag. 2. The bag is . . . the table. 3. Is the teacher . . . the blackboard? No, she is not. She is . . . the window. 4. Take the book . . . Nasiba and give . . . me. 5. Put the book . . . bag . . .

5. Ўзбек тилига таржима қилинг.

1. Қоғоз қаерда? Столда. 2. Ўқувчилар қаерда? Синфда. 3. Ўзбекистон картаси қаерда? Деворда. 4. Мэнинг дафгарим қани? Қитоб тоқчасида. 5. Мушук қаерда? Диваннинг тагида.

ЛУФАТ

architect [ˈɑ:kitekt] архи тектор, меъмор
among [əˈmɒŋ] орасида
correspondence [ˈkɔrɪsˈpɒndəns] сиртқи
capable [ˈkeɪrəbl̩] қобилиятли
daughter [ˈdɔ:tə] қиз
dining-room [daɪnɪŋru:m] ошхона (ов-қатланадиган хона)

father-in-law [fɑ:ðəɪnlɔ:] қайната
gather [ˈgæðə] тўпланмоқ, йиғилмоқ
hospitable [ˈhɒspɪtəbl̩] меҳмондўст
holiday [ˈhɒlədeɪ] отпуск, дам олиш
кун, байрам
just [dʒʌst] худди, айнан
last [lɑ:st] охири, сўнги

lot (a lot of) [lɒt] кўп
 like [laɪk] . . . га ўхшаш
 marry (is married) [ɪz'pæɪrɪd] уйлан-
 ган, турмушга чиққан
 mother-in-law [mʌðə'ɪnlɔ:] қайнана
 one (one of them) — бир (улардан би-
 ри)
 own [aʊn] ўзиники, шахсий
 often ['ɒfən] кўпинча
 parents ['pæərənts] ота-оналар
 people [pi:pl] одамлар
 photo [fəʊtəʊ] сурат

relative ['relətɪv] қариндош
 rest (had a nice rest) — дам олмоқ (як-
 ши дам олмоқ)
 sister-in-law [sɪstə'ɪnlɔ:] қайинсингил
 supper (have supper) ['sʌpə] — кечки
 овқат (кечки овқатни емоқ)
 see [si:] кўрмоқ
 TV programme [ti:vi:prougræm] теле-
 видение программаси
 visit (were on a short visit) — бормоқ
 whole (on the whole) — умуман

A FRIEND OF MINE

I have a lot of friends. Nigora is one of them. She is a nice young woman. She is a correspondence student just like me. Nigora is a very capable student. She is married. Murad, Nigora's husband, is an architect. He has a lot of work to do in his office. They have a son. Their son's name is Zafar.

Nigora's father-in-law and mother-in-law live in Bucka. They have their own house there. Nigora's sister-in-law Manzura is married too. She works as an English teacher. They have two daughters.

Last summer Murad, Nigora and Zafar were on a short visit in Bucka. They told that they have had a good time there.

At 7 o'clock a.m. the whole family gathered in the diningroom to have supper and to watch the TV programme. Murad's parents are very hospitable people and their relatives and friends often came to see them. They have a lot of photos of that holiday.

On the whole they had a nice rest among their relatives.

Машқлар

1. Тексни ўқинг ва таржима қилинг.
2. Бир-бирингизга текст юзасидан саволлар беринг ва жавоб қайтаринг.
3. Тексни ўз сўзларингиз билан гапириб беринг.
4. Дарс сўзларидан фойдаланиб, ўз онлангиз ҳақида гапириб беринг.

DIALOGUE

- What is your full name?
- My name is Zaripbay Klichev.
- Klichev is your surname, isn't it?
- Yes, it is.
- Have you got any brothers and sisters?
- Yes, I have. I have two sisters and a brother?
- And have you parents, Zaripbay?
- Yes, I have, They are not old. They are fifteen.
- Well, what about grandparents?
- I have a grandmother and a grandfather.
- They are seventy five.
- That's good.

Уй вазифаси

1. Дарсда киритилган ҳарф ва ҳарф бирикмаларининг ўқилиш қоидаларини ўзлаштириб олинг.

2. Фонетик машқларни ўқинг, такррланг ва ўзлаштириб олинг.

3. Қуйидаги сўзларни транскрипция қилинг ва талаффуз қилинг.

before, clean, comb, foot, caviare, coat, butter, active, air, always, listen, lecture, nurse, over, out of, painted, role, pleasant, memorize, short, weather, wash, talk, try.

4. Нуқталар ўрнига тегишли предлогларни қўйинг.

1. My book is ... the bag. 2. Allabergenov's two sons are ... school. 3. The bag is ... the table. 4. Is your mother ... home now? 5. Is the teacher ... the blackboard? 6. Are your guests sitting ... the table now? No, they are not. They are watching ... the TV programme. 7. Take the book ... him and give it ... Farkhad. 8. Put the book ... the bag. 9. Is your brother fond ... mathematics? 10. We are going to see our children ... the pioneer camp ... Sunday.

5. Саволларга жавоб беринг.

Have you a brother or a sister? Have your brother his own family? Is your sister married? Is your sister's family large or small? How many children has your sister? Have your brother any children? What are their names? Are they schoolchildren or students? Where do they study? Does your mother work? Is your mother a housekeeper? Is your father a worker or pensioner? Where does he work?

6. Инглиз тилига таржима қилинг.

Акамнинг оиласи катта. Уни хотини ва учта боласи бор. Унинг исми Бахтиёр. Хотинининг исми Гўзал. У ўқитувчи бўлиб ишлайди. Уларнинг катта қизи 17 да. У биринчи курс студенти. Уларнинг ўғли Зафар 14, Зуфар эса 10 ёшда. Улар уйлари яқинидаги мактабда ўқишади. Акам оиласи билан Андижонда 4 хоналик кваттирада яшайди.

3- ДАРС

Фонетика: Интонация

Грамматика: There is/are конструкцияси.

Эгалик олмошлари. Сон (саноқ ва тартиб сон)

Сўроқ олмошлари. Махсус сўроқ.

Текстлар: а) My Father's Study; б) A Year

Диалоглар. Sitting-room, Months

ФОНЕТИКА

Мелодика. Махсус сўроқ гаплар пасаяувчи оҳангда талаффуз этилади.

— Who's she?

'What's your \name?

'How \old is she?

Хайрлашувда одатда кўтарилувчи оҳанг ишлатилади. Хайрлашувда пасаювчи оҳангни ишлатиш суҳбатдошга ҳурматсизлик ҳисобланади.

Good \bye Bye \bye

Машиқлар

1. Қуйидаги сўзларни инглиз тилида кўшиб ўқиш қондасига роя қилиб ўқинг.

ət ðə \lesn at the lesson

ətðə \lektʃə at the lecture

ðɪs bæɡ this bag

naɪs deɪ nice day

2. Қуйидаги бирикмаларни ўқинг. Кетма-кет, сўзлар тўқнашувда келган иккита жарангли тиш оралиғи товуши орасига ҳеч қандай товуш аралаштирмай бир товушдек, аммо бир оз чўзиқроқ талаффуз этилишини унутманг.

wɪð ðɪs wɪθ ðɪs with this

bri:ð ðæt breɪðæt breathe that

kləʊð ðəm kloʊðəm clothe them

ГРАММАТИКА

There is/are конструкцияси ўзбек тилига таржима қилинганда *бор, мавжуд* каби маъноларни англатади. Айрим ҳолларда у таржима этилмай тушириб қолдирилиши ҳам мумкин.

There is a book on the table.

Стол устида китоб бор.

There are some people there.

У ерда одамлар бор.

Агар гапда бир неча предметларнинг борлиги санаб ўтиладиган бўлса, унда феъл-кесим ўзидан кейин келаётган биринчи от билан сонда мувофиқлашади.

There is a book, two pens and some pencils on the table.

There are ten students and a teacher in the auditorium.

Сўзлашув нутқида оборотнинг қисқартирилган формасидан фойдаланилади.

There's a picture on the wall.

There're books on the table.

Инглиз тилида *Where is the table?* (стол қаерда?) саволига *The table is in the room* (стол хонада) деб; *What is there in the room?* (хонада нима бор?) саволига *There is a table in the room* (хонада стол бор) деб жавоб берилади.

There is (are) конструкцияли инкор гапларда бу конструкциядан сўнг **not** инкори ёки **no** олмоши келтирилади.

There are not books on the table.

There are no books on the table.

Столда китоблар йўқ.

Сўроқ гапда **to be** феъли **there** дан олдин қўйилади.

Is there a note-book on the table?

Yes, there is.

No, there isn't.

Ўтган замонда **there is/are** конструкцияси **there was/were** шаклини эгаллайди.

There was anybody in the classroom.

Синфда кимдир бор эди.

There were some students there.

У ерда бир неча студентлар бор эди.

Машқлар

1. Ўқинг ва таржима қилинг.

This is our classroom. It is light and clean. The ceiling is white, the walls are blue, the door and the floor are brown. They are brown. There is a blackboard in the room. It is on the wall. It is good. 'Is there a picture on the wall?' 'No, there is no picture on the wall. There is a man, there. 'How many chairs and tables are there in the room?' There are ten tables and twenty chairs, there.

2. Сўроқ ва инкор гапларга айлантинг.

There is a picture on the wall.

The picture is on the wall.

There was some chalk on the desk some minutes ago.

There were many children in the garden in the morning.

3. Инглиз тилига таржима қилинг.

Сени соатинг китоб тоқчасида. Бурчакдаги стол устида қути бор. Залда ўқувчилар йўқ, студентлар бор. Стаканда сут йўқ. Кўчамизда иккита магазин бор. Магазинда гугурт борми? Сизнинг уйингизда нечта хона бор?

ЭГАЛИК ОЛМОШЛАРИ

Инглиз тилида ҳар бир кишилик олмошига мувофиқ келувчи эгалик олмоши бўлиб, у тааллуқлик, эгалик маъноларини [англатади ва whose? сўроғига жавоб беради.

Эгалик олмошлари боғлиқ ва абсолют формаларга эгадир. Эгалик олмошларининг абсолют формалари: **my, his, her, its, our, your, them;** боғлиқ формалари: **mine, his, hers, its, curs, yours, theirs.**

Эгалик олмошлари гапда отни аниқлаб, доимо ундан олдин келади. Эгалик олмошли от олдида артикль ишлатилмайди.

Our lesson is over.

Read your sentence, please.

Агарда отнинг бошқа аниқловчилари бўлса, эгалик олмоши улардан олдин қўйилади.

Give me your red pencil, please.

Машқлар

1. Қуйидаги гапларни ўқинг ва уларни эгалик олмошнинг формасига эътибор бериб, ўзбек тилига таржима қилинг.

This is your glass and that is mine. These are his pens and those are hers. This is my coat and those are theirs. These are your maps and those are ours. This is her shelf and that is his. These are my hats and that is yours. This is our book and those are mine. This is my watch and that is yours.

2. Инглиз тилига таржима қилинг.

Бу сизнинг соатингизми? Йўқ, бу менинг соатим эмас. Бу унинг соати. Менинг соатим йўқ. Бу китобларни мен синглимга берган эдим. Синглимнинг портфели оқ, меники қора.

СОН (NUMERAL)

Инглиз тилида сон худди ўзбек тилида бўлганидек **саноқ** (cardinal) ва **тартиб** (ordinal) сонларга бўлинади.

Саноқ сонлар **how many** (қанча), тартиб сонлар **which** (қайси) сўроғига жавоб бўлади. Сон келишик, род, сон категорияларига эга эмас.

13 дан 19 гача бўлган саноқ сонлар биринчи ўнликдаги тегишли сонларига **-teen** суффиксини қўшиш орқали ясалади.

fourteen, sixteen, nineteen

Ўнликларни англатувчи саноқ сонлар биринчи ўнликдаги тегишли сонларга **-ty** суффиксини қўшиш воситасида ясалади.

sixty, seventy, ninety

Қуйидаги сонларга суффикслар қўшилганда ўзақда ўзгаришлар юз беради.

two	twelve	twenty
three	thirteen	thirty
four	fourteen	forty
five	fifteen	fifty
eight	eighteen	eighty

Тартиб сонлар тегишли саноқ сонга **-th** суффиксини қўшиш воситасида ясалади.

four — (the) fourth

seven — (the) seventh

eighteen — (the) eighteenth

one, two, three сонлари бу қоидадан мустаснодир:

one — (the) first

two — (the) second

three — (the) third

five, eight, nine, twelve саноқ сонларига **-th** қўшилганда асос сон ёзилишида қуйидаги ўзгаришлар рўй беради.

five — (the) fifth
eight — (the) eighth
nine — (the) ninth
twelve — (the) twelfth

-ty га туговчи саноқ сонларга тартиб сон ясовчи **th** суффикси қўшилганда у ҳарфи **ie** га айланади.

twenty — (the) twentieth
forty — (the) fortieth

Қўшма саноқ сонлардан тартиб сон ясалганда тартиб сон суффикси охири сонга қўшилади.

(the) forty-eighth
(the) fifty-third

Саноқ сонлар
(Cardinals)

Тартиб сонлар
(Ordinals)

1 one [wʌn]	the first [fɜːst]
2 two [tuː]	the second [ˈsekənd]
3 three [θriː]	the third [θɜːd]
4 four [fɔː]	the fourth [fɔːθ]
5 five [faɪv]	the fifth [fɪfθ]
6 six [sɪks]	the sixth [sɪksθ]
7 seven [sevn]	the seventh [sevnθ]
8 eight [eɪt]	the eighth [eɪtθ]
9 nine [naɪn]	the ninth [naɪnθ]
10 ten [ten]	the tenth [tenθ]
11 eleven [ɪˈlevn]	the eleventh [ɪˈlevnθ]
12 twelve [twelv]	the twelfth [ˈtwelfθ]
13 thirteen [ˈθɜːtiːn]	the thirteenth [ˈθɜːtiːnθ]
14 fourteen [ˈfɔːtiːn]	the fourteenth [ˈfɔːtiːnθ]
15 fifteen [ˈfɪfˈtiːn]	the fifteenth [ˈfɪfˈtiːnθ]
16 sixteen [sɪksˈtiːn]	the sixteenth [ˈsɪksˈtiːnθ]
17 seventeen [ˈsevnˈtiːn]	the seventeenth [ˈsevnˈtiːnθ]
18 eighteen [ˈeɪtˈtiːn]	the eighteenth [ˈeɪtˈtiːnθ]
19 nineteen [ˈnaɪnˈtiːn]	the nineteenth [ˈnaɪnˈtiːnθ]
20 twenty [ˈtwentɪ]	the twentieth [ˈtwentɪθ]
21 twenty-one [ˈtwentɪˈwʌn]	the twenty-first [ˈtwentɪˈfɜːst]
22 twenty-two [ˈtwentɪˈtuː]	the twenty-second [ˈtwentɪˈsekənd]
30 thirty [ˈθɜːtɪ]	
40 forty [ˈfɔːtɪ]	
50 fifty [ˈfɪftɪ]	
60 sixty [sɪkstɪ]	
70 seventy [sevnɪ]	
80 eighty [eɪtɪ]	
90 ninety [naɪntɪ]	
100 one(a) hundred [əˈhʌndrəd]	

Сана ва вақт белгиларини ўқиш

1. Йилни ифодалашда саноқ сондан фойдаланилади. Йил икки қисмга ажратиб ўқилади.

1900 nineteen hundred

1905 nineteen hundred and five ёки nineteen and five 1989 (йил) да—
in nineteen eighty-nine (year)

1915 (йил) да—in nineteen fifteen (year) ёки in the year of 1915—
in the year of nineteen fifteen.

2. Саналарни ифодалашда тартиб сонлардан фойдаланилади.

August 15, 1987 деб ёзиб, уни the fifteenth of August nineteen eighty-seven ёки August the fifteenth nineteen eighty-seven тарзида ўқилади.

Агарда маълум бир числода бирор нарса бўлганлигини айтиш зарур бўлса, санада **on** предлоги ишлатилади.

On November 14th

On the 14th of November } 14 ноябрда

3. Инглиз тилида вақтни **соат ва** минутларда айтишда урта предлог: **at, past, to** дан фойдаланилади.

What time is it? (соат неча бўлди) саволига жавоб. It is дан бошлаб берилади.

It is 10 o'clock Соат 10

It is 2 o'clock Соат 2

At what time? (соат нечада?) саволига жавоб беришда **at** предлоги ишлатилади.

At what time shall you come home?

At five o'clock.

Ярим соат ва унгача ўтган вақтни ифодалаш учун **past** предлоги ишлатилади:

At five minutes past three — учдан 5 минут ўтганда

At a quarter past five — 5 дан 15 минут ўтганда

At half past six 6 яримда

Ярим соатдан кейинги вақтни ифодалашда **to** предлогидан фойдаланилади.

At a quarter to five 15 та кам 5 да

At 20 minutes to five 20 та кам 5 та

Машқлар

1. Ўқинг ва таржима қилинг.

— What's the time by your watch?

— It's ten minutes to four.

— And by my watch it's quarter past four.

— Your watch is thirty-five minutes fast.

— I'm afraid you are right.

2. Қуйидаги сўзлар иштирокида кичик ҳикоя тузинг.

at seven o'clock
half past eight
at a quarter to four
half past seven
from five to six
at a quarter to eleven

СҮРОҚ ОЛМОШЛАРИ (INTERROGATIVE PRONOUNS)

who, whose, what, which — сўроқ олмошлари таркибида махсус сўроқ бўлган гапларни тузишда ишлатилади.

Who, what олмошлари гапда қуйидаги вазифаларни бажариши мумкин:

1. Эра:

Who went there yesterday?

2. Кесимнинг от қисми:

Who is your friend?

3. Тўлдирувчи:

What did you say?

Агарда сўроқ олмоши предлог билан бирикиб келса, предлог одатда гап охирига қўйилади.

What are you reading about? Нима ҳақида ўқияпсан?

Who олмоши шахсларда, **what** эса предметларга нисбатан ишлатилади. Аммо **what** олмошини, агарда гап касб, машғулот тури ҳақида борса, шахсга нисбатан ҳам қўллаш мумкин.

Who is that?

Ким у?

That is Nafisa

У Нафиса.

What is Nafisa?

Нафиса ким?

She is a student

У студент.

Whose, which, what олмошлари сифат ўрнида ишлатилиши ҳамда гапда аниқловчи вазифасини бажариши мумкин.

What kind of article are you reading?

Қандай мақолани ўқияпсиз?

Which article are you reading?

Қайси мақолани ўқияпсиз?

Whose article are you reading?

Кимнинг мақоласини ўқияпсиз?

МАХСУС СҮРОҚ (SPECIAL QUESTIONS)

Махсус сўроқ бу гапнинг бирор бўлагига берилган саволдир. Махсус сўроққа **ҳа** ёки **йўқ** эмас, балки тўлиқ жавоб берилади.

Махсус сўроқ гапдаги савол берилаётган гап бўлагининг ўрнини босувчи сўроқ сўздан бошланади, ундан кейинги сўз тартиби умумий сўроқдаги билан бир хил.

Where are they preparing for their lessons?

Улар дарсларга қаерда тайёрланишяпти?

They are preparing for their lessons in the library.
Улар дарсларга кутубхонада тайёрланишади.

Махсус сўроқда гап тартиби

Сўроқ сўз	Ердамчи ёки модал феъл	Эга	Кесимнинг қолган қисми	Гапнинг иккинчи даражали булаклари
where	do	you	go	every morning?
what	can	one	get	in the library?
what	did	you	read	yesterday?
newspaper				

Эгага бериладиган махсус сўроқ

Эга ёки унинг аниқловчиларига бериладиган махсус сўроқда сўз тартиби тўғридир. Эгани алмаштирувчи сўроқ сўздан кейин турадиган феъл-кесим одатда учинчи шахс бирликда бўлади.

Who speaks English well?

Ким инглизча яхши гапиради?

Who is there? Ким у ерда?

Who has a red pencil? Кимда қизил қалам бор?

Эгага бериладиган сўроқ тартиби

Сўроқ сўз — эга ёки эганинг аниқловчиси	Кесим	Гапнинг иккинчи даражали булаклари
who	is absent	today?
what	is	on the table?
who	has	a red pencil?

Лексика-грамматика материали

А ТЕКСТИ УЧУН ЛУФАТ

armchair [ˈɑːmtʃeə] кресло
bed-room [bed-rʊm] ухлайдиган хона
between [biːtwiːn] орасида, ўртасида
beautiful [ˈbjuːtɪfʊl] чиройли, гўзал
balmy [ˈbɑːmi] хидли
curtain [kəːtɪn] парда
chair [ˈtʃeə] кресло
carpet [ˈkɑːpɪt] гилам
colour [ˈkʌlə] ранг
cushion [ˈkʊʃən] ёстиқ
front (in front of) [frʌnt] олд томон
floor [flɔː] пол
flower [flaʊə] гул
fill [fɪl] тўлмоқ, тўлдирмоқ
green [ɡriːn] яшил
garden [ɡɑːdn] боғ
house [haʊs] уй, ҳовли
high [haɪ] баланд
hall [hɔːl] зал

kitchen [kɪtʃɪn] ошхона (овқат пиши-
риладиган жой)
left (on the left of) [left] — чап (чап
томонда)
leather [ˈleðə] тери
middle (in the middle of) [mɪdl] ўрта
(ўртасида)
near [niə] ёнида, яқинида
newspaper [ˈnjuːspɛɪpə] газета
open [oʊpən] очиқ
picture [ˈpɪktʃə] картина, расм
pale [peɪl] оқарган, рангсиз
pen [pen] ручка
pencil [ˈpensl] қалам
packet [ˈpækɪt] қоғоз халта
paper [ˈpeɪpə] қоғоз
penetrate [ˈpenɪtreɪt] кирмоқ
right (on the right of) [raɪt] ўнг (ўнгда)
round [raʊnd] думалоқ

study [stʌdɪ] кабинет
small [smɔ:l] кичкина
see [si:] кўрмоқ
square [skweə] квадрат
several ['sevrəl] бир неча
sofa ['sɒfə] диван
smell [smel] ҳид

thing (θɪŋ) нарса, предмет
through [θru:] орқали
under [ʌndə] тагида
window ['wɪndəʊ] дераза
wide [waɪd] кенг
writing-table ['raɪtɪŋteɪbl] ёзув столи

Text A

MY FATHER'S STUDY

We are in our house. Our house is big and high. There are many large and small rooms in the house. You can see our dining-room; father's study, two bed-rooms, two children's rooms, a hall and a kitchen.

It is a study. It is light. There are three windows in it. The windows are wide. The curtains are green. There are some pictures on the pale green walls.

On the left near the door you can see a book-case. In front on the book-case, there is a large square table. It is our father's writing-table. There are several pens and pencils, packet of paper, newspapers and some other things on the table. At the table there is a low chair.

On the right there is a leather sofa with a little cushion on it.

There are also two leather armchairs in the room. The sofa and the armchairs are brown. Between the armchairs there is a little round table with a small lamp on it.

In the middle of the floor there is a carpet.

It is our father's study—a room for work.

Through the windows you can see a garden. Under the windows there are many beautiful flowers of different colours.

Balmy air penetrates through the open windows and fill the study with smell.

Саволларга жавоб беринг.

1. Is father's study a large or a small room?
2. Is the room light?
3. How many windows are there in the study?
4. What colour are the walls?
5. What colour are the curtains?
6. Are there pictures on the walls?
7. What is there on the left?
8. What is there in front of the book-case?
9. What is there on the table?
10. How many arm-chairs are there in the room?
11. What colour are the sofa and the armchairs?
12. Is there a small lamp on the round table?
13. What is there in the middle of the floor?
14. What can we see through the windows?
15. What are there under the windows in the garden?
16. What air penetrates through the open windows?

DIALOGUE

A. — Is there a bookcase in your sitting-room?

B. — Yes, there is.

A. — Are there any books in it?

B. — Yes, quite a lot.

A. How many books are there in it?

B. — There are about fifty books there.

A. — Is there anything else in your sitting-room?

B. Yes, there is. There is a desk, two arm-chairs, a carpet and TV-set in the corner of the room.

A. — What is on the table?

B. — There are some newspapers, an ash-tray and a reading-lamp there.

A. — Where are the arm-chairs?

B. — One of them is at the desk, the second is near the fireplace?

A. — Do you like your sitting-room?

B. — Yes, I do.

В — ТЕКСТИ УЧУН ЛУФАТ

Ой номлари

January ['dʒænjuəri] январь

February ['februəri] февраль

March ['mɑ:tʃ] март

April ['eɪprəl] апрель

May [meɪ] май

June ['dʒu:n] июнь

July ['dʒu:lai] июль

August ['ɔ:gəst] август

September [sep'tembə] сентябрь

October [ɒk'təʊbə] октябрь

November [nou'vembə] ноябрь

December [di'sembə] декабрь

Ҳафта кунлари

Monday ['mʌndi] душанба

Tuesday ['tju:zdi] сешанба

Wednesday ['wenzdi] чоршанба

Thursday ['θə:zdi] пайшанба

Friday ['fraɪdi] жума

Saturday ['sætədi] шанба

Sunday ['sʌndi] якшанба

Ҷасад номлари

Spring [sprɪŋ] баҳор

Summer [sʌmə] ёз

Autumn ['ɔ:təm] кuz

Winter [wɪntə] қиш

belong (to)/[bi'lɒŋ] тааллуқли бўлмоқ

call (are called) [kɔl] аталмоқ

contain [kən'teɪn] таркибида бор бўлмоқ

consist (of) [kən'sɪst] ... дан иборат бўлмоқ

divide (is divided into) [dɪ'vaɪd] бўлинади

leap-year ['li:pjə:] кабиса йили

Text B

[A YEAR

A year consists of three hundred and sixty-five days. It is divided into twelve months and into fifty two weeks.

Seven days form a week, which are called: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday and Saturday. During six days of the week we work. Sunday is a day of rest.

The names of the months are: January, February, March, April, May, June, July, August, September, October, November, December.

Such months as: January, March, May, July, August, October] and December have thirty one days. April, June September and November have thirty days, but February has twenty-eight days. In every fourth year there are twenty-nine days. Such a year is called leap-year. [li:pjə:]

In a year there are four seasons: Spring, Summer, Autumn and Winter, March, April and May are in spring. June, July and August belong to Summer. September, October and November are the Autumn months. Winter contains the months of December, January and February.

Машқлар

1. Саволларга жавоб беринг.

How many days are there in a week?—How many months are there in a year?—How many days are there in a month?—How many days are there in a year?—Which is the first day of the week?—Which is the second (the third, the fourth, the fifth, the sixth) day of the week?—What day is it today?—What day was it yesterday?—What day will it be tomorrow?

2. Инглиз тилига таржима қилинг.

Укамнинг чўнтак соати бор.

Бизнинг залда ҳам соат бор.

Қўнғироқли соат 9 бўлганлигини кўрсатяпти.

Укамнинг соатига кўра соат 9 дан 5 минут ўтди.

Залдаги соат 9 дан 10 минут ўтганини кўрсатяпти.

Уйга вазифа

1. O, u, y, T, D, F, W, V, f, E, G, z, s ҳарфларини бир қатордан ёзинг.

2. Инглиз тилига таржима қилинг.

1. Менинг хонамда стол ва иккита стул бор. 2. Стуллар стол олдида. 3. Хона катта. 4. Хонада доска йўқ. 5. Хонада карта бор. 6. Бу карта Ўзбекистон картаси. 7. Карта қаерда? 8. У деворда. 9. Сизни картангиз борми? 10. Йўқ, менда карта йўқ. 11. Менда глобус бор (a globe). 12. Деворда нима бор? Деворда расм бор. 13. Хонангизни деворлари қанақа рангда. Улар оқ рангда.

3. Қавс ичидаги кишилик олмошларини ўзлик олмошларига айлантириб, гапларини ўқинг.

1. What is (you) friend's name? (She) name is Zainab. She is a first year student just like me. We are fond of (we) Institute? 2: Where is (she) house? It is near (I) house. 3. There are many nice flowers in (they) garden. 4. What colour are (you) sister's eyes? (she) eyes are brown. They are very beautiful.

4. Нуқталар ўрнига тегишли предлоғларни қўйиб, гапларни ёзинг.

Are your parents . . . the country? Is the newspaper . . . the shelf or . . . the bookcase? Your writing-table is . . . the window, isn't it? Is the picture . . . the bed or . . . the table? The cat is . . . table, isn't it? There are many nice pictures . . . the book.

5. Ўз хонангиз, уйингиз, ётоқхонангизни тасвирлаб беринг.
6. Ҳар иккала текстга берилган луғатдан фойдаланиб диалог тузинг.

4-дарс

Фонетика. Альтернатив (танлов) сўроқ гапларда интонация. Пасаювчи-кўтарилувчи оҳанг. Машқлар.

Грамматика. Present Indefinite Tense.

Шахсиз гап. Равиш.

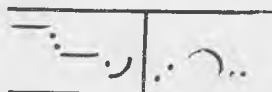
Текст. A letter.

Диалог.

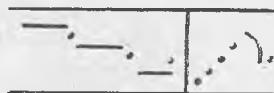
ФОНЕТИКА

Интонация. Альтернатив сўроқ гапларда сўроқ гапнинг биринчи қисми кўтарилувчи оҳангда иккинчи қисми пасаювчи оҳангда талаффуз этилади.


Are you an engineer or an architect?
[ɑ: ju: ən ,endʒɪ / nɪə ɔrən \ɑ:kɪtekt]




Shall we go to a theatre or to a museum?
[ʃəl wi gou tu ə / θiətə / tu əmjuzɪəm]




Пасаювчи-кўтарилувчи оҳанг. Айрим синтагмаларда оддий кўтарилувчи оҳанг ўрнида кўп ҳолларда интонациянинг мураккаб тури пасаювчи-кўтарилувчи оҳанг ишлатилиб, у фикрга кўпроқ эмфатиклик касб этади.

График жиҳатдан бу оҳангнинг биринчи типи  , иккинчиси

 белгиси билан ифодаланади. Бу оҳанглардан бирор сўзга алоҳида эътиборни жалб қилиш, ёки бу сўзни бошқаларига қарама-қарши қўйиш мақсадларида фойдаланилади.

Lola, open your note-book.

[ lələ'oupən jɔ: noutbuk]



Comrade Sobirov, open your note-book.

[kəmɾɪd / səbɪrɔv / 'oupən jɔ: \noutbuk]



ГРАММАТИКА

Present Indefinite Tense (Ҳозирги ноаниқ замон)

Present Indefinite Tense шу вақтга тааллуқли ҳаракатни ифодалаб, одатда, такрорланиб турадиган иш-ҳаракатни кўрсатиш учун ишлатилади.

Every day I read books in Uzbek or Russian. On Sundays we go to the country. My friend knows English well. The Earth goes round the Sun.

Present Indefinite Tense 3-шахс бирликдан ташқари барча формаларда **to** юкламаси тушириб қолдирилган инфинитивга мувофиқ келади. 3-шахс бирликда инфинитивга (**to** юкламасисиз) **-s(-es)** қўшимчаси қўшилади.

3-шахс бирликдаги феъл, агарда у **s, ss, sh, k, ch, tch, e, o, y** га тугаса **-es** қўшимчасини олади. **-es** қўшимчаси қўшилганда ундошдан кейин келган у ҳарфи **i** ҳарфи билан алмаштирилади:

study — studies.

-s(-es) қўшимчаси ўзидан олдин келадиган товуш характерига кўра турлича ўқилади:

- s	жарангсиз ундошлар-	to speak — speaks
	дан кейин [s]	to hope — hopes
	жарангли ундош	to play — plays
	ва унлилардан кейин	to read — reads
	[z]	
es	s, ss, sh, x, ch, z	to dress — dresses
	дан кейин [ɪz]	to mix — mixes
		to wish — wishes
	o[ou], y[aɪ] дан	to do — does
	кейин [z]	to try — tries
		to fly — flies

Present Indefinite Tense даги феълларнинг сўроқ ва инкор формалари **to do** кўмакчи феъли 3-шахс бирликда **does** [dʌz] ҳамда феълнинг **to** юкламасисиз инфинитив формасидан ясалади.

Сўроқ формада кўмакчи феъл (**do, does**) эгадан олдин, асосий феъл эса эгадан кейин қўйилади.

Инкор формада сўз тартиби тўғри, **not** инкор юкламаси кўмакчи ва асосий феъл ўртасига қўйилади.

Дарак форма

I play chess.
He (she) plays chess.

We }
You } play chess
They }

Сўроқ форма

Do I play chess?
Does he (she) play chess?

Do {we }
you } play chess
they }

Инкор форма

I do not play chess.
He (she) does not play chess.

We }
You } do not play chess.
They }

Оғзаки нутқда қуйидаги қисқартмалардан фойдаланилади:

do not — don't
does not — doesn't

Машқлар

1. Ўзбек тилига таржима қилинг.

1. We study English at the Institute. 2. He plays football on Sundays. 3. We get up at seven o'clock, do our morning exercises, wash, dress, have our breakfast and go to our classes. 4. He swims well. 5. At nine we came home. 6. My sister wants a cup of tea.

2. Инглиз тилига таржима қилинг.

1. Сиз соат нечада ўрнингиздан турасиз? — Мен соат 7 да тураман. Менинг укам ҳам соат 7 да туради. Биз биргаликда нонушта қиламиз. 2. У футболни яхши ўйнайди. 3. Уйга қачон қайтасиз? Уйга соат 4 да қайтаман. Бир оз дам олиб дарсларимни тайёрлайман. 4. Биз кечки овқатни одатда соат 8 да еймиз.

ШАХС (ЭГА)СИЗ ГАПЛАР (IMPERSONAL SENTENCES)

Ўзбек тилидаги шахс (эга) сиз гаплар (Иссиқ. Совуқ. Салқин. Ёз. Қиш ва шу кабилар)га мувофиқ келадиган шахс (эга)сиз гаплар инглиз тилида ҳам мавжуд. It is warm. It is cold. It is warm. It is cool. It is summer. It is winter.

Инглиз шахс (эга)сиз гапларининг сўроқ ва инкор формалари қуйидаги кўринишга эга бўлади.

It is warm.
Is it warm?
It is not warm.

Машқлар

1. Ўзбек тилига таржима қилинг.

It is raining. It is dark. It is 4 o'clock. It is cold. It is snowing. It is always snowing in winter. It is Sunday. It is half past one.

2. Инглиз тилига таржима қилинг.

1. Ҳозир қиш. Совуқ. 2. Қор ёғаяптими? — Йўқ. 3. Қоронғи. Соат неча бўлди? Менинг соатим етти яримни кўрсатапти. Мен уйга кетишим керак. Соат 8 да уйда бўлишим керак. 4. Унга қўнғироқ қилма. Кеч бўлди. Соат 11. 5. Хона жуда қоронғи. Соат 7. Ёмғир ёғаяпти. 6. Декабрь. Совуқ. Пальто кийиш керак.

РАВИШ (ADVERB)

Равиш иш-ҳаракат ёки белгининг қандай ҳолатда содир бўлиши ва уларнинг ўзига хос хусусиятларини ифодаловчи мустақил сўз туркумидир.

Англатадиган маъносига кўра равиш қуйидаги турларга бўлинади.

1. **Пайт равиши:** today, soon, since, already, never, late, early, yesterday, after

2. **Ҳолат равиши:** slowly, often, well ва шу кабилар.

3. **Ўрин-жой ва йўналишни англатувчи равишлар:** here, there, inside, where, outside ва шу кабилар.

4. **Ўлчов ва даража равишлари:** much, very, little, almost, rather, too ва бошқалар.

5. **Сўроқ равишлари:** how, when, where, why ва бошқалар.

Равиш гапда одатда ҳол вазафасини бажаради.

Равиш даражалари

Айрим равишлар даражаларга эга бўлиб, улар худди сифатлардагидек ясалади.

1. Бир бўғинли равишларнинг қиёсий даражаси **-er** суффиксини, орттирма даражаси **-est** суффиксини қўшиш орқали ясалади.

hard — harder — hardest

soon — sooner — soonest

late — later — latest

2. **-ly** суффиксига тугайдиган равишларнинг даражалари more ва most сўзлари ёрдамида ясалади.

slowly — more slowly — most slowly

kindly — more kindly — most kindly

Лексика-грамматика материали

ЛУФАТ

answer [ˈɑːnsə] жавоб бермоқ
advise [ədˈvaɪz] маслаҳат бермоқ
band [bænd] оркестр
coordinate [kəʊˈɔːdɪneɪt] бошқармоқ
carry out [ˈkærɪaʊt] бажармоқ
chair [tʃeə] кафедра
concert [ˈkɒnsəːt] концерт
choir хор
describe [dɪsˈkraɪb] тасвирламоқ
departement [dɪˈpɑːtmənt] бўлим, факультет
deliver [dɪˈlaɪvə] лекция ўқинмоқ
device [dɪˈvaɪs] тузилиш
direct [dɪˈrekt] раҳбарлик қилмоқ
enter [ˈentə] кирмоқ
find was found (past tense) [wɒzfaʊnd] очилган эди
faculty [ˈfækəlti] факультет
finish [ˈfɪnɪʃ] тугатмоқ
gymnastics hall [dʒɪmˈnæstɪks] гимнастика зали
head [hed] бошлиқ, раҳбар
jazz [dʒæz] жаз
league [liːg] союз, уюшма

letter [ˈletə] хат
other [ˈʌðə] бошқа
orchestra [ˈɔːkɪstrə] оркестр
pedagogy [ˌpedəˈɡɒdʒɪ] педагогика
philological [ˈfɪləˈlɒdʒɪkəl] филология
professional [prəˈfeʃənəl] касб-хунарға онд
psychology [saɪˈkɒlədʒɪ] психология
pedagogics [ˌpedəˈɡɒdʒɪks] педагогика
performance [pəˈfɔːməns] томоша
publish [ˈpʌblɪʃ] чиқармоқ, нашр этмоқ
rector [ˈrektə] ректор
regards [rɪˈɡɑːdz] салом
request [rɪˈkwest] илтимос
several [ˈsevrəl] бир неча
so-called [ˈsəʊˈkɔːld] ... деб аталмиш
subject [ˈsʌbdʒɪkt] предмет
such as [sʌtʃæs] ... дек
show [ʃəʊ] кўрсатмоқ
staff [stɑːf] штаб
truly [ˈtruːli] чин дилдан
write [raɪt] ёзмоқ

A LETTER

Dear Nazira,

October 15, 1991

I am writing you from Khorezm. You asked me to describe the Institute which I entered. I carry out your request.

So our Institute, was founded many years ago. The Institute trains teachers for schools of our republic.

It has several departments. One of them is the so-called Philological faculty where they train teachers of English, German, Uzbek, Russian, Kazakh, Kirghiz languages and literatures.

Besides there is the Correspondence department for those who work and study, at the same time.

The rector is the head of the Institute. He has several prorectors and deans. The staff of the chairs carries out the professional training.

At the Institute we study many subjects such as: English, Uzbek, Psychology, Pedagogics, Literature and others.

Our students take an active part in social life of the Institute. They give art concerts and performances, sing in the choirs and play in the orchestras and jazz bands, publish their own newspaper.

Nazira, I advise you to enter our Institute after finishing your school. Come here. I have so much to show you.

Please, answer my letter. Give my love to your parents and my best regards to our school-friends.

Yours truly

Zamira.

Машқлар

1. Қуйидаги гапларни Present Indefinite Tense да ёзинг.

We (have) many interesting English magazines at home. We (go) to the cinema once a week. There (be) a park not far from my house. She (study) at the English faculty. She (do) her home exercises at home. He (see) his friends on Sunday? She (go) to museums very often. We (not take) books from this library. They (know) two foreign languages. My friend (teach) English at the Institute.

2. Қуйидаги гапларни инглиз тилига таржима қилинг.

1. Менинг отам кечқурунлари доимо радио тинглайди. 2. Улар эрталаб одагда чой ичишади, мен эса кофе ичаман. 3. Менинг укам ўқувчи. У иккинчи сменада ўқийди. У кундуз куни ҳеч қачон телевизор кўрмайди. 4. Мен ўртоғим билан одагда шанба кунлари шахмат ўйнайман. 5. Менинг олам театрга кўпинча шанба кунлари боради. 6. Мен радиони одагда эрталаб ўрнимдан туришим биланоқ қўяман.

3. Диалогни ёд олинг, жуфт-жуфт ижро этишга тайёрланг.

A. — What department do you study at?

B. — At the Philological department.

A. — Who is the dean of your department?

B. — Professor Allabergenov is.

A. — Is he the professor who wrote the book on pedagogy?

B. — Yes, he is.

A. — My wife has this book translated into English. By the way, how many examinations do you have to take?

Уй вазифаси

1. Инглиз тилига таржима қилинг.

1. Фарҳод неча ёшда? Билмадим. Менимча у акасида икки ёш катта бўлса керак. 2. Мен бу ерга соат 3 да келишим керак эди. Ҳозир эса 3¹⁵. Соатим 15 минут орқада экан. Кечикканим учун узр. 3. Менинг опам чет тиллар институтида ўқийди. У инглиз ва француз тилида яхши гапиради. 4. Куз. Кўчага соябонсиз чиқма, ёмғир ёғиши мумкин.

2. Қавс ичидаги сифат ва равишларни тўғри формада қўлланг. Гапларни таржима қилинг.

To bathe in the sea is (pleasant) than to lie in the sun. Today the weather is as (fine) as on Sunday. This is the (comfortable) flat of all. She speaks English as (well) as her elder sister. They get to the country (early) than we do.

4. Ўртоғингиз билан савол-жавоб машқини бажаринг.

1. How many rooms are there in your flat? 2. Are there conveniences in your flat? 3. What are they. 4. Is the kitchen small or large? 5. How many tables and chairs are there in the kitchen? 6. Is there a hot water tap in your kitchen? How many taps are there in your bathroom.

4. Дарс текстини ўқинг ва транскрипция қилинг.

5. Ўз институтингиз (институт кутубхонаси, аудиторияси) ҳақида гапириб бering.

6. Диалоглар ! тузинг ва жуфтларда ижро этишга тайёрланг.

5-ДАРС

Фонетика.

Грамматика. Тўғри ва нотўғри феъллар.

Ўтган ноаниқ замон (Past Indefinite Tense)

Сифатдош.

Текст. Students' Practice in the Pioneer Camp.

Диалог. I decided to enter the Institute.

ФОНЕТИКА

АЖРАТ ИЛГАН СЎРОҚ ГАП

Ажратилган сўроқ гапларда гапнинг дарак қисми пасаювчи оҳангда, сўроқ қисми кўтарилувчи оҳангда талаффуз этилади.

Father is in the room isn't he?

The car isn't large, is it?

Ажратилган сўроқ гапнинг сўроқ қисми сўзловчи ўз тахминининг тўғрилигига иккиланмаган ҳолларда пасаяувчи оҳангда талаффуз этилиши мумкин.

The 'weather is not bad, is it?
Lola is five, isn't she?

ГРАММАТИКА

ТЎҒРИ ВА НОТЎҒРИ ФЕЪЛЛАР (REGULAR AND IRREGULAR VERBS)

Феъллар асосий шаклининг ясалишига кўра тўғри (regular) ва нотўғри (irregular) феълларга бўлинади.

Тўғри феълларнинг ўтган замон ва сифатдош II шакллари феъл асосига **-e**, **-ed** суффиксини қўшиш орқали ясалади. **-ed** суффикси унли ва жарангли ундошлардан сўнг (laid, cleaned) [d], жарангсиз ундошлардан сўнг (talked) [t] ва **t** ҳамда **d** дан сўнг [ɪd] деб ўқилади.

Агарда феъл ундош ҳарфга тугаса ва бу ундошдан олдин қисқа унли товуш бор бўлса, **-ed** суффиксини қўшишда бу ундош иккилантирилади (controlled, travelled, stopped, drapped).

Агарда феъл у ҳарфига тугаса ва бу ҳарфдан олдин ундош ҳарф бўлса, **-ed** суффиксини қўшишда у ҳарфи **i** га айланади.

try — tried, supply — supplied, fly — flied.

Нотўғри феълларнинг ўтган замон ва сифатдош II шакл **-ed** қўшиш билан эмас, балки узоқдаги унлини ўзгартиш орқали ясалади.

begin — began — begun

swim — swam — swum

Айрим нотўғри феълларнинг учинчи шаклида ўзақдаги унлини ўзгариши билан чекланмай, балки унга **-en** суффикси ҳам қўшилади:

give — gave — given

eat — ate — eaten

shake — shook — shaken

Кўпгина нотўғри феълларга иккинчи ва учинчи шаклда унлининг ўзгариши билан бирга **t** ёки **d** ҳам қўшилади.

sleep — slept — slept

keep — kept — kept

leave — left — left

Айрим нотўғри феълларнинг иккинчи ва учинчи шакллари феъл асосига **t** қўшиш ҳамда сўз якунидаги **d** ҳарфига **t** га алмаштириш орқали ясалади.

burn — burnt — burnt

build — built — built

send — sent — sent

Айрим феъллар борки уларнинг учала шакли ҳам бир хилдир:

cut — cut — cut
cast — cast — cast
put — put — put

to be ва to go феълларининг иккинчи ва учинчи шакллари бошқа сўзлардан ясалади.

be — was were — been
go — went — gone

ЎТГАН НОАНИҚ ЗАМОН (PAST INDEFINITE TENSE)

Past Indefinite Tense содир бўлган ёки ўтган замонда бўлиб ўтган ва ҳозирги иш-ҳаракатга алоқадор бўлмаган иш-ҳаракатни ифодалайди.

I wrote this letter yesterday.

Мен бу хатни кеча ёздим.

I made my report that Monday.

Мен ўтган душанбада доклад қилгандим.

Past Indefinite Tense да феълнинг сўроқ ва инкор шакли ёрдамчи феъл (did) ва to юкламаси тушириб қолдирилган инфинитивдан ясалади.

Not инкор юкламаси ёрдамчи ва асосий феъл ўртасига қўйилади.

Did you make a report yesterday?

Сиз кеча доклад қилдингизми?

I did not make a report yesterday.

Мен кеча доклад қилмадим.

Оғзаки нутқда **did not** нинг қисқа шакли **didn't** ишлатилади.

I did not see him there.

Мен уни кеча кўрмадим.

Тасдиқ шакли

I	}	worked
he		
she		
it		
we		
you		
they		

Сўроқ шакли

Did	}	work?	
			I
			he
			she
			it
			we
you			
they			

Инкор шакли

I	}	did not work	
			he
			she
			it
			we
			you
they			

Машқлар

1. Қуйидаги нотўғри феълларнинг шаклларини инглизча ва ўзбекча лугатдан кўчириб олинг, транскрипциясини ёзинг ва эслаб қолинг.

to be, to become, to begin, to bring, to build, to buy, to come, to cut, to do, to drink, to drive, to go, to have, to know, to make, to read, to say, to see, to speak, to teach, to tell, to think, to write.

2. Инглиз тилига таржима қилинг.

1. Икки йил бурун улар Фарғонада яшашган эди. 2. Унинг янги китоби сизга ёқдимиди?— Ҳа. 3. Кеча у сизга қандай журналларни кўрсатмоқчи эди. 4. Сиз бу текстни ўтган дарсда таржима қилган эдингизми? 5. Ҳозир у ўқияпти, икки йил бурун колхозда ишларди. 6. Кеча дарслардан сўнг кутубхонага бордик ва унга ўқиш учун китоб олдик.

Лексика-грамматика материали

aim [eɪm] мақсад
assembly [ə'sembli] йиғилиш, сбор (пионерлар)
building [bɪldɪŋ] бино
beach [bi:tʃ] қирғоқ, пляж
bathe [beɪð] чўмилмоқ
boating [bəʊtɪŋ] қайиқда сузиш
camp [kæmp] оромгоҳ, лагерь
consultation [ˌkɒnsəl'teɪʃn] консултация
camp-ground [ɡraʊnd] лагерь территорияси
circle [sə:kəl] тўғарак
dive [daɪv] шўнғинмоқ
domino ['dɒmɪnoʊ] домино
educator [e'dju:kətə] педагог, тарбиячи
elevation [ˌelɪ'veɪʃn] юксалиш
enclose [ɪn'klaʊz] ўраб олмақ
engage [ɪn'geɪdʒ] шуғулланмоқ
to be engaged банд бўлмақ
forest-clad ['fɒrɪstklæd] бу ерда: экилган
follow ['fɒləʊ] изидан бормоқ
free [fri:] бўш, эркин
prefer [prɪfə:] афзал кўрмоқ
function ['fʌŋkʃn] тантана
future [fju:tʃə] келажак
hold (held) [həʊld] ўтказмоқ

hoist [hoɪst] кўтармоқ
instructor [ɪnst'rʌktə] инструктор
lawn [lɔ:n] майдонча
line up [laɪnpʌp] қаторга чизилмоқ
lake [leɪk] кўл
lively [laɪvlɪ] жонли, қувноқ
lower [ˈləʊə] тушмоқ
noisy [ˈnɔɪzi] шовқинли
overlook [ˌoʊvə'lʊk] юксалмоқ (шаҳар, кўл тепасида)
prepare for ['prɪ'reə] тайёрламоқ
pool [pu:l] (swimming pool) бассейни (чўмилиш учун)
platform ['plætfɔ:m] минбар, сахна
quiet [kwaɪət] секин, тинч
role [rəʊl] роль
report [rɪ'pɔ:t] рапорт
rally [ˈræli] йиғилиш, слёт (бу ерда оммавий ўйин)
situated [sɪtʃu:'eɪtɪd] жойлашмоқ
shore [ʃə:] қирғоқ, чет
supervision [ˌsju:pə'vɪzən] кузатиш
sound [saʊnd] товуш, овоз
signal [ˈsɪgnəl] сигнал
summarize ['sʌməraɪz] яқун чиқармоқ
tent [tent] чодир
various ['vɛəriəs] хилма-хил
waist [weɪst] бел

Text: STUDENTS' PRACTICE IN THE PIONEER CAMP

Every year the first year students of the pedagogical institutes go to the practice in the pioneer camps. The aim of this practice is to prepare the students for their future role of teachers and educators.

Last year the students of our group went to the pioneer camp for practice too.

The site of the camp where we went was very beautiful. The camp buildings were situated on an elevation which overlooked a large lake with a forest-clad shore. There was a good beach. A part of the lake was enclosed and formed a kind of swimming pool for the children to bathe in. There was a boating station where children can dive and swim under the supervision of a swimming instructors. In the centre of the camp-ground there was a large lawn with a platform on it. On that lawn assemblies and other functions were held some way off there was a large sports ground.

The most of pioneers and we (students) lived in tents. Pupils got up at 7 o'clock in the morning at the sound of the rising signal. In a minute they were on the lawn, lined up, did their morning exercises. Then they came back to their tents to make their beds, to wash down to the waist with cold water or to have a dip in the lake.

Just before breakfast the morning line—up was held. The unit leaders reported those who was ill or absent. The camp's flag was hoisted. Between breakfast and dinner pupils engaged in the activities. Dinner was followed by the rest hour.

Evening activities followed tea. Rallies or talks were held, various clubs and circles began to function. Pupils had supper at 7 p.m. After supper they were free and did whatever they liked. Some engaged in quiet games of chess or domino, others preferred more lively and noisy games.

Before going to bed the evening line—up was held at which reports were again made, the day's activities summarized and camp's flag lowered. At 10 o'clock in the evening the signal was given and the pupils went to their tents for a long sleep.

Машқлар

1. Саволларга жавоб беринг.

1. What is the aim of the practice?
2. Did you like the place where the camp was situated?
3. Was there a beautiful beach there?
4. Could the children dive and swim in that lake?
5. Where did you live?
6. What did you do after getting up?
7. What did the unit leaders do on the morning like-up?
8. What did you do between breakfast and dinner?
9. What did you do after evening tea?
10. When did you go to bed?

2. Қўйидаги гапларни Past Indefinite Tense да ёзинг.

1. What time is the lesson?
2. She has a brown coat.
3. I can't sleep because I am cold.
4. I have a big dog.
5. Nazira can sleep all day.
6. We are in the classroom.
7. She is coming to Tashkent to see her sister.
8. Oguldjan is my friend.
9. It is a nice day.
10. He has some books on the table.
11. Rustam has a new car. Has Rustam a new car?
12. Have you an answer to the question?
13. Manzura can't

swim, but Dinara can swim very well. 14. It is raining very hard. We can't see the mountains.

DIALOGUE

Inabatt: Hallo, Roza, haven't seen you for ages. What are you doing here?

Roza: Why? Don't you know I decided to enter your Institute?

Inabatt: You didn't say so! You have passed your entrance exams, haven't you?

Roza: I have passed my exams and now I am a student of the first course of the Pedagogical Institute.

Inabatt: My congratulations. You always were a bright pupil. What marks did you get?

Roza: Excellent in English and good marks in History and Literature.

Inabatt: I am not surprised. You were always strong in English.

Roza: Well, I did my best to know English well.

3. Қуйидаги диалогни таржима қилинг.

— Салом, Саида.

— Салом, Зокир.

— Лагеримиз жуда чиройли, шундай эмасми?

— Ҳа, жуда чиройли. Ҳавоси ҳам яхши.

— Сен қайси чодирга жойлашдинг?

— Мен 21- чодирга жойлашдим. У футбол майдони ёнида.

Уй вазифаси

1. Нуқталар ўрнига тегишли предлоғларни қўйиб гапларни ўқинг.

We were . . . the Institute. It was ten o'clock. The students . . . our group were . . . the Institute. The lecturer and the students were . . . their classrooms. The lecturer sat . . . the table, one . . . the students was . . . the blackboard. Another students were sitting . . . their desks. They were writing . . . pens . . . their note-books.

2. Актив лексикадан фойдаланиб, қуйидагиларни инглиз тилига таржима қилинг.

1. Педагогика институтининг студентлари ёз даврида кашшофлар оромгоҳи практикага боришлари керак. Практиканинг мақсади—студентларни тарбиявий ишга тайёрлашдир. 2. Ўқиш даврида ўқитувчиларимиз бизга педагогика, психология ва бошқа предметлардан лекциялар ўқишган. Улар бизга кашшофлар ўртасида олиб бориладиган педагогик ишлар бўйича консультациялар беришган. 3. Группамиз студентлари ҳам ёзда кашшофлар оромгоҳига, практикага боришди. Улар чодирларга жойлашишди. Оромгоҳда ҳаёт жуда қизиқарли эди, аммо иш ҳам кўп эди. Улар кашшофлар билан экскурсияларга боришди, пиёда тоғларга чиқишди.

3. Текстни ўқинг, таржима қилинг ва ули ўз сўзларингиз билан гапириб беринг.

4. Ёзги практикангиз қандай ўтганлиги ҳақида 10—15 гапдан иборат ҳикоя ёзинг.

Фонетика. Фонетик машқлар.

Грамматика. Future Indefinite Tense.

Текст: My Sister's Birthday. Диалоглар.

ФОНЕТИК МАШҚЛАР

1. Қуйидаги гапларни интонацияга риоя қилиб ўқинг.

Yes, it \is	No, it \isn't.
\Yes, it \is.	\No, it \isn't.
\Yes.	\No.
\Yes, I \do.	No, I \don't
\Yes, I \do.	\No, I \don't
\Yes, I \do	No, I \don't
\Yes, I \shall.	No, I \shan't
\Yes, I \shall	\No, I \shan't

Is there a \note-book on the table?

\Yes, there \is. \No, there \isn't.

Are there any \pictures in that room?

\Yes, there \are (some). \No, there \aren't (any).

Have you any English \books on the shelf?

\No, I \haven't (any).

2. Қуйидагиларни жарангли товушларнинг сўз охирида жарангсизлашмаслигига эътибор бериб ўқинг.

wins	lies	likes	wishes
bends	sleeps	teaches	goes
says	bets	misses	comes

3. Қуйидаги сўзларни [ŋ] товуши бурун товуши эканлигини ёдингизда тутиб ўқинг.

evening	sitting	learning	going
stand ing	speaking	sleeping	carr ing
morning	working	studying	walking

4. Қуйидаги сўз группаларини қиёслаб ўқинг.

this house—these houses

this exercise—these exercises

that thing—those things

isn't—needn't

hasn't—didn't

doesn't—couldn't

can't—shan't

don't—won't

not—note

got—go

want—won't

art—ought

farm—form

park—port

path—author

hard—note

5. Куйидаги сўзларни ўқинг. Отларнинг кўплик сон қўшимчаси ва ҳозирги ноаниқ замон 3- шахс бирлик сон қўшимчасининг қўшилиб ўқилишига эътибор беринг.

month—months	path — paths
birth — births	bath — baths
bathe—bathes	month — months

6. Куйидаги сўзларни [aʊ] товуши талаффузида лаблар олдинга чўччайиб чиқмаслигига риоя қилиб ўқинг.

iron [aɪən]	hour [aʊə]
higher [haɪə]	flower [flaʊə]
tired [taɪəd]	vowel [vaʊəl]
dialogue ['daɪələg]	towel [tauəl]
pioneer [paɪə'nɪə]	coward [kauəd]

7. [ɪə], [eə], [uə] дифтонглари иштирок этган сўзларни қиёслаб ўқинг.

ear	air	poor
fear	fair	tour
rear	rare	sure
engineer	parents	during
series	various	Europe

8. Куйидаги сўзларни ўқинг. [s] ва [z] товушлари ўзидан олдин ёки кейин келаётган товушга қўшилиб, орасига ҳеч қандай товуш аралаштирмай талаффуз этилишини унутманг.

step	best	pleased	snow
seized	least	steam	stop
slam	whistle]	sneeze	slow

9. [ŋ] товуши талаффузига эътибор бериб куйидаги сўзларни ўқинг.

[ŋ]	[ŋg]	[ŋk]
spring	English	think
going	England	uncle
doing	finger	ink

КЕЛАСИ НОАНИҚ ЗАМОН (FUTURE INDEFINITE TENSE)

Келаси ноаниқ замон shall (1- шахс бирлик ва кўплик учун) ва (2-, 3- шахс бирлик ва кўплик учун) ёрдамчи феъли ва асосий феълнинг to юкламасисиз инфинитив шаклидан ясалади.

We shall go to the country in summer.

Ёзда қишлоққа борамиз.

My friend will go there with me.

Дўстим у ерга мен билан бирга боради.

Оғзаки нутқда бу ёрдамчи феълларнинг қисқа шаклидан ('ll) фойдаланилади.

I'll go there. Мен у ерга бораман.

They'll [ðeɪl] stay there long.

Улар у ерда узоқ туришади.

Сўроқ шаклида ёрдамчи феъл (shall, will) эгадан олдин қўйилади.

Shall you go to the country this summer?

Бу ёз қишлоққа борасизми?

Will your friend go with you?

Дўстинг сен билан бирга борадими?

Инкор шаклини ясашда эгадан кейин турувчи **shall** ва **will** кўмакчи феълларидан сўнг **not** инкор юкламаси қўйилади.

We shall not go to the country in this summer.

Бу ёз биз қишлоққа бормаймиз

My friend will not study at our Institute.

Оғзаки нутқда shall not ва will not нинг қисқа шаклларидадан фойдаланилади.

Shall not — shan't [ʃɑ:nt]

Will not — won't [wəʊnt]

I shan't go there.

They won't stay there long.

ёки

I'll not go there.

They'll not stay there long.

THE FUTURE INDEFINITE TENSE

Дарак шакли

I shall study

we shall study

he }
she } will study
it }

you }
they } will study

Сўроқ шакли

Shall I study?

Shall we study?

Will {he }
she } study?
it }

Will {you }
study?
they }

Инкор шакли

I shall not study

we shall not study

he }
she } will not study
it }

you }
they } will not study

The Future Indefinite Tense қуйидаги ҳолатларда ишлатилади.
Одатий, бир карралик ёки келажакда такрорланадиган иш-ҳаракатни ифодалаш учун. Бу ҳолатда вақтни ифодалаш учун **tomorrow, in a week, next month (year, day)** кабилардан фойдаланилади.

We shall have our first exam in a week.

Бир ҳафтадан сўнг биринчи имтиҳонингиз бўлади.

She will come to see us tomorrow.
У бизни кўргани эртага келади.

Машқлар

1. Ўзбек тилига таржима қилинг.

She will phone in twenty minutes. I'll never do it again. He'll always do it in time. We'll often come here. They'll see you the day after tomorrow. What will you do tomorrow? She will not be busy tomorrow. We shall not be ready by seven. He will not help us next Sunday. I shall not phone you in the evening. They will not need in tomorrow.

2. Қавс ичидаги феълларни келаси замонда қўллаб гапларни ўқинг.

1. him tomorrow (see). . . . you really . . . his tomorrow? (See). She him about it (tell). . . . she really . . . him about it? (tell). Kadam, . . . you . . . as six o'clock (come)? Kadam, . . . Azad . . . at six o'clock too (come)? I . . . him after classes (visit). We him to write this article (ask).

3. Қуйидаги гапларни сўроқ ва инкор гапларга айлантиринг.

Adila will read this topic. We meet them on Monday. They study next Friday. It is easy to do it. You translate this text.

ЛЕКСИКА—ГРАММАТИКА МАТЕРИАЛИ

ЛУҒАТ

asleep (fall asleep) [ə'sli:p] ухлаб қол-
моқ

birthday ['b:θdeɪ] туғилган кун

bottle [bɒtl] бутилка

box [bɒks] қути

cook [kʊk] пиширмоқ (овқат)

cheese [tʃi:z] сир, пишлоқ

champagne [ʃæm'peɪn] шампань виноси

drop (in) [drɒp] кирмоқ

dinner (make dinner) — тушлик тайёр-
ламоқ

doubt (no doubt) [daʊt] сўзсиз

guest [gest] меҳмон

hairdressing saloon ['heə'dresɪŋ sə'lu:n] сартарошхона

lay [leɪ] дастурхон ёзмоқ

punctual ['pʌŋktʃuəl] аниқ, пухта одам

recite [rɪ'saɪt] ҳикоя қилмоқ, ёддан
айтмоқ

scrub [skrʌb] ювмоқ, тозаламоқ

shopping (do shopping) [ʃɒpɪŋ] харид
қилмоқ

tidy [taɪdɪ] йиғиштирмоқ, тартибга сол-
моқ

whole [həʊl] бутун, ҳаммаси

yet [jet] яна, ҳали

MY SISTER'S BIRTHDAY

In a week it will be my little sister's birthday and we are going to have a party.

She is a pupil of the tenth form. She is not yet a good cook and I shall help her. But I am elder and I am already a student of the second course of Institute.

For some days we'll get up early because we'll have many things to do before our classes.

First of all we shall tidy our flat, scrub the floor. My sister must drop in at the hairdressing saloon. She will be at her best in the evening party.

The day before my sister's birthday I shall do all the necessary shopping. I shall buy some cheese, caviare and sausage for sandwiches.

Our father will bring a bottle of champagne, mineral water, a box of chocolates and fruit. I shall make myself chocolate and fruit cakes. Our mother will make dinner: plov and samsa.

It will not take us long to lay the table and get everything ready. My sister's friends will come at 6 on Saturday. We hope they will be punctual as usual.

No doubt they will have a nice time. They will dance, sing, recite poetry, talk the whole evening.

As soon as the guests leave, I shall wash up, clean the table and go to bed. As I shall be quite tired. I'll fall asleep immediately.

Саволларга жавоб беринг.

1. When will it be her little sister's birthday?
2. Are they going to have a party?
3. Is her sister a pupil or a student?
4. Why are they rising early for some days?
5. What shall they do first of all?
6. When will she do all the necessary shopping?
7. What is she going to buy for sandwiches?
8. What will their father bring?
9. Who will make plov and samsa?
10. When are her sister's friends going to come to a party?
11. Will they have a nice time to your mind?

DIALOGUE

A. — What's on television today?

U. — I think there will be a play and then music.

A. — You know I don't like music much.

U. — I know you don't, and it's a pity. But I am sure you will enjoy the play.

A. — Yes, I like plays.

B. — Will there be a film on TV tonight?

A. — I don't think so. There was one last night.

* * *

A. — Let's go to the cinema today.

B. — With pleasure. What is on?

A. — The musical comedy «Volga, Volga» at our local cinema. Well, I shall book two seats.

B. — Is it that old famous film «Volga, Volga»?

A. — Yes, it is. Subov, Orlova plays the leading part. She is my favourite actress.

B. — By the way. I also like this actress.

A. — Let's meet near the cinema at 6.

B. — When does the show start?

A. — At 6.30

B. — Fine. See you after.

A. See you soon.

Машқлар

1. Текст саволларига жавоб беринг.

2. Future Indefinite Tense нинг ишлатилишига эътибор бериб, қуйидаги гапларни таржима қилинг.

1. Мен инглиз тили ўқитувчиси бўламан. Менинг опаам врач бўлади. Менинг дугонам ҳам инглиз тили ўқитувчиси бўлади. 2. Эртага кечқурун уйда бўласизми? 3. Сиз дарсларингизни бугун кечқурун тайёрлайсизми ёки эртагами? 4. Келгуси ҳафта биз жуда банд бўламиз. 5. Мен эртага кутубхонада докладга тайёргарлик кўраман. 6. Келгуси ҳафта театрга борамиз. 7. Бизнинг кинотеатрда бугун янги фильм бўлади. 8. Бу ишда унга ёрдам беришимиз керак.

3. Текст сўзларидан фойдаланиб қуйидагиларни таржима қилинг.

Эртага онамнинг туғилган куни. Бу кун дадам учун йилнинг энг яхши кунидир. Бу кун дадам чиройли гул ва совға харид қилади. Бу сафар у француз духиси ва шоколад совға қилса керак. Онам шоколад билан кофе ичишни яхши кўради. Мен пирожки ва катта торт пишираман. Мен эртага вақтли тураман, уйни йиғиштириб, полни юваман. Дарсларимдан сўнг мен овқат пишираман. Кечқурун ҳаммамиз байрам дастурхони атрофига тўпланамиз. Биз ҳаммамиз онамизни туғилган куни билан табриклаймиз, совғаларимизни топширамыз.

4. Қуйидаги гапларни сифат даражаларига эътибор бериб таржима қилинг.

1. Бугунги об-ҳаво худди кечагидек яхши. 2. Бу ҳикоя сиз ўқиган ҳикоядан узунроқ ва қизиқарлироқ. 3. Шаҳло менинг энг яхши дугонам. 4. Бу йил кутубхонамизда китоблар ўтган йилдагидан кўпроқ. 5. Энг қийин дарсларимиз—сешанбада. 6. Бу семестрда имтиҳонларимиз олдинги семестрдагидан кўпроқ. 7. Бу машқлар унчалик қийин эмас. Сизни кўп вақтингизни олмайди.

5. Қуйидаги гапларда to speak (гапирмоқ), to talk (гаплашмоқ, суҳбатлашмоқ), to say (демоқ, айтмоқ), to tell (маълум қилмоқ, гапирмоқ) феълларидан мосини Future Indefinite Tense да қўлланг.

1. Who ... at the meeting tomorrow? — A professor ... 2. What language ... at your English lesson? As a rule, we ... English, but when we explain some grammar rules the teacher always use ... Uzbek. 3. The dean of our faculty ... with the students after lessons. 4. You may go and ... him about our preparations for the evening party. 5. «Don't ... at dinner», said the mother to the children.

6. Предлогларнинг ишлатилишига эътибор бериб, қуйидаги гапларни таржима қилинг.

1. Укангиз мактабга борадими? 2. Хона ўртасида катта стол бор. 3. Шанба куни А. С. Макаренкога бағишланган кеча бўлади. 4. Ради-

они қўйинг, яхши концерт бўляпти. 5. Ўқитувчимиз дарсда биз билан одагдa инглизча гаплашади. Мен чет тиллар институтида ўқийман. Ҳозир дастурхон ёзаман ва бирга тушлик қиламиз. 7. Кеча биз ўқитувчимизнинг Англия санъати ҳақидаги саволларига жавоб бердик. 8. Бугун пальто кийма. Ҳаво иссиқ.

7. Қуйидаги сўзларнинг ёзилиши ва ўқилишини эслаб қолинг.

be — was	were	tidy—tidied
go — went		scrub — scrubbed
have — had		buy — bought
help — helped		bring — brought
rise — rose		make—made
do — did		take—took
lay—laid		dance—danced
get ready — got ready		sing — sang
come—came		recite poetry — recited poetry
hope — hoped		talk — talked
fall asleep — fell asleep		

8. а) Ўз туғилган кунингиз ҳақида қисқача [ҳикоя тузинг. б) Шаҳар ташқарисига қилган сафарингиз ҳақида диалог тузинг.

УНЛИ ТОВУШ ВА ДИФТОНГЛАР

[i:]	e—he, she, we ee—see, meet, feet ea—sea, tea, seat ie—piece, brief, niece ei—ceiling, receive
[I]	i — sit, hill, pin y — system, many, any ey — money, honey e — decide, kindness, hated ie—married, carried ai — mountain, captain — give, live, college, build, busy, minute, women, Monday, Friday, coffee, English
[e]	e — let, wet, bend err — berry, cherry, ferry ea — read, head, bread — any, many, said, says
[æ]	a — cat, cab, man, map arr — narrow, arrow, carry passive — plait, have, plaid
[ɑ:]	ar — car, far, part, start ass — pass, grass, class, glass ast — past, last, fast ask—ask, mask, bask, task

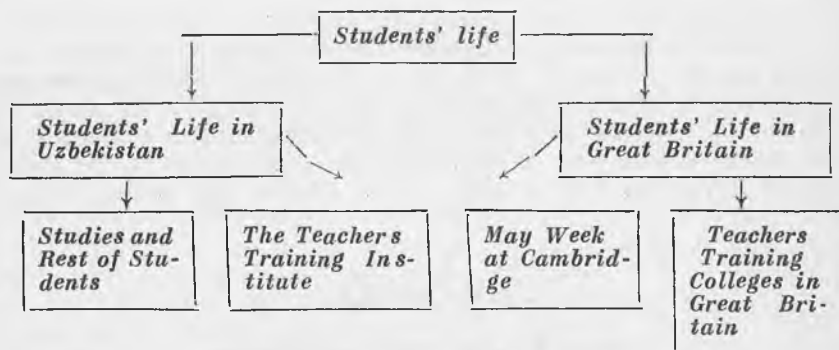
	aft — after, shaft, raft a — (ўқиш 1.) + half, palm, calm ance — dance, chance, France ath — path, bath, lath — heart, aunt , laugh, clerk, father, rather, grant
[ɔ]	o — plot, shot, hot, dog orr — lorry, borrow, sorry wa — want, wander, wan qua — quality, quantity off — off, office offer oft — often, loft, oft oss — loss, toss, ossify ost — cost, lost, ostler oth — cloth, moth, pot-herb
[ɔ:]	or — short, lord, port ore — sore, bore, more cor — door, floor our — four, pour, your war — war, swarm, ward al + унд. — salt, walk, false au — pause, cause, clause aw — saw, law, raw ough + t — ought, thought, prought augh + t — caught, naught, taught — water, broad
[u]	oo + k — book, cook, took ou — could, would, should p + u — put, push, pull b + u — bull, bush, bulldog f + u — full, fully, fulness oo — good, foot, room
[u:]	o — do, who, lose ou — soup, group, would ue — true, blue, clue ew — grew, blew, flew oo — too, tool, soon, food u — rule, rude, conclude
[ʌ]	u — cut, shut, sum, must o — love, one, brother, some ou — cousin, country, couple un — unknown, unwise, untold, blood, flood, does
[ə:]	er — stern, serve, term ir — fir, girl, bird ur — burn, turn, nurse ear — earth — heard, earn w + or — work, worm, word our — journal, journey

[ə]	a — above, and, a, sofa ar — grammar, cedar al — logical, geographical arr — arrive, arrange able — eatable, capable e — absent, student er — letter, better ous — nervous, glorious our — favour, honour ur — pursue, survive
[ei]	a — take, made, came ai — main, sail, pain ay — day, may, pray ei — eight, vein, weight ey — grey, they, prey ea — great, break, steak
[ou]	o — note, home, tone o — ld — old, cold, bold o — st — post, host, most oa — toast, soap, oak ou — mould, shoulder ow — know, flow, own
[aɪ]	i — hide, piper, side y — my, try, typist i — nd — mind, kind, find il — tie, die, cried igh — light, might, sigh ei — neither, either g + ui — guide, guise, guile — buy, eye, guy
[aʊ]	ou — out, mouse, sound ow — how, now, row ought — drought, bought
[ɔɪ]	oi — oil, boil, noise oy — boy, toy, employ
[iə]	ea — real, theatre, idea ear — ear, near, fear ere — mere, here, sincere eer — deer, beer, pioneer
[ɛə]	ar — vary, parents, staring are — care, fare, stare air — pair, hair, air ear — pear, bear, tear ere, there, their

[ɔ:ə]		ore — bore, sore, implore our — your, pour, four
[uə]		oor — poor, moor, boor our — tour, tourist ue — cruel, duel, gruel ewer — fewer, newer uer — bluer, truer
[eɪə]		ay — er — gayer, layer, player ly — or (er) — conveyor, greyer
[oʊə]		ow — er — lower, blower
[aɪə]		ire — fire, dire, mire iar — diary, liar, briar ier — spier, fier d — ia — dialect, dialogue — lion, society, science
[aʊə]		our — our, hour, flour ower — power, flower, tower
[ɔɪə]		oy — er — destroyer, employer

АСОСИЙ КУРС

CYCLE I (UNITS 1—2)



UNIT I

Topic: Studies and Rest of Students.

Grammar: Indefinite Pronouns.

Phonetic exercises

1. Practise the pronunciation of the following words:

besides [bɪ'saɪdɪz] concert ['kɒnsə:t] during ['dʒuərɪŋ] examination [ɪg'zæmɪneɪʃn] group [gru:p] important [ɪmpə:tənt] include [ɪn'klu:d] society [sə'saɪətɪ] specialist ['speʃəlɪst] subject ['sʌbdʒɪkt] vacations [və'keɪʃənz]

II. Listen to the text. Read the text and compare your reading with the master-tape.

Text 1. Studies and Rest of Students

I am a first year student of the Teachers' Training Institute. I go to the Institute on week-days. Every day we have lectures or seminars. We study many important subjects such as Political Economy, History, Psychology, Pedagogics, Uzbek and many other subjects, among which

there is also a foreign language and physical training. We have a teaching practice at schools which is very useful for us.

The academic year at the Institute includes two terms. Each term lasts several months. At the end of each term the students take their tests and examinations. I try to study regularly and hard and do not miss any classes. I do not want to fail in the examinations. I prefer to be quite ready for the examinations. I shall do my best to pass all of them well.

The life of students of our Institute is rather interesting. There are different clubs and societies at the Institute. As for me, I take part in the Students' Scientific Society. I am also a member of the Institute volley-ball team. We have regular training twice a week. Next year we shall have a fine sportsground at the Institute. Different sports competitions will take place there.

On week-days we generally are busy and have no free time. That is why we have to rest well on Sunday, our day off, and during our winter and summer vacations. There are some ways in which students spend their vacations. Some of the students who do not live at home will go to see their parents and will leave for their native towns and villages. Some students stay in town and go to the cinemas and theatres or go in for sports. After a good rest we resume our studies fresh and healthy.

GRAMMAR

Some, any, no гумон олмошлари

Some олмоши бўлишди дарак гапта от ўрнида ишлатилади. **Some** олмоши ўзбек тилига бир нечта деб таржима қилинади: I have some pencils. We have some lessons today.

Сўроқ ва бўлишсиз гапларга **some** ўрнига **any** олмоши ишлатилади. **Any** — бирор(та), қандайдир, ҳеч қандай деган маънони англатади: Has she any pens? Are there any people in the bus - stop? He has not any pencils.

«Not any» ўрнига кўпинча **no** олмоши ишлатилади: He has no pencils. **Some, any, no** олмошларига **body, one, thing** сўзлари қўшилиши натижасида шахс ва предметни ифодаловчи **somebody, anybody, nobody** олмошлари ясалади. Бу олмошлар ўзбек тилига аллаким, кимдир, ҳеч ким тарзида таржима қилинади.

There is somebody in the room. I see someone in the room.

Something, anything, nothing олмошлари алланима, нимадир, бирор нарса, ҳеч нарса каби маъноларни ифодалайди:

There is something on the table.

There is nothing under the table.

Бу олмошлар ҳам қўлланиши жиҳатдан **some, any, no** олмошлари сингари бир-биридан фарқ қилади: **somebody, someone, something** асосан бўлишди дарак гапларда, **anybody, anyone, anything** сўроқ ва бў-

лишсиз гапларда, nobody, no one, nothing олмошлари эса фақат бўлишсиз гапларда қўлланади:

Someone is near your car.
Is there anybody in the room?
Nobody knows where Olim lives.

Grammar exercises

III. Find the sentences with verbs in the Future Indefinite Tense in the text, copy and translate them.

IV. Form the Past and the Future Indefinite Tense of the following verbs:

to be, to have, to spend, to help, to read, to write, to stand, to sit, to sing, to go, to stay, to come.

V. Make up 6 sentences with the verbs in the Indefinite Tenses.

VI. Make the following sentences interrogative and give short answers:

1. I shall write the letter tomorrow. 2. He will go to the plant in the morning. 3. She will go to Moscow next year. 4. I shall give him the book next week. 5. He will do this work tomorrow. 6. I shall help my sister tomorrow.

VII*. Make the following sentences negative:

1. Olim will go to school next year. 2. He will be at home in the evening. 3. We shall go to the cinema this week. 4. My sister will work at the factory next summer. 5. Karima will read this book next Sunday. 6. My sister's family will get a new flat.

VIII. Copy and translate the following sentences:

1. There is somebody there. 2. Someone is near your car. 3. I have something in my bag. 4. There is something black on the floor. 5. There isn't any ink in my fountain-pen. 6. There are some mistakes in your sentence. 7. Do you know any pictures of this painter? 8. He knows nothing about it.

IX*. Fill some, any no in:

1. Is there . . . little table in the bedroom? 2. There are . . . chairs in the kitchen. 3. There are . . . maps on the walls of the classroom. 4. Are there . . . pictures in your English book? 5. It is so cold that there are . . . people in the street. 6. There are . . . books on the shelf. 7. Are there . . . pupils in the classroom? 8. No, there . . . pupils in the classroom. 9. Have you . . . books in your bag? 10. There is . . . snow on the ground in May.

Vocabulary and Speech Exercises

X. Read and translate Text I.

XI. Translate the following sentences into Uzbek:

1. I am a first-year student. 2. Every day we have some lectures. 3. We study different subjects. 4. I study hard in order to be a good

specialist. 5. The life of students is very interesting. 6. I take part in the Students' Scientific Society. 7. On week days we generally have no free time. 8. We shall have a rest during our winter and summer vacations.

XII. Give English equivalents to:

бундан ташқари, қарор қилмоқ, давомида, озод қилмоқ, муҳим, ўз ичига олмақ, жамият, студентлар илмий жамияти, фан (предмет), семестр, синаб кўрмоқ, фойдали, каникул.

XIII. Ask questions for the following answers:

1. We have a teaching practice at schools. 2. The academic year at the Institute includes two terms. 3. At the end of the term we shall take examinations. 4. There are different clubs and societies at the Institute. 5. Next year we shall have a fine sports-ground at the Institute. 6. Different sports competitions will take place there.

XIV. Practise the following questions (work in pairs):

1. Where do you study? 2. Do you go to the Institute on week-days? 3. How many lectures or seminars have you every day? 4. What subjects do you study? 5. How many terms does the academic year at the Institute include? 6. Is the life of students of your Institute interesting? 7. Do you take part in the Students' Scientific Society? 8. When do you try to rest well?

XV. Make up a short story, using the following words:

week-days, lectures, study, subjects, include, term, examination, society, regular, fine, sportsground, competitions, take place, decide, spend, vacation, cinema, theatre, rest, free, time.

XVI. Say what you usually do at the lecture, using the following words:

to listen to the lecture, to take notes, to ask questions, to write, to ask the teacher to explain.

XVII. Act as a teacher. Let your group-mates complete the sentences consulting the text:

1. I go to the Institute . . .
2. We study many . . .
3. I try to study hard . . .
4. The academic year at the Institute includes . . .
5. I take part in . . .
6. I am also a member of the Institute . . .
7. We have regular training . . .

XVIII. Speak about: a) your studies at the Institute, b) your rest.

XIX. Memorize and reproduce the following dialogues. Work in pairs.

DIALOGUES

A.: How did you find your last test in English?

B.: Rather difficult. I made a lot of mistakes.

A.: That's natural: you didn't work very hard and besides you rely too much on your memory. Am I right?

B.: Yes, you are. I'll try to work harder at my English. But now I feel nervous about my exam in history tomorrow.

A.: Are you quite ready for your exam?

B.: I think I am. I attended all the lectures but I'm afraid I'll get everything mixed up.

A.: Take it easy. You are quite at home in the subject. I'm sure you'll do very well.

* * *

A.: Where will you spend your vacations?

B.: At present I have no idea. You see, at first we shall work at the pioneer camp and then I'll think it over. And what about you?

A.: I made up my mind to go to my parents who live in a village.

B.: Will you have a rest there?

A.: I think I have. There is a river and I shall swim there as much as I like. I enjoy to swim very much. That's my favourite sport.

B.: Well, I wish you a good rest.

A.: The same to you.

XX. Read the title of Text 2, skim through it and say what the text is about.

Text 2. May Week at Cambridge

Cambridge University is one of the famous higher schools in Great Britain. It is very old. The story of Cambridge began in 1209 when several hundred students and scholars arrived in the little town of Cambridge. As the custom then was, they joined themselves into a «Universitas» or Society. The word «University» like word «College» meant a society of people.

It is very interesting to visit Cambridge during May Week. May week means the first two weeks in June, the very end of the University year. At that time students of the University finish their exams and have a rest. They need the atmosphere of relaxation at the end of the year. There are over 20 colleges at the University and almost every college takes part in this holiday. Some students prepare a concert, others present a play. As a rule, different concerts, plays, parties and picnics take place in the open air. Music and drama play a great role

in the holidays. Many students take part in sports competitions, especially in boat races. Many people of the town go to the river behind the colleges to watch May boat races.

NOTES:

scholar — олим

custom — расм, одат

arrive — келмоқ

XXI. Have you learnt anything new from the text? What is it?

XXII. Give advice to your friend on how to spend free time.

XXIII. Read and translate Text 3 at home. Be ready to practise questions and answers about the text.

Text 3. My Day Off

On week days I go to the Institute. Sunday is my day off. On this day I do not go to the Institute. On week-days I must get up early and on my day-off I may sleep till 8 or 9 o'clock. I get up, switch on the radio and do my morning exercises. Then I wash, dress myself and prepare breakfast. After breakfast I help my mother about the house. Then I spend my day off in different ways. Sometimes my friend and I go to the cinema to see a new film or to the theatre to see a play, opera or ballet or to a concert. We also like to visit exhibitions of all kinds. Sometimes we go for a walk to get fresh air. That's why we leave town for the country. We swim and bathe, we play different sports and games there. We especially enjoy our rest if the weather is fine.

We are fond of winter sports too. We like to skate and to ski. That's why we prefer to spend our rest day in winter in the mountains. We start early in the morning and return late in the evening. It is wonderful in the mountains in winter. The air is fresh, the mountains are white with snow, We have a very good time there. We came home tired a little but pleased with our rest.

Next Sunday my friend and I will visit the Art Museum. It is the centre of cultural life of our town. Its collection of paintings is very rich. It includes the works of both the older generation of artists and the contemporary painters. There are many wonderful paintings in the Museum.

XXIV. Give a brief account of your day off.

XXV. Memorize the poem and reproduce it:

LEISURE (*extract*)

What is this life if, full of care,
We have no time to stand and stare?
No time to see, when woods we pass,
Where squirrels hide their nuts in grass;
No time to see, in broad daylight,
Streams full of stars, like skies at night;

A poor life is if, full of care,
We have no time to stand and stare.

(W. H. Davies)

«This is the only way to take the children out for a walk.»



UNIT 2

Topic: The Institute.

Grammar: Degrees of Comparison of Adjectives.

Phonetic Exercises

I. Practise the pronunciation of the following words:

correspondence [ˈkɒrɪsˈpɒndəns]

friendship [ˈfrendʃɪp]

kindergarten [ˈkɪndəˌɡɑːtn]

preparatory [priˈpærətəri]

condition [kənˈdɪʃən]

experienced [ɪksˈpɪərɪənst]

graduation [ˈɡrædʒuˈeɪʃən]

laboratory [ləˈbɒrətəri]

qualified [ˈkwɒlɪfaɪd]

II. Repeat the text after the speaker, compare your reading with the master-tape.

Text 1. Our Institute

Tashkent Nizami State Teachers' Training Institute is one of the oldest and largest higher schools in the republic. In 1985 the Institute got the Order of Friendship of Peoples for its great services in the field of education.

Every year a lot of applicants come to the Institute in order to take entrance examinations which are rather difficult. All of them want to be teachers. I decided to be a teacher too. I think it is one

of the most interesting professions. I study at Day-Time Department, but we have also Evening, Correspondence and Preparatory Departments. There are many faculties at the Institute which train students in different specialities.

The teaching staff of the Institute includes many experienced teachers. Highly qualified specialists many of whom are Masters or Doctors of Science, deliver lectures, practical lessons and seminars. There are professors and Honoured teachers among them. All of them do their best to train qualified teachers and educators of the rising generation.

We have good conditions for our studies at the Institute. There are a lot of modern laboratories, classrooms, lecture halls and workshops at the Institute. There are some language laboratories too. They have modern tape-recorders, television sets and other special devices where students listen to tape-recordings and work at their pronunciation. The language laboratory helps us to study foreign languages through practice. We have also a big library and comfortable reading halls. In the library there are all the necessary books for our studies.

After graduation from the Institute we shall work at schools and kindergartens of our republic.

GRAMMAR

СИФАТ ВА РАВИШ ДАРАЖАЛАРИ

Инглиз тилида сифат ва равишларнинг уч даражаси бр бўлиб, улар оддий, қиёсий ва орттирма даражалар дейилади.

Сифатнинг қиёсий даражасини яшаш учун оддий даражадаги сифатга *-er* суффикси қўшилади ва бу суффикс ўзбек тилидаги сифатнинг *-роқ* қўшимчасига тўғри келади.

Сифатнинг орттирма даражаси оддий даражадаги сифатга *-est* суффиксини қўшиш орқали ясалади ва бу суффикс ўзбек тилида энг, жуда деган маъноларни англатади. Орттирма даражадаги сифатдан олдин одатда аниқ артикль қўлланилади.

small — кичкина — smaller — кичикроқ — the smallest — энг кичик large — катта — larger — каттароқ — the largest — энг катта
--

Қўп бўғинли сифатларнинг қиёсий даражасини яшаш учун оддий даражадаги сифатдан олдин *more* сўзи, орттирма даражасини яшаш учун *the most* сўзи қўйилади.

beautiful — чиройли — more beautiful — чиройлироқ the most beautiful — энг чиройли important — муҳим — more important — муҳимроқ the most important — энг муҳим
--

Баъзи сифатларнинг қиёсий ва орттирма даражаси юқоридаги қондан мустасно. Уларни ёдлаб олиш керак:

good — яхши — better — яхшироқ — the best — энг яхши
bad — ёмон — worse — ёмонроқ — the worst — энг ёмон
little — кичик — less — кичикроқ — the least — энг кичик
much
many — кўп — more — кўпроқ — the most — энг кўп

Инглиз тилидаги равиш даражаларининг ясалиши сифат даражаларининг ясалишига ўхшашдир.

Предметлар бир-бирига қиёсланса, *than* боғловчиси ишлатилади: Moscow is larger than Tashkent.

Grammar Exercises.

III. Form degrees of comparison of the following adjectives and adverbs:

high, long, dry, large, great, beautiful, pleasant, bad, big, poor, rich, difficult, little, near, good, happy, new, interesting, small, heavy, dirty.

IV*. Give the correct forms of the adjectives and adverbs in brackets.

1. The Baikal is the (deep) lake in Siberia. 2. Moscow is the (large) city in Russia. 3. The Lena is the (long) river in our country. 4. She studies (bad) than her brother. 5. I am (young) than my brother. 6. In summer the days are (long) than in winter. 7. In winter the days are (cold) than in spring. 8. The (cold) month is January. 9. The doctor's garden is (beautiful) than our garden. 10. Today is the (short) day of the year.

V. Make up 6 sentences. Use the degrees of comparison of adjectives.

Vocabulary and Speech Exercises

VI. Read and translate Text I.

VII. Suggest the Uzbek for:

comfortable, department, condition, correspondence, graduation, a lot of, honoured teacher, kindergarten, preparatory, qualified, rising generation, teaching staff, various, modern, educator, higher school, experienced.

VIII. Find antonyms among the following words:

to take, to begin, to give, to finish, to ask, difficult, to answer, easy, well, good, bad, badly.

IX*. Form sentences using the following words:

1. Olim, every, goes, day, Institute, to, the. 2. Do, not, speak, we, French. 3. Karima, in, lives, Tashkent. 4. He, at, eight, o'clock, come,

will, to, Institute, the. 5. Oleg, at, here, came, 10, o'clock. 6. Students, last, there, were, year.

X. Learn the proverb and make up a situation using it. It is never too late to learn.

XI. Act as a teacher. Ask the following questions. Let your group-mates answer them.

1. Where do you study? 2. Do you decide to be a teacher? 3. What department do you study at? 4. How many departments are there in the Institute? 5. What Order has the Institute? 6. When did the Institute get this Order? 7. What conditions have you for your studies? 8. Where do the students who come from other towns live? 9. Where will you work after graduation from the Institute? 10. Do you like your profession?

XII. Say a few words about your studies:

- a) What Institute you study at;
- b) What subjects you study;
- c) What lectures and seminars you have;
- d) What social work you take part in.

XIII. Speak on the following situation:

You meet your former classmate. What would you tell him about your Institute?

XIV. It is interesting to know:

... in 1879 on the territory of Uzbekistan there was only one educational Institution which trained teachers, it was Turkistan Teachers' Seminary, it was opened in Tashkent.

... in the 20—30 es a number of teachers' training institutes were opened in Uzbekistan — in Samarkand, Fergana, Andijan, Khorezm, etc.

... the Tashkent State Teachers Training Institute named after Nizami was founded in 1935 on the basis of the Central Asian State University in Tashkent.

... at the present time there are 14 teachers training Institutes in Uzbekistan.

XV. Learn the dialogue by heart and dramatize it.

DIALOGUE

(A talk between two students)

D.: Let me introduce myself. I am Davis. I am a second year student of an English Technical College. And what's your name?

M.: My name is Mansur. I study at the Teachers' Training Institute.

- D.: Will you explain to me what you mean? The word «institute» sounds rather unusual to an English ear. Is it a college or a kind of university?
- M.: Well, it's a higher educational establishment which trains students to be secondary school teachers.
- D.: What department do you study at?
- M.: I study at the Day-Time Department.
- D.: So, do I. But I work after classes in order to pay for studies.
- M.: I am sorry to hear that. We do not pay for our tuition.
- D.: I see. By the way, do graduates of your institutes get a degree?
- M.: No, they do not. Our system of scientific degrees is different. Our graduates get diplomas which are actually the same as the British first degree (degree of bachelor).
- D.: That's clear. I wonder, does your Institute cover a large area?
- M.: Yes, rather. We have the administrative block, several teaching blocks and students' hostels.
- D.: It's quite a campus.
- M.: Right you are.
- D.: I was very glad to meet you, Mansur. Now it's time to be off. So long.
- M.: So long.

XVI. Listen to Text 2 and try to understand its main contents.

Text 2. Teachers' Training Colleges in Great Britain

In Great Britain Teachers' Training Colleges train teachers for different kinds of school. These colleges have also the name the Colleges of Education. They train teachers in various subjects.

A college of education is one of many kinds of higher schools in the country. There are special colleges for men and women. There are also mixed colleges. Usually students enter the college at the age of 18. The academic year at the college of education includes three terms. Each term lasts several months. At the end of each term students take their tests and examinations.

Students of the colleges of education study many important subjects. They also have a teaching practice at schools which lasts 12 weeks and which is useful for future specialists. The colleges of education are linked for academic purposes with Universities. A course of studies at the colleges lasts four — five years.

As it is necessary to pay money for studies, not all young people of the country have a possibility to enter the college of education.

Notes

mixed	— қўшма
pay money	— пул тўламоқ
possibility	— имконият

XVII. Have you learnt anything new from the text? What is it?

XVIII. Read and translate Text 3 at home. Make up a plan of the text.

Text 3. Students' Life in Great Britain

Most people in Great Britain enter higher school at the age of 18. There are different kinds of higher school in the country — universities, teachers' training colleges, technical colleges, art colleges, etc. They give part-time and full-time education. The course of studies at the universities lasts as a rule more than four years. The course of studies at technical and other colleges is shorter than at the universities. It lasts three or four years. The academic year in Great Britain includes three terms. Each term lasts from eight to ten weeks. Between the terms the students have their holidays — a month in winter, a month in spring and three months in summer. At the end of the term students take their tests and examinations. They take terminal examinations at the end of the autumn, spring and the summer terms. They take final examinations at the end of course of studies. If a student fails in an examination, he takes the exam again. Only two re-examinations are usually allowed. For a break of discipline a student pays a sum of money, for a serious offence he is expelled from the higher school.

British higher schools differ from each other in date of foundation, history, methods of teaching, way of student life, etc. The two oldest and the most famous universities are Oxford and Cambridge. Each of them is a collection of colleges. There are men's and women's colleges at the Universities. The colleges of Oxford and Cambridge are residential. Apart from lectures, they use a tutorial system of education. Each student has a tutor who helps the student to plan his work. Once a week a student meets his tutor and they discuss the student's work. There is no tutorial system of education at the other higher schools in Great Britain. They rely on lectures.

There are a lot of students' societies and clubs at the British higher schools. They help students to go in for sports, to take part in social activities, to develop their abilities.

XIX. Compare students' life in Uzbekistan and in Great Britain.

XX. Prepare a questionnaire to find out which of the group takes an active part in the Institute social life.

XXI. Enjoy the joke.

The professor delivered the last lecture of the term and spoke about students' preparations for the examinations. He said, «The examination papers are now in the hands of the printer. Are there any questions?» There was a silence. Then somebody asked, «Who is the printer?»

Essential Vocabulary

Words and expressions to learn:

Unit 1:

academic year [ækə'demik'jə:] уқув йили
cinema ['sɪnɪmə] кино

competition [ˌkæmpɪ'tɪʃən] мусобақа
decide [dɪ'saɪd] қарор қилмоқ
do one's best [duwʌnz'best] имкони бо-
рича ҳаракат қилмоқ

during [ˈdʒuəriŋ] давомида
 end [end] 1. охири; 2. тугамоқ
 fail [feɪl] мағлубиятга учрамоқ
 generally [ˈdʒenərəli] одатда
 group [gru:p] группа
 hard [hɑ:d] қаттиқ
 important [ɪmˈpɔ:tənt] муҳим
 include [ɪnˈklu:d] ўз ичига олмоқ
 miss [mɪs] қолдирмоқ (дарс)
 next [nekst] келаси, кейинги
 pass (exams) [pɑ:s] ўтмоқ
 ready [redi] тайёр
 rather [ˈrɑ:ðə] етарли
 regular [ˈregjələ] мунтазам
 resume [riˈzju:m] қайтадан бошламоқ
 seminar [ˈseminɑ:] семинар
 society [səˈsaɪəti] жамият
 specialist [ˈspeʃəlist] мутахассис
 spend [spend] ўтказмоқ
 Students' Scientific Society [ˈstju:dənts
 — saɪənˈtɪfɪk səˈsaɪti] Студентлар
 Илмий Жамияти
 teaching practice [ˈti:tʃɪŋ ˈpræktɪs]
 ўқитиш практикаси
 term [tɜ:m] семестр
 test [test] синаб кўрмоқ
 useful [ˈju:sfʊl] фойдали
 vacations [vəˈkeɪʃənz] каникул
 way [weɪ] йўл, усул

Unit 2:

a lot of [lɒt] кўпгина
 condition kənˈdɪʃən] шaroит
 deliver (a lecture) [dɪˈlɪvə] лекция ўқи-
 моқ
 education [ˈedʒuˈkeɪʃən] тарбия, маориф

experienced [ɪksˈpɪəriənst] тажрибали
 friendship [ˈfrendʃɪp] дўстлик
 field [fi:ld] соҳа, фаолият
 graduation [ˈgrædʒuˈeɪʃn] битириш
 great [greɪt] улур
 higher school [ˈhaɪə ˈsku:l] олий мак-
 таб
 Honoured Teacher [ˈɒnəd ˈtitʃə] хизмат
 кўрсатган ўқитувчи
 kindergarten [ˈkɪndə ˈgæ:tɪn] болалар
 боғчаси
 laboratory [ləˈbɔrətəri] лаборатория
 master [mɑ:stə] малакали ўқитувчи
 modern [ˈmɒdən] замонавий
 order [ˈɔ:də] орден
 preparatory [prɪˈpæretəri] тайёрлов
 professor [prəˈfesə] профессор
 pronunciation [prəˌnʌnsiˌeɪʃən] талаф-
 фуз
 qualified [ˈkwɒlɪfaɪd] малакали
 reading-hall [ˈri:diŋhɔ:l] қироатхона,
 ўқув зали
 republic [riˈpʌblɪk] жумҳурият, респу-
 блика
 rising generation [ˈraɪzɪŋdʒenəˈreɪʃən]
 етишаётган авлод
 science [ˈsaɪəns] фан
 speciality [ˈspeʃiˈælɪti] касб
 service [ˈsɜ:vɪs] хизмат
 teaching staff [ˈti:tʃɪŋ ˈstɑ:f] ўқитувчи-
 нинг штати
 tape-recorder [ˈteɪprɪˈkɔdə] магнито-
 фон
 think [θɪŋk] ўйламоқ
 train [treɪn] тайёрлаб чиқармоқ
 workshop [ˈwɔ:kʃɔp] устахона

REVISION TESTS

Grammar and Structures:

- I. Complete each sentence with a suitable degree of comparison of adjective
- My friend is one of the . . . fine/finest
sportsmen at the Institute.
 - This library is the . . . bigger/biggest
library in our republic.
 - They have . . . conditions better/best
for studies than we have.
 - . . . of the students live more/most
in the hostels.
 - Our profession is . . . than many more interesting/most
other professions. interesting
- II. Choose the correct verb forms:
- Next year we . . . our practice at have /had/shall have
schools.
 - Yesterday I . . . home for the Insti- leave //left/ /shall leave
tute at eight o' clock.

- | | |
|--|----------------------------------|
| 8. Now the life of students of our Institute . . . interesting. | is /was//will be |
| 9. Last year I . . . all the exams well. | pass /passed//shall pass |
| 10. At present the academic year in Great Britain . . . three terms. | includes /included//will include |

Vocabulary and language Use

1. Complete each sentence with a suitable word or expression:

- | | |
|--|-------------------------|
| 1. He . . . in different sports competitions. | takes part/ takes place |
| 2. My friend's family is . . . | friendly/friendship |
| 3. I always . . . English lessons. | attend/visit |
| 4. I go to the Institute on . . . | week- days/day- off |
| 5. At the end of the . . . we take examinations. | lesson/term |

2. Find the Uzbek equivalents of the following English words and expressions:

- | | |
|-------------------|---------------------------|
| 6. important | 6. фан |
| 7. subject | 7. мустаҳкам |
| 8. department | 8. битириш |
| 9. teaching staff | 9. бўлим |
| 10. graduation | 10. ўқитувчиларнинг штати |

Reading Comprehension

Look through the following text without using a dictionary:

THE UNIVERSITY OF OXFORD

The University of Oxford was founded in 1249. People from many parts of the world come to study at this University. They come to study at one of the twenty-seven men's colleges or at one of five women's colleges. The university «family» has more than 9,000 members. The red buildings of the women's colleges are new. The men's colleges are grey old buildings. Every year more than one thousand students enter the Oxford University. The entrance exams are difficult. It is necessary to work hard to become a student of the Oxford University. In the morning the students of Oxford have classes, lectures and seminars. At two o'clock they have a dinner break which lasts till four. After tea they continue their studies. Many students go in for sports. The life of the students at Oxford is interesting.

Now choose the correct words to fill in the blanks:

- Oxford is one of the . . . English universities:
a) modern; b) oldest
- . . . study at the University.
a) only English people;
b) people from different countries
- The entrance exams are . . .

a) difficult; b) easy

4. There are . . . men's colleges than women's colleges.

a) more; b) less

Listening Comprehension

Listen to the recording and then answer the questions on the text choosing the appropriate answer. You can take notes while you listen.

1. When did we begin to celebrate Day of Knowledge?

a) last year; b) in 1984

2. Where was this holiday born?

a) in our country; b) abroad

3. Who celebrates this holiday?

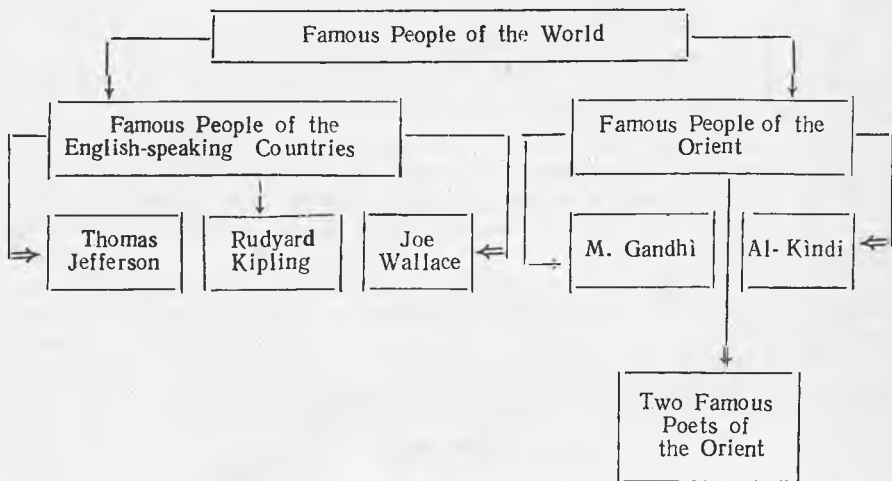
a) only pupils and students; b) all the people of the country

4. How do we celebrate Day of Knowledge?

a) we start the academic year at schools and Institutes;

b) in different ways including the start of the academic year

CYCLE II (UNITS 3—4)



(UNIT 3)

Topic: Famous People of the Past

Grammar: Participle 1, II

Direct Speech.

Conjunctions «both . . . and», «as many as».

Complex and compound sentences.

Phonetic Exercises:

1. Practise the pronunciation of the following words:

both [bəʊθ]
founder [ˈfaʊndə]
law [lɔː]
knowledge [ˈnɒlɪdʒ]
master [ˈmɑːstə]
possible [ˈpɒsəbl]

foreign [ˈfɔːrɪn]
highly [haɪli]
liberation [ˈlɪbəˈreɪʃən]
language [ˈlæŋɡwɪdʒ]
original [əˈrɪdʒənəl]
author [ˈɔːθə]

II. Read the proper names:

Thomas [ˈtɒməs] America [əˈmerɪkə] Virginia [vəˈdʒɪnjə] Washing-
ton [ˈwɒʃɪŋtən] France [frɑːns] the USA [ˈjuːˈesˈeɪ]

III. Listen to the text and repeat it after the speaker:

Text I. Thomas Jefferson

Thomas Jefferson, one of the American presidents of the past was born in Virginia in 1743. When he was fourteen years old, his father died and the young boy tried to choose for him self what to do. He studied literature and mastered foreign languages in order to be a highly — educated man and to read books in the original. He had a deep knowledge of law too because he wanted to be a lawyer. Later Jefferson wrote many of the Virginia laws, one of which allowed every child to go to school free. He wrote: «Equal rights for all, special privileges for none».

When Jefferson was a young man, he was one of those who wanted liberation from England. Later he became the chief author of the Declaration of Independence, proclaimed on the 4 th of July, 1776.

Thomas Jefferson also drew up the constitution for his state, Virginia, and served as its governor. He went to France as the foreign minister of the USA, and afterwards was President Washington's Secretary of State. Then he became the country's third president, serving in this position for two terms.

Thomas Jefferson was the founder of a university where both the students and teachers lived and worked together in a village built for them. Established in Virginia, it was one of the first schools teaching science.

Thomas Jefferson always thought about ordinary people and did as many useful things for them during his lifetime as possible.

GRAMMAR

PARTICIPLE II — СИФАТДОШ II

Participle II феълнинг III шакли бўлиб, у феъл ўзагига **-ed** (агар феъл ўзаги *e* ҳарфи билан тугаса **-d**) қўшимчасини қўшиш орқали ясалади:

to work — worked

to invite — invited

Нотўғри феълларнинг III шакли алоҳида усул билан ясалади. Нотўғри феълларнинг Participle II шаклининг ясалиш усулини нотўғри феъллар жадвали ёки лугатдан қараш керак.

to write — written

to think — thought

to come — come

Participle II мустақил ҳолда аниқловчи вазифасида қўлланади ва аниқланмиш оддан олдин ёки кейин келади:

The question asked by my friend is very interesting.
The written letter is in my bag.

Аниқловчи вазифасидаги Participle II ўзбек тилига мажҳул нисбатдаги ҳозирги ёки ўтган замон сифатдоши орқали таржима қилинади (бajar + ил + ган, ёз + ил + ган).

КЎЧИРМА ГАП

Бирор шахснинг ҳеч ўзгаришсиз, айнан келтирилган гапи кўчирма гап дейилади.

He said: «I went to Moscow last month».

У «Мен Москвага ўтган ойда борган эдим» деди.

Her brother said to Olim: «Did you go to the Institute yesterday?»

Унинг акаси Олимга деди: «Сиз кеча институтга борган эдингизми?»

PARTICIPLE I — СИФАТДОШ I

Сифатдош I феълнинг шахсиз шаклларида бири бўлиб, унда сифат ва равишга хос хусусиятлар мавжуддир.

Тўғри ва нотўғри феълларнинг Participle I формаси феълнинг инфинитив шаклига *-ing* суффиксини қўшиш орқали ясалади.

to work — working

to read — reading

to do — doing

to stay — staying

Participle I феълнинг [ҳозирги замон сифатдошидир. Participle I гапларда аниқловчи ва ҳол вазифасида ишлатилиши мумкин. Бундан ташқари, Participle I Continuous группасидаги кесимнинг таркибий қиоми бўлиб келади. Participle I аниқловчи вазифасида қўлланса, оддан олдин ёки кейин келиши мумкин. Participle I оддан кейин одатда, сифатдош оборотини ҳосил қилувчи сўзлар билан бирга қўлланади. Масалан:

dancing girl — рақсга тушаётган қиз

playing boy — ўйнаётган бола

The man standing near the window is our teacher.

Дераза ёнида турган киши бизнинг ўқитувчимиз.

Participle I гапда сабаб, пайт ва равиш ҳоли бўлиб келиши мумкин:

Looking out of the window, the woman saw her son.

Деразадан қараётиб, аёл ўғлини кўрди.

Пайт ҳоли вазифасида келувчи сифатдош оборотларда кўпинча while ёки when боғловчилари ишлатилади, бироқ бу боғловчилар таржима қилинмайди.

While going to the bus stop I met my sister.

When going home I usually buy bread.

Both . . . and, as many as . . . қўшма боғловчилари

Both . . . and қўшма боғловчиси ўзбек тилига . . . ҳам . . . ҳам деб таржима қилинади. Масалан: Both he and I came late. У ҳам, мен ҳам кечикиб келдик. He read both Russian and foreign writers. У ҳам рус, ҳам чет эл ёзувчиларини ўқиган.

As many as . . . қўшма боғловчи ўзбек тилига қанчалик . . . шунча деб таржима қилинади.

They wanted to buy as many of books as possible.

ҚЎШМА ГАП

Қўшма гап бир умумий фикрни англатувчи икки ва ундан ортиқ содда гаплардан ташкил топади. Қўшма гап икки хил бўлади: боғланган қўшма гап ва эргашган қўшма гап:

He speaks English and his sister speaks English and German (боғланган қўшма гап). As soon as I do it I shall begin to read (эргашган қўшма гап).

Боғланган қўшма гап икки ёки ундан ортиқ содда гаплардан ташкил топади. Боғланган қўшма гап таркибига кирувчи содда гаплар ўзaro тенг боғловчилар ёрдамида бирикади ва улар одатда вергул билан ажратилади. Кўп қўлланадиган тенг боғловчилар қуйидагилардир: and (ва, эса), but (лекин), as well as (шундай; худди шундай), but also (на фақат . . . ва), or (ёки) ва бошқалар.

His life was very hard and he described it in his book.

Эргашган қўшма гаплар бош гап ва бир ёки бир неча эргаш гаплардан ташкил топади. Бир гап бошқа гапга тобе бўлиб, уни изоҳлаб келса, бундай гаплар эргаш гап дейилади. Эргаш гап томонидан изоҳланувчи гап эса бош гап ҳисобланади.

Эргаш гап бош гапга боғловчи ёки шу вазифасидаги сўзлар ёрдамида ёки боғловчисиз интонация воситасида ҳам бирикиши мумкин. Эргаш гап бош гапдан олдин, гап ўртасида ва бош гапдан кейин келиши мумкин.

Эргаш гаплар англатаётган мазмуни, шаклланиши ва бош гап билан боғланиш усулига кўра қуйидаги турларга бўлинади: эга эргаш гап, кесим эргаш гап, аниқловчи эргаш гап, тўлдирувчи эргаш гап, пайт эргаш гап, ўрин эргаш гап, мақсад эргаш гап, сабаб эргаш гап, натижа эргаш гап, тўсиқсиз эргаш гап, шарт эргаш гап, равиш эргаш гап, қиёс эргаш гап. He writes that he will come next summer (тўлдирувчи эргаш гап) The cinema which is in Bobir Street is large (аниқловчи эргаш гап) The girls who study there are my friends (аниқловчи эргаш гап). Эргаш гаплар бош гапга that, what, if, who, which, who ever, whether, as if, as though каби боғловчилар where, how, why каби боғловчи олмош ва равишлар орқали бирикади:

When we graduate from the Institute we shall become teachers.

Ann left Tashkent where she lived with her mother.

Grammar Exercises

IV. Act as an interpreter. Translate the following sentences into Uzbek:

1. The table standing at the window is very small. 2. The man reading the newspaper is my brother. 3. The crying girl is his sister. 4. Reading this text I write out all new words. 5. Repeating grammar rules he gets ready for the test. 6. The girl playing chess with her friend is a student of our group. 7. The students working at the laboratory will finish our school this year.

V*. Join the sentences using the Present Participle.

Model: I saw a girl. She was sleeping. — I saw a sleeping girl.

1. They saw children. They were playing. 2. He saw a man. He was swimming. 3. I talked to a woman. She was making tea. 4. I looked at a girl. She was skating. 5. We came up to the boys. They were singing.

VI. Copy the sentences. Underline the Present Participle and define its function in the sentence.

1. Look at the dancing boy. He is Oleg's brother. 2. The young man standing near the window is our teacher. 3. The girl playing the piano is Olim's sister. 4. Entering the room, I switched on the radio. 5. Looking out of the window, the woman saw her daughter. 6. Hearing a noise, we stopped talking. 7. A man went into the room, leaving the door open.

VII. Translate the following sentences into Uzbek, paying attention to Participle II.

1. The work done by you is very important. 2. The translation made by Karima is very good. 4. The pen broken by him is on the floor. 4. I do not write with a broken pencil. 5. The given examples are interesting. 6. New houses built for the Soviet people are very beautiful.

VIII. Use the Past Participle in the following sentences:

1. The book (write) by this writer is very interesting. 2. The coat (buy) at the new shop is really nice. 3. Name some places (visit) by you last year. 4. Yesterday we were at the meeting (organize) by the students. 5. I like the flowers (bring) by Olim. 6. This is the house (build) several hundred years ago. 7. I'll show you the picture (paint) by Repin.

IX*. Use Participle I or Participle II:

1. . . . the text we write out all the new words (translated, translating). 2. The text . . . by the students is interesting (translated, translating). 3. . . . this translation he uses the dictionary (making, made).

X. Make up sentences with *both . . . and . . .*

Model: Both pupils and students often visit this museum.

XI. Complete the sentences and translate them into Uzbek:

1. Both mechanics and . . . work on the collective farm.
2. Both Olim and . . . ran to the river.
3. Both Karima and . . . worked as teachers at school.
4. Both a grandfather and . . . visited us last week.
5. Both a brother and . . . went to the cinema.
6. Both Termez and . . . are in the South of Uzbekistan.
7. Both Olim and . . . study well.
8. We use both a pen and . . . when we write.

XII. Analyze and translate the following complex sentences:

1. He loves the little village where he was born.
2. I like the days when it is hot.
3. The book that I read was not interesting.
4. I know that you are right.
5. We do not know who he is.
6. Olim will speak to him before he goes.
7. I missed lessons, because I was not well.

XIII. Copy the sentences, define the types of subordinate clauses.

1. They will print your story if you send it to them.
2. The book was so interesting that I read it the whole night.
3. The house which we live in is new.
4. Whenever I came to him, he is busy.
5. If I see him, I shall tell him about it.

Vocabulary and Speech exercises

XIV. Read and translate Text I.

XV. Give English equivalents to:

Чет тиллар, билим, адабиёт, ташқи ишлар вазири, эълон қилмоқ, конституция, мустақиллик декларацияси, озодлик, фан, асосчи, муддат.

XVI. Memorize the following words and make up situation using them:

highly-educated, foreign languages, knowledge, founder, proclaim, science, ordinary people, equal rights, law.

XVII. Practise your own questions, and answers about the text, work in pairs.

XVIII. Act as a teacher. Let your group-mates complete the following sentences

1. Thomas Jefferson was born
2. He studied literature and mastered foreign languages
3. He had a deep knowledge of law too because
4. He was one of those who wanted
5. Later he became the chief author of the
6. Thomas Jefferson was the founder
7. He always thought about

XIX. Read and translate the joke:

A woman came to a teacher. She said: «Will you teach my son a foreign language?» — «Certainly, madam, French, Italian, Spanish?» — asked the teacher.

— «Which is the most foreign?» — asked the woman.

XX. What do you think of the following aphorism by A. Navoi:

«Learning is knowledge acquired in small portions,
As drops make the rivers that flow to the oceans».

XXI. Speak on the following situation:

Avicenna (Abu-Ali ibn Sina) was a man of encyclopaedic knowledge. What other people of this kind can you name?

XXII. It is interesting to know

the most important work of Alisher Navoi as a poet is the «Quintuple», including five poems: «The Confusion of the Blessed», «Farkhad and Shirin», «Laila and Majnun» and «Sadi Iskandary»; one of the famous books of Avicenna is «Danish—Name» («The Book of Knowledge»), containing a number of his quotations on science, education and upbringing of the younger generation; Zakhiriddin Mukhamad Babur is widely famous for his work «Babur-Name» translated into many languages; Abu Raikhan Mukhamad al Biruni was noted for his profound knowledge in the field of both natural sciences and humanities.

XXIII. Memorize rubaiyat of Omar Khayyam and give their Uzbek equivalents:

— Oh, come with old Khayyam, and leave the Wise
To talk; one thing is certain, that Life flies;
One thing is certain, and the Rest is Lies;
The Flower that once has blown for ever dies.
Alas, that Spring should vanish with the Roze.
That Youth's sweet—scented Manuscript should close.
The Nightingale that in the Branches sang,
Ah, whence, and whisper flown again, who knows.

XXIV. Memorize the dialogues and reproduce them.

DIALOGUES

A. : I say, B. are you good at languages?

B. : I don't know really. I think I'm rather poor at spelling.
As far as I know you speak English fairly well.

A. : Thank you, though I don't think so. I understand radio and TV
all right; but I don't always understand British people.

B. : But there are several dialects of the English language. Am I
right?

A. : You are quite right. Besides, to speak a language is often easier
than to listen and to understand it.

— « —

A. : What do you think about Esperanto?

B. : I don't believe it will ever become a world language.

A. : Why? Lots of people learn it.

B. : Not compared with those who learn «real» languages. It's too
artificial.

A. : You've got a point there. But on the other hand, it's much
easier to learn than other languages.

B.: That's certainly an advantage, but there's no incentive to learn it as long as so few people speak it. As far as I know it isn't a working language at international conferences, for example.

A.: I think it is necessary to study Esperanto at schools.

B.: Really? To my mind, it depends.

XXIV. Skim through Text 2 and say what new information you have got from the text.

Text 2. Two Famous Poets of the Orient

Omar Khayyam is a great Persian poet, scientist and free thinker. He lived in the 11th—12th century (1040—1123) and is known around the world. He was revered by his contemporaries as a man of learning and as the author of rubaiyat. His poetical heritage was preserved and came down to our time. His rubaiyat capture the reader by their philosophical depth, conviction and free-thinking. The verses of Omar Khayyam were translated into almost every major language. Among the best translators of his poetry into English was an English poet Edward Fitzgerald (1809—1883).

Another famous philosopher—poet of the Orient is Sa'adi. He was born in Shiraz in 1184. He received his early education in his home town. Then he moved to Baghdad where he attended the Nizamieh Academy. A masterly piece of prose, «Gulistan», appeared in 1257, a year after Sa'adi returned to Shiraz. Twelve months later it was followed by the verses dedicated to the people of his native city. His style is simple, yet his poetry conveys deep human philosophy. Sa'adi taught the world love, charity, humanity and faith in man. He conveyed his philosophy for the young people of his time in poetical works full of depth and humour.

Notes:

free-thinker — ҳур (эркин) фикрли
convey — ўтказмоқ, бермоқ

XXV. Read and translate Text 3 at home. Entitle the paragraphs of the text.

Text 3. Al-Kindi

Yacoub bin Is'hak Al-Kindi is a renowned Arab philosopher and prominent leader of the thought of the 9th century. He became famous under the name «Al-Kindi» because he was a member of «Kindah», one of the most ancient Arab tribes.

It is probable that he was born in Kufah, where his father was a governor for some twenty years. Al-Kindi was still a child, when his father died. His mother raised him and taught him love of knowledge after she discovered his enthusiasm for it.

Al-Kindi acquired the rudiments of knowledge in his early years from the masters who taught him reading and writing, Koran, rhetoric

and religion. Later Al-Kindi went to Baghdad which then was the centre of scholars. When Al-Kindi came there he decided to devote himself to philosophy and science.

All the books which Al-Kindi read in those days were translated or adapted from the Persian, Greek and Indian sources. Al-Kindi was a great reader and the authors of these books became his masters. When he acquired good knowledge of literature, linguistics and religion, he studied logic and philosophy. He learned the Greek and Syriac languages as his own, from which he made translations into Arabic.

Al-Kindi was a fertile author. He wrote about 240 books and essays. But many of his writings were lost and only some of the preserved books were published. His works show Al-Kindi as a philosopher, an astronomer, a musician, a mathematician, a physicist, a chemist, an engineer, a doctor of medicine, all in one. One of the leading thinkers of Renaissance said in the 16th century: «Al-Kindi is one of twelve geniuses who ever lived on earth, and one of eight masters of astronomy who appeared in the Middle Ages».

UNIT 4

Topic: Famous People of the 20th Century

Grammar: 3 forms of the verb.

The Passive Voice (Indefinite)

Phonetic Exercises:

I. Practise the pronunciation of the following words:

abroad [ə'brɔ:d]

devote [dɪ'vəʊt]

offer [ɒfə]

virtue ['vɜ:tʃu:]

London ['lʌndən]

continue [kən'tɪnju:]

noble [nəʊbl]

proceed [prə'si:d]

claim [kleɪm]

Bombay [bɒm'beɪ]

II. Repeat Text I after the speaker, compare your reading with the master-tape.

Text I. M. K. Gandhi

Mohandas Karamchand Gandhi was born in 1869. His mother had a strong personality and her influence, more than any other, formed his character. He attended Alfred high school at Rajkot and matriculated at 18. After three years' stay abroad (in London) he decided to devote himself to law. For two years he practised in Bombay and Rajkot with little success. Then an offer to proceed to South Africa opened new prospects for him. He was in Africa from 1893 to 1915. After his return to India he travelled extensively for two years. Then a period of struggle for liberation began for India, with Gandhi as leader. It was a noble struggle against the British imperialism.

As a political and social leader Gandhi was influenced by the works of Darwin, Thoreau, the Fabians and Tolstoy. He began to read their

works in his student days in London and continued to study them during all his life. He was an extraordinary blend of the east and the west, of the ancient and the modern. His writings are numerous and include «An Autobiography» or «The Story of my Experiments with Truth».

Gandhi is known as a man who put no limit to his humanity. He said, «The only virtue I claim is truth and non-violence. I lay no claim to superhuman power. I want none».

M. K. Gandhi was highly valued by the people who knew him. For example, Albert Einstein, a famous scientist, pointed out to the great moral influence which was exercised on the people by Gandhi and called him a beacon for the future generations.

M. K. Gandhi died in 1948 shot by a Hindi fanatic.

GRAMMAR

ФЕЪЛНИНГ АСОСИЙ ШАҚЛЛАРИ

Инглиз тилида феълнинг тўртта асосий шакли бор: 1. **Инфинитив** (феълнинг ноаниқ шакли — Infinitive). 2. **Ноаниқ ўтган замон** (Past Indefinite). 3. **Ўтган замон сифатдоши** (Past Participle). 4. **Ҳозирги замон сифатдоши** (Present Participle).

	Инфинитив	Ўтган замон	Ўтган замон сифатдоши	Ҳозирги замон сифатдоши
Тўғри феъллар	visit work	visited worked	visited worked	visiting working
Нотўғри феъллар	become buy	became bought	become bought	becoming buying

Тўғри феълларнинг иккинчи ва учинчи асосий шакллари феъл негизига *-ed* (агар феъл негизи *-e* ҳарфи билан тугаса *-d*) қўшимчаси қўшилиши билан ясалади:

to include — included, to invite — invited

Нотўғри феълларнинг иккинчи ва учинчи шакллари алоҳида усул билан ясалади. Нотўғри феълларнинг Past Indefinite (ўтган замон) ва Past Participle (ўтган замон сифатдоши) шаклларининг ясалиш усулини нотўғри феъллар жадвали ёки лугатидан қараш керак.

Тўғри ва нотўғри феълларнинг IV шакли феъл негизига *-ing* қўшимчасини қўшиш орқали ясалади:

To go — went — gone — going
to buy — bought — bought — buying
to ask — asked — asked — asking

PASSIVE VOICE — МАЖҲУЛ НИСБАТ

Инглиз тилида феълнинг икки нисбати мавжуд: **аниқ нисбат** (Active Voice) ва **мажҳул нисбат** (Passive Voice).

Аниқ нисбат (Active Voice) иш-ҳаракатнинг объекти бўлишини ифодалайди:

We write the exercises.
(эга) (кесим) (объект)
Биз машқларни ёздик.

Мажҳул нисбат (Passive Voice) тўлдирувчи англлатган предмет томонидан бажарилган иш-ҳаракатнинг гапдаги эгага ўтишини кўрсатади. Гапда иш-ҳаракатнинг асосий бажарувчиси кўрсатилмаслиги мумкин. Агар иш-ҳаракатни бажарувчи шахс от ёки олмош орқали ифодаланган бўлса, унинг олдидан «by» предлоги қўлланади. Иш-ҳаракат бирор предмет воситаси билан бажарилса, предмет номи олдидан «with» предлоги ишлагилади. Бу предлоглар ўзбек тилига «томонидан, орқали, билан, воситасида» сўзлари ёрдамида таржима қилинади:

This house is built by my brother.
The exercise was written with a pencil.

Аниқ ва мажҳул нисбатнинг гапдаги вазифаси қуйидагилардан иборат:

1) аниқ нисбатнинг тўлдирувчиси мавжуд нисбатда эга вазифасини бажаради:

My sister writes the letter.
The letter is written by my sister.

2. Аниқ нисбатдаги феълга мажҳул нисбатдаги феъл мос келади (write — written).

3) Аниқ нисбатнинг эгаси мажҳул нисбатда by, with предлогли тўлдирувчига айланади: by my sister, with a pencil.

Indefinite Passive — Indefinite группаси замонларининг мажҳул нисбати. Present, Past, Future Indefinite феълларининг мажҳул нисбатдаги шакли ҳозирги, ўтган ва келаси замонда бўладиган одагдаги иш-ҳаракатини кўрсатади.

The Present Indefinite Passive «to be» кўмакчи феълнинг ҳозирги замон шакли (am, is, are) ва тусланувчи феълнинг ўтган замон сифатдоши (Past Participle) шакли ёрдамида ясалади:

The book is read — Китоб ўқилди.

¶ The Past Indefinite Passive «to be» кўмакчи феълнинг ўтган замон шакли (was, were) ва тусланувчи феълнинг ўтган замон сифатдоши (Past Participle) ёрдамида ясалади:

The book was read — Китоб ўқилган эди.

The Future Indefinite Passive «to be» кўмакчи феълнинг келаси замон шакли (shall be, will be) ва тусланувчи феълнинг ўтган замон сифатдоши (Past Participle) шакли билан ясалади:

The book will be read — Китоб ўқилади.

Шундай қилиб, феъл мажҳул нисбатда тусланганда, фақатгина кўмакчи феъл ўзгаради, тусланувчи феъл эса ҳамма замонда бир хил (Past Participle) бўлади. Passive Voice нинг сўроқ шаклини ҳосил қилишда кўмакчи феъл эгадан олдин қўйилади:

Is the article translated? Yes, it is. (No, it is not)

Was the article translated? Yes, it was. (No, it was not)

Will the article be translated? Yes, it will (No, it will not).

Бўлишсиз шакли «not» инкор юкламасини кўмакчи феълдан кейин келтириш орқали ҳосил қилинади:

The article is not translated.

The article was not translated.

The article will not be translated.

Grammar Exercises

III. Make up the principal verbal forms of the following verbs:

play, bring, come, go, study, made, be, show, find, form, discover, help, work, ask, call.

IV. Use the following sentences in the Passive Voice:

1. He writes a letter. 2. She attends this sports club. 3. We shall make this translation. 4. They will learn new words. 5. She learned a poem. 6. They got tickets for a concert.

V*. Use the verbs in brackets in the Passive Voice:

1. This article (to write) by Olim last year. 2. The film (to see) by Oleg tomorrow. 3. The question (to answer) at the last lesson. 4. The book (to give) to me yesterday. 5. The questions (to put) by the teacher at each lesson. 6. This text (to translate) by us yesterday. 7. This text (to read) by my brother tomorrow. 8. The homework (to give) by the teacher at every lesson.

VI. Make the sentences interrogative and give short answers:

1. Our students are given a lot of homework to do every day. 2. Houses are built very quickly. 3. This work will be finished tomorrow. 4. The delegation was met at the station. 5. The book was written in 1966. 6. The theatre was built last year.

VII*. Change the verbs of the following sentences in the Past and Future Indefinite Tense.

1. The question is discussed by us. 2. The article is translated by my friend. 3. These houses are built in our city by the workers. 4. A report is made by her. 5. New words are pronounced by him. 6. A new

text is read by the teacher. 7. This rule is often forgotten. 8. This story is translated very well.

VII. Act as an interpreter. Translate into English:

1. Шаҳримизда кўп янги уйлар қурилади. 2. Бу мақола ўқитувчи томонидан синфда ўқилган эди. 3. Институтда кўп қизиқарли фанлар ўрганилади. 4. Бу хат опам томонидан ёзилган. 5. Бу иш ўқувчилар томонидан тугатилади. 6. Бу маъруза ўртоғингиз томонидан ўқилган эдими?

Vocabulary and Speech Exercises:

VIII. Read and translate Text I.

IX. Find and read the sentences you think the most important in the text and read those which you find the most interesting.

X. Give English equivalents to:

таъсир этиш, бағишламок, конун, кураш, озодлик, кайтиб келмоқ, давом эттирмақ, шарқ, ғарб, фавқулудда, авлод.

XI. Arrange the words in pairs of synonyms:

for example, to tell, also, for instance, to say, too, to speak, to make up, to talk, to form.

XII. Arrange the words in pairs of antonyms:

up, with, more, many, yes, down, without, less, few, no.

XIII. Translate the following sentences into Uzbek

1. M. K. Gandhi's mother had a strong personality and her influence, more than any other, formed his character.

2. After three years' stay abroad he decided to devote himself to law.

3. As a political and social leader Gandhi was influenced by the works of Darwin, Thoreau, the Fabians and Tolstoy.

4. He began to read their works in his student days in London.

5. Gandhi is known as a man who put no limit to his humanity.

6. Gandhi was highly valued by the people who knew him.

XIV. Practise the following questions (work in pairs):

1. What is M. K. Gandhi? 2. When was M. K. Gandhi born?
3. Where did he attend high school? 4. When was he in Africa? 5. Whose works did Gandhi read? 6. What writings of Gandhi do you know?
7. Was Gandhi highly valued by the people who knew him?

XV. Act as a teacher. Let your group-mates complete the following sentences:

1. M. K. Gandhi was born...
2. He attended Alfred high school at Rajkot and...
3. He decided to devote...
4. After his return to India he travelled...
5. Then a period of struggle for liberation began for India...
6. It was a noble struggle against...
7. Gandhi is known as a man who put no limit...
8. Gandhi died in 1948 shot...

XVI. Summarize everything you got to know from the text. Use the following expressions:

1. The title of the text is...
2. It deals with...
3. The main idea is...
4. The text contains the information about...
5. On reading the text we realized the fact that...

XVII. Enjoy the joke and dramatize it:

A BUSY PROFESSOR

A servant ran quite frightened into the study of a professor to tell him that his house was in fire.

«Tell it to my wife» said the scholar you know that I am very busy and never trouble myself with house hold affairs».

XIII. Comment on the quotations:

The world is a fine place and worth fighting for.

(E. Hemingway)

When peace was broken anywhere, the peace of all countries anywhere is in danger. (E. D. Roosevelt)

XIX. Imagine that you are going to interview one of the most famous men of the present time. What would you like to ask him about?

XX. Choose the poem you like best and learn it by heart.

THE APPEAL

KIPLING R.

If I have given you delight
By aught that I have done,
Let me lie quiet in that night
Which shall be yours anon:

And for the little, little span
The dead are borne in mind,
Seek not to question other than
The books I leave behind.

VERSE

WALLACE J.

Others were glad when you were born
But you were wailing and forlorn
You must live so when you leave
You will be glad and others grieve.

XXI. Scan the text and be ready to answer the questions:

1. When and where was Joe Wallace born? 2. What can you say about his parents? 3. What party did he join? 4. When was his first book of poems published?

Text 2. Joe Wallace

Joe Wallace is a famous modern Canadian poet. He was born in Toronto in 1890. His father, of Irish descent, was opposed to the British Empire. His mother was democratic in outlook. She died when Joe was seven. His stepmother was cruel to the boy and as a refuge from her he was placed in a reformatory. There he met a lot of the boys from the slums.

Joe Wallace got a partial college education and began to write advertising for his own firm which flourished. He joined the Liberal party and his speeches attracted its members. He helped to found Trade Union and became its secretary. At the same time J. Wallace wrote articles for a trade union journal. In 1933 the corporation for which he advertised gave him an ultimatum: no speeches, no writing or no advertising. Thus he joined the ranks of the unemployed. In 1936 he started to work on the party paper but in 1941 he was arrested and interned in a concentration camp until 1943. Released, he took a course at a technical college and worked till the end of the war as a turner at a plant. He organized a Union there and became its president. After the war he changed different jobs and visited a number of countries. In 1943 the first book of his poems appeared when he was in his fifties. Being a famous poet, Joe Wallace came to the following conclusion: verse is useful, interesting, important because it gives something to the reader. He said, «Poetry is of higher order: it sets bells ringing in the mind of the reader so that he makes his own music and thus becomes a co-creator with the writer».

Notes:

refuge — пана жой, бош пана

advertising — реклама қилмоқ, эълон қилмоқ

XXII. Learn the dialogues by heart and dramatize them.

- A. : I've had enough of sitting indoors all day, Mary. Can't we go out to the pictures for a change?
- M. : That's a fine idea. Does it say in the papers what film is on?
- A. : There's a good film on with Sophia Loren playing the leading part.
- M. : Oh, she is a superb actress, the most famous one of the day.
- A. : I agree. She's splendid in all respects. But there must be a long queue at the booking-office. Probably I'll go first and phone you as soon as I get the tickets.
- B. : All right. Meanwhile I'll get ready.



- B. : I think Iris Murdoch is one of the best modern English novelists.
- C. : So do I. Her books are really fascinating.
- B. : To my mind, they are certainly clever.
- C. : Right you are. In my opinion the plots are brilliantly constructed. And the characters are always interesting.
- B. : I quite agree with you. In a word, Murdoch is one of the most famous writers and her books are worth reading.
- C. : Quite so.

XXIII. Read and translate text 3 at home. Be ready to discuss it in class with your group-mates.

Text 3. Rudyard Kipling

Rudyard Kipling, a famous English writer, was born in 1865 in Bombay. His parents were English. His father, John Lockwood Kipling, was professor of architectural sculpture, curator of the Lahore Museum. Rudyard spent his early childhood in India and Hindi was the first language he spoke. At six he was taken to England and educated at an English college in North Devon. Returning to India in 1883, Kipling engaged in journalism. At seventeen he became sub-editor of the Lahore «Civil and Military Gazette». At twenty-one he published his first book of verse. Before he was twenty-four he brought out six small collections of stories which showed his mastery of the form. His talent was quickly recognized in India, but only when his books reached England his genius was valued.

Between 1887 and 1899 Kipling travelled around the world. He visited China, Japan and lived for a few years in America, where he married an American, Caroline Starr Belestier. During this period he wrote several of his most popular works — his children's stories: «Just So Stories», «The Jungle Books» and others.

In the meantime Kipling's genius showed itself in verse. He wrote series of poems which he called «Barrack Room Ballads». They were written in soldier slang and won their author a great fame too.

During the South African War (1899—1902) Kipling supported the policy of British expansion. But at the end of his life he began to hate war. It is evident in such works as «Mary Postgate» and «The Gardener». Kipling spent the last years of his life in a little Sussex village in England. He lost a daughter, and the death of his son during World War I embittered him. One of his best poems, «If», was dedicated to his son. R. Kipling died in 1936, a few weeks after his seventieth birthday. A year after his death appeared «Something of Myself», a collection of his autobiographical notes. R. Kipling was one of those rare writers who are equally at home in prose and in verse. He revived the ballad and the folk tale. He was the first writer and the first Englishman to whom the Nobel Prize for literature was awarded in 1907.

XXIV. Speak on the following situations

1. Think of some books and films devoted to the famous people which you may recommend to your future pupils.
2. Explain why it is instructive to know the life of great men. Give your own arguments to prove your point of view.

ESSENTIAL VOCABULARY

Words and Expressions to Learn:

Unit 3:

author ['ɔ:θə] автор, муаллиф
 chief [tʃi:f] бошлиқ
 choose [tʃu:z] танламоқ, сайламоқ
 enthusiasm [in'θju:ziæzəm] энтузиазм
 establish ['ɪs'tæblɪʃ] ўрнатмоқ
 foreign ['fɔ:ɪn] чет эл
 founder ['faʊndə] асосчи
 French [frentʃ] француз тили
 German ['dʒɜ:mən] немис, немис тили
 governor ['gʌvənə] губернатор, ҳукмдор, ҳоким
 highly [haɪli] юқори, юқори даражада, жуда
 independence [,ɪndɪ'pendəns] мустақиллик, эркинлик
 knowledge ['nɒlɪdʒ] билим, илм
 language ['læŋgwɪdʒ] тил
 law [lɔ:] қонун
 leader ['li:də] йўлбошчи
 learn [lɜ:n] билмоқ
 liberation [ˌlɪbə'reɪʃən] озод қилиш
 master ['mɑ:stə] хўжайин, эга, соҳиб
 ordinary ['ɔ:dnəri] оддий, одатдаги
 origin ['ɔ:rɪdʒɪn] манба
 original [ə'ɹɪdʒənəl] оригинал
 possible ['pɒsɪbl] мумкин

privilege ['prɪvɪlɪdʒ] имтиёз
 proceed [prə'si:d] давом эттирмақ
 science ['saɪəns] фан, илм
 scientist ['saɪəntɪst] олим
 serve [sɜ:v] хизмат қилмоқ
 village ['vɪlɪdʒ] қишлоқ
 world ['wɜ:ld] дунё

Unit 4:

abroad [ə'brɔ:d] чет элда
 attend [ə'tend] қатнашмоқ
 beacon ['bi:kən] машъал, маёқ
 be at home уйда бўлмоқ
 call [kɔ:l] атамоқ
 claim [kleɪm] талаб, талабнома, талаб қилмоқ
 continue [kən'tɪnju:] давом эттирмақ
 cruel [kruəl] қаҳри қаттиқ, раҳмсиз, золим
 devote [dɪ'vout] бағишламоқ
 editor ['edɪtə] редактор, муҳаррир
 expansion [ɪks'pænjən] тарқалиш, кенгайиш
 extraordinary [ɪks'trɔ:dnəri] фавқуллода, ҳаддан ташқари
 folk [fouk] халқ

humanity [hju: 'mæni:ti] инсоният, одамзод
imperialism [im'piəriəlizəm] империализм
influence ['inflʌəns] таъсир, таъсир этиш
job [dʒɒb] иш, меҳнат
noble ['nəʊbl] олижаноб
offer [ɔ:fə] таклиф қилмоқ, таклиф
personality [pə:sə'næliti] шахс, одам, киши

power ['paʊə] куч, қувват, ҳокимият
prize [praiz] мукофот
proceed [prə'si:d] давом эттирмақ
prospect [prɒspekt] перспектива
speech [spi:tʃ] нутқ
story ['stɔ:ri] ҳикоя
struggle [strʌgl] кураш
verse [və:s] шеър
virtue ['vɜ:tju:] яхши фазилат, яхши хислат

REVISION TESTS

Grammar and Structures:

1. Define the Voice of the Verbs:

- | | |
|---|--------------------------------|
| 1. Thomas Jefferson is known as the founder of the university. | a) Present Indefinite, Active |
| 2. He mastered many foreign languages. | b) Present Indefinite, Passive |
| 3. This author was awarded the Nobel Prize. | a) Past Indefinite, Active |
| 4. They will study both modern and old languages. | b) Past Indefinite, Passive |
| 5. Various questions will be discussed at the meeting. | a) Past Indefinite, Active |
| | b) Past Indefinite, Passive |
| | a) Future Indefinite, Active |
| | b) Future Indefinite, Passive |
| | a) Future Indefinite, Active |
| | b) Future Indefinite, Passive |

II. Choose Participle I or Participle II:

- | | |
|--|--------------------|
| 6. Th. Jefferson was a highly... man and knew foreign languages. | educated/educating |
| 7. ... a student, he took part in the struggle for liberation. | been/being |
| 8. M. Gandhi is... as the political and social leader of his people. | known/knowing |
| 9. The... men all over the world struggle for their rights. | worked/working |
| 10. All his life was... to literature. | devoted/devoting |

Vocabulary and Language Use

1. Choose synonyms to the following words:

- | | |
|-------------|-----------------------------|
| 1. state | a) country; b) territory |
| 2. hard | a) difficult; b) different |
| 3. struggle | a) freedom; b) fight |
| 4. various | a) different; b) famous |
| 5. to start | a) to continue; b) to begin |

II. Find the Uzbek equivalents of the following English words:

- | | |
|---------------|---------------|
| 6. founder | a) ОЗОД ҚИЛИШ |
| 7. world | a) АСОСЧИ |
| 8. liberation | a) ДУНЁ |
| 9. possible | a) БАҒИШЛАМОҚ |
| 10. devote | a) МУМКИН |

Reading Comprehension

Skim through the following text without using a dictionary:

NAZIM HIKMET

Nazim Hikmet is an outstanding Turkish poet. He was born in 1902 in Istanbul to an upper — class family. While at school he excelled in the humanities, but his parents wanted to have him educated at Istanbul Navy College. At the age of 14 he started to write poetry and it was clear that he would be a talented poet. He took part in the social life of the country too and was expelled from the college for his political activities.

In 1928 N. Hikmet began to write for the periodical «Monthly Pictorial». A circle of younger poets formed around Nazim and the magazine became the forum of the progressive poets and writers. The verses written by N. Hikmet spread rapidly among the people, many of them were learnt by heart. But the Turkish authorities put the editorial office under the police observation and in 1938 Hikmet was imprisoned. Only after the Second World War he was released. Hikmet exercised a great influence on Turkish literature. His poetry was new both in spirit and in form, it arouse a storm of enthusiasm. N. Hikmet died in 1963. All his life was devoted to a better future of his people.

Now choose the correct words to fill in the blanks:

1. Nazim Hikmet is an outstanding. . . poet.
a) Turkish b) Persian
- 2) While at school, he was interested in. . .
a) the humanities; b) the natural sciences
- 3) He started to write poetry. . .
a) when he was rather old. b) when he was rather young
4. The verses written by N. Hikmet were. . . to the people of his country.
a) unknown b) well — known

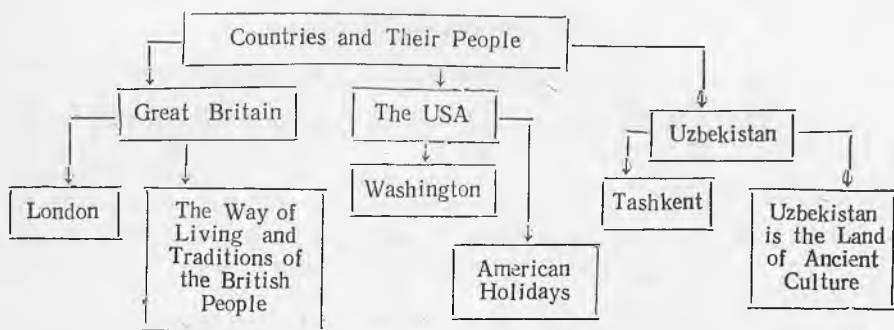
Listening Comprehension

Listen to the recording and then answer the questions on the text choosing the appropriate answer. You can take notes while you listen.

1. Which sovereign queen of Britain is Elizabeth II?
a) the first b) the sixth

- 2) Under what circumstances did she throne?
 - a) dramatic
 - b) happy
- 3) What's the residence of the Queen?
 - a) Covent Garden
 - b) Buckingham Palace
4. Where was Elizabeth II crowned?
 - a) at Westminster
 - b) at St. Paul's Cathedral

CYCLE III (UNITS 5 — 7)



UNIT 5

Topic: Great Britain

Grammar: Words — substitutes: one, ones, that, those

Phonetic Exercises

1. Practise the pronunciation of the following words:

bourgeois [ˈbuəʒuːz] character [ˈkærɪktə] widely [ˈwaɪdli] queen [ˈkwiːn]
 engineering [ˌendʒɪnɪərɪŋ] island [ˈaɪlənd] climate [ˈklaɪmɪt]
 seaport [ˈsiːpɔːt] monarchy [ˈmɒnəki]

II. Pronounce the geographical names, compare your reading with the master-tape.

England, Europe, Great Britain, Ireland, Scotland, Wales, British

III. Repeat Text 1 after the speaker, compare your reading with the master-tape.

Text I. Great Britain

Great Britain is situated on the British Isles. They lie to the west of Europe and include two large islands (Great Britain and Ireland) and



many small ones. Great Britain is formed of three parts: England, Scotland and Wales. The official name of the country is the United Kingdom of Great Britain and Northern Ireland. Now about 56 million people are living in Great Britain.

The climate of the country is milder than that of Europe. It is warm in winter and it is cool in summer in Great Britain. It rains more often than it snows. The highest mountains are in the north and west of the country. There are a lot of beautiful lakes and rivers in Great Britain. London, its capital, is situated on the river Thames. It is a large seaport and an industrial and cultural centre.

Great Britain is a highly developed industrial capitalist state. At the present time the main branches of industry are: ship-building, machine-building, and electronic engineering. Great Britain is a country with

a high level of culture and education. The names of the great English writers and poets (William Shakespear, Charles Dickens, George Byron and others) are widely known. Education in Great Britain has a bourgeois character and the working people struggle for more democratic educational system.

Great Britain is a monarchy. But the power of the Queen (or the King) is limited by the Parliament. At present the main political parties in Great Britain are: the Conservative (or Tory) Party, the Liberal Party and the Communist Party. The British Communist Party was formed in 1920. Its first General Secretary was Harry Pollitt (1890 — 1960)

GRAMMAR

One (ones), that (those) олмашлари

One оломоши олдин айтиб ўтилган бирлик саналадиган предмет номининг такрорланмаслиги учун ишлатилади. **Ones** аввал айтиб ўтилган кўплик сондаги саналадиган предметнинг номи ўрнида қўлланади:

This book is more interesting than that one.

Give me the bag. Give me the red one.

That, кўпликда **those** олмашлари ҳам предмет номини иккинчи марта такрорламаслик учун қўлланади:

The rivers of the Ruser are much longer than those of England.

The climate of Uzbekistan in summer is hotter than that of Kazakhstan.

Grammar Exercises:

IV. Translate the following sentences paying attention to the words in bold type:

1. This book is not very interesting, give me another **one**. 2. July is a hot month, August is a hot **one** too. 3. His new novel is not so interesting as his earlier **ones**. 4. No other planet receives more light than this **one**. 5. The nights in summer are much shorter than **those** in winter. 6. This note-book is thicker than that **one**. 7. The population of Uzbekistan is greater than **that** of Armenia. 8. The climate of Great Britain is milder than **that** in France.

V*. Give the correct forms of adjectives and adverbs in brackets:

1. The fourth lesson is (easy) than the fifth lesson, but it is the (important) lesson in the book. 2. I have (few) friends than Mary. 3. I know history (well) than mathematics. 4. This magazine is the (interesting) of all these magazines. 5. Let's do it (late). 6. The patient feels (bad) today. 7. He speaks English (badly) than other students.

VI. Form the degrees of comparison of the adverbs:

slowly, quickly, easily, well, loudly, hard, little, badly.

VII. Act as an interpreter. Translate the following sentences into Uzbek:

1. The Moscow underground is the best in the world. 2. Tokio is the biggest of all the cities. 3. Our grandmother gets up earlier of all. 4. I am busier than my sister. 5. Mike was the worst pupil in our class. 6. Which of you knows history better? 7. Pamir is the highest mountain in our country. 8. This exercise is more difficult than that one.

VIII. Ask questions on all parts of the following sentence:

The capital of Great Britain is situated on the Thames.

Vocabulary and Speech Exercises

IX. Read and translate Text 1.

X. Suggest English equivalents for:

чиройли, иқлим, орол, кўл, ётмоқ, юмшоқ, шимол, жануб, ғарб, дунё, дарё, денгиз порти, расмий, кемасозлик, қурилиш механизми.

XI. Make up 10 sentences with the new words.

XII. Guess the meaning of the words in bold types:

1. Great Britain is situated on an **island**. 2. Great Britain **consists** of three parts. 3. Great Britain is **surrounded** by seas. 4. The rivers in Great Britain are not long, but many of them are **deep**. 5. The climate of Great Britain is **mild**. 6. There is much **rain** in Great Britain in autumn. 7. The **grass** in Great Britain is much better than anywhere else. 8. Great Britain is one of the most **highly-industrialized** countries.

XIII*. Arrange the following words in pairs of antonyms:

good, difficult, cheap, always, never, expensive, eminent, worst, unknown, to begin, to complete, best, bad, easy.

XIV. Arrange the following words in pairs of synonyms:

to start, show, to call, to begin, display, to name, eminent, outstanding.

XV. Make up sentences from the following words:

1. I, seven, went, years, school, old, when, was, I, to. 2. I, him, meet, soon, to, hope. 3. I, hungry, eat, when, I, am. 4. Car, the, is, gate, the, waiting. 5. I, the, letter, an, ago, wrote, hour. 6. It, wonderful, is, story, a.

XVI. Practise the following questions. Work in pairs!

1. Is Great Britain a large or a small country? 2. Where is it situated and by what is it surrounded? 3. How many parts is Great Britain formed of? 4. What is the official name of the country? 5. What is the population of Great Britain? 6. What can you say about the cli-

mate of Great Britain? 7. What makes the climate of Great Britain mild? 8. Is Great Britain a highly-developed industrial capitalist state? 9. What are the main branches of industry? 10. What do you know about education in Great Britain?

XVII. Develop the following situation

Imagine that you are a teacher giving a lesson on geography. Say a few words about the history of Great Britain. Speak about the rivers, lakes and mountains of Great Britain. Speak about the climate of Great Britain.

XVIII. It is Interesting to Know.

... ancient name of Scotland which was given to it by the Romans was Caledonia;

... the island of Ireland is politically divided into two parts—Northern Ireland or Ulster (a part of the United Kingdom) and the Republic of Ireland, proclaimed in 1937;

... the important parts of London, the capital of Great Britain, are: the City, the West End, the East End and Westminster.

... London's underground—the first underground in the world was opened in 1863.

... the English Parliament consists of two Houses: the House of Commons and the House of Lords. The Speaker presides in the House of Commons and Lord Chancellor presides in the House of Lords.

... the reign of the Queen Victoria (1837—1901) was the longest in British history.

XIX. Speak on Great Britain. Use the following plan:

1. Geographical position. 2. Population. 3. The capital of Great Britain. 4. Industry. 5. Agriculture. 6. Culture and education. 7. The political system of Great Britain.

XX. Learn the poem by heart:

THE ENGLISH

They dress in what they like; they are interested in sport;
They partake in all activities if they think they ought.
They all succeed in doing their work in five short days.
Which leaves them the two longest ones to spend in different ways
Then some indulge in gardening, or walking in the rain.
And some delight in cricket, or in riding in the plain.
In spite of what's around him the average Englishmen.
Does crosswords in the newspaper in pencil—if he can.
Involved in any accident the English take a pride
In being unemotional: they take things in their stride.
In any circumstances- whatever they may be
—The English solve their problems with an English cup of tea.

XXI. Listen to the dialogue and practise its reading. Work in pairs.

DIALOGUE

(At the lesson)

- Teacher: Comrades, at the next lesson we'll have a conference devoted to Great Britain. You will prepare and make reports dealing with different fields of life of the country. Have you any questions to me, Comrades?
- Student 1: As far as I know Britain is a parliamentary monarchy. How is that?
- Teacher: It's simple: there is the King, or the Queen, and there is a parliament enjoying the right to pass laws and elect the government.
- Student 1: I see. And speaking about the British Parliament, how many chambers are there in it?
- Teacher: There are two of them—the House of Lords and the House of Commons.
- Student 2: The seats in the Parliament are hereditary, aren't they?
- Teacher: Not exactly. The seats are hereditary in the House of Lords. As to the members of the House of Commons, they are elected every five years.
- Student 3: Which chamber is more important?
- Teacher: The House of Commons is surely considered more important.
- Students 4: While reading newspapers, I often come across the address—No 10 Downing Street. Who lives there?
- Teacher: This is where the Prime Minister of Britain lives.
- Student 4: I see. And where is the residence of the Queen?
- Teacher: The London residence of the British monarch is Buckingham Palace. Don't confuse it with Whitehall. It's the street in which many governmental departments and offices are situated. Any more questions, Comrades? Well, I hope our conference will be both interesting and useful. I wish you success.

XX. Learn the dialogue by heart and dramatize it.

XXI. Skim through Text 2 and say what its main idea is.

Text 2. London

London, the capital of Great Britain, is an ancient city. Its ancient name *Lyn-din* (or *Londinium*) means «a lonely port». In the year 55 B. C. (before our era) Caesar came to this place from Rome. Later other invaders came to the British shores and conquered the land. In 1066 it was conquered by William the Duke of Normandy (William the Conqueror). He settled in *Londinium* which became London since that time.

Today London is one of the biggest cities in the world. Its population, including the suburbs, is more than eight million people. The main parts of London are; the West End, the East End, the City and Westminster. Some people say that the West End is the goods of London, the East End is the hands of London and the City is the money of London. Westminster is the administrative centre of London. The Houses of Parliament — the seat of the British Government — are situated here.

London is famous for its places of interest. There are many architectural, art and historical monuments in London such as the British Museum, the Tower of London, the National Gallery, Buckingham Palace, the Nelson Column and many others. Thousands of tourists from all parts of the world come to London to see its sights.

Notes

conquer — истило қилмоқ
duke — герцог
settle — жойлашмоқ
lonely — бұш, кимсасиз

XXIII. Write a summary of the text.

XXIV. Read and translate Text 3 at home. Make up a plan of the text.

Text 3. The Way of Living and Traditions of the British People

When the people arrive in Great Britain, they will hear the word «tradition» everywhere. Here are some facts about the way of living and traditions of the British people.

The traffic regulations in Great Britain differ from ours: we keep to the right and they keep to the left.

The English buses are very high because they are double-decked. All of them are red.

The post-letter boxes are yellow in Britain while we have red and blue.

The English people like to stay at home. «There is no place like home», they say. The English people prefer small houses with a small garden. The fire is the centre of the English home. Englishmen like to spend their evenings round the fireplace. This is an old tradition.

The ceremony of English tea is one more tradition. There are many tea-rooms or tea shops in Great Britain. The tea hour (famous five o'clock) in England is a ritual. Traditionally tea is served with milk.

The English people show great love for animals. Pet dogs, cats, hens and many other animals have a much better life in Britain than millions of poor children all over the world.

London keeps to the old traditions to a greater extent than any other city in England. For example, Sunday is a very quiet day in London. All the shops, theatres and most of the cinemas are closed. Londoners like to go out of town on Sundays. It is their tradition.

Foreigners coming to London see a number of interesting and old ceremonies which are also traditions for Londoners.

One of the most popular ceremonies is «Changing the Guard». It takes place at Buckingham Palace every day, including Sunday, at 11.30. The uniforms of the guards are very coloured — red tunics, blue trousers and bearskin caps and they always attract foreigners. Another interesting ceremony is the «Ceremony of Keys». It takes place every night at 9.53 p. m. At that time the Chief Warden of the Tower of London lights a candle lantern. Then, carrying the keys, he makes his way with the escort to the gates of the Tower and locks them. These and other traditions are a part of the everyday life of London.

XXV. Give the Uzbek equivalents of the following proverbs and sayings:

So many countries, so many customs.

Every country has its customs.

XXVI. Enjoy yourself.

A Frenchman was travelling in England. He did not speak English at all. One day he came to a country inn. He felt hungry and decided to have lunch there. He wanted to order some mushrooms which he liked very much. He called the waiter and spoke to him in French but the waiter didn't understand him. At last the Frenchman had a good idea. He took a piece of paper and pencil and drew a picture of a mushroom. The waiter looked at it and ran out of the room. A few minutes later the waiter returned with an umbrella.

XXVII. Suggest the main points of the scenario (for a documentary film) «Our Stay in England». Act it out.

Essential Vocabulary

Words and expressions to learn

UNIT 6

Topic: The United States of America

Grammar: The Present Continuous Tense

Phonetic Exercises:

I. Practise the pronunciation of the following words:

achieve [ə'tʃi:v] art [ɑ:t] belong [bɪ'lɒŋ] system ['sɪstɪm] agriculture [ægrɪ'kʌltʃə] success [sək'ses]

II Give the transcription of the following words:

gulf, federation, state, district, elect, senator, party

III. Listen to the text and compare your reading with the mastertape.

Text 1. The USA

The United States of America lies in the central part of the North American continent with the Atlantic Ocean to the east, the Pacific to the west, Canada to the north, and Mexico and the Gulf of Mexico to the south. The USA is one of the biggest countries in the world. The size of its territory places it fourth in the world. Its population, numbering over 240 million, also places it fourth among other countries.

The USA is a country of great differences which are partly a result of the geography. High mountains and the flattest of prairies, tropical heat and arctic cold, fertile valleys and deserts can be found in the USA. If you want to go from San Francisco to New York by train, you must ride more than three thousand miles. It takes three days and nights. In California, where you begin your trip, the climate is usually mild all year. Soon, however, you leave these fertile plains and go up into the Sierra Nevada mountains, with their snow-capped peaks. As your train proceeds further east, cross the Salt Lake desert, the flat plains of Wyoming, covered with short grass; this is mainly sheep and cattle country, the land of the cowboys. As your train crosses Nebraska, you enter the rich farming region of America, where wheat and corn are important products and much livestock is raised. After two days, your train arrives in Chicago, the second largest city in the United States, and a center of industry for the middle part of the country. Then your train crosses Pennsylvania and New Jersey, the richest industrial region of the country. Finally you arrive in New York, the largest city in the USA. The trip will not show you all of America, of course. You must also visit the South, which was an agricultural region for many years. But now the Americans are building many factories there. Each region of the United States has characteristics of its own, due to the differences in climate, locality, and national backgrounds of the people. Yet, there are striking similarities in the American scene which result from the extreme mobility of the population and the interchange of goods.

The USA is a country, having an interesting history. It was originally populated by different Indian tribes. In the 17th century European colonies were founded on its territory. But on July 4, 1776 the united colonies became independent of Great Britain and new state called the USA was proclaimed. The further development of the country was hindered by a civil war between the Northern and Southern States which ended in 1865 and thus the unity of the nation was not impaired. During the period of its development the USA achieved great successes in all fields of life—in industry, agriculture and art. With radical changes in production methods the productivity of labour is increasing in the country. Computers are widely used in many spheres of national economy and social life. It is having profound economic and social effects.

There is a variety of natural resources in the country, including the water resources. The greatest rivers of the USA are the Mississippi, «the father of waters», the Colorado and the Columbia. One of the most widely known natural wonders in America is Niagara Falls, which is

situated on the New York Central Lines, between New York and Chicago. Niagara is an Indian word and means «roaring waters». Aside from the scenic beauty, the Falls is of great industrial importance. More than a million horse—power is developed at Niagara, both for local use and transmission to other regions of the country.

The USA, being a federation of states, consists of 50 states and the District of Columbia. The terms Washington and District of Columbia are practically synonymous. The District is named in honour of Columbus. The President of the USA elected for four years is the head of the government. All legislative power belongs to Congress, consisting of two Houses—the Senate and the House of Representatives. The USA is developing as a capitalist state. Two main bourgeois parties dominate the political scene of the USA. They are: the Democratic Party founded in 1783 and the Republican Party founded in 1854. Neither of them have a permanent membership, which is determined by election vote. The capital of the USA is Washington.

GRAMMAR

THE PRESENT CONTINUOUS TENSE

ҲОЗИРГИ ЗАМОН ДАВОМ ФЕЪЛИ

Ҳозирги замон давом феъли **to be** кўмакчи феълининг тегишли шахс-сон шакли ва мустақил феълнинг **Present Participle** (ҳозирги замон сифатдоши) шаклидан ясалади:

He is reading a newspaper.

She is standing near the window.

The Present Continuous Tense қўйидаги ҳолларда қўлланади:

1) бирор иш-ҳаракатнинг ҳозирги замонда бўлиб турганини ифодалаш учун: I am sitting at the table now.

2) умуман давом этиб турган иш-ҳаракатни ифодалаш учун:

This month we are reading «War and Peace» by Tolstoy.

3) яқин келажакда бўладиган ёки бўлиши мўлжалланган иш-ҳаракатни ифодалаш учун: He is going to Samarkand tomorrow.

Баъзи феъллар Continuous замонларда ишлатилмайди. Булар: to be (бўлмоқ), to see (кўрмоқ), to hear (эшитмоқ), to understand (тушунмоқ), to like (ёқмоқ, ёқтирмоқ), to love (севмоқ) ва бошқа шу каби ҳис-туйғу маъноларини англатувчи феъллардир.

The Present Continuous Tense даги гапнинг сўроқ шакли to be кўмакчи феълини эгадан олдин қўйиш орқали, бўлишсиз шакли эса to be кўмакчи феъли билан етакчи феъл орасига not инкор юклагасини қўйиш орқали ясалади:

Is he writing? Yes, he is (No, he is not).

He is not writing (He isn't writing).

Grammar Exercises

IV. Write the following sentences in the interrogative and negative forms:

1. Kate is writing a letter.
2. They are talking about their pictures.
3. They are using this method.
4. The doctor is examining a young worker.
5. Karima is doing her lessons.
6. A girl is cutting bread.

V. Make up questions to which the words in bold type are the answers:

1. Several men are waiting for **the bus**.
2. **He** is learning the new words.
3. **You** are working at **your report** now.
4. **Olim** is going to **the museum**.
5. **The delegation** is coming to **Moscow to-night**.

VI. Disagree with the statements and add some information:

Model: Oleg is listening to the radio — Oleg is not listening to the radio. He is watching TV.

1. The teacher is speaking French.
2. We are having an English lesson.
3. Karima is waiting for her daughter.
4. The boys are going to the cinema.
5. The alarm clock is ringing.
6. We are learning German.
7. We are singing an English song.
8. The man is waiting for Rashid.

VII*. Use the verbs in brackets in the Present Continuous Tense:

1. Olim (to look) at the picture.
2. I (to speak) French now.
3. Oleg (to tell) us about his institute.
4. My son (to stand) near the blackboard.
5. I (to sit) at the window.
6. We (to listen) to our friend.
7. The students (to go) to the Institute.
8. Who (to sit) at the window?

Vocabulary and Speech Exercises

VII. Read and translate Text I.

IX. Suggest the Uzbek for:

population, tribe, independent, proclaim, development, achieve, success, agriculture, change, production, labour, consist of, elect for, dominate.

X. Give English equivalents to:

санъат, соҳа, қишлоқ хўжалик, маданият, аҳоли, жануб, шимол, давлат, мустақил, муваффақият, ўзгариш, саноат, миллий иқтисодиёт, маҳсулот, сайламоқ, ташкил топмоқ, сиёсат.

XI. *Arrange the following words in pairs of antonyms:

ill, wrong, low, gigh, badly, receive, healthy, right, behind, well, large, ask, hot, far, small, answer, near, put on, take off, cold, in front of, give.

XII. Make up sentences using the words from different columns:

- | | | |
|--------------------------------|--------------------|------------------------|
| 1. many long rivers | there are | interesting history |
| 2. A country | have | Washington |
| 3. Newstate | called the U. S. A | for four years |
| 4. The President | elected | was proclaimed in 1776 |
| 5. The capital of the U. S. A. | is | there |

XIII. Complete the sentences consulting the text.

1. The U. S. A. is one of the biggest
2. It was originally populated by
3. The U. S. A. being a federation of states, consists of . . .
4. The U. S. A. is developing as
5. Two main bourgeois parties dominate
6. The capital of the U. S. A is
7. In the 17 th century European colonies
8. The U. S. A. achieved great successes in all

XIV. Act as a teacher. Ask the following questions. Let your groupmates answer them:

1. Where does the U. S. A. lie?
2. What is the population of the U. S. A.?
3. When were European colonies founded on its territory?
4. When was the U. S. A. proclaimed?
5. Has the U. S. A. a highly developed industry?
6. How many parties dominate the political scene of the U. S. A.?

XV. Learn the proverb «East or West home is best». Make up a situation using the proverb.

XVI. Speak about the U. S. A.

1. When the U. S. A. was proclaimed;
2. What is the population of the U. S. A.;
3. What is the capital of the U. S. A.;
4. What other large cities of the U. S. A. you know.
5. What political parties of the U. S. A. you know.

XVI. It is interesting to know:

. . . in the war of independence (1778—1783) the U. S. A. freed itself from British sovereignty and became independent.

. . . now the U. S. A. consists of 50 states;

. . . the flag of the U. S. A. is called «Stars and stripes».

. . . the 50 stars—white on a blue field represent the 50 states and 13 stripes represent 13 original English colonies, which in 1776 became free and independent of England . . . the capital of the U. S. A. was named in honour of the first President whose name was George Washington.

- ... the population of Washington is over three million.
- ... the most important cities of the U. S. A. are: New York, San Francisco, Los Angeles, Chicago, Boston and others.
- ... there are two world-famous streets in New York—Broadway and Fifth Avenue.
- ... there are many places of interest in New York; the United Nations Building, Empire State Building, Columbia University, City Hall, New York Public Library and others.
- ... July 4 is celebrated by Americans as a National holiday—Independence Day.
- ... June 14 is Flag Day in the U. S. A. In that day the Americans adopted their own flag.

XVIII. Learn the dialogue by heart and dramatize it.

DIALOGUE

- S.: How do you do, ladies and gentlemen. So you are members of a tourist group which came to visit the USA.
- B.: Yes, we are. Let me introduce myself. I am Peter Brown.
- S.: Glad to meet you, Mr Brown: My name is George Smith. I'll be your guide in this country. Excuse me, Mr Brown, are you an Englishman?
- B.: Oh, yes, I am. I'm from Coventry.
- S.: I see. Is that gentleman English too?
- B.: Who? Mr. McCall? Well, he is a Scot. We are both British. We are travelling together.
- S.: What country are you from, Miss... ?
- L.: My name is Chie. I'm from Japan. I won a ten-day tour of the USA. I took part in the National Competition for the best knowledge of your country in Japan.
- S.: Congratulations. And who is that lady?
- C.: That's Mrs. Greko.
- S.: Where are you from, Mrs. Greko?
- G.: I'm from France. This is my second visit to the USA. I like your country very much.
- S.: Thanks. By the way, I'm going to visit your country soon.
- G.: Really? That's fine.
- S.: I'm pleased to meet all of you but we are so pressed for time. Let's start our tour. I'll do my best to make your stay here both useful and pleasant.
- B.: Oh, yes, we are looking forward to see your country and to meet your people.

XIX. Skim through Text 2 and say what its main idea is.

Text 2. Washington

Washington, the capital of the USA, is situated on the Potomac River in the District of Columbia. Washington was founded in 1791 and

named after the first US President, George Washington, who personally chose the site for the capital. The city became the capital of the state in 1800. Washington is the residence of the Congress of the USA. All government departments and numerous federal institutions are also housed in the capital. It is a large scientific and cultural centre many research institutions and five universities are located. Two main centres of the city are the Capitol (the seat of Congress) and the White House (the President's residence). Pentagon, the building of the US military department is also situated there. It has the shape of five huge regular concentric pentagons. The city sights also include the National Museum, the National Galleries of Art, the Washington, Jefferson and Lincoln memorials, etc.

Notes:

to be located — жойлашмоқ
shape — кўриниш

XX. Answer the following questions about the text:

1. Where is Washington situated?
2. When did it become the capital of the country?
3. What are the main centres of the city?
4. What do the city sights include?

XXI. Read and translate Text 3 at home, Entitle the paragraphs of the text.

Text 3. American Holidays

American holidays are various in character. Some of them are religious, some are connected with American history. There are eight main holidays of the USA. They are:

1. New Years Day. It is celebrated on the 31st of December. At midnight bells ring, horns blow and friends exchange kisses. Everyone stays up late to celebrate the arrival of another year. New Year's Day is traditionally the occasion for starting new programmes and giving up bad habits.

2. Easter. It is a religious holiday which comes on a Sunday between March 22 and April 25. It marks the end of winter and the beginning of spring. As a rule, just before Easter the schools and Colleges are closed. On Easter Sunday in the streets one can see colourful processions of people dressed in bright new spring clothes which is called «Easter Parad».

3. Christmas. It is a religious holiday as well. It is celebrated on December 25 as the birthday of Christ. It is a family holiday and every house tries to have a Christmas-tree which is brightly decorated. As a rule the presents for children, relatives and close friends are placed under the tree.

4. Memorial or Decoration Day. It comes on May 30 and is dedicated to the servicemen who gave their lives in past wars. Schools, clubs

and churches decorate the cemeteries on that day and hold memorial services. They hang up American flags on the main streets of the towns.

5. Labour Day. It is the holiday dedicated to the American working class and comes on the first Monday of September. It marks the beginning of autumn and is the last real holiday of summer.

6. Veterans' Day. It comes on November 11 and is usually marked by parades and ceremonies in which the people pay tribute to those who gave their lives for their country.

7. Thanksgiving Day. The holiday comes on the fourth Thursday in November and is a national holiday too. It is the day of giving thanks to God for various reasons.

8. The Fourth of July — Independence Day. It is the biggest national holiday of the USA. It is celebrated as the birthday of the country. On that day Americans march in parades, decorate the graves of their dead soldiers.

XXVI. Discuss the Topic:

«Customs and holidays of various peoples». Express your opinion on the importance of national holidays in the life of people.

UNIT 6

Topic: Uzbekistan

Grammar: The Past Continuous Tense.

The Future Continuous Tense.

Phonetic Exercises

I. Read the following words according to the reading rules:

native, constitution, emblem, east, equal, right, population, exploit, condition, hard, grow, slowly, production, fast, power, industrial, farmer.

II. Pronounce the words after the teacher or a tape:

literate, literature, situate, situation, institute, institution, combine, combination, examine, examination, occupy, occupation, liberate, liberation

III. Repeat Text I after the speaker, compare your reading with the master-tape.

Text 1. Uzbekistan

Uzbekistan is my native land. It is situated between the two great rivers, the Amu-Darya and the Syr-Darya. Its territory occupies almost half a million square kilometres. It borders on Kazakhstan, Kirghizia, Tajikistan, Turkmenia, Afghanistan.

The climate of Uzbekistan is continental. There are more than 250 sunny days a year. Often it is extremely hot in summer — as much as 42 — 44 degrees. Uzbek soil is very fertile if irrigated and managed properly. The fauna are also diverse.

Uzbekistan is rich in mineral resources such as coal, oil, ore, copper, gold, gas, etc.

In 1991 the independence of Uzbekistan was proclaimed. Being a sovereign republic, Uzbekistan has its own Constitution, state flag and emblem. People of more than a hundred nationalities are making up a population of over 20 million living in the Republic. National customs were developing and changing as centuries went by. Some of them persist and as time passes are acquiring new features. The important changes are taking place in the republic. Their aim is to achieve a high level of development in all spheres of our life — in industry, agriculture, science and culture. It is necessary to equip numerous enterprises with modern machinery in order to produce various goods, to raise the level of development of cotton — growing and other branches of agriculture and to make the farmers' labour highly productive, to carry out the reform of public education and so on. The rights of Uzbekistan are wide now. The Uzbek language is the state one of the republic. Its role will be increasing in the near future.

The capital of Uzbekistan is Tashkent, an old and beautiful city.

GRAMMAR

THE PAST CONTINUOUS TENSE

ЎТГАН ЗАМОН ДАВОМ ФЕЪЛИ

The Past Continuous Tense (ўтган замон давом феъли) **to be** кўмакчи феълининг ўтган замон шакли (**was, were**) ва етакчи феълнинг **Participle I** (ҳозирги замон сифатдоши) шакли ёрдамида ясалади: He was sitting at the table. I was reading a newspaper.

The Past Continuous Tense бирор иш-ҳаракатнинг ўтган замонда, маълум пайтда ўтганини, давом этганини ифодалайди. Иш-ҳаракатнинг давом этганлиги аниқ вақт бўлаги орқали кўрсатилиши мумкин. Вақт бўлаги қуйидаги иборалар билан ифодаланади: all day long (кун бўйи), all day yesterday (кеча кун бўйи), at 6 o'clock (соат 6 да), from 5 till 6 (соат 5 дан 6 гача) ва ҳоказо. Масалан: At 10 o'clock I was reading a book. From 2 till 5 he was working. The boys were playing all day yesterday.

The Past Continuous Tense нинг сўроқ шакли кўмакчи феълни эгадан олдин келтириш орқали, бўлишсиз шакли эса кўмакчи феълдан кейин «not» инкор юклагасини келтириш орқали ясалади:

Was Boris writing a letter at 6 o'clock? Yes, he was. (No, he was not). Boris was not writing a letter at 6 o'clock.

THE FUTURE CONTINUOUS TENSE

КЕЛАСИ ЗАМОН ДАВОМ ФЕЪЛИ

Келаси замон давом феъли (The Future Continuous Tense) **to be** кўмакчи феълнинг келаси замон шакли (**shall be, will be**) ва етакчи феълнинг **Participle I** (ҳозирги замон сифатдоши) шакли ёрдамида ясалади:

I shall be waiting. He will be reading.

The Future Continuous Tense бирор иш-ҳаракатнинг келаси замонда маълум бир вақт давомида рўй беришини, давом этишини ифодалаш учун қўлланади. Келгусида рўй берадиган иш-ҳаракатнинг вақти, пайти аниқ кўрсатилиши мумкин: He will be reading a book at 2. You will be going to the Institute at 8 o'clock.

The Future Continuous Tense сўроқ шакли кўмакчи феълни (shall, will) эгадан олдин, бўлишсиз шакли эса кўмакчи феълдан кейин нот инкор юклагасини келтириш орқали ясалади:

Will you be going to the Institute at 8 o'clock? Yes, you will (No, you will not). You will not be going to the Institute at 8 o'clock.

Grammar Exercises

IV. Put the verbs in the following sentences in the Past Continuous Tense:

1. The pupils are preparing for the lessons. 2. The boys are playing in the garden. 3. Olim is doing his homework. 4. You are translating this article. 5. The girls are skating in the park. 6. He is having an English class. 7. I am waiting for my sister. 8. He is learning the new words.

V. Put the verbs in the following sentences in the Future Continuous Tense:

1. The boys are playing in the garden. 2. The students are hurrying to the Institute. 3. You are working at your report. 4. The students are speaking with Professor. 5. My sister is preparing breakfast in the kitchen. 6. We are listening to the teacher.

VI. Write the following sentences in the interrogative and negative forms

1. It was raining when we returned home. 2. Kate was writing a letter. 3. The schoolchildren were planting trees all day long. 4. Ann was smiling when he saw her. 5. We shall be waiting for a bus. 6. Olim will be working in the garden from 2 till 5.

VII. Copy, translate and underline the verbs in the Past Continuous:

I met you at school meeting. Do you remember? 2. She was wearing a beautiful white dress. 3. You were talking to the teacher and smiling when I came up to you. 4. I was not talking to you, I was looking at you. 5. And you were smiling. Do you remember? 6. Your friend was standing at the window. 7. She was looking at us.

VIII. Define the form and part of speech of the following words.

to know, knowledge, became, written, wrote, agriculture, industry, power, station, to develop, developed, development, buy, bought, progress, science, different, to product, production.

Vocabulary and Speech Exercises

IX. Read and translate Text I.

X. a) Suggest English equivalents for:

ҳамиша, пахта, корхона, эксплуатация қилмоқ, моллар, ўсмоқ, таъсир, меҳнат, даража, саводли, ҳаракат, аҳоли, маҳсулот, унумли, мустақил, халқ маорифи, туфайли.

b) Suggest Uzbek equivalents for:

native, number, part, machinery, farmer, movement, progress, emblem, be situated, a change, political, centre, representative, build up, hold.

XI*. Arrange the following words in pairs of antonyms:

big, finish, patriotic, refuse, the first, equal, birth, narrow, start, death, little, unpatriotic, wide, the last, unequal, agree.

XII*. Form sentences using the following words:

1. Olim, chess, playing, is. 2. Peter, home, was, task, doing, his, at. 3. My, will, friend, come, me, to. 4. Thousands, our, enter, institute, young, of, people, year, every. 5. The wind, from, the, was, west, blowing. 6. She, friend, was, to, talking, her.

XIII. Use the following words from the text in sentences of your own:

native, to be situated, population, equal rights, conditions, production, industry, agriculture, changes, to take place, science, culture, great progress.

XIV. Act as a teacher. Let your group-mates complete the following sentences:

1. The important changes took place in Uzbekistan 2. Today Uzbekistan is a republic of 3. Numerous industrial enterprises are now producing 4. The level of development of cotton-growing and other branches of 5. The successes of culture and public education of the republic 6. The great progress of Uzbekistan in all fields of life shows

XV. Practise your own questions and answers about the text. Work in pairs!

XVI. Speak on the following situation:

Your pen-friend in one of the Republics asked to tell him about the successes of Uzbekistan in the field of; a) industry, b) culture, c) agriculture, d) education.

XVII. Give the Uzbek equivalents of the following English proverb. Use the proverb in your own situation:

There is no place like home.

XVIII. It is interesting to know:

. . . Uzbekistan is one of the biggest republics in Central Asia;
. . . Uzbekistan occupies half a million square kilometres;
. . . the territory of Uzbekistan is as much as the area of Great Britain, Belgium, Holland, Austria and Switzerland combined;
. . . the climate of Uzbekistan is continental;
. . . there are more than 250 sunny days a year in Uzbekistan.

XIX. Describe Uzbekistan. The following plan will help you:

1. Geographical position
2. Population
3. Language
4. Capital, cities
5. Industry

6. Agriculture
7. Culture and education

XX. Skim through Text 2 and write out the sentences which contain its main ideas.

Text 2. Tashkent

Tashkent is the capital of Uzbekistan, one of the largest cities of Central Asia. It is also among the oldest towns of the republic as it was founded over 2000 years ago. At different stages of its long history it had several names. The name Tashkent is the Uzbek for «stone town».

Today Tashkent is a modern city. Over 2 million people are now living in it. It is a big industrial, political and cultural centre of the republic. Its numerous industrial enterprises produce various goods for the national economy. Tashkent is an educational centre of the republic too. There are a lot of secondary and higher schools in the city. Its University and Institutes train qualified specialists. Being a town of developed culture and science, Tashkent has the Academy of Sciences, public and district libraries, cinemas, theatres and concert halls.

Tashkent is known all over the world as the city of peace and friendship. After the earthquake of 1966 the peoples of all the republics helped to build up new city. Important political meetings, different international conferences and festivals are held in Tashkent as well. Representatives of many foreign countries take part in them.

Notes

build up — қурмоқ **hold** — ушламоқ
earthquake — ер қимирлаш **representative** — вакил, намоянда

XXI. Tell the group-mates what you got to know about Tashkent from the text and add some other facts you know about it.

XXII. Listen to the dialogue and practise its reading. Work in pair with your group-mate.

DIALOGUE

Several American students from Seattle came to Tashkent on a tour. The head of their group, John Black and their guide, Akhmed Olimov, are discussing the programme of their stay in the city.

A. : Now we are to discuss the programme of your stay in our city. Did you get acquainted with the draft copy?

J. : Yes, I did. It's a very good one, detailed and thorough. But we are so pressed for time. What do you think we should see in your city in the first place?

A. : Oh, it isn't an easy question. This city is known for its numerous places of interest and memorials. It's rather difficult to pick anything out of the most impressive.

J. : Well, and what would you say of the new campus of the Tashkent University?

A. : Yes, that's what I wanted to begin with. It's beautiful from the architectural point of view and besides, you'll have a pos-

sibility to meet the Uzbek students. But do you mind to change a little the time of this meeting?

J. : I suppose there are serious grounds for the change, aren't there?

A. : Yes, there are. The fact is that the vice-rector who is in charge of scientific work is away now, and he would like to open the meeting himself. Will tomorrow at three p. m. suit you?

J. : All right, at three then.

A. : Glad we settled it. And what do you say to go to Opera and Ballet theatre tonight? There will be a premiere performance of the national ballet.

J. : Oh, it's a very good idea, indeed, but I'll discuss this suggestion with the members of the group.

XXIII. Memorize the dialogue and dramatize it.

XXIV. Read and translate Text 3 at home. Translate in writing the second paragraph of the text.

Text 3. Uzbekistan is the Land of Ancient Culture

Uzbekistan is the land of ancient culture. At the present time more than 200,000 tourists almost from 80 countries visit Uzbekistan every year. They want to see the remarkable monuments of the past in Bukhara, Samarkand, Khiva, Tashkent.

Bukhara is one of the ancient towns of Uzbekistan. The period of its existence is more than 2000 years. This period was noted for the development of crafts, trade, literature, science and art. The outstanding poets Firdousi and Rudaki, the famous scholar Abu-Ali ibn-Sina (Avicenna) and many others lived and worked there. Numerous mosques, madrasahs and mausoleums survived in Bukhara to the present time. Its masterpieces of architecture are the mausoleum of Ismail Samani, the Kalyan minaret, the madrasah of Ulugbek and others. They are famous not only in our country but abroad too.

One more ancient town of Uzbekistan — Khiva — lies thirty-two kilometres from Urgench. Khiva was in existence somewhere between the 6th-8th centuries. In the middle of the 16th century it became the capital of the Khivan Khanate. It was the major centre of the Moslem religion. There are many unique mosques, mausoleums and madrasahs in Khiva. They make Khiva a museum and attract many tourists.

At present 7056 monuments of art, archeology and nature are under state protection in Uzbekistan. 1503 of them are architectural monuments. The Ichan-Kala complex in Khiva, the site of the ancient town of Afrasiab in Samarkand and the centre of ancient Bukhara are declared state reserves. They are relics of oriental architecture. More than 240 relics of the past were restored in the last years.

There is a research design institute and a number of restoration workshops in Uzbekistan. They preserve and restore architectural monuments.

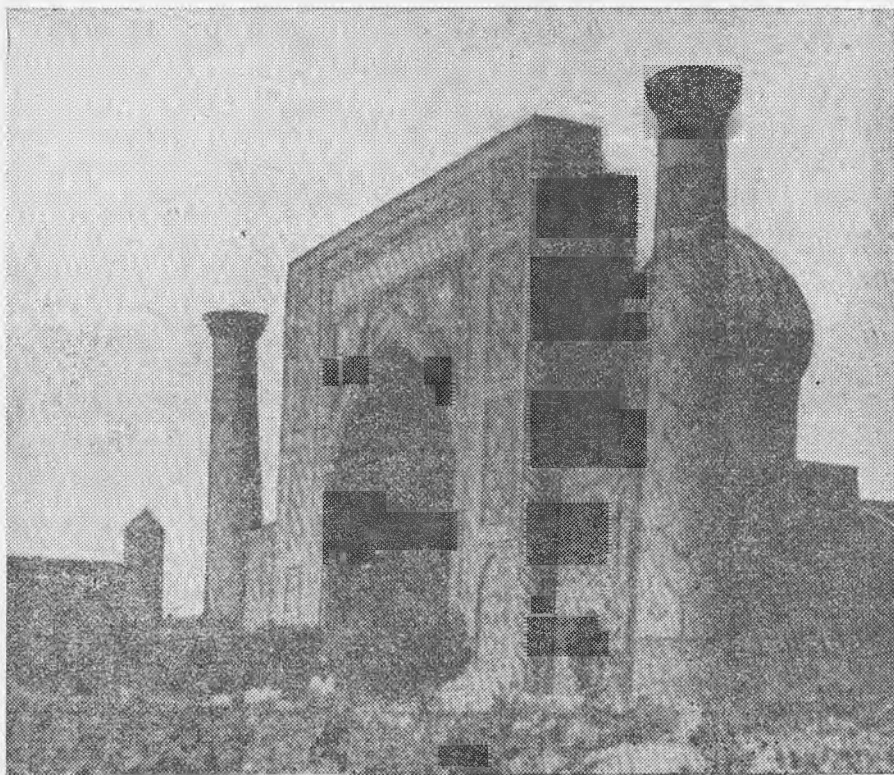
Every year about six million roubles are spent on restoration of the monuments of ancient culture of Uzbekistan.

XXV. Comment on the text you've read. What would you recommend a foreigner to see in your republic?

XXVI. Read and translate the joke:

A farmer went to Chicago to see the sights of the city. He engaged a room at a hotel. He asked the clerk about the hours for meals. The clerk answered, «We have breakfast from 7 to 11, dinner from 12 to 13, and supper from 6 to 8». «Look here», said the farmer in surprise «and when shall I see the city?»

XXVI. Look at the picture and name the ancient monument of Uzbekistan.



ESSENTIAL VOCABULARY,

Words and expressions to learn

Unit 5

beautiful ['bju:tɪfʊl] чиройли, кўрам
bourgeois ['buəʒwa:] буржуа, буржуазия

character ['kærɪktə] образ, характер
climate ['klaɪmɪt] иқлим

electronic engineering [ɪlekt'rənɪk'end-
ʒɪ'nɪərɪŋ] электрон техника
island [aɪlənd] орол
king [kɪŋ] қирол
lake [leɪk] кўл
lie [laɪ] ётмоқ
limit [lɪmɪt] чегараламоқ
machine-building [mə'ʃi'bɪldɪŋ] қури-
лиш механизми
mild [maɪld] юмшоқ
monarchy ['mɒnəki] монархия
north [nɔ:θ] шимол
official [ə'fɪʃl] расмий
party ['pa:tɪ] партия
poet ['pɔ:ɪt] шоир
queen [kwɪ:n] қиролнинг хотини, қирол
хотин, қиролича
river ['rɪvə] дарё
seaport ['si:pɔ:t] денгиз порти
secretary ['sekɹətəri] секретарь
ship-building, ['ʃɪp,bɪldɪŋ] кемасозлик,
кема қуриш
west [west] ғарб
widely ['waɪdli] кенг

Proper names:

Charles Dickens Чарлз Диккенс
George Byron Джордж Байрон
William Shakespear Уильям Шекспир

Geographical names:

the British Isles ['brɪtɪʃ'aɪls] Британия
ороллари
England ['ɪŋglənd] Англия
Europe ['jʊərəp] Европа
Great Britain ['greɪt'brɪtɪn] Буюк Бри-
тания
Ireland ['aɪələnd] Ирландия
Scotland ['skɒtlənd] Шотландия
**the United Kingdom of Great Britain
and Ireland** [ju:'naɪtɪd'kɪŋdəm] Буюк
Британия ва Ирландия қўшма қирол-
лиги
Wales ['weɪlz] Уэльс

Unit 6.

be situated [sɪtʃueɪtɪd] жойлашмоқ
belong [bɪ'lɒŋ] тегишли бўлмоқ
change [tʃeɪndʒ] ўзгариш, ўзгартиш
colony ['kɒləni] колония, мустамлака
continent ['kɒntɪnənt] континент, қитъа
culture ['kʌltʃə] маданият
determine [dɪ'tɜ:mɪn] аниқламоқ, бел-
гиламоқ
district ['dɪstrɪkt] район, майдон
effect [ɪ'fekt] ҳаракат
federation [ˌfedə'reɪʃən] федерация, ит-
тифоқ, уюшма

increase ['ɪnkri:s] юксалиш, ўсиш
independent [ˌɪndɪ'pendənt] мустақил,
эркин
industry ['ɪndəstri] саноат
legislative [ˌledʒɪslətɪv] қонун чиқа-
рувчи
membership ['membəʃɪp] аъзолик, аъзо
бўлиш
national economy ['næʃənl] миллий иқ-
тисодиёт
occasion [ə'keɪʒən] жиҳат, ҳол
originally [ə'rɪdʒɪnəli] энг аввалги
дастлабки
permanent ['pɜ:mənənt] доимо бўлиб
турадиган, тўхтамайдиған
political [pə'li:tɪkəl] сиёсий
progression [prə'seʃən] маросим, танта-
нали юриш
enterprise ['entəpraɪz] корхона
exploit [ɪks'plɔɪt] эксплуатация қилмоқ
equip [ɪ'kwɪp] таъминламоқ
form [fɔ:m] шаклга кирмоқ
goods [gudz] моллар
grow [grəʊ] ўсмоқ, ўстирмоқ
labour ['leɪbə] меҳнат
level ['levl] даража
literate ['lɪtərɪt] саводли, ўқимишли
maintain [meɪ'teɪn] ўрнатмоқ
machinery [mə'ʃɪ:nəri] машинасозлик
native ['neɪtɪv] маҳаллий
number ['nʌmbə] сон, рақам
numerous ['nju:mərəs] бирталай, сон-
саноксиз
own [aʊn] ўзиники, ўзининг
part [pa:t] қисм, бўлак
population [ˌpɒpjʊleɪʃən] аҳоли
produce [prə'dju:s] ишлаб чиқармоқ
productive [prədʌktɪv] унумли
public education ['pʌblɪk,edʒu'keɪʃn]
халқ маорифи
reform [rɪ'fɔ:m] ислоҳат
role [rəʊl] роль
sovereign ['sɒvrɪn] мустақил
south [saʊθ] жануб
thanks to ['θæŋkstə] туфайли, сабабли

Geographical names:

the Atlantic Ocean [ət'læntɪk'əʊʃən]
атлантик океан
Canada ['kænədə] Канада
the Gulf of Mexico [ˌgʌlfəv'meksɪkəʊ]
Мексика кўрфазы
Mexico ['meksɪkəʊ] Мексика
the Pacific Ocean [pə'sɪfɪk'əʊʃən] Тинч
Океан
the USA [ju:'naɪtɪd'steɪtsəvə'merɪkə].
Қўшма штатлар

Unit 7.

achieve [ə'tʃi:v] қозонмоқ
advantage [əd'vɑ:ntɪdʒ] устунлик, ор-
тиқлик
agriculture [ˈæɡjɪkəlɪtʃə] қишлоқ хўжа-
лиги
art [ɑ:t] савнат
belong [bɪ'lɒŋ] тегишли бўлмоқ
culture [kʌltʃə] маданият
increase [ɪn'krɪ:s] ош (ир) моқ
industry [ˈɪndʌstri] саноат
national economy [ˈnæʃənlɪ:kənəmɪ]
миллий экономика
nationality [næʃ'ənəlɪtɪ] миллат
necessary [ˈnesɪsəri] керакли
neighbour [neɪbə] қўшни
policy [ˈpɒləsi] сиёсат
power [paʊə] куч, қудрат
production [prə'dʌkʃn] маҳсулот
relations [rɪ'leɪʃnz] муносабатлар
raise [reɪz] оширмоқ
resource [rɪ'sɔ:s] ресурс
science [ˈsaɪəns] фан
solve a problem [sɒlvə'prɒbləm] масала
ҳал қилмоқ

success [sək'ses] муваффақият
system [sɪstɪm] система
aim [eɪm] мақсад
be situated [sɪtʃueɪtɪd] жойлашмоқ
close [klaʊz] яқин
completely [kəm'pli:tli] батамом
populate [ˈpɒpjuleɪt] твшкил этмоқ,
яшамоқ
proclaim [prə'kleɪm] эълон қилмоқ,
тантанали суратда б'лдирмоқ
productivity [ˌprɒdʌk'tɪvɪtɪ] унумдорлик
radical [ˈrædɪkəl] маҳаллий, туб жойли
relative [ˈrelatɪv] қариндош, уруғ
senate [ˈsenɪt] сенат
service [ˈsɜ:vɪs] хизмат, вазифа, лавозим
serviceman [ˈsɜ:vɪsmæn] ҳарбий ходим,
ҳарбий хизматдаги одам
sphere [sfɪə] соҳа
size [saɪz] ўлчам, катталиқ, миқдор
traditionally [trə'dɪʃnəli] анъанага
кўра, одат бўйича
tribe [traɪb] қабила
tribute [trɪ'bju:t] солиқ, ўлпон, тўлов
various [ˈveəriəs] ҳар хил, турли

REVISION TESTS

Grammar and Structures:

1. Define the Tense of the verbs:

1. Now I **am living** in Moscow.
2. Yesterday at that time it **was snowing**.
3. In the near future we **shall be working** at school.
4. Now important changes **are taking place** in the country.
5. They **will be fighting** for political reforms.

- a) Past Continuous Tense
- b) Present Continuous Tense
- a) Future Continuous Tense
- b) Past Continuous Tense
- a) Present Continuous Tense
- b) Future Continuous Tense
- a) Past Continuous Tense
- b) Present Continuous Tense
- a) Future Continuous Tense
- b) Past Continuous Tense

II. Choose the correct word substitute:

6. Our country is larger than their . . . one/ones
7. The climate of Uzbekistan is hotter than . . . of the Ukraine. that/those
8. These mountains are higher than . . . in the west of the country. that/ those

9. The power of the Queen is limited by . . . of the Parliament. one/that
10. Perestroika influences the development of our state and the other ones/those

Vocabulary and Language Use

I. Choose antonyms to the following words:

- | | |
|---------|---------------------|
| 1. hot | a) cold; b) cool |
| 2. high | a) middle; b) low |
| 3. wide | a) broad; b) narrow |
| 4. rich | a) poor; b) good |
| 5. new | a) modern; b) old |

II. Find the English equivalents of the following Uzbek words:

- | | |
|------------------------|---------------|
| 6. кудрат | 6. border |
| 7. чегарадош
бўлмоқ | 7. neighbour |
| 8. орол | 8. power |
| 9. қўшни | 9. population |
| 10. аҳоли | 10. island |

Reading Comprehension

Skim through the following text without using a dictionary.

THE UZBEK TRADITIONAL HOLIDAYS

Just as other peoples, the Uzbek have traditional holidays. Some of them are linked with seasons and practical activities. They are widely celebrated in towns and villages.

When the March sun warms the earth, the peasants in Uzbekistan celebrate the arrival of spring. The festivity begins early in the morning and ends up at night in a collective-farm club or village stadium. Amateur and professional dancers and singers perform before the peasants.

The agricultural year is crowned with «Pakhta bairami» («Cotton Festival») or «Khosil bairami» («Harvest Festival») as it is sometimes called. It is one of the most popular traditional holidays. It is celebrated to mark the end of cotton-picking and gathering in other crops. A lot of vegetables and fruit are exhibited and are on sale at special markets. The main celebrations are held in Tashkent. The city is beautifully decorated. Many people take part in different contests national games and concerts.

Now choose the sentences which correspond to the contents of the text:

1. a) All the Uzbek traditional holidays are linked with seasons and practical activities;

b) Some of the Uzbek traditional holidays are linked with seasons and practical activities.

2. a) The Uzbek traditional holidays are celebrated only in the villages.

b) The Uzbek traditional holidays are celebrated both in towns and villages.

3. a) «Pakhta bairami» («Cotton Festival») is celebrated to mark the beginning of Cotton-picking.

b) «Pakhta bairami» («Cotton Festival») is celebrated to mark the end of Cotton-picking.

4. a) The arrival of spring is not celebrated by the peasants of Uzbekistan.

b) The arrival of spring is celebrated by the peasants of Uzbekistan too.

Listening Comprehension

Listen to the recording and then answer the questions on the text choosing the appropriate answer. You can take notes while you listen.

1. What kind of power has the Queen (or the King)?

a) limited b) unlimited

2. What does the British Parliament include?

a) only the House of Lords; d) the House of Lords and the House of Commons

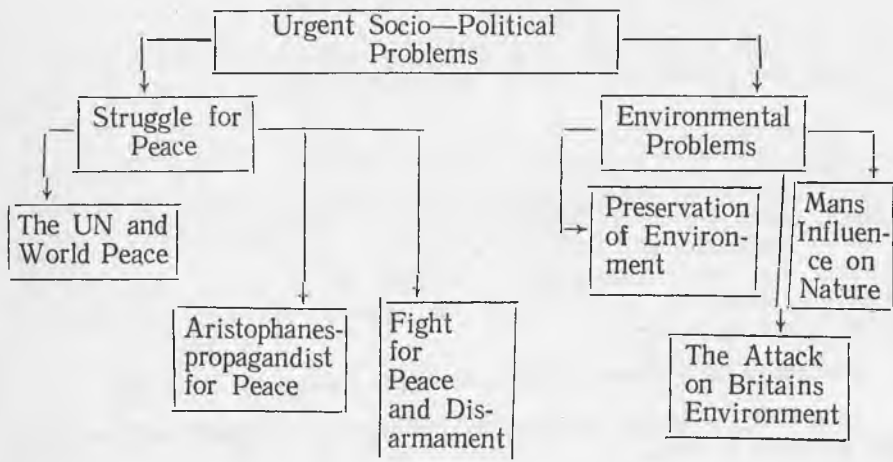
3. How is the president of the House of Commons called?

a) the Speaker b) the Chairman

4. Who forms the Government?

a) the Queen (or the King) b) the Prime-Minister

CYCLE IV (UNITS 8—9)



UNIT 8

Topic: Struggle for Peace

Grammar: The Perfect Tenses.

It is . . . (was) . . . that (who) emphatic construction.

1. Practise the pronunciation of the following words:

arms race ['ɑ:mzreɪs]

complete [kəm'plɪt]

defence [dɪ'fens]

disarmament [dɪs'ɑ:məmənt]

nuclear ['nju:kliə]

coexistence ['kəʊɪg'zɪstəns]

confirmation [kən'fəmeɪʃn]

desire [dɪ'zaɪə]

disputable [dɪspju:təbl]

universal [ju:nɪvə:səl]

11. Listen to the text. Repeat the text after the speaker.

Text 1. The UN and World Peace

The purposes of the United Nations are: manysided. They are to maintain international peace and security, to take effective measures for the prevention of arms race, to develop friendly relations among nations based on respect for the principle of peaceful coexistence, to achieve international cooperation in solving international problems of an economic, social, cultural or humanitarian character. The activities of the UN is further confirmation that peace has always been and will be its main aim. The United Nations Organization stands for universal and complete disarmament. It comes out against cold war and stands for peaceful settlement of disputable international questions with the help of talks.

At present nothing is more important than struggle against a nuclear war. The world climate is slowly changed for the better. That is why all the peace-loving peoples try to do their best to prevent a nuclear war and to establish a lasting peace. We live in the atomic age and the modern science achievements must serve peaceful purposes. It is quite clear that a war fought with nuclear weapons may lead to vast destruction of the world. That is why the struggle for peace has become an urgent necessity in our time. And it is the United Nations Organization which may play an important role in waging this struggle. All the members of the UNO are those of the General Assembly, which may discuss any questions within the scope of the UNO Charter. It may consider the general principles of cooperation in the maintenance of international peace and security. The General Assembly meets in regular annual sessions and in such special sessions as occasion may require. The Security Council consists of 11 members of the UN—five permanent and six non—permanent members. It is so organized as to function continuously as the UN members confer on it primary responsibility for the maintenance of international peace and security.

GRAMMAR

THE PRESENT PERFECT TENSE

ТУГАЛЛАНГАН ҲОЗИРГИ ЗАМОН

The Present Perfect Tense **to have** кўмакчи феълнинг ҳозирги замон шакли (**have, has**) ва етакчи феълнинг **Past Participle** шакли ёрдамида ясалди: He has finished his report. У докладни тугатди.

The Present Perfect Tense нутқ сўзланиб турган вақтдан илгари бўлиб ўтган ёки ўтган замонда тугалланган иш-ҳаракатни билдиради: I have translated this sentence. Мен бу гапни таржима қилдим.

Одатда The Present Perfect Tense ўзбек тилига ўтган замон феъли ёрдамида таржима қилинади. Бундан ташқари The Present Perfect Tense иш-ҳаракатнинг олдин бошланганини ва ҳозирги вақтда давом этаётганини ифодалаш учун ҳам ишлатилади. Бундай ҳолда иш-ҳаракатнинг бажарилиш вақти **for** (давомида) ва **since** (-дан бери) предлоглари ёрдамида кўрсатилади.

I have lived in Fergana for 3 years.

Мен Фарғонада уч йилдан бери яшайман.

The Present Perfect Tense одатда қуйидаги пайт равишлари today (бугун), **this week** (бу ҳафтада), **this month** (бу ойда), шунингдек ноаниқ пайт маъносини англатувчи равишлар: **already** (аллақачон), **never** (ҳеч қачон), **ever** (қачондир, доимо), **just** (ҳозир, ҳозиргина) билан қўлланади:

I have already written this letter.

The Present Perfect Tense нинг сўроқ шакли кўмакчи феълни эгадан олдин келтириш орқали, бўлишсиз шакли эса **not** инкор юкламасини кўмакчи ва етакчи феъллар орасига қўйиш орқали ясалди: Have I translated this text? Yes, I have. No, I have not I have not translated this text.

THE PAST PERFECT TENSE

ТУГАЛЛАНГАН ЎТГАН ЗАМОН

The Past Perfect Tense **to have** кўмакчи феълнинг ўтган замон шакли (**had**) ва етакчи феълнинг **Past Participle** шакли ёрдамида ясалди:

When he came to the station the train had already left.

Мен станцияга келганимда, поезд аллақачон кетиб бўлганди.

The Past Perfect Tense иш-ҳаракатнинг ўтган маълум бир вақтга қадар тугалланганини ёки Past Indefinite замонида ифодаланган иш-ҳаракатдан олдин бажарилганини англатади. Масалан:

He had finished his work before you came.

У сиз келгунча, ишини бажариб бўлган эди.

The Past Perfect Tense одатда вақтни ифодаловчи қўйидаги сўз бирикмалари ёки пайт равишлари билан ишлатилади: **by 5 o'clock** (соат 5 гача), **by Saturday** (шанба кунигача), **by the end of the year** (йил охиригача) ва бошқалар.

We had prepared our translation by 5 o'clock.

Биз таржимамизни соат 5 гача бажариб бўлдик.

The Past Perfect Tense нинг сўроқ шакли **to have (had)** кўмакчи феълени эгадан олдин келтириш билан, бўлишсиз шакли эса «not» инкор юкламасини кўмакчи ва етакчи феъл орасига қўйиш орқали ясалади:

Had he finished his work? Yes, he had. No, he had not.

He had not finished his work.

THE FUTURE PERFECT TENSE

ТУГАЛЛАНГАН КЕЛАСИ ЗАМОН

The Future Perfect Tense **to have** кўмакчи феълнинг келаси замон шакли (**shall have, will have**) ва етакчи феълнинг Past Participle шакли ёрдамида ясалади:

My father will have come home by 6 o'clock.

The Future Perfect Tense бирор иш-ҳаракатнинг келаси замонда маълум бир вақтгача бажарилишини, тугалланишини ифодалаш учун ишлатилади. Иш-ҳаракатнинг бажарилиши муддати қўйидаги иборалар билан кўрсатилиши мумкин: **by 6 o'clock** (соат 6 гача), **by this time** (шу вақтгача) ва бошқалар.

By the first of September all students will have come back.

The Future Perfect Tense нинг сўроқ шакли **shall, will** кўмакчи феълларини эгадан олдин келтириш орқали, бўлишсиз шакли эса «not» инкор юкламасини кўмакчи феъллардан кейин келтириш орқали ясалади. Масалан:

Will my father have come home by 6 o'clock? Yes, he will. No, he will not. My father will not have come home by 6 o'clock.

IT IS (WAS) . . . WHO (THAT, WHICH)

ЭМФАТИК КОНСТРУКЦИЯЛАРИ

Инглиз тилида **it is (it was)** сўзлари билан киритиладиган эргаш гап қўшма гаплар ҳам учрайди. Бундай эргаш гапларда **who, that, which** боғловчи сўзлари билан бош гапга бирикадиган аниқловчи эргаш гаплар қўлланади. Бу оборот орқали **it is (it was)** ва боғловчи сўз орасида турган гап бўлаги эмфатик жиҳатдан ажратиб кўрсатилади. Бундай оборотни ўзбек тилига таржима қилишда ажратиб кўрсатилган гап бўлагини таъкидлаш учун худди, ўзи, бу каби сўзлар ишлатилади:

It was he who helped me to finish the work.
Худди шу одам менга ишни бажаришга ёрдам берди.
It was this book that he read with great interest.
Худди шу китобни у қизиқиш билан ўқиб чиқди.

Grammar Exercises

III. Translate the following sentences into Uzbek paying attention to forms of the Perfect Tenses:

1. They have just done the translation. 2. I have posted the letter to Olim. 3. She has told me about it. 4. When he came to the station the train had already left. 5. My father showed me the office where he had worked. 6. By the end of June we shall have passed our examinations. 7. Will you have finished your work by 5 o'clock?

IV. Insert *just, already, ever, never, not . . . yet* in the sentences:

Model: I have bought this book (already).
I have already bought this book.

1. I have received a letter (just). 2. Olim has missed his lessons (never). 3. Have you been to Samarkand (ever)? 4. You have done this laboratory work (just). 5. I have translated this text (already). 6. Has he finished his work (already)? 7. I have had my breakfast (not yet).

V. Ask questions on all parts of the following sentences:

1. They have already solved this problem. 2. The students have done some special exercises. 3. They have shown us this film several times.

VI. Use the following sentences in all the forms of the Perfect Tenses:

1. He has drawn all the pictures. 2. We have written many letters. 3. I have read this book.

VII. Make the following sentences negative and interrogative:

1. I have already done this work. 2. She has seen this film. 3. You have just rung him up. 4. He has been to Moscow this year. 5. I shall have done this work by Friday. 6. The plant had fulfilled its plan by December last year.

VIII. Put the verbs in brackets in one of the Perfect Tenses and translate the sentences into Uzbek:

1. Victor (to get) all the necessary information about the experiment. 2. We (to finish) the experiment when they came. 3. Peter's sister (to graduate) from the Institute this year. 4. They never (to be) to Leningrad. 5. Their discoveries (to bring) great changes in the life

of our people. 6. We (to complete) our experiment by the end of the last week.

IX. Translate into Uzbek paying attention to *it is (was) . . . that (who)*:

1. It was he that spoke first. 2. It was my friends who took part in the meeting. 3. It was at our Institute that this problem was discussed. 4. It was there that his article was written. 5. It was V. I. Lenin who brought the working class and poor peasantry of Russia to victory in 1917. 6. It was after a profound study of historical facts that Marx and Engels formulated the fundamental laws of the development of society. 7. It was in 1975 that I met her in Moscow.

X. Make 4—5 sentences with *it is (was) . . . who (that, which)* emphatic constructions.

Vocabulary and Speech Exercises

XI. Read and translate Text 1.

XII. Give English equivalents for:

қабул қилмоқ, ғалаба, музокаралар, мақсад, тарафдор, тайёрламоқ, алоқа, мунозарали, мудофаа, истак, курашмоқ, ҳужжат, қурулсизла-ниш, қаршилиқ қилмоқ, умумий, тинч-тотув яшаш.

XII. Give Uzbek equivalents for:

desire, confirmation, complete, base, arms race, decree, further, need, nuclear, put forward, victory, war, peace, supporter.

XIV. Arrange the words in pairs of antonyms:

finish, thin, forget, peace, buy, early, thick, remember, war, sell, late, start.

XV. Make up sentences using the following political terms:

the danger of war, peace-loving policy, universal and complete disarmament, cold war, arms race, fight for peace, a nuclear war, to establish a lasting peace.

XVI. Entitle the paragraphs of the text.}

XVII. Write out the sentences from the text you think the most important.

XVIII. Act as a teacher. Put questions to the text. Let your group-mates answer them.

XIX. Say what you know about the peace-loving policy of the Soviet Union about struggle for peace against a nuclear war.

XX. Poem to Enjoy:

A Revolutionary Lyric (Extract)

The golden age we'll then revive,—
Each man will be a brother;
In harmony we all shall live,
and share the earth together.
In virtue trained, enlightened youth
Will love each fellow-creature:
And future years shall prove the truth
That Man is good by nature.
Then let us toast with three times three,
The reign of Peace and Libertie.

(Robert Burns)

XXI. Practise reading the following dialogue. Compare your reading with the master -tape.

DIALOGUE

The political reviewer from Uzbekistan Comrade B. took part in a press — conference and answered the questions of foreign journalists.

J.: Mr B. will you formulate the main aim of the foreign policy of Uzbekistan at present?

B.: Certainly, I shall. The foreign policy of our republic is peace—loving. Its main aim is the maintenance of world peace and peaceful coexistence with all states.

J.: Is Uzbekistan's foreign policy part of state policy?

B.: Exactly so. It's laid down in the Constitution of the Republic.

J.: Do you think that the world climate will change for the better?

B.: Let's hope for the better. All the peace—loving peoples try to do their best to prevent a nuclear war and to establish a lasting peace.

J.: I fully agree with you, Mr B. One more question to you If you don't mind.

B.: You are welcome.

J.: Is the Uzbek Republic going to maintain international ties with other former republics of the Union?

B.: Yes, it is. We are going to maintain relations both with the former republics of the Union and the foreign states.

J.: Thank you for your participation in the press — conference.

XXI. Memorize the dialogue and dramatize it.

XXII. Read the title of Text 2, look through it and say what new information you have got from it.

Text 2. Aristophanes—Propagandist for Peace

In ancient Greece, slave, labour was the basis for development in the field of culture, as well as in agriculture, industry and commerce. The-

atre in ancient Greece performed an important social function. Originally linked with religion, it later became one of the most important features of Greek political life.

It was in Greece that the two main theatrical genres—comedy and tragedy originated and grew. The greatest ancient Greek playwright of comedy was Aristophanes—born 446 B. C. , died 385 B. C. He wrote 43 plays, but only 11 of them have come down to us. They are «The Knights», «The Clouds», «Peace», «Lysistrata», «The Ecclesiazusae» and others. Aristophanes used his talent as a weapon for peace. Some of his plays still get under the skins of would-be war makers. In 1954 «The Ecclesiazusae» raised a rumpus in New York City's Cooper Union. That is when America was waging a war in Korea.

«The Ecclesiazusae» is about Athenian women who fight for peace. They are fed up with the men mishandling affairs of state—allowing too much poverty and too many wars. The brilliant woman leader of the play and her friends go to the forum and pass laws for the welfare of the public. The powers in charge of Cooper Union took fright at them, and deleted many lines from the play. This caused loud howls from the actors and the audience. ❧

Notes:

slave — [sleɪv] кул
genre — [ʒɑ:ŋr] жанр
playwright [pleɪraɪt] драматург, драма
ёзувчи адиб
affair — [ə'feə] — иш, юмуш, хизмат
welfare — ['welfeə] фаровонлик, бойлик.
мул-кулчилик

XXIII. Retell the text using the additional material about fighters for peace.

XXIV. Read and translate Text 3 at home. Be ready to discuss it in class with your group-mates.

Text 3. Fight for Peace and Disarmament

The experience of those years makes it clear that of all things human war is the most abominable. But despite the harsh lessons of World War II, the world is under permanent threat of war. The arms race is both the cause and an effect of this threat.

Many countries all over the world try to curb the arms race and have put forward a great number of peace proposals and launched many peace initiatives. Here are some of them:

- banning of production of biological weapons;
- elimination of chemical weapons;
- banning of the use outer space for military purposes;
- the reduction of military activity of various blocs;
- a moratorium on the deployment of medium-range missiles in Europe, etc.

These initiatives show a way of preventing a nuclear war. They are supported by all the progressive people of the world. They have different political convictions, but all oppose war as the means for settling political disputes. There are a lot of teachers among them as the organizations of the Teachers for Peace Movement are active in more than 30 countries.

Scientists of various countries take an active part in the fight for a peaceful future of the world too. In 1955 with the appearance of nuclear weapons 11 famous scientists including Albert Einstein, Bertrand Russell and Frederic Joliot — Curie signed the «Russel — Einstein Manifesto». F. J. Curie considered that scientists had to be pioneers of the great army of peace, for they understand better than anyone else what modern war is. The call of the scientists had important results. One of them was the birth of the Pugwash movement of the scientists of the world in 1957. The Pugwash «Declaration on the Dangers of Nuclear War» was proclaimed in 1982 and signed by III Nobel Prize winners.

In order to reorient all the states to a policy of peace the idea of a «common European home» was put forward and supported by all the progressive forces in the world.

XXV. Learn the quotation, What is your opinion of it?

«Peace for science — science for peace».

J. D. Bernal.

XXVI. Write a petition to the peoples of the world, calling them to stop the arms race.

UNIT 9

Topic: Preservation of Environment

Grammar: Modal Verbs

Phonetic Exercises

I. Practise the pronunciation of the following words:

environment [ɪn'vaɪərənmənt]

destruction [dɪs'trʌkʃn]

fauna ['fəʊnə]

generation [dʒenə'reɪʃn]

outer space ['aʊtəspeɪs]

pollution [pə'lu:ʃən]

protection [prə'tekʃn]

demilitarization [dɪ'mɪlɪtəraɪzɪʃn]

earth [ɜ:θ]

flora ['flɔ:rə]

health [helθ]

phenomenon [fɪ'nɒmɪnən]

exploration [,eksplə'reɪʃn]

II. Repeat the text after the speaker, compare your reading with the master-tape.

Text 1. Preservation of Environment

The 20 th century is the century of great achievements in all fields of life. But at present there are many tasks that must be solved. One of them is protection of environment serious scientific problem. Many countries all over the world face this problem.

The Uzbek Republic is rich in various natural resources too but they are not always used in proper way. We must protect our nature from destruction. That is why we must struggle against pollution of our rivers, lakes and seas. We must preserve our forests and our rare animals. Being a developed industrial state, Uzbekistan has a lot of plants and factories in various cities. Their production is very important but their smoke is not useful for the health of the people, for the clearness of the air. Now the question is put forward to build the industrial enterprises outside cities, in their suburbs. It'll help to preserve the air of the cities clear and fresh.

The protection of environment is an international problem too. The scientists and the people all over the world must preserve the fauna and flora of the earth for the future generations. One of the most important aspect of this problem is protection of space. Outer space is a part of our nature. In it people can study different phenomena in order to solve various practical tasks. But at the present time the military technology spreads warfare to the oceans and atmosphere and stands at the threshold of outer space. The space may become a field of «star wars». That is why all the people of the world must struggle for demilitarization of space. We must preserve space and our Earth for the future generations. We must remember that the power of man to conquer nature is unlimited indeed. We must preserve our environment because it's nature that provides man with everything he needs for his existence.

CAN, MAY, MUST МОДАЛ ФЕЪЛЛАРИ

Сап модал феъли изидан кейин мустақил феъл билан бирга бирор иш-ҳаракатнинг ақлий ва жисмоний жиҳатдан бажарилишини ифодалайди. Сап модал феъли ўзбек тилига қила олмоқ, қўлдан келмоқ деб таржима қилинади.

Сап модал феъли **to** юкламасисиз қўлланиб, доимо етакчи феъл билан биргаликда гапда кесим вазифасини бажаради: He can swim — У суза олади. We can sing — Биз куйлай оламиз.

Сўроқ гапда «сап» модал феъли эгадан олдин қўйилади:

Can he swim? Yes, he can. No, he cannot (can't).

Бўлишсиз гапда сап модал феълидан кейин **not** инкор юкламаси ишлатилади. **not** инкор юкламаси доимо сап модал феълига қўшилиб ёзилади: He cannot swim. We cannot sing.

Мау модал феъли мумкин бўлмоқ, рухсат бермоқ каби маъноларни ифодалайди. Мау модал феъли сап модал феъли сингари **to** юкламасисиз қўлланиб, доим етакчи феъл билан биргаликда гапда кесим

вазифасини бажаради: You may take this book. Китобни олишингиз мумкин.

May иштирокидаги гапнинг сўроқ шакли модал феълни эгадан олдин, бўлишсиз шакли эса модал феълдан кейин **not** инкор юкламасини қўйиш орқали ясалади: May you take this book? Yes, you may. No, you may not. You may not take this book.

«**Must**» модал феъли **керак, шарт, лозим, мажбур** каби маъноларни ифодалайди. **Must** модал феъли **can, may** модал феъллари сингари **to** юкламасисиз қўлланиб, доимо етакчи феъл билан биргаликда кесим вазифасини бажариб келади:

I must go to the Institute — Мен институтга боришим керак.

Must иштирокидаги гапнинг сўроқ шакли **must** модал феълни эгадан олдин, бўлишсиз шакли эса модал феълдан кейин **not** инкор юкламасини қўйиш орқали ясалади:

Must he go to the Institute? Yes, he must. No, he must not.

He must not go to the Institute.

Бу феълларнинг бошқа феъллардан [фарқи бор:

1. Модал феълларнинг инфинитив шакли йўқ, шунинг учун модал феъллари **to** юкламасисиз қўлланади.

2. Модал феъллар шахсларда тусланмайди.

3. Модал феъллар мустақил ишлатилмайди, бошқа феъллар билан биргаликда қўлланиб, гапда кесим бўлиб келади.

4. Сўроқ ва бўлишсиз шакллари кўмакчи феъл **do** сиз ясалади.

Grammar Exercises

III*. Use modal verbs *can, may, must*:

1. Nick . . . speak English very well.
2. . . . you speak English?
3. . . . I open the window?
4. She . . . repeat the modal verbs.
5. We . . . visit Olim this Sunday.
6. . . . you tell me the time?
7. . . . I take your pen? Yes, you . . .
8. . . . I come in?
9. You . . . not talk at the lessons.

IV. Change the following sentences in the negative and interrogative forms

1. He must read this book.
2. I can answer these questions.
3. You may smoke here.

V. Translate the sentences into Uzbek:

1. I can understand this text.
2. My friend must return home in time.
3. You may repeat the spelling of the new words.
4. This man can speak three foreign languages.

VI. Answer the questions:

1. Must she help your mother?
2. Must you speak at your English lessons?
3. Can you find this book?
4. May I take your pen?
5. Must

you prepare your homework every day? 6. May I put a question? 7. Can you write in English? 8. Must you learn the words?

VII. Make up six sentences with modal verbs.

VIII. Translate into English:

Act as an interpreter.

1. Ким бу саволга жавоб бера олади? 2. Сиз бу китобни ўқишингиз керак. 3. Биз у ерга боришимиз керакми? 4. Қириш мумкинми? 5. Менинг опам бугун институтга кела олмайди. 6. Сиз соат 7 да экскурсияга боришингиз керак.

IX. Ask questions on all the parts of the following sentences:

1. You must attend all the lectures. 2. You may work [at the library till late in the evening. 3. I can translate from English into Uzbek.

Vocabulary and Speech Exercises

X. Read and translate Text 1.

XI. Write down the sentences you think the most important.

XII. Give Uzbek equivalents to:

achieve, century, demilitarization, destruction, military, protection, rare, proper, pollution, smoke, solve, generation, fauna, suburb, outer space.

XIII* Arrange the following words in pairs of antonyms:

large, left, to open, new, to sit, old, small, to stand, right, to close.

XIV. Make up some sentences using the following words:

protect, solve, environment, achieve, nature, serious, task, earth, air, clear.

XV. Act as a teacher. Let your group-mates complete the sentences from the text:

1. We must protect our nature 2. That is why we must struggle against 3. We must preserve our 4. The scientists and the people of all the world must preserve 5. Outer space is 6. The space may become a field 7. That is why all the people of the world must struggle

XVI. Practise questions and answers about the text. Work in pairs!

XVII. Speak on the following topics:

1. The environment we live in.
2. The problem of space protection and the measures taken by our country to solve it.
3. The role of Uzbekistan in environmental protection.

XVIII. Make up situations of your own using the words from the text.

XIX. Write a précis of the text.

XX. Learn the poem by heart:

{NOTHING WILL DIE

When will the stream be weary of flowing
 Under my eye?
When will the wind be weary of blowing
 Over the sky?
When will the clouds be weary of fleeting?
When will the heart be weary of beating
 And nature die?
Never, oh! Never, nothing will die.
 The stream flows, the wind blows,
 The cloud fleets, the heart beats,
 Nothing will die.

(*Alfred Tennyson*)

XXI. Listen to the dialogue and practise its reading.

DIALOGUE

The Uzbek scientist Comrade D. took part in the international conference devoted to protection of environment. During the interval he met professor Hall and had a talk with him.

Hall: I am glad to meet you at the conference, Mr. D.

So am I. I expect much from it.

H.: You are quite right. I think that the conference will give us opportunity to exchange opinion on this important problem.

D.: Will you make a report, professor?

H.: Certainly, I shall. It deals with protection of space, its demilitarization.

D.: It's really of great importance. Outer space is a part of our nature, it must not become a field of «star wars».

H.: I fully agree with you, Mr. D. I must tell you that your report made a great impression on me. Your proposals how to protect our nature from destruction are very interesting. We must preserve the fauna and flora of the earth for the next generations.

D.: But there is a lot of work to do in this direction.

H.: Exactly so. Many countries are rich in various natural resources but they are not always used in proper way.

D.: Right you are. In my view, the protection of environment is an international problem. Of course, each country has its own aspects of the problem. But I think, that the scientists of all the world must take part in solving this problem.

H.:* That's true, Mr. D. I wish you success in your work.

D.: Many thanks.

XXI. Memorize the dialogue and dramatize it.

XXII. Skim through Text 2 and say its main idea.

Text 2. Man's Influence on Nature

Human society is closely connected with nature. The forms of this association have undergone changes over the ages. Primitive man received very little from his environment and his activity did not influence the course of natural phenomena.

With the development of technology man's influence on nature was growing. Modern industry uses great quantities of almost all minerals of the earth. But natural resources will not last forever, while human needs know no limits. Natural resources such as oil, coal and others provide human society with all the necessary things. But our Earth is not quite comfortable for man in all respects. That is why people have begun to change nature activity. They tried to adapt it to their needs. They have begun to exploit the space and the ocean, to use solar radiation and nuclear reactions as sources of energy.

Of all man's effects on the environment war has always been the most destructive factor. But in the past wars had a local effect. Now the progress of science and technology has led the world to new means of mass destruction. Military operations destroy in land water bodies, influence the animal population, on the agricultural production and so on. We must remember about it in order not to return our green planet into a lifeless cosmic body.

Notes:

provide — таъминламоқ

effect — этмоқ

return — қайтмоқ

XXIII. Make up a summary of the text.

XXIV. Read and translate Text 3 at home. Put questions to the main contents of the text.

Text 3. The Attack on Britain's Environment

Most of the Western nations have the same environmental problems, but they take different forms in each country. Here are some of the dangers which face Britain's environment.

Air pollution. One of Britain's environmental successes has been the control of air pollution, especially in London. Thirty years ago hundreds of people died every year from the dreadful London smogs. Since then London and some other cities have become «smokeless zones», areas where no coal fires are allowed. But now the increase in traffic is threatening serious air pollution in Britain's cities again.

Noise pollution. Traffic and aircraft can cause serious noise pollution. Aircrafts are very noisy when they take off and the noise spreads over a big area. Heathrow airport, near London, is one of the busiest airports in the world. At Heathrow planes are allowed to take off and to land between six o'clock in the morning and eleven o'clock at night. But during the day fifty planes take off and land there every hour.

Water pollution. There has been bad pollution of Britain's rivers, and the government has tried to stop it. Now there are strict laws against water pollution, but it still often happens accidentally. Great Britain and France have the problem of oil pollution from the Channel. This has caused great damage to beaches and wildlife.

Cars and roads. The need for new roads in Great Britain causes great environmental difficulties. They often spoil the countryside and bring noise and air pollution to thousands of homes.

The number of cars increases in Great Britain from year to year. Cars cause other problems too: thousands of people die in car accidents; car parks use large space in towns and cities; cars use a lot of our limited amount of oil. Friends of the Earth suggest that the bicycle is the best way to travel because it is cheap, quiet and riding the bicycle keeps you healthy. But there are fewer cyclists in Britain than in some other European countries. That is why the roads in Great Britain are not built for cycling. It can be dangerous to cycle in large cities because British motorists do not notice cyclists. Some people think that only buses and bicycles must be allowed in the city centres of Great Britain.

XXV. Make a speech on nature protection. What should people do at the present time to protect nature?

ESSENTIAL VOCABULARY

Words and Expressions to Learn

Unit 8:

arms race [ɑ:mzreɪs] қуролланш пой-
гасы, зўр бериб қуролланиш
base [beɪs] асос, манба
coexistence [ˈkɔʊɪŋˈzɪstəns] тинч-тотув
яшаш
come out [kʌm] чиқмоқ
complete [kəmˈplɪt] 1. тўлиқ, тўла;
2. тугатмоқ
confirmation [ˌkɒnfəˈmeɪʃn] тасдиқланиш
decree [dɪˈkri:] декрет, қарор
defence [dɪˈfens] мудофаа
desire [dɪˈzaɪə] истак
disarmament [dɪsˈɑ:mənt] қуролсиз-
ланиш
disputable [dɪsˈpju:təbl] мунозарали
document [ˈdɒkjʊ:mənt] ҳужжат
fight [faɪt] курашмоқ
further [ˈfɜ:ðə] келгуси
head [hed] бош
link [lɪnk] алоқа, боғламоқ
necessary [ˈnesɪsəri] керакли
necessity [nɪˈsesɪti] кераклик
nuclear [ˈnju:kliə] ядро
peace-loving [ˈpi:sˈlʌvɪŋ] тинчликсевар
prevent [prɪˈvenɪt] қаршилик қилмоқ
put forward [ˈpʊtˌfɔ:wəd] таклиф қил-
моқ

question [ˈkwɛstʃən] савол
since [sɪns] шундан бери
supporter [səˈpɔ:tə] тарафдор
talks [tɔks] музокаралар
universal [juːnɪˈvɜ:sl] умумий
urgent [ˈɜ:dʒənt] аср
vast [vɔ:st] бепоён
victory [ˈvɪktəri] ғалаба
war [wɔ:] уруш

Unit 9

animal [ˈænɪməl] ҳайвон
aspect [ˈæspekt] аспект
century [ˈsentʃəri] аср
clear [kliə] тоза, аниқ
demilitarization [dɪˈmɪlɪtəriˈzeɪʃn] де-
милитаризация
destruction [dɪstˈrʌkʃn] вайронлик
earth [ɜ:θ] ер
exist [ɪgˈzɪst] бор бўлмоқ
existence [ɪgˈzɪstəns] борлик
environment [ɪnˈvaɪrəmənt] атроф-муҳит
exploration [ˌeksplɔ:reɪʃn] текшириш
face [feɪs] қарамоқ
fauna [ˈfɔ:nə] фауна
flora [ˈflɔ:rə] флора
indeed [ɪnˈdi:d] ҳақиқатан ҳам

military [ˈmɪlɪtəri] ҳарбий
outer space [ˈaʊtəspeɪs] космос
outside [ˈaʊtsaɪd] ташқи
phenomenon [fɪˈnɒmɪnən] ҳодиса
pollution [pəˈluːʃən] атроф-муҳитнинг
 ифлосланиши
preserve [prɪˈzə:v] сақламоқ
problem [ˈprɒbləm] муаммо
proper [ˈprɒpə] одатдаги

protection [prəˈtektʃn] муҳофаза қилиш
provide [prəˈvaɪd] таъмин қилмоқ
rare [reə] ноёб
serious [ˈsɪəriəs] жиддий
smoke [smoʊk] тутун
solve [sɒlv] ечмоқ
star war [ˈstɑ:wɔ:] самовий уруш
suburb [ˈsʌbə:b] шаҳар атрофи
task [ˈtɑ:sk] вазифа

REVISION TESTS

Grammar and structures

1. Choose the correct verb forms:

- | | |
|--|---------------------------------|
| 1. It was he who . . . that important document. | had prepared/will have prepared |
| 2. Yesterday by 5 o'clock I . . . that task. | had solved/have solved |
| 3. The scientists . . . already . . . this phenomenon. | have studied/will have studied |
| 4. I . . . never . . . to the Party Congress. | have been/shall have been |
| 5. By 2 o'clock tomorrow we . . . this decree. | shall have adopted/had adopted |

11. Complete each sentence with a suitable modal verb:

- | | |
|---|----------|
| 6. Our natural resources . . . be used in a proper way. | must/can |
| 7. You . . . join this Party. | may/must |
| 8. All the progressive people . . . struggle for peace. | must/may |
| 9. We . . . study this important problem in outer space | can/may |

Vocabulary and Language Use

1. Choose antonyms to the following words:

- | | |
|----------------|-------------------------------|
| 1. clean | a) dirty; b) clear |
| 2. peace | a) war; b) struggle |
| 3. victory | a) defeat; b) fight |
| 4. to increase | a) to grow; b) to decrease |
| 5. to preserve | a) to destruct; b) to protect |

11. Find the English equivalents of the following Uzbek words:

- | | |
|--------------------------------|----------------|
| 6. уруш | 6. environment |
| 7. музокаралар | 7. war |
| 8. атрофдаги муҳит | 8. arms race |
| 9. атроф-муҳитнинг ифлосланиши | 9. talks |
| 10. қуролланиш пой-гаси | 10. pollution |

Reading Comprehension

Skim through the following text without using a dictionary:

MAN AND ENVIRONMENT

Human progress has reached the stage of intensive exploration of nuclear and solar energy, the World Ocean and outer space. It is clear now that often man and his activity influence the environment. It is also clear that man cannot and must not use his great power carelessly. He must not try to change nature radically because sometimes different negative effects of his activity may be possible. That is why man must study the influence of his activity on the surrounding nature. This means that the ecological problem is not simply the problem of environmental pollution. It is the problem of planned interaction of man with nature. Today, however, the society's harmful influence on the environment has reached great proportions. Many ecologists consider that the disappearance of a number of living species on earth is the main ecological and social problem of the day. In fact, many animals and plants are already extinct. All this means that at present it is necessary to change the character of interaction between man and nature.

Now choose the correct words to fill in the blanks:

1. It is clear that man and his activity . . . the environment.
a) influence; b) do not influence
2. The man must . . . the influence of his activity on nature.
a) study; b) ignore
3. The ecological problem is the problem of
a) environmental pollution;
b) planned interaction of man with nature
4. Today the society's harmful influence on the environment has reached . . . proportions.
a) small; b) great

Listening Comprehension

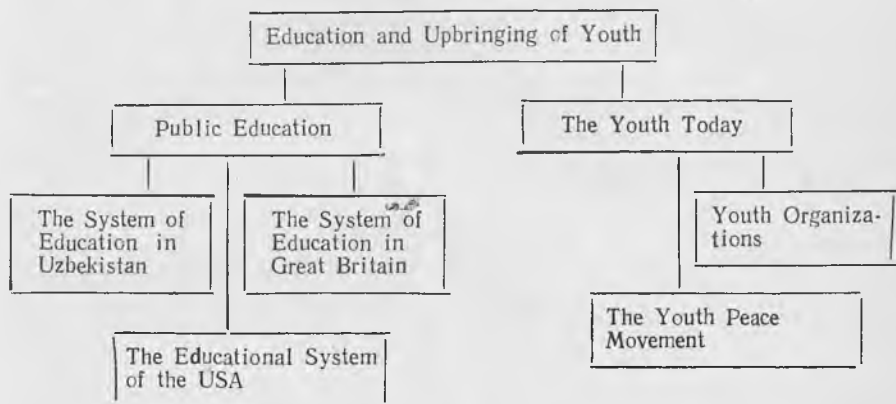
Listen to the recording and then choose the sentences which correspond to the contents of the text. You can take notes while you listen.

1. a) It has become a tradition with all the Soviet people to mark the 1st of September as Peace Day.
b) It has become a tradition with all progressive people in the world to mark the 1st of September as World Peace Day.
2. a) Millions of people fight for peace, taking part in peace demonstrations.
b) Millions of people fight for peace in many ways, including participation in peace demonstrations.
3. a) Young people have not a very important part to play in the struggle for peace.
b) Young people especially have a very important part to play in the struggle for peace, because future belongs to them.

4. a) The academic year starts with a lesson on peace only in several Soviet schools.

b) The academic year starts with a lesson on peace in every Soviet school.

CYCLE V (UNITS 10–11)



UNIT 10

Topic: Public Education.

Grammar: Gerund.

Word Building

Phonetic Exercises

I. Practise the pronunciation of the following words:

ability [ə'bi:lɪtɪ] accept [ək'sept] citizen ['sɪtɪzn] conservatoire [kən s'ə:vətɔːr] creche ['kretʃ] entire [ɪn'taɪə] feature [fi:tʃə] intellectual [ˌɪntɪ'lektʃuəl] peculiarity [pi:kju:lɪ'ærɪtɪ] preschool education [pri:'sku:l,edju:keɪʃn] primary education ['praɪməri] unified ['ju:nɪfaɪd]

II. Listen to the text. Read the text and compare your reading with the master-tape.

Text 1. The System of Education in Uzbekistan

The system of public education in Uzbekistan includes preschool education, primary education, secondary education and higher education. Preschool education is a part of a unified system of education. It is organically linked with the entire educational system of Uzbekistan. Preschool education includes creches and nursery schools (or kindergartens). Children under three are taken to the creches. The kindergartens accept children between the ages from three to six. Primary school consists of a three-year course for children at the age of six years old.

The system of public education in Uzbekistan is based on compulsory ten-year or 11-year school for all citizens. General secondary schools are the most wide-spread educational institutions for all children. After completing the 8 th form some pupils enter vocational-technical schools which give secondary education and matriculation certificates. Besides there are schools with a bias to mathematics, foreign languages, etc. , enabling pupils to develop their abilities for these subjects. At present there are new types of schools in Uzbekistan, such as lyceum and gymnasium. Higher education in Uzbekistan includes Universities, Institutes, conservatoires, etc. Three systems are used in special secondary and higher education: full-time, evening and correspondence courses.

Now the system of continuous education is organized in Uzbekistan. It will play a great role in developing the best intellectual and moral features of the Uzbek people. Its most important peculiarity is true democracy.‡

GRAMMAR

GERUND — ГЕРУНДИЙ

Gerund — феълнинг шахссиз шакли бўлиб, ҳам *ot*, ҳам *feъл* хусусиятига эгадир. Феълларнинг бу шакли ўзбек тилидаги феъл негизига *-иш (-иши)* қўшимчаси қўшиб ясалган ҳаракат номига ўхшайди.

Gerund иш-ҳаракат ёки процесснинг номини ифодалайди. Герундий феъл негизига *-ing* қўшимчасини қўшиш орқали ясалади. Герундий от сингари ўзидан олдин эгалик олмоши ёки қаратқич, ёхуд умумкелишикдаги от орқали ифодаланган аниқловчига эга бўлиши мумкин: I know of your working much. Мен сизнинг кўп ишлашингизни биламан. Gerund предлог билан ҳам қўлланиши мумкин: He insisted on doing it quickly. Gerund олдида артикль ишлатилмайди, унинг кўплик шакли ҳам йўқ.

Герундийнинг гапдаги вазифалар :

1. **Эга:** Reading is useful — Ўқиш фойдалидир.
2. **Қўшма кесимнинг от қисми:** Speaking without thinking is shooting without aim. Ўйламасдан гапириш мақсадсиз отишдир.
3. **Воситали тўлдирувчи:** I think of going to Moscow. Мен Москвага бориш ҳақида ўйлайман.
4. **Аниқловчи** вазифасида келганда герундий одатда *of* ёки *for* предлоги билан қўлланади: I like his method of teaching Менга унинг ўқитиш методи ёқади.
5. **Предлогли ҳол** бўлиб келиши мумкин:
After finishing my work, I'll go to the theatre.
Ишимни тугатгач, мен кутубхонага бораман.
Булардан ташқари, Gerund қўшма от таркибига кириши мумкин, масалан:

writing-table — ёзув столи

reading-room — ўқув зали

Герундий гапда феъллик хусусиятига ҳам эга:

1. Герундий феъл каби воситасиз тўлдирувчи талаб қилади:

I like reading interesting books.

Мен қизиқарли китобларни ўқишни яхши кўраман.

2. Герундий равиш билан аниқланади:

I don't like laughing aloud.

Мен қаттиқ кулишни ёқтирмайман.

Герундий феълнинг замон шаклларига эга:

Active Voice

Passive Voice

Indefinite — reading

Indefinite — being read

Perfect — having read

Perfect — having been read

СЎЗЛАРНИНГ ЯСАЛИШИ

1. **-er, -or, -ist** суффикслари ёрдамида одатда бирор касб ёки иш билан шуғулланувчи маъносидаги шахс отлари ясалади:

teach — teacher

translate — translator

paint — painter

correct — corrector

social — socialist

special — specialist

2. **-ness** суффиксини сифатга қўшиш билан мавҳум от ясалади:

kind — kindness

dark — darkness

3. **-less** суффиксини отга қўшиш билан сифат ясалади:

harm — harmless

use — useless

4. **-ion, tion, -ation, -sion, -ssion, -ment, -ure, -ance, -ence** суффикслари феълга қўшилиб от ясайди:

to connect — connection

to measure — measurement

to communicate — communication

to press — pressure

to compress — compression

to disclose — disclosure

to organize — organization

to depend — dependence

to produce — production

to differ — difference

to admit — admission

to disturb — disturbance

to develop — development

Grammar Exercises

III*. Add the suffixes **-er, -or** to the verbs. Translate the nouns into Uzbek: explore, lead, rule, read, own, construct, elect, invent, translate, educate.

IV. Form gerunds using the suffix **-ing**:

read, run, learn, swim, dance, discuss, speak, write, take, play, sing, train, help.

V. Underline all the gerunds and state their functions:

1. I don't like the idea of going out in this rain. 2. After passing our exams we'll go to the village. 3. We came in time by having taken a taxi. 4. In summer I go in for swimming. 5. We run to the stop on seeing the bus. 6. Mary likes sitting in the sun for hours. 7. With his coming we shall begin our meeting. 8. He is fond of reading interesting books. 9. There was no chance of getting an answer before the end of the week. 10. I had the pleasure of living with them the whole summer.

VI. Complete the sentences using the Gerund.

Model: I liked . . . — I liked swimming in the river.

1. Ann liked 2. Thank you for 3. My mother was busy 4. The boy's shoes need 5. On that fine winter day people liked 6. I prefer 7. Have you finished . . . ? 8. My watch needs

VII. Translate the following sentences, paying attention to the Gerund:

1. I insist on taking the decision now. 2. Swimming in cold water is unpleasant. 3. All progressive mankind is interested in preserving peace. 4. Nobody liked the idea of staying in town in such hot weather. 5. He likes telling interesting stories. 6. His taking part in this work is useful. 7. Talking with you is real pleasure. 8. I like his method of teaching.

VIII. Translate the following sentences, paying attention to the words with *-ing* (participle or gerund):

1. The teacher was making an experiment. 2. It is useless going to the Historical museum today. It is closed. 3. The friends spoke of going together to the country. 4. Translating this exercise I made many mistakes. 5. Nothing gives her more pleasure than reading. 6. The girls playing in the garden are my sisters. 7. We came here for studying. 8. Writing a letter I did not see when my brother came home.

Vocabulary and Speech Exercises

IX. Read and translate Text 1.

X. Speak on the problems presented in the text.

XI. Find the sentences expressing the main ideas of the text.

XII*. Give English equivalents to:

қобилият, иборат бўлмоқ, гражданин, мажбурий, болалар яслиси, имкон бермоқ, кундузги, умумий мажбурий, гувоҳнома, болалар боғчаси, ўзига хос хусусият, мактабгача таълим, бошланғич таълим, ўрта маълумот, профессионал техника билим юрти.

XIII. Make up sentences using the following educational terms:

public education, primary education, higher education, vocational-technical schools, evening and correspondence courses.

XIV. Act as an interpreter. Translate the following sentences into Uzbek:

1. The system of public education in our country is based on compulsory ten-year or 11-year school for all citizens. 2. Education from the earliest grades through university is free. 3. The system of public education in Uzbekistan includes preschool education, primary education, secondary education and higher education. 4. The educational system of our republic plays a great role in developing the best intellectual and moral features of the Uzbek people.

XV. Learn the following quotation. What is your opinion of it?

«Education has for its object the formation of character». Herbert Spenser.

XVI. Act as a teacher. Ask the following questions. Let your group-mates answer them:

1. Is education in Uzbekistan free? 2. What periods does the system of public education in Uzbekistan include? 3. What is the system of public education in our republic based on? 4. What schools are most widespread educational institutions for all Uzbek children? 5. What does higher education in Uzbekistan include? 6. What role does the educational system of our republic play in developing of the Uzbek people?

XVII. Topics for discussion:

1. The main types of schools in Uzbekistan.
2. The role of education in the modern society.

XVIII. Poem to Enjoy:

IF

(*Extract*)

If you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you
But make allowance for their doubting too;
If you can wait and not be tired of waiting,
Or being lied about, don't deal in lies;
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise;
If you can dream — and not make dreams your master;
If you can think — and not make thoughts your aim;
If you can meet with Triumph and Disaster
And those two imposters just the same;
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And — which is more — you'll be a Man, my son.

(*Rudyard Kipling*)

XIX. Practise reading the following dialogue. Compare your reading with the master-tape.

DIALOGUE

The Uzbek educator Dr. Babaev came to Great Britain. At the request of his British colleagues he had a talk about education in Uzbekistan.

Dr. Clark: We should be much obliged, Dr. Babaev, if you could say a few words about the educational system in Uzbekistan.

Dr. Babaev: With pleasure. I am glad to have this opportunity of telling you about it. In Uzbekistan there are several types of schools — secondary, special secondary and higher schools.

Dr. Black: Do your students pay for tuition?

Dr. Babaev: No, they don't. Tuition in all educational institutions is free.

Dr. Smith: And how many students of your schools get scholarship?

Dr. Babaev: About 70 per cent of them.

Dr. Clark: You have hostels for students, haven't you?

Dr. Babaev: Certainly, we have. Usually the students who came from other towns or villages live in the hostels.

Dr. Black: There is another thing we'd like to ask you about. We are interested in specialized schools in Uzbekistan.

Dr. Babaev: Really, in Uzbekistan there are schools with a bias to mathematics, foreign languages, etc. They enable pupils to develop their abilities for these subjects.

Dr. Smith: Could you tell us, Dr. Babaev, do your students take part in scientific work?

Dr. Babaev: Surely. They carry on research work in different students' societies.

Dr. Black: Who are their scientific advisers?

Dr. Babaev: As a rule, their advisers are professors and experienced teachers.

Dr. Clark: Thank you, Dr. Babaev, for this very interesting talk.

Dr. Babaev: You are welcome.

XX. Memorize the dialogue and dramatize it.

XXI. Listen to Text 2 and try to understand its main contents.

Text 2. The System of Education in Great Britain

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

The children of the rich people get a better education than the children of the poorer classes. They attend Public Schools where they pay

much money for their studies. Later on many of them study at the Oxford or Cambridge University. For children of the workers it is more difficult to get a higher education. At the age of 11 they take an examination which will decide to which type of secondary school they will go — a Secondary Modern School, a Secondary Technical School or a Secondary Grammar School. Only the latter leads to the University. A new type of school, a Secondary Comprehensive School, does not separate the children that is why progressive people support it.

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

Notes

Infant school — боғча типдаги
5—7 ёшли болалар мактаби

Junior school — бошланғич мак-
таб

Public school — умумтаълим мак-
таби

Secondary Comprehensive school —
ўрта умумтаълим мактаби

XXII. Write a summary of the text.

XXIII. Read and translate Text 3 at home. Be ready to discuss it in the class with your group-mates.

Text 3. The Educational System of the USA

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

1. Elementary schools, public and private — 6 years.

2. Secondary schools, public and private — 6 years.

Junior High School — 3 years.

Senior High School — 3 years.

3. Separate professional colleges.

Teachers' Colleges.

Higher Technical Institutes.

Theological Schools, etc.

Universities.

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

The elementary school of America is the common school and is attended by all groups of the population. In the Southern States the public elementary schools for white and negroes are separated. The system

of secondary school education in the USA includes different kinds of schools — public and private, large and small, urban and rural, traditional and experimental. In the Junior school English, mathematics and history are studied by all the pupils. The other subjects are selective. The Senior High School has different curriculum: Cultural, Technical, Agricultural, Commercial, Home Arts and Vocational.

Higher education in the USA is organized differently from that in Europe. There are public and private Universities and colleges in the USA. The largest and the best of them are private institutions of higher learning. Their students must pay high fees for studies. Religion plays an important part in teaching American students. The modern educational system of the USA has a bourgeois character. The young people are educated and brought up in the spirit of anti-communism and racism. That is why many progressive people of America struggle for the truly democratic system of education in their country.

XXIV. Compare the educational system of Uzbekistan with that of Great Britain and the USA.

XXV. Enjoy yourself:



At a college examination a professor said: «Does the question embarrass you?»

«Not at all, sir», answered the student, «It is the answer that bothers me».

«My mum wants me to be a nuclear physicist. My dad wants me to be an electronics engineer, and I want to pass arithmetic.»



XXVI. Interview your group-mates on the education each of them has got.

UNIT II

Topic: Youth Today

Grammar: Infinitive

Word Building.

Phonetic Exercises

I. Practise the pronunciation of the following words:

characteristic [ˌkærɪktəˈrɪstɪk]	comradeship [ˈkɒmrɪdʃɪp]
easily [iːˈzɪli]	erudition [ˌerʊːdɪʃn]
harmonious [hɑːˈmounjəs]	modesty [ˈmɒdɪstɪ]
mould [maʊld]	possibility [ˌpɒsəˈbɪlɪtɪ]

II. Give the transcription of the following words:

spirit, uniform, demand, moral, ideal, broad, moral, possibility
Listen to the recording of Text I.

III. Repeat the text after the speaker, compare your reading with the master-tape.

Text 1. The Youth Today

There are more arguments about young people of today than about any other generation. One of the most characteristic features of the young people today is their desire for a happy future. At the present time this is linked with such important problems as the survival of mankind and struggle for peace. That is why many young people of the world take an active part in the struggle for peace.

The government of Uzbekistan pay great attention to the education and upbringing of the youth. They have all the possibilities to study. The uniform system of the public education in our republic makes it possible to proceed easily from lower level to higher one. School-leavers can enter any type of a specialized secondary school or a higher school.

Much attention is paid to the harmonious development of the young people and their preparation for work. The teachers try to do their best to educate the young people and to bring them up in the spirit of democratic ideals and internationalism. They pay great attention to the moulding of high moral and ethical features of the rising generation such as broad erudition, comradeship, patriotism, modesty and others.

But there is much to be done in this direction. Young people want understanding. They demand freedom and justice. They want to know each other better. That is why many young people want to take part in the youth meetings and festivals. The world youth and students festivals bring together young people from all over the world to

a common platform. They give possibilities for open dialogues. Such meetings are very useful and important. They help to achieve better understanding among the young people all over the world.

It is the young people that will take the world's future in their hands. That is why it is necessary for them to understand their own interests and goals and to realize the problems of today.

GRAMMAR

INFINITIVE

Инглиз тилида инфинитив иш-ҳаракатнинг поминигина билдириб, ўзича шахс, сон ва майлини кўрсатмайди.

Инглиз тилидаги инфинитив ўзбек тилидаги ҳаракат номларининг феъл ўзагига -*моқ* ёки -*ш* (-*иш*) қўшимчаларини қўшиш билан ясалган турига ўхшайди.

Инфинитив нима қилмоқ? саволига жавоб бўлади. Инфинитивнинг *to* юкламаси баъзи ҳолларда тушириб қолдирилади, масалан:

1) модал феъллардан кейин:

I must do this work. Мен бу ишни қилишим керак.

2) to make (мажбур қилмоқ), to let (рухсат бермоқ) феълларидан
He let his son go there. У ўғлига у ерга боришга рухсат берди.

3) буйруқ майлини ясашда:

Go to the blackboard! Доскага чиқинг!

Open the window! Деразани очинг!

Инфинитив гапда қуйидаги вазифаларни бажаради:

1. Эга бўлиб келади:

To speak English is not difficult.

Инглизча гапириш қийин эмас.

2. Воситасиз тўлдирувчи бўлиб келади:

He likes to draw with a pencil.

У қаламда расм солишни ёқтиради.

3. Қўшма кесимнинг от қисми бўлиб келади:

Our duty is to study well.

Бизнинг вазифамиз яхши ўқишдир.

4. Аниқловчи бўлиб келади:

Captain was the last to leave the ship.

Капитан пароходдан тушганларнинг энг кейингиси эди.

5. Мақсад ҳоли бўлиб келади:

We stopped there to drink water.

Биз бу ерда сув ичиш учун тўхтадик.

Инфинитивнинг гапда феъллик хусусияти ҳам бор, яъни:

1. Инфинитив, феъл каби, воситасиз тўлдирувчини талаб қилади, масалан:

I like to read interesting books.

Мен қизиқарли китобларни ўқишни ёқтираман.

2. Инфинитив равиш билан аниқланади, масалан:

It is necessary to study systematically.

Системали равишда ўқиб туриш зарур.

3. Инфинитив составли кесим таркибида келиши мумкин:

He must read very much.

У кўп ўқиши керак.

СЎЗЛАРНИНГ ЯСАЛИШИ

- *al*, - *ful* суффиксини отга қўшиш билан сифат ясалади:

peace — peaceful

industry — industrial

use — useful

element — elemental

truth — truthful

nation — national

- *able*, *ible* суффиксларини феъл ёки отга қўшиш билан сифат ясалади:

adjust — adjustable

extend — extensible

move — movable

sense — sensible

comfort — comfortable

profit — profitable

Grammar Exercises

VI. Form adjectives using the suffixes - *al*, - *ful*:

1) economics, history, politics, centre;

2) use, care, peace, harm, fruit.

V*. Form adjectives using the suffixes - *able*, - *ible*:

1) move, profit, conceive, consider;

2) flex, sense, impress, infuse, percept.

VI*. Use the infinitives with *to* or without *to*

1. The young people come to the club . . . dance. 2. Have you ever seen her . . . dance? 3. The British youth movement has a history . . . be proud of. 4. Our runner was the first . . . come to the finish. 5. He must . . . get up very early. 6. We have learnt . . . understand many words. 7. They wanted . . . buy flowers for their teacher. 8. The workers must . . . do this work early.

VII. Read the sentences and define the functions of the Infinitive. Translate the sentences:

1. It is dangerous to swim here. 2. Ann has come to Tashkent to enter the State University. 3. To make our towns still more beautiful is the aim of our people. 4. I was too tired to walk any further. 5. This article is easy to understand. 6. To smoke is bad for health. 7. We have come to the station to see them off. 8. The aim of our economists is to develop our economy and raise the living standard of the people.

VIII. Translate the sentences paying attention to the infinitive:

1. The next evening I went to see his house. 2. How to solve this problem is not clear. 3. I have nothing [new] to tell you. 4. To

swim in the river is very pleasant. 6. He is [always the first to come to the Institute. 6. Lots of foreign athletes are expected to participate in the Olympic games. 7. The best thing for you to do is to change the subject of specialization. 8. The boys ran to the fields to see the new tractor. 9. We left home at seven not to be late for the bus. 10. It is necessary for a student of History to know how to work with historical sources and literature.

IX. Pick out from text 1 all the sentences containing infinitives and analyse them.

Vocabulary and Speech Exercises

X. Read and translate Text 1.

XI. Write out the sentences you think the most important.

XII. Give Uzbek equivalents to:

bring up, upbringing, characteristic, comradeship, harmonious, modesty, moral, possibility, spirit, school-leavers, mould.

XIII. Disagree with the statements; using the expressions *On the contrary, You are wrong, You are not right.*

Model: There is not a highly developed system of education in our country. On the contrary there is a highly developed system of education in our republic.

1. Our educational system is not the most democratic one in the world. 2. The level of specialists' training is not continually becoming higher. 3. School-leavers cannot enter any type of specialized secondary school or a higher school. 4. They have not any possibility to study.

XIV. Find educational terms in the text and make up sentences using them.

XV. Learn the quotation: What is your opinion of it?

«If youth knew; if age could». Henry Estienne.

XVI. Sum up all you know about education and upbringing of the Soviet Youth.

XVII. Exchange views with your fellow-students on the problems of education and upbringing of the Soviet Youth.

XVIII. Interview your group-mate and fill in the following questionnaire.

I. Which of the problems listed below seem to you more urgent:

- economic conditions;
- academic studies;
- international and social problems;
- scientific and technological progress;
- relationships with adults
- relationships among young people;
- moral values;
- problems of work and leisure;
- politics

II. Which of the international problems listed are the most important, in your opinion, and why:

- aid to developing countries;
- knowledge of the life of young people in other countries;
- liquidation of nuclear stockpiles;
- eradication of racism;
- the war against hunger;
- the necessity of contacts with other nations;
- the struggle for peace;
- friendship among peoples of the world

III. What is your role and position in society today?

- active;
- neutral;
- passive;

IV. What is your outlook for those who have little education?

- negative;
- positive;
- indifferent;

V. What do you expect from your future work?

- satisfaction;
- dissatisfaction;

VI. What do you prefer to do in your free time?

- to go in for sports;
- to listen to modern music;
- to watch TV
- to go to the movies;
- to go to the theatre;
- to read books, journals, newspapers;

VI. How do you spend your leisure time?

- alone;
- together with friends;
- together with your family;

VII. How do you look into the future?

- with optimism;
- with pessimism;
- indifferently

XIX. Listen to the dialogue and practise its reading.

DIALOGUE

(A talk between two students)

Dilbar: Are you going home, Lola?

Lola: Oh, no, in some minutes I'll have a meeting of the Students' Scientific Society. I am its member.

D.: How often do you meet?

L.: As a rule, we meet twice a month, on Thursdays.

D.: What problem does your research deal with?

L.: It deals with the problem of education and upbringing of youth in the USA.

D.: That's really very interesting. Will you compare the educational system of the USA with that of our country in your work?

L. : Surely, I shall. In my work I'll show the characteristic features of the both systems and the advantages of the Soviet educational system.

D. : I suppose you will pay attention to the moulding of moral and ethical features of the American youth too. Am I right?

L. : You are quite right. Besides, I'd like to touch upon the progressive youth organizations in America and their participation in the struggle for peace.

D. : Did you use any special literature in English for your work?

L- : Of course, I did. I've looked through a number of articles in English.

D. : So you improve your English too, don't you?

L. : Exactly so.

D. : And who is your scientific adviser?

L. : I have two of them—from the chair of pedagogics and from the chair of the foreign languages. Oh, I'm sorry but it's time to go to the meeting.

D. : I wish you success in your work.

L. : Many thanks. Good-bye.

D. : Good-bye.

XX. Memorize and recite the dialogue. Work in pairs.

XXI. Skim through Text 2 and say its main idea.

Text 2. Youth Organizations

At the present time there are different kinds of youth organizations all over the world. They take an active part in the life of their countries. Many of the trade unions have special youth sections. The political parties attach great importance to work among young people of their states as well. There is a lot of progressive Youth Organizations

such as: the National Union of Students, the Young Communist League and the Irish Connolly Movement (Great Britain); the Young Workers' Liberation League, a Young Republican Federation [(the USA) and others.

The progressive youth organizations of different countries are members of the World Federation of Democratic Youth (WEDY). It was born on November 10, 1945. The Federation publishes the magazine «World Youth». It has its Solidarity Fund which renders material aid to young fighters for national liberation. The WEDY unites progressive youth all over the world.

One more youth organization is the International Union of Students. It was founded in 1946, in Prague. It supports the international student movement for peace, friendship and progress.

Notes

progressive —	замонавий, тараққийпарвар
Solidarity Fund —	Бирдамлик фонди
render material aid —	моддий ёрдам кўрсатмоқ

XXII. Give an oral summary of the text

XXIII. Speak on the following situations:

1. Imagine yourself as a class master. The schoolchildren asked you to tell them about the struggle of youth for peace.

2. You had a rest at the International Youth Camp and got acquainted with some English young men. Share your impressions with your fellow-students.

XXIV. It is Interesting to Know:

... the world Federation of Democratic Youth (WEDY) was formed at the First World Youth Congress, it was held in London in 1945.

... the progressive youth Organization of the USA is the Young Workers Liberation League (YWLL): it was founded in 1970.

... the Irish Connolly Movement is at the forefront of the progressive Youth movement in Great Britain; it is named after the Irish Marxist James Connolly.

XXV. Poem to Enjoy:

DREAMS

Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.

Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.

(Langston Hughes)

XXV. Read and translate Text 3 at home. Write a precis of the text.

Text 3. The Youth Peace Movement



Solidarity and unity of action in the struggle for peace, democracy, national independence and social progress had become the main characteristics of the world youth movement, which now unites various youth organizations and groups.

Every year more and more countries send delegates to World Peace Congresses, Forums and Festivals to show their decision to struggle for peace. The youth peace movement has become a mighty force. Young workers, farmers and students of different nationalities

and various political and religious views unite their voices in the fight for peace and disarmament. Youth delegations were active at conferences of European youth in Helsinki, Munich and Florence. The young people struggle against colonial and aggressive wars, support the fighters against fascist and dictatorial regimes, against racism and apartheid. The Soviet youth organized the world campaign «Youth for Anti-Imperialist Solidarity, Peace and Progress». Millions of young men and women take part in this campaign. The young people are active participants of World Forums and Festivals.

The World Young Forums are to unite the youth of different countries. At the Forum the young people may take part in open discussions of the important problems. They are: peace, peaceful coexistence, struggle against a new war and armament.

World Youth Forums and Festivals are political and cultural events of great importance. The World Youth Festivals have taken place since 1947. In 1947 the First Youth Festival was held in Prague. The second Festival was held in Budapest (1949); the 3rd in Berlin (1951); the 4th — in Bucharest (1953); the fifth — in Warsaw (1955); the 6th — in Moscow (1957); the 7th — in Vienna (1959); the 8th — in Helsinki (1962); the 9th — in Sofia (1968); the 10th in Berlin (1973); the 11th — in Havana (1978); the 12th — in Moscow (1985); the 13 — in Pyongyang (1989). The programmes of the Festivals include meetings and seminars where young people can discuss important world problems. There are also various music and art contests, sports competitions, etc. where the young people can show their abilities. The Festivals help the young people to learn more about each other, to understand each other, to find the ways of cooperation.

The World Youth Festivals and Forums strengthen the unity of the young people in their fight for peace, friendship and happy future of the younger generation.

We must not forget about 50 million people killed during the Second World War. That is why the progressive people of the whole world, including the youth, must take the cause of peace in their own hands.

XXVI. Topics for discussion:

1. Progressive Youth Organizations.
2. Youth in the struggle for peace.
3. My participation in the work of the youth organization.

ESSENTIAL VOCABULARY

Words and expressions to learn

Unit 10:

ability [ə'bilɪtɪ] қобилият, қодирлик, қудрат
accept [ək'sept] қабул қилмоқ, кира олмақ
bias [baɪəs] йўналиш
citizen ['sɪtɪzn] гражданин, гражданка
compulsory [kəm'pʌlsəri] мажбурий
conservatoire [kən'sə:vətɔ:ə] консерватория
course [kɔ:s] курс
creche [kreɪʃ] болалар яслиси
educational institution [e'dʒu:'keɪʃnəlɪnstɪ'tju:ʃn] ўқув юрти
enable [ɪ'neɪbl] имкон бермоқ
entire [ɪn'taɪə] бутун, ёппа, бир қанча
feature ['fi:tʃə] ўзига хос хусусият, фазилят, фарқловчи хусусият
form [fɔ:m] 1. тузиш, шакл; 2. тузоқ
full-time [fʊltaɪm] кундузги
general secondary school — умумий мажбурий ўрта мактаб
intellectual [ɪntɪ'lektʃuəl] интеллектуал, ақлий, маънавий
mathematics [mæθɪmætrɪks] математика
matriculation certificate [mæ'trɪkju:leɪʃn sə'tɪfɪkət] гувоҳнома
moral ['mɔrəl] ўғит, панд-насихат
nursery school ['nɜ:səri] болалар боғчаси
organically [ɔ:gænikəli] узвий равишда, узвий
peculiarity [pɪ'kjʊlɪ'ærɪtɪ] ўзига хос хусусият, фарқловчи хусусият
play role [plɪ'roul] роль ўйнамоқ
preschool education [pri:'skul] мактабгача таълим
primary education ['praɪməɪ] бошланғич таълим
secondary education ['sekəndəri] ўрта таълим, ўрта маълумот

true [tru:] ҳақиқий, чинакам
unified ['ju:nɪfaɪd] бирлашган, бирлаштирилган
vocational-technical school [vou'keɪʃnəl'teknikəl] ҳунар-техника билим юрти
wide-spread ['waɪdspred] кенг тарқалган

Unit 11:

bring up [brɪŋ] тарбияламоқ
broad [brɔ:d] кенг, энли
characteristic [kærɪktə'rɪstɪk] характеристика
comradeship ['kɒmrɪdʃɪp] дўстлик
demand [dɪ'mɑ:nd] талаб қилмоқ
easily ['i:zɪli] енғил
erudition [eru:'dɪʃn] эрудиция
ethical ['eθɪkəl] ахлоқий
goal [gəʊl] нишон
harmonious [hɑ:'mɔnjəs] уйғун, гармоник
freedom ['fri:dəm] озодлик
ideal [aɪ'diəl] идеал
justice ['dʒʌstɪs] одиллик
internationalism [ɪntə'næʃnəlɪzm] байналминнал
mankind [mæn'kaɪnd] инсоният
modesty ['mɒdɪsti] камтарлик
mould [maʊld] юзага келтирмоқ
patriotism ['pætriətɪzm] ватанпарварлик
pay attention [ə'tenʃən] диққат қилмоқ
possibility [pɒsə'bɪlɪtɪ] имконият
proceed [prə'si:d] давом этмоқ
school-leaver [li:və] битирувчи
spirit ['spɪrɪt] онг
understand [ʌndə'stænd] тушунмоқ
uniform ['ju:nɪfɔ:m] бир хил
upbringing ['ʌp,brɪŋɪŋ] таълим-тарбия

Grammar and Structures.

I. Define the words given in bold type:

- | | |
|--|-------------------|
| 1. After finishing school he entered the University. | Participle/Gerund |
| 2. Many young people of our country are fighting for peace. | Participle/Gerund |
| 3. He likes speaking on this topic. | Participle/Gerund |
| 4. Many children need understanding . | Participle/Gerund |
| 5. Organizing this meeting, my friend was very busy. | Participle/Gerund |

II. Insert the necessary form of the Infinitive:

- | | |
|---|-----------------------|
| 6. I want . . . part in the youth [festival]. | to take/to be taken |
| 7. There is much work . . . after the classes. | to do/to be done |
| 8. The teacher must . . . high moral features of the rising generation. | mould/be moulded |
| 9. There are different methods of teaching . . . at school. | to use/to be used |
| 10. . . . English well, you must work hard. | to speak/to be spoken |

Vocabulary and Language Use

I. Choose synonyms to the following words:

- | | |
|-------------|------------------------|
| 1. entire | a) all; b) whole |
| 2. accept | a) adopt; b) get |
| 3. complete | a) finish; b) enter |
| 4. feature | a) trait; b) character |
| 5. mould | a) form; b) bring up |

II. Find the Uzbek equivalents of the following English words:

- | | |
|----------------|-------------------|
| 6. ability | 6. бир хил |
| 7. uniform | 7. таълим- тарбия |
| 8. upbringing | 8. қобилият |
| 9. full-time | 9. мажбурий |
| 10. compulsory | 10. кундузги |

Reading Comprehension

Skim through the following text without using a dictionary:

THE MOSCOW WORLD FESTIVAL OF YOUTH AND STUDENTS

The Moscow Festival was the main event of 1985, which was declared by the United Nations the International Youth Year. It brought together young people, representing more than 2,000 youth and student organizations of various political trends. Young Communists, Social-Democrats, Liberals and participants of other parties and social movements represented the future of our planet.

The 12th Festival in Moscow coincided with the 40th anniversary of the Victory over fascism. The horrors of war must not be repeated — such was the meaning of the meetings devoted to the 40th anniversary of the Victory over fascism. Problems of youth's role in struggle for peace and disarmament were discussed at the Festival.

Participants of the festival also had a big programme of cultural events, entertainment and sports. Everyone could choose what fitted his interests and tastes. Muscovites were not simply observers of what was going on. They were very much involved in the festival of youth of all countries. They also created its atmosphere: homely, friendly and frank.

Now choose the correct words to fill in the blanks:

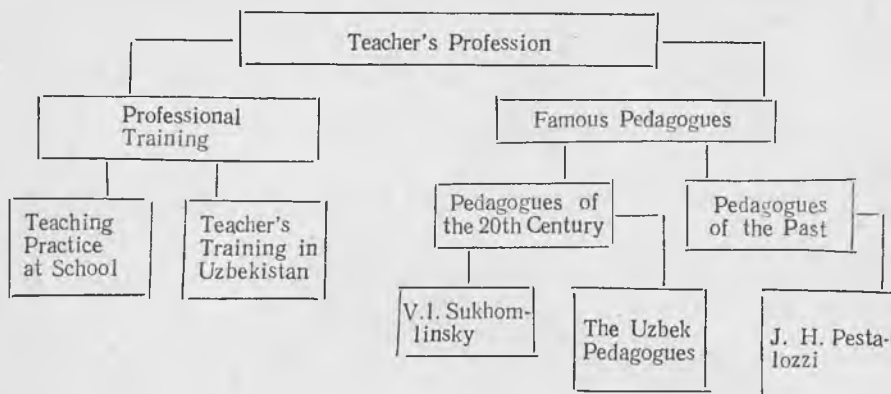
1. The youth and student organizations at the Moscow Festival represented . . . Communist trend.
a) only b) not only
2. The 12th Festival . . . with a very important anniversary.
a) coincided b) did not coincide
3. Participants of the festival had . . . programme.
a) only political b) various
4. Muscovites . . . what was going on at the Festival.
a) simply observed b) were involved in

Listening Comprehension

Listen to the recording and then answer the questions on the text choosing the appropriate answer. You can take notes while you listen.

1. What languages is instruction conducted at schools of Uzbekistan?
a) only in the Uzbek language
b) in many languages of the peoples of Uzbekistan
2. At what age do the children of the republic go to school?
a) at the age of six; b) at the age of seven
3. How many foreign languages are studied at schools?
a) only three European languages
b) 9 foreign languages
4. What kinds of specialized schools are there in the republic?
a) only with a bias to mathematics;
b) with a bias to mathematics, foreign languages and so on.

CYCLE VI (UNITS 12 — 13)



UNIT 12

Topic: Teacher's Profession

Grammar: Equivalents of the Modal Verbs.

World Building.

Phonetic Exercises

I. Practise the pronunciation of the following words:

choice [tʃɔɪs] choose [tʃu:z] creative [krɪ'eɪtɪv] curriculum [kə'rɪkjʊləm]
habit [ˈhæbɪt] improve [ɪm'pru:v] obtain [əb'teɪn] participation [pɑ:'tɪsɪ-
peɪʃn] professional [prə'feʃənl] psychology [saɪ'kɒlədʒɪ]

II. Give the transcription of the following words:

rather, skill, solve, sound, depend, course, form, research, quality.

III. Listen to the text and compare your reading with the master-tape.

Text 1. My Future Profession

My future profession is a teacher of a secondary school. It is a noble and interesting profession but at the same time teaching is a very difficult job of great responsibility and specific character. Today high demands are made of teachers' professional knowledge, skill and morals. The modern teacher has to solve many important problems. He must not only teach children his subject, but bring them up and prepare them for life and labour. A good teacher is not only a communicator of knowledge but a model of competence. He forms attitudes to his subject and attitudes to learning. A good teacher must always regard capacities and interests which his pupils have. A teacher must

take an active part in shaping of child's character, fostering honesty, kindness, cooperation and respect for ideals. «Climate» of a classroom depends on the nature of personal relationships between a teacher and his pupils. These relationships must be founded on respect for a person. In a word, the profession of a teacher is rather difficult but I have chosen it because I like children and want to work at school.

✿ In order to be a highly-qualified specialist I must be well equipped for my future job. That is why I entered the Teachers' Training Institute and hope to get all-round, sound knowledge while studying there. Our professional training at the Institute combines theoretical studies with practical work. The curriculum of the Institute includes numerous subjects which are necessary for the modern teacher. Pedagogics and psychology are studied by students of all the faculties and the choice of special subjects depends on the curriculum of this or that faculty. Besides obligatory subjects we have optional ones which students may take if they are interested in this or that field of science.

Much attention at the Institute is paid to the teaching practice at schools. From the first year we have an uninterrupted teaching practice at school. Thanks to it we shall be able to obtain teaching habits and skills. Our professional knowledge and skills can be improved by participation in social and research work as well. There are different forms of extracurriculum work at the Institute such as the Department of Social Professions, Club of International Friendship, Students' Scientific Society and others. I try to take an active part in all spheres of Institute life.

I am fond and proud of my future profession, one of the most creative ones. I shall do my best to be a highly-qualified teacher and educator of children.

GRAMMAR

THE EQUIVALENTS OF MODAL VERBS

МОДАЛ ФЕЪЛЛАРНИНГ ЭКВИВАЛЕНТЛАРИ

☞ **Can** va **may** модал феъллари асосан ҳозирги ва ўтган замонларда ишлатилади. **Must** модал феъли эса фақат ҳозирги замонда ишлатилади.

The Future Indefinite Tense ёки бошқа замонда **can** модал феъли ўрнига **to be able to**, **to be unable to** ишлатилади. **To be unable to** бўлишсиз маънони ифодалайди.

I shall be able to do this work only tomorrow.

Мен бу ишни фақат эртага қила оламан.

He will be unable to do this work tomorrow.

Унинг ўзи бу ишни эртага қила олмайди.

May модал феълнинг ўрнида the Future Indefinite Tense ва бошқа замонларни ифодалаш учун **to be allowed to** қўлланади.

You will be allowed to go there.

Сизнинг у ерга боришингизга рухсат берилади.

Must модал феъли ўрнида ҳозирги ва ўтган замонларда **to be to** ва ўтган ва келаси замонларда **to have to** ишлатилади.

Модал феъл вазифасида келган ҳозирги замон шаклидаги **to be** феъли ўзбек тилига **керак, зарур, шарт** деб таржима қилинади:

She is to read this book.

У бу китобни ўқиши керак.

Агар модал феъл вазифасида келаётган **to be** феъли ўтган замонда бўлса, **керак эди, зарур эди, шарт эди** деб таржима қилинади.

She was to write an article.

У мақолани ёзиши керак эди.

Ўтган ва келаси замонда зарурийлик, мажбурийликни ифодалаш учун **to have** феълидан фойдаланилади. Бунда **to have** феъли етакчи феъл билан қўшилиб, модалликни англатади. Етакчи феъл **to** юкламаси билан ишлатилади:

I had to read this article.

Мен бу мақолани ўқишим керак.

You will have to write him a letter.

Сиз унга хат ёзишингиз керак (ёзишингизга тўғри келади).

Модал маънодаги **to have** феълнинг ўтган замон сўроқ ва бўлиш сиз формаси одатда **do** кўмакчи феълнинг ўтган замон шакли **did** ёрдамида ясалади:

Did you have to pass exams in 5 subjects?

Сўзларнинг ясалиши

-ous -ious суффиксларини отга қўшиш билан сифат ясалади
fame — famous
glory — glorious
mountain — mountainous

-en, -fy, -ize суффиксларини сифатга қўшиш билан феъл ясалади.
deep — to deepen simple — to simplify
fast — to fasten real — to realize
intense — to intensify national — to nationalize

Grammar Exercises

IV. Form adjectives using the suffixes **-ous, -ious**:

mountain, autonomy, glory, fame, industry, courage, victory.

V. Form verbs using the suffixes **-en, -fy, -ize**:

wide, broad, sharp, strength

intense, simple, identic

[patron, organ, victim, real.

VI. Select from the text all the sentences with the equivalents of the modal verbs.

VII*. Change the following sentences in the Past and in the Future using equivalents of the modal verbs:

1. He can understand it. 2. You may use his book. 3. My friend can speak foreign language. 4. These students must repeat the spelling of the new words. 5. You may discuss this question after work. 6. She must make this report about England.

VIII. Translate the sentences into Uzbek, paying attention to the modal verbs and their equivalents:

1. They must leave at once. 2. I had to get up early because I lived very far from school. 3. I was to translate a very difficult text from Uzbek into English. 4. It must be still raining. 5. He may not be back before dinner. 6. My brother will be able to go to Moscow in October. 7. Karima was unable to walk any longer. 8. You may come any time you like.

IX*. Write the following sentences in the Present Indefinite Tense:

1. She had to go there. 2. He will be allowed to get up early. 3. We shall be able to go to the other side of this river. 4. I was to help her. 5. We shall not be able to arrive to the station in time. 6. She will be able to take her examination. 7. Anvar was to come on Saturday. 8. We were to go on an expedition last month.

Vocabulary and Speech Exercises

X. Read and translate Text I and say what it is about.

XI. Give Uzbek equivalents to:

creative, curriculum, extra-curriculum work, habit, all round, choice, obtain, research, skill, necessary, sound.

XII. Write out special (educational) terminology from the text. Use these words in sentences of your own.

XIII. Express the following in Uzbek:

Act as an interpreter.

1. The modern teacher has to solve many important problems. 2. I know that the profession of a teacher is rather difficult. 3. The profession of a teacher is noble and interesting. 4. The course of studies at the Institute lasts four or five years. 5. Much attention at the Institute is paid to the teaching practice at schools. 6. Many students of the Institute may take part in extra-curriculum work.

XIV. Act as a teacher. Form 6 questions covering the main idea. Ask your fellow-students to answer them.

XV. Make up some situations using the following words:

be proud, profession, highly-qualified teacher, educator, improve, participation, obtain, depend, solve, practical work, prepare.

XVI. Learn quotation. What is your opinion of it?

«Men learn while they teach»

(Seneka)

XVII. Speak on the following situation:

«You met your schoolteacher of foreign language. She asked you about your studies at the Institute, about your future profession».

XVIII. Sum up all you know about your profession.

XIX. Practise reading the following dialogue. Compare your reading with the master-tape. Work in pairs.

DIALOGUE

- A.: I am sorry to have troubled you. I'm an Uzbek reporter. I'd like to ask you several questions if you don't mind.
- B.: Not at all. You are welcome.
- A.: What is your occupation, Mr— —?
- B.: I'm Mr Black. I'm a teacher of English literature. I teach at school.
- A.: How long have you been working at school?
- B.: I've been working there for about twenty years.
- A.: Have you chosen a profession to your calling?
- B.: Yes, I have. I'm really a teacher by calling.
- A.: So I believe you are satisfied with your work, aren't you?
- B.: Yes, very much. It's just up my street.
- A.: Have you a college diploma or a university degree?
- B.: I've a college diploma and it's my son who has a university degree.
- A.: Will you please tell me something about your son's business?
- B.: Oh, but he is out of work now.
- A.: Really? Had he lost his job?
- B.: Oh, no. He graduated from the University a year ago, but still hasn't been able to find a job.
- A.: Why? Perhaps he hasn't tried hard enough?
- B.: I don't think so.
- A.: By the way, is there any state system of giving jobs to those who graduated from universities in Britain, Mr Black?
- B.: No, I am not sure there is such a system in the country. Each graduate tries to find a job himself. What about the practices in Uzbekistan?
- A.: Well, they are quite different with us here. Generally in the last year of their studies our students already know about the place and post of their future work.
- B.: That's a very good thing, really.
- A.: It was very kind of you to answer my questions, Mr. Black. Thanks.

XX. Learn the dialogue by heart and dramatize it.

XXI. Scan the text and answer the following questions about it.

1. What conditions have the students to learn a profession?
2. What activities do the students carry on during teaching practice at

school? 3. Why must they organize [all kinds of extra-curriculum work for pupils?

[Text 2. Teaching Practice at School

Teachers' Training Institutes train future teachers-people of a noble profession who will have to teach and bring up the younger generation. That is why the students of these Institutes get necessary knowledge on the organization of teaching. Besides other subjects lectures are delivered on methods of teaching this or that subject and seminars are held. According to the curriculum the students have teaching practice in basic schools as well.

During teaching practice students are allotted to various forms where they first observe and then carry on almost all the activities of the regular teacher. Later students will have to give lessons themselves. In order to give lessons of quality, the students revise their knowledge of pedagogics, psychology and special subjects: they consult the supervisor on the draft of their lesson. The supervisor gives the student all the necessary instructions and when the draft of the lesson is approved the student is allowed to give a lesson. After the classes, the supervisor and students gather in the staff room to discuss the lesson. Apart from giving lessons, students must organise different kinds of extracurriculum work for pupils which is of great importance for all-round development of schoolchildren. In a word, during teaching practice students have to solve a lot of problems in order to obtain necessary teaching habits and skills.

Notes

quality — сифат

apart from — дан бўлак

XXII. Speak about your first lesson at school. Give [all the particulars of the lesson.

XXIII. Tell about your teaching practice [according to the following plan:

1. The school where I had teaching practice.
2. The subject which I taught children.
3. The forms in which I gave lessons.
4. My preparation for the lessons.
5. The teaching aids which I used at the lessons.
6. The discipline at my lessons.
7. The forms of extra-curricular work of pupils which I organized at school.
8. The help of schoolteachers to me.
9. The results of the teaching practice.

XXIV. Read and translate the joke:

Little Doris went to school for the first time. When she came home, her mother asked her, «Did you like your teacher, Doris?» Doris thought a minute and said, «Yes, I like her very much, but I don't

think that she is very clever». «How is that?» asked the mother. «Oh» said Doris, «because she asked us so many questions».

XXV. Make up dialogues on suggested situations:

1. You are talking with school leavers about the choice of profession.
2. An English teacher has arrived in your city. Ask him about his attitude to his profession.

XXVI. Role—playing:

Student A.: a celebrated schoolteacher. **Rest of the class:** teachers, parents, students. They came to a concert-hall to meet the famous teacher and to ask a number of questions.

XXVII. Read and translate Text 3 at home. Translate in writing the first and the second paragraphs of the text.

Text 3. Teachers' Training in Uzbekistan

Teachers play a great role in the life of every man. Earlier on the territory of Uzbekistan there was only one Teachers' Seminary which trained teachers for elementary school. The following period is characterized by the rapid increase of teachers' number in the republic. At present it has a wide network of pedagogical educational institutions—14 teachers' training institutes and numerous pedagogical schools. They train qualified specialists for the schools of Uzbekistan. Three Universities of the republic also train secondary school teachers.

Secondary pedagogical schools train elementary school teachers who receive a general secondary education and special pedagogical training. These schools accept young people who have finished an eight-year school and who passed entrance exams. The course of study is four years. They also have departments for students who have secondary education. These students complete a two-year course of study. The curricula of pedagogical schools include general education subjects as well as the study of anatomy, physiology, child hygiene, child and pedagogical psychology, pedagogics, children's literature and teaching methods in elementary school. The theoretical study of special subjects is supplemented by teaching practice. Those who complete their studies and pass final exams receive diplomas which give them the right to teach in elementary school.

Some teachers' training institutes also have elementary school departments. They train elementary school teachers who have a higher education. In most cases, teachers' training institutes train teachers in all specialities: the Russian language and literature, the native language and literature, history, mathematics, music, physics, etc. In many institutes of the republic teachers are trained not in one, but in two subjects, such as biology and chemistry, mathematics and physics, Russian language and foreign language, etc. As a rule, the course of study for a specialist in one subject in four years; it is five years for a specialist

in two subjects. Graduates receive diplomas and are eligible to teach at school.

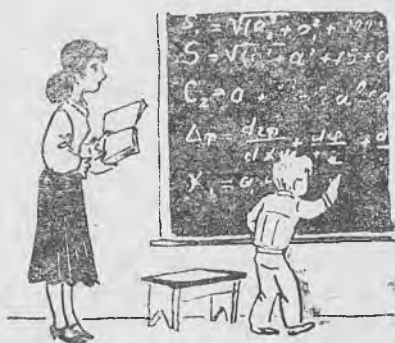
The curricula of the teachers' training institutes consist of three major divisions of subjects: socio-political, the given major subjects and pedagogics. The students also have a teaching practice at schools of the republic. Teachers with university degrees receive the same basic training as those who graduate from the teachers' training institute. Some pedagogical educational institutions have evening and correspondence departments.

Today the reorganization of higher school takes place in the republic. It makes high demands of teachers' professional knowledge, skills and morals. That is why the system of teachers' training in Uzbekistan must be improved.

XXVII. Enjoy yourself.



«All I asked you to do was plus two.»



UNIT 13

Topic: Famous Pedagogues.

Grammar: Compound and Complex Sentences

Phonetic Exercises

I. Practise the pronunciation of the following words:

cause [kɔ:z]

leave [li:v]

seriously ['sɪərɪəslɪ]

theory ['θiəri]

pedagogics [ˌpedə'gɒdʒɪks]

Moslem [məʊzləm]

educationalist [ˌedʒu:'keɪʃnəlɪst]

literature ['lɪtərɪtʃə]

wound [ˈwu:nd]

value [vælju:]

humanism [ˌhju:mənɪzəm]

reactionary [ri:'ækʃnəri]

II. Give the transcription of the following words:

call, closely, death, deep, faith, grade, group, head, joy, task, return, problem.

Text 1. V. A. Sukhomlinsky

Vasily Alexandrovich Sukhomlinsky is a famous educationalist. His name is widely known both in our country and abroad. V. A. Sukhomlinsky devoted all his life to the noble cause of educating children.

V. Sukhomlinsky was born in September, 1918. After graduating from the Poltava Teachers' Training Institute he began teaching the Ukrainian language and literature at the Onufrievka secondary school. Later he became the head of the school. Sukhomlinsky took part in the Great Patriotic War. Being seriously wounded, he returned to the Ukraine in the spring of 1944. In order to be linked more closely with children he started working at school in Pavlysh. Sukhomlinsky decided to take a group of small children and to prepare them from the first to the tenth grade. He called the preschool group «School of Joy». The centre of Sukhomlinsky's educational theory was the child and his needs. Faith in children, in their abilities was the main feature of all Sukhomlinsky's work. V. A. Sukhomlinsky paid great attention to the problems of teachers' training and their labour. He highly valued the role of the Soviet teacher in the education and upbringing of the rising generation.

V. A. Sukhomlinsky had written a lot of books, such as «The Pavlysh Secondary School», «I Give My Heart to Children» and others. His book «The Birth of a Citizen» was published a month after his death in 1970. V. A. Sukhomlinsky left a deep mark on pedagogical theory and practice. He had given all his abilities to the task of educating the Soviet citizens, devoted to the ideals of the socialist society.

Sukhomlinsky maintained that pedagogy is a science for all, parents as well as teachers. Every mother and every father must have a minimum knowledge of pedagogy. The Parents' school opened by Sukhomlinsky in Pavlysh invited parents to enroll two years before sending their child to the first grade, and continue taking its courses until their child was in high school.

At the meeting of the Teaching Council, V. A. Sukhomlinsky reminded the teachers that «every mother and every father who comes to the school, comes in the hope of receiving welcome news of their child's progress from his teachers. Don't deny parents that hope. No child must ever be given to feel that he is a failure, that he has no ability. The building of character is ensured in the educational process when the teacher treats the pupil as an equal, as one man another».

GRAMMAR

ҚҰШМА ҒАП

Икки ёки бир неча содда ғап интонация ёки махсус боғловчи сўзлар орқали боғланиб, тугал бир фикр билдирса, бундай ғаплар қўшма ғап дейилади.

Агар икки ёки бир неча содда гап ўзаро барабар ҳуқуқли бўлиб боғланса, бу ҳолат *боғланиш* деб аталади ва бундай гап *боғланган қўшма гап* дейилади. Масалан:

I read a book and he took it to the library.

Мен китобни ўқидим, у эса китобни кутубхонага олиб кетди.

Агар икки ёки бир неча содда гап бир-бирига боғланиб, булардан бири бош гап ва бошқалари эргаш гап ролида келса, бу ҳолат эргаш-шиш деб аталади ва бундай гаплар эргашган қўшма гап дейилади.

Масалан:

When the book was read, he took it to the library.

Китоб ўқилиб бўлгандан кейин, у уни кутубхонага олиб кетди.

1. **Боғланган қўшма гап.** Инглиз тилида содда гаплар бир-бирига қуйидаги йўллар билан боғланади:

а) and, or, but, either . . . or, neither . . . nor, yet, still, for боғловчилари ёрдами билан:

Spring has come and the sun shines brighter, but the air is still cool.

Ў Баҳор келди ва қуёш нурларини равшанроқ сочяпти, ammo ҳаво ҳали ҳам салқин.

б) боғловчисиз, яъни интонация ёрдами билан, масалан:

The wind was fresh and strong: clouds were flying fast.

Шамол совуқ ва кучли эди, булутлар тез учмоқда эди.

2. **Эргашган қўшма гаплар.** Бош гап бир ёки бир неча эргаш гаплардан эргашган қўшма гап ташкил топади. Бир гап бошқа гапга бўйсуниб, унга тобе бўлса, уни изоҳлаб келса, бундай гаплар эргаш гап дейилади. Эргаш гап томонидан изоҳланувчи гап бош гап ҳисобланади. Эргаш гап бош гапга боғловчилар ёки боғловчи вазифасидаги сўзлар ёрдамида ёки боғловчисиз, интонация воситасида ҳам бирикиши мумкин.

He thought that I should go to Moscow.

У мени Москвага боради деб ўйлаган эди.

Эргаш гап қўшма гапнинг бошида, ўртасида ва охирида келиши мумкин.

Эргаш гаплар англатган мазмуни, шаклланиши ва бош гап билан боғланиш усулига кўра қуйидаги турларга бўлинади: эга эргаш гап, кесим эргаш гап, аниқловчи эргаш гап, тўлдирувчи эргаш гап, пайт эргаш гап, ўрин эргаш гап, мақсад эргаш гап, сабаб эргаш гап, натижа эргаш гап, тўлиқсиз эргаш гап, шарт эргаш гап, равиш эргаш гап, қиёс эргаш гап.

Эргаш гаплар бош гапга қуйидаги йўллар билан боғланади:

1) if, while, since, that, till, because, as, so that, when ва шу ка-би бошқа эргаштирувчи боғловчилар ёрдамида:

He couldn't come, because he was busy.

У кела олмади, чунки у банд эди.

2) боғловчи сўзлар, яъни боғловчи нисбий олмошлар who, what, that ва б. ёки боғловчи равиш (where, how ва б.) лар ёрдами билан, масалан:

I don't know, what I must do now.

Ҳозир нима қилишим кераклигини билмайман.

3) боғловчисиз, масалан:

They said they were ill.

Улар касал эканликларини айтдилар.

Grammar Exercises

IV. Translate the sentences paying attention to the [Compound sentences:

1. I wrote a letter and my brother took it to the post office. 2. Take this book or I shall give it to somebody else. 3. The sun was shining and everything looked bright. 4. The weather was fine and the sky was blue and cloudless. 5. My brother came home early but his friend stayed there. 6. He speaks English and his sister speaks English and German.

V. Define the types of sentences and translate them:

1. When we want to tell other people what we think, we can do it in many ways. 2. V. A. Sukhomlinsky devoted all his life to the noble cause of educating children. 3. I invited them but they could not come. 4. I saw him before the first lesson. 4. I read a book and my sister writes a letter. 6. I want to go to the cinema but my parents want to go to the theatre.

VI. Pick out from text I all the Complex sentences and define their types:

VII.* Insert prepositions where necessary:

1. V. A. Sukhomlinsky worked ... many years as a teacher ... a small Ukrainian village and became famous. 2. His books have been translated ... many languages. 2. V. A. Sukhomlinsky was born ... 1918. 4. After graduating ... the Poltava Teachers' Institute he started working as a teacher. 5. ... 1944 he returned to the Ukraine and began to work ... school again. 6. V. A. Sukhomlinsky left a deep mark ... the pedagogical theory and practice. 7. ... the age of 39 he was elected a Corresponding [Member ... the Academy ... Pedagogical Sciences.

VIII. Make up questions to the following answers:

1. Pavlysh School is situated on the edge of a large village fifteen kilometres or so from the town of Kremenchug. 2. Four of the buildings at our school are set aside for study purpose. 3. The south, west and north sides of the school-grounds are taken up with an orchard, that covers two hectares. 4. The school—grounds occupy about five hectares.

Vocabulary and Speech Exercises

IX. Read and translate Text 1 and say what it is about.

X. Entitle the paragraphs of the text.

XI. Write out the sentences you think the most important.

XII. Give Uzbek equivalents to:

citizen, educationalist, literature, task, value, seriously, cause, problem, faith, ability.

XIII. Compose sentences using the following educational terms:

secondary education, secondary school, upbringing, public education, educationalist, pre-school group.

XIV*. Select the correct answers to the questions:

1. When was V. A. Sukhomlinsky born? (in 1818, in 1918, in 1925)
2. What subject did he teach at school? (history, Russian language, Ukrainian language and literature).
3. When was his book «The Birth of a Citizen» published? (in 1970, in 1945, in 1978)
4. Where is the Pavlysh school situated? (near Tashkent, near Moscow, near Kiev).

XV. Act as a teacher. Let your group-mates finish the following sentences:

1. V. A. Sukhomlinsky is a famous
2. He devoted all
3. After graduation from the Poltava
4. Sukhomlinsky decided to take

XVI. Learn the following quotation. What is your opinion of it?

«Show a child as much respect as possible and demand the utmost of him»

A. S. Makarenko.

XVII. Sum up all you know about Soviet Pedagogues.

XVIII. Practise reading of the following dialogue. Compare your reading with the master-tape.

[DIALOGUE

(At the lesson)

Teacher: Comrades, last time we spoke about the great Soviet pedagogue A. S. Makarenko. Today we are going to have a talk about another famous educator—V. A. Sukhomlinsky. Tell me, please, when was V. A. Sukhomlinsky born and where did he get his education?

Student 1: V. A. Sukhomlinsky was born in 1918 not far from Pavlysh, in the district where he spent his whole life. He graduated from the Poltava Teachers' Training Institute and began to work at the Onufrievka secondary school.

Teacher: That's correct. And do you remember what subject did Sukhomlinsky teach at this school?

Student 2: Certainly, we do. He taught the Ukrainian language and literature.

Teacher: What can you say about the life of Sukhomlinsky during the Great Patriotic War?

Student 3: Sukhomlinsky took part in the war. He was seriously wounded and was sent to a hospital in the Urals. He returned to the Ukraine in 1944. In 1947 he began to work at a secondary school in Pavlysh.

Teacher: I suppose you know what group Sukhomlinsky organized working in Pavlysh, don't you?

Student 4: Surely, we do. Sukhomlinsky organized the pre-school group which he called «School of Joy».

Teacher: Right you are. And what about the main feature of Sukhomlinsky's work? Who can name it?

Student 5: In my view, the main feature of all Sukhomlinsky's work was faith in children, in their abilities.

Teacher: Exactly so. And I hope. Comrades, that you have read the works by V. A. Sukhomlinsky, haven't you?

Student 6: There is no doubt in it. His works are really wonderful. Some of them, for example, «I Give My Heart to Children», «The Birth of a Citizen» are my favourite books.

Teacher: Thank you, comrades. I am quite satisfied with your answers.

XIX. Memorize the dialogue and dramatize it.

XX. Listen to the text and say what it is about.

Text 2. The Uzbek Pedagogues

Among the famous Soviet Uzbek pedagogues we can name Khamza, Abdulla Avloni and Kary-Niyazov.

Khamza (1889—1929) was one of the greatest representatives of the democratic pedagogics of Uzbekistan at the beginning of the XXth century. He paid great attention to the upbringing of youth in the spirit of humanism and patriotism. He opened his own school where he introduced many innovations.

Abdulla Avloni (1878—1934) is a teacher and a famous public figure of the Uzbek republic. He put forward and developed a lot of important problems of pedagogics. It was Avloni who organized the Union of Teachers of Native Nationalities.

During his life Avloni carried on an active work in various fields of public education in the republic.

Kary-Niyazov (1896—1970) was a pioneer of the cultural revolution in Uzbekistan. His name is widely known both in Uzbekistan and abroad. He took an active part in the organization of the first Uzbek schools. He published many works on various educational problems. He paid great attention to the teachers' leading role in the upbringing of the rising generation.

Thus the Uzbek pedagogues took an active part in the development of public education in the republic. They paid great attention to solving numerous urgent problems concerning education and upbringing of the rising generation.

Notes

own — хусусий, ўзига тегишли бўлган

innovation — новаторлик, янгилик

public figure — давлат арбоби

XXI. Write a summary of the text.

XXII. Read and translate Text 3 at home. Be ready to discuss it in class with your group-mates.

Text 3. Johann Heinrich Pestalozzi

Johann Heinrich Pestalozzi (1746—1827) is the famous Swiss educator. He was one of the greatest men in the educational history.

Pestalozzi was born in Zurich in Switzerland. His father died when he was five years old and he was brought up by his mother. This fact had an important influence on his character and his view of life. The next great influence came to him at the University. It was situated in his native town and he studied there till the age of nineteen. There he was influenced by the works of Rousseau. After graduating from the University, Pestalozzi decided to become a farmer. He set up an industrial school for 20 orphans in which work and learning were to be combined. But that school was a financial failure and Pestalozzi turned to writing. His most important work was a didactic novel called «Lienhard and Gertrude». The novel was about the village life that Pestalozzi knew very well. In the book he described a form of home instruction where learning was based on observation of children. The book attracted great attention and influenced on the development of educational ideas.

In 1797 Pestalozzi was in charge of a school of orphans in Stanz, in Switzerland. Later he was appointed head of the teachers' training college at Burgdorf. In 1805 he organized the Institute of Yoerdon. Teachers and pupils from many European countries came there. Pestalozzi's book «How Gertrude Teachers Her Children» was based on his experience at Burgdorf.

Pestalozzi had done much in the way of systematic education. Here are some of his educational views:

- the life and work of school must resemble those of a family;
- the primary concern of education is the individual approach to children;
- the teacher must begin with sense impressions of the object of the lesson;
- the teacher must teach everything through number, form and language;
- one of the main principles of teaching is to go from the simple to the complex;
- the teacher must interest a child and must not resort to punishment;
- a true method of education must be based on an understanding of children's development.

XXIII. Ask your group-mates to say some words about great foreign pedagogues.

XXIV. Enjoy yourself:

THE RICH AND THE LEARNED

A rich man once asked a learned man why was it that men of science were so often seen at the doors of the rich, and rich men very rarely seen at the doors of the learned.

The scholar answered, «It is because the man of science know the value of riches, and the rich man does not always know the value of science».

XXV. Learn the poem by heart and reproduce it:

A PSALM OF LIFE

(*extract*)

Not enjoyment, and not sorrow,
Is our destined end or way;
But to act, that each tomorrow
Find us farther than today.
Lives of great men all remind us
We can make our lives sublime,
And, departing, leave behind us
Footprints on the sands of time.
Let us, then, be up and doing,
With a heart for any fate,
Still achieving, still pursuing,
Learn to labour and to wait.

(*H. W. Longfellow*)

ESSENTIAL VOCABULARY

Words and expressions to learn:

Unit 12

all-round [ɔ:l'raʊnd] ҳар томонлама
attitude [ˈætɪtu:d] муносабат, нуқтаи назар
be proud [bi'praʊd] фахрланмоқ
capacity [kə'pæsɪtɪ] қобилият
choice [tʃɔɪs] танлаш
course [kɔ:s] курс
curriculum [kə'rɪkjʊləm] ўқитиш курси
demand [dɪ'mɑ:nd] талаб
Department of Social Professions Ижтимоий касблар факультети
depend [dɪ'pend] қарам бўлмоқ
extra-curriculum work программадан ташқари иш
form [fɔ:m] шакл, тузилиш
habit ['hæbɪt] одат
improve [ɪm'pru:v] яхшиламоқ
job [dʒɒb] иш
obligatory [ə'bɪlɪgətɪ] мажбурий
obtain [əb'teɪn] эгалламоқ
participation [pɑ: 'tɪsɪpeɪʃən] қатнашиш

relationship [rɪ'leɪʃənʃɪp] муомала қилиш
research [rɪ'sə:tʃ] илмий текшириш
responsibility [rɪs,pɒnsɪ'bɪlɪtɪ] жавобгарлик
respect [rɪs'pekt] муносабат
skill [skɪl] маҳорат
sound [saʊnd] товуш
specific [spɪ'sɪfɪk] айрим

Unit 13

cause [kɔ:z] иш, юмуш
closely [klaʊslɪ] яқин
death [deθ] ўлим
deep [di:p] чуқур
deny [dɪ'naɪ] йўқ демоқ
educationalist [ˌedʒu:keɪʃnəlɪst] ўқи-тувчи-назарётчи
faith [feɪθ] ишонч
grade [ɡreɪd] синф (амер)
hope [haʊp] умид
joy [dʒɔɪ] хурсандлик
literature ['lɪtərɪtʃə] адабиёт

receive [ri'si:v] олмақ
remind [ri'maɪnd] эсга туширмоқ
return [ri'tə:n] қайтмоқ

theory [θiəri] назария
value ['vælju:] баҳо, баҳо бермоқ
wound [waʊnd] яра, ярадор қилиш

Geographical names

the Ukraine [ju:kreɪn] Украина

the Ukrainian [ju:kreɪnjən] украинча, украин

REVISION TESTS

Grammar and Structures

I. Choose the correct equivalent of the modal verbs:

- | | |
|---|----------------------------|
| 1. The teacher must teach and bring up children. | has to/is able to |
| 2. Every student may take part in social work. | has to/is allowed to |
| 3. He can solve pedagogical problems. | is able to/is allowed to |
| 4. You must develop children's abilities. | have to/are allowed to |
| 5. You may study only one of these subjects. | are able to/are allowed to |

II. Complete each sentence with a suitable equivalent of the modal verbs:

- | | |
|---|-----------------------------------|
| 6. After graduation from the Institute you ... work at any type of school. | will be allowed to/are allowed to |
| 7. You ... know this educational theory last year. | had to/have to |
| 8. My friend ... speak several foreign languages when he studied at school. | is able to/was able to |
| 9. At present we ... obtain teaching habits and skills. | are able to/were able to |
| 10. The modern teacher ... possess high level of skills. | has to/had to |

Vocabulary and Language Use

I. Complete each sentence with a suitable word or expression:

- | | |
|---|---------------------|
| 1. The course of studies at the Institute ... four years. | lasts/includes |
| 2. This subject is ... for our professional training. | necessary/necessity |
| 3. Many students are ... of their future profession. | proud/pride |
| 4. You must pay great ... to this problem. | attention/attentive |
| 5. In future they will ... many important problems. | solve/decide |

II. Find the Uzbek equivalents of the following English words:

- | | |
|-------------|-------------------|
| 6. creative | 6. одат |
| 7. habit | 7. синф |
| 8. research | 8. ижодий |
| 9. grade | 9. илмий миқдорда |
| 10. faith | 10. ишонч |

Reading Comprehension

SKIM THROUGH THE FOLLOWING TEXT WITHOUT USING A DICTIONARY

TEACHERS' CONFERENCES WITH PARENTS

Certain schools hold regular teacher-parent conferences to report children's progress at school. School administrators set aside specific days to hold these conferences. Both a teacher and parents must prepare for the conference because it will make it most productive. In making his preparation, the teacher should note questions she wishes to ask the parents about their children. She may also make a collection of the children's works to illustrate their progress in studies. She may offer parents to prepare their questions to her concerning their child.

The conference should centre on the child's social, emotional, physical and intellectual needs at his stage of development. The teacher and parents must suggest ways in which they can help children to attain their needs. At the conference the teacher must help the parents to solve their problems as best as she can. She must stimulate parents to ask their own questions. When all the questions are discussed, the teacher may declare the conference closed. As the result of the conference, the teacher must draw certain conclusions. These conclusions will help her in her future work with children and their parents.

Now answer the questions on the text choosing the appropriate answer.

1. What days do school administrators set aside to hold teacher-parent conferences?
a) any day b) specific days
2. Who must prepare for the conference?
a) only a teacher b) both a teacher and parents
3. What child's needs should the conference centre on?
a) only intellectual b) social, intellectual and other needs
4. When may the teacher declare the conference closed?
a) when all the questions are discussed;
b) when parents don't ask questions

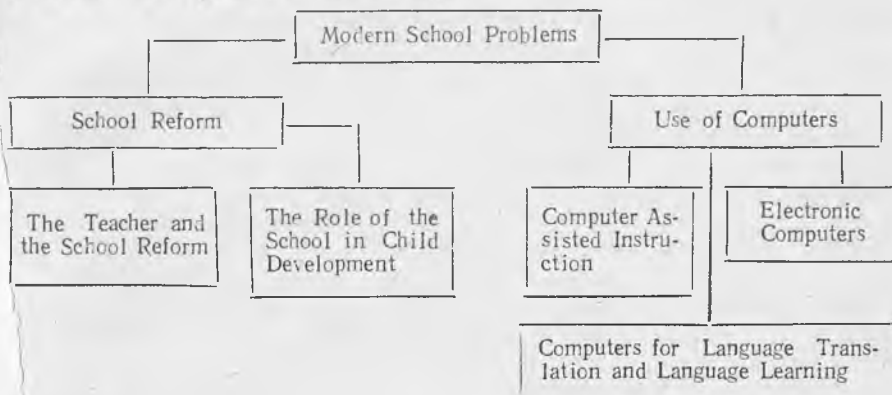
Listening Comprehension

Listen to the recording and then choose the sentences which correspond to the contents of the text. You can take notes while you listen.

1. a) Booker's mother was a slave and she could neither read nor write.
b) Booker's mother was a slave but she could read and write.
2. a) Booker chose for himself the most important name he knew.

- b) Mother advised Booker to choose the name of Washington.
 3) a) Booker hadn't graduated from any College.
 b) Booker had graduated from Hampton College.
 4. a) Booker's name was widely known in the United States;
 b) Booker's name was known only in his native town.

CYCLE VII (UNITS 14 — 15)



UNIT 14

Topic: School reform.

Grammar: The Continuous Tenses (Active and Passive).
 Should, would and their functions in the sentence.
 Word Building.

Phonetic Exercises

I. Practise the pronunciation of the following words:

attract [ə'trækt]

central ['sentrəl]

dynamic [daɪ'næmɪk]

guideline [gaɪd'laɪn]

introduction [ɪntrə'dʌkʃən]

prestige [pres'ti:ʒ]

independent [ˌɪndɪ'pendənt]

authority [ɔ:'θɔ:ɪtɪ]

elevate ['elɪveɪt]

implementation [ˌɪmplɪmen'teɪʃən]

milestone ['maɪlstəʊn]

plenary ['pli:nəri]

II. Give the transcription of the following words:

discuss, draft, effective, keep, mean, present, process, raise, reform, result, same, standard, tune.

III. Listen to the text and compare your reading with the master-tape.

Text 1. The School Reform

The main aim of the educational policy of Uzbekistan is the raising of the educational standards of the entire population. The milestones in its implementation were the introduction of general compulsory pri-

mary education, the introduction of general compulsory seven-year education, eight-year compulsory education and ten (eleven) year secondary education.

At present the scientific technological revolution and the dynamic development of society presents greater demands to the school.

That is why the school reform is now attracting the people's attention in the republic and its guidelines have been outlined. Thanks to the reform of general education and vocational school the educators try to keep education in the republic in tune with times.

One of the main aims of the reform is to bring closer together the school and production. The results will be both educational and political. The young people should enter an independent life as highly cultured, well-educated and work-loving people.

The reform creates the conditions for the development of entire public educational system in the country. This, naturally, includes the higher school too. At present the role of highly-qualified specialists becomes more prominent. The teacher is the central figure in the teaching and educational process. The reform of school presents new demands to him. At the same time it is necessary to provide all conditions for his effective work and leisure in order to raise the pedagogue's social prestige and authority. It is proposed to find new means of moral incentives for teacher's work.

The school reform is not a measure to be adopted once and for all. Its main target is to mould a personality developed in an allround way.

Thus if the reform is successful, the education will be elevated to a new stage of development and that means the further progress of the society.

GRAMMAR

CONTINUOUS (PASSIVE)

ДАВОМ ФЕЪЛИНИНГ МАЖЪУЛ НИСБАТИ

Давом феълининг мажъул нисбатда иккита замони бор:

1. The Present Continuous Passive. 2. The Past Continuous Passive.

The Present Continuous Passive to be кўмакчи феълининг ҳозирги замон давом феъли шаклидан ва етакчи феълининг учинчи шаклидан ясалди. Масалан:

I am being asked.

He is being invited.

The Past Continuous Passive to be кўмакчи феълининг ўтган замон давом феъли шаклидан ва етакчи феълининг учинчи шаклидан ясади. Масалан:

I was being asked.
They are being invited.

To ask феълининг Present, Past, Future
Continuous Active ва Passive да тусланиши

Present Continuous Active	Past Continuous Active	Future Continuous Active	Present Continuous Passive	Past Continuous Passive
I am asking	I was asking	I shall be asking	I am being asked	I was being asked
He } is asking She }	He } was asking She }	He } will be asking She }	He } is being asked She }	He } was being asked She }
We } are asking You } They }	We } were asking You } They }	We shall be asking You } will be asking They }	We } are being asked You } They }	We } were being asked You } They }

SHOULD VA WOULD ФЕЪЛЛАРИ ВА УЛАРНИНГ ГАПДАГИ ВАЗИФАЛАРИ

Should ва **would** феъллари кўмакчи ёки модал феъл бўлиб келиши мумкин.

Should феъли ўзидан кейин келган феълдан англашилган иш-ҳаракатнинг бажарилиши зарур эканлигини ёки уни бажариш мумкин бўлмаганлигини англатади ва маъносига кўра, **ought** феълига яқин туради. Масалан:

You should not go out in the rain.

Ёмғирда ташқарига чиқмасангиз бўлар эди.

Would кўмакчи феъли ўзидан кейин келган феълдан англашилган иш-ҳаракатнинг ўтган замонда такрорланиб турганини кўрсатади. Масалан:

He would come to-night if only he could.

У агар иложи бўлса кечкурунлари келар эди.

Should кўмакчи феъли I шахснинг бирлиги ва кўплиги учун, **would** эса II ва III шахсларнинг бирлиги ва кўплиги учун қўлланади:

I said that I should go to Moscow.

Мен Москвага боришимни айтдим.

Should кўмакчи феъли феълнинг Future-in-the-Past (Ўтган келаси замон) шаклини яшашда, шунингдек шарт эргаш гапи қўшма гапларнинг бош гапида ишлагилади. Масалан:

I said that I should go to the cinema.

Мен кинога боришимни айтдим.

Should модал феъл бўлиб келганда маслаҳат, зарурият, эҳтимоллик, фараз қилиш маъноларини англатади ва учала шахснинг бирлиги ва кўплигида қўлланади:

I should help my sister.

Мен опамга ёрдам беришим керак.

He should go there.

Унинг у ерга бориши керак.

Would феъли кўмакчи феъл сифатида II ва III шахсларнинг бирлик ва кўплигида кўлланиб, феълнинг The Future-in-the Past шаклини ясайди.

He said he would do it.

У буни бажаришини айтди.

Бундан ташқари у шарт эргаш гапли кўшма гапнинг бош гапида кўлланади:

My sister would go there if she had time.

Опамнинг вақти бўлса эди, у ўша ерга борар эди.

Модал феъл вазифасида would феъли истак, хоҳиш, насиҳат маъноларини билдиради:

Would you tell me the street where you live?

Мумкин бўлса, сиз яшайдиган кўчангизни айтсангиз?

СЎЗЛАРНИНГ ЯСАЛИШИ

un - олд кўшимчаси негиздан англашилган нарсага эга эмасликни билдиради:

pleasant — unpleasant

real — unreal

common — uncommon

usual — unusual

en - олд кўшимчаси от ёки сифатга кўшилиб, феъл ясайди:

circle — to encircle

large — to enlarge

Grammar Exercises

IV. Add the prefixes **un-**, **en-**, and translate the words:

un grateful, satisfactory, trained, real, usual

en- camp, circle, link, force, large, joy

V. Translate into Uzbek paying attention to the verbs **should**, **would**:

1. It is a pity that he should not come. 2. She would sometimes read in bed late at night and her eyes would never get tired of reading. 3. He told me yesterday he would help me. 4. Why should he think so? 5. I don't know why it should be, I am sure. 6. I should advise you not to go there. 7. He would not listen to me, and I wanted to warn him. 8. They would walk the streets for hours.

VI. Read the sentences and explain the functions of the verbs **should**, **would**: translate the sentences into Uzbek:

1. The workers would demonstrate their new methods of work if

the delegation visited our plant. 2. Should you ask me what has become to Olim? 3. This pencil would not write. 4. You should remember your old friend. 5. Would you lend me your notes on History? 6. There was something wrong with the lock, it would not open. 7. You should meet your friend at the station. 8. The children would not play in the street.

VII. Translate the following sentences into English using the verbs *should*, *would*:

1. Сиз касалга ўхшайсиз, докторга боришингиз керак. 2. Мен истар эдимки, у тезроқ келса эди. 3. Мен сизнинг ўрнингизда бўлсам, ишни бажарар эдим. 4. Мен уни кеча кўрганимда эди, унга гапирган бўлар эдим. 5. Бемалол бўлса соат неча бўлганини айтиб бера оласизми?

VIII*. Make the verbs in the following sentences passive:

1. The group of engineers carried out this work. 2. Olim was singing a comic song. 3. Professor examined Comrade A. 4. They are discussing the interesting article. 5. Our scientists will study the new problem. 6. The students translated this article yesterday.

IX. Use the verbs in brackets in the Active or Passive Voice:}

1. The student (to ask) to tell the story again. 2. Helen (to take) the book from the library. 3. All latest political events (to discuss) by our students. 4. Many scientists (to study) the problem. 5. Comrade A. (to exam) by the professor now. 6. The new bridge (to built) across the river by the workers when we came to this town.

Vocabulary and Speech Exercises

X. Read and translate Text I.

XI. Find and read out the sentences you think the most important in the text, and read out those which you find the most interesting.

XII. Divide the text into logical units.

XIII*. Give English equivalents so:

обрў, муҳокама қилмоқ, самарали, йўналиш, кириш, ислоҳат, натижа, даража, ҳунар мактаби, мустақил, кўтармоқ, ҳозирги пайтда.

XIV. Act as a teacher. Ask your group-mates to complete the sentences using the words from the text:

1. One of the main aims of the reform is to bring closer together . . .
2. The young people should enter 3. The reform creates the conditions for the development of entire 4. At the same time the pedagogue's social prestige and authority 5. It is necessary to provide all conditions 6. Our education is elevated to a new stage of development and that means

XV. Make situations using the following educational terms

Uzbek school, educator, educational policy, vocational school, school reform.

XVI. Act as an interpreter. Translate the following sentences into Uzbek:

1. The school reform is now attracting the people's attention.
2. Thanks to the reform the educators try to keep education in the country in tune with times.
3. The teachers do not only give the sound knowledge to pupils but form their consciousness prepare them for life and choice of profession.
4. The modern teacher must be aware of the great technological advances of our age and the increasing knowledge in his own field.
5. The teacher is the central figure in the teaching and educational process.

XVII. Practise questions and answers about the text. Work in pairs.

XVIII. Speak about the importance of the current School reform.

XIX. Learn the poem by heart and reproduce it.

I pause before the classroom door
Through which I passed, a child.
I smooth my hair, now grey and rare,
My sober heart runs wild.

From my old desk a boy will rise
And come to welcome me.
That's why there's panic in my eyes . . .
And curiosity.

(Rasul Gamzatov)

XX. Listen to the dialogue and practise its reading.

DIALOGUE

(A talk between a foreign journalist A. and an Uzbek education official B.)

A.: Could you answer some of my questions on the educational policy of Uzbekistan?

B.: Of course, willingly.

A.: What is the main aim of your educational policy at the present time?

B.: The main aim of our educational policy is the raising of the educational standards of the entire population.

A.: As far as I know there were several milestones in its implementation. Am I right?

B.: You are quite right. They are: the introduction of general compulsory primary education; the introduction of general compulsory seven-year education; eight-year compulsory education and ten-year secondary education.

A.: And what can you say about the school reform taking place in your republic now?

B.: In my view, one of the main aims of the reform is to bring closer together the school and production.

A.: What results are you waiting for?

- B.: We are waiting for both educational and political results.
 A.: What do you have in mind?
 B.: First of all, I have in mind, that the young people should enter an independent life as highly-cultural, well-educated and work-loving people.
 A.: I see. And I suppose, the reform presents new demands to the teacher, doesn't it?
 B.: Surely, it does. At the same time, the teacher's social prestige and authority will be raised.
 A.: Many thanks for your interesting information.
 B.: You are welcome.

XX. Memorize the dialogue and dramatize it.

XXI. Skim through Text 2 and try to understand its main contents.

Text 2. The Role of the School in Child Development

A child's attitude to school is very important. If school is what a child enjoys, he tries to attend all the lessons and finds that each school day passes very quickly. If school is what a child dislikes, he finds many reasons for being absent at the lessons and thinks that each school day is very long.

The role of school in child development is many-sided. First of all, the school is the child's introduction to group living on a broader scale than, for example at home or in the kindergarten. The school provides children an opportunity to know each other and to make friends. It develops a perspective that no other social or educational force can develop.

But, of course, the most important role of the school is to stimulate learning. Educators understand that this cannot be done in the same way for every child because children have different abilities and interests. Researchers and teachers' and parents' observations have showed that very young children have great capacity for learning. They obtain new skills and acquire new information and new attitudes very quickly. And it is an effective school programme that can provide opportunities for children to develop and to satisfy their interests and needs.

Thus, one of the main purposes of schools is to help the young members of a society to learn the values, ideals and ways of living in that society.

Note

opportunity — ИМКОНИЯТ
 acquire — ОЛМОҚ

XXII. Make up a summary of the text.

XXIII. Read and translate Text 3 at home. Write a precis of the text.

[Text 3. The Teacher and the School Reform

The Uzbek government highly value the role of teachers in the education and upbringing of the young generation. Modern society needs well-educated people with their own convictions, patriotism, honesty, courage, a collective spirit and industriousness. That is why teaching is regarded as a responsible and honoured profession in Uzbekistan. The modern teacher must be an individual who is concerned with all-round development of children. He must give the sound knowledge to pupils, form their consciousness, prepare them for life and the choice of profession. That is why, it is necessary for a modern teacher to study constantly, to perfect his knowledge. A teacher must know his pupils in order to discover their interests and abilities, to form their attitudes to his subject and to learning. The basis of a teacher's attitude towards children must be respect for them. A. S. Makarenko's motto was: «Show a child as much respect as possible and demand the utmost of them». Teachers have to face many problems, they have to help children to find a proper way in life.

In the current period the reform of the general educational and vocational school presents higher requirements to teacher's knowledge and skills. That is why the state devotes much attention to raising teachers' professional standards. The Uzbek government is concerned with the living and working conditions of the teachers as well. All teachers are members of the Teachers' and Research Workers' Trade Union. The trade union is concerned with providing advanced training for its members, good rest facilities, protecting their rights and improving their standards of living.

Teachers are highly respected in our republic. Tens of thousands of teachers are elected to the Local Soviets of People's Deputies, to the Supreme Soviet of Uzbekistan. Many teachers have been awarded orders and medals for their important contribution to the educational system and to the upbringing of the younger generation. Our republic established the honorary title of «Honoured School Teacher». There is an «Exemplary Educator of Uzbekistan» badge which is awarded to the best teachers of the Republic. Each year the first Sunday of October is marked in our republic as Teacher's Day. It is a really nationwide holiday.

Thus the Uzbek government takes numerous measures to increase the social status of the teachers, to improve their standards of living. Special care is taken of the young teachers who come to work in the village schools. The local bodies of public education try to create the most favourable conditions for their life and work. Under a democracy teachers have become a great creative force in the cultural, economic and social development of our society.

XXIV. Topics for discussion:

- 1 Schools of Uzbekistan to-day.
2. The requirements to the modern teacher.
3. The role of teachers in the school reform.

UNIT 15

Topic: Computers.

Grammar: The Perfect Tenses (Passive).
Direct and Indirect Speech.
Sequence of Tenses.

Phonetic exercises

I. Practise the pronunciation of the following words:

analyse ['ænləaɪz]	binary ['baɪnəri]
certain ['sə:tɪn]	compare [kəm'peə]
computer [kəm'pjutə]	correction [kə'rekʃən]
dictionary [dɪkʃənəri]	difference ['dɪfərəns]
equivalent [ɪ'kwɪvələnt]	key [ki:]
light [laɪt]	publication [ˌpʌblɪ'keɪʃn]
typewriter ['taɪp'raɪtə]	version ['vɜ:ʃən]
supplement ['sʌplɪmənt]	conjugate ['kɒndʒuɡət]

II. Give the transcription of the following words

beam, clear, dark, disc, exist, feed, glass, grammar, income, method, record, sentence, spot, type, until.

III. Listen to the text. Repeat the text after the speaker.

Text 1. Computers for Language Translation and Language Learning

There has long been an interest in language translation, including translation by computers. Such a computer-translator was developed in the USA several years ago. It was decided to create a translating machine when it became clear that the USA would not be able to translate a lot of scientific literature from Russian into English by usual methods. The computer will solve a gigantic task it will be able to translate all important Russian publications into English. For example, you take any Russian scientific publication, feed it into the electronic translator and an English version comes out. The machine has a dictionary of about 500, 000 words, built into its «memory». The dictionary includes almost all existing words both in English and in Russian. The dictionary itself is a glass disc on which the words are written in «binary» form.

When a Russian word is fed in, the computer translates it into its «binary» language—a number of light and dark spots in a certain order. Then a light beam looks through the words recorded on the disc until it finds a word in binary form. The English equivalent of the word is also in binary form. The beam «reads» this word, then gives the proper keys on an electric typewriter. And then the word is typed out in English. The translating circuits compare the incoming words

with those on the machine's dictionary. The circuits can translate about 1,800 words a minute. It is known, that there is the difference between Russian and English grammar and sentence structure. That is why the first English translations were not very correct. Then the new type of the computer was built. It has a word analyzer which makes all the necessary corrections in English translations.

The translating machines are very useful to scientists and to all the people of the USA who are interested in Russian scientific publications. But computers are able not only to translate but teach as well. For example, a computer that speaks two or more languages began teaching courses in languages at Stanford University (the USA). The computer offers highly individualized programme which allows the student to move through the instruction as quickly or slowly as he wants or as he can. Computers are suited to language training because such courses involve memoration and repeated drills by the students, something that the computer can monitor and correct almost instantly. One of the goals of the programme is to develop a system that is self-sufficient at the start but at a more advanced level it is important to have an actual tutor to check pronunciation.

GRAMMAR

PERFECT TENSES (PASSIVE)

Мажхул нисбатдаги тугалланган ҳозирги замон феъли **to be** кўмакчи феълининг тугалланган ҳозирги замон шакли (Present Perfect Tense) ва етакчи феълнинг ўтган замон сифатдоши (Past Participle) шакли ёрдамида ясалади.

Мажхул нисбатдаги тугалланган ҳозирги замон феълининг қўлла-нилиши аниқ нисбатдаги Present Perfect га ўхшашдир:

The article has been written.

Мақола ёзиб бўлинди.

Мажхул нисбатдаги тугалланган ҳозирги замоннинг сўроқ шакли **to have** кўмакчи феълни эгадан олдин келтириш орқали, бўлишсиз шакли эса кўмакчи феълдан кейин **not** инкор юкламасини келтириш орқали ясалади:

Has the article been written?

The article has not been written.

Мажхул нисбатдаги тугалланган ўтган замон феъли **to be** кўмакчи феълининг тугалланган ўтган замон шакли ҳамда етакчи феълнинг ўтган замон сифатдоши (Past Participle) шакли ёрдамида ясалади:

You had been invited to the theatre.

Сиз театрға таклиф қилинган эдингиз.

Мажхул нисбатдаги тугалланган ўтган замоннинг сўроқ шаклида **to have** феъли эгадан олдин қўйилади, бўлишсиз шаклида эса **not** инкор юкламаси кўмакчи феълдан кейин дейилади:

Had you been invited to the theatre?
You had not been invited to the theatre.

Мажхул нисбатдаги тугалланган келаси замон феъли **to be** кўмакчи феълнинг тугалланган келаси замон шакли ҳамда етакчи феълнинг ўтган замон сифатдоши (Past Participle) шакли ёрдамида ясалади.

The work will be done by 7 o'clock.

Мажхул нисбатдаги тугалланган келаси замоннинг сўроқ шакли **shall, will** кўмакчи феълларини эгадан олдин келтириш орқали, бўлиш-сиз шакли эса **shall, will** кўмакчи феълдан кейин **not** инкор юкламасини келтириш орқали ясалади:

Will the work have been done by 7 o'clock.
The work will not have been done by 7 o'clock.

DIRECT AND INDIRECT SPEECH КЎЧИРМА ВА ЎЗЛАШТИРМА ГАП

Сўзловчининг ҳеч ўзгаришсиз, айнан келтирилган гапи кўчирма гап дейилади:

I said to my friend: «Did you write a letter?»
Мен дўстимга дедим: «Сен хатни «ёздингми?»

Ўзлаштирма гапда ўзгаларнинг гапи мазмуни сақланган ҳолда шакли ўзгартириб берилади:

I asked my friend if he had written a letter.
Мен дўстимдан хатни ёзган-ёзмаганлигини сўрадим.

Ўзлаштирма гап тўлдирувчи эргаш гап бўлгани ҳолда унинг кесими бош гапнинг кесими билан замонда мослашади. Инглиз тилидаги ўзлаштирма гаплар ўзбек тилига содда ёйиқ гап тарзида таржима қилинади. Бунда ўзганинг гапи бирикмали тўлдирувчи бўлиб келади.

She said that she went to the Institute yesterday.
У кеча институтга борганини айтди.

Кўчирма гапдаги пайт ҳоли ва кўрсатиш олмошлари ўзлаштирма гапда қуйидагича ўзгаради:

Кўчирма гапдаги пайт ҳоли ва кўрсатиш олмошлари: **now** — ҳозир, **today** — бугун, **ago** — илгари, **yesterday** — кеча, **this** — бу, **here** — бу ерда, **tomorrow** — эртага.

Ўзлаштирма гапдаги пайт ҳоли ва кўрсатиш олмошлари: **then** — у вақтда, **that day** — у куни, **before** — олдин, **the day before** ўтган куни, **that** — у, **there** — у ерда, **the next day** — эртаси куни.

Агар кўчирма гапдаги сўроқ гап умумий сўроқни билдирувчи гап бўлса, ўзлаштирма гапда сўраш маъноси «whether» ёки «if» боғловчилари орқали ифода этилади, сўз тартиби одатдагича бўлади. Масалан:

Кўчирма гап: My friend asks me, «Are you very busy?»

Ўзлаштирма гап: My friend asks me whether I am very busy.

Агар кўчирма гап махсус сўроқ гап бўлса, ундаги сўроқ сўзлар ўзлаштирма гапда ҳам сақланади:

Кўчирма гап: She asked me, «When will you be at the Institute.?»

Ўзлаштирма гап: She asked me when I should be at the Institute.

Буйруқ майлидаги феълнинг бўлишоз шакли, ўзлаштирма гапда инкор юкламаси ва инфинитивдан иборат бўлади. Бунда «said» ўрнида «order» /буюрмоқ/ қўлланади:

He said to her, «Do not open the door».

He ordered her not to open the door.

ЗАМОНЛАРНИНГ МОСЛАШУВИ

SEQUENCE OF TENSES

Инглиз тилида эргаш гапнинг кесими орқали ифодаланган иш-ҳаракат бош гапнинг кесимидан англашилган иш-ҳаракатга боради бўлади.

Замонларнинг мослашув қондаси қуйидагилардан иборат:

1. Агар бош гапнинг кесими The Present Indefinite Tense да бўлса, тўлдирувчи эргаш гапнинг кесими гапнинг мазмунига кўра исталган замонда бўлиши мумкин:

She says that she reads English books without a dictionary.

У инглизча китобларни лугатсиз ўқишини айтади.

2. Агар бош гапнинг кесими The Past Indefinite Tense да бўлса, тўлдирувчи эргаш гапнинг кесими The Past Indefinite Tense ёки The Past Continuous Tense ёки The Past Perfect Tense да бўлади:

My friend said that she wrote the letter.

Дўстим унинг хат ёзганини биларди.

3. Агар бош гапнинг кесими The Past Indefinite Tense да бўлиб, тўлдирувчи эргаш гап келаси замонда бўладиган иш-ҳаракатни англатса, эргаш гапнинг кесими Future-in-the Past (Ўтган келаси замон) да қўлланади. Future-in-the Past кўмакчи феъл should (I шахс бирлик ва кўпликада), would (II, III шахс бирлик ва кўпликада) ва етакчи феълдан ясалади:

He knew that she would leave for Leningrad tomorrow.

Grammar exercises

IV. Give the Perfect (Passive) forms of the following Infinitives:

to tell, to do, to give, to discuss, to paint, to cover, to make, to explain, to translate.

V. Express the following in Uzbek:

1. The letter had been written by 3 o'clock yesterday. 2. She said that the report had not been completed yet. 3. All the students had been examined by 3 o'clock yesterday. 4. This news has already been announced. 5. The question has already been decided by 5 o'clock. 6. By tomorrow the letter will have been sent. 7. Have the new grammar rules been explained already?

VI*. Put the verb of the principal clause into the Past Tense and change the verbs in the subordinate clause according to the rule of Sequence of Tenses:

1. He knows I shall wait for him. 2. My mother writes that she will stay in Moscow for five days. 3. She thinks we shall come soon. 4. He says she doesn't like coffee. 5. I think it will rain. 6. They say that the examination began in June. 7. I think that you know that text. 8. The engineer tells us the house will be ready in a few weeks.

VII. Act as an interpreter. Translate the following sentences into English:

1. У менинг банд бўлишимни биларди. 2. Мен сизни бу ишни ба- жарасиз деб ўйлаган эдим. 3. Мен театрга келаси ҳафта боришимни айтдим. 4. У менга айтдики, ёзда у жануб томонга борар эмиш. 5. Сиз мени кўргани келарсиз деб ўйладим. 6. У Москвада 1975 йилдан бери яшаётганини айтди.

VII. Use indirect speech: begin the sentences with: she said, he asked:

1. I shall leave for Kokand tomorrow. 2. Where are you living now? 3. I am a second-year student. 4. What is the capital of the United States? 5. Wash your face and hands. 6. I have seen this film?. 7. I am tired and I can't work any more. 8. What do you know about the history of our country?

IX. Read the compound words and translate them into Uzbek. Say what each of the words means if taken separately. Use the model:

text (текст) + book (китоб) = textbook (дарслик)
classroom, blackboard, tea-spoon, ice-cream, sportsman, grassland, goalkeeper, businessman.

Vocabulary and Speech Exercises

X. Read and translate Text 1.

XI*. Give English equivalents to

қиёсламоқ, ҳисоблаш машинаси, хатони тузатиш, луғат, эквивалент, нашр қилиш, усул, ёзув машинкаси, вариант.

XII. Give Uzbek equivalents to:

analyze, binary, compare, difference, exist, feed, key, memory, re- cord, sentence, spot, light, translate.

XIII. Complete the sentences using the words of the text:

1. The computer will solve a gigantic task—it will be able to translate 2. You may take any Russian scientific publication, feed it into the electronic translator 3. The translating circuits compare the incoming words with 4. The circuits can translate 5. The translating machines are very useful to scientists and

XIV. Make up sentences using the following words:

gigantic task, scientific publication, translating machine, computer- translator, difference, sentence structure.

XV. Act as a teacher. Prepare 5 questions on the text. Let your group-mates answer them.

XVI. Find and read out the sentences you think the most important in the text and read out those which you find the most interesting

XVII. Entitle the paragraphs of the text.

XVIII. Render the text in a few sentences.

XIX. Read the dialogues. Compare your reading with the master-type.

DIALOGUES

A.: Excuse me, there are several things I didn't catch about computers. Can you spare me some of your time?

B.: With pleasure. What's the problem?

A.: My problem is this. I've looked through some literature about computers but it's still not clear what they really do.

B.: Well, a computer starts with an input. This is the part where data information is fed into the machine normally in the form of punched cards or punched tape.

A.: But what can it do to this data?

B.: It can process it in a various ways First, it can do various forms of arithmetic. It can add, subtract, multiply, divide and compare. It can also act as a memory and store information. I'm not sure if I make myself clear.

A.: Quite. But what's about these computer terms like bits and bytes?

B.: You see, the special computer language has been invented and inside the computer everything is translated into a code. Each individual 1 or 0 is called a bit. A group of eight bits is known as a byte. Basically, like Morse, the bits are grouped together and a byte is enough for a single letter of the alphabet. Do you understand me?

A.: Yes, I do. Thank you very much.



A.: I've heard that computers are widely used in many branches of economy and science, aren't they?

B.: Of course, they are. Do you think we could make sputniks and spaceships and put them into orbit without them?

A.: I wonder; what can computers do?

B.: Computers can be used for measuring, counting and controlling. Besides, they may be used for translating from one language into another.

A.: Can computers think for us?

B.: Well, not exactly.

XX. Learn the dialogues by heart and dramatize them.

XXI. Listen to Text 2 and say its main idea.

Text 2. Computer-Assisted Instruction

At the present time computers are widely used in many countries. Computers can perform a lot of functions. Many educators think that computer-assisted instruction can supplement traditional schoolwork. That is why machines that can teach have become as common as blackboards in many schools. Computers can teach a geometry lesson, conjugate Latin verbs, etc. They are of great use in educating slow learners, the handicapped and gifted pupils.

At the University of Maryland (the USA) students can hear history lectures from computers. At a high school in Illinois, students simulate a chemistry experiment on a computer. These and other learning activities are part of computer-assisted instruction.

But before the computers revolution can be effective at schools, educators think that «computer literacy» must be achieved by more people. Consultant Nevison from the USA said that in the coming future every educated person would have to create and write a computer programme». Many educators agree that new electronic technology is the greatest innovation in the field of education.

Notes

computer-assisted instruction —

ҳисоблаш машинаси

to supplement — қўшимча, илова;

илова қилмоқ, тўлдирмоқ

to conjugate — бирлашган, қўшилган; тусламоқ

the handicapped pupils — бироп

камчиликка эга бўлган ўқувчилар

to agree — келишмоқ

XXII. Write a summary of the text.

XXIV. Read and translate Text 3 at home. Make up a plan of the text.

Text 3. Electronic Computers

There are two main types of electronic computers: analogue and digital. In analogue computers problems are solved by analogy. Analogue computers can solve the following problems: mechanical forces, speeds, rotations, etc. Analogue computers are used for scientific and engineering problems in which great accuracy is not required but answers are required quickly.

In digital computers problems are solved by counting. All the data are converted into electrical pulses and these pulses are stored and counted.

The principal part of the computer is its «brain». Before the computer can do any work, someone must give it a programme. It is the programmer who translates the calculation into a number of instructions. The programmer must be a language expert. The languages which he uses are not spoken languages like Russian, English, etc. A language which is used to prepare computer programmes is called a programming language. It is an artificial language. There are different programming languages, for example, Assembler language. It is the most primi-

tive type of programming language. More complex programming language is ALGOL (ALGO^rithmic Language). One more programming language is Beginner's All—Purpose Symbolic Instruction Code). It was created in the USA in 1965. BASIC is the language for microcomputers.

A modern automatic electronic computer is often called a data processing system. It carries out a lot of arithmetic and logical operations on the basis of instructions given to it. Computers serve us in many different ways. For example, an electronic computer can perform 1,000,000 mathematical operations per second. Such a computer was put into operation in Dubna, the physics centre near Moscow.

Kyoto University had developed a computer that «talks and translates» English into Japanese. The university said that the computer refused to translate any questions put in bad English. It took five years to develop the machine. 8000 English words, 4000 English phrases and their Japanese equivalents were built into the computer.

A computer-controlled traffic experiment was carried out in West London. One of the experiment was to make more efficient use of roads.

Computers can play draughts and chess, they can do many other kinds of operations.

Computer technology is developing very quickly. The first computers appeared in the 1950 s. They were designed on the basis of electronic vacuum tubes. Discrete semiconductor devices were used in the computers of 1960 s. Then the computers based on electronic circuits appeared. At the present time new types of computers are developed. They are based on high—capacity integrated circuits. The industry of several countries has already started mass production of miniature computers. Soon they will be of great help to man everywhere.

XXIV. Topics for discussion:

1. The importance of computers today.
2. Types of computers.
3. Computer — assisted instruction.

XXV. Make a speech in favour of computers. Why [can't a modern school do without them?

XXVI. Imagine you are Head of a firm producing computers. Advertise your product.

ESSENTIAL VOCABULARY

Words and expressions to learn:

Unit 14

adopt [ə'dɒpt] қабул қилмоқ
attract [ə'trækt] ўзига тортмоқ
authority [ɔ:θərɪtɪ] обрў
discuss [dɪs'kʌs] муҳокама қилмоқ
drill [dri:l] машқ
dynamic [daɪnæmɪk] динамик

bring [brɪŋ] келтирмоқ
central ['sentrəl] марказий
committee [kə'mɪtɪ] комитет
milestone ['maɪlstəʊn] босқич
plenary ['pli:nəri] пленумга оид, ялпи
prestige [pres'tiʒ] обрў

effective [ɪ'fektɪv] самарали
find [faɪnd] топмоқ
guideline [gaɪd'laɪn] йўналиш
implementation [ɪmplɪmen'teɪʃn] амалга
 ошириш
independent [ɪndɪ'pendənt] мустақил
introduction [ɪntrə'dʌkʃən] кириш
keep [ki:p] ушламоқ
mean [mi:n] ўрта
measure ['meʒə] ўлчов

process ['prəʊsəs] жараён
prominent ['prɒmɪnənt] улкан
propose [prə'pəʊz] кўрсатмоқ
raise [reɪz] кўтариб олмоқ
result [rɪ'zʌlt] натижа
standard ['stændəd] даража
target [tɑ:dʒɪt] нишон
tune [tju:n] мослик
vocational school [vəʊ'keɪʃnəl] хунар
 мактаби

Unit 15

allow [ə'laʊ] рухсат этмоқ
analyze ['ænaləɪz] таҳлил қилмоқ
beam [bi:m] нурланмоқ
binary [baɪnəri] иккиланган
certain 'sə:tn] муайян
circuit ['sɜ:kɪt] айланиш
check [tʃek] назорат қилмоқ
compare [kəm'preɪ] қиёсламоқ
computer [kəm'pjʊ:tə] ҳисоблаш маши-
 наси
correction [kə'rekʃn] тўғрилаш
difference ['dɪfrəns] фарқ
dark [dɑ:k] қоронғи
disc [dɪsk] диск
equivalent [ɪ'kwɪvələnt] эквивалент
feed [fi:d] топширмоқ

glass [glɑ:s] шиша
income [ɪn'kʌm] кириш
instruction [ɪn'strʌkʃn] йўл-йўриқ, дас-
 тур
key [ki:] калит
look through [θru:] кўриб чиқмоқ
memory ['meməri] хотира
memorize ['meməraɪz] эсда тутмоқ
method [meθəd] метод, усул
move [mu:v] юрмоқ
publication ['pʌblɪkeɪʃn] нашр қилиш
record [rɪ'kɔ:d] ёзиб олмоқ
spot [spɒt] доғ, жой
suit [sju:t] яқинлашмоқ
type [taɪp] тур, хил
typewriter [raɪtə] машинистка

REVISION TESTS

Grammar and Structures

I. Choose the correct verb form (Continuous Tenses)

- Now the guidelines of school reform . . . in the country. are discussing/are being discussed
- At the moment the education . . . to a new stage of development. is elevating/is being elevated
- Now many teachers . . . computers in their work. are using/are being used
- The Soviet educators . . . their best to improve the system of education. were doing/were being done
- Now a new type of computer . . . in Japan. is developing/is being developed

II. Choose the correct verb form (Perfect Tenses)

- This text . . . already . . . by the computer. has translated/has been translated
- New demands . . . to a teacher. had presented/had been presented
- He . . . just . . . this dictionary. has taken/has been taken

- | | |
|---|------------------------------------|
| 9. The teacher . . . all the necessary corrections in the work. | will have made/will have been made |
| 10. I . . . never . . . computers in my work. | have used/have been used |

Vocabulary and Language Use

1. Complete each sentence with a suitable word or expression:

- | | |
|--|-----------------------|
| 1. This type of computer has a word | analyze/analyzer |
| 2. There is the . . . between Uzbek and Russian grammar. | difference/different |
| 3. Computers are very . . . to many people. | useful/useless |
| 4. School and . . . must be brought closer together. | production/productive |
| 5. Teachers pay great . . . to upbringing of children. | attention/attentive |

11. Find the English equivalents of the following Uzbek words:

- | | |
|-------------|-----------------|
| 6. айланиш | 6. authority |
| 7. лугат | 7. circuit |
| 8. хотира | 8. dictionary |
| 9. мустақил | 9. memory |
| 10. обрў | 10. independent |

Reading Comprehension

Look through the following text without using a dictionary.

PERSONAL COMPUTERS

Today personal computers are widely used in different fields of life. If you want to programme your own computer you have to learn its language. Computers do not understand your language. This fact prevents many people from buying their own computers. In some countries (the USA, Japan, Britain) specialists try to develop a computer that will understand human language. They expect to have it ready for sale within the next several years.

Personal computers are used in teaching too. A number of colleges and universities offer computer-taught courses. These courses are mainly in scientific subjects. Some courses may be taught entirely by computers. Language training is a natural outgrowth of these programmes. The student follows written instructions on how to begin operating the keyboard. Then the computer speaks to the student through headphones. The computer congratulates the student if the response is correct, but asks the student to repeat the exercise if it is wrong. If the student still has trouble, he can ask the computer to go over the background

material. Computers are of great help for students in many ways. But, of course, they will not completely supplant the teaching process.

Now choose the correct words to fill in the blanks:

1. If you want to programme your computer, you . . . learn its language.

a) have to; b) need not

2. A computer that will understand human language will be ready for sale within . . .

a) the next year; b) the next several years

3. Some courses at colleges and universities may be . . . taught . . . by computers.

a) partly; b) entirely

4. The computer congratulates the student if the response is . . .

a) correct; b) wrong

Listening Comprehension

Listen to the recording and then answer the questions on the text choosing the appropriate answer. You can take notes while listen.

1. What develops the children's emotions and tastes?

a) nature and arts; b) the entire school

2. What is the importance of lessons for aesthetic education?

a) special; b) ordinary

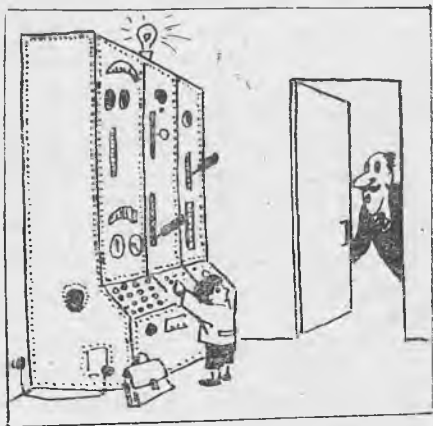
3. What do the forms of after-school activity depend on?

a) only on the age of pupils

b) on the age of pupils, their tastes and so on.

4. How is ethical education linked with physical education?

a) formally b) naturally



«How many times have I to tell you that you must do sums yourself.»

SPECIAL TEXTS

PEDAGOGICS AND PSYCHOLOGY

PRESCHOOL EDUCATION IN UZBEKISTAN

Preschool education is linked with entire system of public education in our republic. It is the first stage of public education. Preschool education lays the foundation for a child's character and moulds his habits and emotions.

The main types of preschool institutions in Uzbekistan are creches and nursery schools (or kindergartens). The creches are for infants from two-three months to three years of age. They are staffed by skilful teachers, nurses and doctors. The nursery schools are for children from 3 to 7 years of age. They are staffed by teachers who have graduated from higher and specialized secondary schools.

A new type of preschool institution has developed over the recent years. Its name is the cresh-cum-nursery. All these types of preschool institutions are permanent ones. But in our republic there are seasonal preschool institutions too. For example, we have summer creches and children's play-grounds. They cater for millions of children.

Apart from usual preschool institutions there are also special ones. They are for physically and mentally handicapped children. The children, who have poor health, can go to sanatorium-type nursery schools. Such schools are usually situated outside the city. Some of preschool institutions work on a weekly basis, so that parents take their children home only at week-ends.

Preschool institutions organize the work with children and establish contacts with their parents. Work at preschool institutions is based on a programme which includes physical, mental, moral and aesthetic education, depending on the age and the psychological and physical peculiarities of the child. The programme of education includes music, drawing, modelling exercises to develop speech and elementary arithmetic. Thus the child develops harmoniously and obtains some working habits.

Preschool institutions and school have close contacts. Continuity is the main principle of their work.

PRIMARY EDUCATION IN UZBEKISTAN

The primary school provides the basis for all further education. Now the Uzbek primary school system has a three-year period of study. The tasks of the primary school are: to teach the child to read, write, do sums and solve simple problems, to provide an introduction to nature study and the social sciences, and the beginning of aesthetic, vocational and physical training; to develop the child's ability of independent thinking.

The subjects studied in primary schools are the native language, mathematics, nature study, handwork, music, drawing and physical training. The course of language study includes grammar, reading, spelling, speech development, penmanship and the fundamentals of composition. Mathematics provides an introduction to numbers, the four rules of arithmetic and different kinds of measures. Elementary nature study provides an introduction to plant and animal life, a study of the earth, the seas and the air. Excursions and observations of nature form a regular part of the course. The children learn the geography of their native land, the fundamentals of anatomy and hygiene. Handwork lessons teach children arts and crafts. Outdoor work takes place on the school garden-plot. Art classes include drawing from life and applied art. The aim is to teach the children to draw and to develop their taste and their interest in art. Music and singing classes aim to develop the child's ear for music, to teach him to sing and to appreciate music. Physical training plays an important role in a child's all-round development too.

Primary education is a stepping—inccomplete secondary (4 th to 8 th grades) and complete secondary (9 th to 10 th grades) education. In primary schools one teacher gives all the lessons. Beginning with the 4 th grade pupils are taught by several teachers. Special care is taken to help the children over this psychological barrier.

PRIMARY SCHOOLS IN ENGLAND AND WALES

At primary schools the school day usually runs from 9 a. m. to 4 p. m. with a break for lunch from noon to 1.30 p.m., and with 10—15 minute breaks in the mid—morning and in the midafternoon. For children in an infant school day may be shorter.

Members of a class usually do all their work with the same class teacher, except such special subjects as music and so on. The number of pupils in class vary widely. For example, in rural areas there are 20 or even less pupils in class. In urban areas there are usually over 30 pupils in class.

The work of the infant school is largely informal. Children are taught to read, to write, to make use of numbers. Subject teaching is rare, but direct instruction is given to children when they are ready

for it. The work which children do is based on their interests as far as possible.

The junior stage extends over four complete years from the age of seven to eleven. The teaching is more formal than it is in infant schools. In England and Wales the curriculum is similar in scope with the addition, in Wales, of the teaching of Welsh. In Wales children are taught English as a second language. Religious instruction is compulsory at junior school both in England and Wales.

Some form of physical education—swimming, dancing or games is given on most days. 40 or 50 minutes every day are spent on arithmetic. About an hour a week is given to work in history, geography, nature study and music. Art and various crafts occupy one or two hours each week. They are used in connection with the study of history, geography and literature too. Important attention is given to English. In its several aspects English may occupy from 7 to 10 hours a week.

Much attention is also given to written composition, variety of reading material. In a number of schools the teaching of arithmetics is expanded. It includes other branches of mathematics. Some elementary work in physical science takes place with the study of nature. Sometimes history, geography and nature study are combined in a study of the locality. Many interesting developments are also taking place in the teaching of foreign language as well as in physical education and art.

In England and Wales there are state primary schools and independent primary schools (that is independent of the state). There are two types of independent primary schools. The preparatory schools may take children up to the age of 8 or even 11. They are similar to the state primary schools. The curriculum of the preparatory schools differs radically from that of state primary schools.

THE IMPORTANCE OF PSYCHOLOGICAL FACTORS IN TEACHING SCHOOLCHILDREN

Psychology plays a great role in teaching schoolchildren. Three large areas of psychological investigation—development, learning and individualization—of educational programmes—are of great value to teachers.

The problems of development in childhood and youth are of great importance for the modern school. The studies of these problems help teachers to understand their pupils better. These problems include such questions as the growth of a person, social adjustment, leadership, social status and so on. It should be remembered that growth in intellect and character can be understood only in relation to physical growth. The improvements in medical care, diet, living conditions over the past forty years have brought the improvements in children's rate of development. Data from Australia, Canada, England, the USA and other countries show that now children are taller and heavier than they were earlier. Physical vigor and well-being of children bring good psycho-

logical results in their studies — more rapid development of abilities, interests and personality.

The school years are a time of extra-ordinary growth of children. A changing organism has changing abilities and interests. That is why it is very important for every teacher to take into account pupils' interests and abilities. It makes the process of their teaching more efficient.

One more important problem of development of schoolchildren is the problem of their social development. When children enter school social contacts outside the family begin for them. The person of a teacher, the social climate in the classroom influence on the child's social development. His role his status among his fellows is very important in this respect too. The teacher must take into account these factors and work for the desirable social development of pupils.

When the teachers understood their pupils better, the results of teaching are better too. It can be proved by the experiments made at some schools of the USA. The experimenters got detailed information about the pupils of the ninth grade of several schools. This information was based on records, home visits, test results. Then it was given to the teachers who worked in the experimental groups. At the end of the year it was found that the pupils of the experimental groups had made better results in their studies. The conclusion of the experiment was the following: it is very important for a teacher to know the abilities, interests, motives and environment of their pupils. What the teacher asks the pupil to do must be suitable for his abilities and interests. Tasks which are too difficult or too easy, or which are not interesting will not be made effectively by the pupils. The pupils must be also motivated to learn. Such motivation as punishment is not effective in the most cases. It is necessary to appeal to pupils' interests, needs and strives.

The study and the use of the psychological factors will help teachers to improve their work, to make the education and upbringing of children more effective.

THE IMPORTANCE OF EARLY EXPERIENCE

The critical period for the correct emotional development of a human infant is between six months and two years. The human infant needs to feel secure and to develop as a member of society.

The effects of early experience are very important for human beings. It can be proved by numerous examples of the life of so called «wolf—boy». The image of a person who was nursed by an animal always excited the imagination. Romulus and Remus, the founders of Rome were according to legend, suckled by a wolf. Rudyard Kipling, the British writer and poet, created the poetic image of Maugli, the man—wolf. Children, nursed by animals, were known in different countries—in Sweden, Belgium, Hungary, Germany, Ireland, France, the USA and others. About 30 such cases have been recorded. One of them took place in North America. A human being was discovered in a railway

station. He was about 14. He walked on all fours and he behaved like an animal rather than as a human. During the rest of his life he was looked after by humans. But he never learnt to speak nor to be in any way educable. For 14 years of his animal environment he had learnt to behave as an animal and could not modify his behaviour very much, when he appeared in a human environment.

All the children, nursed by the animals, could not walk upright. They emit inarticulated sounds. They have a slow mental development because without a collective, a social life a man cannot develop as a personality.

When a small child enters the nursery school he is usually the complete individualist. Individual instincts are stronger than social ones. And the task of the nursery teacher is to help these little people to become social beings. The task is very difficult. The teacher must use every opportunity for social training.

Perhaps the greatest need of the small child is for security. Life is full of strangeness for him. At two years of age a child is dependent on adults. For him his mother and home represent the security. And the nursery teacher has to become a mother—substitute. The nursery teacher must do his best to give every child the feeling of security. The child should have the feeling that he has his own place at the nursery school.

Little children should do different kinds of jobs, as caring for flowers, dusting and sweeping, etc. It gives the child an opportunity to develop a sense of responsibility and feeling of usefulness.

Mental and physical development of children are fostered by play in open spaces. Fresh air is essential for children. In order to be strong and healthy, children should be out of doors as much as possible. They should be physically active most of the day. The formation of good physical habits is one of the aims of the nursery school. Real achievements in this respect are of great importance for the child's development.

TEMPERAMENT AND PERSONALITY

The juvenile temperament becomes evident between the ages of 5 and 7. It is physiological psychological in origin. It is a mistake to discipline the child out of habits which are determined by his temperament. Instead we must help the child to grow through it.

The normal children all have the mixture of behaviour patterns. It is this mixture which is called their temperament. Among the children of primary school the sanguine temperament is found more often. They are cheerful, friendly, chatty and eager to please. They have curiosity and interest, but their attention may be fleeting and their interest shallow. Physically sanguine children are active and graceful.

The children who tend to a phlegmatic temperament can be recognized by their lack of initiative. This is shown in their work and play. They will do anything that they have learnt and understood. But they have no initiative when a creative contribution is required. Some-

times they become angry or upset. Some phlegmatic children become fat because they are physically or intellectually inactive. Dieting will help them. It is useless to punish a phlegmatic child for his failures. It is necessary to arouse his enthusiasm to make him long to learn. At home he must not sit for hours in front of a television. He must take part in the family's activities.

It is easy to confuse the concept of a melancholic child with that of childhood depression. Melancholic children are not depressed, but they take life the hard way. Often they do not go to parties or excursions. When well—prepared and supported, they can do any work in the classroom as good as the best pupils. But they easily give up in the struggle and they need warmth and encouragement from parents and teachers. Physically, children of the melancholic temperament are usually thin and narrow-chested.

Disciplinary measures and demands can only make a melancholic child worse. He must be prepared for certain demands beforehand. Such a child needs a feeling of close relationship with a teacher.

Truly choleric children are rare. Choleric children usually form a centre in a group, and a focus of trouble. The behaviour of the choleric child must be differentiated from the aggressiveness of some anti-social children. The aggressive child needs security and help to form good relationships. The choleric child needs to be «detonated» from time to time. He can, for example, be given some hard job to do; to carry something rather heavy, some difficult acrobatics in physical education and so on.

Some choleric children are stockily built, with a fiery look in their eyes. Some red-haired children are choleric.

The schoolteacher must take into account different types of temperaments while teaching children. He must take into account the peculiarities of these temperaments while presenting the material at the lesson. It should be presented in suitable ways. The peculiarities of children's temperaments must be used by a teacher for the benefit of the individual children and of the class group as whole.

FAMOUS EDUCATORS

John Amos Comenius (1592—1670) is often called the first modern educator. He was born in Moravia. For four years he studied at a poor village school. Then he went at the age of fifteen to study Latin at the grammar school. At the age of twenty—two, after the University, he returned to his native place and became master of the school.

He wrote many works on education. His most outstanding achievement was his textbook «The World in Pictures». In this textbook he used pictures as a teaching device. «The World in Pictures» was an example of Comenius's conception of the teacher's method.

John Amos Comenius is also the author of «The Great Didactics». It is a monumental work. In this work he laid down the general rule that everything should be taught by the medium of the senses. Come-

nus advised the teacher to start with the senses because they help the child to understand better this or that material. To begin with the senses is to go from the easy to the difficult. After a sense impression the teacher may proceed to memorization, from memorization to comprehension, and then to judgement.

John Amos Comenius recognized the importance of Latin. But he did not consider the learning of the classics as the central interest of the educator. Of course, languages open the door to all the facts about the universe. But for Comenius education meant the preparation for life not through languages but through all these facts. He thought that education had to be the right of every man, not the privilege of the ruling class. He wrote that not only the children of the rich, but all boys and girls, and poor in all cities, towns and villages should go to school. Instruction must be fitted to the child, not the child to the instruction.

K. D. Ushinsky (1824—1870) is the great Russian educator. He played a great role in the development of Russian education. He was the founder of the Russian primary school and pedagogical training for teachers.

Ushinsky was born in Chernigov gubernia in the family of a well-to-do landowner. After finishing gymnasium, he entered the Moscow University. He graduated from it, when he was only twenty years old. He worked at the Lyceum in Yaroslavl and at Smolny Institute in St. Petersburg. In 1850 Ushinsky became editor of the Journal of the Ministry of Education. Many articles on various problems of pedagogics and psychology were published in the journal. Soon Ushinsky's name became popular in Russia and he was known as a teacher of teachers.

Ushinsky was interested in foreign educational systems. He visited Germany, France, Italy, Belgium and Switzerland and observed school organization there. Ushinsky analyzed merits and defects of foreign educational systems and compared them with real conditions in Russia. He wrote about his impressions in the work «Pedagogical Travels in Switzerland». It was published in the Journal of the Ministry of Public Education in 1862—1863. Ushinsky came back to Russia from abroad in 1867. After that he devoted his energies to St. Petersburg Pedagogical Society. He travelled, lectured, held conferences and continued his research and writing. Such a program was too much for his weak health. His death in 1870 was mourned by all the progressive people in Russia.

Many pedagogical ideas of Ushinsky outstripped his time and were realized only in socialist society. His works are of a great value today and help modern teachers to improve their methods of education of children.

BENJAMIN SPOCK ON CHILDREN'S UPBRINGING

B. Spock is an outstanding modern American pedagogue. In his numerous books his views on various problems of education and upbringing of children are expressed. Here are some of his quotations. «I think

that human beings at three months of age are very friendly. At three or four years, children from happy families are almost as friendly as three-month-old. They love children and adults. They make friends quickly. They try to imitate their parents and other grown-ups. Many important feelings of children are based on their parents' example. In this respect these years are the most formative for children. The parents are teaching their children manners all day long. They cannot teach their children anything that they themselves do not feel. The parents have to remember about it. Teaching children different manners, the parents must be tactful. They should not shame the child in the presence of stranger.

There are different opinions about family's duties—between parents and their children. A great majority of parents think that children should have certain duties. I agree with these parents. I think it is a mistake to excuse children from work because the parents can do it better and more quickly. Every teacher in nursery school and elementary school knows that children will develop a sense of responsibility, helping her and the class. Parents should know about it too. Of course, I don't think that a child has to perform a work during some hours. But a child should help his mother or father a little regularly. The parents should know what kind of job a child can do at different ages.

What makes children unwilling or willing to help their parents about the house? In this respect, there are some aspects that grownups should remember. The first is, that children want to be grown up and to do things which the grown—ups do. Then, children like to help about the house when their job is appreciated. They are proud of themselves when they have done a certain job.»

B. Spock is a good friend of our country. During his visit in Moscow, he was invited to the International Children's Festival «May there always be sunshine». The festival took place in Moscow and brought youngsters from 100 countries. Speaking about his impressions of the festival, B. Spock said. «The festival gives kids from all over the world a good opportunity to know each other. The future belongs to children. Making friends, is the best way children can contribute to peace. And peace is what they believe in. This children's festival stands for feeling of friendship for peace. That's what specially appeals to me.

I was also impressed by the sense of responsibility which children showed at the festival. What they do here is not what the grownups dictate to them, but what they make themselves. It proves my basic philosophy: respect the kids, trust them and they will live up to your expectations». Don't treat the kids as a second—class citizens and they will treat you the same way».

PROGRAMMED INSTRUCTION

From small beginnings in the 1920s, programmed instruction has developed into an international education movement. In all its forms it sees the process of instruction as a dialogue between a single tutor and a single student.

The great majority of programmes which were produced so far, belong to the linear type. A linear programme was offered by B. F. Skinner. It serves as a schedule of reinforcement. The material on this or that subject is presented in a logical sequence of small steps. At each step the learner is given enough information and prompts and receives immediate confirmation of the results of his responses. Experience with linear programmes at schools shows that to be more effective, a linear programme must be prepared for a certain age and ability group of pupils.

Another type of programmed instruction is branching programming. It was offered by N. Crowder. According to him, at first the teacher presents information and sees how every pupil responds. The pupil's response is a signal which indicates what the next move be for this or that pupil. Accordingly, all the remedial material is built into a branching programme. The learner is presented with a paragraph of information. When he has read it, he is asked a multiplechoice question. This question is asked in order to test the pupil's comprehension. If the response is correct, the pupil carries on to the next step as in a linear programme. If the answer is not correct, the pupil may be guided to the correct answer at a second or third attempt.

Programming of instruction—whether presented by machine or by programmed text—may increase the efficiency of the educational process. Programmed instruction is a more systematic application of principles of teaching which are used at schools. Teachers will agree that learning is more effective when the pupil is active at the lesson; when the material is carefully organized and accords the abilities of pupil; when the pupil is informed of his progress as soon as possible; when the tasks are given to pupils in accordance with their level of development.

The use of programmed materials satisfies all these criteria of sound teaching method because:

- 1) the learner makes active responses to the material at the lesson;
- 2) the material is carefully arranged and organized;
- 3) the content of the programme corresponds to the level of pupils' development and their abilities;
- 4) few mistakes are made in learning;
- 5) knowledge of results is given to the pupils immediately.

The practice has showed that both children and adults can be taught successfully with the help of programmed instruction. That is why the programmed instruction is used at secondary and higher schools in our country and abroad. The teacher's role at this is to provide creative work and social experience of pupils.

INSTRUCTIONAL TELEVISION IN THE USA

The history of instructional television in the USA is short in years, but its progress has been rapid. The military services were pioneers in experimenting with television for instructional purposes. Now several million American students are receiving instruction by television in

elementary and secondary schools and institutions of higher education. Television can make a real contribution to the educational program. Research in many subjects of the curriculum and in many schools of the USA showed that young people can learn by means of television instruction. Teachers find that students taught by TV learn content rather well. Besides, these students acquire skills in taking notes and in developing listening and viewing habits. Television lessons also stimulate reading by children.

It was observed that the studio teacher had more time to prepare lessons carefully with special materials and equipment. It makes the lessons more interesting and effective. Parents approve classroom television instruction. They realized that the instructional television was as well as or better than traditional methods of education.

Today a lot of schools, colleges and universities all over the USA use television regularly in their instructional programs. Some of them give their own televised courses or share televised instruction with neighbouring institutions. Others use Continental Classroom—the early morning televised courses which are broadcasted by a national network.

At the present time instructional television in the USA is used in different ways. Television may be used as a major teaching resource. This category includes television lessons in which the major content of a course is presented by the studio teacher. The classroom teacher clarify and extends the material. Sometimes television may be used as total instruction. It takes place when there are no teachers for specialized subjects such as foreign languages, advanced mathematics, etc. In such cases the studio teacher provides practically all of teaching. Television may also be used as supplementary instruction. For example, weekly programs of music, art, presented by specialists, may be used in the classroom to supplement the course of study.

The main purpose of using instructional television is to raise the quality of instruction. It can be achieved because a good television program heightens the motivation of students; thanks to instructional television a classroom teacher has more time for working with individual students.

Before using television in the classroom, the teacher should prepare the pupils for it. The teacher must tell the students about the role of instructional television, its importance for development of students' listening and viewing habits; give the students some information about studio teachers, etc. Even more than traditional teaching television teaching demands that students learn to listen and to take notes. Listening becomes very important in a classroom using television. The student cannot stop the telecast and listen to the informational for the second time. To teach students listening skills, the teacher should plan special exercises. Many students must also be taught to take notes during television lesson. When the students are ready for the learning by TV, it may be used in the classroom.

DEFECTOLOGY

THE SYSTEM OF SPECIAL EDUCATION IN UZBEKISTAN

Special education in Uzbekistan is part and parcel of its educational system. The Republic took upon itself the tasks of the education and medical care of physically and mentally handicapped children.

It was decided by the Uzbek government that retarded children were to be cared for and educated in the auxiliary schools. Blind, deaf and physically handicapped children were to attend different kinds of special schools.

At present there is a unified system for bringing up and educating handicapped children in our republic. Before entering school all children must have a medical examination by specialists at their district children's polyclinics. This examination is compulsory for every child entering school. Children, who have serious defects of vision, hearing or speech and who will find to study in an ordinary school too difficult, are sent to a special school. Before entering a special school, handicapped children may be cared for and educated at preschool institutions. In our country there are preschool institutions for the deaf and hard of hearing, the blind, the mentally retarded and children with speech defects. There are also different types of secondary schools for handicapped children in Uzbekistan. Today blind children and those with seriously impaired vision can get a complete secondary education in the course of 12 years of study. Deaf and 2nd division hard of hearing pupils are given the same period to acquire the curriculum of the eight—year secondary education. First division hard of hearing children finish the programme of the ordinary ten—year secondary school in 12 years. There are also special secondary schools for children with disturbances of motor function and a special school for children who are multiply handicapped. Auxiliary schools (for mentally retarded children) with an eight—year course of study provide an elementary education and the children vocational training.

In Uzbekistan there are also special evening secondary schools for working adults who are blind, partially sighted, deaf or hard of hearing. This network of special institutions is under constant improvement.

EDUCATION OF THE DEAF IN GREAT BRITAIN

The problem of education of the deaf had attracted the attention of the English philosophers and scientists for many centuries. Among them were F. Bacon, a philosopher, John Bulver, a physicist, John Wallis, a professor of geometry and theology and others. The systematic education of the deaf in England began at the end of the 18th century. The first college for the deaf was founded by Thomson Braiwood in 1810 in Edinburgh. But till the end of the 19—th century the edu-

cation of the deaf children in England was a private matter. In 1889 the special state commission was formed in order to solve the problem of organization of schools for the deaf. As the result of its activity in 1893 the English parliament took a decision about the compulsory education for the deaf children from the age of 7 till 16. The training of teachers for the special schools was enlarged.

One of the most famous representatives of the defectology of England of the 19-th century was Thomas Arnold (1816 — 1897). He had written a number of works in this field. For example, in 1872 his book «The Education of the Deaf» was published. According to him, the main means of teaching the deaf was the oral speech.

At the present time the education of the deaf in England is developed and systematized. There is a wide network of special schools both state and private in the country. Hearing therapists for these schools are trained during three years at special colleges and faculties.

Lipreading (or speech-reading) is one of the most important element in the education of the deaf children since they cannot hear the spoken words with their ears. Lipreading is preparation to all language work. It is quite independent of the speech development. The words which are learned in lipreading must be associated with printed and written words. Thus reading and writing is developed. Lipreading is the ability to understand spoken words and sentences by watching the movements of the lips and their facial muscles without hearing the speaker's voice. The lipreading is dependent upon vision. Reception of speech can take place when speaker and listener are close to each other.

Lipreading is possibly a sixth sense. It can be a substitute for hearing only in the case of the totally deaf. For all other deaf, it can be a support to hearing. It is universally helpful to the hearing handicapped. Its systematic teaching is a legitimate part of the special educational curriculum of all ages. A few can learn to lipread in a year or two but for the majority a longer period of practice is needed.

Success in learning lipreading varies. Children learn more readily than grown — ups. Women acquire more skills and learn more quickly than men.

ALEXANDER GRAHAM BELL

(1847 — 1922)

Alexander Graham Bell was born in Edinburgh, Scotland, in 1847. His father was a teacher. He was famous as the inventor of a way to teach deaf people to pronounce words that they could not hear. Alexander studied how to improve his father's method when he was very young. But he did not work very long because he fell seriously ill. His parents decided that only a better climate could save. That is why they took him abroad to Canada. There he rested for a whole year, and at the end of that time he felt well again. Now he could return to his work as a schoolteacher of deaf children. The school principal heard about his father's work in England, and he gave the young man work as a teacher.

Two days later, Alexander Bell stood in front of his class of deaf children. The work was not easy. He had to teach the children to pronounce words that they could not hear. Alexander loved the children and he wanted to do everything possible to help them. He began to think about one great idea — sending music and words by telegraph. «What is a speech?» he asked himself. «It is a kind of vibration, a movement of the air; if I can change this vibration into electricity, I can send it in over telegraph wires». He began to study the literature on electricity and sound. When Bell began his experiments, everything was difficult. He was a teacher and knew very little about scientific experiments. Together with his friend, Watson, he worked day and night. At last one day he tried his new apparatus: that was the telephone — the invention of the schoolteacher Alexander Graham Bell. That idea was the dream of his whole life.

Alexander Graham Bell is a famous American hearing therapist, the father of oral education of the deaf in the United States. One of his first articles about education of the deaf children was published in 1883. Later he organized the kindergarten and the private school for the deaf children where he had been working for two years. In 1890 he founded the Association for the Deaf which collected various data about the deaf, etc. The activity of Bell in the field of defectology was of great importance and was recognized by a wide circle of public and children's parents.

In his works Alexander Graham Bell paid great attention to teaching the deaf children a language. He wrote, «A knowledge of language will teach speech — reading, but speech — reading will not teach a knowledge of language. Fathers and mothers may help their deaf children to use the English language and at the same time give them a practice in lip-reading. This may be done by the use of finger — spelling or manual alphabet accompanied by the orally spoken word. The twenty-six letters of the English alphabet are represented by twenty-six different positions of the fingers on one hand. This simple alphabet may be mastered in thirty minutes by a father or a mother. With a little practice they may finger — spell words and whole sentences quickly and clearly. During finger — spelling and speaking orally at the same time, the hand should be held in front of the body at chest level in order that the hand may be clearly in the child's view.»

FAMOUS SCIENTISTS IN THE FIELD OF DEFECTOLOGY

Fedor Andreevich Rau (1868 — 1957) is a famous scientist in the field of defectology. He was born in Germany where he studied at the Teacher's Seminary. After graduation from it he began to work at a primary school and later at the school for the deaf. Then he got special education and became the hearing therapist and speech therapist. Learning foreign languages, English and French, enlarged the sphere of his activities in the field of defectology. He could publish his articles in foreign scientific journals as well.

In 1892 F. A. Rau was invited to Russia where he became the head of the special school for the deaf in Moscow. He introduced the method of oral speech there. In 1900 due to his initiative the first pre — school institution for the deaf children was opened in Moscow.

The most fruitful period of activities of F. A. Rau referred to the twenties and thirties of the 20th century. He took an active part in the organization of the state system of education of the deaf and training of hearing therapists in the country. F. A. Rau published many works on the problems of defectology. He was awarded the orders for his outstanding activities in this field.

A. I. Dyachkov (1900 — 1968) is a talented scientist who played an important role in the development of defectology. He began his pedagogical activities as a teacher of a village school. Later he specialized in the field of defectology.

He graduated from the Faculty of Defectology of the Moscow Lenin Teachers' Training Institute and became a post — graduate student. Later he began to work at this faculty as a teacher, dean and then as the head of the Chair of Hearing Therapy.

A. I. Dyachkov made a great contribution to solving the problems of defectology. He published many works on these problems, for example, «Upbringing and Education of the Deaf Children», «The System of Education of the Deaf Children» and others. The important questions of defectology are worked out in these works.

A. I. Dyachkov was the author of the first manual-book on hearing therapy. It is very popular among the people who work in the field of defectology.

A. I. Dyachkov took part in working out such important problems of the defectology as the didactic foundations of education of the deaf children, the peculiarities of development of cognition of the deaf children and others.

SPEECH DEFECTIVE

A speech defect is any acoustic variation from an accepted speech standard. Speech defects are the most prevalent of all the handicaps of childhood. These defects are most numerous in the primary grades and decrease in the senior grades. Boys have speech defects more often than girls. 73 per cent of all speech defects are articulatory, 22% stuttering, 4% disorders of voice and only a small fraction of 1% can be classified as disorders of language.

There are two theories to explain the occurrence of speech defects. One is based on pathology, the other is based on psychology. Defects in the organs of speech may give rise to defective articulation. Such defects include harelip with the cleft palate, mishapen jaws or seriously malformed teeth. Most of these defects can be corrected by the proper orthodontal work or by surgery. The production of speech is a neuromuscular process. It depends on motor skills. The child's ability to hear is very important to learn, to speak by hearing the others.

Speech defective children may be divided into two groups: aphasics and the children with other defects. Aphasia is a disturbance in ability to handle language symbols due to brain lesion and it is defined as a communication disorder. Aphasia is sometimes linked with deafness, especially when deafness is due to a brain lesion. Aphasic children are found in a class for deaf children since the methods of instruction of such children in motor speech patterns and language comprehension are essentially the same as these used with the deaf.

Aphasia is also known by many other names and literally means loss of speech.

Articulatory defects are most common in school. Articulation may be defective in the following ways: sound substitution, omission, distortion, general indistinctness.

There are different methods of testing speech of defective children. We can make the analysis of sounds by observing the children in conversation, in connected speech. As for the older children, we can ask them to read specially prepared sentences. Each of the sentences contains a different sound to be tested. But these tests do not solve the problem for children who do not read at all, or read badly. In this case we can use the following test. We show the children a collection of pictures or real objects and speak with the children about them. Every picture or object contains one of the speech sounds which must be tested (for example, a picture of a baby for the sound «b» etc.).

Real objects are often more satisfactory for very young children who cannot talk freely because of shyness and who identify some objects better than pictures.

These methods are used for testing and defining articulatory defects.

THE EDUCATION OF THE MENTALLY RETARDED CHILDREN

The program of education of the mentally retarded children must include:

1. Language. This is an important area for the retarded. Language training means developing good articulation; developing skill at reading simple material; learning to listen carefully; learning to express thoughts and ideas, etc.

2. Number. The retarded need different concepts of a spatial numerical sort, such as concepts of size, shape, addition; learning ordinal numbers and learning to make a simple budget; developing skill at measurement, etc.

3. Interaction which includes learning to play with others; learning to communicate and cooperate; acquiring norms of behaviour, etc.

4. Health and safety includes the following specific skills: learning to cross roads carefully; learning to travel by bus; learning to identify sources of danger, etc.

5. Social living. All children need to learn how to live effectively and pleasantly with their normal associates. They need to learn to respect each other; to be honest; to help one another; to play games, etc.

The programme of education must have some differences for various ages of children and their degree of retardation. The central problem of education of the retarded children is the daily programme in the classroom. It should take into consideration the age of children, their ability of learning and variations in curricular emphasis within each level of programming.

Mental retardation is a very complex problem. There are many degrees of retardation for educational purposes the mentally retarded are classified into three groups: 1) the upper range or moderately retarded; most of them can acquire sufficient academic skills for many practical purposes; they often become useful and self-supporting citizens;

2) the middle range or severely retarded; they can learn many practical skills and can be efficient in an understanding and protective environment;

3) the lower range or custodial group; the members of this group can learn only the most basic self-help skills; they must have someone to look after them all their lives at home or in a residential facility.

The most characteristic educational disability of the retarded is difficulty in learning. This difficulty shows up in many different ways. Retarded children began to learn many things being older than other children. If they are placed in a good learning situation they can master more and more difficult skills. But there are some things which they will never be able to master. They will not reach the average level in learning. When a retarded child has difficulty in memorizing, it is often because the material was presented too difficult for him to understand, or his interest was not aroused. Mechanical repetition without interest or motivation is ineffective with the retarded. Reading and other subjects using symbols are especially difficult for the mentally retarded. That is why the teacher must often use special teaching methods.

SPECIAL CLASSES FOR THE MENTALLY RETARDED

Special classes for the mentally retarded have become a generally accepted solution to this problem. In a special class enrollments are usually limited to about half the size of the regular grades. The teachers are specially prepared to teach the retarded children.

The retarded child finds himself in an environment where the curriculum is adapted to his readiness level and to realistic preparation for his future. He can experience the satisfactions of achievements and progress. He is with others who are moving along at about the same rate; in brief, he is in a school atmosphere conducive to successful learning.

He is usually with the other children on the playground, and in his own neighbourhood. But he also has the security of belonging to a class, and of being with a teacher who understands him and who has the time and knows how to teach him.

Teaching the mentally retarded children is a very difficult but an important job. A good teacher must be first of all a real person. The knowledge of methods of teaching will never be a substitute for character, personality, scholarship and human interests. Working with the mentally retarded pupils, the teacher must take care of developing worthy qualities in them as well. The teacher's own example is a very important factor in raising the standard of education in all types of schools, including the schools and classes for the mentally retarded children. The opening of such special classes is an effective solution to the problem of extreme individual differences in learning needs.

The methods of instruction for mentally defectives are based on the fact that they can learn something every year but slower than other children. Such children need additional coaching and remedial help in specific subjects.

The mentally retarded child differs from the normal one. He learns more slowly, needs more repetition of material, needs a great variety of presentations. It is recommended to introduce few new words at a time and to repeat the vocabulary more often. The instruction of mental defectives must be oral, visual and must be correlated with the child's interests. Such children must use illustrated elementary readers and story books with a very limited vocabulary. The books must be in clear print and well illustrated.

Oral expression is the chief aim of language instruction. The speaking vocabulary should increase gradually. The child should learn to express complete thoughts before he learns to read sentences. Written language grows out of the use of oral language. The pupil must say first the things which he wishes to write.

EXCURSIONS AT A SPECIAL SCHOOL

Excursion is one of the forms of educational work with pupils. Excursion gives an opportunity to realize things and phenomena in their natural environment. Excursions are of instructional character and can be linked with out-of-class work.

There are different kinds of excursions. Some of them concern a particular subject. They are connected with a certain part of a program. There are also complex excursions. They concern many subjects but on one broad common theme.

At a special school the excursions play an important role. It is one of the main method of training and instruction of mentally retarded schoolchildren. The teachers of different subjects may apply this method. It is of great importance for the teachers of geography, history and natural science. This method may be applied in the junior and senior forms.

The main task of a special school is to make correction of psychophysical handicaps of mentally retarded schoolchildren and to prepare them for the self-guarding life and labour. The excursions are very effective in this respect. They help children to overcome the psycho-phy-

sical deficiency. Another task of the special school is to develop the pupils as the individuals mentally, physically, morally and aesthetically. The excursions can do much in this respect too. But it depends on how well the excursions are prepared. As a method of teaching an excursion is linked with the other methods of observation and teaching.

Great classics of education of the past gave much attention to the influence of nature on the development of the child's personality. For example, K. D. Ushinsky considered that the influence of nature was very valuable for a child's education. Comenius thought that a child should perceive the laws of nature directly. «The more the knowledge is based on the sensations, the more reliable it would be. If we want to give the pupils real and thorough knowledge of objects we should teach them through their own observations». This famous rule lies in the base of «The Great Didactics» by Comenius.

Thus nature study will have an influence on the development of a child only when he learns to observe. The teachers must train his ability to observe.

Nature study brings the child into contact with the world around him. It develops his activities. It trains his mind. It widens his outlook. It develops the child's interest in natural phenomena. For nature study outdoor work is necessary. The excursions must take place in every season of the year: in spring, in winter, in summer and in autumn. They may have different character. Each excursion must have some definite object. The method of teaching should be observational, descriptive, comparative and experimental. Simple general conclusions should be made at the end of the excursion. At a good nature lesson each pupil is occupied and finds much interesting about natural phenomena.

MENTAL DEFICIENCY

At the present time many scientists investigate the problems of mental defects Binet, Burt and Wallin were pioneers in this respect. They laid foundation for subsequent work in this field.

Today better experimental techniques give us more accurate information about the nature, causes and treatment of mental deficiency. New researches are carried on in many countries.

Mental defectives include imbeciles and feeble-minded persons. Imbeciles learn to avoid common physical dangers and can carry on a simple conversation. But they do not have the wit to learn to read and write. As adults they can only lead a sheltered existence. In imbeciles the damage to the central nervous system is severe.

Imbeciles and idiots form the two great classes of what is often called «lower grade» mental defect. Feeble-minded persons form «high grade» mental defectives. Both the definition of this category and terminology are confusing. For example, in Great Britain the «slow learning» children are often called feeble-minded. In America the term feeble-mindedness is a synonym for mental deficiency. Those who are called feeble-minded in England are called morons in the United States.

The term feeble-minded has traditionally been "applied to adults who are above imbecile grade in intelligence and attainment, but who are regarded as mentally deficient because of gross social incompetence. Now the term feebleminded is applied only to socially incompetent persons who are also grossly subnormal in intelligence. In most feeble-minded persons the damage of the central nervous system is not severe or is non-existent. The main defects, which are behavioural, are due to environmental factors. Mental deficiency must be distinguished from mental illness.

CAUSES OF MENTAL RETARDATION OF CHILDREN

The causes of mental retardation are varied. Usually they are divided into two large groups: primary and secondary. The first group includes hereditary or congenital factors which cause mental retardation. The second group includes postnatal conditions which affect mental development.

There is another variation of this classification. It accepts the differentiation in terms of cause. It classifies mental deficiency as endogenous and exogenous types. The endogenous type are children who are mentally deficient as a result of familial factors. The exogenous type are children who have sustained brain injuries from any cause.

Much doubt was thrown upon the inheritance of amentia. In general, it may be said that as biological inheritance can limit behavioral achievement, we may conclude that mental retardation may be inherited.

A lot of mentally retarded children, including those in the special training classes, were studied. These studies show that mentally retarded children are found as frequently in families of high intellectual ability as in families of lower intellectual ability.

Congenital causes of mental retardation include nutritional deficiencies, accidents, abnormal physiological conditions and infections during pregnancy.

Secondary amentia is postnatally acquired. It may be grouped into three ethiological classes: 1) due to trauma or injury; 2) due to an infectious disease; 3) amentia which is endocrinopathic in nature.

The causes of retardation are linked with degree of abilities which can be apparent in special training classes for mentally retarded children.

First of all let's take the most severely retarded children. Only few of them will be able of adjusting to the group situation of the classes or will be able to take part in the group activities. The Intelligence Quotient (I. Q.) of these children is 20—25 on psychometric tests. They will seldom have a mental development greater than two-three years. This means that they may not learn to talk and to take care of themselves. These children may recognize danger such as traffic hazards, etc.

The children of the next level in the scale of intelligence have intelligence quotient between 20 or 25 and 40 or 50 on psychometric tests. These children comprise the largest percentage of the children in the special classes for mentally retarded children. They have mental ages from three to seven years. Usually they will develop language,

they may be taught to read and write a little. They may include such abilities as writing one's name, reading short sentences, recognizing ordinary signs and instructions. It is possible to train them in the simple routines of daily life. Thanks to the special training they can do simple manual labour. But in some areas these children may remain dependent upon others for support and supervision during their lives.

They will be able to function with greater independence in their homes and communities.

HISTORY AND LAW

ABOUT BRITAIN'S HISTORY

The first inhabitants of the British Isles were nomadic Stone Age hunters. Historians refer to the original population as the Scots and Picts. The invasion of Celtic tribes from the Rhine River went on from 8—7 th centuries B. C. to I st century B.C. Celtic tribes—the Gaels and the Brythons—occupied the whole of Britain and merged with the Picts and Scots. The Romans invaded Britain in 55 B.C. led by Julius Caesar, and left Britain in 410 A.D. because northern tribes were attacking Rome. They had given the country a system of roads, Christianity, and a language which has had a great influence on the way the Englishmen speak today.

In the 5 th century A.D. the Anglo—Saxon invasion began. The invaders were the Germanic tribes from the continent north of Europe. They brought their West Germanic Dialect which eventually developed into the English language. The early English literature began in those days. The Anglo—Saxon invasion destroyed the Celtic mode of life and delayed the development of classes.

It took three centuries (VI—IX) to achieve the political unification of the country. The foreign (Scandinavian) invasion helped the cause of unification for it made unity an alternative to a complete loss of independence. It was the king of Wessex, Alfred, known as Alfred the Great, who made efforts to consolidate the state, to establish a system of administration and bring some order in the law system.

As the result of the Norman Conquest, feudalism which was already growing up England, was fortified. The conditions were created for the growth of production and development of productive forces.

In the 12th—14th centuries the Plantagenet Dynasty reigned in the country. The second Plantagenet king, Richard I (1189—1199), popularly called Richard the Lion Heart, was an enthusiastic Crusader. The Crusades were sponsored by Rome as one more way to power and influence. The 13th century witnessed the peak of feudalism in England. During the later centuries (15th—16th) the preconditions for the development of capitalism were formed. At that time the new, Tudor dynasty was established. It promoted the development of capitalism supported by the bourgeoisie. The second Tudor king, Henry VIII (1509—1547) was one of the most cruel monarchs. Many progressive people were executed by him, including Thomas More, a famous English humanist. The successors of Henry VIII were Mary Tudor and

Elizabeth I. The 16th century was the period of Humanism and the Revival of Learning in Britain, in a word, English Renaissance. The following, 17th century, went down in the history of England as the century of the bourgeois revolution which established the capitalist system in the country. At that time two states (England and Scotland) were united by the Stuart dynasty. The 18th century saw the actual making of the British Empire. From that time the new title of the English state—Great Britain—was adopted. In the 19th century the first mass political movement of the British proletariat, fighting against bourgeoisie, began to develop in Britain, called Chartism. At the present time the working class of the country continues the cause of Chartists and struggles for equal political and social rights.

TEACHING HISTORY AT SCHOOL

History is one of the compulsory subjects of school curriculum. The work of psychologists and sociologists has shown that it is important to select material for teaching in accordance with the age and abilities of pupils. That is why material for teaching history must take into account pupil's abilities and must be interesting for them. Only in this case history syllabus can be successful.

The system of teaching history at school must be reconsidered. Usually history is taught by means of perpetual lecture. And the history teacher is a combination of narrator and post—narrative inquirer. Much more attention must be given to increasing of pupils' activity. The emphasis should be made on individual learning and inquiry. Every opportunity must be used to apply different teaching aids.

It is also necessary to connect teaching history with other subjects of school curriculum. Close connections between all subjects of school curriculum are important for pupils' receiving all-round, sound knowledge.

Teaching history must accord the needs of pupils. New teaching methods and forms of class organization should be used while teaching this subject.

The main possible objectives in teaching history at school may be set out as following.

1. Knowledge. The pupil knows specific historical facts.
2. Understanding. The pupil becomes familiar with certain historical concepts, understands and applies historical generalizations.
3. Imagination. The pupil is able to recapture the spirit of the past.
4. Thinking skills. The pupil shows an ability to think critically and to make conclusions from certain data.
5. Technical skills. The pupil is able to interpret maps and to use statistics; he is also able to apply different audiovisual aids.
6. Communication skills. The pupil is able to present clear and accurate accounts or reports-written or oral.
7. Adjustment. The pupil is able to work co-operatively with others.

While using historical concepts, the teacher must be sure that there is no misunderstanding of these concepts. That is why the age and ability of the pupils must be taken into account when new historical concepts are introduced by the teacher.

The territory of the present-day Uzbekistan has been densely populated since time immemorial, and numerous archeological discoveries and historical monuments prove that Central Asia, particularly Uzbekistan, was one of the oldest centres of human culture.

The history of the peoples of Central Asia is full of important events. From 800 B. C. to 500 A. D. Central Asia witnessed the rise and fall of the ancient slave-owning states of Bactria, Sogdiana and Khoresm, the states of the Achaemenids, Alexander the Great and the Seleucids, and the Graeco-Bactrian, Parthian and Kushan kingdoms.

The Turkic Kaganate, a huge Turkic state, appeared in 500—600 A. D. as a result of the union of different nomadic tribes and peoples of the Altai. In the middle of the 6th century the Turkic Kaganate extended its rule over the territory of Central Asia.

The colonisation of Central Asia at the end of 7th—beginning of the 8th century brought great social and economic changes in the countries conquered by the Arabs. For two centuries the peoples resisted the Arab conquerors and finally defeated them.

The collapse of the Arab Caliphate led to the resurrection of independent statehood in Central Asia. Between the 9th and 15th centuries a number of large independent feudal states replaced one another in Central Asia: the monarchies of the Samanids, Seljuks, Khorezmshahs and Tamerlane's empire. The emergence of the famous Emir Tamerlane on the historical scene was connected with the struggle of the Central Asian people against Chinghis Khan and other foreign invaders. A prominent military commander and an outstanding but ruthless statesman, Tamerlane became the ruler of Maveria-Un-Nahr in 1370.

Despite the efforts of numerous rulers who were in power in the later centuries (16th—19th), Central Asia was unable to break out the conditions of increasing feudal fragmentation and remained politically decentralised. Up to the middle of the last century there were three states—the Bukhara Emirate and the Kokand and Khiva khanates—in Central Asia.

It is a historical fact that the territory of present-day Uzbekistan was the centre of many states which at one time or another appeared in Central Asia. The ancient states of Maveria-Un-Nahr and Khorezm with Samarkand, Bukhara, Urgench, Khiva, Tashkent and other legendary cities are important chapters in the history of the Uzbek people.

One of the most ancient towns of Uzbekistan and of the world is Samarkand. Its history is linked with the names of outstanding scholars, writers and artists of the ancient East. One of the earliest mentions of Samarkand (or Marakand as it was then known) is referred to the 4th century B. C. The rule of Tamerlane occupies a special place in the history of Samarkand. Tamerlane created a huge state and proclaimed Samarkand the capital of his empire. After Tamerlane's death, Samarkand was ruled by his grandson Ulugbek, an outstanding scholar and progressive statesman. During his reign learning and culture were highly developed and Samarkand was decorated by wonderful architec-

tural ensembles. Among the remarkable ancient monuments which have survived to the present time are the Shakhi-Sideh ensemble, the tomb of Gur-Emir, the ruins of the Bibi-Khanym congregational mosque, the architectural ensemble of Registan Square, the observatory of Ulugbek and some others.

ANTHROPOLOGICAL AND ARCHAEOLOGICAL DISCOVERIES

Anthropology is a science dealing with the origin and evolution of man. Among our fossil relatives Neanderthal man is the best known. It was named after the valley Neanderthal not far from Dusseldorf. In 1856 workmen digging in a limestone cave there had unearthed a human skeleton and thrown it on one side. Fortunately, a local physician Dr. Fuhlrott heard of the discovery and rescued the bones. They comprised the skull and major skeletal remains of a man. When the description of the skeleton was published, opinion was divided. Some scientists regarded the Neanderthal man as a typical specimen of the earliest inhabitants of Europe. The other scientists thought that the shape of the skull and limbs was the result of pathological deformity in an individual of later date. Only the Darwinists gave Neanderthal man his established place as a missing link between the apes and man — not an ancestor of *Homo sapiens*, but a collateral branch, now extinct.

The skull of the Neanderthal child was found in 1938 in the Teshik Tash cave in Southern Uzbekistan. It was the first Neanderthaloid discovered in Central Asia. The child's age was about nine. Compared with modern man, Neanderthal one has a very low sloping forehead, a marked supraorbital torus, a very chinless jaw and a broad projecting occiput. The average cranial capacity of Neanderthal man probably exceeded that of a modern man. The size of his brain shows that his potentialities for intelligence were probably not less than those of modern man. Traces of primitive man were also found near Tashkent and Khorezm, and in Karakalpakia.

A number of important archeological discoveries were made in our country too.

The burial vault of a Scythian king was opened up by archaeologists in an Altai valley. The king died 2,500 years ago. There are very large log chambers under the outer stone walls. This burial mound resembles the Ptichataya in Bulgaria and the Vysokaya Mogila in the Ukraine. Excavations in the Altai region showed that one historical process had taken place throughout the entire «Great Steppe Belt» of Eurasia. It is known that the Scyths had a great influence on the culture and life of the ancient world. The archeological excavations showed that Siberia had been a big centre where the ethnic type and art of the Scyths originated.

Another important discovery was made by archaeologists in Turkmenia. The ancient civilization Altyn-Depe (Golden Hill) was discovered there. It is one of the oldest civilizations in the Soviet area. Temples and other buildings, a whole town, and many works of art and a written language date back to 3,000 B. C.

Archaeological excavations showed that Altyn-Depe had well-developed crop and animal husbandry. It was self-sufficient for food. The farmers grew wheat and barley with the help of irrigation canals. The canals collected water from rain and rivers. The farmers tilled the land with primitive wooden hoes and sticks for digging. The archaeologists say that animals were also used for haulage. Now it is clear that man had domesticated camels before horses. The Altyn-Depe residents used large camel carts. Pottery thrived in the city and metals were smelted there too.

NATIONAL ARCHIVES

Archives is a part and parcel of the history of the country. That's why every state has its Archival Establishments which serve the country. From time to time the reorganization of the Archives takes place by means of special governmental decrees. A lot of historians and archivists work in the Archives. They brought under control all the State Archives. They also enlarge and improve the services which are offered to the scholarly public.

The services of Archives must be responsive to the present and future needs of governmental offices and scholarship. That is why the archivists should plan the scope and directions of archival programs. They should know the concern of the scholarly world. Soviet archivists maintain close contacts with scholars in different fields of science.

The State Archival Fund is deposited in State, Specialized, Library and Museum Archives. The major centres of archival scientific work are the Central Archives. There are the following of them:

1. The Central State Archives of Ancient Records.
2. The Central State Historical Archives.
3. The Central State Archives of the National Economy.
4. The Central State Military History Archives.
5. The Central State Archives of the Army.
6. The Central State Archives of the Navy.
7. The Central State Archives of Literature and Arts.
8. The Central State Archives of Cinematography and Photography.
9. The Central State Archives of Audio (Sound) Recordings.
10. The Central State Archives of Records pertaining to Science and Technology.

Records relating to the Party's history and to that of various youth organizations are not a component part of the State Archival Fund. Their accession, keeping, studying and publication is entrusted to special Party Archives, which carry on the research work as well.

The US national archives was established in 1934. This was done by the United State government's Act of June 19, 1934. In the 19th

century many efforts were made to induce the government to take better care of its public records. In 1810 a Congressional committee found the public papers «in a state of great disorder». Fires of 1814, 1833, 1877 and at other times destroyed valuable records. After the fire of 1877 a Presidential commission was appointed. It had to investigate the conditions under which the public records were kept. As the result of its work it was recommended to establish a national archives. In 1884 the American Historical Association was organized. It began to press for establishment of a national archives too. In 1889 it set up a Public Archives Commission which published lists of records of State Archives, held annual meetings and so on. In 1908 the Association stressed again the importance of an archival establishment for researches in American history. But only in 1933 the construction of a building for a National Archives Depository began. A year later the United States government established a national archives.

ABRAHAM LINKOLN

Abraham Lincoln was one of the most famous presidents of the United States of America. He was born in the family of a poor farmer in 1809 in Kentucky. When he was quite young, the family moved into the wild forest land of Indiana.

At eight years of age an axe was put into his hands and he worked with the rest of his family at their main task-clearing the land of trees. He was not taught much as there was no public education in Indiana in those days. Once he said, «I attended school less than one year». He learned to read and write and do simple arithmetic. He had a great desire to learn. He took a book to read while he was ploughing. When he had no paper he lied before the fire at night and practised writing on a piece of wood. He cleaned it again by shaving the writing off with a hunting knife.

The first big experience that opened up the world for him occurred when he was nineteen. He was given a job on a river boat to go with a cargo down the Mississippi to New Orleans. It was a busy commercial port and the first town that he had ever seen. There he saw a slave market. He saw women and children being sold. He was greatly moved and said, «If ever I get a chance to hit it, I'll hit it hard». He began to hate slavery and decided to fight against it.

In 1830 Abraham Lincoln left his father's farm and went to Illinois, to the town of Springfield. There he became a clerk in a store. He worked hard to improve his education. He studied English and literature and in 1836 he qualified as a lawyer. He had, too, entered politics and became a candidate for the Parliament of his state. Soon he became a force in political life and in 1847 he went as a Congressman to the national Assembly in Washington. In 1860 he was elected President of the United States.

Slavery was becoming an important question in American politics. Many people in the Northern states of America wanted to abolish it.

Many people in the Southern states opposed abolition of slavery because their prosperity was built largely on the Negro labour in the cotton-fields. The Southerners said that abolition of slavery would mean economic ruin for them.

Lincoln was an enemy of slavery that is why some of the Southern States left the Union. And in 1862 the American Civil War between the North and the South began. It lasted four years. At first the war went badly for the North, but Lincoln never lost courage. On April 9th, 1865 with the capitulation of the South, the North won the war and slavery was officially abolished on the territory of the USA. Lincoln issued a proclamation, setting free every man, woman and child in the USA.

On April 14th, 1865, after a very busy day, Lincoln and his wife went to see a play at Ford's Theatre in Washington. After the interval John Booth, a 25-year-old unsuccessful actor, who was for the South, entered the President's box and shot to him. Lincoln was killed and died the following morning.

Lincoln was well-known all over America and a lot of people loved and respected him.

UNIVERSAL DECLARATION OF HUMAN RIGHTS

On December 10, 1948, the United Nations approved the Universal Declaration of Human Rights. Thus the United Nations created an effective guarantee for the consolidation of observance of human rights all over the world. There is a number of articles in the Declaration. Here are some of them.

Article 1: All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2: 1. Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

2. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether this territory be an independent, Trust, Non-Self-Governing territory, or under any other limitation of sovereignty.

Article 3: Everyone has the right to life, liberty and the security of person.

Article 4: No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5: No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6: Everyone has the right to recognition everywhere as a person before the law.

Article 7: All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8: Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9: No one shall be subjected to arbitrary arrest, detention or exile.

Article 10: Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

More than 40 years had passed since 1948 when the Declaration was adopted by the UN General Assembly. In 1989 the 45 th session of the UN Commission on Human Rights took place in Geneva. Its work continued during six weeks. Nearly 1,400 delegates took part in discussions, including diplomats from over 100 countries, representatives of 150 non-governmental organizations and specialized offices of the UN. Fifty-seven meetings were held and over 80 resolutions were made. A lot of resolutions were adopted by a consensus of opinion. It is very important for strengthening of mutual understanding in the framework of the commission. The commission noted the efforts of the United Nations in expanding and supporting the basic rights. The necessity for the honest observance of the humanitarian objectives of the Universal Declaration of Human Rights was stressed at the session.

THE GOVERNMENT OF THE USA

The USA is a federation of states and its federal government is divided into three main branches: the legislative, the executive and the judicial.

The Legislative branch of the government is the Congress. Its function is to make laws and to finance the operation of the government. The Congress is composed of the Senate and the House of Representatives. The term of the Congress is two years. The US Senate has 100 members—two from each of the 50 states. They are elected to six—year term. Each Senator is chosen by a majority of voters in the entire state and his job is to represent the whole state. The House of Representatives has 435 members. The number of Representatives from the each state depends on its population. Besides making laws, the US Constitution also gives the Congress the power to raise money by means of taxes, organize the Armed Forces, declare war, etc. During a two—year term of Congress, as many as 20,000 bills may be introduced. It is a number of permanent committees of the Congress which are responsible for sorting the bills.

The executive branch of the US government is vested in the President, Vice—president and the President's Cabinet. It is responsible

for administrating and executing the laws. The president is elected for four years of service and may be reelected for 4 additional years. The term of his office begins on January 20, every 4 years. The President administers national government, appoints higher officers and has the initiative in foreign affairs. He has considerable authority over military policy. His actions may involve the country in a state of war, leaving Congress no alternative but to recognize the fact. The President outlines the course of his administration through his frequent messages to Congress.

The President's Cabinet consists of the secretaries of the major II executive departments. They are directly and fully responsible to the President. These include: Secretary of State, Secretary of Treasure, Secretary of Defence, Secretary of Agriculture, Secretary of Commerce, Secretary of Labour, Secretary of Health, Education and Welfare, Secretary of Housing and Urban Development, Secretary of Transportation, Attorney of the Interior. Besides, there are many independent agencies in the Federal Government, each having certain duties and responsibilities.

The **judicial branch** of the US government has the following peculiarities. In the United States there is a dual court system composed of a federal judiciary and 50 states judiciaries. The federal judiciary consists of the Supreme Court of the United States of America and the system of federal courts.

NEW ERA IN ARCHAEOLOGY

We have reached the stage where the course of prehistory can no longer be regarded as *terre incognites*. With very small and unimportant exceptions, we now know what has happened in Europe since the first man entered the continent. We know when the major changes occurred and why they occurred, who brought the innovations and from where.

The main work of the archaeologist has therefore changed. If his interest lies in the exploration of the unknown, he must go to other areas, to the regions of central and southern Asia, to Africa or America, where the task of dating the stages of development of culture and the movements of peoples is to be done. This does not suggest that the work of the European archaeologists is reduced. But the nature and scope of their tasks has altered. Apart from clearing up the odd corners, the European archaeologists of today find themselves involved in filling in the picture, in adding the flesh to the skeleton that their predecessors have built up.

One of the results is an increased emphasis on a statistical approach. Where his predecessors established the fact that battle—axe invaders entered Europe about 2000 B.C., the modern archaeologist is asking how many battle-axe invaders there actually were, how thickly they occupied the country which they overran, and to what degree they mixed with the original inhabitants.

For two centuries the scholars have been working on the problem of the origin and ethnic history of the peoples of Central Asia. Modern archaeologists are making intensive efforts in this direction as well. The majority of them adhere to the hypothesis concerning the Indo—Iranian or Iranian affiliation of the cultures of the steppes. Toponymic investigations are of great help as they permit to disclose the oldest strata of toponyms. Significant results are obtained from the use of relics of ancient mythology. The population of plains of Central Asia and of the Pamirs retained specific beliefs and even cycles of beliefs which date directly from Indo—Iranian times.

At the same time modern archaeologists of Central Asia carefully follow and consult works in this field created by their colleagues in Iran, India, Afghanistan, Pakistan and other foreign countries. No doubt the collective efforts of contemporary scholars from various states will have extremely fruitful results in the study of the ancient ethnic history of the Central Asian peoples. It's interesting to mention, that some researchers assume that before their division the Proto—Indo—Aryans and Proto—Iranians inhabited South—Eastern Europe. From here East Iranian tribes migrated and populated the greater part of what is now called Central Asia.

MUSIC

ABOUT MUSIC

No one knows when people got the idea of making music themselves. They found that with music they could express their feelings and make sounds that were pleasant to hear.

Rhythm, melody and harmony are important parts of music today. Rhythm and melody are older than harmony. Rhythm is the accent or beat in the flow of sound. Melody is the tunefulness. Harmony has to do with the sounding of different notes at the same time.

The first music was vocal. People began singing simple melodies as they worked and played. The best songs were not written down but were remembered and handed down from one generation to another.

Music became so important in the lives of the people of long ago that formal music appeared. Formal music is music which has been composed for some purpose. The composer writes the music down in specially some way. No one can tell when and where music was first composed and written down. But we know that the Greeks wrote music with the letters of their alphabet. Writing in notes like those of today came much later.

All early composed music was for voices. Early songs were sung in unison, that is everyone sang the same melody. When composers began composing songs, they began adding other melodies to the main melody. Such writing for different parts or voices became known as «polyphonic» music—music of many sounds.

Much of work of early European composers was sacred music for

church. But there were also gay songs. Some of them were called «madrigals». Songs which people made up as they worked or played were called folk songs.

Writing music for instruments began about 400 years ago. Violins and keyboard instruments became popular. From that time on people developed many kinds of compositions. Many different groups were formed to perform them. There were choirs, opera companies, string quartets, symphony orchestras and many others among them. But of course not all the music which was composed was for groups. Great soloists appeared—singers, violinists, pianists, cellists and so on.

Music is becoming freer—more plastic—with wider range of expression. There was a time in the seventeenth and eighteenth centuries when most European music revolved around a central tonality and returned to the first tonality in the closing harmonies. This harmonic modulation, or passing from one tonal centre to another, has become freer as music develops.

Music is sometimes called a universal language. In music there are not the barriers which there are with spoken languages. A composer who cannot speak a single word of our language can make us feel joy and pride, despair and peace through his music.

THE BASIC ELEMENTS OF MUSIC

Tone. Tone is air vibration. The quicker the vibrations, the higher the tone. Vibrations of tone travel in waves.

Rhythm. Rhythm is mainly duration. The basic feature of rhythm is the interval of time between the pulsations and this interval of time is one aspect of duration.

Melody. Melody is a combination of frequency and duration. A melody moves up and down in pitch—the tones which compose a melody are varied in their length.

Harmony. Harmony is the sounding together of several tones at the same time. There may be from two to sixteen tones in any particular harmony. Sometimes some of these tones are an octave higher or lower than the others. Harmony is a combination of frequency relations.

Timbre! Timbre is another name for tone colour. If we hear a flute playing in the next room and later a trumpet, we know which instrument is playing by the character or timber of its tone. It is not necessary for us to see the instrument. Timbre is made up of two things—the fundamental tone, or first component, and the varying degrees of loudness of the other components sounding above it. When tone sounds thin and shrill, it is because the higher components are loud and the lower components are softer. When tone sounds rich and full, it is because the lower components are louder than the higher.

In other words, these differences of timbre are produced by varying degrees of loudness of the higher components in relation to the first component. These differences of timbre are unlimited in number.

If we want to discover what underlines tone, rhythm, melody, harmony and timbre, we shall find that three basic elements of music are: frequency, intensity and duration.

Frequency. Frequency and pitch are different aspects of the same thing, Frequency is nature-given, pitch is man-conceived. Pitch is the difference in our sensations caused by high or low tones. Frequency is the rapidity of vibrations which cause this difference of our sensations. Pitch is a word used by musicians for their feeling and knowledge of how high or low is a tone or group of tones. Frequency is a word used by physicists with much the same meaning as pitch but expressed in the number of vibrations in a second. The motion of an accordion may suggest two phrases of air pressure. As the player presses in the instrument, it is as if the inside were condensed. As the player draws out the instrument, we have the impression of air which is rarefied. In other words, pitch is subjective and frequency is objective.

Intensity. By intensity is meant the amplitude of the sound waves — the volume or degree of loudness of the tone. Intensity, amplitude, volume and loudness are different aspects of much the same thing.

Duration. All music is extended in time. Duration in music includes rhythm, the length tones are held, the speed or tempo of the flow of the music. These elements make up the infinite scope of every kind of music — passionate and tranquil, melancholy and gay.

FAMOUS COMPOSERS

Sergei Prokofyev (1891 — 1953) was five when his mother gave him his first piano lesson. At the age of six he composed small pieces for the piano. A few years later he wrote an opera to his own libretto called «The Giant». Prokofyev graduated from the Conservatoire in 1914. Taking his final exams as a pianist, he won the highest distinction: the Anton Rubinstein gold medal and prize.

Prokofyev worked for many years in all spheres and genres of music. His original talent has won universal recognition. His best works have enriched the legacy of world musical culture.

Prokofyev was one of the greatest masters of the new, Soviet period in the history of Russian music. Operas and ballets held an important place among the works which he created: For example, in 1919 the opera «Love for Three Oranges» was written and became very popular. In the twenties Prokofyev wrote another opera — «The Flaming Angel» but he did not live to see it on the stage. As for his ballet music we can mention his «Buffon», «The Age of Steel», «The Prodigal

Son» and «On the Dnieper». Prokofyev's best works were written after his return to his native country, from abroad. They are: the ballets «Romeo and Juliet», «Cinderella», «The Stone Flower»; the opera «War and Peace»; the symphonic fairytale «Peter and the Wolf»; the Fifth and the Seventh Symphonies, etc. These compositions reveal the best qualities of his talent.

Dmitry Shostakovich (1906 — 1975) was born in 1906. In 1919 when he was only thirteen he entered the Petrograd Conservatoire. He completed the full piano course in four years, and the composition course in two more. He was nineteen then. At this age others only enter a higher school. A young composer had already written a number of works-songs for piano, a scherzo for orchestra, a trio, pieces for cello and piano, the First Symphony and others. They revealed his wonderful talent.

During his life Shostakovich had been working in all spheres and genres of music. He had written a number of symphonies. The Seventh Symphony was named «The Leningrad Symphony». It was created in the first months of the Great Patriotic War. It reflected the feelings of millions with great artistic force. Among his other works are operas, ballets, piano, violin and cello concertos, cantates, oratorios, string quartets, chamber, vocal and film music and operetta is full of humour. There are many satirical episodes in it which are linked with lyricism.

His string quartets — the Seventh and the Eighth — were in many ways new to Shostakovich's chamber music. The Eighth Quartet commemorates the victims of fascism. It is a work of great human importance. Shostakovich made an attempt «to look into the future, into the postwar epoch» in his Eighth Symphony, written in 1942. Explaining the mood of this work, Shostakovich wrote, «Life is beautiful and all that is dark will disappear». Shostakovich's music is human and striking. Its popularity is growing with every year in our country and abroad.

THE ENGLISH COMPOSERS OF THE 20-TH CENTURY

The English composer **Arthur Bliss** was born in 1891. He was educated at the Cambridge University. In 1913 he went to the College of Music in London. When the World War I began, he joined the army and served during all the period of the war (1914 — 1918), being wounded twice. On his return home he continued his self education in music. As a result of it his rhapsody for soprano and tenor with flute, string quartet and doublebass and the Concerto for piano, tenor, strings and percussion were composed. In 1921 he composed music for a production of Shakespear's «Tempest» in London. But it was not a success. A much greater event was the production of the «Colour Symphony» in 1922. In 1923 Bliss left England for California. He was musically associated with the film industry and composed a string quartet, piano pieces and songs. He was back in England in 1926. Soon after it he appeared as a composer with a new version of the Concerto

of 1919, now arranged for two pianos and orchestra and considerably revised. He had become a serious composer though he always intended on writing in a modern way. For example, in a quintet for oboe and strings he approached a beautifully mature chamber style. No less fine is the sonata for viola and piano which demands great virtuosity. Arthur Bliss has written ballet, orchestral pieces, chamber music, concertos and film music. His music was admired by many people.

Benjamin Britten is an English composer, pianist, conductor, public man and a famous representative of modern English music. He was born in 1913. He played the piano at seven, composed an oratorio at nine and had written a symphony, quartets and other works by the time he was sixteen.

He first attracted attention in 1934 with the music which he composed for the International Society for Contemporary Music. During World War II he lived in the United States. While living there he composed an opera «Peter Grimes» which was successfully produced in the USA and abroad. This opera placed Britten among the major composers of England.

Among his other compositions are «Let's Make an Opera» composed especially for young people, «Beggar's Opera», «Midsummer Night's Dream», «War Requiem» and others. Britten's gift lies in his music for the stage. But he has written a great deal of chamber music and music for the orchestra, including the popular «Young Person's Guide to the Orchestra».

MUSICAL EDUCATION IN ENGLAND

Education in practice and the theory of music is provided in England at the musical colleges. The most important of them are the Royal Academy of Music and the Royal College of Music in London, the Royal Manchester College of Music and the Scottish National Academy of Music in Glasgow. Every branch of musical study can be pursued, from aesthetics to the bass tuba. Orchestral concerts are given and the best students have an opportunity to perform in public. Diplomas are awarded in every subject of the curriculum.

Many students at the colleges of music become teachers at schools. For this purpose special instruction and special courses are provided at most training colleges for teachers.

The extent to which music is taught at schools varies a good deal. Sight-reading and singing are generally taught at junior classes, while the reading of musical appreciation is taught at senior classes. Most big secondary schools have a choir and an orchestra and often a military band too. Concerts are often arranged there.

The post-graduate stages of musical education are also developed in the country. For example, a course of advanced training for opera has been offered since 1946. Now it is under the name of the National School of Opera, at Morely College. In 1961 the Government agreed to provide the London Opera Centre for Advanced Training for outs-

tanding talents. There are also courses of advanced training for conductors trying to gain experience.

Summer schools are also held for those who are engaged in teaching and wish to brush up their knowledge. For example, there is the Summer School of Music at Dartington. The school was founded in 1948 by Sir William Glock, John Amis and Beatrice Musson. Each August during the college holiday the Summer School of Music takes over Dartington Hall. About 400 people can be found there at this time. The visitors can be divided into three groups: the professionals (musicians, teachers and students), chamber—music players (very often highly advanced amateurs) and ordinary listeners. Daily programmes are extensive and interesting. The Summer School is a combination of music festival—there are not only master classes but concerts and holiday too.

COVENT GARDEN

The Royal Opera House at Covent Garden stands not far away from one of the most famous of London streets, the Strand, in the West End. It is the best opera house in Europe, with one of the finest possible orchestras. «Covent» comes from «Convent», a nunnery. In the Middle Ages the area near Bow Street was occupied by a convent and now the name alone keeps up the memory. After King Henry VIII closed the convent, the area was developed into a beautiful piazza with fashionable houses all round it. This was long before the theatre came. What came next was far worse and has still not been removed: the vegetable market. The market was officially established by King Charles II. In 1671 one of the owners in the district let property to a market gardener and the vegetables arrived. At that time, the market was very small and was used mainly by Londoners. Today, Covent Garden serves the whole of Britain.

The Covent Garden Theatre was built in 1858. It is the chief seat of grand opera in London. The site has carried a theatre since 1733, but earlier buildings were burnt in 1809 and 1856. Outside you see tall pillars, flags and lights. The inside is far more beautiful. The large auditorium is in the shape of a horse-shoe. There you can see the great dark velvet curtains with the royal initials EIIR (Elizabeth II Regina) at the bottom and much more dark velvet and plush all round. The boxes and pink shaded candles stretch around the horseshoe under a dome and a light green ceiling. This is the real Covent Garden and on a gala night there are flags, draperies and flowers in the boxes. The building of the opera house is in some respects out of date and inconvenient next to the fruit and vegetable market. But it is acoustically a very satisfactory building.

Covent Garden is open almost the entire year. When the opera company is resting or touring the ballet company takes the stage. The Royal Ballet achieved the great artistic success too.

The season is held in the summer and the singers are drawn from all over the world. That is why operas often performed by brilliant

casts. But this system is very dangerous when singers fall ill and there is the need in a substitute. The orchestra at the opera house is very good, its playing is an outstanding feature of the productions. Prices to the Royal Opera House are high. All the operas are sung in the original language, whatever the nationality of the performer be.

Arthur Sullivan was one of the composers who established serious English opera on a permanent basis. His «Ivanhoe» was produced at the Royal Opera House in 1891 and ran for 160 nights. Since that time English operas have appeared intermittently at Covent Garden, but principally the opera-house was reserved for the Continental repertory. This now means the works by Wagner, Verdi, Puccini and the works by other German, Italian and French composers.

Besides Covent Garden there are other opera houses in England, for example in Glyndebourne, on the Sussex downs. This little theatre has seats for 400 people. It was first opened to the public in 1934. Its repertory at first consisted of Mozart's operas but later the operas by Verdi, Donizetti and other composers were added. Here, as at Covent Garden, the casts are international, but they include a larger proportion of British singers.

THE GREAT COMPOSERS' VISITS TO GREAT BRITAIN

Many famous composers visited Great Britain. F. Chopin and P. I. Tchaikovsky were among them.

Frederic Chopin is the great Polish pianist and composer. During his life he visited different countries, including Great Britain. He arrived in London on April 20th, 1848 at the invitation of his Scottish pupil and friend, Jane Stirling. During his stay in London Chopin was invited to play before Queen Victoria and met many of the leading figures of that time, including the novelist Charles Dickens and historian Thomas Carlyle. After London Chopin visited the homes of his Scottish friends. Then he travelled to Manchester where he took part in a public concert. After his return to London at the end of October, 1848, his fatal illness was advancing apace. He remained indoors for three whole weeks at his lodgings in St. James's Place—with the single exception of the evening of November 16th. On that day, in spite of his illness, he went to the Guildhall to play at a concert. He gave the ball in aid of his fellow-countrymen—Polish refugees. It was the last time he ever played in public. He left London for Paris on November 23rd, promising to return the following year. That was not to be—F. Chopin died in Paris on October 17th, 1849.

As a result of the months which Chopin spent in Britain the people of the country cherish many relics and souvenirs reminding the great pianist. The autographed manuscripts of Chopin's two most famous polonaises are in the British Museum, as well as other Chopin's autographs. In Manchester we may see the most treasured of the Chopin's relics in this country—the original death mask. In 1936 the mask was placed in the Henry Watson Music Library in Manchester.

Petr Ilyich Tchaikovsky is a famous Russian composer. He first visited England in 1861. «London is very interesting», he wrote to his father in St. Petersburg, but it makes a rather gloomy impression».

Twenty-seven years later Tchaikovsky arrived in London to begin his first foreign tour. His concerts were marked by the London press as an important event. In the following year he visited London again. His fourth and final visit was in the last year of his life. It was in 1893.

On the 50 th anniversary of the foundation of the Cambridge University Musical Society Tchaikovsky with the Norwegian composer Edward Grieg, the French composer Saint-Saens and some other European composers were elected as Doctors of Music on the morning of June 22, 1893, a symphony concert was held in Cambridge. The concert consisted of works by the composers which were elected as Doctors of Music: Tchaikovsky wrote to his brother: «The concert went off brilliantly, that is to say, the unanimous opinion was that I had a real success».

In 1884 Tchaikovsky began to study English. Later he said that his progress was considerable and that he could easily read Dickens in the original. Knowledge of English helped him to communicate with the English people during his trips to England.

MUSICAL AMERICA

What kind of music do Americans play, sing, listen to and compose? Since the United States were settled largely by Europeans, it is not surprising that classical music and folk—songs were brought over from the continent. The names of Beethoven, Brahms, Debussy, Tchaikovsky, Bach, Mozart and other European composers are often seen on orchestra and opera programs. Opera is an important musical genre in the country. It is becoming more popular every year. Every Saturday afternoon during the operatic season, operas are broadcast to all parts of the country from the New York Metropolitan Opera. It is the most famous opera house in the USA. Almost all world-famous singers have sung there. At least 25 per cent of Americans are fond of classical music. Boston, Philadelphia and San Francisco symphony orchestras are widely famous in the country and abroad.

But Americans have varied musical interests. Many generations of Americans sing English, Irish and Scotch folk-songs. Workers and cowboys have their songs about work, life and love. The greatest contribution to American music was made by the Negroes in the South. Most of their songs were composed during their work on the plantations. After the day's work the Negroes had a rest. While resting, they released their dreams and troubles in «blues», songs and spirituals.

The Negro's greatest contribution to American music was jazz. After the Civil War some of the brass instruments of military bands fell into the hands of the Negroes, and the result was all kinds of rhythmic and melodic experiments. Thus jazz was born. Jazz became po-

pular all over the country thanks to Luis Armstrong and Duke Ellington.

Among the American Negroes there were popular singers too. One of them was Paul Robeson.

Paul Robeson was a well-known American singer, actor and progressive public figure. He was born in 1898 in the family of a poor Negro priest. From 1921 he began to perform as an actor, and from 1924—as a singer. His repertoire included Negro folksongs, works of classical music, songs of the Russia composers, etc. For his progressive activities Paul Robeson was awarded «The International Peace Prize» and the International Lenin Prize «For Strengthening Peace among Nations»,

Paul Robeson visited the Moscow several times. His first visit to Moscow was in 1934. His impressions of this visit were written in his work «Here I Stand». He wrote the following, «When I went on my first visit I saw how the Yakuts and the Uzbeks and all the other formerly oppressed nations were leaping ahead from illiteracy to the heights of knowledge and to modern industrial economy. I was pleased to find a place where colored people walked secure and free as equals. So I thought that it would be a good thing to send my son to school in the Moscow. And he attended public school there for two years. Later he studied at high school in Springfield and graduated from the Cornell University in New York. But he used to say that the school in Moscow was wonderful».

Paul Robeson was famous for his wonderful performance of Negro folksongs and blues. His fine singing and creative effort made his songs very impressive and touching.

A MUSICAL THEATRE FOR CHILDREN

The Moscow Children's Musical Theatre is unique in the world. It was founded by Natalya Sats, a director, a teacher, a writer and an enthusiast of children's cultural education.

A new type of theatre—the children's theatre—was born in our country in the early years of Soviet power. Right after the October Revolution young Natalya Sats was among the volunteers who founded the country's first children's drama theatre. Now there are children's theatres in many cities. Over twenty million schoolchildren attend performances at children's theatres every year. The theatres play an important role in the ideological and aesthetic education of children. They shape the child's aesthetic tastes, establish norms of morality and a high spirit of patriotism and internationalism.

Natalya Sats has always felt that music is important for theatre for children. Sergei Prokofyev's famous «Peter and the Wolf» was created on her initiative and with her help. So the idea to establish a musical theatre for children was not a sudden flash of inspiration. Such a theatre has been created in Moscow. During the years of its existence, different works have been staged. They help children to love music,

opera, ballet and musical comedy. There is a large table with pencils and paper in the foyer of the theatre and children can say what they think about the performance.

The company's repertoire is very rich. It leads young audiences to beautiful summits, opens the world of music page by page like a good book.

The company's musical productions are of different kinds. They demand versatility from its members. Natalya Sats thinks that musical productions for children can be successful if they combine good music, singing and acting. Children sense falsity immediately. The content of the productions is also very important. They should present the burning problems of modern times, tell about the heroic past, introduce children to the treasures of folk and fairy tales of different peoples.

Natalya Sats once said in an interview about her company. «Our actors are always improving. They are working in studios under the guidance of teachers and they are adding to their means of expression. I am really proud of them».

The company of the Moscow Children's Theatre has toured widely in the country and abroad. The theatre has withstood the test of time and has proved that it must exist.

The work of the Children's Musical Theatre is closely linked to the schools. It takes part in organizing school theatricals and theatrical concerts, etc. In a word, it helps to bring the theatre directly to the schools.

THE DEVELOPMENT OF MUSICAL ART IN UZBEKISTAN

The development of musical art in Uzbekistan is closely linked to the history of our Republic. The Uzbek people possess the rich folklore of national culture. But during the historical development it was combined with new forms, genres and aesthetic principles.

One of the most popular genre of Uzbek folklore are lyrical songs (ashulas). Ashula may date back to the 15th century. Ashula is a part of the cultural heritage of the Uzbek people. Besides, it is a genre which is alive and loved by a lot of people. Many professional singers include ashulas in their repertoire. The themes of ashulas are various. They can be songs about love and dreams. There are also many satirical, comic and philosophical songs. Their rich, emotional melodies and harmonious composition conquer the hearts of listeners. Ashula made a great influence on the development of other vocal genres, including opera.

Uzbek opera was provided in the traditional folk songs of rare and diversified beauty, existing traditions of instrumental music and a wide range of popular ritual. Khafizes (singers), bayonchis (story-tellers) and askiyavozes (jesters) performed in the festivals. Wandering players were very popular. The actors used to wear flowing robes, sometimes turned them inside out playing women's roles.

The creating of the national Uzbek opera and ballet was the result of the development of the Uzbek national culture. The first opera «Farkhad and Shirin» was performed in 1936. It was Hamza Hakim-zade Niazi who was the founder; the director and the composer. He wrote both plays and songs. Among the first fine singers there were Khalima Nasyrova, Kari-Yakubov, Karim Zakirov, Tamara Khanum. Having studied choreographic and vocal folklore, Tamara Khanum has for a long time been a famous performer and promoter of the Uzbek art at home and abroad. The stages of her creative biography were connected with the achievements of the Uzbek art. The first performance of the young singer was in 1919. She sang the songs of Hamza Hakim-zade Niazi. In 1922 the first ensemble was founded in Uzbekistan by the folk singer Mukhiddin Kari-Yakubov. The ensemble included only one woman — Tamara Khanum. The appearance of a woman on an Uzbek stage was not only a cultural but a political event in the history of the Uzbek art. At the end of the twenties thanks to the phenomenal talent and daily trainings Tamara Khanum took a leading place in the cultural life of the Uzbek republic. She showed herself as a first-class dancer and an excellent drama actress. Her repertoire included songs and dances of different countries. From year to year she perfected her mastership in the vocal and choreographic respects. Tamara Khanum has many admirers in all parts of the world. For her great achievements in musical art she was awarded the honorary titles and orders of the government.

The modern Uzbek musical art is characterized by combination of the national traditions and world classics. At the present time the Uzbek people have a rich musical culture. All genres of musical art are developed — opera, symphony, ballet, concerts, etc. The Uzbek composer Mukhtar Ashrafi made a great contribution to the development of musical culture of the republic. His rich musical heritage includes operas, ballets, camera music, etc. Numerous national ensembles were formed in the republic. Some of them, such as «Bakhor», «Yalla» — are widely famous both in our country and abroad.

LANGUAGE AND LITERATURE

ABOUT LANGUAGE

Almost nothing we do can be done without speech. It took mankind centuries to learn to talk, and it takes most of us a long time to really master our own language. If we take language for granted, it is always a part of our lives.

The story of language goes through the whole story of human history. People need language in order to work together. Language consists of words which we put together into sentences. Language itself is as old as ancient cave man. But there was a time when all words were new. Ancient men were not born knowing how to talk. They had to create language. Prehistoric men had to make up every word or they had to borrow the word from someone else who had made it up. A

new word was born every time when two or more cave men agreed to use a certain combination of sounds to stand for a certain thing. When they had agreed on a word, they could make still more. The more words they made, the easier it was to make still more. Thus language was slowly growing.

Nobody knows when speech began, but some experts believe that it started when people first made stone tools. Tools and language were important to each other. Each helped the other to develop. Language is likely to be fully developed by about 25,000 years ago.

About 3,000 different languages are known to be in the world to-day. There are also several hundred languages more that have died out. Behind this great number of languages lies one simple idea: sounds can stand for things. We must know the distinction between sounds and words. Words consist of sounds, but there are many sounds which have a meaning and yet are not words. For example, we may say «sh-sh» when we mean «keep silent».

When we want to tell other people what we think, we can do it not only with the help of words but also in many other ways. For example, we sometimes move our heads up and down when we want to say «yes», and we move our heads from side to side when we want to say «no». There are people who can neither hear nor speak. They are deaf and dumb people. They talk to each other with the help of their fingers. But the language of signs is not always very clear. The language of words is much more exact. Only man has the power to speak really because he can form new sentences out of the words which he knows.

SOME FACTS ABOUT POLYGLOTS

The Italian Cardinal Mezzofanti (1774 — 1849) spoke 39 different languages fluently and was familiar with 65 other languages and dialects. Guiseppe Mezzofanti was the son of a carpenter. He was born in Bologna. In the seminary where he studied he distinguished himself. At 23 he was appointed tutor in Arabic at the University of Bologna. Latin, Greek and Hebrew had been part of his regular course. He also learned French, German and Swedish.

At that time Bologna offered unusual scope for a linguist. The city was occupied by the French and Austrian forces. Among them there were men speaking tongues which belonged to different groups: Slavonic, Romanic and others. There were the military hospitals in the city. One could find representatives of many races among the wounded there. Mezzofanti used to visit the hospitals. He listened to the languages of the patients and tried to understand them. In this way he could learn some languages.

At 29 Mezzofanti became Professor of Oriental Languages. He remained at Bologna University for thirty years. His fame as a wonderful linguist spread. Many travellers and linguists from all parts of the world came to speak to him. They testified to his gift of tongues.

In 1838 Mezzofanti was created a Cardinal. But he didn't take part in Papal diplomacy or Church government. He was eager to learn more and more languages. At the end of his life he began to learn a very complicated tongue of the Basques and a language of Abyssinia.

At the present time there are a lot of polyglots too. And it seems that acceleration has reached polyglots. For example, Alexander Termer, a schoolboy in Yaroslavl, began learning English by himself when he was seven years old. Since that time he has studied English textbooks for higher school students. Now he is learning Polish, German, Spanish and French. He says, «To learn French better, I began by translating a text into Russian. Then I translated it back into French and compared the results with the original. I recommend this method for everyone».

Every man can learn a foreign language. This is a true statement. It is true because you know your mother tongue. And if you were able to learn it, you can learn any language.

If you want to speak a language, you must hear it spoken. It will help you to learn a language by imitating. If you are interested in reading a language, you do not need to hear it spoken. If you want first to speak and then to read a new language, the following guides will be helpful for you.

Begin to learn a language by ear. Listen to native speakers. Listen to records. Listen to tapes. Imitate. First try to learn separate words, then whole phrases and sentences. Study the grammar rules of the language and learn to use them. Practise reading newspapers and magazines in the foreign language. The more you read, the sooner you will get to feel language. Try to think in the language which you learn. Try to repeat new words as much as possible. Learn the foreign language systematically. Remember that many people learn both dead languages and modern ones without the help of any teacher.

THE HISTORY OF THE ENGLISH LANGUAGE

English is one of a family of languages called Indo-European. This family includes most of the modern European languages and such important languages of antiquity as Latin, Greek and Sanskrit. The Indo-European family of languages has several subfamilies. English belongs to the Germanic branch of the Indo-European family. Germanic languages include Dutch, English, German, the Scandinavian languages, and several extinct languages (Gothic and others).

The English language of today reflects many centuries of development. The ancient inhabitants of Great Britain were the Celts. Now only a few their words remained in the language spoken by the English people. Then Great Britain was occupied by the Romans. The Roman period of British history lasted 465 years. The Romans brought a few Roman words into the English language, for example, street, Lincoln, Doncaster and some other names.

Then the Saxons came settled down in the land which they had conquered. These Germans were the founders of the English nation.

Later other Germanic tribes came and settled on different parts of the coast. Among these tribes were the Angles. The general name which Anglo-Saxons gave to the country was England. They called their language English.

The Normans came to Great Britain in 1066 and the great battle between the English and the Normans began. Near the town of Hastings the Normans won the battle. After this battle William who was at the head of the Normans was called the Conqueror. He became the king of England. The Norman Conquest brought England under French rule. The English language, though it did not die, was for a time of only secondary importance. French became the language of the upper classes of England. The lower classes continued to speak English, but many French words were borrowed into English.

Thus we can distinguish three major periods in the evolution of English. The first, called Old English, covers the period from the beginnings of the language to about 1100; the second, Middle English, from 1100 to 1500; and Modern English from 1500 to the present. Modern English has been a period of a wide borrowing. English still derives much of its learned vocabulary from Latin and Greek. It has also borrowed words from nearly all the languages of Europe.

In the course of the last hundred years English has become a world language. In number of speakers, English is nowadays second only to Chinese. It is the official language of the United Kingdom of Great Britain and Northern Ireland, of the United States of America, of Australia and New Zealand. It is used as one of the official languages in Canada, the Republic of South Africa and the Irish Republic. It is also spoken as a second language by many people in India, Pakistan and numerous countries in Africa. Besides, a lot of people all over the world study English as a foreign language.

LERMONTOV'S WORKS IN ENGLISH TRANSLATION

M. Lermontov (1814 — 1841) is a great Russian poet. His poetry constitutes a whole era in the development of Russian literature.

Lermontov was first introduced to the English-speaking public two years after his death. In 1843 Marquis de Custine's book about the Russian poet's banishment to the Caucasus was published. The same year, the Scottish «Blackwood's Edinburgh Magazine» published «Gifts to the Terek.»

Lermontov's name was first mentioned in the American press in 1850. Three years later his «A Hero of Our Times» was published. Thirty years later the novel was reprinted. The new edition attracted a wider readership and aroused a greater interest in Lermontov's other works and in him as a person. In the 1880's a lot of new translations of his poetry appeared both in England and in the United States of America.

Ethel L. Voynich, the author of «The Gadfly», used to read Lermontov in the original. She knew «The Demon» and many other poems by

heart. She liked «The Song of the Merchant Kalashnikov» very much. She decided to translate the poem into English. She spent a lot of time and effort because she tried to render the style of the poetic tale and the music of Lermontov's verse.

Today, Lermontov's work is studied by numerous British and American scholars. For example, Lawrence Kelly, a member of the Royal Geographical Society, wrote a book «Lermontov. Tragedy in the Caucasus». It was published in London, in 1977. In the preface to his book Kelly acknowledges his gratitude to the Lermontov scholars, Irakly Andronikov and Victor Manuilov. They provided him with all necessary material and helped him to feel and value the spirit of Lermontov's time.

1979 saw the publication of a volume of selected studies on Mikhail Lermontov. It was the first product of cooperation between Russian and American literary critics specializing in Lermontov. Work on the book began in 1973. At that time Professor Glasse of Cornell University suggested that American and Russian scholars would make a joint research on M. Lermontov. Professor Glasse offered a number of valuable albums from private collection for joint study. The joint research paper cover the period between 1827 and 1841, that is the poet's entire literary career.

Selected works by Lermontov were published in Canada in 1967. It is one of the most complete collections of his works in English translation. Many poems included in the book were translated into English for the first time.

In 1976 the English — language premiere of «Masquerade» by Mikhail Lermontov was given in Glasgow. The play was staged by the Citizens Theatre company. It was translated by the director, Robert David MacDonald into flowing rhythmic prose. The Glasgow production was a theatrical landmark. It was welcomed by British critics and the audiences alike. Glasgow can be proud for staging this great Russian classic for the first time in Great Britain and for having done so with such success.

ENGLISH WRITERS

English writers have made a great contribution to world literature. The greatest of all English authors is William Shakespear (1564 — 1616). He is widely known as a playwright and a poet. During his literary work W. Shakespear had written 37 plays, two poems and 154 sonnets. His works reflected the epoch of the Renaissance with all its contradictions and tragedies. Such plays by W. Shakespear as «Othello», «Macbeth», «King Lear», «Romeo and Juliet» and others are widely famous.

Among the greatest English writers of the 17th—18th centuries we can name Daniel Defoe, Jonathan Swift, Robert Burns, George Gordon Byron, Walter Scott and others. D. Defoe and J. Swift are known as novelists but they were brilliant satirists as well. The books which made them famous all over the world are: «The Life and Strange Surpri-

sing *Adventures of Robinson Crusoe* (D. Defoe) and *Gulliver's Travels* (J. Swift). W. Scott is the founder of the historical novel in English literature. His most famous books are: *Rob Roy*, *Ivanhoe*, *Quentin Dorward* and others. R. Burns and G. G. Byron are great English poets. R. Burns is the national pride of Scotland. The source of his poetry was the life of common toilers and Scottish folklore. The chief tenor of the creative work of Byron is revolutionary romanticism. Being an aristocrat by birth, Byron broke off with the aristocratic society and devoted himself to political struggle.

The greatest English writers of the 19th and the first half of the 20th century are Charles Dickens, William Makepeace Thackeray, Charlotte Bronte, Elizabeth Gaskell, George Bernard Shaw, Herbert Wells, John Galsworthy and others. These writers belong to a new trend, that of critical realism. They used their literary works as a means to protest against the evils in social and economic life and to picture the world in a realistic way. The weakness of this literary trend lies in the fact that they were not connected with the working class movement and were unable to show the only correct way of abolishing social slavery. They wanted to improve people's life by means of reforms.

World War II broken out in 1939, brought a new generation of realist writers. Richard Aldington, J. B. Priestly and A. J. Cronin appeared on the literary scene. A. Cronin didn't support the revolutionary struggle of the workers, but he sympathized with the working people, gave a truthful picture of their hard life and protested against exploitation. His works *Stars Look Down*, *The Citadel* are widely famous. After World War II a number of young English writers appeared, for example James Aldridge. His activity as a propagandist for peace and friendship among nations received the highest award. In 1973 he became the winner of the International Lenin Peace Prize. Modern literature is characterized by a new type of anti-bourgeois criticism in the life of England. The best known writers of this trend are Alan Sillitoe, Graham Green and others.

L. N. TOLSTOY AND ENGLISH LITERATURE

L. N. Tolstoy is a great Russian writer. He was a man of broad interests. English literature played an important role in his creative work. In 1898 Tolstoy talked to Robert Edward Long, a journalist who translated Russian literature. During their conversation Tolstoy expressed his general viewpoint on English literature. He said, «I like a lot of things about England, but what I know about the English people has mostly been learnt from English literature». Of English literature as a whole, he remarked, «You have produced excellent observers, excellent humourists, and in general, a large number of mature and educated writers».

L. N. Tolstoy loved, read and reread Swift. Among the 18th century novelists he loved Fielding, Smollett, Goldsmith and Stern. He

placed Charles Dickens first among the 19th century English novelists, but he also loved Eliot, Moore, Hardy. Among the English writers of the 20th century he loved Bernard Shaw. Tolstoy's first letter to B. Shaw was written on August 17, 1908, after he had got a copy of Shaw's play «Man and Superman». Tolstoy admired Shaw's talent, but he thought that Shaw sometimes used paradoxes in order to avoid giving an answer to major problems.

Charles Dickens played a great role in the spiritual life of L. N. Tolstoy. During all his life Tolstoy was interested in Dickens, both as a writer and a person. He was continually reading and rereading Dickens' works.

L. N. Tolstoy had much in common with Charles Dickens in terms of his affection for people, his humanism, the power of creative imagination, and his regard for education. In 1891, in London, Tolstoy heard Dickens' lecture on education, and liked it very much.

Tolstoy was fond of Dickens and felt that they had much in common spiritually. The diaries of the young Tolstoy show that his interest in Dickens was related to his reflections on morality and self-improvement. Dickens was a constant companion of Tolstoy, helping him in his creative process and arousing his energies. Once Tolstoy said to his family, «Dickens is there in my room, waiting for me. How marvellous He loves the weak and the poor, and dislikes the rich everywhere».

There is also a certain likeness between Dickens and Tolstoy in terms of morals and ethics, in the literary field, in manner of narration and language. Tolstoy considered Dickens «a real teacher of the literary language».

In his turn, L. N. Tolstoy had many friends and admirers in England. His masterpieces «War and Peace», «Anna Karenina» and others were translated into English. The number of their readers is continually growing. The creative work of Tolstoy attracted and attracts the attention of English critics. One of them called Tolstoy's novel «War and Peace», «The greatest ever written novel». This novel is an artistic, historic and philosophic epic whose elements are closely connected».

AMERICAN LITERATURE OF THE XIX TH CENTURY

One of the most popular American writer of the XIX-th century is James Fenimore Cooper (1789 — 1851). His first really famous novel was «The Spy», a tale of the American Revolution (1821). His next novels «The Pioneers» (1823) and «The Pilot» (1824) are devoted to such literary themes as the frontier and the sea:

From 1826 to 1833 Cooper was travelling in Europe where he met W. Scott and other writers. During those years he wrote such works as «The Last of the Mohicans» (1826), «The Prairie» (1827), «Notions of the Americans» (1828) and others. After his return from abroad Cooper was dissatisfied with American democracy. We can find the cri-

tique of American way of life in a number of his later works. J. E. Cooper was one of the first who proved that the world would read American authors.

One of the most famous American authors of the XIX-th century was Henry Wadsworth Longfellow (1807 — 1882). He was born in Portland in the family of a judge. He attended Bowdoin College. He was an exceptional student and soon after graduation he was offered a Professorship of modern languages at the college.

At twenty-seven Longfellow became Professor of modern languages and literature at Harvard. It was the best and oldest university in the USA. By that time he had travelled to Europe two times and visited many countries. He had published several textbooks and articles on European literature. In 1835 a collection of his sketches was published too.

Longfellow's first book of prose and his first volume of verse «Voices of the Night» appeared in 1839. As a poet he was a great success. Two years later he produced his second book of poetry «Ballads and Other Poems». His early prose was devoted to historical and moral themes. His poetry dealt with nature, except «Poems on Slavery». This book was written in 1842 to support the anti-slavery struggle, the most important social movement of that time.

At the age of forty-seven Longfellow decided to devote himself entirely to writing. He crossed the Atlantic several times to visit the European countries to improve his knowledge of European languages and literature. As a professor of literature he studied the European epos too. He could see that his native country had no epic poetry similar to that of European nations. This inspired him to gather and examine Indian folklore. In 1855 he wrote «The Song of Hiawatha», a skilful and beautiful imitation of epic poetry. «The Song of Hiawatha» was his best and greatest poetical work. The best Russian translation of the poem was made by Bunin.

The American literature of the XIX-th century is also represented by such authors as Washington Irving (1783—1859), who is considered the «father of the American short story»; Edgar Allan Poe (1809—1849) who made a contribution to the field of short story and poetry. N. Gawthorn, H. Melville, H. B. Stowe are famous American novelists. Their works, especially «Uncle Tom's Cabin» by Harriet Beecher Stowe, are widely known in many countries. Walt Whitman and Emily Dickinson are outstanding American poets of the XIX th century. Whitman's greatest book «Leaves of Grass» was published in 1855. The best poems by Emily Dickinson are serious, expressing the joy and sorrow of human life, the beauty of Nature.

UZBEK LITERATURE OF THE 20 TH CENTURY

One of the greatest representatives of the Uzbek literature of the 20 th century is Khamza Khakim-zade Niazi. As a young poet he wrote beautiful lyrics which have since become classics and have been

put to music. Later his lyrical verse acquired a philosophical depth and the young poet took up arms against social injustice. Khamza had written all kinds of literary works—poems, novels and dramas. In a number of his works Khamza advocated the need of educating among the people and showed the awakening of class consciousness among the working people. He created the characters of fighters for the people's freedom and happiness. His plays have stood the test of time. Among them «The Bai and the Farmhand» is especially popular and is performed at the present time too.

One more talented Uzbek writer of the modern time is Gafur Gulyam. He is noted for his lyrical verses and humouristic and satirical stories. In his works he struggled against the backward traditions of the past, against ignorance and hypocrisy. Such are, for example, his poems «Paranja», «Wedding», his stories «Friends», «Pilgrimage» and others. During the 30s and 40s he had created the works «Kukan», «Marriage», «You are not an Ophan», «My Son», etc. In these works he described the complicated process of collectivization in the village and the fight of the people during the Great Patriotic War. After the war new books of prose and poetry by G. Gulyam appeared. They were devoted to the peaceful, creative labour of the peoples of our country.

The foundations of the Uzbek dramaturgy were laid down by Kamil Yashen. He is a famous Uzbek playwright. He wrote his first play when he was quite a young man. Later, being a professional writer, K. Yashen had created a number of dramatic works. They became widely known in the republic. They reflected the most important events in the life of the Uzbek people. His dramas «Gulsara» and «Nurkhon» describe the struggle of the women of the East for emancipation. His plays «Comrades», «Let us Burn It», «Honour and Love» reflect the difficult period of the Uzbek history. Yashen laid the foundations of the Uzbek dramaturgy of the modern times. Depicting the real life of the Uzbek people, their thoughts and aspirations, his plays are constantly staged by the theatres of Uzbekistan. K. Yashen is a man of many-sided talent. He is also known as a literary and theatre critic, a journalist and an author of poems and articles.

Uzbek drama has also been enriched by the works of N. Safarov, Z. Fatkhulin, I. Sultan and other playwrights.

Uzbek poetry is represented by the works of Khamid Alimdzhan, Usman Nasyr, Uigun, Gairati, Mirtemir, Zulfia. Their works are permeated with the love for the Soviet Motherland, for the working people. Their verses are a document of the time, a message of one generation to another.

Books by the Uzbek writers are very popular both in our republic and abroad. The works by Kh. Alimdzhan, Aibek, Zulfia, G. Gulyam, etc. were translated into English, German, French, Urdu and other foreign languages.

Many writers and poets of Uzbekistan were decorated with government rewards and won honorary titles. Among them are Uigun, Nazir Safarov, Zulfia, R. Babadjan and others.

APPENDIX

Section for a Student KEYS TO EXERCISES

Unit 1 Ex. VII. (p.) 1. will not go 2. will not be 3. shall not go 4. will not work 5. will not get

Ex. IX (p.) 1. any 2. some 3. some 4. any 5. no 6. some 7. any 8. no 9. any 10. no

Unit 2. Ex. IV (p.) 1. deepest 2. largest 3. longest 4. worse 5. younger 6. longer 7. colder, cold, coldest 9. more beautiful 10. shortest

Ex. IX (p.) 1. Every day Olim goes to the Institute. 2. We do not speak French. 3. Karima lives in Tashkent. 4. He will come to the Institute at eight o'clock. Oleg came here at 10 o'clock. 6. They were students last year.

Unit 3. Ex. V (p.) 1. They saw playing children. 2. He saw a swimming man. 3. I talked to a woman making tea. 4. I looked at a skating girl. 5. We came up the singing boys.

IX (p.) 1. translating 2. translated 3. making

Unit 4 Ex. V (p.) 1. I was written 2. will be seen 3. was answered 4. was given 5. are put 6. was translated 7. will be read 8. is given

Ex. VII (p.) 1. was discussed, will be discussed 2. was translated, will be translated 3. were built, will be built 4. was made, will be made 5. were pronounced, will be pronounced 6. was read, will be read 7. was forgotten, will be forgotten 8. was translated, will be translated

Unit 5 Ex. VII(p.) 1. is looking 2. am speaking 3. is telling 4. is standing 5. am sitting 7. are going 8. is sitting

Ex. XI. (p.) ill—healthy, wrong—right, low—high, badly—well, receive—give, behind—in front of, large—small, ask—answer, hot—cold, far—near, put on—take off

Unit 6. Ex. XI (p.) big—little, finish—start, patriotic—unpatriotic, refuse—agree, the first—the last equal—unequal, birth—death, narrow—wide

Ex. XII. (p.) 1. Olim is playing chess. 2. Peter was doing his home-task. 3. My friend will come to me. 4. Every year thousands of young people enter our Institute. 5. The wind from the west was blowing. 6. She was talking to her friend.

Unit 7. Ex. 5. (p.) 1. easier, most important 2. fewer 3. better 4. most interesting 5. later 6. worse 7. worse

Ex. VII (p.) good—bad, difficult—easy, cheap—expensive, always—never, eminent—unknown, worst—best, to begin—to complete

Unit 8 Ex. IV (p.) 1. have just received 2. has never missed 3. have you ever been 4. have just done 5. have already 6. has he already finished 7. have not yet had

Ex. XIV (p.) finish—start, thin—thick, forget—remember, buy—sell, peace—war, early—late

Unit 9 Ex. III (p.) 1. I can 2. can 3. may 4. must 5. must 6. can 7. may 8. may 9. must

Ex. XIII (p.) large—small, left—right, to open—to close, new—old, to sit—to stand

Unit 10. Ex. III (p.) explore, leader, ruler, reader, owner, constructor, elector, inventor, translator, educator

Ex. V II (p.) ability consist, citizen, compulsory, creche, enable, fulltime, general secondary school, matriculation certificate, nursery school, peculiarity, preschool education, primary education, secondary education, vocational—technical school

Unit II Ex. V (p.) movable, profitable, conceivable, considerable; flexible, sensible, impressible, infusible, perceptible

Ex. VI (p.) 1. to dance 2. to dance 3. to be proud 4. to come 5. got up 6. to understand 7. to buy 8. do

Unit 12 Ex. VII (p.) 1. was able to understand, will be able to understand 2. were allowed to use, will be allowed to use 3. was able to speak, will be able to speak 4. had to repeat, will have to repeat 5. were allowed to discuss, will be allowed to discuss 6. had to make, will have to make

Ex. IX (p.) I has to go (must go) 2. may get up 3. can go 4. must help 5. can arrive 6. can take 7. must come 8. must go

Unit 13 Ex. VII (p.) 1. for, in 2. into 3. in 4. from 5. in, at 6. on 7. at, of

Ex. XIV (p.) 1. in 1918 2. Ukrainian language and literature 3. in 1970 4. near Kiev

Unit 14 Ex. VIII (p.) 1. was carried out 2. was being sung 3. was examined 4. is being discussed 5. will be studied 6. was translated

Ex. XIII (p.) authority, discuss, effective, guideline, introduction, reform, result standard vocational school, independent, elevate, present

Unit 15 Ex. VI (p.) 1. He knew I should wait for him. 2. My mother wrote that she would stay in Moscow for five days. 3. She thought we should come soon. 4. He said she didn't like coffee. 5. I thought it would rain. 6. They said that the examination had begun in June. 7. I thought you knew that text. 8. The engineer told us the house would be ready in a few weeks.

Ex. XI (p.) compare, computer, correction, dictionary, equivalent, publication, method, typewriter, version

Section for a Teacher

TYPESCRIPTS FOR LISTENING TESTS

Cycle I: Day of Knowledge

The First of September is Day of Knowledge. We began to celebrate this holiday in 1984. It was not by chance that this holiday was born in our country. It reflects the great importance of knowledge and education for the people, their desire to learn, to achieve higher educational and cultural standards. That is why it is a nation wide holiday.

On the First of September millions of pupils and students start the academic year at schools and Institutes. That is why schools and Institutes are the central venues of the holiday. But all the state and public institutions which bring knowledge to the people, all the parents, in a word, all the people of the country celebrate this holiday too. On September I, we lay flowers at monuments to outstanding people and think about the tasks which face our society at the present time.

Cycle II: Elizabeth II — Britain's queen

Elizabeth II is the sixth sovereign queen of Britain and the second of her name. She was born in London, on the 21st of April, 1926. In 1947 she married the Prince Philip, Duke of Edinburgh. Elizabeth II succeeded to the throne under dramatic circumstances. With her husband, she was on her way to Australia and New Zealand. She undertook this royal visit on behalf of her father who was ill. Elizabeth II was crowned at Westminster in 1953. Her elder son Charles is her heir and Prince of Wales. In 1981 the marriage of Charles and Lady Diana Spencer took place at St. Paul's Cathedral. Being the queen, Elizabeth II owns five houses but her main residence is Buckingham Palace. There are 600 rooms in it. Many of them are used for the presents given to the Queen by the visitors and guests. Nevertheless, a lot of presents are lent by the Queen to museums, especially to the British Museum.

Cycle III: The British Government

Great Britain is a parliamentary monarchy. The Queen (or the King) is the formal Head of the Government. The power of the Queen is limited by the Government. The British Parliament consists of the House of Commons and the House of Lords. The House of Commons is elected every five years by popular vote. The president of the House of Commons is called the Speaker and his deputy is called the Chairman of Committees. The House of Lords is not elected chamber. The leader of the party which has a majority in the House of Commons, becomes Prime Minister. The Prime Minister forms a new Government. He chooses about sixty men from the Lords and the Commons and they form Ministry. From these fifteen—twenty are chosen to form the Cabinet of Ministers. The Cabinet meets at No 10 Downing Street, the official residence of the Prime Minister.

Cycle IV: A Lesson on Peace

It has become a tradition with all progressive people in the world to mark the 1st of September as World Peace Day. On this day in 1939 World War II was unleashed by German fascist aggressors. Fifty—five million people lost their lives in that war and over twenty million of them were Soviet people.

Today millions of people say «Never again» to a new war. They fight for peace in many ways, including participation in peace demonstrations. Young people especially have a very important part to play in the struggle for peace, because future belongs to them. They must know that the last war cost the world very many lives, that a nuclear war may put an end to life on our planet. They must do their best to prevent a nuclear war. That is why the first day of September begins with a Lesson on Peace in every Soviet school. It is the ABC of peace and friendship among nations, of memory of the fallen and of hatred for war.

Cycle V: Schools of Uzbekistan Today

School education in Uzbekistan has made great progress during the last period. At the present time there are over 9,3 thousand general educational schools in the republic. Over 4,4 million pupils study at them. All the pupils of schools are supplied with text-books free of charge.

Today the primary schools in the republic consist of a three year course for children at the age of six years old. Another five years of studies give children eight-year education. After finishing the 8th form pupils may continue to study at general secondary school or may enter technical or vocational schools. At pre

sent there are 250 secondary specialized educational institutions in Uzbekistan. Vocational and technical schools train future elementary school teachers, nurses, medical assistants, technicians, etc. Apart from ordinary schools there are special ones for physically and mentally handicapped children. There are also schools with a bias to a foreign language, mathematics, etc. Now the school reform is taking place in the republic. It will raise the education, industrial training and upbringing of children to a higher level.

Cycle VI: From Slave to a Teacher

The famous American educator Booker Taliaferro Washington started his life as a slave. Booker's mother was a slave and she could neither read nor write. But she wanted her son to study. She found an old text-book for him that increased his interest in education. Then Booker went to a night school for a while. At that school the teacher asked his name. «Booker» was his only name, but all the other boys had two names. Booker thought quickly and chose the most important name he knew. It was the name of the first president of the United States — Washington.

Later Boker had graduated from the Hampton College and became the head of a school for Negroes. He had worked hard all his life. He understood his people, and he knew their problems. Soon his name had become known all over the United States. In 1896 he received the honorary degree of Master of Arts from Harvard University. This was the first time Harvard honoured a Negro in this way. Later Professor Booker Washington wrote the story of his life in the book called «Up from Slavery».

Cycle VII: The Main Aspects of the modern Education

The modern school strives to combine ethical, aesthetic and physical education, to cultivate in every child patriotism as well as internationalism, integrity and honesty.

Aesthetic education can take different forms in the course of study, work and artistic activity. Nature, the arts, work, in fact; the entire school develops the children's emotions and tastes. The lessons in class are of special importance, because they involve all the children. After-school activities take different forms—amateur art circles, exhibitions, lectures, concerts, art festivals, and so on. The forms of such activity depend on the pupils, their age and their general and artistic development. For example, older children prefer such circles where technique is acquired, such as sound recording, photography, film making and others.

Ethical and aesthetic education is naturally linked with physical education. During sports training the instructor points to the pupils' gait, coordination of movements, gracefulness. Young Pioneers Houses and Palaces, young technicians and naturalists' circles, stadiums and parks, books, newspapers and magazines—all this extends school education and upbringing and contributes to the process of shaping a child's personality.

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На английском и узбекском языках

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АБИДОВА ДОЛОРЕС АБИДОВНА*

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