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ИНГЛИЗ ТИЛИ



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ИНГЛИЗ ТИЛИ

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Дарслик университетларнинг табиий факультетлари талабаларига мўлжалланган бўлиб, унда комплекс фонетика курсига кириш, асосий қисм, машқлар ва қўшимча дидантин материаллар берилган.

Дарсликдан, шунингдек лицейлар ва коллежлар ўқувчилари фойдаланишлари мумкин.

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СЎЗ БОШИ

Ушбу инглиз тили дарслиги жумҳуриятимиз университетлари талабалари учун мўлжалланган бўлиб, 210—250 соатлик аудитория машғулотига мўлжалланган.

Дарслик билан ўрта мактабларда инглиз тилидан тўлиқ курсни ўтмаганлар ҳам фойдаланишлари мумкин.

Дарслик — чет тили асосий мутахассислик бўлмаган инглиз тили дастури асосида тузилган бўлиб, талабаларни мутахассислик доирасида бўлган илмий адабиётни ўқиши, тушуниши, инглиз тилида ўша мавзу бўйича ўзаро суҳбат қила олишларини кўзда тутди ва талабалар бакалавр унвонини олиш даражасидаги ўқув материалларини ўз ичига олади.

Дарслик бошланғич курсга кириш ва асосий курсдан иборат.

Бошланғич курсга кириш 8 дарсдан ташкил топган ва 48—50 соат аудитория машғулотига мўлжалланган.

Бошланғич курсга кириш қисмининг мақсади — инглиз унли ва ундош товушларини, товуш бирикмалари ва оҳангни тўғри талаффуз этишга ўргатишдир, шунингдек ўқиш қоидаларини ҳам қайтаришдир.

Бошланғич курсга кириш қисмидаги грамматик қоидалар ва лексика узвий боғлиқдир.

Товушлар ҳар хил қийинчилик даражасида, алоҳида сўзларда, аста-секинлик билан узайиб борувчи сўз бирикмаларида ва охирида ўзаро боғлиқ бўлган матнларда машқ қилинади.

Ушбу курснинг бошқа бошланғич курсга кириш қисмидан фарқи шундаки, биринчи дарсадаёқ пастки пасаяовчи оҳанг билан алоҳида сўзларнинг ўқилиши ўргатилади, ҳолбуки ҳар бир сўзни мусиқий жиҳатдан безатмай ўқиб бўлмайди. Дарсликнинг бошланғич курсдаги кириш қисмининг тузилиши пухта ўйланган бўлиб, ўқув жараёнини илмий ташкил этиш қоидаларига амал қилиб тузилган ва

унда техник воситалардан кенг фойдаланилган. Курсга кириш қисмида тематик режа берилган, унда ўтиладиган ҳар бир машғулотда фонетика, лексика ва грамматика узвий боғланган, улар талабаларнинг ўқиши, ёзуви ва оғзаки нутқини ривожлантиришга ёрдам беради.

Дарсликнинг бошланғич курсга кириш қисмида инглиз товушлари ва оҳангларидаги хатоларни талабаларнинг ўзлари мустақил тўғрилашлари учун биринчи марта методик кўрсатмалар ишлаб чиқилган.

Бутун курс давомида инглиз ва ўзбек тиллари фонологик тизим асосида қийсланади.

Асосий курс 20 та дарсдан иборат. Ҳар бир дарс талабаларнинг билим савияларига кўра 8—10 соат аудитория машғулотига мўлжалланган.

Ритм ва оҳанг устида ишлаш асосий курсдаги (1—10 дарслар) машқларда аста-секинлик билан узайиб борувчи жумлаларда давом этади.

Грамматик ва лексик материални тушунтириш ва мустаҳкамлаш учун ҳар хил турдаги машқлардан фойдаланилади. Шунингдек, ўқиш қоидаларини мустаҳкамлаш, сўз ясаш ва инглизча-ўзбекча луғатдан фойдаланишни ўрганиш учун ҳам машқлар берилган.

Ҳар бир дарс гуруҳ бўлиб, яқка тартибда ёки иккитадан бўлиб ишлаш, мустақил ишларни текшириш, техник воситалардан кенг фойдаланишни (магнит лентаси, кодоскоп, диафильм) кўзда тутлади.

Илмий адабиётда кўп ишлатиладиган грамматик материаллар, уларни мустаҳкамлайдиган ва назорат қилувчи машқлар ўзбек тилида берилган. Уларнинг асосий мақсади талабаларда ўқиш кўникмаси ва малакаларини мустаҳкамлашдир.

Ҳар бир дарс тематик даврдан иборат, улар 2 та, А ва Б матнларидан тузилган. А-матн талабаларнинг аудитория ёки уйда лексик ва грамматик қийинчиликларни ўзлари мустақил енгиб, ўқишни ўрганишларига белгиланган. Б-матн эса, талабаларга эскидан таниш бўлган лексик ва грамматик материал асосида тузилган бўлиб, у ҳам ўқишга ўргатади.

Ҳар бир дарсга лексик-грамматик машқлар туркуми берилган, улар матндан аввал ёки матндан кейин келади, янги грамматик материални мустаҳкамлаш учун ҳам бажарилади.

Оғзаки нутқни ўстириш учун Let's Speak English ва Dialogues сарлавҳалари остида микродиалоглар, машқлар, мустақил иш учун турли "ишбилармонлик ўйинлари" берилган. Дарсликда бундай ишларга катта аҳамият берилган, чунки бундай вазифалар талабанинг оғзаки нутқини ўстириш учун муҳим омил ҳисобланади. Дарсликнинг яна бир фойдали томонларидан бири бу инглиз тилидаги ашулаларни мусиқа билан киритилганидир. Улар ўқувчиларга яхши кайфият бағишлаб чарчоқни йўқотади ва янги материални қабул қилиш фаолиятини тезлаштиради.

Асосий курсга ҳам худди бошланғич курсга кириш қисмидагидек тематик режа тузилган. У дарснинг тузилиш жараёнини, машғулот турини ва ҳар бир дарсга неча соат ажратилганини кўрсатади.

Шундан сўнг Additional Texts for Reading бўлими келади. Унга фаннинг турли соҳаларига тааллуқли илмий-оммабоп матнлар киради. Матнлар асосан унчалик қийин эмас ва талабалар уларни мустақил бажара оладилар.

Дарслик охирида нотўғри фсъллар руйхати ва инглизча-ўзбекча луғат илова тарзида берилган.

Е. А. Абдалина бошланғич курсга кириш қисмини, 1—10 дарсларга фонетик машқларни, Let's Speak English, Additional Texts for Reading ва асосий курс учун бир қанча матнларни тайёрлади. Дарсликни ўзиш давомида ишни бошқариб турди. Р. Ж. Ҳошимова дарслик учун грамматик минимумни танлаб, уларни дарслар бўйича жойлаштирди, грамматикага оид машқларни тузди, дарсликдаги барча инглизча-ўзбекча сўзларни, гапларни, қоидаларни, луғатларни ва жадвалларни таржима қилди. Н. А. Шарер ҳар бир дарс учун матнларни, уларга лексик машқларни, сўз ясалишига оид машқларни тузди ва лексик минимумни танлади.

Бошланғич курсга кириш қисмини тайёрлашда диққат билан аудитив таҳлил қилиб ва ўзининг фойдали маслаҳатлари билан дарсликни тузишда ёрдам берган доцент Н. Д. Лукинага муаллифлар ўзларининг самимий ташаккурларини билдирадилар.

Муаллифлар

МЕТОДИК КЎРСАТМАЛАР

Дарслик устида ишлаш

Бошланғич курсга кириш қисми 8 дарсдан ташкил топган бўлиб, у 48—50 соат аудитория ишига мўлжалланган.

Бу қисмда ҳар бир товуш, сўзни тўғри талаффуз этиш ва жумлаларнинг тўғри ритм ва оҳанг билан ўқилишига алоҳида эътибор берилган.

Фонетик машқларни бажараётганда ўқитувчи талабанинг у ёки бу инглиз товушини тўғри талаффуз этишига ва уни ўзбек тили билан қиёслашга ўргатади. Қоидага мувофиқ товушларни дарс пайтида ҳамма биргаликда жўр бўлиб қайтариш билан мустақкамлайдилар. Ўқитувчи талаба билан яккама-якка ишлаш жараёнида унинг хатоларини кўрсатади ва талаффузини тўғрилашга ёрдам беради, кейинги дарсда ҳам худди шу товушларни қайтарадилар. Ўқитувчидан (диктордан) кейин талабалар биргаликда жўр бўлиб машқни қайтарадилар, ўқитувчининг инглиз товушларини талаффуз этиш жараёни ҳақидаги саволларига жавоб берадилар.

Матн ва диалогга оид машқлар ўқитувчи раҳбарлигида бажарилади. Талаффузни билиб олиш жараёнида алоҳида сўзлар талаффузини ўзлаштириш, кичик-кичик жумлаларни қўшиб ўқилишини билиш, ҳамда гапнинг айрим бўлақларини ифодални ўқиш учун ритм, оҳангга риоя қилиш керак бўлади.

Талабалар жумлаларни биргаликда жўр бўлиб равон талаффуз этишлари учун ўқитувчи столни бир маромда уриб туради ва ўзбек тилида учрамайдиган аста-секин пасаявчи овоз оҳангини кўрсатади.

Назорат қилишга мўлжалланган матнларни, диалогларни ва машқларни талабалар бўлақларга бўлиб жавоб беришлари мумкин. Бошланғич курсга кириш қисмидаги грамматик материаллар ўша қисмдаги матн ва диалогларда

қўлланилган. Асосий курсда ҳар бир грамматик қоида (масалан Indefinite ва Continuous) мукамал берилган.

Аудиториядаги вақтни тежаш учун айрим грамматик қоида ва машқларни талабалар дарсдан ташқари вақтда мустақил ўрганадилар ва ёзма равишда бажариб, ўқитувчиларига текшириш учун топширадилар. Кўпинча талабалар сўзларнинг тўғри транскрибциясини луғатдан ўзлари топиб ёзадилар ва ёдлайдилар.

Бошланғич курсга кириш қисмини тугатганларидан кейин талабалар ўтилган мавзулар бўйича мужассамланган ёзма иш ёзадилар.

Асосий курс 20 та дарсдан ташкил топган бўлиб, 160—200 соатли аудитория ишига мўлжалланган. Биринчи 10 та дарснинг фонетик машқлари жумлаларнинг секин-аста узайиб бориши ва оҳанг устида ишлашга бағишланган. Талабалар бу жумлаларни биргаликда жўр бўлиб, столни бир маромда уриб туриб талаффуз қиладилар. Бундай иш тури талабаларнинг аудиториядаги ишларини жонлантириб юборади ва яхши натижалар беради. Кейинги 10 та дарс Let's Speak English бўлими билан бошланади, у оғзаки нутқни ривожланишига, рафон ўқиб, ритм ва оҳангни яққол тасаввур этишга ўргатади. Тилни яхши ўзлаштирувчи талабаларга бу бўлимни ёдлаш тавсия этилади.

Тўғри талаффузга ўргатиш учун дарсликда 4 та қўшиқ берилган ва уларда айрим грамматик қоидалар мустаҳкамланади.

Қўшиқларни ўрганишдан аввал уларни магнит лентасидан эшитиш керак (қўшиқларнинг магнит ёзуви Тошкент давлат университетининг табиий факультетларда инглиз тили кафедрасида бор). Қўшиқни бир бор эшитганингиздан кейин ўқитувчи уни тушунарли қилиб ўқиб беради, кейин талабалар тўғри оҳанг билан ўқишни қайтарадилар, ўқитувчи ёрдамида қўшиқни таржима қиладилар. Қўшиқ мазмунини билан таниш бўлганларидан кейин куй оҳангини ўрганадилар.

Грамматик қоидаларни ўқитувчи тушунтиради. Чет тили асосий мутахассислиги бўлмаган факультетларнинг дастури бўйича ҳар дарсда бир ёки иккита мавзу ўтилади. Машқларнинг тури ва сони грамматик материалнинг хусусиятига боғлиқдир. Қоидани тушунтириш жараёнидан сўнг грамматик кўникмаларни умумлаштиришга асосланган турли машқлар берилган.

Машқларни бошқалардан аввалроқ бажариб бўлган талабалар матнга берилган сўзлар устида ишлашлари мумкин.

Янги сўзларни бир неча бор жўр бўлиб такрорлангандан сўнг матн устида ишлаш бошланади. Матнлар таълим назариясининг осондан қийинга ўтиш ва лексикани такрорлаш қоидаси асосида тузилган. Матндан кейинги лексик машқларда ҳам грамматик қоидалар мустаҳкамланади ва улар билимни пухта ўзлаштириш принципи асосида тузилган. Асосий курснинг 14 та дарсидаги матнлар илмий-оммабоп бўлиб, талабаларнинг оғзаки нутқини ривожлантиришга асосланган. Dialogue бўлими матнлар устида ишлашнинг давомидир. Аввал янги сўз, иборалар ўрганилади, диалог ўқилади, таржима қилинади, кейин эса роллар бўйича ўқилади.

15-дарсдан бошлаб "Луғат билан ишлаш" бўлими киритилган. Бу бўлимдаги машқларни бажаришга алоҳида аҳамият беринг, чунки улар луғат билан ишлашга ва сўз ясаш қоидаларини мустаҳкамлашга бағишланган.

Матнлардан кейин берилган машқлар янги сўзларни такрорлашга, диалоглар эса мутахассисликка оид ибораларни оғзаки нутқда ишлатишга асосланган. Яхши ўзлаштирувчи талабаларга айрим диалогларни ёдлаш тавсия этилади.

Мутахассисликка оид илмий сўзлашув нутқини ўстириш ва мустаҳкамлаш учун иккинчи матндан кейин диалоглар берилган. Бу диалогларни ҳам ёдлаш мақсадга мувофиқдир.

Биринчи дарсдан то ўн бешинчи дарсгача бўлган мустақил ишларни талабалар дарсдан ташқари вақтда бажаришлари мумкин.

Ўн бешинчи дарсдан бошлаб талабаларнинг мустақил ишлари бўлими кенгайиб боради ва шу бўлимдаги машқларни ўқитувчи раҳбарлигида аудиторияда бажарилади.

Инглизча-ўзбекча луғат билан ишлаш ҳақида.

Луғат билан ишлашда биринчидан керакли сўзни тез, иккинчидан эса маъно жиҳатидан мос сўзни топиш керакдир. Бунинг учун биз нималар қилишимиз даркор?

1. Инглизча алфавитни ёддан жуда яхши билишимиз лозим, чунки янги сўздаги биринчи ҳарфдан ташқари иккинчи ҳарф ҳам авфавит қоидаси бўйича танланган бўлади.

2. Сўзнинг гапда берилган шаклидан асосий шаклини топа олиш зарур: масалан, сиз гапда letting сўзини кўрдингиз. Бундай сўз луғатда йўқ. Сиз аввал сўзнинг биринчи let қисмини оласиз.

Инглиз тилида сифатдош ва герундий ясаш учун — ing қўшилади. Бундай ҳолда яна битта ундош ҳарф қўшилган бўлади. Сўз топишда фақат let (рухсат бермоқ) сўзи қидирилади..

Инглиз тилида кўпгина отлар ва ҳозирги замон феълнинг учинчи шахс бирлигида —s, —es қўшимчалари ёки ўтган замон феълда —d ёки —ed қўшимчаси қўшилади. Луғатда бундай қўшимчалар берилмайди. Шунинг учун (he) plays деган ерда play сўзини, books деганда book сўзини топиш керак (жадвалга қаранг).

Суффикслар қўшилганда сўз орфографиясидаги ўзгаришлар

| Асо- сий шакл | Шакл ўзгариши | Сўз ясаш қоидалари |
|-------------------|--|--|
| body | bodies | отларда кўплик (-у дан олдин ун- дош келса, -i га айланади) |
| easy | easier easiest | сифат ва равиш даражалари (юқори- даги қоида) |
| try | he tries he tried | феълларда III шахс бирлик; ҳозирги замон (юқоридаги қоида), ўтган за- мон |
| easy | easily | равиш ясашда ҳам (юқоридаги қоида) |
| hope | hoping | — ing дан аввал "ўқилмайдиган" "е" тўшиб қолади |
| put beg hot | putting begged hotter hottest | -ing, -ed, -er, -est қўшишдаш аввал ўзакдаги ундошта яна битта ҳарф қўшилади |

3. Инглиз тилидаги кўпгина сўзлар бир хил ёзилса ҳам, ҳар хил маънони беради ва ҳар хил сўз туркуми бўлиб келади:

We work well Биз яхши ишлаймиз (фeъл)

Our work is good Бизнинг иш яхши (от).

Шунинг учун биз бирор сўзни қидирганимизда у қандай сўз туркумига киришини ва қандай маънони англатишини билиб олишимиз керак:

| Шартли белги | Сўз туркуми (инг-лизча) | Сўз туркуми (ўзбекча) |
|--------------|-------------------------|-----------------------|
| a | adjective | сифат |
| adv | adverb | равиш |
| n | noun | от |
| v | verb | фeъл |
| сj | conjunction | боғловчи |
| pl | plural | кўплик |
| p.p. | past participle | ўтган замон сифатдоши |
| pron | pronoun | олмош |

Луғатда битта сўзнинг бирқанча таржимаси берилади. Ўқувчи учун вазифа унинг таржимасини матндаги маъносига кўра танлаб олишдир. Берилган алоҳида сўздан ташқари луғатда худди ўша сўздан тузилган сўз бирикмалари ҳам берилади. Фeъллардан тузилган сўз бирикмалари олд қўшимча ва равишлар ёрдамида тузилади. Белги билан сўзма-сўз таржима қилинмайдиган фразеологик бирикмалар берилади, улар кўпинча асосий сўзга ҳеч тааллуқли бўлмайди.

Демак, бизнинг юқоридаги фикрларимизга кўра, луғат билан унумли фойдаланиш учун қуйидагиларга амал қилишимиз лозим:

- алфавитни жуда яхши ёд билиш;
- луғатда ишлатилган белгиларни тушуниш;
- сўз туркумлари учун ишлатилган қисқартирилган сузларни билиш;
- янги сўзни топишда, матнда ишлатилган аввалдан ўзингиз биладиган сузлар асосида асосий мазмунга монанд маънодаги сўзни танлай олиш;

— луғатдаги ўша янги сўзнинг берилган ҳамма маъноларини охиригача ўқиш керак.

Инглизчадан ўзбекчага таржима қилиш учун методик кўрсатмалар

Ҳар қандай матнни яхши таржима қилиш учун аввал уни тушуниб олиш керак. Ўзбекча таржимада фикрни равшан, аниқ сўзлар ёрдамида бериш лозим. Шунинг учун қуйидаги ишларни қилишимиз керак: а) матнни таҳлил қилиш; б) матн таржимаси; в) бадиий жило бериш.

Таржима қилиш дарров биринчи гапдан бошланмайди. Мақолани бошидан охиригача ўқилади ва асосий мазмуни топилади. Кейин биринчи гапни таҳлил қилиш керак. Таржима жараёнида инглизча-ўзбекча луғатдан ташқари мутахассисликка оид луғатлардан ҳам фойдаланиш керак.

Яна бир асосий элементлардан бири — бу таржима қилинмайдиган сўзлар (реалия) дир. Улар ўша халқнинг урф-одати, давлат тузуми ва турмуш қондаларини кўрсатади.

Таржима пайтида фразиологик бирикмаларнинг ўзбек тилида берилиши бироз қийинчилик туғдиради: to take part — иштирок этмоқ; to hold a meeting — мажлис ўтказмоқ; a good deal of — кўп; how do you do — салом, яхшимисиз ва шунга ўхшашлар. Энг асосийси — сўз бирикмаларининг асл маъносини топишдир.

Мақолани таржима қилиб бўлгач, унга бадиий жиҳатдан жило бериш лозим. Инглизча матнга қарамасдан фақат ўзбекча таржимани ўқиб, гаплар тушунарли ва маъно жиҳатдан бир-бирига зид бўлмасликларига аҳамият бермоқ даркор. Энг охириги иш бу таржимани инглизча асл нусха билан солиштиришдир. Унда ўзбекча таржима билан инглизча асл нусха мазмунан бир-бирига мос тушиши керак.

БОШЛАНГИЧ КУРСГА КИРИШ

ФОНЕТИКАНИНГ АСОСЛАРИ

Фонетика тилдаги товушларнинг талаффузини ва оҳангини ўрганади. Товушлар нутқ органлари ёрдамида ҳосил бўлади.

Нутқ органлари қуйидагилардир (расмга қаранг): I—оғиз бўшлиғи, II—бўғиз бўшлиғи (фаринкс), III—бурун бўшлиғи, IV—нафас йўли.



Оғиз бўшлиғи—товушларни ҳосил қилувчи асосий жойдир. Бўғиз бўшлиғи оғиз бўшлиғининг орқа қисми бўлиб, тилнинг ўзаги ва бўғиз бўшлиғининг деворлари орасидадир.

Бурун бўшлиғи—оғиз бўшлиғидан юқорида жойлашган бўлиб, ҳаво тўлқинлари у орқали ўтганда билинади.

Нафас йўли бўғиз бўшлиғидан (фаринксдан) пастда жойлашган.

Товуш ҳосил килишда бевосита иштирок этувчи органлар нутқ органлари дейилади. Улар ҳаракатчан ёки ҳаракатсиз бўлиши мумкин. Биринчи гуруҳга тил, лаблар, пастки жағ, кичик тил билан юмшоқ танглай ва товуш пайчала-

Нутқ органлари:

I—оғиз бўшлиғи, II—бўғиз бўшлиғи, III—бурун бўшлиғи, IV—нафас йўли.

1—лаблар, 2—тишлар, 3—қаттиқ танглай, 4—юмшоқ танглай, 5—тил, 6—пастки жағ, 7—товуш найчалари, 8—альвеоллар-милк.

ри, иккинчи гуруҳга юқори олд тишлар, танглай (юқори тишлар орқасидаги бўртма жойлар) ва қаттиқ танглай киради.

Тил шартли равишда уч қисмга бўлинади:

а) тилнинг учи (унинг олд қисми бўлиб, милк ва танглай қаршисидаги тарафга жойлашган);

б) тил олди (тилнинг қаттиқ танглай рўпарасидаги қисми);

в) тил орқаси (тилнинг юмшоқ танглай рўпарасидаги қисми).

Товуш. Товушлар ҳар хил нутқ органларининг нафас чиқариш пайтида юзага келади. Нафас оқими аввал халқумга, у ердан оғиз бўшлиғи ёки бурун бўшлиғи орқали ўтади.

Агар нутқ товушини ҳосил қилишда товуш пайчалари титраса, жарангли ундош товуш пайдо бўлади, товуш пайчалари титрамаса, жарангсиз ундош товуш ҳосил бўлади.

Нутқ товушини ҳосил қилишда ҳаво оқими оғиз бўшлиғидан ўтса, оғиз товуши, агар бурун бўшлиғидан ўтса, бурун товуши ҳосил бўлади.

Товушлар унли ва ундошларга бўлинади.

Ундош товушлар ҳаво оқимининг оғиз бўшлиғида икки хил тусиққа учрашидан ҳосил бўлади: тўла тўсиқ — нутқ органларининг жипслашуви натижасида юзага келади, тўла бўлмаган тўсиқ эса, жуда тор оралиқ асосида пайдо бўлади.

Ундош товушлар [т], [д] овоз ва шовқиннинг иштирокига кўра жаранглидир. Тўла тўсиқ кичик портлашни эслатувчи шовқин билан бир лаҳзада олиб ташланиши мумкин. Бундай товушлар портловчи [п], [б], [т], [д] товушлардир.

Агар тўла тўсиқ секинлик билан бетараф қилинса, ҳаво оқими тор оралиқда ҳосил бўлади. Бундай товушлар сиргалувчи товушлар дейилади. Масалан: [ч], [тш], [дж].

Агар товушда мусиқий оҳанг шовқиндан кўра кўпроқ бўлса, сонат дейилади. [м, й, н, р]. Ундош товушлар жарангли ва жарангсиз бўлади. Ҳамма сонантлар жаранглидир.

Инглиз тилидаги фонсема бирикмалари фонетик транскрипция ёрдамида берилади. Ҳар бир фонеманинг ўз белгиси бор. Ўзбек фонетика транскрипция системаси инглиз тилидагидан фарқ қилади, шунинг учун ўқувчилар уни ёдлаб олишлари лозим. Келажакда улар луғатлардан

фойдаланганларида сўзларнинг ўқилишини транскрипция белгилари орқали ўқий олишлари керак.

Ўзбек ва инглиз ундош товушлари жарангли ва жарангсизларга бўлинади. Ўзбек тилида 25 та, инглиз тилида эса 24 та ундош товуш бор.

Инглиз тилидаги 12 та товуш ўзбек тилида бор, шунинг учун уларни талаффуз қилишда қийинчилик туғилмайди:

Таққосланг:
ўзбекча

[п] [б] [к] [г] [ш] [ж] [й] [м] [ч] [дж] [в] [ф]

Инглизча

[p] [b] [k] [g] [ʃ] [ʒ] [j] [m] [tʃ] [dʒ] [v] [f]

Ўзбекча [в] инглизча [v] лаб — тиш, сирғалувчи, жарангли товушлардир, талаффузда товуш пайчалари титрайди.

В. В. Решетовнинг ёзишича, [в] товуш ўзбек адабий тилида тиш ва лаб товуши бўлиб, рус сўзлари орқали кирган:¹ масалан: вагон, вальс. Шунинг учун инглиз тилидаги жарангли [v] ва жарангсиз [f] ўзбек ўқувчилари учун қийин эмас.

Қолган 6 та инглизча ундош ўзбек тилидаги ундош товушлардан фақат ясагиш жойидан фарқ қилади. Ўзбек тилида улар тиш оралиғи товуши, лекин инглиз тилида улар — альвеолярдир. Тил учи тишга эмас, альвеолларга, яъни милк бўртмасига тик ҳолда қадалади, ҳаво оқими тўсиқни ёриб ўтади, инглизча [t], [d], [n], [l] товушлари ҳосил бўлади. [s] [z] товушлари эса, тил учи альвеоллар (милк бўртмалари) ўртасида ҳосил бўлган оралиқдан ўтади.

Инглиз тилидаги [r] товушини талаффуз этганда тил учи салгина юқори кўтарилади, ҳаво оқими тил учи билан милк ўртасидаги оралиқдан ўтади. Товуш пайчалари титрайди, у жарангли товушдир. Ўзбек тилидаги [p] товуши титроқ товушдир.

Инглиз тилидаги [h], [θ], [ð], [ɔ] товушлар ўзбек тилида бўлмагани учун озгина қийинчилик билан талаффуз этилади. Бу ундош товушларни кейинги машқларда таърифлаб берамиз.

¹ В. В. Решетов. Основы фонетики и грамматики узбекского языка. Ташкент, 1965, с. 37

Жарангсиз ундошлар инглиз тилида кескин ва куч билан, жарангли ундошлар эса кучсиз талаффуз қилинади.

Унли товушлар ҳаво оқимининг оғиз бўшлиғида тўсиққа учрамай ўтиши натижасида ҳосил бўлади. Оғиз бўшлиғининг шакли эса тил, лаб ва пастки жағнинг ҳолатига боғлиқ бўлади. Уларнинг бир-бирдан фарқи оғиз бўшлиғининг ва лабларнинг шаклига боғлиқдир. Тил орқага ва олдинга ҳаракат қилади. Тил олдининг кўтарилиши натижасида тил олди унли товушлари, тил орқаси кўтарилиши билан тил орқа унли товушлари ҳосил бўлади.

Инглиз тилида 20 та унли товуш бор: [i:], [i], [e], [æ], [a:], [ɔ], [ɔ:], [u], [u:], [ʌ], [ə:], [ə], [ei], [ai], [ɔi], [au], [ou], [iə], [ɛə], [uə]. Улар қисқа ва чўзиқдир (икки нуқта товушнинг чўзиқлигини билдиради), монофтонглар — бир унли товушлардир. Дифтонглар эса иккита элементдан иборат бўлиб, талаффузда тил ўз ҳолатини ўзгартиради ва товуш тури ҳам ўзгаради.

Инглиз тилида 5 та чўзиқ, 7 та қисқа унли товуш, 12 та монофтонг ва 8 та дифтонг бор (жадвалга қаранг).

Инглиз унли товушлари:

МОНОФТОНГЛАР

| ҚИСҚА УНЛИ ТОВУШЛАР | | ЧЎЗИҚ УНЛИ ТОВУШЛАР | |
|---------------------|-----|---------------------|------|
| [i] | [u] | [i:] | [u:] |
| [e] | [ʌ] | [a:] | [ə:] |
| [æ] | [ə] | [ɔ:] | |
| [ɔ] | | | |

ДИФТОНГЛАР

| | |
|------|------|
| [ei] | [ou] |
| [ai] | [iə] |
| [ɔi] | [ɛə] |
| [au] | [uə] |

Чўзиқ унлилар таранг, қисқа унлилар эса таранг эмасдир.

Ўзбек тилида 6 та унли [a], [o], [u], [ə] [y], [ʏ] бор. Бу унлилар маълум ҳолатларда чўзиқ талаффуз қилиниш хусусиятига эга.

Ўзбек унлилари инглиз унли товушларига яқиндир. Уларни таққослаш жараёни ўқувчиларни мустақил ишлаши учун тузилган бошланғич курсга кириш кўрсатмаларида берилган.

Бўгин — урғули бирлик бўлиб, бир ёки бирқанча товушлардан тузилган бўлиши мумкин, бир пайтда у бутун сўз ҳам бўлади: [ai, hi:, mein].

Инглиз тилида унли товушлар бўгин ясовчилардир, учта ундош товуш [m, n, l] дан олдин жарангли ундош товуш келса, улар ҳам бўгин ясайди: ['bætɪ], ['liŋ].

Ўзбек тилида бўгин ясовчи ундошлар йўқ. Бўгинни фақат унлилар ясайди: бола [бо - ла] — a child, қани [қа - ни] — where; борган [бор - ган] — gone.

Сўз бир ёки бирқанча бўгиндан тузилган бўлиши мумкин. Таъкидлаб талаффуз этилаётган бўгин бошқа бўгинларга қараганда қаттиқроқ айтилади.

Инглиз тилида сўз урғуси бирмунча эркиндир, чунки урғу ҳар қандай бўгинга тушиши мумкин ва у бўгинда белгиланади.

Ўзбек тилида эса урғу сўзнинг охириги бўгинига тушади.

Кейинги пайтда ўзбек тилига кўпгина бошқа тиллардан янги сўзлар киргани учун, уларда урғу сўзнинг ҳар қандай бўгинига тушиши мумкин.

Сўз. Бирор аниқ маъно билдирувчи нутқ бирлиги ёки бўлинмас мусиқий оҳангга эга бўлган товушлар бирлиги сўз дейилади. Кўп бўгинли сўзларда алоҳида таъкидланадиган бўгин бошқа бўгинларга қараганда кучлироқ талаффуз қилинади: interesting, communist.

Алоҳида таъкидланадиган ва таъкидланмайдиган бўгинлардан ташқари инглиз тилидаги узун сўзларда иккита бир хил кучли ажратилган бўгин бўлиши мумкин:

Бундай сўзлар: (а) сонларда [fɔ: 'ti:n], ['fifti-'siks];

б) қўшма феълларда [kʌm'in], 'get'ʌp];

в) сифатларда [æbsənt 'maɪnid]

г) айрим отларда ['a:m'ɪʒə], ['ti:'kʌp]

Айрим қўшма отларда ['ri:diʒ rum] урғу кўпинча биринчи бўгинда бўлади. Бир ҳил қўшма сўзларда иккита икки хил урғу бўлади: асосийси юқорига ['], иккинчи даражалиси пастга [,] қўйилади: [,revə'lu:ʃn]

Дарсликда ишлатилган фонетик белгилар

['] урғу олувчи бўгин

[,] қисман урғу олувчи бўгин

[˘] паст пасаювчи оҳанг

[˘˘] баланд пасаювчи оҳанг

[˘˘˘] паст кўтарилувчи оҳанг

[˘˘˘˘] юқори кўтарилувчи оҳанг

[] қисқа сукут

[ɛ] жуда қисқа сукут

I ↑ | оҳанг кўтарилиши

I || | узун сукут

Жумла (фраза). Овоз чиқариб айтиладиган жумланинг оҳанг жиҳатидан шаклланиши ундаги ургу, ҳаяжонланиш белгилари, товушнинг кучлилиги ва талаффуз қилиш тезлигини ўзида ифодалайди.

Инглиз тилида ургу ўзбек тилидаги каби куч билан айтилади. Ургу олган бўгин мушаклар таранглашиши ва товушда талаффуз қилиш ҳаракатининг кучайиши нагижасида ҳосил бўлади. Сўз маъносига кўра ажратиладиган ургули бўгин шундай бошланади.

Талабалар қоида бўйича қайси сўзлар ургу олиши кераклигини билишлари зарур. Инглиз тилида асосан от, сифат, сон, феъл, кўрсатиш ва сўроқ олмошлари ургу олади. Инглиз тилида асосан ургу олмайдиган сўзлар ҳам грамматик маънога эга бўлади, улар: ёрдамчи феъллар, предлоглар, боғловчилар, артиклар, кишилик ва эгалик олмошларидир. Лекин бу қондадан ташқари, ёрдамчи ва модал феъллар умумий ёки танлов (альтернатив) сўроқ гапларида ургу олади. 'Are you a student? Сиз талабамисиз?

Сўз ва сўз бирикмаси (жумла)ни оҳанг билан шакллантириш сўзловчининг мақсад ва гаплашиш шароитига боғлиқдир. Сўзловчи ўз олдига ҳар хил мақсадни қўйиши мумкин: бирор-нарсга тўғрисида маълумот бериши, кишиларга бўлган воқеалар тўғрисида маълумот бериши ёки бирор-нарсга тўғрисида ўзи учун керакли маълумотни сўраши (маҳсус сўроқда), керакли нарсани аниқлаши (умумий ёки танлов сўроқ гапларида) мумкин.

Ҳохиш сўзловчининг асосий мақсадидир, у оҳанг ёрдамида бўйруқ бериши ёки илтимос қилиши мумкин (кейинчалик бу тўғрисида гапирамиз). Ўзаро мулоқот эса расмий, норасмий, ҳайратланиш билан, нейтраль (бепарво) ёки ўта ҳаяжон билан бўлиши мумкин.

Жумланинг оҳанг тузилиши шкаладан иборат булади, яъни унинг асосий қисмини ургу мелодик шаклланишидан, охириги терминал оҳанг ва баъзи пайтларда бошлангич ургулисиз бўгинлардан ташкил топади.

Масалан:

| | | |
|------------|--|----------|
| He is a | <u>'member of the mathe¹matical</u> | club |
| шкала олди | шкала | терминал |
| | | оҳанг |

Инглиз тилида худди ўзбек тилидек иккита асосий оҳанг бор: пасаяовчи [1] ва кўтарилувчи [2].

Пасаювчи оҳанг тугалланган маънони ва тасдиқни англатади. Кўтарилувчи оҳанг тугалланмаган фикрни, шубҳа, қатъийсизлик ва эътирозни бирдиради.

Илмий тажрибамизнинг хулосаларидан кўриниб турибдики, инглиз ва ўзбек тилидаги гап оҳанглари солиштирганда уларда жуда кўп ўхшашликлар бор, лекин айрим пайтда ўхшамаслик томонлари ҳам мавжуддир (Бу ҳақда бошлагич курсга кириш қисмида берилган).

Ушбу дарсликнинг машқларида инглиз тилида жуда кўп қўлланиладиган аста-секинлик билан пасайиб борувчи шкала ишлатилган.

А Л Ф А В И Т

Инглиз ҳарфлари ва уларнинг номи

| Босма ҳарф | Ҳарфларнинг номи транскрипцияда | | Босма ҳарф | Ҳарфларнинг номи транскрипцияда | |
|------------|---------------------------------|--------------|------------|---------------------------------|--------------|
| | инглиз тилида | ўзбек тилида | | Инглиз тилида | ўзбек тилида |
| Aa | ei | эй | Na | en | эн |
| Bb | bi: | би | Oo | ou | ўу |
| Cc | si: | си | Pp | pi | пи |
| Dd | di: | ди | Qq | kju | кью |
| Ee | i: | и | Rr | a: | а |
| Ff | ef | эф | Ss | es | эс |
| Gg | dʒi: | жи | Tt | ti: | ти |
| Hh | eitʃ | эйч | Uu | ju: | ю |
| Ii | ai | ай | Vv | vi: | ви |
| Jj | dʒei | жэй | Ww | dʌblju: | даблю |
| Kk | kei | кэй | Xx | eks | экс |
| Ll | el | эл | Yy | wai | ввай |
| Mm | em | эм | Zz | zed | зэд |

LESSON 1

Дарс мавзуси. Бошланғич суҳбат. Нутқ товушларининг ҳосил бўлиши. Ундош ва унли товушлар, транскрипция. Бўғин. Сўз. Пасаювчи оҳанг. Товушлар. Унли ҳарфларнинг ўқилиши.

I-тур бўғинда унли ҳарфлар алфавитдагидек ўқилади:
[ei, ai, ou, i:, ju:]

II-тур бўғинда унлилар қисқа ўқилади [æ, i, ɔ, e, ʌ]

Ундош ҳарф ва ҳарф бирикмаларининг ўқилиши:

Инглиз ундош товушлари:

p, b, k, g, t, d, m, n, l, θ, ð, h, ʃ, ʒ, dʒ, ʒ, j, s, z.

Ўзбек ундош товушлари:

п, б, к, г, т, д, м, н, л, — — х, ш, ч, дж, ж, й, с, з.

Грамматика. От. Артикль. Кўрсатиш олмошлари

I-фонетик машқ. (ФМ) (Ўқитувчи биргалигида бажарилади).

I-тур бўғинда унли ҳарфлар алфавитдагидек ўқилади.

| [ei] | [ou] | [ai] | [i:] | [ju:] |
|---------|---------|----------|---------|----------|
| gave | go | fine | she | tune |
| берди | юрмоқ | гўзал | у (аёл) | оҳанг |
| made | phone | nine | Pete | student |
| бажарди | телефон | тўққиз | Петя | талаба |
| take | joke | time | me | huge |
| олмоқ | ҳазил | вақт | менга | баҳайбат |
| date | those | like | these | music |
| сана | ўшалар | ёқтирмақ | булар | муסיқа |

Ўқитувчи талабаларга товуш ва бўғинларнинг ўқилишини тушунтириб беради, ҳаммалари биргаликда жўр бўлиб қайтарадилар. Ўқитувчи ҳар бир талабани алоҳида текширади (хатоларини кўрсатади, қандай қилиб тўғри талаффуз қилишни тушунтиради). Талабалар сўзларни икки қатордан ўқийдилар, охириги икки қаторини албатта ҳаммалари ўқишлари лозим, чунки унда фақат инглиз

тилида учрайдиган [ð] товушли сўзлар бор. Сўзларни аввал вертикал, кейин горизонтал бўйича ўқинг.

Талабаларнинг мустақил ишлашлари учун I-машққа кўрсатма.

[t, d, n, l] товушларини юқорида айтилганидек талаффуз қилинг. Улар ўзбек тилидагидек тиш товуши эмас, аксинча тиш орқасидаги бўртма (альвеол) товушларидир. Тилингизни учини тиш орқасидаги милк бўртмаларга қўйиб, кескин талаффуз этинг. th [θ ва ð] тиш оралиғи товушларидир. Бу товушларни талаффуз этаётганда лабларингизни устки ва пастки тишларнинг қирраси кўринадиган даражада очинг, тил ёйиқ ва унинг учи тишлар орасидан аста-секин чиқарилади; тилнинг ён томонлари тишнинг ён томонларига тегиб туради. Ҳаво оқими тил учи билан устки тишлар орасида ҳосил бўлган оралиқдан ўтади; [ð] товуши жаранглидир, худди ари учаётган товушни эслатади. [θ] товуши жарангсиз, товуш зўрға эшитилади, ҳаво оқими кучли ўтиши керак. [ð i: z] сўзини талаффуз этганда тил учи тишлар орасидан тезда тишлар орқасига [z] га ўтиши зарур ва тил кўринмаслиги керак. Ўз-ўзингизни текшириш учун ойна ишлатинг ва [ð ouz] сўзини ҳам машқ қилинг.

Инглиз тилидаги [l] товуши сўз охирида ёки ундошдан олдин келса қаттиқ, унлидан аввал келса юмшоқ айтилади: late [leit], mule [mju:l]. Ўзбек тилида [л] товушидан аввал унли келса, у юмшоқ айтилади: кел, бел, фол. Лекин инглиз тилида сўз охирида [l] товуши ҳаммавақт қаттиқ айтилади.

Тил олди унли товушлари [i:, i, e, æ, ei, ai] да тил олдинга ҳаракат қилади, тил учи пастки тиш асосига текизилади.

Агар [p, t, k] товушларидан кейин ургули — унли товуш келса, [h] нафас товуши бўлиб талаффуз қилинади: [p^h, t^h, k^h] яъни ундош товуш унли товушдан нафас билан ажратилиб талаффуз қилинади: [t^haim]. Жарангли ундош товушларни кучли, айниқса сўз охирида шиддатли талаффуз қилинг. Кучсиз жарангли [s, f, p, t, k] товушлардир. Айниқса [b, d, g, z] товушларини талаффуз қилганда улардан кейин [ə] товушини ишлатманг: [gaid, meid].

Инглиз унли товушлари [i:, u:] ни ўзбек [и, у] товушларига қараганда кучли ва чўзиброқ талаффуз этиш керак. [ei] ва [ai] ўзбек тилида қаттиқ овоз билан ундов, хитоб ва чақириқларда ишлатилади. "Ҳей, бу ёққа юринг!" ёки "Вой, мен қўлимни куйдириб олдим". Ҳамма инглиз дифтонгларининг биринчи қисми кучли ва чўзиқ, иккинчиси эса, астароқ ва қисқа айтилади. Дифтонг [ou] ўзбекча [ў] товушига тўғри келади ва унга [у] товуши қўшилади. [ўу].

Ҳамма сўзларни пасаяувчи оҳанг билан талаффуз қилинг, у қатъий ва кучли эшитилиши лозим.

2-машқ. (Ўқитувчи биргалигида бажарилади).

II-тур бўғинида унлилар қисқа ўқилади.

| [i] | [e] | [æ] | [ʌ] | [ɔ] |
|---------|----------|-----------------|---------|--------|
| quickly | bed | bag | jug | dog |
| тез | каравот | халта, сумка | кўза | ит |
| thin | men | man | sum | on |
| озғин | эркаклар | эркак | йиғинди | устиди |
| this | then | that | shut | hot |
| бу | сўнг | ўша | ёпмоқ | иссиқ |

Талабаларнинг мустақил ишлашлари учун 2-машққа кўрсатма.

Инглиз тилидаги қисқа унлиларни бўлиб-бўлиб айтинг. Улар қисқа эшитилиши лозим. Инглизча [i] товуши бироз [e] товушига ўхшайди ва эшитилишича ўзбекча [и] товушига ўхшаш, инглизча [e] ўзбекча [e] га тўғри келади, [æ] товуши ўзбекча [а] га қараганда оғизни каттароқ очиб, лабларни худди табассум қилгандек қилиб талаффуз қилинади: мана латта. Оғзингизни қандай очганингизни ойна билан текширинг. Бу товушни талаффуз этаётганда тил учи пастки тишлар асосига тақалади, жағ эса пастга тушади. Инглизча [ʌ] товуши ўзбекча [а] га ўхшайди. Уни қисқа, оғизни унчалик очмасдан талаффуз этилади. Ўз хислатига кўра [ʌ] товуши ўзбекча чуқур тил орқа товушлари [қ, ғ, ҳ] билан ишлатиладиган [а] товушига ўхшаш: қани, қандай, ҳамма, Фани.

Инглизча [ɔ] садосига кўра ўзбекча [o] товушига яқин. Бу товушни талаффуз этиш пайтида тилнинг орқа қисми юмшоқ танглай томонга сал кўтарилади, лаблар қимирламайдн, тил учи пастки тишлар асосидан орқага тортилади, пастки жағ орқа томонга тортилади ва пастга туширилади. Ойнага қаранг ва паст овоз билан товушни талаффуз этинг.

Инглизча [h] "нафас чиқариш" товуши бўлиб, томоқда товуш пайчаларининг яқинлашишидан ҳосил бўлади. Ҳаво оқими оралиқдан шовқинсиз ўтади: hot.

Агар бўғин унли ҳарф билан бошланса, уни алоҳида а кратиб кучли айтиш лозим. Ушбу курсда бўғин ясашни ўқувчилар ҳамма оғзаки машқларда ишлаб чиқишлари лозим.

Инглизча [u] эшитилишига кўра ўзбекча [y] ва [o] товушларининг ўртасидадир.

Ўқиш қоидалари

Жадвалдаги қоидаларни ўқитувчи билан таҳлил қилиб ўқиб чиқинг. Сўзларни ёдланг.

Ундош ҳарф вв ҳарф бирикмаларининг ўқиши

| Ҳарфлар ва ҳарф бирикмалари | | Ўқи-лиши | Ўқитувчи биргалигида ишлаш учун мисоллар |
|-----------------------------|---|----------|---|
| g + | a, o, u ва ундош | [g] | gas (газ), got (олди), guide (таржимон) "и" ҳарфи ўқилмайди. grey (кулранг), globe (глобус), glass (ойна) |
| g + | i, e, y | [dʒ] | gipsy, general, gym лўли, генерал, гимнастика зали. |
| c + | i, e, y, унлилардан олдин | [s] | center (ўрта), recipe (ёддан ўқини), cinema (кино), cycle (давр) |
| | a, o, u ва ундошлардан олдин | [k] | cat (мунгук), correct (боғламоқ), cup (чашка), become (бўлмоқ), fact (далил), factory (фабрика), doctor (доктор). |
| s | сўз бошида ва ундошдан кейин | [s] | spend (сарф қилмоқ), lists (рўйхатлар) |
| | унлилар орасида, унлидан ва жарангли ундошдан кейин | [z] | beds (каровотлар), please (марҳамат). |

| Ҳарфлар ва ҳарф бирикмалари | | Ўқилиши | Ўқитувчи биргалигида ишлаш учун мисоллар |
|-----------------------------|-------------------------------|---------|--|
| x | ундондан олдин ва сўз охирида | [ks] | ʃtext (матн), ʃnext (кейинги) |
| | урғули унлидан олдин | [gz] | exʌm (имтиҳон), exʌst (ашиқ) |
| | ck | [k] | ʃblack (қора), ʃticket (чипта) |
| ch | | [k] | ʃchemist (кимёгар), ʃepoch (давр) |
| | | [tʃ] | ʃchop (котлет), ʃcheese (пишлоқ), ʃchildren (болалар) |
| | sh | [ʃ] | ʃship (кема), ʃshop (дўкон), ʃshelf (жавон) |
| | ph | [f] | ʃtelephone (телефон), ʃphysics (физика), ʃphrase (жумла) |
| | qu | [kw] | ʃquite (етарли), ʃquiet (осойишта), ʃquickly (тез) |
| th | | [ð] | ʃthis (бу), ʃthese (булар), ʃthat (ўша), ʃthose (ўшалар), ʃthey (улар) |
| | | [θ] | ʃthree (уч), ʃthird (учинчи), ʃthirst (сусамоқ) |
| | ng | [ŋ] | ʃlong (узун), ʃbring (олиб келмоқ) |

Ўқиш қоидаларига машқлар

Қуйидаги сўзларни ўқинг (унли ҳарфларнинг қисқа ўқилиши): must (мажбур), bed (сўри), had (бор эди), French (фаранги), sixth (олтинчи), sand (қум), sum (йиғинди), ship (кема), can (қила олмоқ), comrade (ўртоқ).

Қуйидаги сўзларни ўқинг (унли ҳарфларнинг алфавитдагидек ўқилиши):

late (кеч), die (ўлмоқ), tube (мўри), China (Хитой), slave (қул), fame (шухрат), cube (куб), go (бормоқ).

Кўрсатилган товуш билан ўқиладиган сўзларни топинг:

[θ] ʃthey, ʃthank ʃthree ʃthen ʃtenth ʃthis
улар раҳмат уч кейин ўнинчи бу

[tʃ] ʃeach ʃfish ʃmuch ʃwhich
ҳар балиқ кўп қайси
бир

[dʒ] ʃpage ʃgar ʃgun ʃgin
бет бўш қол- милтиқ жин
ган ган (ичимлик)

| | | | | | |
|-----|-----|----------|-------|------|--------|
| [s] | has | bags | rice | cent | dress |
| | бор | халталар | гуруч | сент | кўйлак |
| | бўл | | | | |
| | моқ | | | | |

| | | | | | | |
|-----|-------|------|-------|--------|------|-------|
| [ʃ] | she | chin | wish | check | chat | fresh |
| | у | жағ | ҳоқла | текшир | гап | янги |
| | (аёл) | | моқ | моқ | сот- | |
| | | | | | моқ | |

Грамматика: От Артикль

Инглиз тилида одатда отдан аввал артикль ишлатилади. Артикль бу ёрдамчи сўз бўлиб отнинг белгиларидан биридир. Артиклда келишик, род, бирлик ва кўплик шакллари йўқ. Фақат икки хил артикль бор — ноаниқ ва аниқ.

Ноаниқ артикль (a, an) фақат бирликда ишлатилган от олдидан қўйилади. Бу артикль бир хил предметлар ичидан бирини ёки қандайдир бирортасини англатади: Take a map. Картани (жўғрофия картасини) олинг (карталар ичидан бирорта картани, биттасини олинг).

Ундош ҳарф билан бошланган от олдидан ноаниқ артикль a, унли билан бошланган от олдидан an шакли ишлатилади: a table — стол, an apple — олма.

Артиклар [a, an] гапда урғу олмайди, кейинги сўз билан биргаликда ўқилади: a table [ə'teɪbl], an apple [ən'æpl].

Аниқ артикль the аслида бу, ўша деган маъноларни билдириб, авваллари кўрсатилган отлардан олдин ишлатилади. У бир қанча предметлар ичидан алоҳида биттасини ажратиб кўрсатади ва отларнинг бирлик ҳамда кўплик формаларидан олдин қўйилади. Бу артикль the, гапда урғу олмайди, кейинги сўз билан биргаликда ўқилади: the pen [ðə'pen] ручка; унли ҳарф билан бошланувчи от олдидан [ði] деб талаффуз қилинади: the apple [ðiæpl] олма.

Ўзбек тилига артикль таржима қилинмайди.

Take a pen — (бирорта, қандайдир) Ручкани олинг.

Take the pen — (шу) Ручкани олинг.

Агар отдан олдин сифатдан ясалган аниқловчи келса, артикль сифатдан аввал қўйилади: a bad pen [ə'baed,pen], the big black box [ði'big blæk,bɒks]

Қуйидаги саволларга жавоб беринг

Қайси сўз олдидан артикль қўйилади?

қора, яхши, китоб, юрмоқ.

Қайси сўз ёки сўз бирикмасидан олдин ноаниқ артикль аниқ қўйилади?

table, old shelf, box, map.

Қайси сўз олдидан ноаниқ артикль тушурилиб қолдирилади?

table, pen, newspaper, students.

Қайси сўз олдидан аниқ артикль [di] деб ўқилади?

arm, shelf, farm, box.

Артикль қаерда туриши керак?

1 new... interesting film; 2 ... new interesting film;

3 new interesting ... film.

Қайси гапта "китоб" сўздан олдин аниқ артикль қўлланилиши керак?

1 Мен китоб сотиб олдим. 2 Бу қизиқ китоб.

3 Китоб-жавонда.

Қайси гапта "ойнома" сўзидан олдин ноаниқ артикль қўллаш керак?

1 Ойномани олма! 2 Мен қизиқ ойнома ўқияпман.

3 Ойнома қизиқ. 4 Ойнома йўқолди.

Қайси гапта мақолалар сўзидан аввал аниқ артикль қўлланилади?

1 Мақолалар катта қизиқиш уйғотди. 2 У ҳар хил

мақолалар ёзади. 3 Мен қисқа мақолаларни яхши кўраман.

Артикль ишлатилмайди:

1. Атоқли отлар олдидан: Moscow, England, Mary, Pete.

Лекин айрим жўғрофий номлар олдидан аниқ артикль ишлатилади: the United States — Қўшма Штатлар, the Volga — Волга, the Black Sea — Қора денғиз.

2. От олдидан кўрсатиш ёки эгалик олмошлари келса: my box, that box.

3. Моддаларни ва мавҳумликни билдирувчи отлар олдидан:

I like music

Мен музиқани севаман

Water is necessary for life

Сув ҳаёт учун зарур

Лекин худди шу отлар муайян, аниқ маънони билдирса, аниқ артикль билан ишлатилади.

The water in the river is cold. Дарёдаги сув совуқ.
 4. От олдидан сон турса артикль ишлатилмайди (бет, боб, дарсни кўрсатса):
 lesson five — бешинчи дарс.
 5. Йил фасллари, ойлар, ҳафта кунлари, кўчалар номи, олдидан ва по (йўқ) сўздан аввал, катта ҳарф билан ёзилувчи унвонлар олдидан артикль ишлатилмайди.
 in Decamber — декабрда, on Monday — душанбада, Professor Black — профессор Блейк, Gorky Street — Горький кўчаси, Fifth Avenue — Бешинчи Авеню.
 He has no book — Унинг китоби йўқ.

Қуйидаги саволларга жавоб беринг

Қайси сўз олдидан артикль ишлатилмайди? шаҳар; қиз бола; Пўлат; дўст.
 Қайси давлатнинг олдидан аниқ артикль ишлатилади? Italy, United States of America; Iran; Turkey.
 Қайси от артикльсиз ишлатилиши мумкин? table, book, town, air.
 Қайси гапда моддани англатувчи от олдидан аниқ артикль ишлатилади? Сут фойдали; Хонадаги ҳаво тоза; Қуёш, ҳаво ва сув — бизнинг қалин дўстимиз. Темир — қаттиқ металл.

Кўрсатиш олмошлари

Кўрсатиш олмошлари бирлик ва кўплик шаклларига эга:

| | |
|----------------------|------------------------------|
| бирлик | кўплик |
| this [θis]бу | these [θi:z]—булар |
| that [ðæt]ўша, анови | those [θoʊz]ўшалар, ановилар |

This ва these олмошлари нарсалар сўзловчига яқин бўлса, that ва those эса нарсалар сўзловчидан узоқда бўлса ишлатилади.

Уй вазифаси

Кўрсатма ва фонограммалар ёрдамида 1 ва 2 — машқларни тайёрланг. Талаффуз устида ишлаб сўзларни ёдланг. Босма ҳарфлар билан 1 ва 2 — машқларни кўчиринг. Мустақил ишлаш учун кўрсатмаларни, ҳарф ва ҳарф бирикмаларни ўқилишини ўрганинг.

LESSON 2

Дарс мавзуси: Умумий сўроқ гапда оҳангнинг ифодаланиши. Пасаювчи босқичли шкала (жадвал). Жумла урғуси. Жумла ва паузада мусиқий урғунинг график тасвирланиши. Ритмнинг (вазнининг) сўз ва жумла урғусига таъсири. Кўтарилувчи ва пасаювчи оҳангнинг ишлатилиши. Инглиз ундош товуши: [f]. Ҳқиш қоидалари: 3, 4, 5 ФМ. III-тур бўгин, ҳарф бирикмаларининг ўқилиши.

Грамматика. **To be** феъли **Indefinite Tense** — да. Инглиз тилида дарак гапда сўз тартиби. **The Present Indefinite Tense**. Умумий сўроқ гапнинг тузилиши. Бўйруқ майли. Кишилик олмошлари. **In, to, by**, предлоглари. Саноқ ва тартиб сонлар.

Талабаларнинг мустақил ишлашлари учун 3-машққа кўрсатма

Оиланинг дўсти ҳақида. Диалогни график тасвирланган тонограмма ёрдамида ифодалаи ўқинг. Тонোগраммада тире (чизиқ) урғу олган бўгинни, нуқталар эса урғу олмаган бўгин ёки сўзни билдиради. Оҳанглар ёйсимон график шаклда: кўтарилувчи оҳанг пастдан юқорига ёйсимон, пасаювчи — юқоридан пастга, пауза — тўғри вертикаль чизиқда берилади. Паст ва баланд тонограммани кўрсатиш учун юқоридан ва пастдан горизонтал чизиқлар чизилади. Инглиз тилида жумла ичидаги оҳанг ўзбек тилидагига мос келади. Аста-секин пасаювчи босқичли жадвал инглиз тилида жуда кўп қўлланилади.

Аста-секин пасаювчи шкалада биринчи урғули бўгин энг юқори сатҳда, ундан кейингиси пастроқда, лекин урғу олмаган бўгинлар урғу олган бўгинлар билан бир қаторда келиб терминаль оҳанггача поғонама-поғона бўлиб пасайиб келади.

3-машқ Ўқитувчи биргалигида бажарилади

'Is Vivy eigh,teen? Yes, she is.

'Is Pete eleven? No, he isn't

'Pete is 'only ten.

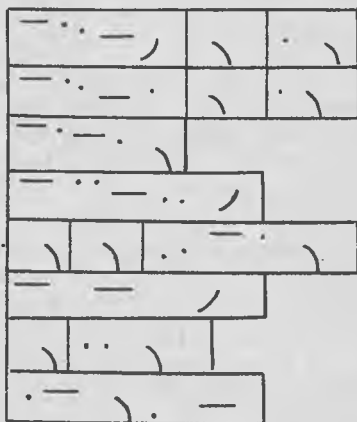
'Is Mrs. Kent fifty-nine?

No, she isn't. She is 'sixty-eight.

'Does Bob speak French, well?

No, he does not.

He speaks Russian well.



Таржимаси:

Виви ўн саккиздами? Ҳа. Петя ўн бирдами? Йўқ. Петя фақат ўнда. Миссис Кент эллик тўққиздами? Йўқ. У олтиш саккизда. Боб фарангча яхши гапирадими? Йўқ. У русча яхши гапиреди.

Жумладаги урғу — оҳанг тузилиши учта омилдан иборат: 1) тил қоидаларида бор бўлган жумла урғуси унинг қайси сўз туркумига мансублигига қараб, улар ҳар хил тилларда турлича бўлиши мумкин; 2) жумланинг асосий мазмунига, уни қандай шароитда айтилишига қараб; 3) ажратилган бўғинларни бир хил вақт оралиғида, вазнга қараб тузилади. Шундай қилиб вазн (ритм) жумладаги урғунинг бошланиши бўлиб, уни бир хил вақт ичида айтилишини таъминлайди.

Учинчи машқни ўқиётганингизда урғу белгиси қўйилган сўзларга алоҳида эътибор беринг. Жумла урғуси қоидасига кўра инглиз тилида атоқли ва турдош отлар, сифатлар, сонлар урғу олиши керак, лекин 3-машқда вазн таъсирида улар урғуни йўқотадилар: Vivy, Pete, Mrs. Bob, fifty.

Охирги жумлада well равиши жумла урғусини йўқотади, чунки шу вазиятда янги маълумотни speaks Russian ифодалайди, well эса ҳаммага аввалдан маълум нарсани англатади.

Ажратилган бўғинлар аста-секин пасаяувчи оҳанг билан бир текисда талаффуз этилиши учун қўлингиз билан столга бир вазнда (ритм) уриб туринг.

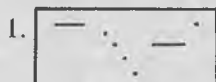
Ўзбек ўқувчилари учун қийин бўлгани бу энг охириги урғули бўғиннинг талаффуз даражасидир.

Таққосланг:

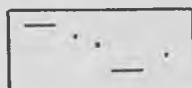
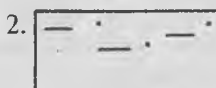
Ўзбекча

Инглизча

1. Виви ўн саккиздами?
'Is Vivy 'eighteen?



2. Петя ўн бирдами?
'Is Pete e|even?

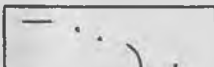


Умумий сўроқ гапнинг тузилиши ва оҳангини инглиз ва ўзбек тилида солиштирганда иккала тилда ҳам у кўтарилувчи оҳанг билан ифодаланар экан. Лекин фарқи шундаки, инглиз тилида кўтарилувчи оҳанг паст сатхдан бошланади, ўзбек тилида эса бирданига кўтарилувчи сатхдан бошланади. Шунинг учун бундай сўроқ гапларни биргаликда жўр бўлиб, кейин эса ўзингиз алоҳида талаффуз этинг.

Дадиллик ва ишонч билан айтилган жавоблар (қатъий, узил-кесил хабарлар, арзлар) пасаяувчи оҳанг билан талаффуз қилинади. (3-машққа қаранг).

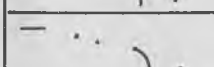
4-машқ.

1. 'Don't take the stone



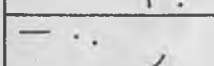
Тошни олма

2. 'Give it to Stephen



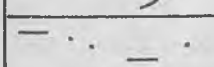
Уни Степанга бер (буйруқ)

3. 'Don't take the stone



Тошни олма (илтимос)

4. 'Give it to Stephen



Уни Степанга бер (илтимос)

5. 'Can they play chess?



Улар шатранж ўйнай оладиларми?

Yes, they can



Ҳа

Талабаларнинг мустақил ишлашлари учун 4-машққа кўрсатма.

Ўзбек тилидаги инкор (1-гап), буйруқ (2-гап) ва илтимосни ифодаловчи гаплар пасаювчи оҳанг, инглиз тилида эса, инкор ва буйруқда пасаювчи, илтимос эса кўтарилувчи оҳангда берилади. (3—4 гаплар). Илтимосни мулойим товуш билан кўтарилувчи оҳангда ўқинг. Буйруқ ва инкорни англатувчи жумлаларни қатъийлик, дадиллик билан, сўзсиз бажарилиши кераклигини англатиб талаффуз қилинг. Шунини алоҳида таъкидлаш керакки, 1, 2 ва 3, 4-гапларнинг грамматик тузилиши бир хилда буйруқ майлида берилган, лекин асосий мақсади ҳар хил. Асосий мазмун — илтимос ёки буйруқни оҳанг кўрсатади.

4-машқдаги товушлар устида ишлаётганингизда [p, t, k] лардан олдин [s] товуши турган бўлса, [h] нафас товуши ишлатилмайди: —[sp-, st-, sk-]. Машқлар устида ишлаганда магнитофондан фойдаланинг, диктордек талаффуз этишга ҳаракат қилинг, товуш чиқариб ўқиётганингизда қўлингиз билан столга уриб, вазни сақланг.

5-машқ

III тур бўғин (унлиларнинг чўзиқ ўқилиши).

| [a:] | [ɔ:] | [ə:] |
|-------|--------|-------------|
| ʃar | ʃor | ʃer |
| узоқ | учун | унинг (аёл) |
| ʃarm | ʃstorm | ʃgirl |
| ферма | бўрон | қиз |
| ʃpark | ʃshort | ʃburn |
| боғ | калта | ёндирмоқ |

Талабаларнинг мустақил ишлашлари учун 5-машққа курсатма.

Инглиз [a:] товуши ўзбекча (қ, х, ғ) дан аввал келадиган [a] товушига ўхшашдир. Шунинг учун тил орқароққа тортилади, тилнинг орқа қисми юқорига кўтарилади, жағ ўртача пастга туширилади. Бу товуш

ўзи доим урғу олгани учун уни паст овозда талаффуз этинг. Оғзингизни катта очманг, чунки унда тил олдинга ҳаракат қилиб қолади. Товушни ўзини бирнеча бор талаффуз қилинг, сўнг сўзларни ўқинг.

Инглизча [f] товуши билан бошланадиган сўзларда пастки лабингизни юқори тишларингизга яқинлаштиринг, ўзбекча [ф] лаб-лаб товушидир. Шунга эҳтиёт бўлиб, ойнакка қараб нафасни шиддат билан юқори тиш ва пастки лаб орасидан чиқаринг.

Инглизча [ʤ:] товушида тилингизни орқага тортиб, товушни тил орқасида айтинг. Бу товуш ўзбекча [o]га ўхшаш, лекин инглизчасини чўзиб, лабларингизни қимирлатмасдан паст овоз билан талаффуз этинг. Сўзларни ўқиётганингизда охирги жарангсиз ундошларни куч билан айтинг.

Инглизча [ə:] товушини талаффуз қилаётганингизда товушнинг бошланиши [ou] дифтонгига ўхшаш ёки ўзбекча [ў]га ўхшайди. Лабларингизни чўзманг, қимирлатманг. Girl [gə:l] сўзини айтганда ўзбекча [ў] товушидан аввал инглизча [e] товушини қўшиб айтинг.

Ўқиш қоидалари.

Қуйидаги жадвални ўқитувчи ёрдамида тушунинг ва ўқиб чиқинг.

Сўзларни ёдланг.

Ўқилмайдиган ундош ҳарфлар

| Ҳарфлар | Та-лаф-фузи | Ўқитувчи билан ишлаш учун мисоллар |
|------------|-------------|--|
| Сўз бошида | | |
| k+n | [-n] | knife (пичоқ), know (билмоқ), knock-out (нокаут) |
| w+r | [-r] | write (ёзмоқ), wrong (ноўғри), wrote (ёзган эди) |
| w+h | [-h] | who (ким), whose (кимнинг), whom (кимни), whole (ҳаммаси, бутун) |
| h | — | honest (роstdғўй), honour (шон-шараф), hour (соат) |

| Сўз ўртасида | | |
|--------------|-------|---|
| -h- | — | when (қачон), white (оқ), what (нима), why (нимага) |
| -w- | — | answer (жавоб), two (икки), knowledge (билим) |
| -t- | — | listen (эшитмоқ), often (тез-тез) |
| -al- | [a:] | calm (тинч), half (ярим), palm (кафт) |
| -alk- | [ɔ:k] | chalk (бўр), walk (яёв) |
| -igh- | [ai] | might (қила олмоқ), light (енгил), fight (курашмоқ) |
| -eigh- | [ei] | eight (саккиз), weight (оғирлик) |
| Сўз охирида | | |
| -gh- | — | high (баланд), through (оралиқ) |
| -m+ n | [m] | climb [klaɪm] (юқориға тирмашиб чиқмоқ), bomb (бомба), column (қатор) |

Ўқиш қоидалари учун машқлар:

Қуйидаги сўзларда унли ҳарфларни қисқа ва алфавит тарзида ўқинг:

а) neck — бўйин, match — гугурт, film — фильм, pencil — қалам, brush — чўтка, fifth — бешинчи, land — ер, get — олмоқ, sun — қуёш.

б) miner — кончи, take — олмоқ, smoke — чекмоқ, pen — ручка, try — ҳаракат қилмоқ, huge — бахайбат, but — лекин, phone — телефон қилмоқ, five — беш.

с) March — март, port — порт, third — учинчи, sport — спорт, burn — ёндирмоқ, branch — шохобча, farm — ферма, firm — фирма, birth — туғилиш.

Қуйидаги сўзларни ўқинг ва ўқилмайдиган ундош ҳарфларни айтиб беринг:

hour — соат, wreck — авария, write — ёзмоқ, while — ўша пайтда, whom — кимга, wrong — нотўғри, knee — тизза, straight — тўғри, текис, debt — қарз, bomb — бомба.

Грамматика: To be феъли Indefinite Tense да бўлмоқ, бор бўлмоқ, маъноларни англатиб, ҳозирги, ўтган ва келаси замон шаклларига эга:

| Present Indefinite | Past Indefinite | Future Indefinite |
|--------------------------------|-------------------------------------|--|
| I am | I } he } she } it } was | I shall be he } she } it } will be |
| we } you } they } are | we } you } they } were | we shall be you } they } will be |

Сўроқ гапда to be феъли эгадан аввал қўйилади.

Is he a student? У талабами?
Was he a student? У талаба эдими?
Will he be a student? У талаба бўладими?

Бўлишсиз гапда not юкласи to be дан кейин қўйилади.

He is not a student У талаба эмас
He was not a student У талаба бўлган эмас
He will not be a student У талаба бўлмайди

He isn't a student
He wasn't a student (Оғзаки нутқда қисқа айтилади)
He won't be a student

Қуйидаги саволларга жавоб беринг

Гапда феълнинг қайси шаклини қўллаш керак?
"We ... in the classroom" (am, is, are)

"Yes, it was" жавоб қайси саволга тўғри келади?

1. Was the classroom big? 2. Was he a student? 3. Was she in Moscow?

Are they at the Institute? гапига қайси жавоб тўғри келади?

1. Yes, we are. 2. Yes. I am. 3. Yes, they are.

Нуқталар ўрнига to be феълнинг керакли шаклини қўйинг, пайт ҳоли (yesterday [ˌjɛstədi] — кеча, last year [lɑːst ˌjiə] — ўтган йили, next year [ˈnɛkstjəː] — келаси йили сўзларига аҳамият беринг)

| | |
|-------------------------------|---------|
| 1. I... an engineer | am |
| 2. We... students | is |
| 3. He... a teacher | are |
| 4. It... Friday yesterday | were |
| 5. They... students last year | was |
| 6. You... a student next year | will be |

Инглиз тилидаги дарак гапда сўз тартиби

Инглиз тилидаги гапда сўзларнинг ўзаро боғлинишида қўшимчалар қўп бўлмагани учун гапда маънони сўз тартиби ва предлоглар асосида берилади. Инглиз тилида сўз тартиби қатъийдир, ҳар бир гап бўлагининг ўз ўрни бор.

The students study these plans. Талабалар бу режаларни ўрганадилар

Агар инглизча гапдаги сўзларнинг ўрнини алмаштирсак, маъносиз гап тузилади.

Инглиз тилидаги дарак гапда сўз тартиби:

| 0 | I | II | III тўлдирувчи | | | IV |
|------------------------|-----|-------|---------------------|--------------|--------------------|------------------------|
| | | | Предлогсиз воситали | Тўғри | Предлогли воситали | |
| Ҳол | Эга | Кесим | | | | Ҳол |
| in this room every day | We | study | us | mathe-matics | to Pete | in this room every day |
| | He | gives | | lessons | | |
| | She | reads | | her notes | | |

Жадвалдаги гапларнинг кесими The Present Indefinite (Ноаниқ ҳозирги замон)да берилган. Бу замон иш-ҳаракатни доим такрорланиб туришини ва доимий бўлиб турадиган ҳаракат ва ҳолатни ифодалайди. The Present Indefinite Tense нинг бўлишли шакли барча шахслар учун (3-шахс бирликдан ташқари) феълнинг асосий шаклидан тузилади. 3-шахс бирликда феъл негизига -s ёки (-es) қўшилади.

He speaks English У инглизча гапиради.

Гапларнинг сўроқ ва бўлишсиз шакли ёрдамчи феъл do билан ясалади, III-шахс бирликда does ишлатилади. Гапдаги асосий феъл ҳамма шахсларда ҳам to юкламаси тушириб қолдирилган инфинитив шаклида бўлади.

Does he speak English? (сўроқ шакли). He does not (doesn't) speak English (бўлишсиз шакли). (Indefinite Tenses ҳақидаги тўла маълумот учун асосий курсга қаранг).

Қуйидаги машқларни бажаринг

Қуйидаги сўзлар ёрдамида сўз тартиби қондасига амал қилиб дарак гаплар тузинг:

- 1 books, puts, she, the table, on
- 2 books, to read, by Russian writers, likes, he
- 3 mathematics, study, in this room, we, every day

Қуйидаги гаплардаги гап бўлақларини аниқланг, бўлишли гапда сўз тартиби бўйича сўзларни жадвалга жойлаштинг:

| 0 | I | II | III | IV |
|-------------------|-----|-------|------------|-----|
| Ҳол ёки аниқловчи | Эга | Кесим | Тўлдирувчи | Ҳол |

1. Every day he goes there by bus;
2. Most of the students take an active part in social life.
3. Our University trains specialists for different branches of industry.

Умумий сўроқ гапнинг тузилиши

Умумий сўроқ гапда савол бутун гапга берилади. Унда сўз тартиби ўзгаради; гап ёрдамчи феъллардан бири *be, have, do* ёки модаль феъллар *can, may, must* билан бошланади.

| 0 | I | II | III | IV |
|------------------|-----------|--------------|------------|----------|
| Ёрдамчи феъл | Эга | Кесим | Тўлдирувчи | Ҳол |
| 1. Do 2. Does | you he | like live | music? | in Kiev? |

Умумий сўроқ гапга қисқа жавоб берилади.

1. Yes, I do.

2. No, he doesn't.

Кишилик олмошлари

Инглиз тилидаги кишилик олмошларда иккита келишик бор: бош ва объект келишиги. Кишилик олмошлари бош келишикда эга, объект келишикда эса тўлдирувчи бўлиб келади. I (эга) like him (тўлдирувчи).

Кишилик олмошларини эсда тутинг:

| Сон | Шахс | Кишилик олмошлари | |
|--------|------|-------------------|--------------------------|
| | | Бош келишик | Объект келишик |
| Бирлик | 1. | I — мен | me — менга, мени |
| | 3. | he, she, it — у | him, her, it — унга, уни |
| Кўплик | 1. | we — биз | us — бизга, бизни |
| | 2. | you — сиз | you — сизга, сизни |
| | 3. | they — улар | them — уларга, уларни |

Буйруқ майли

Буйруқ майли буюриш, маслаҳат, илтимос каби маъноларни англатади ва инфинитив *to* юкламасисиз ишлатилади.

Go — Бор (инг)!

Take the book — Китобни ол(инг)!

Буйруқ майлидаги феъл олдидан келган do not қисқартирилган don't (don t) бўлишсизликни англатади.

Do not (don't) take the pen. Ручкани олма!

Do not (don't) smoke; Чекма!

Буйруқ майли I ва III шахсда (бирлик ва кўпликда) let + олмош (от) + инфинитив бирикмаси ёрдамида ҳам берилиши мумкин.

Let me go. Кетишга рухсат беринг.

Let her take the bag. У сумкани олсин.

Let кўмакчи феъли олдидан келган do not (don't) та'қиқни англатади.

Don't let him do it. У буни қилмасин.

Don't let the boy go. Бола бормасин.

Қуйидаги машқларни бажаринг

Буйруқ майли қайси гапда ишлатилган?

1. Go home at 5 o'clock
2. I shall go home at 5 o'clock.

"Келинлар, бу қийин матнни ўқиймиз!", гапининг таржимасини топинг.

1. Read this difficult text.
2. To read this text is difficult.
3. Let us read this difficult text.

"Let... think about it" гапини керакли олмош билан тўлдириг.

they, us, our.

"Доскага ёзманг!" гапининг тўғри таржимасини топинг.

- 1 Write on the blackboard!
- 2 Don't write on the blackboard!
- 3 Will you write on the blackboard?

Қайси гапда буйруқ майли ишлатилган?

- 1 Do you speak English?

- 2 She speaks English to me.
- 3 Speak English to me!
- 4 They speak English to me.

Таржималарни таққосланг

- | | |
|------------------------------|---|
| 1. Let us read the text | Келинг(лар) матнни ўқий- миз! |
| 2. Let the students read. | Талабаларнинг ўқишига рухсат беринг. |
| 3. Let him go to the library | Уларнинг кутубхонага бори- шига рухсат беринг. |
| 4. Let them speak English | Уларнинг инглизча гапир- шига рухсат беринг. |
| 5. Don't read the book. | Китобни ўқиманг. |
| 6. Read the exercise | Машқни ўқинг. |

Сўзлар ёрдамида гаплар тузинг:

| | | | | |
|---------|---|-----------------|-------------------------------|---|
| 1. Come | here, to the blackboard, to the club | 5. Give | Ann them him | that English book, the map, these two Russian books |
| 2. Take | this pen, the bag | 6. Don't | | write this exercise, speak Uzbek at the English lesson, go there |
| 3. Go | there, to school, to the post-office | | | |
| 4. Open | the window, the book, the box | 7. Don't let | him Ann the students | go there. look at the blackboard, the students speak Uzbek at the English lesson. |

Ўқинг ва таржима қилинг.

Take a map. Don't take that pen. Make a plan, Ben. Let me introduce my friend to you. Let him translate the text. Don't let him open the box.

In, to, by предлоглари

Инглиз тилида келишиқ қўшимчалари бўлмагани учун предлоглар алоҳида ўрин тутлади:

а) **in** предлоги гапда қаерда, нимада? саволларига жавоб бўлади ва бирор нарсанинг ичида, эканлигини билдиради.

He lives **in** London У Лондонда яшайди.

The students are **in** the Талабалар хонада.
room.

б) **to** предлоги йўналишни билдиради, қаерга, қайси тарафга сўроқларига жавоб бўлади.

Go **to** the doctor Докторга боринг.

в) **by** предлоги вақтни, сабаб ва мақсадни англатади, тушум келишиқка тўғри келади. **by bus** — автобусда, **by 3 o'clock** — соат 3 га, **by air** — тайёрада, **by sea** — денгиз орқали, кемада.

СОН

Саноқ сонлар

Саноқ сонлар **how many** — қанча? деган саволга жавоб бўлади. Ун иккигача бўлган саноқ сонларни эсда тутинг.

| | | | | | |
|--------|-------|--------|-------|----------|---------|
| one | two | three | four | five | six |
| [wʌn] | [tu:] | [θri:] | [fɔ:] | [faiv] | [siks] |
| 1 | 2 | 3 | 4 | 5 | 6 |
| seven | eight | nine | ten | eleven | twelve |
| [sevn] | [eit] | [nain] | [ten] | [i'levn] | [twelv] |
| 7 | 8 | 9 | 10 | 11 | 12 |

Ўн учдан бошлаб саноқ сонлар — teen суффикси ёрдамида тузилади, айрим сонларнинг ўзаги ўзгаради.

| | |
|-----------------------|---------------------------|
| 13 thirteen [θɜ:ti:n] | 16 sixteen [siks ʃi:n] |
| 14 fourteen [fɔ:ti:n] | 17 seventeen [ˈseventi:n] |
| 15 fifteen [fifti:n] | 18 eighteen [eiti:n] |
| | 19 nineteen [ˈnainiti:n] |

Ўнликларнинг белгиси — ty суффиксидир

| | |
|---------------------------|----------------------|
| 20 twenty [ˈtwenti] | 60 sixty [ˈsiks ti] |
| 30 thirty [θɜ:ti] | 70 seventy [ˈsevnti] |
| 40 forty [fɔ:ti] | 80 eighty [ˈeiti] |
| 50 fifty [ˈfifti] | 90 ninety [ˈnainti] |
| 100 hundred [ˈhʌndrɪd] | |
| 1000 thousand [θaʊzənd] | |
| 1000000 million [ˈmɪljən] | |

Ўнликлар ва бирликлар худди ўзбек саноқ сонларидек ўқилади.

| | |
|-----------------|--------------------|
| 64 — sixty-four | 39 — thirty nine |
| 45 — forty-five | 77 — seventy seven |

Юзгача тез санашни ўрганинг. Йиллар иккита — иккита сон қилиб ўқилади: 1954 — nineteen fifty four
1839 — eighteen thirty nine 1990 — nineteen ninety

Йил сўзи (year) шундай пайтда айтилмайди. Юзгача санашни биласиз. Энди давом эттирамыз.

| |
|--|
| 100 — one (a) hundred |
| 101 — one hundred and one |
| 112 — one hundred and twelve |
| 785 — seven hundred and eighty five |
| 1,000 — one (a) thousand |
| 1,001 — one thousand and one |
| 7,945 — seven thousand nine hundred and forty five |
| 2,000 — two thousand |
| 100,000 — one hundred thousand |
| 1,000,000 — one million |

5,500,565 — five million five hundred thousand five hundred and sixty-five.

3,500,600,761 — three billion (milliard) five hundred million six hundred thousand seven hundred and sixty one.

Қуйидагиларга алоҳида эътибор беринг:

а) hundred, thousand, million сонларида кўпликда -s қўшимчаси қўшилмайди. Лекин hundred ва thousand сўзлари қўшма от бўлиб келганда -s қўшилади. Two hundred persons — икки юзта одам; hundreds of people — (от бўлганда) — юзлаб одамлар.

б) hundred, thousand сўзларидан кейин келган ўнлик ва бирлик сонлар орасига and ишлатилади.

135 — one hundred and thirty five

1,022 — one thousand and twenty two

Кўп сонли саноқ сонлар орасига нуқта эмас, вергул қуйилади.

Тартиб сонлар:

Биринчи учта сонни ёдда сақлаш керак:

the first [fə:st] биринчи

the second [sekənd] иккинчи

the third [θə:d] учинчи

Мисоллардан кўриниб турибдики, тартиб сонлар which — қайси, нечанчи? саволига жавоб бўлади.

the fourth [fɔ:θ] тўртинчи;

the fifth [fifθ] бешинчи;

the sixth [siksθ] олтинчи;

the seventh [sevenθ] еттинчи;

the eighth [eitθ] саккизинчи;

the ninth [nainθ] тўққизинчи;

the tenth [tenθ] ўнинчи;

the eleventh [i,levenθ] ўн биринчи;

the twelfth [twelfθ] ўн иккинчи;

the thirteenth [θə:tinθ] ўн учинчи;

the fourteenth [fɔ:ti:nθ] ўн тўртинчи;

the fifteenth [fif,ti:nθ] ўн бешинчи;

the sixteenth [siks,ti:nθ] ўн олтинчи;

the seventeenth [sevnti:nθ] ўн еттинчи;

the eighteenth [ei,ti:nθ] ўн саккизинчи;

the nineteenth [nain,ti:nθ] ўн тўққизинчи;

the twentieth [twentiiθ] йигирманчи;

the twenty first [twenti fə:st] йигирма биринчи;
 the thirtieth [θɜ:tiiθ] ўттизинчи;
 the fortieth [fɔ:tiiθ] қирқинчи;
 the fiftieth [fiftiiθ] эллигинчи;
 the sixtieth [sikstiiθ] олтмишинчи;
 the seventieth [sevntiiθ] етмишинчи;
 the eightieth [eitiiθ] саксонинчи;
 the ninetieth [naintiiθ] тўқсонинчи;
 the hundredth [hʌndrid] юзинчи;
 the thousandth [θauzənd] мингинчи;
 the millionth [milijən] миллионинчи.

Қуйидагиларга эътибор қилинг:

а) fifth — бешинчи сўзида сўзнинг ўзаги ўзгаради: five — беш; twelve — ўн икки саноқ сони тартиб сон бўлганда ve дан f га айланади: twelfth — ўн иккинчи.

б) ўнликлардан тартиб сон ясалганда у ҳарфи ie га айланади: fourth — fourthieth.

в) мураккаб сонлардан тартиб сон ясалганда — th суф-фикси охири сонга қўшилади. The twenty sixth — йигирма олтинчи.

Касрлар

Ўнли касрларда бутун сон ўнлик бўлақдан нуқта билан ажратилади: 3.45 — three point fourty five hundredth — уч бутун юздан қирқ беш.

Солиштиринг (бундай фарқни билишингиз керак).

| Ўзбекчада | Инглизчада |
|-----------|------------|
| 6.740.801 | 6,740,801 |
| 5,7 | 5.7 |

Инглиз тилидаги мақолани ўқиётиб 3.707 сонини кўриб қолсангиз бу тўртхонали сон эмас, аксинча бу ўнли каср, уч бутун мингдан етти юз етти деб билинг. Ўнли касрлар қуйидагича ўқилади:

1.5 — one point five

8.56 — eight point fifty six

0.4 ёки .4 — [ou] point four. Ноль zero [zi rou] деб ўқилади. "Ноль бутун" да нолни ёзмай фақат нуқта билан ифодалаш ҳам мумкин: 0,25 = .25; 0.5 = .5;

Қаср сонларда сурат саноқ сон билан, маҳраж тартиб сон билан ўқилади:

| | |
|---------------------------|---------------|
| $\frac{1}{8}$ one eighth | саккиздан бир |
| $\frac{2}{7}$ two seventh | еттидан икки |

Қуйидаги машқларни бажаринг

Қуйидаги сонларни тартиб сон тарзида ёнинг: 13, 46, 233, 4831, 3701, 3,405, 241; $\frac{4}{6}$, $\frac{1}{3}$, 0.7, .8, 4. 16

Қуйидаги сонлардан тартиб сон ясанг:
2; 10; 30; 87; 93.

Сонларни овоз чиқариб ўқинг:

1,235; 1.23; 2,466; 144; .6; $\frac{7}{9}$

Овоз чиқариб йилларни инглизча ўқинг:
1981, 1941, 1799, 1985, 1989.

Уй вазифаси

Фонограмма ёрдамида 3, 4, 5 — машқларни бажаринг, кўрсатмаларни ва машқларнинг таржималарини дафтарингизга ёзиб олинг. 1, 2 — машқларни қайтаринг. Ўқиш қоидалари устида ишланг. Грамматик қоидаларни ўрганинг ва унга тегишли машқларни бажаринг.

LESSON 3

Дарс мавзуси:

Альтернатив танлов сўроқ гапда ва узун жумлаларда оҳангнинг ифодаланиши.

Уй вазифасини сўраш. 1, 5 — машқлар, ўқиш қоидалари ва алфавит устида ишлаш, 6, 7 — ФМ.

Грамматика. Отларда кўплик, эгаллик ва сўроқ олмошлари, равиш, to have феъли the Indefinite Tense да. Альтернатив (танлов) сўроқ гапнинг тузилиши.

6-машқ (Ўқитувчи биргалигида бажарилади).

| | | | | | | |
|----|------|------|-------|--------|--------|--------------|
| | [i] | [æ] | [e] | [æ] | [ai] | [e] |
| 1. | 'Is | that | 'felt | hat | ,light | or ,heavy? |
| | [i] | [i] | [ou] | [i] | [i:] | [æ] |
| 2. | 'Is | this | 'old | pit | ,deep | or ,shallow? |
| | [i] | [æ] | [i] | [i:] | [æ] | [e] |
| 3. | 'Is | that | 'big | field | ,black | or ,yellow? |
| | [æ] | [i] | [i:] | [e] | [e] | [æ] |
| 4. | 'Can | she | 'read | French | ,well | or ,badly? |

Таржимаси:

1. У фетр шляпа енгилми ёки оғирми?
2. У эски ура чуқурми ё юзами?
3. У катта дала қорами ёки сариқми?
4. У фарангча яхши ўқийоладими ёки ёмон ўқийдими?

Альтернатив танлов сўроқ гаплар оҳанги инглиз ва ўзбек тилларида солиштирилганда, иккала тилда ҳам бир хил экан: Танлов — сўроқ гап икки қисмдан (маъноли қисмлардан) тузилади. Биринчи қисм кўтарилувчи, иккинчиси пасаювчи оҳанг билан талаффуз қилинади. Инглиз тилидаги танлов сўроқ гапнинг биринчи қисми ўз оҳанги ва грамматик тузилиши билан умумий сўроқ гапга жуда ўхшайди (3-машққа қаранг).

Инглиз тилида танлов сўроқ гапнинг биринчи қисмида кўтарилувчи оҳанг паст сатхдан бошланади, ўзбек тилида эса бирданига кўтарилувчи сатхдан бошланади.

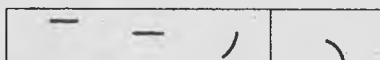
Талабалар мустақил ишлашлари учун
6-машққа кўрсатма.

Танлов сўроқ гапда бир-бирига зид нарса, ёки нарсаларнинг қайси бири тўғрилиги сўралади. Сўзловчи тўғри, аниқ жавоб олиши учун савол беради, суҳбатдош ўзи билган ҳақиқий далилларга амал қилиб тўғри жавобни танлаб айтади.

6-машқни қуйидагича бажаринг:

а) Урғу олган унлиларни ажратиб юқори сатхдан аста-секин товушингизни пасайтириб талаффуз этинг, кейин кўтарилувчи ва пасаювчи оҳангни ишлатинг.

['i, 'e, ai | e]



Шу қатордаги товушларни икки марта қайтаринг.

б) Урғу олмаган унли товушларни қўшинг.

[i, æ, 'e, æ, ai | ɔ, e]

Оҳангни график ифодаланишини тасвирланг. Унлилар санжирини бир неча марта қайтаринг: урғу олган унлилар кучлироқ талаффуз этилади. Ўз-ўзингизни ойнада текшириб боринг, [æ] товушини айтаётганингизда пастки жағингиз пастга анчагина тушиши, [e] товушида эса оғзингиз деярли очилмаслиги, фақат лабларингиз салгина очилиши керак.

в) Товушингиз кўтариладиган ёки пасаядиган сўзларни машқ қилинг. Қўтарилувчи ва пасаяувчи оҳангни бир-бирига таққосланг. light heavy; deep shallow; black yellow.

г) Биринчи саволни (аввал ичингизда, сўнг овоз чиқариб) ўқинг, ўқиётганингизда столга бир маромда уриб эшитиб туринг. Оғзингизни кенг очилишини текшириб [æ] ва [ai] деб талаффуз қилинг. Кейинги саволларни ҳам шу тарзда ишлаб чиқинг.

7-машқ.

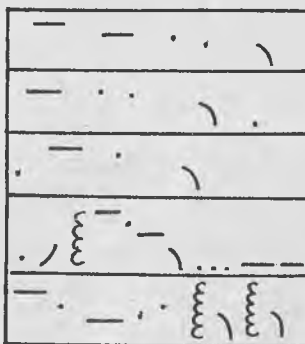
Jane isn't his aunt.

Jane is his sister.

This hall is small.

The boys like to play basket-ball in that hall.

Do you know those boys? Yes, I do.



Таржимаси:

Женя унинг холаси эмас.

Женя унинг опаси (синглиси).

Бу зал кичкина.

Болалар ўша залда баскетбол ўйнашни яхши кўрадилар.

Сиз анови болаларни биласизми? Ҳа.

7-машқдаги жумлалар қатъий, дадил бўлганлиги учун пасаювчи оҳангда талаффуз этилади. Узун жумла иккита маъноли, бир-бирига боғлиқ бўлакларга бўлинади. Иккинчи маъноли бўлакда болалар бошқа бирор ўйинни эмас, баскетболни ўйнашни ёқтиришлари айтиляпти (ўйин жойи бизга аввалги жумладан маълум). Шунинг учун пасаювчи оҳанг жумла охирида эмас, баскетбол сўзида қўлланади, у янги хабар берувчи маъно маркази ҳисобланади. Шу асосга кўра охирги умумий сўроқ гаптаги ажратилган сўз "кпov" ҳисобланади ва сўзлашувдаги маъно маркази ҳисобланади.

7-машқни талабалар мустақил ишлашлари учун кўрсатма

7-машқдаги жумлаларни ўқиётганда оҳангни график ифодаланишидан фойдаланиб, вазни сақлаш учун қўлингиз билан столни бир маромда уриб туриб, зарур пайтда овозингизни кучайтириб талаффуз қилинг. Товушларнинг сифатини эшитиб туриб ҳар бир жумлани 3 ёки 4 мартадан текширинг.

Sister — сўзидаги охирги урғусиз бўғинни [ə] деб [л] га ўхшатиб талаффуз қилинг. [ɔi] дифтонги ўзбекча "вой оғрияпти!" га ўхшайди, лекин биринчи қисмини чўзиброк айтинг.

Алфавит устида ишлаш

Инглиз алфавитини овоз чиқариб ўқинг (жадвалга қаранг) ва ёдлаб олинг.

Алфавитни яна бир ўқиб чиқинг ва аввал унли ҳарфларни, кейин ундош ҳарфларни айтинг.

Қуйидаги сўзлардаги ҳарфларни номма-ном айтиб беринг.

date, fine, pole, tune, sport, own

Ўқиш қоидалари

Қуйидаги сўзларни ўқинг. Унли ҳарфлар алфавитдагидек чўзиқ ва қисқа ўқилади:

mineg — кончи, take — олмоқ, smoke — чекмоқ, try — ҳаракат қилмоқ, rich — бой, cut — кесмоқ, wet — зах, нам,

vote — овоз бермоқ, bird — қуш, thirty — ўттиз, party — партия.

Ўқитувчи ёрдамида қуйидаги жадвални таҳлил қилинг ва ўқинг. Сўзлардаги урғудан олдин турган бўғинга аҳамият беринг.

| Ҳарф ва ҳарф бирик-малари | Ўқилиши (урғудан олдин) | Ўқитувчи биргалигида ишлаш учун мисоллар |
|---------------------------|-------------------------|---|
| a- | [ə] | agrarian (аграр), again (яна). |
| con- | [kən] | construct (қурмоқ), container (контейнер). |
| for- | [fə] | forget (эсдан чиқармоқ), foresee (олдиндан кўрмоқ). |
| sur- | [sə] | surprise (ҳайрон қолмоқ). |
| ge- | [dʒi] | geography (жўғрофия). |
| geo- | [dʒiə] | geological (геологик). |
| bi- | [bai] | biology (биология). biography (таржимаи ҳол) |
| re- | [ri:] | repeat (қайтадан тўламоқ) |

Ўқитувчи ёрдамида қуйидаги жадвални таҳлил қилинг ва ўқинг. Сўзларнинг охирини ўқилишига аҳамият беринг:

| Ҳарф бирик-малари | Сўз охирида ўқилиши | Ўқитувчи биргалигида ишлаш учун мисоллар |
|-------------------|---------------------|--|
| -er | | faster (тезроқ), dinner (тушлик), sister (опа, сингил) |
| -or | [-ə] | doctor (доктор), orator (ма'рузачи), oppressor (золим) |
| -ar | | liar (ёлғончи). |
| -our | | neighbour (қўшни). |

| Ҳарф бирик-малари | Сўз охири-да ўқилиши | Ўқитувчи биргалигида ишлаш учун мисоллар |
|-------------------|----------------------|---|
| -y | [i] | geology (геология), policy (сиёсат), city (шаҳар), very (жуда). |
| -ture | [-tʃə] | picture (расм), future (келажак), |
| -sure | [ʒə] -ʃə] | pleasure (мамнунлик), measure (ўлчов), pressure (босим) |
| -tion | [-ʃən] | station (бекат), election (сайлов). |
| -sion | [-ʒən] [-ʃən] | division (бўлиш), decision (қарор). pension (нафақа), tension (танглик). |
| -cial | [-ʃəl] | official (маъмурий), social (социал). |
| -gh | [f] | enough (етарли), cough (ийўтал), rough (қўпол), laugh (кулмоқ). |
| -tain | [-tɪn] | fountain (фаввора), mountain (тоғ). |
| -ous | [əs] | jealous (рашкчи), famous (таниқли). |
| -able | [əbl] | unbearable (чидаб бўлмайдиган), immovable (ҳаракатсиз). |

Грамматика

Отларда кўплик

Инглиз тилида отларда кўплик -s (ёки -es) қўшимчасини қўшиш билан ясалди. Жарангсиз ундошлардан кейин [s] деб, унли ва сирғалувчи ундош товушлардан кейин [z] деб ўқилади:

text — texts [s], room — rooms [z], pass — passes [iz].
Агар сўз -y ҳарфига тугаса, ва -y ҳарфидан олдин ундош бўлса, бундай сўзларда -y ҳарфи -i ҳарфига айланади, ва -es қўшилади, city — cities [sitiz] (шаҳар-шаҳарлар).

Сўз охиридаги -y ҳарфидан олдин унли келса, -y ҳарфи ўзгармайди: day-days [deiz] — (кун-кунлар).

Сўзлар -f ёки -fe га тугаган бўлса, -(e)s кўплик қўшимчаси қўшилса, f ҳарфи v га айланади: shelf-shelves

[ʃelvz] — (жавон-жавонлар), knife — knives [naivz] (пичоқ-пичоқлар).

Айрим отлардан кўплик ясалганда, уларнинг ўзагидаги унли ҳарф ўзгаради.

man [mæn] — эркак, одам men [men] — эркаклар, одамлар.

woman [wumən] — аёл women [wimən] — аёллар.

foot [fu:t] — оёқ feet [fi:t] — оёқлар.

tooth [tu:θ] — тиш teeth [ti:θ] — тишлар

Грек ва латин тилидан кириб қолган сўзлар ўзларининг кўплик шакллари сақлаб қолган.

Бирлик

phenomenon [əp] — ҳодиса, кўриниш;

curriculum [əm] — режа, дастур,

analysis [is] — таҳлил

datum [əm] — асос

Кўплик

phenomena [ə] — ҳодисалар

curricula [ə] — режалар, дастурлар.

analyses [i:z] — таҳлиллар

data [ə] — асослар

Қўйидаги саволларга жавоб беринг

Қайси отнинг кўплик қўшимчаси [z] деб талаффуз қилинади?

maps, tests, peas, books.

Қайси отга —es қўшимчасини кўшиш билан кўплик ясалади?

book, farm, box, pen.

Қайси от кўпликда —f ҳарфининг -v га айланишидан ясалади?

knife; stuff; cliff; muff.

Қайси отда кўплик —u ҳарфи -i га айланишидан ясалади?

toy; family; day.

Қайси отда кўплик умумий қоида бўйича ясалади?
pencil; datum; plan; name.

Эгалик олмошлари

Эгалик олмошлари икки хил шаклга эга: оддий шакли отдан аввал келиб аниқловчи вазифасини бажаради (my

book — менинг китобим) ва эгалик олмошининг мустақил шакли от ўрнида ишлатилади:

My room is large

Менинг хонам катта.

Yours is larger

Сизники (хонангиз) кат-тароқ.

| Эгалик олмошлари | |
|-------------------------|-------------------------------|
| Оддий шакли | Мустақил шакли |
| my — менинг | mine — меники, ўзимники |
| his } her } its } | his } hers } its } |
| our — бизнинг | ours — бизники, ўзимизники |
| your — сизнинг | yours — сизники |
| their — уларнинг | theirs — уларники |

Қуйидаги сўроқ олмошларини ёзиб олинг.

who[hu:] — ким, whose[hu:z] — кимнинг, whom [hu:m] — кимни, кимга, кимда, кимдан, which [witʃ] — қайси, қайсиниси, what [wɒt] — нима, қайси, қандай, қанақа ва равишлар:

where [weə] — қасрда, when [wen] — қачон, why [wai] — нима учун, how [haʊ] — қандай

Ҳамма сўроқ сўзларни ёд билишингиз керак.

Қуйидаги машқларни бажаринг

Олмошларнинг қайси бирига кишилик (1), эгалик (2), кўрсатиш (3), сўроқ (4) олмошлари киради?

his, I, he, them, me, you, this, what, who, those, it, their, our, her, its, us, that, whose, your, we, she, my.

Тагига чизилган олмошларнинг гапдаги вазифасини аниқланг:

1. He is in Tashkent now.

2. We send him to Moscow.
3. Pass me the ball, please.

To have феъли The Indefinite Tenses да.

To have феъли бор, эга бўлмоқ, эгалламоқ каби маъноларни англатади, Present, Past ва Future Tenses шакллари мавжуд.

| Present | Past | Future |
|--|--------------------------------|---|
| I have He She has It | I He She had It | I shall have He She will have It |
| We you have They | We you had They | We shall have you will have They |
| Менда, унда, бизларда, сизларда, уларда бор. | Менда, унда, сизларда бор эди. | Менда, сизда, уларда бўлади. |

To have феъли ишлатилган гаплардан сўроқ гап икки хил тузилади:

1. have эгадан аввал қўйилади.

Have you a brother? Сизнинг акангиз борми?

2. To have феъли supper, dinner, breakfast билан келганда сўроқ гап тузилиши учун do (does) ёрдамчи феъли қўлланилади.

When do you have breakfast? Сиз қачон нонушта қиласиз?

Бўлишсиз гапда: а) no ёки not инкор сўзи ишлатилади.

I have no book Менинг китобим йўқ

He has not (hasn't) a family Унинг оиласи йўқ

б) do (does) not don't, doesn't ишлатилади.

They don't have breakfast at the hotel today Улар бугун меҳмонхона-
да нонушта қилмайдилар

Оғзаки нутқда Present Indefinite да have ўрнида have
got ишлатилади:

Have you got children? Сизнинг болаларингиз
борми?

Қуйидаги машқларни бажаринг

Нуқталар ўрнига to have феълнинг керакли шаклини
олиб гапларни тўлдиринг.

1. I... got a large family have
2. Jane... got a lot of friends has
3. We... a test last week had
4. Mary... her English in the morning shall have
5. They... so much work to do tomorrow will have
6. Ann... good results in swimming last
season

"He... a nice room" гапида феълнинг қайси шаклини
қўллайсиз?

has; have.

Қайси гапда to have феълнинг has шаклини ишла-
тасиз?

1. We... a long pencil
2. I... a nice room
3. He... a friend.
4. They... a good friend.

"Бизнинг яхши хонамиз бор эди" деган гапга қайси
таржима тўғри келади?

1. You have a nice room.
2. We had a nice room.

Альтернатив (танлов) сўроқ гапнинг тузилиши.

Танлов сўроқ гап иккита умумий сўроқ гапдан иборат бўлиб, унда оғ (ёки, ё) боғловчиси ишлатилади ва сўралган нарсалардан бирининг номини айтиб жавоб қайтариш талаб қилинади. Бундай сўроқ гапга тўлиқ жавоб бериш керак.

Is he a student or (is he) a teacher?

He is a student.

Уй вазифаси

1, 2, 3, 4 — машқларни ўқиб жавоб беришга тайёрланг. 6, 7 — машқлар устида ишланг. Машқларни кўчириб ёзинг ва таржима қилинг. Ўқиш қоидаларини ёдланг. Грамматика устида ишланг ва унга тегишли машқларни бажаринг.

Инглиз алфавитини ёдлаб олинг.

LESSON 4

Дарс мавзуси. Махсус сўроқ гапда оҳангнинг ифодаланиши.

Уй вазифасини сўраш. 6—7-машқдаги сўз ва жумлаларнинг таржимаси.

1—4-машқларни контроль (назоратда) топшириш. Алфавит устида ишлаш Инглиз ундош товушлари: [r, w], 8,9-ФМ.

Грамматика.

Махсус сўроқ гапнинг тузилиши; there is, there are конструкцияси; on, at, of предлоглари.

8-машқ

(Ўқитувчи биргалигида бажарилади).

IV-тур бўғинда унлиларнинг дифтонг бўлиб ўқилиши.

| [ɛə] | [iə] | [juə] | [aiə] | [uə] |
|----------|----------|----------|----------|----------|
| ˌgare | ˌhere | ˌpure | ˌfire | ˌplural |
| сийрак | шу ерда | тоза | олов | кўплик |
| ˌcare | ˌzero | ˌcure | ˌtired | ˌsure |
| ташвиш | ноль | тузатмоқ | чарчаган | ишончли |
| ˌparents | ˌserious | ˌlure | ˌtyre | ˌpoor |
| ота-она | жиддий | оғдирмоқ | шина | камбағал |

Талабаларнинг мустақил ишлашлари учун
8-машққа кўрсатма.

8-машқдаги сўзларни аввал вертикаль (юқоридан пастга) сўнг горизонтал (чапдан ўнга чизик бўйлаб) ўқинг ва солиштиринг:

[ɛə, iə, juə, aiə]

Дифтонгнинг биринчи қисмини чўзиброқ, иккинчи қисмини қисқа [ə] деб [ʌ] га ўхшаш айтинг.

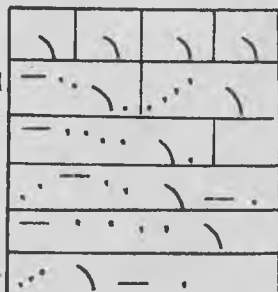
Дифтонг [ɛə]нинг биринчи товушини ўзбекча [э], [iə] ни ўзбекча [и] ва [u] ни ўзбекча [у] га ўхшатинг.

Дифтонгдан кейин келадиган ундош товушни қаттиқ айтинг. Инглизча [r] товушини талаффуз қилганда тилингизни орқароққа тортиб, учини хиёл юқорига кўтаринг. Масалан gare сўзини талаффуз қилганда тилингизни учини ўзбекча [p] га қараганда кўпроқ ичкарига тортинг.

9-машқ.

[ɔ] [e] [ai] [æ]

1. ˌWhat? ˌWhen? ˌWhy? ˌVan?
2. ˌWhere is the ˌtable? It is at the ˌwall
3. ˌWhat is there ˌin the ˌclassroom?
4. There ˌare ˌchairs and a ˌbench in it.
5. ˌWhat is there ˌon the ˌshelf?
6. There ˌis a ˌvase on it.



Таржимаси:

1. Нима? Қачон? Нега? Вагон?
2. Стол қаерда? У девор ёнида.
3. Синфда нима бор?
4. У ерда курсилар ва скамейка бор.
5. Жавонда нима бор?
6. Унда гулдон бор.

Талабаларнинг мустақил ишлашлари учун 9-машққа кўрсатма

Махсус сўроқ гапнинг грамматика ва оҳангда ифодаланиши. Махсус сўроқ гап **what, where, why, when** билан бошланади ва жавоб тўлиқ, аниқ маълумот бериши керак. Бундай гаплар инглиз ва ўзбек тилларида пасаювчи оҳанг билан ифодаланади. Инглизча [w] товуши талаффуз этилаётганда лаблар чўччайтирилади ва қисқа унли товушини тезда айтиб, охириги [-n] товушини чўзиброқ айтиш керак [wen].

Ўз-ўзингизни ойнага қараб текширинг: [wen—væn]. Дифтонгнинг биринчи қисмини [wai] сўзида чўзиброқ, айтинг. Машқни ўқиётганингизда оҳангнинг график ифодаланишидан фойдаланинг.

Инглизча жумладаги биринчи урғу олган бўғинни ўзбекчага қараганда юқориноқ сатхта айтинг. Махсус сўроқ гапда пасаювчи оҳанг дадил, қатъий оҳангда жаранглаши керак. Гап орасида. there [ðeə] сўзини алоҳида айтманг.

Предлог ва олмошларни жумла охирида сўз бирикмаси бўлиб ўқилишига аҳамият беринг:

Предлог алоҳида қаттиқроқ айтилиши керак. Бутун жумлани айтишдан аввал [ə, vɑ:z, ɔnit] қисмини машқ қилинг. Предлогни алоҳида қаттиқроқ айтинг. Бешинчи жумлада on the shelf сўз бирикмасида [n] товушидан кейин тиш оралиғи [θ] товуши келгани учун, тилингизни учини юқори тишларингизга қуйиб [n] товушини талаффуз қилгандек айтинг.

Агар кейинги сўз унли ҳарф билан бошланса, there is да [г] ни талаффуз этиш керак.

1, 4-машқларни якка-якка тартибда текширилади. Та-лабаларнинг дафтарыда топширилмаган вазифалар белги-ланади. Қолган вақт давомида 5 ва 6, 7-машқларни диктордан сўнг қайтариледи.

Қайтаринг:

Тўрттала тур бўғинда унлиларнинг ўқилиш қондаси:

| Тур бўғин-лари | I | II | III | IV |
|----------------|---|---|----------------------------|---------------------------------|
| | Унлилар-нинг алфа-витдек ўқилиши | Унлилар-нинг қисқа ўқилиши | Унлилар-нинг чўзиқ ўқилиши | Унлилар-нинг диф-тонгли ўқилиши |
| Ҳарф | Унли+ун-дош+ўқил-май-диган "е" ("г" бўлмайди) | Унли+ун-дош+("г" бўлмайди), унли+ун-дош+ундош | Унли+"г", унли+"г"+ундош | Унли+"г"+ўқилмай-диган "е" |
| a | [ei] ,hate late | [æ] ,hat fat | [a:] ,hard far | [εə] ,hare fare |
| o | [ou] ,hope no | [ɔ] hot | [ɔ:] ,for horn | [ɔ:] ,more |
| u | [ju:] ,mule tune | [ʌ] ,hut cut | [ə:] hurt fur | [juə] ,cure pure |
| e | [i:] ,he Pete | [e] ,pen | [ə:] ,her | [iə] ,here |
| i, y | [ai] ,like type | [i] ,kiss hymn | [ə:] ,sir myrtle | [aiə] ,hire tyre |

Қуйидаги жадвалда берилган "а" ҳарфининг бошқа унлилар ва ундошлар бирикмасида ўқилишини ўқитувчи биргалигида таҳлил қилинг ва ўқинг.

Унли "а" ҳарфини бошқа унлилар
ва ундошлар бирикмасида ўқилиши.

| Ҳарфлар | Ўқи- лиши | Ўқитувчи биргалигида ишлаш учун мисоллар |
|---|--------------|--|
| ai ay | [ei] | main (асосий), chain (занжир), қонда- дан ташқари: [e] said (айтган эди), day (кун), say (айтмоқ), way (йўл). |
| a+bl | [ei] | table (стол), cable (кабель). |
| -nce -nt a+ -st -sk -ss -th | [a:] | dance (ўйнамоқ), France (Франгистон) plant (ўсимлик), can't (қила олмаслик). past (ўтган), fast (тез). ask (сўрамоқ). class (синф), grass (ўт). bath (ванна), path (йўл). |
| au aw | [ɔ:] | author (муаллиф), August (август). saw (қўрган эди), law (қонун). |
| ll a + lt lk | [ɔ:] | all (ҳамма), fall (йиқилмоқ), tall (ба- ланд) salt (туз). walk (сайр этмоқ), talk (гаплашмоқ). |
| wa+г | [ɔ:] | warm (илиқ), war (уруш), warn (огоҳлантирмоқ) |
| qua+г | [ɔ:] | quarter [kwɔ:tə] (чорак). |
| wa- | [ɔ] | was (бўлган эди), want (хоҳламоқ), watch (соат). |

Грамматика

Махсус саволнинг тузилиши

Махсус савол гапнинг бирор бўлагига тегишли бўлади;
what — нима, қандай, when — қачон, where — қаерда,
how — қандай, how many (much) — қанча, why — нимага
ва бошқа сўроқ сўзлар билан бошланади. Бундай сўроқ
гапларнинг жавоби тўлиқ бўлади ва сўз тартиби дарак
гапдагидек бўлиши керак.

Where do you study? I study at the University.

There is, there are конструкциялари

Бундай конструкциялар бирор ким ёки бирор нимани
қаердадир бор ёки йўқлигини кўрсатиш учун ишлатилади.

Инглиз тилидаги бундай гапларни таржима қилганда гап охиридан, яъни ўрин ҳолидан бошлаш керак.

There is a lamp on the table Столда лампа бор.

There is, there are конструкцияларидаги феъл ҳар хил замон формалари ва модал феъллар билан ишлатилиши мумкин.

Бирнечта нарса, предметларни тасвирлаганда гапдаги биринчи эга қайси сонда ишлатилса, кесим ҳам ўша сонда ишлатилади.

There is a book and a lot of pens on the table — Стол устида китоб ва кўп ручкалар бор.

There is, there are конструкцияли гапларда сўз тартиби.

| Бўлишли гап | Сўроқ гап | Бўлишсиз гап |
|---------------------------|----------------------------|-----------------------------|
| There is a pen in the box | Is there a pen in the box? | There is no pen in the box. |

Қуйидаги гапларни таржима қилинг:

There are a lot of wide rivers in Europe.

There are eleven new words in the text. There is a bridge across the river. There are five apples on our table. There is a railway near our city. There are two ships in the mouth of the river. There are twelve sheets in the child's notebook.

(There is, there are конструкциялари ҳақида тўлиқ маълумот дарсликнинг асосий курсида берилган).

On, at, of предлоглари

Ушбу дарсда қўлланган айрим предлогларни кўриб чиқамиз.

а) on предлоги кўпинча устида ва -га, -да кўшимчалар ёрдамида таржима қилинади ва бирор предметни бирор нарса устига қўйишни ёки устида эканлигини кўрсатади.

The lamp is on the table Лампа стол устида.
(Лампа столда).

London is on the Thames Лондон Темзада (жой-лашган).

Put the book on the table Китобни столга қўй.
(Китобни столни устига қўй).

б) at предлоги қаерда, қаерга саволига жавоб бўладиган отлар олдидан ишлатилади, предметни бирор нарсанинг ёнида, ичида ва -га, -да қўшимчалари билан берилади. at предлоги in предлогига қараганда кенгроқ жойни тасвирлайди.

They are at school Улар мактабда
Ann is at the table Анна стол ёнида.
They look at the map Улар харитага қарайдилар.

в) of предлоги бирор нарсани кимгадир, нимагадир тегишли эканлигини билдиради, ўзбек тилида қаратғич келишигида (-нинг) берилади.

The centre of the town Шаҳарнинг маркази.
This side of the river Дарёнинг бу томони.

Уй вазифаси

5, 6, 7-машқларни контроль (текшириш) учун ўқиб келинг. 8, 9-машқларни такрорланг. Кўрсатмалардан фойдаланинг, машқларнинг таржималарини ёдланг. [-ʃ], [-z] ларни қўшиб ўқишни ўрганинг. Грамматик материални тайёрланг ва машқларни бажаринг.

LESSON 5

Дарс мавзуси: Саломлашишнинг оҳангда ифодаланиши. 10-машқни ўқиш. Инглизча [] товуши. 5, 6, 7-машқларни текшириш учун ўқиш. Уй вазифасини сўраш: 8, 9-машқлар. "A Visit" матнини ўқиш. "O" унли ҳарфини бошқа унли ва ундош ҳарф бирикмалари билан ўқиш қоидалари.

Грамматика: The Continuous Tenses

10-машқ. (Ўқитувчи биргалигида бажарилади).

'Good morning!

Салом! (эрталабки саломлашиш).

'What are you doing here?

Сиз бу ерда нима қилаяпсиз?

'Whom were they waiting for?

Улар кимни кутишаётган эди?

'Why 'isn't he listening to us?

Нима учун у бизни эшитмаяпти?

'What was she looking at?

У нимага қараётган эди?

'Good-bye.

Хайр.

'That girl learns the 'thirty-first 'German lesson.

У қиз ўттиз биринчи олмонча дарсни ўрганмоқда.

ТАЛАБАЛАРНИНГ МУСТАҚИЛ ИШЛАШЛАРИ УЧУН 10-МАШҚҚА КЎРСАТМА

Инглиз ва ўзбек тилларида бир-бирини кўришганда саломлашиш оҳанги бир хил, пасаювчи оҳангда айтилади. Лекин кўпинча инглиз тилида хайрлашишда кўтарилувчи оҳанг қўлланилиб, ачиниш оҳангини беради. Агар сўзловчилар бир умрга ёки жуда кўп вақт айрилиққа мажбур бўлсалар, пасаювчи оҳанг қўлланади. Ўзбек тилида ҳар қандай ҳолатда ҳам пасаювчи оҳанг қўлланади.

[ɟ] товушини талаффуз қилаётганда оғзингизни очинг, пастки жағингизни туширинг: doing [ɟ] товуши [n] га ўхшаб қолмасин. Ойнага қаранг, оғзингизни очиб, тил учини пастки олд тишларингизни иддизига текизинг (яна бир бор текшириб кўринг), бу товушни талаффуз этаётганда тилнинг орқа қисми юмшоқ танглайга тегизилади, ҳаво оқими эса бурун бўшлиғи орқали ўтади. Инғлизча [ɟ] товуши қаттиқ бўлиши керак (лекин ўзбекча [нг]

товуши юмшоқдир. Товушни овозингизни бўлмасдан охиста талаффуз қилинг. Ортиқча кучаниш тўсиққа олиб келиб ўзбекча [нг] бўлиб қолади.

Сўз бирикмаси "to us" да предлогни алоҳида ажратиб айтинг. *That girl learns the thirty first German lesson.* жумласида [ə:] товушини талаффуз этаётганда унли товуш сифати ёнидаги ундош товушлар таъсирида ўзгармасин. [g] товушини қаттиқ талаффуз қилинг. [gə:l] сўзини айтаётганда унли товуш [o] га ўхшамасин. Товушни алоҳида айтиб [e] товушини қўшинг. Лекин [θə:ti fə:st] сўз бирикмасидаги [ə:] товуши [e] га ўхшамасин; хато қилмасликка ҳаракат қилиб [ə:] товушини паст овоз билан [o] га ўхшатиб айтинг. "German" сўзида, юқори лабингизни аста юқори кўтариб [e] товушини сал қўшиб [ə:] товушини чўзиброқ баланд овоз билан айтинг.

Шундай килиб [lə:nz θə] сўз бирикмасида [zθ]ни ўзаро боғлаётганда тиш орқа товуши [z] ни тиш оралиғи товуши [θ] билан ўзгартирманг. Тиш орқа товушини талаффуз қилиб, кейин тилингизнинг учини тишларингиз орасига қўйиб тиш оралиғи товушини талаффуз қилинг, ойнага қараб ўзингизни текширинг.

А VISIT диалогини киритиш. Магнит лентасидан фойдаланилади ва матн ўзбек тилига таржима қилинади.

Ўқиш қоидалари

Қуйидаги жадвалда берилган "o" ҳарфининг унли ва ундош ҳарф бирикмалари билан ўқилишини ўқитувчи биргалигида таҳлил қилинг, ўқинг ва сўзларни ёдланг.

Унли "o" ҳарфини унли ва ундош ҳарф бирикмалари билан ўқилиши.

| Ҳарфлар | Ўқилиши | Ўқитувчи биргалигида ўқиш учун мисоллар |
|------------------|---------|--|
| o+ld oa ow | [ou] | told — айтган, old — қари, эски, cold — совуқ coat — пальто, soap — совун, boat — қайиқ grow — ўсмоқ, slowly — секин |
| ow ou | [au] | now — ҳозир, how — қандай, allow — рухсат бермоқ. about — тўғрисида, out — ташқари, house — уй. |

| Ҳарфлар | Ўқилиши | Ўқитувчи биргалигида ўқиш учун мисоллар |
|--------------|---------|---|
| oo+r ou+r | [ɔ:] | door — эшик, floor — пол, қават. course — курс, young — сизнинг, four — тўрт. |
| wo+r | [ə:] | work — иш, world — дунё, word — сўз. |
| o | [u:] | do — бажармоқ, move — ҳаракат қилмоқ, lose — йўқотмоқ |
| oo | [u:] | food — овқат, spoon — қошиқ, moon — ой. blood [ʌ] — қон (қоидадан ташқари). |
| | [u] | book — китоб, look — қарамоқ, foot — оёқ таги |
| wo | [u] | woman — аёл, wolf — бўри. |
| oi ou | [ɔi] | coin — танга, soil — замин, noise — шовқин, boy — ўғил бола, joy — хурсандчилик. |

Грамматика

The Continuous Tenses

Феълнинг Continuous (Present, Past, Future) замон шакллари to be ёрдамчи феъли ва асосий феълнинг сифатдош I формаси ёрдамида тузилади.

to be + Participle I

Бўлишли шакли

- | | |
|-------------------------------------|---|
| 1. He is translating the text | У матнни таржима қила- япти. |
| 2. He was translating the text. | У матнни таржима қила- ётган эди. |
| 3. He will be translating the text. | У матнни таржима қила- ётган бўлади. |

Сўроқ шакли

1. Is he translating the text?
2. Was he translating the text?
3. Will he be translating the text?

Бўлишсиз шакли

1. He is not translating the text.
2. He was not translating the text.
3. He will not be translating the text.

Феълнинг Continuous замон гурухларида иш-ҳаракатни ҳозир, ўтган ёки келаси замондан бирининг аниқ бир вақтда бажарилаётганини, давом этаётганини билдиради.

The Present Continuous Tense иш-ҳаракатни ҳозир, шу вақтда бажарилаётганини кўрсатади.

We are reading and translating the text — Биз ҳозир матнни ўқияпмиз ва таржима қилаяпмиз.

The Past Continuous Tense иш-ҳаракатни ўтган замонда аниқ бир пайтда бажарилганини кўрсатади:

а) вақти аниқ кўрсатилади:

He was making his report at seven o'clock У ўз маърузасини соат еттида қилаётган эди

б) гапдаги бошқа иш-ҳаракатнинг ўтган замонда бажарилиши билан боғлиқлигини кўрсатганда:

Tom was writing a letter when I entered the room Мен хонага кирганимда Том хат ёзаётган эди

The Future Continuous Tense иш-ҳаракатни келажакда аниқ бир вақтда бажарилишида ишлатилади:

а) аниқ пайти кўрсатилади:

He will be translating the text at four o'clock У соат тўртда матнни таржима қилаётган бўлади.

б) келажакдаги иш-ҳаракатга боғлиқ бўлади.

He will be translating the text when I come home Мен уйга келганимда у матнни таржима қилаётган бўлади.

(The Continuous Tenses ҳақида асосий қисмда батафсил берилган)

Қуйидаги машқларни бажаринг

Ўзбек тилига таржима қилинг:

1. He is singing my favourite song.
2. They are playing tennis.
3. Is she taking a course in geography?
4. I shall be waiting for you at 6 o'clock tomorrow.
5. What will you be doing tomorrow at two o'clock?

6. He was working all the afternoon yesterday.
7. Bob was reading a book when his sister entered the room.
8. Who was the girl you were dancing with?

Саволларга жавоб беринг:

Намуна:

A: Who is reading your article? (my professor)

B: My professor is.

A: What are you reading? (the book)

B: I am reading the book.

1. Who is checking the result? (the students)
2. Who is developing these ideas? (a group of scientists)
3. Who was showing them the new machine? (the students)
4. What will you be doing at two o'clock tomorrow? (writing a letter)
5. Whom were you speaking to when I saw you? (a foreign scientist)

Уй вазифаси:

10-машқни ўқинг ва 8, 9-машқларни контроль ўқишга тайёрланг "A Visit" диалогини магнит лентасидан эшитинг. Ўқиш қоидаларини, грамматик материални ёдланг ва машқларни бажаринг.

LESSON 6

Дарс мавзуси. Тасдиқ — сўроқ гапнинг грамматика, оҳангда ифодаланиши, уни 11-машқда мустаҳкамлаш. "A Visit" диалогини ўқишга ўргатиш.

Уй вазифаси: 10-машқни текшириш (сўраш).

8, 9-машқларни контроль ўқиш. Ўқиш қоидаларини текшириш. "e" унли ҳарфини бошқа унли ва ундош ҳарф бирикмалари билан ўқиш қоидаларини киритиш. "A CALCULATOR" матнини ўрганиш учун магнит лентасини эшитиш ва уни таржима қилиш.

Грамматика: Бўлишсиз гаплар.

Тасдиқ — сўроқ гапнинг грамматика ва оҳангда ифодаланиши.

Тасдиқ — сўроқ гап икки қисмдан тузилади: биринчи қисми бўлишли ёки бўлишсиз дарак гапдан ва иккинчи қисми қисқартирилган умумий сўроқ гап бўлади. Агар гапнинг биринчи қисми бўлишли бўлса, иккинчи қисми қисқа бўлишсиз гап бўлади.

Тасдиқ — сўроқ гапга жавоб бўлишли ёки бўлишсиз бўлиб, қисқа шаклда айтилади.

11-машқ.

(Ўқитувчи биргалигида бажарилади).

'Jane is his sister {isn't she?} |

Yes, {she is. No {she isn't} |

'Jane isn't his sister {is she?} |

No {she isn't. Yes she is.} |

Таржима:

Женя унинг опаси (синглиси), шундай эмасми?

Ҳа. Йўқ.

Женя унинг опаси (синглиси) эмас, шундайми?

Йўқ. Ҳа.

Талабаларнинг мустақил ишлашлари учун 11-машққа кўрсатма

Тасдиқ — сўроқ гап маъно жиҳатидан нутқда икки қисмга бўлинади: биринчи қисми пасаювчи оҳанг билан, иккинчи сўроқ қисми эса кўтариловчи оҳанг билан талаффуз қилинади.

Тасдиқ — сўроқ гапда урғу олган сўзларни алоҳида қайтаринг, кейин пасаювчи ва кўтариловчи оҳангларда гапни талаффуз қилинг.

"A VISIT" диалогига кўрсатма.

Диалогни ўқишдан аввал талаффуз этишда қийин бўлган сўзларни ўқитувчи биргаликда ҳаммангиз биргаликда, сўнгра талабалар ўзлари алоҳида-алоҳида ишлаб чиқишлари зарур: [sænfəd], [mistə], [misiz], [piti], [rait].

Оҳангларнинг ишлатилишига аҳамият бериб жумлаларнинг қайтарилишини ва сўз бирикмаларини диктордан янги жўр бўлиб ўқитувчи назорати остида қайтаринг.

Маъносини тушунганингизни текшириш учун диалогни эшитганингиздаи сўнг саволларга жавоб беринг.

A VISIT [əˈvɪzɪt]

- Hallo, Betty.
 — Good afternoon, Mr. White.
 — Is Doctor Sandford in?
 — No, he isn't. Doctor Sandford is still in the hospital.
 — Is Mrs. Sandford at home?
 — No, she isn't. Mrs. Sandford is out. She is in the park with Benny.
 — And old Mrs. Sandford isn't well.
 — Oh, that's a pity. What's the matter?
 — It's a bad cold. She is better to day. I'm so sorry Mr. Sandford isn't at home yet.
 — That's all right. Remember me to Mrs. Sandford.
 — Yes, Mr. White.
 — So long them, Betty.
 — So long Mr. White.

Questions

1. Why isn't Doctor Sandford in?
2. Is Mrs. Sandford at home or is she out?
3. With whom is she in the park?
4. What's the matter with old Mrs. Sandford?
5. Is old Mrs. Sandford worse or is she better today?
6. Who is so sorry that Mr. Sandford isn't at home yet?

Ўқиш қондаси

"E" унли ҳарфини бошқа унли ва ундош ҳарф бирикмалари билан ўқилишини ушбу жадвалда ўқитувчи биргалигида таҳлил қилинг ва ўқинг:

| Ҳарфлар | Ҳарфларнинг ўқилиши | Ўқитувчи биргалигида ишлаш учун мисоллар |
|----------|---------------------|--|
| ea ee | [i:] | tea — чой, leaf — барг, meat — гўшт, free — озод, three — уч, deep — чуқур (қонддан ташқари): head [e] — бош, bread — нон. |

| | | |
|------|--------------|--|
| ei | [i:] [ei] | ceiling — шифт, seize — ушлаб олмоқ, eighty — саксон. |
| ea+r | [ə:] | earth — ер, heard — эшитган |
| | [eə] | wear — кийинмоқ, tear — йиртмоқ |
| ee+r | [iə] | engineer — мухандис, hear — эшитмоқ, clear — тушунарли |
| ew | [u:] | flew — учган, chew — чайнамоқ, chewing- gum — сақич, new — янги, knew — билган, |
| | [ju:] | few — оз. |

Грамматика:

Бўлишсиз гаплар

Инглиз тилида бўлишсиз маънони англатиш учун гапда фақат бир марта инкор сўз қўлланади. Агар гапда бошқа инкор сўз бўлмаса ва феъл инкор маънони англатса not юкламаси феълдан кейин қўлланилади. Бундай гаплар бўлишсиз гаплар дейилади.

I do not know him Мен уни билмайман.

Агар гапда инкор сўз бўлса, феъл бўлишли формада бўлади.

Nobody knows him. Уни ҳеч ким билмайди.

Энг кўп қўлланиладиган инкор сўзлар: never [nevə] — ҳеч қачон, nobody [nəʊbədi] — ҳеч ким, nothing [nʌθɪŋ] — ҳеч нарса, no [nəʊ] — йўқ. Бу сўзларни эсда сақланг.

Ўқинг ва таржима қилинг:

There are no parks in this part of the city. There is no library near the house. We have no foreign books. He listens to nobody. Nobody likes this animal. The boy has no black pencil. I never dance. She has no yellow dresses. She lives in Moscow, doesn't she? Yes, she does. He doesn't work at the University, does he? No, he doesn't. His sister is a doctor, isn't she? Yes, she is. They have a lot of English books, haven't they? Yes, they have. The weather is fine, isn't it. Yes, it is.

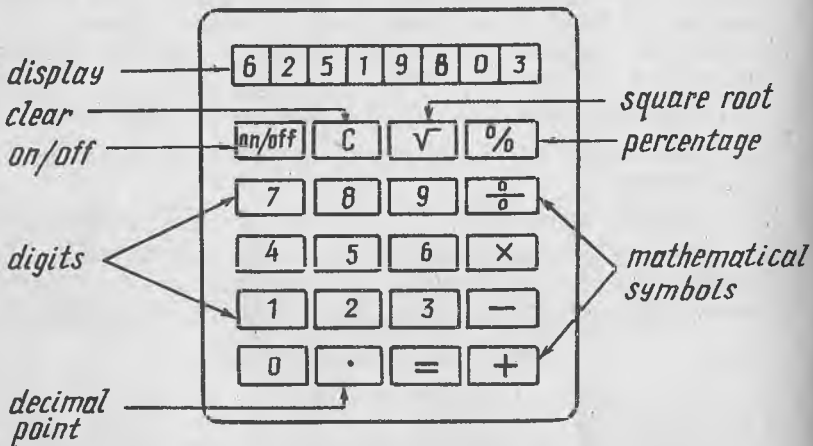
Уй вазифаси 10, 11-машқларни ва "A Visit" диалогини контроль ўқиш учун тайёрланг. Ўқиш қодалари ва грамматик материални ёдланг. Грамматик машқларни ёзма бажаринг. "A CALCULATOR" матнини эшитинг, сўзларини ёдланг ва таржима қилинг.

LESSON 7

Дарс мавзуси: "A CALCULATOR" матнини киритиш, ўқишга ўргатиш ва унинг оҳанг ифодаланишини таҳлил қилиш. 8, 9, 10, 11-машқларни қайтариш. "A Visit" диалогини қайтариш. Ўқиш қоидаларини текшириш. Инглиз алфавитини қайтариш.

Грамматика: The Past Indefinite Tense.

Look and Read: A CALCULATOR OPERATIONS ON NUMBERS



A CALCULATOR

This calculator consists of a plastic case, electronic circuits, a display and twenty keys. The plastic case contains batteries. The keys include the digit keys, one decimal point key and so on. The keys are arranged in five columns and five rows. The middle row comprises three digits and the multiplication sign. The number in the display contains eight digits.

"A Calculator" матни устида ишлаш учун кўрсатма.

"A Calculator" матнини ўқишдан аввал қийин бўлган сўз ва ибораларни ҳамма биргаликда жўр бўлиб ва алоҳида-алоҳида ўқитувчи билан ишлаб чиқиши керак: [displei], [kliə], [didʒit], [desiməl], [skwɛə], [pəʃentidʒ], [mæθi:mætikl], [simbəl]

Бошқа сўзларнинг ўқилиш оҳангини ҳам таҳлил қилиш лозим.

Матни талабалар қандай тушунганликларини ўқитувчи қуйидаги саволлар ёрдамида аниқлайди.

1. What does the calculator consist of?
2. How many digits are there in the display?
3. Does the calculator contain a display?
4. How many keys does the calculator contain?
5. Does the calculator consist of twenty or thirty keys?
6. Which keys does the middle row comprise?

Грамматика:

The Past Indefinite Tense

Бу замонда ишлатилган феъллар иш ҳаракатни ўтган замонда бажарилганини кўрсатади. Феъллар ўтган замон шакларининг қай усулда ясалишига кўра тўғри ва нотўғри феъллар деб аталадиган икки катта гуруҳга бўлинади.

Инглиз тилидаги феълларнинг кўп қисми тўғри феъллардир.

Нотўғри феъллар фақат икки юзга яқиндир.

Тўғри феъллардан ўтган замон шакли феъл негизига -d, (-ed) қўшимчаси қўшиш билан ясалади:

to translate

He translated

(таржима қилмоқ),

(У таржима қилган эди).

Ўтган замонда ишлатилган феъллар шахс ва сонда ўзгармайди. Нотўғри феъллардан ўтган замон бошқа йўллар билан ясалади (Дарсликнинг охирги бетларига қаранг).

do — did; make — made; spend — spent.

Ўтган замон қўшимчаси жарангли ундошдан ёки унлидан кейин келганда [d] деб ўқилади (stayed); жарангсиз ундошдан кейин [t] деб asked ўқилади; t ва d ҳарфларидан кейин [ɪd] деб wanted ўқилади.

The Past Indefinite Tense да ишлатилган сўроқ ва бўлишсиз гап did (do нинг ўтган замони) ёрдамида (ҳамма шахсда бирлик ва кўплик учун) ясалади, асосий феъл to юкламасисиз қўлланади.

Did he work last week? У ўтган ҳафтада ишладими?

He did not work last week. У ўтган ҳафтада ишламади.

(The Past Indefinite Tense ҳақида дарсликнинг асосий қисмида берилган)

Ўқинг ва таржима қилинг:

I worked in Moscow last year.

He opened the box yesterday.

The ship moved slowly. The motor worked well.

He showed all the animals. The foreign visitors wanted to see our collective farm. A month ago they helped us in our work. Did your friend enter the University last year?

The first lecture didn't begin at 9 o'clock yesterday.

Уй вазифаси

"A Visit" диалогини ва "A Calculator" матнини назоратли ўқишга тайёрланг. Ўқиш қоидаларини жавоб бериш учун қайтаринг. Грамматик материални ўқинг ва машқни бажаринг.

LESSON 8

Дарс мавзуси: Барча ўтилган машқларни контроль ўқиш. "A Visit" диалогини ва "A Calculator" матнини назоратли ўқиш. "The Position of Women in Britian Today" матнини киритиш, ўқишга ўргатиш ва оҳанг ифодаланишининг таҳлили. Ўқиш қоидаларини ва грамматикани қайтариш.

Янги сўз ва ибораларни ўқитувчидан кейин қайтаринг:

position [pəzɪʃən] n мавқе

Britain [ˌbrɪtɪn] n Британия

spend (spent) [spend, spent] v сарфламоқ

take care (took care) [teɪk, tuːk keə] v ғамхўрлик қилмоқ

vote [vəʊt] v овоз бермоқ

own [aʊn] a хусусий

property [ˈprɒpəti] n мулк

marriage [ˈmæɪrɪdʒ] n ўйланиш, эрга тегиш

make up (made up) [meɪk, 'meɪd ʌp] v тузмоқ, бажармоқ

get (got) [get, gɒt] v олмақ

World War [wɜːld wɔː] жаҳон уруши

equal [iːkwəl] a тенг

industry [ˈɪndʌstri] n саноат

engineer [ˌendʒɪniə] n муҳандис

money [ˈmʌni] a пул

same [seɪm] a шундай, айнан

job [dʒɒb] n иш

professional [prəˌfeʃənəl] a мутахассисликка оид

lawyer [ˈlɔːjə] n адвокат, оқловчи

architect [ɑːkɪtekt] n архитектор

journalism [ˈdʒɜːnəlɪzəm] n журналистика

Урғу ва оҳангга аҳамият бериб ўқитувчидан кейин маттни ўқинг. Маттни ўқиётганда столни бир маромда чертиб туринг. Охирида маттни жуфт-жуфт бўлиб ўқинг.

THE POSITION OF WOMEN IN BRITAIN TODAY.

Almost a hundred years ago the position of women in Britain was not equal to men. Women spent almost all of their lives in taking care of children. They had no right to vote. They could not even own property in marriage. Women got the right to vote after the First World War. Other rights followed more slowly. Today women are still not really equal in all respects.

In some industries women make up around half the labour force. The food and clothing industries are examples. However women often get less money than men even when they do the same job. The pay difference can be as great as twenty per centage. In 1900 the only professional jobs open to women were in teaching. There were no women lawyers, engineers or architects. Today women seem to have the best professional changes in education as teachers and professors in medicine as doctors and in journalism.

Қуйидаги феълларни ўқинг ва эсда сақланг:

be — was, were

бўлмоқ, бўлган эди

spend — spent

сарф қилмоқ, сарф қилган

take — took

олмоқ — олган

have — had

бор — бор эди

get — got

олмоқ — олган

follow — followed

эргашмоқ — эргашган эди

make — made

бажармоқ — бажарган эди

seem — seemed

туюлмоқ — туюлган эди

write — wrote

ёзмоқ — ёзган эди

win — won

ютмоқ — ютган эди.

Саволларга матндан жавоб беринг:

1. When were there great changes in Great Britain?

2. Were women equal with men in their rights?
3. Did women get the right to vote after the First World War or after the Second?
4. Did women often get less money than men for the same job?
5. What professional changes have women got after 1900?
6. When did women begin to win the top positions in politics?
7. Are there any women in the government at present?

Уй вазифаси:

"The Position of Women in Britain Today" матнидаги янги сўзларни ёдланг. Оҳанг белгиларига қараб маттни ўқинг ва ўзбек тилига таржима қилинг.

"A Calculator" матнини контроль ўқишга тайёрланг.

Бошланғич курсга кириш қисмининг тематик режаси

| Дарслар | Со-ат-лар | Ўқитувчи биргалигида бажарилади-ган материал | Муста-қил иш учун машқ-лар | Грамматик материал |
|----------|-----------|---|----------------------------|--|
| Lesson 1 | 6 с. | Кириш суҳбати. Фонетик машқлар (ФМ) Инглиз унли ва ундош ҳарфларининг ўқилиши. (I ва II тур буғин) Ундош ҳарф бирикмаларини ўқилиши. Пасаювчи оҳанг. | | От. Артиклар. Кўрсатиш олмошлари. |
| Lesson 2 | 6 с. | Умумий сўроқ гапда оҳангнинг ифодаланиши. Пасаювчи босқичли жадвал. Жумла урғуси қойдаси. Жумла вазни. Ўқиш қойдалари: III тур буғин. Ҳарф бирикмаларини ўқилиши ФМ-3, 4, 5 | 1,2— ФМ | To be феъли Indefinite Tenses да Инглиз тилидаги дарак гап-да сўз тартиби. The Present Indefinite Tense Умумий сўроқ гапнинг ту-зилиши. Буйруқ майли. Ки-шилик олмошлари. In, to, by предлоглари. Са-ноқ ва тартиб сонлар. |

| | | | | |
|----------|------|--|------------------------|---|
| Lesson 3 | 6 с. | Альтернатив сўроқ гапда оҳангни ифодаланиши. 1—5 ФМ сўраш. Ўқиш қойдалари: Урғули бўғиндан олдинги бўғинни ўқиш. Алфавит устида иш-лаш. ФМ—6, 7. | 1, 2, 3, 4, 5—ФМ | Отларда кўплик, эгалик ол-мошлари, сўроқ олмошлари ва равиш. To have феъли The Indefinite Tenses да. |
| Lesson 4 | 6 с. | Махсус сўроқ гапда оҳангни ифодаланиши 9—ФМ. Уй вазивасини сўраш: 6—7—ФМ; 1—4 ФМ контроль топши-риш. Алфавит устида ишлаш. IV—тур бўғин. 8—ФМ. | 6—7— ФМ | There is, there are конст-рукцияси; On, at, of предлоглари. |
| Lesson 5 | 6 с. | Саломлашишнинг оҳангда ифодалани-ши. 10—ФМ. Инглизча [] товуши. 5, 6, 7—ФМ контроль ўқиш. "A Visit" мат-ниши ўтиш. Ўқиш қойдаси: "O" унли ҳарфини бошқа унли ва ундош ҳарф бирикмалари билан ўқилиши. | 8, 9— ФМ | The Continuons Tenses |
| Lesson 6 | 6 с. | Ажратилган сўроқ гапнинг оҳангда ифодаланиши. II—ФМ. Уй вазифаси. 10—ФМ сўраш. 8, 9—ФМ контроль ўқиш. "e" унли ҳарфини ва бошқа унли ва ундош ҳарф бирикмалари билан ўқилиши "A Calculator" матнини киритиш. | 10— ФМ | Инкор гаплар |

| | | | | |
|----------|------|--|--|--|
| Lesson 7 | 6 с. | "A Calculator" матнини киритиш ва ўқишни ўргатиш. Ўқиш қондаларини қайтариш. | 8, 9, 10, 11—ФМ | The Past Indefinite Tense |
| Lesson 8 | 6 с. | Фонетик машқларнинг барчасини контроль ўқиш. "A Visit" диалогини, "A Calculator" матнини контроль ўқиш. The Position of Women in Britain Today" матнини киритиш ва ўқишни ўргатиш. | "A Visit" диалогига "A Calculator" матни | Ўтилган грамматик қондаларни қайтариш. |

АСОСИЙ КУРС

LESSON 1

Фонетика: [i-i:-A-u:] товушлари, ритм ва оҳанг устида ишлаш.

Сўз яшаш: От ясовчи суффикслар: -er, -or, -tion, -ment.

Грамматика: "To be", "to have" феълларини The Indefinite Tenses да ишлатилиши. There is, there are ни қайтариш.

Матнлар устида ишлаш:

Text A: University
Education in Uzbekistan.

Text B: About My Family

EXERCISES, GRAMMAR NOTES, TEXTS

Фонетика

I. Ўқитувчи биргалигида қуйидаги гапларни ўқинг:
'Come to 'tea. | 'Come to 'tea 'with me. | 'Come to 'tea 'with me by the 'sea. | 'Do you agree to 'come to 'tea 'with me by the 'sea? | 'Yes, I 'do. | 'If I'm 'free I'll 'come to 'tea 'with you by the 'sea. ||

Ўқитувчи бир маромда столни уриб туриб ритм ва оҳанг устида қандай ишлаш кераклигини, ўзидан ёки диктордан кейин жўр бўлиб жумла ва товушларни тўғри талаффуз қилиш учун методик кўрсатмалар бериб боради.

Дарсликнинг бошланғич қисмидаги 72-бетни очинг ва "Position of Women in Britain Today" матнини яна бир бор тўғри ритм ва оҳангга амал қилиб ўқинг.

Сўз яшаш

Сўз ясовчи суффиксларни сўзнинг охирига қўшиш воситасида янги сўзлар ясалади: to teach (ўқитмоқ) — teacher (ўқитувчи), to work (ишламоқ) — worker (ишчи)

Ушбу дарсда биз энг кўп қўлланадиган от ва сифат ясовчи суффиксларни кўриб чиқамиз.

-er/or: proffessor — профессор, reader — китобхон

-tion: condition — шароит, dictation — диктант

-ment: equipment — жиҳоз, development — ривожланиш

II. Суффикслар -er, ment ни феълларга қўшиб от ясанг:

а)

to play — ўйнамоқ

to write — ёзмоқ

to read — ўқимоқ

to train — машқ қилмоқ

to describe — тасвирламоқ

to instruct — йўналтирмақ

to act — ҳаракатлаимоқ

to settle — ўрнашмоқ

to measure — ўлчамоқ

to govern — бошқармоқ

to improve — яхшиламоқ

to achieve — эришмоқ

б) -tion суффиксини феълларга қўшиб от ясанг:

to create

to educate

to form

to invent

to traslate

to transform

Грамматика

To be, to have феълларини The Indefinite Tenses да ишлатилиши ва there is, there are қоидалари дарсликнинг бошланғич қисмига кириш бўлимида берилган. (иккинчи, учинчи ва тўртинчи дарсларга қаранг). Энди to be, to have, there is/there are нинг ҳозирги, ўтган, келаси замон шаклларини қайтарамиз.

III. а) We... a large flat" гапида феълнинг қайси формаси ишлатилади? to have; have; has.

б) Қайси гапда "has" ишлатилади?

1. We... a nice room.

2. They... a nice room.

3. He... a nice room.

с) Қайси гапда "have" ишлатилади?

1. She... an English book.
2. He... a newspaper.
3. We... a room in the hostel.

д) "I... a lot of books" гапида қайси феъл ишлатилди?

am; is; have.

е) To be ёки to have феъллини керакли формасини таилаб қўйинг

1. He... a first year student.
2. He... a lot of Russian and Uzbek books.
3. The books... very interesting.
4. Mike... a large flat.
5. He... a lot of friends.
6. They... in Tashkent now.

IV. Қуйидаги гапларни сўроқ ҳамда бўлишсиз гапларга айлантиринг

1. He has a sister.
2. They have a lot of English books.
3. Pete is at home.
4. They are students.
5. My flat is on the third floor.
6. He has a nice room.
7. You are in the first course.
8. My brother has a lot of friends at the University.

V. Қуйидаги гаплардаги феълларни Past ва Future Indefinite да ишлатинг:

1. The teacher is at the classroom.
 2. The doctor is at the hospital.
 3. The clerk is at the office.
 4. The worker is in the dining room.
1. Are the children in the classroom?
 2. Is the child in the garden?
 3. Are the boys at the library?
 4. Are you at the library too?
1. There is a bookshelf near the door.
 2. There is a garden near the house.
 3. There are two pictures on the wall.
 4. There are five books on the table.
 5. Is there a library at the University?
 6. Is there a telephone in the dean's office?

7. There are no maps of the United States.
8. There aren't any paper on the desk.

VI. Қуйидаги сўроқ гапларга to be феъли ва not юкламасини ишлатиб, қисқа шаклда isn't, aren't, wasn't, won't деб жавоб беринг

1. Is the train in the station?
2. Are the girls in the classroom?
3. Were the men in the car?
4. Will the boy be at school?
5. Was the boy near the door?

VII. Гаплардаги to have феълини Past ва Future Indefinite Tense да ишлатинг

1. I have a book.
2. You have an exercise- book.
3. They have their English in the morning.
4. We have our dinner at six o'clock every day.

VIII. Сўроқ гапларга инкор жавобни hasn't, haven't, hadn't, won't деб қисқа айтинг.

Have you any idea about this film?

Has she a large family?

Had you a nice apartment in the city?

Shall I have your plan next week?

IX. Ўзбек тилига таржима қилинг

There are some easy English texts.

There was a nice room in our flat.

There will be a set of pens and pencils on the table.

There is a beautiful theatre in our city.

X. Сўроқ гапларга ва уларинг қисқа жавобларига аҳамият беринг

to be феъли

- | | |
|---------------------------|----------------------------|
| a) Is this a book? | Yes, it is. |
| | No, it is not (it isn't) |
| Was the text long? | Yes, it was. |
| | No, it was not (it wasn't) |
| Will he be at the office? | Yes, he will |
| | No, he will not (he won't) |

To have феъли

- b) Have you a lecture today? Yes, we have
 No, we have not
 (haven't)
- Had she any English books? Yes, she had.
 No, she had not (hadn't)
- Shall I have this information? Yes, you will.
 No, you will not (won't)

There is, there are сўз бирикмаси

- c) Is there a lecture today? Yes, there is.
 No, there is not. (there isn't)
- Were there seminars yesterday? Yes, there were.
 No, there were not.
 (there weren't)
- Will there be a lecture tomorrow? Yes, there will.
 No, there will not. (there won't)

МАТНЛАР УСТИДА ИШЛАШ

XI. Қуйидаги сўз ва ибораларни ўқинг ва эсда сақланг

favourable [ˈfeɪvərəbəl] қулай
 condition [kənˈdɪʃən] шароит
 research [rɪˈsɜːtʃ] илмий
 necessary [ˌnɛsɪsəri] керак
 equipment [iˈkwɪpmənt] жиҳоз
 library [ˈlaɪbrəri] кутубхона
 own [aʊn] шахсий
 as a rule [ˈruːl] қоида бўйича

2

ground floor [ˌflɔ:] пастки қават
 well-lit [ˈwelˌlɪt] яхши ёритилган
 window [ˌwɪndəʊ] дераза
 foreign [ˌfɔːrɪn] хорижий
 as well as шундай
 a lot of кўп, бирқанча
 prepare [prɪˈpeɪə] тайёрламоқ
 article [ˌɑːtɪkl̩] мақола
 pay [ˌpeɪ] тўламоқ
 tuition-fee [tjuː ɪˌnˌfiː] ўқиш тўлови
 receive [rɪˌsiːv] қабул қилмоқ
 allowance [əˌlaʊəns] руҳсатнома
 correspondence [ˌkɔːrɪspɔːndəns] сиртқи
 evening course [ˌkiːs] кечки бўлим
 wish [ˌwɪʃ] хоҳиш
 opportunity [ˌɔːpəˌtjuːnɪti] имконият
 attend [əˈtend] қатнамоқ
 consist of [kənˌsɪst] ташкил топмоқ
 assistant-professor фан номзоди
 advanced [ədˌvɑːnst] илгариланган
 take part [ˌpaːt] қатнашмоқ

Text A

XII. Матни диққат билан ўқинг ва ўз
 университетингиз таълими ҳақида қисқача ҳикоя
 тузинг

UNIVERSITY EDUCATION IN UZBEKISTAN

There are a number of Universities in Uzbekistan. They are mainly in Tashkent, Samarkand, Fergana and Nukus. Of these Tashkent University is the oldest one. As a rule a University consists of a number of different departments.

The students of our University have favourable conditions for study and research: they have necessary equipment, laboratories and libraries. Each department has its own library and reading rooms. The reading-rooms are on the ground floor. They are large, well-lit with many windows.

There are Uzbek, Russian and foreign books, as well as newspapers and magazines there. One can see a lot of students in the reading-rooms before and after classes. They can prepare for their lessons there, read articles and books.

Students pay no tuition fees and, what is more (бундан ташқари) they receive an allowance from the University. There are also correspondence and evening courses for those who wish to combine work and study. At these courses all students have an opportunity to attend lectures and to have laboratory classes and consultations. The teaching staff consists of professors, assistant-professors, senior teachers and teachers. Advanced students can take part in research.

XIII. Қуйидаги саволларга матндан фойдаланиб жавоб бериш:

1. Are there many Universities in Uzbekistan?
2. Do the students of your University have good conditions for study?
3. How many departments will there be at your University?
4. Does your department have its own library?
5. What books are there at your library?
6. Did your students pay for their studies?
7. Did you receive an allowance from the University?
8. Were you a correspondence or an evening time student?
9. Will you take part in research?

XIV. Предлогларга эътибор бериб гапларни таржима қилинг:

1. There were a lot of departments at Tashkent University.
2. Our University consists of a number of different departments.
3. The University will be at the end of the University Avenue.
4. There are a lot of books on the shelf.
5. The book is in my bag.
6. There are various pencils in the box.

Text B

XV. Матний ўқинг ва гапириб беринг:

ABOUT MY FAMILY

My name is Nodira. I am 19 years old. My father is an engineer. My mother is a teacher. I have got two brothers and a sister. My elder brother is a student. My younger brother is a schoolboy. My little sister is only four years old. We have a grandmother, but we have no grandfather.

We live in the centre of Tashkent. Our house is a four-storeyed building. Our flat is on the third floor. We have three rooms: a living-room, a bedroom, and my father's study. Besides there is a bathroom, a large kitchen and a hall.

XVI. Саволларга тўлиқ жавоб беринг:

1. How old are you?
2. What are your parents?
3. Have you got a sister and a brother?
4. What is your elder brother?
5. Have you got a grandmother?
6. Where was your house?
7. How many rooms are there in your flat?
8. Is your kitchen large?

XVII. Диалогни роллар бўйича ўқинг

- | | |
|--|------------------------|
| A.. — Is there a bookcase in your living room? | B — Yes, there is. |
| A. Are there any books in it? | B. Yes, quite a lot. |
| A. Are there any English books there? | B. Yes, there are some |
| A. What is there under the window? | B. A radiator |
| A. Can you see it? | B. No, I can't |

A. Why not?

B. Because, it is behind the sofa.

A. Is there anything on the small table?

B. Yes, there is an ash-tray.

A. Is there anything else on it?

B. Yes, there are some newspapers

A.. Do you like your living-room?

B. Yes, I do.

XVIII. Қуйидаги сўз ва ибораларни ишлатиб, ўз оилангиз ва уйингиз ҳақида гапиринг

parents — ота-она

wife — рафиқа

husband — эр

cousin — жиян

aunt — хола, амма

to be born — туғилмоқ

cupboard — қийим жавони

uncle — амаки, тоға

my (his, her..) own room — менинг (унинг) хонам

bathroom — ювиниш хонаси

TV set — ойнаижаҳон .

comfortable — қулай

furniture — жиҳоз

bookcase — китоб жавони

sofa — диван

Мустақил ишлаш учун вазифалар

XIX. Қуйидаги гапларни бўлишсиз гапга айлантиринг:

1. Some students of the University are from Tashkent.
2. The University has a large library.
3. There are books in foreign languages at that library.
4. The students of the University have new equipment in their laboratories.

XX. Қуйидаги гапларни сўроқ гапларга айлантиринг:

1. There is no reference book on the table.
2. This department has its own building.

3. My friend is a second year student.
4. That book was very interesting.
5. They have new instruments at their laboratory.
6. That girl will not be a student.
7. That young man is an engineer.
8. There was a new building in the street.
9. I had all the necessary books for my studies.
10. This student was a member of the amateur dancing circle.

LESSON 2

Фонетика: [æ - e - ɔ] товуши, ритм ва оҳанг устида ишлаш

Сўз яшаш: -full, -less, -al, сифат ясовчи суффикслар.

Грамматика: Фъелнинг асосий формалари ва уларнинг гаптаги вазифаси The Present Indefinite Tense (Ҳозирги ноаниқ замон). The Degrees of Comparison (Сифат ва равиш даражалари)

Матнлар устида ишлаш:

Text A Lake Baikal

Text B Seasons of the Year

EXERCISES, GRAMMAR NOTES, TEXTS

Фонетика:

I а) Қуйидаги гапларни ўқитувчи биргалигида ўқинг:

'That's the 'man who had a 'hat 'on.

'That's the 'very 'man who had a 'felt hat 'on.

'That's the 'very 'man who 'had a 'felt hat 'on when it was 'hot.||

б) The Present Indefinite Tense учинчи шахс бирликда -s ёки -es қўшимчаларини олади, уларнинг ўқилишига аҳамият беринг:

[s]

sets

[z]

turns

[iz]

rises

| | | |
|-------|---------|---------|
| works | reads | washes |
| wants | listens | changes |
| puts | learns | closes |
| takes | boils | freezes |
| makes | feels | misses |

Сўз яшаш: Сифат ясовчи суффикслар:

- full: beautiful — гўзал (beauty — гўзаллик); forgetful — эсидан чиқарадиган
- al: national — миллий (nation — миллат); physical — физикавий
- less: useless — фойдасиз (use — фойдаданиш); handless — қўлсиз

II. Сифат ясовчи суффикслар қўшилган сўзларни ўзбек тилига таржима қилинг:

a) helpful (help — ёрдам); powerful (power — куч); watchful (watch — кузатмоқ); wonderful (wonder — мўъжиза);

b) economical, potential, cultural, structural, vertical;

c) moonless (moon — оймома); childless (child — бола); helpless (help — ёрдам).

Грамматика

I. Феълнинг асосий формалари

Инглиз тилида феълнинг тўртта асосий формалари бор, улар to be ва to have ёрдамчи феъллари билан содда ёки қўшма феъллар ясади, замон ва нисбатни кўрсатади.

Улар:

- (a) — The Infinitive,
- (б) — The Past Indefinite Tense,
- (в) — The Past Participle ёки (Participle II),
- (г) — The Present Participle ёки (Participle I).

II. Феълнинг асосий формаларининг вазифалари

Феълнинг I-формаси The Infinitive ҳозирги ва келаси замонни яшаш учун ишлатилади.

I write letters to my sister every month. — Мен синглимга (опамга) ҳар ойда хат ёзаман.

I shall write a letter to my sister tomorrow — Мен синглимга (опамга) эртага хат ёзаман.

Феълнинг II-формаси The Past Indefinite оддий ўтган замонни яшаш учун ишлатилади.

Бизга маълумки, (бошланғич курсига кириш қисмидан) яшалишига кўра Past Indefinite иккита гурпуага бўлинади: тўғри ва нотўғри феъллар. Тўғри феъллардан ўтган замон феъл негизига -d ёки — ed қўшимчаси қўшиш билан (worked, translated), нотўғри феъллардан эса ҳар хил йўл билан, кўпинча феъл негизи ўзгариши билан ўтган замон ясалади (to write — wrote, to come — came, to see — saw), айрим феъллар ўзгармайди (to cut — cut)

I wrote letters to my sister. — Мен опамга хат ёздим.

I studied some English words.— Мен бирнеча инглиз сўзларини ўргандим.

Феълнинг III-формаси Past Participle (Participle II) феъллардан (Perfect) тугалланган замон ва мажхул нисбат яшаш учун ишлатилади. Феълнинг IV-формаси Present Participle (Participle I) давом феълларни (Continuous Tenses) яшаш учун ишлатилади.

The Present Indefinite Tense (Ҳозирги ноаниқ замон):

Ноаниқ ҳозирги замон (The Present Indefinite Tense).

The Present Indefinite Tense кўпинча every day (week, month, year) always, usually сўзлари кўрсатади. Ушбу дарсликнинг бошланғич қисмига кириш қисмида бу ҳақида маълумот берганмиз (иккинчи дарсга қаринг).

The Present Indefinite Tense нинг яшалиши ва ишлатилишини қайтарамиз:

| Бўлишли шакли | Сўроқ шакли | Бўлишсиз шакли |
|-----------------------|----------------------------|--------------------------------|
| 1 I work | 1. Do I work? | 1. I do not work. |
| 2. You work | 2. Do you work? | 2. You do not work. |
| 3. He (she, it) works | 3. Does he (she, it) work? | 3. He (she, it) does not work. |
| 1. We | 1. Do we work? | 1. We |
| 2. You } work | 2. Do you work? | 2. You } do not work. |
| 3. They | 3. Do they work? | 3. They |

Қисқа жазобларнинг шакли do not — don't, does not — doesn't.

Энди The Present Indefinite Tense ни машқларда қайтарамиз.

III. Қуйидаги сўзларнинг ўқилишини машқ қилинг, -s, -es ларнинг ўқилишига эътибор беринг:

I see. She sees. She sees it.

I spend. He spends. He spends it.

I keep. It keeps. It keeps it.

I fix. It fixes. It fixes it.

I feel. She feels. She feels it.

I make. He makes. He makes it.

I miss. She misses him.

I meet him. She meets him.

IV. Феълларнинг тўғри шаклини танланг:

1. Every day I (get, gets) up at 7 o'clock.

2. Ann (lives, live) near the Institute.

3. (Do, does) he go to the University?

4. Mike (finish, finished) school two years ago.

5. We (speak, speaks) English for a long time.

6. Our scientists (examine, examines) a new method.

7. When (do, does) you go to the University?

The Degrees of Comparison (Сифат ва равиш даражалари)

Предметдаги бир хил белгини миқдорига кўра нисбатлаб, ёки иш-ҳаракатдаги ҳолатни ўзаро бир-биридан фарқлаш ҳодисаси сифат ва равиш даражалари дейилади.

Инглиз тилида сифатларнинг уч даражаси бор: оддий даража, қиёсий даража ва орттирма даража.

short — қисқа (оддий даража)

shorter — қисқароқ (қиёсий даража)

(the) shortest — энг қисқа (орттирма даража)

Қиёсий даража оддий даражадаги сифатга *-er* қўшимчасини қўшиш билан ясалади. Бу қўшимча ўзбек тилидаги *-роқ* қўшимчасига тўғри келади.

Орттирма даража оддий даражадаги сифатга *-est* қўшимчасини қўшиш билан ясалади. Бу қўшимча ўзбек тилида сифат олдида келадиган *энг*, *жуда* сўзларига мос келади.

тилида сифат олдида келадиган *энг*, жуда сўзларига мос келади.

Қуйидаги жадвалда бир ёки икки бугинли сифатнинг уч даражасини яшаш усуллари берилган.

| Оддий даража Positive degree | Қиёсий даража Comparative degree | Орттирма даража Superlative degree |
|---------------------------------|-------------------------------------|---------------------------------------|
| long — узун | longer — узунроқ | (the) longest — энг узун |
| big — катта | bigger — каттароқ | (the) biggest — энг катта |
| pretty — ёқимли | prettier — ёқимлироқ | (the) prettiest — энг ёқимли |

Кўп бугинли сифатларнинг қиёсий ёки ортторма даражалари сифат олдида *more* (қиёсий даражада) ёки *the most* (ортторма даражада) сўзлари ёрдамида ясалади:

wonderful — ажойиб; more wonderful — ажойиброқ;
the most wonderful — (энг) жуда ажойиб;

Айрим сифат ва равиш даражалари бошқа ўзакдан ясалади:

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

Сифатларнинг формалари *as...as* ўзбек тилига худди шундек, *not so...as* (шундек эмас, *than* кўра... -роқ деб берилади.

This book is as interesting as that one Бу китоб худди анови китобдек қизиқ.

She is not so clever as her brother У қиз акасидек ақлли эмас.

V. Сифат ва равиш даражалари қондасига амал қилиб, нуқталар ўрнини тўлдилинг:

1. London is (large) city in Europe and the second... (large) city in the world.

2. One of the (fine) streets of London is Regent Street. We can find the (big) London shops there.

3. The Neva is (wide and deep) than the Moskva River.

4. The climate of England is much (mild — юмшоқ) than that of the East European part of Russia.

5. Which is the (short) way there? First go right (тўғри), then turn left. There is no (short) way than this one.

6. This coat is (warm) than the old one.

Sing Together

MYSTERY MAN

Chorus: Nobody knows where Peter goes,
Nobody knows what he does,
Nobody knows what Peter knows,
Nobody knows who he loves.
He's so mysterious,
Incredibly mysterious
He's not the man that he seems.
Yes, Peter is a mystery,
Yes, he is a mystery,
He's not the man that he seems.
Why does he, how does he, where does he go?
Peter the mystery man,
Who does he, how does he, what does he know?
Peter the mystery man.

Chorus: Nobody knows where Peter goes...

МАТНЛАР УСТИДА ИШЛАШ

VI. Қуйидаги сўзларнинг ўқилишини машқ қилинг:

Asia [ˌeɪʃə] — Осиё

area [ˌɛəriə] — майдон

Belgium [ˌbeldʒəm] — Бельгия

heart [hɑ:t] — юрак

hydroelectric [ˌhaɪdrouˌlektrɪk] — гидроэлектрик

scenery [ˌsi:nəri] — пейзаж, табиат тасвири

Siberian [ˈsai.biəriən] — Сибирлик, Сибирдаги
tremendous [triˈmendəs] — кенг
Caucasus [ˈkɔːkəsəs] — Кавказ
climate [ˈklaɪmɪt] — об-ҳаво
Holland [ˈhɒlənd] — Голландия

Text A

VII. Матни ўқинг ва таржима қилинг:

LAKE BAIKAL

Baikal is one of the most beautiful lakes in the world. It is in the heart of Asia. It is twice as large as lake Ladoga. The area of this lake is as large as Belgium or Holland.

Baikal is 636 (six hundred and thirty-six) kilometres long, from 25 (twenty five) km to 79 (seventy-nine) km wide and 1,741 (one thousand seven hundred and forty-one) m deep. It is the deepest lake in the world.

Baikal has very much water, its volume is more than the volume of water in the Baltic Sea. The water of Baikal is cold. It is colder than the water of so many other lakes.

Baikal is more beautiful than other Siberian lakes. The scenery around its shores is as beautiful as that of the Caucasus. The climate here is colder than the climate of the Caucasus.

Do you know that more than 300 (three hundred) rivers flow into this lake and only one river, the Angara, flows out? This river carries a tremendous volume of water, it is very powerful and deep, and has a very strong current, much stronger than the current of the Volga. That is why Angara freezes later than lake Baikal.

Nowdays the scientists are facing (муаммолар олдида турибди) the problem of pollution Baikal as so many other rivers and lakes.

VIII. Қуйидаги саволларга жавоб беринг:

1. How large is Baikal? 2. Is the water of Baikal cold or warm? 3. How many rivers flow into Baikal? 4. What Russian river has a much stronger current than the current of the Volga? 5. What great lakes in Russia do you know?

6. What lake is twice as large as Baikal? 7. How deep is Baikal? 8. What is the temperature of the water in Baikal? 9. Does the Angara flow into Baikal or out of it? 10. Why does the Angara freeze later than lake Baikal? 11. What problems is Baikal facing nowadays?

IX. Гаплардаги феълларии бўлишсиз шаклга айлан-тиринг:

1. I know the names of very many lakes. 2. The water of this lake freezes. 3. This river carries much water. 4. My brother has a book about the seas and rivers of Africa. 5. There is a map of Uzbekistan on the wall. 6. The temperature in this room is very high.

X. Қуйидаги гапларга саволлар тузинг:

1. Our people build great hydroelectric stations on many rivers. (Who...? What...? What stations...? Where...?)

2. I like to speak with my teacher about lakes and rivers? (Who...? What... about? Who... with?)

3. The students of our University have their camp on the Charvak man-made (сунъий) sea coast (What students...? What...? Where...?)

XI. Қуйидаги гапларни таржима қилишда as... as, not so... as, than ларга зътибор беринг:

1. The area of Baikal is as large as that of Belgium.

2. The Volga is not so deep as the Angara.

3. The research work of this student is more interesting than that of the other students.

4. Lake Ladoga is not so beautiful as Baikal.

5. Our laboratory has fewer instruments for this work than yours.

6. Your mother is the same age as my father is.

XII. Нуқталар ўрнига сўз бирикмаларидан биртми танлаб гапларни тўлдириг

My sister speaks English... She speaks English... my brother but you speak the language... of the three (well, better than, best). Baikal is a... lake. This lake is... lake

of all the lakes in Siberia. It is... than Ladoga (beautiful, more beautiful, the most beautiful).

I read... but my brother reads... than I do, and our friend reads... of all (much, more, the most).

XIII. Сифат даражаларига эътибор бериб, таржима қилинг:

the worst, little, bad, the best, the farthest, good, worse, less, better, the least, further, farther.

Text B

XIV. Матни диққат билан ўқинг ва саволларга жавоб беришга тайёрланинг:

SEASONS OF THE YEAR

There are four seasons in the year: spring, summer, autumn or fall, as the Americans call it, and winter.

The winter months are: December, January and February. Winter weather varies widely in our country. It is very cold in the North and warm in the South.

Spring is the most pleasant season of the year. Every one wants to go to the country and enjoy the nice season. Spring lasts three months: March, April, May.

Summer is the best season for different sports in the open air. Most people have their vacations during the summer months which are June, July and August.

Autumn is a very beautiful season. Many people like autumn best of all. The leaves on the trees are red and yellow in September. Towards the end of October it often rains, the weather gets colder in November and in December winter comes.

XV. Саволларга тўлиқ жавоб бering:

1. What are the four seasons of the year?
2. When does summer begin?
3. What is the weather like in winter in the North of our country?
4. What is the best season for different sports in the open air?
5. Do you like autumn?
6. When do people often take their vacations?
7. Are January and February spring months?

8. What months of the year do you like best?
9. What season comes after winter?
10. Is it summer now?

XVI. Диалогни роллар бўйича ўқинг

- A. The weather is fine, let us go to the country.
 B. I'll go to the country with pleasure. The weather is really fine. There is not a cloud in the sky.
 I like autumn very much.
 A. So do I. But you know how quickly the weather can change in autumn.
 B. That's true. It may rain any day in October.

XVII. Берилган сўз ва ибораларни қўллаб қисқа ҳикоя тузинг:

- Мавзулар: 1. My favourite season. 2. Spring.
 3. What's the weather like today?

| | |
|--|-----------------------------|
| The weather is pleasant today; | It is going to rain; |
| Isn't it hot today? | It looks like snow; |
| The temperature is 30 degrees Centigrade above zero; | It is too cold in winter; |
| The temperature is 20 degrees below zero; | I like spring best; |
| | cloud; wind; summer; winter |

Мустақил иш учун вазифалар

XVIII. Берилган феълларнинг транскрипциясини ёзинг:

Takes, goes, lives, flows, lines, does, helps

XIX. Иш-ҳаракат ёки ҳолатни учинчи шахс бажаришини кўрсатинг.

Намуна:

I seldom take an umbrella (соябон).
 Alisher seldom takes an umbrella too.

1. I like cold weather.
2. I go in for sports.
3. I have my vacation in summer.
4. I come to the University at about 9 o'clock.
5. I get up very early.

XX. Доим бажариладиган иш-ҳаракатни англатувчи гапларни биринчи шахсда айтинг:

Model: Anvar takes this bus. I often take this bus too.

1. Anvar takes books from the library.

2. He undergoes practical training.

3. She goes to Baikal for rest.

4. He swims every day.

5. She knows the names of many lakes.

XXI. Инглиз тилидаги сўз тартиби қондасига амал қилиб гапларни таржима қилинг:

Деворда Осиё харитаси бор. Биз жуда кўп дарё ва кўлларни кўраман. Уларнинг энг каттаси Бойқол кўлидир. Бойқол кўлидаг сув Болтиқ денгиздаги сувдан кўп. Амударё ва Сирдарё Ўрта Осиёдаги энг узун дарёлар. Лекин бу дарёларнинг суви Орол денгизига тўла етиб бормаяпти. Орол денгизи дунёдаги қуриб бораётган денгизлардан биридир.

LESSON 3

Фонетика: [e-ɔ-ə:-εə-ɪ] товушлари, ритм ва оҳанг устида ишлаш.

Сўз яшаш: Саноқ ва тартиб сон ясовчи суффикслар: -ty, -teen, -th

Грамматика: 1. The Past Indefinite Tense in the Active Voice. (Ноаниқ ўтган замон аниқ нисбатда).

2. Kinds of Subordinate Clauses. (Эргаш гапнинг турлари)

Матнлар устида ишлаш. Текст А: The Ancient Cities of Central Asia.
Текст В: Tashkent.

EXERCISES, GRAMMAR NOTES, TEXTS

Фонетика

1.a) Қуйидаги гапларни ўқитувчи биргалигида ўқинг:
The 'nurse told 'nursery 'tales. | 'Very 'often the 'nurse told

nursery tales| about 'bears, hares and 'many other animals.
 'Very 'often the 'nurse told nursery tales| about 'bears, hares
 and 'many other 'animals to her children.!

b) Past Indefinite Tense даги тўғри феълларнинг ўқилишига аҳамият беринг:

| [d] | [t] | [id] |
|----------|----------|------------|
| learned | helped | ended |
| loved | finished | repeated |
| listened | smoked | tasted |
| lived | talked | waited |
| moved | worked | wanted |
| opened | dressed | decided |
| stayed | thanked | translated |

Сўз яшаш

II. Бошланғич кириш қисмидаги саноқ ва тартиб сонларнинг ўқилишига амал қилиб, уларни ўқинг

| | | |
|-----------|-------------|-----------|
| 20-twenty | 13-thirteen | 4-fourth |
| 30-thirty | 14-fourteen | 5-fifth |
| 40-forty | 15-fifteen | 6-sixth |
| 50-fifty | 16-sixteen | 7-seventh |

Дарсликнинг бошланғич қисмига кириш қисмидаги саноқ ва тартиб сонлар ҳақидаги маълумотни яна бир бор ўқиб, машқларни ўқитувчи биргалигида бажаринг.

Қуйидаги саноқ сонлардан тартиб сонлар ясанг:

Намуна: thirty-two; thirty-second; ten-tenth.

twenty-one, six, seventy, seventy-two, twelve, thirty-seven, five, one, sixty-three, eleven, sixty-nine, seventy-four, one hundred and seventy-two.

Қуйидаги сўз бирикмаларини ўқинг ва инглиз тилига таржима қилинг: ўн саккиз, ўн саккизинчи, икки, иккинчи, йилгирма беш, ўн олтинчи январь, биринчи май, тўққизинчи ноябр, биринчи сентябр, иккинчи курс толиби, йилгирма иккинчи уй, йилнинг биринчи фасли, баҳорнинг

иккинчи ойн, ун бешинчи хона, декабр иилнинг ун иккинчи оин.

Грамматика .

The Past Indefinite Tense (Ноаниқ ўтган замон)ни ишлатилиши.

The Past Indefinite Tense кўпинча гапда yesterday, ago, last year каби пайт равишлари билан ишлатилади, иш-ҳаракатни ўтган замонда бажарилганини билдиради (бошланғич қисмдаги еттинчи дарсга қаранг).

The Past Indefinite Tense нинг ясалишини ва ишлатилишини қайтарамиз.

Тўғри феъл to work ва нотўғри феъл to go the Past Indefinite Tense да

| Бўлишли шакли | Сўроқ шакли | Бўлишсиз шакли |
|---------------|------------------------|----------------|
| 1. I | 1. Did I work (go)? | 1. I |
| 2. You | 2. Did you work (go)? | 2. You |
| 3. He | 3. he | 3. He |
| She | Did she work (go)? | She |
| It | it | It |
| 1. We | 1. Did we work (go)? | 1. We |
| 2. You | 2. Did you work (go)? | 2. You |
| 3. They | 3. Did they work (go)? | 3. They |

did not — didn't деб қисқа айтилади.

Сўроқ гапларнинг жавобларига эътибор беринг.

Did you work at the office last year? Yes, I did.

Did he speak English? Yes, he did.

Did you see him yesterday? No, I didn't

Did she pass her exam last week? No, she didn't

Тўғри феъллардан ўтган замон феъл негизига -d ёки -ed қўшимчаси қўшиш билан ясалади. Нотўғри феъллардан ўтган замон кўпинча феъл ўзаги ўзгариши билан ясалади, айрим феъллар ўзгармайди. Нотўғри феъллар жадвали ушбу дарсликнинг охирида берилган.

Past Indefinite ишлатилган гапларнинг сўроқ формаси to do кўмакчи феълнинг did формаси ёрдамида ясалади. Ҳамма шахслар учун бирлик ва кўplikда did ишлатилади ва эгадан аввал келади, саволга асосан қисқа жавоб берилади.

Did you translate the article yesterday? Сиз мақолани кеча таржима қилдингизми?

Yes, I did. Ҳа.

No, I didn't. Йўқ.

Бўлишсиз гапта not юкламаси did ёрдамчи феълдан кейин қўйилади.

She did not (didn't) translate the article yesterday.— У мақолани кеча таржима қилмади.

Энди ушбу қондани машқларда мустаҳкамлаймиз.

III.a) Қайси гапта to go феъли ўтган замонда ишлатилган?

1 He goes to school every day.

2 He went to school yesterday.

b) "Биз бу машқни ўтган дарса ёзган эдик" гапининг тўғри таржимасини топинг.

1 We wrote this exercise at the last lesson.

2 We write exercises at the lesson.

c) Қайси гапнинг сўроқ формаси to do феълнинг did шакли билан ясалади?

1 We had an English lesson yesterday 2 We went to the cinema yesterday. 3 We were at the cinema yesterday.

d) He spoke German at the lecture гапига қайси сўроқ гап тўғри келади?

1 Does he speak German at the lecture?

2 Did he speak German at the lecture?

e) Нотўғри феълларнинг 4 та шаклини ёзинг ва ёд олинг:

to begin, to leave, to make, to become, to be, to know, to build.

IV. Иккитадан бўлиб ишлаш учун диалог

A: Кеча кечқурун сиз қаерда эдингиз? B: Where were you last night?

A: I was at the cinema B: Мен кинода эдим.

A: Ким билан? B: Who with?

A: I was there alone. B: Мен у ерда бир ўзим эдим.

A: Қандай фильм кетаётган эди? B: What film was on?

A: A new film about school. B: Мактаб ҳақида янги фильм.

A: Сизга фильм ёқдими? B: Did you enjoy the film?

A: Oh, no. I didn't B: Йўқ. Менга ёқмади.

V. Дарсликнинг бошланғич курсига кириш қисмидаги сўроқ олмошларига (Interrogative Pronouns) қаранг ва саволларга жавоб беринг

1. Who is your teacher of English?
2. Who is absent today?
3. How many classes have you got today?
4. What classes have you got today?
5. Whose bag is this?
6. Where is your English book?
7. When do your classes begin?
8. Why are you late sometimes?
9. What is your first name?
10. How many students are there in your group?
11. What is your family name?

VI. Қавс ичида берилган сўзларни ишлатиб саволлар тузинг:

1. He learnt English at school (where)
2. It rained during the night (when)
3. He worked in the Far East for two years (how long)
4. Yesterday I received a letter (when)
5. He graduated from the University a year ago (when)

6. My speciality is physics (what)

Kinds of Subordinate Clauses. Инглиз тилида бир нечта хил эргаш гаплар бор: аниқловчи, тўлдирувчи, ҳол (ўрин, пайт), сабаб ва шарт эргаш гаплар.

Бош гаптаги от ёки олмошнинг аниқловчиси вазифасида келган гап *аниқловчи эргаш гап* дейилади. Аниқловчи эргаш гап бош гапга **what** [wɒt] қандай, **which** [wɪtʃ] қайси, **who** [hu:] ким, **whom** [hu:m] кимни, **whose** [hu:z] кимнинг, **when** [wen] қачон, **where** [wɛə] қаерда сўзлари билан боғланиб келиши мумкин.

Ўзбек тилига содда гап бўлиб таржима қилинади.

There are a lot of students in our group who speak English well.

Бизнинг гурухимизда жуда кўп талабалар инглизча яхши гапирди.

There are a lot of students in the University whom I don't know.

Университетдаги кўп талабаларни мен билмайман.

Бош гапнинг феъл кесимига тўлдирувчи бўлиб келадиган эргаш гаплар *тўлдирувчи эргаш гап* дейилади. Тўлдирувчи эргаш гап бош гапга **who**, **which**, **what**, **when**, **where**, **how**, **why**, **whatever**, **whoever**, **whichever** каби боғловчилар ва боғловчи равишлар билан боғланиб келиши мумкин, ўзбек тилига содда ёйиқ гап бўлиб таржима қилинади.

I'll tell you when he will be back.

Мен сизга унинг қачон қайтишини айтаман.

I don't know where he lives.

Мен унинг қаерда яшашини билмайман.

Бош гап таркибидаги феъл, сифат ва равишни характерлаб, қўшма гап составида ҳол вазифасида келувчи эргаш гаплар *ҳол эргаш гаплар* дейилади. Ҳол эргаш гаплар пайт, ўрин, ва сабаб эргаш гаплар бўлиб, ўзбек тилига ҳам эргаш гап бўлиб таржима қилинади.

Пайт эргаш гап бош гапга **when** — қачон, **while** — давомида, **till** — ...гача, **until** — ...гача, **after** — кейин, **before** — аввал каби боғловчилар билан боғланиб келади.

Please, stay here until I return.
You should see the doctor before you go back to the University.

Урин эргаш гап бош гапга where — қасрда, wherever — ҳар ерда боғловчилари билан боғланади.
Wherever I go it's the same thing. — Қасрга борсам — ҳаммаси бирдай.
Бош гапдаги иш — ҳаракатнинг юзага келиш сабабини билдирувчи эргаш гап гапга for, the reason that — шунинг учун, эргаш гап бош бери, because — чунки, why — нима учун, since — шундан учун боғловчилар ёрдамида боғланади. Ўзбек as — шунинг учун эргаш гап бўлиб таржима қилинади.

I couldn't go to the University because I was yesterday.
My friend works hard at his English, as he wants to speak the language well.

Кеча мен университетга бора олмадим, чунки мен касал эдим.

Менинг дўстим инглиз тили устида кўп ишлайди, чунки у инглиз тилида яхши гапиришни хоҳлайди.

VII. Гапларни ўқинг, таржималарни солиштиринг ва эргаш гапнинг турларини аниқланг

1. The book that you gave me was not so interesting.

2. He told us that he felt ill.

3. I have a sister who lives in Samarkand.

4. Mike asked us what we thought of it.

1. Сиз менга берган китоб, унчалик қизиқ эмас экан.

2. У бизга ўзини ёмон ҳис қилганини айтди.

3. Менинг Самарқандда яшайдиган опам (синглим) бор.

4. Майк биздан бу нарса ҳақидаги фикримизни сўради.

5. The exercise which you gave us at the last lesson was very difficult.

6. They heard that she lived in London at that time.

7. The new words that we learned at home are used in this text.

5. Сизнинг бизга охири дарсда берган машқингиз жуда қийин экан.

6. Улар унинг ўша пайтда Лондонда яшаганини эшитган эдилар.

7. Биз уйда ўрганган янги сўзлар мана шу матнда ишлатилган.

VIII. Қўйидаги гапларни таржима қилинг

1. The book, which you gave me yesterday is very interesting. 2. I shall always remember the school where I studied. 3. I don't know where he lives. 4. When I studied at school I lived with my grandfather. 5. I missed the lectures because I was ill yesterday. 6. Please, tell him that I'll be back at 6 o'clock. 7. I don't know who they are speaking about. 8. I'll read my notes while you are having your breakfast. 9. This is the student you wanted to speak to. 10. I think that he is right. 11. I can't say that I liked the book very much. 12. The south-east of Great Britain is separated from France by the English Channel which is 32 km wide at its narrowest point.

МАТНЛАР УСТИДА ИШЛАШ

IX. Қўйидаги сўзларни ўқинг ва эсда сақланг:

| | | |
|-----------|-------------|-------------|
| museum | [mju:ziəm] | музей |
| ride | [raɪd] | сайр қилмоқ |
| car | [kɑ:] | машина |
| highway | [haiwei] | катта йўл |
| boundless | [baundlis] | чексиз |
| cotton | [kɒtn] | пахта |
| visitor | [vɪzɪt] | меҳмон |
| century | [sentʃuri] | аср |
| towards | [təwɔ:dz] | томон |
| narrow | [nærou] | тор |
| blind | [blaɪnd] | кўр, берк |
| market | [mɑ:kɪt] | бозор |
| ancient | [eɪnʃənt] | қадимий |

| | | |
|-----------|----------------|------------------|
| cover | [kʌvə] | қопламоқ |
| education | [ˌedju:kɛɪʃən] | таълим, маълумот |

Text A

X. Матнини ўқинг ва Самарқанд ҳақида гапириб беринг

THE ANCIENT CITIES OF CENTRAL ASIA

The ancient cities in Central Asia are Khiva, Samarkand and Bukhara. Khiva lies some 30 km from Urgench, the administrative centre of Khoresm region of Uzbekistan. A thirty minutes ride by car along the highway lined by boundless cotton plantations takes the visitor to a city ten centuries old. Towards the beginning of the seventeenth century Khiva was the capital of Khorezm. The inner city of Khiva Ichan-Kala divides the town into two parts a new one and an old one. The narrow streets, blind alleys, market squares, ancient architecture monuments Djuma Mosque leaves no one indifferent.

The architecture of Khiva with its monumental forms, wonderful monuments and old paintings made it an outdoor museum. Another attractive monument of the 14 th century of Khiva is the Seyid Allauddin mausoleum and beautiful mausoleum of a famous philosopher and poet Pahlavan Makhmud.

The ancient artists decorated these mausoleums with colourful ornament. The other two world famous towns of Central Asia Samarkand and Bukhara formed the architectural assembly known throughout the world. These towns were the centres of education and trade. The great astronomer Ulugbek built his observatory in Samarkand in Middle Ages and nowadays it is a museum visited by many tourists.

XI. Қуйидаги сўзлар ишлатилган гапларни матндан топинг ва эсда сақланг

| | | |
|----------|------------|--------------------------|
| leave | [li:v] | ташлаб кетмоқ, қолдирмоқ |
| painting | [ˌpeɪntɪŋ] | расм, тасвир |
| become | [bi:kʌm] | бўлмоқ |

| | | |
|------------|-----------|-----------------------------|
| attractive | əˌtræktɪv | мафтункор, кўрам, ёқимли |
| famous | ˌfeɪməs | таниқли, атоқли |
| trade | ˌtreɪd | савдо-сотиқ |
| nowadays | ˌnaʊˌdeɪz | ҳозир, шу кунлар |
| tourist | ˌtuərɪst | сайёҳ |
| decorate | ˌdekəreɪt | ясатмоқ, безатмоқ |

XII. Саволларга қисқа жавоб беринг:

1. Is Khiva a new town?
2. Does it lie 30 km from Urgench?
3. Does it take a 30 minutes ride by car to Khiva?
4. Does Ichan-Kala divide Khiva into two parts?
5. Does the architecture of Khiva form a wonderful monument?
6. Is the Seyid Allaiddin mausoleum an attractive monument of the 14th century?
7. Was Pahlavan Makhmud a famous philosopher and poet?
8. Were Samarkand and Bukhara the centres of education and trade in Middle Ages?
9. Did Ulugbek build his observatory in Middle Ages?

XIII. Саволларга тўлиқ жавоб беринг:

1. What architectural monuments do you know?
2. Where do they stand?
3. What do you know about Ichan-Kala?
4. How does Djuma Mosque look like?
5. What an outdoor museum do you know?
6. How did the ancient artists decorate mausoleums?
7. Who was a famous philosopher and poet in Middle Ages?
8. Where were the centres of education and trade in Middle Ages?
9. What did Ulugbek build in Samarkand?

XIV. Қуйидаги гапларни сўроқ гапга айлантиринг:

1. The students of Tashkent University have all the necessary facilities for their research.

took part in the reconstruction of the city. That is why the capital of Uzbekistan today is a sort of museum of the architecture of the peoples, from different republics. The Tashkent metro is the pride of the city. All the stations look like underground palaces.

XVII. Қўйидаги саволларга жавоб беринг:

1. What is your name?
2. Where do you live?
3. What street do you live in?
4. Are you proud of your native town?
5. What reasons have you for being proud of your native town?
6. Is Tashkent an industrial city?
7. How many railway stations are there in Tashkent?
8. What is the climate of Tashkent?
9. What area does Tashkent take up?
10. Who took part in the reconstruction of Tashkent?

XVIII. Диалогни роллар бўйича ўқинг

A: Which are the best places of interest in Tashkent?
B: It's really very hard to say. There are so many wonderful places worth seeing in Tashkent.

A: I should like to start sightseeing with the Central Square.
B: That's a good idea. But it would be best for you to join a group of tourists.

A: Oh, thank you for your good advice.
B: Not at all.

A: Good-bye.
B: Good-bye and good luck to you.

XIX. Қўйидаги сўз ва сўз бирикмаларини ишлатиб қисқача ҳикоя тузинг:

Мавзулар:

1. I visited my friend's native town.
2. My favourite place in Tashkent.

| | |
|---|--|
| to live in some town and in some street | бирор шаҳар ва кўчада яшамоқ. |
| to live together with one's family | кимнигдир оиласи билан биргаликда яшамоқ |
| to be proud of | мағрурланмоқ, фахрланмоқ |
| to have reasons for doing something | бирон нарса қилмоқ учун баҳона қилмоқ |
| a large (small) town | катта (кичик) шаҳар |
| to be famous for something | бирон нарса билан машҳур бўлмоқ |
| to be famous the world over | дунёда машҳур бўлмоқ |
| to be connected with | боғлиқ бўлмоқ |

Мустақил ишлаш учун вазифалар

XX. Нуқталар ўрнини сўроқ сўзлардан (who, where, what, when) танлаб тўлдириг:

1. ... does the oldest monument of our capital stand?
2. ... is the name of the sculptor of the monument to Alisher Navoi?
3. ... built the observatory in Samarkand in Middle Ages?
4. ...did you show the students the historical places of Tashkent?

XXI. Қуйидаги сўз ва сўз бирикмаларини гапда қўлланг:

to take a great interest in somebody or in something, to ride by car, to visit a city, to divide into two parts: to know, to paint, to decorate, to form, throughout the world, to become, to build.

XXII. Қуйидаги гапларни ўзбек тилига таржима қилинг, ажратиб кўрсатилган сўзларга эътибор беринг:

1. I met him in the square not long ago.
2. The square of two is four.
3. This table is not square.

4. Rivers often flow into the seas.
5. The flow of the water in that place is very strong.
6. Place your books in the right order.
7. In what place did you put your book?
8. The newspapers state many important facts about this expedition.
9. What is the state of your health?

XXIII. Қавс ичида берилган феълларни The Past Indefinite Tense га қўйинг:

1. His flat (to be) on the second floor.
2. Many years ago the Uzbek people (to build) the first line of the Metro.
3. The best architects, sculptors and artists (to erect) the underground palaces.
4. The first line of the Metro (to have) only 12 stations.

LESSON 4.

Фонетика: [а:-э] товуши, ритм ва оҳанг устида ишлаш.

Сўз яшаш: Сифат ясовчи суффикслар: -ic, -y, .

Грамматика: 1. The Future Indefinite Tense (Ноаниқ келаси замон).

2. The Future Indefinite Tense ни шарт эргаш гапда иштилиши

Матнлар устида ишлаш: Text A: A Visit to Tashkent
Text B: My Day off

EXERSISES, GRAMMAR NOTES, TEXTS

Фонетика:

Ўқитувчи биргалигида қуйидаги гапларни ўқинг:

I ,shan't. | I 'shan't dance. | I 'shan't 'dance at the 'garden party. | I 'shan't 'dance at the 'garden 'party at my 'aunts

farm.] I 'shan't 'dance at the 'garden party at my 'aunt's farm tomorrow. ||

Сўз ясаш: Сифат ясовчи суффикслар:

— ic phonetic (фонетик), mechanic (механик)

— y hearty (юракдан), suppy (қуёшли)

II. Қўйидаги сўзларни таржима қилинг:

historic, classic, atomic, funny, cloudy, practic, realistic.

Грамматика

The Future Indefinite Tense (Ноаниқ келаси замон).

The Future Indefinite Tense иш-ҳаракатни келаси замонда бўлишини англатади, биринчи шахс бирлик ва кўplikда shall, қолган шахсларда will ёрдамчи феъллари билан ясалади. Бу ёрдамчи феъллар тусланувчи асосий феълдан аввал келади.

The Future Indefinite Tense

| Бўлишли шакли | Сўроқ шакли | Бўлишсиз шакли |
|------------------------------------|------------------------------------|--|
| I (we) shall work. | Shall I (we) work? | I (we) shall not work. |
| You (he, she, it, they) will work. | Will you (he, she, it, they) work? | You (he, she, it, they) will not work. |

Shall ва will нинг қисқа шакли -'ll:

I shall = I'll; He will = He'll

Shall not = Shan't ['ʃ a:nt]

Will not = Won't ['wəʊnt].

The Future Indefinite Tense асосан tomorrow, the day after tomorrow, in two days (weeks, months), next week (year) иборалари билан ишлатилади.

I shall translate this story tomorrow

Мен бу ҳикояни эртага таржима қиламан.

He will visit his friend next week

У дўстиникига кейинги ҳафтада боради.

The Future Indefinite Tense феълнинг сўроқ формасида shall ёки will ёрдамчи феъл эгадан аввал қўйилади, жавоб қисқа бўлади.

Бўлишсиз гапда ёрдамсчи феълдан кейин not юкламаси ишлатилади.

Will you go to the library with me tomorrow? Сиз эртага мен билан кутубхонага борасизми?

Yes, I shall. Ҳа.

Mike will not go to the library tomorrow. Майк эртага кутубхонага бормайди.

The Future Indefinite Tense ишлатилган шарт эргаш гап when, if, after, before, as soon as, till, untill, unless, provided боғловчилар билан бош гапга боғланади. Инглиз тилида шарт эргаш гапнинг кесими ҳозирги замонда, бош гап кесими келаси замонда ишлатилади

If I have time I'll come to your place. Агар менинг вақтим бўлса, мен сизникига бораман.

When you come to me we shall solve the problem together. Сиз меникига келганизда, масалани биргаликда ечамиз.

III. Ўқинг The Future Indefinite Tense ишлатилишига аҳамият беринг

— Will you be here tomorrow?

— Yes, I shall. I'll be here.

— Will Mary come, too?

— Yes, she will. She'll come, too.

— Will John be in class tomorrow?

— No, he won't. He must be at the doctor's. He won't be here.

IV. Гапларни ўқинг, сўзловчига илтимос, маслаҳат, таклиф билан мурожаат қилишни унутманг

— Will you help me?

— Yes, I'll be glad to help you.

— Will you come to my place?

— Yes, I'll be glad to come, thank you.

— Will you have lunch with me tomorrow?

— I'm sorry. I'll be busy tomorrow.

— Will you meet me at the station?

— Yes, I'll be glad to, I'll meet you at 10 o'clock.

V. The Future Indefinite Tense шарт эргаш гапта ишлатилганини кўрсатинг

- | | |
|--|---|
| 1. If I see him tomorrow I shall ask him about it. | 1. Агар мен уни эртага кўрсам, ундан у тўғрисида сўрайман. |
| 2. If the weather is fine tomorrow we shall go to the country. | 2. Агар эртага ҳаво яхши бўлса, биз қишлоққа борамиз. |
| 3. He won't finish his work in time unless he works hard. | 3. Агар у қаттиқ ишламаса, ўз ишини вақтида тугата олмайди. |
| 4. I'll give you the book on condition (that) you return it the next week. | 4. Мен сизга китобни кейинги ҳафтада бериш шарти билан бераман. |
| 5. If she is here she is probably working in the library. | 5. Агар у шу ерда бўлса, кутубхонада ишлаётган бўлиши мумкин. |
| 6. If I see him, I shall tell him about it. | 6. Агар уни кўрсам, мен унга у тўғрисида айтаман. |

VI. МАТНЛАР УСТИДА ИШЛАШ

Қуйидаги сўзлари ўқинг ва эсда сақланг:

| | | |
|----------------------|-----------|-------------------|
| guest | [,gest] | меҳмон |
| member | [,membə] | аъзо |
| palace | [,pælis] | қаср, сарой |
| stage | [,steɪdʒ] | саҳна |
| tour | [tuə] | саёҳат |
| return | [rɪ'tə:n] | қайтмоқ |
| show (showed, shown) | [ʃəʊ] | кўрсатмоқ |
| abroad | [ə,broʊd] | чегарадан ташқари |

| | | |
|--------------------|-------------|---------------------|
| later on | [ˌleɪtə] | кейинроқ, кеч-роқ |
| chance | [ˌtʃɑːns] | ходиса, тасо-диф |
| circus | [ˌsəːk ə s] | цирк |
| State Concert Hall | | Давлат концерт зали |

Text A

VII. Матни ўқинг ва чет давлатлардан келган сайёхлар учун Тошкент ҳақида ҳикоя тузинг

A VISIT TO TASHKENT

Next Monday a group of college teachers from abroad will come to our city. They will go on a tour over the republic. During the first week of their stay in Uzbekistan they'll visit Tashkent, Samarkand, Bukhara, Khiva and then return to Tashkent.

They'll begin their tour of our republic with a visit to the Park named by A. Navoi and a look round Tashkent historic museums. Later they'll visit Tashkent State University, the Palace of Sports and a lot of other places of interest. They'll visit Kukeldash Mosque-an architectural monument of the 18 century.

On their first night in Tashkent the guests will see a ballet on the stage of the Navoi Theatre. Those who wish will also have a chance to go to the circus or attend concerts at the State Concert Hall.

On Sunday morning the group will leave for Samarkand.

VIII. Саволларга тўлиқ жавоб беринг:

1. When will the group of college teachers come to our city?
2. What cities will they visit during their tour? 3. What places of interest will they visit in Tashkent? 4. Why is autumn a good time for visiting our republic? 5. Who will meet the tourists? 6. Where will the group stay? 7. When will the group leave?

IX. Иккитадан бўлиб ишлаш учун диалог

A: Сиз қачон уйга кетасиз?

A: Shall leave tomorrow morning.

A: Сиз тайёрада учасизми ёки поездда кетасизми?

A: I prefer to go by plane.

A: It will take me only two hours to get home

A: Ундай бўлса хайр. Ота-онангизга салом айтинг.

A: Good-buy and thanks for all.

B: When will you leave for home?

B. Эртага эрталаб кетаман

B. Will you go by plane or by train?

B: Тайёрада учишни афзал кўраман.

B: Уйга стиб олишимга фақат икки соат керак.

B. Good-buy then, Remember me to your parents.

B: Хайр. Ҳаммаси учун раҳмат.

X. Қўйидаги гапларни сўроқ ва бўлишсиз гапларга айлантинг:

1. We shall leave our capital next week. 2. My friend will show you the library of our University tomorrow. 3. A lot of foreign students will study at our University this year. 4. This work will be difficult for the second-year students. 5. You will have time to show us the new scientific equipment. 6. Visitors who came yesterday will go to see the Biby Khanum Moslem tomorrow.

XI. Феълларни тегишли замонда қўлланг:

1. Our plant... this beautiful building for the workers two years ago (to build). 2. This young engineer... the practical work of our students next year (to head — раҳбарлик қилмоқ). 3. Every year this poet... to Siberia (to go), he... this part of the country very much (to like). 4. More than 300 rivers... into lake Baikal (to flow).

Text B

ХП. Матни диққат билан ўқинг ва дам олиш нунингиз қандай. ўтганлиги ҳақида гапириб беринг:

MY DAY OFF

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

On my day off I often go to visit my friends or sometimes I prefer to go to the country. Today, for instance (масалан) I want to go to the country as the weather is wonderful.

I am fond of (қизиқмоқ) sports. So in summer on my days off I go for a swim (сузмоқ) in a river or in a lake. In winter I go skiing or skating (чанғида ёки конкида учмоқ).

In the evenings I often go to the cinema or to the theatre. On the way home I usually exchange opinions (фикр алмашмоқ) with my friends on the play or on the film.

ХПІІ. Қўйидаги саволларга тўлиқ жавоб беринг:

1. Which day of the week do you like best?
2. Which days of the week don't you like at all. (умуман).
3. What time do you usually get up on Sundays?
4. Why do you switch on the radio?
5. When do you usually have your shower?
6. Do you like to tidy up (йиғиштирмақ) the room?
7. When do you tidy up your room?

8. How much time does it take you to tidy up the room?
9. In what way do you usually spend your days off?
10. Do you like to go to museums?
11. What museum made the best impression (кучли таассурот қолдирмоқ) on you?
12. Do you often spend your days off in the country?
13. What are the best places around Tashkent?
14. Are you fond of sports?
15. What are your favourite (севимли) sports?
16. How do you usually spend the evenings on your days off?
17. Which do you like best, to go to the cinema or to the theatre?
18. How did you spend your last day off?
19. What are your plans for your next day off?

XIV. Диалогни роллар бўйича ўқинг ва ёдланг

- A. What are you going to do on Sunday?
 B. I'm going to read an English novel.
 A. Aren't you going to the theatre?
 B. Probably in the evening.
 A. Do you often go to the theatre?
 B. Every now and then.
 A. What kind of shows do you like?
 B. Musical comedies.

XV. Қуйидаги сўз ва ибораларни ишлатиб қисқа ҳикоя тузинг:

- Мавзулар: 1. How I spent my last day off.
 2. What do you plan to do on your next day off?

A day off (a week-day) — дам олиш куни (иш куни)
 On a week-day (on a day off) — иш кунида (дам олиш кунида)

To be in a hurry somewhere — бирор жойга шошилмоқ

To wake up (to get up) — уйқудан уйғонмоқ (турмоқ)

As soon as — биланоқ

To jump out of bed — кроватдан сакраб турмоқ

To switch on the radio (the wireless) — радиони ёқмоқ

To switch off the radio — радиони ўчирмоқ

To do morning exercises — эрталабки машқларни ба-
жармоқ

To clean the teeth with — тишларни тозаламоқ

Tooth powder and toothbrush — тиш порошоги ва тиш
чўткаси

To wash with soap — совун билан ювмоқ

To dry oneself with a towel — сочиқ билан қуритмоқ

To shave — қиринмоқ, соқол олмоқ

To comb — сочни тарамоқ

To get ready for (to be ready) — тайёр бўлмоқ

To air the room — хонани шамоллатмоқ

To make the bed — кроватни (ўринни) тўғриламоқ

To tidy up the room (to do the room) — хонани
йиғиштирмоқ

Мустақил иш учун вазифалар

XVI. Қўйидаги сўзларга ге — префиксини қўшинг ва
ўзбек тилига таржима қилинг:

equip, build, place, measure, make, set.

XVII. Қавс ичида берилган феълларни The Future
Indefinite Tense да қўлланг:

1. Tom ... very busy tomorrow especially in the afternoon
(be).
2. What time ... the girls ... shopping? (do).
3. I ... not a plane, I ... by train (take, go).
4. What kind of transport ... you ... (use).
5. We haven't got enough paper. When ... she ... any?
(buy).
6. ... you ... Samarkand next summer? Yes, we ...
Samarkand and Buhara as well (visit).

XVIII. Қас ичида берилган сўзлардан фойдаланиб
сўроқ гаплар тузинг:

1. We shall do it by all means (who).
2. I shall be at
home at 10 o'clock (what time).
3. About twenty members
of this group will come to Tashkent next week (how many).
4. Ann will be very glad to see you because she loves

you (why). 5. I shall work hard at my English in summer (when).

LESSON 5

Фонетика: [ɔ:] товуши, ритм ва оҳанг устида ишлаш

Сўз яшаш: от ясовчи суффикслар: — ness, -hood: ist.

Грамматика: Indefinite Pronouns (Гумон олмошлари: some, any, no, many, much, little, few, a few, a little.

Матнлар устида ишлаш: Text A The Museum of Art
Text B Going to the Cinema

EXERCISES, GRAMMAR NOTES, TEXTS

Фонетика:

I. Қуйидаги гапларни ўқитувчингиз биргалигида ўқинг:

'All their 'daughters are tall. | 'All the 'four 'daughters are 'very tall. | 'All the 'four 'daughters of Mrs. 'Crawl are very tall. ||

Сўз яшаш:

От ясовчи суффикслар:

- ness — goodness (сахийлик), darkness (қоронғулик),
- hood — childhood (болалик), motherhood (оналик),
- ist — communist (фирқа), socialist (социалист)

II. Қуйидаги сўзларни таржима қилинг:

softness, physisist, philologist, manhood, motherhood, brotherhood.

Грамматика:

Indefinite pronouns (Гумон олмошлари)

some, any, no бирор шахс ёки нарсанинг ноаниқлигини кўрсатади, some — бир неча, бир қанча, баъзи; any — бир

қанча, ҳеч, қандайдир деган маъноларда ишлатилади, кўпинча таржима қилинмайди.

Some — дарак гапларда ишлатилади.

He has some friends in Kiev. Унинг Киевда бирқанча дўстлари бор.

Any — сўроқ ва бўлишсиз гапларда ишлатилади:

Have you any friends in Kiev? Сизнинг Киевда (бирқанча) дўстларингиз борми?

I have not any friends in Kiev. Менинг Киевда дўстларим йўқ.

Any — дарак гапларда ҳам ишлатилади ва "ҳарқандай", "бирорта" маъноларни англатади:

Take any book you like. Хоҳлаган китобингизни олинг.

Бўлишсиз гапларда no инкор сўзи ишлатилади:

He has no friends in Kiev. Унинг Киевда дўстлари йўқ.

Some, any, no олмошларидан ясалган сўз бирикмаларини эсда сақланг.

| Words Pronouns | one | body | thing | where |
|-------------------|-------------------|-------------------------------|---------------------------------------|-----------------------|
| some | someone кимдир | sombdy, кимдир, бирова | something нимадир | somewhere қардадир |
| any | anyone кимдир | anybody аллаким, кимдир | anything бироп нарса | anywhere қардадир |
| no | no one ҳеч ким | nobody ҳеч ким | nothing ҳеч қайси, ҳеч нарса | nowhere ҳеч қарда |

Many, much, few, a few, little, a little ноаниқ олмошларни ишлатилиши.

Саналадиган отлар олдидан any — кўп, few — кам ишлатилади.

Have you many friends? Сизнинг дўстларингиз кўпми?

In our library there are very many English books, but few German books. Бизнинг кутубхонада жуда кўп инглизча китоблар бор, лекин немисча китоблар жуда кам.

Саналмайдиган отлар олдидан much — кўп, little — кам ишлатилади.

Is there much light in your room? Сизнинг хонангизда ёруғлик кўпми?

I have so little information about him. Менда у тўғрисида жуда кам маълумот бор.

Little ва few ноаниқ артикл билан ишлатилиши мумкин ва a few — кам, бирқанча, оз, a little — озгина маъноларини беради.

Please give me a little water. Илтимос, менга озгина сув беринг.

I have a few books on this subject. Шу фан бўйича менда бирқанча (озроқ) китоблар бор.

Эслатма:

Лекин сиз "Менинг кичкина укам бор" деган гапни "I have a little brother" деб таржима қиласиз.

Одатда many, much олмошлари сўроқ ва бўлишсиз гапларда ишлатилади. Дарак гапларда эса унинг олдидан very, so, too сўзлар ишлатилади. Агар дарак гапда ушбу олмошлар эга ёки эганинг аниқловчиси бўлиб келса, many, much ишлатилади. Many, much билан бир қаторда дарак гапларда қуйидаги сўз бирикмалари ҳам ишлатилади: a lot of, lots of, plenty of, a great deal of.

A lot of our students come to Tashkent in May.

England imports a great deal of oil.

Бизнинг кўпгина талабаларимиз Майда Тошкентга келадилар.

Англия жуда кўп нефтни четга чиқаради.

III. Қуйидағи сўз бирикмаларини ўқинг ва таржима қилинг

| | |
|----------------|-----------------|
| a lot of bread | a lot of lemons |
| a lot of sugar | a lot of apples |
| a lot of time | a lot of people |
| a lot of money | a lot of books |

| | |
|----------------|-----------------|
| not much water | not many forks |
| not much bread | not many chairs |
| not much time | not many people |
| not much money | not many books |

IV. а) Нуқталар ўрнига much ёки any қўйинг

1. Have we ... sugar? Yes, we have a lot of sugar.
2. We have not ... tea.
3. How much butter have we? We have ... butter.
4. We have not ... chalk.
5. He has ... work to do.
6. How ... money has he? Has she ... money?

б) Қуйидаги гапларда much ёки many ишлатинг

- 1 I don't drink... milk.
2. Do you spend ... time on your homework?
3. You put too ... things in your bag.
4. How ... did you pay for your new bag?
5. How ... students are there here?
6. She heard this song ... times.
7. We learn ... new English words every day.
8. I read each new word in the lesson ... times.
9. He has not ... money.
10. Has she ... books?

с). Қуйидаги гапларда too much ёки too many ишлатинг

1. Mother put ... cream and sugar in my coffee.
2. There are ... people in the room.
3. I drank ... coffee and ate ... sandwiches yesterday.
4. The radio is too loud now. It's making ... noise.
5. He ate ... ice cream.

д) Нуқталар ўрнига much, many олмошларидан танлаб қўйинг

1. I have so ... time.
2. Lola has too ... English books.
3. She has very ... ink in her ink-pot.

4. We have too ... work to do.
5. They have so ... friends in Moscow.
6. Our University has too ... laboratories.
7. There are very ... forests in our country.

e) "Ручкамда жуда кам сиёҳ бор" гапнинг таржимасини топинг

- 1 There is very little ink in my pen.
- 2 There is a little ink in my pen.

f) "Гурухимизда қизлар кам" гапининг таржимасини топинг

- 1 There are a few girls in our group.
- 2 There are few girls in our group.

g) "In our part of the country there was so ... snow last year", гапига керакли олмошни қўйинг: much, many.

h) Гапларни таққосланг

- | | |
|--|---|
| 1. I have a little brother | Менинг кичкина укам бор. |
| 2. He has got a little time. | Унинг бир оз вақти бор. |
| 3. We have got very little time today. | Бугун бизнинг вақтимиз жуда оз. |
| 4. There are very few old houses in Tashkent. | Тошкентда эски уйлар жуда кам. |
| 5. My friend has a few interesting English book. | Дўстимнинг камроқ инглизча китоблари бор. |

i) Нуқталар ўрнига many, much, little, a little, few, a few сўзларидан мос келганини қўйинг

- 1 My friend had too ... ink in his fountain pen.
- 2 He asked me to give him ... ink.
- 3 There are still so ... apples in the tree. Shake them off.
- 4 He had too ... books on this subject.

j) "I don't usually spend much time on it" гапининг мос таржимасини айтинг.

1 Мен кўпинча унга кўп вақтимни кетгизаман. 2 Мен кўпинча унга кам вақтимни кетгизаман.

к) Таржималарни таққосланг

- | | |
|-------------------------|-----------------------------|
| 1. very many books | жуда кўп китоблар |
| 2. too many questions | жудаям кўп саволлар |
| 3. so many students | шунча кўп студентлар |
| 4. so few English books | шунча кам инглизча китоблар |
| 5. very few questions | жуда кам саволлар |
| 6. too few days | жудаям кам кунлар |

л) "Кўпинча ўқитувчи менга кўп савол бермайди", гапининг таржимасини топинг

- 1 The teacher asks me very few questions.
- 2 The teacher doesn't usually ask me very many questions.

м) Керакли сўзни гапининг мазмунига қараб танлаб қуйинг

1. We have (much, a lot of) friends.
2. (many, much) students are absent today.
3. He has very (few, little) clean paper.
4. I haven't (much, many) chalk.
5. We have very (many, much) young teachers at our University.
6. They have (many, a lot of) work to do today,

п) Инглизча таржима қилинг:

1. Унинг дўстлари кам.
2. Бизнинг қизил бўримиз кам.
3. Сизнинг қалин, оқ қоғозингиз жуда кам.
4. Акамнинг жуда яхши китоблари кўп.
5. Бугун кутубхонада жуда кўп талабалар бор.
6. Уйда нон кўпми?
7. Уларнинг янги дўстлари кўп.

V. Қуйидаги сўзларни ўқинг ва эсда сақланг:

| | |
|------------------------|---------------------------------|
| century [ˌsɛntʃəri] | аср |
| exhibit [ɪɡˌzɪbɪt] | кўргазмага қўймоқ |
| creator [kriˌeɪtə] | яратувчи |
| art folk [ɑːt fəʊk] | халқ оғзаки ижоди санъ- ати |
| source [ˌsɔːs] | булоқ, чашма |
| painting [ˈpeɪntɪŋ] | расм (тасвирий санъат асари) |
| image [ˈɪmɪdʒ] | кўриниш, қиёфа |
| storehouse [ˌstɔːhaʊs] | омбор |

Text A

VI. Матнни ўқинг ва шаҳрингиздаги музейлар ҳақида гапиринг:

THE MUSEUM OF ART

There are a lot of Museums in our city. Among them is the Museum of Art. Centuries old Uzbek, Russian and European pieces of art in painting, graphics and sculpture are on display here. Many people visit the Museum.

There are about half a million exhibits in the Museum and each one has a history to tell. Here is a very old miniature. Nobody knows the name of its creator. Folk art is a rich source for art themes by Uzbek artists on display.

Uzbek artists devoted so much of their effort to the creation of the image of Navoi and to painting on the works of that great poet.

There are a lot of halls in the Museum. But they house only some of the exhibits. Does anybody know how many pieces of art are there in the Museum? The greater part of its collection is in the storehouse. A few exhibitions of ceramics, paintings on wood are on display in the Museum.

Сўз ва сўз бирикмаларини эсда сақланг:

| | |
|----------------------------|---------------------------------|
| piece of art is on display | - санъат асари намоиш этилмоқда |
| development | - тараққиёт, ривожланиш |
| artist | - санъаткор |
| devote | - бағишламоқ |
| effort | - куч, қувват |
| creation | - яратилиш |
| hall | - зал |
| citizen | - фуқаро |
| wood | - дарахт, ўрмон |
| lately | - кейин |

VII. Саволларга қисқа жавоб беринг:

1. Are there many Museums in our country?
2. Do you know any Museums in Tashkent?
3. Do you often visit Museums?
4. Is the Tashkent Museum of Art very old?
5. Do people learn anything by visiting Museums?

VIII. Саволларга тўлиқ жавоб беринг:

1. How many Museums are there in Tashkent?
2. Did you visit the Tashkent Museum of Art?
3. How many halls are there in the Museum?
4. What hall made a deep impression on you?
5. How many exhibits are there on display at the Museum of Art?
6. What Museum of our capital do you like best?

XIII. Гапларни сўроқ гапга айлантинг

1. Some new exhibits are on display here.
2. We always learn something by visiting museums.
3. Nobody knows the name of the artist.

4. He sees someone on the other side of the street.
5. I saw this man somewhere in Moscow last year.
6. Nobody told us anything about their visit to Samarkand.
7. You will find this book everywhere.
8. I heard nothing about the results of the experiment.
9. This old man always tells us something interesting about his life.
10. A group of artists sent their pictures to the Museum.

IX. Бўлишсиз гап тузинг:

1. Somebody helped him with his research.
2. The student learned something during his practical work.
3. She told me something about her family.
4. I shall go somewhere this summer.
5. He told us something about the exhibits of the last century.
6. Last night somebody left his notes in the library.

X. Сўз бирикмаларини таржима қилинг ва уларни гапларда қўлланг:

- to be on display — кўргазмада бўлмоқ;
- to learn much (little) about something — бирор нарса тўғрисида кўп (кам) ўрганмоқ;
- something or somebody — нимадир ёки кимдир;
- to be of interest to somebody — бирор кимса билан қизиқмоқ;
- to be interested in something — бирор нарса билан қизиқмоқ;
- to learn something from somebody — бирор нарсани кимдандир ўрганмоқ

XI. Many, few, much, little, a lot of ни тайлаб ўз ўрнига қўйинг

1. There are so ... people in the world who read too ... about Moscow University but not ... of them know that its area is large enough to house 15 Columbia Universities.
2. Very ... people know that Moscow University is the highest building in the city.
3. There are ... people in the

world who did not hear anything about the Winter Palace in St. Petersburg. 4. We learned very ... about the history of some of the exhibits which are on display here.

XII. Few, a few, little, a littlening таржимасига эътибор бериб гапларни таржима қилинг

1. Few people know that Baikal is 636 kilometres long and 1.741 metres deep. 2. The temperature of lake Baikal is a little higher than 38 F. 3. There isn't much water in some places of our country. 4. At first it was a little difficult for me to understand that grammar rule. 5. I have a few books on chemistry.

XIII. Матни диққат билан ўқинг ва саволларга жавоб беришга тайёрланинг

Text B

GOING TO THE CINEMA

I like cinema very much. I am a great cinema-goer. I like those films which truly show life. Some Russian and foreign films I saw last year are of real artistic value.

I don't like to go to the cinema on Sundays I prefer to go to the cinema on week-days for matinees. It isn't difficult at all to get a ticket for a matinee show at the box-office. As a rule tickets for matinee shows are cheaper than those for evening shows. Very often I reserve tickets by phone or buy them in advance at the box-office.

I don't like to sit near the screen. That's why I never buy tickets for seats in the front rows. I prefer to sit either in the middle or in the back rows.

I particularly like newsreels. As a rule a newsreel comes before a feature film. I like documentaries though I enjoy popular science films almost as much.

XIV. Қуйидаги саволларга жавоб беринг:

1. Do you like the film? 2. What films do you like best? 3. What foreign films did you see last? 4. What new Uzbek films do you like? 5. What time do you usually go to the cinema? 6. What time do the shows begin? 7. Do you like

- to reserve tickets by phone? 8. Why do you like to buy tickets in advance? 9. Which seats do you like best at the cinema? 10. Why don't you like to sit in the front rows? 11. How often do you go to the cinema? 12. Did you go to the cinema last night? 13. What film did you see last? 14. Did you enjoy the film?

XV. Диалогни роллар бўйича ўқинг ва ёдланг

- A. What are you doing tonight, Helen?
 B. Nothing in particular.
 A. Let's go to the pictures.
 B. That would be wonderful. What's on today?
 A. Some English film is on today.
 B. Fine. When and where shall we meet?
 A. Any time and any place you say.
 B. Let't meet at the entrance to the cinema at 6 sharp.
 A. Very well. See you tonight. Buy-buy.

XVI. Қуйидаги сўз ва ибораларни ишлатиб қисқа ҳикоялар тузинг:

Мавзулар:

1. My friend goes to the cinema.
2. The film which I like best.

to show life truly — ҳаётни ҳаққоний кўрсатмоқ
 to be of real artistic value — ҳақиқий санъатга оид маънода бўлмоқ
 matinee, evening show — эрталабки, кечқурунги тамошо
 to get a ticket to the cinema — кинога чипта олмоқ
 to get a ticket for a film — фильмга чипта олмоқ
 front rows — олдинги қаторлар
 seats in the first row — биринчи қатордаги жойлар
 seats in the middle rows — ўрта қатордаги жойлар
 seats in the back rows — охириги қатордаги жойлар
 cinema-goer — кино-севувчи
 to prefer to do something — бирор нарсани бажаришни ёқтирмоқ
 newsreel, feature film — хроникал бадийий фильм
 documentary film — хужжатли фильм

to buy tickets at the box-office in advance — кассадан
чиптани олдиндан сотиб олмоқ
to reserve seats by phone — телефон орқали жой
буюрмоқ
popular science film — илмий — оммабон фильм

Мустақил иш учун вазифалар

XVII. Қуйидаги гапларни таржима қилинг:

1. There is something I want to tell you. 2. There is nothing on the table. 3. Somebody speaks Russian in their group. 4. I could do nothing. 5. Nothing is clear to me. 6. I can go nowhere today. 7. He could not tell us anything new. 8. She will have to go somewhere next summer. 9. She is putting something into her bag. 10. She did not tell us anything. 11. Do you need any help? 12. Nobody wanted to do anything. 13. Is there anything else you want to know?

LESSON 6.

Фонетика: [ʃ], [e-aɪ-i-i:] товушлари, ритм ва оҳанг устида ишлаш

Сўз ясаш: от ясовчи қўшимчалар: -ity; -ance; -ence;

Грамматика: Modal Verbs and Their Equivalents. Модал феъллар ва уларнинг эквиваленти. Conjunctions. Боғловчилар.

Матнлар устида ишлаш: Text A. A Machine Which Can Think

Text B. Letters from College

EXERCISES, GRAMMAR NOTES, TEXTS

Фонетика

1. Гапларни ўқитувчингиз биргалигида ўқинг:

Yes, it's a 'fine thing. | Yes, it's a 'fine thing to sing. | Yes, it's 'fine 'thing to 'sing in the 'spring. | Yes, it's a 'fine 'thing to 'sing in the 'spring to run to the 'forest. | Yes, it's a 'fine 'thing to 'sing in the 'spring, to 'run to the 'forest and to 'linger in the 'field. ||

Сўз яшаш: от ясовчи қўшимчалар:

— ity: activity (фаолият), generosity (олийжаноблик, саҳийлик)

— ance: importance (аҳамият), relevance (ишонч).

— ence: dependence (боғлиқлик), experience (тажриба).

II. Қуйидаги отлардан сифат ясанг ва ўзбек тилига таржима қилинг:

existence, distance, substance, electricity, difference, independence, consistence, disturbance, ability, variety, reality, speciality,

Грамматика

Modal Verbs and Their Equivalents

Модал феъллар ва уларнинг эквиваленти

Модал феъллар англатган маъносига кўра мажбурийлик, кераклик, мумкинлик, зарурлик, хохиш ва рухсатни билдиради. Инглиз тилидаги модал феъллар: can (ўтган замонда — could) бажара олмоқ, қўлидан келмоқ, тау (ўтган замонда — might) рухсат этмоқ, must (ўтган замон формаси йўқ) буйруқ ва мажбурийликни билдиради.

Масалан:

I can speak English

Мен инглизча гапира оламан.

He must go to the library after the lessons

Дарсдан сўнг у кутубхонага бориши керак.

You may take the book.

Сиз китобни олишингиз мумкин.

Сўроқ гапларда модал феъллар эгадан аввал қўйилади. Жавоб қисқа бўлади.

Can I speak English? Yes, you can.

No, you cannot (can't).

Must he go to the library after the lesson?

Yes, he must. No, he must not (mustn't).

May I take the book? Yes, you may.

No, you may not.

Бўлишсиз гапда not юкламаси модал феълдан кейин қўйилади. He must not (mustn't) go to the library after the lessons.

Учинчи шахс бирликда модал феълга ҳеч қандай қўшимча кўшилмайди, ундан кейин to юкламаси ишлатилмайди. (Фақат ought to — керакдан ташқари).

Модал феъллар can, may, mustнинг бирнечта эквиваленти бор, улар келаси ва ўтган замон шаклларида ишлатилади:

can — to be able to; may — to be allowed to (мажҳул нисбатда); must — to have to, to be to, ought to, should эквивалентларига эга.

| Замон феъл | Present | Past | Future |
|---------------------------------|--|---|---------------------------------|
| Қилаолмоқ, бажара олмоқ | I can go I am able to go | I could go I was able to go | — I'll be able to go |
| мумкин, рухсат бери- лади | You may go You are allowed to go | You might go You were allowed to go | — You'll be allowed to go |
| мажбур, керак, шарт | I must go I have to go | — I had to go | — I'll have to go |
| керак (келишилган) | I am to go | I was to go | — |
| керак | You ought to go | — | — |
| керак, мажбур | You should go | — | — |

Энди грамматик материални машқларда мустақамлаймиз.

III. Жадвалдан фойлаланиб, гапларни таржима қилинг:

1. I am able to do it.
2. I have to do it.

3. She was allowed to do it.
4. I am not allowed to do it.
5. I shall not be able to do it.
6. He was to do it.
7. I could do it.
8. We might not do it.
9. I ought not to do it.

IV. Қуйидаги машқни намунадан фойдаланиб, бажаринг:

Намуна: I can read this book.
He is able to read this book.

1. I must read this book.
2. I can translate this text.
3. You may go to the cinema.
4. I ought to read this book.
5. I can write this exercise.

V Қуйидаги гапларни сўроқ ва бўлишсиз гапларга айлантиринг

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

VI. Қуйидаги гапларни инглиз тилига таржима қилинг

1. Сиз инглизча гапира оласизми?
2. Кирсам майлими?
3. Мен буни айтишим шарт эмас эди.
4. Сиз буни қилишингиз керак эмас.
5. Сиз бу ҳақда эслашингиз керак.
6. Мен уйга кетишим лозим.

Ноаниқ олмош one нинг модал феъллар билан биргаликда келишини эсда сақланг:

one says — айтишларича

one never knows — ҳеч ким ҳеч қачон билмайди

one can do — ҳар ким қила олади

one may enter — ҳар ким кириши мумкин

one must do — ҳар ким қилиши керак, (лозим, шарт)

one must not do — ҳеч ким қилмаслиги керак

VII. Қуйидаги гапларни таржима қилинг:

1. One must know at least one foreign language.
2. If one wants to study, one can always find time for it.

3. One can easily do it.
4. One must work hard at a foreign language if one wants to master it.
5. One mustn't be late for classes.
6. What can one see out of the window of your classroom?
7. One may take magazines from the library.
8. One needn't use a dictionary if the text is simple.
9. One must know a lot of words to read books on one's speciality.

VIII. Модал феъллар ва уларнинг эквивалентини ишлатиб инглиз тилига таржима қилинг:

1. Биз инглизча рўзномани ўқий олмаймиз.
2. У саволларга жавоб бераолди.
3. Сиз бугун дарсда бўлишингиз керак.
4. У онасига совға олиши лозим.
5. Дарсга кириш мумкинми? Ҳа.
6. У инглизча сўзларни ёд олиши керак.
7. Мен дўстимни кўришим керак. У касал.
8. Сиз хатоларни топа оласизми? Йўқ. Мен машқни ўқий оламан.
9. Сиз ўқитувчи билан диалогни ўқий оласизми?
10. Биз дарсдан сўнг кутубхонага бора оламиз.

Conjunctions (Боғловчилар)

Боғловчилар предмет ва ходисалар ўртасидаги боғлиқликни кўрсатадиган сўз туркуми бўлиб, эргаш гап ёки оддий гапларни бир-бири билан боғлаш учун ишлатилади.

1. *neither ... nor* ['naɪðə'nɔ:] инкор гапларда ишлатилади.

Ўзбек тилида битта гап ичида бир нечта инкор сўз бўлиши мумкин, лекин инглиз тилида инкор сўз фақат бир марта ишлатилади.

Масалан:

I could neither read nor write English last year.

Ўтган йили мен инглизча на ўқишни, на ёзишни билардим.

Ўтган йили мен инглизча ўқишни ҳам, ёзишни ҳам билмасдим.

2. either ... or ['ai ðə:z:] ё ..., ёки маъносида, бўлишли гапларда ишлатилади.

Either you or your sister will go to the competition.

Мусобақага ё сиз, ёки сизнинг синглингиз боради.

3. both ... and ҳам, ... ҳам маъносида бўлишли гапларда ишлатилади.

Both my friend and I go in for students' scientific conference.

Дўстим ҳам, мен ҳам та-лабаларнинг илмий анжуманига бормиз.

IX. Боғловчиларга аҳамият бериб гапларни таржима қилинг

1. We either go to the library or to the cinema.
2. Neither my friend nor I could solve the problems.
3. Both the students and the teachers have gathered in the reading-room.
4. You can change trains either at this station or at the next one.
5. Both the children and the parents liked the performance.
6. I'll take either this book or that one.

Sing Together

Love Song

I can see you everywhere;
In every road and every street;
I can hear you everywhere, Yes, I can.;
I can see you in the city;
I can see you in the town;
I can see you everywhere Yes, I can;
I can see your face in the moonlight;
I can touch your skin in the rain;
I can feel your pulses pounding;

And it's driving me insane ...;
 Because I can't live without you anymore;
 Because I can't stand the pain anymore;
 Because I can't go on forever;
 Because I can't get things together;
 Because I can't live without you anymore.

МАТНЛАР УСТИДА ИШЛАШ

X. Қуйидаги сўзларни ўқинг ва эсда сақланг.

| | |
|--|--------------------------|
| computer [k ə m p j u : t ə] | компьютер, электрон |
| mechanism [m e k ə n i z m] | ҳисоблаш машинаси |
| unexpected [ʌ n i k s p e k t i d] | механизм |
| appear [ə , p i ə] | кутилмаган |
| course [k ɔ : s] | пайдо бўлмоқ |
| mathematician [m æ θ i m ə t i s n] | йўналиш, жараён, курс |
| automatization [ɔ : t ə m ə t i z e i s n] | риёзиётчи |
| machine [m ə ʃ i : n] | автоматлаштириш |
| labotatory [l ə , b ɔ r ə t ə r i] | машина |
| equation [i , k w e i s n] | лаборатория, тажрибахона |
| release [r i , l i : s] | тенглама |
| astronomy [ə , s t r ɔ n ə m i] | бўшатмоқ, бўш бўлмоқ |
| secret [s i : k r i t] | астрономия, фалаккиёт |
| approach [ə , p r aʊ tʃ] | сир, яширин нарса |
| physics [f i z i k s] | яқинлашув, ёндошиш |
| | физика |

Text A

XI. Матнини ўқинг, компьютер (ҳисоблаш машинаси-га) бағишланган гапларни топинг:

A MACHINE WHICH CAN THINK

One hundred and fifty years ago there were, naturally, no electronic computers. There was only a dream of creating a mechanism that could do the work usually done by human

brain. Sometimes this dream produced some interesting results.

There is a story which tells us that once Napoleon played chess with a partner — a mechanical chess-player. In spite of all efforts of the great general the machine defeated him on the chess-board. Soon the secret of the mechanical chessplayer was out. A man who operated the machine was a brilliant chess-player.

In our days chess-playing machines really exist. The first electronic machines appeared in 1945 in America. In the course of 20 years mathematicians learned to solve problems of great complexity with the help of these machines. If you enter the Institute of Cybernetics you will be able to see a laboratory for the development of computers.

You can also find there some computers which can solve equations with many unknowns. Every schoolboy should know that it takes two or three minutes to solve an equation with two unknowns but to solve a system of 200 unknowns must take a million times as long. This means that a person who is to do it will have to spend 12 years working at this problem. A machine can solve such a system in less than an hour.

Working faster than a human thought, these machines must help to release the human mind from mechanical functions and make possible a new approach to physics, mechanics, astronomy and other sciences.

XII. Қуйидаги сўзлар ишлатилган гапларни матндан топинг ва эсда сақланг

| | |
|-------------|--------------|
| to create | катф қилмоқ |
| in spite of | қарамасдан |
| to appear | пайдо бўлмоқ |
| to solve | ечмоқ |
| thought | ўй, фикр |

to approach
science

яқинлашмоқ
фан, илм

XIII. Саволларга жавоб беринг:

1. Was there a dream of creating a thinking mechanism many years ago?
2. Who played chess with a mechanical chess-player according to the story?
3. Whom did the machine defeat on the chess-board?
4. When and where did the first electronic machines appear?
5. What will you be able to see if you enter the Institute of Cybernetics?
6. How much time does it take you to solve an equation with two unknowns?
7. How many years must a person spend in order to solve a system of 200 unknowns?
8. How much time does a computing machine spend to solve such a system?

XIV. Қуйидаги гапларни аввал Past, кейин Future Indefinite Tenseга қўйинг:

1. The students of our Institute can solve these problems of physics.
2. We must not do this work alone.
3. The workers of that physical laboratory must not take the instruments to some other building.
4. You can see a very interesting machine in our laboratory.
5. The visitors may visit the museum in the evening.
6. Pupils must know the history of our country.

XV. Қуйидаги гапларни сўроқ ва бўлишсиз шаклга айлантинг

1. Our friend can show you some old monuments in our capital.
2. The children may spend their holidays together.

3. You should ask your brother about his studies.
4. Our new assistant will have to help me in my research work.
5. This engineer ought to know chemistry for his research work.

XVI. Инглиз тилидаги сўз тартибига амал қилиб қуйидаги сўзлардан гаплар тузинг:

1. well, speak, French, can, my friend.
2. to your lesson, who, come, must?
3. cannot, speak English, I, but, easily, translate, can, I, text
4. to solve, unknowns, will, problems, this; be able, machine, with many
5. conditions, our scientists, under, worked, before, very, the Revolution, hard.

XVII. Нуқталар ўрнига Modal Verbs (can, may, must) ёки уларнинг эквивалентларидан мосини қўйиб гапларни тўлдириг

1. When ... you come to your lessons? I ... come to my lessons at nine o'clock.
2. You ... not go away, you ... stay here till twelve o'clock.
3. ... I take your pen? Yes, you ... Here it is.
4. My brother knows English well. He ... translate these articles.
5. I ... translate these texts, they are too difficult. I ... to go to the library tomorrow. I shall be very busy.
7. I ... come to see you yesterday, I ... prepare for my report.
8. You ... come to your lessons in time.
9. ... I come in? Yes, you
10. ... I read this text? No, you

XVIII. Қуйидаги гапларни таржима қилиг

1. Кирсам мумкинми? 2. Эртара сиз меникига кела оласизми? 3. Чексам майлими? 4. Мен деразани ёпсам

майлими? 5. Мен деразани ёпа олмайман. 6. Сиз билан гаплашиб олсам бўладими? 7. Менинг дўстим инглиз тилида гапира олади. 8. Менинг синглим учта тилда гаплаша олади.

XIX. Қуйидаги сўзлардаги сўз ясовчи суффиксларни топинг ва таржима қилинг

wonderful, beautiful, practical, hystorical, powerful, natural, nameless, useless.

Қуйидаги боғловчиларни таржима қилинг:

when, where, if, as soon as, who, which, that, as ... as, not so ... as, than, because, as, but, and, until.

XX. Намунага биноан сўроқ гаплар тузинг:

1. It takes me ten minutes to get to the University.
Does it take you ten minutes to get to the University?
... to get to your country house?

... to read his report?

... to write a letter?

2. It took him two hours to prepare for his lesson.
Did it take him two hours to prepare for his lesson?

... to get to Tashkent?

... to read this book?

... to write a new article?

3. It will take us some days to be ready for our examination.

Will it take us several days to be ready for our examination?

... to learn English words?

... to make a report?

... to get to the place of our destination?

XXI Матнни диққат билан ўқинг ва дўстингизга хат ёзинг

LETTERS FROM COLLEGE

Mr. J.Grimman
68, Highway St.,
New York, USA

Dear John,

I meant to write you at once, but it took me rather long to get used to College life. Things are much easier now, but the trouble with my life in the College is that they expect you to know such a lot of things you've never learnt. To be quite honest, I never knew I was so much behind the others. It'll take me months of real hard work to catch up with the fellows.

Now, more news coming, if you're still interested. They arranged a Frenchman basketball team and I'm joining it. There'll be a sports competition at the end of the term. I hope I'll be good enough to take part in it.

That was good news. Now for the bad ones. You know what happened? I failed in math. It wasn't really my fault, it was just bad luck. I'll take another exam next month and I'll do my best to pass it

That's all for now. Hoping to hear from you soon.

Yours, sincerely
Dan

XXII. Қўйидаги саволларга жавоб беринг:

1. Where was Dan studying? 2. Why didn't he keep his promise to write to his brother as soon as he arrived at College? 3. What troubles had Dan at the College? 4. What sport team did he want to join? 5. When will Dan take his next exam in math? 6. He is going to take another exam in mathematics, isn't he?

XXIII. Диалогни роллар бўйича ўқинг ва ёдланг

A.— Hello Bob, how are you?

B. Fine, thank you.

A.— Where were you yesterday?

B.— I was at the reading hall of the library.

A.— Are you going to enter the University?

B.— Yes, I am. I am going to enter Tashkent State University. I'll take my entrance exams for the biological department.

A.— Oh, I see, I wish you good luck.

B.— Thank you.

XXIV. Қуйидаги сўз ва ибораларни ишлатиб қисқача ҳикоя тузинг

Мавзулар: 1. Entering the University.

2. My work at the laboratory.

3. My future plans.

to be going to enter the University

университетга киришга ҳаракат қилмоқ

to prepare for entrance exams

кириш имтихонларига тайёрланмоқ

to be busy with

банд бўлмоқ

to take exams

имтихон топширмоқ

to pass exams successfully

имтихонлардан муваффақиятли ўтмоқ

to produce

ишлаб чиқармоқ

to develop

ривожлантирмоқ

to work at some problems

бирор масала устида ишламоқ

to conduct an experiment

тажриба ўтказмоқ

apparatus

аппарат, асбоб

| | |
|-------------------------|--------------------|
| up to date equipment | замонавий жиҳоз |
| to work hard | қаттиқ ишламоқ |
| to graduate from | битирмоқ, тугатмоқ |
| to become an engineer | мухандис бўлмоқ |
| my aim | менинг мақсадим |
| scholarship | стипендия |
| to take part in | қатнашмоқ |
| in the field of science | фан соҳасида |
| my speciality | менинг касбим |
| on my speciality | касбим устида |

Мустақил иш учун вазифалар

XXV. Қуйидаги гапларни намунага биноан бажаринг

а) Намуна: Кирсам майлими?

May I come in

1. Соат 7 да келишим мумкинми? 2. Бир стакан кофе ичсам майлими? 3. Шу китобни олсам майлими? 4. Шуни бир ўзим таржима қилсам мумкинми? 5. Сизга ўз шахрим ҳақида гапириб берсам майлими?

б) Намуна: Сиз 7 минутда почтагача бора оласизми?

Can you get to the post-office in seven minutes?

1. Сиз менга ёрдам бера оласизми? 2. Сиз Петя билан институтда учраша оласизми? 3. Сиз у билан гаплаша оласизми? 4. Сиз шу вақтда дорилфунунга кела оласизми?

с) Намуна: Сиз озгина ухлаб олишингиз керак.

You must sleep a little.

1. У озгина овқатланиб олиши керак. 2. Сиз бир пиёла чой ичиб олишингиз керак. 3. У магазинга бориб келиши керак. 4. Мен соат 7 да туришим лозим. 5. Биз уларни кўриб келишимиз керак.

LESSON 7

Фонетика: [v—w] товушлари, ритм ва оҳанг устида ишлаш

Сўз яшаш: от ясовчи қўшимчалар: -ism, -ian, -ship

Грамматика: 1. The Present Participle Ҳозирги замон сифатдоши. Present Continuous Tense in the Active Voice. Ҳозирги замон давом феъли аниқ нисбатда.

2. One (ones), this (these), that (those)

Матнлар устида ишлаш. Текст А: Dubna Atomic Centre

Text B: Sport in England

EXERCISES, GRAMMAR NOTES, TEXTS

Фонетика

I а) Гапларни ўқитувчи биргалигида ўқинг:

'Very well William, | 'Very well William | but 'why were you so worried about it? | 'Very well William | but 'why were you so 'very much worried about it? ||

b) The Present Participle (Participle I) да -ing қўшимчасини ўқилишига аҳамият беринг.

[-iŋ]

working

coming

reading

carrying

writing

helping

sitting

studying

inviting

opening

Сўз яшаш:

От ясовчи қўшимчалар:

-ism — capitalism (капитализм), nationalism (миллатчилик)

-ian — Russian (рус), physician (доктор)
-ship — friendship (дўстлик), relationship (муносабат)

II Қуйидаги сўзларни таржима қилинг:

magnetism, volcanism, socialism, marxism, modernism, heroism, egoism, technician, agrarian, Canadian, Italian, Indian, leadership, professorship, comradeship.

Грамматика

The Present Participle (Participle I). Ҳозирги замон сифатдоши. Participle I феълнинг тўртинчи шакли бўлиб, предметнинг ҳаракатини, ҳолатини англатади, гапда ҳол ва аниқловчи вазифасини бажаради. Participle I феълнинг инфинитив шаклига — ing қўшимчасини қўшиш орқали ясалади, ўзбек тилида феълга — ётган, — ётиб қўшимчаларини қўшиш билан таржима қилинади.

to work — ишламоқ
working — ишлаётган

to read — ўқимоқ
reading — ўқиётган

Participle I гапда аниқловчи бўлиб келади.

The sleeping boy is my sister's son. Ухлаётган бола опам (синглим)нинг ўғли

Participle I гапда ҳол бўлиб келади.

Reading the book the student copied out new words. Китобни ўқиётиб, талаба янги сўзларни кўчирди.

Бундан ташқари Participle I давом феъллар (Continuous) гуруҳидаги кесимнинг асосий қисми бўлиб келади.

I am sitting and writing.

Мен ўтирибман ва ёзяман.

The Present Continuous Tense. Ҳозирги замон давом феъли

The Present Continuous Tenseнинг ясалиши ва ишлатилиши ҳақида сиз бошланғич кириш қисмининг 5-дарсида танишдингиз. Энди жадвалдан The Present Continuous Tenseнинг ясалишини қайтаринг.

| Бўлишли шакли | Сўроқ шакли | Бўлишсиз шакли |
|-----------------------------|--------------------------|------------------------------|
| 1. I am working | Am I working? | I am not working. |
| 2. You are working. | Are you working? | You are not working. |
| 3. He (she, it) is working. | Is he (she, it) working? | He (she, it) is not working. |
| 1. We are working. | Are we working? | We are not working. |
| 2. You are working. | Are you working? | You are not working. |
| 3. They are working. | Are they working? | They are not working. |

The Present Continuous Tenseни мустақамлаш учун қуйидаги машқларни бажаринг.

III. The Present Indefinite ва The Present Continuous Tenseларни солиштиринг ва уларнинг ишлатилишини тушутириб беринг

| | |
|---------------------------------------|--------------------------------------|
| I read the newspapers in the evening. | I am reading the newspaper now. |
| He speaks English well. | He is speaking English now. |
| We translate the texts at the lesson. | We are translating the texts now. |
| They go to school every day. | They are going to school now. |
| Do you read an English book? | Are you reading an English book now? |
| Yes, I do ёки No, I don't. | Yes, I am, ёки No, I am not. |
| He does not speak French. | He is not speaking French now. |

Энди Participle I ва Present Continuous Tense ни машқларда мустақкамлаймиз:

IV. а) Гапнинг кесимини керакли замонда қўйиб, тўлдилинг

The girl... at the table now.
(are sitting; am sitting; is sitting).

б) Керакли кишилик олмошини қўйиб, гапни тўлдилинг

... are going to the University just now
he; I; we.

с) "Биз ҳозир матнни инглиз тилидан ўзбек тилига таржима қилияпмиз", гапининг, тўғри таржимасини топинг:

1. We translate the text from English into Uzbek.
2. We are translating the text from English into Uzbek now.

д) Қайси гапда The Present Continuous ишлатилган?

1. Do you see your friends every day?
2. Is your friend a student?
3. Is your friend inviting you to the concert?

е) Қайси гапда The Present Indefinite ишлатилган?

1. Mary is singing a song now.
2. She promises to buy Nick a bicycle.

ф) Қайси гапда The Present Continuous ишлатилган?

1. They will be at the University at 9 o'clock tomorrow.
2. Some people are reading, other people are sitting and having a rest.

V. Гапларни таржима қилинг ва -ing қўшимчаси олган сўзларнинг маъносига аҳамият беринг

1. The boy reading a book is my brother. Reading a book he knew a lot interesting things. The boy is reading a book.

2. Speaking at the conference he made a scientific report. The boy is speaking to professor A. The man speaking to professor is our teacher.

3. The students are writing the dictation. Writting the dictation the students made some mistakes. The students writing the dictation are sitting now at the round table.

VI. Гапларнинг таржимасини танланг ва қайси замон давом феъли ишлатилганлигини айтинг

1. She is talking to someone now.

2. The children are at school when Mother returns home.

3. The teacher is speaking English now.

4. The students are having their geography lesson now.

5. I worked at the laboratory yesterday.

6. I am preparing for my examinations in May.

7. Is he waiting for us at the station?

8. I am writing a letter to him now.

1. Онаси уйга қайтганда, болалар мактабда бўладилар.

2. Талабаларда ҳозир жуғрофия дарси бўлаяпти.

3. Майда мен имтиҳонларга тайёрланаяпман.

4. Ҳозир мен унга хат ёзаяпман.

5. Ҳозир у ким биландир гаплашаяпти.

6. Ўқитувчи ҳозир инглизча гапираяпти.

7. Кеча мен тажрибахонада ишладим.

8. У бизни бекатда кутаяптими?

One (ones), this (these), that (those) сўзларининг гаптаги вазифаси ва таржимаси

1. One — сон, ўзбек тилида "бир"ни билдиради.

Give me one newspaper.

Менга битта рўзнома беринг.

2. One — гумон олмоши, ўзбек тилида ноаниқ шахсни англатади.

One should be careful when crossing the street.

Ҳар бир киши кўчани кесиб ўтаётганда эҳтиёт бўлиши керак.

One never knows what he can say.

Унинг нима дейишини ҳеч ким ҳеч қачон билмайди.

3. One — эгалик олмоши ўзбек тилига ўз, ўзининг, ўзиники деб таржима қилинади

One should always keep one's promise.

Ўз ваъдангизни ҳамма вақт бажаринг.

4. One — предметларга нисбатан ишлатилганда предметни англатувчи отнинг қайтарилмаслиги учун ишлатилади ва таржима қилинмайди

The book which I've read is a very interesting one.

Мен ўқиган китоб жуда қизиқ.

5. Ones — гумон олмоши, кўпликда предметларга нисбатан ишлатилади, таржима қилинмайди

Here are some books on Uzbekistan history. Which ones do you want?

Бу ерда Ўзбекистон тарихи ҳақида бир қанча китоблар бор. Сиз қайсиларини хоҳлайсиз?

6. This (these), that (those) кўрсатиш олмошлари от ўрнига ишлатилиб, от бўлиб таржима қилинади ёки таржима қилинмаслиги ҳам мумкин

Rivers in Europe are not so long as those in Asia.

Оврупанинг дарёлари Осиё дарёларидек узун эмас.

Your translation is much better than that of your friend.

Сизнинг таржимангиз дўстингизнинг таржимасидан яхшироқ.

VII a) Қайси гапда one от ўрнида келаяпти?

1 Give me only one pen.

2 Give me another pen this one is bad.

b) "This text is rather difficult, the one which we read yesterday was much easier" гапида one сўзи қайси сўз туркуми?

сон; от ўрнида

c) One ёки ones гумон олмошини таилаб қўйинг

I need a pen, a red Pass me the dictionary, please, a big Why have we got blue envelopes? Havent we got any white...? He lost his watch, buy him a new ... I threw away the old chairs and bought some new ...

d) "Don't show me all the articles, show me only the ... which you read last week" гапида нима ишлатиш керак? one; ones.

e) Қайси гапда "those" от ўрнида келмоқда?

1. There are so many interesting articles in this magazine, read those on our new invention.

2. Repeat all those texts, please.

3. Those were good days.

f) "The speed of that new plane is greater than of any other one" гапидаги that қандай таржима килинади?

g) "The new text-book on physics is more interesting than the old ... гапида қайси сўзни ишлатасиз?

one; ones; that; this.

МАТНЛАР УСТИДА ИШЛАШ

VIII. Ўқинг ва сўзларни эсда сақланг

| | |
|--------------------------|-------------------------------|
| cottage [ˌkɒtɪdʒ] | — коттедж (кичкина боғ ҳовли) |
| character [ˌkærɪktə] | — характер, хусусият |
| centre [ˌsɛntə] | — марказ |
| icebreaker [ˌaɪsˌbreɪkə] | — музёрап |
| nuclear [ˌnjuːkliə] | — ядро |

| | |
|--------------------------|----------------------|
| mysterious [mis,tɪəriəs] | — яширин, сирли |
| source [ˌsɔːs] | — манба |
| triumph [ˌtraɪəmf] | — зафар, ғалаба |
| technician [tek,nɪʃən] | — техник, мутахассис |

Text A

IX. Матнни ўқинг ва атом музёри кemasи ҳақида гапиринг

DUBNA ATOMIC CENTER

Dubna is eighty miles north of Moscow. Beautiful pine-trees surround groups of comfortable cottages and large buildings there. In the nice streets of Dubna we can often hear foreign speech.

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

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

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

Х. Қуйидаги сўзлар ишлатилган гапларни матндан топинг ва эсда сақланг

| | |
|---------------|---------------------------------|
| investigation | — текшириш (илмий) |
| to carry on | — олиб бормоқ (давом эт-тирмоқ) |
| to discuss | — муҳокама қилмоқ |
| penetration | — ичига ўтиш (кириш) |
| to explore | — кузатмоқ, ўрганмоқ |
| numerous | — саноқсиз, ҳисобсиз, кўп |
| peaceful | — тинч, осойишта |
| to use | — қўлламоқ, ишлатмоқ |
| scientist | — олим |

XI. Қуйидаги саволларга қисқа жавоб беринг

1. Is Dubna eighty miles north of Moscow?
2. Do you know the town of Dubna?
3. Are physicists of many nationalities working there?
4. Are the outstanding scientists carrying on their research work at the joint Nuclear Research Institute?
5. Are foreign and Russian scientists discussing their discoveries at this Institute?
6. Can you tell me about one of the greatest discoveries of our century?
7. Is the greatest discovery of our century marking the triumph of Man's thought?
8. Does the practical application of atomic energy use in cosmic flights?
10. We use atomic energy in navigation, don't we?

XII. Қуйидаги саволларга тўлиқ жавоб беринг:

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

XIII. Қуйидаги гапларни умумий сўроқ гапга айлан-тиринг:

1. Nuclear physicists are using an atomic machine — the accelerator — for their research of the atom.
2. Many outstanding scientists are taking part in the construction of the world's largest accelerator.
3. Uzbek physicists are also carrying on great work at the Joint Nuclear Research Institute in Dubna.
4. The splitting of the atom is marking the triumph of Man's thought.
5. Our scientists have numerous instruments for their research.

XIV. Қуйидаги гапларни таржима қилинг:

1. Сиз Дубнани Москвадан 120 км узоқликда жойлашганини биласизми?
2. Сиз бу энг йирик илмий текшириш институти эканлиги ҳақида эшитганмисиз?
3. Ҳозир дунёдаги ҳамма олимлар улар билан алоқа ўрнатишяпти.
4. Улар атомни тинчлик учун ишлатиш устида иш олиб боришяпти.
5. Олимлар атом энергиясини фаннинг барча соҳаларида ишлатмоқдалар.

XV. Ажратиб кўрсатилган сўзларга саволлар тузинг:

1. In 1957 the biggest accelerator began to work at the Joint Nuclear Research Institute in Dubna.
2. The scientists are using the accelerator to study the atom.
3. The Government is giving great possibilities for research in our country.

XVI. Қуйидаги сўз ва ибораларни таржима қилинг, уларни гапларда ишлатинг: to be one of the world centres for investigation; to work at; outstanding; to cooperate in something or with somebody; to carry on; to take part in; to mark; with the help of; to convert; with the aim of; to achieve; activity; to make progress.

XVII. Қуйидаги гапларни таржима қилишда ажратиб кўрсатилган сўзларга эътибор беринг

1. Everybody took part in the discussion.
2. It took us some days to get the necessary results.
3. My friend always takes a slow train when he goes to the country.
4. He is tired and he must take a rest.
5. The meeting took place yesterday at 3 p. m.
6. Everybody looked at him but he took no notice.
7. He takes a great interest in the work of our research seminar.

Text B

XVIII. Матнни диққат билан ўқинг ва саволларга жавоб беришга ҳаракат қилинг

SPORT IN ENGLAND

The English national games are cricket, football, boxing and to a less extent, hockey, tennis and golf. Of these games the two which almost every English man plays are cricket and football.

Professionals and amateurs play cricket from May till September.

Each large town in England has a cricket club, the most famous and the oldest is the Marylebone Cricket Club (M. C. C.) in London. Most Commonwealth countries have their cricket teams and each of them sends a team to England to play with the M. C. C. If the M. C. C. loses the game to the Commonwealth team it is usually a national disaster.

There are two kinds of football, soccer and rugby. Soccer is the game played almost throughout the world. In soccer there are two teams of eleven players each. Each tries to kick the leather ball through one of the goals which face one another at a distance of a hundred metres. No player except the goalkeeper may touch the ball with the hands.

Rugby is more complicated. Each side consists of fifteen players, one may carry the ball in the hands, and the aim is to carry the ball over one of the two boundaries. Almost each of the boys played at public schools and Universities can play rugby.

Other English sports are rowing, horse racing, fox hunting and shooting.

XIX. Қуйидаги саволларга жавоб бериңг

1. Do you go in for (қатнашмоқ) any kind of sport?
2. What sport society do you belong to?
3. What is your favourite kind of sport?
4. Did you take part in any sport contests?
5. Which ball game do you like best?
6. What football teams do you know?

XX. Диалогни роллар бүйича ўқинг

A.— Hello Bob, Glad to see you.

Where are you going?

A.— Sorry, I am waiting for Dan.

A.— Yes, he is.

A.— Nothing special. Some of my friends came to see me and we had a good time.

B.— Hello, Alex. I'm going to the stadium.

Join me, will you?

B.— Is he late as usual?

B.— By the way, what were you doing yesterday at eight o'clock in the evening?

XXI. Қуйидаги сўз ва ибораларни ишлатиб, қисқача ҳикоя тузинг

Мавзулар: 1. Your favourite kind of sport.

2. A football or a hockey match you recently attended or watched over TV.

popular — табиилган, машҳур

to train — машқ қилмоқ, чиниқмоқ

to become stronger — кучли бўлмоқ

to quicken the reactions — сезиш, таъсирланишни тезлаштирмоқ

It makes a healthy mind in a healthy body — соғлом танда, соғ ақл бўлади.

to have the opportunity — имкониятга эга бўлмоқ
to go in for — шуғулланмоқ
to be a membership — аъзо бўлмоқ
palace of sports — спорт саройи
sport ground — спорт майдони
capacity — қобилият, истъдод
the biggest sport event — энг катта спорт ходисаси
a leading place — пешқадам, илғор, олдинги ўрин
to become a champion — биринчи ўринни эгалламоқ
to set new world record — янги дунё рекордини қўлга
киритмоқ
achievement — ютуқ
to win — ютмоқ
to hold — ушлаб, кўтариб турмоқ

Мустақил иш учун вазифалар

XXII. Participle I ни аниқлаб, гапларни таржима қилинг

- 1 Leaving the stadium the people are talking about the game they have just seen.
- 2 He stayed in London visiting his friends and going to the museums.
- 3 Turning to us she said she was ready.
- 4 Walking slowly along the street he met his friend.
- 5 There were a lot of people standing at the bus stop.
- 6 Being tired I could hardly work.
- 7 We watched the teacher writing a sentence on the blackboard.

LESSON 8

Фонетика: [u: -ei -ai]

товушлари, ритм ва оҳанг устида ишлаш

Сўз ясаш: Сифат ясовчи қўшимчалар: -able, -ible,

Грамматика: The Past and the Future Continuous Tenses in the Active Voice

Ўтган ва келаси замон давом феъли аниқ нисбатда.

Матнлар устида ишлаш: Text A. A Monument of Freindship

Text B. A Visit to a Doctor

Фонетика

1. Қуйидаги гапларни ўқитувчи биргалигида ўқинг:

I'd 'choose \blue. | I'd 'choose blue \shoes. | I'd 'choose blue 'shoes to 'take to \school. | I'd 'choose blue 'shoes to 'take to 'school to \use. | I'd 'choose blue 'shoes to 'take to 'school to 'use if 'I were \you. ||

Сўз яшаш Сифат ясовчи қўшимчалар.

— able:

феълдан сифат ясалади:
 change — ўзгартирмоқ,
 changable — ўзгарувчан,
 understand — тушунмоқ,
 understandable — тушунар
 ли, read — ўқимоқ,
 readable — ўқиладиган,
 eat — емоқ, eatable —
 ейиладиган
 reduce — қисқартирмоқ,
 reducible — қисқартирил
 адиган, convince — ишон-
 тирмоқ, convincing —
 ишонч билан

—ible

II. Ўқинг ва сўзларни таржима қилинг

countable, acceptable, reasonable, variable, measurable, divisible

Грамматика

The Past and The Future Continuous Tenses in the Active Voice

(Ўтган ва келаси замон давом феъли аниқ нисбатда).

The Past ва The Future Continuous Tensesнинг ясалиши ва ишлатилиши билан бошланғич кириш қисмининг 5-дарсида танишгансиз. Энди шу замонларни ясалиши ва ишлатилишини қайтарамиз.

The Past Continuous Tense

| Бўлишли шакли | Сўроқ шакли | Инкор шакли |
|-----------------------------|------------------------------|---------------------------------|
| 1. I was working. | Was I working? | I was not working. |
| 3. He (she, it) was working | Was he (she, it) working | He (she, it) was not working. |
| 1. We 2. You 3. They | Were we (you, they) working. | We (you, they) were not working |

The Future Continuous Tense

| Бўлишли шакли | Сўроқ шакли | Инкор шакли |
|---------------------------------|-------------------------------|-----------------------------------|
| 1. I shall be working. | Shall I be working? | I shall not be working. |
| 3. He (she, it) will be working | Will he (she, it) be working? | He (she, it) will not be working. |
| 1. We shall be working. | Shall we be working? | We shall not be working. |
| 2. You 3. They | Will you (they) be working? | You (they) will not be working. |

The Past va The Future Continuous Tenselarда феъллар ўтган ёки келаси замонни кўрсатиб, пайт холи билан ишлатилади.

Улар at this time, at this moment, at five o'clock (yesterday ёки tomorrow), шунингдек when (қачон) боғловчили эргаш гаплар билан бериледи.

The Past Continuous Tense:

He was reading a book at five o'clock yesterday.

Кеча соат 5да у китоб ўқиётган эди.

He was reading a book when I came

Мен келганимда у китоб ўқиётган эди.

The Future Continuous Tense:

He will be reading a book at 5'clock tomorrow. Эртара соат 5да у китоб ўқиётган бўлади.

He will be reading a book when I come. Мен келганимда у китоб ўқиётган бўлади.

Энди The Past Indefinite ва The Continuous Tensesни машқларда мустақкамлаймиз:

III.a) Қайси гапда The Past Continuous Tense ишлатилган?

1 Yesterday Mike got up early in the morning.

2 Yesterday Mike was reading a newspaper from 2 till 4 o'clock.

b) "The young man ... the problem when we came in" гапида қайси замон шаклини ишлатиш мумкин:

was solving; were solving;

c) "We ... in the library at 2 o'clock yesterday" гапида қайси замонни ишлатиш керак?

worked; were working; was working.

d) The Past Continuous Tense қайси гапларда ишлатилган?

1 The students solved difficult problems at the lessons.

2 The students were solving the problems at 12 o'clock yesterday.

3 The students were solving the problems when you entered the room.

e) Қуйидаги гаплардаги ўтган замон феълига аҳамият бериб таржима қилинг

1 Мен уйга келсам, у мени кутиб ўтирган экан.

2 Сиз келганингизда у китоб ўқиётган эди.

3 Наби ўтган йили бизнинг қишлоққа борди.

4 "Мартин Иден" китобини Жэк Лондон ёзган.

5 Ўтган йили улар кўпинча соат 6 да уйда бўлар эдилар.

6 Кеча соат иккида у кутубхонада китоб ўқиётган эди.

f) Гаиларни сўроқ ва бўлишсиз гапга айлайтиринг

1 He will be reading an interesting story tomorrow morning.

2 They usually finished their work at 5 o'clock.

3 At that time he was opening the door.

4 It was raining all day long.

5 They were standing in the hall discussing something.

6 He will be trying to solve the problem when I come.

7 He visited Moscow last year.

8 They all talked and laughed loudly.

9 In school years my brother was interested in chemistry.

10 The old man was sitting on the bench.

g) The Indefinite ва the Continuous Tenseларнинг иш-латилишии таққосланг ва тушунтиринг

I went home after my work

I was going home when he saw me.

We had a seminar yesterday.

We were having a seminar at three o'clock yesterday.

Did you go to the library after your classes?

Were you going to the library when he met you?

Yes, I did; No, I didn't.

Yes, I was. No, I wasn't.

We shall discuss the problem tomorrow.

We shall (we'll) be discussing our problems at this time tomorrow.

He gave us an English lesson yesterday.

He was giving us an English lesson at two o'clock yesterday.

МАТНЛАР УСТИДА ИШЛАШ

IV. Сўзларни ўқинг ва ёдлаиғ

earthquake [ə:θkweik]

— зилзила

awake (awoke, awoken) [əweik]

— уйғонмоқ

shake [ʃeik]

— қимирлатмоқ, сил-
китмоқ

dangerous [ˌdeɪndʒərəs]

— зарарли, хавфли

| | | |
|--------------------------|-------------|-----------|
| ruin [,ruin] | — бузиб | ташламоқ, |
| | қулатмоқ, | йиқитмоқ |
| recognize [,rekəgnaiz] | — танимоқ | |
| team [,ti:m] | — гуруҳ | |
| several [,sevrəl] | — бир қанча | |
| quake [,kweik] | — силкиниш | |

Text A

V. Матнни ўқинг ва zilзиладан кейин қурилган бинолар ҳақида гапиринг:

A MONUMENT OF FRIENDSHIP

It was on April 26, 1966 when a heavy earthquake awoke the citizens of Tashkent. It was a deep night and people were sleeping and couldn't understand what was happening. The houses were shaking and crushing and people began to run out with sleeping children in their arms. When morning came many people became homeless and almost all the buildings were dangerous for life.

The earthquake ruined the city. People were living in tents and in the open air. It seemed that it was impossible to rebuild a new city. But the heroic people of the city with the help of people from different republics began to rebuild it.

For several years after the earthquake the people of the city were reconstructing the old buildings and were building new ones and in some years the city became hardly recognizable.

New wide streets appeared in the city. Its squares, big blocks of flats, fine houses and offices are very beautiful. The building teams from all the republics were taking part in the reconstruction of Tashkent.

In the very centre of the city there is a monument of friendship of those who helped to rebuild the city. Tashkent citizens are great patriots of their city and they will be working much to make it more beautiful and comfortable.

Сўзларни эсда сақланг:

to sleep — ухламоқ, to happen — рўй бермоқ, to crush — бузмоқ, equipment — жиҳоз, big blocks of flats — аҳоли яшайдиган жойлар, reconstruction — қайта қуриш, comfortable — қулай, building team — қурилиш гурухи.

VI. Қуйидаги саволларга жавоб беринг:

1. When did the earthquake begin?
2. What was happening at that terrible night?
3. Was the city ruined?
4. Did the people become homeless?
5. Who helped to rebuild the city?
6. How long was the earthquake continuing?
7. How does Tashkent look like after some years after the earthquake?
8. Is Tashkent a beautiful city?
9. Where were the building teams coming from to Tashkent?
10. What was built in the centre of the city?

VII. Қавс ичидаги сўроқ сўзларни ишлатиб қуйидаги гапларга савол тузинг:

1. On April 26, 1966 the earthquake awoke Tashkent citizens (when).
2. The earthquake was continuing for months breaking the houses. (how long).
3. People lived in tents (where).
4. The building teams from all the republics took part in the reconstruction of the town (who).
5. Plenty of cities and towns sent building materials and equipment in order to help the people of the Uzbek republic to rebuild their capital (what cities and towns; what for).
6. New wide streets appeared in the city (what, where).

VIII. Қуйидаги гапларнинг кесимини сўроқ ва бўлишсиз шаклга айлантиринг:

1. He was writing down the results of this experiment for several hours.

2. The scientists were studying the new equipment for an hour.
3. He was approaching the University at nine sharp.
4. The experienced technicians of our laboratory were discussing that very important problem for a long time.
5. I was still making the experiment at 6 o'clock yesterday evening.
6. Our professor was making a report about the heroic Leningrad battle for two hours.
7. The workers were building this house only for five months.

IX. Қуйидаги сўзларни ўқинг ва улар қайси сўз туркумига тегишли эканлигини аниқланг ва таржима қилинг:

explorer, thinker, winner, writer, foreigner, observer, beginner, reader, enjoyment, equipment, observation, exploration, achievement, investigation, friendship, importance, darkness, socialist, freedom, activity.

X. Қуйидаги феълларнинг биринчи шаклини айтинг

began, made, told, sent, knew, should, took, bought, thought, met, spent, left, wrote, won, seemed, appeared, built, stood, arrived, were, had, said, saw, heard, understood, studied, gave, got, asked, spoke.

XI. То go феълининг таржимасига эътибор бериб гапларни таржима қилинг

1. The student is going to the laboratory now.
2. Go on reading the text and be attentive.
3. Every morning when we go to the University, we meet your brother.
4. His little sister was ill and he went for a doctor.
5. I am going to tell you something interesting about my future work.

XII. Ажратиб кўрсатилган сўзларни ўнг томонда турган сўзлар билан ўзгартиринг:

1. Tashkent stands as a monument to the great friendship. streets,
2. The earthquake ruined the city. destroyed,
3. The builders began to make plans of reconstruction. to restore,
4. It was very difficult to rebuild the city. commenced,
5. New wide avenues appeared in the city. fraternity.

XIII. Нуқталар ўрниини предлоглар билан тўлдириг:

1. ... April 26, 1966 the earthquake awoke the citizens of Tashkent.
2. Every citizen took part ... the reconstruction of the city.
3. Building materials came ... the city ... the other parts ... of the country.
4. ... some years we shall not recognize this district.
5. The people of Tashkent were building their new city ... many years.
6. This beautiful city stands as a monument ... the great friendship ... people.

Text B

XIV. Матни диққат билан ўқинг ва саволларга жавоб беринг

A VISIT TO A DOCTOR

Some people are lucky enough never to be ill, but most of us have to go to a doctor for examination or treatment. When a patient visits a doctor for the first time the doctor asks him a lot of questions; he asks about the symptoms he has.

The doctor takes the patient's temperature and checks his blood pressure, examines his heart and lungs. Very often he is able to make a diagnosis right away and prescribe some medicines and the necessary treatment. There are some medicines that can be bought without a prescription, but very many of them are sold by prescription only. The patient may have the flu or he may have caught cold but if the patient is seriously ill or if he needs an operation the doctor makes arrangements in order to put him to hospital.

XV.. Саволларга жавоб беринг:

1. Are you feeling ill? 2. Did you need an operation? 3. Do you often go to a doctor for a check-up? 4. What questions does a doctor usually ask? 5. Are you going to check your blood pressure? 6. Are there any medicines that we can buy without a prescription? 7. What has a doctor to do if a patient is seriously ill?

XVI. Диалогни роллар бўйича ўқинг

A: How are you today?

B: I'm not feeling well.

A: Oh, I'm sorry, what is the trouble?

B: I have a headache, a sore throat and I think I'm running a fever.

A: That sounds like the flu. You'd better go and see the doctor.

XVII. Қисқача ҳикоя тузишда қуйидаги сўз ва ибораларни қўллаиғ:

Мавзулар: 1. A visit to a doctor.

2. My friend is ill.

3. In a hospital.

to be unwell — ёмон ҳис қилмоқ

to buy some medicine by prescription — рецет орқали дориларни сотиб олмоқ.

I have a stomachache —
менинг қорним оғрияпти.

to be ill — касал бўлмоқ.

I am coughing for
almost a week — деярли
бир ҳафта давомида
йўталаяпман.

I am feeling well now —
ҳозир мен ўзимни яхши
ҳис қиляпман.

to see a doctor — док-
тор билан мас-
лаҳатлашмоқ.

Мустақил иш учун вазифалар

XVIII. Қуйидаги гапларнинг кесимини The Present Continuous Tense га айлантириб, гапларни ёзинг:

1. He was sending a dictionary.
2. She was reading an English book at two o'clock yesterday.
3. We were dancing at the party.
4. I was asking a question.
5. You were learning Spanish.
6. They were planning to see him.
7. Ann was opening the door.
8. We were standing at the centre of the city.
9. His mother was going to the Caucasus.

XIX. Қуйидаги гапларни ёзинг, кесимнинг тагига чизинг ва уни The Past Continuous га айлантинг:

1. He is sending a book.
2. She is writing a letter.
3. You are speaking English.
4. I am thinking about it now.
5. Her brother is doing his lessons.
6. Ann is reading an English text.
7. We are learning Spanish.
8. He is having an English lesson.
9. She is going to the Institute.
10. We are going to Moscow.

XX. Қуйидаги гапларни The Past Continuous Tense га айлантириб шахсларда тусланг:

1. He is reading an English book now.
2. We are singing an English song at the music lesson.

LESSON 9

Фонетика: [æə-ə-и-ei]товушлари, ритм ва оҳанг устида ишлаш.

Сўз ясаш: Феъл ясовчи қўшимчалар: -ise, -ize, -ate.

Грамматика: The Present Perfect Tense in the Active Voice.

Тугалланган ҳозирги замон аниқ нисбатда

Матнлар устида ишлаш: Text A. The Amu Darya
and the Syr Darya
Text B. Gardening

EXERCISES, GRAMMAR NOTES, TEXTS

Фонетика

I. Қуйидаги гапларни ўқитувчи биргалигида ўқинг:

'Where's the watch?| 'Where's the watch I've put in my pocket?| 'Where's the watch I've put in my pocket to take to the shop?| 'Where is the watch I've put in my pocket to take to the shop because it has stopped.||

Сўз ясаш. Феъл ясовчи қўшимчалар:

-ate:

indicate — кўрсатмоқ; decorate — кўргазмага қўймоқ;
dedicate — бағишламоқ; glaciare — музлатмоқ; translate — таржима қилмоқ.

-ise; -ize:

recognise — танимоқ; organize — ташкил қилмоқ;
equalize — тенглаштирмоқ; formalize — расмийлаштирмоқ;
realize — тушунмоқ.

II. Ўқинг ва таржима қилинг: originate, differentiate, agitate, specialize, hospitalize, mineralize.

Грамматика

The Present Perfect Tense in the Active Voice (Тугалланган ҳозирги замон аниқ нисбатда) иш-ҳаракатнинг маълум муддатда тугалланганлигини кўрсатади

The Present Perfect Tense "to have" кўмакчи феълнинг тегишли замон шаклидан кейин асосий феълнинг сифатдош II формаси билан ясалади.

to have + Participle II

Тугалланган ҳозирги замон to day, this week, this month, this year, never, ever, already, just already lately, yet, always каби сўз ва иборалар билан ишлатилади.

I have just finished this work.

Мен ҳозиргина шу ишни тугатдим.

They have trained a lot of highly qualified specialists.

Улар бирқанча юқори ма-лакали мутахассисларни тарбияладилар.

Тугалланган ҳозирги замон ишлатилган гапларнинг сўроқ шаклида to have кўмакчи феъли эгадан аввал қўйилади. Бўлишсиз гапда кўмакчи феълдан кейин not юкламаси ишлатилади. Жавоб қисқа бўлади.

Have they just finished that work?

Yes, they have. No, they have not.

They have not finished that work.

The Present Perfect Tense

| Бўлишди шакли | Сўроқ шакли | Бўлишсиз шакли |
|------------------------------|--|----------------------------------|
| 1. I have done it | Have I done it? | I have not done it. |
| 2. You have done it. | Have you done it? | You have not done it. |
| 3. He (she, it) has done it. | Has he (she, it) done it? | He (she, it) has not done it. |
| 1. We 2. You 3. They | } have done it Have we (you, they) done it? | We (you, they) have not done it. |

have потнинг қисқа шакли: haven't, has not-hasn't.

Энди машқлар билан мустақамлаймиз.

III.a) "Майк Тошкентда ўн йил яшади" гапига мосини танланг

- 1 Mike lives in Tashkent.
- 2 Mike lived in Tashkent ten years ago.
- 3 Mike has lived in Tashkent for ten years.

b) He ... this film this week гапини мос феъл шакли билан тўлдириг.

saw; sees; have seen; has seen.

c) "Сиз ҳеч Ўзбекистонда яшаганмисиз?" гапини таржимасини танланг

- 1 Did you live in Uzbekistan?
- 2 Do you live in Uzbekistan?
- 3 Have you ever lived in Uzbekistan?

IV. Гапларни ўзбек тилига таржима қилинг

1. He has translated this article today. 2. Lena has just finished her work. 3. Have you done your work? Yes, I have. 4. I have not yet finished my work. 5. I have shown the new picture to them. 6. She has broken her cup. 7. Our students have spoken to the dean today. 8. She has returned

home this week. 9. We have already organized the conference by the end of this week. 10. The scientists have already discovered this element.

Sing Together

WHAT HAVE THEY DONE TO THE WORLD?

What have they done to the seas, my friend?
What have they done to the seas?
What have they done to the rivers, my friend?
What have they done to the trees?

Well, they've turned all the seas into mud, my friend,
And they've killed all the fish in those seas,
And they've poured out their oil and their waste, my friend,
'Cause they think they can do as they please.

Chorus: They've built their cities
And they've made their roads
And they'll test their bombs
Till the world explodes
Into millions of little pieces ...

МАТНЛАР УСТИДА ИШЛАШ

V. Сўзларни ўқинг ва уларни ёдланг.

| | |
|------------------------|-------------------------------|
| basin [ˌbeɪsɪn] | — сув хавзаси |
| to conduct [kənˈdʌkt] | — бошқармоқ |
| feed [fiːd] | — боқмоқ, овқатлантир- моқ |
| amount [əˈmaʊnt] | — миқдорни ташкил эт- моқ |
| pollution [pəˈluːʃn] | — ифлосланиш |
| lethal [ˈliːθ(ə)l] | — ўлдирадиган, қиради- ган |
| humidity [hjuːˈmɪdɪti] | — захлик, хўллик |
| extend [ɪksˈtend] | — узайтирмоқ, чўзмоқ |

| | |
|---------------------------|----------------------|
| desert [ˌdez ə t] | — саҳро |
| swamp [ˌswɒmp] | — ботқоқ |
| appear [əˌpiə] | — пайдо бўлмоқ |
| fertiliser [ˌfɜːtɪlaɪzə] | — ўғит, минерал ўғит |
| yeild [jiːld] | — ҳосил, унум |
| glacier [ˌglæsjə] | — музлик |
| cause [ˌkɔːz] | — сабаб, асос, иш |
| consequence [ˌkɒnsɪkwəns] | — оқибат, натижа |

Text A

VI. Матни диққат билан ўқинг ва саволларга жавоб бериш

THE AMU DARYA AND THE SYR DARYA

The last expedition to the basin of two great rivers of our republic the Amu Darya and the Syr Darya has conducted analyses of these rivers and a number of canals. The water from the cotton fields flows into the canals which feed these two great rivers. Because of the large amount of chemical products and other kinds of pollution the water in the rivers has made a lethal effect on their flora and fauna.

In one section of the Amu-Bukhara canal the high-humidity zone extends from one to two kilometres into the desert.

On its way the canal loses half of the water, if not more. The expedition has made its analysis in autumn when the water level is the lowest. It is higher in summer, when the water flows faster, resulting in an even greater filtration. Swamps and lakes have just appeared that are absolutely useless to man.

All these man-made basins have raised the ground water and fertile lands become salinated. And now the lands in the cotton-growing regions are so polluted with chemicals and all kinds of fertilisers that they can yeild nothing.

A large group of writers, journalists and scientists have studied various areas of the basins of the Amu Darya and the Syr Darya right from the glaciers in the Pamirs. They

looked into the causes and consequences of the dangerous ecological situation in the Aral Sea basin.

The members of the expedition have analysed the results and came to the conclusion that this tragedy demands quick and decisive measures. The scientists of different fields are busy now with searching the way from this situation.

VII. Саволларга қисқа жавоб беринг:

1. Did the expedition conduct analyses in the basin of the Amu Darya and the Syr Darya?
2. Has this expedition conducted a radar survey of these rivers?
3. Does the water from the cotton fields flow into the canal?
4. Has water pollution made a lethal effect on the flora and fauna of the rivers?
5. Does the canal loose half of the water on its way?
6. Have all those man-made basins raised the ground water and salinated the lands?
7. Are the cotton-growing regions polluted with chemicals and all kinds of fertilisers?
8. Did the expedition look into the causes and consequences of the dangerous ecological situation?

VIII. Қуйидаги саволларга тулиқ жавоб беринг:

1. What did the expedition do in the basin of the two great rivers?
2. What do the two great rivers feed?
3. What pollutes the two great rivers?
4. What are the results of man's activity?
5. What kind of lands became salinated?
6. Who has studied various areas of the basin of the Amu Darya and the Syr Darya?
7. What is the cause of this dangerous ecological situation in the Aral Sea basin?

IX. Қуйидаги гапларни таржима қилинг:

1. The results of man-made activity have raised a lot of problems.

2. The chemical industry has made negative influence on the life of the great rivers.
3. The construction of the canal has raised the humidity of a large extended zone highly.
4. The level of the ground waters depends on the additional reservoirs made by man.
5. The pollution of our rivers has reached a high level.
6. The ecological situation in many countries has become so dangerous for the men that it is necessary to solve this problem immediately.

X. Қуйидаги гапларни бўлишсиз гапга айлантинг:

1. He has become a great specialist in chemistry.
2. The professor has been quite satisfied with the students answers.
3. This factory has begun to produce computing machines this year.
4. My friend has spent a few weeks on the Volga.
5. It took these workers more than a month to do this work.
6. My friend has changed much since last year.
7. Only a few students have taken part in the expedition this spring.
8. The members of the expedition have made all the necessary things for their expedition.

XI. Қавс ичидаги феълларни тегишли замонларга қўйинг:

1. Some time ago our people (to learn) about the construction of a cascade of canals on the Amu-Darya.
2. Some years ago our scientists (to create) the accelerator which helps to study the atom.
3. Our physicists already (to solve) some problems of pollution the atmosphere.
4. A group of foreign scientists (to visit) the Dubna Institute last week.
5. Several days ago we (to hear) a very interesting lecture on the ancient history of our country.

6. Our University not yet (decide) when to send an expedition to the south.

ХII. Қуйидаги сўз, ибораларни таржима қилинг ва уларни гапларда қўлланинг: to increase, to regard as, to create, to be satisfied with, more than once, to capture one's mind, to devote, to put into life, to become possible, unprecedented, amount, to provide, to solve (some) many economic problems, for centuries, at present.

Text B

ХIII. Матнни диққат билан ўқинг ва саволларга жавоб беришга тайёрланинг:

GARDENING

Gardening is my hobby. It's really a pleasure to work in the garden. I am never so happy as when I work there. I can't say that the ground around my house is very large. What I can say is that it is really beautiful. A lot of flowers grow there. The flowerbeds are always full of red, white, blue and yellow flowers.

I try to grow early flowers. Daisies and tulips are particularly nice. I usually plant flowers early in spring. Most of the flowers in my garden are fragrant. The pleasant smell of roses, peonies and sweet pea fills the air. From early spring till late autumn my garden is in blossom.

As I have no orchard, I want to plant some fruit-trees around my house. I want to plant plum-trees, apple-trees and pear-trees. Now I am digging holes and I try to get everything ready for planting.

XIV. Қуйидаги саволларга жавоб бering:

1. Do you like gardening?
2. Do you often work in the garden?
3. Did you plant trees last autumn?
4. When do people dig potatoes?
5. What flowers do you like best of all?

6. What do you like best, apples or pears?
7. What names of flowers do you know?
8. What names of fruits do you know?
9. Is it easy or difficult to dig holes for planting trees?
10. How often is it necessary to water flowers in hot summers?

XV. Диалогни роллар бўйича ўқинг ва ёдланг

A.: Hello, Bill.

B.: Hello, Alec.

A.: Allow me to introduce a friend of mine to you. His name is Pete.

B.: How do you do. Pleased to meet you.

A.: How do you do.

B.: Where are you going to?

A.: We are going to the University botanic garden.

B.: But, It's raining today. Is it possible to plant trees in such weather?

A.: Yes, it's just the time to plant fruit-trees.

B.: Have you prepared everything for planting?

A.: Yes, last Sunday we digged holes and now everything is ready for planting.

B.: Well, I hope everything will be all right. I wish you good luck.

XVI. Қуйидаги сўз ва ибраларни қўллаб қисқача ҳикоя тузинг:

to plant flowers,
vegetables, fruit-trees

гул, сабзавот ва мева да-
рахтларини ўтказмоқ

to plant cabbage,
carrots, radishes

карам, сабзи, редискалар-
ни ўстирмоқ

to pick flowers

гулларни термоқ,
йиғиштирмоқ

to dig holes, to dig
potatoes

кавламоқ, картошкаларни
ковлаб олмоқ

| | |
|--------------------------------|-------------------------------|
| to water flowers | гулларга сув қуймоқ |
| a kitchen garden | ошхона боғи |
| an orchard | мевазор боғ |
| to be in blossom | гулламоқ |
| to get everything ready for | ҳамма нарсани тайёрла- моқ |

Мустақил иш учун вазифалар

XVII. Қуйидаги гапларни таржима қилинг ва to have феълининг таржимасига аҳамият беринг

1. Our scientists have numerous instruments and various laboratories for their research.
2. Our explorers have found many minerals in the North.
3. A group of young engineers has to go to this factory.
4. The students of our Institute have achieved important results in their experiments.
5. You have to follow the new achievements of science.
6. Everybody in our country has to take part in social life.

XVIII. Қуйидаги гапларни лугатдан фойдаланиб таржима қилинг ва since сўзининг ҳар хил маъносига эътибор беринг:

1. Since computing machines are very important we have to develop them.
2. I have not seen him since the days of our holidays.
3. Many years have passed since Mendeleev made his great discovery.
4. Since the results of their observations were very important we decided to study them immediately.
5. He left Moscow for Tashkent last year, since then he has worked there at one of the largest plants.

LESSON 10

Фонетика: [æ-ɛə-ei] товушлари, ритм ва оҳанг устида ишлаш

Сўз яшаш: Равиш ясовчи қўшимчалар: -ly, -ward

Грамматика: The Past and The Future Perfect Tenses in the Active Voice. (Тугалланган ўтган ва келаси замон аниқ нисбатда)

The Perfect Continuous Tenses (Тугалланган давомли замонлар)

Матнлар устида ишлаш: Text A: Newton

Text B: Travelling

EXERCISES, GRAMMAR NOTES, TEXTS

Фонетика

I. Қуйидаги гапларни ўқитувчи биргалигида ўқинг:

'That's a 'rare 'pair. | 'That's a 'rare 'pair for 'Mary. 'That's a 'rare 'pair for 'Mary to 'wear. | 'That's a 'rare 'pair for 'Mary to 'wear every 'day. ||

Сўз яшаш:

Равиш ясовчи қўшимчалар: -ly, -ward

-ly: quickly — тез, mainly — асосий, marvellously — ҳайрон қолдирадиган;

strongly — кучли, kindly — илтифотли, badly — ёмон, suddenly — тўсатдан.

-ward: backward — орқара, forward — олға, homeward — уй томонга, inward(s) — ичкарига, toward(s) — олға, southward — жанубга.

II. Равишларни таржима қилинг

nearly, partly, slowly, hardly, backward, afterwards, eastward, northward

Грамматика

The Past and The Future Perfect Tenses in the Active Voice

The Past Perfect Tense (Тугалланган ўтган. замон) аниқ нисбатда иш-ҳаракатнинг маълум муддат ва аниқ вақтда содир бўлганини кўрсатади ва кўпинча by that time, already, by two o'clock, by the end of каби сўз бирикмалари билан ишлатилади.

Тугалланган ўтган замон to have кўмакчи феълнинг ўтган замон формаси had ва Participle II билан ясалади.

had + Participle II

I had done it by 5 o'clock Мен уни соат 5 гача қилиб бўлган эдим.
I had done it before you Мен уни сиз келгунингиз- came гача қилиб бўлган эдим.

Тугалланган ўтган замон ишлатилган гапларнинг сўроқ шаклида кўмакчи феъл эгадан аввал келади, жавоб қисқа бўлади. Бўлишсиз гапда кўмакчи феълдан кейин not юкламаси ишлатилади.

Had he written a letter by that time?

Yes, he had. No, he hadn't.

He had not (hadn't) written a letter by that time.

The Past Perfect Tense

| Бўлишли шакли | | Сўроқ шакли | Бўлишсиз шакли | |
|-----------------|---------------------------------|--|----------------|-------------------------------------|
| 1. I | | | I | |
| 3. He (she, it) | had finished it by five o'clock | Had (I, you, he, she, it, we, they) finished it by five o'clock? | He (she, it) | had not finished it by five o'clock |
| 1. We | | | We | |
| 2. You | | | You | |
| 3. They | | | They | |

Энди The Past Perfect Tensени машқларда мустақамлаймиз:

III.а) "У дўстини якшанбагача бориб кўрган эди", гапининг тўғри таржимасини топинг

- 1 She visited her friend on Sunday.
- 2 She had visited her friend by Sunday.

б) "The factory had carried out its annual plan by the first of December" гапининг тўғри таржимасини топинг

1. Фабрика йиллик планни биринчи декабрда бажарди.
2. Фабрика йиллик планни биринчи декабргача бажариб бўлган эди.

с) "By the end of 1898 the Curies ... the element radium" гапини мос замон билан тўлдириг

have got; got; had got; get

д) "We had translated the article by the end of the lesson" гапининг тўғри таржимасини танланг

1. Биз мақолани дарсда таржима қилдик. 2. Биз мақолани дарс тугашига таржима қилиб бўлган эдик.

IV. Қуйидаги гапларнинг кесимини Past Indefiniteда ёки Past Perfectда қўйинг

1. In 1895 Popov ... (to invent) the radio. 2. When I came to Moscow, my friends ... already (to be) there. 3. We ... (to study) this material before we began to work in the laboratory. 4. They ... (to discover) this element this century. 5. When we came to the station, our train ... already (to go). 6. When they entered the hall, the lecture ... already (to begin). 7. By the time we came to see him he ... (to leave) for Moscow. 8. We ... (to pass) our final exams by that time. 9. When I entered the room

my friends ... already ... (to dress). 10. We ... (to come) to the station before the delegation came.

The Future Perfect Tense

The Future Perfect Tense (Келаси тугалланган замон) to have феълининг келаси замон шакли (shall have, will have) ва феълинг учинчи формаси билан ясалади. У иш-ҳаракатни келаси замон аниқ бир пайтда тугагани ёки иш-ҳаракатни келгусида кўрсатилган муайян давргача бажарилишини ифодалашда ишлатилади.

Масалан:

1. He will have done it by five o'clock.

2. He will have done it before you come.

1. У уни соат бешгача қилиб бўлади.

2. У уни сиз келгунингизгача қилиб бўлади.

The Future Perfect Tense жуда кам қўлланади.

The Past Perfect ва The Future Perfect Tensеларнинг ишлатилишини таққосланг:

We had translated the article by two o'clock.

Биз соат иккигача мақолани таржима қилиб бўлган эдик.

He had finished his work by the time you came.

Сизнинг келган вақтингизда у ўз ишини тугатиб бўлган эди.

We shall have translated the article by two o'clock.

Биз соат иккигача мақолани таржима қилиб бўлган бўламиз.

He will have finished his work by the time you come.

Сизнинг келиш вақтингизгача у ўз ишини тугатиб бўлган бўлади.

The Perfect Continuous Tenses (Present, Past, Future)
(Тугалланган давомли (ҳозирги, ўтган, келаси) замонлар)

The Perfect Continuous Tenses to be кўмакчи феълнинг керакли замондаги Perfect формасига етакчи феъл

нинг сифатдош I шаклини қўшиш билан ясалади. Иш-ҳаракатни ҳозирги, ўтган, келаси замонда аниқ бир пайтгача давом этишида ишлатилади.

| Forms Tense | Singular | Plural |
|-------------|--|---|
| Present | I have been working He } She } has been working It } | We } You } have been working They } |
| Past | I } He } had been working She } It } | We } You } had been working They } |
| Future | I shall (will) have been working He } She } will have been working It } | We shall (will) have been working You } They } will have been working |

Сўроқ гапда биринчи кўмакчи феъл эгадан аввал қўйилади: Have I been working? Had I been working? Shall I have been working?

Бўлишсиз гапда not юкласи биричи кўмакчи феълдан кейин қўйилади: I have not been working. I had not been working. I shall not have been working.

V. Қуйидаги гапларни ўзбек тилига таржима қилинг:

1. I have been studying it since September.
2. I knew he had been trying to find answers to that question.
3. They had been talking about it for some time when I came.
4. You have not been working there for a long time.
5. He said she had been writing this paper for a week.
6. We have been studying English since that time.

VI. Сўз ва ибораларни ўқинг, ёд олинг:

scientist — [ˌsaɪəntɪst] — олим
 degree — [diˌɡriː] — даража
 plague — [ˌpleɪɡ] — вабо
 discovery — [dɪsˌkʌvəri] — кашфиёт
 differential calculus — дифференциал ҳисоб
 law of gravitation — тортиш кучи қонуни
 influence — [ˌɪnfluəns] — таъсир
 be made of — тузилган
 idea came to him — миясига фикр келди
 descend [dɪˌsend] — йиқилмоқ тушмоқ
 sideward — [ˌsaɪdwəd] — томонга
 upward — [ˌʌpwəd] — юқори
 draw — [ˌdrɔː] — тортмоқ
 unusual — [ʌnˌjuːʒuəl] — одатдан ташқари
 event — [ɪˌvent] — воқеа
 apply — [əˌplaɪ] — қўлламоқ
 property — [ˌprɔːpəti] — мулк, хусусият
 motion — [ˌmuʊʃn] — ҳаракат
 the heavenly bodies — осмон жисмлари

Text A

VI. Матнини ўқинг ва таржима қилинг

NEWTON

Newton, one of the greatest scientists of all times was born on 25 th of December, 1642 at the little village of Woolsthorpe in Lincolnshire. His father was a farmer and had died before Newton was born.

Newton studied mathematics at Cambridge and took his degree there in 1665. Then the University was closed because of the danger of plague, and Newton went home for a period of eighteen months, which was a most important period, for during that time Newton, between the ages of 22 and 24, made his three great discoveries: the discovery

of the differential calculus, of the nature of white light, and of the law of gravitation. Those three great discoveries, which changed the course of thought, have also influenced the course of science from that day until our days.

It is interesting how the idea which led to the discovery of the laws governing the forces of gravitation first came to him. Once, as he sat in his garden the fall of the apple made him think: why must that apple always descend perpendicularly on the ground. Why must it not go sideways or upwards, but usually to the earth's centre.

Centrainly, the reason is that the earth draws it. Later he began to apply this property of gravitation to the motion of the earth and the heavenly bodies round the sun.

Newton died when he was 84 and was buried in Westminster Abbey where his monument is today.

VII. Қуйидаги саволларга жавоб беринг:

1. What was Newton?
2. What do you know about his parents?
3. What did he study?
4. Why did he go home for a period of eighteen months?
5. What were his three great discoveries?
6. When did Newton die?
7. Where was he buried?

VIII. Қуйидаги режа асосида Ньютон ҳақида қисқа ҳикоя тузинг

1. His birthplace and his parents.
2. His schooldays and his discoveries.
3. The apple and the law of gravitation.

IX. Сўроқ сўзларни ишлатиб ушбу гапга 3 та махсус сўроқ гап тузинг

Newton one of the greatest scientists of all times, was born on 25 December, 1642 at a little village in Lincolnshire. (who ...? when ...? where ...?)

X. Қуйидаги гапларни таржима қилинг ва кесимини аниқланг:

1. After Newton had graduated from Cambridge he returned to his home village.
2. The soldier who had lived in the town before the war could not recognize it, the people of the town had fully rebuilt it.
3. In summer the students went to the rest-home that the workers had built only two years before.
4. Kate turned on TV after she had finished her work.
5. He said that he had left his key at home.
6. He gave her the flowers he had bought for her.
7. The teacher said to the students that their reading had become better.
8. He had never been to Samarkand.
9. Kate told us that she had found her key.

XI. Гапларни таржима қилинг ва ҳар бир гапнинг кесимини замонини аниқланг

1. The boys saw the teacher when he was coming up to them. The boys saw the teacher when he had come up to them.
2. Many people heard about Mr. Brown when he was working as the principal (директор) of the school. Some people heard about Mr. Brown when he had worked for a while as the principal of the school.
3. I saw my friend when the train was leaving. I saw my friend on the platform when the train had left.

XII. Гапларни таржима қилинг, ажратилган сўзлар гапларда қандай гап бўлақларини англатишини аниқланг:

1. It's time to light a lamp.
2. She gave me a light touch on my shoulder.
3. Our houses are lighted by electricity.

- 3
4. The French people said that light came from the North.
 5. Old men and women helped to rebuild the city.
 6. Their help was great.
 7. The woman looked round and saw that somebody was approaching her.
 8. A round moon appeared in the sky.
 9. Many people of the past were eager (ҳохламоқ) to travel round the world.

Text B.

ХIII. Матни диққат билан ўқинг ва саволларга жавоб беришга тайёрланг:

TRAVELLING

I like travelling very much. I prefer travelling by plane. I really enjoyed my trip by air to Bulgaria last year. We were flying at an altitude of 2.000 metres. How pretty Bulgaria looks from the air. We arrived at the airport early in the morning. When the plane was landing we could already see many Bulgarians greeting us.

I travelled by sea too, but frankly speaking (очиғини айтганда) I did not enjoy it. The sea was not calm and I could not stay up on deck. When I travel by train, I usually book tickets in advance. Sometimes I have a lot of luggage and then my friends see me off to the railway station.

XIV. Қуйидаги саволларга тўлиқ жавоб бериш:

1. What means of communication do you like best?
2. Which do you prefer, travelling by air or by sea?
3. Have you seen a storm on sea?
4. When did you travel last by railway?
5. Which train do you prefer to take, a slow train or an express?
6. Do you prefer a lower or an upper berth (қават).

7. Are there many passengers at railway stations?
8. Do you book your tickets in advance?
9. Do you call a porter to see to your luggage (юк).

XV. Саволларга қисқа жавоб беринг:

1. You don't like to change trains, do you?
2. You booked your tickets by phone, didn't you?
3. You will call a porter (хаммол) if you have a lot of luggage, won't you?
4. The booking office is next to the main (асосий) hall, isn't it?
5. You have never missed (кечга қолмоқ) your train, have you?
6. A plane trip is really pleasant, isn't it?
7. We shall go by train to Fergana, shan't we?
8. The train is pulling out (бекатдан узоқлашмоқ) slowly, isn't it?

XVI. Диалогни роллар бўйича ўқинг ва ёдланг

(A woman is buying a ticket for her journey)

Woman: I want a ticket to Samarkand, please, second class.

Booking clerk: Single our return? (боришга ва қайтиш гами?)

W.: Return, please.

B. c. Here you are.

W. What time do we get to Samarkand?

B. c. You're due to arrive at about 4 o'clock in the afternoon.

W. Thank you.

B. c. You are welcome.

XVII. Қуйидаги сўз ва ибораларни қўллаб қисқача ҳнкоя тузинг

- Мавзулар: 1. My friend's travelling by train.
2. At the railway station.

| | |
|---|--|
| left-luggage office — | чап томондаги юк қабул қилиш жойи |
| to see to one's luggage — | бировнинг юкига қараб турмоқ |
| to deposit the luggage — | юкни сақлашга қўймоқ |
| booking-office — | касса (чипта оладиган) |
| to be next to — | кейингиси бўлмоқ |
| single (return) ticket — | бориш (қайтиш) чиптаси |
| to book tickets by phone (in advance) — | телефон орқали чипта буюртмоқ (олдиндан) |
| to change trains — | поездни алмаштирмоқ |
| through train — | поезд орқали |
| to miss the train — | поездга кеч қолмоқ |
| to see somebody off — | бировни кузатмоқ |
| to arrive in (at) — | яқинлашмоқ, етиб келмоқ |

Мустақил иш учун вазифалар

XVIII. Гапларни ўқинг, улардан сўроқ ва бўлишсиз гаплар тузинг:

1. I had written to him before.
2. She had met him before.
3. We had talked to her before.
4. They had visited us before.
5. I had received a letter from him before.
6. He had done his homework before.
7. My friend had played tennis before.
8. Her sister had gone before.

XIX. Қуйидаги гапларнинг кесимини қайси замонда экаилогини аннқланг:

1. They have equipped the laboratory with the modern equipment.

2. These engineers have graduated from the college.
3. The Universities have advanced courses in physics.
4. The research workers had made a lot of experiments before they got the necessary results.
5. The engineer had worked in the mine for many years before he became a research worker.
6. They had been in Moscow before the conference.
7. I had passed my exam by 5 o'clock.
8. She had not passed her exam by that time.
9. When I entered the room my friends had already put on their coats.
10. She has already copied out the text.

Revision Exercise

TENSES IN THE ACTIVE VOICE

Қуйидаги гапларнинг кесимини замон шаклини аниқланг ва таржима қилинг.

1. The Olympics have a very long history. They began in 776 B. C., and took place every four years for nearly 1,200 years, at Olympia, in Greece. 2. The tsarist government did not allow a woman to study and work at the University and Sophia Kovalevskaya had to go abroad. 3. In the history of mathematics Lobachevsky will always be one of the greatest scientists. 4. The Russian Academy of Sciences is successfully developing a cybernetics machine for chemists. 5. When Yablotchkov was working at some new experiment he forgot everything but his work. 6. The idea of space flights has attracted the attention of the people since the remotest times. 7. The apparatus will be working when you come. 8. For many centuries scientists of the world have been successfully working to uncover still unsolved secrets of nature. 9. The builders will have constructed a twelve-storeyed house for the workers by the end of the year.

LESSON 11.

Let's Speak English Ритм ва оҳанг устида ишлаш
Сўз ясаш Prefixes (сўз олди қўшимчалари):
dis —; un —; re —; post —; im —; in —
Грамматика The Conditional Sentences Шарт эрғаш
гаплар
Матнлар устида ишлаш
TEXT A: THE ARAL SEA
TEXT B: ASKING THE WAY

EXERCISES, GRAMMAR NOTES, TEXTS

LET'S SPEAK ENGLISH

I. Диалогни тўғри оҳанг билан ўқинг

Good morning. How are you?

Quite well, thank you.

Listen, please. I am a teacher. You are a student. I am English.

You are not English. An Englishman speaks English.

Englishmen speak English. Now, please, answer my questions.

Am I a teacher? Yes, you are. Are you a student? Yes, I am.

Am I English? Yes, you are. Are you English. No, I'm not.

Do I speak English? Yes, you do. Am I speaking English now?

Yes, you are. Do you speak English? Yes, I do.

Сўз ясаш. Сўз негизининг олд томонига сўз ясовчи қўшимчаларини қўшиш йули билан янги сўз ясаш префиксация дейлади.

Префиксларнинг характерли белгиларидан бири уларнинг бир вақтнинг ўзида икки ёки ундан ортиқ сўз туркумларини ясашидир.

un —: unfriendly — душманларча; uncommon — одатдан ташқари.

re —: reaction — қайта таъсир кўрсатиш; recall — қайта чақириб олиш.

post —: postponement — кечиктириш; post-graduate — аспирант.

in —: indefinite — ноаниқ; independence — мустақиллик.

dis —: disappear — кўздан йўқолмоқ; disagree — рози бўлмастик

im —: impossible — ноилож; immorality — беодоблик.

II. Қуйидаги сўзларнинг префиксларига (сўз олди қўшимчаларига) аҳамият бериб таржима қилинг:

incomplete, dissimilar, displease, imprison, improper, inmate, inoperate, unknown, unattended, postman, imperfect, replace, reprint.

Грамматика. Kinds of Conditional Sentences. Шарт эргаш гапларнинг турлари.

Шарт эргаш гап бош гапга if, unless, provided (that), suppose (that), in case, on condition (that) боғловчилар билан боғланади.

Шарт гапларда аниқлик майли ва субъюнктив (истак, хошиш) майли шакллари ҳам ишлатилади. Шарт эргаш гаплар асосан уч хил бўлади. Аниқлик майли ишлатилган шарт гапларда иш-ҳаракат аниқ, реал бўлганлигини ва уни ҳозирги, ўтган ва келаси замонда бажарилишини кўсатади.

Бу I-хил шарт эргаш гаплардир

Масалан:

1. If he is here, he is probably working in the library. (Present Tense).

2. If he called on them yesterday they gave him the book (Past Tense)

3. If you come to the University, we shall solve the problem together (Future Tense)

1. Агар у шу ерда бўлса, кутубхонада ишляпти (ҳозирги замон)

2. Агар у уларникига кеча кирган бўлса, унга китобни беришган. (ўтган замон)

3. Агар университетга келсангиз, масалани бирга ечамиз. (келаси замон)

Шарт эргаш гапларда субъонктив майли шакллари ҳам ишлатилади. Иккинчи ва учинчи хил шарт эргаш гаплар ҳақида 19-дарса берилган.

III. Қавс ичидаги феълларнинг тўғри шаклини ишлатинг

1. If he (to come), we shall go there together.
2. The game will be held in the out-door stadium if the weather (to be) fine.
3. If you (to want) to become a mathematician, you must study hard.
4. They will go to the museum if they (to have) time.
5. The teacher gives me good mark if I (to work) hard.
6. If I (to have) time I went to the match.
7. If we (to have) a textbook, we translate the texts.
8. If they (to come) to the University tomorrow, they (meet) their friends.

IV. Инглиз тилига таржима қилинг

1. Агар эртага вақтим бўлса, сизларникига бораман.
2. Агар кўп дарс тайёрласам, имтихондан яхши баҳо оламан.
3. Агар кейинги ҳафта вақтим бўлса, дўстларим билан дам олар эдим.
4. Агар у универсиситетга эрталаб келса, биз бирга-ликда кутубхонага борамиз.
5. Агар эртага ёмғир ёғмаса, тоққа чиқамиз.
6. Агар мен талаба бўлсам эди, мен беш баҳога ўқир эдим.

V. Қуйидаги гапларни ўзбек тилига таржима қилинг:

1. If the article is not difficult I'll try to translate it without a dictionary.
2. If Rustamov comes back tomorrow, he will help us to finish the experiment.
3. I shall go there tomorrow unless I am too busy.
4. I shall give you the book on condition (that) you return it on Monday.
5. He will get the letter tomorrow if you send it off now.
6. He will not finish his work in time unless he works hard.
7. We shall be grateful if you send us your paper.

Sing together

Robinson, Barton and Stone

We work in the same office building
For Robinson, Barton and Stone
We have lunch in the same cafeteria [kæfi'tiəriə]
But I always have lunch on my own
We once left the office together
When it suddenly started to rain
And we shared your umbrella to
the station
But you didn't get on the train —
So I never made my suggestion
And I'll never make it again.

Chorus: Oh, I think you could help me
To face another day
Yes, you could really love me
For that's the only way.
You could even buy me fish and chips
You could kiss me at the zoo
Yes, you could love me, love me
That's my secret suggestion to you.

МАТНЛАР УСТИДА ИШЛАШ

VI. Қуйидаги сўзларни ўқинг ва эсда сақланг

| | | |
|-----------|-------------|----------|
| sea | [si:] | денгиз |
| way | [wei] | йўл |
| to solve | [sɔ:lv] | ечмоқ |
| scientist | [saɪəntɪst] | олим |
| volume | [vɔljʊ:m] | ҳажм |
| water | [wɔ:tə] | сув |
| to drop | [drɒp] | томмоқ |
| per cent | [pə'sent] | фоиз |
| area | [ɛəriə] | майдон |
| depth | [depθ] | чуқурлик |
| shallow | [ʃæləu] | майда |

| | | |
|----------------|---------------|---------------------------|
| to decline | [tə'di:klaɪn] | пасаймоқ |
| content | [kən'tent] | маъно, мазмун |
| to increase | [ɪn'kri:s] | қўтармоқ, баландлатмоқ |
| fish | [fɪʃ] | балиқ |
| to change | [tʃeɪndʒ] | ўзгармоқ |
| to die | [daɪ] | ўлмоқ |
| to dry | [draɪ] | қуримоқ |
| island | [aɪlənd] | орол |
| peninsula | [pɪnɪnsjʊlə] | ярим орол |
| mainland | [meɪnlənd] | қуруқлик |
| couple | [kʌpl] | жуфт |
| to appear | [ə'piə] | пайдо бўлмоқ |
| fresh water | [frɛʃ 'wɔ:tə] | чучук сув |
| to blame for | [bleɪm] | жавобгар бўлмоқ |
| salination | [sɔ:lɪneɪʃn] | шўр босиш |
| dozen | [dʌzn] | кўп |
| to lose (lost) | [lu:z(lɔst)] | йўқотмоқ |
| fertile | [fə:'taɪl] | серҳосил |
| account | [ə'kaʊnt] | ҳисоб |

Text A

VII. Матнни ўқинг ва денгиз сатҳи қақида берилган гапларни топинг

THE ARAL SEA

(Problems and Ways of Solving them)

Scientists say that over the past 30 years the volume of water in the Aral Sea has dropped by 60 per cent and its area, by a third. The depth of the shallow Aral has declined by 13 meters.

Muinak and the other ports have found themselves dozens of kilometres away from the sea. The salt content has increased by 150 per cent. The fish failed to adjust to a dramatic change and died.

The sea is drying up. Many large bays are no longer there; the islands in the southern and eastern, most shallow,

parts of the Aral Sea are now peninsulas or parts of mainland. It is now obvious to specialists that time is near when the sea will turn into a couple of small lakes.

What is the cause of this ecological catastrophe? The Aral Sea is relatively young. It appeared nearly 9.000 years ago at the crossroads of two great Asian rivers the Amu Darya and the Syr Darya. Initially it was a fresh water reservoir, it grew salty over the years as the surface of the lake became a giant evaporation tank under the burning sun. It is not the natural conditions that are to blame for the present salination and drying up of the Aral Sea. If people hadn't begun such rapid economic activity in the region over the decades they wouldn't have broken the ecological equilibrium. The thing is that the Amu Darya and the Syr Darya are mainly emptying into cotton fields nowadays.

It is obvious now that the problem of the Aral Sea is the problem of a vast area. If people don't save the Aral Sea they will lose millions of hectares of soil as each year the wind raises hundreds of tons of salt from what once was the sea bottom and carries it towards the fields.

Republican committees to save the Aral Sea are at work now. A department of the State Bank in Tashkent has opened a special account for people to send their donations to save the Aral Sea.

VIII. Матндан қўйидаги саволларга жавоб топинг:

1. How did the volume of water and the area of the Aral Sea change over the past 30 years?
2. Is Muinak now on the Sea coast?
3. Why is the sea drying up?
4. How old is the Aral Sea?
5. What two great Asian rivers fall into the Aral Sea?
6. Was the water in the Aral Sea salty many years ago? Is it salty or fresh now?
7. Who is to blame for the ecological catastrophe with the Aral Sea?
8. Is the Aral Sea problem a local one?
9. What will take place in the region if people don't save the Aral Sea?
10. What can be done for saving the Aral Sea?

IX. Қуйидаги гапларни таржима қилишда to tell сўзининг ҳар хил маъноларига эътибор беринг

1. He always tells us something from his life.
2. My clock never tells the wrong time.
3. My little sisters look very much alike so that it is difficult to tell one from another.
4. The wrong calculations made by him have told on the results of the experiments.

X. Қуйидаги сўзларга қарама-қарши маъноли сўзларни айтинг

difficult, possible, to finish, to leave, to be unable, near, to loose independent, easy, skilled, clean, incomplete, strong, impossible, to find, cloudly, to complete, unskilled, dependent, to be able, to begin, to come, far, weak.

XI. Саноқ сонларни ўқинг

9,325 books, 346 students, 101, 305, 681 roubles, 6,895 miles, 1,438 kilometres, 10,999,525 miles, 1,005 rooms, 90,045,042 people.

XII. Тартиб сонларни ўқинг

at the end of 1789; in 1200; in June, 1941; on January 18 th, 1925; on September 25 th, 1943; 28th February, 1947; on the 1 st of September, 1940; November 7, 1963; October 25, 1917.

Text B

XIII. Матни диққат билан ўқинг ва саволларга жавоб беришга тайёрланинг

ASKING THE WAY

On arrival in a large town newcomers are faced with many difficulties. All these difficulties arise from the fact that they don't know the town at all or they know it rather badly. The first difficulty is how to get to the necessary place, what means of transport to use best. The second

difficulty is how to find necessary street, house or flat. Imagine what the newcomer (stranger) feels when he finds out that he was shown the wrong way. That's why it is very important to explain the way correctly.

If the passer-by is in a hurry or if he is busy with something or if he is a newcomer (stranger) himself, he would say "Excuse me, I can't say the way exactly. You should better ask somebody else".

XIV. Қуйидаги саволларга жавоб беринг

1. What large town have you recently visited?
2. What difficulties are you faced while visiting a large town?
3. Did you have any difficulties in finding the necessary address?
4. What must the passer-by say if he is in a hurry and cannot show the way to the newcomer?

XV. Диалогни роллар бўйича ўқинг

A. Excuse me, how can I get to the Novoi Theatre from here?

B. I can't tell you I am a stranger here myself. You'd better ask someone else. I am very sorry.

A: May I ask you which is the quickest way to Alisher Novoi Theatre?

M: I think you'd better take the Metro. It's more convenient. You don't have to change anywhere. It'll take you right to that place.

A: Thanks a lot.

M: Not at all.

XVI. Қуйидаги сўз ва ибораларни ишлатиб қисқа ҳикоя тузиинг

Мавзулар: 1. How I first came to Samarkand.

2. My friend's first visit to Tashkent.

to arrive in(at) —

етиб келмоқ

arrival, on arrival —

етиб келиш, етиб келишда

a passer by —

йўловчи

to be faced with (some difficulties) —

қийинчиликларга дуч келмоқ

| | |
|------------------------------------|-------------------------------------|
| to arise from | келиб чиқмоқ |
| to need — | мухтож бўлмоқ |
| to get to some place — | бирор жойга етиб бормоқ |
| to visit — | (кўришга) бормоқ, таш- риф этмоқ |
| to find — | топмоқ |
| to show the right (wrong) way — | тўғри (нотўғри) йўлни кўрсатмоқ |
| to realize — | ифодаламоқ |
| to make a mistake — | хато қилмоқ |
| to be attentive to — | даққат қилмоқ |
| to be in a hurry (to hurry)— | шошилмоқ |
| to be busy with...— | ...билан банд бўлмоқ |

Мустақил ишлаш учун вазифалар

XVII. Гапларни ўзбек тилига таржима қилинг

1. If you ask him, he will get a ticket for this performance. 2. If I stay here, I'll take part in your work. 3. You will achieve better results provided you apply this method. 4. Unless it is too late, I can call on you. 5. We shall be cold in winter unless we use the central heating. 6. He may leave today if he fulfils his task. 7. If I go to St. Petersburg, I'll visit the Hermitage by all means. 8. If I had free time, I bought books. 10. My report will be ready tomorrow provided I have all the necessary materials.

LESSON 12

Let's Speak English

Сўз яшаш: Conversion (Конверсия)

Грамматика: The Indefinite Tenses in the Passive Voice
(Ноаниқ замонлар мажҳул нисбатда)

Матнлар устида ишлаш:

Text A: The University of Cambridge

Text B.: The British Museum Libraries

EXERCISES, GRAMMAR NOTES, TEXTS

LET'S SPEAK ENGLISH

I. Диалогни тўғри оҳанг билан ўқинг

You are 'sitting at the table. You are 'holding a book in your hand. The book is open. You are 'looking at the book. You are 'listening to the record. You are 'hearing my voice. You are 'learning to speak, to understand, to read and to write English. I am 'speaking slowly. 'When I speak 'slowly, you understand me. 'When I speak 'quickly, you don't understand me.

Сўз яшаш: Conversion

Бир сўз туркумидан иккинчи бир сўз туркумини сўз яшовчи қўшимчаларсиз яшаш конверсия дейилади. Масалан: to run v.— чопмоқ, run n.— чопиш, to work v.— ишламоқ, work n.— иш. Баъзи пайтларда сифатдан феъл ясалади. Масалан: wrong adj.— нотўғри, to wrong v.— нотўғри бўлмоқ.

Сўздаги урғу ўзгариши билан ҳам сўзнинг маъноси ўзгаради. Масалан: present n.— совға, to present v.— совға қилмоқ; contract n.— контракт, to contract v.— қисқартирмоқ.

II. Қуйидаги сўзлардан феъл ясанг ва уларни ўзбек тилига таржима қилинг:

Land, machine, power, travel, hope, face, play, dress, want, joke, fire, wire, state, master, plan, design, mind, device, steam, head, table, weapon.

Грамматика

The Indefinite Tenses in the Passive Voice

Инглиз тилида худди ўзбек тилидагидек иккита нисбат бор: (Active Voice) аниқ нисбат ва (Passive Voice) мажҳул нисбат.. Аниқ нисбатда иш-ҳаракат эга томонидан бажарилади, тўлдирувчи эса ҳаракатнинг объекти ҳисобланади.

The Passive Voice да ҳаракат тўлдирувчи англатган предмет томонидан бажарилиб, эгага ўтади ёки ҳаракат бажарувчиси номаълум бўлади. Агар иш-ҳаракатни бажарувчи шахс от ёки олмош орқали ифодаланган бўлса, унинг

олдидан бу предлоги қўйилади. Иш-ҳаракат бирор предмет воситасида бажарилса, предмет олдидан with предлоги ишлатилади. Бу предлоглар ўзбек тилига by — томонидан, with — билан деб таржима қилинади.

Мажхул нисбат to be кўмакчи феълнинг тегишли замон (am, is, are — ҳозирги; was, were — ўтган; shall be, will be — келаси) ҳамда асосий феълнинг учинчи формаси ёки ўтган замон сифатдоши (Past Participle) билан ясалди.

To be + Past Participle (Participle II)

| Active voice | Passive voice |
|---------------------------------------|--|
| Lola translates the text. | The text is translated by Lola. |
| Лола матнни таржима қилади. | Матн Лола томонидан таржима қилинади. |
| Lola translated the text. | The text was translated by Lola |
| Лола матнни таржима қилди. | Матн Лола томонидан таржима қилинди. |
| Lola will translate the text tomorrow | The text will be translated by Lola. |
| Лола матнни эртага таржима қилади. | Матн Лола томонидан эртага таржима қилинади. |

Мажхул нисбатнинг сўроқ шаклида кўмакчи феъл эгадан аввал келади, жавоб қисқа бўлади.

| | |
|--|--|
| 1. Are you invited to the conference? (Yes, I am; No, I'm not.) | 1. Сизни конференцияга таклиф қилишдими? (Ҳа, Йўқ) |
| 2. Were you invited to the conference? (Yes, I was; No, I wasn't) | 2. Сиз конференцияга таклиф қилиндингизми? (Ҳа; Йўқ) |
| 3. Will you be invited to the conference? (Yes, I will; No, I won't) | 3. Сизни конференцияга таклиф қилишадими? (Ҳа; Йўқ) |

Мажхул нисбатнинг бўлишсиз шаклида кўмакчи феълдан кейин not инкор юкламаси ишлатилади.

- | | |
|--|------------------------------------|
| 1. The hostel is not built there. | Ётоқхона у ерга қурилмайди. |
| 2. The hostel was not built there. | 2. Ётоқхона у ерга қурилмаган эди. |
| 3. The hostel will not be built there. | 3. Ётоқхона у ерга қурилмайди. |

Инглиз тилида мажҳул нисбат кўп ишлатилади. Аниқ нисбатда қўлланган воситасиз ёки воситали тўлдирувчи мажҳул нисбатда эга вазифасида келади. Лекин предлогли тўлдирувчининг предлоги кесимдан кейин келади.

М а с а л а н :

Active Voice

Passive Voice

1. They gave the sportsman a prize (предлогсиз, воситали тўлдирувчи)

1. The sportsman was given a prize. (эга)

Улар спортчини мукофотладилар.

Спортчи мукофотланди.

2. They sent for a doctor. (предлогли, воситали тўлдирувчи)

2. The doctor was sent for. (эга)

Улар доктор учун жўнатишди.

Докторни олиб келиш учун жўнатишди.

III a). Феълнинг қайси бири мажҳул нисбатда?

is writing; was writing; was written.

b) Феълнинг қайси бири аниқ нисбатда?

is translated; are translated; translated.

c) Гапнинг қайси бирида мажҳул нисбат ишлатилган?

1. The student is asking the question.

2. The student is asked at the lesson.

d) "The exercise is written correctly" гапига умумий сўроқ гапни топинг.

1. Is he writing the exercise correctly?

2. Is the exercise written correctly?

3. Is the exercise correct?

е) "Шаҳримизда кўпгина янги бинолар қурилган" гапининг таржимасини топинг.

1. There are plenty of new houses in our city.
2. Plenty of new houses were built in our city.

IV. Гапларнинг кесимини керакли замон ва нисбатда қўйинг

1. The book — (to write) last year.
2. A book — (to give) to me yesterday.
3. The article — (to write) tomorrow.
4. Are these problems — (to solve)?
5. A new house — (to build) by the workers.
6. The letter — (to write) with a pen.
7. Tashkent — (to visit) by many foreign tourists.
8. This book — (to discuss) by the students at the next lesson.

V. Қўйдаги дараж гаплардан сўроқ гаплар тузинг

Намуна:

The delegation was met at the station.

Was the delegation met at the station?

Yes, it was. No, it wasn't.

1. This work will be finished tomorrow.
2. The article was translated into Russian.
3. The work can be done tomorrow morning.
4. The question will be discussed next Monday.
5. The book was written in 1950.
6. The theatre will be built here soon.
7. The question must be discussed at once.
8. Our students are given a lot of homework to do every day.

VI. Гапларнинг тўғри таржимасини топинг ва тартиб рақамини айтинг

- | | |
|---|---|
| 1. My sister was taught English when she was a child. | 1. Китоб энг яхши таржимон томонидан таржима қилинади. |
| 2. You will be asked by the teacher tomorrow. | 2. Дарс жадвали бу оралиқ учун декан томонидан ўзгартирилмайди. |

3. The time-table will not be changed by the dean this term.

4. His report is written in English.

5. The book is translated by the best translator.

6. Many of the world's languages are taught at our University.

3. Унинг маърузаси инглиз тилида ёзилади.

4. Дунёдаги кўп тиллар университетимизда ўқитилади.

5. Эртага ўқитувчи сиздан сўрайди.

6. Менинг синглимга инглиз тилини болалигида ўргатишган.

VII. Матнга тегишли сўз ва ибораларни ўқинг ва ёдда сақланг

| | | |
|---------------|-----------------|---|
| to recognize | [ˈrɛkəɡnaɪz] | танимоқ |
| in particular | [ɪn pɑːtɪkjələ] | жумладан, хусусан, чунончи |
| college | [kɒlɪdʒ] | колледж (Англияда ўрта, олий мактаб, АҚШда махсус олий ўқув юрти) |
| sense | [sens] | мазмун, фикр |
| oral | [ɔːrəl] | оғзаки |
| to conduct | [kənˈdʌkt] | бошқармоқ |
| significant | [sɪɡnɪfɪkənt] | етарли |
| influence | [ɪnfluəns] | таъсир |
| serious | [sɪəriəs] | жиддий |
| to offer | [ɔːfə] | таклиф этмоқ |
| permanent | [pəːmənənt] | доимий |

Text A

VIII. Матнни ўқинг ва ёзма имтиҳонлар киритилиши ҳақидаги гапларни топинг

THE UNIVERSITY OF CAMBRIDGE

The University of Cambridge was founded in the twelfth century and before the beginning of the thirteenth it was

almost a recognized centre of education. The University was formed on the model of European continental Universities. At first there were neither colleges nor professors in the modern sense of word. Lectures and oral examinations were conducted in Latin. There were no written examinations. Until the fifteenth century the history of Cambridge was not as significant as that of Oxford. But by the end of the seventeenth century the University was the home of Sir Isaac Newton — professor of mathematics from 1669 till 1702 whose influence was deep and permanent. At that time serious tests were offered to the candidates for degrees. During the early part of the nineteenth century examinations were greatly improved and written examinations were more often used than oral.

At the same time there built a number of laboratories for the natural sciences, among them the Cavendish Laboratory. The Cavendish Laboratory organized by the well known Scottish mathematician and physicist Maxwell was opened in 1871. It was named after the English scientist of the 18th century Sir Henry Cavendish. Now it is one of the greatest physical laboratories known throughout the world.

Эсда сақлаш учун кўп ишлатиладиган иборалар:

in the modern sense of word, as significant as, by the end of, greatly improved, written exams, oral practice, natural sciences, among them, named after, throughout the world.

IX. Қуйидаги саволларга жавоб беринг:

1. Was Isaac Newton the founder of Cambridge University?
2. What University was taken as a model for the University of Cambridge?
3. Who was the founder of the Cavendish Laboratory?
4. What was Maxwell?

X. Берилган гаплардан сўроқ гаплар тузинг:

1. Oral exams were more often used than written.

2. Cavendish Laboratory was named after the English scientist of the 18-th century.
3. Lectures and examinations were conducted in Latin.
4. Serious tests were offered to the candidates for degrees.
5. The University was formed on the model of European continental Universities.
6. The University was recognized throughout the world.

XI. Қуйидаги гаилардаги феълларни инкор маънода ишлатинг:

1. The man was shown the right direction, but he lost the way.
2. The students were given difficult exercises by their teacher.
3. The article for our wall-newspaper will be written tomorrow.
4. These new instruments were used at our laboratory.
5. This text was understood only by some students.
6. The English speaking club will be organized at our Institute next year.

XII. Мажхул нисбатга эътибор бериб, гапларни таржима қилинг:

1. Every year many scientific expeditions are sent by our government to the North.
2. Scientific expeditions are given much attention to in our republic.
3. We were brought much material about the last expedition.
4. The new equipment is much spoken about at the plant.
5. Our students are given training at various plants.
6. In Uzbekistan English is taught at schools and at the establishments of higher learning as well.
7. Foreign books are usually borrowed from the Library of Foreign Languages.
8. Azimov doesn't like when he is asked about his work.
9. I don't think the work will be done tomorrow evening.
10. The head engineer was looked for everywhere but he was not found anywhere.

11. They were told to continue their research at the laboratory.
12. N. E. Zhukovski, the great Russian scientist, is known as "the father of Russian aviation".
13. The foreign engineers were shown the new equipment of several laboratories at the Institute.

XIII. Ушбу феъллардан -er, -or суффикслар ёрдамида от ясанг ва ўзбек тилига таржима қилинг

to publish, to organize, to explore, to visit, to build, to work, to teach, to translate, to use, to write, to read, to observe, to help, to sail, to listen.

XIV. Ҳар хил маънода ишлатилган бу предлогига аҳамият бериб гапларни таржима қилинг:

1. All the books by Alisher Novoi will be always popular both in our republic and abroad as well.
2. Radio, the greatest invention of the last century, was invented by Popov, the great Russian scientist.
3. I never go to the Institute by tram.
4. Students usually come to their lectures and practical lessons by 9 o'clock.
5. I like many singers and I always recognize them by their voices.
6. Some students often take their seats by the window though in winter it is rather uncomfortable to sit there.
7. By exploring the North our scientists will make a great contribution to science.
8. What is the time by your watch?
9. Five by six is thirty.
10. I have taken his pen by mistake.
11. By the end of this year the local government will have done much for the development of our region.

Text B

XV. Матнларни ўқинг ва таржима қилинг

THE BRITISH MUSEUM

The British Museum is officially described as being the National Library and Museum of History, Archaeology, Art

and Ethnography. It is situated in Great Russel Street in London. It was opened to the public in 1759.

The British Museum contains precious collections of old and modern books, manuscripts, coins, stamps and many other things. The Orient and the Egyptian department is particularly interesting, especially the mummies. There are many antiquities from ancient Greece and Rome. A collection of findings from Anglo-Saxon times gives a vivid picture of our ancestors lived, and in the ethnological department you can get an idea of the civilizations of the Red Indians, the Africans, the Polynesians, and other peoples.

There are a lot of halls to be visited, in each of which are special collections of rare and valuable objects.

The collections of printed books and manuscripts in the British Museum form one of the largest national libraries in the world. Every branch of literature, ancient and modern, is represented in manuscripts and printed books. The collections also include many beautiful books in fine bindings.

The Library has also an outstanding collection of illuminated manuscripts of the Islamic world. Side by side with these manuscripts of past Ages the library includes a collection of modern books for scholarly research in oriental languages.

So the British Museum is a wonderful place where you find many specimens that cannot be seen anywhere in the world.

LIBRARIES

There is a public library in every town in Great Britain. There are branch libraries in most villages. Any one may become a member, and it costs nothing to borrow books. The books can be kept for a fortnight. If, at the end of the fortnight, you have not finished reading a book, you may renew it for another fortnight. If the book you want is out, you may ask for it to be kept for you, and if you pay the cost of a postcard, the librarian will let you know when the book has been returned and is ready for you.

Most public libraries also have a reading room and a reference library. In the reading room there are tables and desks at which you can sit and read the daily papers and all the other important periodicals. In the reference library

there are encyclopaedias, dictionaries, atlases, and numerous other books. These may not be taken away.

XVI. Саволларга жавоб бering

1. How much does it cost to borrow books from a public library in Britain?
2. How long can a book be kept?
3. What can a borrower do if he has not finished reading a book at the end of the fortnight?
4. Where can periodicals be read?
5. What would you expect to find in the reference library?
6. Can books in the reference library be taken away, or are they to be used only in the library?
7. What is a private library?
8. Do you have a private library at home?
9. How many books are there in your own library?
10. Where do you keep your books at home?
11. Do you belong to any library?
12. What public library is most popular in Tashkent?
13. Does it cost anything to borrow books from libraries in Tashkent?
14. How many books may be borrowed at a time from a library?
15. When do we usually renew a book?
16. What daily papers do you usually read?

XVII. Диалогни ўқинг ва таржима қилинг

Library reader: Can I have some English novels to read, please?

Librarian: Which author do you prefer?

L. R.: I'd rather have some books by modern American authors.

L.: Oh, you could take some novels by Hemingway or by Arthur Clark. I'm quite sure you will enjoy any book by these American writers. I think we have them all in our library.

**XVIII. Қуйидаги сўз бирикмалари ва иборалари
ёрдамда ушбу мавзулар асосида қисқа
ҳикоялар тузинг:**

1. University Library.

to have a collection of books;

by foreign and Uzbek authors;

to keep books in bookcases or on shelves;

to borrow books from the library;

to return books to the library;

to like to collect books;
the daily papers;

2. My Private Library.

to have a private library;

to belong to public library;

to borrow some books at a time;

to renew a book;

to be a great reader of books

important periodicals; the weeklies; the monthlies reference library; reference books.

Мустақил иш учун вазифалар

XIX. Ўзбек тилига тажрима қилинг:

1. A lot of periodicals have been got by the library lately.

2. This laboratory is provided with most modern equipment.

3. Researches conducted in the laboratory are usually followed with great interest.

4. Exams are taken twice a year in summer and in winter.

5. Well-equipped laboratories improve the conditions of learning and research.

6. The Novosibirsk University is connected with many Universities.

**XX. Мажҳул нисбат ишлатилган гапларни
топинг ва таржима қилинг:**

1. English is spoken in many countries of the world.

2. The language spoken in Brazil isn't English.

3. Was he invited to come to the office?— Yes, he was.
4. He was offered a very interesting job there.
6. The name given to the system is very short.
7. The system was examined yesterday.

**XXI. Қуйидаги нотўғри феълларни ёзиб
олинғ ва эсда сақланғ**

to teach, to build, to spend, to lead, to find, to awake.

**XXII. Мажҳул нисбат ишлатиб, гапларни
таржима қилинғ:**

1. Мутахассислар ўқитилади.
2. Сўзлар ўрганилади.
3. Шаҳарларга боришади.
4. Уйлар қурилади.
5. Физикани ўқитишади.
6. Эшик ёпилган эди.
7. Китобдан фойдаланилди.
8. Тажрибахона жиҳозланади.

LESSON 13

Let's Speak English

Сўз яшаш: The Compound Words (Қўшма сўзлар).

Грамматика: The Continuous Tenses in the Passive Voice.

Давом феъллар мажҳул нисбатда.

Матнлар устида ишлаш

TEXT A: USING THE EARTH ITSELF AS A POWER STATION

TEXE B: GREAT BRITAIN

EXERCISES, GRAMMAR NOTES, TEXTS

LET'S SPEAK ENGLISH

I. Диалогни тўғри оҳанг билан ўқинғ

'Where are you sitting? I'm sitting at the table. 'What are you listening to? I'm listening to the record. 'Whose voice are you hearing? I'm hearing your voice. 'What are you looking at? I'm looking at my book. Is the book open

or closed? Open, of course. What are you learning? I'm learning English. Do you understand me when I speak slowly? Yes, I do. And when I speak quickly? No, I don't.

Сўз яшаш Қўшма сўзлар. Икки ёки ундан ортиқ сўзларнинг ўзаро боғланишдан қўшма сўзлар ясалди.

Масалан: night-school — кечки мактаб,
long-legged — узун оёқли; peace-loving — тинчликсевар.

II. Қўйидаги жуфт сўзлардан янги қўшма сўзлар ясанг ва таржима қилинг:

news + paper; hand + book; volt + meter; white + wash;
ink + pot; black + board; blue + bottle; space + ship; bread
+ and + butter; mother + in + law.

Грамматика:

The Continuous Tenses in the Passive Voice.

Ҳозирги ва ўтган замон давом феълнинг мажҳул нисбати to be кўмакчи феълнинг давомли аспектдаги ҳозирги ёки ўтган замон формасига асосий феълнинг сифатдош II формасини қўшиш билан ясалди. Масалан:

The house is being built by the workers. Уй қурувчилар томонидан қурилаяпти.

I was being helped. Менга ёрдам беришайётган эди.

Ҳозирги ва ўтган замон давомли аспектдаги феълнинг мажҳул нисбатдаги шакли:

| | | | |
|---------|-------------|-------|---------------|
| Present | am, is, are | being | Participle II |
| Past | was, were | | |

The Future Continuous мажҳул нисбатда ишлатилмайди.

Сўроқ шаклида to be кўмакчи феъли эгадан аввал келади. Бўлишсиз гапда эса to be кўмакчи феълдан кейин pot юкласи ишлатилади. Масалан:

Am I being informed? Менга хабар беришайпти-ми?

| | |
|----------------------------|-------------------------------|
| I am not being informed. | Менга хабар беришмаяпти. |
| Was he being informed? | Унга хабар беришаётган эдими? |
| He was not being informed. | Унга хабар беришмаётган эди. |

III. Гапларни ўқинг, замон шаклларини айтинг ва уларни таққосланг

1. The problem was discussed at the conference.
Масала конференцияда муҳокама қилинди.
2. The problem was being discussed when you came.
Сиз келганингизда масала муҳокама қилинаётган эди.
3. Now he is translating the article.
Ҳозир у мақолани таржима қиляпти.
4. Now the article is being translated (by him).
Ҳозир мақола таржима қилинаяпти (у томонидан).
5. Students are given various tests.
Талабаларга ҳар хил тестлар берилади.
6. They are being given a test now.
Уларга ҳозир тест берилаяпти.

IV. Қуйидаги гапларни ўзбек тилига таржима қилинг

1. The result is being checked.
2. Their ideas were being developed by others.
3. The article is being translated now.
4. Who is being asked by the teacher?
5. How was the machine being operated?
6. My plans are not being changed.
7. The articles were being translated during the lesson.
8. Computers are being built everywhere.
9. The new plant was being discussed when we came.
10. The work was being done the whole day yesterday.
11. The grammar exercise was being written by students at two o'clock yesterday.
12. The computer was being checked when he came in.

МАТНЛАР УСТИДА ИШЛАШ

V. Сўзларни ўқинг ва эсда сақланг

| | | |
|----------|---------------|-------------------|
| earth | [ə:θ] | ер |
| European | [juərə'pi:ən] | Оврупага хос, оид |

| | | |
|------------|--------------|--------------------|
| system | [sɪstəm] | система |
| volcanic | [vɔlˌkænɪk] | вулқонли |
| surface | [səːfɪs] | устки қисм |
| geothermal | [dʒiəθəːməl] | геотермикага оид |
| vegetable | [vedʒɪtəbl] | сабзавот |
| idea | [aɪdɪə] | фикр |
| baroholes | [ˌbærəhəʊlz] | тешик, ёриқ, қудуқ |
| method | [meθəd] | усул |

Text A

VI. Матни ўқинг ва таржима қилинг:

USING THE EARTH ITSELF AS A POWER STATION

The use of hot underground waters in Siberia in the Far East and in the European areas is of great importance for the development of these regions. The possibility to build a network of small power stations and heating systems by using hot underground waters was being investigated for a long time.

Today some power stations are being built in the active volcanic areas and in foothills where hot underground waters lie near the surface. A 5.000 km. geothermal power station in the volcanic part of southern Kamchatka was completed not long ago. It is clear that this power station will repay its construction cost within two years.

A bigger station of similar character will be built in the near future in many "hot" points of Russia.

Plans are being worked out to use the heat of hot springs in other parts of the Far East. These springs are to provide heat and power for the city of Petropavlovsk and its suburbs. Plans are being made to build there a huge hothouse garden (парник, усти ойна билан ёпилган иссиқхона) heated by underground waters. This hothouse garden is supposed to supply the area with fresh vegetables all the year round.

It is interesting to note that a group of scientists at the Heat and Power Institute of the Ukraine advanced a very interesting idea. They proposed to pump water from this

surface down into boreholes from five to seven miles deep and to draw it back up, heated to 300°—400°C. This method will make it possible to build power stations of capacity up to 10.000 megawatts—far bigger than any existing in the world. But that is for the future.

VII. Ибораларни эса сақланг:

| | |
|---|--|
| to be of great importance — муҳим, аҳамиятли; | to work out — ишлаб чиқармоқ; |
| to heat — иситмоқ; | to provide — таъминламоқ; |
| to lie — ётмоқ; | all the year round — йил буйи; |
| similar — ўхшаш; | to propose — кўзламоқ; |
| | up-to-date — замонавий; |
| | to exist — бор бўлмоқ, яшамоқ, мавжуд бўлмоқ |

VIII. Саволларни ўқинг ва қисқа жавоб беринг

1. Is the idea to use underground waters important for the development of the Far East?
2. Was the idea being studied for a long time?
3. Have the people already begun to use hot underground waters in Siberia and in the Far East?
4. Do you know that some geothermal power stations are being built in the active volcanic area?
5. Are any power stations being built in the North?
6. Will the hothouse garden be heated by hot underground waters?

IX. Қуйидаги саволларга жавоб беринг:

1. In what parts of the country were hot underground waters found?
2. In what part of Russia will hot underground waters be used?
3. In what areas are hot underground waters being used for small power stations?
4. In what part of the country do hot underground waters lie near the surface?

5. Why is the use of hot springs very important?
6. What did a group of the Ukrainian scientists propose?

X. Қуйидаги гапларни сўроқ гапларга айлантинг

1. A huge reservoir of 40 miles long and up to 20 miles wide is being built near Moscow.
2. The power transmission line is being built now in the central part of Russia.
3. The problem of making ocean water suitable for agriculture is being studied in the country.
4. Interesting researches are being carried out at this Institute.
5. Many problems were being studied by the students of our Institute at their practical and laboratory classes.

XI. Қуйидаги гапларни инглиз тилига таржима қилинг:

1. Ҳозир олимлар гуруҳи шимолнинг ҳали яхши маълум бўлмаган туманларини ўрганишяпти.
2. Бу ишда уларга ўша ерда яшовчи кишилар ёрдам беришмоқда.
3. Текшириш ҳар хил об-ҳавода ҳам олиб борилмоқда.
4. Бу режа бир неча ойлар мобайнида ишлаб чиқилган.
5. Кўпгина кўрсатмалар шу тажрибахонадан олинган.

XII. Қуйидаги сўз ва ибораларни таржима қилинг ва гапларда ишлатинг

to belong to somebody or something, no doubt, to be of great importance to somebody or something, for a long time, to lie near the surface, to lie deep under the surface, within some years, to work out (to work at something, to work under some conditions), to provide somebody with something, to provide for something, to supply with, it is interesting to note, to advance some idea, to propose some idea.

XIII. Қуйидаги сўзларнинг ўзагини аниқланг ва таржима қилинг:

European, southern, to repay, existence, investigation, northern, construction, active, completion, proposal.

XIV. Сўзларии маъносига кўра жуфтлаб танлаиғ

to use, idea, to be important, to build, thought, to construct, to make use of, to be of importance, to investigate, to finish, to study, to provide, to complete, to supply, to be of interest, to propose an idea, to be interesting, to advance an idea.

XV. Ажратилган сўзлар қайси сўз туркумига киришиии аниқланг ва таржима қилинг

1. Everybody knows that many well-known actors do a great deal of social work in Central Asia.
2. Computing machines act faster than people and in this way they release the human mind from mechanical functions.
3. Our young engineer is a very active man, he takes part in the work of many scientific societies.
4. The purpose of the research in the two research institutes differs greatly.
5. There are so many different research institutes in Uzbekistan.

Text B

XVI. Матнини ўқинг, Буюк Британиянинг жойланиши ҳақида гапириб бериинг

GREAT BRITAIN

Great Britain is situated on a large island lying to the west of Europe. It consists of England, Scotland and Wales.

Long ago the greater part of the country was covered with forests. Now there are practically no forests there, but there are very many trees that give beauty to the countryside. Some parts of England are really beautiful. There are very many rivers, lakes, hills and mountains there.

The rivers in Britain are not long. Many of them are joined by canals, so that it is quite possible to travel by water from one end of England to the other.

The rivers never freeze there. In winter there is much rain and few sunny days. The summers are never very hot, and there is often much rain. One of the chief reasons

for such a mild climate in Great Britain is that a stream of warm water, called the Gulf Stream, washes the northern coast of the country.

London is the capital of England. It is also the capital of the United Kingdom, which consists of Great Britain and Northern Ireland. Manchester, Liverpool and Sheffield are big towns in England. The capital of Northern Ireland is Belfast.

Scotland is situated in the north of Great Britain while Wales is situated in the south. Edinburgh is the capital of Scotland.

Wales is a splendid country both for its traditions and for its scenery. Some of the mountains there are wooded others are bare and wild. In some places the mountains run right into the sea. The little cottages and farmhouses on the slopes of the mountains are very lovely. The quiet lakes and rivers of the valleys are very nice. Wales is the biggest mining center in Great Britain. The chief town there is Cardiff.

Oxford, Cambridge and Edinburgh are university towns in Britain.

XVII. Қуйидаги саволларга жавоб беринг:

1. Where is Great Britain situated?
2. In what part of Europe does Great Britain lie?
3. Why is it possible to travel by water from one end of England to the other?
4. What can you say about the climate of Britain?
5. What is the capital of England?
6. Is London also the capital of the United Kingdom?
7. Do you know any other big towns in England?

XVIII. Диалогни роллар буйича ўқинг

A.— It's nice to see you, Mary.

M.— Good evening, Alec. I haven't seen you for ages.

A.— I've just arrived from Brighton. I was spending my summer holidays at the sea-side. Have you ever been there?

M.— Yes, I have. It's a nice place, isn't it? I hope you have enjoyed yourself greatly. Did you go there alone?

A.— No, together with John. You remember him, don't you?

M.— Sure, has he graduated from the college?

A.— No, not yet. He is in his last year. What about you?
I haven't heard from you lately. How are you getting on?

M.— All right, thank you. Come and see me some day,
will you?

A.— I'll be delighted. So long.

M.— See you soon. Good bye.

**XIX. Қуйидаги сўз бирикmalари ва иборалар
ёрдамида ушбу мавзулар асосида
қисқа ҳикоялар тузинг:**

- | | |
|--------------------------------------|----------------------|
| 1. I've just arrived from Issyk-Kul. | |
| 2. I've met a friend of mine | |
| to be glad to see; | nice place; |
| (not)to see for a long | all this time; |
| time (for ages); | |
| to have a good time (to | at the sea-side |
| enjoy oneself); | |
| to be in company with; | at the country side; |
| to graduate from (a | alone; |
| University, college); | |
| together; | in company; |
| to be in the last year; | of course; |
| to be getting on | sure |
| to come to see | I wouldn't say that; |
| somebody; | |
| to be delighted; | so long; |
| to hope; | see you soon; |
| to spend holidays; | really; |
| to take a walk; | as far as I know |

Мустақил иш учун машқлар

XX. Ўзбек тилига таржима қилинг

1. A new underground station is being constructed in our street.
2. The device was being tested when you entered the laboratory.

3. This question is not connected with the problem which is being discussed now.
4. Special attention is being paid to education of our youth.
5. While the experiment was being carried out, nobody left the laboratory.

XXI. Қавс ичида берилган феълларни Continuous Passive да беринг:

1. This question still (to discuss).
2. My friend (to ask) when the dean entered the classroom.
3. A new grammer rule (to explain) by the teacher now.
4. While the experiment (to make) we were not allowed to enter.
5. Who (to examine) now?

XXII. Инглиз тилига таржима қилинг:

1. Бу кўчада жуда кўп уйлар қурилган эди.
2. Маърузалар доим қизиқарли ўтади.
3. Иш яқинда тугалланади.
4. Бу вазифа мен томонимдан кеча бажарилди.
5. Унинг таклифй қабул қилинди.
6. Меҳмонлар тайёрагоҳда кутиб олинади.
7. Унга бирқанча савол беришди.

LESSON 14

Let's Speak English

Матнлар устида ишлаш

Грамматика: The Perfect Tenses in the Passive Voice
(Тугалланган замонлар мажҳул нисбатда)

TEXT A: Traffic in Future

TEXT B: A Visit to Tashkent

EXERCISES, GRAMMAR NOTES, TEXTS

LET'S SPEAK ENGLISH

I. Диалогни тўғри оҳанг билан ўқинг

A: What a 'lovely 'village it is.

B: Yes, it is the 'most beautiful village in 'this 'part of England, I think.

A: I'm 'sure you enjoy living here. 'Have you 'lived here ,long?

B: I've 'lived here 'all my 'life. I was 'born here.

A: 'Have you 'ever 'been to ,other countries?

B: No, I've 'never been 'out of ,England. I've been to 'London 'twice.

A: 'Did you enjoy ,seeing London?

B: Not ,much. There are 'too many 'people in ,London and 'too much 'noise.

A: And 'has your 'husband 'always ,lived here ,too?

B: No, he 'wasn't ,born here. He's 'lived here 'only since the 'year we were 'married.

A: And 'what about your ,children?

B: They were 'all born here and ,all went to 'school here. But 'now they've 'left the ,village and 'gone to 'live in ,town.

International words: (Байналминал сўзлар)

Инглиз тилига бошқа тиллардан жуда кўп сўзлар кириб келган, улар жуда осонликча таржима қилинади ва байналминал сўзлар дейилади. Масалан: *revolution* — революция, *atom* — атом, *geometry* — геометрия, *medicine* — тиббиёт ва бошқалар.

Лекин бир тоифа шундай сўзлар борки, улар таржима учун "қийин сўзлар" дейилади: *accurate* — аниқ, *control* — бошқармоқ, *magazine* — ойнама, *conductor* — дирижёр ва бошқалар.

II. Қуйидаги сўзларни луғатсиз таржима қилинг

signal, temperature, theorem, cylinder, vibration, electricity, reactor, material, structure, horizontal, vertical, mass, class, proton, voltage, form, element, motor, battery, transformation, method, control, radio, physics, experiment, plan, detail, technical, text, mechanism, magnetic, magnetism, effect, problem, energy, technology, parameter, practical.

Грамматика

The Perfect Tenses in the Passive Voice.

The Perfect Tense in the Passive Voice ҳозирги, ўтган ва келаси тугалланган замон мажҳул нисбатда *to be* кўмакчи феълнинг керакли замон перфект шаклига

асосий феълнинг сифатдош II шаклини қўшиш билан ясалади. Масалан:

The text has been translated

Матн таржима қилинди.

The text had been translated by 6 o'clock

Матн соат 6 да таржима қилиниб бўлган эди

The text will have been translated by 6 o'clock

Матн соат 6 гача таржима қилиниб бўлади

Present, Past, Future Perfect замоннинг мажҳул нисбатдаги шакли:

| | | | |
|---------|-----------|------|---------------|
| Present | have, has | been | Participle II |
| Past | had | | |
| Future | will have | | |

Тугалланган замон мажҳул нисбат ишлатилган гапнинг сўроқ шакли to have ни эгадан олдинга қўйиш билан ясалади. Бўлишсиз гапда эса to have кўмакчи феълдан кейин not юкламаси ишлатилади. Масалан: Has the text been translated? Yes, it has. No, it hasn't. The text has not been translated. Had the article been published? Yes, it had; No, it hadn't. The article had not been published. Will the plan have been discussed? Yes, it will. No, it won't. The plan will not be discussed.

III. а) "The book has been written by an English writer" гапининг мос таржимасини танланг

Китоб инглиз тилида ёзилган.

Китоб инглиз ёзувчиси томонидан ёзилган.

б) "Масала кеча ечилган эди" гапини мос таржимасини топинг

1 The problem was solved yesterday.

2 The problem is being solved now.

3 The problem has been solved.

с) Гапларни ўқинг ва таржима қилинг

1. The fact had been discussed.

2. The lecture had not been attended.

3. The plan had been changed.

4. The seminar had not been held.

IV. Гапларни ўқинг ва солиштиринг

1. She has changed the order.
The order has been changed.
2. They have not found their room yet.
The room has not yet been found.
3. We have studied this rule.
This rule has been studied.
4. We have accepted this axiom.
The axiom has been accepted.
5. She has not found the size of the given part yet.
The size of the given part has not yet been found.

МАТНЛАР УСТИДА ИШЛАШ

V. Сўзларни ўқинг ва эсда сақланг

| | | |
|-------------|---------------|--------------|
| convenience | [kənvi:njəns] | қулайлик |
| phenomenon | [fɪnɔːmɪnən] | ноёб воқеа |
| pedestrian | [pɪdɛstriən] | пиёда юривчи |
| instead of | [ɪnstədəv] | ўрнига |
| owner | [əʊnə] | эга |
| suburb | [sʌbəb] | шаҳар атрофи |
| helicopter | [helɪkɔptə] | вертолет |
| escalator | [eskəleɪtə] | эскалатор |
| dangerous | [deɪndʒərəs] | ҳавфли |

Text A

VI. Матнни ўқинг ва йўлкалар ҳақидаги гапларни топинг

TRAFFIC IN FUTURE

By the last few decades motor traffic had sharply been increased all over the world and this has begun to transform the convenience of traffic into its opposite.

In New York, Paris and other big cities we observe the beginning of this most unpleasant phenomenon. In some

parts of these cities motor traffic is so heavy that it is impossible to get through. Sometimes cars move at the speed of a pedestrian. In some streets one way traffic was introduced instead of two-way traffic as it had been before. The increase of personal cars block the streets and reduce the speed of traffic still more.

Quite possible, in future, cars will not be allowed to enter large cities. You reach the suburbs of a large city, park your car and use public transport within the city limits. What will the city traffic be then? In cities and suburbs electric cars and helicopters will probably have been introduced. Imagine three ribbons of parallel horizontal escalators moving at the rate of 20, 40 and 100km/hs respectively. These escalators are moving in both directions along the streets. To stop on one of them or change from one to another will be easy as stepping on an escalator of the metro.

For convenience these moving pavements may be supplied with chairs, benches, vending machines selling soft drinks, ice-cream, candy and so on. The first lines of such moving pavements should appear in the streets which have the heaviest traffic and are the most dangerous for pedestrians. There is no doubt that moving pavements will come into being. In the beginning they will replace the older forms of city traffic only in certain streets, but then they will appear in a single system serving the centre of the city. By this time buses, trolley-buses and motor cars will have been forced out as tram have been forced out of the center of many cities now.

Ибора ва сўзларни эсда сақланг.

to transform, within, convenience, moving pavements, at the speed, dangerous, instead of, to serve, suburbs, to force.

VII. Саволларга жавоб беринг:

1. What do we observe in Tashkent with respect to traffic?
2. Why is it impossible to get through a street sometimes?
3. Why have trams been forced out of the center of many cities now?

**VIII. Қавс ичида ишлатилган сўзлар ёрдамида
сўроқ гаплар тузинг ва таржима қилинг:**

1. By the last few decades motor traffic had sharply been increased all over the world (what, where, when).
2. Sometimes in big cities motor cars move at the speed of a pedestrian (how, where).
3. In the cities and suburbs moving pavements and helicopters will probably have been introduced (where, what).

**IX. Қавс нчидаги феълларни Present, Past
ёки Future Perfect да ишлатинг**

1. If we get the machines we need the work (to be finished) by the end of the month.
2. Our faculty arranged an expedition to the North after we (to get) all the necessary materials.
3. The article is rather difficult, however it (to be translated) by the end of the lesson.
4. Papyrus (to be used) until the production of paper was discovered.
5. All the instrument (to be brought) to the laboratory today.
6. They (to leave) Moscow for London before the telegram reached their home
7. The investigations (to be finished) by the end of the last week.
8. Many new words (to be learned) by the student at the end of the year.

**X. Қуйидаги гапларни сўроқ ва бўлишсиз
гапларга айлантинг:**

1. Their investigations will have been finished by the next year.
2. The permission to begin the work has been got.
3. The article had been translated by the end of the lesson.
4. The new machines will have been brought to our laboratory by three o'clock tomorrow.
5. The problem had been solved by the students when the teacher came in.

XI. Қуйидаги феъллардан -y, -(a)tion, -ment суффикслари ёрдамида от ясанг ва таржима қилинг:

to develop, to explore, to construct, to discover, to explain, to produce, to observe, to prepare, to introduce

Text B

XII. Матнини ўқинг ва таржима қилинг:

A VISIT TO TASHKENT

Some days ago a friend of mine came to Tashkent for his holidays. He had never been to Tashkent before. Yesterday he came to see me and asked me to go sightseeing with him.

We took the Metro and went to the center of the city. I showed him the sights of our city and my friend was greatly pleased. After seeing the center of Tashkent I took my friend to the Museum of History. There we were shown not only the past of the city but the future too. We were surprised to find out that the architecture of Tashkent has been completely changed. It was very interesting for us to see a special exposition which was called "Tashkent in Future". Many interesting and unexpected designs were exhibited there. Young architects' projects were especially differed by new original view on the Future of their native city. Special attention was paid to the serving of city ecology.

XIII. Қуйидаги саволларга жавоб беринг:

1. Do you go sightseeing when you come to a town for the first time?
2. Where were you during your summer holidays?
3. Have you ever been to Tashkent before?
4. When did you go sightseeing with your friend?
5. How did you get to the center of the city?
6. What changes have you observed in Tashkent?
7. What have you heard about the traffic of Tashkent in future?
8. Is there a Metro station near your house?
9. Do you live in a newly built district of Tashkent?

10. What means of transport do you use while going to your place of work.

11. What places of interest do you know in Tashkent?

XIV. Диалогни роллар бўйича ўқинг

A: Is it your first visit to Tashkent?

B: Yes, it is.

A: I'm sure, you have also been to Samarkand and have seen the sights of it, haven't you?

B: Yes, I have.

A: What struck you most of all in Samarkand?

B: Registan did. I was greatly impressed by its architecture.

A: Well, and what can you say about the architecture of Tashkent?

B: Oh, I think it's an interesting combination of modern style and national tradition.

XV. Қуйидаги сўз бирикмаларини ишлатиб A Visit to Samarkand, The Traffic in Tashkent ҳикояларини тузинг

| | |
|--------------------------------|---------------------------------|
| I was struck by; | it is difficult to get through; |
| the architecture of Samarkand; | the increase of private cars; |
| historical monument; | to go by bus; |
| the modern architecture of; | to take a tram; |
| the Palace of Friendship; | to go on foot; |
| the traffic is heavy; | to be situated; |
| the streets are full of life; | to be reconstructed; |
| one-way traffic; | to find out; |
| two-way traffic; | to be completely changed; |
| | the suburbs of Tashkent. |

Мустақил иш учун вазифалар

XVI. Бажарилаётган иш-ҳаракатни тугалланиб бўлганлигини кўрсатиб, намунага қараб машқни бажаринг

Намуна: The letter is still being typed.

The letter has already been typed.

1. The house is still being built.

2. The dictation is still being written.

3. The report is being made.
4. The students are being examined.
5. The book is still being read.
6. She is being sent to England.

XVII. Ўзбек тилига таржима қилинг:

1. Many new houses had been built in this town before we came to live there.
2. An opening speech has been made by Mr. Brown.
3. He asked me if he had been invited to the party.
4. The project had been ready by Monday.
5. Much attention has been paid to the further improvement of the living conditions.

XVIII. Феълларни керакли замонда аниқ ёки мажҳул нисбатда қўйинг:

1. The experimental laboratory (to build) by 1990.
2. He (to agree) to take part in the research work after he (to find out) that it (to connect) with the improvement of ecological situation of the town.
3. After the dictionaries (to bring) we (to begin) translating the book.
4. My invitation (to accept) with pleasure by them today.
5. Many new houses (to build) in our town every year.

Revision Exercise

· THE PASSIVE VOICE

Passive Constructions га аҳамият бериб гапларни таржима қилинг

1. His works are often referred to in scientific papers.
2. The expedition will be sent to Central Asia next year.
3. The lecture on chemistry was attended by many students.
4. The rate of corrosion is greatly influenced by temperature.
5. The first scientific researches were followed by experimental work.
6. Great attention is paid to the growth of heavy industry in the Urals.
7. The chemical properties

of chromium are greatly affected by the carbon content. 8. The automatic machine had been much worked at before it was put into operation. 9. The tourists were shown not only the center of the capital with its famous palaces, but also its new districts. 10. Difficulties are often met with in solving scientific problems. 11. Tsiolkovsky's works on a theory of cosmic flights are often referred to by many scientists of the world. 12. The operation of semiconductor devices is greatly affected by temperature. 13. Gold has been known since earliest times and has always been highly valued as a metal for ornament. 14. Throughout the physical training the astronauts are taught variety of special subjects.

LESSON 15.

Let's Speak English

Грамматика. The Sequence of Tenses (Замонлаар мослашуви) Direct and Indirect Speech (Кучирма ва ўзлаштира гаплар)

Матнлар устида ишлаш:

Text A: BEFORE THE SYMPOSIUM

Text B: CONVERSATION PRACTICE (POSSIBLE VARIATIONS)

EXERCISES, GRAMMAR NOTES, TEXTS

LET'S SPEAK ENGLISH

I. Диалогни тўғри оҳанг билан ўқинг.

- 'Is there a bookcase in your sitting-room? Yes, there is.
'Are there any books in it? Yes, quite a lot.
'How many are there? I 'don't know, I 'haven't counted them. And 'where's the window in the room? On the 'left of the piano.
'What is there under the window? A radiator. 'Can you see it?
'No, I can't. 'Why not? Because it's behind the sofa.

II. Сўзларнинг ўзагини аниқланг ва таржима қилинг

Londoner, allowance, unpleasant, determination, constructor, distance, rearrange, generally, discovery,

movement, spicialist, special, readiness, useful, equalise, density, classify, advantageous, motionless,

Грамматика

The Sequence of Tenses

Инглиз тилида эргаш гапнинг кесими бош гапнинг кесимига боғлиқ бўлади.

Агар бош гапнинг кесими ҳозирги ёки келаси замонда келса, эргаш гапнинг кесими исталган замонда ишлатилиши мумкин.

Масалан:

| | | |
|------------------------------|------------------|--|
| He knows (will know) that | you are busy | У сизнинг бандлигингизни билади. |
| | you were busy | У сизнинг банд бўлганлигинизни билади. |
| | you will be busy | У сизнинг банд бўлишлигинизни билади. |

Агар бош гапнинг кесими ўтган замонда келса, эргаш гапнинг кесими албатта ўтган замондан бирида келади ва замонлар мослашуви қондасига амал қилади:

1. Агар эргаш гапдаги иш-ҳаракат бош гапдаги иш-ҳаракат билан бир пайтда содир бўлса, эргаш гапнинг кесими **Past Indefinite (Past Continuous)** да ишлатилади ва ўзбек тилида ҳозирги замон шакли билан таржима қилинади:

She said that she worked at the factory.

У ўзининг заводда ишлашини айтди.

2. Агар эргаш гапдаги иш-ҳаракат бош гапдаги иш-ҳаракатдан аввал содир бўлган бўлса, эргаш гапнинг кесими **Past Perfect** шаклида берилади, ўзбек тилида ўтган замон қилиб таржима қилинади: He said (that) he had worked at the factory.

У ўзининг заводда ишлаганлиги айтди.

3. Агар эргаш гапдаги иш-ҳаракат бош гапдаги иш-ҳаракатдан кейин содир бўладиган бўлса, эргаш гапнинг кесими **Future-in-the Past** ишлатилади. Унда 1-шахс учун

ёрдамчи феъл **should**, қолган шахслар учун **would** ва феълнинг инфинитив шакли **to** юкламасисиз ишлатилади.

He said that he would work at the factory.

У ўзининг заводда ишламоқчилигини айтди.

Direct and Indirect Speech

Ўзгалар нутқини айнан сақланган ҳолда берилиши кўчирма гап (**Direct Speech**) дейилади. Нутқ мазмуни сақланган ҳолда эргашган кўшма гап қилиб берилиши ўзлаштирма гап (**Indirect Speech**) дейилади.

Direct Speech

Indirect Speech

He says, "I shall do this work".

He says (that) he will do this work.

Кўчирма гапни ўзлаштирма гапга айлантирганда замонлар мослашуви қоидасига амал қилинади. Агар бош гапнинг кесими ўтган замонда келса, кишилиқ, эгалиқ олмошлари ва айрим сўзлар ўзгаради: **this-that, these-those, now-then, to-day-that day, to-morrow-the next day, yesterday-the day before, ago-before, here-there** ва бошқалар.

Сўроқ гапларни (умумий сўроқ) ўзлаштирма гапга айлантирганда, тўлдирувчи эргаш гап бош гапга **if (whether) "агар"** ёрдамида, махсус сўроқ гаплар **эса, who, which, whose, when, why, how many** билан боғланади.

Direct Speech

Indirect Speech

He asked me, "Do you know the way to the station?"

He asked me if (whether) I knew the way to the station.

He asked me, "Where do you live?"

He asked me where I lived.

Буйруқ майли ишлатилган кўчирма гапдаги, феъл ўзлаштирма гапда инфинитивга айлантирилади.

Агар кўчирма гапда буйруқ оҳанги берилса, кўчирма гапдаги **to say** феъли ўзлаштирма гапда **to tell** ёки **to order** (буйруқ) га айлантирилади.

Агар кўчирма гап илтимосни англатса, **to say** феъли **to ask** (сўрамоқ, илтимос қилмоқ) бўлиб ўзгаради.

Direct Speech

Indirect Speech

He said, "Do it for me".

He asked to do it for him.

III. Қуйидаги гапларни ўзлаштирма гапга айлантириг

He says: "I live in Tashkent".

Ann said: "I was in England with a group of students.

The man said: "I am very busy today".

The teacher said: "We shall finish the lesson in five minutes."

The girl asked: "Where is the map of England?"

"Can your friend show me Moscow on the map?" the teacher asked.

"What is your name?" she asked me.

"The students can't read German well", the teacher said.

"May I invite Nick to our house?" Pete said.

"I couldn't watch TV yesterday"—my sister said.

IV. Замонлар мослашувига амал қилиб гаплар тузиинг

| | |
|-------------------------|---|
| He says that | he (to live) in Moscow he (to be absent) at the lesson he (to invite) his friends he (to be glad) to see me |
| She said that | she (to go) to the camp she (to go) to the mountains she (to rest) in the village she (to be) 20 years old |
| He asks us if (whether) | we (to be busy) now we (to go) to the library tomorrow we (to inform) him about the students conference we (to miss) the lessons |
| She asked me | when I (to be) at home where my friend (to live) why Sasha (to like) to visit his aunt |

V. Гапларни боғловчилар билан тўлдириг ва ўзбек тилига таржима қилиг

1. She asked me ... I had been in Samarkand.

2. He told me ... he couldn't go to the library that day.
3. I asked my friend ... she was in a hurry.
4. The scientists say ... they can distinguish these objects.
5. The astronomers say ... we shall know more about Mars soon.
6. The engincer says ... they can increase the speed of cars.
7. The cosmonaut says ... he will take part in this space flight.
- 8) He said ... his hobby was to collect minerals.

VI. Диалогии ўқинг ва гапириб беринг

Pete Meets Mike

Pete: Hallo, Mike.

Mike: Hallo, Pete. I am glad to see you. How are you?

Pete: Very well, thank you. And you?

Mike: Fine, thank you. How is Lena?

Pete: I'm afraid she is ill. The doctor says she must stay in bed for two weeks more. She is afraid to be behind in her studies at the University.

Mike: Oh, I'm sorry to hear that.

Pete: Where are you coming from?

Mike: From the University.

Pete: So late?

Mike: We had students conference.

Pete: Oh, I see.

Mike: Mother is waiting for me for dinner. Good-bye, Pete.

Pete: Good-bye.

VII. Тўлдирувчи эргаш гапнинг кесимини замонлар мослашуви қоидасига мувофиқ ўзгартиринг

1 Mike said that he often (watch TV).

2 Ann said that she always (forget) something at home.

3 She remembered that they (leave) for Samarkand.

4 We know that the boy (be interested) in history.

5 Make says that he (collect) English newspapers.

6 The teacher thought that those boys (live) in the nearest village.

- 7 I think that Ann (help) her parents about the house.
- 8 John said that he sometimes (rest) there.
- 9 I knew that they (like) that beautiful garden.
- 10 We know that the children (study) the life of birds.

VIII. Гапларни тўлдириш ва таржима қилиш

1. I said that they (to live) in London.
2. We thought that she (to work) at the hospital.
3. Mother was sure that she (to see) my friend.
4. They forgot that they (to discuss) the question.
5. The collective farmers told us that they (to plan) to plant fruits.
6. Pete remembered that he (to be) absent at the lecture.
7. I decided that we (to come) to the party.
8. They told us that they (to visit) our plant
9. I was sure that I (to rest) in the country.
10. We were afraid that we (to be late) for the train.

IX. Гапларни замонлар мослашуви қондасига биноан тўлдириш

- | | |
|-----------------|---|
| 1. to cook | Mother said that she ... dinner. |
| 2. to arrive | 2. The people told me that the train ... |
| 3. to decide | 3. I was sure that you ... to stay in the village. |
| 4. to melt | 4. The boys said that the ice ... |
| 5. to take care | 5. The old woman said that she ... of Ann. |
| 6. to get | 6. She told us that all of them ... wet through. |
| 7. to spend | 7. We were sure that Nick ... his holidays in the camp last summer. |
| 8. to take part | 8. She said that she ... in the work. |
| 9. to meet | Ann told that she ... the doctor on her way home. |
| 10. to promise | I knew that he ... not to touch your books. |

**X. Тўлдирувчи эргаш гапнинг кесимини замонлар
мослашуви қондаси бўйича тўғриланг**

1. The teacher said he (to receive) a letter from his friend.
2. I knew that the Petrovs (to live) in Moscow.
3. He forgot that he (to lose) his pencil.
4. Mary remembered that she (to put) the book on the top shelf.
5. We thought that they (to invite) you.
6. He said that he (to plant) an apple-tree near the windows.
7. The woman said that she (to buy) a new coat.
8. The man told us that he (to be) in England.
9. The villagers told us that they (to gather) a lot of apples last year.
10. I told Mike that I (to receive) a "five" in English.

XI. Байналминал сўзларни алфавит тартибида айтинг:

laboratory, symposium, interest, control, effect, organization, abstract, discussion, information, centre, organize, residence, ecology, committee, problem, natural, plan, publish, section, hall, special.

**XII. Ажратилган сўзларнинг маъносини луғатдан
топинг ва гапларни таржима қилинг**

- 1 I have no connection with them.
- 2 It is connected very simply.
- 3 We discussed all problems connected with it.
- 4 Line connecting two points is AB.

**XIII. Луғат ёрдамида "to take" сўзининг сўз
бирикмалари билан келгандаги маъносини аниқланг**

1. to take part; 2. to take examination; 3. to take some disciplines; 4. to take up modern technique; 5. to take the first place.

**XIV. Феълларнинг тўғри ёки нотўғрилигини луғат
ёрдамида аниқланг ва таржима қилинг**

to locate, to come, to act, to meet, to provide, to build, to take, to speak, to open, to effect, to need, to do, to see.

Text A

XV. Матнни ўқинг ва уни луғат ёрдамида таржима қилинг

BEFORE THE SYMPOSIUM

The Laboratory of Environmental Studies is now occupied by international ecology symposium. Among the participants we see very many foreign guests who have come here specially for the occasion. Let's see who is who.

Rustamov, the chairman of the Organizing Committee, interested in forecasting the needs of a big city and ecological problems connected with it.

Prof. S. Orlov — a member of the State Committee for the Control of Natural Environment, does much ecological research on health effects of air pollution.

Prof. Thomas Clark — in charge of a research team studying water pollution problems.

The symposium will take place between the 5th and 10th of June. The theme of the symposium is to be "Man and the Environment". Those giving papers are asked to supply short abstracts (main ideas in a speech) to the programme Committee that plans to present every participant with a book of abstracts before the opening of the symposium. All the papers accepted for the symposium will be published in the symposium proceedings.

The major part of the programme will be devoted to sectional meetings. The information office and the travel office will be located in the main building of the Science Center. The accommodation (place to live) will be provided in the students hostel. A bus tour round Tashkent will be arranged. The participants of the symposium will have an opportunity to fulfill not only a busy schedule but also to visit theatres, monuments, and new residential areas.

XVI. Қуйидаги сўз бирикмаларини матндан топинг:

қатнашувчилар орасида; чет эллик меҳмонлар; у билан боғланган; экологик текшириш; симпозиум очилиши олдидан; маърузаларнинг асосий мазмуни; бахсларда; кун

тартибининг асосий қисми; симпозиум қатнашчиларининг имкониятлари.

XVII. Сўз бирикмаларини таржима қилинг:

water pollution problem, for the occasion, in charge of a research team, will take place, a book of abstracts, be happy to welcome, sectional meetings, the main building, accomodations, those who intend to take part.

XVIII. Қавс ичидаги сўзлардан танлаб мосини қўйинг

1. Among (this, these, those) participating we see many foreign guests who have come here.

2. We are interested in forecasting the needs of a big city and ecological problems (related, associated, connected) with this problem.

3. The symposium (will be housed, will take place, will be) between the 5th and 10th of June.

4. We shall also (be happy to welcome, to tell some words of greetings, to greet) those who intend (to have part, to be, to report, to take part) in the discussions.

XIX. Иккитадан бўлиб ишланг ва саволларга жавоб беринг

1. What scientists have come to the congress?
2. Who is the chairman of the Organising Committee at the congress?
3. What problems are to be solved at the congress?
4. In what way are the participants asked to present their reports?
5. What can you tell about their cultural programme?

XX. Инглизча сўранг ва жавоб беринг

- 1 Симпозиумга келган меҳмонлар кимлар эди?
- 2 Сиз меҳмонларни қандай табриклайсиз?
- 3 Олимлар маърузаларини сиз қандай тарқатасиз?
- 4 Симпозиум қатнашчиларини сиз қаерларга олиб борасиз?

XXI. Диалогни роллар бўйича ўқинг

- A. I am going to the Congress to Moscow.
- A. It is an international ecology congress.
- A. The main problem is the problem of water pollution.
- A. Yes, I am going to make a report. We have rather important results in our laboratory.
- A. Yes, I am. I've got the programme already.
- B. What congress is it?
- B. What problems will be discussed there?
- B. Will you take part in the discussion?
- B. Are you included in the proceeding?

Text B

XXII. Диалогни ўқинг ва таржима қилинг

CONVERSATION PRACTICE

A: May I introduce a friend of mine to you? He is doing research into the problems of soil pollution. He has used some new technique which minimizes experimental errors.

B: Yes, that's why I'm here with you today. I'm going to share some experimental data of my research.

A: Have you studied the biological consequences of soil contamination?

B: No, it's beyond my research.

A: Where does the word "ecology" come from?

B: It comes from the Greek word "oikos" meaning "house".

XXIII. Ушбу гаплар ёрдамида қисқа ҳикоялар тузинг

1. You are establishing contacts with a group of students from an English Polytechnical Institute. You know you work in the same field. Some of the students you met before.

2. Imagine you are taking part in the symposium on environmental problems and making a speech.

You are: a) a member of the Organizing Committee making an opening (closing) speech; b) an environmental engineer doing antinoise pollution research; b) a journalist; c) a member of the State Committee for Environmental Protection. What is your programme for the protection of the environment.

Ўз-ўзингизни текшириш учун вазифалар.

XXIV. Саволларга тўғри жавобини танланг

1. How do you do, Mike. I am glad to welcome you in our country. When did you arrive?

2. Have you studied the problem of the biological consequences of soil contamination?

3. May I introduce you to a friend of mine? He is interested in your problem.

4. I've heard you have got some interesting research results at your laboratory?

5. Where does the word "ecology" come from?

1. Yes, the results we have obtained are rather important and awaited. I'll report them, when I'll have an opportunity.

2. I shall be very pleased. I've heard a lot about your friend and I've read his article.

3. It comes from the Greek word "oikos" which means "house".

4. How do you do, John. I am also glad to see you again. We have arrived yesterday.

5. No, it's beyond my research.

XXV. Қўйидаги берилган сўзларнинг мосини нуқталар ўрнига қўйинг

consequences, protection, guests, part, are establishing, accepted.

1. We ... contacts with many foreign countries.

2. The biological ... of soil contamination is not enough studied.
3. Our programm for the ... of the environment was listed in details.
4. Many foreign ... were present at the conference.
5. All papers ... for the symposium will be published.
6. The major of the programme will be devoted to one of the most important question of present time.

XXVI. Матндаги сўзлардан фойдаланиб ушбу гапларни таржима қилинг:

1 Дўстимни сизга таништиришга рухсат берсангиз. 2 Сиз симпозиумда маъруза билан қатнашишингизни эшитдим. 3 Мен сизларни ўзимнинг энг охирги тадқиқотларим билан таништирмоқчиман. 4 Булар менинг илмий ишларимдан ташқаридир. 5 Сиз ўз изланишларингизда табиатни муҳофаза қилиш ҳақида нималар қилдингиз?

XXVII. Янги сўз ва ибораларни таржима қилинг ва уни роллар бўйича ўқинг

AT THE AIRPORT

I

A:— Excuse me, are you Mr. Russell Brundon, the sociologist from London?

B:— Yes, I am.

A:— Let me introduce myself. I'm a representative of the Organizing Committee. My name is ...

B:— How do you do, Mr (Mrs...)?

A:— How do you do, Mr. Brundon? Glad to meet you. You're the Head of the UNESCO group, aren't you?

B:— Quite right. The group is waiting for you over there.

A:— How was the flight?

B:— Everything was wonderful.

II

A:— (the representative of the organising committee)

B:— (the guide)

A:— Good morning, ladies and gentlemen. Welcome to Uzbekistan.

B:— Let me to introduce Mr. Bernard from Bern, Switzeland, Professor of Linguistics and a well known writer as well.

A:— Happy to meet you.

What language do you speak, Mr. Berg?

Mr. B:— I speak German, English and a little French.

A: Do you speak Russian?

Mr. B:— Unfortunately, I don't. If I had the chance I'd be glad to learn it.

A:— Here's your luggage. Would you, please, count your pieces of luggage? Bags, suitcases, parcels, boxes-thirty pieces in all. Attention, please. Ladies and gentlemen. You are requested to go to Exit 3. Come along and off we go. The bus is waiting for you. It will take you to the hotel.

Мустақил иш учун вазифалар

XXIII. Қуйидаги матнларни ўқийг ва талабаларнинг илмий анжуманида ушбу ибораларни қўллаб ма'руза қилинг, савол-жавобларда қатнашинг

WE ARE THANKFUL TO THE ORGANIZING COMMITTEE

Professor N, : Let me take, if I may, one or two minutes more. I am sure all the participants will join me in expressing the deepest gratitude to the Laboratory of Environmental Studies for arranging this symposium. Particular thanks must go to the members of the Organizing Committee who spent many hours planning the symposium and anticipating our needs, in order to make our visit so very pleasant.

The symposium has given us sufficient food for thought. The free interchange of opinions has been made possible by the excellent interpretation services. I therefore move (suggest) that we all express our thanks to the interpreters who have helped us so much and ensured the smooth (free from difficulties) working of the symposium.

CLOSING SPEECH

Ladies and gentlemen, I would like to thank you for joining in our discussions.

We certainly haven't solved the world's environmental problems by any means but we've had a very helpful exchange of points of views. The laws of nature do not depend on national frontiers. Science knows no national boundaries (frontiers) and its development becomes faster due to international cooperation. We work in different countries but in the same or very similar fields and it often occurs that in one country we use the results obtained in another country.

I wish you all a very pleasant time during your stay in our city and success in your work for the welfare (benefit) of mankind.

I now declare the symposium closed.

Thank you and good luck to all of you.

XXIX. Қуйидаги саволларга матндан жавоб топинг ва ўқинг

1 What world's environmental problems have you managed to solve at the congress?

2 What words can you close a congress with?

3 How can you express your deepest gratitude?

XXX. Матн мазмунига қараб сарлавҳаларни кетма-кет жойлаштиринг

1 Programme of the Congress.

2 Closing Speech.

3 Organizing Committee Work.

4 Opening Speech.

XXXI. Ушбу мавзулар асосида маълумот тайёрланг:

1 Тайёргарлик ишлари (меҳмонларни таклиф этиш, кун тартибини тузиш, меҳмонларни жойлаштириш).

2 Симпозиум очилиши.

3 Ма'рузаларни тинглаш ва таҳлил қилиш.

4 Раиснинг охирги сўзи.

LESSON 16

Let's Speak English

Грамматика: The Participle (Сифатдош) The Participial Constructions

Матнлар устида ишлаш

Text A. International Congress of Biochemistry.

Text B. Space Science.

EXERCISES, GRAMMAR NOTES, TEXTS

LET'S SPEAK ENGLISH

I. Диалогни тўғри оҳанг билан ўқинг

AFTERNOON TEA.

'Good afternoon, Mrs. White, 'how 'are you? 'Very well indeed, thank 'you, 'and 'how are 'you? 'Quite well, thank you. 'Won't you 'sit down ... Excuse me, please. I 'think 'that's my 'niece at the door. Hallo, Betty, dear. I'm so glad to see you. You do look well. I 'don't think you've 'met each other before. 'Let me introduce you. 'This is my niece, Miss Smith. Mrs. White, Mr. White. 'How do you do ... 'How do you do. And 'now let's 'have some tea. 'How do you 'like your tea, Mrs. White, strong or weak? 'Not too strong, please and 'one lump of sugar. I like my tea 'rather 'sweet, but my 'husband prefers 'his without sugar.

II. Қуйидаги сўзлар қайси сўз туркуми эканлигини аниқланг

Famous, historic, assistance, various, successfully, dissertation, performance, unity, navigate.

Difference — to differ — to differentiate — differential; equal — equally — to equate — equality; to combine — combination.

Грамматика

The Participle (Сифатдош)

Сифатдош феъл негизига -ing қўшимчаси қўшиш билан ясалди, унда сифатлик ва феъллик хусусиятлар бор.

Сифатдошнинг қуйидаги шакллари бор:

| Forms of Participles | Active | Passive |
|----------------------|--------------|-------------------|
| Present | asking | being asked |
| Past | — | asked |
| Perfect | having asked | having been asked |

The Present Participle Active (Participle I)

гапда аниқловчи ва ҳол вазифасида келади. Ўзбек тилида -ётган, -диган, -иб, -гач қўшимчаларини олган сифатдошга ёки равишдошга тўғри келади ва ҳозирги замон сифатдоши дейилади.

The man making a report is the head of the laboratory (аниқловчи).

Coming home from the conference I began to analyse the new data (ҳол).

Маъруза қилаётган киши тажрибахона мудири.

Конференциядан уйга келиб, мен янги далилларни таҳлил қилдим.

The Present Participle Passive қуйидаги шаклга эга: being + Past Participle. У ўзбек тилидаги мажҳул нисбатдаги сифатдошга тўғри келади, гапда аниқловчи ва ҳол бўлиб келади.

The large house being built in our street is a new school.

Being heated magnetized steel loses its magnetism.

Кўчамизда қурилаётган катта бино-янги мактаб.

Магнитланган темир иситилганда тортиш кучини йўқотади.

The Past Participle (Participle II)

Феълнинг шахсиз формаси тўғри феъллардан ясалса, феъл негизига -d ёки -ed қўшимчаси қўшилади (to ask -asked, -asked).

Нотўғри феълларда қоида бўйича феълнинг ўзаги ўзгаради: (to write — wrote — written). Ушбу дарсликнинг охири бетида нотўғри феъллар жадвали бор. Participle II гапда аниқловчи, ҳол вазифасини бажаради ва ўтган замон сифатдоши дейилади.

The translated text was about the space (аниқловчи)

When asked he answered in the affirmative (ҳол)

The Perfect Participle Active қуйидаги шаклга эга: having + Past Participle.

У асосий феъл ифодалаган иш-ҳаракатдан аввал содир бўлган иш-ҳаракатни кўрсатади, ўзбек тилига равишдош орқали берилади, гапда кўпинча ҳол вазифасини бажаради.

Having read the book I gave it to my friend (ҳол)

Having come home I saw the door opened (ҳол)

Таржима қилинган матн фазо тўғрисида эди.

Ундан сўрашганда, у ижобий жавоб берди.

Китобни ўқиб бўлгач, мен уни дўстимга бердим.

Уйга келиб, эшик очиқлигини кўрдим.

The Perfect Participle Passive қуйидаги шаклга эга: having been written. Ўзбек тилига сифатдош бирикмаси орқали берилади. Кўпинча гапда ҳол вазифасида келади.

Having been given all the instructions the teacher left the laboratory (ҳол).

Having been copied out the text the students left the room (ҳол).

Ҳамма кўрсатмаларни бергандан кейин ўқитувчи тажрибахонадан чиқиб кетди.

Матнни кўчириб бўлиб, талабалар хонадан чиқиб кетдилар.

The Absolute Participle Construction

Бу конструкция умумий келишикдаги от ёки номинатив келишикдаги олмош ва сифатдошдан тузилади. Сифатдошли абсолют конструкция гапда ҳол вазифасини

бажаради, ўзбек тилига пайт, сабаб эргаш гап бўлиб таржима қилинади:

The professor being ill,
the lecture was delayed.

Профессор касал бўлгани учун, маъруза қолдирилди (сабаб эргаш гап).

Everybody having come,
they proceeded with the experiment.

Ҳамма келиб бўлгандан сўнг, улар тажрибани давом эттирдилар (пайт эргаш гап).

III. а) The Present Participle нинг керакли шаклини қўйинг

...English, she began to study French.

(Инглиз тилини ўрганиб бўлиб, у фаранг тилини ўргана бошлади).

having learned; being learned; learning.

b) "Having translated the article I went to the Institute"нинг тўғри таржимасини топинг

Мақолани таржима қилаётиб, мен институтга кетдим. Мақолани таржима қилиб бўлгач, мен институтга кетдим.

c) The Perfect Participle ишлатилган гапни топинг

He has been reading since morning.

Reading much on the problem he decided to make a report.

Having read much on the problem he made an interesting report.

d) The Past Participle ишлатилган гапни топинг ва таржима қилинг

1. My friend solved a very difficult problem.

2. The problem solved by my friend is very difficult.

3. My friend was solving a very difficult problem yesterday at 5 o'clock.

e) The Past Participle ишлатилган гапни топинг ва таржима қилинг

1. She translated the text.

2. Solving a problem he made many mistakes.

3. We saw the house built many centuries ago.

f) "Менга китобни бериб, у ўз столига яқинлашди" гапига мос таржимани топинг

1. He gave me a book and came up to his table.
2. He came up to me and gave me my book.
3. Having given me the book he came up to his table.

g) ... from the Institute he left for Samarkand" гапини керакли сифатдош шакли билан тўлдилинг. (Институтни тамонлаганидан сўнг у Самарқандга кетди).

having graduated; being graduated; graduating.

h) "Having been translated into many languages, the book became known everywhere гапининг тўғри таржимасини топинг

1. Китоб кўп тилларга таржима қилиниб бўлгач, у жуда оммалашди.
2. Китоб кўп тилларга таржима қилинди ва жуда оммалашди.

IV. Сифатдош шакллари аниқланг ва ўзбек тилига таржима қилинг

1. The falling water has kinetic energy.
2. The large house being built in our street is a new school.
3. The translated text was about the space.
4. Having read the book I gave it to my friend.
5. Having been given all the instructions the teacher left the laboratory.

V. The Absolute Participle Construction ишлатилган гап бўлакларини ўзбек тилига таржима қилинг

1. The question being too difficult, no one could answer it.
2. Everybody having come, they finished the experiment.
3. All the preparations completed, they could start.
4. Writing a letter to him I thought of his last report.
5. While working at the laboratory, the students helped each other.

VI. Participle va Participle Construction ishlatib gaplarni ingliz tiliga tarjima qiling, sўng tarjimani tekshiring

1. Биз Кюрини радиактивлик ходисасини кашф қилган олим сифатида таниймиз. 2. Лодигин кўп сонли тажрибаларга бор пулини сарф қилгандан кейин, деярли пулсиз қолган эди. 3. Физик ҳодисалар ўртасидаги ўзаро таъриқлик муносабатларини аниқлаб чиққандан кейин, ҳозирги замон физикаси бу муносабатларни талқин қилишга ҳаракат қилади. 4. Ишонсиз асбоблар билан ўлчангани учун натижалар нотўғри эди. 5. Инсон томонидан яратилган ҳамма машиналар энергия "йўқотиш" хусусиятига эга, бу энергия ишқаланиш туфайли фойдасиз иссиқликқа айланади. 6. Астрономияда ҳаттоки Ер ва Қуёш каби кўп сонли жисмлар материал заррачалар ҳолида қаралиши мумкин.

Гапларнинг таржимаси:

1. We regard the Quries as having discovered the phenomenon of radioactivity.
2. Lodygin was practically without money, having spent all he had on his numerous experiments.
3. Having established relations of interdependence among physical facts, modern physics tries to interpret these relations.
4. Having been measured with unreliable instruments, the data were incorrect.
5. All the machines that have ever been built by man have some energy "loss", that energy being converted into useless heat due to friction.
6. In astronomy even vast bodies as the Earth and the Sun can be treated as material particles, their actual demensions being negligible compared with their mutual distance.

VII. Матнда ишлатилган байналминал сўзларни алфавит тарзида қўйинг

international, congress, aspect, ceremony, session, plenary, concert, symphony, orchestra, program, symposia, contribution, assembly, meetings, apparatus, modern,

different, informative, short, addresses, delegates, president, display.

VIII. Университетда ўрганаётган фанлар номларини транскрипцияда ёзинг.

mathematics, chemistry, biology, geography, history, philosophy, economy, algebra, biochemistry, foreign language, mineralogy optics, probability theory.

IX. Ўзаги бир хил сўзларни танланг ва луғат ёрдамида таржима қилинг

to found, occupation, populated, foundation, situate, to occupy, founder, situation, to populate, situated, populated, occupied.

X. Давлатларнинг номларини транскрипциясини луғатдан топинг ва ўқинг

Iran, Tirkey, Afganistan, China, The USA, Belgium, Lebanon, Hungary, Poland, Finland, Norway, Japan, India, Chile.

Text A

XI. Матнини ўқинг ва таржима қилинг

INTERNATIONAL CONGRESS OF BIOCHEMISTRY

The International Congress of Biochemistry was held under the presidency of the Uzbek Academician. The number of registered participants was larger than at any previous congresses and it seems that each congress attracts more and more workers who are interested in one or many aspects of the broad subject of biochemistry.

The congress held its opening ceremony in the impressive Palace of Sports. The main congress was held in the large assembly hall of the University. The scientific programme included a series of plenary meetings.

The main speakers were allowed up to 40 minutes to develop their subject and subsequent speakers to 15 minutes. The arrangements for simultaneous translations in these

meetings were excellent. Pre-prints of the main congress lectures were available to participants before the meeting.

There was a useful display of scientific apparatus and a modern books exhibition dealing with all aspects of biochemistry.

Most of those attending the congress were accommodated in the student quarters of the University. There were series of interesting tours arranged by the Organizing Committee. Prof. Green closing the plenary session marked a number of reports made by the Uzbek scientists. This was followed by a number of short addresses of appreciation by delegates from several countries, after which the president closed the proceedings and formally announced that the next congress would be held in New York.

XII. Матндан қуйидаги ибораларнинг таржимасини топинг: балким; бирор нарса билан қизиқмоқ; очилиш тантанаси; асосий маърузачилар; синхрон таржима; бирор нарса билан шуғулланмоқ; иштирок этувчиларнинг кўпчилиги; конгресснинг ёпилиш мажлиси; кейинги конгресс Нью-Йоркда ўтказилади.

XIII. Қавслар ичида берилган сўзларни маъносига кўра ишлатинг

The number registered participants was larger than at any (first, past, recent) congress.

The plenary session was followed by the (lecture, report, concert) Most of those (visiting, coming, attending) the congress were from Tashkent.

The president (put an end, closed, finished) the proceedings.

XIV. Иккитадан бўлиб ишлаб, саволларга жавоб беринг

1. What congress was held?
2. What questions were followed after the plenary session?
3. How many minutes were allowed to the main speaker?
4. How was the simultaneous translation arranged?
5. With what aspects of biochemistry do you deal with?

6. Where were the participants of the Congress accomodated?

XV. "Конгресснинг очилиши", "Конгресснинг дастури",
"Конгресснинг охирги иш куни" ҳақида инглиз
тилида гапириб беринг

XVI. Иккитадан бўлиб мулоқот қилинг

A.— Did you attend the
Biochemistry Congress?

B.— Yes, I did. But I was
late at the opening
ceremony.

A.— It's pity. Prof.
G. E. Green opened the
congrees with a very
interesting lecture.

B.— I know it. I've got a
printed copy of his lecture.
I've read it.

A.— How do you
appreciate this lecture?

B.— Well, I suppose Prof.
Green's information is very
important for the future
development of bioche-
mistry.

Text. B

XVII. Матнни ўқинг ва таржима қилинг

SPACE SCIENCE

The International Space Science Symposium held during the second week of January, was attended by nearly 200 delegates from all over the world. In the foyer was arranged an exhibition of instruments for space research with a display of some experimental results.

The meeting was the first opportunity for a comprehensive presentation of the work being done in various parts of the world, and it provided time for the discussions. Much of the work had been carried out during the International Geophysical Year, but important results obtained since were also presented.

The hundred papers read at the conference were classified under seven headings. At the opening session, on the Earth's atmosphere, it was discussed some of the doubts which have been closely concerning the value of

meteorological pictures made from satellites. A comprehensive paper presented some results on the neutral gas and the ionization.

The study of solar radiation is one of the most important branches of space science. The extensive and systematic work of the scientists was reported at the symposium. The session on the Moon and the planets contained a number of papers, reflecting the stimulation of interests in these fields by the rapid development of space technology. It should be mentioned that a special interest of the session was paid to a space biology.

XVIII. Қуйидаги саволларга тўғри жавобни топинг

- | | |
|---|---|
| 1. What was arranged in the foyer? | 1. Seven headings were classified at the conference. |
| 2. What did the comprehensive paper present? | 2. An exhibition of instruments for space research was arranged in the foyer. |
| 3. How many headings were classified at the conference? | 3. Much of the work had been carried out during the International Geophysical Year. |
| 4. When had much of the work been carried out? | 4. The comprehensive paper presented the Russian results on the neutral gas and the ionization. |

XIX. Ушбу сўзларни ишлатиб гапларни тўлдириг:

purpose, ceremonies, speeches, opportunity

1. Welcoming ... were also given by the Uzbek Minister of Public Health.

2. The opening and closing ..., however, were held in Palace of Congress.

3. In affording this opportunity to exchange scientific ideas, the conference achieved its

4. The scientists got an ... to discuss developments and exchange ideas.

XX. Матндан қуйидаги гапларнинг таржимасини топинг ва уларни ёд олинг

1. Конференцияда ўқилган юзлаб маърузалар еттига
иуналиш бўйича белгиланди. 2. Қуёш радиациясини ўр-
ганиш коинот тўғрисидаги билимларни ўрганувчи фандир.
3. Кўргазмага кираверишда коинотни тадбиқ этишга оид
жиҳозлар қўйилган эди.

XXI. Диалогдаги нотаниш сўз ва ибораларни
луғатдан топинг, таржима қилинг ва роллар бўйича
ўқинг

BEFORE THE CONGRESS

(The chairman of the Programme Committee of the
Congress is giving a press conference)

Reporter: Mr. Chairman, such a big congress with more
than 1.500 participants necessarily brings up the question
of restricting the number of papers to be read. Could you
give us your opinion on this matter?

Chairman: Yes, I could. Sometimes we are told there
are too many speakers at our conferences and congresses.
We have discussed this point and have come to a decision
that as many speakers as possible should be enabled to
speak.

Reporter: Yes, it would be really a pity if any one who
wanted to speak about the problem or technique did not
get a chance to do it. And what about plenary session?

Ch.: In recent years we have reduced plenary sessions
to a minimum but we have no intention of splitting the
Congress up in to small groups. This is not practicable.

R.: Do you mean all abstracts will be published?

Ch.: Yes, I do. But the authors should send 3 copies
of complete papers maked "To the Congress". Abstracts
should be about 500 words long and should include the
following information: title of the paper, author's name and
affiliation (=membership of some society, attachment to some
institution), and a concise (in few words statement both of
the purpose of the work and of the significant results) and
conclusions.

R.: What will be the form of the presentation of these
papers?

Ch.: Accepted papers are to be presented orally in poster-session and published in the Proceedings of the Congress.

Мустақил иш учун вазифалар

XXII. Матни ўқинг ва таржима қилинг

MOSCOW CONFERENCE ON CANCER

Sixty eight flags, signifying participants from as many countries, flew at the main entrance of the Moscow State University during the conference on cancer held in Moscow. The number of persons attending the six-day meeting varied from five to nine thousand. Having been sponsored by the International Union Against Cancer the conference is held every four year to give scientists from all countries an opportunity to discuss developments and exchange ideas on every aspect of the cancer problem. Nine hundred or more papers, as well as a number of scientific exhibits and films, were presented at this meeting.

These scientific sessions, some 78 in number, were held in six halls of the massive new buildings of the Moscow State University. The opening and closing ceremonies, however, were held in the Palace of Congresses.

For many delegates this was a first visit to Moscow, and there was considerable interest about accommodations, facilities, surroundings, and many other things. But both the hospitality and organization were certainly praiseworthy. Transportation-an obvious problem because of language difficulties and the six-mile distance to the University from the hotels in which most visitors stayed-was remarkably easy.

On the whole, the Congress proved to be a successful opportunity of exchanging scientific ideas on a wide basis.

XXIII. "Moscow Conference on Cancer" матнидан конференция яхши ташкил қилганлиги ҳақидаги гапни топинг

XXIV. Қуйидаги саволларга матндан жавоб беринг

1. Who was the sponsor of the conference?
2. How many days did the conference last?

3. What kind of conference was it?
4. What were the results of the conference?

XXV. Матн мазмунига қараб сарлавҳаларни белгиланг

1. Language Problem.
2. A good Opportunity.
3. 78 Sessions.

XXVI. "Конференцияни ташкил этиш",
 "Конференцияни ўтказишдан мақсад",
 "Конференциядан олинган таассуротлар" ҳақида
 инглиз тилида гапириб беринг

XXVII. Ушбу режа асосида илмий-амалий конференция тайёрланг

1. Making of the Conference Programme.
2. List of the Participants and Guests.
3. Forms of Publications.
4. Invitations of the Participants.
5. Meetings of the Participants.

XXVIII. Маърузалар тайёрланг

1. Opening of the Conference.
2. Reports, discussions and comments of the participants.
3. Closing speech.
4. Cultural programme.

Conference terminology

XXIX. Қуйидаги сўз ва ибораларни эсда сақланг

1. Conference programme.

| | |
|------------------------|-----------------------------------|
| address | маъруза, нутқ |
| closing address | яқунловчи нутқ |
| secretary | котиб |
| general secretary | бош котиб |
| to act as a secretary | котиблик вазифасини ба- жармоқ |
| to appoint a secretary | котиб тайинлаш |
| to elect a secretary | котиб сайлаш |

speaker (main, plenary, poster) маърузачи (асосий, очилишдаги, кўргазмадаги),
draft programme (preliminary, final, evening) дастур лойиҳаси (очилиш, якунловчи, кечки)
to develop a programme — дастур тузмоқ
reception (informal, official) — қабул (норасмий, расмий)

2. List of participants and guests

participant (foreign, honorary, registered) — қатнашчи (хорижий, фахрий, руйхатга олинган)
spouse — умр йўлдоши (қатнашчининг)

3. Forms of publications.

paper (brief, short, summary, oral, review, topical) — мақола (қисқа, оғзаки, обзор, тематик)

to present a paper — мақолани топширмоқ

to publish a paper — мақолани нашр эттирмоқ

to reject down a paper — мақолани мухокамага топширмоқ

conference proceedings — конференция фаолияти

essential content of the paper — мақоланинг асосий мазмуни

to review an abstract — тезисни кўриб чиқмоқ

to provide simultenuous translation — синхрон таржима билан таъминламоқ

4. Invitations of the participants and guests.

invitation (formal, official, personal) — таклифнома (расмий, шахсий)

to accept an invitation — таклифни қабул қилмоқ

to turn down an invitation — таклифни қайтармоқ

call for abstracts — тезисни қабул қилиш ҳақида билдириш

card (registration, membership, visiting) — руйхатдан ўтадиган чақирув қоғози

to receive a form — бланкни қабул қилмоқ

XXIX. Иккитадан бўлиб ишлаш учун вазифа

Ўзаро бир-бирингизни текширинг

1. May I have your attention, please? — Диққат қилишингизни сўрайман

2. It's a great honour for me to chair this discussion — Бу мунозарада қатнашиш мен учун катта бахт
3. The topic of the discussion is... — мунозара мавзуси...
4. And now we would like to hear from Pr. Anderson... — Энди биз профессор Андерсонни тинглашни истар эдик.
5. Please, identify yourself and let us know where you are from — Марҳамат, ўзингизни кимлигингизни ва қаердан эканлигингизни айтинг.
6. Go up the rostrum, and make use one of the microphones, please — Илтимос, минбарга чиқинг ва микрофонлардан бирида гапиринг.
7. Keep to the point, please — Мунозара мазмунидан четга чиқманг, марҳамат.
8. This point is not under discussion to-day — Бугун бу савол муҳокама қилинмайди.
9. I am going to enlarge (elaborate) on the arguments... — Мен... буйича батафсил тўхтамоқчиман.
10. I want to take up (touch) upon a point in... — Мен... саволларга тўхталмоқчиман.
11. I would like to draw your attention... — Сизнинг диққатингизни... га тортмоқчиман.
12. There is another point that ... — Яна битта нуқтаи назар бор...
13. In this connection I want to give you my views on this subject — Шу билан боғлиқ бўлган савол буйича ўз фикримни айтмоқчиман.
14. I would like to summarise a few points — Шу нуқтаи назардан мен ўзимнинг бир нечта фикрларимни айтмоқчи эдим.
15. I would like to ask — Сўрамоқчи эдим.
I have a question. Менда савол бор.
16. Could the author say — Муаллиф айтиши мумкинки...
17. How could you interpret the contradictions... Сиз бу қарама-қаршиликни қандай тушунтира оласиз?
18. I have a comment on — Шу масала буйича менда мулоҳаза бор.
19. I don't agree (disagree) — Мен қаршиман.
20. I can hardly agree with you — Сизнинг фикрингизга қийинлик билан қўшиламан.

21. I have a great deal of respect for Dr. Blanks, nevertheless I cannot share his approach to this problem — Мен доктор Блэнкесни жуда хурмат қиламан, лекин шунга қарамасдан унинг бу масалага шундай ёндошишига қўшилмайман.

Revision exercise

THE PARTICIPLE

Participle Constructions га аҳамият бериб гапларни таржима қилинг

1. Radio occupies one of the leading places among the greatest achievements of modern engineering. 2. Alloys of aluminium containing copper as the principal alloying element are widely used. 3. Speaking about the new methods of work the engineer told us many interesting details. 4. Surface of the specimen being tested should be free from scale and other foreign inclusions. 5. When moving in a circular path with uniform speed a body continually changes its direction. 6. Being used as a catalyst a substance does not enter the reaction at all but remains unchanged throughout the experiment. 7. Having performed the flight around the Moon Zond 6 automatic station returned safely to the Earth. 8. Having been measured with inaccurate instruments the data were incorrect. 9. While burning different substances combine with oxygen. 10. Having finished the research the scientist made a thorough analysis of the collected data. 11. Being heated a magnet loses some or all of its magnetism. 12. A magnet attracts only things containing iron. 13. Having determined the relative weights of molecules we can find the relative weights of the atoms of which they are composed.

14. According to the data obtained the test was successful in spite of all the difficulties. 15. A body at rest remains at rest unless acted upon by an external force. 16. If heated, molecules of the material move faster. 17. A given amount of fuel will produce a certain amount of heat when completely burnt.

LESSON 17.

Let's Speak English

Грамматика The Infinitive The Infinitive Constructions

Матнлар устида ишлаш

Техт А: Ecological Balance

Text B.: The Problem of Environmental Protection

EXERCISES, GRAMMAR NOTES, TEXTS

LET'S SPEAK ENGLISH

I. Диалогни тўғри оҳанг билан ўқинг

'What 'time do you 'get 'up as a 'rule? 'Generally about 'half-past seven. 'Why so 'early? Because I 'usually 'catch an 'early 'train 'up to 'town. 'When do you 'get to the 'office? 'Normally, about 'nine o'clock. 'Do you 'stay in 'town 'all day? 'Sometimes I 'do, and 'sometimes I 'don't.

'What do you 'usually 'do in the 'evenings? I 'generally 'stay at 'home. 'Once or 'twice a 'week we 'go to a 'theatre or to the 'pictures. We 'went to the 'pictures last 'night and 'saw a 'very 'interesting 'film.

Occasionally we 'go to a 'dance.

'Do you 'like 'dancing? 'Yes, very 'much. 'Do you 'dance?

I 'used to when I 'was younger, but 'not very 'often 'now. I'm 'getting 'too 'old. 'Too 'old! 'Nonsense, you 'don't look 'more than 'fifty. As a 'matter of 'fact, I'm 'nearly 'sixty. 'Really. You 'certainly don't 'look it. I'm 'glad to 'hear it.

II. Олд қўшимчалари (префиксация) ёрдамида инкор маъноли сўзлар ясанг

active, formal, like, appear, prove, necessary, natural, moral, morality, correct, equality, equal, soluble, proportion, place, produce, appear, possible, definite, usual.

Грамматика

The Infinitive (Инфинитив)

Инфинитив то юкламаси ёрдамида ясаллади: to speak — гапирмоқ, унда отлик ва феъллик хусусиятлар бор.

Инфинитивнинг феъллик хусусиятлари:

| Forms of Infinitives | Active | Passive |
|----------------------|-------------------------|------------------------|
| Indefinite | to discuss | to be discussed |
| Continuous | to be discussing | — |
| Perfect | to have discussed | to have been discussed |
| Perfect Continuous | to have been discussing | — |

The Indefinite Infinitive (Active and Passive)

формаси ифодалаган иш — ҳаракат, шахсли феъл ифодалаган иш — ҳаракат билан бир пайтда содир бўлади.

I helped my friend to translate the text.

Мен дўстимга матн таржима қилишда ёрдам бердим.

The article is to be translated in time.

Мақола вақтида таржима қилиниши керак.

The Indefinite Infinitive Active формаси ўзбек тилига —иш, —моқ қўшимчаларини олган ҳаракат номи билан берилади. The Indefinite Infinitive Passive мажхул нисбатдаги ҳаракат номи билан берилади. Гапда эга, қўшма от кесимнинг от қисми, аниқловчи, ҳол вазифасида келади.

To work on this problem is very difficult (эга).

Бу масала устида ишлаш жуда қийин.

He will go to the University tomorrow to be examined by the teacher (ҳол).

У эртага университетга ўқитувчига имтиҳон топшириш учун боради.

The Continuous Infinitive Active ифодаланган иш-ҳаракат шахсли феъл ифодаланган иш-ҳаракат билан бир пайтда содир бўлади, лекин у давом этаётган бўлади. Ўзбек тилига сифатдош формалари ёрдамида берилади.

He may be working in the environmental laboratory.

У табиатни муҳофаза қилиш лабораториясида ишлайётган бўлса керак.

Бундай гаплар илмий адабиётда жуда кам учрайди.

The Perfect Infinitive (Active and Passive)

ифодалаган иш-ҳаракат шахсли феъл ифодалаган иш-ҳаракатдан аввал содир бўлади.

Ўзбек тилига сифатдош формалари орқали берилади, гапда кўпинча қўшма кесимнинг бир қисми, тўлдирувчи бўлиб келади.

He was surprized to have seen him in Tashkent (тўлдирувчи).
The equation must have been proved (қўшма кесимнинг бир қисми).

У уни Тошкентда кўрганидан ҳайрон эди.

Тенглама исбот қилинган бўлиши керак.

III. а) Феълнинг қайси шакли инфинитивда берилган.
is built; to build; is building.

б) Феълнинг қайси шаклини шу гапда ишлатасиз?

"I can ... this text today".
to translate; translate; be translated.

с) Феълнинг қайси шаклини ишлатсангиз тўғри гап тузасиз?

"This work will ... tomorrow".
to finish; finish; be finished.

д) "I want ... to the collective farm in summer"
гапига қайси феълни қўясиз?

to go; go; shall go.

е) Қайси гапда инфинитив аниқловчи вазифасида келмоқда?

1. I can show you the books to be taken from the library.

2. I want to take these books from the library.

3. I shall go to library in order to take these books.

f) "Шаҳримизда қурилиши керак бўлган янги театр жуда катта бўлади" деган гапни топинг

1. The new theatre built in our town is very big.
2. The new theatre to be built in our town will be very big.
3. The new theatre which is being built in our town will be very big.

g) Қайси гапда published сўзи "босилиши керак" деб таржима қилинади. 1. This book has been published this year. 2. The book to be published this year was written many years ago. 3. The book published yesterday was written many years ago.

IV. Инфинитивни топинг ва унинг гапдаги вазифасини аниқланг, ўзбек тилига таржима қилинг

1. To enter the University is too difficult.
2. You must come to the library earlier.
3. She asked me to help her son.
4. To know these processes we must study them.
5. To know foreign languages is very important.
6. He spoke about the new school to be built on this collective farm.

The Infinitive Constructions. Инфинитивли конструкциялар

Инфинитивда қуйидаги конструкциялар бор:

a) The Objective-with-the Infinitive гапда қўшма тулдирувчи вазифасини бажаради, to see, to notice, to live, to want, to find, to order ва бошқа феъллардан кейин ишлатилади.

I saw him cross the street.

Мен унинг кўчани кесиб ўтганини кўрдим.

I like the people to tell the truth.

Мен одамларнинг рост гапиришини яхши кўраман.

b) The Nominative with the Infinitive қўшма эга вазифасида келади, to say, to report, to see ва бошқа феъллардан кейин ишлатилади.

He is said to live in London.

The temperature is expected to rise.

Айтишларича у Лондонда яшайди.

Ҳарорат кўтарилиши кутилади.

c) The For-to-Infinitive Construction гапда ҳар қандай гап бўлаги (қўшма эга, қўшма кесим, қўшма аниқловчи, қўшма ҳол) бўлиб келади.

The problem was too difficult for the students to solve.

It is easy for you to say that (қўшма эга).

This is for you to decide (қўшма кесимнинг бир қисми).

The first thing for me to do is to find when the conference begins (қўшма аниқловчи).

Масала талабаларнинг ечиши учун анча қийин эди.

Сизга буни айтиш осон.

Буни сиз ҳал қилишингиз керак.

Менинг биринчи қиладиган ишим конференциянинг қачон бошланишини аниқлашдан иборат.

V. Қўшма тўлдирувчи ишлатилган инфинитивли гапни топинг

- 1 They wanted to help them.
- 2 He wants to go to the cinema.
- 3 They wanted the students to work harder.
- 4 I wanted to come at four o'clock.

VI. a) "I saw the students help the farmers" гапининг таржимасини топинг.

1. Мен колхозчиларнинг талабаларга ёрдам берганини кўрдим.
2. Мен талабаларнинг колхозчиларга ёрдам берганини кўрдим.

б) "Янги жиҳозлар бу йил ишлатилишига биз ишонамиз". гапининг таржимасини топинг ва ўқинг.

1. We believe the equipment has been used this year.
2. We believe the farmers will be able to use the new equipments this year.
3. We believe the new equipment to be used this year.

с) Қўшма эга инфинитивли гапни топинг ва ўзбек тилига таржима қилинг

1. Their group is to work on a big farm.
2. Their group wants to work on the farm.
3. Their group will work on a big farm.
4. Their group is known to work on a big farm.

д) "Айтишларича, ҳамма ҳаракатлар тўхтатилган" деган гапни топинг

1. They say that they have stopped all the processes.
2. All the processes are said to be stopped.

е) "Айтишларича, у Москва Университетига кетган", деган гапни топинг ва ўқинг

1. He is said to have gone to Moscow University.
2. He went to Moscow University.

VII. Инфинитив ва инфинитивли конструкция ишлатилган гапларни аниқланг ва ўзбек тилига таржима қилинг

1. To prove the theorem means to find a solution of the whole problem.
2. The first step in solving such a problem is to read the problem carefully and to understand it correctly.
3. This is an article to be translated into Uzbek.
4. He was glad to be invited there.
5. I am lucky to have bought this book.
6. I am sorry to have caused you for such trouble.
7. The students are expected to know that problem.
8. He explained the rule for the second time for us to understand it better.

VIII. Матнда ишлатилган байналминал сўзларни алфавит тарзида жойлаштиринг

ecological, balance crisis, material, product, biosphere, oxygen, sort, substance, chemical, element, cycle, process, regulation, special, transport, centre, protection, support, effective, hydrometeorology, control, organization.

IX. "Assist" сўзининг луғатдаги барча маъноларини топинг ва саволларга жавоб беринг

1. "Assist" сўзи қандай маъноларга эга?

- ✓12
2. "Assistance" сўзи қандай таржима қилинади?
 3. Шу сўздан яна қандай сўзлар яшаш мумкин?

X. Тўғри ва нотўғри феълларни луғат ёрдамида ажратинг ва таржима қилинг

to become, to have, to see, to take, to live, to depend, to affect, to know, to belong, to weaken, to increase, to build, to fall, to give, to support.

XI. Ўзаги бир хил бўлган сўзларни луғат ёрдамида таржима қилинг:

precise-precision-preciseness; agree-agreement-agreeably-agreeable; diversify-diversified-diversification.

Text A

XII. Матнни ўқинг ва таржима қилинг

ECOLOGICAL BALANCE

The problem of man and his interaction with the environment has now become one of the difficult problems for many sciences not because it is fashionable but because of its great significance for the whole of mankind. We see at present the signs of ecological imbalance, which may cause a crisis if due measures are not taken.

The air we breathe, the earth we live on and its rivers and seas are becoming polluted with ever more dangerous materials — by products of man's activities. Man depends for his life on what the biosphere provides: water, oxygen, food, etc. But the biosphere is strongly affected by all sorts of human activities. For example, man creates new compounds, new substances, pure chemical elements which are unknown to biosphere. They do not belong to the natural cycle of matter. They weaken the capacity of natural processes for self-regulation.

The increasing noise level is also a special problem nowadays. Transport is a major source of environmental pollution. Every car consumes many tons of air.

Pollutants are not only harmful to health but to building as well. Our cities are dying physically. In most city centers some of the oldest and finest buildings are falling in pieces.

Nowadays the protection of the environment is given government support. To make state policy more effective the state Committee for Hydrometeorology and Control of the National Environment was established. It is responsible for the organization of control over sources of pollution.

XIII. Қуйидаги сўз бирикмаларини матндан топинг

қийин муаммолардан бири, одамнинг иш фаолияти, соф кимёвий элементлар, шу куннинг асосий муаммоси, экологик бузилиш, теварак-атрофни ифлослантириш, бўлақларга бўлинмоқ.

XIV. Сўз бирикмалари ва ибораларни ўзбек тилига таржима қилинг

to realize the necessity, the protection of the environment, the increasing noise level, quite a new approach, all sorts of human activity, due measures, for the whole of mankind, self-regulation, the oldest and finest buildings, to make state policy more effective.

XV. Мазмунан мос келадиган сўзларни танлаб гапларни тўлдириг

1. V. Vernadsky was the first in the (peace, globe, world, earth) to realize the necessity for quite a new approach.
2. Our cities are (living, being, killing, dying) physically.
3. Nowadays we see the signs of ecological (violation, imbalance, disturbance, break).
4. Every car consumes (few, little, much, many) tons of air.
5. The (defence, protection) of the environment is given government support.
6. The biosphere is strongly (influenced, affected) by all sorts of human activity.

XVI. Иккитадан бўлиб ишлаб саволларга жавоб беринг

1. What is one of the main problems nowadays?

- 13
2. What is the result of man's activity?
 3. Who was the first scientist who realized the necessity of the environment protection?
 4. What is the main source of environmental pollution?
 5. Who is responsible for the organization of pollution control?

XVII. Инглизча сўзлаб беринг:

1. Экологик муаммо (унинг белгилари ва келажакдаги вазифалари).
2. Шаҳарлардаги экологик мувозанатнинг бузилиши нималарда акс этади?
3. Давлатнинг қайси муассасалари экологик мувозанатни тиклаш учун жавобгар ҳисобланади?

XVIII. Диалогни таржима қилинг ва роллар бўйича ўқинг

A. Where does the word "ecology" come from?

B. It comes from the Greek word "oikos" meaning "house".

A. Thus, ecology is the study of the environment and the ways living things "house" themselves in it.

B. Quite so.

A. Are you specializing in the field of ecology?

B. Yes, I am. I think ecology is a very important science as far as the future of our planet is concerned.

A. Can you formulate the laws of ecology?

B. Yes, I'll try to. The first law would be: Everything is connected to everything else; the second — Everything must go somewhere; the third — Nature knows best.

A. Are you going to be an environmentalist?

B. Yes, I am. I would like to deal professionally with such problems as water, air and noise pollution

A. What sciences make the basis of ecology?

B. An ecologist should be familiar with the basic problems of physics, chemistry, biology, geology and other sciences.

Text B

XIX. Матнни ўқинг ва таржима қилинг

THE PROBLEM OF ENVIRONMENTAL PROTECTION

The environmental situation, as we know, has long been a subject of separate and joint research efforts by specialists of interrelated fields—biologists, chemists, biochemists and others who have to combine their knowledge with the information available (ready to be used) to specialists in physics, geology, oceanography, meteorology, etc. The problem of man and his interaction with the environment has now become the focal point for many sciences not because it is fashionable but because of its great significance for the whole of mankind.

Many Western scientists say that our world is going through a global ecological crisis which means the gradual destruction of the human race. Our scientists think that man's interference in nature is steadily increasing which is a growing threat to the environment. The very term "crisis" is not quite accurate. What we see now are signs of ecological imbalance, which may cause a crisis if due measures are not taken. The air we breathe, the earth we live on and its rivers and seas are becoming contaminated (polluted) with ever more dangerous materials the by-products of Man's activities.

The great scientist Vladimir Vernadsky was the first to realize the necessity for quite a new approach to the biosphere as early as the mid-forties. It is Vernadsky's concept of the biosphere that we accept today.

XX. Саволларга тўғри жавоб топинг

1. How is it possible to solve the problem of ecological imbalance?

1. Many western scientists say that our world is going through a global ecological crisis.

V14

2. What is the focal point in the process of the solving of this problem?

3. What is the western scientists opinion about ecological crisis?

4. What does the ecological crisis mean?

2. The ecological crisis means the gradual destruction of the human race?

3. I suppose it is possible to solve this problem by means of joint research efforts of interrelated fields specialists.

4. The focal point of ecological problem is the problem of man and its interaction with the environment.

XXI. Ушбу сўзларни гапларнинг мазмунига мослаб нуқталар ўрнига қуйинг

a growing threat, by-products, significance, accept, pollution, dangerous.

1. The ecological problem is very important because of its great ... for the whole of mankind.

2. It is Vernadasky's concept of the biosphere that we ... today.

3. Man's interference in nature is steadily increasing that means ... to the environment.

4. The ... of man's activities are polluting the air we breath and the earth we live on.

5. Chemical industry became the source of ... of our rivers, and seas with many materials.

XXII. Диалогдаги нотаниш сўз ва ибораларни луғатдан топинг, таржима қилинг ва роллар бўйича ўқинг

SCIENTIFIC CONTACTS

A. — Mr. Jones, I should like to know your opinion about the book I came across in the library. This subject lies within the sphere of my own interests. Here it is.

B. — Oh, it is a book by my colleague and personal acquaintance, John Brown. He is one of our younger scientists. His works show a great deal of talent.

A. — I am of the same opinion, but the fact is that I am not well acquainted with the names of the British scientists contributing to the development of this problem.

B. — Well, I strongly recommend you the report by John Forsyte made at the conference

A. — Is it published?

B. — Yes, it was published under another title and covers the main investigation of the past decade.

A. — Where was it published?

B. — In the Transactions of the Royal Institute, Physics Series, Volume 134. I'll send you the bibliographical card.

A. — Thank you for the trouble you've taken in instructing me.

B. — You're always welcome and I hope that your essay will be a success.

Мустақил иш учун вазифа

XXIII. Матнини ўқинг ва таржима қилинг

LABORATORY FOR THE HUMAN ENVIRONMENT

The three-story red-brick building on Congress Avenue is Medical School. The bronze statue standing to the right of the building is of John B. Pierce himself, the American Standard Radiator Company president who gave his estate to start the foundation which bears his name.

"Bio-engineering" is the key word in the activities and interests of the Pierce Laboratory denoting its basic orientation towards the fields of physiology, biophysics, biochemistry and engineering research.

Under the guidance of Dr. H. T. Hammel, head of the Physiology Laboratory, experiments have been under way to determine the effect of heating and cooling upon the brain. These experiments are known to have been performed at the Laboratory upon monkeys, rats and dogs.

In the Bio-engineering Laboratory, directly headed by Dr. Garde, work is going forward under the direction of Dr. Arend Show on the effects of dust on guinea-pig lungs.

Closely allied in its work with the University Medical School much of the Laboratory's effort has direct educational results, especially in its concepts of bio-engineering.

Many technical papers and reports result from the research accomplished at the Laboratory and a notable number of papers have appeared in publications, having been presented at national meetings of the Society.

XXIV. Қуйидаги саволларга жавоб беринг

1. What is the key word of engineering research?
2. What problems are studied in the bio-engineering laboratory?
3. In what way does the laboratory present the result of its experiments?

XXV. Сарлавҳаларни матн мазмунига мослаб қўйинг

Laboratory Research Problems.

Laboratory Guidance.

Laboratory Products.

XXVI. Ушбу мавзулар асосида инглиз тилида маълумот беринг:

1. Одам ва табиатнинг ўзаро муносабати
2. Замонавий шаҳар муаммолари
3. Чет эл ва жумҳуриятимиз олимларининг экология ҳақидаги фикрлари.

Revision Exercise

THE INFINITIVE CONSTRUCTIONS

Infinitive Constructions ишлатилган гапларга аҳамият бериб гапларни таржима қилинг

1. To dissolve this substance is difficult.
2. The design of a mechanism depends on the work to be done.
3. To

determine the density of a body, it is necessary to determine its mass and its volume. 4. To escape the pull of the sun a velocity of 16.6 kilometres per second is required. 5. The temperature in the centre of the sun is believed to be 15 mln degrees Centigrade. 6. We know gravity to act on every particle of a body. 7. The experiments have shown the electrons to be particles of negative electricity. 8. We know the Earth to be turning on its axis, moving around the Sun in its orbit. 9. We know the idea of space flights to have attracted the attention of people since the remotest times. 10. The laser beam seems to have almost unlimited industrial possibilities. 11. It is difficult for an astronaut to control a rocket flying at high speed. 12. He has often watched students doing this experiment. 13. The internal energy appears to be connected with the configuration of the particles of which the atom is composed. 14. The orbit of Mars turned out to be an ellipse. 15. Millions of people saw on their TV screens cosmonaut Leonov fearlessly floating in open space. 16. The loss of activity of the substance proved to have been only temporary. 17. An automatic drilling machine is reported to have increased production more than 550 per cent. 18. Nearly a month is required for the Moon to circle the Earth. 19. The instrument is not likely to be damaged, if all rules are followed.

LESSON 18

Let's Speak English

Грамматика The Gerund

Матнлар устида ишлаш

Text A:— Science in Britain.

Text B.:— Science Opens Road to Future.

EXERCISES, GRAMMAR NOTES, TEXTS

LET'S SPEAK ENGLISH

I. Диалогни тўғри оҳанг билан ўқинг

Good evening. I'm so glad you were able to come. Dinner's ready. Let's go into the dining-room, Mrs. White, will you sit here on my left, and you, Mr. White, there ... How long have you been in London? Oh, only a few

days; since 'last Monday, to be exact, and I'm 'sorry to say we have to return 'next week. 'Is this your first visit? It's my 'wife's first visit, but 'I've been here 'several 'times before. I have to 'come over at least 'once a year on 'business, and I 'feel 'quite at 'home in London.

II. От ва сифат яшаш. Қўйидаги сўзларни ўқинг ва сўз ясовчи қўшимчаларига аҳамият бериб таржима қилинг

to perform-performance; automatic-automation; to graduate-graduation; to appoint-appointment; exact-exactly; usual-usually; scandal-scandalous; to thank-thankful; logically; system-systematic-systematically.

Грамматика

The Gerund (Герундий)

The Gerund Герундий ҳам сифатдош каби феъл негизга -ing қўшимчасини қўшиш билан ясалади, унда отлик ва феъллик хусусиятлар мавжуд. Герундийнинг сифатдошдан фарқи шундаки, у ўзи олдидан предлог, қаратқич келишигидаги от ёки эгалик олмоши олади.

He objected to his son's going to the expedition.
This is the shortest way of getting there.

У ўғлининг экспедицияга кетишига қарши эди.
Бу у ерга боришнинг энг қисқа йўлидир.

Герундийнинг феъллик хусусиятлари

| Forms of Gerund | Active | Passive |
|-----------------|------------|------------------|
| Indefinite | reading | being read |
| Perfect | being read | having been read |

The Indefinite Gerund Active ифодалаган иш-ҳаракат шахсли феъл ифодалаган иш-ҳаракат билан бир вақтда содир бўлади, гапда эга, қўшма кесимнинг бир қисми, тўлдирувчи ва ҳол бўлиб келиши мумкин. Ўзбек тилига ҳаракат номи билан берилади.

Reading is my favourite occupation (эга).

Ўқиш менинг севимли машғулоти.

After saying this he left the room (ҳол).

Шуни айтиб у хонадан чиқиб кетди.

The Indefinite Gerund Passive қўйидагича ясалади: being + Participe II, у гапта қўшма кесимнинг бир қисми, аниқловчи, тўлдирувчи ва ҳол вазифасида келади.

My dreams of being sent to the International simposium have come true (аниқловчи).

Мени халқаро симпозиумга жўнатишлари ҳақидаги орзуларим рўёбга чиқди.

Before being sent to the journal the article was corrected (ҳол).

Ойномага жўнатилишидан аввал мақола текширилган эди.

The Perfect Gerund Active (having + Participe II) ифодалаган иш-ҳаракат шахсли феъл ифодалаган иш-ҳаракатдан аввал содир бўлади, ўзбек тилига сифатдош ёрдамида берилади, гапта тўлдирувчи, ҳол вазифасида келади.

He is proud of having the Nobel Prize for his research advantages (тўлдирувчи).

У ўзининг илмий муваффақиятларига Нобел мукофотини олганлигидан фахрланади.

Before having made an experiment at the chemistry laboratory nobody knew his name (ҳол).

Химия лабораториясида тажриба қилишидан аввал унинг номини ҳеч ким билмас эди.

The Perfect Gerund Passive (having been + Participe II)

Ўзбек тилига сифатдош бирикмаси орқали берилади., герундийнинг бу формаси гапта тўлдирувчи, ҳол вазифасида келади.

He is surprised at having been asked about it (тўлдирувчи).

У бу тўғрисида сўрашганидан ҳайрон эди.

Having been translated from English into Uzbek the article was read over the radio (ҳол).

Мақола инглиз тилидан ўзбек тилига таржима қилингандан кейин, радиодан ўқилди.

The Gerundial Construction

Герундийли конструкциянинг бу бўлаги қаратқич келишидаги от ёки эгалик олмоши билан ифодаланган бўлиб, герундий қўшилиши билан ясалади, ўзбек тилига сўз бирикмаси ёрдамида ифода этилади.

Герундийли конструкция гапда қўшма эга, қўшма аниқловчи, қўшма тўлдирувчи ва қўшма ҳол бўлиб келади.

The student's knowing
French well helped him
in learning English
(қўшма эга).
I know of his having
come (қўшма
тўлдирувчи).

Талабанинг фаранг тили-
ни яхши билиши, инглиз
тилини ўрганишига ёрдам
берди.
Мен унинг келганини би-
ламан.

Эслатма: Илмий адабиётда отлашган феъл (verbal noun) жуда кўп қўлланилади. Отлашган феъл Participle I ва герундийнинг оддий формаси билан ўхшашдир. У ўзидан олдин предлог, артикль, эгалик, олмоши, бирлик ва кўplik формасида келиши мумкин.

The Navoi readings take
place once a year.

Навоийхонлик йиғилиш-
лари йилда бир марта
ўтказилади.

The reading of this
English article took me
two hours.

Бу инглизча мақолани
ўқиш менинг икки соат
вақтимни олди.

III.a) Феълнинг қайси формаси герундий?

written; being written; writing.

b) Феълнинг қайси формаси мажхул нисбатдаги герундий?

having translated; having been translated; being translated.

c) Феълнинг қайси формаси Perfect Gerund?

being corrected; having corrected; corrected.

d) Having been done герундийнинг қайси формаси?

- 1 Perfect Gerund Active;
- 2 Perfect Gerund Passive.

e) "Learning rules without examples is difficult" гапининг тўғри таржимасини топинг

1. Қоидаларни мисоллар билан ёдланг. 2) Мисолларни қоидалар билан ёдланг. 3) Қоидаларни мисолларсиз ёдлаш қийин.

f) Қайси гапта эга Indefinite Gerund Active дан ясалган?

1. The reading-room was full of people.
2. Reading slowly he never makes mistakes.

g). "He is proud of having won the first place in the tournament" гапида герундий қайси вазифани бажаряпти?

Эга, кесим, хол, тўлдирувчи

IV. Герундийнинг гаптаги вазифасини аниқланг ва таржима қилинг

1. She is interested in playing chess.
2. He is fond of reading.
3. After reading the text we usually translate it.
- 4 We are sure of getting only good marks at the exams.
5. On coming home he looked through the newspaper.
6. Before using the machine examine it.

Va). Қайси гапта герундийнинг "entering" формаси ҳол вазифасида келаяпти?

1. Entering the Institute he met the students of his group.
2. On entering the Institute he met the students of his group.

b) "After preparing my lessons I shall go to the library" гапининг тўғри таржимасини топинг

1. Мен дарс тайёрлагани кутубхонага бораман. 2. Дарс тайёрлаб бўлиб кутубхонага бораман. 3 Кутубхонадан келиб мен дарс тайёрлайман.

c) "By reading aloud every day you will improve your pronunciation" гапининг тўғри таржимасини топинг

1. Ҳар куни овоз чиқариб ўқиш фойдали. 2. Ҳар куни овоз чиқариб ўқиш йўли билан, сиз ўз талаффузингизни яхшилайсиз.

d) "У ўғлининг экспедицияга кетишига қарши эди" гапининг таржимасини танланг

1. He didn't allow his son to go to the expedition.
2. He objected of his son's going to the expedition.

VI. Гапларни таржима қилинг ва текширинг

1. "Setting up equations is like translation from one language into another", said Newton in his "Arithmetics Universalis".

2. Newton showed that Kepler was correct in believing that planets described elliptic orbits about the Sun.

3. His work resulted in giving a new interpretation to many phenomena.

4. I remember their having adopted this arrangement as being more economical.

5. The scientist's demand of being more fully informed was accepted.

6. Einstein's being awarded the Nobel prize in physics was known and acclaimed by all true scientists.

7. One of the great accomplishments of computer science is its enabling to control things.

Гапларнинг таржимаси:

1. Ньютон ўзининг "Арифметика Юниверсалис" асарида "Тенгламалар тузиш бир тилдан иккинчи тилга таржима қилишга ўхшайди", деб айтган эди. 2. Ньютон Кеплернинг планеталар кўёш атрофида эллиптик орбиталар ҳосил қилади деб айтганида, ҳақ эканлигини кўрсатди. 3. Унинг иши кўп ходисаларга янги талқин бериб яқунланди. 4. Мен уларнинг бу асбобни жуда тежамкор деб маъқуллаганини эслайман. 5. Олимнинг тўлароқ маълумот олиш ҳақидаги таклифи қабул қилинди. 6. Эйнштейннинг физика соҳасида Нобель мукофоти билан тақдирланиши барча ҳақиқий олимларга маълум эди ва улар томонидан

қизғин маъқулланди. 7. Электрон ҳисоблаш машиналари ҳақидаги фаннинг буюк кашфиётларидан бири унинг машиналарга нарсаларни назорат қилиш имкониятини берганидир.

VII. Қуйидаги байналминал сўзларни алфавит қойдаси бўйича айтинг

actual, specialist, discussion, publication, result, meeting, medal, corporation, principal, progress, technical, commercial, problem, regular, journal, general, interest, application, activity, section, division, social, international.

VIII. Ажратилган сўзлар қайси сўз туркумига мансублигини аниқланг

a) Mean: What do you mean by saying that? They solved different problems by means of experiments. A ruler is a means of a triangle construction.

b) Rule: I haven't understood the grammar rule the teacher has just explained. Who ruled this country? Everybody must obey the rules of the street traffic.

IX. Суффикслар ёрдамида тузилган бир хил ўзакли сўзларни қайси сўз туркумига мансублигини айтинг ва таржима қилинг

popular-popularity; education-educational-educationalist; suit-suitable; success-successful-succeed; define-definition; regular-regulate-regulation; assist-assistance-assistant; humanism-humanist.

Text A

X. Матнни ўқинг ва таржима қилинг

SCIENCE IN BRITAIN

Learned societies and independent scientific institutions play a large part in promoting the sciences in Britain, although they do very little actual research.

Most pure research is conducted in the Universities, which also play an essential part in maintaining the supply

of trained specialists. The learned societies play an important part in the discussion and publication of the results of research.

At present there are a lot of learned scientific societies in Britain. One of the most well known is the Royal Society which was founded in 1660. Its present activities include the holding of the scientific meetings, publication of research work, mainly in the "Philosophical Transactions" and the "Proceedings", the delivery of lectures, the presentation of medals. Although an independent corporation the Society has always had a special relationship with the government.

The Royal Society of Arts was founded in 1754. Its principal object has been to promote the progress of all science. It deals with scientific, artistic, technical and commercial problems. The Society regularly holds meetings and publishes a monthly journal.

The British Association for the Advancement of Science was founded in 1831 to promote general interest in science and its application. After organizing the Association many eminent scientists as well as young students annually attended the meetings and seminars.

Its 14 sections cover the whole range of pure and applied sciences and there is a division for studying the social and international relations of science.

X. Сўз бирикмаларини инглиз тилига таржима қилинг:

илмий мунозарада қатнашмоқ; илмий жамият; ўнга яқин; илмий мақолалар; ойнома; амалий фачлар; яшаш шароитлари; асосий қисм; асосан; илмий анжуман ўтказиш.

XII. Сўз бирмаларини ўзбек тилига таржима қилинг

the delivery of lectures, trained specialists, play a large part, a monthly, journals, one of its chief activities, eminent scientist, the holding of the scientific meeting, mainly, its present activity.

XIII. Қавс ичидаги сўзлардан танлаб галарни тўлдилинг

1. The learned societies — (give, play, take) an important part in the discussion of the research results.

2. Its present — (work, actions, activities) include many fields.

3. The Royal Society of Art was (organized, formed, made, founded, based) in 1754.

4. The society regularly — (has, organizes, holds) the meeting and publishes a — (weakly, yearly, daily, monthly) journal.

XIV. Иккитадан бўлиб ишлаб, саволларга жавоб беринг

1. Are you a member of a learned society?
2. What researches are conducted at your department?
3. How many published works have you got?
4. What congress are you going to take part in?
5. What sections does this congress cover?

XV. Инглиз тилида айтиб беринг

1. Ўзбекистонда қачон ва ким томонидан математиклар жамияти тузилган? 2 Сизнинг куллиётингиз қандай илмий иш билан машғул? 3 Сиз талабаларнинг қандай илмий жамиятига аъзосиз?

XVI. Иккитадан бўлиб ишлаш учун диалог:

A.— Congratulations. I have just seen your paper published in the journal. I see you have produced a large number of publications.

A.— Are you going to continue your investigation?

A.— I wish you success. I hope I'll soon see the result of your experiments in a new paper.

B.— I've been the author and coauthor of some 20 papers. I am a member of math learned society and they are interested in the problem of my investigation.

B.— Yes, I am. I need some more experiments.

B.— Thank you for your good words.

XVII. Матини ўқинг ва таржима қилинг

SCIENCE OPENS ROAD TO FUTURE

Russia has created advanced science. The successful launching of space rockets to the far regions of the solar system and the flights of cosmonauts in satellite spaceships are obvious of this.

Technical progress is now impossible without highquality materials. Success in this field depends on the achievements of physics and chemistry. Research in the creation of new synthetic materials is conducted on a wide front. A great economic advantage is already obtained from the uses of polymer and plastic materials in a number of structural elements and different components.

It is hard to overestimate the role of radio electronics in technical progress and in the life of modern society in general. In our time achievements in this branch are associated with the utilization of crystals, among them semiconductor crystals. More attention is given to the study of film properties. The use of film microelements promises a new and even greater progress in radio electronics, computer engineering and automation.

Cybernetics is gaining a growing importance. Nowadays, many processes of man's activities can be mathematically described and therefore, technical facilities may be provided to stimulate these processes automatically.

Automation makes it possible not only to free man from doing various operations but also to perform the operations with a greater speed and accuracy.

Ўз-ўзини текшириш учун вазифа

XVIII. Саволларга жавоб топинг.

1. Where are polymer and plastic materials used?

1. Yes, they are.

2. What industry has Russia created?

2. Cybernetics made it possible free man from

3. Are the achievements in radio electronics associated with the utilization of crystal?

4. What did cybernetics make in man's activities?

doing various operations and to perform the operations with a greater speed and accuracy.

3. Polymer and plastic materials are used in a number of structural elements and different components.

4. Russia has created advanced cosmic industry.

XIX. Мазмунан мос ибораларни танлаб гапларни тўлдириг:

can be described; depends; played; are making; has created.

1. Radio electronics ... a very important role in technical progress. 2. Nowadays many processes of man's activities ... mathematically. 3. Our scientists ... a worthy contribution to the national effort to promote further the progress of our economy and culture. 4. Technical progress success ... on the achievements of physics and chemistry. 5. Russia ... advanced science.

XX. Диалогдаги нотаниш сўз ва ибораларни луғатдан топинг, таржима қилинг ва роллар бўйича ўқинг

At the hotel (a group of scientists has just arrived at the hotel).

Administrator: Good morning, ladies and gentlemen. Fill in these forms, please, and sign here. Here are your keys. We can offer you 5 singles and 6 doubles.

Mr. Brown (one of the group):— Is there a shower in your rooms?

A.:— Yes, there's a shower, a TV set and a fridge in our rooms.

Mr. Brown:— What's time for breakfast by the way?

A.:— Any time between 9 and 10 downstairs in the restaurant. There are coffee-stalls and snack bars (тамадан хоналар) on every floor of the hotel.

B.:— Can I have breakfast in my room?

A.:— No problem. You can order it by phone. Lunch is from 11 till 1.30, tea at about 5, and dinner at 6 or 7.

B.:— And where can I buy stamps and envelopes?

A.:— The news-stand (рўзнома дўкони) is right in front of you.

B.:— What facilities (маиший хизмат) are there in the hotel?

A.:— There are a barber's (эркаклар сартарошхонаси) and a hairdresser's (аёллар сартарошхонаси), a shoe repair (оёқ кийимлар устахонаси) and a laundry (кир ювиш). All of them are on the ground floor.

B.:— Thank you.

A.:— You have an hour and a half for a shower and a cup of coffee. Don't be late, please. In an hour and a half I'll be waiting for you downstairs in the lobby. The bus leaves at 12 sharp. The Congress will start at 1 o'clock.

XXI. Ўқитувчи ёрдамида ўзаро тематик мулоқотда бўлиб, машқларни бажаринг

1. Fill in the following registration form:

Surname ... Christian name (first name) ...

Maiden name ... Single (married, widowed, divorced) ...

Date of birth ... Place of birth ... Nationality ...

Place of residence (permanent address)

Occupation ... Institution (place of work)

Kind of passport (travel passport, official passport, diplomatic passport)

Date of arrival Date of departure

Purpose of arrival (aim of arrival)

2. Ring up the restaurant and order your breakfast to your room. Ask about the price and be ready to pay for it.

Use the following verbs and nouns given below:

a) boiled meat, cheese, milk, coffee, cakes, eggs, fish, orange juice, apple, tomato.

b) to be thirsty, to be hungry, to drink, to eat, to have breakfast, to choose, to be on a diet, to slim, to taste, to fat, to recommend, to avoid ...

3. Order the room at the hotel and try to describe what room you'd like to have.

a) light, clean, sunny, a single, your neighbour is out all day long, you need privacy, to face the yard, to work not only to sleep;

b) a double, comfortable, to type, to smoke, your neighbour is a musician, noisy, your neighbour has a party with his friend, to listen to music, to trouble. you can't stay in such a room.

Мустақил иш учун вазифалар

XXII. Матнни ўқинг ва таржима қилинг

THE PRESENT TECHNICO-SCIENTIFIC REVOLUTION

One of the main characteristics of the present time is the ever increasing part played by science in social progress. Throughout history, there have always been links between technology and industry as well as between science and technology. For a long time, however, science enjoyed a somewhat independent development from that of industry, limiting itself to the establishment of theories and laws, without attempting to put its knowledge of reality, directly or indirectly, at the service of human society.

It must be stressed that a characteristic aspect of the present time is that science is exercising a decisive influence on technology, creating new problems for it. As a result, science is tending to become a direct force of industry. Scientific research has become a profession which attracts and unites an ever greater number of specialists. It shows industry the way forward. It can be said that modern technology is conceived in physical, mechanical, chemical and biological laboratories in the light of mathematical advances.

Science does not, generally, affect industry directly but does so through the technology which places at industry's disposal new improved and powerfull machines that increase the productivity of labour. It improves technological processes, introduces new forms of energy, creates new materials not provided by nature, introduces new and varied means of transport, communication and telecommunication control and telecontrol. All these means increase the

productivity of labour by substituting human forces for those of nature.

XXIII. Матн мазмунига асосан мавзуларни жойлаштиринг

1. Технологик ўсиш жараёнига илмий изланишларнинг таъсири.
2. Фан ва техниканинг тарихий ўсиш омиллари.
3. Барча фанларнинг ривожланишида математика фанининг аҳамияти.

Қўйидаги мазмунлар бўйича қисқа ахборот тайёрланг

1. Фан ва техниканинг ўзаро бир-бири билан боғлиқлиги.
2. Фан-хишилар хизматида.
3. Келажакдаги фан муаммолари.

Revision Exercise

THE GERUND

Gerund Constructionsга аҳамият бериб гапларни таржима қилинг

1. Centrifugal training is an important element of preparing for space flight. 2. Aluminium has a melting point of 658.7°C. 3. Man lived for ages on the earth without knowing anything about electricity. 4. The main function of a transformer is changing voltage in the circuit. 5. Before giving the green light to the Columbases of outer space the scientists must ensure the radiation safety of space flight. 6. Various systems of units have been established for measuring magnetic flux.

7. Mankind is interested in atomic energy being used only for peaceful purposes. 8. We know of Newton's having developed the principles of mechanics.

Let's Speak English
 Грамматика The Subjunctive Mood. The Conditional
 Sentences (continued)

Матнлар устида ишлаш

Text A.: Development of the Computers

Text B.: Digital and Electronic Computers

EXERCISES, GRAMMAR NOTES, TEXTS

LET'S SPEAK ENGLISH

I. Диалогни тўғри оҳанг билан ўқинг

BOOKING ROOMS

'Here we ,are. 'This is our hotel, ,isn't it? ,Yes, it ,is.
 'Shall I 'look after the ,luggage or 'will ,you? ,Well, if you
 ,see to the ,luggage and 'pay the ,driver, I'll 'go in and 'see
 about ,rooms. 'All ,right. 'Where shall I 'find you? I'll 'wait
 for you in the ,hall. 'Don't be ,long. I'll 'come as 'soon as
 I ,can.

'Good ,morning. 'Can you 'let me 'have a 'double room
 with a ,bathroom? Or 'if you 'have two `single ,rooms, so
 'much the `better, We're 'practically 'full `up, but I'll ,see. 'How
 'long do you intend to ,stay? I expect we shall be here for
 a `week at ,least, perhaps a fortnight.

,Yes, you can have↑two 'rooms with a ,bathroom on the
 'first ,floor.

II. Қуйидаги сўзларни таржима қилинг

symmetric, opposite, correct, false, transitive, reflexive,
 process, concept, principle, reduce, rational, equivalent,
 modern, program, vacation, finish, subject, course, period,
 journal, plus, contain, group, represent, numeration, basic,
 combination, expression.

Грамматика

The Subjunctive Mood (Субъюнктив майли) The Conditional Senteences

The Subjunctive Mood сўзловчининг иш-ҳаракатга бўлган ҳошиши, истак, фараз қилиш, шарт қуйиш каби муносабатларини билдиради. Бошқача қилиб айтганда, субъюнктив майлдаги феъллар иш-ҳаракатнинг умуман нореал эканлигини кўрсатади ва иккинчи ва учинчи хил шарт эргаш гапли қўшма гапларда ишлатилади.

Шарт эргаш гапнинг биринчи тури ҳақида 11-дарсда кўрганмиз.

Шарт эргаш гапли қўшма гапларнинг иккинчи ва учинчи тури нореал (яъни амалга ошмайдиган) шартни ўз ичига олади ва амалга ошиш эхтимоли бўлган иш-ҳаракатларни ифодалайди.

Бундай гапларнинг иккинчи тури ҳозирги ёки келаси замонга тегишли бўлган иш-ҳаракатларни билдиради.

If I were a
mathematician I could
solve this theorem.

Агар мен математик
бўлсам, бу теоремани
ечар эдим.

I should tell him every-
thing if he came here
now.

Агар у ҳозир шу ерга
келса, мен унга ҳамма
нарсани айтар эдим.

If she entered the
University next year she
could learn English.

Агар у университетга ке-
ласи йили кирса, у инг-
лиз тилини ўргана олар
эди.

Шарт эргаш гапли қўшма гапларнинг учинчи тури ўтган замонга қарашли бўлган иш-ҳаракатни ифодалайди, ўзбек тилига ...ган бўлар эди, деб таржима қилинади.

If I had seen him
yesterday he would have
told me about it.

Агар мен уни кеча
кўрганимда эди, у менга
у нарса ҳақида гапириб
берган бўлар эди.

Инглиз тилида шарт эргаш гапли қўшма гаплар қуйидагича тузилади.

| Боғловчилар | Эргаш гапнинг кесими | Бош гапнинг кесими |
|---|-----------------------------------|--|
| Unless, if, in case, provided that, on condition that | I турида: Present and Past Tenses | Present, Past, Future Tenses |
| | II турида: Past Indefinite Tense | should would could might фёълнинг асосий шакли |
| | III турида: Past Perfect Tense | should would could might Perfect Infinitive |

III. Қуйидаги гапларни ўзбек тилига таржима қилинг

1. If Helen knew Aziza's adress, she would write a letter to her. 2. If my brother had time now, he would go to the cinema. 3. If I saw my friend to-morrow, I should ask him about it. 4. If he was here, he would help us. 4. If I saw him to-morrow, I should give him the book. 5. If we were to meet to-morrow we should go to the library together. 6. If I had seen him yesterday, I should have asked him about it. 7. He would not have caught cold if he had put on a warm coat. 8. If your instructions had been received ten days ago, the books and magazines would have been sent by plane. 9. If the ship had arrived, we should have received a telegram. 10. If he knew about our difficulties, he would help us. 11. If he had heard of your marriage he would have been surprised. 12. If you had not told me about it I should (might) never have known the facts. 13. If he had taken the doctor's advice he might not have fallen ill.

IV. Инглиз тилига таржима қилинг

1. Агар сиз масалани ечиб бўлган бўлсангиз, кетишингиз мумкин. 2. Агар у келишга ваъда берган бўлса, у

албатта келади. 3. Агар у фақат кеча келган бўлса, эҳтимол у якшанбагача кетмайди. 4. Агар менинг пулим бўлганда, мен сизга тўлар эдим. 5. Агар у сизнинг келишингизни эшитганда, у хайрон бўлар эди. 6. Агар сиз буюрмаганингизда, у буни қилмас эди. 7. Агар сиз Лондонга борганингизда эди, сиз қироличани кўра олар эдингиз. 8. Ёмғир бўлса (эҳтимол, балки), мен соябоғни оламан. 9. Агар сиз менга ёрдам берсангиз, биз соат олтида тугата оламиз. 10. Агар у кейинги ҳафтада келса, биз ундан нима қилишни сўраймиз.

Text A

V. Матнни ўқинг ва таржима қилинг

DEVELOPMENT OF THE COMPUTERS

The very word calculate which is derived from the Latin "calculus" means a small stone. The ancient Greek wrote and calculated with pebbles, moving the hand from left to right, the Egyptians did the opposite.

Early peoples found two needs for calculation. The first was a need for the basic enumerations of money, herds, lands. Another was the need for a calender to account the seasons.

The earliest device for carrying out the ordinary operations of arithmetic was the abacus.

The second calculating machine was a device for multiplication made by the discoverer of logarithms. The introduction of logarithms, which completely revolutionized the computation, occurred near the beginning of the 17th century by John Napier.

The first computing machine that might be called the prototype of that in use today was invented by B. Pascal in 1642. His machine was designed to do addition and subtraction. Leibnitz, another genius, designed a computing machine in 1671 and completed it in 1694.

In 1888 it was invented a machine that printed figures, and sorted cards. The cards contained holes and with the help of electromagnetic relays their distribution was activated by contacts through the holes.

From that time, progress was rapid, because machines working on the relay principle were replaced in 1944 by electronic mechanisms. In 1948 it was invented transistor which replaced vacuum tubes and the calculating power of these new machines was derived very largely from their memories and their great speed.

Subsequent development of computer has led to a social revolution. Man suddenly discovered that he had created an instrument that far transcended many of his own powers.

If the mankind had not invented the computer it would not have achieved such progress in all spheres of technology.

VI. Матнда ишлатилган байналминал сўзларни алфавит тарзида қўйинг

computer, calculate, Latin, Greek, Egyptians, opposite, calender, season, operation, principle, electronic, mechanism, vacuum, instrument, arithmetic, machine, multiplication, logarithm, introduction, revolution, prototype, genius, figure, electromagnetic, contact, transistor, social.

VII. Қўйидаги ажратилган сўзлар қайси сўз туркумига мансублигини айтинг ва таржима қилинг

1. Research work is an integral part of education. 2. In research institutes junior researches work under the guidance of professors. 3. Our department has a five-year research plan. 4. To research means to discover. 5. He has profound theoretical knowledge in the field of study. 6. This course of study embraces many fields. 7. At the University students study different subjects.

VIII. Луғатдаи ушбу феълларнинг таржимасини топинг ва уларни тўрттала шаклини айтинг

to need, to appear, to derive, to write, to have, to found, to discover, to complete, to occur, to compute, to add, to invent, to print, to contain, to lead, to replace.

IX. Қўйидаги сўз бирикмалари ва ибораларни таржима қилинг

the earliest device, the very word "calculate", to do addition and subtraction, distribution, replace, calculating power, very largely, on the relay principle.

X. Қавс ичидаги мос сўзларни танлаб гапларни тўлдилинг

1. The earliest device for carrying out the ordinary (actions, manipulations, operations) of arithmetic is abacus.

2. The first computing machine that might be called the (model, picture, prototype) of those in use to day was invented by B. Pascal in 1642.

3. Leibnitz (made up, designed, invented) a computing machine in 1671 and (finished, completed, ended) it in 1694.

4. The introduction of logarithms completely (changed, altered, revolutionized) the computation.

5. The cards contained holes and (by means of, with the help of) electromagnetic relays their distribution was activated by contacts through the holes.

XI. Иккитадан бўлиб ишлаб саволларга жавоб беринг

1. What does the word "calculus" mean?

2. Where did the word "calculus come" from?

3. What needs did the early peoples find for calculation?

4. When was the first calculating device invented?

5. What operations can be carried out with the help of calculator?

6. Leibnitz was the inventor of the calculating machine, wasn't he?

XII. Инглизча гапириб беринг:

1. Ҳисоб қачон пайдо бўлган? 2. Биринчи ҳисоблаш машинасини ким ва қачон ихтиро этган? 3. Ҳисоблаш машинасининг ривожланиши.

XIII. Диалогни иккитадан бўлиб ўқиб, ўзаро саволларга жавоб беринг

A. Do you know the derivation of the word "calculate?"

A. What were stones used for?

B. Yes, I do. It derived from the Latin "calculus" which means a small stone.

B. Stones were used for counting herds, lands and later money.

A. So, those stones were the first prototype of our calculating machines, weren't they?

A. But, nowadays almost everybody has a pocket calculating machine and can use it, but not everybody can call the inventor of this machine. Do you know who was the first inventor?

A. This invention was the beginning of a rapid progress, and what about the further development?

B. Quite so, but the first calculating machines were primitive devices for the ordinary arithmetic operations and were called abacus.

B. Of course, I do. The first inventor was B. Pascal and later it was designed and completed by Leibnitz.

B. The further development was characterized by the invention of a machine with electromagnetic relays, and then it was invented transistor that permitted to make complex operations with great speed.

Text B

XIV. Матнни ўқинг ва таржима қилинг

DIGITAL AND ELECTRONIC COMPUTERS

A digital computer is a device for performing mathematical operations with numbers expressed in the form of digits. Such devices stem from abacus. The modern electronic digital computer is, of course, the most highly developed and useful device in comparison with Pascal's and Leibnitz's.

The Electronic Numerical Integrator and Calculator completed in 1946 represented a considerable advance in

computing building technology, since it was entirely electronic in its internal operation.

The first theoretical advance of computer design resulted from the work of John von Neumann. Neumann studied the logical design of computing machines and gave a machine the ability to change and modify its instructions. Large-scale computers are made of internal memories that may contain 10—12 million "cores", each capable of storing one unit of information. The modern machine is more often called a computing system.

An electronic computer is a device that can not only accept information, store it, process it, and present the results of the processing in some acceptable form but to process the information by instructions which are stored in coded form inside the computer. The coded instructions are called a programme. We therefore speak of a computer as an internally stored programme device.

Any computer or calculator contains devices for five main functions: input, storage, arithmetic control, and output. The whole range of operations from input of data to output of results is called "Data processing". Data processing involve files of some type. File information may be recorded with the help of paper forms, perforated paper tape, punched cards, photographic film, magnetic tape, and magnetic disc.

XV. Саволларга жавобларни танланг .

- | | |
|---|--|
| 1. What kind of device is an electronic computer? | 1. The modern machine is called a computing system. |
| 2. What functions can be performed by a computer. | 2. Neumann did. |
| 3. How may the file information be recorded? | 3. A digital computer is a device for performing mathematical operations. |
| 4. What is a digital computer? | 4. An electronic computer is a device that can accept information, store it, process and present the result. |

5. How is the modern machine called?

6. Who studied the logical design of computing machines?

5. The file information may be recorded with the help of paper forms, perforated paper tape, punching cards and so on.

6. A computer can perform five main functions: input, storage, arithmetic control and output.

XVI. Мос сўзларни танлаб, гапларни тўлдириг:

involve, digits, are made of, coded, highly, advance.

1. Large-scale computers ... internal memories that may —10—12 million "cores", each capable of storing one unit of information. 2. The ... instructions are called a programme. 3. Data processing ... files of some type. 4. The modern electronic digital computer is the most ... developed in comparison with Pascal's and Leibnitz's. 5. ENIAC represented a considerable ... in computing building technology. 6. A digital computer performs mathematical operations with numbers expressed in form of

XVII. Қийин сўзларни лугатдан топинг ва таржима қилинг. Диалогни иккитадан бўлиб ўқинг

AT THE COMPUTERS EXHIBITION

Agent:— I see you are keeping your eye on our newest M 45 Printer.

Have you any special interest in it?

Petrov:— Well, yes. I happen to be the technical advisor of the Uzbek Trade Delegation. Our line is robots and the equipment connected with them.

A:— Does M 45 meet your demands?

P:— Quite so. We are interested in printers, especially in good ones.

A:— You are lucky. You've found the unique one. That's a very reliable product. Its mechanical parts have been reduced to the minimum.

P:— By the way, what is the speed of M 45?

A:— Bi-directional printing is 45 characters per a second.

A:— The operator controls only paper release, and top of form.

P:— That's really very convenient. Besides, I must say, I do like its appearance. Will you tell me its weight?

A:— Certainly. It's about 18 kgs. Don't hesitate to purchase it.

Мустақил иш учун вазифалар

XVIII. Матни ўқинг ва таржима қилинг

WHAT IS THE ROLE OF THE COMPUTER IN AUTOMATION?

Mechanization of production operations and their automation is one of the most important problems and what is being done in this sphere at present greatly exceeds what has been done in the past.

Computer science is a relatively new field of study and research. It is a broad discipline, covering logic design, of computation, numerical analysis, programming and computer application.

There are different kinds of computers. Some do only one job over and over again. These are special-purpose computers. But there are some computers that are able to do a lot of different jobs. They are called general-purpose computers. These are "big brains" that solve the most difficult problems of science. They answer questions about rockets and planes, and ships long before these things are even built.

Today there are computers small enough to carry in one's pocket or about the size of a typewriter. These new computers are called personal computers. Computers help our space programme, our armed forces, our business and industry, sports and medicine.

Computers are capable of doing extremely complicated work in all branches of learning. They can solve the most complicated mathematical problems or put thousands of unrelated facts in order. As computers work accurately and at high speeds, they save research workers years of hard work. This whole process, by which machines have to be used to work for us, is called automation. Automation will have important social consequences.

XIX. Саволларга матндан жавоб топинг

1. What is a personal computer?
2. What computers are called "big brains"?
3. Is it possible to solve the most difficult problems of science with the help of computers?
4. How do you understand the word "automation"?

XX. Сарлавҳаларни матн мазмунига мослаб жойлаштиринг

Computer Capabilities
Computer and Science
Kinds of Computers

XXI. Қуйидаги сарлавҳалар асосида ахборот тайёрланг:

1. Компьютер техникасининг ҳозирги замондаги аҳамияти.
2. Компьютер техникаси кўرғазмасида.
3. Шахсий компьютерларни биргаликда ишлаб чиқариш учун ўзаро битим тузиш.

Revision exercises

THE SUBJUNCTIVE MOOD

Subjunctive Mood га аҳамият бериб гапларни таржима қилинг

1. The solution of the problem requires that all the experimental data obtained be exact. 2. It would be desirable to specify the position of the point relative to the fixed axis. 3. It is required that all measurement be done beforehand. 4. Without the force of gravitation there would be no pressure in liquids. 5. In order that this method might be applied two conditions must be observed. 6. He spoke as if he were a witness of the incident. 7. The radical improvements of the international situation would create favourable requisites for the reduction of military spending. 8. The calculations which would have taken several years of intense human work in the past are now done in

a few minutes or hours. 9. It is necessary that the average acceleration of the moving body be determined accurately. 10. We suggested that his project be discussed in detail. 11. Without radio we should hardly be able to observe artificial satellites and receive scientific information from space. 12. There would be no progress in science without observations. 13. Parts rubbing on each other must be separated by a film of lubricant lest the surface should rapidly wear away.

14. If there were no difference of potential between two points of a conductor, electrons would not continue to flow. 15. Were the surface of the bearings harder and smoother the loss of power to overcome the friction would be less. 16. Had the science of radio not been developed so rapidly, we should not have got such remarkable changes in the technique today. 17. Even if an alternating current system were perfectly insulated from the ground, it would still be extremely dangerous to touch any of the high voltage conductors.

LESSON 20

Let's Speak English.

Грамматика: The Emphatic Constructions. Эмфатик конструкциялар.

Матнлар устида ишлаш

Text A: Three Kinds of Radioactivity

Text B: Radioactivity

EXERCISES, GRAMMAR NOTES, TEXTS

·LET'S SPEAK ENGLISH

I. Диалогни тўғри оҳанг билан ўқинг

Hellen: Hello, Mike, what are you doing here?

Mike: We are getting ready for a very important experiment. We want to test new radioactive minerals.

H.: The preparatory work is the most important part of any experiment, isn't it?

M.: Yes, it is. We are preparing the apparatus and the measuring instruments.

H.: And who will check and adjust all the devices?

M.: That is my job.

H.: Oh, Mike, I envy you will be taking part in such an important experiment.

M.: The experiment is supposed to be very interesting and the team leader is a magnificent man. It's he who promised me to give a practical test, and, if I'm good enough, he'll make me a member of his research team.

H.: That's wonderful.

II a) Сўз бирикмаларини таржимасини топинг

north-west, mainland, north-east, lowland, highland, landscape, sometimes.

b) Бир хил ўзакли сўзларни танланг ва луғат ёрдамида таржима қилинг

to found, occupation, population, foundation, to situate, to occupy, founder, situation, to populate, situated, occupied.

c) Дарё, кўл ва океанларнинг номларини транскрипциясини ёзинг

the Amu-Darja, the Sir-Darja, the Aral Sea, The Atlantic Ocean, the Pacific Ocean, the Indian Sea, the Black Sea, the Sea of Japan, the Caspian Sea, the Mississippi, the Thames.

d) Тўғри ва нотўғри феълларга ажратинг ва уларни луғат ёрдамида текширинг

tell, divide, estimate, find, learn, determine, show, get, form, increase, buy, range, put, result, separate, mean, see, win, hold, attend, show, teach, understand, write, be, translate, solve.

e) Сўзларни алфавит тарзида жойлаштиринг

electrical, radiation, speed, orbit, original, electron, mass, negative, magnetic, mineral, substance, gas, conductor, uranium, thorium, actinium, natural, reason, opposite, gamma, stable, element, form, atom, start, nuclear.

Грамматика

The Emphatic Constructions

Эмфатик конструкциялар гаптаги бирор гап булагини алоҳида ажратиб, таъкидлаб кўрсатилишда ишлатилади.

Эмфатик конструкция *it is (has been, was)... that (which, who)* кесимдан ташқари барча гап булакларини таъкидлаб кўрсатиши мумкин. Бундан суз бирикмалари *it is ... that* орқали берилади, ўзбек тилига таржима қилинмайди.

| | |
|--|--|
| It was John who gave me an English book yesterday. | Фақат Жон кеча менга инглиз тили китобини берди. |
|--|--|

Эмфатик конституциядаги суз бирикмаси *it was not untill ... that* таржима қилинмайди. лекин ўзбек тилида гапта "фақат", "ўшандагина", "ҳақиқатан" каби сузлар пайт ҳолидан аввал ишлатилади.

| | |
|---|---|
| It was not until the XXth century that the first nuclear reaction was made. | Фақат XX асрда биринчи атом электростанцияси қурилди. |
|---|---|

Буйруқ ва дарак гапларда *do (does, did)* ишлатилиши ундан кейин келадиган кесимни таъкидлайди. Ўзбек тилига "ҳақиқатда", "албатта" сузлари ёрдамида таржима қилинади. Айрим ҳолларда таржима қилинмайди.

| | |
|--|--|
| Do come, please. If I do find the book, I'll send it to you. It did take much time to calculate the orbit of the man-made moon. | Албатта келинг, илтимос. Агар мен китобни топсам, албатта сизга жўнатаман. Сунъий йўлдошнинг айла- нишини ҳисоблаш учун ҳақиқатда жуда кўп вақт керак бўлди. |
|--|--|

Қонда бўйича инглиз тилидаги бўлишсиз гапларда инкор суз фақат бир марта ишлатилиши керак. Лекин эмфатик конструкцияли гапларда инкор сузлар икки марта

ишлатилади. Ўзбек тилига "лекин", "мумкин" сўзлари билан берилади.

It is not unlikely, however, that this experiment will be successful.

Лекин бу тажриба муваффақиятли бўлиши ҳам мумкин.

Гапда сўз тартибини ўзгариши натижасида ёки инверсияда эмфатик конструкция ҳосил бўлади:

а) гап бошида равиш ёки боғловчи (only, not only, never, hardly, seldom, no sooner... that) ва боғловчи (so, neither, nor) келиши мумкин.

Seldom does this method provide satisfactory results.
Not only did he come but he helped us.

Аҳён-аҳёнда бу усул қониқарли натижалар беради.
У фақат келибгина қолмай ёрдам ҳам берди.

б) иш-ҳаракат реал бўлмаган тақдирда ҳам:

Had I come I should have seen her.

Агар мен келганимда уни кўрган бўлар эдим.

в) гап сифатдош ёки сифат билан бошланса, гапнинг таржимаси ҳол ёки тўлдирувчидан бошланади.

Participating in this work were many scientists.
Important for him was his participating in this work.

Бу ишда жуда кўп олимлар иштирок этдилар.
Унинг учун муҳим нарса бу ишда қатнашишидир.

III. Гапларни ўқинг ва таржималарни солиштиринг

1. Бу кириб келган Майк.
2. Менга фақат шу китоб зарур.

1. It was Mike who came in.
2. It is this book that I need.

- | | |
|---|--|
| 3. Фақат менга шу китоб зарур. | 3. It was I who needed this book. |
| 4. Албатта келинг. | 4. Do come, please. |
| 5. Албатта биз сиз билан борамиз. | 5. We do go with you. |
| 6. Албатта биз билан юринг. | 6. Do go with us. |
| 7. Биз албатта бир-биримизни тушунамиз. | 7. We really do understand each other. |
| 8. У кечикди, унинг дўсти ҳам кечикди. | 8. He was late and so was his friend. |
| 9. Ва у қайтиб кетди. | 9. Away went he. |
| 10. Албатта мен уни яхшироқ биламан. | 10. I do know him better. |
| 11. Фақат шу маърузани у қилди. | 11. It is this report that he made. |

IV. Гапларни ўқинг, эмфатик конструкцияларга аҳамият бериб таржимасини солиштиринг

- Seldom do we hear such singing from faculty choirs.
- Usually I do play tennis.
- Quite often he prefers to stay at home instead of going to the cinema.
- Very often the weather was too bad for us to go out.
- Included in the paper are data calculated by this scientist.
- It was not until 1955 that this law was discovered.

Жавоблар:

- Аҳён-аҳёнда куллиёт хор ижрочилари шундай яхши куйлашади.
- Доим мен теннис ўйнашга бораман.
- Кўпинча у кинога боришдан кўра уйда қолишни ёқтиради.
- Тез-тез ҳаво ёмон бўлгани учун кўчага чиқмадик.
- Мақолага олимнинг ҳисоблаб чиққан маълумотлари ҳам киритилган.
- Бу қонун фақат 1955 йилда кашф этилган.

V. Қуйидаги гапларни луғат ёрдамида эмфатик конструкция қоидаларига амал қилиб таржима қилинг

- Given in picture II are values for different temperatures.
- However strange electronic music may sound, it seldom sounds anything but electronic.
- It was

a clockmaker Huntsman who in 1740, first produced a cast of molten steel. 4. It was in the compass that magnetism first found a practical use. 5. Cast iron did not appear in Europe until the very end of the 14th century. 6. It is to Aristotle that we owe the invention of the first practical system for the classification of living beings. 7. Don't you dare do that again 8. And don't you forget it. 9. Rude am I in my speech. 10. But Popov did invent the radio. 11. It is the Periodic Law that Mendeleev formulated. 12. It was not until in the 1930's that the first nuclear reaction was made. 13. Of special interest was his report. 14. Of great importance is his new work. 15. Do stay with us a little longer.

Text A

VI. Матни ўқинг ва таржима қилинг

THREE KINDS OF RADIOACTIVITY

Henry Becquerel (1852-1908) a French scientist, kept a collection of curious minerals in his desk. It so happened that in this desk were several boxes of unopened photographic plates. One day he decided to open one of the boxes and discovered that it was the plates which were not only fogged but intensively exposed. After studying these happenings he found that they must have been caused by rays given off from a mineral "Pitchblende" (уран моддаси).

Important for this phenomenon was the fact that these rays could pass through solid substances. These rays needed no special equipment to produce them.

It was found that the heavy elements-uranium, thorium, actinium-gave out these radiations. In fact, the radiations went on naturally, and were quite unaffected by any chemical or physical actions. This strange discovery was called "natural radio activity", and scientists soon came to believe that the reasons for these happenings were to be found deep inside each atom of the substance.

Becquerel placed a piece of uranium inside a lead block, leaving only a thin hole to allow the escape of the radioactivity. It was he who by using a magnet, showed that the radiations were of three different kinds. One was

caused by negatively charged particles which the magnet bent to one side, and another kind was formed by positively charged particles, bent by the magnet in the opposite way. The third form of radiation was not bent in any way. It was positively charged radiation which was called "alpha rays". The negatively charged particles were found to be fast electrons, and were named "beta rays". The rays that were not bent called "gamma rays". If all the particles were electrically neutral as gamma rays are they would not be deflected by a magnetic field.

VII. Сўз бирикмаларининг эквивалентини матндан топинг:

бир қанча ёпиқ қутичалар; бу ҳолатни ўрганиб чиққач; нурларни тусиш учун алоҳида жиҳоз; қисқа тўлқинлар; манфий зарядланган бўлақлар; шундай ҳол юз берди; уларни очишга қарор қилди. бу воқеалар учун сабаблар.

VIII. Сўзларни танлаб гапларни тўлдилинг.

1. These rays had no penetrating power through the (liquid, solid, gases, powder) substances.

2. The radiations carrying (positive, negative) charges were called "alpha rays".

3. It was (taken, understood, found) that the heavy elements gave out the radiations.

4. These new rays needed no (exact, special, new, complex) equipment to produce them.

IX. Гапларни матн маъносига кўра жойлаштилинг

1. He showed the difference between these rays and called them alpha, gamma and beta rays. 2. Henri Becquerel, a French scientist, investigated the property of natural radioactivity. 3. He found out that such heavy elements as uranium, thorium and actinium gave out radiations. 4. The French scientist showed that the radiations were of three different kinds.

X. Матн мазмунига мос гапни топинг

1. Many substances possess the property of emitting penetrating radiations. 2. If electrons pass a gas, they will

ionize it. 3. Beta rays are made up of negative charged particles.

XI. Қуйидаги саволларга жавоб беринг

1. What did Becquerel discover one day? 2. What conclusion did he come to after studying these happenings? 3. What properties did these rays possess? 4. What elements gave these radiations? 5. How was this discovery called? 6. What radiations were called alpha rays? 7. What radiations were called beta rays? 8. What radiations were called gamma rays?

XII. Иккитадан бўлиб диалог устида ишланг

A. What foreign periodical do you read to follow the latest achievements in science abroad?

A. I wish I could look through it as well.

B. I usually read "The scientific American". One can find lots of interesting papers on different problems of modern science there

B. No problem. You can easily get it in our University library.

Text B

XIII. Матни ўқинг ва таржима қилинг

RADIOACTIVITY

It was found that the property of emitting penetrating radiations is not confined to uranium and its compounds. It was Marie Curie (1867—1934) who paid her attention to these strange happenings. She thought that the radioactivity inside uranium was caused by some other chemical element. She obtained large quantities of pitchblende and after much work she produced a very small amount (a few milligrams) of a mysterious element. This substance did give out a bluish glow at the bottom of a test tube, and because it shone like this, the Curies called it "radium". It was found

to be a million times more radioactive than uranium, but gave out alpha, beta and gamma radiations like uranium. The Curies and other scientists discovered that since beta particles were fast electrons and since they were much smaller than atoms, the atoms inside radium were breaking up.

For a time the discovery of radium overshadowed the importance of uranium. Later careful studies of uranium were made and these showed that was a whole family of radioactive elements. Gradually it was found that uranium itself was very unsettled and unstable. Its atoms had too much energy inside them and this extra energy was released in the of radioactivity. The alchemists of the middle ages had dreamed of turning elements from one to another, especially base metals into gold. Had the alchemists know this property of uranium they might have tried to turn metals into gold. Little did they know that uranium was turning by natural radioactivity into a whole family of other elements.

In uranium there are a number of elements each breaking down by natural radioactivity into elements of smaller weight. During 4.500 million years half the atoms in uranium change into uranium X, atoms by ejecting subatomic particles. Again uranium X, gives out beta radiation, and its atoms change into uranium X2 in the course of 24 days. Uranium X2 breaks up into another element and this goes on until radium is formed. Radium breaks up and there are further atomic transmutations until natural radioactivity stops and lead is formed. Thus there is a whole series of changes going on in uranium and the changes stop with lead. The first change from uranium to uranium X, takes a long time. When an atom of radium gives out a radioactivity ray it loses a tiny bit of weight. The lost weight, which has been measured, appears as energy. If an atom of radium did not lose weight, no energy would appear. The discovery that radioactive atoms generate energy as they give off rays helped to start the science of nuclear energy.

XIV. Саволларга жавоб бериш

1. Does this text deal with the problems of physics or chemistry? 2. Are there two or three types of radiations

emitted by radioactive substances? 3. Are these rays emitted only by radioactive substances or by any other substances? 4. What are these radiations called? 5. Are beta rays positively or negatively charged? 6. What is the lowest speed of electrons? 7. What will happen if electrons pass a gas?

Ўз-ўзини текшириш учун вазифалар

XV. Саволларга тўғри жавобни топинг

- | | |
|--|--|
| 1. Who obtained a mysterious element called "radium"? | 1. Lead is formed in the result of a long atomic transmutations until finally natural radioactivity stops. |
| 2. What were the alchemists dreaming in the middle ages about? | 2. The science of nuclear energy started with the discovery that radioactive atoms generate energy. |
| 3. How is lead formed? | 3. Marie Curie did |
| 4. When did the science of nuclear energy start? | 4. The alchemists were dreaming about the turning one element into another especially base metals into gold. |
| 5. What did Marie Curie get in the test tube? | 5. Marie Curie got "radium" in the test tube. |

XVI. Гапларни маъносига кўра жойлаштириб, қисқа ҳикоя тузинг

1. It gave out alpha, beta and gamma rays.
2. Marie Curie discovered a mysterious element which she later called "radium".
3. Later it was proved that radioactive atoms released extra energy in the form of radioactivity.
4. The new element was found to be radioactive.
5. The important discovery helped to start the science of nuclear energy.

XVII. Гаиларни ўқинг ва мазмунан тўғриланг

1. Beta, alpha and gamma rays are emitted by radioactive substances. 2. Beta rays can be positively charged particles. 3. Electrons may travel only at low speeds. 4. Electrons possess no penetrating power. 5. Fast electrons cannot be deflected.

XVIII. Саволларга тўлиқ жавоб беринг

1. What types of radiations do you know and what are they called? 2. Why are beta rays bent by a magnetic field? 3. What rays are not bent a magnetic field and why? 4. What is the difference between alpha and beta rays? 5. What can you say about the speed of electrons? 6. Why substances can fast electrons penetrate? Give examples.

XIX. Диалогларни ўқинг, қийин сўзларни луғатдан топиб таржима қилинг. Диалогни роллар бўйича ўқинг

A post-graduate student wants to point out some details with his supervisor

Post-graduate student: International? Good evening. I want to book a call to Moscow for 10 p.m. My name is Petrov.

Operator:— What number do you want in Moscow?

St.:— Nine-two double three -o, eight -o.

O.— Do you want to make it personal?

St.:— No. I just want a station-to station call.

O.— One moment please. Hold the line. I am putting you through.

St.— Hello. Could I speak to Professor Frolov, please?

Prof. Frolov's secretary:— Sorry, but Prof. Frolov is not available. Is there any message? Is there anything I can do for you?

St.:— Pardon, I can't hear you well. I say, there is one little thing I'd like to agree upon. I've sent him my thesis and now I want to know his opinion on this point.

S.:— Is it you Pete? I recognize your voice. You are lucky. The Professor has got acquainted with your work and I have his written reply on it. He insists on you shorten the article.

St.:— It seems to me the article is short enough.

S.:— Take it easy. All your articles will be published in our next issues.

St.:— I would like you to send me a copy of the issue.

S.:— That's nice. Agreed. I wish you success. Good luck.

St.:— Thank you. Good — bye.

2. You are the organizing secretary of the meeting. Phone everyone who is to attend and ask them to spell exactly their names (to suggest the time of the meeting, to compile the meeting, to compile the programm afterwards). Use the following patterns.

— Hello, May I speak to Mr. Roberts?

— I'll see if he is in. I'm afraid Mr. Roberts is out at the moment. Hold on a moment.

— Certainly.

—Sorry, sir. 'Mr. Roberts is not available. Is there any message?

— No, thank you. I'll call back later.

3. S.: -two-four-nine?; double eight-double two. Hello. Could I speak to ... I would like to make an appointment with...

Professor N.:— Hello. It's me.

S.:— I'd like to know the day of your arrival?

P.:— I'll come in two days in the afternoon. Is it all right?

S.:— Oh, no. It is too late.

The Conference will be opened in the morning. Don't be late, please.

4. Book an international call to Glasgow, chief manager Mr. Scott, tel. 997-8502, extension (қўшимча) Ask him about the date of his possible arrival in Tashkent

Мустақил иш учун вазифалар

XX. Матний ўқинг ва таржима қилинг

BETA RAYS

Beta rays are made up of particles. These rays are bent by a magnetic field in such a way as to reveal a negative charge of the particles. They would not be bent if they had no charge, that is if they were electrically neutral. In weight and charge they are alike to the particles of the cathode ray. They are electrons. Electrons have very little

weight. They made travel at great speeds, varying from 62,000 to 180,000 miles per.sec. (at their fastest they approach the speed of light).

Fast electrons may have sufficient energy to penetrate the surrounding electron orbits of an atom. They are then deflected from their original course by the positive charge of the nucleus. Were the nucleus electrically neutral, the electrons would not be deflected from their original course. They are more often turned through larger angles than is the case for alpha-particles, since they have much smaller mass. Slower electrons are more easily deflected, and in consequence more quickly lose their energy. If electrons pass a gas, they will ionize it. They are able to penetrate $\frac{1}{8}$ th in of alluminium or 2 mm. of lead.

When a narrow cathode ray beam is passed through thin metal foil the rays act like x-rays (as if they were not particles but a radiation) and are diffracted giving an appropriate pattern on a fluorescent screen. This means that beams of electrons can act as if they were made up waves of definite wavelength as is the case for light. Cathode rays are also found to cast shadows of objects in their path. This shows how difficult it is to distinguish usefully between particles and radiation-the latter itself measured as photons or quantum packages. When (as a cathode ray) they are stopped by any solid object, they set up x-rays.

Each particle does not produce scintillation on a zinc sulphide screen, but the beam as a whole does produce scintillation. When travelling slowly electrons are easily absorbed by atoms, even by those of gases.

XXI. Матни ўқинг ва ундан электронлар тўпламининг ҳаракати ҳақидаги гапни топинг

Қуйидаги саволларга матндан жавоб топинг

1. What orbits may fast electrons penetrate? 2. Why may fast electrons penetrate the surrounding electron orbits of an atom? 3. Is it easy to distinguish between particles and radiation? 4. May electrons travel only at low speed?

XXII. Мунозара учун вазифа:

1. Ядро энергиясини ҳаётда ишлатишдаги афзалликлар ва камчиликлар.

2 Сиз ҳаётингизни хавф остида қолдириб радиация устида тажриба ўтказа оласизми?

Асосий курснинг тематик режаси

| Дарслар | Соатлар | Тил ҳақидаги материал | Мустақил иш учун вазифалар |
|----------|---------|--|----------------------------|
| Lesson 1 | 8—10 с. | <p>[i - i: - ʌ - u:] товушлари оҳанг ва ритм устида ишлаш</p> <p>От ва сифат ясовчи суффикслар: -er, -or, -tion, -ment</p> <p>To be, to have феълларини Indefinite Tense да ишлатилиши. There is, there are ни қайтариш</p> <p>Text A. University Education in Uzbekistan Text B. About My Family</p> | 85—86 бетдаги машқлар |
| Lesson 2 | 8—10 с. | <p>[æ - e - ɔ] товушилари, ритм ва оҳанг устида ишлаш.</p> <p>...-full, -less, -al сифат ясовчи суффикслар</p> <p>(а) Феълнинг асосий шакллари ва уларнинг гапдаги вазифаси. The Indefinite Tenses; (б) Сифат ва равиш даражалари The Degrees of Comparison</p> <p>• Text A: Lake Baikal • Text B: Seasons of the Year</p> | 95—96 бетдаги машқлар |

| | | | |
|----------|---------|--|-------------------------|
| Lesson 3 | 8-10 с. | <p>[e-ɔ-ə:ɛə-i] товушлари, ритм ва оҳанг устида ишлаш. Саноқ ва тартибсон ясовчи суффикслар: -tu, -tsen, -th</p> <p>Ноаниқ ўтган замонаниқ нисбатда. The Past Indefinite Tense in the Active Voice Эргаш гапнинг турлари. Kinds of Subordinate Clauses</p> <p>Text A: The Ancient Cities of Central Asia</p> <p>Text B: Tashkent</p> | 108—109 бетдаги машқлар |
| Lesson 4 | 8-10 с. | <p>[a:ɔ] товушлари, ритм ва оҳанг устида ишлаш Сифат ясовчи суффикслар: -ic, -u</p> <p>Ноаниқ келаси замон. The Future Indefinite Tense. The Future Indefinite Tense — шарт эргаш гапда ишлатилиши</p> <p>Text A: A Visit to Tashkent</p> <p>Text B: My Day off</p> | 117—118 бетдаги машқлар |

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|----------|---------|---|---------------------|
| Lesson 5 | 8-10 с. | <p>[ə :-]товуши, ритм ва оҳанг устида ишлаш.</p> <p>От ясовчи суффикслар: -ness, -hood, -ist.</p> <p>Гумон олмошлар: some, any, no, much, many, little, a little, few, a few</p> <p>Text A: The Museum of Art</p> <p>Text B: Going to the Cinema</p> | 129 бетдаги машқлар |
| Lesson 6 | 8-10 с. | <p>Товуш, ритм ва оҳанг устида ишлаш: [ʤ] [e-ai-i-i:]</p> <p>От ясовчи қўшимчалар: -ity, -ance, -ence.</p> <p>Модал феъллар can, may, must ва уларнинг эквивалентлари. Modal Verbs and their Equivalents.</p> <p>Conjunctions.</p> <p>Боғловчилар.</p> <p>Text A: A Machine Which Can Think.</p> <p>Text B: Letters from College.</p> | 142 бетдаги машқлар |

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|----------|---------|--|-------------------------|
| Lesson 7 | 8-10 с. | <p>[v-w] товушлари, ритм ва оҳанг устида ишлаш</p> <p>От ясовчи қўшимчалар: -ism, -ian, -ship</p> <p>Ҳозирги замон сифатдоши. Participle I. Ҳозирги замон давом феъли аниқ нисбатда. The Present Continuous Tense in the Active Voice</p> <p>One (ones) ...</p> <p>Text A: Dubna Atomic Centre</p> <p>Text B: Sport in England</p> | 155 бетдаги машқлар |
| Lesson 8 | 8-10 с. | <p>[u:-ei-ai-] товушлари, ритм ва оҳанг устида ишлаш</p> <p>Сифат ясовчи қўшимчалар: -able, ible</p> <p>Ўтган ва келаси замон давом феъли аниқ нисбатда. The Past and the Future Continuous Tenses in the Active Voice</p> <p>Text A: A Monument of Friendship</p> <p>Text B: A Visit to a Doctor</p> | 165—166 бетдаги машқлар |

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|-----------|---------|---|-------------------------------|
| Lesson 9 | 8-10 с. | <p>[ɛə - ə-u-ei-] товушлари, ритм ва оҳанг устида ишлаш</p> <p>Феъл ясовчи қўшимчалар -ise, -ize, -ate</p> <p>Тугалланган ҳозирги замон аниқ нисбатда Present Perfect Tense in the Active Voice</p> <p>• Text A: The Amy Darya and Syr Darya</p> <p>• Text B: Gardening</p> | 175 бетдаги машқлар |
| Lesson 10 | 8-10 с. | <p>[æ.- ɛə-ei] товушлари, ритм ва оҳанг устида ишлаш</p> <p>Равиш ясовчи қўшимчалар: -ly, -ward, -is</p> <p>Тугалланган ўтган ва келаси замон. The Past and the Future Perfect Tenses</p> <p>Text A: Newton</p> <p>• Text B: Travelling</p> | 186—187 бетдаги машқлар |
| Lesson 11 | 8-10 с. | <p>Let's Speak English</p> <p>Ритм ва оҳанг устида ишлаш</p> <p>Префикслар (сўз олди қўшимчалари) dis-, un-, re-, post-, im-, in-</p> <p>Шарт эргаш гапларнинг турлари. Kinds of Conditional Sentences</p> <p>• Text A: Aral Sea</p> <p>Text B: Asking the Way</p> | 196 бетдаги машқлар |

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| Lesson 12 | 8-10 с. | <p>Let's Speak English Ритм ва оҳанг устида ишлаш Конверсия. Ноаниқ за- монлар мажҳул нисбатда The Indefinite Tenses in the Passive Voice Text A: The University of Cambridge Text B: The British Museum.</p> | 207—208 бетдаги машқлар |
| Lesson 13 | 8-10 с. | <p>Let's Speak English Ритм ва оҳанг устида ишлаш Қўшма сўзлар Давом феъллар мажҳул нисбатда. The Continuous Tenses in the Passive Voice Text A: Using the Earth Itself as a Power Station Text B: Great Britain</p> | 216—217 бетдаги машқлар |
| Lesson 14 | 8-10 с. | <p>Let's Speak English Ритм ва оҳанг устида ишлаш Тулланган замонлар мажҳул нисбатда The Perfect Tenses in the Passive Voice Text A: Traffic in Future. Text B: A Visit to Tashkent</p> | 224—225 бетдаги машқлар |

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| Lesson 15 | 8-10 с. | Let's Speak English. Ритм ва оҳанг устида ишлаш. Кўчирма ва ўзлаштирама гаплар. Замонларнинг мослашуви. Direct and Indirect Speech. The Sequence of Tenses. Text A: Before the Symposium. Text B: Conversation Practice | 238—239 бетдаги машқлар |
| Lesson 16 | 8-10 с. | Let's Speak English. Ритм ва оҳанг устида ишлаш Сифатдош. The Participle The Participial Constructions Text A: International Congress of Biochemistry Text B: Space Science | 252—253 бетдаги машқлар |
| Lesson 17 | 8-10 с. | Let's Speak English. Ритм ва оҳанг устида ишлаш The Infinitive The Infinitive Constructions Text A: Ecological Balance Text B: The Problem of Environmental Protection | 267—2658 бетдаги машқлар |

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| Lesson 18 | 8-10 с. | Let's Speak English Ритм ва оҳанг устида ишлаш The Gerund Text A: Science in Britain Text B: Science Opens Road to Future | 281—282 бетдаги машқлар |
| Lesson 19 | 8-10 с. | Let's Speak English Ритм ва оҳанг устида ишлаш The Subjunctive Mood The Conditional Sentences (continued) Text A: Development of the Computers Text B: Didital and Electronic Computers | 292—293 бетдаги машқлар |
| Lesson 20 | 8-10 с. | Let's Speak English Ритм ва оҳанг устида ишлаш The Emphatic Constructions Text A: Three Kinds of Radioactivity Text B: Radioactivity | 305—306 бетдаги машқлар |

ADDITIONAL TEXTS FOR READING

I. Answer the following questions after reading the text given below

- 1) What can you say about the Earth's crust?
- 2) What methods do our scientists use in studying the bowels of earth?

A JOURNEY TO THE CENTRE OF THE EARTH

It is usually thought that, the Earth's crust, is very thick in continental regions — between 50—70 to 10 km, and the thinnest of all under the oceans — some 6—10 km, no more.

The geologists, who are very interested in the Earth's mantle rock, are making all sorts of projects for super-deep boring. Naturally, they expect to carry out this work in the ocean. Since the crust is the thinnest there, this should imply that expenditure will be less, too.

However, drilling in the ocean is still a tremendously complicated job.

Since none of those projects have yet been carried out, the scientists are employing methods of probing the terrestria depths — seismological, gravitational, etc.

Now yet another method has been envolved. It involves using the electromagnetic waves in the broad range of low, infra-low and medium frequency bands. We use frequencies of from hundred of kilocycles down to thousand of a cps¹⁾ to study the structure of the Earth beginning at about 10 metres and going down as far as a hundred kilometres and even further²⁾. The higher frequencies are used to get information from the upper layers and the lower frequencies — from the deeper ones³⁾.

Our scientists have built wide-range generators⁴⁾ from which the electric current of various frequencies is discharged into the Earth. A receiving device is placed at a specified distance from the generator. The electromagnetic field, or the electromagnetic waves, discharged into the Earth, come back to the point of the surface where the receiver is, after

they have passed through the various layers in the Earth's crust.

The wave after it passes through the Earth is being transformed in keeping with the structure of the Earth⁵⁾ and its properties at these depths. Hence, it brings with it information with regard to the structure⁶⁾ of the Earth's layers. The processing of these data and appropriate interpretation make it possible to draw significant conclusions. However, we can penetrate only some 10 km down into the Earth's crust with the aid of an artificial wave.

Below that level we have to make use of natural electromagnetic fields. Where do they come from? They originate in the ionosphere, one of the atmosphere's upper layers. The ionosphere is excited by solar activity and currents are generated in it which travel round the Earth at an altitude of some 200 km. They also penetrate deep into the Earth and hence make it possible for us to study its inner layers down to a depth of several hundred kilometres.

The natural electromagnetic field is less accurate since it defies control. Artificial fields allow for more accurate research because we can control them, and do whatever we like with them. This is most rewarding⁷⁾, because when probing the Earth down to depths of several kilometres we must have considerable accuracy, since this research has also a very practical aspect, connected with the search for mineral deposits. We must be able to say whether the layer in question is⁸⁾ 1,000 m down or 1,030—1,050 m. The margin of error⁹⁾ is less than 5 per cent, otherwise, those who are interested in mineral deposits cannot really utilize the data obtained.

With the methods of frequency probes we have evolved the necessary precision which can be ensured. We have already experimented with the method in geological prospecting work in Kazakhstan, where it enabled us to find an oil-bearing area. At preset boreholes are being sunk to test our findings and we are awaiting results. The oil-bearing area is at a depth of 3,300 m.

Sedimentary rocks are to be found at depths of about 3,000 m in Siberia. Below them come the igneous mother

rocks in the form of hard granites. In some cases it is possible with the new method to identify the border of those igneous rocks and determine the depth of the surface layer of the bed down to 10—20 km. After that comes a layer from 20 to 100 km and even deeper. Only beneath this layer do we encounter¹⁰⁾ conducting layers. The rock at that depth is now believed to be a molten state and, hence, capable of conducting electricity. So at a depth of about 100 km and lower we find a mass of rock which is nearly as good a conductor as metal.

In the Lake Baikal area the conducting layer can be found at a depth of about 60—70 km. Elsewhere — in the Ukraine, for example, — it is in some places 400—500 km down, and in other — 80—90 km down. Naturally there must be an explanation for this tremendous difference. Right now it eludes us and we can only speculate. In the Leningrad Region they penetrated down to 50—60 km and found a very good conducting layer from depths of about 5—6 km. This seems to be very specific and unusual. Clearly, the structure of the Earth differs greatly from area to area.

The electromagnetic method of research baffled scientists as soon as the the first probes were made. All concepts about the structure of the Earth were upset.

The phenomenon discovered in the Leningrad Region was another riddle for researchers. What is it? Volcanic lava of the Earth's upper mantle rock? Not likely. The Scandinavian shield was always calm and there was never any volcanic activity there.

Maybe it is a huge layer of metal which can beautifully absorb electromagnetic waves? In that case the prospectors will soon find there fabulously rich mineral deposits.

Or perhaps it is a huge salt sea? Saline solutions are also good electricity conductors.

Science has to tell us whether it is possible to probe the Earth accurately down to depths of several hundred km. The electromagnetic waves method will help in this. Then we shall have even more knowledge about our native planet, will discover more mineral deposits so necessary for the welfare of mankind.

Notes

1. cps-cycles per second — дақиқада айланиши
2. beginning at about ... and going down as far as a hundred kilometres and even further — бошланишидан ... юзлаб ва ундан чуқурроққа етиб
3. to get information ... from the deeper ones — бундан ҳам чуқурроқ қатламлар ҳақида маълумот олиш учун
4. wide-range generator — кенг кўламли генератор
5. in keeping with the structure of the Earth — ер тузилишига кўра
6. with regard to the structure — тузилишига муносиб
7. this is most rewarding — бу энг моҳиятли
8. to say whether the layer in question is — айтайлик, шу қатлам мавжудмикан
9. margin of error — хатолар чегараси
10. only beneath this layer do we encounter — фақат шу қатламда учратамиз

II. Check the following statements after reading the text given below.

1. The territory of Antarctica is smaller than that of the USA.
2. Snow in Antarctica gradually melts.
3. Antarctica plays a significant role in determining global weather pattern.
4. the character of the rock and on internal features within the ice.

LAND BENEATH THE ANTARCTIC ICE

Antarctica is the highest and coldest continent on the earth. It contains more than nine — tenths of the world's ice, spread out over an area one — and — half times the size of the USA. With an annual snowfall near the center of the continent equivalent to 2,5 centimetres of water, it is also one of the driest areas of the world. Because of the low temperatures — the coldest is -88°C — snow does not melt but has built up gradually to cover the land with an ice sheet whose average elevation of more than 1600 metres is twice that of Asia, the next highest continent.

The small amount of exposed rock supports only the lowest forms of life. It is a barren and hostile place for man, full of an elemental beauty that is of great attraction to some people.

Surrounded by stormy seas Antarctica is remote. Yet in spite of¹ its remoteness Antarctica has a great although still poorly understood influence on the rest of the world. By forming the biggest heat sink on earth it plays a significant role in determining global weather patterns and atmospheric circulation. Complete melting of the present ice sheet would raise level by about seventy metres. Cold water formed around the coast of Antarctica sinks to the bottom of the sea and flows out into the Atlantic, Pacific, and Indian Oceans, rejuvenating distant seas even north of the equator with oxygen and nutrients. In Antarctica there are mineral resources which one day will be economic to exploit. By being in an essentially uncontaminated environment, the chemical composition of the ice itself holds record of the past climatic changes and present pollution levels. In all these aspects² the ice cover is the dominant feature and for these reasons³ it is being studied by glaciologists from many countries.

In the exploration of Antarctica one of the fundamental questions asked is how thick is the ice sheet? Measurements of ice depths were carried out originally by seismic reflection shooting and gravity surveys. Seismology is used still for more specialized applications — looking at ice crystal anisotropy — and is the only way of gathering information about the character of rocks deep in the earth's crust under the ice but routine measurements of the ice thickness are now usually done by radio echo sounding. The advantage of this method is that it gives a continuous profile of the bedrock on which the ice rests, while simultaneously giving information on the character of the rock and on internal features within the ice. The use of radio echo sounding in the last ten years has increased greatly our knowledge and understanding of the geographical distribution of ice and the flow and behaviour of glaciers, ice sheets and ice shelves. In Antarctica continuous radio echo profiling has already revealed extensive mountain ranges buried by ice, large areas where the ice is resting on rock below sea level, and the presence of lakes beneath ice that is more than three kilometres thick. As data accumulate it becomes obvious that

that under the featureless snow surface lies an area of truly great complexity and scientific interest that has only just been touched.

Notes

1. in spite of — шунга қарамасдан
2. in all these aspects — ҳар тарафлама
3. for these reasons — шу сабабларга кўра

III. Answer the following questions after reading the text given below

1. How much water is there in the human body?
2. What are the three states of water?
3. What causes the saltiness of water?

WATER

Water is one of the commonest of all substances, and without it life would be impossible. The seas and oceans cover about seventeenths of the Earth's surface but water is also contained in the soil, in the atmosphere and in all living things. More than half of the human body consists of water, which also forms a large part of the food we eat, especially vegetables and fruit. Man can live as long as ninety days or more without food, but we cannot live long without water.

Water exists as a substance in three states: ice, which melts at 0 degrees Centigrade; liquid water and steam, the latter is formed when water boils at 100 degrees Centigrade.

Water differs from other liquids. It expands when cooled from 0° Centigrade, contracts when heated from 0° to 4° Centigrade, and reaches its maximum density at 4° Centigrade. No other liquid possesses this property.

Pure water is rarely found in nature. This is because water is able to dissolve so many substances from the air, the soil and the rocks. The saltiness of sea water is caused by the mineral substances which are dissolved from the Earth's surface by rivers and carried down to the sea. The Sun's heat causes the surface sea water to evaporate, or change into vapour, leaving behind the salt and other

minerals. This explains why the seas are so much more salty than rivers flowing into them.

Note

Man can live as long as ninety days or more-without food — Одам тўқсон ёки ундан кўпроқ кун овқатсиз яшаши мумкин.

IV. Answer the following questions after reading the text given below

1. What is the difference between surface water and ground water?
2. How does the ground water influence the process of oxidation?
3. Is there any underground water beneath the ocean?

GROUND WATER

Ground water is the water contained underground in the interstices of soil and rock. When rain falls on the earth some evaporates, some is absorbed by plants, more runs off in streams and the remainder sinks into the earth to become ground water. The amount that enters the ground depends on various factors: rain falling on loose soil sinks immediately; rain falling on clay either lies in the surface and evaporates or runs off; on steep slopes run off will exceed absorption. Ground water exists everywhere in the earth's crust, generally not much deeper than about a mile.

The upper surface of this water is known as the water table. The height of the water table varies between wet and dry seasons and between humid and arid regions. In deserts the water table may be hundreds of feet below the surface.

The region that is sometimes above and sometimes below the water table is known as the zone of fluctuation. This zone through which the water table fluctuates is the place where decomposition of rock is most active. The relation between the contour of the water table and the topography or contour of the land is well marked. The water table rises to higher levels underneath the hills, and slopes to lower levels in the valleys, where it may appear on the

surface in the form of springs, rivers, bogs, or lakes; but the slope of the water table is always less abrupt than the slope of the overlying land surface.

This ground water acts directly by taking into solution the soluble minerals (process of solution) and by adding molecules of water to the other minerals (process of hydration), and indirectly by bringing carbon dioxide to be combined with some of the elements in solution, such as calcium, to form carbonates (process of carbonation). Oxygen readily unites with most elements and this combination is made much more readily when water is present. As a result, we get oxides and hydrated oxides (process of oxidation).

Thus we see that decomposition of the earth materials is carried on very actively in the presence of ground waters. Since they are always seeking a lower level they may run out of the side of a hill as a spring or feed a stream or lake whose level is an indication of the height of the water table at that particular point. As this water seeps through the cracks, crevices, and holes in the rock beneath us, it takes some of the rock minerals in solution and transports them to lower levels, eventually to rivers that will carry these soluble, minerals on the sea. As this continues for a long period of years, what was originally an interstice or crack in the rock may be opened into a larger cavity, known as a cave.

Water cycle. Ground waters and surface waters both seep and flow to lower levels until eventually they reach the sea. They are usually laden with materials in solution or suspension, and when flowing as surface waters they may push heavier ricks along on the bottom of the stream. All of this foreign matter is left in the sea. As a result of heat¹ from the sun, the water evaporates into water vapor that is carried hundreds and thousands of miles by air currents until clouds are formed by the condensation of the water vapor about tiny particles, and a disturbance causes precipitation. The falling water goes over and through the ground to the sea, thus repeating the cycle.²

Notes

1. as a result of heat — иссиқлик натижасида
2. thus repeating the cycle — шундай қилиб, даврни қайталаб.

V. Check these statements after reading
the text given below

1. The state of weightlessness does not exist when the engine of a space vehicle is working.

2. Weightlessness does not depend either on the force of the Earth's gravitation or on the distance from the Earth.

3. Gravity appears in space vehicle only when it passes through the medium which offers resistance.

WHAT IS WEIGHTLESSNESS?

In all vehicles travelling in space, i. e. outside the atmosphere, such as space rockets, artificial satellites and spaceships of the future, there exists — when the engine is not working — a state of weightlessness. This simply means that nothing falls down, everything remains "suspended in air"—in the air of the ship's cabin.

There is much misunderstanding about the phenomenon of weightlessness and misconception as to the reasons for it; For instance some people think that weightlessness is due to the great distance from the Earth, the argument being that according to Newton's law of gravitation there would be practically no force of gravity so far away. This argument is of course misplaced and false. We have to think only of satellites circling the Earth at a distance of a few hundred kilometres. It is obvious that the state of weightlessness may exist close to our globe, in such regions where the gravitational field is practically as powerful as on the surface of the Earth.

Let us take the following examples: at a distance of 600 kilometres from the Earth, one kilogram (that is the mass of 1 kilogram) weighs 900 grams, while at a distance of 1000 kilometres — only 700 grams; at a distance of thousands of kilometres the reading would become insignificant (at a distance of 20 thousand kilometres 1 kilogram would weigh only 60 grams). Now, as everybody knows, a state of weightlessness exists on artificial satellites circling quite close to the Earth, and indeed even on aeroplanes flying at an altitude of a few thousand metres (though only for a period of a few seconds). Obviously weightlessness has nothing to do with the distance from the Earth, nor with its force of gravity.

The problem will be simplified, if we keep in mind that we can speak of a body only when there is something to support it. When we are in a lift, its floor supports our weight but if the cables on which the lift is suspended break, and ourselves and the lift shall fall down, we would have no weight inside that lift (i. e.¹ in relation to the cabin floor), although the local gravitational field would remain as powerful as before.

All bodies which move in space are in a state identical to the "falling" lift. A "perfect state" of weightlessness exists on all artificial satellites, space-stations, space rockets and spaceships, in short, in all "vehicles" moving outside the Earth's atmosphere. They represent bodies in a state of a "free fall"; the fact that the satellites are circling the Earth, and not falling towards it, is immaterial. They are moving freely in Earth's gravitation field, exactly like the "falling" lift.

Inside a space vehicle gravity appears only when it is no more in free fall, i. e. when the engine is working, or when the vehicle passes through the medium which offers resistance. This happens when it enters the atmosphere. Such "artificial gravity" is brought about by acceleration due to the working of an engine, or deceleration (decrease of speed) due to² resistance offered by atmospheric air.

In a word, on board artificial satellites and in all space vehicles weightlessness is due to their free movement in Earth's gravitational field. All bodies not "supported" by the Earth or its atmosphere (i. e. balloons and aircraft) and not accelerated or decelerated are in a state of free fall.

During the first few minutes after the take off — when the engine is still on — a rocket vehicle is being "driven" and gains speed. Every part of the rocket, as well as all objects inside it, are being accelerated due to the "pushing" force of the rocket engine which is called the engine "thrust".

Owing to³ this force, the engine together with the vehicle body gaining speed and gives a "push" to every object inside the vehicle — thus also to the man in the cabin. When standing on the cabin floor which rises upwards, he will feel — added to his own weight — the pressure of the upwards "accelerating" floor. It means that due to the work of the rocket engine he will feel heavier, i. e. he will weigh more as related to the cabin floor of the rocket vehicle.

Notes

1. i.e.=that is — шундай
2. due to — кўра, асосланиб
3. owing to — кўра, асосланиб

VI. Answer the following questions after reading the text given below

1. What is the place of plastics in chemical industry nowadays?
2. What is the polymers structure?
3. What are the two naturally occurring polymers?

PLASTICS

The use of plastics in particularly every field of activity is now so that it is difficult to realize how quick the plastics industry has grown. In no other branch of the chemical industry has there been such a large and consistent growth in production as in the plastics industry. In its widest sense the word "plastics" includes synthetic rubber and fibres, resins, adhesives, films, coatings and similar materials. These materials are to most people familiar in their final form such as a moulded plastic textile fibre, or a package material and are not normally thought of as chemicals.

But they are all in fact¹ derived from natural or synthetic chemicals and belong to a class of chemicals known as polymers. These materials have a common basic structure in that they are composed of very large molecules and enormous in size compared to the more familiar or common chemical substances. The most remarkable properties of these substances and the ones which differentiate them from other types of chemicals are their mechanical properties such as strength, toughness, elasticity, hardness and deformability.

Although high polymers compose the essential and most widely distributed kind of organic matter, the form of cellulose and proteins — two classes of substance which are components of all living plants and animal cells — the first truly synthetic plastics — as distinct from nitrocellulose (celluloid and xylonite) developed earlier — were not discovered until the early part of this century. The plastics

industry grew steadily in the 1920—30 and new plastic materials began to be used.

But something of much greater significance was happening during this period — attention was being directed towards the chemical nature and structure of these materials. These fundamental researches revealed the nature of these new substances and it was established that they were composed of large molecules and that each of the molecules was made up from a large number of simple building blocks. The acceptance of the so-called "micro-molecular hypotheses" in the early 1930's forms the basis of the science of high polymers and has been largely responsible for the rapid advances in polymer research and the tremendous development of the plastics industry.

Although no one polymer can satisfy all the requirements for an end product — whether it be the nose fan of an aircraft, a bottle, the fabric of a tent or an article of lingerie — there appears to be no serious limitation to the fashioning from simple chemical raw materials of polymer products to meet any reasonable property and specification.

Notes

1. in fact — ҳақиқатда
2. in its widest sense — кенг маъносига кўра

VII. Answer the following questions after reading the text given below

1. What do the properties of polymers depend upon?
2. What are the main uses of plastics in industry and everyday life?
3. What is the difference between thermoplastic and thermosetting plastic?
4. How many types of polymers are there from a chemical standpoint?

HIGH POLYMERS

Viewed from the standpoint of organic chemistry we are living in an "atomic age".

In the realm of organic chemistry it may be said that we are living in a "plastic age". So many articles formerly

constructed of metal, wood, rubber, leather, or ceramics have been replaced by plastics that plastic articles are becoming commonplace. The use of plastic material in toys, swimming pools, home construction, automobiles, boats, airplanes, kitchen ware and articles of clothing has increased tremendously in the past few years. The superior properties of many plastics have resulted in the increased application of plastics in the electrical, radio, television, furniture, petroleum and food industries.

Plastics belong to a class of compounds called polymers by the chemist. A polymer is an organic compound with a large molecular weight made up of recurring units. The units are called monomers and the properties of the polymer depend to a large extent on the chemical nature and mode of linkage of the monomers. The two most important naturally occurring polymers are cellulose and rubber. In general, plastics are synthetic polymers produced in the laboratory by catalyzed reactions of various monomers. From a chemical standpoint, polymers are divided into two main types, addition polymers and condensation polymers.

Addition polymers are produced by the combination of unsaturated monomers at a double bond. This results in a polymer that is a multiple of its monomer units. Examples of such polymers are rubber, various synthetic rubbers, and the vinyl type polymers. Co-polymerization also produces a type of addition polymer by the combination of 2 or more different monomers.

Condensation polymers are formed by a chemical reaction between monomers that contain at least* two reactive groups. The monomer units can thus react with other units to produce an unbroken chain of high molecular weight. Water or other small molecules are usually split off in this reaction. Examples of condensation polymers are cellulose, nylon, and the phenolformaldehyde type of plastics.

Another classification of polymers is based on their behaviour toward heat. If the plastic consists essentially of a long chain of monomers units, it can be softened by heat and molded to any desired shape. These polymers are known as thermoplastics. When plastics are composed of cross-linked chains of monomer units, they will not soften when heated but will retain their original shape. This type is called a thermosetting plastic.

Note

* at least — жуда бұлмаса

VIII. Answer the following questions after reading the text given below

1. Which use of rubber is familiar to you?
2. Where can rubber be found?
3. What is done to rubber to protect it from microorganisms?
4. Who discovered the process of vulcanization?
5. What properties of natural rubber were responsible for many disappointing results in the manufacture of waterproof textiles prior to 1839?
6. How is the life of rubber products prolonged now?
7. How can we obtain pure cellulose?

RUBBER

Apparently rubber was first discovered by natives in Central and South America. They used it as waterproofing material and as elastic balls in their games. Samples of this material were carried back to Europe by early explorers. It was soon found that small pieces of the elastic substance were handy for erasing pencil marks and thus it was given the name "rubber". This one use alone is painfully familiar to students working problems or changing compositions.

Although rubber can be found in the milky fluid of certain plants such as the goldenrod or dandelion, its chief source is latex obtained from the rubber tree. This tree originated in Brazil, but since about 1900 it has been extensively cultivated on plantations in the East Indies. The latex is a colloidal suspension of rubber in water collected from the bottom of V-shaped cuts made through the outer bark of the tree. The rubber in the latex is coagulated by acidification and the precipitated material is rolled into balls or sheets which are smoked to protect them from microorganisms.

Natural rubber is a thermoplastic material that becomes soft and sticky when heated and hard and brittle when cooled. Prior to 1839, these properties were responsible for

time he made a lot of excursions and tours in Swtzerland, along the Alps and mountains lakes.

In 1856—57 Semyenov made his famous journey which laid the foundations for expeditions of outstanding geographers such as Prezhvalsky, of the second half of the XIX century, Kozlov, Potanin and others.

The Tian-Shan was so-called terra incognita at that time. Semyenov's explorations in the Tian-Shan show that he could choose the most valuable marches (roads) from the geographical point of view.

He paid much attention to the investigation of mountainous passes, the study of general features of geographical and geognostical structure of the country and the distribution of vegetation.

He rejected the theory of the volcanic origin of the Tian-Shan put forward by Humboldt. These are but a few achievements (results) of his expedition.

More than 100 years have passed since the Semyenov's expedition to the unknown at that time Tian-Shan. But in spite of the fact that* great changes have taken place in that country his book about his expedition to the Tian-Shan is still of great interest for us. It calls for new explorations and gives an excellent example of a complex geographical method of the study of the country.

Note

* in spite of the fact that ...— ҳақиқатга қарамасдан

X. Answer the following questions after reading the text given below

1. What do you call an earthquake?
2. What facts did scientists establish after careful study of earthquakes?
3. What varieties of earthquake motion do you know?

EARTHQUAKES

Earthquakes are shakings of the earth's crust, of degrees varying in intensity from scarcely perceptible tremours to violent agitations that overthrow buildings and open huge fissures in the ground. They may either accompany volcanic

eruptions, or they may occur independently of such eruptions. An earthquake is sometimes called a seismic throb or shock. During severe earthquakes considerable areas are permanently raised or lowered. During an earthquake in South America, in 1835, the entire coast line of Chili and Patagonia was elevated from 2 to 10 feet above the ocean level. During an earthquake, in 1819, near the mouth of the Indus, a track some 2000 square miles in area sunk and was converted into a salt lagoon, while a much larger area was elevated some 10 feet.

Many years ago scientists after careful study of earthquakes established the following facts:

1. The place or origin of the shock is situated not far below the earth's surface, but is near the surface, probably, never deeper than thirty miles and often much less.

2. The area of disturbance depends not only on the energy of shock, but also on the depth of its origin below the surface: the deeper the origin, the greater the area of disturbance.

3. The direction of the motion at the surface is nearly upward over the origin, and more inclined as the disturbance from the origin increases.

4. The shape of the area of the disturbance depends on the nature of the material through which the wave is moving. If these are of nearly uniform elasticity in all directions, the area is nearly circular; if more elastic in some directions than in other the area is irregular in shape.

There are three varieties of earthquake motion:

1. Explosive — these are attended by a violent motion directly upward. During such shocks the crust is broken, and bodies are thrown upward in the air.

2. Wave-like*, or horizontally progressive, like waves in water. Here the area of disturbance is great.

3. Rotary, or those attended by a whirling motion of the crust. During an earthquake that happened in Chili the ground was so shifted that three great palm trees were twisted around one another like willow wands.

Note

* wave-like — тўлқинсимон

Илова

НОТЎҒРИ ФЕЪЛЛАР ЖАДВАЛИ.

| | Infinitive | Past Indefinite | Past Participle | Таржимаси |
|---|---|---|---|--|
| a | arise awake | arose awoke awaked | arisen awoke awake | кўтарилмоқ, турмоқ уйғотмоқ, уйғонмоқ |
| b | be beat become begin bend bite blow break bring buy build burn | was, were beat became began bent bit blew broke brought bought built burnt | been beaten become begun bent bitten blown broken brought bought built burnt | булмоқ, жойлашмоқ урмоқ бўлмоқ, узгармоқ бошламоқ, бошланмоқ эгмоқ, эгилмоқ тишламоқ пүфламоқ синмоқ, синдирмоқ олиб келмоқ, сотиб олмоқ қурмоқ ёнмоқ, ёндирмоқ |
| c | cast catch choose come cut | cast caught chose came cut | cast caught chosen come cut | ташламоқ тутиб олмоқ танламоқ келмоқ кесмоқ |
| d | deal do draw drink | dealt did drew drank | dealt done drawn drunk | шугулланмоқ, алоқадор бўлмоқ қилмоқ, бажармоқ расм солмоқ, чизмоқ ичмоқ |
| e | eat | ate | eaten | смоқ |
| f | fall feel fight find fly forget freeze | fell felt fought found flew forgot froze | fallen felt fought found flown forgotten frozen | йиқилмоқ сезмоқ курашмоқ, урушмоқ топмоқ учмоқ унутмоқ музламоқ, музлатмоқ |
| g | get give go | got gave went | got given gone | олмоқ, етиб олмоқ бермоқ бормоқ |
| h | hang have hear hit hold hurt | hung had heard hit held hurt | hung had heard hit held hurt | осмоқ; осилиб турмоқ бор бўлмоқ эшитмоқ (нишонга) урмоқ ушламоқ шикаст етказмоқ |
| k | keep know | kept knew | kept known | сақламоқ билмоқ |

| | | | | |
|---|---|---|---|---|
| l | lay learn leave let lie light lose | laid learnt left let lay lit lost | laid learnt left let lain lit, lighted lost | ёзмоқ (дастурхон); жойига қўймоқ ўрганмоқ, ёдламоқ қол(дир)моқ; кетмоқ рухсат бермоқ ётмоқ ёритмоқ, нур сочмоқ, ёқмоқ йўқотмоқ |
| m | make mean meet | made meant met | made meant met | қилмоқ, ясамоқ, маж- бур этмоқ назарда тутмоқ учратмоқ |
| p | pay put | paid put | paid put | туламоқ қўймоқ, солмоқ |
| r | read ring rise run | read rang rose ran | read rung risen run | ўқимоқ қўнғироқ чалмоқ қўтарилмоқ, турмоқ югурмоқ, чошмоқ, |
| s | say see sell send set shake shine shoot show shut sing sit sleep speak spend spread stand strike swim | said saw sold sent set shook shone shot showed shut sang sat slept spoke spent spread stood struck swam | said seen sold sent set shaken shone shot shown shut sung sat slept spoken spent spread stood struck swum | айтмоқ, гапирмоқ қўрмоқ сотмоқ юбормоқ, жўнатмоқ жойлаштирмоқ; ботмоқ (кун) силкитмоқ, қўл сиқиб кўришмоқ нур сочмоқ отмоқ курсагмоқ ёпмоқ ашула айтмоқ ўтирмоқ ухламоқ гапирмоқ ўтказмоқ, сарф қилмоқ тарқалмоқ турмоқ ини ташламоқ, урмоқ сузмоқ (суда) |
| t | take teach tell think throw | took taught told thought threw | taken taught told thought thrown | олимоқ ўқитмоқ айтмоқ ушламоқ ташламоқ |
| u | understand | understood | understood | тушунимоқ |
| w | wake wear win wind write | woke wore won wound wrote | waken worn won wound written | уйғотмоқ, уйғонмоқ кўймоқ ютмоқ, голиб чиқмоқ бурамоқ (соатни), бу- ралмоқ ёзмоқ |

ИНГЛИЗЧА-ЎЗБЕКЧА ЛУҒАТ

Шартли қисқартмалар руйхати

| | |
|------------------|----------|
| a adjective | сифат |
| adv adverb | равиш |
| conj conjunction | боғловчи |
| n noun | от |
| num numeral | сон |
| part particle | юклама |
| pl plural | қўплик |
| sing singular | бирлик |
| prep preposition | предлоғ |
| pron pronoun | олмош |
| v verb | фەъл |

A

| | |
|------------------------------|------------------------------------|
| abacus [ˈæbəkəs] | п чўт |
| abbreviate [əˈbrɪ:vɪeɪt] | v қисқартмоқ |
| able [eɪbl] | а қобилиятли |
| ability [əˈbɪləti] | v қобилият |
| absorption [əbˈsɔːʃən] | п ютилиш, сўрилиш |
| abstract [ˈæbstrækt] | п абстракт, конспект, а. мавҳум |
| absurd [əbˈsɜːd] | бемаъни, маъносиз |
| academy [əˈkædəmi] | п академия |
| acceleration [ækʃeləˈreɪʃən] | п тезкор, тез усувчи |
| accept [əkˈsept] | v қабул қилмоқ |
| accompany [əˈkʌmpəni] | v кузатиб бормоқ |
| accomplish [əˈkɒmplɪʃ] | v тугатмоқ |
| accommodate [əˈkɒmədeɪt] | v турар жой билан таъминламоқ |
| according (to) [əˈkɔːdɪŋ] | pprep кўра, adv ~ ly асосан |
| account [əˈkaʊnt] | v ҳисобламоқ ~ for тунтирмақ |
| accuracy [ˈækjʊrəsi] | п муваффақият, ютуқ |
| across [əˈkrɔːs] | pprep бўйлаб, ўртасидан, кўндаланг |

| | |
|---------------------------------|---|
| action [ˈæksn] | п ҳаракат, фаолият |
| actually [ˈæktʃuəli] | adv аслида, ҳақиқатда |
| acute [əˈkju:t] | а ўткир |
| add [æd] | v қўшмоқ (қўшиш амали) |
| addition [əˈdɪʃən] | п қўшиш |
| adequate [ˈædɪkwɪt] | а ўхшаш |
| adjacent [əˈdʒeɪsənt] | а туташган, аралашган |
| adjust [əˈdʒʌst] | v мослашмоқ |
| adhesive [ədˈhi:sɪv] | а ёпишувчи |
| administrative [ədˈmɪnɪstrətɪv] | а маъмурий |
| admit [ədˈmɪt] | v қабул қилмоқ, рухсат бермоқ |
| advance [ədˈvɑ:ns] | п силжимоқ, юришиб кетмоқ, in а. олдиндан |
| advantage [ədˈvɑ:ntɪdʒ] | п афзаллик, устунлик |
| advice [ədˈvaɪs] | п маслаҳат |
| adviser [ədˈvaɪzə] | п маслаҳатчи |
| aeroplane [ˌɛərəˈpleɪn] | тайёра, самолёт |
| affect [əˈfekt] | таъсир кўрсатмоқ |
| (be) afraid [əˈfreɪd] | қўрқмоқ |
| again [əˈgeɪn] | adv яна, яна бир бор |
| against [əˈgeɪnst] | ppер қарши |
| ago [əˈɡoʊ] | adv аввал, илгари |
| agree [əˈɡri:] | v рози бўлмоқ |
| aid [eɪd] | п ёрдам |
| aim [eɪm] | п мақсад |
| air [ɛə] | п ҳаво |
| algebra [ælˈdʒɪbrə] | п алгебра |
| algorism [ˈælgərɪzəm] | алгоритм |
| align [əˈlaɪn] | v қатор қўймоқ |
| alike [əˈlaɪk] | а ўхшаш, айнан |
| all [ɔ:l] | ppop ҳаммаси, барча |
| allow [əˈlaʊ] | v рухсат бермоқ |
| almost [ɔ:lmoʊst] | adv деярли |
| alone [əˈləʊn] | adv фақат, якка |
| alphabet [ˈælfəbɪt] | п алфавит |
| already [ɔ:lredi] | adv аллақачон |
| also [ɔ:lsoʊ] | adv ҳам, ҳамда |
| alter [ˈɔ:lɪə] | v ўзгартирмоқ, қайта қилмоқ |
| alternative [ɔ:lˈtɜ:nətɪv] | п альтернатив, танлов, саралаш |

| | |
|--------------------------------|---------------------------|
| although [ɔ:lðou] | conj қарамасдан |
| always [ɔ:lwəz] | adv ҳар доим |
| amount [ə'maunt] | п ҳисоб, v |
| | ҳисобламоқ ~ to тенглаш- |
| | тирмоқ |
| analyse [æ'nəlaiz] | v таҳлил қилмоқ |
| analysis [ə'næləsis] | п (pl analyses) анализ, |
| | таҳлил |
| ancient ['eɪnfənt] | а қадимий |
| anisotropy [ə'naisotrɒpi] | п анизотропия |
| angle [æŋgl] | п бурчак |
| angular [æŋgjʊlə] | а бурчакли |
| another [ə'nʌðə] | pron бошқа, яна битта |
| answer ['ɑ:nsə] | п жавоб, v жавоб бермоқ |
| annual ['ænjʊəl] | п бир йиллик ўсимлик |
| anywhere ['eniwɛə] | adv ҳар ерда, бирор жойда |
| apart [ə'pa:t] | adv алоҳида, ундан |
| | ташқари |
| appear [ə'piə] | v пайдо бўлмоқ, кўринмоқ |
| apply [ə'plai] | v қўлламоқ, фойдаланмоқ |
| appointment [ə'pɔɪntmɪnt] | п белгиланиш, учрашув |
| appreciate [ə'pri:ʃieɪt] | v баҳоламоқ (қадрига |
| | кўра) |
| approach [ə'prəʊtʃ] | v яқинлашмоқ |
| appropriate [ə'prɔ:priət] | а монанд, мос, шунга мос |
| approximate [ə'prɒksimeɪt] | v яқинлашмоқ |
| April ['eɪprɪl] | п апрель |
| arbitrary ['ɑ:bitrəri] | а ихтиёрий |
| arc [ɑ:k] | п ёй (доира ёки бошқа |
| | эгри чизиқнинг бир |
| | бўлаги) |
| area [ɛəriə] | п майдон |
| arise (arose, arisen) [ə'raɪz] | v пайдо бўлмоқ, |
| [ə'rouz] [ə'ri:zn] | кўтарилмоқ |
| arithmetic [ə'riθmətik] | п арифметика, ҳисоб |
| arrange [ə'reɪndʒ] | v тартибга солмоқ, келиш- |
| | моқ |
| arrive (at) [ə'raɪv] | v етиб келмоқ, қарорга |
| | келмоқ |
| arrow [ærou] | п ёй, ўқ |
| article ['ɑ:tɪkl] | п мақола |
| artificially [ɑ:ti'fiʃəli] | adv сунъий йўл билан |
| ascend [ə'send] | v кўтарилмоқ |

| | |
|----------------------------|--|
| ask [a:sk] | v сұрамоқ, илтимос қил-моқ |
| aspect ['æspekt] | п кўриниш, нуқтаи назар, аспект |
| assert [ə'se:t] | v маъқулламоқ |
| assign [ə'sain] | v тайинламоқ |
| assist [ə'sist] | v таъсир кўрсатмоқ, ёр-дамлашмоқ |
| associate [ə'souʃieit] | v қўшилмоқ, а боғланган |
| associative [ə'souʃieitiv] | а ассоциатив, уюшган, жамлашган |
| assume [ə'sju:m] | v мўлжалламоқ |
| assumption [ə'sʌmpʃən] | п фараз, тахмин |
| asterisk [æ'stærisk] | п юлдузча (белгиларда) |
| astronomer [æ'strɔnəmə] | п астроном |
| atmosphere ['ætməsfiə] | п атмосфера |
| atomic [ə'tɔmik] | а атомли |
| attach [ə'tætʃ] | v бирлаштирмоқ |
| attempt [ə'tempt] | v ҳаракат қилиб кўрмоқ, п. ҳаракат |
| attend [ə'tend] | v қатнашмоқ, бор бўлмоқ |
| attention [ə'tenʃən] | п диққат |
| attraction [ə'trækʃən] | п тортилиш |
| attractive [ə'træktiv] | а ўзига жалб этувчи |
| August ['ɔ:gast] | п август |
| automatic [ɔ:təmætik] | а автоматик (ўзи ҳаракат қиладиган) |
| autumn ['ɔ:təm] | п куз |
| average [ə'verɪdʒ] | а ўртача, п ўртача ҳажм |
| avoid [ə'vɔid] | v қочмоқ, ўзини четга ол-моқ |
| axiom ['æksiəm] | п аксиома, чин ҳақиқат |
| axis ['æksis] | ўқ (геом. шаклнинг урта-сидан ўтган фаразий тўғри чизиқ) |

B

| | |
|------------|-----------------------------|
| back [bæk] | adv орқа, қайта, v қўлламоқ |
| bad [bæd] | а ёмон |
| bag [bæg] | п портфел, халта |

balance [bæləns]
band [bænd]
base [beis]
basic [ˈbeisik]
be (was, were, been) [bi:],
[wɔz], [wə:], [bi:n]
bear (bore, born) [bɛə],
[bɔ:]. [bɔ:n]
because [biˈkɔ:z]
become (became, become)
[biˈkʌm], [biˈkeim]
bed [bed]

begin (began, begun)
[biˈgin], [biˈgæn], [biˈgʌn]
behaviour [biˈheivjə]
believe [biˈli:v]
belong [biˈlɔŋ]
bend [bend]
besides [biˈsaidz]
best [best]
better [ˈbetə]
big [big]
billion [ˈbiljən]

black [blæk]
board [bɔ:d]

body [ˈbɔdi]

book [buk]
bore [bɔ:]
boredom [bɔ:dəm]
borehole [bɔːhəʊl]
both [bəʊθ]
bottom [ˈbɔtəm]
boundary [ˈbaʊndəri]
box [bɒks]
boy [bɔi]
brace [breis]
bracket [ˈbrækit]
brain [brein]
branch [brɑ:ntʃ]

п тароз, v тентлаштирмоқ
п белбоғ, v боғламоқ
п асос, пойдевор
а асосан, асосли
v бўлмоқ, бор бўлиш
v киймоқ эсда сақламоқ

сопj шунинг учун,
v бўлмоқ

п сўри, go to ~ ухлашга
ётмоқ, ухламоқ
v бошламоқ

п хулқ, тартиб
v ишонмоқ
v қарашли бўлмоқ
v эгмоқ
rper ундан ташқари
а энг яхши
а яхшироқ
а катта
put миллиард (АҚШда
миллиард)

а қора
п 1. доска, 2. бошқариш
маркази

п 1. тана; 2. масса;
3. йиғинди

п китоб
v тез оқмоқ (дарё)

п зерикиш
п тешик, зерикиш
rpon иккови

п туб, таг

п чегара

п қути, сандиқ

п ўғил бола

п алоқа, v боғламоқ

п қавс, квадрат қавси

п мия

п тармоқ, йўналиш

| | |
|---------------------------------|-----------------------------------|
| briefly ['bri:fli] | adv қисқа, in brief қисқача |
| bring (brought) [brɪŋ], [brɔ:ɪ] | v келтирмоқ, b. about чақирмоқ |
| build (built) [bild], [bilt] | v құрмоқ |
| busy ['bɪzi] | a банд, бандлик |

С

| | |
|--|---|
| calculate [ˈkælkjuleɪt] | v ҳисобламоқ |
| call [kɔ:l] | v чақирмоқ, атамоқ |
| can (could) [kæn], [kud] | v қила олмақ |
| candidate [ˈkændɪdət] | n номзод |
| capable [ˈkeɪpəbl] | a қобилиятли |
| capital [ˈkæpɪtəl] | n пойтахт; a ~ letter бош харф |
| capture [ˈkæptʃə] | n тех. тутқич, v жилов- ламоқ |
| card [kɑ:d] | n 1. чипта, 2. гувоҳнома |
| care [kɛə] | n ташвиш, ғамхўрлик; a ~ ful этиёткор to take ~ ғамхўрлик қилмоқ |
| carry [ˈkæri] | v кўтариб бормоқ, ~ on давом эттирмоқ, ~ out бажармоқ |
| case [keɪs] | n ходиса prep. in case of вазиятда this is not the case бундай эмас |
| category [kætɪgəri] | n даража |
| cause [kɔ:z] | n сабаб, v чақирмоқ, маж- бур қилмоқ |
| center (англ.) centre (амер- ик) [ˈsentə] | n марказ, ўрта |
| century [ˈsentʃəri] | n аср, юз йил |
| certain [ˈsɜ:tən] | a аниқ, adv ~ ly албатта |
| chain [tʃeɪn] | n занжир |
| chance [tʃɑ:ns] | n шанс, қулай шароит |
| change [tʃeɪndʒ] | n ўзгариш, v ўзгартирмоқ |
| chapter [tʃæptə] | n боб |
| character [ˈkærɪktə] | n белги 2. характер, хулқ, v таърифламоқ |

| | |
|--|---|
| check [tʃek] | п назорат, в назорат қилиш |
| chemical [ˈkemikəl] | а кимёвий |
| chess [tʃes] | п шахмат, шашка |
| child (pl children) [tʃaɪld], [tʃɪldrən] | п бола (болалар) |
| chips [tʃɪps] | п қовурилган картошка |
| choice [tʃɔɪs] | п танлов |
| choose (chose, chosen) [tʃu:z], [tʃouz], [tʃouzən] | в танламоқ |
| circle [ˈsə:kl] | п айлана |
| circumstance [ˈsə:kəmstəns] | п шароит |
| clarify [ˈklærɪfaɪ] | в аниқлаш |
| class [kla:s] | п 1. дарс 2. синф |
| classmate [ˈkla:smeɪt] | п синфдош |
| clear [kliə] | а тушунарли adv ~ ly аниқ |
| close [kləʊs] | в беркитмоқ adv ~ ly яқин |
| closure [ˈkləʊzə] | п ёпиқлик |
| coagulate [kəʊægjuleɪt] | в аралашмоқ, қуйилмоқ |
| code [kəʊd] | п код, белги, в белгиламоқ |
| coefficient kəʊiˈfɪʃənt] | п коэффициент |
| coin [kɔɪn] | п танга |
| coincide [kəʊɪnˈsaɪd] | в мос келмоқ |
| collect [kəˈlekt] | в термоқ, йиғмоқ |
| college [ˈkɒlɪdʒ] | п колледж, махсус олий ўқув юрти, ўрта мактаб |
| combination [ˌkəmbɪneɪʃən] | п бирлашиш |
| combine [kəmˈbaɪn] | в бирлашмоқ - |
| come (came, come) [kʌm], [keɪm] | в келмоқ с. to оқибатда ~ to know билиб олмақ |
| comma [ˈkɒmə] | п вергул |
| comment [kəˈment] | в изоҳламоқ |
| common [ˈkɒmən] | а 1. умумий, 2. оддий, умумий |
| commutative [kəˈmju:tətɪv] | а коммутатив |
| comparable [kəmˈpærəbl] | а солиштирилган |
| compare [kəmˈpɛə] | в солиштирмоқ |
| compel [kəmˈpel] | в мажбур қилмоқ |

| | |
|-----------------------------|--|
| complement [ˈkɒmplɪmənt] | п тўлдириш, мақтов |
| complete [kəmˈpli:t] | в охирига етказмоқ, а етук |
| complex [ˈkɒmpleks] | а қўшма, таркибли |
| complicated [ˈkɒmplɪkeɪtɪd] | а қийин |
| composite [ˈkɒmpəzɪt] | а қўшма, таркибли |
| compute [kəmˈpjʊ:t] | в ҳисобламоқ |
| concentrate [ˈkɒnsəntreɪt] | в фикрни йиғмоқ |
| concept [ˈkɒnsept] | п тушунча, фикр |
| concern [kənˈsɜ:n] | п муносабат в тегиб ўтмоқ be concerned with тўхталиб ўтмоқ |
| concise [kənˈsaɪs] | а сиқик |
| conclude [kənˈklu:d] | в хулоса килмоқ, натижа чиқармоқ |
| conclusion [kənˈklu:ʒən] | п хулоса, arrive at а ~ қарорга келмоқ |
| concreteness [kənˈkri:tnis] | п аниқлик |
| condition [kənˈdɪʃən] | п шароит |
| conference [ˈkɒnfərəns] | п конференция |
| confine [kənˈfaɪn] | в кифояланмоқ |
| connect [kəˈnekt] | в боғламоқ, бирлаштирмоқ |
| consequence [ˈkɒnsɪkwəns] | п ~ ion боғловчи |
| consider [kənˈsɪdə] | п натижа, хулоса |
| consist (of) [kənˈsɪst] | в кўриб чиқмоқ, п ~ ation текшириш |
| constant [ˈkɒnstənt] | в ташкил топмоқ, а ~ ent далил исбоғли |
| construct [kənˈstrʌkt] | п ўзгармоқ, ҳажм, adv ~ ly доимий, доим |
| consult [kənˈsʌlt] | в қурмоқ |
| contain [kənˈteɪn] | в маслахат қилмоқ |
| contaminate [kənˈtæmɪneɪt] | в сақламоқ (be) content в мамнун бўлмоқ |
| contents (pl) [ˈkɒntənts] | в ифлосланиш, зарарланиш |
| context [ˈkɒntekst] | п ичидаги нарса, мазмун |
| continue [kənˈtɪnju:] | п контекст |
| continuous [kənˈtɪnjuəs] | в давом эттирмоқ |
| continuum [kənˈtɪnjuəm] | а давомли |
| contrary [ˈkɒntrəri] | п чексизлик |
| | а қарама-қарши on the ~ тескариси |

control [kən'trɒl]
contour [ˈkɒntʊə]
convenience [kən'veɪnjəns]
convention [kən'venʃən]
conventional [kən'venʃənl]
conversation [kɒnvə'seɪʃən]
conversely [kən'veɜːsli]
convey [kən'veɪ]
cooperate [ˌkɒpə'reɪt]
coordinate [kɔː'dɪneɪt]
cope (with) [kɒp]
correct [kə'rekt]

correlate ['kɔːrɪleɪt]
correspond [ˌkɒrɪs'pɒnd]

cosmic ['kɒzmiːk]
count [kaunt]
couple [kʌpl]
course [kɔːs]
cover ['kʌvə]
create [kri:'eɪt]
credit ['kredɪt]

criterion (pl criteria)
[kraɪ'tɪəriən]
critical ['krɪtɪkəl]
cross [krɒs]
crust [krʌst]
cube [kjuːb]
culmination [ˌkʌlmɪ'neɪʃn]
curve [kɜːv]
cut (cut) [kʌt]
cybernetics [ˌsaɪbə:'netɪks]

п бошқарув, v текширмақ
п контур, чизиқ
п қулайлик
п йиғилиш, йиғин
а оддий, ҳаммага маъқул
п суҳбат
adv тескариси
v топширмақ
v хамкорлик қилмақ
п миқдор, v келишилган
v бажара олмақ
а тўғри v тўғриламақ
adv ~ 1y тўғри
v муносабатда бўлмақ
v мувофиқ бўлмақ п ~
енсе муносиблик
а фазовий
v ҳисобламақ
п жуфт,
п курс
v қопламақ
п яратиш, кашф этиш
1. п ишонч, кредит, қарз,
2. v мақтамақ, ишонмақ
п критерий, ўлчов

а танқидий
v кесиб ўтмақ
п ер қатлами
п куб
п кульминация нуқтаси
п эгри чизиқ
v қирқмақ, кесиб ўтмақ
п кибернетика

D

Danish [ˈdeɪniʃ]
dash [dæʃ]
data (sing. datum) [ˈdeɪtə]

а Даниялик
п чизиқча
п маълумот

| | |
|---------------------------------------|---|
| deal (dealt) | v шуғулламоқ, алоқадор бўлмоқ ~ with ишга таъл- луқли бўлмоқ а great ~ кўп |
| death [deθ] | п ўлим |
| decade ['dekeid] | п ўн йиллик, ўнлик |
| December [di'sembə] | п Декабр |
| decide [di'said] | v қарор қилмоқ, ечмоқ |
| decimal ['desiməl] | а ўнлик (каср) |
| decode [di:'koud] | v кодни ечмоқ |
| decomposition [,di:kɔmpə 'ziʃən] | п бўлиниш, чириш |
| decrease ['di:kri:s] | п қисқариш, v қисқармоқ |
| deduce [di'dju:s] | v хулоса қилмоқ |
| deduction [di'dʌkʃən] | п хулоса |
| deductive [di'dʌktiv] | а дедуктив |
| deep [di:p] | а чуқур |
| defend [di'fend] | v ёнини олмоқ |
| define [di'fain] | v аниқламоқ |
| definite ['definit] | а аниқ |
| definition [defi'niʃən] | п аниқлаш |
| defy [di'fai] | v чорламоқ |
| degree [di'gri:] | п босқич, даража |
| demand [di'ma:nd] | п талаб, v талаб қилмоқ |
| democratic [demə'krætik] | а демократик |
| demonstrate ['demənstreit] | v кўргазмага қўймоқ |
| denote [di'nout] | v белгиламоқ |
| density ['densiti] | п зичлик |
| department [di'pa:tmənt] | п бўлим, куллиёт |
| depend (on) [di'pend] | v қарам бўлмоқ, а ~ ent қарам |
| debt [det] | п қарз |
| depth [depθ] | п чуқурлик |
| derivation [deri'veiʃən] | п келиб чиқиш, а ясама |
| derivative [di'rivətiv] | а ясама, ҳосила |
| describe [dis'kraib] | v тасвирламоқ |
| descend [di'send] | v камайиб қолмоқ, п па- сайиш |
| desk [desk] | п ёзув столи, парта |
| designate ['dezignait] | v билдирмоқ |
| desire [di'zaiə] | v хохламоқ а ~ d кутил- ган |
| detail [di'teil] | п деталь in ~ батафсил |

| | |
|------------------------------------|--|
| detect [di'tekt] | v аниқламоқ, тўғриламоқ |
| determine [di'tə:min] | v аниқламоқ |
| develop [di'veləp] | v ривожлантирмоқ, п ~ ment ривожланиш |
| deviate ['di:vieit] | v оғишмоқ, п ~ ion оғиш, четга бурилиш |
| device [di'vais] | п асбоб, мослашиш |
| devise [di'vaiz] | v васият қилмоқ |
| diagonal [dai'ægənl] | п диагонал, диагоналлиқ кесишмаси |
| diagram ['daiəgræm] | п жадвал |
| diameter [dai'æmitə] | п диаметр |
| dictionary ['dikʃənri] | п луғат |
| differ ['difə] | v фарқ қилмоқ, п ~ ence фарқ |
| difficult ['difikəlt] | а қийин, п ~ у қийинлиқ |
| digit [dɪdʒit] | п рақам, а ~ al рақамли |
| dimension [di'menʃən] | п ўлчаш, pl ўлчам, катта-кичиклир |
| direct [di'rekt] | v йўлламоқ, а тўғри, п ~ ion йўналиш |
| disadvantage [disəd'vɑ:ntɪdʒ] | п етишмаслиқ, камчилик |
| discover [dis'kʌvə] | v ихтиро қилмоқ, очмоқ |
| discuss [dis'kʌs] | v муҳокама қилмоқ, п ~ ion муҳокама |
| disk [disk] | п айлана, диск |
| display [dis'plei] | п намоиш, v кўрсатмоқ |
| dissertation [ˌdisə'teɪʃən] | п диссертация |
| distance ['distəns] | п оралиқ |
| distant ['distənt] | а узоқ |
| distinction [dis'tɪŋkʃən] | п чегараланиш |
| distinguish [dis'tɪŋɡwɪʃ] | v фарқ қилмоқ |
| distribution [ˌdɪstri'bju:ʃən] | п бўлиниш |
| disturbance [dis'tɜ:bəns] | п тинчлиқ бузилиши, хавотирланиш |
| divide [di'vaɪd] | v бўлмоқ (бўлиш амали) |
| do (did, done) [du:], [dɪd], [dʌn] | v бажармоқ |
| domain [də'mein] | п вилоят |
| dot [dɒt] | п нуқта |
| double ['dʌbl] | а қўшалоқ |

| | |
|--|-------------------------------------|
| doubt [ˈdaʊt] | п иккиланиш, в иккилан-моқ |
| down [ˈdaʊn] | adv пастда |
| draw (drew, drawn) [drɔː], [druː], [drɔːn] | в чизмоқ, расм солмоқ |
| due [djuː] | а шунга кўра ~ то кўра, натижасида |
| during [ˈdʒuəriŋ] | ppr давомида, вақт ора-сида |
| E | |
| each [iːtʃ] | pron хар бир, each other бир-бирига |
| early [ˈɜːli] | adv эрта, а эрталабки |
| earth [ɜːθ] | п ер |
| earthquake [ˈɜːθkweɪk] | п ер қимирлаш |
| ease [iːz] | п енгиллик |
| easy [ˈiːzi] | а енгил |
| economical [iːkəˈnɒmɪkəl] | а тежамкор |
| edge [edʒ] | п чекка |
| Egypt [ˈiːdʒɪpt] | п Египет (Миср) |
| either [ˈaɪðə] | а ҳарқандай |
| electric [ɪˈlektɪk] | а электрли |
| electromagnetic [ɪˈlektromæɡˈnetɪk] | а электромагнитли |
| electronic [ɪləkˈtrɒnɪk] | а электронли |
| element [ˈelɪmənt] | п элемент |
| ellipse [ɪˈlɪps] | п эллипс, тухумсимон |
| else [els] | adv яна, ташқари |
| emerge [ɪˈnɜːdʒ] | в пайдо бўлмоқ |
| emphasize [ˈemfəsaɪz] | в таъкидламоқ, урғу қўймоқ |
| empty [ˈemptɪ] | а бўш |
| enable [ɪnˈeɪbl] | в имконият. ҳуқуқ бермоқ |
| enclose [ɪnˈkloʊz] | в хулоса чиқармоқ |
| encounter [ɪnˈkaʊntə] | в кутиб олмоқ, учратмоқ |
| end [end] | п тамом, в тугатмоқ |
| endpoint [ˈendpɔɪnt] | п охириги нуқта |
| energy [ˈenədʒi] | п энергия, куч |
| England [ˈɪŋɡlənd] | п Англия |
| English [ˈɪŋɡlɪʃ] | а инглизча |

enough [inʌf]
ensure [in'sjuə]
enter [entə]
entire [in'taiə]
environment [in'vaɪərənmənt]
equal [i:kwəl]
equation [i'kweɪʃən]
equipment [i'kwɪpmənt]
equivalent [i'kwɪvələnt]

error [erə]
eruption [i'rʌpʃən]
essential [i'senʃəl]

establish [is'tæbliʃ]

estimate ['estimeɪt]
etc (et cetera, and so on)
Euclid [ju:kli:d]

evaluate [i'vælju'eɪt]
evaporate [i'væpəreɪt]
even [i:vən]
event [i'vent]
ever- ['evə]
every ['evri]
everyday [evri'deɪ]
everyone ['evriwʌn]
everything [i'evriθɪŋ]
everywhere [evriwɛə]
evident ['evidənt]
exact [ig'ækt]
exam [ig'zæm]
examination [ig'zæmɪneɪʃən]

example [ig'zɑ:mpl]
exceed [ik'si:d]

except [ik'sept]

exclude [iks'klu:d]
exclusive [iks'klu:sɪv]

а етарлича, етарли
v таъминламоқ
v кирмоқ
а бутунлича, тўла
п атроф муҳит
а тенг п ~ иту тенглик
п тенглама
п жиҳоз
а эквалентга оид, тенг
маъноли
п хато, гуноҳ
п вулқон отилиш
а муҳим adv ~ лу
аҳамиятли
v аниқламоқ, топмоқ,
яратмоқ
v баҳоламоқ
ва бошқалар
п Евклид а ~ еан Евк-
лидники
v баҳоламоқ
v буғланмоқ, йўқолмоқ
п жуфт сон
п ходиса
adv доим, ҳар доим
pron ҳар бир
а ҳар кунги
pron ҳар ким, ҳар бир
pron ҳамма нарса
adv ҳар ерда
а фавқулодда
аниқ adv ~ лу аниқлик
п имтиҳон
п 1. имтиҳон, 2. текши-
риш
п мисол for ~ масалан
v орттириб юбормоқ, оши-
риб юбормоқ
pron ташқари п ~ ion
қоидадан ташқари
v чиқариб ташламоқ
а жуда, ғоят ҳаддан
ташқари adv ~ лу фақат

| | |
|-----------------------------------|--|
| excuse [iks'kju:z] | v кечирмоқ, п кечириш |
| exercise ['eksəsaiz] | п машқ |
| exist [ig'zist] | v бор бўлмоқ |
| expansion [iks'pænjən] | п кўлам, бўй, эн, балан- длик |
| expect [iks'pekt] | v кутмоқ п -ation кутиш |
| experience [iks'piəriəns] | п таржиба, v синамоқ |
| experiment [iks'perimənt] | п тажриба, v тажриба ўтказмоқ |
| explainable [iks'pleinəbl] | а тушунарли |
| explanation [,eksplə'neɪjən] | п тушунтириш |
| explicit [iks'plisit] | а аниқ, хақиқий |
| exponent [eks'pounənt] | п экспонент, даража кўрсатгичи |
| express [iks'pres] | v ифода қилмоқ п ~ ion ибора, ифода |
| extend [iks'tend] | v ёйилмоқ, чўзилмоқ |
| extension [iks'tenʃən] | п кўлам (бўй, эн, балан- длик) |
| extensive [iks'tensiv] | а кенг |
| exterior [eks'tiəriə] | а ташқи |
| extraordinary [,ekstrə'ɔ:di:nəri] | а одатдан ташқари |
| extreme [iks'tri:m] | а экстремал adv ~ ly тўсатдан, фавқулодда |

F

| | |
|---|----------------------------------|
| face [feɪs] | п юз, юзаси |
| facilitate [fə'siliteit] | v имконият туғдирмоқ |
| fact [fækt] | п факт, in ~ хақиқатда |
| factor ['fæktə] | п кўпаювчи |
| factory ['fæktəri] | п завод, фабрика |
| fail [feɪl] | v муваффақиятсизликка учрамоқ |
| failure ['feɪljʊə] | п муваффақиятсизликка учраш |
| fall (fell, fallen) [fɔ:l], [fel], ['fɔ:lən] | v йиқилмоқ |
| false [fɔ:ls] | а ёлғон |
| familiar [fə'miljə] | а таниш |
| family ['fæmili] | п оила |

famous ['feiməs]
 far [fa:]
 farther ['fa:ðə]
 father ['fa:ðə]
 favour ['feivə]
 feature ['fi:tʃə]
 February ['februəri]
 feel (felt) [fi:l]
 field [fi:ld]
 figure ['figə]
 film [film]
 final [fainl]
 find (found) [faɪnd],
 [faʊnd]
 fine [faɪn]
 finger ['fɪŋgə]
 finish ['fɪnɪʃ]
 finite ['faɪnaɪt]
 fix [fɪks]

flat [flæt]
 fluctuation [flʌktju'eɪʃən]
 focus (pl foci) ['foukəs],
 [fousai]
 follow ['fɒləu]

as follows
 foot (pl feet) [fu:t], [fi:t]
 force [fɔ:s]
 foreign ['fɔ:rin]
 foresee (foresaw, foreseen)
 [fɔ:'si:], [fɔ:'sa:], [fɔ:'si:n]
 forever [fə'revə]
 form [fɔ:m]
 former ['fɔ:mə]

formula (pl formulae) ['fɔ:
 mjulə], ['fɔ:mju:lɪ]
 fortunate ['fɔ:tʃənɪt]
 foundation [faʊn'deɪʃən]

а таниқли
 а узоқ so ~ шунга қадар
 а кейин, ундан кейин
 п ота
 п фойда а ~ able ёқимли
 п хусусият, хосса, белги
 п феврал
 v хис этмоқ
 п дала, воҳа
 п рақам, расм
 п фильм
 а охириги adv ~ лу ниҳоят
 v топмоқ ~ out аниқла-
 моқ
 а гўзал, ажойиб
 п бармоқ
 п охириги, v тугатмоқ
 а охириги
 v тайинламоқ а ~ ed тай-
 ин, аниқ
 а текис, хона
 п ўзгарувчанлик
 п фокус (нурларнинг
 тўпланиш нуқтаси)
 v кузатиб бормоқ, хамроқ
 бўлмоқ а ~ ing кейинги
 қуйидагича
 п оёқ, 2. фут=30,48 см
 п куч v мажбур этмоқ
 а 1. чет эллик, 2. бегона
 v олдиндан кўра олмоқ

adv бир умрга
 п кўриниш, v бунёд этмоқ
 а биринчи, олдинги (ав-
 валги айтилганлар ичи-
 дан)
 п формула
 а бахт
 п асос, фундамент

| | |
|----------------------------|----------------------------------|
| French [frentʃ] | а фарангча |
| frequent ['fri:kwənt] | а тез-тез, такрорланиб турадиган |
| Friday ['fraidi] | п жума |
| friend [frend] | п дўст |
| front [frʌnt] | а олдида in ~ of олдидаги |
| fulfil [ful'fi:l] | в бажармоқ |
| full [ful] | а тўла adv ~ у бутунлай |
| function ['fʌŋkʃən] | п вазифа |
| fundamental [ˌfʌndə'mentl] | а асосий |
| further ['fə:ðə] | а узоқроқ |
| furthermore [fə:ðə'mɔ:] | adv кейин |
| future ['fju:tʃə] | п келаси |

G

| | |
|--------------------------------------|---|
| gain [gein] | в ютмоқ, п зўр ҳаракат |
| game [geim] | п ўйин |
| gas [gæs] | п газ |
| general ['dʒenərəl] | а 1. умумий, бош v ~ ize умумлаштирмоқ adv ~ ly умуман |
| generate 'dʒenəreit] | в яратмоқ (электр токи, электромагнит тўлқинлари) |
| generation [ˌdʒenə'reiʃən] | п авлод |
| genius ['dʒi:njəs] | п мутафаккир, олим |
| geometry [dʒi'ɔmitri] | п геометрия, хандаса |
| German ['dʒə:mən] | а немисча, п Олмония |
| get (got) [get], [gɒt] | в олмоқ ~ ир турмоқ |
| go (went, gone) [gou], [went], [gɒn] | в бормоқ, кетмоқ, to be going (to) бажармоқ, арафасида бўлмоқ |
| good [gud] | а яхши |
| glaciologist [glæsi'ɔlədʒist] | п гляциолог |
| glycogen ['glikoudʒen] | гликоген |
| graduate ['grædʒueit] | в тугатмоқ, п олий ўқув юртини битирувчи |
| grain [grein] | п уруғ |
| graph [gra:f] | п жадвал, в жадвал туз-моқ |

| | |
|--|--|
| gravitation [ˌgrævi'teɪʃən] | п тортиш |
| gravity ['grævɪti] | п тортиш кучи |
| great [greɪt] | а буюк, катта |
| Greece [gri:s] | п Греция |
| Greek [gri:k] | п грецияли |
| group [gru:p] | п гурух, в гурухлашмоқ, биргалашмоқ |
| grow: (grew, grown) [grou], [gru:], [groun] | в ўсмоқ, бўлмоқ |
| guinea-pig ['ɡɪnɪpɪɡ] | п денгиз чўчқаси |
| guess [ges] | в топмоқ, п топишмоқ |

Н

| | |
|----------------------------|---------------------------------|
| habit ['hæbɪt] | п одат |
| habitually [hə'bitʃuəli] | adv одатда |
| half [ha:f] | п ярим |
| hand [hænd] | п қўл, в узатиб юбормоқ |
| handle ['hændl] | в бошқармоқ |
| happen ['hæpən] | в содир бўлмоқ |
| hard [ha:d] | а қаттиқ қийн adv қийин- лик |
| hardly ['hɑ:dli] | adv зўрға |
| head [hed] | п 1. бош, 2. бошлиқ |
| hear (heard) [hiə], [hə:d] | в эшитмоқ |
| heavenly ['heɪvnlɪ] | а самовий |
| heavy ['heɪvɪ] | а оғир |
| height [hait] | п баландлик |
| help [help] | п ёрдам, в ёрдам бермоқ |
| hence [hens] | а ~ ful фойдали |
| here [hiə] | adv шундан сўнг |
| high [hai] | adv шу ерда, мана |
| highly ['haɪli] | а баланд |
| hint [hɪnt] | adv одатдан ташқари, жу- да |
| history ['hɪstəri] | п имо, ишора |
| hold [hould] (held) | п тарих |
| home [həʊm] | в ушлаб турмоқ |
| hope [həʊp] | п уй |
| horizontal [hɔ:ri'zɒntl] | п умид, в умид қилмоқ |
| hostel ['hɒstəl] | а горизонтал |
| hour [aʊə] | п ётоқхона |
| | п вақт |

| | |
|-------------------------------------|--------------------------|
| house [haus] | п уй, в жойлаштирмақ |
| how [hau] | adv қандай, қандай қилиб |
| however [hau'evə] | adv фақат |
| humanities (pl) [hju:'mænitiz] | п ижтимоий фанлар |
| humid and arid ['hju:mid and 'ærid] | а зах ва сувсиз |
| hydrate oxide ['haidreit 'ɔksaid] | п гидрооксид |

I

| | |
|------------------------------|---|
| idea [ai'diə] | п ғоя, фикр |
| identically [ai'dentikəli] | adv ўхшаш |
| identity [ai'dentiti] | п айнан, ўхшашлик |
| i. e. (ed est, that is) | яъни |
| illustrate [ilə'streit] | в расм билан безатмоқ, п ~ tion тасвирлаш |
| image [i'midʒ] | п образ, акс |
| imagine [i'mædʒin] | в ўйламоқ, кўз унгига келтирмақ |
| immediate [i'mi:djət] | а бевосита, тўғридан-тўғри |
| imply [im'plai] | adv бевосита боғлиқ |
| importance [im'pɔ:təns] | в қарор қилмоқ, кўзда тутмоқ |
| impose [im'pouz] | п аҳамият be of ~ аҳамиятга эга а ~ ant аҳамиятли муҳим |
| impossible [im'pɔsibl] | в солмоқ, юкламоқ, дучор қилмоқ |
| impress [im'pres] | а имкониятсиз |
| improper [im'prɔpə] | в таассурот қолдирмоқ п ~ ion таассурот |
| improve [im'pru:v] | а нотўғри (каср) |
| inadequate [in'ædikwit] | в яхшиламоқ, adv ~ ed яхшиланган |
| include [in'klu:d] | а мос эмас |
| inconsistent [inkən'sistənt] | в ўз ичига олмоқ |
| incorrect [inkə'rekt] | а изчил бўлмаган, мантиқсиз |
| increase [in'kri:s] | а хато билан, п хато |
| | в оширмақ, п кўтарилиш |

| | |
|-----------------------------|---|
| indeed [in'di:d] | adv аслида, асосан |
| indefinitely [in'definitli] | adv ноаниқ |
| independent [indi'pendənt] | а мустақил |
| India ['indiə] | п Хиндистон |
| indicate ['indikəit] | ν кўрсатмоқ |
| individual [indi'vidjuəl] | а шахсий, п шахс |
| induce [in'dju:s] | ν таъсир кўрсатмоқ |
| induction [in'dʌkʃən] | п индукция, (магнит ёки электр энергиясининг бошқа жисмларга таъсири) |
| industrial [in'dʌstriəl] | а саноатлашган |
| inequality [,ini:'kwɒliti] | п нотенглик |
| infinite ['ɪnɪtɪt] | а чексиз, ~ ity чексизлик |
| information [ɪnfə'meɪʃən] | п информация, хабар |
| ingredient [ɪn'gri:dʒənt] | п таркибий қисм |
| initial [i'ni:ʃəl] | а бошланғич |
| inner ['ɪnə] | а ички |
| input ['ɪnpʊt] | п кириш, киритиш |
| inscribe [ɪn'skraɪb] | ν устига ёзмоқ |
| insert [ɪn'sɜ:t] | ν орасига (ўртасига) қўймоқ |
| inside [ɪn'saɪd] | adv ички, ичида |
| insist (on) [ɪn'sɪst] | ν мажбур этмоқ |
| instance ['ɪnstəns] | п мисол for ~ масалан |
| instead (of) [ɪn'sted] | adv ўрнига |
| institute ['ɪnstɪtju:t] | п олийгоҳ, ташкилот |
| instruction [ɪn'strʌkʃən] | п кўрсатма |
| integration [ɪntɪg'reɪʃən] | п интеграллаш, йиғиш |
| intense [ɪn'tens] | а тез, кучли, п ~ ity тезлик |
| interest ['ɪntrɪst] | п қизиқиш, а ~ ed қизиққан, а ~ ing қизиқ |
| interior [ɪn'tɪərɪə] | п ички қисим |
| internally [ɪn'tə:nəli] | adv ички |
| interpose [ɪntə'prouz] | ν киритмоқ |
| interpret [ɪn'tə:prɪt] | ν шархламоқ п ~ ation изоҳлаш |
| interval ['ɪntəvəl] | п интервал, бўлак, танаффус |
| intriguing [ɪn'tri:ɡɪŋ] | а қизиқарли, оммабоп |
| introduce [ɪntrə'dju:s] | ν таништирамоқ |
| intuitive [ɪn'tju:ɪtɪv] | а ички хис билан, фараз билан |

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|----------------------------|---------------------------------|
| invariable [in'veəriəbl] | а доимий |
| invent [in'vent] | ν кашф этмоқ |
| inverse [in've:s] | а тескариси, adv ~ ly тескарича |
| investigate [in'vestigeit] | ν текширмоқ |
| involve [in'vɒlv] | ν орқасидан эргаштирмоқ |
| ionosphere [ai'ɔnəsfiə] | п ионосфера |
| item ['aitəm] | п пункт, параграф |

J

| | |
|----------------------|--|
| January ['dʒænjuəri] | п январ |
| job [dʒɒb] | п иш, машғулот |
| join [dʒɔin] | ν бирлашмоқ, п уюшма |
| journal ['dʒə:nl] | п ойнома |
| July [dʒu:'lai] | п июль |
| junction ['dʒʌŋkʃən] | п боғланиш point of ~ боғланиш нуқтаси |
| June [dʒu:n] | п июнь |
| Jupiter ['dʒʊpitə] | п Юпитер (Қуёш система-сидаги энг катта бешинчи планета) |
| just [dʒʌst] | а хақгуй, соф, худди шундай |

K

| | |
|--|------------|
| keep (kept) [ki:p], [kept] | ν сақламоқ |
| kind [kaind] | п хил |
| king [kiŋ] | п қирол |
| know (knew, known) [nou], [nju:], [noun] | ν билмоқ |
| knowledge ['nɒlidʒ] | п билим |

L

| | |
|--------------------------------|---|
| label ['leibl] | п ёрлиқ (махсулотнинг устига ёпиштириладиган ёрлиқ) |
| labour ['leibə] | п меҳнат |
| laboratory (lab) [lə'bɔrətəri] | п тажрибахона |
| lamp [læmp] | п чироқ |

| | |
|-------------------------------------|--------------------------------------|
| land [lænd] | n ер |
| language ['læŋgwɪdʒ] | n тил (фан) |
| large ['lɑ:dʒ] | a катта |
| largely ['lɑ:dʒli] | adv асосан |
| last [lɑ:st] | 1. а охирги, ўтган, 2. v давом этмоқ |
| late [leɪt] | a кечки, v to be ~ кечга қолмоқ |
| latter ['lætə] | a охирги (эслатилганларидан) |
| law [lɔ:] | n қонун |
| lazy ['leɪzi] | a дангаса |
| lead (led) [li:d], [led] | v бошламоқ, бошлиқ булмоқ |
| learn (learnt) [lə:n] | v ўрганмоқ, ёд олмоқ |
| least [li:st] | энг кичик |
| leave (left) [li:v], [left] | v кетмоқ, қолдирмоқ |
| lecture ['lektʃə] | n маъруза, v маъруза қилмоқ |
| left [left] | a чап, adv чапга |
| leg [leg] | n томон, катет, оёқ |
| legend ['ledʒənd] | n афсона |
| length [leŋθ] | n узунлик |
| lesson ['lesn] | n дарс, машғулот |
| let (let) [let] | v рухсат бермоқ |
| letter ['letə] | n ҳарф, символ |
| library ['laɪbrəri] | n кутубхона |
| lie (lay, lain) [lai], [lei], [lem] | v ётмоқ, бор |
| liquid ['likwɪd] | a суюқ, сувли |
| light [laɪt] | n ёруғлик, а енгил кучсиз |
| like [laɪk] | v ёқтирмақ, яхши кўрмақ |
| likely ['laɪkli] | a ўхшаш, айнан |
| likewise ['laɪkwaɪz] | adv эхтимол |
| limit ['lɪmɪt] | adv ўхшаш, ҳам |
| line [laɪn] | v чегараламоқ a ~ ed чегараланган |
| link [lɪŋk] | n чизиқ, тўғри қатор |
| list [lɪst] | n бўлак, v бирлаштириш |
| listen [lɪsn] | n руйхат, v санаб ўтмоқ |
| little (less, the least) [lɪtl] | v эшитмоқ |
| | кичик, кам |

| | |
|------------------------|---|
| live [liv] | v яшамоқ |
| locate [lou'keit] | v жойни белгиламоқ п ~ ion жойни белгилаш |
| logarithm ['lɒgəriðəm] | п логарифм |
| logical ['lɒdʒikəl] | а оқилона |
| long [lɒŋ] | 1. а узун, 2. adv аввал |
| look [luk] | v қарамоқ п қараш |
| lose (lost) | to ~ for қидирмоқ |
| lot [lɒt] | v йўқотмоқ, юткизмоқ п. |
| low [lou] | loss йўқотиш |
| lucky ['lʌki] | п ҳақ, улуш а ~ of кўп |
| | adv паст v қовоғини |
| | солмоқ |
| | а омадли |

M

| | |
|------------------------------|--------------------------------|
| machine [məʃi:n] | п машина |
| magazine [,mægə'zi:n] | п ойнома |
| magnitude ['mægnɪtju:d] | п ҳажм |
| main [meɪn] | а асосий, бош, етакчи |
| maintain [meɪn'teɪn] | v қўллаб-қувватламоқ |
| major ['meɪdʒə] | а асосий, катта |
| make (made) [meɪk], [meɪd] | v бажармоқ |
| man (pl men) [mæn], [men] | 1. п одам, 2. эркак |
| manifold [ˈmænɪfoʊld] | п кўпхиллик, кўплик |
| manipulate [ˌmænɪpjʊleɪt] | v бошқармоқ |
| manner ['mænə] | п усул |
| many [more, the most] | а кўп, кўпроқ, жуда кўп |
| ['meni], [mɔ:], [moust] | |
| manuscript ['mænɪskrɪpt] | п қўлёзма |
| map [mæp] | п харита, акслантириш |
| March [mɑ:tʃ] | п Март |
| margin ['mɑ:dʒɪn] | п чет (қоғоз, дарё, дала-нинг) |
| mark [mɑ:k] | п баҳо, белги |
| mass [mæs] | п улуш, масса |
| match-box ['mætʃbɒks] | п гугурт қутиси |
| material [mə'tɪəriəl] | п хом ашё, материал |
| mathematician [ˌmæθɪ'mætɪʃn] | п риёзиётчи, математик |

| | |
|---|--|
| matter ['mætə] | п 1. борлиқ, материя 2. иш |
| maximize ['mæksimaiz] | v энг юқори қийматга кўтариш |
| maximum (pl maxima) ['mæksiməm], ['mæksimə] | п максимум, энг юқори қиймат |
| may (might) [mei], [mait] | v мумкин бўлмоқ |
| May [mei] | п Май |
| mean (meant) [mi:n], [ment] | v билдирмоқ п ~ ing маъно а meaningless маъносиз by means of ёрдамида |
| means (pl) [mi:nz] | п восита, чора |
| measure ['meʒə] | v ўлчamoқ |
| mechanics [mi'kæniks] | п механика |
| meet (met) [mi:t], [met] | v учрамоқ |
| member ['membə] | п аъзо п ~ ship аъзолик |
| memory ['meməri] | п ёд, эс |
| mental ['mentl] | а фикрли, ақлли adv ~ ly ақлан |
| mention ['menʃən] | v эсга солмоқ |
| mere [miə] | а аниқ adv ~ ly фақат |
| merit ['merit] | п фазилат |
| method ['meθəd] | п усул, метод |
| middle [midl] | п ўрта |
| million ['miljən] | num миллион, 10 ⁶ |
| mind [maɪnd] | п ақл |
| minimax ['minimæks] | п энг каттанинг кичиги |
| minimum (pl minima) ['miniməm], ['minimə] | п энг кичик қиймат |
| minus ['mainəs] | п айриш белгиси, минус |
| minute ['minit] | п минут, дақиқа |
| miss [mis] | v тушуриб қолдирмоқ а ~ ing етишмайдиган |
| mistake [mis'teik] | п хато |
| misunderstanding ['misʌndə'stændiŋ] | п тушунмаслик |
| mixed [mikst] | а аралашган п ~ ture аралашма |
| model [mɒdl] | п намуна, v намуна қилмоқ |
| modern ['mɒ:dən] | а ҳаётий, замонавий |
| modification [,mɒdifi'keiʃən] | п қайта тикланиш |
| moment ['moumənt] | п дақиқа |

| | |
|---------------------------|------------------------|
| Monday ['mʌndi] | n Душанба |
| monotonous [mə'nɔ:tənəs] | n бир хил |
| monomer ['mounəmə] | n мономер |
| month [mʌnθ] | n ой |
| moon [mu:n] | n оймома, ой |
| moonlight | ой нури |
| moreover [mɔ:'rouvə] | adv ундан ташқари |
| morning ['mɔ:niŋ] | n эрталаб |
| mother ['mʌðə] | n она |
| motion ['mouʃən] | n ҳаракат |
| move [mu:v] | v ҳаракат қилмоқ |
| much (more, the most) | a кўп adv жуда |
| {mʌtʃ}, {moust} | |
| mud [mʌd] | n лой, ифлос |
| mummy ['mʌmi] | n мумиё, она |
| must [mʌst] | v мажбур бўлмоқ |
| mutual ['mju:tʃuəl] | a ўзаро adv ~ lу ўзаро |
| mysterious [mis'ti:əriəs] | a сирли |

N

| | |
|----------------------------|--------------------------|
| name | n исм, ном, v атамоқ |
| natural ['nætʃrəl] | a табиий |
| near [niə] | adv ёнида, яқин |
| nearly ['niəli] | adv деярли |
| necessary ['nesisəri] | a керак adv ~ lу албатта |
| | n ~ ity зарурият |
| neighbourhood ['neibəhʊd] | n қўшни, яқинлик |
| never ['nevə] | adv ҳеч қачон |
| neither ['naiðə] | pron ҳеч (йўқ) |
| nevertheless ['nevəðə'les] | adv шунга қарамай |
| new [nju:] | a янги |
| newspaper ['nju:s,peipə] | n рўзнома |
| next [nekst] | a кейинги, келаси |
| nice [nais] | a яхши, ёқимли |
| none [nʌn] | pron ҳеч ким, ҳеч нарса, |
| | ҳеч ким |
| normal ['nɔ:məl] | a нормал, adv ~ lу одат- |
| | дагидек |
| notation [nou'teiʃən] | n белгилаш системаси |
| note [nout] | n ёзув, v белгиламоқ |
| nothing ['nʌθiŋ] | n ҳеч нарса |

notion [ˈnouʃən]
November [nɒˈvembə]
now [naʊ]
nowadays [ˈnaʊədəiz]
nuclear [ˈnju:kliə]
null [nʌl]
number [ˈnʌmbə]

п тушунча
п ноябрь
adv ҳозир, энди
adv шу кунларда
а ядровий
а бўш, мавжуд бўлмаган
п сон, ҳисоб а ~ of
бирқанча

О

obey [əˈbeɪ]
object [ˈɔbdʒɪkt]
object [əbdʒekt]
observe [əbˈzə:v]
obtain [əbˈteɪn].
obvious [ˈɔbvɪəs]

occasion [əˈkeɪʒən]
occur [əˈkɜ:]

o'clock [əˈklɒk]

October [ɔkˈtəʊbə]
of course [əfˈkɔ:s]
off [ɔ:f]

often [ɔ:fn]
old [əʊld]
omit [ouˈmɪt]
once [wʌns]

only [ˈəʊnli]

open [ˈəʊpən]
opinion [əˈpɪnjən]
opposite [ˈɔpəzɪt]
orbit [ˈɔ:bit]
order [ˈɔ:də]

в қарам бўлмоқ
п жисм, мақсад, предмет
в қарши бўлмоқ
в кузатмоқ, п кузатиш
в қабул қилмоқ, олмоқ
adv аниқ, равишда adv ~
ly чамаси, бўлса керак
п воқеа, ҳодиса
в воқеа содир бўлмоқ
п ~ епсе воқеа
п вақт (соатнинг
кўрсатиши)
п октябрь
албатта
adv узоқлашмоқни билди-
ради
adv тез-тез
а қари, эски
в тушуриб қолдирмоқ
adv бир ~ more яна бир
марта
adv фақат the ~ битта
ягона
в очмоқ, а очиқ
п фикр
а қарама-қарши
п курра а ~ al курравий
п тартиб а ~ ed тартиб-
ланган in ~ to шунинг
учун, буюрмоқ

origin ['ɔrɪdʒɪn]

oscillate ['ɔsɪleɪt]

other ['ʌðə]

otherwise ['ʌð ə waɪz]

ought [ɔ:t]

outside [aʊt'saɪd]

outstanding [aʊt'stændɪŋ]

owing (to) ['ɔʊɪŋ]

own [aʊn]

п бошланиш v ~ ate бошидан бошламоқ а ~ al бошланғич

v иккиланиб турмоқ

а бошқаси, проп бошқа

adv акс холда

v мажбур бўлмоқ, керак

а ташқи adv устидан

а таниқли

проп натижа

а шахсий, on one's own мустақил

Р

page [peɪdʒ]

pair [peɪə]

pan [pæn]

paper ['peɪpə]

paradox ['pærədɒks]

parents ['peərənts]

part [pɑ:t]

partially ['pɑ:ʃəli]

particle ['pɑ:tɪkl]

particular [pə'tɪkjʊlə]

party ['pɑ:ti]

pass [pɑ:s]

passive ['pæsɪv]

past [pɑ:st]

path [pɑ:θ]

pattern ['pætən]

pay [peɪ]

pen [pen]

penalty ['penəlti]

pencil ['pensɪl]

people ['pi:pl]

п бет

п жуфт

п тарози палласи, костюлька

п 1. рўзнома, мақола
2. қоғоз

п парадокс, қарама-қарши
а ~ ical парадоксал

п ота-она

п бўлим, қисм

adv қисман

п юклама, зарра

а аниқ adv ~ ly айниқса

п маросим, 2. партия, бўлак

v ўтмоқ

а мажхул

проп кейин, а ўтган

п йўл. из

п жадвал, нусха

v тўламоқ to ~ attention
этибор бермоқ

п ручка

п солиқ

п қалам

п одамлар

| | |
|--|---|
| per [pə:] | пер устида, орқасида, йўналишни, per hour соатига |
| perception [pə'sepʃən] | п идрок, сезиш |
| perfect ['pɜ:fɪkt] | а тугалланган |
| perform [pə'fɔ:m] | в бажармоқ п ~ ance кўриниш, парда, амал |
| perhaps [pə'hæps] | adv балки, эхтимол |
| period ['piəriəd] | п давр а ~ ic (al) даврий |
| permit [pə'mit] | в рухсат бермоқ |
| person ['pɜ:sn] | п шахс |
| phenomenon (pl phenomena) [fi'nɔminən] | п ходиса, воқеа |
| physics ['fɪzɪks] | п файласуф |
| picture ['pɪktʃə] | п физика п ~ cist физик |
| piece ['pi:s] | п расм, ифодалаш |
| place ['pleɪs] | п бўлак |
| plan ['plæn] | п жой в жойлаштирмоқ п ~ ment жой |
| plane ['pleɪn] | п план, режа, в планлаш-тирмоқ |
| plant ['plɑ:nt] | п 1. текислик, 2. тайёра |
| play ['pleɪ] | п 1. завод, 2. ўсимлик |
| please ['pli:z] | п ўйнамоқ п ~ er ўйинчи |
| plot ['plɒt] | в рози қилмоқ, ёқмоқ, п марҳамат |
| plus ['plʌs] | п график в чизмоқ |
| point ['pɔɪnt] | п қўшиш белгиси |
| popular ['pɒpjulə] | п нуқта to ~ to кўрсатмоқ р. of view нуқтаи назар |
| position [pə'ziʃən] | а оммавий adv ~ ly одатдагидек |
| positive ['pɒzɪtɪv] | п мавқе |
| possess [pə'zes] | а ижобий |
| possible ['pɒsɪbl] | в эгалламоқ |
| post-graduate ['pəʊst'græd-juɪt] | а имкониятли п possibility имконият |
| postulate ['pɒstjʊlɪt] | п аспирант, ёш олим |
| | п постулат, исботсиз асос қилиб олинадиган қоида |

| | |
|-----------------------------|--|
| power ['paʊə] | п 1. куч 2. даража кўрсаткичи to the fourth power тўртинчи даражада а мақсадга мувофиқ |
| practical ['præktikəl] | в машқ қилмоқ, ишлатмоқ |
| practise ['præktis] | в олдин ўтмоқ, илгари ўтмоқ |
| precede [pri:'si:d] | а аниқ |
| precise [pri'sais] | п аниқлик |
| precision [pri'si:ʒə n] | п ўтмишдош, илгари ўтган |
| predecessor ['pri:disesə] | в афзал кўрмоқ |
| prefer [pri'fə:] | в тайёрламоқ п ~ ation тайёрланиш а ~ atory тайёрлов |
| prepare [pri'pɛə] | в тақдим этмоқ |
| present [pri'zent] | п совға |
| [presənt] | в сақламоқ |
| preserve [pri'zə:v] | п президент, раис |
| president ['prezident] | п босим |
| pressure ['preʃə] | в олдини олмоқ |
| prevent (from) [pri'vent] | а аввалги |
| previous ['pri:vjəs] | а бошланғич, содда |
| prime [praɪm] | а асосий |
| principal ['prɪnsəpəl] | п принцип, қоида |
| principle ['prɪnsəpl] | в босиб чиқармоқ gerprint босилган нарсанинг изи |
| print [prɪnt] | п эхтимоллик |
| probability [,prɒbə'biliti] | adv эхтимол |
| probably ['prɒbəbli] | в изланмоқ |
| probe [praʊb] | п масала, муаммо |
| problem ['prɒbləm] | п расмий маросим |
| procedure [prə'si:dʒə] | п жараён, в қайта ишлов бермоқ |
| process ['prəʊses] | в ишлаб чиқармоқ |
| produce [prə'dju:s] | п ишлаб чиқариш |
| product ['prɒdʌkt] | п программа, иш, фаолият режаси |
| program (англ.) ['prəʊgræm] | в таъсир этмоқ |
| promote [prə'məʊt] | п исбот |
| proof ['pru:f] | а 1. хусусий 2. асл, тўғри |
| proper ['prɒpə] | adv ~ ly аслида |
| property ['prɒpəti] | п хусусан, хосса |

| | |
|----------------------------|-----------------------------|
| proportional [prə'pɔ:ʃənl] | а пропорционал, мутаносиб |
| proposition [ˌprɒpə'zɪʃən] | п иту мутаносиблик |
| prove [pru:v] | п исбот, тасдиқ |
| provide [prə'vaɪd] | в исботлаш |
| provided [prə'vaɪdɪd] | в тақдим этмоқ, бермоқ |
| publication [ˌpʌbli'keɪʃn] | conj агар, шарт бўлса |
| publish ['pʌbliʃ] | п нашр этгириш |
| pull [pul] | в нашр қилмоқ |
| purpose ['pə:pəs] | в тортмоқ, судрамоқ |
| put (put) [put] | п мақсад а ~ less мақсадсиз |
| | в қўймоқ, жойлаштирмоқ |

Q

| | |
|----------------------|----------------------|
| quantity ['kwɒntɪti] | п миқдор сон |
| question ['kwɛstʃən] | п савол |
| quite [kwaɪt] | adv бутунлай, етарли |

R

| | |
|------------------------|------------------------------|
| raise [reɪz] | в кўтармоқ |
| range [reɪndʒ] | п йўналиш |
| rapidly ['ræpɪdli] | adv тез |
| rate [reɪt] | п тезлик |
| rather ['rɑ:ðə] | adv аниқроғи ~ than |
| rational ['ræʃənl] | кўра, тезроқ |
| reach [ri:tʃ] | а рационал, мақсадга мувофиқ |
| reaction [ri:'æksjən] | в етмоқ |
| readily ['redɪli] | п реакция, таъсирланиш |
| ready ['redi] | adv осон |
| real [riəl] | а тайёр бўлмоқ |
| reason ['ri:zn] | а реал, хақиқий adv ~ ly |
| recently ['ri:səntli] | асосан п ~ ization бажарилиш |
| record ['rekɔ:d] | п 1. сабаб 2. фикр |
| recurring ['ri'kɜ:riŋ] | adv яқинда |
| red [red] | п ёзув, в ёзиб олмоқ |
| | а даврий, туганмас |
| | а қизил |

| | |
|----------------------------|---|
| reduce [ri'dʒu:s] | v қисқартирмоқ, камай-тирмоқ |
| refer (to) [ri'fə:] | v далил қилиб келтириш п епсе далил, ҳавола |
| reflect [ri'flekt] | v акс эттирмоқ |
| regard [ri'ga:d] | v кўриб чиқмоқ, regardless of қатъий назар |
| region ['ri:dʒən] | п вилоят, бўлим |
| regular ['regj ulə] | а 1. тўғри, 2. ўз вақтида |
| relate [ri'leit] | v қарам бўлмоқ |
| rejuvenate [ri'dʒu:vineit] | v ёшармоқ |
| relation [ri'leiʃən] | п муносабат п ~ ship ўзаро муносабат |
| relative ['reləliv] | а боғлилик, ўзаро боғлилик, adv ~ ly нисбатан |
| reliable [ri'laiəbl] | а ишончли |
| rely (on, upon) [ri'lai] | v жониз бўлмоқ, мумкин бўлмоқ |
| remain [ri'mein] | v қолдирмоқ п ~ der колдидиқ |
| remember [ri'membə] | v эсда сақламоқ |
| remoteness [ri'moutnis] | а узоқдаги, таалуққли бўлмаган |
| remove [ri'mu:v] | v узоқлашмоқ |
| repeat [ri'pi:t] | v қайтармоқ |
| replace [ri'pleis] | v ўрин алмаштирмоқ |
| represent [reprɪ'zent] | v сабабчи бўлмоқ, топширмоқ |
| request [ri'kwest] | п илтимос |
| require [ri'kwaiə] | v талаб қилмоқ |
| research [ri'sə:tʃ] | п изланиш, текшириш, ўрганиш |
| resolve [ri'zɒlv] | v ажратмоқ, бузмоқ, айнитмоқ |
| respect [ris'pekt] | п муносабат, v ҳурмат қилмоқ |
| rest [rest] | п 1. дам, 2. the rest қолган бошқаси, v дам олмоқ |
| restrict [ris'trikt] | v чекламоқ, а ~ ed чекланган, чегараланган |

result [ri'zʌlt]

return [ri'tə:n]

reverse [ri'və:s]

review [ri'vju:]

revolution [revə'lu:ʃn]

reward [ri'wɔ:d]

right [rait]

ring [riŋ]

rise (rose, risen) [raiz],

[rouz], [ri:zn]

room [ru:m]

root [ru:t]

rope [roup]

rotary ['routəri]

rotation [rou'teiʃən]

round [raund]

rule [ru:l]

run (ran, run) [rʌn],

[ræn], [rʌn]

saline [sə'lain]

same [seɪm]

satisfy ['sætsɪfaɪ]

Saturday ['sætədi]

save [seɪv]

say (said) [seɪ], [sed]

scatter ['skæɪtə]

school [sku:l]

science ['saɪəns]

scientific [saɪən'tɪfɪk]

scientist ['saɪəntɪst]

section ['sekʃən]

see (saw, seen) [si:],

[si:n],

seem [si:m]

п натижа as a result of
натижада а ~ ing хулоса
қилаётиб

v қайтмоқ, орқага қайтмоқ
а тескари

п обзор, райъи, v хулоса
қилмоқ

п айланиш, революция

п мукофот, v мукофатла-
моқ

а тўғри, ўнг

п узук, айланма

v кўтармоқ п кўтарилиш

п 1. хона, 2. жой, кенглик

п илдиз

п арқон

а айланувчи

п айланиш, даврий қайта-
рилиш

а юмалоқ, айланган

п қонда

v чопмоқ, п югуриш, оқим

S

п тузли сув, кўл

а ўша, худди шу

v қоникмоқ

п шанба

v қутқармоқ

v айтмоқ

v сочмоқ, ҳамма ёққа

тарқатмоқ

п мактаб

п илм

а илмий

п олим

п 1. оқим 2. бўлим

v кўрмоқ

v бўлиб кўринмоқ

| | |
|----------------------------------|----------------------------|
| seldom ['seldəm] | adv ахён-ахёнда |
| select [si'lekt] | v танламоқ |
| seminar ['semina:] | p семинар, амалий машғулот |
| send (sent) [send], [sent] | v жўнатмоқ |
| sense [sens] | p 1.мазмун, аҳамият |
| sentence ['sentəns] | p гап |
| separate ['sepəreit] | v алоҳида қилмоқ |
| September [sep'tembə] | p сентябрь |
| sequence ['si:kwəns] | p изчиллик, кетма-кетлик |
| serve [sə:v] | v хизмат қилмоқ |
| several ['sevrəl] | a бирқанча |
| shape [ʃeip] | p соя, кўриниш |
| sharp [ʃa:p] | a ўткир |
| sheet [ʃi:t] | p варақ |
| short [ʃɔ:t] | a қисқа |
| show (p. p. shown) [ʃou], [ʃoun] | v кўрсатмоқ |
| side [said] | p томон |
| sign [sain] | p белги |
| significance [sig'nifikəns] | p аҳамият |
| significant [sig'nifikənt] | a аҳамиятли, фойдали |
| signify ['signifai] | v билдирмоқ |
| silently ['sailəntli] | adv индамай, ўзича |
| similar ['similə] | a ўхшаш, adv ~ ly |
| simple ['simpl] | ўшандай |
| simplicity [sim'plisiti] | a содда |
| simultaneous [siməl'teinjəs] | p соддалик |
| since [sins] | a бир пайтда |
| single ['siŋgl] | adv ўшандан бери, conj |
| sink (sank, sunk) | шунинг учун |
| sister ['sistə] | a якка, бирликда |
| sit (sat) [sit], [sæt] | v тушмоқ, пастланмоқ |
| situation [sitju'eifən] | p опа, сингил |
| size [saiz] | v ўтирмоқ |
| sky [skai] | p жойлашиш |
| slight [slait] | p размер, катта-кичиклик |
| slip [slip] | p осмон |
| slow [slou] | a озгина, adv ~ ly енгил- |
| small [smɔ:l] | гина етарли эмас |
| | p парча, лахтак, бўлак |
| | a секин-аста |
| | a кичик, p кичик |

| | |
|----------------------------|--------------------------|
| smooth [smu:θ] | а равон |
| solar ['soulə] | а қуёшли |
| solid ['sɒlɪd] | п қаттиқ жисм |
| soluble ['sɒljubl] | а эрувчан, тушунувчан |
| solution [sə'ljuʃən] | п ечим |
| solve [sɒlv] | в счмоқ |
| some [sʌm] | рпгп бирқанча, ~ body |
| | кимдир, ~ one кимдир, ~ |
| | thing нимадир, ~ where |
| | қардадир, ~ how қачон- |
| | дир |
| sometimes ['sʌmtaɪmz] | adv баъзан |
| soon [su:n] | adv яқин орада |
| sort [sɔ:t] | п хил |
| source [sɔ:s] | п манба |
| skin | п тери |
| space [speɪs] | п 1. кенглик, |
| | 2. коинот |
| сpeak (spoke, spoken) | п гапирмоқ, гаплашмоқ |
| [spi:k], [spouk], [spoukn] | |
| special ['speʃəl] | а алоҳида |
| specific [spi'sɪfɪk] | а махсус |
| specify ['spesɪfaɪ] | в аниқламоқ |
| speech ['spi:tʃ] | п нутқ |
| speed ['spi:d] | п тезлик |
| sphere ['sfɪə] | п сфера, пуфак, глобус |
| spread ['spred] | в тарқатмоқ |
| spread out | в очиб ташламоқ, очмоқ |
| spring [sprɪŋ] | п баҳор |
| square [skwɛə] | п квадрат |
| stage [steɪdʒ] | п босқич |
| stamp [stæmp] | п марка |
| stand (stood) [stænd], | в турмоқ, жойламоқ |
| [stud] | |
| standard ['stændəd] | а ибратли |
| starch [stɑ:tʃ] | п крахмал, қотиш |
| start [stɑ:t] | в бошламоқ, жұнамоқ |
| state [steɪt] | в тасдиқламоқ; п давлат; |
| | п ~ ment тасдиқ |
| stay [steɪ] | в қолмоқ |
| step [step] | п қадам |

still [stil]
 stimulate ['stimjuleit]
 stop [stɒp]
 store [stɔ:]
 story ['stɔri]
 straight [streit]
 stress [stres]
 stretch [stretʃ]
 strict [strikt]
 strong [strɔŋ]
 structure ['strʌktʃə]
 student ['stju:dənt]
 study ['stʌdi]
 subject ['sʌbdʒikt]
 subject [sʌb'dʒekt]
 subordinate [sə'bo:dineit]
 substance ['sʌbstəns]
 succeed (in) [sək'si:d]
 success [sək'ses]
 succession [sək'seʃən]
 such [sʌtʃ]
 sufficient [sə'fiʃənt]
 suggest [sə'dʒest]
 suitable [sju:təbl]
 sum [sʌm]
 summarize ['sʌməraiz]
 summary ['sʌməri]
 summer ['sʌmə]
 sun [sʌn]
 Sunday ['sʌndi]
 supply [sə'plai]
 support [sə'pɔ:t]
 suppose [sə'pouz]
 suppress [sə'pres]

adv ҳали ҳам
 v ҳаяжонланмоқ,
 рағбатлантирмақ
 п бекат, v тўхтамоқ
 v йиғмоқ, сақламоқ
 п ҳикоя
 а тўғри
 п таранглик, v таъкидла-
 моқ
 v чўзилтирмақ
 а аниқ adv ~ ly аниқлик
 а кучли
 п тузилиш
 п талаба
 v ўқимоқ
 п фан, тема
 v махкум этилмоқ,
 бўйсундирмақ
 v эргашмоқ 2. эрашган
 п мазмун, модда
 v мақсадга эришмоқ
 п муваффақият а ~ full
 муваффақиятли, adv ~
 fully муваффақият билан
 п тартиблилик а ~ ive
 кейинги
 а шундай; ~ as масалан
 а етарли
 v таклиф қилмоқ
 а мос, керакли
 п йиғинди, v қўшмоқ
 v хулоса қилмоқ
 п обзор, хулоса
 п ёз
 п қуёш
 п якшанба
 v таъминламоқ
 п қувватлаш v қўллаб-
 қўвватламоқ
 v тахмин қилмоқ, фараз
 этмоқ
 v босмоқ, руҳини тушир-
 моқ

sure [ʃuə]

а ишонган, to be
~ ишонмоқ

surface ['sə:fis]

п юқори қатлам

switch [switʃ]

п электр токини улайди-
ган асбоб to ~ on ёқмоқ
to ~ . off ўчирмоқ

symbol ['simbəl]

п белги v ~ ize белгиламоқ

symmetric [si'metrik]

а симметрик, тенг

system ['sistim]

п система, усул а ~ atic
маромда, доимий

T

table ['teibl]

п 1. жадвал, 2. стол

take (took, taken) [teik],

v олмоқ, to ~ place со-
дир бўлмоқ

[tuk], ['teikn]

tape [teip]

п лента, тасма (магнито-
фондан)

task [ta:sk]

п вазифа, масала

teach (taught) [ti:tʃ], [tə:t]

v ўқитмоқ п ~ er ўқитув-
чи

team [ti:m]

п команда (спорт), тўда

technology [tek'nɒlədʒi]

п техника

tell (told) [tel], [tould]

v гапирмоқ, айтмоқ

temperature ['tempɪrɪʃə]

п температура, харорат

tend [tend]

v яқинлашмоқ (тарафга)

tendency ['tendəsi]

п тенденция, майлик

tennis ['tenis]

п теннис

term [tə:m]

п 1. термин 2. ибора 3.

terrestrial [ti'restriəl]

оралиқ (ўқиш давомида)

terra incognita

in terms of фикр бўйича

test [test]

а ерники, заминники

text [tekst]

п нотаниш мамлакат

textbook ['tekstbuk]

п текшириш, тест v тек-
ширмоқ

thank [θæŋk]

п матн

that (pl those) [ðæt],

п дарслик

[ðəʊz]

п ташаккур, thanks to
шунга кўра

then [ðen]

pron ўша; ~ is ўшанинг
узи

adv ўшанда, кейин

theory [ˈθiəri]
there [ðɛə]
thereby [ˈðɛəbaɪ]
thesis (pl theses) [ˈθɪ sis]
[θi:si:z]
thick [θɪk]

thin [θɪn]
thing [θɪŋ]

think (thought) [θɪŋk],
[θɔ:t]
though [ðəʊ]

thought [θɔ:t]
through [θru:]
Thursday [ˈθɜ:zdi]
thus [ðʌs]
till [tɪl]

time [taɪm]

today [təˈdeɪ]
together [təˈgeðə]
tomorrow [təˈmɔ:ru]
too [tu:]
tool [tu:l]
top [tɒp]
topic [ˈtɒpɪk]
total [ˈtəʊtl]
touch [tʌtʃ]
town [taʊn]
traditional [trəˈdɪʃənl]
translate [trænsˈleɪt]
travel [ˈtrævl]

treat [tri:t]
trial [ˈtraɪəl]
true [tru:]

truth [tru:θ]
try [traɪ]
Tuesday [ˈtju:zdi]

п назария
adv у ерда
adv шунинг учун
п тезис, диссертация

а қалин, семиз, п ~ ness
қалинлик

а озғин юпқа
п буюм, предмет the thing
is иш шундан иборатки

v фикрламоқ, ўйлаб
кўрмоқ

conj бўлса хам as
~ худди

п фикр, ғоя
prep -дан (ўртасидан)

п пайшанба

adv шундай

prep -гача, conj ўша
пайтгача

п 1. вақт,

2. мартаба

adv бугун

adv биргаликда

adv эртага

adv 1. ҳам, 2. жудаям

п асбоб, қурол

п юқори, баланд

п тема, мавзу

п йиғинди, бутун

v тегизмоқ

п шаҳар (кичикроқ)

а одатий

v таржима қилмоқ

v ҳаракатда бўлмоқ, сайр

этмоқ

v мурожаат этмоқ

п уриниш, сиёзб кўриш

а ҳақиқий, асл, тўғри;

to hold ҳақгўй бўлмоқ

п ҳақиқат

v ҳаракат қилмоқ

п сешанба

turn [tə:n]

twice [twais]

type [taip]

v ўгирилмоқ то ~ to му-
рожаат этмоқ

adv икки марта ~ as
much икки марта кўп

1. n хил, 2. v машинада
ёзмоқ

U

umbrella [ʌm'brelə]

underline ['ʌndəleɪn]

understand (understood)

[ʌndə'stænd], [,ʌndə'stʌd]

unfortunately [ʌn'fɔ:tʃənətli]

uniform ['ju:nifɔ:m]

union ['ju:niən]

unique [ju:'ni:k]

unit ['ju:nit]

universal [ju:ni'və:səl]

university [ju:ni'və:siti]

unknown ['ʌn'nəʊn]

unless [ʌn'les]

unlike [ʌn'laɪk]

unlimited [ʌn'limitɪd]

use [ju:s]; [ju:z]

usual ['ju:ʒuəl]

соёбон, шамсия

v тагига чизмоқ

v тушунмоқ; n ~ ing ту-
шуниш

adv бахтга қарши

a бир хил

n уюшма

a ягона, n ~ ness

ягоналик, умумийлик

n 1. бирлик, 2. ўлчов

бирлиги, 3. тугун

a оммавий, дунёвий

n дорулфунун, универси-
тет

a нотаниш

сопј билъакс

adv фарқ, ўхшамаслик

a чегараланмаган

n ишлатиш v ишлатмоқ a

~ ful фойдали

a одатдагидек adv ~ ly

одатда

V

valid ['vælid]

value ['væljʊ:]

vanish ['væniʃ]

variation [,væri'eɪʃən]

variety [və'raɪəti]

various ['vɛəriəs]

vary ['vɛəri]

a ҳақғуй, n ~ ity

ҳаққонийлик

n қиймат

v ғойиб бўлмоқ

n ўзгариш

n хилма-хиллик

a турли

v фарқ қилмоқ

vehicle ['vi:ɪkl]
velocity [vi'lɒsɪti]
vartical ['væ:tɪkəl]
very ['veri]
via ['vaiə]
vice versa ['vaɪsɪ'vɜ:sə]
viewpoint ['vi:ju:pɔɪnt]
visualize ['vɪʒuəlaɪz]
vocabulary [və'kæbjʊləri]
volume ['vɒljʊm]

а эритувчи, боғловчи
п вектор тезлиги
а вертикал
adv жуда
prer—дан ўтиб, ёрдамида
adv тескарисига
п нуқтаи назар
v кўз олдига келтирмақ
п луғат
п ҳажм

W

want [wɒnt]
watch [wɒtʃ]
wave [weɪv]
way [wei]
weak [wi:k]
Wednesday ['wenzdi]
week [wi:k]
weigh [wei]
weight [weit]
weightlessness ['weɪtlɪsnɪs]
well [wel]
what [wɒt]
when [wen]

where [wɛə]
whereas [wɛə'ræz]
whereby [wɛə'baɪ]
whether ['weðə]
which [wɪtʃ]
while [wɑɪl]
white [waɪt]
who [hu:]
whole [həʊl]
whose [hu:z]
why [waɪ]
wide [waɪd]
winter ['wɪntə]
wish [wɪʃ]

v хоҳламоқ
v кузатмоқ п соат
п тўлқин
п йўл, усул
а бўш, кучсиз
п чоршанба
п хафта
v тортиб қўрмақ
п оғирлик
п вазнсизлик
adv яхши
pron нима, қандай
conj қачон conj ~ ever
ҳар гал
adv conj қаерда, қаёққа
conj ўшанда
adv шу билан
conj ё, ёки
pron қайси, нима
conj ўша пайтда
а оқ
pron ким, қайси
adv ҳамма, бутун
pron кимнинг
adv нега
а кенг
п қиш
а хоҳламоқ

| | |
|---------------------------|-----------------------|
| woman (pl women) ['wʊmən] | п аёл, (аёллар) |
| ['wɪmɪn] | |
| wonder ['wʌndə] | ν қайратланмоқ |
| wood [wʊd] | п дарахт, ёғоч, ўрмон |
| word [wɜ:d] | п сўз |
| work [wɜ:k] | п иш ν ишламоқ |
| world [wɜ:ld] | п дунё |
| worse [wɜ:s] | а ёмонроқ |
| worst [wɜ:st] | а энг ёмон |
| worth [wɜ:θ] | а арзийдиган, п нарх |
| write (wrote, written) | ν ёзмоқ |
| [raɪt], [raʊt], [rɪtɪn] | |
| wrong [rɒŋ] | а хатоли, п хато |

X

| | |
|--------------------|-------------------|
| x-rays ['eks'reɪz] | п рентген нурлари |
|--------------------|-------------------|

Y

| | |
|----------------------|-------------------------------------|
| year [jɜ:] | п йил |
| yesterday ['jestədi] | adv кеча |
| yet [jet] | adv ҳали ҳам, яна, 2. conj бироқ |
| yield [ji:ld] | ν ҳосилли йиғмоқ |
| young [jʌŋ] | а ёш, янги |

Z

| | |
|----------------|-------------|
| zero ['ziərəʊ] | п иоль, пуч |
|----------------|-------------|

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