

MOHICHEHRA AKBAROVA

*ENGLISH
FOR
CONSERVATORY
STUDENTS*



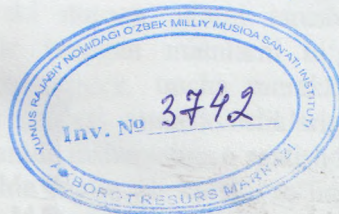
O'ZBEKISTON RESPUBLIKASI
MADANIYAT VA SPORT ISHLARI VAZIRLIGI
O'ZBEKISTON DAVLAT KONSERVATORIYASI

Mohichehra AKBAROVA

**ENGLISH
FOR
CONSERVATORY
STUDENTS**

*Asosiy ixtisosligi til bo'lmagan oliy ta'lim
muassasalari uchun o'quv qo'llanma*

Im axborot ushbu ushbu!



[Handwritten signature]

«MUSIQA» nashriyoti
Toshkent
2009

Mazkur o'quv qo'llanma asosiy ixtisosligi til bo'lmagan oliy ta'lim muassasa(bakalavr)lari, xususan, konservatoriya talabalari uchun mo'ljallangan. Ushbu o'quv qo'llanmadan musiqa yo'nalishidagi oliy ta'lim muassasalari talabalari ham keng foydalanishlari mumkin. Unda asosan musiqa san'ati sohasiga asoslangan ibora va matnlardan foydalanilgan.

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KIRISH SO'ZI

Mamlakatimizning jahon hamjamiyatiga faol kirib borishi va bu davradan o'ziga munosib o'rinni egallashi, xalqaro tashkilotlarda ishtirok etish doirasining kengayishi va ayniqsa, ikki palatali parlamentning faoliyat ko'rsatishi, bugungi kunda siyosatchilar, iqtisodchilar hamda madaniyat xodimlari bilan bir qatorda, tilshunoslar, tarjimonlar oldiga ham katta vazifa va ulkan mas'uliyat yuklamoqda. Ushbu vazifalarni bajarish uchun tayyorlanayotgan kadrlar jahon andozalariga javob bera oladigan darajada ilmi, bilimli, kasbiy jihatdan yetuk, ilg'or, axborot texnologiyalaridan foydalana oladigan va professionallar darajasida faoliyat olib borishlari davr talabidir.

Hozirgi kunda mamlakatimizda olib borilayotgan til siyosati davlat siyosati darajasiga ko'tarilgan. Kadrlar tayyorlashning milliy dasturida olg'a surilgan g'oyalarning asosiy maqsadi ham o'sib kelayotgan avlodning rivojlangan mamlakatlar tili va dunyoda keng tarqalgan xorijiy tillarni o'rganishdan iboratdir.

Ingliz tili dasturi asosida yozilgan mazkur o'quv qo'llanma asosiy ixtisosligi til bo'lmagan oliy ta'lim muassasa (bakalavr)lari, xususan konservatoriya talabalari uchun mo'ljallangan bo'lib, talabalarning o'rta maxsus hamda musiqa san'ati kollejlariida olgan bilimlarini kengaytirishga va rivojlantirishga yo'naltirilgan.

Qo'llanmaning vazifasi talabalarni ingliz tiliga ixtisoslashgan yo'nalishdagi og'zaki nutqqa, ularni tanish leksik va grammatik ma'lumotlar asosida tuzilgan matnlarni to'g'ri o'qishga, lug'atsiz tushuna olishga, shuningdek, uncha murakkab bo'lmagan ijtimoiy-siyosiy va musiqa san'ati mutaxassisliklariga oid matnlarni lug'at yordamida o'qish hamda tushunishga o'rgatishdan iboratdir.

O'quv qo'llanma ingliz tili kursini to'liq qamrab olgan bo'lib, u fonetikaga kirish qismi hamda 12ta mashg'ulotni o'z ichiga olgan asosiy qismlardan iboratdir. Qo'shimcha o'qish uchun asosiy qismga ilova tarzida matnlar hamda noto'g'ri fe'llar jadvallari berilgan.

Dars tuzilishi til o'zlashtirish qoidalariga binoan va mavjud uslublardan eng mukammal va murakkab bo'lmagan uslub tanlanib, quyidagi tartibda bayon etilgan:

I. Fonetikaga kirish qismida: 1. Fonetika. 2. Fonetikaga oid mashqlar;

II. Asosiy qismda: 1. Grammatika. 2. Grammatika va leksikaga oid mashqlar. 3. Matn. 4. Lug'at. 5. Matn va lug'atga oid mashqlar. 6. Qiziqarli ma'lumot. 7. Qiziqarli ma'lumotga oid mashqlar.

Qo'shimcha o'qish uchun matnlar ingliz va amerika ilmiy-ommabop adabiyotlaridan, ingliz tilida mamlakatimizda nashr etiladigan gazeta va jurnallardan hamda internet saytlaridan o'zlashtirilib, mavzuga moslashtirilgan yo'nalishda berilgan.

INGLIZ TILI ALIFBOSI

Bosma harflar	Yozma harflar	O'qilishi	Bosma harflar	Yozma harflar	O'qilishi
A a	<i>A a</i>	[ei]	N n	<i>N n</i>	[en]
B b	<i>B b</i>	[bi:]	O o	<i>O o</i>	[ou]
C c	<i>C c</i>	[si:]	P p	<i>P p</i>	[pi:]
D d	<i>D d</i>	[di:]	Q q	<i>Q q</i>	[kju:]
E e	<i>E e</i>	[i:]	R r	<i>R r</i>	[α:]
F f	<i>F f</i>	[ef]	S s	<i>S s</i>	[es]
G g	<i>G g</i>	[dʒi:]	T t	<i>T t</i>	[ti:]
H h	<i>H h</i>	[eit]	U u	<i>U u</i>	[ju:]
I i	<i>I i</i>	[ai]	V v	<i>V v</i>	[vi:]
J j	<i>J j</i>	[dʒei]	W w	<i>W w</i>	[ˈdʌblju:]
K k	<i>K k</i>	[kei]	X x	<i>X x</i>	[eks]
L l	<i>L l</i>	[el]	Y y	<i>Y y</i>	[wai]
M m	<i>M m</i>	[em]	Z z	<i>Z z</i>	[zed]

FONETIKAGA KIRISH QISMI

Unli tovushlar

Ingliz tilida unlihar ikki xil bo'ladi: qattiq unlihar – *a, o, u* va yumshoq unlihar – *e, i, y*.

Ingliz tilida oltita unlining urg'uli bo'g'ida o'qilishi uchun tur bo'g'ini kerak bo'ladi.

	I tur ochiq bo'g'in	II tur yopiq bo'g'in	III tur yopiq bo'g'in	IV tur ochiq bo'g'in
	unli+undosh+unli unli+unli	unli+undosh (r dan tashqari)	unli+r	unli+r+unli
A	[ei] name [neim]	[æ] bad [bæd]	[ɑ:] star [stɑ:]	[eə] care [keə]
O	[ou] note [nout]	[ɒ] not [nɒt]	[ɔ:] corn [kɔ:n]	[ɔ:] more [mɔ:]
U	[ju:] mute [mju:t] lekin j,r,l,+u kelsa [u:] rule [ru:l] June [dʒu:n] blue [blu:]	[ʌ] cup [kʌp] lekin lablangan undoshlardan keyin [u] bull [bul] push [puʃ]	[ə:] turn [tɜ:n]	[juə] cure [kjue] lekin [j],[tʃ],[r],[l], [ʒ],[dʒ]+u kelsa [uə] sure [ʃue]
E	[i:] me [mi:]	[e] pen [pen]	[ə:] term [tɜ:m]	[iə] here [hiə]
I	[ai] side [said]	[i] sit [sit]	[ə:] firm [fɜ:m]	[aiə] fire [faie]
Y	[ai] my [mai]	[i] myth [miθ]	[ə:] Byrd [bɜ:d]	[aiə] tyre [taie]

Eslatma: cho'ziq unlihar qisqa unlihar bilan o'rnini almashirmaslik lozim. Aks holda so'z ma'nosi ham o'zgarishi mumkin: [sli:p] – *uxlamoq*, [slip] – *sirpanmoq*.

Unli harf birikmalarining o'qilishi

ee } [i:] { see, fee, bee
 ea } { tea, dean, mustasno: deaf [def], guinea ['gini]

ea [e] - d, th, nt oldidan - feather, dead, death, meant
 mustasno: lead [li:d], read [ri:d]

ee + r - [iə:] { deer
 ea } { hear

ai } - (undoshlar oldidan) { aim, main; mustasno: said [sed]
 ei } { vein; mustasno: seize [si:z]

[ei]

ay } - (so'z oxirida) { day, gay
 ey } { they, convey; mustasno: key [ki:]

oa { [ɔ:] - r dan oldin - board, roar
 { [ou] - qolgan hollarda - coat, boat; mustasno: broad [brɔ:d]

oo { [u:] - soon, noon
 { [u] - k, t dan oldin - book, foot

oo + r [uə] - poor, moor; mustasno: floor [flɔ:], door [dɔ:]

ou { [ʌ] - double, country, young, cousin
 { [u:] - you, group, rouble, soup

ou } [ɔ:] - o'qilmaydigan gh birikmasi oldidan { thought, bought
 au } { taught, caught

ou + r [ɔ:] – four, your

o+w } { [ou] – know, snow; shoulder, though
ou } { [au] – town, down; noun, south; mustasno: southern [sʌðən]

au } { [ɔ:] { cause, because, clause; mustasno: aunt [ɑ:nt]
a+w } { thaw, saw

oy } { [ɔi] { boy, toy
oi } { voice, noise

Undosh tovushlar

[b]–[p], [g]–[k], [d]–[t], [f]–[v], [m]–[n], [z]–[s] tovushlari ingliz tilida qattiq talaffuz qilinadi va nutq mobaynida o'zgarmaydi, masalan, [b]–[p] tovushiga, [d]–[t] tovushiga kabi. Agar o'zgarsa, so'z ma'nosi ham o'zgaradi: [sæd]–g'amgin, [sæt]–o'tirdi, [bæg]–sumka, [bæk]–orqa.

[l] undoshlar oldidan va so'z oxirida qattiq «l» tovushini beradi:

[bel, tel, ketl, 'æpl]

unlilar oldidan yumshoqroq talaffuz qilinadi:

[litl, liv, lift, bædli, læmp]

[r] bu tovush o'zbek tilidagi [r] tovushiga umuman o'xshamaydi. Bu tovushni talaffuz qilish uchun til uchi alveolaga ko'tariladi, lekin unga tegmay orqaga tortiladi:

[red, rest, ræg, rʌm, rʌn, grin, 'preznt]

[θ] jarangsiz tish oralig'i tovushi. Til lablarga tegmay, havo hosil qilib, yuqori tish va til o'rtasidan o'tadi. Xuddi [s] tovushi eshitilayotganga o'xshaydi:

[θin, θik, fifθ, θril, mʌnθ]

[ð] jarangli tish oralig'i tovushi. Xuddi [ð] tovushiga o'xshab talaffuz qilinadi. Lekin [z] tovushi eshitilayotganga o'xshaydi:

[ðen, ðis, ðæt, ðem, 'leðə, 'feðə]

[w] lablangan tovush. Lablar ozgina oldinga cho'zilib, doira shakliga kirib, so'ngra tezda o'zidan keyin keladigan unlini talaffuz qilish holatiga o'tadi:

[wið, wil, went, wət, 'wispə, 'witi]

[h] bu tovush og'izdan yengil nafas chiqarayotganda hosil bo'ladigan tovushni eslatadi:

- [hæt, hel, his, hiz, hen, 'hæpi, 'hevi, hænd]
- [f] yumshoq *shsh* tovushini beradi:
[ʃelf, wiʃ, ʃip, brʌʃ, 'rʌʃn]
- [ʒ] yumshoq *jj* tovushini beradi, rus tilidagi [ж] tovushiga o'xshab talaffuz qilinadi:
[ʹmeʒə, 'leʒə, 'pleʒə, 'viʒn, di'viʒn, di'siʒn]
- [dʒ] rus tilidagi [дж] tovush birikmasiga o'xshab talaffuz qilinadi:
[dʒæm, dʒæz, 'dʒeli, dʒʌdʒ, dʒʌmp, dʒɔb]
- [ŋ] burun tovushi. Bu tovushni talaffuz qilayotganda [g] tovushi eshitilmasligi kerak. Bu tovush ko'pincha so'z oxirida uchraydi:
[bæŋ, θiŋk, iŋgliʃ, θiŋ, strɔŋ]
- [j] [y] tovushiga o'xshab talaffuz qilinadi:
[jes, jet, jel, jæŋki, 'jestədi, jʌŋ]
- [tʃ] yumshoq [ch] tovushini beradi:
[tʃes, tʃil, tʃin, lʌntʃ, ritʃ, mætʃ]

Undosh harf birikmalarining o'qilishi

ck [k] black, back, clock, luck

ch	}	[tʃ]	{	chess, such, check, much
tch				match, catch, fetch

ss [s] – so'z oxirida – mess

gh – [t] dan oldin va so'z oxirida o'qilmaydi – eight, weigh, night, sigh

sc [s] – e, i, y dan oldin – scythe, scent

rh [r] – rhyme, rhythm

kn [n] – know, knit, knight (k harfi o'qilmaydi)

wh	}	[w] – what, which, when, why
		[h] – o harfi oldidan – who, whom, whose (o harfi qoidaga binoan o'qilmaydi)

wr [r] – write, wrong

ch [k] – grek tilidan kirib kelgan so'zlarda – school, architect, mechanic

ph [f] – grek tilidan kirib kelgan so'zlarda – photo, telephone, symphony

ng [ŋ] – so'z oxirida va **-er, -ing** qo'shimchalaridan oldin: long, nothing, singer, singing

ng [ŋg] – 1) undoshlardan oldin – England, language, angry
2) sifatning qiyosiy darajasida – younger

nk }
nc } [ŋk] – ink, thank, uncle

sh [ʃ] – she, shot, brush, shock

th { [θ] – thick, thin, theme, thank, faith
[ð] – this, that, these, those, then, with, rhythm

c { [s] – e, i, y oldidan – nice, city, face, ceiling
[k] – qolgan hollarda – clean, cut, fact, curb

g { [dʒ] – e, i, y oldidan – gentle, stage, page, legend. Mustasno: get [get], give [giv]
[g] – qolgan hollarda – green, gas, game, big

j [dʒ] – joy, jam, just, June, July, enjoy

q (har doim **u** bilan keladi) [kw] quick, quarter, square, question

s { [s] (so'z oxirida va jarangsiz undoshlardan keyin) harps, facts, critics
unlilar o'rtasida – music, easy, busy
[z] ikki unli orasida – has, these, please, cheese
unli va jarangsiz undoshlardan keyin – plays, days, rains, games
[ɪz] shippilovchi harflardan keyin – boxes, buses, brushes, stages

x [ks] – next, text

Class work

1. Listen and repeat.

Eshiting va takrorlang.

a) a – [ei]	[æ]	[ɑ:]	[ɛə]
mei	mæn	ɑ:t	bɛə
pei	lænd	pɑ:k	pɛə
peil	stænd	stɑ:t	fɛə
teibl	'fæmili	'kɑ:pit	kəm'pɛə
leibl		dɑ:k	

b) o – [ou]	[ɔ]	[ɔ:]	[ɔ:]
sou	nɔt	spɔ:t	sɔ:
nou	ʃɔp	fɔ:k	mɔ:
gou	pɔt	pɔ:t	stɔ:
ðouz	ə'klɔk	sɔ:t	
nout			

c) u – [ju:]	[u:]	[ʌ]	[u]
mju:t	ru:l	kʌp	bul
tju:n	dʒu:n	ʌs	puʃ
'sju:pə	blu:	bʌt	put
'mju:zik		mʌst	
		'lʌndən	

[ə:]	[juə]	[uə]
tə:n	pjuə	ʃuə
hə:t	kjuə	'ruərəl
'mə:də		'dʒuəri

d) e – [i:]	[e]	[ə:]	[iə]
mi:	pet	tə:m	hiə
bi:	pen	hə:	fiə
wi:	bed	'də:bl	miə
	red	sə:t	

e) i, y - [ai]

pai bai
nain mai
laif taip

[ə:]

gə:l bə:d
fə:m nə:st

[i]

big 'sistəm
pin gim
tin miθ

[aiə]

faia taia
maia baia
taiaə

2. Listen and read.

Eshiting va o'qing.

[jæl, klɒθ, milk, witʃ, hæŋ, 'ækʃn, 'wepən, 'weðə, risk, 'ræpid, jes]
[ræŋk, plʌntʃ, pʌbliʃ, 'præktis, 'veri, buʃ, bred, kætʃ, dʒin, dʒipsi]

3. Transcribe the words.

So'zlarni transkripsiya qiling.

See, tea, dead, deer, hear, aim, main, vein, day, gay, they, convey, board, coat, boat, soon, book, poor, double, young, you, four, know, town, boy, toy, voice, noise.

4. Listen and check your pronunciation.

Eshiting va talaffuzingizni tekshiring.

- | | | | |
|--------------------|----------------|---------------|--------------------|
| 1) curtain-certain | 2) quote-queen | 3) major-joke | 4) elegant-general |
| capital-ceremony | equal-quest | justice-jolly | goal-gentle |
| correct-ice | quit-square | job-jail | grace-genius |
| cream-face | quaint-quiz | joint-jungle | leg-age |
| | quack-quiet | joy-Japan | |

5) [ð - θ]

this-theme
then-thin
that-faith
bathe-thank

6) [tʃ - k]

chess-character
such-orchestra
much-school
champion-architect

7) [f]

first-photo
family-phrase
film-telephone
face-biography

8) [w - h]

what-who
which-whom
when-whose

5. Read the transcriptions of the words.

Transkripsiya dagi so'zlarni o'qing.

ais-aiz	rait-raid	sin-θin
feis-feiz	hæt-hæd	sik-θik
rais-raiz	set-sed	si:m-θi:m
wɔls-wɔlz	sæt-sæd	siŋk-θiŋk
prais-praiz	kout-koud	tens-tenθ

Homework

1. Write in alphabetical order.

See, feather, death, aim, day, they, coat, soon, floor, group, taught, down, toy, noise, back, catch, who, younger, shock, city, page, these, text.

2. Learn the English Alphabet by heart.

ASOSIY QISM

LESSON 1

Grammar: The verb «To Be» («To Be» fe'li).
The Indefinite and Definite Article (noaniq va aniq artikl).

Text: My family.

It is interesting to know: The Names of the Months.

GRAMMAR

The verb «To be» («To be» fe'li)

Fe'dan oldin keladigan *to* yuklamasi noaniq shaklni (infinitiv) bildiradi, nima qilmoq? savoliga javob beradi. Ingliz va o'zbek tilidagi infinitivlarni qiyoslang: *to be-bo'lmoq, to read-o'qimoq, to play-o'ynamoq*.

Ingliz tilida «*to be*» fe'l-bog'lovchi hozirgi zamonda o'zbek tilidagiga o'xshab gapda tushirib qoldirilmaydi:

He is a teacher. U o'qituvchi(-dir).

son	shaxs	darak gap	so'roq gap	inkor gap	
Biriklik	I	I am	am I?	I am not	
	II	you are	are you?	you are not	
	III	he } she } it }	is	{ he? she? it?	he } she } it } is not
Ko'plik	I	we are	are we?	we are not	
	II	you are	are you?	you are not	
	III	they are	are they?	they are not	

Og'zaki nutqda «*to be*» fe'lining qisqartma shakli ishlatiladi: I'm [aim]; you're [ju:ə]; he's [hiz]; she's [ʃi:z]; it's [its]; they (you) aren't [ɑ:nt]; he (she) isn't [iznt].

Are you a teacher? Yes, I am.

No, I am not (I'm not).

I am not a teacher.

- Are they students? Yes, they are.
 No, they are not (aren't).
 They are not students.
- Is Dick a doctor? Yes, he is.
 No, he is not (isn't).
 He is not a doctor.

The Indefinite and Definite Article (Noaniq va aniq artikl)

Artikl – bu otni aniqlab keladigan yordamchi soʻzdir. Artikl urgʻu olmaydi va oʻzidan keyin keladigan soʻzga qoʻshib talaffuz qilinadi.

Ingliz tilida ikki xil artikl bor:

1. Noaniq artikl – *a (an)*
2. Aniq artikl – *the*

Noaniq artikl ikkita shaklga ega: *a, an*.

A shakli undosh harf bilan boshlanadigan ot oldidan ishlatiladi: a desk, a book.

An – unli harf bilan boshlanadigan ot oldidan ishlatiladi: an apple, an institute.

Noaniq artikl faqat birlikda ot oldidan ishlatiladi va biror narsa yoki shaxsning noaniqligini yoki yagonaligini bildiradi. Agar ot oldidan aniqlovchi turgan boʻlsa, u holda noaniq artikl aniqlovchi oldidan keladi: a new film, a wide screen.

Aniq artikl – *the* undosh harf bilan boshlanadigan soʻzlar oldidan [ðə], unli harf bilan boshlanadigan soʻzlar oldidan esa [ði:] deb talaffuz qilinadi.

[ðə]

the choir [ðə 'kwaɪə]
 the singer
 the classical

[ði:]

the orchestra
 the old violin
 the original music

Aniq artikl otlar oldidan birlikda ham koʻplikda ham ishlatiladi. Predmet yoki shaxsning aniqligini koʻrsatadi. Nutqda tinglovchiga maʼlum boʻlgan predmet yoki u haqda soʻzlanganligini koʻrsatadi, masalan: That is a lake. The lake is deep.

Aniq artikl ham xuddi noaniq artikl singari ot oldidan kelgan aniqlovchi oldidan keladi:

The central theatre – markaziy teatr.

Artikl atoqli otlar oldidan ishlatilmaydi:

Constable is a famous English painter, his pictures are well-known in England.

Qoidadan mustasno:

- a) ba'zi mamlakat nomlari: The United States of America (The USA), The United Kingdom of Great Britain and Northern Ireland (the U.K.);
b) daryo nomlari: The Volga, The Thames [temz];
c) dengiz va okean nomlari: The Black Sea, The Atlantic ocean ['oufn] kabilarda artikl ishlatiladi.

Class work

1. Put the correct form of the verb «to be».

1. I ... an art student. 2. I ... not a professional musician. 3. He ... a fine pianist. 4. She ... a brilliant teacher. 5. It ... a serious music. 6. He ... not an old man. 7. They ... very busy. 8. They ... little children. 9. It ... musical instrument. 10. He ... a good student.

2. Translate the sentences.

1. U ilg'or talabami? – Ha. 2. U musiqashunosmi? – Ha. 3. Sen yaxshi ijrochimisan? – Ha. 4. U yangi skripkami? – Yo'q. 5. Ular qo'shiqchilarmi? – Yo'q. 6. U mashhur dirijormi? – Ha. 7. U torli cholg'umi? – Yo'q. 8. Sen raqqosamisan? – Yo'q.

3. Put the article where necessary.

- a) 1. This is ... portrait; ... portrait is on ... wall; ... wall is white. 2. These are ... cars; ... cars in street; ... cars are red, black and yellow. 3. I see ... box; ... box is on ... floor. 4. I see many brushes; ... brushes are in ... box. 5. It is ... coffee; ... coffee is hot; ... coffee is in ... cup; ... cup is on ... table.
b) 1. This is ... map of ... Great Britain. 2. ... England is in ... north of ... Europe. 3. We see many tourists. They are from ... Germany, ... Italy, ... France and ... USA. 4. ... Tashkent is ... capital of ... Uzbekistan. 5. ... London is ... large port on ... Thames. 6. ... Volga is ... long river. 7. I like ... novels by ... Dickens and ... Walter Scott. 8. ... John is ... popular English name.

Homework

1. Compose ten sentences using the indefinite and definite articles.
2. Explain the use of the verb «To be».

TEXT

My family

Let me introduce myself. My name is Djakhongir. Djakhon for short. My full name is Djakhongir Botirovich Karimov. I am not yet nineteen.

At the moment I am a first-year student. I study at the State Conservatory of Uzbekistan. My speciality is singing. I have got an older brother and a younger sister. My sister Maftuna is just out of school. She is seventeen. She is a pretty girl with black hair and soft dark-black eyes. Her dream is to become a pianist.

My brother, whose name is Sardor, is eight years my senior. He is twenty-seven already. He is a doira player. He is married and has got two children – a son and a daughter. They are twins. They are lovely little children and always full of joy and gaiety. His wife's name is Lola. She is a musician too. She plays dutor. Doira and dutor are Uzbek traditional instruments. My parents are not old at all. Father is fifty and mother is three years his junior.

My father's name is Botir Karimov. He is a composer. My mother's name is Malika Karimova. She is a teacher of dutor. She works at the State Conservatory of Uzbekistan.

My grandparents are already pensioners, but they are still full of life and energy. They are also musicians. Grandfather plays tanbur, dutor and sings makom, that's Uzbek classical songs. Grandmother is a singer too. We are all musicians. And my brother also wants that his children will be musicians, because it becomes a family tradition.

New words

- just [dʒʌst] – endigina
pretty ['prɪti] – shiringina
soft [sɔft] – to'q
dream [dri:m] – orzu
senior ['si:njə] – katta
already [ɔ:l'reɪdɪ] – allaqachon



own [oun] – o‘z, o‘zining
twin [twin] – egizak
joy [‘dʒɔɪ] – quvonch
gaiety [‘geɪəti] – shodlik
junior [‘dʒu:njə] – kichik
pensioner [‘penʃənə] – pensioner
still [stil] – hali ham
energy [‘enədʒi] – quvvat

Class work

1. Read the text and translate it into Uzbek.
2. Put five questions to the text.
3. Give a summary of the text.

Homework

1. Copy out the new words and learn them by heart.
2. Retell the text.

IT IS INTERESTING TO KNOW

The Names of the Months

The English names of the month are of Latin origin. The ruler of Rome, Julius Caesar, arranged the year in six month of 31 days and six of 30 days. The first month of the year in those days was March. December was the tenth, January the eleventh and February the twelfth. It was King Charles IX of France who, in January 1563, decided that the year should begin of January 1st. January was named after Janus, the god of Time and War, February after Februs, in honour of whom, in ancient Rome, a great festival «Febra» was celebrated. March was called after Mars, the god of War. April got its name from the Latin word *aperire*, which means «to open». It is the month when the earth opens itself and nature returns to life. May was named after the goddess Maia, the daughter of Atlas and mother of Mercury. June takes its name from Juno, the wife of Jupiter. July was named after Julius Caesar. The month of August took its name Augustus, the first Roman

emperor. September, October, November and December are the 7th, 8th, 9th and 10th months in the Julian calendar and they were given their names by the number they represent.

Abbreviations:

Jan.= January; **Feb.**= February; **Mar.**= March; **Apr.**= April; **Aug.**= August;
Sept.= September; **Oct.**= October; **Nov.**= November; **Dec.**= December.

Class work

1. Work in groups. Ask and answer.
2. Memory test. Write the abbreviations of the names of the months.

Homework

1. Learn the names of the months by heart.
2. Put six questions to the text and answer them in written form.

LESSON 2

Grammar: The verb «To Have» («To Have» fe'li).
Constructions with There is/are (There is/are konstruksiyasi).

Text: The instrument I play.

It is interesting to know: The Days of the week.

GRAMMAR

The verb «To have» («To have» fe'li)

Darak gap

shaxs	birlik	ko'plik
I	I have (got)	we have (got)
II	you have (got)	you have (got)
III	he she } has (got) it	they have (got)

So'roq gap

shaxs	birlik	ko'plik	qisqa javoblar
I	Have I got?	Have we got?	Yes, I have No, we haven't
II	Have you got?	Have you got?	
III	he Has she } got? it	Have they got?	Yes, she has No, he hasn't

Inkor gapda «to have» fe'li quyidagicha yasaladi:

a) *not* yuklamasi yordamida. Og'zaki nutqda ko'pincha qisqartma shakli ishlatiladi: haven't ['hævnt] va hasn't ['hæsn't].

M: I haven't (got) a guitar. Mening gitaram yo'q.
He hasn't (got) a piano. Uning pianinosi yo'q.

b) *no* (hech qanday) inkor olmoshi yordamida. «No» otdan oldin keladi va bunday holda artikl tushurib qoldiriladi.

M: He has no money. Uning puli yo'q.

Constructions with There is/are (There is/are konstruksiyasi)

Bu konstruksiya biror narsa yoki shaxsning aniq bir joyda ekanligini yoki yo'qligini bildiradi va o'zbek tiliga «bor, turibdi» deb tarjima qilinadi. Tarjima o'rin holi bilan maqsadga muvofiqdir.

There is a picture on the wall. Devorda rasm osilib turibdi.

Darak gap

There is a book on the table. – Stol ustida kitob bor.

There are books on the table. – Stol ustida kitoblar bor.

So'roq va inkor gaplar

Is there a book on the table? – Yes, there is.

No, there is not.

Are there books on the table? – Yes, there are.

No, there are not.

What is there on the table? – A book.

Stol ustida nima bor? – Kitob.

What book is there on the table? – A book on music.

Stol ustida qanday kitob bor? – Musiqa kitobi.

How many books are there on the table? – Two.

Stol ustida nechta kitob bor? – Ikkita.

There is no book on the table. Stol ustida kitob yo'q.

There are no books on the table. Stol ustida kitoblar yo'q.

Class work

1. Change the following sentences into interrogative and negative forms.

1. There is a conservatory in Tashkent.
2. There are many halls in this museum.
3. There are three songs in the film.
4. There are a lot of orchestras in Tashkent.
5. There is a piano in the studio.
6. There are many people in the room.
7. There are many pictures on the wall.
8. There are two pencils on the table.

2. Translate into English.

1. Stol ustida skripka bor.
2. Devorda bastakorlarning suratlari osilib turibdi.
3. Bizning universitet metroning o'ng tomonida joylashgan.
4. Bu uying yonida do'kon bor.
5. Xonada ko'p mebellar bor.
6. Uning ofisida telefon bor.
7. Sahnada chiroqlar bor.
8. Konservatoriyada lift bor.

3. Give ten sentences with *to have* as in the patterns.

Pattern 1: – *Do you have* time to talk to me now?

– I'm afraid I *don't*. Let's talk tomorrow.

Pattern 2: – *Have you any* books on modern art?

– Let me think. No, I *haven't any*, I'm afraid.

Homework

1. Compose 10 questions using the verb «To have». Let other students answer them.

2. Explain the use of the construction *There is/are*.

TEXT

The instrument I play

My name is Kamronbek. I'm a violinist. I play violin. Do you want to know some information about violin? O. K. Then let's talk about it.

The violin is very popular, probably because it can do so many things. A violinist can play slow, sad, smooth melodies and dazzling, fast scales. The violin has a very large range. Its tone is sweet and clear, and it sounds good in solos because it can be heard easily above a big orchestra.

Violins come in different sizes: full-size, which most grownups play, and half-size for smaller players to begin on. Sometimes they're even smaller, and even kids who are as young as three years old can find a violin that's just the right size to get their arms around!

The body of the violin is made of wood, and is hollow so it can vibrate to create sound. The shape of the body gives the violin its distinctive tone. The body of a full-size violin is usually about 14 inches long.

The neck extends out one end of the body.

The violin has the scroll, four tuning pegs, four strings, the fingerboard, f-holes, the bridge, four fine tuners, the chin rest and the tail piece.

The bow is made of horsehair attached to a rod. When the horsehair touches the strings of the violin, they vibrate, creating a pitch.

New words

- smooth [smu:ð] – tekis, sokin
dazzling ['dæz(ə)liŋ] – yorqin, ajoyib
range [reɪndʒ] – diapazon
hollow ['hɒləʊ] – bo'sh
vibrate [vi'breɪt] – tovush chiqarmoq, yangramoq
distinctive [di'stɪŋktɪv] – farq qiladigan
inch [ɪntʃ] – dyuym
scroll [skrəʊl] – qoziqcha
tuning peg ['tju:nɪŋ pɛɡ] – sozlash qoziqchasi
chin rest [tʃɪn rest] – iyak qo'yadigan taglik
bow [bau] – kamoncha

Class work

1. Read the text and translate it into Uzbek.
2. Put eight questions to the text.
3. Give a summary of the text.

Homework

1. Copy out the new words and learn them by heart.
2. Retell the text.

IT IS INTERESTING TO KNOW

The Days of the Week

It is interesting to know how the names of the week came to have such names. These names are very old: people chose them long, long ago in the days when they worshipped a different god each day.

Sunday was the Sun's day and the next day was the Moon's day of Monday. Tuesday was called after Tieu, the god of war. Wednesday was Woden's day, one highest god of the Teutonic people. Thor was the thunder god, his day was called Thor's day, or Thursday.

His wife insisted on having a special day of her own. Her name was Freya, so her day came to be called Friday. Saturn was the Roman god of the fields, his day was Saturn's day, or Saturday.

Class work

1. Work in groups. Ask and answer.
2. Memory test. Write the names of the week.

Homework

1. Learn the names of the week by heart.
2. Put four questions to the text and answer them in written form.

LESSON 3

Grammar: The Simple Present Tense (oddiy hozirgi zamon).
Plural forms of Nouns (otlarda ko'plik).

Text: The State Conservatory of Uzbekistan.

It is interesting to know: Round the Year.

GRAMMAR

The Simple Present Tense (Oddiy hozirgi zamon)

Affirmative form (darak gap)

shaxs	birlik	ko'plik
I	I read	we read
II	you read	you read
III	he she } reads	they read

The Simple Present Tense harakatning doimiyligini yoki takrorlanib kelishini ifodalash uchun ishlatiladi.

Masalan:

I play the piano every morning.

My friend sings a song.

III shaxs birlikda fe'llarga *-s* yoki *-es* qo'shimchasi qo'shiladi.

1. Agar fe'l *-o*, *-s*, *-ss*, *-sh*, *-ch*, *-x* lar bilan tugasa, unday holda III shaxs birlikda fe'lga *-es* qo'shimchasi qo'shiladi:

To go – goes, to finish – finishes, to discuss – discusses...

2. Undosh harfdan keyin keladigan *-y* harfi bilan tugaydigan fe'llar III shaxs birlikda *-es* qo'shimchasi qo'shildi va *y* harfi *i* harfiga o'zgaradi:

I study – he studies

Unli harfdan keyin keladigan -y harfi bilan tugaydigan fe'llarga III shaxs birlikda -s qo'shimchasi qo'shiladi:

I play – she plays

Negative form (inkor gap)

shaxs	birlik	ko'plik					
I	I do not read	we do not read					
II	you do not read	you do not read					
III	<table style="display: inline-table; vertical-align: middle;"> <tr> <td style="font-size: 2em; vertical-align: middle;">}</td> <td style="padding: 0 5px;">he</td> <td rowspan="3" style="vertical-align: middle;">} does not read</td> </tr> <tr> <td></td> <td>she</td> </tr> </table>	}	he	} does not read		she	they do not read
}	he	} does not read					
	she						

Fe'llarga yordamchi fe'l *do* (III shaxs birlikda *does*) va *not* yuklamasi qo'shilishi yordamida inkor gap hosil bo'ladi. Og'zaki nutqda ko'pincha qisqartma shakllar ishlatiladi:

don't [daʊnt], doesn't [dʌznt].

Interrogative form (so'roq gap)

shaxs	birlik	qisqartma javob	ko'plik	qisqartma javob				
I	Do I read?	Yes, you do No, you don't	Do we read?	Yes, you do No, you don't				
II	Do you read?	Yes, I do No, I don't	Do you read?	Yes, we do No, we don't				
III	<table style="display: inline-table; vertical-align: middle;"> <tr> <td rowspan="2" style="font-size: 2em; vertical-align: middle;">}</td> <td style="padding: 0 5px;">he</td> <td rowspan="3" style="vertical-align: middle;">} read?</td> </tr> <tr> <td>she</td> </tr> </table>	}	he	} read?	she	Yes, he does No, she doesn't	Do they read?	Yes, they do No, they don't
}	he		} read?					
	she							

Fe'llarga yordamchi fe'l qo'shilishi orqali so'roq gap hosil bo'ladi va yordamchi fe'l gapda ega vazifasini bajaradi.

The Simple Present Tense ko'pincha noaniq zamon ravishi bilan qo'llaniladi:

always – har doim	sometimes – ba'zida
often – ko'pincha	seldom – ba'zi hollarda
never – hech qachon	usually – odatda

Bu ravishlar gapda asosiy fe'ldan oldin keladi:

They often read English books.
They don't often read English books.
Do they often read English books?

Eslatma: III shaxs birlikdagi qo'shimchalar xuddi otlarning ko'plik shaklidagi qo'shimchalari singari talaffuz qilinadi.

Plural forms of Nouns (Otlarda ko'plik)

1. Bag + s → [z] bags [bægz]
2. toy + s → [z] toys [tɔiz]
3. map + s → [s] maps [mæps]
4. Agar otning oxiri *f* bilan tugasa, *-es* qo'shiladi, *f* → *v* ga aylanadi. [z] ўқилади:
leaf + es [z] – leaves [li:vz]

↓
v

5. Agar otning oxiri *fe* bilan tugasa, *-s* qo'shiladi, *f* → *v* ga aylanadi. [z] o'qiladi:
knife + s [z] knives [naivz]

↓
v

Ba'zi otlar bu qoidaga bo'ysunmasligi mumkin.
chief → chiefs [tʃi:fs]

Ba'zi so'zlar ikkala qoidaga ham bo'ysuna oladi.
scarf → scarfs → scarves
hoof → hoofs → hooves

6. Agar so'zning oxiri *y* bilan tugasa, *y* → *i* ga aylanadi:
family → i + es → families
lekin: way → ways

7. Agar so'zning oxiri *o* bilan tugagan bo'lsa, *-es* qo'shiladi [z] o'qiladi.
hero + es – [z] heroes [hirouz]

Mustasno so'zlar:

photo + s [fotouz]
radio + s [reidiouz]
piano + s [pjænouz]

8. O'zakkdagi unli o'zgaradi:

man – men
woman – women
goose – geese
mouse – mice

9. – en. ox – oxen
child – children

10. Agar murakkab otning birinchi elementi ot bo'lsa, -s birinchi elementga qo'shiladi:

mother – in – low
mothers – in – low

11. *Hair* (soch), *fruit* (meva), *fish* (baliq) so'zlari birlikda ishlatiladi. Agar ko'plikda ishlatilsa har xil turini ifodalaydi:
He bought much fish. He bought fishes.

12. *Clothes* (kiyim) doimo ko'plikda ishlatiladi.

13. *Advice, knowledge, progress, information, money* doimo birlikda ishlatiladi.

Class work

1. Copy out the sentences putting the adverbs in brackets.

a) 1. John goes to see Peter (often). 2. They go to the cinema (seldom). 3. I come home late on weekdays (never). 4. She comes to the rehearsals in time (always). 5. Peter listens to pop music (sometimes). 6. We see good drawings in this magazine (sometimes).

b) 1. I don't read English magazines (often). 2. We don't like to talk about our work (always). 3. Do you take part in classroom plays (ever)? 4. Do you read English books without a dictionary (often)? 5. Do you go sketching on your days off (often)?

2. Translate into English.

1. Mening do'stim qo'shiqchi. 2. U san'atni tushunadi. 3. Onam har kuni nonushta tayyorlaydi. 4. Men ko'pincha teatrga boraman. 5. U yaxshi kuylaydi. 6. U qiz ba'zida kech keladi. 7. Ular har doim tushlikni soat 14.00 da qilishadi. 8. U juda yaxshi talaba. 9. Men konservatoriyadan uzoqda yashayman. 10. Singlim musiqa tinglashni yoqtiradi.

3. Make up sentences using these words.

1. English, speak, we, well. 2. in, friend, lives, my, Tashkent. 3. like, my, work, their, parents. 4. the, in, works, she, library. 5. English, translates, he, well. 6. home, 2 o'clock, go, at, they. 7. do, lessons, in, I, evening, the. 8. I, to, like, listen, music, to. 9. Malika, my, is, name. 10. friend, gives, my, books, me, different. 11. a, he, student, is, now. 12. has, a, piano, big, he.

Homework

1. Compose 10 questions using plural forms of Nouns. Let other students answer them.
2. Explain the use of the Simple Present Tense.

TEXT

The State Conservatory of Uzbekistan

The State Conservatory of Uzbekistan is really considered to be the oldest musical educational institution in Central Asia. It was founded in 1936. The history of becoming and creative growth of the Conservatory cannot be presented without such outstanding representatives of musical culture of Uzbekistan, as composers Muhtar Ashrafi, Aleksey Kozlovsky, Georgiy Mushel, Boris Gienko, Hamid Rahimov, pianists Nikolay Jablonovsky, Rudolf Kerer, performers on string and wind instruments Mikhail Rejson, Vasiliy Pulatov, vocalist Nasim Hashimov, musicologists Iskhak Radjabov, Ikram Akbarov. For today the professional potential of the Conservatory makes 49 professors, over 70 senior lecturers. 38 teachers are of honorary titles. Among them National artists of Uzbekistan Zakhid Haknazarov, Kurkmas Muhitdinov, Farruh Zakirov, Mansur Toshmatov, Ismail Jalilov, Munojot Yulchieva, Nasiba Abdullaeva, Honored workers of arts of Uzbekistan Ofelia Yusupova, Feliks Yanov-Yanovsky, Akhmad Adylov, Tukhtasin Gafurbekov, Ravshan Yunusov, Honored artists of Uzbekistan Kuvanch Usmanov, Bahodir Salimov and many others. Their activity recognized not only in our republics, but also in the world music arena and multiply glory of our republic.

Now in the State Conservatory of Uzbekistan and in the Academic lyceum of talented children are studying more than 1000 students and pupils. 6 faculties and 24 chairs prepare for experts – musicians on the following steps of training: the Bachelor degree, the Magistracy, Postgraduate Course and Faculty of improvement of professional skill. The educational system of the Conservatory includes, alongside with the European classical directions (a piano, string and wind

instruments, choral and opera-symphonic conducting, the academic singing), Uzbek national performer (the Uzbek national instruments and Uzbek traditional vocal and instrumental performer), a mass culture (pop singing and instrumental performer) and modern information technologies (director of music voice).

Due to the initiative of the President of the Republic of Uzbekistan, since March 22.2002 the collective of the State Conservatory of Uzbekistan carries out the activity in a new building. Equipped with the up-to-date equipment and instruments, the general area of this beautiful construction is of 35,180 square miles, it has 305 educational audiences, 4 concert halls (Big, Small, Organ and Chamber), 4 sound recording studios, the Museum of national instruments, the Specialized research center, publishing house «Music», a record library, 4 sport halls. All they are at disposal of teachers, students and pupils for realization of fruitful educational, creative, research and performing work. Alongside with educational process, the creative work plays an important role in the life of the Conservatory. In the Conservatory the Musical theatre – studio with symphonic orchestra and choir, the student's symphonic orchestra, ensembles and orchestras of national, wind and jazz instruments, choirs and string quartets, which come out with various concert programs. The collective of the Conservatory gives more than 300 concerts a year.

Looking back on the historical path, it may be ascertained with confidence, that the achieved successes allows to consider the State Conservatory of Uzbekistan as the center of musical culture and a smithy on preparation of the highly professional trained personnel in the area of musical art.

New words

outstanding [aut'stændiŋ] – taniqli, mashhur
multiply ['mʌltiplaɪ] – ko'tarilmoq, oshmoq
due to [dju: tə] – sababli, -ga ko'ra
disposal [dis'pəʊz(ə)] – boshqaruv
choir ['kwaɪə] – xor (ashulachilar guruhi)
smithy ['smiði] – *bu yerda*: markaz
personnel [, pə; sə'nel] – xodim

Class work

1. Read the text and translate it into Uzbek.
2. Put ten questions to the text.
3. Give a summary of the text.

Homework

1. Copy out the new words and learn them by heart.
2. Retell the text.

IT IS INTERESTING TO KNOW

Round the Year

On December 22 we have the shortest day and the longest night of the year. On that day winter begins.

On March 21, when the day is as long as the night, spring begins.

On June 22 we have the longest day and the shortest night of the year, and summer begins.

On September 23 the day is as long as the night. On that day autumn begins.

Class work

1. Work in groups. Ask and answer.
2. Memory test. Write the first day of the winter, spring, summer and autumn.

Homework

1. Learn the text by heart.
2. Put four questions to the text and answer them in written form.

LESSON 4

Grammar: The Simple Past Tense (oddiy o'tgan zamon).
Numerals (son).

Text: Uzbekistan.

It is interesting to know: What's the Weather Like?

GRAMMAR

The Simple Past Tense (Oddiy o'tgan zamon)

The Simple Past Tense ning ishlatilishi:

1. **The Simple Past Tense** ish-harakatning o'tgan zamonda sodir etilganligini va tugallanganligini bildiradi. Bu ish-harakati quyidagilar yordamida ifodalanadi: yesterday – kecha

the day before yesterday – o'tgan kuni

yesterday morning (afternoon) – kecha ertalab (kunduzi)

last night – kecha kechqurun

last week (month, year) – o'tgan hafta (oy, yil)

an hour (a week, a month, a year) ago – bir soat (hafta, oy, yil) oldin

He studied at a college last year. U o'tgan yili kollejda o'qidi.

2. **The Simple Past Tense** oddiy, takrorlanuvchi ish-harakatining o'tgan zamonda ifodalash uchun ishlatiladi.

Last month I went to the theatre every week.

O'tgan oy men har hafta teatrga bordim.

3. **The Simple Past Tense** bir qancha ish-harakatini ketma-ketlikda bajarilganligini ifodalash uchun ishlatiladi.

I got up, had breakfast and went to work.

Men o'nimdan turdim, nonushta qildim va ishga ketdim.

The Simple Past Tense to'g'ri fe'lga -(e)d qo'shilishi orqali yasaladi:

I looked – men qaradim, she rested – u dam oldi, you asked – sen so'radim...

Noto'g'ri fe'llar **The Simple Past Tense** da o'zining shakliga ega. Bu fe'llarni eslab qolish zarur. Noto'g'ri fe'llar jadvali oxirgi betda berilgan.

The Simple Past Tense dagi so'roq gap *to do* yordamchi fe'lining o'tgan zamon shakli *did* (birlik va ko'plikning hamma shaxslari uchun) yordamida yasaladi. *Did* yordamchi fe'li egadan oldin keladi:

Did you work? Yes, I did. No, I didn't. Sen ishladingmi? Ha. Yo'q.

Did he write? Yes, he did. No, he didn't. U yozdimi? Ha. Yo'q.

Inkor gap esa *to do* yordamchi fe'lining o'tgan zamon shakli *did* va *not* inkor yuklamasi yordamida yasaladi:

I did not work. Men ishlamadim.

He did not write. U yozmadi.

Numerals (Son)

Sanoq son

1dan 12gacha:

One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve.

13dan 19gacha («teen» [ti:n] qo'shimchasi qo'shiladi):

Thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen.

20dan 90gacha bo'lgan o'nliklar («ty» [ti] qo'shimchasi):

Twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety.

Qo'shma sonlar:

21 – twenty-one; 22 – twenty-two va boshq.

100 – one hundred [hʌndrɪd]

101 – one hundred and one

1000 – one thousand [θaʊzənd]

1536 – one thousand five hundred and thirty-six

- Eslatma:**
1. Har uchtalik vergul bilan ajratiladi:
2,123; 1,365,235.
 2. O'nlik kasrlar butun son dan nuqta orqali ajratiladi:
2.5-two point five «ikki butun o'ndan besh».
 3. Hundred, thousand, million sonlari ko'plik –s qo'shimchasiga ega emas va «of» old ko'makchisiz ishlatiladi:
Five hundred people-500ta odam.
Four thousand two hundred and six books-4206ta kitoblar.

Tartib son (Ordinal numerals)

the 1 st – first	the 11 th – eleventh	the 20 th – twentieth
the 2 nd – second	the 12 th – twelfth	the 30 th – thirtieth
the 3 rd – third	the 13 th – thirteenth	the 40 th – fortieth
the 4 th – fourth	the 14 th – fourteenth	the 50 th – fiftieth
the 5 th – fifth	the 15 th – fifteenth	the 60 th – sixtieth
the 6 th – sixth	the 16 th – sixteenth	the 70 th – seventieth
the 7 th – seventh	the 17 th – seventeenth	the 80 th – eightieth
the 8 th – eighth	the 18 th – eighteenth	the 90 th – ninetieth
the 9 th – ninth	the 19 th – nineteenth	
the 10 th – tenth		

the 21st – twenty-first
the 43rd – forty-third
the 52nd – fifty-second

the 67th – sixty-seventh
the 85th – eighty-fifth
the 99th – ninety-ninth

Tartib son sanoq songa **-th** qo‘shimchasi qo‘shilishi orqali yasaladi (1,2,3dan tashqari).

Quyidagi tartib sonlarning yozilishiga ahamiyat bering:

five – fifth
twelve – twelfth
eight – eighth
nine – ninth
twenty – twentieth

Otdan oldin turgan tartib sonlar bilan aniq artikl ishlatiladi:
The sixth lesson.

Class work

1. Write the following verbs in the Past Indefinite Tense.

Return, move, convey, manage, attract, translate, fill, believe, waste, perform, hurry, emphasize, rehearse, enjoy, play, cover, examine, belong, design, produce, conduct, train, reflect, compose, graduate, address, study, learn.

2. Translate into English.

1. O‘tgan kuni men yangi baletga chipta sotib oldim. 2. Kecha u do‘sti bilan uchrashdi. 3. Ikki kun oldin men uyga xat yozdim. 4. Ular bu matnni juda yaxshi

tarjima qilishdi. 5. Biz uyga kech qaytdik. 6. O'tgan hafta ular qiziqarli bir kitobni muhokama qilishdi. 7. U ishini soat 8.00 da tugatdi. 8. O'tgan yili men universitetni tugatdim.

3. Write in words.

210; 345; 994; 765; 550; 126; 684; 999; 647; 586; 914; 373; 535; 439; 133; 1,156; 5,433; 2,385; 1,483; 2,389; 76,508; 3,645,323; 5.75; 6.5; 3.25; 39.3; 37.5.

Homework

1. Compose 10 questions using Numerals. Let other students answer them.

2. Explain the use of the Simple Past Tense.

TEXT

Uzbekistan

The proclamation of independence of the Republic of Uzbekistan on September 1, 1991, is a landmark in the history of the republic. On August 31, 1991, the Supreme Soviet of the Republic of Uzbekistan adopted the resolution «About Proclamation of State Independence of the Republic of Uzbekistan».

On March 2, 1992, the United Nations adopted a resolution to admit the Republic of Uzbekistan into its membership. Uzbekistan became a full member of the United Nations and was recognized by over 131 states of the world.

The Republic of Uzbekistan has favourable natural and geographical conditions. It is situated in the central part of Central Asia between the Amu Darya and the Syr Darya rivers. The territory of the republic stretches for 1425 kilometres from west to east and for 930 kilometres from north to south. In the northeast it borders on Kazakhstan, in the east and southeast on Kirghizstan and Tajikistan, in the west on Turkmenistan and in the south on Afghanistan.

Uzbekistan is the republic of sunshine. The climate of Uzbekistan is very hot in summer and very cold in winter. Temperatures in winter may drop to 33-36 degrees below zero. The hottest summer month is July. The temperature then can reach more than 45 degrees. High summer temperature makes it possible to cultivate heat-loving crops such as cotton, grapes, figs, melons, water-melons and others.

Uzbekistan is a multinational republic. The population of Uzbekistan is more than 26 million people.

Uzbekistan has great economic potential from its own resources. In the world production of quality gold, Uzbek gold has recently won two international prizes. Besides gold, other metals like copper, lead, zinc, tungsten and lithium are also produced in Uzbekistan. Even gas, coal and oil are readily available.

Uzbekistan has about 1000 joint ventures with German, Korean, Japanese and many more Turkish, Italian and French companies. The past few years, which have opened a new chapter in Uzbekistan's history, have been by no means easy.

New words

proclamation [prɒklə'meɪʃ(ə)n] – e'lon
be recognized [bi'rekəgnaɪzɪd] – tan olinmoq
stretch [stretʃ] – masofaga ega bo'lmoq
drop [drɒp] – pasaymoq
below [bi'ləʊ] – past
reach [ri:tʃ] – ko'tarilmoq
fig [fɪg] – anjir
multinational [mʌlti'næʃ(ə)n(ə)l] – ko'p millatli
potential [pəʊ'tenʃ(ə)l] – imkoniyat

Class work

1. Read the text and translate it into Uzbek.
2. Put ten questions to the text.
3. Give a summary of the text.

Homework

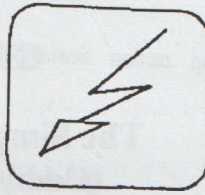
1. Copy out the new words and learn them by heart.
2. Retell the text.

IT IS INTERESTING TO KNOW

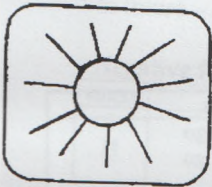
What's the Weather Like?



The sky's cloudy.
It's raining.



The weather's nasty.
There're thunderstorms.



The sky's clear.
The sun is shining.



It's cold and frosty.
It's snowing.

Class work

1. Work in groups. Ask and answer.
2. Memory test. Write the sentences.

Homework

1. Learn the sentences by heart.
2. Put four questions to the text and answer them in written form.

LESSON 5

Grammar: The Simple Future Tense (oddiy kelasi zamon).
Pronouns (olmosh).

Text: Tashkent.

It is interesting to know: Which Floor Is It?

GRAMMAR

The Simple Future Tense (Oddiy kelasi zamon)

The Simple Future Tense da asosiy fe'lining noaniq shakliga (infinitivga) *shall* (I shaxs birlik va ko'plik shakli uchun) va *will* (qolgan shaxslar uchun) yordamchi fe'llar qo'shilishi orqali hosil bo'ladi.

Asosiy fe'l «to» yuklamasisiz yoziladi:

Affirmative form

shaxs	birlik	ko'plik
I	I shall go	we shall go
II	you will go	you will go
III	he } will go she } it }	they will go

Interrogative form

shaxs	birlik	ko'plik	qisqa javob
I	Shall I go?	Shall we go?	Yes, I shall. No, we shall not.
II	Will you go?	Will you go?	Yes, you will.
III	Will { He } go? she } It }	Will they go?	No, he will not.

Hozirgi paytga kelib, ingliz tilida hamma shaxslar uchun *will* yordamchi fe'li ishlatilyapti.

I shall (will) do it tomorrow. Men buni ertaga bajaraman.

Og'zaki nutqda darak va inkor gaplarda odatda yordamchi fe'llarning qisqartma shakllari qo'llaniladi:

I'll, we'll, he'll, you'll; shan't [ʃa:nt], won't [wɔunt].

The Simple Future Tense biror yoki takrorlanuvchi ish-harakatining kelasi zamonda bajarilishini ifodalash uchun ishlatiladi.

I'll send her a telegram tomorrow.

Ertaga men unga telegramma jo'nataman.

They will have classes twice a week.

Ularning darslari haftada ikki marta bo'ladi.

The Simple Future Tense ni ifodalash uchun quyidagi payt hollari ishlatiladi:

tomorrow – ertaga

the day after tomorrow – indinga

next Friday (Saturday) – kelasi juma (shanba)

next week (month, year) – kelasi hafta (oy, yil)

tomorrow morning (afternoon, night) – ertaga ertalab (kunduzi, kechqurun)

in some days(weeks, months, years)– bir necha kun (hafta, oy, yil)dan so'ng

one of these days – shu kunlarda

soon – tez orada

in future – kelajakda

Negative form

shaxs	birlik	ko'plik
I	I shall not go	we shall not go
II	you will not go	you will not go
III	he } will not go	they will not go
	she }	
	it }	

Pronouns (Olmosh)

Kishilik olmoshi

son	shaxs	Bosh kelishik	Ob'ekt kelishigi
Birlik	I	I – men	me – meni, menga you – seni, senga him } her } – uni, unga it }
	II	you – sen	
	III	he – u (erkak)	
		she – u (ayol)	
		it – u (predmet, hayvon)	

Ko'plik	I	we – biz	us – bizni, bizga
	II	you – siz	you – sizni, sizga
	III	they – ular	them – ularni, ularga

Ingliz tilidagi kishilik olmoshlarining ob'ekt kelishigi o'zbek tiliga (bosh kelishikdan tashqari) hamma kelishiklarga mos keladi. Obyekt kelishigidagi olmosh gapda old ko'makchi yoki old ko'makchisiz (predlogsiz) keladi va to'ldiruvchi vazifasini bajaradi.

Egalik olmoshi

Ingliz tilida egalik olmoshi ikki xil shaklga ega:

I shakl

shaxs	birluk	ko'plik
I	my – mening	our – bizning
II	your – sening	your – sizning
III	his } her } uning its }	their – ularning

II shakl

shaxs	birluk	ko'plik
I	mine – mening	ours – bizning
II	yours – sening	yours – sizning
III	his } hers } uning its }	theirs – ularning

Shuningdek, «o'z» degan tarjimani ham beradi. Ingliz tiliga tarjima qilishda eganing qaysi shaxsda ekanligiga bog'liq bo'ladi.

Masalan: o'zinning – mine, o'zining – his, hers ...

Ko'rsatish olmoshi

birluk	ko'plik
this – bu	these – bular
that – u	those – ular

This is a book.
That is an exercise-book.

Bu kitob.
U daftar.

This (these) ko'rsatish olmoshi so'zlovchiga yaqin turgan predmet yoki shaxsni ko'rsatish uchun, **that (those)** esa uzoqda joylashgan predmet yoki shaxsni ko'rsatish uchun ishlatiladi.

Class work

1. Complete the following sentences.

1. We are not going to the exhibition tomorrow because we'll 2. He is not going to take part in the competition of pianists because he'll 3. I am going to watch TV this evening because 4. I am going to stay here after classes because 5. We are not going to the country tomorrow because 6. I'm sure the audience will enjoy the concert because 7. He is going to work this evening because 8. We're to rehearse tonight because 9. I listen to music because 10. I will do this work later on because

2. Translate into English.

1. Kim konsertda qatnashadi? 2. Men yozda Buxoroga ketaman. 3. Siz bilan gaplashishga uning vaqti bo'lmaydi. 4. Avtobusda borish uchun bir soat vaqtingiz ketadi. 5. Ertaga skripkachilarning konserti bo'ladi. 6. Men bu kitobni oxirigacha o'qiyman. 7. U yerda qancha bo'lasiz? 8. Qachon fotosuratlarini yuborasan? 9. Bu musiqaning yarmi tez kunda tayyor bo'ladi.

3. Translate into Uzbek.

1. This is a piano. The piano is white.
2. That is a violin. The violin is old.
3. These are girls. The girls are beautiful.
4. Those are boys. The boys are serious.
5. These are textbooks. The textbooks are thin.
6. This is a flute. The flute is new.
7. That is a building. The building is modern.
8. Those are flowers. The flowers are red.

Homework

1. Compose 10 questions using the Simple Future Tense. Let other students answer them.
2. Explain the use of Pronouns.

TEXT

Tashkent

Tashkent is the capital of the independent Republic of Uzbekistan. It is very old city. It was founded more than 2200 years ago. The city is located at the foothills of the Tian Shan mountain range and lies in the Chirchick river valley. The population of the city has already to more than 2 million people.

It is the most cosmopolitan city in both Uzbekistan and Central Asia, with large ethnic Russian and Korean minorities. The city is noted for its tree lined streets, numerous fountains, and pleasant parks. The city is flourishing as never before. The transport facilities are good. There are buses, trolley-buses, trams, taxis and a subway with many beautiful metro stations decorated with traditional Uzbek art.

In 2007, Tashkent was named the cultural capital of the Islamic world as the city is home to numerous historic mosques and religious establishments.

There are several Muslim monuments and historical buildings such as Kokaldosh madrasah and the Barakkhan mosque which were built in the 16th century.

Tashkent is the educational and scientific centre of Uzbekistan, where there are a lot of universities, institutes, schools and special secondary schools. The city has the republic's academy of sciences, which unites dozens of research institutes. It is also a cultural centre with many libraries, theatres and cinemas. Tashkent's industrial establishments, which produce cotton fabric, textile machinery, electrical equipment, cotton harvesters and other products, are well known not only in the CIS but in the world.

Tashkent is often called a city of peace and friendship. Recently Tashkent became well-known in the world as the capital of our new sovereign, independent state. A number of summit talks have been held in Tashkent. A lot of embassies and offices of many international organizations, companies and firms have opened in the city. It has become a tradition to hold film festivals of Asian, African and Latin American cinema in Tashkent.

New words

cosmopolitan [kɔzmə'pɒlit(ə)n] – kosmopolit

flourish ['flaɪrɪʃ] – gullab-yashnamoq

muslim ['muzlim] – musulmon

mosque [mɔsk] – masjid

scientific [saɪən'tɪfɪk] – ilmiy

research [ri'sə:tʃ] – tadqiqot

industrial [in'dʌstriəl] – sanoatlashgan
harvester ['hɑ:vɪstə] – o'roq mashina

Class work

1. Read the text and translate it into Uzbek.
2. Put ten questions to the text.
3. Give a summary of the text.

Homework

1. Copy out the new words and learn them by heart.
2. Retell the text.

IT IS INTERESTING TO KNOW

Which Floor Is It?

- Your room is on the second floor.
- Is it? I couldn't find it there.

The names of the floors are not the same in British and American English:

the	second	3	third	
	first	2	second	floor
	ground	1	first	

Class work

1. Work in groups. Ask and answer.
2. Memory test. Write the names of the floors in British and American English.

Homework

1. Learn the text by heart.
2. Put four questions to the text and answer them in written form.

LESSON 6

Grammar: The Present Continuous Tense (hozirgi zamon davom fe'li).
Adverbs of time and condition (payt va holat ravishi).

Text: Mukhtar Ashrafi.

It is interesting to know: Time.

GRAMMAR

The Present Continuous Tense (Hozirgi zamon davom fe'li)

The Pr. Con. Tense *to be* fe'lining tegishli shaxs-son shakli va mustaqil fe'l negiziga *-ing* qo'shimchasi qo'shish orqali yasaladi:

I am writing. He is writing. They are writing.

The Pr. Con. Tense quyidagi hollarda qo'llaniladi:

1. Biror ish-harakatining hozir, nutq so'zlanib turgan vaqtda, hozirgi zamonda bo'lib turganini ifodalash uchun:

I am going to the Conservatory now.
Men hozir konservatoriyaga ketyapman.

2. Umuman davom etib turgan ish-harakatni ifodalash uchun:

She is preparing for her examinations.
U imtihonlariga tayyorlanyapti.

3. Yaqin kelajakda bo'ladigan yoki bo'lishi mo'ljallangan ish-harakatni ifodalash uchun:

We are going to London tomorrow.
Biz ertaga Londonga jo'naymiz.

Ba'zi fellar Continuous zamonlarida ishlatilmaydi. Bular:

To be (bo'lmoq), to see (ko'rmoq), to hear (eshitmoq), to understand (tushunmoq), to like (yoqmoq, yoqtirmoq), to love (sevmok) va boshqa shu kabi his-tuyg'u ma'nolarini anglatuvchi fe'llardir.

The Present Continuous Tense dagi gapning so'roq shakli *to be* yordamchi fe'lining egadan oldin qo'yish orqali, inkor shakli esa *to be* yordamchi fe'li bilan asosiy fe'l orasiga *not* inkor yuklamasini qo'yish orqali yasaladi:

Is she playing? Yes, she is. (No, she is not).
She is not playing (she isn't playing).

Adverbs of time and condition (Payt va holat ravishi)

Ingliz tilida quyidagi payt va holat ravishlari bor:

usually ['ju:ʒuəli] – odatda
sometimes ['sʌmtaɪmz] – ba'zan
often ['ɔf(ə)n] – ko'pincha
seldom ['seldəm] – kamdan-kam
always ['ɔ:lwəz] – har doim
generally ['dʒenərəli] – odatda, umuman
never ['nevə] – hech qachon
well [wel] – yaxshi
badly ['bædli] – yomon

Ravish, odatda, mustaqil fe'ldan oldin qo'llaniladi:

I always do my lessons at home.

To be fe'li ishtirok etgan darak gaplarda payt ravishlari *to be* fe'lidan keyin keladi:

She is never late for work.

Sometimes, yesterday, tomorrow kabi payt ravishlari gap boshida yoki oxirida keladi:

Sometimes I go to the library.

Class work

1. Make up sentences using these adverbs.

Usually, sometimes, often, seldom, badly, always, generally, never, well

2. Put the verbs in brackets into Present Continuous.

- a) I (to be, to sit) at a concert. I (to be, to listen) to the music. I (to be, to think) about the music piece. I (to be, to look) at the conductor. I (to be, to hold) a programme of the concert in my hands. I (to be, to try) to concentrate on the music.
- b) He (to be, to stand) at the corner of the street. He (to be, to wait) for my friends. He (to be, not to look) at anybody, he (to be, to read) today's newspaper.

3. Translate into English and make up a dialogue of your own.

1. – Botir hozir nima qilyapti?
 - U hali ham telefonda gaplashyapti.
 - Aziz-chi?
 - U o'zini xonasida dam olyapti.
2. – Eldor hozir judayam bandmi??
 - Ha. U hali ham maqola tarjima qilyapti.
 - Laziz ham bandmi?
 - Yo'q. U musiqa tinglayapti.
3. – Kimni kutyapsan?
 - Malikani kutyapman.
 - U bu yerda nima qilyapti?
 - U repetitsiya qilyapti.
4. – Kimni qidirypsan?
 - Men do'stimni qidirypman.
 - U hozir qayerda?
 - U kutubxonada.
 - U yerda nima qilyapti?
 - U imtihonlarga tayyorlanyapti. U o'zining konspektlarini ko'rib chiqyapti.

Homework

1. Compose 10 questions using the Adverbs of time and condition. Let other students answer them.
2. Explain the use of the Present Continuous Tense.

TEXT

Mukhtar Ashrafiy

Mukhtar Ashrafiy was the state prize-winner, composer, band master, teacher and prominent public figure. He made a valuable contribution to music of the XXth century with his great activity. He originated works in the genre of opera, musical drama, ballet, symphonic vocal, symphonic camera musical instrument, and left his significant mark in the history of modern Uzbek music.

He was born in Bukhara in 1912, in the family of art workers. He was interested in music from his childhood and went to the «Sharq» musical school organized by Abdurauf Fitrat at the age of 12. He learned his first lesson from

professional masters classic music sphere. In 1928, he entered to the Uzbek Musical Choreography Institute in the first rate where opened in Samarqand. After graduating the institute, M. Ashfariy worked as an art leader and head conductor in Uzbek State Musical Theatre in 1931-1934.

From 1938, M. Ashrafiy showed himself as an active organizer in different leading positions: he was an art leader and band master for the state opera and ballet theatre group, in 1943-1947, he took the position of general director at that theatre. In 1947-1961, he was a rector of Tashkent State Conservatory, and head of the department of opera-symphonic band master. In 1964-1966, he was a director, art leader and head constructor of Samarqand opera and ballet theatre newly founded in Samarqand. In 1966-1971, he was an art leader and general band master of Academic Opera and Ballet theatre named after Alisher Navoi. From 1971 until the end of his death, he was a rector of Tashkent State Conservatory.

By the activity of band master, M. Ashrafiy popularized a lot of symphonic and ballet works of European and Russian classic composers during many years. He took part in many decades, festivals and song holidays and popularized the music art of Uzbekistan. His creative heritage is very wide. He created in various genres and forms, and created many works. He, as a composer, paid more attention to musical stage compositions than others.

New words

prominent ['prɒmɪnənt] – mashhur
significant [sig'nɪfɪkənt] – muhim, ahamiyatli
choreography [ˌkɔːrɪ'ɔːgrəfi] – xoreografiya
popularize ['pɒpjʊləraɪz] – mashhur qilmoq
decade ['dekeɪd] – o'n yillik
heritage ['herɪtɪdʒ] – meros

Class work

1. Read the text and translate it into Uzbek.
2. Put ten questions to the text.
3. Give a summary of the text.

Homework

1. Copy out the new words and learn them by heart.

2. Retell the text.

IT IS INTERESTING TO KNOW

Time

What time is it? Soat necha?



It is 9 sharp.



It is 5 (minutes) past 9.
['minits]



It is a quarter past nine.
['kwɔ:tə]



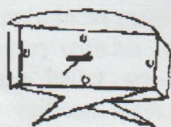
It is half past nine.



It is a quarter to ten.



It is 5 (minutes) to ten.



This is an alarm - clock.



This is a watch.

Half an hour ['hɑ:f ən 'aʊə] – yarim soat
An hour and a half – bir yarim soat
A quarter of an hour – chorak soat

Class work

1. Work in groups. Ask and answer.
2. Memory test. Look at the picture and write what time is it?

Homework

1. Learn the sentences by heart.
2. Put four questions to the text and answer them in written form.

LESSON 7

Grammar: The Past Continuous Tense (o'tgan zamon davom fe'li).
Degrees of comparison of Adjectives (sifat darajalari).

Text: Shashmaqam.

It is interesting to know: Greetings.

GRAMMAR

The Past Continuous Tense (O'tgan zamon davom fe'li)

The Past Continuous Tense *to be* yordamchi fe'lining o'tgan zamon shakli (*was, were*) va asosiy fe'ning Participle I (hozirgi zamon sifatdoshi) shakli yordamida yasaladi:

My friend was sitting in the library.
Mening do'stim kutubxonada o'tirgan edi.

They were discussing an interesting problem.
Ular qiziq muammoni muhokama qilishayotgan edi.

The Past Continuous Tense biror ish-harakatning o'tgan zamonda ko'rsatilgan paytda, ma'lum bir vaqtda bo'lib turganini, davom etganini ifodalaydi. Ish-harakatning davom etganligi aniq vaqt bo'lagi orqali ko'rsatilishi mumkin. Vaqt bo'lagi quyidagi iboralar bilan ifodalanadi: *all day long* (kun bo'yi), *all day yesterday* (kecha kun bo'yi), *the whole morning* (ertalabdan beri), *at 6 o'clock* (soat 6da), *from 4 till 5* (soat 4dan 5gacha) va hokazo. Masalan:

At 5 o'clock I was playing the violin.
Soat 5da men skripka chalayotgan edim.

From 6 till 7 we were studying English.
Soat 6dan 7gacha biz ingliz tilini o'rganayotgan edik.

The Past Continuous Tense ning so'roq shakli yordamchi fe'lni egadan oldin keltirish orqali, bo'lishsiz shakli esa yordamchi fe'ldan keyin *not* inkor yuklamasini keltirish orqali yasaladi:

Were you working at 12 o'clock yesterday? Yes, I was.

No, I was not (wasn't).

I was not working at 12 o'clock yesterday.

Degrees of comparison of Adjectives (Sifat darajalari)

Sifat darajalari quyidagicha ko'rinishga ega:

Qiyosiy darajali sifat **-er** qo'shimchasi, orttirma darajali sifat esa **-est** qo'shimchasi qo'shilishi orqali hosil bo'ladi:

long – longer – the longest	uzun – uzunroq – eng uzun
large – larger – the largest	katta – kattaroq – eng katta
easy – easier – the easiest	oson – osonroq – eng oson
big – bigger – the biggest	katta – kattaroq – eng katta

Sifat qiyosiy darajada **more**, orttirma darajada esa **the most** so'zlari yordamida yasaladi:

Beautiful – **more** beautiful – **the most** beautiful

Chiroyli – chiroyliroq – eng chiroyli

Qoidadan mustasno so'zlar:

good – better – the best

bad – worse – the worst

little – less – the least

many

} – more the most

much

far – farther (further) – the farthest(furthest)

Orttirma darajada sifat oldidan har doim aniq artikl qo'llaniladi.

Class work

1. Put the verbs in brackets into Past Continuous.

1.It (to rain) the whole day yesterday. 2.We (to sit, to talk) in my study for a long time. 3.We (to have dinner) when my brother came. 4.Where (to go) you last night when I saw you? 5.My sister (to play) the piano at 6 o'clock yesterday. 6.Lola (to prepare) her lessons from 4 till 6. 7.He (to perform) one of the music of Tchaikovsky when I entered the hall. 8.She (to sing) when I came to see her.

2.Translate into English using the Past Continuous Tense.

1. Men kun bo'yi dars tayyorlayotgan edim. 2. Biz kecha kun bo'yi ishlayotgan edik. 3. Men Olimnikiga kelganimda, u skripka chalayotgan edi. 4. Onam ishdan kelganida, biz qo'shiq aytayotgan edik. 5. O'qituvchi xonaga kirganida, talabalar raqsga tushayotgan edilar. 6. Kecha soat to'rtida musiqa

yoziyotgan edim. 7. Men kecha kun bo'yi nota yodlayotgan edim. 8. Kecha soat 6da konsertda qatnashayotgan edim. 9. U kecha kun bo'yi seni kutayotgan edi. 10. U meni ko'rganida, men lug'at sotib olayotgan edim.

3. Read and translate the sentences into Uzbek as in the pattern.

The more I look at this picture **the more** I like it.
Bu rasimga qancha qaragam, shuncha ko'p yoqadi.

1. The more we know about our past the better we see our future. 2. The less we read serious literature the less we know. 3. The less you talk and the more you study the better for you. 4. The more he reads English books the easier he finds them. 5. The harder I work at this problem the more interesting it seems to me. 6. The more I know him the better I understand him. 7. The more we see his films the more we like them.

Homework

1. Compose 10 questions using the Past Continuous Tense. Let other students answer them.
2. Explain the use of degrees of comparison of adjectives.

TEXT

Shashmaqam

Uzbek classical music is called shashmaqam, which arose in Bukhara in the late 16th century when that city was a regional capital. Shashmaqam is closely related to Azeri muqam and Uyghur muqam. The name, which translates as *six maqams* refers to the structure of the music, which contains six sections in different musical modes, similar to classical Persian music. Interludes of spoken Sufi poetry interrupt the music, typically beginning at a low register and gradually ascending to a climax before calming back down to the beginning tone.

Endurance of listening and continual audiences that attend events, such as bazms or weddings, is what makes the folk-pop style of music so popular. The classical music in Uzbekistan is very different from that of the pop music. Mostly men listen to solo or duo shows during a morning or evening meeting amongst men. Shashmaqam is the main component of the classical genre of music. The large support of the musicians came from high class families, which meant the patronage was to be paid to the Shashmaqam above all things. Poetry is where

some of the music is drawn from. Those that perform the pieces are fluent in speaking both Uzbek and Tajik. In some instances of the music the two languages are even mixed as one in the same song. In the 1950s the folk music became less popular, and the genre was barred from the radio stations. They didn't completely dispel the music all together, although the name changed to "feudal music". Although banned, the folk musical groups continued to play their music in their own ways and spread it individually as well. Many say that it was the most liberated musical experience in their lives.

New words

be related to [bi ri'leitid tu] – munosabatda bo'lmoq

refer to [ri'fəi tə] – jo'natmoq, yo'llamoq

interrupt [,intə'rʌpt] – to'smoq, gapni bo'lmoq

ascending to [ə'sendɪŋ tu] – ko'tariluvchi

endurance of [in'djuərə(ə)ns əv] – davom etish

patronage ['pætrənɪdʒ] – himoya, homiylik

be barred from [bi bɑ:d frəm] – man etilgan

dispel [di'spel] – bartaraf etmoq, yo'qotmoq

Class work

1. Read the text and translate it into Uzbek.

2. Put five questions to the text.

3. Give a summary of the text.

Homework

1. Copy out the new words and learn them by heart.

2. Retell the text.

IT IS INTERESTING TO KNOW

Greetings

In official situations (business meetings, official receptions and conferences) such greetings as «Good morning!», «Good afternoon!», «Good evening!» are usual (Good bay is not used).

But people who know well each other generally say: «Hallo!». After the greetings, British people usually say «How are you?». The answer is: Fine, thank you! And How are you? – I am glad to see you!

This question is asked when really they want to know about somebody's health.

«How do you do!» is just a greeting, it is not a question. They say it when they are introduced to someone.

When close friends greet each other they usually say: «Hi!». It is an informal greeting, especially among young people.

«Hello!» is comparatively recent in its general use, dating back to the invention of the telephone. At the time of Edison it began to be used widely.

! Remember: The British don't often shake hands while greeting each other.

The men shake hands with people when they meet them for the first time or if they meet someone again after a long time.

Women often shake hands with people they meet, but it is not universal.

Class work

1. Work in groups. Ask and answer.
2. Memory test. Which word do you remember best?

Homework

1. Learn the text by heart.
2. Put five questions to the text and answer them in written form.

LESSON 8

Grammar: The Future Continuous Tense (kelasi zamon davom fe'li).
The prepositions of direction (yo'nalish old ko'makchilari (predlog)).

Text: Ud.

It is interesting to know: How to Address People in English.

GRAMMAR

The Future Continuous Tense (Kelasi zamon davom fe'li)

The Future Continuous Tense *to be* yordamchi fe'lining kelasi zamon shakli (*shall be, will be*) va asosiy fe'ning Participle I (hozirgi zamon sifatdoshi) shakli yordamida yasaladi.

I shall be reading – Men o'qiyotgan bo'laman.
He will be writing – U o'qiyotgan bo'ladi.

The Future Continuous Tense tugallanmagan ish-harakatning kelasi zamonda, ma'lum bir vaqt davomida ro'y berishini, davom etishini ifodalash uchun qo'llaniladi. Kelgusida ro'y beradigan ish-harakatning vaqti, payti aniq ko'rsatilishi mumkin:

At six o'clock I shall be reading a book.
From 4 till 5 he will be working.

Prepositions of direction (Yo'nalish old ko'makchilari (predlog))

to – -ga	to the house – uyga
towards – -ga	towards the house – uyga
from – -dan	from the house – uydan
into – -ga (ichiga)	into the house – uyga (ichiga)
out of – -dan (ichidan)	out of the house – uydan (ichidan)
off – -dan	off the house – uydan

Class work

1. Change the following sentences into the negative forms.

1. He was opening the window when I entered the room. 2. He was buying newspaper when I saw him. 3. I was writing a letter to my friend when you came. 4. He was reading an interesting book at 3 o'clock yesterday. 5. She was waiting for somebody. 6. The teacher was standing at the blackboard when I came in. 7. We were standing and talking at 4 o'clock yesterday. 8. My sister was preparing her lessons all the day. 9. We were writing exercises all the lessons.

2. Translate into English using these prepositions.

a) to-from

kinoga	Fransiyadan	bekatgacha
do'kondan	Londondan	telefonga
muallifdan	mendan	devordan
Yaponiyadan	osmondan	studiyaga
konsertdan	muzeyga	kutubxonaga
maktabdan	darsga	shipdan

b) into-out of

cho'ntakka	derazadan	ko'zguga
jomadonga	portfeldan	auditoriyaga
suvga	xonadan	liftdan
poezdga	samolyotdan	sumkadan
osmonga	uydan	burchakka

Homework

1. Compose 10 questions using the prepositions of direction. Let other students answer them.

2. Explain the use of the Future Continuous Tense.

TEXT

Ud

The ud (or oud) is one of the most important instruments in Arabic and Islamic musical communities. This short necked, fretless instrument is a direct ancestor of the European lute. Its name literally means *bent twig*, or flexible piece of wood. According to some oral histories, the ud is thought to have been created by a descendent of the biblical figure Cain.

Likely the ud originated in Persia, but it has gained popularity among musicians across the Middle East, North America and southern Europe, especially Iberia. Generally, there are two main types of instruments: **Turkish uds**, usually crafted in Istanbul, and made from a very light wood which produces a bright tone; and **Arabic uds**, typically made in Cairo and Damascus. The latter instruments are larger and heavier and have a deeper tone color.

You hold the ud almost as you would hold a guitar, but the face of the instrument should be held at right angles to the ground (not visible to the player). Generally, players are seated on the ground cross-legged. The large, vaulted soundbox of the ud is usually pear shaped, and is constructed from strips of light, flexible wood which are attached to a relatively short neck. This neck is visibly different from the long-necked European lutes which the ud inspired. There are often three rounded soundholes in the body, a design inspired by Moroccan lotus flowers. These sound holes are often beautifully decorated with inlaid materials or elaborate carvings. The gut or silk strings can plucked or strummed with a quill plectrum. Fingering styles for the left and right hand are often highly virtuosic and vary according to the different traditions or teachers training new musicians.

New words

- ancestor ['ænsɛstə(r)] – avlod
- descendent [di'sɛndənt] – avlod
- craft [krɑft] – qo'lda yasamoq
- latter ['lætə] – oxirgi
- angle ['æŋgl] – burchak
- quill [kwil] – mediator

Class work

1. Read the text and translate it into Uzbek.
2. Put six questions to the text.
3. Give a summary of the text.

Homework

1. Copy out the new words and learn them by heart.
2. Retell the text.

IT IS INTERESTING TO KNOW

How to Address People in English

- I. When we talk about people, we can name them in three ways:
- A. We can use the first name, which is informal.

Where's Peter?
If it isn't Wesley!

- B. We can use the first name and surname (=family name), which can be formal or informal.

Isn't it Wesley West, the film producer?

- C. We can use a «title» (Mr, Mrs, Ms or Miss) with the surname. This is more formal.

Can I speak to Mr West, please?
Ask Miss Pearl to come in, please.

We use Ms ... or Miss ... addressing unmarried women.

Dr is used as a title for doctors (medical or other).

Professor (Prof.) is used as a title only for high-ranking university teachers or scientists. Note that the wives of doctors and professors do not share their husbands' titles.

II. Talking to people is not quite the same as talking about them. There is a choice of only two ways:

A. We can use the first name. This is usually friendly and informal.
Hello, Fred. How are you?

B. We can use «title + surname». This is formal and respectful.
Good morning, Mr (s) Robinson.

It would be unusual to say «Hello, Peter Robinson», for example, because we do not usually use both the first name and the surname of somebody we are talking to.

Note, that **Mr, Mrs, Ms, and Miss** are not usually used alone (without the surname), with one exception only: in Britain children often address women school teachers as **Miss**.

Class work

1. Work in groups. Ask and answer.
2. Memory test. Which phrase do you remember best?

Homework

1. Learn the text by heart.
2. Put four questions to the text and answer them in written form.

LESSON 9

Grammar: The Present Perfect Tense (tugallangan hozirgi zamon).
The Direct and Indirect Speech (ko'chirma va o'zlashtirma gap).

Text: Great Britain.

It is interesting to know: How to Say Good-bye.

GRAMMAR

The Present Perfect Tense (Tugallangan hozirgi zamon)

The Present Perfect Tense *to have* yordamchi fe'lining hozirgi zamon shakli (*have, has*) va asosiy fe'ning Participle II shakli yordamida yasaladi:
I have finished this work. – Men bu ishni tugatdim.

The Present Perfect Tense ning so'roq shakli yordamchi fe'lni egadan oldin kelishi orqali, bo'lishsiz shakli esa *not* inkor yuklamasini yordamchi va asosiy fe'llar orasiga qo'yish orqali yasaladi:

Have you finished this work?

I have not finished this work.

The Present Perfect Tense nutq so'zlanib turgan vaqtdan ilgari bo'lib o'tgan yoki o'tgan zamonda tugallangan ish-harakatni bildiradi:

I have read this book. – Men bu kitobni o'qib chiqdim.

He has written a letter. – U xatni yozib bo'ldi.

Odatda, The Present Perfect Tense o'zbek tiliga o'tgan zamon fe'li yordamida tarjima qilinadi.

Bundan tashqari, The Present Perfect Tense ish-harakatning oldin boshlanganligini va hozirgi vaqtda davom etayotganini ifodalash uchun ham ishlatiladi. Bunday holda ish-harakatning bajarilish vaqti *for* (davomida) va *since* (-dan beri) old ko'makchilari yordamida ko'rsatiladi:

He has lived in Tashkent for five years.

U Toshkentda besh yildan beri (davomida) yashaydi.

The Present Perfect Tense odatda quyidagi payt ravishlari: *today* (bugun), *this week* (bu hafta), *this month* (bu oy), *this year* (bu yil), *this morning* (bu tong); shuningdek, noaniq payt ma'nosini anglatuvchi ravishlar: *already* (allaqachon), *never* (hech qachon), *ever* (qachondir, doimo), *just* (hozir, hozirgina) bilan qo'llaniladi:

I have already done this work.
Men bu ishni allaqachon bajarib bo'lganman.
He has just come from the Conservatory.
U konservatoriya hozirgina keldi.

The Direct and Indirect Speech (Ko'chirma va o'zlashtirma gap)

So'zlovchining hech o'zgarishsiz, aynan keltirilgan gap ko'chirma gap deyiladi:

My friend said to Lola: «Did you read this book?»
Mening do'stim Lolaga dedi: «Siz bu kitobni o'qiganmisiz?»
He said, «I have lived in Fergana since 1998.»
U «Men Farg'onada 1998-yildan beri yashayman», -dedi.

O'zlashtirma gapda o'zgalarning gapi mazmuni saqlangan holda shakli o'zgartirib beriladi:

My friend asked Lola if she had read this book.
Mening do'stim Loladan bu kitobni o'qigan-o'qimaganligini so'radi.
He said that he had lived in Fergana since 1998.
U Farg'onada 1998-yildan beri yashayotganligini aytdi.

O'zlashtirma gap to'ldiruvchi ergash gap bo'lgani holda uning kesimi bosh gapning kesimi bilan zamonda moslashadi.

Ingliz tilidagi o'zlashtirma gaplar o'zbek tiliga sodda yoyiq gap tarzida tarjima qilinadi. Bunda o'zganing gapi birikmali to'ldiruvchi bo'lib keladi:

He said that he went to the library yesterday.
U kecha kutubxonaga borganini aytdi.

Class work

1. Write the sentences as in the pattern.

Tom is opening the door. – Tom has just opened the door.

1. Jack is leaving the house. 2. Helen is showing me her instrument. 3. John is talking to the conductor. 4. We are having breakfast. 5. Mike is writing a poem. 6. I am returning from the studio. 7. We are buying a new dictionary. 8. He is coming from there. 9. She is switching on the TV. 10. I am playing the piano.

2. Change the direct into indirect speech.

a) What does John say?

John says (that) he is fond of the cinema.

1. «I usually buy tickets for the 6 o'clock show». 2. «I have always taken a great interest in the newsreels». 3. «I often discuss concerts with my friends». 4. «I never miss a good film». 5. «I have already tried my hand at film photography myself».

b) What does Peter ask Tom?

«What is your name?» – Peter asks Tom what his name is.

1. «What are you doing?» 2. «Who taught you to play the violin?» 3. «When do you practice your violin?» 4. «Where do you keep your music book?» 5. «What composers are you fond of?» 6. «What music pieces can you play?» 7. «How often do you go to concerts?» 8. «At what time does the concert begin tonight?»

3. Translate into English using the Present Perfect Tense.

1. U hozir keldi. 2. U hozirgina sizni so'ragan edi. 3. U hozir shu yerda edi. 4. Men hozirgina Toshkentdan keldim. 5. Men konservatoriyada hech qachon bo'lmaganman. 6. Siz bu konsertda qo'shiq ijro etdingizmi? 7. Men allaqachon ishinni tugatdim. 8. Biz hozirgina raqs darsidan keldik. 9. Men hech qachon darsga kechikkan emasman. 10. U dutorini allaqachon sozlab bo'ldi.

Homework

1. Compose 10 questions using the Present Perfect Tense. Let other students answer them.

2. Explain the use of the Direct and Indirect Speech.

TEXT

Great Britain

The United Kingdom of Great Britain and Northern Ireland (the U.K.) has been the official name of the British Kingdom since 1922. It includes England, Scotland, Wales, Northern Ireland and a number of smaller islands. Other names

for the U.K. are Great Britain and the British Isles. These countries are associated under the British Crown. The British Queen is proclaimed to be the head of state and is represented by a governor general. The flag of Britain is called the Union Jack. It has the red cross of St. George of England, the white cross of St. Andrew of Scotland and the red cross of St. Patrick of Ireland, all on a blue background.

The British currency is the pound sterling. One pound consists of 100 pence.

Britain has a temperate climate due to the influence of the Gulf Stream. During the winter months, eastern winds may blow and bring a cold, dry continental type of weather. The British Isles as a whole are not the best place to sunbathe. The sun is visible for only one third of daylight hours. The rest of the time it is hidden by clouds and mists.

The population of the United Kingdom is more than 56 million people. The British population is mostly urban and suburban. The areas with large population are the Central Lowlands of Scotland, southeastern Wales and a belt across England. England is the most densely populated part of the U. K. Scotland and Wales have wide open spaces. England is more crowded. On the other hand, most of the mountainous parts of Britain, including much of Scotland, Wales and Northern Ireland, are very sparsely populated. Four of every five people in the U. K. live in towns. There are about 106 females to every 100 males.

Great Britain is one of the most important industrial countries in the world. One of the extensive industries of Great Britain is the textile industry. Large quantities of textiles are produced and exported. Textiles exported from Great Britain can be found in most parts of the world.

Great Britain has also been noted for coal, iron and steel. It also supplies many countries with machinery. Another leading industry in Great Britain has been ship-building, and the automobile industry is highly developed. Major industrial and business centre of the country include Birmingham, Glasgow, Belfast and London.

New words

- island ['aɪlənd] – orol
- associate [ə'səʊʃieɪt] – qo'shilmog
- governor ['gʌv(ə)nə] – gubernator
- cross [krɒs] – krest, xoch
- currency ['kʌr(ə)nsɪ] – valyuta
- mist [mɪst] – tuman
- urban ['ɜ:bən] – shaharlik
- suburban [sə'bɜ:b(ə)n] – shahar tashqarisidagi
- densely ['densli] – zich
- sparsely [spɑ:sli] – siyrak
- extensive [ɪk'stensɪv] – keng, katta

Class work

1. Read the text and translate it into Uzbek.
2. Put eight questions to the text.
3. Give a summary of the text.

Homework

1. Copy out the new words and learn them by heart.
2. Retell the text.

IT IS INTERESTING TO KNOW

How to Say Good – bye

In English they often say things in many different ways. One good example of this what they say when they are leaving someone. The usual form is «good-bye», but you may hear many variations of this. «Bye-bye» is the most common, but this can also be shortened to «bye». If someone is in a hurry, they often don't say «good-bye» completely, but say what they are going to do: «**Must go**»; «**I've got to be going**»; «**Can't wait**»; «**Must dash**»; «**There's work to do**». The most popular expression seems to be «**See you**» or «**So long**».

Class work

1. Work in groups. Ask and answer.
2. Memory test. Write the text.

Homework

1. Learn the text by heart.
2. Put four questions to the text and answer them in written form.

LESSON 10

Grammar: The Past Perfect Tense (tugallangan o'tgan zamon).
Modal verbs can, may, must (can, may, must modal fe'llari)

Text: London.

It is interesting to know: Music notation.

GRAMMAR

The Past Perfect Tense (Tugallangan o'tgan zamon)

The Past Perfect Tense *to have* yordamchi fe'lining o'tgan zamon shakli (*had*) va yetakchi fe'ning **Participle II** shakli yordamida yasaladi:
When I entered the hall my friend had already gone.
Men zalga kirganimda o'rtog'im allaqachon ketib bo'lgandi.

The Past Perfect Tense ning so'roq shakli *to have* (*had*) yordamchi fe'lini egadan oldin kelishi bilan, bo'lishsiz shakli esa *not* inkor yuklamasini yordamchi va asosiy fe'l orasiga qo'yish orqali yasaladi:
Had I written? Yes, you had. (No, you hadn't).
Had she read? Yes, she had. (No, she hadn't).
I had not written.
We had not read this book.

The Past Perfect Tense ish-harakatning o'tgan ma'lum bir vaqtga qadar tugallanganini yoki **Past Indefinite** zamonida ifodalangan ish-harakatdan oldin bajarilganini anglatadi.
Masalan:

He had come by 2 o'clock yesterday.
U kecha soat ikkigacha etib kelgan edi.
I had read the book before he come.
Men u kelgunicha, kitobni o'qib bo'lgan edim.

The Past Perfect Tense odatda vaqtни ifodalovchi quyidagi so'z birikmalari yoki payt ravishlari bilan ishlatiladi: *by 5 o'clock* (soat 5gacha), *by Saturday* (shanba kunigacha), *by the end of the year* (yil oxirigacha, yil oxiriga kelib) va boshqalar:

We had done this work by 3 o'clock.
Biz bu ishni soat 3gacha bajarib bo'lgan edik.

Modal verbs can, may, must (Can, may, must modal fe'llari)

Can modal fe'li o'zidan keyingi mustaqil fe'l bilan birga biror ish-harakatning aqliy va jismoniy jihatdan bajarilishini ifodalaydi.

Can modal fe'li *to* yuklamasisiz qo'llanilib, doimo asosiy fe'l bilan birgalikda gapda kesim vazifasini bajaradi:

I can read the text – Men matnni o'qiy olaman.

He can do this work – U bu ishni bajara oladi.

So'roq gapda **can** modal fe'li egadan oldin qo'yiladi: *Can he write?* Bunday so'roq gap umumiy so'roq gap bo'lib, unga qisqa javob beriladi. Bo'lishli javobda *yes* so'zidan keyin ega va modal fe'l, bo'lishsiz javobda *no* so'zidan keyin ega, modal fe'l, so'ngra *not* inkor yuklamasi qo'yiladi. *Not* yuklamasi doimo modal fe'lga qo'shib yoziladi:

Can he go home? Yes, he can. No, he cannot (can't).

May modal fe'li mumkin bo'lmoq, ruxsat bermoq kabi ma'nolarni ifodalaydi. **May** modal fe'li **can** modal fe'li singari *to* yuklamasisiz qo'llanib, doim asosiy fe'l bilan birgalikda gapda kesim vazifasini bajaradi:

You may go home – Uyga ketishingiz mumkin.

May ishtirokidagi gapning so'roq shakli modal fe'lni egadan oldin, bo'lishsiz shakli esa modal fe'ldan keyin *not* inkor yuklamasini qo'yish orqali yasaladi:

May I come in? – Kirishim mumkinmi?

You may not come in – Kirishingiz mumkin emas..

Bunday so'roq gapga qisqa javob qaytariladi. Bo'lishli javobda *yes* so'zi, undan keyin kishilik olmoshi bilan ifodalangan ega va modal fe'l, bo'lishsiz javobda *no* so'zi, so'ngra kishilik olmoshi bilan ifodalangan ega, modal fe'l va *not* yuklamasi ishlatiladi.

May I go home? Yes, you may. No, you may not.

Must modal fe'li kerak, shart, lozim, majbur kabi ma'nolarni ifodalaydi. **Must** modal fe'li **can**, **may** modal fe'llari singari *to* yuklamasisiz qo'llanib, doimo asosiy fe'l bilan birgalikda kesim vazifasini bajarib keladi:

I must do this work – Men bu ishni bajarishim kerak.

Must ishtirokidagi gapning so'roq shakli **must** modal fe'lini egadan oldin, bo'lishsiz shakli esa modal fe'ldan keyin *not* inkor yuklamasini qo'yish orqali yasaladi:

Must he do this work? He must not do this work.

Must ishtirok etgan so'roq gapga qisqa javob beriladi. Bo'lishli javobda *yes* so'zidan keyin kishilik olmoshi bilan ifodalangan ega va modal fe'l, bo'lishsiz javobda *no* so'zi, so'ngra kishilik olmoshi bilan ifodalangan ega, modal fe'l va *not* yuklamasi ishlatiladi:

Yes, he must. No he must not.

Class work

1. Fill in the spaces with the verbs *can, may, must*.

1. ... I smoke here? – No, you ... not. 2. I ... play golf. And you? – So ... I. 3. I ... not swim. – Neither ... I. 4. You ... go to work on Sunday. 5. ... I go out, Mum? – No, you ... it's too cold. 6. I ... not go with you. I ... visit my sister. 7. Who ... meet his mother at the station? – Mary 8. ... I ask you a question? – Yes, you 9. ... I come home in? – Yes, of course. 10. She ... stay at home and cook the dinner.

2. Translate the sentences into Uzbek.

1. When we entered the hall, the performance had already begun. 2. When I saw him I understood that something had happened. 3. I bought a new dictionary, because I had lost my old one. 4. I told my friends a new joke which I had heard recently. 5. When I came out into the street I saw that the rain had stopped. 6. On my way home I met a friend of mine, whom I had not seen for many years. 7. I didn't recognize him because so many years had passed since we met last. 8. I heard that our film had aroused a great interest at the festival.

3. Translate into English.

1. Toshkentga kelishdan oldin biz Farg'onada yashagan edik. 2. Siz kelganingizda men ishinni tugatgan edim. 3. Kecha men ko'p yillardan beri ko'rmagan do'stimni uchratdim. 4. Soat ikkida biz konsertda edik. 5. Men repetitsiyaga kelganimda, o'rtog'im allaqachon ketgan edi. 6. Biz bu ishni soat to'rtgacha bajarib bo'lgan edik. 7. Ular konsert boshlanishidan 15 daqiqa oldin kelishdi. 8. U kecha majlis boshlangandan keyin keldi.

Homework

1. Compose 10 questions using the modal verbs. Let other students answer them.

2. Explain the use of the Past Perfect Tense.

TEXT

London

London is the capital of the United Kingdom of Great Britain and Northern Ireland. It is the largest city in Europe and one of the largest cities in the world with the population of 11 million people. About a fifth of the total population of the UK lives in the Greater London area, that is in London and its suburbs.

London is home for the headquarters of all government departments, Parliament, the major legal institutions and the monarch. It is the country's business and banking centre and the centre of its transport network. It contains the headquarters of the national television networks and of all the national newspapers.

The original walled city of London founded by Romans was quite small. In the Middle Ages it did not contain the Parliament or the royal Court, because it would have interfered with the interests of the merchants and traders who lived there. It was in Westminster, another city outside London's walls, that these national institutions met. Today, both «cities» are just two areas in Central London. The City is home to London's main financial organizations. The Royal Exchange, the Stock Exchange and the Bank of England are situated there. During the daytime, nearly a million people work there, but less than 8000 people actually live there.

Other well-known areas of London are the West End and the East End. The former is known for its many theatres, cinemas, luxurious hotels and restaurants and expensive shops. The latter is known as the poorer residential area of Central London; the Port of London is situated there.

The two districts of London, the City of Westminster and the West End are the main tourist attractions in London. Westminster Abbey, the Houses of Parliament, Buckingham Palace and quite a number of world-famous museums are all located in this area.

There are many other parts of central London which have their own characteristics, and Central London itself makes up only a very small part of Greater London. The majority of Londoners live in its suburbs, millions of them travelling into the centre each day to work. These suburbs cover a vast area of land. London is a cosmopolitan city. People of several races and many nationalities live there. A survey carried out in the 1980s found that 137 different languages were spoken in the homes of just one district of London.

New words

headquarters [, hed'kwɔ:təz] – asosiy boshqarma, markaz
major ['meɪdʒə] – katta

court [kɔ:t] – boshqarma, sud idorasi

interfere with [,intə'fiə wið] – to'sqinlik qilmoq

merchant ['mɜ:t(ə)t] – sotuvchi

trader ['treidə] – savdogar

Stock Exchange ['stɔ:kiks ,tʃeindʒ] – fond birjasi

residential [,rezi'denʃ(ə)l] – odam turadigan

district ['distrikt] – tuman

Class work

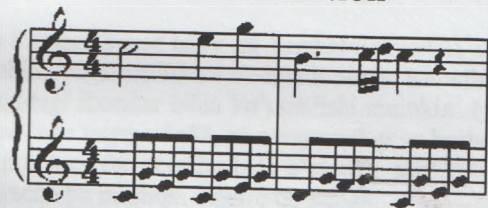
1. Read the text and translate it into Uzbek.
2. Put six questions to the text.
3. Give a summary of the text.

Homework

1. Copy out the new words and learn them by heart.
2. Retell the text.

IT IS INTERESTING TO KNOW

Musical notation



Mozart : Overture of the piano sonata K545 - this is what music often looks like when it is written down

"Musical notation" means "the way music is written down". It is very useful to be able to read and write music because this is how composers (who may have lived a long time ago) can tell the person playing their music how they want their music to be played. Music is written on five parallel lines called a staff.

Notes are put on the lines and in the spaces between the lines. It can be seen from the shape whether the music goes up or down. The lengths of the notes (how long

they are played for) are shown by making the note-heads black or white, and by giving them stems and flags. Reading music involves being able to tell what the note is called and where to find it on the instrument, and being able to imagine the sound, as well as learning about music theory (how music works: all about scales, intervals, ornaments, form, etc). This all helps someone to become a good musician.

It is also useful to be able to play "by ear" (when people try to play music they have only heard). Most rock musicians, blues musicians, and folk musicians play "by ear." This means that to learn a song, they listen to other people singing it, or to a recording, until they know how the tune of the song goes.

Class work

- 1. Work in groups. Ask and answer.**
- 2. Memory test. Which word do you remember best?**

Homework

- 1. Learn the text by heart.**
- 2. Put four questions to the text and answer them in written form.**

LESSON 11

Grammar: The Future Perfect Tense (tugallangan kelasi zamon).
Infinitive (infinitiv).

Text: Benjamin Britten.

It is interesting to know: Learning music by ear.

GRAMMAR

The Future Perfect Tense (Tugallangan kelasi zamon)

The Future Perfect Tense *to have* yordamchi fe'ning kelasi zamon shakli (*shall have, will have*) va asosiy fe'ning Participle II shakli yordamida yasaladi:

We shall have translated the text by 5 o'clock.

Soat 5 gacha biz matnni tarjima qilgan bo'lamiz.

The Future Perfect Tense ning so'roq shakli *shall, will* yordamchi fe'llarini egadan oldin keltirish orqali, bo'lishsiz shakli esa *not* inkor yuklamasini yordamchi fe'llardan keyin keltirish orqali yasaladi:

Shall I have opened the window? Yes, you will (No, you won't).

Will he have opened the window? Yes, he will (No, he won't).

I shall have not opened. (I shan't have opened).

He will not have opened. (He won't have opened).

The Future Perfect Tense biror ish-harakatning kelasi zamonda ma'lum bir vaqtgacha bajarilishini, tugallanilishini ifodalash uchun ishlatiladi. Ish-harakatning bajarilish vaqti quyidagi iboralar bilan ko'rsatilishi mumkin: *by 6 o'clock (soat 6 gacha), by this time (shu vaqtga kelib, shu vaqtgacha)* va boshqalar:

I shall have prepared the exercise by 5 o'clock

Men soat 5 gacha bu mashqni bajarib bo'laman.

Infinitive (Infinitiv)

Infinitive (infinitiv) fe'ning noaniq shakllaridan biri bo'lib, ish-harakatning nomini bildiradi, lekin uning shaxs, son va maylini ko'rsatmaydi. Infinitiv fe'l va otga xos xususiyatlarga ega.

Infinitiv *nima qilmoq?* Savoliga javob beradi. Infinitiv *to* yuklamasi bilan qo'llanadi va o'zbek tilida *-moq, -(i)sh* qo'shimchalari bilan yasalgan harakat nomlariga to'g'ri keladi. Lekin *to* yuklamasi ba'zi hollarda tushirib qoldiriladi, masalan:

1) modal fe'llaridan keyin:

I must go there.

Men u erga borishim kerak.

He can do it.

U buni qila oladi.

2) **to make** (majbur qilmoq), **to let** (ruxsat bermoq) fe'llaridan keyin:

He let his son go there.

U o'g'liga u erga borishga ruxsat berdi.

3) buyruq maylini yasashda:

Go to the blackboard!

Doskaga chiqing!

Come here!

Bu yoqqa keling!

Bulardan tashqari, **Infinitive** gapda fe'lga xos bo'lgan vazifalarni ham bajaradi:

1. Infinitiv o'zidan keyin vositasiz to'ldiruvchini talab qiladi:

I like to read interesting books.

Men qiziqarli kitoblar oqishni yoqtiraman.

2. Infinitiv ravish orqali izohlanadi:

It is necessary to study good.

Yaxshi o'qish kerak.

3. Infinitiv tarkibli kesim tarkibida kelishi mumkin:

He must work very hard.

U tirishib ishlashi kerak.

Class work

1. Make up questions to the words and word combinations in bold type.

1. **To write English** is very difficult. 2. We have learnt **to understand many words**. 3. Here is an article **to translate**. 4. **To make our towns still more beautiful** is the aim of our people. 5. The students decided **to show this concert early**. 6. We like **to invite** our friends to our party. 7. They hope **to see you** tomorrow. 8. It is necessary **to study good**. 9. It is necessary for him **to go** there now.

2. Change the sentences into interrogative and negative forms.

1. I shall read the book by Sunday. 2. By the end of the next week he will have translated this book. 3. We shall have done all the exercises by the time the teacher comes. 4. We shall have finished the translation of this article by the end of the week. 5. By the end of the year he will have learnt to speak English.

3. Translate into English.

1. Soat bechgacha men ishimni tugataman. 2. Ular shanba kuni uyga qaytadilar. 3. Men bu muzeyda hech qachon bo'lgan emasman. 4. Men hafta oxirida lug'at sotib olaman. 5. Talabalar bu kitobni yilning oxirida o'qib tugatadilar. 6. Men dushanbagacha bu maqolani yozib bo'laman. 7. Ular soat ikkigacha konsertni tugatib bo'ladilar.

Homework

1. Compose 10 questions using the Future Perfect Tense. Let other students answer them.

2. Explain the use of the Infinitive.

TEXT

Benjamin Britten

Benjamin Britten, a noted English composer, pianist and conductor, has won international fame for writing works that range from arrangements of folk songs for voice and piano to operas. He was born in the county of Suffolk, in 1913. Benjamin's father was a dentist, and a music lover; his mother played the piano and sang. Benjamin began to play the piano and composed his first musical piece when he was five. After leaving school he entered the Royal College of Music where he studied for three years.

At 19 Benjamin Britten began to work as a musician for a small film company writing music for films and later for radio plays, as well as children's songs. When the Second World War broke out, Britten gave concerts for the British army, never giving up composing music.

His greatest achievement, however, was creating operas; among the most popular are «Peter Grimes» performed in many countries, and the children's opera «Noyes Fludde». Britten is famous for using children's voices both in religious and

circular music. Among his best works is the sombre «War Requiem» expressing the composer's hatred for war and death. Melodious and not difficult, Britten's music can be enjoyed by music lovers of all ages.

Living in Aldeburgh, Suffolk, Britten started in 1948 the annual Aldeburgh music festival, a high-quality classical music festival still held in the town every June and known for its relatively informal atmosphere.

For his achievements in music Benjamin Britten was awarded the order of Merit in 1956, and made a life peer in 1976. He died in 1976.

New words

sombre ['sɒmbə] – g'amgin
requiem ['rekwiem] – rekviyem
melodious [mə'ləʊdiəs] – ohangli, melodik
to award [ə'wɔ:d] – mukofatlamog

Class work

1. Read the text and translate it into Uzbek.
2. Put eight questions to the text.
3. Give a summary of the text.

Homework

1. Copy out the new words and learn them by heart.
2. Retell the text.

IT IS INTERESTING TO KNOW

Learning music by ear

Learning music by ear is learning to play a piece of music by listening to other people playing it and then trying to play it oneself. In some musical traditions

there is no written music and everybody plays by ear all the time. Folk music is traditionally learned by listening to other musicians and copying them. This is how music is passed from one generation to another.

Most people in the Western musical tradition learn pieces and songs by reading music, but it is good to try to play music by ear sometimes. It can be a very useful skill.

The Suzuki method of learning instruments started in Japan but is now used in many countries. It teaches young children to play an instrument (usually the violin) by ear.

Class work

1. Work in groups. Ask and answer.
2. Memory test. Write the learning music by ear.

Homework

1. Learn the text by heart.
2. Put four questions to the text and answer them in written form.

LESSON 12

Grammar: Sequence of Tenses (zamonlar moslashuvi)

Gerund (gerundiy).

Text: Orchestra.

It is interesting to know: How to enjoy music.

GRAMMAR

Sequence of Tenses (Zamonlar moslashuvi)

Ingliz tilida ergash gapning kesimi orqali ifodalangan ish-harakat bosh gapning kesimidan anglashilgan ish-harakatga bog'liq bo'ladi.

Zamonlar moslashuv qoidasi quyidagilardan iborat:

1. Agar bosh gapning kesimi **The Present Indefinite Tense** da bo'lsa, to'ldiruvchi ergash gapning kesimi gapning mazmuniga ko'ra istalgan zamonda bo'lishi mumkin:

He says that he translates newspaper articles without dictionary.

U ro'znoma maqolalarini lug'atsiz tarjima qilishini aytdi.

2. Agar bosh gapning kesimi **The Past Indefinite Tense** da bo'lsa, to'ldiruvchi ergash gapning kesimi **The Past Indefinite Tense** yoki **The Past Continuous Tense** yoki **Past Perfect** da bo'ladi:

I knew that she worked hard.

Men uning tirishib ishlaganini bilardim.

I knew that she was working at some interesting problem.

Men uning qiziqarli muammo ustida ishlayotganini bilardim.

3. Agar bosh gapning kesimi **The Past Indefinite Tense** da bo'lib, to'ldiruvchi ergash gap kelasi zamonda bo'ladigan ish-harakatni anglatganda, ergash gapning kesimi **Future – in – the – Past** (o'tgan kelasi zamon) da qo'llaniladi. **Future – in – the – Past** da kelasi zamon ko'rsatgichi **shall, will** yordamchi fe'llari o'rnida ularning o'tgan zamon shakli **should** (I shaxs birlik va ko'plik uchun) va **would** (II va III shaxslarning birligi va ko'pligi uchun) ishlatiladi:

He knew that Ann would go to London.

U Annaning Londonga borishini bilardi.

We said that we should do it in time.

Biz buni o'z vaqtida qilishimiz kerakligini aytdik.

The Gerund (Gerundiy)

Gerund (gerundiy) fe'lning noaniq shakli bo'lib ham ot, ham fe'l xususiyatiga egadir.

Gerund ish-harakat yoki jarayonning nomini ifodalaydi. Gerundiy fe'l negiziga **-ing** qo'shimchasini qo'shish orqali yasalib, o'zbek tilidagi fe'l negiziga **-(u)u** qo'shimchasini qo'shish bilan yasaladigan harakat nomiga to'g'ri keladi:

Reading is useful.

O'qish foydalidir.

Playing tennis is interesting. Tennis o'ynash qiziqarlidir.

Gerundiy ot singari o'zidan oldin egalik olmoshi yoki qaratqich kelishigidagi ot orqali ifodalangan aniqlovchi ega bo'lishi mumkin:

I know of your working much.

Men sizning ko'p ishlashingizni bilaman.

Gerundiy old ko'makchi (predlog) bilan ham qo'llanilishi mumkin:

He left the room without saying a word.

U xonadan bir og'iz so'z aytmay chiqib ketdi.

Gerundiy oldida artikl ishlatilmaydi, uning ko'plik shakli ham yo'q. gerundiy fe'l singari nisbat shakllari (aniq va majhul) ga ega:

I like writing letters.

Men xat yozishni yoqtiraman.

The child likes being spoken to.

Bola u bilan gaplashishlarini yoqtiradi.

Gerundiy sodda va murakkab (perfekt) shaklga ega:

I know of his coming to Tashkent.

Men uning Toshkentga kelishini bilaman.

I remember having been helped by them.

Ularning menga yordam berishganini eslayman.

Gerundiy vositasiz to'ldiruvchiga ega bo'lishi mumkin:

He likes walking quickly.

U tez yurishni yaxshi ko'radi.

Class work

1. Change the direct into indirect speech. Pay attention to Sequence of Tenses.

The guest said, «I am glad to meet you, Mr. Brown.»
The guest said that he was glad to meet Mr. Brown.

a) The guest said: «My name is William Smith. I want to talk to your husband. I admire your husband's music. I am a musician too. I have something to tell your husband.»

The guest asked: «What is Mr. Brown busy with? What time does your husband come home? Do you expect him soon? Can I wait for him here? Does your husband work much?»

The artist wrote: «I started painting early.»
The artist wrote (that) he had started painting early.

b) The artist wrote: «My mother gave me a box of oil paints for my tenth birthday. My father was my first teacher in painting. I painted portraits of all the members of my family. I spent all my free time with paints and brushes. My pictures were first exhibited at school.»

The artist asked me: «When did you see the reproductions of my early pictures? What pictures did you like best at that show? Have you read my landscapes at that show? Have you read my memoirs? Was it a readable book?»

2. Fill in the spaces with objects.

1. I like translating 2. Reading ... is very useful for our education.
3. I don't like walking 4. They went on writing ... when the bell rang.
5. On entering ... he saw children. 6. We think of going ... next summer. 7. I was glad at seeing ... there. 8. Before leaving ... I shall ring you up. 9. On coming ... he began doing his work.

3. Translate into English.

1. U kuylashni juda yoqtiradi. 2. Men bu yerda qolishga qarshiman. 3. O'qishim tugagach, men uyga ketaman. 4. Uning uyga kelishi juda zarur. 5. Bizning sevimli mashg'ulotimiz musiqa tinglashdir. 6. Sen bunday kitoblarni o'qishni juda yoqtirasan. 7. Ularning menga yordam berishganini eslayman. 8. U dars tayyorlash o'rniga kino ko'rib o'tiribdi. 9. Bu bola skripka chalishga qiziqadi. 10. O'qish bizga til o'rganishda yordam beradi.

Homework

1. Compose 10 questions using the Gerund. Let other students answer them.
2. Explain the use of Sequence of Tenses.

TEXT

Orchestra

An orchestra is a group of musicians playing instruments together. They usually play classical music. A large orchestra is sometimes called a "symphony orchestra" and a small orchestra is called a "chamber orchestra". A symphony orchestra may have about 100 players, while a chamber orchestra may have 30 or 40 players. The number of players will depend on what music they are playing and the size of the place where they are playing.

The orchestra is directed by a conductor. He helps the players to play together, to get the right balance so that everything can be heard clearly, and to play with the same kind of feeling. Some small chamber orchestras may play without a conductor. This was usual until the 19th century and works well for older music from that time.

The instruments of the orchestra are divided into families: the strings, woodwind, brass and percussion. Each section (group of instruments) will have a player who is the "section principal". If the music says "solo" in their part it is the principal who will play the solo. The principals will make decisions about seating arrangements, and about technical ways of playing the music: for example the principal of the string sections will make sure all the players move their bows up and down in the same direction. The violins are divided into first and second violins. The principal of the first violins is the leader (or concertmaster) of the orchestra. In a professional orchestra they will be the most highly paid member of the orchestra.

The *strings* are the biggest section, although there are only four kinds of instruments: violin, viola, cello, and double bass.

The *woodwind* sit in one or two rows (depending on the size of the orchestra) behind the strings. There are four main woodwind instruments: flute, oboe, clarinet, and bassoon.

The *brass* section has four sections: trumpet, trombone, French horn, and tuba. Some of these come in several sizes.

The *percussion* section has the largest variety of instruments, but in an orchestra they will have the smallest number of players. The percussion section can include tuned percussion instruments like xylophone, glockenspiel, vibraphone, or marimba. Non-tuned percussion can be other kinds of drum like bass drum, snare

drum, side drum, and a variety of others: tambourine, cymbal, castanets, triangle, woodblock, claves to name the most common ones.

New words

chamber [ˈtʃeɪmbə] – kamer
string [striŋ] – torli
woodwind [wudwɪnd] – damli
brass [brɑːs] – mis damli
percussion [pəˈkʌʃ(ə)n] – zarbli
decision [dɪˈsɪz(ə)n] – qaror, yechim
arrangement [əˈreɪndʒmənt] – joylashtirish
row [rəʊ] – qator
bassoon [bəˈsuːn] – fagot
xylophone [ˈzaɪləfəʊn] – ksilofon
glockenspiel [ˈglɒk(ə)nʃpiːl] – gløkenshpil
vibraphone [ˈvaɪbrəfəʊn] – vibrofon
snare drum [ˈsneəˈdrʌm] – kichkina (harbiy) do‘mbira
triangle [ˈtraɪæŋɡl] – uchburchak

Class work

1. Read the text and translate it into Uzbek.
2. Put ten questions to the text.
3. Give a summary of the text.

Homework

1. Copy out the new words and learn them by heart.
2. Retell the text.

IT IS INTERESTING TO KNOW

How to enjoy music?

By listening – People can enjoy music by listening to it. They can go to concerts to hear famous musicians perform. Classical music is usually performed in concert halls, but sometimes huge festivals are organized in which it is performed outside, in a field or stadium, like pop festivals. People can listen to music on CDs, iPods, television, or the radio.

There is so much music today, in elevators, shopping malls, and stores, that music it often becomes a background sound that we do not really hear. Sometimes it is good to listen more closely to music: by trying to hear the different instruments and what types of notes the instruments are playing.

By playing or singing – People can learn to play an instrument such as the piano, the guitar, or the flute. They must choose an instrument that is practical for their size. For example, a very short child cannot play a full size double bass, because the double bass is over five feet high. People should choose an instrument that they enjoy playing, because playing regularly is the only way to get better. Finally, it helps to have a good teacher.

By composing – Anyone can make up his or her own pieces of music. It is not difficult to compose simple songs or melodies (tunes). It's easier for people who can play an instrument themselves. All it takes is experimenting with the sounds that an instrument makes. Someone can make up a piece that tells a story, or just find a nice tune and think about ways it can be changed each time it is repeated. The instrument might be someone's own voice.

Class work

1. Work in groups. Ask and answer.
2. Memory test. How do people enjoy music by playing or singing?

Homework

1. Learn the types of enjoying by heart.
2. Put four questions to the text and answer them in written form.

O'QISH UCHUN QO'SHIMCHA MATNLAR

Jazz

Jazz is a type of music that was invented around 1900 in New Orleans in the south of the USA. There were many black musicians living there who played a style of music called blues music. Blues music was influenced by African music (because the black people in the United States had come to the United States as slaves. They were taken from Africa by force). Blues music was a music that was played by singing, using the harmonica, or the acoustic guitar. Many blues songs had sad lyrics about sad emotions (feelings) or sad experiences, such as losing a job, a family member dying, or having to go to jail (prison).

Jazz music mixed together blues music with European music. Jazz musicians used instruments such as the trumpet, saxophone, and clarinet were used for the tunes (melodies), drums for percussion and plucked double bass, piano, and guitar for the background rhythm (rhythmic section). Jazz is usually improvised: the players make up (invent) the music as they play. Even though jazz musicians are making up the music, jazz music still has rules; the musicians play a series of chords (groups of notes) in order.

Jazz music has a swinging rhythm. The word "swing" is hard to explain. For a rhythm to be a "swinging rhythm" it has to feel natural and relaxed. A "swinging rhythm" also gets the people who are listening excited, because they like the sound of it. Some people say that a "swinging rhythm" happens when all the jazz musicians start to feel the same pulse and energy from the song. If a jazz band plays very well together, people will say "that is a swinging jazz band" or "that band really swings well."

Jazz influenced other types of music like the Western art music from the 1920s and 1930s. Art music composers such as George Gershwin wrote music that was influenced by jazz. Jazz music influenced pop music songs. In the 1930s and 1940s, many pop music songs began using chords or melodies from jazz songs. One of the best known jazz musicians was Louis Armstrong (1900-1971).

New words

slave [sleiv] – qul
jail [dʒeɪl] – qamoq
swinging ['swɪŋɪŋ] – qimirlash, tebranish
relaxed ['rɪləksɪd] – kuchsiz, bo'sh
pulse [pʌls] – ritm, temp, tezlik darajasi
jazz band [dʒæz bænd] – jaz orkestri, jaz-band

Class work

1. Read the text and translate it into Uzbek.
2. Put ten questions to the text.
3. Give a summary of the text.

Homework

1. Copy out the new words and learn them by heart.
2. Retell the text.

Ari Babakhanov

The Uzbek musician Ari Babakhanov masters excellently the long-necked lutes tanbur, kashgari rubab and dutar. In 1934 he was born in Bukhara into a Jewish family which can look back on an outstanding dynasty of traditional musicians. It was founded by his grandfather Levi Babakhan (1873 - 1926), the legendary court vocalist of Alim Khan, the last emir of Bukhara. Levi Babakhan's son Moshe Babakhanov (1910 - 1983) was also a famous vocalist who accompanied himself on tanbur and doira.

In contrary to his grandfather and father Ari Babakhanov became a pure instrumentalist. After his musical studies according European curriculum at the Tashkent conservatory he graduated in 1959 with the state examination. Because of the soviet cultural politics using the customary instruments was still permitted but mainly for an European repertoire. By the discrepancy between the monophonic Uzbek music and the European polyphony this constraints led to an artificial cultural hybrid.

In spite of his artistic successes in Tashkent Ari Babakhanov returned to Bukhara where he taught for the following 40 years at the music college. With the help of his father and musicians like Ma'rufjon Tashpulov, Najmiddin Nasriddinov and Aminjon Ismatov he gradually found back to the traditional Bukhara music, the Shashmaqam. He made it his life task to develop this art and achieved a unique contribution for keeping it by writing down an enormous number of notes and texts of Persian Poetry as well as popular Uzbek and Tajik poems. Hereby he revived a series of lost creations which had formerly belonged to the Shashmaqam repertoire. This basis inspired him to compose own instrumental pieces and songs in the traditional style of which several became very popular in Uzbekistan.

In 1991 he founded at the Bukhara Philharmonic Society the *Shashmaqam Ensemble* which grew within a few years from initially 10 to 19 members. Shortly afterwards the group under the artistic direction of Ari Babakhanov performed for the Uzbek radio and TV and established itself in the traditional music scene. In 1998 their CD *Ari Babakhanov & Ensemble - Shashmaqam: The Tradition of Bukhara* was published by *New Samarqand Records*.

New words

Jewish [ˈdʒuːɪʃ] – yahudiy
permit [ˈpɜːmɪt] – ruxsat bermoq
discrepancy [dɪˈskrep(ə)nʃi] – farq
constraint [kənˈstreɪnt] – majbur qilish, zo‘rlash
enormous [ɪˈnɔːməs] – juda katta, ulkan
afterwards [ˈɑːftəwɔːdz] – keyinchalik, so‘ngra

Class work

1. Read the text and translate it into Uzbek.
2. Put ten questions to the text.
3. Give a summary of the text.

Homework

1. Copy out the new words and learn them by heart.
2. Retell the text.

Mozart

Wolfgang Amadeus Mozart was one of the greatest composers of the world. Schubert said that «the magic of his music lights the darkness of our lives». Haydn believed him to be «the greatest composer». His music enchants and amazes music lovers. He was only 35 when he died in 1791. He had composed some 626 pieces:

24 operas, 49 symphonies, over 40 concerts, 26 string quartets. His most famous operas are «The Magic Flute» and «The Marriage of Figaro».

Mozart was born in Salzburg in 1756 and started his career at a young age. His musician father taught him how to play one of the instruments at the age of three. Two years later, he gave his son a small violin; a few days later Wolfgang asked a group of musicians if he could join in. They laughingly agreed, but were surprised when he played his part perfectly. Mozart's father was quick to exploit his son's talent. Together with his sister, two years older and also very gifted, they toured Europe.

At the age of six, Wolfgang performed for Empress Maria Theresa. By the age of eight he had toured London, Paris, Rome, Geneva, etc. Four sonatas were published before he was nine. He could write down complex piece after just one hearing. When he was only 14 years old, Wolfgang was appointed director of the Archbishop of Salzburg's orchestra. He argued with him and left for Paris in 1777. In 1781 he settled in Vienna. Here Mozart had his most productive years. He was very famous and met all the great figures of his time. But then suddenly the Vienna aristocracy grew tired of him. He lost pupils and contracts and had to move from his comfortable house to a modest flat. The genius was forgotten. In 1791 Mozart died and was buried in a ditch in the Cemetery of St. Mark in Vienna.

New words

enchant [in'tʃɑ:nt] – maftun qilmoq, o'ziga tortmoq

exploit [ik'splɔit] – foydalanmoq

gifted ['giftid] – qobiliyatli

tour [tuə] – sayohat qilmoq, gastrolga chiqmoq

settle ['setl] – joylashmoq

bury ['beri] – dafn qilinmoq

ditch [dɪtʃ] – o'yilgan joy, o'pqqon

Class work

1. Read the text and translate it into Uzbek.
2. Put ten questions to the text.
3. Give a summary of the text.

Homework

1. Copy out the new words and learn them by heart.
2. Retell the text.

Saxophone

Invented by a Belgian manufacturer, Adolphe Sax and exhibited to the world for the first time at the 1841 Brussels Exhibition, the saxophone is a relatively young instrument. It is classified along with the clarinet as a single-reed woodwind, but actually it's a hybrid, borrowing elements from both the clarinet and oboe.

Sax was an avid inventor, developing and refining many kinds of wind instruments, but the saxophone is his most enduring innovation. Originally, it was available in fourteen different sizes and keys. Currently, three sizes of saxophone have been standardized - the soprano, the tenor, and the baritone. Sax was also an effective entrepreneur; in 1845, he proposed a 'battle of the bands' between an ensemble using his new instruments and one made up of traditional French infantry band instruments. Sax won the contest, and the French government officially adopted his instruments into their military bands, which caused considerable resentment among other Parisian instrument manufacturers.

The versatile saxophone has been used effectively in many musical styles. Bizet included it in his opera *L'Arlesienne*, and Ravel in his famous orchestral work, *Bolero*. In orchestral work, its use is primarily limited to distinctive solos. However, since 1890 the saxophone became familiar to American audiences through the band music of J.P. Sousa.

The full potential of the saxophone was not explored, however, until it was used by jazz musicians. In the hands of such gifted artists as Charlie Parker (1920-1955) and John Coltrane (1926-1967), the saxophone became the most popular woodwind solo instrument among jazz performers and audiences. Parker, on the alto sax, and Coltrane, on the tenor and soprano sax, of course had very different styles. The saxophone's individualized sound is possible because of the variety of mouthpiece materials and designs, the range of hardness in reeds, and the relatively loose mouth position that this instrument requires, which enables the player to vary the timbre and to "bend" pitches.

New words

manufacturer [, mænju'fæktj(ə)rə] – tadbirkor
refine [ri'fain] – tozalamoq, sifatini oshirmoq

entrepreneur [ˌɒnrəprəʹnə:] – antreprenor, tomosha uyushtiruvchi

infantry [ˈɪnfəntri] – piyoda askarlar

versatile [ˈvə:sətail] – moslanuvchan, har taraflı

reed [ri:d] – tilcha

Class work

1. Read the text and translate it into Uzbek.
2. Put ten questions to the text.
3. Give a summary of the text.

Homework

1. Copy out the new words and learn them by heart.
2. Retell the text.

Music education

Music education is a field of study associated with the teaching and learning of music.

In elementary schools, children often learn to play instruments such as keyboards or recorders, sing in small choirs, and learn about the elements of musical sound and history of music. Although music education in many nations has traditionally emphasized Western classical music, in recent decades music educators tend to incorporate application and history of non-western music to give a well-rounded musical experience and teach multiculturalism and international understanding. In primary and secondary schools, students may often have the opportunity to perform in some type of musical ensemble, such as a choir, orchestra, or school band: concert band, marching band, or jazz band. In some secondary schools, additional music classes may also be available.

At the university level, students in most arts and humanities programs may receive academic credit for taking music courses, which typically take the form of an overview course on the history of music, or a music appreciation course that focuses on listening to music and learning about different musical styles. In addition, most North American and European universities have some type of music ensemble in which students from various fields of study may participate such as a

choir, concert band, marching band, or orchestra. Music education departments in North American and European universities often support interdisciplinary research in such areas as music psychology, music education historiography, educational ethnomusicology, and philosophy of education.

The study of Western art music is increasingly common in music education outside of North America and Europe, including Asian nations such as South Korea, Japan, and China. At the same time, Western universities and colleges are widening their curriculum to include music of non-Western cultures, such as the music of Africa or Bali (e.g. Gamelan music).

Music education also takes place in individualized, life-long learning, and community contexts. Both amateur and professional musicians typically take music lessons, short private sessions with an individual teacher. Amateur musicians typically take lessons to learn musical rudiments and beginner- to intermediate-level musical techniques.

New words

emphasize ['emfəsaiz] – ta'kidlamoq
incorporate [in'kɔ:p(ə)rət] – rasmiylashtirmoq
well-rounded [welraundid] – ma'lumotli, bilimli
appreciation [ə ,pri:'ʃi:eiʃ(ə)n] – baho, belgilash
widening ['waidniŋ] – kengaytirish, ko'paytirish
life-long [laiflɔŋ] – umrbod

Class work

1. Read the text and translate it into Uzbek.
2. Put ten questions to the text.
3. Give a summary of the text.

Homework

1. Copy out the new words and learn them by heart.
2. Retell the text.

List of Irregular verbs
(Noto'g'ri fe'llar ro'yxati)

Infinitive		Past Tense		Past Participle		Tarjimasi
become	[bi'kʌm]	became	[bi'keim]	become	[bi'kʌm]	bo'lmoq, o'zgarmoq
blow	[blou]	blew	[blu:]	blown	[bloun]	esmoq
bring	[brɪŋ]	brought	[brɔ:t]	brought	[brɔ:t]	olib kelmoq
build	[bɪld]	built	[bɪlt]	built	[bɪlt]	qurmoq
burn	[bɜ:n]	burnt	[bɜ:nt]	burnt	[bɜ:nt]	yonmoq
buy	[baɪ]	bought	[bɔ:t]	bought	[bɔ:t]	sotib olmoq
catch	[kætʃ]	caught	[kɔ:t]	caught	[kɔ:t]	tutmoq, ushlamoq
come	[kʌm]	came	[keim]	come	[kʌm]	kelmoq
cost	[kɔst]	cost	[kɔst]	cost	[kɔst]	turmoq (bahoga oid)
cut	[kʌt]	cut	[kʌt]	cut	[kʌt]	kesmoq
draw	[drɔ:]	drew	[dru:]	drawn	[drɔ:n]	rasm solmoq
drink	[drɪŋk]	drank	[drɪŋk]	drunk	[drʌŋk]	ichmoq
eat	[i:t]	ate	[et]	eaten	[i:tn]	yemoq
fall	[fɔ:l]	fell	[fel]	fallen	[fɔ:lɪn]	yiqilmoq
feel	[fi:l]	felt	[felt]	felt	[felt]	his qilmoq
find	[faɪnd]	found	[faʊnd]	found	[faʊnd]	topmoq
fly	[flaɪ]	flew	[flu:]	flown	[floun]	uchmoq
forget	[fə'get]	forgot	[fə'gɒt]	forgotten	[fə'gɒtn]	unutmoq
freeze	[fri:z]	froze	[frouz]	frozen	[frouzn]	muzlab qolmoq
hang	[hæŋ]	hung	[hʌŋ]	hung	[hʌŋ]	osmoq, ilmoq
hear	[hiə]	heard	[hɜ:d]	heard	[hɜ:d]	eshitmoq

hit	[hit]	hit	[hit]	hit	[hit]	urmoq
hold	[hould]	held	[held]	held	[held]	ushlamoq
keep	[ki:p]	kept	[kept]	kept	[kept]	saqlamoq
know	[nou]	knew	[nju:]	known	[noun]	bilmoq
learn	[lə:n]	learnt, learned	[lə:nt] [lə:nd]	learnt, learned	[lə:nt] [lə:nd]	o'qimoq, o'rganmoq
lend	[lend]	lent	[lent]	lent	[lent]	qarz bermoq
let	[let]	let	[let]	let	[let]	ruxsat bermoq
lie	[lai]	lay	[lei]	lain	[lein]	yotmoq
light	[lait]	lit	[lit]	lit	[lit]	tushmoq
lose	[lu:z]	lost	[lost]	lost	[lost]	yo'qotmoq
make	[meik]	made	[meid]	made	[meid]	qilmoq, yasamoq
mean	[mi:n]	meant	[ment]	meant	[ment]	anglatmoq
meet	[mi:t]	met	[met]	met	[met]	uchratmoq
put	[put]	put	[put]	put	[put]	qo'yimoq
read	[ri:d]	read	[red]	read	[red]	o'qimoq
ride	[raid]	rode	[roud]	ridden	[ˈridn]	ulov minib yurmoq
rise	[raiz]	rose	[rouz]	risen	[ˈrizn]	turmoq, ko'tarilmoq
run	[rʌn]	ran	[ræn]	run	[rʌn]	yugurmoq
say	[sei]	said	[sed]	said	[sed]	aytmoq, gapirmoq
seek	[si:k]	sought	[sɔ:t]	sought	[sɔ:t]	qidirmoq
send	[send]	sent	[sent]	sent	[sent]	yubormoq
set	[set]	set	[set]	set	[set]	joylashtirmoq
shine	[ʃain]	shone	[ʃɒn]	shone	[ʃɒn]	nur sochmoq
shut	[ʃʌt]	shut	[ʃʌt]	shut	[ʃʌt]	yopmoq
sit	[sit]	sat	[sæt]	sat	[sæt]	o'tirmoq
sleep	[sli:p]	slept	[slept]	slept	[slept]	uxlamoq

speak	[spi:k]	spoke	[spouk]	spoken	[ˈspoukn]	gapirmoq
spend	[spend]	spent	[spent]	spent	[spent]	o'tkazmoq
stand	[stænd]	stood	[stud]	stood	[stud]	turmoq
swim	[swim]	swam	[swæm]	swum	[swʌm]	suzmoq
teach	[ti:t]	taught	[tɔ:t]	taught	[tɔ:t]	o'qitmoq
tell	[tel]	told	[tould]	told	[tould]	aytmoq, aytib bermoq
think	[θɪŋk]	thought	[θɔ:t]	thought	[θɔ:t]	o'yلامoq
understand	[ˌʌnde- ˈstænd]	understood	[ˌʌnde- ˈstud]	understood	[ˌʌnde- ˈstud]	tushunmoq
wake	[weɪk]	woke	[wouk]	woke woken	[wouk] [ˈwoukn]	uyg'otmoq
wear	[weə]	wore	[wɔ:]	worn	[wɔ:n]	kiymoq
write	[raɪt]	wrote	[rɔut]	written	[ˈrɪtn]	yozmoq

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Mohichehra AKBAROVA

**ENGLISH
FOR
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