

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ**

ЎЗБЕКИСТОН ДАВЛАТ ЖАҲОН ТИЛЛАРИ УНИВЕРСИТЕТИ

**ИНГЛИЗ ТИЛИ
АМАЛИЙ КУРСИДАН**

ЎҚУВ-УСЛУБИЙ МАЖМУА

нофилологик йўналишда инглиз тилини хорижий тил сифатида ҳамда филологик йўналишда
инглиз тилини иккинчи хорижий тил сифатида ўқитиладиган олий таълим муассасалари
куйи-ўрта (Independent user, Threshold B1) босқич талабалари учун

ТОШКЕНТ – 2011

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Нофилологик йўналишда инглиз тилини хорижий тил сифатида ҳамда филологик йўналишда
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қуйи-ўрта (Independent user, Threshold B1) босқич талабалари учун

Ўқув-услубий мажмуа олий ва ўрта махсус, касб-хунар таълими ўқув-методик
бирлашмалари фаолиятини Мувофиқлаштирувчи Кенгашининг 2011 йил «__» _____даги __-
сонли қарорига мувофиқ нашрга тавсия этилган.

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Сўз боши

Сўнгги йиллар давомида жаҳон миқёсида рўй бераётган глобаллашув, интеграция жараёнлари, чет тили ўқитиш методикасига яқин бўлган фанларда эришилган ютуқлар хорижий тил таълими методикасида тубдан бурилиш ясалишига олиб келди. Чет тилининг жамиятдаги мақоми ўзгарди, унинг функциялари кенгайиб бормоқда. Хорижий тилларга дунё миқёсида юз бераётган глобаллашув ва интеграция жараёнларини тезлаштириш нуктаи назаридан маданиятлараро мулоқотни амалга оширувчи восита, шунингдек, ҳар бир мутахассис касбий лаёқатининг етакчи компонентларидан бири сифатида қаралмоқда.

Республикамизда хорижий тилларни ўқитишга катта эътибор қаратилмоқда. Барча таълим муассасаларида хорижий тилларни ўқитиш йўлга қўйилган, ўқувчи, талаба ва барча тоифадаги тил ўрганувчилар замонавий ўқув адабиётлари билан таъминланган. Бир қатор университет ва педагогика институтларида малакали хорижий тил ўқитувчилари тайёрланмоқда. Бироқ республикамизнинг хорижий мамлакатлар билан турли соҳаларда ҳамкорлик алоқаларининг кенгайиши ҳар бир мутахассисдан чет тилини мукамал ўзлаштиришни ва хорижий ҳамкасблар билан тўғридан-тўғри мулоқот қила олишларини тақозо қилмоқда.

Ўзбекистон Республикаси Президенти И.А.Каримовнинг 2010 йил 17 декабрь куни Халқ депутатлари Самарқанд вилояти Кенгашининг навбатдан ташқари сессиясидаги маърузасида олий таълим муассасаларида информацион технологиялар, хусусан Интернетдан самарали фойдаланиш ва касбий фаолиятда инглиз тилини қўллаш учун амалий кўникмаларга эга бўлиш масалаларига алоҳида аҳамият қаратилган.

Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2011 йил 19 январдаги “Таълим муассасалари битирувчиларининг инглиз тилини билишлари ҳамда компьютер технологиялари ва интернет тармоғидан фойдаланишнинг таянч кўникмаларига эга бўлишларини таъминлаш бўйича комплекс чора-тадбирлар дастури” ижросини таъминлаш тўғрисида” ги 21 –сонли буйруғида фан, техника, технологияларнинг жадал ривожланиши, замонавий билимларни эгаллашда халқаро ахборот манбаларидан фойдаланиш зарурати таъкидланган ва ҳар бир олий таълим муассасаси талабаларининг информацион технологиялар ҳамда инглиз тилини билиш ва амалда қўллай олишларини таъминлашга қаратилган вазифалар қўйилган.

Мазкур ўқув-услубий мажмуада Ўзбекистон Республикасида инглиз тилини ўқитиш тизимлари, Европа Иттифоқига аъзо мамлакатларда хорижий тилни ўзлаштириш даражалари ва уларнинг методик тафсилоти, инглиз тили амалий курсининг тузилиши, инглиз тили амалий курсининг бошқа фанлар билан ўзаро боғлиқлиги ва услубий жиҳатдан кетма-кетлиги, инглиз тили амалий курсининг мақсади ва вазифалари, таълим жараёнида фойдаланиш учун тавсия қилинаётган интерактив электрон дарсликнинг хусусиятлари, талабаларининг мустақил ишларини ташкил этиш ва уларни назорат қилиш, илғор педагогик технологиялар ёрдамида интенсификация бериш услубиёти ва дарс жадваллари, талабалар мустақил ишларини ташкил этиш ва уларни назорат қилиш бўйича тавсиялар, ишчи дастури, илк босқичда фойдаланиладиган ўқитиш материаллари, таълимнинг технологик харитаси, рейтинг назорати ва баҳолаш мезонлари, таркибида аудиомашқ қўлёзмаси (скрипти) билан таъминланган ўқитувчига мўлжалланган “манбалар” тўплами (Resource book), машқлар тўплами (Home Study Book), нутқ малакаларини ривожлантиришга қаратилган лаборатория машқлар иловаси (EPD), давлатчилик ва иқтисодиёт йўналишидаги “манбалар” тўплами (Resource Book), мазкур йўналишлардаги машқлар тўплами (Work Book) баён этилган ва таркибида илк босқич интерактив электрон дарслиги ва аудиомашқларга оид лазер дисклари келтирилган.

Бугунги кунда инглиз тили амалиётда қўлланилиш даражаси жиҳатидан дунёда етакчи ўринлардан бирини эгаллайди. Умид қиламизки, ушбу мажмуа талабаларнинг инглиз тили бўйича кўникма ва малакаларини маданиятлараро эркин мулоқот даражасида ривожлантиришга муносиб ҳисса қўшади.

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

Рўйхатга олинди:
№ _____
20__ йил « ____ » _____

Ўзбекистон Республикаси Олий
ва ўрта махсус таълим
вазирлигининг
20__ йил « ____ » _____ даги
« ____ » - сонли буйруғи билан
тасдиқланган

ИНГЛИЗ ТИЛИ

амалий курсининг

ЎҚУВ ДАСТУРИ

Билим соҳалари:

- 100 000 – Таълим
- 200 000 – Гуманитар фанлар ва санъат
- 300 000 – Ижтимоий фанлар, иқтисод ва ҳуқуқ
- 400 000 – Фан
- 500 000 – Инжиниринг, ишлаб чиқариш ва қурилиш тармоқлари
- 600 000 – Қишлоқ ва сув хўжалиги
- 700 000 – Соғлиқни сақлаш ва ижтимоий таъминот
- 800 000 – Хизматлар

Таълим соҳалари: Олий таълим классификаторида қайд этилган тегишли барча таълим соҳалари

Таълим йўналишлари: Олий таълимнинг тегишли барча таълим йўналишлари учун

Курснинг ўқув дастури Олий ва ўрта махсус, касб-хунар таълими ўқув-методик бирлашмалари фаолиятини Мувофиқлаштирувчи кенгашнинг 20__ йил «__» _____даги ____ - сон мажлис баёни билан маъқулланган.

Мазкур ўқув дастури Ўзбекистон давлат жаҳон тиллари университети, Тошкент давлат юридик институти ва Тошкент давлат педагогика университети мутахассислари ҳамкорлигида ишлаб чиқилди.

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Ушбу намунавий дастур бакалавриат таълим йўналишлари (нофилологик йўналишлар ҳамда тегишли филологик йўналишларда иккинчи хорижий тил сифатида) талабаларининг инглиз тили бўйича билим, кўникма, малакаларини шакллантириш ва ривожлантиришга мўлжалланган.

Курснинг ўқув дастури Ўзбекистон давлат жаҳон тиллари университетининг Илмий кенгашида муҳокама қилинган ва тасдиққа тавсия қилинган (20__ йил «__» _____ даги __ - сонли баённома)

1.ЎЗБЕКИСТОН РЕСПУБЛИКАСИДА ИНГЛИЗ ТИЛИНИ ЎҚИТИШ

Ўзбекистонда инглиз тилини ўқитиш эгилувчан хусусиятга эга бўлиб, у талабаларнинг турли эҳтиёжларини қамрайдиган, ҳар бири махсус босқичлардан иборат бўлган турли ўқитиш тизимларидан иборат. Улар қуйидагилардир:



Кўрсатиб ўтилган ҳар бир таълим тизими ўз навбатида кичик таълим тизимлари (масалан, халқ таълими тизимида 5-9, 2-9 синфларда ўқитиш) ва босқичлардан (у ёки бу синф ўқувчилари ёки курс талабаларида) иборат. Албатта, инглиз тилини ўқитиш тизимлари қанча кўп бўлса, шунча эгилувчан, таҳсил олувчиларнинг эҳтиёжларини тўлиқроқ қамрайдиган бўлади. Аммо мазкур ҳолат ўзига хос муаммолардан ҳоли эмас. Масалан, ўрта махсус таълим тизимида ўқишни бошлаётган талабалар (халқ таълими муассасаларидан сўнг) икки тоифага бўлинади:

- 5-9 синфларда инглиз тилини ўрганган ўқувчилар;
- 2-9 синфларда инглиз тилини ўрганган ўқувчилар.

Маълумки, тил ўрганувчиларининг эришган билим, кўникма ва малака даражалари бир хил бўлмайди. Шундай экан, юқорида қайд этилган ва турли билим, кўникма ва малакалар даражасига эга бўлган ўқувчилар коллеж ёки лицейнинг (ёки олий таълим муассасасининг) биринчи курс таҳсилини ягона дастур ва ўқув адабиётлари бўйича ўтишлари мақсадга мувофиқ эмас. Бундан

ташқари, ихтисослаштирилган (араб, ҳинд, хитой ва ҳ.к.) умумий ўрта таълим мактабларида хорижий тилни ўқиган ўқувчилар навбатдаги таълим тизимидаги босқичда (масалан, коллеж, лицейларда, олий таълим муассасаларида) мазкур тил ўқитилмаётган бўлса, қайси дастур ва ўқув адабиётлар бўйича инглиз тилини ўрганишлари лозим бўлади? - деган саволга жавоб беришга тўғри келади. Шу ва шунга ўхшаш вазиятлар билан олий ва ўрта махсус таълим тизимида ишлайдиган ўқитувчилар тез-тез дуч келиши одатий ҳолатга айланган. Бу муаммоли вазиятни айнан шу ўқитувчиларнинг ўзлари ижобий ҳал қилишлари ҳам ҳеч кимга сир эмас. Одатда бундай ҳолларда таҳсил бошида гуруҳларни “а”, “b”, “с” тоифаларга (ўзлаштирилган билим, кўникма ва малакаларга таянган ҳолда) ажратиш тажрибаси кенг тарқалган.

Шундай қилиб, навбатдаги (масалан, 9 синфдан сўнг, ёки бакалавриятнинг 1 курсидан) босқич таҳсилини бошламоқчи бўлган ўқувчи/талабаларни (инглиз тилидан ўзлаштирган билим, кўникма ва малакалари нуқтаи назаридан) табақалаштирмоқчи бўлсак, уларни қуйидаги тоифаларга ажратиш мумкин:

1. Инглиз тили ўрганишни ихтисослаштирилган мактабнинг 2 синфидан бошлаган ўқувчилар;
2. Инглиз тилидан таҳсилни 5 синфдан бошлаган ўқувчилар;
3. Махсус инглиз тили курсларида таҳсил олган ўқувчилар;
4. Мактабда бошқа хорижий тилни ўрганган ва навбатдаги босқичда мазкур тил бўйича таҳсилни ташкил этиш имконияти йўқлиги сабабли инглиз тилини илк босқичдан ўқиш эҳтиёжига эга талабалар;
5. Субъектив ва объектив сабабларга кўра таҳсилнинг навбатдаги босқич талабига жавоб бермайдиган ўқувчилар.

Бундай ҳолатларда дастур ва ўқув материалларни узвийлик тамойилига мувофиқлаштириш ва унда талабалар эҳтиёжини ҳисобга олиш зарурияти туғилади. Ушбу зарурият Ўзбекистон шароитида инглиз тили ўқитишнинг эгилувчан тизими талабларига жавоб берадиган дастур ва ўқув материаллари яратишга замин яратади. Бунда:

- юқорида қайд этилган таълим тизимларининг ҳар бири учун алоҳида инглиз тили ўқитиш бўйича дастур ва ўқув материалларини яратиш;
- инглиз тилини ўқитиш тизими билан параллел ишлайдиган интенсив босқичма-босқич ўқитиш тизимини кўшимча равишда яратиш мақсадга мувофиқ.

Биринчи ҳолатда ўқув дастурлари ва материаллари турларининг кўпайиши кутилади ва бу ҳолат таҳсил жараёнини бошқаришга салбий таъсир этиши мумкин. Иккинчи ҳолатда олий ва ўрта махсус таълим ўқув юртлари учун параллел равишда ишлайдиган, унификациялаштирилган инглиз тилини интенсив босқичма-босқич ўргатиш тизими, дастурлар ва таълим материалларини яратиш таклиф этилади.

Тилни эгаллаш даражаси чексиз бўлганлиги, тил ўрганишга ажратиладиган вақтнинг чегараланганлиги, шунингдек, тилдан турли вазиятларда турли даражада фойдаланиш мумкинлиги эътиборга олиниб жаҳон миқёсида тилни ўзлаштириш даражалари тизими ишлаб чиқилган. Бу тизим Европа Иттифоқига аъзо барча давлатларда жорий этилган.

2. ЕВРОПА ИТТИФОҚИГА АЪЗО ДАВЛАТЛАРДА ХОРИЖИЙ ТИЛНИ ЎЗЛАШТИРИШ ДАРАЖАЛАРИ

Европа Иттифоқига аъзо мамлакатларда хорижий тилни ўзлаштириш компетенцияси 3 даражали классик тизимга асосланган. Бу тизим Европа Иттифоқига аъзо давлатларнинг барчасида жорий этилган (Қаранг: Общеввропейские компетенции владения иностранным языком: Изучение, преподавание, оценка. - Страсбург, 1996).

Мазкур тизим 3 даражали классик тизимга А, В, С (базавий, ўрта ва юқори даража) асосланган бўлиб, ўз навбатида ҳар бир даража 2 поғонадан иборат. Улар қуйидаги жадвалда ифодаланган:

Тилни ўзлаштириш даража ва поғоналари

<p><u>A</u> Тилни ўзлаштиришнинг илк даражаси (Basic user)</p>	<p><u>A1</u> Тилни ўзлаштиришнинг илк даражаси (хорижий тилни ўзлаштириш бўйича тил ўрганувчиларда билим, кўникма ва малакаларнинг илк шаклланиш даражаси) (Break through)</p> <p><u>A2</u> Тилни ўзлаштиришнинг бошланғич даражаси (хорижий тилни ўзлаштириш бўйича тил ўрганувчиларда билим, кўникма ва малакалар шаклланишининг бошланғич даражаси) (Waystage)</p>
<p><u>B</u> Тилни мустақил ўзлаштириш даражаси (Independent user)</p>	<p><u>B1</u> Тилни ўзлаштиришнинг қуйи-ўрта даражаси (Threshold)</p> <p><u>B2</u> Тилни ўзлаштиришнинг ўрта босқич даражаси (Vintage)</p>
<p><u>C</u> Тилда эркин мулоқот қилиш даражаси (Effective Operational Proficiency and Mastery Level)</p>	<p><u>C1</u> Тилни касбий эгаллаш даражаси (Effective Operational Proficiency)</p> <p><u>C2</u> Тилни мукамал эгаллаш даражаси (Mastery)</p>

3. ИНГЛИЗ ТИЛИ АМАЛИЙ КУРСИНИНГ ТУЗИЛИШИ

Республикамизнинг барча таълим муассасаларида хорижий тил таълими табақалаштирилган ёндашув асосида олиб борилади. Бу ёндашувга мувофиқ таълим босқичма – босқич узвий шаклда амалга оширилади. Нофилологик йўналишда хорижий тил сифатида ҳамда филологик йўналишда иккинчи хорижий тил сифатида ўқитиладиган олий таълим муассасаларида инглиз тилини ўқитишда қуйидаги босқичлар фарқланади:

1. Илк босқич – A1 – Basic user – 108 соат;
2. Бошланғич босқич – A2 -Waystage - 72 соат;
3. Қуйи- ўрта босқич – B1 – Threshold- 144 соат;
4. Ўрта босқич – B2 – Vintage - 56 соат.

Босқичлар бўйича соатлар тақсимоги шартлидир. Уларни белгилашда режалаштирилган ўқув материаллари тингловчилар томонидан ўзлаштирилиши ҳамда замонавий технологияларни ўқув жараёнида самарали қўллаш ва интенсивлаштириш эвазига қисқариш мумкинлиги (ёки тингловчиларнинг материални ўзлаштириш имкониятлари даражасида кенгайиши) эътиборга олинади.

Олий таълим муассасаларининг бакалавриатура босқичида инглиз тили ўқитилишини ташкил этишда талабаларнинг тилни ўрганишга бўлган эҳтиёжлари, академик гуруҳларни шакллантириш, таълимнинг мақсад, вазифалари ва мазмунига алоҳида эътибор қаратилади ҳамда уларнинг тил ўрганишга нисбатан мотивациялари, тилни ўзлаштириш қобилиятлари, тил бўйича эгаллаган билимлари қайси даражага мослигини аниқлаш кириш тести (Placement test) натижалари асосида амалга оширилади. Тест натижаларига кўра 25 баллгача баҳоланган тингловчи тилни ўзлаштиришнинг илк даражаси, 26 – 35 баллгача баҳоланган тингловчи тилни ўзлаштиришнинг бошланғич даражаси, 36 - 45 баллгача баҳоланган тингловчи тилни ўзлаштиришнинг қуйи-ўрта даражаси, 45 – 60 баллгача баҳоланган тингловчи тилни ўзлаштиришнинг ўрта даражасида таҳсил олиш имкониятига эга бўлади.

Мазкур Намунавий дастур ана шундай тизимга асосланади. Таклиф этилаётган тизимнинг ҳар бир босқичи хорижий тажриба, маҳаллий реалияларга таянган ишчи дастурлари, услубий кўрсатмалар, рейтинг тизими, технологик карта, чегаравий назорат электрон тестлар мажмуаси, полиграфик ва электрон ўқув материаллари билан таъминланиши шарт.

4. ИНГЛИЗ ТИЛИ АМАЛИЙ КУРСИНИНГ БОШҚА ФАНЛАР БИЛАН ЎЗARO БОҒЛИҚЛИГИ ВА УСЛУБИЙ ЖИҲАТДАН КЕТМА-КЕТЛИГИ

Инглиз тили амалий курси олий таълим классификаторига мос таълим йўналишларида ўқитиладиган фанлар билан ўзаро боғлиқ. Олий таълимда ўқитиладиган барча фанлар талабаларнинг умумий ўрта ва ўрта махсус, касб-хунар таълими негизида олган билимларини тўлдириш ва ривожлантиришга, миллий ғоя ва демократия, миллий ва умуминсоний қадриятлар негизида илмий ва гуманитар дунёқарашни, юксак маънавият ва демократик маданиятни, иқтисодий, ҳуқуқий ва ижодий тафаккурни, эътиқод ва ижтимоий-сиёсий фаолликни шакллантиришга қаратилган. Шу боис инглиз тили амалий курси ўқув режанинг мажбурий фанлар блокадаги - гуманитар ва ижтимоий-иқтисодий, математик ва табиий-илмий, умумқасбий, ихтисослик ҳамда қўшимча фанларнинг касбий хусусиятларига мос равишда ўқитилади. Курсни ўзлаштириш жараёнида талабаларнинг инглиз тили бўйича оғзаки ва ёзма нутқлари касбий фаолият билан боғлиқ сўз ва сўз бирикмалари, терминлар билан бойитилади ҳамда ихтисосликлари бўйича инглиз тилида мунозара ва муҳокамаларда иштирок этиб, ўз фикрини дадил ҳимоя қилишларига имкон яратилади.

5. ИНГЛИЗ ТИЛИ АМАЛИЙ КУРСИНИНГ МАҚСАДИ ВА ВАЗИФАЛАРИ

Инглиз тили амалий курсининг мақсади

Инглиз тили амалий курсининг асосий мақсади бўлажак олий маълумотли мутахассисларнинг инглиз тилида маданиятлараро мулоқот қилиш компетенциясини шакллантиришдан иборат. Мазкур компетенция нутқ фаолиятининг турлари – тинглаб тушуниш, гапириш, ўқиш, ёзув ва матнларни таржима қилиш малакаларига асосланади. Маданиятлараро мулоқот қилиш компетенцияси таркибан ва мазмунан мураккаб бўлиб, у лингвистик, лингвокультурологик, коммуникатив, ижтимоий-маданий, дискурсив каби компонентларни ўз ичига олади.

Ҳар бир компонент мазмунини тегишли билим, кўникма, малакалар, тил ўрганувчиларнинг умумий дунёқарашлари, тилни ўрганиш мойилликлари, қизиқишлари, мотивациялари, тилни ўрганишга бўлган муносабатлари, товуш ва сўзларни раво талаффуз қилишлари, ҳодиса, воқеа, борлиқни билиб олиш қобилиятлари, мантиқий тушуниш, тилни ҳис қилиш, нутқий фаолият билан боғлиқ психик функциялар, мулоқотга киришиш қобилиятлари, характер белгилари (меҳнатсеварлик, ирода, мақсадга интилиш, фаоллик ва б.), мустақил ишлаш сингари жиҳатлар ташкил этади.

Инглиз тили амалий курсининг вазифаларини қўйидагилар ташкил этади:

- талабаларнинг ўрта таълимда эришган билим, кўникма ва малакалари даражасини кенгайтириш;
- талабаларда тил минимумларини ташкил этувчи ҳодисалар ҳақида лингвистик билим ва уларни нутқ фаолиятининг турларида ишлатиш бўйича дастур талаби даражасида билимларни шакллантириш;
- талабаларда таълим мавзулари бўйича ижтимоий-сиёсий, ижтимоий-маданий, касбий билимни шакллантириш;
- талабаларнинг инглиз тилида кўникма ва малакаларини таълим мавзулари бўйича шакллантириш;
- талабаларда касбий ва умумий этикага оид кўникма ва малакаларни ривожлантиришга ҳисса қўшиш;
- талабаларнинг нутқий фаолиятини, психик функциялари ва улардаги характер қирраларини шакллантириш;
- талабаларнинг инглиз тили устида мустақил ишлаш кўникма ва малакаларини шакллантириш ва такомиллаштириш;
- тил ўрганувчиларнинг умумий дунёқарашлари, тилни ўрганиш мойилликлари, қизиқишлари, мотивацияларини, тилни ўрганишга бўлган муносабатларини ошириш;
- талабаларнинг ҳодиса, воқеа, борлиқни билиб олиш қобилиятлари, мантиқий тушуниш, тилни ҳис қилиш, нутқий фаолият билан боғлиқ руҳий функциялар, мулоқотга киришиш қобилиятлари, характер белгилари (меҳнатсеварлик, ирода, мақсадга интилиш, фаоллик) ҳамда бошқа хислат ва фазилатларини шакллантириш ва ривожлантириш.

АСОСИЙ ҚИСМ

6. НОФИЛОЛОГИК ОЛИЙ ТАЪЛИМ МУАССАСАЛАРИДА ИНГЛИЗ ТИЛИНИ ХОРИЖИЙ ТИЛ СИФАТИДА ВА ФИЛОЛОГИК ЙЎНАЛИШДА ИККИНЧИ ТИЛ СИФАТИДА ЎЗЛАШТИРИШ ДАРАЖА ВА ПОҒОНАЛАРИ БЎЙИЧА ТАЛАБЛАР

6.1. Тилни ўзлаштиришнинг илк босқичи (Break through A1)

Бу босқич ўзлаштирилганидан сўнг талабалар қуйидаги билимларга эга бўлишлари керак:

1. Лингвистик билим:

Фонетика: товуш ва ҳарф муносабатлари, қисқа ва чўзиқ унлилар, жарангли ва жарангсиз ундош товушлар, ҳарфларнинг ўқилиш қоидалари, транскрипция, ассимиляция ва диссимиляция ҳодисалари, оҳанг ва унинг турлари, тонограмма.

Лексика: кундалик турмуш мавзуларига оид 360-380 та ва мутахассислик мавзуларига оид 120-130 та лексик бирликлар, уларнинг маънолари, сўз яшаш усуллари.

Грамматика: сўз туркумлари, уларнинг грамматик шакллари ва ишлатилиши - отларда кўплик, умумий келишик, қаратқич келишигининг ифодаланиши; отнинг гапда кесим, тўлдирувчи, ўрин ҳоли, эга вазифаларида ишлатилиши); to be, to have феълларнинг ҳозирги ноаниқ (Present Simple) замоннинг турли шаклларда ишлатилиши; аниқ ва ноаниқ артиклар ҳақида тушунча; қаратқич олмошларининг турлари; сифат, сон ва қаратқич олмошларининг аниқловчи вазифасида ишлатилиши; this/these - that/those кўрсатқич олмошлари ва уларнинг гапда ишлатилиши; кишилик олмошлари (бирлик/кўплик); макон ифодаловчи предлоглар; гап ва унинг турлари (бўйруқ, ундов гаплар; дарак гап; сўроқ гап), гапларнинг тасдиқ ва инкор шакллари, уларнинг ясалиши, гапларда сўз тартиби; there is/are нинг ишлатилиш ҳолатлари.

Мамлакатшуносликка оид билим:

Ўзбекистон Республикаси, Буюк Британия ва АҚШнинг географияси, иқлими, спорт, хобби ва унинг турлари.

Ижтимоий - сиёсий соҳага оид билим:

кундалик воқеалар, машҳур ёзувчи ва шоирлар, давлат арбоблари, давлат рамзлари, Давлат тили ҳақидаги қонун, Кадрлар тайёрлаш миллий дастури.

Маданиятшуносликка оид билим:

турли вазиятларда ўзини тутиш, бошқа шахслар билан саломлашиш, танишиш, хайрлашиш, овқатланиш, йўл ҳаракати қоидалари, меҳмондўстлик, меҳмонни кутиб олиш ва уни кузатиш, транспорт хизматидан фойдаланиш, харид қоидалари, бирор нарсани бошқа шахсдан сўраш; дам олиш ва ҳ.к.

Касбий билим: касбий фаолиятда инглиз тилининг аҳамияти, инглиз тилининг халқаро миқёсидаги ўрни, мутахассисликка оид касбий терминлар, мутахассислик турлари ва уларнинг хизмат вазифалари.

Талабалар нутқ фаолияти турлари бўйича қуйидаги кўникма ва малакаларга эга бўлишлари лозим:

Тинглаб тушуниш

- қисқа ва узун унли товушлар билан келган сўзларни эшитиб англаш;
- инглиз тили фонемалари талаффузини эшитиб фарқлаш;
- гап ва матнларни тинглаш жараёнида оҳанг турларини фарқлаш;
- шипилловчи ва тил оралиғи товушларини эшитиб англаш;
- сўзнинг урғу тузилишини аниқлаш;
- нутқ оқими ва танаффуснинг (пауза) синтагматик бўлинишини тинглаб тушуниш;
- эмфатик урғуни тушуниш;
- ўтилган лексик-грамматик мавзу асосида тузилган матнни тинглаб тушуниш.

Матн 2-3 дақиқа давомида меъёрий тезликда тингланади.

Овоз характери: таниш, нотаниш, жонли нутқ, механик ёзув.

Гапириш. Диалогик нутқ

Талабалар ўз нутқларини бошлай билишлари ва тугата олишлари шарт. Сўзловчи суҳбатдошига маслаҳат ёки бирор нарсани таклиф қила олиши, шунингдек саволларга жавоб бера олиши ҳамда тингланган фактларни муҳокама қила билиши ва унга баҳо бера олиши шарт.

Ҳар бир суҳбатдошнинг нутқ ҳажми 3-4 та гапдан иборат бўлиши керак.

Нутқ тезлиги бир дақиқада 80-90 та сўзни ташкил этади.

Монологик нутқ

Мазкур босқичга оид мавзулар бўйича талабалар содда гаплардан фойдаланиб билдиришлар, янгиликлар, маълумотлар бера олишлари шарт. Фикрни билдириш 8-10 та гапдан ташкил топади.

Нутқ тезлиги: бир дақиқада 90-100 та сўз.

Ўқиш. Танишув ўқиш (Scanning)

Танишув ўқишдан мақсад матннинг асосий мазмунини тушунишдир. Матнлар содда, талабаларга таниш бўлган тил материали асосида тузилади. Ўқиш тезлиги ва матн ҳажми: 30 дақиқада 2000-2100 та босма белгидан иборат матнни луғат ёрдамисиз ўқиб, унинг асосий мазмунини тушуниш. Матн характери: илмий-оммабоп, ижтимоий-сиёсий бўлиб, таркибида 3-4 % гача нотаниш лексика мавжуд бўлади.

Ёзув

Талабалар қуйидаги малакаларга эга бўлишлари шарт:

- маълум бир вазифани бажаришда, тил минимуми таркибига кирувчи актив сўз ва сўз бирикмаларини тўғри ёзиш;
- сўровномаларни тўлдириш;
- эълон ёзиш;
- матндаги “калит” сўзларни ёзиш;
- берилган мавзу бўйича қисқача маълумот ёзиш;
- хат ёзиш, хатга жавоб қайтариш;
- таржимаи ҳол ёзиш.

Таржима

- босқич минимуми сўзларини она тилига таржима қилиш;
- босқич мавзуларига оид содда гапларни инглиз тилидан она тилига таржима қилиш.

6.2. Тилни ўзлаштиришнинг бошланғич босқичи (Waystage A2)

Бошланғич босқичнинг мақсади илк босқичда инглиз тилида шаклланган маданиятлараро мулоқот компетенцияси даражасини юқорига кўтаришдир.

Талабалар қуйидаги **билимларга** эга бўлишлари керак:

1. Лингвистик билим :

Фонетика: инглиз тили ҳарфларининг сўз таркибида ёзилиш қоидалари, содда, буйруқ, ундов, сўроқ гаплар, оҳанг ва унинг турлари.

Лексика: кундалик турмуш мавзуларига оид 430-450 та ва мутахассислик мавзуларига оид 150-170 та лексик бирликлар, уларнинг маънолари, сўз ясаш усуллари.

Грамматика: “The Present Indefinite, The Present Continuous Tenses – for present and future actions” - ясалиши ва ишлатилиши, тўғри ва нотўғри феъллар (regular and irregular verbs) тўғрисидаги тушунча, “The Past Indefinite Tense”, “The Present Perfect Tense” - ясалиш ва ишлатилиш ҳолатлари, “to be going to” конструкциянинг ишлатилиши; герундий ва унинг гапдаги ўрни; “can” модал феълнинг ишлатилиши; сифат даражалари; “some/ any”, “to have/to have got”, “good/well”, “bad/badly”, “many/much”, few/ little”, “so/too many (much)”, “plenty of/a lot of/a lot” сўз ва сўз бирикмаларининг гапда ишлатилиши; here it is/they are, “my task (...,...) is to” конструкциялари; “how/how well/how often”, “which/which of ...” билан бошланадиган сўроқ гаплар.

2. Мамлакатшуносликка оид билим:

а) транспорт тизими, маиший хизмат, тиббий хизмат;

б) Буюк Британия ва АҚШ саноати, иқтисодиёти, тарихий обидалари, таълим тизими.

3. Ижтимоий-сиёсий билим:

а) Ўзбекистон Республикасида: кундалик воқеалар тафсилоти, сиёсий партиялар, демократик принциплар, инсон ҳуқуқлари;

б) Буюк Британия ва АҚШда: кундалик воқеалар тафсилоти, сиёсий партиялар, демократик принциплар.

4. Маданиятшуносликка оид билим:

а) миллий маданиятимизга оид: таълим муассасаларида ва бошқа жамоат жойларида қоидаларга риоя қилиш, маъруза қилиш, китоб ўқиш, мустақил ишлаш;

б) Буюк Британия ва АҚШда меҳмондўстлик, жамоат жойларида овқатланиш, транспорт хизматидан фойдаланиш.

5. Касбий билим: касбга тайёрлаш тизими, турли касблар ва уларнинг афзалликлари, хизмат вазифаси, маош, иш топишда рақобат.

Талабалар нутқ фаолияти турлари бўйича қуйидаги **кўникма ва малакаларга** эга бўлишлари лозим:

Тинглаб тушуниш

- мазкур босқичда ва илк босқичда ўрганилган лексик минимумларини ташкил этувчи сўз бирликларини тинглаб, уларнинг маъноларини англаш;

- тинглаш жараёнида оҳанг турларини фарқлаш ва уларнинг маъно оттенкаларини тушуниш;

- сўз ва гапларда урғуларнинг маъно оттенкаларини англаш.

- таълим мавзулари бўйича талабаларга таниш бўлган тил материали асосида тузилган матнларни тинглаб, уларнинг асосий мазмунини тушуниш.

Матн 3-4 дақиқа давомида тингланади.

Овоз характери: таниш, нотаниш, жонли нутқ, механик ёзув.

Овоз тезлиги - меъёрий.

Гапириш. Диалогик нутқ

- хорижликлар билан инглиз тилида турли ҳаётий вазиятларда мулоқотга киришиш;

- суҳбатдошини қизиқтирган мавзулар ва босқич мавзулари бўйича суҳбат қилиш.

Нутқ ҳажми 5-6 та гапдан иборат. Нутқ тезлиги - 1 дақиқада 80-100 та сўз.

Монологик нутқ

- шахсий таассуротлар, турли воқеалар ҳақида содда ҳикоя тузиш ва уни ифодалаб бериш;

- воқеа, ҳодиса, предмет ва бошқа шахсларга нисбатан ўзининг шахсий фикрини билдириш;

- ўқилган китоб ёки кўрилган фильм мазмунини содда гаплар билан сўзлаб бериш.

Нутқ ҳажми 10-12 та гап. Нутқ тезлиги - 1 дақиқада 110-120 та сўз.

Ўқиш. Танишув ўқиш (Scanning)

- босқич мавзулари доирасида таркибида 6 % гача нотаниш сўзлар мавжуд бўлган матнларни ўқиб тушуниш;

- реклама, католог, плакат, эълонларни ўқиб англай олиш.

Матн ҳажми ва ўқиш тезлиги: 30 дақиқада 2400-2800 босма белгидан иборат матнни луғат ёрдамисиз ўқиб, унинг мазмунини тушуниш.

Ўрганув ўқиш (Scimming)

Матн луғат ёрдамида ўқилади, матн мазмуни тўлиқ тушунилиши лозим. Матн ҳажми ва ўқиш тезлиги: 30 дақиқада 1200-1400 босма белгидан иборат бўлади.

Матн таркибида 8-10% гача нотаниш сўзлар мавжуд.

Матн характери: илмий-оммабоп, бадиий ҳамда мутахассислик йўналишларига хос.

Кўз югуртириб ўқиш (Speed reading)

Матн характери: ижтимоий-сиёсий, илмий-оммабоп, оригинал ҳамда мослаштирилган.

Матн ҳажми ва ўқиш тезлиги: 1200-1500 босма белгидан иборат матн уч дақиқа давомида луғат ёрдамисиз ўқилади ва унинг асосий мазмуни тушунилади.

Ёзув

- АҚШ ва Буюк Британиялик талабаларга, тенгдошларига инглиз тилида хат ёзиш;

- ишга, ўқишга кириш, турли танловларда қатнашиш учун ариза ёзиш;

- табрик хатлари, расмий ва норасмий таклифномалар ёзиш;

- хат ва телеграммаларга жавоб ёзиш;

- матн мазмунига аннотация ёзиш;

- электрон хабарлар ёзиш.

Таржима

- таълим мавзуларига оид содда гаплардан тузилган матнларни инглиз тилидан она тилига таржима қилиш.

Таржима ҳажми ва таржима қилиш тезлиги: 60 дақиқада луғат ёрдамида 600-700 босма белгидан иборат матн таржима қилиниши лозим.

Таржима характери: ёзма, инглиз тилидан она тилига.

6.3 Тилни ўзлаштиришнинг қуйи-ўрта босқичи (Threshold B1)

Мазкур босқичнинг мақсади илк ва бошланғич босқичларда инглиз тилида шаклланган мулоқот компетенцияси даражасини янги мавзулар, янги лексик бирликлар, мутахассисликка оид янги маълумотлар асосида такомиллаштиришдир.

Талабалар қуйидаги **билимларга** эга бўлишлари керак:

Лингвистик билим:

Графика: ҳарф бирикмаларининг ёзилиши.

Фонетика: инглиз тили унли фонемаларининг урғусиз бўғинларда талаффуз этилиши;

Лексика: кундалик инглиз тилига оид 450-470 та сўз ва сўз бирикмалари, мутахассисликка оид 180-200 та атамалар ва уларнинг маънолари, сўз яшаш усуллари.

Грамматика: “The Past Indefinite, Past Continuous, The Future Indefinite, The Past Perfect tenses”, Participle I and Participial Constructions – ясалиши ва ишлатилиши; who (whom) иштирокидаги мураккаб гап; who, that, which, where иштирокидаги эргашган қўшма гаплар – ясалиши ва ишлатилиши; can, may, might, must, should, have to/to be to, need, will ва бошқа модал феъллар ва ва модал феъл маъносидаги конструкцияларнинг ишлатилиши; want/hope/would like to do smth; like/enjoy/love doing smth конструкциялар ва ишлатилиши; than сўзни қиёслаш мақсадида, “as” - ни бўлиб, қилиб маъноларида ишлатилиши; “it is easy (difficult, ...) to” конструкциялари.

Мамлакатшуносликка оид билим:

а) Ўзбекистон республикасида: савдо тизими, аҳоли, касб, иш билан таъминлаш;
б) Буюк Британия ва АҚШ да: аҳоли, савдо тизими, тиббий хизмат, касб, ишсизлик, давлат қурилиши, тил сиёсати, маиший хизмат кўрсатиш.

Ижтимоий-сиёсий билим:

а) Ўзбекистон Республикасида: инсон ва унинг жамиятдаги ўрни, инсон кадриятлари, сайлов, сайлов принциплари, ташқи алоқалар, таълим муассасаларининг хорижий мамлакатлар билан алоқалари;
б) Буюк Британия ва АҚШда: инсон ва унинг жамиятдаги ўрни, сайлов, сайлов принциплари.

Маданиятшуносликка оид билим:

а) миллий маданиятимизга оид: хизмат вазифаларини бажариш, маиший хизматдан фойдаланиш, турли касб эгалари, турли ёшдаги, турли мансабдаги кишилар билан саломлашиш, хайрлашиш, мулоқот қилиш, кийиниш маданияти;

б) Буюк Британия ва АҚШ да: хизмат вазифаларини бажариш, маиший хизмат кўрсатишдан фойдаланиш, турли касб эгалари, турли ёшдаги, турли мансабдаги кишилар билан саломлашиш, хайрлашиш, мулоқот қилиш, кийиниш маданияти.

Касбий билим: мутахассислик бўйича малака ошириш, касб эгасининг инсоний фазилятлари, ҳуқуқий маданияти, инсон ҳуқуқларини ҳимоя қилиш, меҳнатга ҳақ тўлаш тизими, ижтимоий ҳимоя тизими.

Талабалар нутқ фаолияти турлари бўйича қуйидаги кўникма ва малакаларга эга бўлишлари лозим:

Тинглаб тушуниш

- босқич мавзулари доирасида таркибида 4-6%гача нотаниш лексик бирликлари мавжуд бўлган матнларни тинглаш ва уларнинг асосий мазмунини тушуниш.

- сўз ва гапларда урғуларнинг маъно оттенкаларни англаш;

Матн характери: илмий-оммабоп, кундалик турмуш ва мутахассислик соҳасига йўналтирилган.

Матн ҳажми ва эшиттириш тезлиги: 1 дақиқада 120-130та сўз, тинглаш давомийлиги 5 дақиқа.

Овоз характери: таниш, нотаниш, жонли нутқ, механик ёзув.

Гапириш. Диалогик нутқ

- инглиз тилида бошқаларга савол ва таклифлар билан мурожаат қилиш;

- таълим мавзулари доирасида берилган саволларга жавоб қайтариш;

- ўзини қизиқтирган масалалар бўйича керакли маълумотларни сўраб билиш;

- мутахассислик мавзулари бўйича хорижлик касбдошлари билан суҳбат қилиш.

Нутқ ҳажми: 7-8 та гап.

Нутқ тезлиги: 1 дақиқада 100-120 та сўз.

Монологик нутқ

- таълим мавзулари бўйича ўқилган матн мазмунини сўзлаб бериш;

- матндаги воқеа, ҳодиса ва шахсларга нисбатан ўз фикрини билдириш;

- ўқилган матн мазмунини шарҳлаш;

- тинглаб тушунилган матн мазмунини сўзлаб бериш;

- ўқилган китоб, кўрилган фильм қахрамонларини тасвирлаш.

Нутқ тезлиги: 1 дақиқада 120-130 та сўз.

Нутқ ҳажми: 12-15 та гап.

Ўқиш. Танишув ўқиш (Scanning)

- таркибида 5-6 % гача нотаниш сўзлар мавжуд бўлган таълим мавзуларига оид матнларни луғат ёрдамисиз ўқиб, уларнинг асосий мазмунини тушуниш.

Матн таркибидаги нотаниш сўзлар, сўз ясаш усуллари, грамматик воситалар контекстга қараб тушунилади.

Матн ҳажми ва ўқиш тезлиги: 30 дақиқада 2800-3000 босма белгидан иборат матнни луғат ёрдамисиз ўқиб, унинг мазмунини тушуниш.

Ўрганув ўқиш (Scimming)

Матн луғат ёрдамида ўқилади, матн мазмуни тўлиқ тушунилади.

Матн ҳажми ва ўқиш тезлиги: 30 дақиқада 1400-1500 босма белгидан иборат матн.

Матн таркибида 12-15%гача янги сўзлар мавжуд.

Матн характери: илмий – оммабоп, мутахассисликка оид, оригинал ҳамда мослаштирилган матнлар.

Кўз югуртириб ўқиш (Speed reading)

Матн характери: илмий-оммабоп, ижтимоий-сиёсий, оригинал ҳамда мослаштирилган матнлар.

Матн ҳажми ва ўқиш тезлиги: уч дақиқада 1500-1800 босма белгидан иборат матн луғат ёрдамисиз ўқилади ва ундан керакли маълумот олинади.

Ёзув

- маълумот олиш учун сўров хат ёзиш;
- билдириш хати ёзиш;
- эълон ёзиш;
- реклама матнини ёзиш;
- мақола, китоблар мазмуни юзасидан резюме ёзиш;
- берилган мавзу бўйича маълумот ёзиш.

Таржима

- таълим мавзуларига оид содда гаплардан тузилган таркибида 10 % гача нотаниш сўзлар мавжуд бўлган матнни инглиз тилидан она тилига таржима қилиш;
- таълим мавзуларига оид матнларни она тилидан инглиз тилига таржима қилиш.

Таржима ҳажми ва таржима қилиш тезлиги: 60 дақиқада 700-800 босма белгидан иборат матн.

Таржима характери: ёзма, инглиз тилидан она тилига.

6.4.Тилни ўзлаштиришнинг ўрта босқичи (Vintage B 2)

Бу босқичда талабалар қуйидаги **билимларга** эга бўлишлари керак:

Лингвистик билим:

Лексика: кундалик инглиз тилига оид 480-500 та сўз ва сўз бирикмалари, мутахассисликка оид 180-200 та атамалар ва уларнинг маънолари, сўз яшаш усуллари.

Грамматика: пайт ва шарт (“when/if clauses”) эргаш гапли кўшма гапларда феъл замонларининг ишлатилиши; мураккаб тўлдирувчи “Complex Object”; замонлар мослашувида (“Sequence of Tenses”) феъл шаклларининг ишлатилиши; ўтган замон сифатдоши ва унинг ишлатилиши (“Participle II and constructions”); феълнинг мажхуллик даражаси (“The Passive Voice”), ясалиши ва ишлатилиши; аниқ артиклининг географик номлар билан ишлатилиши.

Мамлакатшуносликка оид билим:

а) Ўзбекистон Республикасида: ёшлар, хотин – қизлар, фан ва техника тараққиёти, кашфиётлар, машҳур кишилик, ахборот воситалари, кўнгил очар машғулотлар;

б) Буюк Британия ва АҚШ да: таълим тизими, ёшлар, кўнгил очар машғулотлар, машҳур кишилик, фан ва техника тараққиёти, оммавий ахборот воситалари;

Ижтимоий-сиёсий билим: а) Ўзбекистон Республикасида: терроризм ва унга қарши кураш, халқаро ташкилотлар (БМТ, ЕХХТ - Европада хавфсизлик ва

ҳамкорлик ташкилоти), ЮНЕСКО, Интерпол, ЮНИСЕФ, Жаҳон банки), тинчлик учун кураш, гиёҳвандликка, ОИТС га қарши кураш;

Маданиятшуносликка оид билим: а) Ватанга муҳаббат, қария ва ногиронларга муносабат, меҳрибонлик уйларидаги болаларга муносабат, мусиқа, ашула, рақс каби санъат турларига муносабат, нотиклик санъати.

Касбий билим: мутахассислик фанлари мазмуни, малака ошириш шакллари ва усуллари, семинар, кенгаш, анжуманларда мутахассислик мавзулари бўйича маърузалар, тақдимотлар қилиш, чет эл тажрибасини ўрганиш, жамоат ишларида фаоллик, халқаро қонунлар.

Талабалар нутқ фаолияти турлари бўйича қуйидаги кўникма ва малакаларга эга бўлишлари лозим:

Тинглаб тушуниш:

таълим мавзулари доирасида маъруза, ТВ ва радио орқали эшиттиришлар, бадиий фильмлар мазмунини тушуниш.

Ўқиш: касбий соҳалар ҳамда кундалик турмушнинг долзарб масалалари бўйича мақола ва хабарларни, мураккаб бўлмаган бадиий адабиётни ўқиб тушуниш.

Гапириш

Диалог: тайёргарликсиз суҳбатларда қатнашиш, ўрганилган мавзулар доирасида баҳсларда қатнашиб, ўз фикр-мулоҳазаларини билдириш ва уларнинг тўғрилигини исботлаш.

Монолог: ўрганилган мавзулар бўйича фикр-мулоҳазаларини тушунарли асосли ифодалб бериш.

Ёзув: Таълим мавзулари доирасида эссе, баён, иншо ва маъруза ёзиш.

Таржима.

- босқич лексик минимуми сўзларини она тилига таржима қилиш;
- мавзуларга оид содда гапларни инглиз тилидан она тилига таржима қилиш;
- мавзуларга тааллуқли содда матнларни инглиз тилидан она тилига таржима қилиш.

7. АМАЛИЙ МАШҒУЛОТЛАРНИ ТАШКИЛ ЭТИШ БЎЙИЧА КЎРСАТМА ВА ТАВСИЯЛАР

7.1. Тилни ўзлаштиришнинг илк босқичи (Break through A1)

Мавзулар

Кундалик турмушда қўлланиладиган инглиз тили: (а) монологик матн: “Ўзим ҳақимда”, “Менинг оилам”, “Менинг шаҳрим”, “Менинг дўстим”, “Менинг хонадоним”, предмет ёки шахснинг жойлашувини тасвирлаш; (б) диалогик матн: саломлашув, хайрлашув, танишиш, стол атрофида учрашув, узр сўраш, манзилга етиб бориш учун зарур маълумотни билиб олиш; (в) давлатчиликка оид мавзулар: Ўзбекистон Республикасининг географик жойлашуви, Мустақил Ўзбекистон, АҚШ, Буюк Британия; (г) иқтисодий мавзулар: “Бизнес ҳақида”, “Бизнес фаолияти”, “Кичик ва катта бизнес”, “Бозор иқтисодиётида кишилар фаолияти”.

Матнлар

- а) Талабаларга таниш тил материали ва мавзуларга оид содда матнлар;
- б) Мавзуларга оид микродиалоглар.

Нутқ фаолияти жараёни куйидаги матн турларидан ташкил топади: оғзаки (сўзлашиш, миш-миш, фольклор); ёзма (сфратистика, эпиграфика, нумизматика, хатлар, хужжатлар, журналистика, илмий ва бадий матнлар ва бошқалар).

Тил материали

Фонетика: инглиз тилидаги барча фонемаларнинг талаффузи; содда дарак гап, буйруқ, ундов, сўроқ гапларнинг оҳанги; саломлашиш, хайрлашиш, узр сўраш, ҳол-аҳвол сўраш каби вазиятларда ибораларнинг оҳанглари.

Лексика: кундалик инглиз тилига оид камида 360 -380 сўз ва сўз бирикмалари; мутахассисликка оид камида 120 -130 атамалар (бу ерда ва бундан сўнг кўрсатилган сўз ва сўз бирикмаларининг миқдори фақат актив лексик минимумни ташкил этади).

Грамматика: сўз туркумлари (от, олмош ва унинг турлари, сифат, феъл, сон, артикль, предлоглар ва б.), уларнинг грамматик шакллари (отларда кўплик, умумий келишик, қаратқич келишигининг ифодаланиши; отнинг гапда кесим, тўлдирувчи, ўрин ҳоли, эга вазифаларида ишлатилиши; аниқ ва ноаниқ артиклар ва уларнинг ишлатилиши; қаратқич олмошларининг турлари; сифат, сон ва қаратқич олмошларининг аниқловчи вазифасида гапда ишлатилиши; this/these - that/those кўрсатқич олмошлари ва уларнинг гапда ишлатилиши; кишилик олмошлари -бирлик/кўплик; макон ифодаловчи предлоглар, шакллари ва ишлатилиши; to be, to have, there is/are, Present Simple нинг ясалиши ва ишлатилиш ҳолатлари); гап ва унинг турлари (буйруқ, ундов гаплар; дарак гап; сўроқ гап), гапларнинг тасдиқ ва инкор шакллари, уларнинг тузилиши; оборотлар “it is easy (difficult, ...) to”, ва б.

Нутқ фаолиятининг турлари бўйича кўникма ва малакалар

Тинглаб тушуниш

гапирувчи (нутқ сўзловчи) нинг шахсияти, оиласи ва уни ўраб турган атроф – муҳит доирасида кундалик мулоқот қилиш вазиятларида меъёр даражасида ва аниқ талаффуз қилинадиган нутқ оқимидаги тил ўрганувчига маълум бўлган айрим сўз ва ўта содда гапларни тушуниш малакалари.

Ўқиш. Танишув ўқиш (Scanning)

каталог, плакат, эълон, рекламалардаги номлар, атамалар, кундалик сўзларни ўқиб тушуниш, шунингдек ўта содда гапларни ўқиб англай олиш малакалари.

Гапириш. Диалогик нутқ

таълим мавзулари бўйича бошқа шахслар билан суҳбат қилиш, суҳбатдошларга таниш ёки уларни қизиқтирган масалалар бўйича бир-бирларига саволлар бериш ва уларга жавоб қайтариш.

Монологик нутқ

содда гаплардан фойдаланиб суҳбатдошнинг яшаш манзилени сўраб билиш ва унга таниш бўлган кишилар ҳақида сўзлаш малакалари.

Ёзув

инглиз тили ҳарфларининг ўқилиш қоидалари, байрам муносабатлари билан оддий табрик хатларини ёзиш, сўровнома тўлдириш.

Таржима

- босқич лексик минимуми сўзларини она тилига таржима қилиш,
- мавзуларга оид содда гапларни инглиз тилидан она тилига таржима қилиш,
- мавзуларга оид содда матнларни инглиз тилидан она тилига таржима қилиш.

7.2. Тилни ўзлаштиришнинг бошланғич босқичи (Waystage A2)

Мавзулар

а) “Бизнинг университет”, “Менинг иш куним”, “Менинг дам олиш куним”, “Мустақил Ўзбекистон”, “Ўзбекистон тарихи”, “Олий Мажлис”, “Ўзбекистон Республикасида қонун чиқарувчи, ижро этувчи ва суд ҳокимияти”, “Британия парламенти”, “Бозор”, “Бозор механизмлари”, предмет ёки шахснинг жойлашувини тасвирлаш, таътил, байрамлар, экология;

б) Кутубхонада, тиш шифокори қабулида, манзилга етиб боришни аниқлаш, ресторанда, савдо дўконида, учрашув тайинлаш, интервью олиш, телефон қилиш, кийим – кечак, миллий кийимлар, дорихона, пойафзал хизмати.

Матнлар

а) таълим мавзуларига оид таркибида 6% гача нотаниш лексик бирликлар мавжуд бўлган матнлар;

б) таълим мавзуларига оид аутентик диалог ва микродиалоглар.

Тил материали

Фонетика: содда, буйруқ, ундов, сўроқ гаплар, оҳанг инглиз тилидаги барча фонемаларнинг талаффузи; содда дарак, буйруқ, ундов, сўроқ гапларнинг оҳанги; саломлашиш, хайрлашиш, узр сўраш, ҳол-аҳвол сўраш каби вазиятларда ибораларнинг оҳанглари.

Лексика: кундалик инглиз тилига оид 430 -450 та сўз ва сўз бирикмалари; мутахассисликка оид 150-170 та атамалар, сўз яшаш усуллари.

Грамматика: Сифат даражалари; “The Present Indefinite”, “The Future Indefinite Tense”, “The Present Continuous” нинг ясалиш ва ишлатилиш ҳолатлари, “Participle I and constructions”, герундий ва унинг гапдаги ўрни, “to be going to” обороти; тўғри ва нотўғри феъллар (regular and irregular verbs), “The Past Indefinite Tense”, “The Past Continuous Tense”, “The Present Perfect Tense”; “can” модал феълнинг ишлатилиши; “some/ any”, “to have/to have got”, “good/well”, “bad/badly”, “many/much”, few/ little”, “so/too many (much)”, “plenty of/a lot of/a lot” сўз ва сўз бирикмаларининг гапда ишлатилиши; here it is, “my task (...,...) is to” конструкциялари; “how/how well/how often”, “which/which of ...” билан бошланадиган сўроқ гаплар; сонларни турли вазиятларда ишлатилиши.

Нутқ фаолияти турлари бўйича қуйидаги кўникма ва малакалар шаклланади:

Тинглаб тушуниш

тингловчига муҳим бўлган ҳолатларда (ўзи ҳақида, турар жойи, оила аъзолари, иш фаолияти, харид қилиш каби нутқ вазиятларида) билдирилган фикрни инглиз тилида тинглаб тушуниш, шунингдек аниқ талаффуз қилинган, ҳажми кичик бўлган эълон ва хабарлардаги кўп ишлатиладиган сўз, сўз бирикмалари ҳамда айрим гапларни тушуниш малакалари шаклланади.

Ўқиш ва унинг турлари: танишув ўқиш, ўрганув ўқиш ва кўз югуртириб ўқиш (Scanning, Scimming, Speed reading)

ҳажми кичик, мазмунан содда матнларни ўқиб тушуниш, реклама, эълон ва транспорт ҳаракатлари жадваллари, таомномаларни ўқиб, улардан керакли маълумотни олиш, мазмунан содда хатларни ўқиб тушуниш.

Гапириш. Диалогик нутқ

талабаларга таниш бўлган мавзулар ёки фаолият турлари доирасида уюштириладиган мулоқотларда иштирок этиш, кундалик турмуш мавзулари доирасида содда ва қисқа суҳбатларда ташаббус кўрсата олиш.

Монологик нутқ

содда гаплардан фойдаланиб ҳозирги ёки ўтмишдаги иш фаолияти, турмуш шароитлари, оила аъзолари, гапирувчига таниш бўлган инсонлар ҳақида сўзлаб бериш.

Ёзув

қисқа ва содда хабарлар ёзиш, содда хатлар ёза олиш, миннатдорчилик билдириш.

Таржима

- босқич лексик минимуми сўзларини она тилига таржима қилиш;
- мавзуларга оид содда гапларни инглиз тилидан она тилига таржима қилиш;
- мавзуга тааллуқли матнларни инглиз тилидан она тилига таржима қилиш.

7.3.Тилни ўзлаштиришнинг қуйи-ўрта даражаси (Threshold B1)

Мавзулар

Кундалик турмуш мавзуларига оид (Daily Routine English):

а) “Менинг севимли ёзувчим”, “Кино”, “Театр”, “Менинг севимли машғулоти”, “Менинг келажакдаги касбим”, “Йил фасллари”, “Атроф – муҳит”, “Табиат”, “Муסיқа санъати”, “Рассомчилик”, “Мамлакатлар жойлашуви ва уларнинг иқлими, об-ҳавоси”, “Инсоннинг ташқи қиёфаси”, “Ишга жойлашиш”;

б) Мутахассисликка оид мавзулар: Ўзбекистон иқтисодиёти, Буюк Британия ва АҚШнинг географик жойлашуви, уларнинг пойтахтлари ва йирик шаҳарлари; Ўзбекистон Республикаси маҳаллий ҳокимияти органлари, Буюк Британиянинг сиёсий тизими, маъмурий органлари, Буюк Британиянинг маҳаллий ҳокимият органлари, АҚШнинг сиёсий тизими, АҚШнинг маъмурий органлари, АҚШнинг маҳаллий ҳокимият органлари; Бизнес ҳақида, Бизнес фаолияти, Мулк, Мулкдорчилик турлари;

б) Меҳмонхонада, маиший хизмат кўрсатиш шаҳобчаларида (сартарошхона, гўзаллик салони, модалар уйи, кийим – кечак таъмирлаш шаҳобчаси, пойафзал хизмати, оақатланиш тармоғи - ошхона, кафе, ресторан), транспорт воситаларидан фойдаланиш, музей, ҳайвонот боғи, истироҳат боғи.

Матнлар

а) ўрганилган мавзуларга оид таркибида 8-10% гача янги сўзлари мавжуд бўлган аутентик ва мослаштирилган матнлар,

б) таниш мавзуларга оид аутентик диалог ва микродиалоглар.

Тил материали

Фонетика: олдинги боскичларда ўзлаштирилиши қийинчилик туғдирган фонетик ҳодисалар;

Лексика: кундалик инглиз тилига оид 450-470 та сўз ва сўз бирикмалари; мутахассисликка оид 180 – 200 та атамалар, сўз ясаш усуллари.

Грамматика: сифат даражалари, than сўзни қиёслаш мақсадида ишлатилиши; “The Future Indefinite, The Past Indefinite, The Past Continuous, The Past Perfect Tenses” нинг ясалиш ва ишлатилиш ҳолатлари, “Participle I and constructions”, герундий ва унинг гапдаги ўрни; can, may, might, must, should, have to/to be to, need, will ва бошқа модал феъллар ва ва модал феъл маъносигаги конструкцияларнинг ишлатилиши; want/hope/would like to do smth; like/enjoy/love doing smth конструкциялар ва ишлатилиши; would like to do smth, like/enjoy/love doing smth конструкцияларнинг ишлатилиши; “as” - ни бўлиб, қилиб маъноларида ишлатилиши; who (whom) иштирокидаги мураккаб гап; who, that, which, where иштирокидаги эргашган қўшма гаплар – ясалиши ва ишлатилиши; “it is easy (difficult, ...) to” конструкцияларнинг ишлатилиши.

Нутқ фаолияти турлари бўйича қуйидаги кўникма ва малакалар шаклланади:

Тинглаб тушуниш

кундалик мавзуларда билдирилган фикрнинг асосий мазмунини тушуниш малакаси шунингдек, янгиликлар, тингловчининг шахсий ҳаётига тегишли мавзулар, унинг касбий қизиқишларига оид радиоэшиттиришлар мазмунини англаш.

Ўқиш ва унинг турлари: танишув ўқиш, ўрганув ўқиш ва кўз югуртириб ўқиш (Scanning, Scimming, Speed reading)

кундалик мулоқот ва касбий мавзуларга тааллуқли тил материали асосида битилган матнлар мазмунини тушуниш, интернетдан ахборот олиш, таҳлил қилиш, керагини танлаб олиш, шунингдек, шахсий хатларда изҳор қилинган ҳис – туйғу, мақсад ва воқеалар тафсилотини тушуниш.

Гапириш. Диалогик нутқ

тили ўрганилаётган мамлакатларга ташриф чоғида мулоқот қилишга тўғри келадиган вазиятларда суҳбат қила олиш, шунингдек, суҳбатдошни қизиқтирадиган ва таниш бўлган мавзулар (оила, хобби, иш фаолияти, саёҳат, кундалик воқеалар) доирасида бўладиган диалогларда олдиндан тайёргарлик кўрмасдан иштирок этиш малакалари шаклланади.

Монологик нутқ

сўзловчининг шахсий таассуротлари, турли воқеалар ҳақида содда ҳикоя тузиш ва унигапириб бериш, истак, орзулари ҳақида сўзлаб бериш, шунингдек, ўзининг шахсий қараш, фикрини асослаб бериши, ўқиган китоби ёки кўрган фильми мазмунини сўзлаб бериш ва унга нисбатан ўзининг шахсий муносабатини билдириш.

Ёзув

ўзини қизиқтирган ёки таниш бўлган мавзулар доирасида содда матнлар ёзиш, шунингдек, ўзининг таассурот ва кечинмалари ҳақида хат ёзиш.

7.4. Тилни ўзлаштиришнинг ўрта босқичи (Vintage B2)

Мавзулар

Саёҳат, чет эл сафари, муаммоли вазият мавзуларига оид:

(а) монологик матнлар: аэропортда, турар жойни танлаш ва ўрнашиш, овқатланиш, харид қилиш, зиёрат қилиш, телефонда суҳбатлашиш, хабар юбориш (почта, бошқа воситалар билан), соғлиқни сақлаш (даволаниш), хизмат турлари, пул билан боғлиқ бўлган муаммолар ва б.

(б) мамлакатнинг жойлашуви, иқлими ва об-ҳавоси; атроф-муҳит, табиат, экология; инсоннинг ташқи қиёфаси, кийими, миллий кийимлар мазуси, чипта сотиб олиш вақтидаги суҳбат, паспорт ва божхонадан ўтиш пайтидаги суҳбат, самолётга таклиф этиш чоғида ишлатиладиган ахборот ва б.

а) давлатчиликга оид мавзулар: “Ўзбекистондаги сиёсий партиялар ва ҳаракатлар”, “Сиёсий тизимнинг демократлашуви”, “АҚШ сиёсий партиялари”, “Буюк Брита-нияда сиёсий партиялар тизими”, Ўзбекистон Республикаси маҳаллий ҳокимият органлари, Япония давлатчилиги, АҚШда маҳаллий ҳокимият органлари, Буюк Британиянинг маҳаллий ҳокимият органлари, АҚШнинг административ тузилиши, Британия парламенти;

(б) иқтисодий мавзулар – “Бозор иқтисодиётида талаб ва таклиф”, “Иқтисодиёт соҳасидаги муаммолар”, “Маркетинг ва савдо”, “Мулкчилик турлари”.

Тил материали

Лексика: кундалик инглиз тилига оид 480-500 та сўз ва сўз бирикмалари; мутахассисликка оид 180-200 та атамалар, сўз яшаш усуллари.

Грамматика: “when” ва “if” конструкцияларда феъл шакллари ишлатиш; замонлар мослашувида (“Sequence of Tenses”, “Future in the Past”) феъл шакллари ишлатилиши; мураккаб тўлдирувчи (“Complex Object”); шарт ва пайт эргашган кўшма гапларда (“Conditional sentences”) феъл шакллари ишлатиш; ўтган замон сифатдоши ва унинг ишлатилиши (“Participle II and constructions”); инглиз тилида сўз яшаш; феълнинг тўрт асосий шакллари; феълнинг мажхуллик даражаси (“The Passive Voice”); артикларнинг географик номлар билан ишлатилиши (“The use of the articles with geographical names”); would like to do smth; like/enjoy/love doing smth грамматик конструкциялари.

Талабалар нутқ фаолияти турлари бўйича кўйидаги кўникма ва малакаларга эга бўлишлари лозим:

Тинглаб тушуниш

дастур доирасидаги мавзуларда тингланган маъруза, ТВ ва радио орқали эшиттиришлар, бадий фильмлар мазмунини тушуниш.

Ўқиш ва унинг турлари: танишув ўқиш, ўрганув ўқиш ва кўз югуртириб ўқиш (Scanning, Scimming, Speed reading)

касбий соҳалар ҳамда кундалик турмушнинг долзарб масалалари бўйича мақола ва хабарларни, тил жихатдан мураккаб бўлмаган бадий адабиётни ўқиб тушуниш.

Гапириш. Диалогик нутқ

тайёргарлик кўрмасдан суҳбатларда катнашиш, дастур мавзулари бўйича баҳсларда катнашиб, ўз фикр-мулоҳазаларини билдириш ва уларнинг тўғрилигини исботлаш.

Монологик нутқ

дастур мавзулари бўйича фикр-мулоҳазаларни тушунарли ва асосли изҳор қилиш.

Ёзув

дастур мавзулари бўйича эссе, баён, иншо ва маъруза ёзиш.

Таржима

- босқич лексик минимуми сўзларини она тилига таржима қилиш,
- мавзуларга оид содда гапларни инглиз тилидан она тилига таржима қилиш,
- мавзуларга оид содда матнларни инглиз тилидан она тилига таржима қилиш.

8. ДАСТУРНИНГ ИНФОРМАЦИОН-УСЛУБИЙ ТАЪМИНОТИ

8.1.Электрон кириш тестлар мажмуаси

Локал тармоққа мўлжалланган, 100 балл шкаласида баҳолаб бериш имкониятига эга CD диск мазкур дастур асосида яратиладиган ўқув-услубий мажмуанинг таркибига киритилади. Мутахассис томонидан CD диск локал тармоққа мўлжалланган компьютер синфига ўрнатилади. Кириш тестлари уч қисмдан иборат: ситуатив грамматикага оид тестлар; ўқиб тушуниш тестлари; тинглаб тушуниш тестлари.

Тил босқичларида нутқ фаолиятининг қуйидаги объектларини ўргатиш асосида билим, кўникма ва малакалар ҳосил қилиш назарда тутилади: матнлар; тил материали (графика, фонетика, лексика, морфология, синтаксис); нутқ фаолияти бўйича малакалар: тинглаб тушуниш (listening comprehension - LC); ўқиб тушуниш (reading comprehension - RC); фикрни ёзувда ифода этиш (essay writing - EW); гапириш (communicational English - CE).

8.2.Матнлар

Нутқ фаолияти жараёни қуйидаги матн турларидан ташкил топади: оғзаки (сўзлашиш, миш-миш, фольклор); ёзма (сфратистика, эпи-графика, нумизматика, хатлар, ҳужжатлар, журналистика, илмий ва бадиий матнлар ва бошқалар). Улар талабаларга келгуси фаолиятларида зарур бўладиган оғзаки мулоқот, хат ёзиш, расмий ҳужжатлар тайёрлаш, илмий (мутахассисликка оид) ва бадиий матнлар билан ишлаш жараёнларида инглиз тилидан эҳтиёж даражасида фойдаланиш имкониятини яратади.

Дарс жараёнида ўтиладиган мавзулар ёки янги яратиладиган ўқув адабиётлари таркибидаги илмий ва бадиий матнларда мустақил Ўзбекистон ҳаётига дахлдор мавзулар ёритилишига алоҳида эътибор бериш зарур. Сўзлашув жараёнида эса нафақат кундалик ҳаётда қўлланиладиган оғзаки нутқ стандартлари, балки меҳнат муносабатлари жараёнида содир бўладиган сўзлашув бирликларини ифода этувчи матнларнинг (тақдимот, илмий баҳс, ...) қамраб олиниши тавсия этилади.

8.3. Тил материали

Тил материалларини таълим босқичлари бўйича тақсимлашда жаҳон стандартларини инобатга олиш мақсадга мувофиқдир. Бунда хорижий мамлакатларда босқичма-босқич ўқитиш принципи асосида тайёрланган дарсликлардан фойдаланиш мумкин.

8.4. Нутқ фаолияти турлари учун зарур бўлган малакаларни шакллантириш жараёни

Таълим олувчиларнинг нутқ фаолиятида зарур бўладиган кўникмаларини босқичма-босқич ривожлантириш тахсил жараёнининг бош мақсади ҳисобланади. Айти мақсадга эришиш узлуксиз равишда - аудиторияда ва мустақил равишда махсус топшириқ, вазифа ва машқлар бажарилиши орқали амалга оширилади. Таълим мазмунини мавзулар, матнлар, тил материали, мавзулар бўйича шаклландирган билим, кўникма ва малакалар ташкил этади. Таълим мазмунининг ҳар бир таркибий қисми таълим мақсадини амалга оширишга қаратилган бўлиб, улар ўзига хос хусусиятларга эга. Бу хусусиятлар тил материални актив ва пассив минимумларга, ўқув йиллари, семестрларга тақсимлаш, нутқ фаолияти турлари учун зарур бўлган билим, кўникма ва малакаларни шакллантириш мақсадида аудитория ва аудиториядан ташқари ҳолатларда бажариладиган иш турлари ва билимларни баҳолашда намоён бўлади.

Кинофильмлардан фойдаланиш. Фильмнинг айрим қисмлари кўрилади ва таҳлил қилинади. Фильмнинг диалогли парчаси бир неча бор кўрилади, сўнг ўша диалогнинг матни олдиндан тайёрланган карточкаларда таҳлил қилиш учун талабаларга тарқатилади. Сўнг диалог матнида қўлланилган етакчи сўзлар ва унда ишлатилган грамматик ҳодисалар устида ишлар бажарилади.

Радиодан фойдаланиш: Радио орқали сўнгги хабарларни эшитиб бориш тил ўрганувчиларнинг рецептив кўникма ва малакаларини ривожлантиришда муҳим роль ўйнайди. Илғор тажрибанинг кўрсатишича, радио орқали сўнгги хабарларни тинглаб тушуниш аввалида қийин кечади, лекин радиони мунтазам равишда кунига 30 дақиқадан тинглаб бориш тил ўрганувчиларнинг тинглаб тушуниш малакаларини шакллантиради.

Машғулотларда қуйидаги интерактив усуллардан фойдаланиш тавсия этилади: “Сирли сандиқ” (Поле чудес), “Аквариум”, “Ақлий ҳужум”, “Хотира харитаси”, “Гуруҳлар билан ишлаш”, “Компьютерли ўйинлар”, “Ўзма баҳслар”, “Кластер”, “Видеоанжуман”, “Бумеранг”, “3X4”, “Зигзаг”, “Музёрап ўйини”, “SWOT”(Таҳлил), “Баҳс - мунозара”, “Муаммони ҳал этиш”, “Арра”, “Танқидий фикрлаш”, “Стол ўртасида ручка”, “Биргаликда билим олиш”, Э.Аронсон методи, Р.Слагин методи, Д.Жонсон ва Р.Жонсон методи, “Лойиҳа методи”, “Тақдимот” (Презентация) ва бошқ. Хорижий тилларни ўқитиш кўп қиррали фаолият бўлганлиги боис ҳар бир ўқитувчи ўз фаолиятида янгидан – янги интерактив усулларни қўллаши мумкин. Машғулотларда интерфаол усуллардан кенг фойдаланиш 70-80% талабанинг дарс жараёнида фаол қатнашишига имконият яратади.

Мультимедия дастурларидан фойдаланиш: мультимедия – бу аудио, видео, машқ графикаси асосида ўқув материални тил ўрганувчиларга тақдим

этишдир. Мультимедия дастурларига интерактив электрон дарсликлар, улар таркибида яратилганг аудио, видео, расм, графика материалларига таянган машқлар, назорат тестлари, CD диск кўринишидаги аудио материаллар ва назорат тестлари ҳам киради. Мультимедия дастурларини интернетга киритиш имкониятлари мавжуд. Бу холда ўқувчи, талабалар билан ўқитувчи орасида дистант мулоқот ташкил этиш имконияти пайдо бўлади. Бу эса, ўз навбатида, дистант таълим элементларини ўқув жараёнига киритиш имконини яратади, мустақил таълимнинг интерактивлик даражасини оширади. Илғор тажрибанинг кўрсатишича, мультимедия дастурларидан фойдаланиш таълимга сарфланадиган вақтнинг 30% гача тежаш имконини беради.

Тил ўрганувчиларнинг касбий компетенцияси доирасида лингвистик, коммуникатив, маданиятлараро мулоқот каби компетенциялар фарқланади. Лингвистик компетенциялар хорижий тил бўйича эгалланиши зарур бўлган лексик, грамматик ҳамда талаффузга оид билим, кўникма ва малакалардан ташкил топади.

Коммуникатив компетенция - нутқ фаолияти турлари – тинглаб тушуниш, гапириш, ўқиш, ёзувда ахборот олиш ва ахборот узатиш орқали мулоқот қилишни таъминловчи билим, кўникма ва малакалардан иборат. Маданиятлараро мулоқот компетенцияси турли маданият вакиллари ўртасидаги шахслараро мулоқотни ташкил этиб, у лингвистик, коммуникатив компетенциялар билан бир пайтда шаклланиб боради. Нутқ маданияти тил нормалари (талаффуз, урғу ва оҳанг), сўзлардан тўғри фойдаланиш, грамматик ва стилистик ҳодисаларни билиш ва уларни нутқда тўғри ишлатишни тақозо этади. Сўзларни, гапларни тўғри талаффуз қилиш мулоқотнинг муҳим шартларидан биридир. Тўғри, равон талаффуз сўзловчи нутқининг барчага тушунарли бўлишини таъминлайди. Бироқ “Хорижий тил” ўрганишга ажратилган вақтнинг чегараланганлиги, талаффуз қийинчиликларининг турли даражада бўлиши каби ҳолатлар талаффузни апроксимация тамойили ҳамда талаффуз қийинчиликларини типларга ажратиб ўргатишни тақозо қилади.

Лексика тил материалининг таркибий қисмларидан бири бўлиб, уни танлаш, тақсимлаш ва тақдим этиш катта роль ўйнайди. Ҳар бир босқич учун кундалик инглиз тили ҳамда тил ўрганувчиларнинг мутахассислигига оид мавзулар бўйича лексик минимум танланади. Нутқ фаолиятининг барча турларида қўлланиладиган лексик бирликлар актив минимумни, тинглаб тушуниш ва ўқиш жараёнида ишлатиладиган сўзлар пассив минимумни ташкил этади. Лексика устида ишлаш чет тиллар ўқитиш методикасида ишлаб чиқилган тамойиллар асосида амалга оширилади. Актив лексик минимумни ташкил этувчи сўзларни ўргатиш “маънодан шаклга”, пассив минимум лексик бирикмаларини ўргатиш эса “шаклдан маънога” қараб бориш шаклида амалга оширилади.

Лексик бирликлар орқали талабаларнинг маданиятлараро мулоқот компетенциясини шакллантиришда сўзларнинг денотатив ва коннотатив маъноларига жиддий эътибор қаратиш жоиздир.

Таълим жараёнини интенсифлаштиришнинг самарали усулларида бири лексик бирликларни типларга ажратиш ва улар асосида таълимни табақалаштиришдир. Лексик бирликларни табақали ёндашув асосида ўргатиш

сўзларнинг бўғин таркиби (бир бўғинли – кўп бўғинли), маънолари (бир маъноли – кўп маъноли), тузилиши (содда – ясама – қўшма сўзлар), конкрет ва мавхум (конкрет - мавхум), предлоглар билан бирикиши (предлогли - предлогсиз), ўзлаштириш учун қийинчилик даражаси (осон- қийин – энг қийин) каби типларни фарклашни тақозо этади.

Талабаларнинг сўз бойлигини оширишда сўз яшаш усуллари ҳамда потенциал сўз захираларига жиддий эътибор қаратилади. Ҳар бир машғулотда сўз яшаш усуллари ҳамда талабаларнинг потенциал сўз захираларини бойитишга доир машқлар бажарилиши мақсадга мувофиқ.

Лексик бирликларни ўзлаштириш бўйича талабалар билимини назорат қилиш жорий, оралиқ ва якуний назорат шаклларида амалга оширилади. Назорат усуллари ва уларнинг намуналари мазкур дастурнинг 11-бандида келтирилган.

Нутқнинг равон, тушунарли бўлиши маълум даражада сўзловчининг грамматик ҳодисалардан тўғри фойдаланишига боғлиқ. Бироқ нофилологик олий ўқув юртлари ҳамда филологик йўналишларда хорижий тилни иккинчи чет тил сифатида ўқитиш жараёнида грамматикага таълимнинг воситаси сифатида қаралади. Мазкур тамойилга кўра “нутқ жараёнида содир бўладиган грамматик хато тингловчилар учун гапирувчи фикрини тушунишга халақит бермаса, мазкур нуқсон грамматик хато ҳисобланмайди”. (В.С.Цетлин).

Грамматик қоидаларни ўргатиш, кўникмаларни шакллантириш умумий методикада ишлаб чиқилган тамойиллар асосида олиб борилади. Грамматик ҳодисалар, лексика сингари актив ва пассив минимумларга ажратилади. Грамматик минимумларни танлаш илмий асосланган тамойиллар асосида амалга оширилади. Мазкур тамойиллардан бири тил ҳодисасини нутқ эҳтиёжига кўра танлаш ва уни тақдим этиш бўлиб, у грамматик минимумни танлаш жараёнида етакчи ўринни эгаллайди. Актив минимумни ташкил этувчи грамматик ҳодисалар устида ишлаш “маънодан шаклга”, пассив минимум ҳодисаларини ўргатиш эса “шаклдан маънога” қараб бориш шаклида олиб борилади.

Табақали ёндашув (осон, қийин, энг қийин, она тили грамматикаси ҳодисалари билан мос келиши / келмаслиги, қайси усул билан ясалиши (аналитик, синтетик) грамматик материалларни тақдим этишда катта аҳамият касб этади. Инглиз тили грамматикасини она тили грамматикаси билан қиёслаш ва ундан тегишли хулосалар чиқариш талабаларнинг лингвокультурологик ва лингвистик компетенцияларини шакллантиришда муҳим роль ўйнайди. Грамматикадаги ўзлаштирилиши қийин ҳодисалар аниқланиб, уларнинг макро ва микрошаклларига эътибор қаратилиши ҳамда аудиториядаги машғулотлар коммуникатив метод асосида олиб борилиши юқори самара беради. Грамматика устида ишлашда “ўзлаштирилиши қийинчилик туғдирадиган ҳар қандай грамматик ҳодисани тушунтиришга 2-3 дақиқа вақт кифоя” (И.М.Берман), - тамойилига риоя қилиш мақсадга мувофиқдир.

Талабаларнинг грамматика бўйича эгаллаган билимларини назорат қилиш жорий, оралиқ ва якуний назорат шаклларида амалга оширилади.

8.5. Нутқ фаолияти турлари бўйича билим, кўникма ва малакаларни шакллантириш

Тинглаб тушуниш нутқ фаолиятининг турларидан бири бўлиб, у икки жараён – матнни тинглаш ва унинг мазмунини англашдан иборат. Тинглаб тушунишга таълимнинг мақсади ҳамда воситаси сифатида қаралади. Бунда хорижий тилдаги жонли нутқ радио, ТВ, кино/видео фильмлар орқали тинганади ва тушунилади. Психофизиологик маълумотларга кўра, тинглаб тушуниш нутқ фаолиятининг рецептив турларидан бири бўлиб, у ахборот олишга хизмат қилади. Тинглаб тушуниш тил материални киритиш, тушунтириш жараёнида асосий восита бўлиб хизмат қилади. Бундан ташқари тинглаб тушуниш талабаларнинг талаффуз, лексик ва грамматик кўникмаларини такомиллаштириш, гапириш, ўқиш ва ёзув малакаларини ривожлантиришда муҳим аҳамият касб этади. Тинглаб тушуниш малакалари умумий ва махсус дастурлар асосида шакллантирилади. Умумий дастур машғулот давомида инглиз тилида талаффуз этиладиган ўқитувчининг нутқи, (тушунтириш, кўрсатма бериш, талабалар жавобларини баҳолаш, рағбатлантириш, танбех бериш, тартиб-интизомга риоя қилишга ундаш кабилар) ҳамда талабаларнинг нутқлари (инглиз тилида жавоблари, бошқалар билан фикр алмашишлари) дан ташкил топади. Махсус дастур машғулотнинг маълум босқичида тил ўрганувчиларга ўқитувчининг жонли нутқда ёки механик ёзув орқали нотаниш матнни ўқиб эшиттириши ва у билан боғлиқ вазифаларни ўз ичига олади.

Тинглаб тушуниш жараёнида хотиранинг роли муҳимдир. Уни ривожлантириш учун диктордан сўнг сўз, сўз бирикмалари, гаплар, қисқа диалог ва монолог шаклидаги матнларни такрорлаш юқори самара беради. Диктордан сўнг талаффуз тезлиги тобора ошиб борадиган гап ва қисқа матнларни такрорлаш машқи талабаларнинг нутқларини такомиллаштиради. Тинглаб тушунишга ўргатишда талабаларнинг башорат қилиш (олдиндан ўйлаб топиш) қобилиятларини шакллантириш муҳим ўрин тутаяди. Бунинг учун бирон-бир жумланинг бошини ёки охирини ўйлаб топиш, жумлада етишмаётган сўзларни топиб ўз ўрнига қўйиш, олдиндан берилган сўз учун унга маъно жиҳатдан мос келадиган сўзларни танлаш, расмга қараб ёки матннинг сарлавҳасини ўқиб ёки матннинг биринчи жумласини ўқиб унинг нима ҳақида эканлигини тахмин қилиш, матн парчаси билан танишиб гап нима ҳақида бораётганлиги, матн мазмуни асосида адабий қаҳрамон образини таърифлаб бериш, содир бўлаётган воқеалар тафсилотини баён этиш каби машқ турларидан фойдаланиш тасия этилади.

Талабаларнинг тинглаб тушуниш малакаларини шакллантириш ҳамда такомиллаштиришда мустақил ишларнинг муҳимлигини таъкидлаш жоиз. Радио, ТВ орқали инглиз тилида бериладиган эшиттиришларни мунтазам тинглаб бориш тил ўрганувчиларнинг нафақат тинглаб тушуниш малакаларини такомиллаштиради, балки уларнинг билим савияларини оширади, дунёқарашларини кенгайтиради, тилни ўрганишга бўлган қизиқиш, мотивацияларини кучайтиради, маданиятлараро мулоқот компетенцияларини ривожлантиради.

Тинглаб тушуниш учун махсус эшиттириладиган матнлар устида жиддий ишлаш лозим. Илк ва бошланғич босқичларда қўлланиладиган матнлар мазмуни содда бўлиши, тушуниш учун қийинчилик туғдирмаслиги керак. Бундай матнлар устида бажариладиган машқлардан кўзланган асосий мақсад талабаларнинг эшитиш, эслаб қолиш қобилиятларини ривожлантириш, лексик birlikларнинг ўзига хос белги ва грамматик шакллари эслаб қолишларини таъминлашдир. Эътиборни айниқса, омофон ва омограф сўзларга қаратиш лозим. Аудиторияда машғулотларида техник воситалардан (аудио, видео техника, кинофильм, лингафон дастурларидан) фойдаланиш тавсия этилади.

Тинглаб тушуниш малакаларини шакллантиришнинг илк босқичида тил материали талабаларга таниш бўлган содда матнлардан, кейинги босқичларда мураккаброқ ва аутентик матнлардан иборат бўлади. Тинглаб тушуниш малакалари назоратнинг жорий, оралиқ ва якуний шаклларида текшириб борилади.

Гапириш. Гапириш сўзловчининг фикрини изҳор қилишга қаратилган нутқ фаолиятининг продуктив турларидан бири ҳисобланади. У икки шаклдан иборат: диалог ва монолог. Ҳар иккала шакл умумий кўринишларга эга бўлсада, улар ўзига хос хусусиятлари билан бир-биридан фарқ қилади. Уларнинг умумий хусусиятлари тил материалини ўзлаштириш, тайёрланган ва тайёрланмаган нутқ механизмларида ифодаланади. Гапиришнинг ҳар иккала шаклида ҳам нутқ фаолияти турларининг ўзаро боғлиқ хусусиятлари мавжуд.

Ўқув материалларини педагогик технологиялар имкониятлари нуқтаи назаридан қуйидаги тўрт турга бўлиш мумкин:

- (1) анъанавий, соф полиграфик кўринишидаги ўқув материаллари;
- (2) таркибида аудио/видео материаллар мавжуд полиграфик кўринишдаги ўқув материаллари;
- (3) таркибида аудио/видео материаллар ва компьютер технологиялари мавжуд полиграфик кўринишдаги ўқув материаллари;
- (4) замонавий ахборот технологияларига (лазер диски ёки интернет/интранет технологияси) таянган интерактив ўқув материаллари (таркибида полиграфик кўринишдаги ўқув материали мавжуд материаллар).

Ўқув жараёнини ташкил этишда одатда икки услубдан фойдаланилади: (1) тилнинг кичик элементларини асос қилиб олган ҳолда катта элементларни таҳлил қилиб бориш билан боғлиқ фаолият (down to up activity). Мазкур услуб одатда хорижий тилни ўқитишнинг илк, бошланғич босқичларида кузатилади. Чунки тилнинг кичик элементлари ва уларнинг ишлатилиш қоидаларини билмаган талабаларда мулоқот кўникмаларини ривожлантириш қийин кечади; (2) Ушбу услуб юқори босқичларга хос. Бунда тилнинг йирик элементи ҳисобланган матнни чуқурроқ тушуниб етиш мақсадида матн қисмлари (гап, сўз бирикма, сўз шакллари, ва ҳ.к.) таҳлил қилиб борилади (up to down activity). Мазкур услубни таҳлил қилиш ва келгусида самарали ишлашни таъминлаш учун қуйидаги икки жараён ҳисобга олинади:

- фаолиятлар (топшириқлар тизими) жараёни;
- ментал ҳаракат жараёни.

Фаолиятлар жараёнига ўқитувчи томонидан махсус услубий мақсадни кўзлаган ҳолда юритиладиган ҳаракатлар йиғиндиси киради. Таркибий қисмлари жиҳатидан мазкур ҳаракатлар икки кўринишда бўлади:

1. Ўқитувчи томонидан аудиторияда у ёки бу мавзунини ўзлаштиришда ишлатиладиган топшириқлар;

2. Талабаларнинг мустақил иш жараёнини таъминлайдиган топшириқ ва вазифалар.

Ментал ҳаракат жараёни маълум бир услубий мақсадни кўзлаган ҳолда фаолият жараёнида эришилган натиждир.

Қуйи-ўрта босқич таҳсилининг аудитория ҳамда мустақил иш жараёнларидаги фаолият таркиби ва ментал ҳаракатлар жараёнида эришиладиган натижалар қуйидаги жадвалда келтирилган:

№	Фаолият (топшириқлар) таркиби	Ментал ҳаракат натижалари
1.	Машғулот мавзусига тегишли ва мавзунини таништиришга мўлжалланган саволлар, мунозаралар/кўргазмали қуроллар.	Диққатни мавзуга жалб этиш.
2.	Дарс мавзусига тегишли бўлган биринчи матнни ўқиш ёки тинглаш орқали таништириш.	Тил материалининг киритилишини таъминлаш.
3.	Схема/режа/жадвал/ҳа:йўқ жумлалар/ қачон?, қаерда?, ким?, нима?, нечта? каби саволлар ёрдамида мавзунинг бадиий қабул этилиши.	Маънонинг таҳлил қилиниши.
4.	Нега?/қандай қилиб?/қандай йўллар орқали?/таққослай оласанми? каби саволлар ёрдамида мавзу юзасидан фикр юритилиши, хулоса чиқарилиши.	Маънони ривожлантириш, кенгайтириш.
5.	Мазкур мавзуга тегишли бўлган иккинчи матнни ўқиш ёки тинглашга йўналтириш.	Қўшимча тил материалининг киритилишини таъминлаш.
6.	Режа/таблица/бўш жойларни тўлдириш ёрдамида мавзунинг бадиий қабул этилиши.	Маънонинг таҳлил қилиниши.
7.	Иккинчи матндаги янги грамматик материални таҳлил қилиш.	Маънонинг таҳлил қилиниши.
8.	Калит сўзларга асосланган машқ.	Маънонинг таҳлил қилиниши.
9.	Ролларга асосланган ўйин/ суҳбат/откретка, қарорлар рўйхатини тайёрлаш/фикрни ёзув матнида ифодалаш, хат ёзиш.	Кутилмаган вазиятларда ёзиш ва мулоқот малакаларини шакллантириш.
10	Назорат	Ўзлаштирилган билим ва кўникмалар намоиши.

8.6. Таълим методикаси таҳлилининг амалиётдаги намунаси (аудиториядаги топшириқлар ва мустақил фаолият учун машқлар намуналари)

Боб сарлавҳаси: Табиат манзараси

1. **Focusing activity** - дарс сарлавҳасига тегишли ва мавзуни ёритишга мўлжалланган саволлар. “Табиат манзараси” мавзусини мазкур саволлар ва имкониятга қараб бир неча расмлар ёрдамида таништиринг:

- Табиат деганда нимани тушунаси?
- Табиатга оид қандай сўзларни биласиз? Табиатга оид сўзларни сарлавҳалар ёрдамида гуруҳларга ажратинг?
- Ҳайвонот олами ва ёввойи ўсимликларни сақлаш борасида қандай тадбирларни амалга ошириш мумкин?

2. **On the Line Activity** – “The Chatkal Reserve” матнини ўқиш:

- ўқитувчи матнни овоз чиқариб бир ёки икки марта ўқийди. Талабалар ўзларининг матн нусхаларидан фойдаланиб ўқитувчидан кейин такрорлайди;
- юзаки таҳлил учун саволлар;
- ўқитувчи талабаларни жуфтларга ажратиб, куйидаги жадвални тўлдиришни сўрайди. Вазифа бажарилганидан сўнг жавоблар юзасидан қисқа мунозара ўтказилади;

Паркнинг номи	Қачон очилган
Биринчи абзац матни нима ҳақида?	
Иккинчи абзац матни нима ҳақида?	
Матнда учраган барча ўсимликлар номини айтинг	
Матнда учраган барча ҳайвонлар номини айтинг	

- ўқитувчи куйидаги саволларни беради, талабалар эса “ҳа” ёки “йўқ” шаклида инкор ёки тасдиқловчи жавобни берадилар.

- Чотқол кўриқхонаси Тошкентдан 46 мил узоқликда жойлашганми? - Йўқ.

- У 1947 йилда очилганми? - Ҳа.

- Чотқол тоғларидаги кўриқхона ноёб ўсимликлар ва ҳайвонларни муҳофаза қилиш мақсадида очилганми? - Ҳа.

- У ердаги ўсимликлар дунёси ноёб ва чиройлими? - Ҳа.

- Дарахтлар бошқа бирор ерда ўсмаганлиги учун муҳофаза этилиши керакми? - Ҳа.

3. **Between the Line Activity** - маънони ривожлантириш, кенгайтиришгага мўлжалланган қабул этилиши мураккаб даражадаги саволлар жараёни:

- Нима учун ҳайвонлар тоғларда яшайди?
- Дарахтни ўстириш осонми, нега?
- Нима мақсадда кўриқхона очилган эди?
- Қандай қилиб кўриқхона ҳайвонларни муҳофаза қилади?
- Нима учун арслонни учратсангиз ўзингизни нари тутишингиз керак?
- Матн муаллифи фикрича ... қуш сизга бахт келтирадилми?
- Нега ... қушни тутиш мушкул?
- Мабодо паркка борсангиз авваламбор нимани кўришни истар эдингиз? Нега?

- Қайси жиҳатлари билан паркнинг ёзги манзараси қишки манзарасидан фарқ қилади?
- Паркка қайси фаслда ташриф буюришни истар эдингиз?
- Ўзбек мақолларидан мазкур матнга нисбатан иккитаси тўғри келган бўлар эди:
 - а) Агар бахт қуши бошингизга қўнса, ундан тезда фойдаланиб қолинг.
 - б) Дарахт ўстириш уй қуриш билан баробар.
- Матнни чуқурроқ англаш мақсадида грамматикани ўзлаштириш билан боғлиқ машқлар, топшириқлар.
- Матнни чуқурроқ англаш мақсадида янги сўзларни ва грамматик материални мустаҳкамлашга қаратилган машқлар, топшириқлар: масалан, талабалар тоғ леопардининг расмига қараб рақамлар ўрнига аъзо баданининг номларини ёзишлари керак. Қуйидаги сўзлардан зарурини танлашлари керак - боши, қўли, қулоғи, думи, бели, кўзи, орқа қисми, бурни, кўкраги, оғзи.

4. Beyond the Line Activity - қўшимча тил материалининг киритилиши билан боғлиқ ўқув материаллари, топшириқлар.

- Қайси бирини ёктирасиз? Нега? Бу жумлалар, мақоллар тўғрими?
- Ўқувчиларга тоғ арслонининг расми ҳақида савол бериш керак. У қандай ҳайвон? Қаерда яшайди? Уларнинг бирортасини кўрганмисиз? Бундан сўнг икки киши иштирокида талабаларга диалог ўқилади ёки аудиокассетадаги матн эшиттирилади. Диалог бир марта ўқилиши лозим. Тилни паст даражада ўзлаштирган талабаларга ўқитувчи диалогни қисқартирилган ҳолда ёки унинг бирор қисмини ўқиб бериши мумкин.
- Ўқитувчи “предлог” атамаси билан талабаларни таништириши ва диалогдаги барча предлогларни топишларини сўраши керак. Бундан сўнг ўқитувчи талабаларнинг мазкур предлогларни ишлатишларига имкон бериши керак. Бунга у диалогнинг иккинчи устунда келтирилган саволларни бериш орқали эришиши мумкин. Ўқитувчиги қўшимча вазифалардан ҳам фойдаланиши тавсия этилади. Масалан, кун давомида, сахар давомида, тун давомида; кечкурун, кундуз куни, соат бирда, ярим тунда; ёзда, қишда, баҳорда, кузда.
- Диалог таҳлиliga мўлжалланган саволлар. Ўқитувчи талабаларни уч кишидан иборат гуруҳларга ажратиб, қуйидаги схемани тўлдиришни сўрайди:

Тоғ арслони

Номининг маъноси

Ранглар (3)

Қишки яшаш уйи Ёзги уйи

Таоми (4)

Ов қилганда арслон ва ишлатади.

* Вазифага таянган фаолият - диалогни тузиб гапириб беринг. Талабалардан жуфтларга бўлиниб бир дақиқалик она ва бола арслонлар ўртасида содир бўлиши

мумкин бўлган диалогни тайёрлаш сўралади. Сухбат, энг камида қуйидаги ғоялардан иккитасини қамраши керак:

- Нимани еса яхши бўлади?
- Қандай қилиб катта ҳайвонни тутиш мумкин?
- Қорнинг кўриниши қандай?
- Нега арслон қишда совқотмайди?
- Инсонлар кимга ўхшайди?

Ўқитувчи ушбу матнни икки марта ўқийди. Талабалар эса ёзмасдан уни тинглайдилар. Икки марта ўқишнинг орасида бир дақиқа ўйлашга уларга муҳлат берилади. Бу пайтда улар матн мавзуси ҳақида ўйлаб кўришлари керак бўлади. Матн ўқилганидан сўнг талабалар тўрт кишидан иборат гуруҳларга бўлиниб матнни сўзма-сўз тиклашлари лозим. Ҳар бир гуруҳ ўз имкониятларини намойиш этиш мақсадида доскага ёки қоғозга ёзишлари керак. Турли версиялар ўқиб берилишидан аввал ўқитувчи матн мазмунини синф билан биргаликда яна бир марта муҳокама қилади. Бу турдаги вазифадан мақсад талабаларни чет тилида тинглаш, ёзиш ва гапиришга жалб қилишдир.

9. МУСТАҚИЛ ИШНИ ТАШКИЛ ЭТИШНИНГ ШАКЛИ ВА МАЗМУНИ

Мустақил ишлар нутқ фаолиятининг қуйидаги кўринишлари бўйича ташкил этилади: мутахассисликка оид адабиётни она тилига таржима қилиш, ўқиш турлари (танишув ўқиш, ўрганув ўқиш, кўз югуртириб ўқиш - **Scanning, Scimming, Speed reading**), ёзиш, эшитиб тушуниш ва сўзлаш. Ҳар ой мутахассисликка оид 15 бет матнни таржима қилиш таклиф этилади. Юқори малакали мутахассис ихтисосликка оид матнни умумий тасаввур қилиш (танишиб чиқиш) учун юзаки қараб чиқа олиши, ўзини қизиқтирган масала бўйича керакли маълумотларни топа олиши, бўш вақтида публицистик, илмий-оммабоп ва ижтимоий-сиёсий мавзудаги адабиётни ўқий олиши лозим. Ўрганув ўқиш (**Scimming**) талабанинг ихтисослигига оид ўқув адабиётлари асосида олиб борилади. Ўқишнинг мазкур кўринишини назорат қилиш матнни тўлиқ ёки қисман таржима қилиш шаклида ўтказилади.

Тинглаб тушуниш. (Listening Comprehension) Чет тилида ифода этилган нутқни тинглаш ва уни тушуниш нутқ фаолиятининг мураккаб тури ҳисобланади. Тинглаб тушунишни осонлаштириш учун махсус нутқ дастури ишлаб чиқилади. Дастурда лингафон кабинетда матнларни тинглаш жадвали, матнлар характери ва уларнинг ҳажми, аудиториядан (дарсдан) ташқари тинглашга мўлжалланган матнлар мазмуни, назорат турлари ва усуллари ўз аксини топади.

Танишув ўқиш (Scanning) мустақил иш турларидан бири сифатида уйда ўқиш шаклида амалга оширилади. Ўқишнинг бу туридан фойдаланиш учун мослаштирилган (тушунтириш берилган) илмий-оммабоп матнлар, объектив характерга эга бўлган бадиий китоблар танланади. Ўқиш ҳажми бир ҳафтада 6-8 бетни ташкил этади. Назорат турлари: ўқилган матн мазмуни бўйича ўқитувчи томонидан берилган саволларга жавоб бериш, айрим вазифалар бўйича ахборот

бериш, саволлар бўйича мунозара уюштириш, ҳикоя ёки ахборот режасини тузиш ва ҳ.к.

Ўрганув ўқиш (Scimming) мутахассислик мавзулари бўйича олиб борилади. Унда мутахассисликка оид маълум маълумотни англаш ва ундан касбий фаолиятда фойдаланиш учун машқлар бажарилади. Матн мазмуни луғат ёрдамида тўлиқ таржима қилинади. Мақсадга тўлиқ эришиш учун ўқитувчи талабаларга турли вазифалар беради.

Кўз югуртириб (Speed reading) ўқишга мустақил равишда газета ва журналлардан олинган ижтимоий-сиёсий, ва публицистик характерга эга бўлган матнларни ўқиш тавсия этилади. Талабалар газета ва матнларни қизиқишлари доирасига мос равишда ўзлари танлаб олади ва ҳар бир дарсда қараб чиққан материаллари ҳақида ахборот берадилар. Ўқишнинг мазкур тури ҳажм жиҳатдан чегараланмаган. Талаба маълум бир газета бўйича ахборот бериши ёки аниқ бир мавзу бўйича бир неча газетага шарҳ бериши мумкин.

Гапириш. (Speaking) Талабаларнинг диалогик ва монологик нутқ бўйича мустақил иши дарсда ўтиладиган ўқув материали асосида ташкил этилади. Мустақил иш мазмуни ва уни назорат қилиш шакллари ўқитувчи томонидан дидактик, психологик, услубий ва лингвистик омилларни ҳисобга олган ҳолда белгиланади (масалан, ўқув материалнинг мураккаблиги ва унинг ишлаб чиқилганлик даражаси, янги тил материалнинг ҳажми, талабаларнинг тил соҳасидаги тайёргарлик даражаси, малака ва кўникмаларининг шаклланиш босқичи ва ҳ.к.). Мустақил ишлаш учун вазифа сифатида қуйидагилар тавсия этилади: топширилган мавзу бўйича ахборот тайёрлаш, матн мазмунини сўзлаб бериш, мавзуга оид актив лексика ёрдамида ҳикоялар тузиш, маълум масала ёки вазиятни муҳокама этиш ва ҳ.к.

Ёзув. (Writing) Ёзув бўйича мустақил иш ёзув техникаси (графика, орфография, пунктуация) устида ишлашни ва ўз фикрини ўрганилаётган чет тилида ифода этишни назарда тутати. Мустақил иш мазмуни қуйидагилардан иборат:

- аннотация, резюме, реферат ёзиш (тузиш);
- нутқ сўзлашдан олдин нутқнинг режасини ёки унинг тезисини тайёрлаш;
- ҳар хил хатлар, табрикномалар, таклифлар, хизмат вазифаларига оид хатлар матнини тузиш;
- ўқишга ёки ишга кириш учун ариза ёзиш;
- мутахассисликка оид ҳар хил ҳужжатларни расмийлаштириш.

Ёзув малакаларини такомиллаштиришнинг самарали усулларида бири эссе ёзишдир. Чунки услуб жиҳатидан эссе оғзаки нутққа яқин ва бу вазият талабалар ҳис-туйғуларини ифода этишларига кенгрок имконият, шунингдек, талабалар дунёқарашларини тушуниш, уларнинг тил бўйича билимларидаги нуқсонларни аниқлаш ва тузатишга имконият яратилади. Бундан ташқари эссе ёритилаётган материалга мантиқий ёндашиш, ўз фикрини бошқалар фикри билан қиёслаш, уни ҳимоя қилиш, хулосаларни далиллар ёрдамида исботлашга ёрдам беради.

Эссе ёзиш учун таклиф этиладиган мавзулар:

1. Коммуникация ва транспорт воситаларининг ривожланиши мамлакатлар ва халқларни бир-бирларига тобора яқинлаштирмоқда. Мамлакатимизни бошқа мамлакатлар билан яқинлаштирувчи нарса нима? Фикрингизни исботлаш учун мисол ва далиллар келтиринг.
2. Ёшлар ўрта махсус ва олий таълим муассасаларида турли мақсадларни кўзлаб ўқийдилар. Кишиларни олий маълумот олишга нима ундайди (билимларини чуқурлаштириш, янги тажриба орттириш, хизмат соҳасида олға интилиш, иқтисодий аҳволини яхшилаш ва ҳ.к)? Нима сабабдан сиз маълумотингизни давом эттиришга қарор қилдингиз? Фикрингизни исботлаш учун далил ва фактлар келтиринг.
3. Ўзбекистон анъана ва урф-одатларга бой мамлакат ҳисобланади. Аммо айрим анъаналар ўз аҳамиятини йўқотиб бормоқда, бошқалари эса янада кенг тарқалмоқда. Келгуси авлод учун урф-одатларнинг қайси бирини сақлаб қолмоқчисиз? Нима учун? Тушунтириб беринг.
4. Яшаш учун бошқа мамлакатга кўчиб борган кишиларнинг айримлари янги ватанларидаги урф-одатларга риоя қилишни лозим топадилар. Бошқалари эса ўз миллий анъаналарини сақлаб қолишга ҳаракат қиладилар. Ҳар иккала ёндашувни таққосланг. Сизнингча қайси бири маъқул? Фикрингизни конкрет мисоллар ёрдамида ифодаланг.
5. Сиз “Олий таълим муассасаларида талаблар ўзлари ўрганишни хоҳлаган курсларни танлаш имкониятига эга бўлишлари лозим”, - деган фикрга қандай қарайсиз? Фикрингизни мисоллар ёрдамида исботланг.
6. Қуйидаги “Фақат кўп пул топадиган кишиларгина муваффақиятга эришади”, - деган фикрга эътибор беринг. Сизнингча муваффақиятга эришиш учун нима ёрдам беради? Фикрингизнинг далили учун мисоллар келтиринг.

Эссе мавзулари TOEFL таклиф этган мавзулар мажмуасидан танлаб олинади. Ўқитувчи уларни ўзгартириши мумкин, эсселар сонига (ойда бир ёки семестрда уч эссе) ва уларнинг ҳажмига (1,5-2 минг сўз бирлиги) бўлган талаб ўзгармаслиги лозим. Ўқиш ва таржима натижаларидан реферат, мақола, маърузалар ва диссертация ёзишда фойдаланилади. Ўқиш ва таржима учун бериладиган ихтисослик бўйича матн ҳажми бир ойда 15 бет.

Юқори технологияларни ўқув жараёнига тадбиқ этилиши ўқувчи ва талабаларнинг мустақил иш фаолиятини интенсивлаштиради, янги турдаги вазифалар намуналарини яратилишга олиб келади, келтирилаётган материалнинг интерактивлигини сезирарли даражада оширади. Бунга асосий сабаб - ахборот етказиш воситаларнинг бир ахборот намоиш этиш предмети доирасида ифода этилиш имконияти пайдо бўлганлигидадир. Масалан, аввал графика (ёзув), расм ва ҳ.к. кўринишдаги ахборот – қоғозда; аудио ахборот - оғзаки нутқ, аудио тасма, радио, телевизорда; видеофильм кўринишдаги ахборот – видеотасма, телевизорда намоиш этилар эди. Бу эса турли ахборот етказиш воситалари комбинацияларидан ташкил топган машқларни яратилишига тўсқинлик қилар эди. Компьютер монитори махсус дастур ёрдамида ахборот етказиш барча воситаларини жамлаган ҳолда ўзида намоиш этиш имкониятга эга, аудиторияда бажариши лозим бўлган вазифаларнинг талайгинасини мустақил иш эвазига амалга ошириш

имкониятларни яратади. Демак, электрон дарсликларда янги турдаги машқларни яратилишига алоҳида эътибор қаратиш лозим. Бу эса, ўз навбатида, талаба ва ўқувчиларнинг интенсивлаштирилган, юқори даражадаги интерактивлик кўрсаткичларга эга, ахборот етказиш воситалари комбинацияларидан ташкил топган вазифалар билан бойитилган мустақил иш фаолиятини қайта ташкил этишга катта имкониятлар яратади. Электрон ўқитиш материаллари, машқларни интернетга ўрнатиш ва ўқитувчи билан талаба ўртасида дистант мулоқот учун шароит яратиш масофавий таълим элементларини ўқув жараёнига жорий қилишда, талабалар мустақил ишларини бойитишга катта ҳисса қўшади.

10. НУТҚ ФАОЛИЯТИДА ЗАРУР БЎЛАДИГАН КЎНИКМА ВА МАЛАКАЛАРНИ ҲОСИЛ ҚИЛИШ УЧУН ХИЗМАТ ҚИЛАДИГАН ВАЗИФАЛАР НАМУНАЛАРИ

10.1. Нутқ фаолияти турлари учун зарур бўладиган кўникма ва малакаларни ҳосил қилиш учун хизмат қиладиган вазифалар намуналари

Нутқ фаолияти турлари учун зарур бўладиган кўникма ва малакаларни ривожлантирувчи вазифаларга таълим стандартларида кўрсатилган тинглаб тушуниш, ўқиб тушуниш, фикрни ёзма тарзда ифодалаш, гапириш (сўзлашиш) кўникма ва малакаларини ҳосил қилиш учун қўлланиладиган вазифалар ҳамда шаклланган билим, кўникма ва малакаларни назорат қилишга хизмат қилувчи топшириқлар мажмуаси киради. Мазкур дастурда келтирилган вазифа намуналари ҳамма учун мажбурий эмас. Вазифалар рўйхатига ҳар бир кафедра ихтисослик хусусиятларидан келиб чиқиб қўшимчалар, ўзгартиришлар киритиши мумкин.

10.2. Тинглаб тушуниш кўникмаларини ҳосил қилишга хизмат қиладиган вазифалар намуналари

1. Ўқитувчидан сўнг инглиз тилидаги матнни такрорлаш.
2. Инглиз тилида берилган матн мазмунини тушуниб, қўйилган вазифага инглиз тилида жавоб қайтариш.
3. Мустақил равишда инглиз тилида берилган матнни ўқиб тушуниш ва алоҳида вазифа белгилаб уни бажариш.
4. Вазифа доирасида техник воситага кўчирилган инглиз тилидаги матнга жавобни оригинал тилда аудиокассетага ёки компьютерга ёзиб қўйиш (бу турдаги иш мустақил иш тариқасида аудиторияда ва аудиториядан ташқарида бажарилиб ўқитувчига топширилади).
5. Инглиз тилидаги матнни тинглаш давомида “калит” сўзларни ёзиб бориш.
6. “Калит” сўзларга асосланиб тингланган матн режасини тузиш ва уни оғзаки баён этиш.
7. Тингланган матнга асосланиб, 2-3 “калит” сўзга таянган ҳолда нутқ вазиятини ёзма-оғзаки равишда тузиш.
8. “Калит” сўзларга таянган ҳолда матн парчаларини инглиз тилидан она тилига, она тилидан инглиз тилига синхрон таржима қилиш.

10.3. Ўқиб тушуниш кўникмаларини ҳосил қилишга хизмат қиладиган вазифалар намуналари

1. Нотаниш сўзлар маъносини берилган матнга таянган ҳолда аниқлаш.
2. Мусобақа тарзида матнни инглиз тилидан она тилига тез таржима қилиш.
3. Ўқилган матннинг режа (схема) сини тузиш.
4. Матннинг “калит” сўзларини аниқлаб, уларга таянган ҳолда баён ёзиш.
5. Матннинг “калит” сўзларини аниқлаб, уларга таянган ҳолда матн ғоясини оғзаки баён қилиш.
6. Ўқилган матнга таяниб топшириқларни бажариш (тест-синов шаклида).

10.4. Фикрни ёзма тарзда ифодалаш малакаларини ҳосил қилишда қўлланиладиган вазифалар намуналари

1. Компьютер мониторида инглиз тили имлосини ўзлаштиришга оид вазифаларни бажариш.
2. Ўтилган материалларга асосланиб, миқдоран чекланган гапларни хатга кўчириш (free writing).
3. Берилган вазифани ҳисобга олган ҳолда инглиз тилидаги гапни 2-3 гаплардан иборат нутқ вазиятига айлантириш.
4. Берилган 2-3 “калит” сўзни бир-бири билан боғлаш.
5. Инглиз тилида тингланган матн мавзусини ёзма матн шаклида ифодалаш (баён ёзиш).
6. Берилган вазифага асосланган ҳолда иншо ёзиш.

10.5. Гапириш кўникмаларини ҳосил қилиш учун вазифалар намуналари

1. Артикуляция кўникмаларини ҳосил қилиш мақсадида тилнинг турли қатламларига оид талаффуз билан боғлиқ вазифаларни бажариш.
2. Монологик (диалогик) матнлардаги ахборотдан “калит” сўзларни аниқлаш ва уларга таянган ҳолда матн мавзусини оғзаки баён этиш.
3. 2-3 “калит” сўзга таянган ҳолда оғзаки нутқда ситуация тузиш.
4. Берилган вазифанинг моҳиятига кўра, “тингловчи-тингловчи” шаклида оғзаки суҳбат ўтказиш.
5. Эркин мавзу бўйича суҳбат уюштириш.
6. Вазифа қилиб берилган мавзу матнига таяниб суҳбат уюштириш.

11. РЕЙТИНГ НАЗОРАТИ ВА БАҲОЛАШ МЕЗОНЛАРИ

Тилни ўзлаштиришнинг илк даражасида (Break through A1) рейтинг назорати ва баҳолаш мезонлари

Кундалик назорат шартлари: электрон дарсликдаги 100% шкаласида бажарилган машқлар 20 % шкаласига ўтказилиб ўлчанади.

Оралиқ назорат шартлари: 50% шкаласида ўлчанади, таркибига вазиятла грамматикаси (SG), ўқиб тушуниш (RC), тинглаб тушуниш (LC), фикрни ёзма тарзда ифодалаш (EW), фикрни оғзаки нутқ воситасида ифодалаш (OC) киради.

EW назорати тизими (илк ва бошланғич босқичлар учун) - ўтилган грамматика ёки луғатга таянган ҳолда 15 гап ёзиш (free writing)

	15 sentences and more	10-15 sentences	6-9 sentences
Gram mar	0-1 mistake - 5 points 2-3 mistakes - 3 p. 4-5 mistakes - 2 p. 6-7 mistakes - 1 p. 8 and more mist. - 0	0-1 mistake - 3 points 2-3 mistakes - 2 points 4-5 mistakes - 1 point 6 and more mist. - 0	0-1 mistake - 2 points 2-3 mistakes- 1 point 4 and more mistakes - 0
spel ling	0-2 mist.- 3 points 3-4 mist.- 2 points 5-6 mist.- 1 point 7 and more mist. - 0	0-2 mist. - 2 points 3-4 mist. - 1 point 5 and more mist. - 0	0-2 mist. - 1 point 3 and more mist. - 0
voc.	0 mist. - 2 points 1 mist. - 1 point 2 and more mist. - 0	0 mist. - 1 point 1 and more mist. - 0	No points at all

Якуний назорат шартлари: оғзаки синов қуйидаги шаклда ўтказилади:

Name	Monological speech			s c o r e o u t o f 15	Dialogical Speech				
	ten sentences 2 sent. – 1 point Out of 5	Voc.+ Gr. 3mistakes 1 point reduction Out of 5	Teacher questions Out of 5		5questions + 5 replies 5 points Out of 5	Content 5 points Out of 5	Voc.+Gr. three mistakes- 1 point reduction Out of 5	s c o r e o u t o f 15	Total score: Out of 30
1 | Kim I.	3	4	2	9	3	3	2	8	17

Тилни ўзлаштиришнинг илк даражасида (хорижий тилни ўзлаштириш бўйича тил ўрганувчиларда билим, кўникма ва малакаларнинг илк шаклланиш даражаси) (Break through A1) умумий назорати:

20% - кундалик назорат + 50% - оралиқ назорат + 30% - якуний назорат

**Тилни ўзлаштиришнинг бошланғич даражасида (Waystage A2)
рейтинг назорати ва баҳолаш мезонлари**

Кундалик ва оралиқ назорат шартлари илк босқич даражасидаги шартлардан фарқ қилмайди.

EW назорати шартлари:

- ўтилган монологик матн ўқиб берилади (талаба шу мавзунини 15 гапда ёзувда ифодалаб бериши шарт билан);
- ўтилган диалогик ёки монологик матн ўқиб берилади (талаба уни монологик матнда 15 гап билан ифодалаб бериши шарт билан);
- босқич якунида 1-2 бетдан иборат тақдимотнинг матнини яратилиши.

EW баҳолаш шартлари илк босқич даражасидаги шартлардан фарқ қилмайди.

Якуний назорат шартлари: балларнинг жами - 30, бундан,

- Accuracy - тўғри талаффуз этиш, луғатни тўғри ишлатиш, грамматик хатолар қилмаслик – 5 балл;
- Fluency - нутқнинг тезлиги, фикрнинг эркин ифодаланиши, нутқнинг раволиги – 5 балл;

- Effectiveness - матн мавзусини ифода этишда дадиллик, тушунарли етказиш, мисолларни ўринли ишлатиш - 5 балл.

n a me	O R A L S P E E C H E V A L U A T I O N					
	D I A L O G I C A L S P E E C H			M O N O L O G I C A L S P E E C H		
	Accuracy score-5 p.	Fluency score-5p.	Effectiveness score-5 p.	Accuracy score-5p.	Fluency score-5p.	Effectiveness score-5 p.
1.						
2.						

Куйи-ўрта босқич умумий назорати илк ва бошланғич босқич даражаларидаги шартлардан фарқ қилмайди.

Тилни ўзлаштиришнинг куйи-ўрта даражасида (Threshold B1) рейтинг назорати ва баҳолаш мезонлари

Кундалик, оралик ва якуний назорат шартлари бошланғич босқич даражасидаги шартлардан фарқ қилмайди.

EW назорати шартлари:

- ўтилган мавзуларга оид монологик ёки диалогик матн ўқиб берилади, талаба мавзуни 15 гапда ифодалаб бериши шarti билан;
- янги ўтилган материал асосидаги диалогик ёки монологик матн ўқиб берилади, талаба эса уни монологик матн шаклида 15 гап билан ифодалаб бериш шarti билан;
- маълум бир мавзу бўйича иншо ёзиш, тақдимот тайёрлаш;

EW баҳолаш шартлари бошланғич босқич даражасидаги шартлардан фарқ қилмайди.

Куйи-ўрта босқич умумий назорати бошланғич босқич даражасидаги шартлардан фарқ қилмайди.

Тилни ўзлаштиришнинг ўрта даражасида (Threshold B2) рейтинг назорати ва баҳолаш мезонлари

Кундалик, оралик ва якуний назорат шартлари куйи-ўрта босқич даражасидаги шартлардан фарқ қилмайди.

EW назорати шартлари:

- ўтилган мавзуларга оид монологик ёки диалогик матн ўқиб берилади, талаба мавзуни 15 гапда ифодалаб бериши шarti билан;
- янги ўтилган материал асосидаги диалогик ёки монологик матн ўқиб берилади, талаба эса уни монологик матн шаклида 15 гап билан ифодалаб бериш шarti билан;
- маълум бир мавзу бўйича иншо ёзиш, тақдимот тайёрлаш;
- схема, графикларда ифодаланган ахборотни ёзма матнда ифодалаб бериш;
- факультет мутахассислиги йўналиши бўйича тақдимот тайёрлаш.;

EW баҳолаш шартлари қуйи-ўрта босқич даражасидаги шартлардан фарқ қилмайди.

Ўрта босқич умумий назорати қуйи-ўрта босқич даражасидаги шартлардан фарқ қилмайди.

12. ТАВСИЯ ЭТИЛАДИГАН АДАБИЁТЛАР

Асосий адабиёт

Кундалик турмуш даражасидаги мулоқот учун мўлжалланган инглиз тили *Интерактив электрон дарсликлар мажмуаси:*

А.А.Исмаилов, Нигматов Б.Н. “Distant Ta`lim”. Инглиз тилидан мультимедияли электрон дарсликлар мажмуаси (5 босқичли). Давлат патент идораси. Маълумотлар базасининг расмий рўйхатдан ўтказилганлиги тўғрисидаги гувоҳнома № ВГУ 0023. Ўзбекистон Республикаси маълумотлар базалари давлат реестрида 23.09.2009 йилда Тошкент шаҳрида рўйхатдан ўтказилган.

Босқичлар: илк, қуйи-бошланғич, бошланғич (таркибида иктисодиёт ва давлатчилик мутахассислиги материаллари билан); қуйи-ўрта, ўрта.

Полиграфик кўринишдаги ўқув материаллар вариантлари:

1. А.А.Исмаилов. Short Intensive Computer-Linguaphone Course of Social English. Resource Book. Zero Level. Elementary level. – Tashkent, 2008.
2. А.А.Исмаилов. V.A Fyodorov. Short Intensive Computer-Linguaphone Course of Social English. Home Study Book. Zero Level. Elementary level.– Tashkent, 2008.
3. А.Исмаилов. English for beginners. Teachers Guide. - Tashkent, 1997.
4. А.А.Исмаилов, G.A.Tursunova, S.A.Zinnalova, K.N.Kayumova, G.A.Siyayeva, N.A.Fayziyeva. Dayly Routine English. Resource Book. Work Book. .Toshkent 2008. (For Pre-intermediate Level).
5. А.А.Исмаилов, N.I.Melenevskaya, S.G.Shadiyeva, V.B.Lapshin, K.M.Atakhojayeva. Enjoy your travel. Resource Book. Work Book. Tashkent 2008. (For Intermediate Level).

Мутахассисликка оид инглиз тили:

1. А.А.Исмаилов, V.A.Fyodorov, V.B.Lapshin, N.A.Melenevskaya. State and Social Construction ESP. Intensive Computer-Linguaphone Course for Beginners and Further levels. Resource Book. Work Book. Тошкент, 2008.
2. А.А.Исмаилов, V.A.Fyodorov, Tursunova G.A., Morosova A.O., Bekmatova E.G. Market Economy ESP. Intensive Computer-Linguaphone Course for Beginners and Further levels. Resource Book. Work Book. - Тошкент, 2008.
3. Т.Саттаров. English for Law Students. Part One. Fifth edition. –Tashkent, TSLI, 2009
4. Т.Саттаров, Н.Хисматуллина, В.Нормуратова. English for Law Students. Part Two. Second edition. –Tashkent, TSLI, 2009

Илова: 1 ва 2 бандда келтирилган адабиётлар инглиз тили интерактив мультимедияли электрон дарслик таркибининг узвий қисми сифатида намоёни этилади).

Инглиз тили ўқув материаллар мажмуасининг вариантлари:

- полиграфик дарслик + 24 аудиокассета (ёки CD га жойлаштирилган аудио материаллар);
- полиграфик дарслик + яққа компьютерда ишлашга мўлжалланган 4 CD дан иборат баҳолаш тизими билан таъминланган интерактив электрон дарсликлар мажмуаси;
- полиграфик дарслик + локал тармоқда ишлашга мўлжалланган 4 CD дан иборат баҳолаш тизими билан таъминланган интерактив электрон дарсликлар мажмуаси;
- полиграфик дарслик + баҳолаш тизими билан таъминланган интерактив электрон дарсликлар мажмуасининг интернет намунаси.

Қўшимча адабиёт

1. Frel M., Абдураимова Я., Чан А., Ибрагимова Г., Мирзоянова А. Get in Touch. Tashkent 2008.
2. Barkley M., Ибрагимова Г., Абдураимова Я. Keep in Touch . Tashkent 2008.
3. Боқиева Г., Ирискулов А ва бошқ. Stay in Touch. Tashkent 2008.
4. Боқиева Г., Ирискулов А ва бошқ. Touch the Future. Tashkent 2008.
5. BBC English. Follow me. Barry Tomalin. Издательство ИНФРА-М. Copyright@1981 BBC English by Radio and Television.
6. Headstart. Beginner. (Teacher's Guide. Workbook.) Tim Falla. (Student's Book.) Briony Beaven with Liz & John Soars. Oxford University Press.
7. Raymond Murphy. English Grammar in Use. A self-study reference and practice book for elementary level. Cambridge University Press.

Қуйи-ўрта босқич ишчи дастури - Preintermediate Level
Қуйи-ўрта босқич таълимнинг ўқитиш материаллари

Мазкур босқичдан таҳсил олишни бошлаётган талабалар инглиз тилининг грамматик структураси ҳақида “Бошланғич босқич” маълумотиغا эга, босқич талаблари даражасида содда суҳбат олиб боришлари, берилган саволнинг умумий маъносини тушуниб жавоб қайтариши, матнни ўқиб тушуниши, жумлаларни тузиб хатга кўчира олиши кутилади.				
Нутқ фаолиятини ўргатиш жараёни		Тил материални ўргатиш жараёни		Босқич якунида эришилажак билим, кўникма ва малакалар
Кундалик мулоқот йўналишидаги инглиз тили	Мутахассисликка оид инглиз тили	Лексика	Грамматика	
Кундалик турмуш мавзуларига оид (Daily Routine English): (а) монологик матнлар: географик жойлашув, иқлим, оби ҳаво, атроф, табиат, экология, инсоннинг ташқи кўриниши, кийим-кечак, миллий кийимлар, таътил, хобби, ўйинлар, спорт, бадан тарбияга оид мавзулар, тиббиёт хизмати, тиш дўхтири тузурида, дорихона, сартарошхона, кийим тозалаш хизмати, пойафзал хизмати, соатсозлик хизмати, мусиқа санъати, театр, рассомчилик, газета ва телевидение, ахборот хизмати, касб хунар, таълим. (б) диалогик матнлар: мамлакатнинг жойлашуви, иқлими ва оби-ҳавоси; атроф муҳит, табиат, экология; инсоннинг ташқи қиёфаси, кийими, миллий кийимлар ҳақида суҳбат ва бошқалар.	(а) давлатчиликга оид мавзулар: Ўзбекистон Республикаси маҳаллий ҳукумат органлари, Япония давлатчилиги, АҚШнинг маҳаллий ҳукумат органлари, Буюк Британиянинг маҳаллий ҳукумат рганлари, АҚШнинг административ тузилиши, Британия парламенти; (б) иқтисодий ҳаётга оид мавзулар – Маркетинг ва савдо, Мулкдорчилик турлари.	<u>Кундалик инглиз тилига</u> оид сўз ва сўз бирикмалар сони 450-470дан кам бўлмаслиги, ўтилган матнларни қамраши ва янги дарсликка киритилиши лозим; <u>мутахассисликка оид</u> 180-200 атамалар (иқтисод ва ўлкашунослик мавзусига оид)	“The Present Continious Tense” ва “The Present Indefinite Tense” замон шаклларини турли вазиятларда ишлатилиши; to be going to ибораси, “The Present Continious”, “The Present Indefinite” ва “The Future Indefinite” замон шаклларини келаси замон маъноларида ишлатилиши; “The Past Indefinite”, “The Past Continious” замон шакллари; “The Past Indefinite” ва “The Present Perfect” замон шакллари; can/may/ might, must/should/have to/to be to/ need, will ва бошқа модал феълларнинг ишлатилиши; verb patterns: want/hope/ would like to do smth; like/enjoy/love doing smth; “The Past Perfect Tense” “The Past Indefinite Tense”.	1. Қуйи-ўрта босқич даражасига мос билим ва кўникмаларига эга бўлади; 2. Қуйи-ўрта босқич даражасига мос кундалик турмуш ва ўтилган мутахассислик йўналишига оид мавзулар бўйича суҳбат олиб боради; 3. Телефон орқали содда суҳбат қура олади; 4. Луғат ёрдамида газета ва журналлардан фойдаланиб, маълумотни таҳлила қилади, қисқача мавзуни оғзаки баён қилади; 5. Соҳасига оид хатларни, электрон почтада қабул қилган хабарни луғат ёрдамида ўқиб тушунади, адресатга жавоб хатини ёза олади, электрон почтада хабарни тушунарли етказди; 6. Интернетдан ўзига керакли маълумотни танлай билади, луғат ёрдамида уни таҳлил қилади, она тилитга таржима қилади; 7. Қуйи-ўрта босқич даражасига мос тақдимот баёнини тайёрлаши, тақдимот қилиши, мунозарада қатнашиши, содда муҳокамадан ўтиши; 8. Хорижий тилда ўтказилаётган илмий маъруза, суҳбат ва мажлисларда таржимон ёрдамисиз умумий мавзуни англаб етиши, саволлар билан мурожаат қилиши, муҳокамада қатнашиши.

Қуйи-ўрта босқичга оид адабиёт

Асосий адабиёт. Полиграфик манбаълар.

1. Кундалик турмуш даражасидаги мулоқот учун мўлжалланган инглиз тили:

A.A.Ismailov, G.A.Tursunova, S.A.Zinnalova, K.N.Kayumova, G.A.Siyayeva, N.A.Fayziyeva. Dayly Routine English. Resource Book (55 бет), Work Book (75 бет). Toshkent 2008

2. Мутахассислик инглиз тили:

- A.A.Ismailov, V.A.Fyodorov, G.A.Tursunova, A.O.Morosova, E.G.Bekmatova, M.Ismailova. Market Economy ESP. Short Intensive Computer-Linguaphone Course. (Resource Book; Work Book. Units 7-10). Тошкент, 2008.
- A.A.Ismailov, V.A.Fyodorov, V.B.Lapshin, N.A.Melenevskaya, M.Ismailova. State and Social Construction ESP. Short Intensive Computer-Linguaphone Course. (Resource Book; Work Book. Units 7-9). Тошкент, 2008.
- Т.Саггаров. English for Law Students.Part One. Fifth edition. –Tashkent, TSLI, 2009
- Т.Саггаров, Н.Хисматуллина, В.Нормуратова. English for Law Students.Part Two. Second edition. –Tashkent, TSLI, 2009

3. Аудио манбаълар:

Қуйи-ўрта босқич полиграфик манбалардаги вазифаларни қамрайдиган CD дискка ёзилган аудиомашқлар тўплами;

4. Электрон манбаълар:

А.А.Исмаилов, Нигматов Б.Н. “Distant Ta`lim”. Инглиз тилидан мультимедияли электрон дарсликлар мажмуаси. Давлат патент идораси. Маълумотлар базасининг расмий рўйхатдан ўтказилганлиги тўғрисидаги гувоҳнома № ВГУ 0023. Ўзбекистон Республикаси маълумотлар базалари давлат реестрида 23.09.2009 йилда Тошкент шаҳрида рўйхатдан ўтказилган.

Босқичлар: илк, қуйи-бошланғич, бошланғич; қуйи-ўрта, ўрта.

Қўшимча адабиёт.

Кундалик турмуш даражасидаги мулоқот учун мўлжалланган инглиз тили:

1. Headway (Pre - Intermediate). John and Liz Soars. (Student's book; Workbook). Oxford University Press.

2. BBC English. Follow me. Barry Tomalin. Издательство ИНФРА-М. Copyright © 1981 BBC English by Radio and Television.

3. English Grammar in Use. A self-study reference and practice book for intermediate students. Raymond Murphy. Cambridge University Press. First published 1985; seventeenth printing 1992.

4. Family Album U.S.A. Howard Backerman. Viewer's Guide 1-2. 1990 г.

5. Боқиева Г., Ирисқулов А. ва бошқ. Stay in Touch.. – Т.; 2008

6. Боқиева Г., Ирисқулов А. ва бошқ. Touch the Future .- Т.; 2008

Мутахассисликка оид инглиз тили:

1. We mean Business. An elementary course in business English. (Teacher's book; Workbook; Student's book). Susan Norman. Longman.

2. English for Businessmen. Г.А.Дудкина, М.А.Павлова, З.Г.Рей, А.Т.Хвальнова. М., 1993й.

3. Starting Business English. Christine Johnson, Jack Lonergan. М., 1994 г.

Қуйи-ўрта босқич технологик ҳаритаси

Weeks	Units	Hours	General English	Topics	ESP	Video-Audio, CC	Tests
1-2	DRE U.1	12	Passive Voice	Communications	ME U.5-6; SSC U 5-6. Revision	DRE U. 1 Telephoning, CC: ME, SSC U.5-6	
3	DRE U.2	6	Glossary of key words and phrases	Newspaper and TV		DRE U.2, ME, SSC U 7.	
4-5	DRE U.3	12	1 st - 2 nd Conditional	Theatre, Cinema	SSC U 7 ME U.7	DRE U.3, ME, SSC U 7.	Oral+EW "My last visit to the theatre"
6-7	DRE U.4	12	Glossary of key words and phrases	Sports	SSC U 8	DRE U.4, SSC U 8	CT U. 1-3
8	DRE U.5	6	Could. Either-or. Neither-nor.	Holidays Asking directions	ME U8	DRE U.5, ME U.8	Oral+EW "My last holiday"
9-10	DRE U.6	12	Participle II	Hotels, Traveling		DRE U.6, Hotels	CT U.4-6
11	DRE U.7	6	Glossary of key words and phrases	Appearance, Character	ME U.9	DRE U.7, Shopping. ME U.9	Oral+EW "My last stay at a hotel"
12-13	DRE U.8	12	Gerund. Infinitive	Professions			Oral+EW "My last visit to the shop".
14	DRE U. 9	12	Glossary of key words and phrases	Education	SSC U.9	DRE U.9 SSC U.9	Oral+ESP ME U.9-12
15	DRE U.10	12	Complex and compound sentences	Climatic Conditions. Weather	ME U.10	DRE U.10 Presentation. ME U.10	CT U.8-9
16	DRE U.11	12	Infinitive Construction	Invironmental Protection	Presentation	DRE U.11	Oral+EW

Қисқартмалар (Abbreviations): CC – computer course; RB – Resource Book ME ESP – Market Economy ESP
 CT – test on computer WB – Work Book DRE – Dayly Routine English, preintermediate level
 FM – Family Album HSB – Home Study Book SSC ESP – State and Social Construction ESP

Қуйи-ўрта босқич рейтинг назорати ва баҳолаш мезонлари¹

Талабаларининг мустақил ишларини ташкил этиш ва уларни назорат қилиш

Мустақил таълимни ташкил қилишда ўқитувчи ва талаба ҳамкорлиги

Мустақил таълимнинг кадрлар сифатини яхшилашдаги ва уларнинг касбий маҳоратларини оширишдаги роли ҳам исбот талаб қилмайдиган масалалардан ҳисобланади. Шунинг учун ҳам мустақил таълимни ташкил қилиш билан боғлиқ методик ишланма ва кўрсатмалар тузиш, ҳамда мустақил таълим самарадорлигини ошириш фан ўқитувчилари олдида турган муҳим вазифалардан бири ҳисобланади.

Бу эса ўз навбатида қуйидаги муаммоларнинг ечимини топши зарурлигини тақозо этмоқда:

1. Мустақил таълим шароитида ўқитувчи ва талабанинг ўзаро муносабати;
2. Мустақил таълим шароитида талабалар фаоллигини ошириш омиллари;
3. Мустақил таълим юзасидан берилган топшириқларни талабалар томонидан бажарилганлик даражасини аниқлашга қўйилган мезонлар ва бошқалар.

Мустақил таълим ҳақида сўз юритганда, уни ўқитувчи раҳбарлигида бериладиган таълим шакли (маъруза, семинар, амалий дарс) дан фарқлаб олиш мақсадга мувофиқ. Мустақил таълим деганда талабаларнинг ўқув дастурлари ва режаларида берилган мавзуларни асосий ва қўшимча адабиётлардан мустақил фойдаланган ҳолда ўз билимларини кенгайтиришларини ва улар асосида мустақил хулосага келишларини, ўзларини қизиқишларига кўра аудитория соатларидан ташқари пайтда ташкил қилинадиган иш турларини тушуниш мукин.

Мустақил таълим икки кўринишда бўлиши мумкин:

1. Ўқитувчи томонидан аввалдан лойиҳалаштирилган ишларни, маълум кўрсатмалар асосида талабалар томонидан ўқитувчининг қисман назорати асосида бажариладиган мустақил иш;
2. Талабанинг ўз қизиқиши ва истак-ҳоҳиши асосида ўз томонидан режалаштирилган ва ўз билимини оширишга қаратилган мустақил иш.

Иккинчи ҳолда талабадаги ички мотивация мустақил таълимнинг ўз-ўзини назорат қилиш орқали олдинга қўйилган мақсадга эришишни назорат қилади.

Мустақил таълимни ташкил қилишдаги биринчи муҳим қадам ўқув режасида мустақил таълим учун ажратилган соатлар ҳажмидан келиб чиқиб ўқув материални танлаш ва уни ўргатиш кетма-кетлигини аниқлаш лозим. Ўқув материали ўрганиладиган мавзуларни, лексик ва грамматик материални ўз ичига олади. Шундан сўнг мустақил таълимни ташкил қилиш шакллари ва уни бажариш учун сарфланадиган вақт (соати) ҳамда жойи (уйда, кутубхонада, лабораторияда) ва ташкил қилиш усулларини аниқлаш лозим.

¹ Мазкур ўқув услубий мажмуанинг “дастур” қисмига қаранг, 38-40 б.

Бунда ўқув методик адабиётларни берилган методик кўрсатмалар билан чегараланиб қолмасдан мустақил таълимни ташкил қилишнинг самарали усуллари излаб топиш учун ижодий ёндашмоқ керак. Масалан, брейнсторминг гуруҳ-гуруҳ, жуфт-жуфт, индивидуал иш турлари ва кластер, жигсо каби интерфаол усул турларидан мақсадли фойдаланиш йўллари олдиндан аниқлаб мустақил таълимни ташкил қилишни пухта лойиҳалаштириш зарур. Бу ҳозирги вақтда таълимда кенг қўлланилаётган педагогик технология ва технологик ёндашув талабларига тўла мос келади. Шунингдек, ўрганиладиган ҳар бир мавзуга мос кўргазмали қуроқлар ва тарқатма материаллар тайёрлаш ҳам зарур.

Мустақил таълимни амалга оширишда талабалар фаоллигини ошириш кўзланган натижага эришишнинг энг муҳим омилларидан бири ҳисобланади. Бу эса талабаларда ўрганилаётган мавзуларга нисбатан мотивация ҳосил қилиш зарурлигини кўрсатади.

Яна шуни унутмаслик керакки, мустақил ишни ташкил қилишда ўқитувчи талабаларнинг индивидуал хусусиятларини, билим даражаси, қизиқиши, қобилияти билан бир қаторда талабадаги уятчанлик, иккиланиш, ўз кучига ишонмаслик, хато қилиб қўйишдан қўрқиш каби ташаббускорликни буғувчи психологик омилларни ҳам ҳисобга олиш керак. Бундан ташқари ўқитувчи-талаба муносабатида ҳам талабага нисбатан хайрихоҳлик, унинг фикр мулоҳазаларига, истак-хоҳишига эътибор қаратиш, юз ифодасида эса доим ўта жиддий, қовоқ уйган ҳолда эмас, балки юзда бир оз жилмайиш ифодаси билан муносабатда бўлиш ҳам тил ўргатишдаги пировард натижани ижобий бўлишини таъминловчи, талабада берилган топшириқларни бажаришга нисбатан мотивацияни ҳосил қилувчи омиллардан ҳисобланади.

Мустақил таълимни ташкил қилишдан олдин ўқитувчи унинг таълим тизимида тутган ўрни, ўқув режасида мустақил таълимга ажратилган соатлар ҳажми ва уни ташкил қилишдан кўзланган мақсад хусусида яхши тушунчага эга бўлгандагина мустақил таълим учун зарур бўлган шароитни ва ўқув воситаларини тўғри танлаб олади.

Мустақил таълим орқали талабада мустақил фикрлаш, воқеа-ҳодисаларга нисбатан ўз фикрига эга бўлиш, қийин вазиятларда тез қарорга келиш, билимларни янада чуқурроқ ўзлаштириш, мустақил тадқиқот ишларини олиб боришда хотиранинг ички резервларидан фойдалана олиш каби ҳислатлар ва кўникмалар шакллантирилади.

Хулоса қилиб айтганда, мустақил таълимни ташкил қилишда талабанинг лингвистик тайёргарлиги, психологик имкониятларидан келиб чиқиб, таълим шакллари танлаш таълим самарадорлигини оширади ва талабаларда ўрганилаётган мавзуга нисбатан мотивация ҳосил қилади.

**БАКАЛАВРИАТУРАДА ХОРИЖИЙ ТИЛЛАР БЎЙИЧА
ТАЛАБАЛАРНИНГ МУСТАҚИЛ ИШЛАРИ УЧУН МЕТОДИК
КЎРСАТМАЛАР**

Таълимнинг бакалавриатура босқичи учун ўқув дастурида хорижий тил фанидан талабаларининг мустақил ишлари учун 167 соат ажратилган. Мустақил ишлар мавзулари бакалавриатура ишчи дастурида қуйидагича акс эттирилган:

№	Фаолият тури	Манбалар	Ҳажми	Текшириш вақти	Соат
1.	Мутахассислик адабиётлари бўйича таржима	Ҳуқуқ турлари бўйича адабиётлар	Ҳар бир семестрда 15000 босма белги	Ҳар ойнинг 2-машғулотида	47
2.	"Уй ўқиши" асосида детектив жанрдаги адабиётларни ўқиш	"English reader for law students", "Stories for home-reading", Stories by Agatha Christie	Ҳар семестрда 10 бетдан	Ҳар ой охириги машғулотида	40
3.	Таълим мавзулари бўйича эссе ёзиш	"English for Law Students" (Sattarov T.Q.)	Ҳар бир семестрда 2 бет	Ҳар ойнинг охириги машғулоти Да	40
4.	Ижтимоий-сиёсий матнларни ўрганиш	Газета материаллари (Uzbekistan Today, Business Partner), "Newspaper for Law Students".	Ҳар бир семестрда 15000 босма белги	Ҳар ойнинг 2-машғулотида	40
	Жами				167

Бакалавриатура босқичида мустақил ишларнинг бажарилишини баҳолаш (балл миқдориди). Ўқитувчи томонидан ҳар семестрнинг охирида талабанинг асосий таълим курсидан олган баллари мустақил ишлар баллари билан биргаликда қўшиб ҳисобланади. Бу ҳар бир талабанинг мустақил иш бўйича топшириқни янада яхшироқ бажариши учун имконият яратади.

I. Мутахассисликка оид адабиётларни таржима қилш бўйича методик кўрсатмалар

Мутахассисликка оид адабиётларни таржима қилиш фаолиятини бутун таълим курси жараёнида системали ўтказиш лозим.

Таржима қилинган ишларни текшириш тасдиқлаган график асосида амалга оширилиши керак:

- 1) таржима қилинган иш оригинал манба билан бирга тақдим этилиши керак (нусха олинади),
- 2) талабанинг ҳар бир текширилган иши ўз малакасини доимий равишда ошириш мақсадида махсус файлда сақланиши лозим. Такрорий хатоликка йўл қўйилган ҳолатда баҳо меъёри камаяди,
- 3) ҳар бир ишда луғат илова қилиниши, яъни таржима манбасидан янги сўзлар ва иборалар олинishi керак, ўқитувчи матндан -хоҳлаган калит сўз ва иборани сўрашга ҳақли ва агар талаба бу сўзни билмаса ёки унда луғат бўлмаса, баҳоси пасаяди.
- 4) таржима иши босма вариантда тақдим этилиши лозим (14 шрифт, Times New Roman, 1,5 интервалда),
- 5) таржима материали ҳажми бир ойда 2800 босма белги (1 босма варак),
- 6) таржима материали доимо ўзгариб туриши лозим - улар жумласига мутахассислик бўйича илмий адабиёт, справочник адабиётлар киради,
- 7) таржима учун унча содда бўлмаган асл адабиётлардан фойдаланиши лозим. Ишчи дастурида кўрсатилган адабиётларни танлаш назарда тутилади,
- 8) ҳар бир ишда муаллиф исми ва фойдаланилган манбанинг номи тўлиқ кўрсатилиши керак.

Ўқитувчига қуйидаги кўрсатмалар берилади:

- 1) таржима ишларини текшириш бўйича жадвал тузиш ва бутун курс давомида унга риоя қилиш,
- 2) таржима учун адабиётлар рўйхатини тузиш, ишчи дастурида кўрсатилган қўшимча адабиётлар асосида мутахассисликка оид манбалар билан уларни тўлдириш,
- 3) ҳар бир текширилган ишнинг хатолари қисқача изоҳ билан илова қилиниши керак,
- 4) доимий равишда гуруҳларда хатолар муҳокама қилиниб, журналда қайд этилиши лозим,
- 5) таржимашунослик бўйича ойида бир марта 15 минутлик махсус консультация ташкил этиш,
- 6) талаба урганаётган мутахассислиги бўйича керакли манбани имкон қадар таржима учун талабаларга тенг ҳолда тақсимлаш зарур,
- 7) луғат тутишда асосий эътиборни қаратиш лозим, ҳар бир таълим жараёнининг охирида ўрганилаётган мутахассислик бўйича луғатда 200-250 та атама бўлиши ва луғат икки тилда юритилиши керак,
- 8) таржима ишида чет тилдан она тилига ва аксинча, она тилидан чет тилга таржима қилиш мукамаллиги малакасини шакллантириш керак.

Назорат шакли ишчи дастурида берилган ушбу мустақил иш турининг ажратилган соат миқдоридан келиб чиқади. Бакалавриатура босқичида мутахассисликка оид адабиётларни таржима қилиш бўйича 40 соат, яъни бутун курс давомида 40 балл белгиланади. ҳар бир вазифа учун энг юқори балл - 1 балл. 1 балл ўзлаштириш даражасига кўра қуйидагича бўлинади:

Ўзлаштириш даражаси	Фоиз	Балл
Аъло	86%-100%	0,86-1,0
Яхши	71%-85%	0,71-0,85
Қониқарли	55%-70%	0,55- 0,70
Қониқарсиз	0%-54%	0-0,54

II. Уй ўқиши асосида детектив жанрдаги адабиётларни ўқиш бўйича методик кўрсатмалар

Уй ўқиши асосида детектив жанрдаги адабиётларни ўқиш бакалавр босқичи талабалари учун мустақил ўқиш турларидан биридир. Ишчи ўқув дастурида мазкур ўқиш тури учун алоҳида соат ажратилган.

Ҳар бир семестр охирида талаба уйда ўқиш китоби бўйича ўзининг фан ўқитувчисига вазифа топширади. Мустақил ўқиш учун ҳуқуқшуносликка оид ва ижтимоий-сиёсий ҳамда детектив жанрдаги адабиётлар берилади.

Ҳар бир семестрда талаба 5 минг босма белгидан ва 7 минг босма белги ҳажмигача материал тайёрлаши лозим.

Мустақил ўқишнинг мақсади матннинг маъносини тўғри тушуниш, керакли маълумотларни олиш ва лексик бойликни оширишдир.

Талаба мустақил ўқишга тайёрланганда матнни ҳар бир абзацини овоз чиқариб ўқиб, уни ўз она тилига таржима қилиши ва нотаниш сўзлар, сўз ибораларини дафтарига ёзиши керак.

Матннинг умумий маъносини тушунишда қийинчилик туғдирган нотаниш сўзларни луғат дафтарга унинг асосий маъноси ва матнда қўлланган маъноси билан ёзиши фойдалидир.

Агар сўзлар от сўз туркумига мансуб бўлса бирлик сонда, феъллар инфинитив шаклида, сифат ва равишлар эса оддий даражада ёзилиши керак.

Мустақил ўқиш вазифасини топширганда талаба матннинг асосий маъносини ўз она тилида сўзлаб бериши ва ўқитувчининг берган саволларига матн асосида жавоб бериши лозим. Кучли талабалар матннинг асосий маъносини чет тилида айтиб бера олишади. Жавоб бериш жараёнида талаба ўзининг луғат дафтарини ўқитувчига такдим қилади.

Ёзма таржимадан фойдаланиш таъкикланади.

Мустақил ўқиш учун рейтинг балига эга бўлмаган талабалар якуний синовга киритилмайди.

Назорат шакли ишчи дастурида берилган ушбу мустақил иш турининг ажратилган соат микдоридан келиб чиқади. Бакалавриатура босқичида мутахассислик бўйича адабиётларни таржимасига 40 соат, яъни бутун курс давомида 40 балл белгиланади. Ҳар бир уйда ўқиш материали учун энг юқори балл - 1 балл. 1 балл ўзлаштириш даражасига кўра куйидагича бўлинади:

Ўзлаштириш	Фоиз	Балл
Аъло	86%-100%	0,86-1,0
Яхши	71%-85%	0,71-0,85
Қониқарли	55%-70%	0,55- 0,70
Қониқарсиз	0%-54%	0-0,54

Текширилган ишнинг хатоларига ўқитувчи томонидан изоҳ берилиши лозим. Бажарилган ишлар бутун таълим курси давомида талабаларнинг тил малакалари ривожланишини кузатиш мақсадида сақланиши керак.

III. Таълим мавзулари бўйича эссе ёзишдаги методик кўрсатмалар

Бакалавриатура босқичи ишчи дастурида таълим мавзулари бўйича эссе ёзиш мустақил ўқиш турларидан биридир. Қуйидаги методик кўрсатмалар тавсия этилади:

1. Эссе мавзусини диққат билан ўқинг ва қисқа режа тузинг ёки асосий ҳолатини белгиланг. Бу сизга ёзма баён килишни ташкил этишга имкон яратади.
2. Эссе ёзиш учун варақни 2 вертикал қисмга бўлинг. Варақнинг чап томонига асосий мазмунини ёзишни бошланг. Ўнг томонига эса қўшимча маълумотларни ёзишингиз мумкин.
3. Аниқ ва тўлиқ ёзинг. Кенг жой қолдирманг ва катта ҳарфлар билан ёзманг.
4. Ёзганингизни албатта текширинг.
5. Ёзилган иншода албатта 3 та асосий қисм бўлиши шарт: 1-кириш, 2-асосий мазмуни, 3-хулоса.
6. Баённинг Кириш қисми асосан 3 та ёки 5 та мавзуни ёритувчи гапдан иборат бўлиши керак, Кириш қисми китобхонга мавзу ёки муаммонинг мазмунини таништириши керак.
7. Асосий мазмуни. Баённинг бу қисми одатда бир нечта қисмларни ўз ичига олади. Барча пунктлар асосий мавзуга боғлиқ бўлиши ва мос келиши лозим. Ҳар хил манбалардан бир нечта мисолларни келтириш керак. Мавзуни ёритиш учун кўрган ва эшитган телевизион программалар, фильмлар, мақолалар, китобларни қўллашимиз лозим.
8. Ҳар бир сатрни қуйидаги "менинг қарашимча", "менинг фикримча", "менинг ўйлашимча" каби иборалар билан бошлаш керак. Агар бошқа манбалардан парчалар келтирилса, улар муҳокама қилинганда "яхши", "ёмон", "тўғри", "нотўғри" сўзлари қўлланилади.
9. Хулосада таҳлилий фикр билдирилади. Хулосада ҳеч қандай янги маълумот берилмайди.

Эссе учун мавзулар

1-семестр учун:

1. Бизнинг институт.
2. Ўзбекистон мустақиллиги.
3. АҚШда ҳуқуқий таълим.

4. Ўзбекистонда ҳуқуқий таълим.
 5. АҚШ, Буюк Британия ва Ўзбекистон конституциялари.
- 2-семестр учун:
1. АҚШ ҳуқумати.
 2. Олий Мажлис қонунчилик палатаси.
 3. Буюк Британия ҳуқумати.

Баҳолаш мезони:

“Аъло” (0,86-100) – мавзуни тўғри ёритиш учун логик ва грамматик жиҳатдан тўғри , 550- 600 сўз,

“Яхши” (0, 71- 0, 84) - мавзуни тўғри ёритиш учун логик ва грамматик жиҳатдан 4-5 хато,

“Қониқарли” (0, 55 – 0, 70) – мавзуни логик жиҳатдан охиригача ёритилмаган, грамматик жиҳатдан 6-8 та хато,

“Қониқарсиз” логик жиҳатдан қониқарсиз, баён ҳажми 300 та сўздан кам.

Назорат шакли ишчи дастурида берилган ушбу мустақил иш турининг ажратилган соат миқдоридан келиб чиқади. Бакалавриатура босқичида таълим мавзулари бўйича эссе ёзиш бўйича 40 соат, яъни бутун курс давомида 40 балл белгиланади. Ҳар бир вазифа учун энг юқори балл - 1 балл. 1 балл ўзлаштириш даражасига кўра қуйидагича бўлинади:

Ўзлаштириш	Фоиз	Балл
Аъло	86%-100%	0,86-1,0
Яхши	71%-85%	0,71-0,85
Қониқарли	55%-70%	0,55- 0,70
Қониқарсиз	0%-54%	0-0,54

IV. Ижтимоий - сиёсий матнларни урганиш бўйича методик курсатмалар
Бакалаврият босқичида хорижий тил таълимидаги мустақил ўқиш турларидан бири газета мақолаларини ўқиш, тушуниш, таржима қилиш билан турли хил мазмунда газета материалларидан иборат бўлади.. Халқаро ва Республика ҳаётида рўй бераётган маданий, фан ва спорт соҳасидаги материаллар оммавий ахборот воситалари орқали ўрганилади.

Газета материалларини чет тилларида ўқишни ўрганишдан мақсад талабаларнинг чет тилларига бўлган қизиқишини оширади. Шунинг билан бирга фанлараро алоқалар тикланади, яъни география, тарих, адабиёт каби фанлардан маълумотлар олинади.

Газета қўшимча ўқув материалларининг муҳим қисмини ташкил этади. Чет эл материалларидан системали равишда фойдаланиш талабаларга ўқув материалларини ижтимоий-сиёсий ҳаётнинг актуал масалалари билан боғлаб ўрганишда яқиндан ёрдам беради. Талабалар тили урганилаётган мамлакат билан яхшироқ танишиши туфайли уларнинг умумий билим доираси кенгаяди.

Газета материалларини ўрганишда талабанинг чет тилида лексик бойлиги янада ошади.

Ижтимоий - сиёсий матнларни ўрганиш тил таълимининг яна бир аспекти ҳисобланиб, у қуйидаги мақсадларни назарда тутади:

Ўқишнинг ҳар хил турлари (ўрганиш, танишув, кўз югуртириш) бўйича матннинг асл нусхада ўқишни ўргатиш.

Ижтимоий - сиёсий мавзу ва муаммоларини муҳокама қилишни ўргатиш.

Ўқилган матнга бўлган муносабатни айтиб беришни ўргатиш.

Талабаларни тил малакаларидаги лексик, грамматик бойлигини ошириш.

Фанлараро алоқаларни тарғиб қилиш, умуммаданий даражани ошириш ва талабаларни дунёқарашини кенгайтириш.

Талабаларни чет тилларда оғзаки нутқини ўстириш.

Дарс жараёнида газета материалларидан фойдаланиш қуйидаги босқичларга бўлинади:

Сарлавҳани ўқиш ва таржима қилиш.

Расмлар, тасвирлар тагида ёзилган изоҳларни ўқиш ва таржима қилиш.

Мақолани қисқача мазмунини баён қилиш.

Ҳар хил мақолаларни шарҳлаш.

Газета, нашриёт номларининг тўлиқ шарҳи.

Мақоланинг сарлавҳасини таржима қилиш матн маъносини тушуниш учун асосий калит ҳисобланади.

Ижтимоий-сиёсий маитнлар билан ишлашда қуйидаги мавзулар рўйхатини келтиришимиз лозим:

Буюк Британия ва Америка матбуоти.

Ўзбекистон матбуоти.

Дунё харитаси.

Оммавий ахборот воситалари. Радио, телевидение.

Англия сиёсий тузуми.

Таниқли сиёсий арбоблар.

Ташрифлар, учрашувлар.

Иқтисодий мавзулар.

Маданий мавзулар.

Спорт мавзулари.

Реклама, эълонлар, об - хаво ва бошқалар.

Юкорида берилган мавзулар Англия, Америка, Ўзбекистон газета журналларидан танлаб олинади.

Газета матнларини ўқишда қуйидаги ҳолатларга эътибор қаратилади:

Матн сарлавҳасини кўздан кечириш.

Қизикарли мақолаларни танлаш.

Мақолани абзацлари бўйича таржима қилиш.

Мақоланинг ҳар бир абзацида калит гап, калит сўз тўғри тушунилса, матннинг умумий маъносини тушунишда асос бўлади.

Дарс жараёнида газета материаллари билан ишлашда қуйидаги топшириқлар берилади:

Биринчи иборани ўқиш ва мақолада муҳокама қилинаётган муаммонинг маъноси ҳақида ўйлаш.

Мақоладаги сана ва рақамларни топиш.

Биринчи абзацни ўқиш, калит гапни, сўзларни топиш ва кейин уларни охириги абзацлардан излаш.

Мақолани мазмунини 2-3 гап билан қисқартириш. Шунингдек матн мавзуси бўйича давра суҳбати, («Round Table discussion») «анжуман», «митинг» ўтказишда талабалар аниқ ролларга ажратилиб, жуфтлик ўйини (Role-Play) тузилади.

Газета материаллари билан ишлаш жараёнида чет тили ўқитувчиси олдида куйидаги мақсад ва вазифалар куйилади:

Умумий таълим мақсадлари: талабаларнинг умумий билим доираси кенгая боради, улар мамлакатимизда ва чет элларда юз бераётган воқеаларни баҳолашга ва қарама-қарши куйишга ўрганиб борадилар, яъни ўрганилаётган мамлакат билан танишилади.

Тарбиявий вазифалар: газета материаллари ўқитувчига талабаларда ватанпарварлик ва интернационализм туйғуларини тарбиялашга ёрдам беради.

Амалий мақсадлар: чет тилида чиқадиган газеталарни ўқий бошлаган талабаларда чет тилидаги матнларни таржима қилмасдан тушуниш малакалари ҳосил бўлади.

Назорат шакли ишчи дастурида берилган ушбу мустақил иш турининг ажратилган соат миқдоридан келиб чиқади. Бакалавриатура босқичида ижтимоий-сиёсий матнларни ўрганиш бўйича 40 соат, яъни бутун курс давомида 40 балл белгиланади. Ҳар бир вазифа учун энг юқори балл - 1 балл. 1 балл ўзлаштириш даражасига кўра куйидагича бўлинади:

Ўзлаштириш	Ҳоиз	Балл
Аъло	86%-100%	0,86-1,0
Яхши	71%-85%	0,71-0,85
Қониқарли	55%-70%	0,55- 0,70
Қониқарсиз	0%-54%	0-0,54

Текширилган ишнинг ҳатоларига ўқитувчи томонидан изоҳ берилиши лозим.

**Қуйи-ўрта босқич кундалик инглиз тили курсининг
“Манбалар” тўплами материаллари – Resource Book**

DAILY ROUTINE ENGLISH

Resource Book

A.A. Ismailov, G.A. Tursunova, S.A. Zinalova,
K.N. Kayumova, G.A. Siyayeva, N.A. Fayziyeva

Content

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Предисловие

Сўз боши

Мазкур қўлланма босқичма-босқич интерактив электрон дарсликлар тизимидаги куйи-ўрта босқичини (Pre-Intermediate level) камрайди. Қўлланмада келтирилган мавзулар ўқувчининг кундалик хаётида учрайдиган турли вазиятларга қаратилгандир. Шунинг учун ушбу дарслик таълим ва бошқа соҳа хизматчи ва ўқувчилар учун инглиз тилини мазкур босқич тақозо этадиган даражада чуқурлашириб ўрганишга ва нутқ фаолиятининг зарур бўлган кўникмаларини хосил қилишга имконият яратади. Қўлланма қайд этилган мавзуларни инобатга олган ҳолда мустақил равишда ишлатилиши мумкин.

Қўлланманинг ҳар бир дарси тўрт қисмдан иборат.

Дарсинг биринчи (“Focusing activities”) қисмида келтирилган машқлар ўқувчиларнинг диққатини кейинги қисмларда келтириладиган мавзуларга жалб қилишга қаратилгандир.

Дарсинг асосий мавзусини ифодалашга қаратилган машқлар иккинчи қисмда (“On the line activities”) келтирилади. Бу машқлар ўқувчининг суҳбат олиб бориш кўникмаларини тасдиқлайдиган ёки инкор қиладиган турли жадвал, гаплар кўринишида келтирилади; “when?/where?/who?/what?/how many?” каби саволларга жавобни тақозо қиладиган машқлар ҳам шулар жумласидандир.

Дарсинг учинчи қисми (“Between the line activities”) биринчи қисмда келтирилган матнлар асосида пайдо бўладиган хулосаларга таянган машқлардан ташкил топади. Бу қисмдаги машқлар ўқувчининг

Данное пособие представляет собой очередной, предваряющий средний уровень электронных интерактивных учебников курс обучения английскому языку (Pre-Intermediate level). Содержание текстов на этом уровне направлено на те возможные ситуации, с которыми слушатель может столкнуться в своей повседневной деятельности. Поэтому данное пособие может оказаться полезным как для тех, кто занят в сфере образования, так и для разного рода специалистов, поставивших перед собой цель глубже изучить английский язык и приобрести соответствующие навыки речевой деятельности. Поэтому оно также может быть использовано и как самостоятельное пособие в отрыве от предыдущих уровней.

Каждый урок данного учебника состоит из четырех частей.

Упражнения первой части (“Focusing activities”) направлены на привлечение внимания обучаемого к той теме, которая будет разворачиваться в последующих частях учебника.

Представлению основной темы урока посвящены упражнения во второй части учебника (“On the line activities”). Упражнения, разворачиваемые в этой части урока ориентированы на развитие способности обучаемого вести беседу посредством введения заданий в аспекте схем, таблиц, высказываний подтверждающих или отрицающих то или иное содержание, а также ответов на вопросы “when?/where?/who?/ what?/ how many?”.

Третья часть (“Between the line activities”) направлена на дальнейшую эксплуатацию содержания основного материала урока путём привлечения внимания обучаемого на межстрочное содержание в текстах урока.

“why?/how?/in what ways?/can you compare” каби саволлар жараёнида сухбат олиб бориш кўникмаларини ривожлантиришга қаратилгандир.

Дарсинг тўртинчи қисми (“Beyond the line activities”) олдида турган мақсад - ўқувчиларни асосий мавзу билан боғлуқ бўлган ўхшаш вазиятларга олиб чиқиш ва улар асосида турли сухбатлар қуришдир. Бу турдаги машқларга ролли ўйинлар, турли сухбатлар ташкил этиш, дарс мавзусига нисбатан ўз фикрини ифода этишга қаратилган турли ёзма ишлар киради.

Дарсинг барча қисмлардаги машқларнинг кетма-кетлиги бир тамоилга бўй синади, у хам бўлса, аввал матн, диалог шаклида режалаштирилган материал келтирилади. Сўнг махсус машқлар ёрдамида матнинг асосий ғояси ўқувчининг онгига етказилади. Кейинги босқичда матнинг мазмунини чуқурроқ англаш мақсадида тил структурасига оид ва дарсга тегишли бўлган луғавий, грамматик ва бошқа материални талқин қилишга қаратилган машқлар келтирилади. Дарсликдаги барча машқларнинг мақсади - ўқувчининг келгуси амалий фаолиятида ўтилган материални ва кўникмаларини ишлатишига замин яратишга қаратилгандир.

Мазкур дарслик икки кўринишида тайёрланган: 1. Таркибида аудиокассеталар бўлган босма шаклидаги “Resource Book”, “Work Book”; 2. Олинган билимни назорат қилишга имконият яратилган **интерактив** электрон дарслик (лазер диски кўринишида) – яқка компьютер, интернет/интранетга мўлжалланган версиясида. Дарсликнинг икки кўриниши хам ўзбек, хам рус гуруҳларда тахсил беришга мўлжаллангандир.

Упражнения, разворачиваемые в этой части урока ориентированы на развитие способности обучаемого вести беседу в аспекте ответа на вопросы “why?/how?/ in what ways?/can you compare” и др.

В четвёртую часть урока (“Beyond the line activities”) входят упражнения, основная цель которых вывести обучаемых в смежные, по отношению к основному содержанию урока, ситуации. Это разного рода ролевые игры, беседы, письменные сочинения, в которых обучаемый выражает собственное мнение по отношению к теме урока.

Последовательность упражнений во всех частях урока подчинена порядку, согласно которому сначала даётся планируемый языковой материал в виде текста, диалога (в целях визуального либо аудиального восприятия). Затем, посредством специальных упражнений, до сознания обучаемого доводится основная идея текста. На следующем этапе, с целью глубже понять содержание текста, приводятся упражнения на анализ основного языкового материала (лексического, грамматического, и т.д.), без которого невозможно понять всё содержание. И так до конца, пока обучаемый не усвоит планируемый языковой материал и разовьёт необходимые навыки речевой деятельности для активного его использования в своей последующей деятельности.

Данное учебное пособие подготовлено в двух версиях: 1. Печатная с аудиокассетами, состоящая из “Resource Book”, “Work Book”; 2. Лазерный диск, интернет/инт ранет версии, включающие также и возможность контроля уровня выполнения упражнений. Обе версии предназначены как для узбекоязычного, так и русскоязычного обучаемого.

Unit I

COMMUNICATIONS

I. Focusing activities

Exercise 1. (WB)

II. On the line activities

Exercise 2. Guess the meanings of the following international words.

*postal services; telegraph lines; telecommunications services;
gigagertz; mobile telephones; fax; licence; paging networks;
radio; TV; E-mail; Internet communication*

Exercise 3. Read the text. Define the meaning of the words in bold in the text.

Communications

From the Linguistic point of view communication is the exchanging of thoughts, ideas, and views either among the individuals or groups of people in the society. In Oxford student's dictionary of current English by A.S. Hornby communication is the means of communicating which includes the following significances: **radio** and **TV**, **postal services**, **telegraph lines**, **fax**, roads and railways, airlines, waterways & etc. A modern world has created the new means of communication. They are **E-mail**, **Internet** and **mobile telephones**. These means of communication are developing and spreading all around the world very rapidly. Their development first of all depends upon the economy of the country and its intellectual potential.

Mobile communication in Great Britain

The Government has encouraged the expansion of mobile **telecommunications services**. It **has licensed** Vodafone and Telecom Securicor Cellular Radio to run competing national cellular **radio systems**. Considerable investment has been made in establishing their networks to provide increased capacity for the growing numbers of **mobile phone** users (4.5 million by September 1995). The two companies also run the pan-European mobile system, known as GSM, in Britain.

Britain was the first country to offer **personal communications network** (PCN) services, which are intended to allow the same **telephone** to be used at home, at work and as a **portable** wherever there is network coverage. PCNs operate in the frequency range around 1.8 gigagertz. The Mercury One-2-One service started in 1993, and Hutchison Microtel's Orange service was launched in 1994.

National Band Three Ltd licensed to offer a nationwide trunked radio service, while 32 **licences** have been awarded for London and regional services. Five licences to operate mobile data networks and another six to run nationwide **paging networks** have also been granted. A government consultation paper on increasing the availability of the Radio spectrum was published in May 1995. This would allow to provide new radio-based services for small and medium-sized businesses.

Exercise 4 - 5 (WB)

Exercise 6. Listen to the statements which are related to the idea of the text At the interval speak as in the example. Compare your answer with that on the tape and repeat it. At the end check your answers in the previous exercise and correct your mistakes.

Example:

(1) *you listen* -

You say - Yes. It's true. [then repeat the statement you have heard.]

(2) *You listen* -

You say - No, it's not true. [+ the negative meaning of the statement you have heard].

Exercise 7. (WB)

Exercise 9. Read the following grammar rules and try to understand them.

A. The English verb has the four main forms.

I. The Infinitive: **to work, to read, to write, to elect.** Together with other functions this form is used to express the meaning of "The Present Indefinite/Simple Tense" -

1. I work at the Academy of State and Social Construction.

2. They prefer to elect him to the Parliament.

3. The Republic needs to establish a legal framework for the state and market economy.

II. The form of "The Past Indefinite/Simple Tense. It is different in regular and irregular verbs. In Regular verbs: **worked, learned, elected.** In Irregular verbs: **taught, thought, got, went** -

4. They learned a lot at the meeting.

5. Jack went to the Parliament meeting.

6. In our state the law became the main instrument for the promotion of social economic development.

III. Past Participle (PII). It also forms in different ways in regular and irregular verbs. In Regular verbs: **worked, learned, elected**

In Irregular verbs: **taught, thought, got, gone**

(Note: In dictionary the forms of irregular verbs are usually given in brackets - the first form in brackets is the form of Past Simple, the second form - PII).

7. to become (became, become)

8. to teach (taught, taught)

9. to go (went, gone)

10. to do (did, done)

11. to learn (learned, learned)

IV. Present Participle (PI).

Working, learning, teaching.

B. The Passive Voice./Феълнинг мажхуллик нисбати./Пассивный залог.

I. In the **Active Voice** the "subject" performs the action (He works at the Parliament.) In the **Passive Voice** the subject doesn't perform the action:

a) The subject of the sentence in Uzbek/Russian sentences occupies position at the beginning of the sentence (as in English one):

(1) **He is elected by the Democratic party.** -

У (одатда) Демократик партия томонидан сайланади.

Он (обычно) избирается демократической партией.

б) When we translate the sentence with passive voice into Uzbek/Russian we may translate it in the form where there is no “subject” of the sentence at all (in English the subject is necessary):

(2) **He was called to the Academy.** - Уни Академияга чақиришди (no subject) = У Академияга чақирилди (the subject is “У”)/

Его вызвали в Академию. (no subject) Он вызван в Академию. (the subject is “Он”)

II. The passive form of the verb is **to be + P II**:

(3) to elect - **to be elected** (сайламоқ–сайланмоқ/

избирать–быть избранным)

(4) to tell the news - **to be told** the news

(янгиликни айтмоқ – “айтилмоқ” (қабул этмоқ)/

сказать (передать) новости – “ему сказали”

The form of Passive Voice consists of two parts -

to be (that changes) + **PII** (remains unchanged):

(5) **I am asked to write an article.** – Мендан (одатда) мақолани ёзишни илтимос қилишади./*У меня просят писать статью.*

(6) **A month ago they were invited to visit our country.** –

Бир ой аввал улар мамлакатимизга ташриф буюришга таклиф қилиндилар./*Месяц назад их пригласили посетить нашу страну.*

(7) **At the next elections he can (!)be elected to the Parliament.** -

Кейинги сайловларда у парламентга сайланиши мумкин./

На следующих выборах его могут избрать в парламент.

(8) **They were not sent to study to the USA last year.** –

Ўтган йили улар АКШга ўқишга юборилмадилар./

В прошлом году их не посылали учиться в США.

(9) **Was this exercise really done by him?** –

Нахотки бу машқ у томонидан бажарилган бўлса?/

Неужели это упражнение выполнено им.

(10) **Which books were sold yesterday?** - Кеча қайси китоблар сотилди?/

Какие книги были проданы вчера?

(11) **Where are the letters of this department sent?** –

Бу бўлимнинг хатлари қаерга юборилади?/

Куда отправляют письма этого отдела?

Exercise 10. (WB)

IV. Between the line activities

Exercise 11-12-13 (WB)

Exercise 14. Read the text again. Answer the following questions. Discuss your answers with your classmate.

1. How do you understand a notion “communication” from Linguistic point of view?
2. What communication means did you come across in the process of reading the text?
3. What means of communication are developing now?
4. How do you think what does the development of new means of communication first of all depend upon?
5. Where did Mobile communication appear first?
6. What can you say about personal communication network?

IV. Beyond the line activities

Exercise 15. (WB)

Exercise 16. Listen to the dialogue and try to understand it.

Exercise 17 – 18. (WB)

Exercise 19. Reproduce the dialogue in three persons.

Exercise 20. Give the idea of the dialogue in written form.

Unit II

NEWSPAPER & TV

I Focusing activities

Exercise 1. Read the questions and try to answer them.

1. What kind of means of communication do you know?
2. Do you read newspapers? If yes, what newspapers do you read?
3. What are your favourite programmes on TV and radio? What are the main goals of those programmes?

Exercise 2. (WB)

II On the line activities

Exercise 3. Read the text together with the speaker and try to catch the main idea of it.

Television and Radio

Television viewing is by far Britain's most popular leisure pastime: 96 per cent of households have a colour television set and 73 per cent a video recorder. People spend an average of over three and a half hours a day watching television, including video playbacks.

There are currently four terrestrial television channels, offering a mixture of drama, light entertainment, films, sport, educational, children's and religious programmes, news and current affairs and documentaries.

Practically every home has a radio, and the widespread ownership of portable sets (including personal stereos) and car radios means that people can listen to radio throughout the day. About 70 per cent of the population listen to the radio on a normal day and more than 85 per cent do so over the week.

The BBC has five national networks, which together transmit all types of music, news, current affairs, drama, education, sport and a range of features programmes. The Radio Authority regulates three national commercial radio stations – Classic FM, Virgin 1215 and Talk Radio UK.

Exercise 4-5-6 (WB)

Exercise 7. Answer the questions.

1. Is television viewing the most popular leisure pastime?
2. Do people spend much time watching television, including playbacks?
3. Are there currently seven terrestrial television channels?
4. Does television offer only news?
5. Does BBC transmit only music?

III Between the line activities

Exercise 8-9-10 (WB)

Exercise 11. What do you think?

1. Why do people spend leisure pastime in front of TV?
2. What kind of programmes are viewed by TV?
3. Why do people prefer TV to radio?
4. People listen to the radio throughout the day, don't they? If do, why?
5. What kind of other means of Mass Media are there for getting information?
6. What newspapers are published in Uzbekistan?
7. What TV & Radio programmes are preferable for you? Why?

Exercise 12. Listen to the text and try to catch the main idea of it.

Keep in mind that the following exercises in work-book are related to the idea of this text.

NEWSPAPER

More daily newspapers, national and regional, are sold for every person in Britain than in most other developed countries. On an average day 60 per cent of people over the age of 15 read a national morning newspaper; about 70 per cent read a Sunday newspaper.

National papers have an average total circulation of over 14 million on weekdays and about 16 million on Sundays, although the total readership is considerably greater. Men are more likely to read newspapers than women, and more people in the 45-64 age group read a daily newspaper than in any other age group.

The press caters for a range of political views, interests and levels of education.

Newspapers are almost always financially independent of any political party where they express pronounced views and show obvious political tendency in the editorial comments.

IY Beyond the line activities

Exercise 13-13-15 (WB)

Exercise 16. Make up a questionnaire for interviewing. Check it with the questionnaire of your partner.

Exercise 17. Round table discussion. Use the questionnaire you had completed from the previous exercise and play out a briefing.

Exercise 18. Read an article from the newspaper and discuss it in the groups.

Happy Trails

WHEN YOU need a change of scenery, find some hiking trails and wander through those glorious fall trees. You'll be doing your health a favor: Hiking strengthens your heart, lowers blood pressure, tones your legs and butt, and burns up to 400 calories an hour.

To get started, invest in boots with strong soles and good arch and ankle support. Stretch your hamstrings, calves and back before heading out. If you have

joint problems, take an anti-inflammatory drug two hours in advance.

The USDA Fall Color Hotline (800-354-4595) can help you find the flashiest foliage in your state. Then stuff your pack with snacks to keep your energy up, water (12 ounces for every hour you plan to hike), bandages for those pesky blisters, and a rain jacket, just in case. Oh, and don't forget a map, so you can always find the way home to your own backyard. **DARA MAYERS**

NURSING HOME REPORT CARD

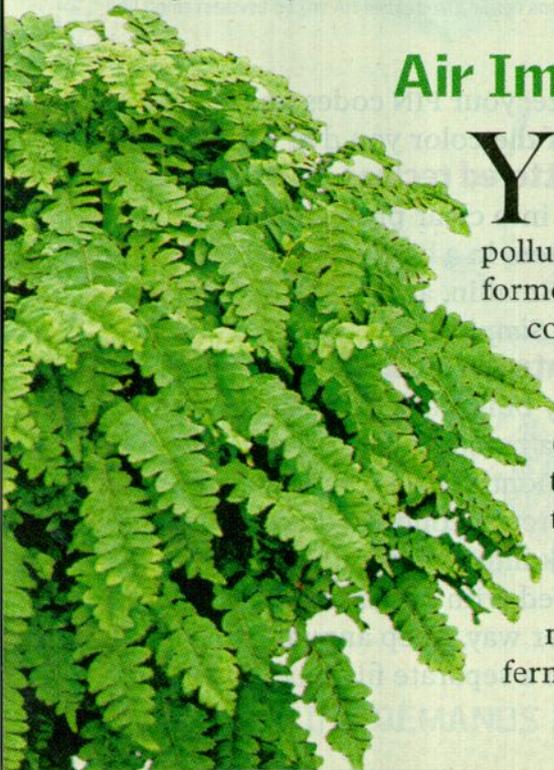
About 1.5 million Americans are now cared for in 16,600 Medicare and Medicaid-certified nursing homes around the country—and as baby boomers age, the numbers will rise. Now a new government service is helping take the worry and guilt out of choosing the right place. Using statistics like how many patients report pain or infection, Medicare has ranked each home. Call 1 800-MEDICARE for the scores of nursing homes in your state.

MARY ELLEN KING

Air Implants

YOUR HOME OR OFFICE could be making you sick. Synthetic products like carpet and paint emit chemical vapors such as formaldehyde that pollute indoor air, says environmental scientist and former NASA researcher Bill Wolverton. They also cost billions in doctor visits for itchy eyes, headaches and asthma.

Houseplants can help you breathe more easily. They suck in carbon dioxide and contaminants, and give off pure oxygen. Two to three plants per 100 square feet should remove many airborne chemicals, and may even make you feel better, Wolverton says. For the best natural filters, try palms, rubber plants, Boston ferns and ivy. **CYNTHIA DERMODY**



Exercise 19. Read the instructions of writing articles and learn.

The Writing Process

PRE-WRITING

(Also known as INVENTION, GETTING STARTED, DECIDING TO EXPLORE AN EXPERIENCE, UNEARTHING FACTS AND IDEAS, THESIS SHAPING, PLANNING, GATHERING IDEAS, STATING PURPOSE, RESEARCHING, ORGANIZING Represented by BRAINSTORMING, FREE WRITING, JOURNAL KEEPING, PLUSTERING, CLASSICAL TOPICS, OUTLINING, DIRECTED QUESTIONS, THESIS BUILDING, EXPRESSIVE WRITING, AUDIENCE ANALYSIS, FOCUSED WRITING, DISCOVERY DRAFTING.)

WRITING

(Also known as DRAFTING, RE-WRITING, PUTTING IT ON PAPER.)

REWRITING

(Also known as REVISING, EDITING, PROOFREADING, GETTING IT WRITE.)

Here are the six steps to universally effective writing:

Step 1: *Gather ideas of information*

Step 2: *Analyze the ideas and information*

Step 3: *State your purpose*

Step 4: *Make your plan*

Step 5: *Write*

Step 6: *Evaluate, revise, and edit*

What is writing?

It is made up of seven sequentially exercised skills:

1. *Getting ideas*
2. *Planning*
3. *Researching*
4. *Organizing*
5. *Drafting*
6. *Editing*
7. *Publishing*

Exercise 20. Compose an article on the role of Mass Media in our life. Follow the instructions given in the Exercise 15 and give the title.

Unit III

Theatre, Cinema & Music

I Focusing activities

Exercise 1-2 (WB)

Exercise 3. Discuss your choice in exercise 2 in the group.

II On the line activities

Exercise 4. Scan this text. Find answers to the questions below.

(a) *Where can you go in the evening?*

(b) *Where from can you obtain information about plays, musicals, concerts and films?*

I	Nightlife is equally wide ranging. Whether you want to eat out, go to the cinema or theatre, attend a concert or dance the night away at a trendy nightclub, London can offer it. To find what is right for you, buy the local paper, the “Evening Standard” (best for theatre and cinema on Friday), or “Time Out”.
II	Theatrical performances offer a wide choice, ranging from the famous West End theatres in London to festivals and shows all over Britain. You can buy tickets by going to the box (ticket) office yourself; by telephoning in advance and booking by credit card; or by using a ticket agency. Agencies normally charge a booking fee, but they can sometimes offer tickets for very popular shows. In London’s Leicester Square there is a ticket booth selling half-price tickets for that day’s West End productions. You have to pay a small extra charge when buying tickets here.
III	Classical, folk, rock, and jazz music may be heard throughout Britain in concert halls, clubs and pubs. Buying tickets for concerts and musical performances is similar to buying tickets for the theatre.
IV	Films are classified according to age groups: U suitable for any age. 12 unsuitable for children under 12 15 unsuitable for children under 15 18 unsuitable for people under 18 PG parental guidance required

Exercise 5-6-7. (WB)

Exercise 8. Switch on the tape. Check your answers in exercise 7.

Exercise 9. Answer the following questions and discuss in the group.

1. How can you spend your leisure time at night in London?
2. Where can you get information about entertainment places in London?
3. What theatrical performances can be offered in Great Britain?
4. What are the ways of getting tickets for theatrical performances?
5. What are the ways of getting tickets for concerts and musical performances?
6. When can you buy half-price tickets for West End productions?
7. Are there any possibilities to enjoy the music in Great Britain?
8. What do English people mean by a classification of films into the age groups?

III Between the line activities

Exercise 10. (a-b) (WB)

Exercise 11. Read the text. Pay attention to the meanings of the words given in bold.

Musical art in Uzbekistan

One of the most popular genres of Uzbek folklore is a lyrical song (ashula). Ashula may date back to the 15th century. Ashula is a part of the cultural heritage of the Uzbek people. Besides, it is a genre which is alive and loved by a lot of people. Many professional singers include ashulas in their repertoire. The themes of ashulas are various. They can be songs about love

and dreams. There are also many satirical, comic and philosophical songs. Their rich, emotional melodies conquer the hearts of listeners. Ashula made a great influence on the development of other vocal genres, including opera.

II Uzbek opera was provided in the traditional folk songs of rare and diversified beauty, existing traditions of instrumental music and a wide range of popular ritual. Khafizes (singers), bayonchis (story-tellers), askiyavozes (jesters) performed in the festivals. Wandering players were very popular. The actors used to wear flowing robes, sometimes turned them inside out playing women's roles. The creating of the national Uzbek opera and ballet was the result of the development of the Uzbek national culture. Among the first fine singers there were Khalima Nasyrova, Kari Yakubov, Karim Zokirov, Tamara Khanum.

III Having studied choreographic and vocal folklore, Tamara Khanum has for a long time been a famous performer and promoter of Uzbek Art at home and abroad. The stages of her creative biography were connected with the achievements of Uzbek Art. The first performance of the young singer was in 1919. In 1922 the first ensemble was founded in Uzbekistan by the folk singer Mukhiddin Kari Yakubov. The ensemble included only one woman – Tamara Khanum. The appearance of a woman on an Uzbek stage was not only a cultural event in the history of the Uzbek Art. At the end of the twenties thanks to the phenomenal talent and daily trainings Tamara Khanum took a leading place in the cultural life of the Uzbek Republic. She showed herself as a first-class dancer and an excellent drama actress. Her repertoire included songs and dances of different countries.

IV The modern Uzbek musical art is characterized by combination of the traditions and world classics. At present time all genres of musical art are developed - opera, symphony, ballet, concerts, etc. The Uzbek composers Yunus Rajabi, Mukhtar Ashrafi made a great contribution to the development of musical culture of the Republic. Numerous national ensembles were formed in the Republic. Some of them, such as “Bakhor”, “Yalla” – are widely famous both in our country and abroad.

Exercise 12. (WB)

Exercise 13. Switch on the tape. Check your answers in exercise 12.

Exercise 14-15. (WB)

Exercise 16. Listen to the tape. Check your answers in exercise 15.

Exercise 17. Answer the following questions.

1. What genre of Uzbek folklore is the most popular?
2. Why is Ashula a part of the cultural heritage of the Uzbek people?
3. What are the themes of ashulas?
4. Why do people like ashulas?
5. What vocal genre did ashula make a great influence on?
6. Who performed in the festivals?
7. When was the first performance of Tamara Khanum?
8. Who founded the first ensemble in 1922?
9. How many actors performed in the ensemble?

10. Why did Tamara Khanum take a leading place in the cultural life of the Uzbek Republic ?
11. What did her repertoire include?
12. How is modern Uzbek musical art characterized?
13. What Uzbek composers do you know?
14. What is your favorite group?

Exercise 18. (WB)

Exercise 19. Retell the text. Discuss it in the group according to the titles.

IV Beyond the line activities

Exercise 20-21-22. (WB)

Exercise 23. Listen to the dialogue again and perform it in the group with your colleague.

Exercise 24. (a) (WB)

(b) Listen to the dialogue again and perform it in the group with your colleague.

Exercise 25. (a) (WB)

(b) Listen to the dialogue again and perform it in the group with your colleague.

Exercise 26-27 (a) (WB)

(b) Listen to the dialogue again and perform it in the group with your partner.

Exercise 28. Read and give the main idea of the text.

A newly rich patroness of the arts asked a dealer, “ Do these artists whose pictures cost so much learn to paint when they grow up, or do they inherit their talent?” “My dear lady”, the dealer replied patiently, “this heredity business is nonsense. Did you ever hear of the mothers and fathers of Renoir and Manet?” “No, I didn’t”, admitted the patroness, “and, to tell you the truth, I never heard of Renoir and Manet, either.”

Exercise 29. Learn by heart and explain the meaning of the following proverb in your own words.

Art is long , life is short.

Exercise 30. (a) Work with a partner. Take turns asking questions about a movie, theatre, concert.

- What movies are on now?
- What movie would you advise me to see?
- When does the show start (end)?
- Have you got tickets to this film?
- Who are playing the leads?
- Who is the director of the film?
- What theatre would you recommend?
- Where can I buy a program with the cast?
- How much does it cost?
- How many acts are in this performance?
- How long is the interval?

- Who is your favorite actor/actress (composer, pianist, singer)?
- What's your favorite music (movie, TV program)?
- Did you like the play (concert, music, scenery, costumes)?
- What seats do you prefer: in the stalls? In the gallery?
- Why do some people prefer to sit in the first row in the stalls, near the orchestra?
- What seats in the theatre are the cheapest (the most expensive)?

Exercise 31. Using the following phrases, the questions in the previous exercise, compile the dialogues with your colleague, learn and perform them.

A lucky man you are!; I have no idea; Super!; That sounds a good idea; To tell you the truth ; To please you.; Now what! Oh, everything; Oh, thanks.; Oh, that's not true.

Unit IV

SPORTS

I Focusing activities

Exercise 1. (WB)

Exercise 2. Pay attention to the following international words. Guess their meanings.

match; boxer; club; sportsman; goal; boxing; sport; baseball; game; champion; referee; goal-keeper

II On the line activities

Exercise 3. (a) Read the text. Pay attention to the meanings of the words given in "bold".

Sport in Uzbekistan

Our Republic has achieved great success in developing various kinds of sports since 1991, when the Independence of the Republic of Uzbekistan was proclaimed. This success is mostly **noticeable** in boxing, international chess, tennis, **oriental** kinds of **single combat**. The world sport society knows very well the name of Arthur Grigoryan, a 12-time World Champion in boxing from Uzbekistan. Well-known are the names of the Uzbek boxers Makhamadkadir Abdullayev, Utkirbek Khaydarov, Tulkinboy Turgunov and others.

I In August 1999, at the Xth Boxing World Championship held in Houston, USA, the greatest boxers came to the ring from all the continents of the world. Our team won the 3rd place among the boxers from 83 countries, **giving way** to the teams of the USA and Cuba. This is the greatest victory of our boxers: M. Abdullayev and U. Khaydarov **climbed** the highest level of the **sport podium** and were **distinguished** as the world champions and T. Turgunov was the **silver prize** winner.

II The first days of May 1999 will be written into the history of Independent Uzbekistan with gold letters. These days **witnessed** the "Kurash", the first National **Wrestling** World Championship, that was held in Tashkent, the capital of our Republic. In May the Tashkent World Championship has received participants **III** (wrestlers) from 50 countries. We are proud that all the **golden** and silver medals were **awarded** to our athletes in all the **weight categories**. The names of Uzbek athletes, such as Akobyr-palvan, Toshtemir-palvan, Kamol-palvan earned the world-wide **fame**. The Uzbek national wrestling is included into the list of the World sports of the XXIst century.

On the 5th year of our independence the Karate Federation was **established**. Today this kind of Oriental single combat **draws** crowds of people and becomes much more popular. In summer 1999, on the World Karate Tournament for Juniors held in Germany there were 900 **participants** from 200 countries and 18 **representatives** from the town of Bekabad: Farukh and Agzam Abdumavlyanov won 2 golden medals and the Uzbek team won the 3rd honorary place.

Tennis grows very popular in our country, nowadays. The VIth President's Cup Tennis Tournament was held in September 1999. O. Ogorodnikov, the tennis player from Uzbekistan, became the **prize winner** of the tournament in **double titles** category. The World **Junior** Tennis Tournament was held in London in July 1999. Iroda Tulyaganova became the winner of the final Wimbledon Women Competition and a holder of a small copy of the Silver Cup which is **a life-time dream** for every tennis-player.

Exercise 4. (WB)

Exercise 5. (WB)

Exercise 6. Listen to the tape. Check your answers in exercise 5.

Exercise 7. (WB)

Exercise 8. Switch on the tape. Check your answers in exercise 7.

III Between the line activities

Exercise 9. Answer the following questions.

1. What are the reasons that Uzbekistan has achieved great success in sport since 1991?
2. In what kinds of sports is this success noticeable?
3. What famous Uzbek sportsmen does the world sport society know?
4. What success did our boxers achieve in August 1999?
5. What were the first days of May 1999 famous for?
6. When was the Karate Federation established?
7. How many Uzbek sportsmen participated on the World Karate Tournament for Juniors in summer 1999?
8. What is a life-time dream for every tennis-player?
9. What do we call a man who does a lot of sports?
10. What do we say when the player has played successfully?

Exercise 10. (WB)

Exercise 11. Retell the text. Discuss it in the group.

Exercise 12. Write down a composition for each title of the paragraph.

IV Beyond the line activities

Exercise 13. (WB)

Exercise 14. Work with a partner. Take turns asking questions about sports.

- What kinds of sports are most popular with the Uzbek people?
- How many stadiums does Tashkent have?
- What is the main stadium called?
- How many spectators can it hold?
- What 's your favourite sport?
- Do you go in for sports?
- Do you like football?
- What football teams do you know?
- What team do you support?
- Who's the goalkeeper?
- Who's your favourite football player?
- What famous Uzbek sportsmen do you know?

Exercise 15. (WB)

Exercise 16. (WB)

Exercise 17. Read the text.

The Olympic Games

The Olympic games were first held at a place called Olympia in ancient Greece (until AD 393). There have been two Olympic eras – ancient and modern. The modern era began in 1896 when a Frenchman called Baron Pierre de Coubertin revived the Games.

The aims of the Olympic movement are :

- To promote sport.
- To create a more friendly, peaceful world.
- To spread Olympic principles.
- To bring athletes together in a great sports festival every four years.

Summer Games last approximately two weeks. Winter Games began in 1924. Since then they have always been held in the same years as the Summer Games. After 1992 they took place between summer games (i.e after '92 the next winter Games will be in 1994, then 1998, 2002, etc.) The circles on the Olympic

flag represent the Five Continents. Each circle is a different colour...blue, black, red, yellow and green (all against a white background). Every national flag in the world contains one or more of these six colours.

The tradition of the Olympic flame began in 1928. The flame is a symbol of the search for perfection and victory. It's lit at Olympia from the rays of the sun. Then it's carried to the Games by a series of runners (or sometimes by air for part of the journey). It burns in the stadium from start to finish at every Olympics.

Each country has its own Olympic Committee. These organizations are in charge of national teams. The main worldwide organization is the International Olympic Committee which is based at Lausanne, Switzerland. The IOC decides which cities will host future Summer and Winter Games. All Olympic athletes are amateurs. The most important thing at the Olympic games is not to win but to take part.

At the Opening Ceremony there is a huge display of song, dance and music by people from the host country. The flame is lit. The Olympic flag is raised and one athlete says these words ... "In the name of all competitors, I promise that we will take part in the Olympic Games, respecting and abiding by the rules which govern them, in the spirit of sportsmanship for the glory of sport and the honour of our teams".

The Games are officially opened by the host country's monarch or political leader. Silver and bronze medals are made of solid metal, but gold medals aren't. They're made of gold-plated silver.

Different sports are represented at the Summer games such as archery, athletics, boxing, canoeing, cycling, equestrian sports, fencing, football, gymnastics, handball, hockey, judo, modern pentathlon, rowing, shooting, swimming (including synchronized swimming, diving and water polo), table tennis, volleyball, weightlifting, windsurfing, wrestling, yachting.

The motto of the Olympic movement: *citius, altius, fortius* which is Latin for "Faster, higher, stronger".

Exercise 18. Find information about these points.

The aims of the Olympic movement.

The Olympic flame.

The International Olympic Committee.

The motto of the Olympic movement.

Exercise 19. Work with a partner. Have a conversation about the Olympic Games. Use Information from the text.

Exercise 20. Scan this text. While reading find the answers to the questions given below. Discuss them in the group.

1. *What game is typically English?*
2. *Why do you think this game is popular in England?*

Cricket.

The English are great lovers of competitive sports. The game peculiarly associated with England is cricket.

I This game is performed by twenty two men in white flannels and two gentlemen in white coats who are the umpires. The basis of the game is that one man stands in front of three sticks or “stumps” (known as “the wicket”) armed with a bat. Twenty two yards in direct line from him stands a fellow member of his team also with a bat in his hand and a wicket behind him. The other nine members of their team are lying about in the pavilion either watching or sleeping. Nine of the eleven members of the opposing team are disposed about the field and said to be “fielding”.

II One of the remaining two is bowling the ball at the man with the bat with the object of hitting the wicket or causing the batsman to strike the ball in such a way that one of the men in the field can catch it. When either of these things happens, the batsman is “out” and gives place to another member of his team, and so on until all eleven of the team have batted. The batsman can also be “out” as a result of the activities of the eleventh member of the opposing team, the wicket keeper. This individual, heavily padded about the legs and hands stoops down behind the wicket waiting for an opportunity to catch the ball or to hit the wicket with it. Despite his many anxieties about the wiles of the bowler, the wicket keeper and the fielders, the batsman’s main task is to hit the ball a very long way and to run to and from between the wickets while the fielders are desperately endeavouring to retrieve it. The side which scores most such “runs” wins the game.

Yet although it does not attract such large crowds as football it is as much the dominating feature of the summer calendar as football is of the winter.

III The important games are those for the Country Cricket championship. There is merely a series of three-day matches throughout the summer between the “first class” county teams. In addition, under the auspices of the Marylebone Cricket Club (the M.C.C). Test Matches are played between a team representing England and teams from Australia, New Zealand, South Africa, the West Indies, India and Pakistan. Most summers see tests played with one or other of these teams, and during most winters the M.C.C. sends teams to play in their countries. Test Matches with Australia either in England or Australia are the outstanding cricket games.

Exercise 21. (WB)

Exercise 22. (WB)

Exercise 23. (WB)

Exercise 24. Discuss in the group the following.

1. How many players are there in a cricket team ?
2. What colour sport suits do they wear ?
3. How many umpires judge the game ?
4. What is the basis of the game ?
5. How far from each other do the batsmen stand ?
6. How many players are on the pitch ?
7. Where are nine members of the opposing team disposed ?
8. When does the batsman give place to another member of his team ?
9. What is the batsman's main task ?
10. What team wins the game ?

Exercise 25. (WB)

Exercise 26. (WB)

Exercise 27. Listen to the dialogue and check exercise 26. Practice the dialogue with a partner.

Exercise 28. (WB)

Exercise 29. Betty and Anvar are going to New York. Listen to the dialogue. Are these sentences True or False ?

- a. They want to play chess.
- b. They both are good at chess.
- c. They won't have time to play chess.

Exercise 30. (a) Scan this text. Answer the questions given below.

1. *What club was the first winner of the European Cup in 1967?*
2. *What features do characterize the modern football game?*

Football

The first World Cup was held in 1930 and Celtic were the first British Club to win the European Cup in 1967. In England alone there are 92 top class clubs organized in the football league. And they are only the top of an enormous pyramid which is built on the solid foundations of amateur leagues, part-time professionals, works teams, local teams, pub teams, schools teams.

What has perhaps restricted the game in modern times is the desire not to lose. You might think this sounds good. You might say: "Well, if they don't want to lose, they must want to win!" "But it doesn't work like that. Teams do want to win - but only when there 's no risk of losing.

So clubs throughout the world try to solve this problem. But the modern game is the team game and must have football stars. In June 2002 the World Cup was held in two countries: Japan and Korea. It is significant that Brazilian team has won the World Cup five times. Brazilian team has such football stars as Ronaldo, Rivaldo and Renaldino. Ronaldo scored eight goals in seven matches. German and Turkish teams are on the second and third places. English team is one of the eighth best football teams in the world.

(b) (WB)

(c) Compose the dialogue with your partner. Use the idea of the text.

Exercise 31. *In June 2002 the World Cup was held in two countries: Japan and Korea. The whole world saw the final game between Brazil and Germany. Anvar and Betty are football fans.*

- a) *Listen to the dialogue and answer the questions below.*
1. What team did Betty support?
 2. What team did Anvar support?
 3. How many times has Brazilian team won the World Cup?
 4. Why was Anvar disappointed?
- b) *Listen again and check your answers.*
- c) *Practice the dialogue with a partner.*

Exercise 32. Anvar is at the stadium with Betty. They both like football.

(a) Listen to the dialogue between Anvar and Betty, and answer these questions.

1. Who doesn't like football?
2. Which ones are Neftchi?
3. Which team is the best this year?
4. Which team does Anvar support?

(b) Listen again and check your answers.

(c) Practice the dialogue with a partner.

Exercise 33. Compose with your partner in the group your own dialogues. Use the following titles.

1. Great lovers of competitive sports: cricket, football.
2. The function of the bowler and batsman in cricket.
3. The function of the wicket – keeper and fielder in cricket.
4. The important games for the Country Cricket Championship.

Unit V HOLIDAYS & HOBBIES I Focusing activities

Exercise 1. (a) Study the following words and their definitions.

Which word has a more general (specific) meaning:

recreation - 1. a refreshment of body and mind, as after work, by some form of play, amusement, or relaxation;
2. any form of play, amusement or relaxation, used for this purpose, as games, sports, or hobbies.

hobby - a favourite activity that you do for pleasure when you are not working

(b) (WB)

(c) (WB)

II On the line activities

Exercise 2. Read the text. While reading find the answer to the questions given below. Discuss your answers in the group.

1. *Guess the meaning of the words in "bold".*

1. *What forms of recreations can you have in Britain?*

Holidays in Britain

If you have a talent like **painting** or **sculpture**, **drama** or **orchestral music**: a specialist will offer you the chance to increase your skill. If you **I** love gardens, you could either tour them or join a practical **gardening** course! Nature lovers can join **bird watching** or **wildflower** courses.

Those who prefer activity holidays can spend them in various ways. **Walking** is a great way of getting to know the countryside. Britain has **II** hundreds of public footpaths ranging from National Trails to long-distance footpaths, or short recreation paths - ideal for a few hours' or a day's walking.

Cycling is another pleasant way of seeing the British countryside, with bikes available for **hire** in many towns. Keen **bikers** should try the difficult **III** Cambria Cycle Way in England's beautiful Lake District. or, for an easier ride try the Chiltern Hills or the Thames valley.

Britain also has many excellent **tracks** and bridle ways for **riding**. **IV** **Trekking** can be enjoyed by the experienced **rider** or a complete **novice** and riding centers across the country offer high standards of instruction.

Cruising on an **inland** waterway is a perfect way to spend a few hours or perhaps a whole week. Canal boats, cruisers and yachts can be hired (basic **V** tuition is given if needed) **to explore** one of the many peaceful waterways all over Britain.

Exercise 3. (WB)

Exercise 4. Switch on the tape. Check your answers in exercise 3.

Exercise 5. (WB)

Exercise 6. (WB)

Exercise 7. Listen to the tape. Check your answers in exercise 6.

Exercise 8. Study the following examples.

(a) *WB*

(b) Sometimes "could" is the past of can. We use could especially with these verbs:

see, hear, smell, taste, feel, remember, understand.

Example: She spoke in a low voice but I could understand her.

We also use could to say that someone had the general ability to do something.

Example: When Pete was four, he could read a book.

(c) *But sometimes it has a present or future meaning, as for example, we sometimes use could to talk about possible future actions, especially when we make suggestions.*

Example: When you go to Tashkent, you could stay with Anvar.

Exercise 9. (a) Study the following examples:

1. *We could spend our holiday in the mountains or we could spend our holiday at the seaside. = We could spend our holiday **either** in the mountains **or** at the seaside.*

2. *We don't have enough time. We cannot go to the mountains. And we cannot go to the seaside. = We don't have enough time. We can go **neither** to the mountains **nor** to the seaside.*

(b) (WB)

Exercise 10. Switch on the tape. Check your answers in exercise 9.

Exercise 11. Answer the following questions.

1. Where can you make your talents better?
2. What way should bicycle lovers try?
3. Where can you go walking in Britain?
4. Where are bikes available for hire?
5. What way is easy for riding?
6. What do riding centers offer?
7. What can be hired for cruising?
8. How can you travel through waterways in Britain?
9. Where can you spend holidays in Britain?
10. How can you spend holidays in Britain?

III Between the line activities

Exercise 12. (WB)

Exercise 13. (WB)

Exercise 14. Retell and discuss the fragments of the text according to the titles of the paragraphs.

Exercise 15. Read the text. Pay attention to the words in 'bold'.

Holidays in Uzbekistan

There are ideal conditions for your favourite sport as well as everything for an unforgettable holiday. Biking tours are available to all levels of cyclists. A simple tour up to 200-300 km around the spectacular environs of Tashkent and Fergana Valley will pass through the routes of mountains, lakes and will bring you to the ancient towns of Uzbekistan. An experienced cyclist would
I enjoy the Trans-Asian biking tour along the Great Silk Road by going through ancient towns like Khiva, Bukhara, Samarkand, Tashkent and the lakes of Aidarkul and Issyk-Kul ending in Alma-Ata.

Trekking is the most popular and is easily available for holidays for people of all ages. The blue lakes, **mountain streams** and **waterfalls**, **high altitude summits and plateaus** containing dinosaur footprints near Tashkent are
II waiting for your arrival. Your route will take you through ancient woods, **groves** of apricot, apple and walnut trees, along the **meadows** of tulips and **poppies**. Best climatic condition is during March to November.
Rock climbing is only for the **daredevils**. Fans of rock climbing can **scale**

the vertical walls on the rocky paths in Fan mountains (peaks Maria-Miral, Chapdara, Bodkhana, Zamak etc.) and on the Matchi **ridge** (Aksu, Sabakh, Asan Usan, etc). If you like, you could choose your own routes. The

III summers in the Pamirs, Tien-Shan and Pamiro-Alay ranges, attract thousands of mountain climbers every year. Here you'll have your chance to **conquer** peaks up to 7000 m. high. Experienced mountaineers are invited to scale some of the highest peaks in the world. They are Peak Pobeda (7,439 m), Peak Korzhenevskaya (7,105) and Peak Khan-Tengri (6,995 m.). A helicopter is used to transport equipment to the mountain site directly from Tashkent.

Chimgan is getting more popular as the center of winter sports in Middle Asia. The mountain landscapes of the Western Tian Shan, a mild warm

IV winter, clear air, excellent racing tracks with ski lifts and 300 clear sunny days are all the things you will need to accept our offer.

The **deserts** of Uzbekistan – Turan Plains, Usturt plateau and the Kysylkum desert are waiting for desert lovers to explore. Travelling through the Kysylkum is the most interesting as this is where the Great Silk Road

V stretches from East to West a thousand years ago. Enjoy the ruins of ancient palaces and fortresses, old rivers and irrigation canals. Ride your **camel** and spend the nights in yurts of the local people among the dunes and the Aidarkul lake lost in the sands.

Exercise 16. (WB)

Exercise 17. (WB)

Exercise 18. Answer the following questions.

1. Through what ancient towns does a biking tour pass?
2. What sport is for the daredevils?
3. How can you spend your holidays in Uzbekistan?
4. What mountain attracts climbers every year?
5. Why is Rock climbing only for the daredevils?
6. What deserts of Uzbekistan are waiting for desert lovers?
7. Why is travelling through the Kysylkum the most interesting?
8. Through what desert does the Great Silk Road stretch?
9. What activity holidays are available?
10. Why is trekking available for people of all ages?
11. What peaks are experienced mountaineers invited to scale?
12. Why is Chimgan getting more popular?

Exercise 19. Retell and discuss the fragments of the text according to the titles of the paragraphs. Use the words from exercise 17.

IV Beyond the line activities

Exercise 20. (WB)

Exercise 21. Write down the Essay “Common and specific Holidays in Uzbekistan and Great Britain.

Exercises 22. (WB), 23. (WB), 24. (WB)

Exercise 25. Work with a partner. Take turns asking and answering questions about holidays and hobbies.

- Where do you usually spend your holiday?
- How do you usually spend your holiday?
- Do you have a holiday every year?
- With whom do you usually spend your holiday?
- Have you been on holiday lately?
- Where did you go on holiday last year?
- With whom did you go there?
- How did you spend your holiday?
- Did you have a good time?
- What did you do?
- What do you do in your free time?
- What is your hobby?
- You say you are a collector? What do you collect?
- How long have you been collecting stamps?
- What kind of stamps do you collect?

Exercise 26. Read and give the main idea of these jokes.

* * *

“How often did you jump with a parachute?” a paratrooper was asked by the inspector.

“Only one time, sir, answered the paratrooper.”

“But your record shows 24 jumps?”

“That’s right sir. I myself jumped only once. All the other times I was kicked out of the plane.”

* * *

Once a keen angler went fishing and took his friend with him. The man knew nothing of fishing, but decided to try his luck. The two friends came to the river and began to fish. Suddenly the man who went fishing for the first time in his life said:

“I say how much do those little red things cost?”

“You mean the floats? Oh, they’re cheap. Why do you ask me?”

“I owe you for one. Mine has just sunk.”

Exercise 27. (WB)

Exercise 28. Pair work. You want to have a holiday. Plan your holiday with your partner and perform it in the group.

- | | |
|--------------------------------|--|
| a) Where would you like to go? | d) Where will you stay? |
| b) Why? | e) How will you travel? |
| c) When would you like to go? | f) What will you do if you have a holiday? |

Exercise 1. Think and speak.

1. What hotels in Uzbekistan do you know?
2. What famous hotels are there in the world and which of them have their properties in our country?
3. Do you travel and stay at a hotel? If yes, what conveniences do you like there?

Exercise 2. (WB)**II On the line activities****Exercise 3. Read the text together with the speaker. While reading the text answer the questions given on the top line.**

1. *What is this text about?*
2. *Where are Sheraton hotels and resorts located?*

Hotels and Resorts

As one of the world's most well-known and respected hotel brands, Sheraton Hotels & Resorts has been a home away from home for travellers for more than six decades. With over 375 properties in 63 countries, you can trust Sheraton to take care of you in major business capitals and popular leisure destinations worldwide.

At Sheraton, you will find services such as free morning newspaper, in-room coffee makers and fast, efficient check-in and check-out. You can count on a guest room that accommodates your working needs while remaining a refuge from the outside world.

Sheraton offers a number of hotels at airports worldwide, with special services at many of them. In Europe, Sheraton airport hotels are located in Amsterdam, Brussels, Dusseldorf, Frankfurt, London, Luxembourg, Munich, and Paris. They offer an Airport Hotels Programme with extra services that include over night and 4-hour express laundry and pressing, complementary airport shuttle service.

In the U.S. and Canada, Gateway hotels, are located within three miles of major international gateway airports in Atlanta, Chicago, Los Angeles, San Francisco and Toronto. In addition to Gateway hotels, there are more than thirty hotels located at or within airports in the U.S. and Canada.

Sheraton hotels in Europe offer 24-hour business centers equipped with business equipment to use on site or rent for private use, including laptop computers and portable telephones. They also offer business travellers extended food and beverage service with at least one restaurant open until 11:00 p.m., complementary coffee served in the lobby for early departures and 24-hour room service.

Exercises 5. (WB), 6. (WB)**III Between the line activities****Exercises 7. (WB), 8. (WB), 9. (WB), 10. (WB)**

Exercise 11. Learn the following grammar rules:

Participle II of regular verbs is formed by adding –ed:

to work - worked to invite – invited

Participle II of irregular verbs (follow the table):

to write-written to come-come to give-given
to think-thought to go-gone to take-taken

Examples:

The question *asked* by my friend is very interesting.

The *written* letter is in my bag.

Exercises 12. (WB), 13. (WB)

IY Beyond the line activities

Exercise 14. Listen to the text and try to catch what it is about.

Exercise 15. (WB), 16. (WB)

Exercise 17. Listen to the dialogue and perform it with your partner.

Receptionist: Good evening, sir. Can I help you?

Mr. Smith: Good evening. My name is Mr. Smith. We've got a reservation.

Receptionist: Just a minute, please... yes, you've got a reservation. It's for four people. It's for two weeks. Two single rooms and one double room.

Mr. Smith: No, we reserved two double rooms.

Receptionist: I'm sorry. Two double rooms, numbers six and seven.

Mr. Smith: Where are the rooms?

Receptionist: They are on the first floor.

Mr. Smith: Thank you very much.

Exercise 18. (WB)

Exercise 19. Perform the dialogue according to one of these situations.

- *You are on business in London. You've reserved a single room in advance. But you don't like the room and want to change it.*
- *You went to Moscow on business in a hurry and didn't reserve a room. You are at the Domodedovo airport. Think over your further steps*
- *You are going on vacation with your wife to Antalya. You want to reserve a room in advance.*

Exercise 20. Perform the following with your partner:

Person A: You are the receptionist at Loews New York Hotel. Note the name of the caller (Person B) and the reservation dates. Prices: Single \$250; Double \$315. Ask caller to confirm booking by fax. Your fax number is: 212-759-3167.

Person B: Telephone Loews New York Hotel (Person A) and book a double room for yourself.

Your name:	Betty Johnson
Dates:	From April 23 rd to 25 th ,
Check the price:	How much...?
Check the fax number:	Could you...?

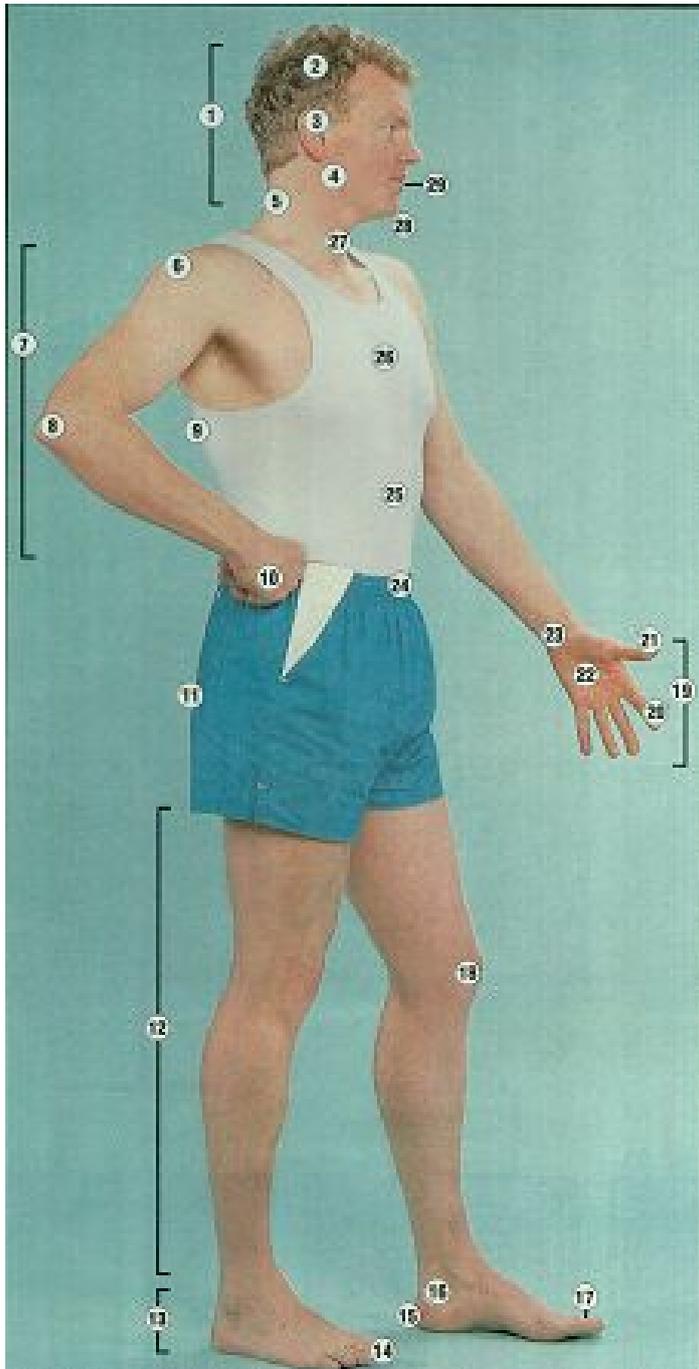
Exercise 21. (WB)

Exercise 22. Write another fax to the hotel to ask for an extra night if it is possible.

Unit VII APPEARANCES, CHARACTER

I Focusing activities

Exercise 1. Learn the following words.



1. head
2. hair
3. ear
4. jaw
5. neck
6. shoulder
7. arm
8. elbow
9. back
10. fist
11. buttocks/bottom
12. leg
13. foot
14. toe
15. heel
16. ankle
17. nail
18. knee
19. hand
20. finger
21. thumb
22. palm
23. wrist
24. waist
25. stomach
26. chest
27. throat
28. chin
29. mouth

Exercise 2. (WB)

Exercise 3. Give the description:

1. of yours
2. of a fellow-student
3. of a literary character

Exercise 4. Describe the appearances of these people.



Exercise 5. a) Listen to the words and word-combinations and repeat them after the speaker;

b) Think and try to understand their meanings.

Figure: *short, tall, stout, plump, thin, fat, broad-shouldered, narrow-shouldered, long-legged*

Head: *hair, face, ear, forehead, eyebrows, eyelids, eyelashes, eyes, iris, pupil, lashes, nose, mouth, tongue, lips, jaw, cheeks, cheekbones*

Complexion: *fresh, sallow, rosy, pale, fair*

Hands: *fingers, wrist, arm, thumb, palm*

Legs: *foot, legs, toe, heel, ankle, nail, knee*

Skin: *white, brown, tanned, smooth, rough*

Features: *cheerful, gentle, passive, active, social, sullen, pleasant, short-tempered, quick-tempered, hasty-tempered, confident, optimistic, hopeful*

Characters: *melancholic, choleric, sanguine*

Exercise 6. (WB)

Exercise 7. a) Read the passages together with the speaker

A tall young man, who was sitting alone not far off, leaned forward, listening with eagerness to the soprano voice...

His face was lean and brown. His eyes were long and black, heavy-lidded, and shaded by big lashes that curled upward. His features were good. The nose and chin were short and decided, but the mouth was melancholy, almost weak. On his upper lip grew a short moustache, turned up at the ends. His body was slim and muscular.

(From "The Woman with the Fan", by W.Collins)

She was tall and slight. Her hair and eyes were light yellow brown and the former had a natural wave in it. Her shoulders were superb, and her small head was beautifully set on a lovely, rather long, neck. She had an oval face, with straight, delicate features, now slightly distorted by temper. But the most remarkable thing about her was her complexion. Her skin was exquisite, delicately smooth and white, warmly white like a white rose, a marvelous skin. She was young, just twenty-four...

(From "The Woman with the Fan", by W.Collins)

b) Paraphrase the underlined sentences.

Exercise 8. (WB)**Exercise 9 Learn the words and make up sentences of your own.**

figure	<i>short, tall, stout, plump, thin, fat, long-legged, broad-shouldered, narrow-shouldered)</i>
head	<i>bald, egg-shaped</i>
hair	<i>black, red, brown, gray, white; fair, dark, chestnut, golden; wavy, straight, curly, thin, thick; blonde, brunette; long, short, plait, tail, fringe, part</i>
face	<i>beautiful, pretty, handsome, good-looking; round, plum, oval, square, thin, lean</i>
forehead	<i>high, broad, low</i>
eyebrows	<i>thin, thick, bushy, well-marked, arched</i>
eyes	<i>brown, dark, gray, hazel, blue, green, black; big, large, small, almond, slanting; deep-set, close-set, wide-set</i>
lashes	<i>long, curly, short, straight</i>
nose	<i>long, small, straight, aquiline; a hook-nose, a pug, a snub</i>
mouth	<i>big, large, small, tiny</i>
lips	<i>wide, thin, thick, full</i>
cheekbones	<i>high, prominent</i>
cheeks	<i>rosy, plump, hollow</i>
complexion	<i>fresh, sallow, rosy, pale, fair</i>
hands	<i>small, large, delicate</i>
legs	<i>shapely, fine, beautiful</i>
skin	<i>white, brown, tanned, smooth, rough</i>
features	<i>cheerful, gentle, passive, active, social, sullen, pleasant, short-tempered, quick-tempered, hasty-tempered</i>

Exercise 10 Describe the people on the picture. Use the words from exercise 7 and the ones below the picture.

page 10 **Clothes 1**

1 school uniform	13 boot
2 cap	14 scarf
3 blazer	15 glove
4 trousers (<i>US pants</i>)	16 umbrella
5 T-shirt	17 coat
6 sweater	18 suit
7 jeans	19 shirt
8 jacket	20 tie
9 blouse	21 handkerchief
10 handbag (<i>US also purse</i>)	22 raincoat
11 skirt	23 shoe
12 briefcase	

III Between the line activities

Exercise 11. (WB), 12. (WB), 13. (WB), 14. (WB)

IV Beyond the line activities

Exercise 15. Think and answer.

1. Who have you taken after?
2. What color are your friend's eyes?

3. Does your brother resemble your father?
4. What does your father look like?
5. What is your ideal of woman's beauty?

Exercise 16. Read the dialogue and learn how to recognize people.

- Have you seen our new computer programmer?
- Not yet. Why?
- She is a very pretty girl.
- Really?
- She is tall, slim and I'd say she has a very good figure. Her long hair is fair. Her eyes are blue. She has a snub nose and full lips.
- What's her name?
- Constance Ritzwater. She is about thirty years old.
- Is she married?
- That's what I would like to find out.
- What kind of person is she?
- She has been working here for about two weeks. They say she is qualified for the job, has good manners, very reserved and efficient.
- I see. I'd like to meet her...
- Let's meet her then
- Good idea...

Exercise 17 (WB), 18 (WB)

Exercise 19 a) Describe your favourite film star.

b) Write the description in your exercise book.

UNIT VIII

PROFESSIONS

I Focusing activities

Exercise 1. Think and speak.

The creation of new businesses and new jobs means new opportunities for you.

1. What types of jobs are growing in importance in your country?
2. What jobs are fading in importance?

II On the line activities

Exercise 2. Read the text and try to catch the main idea of it.

New Businesses and Job Creation

One of five Americans leaves his or her job each year. One of ten Americans changes occupations each year, and many will have four to five careers in a lifetime. While most jobs switching probably occurs early in one's career, we live in a rapidly changing world where new jobs and careers are being created every day. The personal questions involved in finding and keeping a job are likely to be a regular part of life.

National statistics indicating the service sector is providing the lion's share of new jobs. Opportunities are available in medical care, retailing, and business services such as law, consulting and accounting. The Bureau of Labour Statistics estimates that the fastest growing jobs will be in the areas of high-skill service occupations such as engineering, medical technology, computer programming and system analysis.

Exercise 3. (WB), 4. (WB)

Exercise 5. Learn the following grammar material.

(a) Compare the following sentences. Match the one where the Present

Continuous form of the verb is used:

- | | | |
|---|---|--|
| 1. He is reading a newspaper in his room. | 2. Reading a newspaper is the activity, which he starts his working day with every morning. | 3. To read a newspaper every morning has become his everyday obligation. |
|---|---|--|

(b) In sentence 2 we also see “-ing” form of the verb. But this form is not Participle I. It is a gerund. Gerunds are “-ing” forms of the verb that are used **as nouns**. They name actions:

Subject: **Making** new friend can be difficult

Predicate nominative: John’s favourite sport is **running**.

Direct object: Ted enjoys **playing** football.

Object of a preposition: Some people are afraid of **speaking** in public.

Although gerunds are used in a clause as nouns, they keep the qualities of verbs. The following verbs are followed by “-ing”:

like	hate	enjoy	love	dislike	keep	begin
start	continue	remember	try	help	be afraid	mind

Gerunds are used:

<i>after prepositions:</i> Think before making decisions	<i>after certain verbs:</i> I like working with statistics.	<i>as the subject of a sentence:</i> Finding a good job these days is difficult
---	---	--

(c) In sentence 3 we see the Infinitive form of the verb. But the function of it is the same as in gerunds. Infinitives are used:

after certain verbs:

I always **try to finish** what I start

after certain adjectives:

I find it **hard to express** myself in groups.

Exercise 6. Find in the text the sentences with gerund and infinitive. Translate and discuss their function in the sentence with your partner.

Exercise 7. Answer the following questions.

1. Out of 100 how many Americans lose their occupation every year?
2. Out of 100 how many Americans change their jobs every year?
3. What does the statistics say about the jobs that each American undergoes during his/her life?
4. What is the reason that makes Americans be involved in different occupations during their lifetime?

5. What problem does practically each American face in his lifetime?
6. Which sector of American Economy provides jobs for majority of Americans?
7. Where is it easier to find jobs at present in the USA?
8. What does the Bureau of Labour Statistics foresee in the field of creation of new working places for the Americans in nearest future?

III Between the line activities

Exercise 8. (WB)

Exercise 9. Answer the following questions. Use the idea of the text.

1. Why do you think the people lose or change their occupations in the conditions of Market Economy?
2. Did such problem exist at the period of planned Economy?
3. Under what circumstances the competition at labour market could be considered as a positive feature?
4. When does the most jobs switching occur - early in one's career, in the middle of it or at the end?
5. How do you think, what sectors of Uzbekistan Economy provide jobs to the majority of the population?
6. Which sectors of Uzbekistan Economy would probably face the problem of unemployment? How could we overcome these shortcomings?

Exercise 10. (WB), 11. (WB), 12. (WB)

IV Beyond the line activities

Exercise 13. Think and answer.

1. Who did you want to be in your childhood? Did you realize your childhood dream? If **not** give the reason.
2. What do you think how people choose their professions?
3. What skills should a good specialist have?
4. What occupations or jobs are popular in your country? Why?
5. What jobs are in demand in your Labour market?
6. What do you think what is important in the economic development - quantity or quality of jobs?

Exercise 14. (WB)

Exercise 15. Listen and answer. Discuss your choice with your partner

Exercise 16. (WB), 17. (WB)

Exercise 18. Work in pairs. Give a description of a profession, and the qualities needed by people in this profession. Don't say what the profession is.

Example:

This profession can be rewarding if you like dealing with people, especially children, but it is not very well paid. You have to know a lot about certain subjects and be quite creative. Your working day is quite short, but you have to work at home as well. One of the most attractive aspects of the profession is the long holidays. **Answer: Teaching.**

Exercise 19. (WB)

Exercise 20. Here is an advertisement for a job. Read it and write a letter of application for a job of your own. Include where you saw the advertisement and say why you are interested in the job and what your qualifications are.

An International Organization is seeks candidate for the position of Sales agent.

Requirements:

- Experience in sales tickets
- Knowledge in booking and issuing tickets in GABRIEL system
- Good English skills
- Preferable knowledge of AMADEUS system.

Please send your resumes to cwt-tashkent@uzpak.uz
Deadline is 03 Oct 2002

ДБ-881

Exercise 21. (WB), 22. (WB), 23. (WB), 24. (WB), 26. (WB)

Exercise 26. Write a letter to the person concerned explaining your decision. You may find the following notes helpful.

Dear
Thank/application/this post
Impressed/ skills and experience/ interview/regret/inform
As you know/ applications/ applicants/ extremely high
Should not feel/failings
I wish/future career
We/ details on file/suitable vacancies
Yours sincerely

Unit IX

EDUCATION

I Focusing activities

Exercise 1. (WB)

II On the line activities

Exercise 2. Read the text. Guess the meaning of the words and word combinations given in “bold”.

Education in the United States

Education is the United States’ most **important industry**. More people work in education and more **public money** is spent for it. Education may even be considered America’s greatest “**export good**,” as increasing numbers of foreign professors, fellows, and students come to the United States to study and research.

I

By the basic statistics on the American educational system the entire nation is divided into about 16,000 **school districts** providing 12 years of **free schooling** to its **residents**. Thus there are some 23,000 public (free) **high schools** and 60,000 public **elementary schools**. In general the American people **support** nearly 100,000 schools.

Each American child **has access** to a school. About 32 million children **III** are today in American elementary (primary) schools and more than 14 million **attend secondary** school. Children are in fact **required** to attend, usually to the age of 16.

In all, more than 60 million Americans are occupied **full-time** with education. Educational programs are **conducted** by large corporations, by the military services, by labor unions, by government offices, and by many **IV private** agencies. Virtually every department of the **federal government** – not just the Department of Education – **provides** training or educational programs for its own people or for the public.

Exercise 3. Choose the right word.

1. Education is considered to be one of the USA's important ... (*public money, export good, free schooling*) as the number of foreign students is increasing day by day.
2. One of the most ... (*important industry, public money, private agencies*) in the United States is education.
3. American educational system has own ... (*school districts, federal government, private agencies*) that provide twelve years of free schooling to its residents.
4. In general the American residents ... (*organize, support, conduct*) nearly hundred thousands schools.
5. Each American child ... (*spend time, has access, study*) to a school.
6. Children up to the age of 16 are ... (*provide, require, support*) to attend schools.
7. Large corporations, military services, labor unions, government offices and many.. (*private, state, own*) agencies ... (*require, apply, conduct*) educational programs..
8. Most American people are busy with ... (*part-time, full-time, frequently*) education.

(b) Switch on the tape and check your choice.

Exercise 4. (WB), 5. (WB)

Exercise 6. (a) Paraphrase the sentences using the key words of the text.

1. Many foreign professors, fellows and students come to the USA to **conduct investigations and obtain knowledge** in different fields of study.
2. From the point of view of Education **the USA** is divided into 16,000 school districts.
3. The 12 years education that is provided by school districts is **not charged**.
4. At present American **primary** schools provide education to more than 30 million children.
5. Education in the USA is **compulsory**: children have to attend schools up to the age of 16.

(b) Switch on the tape and check your version.

Exercise 7. (WB)

III Between the line activities

Exercise 8. Answer the following questions. Discuss your answers in the group.

1. What is caused by increasing number of foreign students in the USA?
2. How are American schools supported?
3. Why are the children required to attend school?
4. What organizations provide educational programs?
6. How many levels does American educational system include?
7. Why is education America's most important industry?

Exercise 9. (WB)

Exercise 10. Retell the text. Answer the questions of your colleagues.

IV Beyond the line activities

Exercise 11. Read the text. Answer the following questions.

1. What was the first decree on educational system in Uzbekistan?
2. What spheres does the National Program emphasize?
3. What international organizations has the National Program for Specialist training and Education attracted?

Education in Uzbekistan

Educational system is of great priority to the government of the Republic of Uzbekistan. During the first years of independence, more than 1000 new schools were opened throughout the Republic

I enrolling more than one million of new students. This made it possible for the government to initiate and guarantee reforms in the area of training specialists for the XXI century.

The National Program for Specialists Training and Education has attracted keen interest of a variety of international organizations,

II funds and businesses such as UNESCO, PRUN, TACIS, the Asian Development Banks, the British Council and many others.

The continuous education system has become the goal of the nation and various facilities have been established to implement this system successfully.

III

The National Program emphasizes the study of the foundations of the state, its law and economy, spirituality, culture, sciences and ethnics.

IV

Exercise 12. (WB), 13. (WB), 14. (WB)

Exercise 15. Look at the titles of the paragraphs of the text. Develop these paragraphs by writing down additional material.

Exercise 16. (WB)

Exercise 17. Make sentences about these people.

Sandra Luice



Name	Sandra Luice
From	Great Britain
Age	25
Married	No
Family	Two sisters & a brother
Education	Oxford University
Experience	From 1997 to 1999 Joint Venture, interpreter From 1999 to present Gold mining corporation, interpreter
Other foreign languages	English, Spanish, Italian
Hobby	Tennis, swimming

Jack Thompson



Name	Jack Thompson
From	The USA
Age	28
Married	Yes
Family	Wife & two sons
Education	University of California
Experience	From 1996 to 1998 Bibury Systems Sales Department, sales executive From 1998 to present Sales & Marketing Director
Other foreign languages	English, Japanese
Hobby	Playing football

Exercise 18. (WB), 19. (WB)

UNIT X CLIMATIC CONDITIONS, WEATHER

I Focusing activities

Exercise 1. Answer the questions

1. What kind of climatic conditions are there in different parts of the Earth?
2. What is the usual summer (winter) temperature in your country?

Exercise 2. Make up sentences out of the following Speech Patterns.

The weather will change.

The weather changes very often this winter.

It is warmer today than it was yesterday.

It was cooler yesterday than it is today.

The climate of Great Britain is mild.

The climate of Siberia is severe.

The climate of Washington is humid.

What is the weather like today?

What was the weather like yesterday?

Looks like rain.

II On the line activities

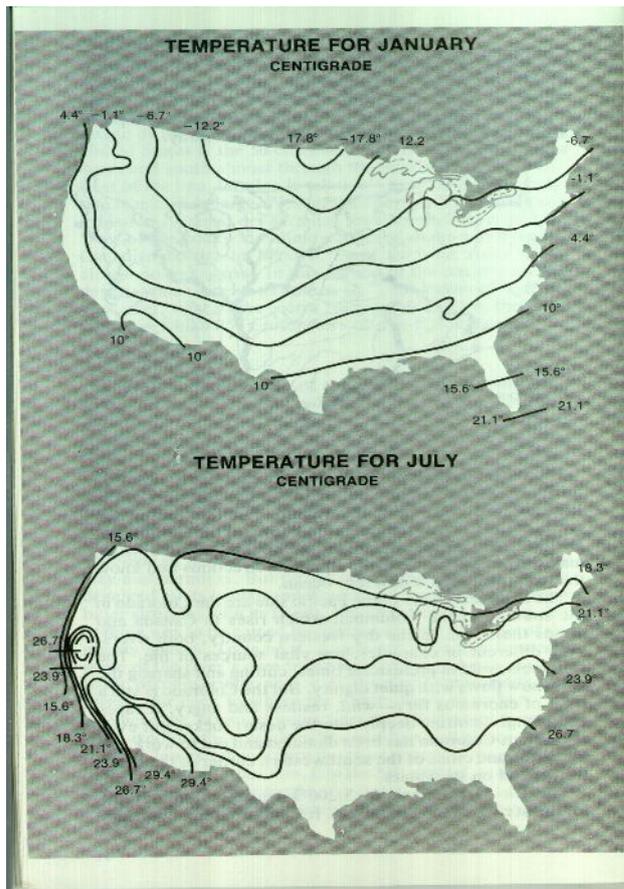
Exercise 3. Read the text and try to catch the main idea of it.

Temperature in the United States

If there were no mountains or oceans, and if the **winds circled** the earth with perfect regularity, then the amount of heat and the length of the farmer's growing season would progress uniformly from north to south. Instead, there are all kinds of **unexpected difference** in climate, as temperature maps of the United States show (see the map below). For instance, all along the western coast, the temperature changes little between winter and summer. In some places, the **average** difference between July and January is as little as ten degrees centigrade. The climate along the northern part of this coast is similar to that of England. But in the north central part of the country, summer and winter are worlds apart. There the average difference between July and January is 36 degrees centigrade and more **violent extremes** are common. The coldest days of a typical January may be -40 degrees centigrade, and the hottest July day may be 45 degrees.

This is the sort of climate that is also found in Central Asia, far from the **moderating influence** of the oceans. In the eastern part of the United States, the

difference between summer and winter is also very distinct, but not nearly so extreme. Near the southwestern corner of the country, the climate is mild and **springlike** in winter, but in summer the temperature may reach **equatorial intensity**. In Alaska almost continuous daylight in summer makes the short growing season an intense one.

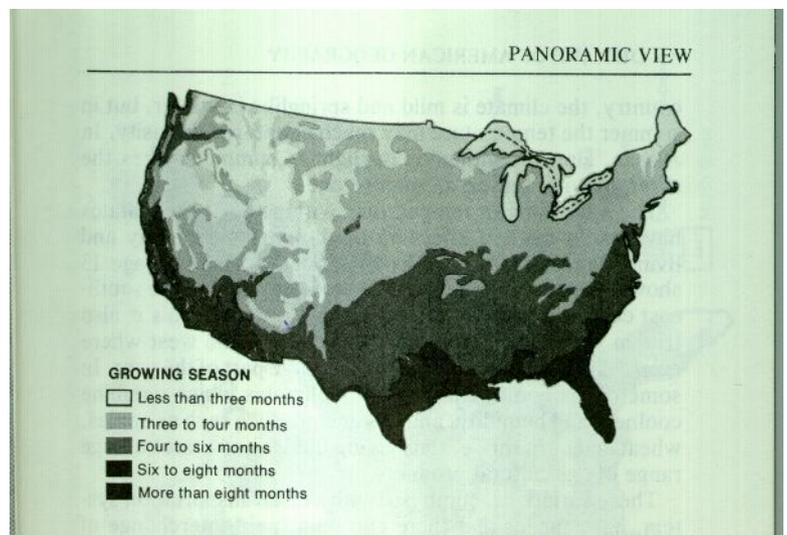


The **variations** in temperature within the United States have had a marked effect on the country's economy and leading standards. As the Growing Season Map given below shows, there is a long **crop-growing season** along the south-east coast where cotton is a principal product. This is also true in several small **strips and pockets** to the west where crops like grapes grow well during a large part of the year. In some of the cooler climates or in climates which combine

coolness and **humidity**, wheat and corn thrive, thus giving the United States a large range of agricultural products.

These variations, combined with a fast transportation system, have meant that there can be a rapid **interchange** of agricultural products from one part of the country to another. Thus, not only is there a greater market for what

otherwise would have been strictly regional products, but this expansion of markets has meant great employment opportunities in all areas.



Exercise 4. (WB)), 5. (WB), 6. (WB), 7. (WB)

Exercise 8. Switch on the tape and check your choice.

III Between the line activities

Exercise 9. Listen to the following extract and try to catch the main idea of it.

When two English people meet, their first words are “How do you do?” or “How are you?”. And after the reply “Very well, thank you, how are you?” the next remark is about the weather. “It is a lovely morning, isn’t it?” or “Isn’t it hot today?” and the other person replies, “Yes, it is wonderful weather we are having”.

Or perhaps the day is dull; it is raining a little, the sky is grey, and everyone is wearing a mackintosh or carrying an umbrella. Gradually it gets darker; a thick fog is spreading over London. As one friend meets another, he says: “Isn’t it a beastly day?” “Yes,” replies the other, “the rain, I hate rain...”

Then winter comes. There has been a good fall of snow and a hard frost. The ground is like iron and rings under our feet, the frost sparkles on the branches, and the icicles hang from the houses. It is freezing hard and crowds of people are sliding and skating on the frozen ponds; and here a merry group of schoolboys are having a fight with snowballs. It is very pleasant while the frost lasts; the unpleasant time comes when the thaw begins.

A few months have passed and it is a beautiful spring day. A heavy rain has fallen, but now the soft white clouds are floating across the sky, and the sun is shining brightly.

Exercise 11. (WB)

Exercise 12. Give all types of questions to the following statements using the given table.

TYPES OF QUESTIONS

Type of interrogative question	Question	Answer
<i>General question</i>	Do people go swimming in summer?	Yes, they do.
<i>Alternative question</i>	Do people go swimming or skiing in summer?	They go swimming.
<i>Disjunctive question</i>	People go swimming in summer, don’t they?	Yes, they do.
<i>Special question</i>	(a) Who goes swimming in summer? (b) What do people do in summer? (c) Where do people go in summer? (d) When do people go swimming?	People do. They go swimming. They go swimming. They go swimming in summer.

1. Crowds of people are skating on the frozen ponds.
2. A merry group of schoolboys are having a fight with snowballs.
3. People like to make gardens and farmers plant crops in the fields in spring.
4. They go on picnics in the park or in the country.
5. In autumn leaves begin to fall from the trees.
6. They have vacations and go to the beach or to the mountains.

Exercise 13. (WB)

Exercise 15. (WB)

Exercise 14. (WB)

Exercise 16. (WB)

Exercise 17. Learn the antonymic words and make up sentences using them.

lovely - nasty (beastly)

hot – cold

dull - bright

mild – hard

warm – cool

to freeze – to thaw (to melt)

a thick fog – a thin fog

the temperature rises – the temperature falls

it's 6 degrees above zero – it's 6 degrees below zero

to rain heavily (cats and dogs) – to drizzle

IV Beyond the line activities

Exercise 18. (WB), 19. (WB), 20. (WB), 21. (WB)

Exercise 22. Discuss in the groups the climatic conditions occur in your region.

Exercise 23. (WB)

Unit XI

ENVIRONMENTAL PROTECTION

I Focusing activities

Exercise 1. Think and answer

Do you know any environmental or “green” movement in your country? What do they do?

Exercise 2. (WB)

II On the line activities

Exercise 3. (WB)

Exercise 4. (a) Read the text together with the speaker and find the answers to the following questions.

(b) (WB)

1. Which products does Akzo produce?

2. Why do small groups of Akzo and outside experts visit Akzo plants?

AKZO N.V. AND THE ENVIRONMENT

I Akzo n.v. is the world's largest producer of salt, the second-largest producer of paint, and one of the largest producers of man-made fibers. It is the largest producer of chlorine in the Netherlands. This diversified corporation was formed in 1969 through the merger of two Dutch companies with very different markets, Algemene Kunstzijde Unie (AKU) and Koninklijke Zout Organon (KZO). The n.v. in Akzo's name stands for naamloze vennootschap, Which means nameless partnership. It now operates in fifty countries and employs over 60,000 people worldwide.

II In 1989 Akzo senior executives decided to reorganize the company into four product groups: fibers, chemicals, paints and healthcare. Environmental policy is made by the highest company officials.

III To make sure that the environmental management system of each site is functioning properly, Akzo has instituted regular health, safety, and environmental (HSE) audits. Small groups of Akzo and outside experts visit Akzo plants to identify problems and check for compliance with Akzo's as well as local and national regulations.

IV So, Akzo has moved quickly from reactive end-of-pipe solutions to proactive environmental management systems that anticipate and prevent problems. Recently the focus of Akzo's environmental policy has become the management of product life cycles. At the same time, the development of safer and cleaner manufacturing processes and products can offer business opportunities. Executives at Akzo believe that it must operate as a "clean company" or a "sustainable business" that cleans up as it manufactures. Only in this way will Akzo be able to survive and prosper in the future.

Exercise 5. (WB), 6. (WB), 7. (WB)

III Between the line activities

Exercise 8. (WB)

Exercise 9. Answer the following questions. Discuss the answers in the group.

1. What are the reasons that make Akzo the world's largest producer?
2. How many product groups did Akzo senior executives decide to reorganize the company into?
3. How many countries does Akzo operate in?
4. What has Akzo instituted?
5. What can the development of safer and cleaner manufacturing processes and products offer?
6. How will Akzo be able to survive and prosper?

Exercise 10. (WB)

IV. Beyond the line activities

Exercise 11. Read the text and try to catch the main idea of it.

The Aral Sea is the only sea in Central Asia. Once the fourth largest lake in the world, it has shrunk by more than half of its surface and by more than two thirds of its volume. There are several reasons, which caused this global disaster. The wrong use of water caused one of the global environmental problems in the world. The drying up of the Aral Sea is one of the world's major environmental disasters.

Now the shoreline of the sea is many kilometers from Muynak. Since 1960 its water level has fallen by more than 16 metres and its salinity has increased by more than three times. The following indicators show the seriousness of the problem totally. The former seabed is now a barren salt desert. As a result of all this along the coasts of the Aral Sea appeared a plenty of salt, which spread within the territory of 300km because of the wind. This caused several diseases that spread among the people living there, the changes of infrastructure, flora and fauna. Many people suffer from anemia, breathing difficulties and stomach problems including gastritis. These health problems are due to the bad water and polluted air.

Exercise 12. Read the text again and discuss the given situations in the group.

- The Aral disaster is one of the global environmental problems.
- Aral is going to be the Dead Sea.
- The sea won't be dead if necessary measures are taken.
- Aral can be kept in its present condition only.
- The World Bank has given over 30 million dollars to help save the sea.

Explain the words “Forgive us Aral! Please, come back.”

Exercise 13. Role-play. You are at an international conference “Save the Aral Sea”. You are an Uzbek expert on this problem. Discuss the following items of the agenda with the foreign experts.

1. The environmental problems should require the cooperation of all nations.
2. The ways of improving the environment.

Exercise 14. (WB)

Exercise 15. Make up a small essay related to the ideas of the previous exercise.

Exercise 16. (a) Listen to the extract answer the following questions:

- Do you know that indoor air pollution is one of the main environmental problems?
- How safe is the air we breathe?

(b) (WB)

**Қуйи-ўрта босқич кундалик инглиз тили курсининг машқлар тўплами
материаллари – Home Study Book**

DAILY ROUTINE ENGLISH

Work Book

A.A. Ismailov, G.A. Tursunova, S.A. Zinalova,
K.N. Kayumova, G.A. Siyayeva, N.A. Fayziyeva

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Unit I

COMMUNICATIONS

Exercise 1. Perform the following assignments.

A. You have an urgent message to your boss. Unfortunately your boss is out of Tashkent, he is in Samarkand. He is visiting the places of interest around the city. You have only half an hour to send your message. How do you send it? Tick opposite the word you think suitable for the required task.

Internet	Mobile	Radio
E-mail	telephone	TV
Fax	Telephone	Mail

Explain to the teacher and your classmates your choice. Prove that your classmate's choice if different is wrong.

B. Which word you think is suitable to embrace the idea of all above mentioned notions. Prove your choice.

Exercise 4. Match the meanings of the words as they are used in the text.

- | | | |
|-----------------------------|---|---|
| 1. Communications | - | the means of exchanging ideas, views, etc. with the help of high technology and multimedia at a distance |
| 2. Radio | - | the various systems used for sending (esp. electronic) information, such as radio, television, telephone, and computer networks |
| 3. TV | - | wireless means of exchanging ideas, views, etc. at a distance |
| 4. Postal services | - | the means of mass media, entertainment, advertising with visualization, films |
| 5. Telegraph lines | - | the means of exchanging ideas, views, etc. at a distance with the help of written messages |
| 6. Internet | - | portable means of exchanging ideas, views, etc. at a distance |
| 7. Mobile telephones | - | non-portable means of exchanging ideas, views, etc. at a distance |
| 8. E-mail | - | the means of exchanging ideas, views, etc. by printing with the help of high technology |

Exercise 5. Read the following statements. Tick "T" if the statement corresponds to the idea of the text and "F" - if not.

Statements		
1. The expansion of mobile telecommunications services has assisted the Government of Great Britain.	<input type="radio"/>	<input type="radio"/>
2. The personal communications network (PCN) services had appeared in Great Britain before it began to be used in other countries.	<input type="radio"/>	<input type="radio"/>
3. PCN services allow the same telephone to be used at home, at work and as a portable wherever there is network coverage.	<input type="radio"/>	<input type="radio"/>
4. The development of modern means of communication depends upon high technology.	<input type="radio"/>	<input type="radio"/>

Exercise 7. Find and tick the right translation of the following Uzbek words.

<i>радио</i>	<i>пейджер тармоғи/ пейджерская сеть</i>	<i>темир йул хизмати/ железнодорожная служба</i>
a) radio	a) Telegraph lines	a) Roads
b) mail	b) Mobile phone	b) Railway service
c) internet	c) Paging network	c) Airline
d) telegraph	d) Radio spectrum	d) Waterway
<i>почта</i>	<i>фикрлар алмашуви/ обмен мыслями</i>	<i>мобил мулоқот/ мобильная связь</i>
a) E-mail	a) thoughts exchange	a) mobile communication
b) Fax	b) views exchange	b) cellular radio systems
c) Internet	c) ideas exchange	c) radio-based services
d) Mail	d) words exchange	d) mobile network

Exercise 8. Find and tick the right translation of the following English words or word combinations.

Telecommunications services	a) радио хизмат/ <i>радио сервис</i> b) телекоммуникация хизмати/ <i>служба телекоммуникаций</i> c) почта хизмати/ <i>почтовая служба</i> d) телевизор ёрдамидаги мулоқот хизмати/ <i>коммуникационная служба при помощи телевидения</i>
Considerable Investments	a) оз миқдордаги сармоялар/ <i>малые инвестиции</i> b) катта миқдордаги сармоялар/ <i>существенные инвестиции</i> c) жамғарма маблағи/ <i>сбережения фонда</i> d) хал қилувчи ёрдам/ <i>решающая помощь</i>
Paging network	a) радио хизмати/ <i>радио-служба</i> b) пейджер тизими/ <i>пейджерская сеть</i> c) факс d) пейжер хизмати/ <i>пейджерская служба</i>

Exercise 10. Read the questions and put the number of the correspondent example from exercise 9 in the spaces provided after the questions. Check your answer with the keys at the end of this Unit in the RB.

1. Which sentences use the following verb forms:

- The Infinitive
- The Present Simple
- The Past Simple of regular verb
- The Past Simple of irregular verb

2. Below there is a list of different verb forms. Which of these verb forms is (1) The Infinitive; (2) The Past Simple; (3) the PI; (4) the PII. Match them with the required figures in the spaces provided:

- | | | |
|-----------|----------|-------------|
| a) become | c) to do | e) teaching |
| b) went | d) done | |

3. Is there any regular verb in the examples from №7 to №11. Copy them in the spaces provided:

4. Are there any Past Simple and PII forms of the verb in the examples in exercise 9. Copy them in the spaces provided:.....

Exercise 11. Tick in the boxes opposite the required answer and put the number of the correspondent example from exercise 9 in the spaces provided after the boxes. Construct your own example in the spaces provided which could be the answer to each question you have analyzed.

1. Аниқловчига каратилган пассив конструкцияли маісус сўроқ гапда “to be” феъли эгадан аввал кўйиладими?/*Стоит ли глагол “to be” непосредственно перед подлежащим в специальном типе вопроса с пассивной конструкцией обращённом к определению предложения?* –
а) **Ха/Да;** б) **Йўқ/Нет.**

2. Пассив конструкцияли умумий сўроқ гап яшаш учун қандай ёрдамчи феъл кўлланилади?/*Какой вспомогательный глагол используется в общем типе вопроса с пассивной конструкцией?* а) **to have;** б) **to be;** с) **to do**

3. Гап эгасининг шахс кўрсаткичи ўзгарганда пассив конструкциясининг қайси таркибий қисми ўзгаради?/*Какая часть пассивной конструкции может измениться при изменении лица подлежащего?* а) **ёрдамчи феъл/вспомогательный глагол;** б) **асосий феъл/смысловый глагол.**

4. Пассив конструкцияли гапнинг эгаси пассив конструкцияда ифодаланган иш ҳаракатнинг бажарувчиси бўла оладими?/*Может ли подлежащее выступить исполнителем действия в предложении с пассивной конструкцией?* а) **Ха/Да;** б) **Йўқ/Нет.**

5. “to be” феъли бошқа гап бўлақларига кўйилган пассив конструкцияли махсус сўроқ гапнинг эгасидан аввал ишлатиладими?/*Ставится ли глагол “to be” перед подлежащем предложения в специальном типе вопроса с пассивной конструкцией в составе, обращённом к другим членам предложения кроме подлежащего и определения?* а) **Ха/Да;** б) **Йўқ/Нет.**

6. Гап эгасининг сон кўрсаткичи ўзгарганда пассив конструкциясининг қайси таркибий қисми ўзгаради?/*Какая часть пассивной конструкции может измениться при изменении числа подлежащего?* а) **ёрдамчи феъл/вспомогательный глагол;** б) **асосий феъл/ смысловый глагол**

7. Таркибида пассив конструкция бўлган гапни инкор шаклга айлантирганда қандай ёрдамчи феъл ишлатилади?/*Какой вспомогательный глагол используется при изменении предложения с пассивной конструкцией в составе в отрицательную форму?* а) **to have;** б) **to be;** с) **to do.**

8. Модал феъл иштирокидаги пассив конструкцияси бор гапни мисоллар орасидан топиб, уни инкор, умумий ва махсус сўроқ гап шаклларига айлантинг./Найдите среди примеров предложение с модальным глаголом и измените его в отрицательную форму, в общий и специальный тип вопросов.

Инкор гап/отрицательное предложение

Умумий сўроқ гап/Общий тип вопроса.....

Махсус сўроқ гап/Специальный тип вопроса.....

9. Пассив конструкцияли кесимнинг қайси бир таркибий қисми замон ўзгарганда ўз шаклини ўзгартиради./Какая часть сказуемого меняется при изменении времени глагола? а)ёрдмчи феъл/вспомогательный глагол; б) асосий феъл/ смысловой глагол

10. Мисоллар орасида инфинитив шаклида келган пассив конструкцияли гапларни топиб “can” модал феълни бу конструкцияга киритинг ва тегишли бўлган узгартиришлар билан таъминланг./Найдите среди примеров предложения с пассивной конструкцией в форме инфинитива и введите модальный глагол “can” в эту конструкцию, сделав необходимые изменения?

Exercise 12. Listen to the text. Tick opposite the words, that you think are related to the means of communication. Prove your choice

- | | |
|----------------------------------|-------------------------------------|
| communication | cellular radio systems |
| radio | considerable investment |
| TV | increased capacity |
| postal services | mobile phone |
| telegraph lines | GSM |
| fax | PCN services |
| E-mail | network coverage |
| Internet | the Mercury One-2-One service |
| mobile telephones | Hutchison Microtel’s Orange service |
| telecommunications services | National Band Three Ltd |
| Vodafone | paging networks |
| Telecom Securicor Cellular Radio | |

Exercise 13. Perform the following assignments.

1. This text contains four paragraphs. Below you will read statements. Match the paragraph with the number of the statement that you think is related to the idea of the paragraph.

Paragraph№ 1	1. A modern world has created a big variety of different means of communication.
...	2. Great Britains’ activity in developing the network of a varied mobile means of communication.
	3. GSM is considered as the most popular modern network

Paragraph№ 2 ...	of mobile communication in Great Britain. 4. PCN services are delivered by the three British companies. 5. PCN services are available only in the area of its network coverage.
Paragraph№ 3 ...	6. For the development of the new radio-based services the Government of Great Britain has Awarded forty-three licenses.
Paragraph№ 4 ...	7. For the development of the new radio-based services the Government of Great Britain has awarded thirty two licenses. 8. GSM services are delivered by three British companies.

2. These words are from the first paragraph. Construct a statement in which all these words should be used: *E-mail, Internet, mobile telephones, intellectual potential, communications*

3. These words are from the second paragraph. Construct a statement in which all these words should be used: *to license, mobile system, expansion, pan-European*

4. The following words are from the third paragraph. Construct a statement in which all these words should be used: *CN, service, frequency range*
.....

5. These words are from the fourth paragraph. Construct a statement in which all these words should be used: *paging network, licenses, radio spectrum, businesses*.....

Exercise 15. Write down in the spaces provided advantages and disadvantages of the means of communication mentioned above in the text in comparison with each other. Discuss them with your classmates.

<i>postal service in comparison to telephone lines</i>	
<i>advantages</i>	<i>disadvantages</i>
.....

<i>telephone lines in comparison to E-mail</i>	
<i>advantages</i>	<i>disadvantages</i>
.....
.....

<i>Internet in comparison to E-mail</i>	
<i>advantages</i>	<i>disadvantages</i>
.....

<i>Paging system in comparison to telephone lines</i>	
<i>advantages</i>	<i>disadvantages</i>
.....

<i>Mobile phones in comparison to E-mail</i>	
<i>advantages</i>	<i>disadvantages</i>
.....

Exercise 17. Now listen again to the dialogue. But at this time the dialogue is divided into four parts. Perform the assignments given below. Tick in the boxes the required answer.

I. Listen to the first part of the dialogue and perform the following assignments:

1. Miss Jane is a company
 - a) worker
 - b) manager
 - c) secretary
 - d) teacher
2. Now she is looking for a
 - a) theatre
 - b) shop
 - c) contract paper
 - d) ministry
3. She has to go to the ministry.
 - a) an hour
 - b) 20 minutes
 - c) much time
 - d) 45 minutes

II. Listen to the second part of the dialogue and perform the following assignments:

4. She is waited by
 - a) an actress
 - b) a worker
 - c) a manager
 - d) a secretary
5. It takes her 45 minutes to get to the Ministry by
 - a) tram
 - b) taxi
 - c) bus
 - d) metro

III. Listen to the third part of the dialogue and perform the following assignments:

6. The secretary reminded Jane that she had had to take with her.
 - a) a book
 - b) contract papers
 - c) a letter
 - d) a journal
7. Luisa is the name of the
 - a) boss
 - b) safeguard
 - c) secretary
 - d) Jane's secretary
8. The secretary's phone number is
 - a) four hundred fifty six
 - b) forty six
 - c) five, six, six
 - d) five hundred fifty six

9. a) Jane's boss is waiting for Jane.
 b) The secretary is waiting for her boss.
 c) The phone number belongs to the secretary.
 d) The phone number belongs to the boss.

Exercise 18. Read the following situations. Tick "T" if the situation corresponds to the idea of the text and "F" - if not. Discuss your choice with your classmate.

Situations	T	F
1. Jane works at the company. She makes contracts with different firms of different countries. Jane is on business now. She is going to make her usual contract in order to transfer goods from the company in London.		
2. Jane is in hotel now. She was called by a secretary that she had to be there in 20 minutes. Mr. Smith, the engineer of the company, wanted to talk to her before leaving to America. He offered Jane to be a substitute for his place.		
3. Jane is in trouble. She does not know the way to the company at all. The passer-by explained her that she can get there in 40 minutes by bus but as she has only 15 minutes at her disposal the passer-by offered her to take a taxi. Jane can get there in 15 minutes by a taxi.		
4. Jane was called by a secretary in a taxi. Miss Luisa, the secretary, reminded her about the money she had had to take. The manager would sign the contract only after taking the money.		

Unit II

NEWSPAPER & TV

Exercise 2. Which words in the list are related to the idea of newspaper & TV?

transport newspaper travel agency printing house
 radio television post office internet

Exercise 4. Read the following situations expressing the general idea. Find and click the one which is mostly related to the general idea of the text.

There are four channels in British television: BBC-I, BBC-II, BBC-III, BBC-IV. One of them is a terrestrial channel which transmits a mixture of drama, light entertainment, films, sport, news and religious programmes.

There are currently four terrestrial television channels and BBC five national networks which together offer all types of music, news, current affairs, drama, education, sport and a range of religious and features programmes.

There are four radio channels: BBC-I, BBC-II, BBC-III, BBC-IV which transmit different kind of information including a mixture of drama, news, current affairs, light entertainment, films, children's and religious programmes.

Exercise 5. Match the words and word combinations with their definitions.

1. television viewing	a) international channel
2. transmit music	b) radio easy to handle
3. leisure pastime	c) national transmitting stations
4. video playbacks	d) an interesting show or performance
5. terrestrial channel	e) an examination of some situation
6. light entertainment	f) latest information
7. religious programmes	g) programmes which deal with religion
8. widespread ownership	h) to offer music on radio
9. portable set	i) something private
10. national network	j) free time
11. a range of features programmes	k) programmes dealing with literature, culture, science and art
12. current affairs	l) reproduction of sounds from a recorder, disc

Exercise 6. Tick if the statements are “true” or “false”.

<i>Statements</i>	T	F
1. People spend much time watching television.		
2. People spend three and a half hours a day watching television.		
3. There are currently five terrestrial television channels.		
4. Television offers a mixture of entertainment, news, and films.		
5. About 70 per cent of the population listen to the radio every day.		
6. More than 85 per cent of the population listen to the radio on a day.		
8. Radio transmits music, news, sport and a range of features programmes		
7. The BBC has five national networks		
9. The Radio Authority regulates Classic FM, Virgin 1215 and Talk RadioUK		
10. TV and Radio are means of Mass Media.		

Exercise 8. Choose and tick the right translation.

хордик чиқариш	телевизион шарх;	бадий дастурлар мажмуаси
соатлари - время,	телевизионное	набор удожественных
отведённое на досуг	обозрение	программ программ
leisure pastime	video playbacks	religious programmes
portable set	television viewing	light entertainment
television channel	religious programmes	portable set
	television channel	national network
		a range of feature programmes
диний дастурлар	Жаҳонга овоз/	турли дастурлар
религиозные	тасвир бериш	мажмуаси/набор различных
программы	каналли / канал	программ
	вещания на планету	
current affairs	terrestrial channel	television viewing
widespread ownership	national network	video playbacks
light entertainment	current affairs	transmit music
terrestrial channel	leisure pastime	television channel
religious programmes	portable set	a mixture of various programmes

кенг тарқалган	музыка	осоишта хордик
мулк	эшиттириш	<i>лёгкое развлечение</i>
<i>распространённая</i>	<i>транслировать</i>	
<i>собственность</i>	<i>музыку</i>	
current affairs	leisure pastime	religious programmes
widespread ownership	transmit music	light entertainment
national network	portable set	television viewing
transmit music	widespread ownership	leisure pastime
light entertainment	current affairs	video playbacks
кулай радио	кундалик ишлар	миллий тармок
курилма	<i>текущие дела</i>	<i>национальная сеть</i>
<i>переносной</i>		
<i>радиоприемник</i>		
religious programmes	terrestrial television	transmit music
portable set	leisure pastime	current affairs
range of features	current affairs	national network
programmes		
national network	religious programmes	widespread ownership
video playbacks	sport programmes	video playbacks

Exercise 9. a) Underline the required word.

1. Television viewing is by far Britain's most popular
(religious, leisure, widespread) pastime.
2. People spend much time watching television, including video
(stations, programs, playbacks).
3. There are four (national, popular, terrestrial) channels.
4. British TV offers a mixture of drama, light
(entertainment, stations, affairs), films, educational, children's and
..... (national, religious programmes, news and current,
television) affairs and documentaries.
5. Practically every home has a radio, and the widespread (radio,
playback, ownership) of portable sets.
6. The BBC has five national (stations, channels, networks).
7. British radio (spends, listens, transmits) all types of music.

b) Switch on the tape and check your choice.

Exercise 10. Switch on the tape and listen to the statements. When you hear the signal choose which of the three words following the signal should be used. In the interval repeat the whole statement with the right word. Compare it with that on the tape.

1. (religious, leisure, widespread)
2. (stations, documentaries, playbacks).
3. (leisure, entertainment, terrestrial)
4. (widespread, video, mixture) (affairs, stations, (entertainment
..... national, current, television)
5. (radio, playback, ownership)
6. (commercial radio stations, TV channels, networks).

7. (spends, listens, transmits) (commercial radio stations, a range of features programs, terrestrial television channels).
8. (networks, TV programs, commercial radio stations).

Exercise 13. Write down in the brackets the meaning of the words given in bold. Use the idea of the text given in exercise 12.

1. National and regional **daily** (.....) newspapers are sold for every person in Britain.
2. More daily newspapers are sold in Britain than in other **developed** (.....) countries.
3. National papers have a **total circulation** (.....) of over 14 million on weekdays.
4. On Sundays the total **readership** (.....) is **considerably** (.....) greater.
5. More people in the 45-64 **age group** (.....) read a daily newspaper than in any other age group.
6. The press **caters** (.....) for political views, interests and levels of education.
7. Newspapers express pronounced views and show **obvious political tendency** (.....) in their **editorial comments**(.....).

Exercise 14. Switch on the tape and listen to the statements. Insert the missing prepositions.

1. Daily newspapers are sold every person Britain.
2. an average day 60 per cent people the age of 15 read a newspaper.
3. Total circulation of newspapers is 14 millionweekdays and about 16 million Sundays.
4. The press caters for a range political views, interests and levels education.
5. They express pronounced views their editorial comments.

Exercise 15. Listen to the conversation and complete the table.

countries	continent	Name of founded companies	Year of foundation	Please, number the periodical order

Unit III

Theatre, Cinema & Music

Exercise 1. Match the meanings of the words.

1. cinema	e	a. play of a serious kind
2. horror		b. place where plays are shown
3. musical		c. film which frightens
4. theatre		d. play of a light, humorous kind
5. western		e. place where films are shown
6. thriller		f. light, amusing play with songs and dancing
7. comedy		g. film in which you feel an excitement
8. drama		h. film about life in the western part of the US in the times of the wars with the Red Indians, or one with cowboys

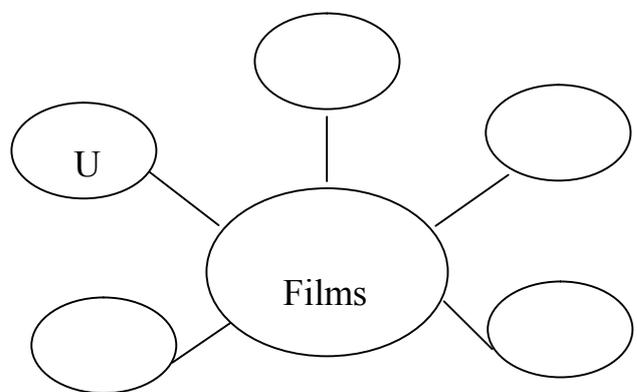
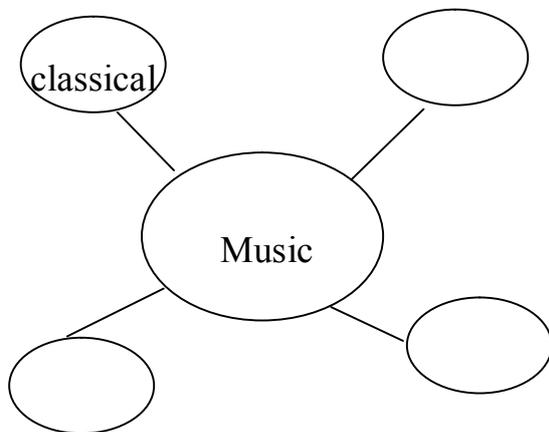
Exercise 2. Copy the required words from the list below into the table.

comedy, drama, horror, thriller, musical, western, action, adventure, documentary, tragedy

Types of films

Types of plays

Exercise 5. Complete the word map with word clues from the text.



Exercise 6. Match the following words with their definitions and learn them.

Use the dictionary.

1. performance	a) kind of public entertainment. eg. Circus, theatre
2. festival n.	b) a play at the theatre; concert
3. show n.	c) series of performances (of music, ballet, drama, etc) given periodically, eg. once a year, etc.
4. box-office n.	d) block of seats in curved rows between the gallery and the floor of a theatre.
5. stalls (pl)	e) office for booking seats in a cinema, ..., etc.
6. circle n.	f) seats in the part of a theatre nearest to the stage

7.trendy adj.	g) payment for professional advice or services
8.to charge v.	h) the latest fashion
9. fee n.	i) ask in payment
10.folk music .	j) highly rhythmic popular music for dancing, played on electric guitars
11.rock n.	k) popular music first played by Negro groups in the Southern USA in the early 20 th century
12.jazz (n).	l) popular music handed down from the past

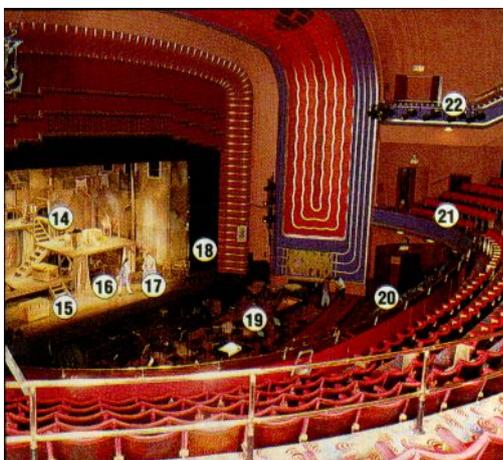
Exercise 7. Read the following statements. Tick “T” if the statement corresponds to the idea of the text and “F” – if not.

statements	T	F
1. London can offer you wide ranging of nightlife.		
2. You can read information about political events in the local papers, the ‘ ‘ Evening Standard’ ’ or ‘ ‘Time Out’ ’.		
3. West End theatres offer a wide choice of theatrical performances.		
4. There are three ways of buying tickets for West End theatres.		
5. You can buy half-price tickets for that day’s West End performances in a ticket booth.		
6. There isn’t any age limit for seeing films.		
7. You can hear only rock music in concert halls.		
8. You can’t hear any music in clubs and pubs.		
9. You can dance the night away at a nightclub.		
10. You can eat out in London late at night.		

Exercise 10. (a) Match the following titles to the paragraphs of the text. Discuss your choice in the group. Retell the text according to its paragraphs.

	Ticket agencies	Theatres	Concerts	London papers	Nightlife	Performances	Cinemas
<i>I</i>							
<i>II</i>							
<i>III</i>							
<i>IV</i>							

(b) Use the dictionary and match each word with figures in the pictures.





Usher	Stalls	orchestra pit
bow	Violin	film star
Screen	Viola	circle
Audience	cello	usherette
Wings	double-bass	aisle
Actor	actress	scenery
Gallery	stage	

Exercise 12. The following statements are related to the idea of the text. Tick “T” if they are true and “F” if they are not.

Statements	T	F
1. Ashula may date back to the 16 th century.		
2. The themes of ashulas are not various.		
3. Ashula made a great influence on the development of opera.		
4. Wandering players were not popular..		
5. Khalima Nasyrova, Kari Yakubov, Karim Zakirov, Tamara Khanum were the first fine singers.		
6. The first performance of Tamara Khanum was in 1920.		
7. There were ten women in the first ensemble.		
8. Tamara Khanum took a leading place in the cultural life of the Uzbek Republic.		
9. Her repertoire included Uzbek songs and dances.		
10.The Uzbek composers Yunus Rajabi, Mukhtor Ashrafi made a great contribution to the development of musical culture of the Republic.		
11.Few national ensembles were formed in the Republic.		

Exercise 14. Match the meanings of the words.

1. heritage	a) loose dress
2. conquer	b) come into view
3. rare	c) a person who helps the progress of something
4. ritual	d) act of giving ideas, suggestions etc.
5. jester	e) popular art
6. wandering player	f) that which has been inherited.
7. flowing robe	g) thing done successfully
8. promoter	h) in a foreign country
9. folklore	I) to overcome
10. achievement	j) an actor who goes from place to place
11. appearance	k) unusual
12. contribution	l) a man who jokes to amuse an audience
13. abroad	m) all the forms connected with a ceremony

Exercise 15. Match a word that fits the idea of the statement.

1. Ashula is one of the most popular genres of Uzbek ...(festival, folklore, concert).
2. Ashula(makes, includes, conquers) the hearts of listeners.
3. The traditional uzbek folk songs are of ... (usual, rare, comic) beauty.
4. A man who makes jokes to amuse an audience is called a ... (singer,story-teller, jester).
5. Actors who go from place to place are called ... (flowing, wandering, diversified).
6. Actors who played women’s roles used to wear ... (costumes, robes, hats).
7. Tamara Khanum was a famous performer and a ...(singer, dancer, promoter) of Uzbek art.
8. The stages of her creative biography were connected with the ... (repertoire, achievements, tradition) of Uzbek art.
9. The ... (appearance, contribution, achievement) of a woman on an Uzbek stage was not only a cultural event in the history of the Uzbek art.
10. “Bakhor”, “Yalla” are famous both in our country and ... (Tashkent, Samarkand, abroad).

Exercise 18. Match the following titles to the paragraphs of the text.

Paragraphs	I	II	III	IV
Titles				
1. Tamara Khanum				
2. Uzbek Opera				
3. Jesters				
4. Ashula				
5. A Modern Uzbek Musical Art.				
6. National Ensembles				

Exercise 20. Listen to the dialogue and find out the synonym to the word “movie” in the list below. Match this word.

- | | | |
|----------------|----------|------------|
| a) performance | c) film | e) musical |
| b) play | d) drama | f) show |

Exercise 21. Fill in the gaps in the dialogue you have just listened. Than listen to the dialogue again and check your answers. Practice the dialogue in the group.

- A: Let’s go a movie Saturday or Sunday.
 B: OK. There’s a new movie..... The Vatan.
 A: Great! Let’s go Saturday night. What time is the movie?
 B: It’s eight and ten. Would you like to go dinner before the movie?
 A: Sure. There’s a new restaurant Lutfi street.
 B: All right. Let’s meet the restaurant Saturday 6 P.M
 A: OK. And then we’ll go the eight o’clock show.

Exercise 22. (a) Listen to the dialogue and perform the following assignments.

1. Choose the required word from the list below. Remember, there could be more than one choice.

We can entitle the dialogue as “Buying tickets for the”

musical	drama	cinema	theatre	comedy	circle	stalls	show

They would like to buy tickets for the seats in the ...

musical	drama	cinema	theatre	comedy	circle	stalls	show

2. Choose and tick the required phrase to finish the statement. Remember, there could be more than one choice.

They would like to sit in the stalls because

- a) the seats are closer to the stage
- b) the seats are far from the stage
- c) they can see the performance better
- d) the tickets are cheaper
- e) no tickets are left for other seats
- f) the seats there are not upstairs
- g) it is musical, not drama

They would like to buy

- a) two tickets for upstairs seats
- b) a ticket for the seats in downstairs
- c) two tickets for the seats in circle
- d) two tickets for the seats in stalls
- e) two tickets for the downstairs seats

Exercise 24. (a) Listen to the dialogue and perform the following assignments.

1. Choose the required word from the list below. Remember, there could be more than one choice.

We can entitle the dialogue as:

- a) Othello.
- b) Costumes and scenery.
- c) The dull musical.

2. Choose and tick the required word to finish the statement. Remember, there could be more than one choice.

Last week they went to see “ Othello” , the play was ...

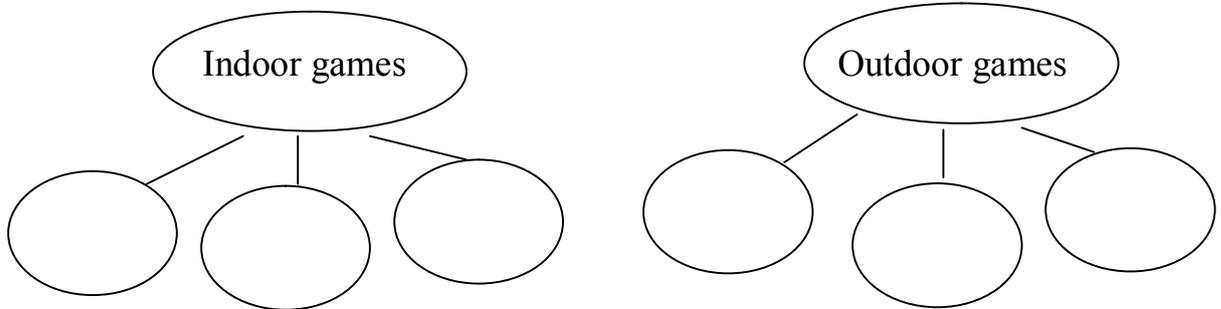
- a) dull
- b) interesting
- c) good

The costumes and scenery of tonight’s play were...

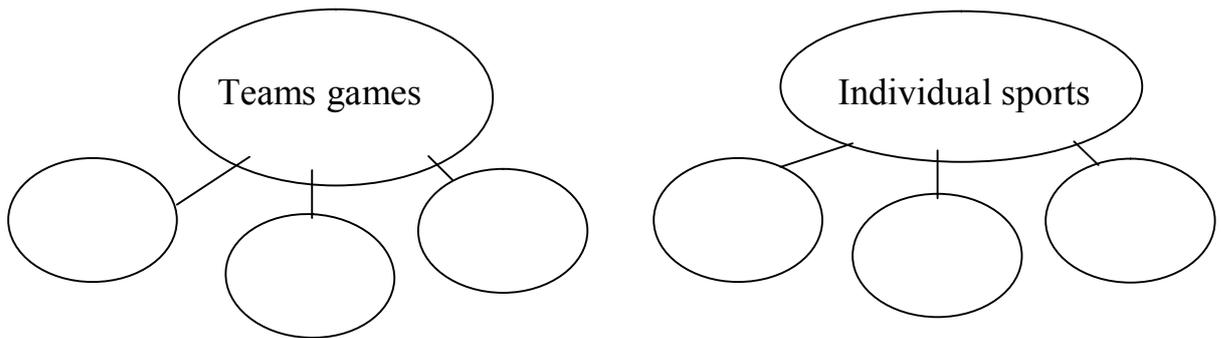
- a) marvelous
- b) bad
- c) lovely

Exercise 1. The following list contains words related to different sports. Complete the word map with the vocabulary from the box.

a) Cricket, chess, football, billiards, golf, table-tennis



b) Baseball, boxing, volleyball, fencing, wrestling, basketball



(c) Discuss your choices in the group. Ask questions according to the given kinds of sports.

Do you like indoor games or outdoor games?

Do you like team games or individual sports?

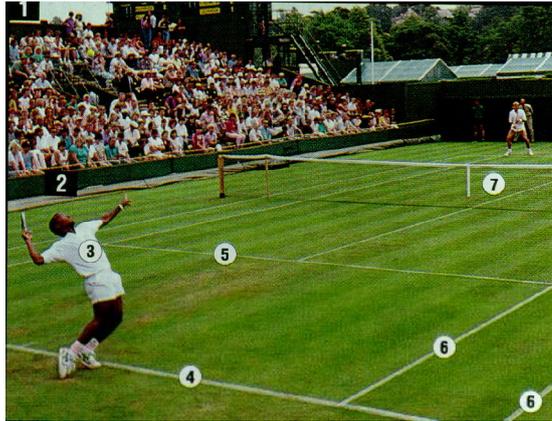
Example: *Are you a boxer?*

1. -----
2. -----
3. -----
4. -----
5. -----
6. -----

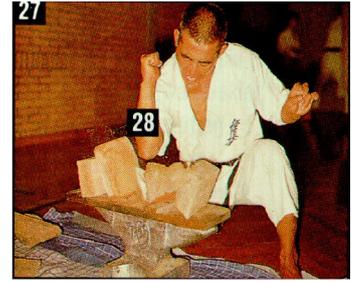
Exercise 3. (a) Match these sports with the paragraphs of the text. (b) Match the words with a required figure from the pictures

- ... ring
- ... boxing glove
- ... chop
- ... referee
- ... boxing
- ... karate
- ... wrestle
- ... server
- ... singles match
- ... baseline
- ... serve (v)
- ... service line ...
- ... corner
- ... wrestling
- ... net
- ... ropes
- ... punch
- ... tramlines

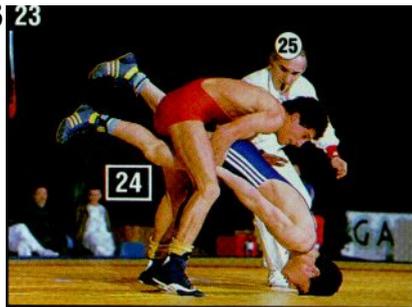
1



2



3



4



Exercise 4. Match the meanings of the words.

- | | |
|-----------------------|---|
| 1. noticeable | ... a) to rise or ascend to a higher point |
| 2. oriental | ... b) to testify to, to indicate |
| 3. single combat | ... c) readily noticed, to indicate |
| 4. to give way | ... d) a low wall serving as a pedestal |
| 5. to climb | ... e) eastern |
| 6. sport podium | ... f) a form of sport in which the opponents struggle hand to hand, attending to throw each other to the ground without striking blows |
| 7. to distinguish | ... g) to set up, found |
| 8. silver prize | ... h) a person like the others in his class |
| 9. to witness | ... i) to attract audiences |
| 10. wrestling | ... j) any of the several classifications into which boxers and wrestlers are placed to how much they weigh |
| 11. golden | ... k) having two of one kind; a championship |
| 12. to award | ... l) a fond hope that lasted for such a period |
| 13. weight categories | ... m) made up of younger members |
| 14. fame | ... n) made of gold |
| 15. to establish | ... o) the state of being well known |
| 16. to draw | ... p) to give as the result of judging the relative merits of those in competition |
| 17. participant | ... q) a reward made of silver |
| 18. representative | ... r) one that wins |
| 19. prize winner | ... s) to make famous or eminent |
| 20. double title | ... t) to give place |
| 21. junior | ... u) a person who is involved in some sport event |
| 22. a life-time dream | ... v) individual fighting |

Exercise 5. Copy the required words from the brackets into the spaces provided.

1. Uzbekistan has achieved (oriental, noticeable, junior) success in developing various kinds of sports.
2. Arthur Grigoryan(climbed, gave way, distinguished) the highest level of the sport podium in boxing.
3. T.Turgunov was(golden, double title, the silver) prize winner in boxing .
4. Our boxer M. Abdullaev was (established, awarded, drew) the ‘ ‘ El – yurt Khurmati ‘ ‘ (Respect of nation) Medal.
5. Karate is one of the kinds of oriental (single, junior, representative) combat .
6. A small copy of the Silver Cup is (a sport podium, single combat, a life-time) dream for every tennis-player.
7. Our athletes in all the (wrestling, weight-categories, single combat) participated on the Tashkent Wrestling World Championship.
8. May days 1999 (witnessed, distinguished, established)the “Kurash”, the first National Wrestling World Championship, that was Held in Tashkent.
9. The names of Uzbek athletes, such as Akobyr – palvan, Toshtemir – palvan, Kamol – palvan earned the world – wide a life-time dream, representative, fame).

Exercise 7. The following statements are related to the idea of the text. Tick “T” if they are true and “F” if they are not.

Statements	T	F
1. Our Republic has achieved great success in developing various kinds of sports since it became independent.		
2. This success is mostly noticeable in ice-skating, windsurfing, swimming.		
3. Arthur Grigoryan is a six – time World Champion in boxing.		
4. Uzbek team won the 3 rd place among the boxers from 83 countries in 1999.		
5. “The Kurash” – the first National Wrestling World Championship was held in Houston.		
6. Uzbek team won all the golden and silver medals in all the weight categories at the first National Wrestling World Championship.		
7. The Karate Federation was established on the 10 th year of our Independence.		
8. The Uzbek National Wrestling is included into the list of the World Sports of the 21 st century.		
9. The World Karate Tournament for Juniors was held in France in 1999.		
10. Iroda Tulyaganova became the winner of the final Wimbledon Women Competition.		

Exercise 10. Match the following titles to the paragraphs of the text.

Paragraphs	I	II	III	IV	V
Titles					
1. Tennis grows very popular in our country.					
2. A tennis player's life – time dream.					
3. Karate draws crowds of people.					
4. Kurash is the Uzbek wrestling.					
5. Uzbek boxers are the world champions.					
6. <i>Our famous Uzbek sportsmen.</i>					
7. The success of Uzbekistan in developing various kinds of sports.					

Exercise 13.

a) Match these words with the figures from the pictures.

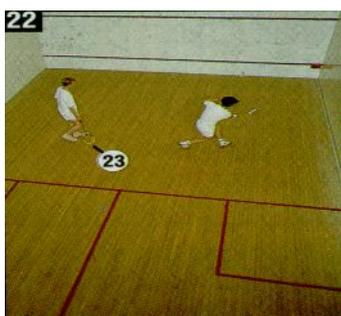
b) Match these sports with the pictures:

№... baseball №... basketball №... rugby

№... field hockey №... volleyball №... squash

№1

- ... baseball
- ... tackle
- ... shoot
- ... hockey player
- ... baseball glove
- ... basketball

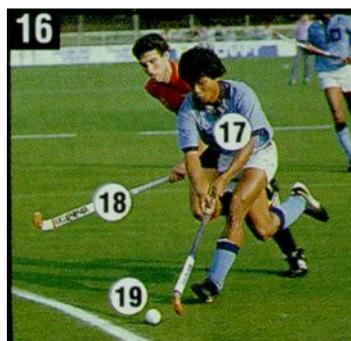


№2

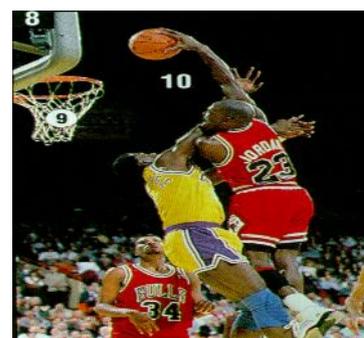


- ... squash
- ... catcher
- ... field hockey
- ... *batting helmet*
- ... *crowd*
- ... net
- ... batter

№4

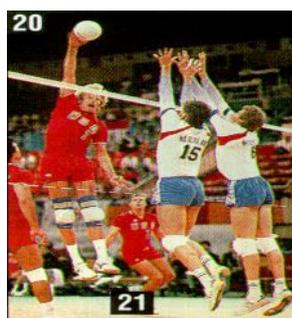


№3



- ... racket
- ... jump
- ... rugby
- ... hockey ball
- ... volleyball
- ... *face mask*
- ... *hockey stick*

№5



№6



Exercise 15. Listen to the dialogue. Match the statements that correspond to the idea of the dialogue.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Betty likes tennis more than golf. 2. She likes golf as well. 3. Betty plays tennis only sometimes, she prefers to play golf more. 4. Tennis is her favourite game. She plays it very often. 5. Anvar likes different games. He prefers to watch them. 6. Anvar never played tennis. He is afraid to play tennis with Betty because she plays tennis very well and he will not be able to play at the same tempo as Betty does. | |
|---|--|

Exercise 16. Listen to the dialogue again. Write down the missing words. Reproduce the dialogue with a partner in the group.

Anvar: Say, what's your favourite sport?

Betty: I like a lot – but I think that I like better.

Anvar: Do you play much tennis?

Betty: Yes, Would you like to play sometimes ?

Anvar: Sorry. I'm strictly a – football, baseball, basketball, golf. I them all.

Betty: Well , nevertheless , it's never to start playing tennis. I can teach you.

Anvar: Really? Oh, I'll be glad to play with you. But you're too for me.

Betty: Never fear , I'll give balls and you'll be able to take them. So come along .

Exercise 21. Learn the following words and their English definitions.

Match them with the figures in the picture.



..19.. **wicket** – a gate (in cricket)

... **a batsman** – a player who bats

... **a bowler** – person who bowls in cricket

... **to bowl** – send a ball to the batsman in cricket

... **fielder** – person who fields (in cricket and baseball)

... **pitch** - (cricket) part of the ground between the wickets

... **a bat** - a shaped wooden implement for striking the ball in games, eg. cricket and baseball

... **the wicket keeper** - player who stands behind the wicket to stop balls

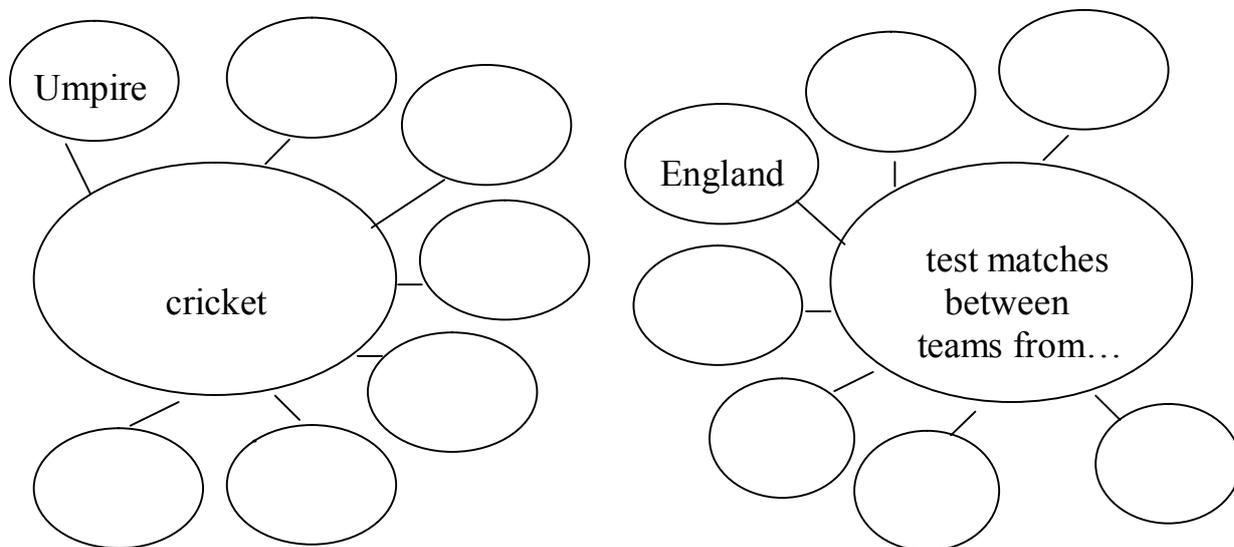
... **to field** - to stand ready to catch or stop the ball (in cricket and baseball)

... **cricket** – a game played with a red leather ball and a flat wooden bat by two teams of eleven.

... **umpire** - an official who administers the rules in certain team sports, as baseball or cricket.

Exercise 22. Complete the word map with word clues from the text.

Write down the words related to cricket and the countries that participate in test matches.



Exercise 23. Read the following statements. Tick "T" if they correspond to the idea of the text and "F"- if not.

Statements	T	F
1. The game peculiarly associated with England is "Kurash."		
2. This game is performed by eleven men.		
3. The umpires are in white coats.		
4. One man stands in front of three sticks armed with a ball.		
5. Nine members of the opposing team are disposed about the field.		
6. When a man in the field catches the ball, the batsman gives place to another member of his team.		
7. The batsman stoops down behind the wicket.		
8. The wicket keeper runs to and from between the wickets.		
9. The side which scores most such "runs" wins the game.		
10. Cricket is the game of the winter calendar.		

Exercise 25. Match the following titles to the paragraphs of the text.

Paragraphs	I	II	III
Titles			
1. Cricket as the main game of the summer calendar.			
2. The outstanding cricket games.			
3. The important cricket games.			
4. Cricket is the English game.			
5. Twenty – two members of the game.			
6. Fielding.			
7. The batsman.			

Exercise 26. Use the text and guess the words that might be used in the gaps. Fill in the gaps.

Cricket.

Anvar: Cricket is the national game in England, isn't it? How is it played?

Betty: Yes, it's rather difficult to describe, you have to see it played. One game may last days.

Anvar: days! That must be very tiring.

Betty: But the players don't all play at the same time, and players are always waiting for their turn to play.

Anvar: There are players on each side, aren't they?

Betty: Yes, but the players on one side go and play in pairs, while..... on the other side are trying to beat them.

Anvar: So it's against two all the time. That sounds rather unfair.

Betty: No, it isn't unfair. Cricket is supposed to be the fairest game in the world. But you should see it for yourself.

Exercise 28. Listen to the following dialogue. Fill in the table with the required information.

Anvar can't see the difference between the words "sport" and "game". He speaks to his friend Betty, who gives him the information about it. Listen to his conversation and fill in the gaps.

SPORTS		GAMES	
Running	.....	Golf	.....
.....
.....

Exercise 30. (a) (RB) (b) Match the meanings of the words.

1. to win a) of great size, huge.
2. top b) important.
3. enormous c) abbrev. Public.
4. amateur (n) d) to gain (a prize or award) in competition.
5. amateur (adj.) ... e) to make goals in a game.
6. pub f) a non professional.
7. team g) to keep within certain limits.
8. significant h) highest, greatest.
9. to restrict ... i) done by an amateur.
10. to score j) a group of people constituting one side in a competition

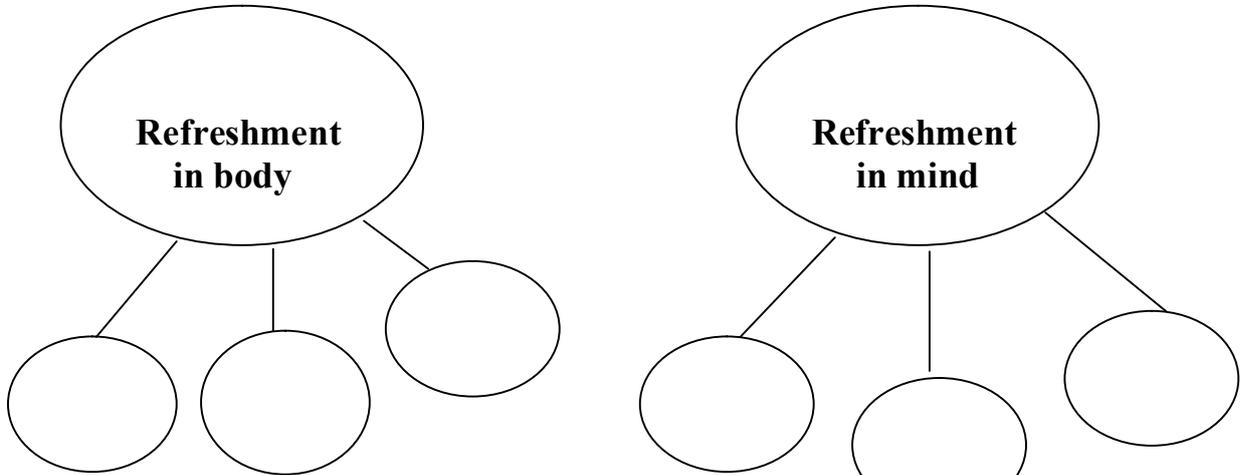
(c) (RB)

Unit V

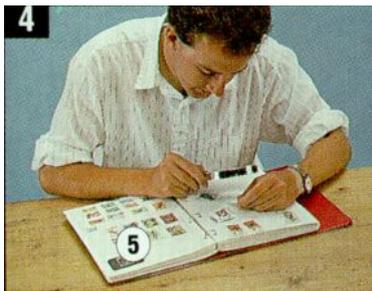
HOLIDAYS & HOBBIES

Exercise 1. (b) Complete the word map with vocabulary from the list. Discuss your choice in the group.

travelling in the mountains; stamp collecting; painting; skiing; chess; singing



(c) Could we call any of these activities a hobby. Match them with the correspondent figures of the pictures: ... painting; ... drawing; ... stamp collecting; ... knitting; ... making models; ... sewing



(d) Match the following words with the figures in the pictures.

- ... painting
- ... reel of cotton
- ... knitting-needle
- ... sewing
- ... wool
- ... pin
- ... sewing-machine
- ... tape measure
- ... making models
- ... ribbon
- ... thimble
- ... stamp collecting
- ... button
- ... knitting
- ... zip
- ... stamp album
- ... drawing

Exercise 3. The following statements are related to the idea of the text. Tick ‘T’ if they are true and ‘F’ if they are not.

Statements	T	F
1. A practical gardening course is the one that can be offered to those who want to develop their skills in painting.		
2. If you are a nature lover you can enjoy the activities related to bird watching or wildflower		
3. Walking is a great way of getting to know the countryside.		
4. Activity holidays are the ones like painting or sculpture, drama or orchestral music.		
5. Those who prefer special interest holiday can go walking to the countryside.		
6. Keen bikers should try excellent tracks for riding.		
7. Walking on an inland waterway is a perfect way to spend a few hours or perhaps a whole week.		
8. If you enjoy cruising you can hire canal boats, cruisers and yachts all over Britain.		
9. Those who prefer cycling could ride the National Trails.		
10. Bikes are available in many towns for hire.		

Exercise 5. Match the following words with their definitions.

Words	№	Definitions
1. hitch-hiking		a) Travelling (voyage) on sea, river, etc.
2. hiking	...	b) To obtain the use of something in return for payment.
3. climbing	...	c) A person who hasn't got any experience
4. trekking	...	d) To ride a bicycle.
5. walking	...	e) A person who rides, esp. one who rides a horse.
6. <i>cycling</i>	...	f) A path or trail left by the repeated passage of persons, animals or vehicles.
7. <i>holiday</i>	...	g) A journey on foot for pleasure.
8. <i>track</i>	...	h) A long journey on foot;
9. <i>rider</i>	...	i) A period of rest from work.
10. <i>novice</i>	...	j) Get up or down a mountain.
11. <i>to hire</i>	...	k) <i>Go for a long walk in the country.</i>
12. <i>cruising</i>	...	l) Get a free ride by asking for one (from the driver of a car, lorry, etc.).

Exercise 6. Write down the required words from the brackets into the spaces provided.

- If you have a talent like (music, painting, drama) you will *participate in our art exhibition*.
- A specialist will(offer, join, enjoy) you his services.
- Joining special interest course you can (spend, know, increase) your skill.
- You can go (walking, skiing, cruising) on the footpaths.
- You can see the Chiltern Hills by (knitting, cruising, cycling).
- Bikes are available for (prefer, walking, hiring.) in many towns.
- Britain has many excellent (courses, waterways, tracks) for riding.

8. (Cruising, trekking, walking) can be enjoyed by the rider.
9. Cruising on an (outland, inland) waterway is a perfect way to spend your holiday.
10. You can hire canal boats (to ride, to explore, to increase) one of the many peaceful waterways all over Britain.

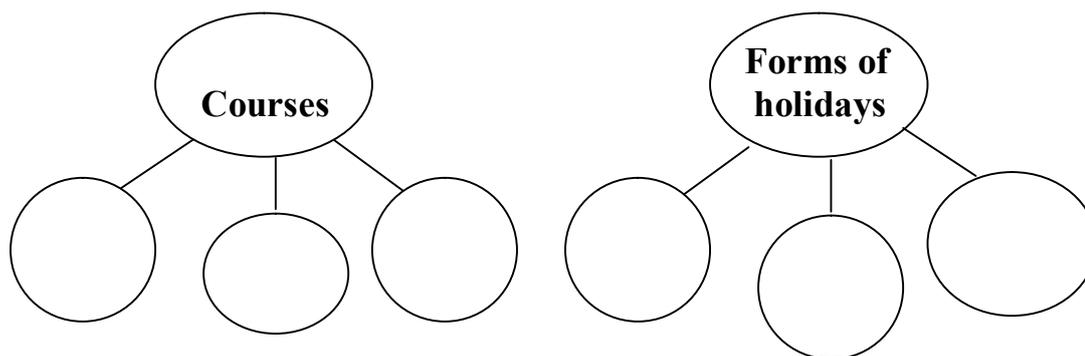
Exercise 8. (a) Read the following statements and tick in the required spaces.

Statements	Past	Present/ Future
1. We could go to the seaside and spend all our week there.	...	v
2. I could ride a horse when I was young.
3. We could go to Chingan at this weekend.
4. When Tom was 10, he could play the guitar.
5. She spoke quickly but I could understand her.
6. We could stay at Uzbekistan Hotel.
7. It was dark but I could see my house.
8. We could have lunch together.
9. You could see this art exhibition.
10. I could join a gardening course when I was on holiday.
11. You could buy her a new dress for her birthday.

Exercise 9. (b) Combine the following two statements into one as in the examples.

1. We could enjoy biking tour around Tashkent or we could enjoy biking tour along the Great Silk Road.
.....
2. We don't have enough money. We cannot go to the Black Sea. And we cannot go to Moscow.
.....
3. I've got holiday. We could leave today or we could leave tomorrow.
.....
4. I cannot play the guitar. And I cannot sing.
.....
5. I've saved some money. We could buy a bed or we could buy a sofa.
.....
6. The weather is lovely. We could go to the beach or we could go to the park.
.....
7. I'm not a keen biker. I cannot try the difficult cycle way. And I cannot try the easy cycle way.
.....
8. You could hire a boat or you could hire a yacht to go cruising.
.....
9. I'm not the daredevil. I cannot climb the Pamiro-Alay ranges. And I cannot climb the Tien-Shan ranges.
.....
10. We could enjoy trekking or we could enjoy cycling.
.....

Exercise 12. Complete the word map with word clues from the text



Exercise 13. Match the required titles to the paragraphs of the text.

Paragraphs	I	II	II	IV	V
Titles					
1. Way of seeing the British countryside.					
2. Activity Holidays.					
3. Walking.					
4. Peaceful waterways.					
5. Cruising.					
6. Cycling.					
7. Trekking.					
8. Special interest holidays.					

Exercise 16. Match the required titles to the paragraphs of the text.

Paragraphs	I	II	III	IV	V
Titles					
1. Desert lovers.					
2. Favourite sport.					
3. Climbing.					
4. Biking tour.					
5. The Ancient towns of Uzbekistan.					
6. Trekking.					
7. The center of winter sports.					

Exercise 17. Match the following words and their English definitions. Use the content of the text to choose the right answer.

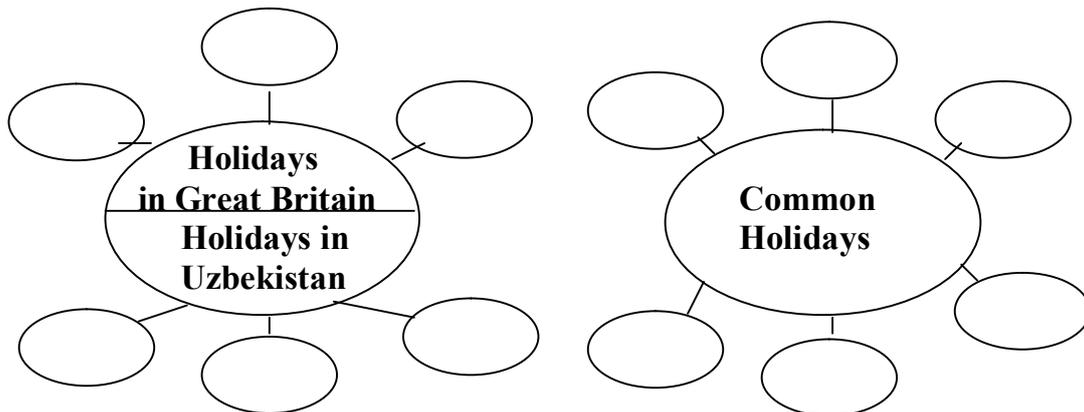
Words	№	Definitions
1. stream n.		a) long-necked animal; with either one or two humps on its back, used in desert countries for riding.
2. grove n.		b) land that is without water and trees; often sand covered.
3. meadow.		c) win; overcome
4. poppy n.		d) a very brave man; person who takes a risk of.
5. daredevil		e) long mountain range.
6. to scale v.		f) a plant with large, usually red flowers, and small, black, edible seeds.
7. ridge n.		g) to climb up something, such as a cliff or wall

8. to conquer		h) field; grassland
9. desert n.		i) small wood; group of trees
10. camel n.		j) small river.

Exercise 20. Complete the word map with word clues from the text. Use the list of words given below. *biking, trekking, rock climbing, camel riding, cruising, walking, mountain climbing, ballooning, hitch-hiking, fishing, sunbathing.*

*Holidays that are specific for
Great Britain and Uzbekistan*

*Holidays that are common for
Great Britain and Uzbekistan*



Exercise 22. (a) Listen to Anvar’s conversation with his friend Betty. Tick the word in brackets to finish the statement.

1. It was a (business, vacation) trip to Canada.
2. It was the (first, second) Betty’s vacation after she had married.
3. Betty went to Canada with her (husband, her son).
4. Jane and Frank live in (London, Canada).
5. Her son stayed in London with her.....(father, grandfather).
6. They travelled in Canada by (car, train, plane).

Exercise 23. Listen to the dialogue. Match the statements that correspond to the idea of the dialogue.

1. Mr. Brown is a bad cook.
2. They cooked some food for a picnic.
3. They had the picnic on the beach.
4. *They got there in the boat.*
5. The weather was bad.
6. They enjoyed the picnic.

Exercise 24. Listen to the dialogues, write down the missing words. Perform the dialogues with your colleague in the group.

The Picnic.

Anvar: What did you do last weekend?

Betty: We some food for a picnic.

Anvar: Is Mr. Brown a good cook?

Betty: Yes, he is an cook.

Anvar: Where did you have your picnic?

Betty: On an

Anvar: How did you get there?

Betty: In the

Anvar: What was the weather like?

Betty: The weather was

Anvar: Did you enjoy it?

Betty: Oh, yes. I'll probably never it.

Hobbies

A: What do you do in your free time?

B: Oh, I watch television and I go to the What do you do ?

A: I play and I go

B: Do you like sport ?

A: Yes. And what work do you do?

B: I work in a

Exercise 27. Match the words with the figures from the pictures.

... Horseback riding

... parachute

... parachuting

... Angler

...13... fishing

... harness

... hang-glider

... climbing

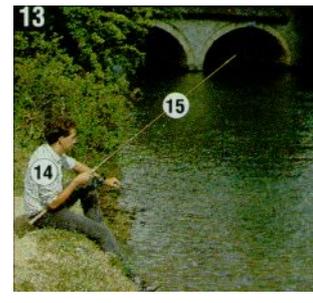
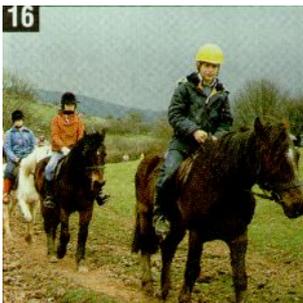
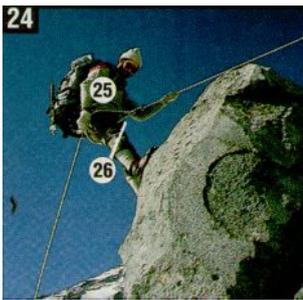
... hang-gliding

... ballooning

... fishing-rod

... hot-air balloon

... climber



UNIT VI

HOTELS

Exercise 2. Perform the following assignments.

1. Tick the list of key words, which is more closely connected to the idea of Hotels.

- a) plane, airport, customer's, ticket, passenger, baggage
- b) bed, double-room, reservation, reception, room service
- c) shop, department store, cash-desk, seller, purchase

2. Prove your choice and object if your partner's choice is wrong.

Exercise 4. a) Read the following situations. Find and click the one, which is mostly related to the general idea of the text.

This text is about Sheraton hotels located in the USA and Canada in such cities as Atlanta, Chicago, Los Angeles, San Francisco and Toronto. They offer an Airport Hotels Program with extra services.

This text is about one of the world's most well-known and respected hotel brands Sheraton Hotels & Resorts. Its properties are located in 63 countries around the world.

This text is about Sheraton hotels in Europe located in Amsterdam, Brussels, Dusseldorf, Frankfurt, London, Luxemburg, Munich and Paris. They offer an Airport Hotels Programme with extra services.

b) Switch on the tape and check your choice.

Exercise 5. Match the following situations with the paragraphs (№1-5) of the text.

Text paragraphs	№1	№2	№3	№4	№5
Situations					
<i>Sheraton offers a number of hotels at airports worldwide, with special services at many of them. They include over night and four-hour express laundry and pressing.</i>					
<i>Sheraton hotels in Europe offer 24-hour business centers. They are equipped with business equipment to use on site or rent for private use, including laptop computers and portable telephones.</i>					
<i>Sheraton Hotels & Resorts has been a home away from home for travellers for more than six decades. You can trust Sheraton to take care of you in major business capitals and popular leisure destinations worldwide</i>					
<i>At Sheraton you will find free morning newspaper, in-room coffee makers and efficient check-in and check-out. You can count on a guest room that accommodates your working needs.</i>					
<i>In the USA and Canada Gateway hotels located within three miles of major international gateway airports. They are located in Atlanta, Chicago, Los Angeles, San Francisco and Toronto.</i>					

Exercise 6. a) Read the following statements and match whether they are true or false.

Statements	T	F
<i>There are no Sheraton hotels in Europe.</i>		
<i>Sheraton Hotels & Resorts is one of the world's most well-known and respected hotel brands</i>		
<i>There are more than thirty hotels located at or within airports in the US and Canada.</i>		
<i>They don't offer business travellers extended food and beverage service</i>		
<i>They offer an Airport Hotels Programme with no extra services</i>		
<i>Extra services include over night and 4-hour express laundry and pressing</i>		
<i>In the US and Canada Gateway hotels are located within three miles of major international gateway airports</i>		
<i>In the US and Canada Gateway hotels are located within two miles of major international gateway airports</i>		
<i>They offer an Airport Hotels Programme with extra services including complementary airport shuttle service</i>		
<i>Sheraton offers a number of hotels at airports worldwide.</i>		

b) Switch on the tape and check your choice.

Exercise 7. Listen and match the words with their definitions.

words		definitions
1. respected hotel brands	.1.	<i>a well-known company dealing with hotel business</i>
2. home away	...	<i>the time by which one must check out of a hotel</i>
3. property	...	<i>visitors' room</i>
4. major business capitals	...	<i>quick washing and ironing</i>
5. popular leisure destinations	...	<i>an additional short route service</i>
6. worldwide	...	<i>entrance airports and hotels</i>
7. in-room coffee makers	...	<i>to use while sightseeing</i>
8. efficient check-in	...	<i>modern computers</i>
9. check-out	...	<i>drink service</i>
10. guest room	...	<i>to be far from the house</i>
11. a refuge from the outside world	...	<i>phones easy to handle</i>
12. extra services	...	<i>ownership</i>
13. over night	...	<i>main business centers</i>
14. express laundry and pressing	...	<i>well-known leisure places</i>
15. complementary airport shuttle service	...	<i>a shelter from the outside world</i>
16. gateway airports and hotels	...	<i>additional services</i>
17. to use on site	...	<i>per night</i>
18. laptop computers	...	<i>over the world</i>
19. portable telephones	...	<i>coffee service in the room</i>
20. beverage service	...	<i>quick registration</i>

Exercise 8. a) Choose and tick the right translation of the following word combinations.

<i>қулай телефонлар</i>	<i>қабулхона</i>	<i>қўшимча хизматлар</i>
удобные телефоны	приёмная	дополнительные услуги
useful phones	laptop computers	over night
portable telephones	to use on site	beverage service
gateway hotels	express laundry	portable telephones
over night	reception	extra services
<i>асосий бизнес</i>	<i>хусусий мулк</i>	<i>замонавий компьютерлар</i>
<i>марказлари/основные</i>	частная	современные компьютеры
бизнес центры	собственность	
express pressing	beverage service	laptop computers
popular leisure destinations	home away	modern computers
major business centers	property	check-out
over night	in-room coffee makers	efficient check-in

<i>ичимликлар хизмати</i>	<i>ташқаридаги бошпана</i>	<i>хона кофеваркаси</i>
обслуживание напитками	пристанище за границей	комнатная кофеварка
complementary	a refuge from	In-room coffee makers
airport shuttle	the outside world	makers
home away	popular leisure destinations	room service
beverage service	over night	coffee makers
gateway hotels	portable telephones	laptop computers

<i>бир кечалик</i>	<i>тез кир ювиш хизмати</i>	<i>тез дазмол қилиш</i>
на всю ночь	срочная прачечная	срочное глажение
to use on site	over night	express laundry
home away	express pressing	express pressing
over night	express laundry	gateway hotels
over tonight	quick laundry	quick pressing

<i>кириш меҳмонхоналари</i>	<i>қўшимча қисқа</i>	<i>ўз жойида қўллаш</i>
въездные гостиницы	<i>масофали автобус</i>	использовать на
entry hotels	курсирующий автобус	месте
exit hotels	additional airport route	to use on site
gateway hotels	complementary airport shuttle	to use on the way
gateway airports	airport shuttle	to use on the car
	extra airport route	to use at home

b) Switch on the tape and check your choice.

Exercise 9. Underline the word/word combination given in the brackets that is needed to finish the sentence. Switch on the tape and check your choice.

1 Sheraton Hotels & Resorts is one of the world's most well-known and
(leisure destinations, respected hotel brands, properties)

2. It has over 375 ... (free morning newspapers, services, properties) in 63 countries.
3. Sheraton takes care of you in major business capitals and ... (express laundry, accommodates, popular leisure destinations) worldwide.
4. Sheraton includes such services as free morning newspaper, in-room coffee makers and ... (accommodates, efficient check-in and check-out, airports).
5. Sheraton in Europe offers an Airport Hotels Programme with ... (morning services, extra services, laptop computers).
6. Extra services in Europe include (over day, dinner time, over night) and 4-hour laundry and pressing, a complementary airport shuttle service.
7. Sheraton hotels in Europe offer 24-hour business centers equipped with business equipment ... (to use on site, extend food, airport shuttle service), or rent for private use.
8. They also offer business travellers extended food and ... (portable telephones, laptop computers, beverage service) with at least one restaurant open until 11:00 p.m.

Exercise 10. a) Match the facilities with their proper definitions.

1. swimming pool		<i>a) a room equipped with laptop computers, portable telephones, etc.</i>
2. business center		<i>b) a place to swim</i>
3. airport shuttle		<i>c) a place to leave your car</i>
4. car park		<i>d) a place to work out; a gym</i>
5. express check out		<i>e) a way of paying your bill early</i>
6. exercise facility		<i>f) a private bus to the airport</i>

b) Switch on the tape and check.

Exercise 12. a) Put the verb in brackets into the required form.

1. Sheraton is one of the world's (to respect) hotel brands.
2. Sheraton Hotels & Resorts (to be) a home away for travellers for more than six decades.
3. Sheraton airport hotels (to locate) in Europe offer an Airport Hotels Programme with extra services.
4. There are more than thirty hotels (to locate) at or within airports in the USA and Canada.
5. Sheraton hotels in Europe offer 24-hour business centers (to equip) with business equipment.
6. They also offer business travellers(to extend) food and beverage service.
7. Complementary coffee(to serve) in the lobby is offered for early departures.

b) Switch on the tape and check your choice.

Exercise 13. a) Write down the required form of the verbs in the spaces provided.

1. I (to be) to London.
2. I (to get up) at 7 o'clock every day.
3. They (to have) dinner at the canteen.
4. He (to come) home yet?
5. He comes home at 6. Now it is 6. He (to come).
6. You (to be) to the USA?
7. They (to come) from school and (to do) the lessons now.
8. When we(to get) back dinner (to be) ready already.
9. I (to meet) them tonight.
10. I (to learn) where the black teachers (to live).

b) Switch on the tape and check.

Exercise 15. Match the information with types of hotels.

	Motels	Commercial hotels	Resort hotels	Residential hotels
Guests reach their rooms through the lobby				
Have a European plan of payment				
Business is seasonal				
Looks simple but cozy				
Has a central lobby on the main floor				
Covers only the price of a room				
People may stay from a weekend to several weeks				
Guests reach rooms from the lot				
Offer services for meetings				

Exercise 16. a) Complete the sentences.

1. Most commercial hotels have a (European, Asian, American) plan of payment.
2. Commercial hotels are near the (business centers, shops, airport) of large or mediumsized cities.
3. Resort hotels feature (indoor, outdoor, door out) activities that attract vacationers.
4. Its.(additional, military, basic) service is providing rooms to sleep in.

5. Guests reach their rooms through the (corridor, entrance, lobby).
6. They can enter rooms directly from the. (lot, lobby, corridor).

b) Switch on the tape and check your choice.

Exercise 18. Make up sentences using the following phrases.

1. to reserve a single room, double room, a suite
2. to have a reservation in's name
3. to have air conditioning (heating, hot water, computer, television, etc.) in the room
4. to check out
5. to check in

Exercise 21. Listen to the dialogue and try to fill in the spaces in the fax given below.

Betty sends a fax to confirm her booking. Look at the details she needs to confirm.

Dates:	23-25 April
Type of room:	Single
Price:	\$150 per night
Time of arrival at hotel:	about 8 p.m.

FAX

Attention:	Reservations
	LOEWS NEW YORK HOTEL,
	New York
From:	Betty Johnson, London 10/09/03

Dear Sirs,

This fax is to confirm my⁽¹⁾ at your hotel for three⁽²⁾ from⁽³⁾ to⁽⁴⁾, at a⁽⁵⁾ of⁽⁶⁾ per night.

I would like a⁽⁷⁾ room with⁽⁸⁾ I expect to⁽⁹⁾ at the hotel at about⁽¹⁰⁾ o'clock.

Yours faithfully
Betty Johnson

Exercise 22. Write another fax to the hotel to ask for an extra night if it is possible.

Unit VII

APPEARANCES, CHARACTER

Exercise 2. a) Match the pictures with the given words and wordcombinations.

 <p>1</p>	<p><i>short wavy</i></p>	 <p>2</p>	<p><i>long blonde</i></p>
<p><i>parting</i></p>	 <p>3</p>	<p><i>ginger</i></p>	 <p>4</p>
 <p>5</p>	<p><i>short straight fair</i></p>	 <p>6</p> <p>7</p>	<p><i>short straight dark</i></p>
<p><i>bald head</i></p>	 <p>8</p>	<p><i>elderly man</i></p>	 <p>9</p>
 <p>10</p>	<p><i>braid</i></p>	 <p>11</p>	<p><i>pony tail</i></p>
<p><i>fringe</i></p>	 <p>12</p> <p>13</p> <p>14</p>	<p><i>short curly</i></p>	 <p>15</p> <p>16</p> <p>17</p>

b) Check your choice with that on the tape.

c) Describe the pictures.

Exercise 6. (a) Find equivalents and tick.

гўзал қомат/прекрасная фигура

- a perfect figure
- a charming figure
- a nice-looking figure

сарвқомат қиз/стройная девушка

- a charming girl
- a good-looking girl
- a slim girl

озғин йигит/худощавый парень

- a lean young man
- a thin man
- a thick young man

қўпол овоз/грубый, резкий голос

- a gruff voice
- a rude voice
- a gentle voice

мўмин ифода/ спокойное выражение

- a placid expression
- a gentle expression
- a quiet expression

катта юз/ крупное лицо

- a big face
- a bronzed face
- a huge face

ўрта бўйли/ среднего роста

- of medium height
- of middle height
- of high height

оч-қулранг кўз/ светло-серые глаза

- white grey eyes
- light grey eyes
- light dark eyes

кенг елкали эркак/ широкоплечий мужчина

- a broadshouldered man
- a wideshouldered man
- a big shouldered man

b) Switch on the tape and check your choices.

Exercise 8. Give antonyms to the following words and write them down in the spaces provided.

straight	heavy-lidded
lovely	muscular
smooth	slim

melancholy delicate
wavy exquisite
marvelous

Exercise 11. Match the right equivalent.

1. Tom is a boy of an active disposition.

- He is energetic.
- Tom is cheerful.

2. Mike is a pleasant person to deal with, he never loses his temper.

- He is quick tempered.
- Mike is calm.

3. Bob is a clever, up-to-date chap.

- Bob is an intelligent lad.
- He is good-humoured.

4. Lola is cheerful and not restless.

- She is sullen and gloomy.
- Lola is a good-hearted girl.

5. His wide, thin-lipped mouth was rosy-pink, as if lips ticked.

- He had pink lips
- His mouth was rosy-pink.

6. Her pale brown hair, pulled back and tied into a tail, moved against her back.

- Her tail was pale brown.
- She had brown hair.

7. Jack is as true as steel and as good as gold.

- He seems a good sort of man.
- Don't trouble trouble until trouble troubles you.

Exercise 12. Complete the following sentences.

Example 1: *A green-eyed girl is a girl with green eyes.*

Example 2: *A green-eyed girl is a girl who has green eyes.*

1. A blue-eyed girl is
2. A broadshouldered man is
3. A dark-haired girl is
4. A long-legged boy is
5. A snub-nosed child is
6. A round-faced woman is
7. A fair-haired man is
8. A grey-eyed boy is
9. A bronze-faced man is
10. A hazel-eyed lad is

Exercise 13. Combine the two sentences with a phrase starting with “in” or “with”.

Example 1: A man came into the room. He had a loud laugh.

A man with a loud laugh came into the room.

Example 2: He went to the interview. He was dressed in white and blue.

He went to the interview in white and blue.

1. She arrived at the party. She was wearing white pajamas and slippers.
.....
2. We saw a boy running down the street. He had red hair.
.....
3. He got married. He wore a smart grey suit and a green silk tie.
.....
4. A tall woman entered the compartment. She had long blonde hair.
.....
5. A young music student won the song competition. She is in her early twenties.
.....
6. At the end of the corridor there is a room. The room has a small green door.
.....
7. When I got home a man was waiting for me. He was wearing army uniform.
.....
8. I remember my first maths teacher was a man. He had a small beard and bright blue eyes.
.....

Exercise 14.

a) Learn the phrases.

to look like
to take after
to resemble

b) Make sentences according to the patterns.

Pattern 1. My friend looks like his father

1.
2.
3.

Pattern 2. Who have you taken after?

1.
2.
3.

Pattern 3. His wife resembles her aunt.

1.
2.
3.

Exercise 17. (a) Translate into English.

- Боб Бейкер билан танишмоқчимисан?! Ты хочешь познакомиться с Бобом Бейкером?
.....

- Well, I don't know anything about him. What does he look like?
- He is neither tall nor short, broad shouldered, he has dark eyes and dark hair. He wears spectacles.
- **У қандай одам?/ Что он за человек?**
- He is very reserve, polite, energetic and professional.
- **У неча ёшда?/ Сколько ему лет?**////.....
- I don't know exactly. I guess he is not more than thirty years old.
- **У уйланганми?/ Он женат?**////////.....
- He isn't and he has never been married.
- **Мени у билан таништириб қўй./ Познакомь меня с ним.**
- All right. Tomorrow at seven sharp come to the dancing hall.
- **Мен албатта келаман./ Я обязательно приду.** ///.....

b) Switch on the tape and check your translation. Reproduce the dialogue with your partner.

Exercise 18. (a) Translate into English.

- Эшитдим, сизларда янги бошлиқ бўлган эмиш. У сизларга ёқадими?/Я слышал у вас новый начальник. Как он вам нравится?

-
- I don't see much of him but can say he has good manners and is qualified for the job.
- **Уни тасвирлаб беринг. Опишите его внешность.**
- He is tall, slim with an oval face, light eyes and a straight nose. He wears neither a beard nor a moustache. He is handsome.
- **У билан сухбатлашишга сизда имконият бўлдиими? У вас был случай с ним поговорить?**
- Of course. I must tell you he is very easy to deal with.
- **Буни эшитишдан хурсандман. Сизга у билан ишлаш жуда осон булади./Мне приятно это слышать. Вам будет очень легко с ним работать.**

.....
- I hope so ...

(b) Switch on the tape and check your translation. Reproduce the dialogue with your partner.

UNIT VIII PROFESSIONS

Exercise 3. Read the following statements and match if they are "true" or "false".

statements	T	F
One of five Americans changes occupations each year.		
Nowadays new jobs and careers are being created every day.		
The personal questions involved in making career are likely to be a regular part of life.		
National Statistics is providing new jobs.		
People are able to find any kind of jobs.		
According to the Bureau of Labour Statistics jobs are being reduced in the areas of service occupations such as engineering, medical technology, computer programming and system analysis.		
Every American leaves his/her job every year.		

Exercise 4. Read the text again and match the words with their definitions.

words	definitions
1. retailing	<i>facts or data of a numerical kind presenting significant information about a given subject of a country</i>
2. lion's share	<i>the period of time that someone lives or that something lasts</i>
3. engineering	<i>private matters</i>
4. Keeping a job	<i>to be involved in some job</i>
5. high-skill service	<i>sector providing information about jobs</i>
6. personal questions	<i>a big portion of something</i>
7. lifetime	<i>the sale of goods individually or in small quantities directly to the consumer</i>
8. National Statistics	<i>the planning, designing, construction or management of machinery, roads, bridges, buildings and etc</i>
9. service sector	<i>the information desk providing information of any jobs</i>
10. Bureau of Labour Statistics	<i>qualified service</i>

Exercise 8. Read the following situations. Find and click the one that is mostly related to the general idea of the text.

Situations
We live in a rapidly changing world where new jobs and careers are being created every day. The personal questions involved in finding and keeping a job are likely to be a regular part of life.
National statistics indicate the service sector is providing the lion's share of new jobs. Opportunities are available in medical care, retailing, and business services such as law, consulting and accounting.
One in ten Americans changes occupations each year. The personal questions involved in finding and keeping a job are likely to be a regular part of life. National statistics indicating the service sector is providing the lion's share of new jobs. The Bureau of Labour Statistics estimates that the fastest growing jobs will be in the areas of high-skill service occupations
The Bureau of Labour Statistics estimates that the fastest growing jobs will be in the areas of high-skill service occupations such as engineering, medical technology, computer programming and system analysis. Opportunities are available in medical care, retailing, and business services such as law, consulting and accounting.

Exercise 10. Check the material of exercise 5 and make up your own sentences. Say the things you like or don't like. Choose one of these verbs:

(don't) like love hate enjoy don't mind

Example: (reading) I like reading very much.

1. (working at night)
2. (getting up early)
3. (cooking)
4. (shopping)
5. (playing cards)
6. (travelling)
7. (watching television)
8. (listening to classical music).....
9. (buying expensive things)
- 10.(borrowing money)

Exercise 11. Put the verb into correct form, -ing or to + infinitive.

Examples: I enjoy being (be) alone.

Would you like to come (come) to a party?

1. Do you enjoy (cook)?
2. I would prefer (have) dinner with this lady.
3. I like (drive) but my sister likes
..... (walk).
4. I don't need (come) to the meeting, do I?
5. Sometimes I enjoy (learn) to play the guitar.
6. I don't like that house. I hate (live) there.
7. Jane is always afraid of (fall).
8. Do you like (lie) on the beach in the sun?
9. I enjoy (study) foreign languages.
10. He clearly remembers (lock) the door before he left.

Exercise 12. Fill in the gaps with one of the verbs that follow the passage, in either the gerund or infinitive forms: earn, look after, miss, leave, pay, work, visit, save, buy, stay, find, redecorate, be able to, overdraw, go

Jane's a nurse, but she's trying ----- a new job. Although she enjoys ---
----- people, nursing is not very well paid, and she cannot afford ----- all
her bills. She finds it impossible to live on such a low salary without -----
-- her account at the bank. Her flat needs -----, and she would like -----
----- a car. She managed ----- enough last year for a short holiday by ---
----- some extra money in her spare time, and this year, she's hoping -----
some friends in France. She has stopped ----- to the theatre, which used
to be one of her greatest pleasures. She's thinking of ----- in America, where
she could earn a higher salary in a private hospital, but would prefer ----- in
this country if possible. She likes ----- to see her parents whenever
she wants to. A friend of hers went to America after ----- university, but began
----- her friends so badly that she had to come back.

Exercise 14. (a) Listen to people’s opinions about their job. Fill in the table, find who:

	Susan	Tom	Jane	Philip
sometimes earns a lot of money.				
thinks that she doesn’t get enough money for the job.				
gets more money than just a salary.				
wants to find another job to get more money				

(b) Say why Jane, Susan, Tom and Philip like their job.

Exercise 16. Match and tick the right words and expressions according to the following categories

	Departments in company	hours of work	money	losing a job	applying for a job	adjectives describing different jobs
sales						
to fill in an application form						
personnel						
accounts						
references						
a salary						
rate of unemployment						
to do overtime						
a 7 % pay rise						
to work in shifts						
a 9 to 5 job						
advertising						
skilled						
to earn						
planning						
experienced						
statistics and macro-economics						

Exercise 17. The adjectives listed below describe some of the positive qualities of good managers. Change each adjective into its opposite by adding *un-*, *in-*, *im-*, *ir-* or *dis-*:

co-operative ...	decisive ...	sincere ...	competitive ...
responsible ...	practical ...	communicative	sensitive ...
supportive ...	assertive ...	articulate ...	discrete
skilled ...	intelligent ...	patient ...	loyal ...
creative ...	reliable ...	consistent ...	rational
committed ...	active ...	honest ...	approachable ...

Exercise 19. Read the following questionnaire and answer it according to the given examples. Think what kind of job would you prefer and why.

Questionnaire	Example 1	Example 2	Your opinion
Name	Nick Brown	Mary Black	
Job	Engineer	Year 2 teacher	
Brief description of the job	Testing that electronic goods work properly	Teaching spelling, maths, and reading	
What do you like about the job?	The feeling of success when difficult work is done well; a good salary	Seeing improvements in my students. I just love to teach	
What don't you like about the job?	The environment in my working place	The pay is not very good. The students' behaviour and attitudes can be difficult to handle	
What abilities do you need for the job?	A focus on getting the job done, ability to work in a team, being able to manage your work and yourself	Patience, gentleness, love of children and teaching, desire to do everything possible to reach the students	
Is the job well paid or badly paid?	The pay is OK	No	
Are there any perks?	Not really	Free breakfast and lunch	

Exercise 21. Complete the Curriculum Vitae.

- *First name*
- *Surname*
- *Sex* *Male:* *Female:*
- *Date of birth*
- *Country*
- *Citizenship*
- *Address*
- *Phone number* *Office:* *Home*
- *Education*
- *Job experience*
- *Skills*
- *Languages*
- *Languages known*
- *Character/Personality*
- *Other interests*

Exercise 22. Interview your partners. Ask what qualities they need for their job. Make a report.

Remember:

Report

- I am good at paperwork/problem solving.
- I am good with people.
- I am interested in fashion and beauty.
- I am fond of children/animals.
- I am active/strong/polite.

Exercise 23. The same or different?

Do men and women bring different qualities to business or is it nonsense to talk about male and female management styles?

Mark the following management styles as M/F due to whether you think they are more typical of men, more typical of women or shared by both.

Management styles	M	F	Shared
1. Being able to take the initiative.			
2. Being a good listener.			
3. Staying calm under pressure.			
4. Being prepared to take risks.			
5. Being conscientious and thorough.			
6. Having good communication skills.			
7. Being energetic and assertive.			
8. Getting the best out of people.			
9. Being independent and authoritative.			
10. Being supportive towards colleagues.			
11. Being able to delegate.			
12. Motivating by example.			
13. Having a co-operative approach.			
14. Being single-minded and determined.			
15. Being a good time-manager.			

Exercise 24. Use the material of the previous exercise and write down an Essay on the topic: “Male and female management styles”.

Exercise 25. Read the following situations and decide if you would give the applicant the job or not. Tick the appropriate boxes given below. Justify your decision in each case.

1. SYSTEMS ANALYST

The applicant is a 36-year-old woman returning to work after giving up her previous job to start a family three years ago. She is well qualified for the post much more experienced than any of the other applicants. She is, however, a little out of touch with the latest developments in the industry you work in and would require some retraining. Most of the other applicants are younger men.

Accept	Reject	Call for second interview
<input type="checkbox"/> Reasons	<input type="checkbox"/>	<input type="checkbox"/>

2. MARKETING DIRECTOR

The applicant is a 29-year-old woman. On paper she looks impressive and at interview she came across very well indeed. In terms of experience and expertise, she is clearly the best person for the post. There is only one problem: the job is in a country where women do not have equal status with men and where very few women hold management positions at all, let alone senior ones such as this.

Accept	Reject	Call for second interview
<input type="checkbox"/> Reasons	<input type="checkbox"/>	<input type="checkbox"/>

3. PRODUCTION MANAGER

The applicant is a 44-year-old woman. You have recently interviewed twenty people for a very responsible post within your company and she is one of the two on your final shortlist. The other most promising candidate is a 29-year-old man. On balance, you think the man would probably be the better choice but, at present, your company has only appointed

Accept	Reject	Call for second interview
<input type="checkbox"/> Reasons	<input type="checkbox"/>	<input type="checkbox"/>

three female managers out of a total of 32 and you are under a lot of pressure from the personnel department to exercise “positive discrimination” in favour of women.

4. MANAGEMENT TRAINER

The applicant is a 31-year-old man. The company you represent runs assertiveness training courses for women in management and at the moment you have an all female staff. Whilst the applicant has an excellent track record in management training with mixed groups, you have some doubts about his credibility running seminars exclusively for women, some of who tend to see male managers more as obstacle than an aid to their progress. You are also concerned about how the rest of the staff will react to him.

Accept	Reject	Call for second interview
<input type="checkbox"/> Reasons	<input type="checkbox"/>	<input type="checkbox"/>

Unit IX

EDUCATION

Exercise 1. Make a possible combination of the words in vertical list with the ones in horizontal. Tick in the spaces provided and discuss in the group.

	education	university	lyceum	college	school
high
secondary
compulsory
continuous
distant
nursery
graduate
postgraduate
elementary
beginners
special
private
state

Exercise 4. (a) Read the text again and find the equivalents to the following words/word-combinations. Write them down in the spaces provided.

- People’s money
- Population
- Free education
- Beginners’ school
- To study at school
- Respective organizations
- State agencies
- Non-public agencies

(b) Switch on the tape and check your choice.

Exercise 5. a) Read the following situations expressing the general idea. Find out whether the situations are “True” or “False”.

Situations	T	F
Education is the United States’ most important industry. More people work in education and more public money is spent for it. There are some 23,000 public high schools and 60,000 public secondary schools. Each American child has access to school. In all, more than 60 million Americans are occupied full-time with education.		
Educational programs are conducted by large corporations, by the military services, by labour unions, by government offices and by many private agencies. Virtually not every department of the federal government – just the Department of Education – provides training or educational programs for its own people or for the public.		

Each American child has access to school. About 32 million children are today in American elementary (primary) schools and more than 14 million attend secondary school. Children are not in fact required to attend, usually to the age of 16.		
By the basic statistics on the American educational system the entire nation is divided into about 16,000 school districts providing 12 years of free schooling to its residents. Thus there are some 23,000 public (free) high schools and 60,000 public elementary schools. In general the American people support nearly 100,000 schools.		

b) Discuss your choice and correct false situations in the group.

Exercise 7. (a) Transform the following sentences into the ones with the verbs in passive form. Follow the given pattern.

Example: The USA government **spends** more public money for the education. More public money **is spent** for the education **by** the USA government.

1. USA considers education as the greatest “export good”
2. From the point of view of Education the US government has divided its territory into 16,000 school districts.
3. The educational system in the USA requires children to attend schools.
4. Education occupies full-time of the US children.
5. Large corporations, the military services, labour unions, government offices and many private agencies conduct educational programs to their people
6. Every department of the federal government provides different educational programs.

(b) Switch on the tape and check your version.

Exercise 9. Read the text again. Each paragraph of the text contains the figures. Match the following titles to the figures of the paragraphs. Discuss your choice in the group.

Titles	I	II	III	IV
Education in the USA as one of the activities in <i>the sphere of business</i> .				
The main characteristic features of the system of public education in the USA.				
Age limits of compulsory education in the USA.				
The US entire educational system and its constituencies.				

Exercise 12. Listen to the statements and decide whether they are “True” or “False”. Tick in the spaces provided.

statement№	№1	№2	№3	№4	№5
characteristics					
True
False

Exercise 13. Read the following situations. Decide if they are true or false. Compare with the similar realities in the USA. Discuss the difference between the educational systems of Uzbekistan and the USA in the group.

Situations	T	F
<ul style="list-style-type: none"> • Education is the most important industry in Uzbekistan. • More people work in education and more public money is spent for it. • Each Uzbek child has access to school. All Uzbek children are occupied full-time with education.
<ul style="list-style-type: none"> • Educational programs are conducted by large corporations, by the military services, by labour unions, by government offices and by many private agencies in Uzbekistan. • Every department of the Uzbek government provides training or educational programs for its own people or for the public.
<ul style="list-style-type: none"> • Education is compulsory for the Uzbek children usually up to the age of 16.
<ul style="list-style-type: none"> • Uzbek educational system divides the entire nation into school districts providing 9 years of free schooling to its residents. In general they are all supported by the government of Uzbekistan.

Exercise 14. Read the text again. Each paragraph of the text contains the figures. Match the following titles to the figures of the paragraphs in the text. Discuss your choice in the group. Remember there are more choices in the titles than are required for the text.

Titles	I	II	III	IV
<ol style="list-style-type: none"> 1. Educational system in the Republic in the years of independence. 2. International organizations and educational system of independent Uzbekistan. 3. The priorities of the new educational system in the Republic. 4. The main spheres of teaching in education in the Republic. 5. Education as one of the activities in the sphere of business in the Republic. 6. The main characteristic features of the system of public education in Uzbekistan. 7. Age limits of compulsory education. 8. The entire educational system and its constituencies. 				

Exercise 16. Complete the dialogue by writing the questions you ask Laura. Practice the dialogue with your classmate.

DIALOGUE

YOU:

Laura: I am studying to be a surgeon.

YOU:

Laura: Yes. I finished medical school last year.

YOU:

Laura: Right now I am working in a small clinic.

YOU:

Laura: I get to perform an operation twice a week.

Exercise 18. Make questions to the following answers.

A:

B: Jack Thompson

A:

B: The United States.

A:

B: 28

A:

B: Yes, of course.

A:

B: A wife and two wonderful children.

A:

B: University of California.

A:

B: I work as a Sales & Marketing Director now.

A:

B: English and Japanese.

A:

B: Football.

Exercise 19. Listen to the dialogue and insert the proper answers.

	Judi	Nicolas	Caron
Come from			
Occupation			
Education			
Hobby			
Foreign languages			
Age			

UNIT X CLIMATIC CONDITIONS, WEATHER

Exercise 4. Match the meanings of the words as they are used in the text.

Words	Definitions
winds circled	<i>sudden change</i>
unexpected difference	<i>degree of changing condition</i>
violent extremes	<i>winds moving around</i>
moderating influence	<i>harvest period</i>
spring like	<i>storms of the greatest degree</i>
equatorial intensity	<i>a narrow and small piece of land or air</i>
variations	<i>mild effect on the nature</i>
crop-growing season	<i>degree of moisture in the air</i>
strips and pockets	<i>similar to spring weather</i>
humidity	<i>extreme degree of equatorial area</i>

Exercise 5. Find out whether the following statements True or False.

<i>Statements</i>	T	F
1. Temperature maps of the United States show that a great deal of unexpected difference in climate occurs.		
2. There is a little change in temperature between winter and summer all along the western coast.		
3. Violent extremes are common in July and August.		
4. In winter the climate is springlike and in summer the temperature may reach equatorial intensity near the southwestern corner of the country.		
5. There is a little effect on the country's economy because of the variations in temperature within the United States.		
6. The humidity in climate gives the United States a large range of agricultural products.		
7. The combined variations with a fast transportation system make possible that there can be a rapid interchange of agricultural products from one part of the country to another.		

Exercise 6. Find out the right translation of the following words and phrases.

экиш мавсуми | *посевной сезон*

- crops period
- growing season
- growing period
- picking season

кучли табий офат |

экстремальное природное явление

- violent extreme
- violent nature
- strong storm
- unexpected storm

Кутилмаган ўзгариш|*неожиданное изменение*

- sudden change
- unexpected change
- unexpected difference
- direct change

хилма-хиллик| вариации

- variations
- changing
- changes
- variants

енгил таъсир|незначительное влияние

- light effect
- light influence
- moderating influence
- mild effect

бахор фаслига хос| как весенняя погода

- spring season like
- as spring
- as good as spring
- springlike

Exercise 7. Listen to the following statements and underline the missing words.

1. ... (unexpected, unusual, suddenly) ...
2. ... (much, few, little) ...
3. ... (extremes, storms, winds circled) ...
4. ... (mild, moderating, severe) ...
5. ... (mild, severe, cold) ...; ... (intensity, integrity, influence) ...
6. ... (harvest, cotton growing, crop-growing) ...;
7. ... (principal, main, premium) ...
8. ... (manufactured, essential, agricultural) ...

Exercise 11. Find out the right translation of the following phrases.**ажойиб тонг|**

прекрасное утро

- a wonderful weather
- a wonderful morning
- a fine weather
- a lovely morning

ёмгирли кун|

пасмурный день

- a beastly day
- a gloomy day
- a fine day
- a beastly weather

кеч тушяпти|

становиться темнее

- getting dark
- being cool
- getting darker
- getting light

қалин туман|

густой туман

- a thick fog
- a thin fog
- a heavy fog
- a thick smog

ёмон хаво|

отвратительная погода

- a beastly day
- a bad weather
- a beastly weather
- a gloomy day

кучли қор| сильный

снегопад

- a good fall of snow
- a big snow
- a good fall of snowball
- a large snowball

қаттиқ совуқ| сильно

морозит

- freezing hard
- a hard frost
- a cold weather
- getting cold

музлар эриш пайида|

наступает оттепель

- the thaw begins
- getting warm
- the thaw time
- the thaw comes

кучли ёмгир| сильный

дождь

- a heavy rain
- a nasty rain
- a rainy weather
- strong weather

Exercise 13. Complete the dialogue. The following words would be most helpful.

weather temperature fine showers windy
 cloudy news/forecast heavily spread periods

DIALOGUE

Jane: What's going to be like tomorrow?

Ali: The for tomorrow isn't too good.

Jane: It's going to be cool with as low as 18 C.

Ali: Are we going to have any rain?

Jane: Not a lot. It'll be over most of the country but there may a few in the morning. In the north, it's going to be all day with only one of two sunny It's also going to rain there in the evening. In fact, the rain's going to across the country overnight.

Ali: Well, I suppose it could be worse.

Jane: I don't know. It's going to be very too.

Exercise 14. Complete the sentences with the proper words on the right.

1. This snowball is ...	longer
2. The days get ...	harder
3. It is getting ...	colder
4. The weather is getting ...	shorter
5. The sky gets ...	grayer
6. The nights get ...	lovelier
7. The frosts get ...	warmer
8. The day is ...	the warmest
9. The season is ...	the brightest

Exercise 15. Make up disjunctive questions out of the following sentences.

Example: It is hot today, isn't it?

1 *It is a lovely evening.*

2 *It's quite warm.*

3 *The weather is beastly.*

4 *The fog is thick.*

5 *The day is dull.*

Exercise 16. Translate the sentences.

- Плашингни кий, қаттиқ ёмғир ёғаяпти./Надень плащ, идет сильный дождь.
- Об ҳаво зўр, шундай эмасми? /Прекрасная погода, не так ли?
- Ҳали ҳам ёмғир ёғаяптими?/Дождь все еще идет?
- Бу энг қоронғи йил фасли./Это самое темное время года.
- Совуқ қаттиқроқ бўлаяпти./Морозы становятся суровее.
- курукроқ бўлди./Стало суше.
- Ер яхляпти ва қаттиқроқ бўлаяпти./Земля замерзает и становится тверже.
- Кун жуда ёмон, шундай эмасми./Ужасный день, правда?

Exercise 18. Read the dialogue and insert articles wherever necessary. Check your choice with the tape.

- What ... fine weather we're having! Shall we go to ... country on our day off, Ann, if ... weather doesn't change for ... worse?
- That's not ... bad idea. I wouldn't like to stay in ... town in such ... weather. Where shall we go?
- To Amir Temur Square, I think.
- It's ... wonderful place.
- Yes, it's one of ... most beautiful places in Tashkent. Besides, there's ... museum in ... Amir Temur Square and we can see it too.
- That's fine. I'll go with ... pleasure.
- Good. We'll arrange about ... trip on Saturday.
- All right.

Exercise 19. Read the following dialogue and insert prepositions wherever necessary. Check your choice with the tape.

- Where are you planning to go ... summer, Ann?
- I don't know yet. I think I'll go ... the Crimea.
- But it's hot ... the Crimea ... summer.
- Well, I'm not afraid ... the heat. It's so pleasant to bathe ... the warm sea and lie ... the sun. And what about you Mary?
- My family will stay ... our relatives' who live ... town ... some time and then we'll go ... the Baltic Sea.
- Really! They say they're having bad weather there now.
- I hope it will change ... the better ... July.
- I hope so too. Mary, are you not afraid ... the cold water ... the Baltic Sea?
- I'm certainly not. You always feel fresh after bathing ... cool water. As ... the beach, it is wonderful. It is covered with fine sand.
- What place will you go ... ?
- ... Palanga. It's one ... the best health resorts ... the Baltic Sea.
- Let's go together.
- ... pleasure. I'll call you up ... Sunday and we'll arrange ... the day.
- All right.

Exercise 20. Read the following situations and match.

Seasons	Situations
<i>spring</i>	Days are cool and get shorter. The colors of fall are beautiful. Squirrels gather nuts. It is harvest time. Football is the most popular sport in that time.
<i>summer</i>	Days get dark early. People have to get up and go to bed in the dark. Sometimes on cold mornings there is frost on the grass and on the streets, sidewalks, and cars.
<i>autumn</i>	Days are bright and long. Flowers grow and the trees and the grass are green. No one needs to wear a warm coat. Sometimes there is thunder and lightning.
<i>winter</i>	Days get longer and warmer. Nature puts on new clothes in many colors – red, yellow, blue, white and purple. Many baby animals appear. According to an old saying “a young man’s thoughts turn to love” in that time.

Exercise 21. Listen to the following fragments and complete the table.

	UZBEKISTAN	GREAT BRITAIN	UNITED STATES
climate			
temperature in summer			
temperature in winter			
weather			

Exercise 23. Listen to the European Forecast and Travel Advisory and complete the table.

weather	showers	thunderstorm	sunny	hot	temperature	rain
countries						
France						
Germany						
Oslo						
Helsinki						
Scandinavia						
the Netherlands						
England						
Italy						
Europe						

Unit XI ENVIRONMENTAL PROTECTION

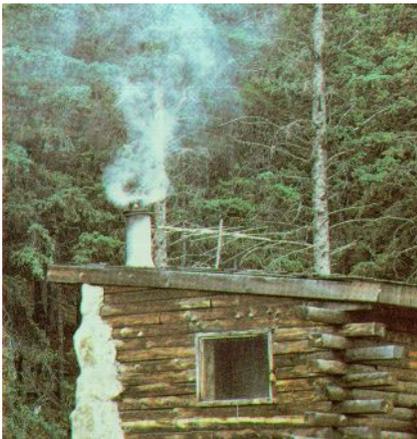
Exercise 2. (a) Look at the pictures and choose the statements for each picture by putting the required numbers.



1. Smoke from fireplaces pollutes air.

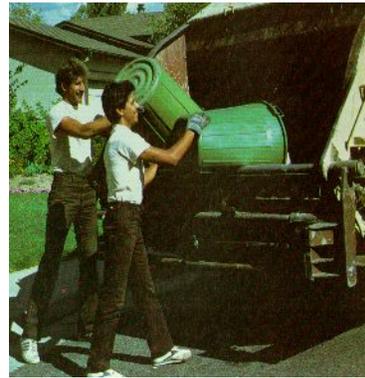
2. New factories are cleaner than old ones

3. Infant diseases are increasing.



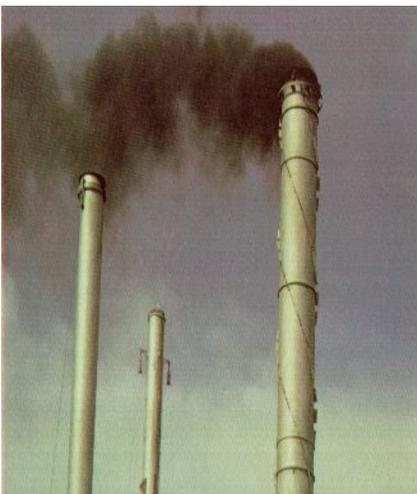
4. Clean water makes the nature healthy for human being.

5. Smoke from fires pollutes air.



6. Clean factories can keep air clean.

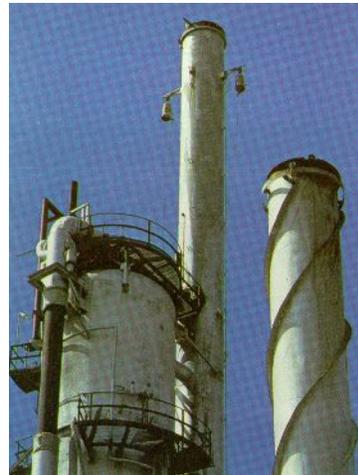
7. Dust pollutes air.



8. Cigarette smoke pollutes air.

9. Car and truck exhaust pollutes air.

10. Smoke from factories pollutes air.



(b) Discuss the pictures and the related statements in the group.

Exercise 3. Listen to the paragraphs and match the titles. Discuss the idea of each paragraph in the group.

paragraphs	Parag. I	Parag. II	Parag. III	Parag. IV
Titles Aerosols are dangerous There is danger everywhere People were happy in the past Smoking is unhealthy				

Exercise 4. (b) Read the text in exercise 3 again and tick the right answer to the following questions.

1. Which of these things does Akzo produce?
 - medicine
 - salt
 - electricity
2. Why do small groups of Akzo and outside experts visit Akzo plants?
 - to identify problems and check for compliance with Akzo's
 - to collaborate with Akzo to produce salt
 - to offer business opportunities

Exercise 5. Find out whether the following statements are "True" or "False" and tick in the spaces provided.

Statements	T	F
1. Akzo n.v. is the largest world's producer of salt, the second largest producer of pictures, and one of the largest producers of animal-made fibers.
2. Akzo n.v. senior executives decided to reorganize the company into three product groups: chemicals, paints and healthcare.
3. Akzo decided to organize control over health, safety, and environment policy to make sure that the environmental management system is functioning properly.
4. Akzo will be able to survive and prosper in the future if it doesn't operate as a "clean company" or a "sustainable business" that cleans up as it manufactures.
5. Small groups of Akzo and outside experts visit Akzo plants to identify problems and check for compliance with Akzo's as well as local and national regulations.

(b) Discuss your choice in the group and correct the false statements.

Exercise 6. Match the words with their meanings.

1. environment	<ul style="list-style-type: none">• all the different levels of development that an animal or plant goes through during its life• making air, water, soil dirty and not suitable for people to use• external conditions that affect the quality of life of plants, animals and human beings• a yellowish- green gas used to keep the water clean• a formal, often periodic examination and checking• giving in to a request, wish or demand• business that is constantly kept in existence• any of the threadlike parts that form plant or artificial material, esp. those that can be made into cloth, or a mass of such parts twisted together
2. pollution	
3. chlorine	
4. fibers	
5. life cycles	
6. audits	
7. sustainable business	
8. compliance	

Exercise 7. Complete the sentences with the required word/phrase.

1. The world's largest producer of ... (salt, paint, man-made fibers) is Akzo n.v.
2. In the Netherlands Akzo n.v. operates as the largest producer of ... (salt, paint, man-made fibers, chlorine).
3. ... (environmental policy, compliance, manufacturing product) is made by the highest company officials.
4. Small groups of Akzo and outside experts visit Akzo plants to examine ... (success, problems, complaints).
5. Akzo has instituted regular health, safety, and environmental (HSE) ... (audits, partnership, compliance).
6. The management of ... (manufacturing processes, product life cycles, cleaner products) has become the focus of Akzo's environmental policy.
7. The development of safer and cleaner manufacturing processes and products can offer ... (environmental management, business opportunities, national regulations).
8. As it ... (manufactures, reorganizes, identifies) chemical products it must operate as a "clean company" or a "sustainable business" that cleans up.

Exercise 8. Read the following situations. Find and tick the one that is mostly related to the general idea of the text.

Akzo n.v. is the world's largest producer of salt, the largest producer of paint and one of the largest producers of man-made fibers. It is the largest producer of chlorine in the Netherlands as well. It now operates in 50 countries and employs 60,000 people worldwide.

Akzo n.v. is well known in the world as it produces salt, paint, man-made fibers and chlorine. It operates in 50 countries and employs 60,000 people worldwide. At present it faces reorganization caused by environmental policy.

Environmental policy is the one that any company faces at present. It makes the companies to reorganize their structures. Akzo n.v. also faces the similar problems. The decision of the company to reorganize its structure was caused by its will to be a “clean company”.

Exercise 10. Choose and match the titles with the paragraphs of the text. Discuss your choice in the group.

Paragraphs	I	II	III	IV
Titles				
1. Sustainable business				
2. Diversified corporation				
3. Product groups				
4. Environmental management system				
5. Safer manufacturing development				

Exercise 14. Below you can see the vocabulary related to the idea of environment. Choose the required words to express the advantages and disadvantages of technological progress in the given enterprises. Write them down in the spaces provided. Discuss the problems in the group.

employment; medical problems; cheap power; pollution; dust; additional working conditions; household products; waste; produce goods cheaply; the climate change, cause diseases; radiation; environmental disasters; unemployment; salinity rise

Plants and factories	
Advantages	Disadvantages

Atomic power stations	
Advantages	Disadvantages

Chemical factories	
Advantages	Disadvantages

Exercise 15. Make up a small essay related to the ideas of the previous exercise.

Exercise 16. (b) Listen to the extract and tick the right answer to the question “What is passive smoking?”

Passive smoking is the one when ...

T	F	
		people smoke rarely.
		people do not smoke at all and share the room with non-smokers.
		people smoke only in the cases when they cannot avoid the tobacco smoke.
		people breathe the tobacco smoke while they share the room with smokers

Давлатчилик йўналишидаги инглиз тили материаллари – Units 7-9
A.A. Ismailov, V.A. Fyodorov, N.I. Melenevskaya, V.B. Lapshin
ENGLISH FOR STATE AND SOCIAL CONSTRUCTION

Таклиф этилаётган давлатчилик йўналишидаги қуйи-ўрта босқич талабалари учун мазкур материаллар қуйи-ўрта босқич кундалик инглиз тили компьютер лингафон курсига мувофиқлаштирилган ҳолда яратилган ва уни давлатчилик йўналишидаги мавзу ва атамалар билан тўлдиради. Шу билан бир қаторда, ушбу материаллар мустақил ҳам ишлатилиши мумкин.

Материаллар 3 бўлимдан – “Unit”дан иборат. Унда таянч матнлар вазифасини Ўзбекистон, инглиз тилида сўзлашувчи давлатлар давлатчилигига оид матнлар ўтайди. Ўзбекистон воқелигини мазкур материалларга киритилиши инглиз тилини ўқитишда миллийчиликни оширади ва турли касбий йўналишда тахсил олаётган барча талабаларга зарур манбаъ ҳисобланади.

Материаллар замонавий технологияларга таянган ҳолда дарс жараёнини ташкил этилишига замин яратади. Бунда, албатта, манбаъни ўзлаштириш тарзи анча тезлашади. Компьютер ва лингафон билан таъминланмаган ўқув юртларида эса анъанавий услубда дарс жараёнини ташкил этиш учун барча шарт шароитлар яратилган.

Талабаларнинг мустақил иш фаолияти учун кенг имкониятлар яратилганлиги муносабати билан, мазкур материалларни мустақил ўқиш тавсия этилади. Ўқитувчи аудиторияда тил тизимига янги, кундалик инглиз тили материалларига кирмаган тил структурасига оид материалларни тушунтириш ва якуний билим ва кўникмаларини назорат қилишга имконият яратадиган фақат маълум бир машқларни бажаришга вақт ажратиши мумкин.

UNIT VII
Phonetic Drill

Ex.1 Switch on the tape. Read the words, compare them with those on the tape and repeat them. Begin after the signal.

according	source	manufacture
accordance	resource	participation
appoint	culture	resignation
appropriate	structure	legislation
course	venture	regulation

Ex.2 Switch on the tape. Repeat the words after the speaker.

guidance [ˈgaɪd(ə)ns]	enactment [ɪˈnæktmənt]
labour [ˈleɪbə]	encourage [ɪnˈkʌrɪdʒ]
issue [ˈɪʃu]	enterprise [ˈentəpraɪz]
simultaneous [,sɪməlˈteɪnjəs]	entertainment [ˌentəˈteɪnmənt]

Vocabulary Introduction

Ex.3 Learn the following words and word combinations. Write down their translation.

- head** - бошлик, раҳбар/глава, *руководитель, начальник*
head of the government -
the head of the party -
оила бошлиғи/глава семьи -
гурӯҳ раҳбари/руководитель группы -
президент бошчилигидаги делегация/делегация во главе с президентом -
- chairman** - раис/председатель
the chairman of the Council of Ministers -
мажлис раиси/председатель собрания -
- enterprise** - корхона/предприятие
state enterprise -
private enterprise -
корхона раҳбари/руководитель предприятия -
корхонада ишламоқ/работать на предприятии -
- joint** - қўшма/совместный
joint ownership -
joint actions -
қўшма маҳсулот/совместная продукция -
қўшма корхона/совместное предприятие -
- activity** - фаолият/деятельность
economic activity -
many - sided activity -
қўмита фаолияти/деятельность комитета -
фаолиятни тўхтатмоқ/прекратить деятельность -
- course** - йўналиш/курс, направление
foreign- policy course -
to be on the right course -
сиёсий тараққиёт йўналиши/курс политического развития -

7. **source** - манбаъ/*источник*
the source of knowledge -
to work on source materials-.....
маълумотнинг асосий манбаъси/*основной источник информации* - ...
манбаъни ўрганиш/*изучать источник* -
8. **participation** - иштирок/*участие*
participation in the profits -
participation in the talks -
жамоа ҳаётида иштирок этиш/*участие в общественной жизни* - ...
шахсий фаол иштироки/*личное активное участие* -
9. **to approve** - қўллаб қувватламоқ, тасдиқламоқ/*одобрыть, утверждать*
to approve a programme -
10. **nomination** - номзодликка тақдим этиш/*выдвижение*
the nomination day -
nominations committee -
nominee - номзод/*кандидат*
a nominee for the post of -
the nominee of the Democratic Party for the post of President -
.....
11. **responsible** - жавобгар, маъсулиятли/*ответственный*
the responsible government -
to be responsible for this action -
маъсулиятли лавозим/*ответственный пост* -
у ёки бу ишни ташкил этишга маъсул бўлмоқ/*быть ответственным за организацию чего-либо* -
12. **labour** - меҳнат/*труд*
productive labour -
mechanized labour -
меҳнатни ташкил этиш/*организация труда* -
меҳнат ресурслари/трудовые ресурсы -
13. **guidance** - раҳбарлик/*руководство*
under the guidance of the Cabinet of Ministers -.....
.....
14. **current** - мазкур/*текущий, настоящий*
the current month -
the current issue of a magazine -
мазкур ҳафта/*текущая неделя* -
мазкур нарх/*текущая (настоящая) цена* -
15. **raw materials** - хом ашё/*сырьё*
Raw Materials Exchange (биржа)-
16. **decree** - қарор, декрет/*указ, декрет*
the decree of September 21 -
to issue a decree -
давлат қаромоғига ўтказиш ҳақидаги қарор/*декрет о национализации* -
президент қарори/*указ президента* -

17. **enactment** - қонун/закон, указ
the enactment regulating trade -
18. **ordinance** - қарор, декрет/указ, декрет
according to the ordinance -
19. **execution** - бажариш/исполнение
the execution of an ordinance -
the execution of a decree -
режани бажарилиши/исполнение плана -
20. **to proceed** - эттирмақ/продолжать
to proceed on a journey -
to proceed with the course of reforms -
21. **to provide** - таъминламоқ/обеспечивать
to provide somebody with money -
to provide for a large family -
болаларини дарслик билан таъминламоқ/обеспечивать детей
учебниками -
22. **to represent** - вакил бўлмоқ/представлять, олицетворять
to be represented by the Cabinet of Ministers -
шаҳар томонидан парламентда вакил бўлмоқ/представлять
город в парламенте -
23. **to determine** - аниқламоқ, тайинламоқ /определять
to determine the course of policy -
to determine the course of action -
to determine the position -
24. **to encourage** - далда бермоқ/воодушевлять, поощрять
to encourage somebody to do something -
25. **to produce** - ишлаб чиқармоқ/производить, изготавливать
to produce goods -

Ex.4 Switch on the tape. And check your translation of exercise 3.

Vocabulary Drill

Ex.5 Choose the English equivalent of an Uzbek/Russian phrase and tick it.

<p>фойдали фаолият/ полезная деятельность many-sided activities economic activities useful activities public activities</p>	<p>илғор ташкилот/ передовое предприятие state enterprise leading enterprise private enterprise modern enterprise</p>
<p>такрорий курс/ повторный курс repeated course short course foreign course correct course</p>	<p>бевосита иштирок/ непосредственное участие active participation personal participation direct participation passive participation</p>
<p>мазкур нарх/ текущая цена the current month the current issue the current politics the current price</p>	<p>мехнат мухофазаси/ охрана труда mechanization of labour protection of labour organization of labour labour productivity</p>

қарорнинг бажарилиши/
исполнение указа
the execution of an order
the execution of the plan
the execution of an ordinance
the execution of the resolution

федерал ҳукумат/
федеральное правительство
legal government
coalition government
provisional government
federal government

хом ашё/
сырьё
raw materials
fresh milk
raw meat
raw silk
қўшма корхона/
совместное предприятие
joint production
a joint venture
joint actions
joint ownership

Ex.6 Switch on the tape. Check your translation of exercise 5.

Ex.7 Underline the required word.

1. Who do we (promote, govern, elect) to the Oliy Majlis?
2. They take an active part in cultural (society, activities, rites).
3. Personal computers (produced , proceeded) by the company were represented at the exhibition.
4. If you want to join the group ask for (agreement, opinion, permission) first.
5. Do you often go on business trips? Is anyone (proceeded, appointed, determined) to your post while you are away?
6. How do you (provide, encourage, vote) your child to go in for sports?
7. What made Linda think that Peter did not (improve, respect, contain) her love for music?
8. We will send you our (current, past, raw) catalogues next week.
9. The Minister of Transport must be (legislative, responsible, irrespective) for this action.
10. The (nomination, participation, execution) of this ordinance is very important.

Ex.8 Switch on the tape and listen to the statements. When you hear the signal decide which of the three words should be used. In the interval repeat the whole statement with the right word. Check your statement with that on the tape and repeat it. Do this exercise orally.

Ex.9 Tick the word combination which is logically incorrect.

Explain the mistake.

- | | |
|--|---|
| 1. to regulate the relationship
local government
to adopt the memory
since last Monday | 2. the main law
the raw execution
the urban centre
the human rights |
| 3. the source of information
the nomination day
to issue a decree
the participation in province | 4. to elect the chairman
to reflect raw materials
in accordance with the constitution
a distant relation |
| 5. to adopt a code
to govern the state
a famous opinion
to alter the balance | 6. to defend the world
the executive power
the military market
the consent of the president |

- | | | | |
|----|--|-----|--|
| 7. | to administer the public life
to take something into account
to appoint the independence
to put up a monument | 8. | to improve the conditions
dozens of citizens
the democratization of public life
joint sovereignty |
| 9. | the head of the enterprise
the developed consulate
the government body
the stages of formation | 10. | to vote against the landmark
the participation in profits
the nominee for the post |

Ex.10 Tick the sentence in which the given word cannot be used.

- | | |
|--------------|---|
| represented | Who the company at the conference?
Who for the mistake?
This sportsman our country at the competition. |
| private | Can I speak to you in?
Is there a enterprise?
It was very of you to help me? |
| respect (ed) | Who is manager of this factory?
Children must their parents.
This man is by everybody. |
| produce (s) | How many machines does the factory a year?
This joint venture a lot of modern goods.
His son all his time for his studies. |
| appointed | He in writing a letter when you went in.
The meeting him head of the company.
All members came at the time. |
| encouraging | The government is joint venture programmes
with foreign investments.
Almost all the nations of the world are at
these Olympic games.
The teacher is his students to study well. |
| chairman | Let's decide : who is going to be the of this committee?
Nodir was the of yesterday's meeting .
The in the Republic is represented by the
Cabinet of Ministers. |
| resignation | The Minister of Trade handed in his
The President has accepted the ... of the Prime-Minister.
I remember making the for ten. |
| elected | All citizens who have reached the age of 25 can be
..... to the Oliy Majlis.
All children in this group under the age of ten.
Was the nominee of the Democratic Party the
head of the commission? |

improved He has his English lately.
My daughter has her mathematics.
He the letter he was looking for in a book.

Ex.11 Switch on the tape. After the signal read the sentences from exercise 10, in which the given word can be used and check your choice with that on the tape. There can be more than one correct sentence.

Ex.12 Choose the right variant and tick it.

1. Қонуннинг лойиҳаси (draft) бош вазир бошчилигида ишлаб чиқилади./Проект (draft) закона разрабатывается под руководством вице-преьера.

The draft of the law is worked out under the guidance of the Vice Prime-Minister.

The law is worked out under the guidance of Prime-Minister.

The draft of the law is worked out by the Vice Prime-Minister.

2. Олий мажлисга сайловлар ҳар беш йил ўтказилади./Выборы в Олий Мажлис проводятся каждые 5 лет.

The elections to the Oliy Majlis take place after 5 years.

The elections to the Oliy Majlis were held once in 5 years.

The elections to the Oliy Majlis are held every 5 years.

3. Ҳокимият иқтисодий реформалар курсини мунтазам давом эттиряпти./Правительство продолжает курс экономических реформ.

The government is working out the course of economic reforms.

The government is proceeding with the course of economic reforms.

The government is proceeding with the course of public development.

4. Биз ҳамма бизга зарур бўлган нарсалар билан таъминланганмиз./Мы обеспечены всем необходимым.

We provide ourselves with everything.

We have everything we need for our work.

We are provided with everything we need.

5. Бутун компаниянинг бошида тажрибали директор турибди./Во главе всей компании находится опытный директор.

The head of the company is an experienced manager.

An experienced manager heads the whole company.

An experienced manager is appointed manager of the company.

6. Биз жаноб Исматовни қўмитамизнинг раиси номзодлигига тақдим этамиз./Мы выдвигаем кандидатуру господина Исмадова председателем нашего комитета.

We nominate Mr. Ismatov for the chairman of our committee.

Mr. Ismatov is our nominee for the chairman of our commission.

We nominate Mr. Ismatov for the head of this committee.

7. Ким фабриканинг директори бўлиб тайинланди?/Кто назначен директором фабрики?

Who is appointed manager of the factory?

Who is going to be appointed manager of the factory?

Who has been appointed manager of the factory?

8. **Кимни биз конференцияга бизнинг манфаатларимизни химоя қилишга юборишимиз мумкин?/Кого мы можем послать представлять наши интересы на конференции?**

Who can represent our interests at the conference?

Who can we send to represent our interests at the conference?

Who can we send to this conference?

9. **Бу корхона қўшма давлат ва хусусий мулкнинг корхонасидир./Это предприятие - совместная собственность государственного и частного капитала.**

This joint venture is under state and private ownership.

This enterprise comes under state and private ownership.

This enterprise is the joint property of the state and private capital.

10. **Ҳар бир шахс давлат олдида ўз фаолияти учун жавобгар бўлиши лозим./Каждый житель должен быть ответственным перед государством за свою деятельность.**

Each citizen is responsible to the state for his activities.

Each citizen must be responsible to the state for his activities.

Each citizen is responsible for his activities.

Ex.13 Switch on the tape. Read your translation of the sentence, compare your translation with that on the tape and repeat it.

Begin with the signal.

Ex.14 a) Grammar Introduction: Participle II used as an attribute.

Ўтган	замон	сифатдоши	Причастие прошедшего времени
(Participle II)		аниқловчи	Participle II в функции
вазифасида		келганда	определения может стоять перед
аниқланмишдан	аввал ёки кейин		или после определяемого слова,
ишлатилиши мумкин, масалан:			например:

1. The broken cup was lying under the table. - Столнинг тагида синган чашка ётган эди./Разбитая чашка лежала под столом.

2. He showed us a list of the goods sold. -

У бизга сотилган молларнинг рўйхатини кўрсатди./

Он показал нам список проданных товаров.

3. He showed us a list of the goods sold at the auction.

У бизга аукционда сотилган молларнинг рўйхатини кўрсатди./

Он показал нам список товаров, проданных на аукционе.

б)

Энди қуйидаги саволларга жавоб беринг. Жавобларингизни юқорида келтирилган мисоллар билан тасдиқланг. Она тилингиз билан таққосланг:

1. Қайси ҳолларда ўтган замон сифатдоши аниқланмишдан аввал келади?

2. Ўтган замон сифатдошининг феълга хос бўлган маъноси бу ҳолда феъл маъносидан узоқлашиб сифат маъносига яқинлашадими?

Ответьте теперь на следующие вопросы. Подкрепите свои ответы приведенными выше примерами. Сравните их с родным языком:

1. В каком случае причастие стоит перед определяемым словом?

2. Как Вы считаете: утрачивает ли оно в этом случае в значительной степени свое глагольное значение и приближается к значению прилагательного?

3. Қайси ҳолларда ўтган замон сифатдоши отдан кейин ишлатилиши мумкин? Бу ҳолда у предметнинг сифатни ифодалайдими?

4. Ўтган замон сифатдоши от-дан кейин келганда изоҳ берув-чи сўзлари билан биргаликда келиши мумкинми? Бу сўзлар қаерда келади? Ҳар доим шундай ҳол учрайдими ва нега?

3. В каком случае причастие стоит после существительного? Выражает ли оно в этом случае качество?

4. Причастие может иметь при себе пояснительные слова? Где, в этом случае, стоят эти слова? Всегда ли и почему?

Ex.14 (b)

Қуйидаги сўзлардан аниқловчи вазифасидаги Participle II иштирокида сўз бирикмаларини ясанг. Сўз бирикмаларни ўзбек тилига таржима қилинг.

Составьте из следующих слов словосочетания с Participle II в функции определения. Обращайте внимание на место причастия. Переведите словосочетания на русский язык.

the work/to finish -
the door/to lock -
the exams/to pass -
the text-book/to recommend to them -
the place/to engage for you -
the house/to build -
the house/to build last year -

Grammar Drill

Ex.15 Translate the following word combinations into English.

берилганг сўз/данное слово -
ютказилган ўйин/проигранная игра -
кеча кўрсатилган фильм/показанный вчера фильм -
қабул қилинган конституция/принятая конституция -
47 бетда очилган китоб/книга, открытая на странице 47 -
бефойда кетган вақт/потерянное время -
фирма томонидан анча аввал бажарилган контракт/контракт, выполненный фирмой давным-давно -
мажлисда қабул қилинган тадбирлар режаси/план действий, принятый на совещании -

шу киши томонидан ёзилган ариза/заявление, написанное этим челове

Ex.16 Switch on the tape. Read your word combinations from exercise 15, compare them with those on the tape, then repeat them. Begin after the signal.

Ex.17 Construct sentences with the following words.

1. in Sunday, to show, on TV, the film
2. the old man, the story, by, to tell
3. in, to buy, the supermarket, the goods
4. by, week, to miss, him the lesson, last
5. the stone, the boy, to throw, by

6. few, to build, years, the, the number of, past, houses, in the
7. to forget, him, the promise, by
8. the monument, this, to erect, square, in
9. in, to produce, goods, the, this, factory
10. to buy, the book, at, the shop

Ex.18 Switch on the tape. Read your word combinations from exercise 17, compare them with those on the tape, then repeat them. Begin after the signal.

Ex.19 Study the examples. Write down the verbs given in the brackets in the Passive Form. Interpret the sentences.

Examples: 1. Бу мажлислар хонасимми? Меҳмонларни шу хонага олиб киришадими? / Это зал заседаний? Гостей сюда (обычно) приглашают? - **Is this a meeting hall? Are the guests usually invited here?**

2. Уни вазир этиб тайинлашдими? / Его назначили министром? **Has he been appointed Minister?**

3. Уни вазир этиб 15 майда тайинлашдими? / Его назначили министром 15 мая? - **Was he appointed Minister on May 15?**

1. Mister Samadov (to appoint) head of the delegation.
2. (Who/to represent/the Uzbekistan team) by at the sports championship?
3. Does your firm deal with this factory? What goods (to produce) by it?
4. Our nominee (to elect) today.
5. This decree of the President (to issue) on May 21.
6. The activities of the Cabinet of Ministers (to coordinate) by the Prime - Minister.
7. The course of economic development (to determine) by the government.
8. The elections to the Oliy Majlis (to hold) every 5 years. (your private letters/to address) to your office or home?
9. You (to want) on the phone.

Ex.20 Switch on the tape. Read your sentence and its translation from exercise 19, compare it with that on the tape, then repeat it. Begin after the signal.

Ex.21 Write down the missing prepositions where necessary.

1. The professional activity this man is known worldwide.
2. Our government is the right course economic reforms.
3. Who is the nominee the Republican Party the President Election?
4. The delegation Turkey the Prime Minister its head arrives tomorrow.
5. You must work these materials one more month.
6. The Oliy Majlis appointed Mr. D. Minister Education.
7. He earns enough to provide a large family.
8. Why didn't you take part our talks?
9. His father encouraged the boy's interest ... this kind of sports ... every possible way.
10. Who is responsible the test?

Ex.22 Switch on the tape. Read your sentences from exercise 21, compare them with those on the tape, then repeat them. Begin after the signal.

Reading Comprehension

Ex.23(a) Switch on the tape. Read the text together with the speaker.

The Executive and Judicial Branches of Power in Uzbekistan

The President of the Republic of Uzbekistan is the head of state.

The Cabinet of Ministers is the government of the Republic and represents the executive power in the Republic of Uzbekistan. The activities of the Cabinet of Ministers are coordinated by the Prime-Minister. The Prime-Minister is approved by the Oliy Majlis upon nomination by the President.

The Cabinet of Ministers provides guidance over the economic, social and cultural development of the Republic. It creates necessary conditions for free entrepreneurship on the basis of combination and equality of all types of ownership, demonopolisation of economy, and realization of a legal mechanism of the market economy. The Cabinet of Ministers develops proposals on improvement of administrative structure, formation and reorganization of the ministries, committees, departments and other state bodies. It is responsible for the execution of the laws and other resolutions of the Oliy Majlis as well as the decrees and other enactments issued by the President of the Republic of Uzbekistan. The Cabinet of Ministers issues enactments and ordinances in accordance with the current legislation.

The Cabinet of Ministers resigns when a new Oliy Majlis is elected.

The third branch of power is the judicial system. The Constitutional Court, the Supreme Court, the Supreme Economic Court, the Supreme and Economic Courts of the Republic of Karakalpakstan, as well as province, city and district courts make up the judicial system of the Republic. The term of office of the Prosecutor General of the Republic and that of prosecutors of provinces, cities and districts is five years. The judicial branch in the Republic functions independently from the legislative and executive branches, political parties and public organisations.

Vocabulary

to resign	- истеъфога чиқмоқ	/ уйти в отставку
entrepreneurship	- тадбиркорлик	/ предпринимательство
ownership	- хусусий мулкчилик	/ собственность, владение
enactment	- қонун, фармон	/ закон, указ
ordinance	- фармон	/ указ
prosecutor	- прокурор	/ прокурор

Table



Ex.23(b) Answer the following questions.

1. What body represents the executive power in Uzbekistan?
2. What are its main functions?
3. What is the judicial branch made up?

Ex.24 Read the statement. Mark “T” if the statement is true and “F” if it is false.

1. The President is the head of the executive power.
2. The Prime - Minister is the chairman of the Cabinet of Ministers.
3. The Prime - Minister coordinates the activities of the Cabinet of Ministers.
4. The President nominates the Prime - Minister to the Oliy Majlis.
5. The Prime - Minister provides guidance for economic, social and cultural development.
6. Only the Oliy Majlis can issue decrees and enactments in the Republic.
7. The President tenders the resignation of the Cabinet of Ministers to the newly elected Oliy Majlis.
8. The government encourages joint ventures producing modern goods...
9. The Chairman of the Senate is appointed by the President.

Ex.25 Switch on the tape. Listen to the statement. After the signal respond to the statement you have heard. Check your answer with that on the tape and repeat it.

Example:

You listen - *The President is the head of the executive power.*

You say - *Yes, it's true. The President is the head of the executive power.*

Ex.26 Read the definition, find in the box the word that corresponds to it. Write down the word.

chairman, enactment, nominee, head, enterprise, participation, raw materials

1. a person who is in the most important position in some activity (business, administration, etc.)
2. business venture or company
3. a person who deserves to be a candidate for elections
4. the materials still in their natural or original state, before processing or manufacture
5. a person who presides at a meeting or heads a committee, board, etc.

Ex.27 Switch on the tape. Listen to the definition from exercise 26. After the signal name the word which corresponds to it. Compare your answer with that on the tape and repeat it.

Ex.28 Find in the text the sentences with the words connected with the activities of the Cabinet of Ministers and interpret them into Uzbek/Russian.



Ex.29 Switch on the tape. Read the text together with the speaker.

Ex.30 Write down the missing word.

1. The President is the of state in Uzbekistan.
2. The power is by the Cabinet of Ministers.
3. The Cabinet of Ministers is by the President and by the Oliy Majlis.
4. The of the Cabinet of Ministers are coordinated by the
5. The the Cabinet of Ministers when a new Oliy Majlis is
6. The Prime-Minister is by the Oliy Majlis.
7. The Cabinet of Ministers works out the of economic, social and cultural of the Republic.
8. The Cabinet of Ministers is responsible for the of laws and other of the Oliy Majlis.
9. The government the course of development of joint
10. The executive power the establishment of small-sized businesses.

Ex.31 Switch on the tape. Read your sentence from exercise 30.

Compare it with that on the tape and repeat it.

Ex.32 Write down in the brackets the meaning of the words given in bold.

- The **exclusive** (.....) powers of the Oliy Majlis of the Republic of Uzbekistan **include** (.....):
- the **adoption** (.....) and **amending** (.....) of the Constitution of the Republic of Uzbekistan;
- **enactment** (.....) and amending of the Laws of the Republic of Uzbekistan;
- determination of the **guidelines** (.....) of domestic and foreign policies of the Republic of Uzbekistan and **approval** (.....) of **long - term** (.....) projects;
- determination of the structure and powers of the **legislative** (.....), executive and judicial branches of the Republic of Uzbekistan;
- legislative regulation of the administrative and territorial structure and **alteration** (.....) of the **frontiers** (.....) of the Republic of Uzbekistan;
- approval of the budget of the Republic of Uzbekistan, **submitted** (.....) by the Cabinet of Ministers and control over its execution;
- **election** (.....) of the Chairman and the Speaker of the Oliy Majlis of the Republic of Uzbekistan.

Ex.33 Switch on the tape. Listen to the speaker and fill in the missing words.

The Oliy Majlis of the Republic of Uzbekistan is the top body. The Oliy Majlis has 220 are held every five years. The Chairman and the Speaker of the Oliy Majlis are from among its The Oliy Majlis elects and to draft laws and the preliminary of the matters.

Ex.34 Switch on the tape and check your knowledge of the speech patterns in this Unit. (See exercise 4)

Ex.35 Speak about the executive power in the Republic of Uzbekistan.

UNIT VIII
Phonetic Drill

Ex.1 Switch on the tape, listen and read the following words and expressions together with the speaker.

federation independent District of Columbia Washington Hawaii the United States to separate government legislative	executive judicial branch vice-president authority commander-in-chief Supreme Court senior officials	constitution ambassador representative senate senator judge governor function
--	--	--

Cursory Reading

Ex.2 Read the text to answer the questions given below. Discuss your answers with a partner.

1. How many branches of power are there in the political system of the USA? Name them.
2. What powers has the president of the USA?

The Political System of the USA.

The United States is a federation of states. It consists of 50 states and one district - the District of Columbia. The District of Columbia is the territory of the city of Washington. Forty-nine states form the continental United States. The 50th state is the state of Hawaii, which is separated from the continental part.

Washington, D.C. is the seat of the Federal Government of the United States. The Federal Government is made up of three branches - the Legislative, the Executive and the Judicial Branches.

The Legislative Branch, Congress, is made up of elected representatives from all the states. It consists of two houses: the House of Representatives and the Senate. There are 435 representatives in the House of Representatives. They are elected for a 2-year term. They must be at least 25 years old and must have lived in the USA for at least 7 years. The number of Representatives from each state is based on its population. For example, California has 45 Representatives, while Delaware has only one. The Head of the House of Representatives is the Speaker.

The Senate has 100 senators, two from each state. They are elected for a 6-year term. One-third of the Senate is elected every 2 years. A senator must be at least 30 years old and must have lived in the state for at least 9 years. There is no limit to the number of terms a Senator or a Representative may serve. Congress makes all laws, and each house of Congress has the power to introduce legislation. Each house can vote against legislation passed by the other. Legislation only becomes law if both houses agree.

The function of the Executive Branch is to carry out laws of the nation. It consists of the President, Vice-President and the President's Cabinet.

The chief executive of the United States is the President. The President and Vice-President are elected for a 4-year term. A president can be elected for only

two terms. He must be at least 35 years old and must have lived in the USA for at least 14 years. The President is commander-in-chief of the armed forces. He appoints federal judges, including members of the Supreme Court, and heads of departments of his Cabinet. The Senate must approve these appointments. The department heads are called Secretaries. Each Secretary is directly responsible to the President. There are 14 departments in the Cabinet. Under the Constitution, the President is responsible for foreign relations with other nations. The President appoints ambassadors and other officials. He must have the agreement of Congress for his proposals and programmes. He cannot declare war without the approval of Congress. The rule is: 'the President proposes, but Congress disposes'. What a President wants to do, therefore, is often a different thing from what he is able to do.

The third branch of the federal government, the judicial branch, consists of a system of courts. It is headed by the Supreme Court. Federal judges are appointed for life or until voluntary retirement, and can only be removed from office through the process of impeachment. The main principles of the judicial system are: the equality of all individuals, the inviolability of human rights and the supremacy of the law. The law protects every person. A decision of the Supreme Court cannot be appealed to any other court. Neither the President nor Congress can change their decisions. Each state has a Legislative Branch, an Executive Branch, headed by the Governor, and a Judicial Branch.

Vocabulary

commander-in-chief – бош қўмондон / главнокомандующий

judge - ҳакам/судья

to be responsible to smb. – кимнингдир олдида маъсулиятли бўлимоқ / быть ответственным перед кем-либо

voluntary – хайрихоҳ / добровольный

retirement - истеъфо / отставка, уход на пенсию

inviolability - дахлсизлик / нерушимость, неприкосновенность

governor - губернатор / губернатор

Ex.3 Answer the following questions.

1. How many states are there in the USA?
2. What is the function of the Legislative Branch?
3. What is the function of the Executive Branch?
4. What is the function of the Judicial Branch?
5. Who is the head of the government?
6. What houses does the US Congress consist of?
7. Who is the President of the USA now?

Ex.4 (a) Choose and write down in the spaces provided the variant which suits the idea of the text.

1. The term of office of the president of the USA is (2 years; 4 years; 3 years; 5 years).
2. Senators are elected for (4 years; 2 years; 6 years; 3 years).
3. Members of the House of Representatives are elected for (2 years; 4 years; 3 years; 5 years).
4. The House of Representatives consists of (256 members; 435 members; 425 members; 335 members).

5. The Senate has (150 senators; 200 senators; 100 senators; 250 senators).
6. The President and Vice-President must be at least (45 years old; 55 years old; 35 years old; 40 years old).
7. A senator must be at least (35 years old; 50 years old; 30 years old; 45 years old).
8. Member of the House of Representatives must be at least (25 years old; 35 years old; 45 years old; 55 years old).

Ex.4 (b) Switch on the tape. After the signal read the statement you have completed in exercise 4 (a), check it with that on the tape and repeat it.

Ex.5 (a) Here are the 14 departments of the American Cabinet and the functions they perform. Match them.

1. Agriculture Department	a) ... is responsible for serving the fiscal and monetary needs of the nation.
2. Commerce Department	b) ... dispenses benefits and service to veterans of US military service and their dependants.
3. Defence Department	c) ... represents the US government in legal matters and courts of law.
4. Education Department	d) ... assesses American overseas interests, makes recommendations for future foreign policy.
5. Energy Department	e) ... establishes the nation's overall transportation policy.
6. Health and Human Services Department	f) ... helps improve working conditions and fosters good relations between labour and management.
7. Housing and Urban Development Department	g) ... supervises agricultural production.
8. Interior Department	h) ... establishes policy for and administers more than 150 federal education programmes.
9. Justice Department	i) ... serves to promote the nation's international trade, economic growth and technological advance.
10. Labour Department	j) ... is responsible for all problems relating to the nation's military security.
11. State Department	k) ... manages the programme that helps provide housing for the nation.
12. Transportation Department	l) ... is responsible for most of the federally owned public lands and natural resources in the U.S.
13. Treasury Department	m) ... is responsible for the research, development and demonstration of energy technology.
14. Veterans Affairs Department	n) ... is responsible for health, safety and the effectiveness of the nation's food supply and drugs.

Ex.5 (b) Switch on the tape. After the signal read the statement you have completed in exercise 5 (a), check it with that on the tape and repeat it.

Ex.6 (a) Choose and underline the words which correspond to the context of the text.

a branch	- тармоқ/ <i>ветвь</i> , тармоқ/ <i>отрасль</i> , филиал, бўлим/ <i>отделение</i>
a state	- ҳолат/ <i>состояние</i> , шакл/ <i>форма</i> , шароит/ <i>положение</i> , давлат/ <i>государство</i> , штат/ <i>штат</i>
to carry out	- оҳирига етказиш/ <i>доводить до конца</i> , бажармоқ/ <i>выполнять</i> , ўтказмоқ/ <i>проводить</i>
to form	- ташкил қилмоқ/ <i>создавать</i> , шакллантирмоқ/ <i>формировать</i> , яратмоқ/ <i>образовывать</i>
a governor	- ҳоким/ <i>правитель</i> , комендант / <i>комендант</i> , губернатор
a house	- уй/ <i>дом</i> , бино/ <i>здание</i> , савдо фирмаси/ <i>торговая фирма</i> , палата/ <i>палата</i>
a secretary	- котиб/ <i>секретарь</i> , вазир/ <i>министр</i>

Ex.6 (b) Switch on the tape. Listen to a word and repeat it in the interval. Check the Uzbek/Russian version of the word you have chosen in exercise 6 (a) with that on the tape.

Ex.7 Choose the right definition of the word “impeachment”.

Substantiate your answer with the passage from the text.

- a) eagerness to do something.
- b) the trial of a high public official on charges of wrongdoing.
- anything preventing the drawing up of a legal contract

Ex.8 (a) Complete the following sentences choosing the right words and write them down in the spaces provided.

branch, the head, consists of, independent, government, executive, appoints, is responsible for.

1. The Judicial Branch a system of courts.
2. branch of the American government is headed by the President.
3. of the House of Representatives is the Speaker.
4. The President formulating and executing the foreign policy of the USA.
5. The president the heads and senior officials of the executive branch agencies.
6. The Constitution of the United States is the central instrument of American
7. In 1991 Uzbekistan became an and sovereign state.

Ex.8 (b) Switch on the tape. After the signal read the statement you have completed in exercise 8 (a), check it with that on the tape and repeat it.

Grammar Commentaries

Ex.9 Study the use of articles with geographical names.

1. Географик номлар одатда артикльсиз ишлатилади:

а) мамлакат ва қитъалар ифодаловчи сўзлар билан: **Japan, South America;**

б) шаҳарларни ифодаловчи сўзлар билан:

London, Tashkent.

2. Аниқ артикль (**the**) қуйидаги ҳолатларда географик номлар билан ишлатилади:

а) Шимол, жануб, шарқ, ғарб сўзлари олдида: - **the North, the South, the East, the West;**

б) мамлакат, океан, денгиз, дарё каби таркибидаги асосий сўз турдош от бўлган сўз бирикма ва сўзлар билан:

the United States of America, the United Kingdom, the Aral Sea, the Atlantic Ocean, the Thames

в) қуйидаги мамлакатлар, шаҳарлар ва жойлар олдида: **the Hague, the Netherlands, the Crimea, the Ukraine, the Caucasus, the Lebanon, the Philippines.**

1. Географические названия, как правило, употребляются без артикля:

а) с названиями стран и материков:

Japan, South America

б) с названиями городов:

London, Tashkent

2. Определённый артикль

употребляется с географическими названиями в следующих случаях:

а) с названиями стран света:

the North, the South, the East, the West

б) с названиями стран, океанов, морей, рек и другими географическими названиями, основным элементом которых является имя существительное нарицательное:

the United States of America, the United Kingdom, the Aral Sea, the Atlantic Ocean, the Thames

в) В названии следующих городов, стран и местностей: **the Hague, the Netherlands, the Crimea, the Ukraine, the Caucasus, the Lebanon, the Philippines.**

Grammar Drill

Ex.10 (a) Insert articles where necessary.

1. Last year they visited France.

2. In north and north-east Uzbekistan borders on Kazakhstan.

Uzbekistan is situated between the two rivers: Amu-Darya and Syr-Darya.

4. Washington is the capital of USA.

5. There are many rest houses in Crimea.

6. He was born in Ferghana.

7. Black Sea is a good place for holidays.

Ex.10 (b) Switch on the tape. After the signal read the statement you have completed in exercise 10 (a), check it with that on the tape and repeat it.

Ex.11 (a) Insert the verb “to be” in the correct form.

1. The poem written by A. Navoi in 1500.
2. The house built last year.
3. Helen and Nick often invited to parties.
4. The delegates met at the airport two hours ago.
5. Many Uzbek books translated into English every year.
6. I often asked to speak at the meetings.
7. Many problems usually discussed at our meetings.
8. The experiments often carried out by my assistants.
9. Doctor Black’s lectures listened to with great interest yesterday.
10. The film is very interesting, it very much spoken about.
11. Senators elected for a 6-year term.
12. Departments headed by appointed secretaries.
13. A president elected for only two terms.
14. Our manager appointed a month ago

Ex.11 (b) Switch on the tape. After the signal read the statement you have completed in exercise 11 (a), check it with that on the tape and repeat it.

Ex.12 (a) Choose the right form of the verb.

1. a) Parliament (limits, is limited) the power of the Queen in Great Britain.
b) The power of the Queen (limits, is limited) by Parliament.
2. a) Members of Parliament (elect, are elected) by secret ballot.
b) Members of a party (elect, are elected) their secretary.
3. a) Who (controls, is controlled) the power of the Cabinet?
b) The power of the Cabinet (controls, is controlled) by Parliament.
4. a) The president (appoints, are appointed) senior officials.
b) Federal judges (appoint, are appointed) for life.
5. a) The Judicial Branch (heads, is headed) by the Supreme Court.
b) Mr. Bell (heads, is headed) the finance department.

Ex.12 (b) Switch on the tape. After the signal read the statement you have completed in exercise 12 (a), check it with that on the tape and repeat it.

Reading Comprehension

Ex.13 Read the following text and answer the question: “Why is the American flag called the “Stars and Stripes”?”



Americans treat their flag with great respect*. It is called the “Stars and Stripes”. The horizontal red and white stripes represent the original thirteen American states that started the war of Independence against Britain. The white stars on a dark blue background represent the number of states the USA consists of now.

respect - хурмат/уважение

Ex.14 Read the text and find the answers to the following questions:

1. What are the ways of controlling the government process in the USA?
2. What is the system of checks and balances?

Fundamentals of American Government

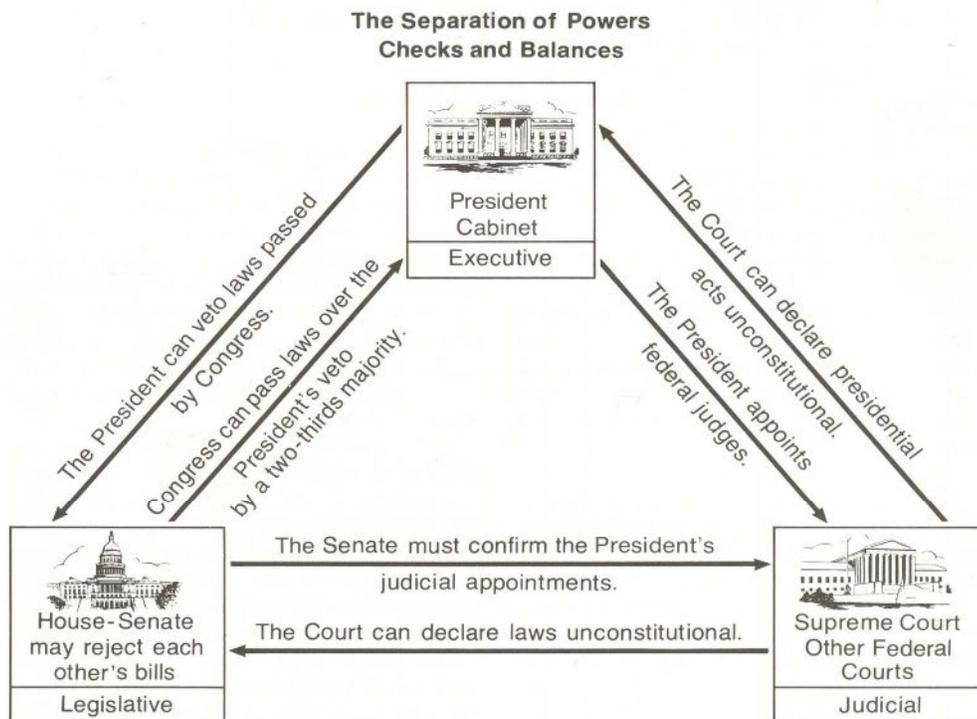
The nation's physical size and its large population made self-government impossible. In its place the principle of representative government was developed.

Public officials exercise the power given them by the people so long as the people are satisfied with their conduct and management of public affairs. Citizens have a number of ways of expressing their will and reminding officials that they are public servants as well as leaders of the nation.

The control mechanism is the periodic election of the principal officers of the legislative and executive branches. Candidates for public office submit their programmes to the voters for their approval.

The dialogue between the voters and their elected representatives includes the daily flow of mail, cables, telephone calls and face-to-face contact. Some U.S. senators receive up to 10,000 communications a week. Voters visit their congressmen individually or in delegations. In these ways the voters maintain their control of the governmental process.

The government is structured to prevent abuse of power by any branch. The powers given to each branch are carefully balanced by the powers of the other two. There is the system of checks and balances, which protects against concentration of power in any sector of the government at any level. Each branch serves as a check on the others. The chart below illustrates how the equal branches of government are connected and how each depends on the other two.



Here are two examples of checks and balances:

* If Congress proposes a law that the president thinks is unwise, the president can veto it. That means the proposal does not become law.

* If Congress passes a law, which is considered unconstitutional, the Supreme Court has the power to declare the law unconstitutional.

The right to criticize the government guarantees the right to change it.

The American system of government in Abraham Lincoln's words is "Government of the people, by the people, and for the people".

voter - сайловчи/избиратель, wyborцик

abuse - суиистеъмол/злоупотребление

to consider - ахд қилмоқ/считать, рассматривать

Ex.15 Which of the following statements do you think the writer of the text would agree with? Prove your statement if you think he would not.

1. The most important mechanism for controlling the work of the government is the periodic election of officers of the legislative and executive branches.
2. The three branches of the federal government are fully independent.
3. Americans think their country's governmental model is perfect.
4. If you have the right to criticize the government, you can change it.

Ex.16 a) Divide into several groups and discuss the words of A. Lincoln: "Government of the people, by the people, and for the people".

b) Share your opinions with the whole group.

Ex.17 Read the text and answer the following questions.

1. What is the state system of Great Britain?
2. Who is usually the Prime Minister in Great Britain?

The British Parliament

The United Kingdom is a constitutional monarchy*. The head of the state is a monarch whose power is limited by Parliament. Today a queen or a king is not only heads of state, but also an important symbol of national unity. The system of parliamentary government in Britain is not based on a written constitution.

The British Parliament is the oldest in the world. It was formed in 1236. The Parliament consists of the House of Lords and the House of Commons. The House of Lords is the oldest of the two Houses of Parliament. Today it has 1198 members. The House of Lords is presided over by the Lord Chancellor. The House of Commons is elected by universal suffrage**. It consists of 651 Members of Parliament (MPs). British citizens may vote at the age of 18. The Speaker presides over the members of the House of Commons. The House of Commons examines and passes proposals for new laws, generally in the form of Bills presented to Parliament by the Government.

The Prime Minister is the chief executive. He heads the Cabinet of Ministers and informs the Queen at regular meetings about the general business of the Government. The Prime Minister is usually the leader of the Party that has a majority in the House of Commons. The power of the Cabinet is controlled by Parliament. The Government cannot simply legislate on its own – it requires the approval of the House of Commons and the House of Lords for new laws.

Every year the Queen opens the new session of Parliament and reads her "Speech from the Throne" in the House of Lords before the members of both Houses. The Prime Minister is appointed by the Queen, and all other ministers are appointed by the Queen on the recommendation of the Prime Minister.

When Parliament is in session a flag (Union Jack) flies over the Victoria Tower of the Houses of Parliament.

***monarchy** – монархия / монархия

****universal suffrage** – умумсайлов ҳуқуқи / всеобщее избирательное право

Ex.18 Answer the following questions.

1. Who is the head of the state?
2. What chambers does the British Parliament consist of?
3. Who heads the Government?
4. Who is the Prime Minister now?

Ex.19 Read the text and answer the following question.

What does the flag of the United Kingdom of Great Britain and Northern Ireland symbolize?

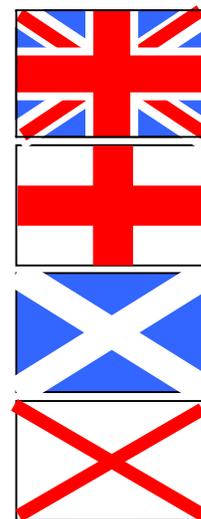
The Union Jack*

The Union Jack is the state flag of the United Kingdom of Great Britain and Northern Ireland. It was introduced in 1802. It symbolises the union of England, Scotland and Ireland.

The English flag is the red cross (St. George's Cross) on a white background.

The flag of Scotland (St. Andrew's Cross) presents two white crossed diagonal stripes on a dark blue background.

St. Patrick's Cross presents two red crossed diagonal stripes on a white background (it had been the Irish national flag before Ireland became independent).



union – a design symbolizing political union, it is used in a flag

jack – a small flag usually flown on a ship's bow to show nationality

Ex.20 Fill in the following table.

	Uzbekistan	The USA	The UK
State system			
Legislative branch			
Executive branch			
Head of the state			

Ex.21 Divide into groups and discuss the following.

1. What are the common features of the political systems of Uzbekistan, the USA and Great Britain?
2. What are the differences?
3. What are the ways of controlling the work of the government in these states?

Ex.22 Write an essay which brings out common features of the political systems in Uzbekistan, Great Britain and the USA, and the differences between them.

Unit IX

Ex.1 Switch on the tape. Listen to a new word. Repeat it after the speaker twice. Pay attention to the pronunciation of the letters and letter combinations given in the top line.

"o"	"e"	"a"	"a"
optimum	necessary	safety	charity
political	special	maintain	area
committee	federal	mediator	tax
provide	settle	"situation"	carry out
community	development	police	"u"
body	set up	ethnic	budget
	protect	dispute	republic
	benefit	"ea, ee"	encourage
	enforcement	deal	function
		between	fund
			authority

Ex.2 Choose the word (words) with the given sound, pronounce and underline it (them).

[i]

president
leader
treaty
issue
ethic

[æ]

basis
territorial
charity
carry out
republic

[ʌ]

culture
great
landmark
fund
encourage

[ou]

republic
president
local
authority
country

[e]

centralization
guarantee
benefit
state
mediator

[æ]

makhalla
family
tax
decide
large

[u]

fund
republic
group
public
centre

[ə]

provide
prepare
optimum
financial
district

[ə:]

religious
service
organization
federal
educational

Ex.3 Switch on the tape. Read the underlined word, compare it with that on the tape, then repeat it. Begin after the signal.

Vocabulary introduction

Ex.4 Learn the following words and word combinations and write down their translation.

to regulate a mechanism - механизмни тартибга солиш (созлаш)

/регулировать механизм

to regulate the work

бозорни тартибга солмоқ/*регулировать рынок*

нархларни тартибга солмоқ/*регулировать цены*

2. **to provide** - таъминламоқ/*обеспечивать*

to provide resources

раҳбарликни таъминламоқ/*обеспечить руководство*

кафолатни таъминламоқ/*обеспечить гарантии*

3. **centralization** - марказлаштириш/*централизация*

decentralization

қишлоқ ҳудудларида ваколатларни маҳаллий хокимиятларга

топшириш/*децентрализация в сельских районах*

маҳаллийлаштириш ижобий натижаларга эга/*децентрализация*

имеет позитивный эффект

4. **to protect** - ҳимоя (муҳофаза) қилиш/*защищать*

to protect human rights

ташки муҳитни муҳофаза қилиш/*защищать окружающую среду*...

хусусий мулкни муҳофаза қилиш/*защищать частную*

собственность

5. **self-government** - ўз ўзини бошқариш/*самоуправление*

local self-government -

ўз ўзини бошқариш натижага таъсир этади/*самоуправление*

влияет на результат

ўз ўзини бошқариш ўз лимитларига эга/*самоуправление имеет*

свои лимиты

mediator - ўртада турувчи шахс ёки ташкилот (воситачи, даллол)/

посредник

mediator between firms

бу давлатлар ўртасида турувчи ... /*посредник между этими*

странами

музокараларда ўртада турувчи ... /*посредник в переговорах*

7. **to maintain** - сақлаб туриш/*сохранять*

to maintain peace and stability

яхши муносабатларни сақлаб туриш/*сохранять добрые*

отношения

... қизиқишни сақлаб туриш/*сохранять интерес к*

8. **carry out** - бажариш, ишлаб чиқиш/*выполнять, доводить до*

конца, проводить

to carry out the project

дарс жадвалини бажармоқ/*выполнять расписание*

режани бажармоқ/*выполнять план*

9. **function** - функция
 to carry out functions
 бу давлатнинг функцияси (вазифаси)/ *функция этого государства*
 бу бизнинг вазифамизга кирмайди/*это не наши функции*
10. **federal** - федерал/*федеральный*
 Federal Law
 федерал бўлиниш/*федеральное деление*
 федерал мамлакат/*федеральное государство*
11. **body** - орган, ташкилот/*орган*
 federal body
 қонун чиқарувчи ҳукумат органи/*орган законодательной власти*...
 ижро этувчи ҳукумат органи/*орган исполнительной власти*
- enforcement** - рўёбга чиқариш; мажбурлаш; кучайтириш/*осуществление; принуждение; усиление*
 law enforcement
 демократияни кучайтириш/*усилении демократии*
 давлатнинг ролини кучайтириш/*усиление роли государства*
13. **to settle** - ҳал қилиш, ечиш/*решать, разрешать*
 to settle somebody's matter
 ... вазиятни ҳал этиш/*разрешать ... ситуации*
 низоларни ҳал этиш/*разрешать конфликты*
14. **dispute** - мунозара, баҳс/*диспут, спор*
 to settle a dispute
 икки томон ўртасидаги мунозара/*спор между двумя сторонами* ...
 халқаро мунозара/*международный диспут*
15. **to encourage** - далда бермоқ, қўллаб қувватлаш/*поощрять, воодушевлять*
 to encourage the risk
 кичик ва ўрта бизнесни қўллаб қувватлаш /*поощрять малый и средний бизнес*
16. **development** - ривожланиш/*развитие*
 development of the economy
 миллий иқтисоднинг ривожланиши/*развитие национальной экономики*
 маорифнинг ривожланиши/*развитие образования*
17. **enterprise** - корхона/*предприятие, предпринимательство*
 a medium-sized enterprise
 қўшма корхона/*совместное предприятие*
 енгил саноат корхонаси/*предприятие легкой промышленности* ...
18. **charity** - ҳайрия, ҳайр эҳсон/*милосердие, благотворительность*
 charity of the company
 давлат ҳайрияси/*благотворительность государства*
 хорижий давлат ҳайрияси/*благотворительность иностранного государства*
19. **fund** -, капитал (маблағ)/*фонд, капитал*
 foundation- фонд; асос/*фонд; основа*
 charitable foundation
 компания фонди/*фонд компании*
 мактаб фонди/*фонд школы*

20. **benefit** - фойда, фаровонлик, манфаат/*польза, благо, выгода*
 mutual benefit
 кутилаётган фойда/*ожидаемая польза*
 кам фойда/*малая выгода*
21. **to impose** - солиш, мажбурлаш/*облагать, навязывать*
 to impose taxes
 жарима солиш/*облагать штрафом*
22. **moral** - маънавий, ахлоқли/*нравственный, моральный*
 moral climate
 ахлоқли одам/*нравственный человек*
23. **to deal** - бирон бир нарса билан шуғулланмоқ, иш кўрмоқ/*иметь дело с чем либо*
 to deal with the economy of the country
 бу масала билан шуғулланмоқ/*иметь дело с этим вопросом*
24. **issue** - масала/*вопрос, проблема*
 an important issue
 бу масалалар ҳаммаси кун тартибида/*все эти вопросы в повестке дня*
 бу масала мажлис якунида муҳокама қилинади/*этот вопрос будет обсужден в конце собрания*

Ex.5 Switch on the tape and check your translation of exercise 4.

Vocabulary Drill

Ex.6

Choose the right variant

Choose the right variant

маданият ривожини таъминламоқ

/обеспечивать развитие. культуры

to ban the implementation of...culture

to regulate the formation of...market

to promote the development of

culture

to ban the formation of... culture

to ban the implementation of reforms

бошқаришни таъминлаш/

обеспечить управление

to impose security

to protect management

to provide independence

to provide management

to proclaim management

ўз ўзини идораловчи маҳалий

хокимият/местное самоуправление

de-centralized management

a local authority

a local self-government

central government

тенг ҳуқуқлилиқ кафолатлар

тизимини сақлаб

туриш/сохранять систему

гарантии суверенитета

to maintain peaceful relations

to protect the system of

education

to maintain the system of

guarantees

to maintain the system of

guarantees of sovereignty

to maintain the structure of

government

шартнома матнига риоя қилиш

бажариш)/ выполнять текст

соглашения

to fulfill the text of the agreement

to work out the text of the treaty

to work out the structure of

government

to carry out the text of the

agreement

to meet the requirements of the

contract

федерал хокимият/
федеральные власти
 a federal organ of government
 a central division
 federal authorities
 a local department
 a federal police

давлат органи/
государственный орган
 local authorities
 central government
 a governmental body
 a state body
 a legislative body

кундалик масалаларни ҳал этиш/
разрешать текущие задачи
 to settle past conflicts
 to encourage state initiatives of
 to organize today's meeting
 to settle current tasks
 to organize the last presentation

нейтрал сувлар ҳақидаги мунозара/
диспут по проблемам нейтральных вод
 a dispute on the problems of ecology
 a dispute on the problems of disarmament
 a conference on the problems of the Pacific Ocean
 dispute on the problems of neutral waters
 a conference on the problems of integration

санкциялар (чоралар) солиш/
налагать санкции
 to impose sanctions
 to impose regulations
 to arrange appointments
 to hold presentations
 to impose a fine

ижро этувчи хокимият билан иш кўриш/
иметь дело с исполнительной властью
 to deal with legislative power
 to deal with the Ministry
 to deal with executive power
 to work with the company
 to deal with an administrative division

мустақил давлат ташаббус-ларини қўллаб қувватлаш/
поддержива инициативы независимого государства
 to settle current problems
 to encourage the initiatives of a company
 to encourage the initiatives of an independent state
 to encourage the initiatives of a governmental body

савдо муносабатларини ривожлантириш
развитие торговых отношений
 improvement of mutual relations
 centralization of economic relations
 development of trade relations
 decline of economic growth
 development of charity

қўшма корхоналар/
совместные предприятия
 cooperative enterprises
 local enterprises
 joint ventures
 joint business plans
 central commissions

ҳайрия ташкилот структураси/
структура благотворительной организации
 a capital fund
 a charity foundation
 the structure of a council
 the charity of state
 the structure of a charity foundation

ҳамма нарса одамлар фаровон-лиги учун/
всё для блага людей
 everything is for the benefit of children
 everything is for the benefit of state
 everything is for the benefit of the people

умумий масала/
общий
 a special issue
 an important issue
 a common issue
 an important office
 a common Act

Ex.7 Switch on the tape. Check your translation of exercise 6.

Ex.8 Choose a word combination which is logically incorrect. Explain the mistake.

a necessary decentralization	to maintain peace
a charitable action	to protect an independent state
a central body of state power	to encourage execution
a federal khokimiyat	to protect economic help
a local khokimiyat	to maintain prestige
a free-market body	to impose a fine
positive decentralization	to encourage people's interests
a charity foundation	to impose a law
a local body of state power	to protect social progress
a provincial khokimiyat	to encourage freedom
a democratic human rights commission	to impose freedom
to protect legal foundations	to encourage silk production
to maintain stability	to settle the benefit
to impose a tax	to deal with a problem
to maintain grammar rules	to carry out a rule
	to provide a good education
a charity school	an important issue
developed decentralization	a moral action
a city khokimiyat	a colourful mediator
a charity monument	national self-government

Ex.9 Underline the required word.

1. The United Nations Organisation (occupies, settles, maintains) conflict situations in many parts of the world.
2. The (self-government, enforcement, charity) of the law on reduction of investment taxes for foreign companies paves the way for high technology.
3. The Republic of Uzbekistan (imposes, settles, maintains) peace and stability in its region.
4. The police (encourages, settles, protects) people in difficult situations.
5. The Cabinet of Ministers is a governmental (issue, body, mediator).
6. Did you (protect, provide, impose) the guarantees for his trip?
7. Did you speak about the (monument, flag, decentralization) of the economy at the last conference?
8. There is no totalitarian (power, independence, enforcement) in a new society.
9. Do you think that the world political climate in the XXI century will be for the (dispute, benefit, idea) of the people?
10. We obtained all the information about the (function, mediator, development) of the economy in the Republic of Uzbekistan.

Ex.10 Switch on the tape and listen to the statement. When you hear a signal choose the missing word. In the interval repeat the whole statement. Check your statement with that on the tape. Do this exercise orally.

Ex.11 Tick the sentences in which the given word can be used.

- | | |
|-------------------------|---|
| guarantees | It is necessary to work out a system of legal to protect human rights.
Yesterday we were at the meeting by the students.
Uzbekistan its doors to an open economy and a democratic society. |
| federal | The United States is a union of 50 states with the District of Columbia as a place of the national government.
All government in the United States is for the people.
As the head of the branch the President must carry out the government programmes. |
| charity | Many progressive people give some money to organise a fund for the educational projects.
Many pupils take part in contests, games and concerts.
What kind of has the Queen or the King |
| self-government | Khokims are the of the provinces, regions and the cities of the Republic.
The highest state is the Oliy Majlis of the Republic of Uzbekistan.
Makhalla is a special institution of local |
| development | Independent Uzbekistan has its natural resources placed, so that the of economy can proceed fast.
The economy of the regions largely depends on natural
State protects public, private and cooperative rights for |
| decentralization | The implementation of and privatization is taking place in the Republic.
Uzbekistan is known as the land of ancient
Many ancient cities of Uzbekistan are famous for their historical |
| functions | Our hospital deals with the on heart.
What are your as the head of the finance department?
There are now over 4.200 joint-stock in Uzbekistan. |
| dispute | It has become a tradition to organise a on this problem.
The of continuous education is organised in Uzbekistan.
Is education in Uzbekistan? |

- issue** Nothing gives more than reading.
What is the next on the agenda?
Translating this exercise I made many
- foundation** There is a charity for young people who want to get a higher education in Great Britain.
Uzbekistan has become a of many International organizations.
A new type of is being developed in Japan now.

Ex.12 Switch on the tape. After the signal read the sentence from exercise 11, and check your choice with that on the tape.

Ex.13 Write down the missing preposition where necessary.

1. It is important that the whole society and each person is involved the process granting citizens full rights and freedom socio-political processes taken place the Republic.
2. Democracy becomes a part life every member the society in Uzbekistan.
3. The state and state structures play a decisive role the primary stage the transition period.
4. The state acts as an initiator the reforms, takes an active part identifying priorities, ensures the implementation the reforms, exercises control the execution the resolutions.
5. We have to radically change our attitude criticism the press.
6. Their company has a shortage professional journalists, reviewers and editors.
7. A newspaper or a magazine is able to defend a rank-and-file citizen illegal actions the local bureaucrats.
8. It is necessary to strengthen a legal basis mass media activity.
9. It is necessary to promote cooperation with international law enforcement organizations monitoring the observance human rights Uzbekistan.
10. The executive power the United States America is the hands the President, who holds office four years.

Ex.14 (a) Choose the right variant and tick it.

1. **Республика барча фуқароларига овоз беришга тенг ҳуқуқлилик** (equal) **кафолати берилади./***Всем гражданам Республики гарантируются равные права голосовать.*
 - a) All citizens of the Republic are guaranteed equal wages.
 - b) All citizens of the Republic are guaranteed protection of human rights.
 - c) All citizens of the Republic are guaranteed equal rights to vote.
2. **Президент федерал вазирликларнинг раҳбарларини тайинлайди.**
Президент назначает глав федеральных министерств.
The President, members of Congress and State officials are elected by popular vote.
 - b) The President appoints the heads of Federal Departments.
 - c) The President as the head of the Executive Branch must carry out federal government programmes.

- 3. Федерал хокимият миллий муаммо ва халқаро муносабатлар билан шуғулланади./Федеральное правительство занимается национальными проблемами и международными связями.**
The Federal Government deals with the head of the Legislative Branch.
b) The Federal Government deals with national problems and international relations.
The Federal Government deals with foreign policy and international affairs.
- 4. Бугунги кунда иқтисодда ваколатларни маҳаллий хокимиятларга топшириш жуда муҳим/Децентрализация в экономике сегодня очень важна.**
a) Centralization in the economy is very important today.
b) Decentralization in the economy is developing very fast today.
c) Decentralization in the economy is very important today.
- 5. Музей қурилиши тўғрисидаги мунозара ўтган йили бошланган./Спор о строительстве музея начался в прошлом году.**
a) The dispute about the building of the museum began two years ago.
b) The dispute about the construction of the museum began last year.
c) The dispute about the construction of the museum was approved last year.
- 6. Иқтисодиётни ривожлантиришдаги қайси асосий босқичларни биласиз?/Какие главные этапы в развитии экономики вы знаете?**
a) What main steps in the development of the economy do you know?
b) What main branches of State power do you know about?
c) What main steps in the provision of the finance system do you know?
- 7. Нима учун жойлардаги маҳаллий хокимият керак?/Почему нужны органы власти на местах?**
Why are the local bodies of power necessary?
Why are the central bodies of power necessary?
Why are the bodies of self-government necessary?
- 8. Олий мажлис тизимида 17 қўмита фаолият кўрсатади./17 комитетов функционируют в системе Олий Мажлис Республики Узбекистан.**
a) 17 committees are functioning in the Oliy Majlis of the Republic of Uzbekistan.
b) 17 committees functioned in the system of the Oliy Majlis of the Republic of Uzbekistan.
c) 17 committees are functioning in the system of the Oliy Majlis of the Republic of Uzbekistan.
- 9. Бизнинг компаниямиз янги дастурларни қўллаб қуватлайди./Наша компания поощряет новые проекты.**
Our company protects new projects.
Our company encourages new projects.
Our company deals with new projects.
- 10. Бу масала мажлис тартибига киритилмаган./Этот вопрос не включен в повестку собрания.**
This issue is not included in the agenda of the meeting.
This issue is included in the agenda of the meeting.
The agenda of the meeting includes this issue.

Ex.14 (b) Switch on the tape and listen to the statement. In the interval translate it into English, check it with that on the tape and repeat it.
(c) Open the WB, exercise 14 (a). Check the sentences you have chosen again.

Ex.15 Construct and write down the sentences. Remember you can construct more than one sentence using the following words.

1. (the, body, State, highest, legislative, Oliy, Majlis, is, in, Uzbekistan, the)
2. (khokimiyat, the, institution, a, traditional, is, of, power)
3. (khokim, has, power, executive, the, representative, and)
4. (state, the, a, free, guarantees, economy, Republic, in)
5. (family, the, by, state, protected, the, is)
6. (judges, for, federal, life, certain, appointed, are)
7. (system, the, whole, government, of, American, in accordance, with, Constitution, the, functions)
8. (are, going, discuss, tomorrow, morning, you, to, issue, this)
9. (supports, state, the, interests, every, the, of, family, in, Republic, our)
10. (you, are, implementing, company's, our, project) ?
11. (of, Uzbekistan, young, to, people, study, Government, encourages, the)

Ex.16 Switch on the tape. Read your sentence from exercise 15. Compare it with that on the tape and repeat it. Begin with the signal.

Ex.17 Write down the verbs given in brackets in the Passive Voice (Present Indefinite). Pay attention to the irregular verbs. Interpret the sentences.

1. These financial reports (usually, to write) on special paper. Be careful with them, please.
2. This issue (often, to discuss) at the beginning of the meeting. He can go with you now. He isn't busy.
3. A project of this type (always, to carry out) with the help of British specialists. Our region will have a wonderful telecommunication system at last.
4. This money (to distribute, usually) by the Charity Foundation.
5. - Is your watch made of plastics?
- No it isn't. My watch (to make) of gold.
6. We can't take the books from our local library. The library (usually, to close) at 6 o'clock.
7. Where is his car? - Look! It is over there. His car (to park) near the letter box.
8. This letter (to write) in pencil.
9. The magazines (not to send) there regularly.
10. Excuse me. This is business class. Smoking (not, to allow) here.
11. Wine (to produce) in many parts of France.
12. - I have received a magazine from a business foundation. Can you help me translate some of the economic articles?
- No, I can't. The articles (usually, to translate) by our specialists from the translation department.
13. - Excuse me. Can I buy some bananas here?
- I am sorry, you can't. Bananas (not, to sell) here.
14. Foreign films (often, to show) at this cinema.

Ex.18 Switch on the tape. Read your sentence from exercise 17, compare it with that on the tape, then repeat it. Begin with the signal.

Reading Comprehension

Ex.19 Switch on the tape. Read the text together with the speaker.

Local Government in Uzbekistan.

The work of local authorities is regulated by the Constitution of the Republic of Uzbekistan. They act upon all matters within their authority in accordance with the interests of the state and citizens.

The local authorities ensure the observance of laws, and maintain order and security of citizens. They direct the economic, social and cultural development within their territories. Their tasks are as follows: to propose and implement the local budget, to protect the environment, to register civil status acts and others.

Heads of local government are khokims (mayors). In the conditions of market economy a khokim is a leader of the representative and executive power in the provinces, districts, cities and towns. Khokims of provinces and the city of Tashkent are appointed and dismissed by the President of Uzbekistan. Khokims of districts, cities and towns are appointed and dismissed by the khokims of provinces. The term of office of khokims is five years.

A khokim of a region, district, city or town organizes the execution of the laws and acts of the Oliy Majlis, the President of the Republic of Uzbekistan, the Cabinet of Ministers and other high official bodies.

Uzbekistan has a special institution of local self-government, the makhalla (it is a traditional local neighbourhood community). The makhalla is a mediator between the state and the family, religious groups, cultural and educational organizations. These self-governing bodies elect a chairman and his councillors for a term of 2.5 years.

Makhalla committees maintain discipline and order, especially in critical situations. They carry out a number of functions, which in other countries are usually carried out by the local or federal bodies of state authority and law enforcement. Makhalla committees settle civil, financial and ethnic disputes between community members, encourage the development of small enterprises, set up special charity funds and decide which families are most in need of benefits. They also run cultural centres and watch over the moral climate in the area. At the moment there are more than 12,000 makhallas in the Republic.

Local authorities are supposed to deal with economic, social and cultural issues in their areas.

Ex.20 Answer the following questions.

1. What are local government institutions in Uzbekistan?
2. What are their functions?
3. What functions does a makhalla perform?
4. Can a "makhalla" set up a special charity fund?
5. What is the difference between a makhalla and other state governing bodies?
6. Which institutions deal with economic, social and cultural issues in regions and districts?
7. Who prepares local budgets and imposes local taxes?
8. What are the resources, which constitute the budget of a makhalla?

Ex.21 Switch on the tape. Listen to the statement and respond to it as in the example. Compare it with that on the tape, repeat it.

Example: you hear - *Uzbekistan left the rouble zone in November 1993 and replaced that currency with the sum.*

you say - *Yes, it's true. Uzbekistan left the rouble zone in November 1993 and replaced that currency with the sum.*

you hear - *The Republic of Uzbekistan has set up a special body - the Oliy Majlis with the aim of representing the executive power in the regions.*

you say - *No, it's not true. The Republic of Uzbekistan has set up a special body - the khokimiyat to represent the executive power in the regions.*

Ex.22 Switch on the tape. Respond to the following statements as in the example. Check your answer with that on the tape, repeat it.

Example: you hear - *Is smoking allowed in the underground?*

you say - *No, it isn't. Smoking isn't allowed in the underground.*

you hear - *Are the speeches at the United Nations translated into French?*

you say - *Yes, they are. The speeches at the United Nations are translated into French.*

Ex.23 Interpret the sentences into Uzbek/Russian.

1. Business contracts are usually written on special forms.
2. The mediator is usually invited to negotiations between the disputing parties.
3. The development of the national economy was analysed by the special State Committee last year.
4. Administrative issues are often settled very quickly.
5. The expenses of the local Charity Foundation are usually examined at the end of the year.
6. The decisions of Federal Judicial bodies are always taken together with the local ones on many issues.
7. The cargo was sent to the enterprise last month.
8. The letters are signed by a representative of the Foundation.
9. Articles on decentralization are often published in this magazine.
10. As this gentleman broke the law for the second time, a fine was imposed.

Ex.24 Switch on the tape and listen to the statement. When you hear a signal, find the missing word from the list given below. In the interval repeat the whole statement. Check your statement with that on the tape. Do this exercise orally.

1. (structures/provinces)	6. (recommend/settle)
2. (maintained/consisted)	7. (law/development)
3. (democracy/development)	8. (court/fund)
4. (issue/settlement)	9. (enterprise/council)
5. (encourage/regulate)	10. (landmark/benefit)

**Ex.25 Write down the missing words, choosing them from the box.
Interpret the sentences.**

decentralization, self-government, bodies, enterprises, development, to function,
government, federal, to encourage, to protect

1. The level of the social infrastructure shows the of any region.
2. The has wide authority in conducting socio-economic and foreign policy.
3. Most organizations in our city begin at 8 o'clock in the morning.
4. There are many textile in the Republic.
5. The Constitution the right of people to elect and to be elected.
6. Our boss always the initiatives and ideas of young specialists.
7. Local of power are elected on a democratic basis in Britain.
8. This lecture was about the of power in the regions.
9. The at our school has good results.
10. The police is looking for this man everywhere.

Ex.26 Switch on the tape. Listen to the sentence. Ask a question relating to every sentence in written form, beginning with the given word. Check your question with that on the tape and repeat it.

- What
- Whom with?
- Where
- Who
- What
- What
- Who
- What
- What
- What

Ex.27 Read the definition and select the word from those given below which corresponds to it. Write down this word.

a mediator, enterprise, decentralization, fund

1. a person who helps to provide contacts and talks between two sides
2. the process of giving power to the local authorities
3. money organised with the help of the public and which is given to promote social policies
4. a place where goods are produced

Ex.28 a) Switch on the tape. Listen to the text. Pay attention to the statements where the words given below are used.

Vocabulary to the text:

- authorities** - ҳоқимият / власти
- observance** - риоя этиш / соблюдение
- environment** - атроф муҳит/окружающая среда
- charity** - хайр-эҳсон/благотворительность
- enterprise** - корхона/предприятие

Ex.28 (b)

(1) Listen to the text again. Write down the sentences in which the words from exercise 28 (a) are used.

.....
.....
.....
.....
.....

(2) Write down the gist of the text in at least 6 - 8 sentences.

.....
.....
.....
.....
.....
.....
.....

Ex.29 Write down in the brackets the meaning of the words given in bold. Interpret the sentences.

1. On its path of **development** (.....) and progress Uzbekistan's representative **function** (.....) in many international economic organisations is rather active.
2. The recommendation to send him to study in the USA was given by the governmental **body** (.....).
3. The **protection** (.....) of social rights of the population still remains **an issue** (.....) of great importance.
4. During the process of transition to a market economy the state **encourages** (.....) the initiatives of independent businessmen.
5. The task of this group is **to settle** (.....) the conflict between these two large companies.
6. Our institute organised **a debate** (.....) on the problems of globalization last month.
7. The two sides settled the border **dispute** (.....) last month.
8. There are a lot of **joint** (.....) ventures in our Republic.
9. What is your organisation doing for **the benefit** (.....) of the children in this region?
10. A fine **is imposed** (.....) to punish drivers who have no driving license.
11. **Federal** (.....) authorities guarantee the stable functioning of all branches of power.

Ex.30 Switch on the tape and check your knowledge of the words and expressions in the Unit given in exercise 5.

Ex.31 Draw up a diagram on the functions of regional and local government of the Republic of Uzbekistan using the key words and expressions from exercise 19. Speak on the topic using this diagram.

Ex.32 Read the text. Then answer the questions.

Views of Japan Government

Japan has a democratic system of government. All adult citizens have the right to vote and to run in national and regional elections. The Japanese system of government is based on the Constitution. It is sometimes called the Peace Constitution, because it affirms Japan's commitment to peace. The Peace Constitution also determines the role of the Emperor, the rights and duties of the people, the responsibilities of different branches of government, and other rules.

The National Legislature of Japan is called the Diet. The Diet has two houses: the House of Representatives and the House of Councillors. Both houses must adopt most national laws. For some kinds of laws, however, the decision of the House of Representatives is followed, if the two houses disagree.

The Prime Minister is a member of the Diet, and is elected by the Diet. The Prime Minister appoints the Cabinet. Most of the Cabinet members head government ministries or agencies.

The Capital.

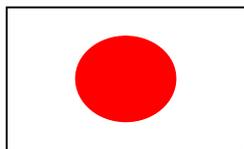
Since 1868 the capital of Japan has been Tokyo. It is the world's largest and most populated city. Tokyo is also among the cleanest and safest cities of the world. It is an international magnet for business and it is rich in cultural diversity as well. There is a wide range of restaurants, markets, shops and other kinds of entertainment. Tokyo is the seat of the National Government and home to Their Majesties the Emperor and Empress of Japan. As the political and economic heart of Japan, its impact is widely felt throughout the world.

The Imperial Family.

Under the Constitution of Japan, the Emperor is the symbol of the State and the unity of the people. He has no powers related to government.

The Japanese Imperial Family dates back many centuries. It is the oldest uninterrupted dynasty in the world. Emperor Akihito, the present Emperor, came to the throne in 1989. He and his wife, Empress Michiko, have three children. The Emperor and Empress live in the Imperial Palace in Tokyo.

The National Flag and Anthem.



The Japanese flag, which has a large red circle on a white background, is called the Hinomaru. The sun flag has been used as a national symbol since the 17th century.

Japan's national anthem, the Kimigayo, was set to music about a century ago, but the words are about 1,000 years old.

* Views of Japan, 1995. Urban Connections Inc. Japan.

Answer the questions.

1. What is the system of government in Japan?
2. What is the Japanese system of government based on?
3. What is the Constitution of Japan sometimes called?
4. Is the Prime Minister elected or appointed in Japan?
5. When did Tokyo become the capital of Japan?
6. Is Tokyo the seat of the National Government?
7. Where do Their Majesties the Emperor and Empress of Japan have their home?
8. Who is the symbol of the state according to the Constitution of Japan?
9. What has been the national symbol of Japan since the 17th century?

Ex.33 Say what you have learnt about Japan. Compare the state and government structures of the Republic of Uzbekistan and Japan.

Ex.34 Read the text to answer the following question:

What is the local self-government in Sweden?

Forming local self-government in Sweden

The system of territorial organization of power in Sweden is based on clear division of powers between the state authorities and local authorities on the one hand, and division of responsibilities between the communes of different territorial levels on the other. This division may be periodically changed. Some functions of state power may be transferred to the communes and vice versa*.

The territorial model was introduced in Sweden in 1980s. Under this model the operations of the commune were grouped into territorial committees and administrations. Each is responsible for separate territorial zone of the commune. At present more than 75 communes in the country have established the decentralized model of local self-government.

They are responsible for:

- environment protection;
- local economic activities;
- premises for public meetings;
- primary schools;
- libraries;
- assistance to local public associations;
- issuing building permits;
- social help to students;
- family matters;
- streets, squares and recreation places;
- care of elderly and disabled people;
- markets and consumers' affairs;
- road maintenance in winter and others.

Swedish national legislation on local self-government grants the communes great freedom to form their local structure, and this is a particular feature of the Swedish local self-government model.

*vice versa – аксинча/наоборот

Ex.35 Compare the functions performed by self-governing bodies in Uzbekistan and Sweden.

**Иқтисодиёт йўналишидаги инглиз тили материаллари – “Манбаълар”
тўплами (Resource Book). Units 7-10.
ENGLISH FOR MARKET ECONOMY
A.A. Ismailov, V.A. Fyodorov, A.O. Morozova,
G.A. Tursunova, E.G. Bekmatova, M.R. Ismailova**

Таклиф этилаётган иқтисодиёт йўналишидаги куйи-ўрта босқич талабалари учун мазкур материаллар кундалик инглиз тили компьютер лингафон курсига мувофиқлаштирилган холда яратилган ва уни иқтисодиёт йўналишидаги мавзу ва атамалар билан тўлдиради. Шу билан бир қаторда, ушбу материаллар мустақил ҳам ишлатилиши мумкин.

Материаллар 3 бўлим (“Unit”)дан иборат. Унда таянч вазифасини Бозор иқтисодиётига оид матнлар ўтайди. Бу эса нафақат шу соҳа мутахассисларига, балки hozirги пайтда бозор иқтисодиёти шароитида яшовчи хар бир инсонга зарур манба хисобланади. Шунинг учун, бу материаллар мазкур босқич даражасида инглиз тилини ўзлаштирган барча талабаларга таклиф этилиши мумкин - академик лицей ва касб ҳунар коллежлардан тортиб олий ўқув юртларидаги талабаларигача.

Материаллар замонавий технологияларга таянган холда таҳсил жараенини нафақат синф шароитида, балки синфдан ташқари шароитида ҳам ташкил этиши мумкин. Бунда, албатта, манбаъни ўзлаштириш тарзи анча тезлашади. Материалларнинг замонавий технологияларга таянганлиги ўзлаштиришни мустақил, ўқитувчига мурожат қилмасдан ташкил этиш учун имкониятлар яратади.

Манбаълар китоби (Resource Book) материалларнинг асосини ташкил қилади. Унда мутахассисликка оид матнлар, грамматик қоидалар ва ёзма бажарилишни талаб этмайдиган машқлар келтирилган. Ёзиш ёки бошқа турдаги қоғозда бажарилишни тақозо этадиган фаолият билан боғлиқ бўлган машқлар эса фақат машқнинг рақами, қандай турдаги фаолият эканлиги ҳақидаги белги (лингафон, компьютер ёки қаламнинг расми) ва бу турдаги машқ иш дафтарида бажарилиши ҳақидаги белги (WB) билан келтирилади.

Иш дафтарида (Work Book) ёзиш ёки белгилашни тақозо этадиган машқлар берилган. Иш дафтаридаги манбаълар китобдан алоҳида чоп этилиши ўқитиш жараенини интенсивлантириш ва айрим машқларнинг табиати билан боғлуқ.

Талабаларнинг мустақил иш фаолияти учун кенг имкониятлар яратилганлиги муносабати билан, мазкур материалларни мустақил ўтиш тавсия этилади. Ўқитувчи аудиторияда тил тизимига янги, кундалик инглиз тили материалларига кирмаган тил структурасига оид материалларни тушунтириш ва якуний билим ва кўникмаларини назорат қилишга имконият яратадиган фақат маълум бир машқларни бажаришга вақт ажратиши мумкин.

UNIT VII

Phonetic Drill



Ex.1. Switch on the tape. Listen to a new word. Repeat it after the speaker twice.

to discourage [dis'kʌrɪdʒ]

to encourage [in'kʌrɪdʒ]

to determine [di'tə:mɪn]

to coordinate [kou'ɔ:dɪneɪt]

balance ['bæləns]

equilibrium [ˌi:kwi'brɪəm]

consumer [kən'sju:mə]

desire [di'zaɪə]

VOCABULARY INTRODUCTION



Ex.2 (WB)



Ex.3 Switch on the tape and check your translation of exercise 2.

VOCABULARY DRILL



Ex.4 (WB)



Ex.5 Switch on the tape and check your translation of exercise 4.



Ex.6 Learn the following words and their English definitions.

- consumer (n)** a person who buys goods or services for personal needs - opposed to producer.
- consume (v)** to buy for one's personal needs or services for one's personal needs.
- consumption (n)** the using of goods or services, either by consumers or in the production of other goods.
- producer (n)** one who produces goods and services - opposed to consumer.
- to produce (v)** to make or manufacture (e.g. to produce steel)
- equilibrium = a balance** a state of balance or equality between opposing forces.
- to interact (v)** to act on one another.
- to match (v)** to be equal, similar, suitable, or corresponding to in some way.
- constantly (adv)** often (e.g. She complains constantly about the cold weather).
- simultaneously (adv)** done at the same time.



Ex.7 Switch on the tape. Listen to the explanation of the word. Choose the right word. Check your choice with that on the tape and repeat.

- | | | |
|----------------|-------------|----------------|
| 1. consumer | producer | seller |
| 2. to produce | to interact | to match |
| 3. constantly | quickly | simultaneously |
| 4. consumption | equilibrium | production |



Ex.8 (WB)



GRAMMAR INTRODUCTION

Ex.9 Relative clauses - clauses with **who/that/which/where**.

a)

Who, that, which ва **where** *Who, that, which* и *where* - олмошлари эргашган қўшма *относительные местоимения*. Они гап таркибидаги гапларни *используются в целях соединения* бир бири билан боғлаш учун *предложений в сложноподчинённых* ишлатилади, масалан: *предложениях, например:*

Who = person/people

Example: I met my friend. He works at the joint-venture.
I met my friend **who** works at the joint-venture.

Which/that = thing/things.

Example: He presented me a bottle of French perfume. It was very expensive.
He presented me a bottle of French perfume **which** was very expensive.

Where (in which) = place

Example: That is the joint-venture. We work in it.
That is the joint-venture **where** we work.

Қуйидаги саволларга жавоб беринг:

Ответьте на следующие вопросы:

1. Инглиз тилидаги эргашган қўшма гап таркибидаги содда гапларнинг хар бирида кесимнинг иштироки зарурми? Юқорида келтирилган инглиз тилидаги мисолларни ўзбек ва рус тилларга таржима қилиб таққосланг. Хар бир тил мисолида кесимни аниқлаб кўрсатинг.

1. Необходимо ли использовать в составе составляющих сложно-подчинённое предложение в английском языке подлежащее? Переведите вышеназванные предложения на узбекский и русский языки и сравните это явление. Укажите на примере каждого из вышеприведённых предложений сказуемое.

2. Инглиз тилидаги эргашган қўшма гап таркибидаги содда гапларнинг хар бирида эганинг иштироки зарурми? Юқорида келтирилган инглиз тилидаги мисолларни ўзбек ва рус тилларга таржима қилиб таққосланг. Хар бир тил мисолида эгани аниқлаб кўрсатинг.

2. Присутствует ли в составляющих сложноподчинённое предложение в английском языке подлежащее? Укажите на него в каждом из вышеприведённых примеров, сравнив это явление с узбекским и русским языками.

3. Эргашган кўшма гапнинг 3. Какое слово в английском эргашган қисмида инглиз тили варианте выполняет функцию мисолида қайси бир сўз эга подлежащего в придаточном вазифасини бажаряпти? Юқорида предложении? Укажите на него келтирилган гаплар мисолида уни в приведённых выше примерах. кўрсатинг.



GRAMMAR DRILL

Ex.10 (WB)



Ex.11 Switch on the tape. Read your sentence from exercise 10, compare it with that on the tape, then repeat it. Begin after the signal.



Ex.12 (WB)



Ex.13 Switch on the tape. Read your sentence from exercise 12, compare it with that on the tape, then repeat it. Begin after the signal.



Ex.14 (WB)



Ex.15 Switch on the tape. Read your sentence from exercise 14, compare it with that on the tape, then repeat it. Begin after the signal.



Ex.16 (WB)



Ex.17 Switch on the tape. Read your sentence from exercise 16, compare it with that on the tape, then repeat it. Begin after the signal.



Ex.18 (WB)



Ex.19 Switch on the tape. Read your sentence from exercise 18, compare it with that on the tape, then repeat it. Begin after the signal.



Ex.20 (WB)



Ex.21 Switch on the tape. Check your translation.

READING COMPREHENSION



Ex.22 Switch on the tape. Read the text together with the speaker.

A Market Mechanism.

A market is a mechanism by which buyers and sellers of a commodity interact to determine its price and quantity. The competition among sellers of the same commodity and buyers of that commodity influences the prices.

Prices coordinate the decisions of producers and consumers in a market. Higher prices discourage consumption and encourage production. Lower prices encourage consumption and discourage production. Prices are the balance wheel in the market mechanism.

Markets are constantly solving the problem **What, How** and for **Whom**. As they balance all the forces operating on the economy, markets are finding equilibrium of supply and demand.

What is a market equilibrium? It represents a balance among all the different buyers and sellers. The market finds the equilibrium price that just balances the desires of buyers and sellers. By matching sellers and buyers (supply and demand) in each market, a market economy simultaneously solves the three problems of **What, How** and for **Whom**.



Ex.23 (WB)



Ex.24 Switch on the tape. Listen to the statement. Tell "it's true" or "it's false", compare it with that on the tape, repeat it.



Ex.25 Switch on the tape. Repeat each sentence from the text and translate it. Check your translation with that on the tape.



Ex.26 Switch on the tape. Read the text together with the speaker.



Ex.27 Ask and answer the following questions. Work in pairs.

1. Would you like to be a buyer or a seller in a market? Why?
2. How do prices coordinate the decisions of producers and consumers in a market?
3. What is a market equilibrium?



Ex.28 Discuss the topic “The Three Problems of What, How and for Whom” in groups. Use the following questions.

1. What is the first problem?
2. What is the second problem?
3. What is the third problem?
4. How does a market economy solve the three problems of What, How and for Whom?



Ex.29 Retell the text "A Market Mechanism" in your own words.

UNIT VIII

Phonetic Drill



Ex.1 Switch on the tape. Listen to a new word. Repeat it after the speaker twice.

to appear	[ə'piə]	to quote	[kwout]	rate	[reit]
to depend on	[di'pend ən]	to purchase	['pə:tʃəs]	competitor	[kəm'petitə]
to secure	[si'kjʊə]	capital	['kæpitl]	financial	[fain'næŋʃəl]
to observe	[əb'zə:v]	growth	[grəʊθ]	conformity	[kən'fɔ:miti]
to ensure	[in'ʃʊə]	investor	[in'vestə]		



Ex.2 (WB)

VOCABULARY INTRODUCTION



Ex.3 (WB)



Ex.4 Switch on the tape. Check your translation of exercise 3.

VOCABULARY DRILL



Ex.5 (WB)



Ex.6 Switch on the tape. Check your translation of exercise 5.



Ex.7 Switch on the tape. After each signal you will hear a Russian word combination. Pronounce its English translation, compare it with that on the tape, then repeat it.

GRAMMAR INTRODUCTION



Ex.8 Сўз ясаш/Словообразование/Wordbuilding

Янги сўзларнинг ясалиши билан танишинг. Жадвалнинг чап томондаги сўзларни ўнг томондаги сўзлар билан навбатма навбат ўқиб таққосланг/Познакомьтесь с образованием новых слов. Прочитайте и сравните по порядку слова из левого столбца с словами из правого столбца.

асос сўз/слово-основа	ясалган сўз/производное слово
answer - жавоб/ответ	to free - озод қилмоқ/освободить
transport [ˈtrænsˌpɔ:t] - транспорт	to disappear - йўқолмоқ/исчезать
use [ju:s]-ишлатиш/ употребление	to reconstruct - қайтадан кўрмоқ/ перестроить
free - эркин, озод/свободный	leader - рахбар, бошловчи/ руководитель
to appear -пайдо бўлмоқ/появляться	organization - ташкилот/ организация
to construct - кўрмоқ/строить	agreement - битим/соглашение
to lead - етакчилик (рахбарлик) қилмоқ/вести, руководить	kindness - очиқ кўнгиллилик/ доброта
to organize - ташкил қилмоқ/ организовать	importance - муҳимлилик/ важность
to agree - фикрга қўшилмоқ/ соглашаться	scientist - олим/ученый
kind - оққўнгил/добрый	friendship - дўстлик/дружба
important - муҳим/важный	childhood - болалик/детство
science - фан/наука	disagreement - турлича қараш/ разногласие
friend - дўст/друг	comfortable - шинам/ комфортабельный
child - ёш бола/ребенок	cultural - маданиятли/культурный
agreement - розилик/согласие	helpless - ёрдамга муҳтож/ беспомощный
comfort - комфорт/комфорт	famous - машхур/ знаменитый, известный
culture - маданият/культура	healthy - соғ/здоровый
help - ёрдам/помощь	uncomfortable - ноқулай/ неудобный
fame - машхурлик/ слава, известность	incapable - қобилиятсиз/ неспособный
health - соғлиқ/здоровье	impossible - мумкин эмас/ невозможный
comfortable - қулай/удобный	irregular - камдан кам/ нерегулярный
capable - қобилиятли/способный	
possible -мумкин бўлган/возможный	
regular - доимий/регулярный	
to answer - жавоб бермоқ/ отвечать	
to trans'port [træns'pɔ:t]- ташимоқ/ перевозить	
to use [ju:z] - ишлатмоқ/ использовать	



Ex.9 (WB)

GRAMMAR DRILL



Ex.10 (WB)



Ex.11 Switch on the tape. Read your sentence from exercise 10, compare it with than on the tape, then repeat it. Begin after the signal.



Ex.12 (WB)



Ex.13 Switch on the tape. Check your answers of exercise 12.



Ex.14 (WB)



Ex.15 Switch on the tape. Check your translation of exercise 14.



Ex.16 (WB)



Ex.17 (WB)



Ex.18 Switch on the tape. Check your translation of exercise 17.

READING COMPREHENSION



Ex.19 Switch on the tape. Read the text together with the speaker.

Success in Business

Each year a lot of new enterprises appear in Uzbekistan. Many of them need financial capital to begin business. The creation of a successful business depends on its production capacity and on the relations with other firms and countries.

Many firms are interested in investments in Uzbekistan's economy. At the same time the firms of the Republic need additional capital to continue economic growth. We know companies, which make investments to secure growth and additional profit of Uzbekistan's firms. Investors observe closely the purposeful use of means and rates of growth. It ensures success of new firms.

A firm's success depends on the fullest satisfaction of consumers with goods and services. A firm quotes prices for goods and services in conformity with cost price and state of the market. Competition and purchasing power of consumers play the main role in fixing prices. Most of the firms face competition in business. Firms lose a part of

profits to face up this competition. They fix lower prices for goods and services than their competitors.

The international market is more competitive than the domestic market of the republic. A commercial success at any market needs a substantial and long-term investment of money and efforts. Success also requires full understanding of customer's needs.



Ex. 20 Read each statement, agree or disagree with it. Give your reasons.

1. The beginning of successful business depends on the relations with other firms.
2. These foreign firms were interested in investments in Uzbekistan's economy.
3. People quote prices for foreign and domestic goods and services.
4. Business people will always face competition in market economy.
5. Success didn't require full understanding of client's needs.
6. Businessman loses a part of profit in business world.
7. Business needs long-term investments of money and efforts.
8. Our workers will observe purposeful use of means and rates of growth.



Ex.21 Switch on the tape. Listen to the statement. Say if "it's true" or "it's false", compare it with that on the tape, repeat it. Follow the example below. Example:

You listen – Competition and the purchasing power of consumers don't play the main role in fixing prices.

You say – It is false. Competition and the purchasing power of consumers play the main role in fixing prices.

You listen – The creation of a successful business depends on its relations with other firms.

You say – It is true. The creation of a successful business depends on its relations with other firms.



Ex.22 (WB)



Ex.23 (WB)



Ex.24 Switch on the tape. Check your sentences from exercise 23, repeat them after the speaker.



Ex.25 (WB)

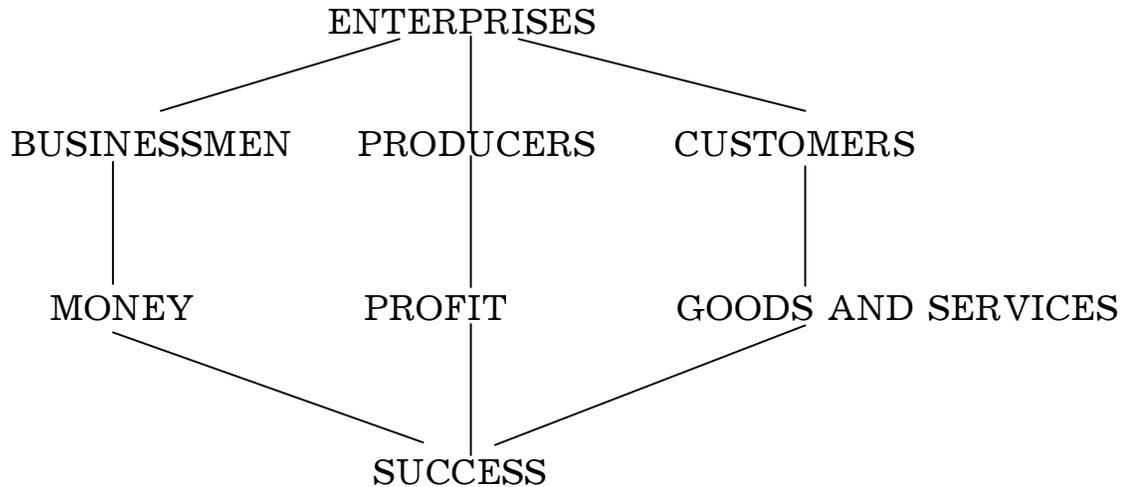


Ex.26 Retell the text using the chain of the key words.

new enterprises – capital – to begin business – the beginning of business – abilities – relations – firms – additional – capital – economic growth – investors – the purposeful use – success – to depend on – consumer satisfaction – to quote – prices – goods – competition – to play – fixing prices – to face – to lose – profit



Ex. 27 Speak about success in business using the chart.



Ex. 28 Discuss the topic “Success in Business” in groups.

UNIT IX Cursory Reading



Ex. 1 Scan the following text. Pay attention to the following comments.

Do you agree with the following statements:

1. *Marketing is any activity in which the product is confronted with the market.*
2. *The life-cycle of the product starts when you begin to study the demand of the given product in a market.*

MARKETING AND SALES

A Firms do not have a choice about whether or not to carry out any marketing. Marketing is often confused with selling or advertising. Marketing is getting people to want your goods, selling them, delivering them to the buyers and getting paid for them. Marketing means being active in every way which will help to increase sales.

- B** The key task for any business is to get its marketing right, but this also means the company must be good at everything else from research and development to manufacturing and from quality control to financial control. Marketing starts with finding out what motivates customers to buy a particular product or service.
- C** There are four principal factors that make up the marketing mix - "the Four P's". They are: product, price, place and promotion. This is what the company has to do:
- find out what customers want;
 - choose the products or services you can offer to satisfy the needs;
 - price and sell them;
 - promote and advertise them;
 - place them in the market and distribute them;
 - make a profit at the end of the whole process.
- D** It is very important to know that all products pass through various stages in their life-cycle. The stages of the product life-cycle are: introduction, growth, maturity and decline. Companies must develop new products to replace products whose sales are declining and coming to the end of their lives.
- E** Marketing affects every aspect of a company's operations. Every one who works for the company must think "marketing". To think marketing means that we must have a clear idea of:
- what the customers need and want;
 - what makes them buy;
 - what the product is to the customer.

Reading Comprehension



Ex. 2 (WB)



Ex. 3 (WB)



Ex. 4 Read text "Marketing and Sale" together with the speaker.



Ex. 5 (WB)



Ex. 6 (WB)

Ex. 7 Switch on the tape. Check the words you have matched in exercise 6.



Ex. 8 (WB)

Ex. 9 (WB)



Ex. 10 Switch on the tape. Read your sentence from exercise 9, compare it with that on the tape, than repeat.



Ex.11 Read the following text with the speaker and try to understand its content, give the main idea of the text.

Let's take the case of a firm that is considering the manufacture and sale of shirts. Before launching such a venture, any entrepreneur or company has to consider some factors. First, what is the potential size and nature of consumer demand for this product? Or is the clothes market divided into many smaller markets or niches?

The firm has to consider several different prices that may rise or fall in response to the behavior of people who buy or sell clothes. For example, the prices the firm has to pay for its inputs will obviously play a major role in determining how much labour, machinery and materials the firm will use in making shirts. If the price of silk rises and the price of cotton falls, many shirts making firms will look for ways to use more cotton and less silk. Similarly, if wages for workers rise sharply, firms will have a strong incentive to look for ways to use more machinery, or capital, and less labour.

Any such venture carries a large element of risk: a new style of shirtes may fail to attract customers, or manufacturing costs may be unexpectedly high, pricing the company's shirts out of the market.

The government plays an important role in any market economy. It protects private propety rights. Property rights must be well-defined legally, and business owners and investors must be treated the same by law and commercial regulations whether they are citizens of the country or foreign nationals.

Only if property rights are free from the threat of expropriation by government, or exploitation by political interests, will individuals and companies want to risk their money by investing in new or expanded businesses.

In short, entrepreneurs should not have to face political or legal uncertainty about the legitimacy of their enterprise.



Ex.12 (WB)



Ex.13 Switch on the tape. Check your word combinations with that on the tape, then repeat.



Ex.14 (WB)



Ex.15 Answer the following questions.

1. What must any venture do before launching a product?
2. What does the firm do, if prices rise or fall?
3. What risks does any venture face?
4. What role does the government play in market economy?
5. What does the government protect?
6. When will the companies want to risk their money?

7. What factors must an entrepreneur or company take into account if they want to set up a venture?
8. What factors must a foreign investor think of if he wants to invest in any business venture?



Ex.16 (WB)



Ex.17 Switch on the tape. Check your sentences with that on the tape, then translate them.



Ex.18 Divide into groups, discuss the following and share your opinion with your group-mates:

If you want to sell goods in a foreign country, you can either export them from your own country or you can set up a factory in that country. What are the advantages and disadvantages of both methods?



Ex.19 Divide into groups.

Imagine that you work in a Marketing Department. Work out a marketing strategy for the product your company is producing.

Answer the following questions while working in groups:

- What product is your company producing?
- What are the technical characteristics of your product?
- How many products does your company produce?
- Who are your customers?
- How can you inform your customers about your product?
- Who are your competitors?
- What risks can your company face?

Make a presentation of your company's product.



Ex. 20 (WB)



Ex. 21 Speak about marketing and sales.

UNIT X

Phonetic Drill



Ex.1 Switch on the tape. Read the word, check your reading with that on tape, repeat the word.

to ap`pear
to con`tinue
to se`cure
to ob`serve
to en`sure
to `quote
to `purchase

to re`quire
to `use
to `operate
to `carry
`growth
satis`faction
`effort

`power
fi`nancial
`purposeful
subs`tantial
com`mercial
`general
con`formity



Ex.2 Switch on the tape. Listen to a new word. Repeat it after the speaker two times.

to raise	[ˈreɪz]	an advantage	[ədˈvɑːntɪdʒ]
to qualify	[ˈkwɒlfai]	a disadvantage	[ˌdɪsədˈvɑːntɪdʒ]
to share	[ˈʃeə]	a decision	[dɪˈsɪʒən]
to be responsible for	[rɪsˈpɒnsəbl]	frequent	[ˈfriːkwənt]
to expand	[ɪksˈpænd]	liability	[laɪəˈbɪlɪti]
expansion	[ɪksˈpæʃn]	a government	[ˈgʌvnmənt]
proprietorship	[prəˈpraɪətə(r)ʃɪp]	a certificate	[səˈtɪfɪkɪt]
partnership	[ˈpɑːtnəʃɪp]	private	[ˈpraɪvɪt]
responsibility	[rɪsˌpɒnsəˈbɪlɪti]	a resource	[rɪˈsɔːs]



Ex.3 (a) (WB)



Ex.3 (b) Switch on the tape. Check your answer in exercise 3 (a) with that on the tape and repeat.

Vocabulary Introduction



Ex.4 (WB)



Ex.5 Switch on the tape and check the translation of exercise 4.

Vocabulary Drill



Ex.6 (WB)



Ex.7 Switch on the tape. Check your translation of exercise 6.

Ex.8 Switch on the tape. After each signal you will hear a Russian word combination. Pronounce its English translation, compare it with that on the tape, then repeat it.

Grammar Introduction



Ex.9 (a) Феълнинг мажхул даражасининг тузилиши ва ишлатилиши балан танишинг./Познакомьтесь с образованием и употреблением страдательного залога (Passive Voice).

Инглиз тилида иш харакат ким *В английском языке пассивный*
 томонидан бажарилаётгани *залог употребляется, когда*
 хақидаги маълумот муҳим *нет необходимости* в
 бўлмаганида, феълнинг мажхул *указании лица, совершающего*
 даражаси **(Passive Voice)** *действие, например:*

ишлатилади, масалан:

Passive Voice:

The bank was built last year.

Банк ўтган йили қурилган эди./Банк построили в прошлом году.

Active Voice:

We built the bank last year. (Биз банкни ўтган йили қурдик./Мы построили банк в прошлом году.)

Пассив конструкциянинг тузилиши: /Структура пассивной конструкции: **to be + PII** of the main verb

Агар иш харакатининг *Если есть необходимость в*
бажарувчи шахси хақида *упоминании в предложении*
маълумот киритилиши зарур *лица, совершившего действие,*
бўлса, бу маълумот “by” *это лицо вводится при*
предлоғи орқали гапнинг якунида *помощи предлога “by” в конце*
киритилади, масалан: *предложения, например:*

*The bank **was built** last year **by this company**.*

Банк ўтган йили шу компания томонидан қурилди./Банк был построен в прошлом году этой компанией.



Ex.9 (b) (WB)



Ex.9 (c) Taking into the account the examples of Ex.9 (b) answer the following questions.

Пассив конструкциясининг қайси бир қисми ва қандай қилиб қуйидаги замонларни ифодалаётганида ўзгаради?/Какой элемент в пассивной конструкции и как изменяется при изменении нижеперечисленных времён глагола?

- (a) The Present Indefinite;
- (b) The Present Perfect;
- (c) The Past Indefinite;
- (d) The Future Indefinite;
- (e) модал феъли киритилганида/при внесении модального глагола.



Ex.10 (WB)



Ex.11 Switch on the tape. Read your sentences from exercise 10, compare them with that on the tape.



Ex.12 (WB)



Ex.13 Switch on the tape. Check your sentences of exercise 12.



Ex.14 (WB)



Ex.15 Switch on the tape. Check your translation of exercise 14.



Ex.16 (WB)



Ex.17 Switch on the tape. Check your sentences of exercise 16.



Reading Comprehension

Ex.18 Switch on the tape. Read the text together with the speaker.

Types of Proprietorship

A business may be privately owned in three different forms. These forms are the sole proprietorship, the partnership and the corporation.

Many businesses are sole proprietorships. Firms are owned and operated by a single person. When a person decides to open an independent business, that person is entirely responsible for its success or failure. Any profits go to the owner, any losses are his or her responsibility as well.

Any business may have the form of the partnership. When a proprietor wants to expand a business one way to do so is to form a partnership. A partnership is an association of two or more persons to carry on a business for profit. When the owners of the partnership have unlimited liability they are called general partners. If partners have limited liability they are "limited partners". The rights and duties of a partnership are regulated by laws of the state in which it is formed and by a legal agreement entered into by the co-owners. A partnership agreement also may provide for a "silent partner" who does not take part in the management, but who invests money in the business.

A corporation is a specific legal form of organization of persons and resources for the purpose of conducting business. A business corporation is operated by individuals. Their shares of ownership are represented by stock-certificates. A person who owns a stock certificate is called a stock-holder. The typical corporation likes to keep a balance among methods of raising money for expansion. It frequently spends about half of the earnings into the business and pays out the other half as dividends.



Ex.19 (WB)

Ex.20 Switch on the tape. Listen to the statement. Say "it's true" or "it's false", compare it with that on the tape, repeat it. Follow the example below.

Example: You hear – There are two forms of proprietorship.

You respond – It is false. There are three forms of proprietorship.

You hear – A corporation can offer a higher salary.

You respond – It is true. A corporation can offer a higher salary.



Ex.21 (WB)

Ex.22 Switch on the tape. Check your answers with that on the tape, repeat them.



Ex.26 Discuss different types of proprietorship. Choose one type for one group.

Иқтисодиёт йўналишидаги инглиз тили материаллари – “Машқлар”
тўплами (Work Book). Units 7-10.

ENGLISH FOR MARKET ECONOMY. WORK BOOK.

A.A. Ismailov, V.A. Fyodorov, A.O. Morozova,
G.A. Tursunova, E.G. Bekmatova, M.R. Ismailova (Units 7-10)

UNIT VII



Ex.2 Learn the following words and word combinations and write down their translation.

1. **to determine** – аниқламоқ, тайинламоқ; тартибга солмоқ/
определять, устанавливать; регулировать
to determine prices
to determine smb's duties
миқдорни тартибга солиш/*регулировать количество*
2. **to coordinate** – уйғинлаштирмоқ, мувофиқлаштирмоқ/
координировать, согласовывать
to coordinate the decisions
to coordinate production
ишни мувофиқлаштирмоқ/*координировать работу*
3. **consumption** - 1)истеъмол қилиш, ишлатиш ,фойдаланиш;
2)чиқим/1)*потребление*;2)*расход; затрата*.
consumption of goods
consumption of services
consumption of labour power
productive consumption
ижтимой истеъмол/*общественное потребление*
4. **to represent** – ифодаламоқ, англатмоқ; вакил бўлмоқ/
символизировать; означать; представлять
to represent a balance
a flag represents the nation
мамлакатнинг вакили бўлмоқ/*представлять страну*
representation - ваколатхона/*представительство*
trade representation
labour representation
5. **to encourage≠discourage** - рағбатлантирмоқ, қўллаб қувватламоқ
поощрять, поддерживать
to encourage production
to encourage workers
истеъмолни рағбатлантириш/*поощрять потребление*
6. **to operate** - харакатда бўлмоқ, ишламоқ/*действовать, работать*
this machinery operates day and night
privately operated
state operated

operating – бошқариш; ишлатиш, эксплуатация қилиш,
операция/ *управление; эксплуатация*
operating of premises

operation – ҳаракат, иш, фаолият; эксплуатация, операция;
келишув/ *операция; сделка*
bank operation

trade operations

тижорат операцияси/ *коммерческая операция*

Ex.4 Choose the right variant.

нархларни тартибга солмоқ/

регулировать цены

to indicate prices

to represent a balance

to influence prices

to determine prices

қарорларни мувофиқлаштириш/

согласовывать решения

to fluctuate the cost

to coordinate the decisions

to encourage the decisions

to accept the cost

истеъмолини қўллаб-

қувватламоқ/

не поощрять потребление

to discourage consumption

to encourage consumption

to fluctuate consumption

to coordinate the decisions

ишлаб чиқаришни қўллаб-

қувватламоқ/

поддерживать производство

to determine prices

to encourage production

to discourage production

to indicate prices

мутаносибликни

англантиш/*представлять*

равновесие

to represent a balance

to accept a balance

to rule the market

to find the way

тижорат операцияси/

коммерческая операция

bank operation

trade operation

commercial operation

computer operation

ишлаб чиқариш

истеъмоли/*производственное*

потребление

industrial consumption

productive consumption

consumption of labour power

consumption of raw materials

киши бошига истеъмом/

потребление на душу населения

production of goods

fluctuation of prices

consumption of goods

determination of goods



Ex.8 Match the words with their definitions. Then switch on the tape and check your choice with that on the tape and repeat.

- | | |
|----------------|--|
| 1. to consume | a) one who produces goods and services. |
| 2. to interact | b) often |
| 3. to match | c) to buy for one's personal needs or services for one's personal needs. |

- 4. consumption d) to act on one another
- 5. constantly e) to be similar or corresponding to in some way.
- 6. a producer f) the using up of goods or services either by consumers or in the production of other goods.



Ex.10 Construct the complex sentence out of the two simple ones given below. To connect them use the pronouns who/that/which/ where: who = person/people; which/that = thing/things; where/(in which) = place.

1. The market finds the equilibrium price. It balances the desires of buyers and sellers.
2. Do you know Mr. Brown? He is the owner of this small shop.
3. That is the joint-venture. We work in it.
4. Here are low prices. They encourage consumption.
5. What is a market equilibrium? It represents a balance among all the different buyers and sellers.
6. There is the competition among sellers of the same commodity and buyers of that commodity. It influences the prices.
7. There is the boy. He has a desire for knowledge.
8. That is the factory. My friend receives good wages in it.



Ex.12 Complete the sentences choosing the corresponding statements from the list and using a required pronoun to connect them.

Example: *We study business* (it is very important)

We study business which is very important and interesting.

sentences to finish	a list of statements
The book is about a men	they run big enterprises
.....	
These are businessmen	who likes money
.....	
A manager is a person	they are on that wall
.....	
That is the factory	people gather to buy and sell goods in it
.....	
There is the millionaire	he manages a business
.....	
I don't like the pictures	he can encourage workers with higher wages
.....	
Originally a market was a place	it produces cars
.....	

Ex.14 Make up the sentences using the following words.

1. the, prices, among, competition, sellers, influences, the
.....
2. prices, producers, decisions, coordinate, of, the
.....
3. consumption, higher, discourage, prices
.....
4. production, lower, discourage, prices
6. price, the, finds, the, market, equilibrium.
.....
7. problems, a, three, economy, the, market, solves.
.....



Ex.16 Choose and underline the proper word to complete the sentence.

1. Our boss (determines/represents/operates) our duties.
2. The flag (coordinates/represents/encourages) the nation.
3. Higher prices (encourage/discourage/represent) consumption.
4. Prices are (the balance/life/free) wheel in the market mechanism.
5. He is a man of (production/consumption/decision).
6. The manager (coordinates/encourages/discourages) workers with money.
7. He (coordinates/fluctuates/accepts) his decisions with his chief.
8. There is a high (consumption/decision/production) of goods at this supermarket.



Ex.18 Choose the right variant and underline it.

1. Бозор бу харидор ва сотувчининг муомилада бўлиш механизмидир./ Рынок это механизм с помощью которого покупатели и продавцы товара взаимодействуют.

- A market is a mechanism by which buyers and sellers of a commodity operate.
- A market is a mechanism by which buyers and sellers of a commodity interact.
- A market is a mechanism by which buyers and sellers of a commodity coordinate.

2. Харидорлар ва сотувчилар молнинг нархини ва миқдорини аниқлашади./ Покупатели и продавцы определяют цену и количество товара.

- Buyers and sellers determine price and consumption of a commodity.
- Buyers and sellers determine price and quality of a commodity.
- Buyers and sellers determine price and quantity of a commodity.

- 3. Муайян бир молнинг сотувчиси ва харидори орасидаги рақобат нархларга ўз таъсирини кўрсатади./Конкуренция между продавцами одного и того же товара и покупателями этого товара влияет на цены.**
- The competition among sellers of the same commodity and buyers of that commodity influences the prices.
 - The competition among sellers of the same commodity and buyers of that commodity encourages the prices.
 - The competition among sellers of the same commodity and buyers of that commodity discourages the prices.
- 4. Нархлар ишлаб чиқарувчилар ва харидорлар хукмларини мувофиқлаштиради./Цены координируют решения производителей и потребителей на рынке.**
- Prices coordinate production and consumption in a market.
 - Prices coordinate the decisions of buyers and sellers in a market.
 - Prices coordinate the decisions of producers and consumers in a market.
- 5. Баланд нархлар истеъмолни рағбатлантирмайди./Высокие цены не поощряют потребление.**
- Higher prices discourage consumption.
 - Higher prices encourage consumption.
 - Higher prices stimulate consumption.
- 6. Баланд нархлар ишлаб чиқаришни қўллаб қуватлайди./Высокие цены поддерживают производство.**
- Higher prices discourage production.
 - Higher prices encourage production.
 - Higher prices determine production.
- 7. Нархлар - бу бозор механизмида мутаносиблик ғилдирагидир./Цены - это колесо равновесия в механизме рынка.**
- Prices are free wheel in the market mechanism.
 - Prices are fortune's wheel in the market mechanism.
 - Prices are the balance wheel in the market mechanism.
- 8. Бозор доим уч - Нима?, Қанча?, Ким учун? - масалаларни хал этади./Рынок постоянно решает три задачи: что, сколько и для кого.**
- A market sometimes solves the three problems of What, How and for Whom.
 - A market simultaneously solves the three problems of What, How and for Whom.
 - A market constantly solves the three problems of What, How and for Whom.

Ex.20 Translate the following sentences into English.

1. **Бозор - бу харид қилувчи ва мол сотувчиларнинг муомилада бўлиш механизмидир.** /Рынок - это механизм с помощью которого покупатели и продавцы товара взаимодействуют.
2. **Харид қилувчилар ва сотувчилар молнинг нархини ва миқдорини аниқлашади.** /Покупатели и продавцы определяют цену и количество товара.
3. **Муайян бир молнинг сотувчиси ва харидори орасидаги рақобат нархларга ўз таъсирини кўрсатади.** /Конкуренция между продавцами одного и того же товара и покупателями этого товара влияет на цены.
4. **Нархлар ишлаб чиқарувчилар ва харидорлар хукмларини мувофиқлаштиради.** /Цены координируют решения производителей и потребителей на рынке.
5. **Баланд нархлар истеъмолни рағбатлантормайди, лекин ишлаб чиқаришга далда булади.** /Высокие цены не поощряют потребления но поддерживают производство.
6. **Паст нархлар истеъмолни рағбатлантиради лекин ишлаб чиқаришга далда булмайди.** /Низкие цены поощряют потребление но не поддерживают производство.
7. **Нархлар - бу бозор механизмида мутаносиблик ғилдирагидир.** /Цены это колесо равновесия в механизме рынка.
8. **Бозор – иқтисодиётда фаолият кўрсатаётган барча кучларни мувозанатга келтиради.** /Рынок уравнивает все силы, действующие в экономике.
9. **Бозор - талаб ва таклифни мувофиқлаштиради.** /Рынок находит равновесие спросу и предложению.
10. **Талаб ва таклифни мувофиқлаштириш орқали бозор бир йула - Нима?, Қанча?, Қим учун? - масалаларни хал этади.** /Приводя в соответствие спрос и предложение, рынок одновременно решает три задачи: что, сколько и для кого.



Ex.23 Close your Resource Book. Read each statement. Mark "T" if the statement is true and "F" if the statement is false.

statements	T	F
1. A market is a mechanism by which buyers and sellers of a commodity interact.		
2. Buyers and sellers determine price and quality of a commodity.		
3. The competition among sellers of the same commodity, and buyers of that commodity influences the prices.		

4. Higher prices encourage consumption and discourage production.
5. Prices are the point of imbalance in market mechanism.
6. Markets unbalance all the forces operating in the economy.
7. Markets find an equilibrium between supply and demand.
8. By matching commodities and services in each market, a market economy simultaneously solves the three problems of What, How and for Whom.

UNIT VIII



Ex. 2 Choose the word (words) with the given sound, pronounce and underline it.

[ou]

to know

to observe

to lose

to quote

to continue

[ə:]

to prefer

to secure

to observe

to ensure

to purchase

[ʌ]

to secure

to understand

to use

to run

to require

[ei]

to play

to appear

to purchase

to face

to continue

[u:]

to lose

to quote

to use

to secure

to run

[i]

to fix

to appear

to depend

to purchase

to ensure



Ex. 3 Learn the following words and word combinations and write down their translation.

1. **appear** - пайдо бўлмоқ/*появляются*
 appear in society
 газетада пайдо бўлмоқ/*появиться в газете*

2. **depend on smth** - бирор нарсага боғлуқ бұлмоқ/*зависеть от*
 depend on the circumstances
 depend on demand (талаб/*спрос*) and supply таклиф/*предложение*)

 фойдага боғлуқ бұлмоқ/*зависеть от прибыли*
 нархларга боғлуқ бұлмоқ/*зависеть от цен*
3. **growth** – уйғунлашиш, ривожланиш/*рост, развитие*
 the growth of population
 the growth of cities
 компанияларнинг уйғунлаши/*рост компаний*
 иқтисодий уйғунлашув/*экономический рост*
4. **satisfaction** - қаноат/*удовлетворение*
 to make satisfaction
 қаноатланмоқ/*получать удовлетворение*
 satisfaction of wants
 талабларга (**requirements**) жавоб бермоқ/*удовлетворение*
требований
to satisfy - қаноатлантирмоқ, тўғри келмоқ/*удовлетворять,*
соответствовать
 to satisfy the demands
 to satisfy the employees
 талабларга тўғри келмоқ/*соответствовать требованиям*
be satisfied with smth - бирор нарсага қаноатланмоқ/
быть удовлетворенным чем-то
 be satisfied with results
 ишга қаноат қилмоқ/*быть удовлетворенным работой*
5. **to observe** - кузатмоқ/*наблюдать, следить*
 to observe laws
 to observe instructions
 жараённи кузатмоқ/*наблюдать процесс*
 талабларга риоя қилмоқ/*соблюдать (следить за) требования* ...
6. **to secure** - таъминламоқ/*обеспечивать, гарантировать*
 to secure an order (буюртма/*заказ*).....
 to secure a creditor
 иш билан таъминламоқ/*обеспечить работой*
 ссуда (ёрдам - **a loan**) билан таъминламоқ/*предоставить*
обеспечение по ссуде (a loan)
security - хавфсизлик, кафолат, гарантия, таъминлаш/
безопасность, гарантия, обеспечение
 additional security
 фойдали таъминлаш/*доходное обеспечение*
 to provide security
 кафолатни қўллаб қувватламоқ/*поддерживать гарантии*

7. **ensure** - (кафолат) гарантия бермоқ, таъминламоқ/
гарантировать, обеспечить
ensure independence
ensure an income
муваффақиятни таъминлаш/гарантировать успех
талабни таъминлаш/обеспечить спрос
8. **competitive** – рақобатли/конкурентный, конкурентноспособный
competitive nature of business
рақобатли нархлар/конкурентноспособные цены
competition between the firms -
9. **quote** – тайинламоқ/назначать
quote prices
молларга нархни тайинламоқ/назначить цену на товары
quote terms of delivery (таъминлаш шартларини .../... условия
доставки)
мехнат ҳақи шартларини тайинлаш/назначить условия
заработной платы
10. **to purchase** - харид қилмоқ/приобретать
to purchase on term (муддат/срок)
кредитга харид қилиш/приобретать в кредит
to purchase a shop
молларни харид қилмоқ/приобретать товары
purchase (n) - харид қилинган мол/покупка
to make a purchase
харид қилинаётган молга кафолат бермоқ/гарантировать
покупку
11. **to fix** – тайинламоқ/устанавливать
to fix a term
to fix a budget
нархларни тайинлаш/установить цены
вақтни тайинлаш/установить дату
fixing - тайинлаш/установление
budget fixing
олтинга нархларни тайинлаш/установление цены на золото.....
12. **to face** - дуч келмоқ, юзма-юз учрашмоқ/столкнуться (лицом к лицу)
to face a competition
to face facts
қийинчиликга дуч келмоқ/встретить трудности
13. **rate** - суръат, тариф, ставка/норма, размер
rate of profit
уйғунлашиш суръати/темп роста
cost rate
доллар суръати (бахоланиши)/курс доллара

14. **means** - восита, услуб/средства, способы
 means of production
 means of communication
 яшаш воситалари/средства к существованию
15. **in conformity with smth**-бир нарсага биноан (тўғри келган (мос)холда)/ *быть в соответствии с чем-либо*
 in conformity with market
 инструкцияларга биноан/в соответствии с инструкциями

Ex. 6 Choose the right variant.

- | | |
|---|--|
| <p>шароитга боғлуқ бўлмоқ/
 <i>зависеть от ситуации</i>
 to appear in society
 to depend on the situation
 to continue the course
 to depend on prices
 to secure a job</p> <p>ахолининг ўсиши/прирост населения
 full growth
 friendly relations
 the growth of companies
 slow growth
 the growth of population</p> <p>иқтисод билан қизиқмоқ/
 <i>интересоваться экономикой</i>
 to be interested in politics
 to depend on prices
 to be interested in economy
 to appear in society
 to be interested in an enterprise</p> <p>ишлаб чиқариш муносабатлари/
 <i>производственные отношения</i>
 profitable business
 friendly relations
 relations of production
 friendly meeting
 diplomatic relations</p> <p>ишни давом эттирмоқ/
 <i>продолжать работу</i>
 to secure a job
 to depend on work
 to be interested in jobs
 to lose work
 to continue work</p> | <p>газетада пайдо бўлмоқ/
 <i>появиться в газете</i>
 to secure an order
 to lose time
 to appear in the newspaper
 to spend money
 to appear in society
 to purchase a computer
 to make an effort
 to make a purchase</p> <p>қўшимча харажатлар/
 <i>дополнительные расходы</i>
 additional risk
 commercial shop
 additional charges
 purchase power
 competitive price</p> <p>истеъмол моллари/
 <i>потребительские товары</i>
 foreign goods
 important problems
 consumer goods
 sales representatives
 customers' goods</p> <p>муваффақиятни таъминлаш/
 <i>гарантировать успех</i>
 to lose money
 to ensure success
 to make profits
 to ensure profits
 to require contr</p> |
|---|--|

молларни харид қилмоқ/

приобретать товары

to sell goods

to spend money

to purchase goods

to secure jobs

to sell retail goods

тижорат контракти/

коммерческий контракт

diplomatic relations

substantial use

commercial contract

profitable business

commercial magazine

бирор-бир молнии харид

қилмоқ/*делать покупку*

to buy retail goods

to purchase a computer

to make an effort

to run a firm

мухим аргумент/*важный*

аргумент

substantial use

domestic problem

diplomatic relations

profitable business

substantial argument

пулни ёқотмоқ/*терять деньги*

to lose time

to use profits

to lose money

to run a firm

to lose profits

мақсадли ишлатиш/

целенаправленное использование

substantial use

domestic trade

substantial argument

purposeful use

profitable business

ички савдо/*внутренняя*

торговля

difficult situation

domestic trade

foreign policy

interesting materials

domestic goods

рақобатга дуч келмоқ/

столкнуться с конкуренцией

to ensure success

to spend money

to satisfy conditions

to fix prices

to face competition

эркин рақобат/

свободная конкуренция

domestic problems

free competition

important meeting

strong position

diplomatic relations

нархларни тайинламоқ/

назначить цены

to fix prices

to spend money

to quote prices

to ensure success

to run business

ўсиш суръати/

темн роста

cost of living

rate of growth

slow growth

mean of living

cost of production

қаноатланмоқ/ *получать*

удовлетвление

to give satisfaction

to fix prices

to get satisfaction

to require agreements

to satisfy demand

уринмоқ/делать попытку
 to make an effort
 to need money
 to make a profit
 to risk money
 to make an investment
яшаш минимуми/
прожиточный минимум
 costs of production
 the growth of population
 substantial meal
 cost of living
 relations of production
нархларни тайинламоқ/
установить цены
 to make money
 to lose time
 to spend money
 to fix prices
 to risk money
яшаш воситалари/
средство к существованию
 relations of production
 the growth of companies
 mean of living
 costs of production
 means of production

ҳарид қудрати/покупательная
 способность
 purchasing power
 the purposeful use
 strong competition
 production costs
 a profitable business
қонунларга риоя
қилмоқ/соблюдать законы
 to waste time
 to make money
 to run a risk
 to observe laws
 to continue a job
пуллик таъминлаш/денежное
 обеспечение
 the means of living
 cash security
 production costs
 production relations
 production growth

Ех. 9 ВВ-даги 8 машқни очинг. Қуйидаги жадвал билан таққосланг. Жадвалнинг ўнг томонида келтирилган сўзларни таржима қилинг. Жадвалдан сўнг келтирилган саволларга жавоб беринг. Жадвалнинг биринчи устунидаги нуқталар ўрнига жавобингизни ёзинг./

Откройте упражнение 8 в ВВ. Сравните с таблицей, приведённой ниже. Переведите примеры, приведённые в правой стороне таблицы. Ответьте на вопросы, приведённые после таблицы. Ответы запишите в таблицу вместо точек.

2. От таркибидаги урғунинг ўзгариши йули билан ясалган феълларни кўрсатинг./Отметьте глаголы, образованные от имени существительного посредством изменения ударения в слове.
3. От таркибидаги товушларнинг ўзгариши йули билан ясалган феълларни кўрсатинг./Отметьте глаголы, образованные посредством изменения звука в составе существительного
4. Феълдан сўз яшаш қўшимчанинг бирикиши орқали ясалган феълларни кўрсатинг ва сўз яшаш қўшимчасини нуқталар ўрнига ёзиб қўйинг./Отметьте глаголы, образованные при помощи префиксов. Запишите эти префиксы вместо точек в таблицу.
5. Жадвалдаги феъллардан яна қайси бири конверсия услуги орқали ясалган? Асос сқз сифатида қайси сўз туркуми ишлатилган?/Какие ещё глаголы в таблице образованы методом конверсии? Из какой части речи они образованы?
6. Мисолларни талқин қилиб бошқа сўз яшаш қўшимчаларни нуқталар ўрнига ёзиб қўйинг./Проанализируйте примеры и запишите вместо точек другие словообразующие аффиксы.



Ex. 10 Choose the verb in the required form and write it down in the spaces provided.

1. Interesting articles (to appear) in this newspaper yesterday.
2. Prices (to depend on) supply and demand.
3. We (to need) someone with good experience. He will work in R&D.
4. We shall inform all our clients. We think, this business project (to interest) many people.
5. Our company (to be interested) in this information. We are going to cooperate with the firms mentioned in this report.
6. – Did you meet your manager?
– We (to have) a heated discussion with him.
7. He usually (to spend) his time on translating articles on economy.
8. My boss always (to fix) the date of meetings.
9. We usually (to do) everything in conformity with instructions.
10. Our firm often (to purchase) goods on credit.



Ex. 12 Open the brackets. Use the correct form of the verb.

1. Many new enterprises (to secure, to purchase, to appear) next year.
2. Success of a firm (to earn, to depend on, to maintain) the satisfaction of consumers.
3. Any firm (to make, to observe, to face) competition in business.
4. We (to contact, to purchase, to play) a lot of foreign firms two years ago.
5. Investors closely (to quote, to require, to observe) purposeful use of means.
6. Our firm (to fix, to continue, to interest) lower prices for goods than their competitors in future.
7. Competition (to understand, to play, to face) the main role in fixing prices.
8. Any market (to fix, to spend, to need) a substantial investment of money.
9. Success also (to lose, to secure, to require) full understanding of client's needs.
10. Producers (to appear, to quote, to continue) higher prices for goods in conformity with cost price last month.



Ex. 14 Choose the right variant and underline it.

1. **Кўпгина фирмалар бизнестда рақобатга учрайдилар/**
Многие фирмы встречают конкуренцию в бизнесе.
 - Most of the firms face competition in business.
 - Most of the firms face danger in business.
 - Most of the firms face competition in economy.
2. **Муваффақият буюртма берувчининг эҳтиёжларини тўлиқ тушунишни талаб этади/**
Успех требует полного понимания нужд заказчика.
 - Success requires full understanding of customer's needs.
 - Success requires close understanding of customer's needs.
 - Success requires understanding of customer's needs.
3. **Биз бизнесни муваффақиятли бўлиши тарафдоримиз. /**
Мы заинтересованы в успешном бизнесе.
 - We are interested in successful business.
 - We aren't interested in economy.
 - We are interested in profitable business.

4. **Бу компания бир нечта фирмаларнинг ривожланиш ва кўшимча даромад қилиши учун сармоялар қилади./**
Эта компания делает вклады для обеспечения развития и дополнительного дохода нескольких фирм.
- This company makes investments to secure growth and additional profit of some firms.
 - This company makes investments to secure growth.
 - This company makes investments to secure additional profit of some firms.
5. **Нархлар талаб ва таклифга боғлуқдир./**
Цены зависят от спроса и предложения.
- Prices depend on demand and supply.
 - Prices depend on circumstance.
 - Prices depend on the greatest demand.
6. **Фирмалар нархларни бозордаги шароитга боғлуқ холда тайинлайдилар./***Фирмы назначают цены на товары в зависимости от положения рынка.*
- Firms quote prices for goods in conformity with state of the market.
 - Firm quotes prices for goods.
 - Firms quote prices for goods in conformity with the market.
7. **Рақобат нархларни тайинлашда энг мухим рол ўйнайди./**
Конкуренция играет главную роль в установке цен.
- Competition plays the main role in fixing prices.
 - Competitions play the main role in fixing prices.
 - Competition plays the main role in prices.
8. **Инвесторлар сармояларни мақсадга мувофиқ ишлатилишини диққат билан кузатишади./***Инвесторы внимательно следят за целенаправленным использованием средств.*
- Investors observe closely purposeful use of means.
 - Investors observe purposeful use of means.
 - Investor observes closely purposeful use of means.
9. **Бу фирма шу хорижий молларга нархларни тайинлайди./**
Эта фирма назначает цены на эти иностранные товары.
- This firm quotes prices for these foreign goods.
 - These firms quote prices for these foreign goods.
 - This firm quotes prices for these goods.

10. **Кўпгина компаниялар рақобатга бардош бериш мақсадида даромадларнинг бир қисмини йўқотишади.** / *Многие компании теряют часть дохода, чтобы выстоять конкуренцию.*

- Many companies lose a part of profit to stand competition.
- Companies lose a part of profit to stand competition.



Many companies lose a part of profit.

Ex.16 Translate the following sentences into Uzbek/Russian.

1. He always answers our questions.
His answers are excellent.
2. Export has an important place in our economy.
Our country exports DAEWOO cars.
3. This man was a frequent visitor to our company.
He often visited our department store.
4. Economy is a very difficult science.
There are many economists all over the world.
5. We didn't prove this case.
There was little proof in it.
6. They will agree with this point of the document tomorrow.
They will sign the agreement next week.
7. We work everyday from morning till evening.
Our work is very hard.
8. This firm loses a lot of money.
9. It's a very big loss for the firm.



Ex. 17 Translate the following sentences into English.

1. Биз келаси йил рақобатга кўп дуч келамиз. / *Мы будем часто сталкиваться с конкуренцией в следующем году.*
2. Хеч ким бизга эртанги муваффақиятга кафиллик бермайди. / *Никто не гарантирует нам успех завтра.*
3. Ўтган ҳафта у ўз хужжатларини йўқотиб қўйди. / *Он потерял свои документы на прошлой неделе.*
4. Бу киши бизнинг дўконимизга тез-тез ташриф буюриб турадиган одамимиз эди. / *Этот человек был нашим частым посетителем.*
5. Мен хорижий фирмалар адресини хеч эсимда саклай олмаябман. / *Я никак не могу запомнить адреса иностранных фирм.*
6. Бу моллар ва хизмат жуда қулу турган эди. / *Эти товары и услуги стояли много денег.*

7. У компьютерни инструкцияга роя килган холда урнатган эди./Он устанавливал компьютер в соответствии с инструкциями
.....
8. Биз ундан бизнесмен дусту хакида хикояни давом этишни сурадик./Мы попросили его продолжить рассказ о друге бизнесмене
9. Бу муайян вазият ва шароитларга боглук булади./Это будет зависеть от конкретной ситуации и обстоятельств.
.....
10. Бу проект кушимча харажатларни талаб килади./Этот проект требует дополнительные расходы.



Ex.22 Choose a verb and a suitable noun from each column and make up sentences with your word combinations.

<u>VERBS</u>	<u>NOUNS</u>	
to sell	a) business	1-c) to sell goods
to face	b) capital	.....
to make	c) goods	.....
to appear	d) competition	.....
to begin	e) enterprises	.....
to need	f) investments	.....



Ex. 23 Complete the sentences with the verbs from the box in appropriate forms.

to help	to depend on	to need	to appear	to sell,
to observe	to require	to know	to fix	to quote

1. A firm a capital to begin business.
2. Investor closely the purposeful use of means.
3. People their goods and services.
4. My friends from the foreign firm a lot of international companies.
5. Success to secure future business.
6. Businessmen lower prices for goods than their competitors.
7. A firm's effectiveness also the relations with other companies.
8. Success also full understanding of client's needs.
9. New firms and companies each year.
10. A producer higher prices for goods in conformity with cost price.



Ex.25 Connect the words in one situation. You can use more than one sentence.

1. capital – to continue
2. a commercial success – future business
3. a firm’s effectiveness – products they want
4. the international market – client’s need
5. producers face – customers
6. profit – business

UNIT IX



Ex. 2 To which paragraph from A to E do the following statements relate. Mark the required letters in the spaces provided. Follow the example which is the answer to one of the questions.

1. Any activity of a company in the process of making profit is important for marketing.	E
2. The activity of any company includes marketing.	...
3. Don’t think that marketing begins with selling goods.	...
4. Making profit is the altimate idea behind marketing.	...
5. The decline of the sale of the product is when fewer people want to purchase it.	...



Ex.3 Choose the answer among four ones.

1. What does marketing mean?

- a) It means being active in every way to conduct any activity with the aim to increase sales;
- b) It means carrying out any marketing;
- c) It means finding out the customers;
- d) It means knowing principal factors of the marketing mix.

2.What does marketing start from?

- a) It often starts from marketing rules;
- b) It often starts from quality control to finance control;
- c) It often starts from knowing that all products pass through various stages;
- d) It often starts from knowing what makes customers buy a particular product or service.

3.What activities does marketing consist of?

- a) selling, delivering, getting paid;
- b) buying, delivering, selling;
- c) buying, selling;
- d) selling, getting paid;

4.What do marketing operations include?

- a) development, research, control;
- b) research and development;
- c) quality and financial control, research;
- d) research and development, quality control and financial control;

5.What are the four principal factors of a marketing mix?

- a) goods, price, promotions, sales;
- b) product, price, place, promotion;
- c) goods, delivery, sales, quality;
- d) product, delivery, promotion, sales;

6.What are the functions of a company?

- a) finding the customers, choosing the products, pricing and selling them, promoting and advertising the products, placing them in the market, distributing them, making a profit;
- b) choosing, pricing and selling the products, placing them in the market, making a profit;
- c) finding the customers, promoting and advertising the products, placing them in the market, making a profit;
- d) finding the customers, choosing the products, pricing and selling them, making a profit;

7.What is a product life-cycle?

- a) all products pass through stages - introduction, growth, decline;
- b) all products pass through growth;
- c) all products must pass through various stages;
- d) when all products pass through introduction, growth, maturity, decline;

8.What are the stages of the product life-cycle?

- a) introduction, maturity, decline;
- b) introduction, decline;
- c) introduction, growth, maturity, decline;
- d) introduction, growth, decline;

9.What do companies do with new products?

- a) they must replace the products;
- b) they must develop new products to replace the products which sales are declining;
- c) they develop new products;
- d) they must sell the products;

10.What must you think about if you work for the company?

- a) you must have a clear idea of marketing;
- b) you must think about profits;
- c) you must develop new products;
- d) you must advertise the products.



Ex. 5 Close your Resource Book. Answer the following questions.

1. What does marketing mean?
2. What does the marketing start from?
3. What activities does marketing consist of ?
4. What does marketing operations include ?
5. What are four principal factors of marketing mix?
Name them.
6. What are the functions of the company?
7. What is the product life-cycle?
8. What are the stages of the product life-cycle?



Ex.6 Match the words from the left column with their explanations from the right column. Switch on the tape. Then check your choice with that on the tape and repeat.

- | | | |
|-----------------|---|------|
| 1. increase (v) | a) to divide among several or many, to give out, to spread out; | .... |
| 2. promote (v) | b) an act of distributing; | .... |

- | | | |
|---------------------|--|------|
| 3. promotion (n) | c) to make known to the public, as in a newspaper, or on television; | .... |
| 4. distribute (v) | d) to make or become larger in amount or number; | .... |
| 5. distribution (n) | e) to help actively in forming, arranging, or encouraging; | .... |
| 6. advertise (v) | f) an action to help something develop or succeed; | .... |
| 7. development (n) | g) to cause to begin; | .... |
| 8. cycle (n) | h) to fulfil, to complete; | .... |
| 9. replace (v) | i) to learn or discover; | .... |
| 10. carry out (v) | j) the period of time needed for this to be completed; | .... |
| 11. find out (v) | k) to take the place of; | .... |
| 12. launch (v) | l) the act or action of development; | .... |



Ex.8 Fill in the missing words in this description of the marketing structure.

The traditional marketing mix was described in terms of four Ps:

1. **P**..... often called distribution.
2. **P**....., the goods or services.
3. **P**....., which aims to make people know the product.
4. **P**....., the cost of the product.



Ex.9 Close your Resource Book. Fill in the missing words in the sentences below. Choose from the following.

<i>Company</i>	<i>leader</i>	<i>profit</i>	<i>competitors</i>	<i>products</i>
<i>letter</i>	<i>salary</i>	<i>meeting</i>	<i>appointment</i>	<i>car</i>

1. I work for a called UzDAEWOO.
2. Our main are cars and trucks.
3. Kwiskshoe is a world in the tennis shoe sector.

4. Our main are in Britain and the USA.
5. I wrote a to a supplier last month.
6. Its last year was 13 million dollars.
7. He has an expensive company
8. I fixed an with a client yesterday.
9. His base will be 600,000 dollars per year.
10. I went to the weekly department



Ex.12 Here is the list of words. Decide which of them can be used with *make* or *do*.

an exercise; a favour; a speech; a plan; progress; money; damage; a report; an appointment; a profit; a complaint; a job

make	to make a profit,

do	to do an exercise,



Ex.14 Open the brackets using the verb in the required form based on the following prompts.

Example: *I (to get) your letter yesterday. (positive)*
I got your letter yesterday.

1. The company (to get) new director next month. (positive)

2. I just (to finish) report. (positive)

3. The government (to get) a workable economic plan. (negative)

4. Our competitors (to have) good products at present. (negative)

5. You (to get) my letter yet? (interrogative)

6. This corporation (to have) plants in Korea? (interrogative)



Ex.16 Read the phrases on the left and find the correct ending from the alternatives on the right to make seven meaningful sentences.

1. The work is so bad that	a) are very valuable.	...
2. We are so late	b) operating it is easy.	...

3. It is such a good design that	c) the meeting will be over.	...
4. With such good progress	d) it will have to be re-done.	...
5. Such material	e) we accepted his idea.	...
6. Such customers	f) we will finish early.	...
7. He argued so convincingly that	g) can be recycled easily.	...



Ex. 20 Match the phrases (on the right) with their function (on the left).

1. Introducing your subject.	a) The first step is ...	1, a)
2. Referring to visuals.	b) The graph shows us the ...	...
3. Concluding a point.	c) As I said earlier, ...	...
4. Moving to a new point.	d) Lastly ...	...
5. Returning to a point.	e) To sum up ...	...
6. Summarising.	f) I'm going to talk about ...	...
	g) The main points again are ...	...
	h) I would now like to consider ...	...
	i) The next point is ...	...
	j) Let's turn to the next point ...	...
	k) To begin with ...	...
	l) So, in conclusion ...	...

UNIT X



Ex.3 (a) Choose the word (words) with the given sound, pronounce and underline it.

[ɔ]	[ʃ]	[a:]	[dʒ]
re`source	de`cision	lia`bility	`failure
`loss	share	ad`vantage	`general
de`cision	`partnership	cer`tificate	`single
stock	growth	de`cision	disad`vantage
`government	purchase	`partnership	de`cision



Ex.4 Learn the following words and word combinations and write down their translation.

1. **liability (n)** - жавобгарлик, мажбурият, бурч/
ответственность, обязанность, долг
to admit liability
to meet a liability
жавобгарликни ўз зиммасига олмоқ/*брать ответственность*
.....
қисқа муддатли мажбуриятлар/*краткосрочные обязательства*
.....
be liable to smth (v) - бирор-бир нарсага тортилмоқ/
подлежащий обложению чем-либо
to be liable to duty
солиққа тортилмоқ/*подлежащий обложению налогами*
2. **equipment (n)** - асбоб ускуналар/*оборудование*
business equipment
purchased equipment
3. **carry (v)** - /*приносить*
to carry an insurance
to carry interest
carry on (v) – юритмоқ, давом эттирмоқ/*вести, продолжать*
to carry on negotiations
бизнесни давом эттирмоқ/*продолжать бизнес*
- carry out (v)** - амалга оширмоқ, бажармоқ/
выполнять, осуществлять
to carry out an investment
режани амалга оширмоқ/*выполнять план*
4. **decision (n)** - қарор, қарорни танлаш/*решение, выбор решения*
day-to-day decision(s)
decision-making
қарорни қабул қилмоқ/*принять решение*
сармоялар ҳақидаги қарорлар/*инвестиционные решения*
- decide (v)** - қарор қилмоқ/*решать*
to decide against investing
масалани ҳал этмоқ/*решить вопрос*
5. **limit (n)** - лимит, чеклаб қўйиш, чеклаш/*предел, лимит, ограничение*
to set a limit to
limit of demand
охирги муддат/*предельный срок*
охирги нарх/*предельная цена*

- limitation (n)** - чеклаш/ограничени
 limitation of production
 бюджетни чеклаб гейиш/бюджетное ограничение ...
- (un)limited (adj)** - чекланмаган/(не)ограниченный
 limited responsibility
 unlimited company
 маъсулияти чекланган корхона/предприятие с ограниченной
 ответственностью
 чекланмаган улишлар/неограниченные вклады
6. **salary (n)** - маош, иш хақи/оклад, жалование
 a fixed salary
 to raise the salary
 тайинланган маош/твердый оклад
 йиллик маош/годовой оклад
7. **attract (v)** - жалб қилмоқ/привлекать
 to attract financial resources
 to attract capital
 буюртмачиларни жалб қилмоқ/привлекать заказчиков
 диққатни жалб қилмоқ/привлекать внимание
8. **research (n)** - изланиш/исследование, изучение
 sales research
 research requirements
 бозор ҳақида изланиш олиб бориш/изучение рынка ...
 ишлаб чиқариш соҳасидаги изланиш/промышленное
 исследование
9. **resources (n.pl)** – маблағлар, ресурслар, активлар/
 средства, ресурсы, активы
 limited resources
 monetary resources
 меҳнат ресурслари/трудовые ресурсы
 молия маблағлари/финансовые источники
10. **responsibility (n)** - жавобгарлик/ответственность
 to assume responsibility
 to release from responsibility
 теловга лаёқатли/платежеспособность
 шахсий жавобгарлик/личная ответственность
- be responsible for smth(v)** - бирор бир нарсага жавобгар
 бўлмоқ/быть ответственным за
 to be responsible for failure
 to be responsible for new product development
 ҳаракатларга жавобгар бўлмоқ/быть ответственным за
 действия
 бўлимга жавобгар бўлмоқ/быть ответственным за отдел

11. **failure (n)** – мағлубият; муваффақиятсизлик; қийинчилик/
неудача, провал
to meet the failure
bank failures
мехнат бозоридаги қийинчиликлар/
трудности на рынке труда
12. **loss (n)** – зарар/*потеря, убытки*
to accept the losses
profit and loss account
соф (dead) зарар/*чистый убыток*
зарарларга дуч келмоқ/*терпеть убытки*
lose (v) – ёқотмоқ/*терять*
to lose money
фойдани қўлдан чиқармоқ/*терять доход*
13. **flexible (adj)** – мосланувчан/*гибкий*
flexible mechanism
мосланувчан ёндашув/*гибкий подход*
- flexibility (n)** – мосланувчанлик/*гибкость*
price flexibility
стратегиянинг мосланувчанлиги/*гибкость стратегии*
14. **stock (n)** – қимматли қоғозлар, акция/
ценные бумаги, запас, акция
to invest heavily in stock
to take stock
бозор қимматли қоғозлари/*акция рынка*
асосий маблағ/*основной капитал*
- stockholder (n)** – акциядор/*акционер*
stockholder = shareholder
15. **share (n)** – акциялардаги улуш/*доля, акция*
to hold shares in a company
original shares
акцияларнинг тўловлари/*оплачивать акции*
даромаддаги улуш/*доля прибыли*
- share (v)** – бўлашиш/*делить(ся)*
to share in the profit
мажбуриятларни бўлашиш/*делить ответственность*
- sharing (n)** – тақсимлаш/*разделение, распределение*
sharing of currency risks
market sharing
фойдада қатнашиш/*участие в прибылях*
сарф харажатларни тақсимлаш/*распределение затрат*

16. **proprietorship (n)** - мулк хуқуқи, мулкчилик/
право собственности, собственность
sole proprietorship
якка мулкдор/*единственный владелец*
- proprietor (n)** - мулкдор/*собственник, владелец*
landed proprietor
корхонанинг эгаси/*владелец предприятия*
17. **partnership (n)** - ҳамкорлик/*партнерство, товарищество*
to set up a partnership
мажбурияти чекланган ҳамкорлик/*товарищество с*
ограниченной ответственностью
- partner (n)** - шерик/*компаньон*
general partner
тижорат соҳасидаги шерик/*торговый партнер*
18. **benefit (n)** - фойда, даромад, нафақа/*прибыль, выгода, пособие*
unemployment benefit
нафақа/*денежное пособие*
19. **large-scale (adj)** - кенг кўламли/*крупномасштабный*
large-scale retailing
large-scale consumer
кенг кўламли тадбирлар/*крупномасштабные операции*
кенг кўламли дастур/*крупномасштабная программа*
20. **tax (n)** - солиқ/*налог, пошлина*
commodity tax
to make a tax
фойдадан солиқ/*налог на прибыли*
солиққа тортиш/*взимать налоги*



Ex.6 Choose the right variant.

бизнесни давом эттирмақ/
продолжать бизнес
to carry on talking
to carry a case
to carry a price
to carry a business
to carry a bag

фойдани ёқотмоқ/
потерять прибыль
to lose money
to get benefit
to lose a profit
to get a salary
to take benefit

чекланган мажбурият/
ограниченная ответственность
limit liability
age limit
unlimited liability
criminal liability
limited possibilities

ёш чеклови/
возрастное ограничение
speed limit
limited position
age limit
secure business
substantial limit

иқтисодий ресурслар/
экономические ресурсы
natural resources
higher salaries
limited liability
final decision
economic resources

мажбуриятни ўз зиммасига
олиш/*брать ответственность*
to take money
to carry on business
to decide a problem
to offer a job
to take on a liability

... нархда бўлмоқ/
иметь цену
to know prices
to carry a price
to make money
to carry on with work
to carry an election

зарар кўрмоқ/
нести убытки
to face a competition
to meet problems
to suffer losses
to lose money
to end in failure

чекловни тайинлаш/
установить ограничение
to do limits
to make a decision
to have possibilities
to set a limit
to know limits

соф зарар/*чистый убыток*
the first loss
flexible language
complete failure
dead loss
serious advantage

доимий ташриф буюрувчи/
постоянный посетитель
a constant reader
a frequent visitor
a serious businessman
a major part
a common stock

хисоб китобни юритиш/
вести счета
to keep a balance
to suffer losses
to save money
to expand trade
to keep accounts

пул муомиласининг кенгайиши/
расширение денежного обращения
an amount of money
an expansion of the currency
the purpose of visit
the decision of the firm
the cost of production

қонунларга бўй синиш/
соблюдать законы
to keep secrets
to raise prices
to expand trade
to keep laws
to inherit houses

талабларни қўйиш/
предъявлять требования
to raise wages
to save a position
to keep shops
to raise requirements
to borrow books

махсулотни кўпайтириш/
увеличивать продукцию
to raise prices
to keep money
to raise a loan
to suffer losses
to raise production

тадбир ўтказмоқ/
проводить кампанию
to inherit a fortune
to conduct a campaign
to keep a balance
to raise a loan
to save a place

тўлов бўйича келишув/
торговое соглашение
a separate account
a trade agreement
an attractive offer
a serious matter
a personal debt

келишувга келмоқ/
приходить к соглашению
to pay by check
to come to an agreement
to get into debt
to expand the volume of trade
to keep from talking

чиқимларни тақсимлаш/
делить расходы
to suffer losses
to share expenses
to raise demands
to pay expenses
to look for trouble

акциядор/
акционер
stock market
serious problem
stock company
complete failure
stock holder

зарарларни тақсимлаш/
делить убытки
to lose a salary
to share a room
to take a stock
to share in the losses
to go shares

улушни талаб қилмоқ/
требовать долю
to hold shares
to sell stock
to demand a share
to share responsibility
to take shares

ишни ташкил қилмоқ/
организовать товарищество
to form the government
to set up business
to face a competition
to form a partnership
to form a company

хиссадорлик жамияти/
товарищество с ограниченной ответственностью
limited partnership
speed limit
unlimited monarchy
limited responsibility
unlimited possibilities

ишда ютиб чиқиш/
выиграть дело
to carry an election
to set up business
to carry a case
to set a limit
to carry on business



Ex.9 (b)

I. Read the statements with the passive voice in the left column, select their translations in the right one and put in the spaces provided the figure of the statement. Follow the example:

1. A letter will be sent	Хат қачон юборилган эди?/ <i>Когда было послано письмо?</i>	...
2. A letter was sent	Хат ... юборилади./ <i>Письмо будет послано</i>	..1
3. A letter has been sent	Хат ... юборилган бўлиши мумкин./ <i>Письмо могло быть послано</i>	...
4. A letter is going to be sent	Хат ... юбориладими?/ <i>Письмо будет послано ... ?</i>	...
5. A letter could be sent	Хат ... юборилмоқчи./ <i>Письмо собираются послать.</i>	...
6. A letter can be sent	Хат ... юбориб бўлинди./ <i>Письмо (уже) послали ...</i>	...
7. A letter must be sent	Хат ... юборилиши мумкин./ <i>Письмо может быть послано.</i>	...
8. When was the letter sent?	Хат ... юборилиши шарт./ <i>Письмо должно быть послано</i>	...
9. Will the letter be sent ... ?	Хат ... юборилди./ <i>Письмо послали</i>	...

II. Read the following questions. Put a figure of a required example in the spaces provided.

Юқорида келтирилган мисоллардан қайси бириси қуйида келтирилган замонларга тўғри келади? Мисолнинг (ёки мисолларнинг) рақам(лар)ини ва кесим(лар)нинг шакл(лар)ини нуқталар ўрнига кўчиригиз./ *Какой из приведённых выше примеров соответствует нижеотмеченным временным формам? Внесите вместо точек номер примера (или примеров) и конструкцию сказуемого:*

- Present Indefinite Passive: № 6, can be sent; № 7, must be sent ...
- Past Indefinite Passive:
- Future Indefinite Passive:
- Past Indefinite Passive with a modal verb:
- Present Indefinite Passive with a modal verb:
- Present Perfect Passive:
- The intention to perform an action in nearest future Passive.



Ex.10 Choose the right variant and underline it.

1. Хар бир фойда хусусий мулкдорга боради/
Любой доход идет собственнику.
 - Any profit goes to the owner.
 - Some profits go to the owner.
 - A profit goes to the owner.
2. Бизнес таланти мутахассисларни ўзига жалб қилади./
Бизнес привлекает талантливых специалистов.
 - Business attracts talented specialists.
 - Business attracts qualified specialists.
 - Business attracts a talented specialist.
3. Хиссадорлик жамияти бу икки ёки ундан кўп кишиларнинг ассоциацияси./*Товарищество - это ассоциация двух или более человек.*
 - A partnership is an association of two or more persons.
 - A partnership is an association of three or more persons.
 - A partnership is an association of two persons.
4. Хиссадорлик жамиятининг аъзолари физик ёки юридик шахслар бўлиши мумкин./ *Членами товарищества являются физические или юридические лица.*
 - The members of the partnership are physical or juridical persons.
 - The members are physical or juridical persons.
 - The members of the partnership aren't physical or juridical persons.
5. Хиссадорлик жамиятлар одатда чекланган мажбуриятларга эга, бу эса хиссадорларнинг фаолиятларини бир биридан тақсимланган ҳолда амалга ошишини таъминлайди./*Товарищества часто имеют ограниченную ответственность, что обеспечивает разграничение сфер деятельности партнеров.*
 - Partnerships often have limited responsibility, it depends on spheres of partners activity.
 - Partnerships often have limited responsibility, it depends on partners activity.

- Partnerships have responsibility, it depends on delimitation of spheres of partners activity.
6. Хар бир акциядор жами мулкчиликда ўз улушига эга./ *Каждый акционер имеет свою долю в общей собственности.*
- Each stockholder have a share in common property.
 - A stockholder has a share in common property.
 - Each stockholder have a share in property.
7. Хиссадорлик жамиятининг фаоллари чекланган ва чекланмаган мажбуриятларга эга./ *Партнеры товарищества имеют ограниченную или неограниченную ответственность.*
- Owners of the partnership have limited or unlimited responsibility.
 - A owner of the partnership has limited or unlimited responsibility.
 - Owners of the partnership have limited responsibility.
8. Корпорация - инсон ва ресурслар ташкилотининг ўзига ҳос қонуний қурилиши/ *Корпорация- специфическая легальная форма организаций людей и ресурсов.*
- A corporation is a specific form of organization of persons and resources.
 - A corporation is a specific legal form of organization of persons and resources.
 - A corporation is a specific legal form of organization of persons.
9. Мулкдор бизнестда фаолиятини кенгайтиришни хоҳласа, у хиссадорлик жамиятини ташкил қилиши мумкин./ *Когда собственник хочет расширить бизнес, он может организовать товарищество.*
- When proprietors want to expand a business they may form a partnership.
 - When proprietors want to expand a business he forms a partnership.
 - When proprietors want to expand a business he may form a partnership.
10. Шериклар чекланган ёки чекланмаган мажбуриятларга эга бўладилар, уларни асосий ҳамкорлар ёки чекланган мажбуриятдаги ҳамкорлар деб аташади./ *Партнёры имеют неограниченную или ограниченную ответственность, их называют главными партнёрами или партнёрами с ограниченной ответственностью.*
- Partners have unlimited or limited liabilities.
 - Partners have unlimited or limited liabilities they are called “general partners” or “limited partners”.
 - Partners are called “general partners” or “limited partners”



Ex.12 Choose the right variant.

1. Мулкдорлар фирмалар чиқимларига жавобгардирлар./
Собственники отвечают за убытки фирмы.
 - An owner is responsible for losses of a firm.
 - An owner is responsible for losses of firms.
 - An owner isn't responsible for losses of a firm.
2. Хусусий мулкчиликнинг турли хил кичик бизнесга моиллиги бор./
Частная собственность хорошо приспособляется ко многим видам малого бизнеса.
 - The sole proprietorship is well adapted to many kinds of small business.
 - The sole proprietorship is well adapted to many kinds of business.
 - The sole proprietorship is adapted to many kinds of small business.
3. Корпорацияда мулкчиликнинг хиссаси акциялар сертификати Орқали намоён бўлади./*Доля собственности корпорации представляется сертификатом акций.*
 - The share of ownership in corporation is represented by a stock-certificate.
 - The share of ownership is represented by stock-certificates.
 - The share is represented by a stock-certificate.
4. Акциялар сертификатига эга бўлган шахс акциядор хисобланади./
Человек, который имеет сертификаты акций, называется акционером.
 - A person who owns stock certificates is called a stock-holders.
 - Persons who own stock certificates are called stock-holders.
 - A person who owns stock certificates is called a stock-holder.
5. Бу асбоб ускуналар билан ишлаш осон./
Этим оборудованием легко управлять.
 - This equipment is easily operated.
 - This equipment isn't easily operated.
 - That equipment is easily operated.
6. Корпорациялар одатда шахслар томонидан бошқарилади./
Корпорации обычно управляются личностями.
 - Corporations are usually operated by individuals.
 - Corporations are operated by individuals.
 - Corporation is usually operated by individuals.

7. Хар бир хиссадорлик жамияти бозордаги рақобатга мослашади./*Любое товарищество приспосабливается к конкуренции рынка.*
- Any partnership is adapted to the competition of the market.
 - Any partnership is addapted to the competition.
 - Many partnerships are adapted to the competition.
8. Энг яхши менеджерлар бизнесда иш юритиш мақсадида юқори маош тайинлаш орқали жалб қилинадилар./ *Лучшие менеджеры привлекаются для работы в бизнесе посредством высоких зарплат.*
- The best managers are attacted to business with higher salaries.
 - The managers are attacted to business with higher salaries.
 - The best manager is attacted to business with higher salaries.
9. Фойда акцияларда бўлган хиссага қараб тақсимланади./ *Доход делится в зависимости от доли акций.*
- The profit shares according to share of stocks.
 - The profits share according of stocks.
 - The profit shares according to stocks.
- 10.Хиссадорлик жамиятларининг мажбуриятлари ва ҳуқуқлари давлат қонунлари назорати остида бўлади./ *Права и обязанности товарищества регулируются законами государства.*
- The rights of a partnership are regulated by laws of the state.
 - The rights and duties of a partnership are regulated by laws of the state.
 - The rights and duties of a partnership are regulated by laws.



Ex.14 Translate the following sentences into English.

1. Мулкдор шахс фирманинг муваффақияти ва мағлубиятига жавобгардир./*Собственник отвечает за успех и неудачу фирмы.*
.....
2. Шериклар чекланган ва чекланмаган жавобгарликга эга бўлишлари мумкин./*Партнеры могут иметь ограниченную или неограниченную ответственность.*
3. Хиссадорлик жамиятлар ҳуқуматдан солиқ имтиёзларини олишади./*Товарищества часто получают налоговые льготы от правительства.*
4. Акциялар сертификатига эга бўлган шахс акциядор шахс хисобланади./ *Акционер - человек, который имеет сертификат акций.*
5. Мулкчиликнинг корпоратив шаклида қатор камчиликлар бор./ *В корпоративной форме собственности несколько недостатков.*
.....

6. Корпорация катта хажмдаги маблағларни жалб қилади./
Корпорация привлекает большую сумму капитала.

7. Корпорациянинг ижобий хислатларидан бири - молия ресурсларни жалб қилишдир./*Одно из преимуществ корпорации - привлекать финансовые ресурсы.*

8. Корпорация кенг миқёсидаги иқтисодий фаолият учун хусусий мулкчиликка қараганда мойилроқ восита хисобланади./*Корпорация - более гибкий инструмент для широкомасштабной экономической деятельности, чем частная собственность.*

9. Мулкдор шахс қарорларни тез қабул қилиши лозим./
Собственник должен принимать решения быстро.

10. Корпорация катта маошларни таклиф қилиши мумкин./
Корпорация может предложить высокие зарплаты.



Ex.16 Translate the following sentences into Russian. Make these sentences interrogative. Begin your question with the interrogative pronoun which follows the statement.

1. He has been invited by the manager. **By whom** ?

2. The shops are equipped with machinery. (**What/the shops**) ?

3. Our manager will be sent abroad on business. **Where** ?

4. Her report was written in English. **What language** ?

3. They will be taken to his department next week. **When** ?

4. Business newspapers were printed in Tashkent. **What** ?

5. We shall secure a good job. **Who** ?

6. These telexes were written by my secretary. **Who** ?

7. I have been offered a hard business. **What** ?

8. The article was translated by our assistant. **Who** ?



Ex.19 Close your Resource Book. Read each statement. Mark "T" if the statement is true and "F" if the statement is false.

statements	T	F
1. There are two forms of proprietorship.
2. A corporation can offer a higher salary.
3. Firms are owned and operated by a group of people.
4. A partnership is an association of two or more persons.
5. The owners of the partnership have unlimited liability. They are called limited partners.
6. A partnnership agreement may also provide for a silent partner.
A person who owns a stock certificate is called a proprietor.



Ex.21 Close your Resource Book. Answer the following questions in at least three statements. Work in pairs.

1. What are the three different ways that a business can be privately owned?
2. What forms do the enterprises in Uzbekistan have?
3. What is the difference between a general partnership and a limited partnership?
4. Would you prefer a partnership or a sole proprietorship for business? And why?
5. What is a corporation?
6. Who can own a corporation?
7. Is a corporation necessarily larger than a sole proprietorship?
8. What multinational corporations do you know?
9. Do the corporations give stocks to stock-holders?
10. What types of business do the corporate form of ownership usually take?

Қуйи-ўрта (Preintermediate) босқичда инглиз тилидан мустақил иш фаолиятни таъминлайдиган интерактив электрон дарслик тафсилоти
(интернетда ишлатилишини таъминлайдиган нусхаси ишланмоқда)

Интерактив электрон дарсликлар мажмуасининг йўналишлари:

- a) кундалик ҳаёт йўналишидаги инглиз тилини ўқитиш жараёни;
- b) мутахассислик инглиз тили ўқитиш жараёни (аудио дискларда):
 - 1. мамлакатшуносликка оид;
 - 2. бозор иқтисодиётига оид.

Инглиз тили интерактив электрон дарсликлар мажмуасининг таркиби:

- 1. қуйи ўрта босқич (*Preintermediate Level - "Daily Routine English"*) – 230 машқ);
- 2. Электрон оралиқ назорат тестлар мажмуаси (интернетга ўрнатилган).

Илова: ҳар бир машқ ўрта ҳисобда 10-20 вазифалардан иборат)

Интерактив электрон дарсликлар мажмуасининг имкониятлари

- 1. Ўқувчиларнинг ўзлаштирган билим ва кўникмаларини баҳолаб боради.
- 2. Масофавий таълим учун имкониятлар яратади, хусусан:
 - a) бошқа компьютерда бажарилган уй вазифасини синфидаги компьютерга диск, флешка ёки бошқа кўчириб олиш воситаси (ёки Интернет) ёрдамида киритиш. Бунда ўқитувчи учун хорижий тил таҳсили жараёнида талабалар томонидан эришилган ютуқларни кузатиб бориш имконияти;
 - b) интернет ёки локал тармоқ бор ерларда масофада вазифаларни бажариш ва ўқитувчи билан ахборот алмашиш учун имконият;
 - c) рейтинг тизимига мувофиқ оралиқ назорат тестлари натижасини интернет ёки локал тармоқ ёрдамида марказлашган ҳолда кузатиб бориш имкониятлари.
- 3. Ўқитувчилар ўзлари яратган электрон тарқатма материалларни компьютер синфида ишлатишлари мумкин.
- 4. Расм, график, аудио, видео тасвирларни киритиш имкониятларининг кенглиги.
- 5. Ўзбек/русий забон талабалар учун вариантларнинг мавжудлиги;
- 6. Ҳар бир босқичга мўлжалланган оралиқ назорат тестлар мажмуасининг мавжудлиги;
- 7. Якка компьютерда ишлатишга мўлжалланган лазер дисклар вариантларининг мавжудлиги;

Инглиз тили интерактив электрон дарсликлар мажмуасининг вариантлари

- 1. Якка компьютерда ишлатишга мўлжалланган лазер дисклар варианты;
- 2. Тармоқда (интранет/интернетда) ишлатишга мўлжалланган варианты.
- 3. Беш босқични қамрайдиган, таркибига 12 полиграфик кўринишидаги қўлланма ва 30га яқин аудиокассеталарни (ёки бир нечта аудио-дискни) жамлаган варианты.

Инглиз тилининг амалий курси бўйича таълимнинг қуйи-ўрта босқичи
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Ўзбекистон Республикаси Президенти И.Каримовнинг 2010 йил 17 декабрь куни Халқ депутатлари Самарқанд вилояти Кенгашининг навбатдан ташқари сессиясидаги маърузаси, Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2010 йил 22 декабрдаги “Олий таълим муассасалари кафедра мудирлари, деканлари ва проректорларининг информацион технологиялар ва инглиз тилини қўллаш бўйича малакасини ошириш тўғрисида”ги 495-сонли, 2011 йил 19 январдаги ““Таълим муассасалари битирувчиларининг инглиз тилини билишлари ҳамда компьютер технологиялари ва Интернет тармоғидан фойдаланишнинг таянч кўникмаларига эга бўлишларини таъминлаш бўйича комплекс чора-тадбирлар дастури” ижросини таъминлаш ҳақида”ги 21-сонли ва 21 апрелдаги “Ўзбекистон Республикаси Вазирлар Маҳкамаси Комплекси мажлис баёни ижросини таъминлаш тўғрисида”ги 160-сонли буйруқларига мувофиқ ишлаб чиқилди.

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