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ENGLISH FOR MEDICAL STUDENTS



**MINISTRY OF HIGHER AND SECONDARY SPECIALIZED
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**ENGLISH
FOR MEDICAL STUDENTS**

(Practical course)

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Ushbu qo'llanma «Ingliz tili amaliy mashg'ulot» fanidan bo'lib, 1 kurs tibbiyot talabalari uchun tavsiya etiladi. Mazkur qo'llanma rejadagi 36 soatga mo'ljallangan mavzularini o'z ichiga qamrab olgan.

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FOREWORD

This Manual has purely practical aims. It is divided into eighteen lessons. Each lesson consists of grammatical rules, medical texts and various exercises aimed at developing students' skills, while enriching and fixing knowledge in linguistics and medical purpose.

It was not possible for the compiler to include more materials, because a considerable number of pages were to be devoted to exercises, which are of great importance in this kind of study. The types of exercises vary. They include tasks, which will help the first year students to train in their speech. A part of the exercises is devoted to putting down the words in traditional writing; writing the words in groups according to the final voiced and voiceless consonant sound; spelling the words and read them; dividing words in two columns according to the type of syllables, and selecting the proper English rules. There are also exercises on transcribing and on doing grammatical rules and translating texts through use of a dictionary or glossary of English-Russian-Uzbek.

This Manual also are trained in the platform of SamMII and has tests on the online courses for students to complete whole the course of study. Furthermore, the program will continue and has additional information of supplemental reading. The students of SamMI are providing to fulfill their knowledge by using exercises for class or homework.

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INTRODUCTION

Phonetic structure of the English language is very peculiar. There are some difficulties in the basis of its sound structure. Every phoneme has its own graphic represent according to the phonetic transcription system. The number of sounds-phonemes of the words is not always equal to the number of letters.

E. g. daughter [dɔːtə] [d] [ɔː] [tə]

There are **26** letters (**20** consonants and **6** vowels) in the English alphabet. These letters render **44** vowel and consonant phonemes.

A a	[ei]	F f	[ef]	K k	[kei]	P p	[pi:]	U u	[ju:]	Z z	[zed]
B b	[bi:]	G g	[dʒi:]	L l	[el]	Q q	[kju:]	V v	[vi:]		
C c	[si:]	H h	[eitʃ]	M m	[em]	R r	[a:r]	W w	[ˈdʒblju:]		
D d	[di:]	I i	[ai]	N n	[en]	S s	[es]	X x	[eks]		
E e	[i:]	J j	[dʒeɪ]	O o	[ou]	T t	[ti:]	Y y	[wai]		

Table of English Vowels

<i>T. S. / L</i>	<i>a</i>	<i>e</i>	<i>o</i>	<i>u</i>	<i>i</i>	<i>y</i>
I	[ei] name	[i:] Pete	[ou] note	[ju:] mute	[ai] kite	[ai] type
II	[ɜ] map	[e] pet	[O] hot	[ç] cut	[i] pin	[i] myth
III	[a:] car	[ɔ:] term	[O:] sport	[ɔ:] turn	[ɔ:] girl	[ɔ:] myrtle
IV	[ɛɪ] care	[i:] severe	[O:] more	[ju] Cure [ɔ:]	[ai] fire [ɔ:]	[ai] tyre [ɔ:]

THEME 1

Theme 1. *English Alphabet. Phonetics.*

Spelling (O ‘qish qoidalari): *ingliz tili alifbosi, bo ‘g ‘in ajratish va urg ‘u haqida tushuncha; unilarni to ‘rt, tur bo ‘g ‘inda o ‘qilishi; ko ‘p bo ‘g ‘inli so ‘zlarning o ‘qilishi.*

Word building (So ‘z yasalishi): *-er, -or, -ic, -al suffikslari.*

Grammar: *“to be” va “to have” fe’llarining Present, Past va Future Indefinite da tuslanishi.*

Topic: *About Myself*

Speaking Part: *Let’s talk about you.*

№	Letters	Transcription	№	Letters	Transcription
1	A a	[ei]	14	N n	[en]
2	B b	[bi:]	15	O o	[ou]
3	C c	[ci:]	16	P p	[pi:]
4	D d	[di:]	17	Q q	[kju:]
5	E e	[i:]	18	R r	[a:]
6	F f	[ef]	19	S s	[es]
7	G g	[dʒi:]	20	T t	[ti:]
8	H h	[eitʃ]	21	U u	[ju:]
9	I i	[ai]	22	V v	[vi:]
10	J j	[dʒei]	23	W w	[‘dablju:]
11	K k	[kei]	24	X x	[eks]
12	L l	[el]	25	Y y	[wai]
13	M m	[em]	26	Z z	[zed]

Unli tovushlar – Vowel sounds

Ingliz tilidagi tovushlar transkripsiyasi

Qisqa unli tovushlar (Short vowels)	i	u	ʌ	ɒ	ə	e	æ
	sit	put	up	box	under	pen	bag

Cho'ziq unli tovushlar (Long vowels)	i:	u:	ɑ:	ɔ:	ə:		
	tee	moon	class	door	her		

Diftonglar

(Diphthongs)

Murakkab tovushlar	iə	uə	aɪ	ɔɪ	əu	ɛə	au	ei
	near	poor	my	boy	go	chair	now	take

Ingliz tilida 26 ta harf bo'lib, shundan 20 tasi undosh va 6 tasi unli harflardan iborat.

6ta unli harflar 24ta tovushni anglatadi. Umuman ingliz tilida 44 tovush mavjud.

Unlilar Ingliz tilida 4 xil turdagi bo'g'inlarga asoslab o'qitiladi.

I-chi bo'g'in – ochiq bo'g'in (open syllable), bo'gin unli harf bilan tugaydi.

II-chi bo'g'in – yopiq bo'g'in (close syllable), bo'g'in undosh harf bilan tugaydi.

III-chi bo'g'in- shartli yopiq bo'g'in (conditional close syllable), bo'g'in unli+undosh bilan tugaydi.

IV-chi bo'g'in -shartli ochiq bo'g'in (conditional close syllable), bo'g'in unli+undosh+unli bilan tugaydi.

Aa [ei]

I. [ei] – Kate, make, late, face, came, name, lake, plate.

II. [æ] – bad, map, platform, cat, back, plastic, rat.

III. a+r [ɑ:] – car, bark, mark, park, dark

IV. a+r+e [ɛə] – care, bare, fare

Ee [i:]

I. [i:] – she, me, he, be, eve, Peter, mete

II. [e] – pen, ten, pencil, met, let, Ben

III. e+r [ə:] – her, term, certain

IV. a+r+e [ɛə] – care, fare, bare

Oo [əu]

I. [əu] – code, lobe, phone, open

II. [ɔ] – cod, log, optic, pilot, postcard

III. [ɔ:] – sport, lord, pork, cord, born

IV. o+r+e [ɔ:] – more, before

Uu [ju:]

I. [ju:] – mute, student, pupil, cute

II. [ʌ] – bus, luck, umbrella, unable

III. u+r [ə:] – fur, burn, turn

IV. u+r+e [juə] – pure, cure, during

Ii [ai], Yy [wai]

I. [ai] – nice, fine, kite, my, sky, dry, try

II. [i] – fitness, pink, stick, myth, system, gym

III. i+r, y+r [ə:] – firm, skirt, myrtle

IV. i+r+e, y+r+e [aɪə] – fire, tyre

Diphthongs

ee, ea [i:] – see, meet, sleep, meal, read, leave, believe, receive, field

ai, ay, ei, ey [ei] – aim, play, say, eight, weight, hey, they

1. **oo [u]** - look, good, book

2. **oo [u:]** – spoon, moon

3. **oo [ɔ:]** – door, floor

4. **oo [ʌ]** – flood, blood

ie [ai] – ice, tie, lie, die

ou, ow [au] – out, about, house, mouse, now, brown, cow, owl, powder

au, aw, ought al, wa [o:] – pause, because, law, saw, bought, thought, caught, hall, always, water, war

oa, ow [ou] – road, boat, low, own, bowl

ew, eu, ue, ui [yu:] – few, dew, new, euphemism, feud, neutral, hue, cue, sue, suit

Undosh tovushlar - Consonants sounds

Cc [si:]

Cc [s] - before **e, i, y** - cell, cinema, cycle, city, certain,

Cc [k] - before **a, o, u** – cat, cost, cup, coffee, coat, can

Gg [dʒi:]

Gg [dʒi:] - before **e, i, y** - gypsy, gentle, gender, germ

Gg [g] - before **a, o, u** – goat, gate, grapes, gadget, grow, gun

k is not pronounced before **n** – knit, knife, know, knee, knock

q+u [kw] – queen quit, question, quite

s [z] – **between vowels** – rose, close, rise

th

1. **th [θ]** – thin, thief, three, thing, thought, throat

2. **th [ð]** – this, that, them, there, they, those

ch

1. **ch [tʃ]** – chart, cherry, chess, child, church, chin, chair

2. **ch [k]** – character, chronic,

ph [f] – phone, photo, Philip, phenomena

sh [ʃ] – ship, shop, shell, shut, shot

Word Building: (So‘z yasalishi): -er, -or, -ic, -al suffikslari.

work+er=worker

translate+or=translator

academy+ic=academic

sell+er=seller

lecture+or=lector

organ+ic=organic

bake+er=baker

instruct+or=instructor

science+ic=scientific

class+al=classical

logic+al=logical

comic+al=comical

Yordamchi fe'llar (Auxilliary verbs)

To be, to have, to do, shal,,(should), will (would) fe'llari yordamchi fe'llar

deyiladi, chunki ular yordamida fe'lning turli murakkab shakllari yasaladi. Boshqa

fe'llardan farq qilib *to be* fe'lining Simple Presentda 1-shaxs birlikda, 3-shaxs birlikda va ko'plikda alohida-alohida shakllari mavjud. **To be** yordamchi fe'li asosan otni, sifatni va sonni aniqlab kelish uchun ishlatiladi. **To be** yordamchi fe'lining 3ta zamon shakli mavjud. **Present form:** *am, are, is*. **Past form:** *was, were*. **Future form:** *shall be, will be*.

To be (bo'lmoq) fe'lining hozirgi zamon noaniq fe'lida tuslanishi (**Present form**)

	Birlik	Ko'plik
I.	I am	I.We are
II.	You are	II.You are
III.	He, she, it is	III.They are

Misollar: I **am** a student.

He **is** ten.

She **is** beautiful.

Inkor shakli: I **am not** student.

So'roq shaklini yasashda **am (is, are)** yordamchi fe'llaridan biri egadan oldinga chiqadi:

She **is** a doctor. Is she a doctor? –Yes she **is** /No, she **is not**

“to be “ birikmalar

to be ill - kasal bo'lmoq

to be well – sog' (yaxshi) bo'lmoq

to be hungry – och bo'lmoq (taomga nisbatan)

to be wet through – ho'l bo'lmoq

to be thirsty – chanqamoq

to be interested in – qiziqmoq (biror narsaga)

to be glad – xursand bo'lmoq

to be happy – baxtli bo'lmoq

to be married – uylanmoq (turmushga chiqmoq)

to be single – yolg'iz (bo'doq, beva) bo'lmoq

to be free – bo'sh bo'lmoq

to be angry – jahli chiqmoq

to be fond of – qiziqmoq, yaxshi ko'rmq

to be late for – kechikmoq

to be in – ichkariga bo'lmoq

to be out – tashqarida bo'lmoq

to be away – tashqarida (vatanidan) bo'lmoq

to be sorry – kechirim so'ramoq

to be on duty – navbatchi bo'lmoq

To be (bo'lmoq) fe'lini O'tgan zamon shaklida tuslanishi (Past form)

Birlik Ko'plik

I **was** We **were**

You **were** You **were**

He, she, it **was** They **were**

e.g. I was at home yesterday.

So'roq shaklini yasashda **was** yoki **were** egadan oldinga chiqariladi.

They were in the class yesterday. Were they in the class yesterday? - Yes, they were/No, they were not (weren't)

To be (bo'lmoq) fe'lining kelasi zamon shaklida tuslanishi (Future form)

Birlik Ko'plik

I. I **shall be** I. We **shall be**

II. You **will be** II. You **will be**

III. He, she, it **will be** III. They **will be**

Misollar: I **shall be** a student.

He **will be** ten.

Inkor shakli: I shall not (shan't be) be student.

They will not (won't be) be here in an hour.

So'roq shaklini yasashda shall, will yordamchi fe'llaridan biri egadan oldinga chiqadi va undan keyin be ishlatiladi:

Will she be a doctor next year? – Yes she will be/No, she will not be.

To have fe'li bor bo'lmoq, ega bo'lmoq ma'nosida asosiy fe'l bo'lib keladi. **To have** fe'lining 3ta zamon shakli mavjud. Present form: barcha shaxslarda **have**,

fakat 3-shaxs birlikda **has**. Past form: barcha shaxslarda **had**, Future form: 1-chi shaxs birlik va ko'plikda **shall have**, boshqa shaxslarda **will have**. Og'zaki nutqda have va has o'rnida zaruratni ifodalashda **have got, has got** ham ishlatiladi.

To have (has) got ega bo'lmoq) fe'lining hozirgi zamon noaniq fe'lida tuslanishi

(Present form)

Birlik

Ko'plik

I. I **have got**

I. We **have got**

II. You **have got**

II. You **have got**

III. He, she, it **has got**

III. They **have got**

Misollar:

To have fe'li bor bo'lmoq, ega bo'lmoq ma'nosida asosiy fe'l bo'lib keladi.

I have little time.

I **have got** to do it.

Inkor shakli: I **have not** (haven't) to write it.

So'roq shaklini yasashda **have got (has got)** yordamchi fe'llaridan biri egadan oldinga chiqadi:

Has she got a cat? –Yes, she has /No, she has not

To have fe'li qator otlar bilan birikib keladi va o'zining dastlabki bor (ega) bo'lmoq ma'nosini yo'qotadi:

to have dinner – ovqatlanmoq

to have a rest – dam olmoq

to have breakfast – nonushta qilmoq

to have a walk – sayr qilmoq

to have a talk– gaplashmoq

to have a smoke - chekmoq

to have a good time – vaqtni yaxshi o'tkazmoq **to have a quarrel** – janjallashmoq

CLASS ASSIGNMENTS

Exercise 1. Quyidagi so'zlarni o'qing va bo'g'in turini aniqlang:

make, care, student, girl, person, got, but, home, like, pure, help, form

Exercise 2. Ko'p bo'g'inlu so'zlarni o'qing va urg'u oxiridan bo'g'inga tushayotgani, urg'u olgan unlilar qanday o'qilishini ayting:

family ['fæmili], chemistry ['kemistri], character ['kærekt Θ], difficult ['difikalt], history ['histari], medical ['medikæl].

Exercise 3. Write positive or negative sentences. use am, is/am not, is not (isn't)/are, are not (aren't)

1. Tashkent ... the capital of Uzbekistan.
2. Moscow ... in Central Asia.
3. I ... hungry. I have just had breakfast.
4. He ... a student now. He left the Institute 2 years ago.
5. She ... ill now. She has got a high temperature.
6. I ... hot, because my hands are cold.

Exercise 4. Put in am/is/are/was/were

1. Last year Sitora19, so she ... 20 now.
2. Today the weather ... nice, but yesterday it bad.
4. Whyyou so happy yesterday?
5. This time last summer I in Samarkand.
6.Ann and Kare sisters? No, they sisters.
7. It time to go home.

Exercise 5. Fill in “have got” or “has got” as in the example:

1. Ben a bicycle.
2. We a laptop.
3. She a T.V.
4. Mary and Linda a radio.
5. Bill a watch.
6. My sisters a car.

Exercise 6. Complete the gaps with the expressions below. Make any changes necessary.

have a rest have a look have a baby have a nice meal
have a chat have a fantastic time have a walk

- a. I'm feeling tired, I'm going to _____.
- b. What was the restaurant like? I hope you _____.
- c. In this country, you can take maternity leave when you _____.
- d. The director wants to _____ with me about my exam results.
- e. They say it's a good idea to _____ every day to keep feet.
- f. It was a wonderful holiday, we _____.
- g. Will you let me _____ at your revision notes?

7 . Read and translate the text:

About Myself

Let me introduce myself. My name is Anna. My surname is Belova. I am Belarusian. I was born on June 10,1990in Orsha, Vitebsk region. When I was 5 years old my family moved to Novopolotsk where I live now together with my parents.

My father is an engineer. He works in a building company. My mother is a nurse, she works in a hospital. We are five in the family. I have an elder brother and a younger sister. Anton doesn't live with us. He is married and has a family of his own. Maria is a pupil of the sixth form. I also have grandparents. They are retired and live in the country. Our family is very united.

I finished school №12 in Novopolotsk. I always did well at school and studied with great interest. Maths was my favourite subject. After school I went to Polotsk Trade-Technological College and got the qualification of an accountant. Last year I started to work in a trading firm. This year I have entered Polotsk State University, Financial-Economic Faculty. I study by correspondence. It is not easy to combine work with studies but I do my best to get higher education. My ambition is to become a highly-qualified specialist and make a successful career.

You see, my biography isn't long. I can only add that I am sociable, calm, optimistic and hard-working. I am fond of reading and I am keen on sports.

I. Ответьте на вопросы к тексту.

1. What is Anna's surname?
2. Where and when was Anna born?
3. What nationality is Anna?
4. Where does Anna live?
5. Has Anna got a large family?
6. What are Anna's parents?
7. What educational establishment did Anna go to after school?
8. Does Anna combine work with studies?
9. Where does Anna study?

10. What is Anna's ambition in life?

11. Describe Anna's character.

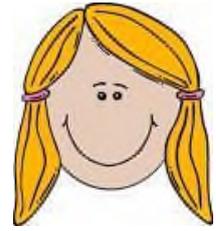
Glossary

age (n)	yosh
ambition (n)	harakat qilish, maqsad
be born	tug'ilmoq
biography(n)	biografiya
be divorced	ajrashmoq
be fond of sth	nimadir bilan shug'llanmoq, band bo'lmoq
be interested in sth	nimadir bilan qiziqmoq
be married	turmushga chiqmoq, uylanmoq
be retired	nafaqaga chiqmoq
be single	bo'ydoq, turmushga chiqmagan
calm (adj)	og'ir, vazbin
character (n)	character
come from (v)	kelib chiqishi
cousin (n)	bo'la
daughter (n)	qiz
do one's best	qo'lidan keladigan ish, maromiga etkazmoq
educational establishment	muassasa
enter the university	Universitetga kirmoq
family (n)	oila
finish (leave school)	maktabni tugatmoq
friendly (adj)	do'stona
generous (adj)	bag'ri keng
get higher education	oily ma'lumotli bo'lmoq
go to college	kollejga kirmoq

go to school	maktabga bormoq
graduate from the university	Universitetni tugatmoq
grandparents (n)	katta ota-ona
hard-working (adj)	Ishchan
highly-qualified (adj)	oliy sifatli
honest (adj)	haqiqatgo'y
husband (n)	Er
introduce oneself (v)	birovni tanishtirmoq
kind (adj)	Mehribon
live (v)	Yashamoq
make a career	kar'era qilmoq
move to (v)	ko'chmoq
nationality (n)	Millat
parents(n)	ota-ona
pass exams	imtihon topshirmoq (o'tmoq)
profession (n)	Professiya
qualification (n)	Daraja
relatives (n)	Qarindosh
serve in the army	armiyaga xizmat qilmoq
sociable (adj)	Kirishuvchan
son (n)	o'gil
student (n)	Student
study (v)	o'qimoq
surname (last name) (n)	Familiya
wife (n)	Xotin
work (n; v)	ish, ishlamoq



Let's talk about YOU



Conversation cards

What's your name? What's your surname? What's your nickname?	Do you have any brothers or sisters? Talk about them.	Where do you live? How did you get here?
What do you do? Do you like being a (...) ? Why?	Do you have a pet? Talk about it.	What's your favourite food? What's your favourite drink?
What's your favourite kind of music? Which bands do you like?	What's your phone number? What's your email address?	When is your birthday? What do you usually do on your birthday?
What's your favourite day of the week? Why?	What's your favourite month of the year? Why?	What's your favourite sport? How often do you play it?
What do you do in your free time?	What do you usually do on Saturdays?	How often do you go on holiday? Where do you like going?
How often do you eat out? What's your favourite restaurant?	How often do you go to the cinema? What's your favourite kind of movie?	What do you do in the evening? What time do you usually go to bed?

Individual task

- Interview another student (choose 3 - 5 questions).
- Write down the answers in your notebook.
- Now tell the whole class about the person you interviewed.
 - Example: Let me introduce (name). She's a student at Bangkok University. She has 2 sisters and 1 brother. She goes to the cinema once a week and likes action movies. Her favourite food is spaghetti and her favourite drink is orange juice. On Saturdays, she usually goes shopping with friends and has dinner at with her parents.

How often do you ... ?

always - usually - often - sometimes - not often - rarely - hardly ever - never
100% 80% 60% 40% 20% 10% 5% 0%

Once Twice Three times	} a {	day / week week / month year
------------------------------	-------	------------------------------------

THEME 2

Theme 2. *O 'qish qoidalari: ea, ee; ea harf birikmalarining d, th; oo harflaridan oldin o 'qilishi; o harfi d, th, v dan oldin kelishi; jumlaviyurg'u.*

Word building (So'z yasalishi): *so 'z suffikslari affiksatsiya, konversiya; ot so 'z turkumi aniqlovchi vazifasida; -ly, -ic, -al suffikslari.*

Grammar: *Indefinite Active zamon guruhi. Present Indefinite Tense. Ingliz tilidagi gaplarda so 'z tartibi.*

Topic: *At the Institute.*

Speaking Part: *Let's talk about work.*

The Present Indefinite Tense (Hozirgi zamon noaniq fe'li)

H.Z.N.F ni yasalishi qo'yidagicha: birlikning birinchi, ikkinchi, hamda ko'plikning barcha shaxslari uchun **ega + kesim** formulasi asosida yasaladi. Birlikning uchinchi shaxsi bilan keladigan fe'llarga **+s** qo'shimcha qo'shiladi. Mabodo fe'l **-ss, -o, -sh, -x, -ch** harf birikmalaridan biri bilan tugagan bo'lsa, u holda fe'l **+es** qo'shimcha oladi.

Birlik

Ko'plik

I.I read (men o'qiyman)

I.We read

II.You read

II.You read

III. He, she, (it) reads (goes, teaches)

III.They read

H.Z.N.F ning so'roq shaklini yasash uchun birlik uchinchi shaxslar uchun **Does** yordamchi fe'lini, birlikning hamda ko'plikning qolgan barcha shaxslar uchun **Do** yordamchi fe'lini egadan oldinga chiqarish yo'li bilan yasaladi:

e.g.They read a lot of English journals.

e.g.**Do** they read a lot of English journals?-Yes, they do/No, they do not(don't)

e.g.She reads Uzbek detective books.

e.g.**Does** she read Uzbek detective books?-Yes she does/ No, she does not(doesn't)

e.g.He **goes** to college. **Does** he go to college?

H.z.n.f ning inkor gapini yasash uchun **do** yoki **does** dan keyin **not** inkor yuklamasi qo'yiladi.

e.g. I **do not** (*don't*) translate these words.

e.g. She **does not** (*doesn't*) speak French.

H.z.n.f da ko'p ishlatiladigan **signal so'zlar**: *always*(hamisha), *ever*(har qachon), *never*(hech qachon), *usually*(odatda), *generally*(odatda), *seldom*(onda-sonda), *often*(tez-tez), *sometimes*(ba'zan)=bular ega bilan kesim o'rtasida keladi:

e.g. I always have breakfast at 7 o'clock.

Every day, every week, every month, every lesson, every year, (every ...)= bu kabi signal so'zlar gap boshida yoki gap oxirida keladi:

e.g. We go to the faculty every day.

Now and then(vaqti-vaqti bilan), *rarely*(gohida), *from time to time*(vaqtdan-vaqtga), *regularly*(muntazam), *as a rule*(odatdagidek), *occasionally*(vaqti-vaqti bilan)= bu kabi signal so'zlar asosan gap oxirida keladi:

e.g. We go to our parents now and then.

CLASS ASSIGNMENTS

I. Bo'g'in turini aniqlangva so'zlarning transkripsiyasini yozing: circle, care, period, skull, chest, side, during, arch, nerve, human, more, here

REMEMBER

1. ea, ee harf birikmalari odatda [i:] o'qiladi: treat [tri:t] davolamoq; meet [mi:t]; ea d, th va ba'zi boshqa so'zlarda [e] o'qiladi: ready ['redi] tayyor; breath [breθ] nafas olish; dead [ded] o'lik, murda.
2. oo harf birikmasi [u:] o'qiladi: soon [su:n] tez orada; k oldida esa [u] look [luk] qaramoq.
3. o harfi m, n, th, v harflari oldida odatda [ʌ] o'qiladi: among [ə'mʌŋ] o'rtasida, aro; come [kʌm] kelmoq; another [ə'nʌZə] boshqa; above [ə'bʌv] o'stida, tepasida.

II. O 'qing:

1. a) sleep, sea, three, weak, each, leave, feel, week; b) dead, already, health, death;

2. too, school, spoon, tooth, took, food;

3. other, become, some, love, month, son.

III. 1. Quyidagi soʻzlar qanday usul bilan hosil qilingan? Ular qanday elementlardan tashkil topgan? Murakkab soʻzlarda urgʻu qayerga qoʻyiladi?

headache ['hedeɪk] bosh ogʻrigʻi; football ['fotbo:l]futbol

a) Murakkab soʻzlarning tarkibini aniqlang va ularni tarjima qiling:
newspaper, textbook, homework, volley-ball, note-book

2. Quyidagi soʻzlar qanday soʻzlardan hosil qilingan?

writer ['raɪt ə:] yozuvchi; reader ['ri:d ə:] oʻquvchi;

to rewrite [ri'raɪt] qayta koʻchirmoq; to re-read [ri'ri:d] qayta oʻqimoq

a) Yuqoridagi soʻzlar qaysi usulda hosil boʻlgan va urgʻu qayerga qoʻyiladi?

b) Soʻzlarni soʻz yasovchi qoʻshimchalar yordamida tarjima qiling: lecturer, teacher, worker, helper, examiner, to re-examine, to replace, to rename, to reconstruct, to re-do

c) Berilgan otlardan konversiya yoʻli bilan fe'l yasang va tarjima qiling: a place, a group, a stand, a head, a form

VII. Quyidagi soʻz va soʻz birikmalarini yodlang:

care [kɛə] *n* gʻamxoʻrlik, kuzatish (vrach tomonidan), xizmat koʻrsatish; *v* gʻamxoʻrlik qilmoq, qaramoq (for); biror narsaga qiziqmoq; to take care of smb. kimgadir gʻamxoʻrlik qilmoq; under the care of smb. kimningdir nazorati ostida;

subject ['sʌbj əkt] *n* fan, mavzu;

increase [ɪn'kri:z] *v* kattalashmoq, koʻtarilmoq, kuchaymoq, kuchayish;

as [əz] *adv* singari, kabi;

attention [ə'tenʃn] *n* diqqat; pay attention to smth. nimagadir e'tiborni qaratmoq;

enter ['ent ə] *v* kirmoq; entrance ['entrans] *n* kirish;

mean [mi:n] (meant, meant) [ment, ment] *v* bildirmoq, nazarda tutmoq;

become [bɪ'kʌm] (became, become) *v* boʻlmoq, boʻlib qolmoq;

article ['a:tɪkl] *n* maqola;

adult [ə'dʌlt] *a, n* voyaga yetgan, yoshi ulug' inson;
 join [dʒɔɪn] *v* bog'lamoq, birlashtirmoq, a'zo bo'lmoq;
 before [bɪ'fɔ:] *prep* oldin;
 scientific ['saɪəntɪfɪk] *a* ilmiy, o'qimishli;
 hostel ['hɒsl] *n* yotoqxona;
 heart [hɑ:t] *n* yurak;
 relative ['rɛlətɪv] *n* qarindosh;
 disease [di'zi:z] *n* kasallik;
 get [get] (got, got) *v* olmoq.

VIII. Quyidagi so'z va so'z birlashtirmalarini o'qing, tarjima qiling:

1. adult [ə'dʌlt]: my sister is an adult, they are adults, we are adults, children are not adults;
2. increase [ɪnkri:z]: increases, increased, the temperature may increase, the increase of temperature;
3. become [bɪ'kʌm]: became, he became interested in Anatomy, she became pale;
4. join [dʒɔɪn] : to join smth. together, to join the army, to join the party, to join the society;
5. care [kɛə]: under the doctor's care, to take care of the children, he takes care of his old parents, to care for medicine.

IX. Quyidagi gaplarni gap bo'laklariga ajrating:

The teacher asks the student a question at the lesson. The student asks the teacher a question at the lesson.

XI. Complete the sentences using do/does/am/is/are/have got/has got

1.the children want toy for their birthday?
2. Dazzlea new dress for the party.
3. How muchthese glasses?
4. Mr. and Mrs. Jacksontwo children.
5.your uncle like chocolate?
6.I your friend?

7. How muchyour new tennis racket?

8. Whenyour brother's birthday?

XII. Change the following sentences into Positive, Negative and Question form:

1. You know the answer.

(-)

(?).....

2. He has breakfast at 8 o'clock.

(-)

(?)

3. Some schoolgirls don't wear unifor.

(+)

(?)

4. Does she cut her husband's hair?

(+)

(-)

Text A. At the Institute

Every year many young people who really care for medicine enter medical institutes and become students. A new life begins - it is the life of the adult who has the responsibility (javobgarlik) for all his actions before the society.

Some students live at the hostel, others do with their relatives. Many students get stipends . If astudent has "fives" in all the subjects at the examinations he gets an increased stipend.

The students work much in class, at the Institute laboratories and libraries. As the students want to become not ordinary but good doctors they must pay attention to modern medical literature. It means that they must study not only their textbooks, but read many special medical articles in O'zbek and foreign languages. They will continue to study them in class and at the Foreign Language Society.

Already in the first year some students join students' scientific societies.

There they work on those subjects which they care for. It may be Biology, Chemistry or Anatomy. In the Anatomy Scientific Society where they study the functions of the organs. This work in the Scientific Societies will help future doctors to understand better the character of many diseases. It will teach them to be more observant(kuzatuvchi).

Note

1. Foreign Language Society - chet tili to'garagi

LESSON 3

THEME 3

Theme 3. *Past Simple Tense.*

Word building (So'z yasalishi): *-er, -or, -ly, -ic, -al suffikslari.*

Topic: *Samarkand State Medical Institute.*

Speaking Part: *Let's talk about family*

O'tgan Zamon Noaniq Fe'li (**The Past Indefinite Tense**)

O'.z.n.f. ni yasashda fe'llar 2 guruhga bo'linadi:

a) **To'g'ri fe'llar**; b) **Noto'g'ri fe'llar**

O'.z.n.f.ning to'g'ri fe'llarini yasash uchun har qanday fe'lga **+ed** qo'shimcha qo'shiladi. Noto'g'ri fe'llarni yasash uchun noto'g'ri fe'llar jadvalidagi **ikkinchi ustundagi (Past Simple)** fe'llar olinadi.

Birlik

I worked –Men ishlagan edim (I **wrote**)

You worked (You **wrote**)

He, she, it worked (he, she, it **wrote**)

Ko'plik

We worked (we **wrote**)

You worked (you **wrote**)

They worked (they **wrote**)

TO'G'RI FE'LLAR

Infinitive	Past indefinite	Participle II	Participle I
to play	played	played	Playing

NOTO'G'RI FE'LLAR

Infinitive	Past indefinite	Participle II	Participle I
to speak	spoke	spoken	Speaking

O'.z.n.f.ning ham to'g'ri fe'llar uchun ham noto'g'ri fe'llar uchun so'roq shaklini yasash uchun **Did** yordamchi shaklini egadan oldinga chiqarish lozim.

e.g. They play**ed** tennis yesterday.

e.g. **Did** they play tennis yesterday?-Yes they did/ No, they did not (didn't)

e.g. She **began** learning English yesterday.

e.g. **Did** she **begin** learning English yesterday?-Yes, she did/ No, she didn't

Bu zamonning inkor gapini yasash uchun **did** yordamchi fe'lidan keyin **not** inkor yuklamasini berish kerak.

e.g. We did not (didn't) go there last week.

O'.z.n.f. hozirgi zamon bilan bog'liq bo'lmagan o'tgan zamondagi ish-harakatlarni, voqealarni, faktlarni ifodalashda keladi.

e.g. He **left** yesterday.

e.g. I **saw** this film long ago.

O'.z.n.f. o'tgan zamonda voqealarni tasvirlashda **ketma-ket** bajariladigan ish-harakatlarni ifodalashda keladi:

e.g. I **came** home, **opened** the door and **switched** on the TV-set.

e.g. I **got up**, **had** breakfast and **went out**.

O'.z.n.f. ish-harakatni o'tgan zamonda biroz vaqt davom etib hamda o'tgan zamoni o'zida tugaganligini ifodalashda ham keladi. Bunda jarayonga qaraganda fakt muhimroq.

e.g. Yesterday I **walked** in the park for two hours.

e.g. He studied hard for six years to become a doctor.

e.g. How long did you live in Tashkent?

Bundan tashqari bu zamon ish-harakatni o'tgan zamonda odatda takrorlanib turganligini ifodalashda ham keladi. Bunda ko'pincha quyidagi **signal so'zlar** uchrab turadi: **usually, always, seldom, often, every day, every week (every ...), sometimes** kabilar.

e.g. I always went to school at 9 o'clock last year.

O'.z.n.f. ning signal so'zlari: **ago, yesterday, last week, last day (last ...), the other day, the day before yesterday, in 2005, during the war, just now, that day**

(that lesson, that time,...), those days, those (...) e.g. We translated the text two days ago.

Bu zamonda **used to** birikmasi ham ishlatiladi. Bu birikma o'tgan zamonda muntazam ish-harakatlarni, holatlarni hozirgi vaqtda mavjud emasligini ifodalashda keladi:

e.g. We used to walk to school, but now we go by bus.

e.g. She used to play toys in her childhood, but now she is 40.

CLASS ASSIGNMENTS

Exercise 1. Write what Jean did or didn't do yesterday:

1. go shopping (-) Jean didn't go shopping yesterday.
2. clean the house (+)
3. feed the cat (+)
4. telephone Mary (-)
5. watch a film on TV (-)
6. visit her grandparents (+)
7. take them a cake (+)

Exercise 2. Class assignments Chilli's friend Della was on holiday in Jamaica. Read her letter to Chilli and complete it:

invite stopped talked stayed travelled enjoyed
didn't sleep didn't get watched was listened

Dear Chilli,

I had a fantastic holiday in Jamaica. It was hot and the sea was blue and lovely. Iby plane from London to Kingston. I reallythe flight. It was eight hours long but Iat all because Iso excited. During the flight Ito music,a film andto the girl in the seat next to me.

I with my aunt and uncle in Kingston. Theyme on a trip to Montego Bay. Weat an Orchid Farm. It was brilliant. On my last night there Ito bed until there o'clock in the morning!

See you soon!

Love,

Della

Answer to the questions:

1. Did she go to Jamaica?
2. How did she go to Kingston?
3. How was the weather?
4. What did she do on the plane?
5. Did she visit her grandparents?
6. Did she like the Orchid Farm?
7. When did she go to bed on her last night?
8. Where is Jamaica?
9. What do the tourists do in Jamaica?
10. How is the life for Jamaican people?

Exercise 3. Complete the conversation with *was/wasn't/were/weren't*

A: Where were you last night? I phoned you but youat home.

B: I out with my friends. Weat the Bluenote Café.

A:Julia there?

B: No, she Why?

A: Oh, I just wondered.

B: Sheout with Nick. Theyat the Oasis. I think.

A: No, they

B: How do you know?

A: Because Ithere!

Exercise 5. Read the text and remember the information:

SAMARKAND STATE MEDICAL INSTITUTE



Samarkand State Medical Institute is the largest higher educational institution in Uzbekistan for training young specialists and upgrading the skills of medical personnel. The Institute has a unique history, good traditions, many years of experience in training and teaching professionals. The history of Samarkand State Medical Institute was founded in 1930. The rector of Samarkand State Medical Institute is prof. Rizaev Jasur Alimdjanovich. Now SSMI is a great study establishment. It has eight faculties: Medicinal Faculty (1930), Pediatrics Faculty (1963), Faculty for Nurses with High Education (2005), Medical Pedagogy Faculty (2005), Stomatology Faculty (2009), Medical Prophylactics Faculty (2016), Medical Biology Faculty (2018), and Pharmacy Faculty (2018).

The course of study at the Medical Institute is seven years. During this period the students master the basis of theoretical and practical medicine. There are more than 3000 students study at the Institute, including the students from abroad. The main purpose of the Institute is to prepare of high qualified professions for future life standard of the healthcare system.

The lessons are conducted in large and light rooms. There are well-equipped laboratories, study rooms, reading-rooms with a great number of manuals. For two years the students learn the so-called pre-clinical subjects, such as Physics, Chemistry, Biology, Human Anatomy, Histology and others. The students have clinical subjects from the third to the fifth years. During the three years period the students learn to diagnose different diseases to carry out laboratory analyses and to treat people from these diseases. After the first, second and third courses the students have practical training. During this period they work as nurses and doctors assistants at the therapeutic, surgical and other departments. In the sixth year the students gain more experience in one of the three main clinical subjects: Therapy, Surgery or Obstetrics. So, in six years the students gain the knowledge necessary for a general practitioner.

Exercise 6. Learn by heart new words and word combinations:

Course-kurs	theoretical - nazariy
Practical training-amaliy mashg'ulot	human- inson

To diagnose-tashhis qo'moq	assistant- assistent
General-umumiy	therapy- davolash
To specialize –ixtisoslashgan	therapeutic-davolovchi
Found [faund] - asos solmoq	so [sou]- shuning uchun
Over [ouvə] – gacha, bo'lab	gain [gein]- qo'lga kiritmoq
Department [dipa:tmant] – bo'lin	such [sʌtʃ] – shunday,shunaqa
Knowledge ['nolidʒ]- bilim	different [difrənt] – har xil
Necessary [nesisari]-kerakli	carry out [kæri aut]-olib bormoq, bajarmoq
Experience [ikspiəriəns]-tajriba	nurse [nə:s]-hamshira
Last [la:st] – davom etmoq	main [mein]- asosiy
Surgery [sə:dʒiri]-jarrohlik	complete [kəmpli:t]-tugatmoq
Prepare [pri:pəə]-tayyorlamoq	field [fi:ld]-soha
Appointment[əpointmənt]- tayinlash, kelishmoq	obstetrics –doya

HOME ASSIGNMENTS

Exercise 1. Put the verb into the correct form.

Examples: *Water boils (boil) at 100 degrees Celsius.*

George doesn't go (not/go) to the movies very often.

How many languages do you speak (you/speak)?

1. The swimming pool(open) at 9.00 and(close) at 6.30 everyday.
2. What time(the hospital/close) here?
3. I have a car but I(not/use) it very often.
4. How many cigarettes(you/smoke) a day?
5. What(you/do)? I'm a doctor.
6. Where(your father/come) from? He(come) from Mexico.

Exercise 2. Read these sentences and correct them. English is correct but the information is wrong.

Example: The sun goes around the earth. - The sun doesn't go around the earth.

The earth goes around the sun.

1. The sun rises in the West.

.....

2. Mice catch cats.

.....

3. Carpenters make things from metal.

.....

4. The Amazon River flows into the Pacific ocean.

.....



Let's talk about **WORK**



Conversation cards

What do you do?
Do you enjoy being a (...) ?
Why?

What's your father's job?
What time does he start work?

What does your mother do?
What time does she finish work?

What would you like to be?
Why?

Which jobs pay well?
Give minimum 3 examples.

In which jobs do you have to wear a uniform?
Give minimum 3 examples.

Would you prefer a job that pays well or a job you enjoy?
Explain.

Do you prefer working indoors or outdoors? Why?

Name 3 outdoor jobs.
Would you like to do any of them?

What kind of office work does a secretary do?

Do you think being a singer is a hard job?
Explain why.

In which jobs do you need to work evenings and weekends?

Which job would you never want to do?
Why?

What three things are most important for you in a job?

If you could have your own business, what would it be?

In your opinion, what is the most boring job in the world?

Who in your family or among your friends has the most interesting job? Explain.

Do you think professional sports player are overpaid? Explain.

Match jobs and pictures

chef	
flight attendant	
gardener	
lawyer	
maid	
nurse	
secretary	
taxi driver	



Outdoors (O) or indoors (I) ?

doctor	
farmer	
fisherman	
pilot	
policeman	
postman	
teacher	
waiter	

2 The natural world

The world is changing

VOCABULARY AND READING

- 1** Which of these things can you see in the pictures?
Name one or more examples of each.

desert forest hill island lake
mountain river sea valley volcano

- 2** Discuss these questions with your partner. Then read the article and check your ideas.

- How old is the Earth?
- What changes are happening on Earth at the moment?



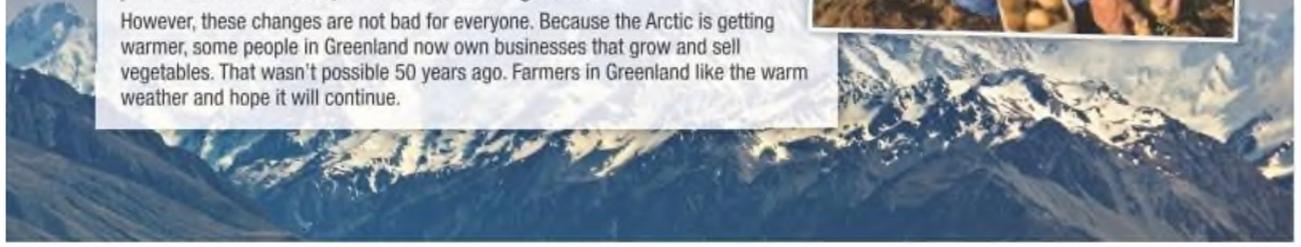
THE EARTH: A changing planet

Scientists believe the Earth is 4.6 billion years old. However, the mountains, valleys, rivers, deserts and forests we see today are much younger than that. For example, Mount Everest is about 60 million years old and the Amazon Rainforest is only 10 million years old. The youngest sea in the world is the Baltic Sea, about 15,000 years old.

The Earth is always changing because of volcanoes, earthquakes and, of course, wind and rain. Some of these changes are very slow and others are quick. Water and ice can make very big changes to the planet. For example, glaciers (rivers of ice) can cut through mountains and make deep valleys.

It's normal for our planet to change. But at the moment scientists think it's changing faster than usual. They don't understand everything that is happening but they know that temperatures are rising. The weather is getting wetter in some places and drier in others, and there are more big storms.

However, these changes are not bad for everyone. Because the Arctic is getting warmer, some people in Greenland now own businesses that grow and sell vegetables. That wasn't possible 50 years ago. Farmers in Greenland like the warm weather and hope it will continue.



- 3** Read the article again and choose the best heading for each paragraph.

- A Good news in one part of the world
- B Problems for the planet at the moment
- C The age of the Earth
- D How the planet changes

- 4** Find words with these meanings in the article.

- how hot or cold something is t.....
- with more rain than before w.....
- with less rain than before d.....
- bad weather with lots of wind and rain s.....
- someone who grows food f.....
- in between hot and cold w.....

THEME 4

Theme 4. Grammar: *Future Simple Tense.*

Word Order (So‘z yasalishi): *so‘z suffikslari affiksatsiya, konversiya;*

Ot so‘z turkumi aniqlovchi vazifasida; -ly, -ic, -al suffikslari.

Topic: *World Health Organisation (WHO)*

Speaking Part: *Let’s talk about Health*

Grammar: The Future Indefinite Tense (kelasi zamon noaniq fe’li)

Yasalish formulasi **shall (will)** yordamchi fe’l + **infinitiv {Fe’l}** (to siz)

Birlik

I **shall translate** (men tarjima qilmoqchiman)

You **will translate**

He (she, it) **will translate**

Qisqarish shakli: I shall translate=**I’ll** translate

You will translate=**You’ll** translate

So‘roq shaklini yasash uchun **shall** yoki **will** egadan oldinga chiqariladi.

They will go to Bukhara tomorrow.

Will they go to Bukhara tomorrow?

Inkor shaklini yasash uchun **shall** yoki **will** dan keyin **not** inkor yuklama keladi.

e.g. I shall not (**shan’t**) translate this article.

e.g. You will not (**won’t**) go to Bukhara.

- K.z.n.f. kelasi zamonda onda-sonda yoki takrorlanib turadigan ish-harakatlarni ifodalshda keladi.

e.g. We shall meet at 5 o’clock tomorrow.

e.g. My students will have tests every month.

e.g. It will be cold tomorrow.

- Shu o’rinda **shall** yordamchi fe’li **shall** modal fe’lini adashtirmaslik kerak. **Shall** modal fe’l bo’lib kelganda tinglovchidan biror buyruq yoki farmoyishni kutish ma’nosida keladi.

e.g. Shall I open the window? Derazani ochayimi?

e.g. Shall I translate this text now?

- **Will** modal fe'li ham bor. U asosan iltimos gaplarda keladi.

e.g. Will you translate this text, please? Marhamat qilib mana bu tekstni tarjima qilib bera olasizmi?

- Kelasi zamon ma'nosini quyidagilar ham bera oladi. UNUTMANG!!!

a) H.z.d.f.

e.g. They are leaving for Tashkent tonight.

b) to be going to

e.g. I am going to send him a telegram.

c) H.z.n.f.

e.g. The train starts in 10 minutes.

K.z.n.f. da kela oladigan signal so'zlar: *tomorrow* (ertaga), *the day after tomorrow* (indin yoki ertadan keyin), *one of these days* (shu kunlardan birida), *next week* (kelasi hafta), *next day* (kelasi kun) (*next...*), *in the near future* (yaqin kelajakda), *soon* (tez kunlarda, yaqinlarda, so'ngra), *as soon as possible* (qo'ldan kelguncha tezroq), *some day* (biror kuni), *in an hour* (bir soatdan keyin), *in 5 hours* (5 soatdan keyin), *probably, perhaps, I think..., I hope..., I am sure...*,

Zamon ko'rsatkichlari:

Tomorrow – ertaga	In time – o'z vaqtida
Next + time	Then – o'shanda
Soon – yaqin orada	That time – o'sha paytda
Shortly – qisqa vaqtda	Before long – ko'p vaqt o'tmay

CLASS ASSIGNMENTS

Exercise 1. Write the negative form of the future simple:

1. I shall be here tomorrow morning. I
2. They will probably go to the cinema this evening.
3. We hope she will translate the text soon.
4. It will snow very soon.
5. You will see the reason tomorrow.

Exercise 3. Put the following sentences in the negative and interrogative forms.

1. I shall go to the dentist tomorrow.
2. We shall get up very early tomorrow.
3. He will go to the country on business next week.
4. They will bring vegetables tomorrow in the morning.

Exercise 5. Make sentences from the following words:

1. in future, become, doctors, shall, we.
2. in Anatomy, yesterday, ha we, a lecture.
3. the library, take, the, students, from, books.

SUBJECT: To be going to – moqchi kelasi zamon ma'nosida

Exercise 6. Complete each sentence. Use to be going to and verb in brackets:

1.Are you going to buy(you/buy) a new bike?
2. Tom(not/be) a doctor.
3. I(buy) some new shoes.
4.(Helen/catch) the train?
5. Who(carry) the shopping for me?
6. Jim and Dinah(not/get) married.
7. What time(you/phone) me?
8. Where (we/eat) tonight?

Exercise 8. Read and translate the text:

World Health Organization (WHO)

The World Health Organization (WHO) estimates a shortage of almost 4.3 million physicians, midwives, nurses and support workers worldwide”. The shortage is most severe in 57 of the poorest countries, especially in sub-Saharan Africa. The situation was declared on World Health Day 2006 as a "health workforce crisis" – the result of decades of underinvestment in health worker education, training, wages, working environment and management.



Shortages of skilled health workers are also reported in many specific care areas. For example, there is an estimated shortage of 1.18 million mental health professionals, including 55,000 psychiatrists, 628,000 nurses in mental health settings, and 493,000 psychosocial care providers needed to treat mental disorders in 144 low- and middle-income countries. Shortages of skilled birth attendants in many developing countries remains an important barrier to improving maternal health outcomes. Many countries, both developed and developing, report maldistribution of skilled health workers leading to shortages in rural and underserved areas.

Regular statistical updates on the global situation are collated in the WHO Global Atlas of the Health Workforce. However the evidence base remains fragmented and incomplete, largely related to weaknesses in the underlying human resource information systems within countries. In order to learn from best practices in addressing health workforce challenges and strengthening the evidence base, an increasing number of practitioners from around the world are focusing on issues such as advocacy, surveillance and collaborative practice. Some examples of global partnerships include:

Health workforce research is the investigation of how social, economic, organizational, political and policy factors affect access to health care professionals, and how the organization and composition of the workforce itself can affect health care delivery, quality, equity, and costs.

Many government health departments, academic institutions and related agencies have established research programs to identify and quantify the scope and nature of

HHR problems leading to health policy in building an innovative and sustainable health services workforce in their jurisdiction.



Let's talk about HEALTH



Conversation cards

- Have you ever been ill?
What was wrong with you?
- When was the last time you went to the doctor/dentist/hospital?
Why did you go?
- How often do you have a medical checkup?
- Is a doctor's visit or a stay in hospital expensive?
Discuss.
- Does your country have good medical healthcare?
Explain.
- How is your health?
What health problems do you worry about the most?
- What do you do to keep fit and healthy?
Compare with others.
- Have you ever stopped doing something for your health?
Talk about it.
- What diseases kill the most people worldwide?
Do research and discuss.
- How many serious or *terminal* illnesses do you know? (e.g. cancer)
Work in a group and make a list.
(terminal: cannot be cured)
- Have you had any vaccines?
If so, against which diseases?
Are you afraid of needles?
- What sports can be damaging to your health? In what way?
In your opinion, what are the healthiest sports?
- What are the main causes of death?
Are they the same for younger and older people? Brainstorm.
- What are the worst jobs for your health?
What about the best ones?
Brainstorm in group.
- Is being a doctor or nurse a good job?
Would you like to do this job?
Why or why not?
- What is the average life expectancy in your country?
Is it the same for men and women?
- How is your mental health?
Do you know anyone with a mental disorder?
(e.g. schizophrenia)
- How can the environment be damaging to someone's health?
Explain.

Match words and pictures

ambulance	
bandage	
cast	
crutches	
doctor	
health food	
nurse	
operating theatre	
plaster (band aid)	
surgeon	
syringe	
wheelchair	



THEME 5

Theme 5. *O 'qish qoidalari: ai, ay, ei, ey harf birikmalari; y harfi; a harfi ss, sk, st, sp, ft, nce, th lardan oldin.*

Part of Speech (So'z turkumi); Artikllar va ularning ishlatilishi; *O 'qish qoidalari: ai, ay, ei, ey harf birikmalari; y harfi; a harfi ss, sk, st, sp, ft, nce, th lardan oldin.*

Grammar: *Definite and Indefinite Article, Cardinal and Ordinal Numerals.*

Countries, Nationalities (Davlat, millat vakillari nomi).

Speaking Part. *Let's talk about countries.*

ARTICLE

Indefinite Article - Noaniq Artikl

One \rightleftarrows **an**

Birlik sondagi sanoq sonlar bilan keladi:

- a) birlik ma'nosini berishda
- b) shaxs yoki predmetlarni tasniflashda

Otlar bilan ishlatilganda	Misollar	izohlar
1.Gapdagi vazifalarda a) <i>ega</i> vazifasida: har qanday, har bir ma'nosida b) <i>there is/was/will be...</i> oborotlari bilan kelgan gaplarda <i>ega</i> vazifasida	A teacher should be competent. A student must work hard. There is a letter for you. There was a boat on the lake.	Teachers should be competent. Students must work hard. There are letters for you. There were boats on the lake.

<p>2. <i>agar nutq birinchi bor aytilayotgan ya'ni tinglovchiga noma'lum bo'lgan biror shaxs yoki predmet haqida ketsa a, an artikli keladi:</i></p>	<p>He bought a book yesterday. (<i>U kecha qandaydir bitta kitob sotib oldi</i>) Show me a map of Europe. (<i>Menga Evropaning birorta xaritasini ko'rsating</i>)</p>	
<p>3. <i>noaniq artikl "one" so'zi ornida ham</i> hundred (yuz), thousand (ming), million, dozen (dyujina)</p>	<p>He has won a (one) thousand dollars. The case weighs a (one) hundred dollars.</p>	
<p>4. <i>ot-kesim (predikativ) vazifada</i></p>	<p>He is a programmer. She is a doctor.</p>	<p>They are programmers. They are doctors.</p>
<p>5. <i>to'ldiruvchi vazifasida</i></p>	<p>I have a dog. She got a fax. He bought a printer.</p>	<p>I have dogs. She got faxes. He bought printers.</p>
<p>6. <i>gapda izohlovchi vazifasida kelganda:</i></p>	<p>My friend, a teacher of history, has been awarded the Order of "Shuhrat"</p>	
<p>7. <i>otlar oldida tasvirlovchi aniqlovchilar mavjud bo'lganda</i></p>	<p>Qiyoslang: It was night.- It was a dark night. It's morning.-It's a sunny morning. We had dinner.-We had a</p>	<p>Late, early, real aniqlovchilari oldidan artikl qo'llanilmaydi: It was late night. It's early spring. This is real winter. It</p>

	big dinner.	was late autumn.
--	--------------------	-------------------------

Kasallik nomlari bilan artiklning kelishi

-	a (an)	the
diabetes, influenza, measles, malaria, herpes, pneumonia, appendicitis, cholera, mumps	a cold a fever	the measles the mumps the chickenpox the flu
earache, toothache heartache (British)	an earache, a toothache (American) a headache – headaches a heart problem a heart attack	

CLASS ASSIGNMENTS

REMEMBER!

II. O ‘qing:

1. practice, medical, medicine, place, necessary, lecture, general, large, surgical, ago, age group, histology, biology, gland
2. they, may, pain, day, eight, brain, way, gain, wait, weight;
3. yes, yet, yesterday, you, young, year, your;
4. master, ask, past, grass, after, chance, bath.

II. Quyidagi so‘zlarning o‘qilishini eslab qoling. Quyidan ularning tarjimasini toping:

course [kɔ:s], theoretical [θiə'retikəl], practical training ['præktikəl 'treɪnɪŋ], human ['hju:mæn], to diagnose ['daɪəgnəʊz], assistant [ə'sɪstənt], general ['dʒenrəl], therapy ['θerəpi], to specialize ['speʃəlaɪz], therapeutic [ˌθerə'pjʊ:tɪk]

umumiy, ixtisoslashtirmoq, assistent, yordamchi, terapevtik, davolashga oid, kasallikning kechish davri, davolanish kursi, terapiya, davolash, insonga oid, tajriba, amaliyot, nazariy, tashxisqo‘ymoq

IV. Quyidagi so‘z va so‘z birikmalarini o‘qing va tarjima qiling:

1. general ['dʒenrəl]: in general, a general meeting, general knowledge, general subjects, general attention;

2. surgery ['sə:dʒəri]: surgical, the knowledge of Surgery, a surgical department, a surgical nurse, surgery is a clinic subject;

3. necessary ['nesəsəri: necessary help, necessary time, necessary knowledge, good knowledge of Anatomy is necessary for us;

4. complete [kəm'pli:t]: completes, completed, to complete the work, to complete the course of studies, complete period of rest;

5. field [fi:ld]: an important field of medicine, to work in the field of Surgery, in the field of medical research (ilmiy izlanish). He is a specialist in many fields.

V. Quyidagi so‘z birikmalarini tarjima qiling:

1. human anatomy; 2. during the three-years period; 3. to diagnose a disease; 4. to carry out laboratory analyses; 5. at the end of; 6. to gain knowledge (experience); 7. the place of their work appointment; 8. to treat people for different diseases with medicines.



Let's talk about COUNTRIES



Conversation cards

What is the biggest country in the world?
What do you know about it?

What is the country with the most people?
What do you know about it?

How many continents are there?
Can you name them?

Do many people visit your country?
What can tourists see and do there?

Name some *landmarks* in the city or country where you live.
(= important sight or feature in the city or the landscape)

Name three countries in three different continents where it is always hot and never snows or freezes.

How many countries are there in the world?
Guess.

How many currencies do you know?
Make a list.

Name three countries in three different continents where it always snows and freezes in winter.

What are the most popular tourist countries?
Guess.

What countries would you visit if you were on a world trip?
Get a map and plan your world trip.

How many countries can you name starting with the letter J?
On which continent(s) are they located?

Which countries have you visited?
Which countries would you like to visit?

What countries would you not want to visit and why?

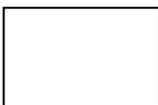
How many countries can you name starting with the letter K?
On which continent(s) are they located?

Would you like to live, study or work in another country?
If so, which country?
If not, why not?

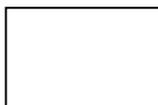
Plan a 3-week tour around your country. Make a list of places to visit, to stay and how to get there.
Give a price estimate (low budget).

How many countries can you name starting with the letter B?
On which continent(s) are they located?

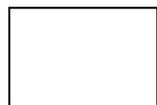
Draw and colour the flags.



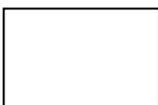
1. Germany



2. Spain



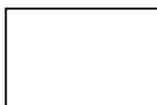
3. UK



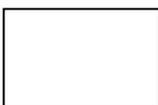
4. Mexico



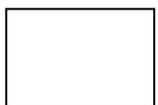
5. USA



6. Japan



7. China



8. Russia



9. Thailand

1



2



3



4



Match

Australia	
Brazil	
China	
England	
India	
Italy	
New Zealand	
Russia	
Thailand	
Turkey	
USA	
Vietnam	

5



6



7



8



9



10



11



12



HOME ASSIGNMENTS:

Exercie 2. Aniq artiklning ishlatilishiga e'tibor bering va quyidagi birikmalardan gap tuzing:

1. *to be on the safe side* - gunohdan uzoqda
2. *in the long run* - nihoyat
3. *to change for the better/for the worse* - yaxshi/yomon tomonga o'zgarmoq
4. *to make the best of smth* - qo'ldan kelguncha qilmoq
5. *to read between the lines* - qator o'rtasini o'qimoq
6. *on the whole* - umuman olganda
7. *on the one (other) hand* - bir/boshqa tomondan
8. *the other day* - kunlar ichidi
9. *to play the piano (the violin,...)*, **Ammo:** *to play football (tennis)*
10. *to run the risk* - xavf-xatarga yo'liqmoq
11. *to pass the time* - vaqtni o'tkazmoq
12. *to tell the truth* - haqiqatni aytmoq
13. *to tell the time* - vaqtni aytmoq
14. *by the way* - darvoqe va hokazo.

Exercie 4. Bir martalik ish-harakatlarni ifodalaydigan turg'un birikmalarda e'tibor qarating va ular yordamida gap tuzing:

To be a successful on ...	<i>Omadli bo'lmoq</i>	I am a successful person
To have a rest	<i>Dam olmoq</i>	on exam.
To have a good time	<i>Vaqtni yaxshi o'tkazmoq</i>	.....
To have a toothache	<i>Tishi og'rimoq</i>	.....
To give a look	<i>Nazar tashlamoq</i>	.....
To make a mistake	<i>Xato qilmoq</i>	.....
To take a seat	<i>O'tirmoq</i>	.....
To give smb a lift	<i>Mashinaga olib bormoq</i>	.....
To go for a walk	<i>Sayr qilmoq</i>	.....
To catch a cold	<i>Shamollamoq</i>	.....

At a speed of	<i>Tezlikda</i>	.....
At a time when	<i>Qachonlardir</i>	.....
At a time	<i>Bir vaqtning o'zida</i>	.....
For a short (long) time	<i>Qisqa(uzoq) vaqtda</i>	.....
In a loud (low) voice	<i>Baland (past) ovozda</i>	.....
On a large (small) scale	<i>Katta(kichik)masshtabda</i>	.....
All of a sudden	<i>To'satdan</i>	.....
To be in a hurry	<i>Shoshilishda</i>	.....
To be in a position	<i>Holatda bo'lmoq</i>	.....
To be at a loss	<i>Qiyinchilikda bo'lmoq</i>	.....
It is a pity	<i>Afsus</i>	.....
As a result of	<i>Natijada</i>	.....
As a matter of fact	<i>Haqiqatda</i>	.....
To have a mind	<i>O'ylamoq</i>	.....
To have a look	<i>Qaramb olmoq</i>	.....

Cardinal numerals (Sanoq sonlar) HOW MANY?	Ordinal numerals (Tartib sonlar) HOW MUCH?
0 – zero	0
1 – one	1st – the first
2 – two	2nd – the second
3 – three	3rd – the third
4 – four	4th – the fourth
5 – five	5th – the fifth
6 – six	6th – the sixth
7 – seven	7th – the seventh
8 – eight	8th – eight
9 – nine	9 – ninth
10 – ten	10 – tenth

11 – eleven

12 – twelve

13 – thirteen

14 – fourteen

15 – fifteen

16 – sixteen

17 – seventeen

18 – eighteen

19 – nineteen

20 – twenty

21 – twenty one

22 – twenty two

30 – thirty

40 – forty

50 – fifty

60 – sixty

70 – seventy

80 – eighty

90 – ninety

100 – one hundred

101 – one hundred and one

200 – two hundred

1000 – one thousand

1001 – one thousand and one

2000 – two thousand

10000 – ten thousand

100000 – one hundred thousand

1000000 – one million

1000000000 – one billion

11 – eleventh

12 – twelfth

13 – thirteenth

14 – fourteenth

15 – fifteenth

16 – sixteenth

17 – seventeenth

18 – eighteenth

19 – nineteenth

20 – twentieth

21 – twenty first

22 – twenty second

30 – thirtieth

40 – fortieth

50 – fiftieth

60 – sixtieth

70 – seventieth

80 – eightieth

90 – ninetieth

100 – one hundredth

101 – one hundred and first

200 – two hundredth

1000th – thousandth

1001th - thousand and first

2000th – two thousandth

10000th – ten thousandth

100000th – hundred thousandth

1000000th – millionth

1000000000th – billionth

THEME 6

Theme 6. Grammar: Plural of Nouns *Otlarning ko'plik kategoriyasi*)

There is / there are / there was / there were oboroti

Topic: *Health Care System*

Speaking Part: *Let's talk about education*

NOUN (ОТ)

Отларнинг маъноси бўйича таснифланиши

1) Турдош отлар

2) Атоқли отлар

Умумий отлар конкрет отлар гуруҳига бўлинади. Конкрет отлар ўз навбатида класс (*a book, a disk, a computer...*), материал-хом ашё (*wood, iron, water, jam, paper, oil,...*), абстракт (*success, help, progress, advice, freedom,...*), жамловчи (*police, family, news, clothes, team,...*) отларга бўлинади.

Plural of Nouns

Отларнинг кўплик шакл ясалиш ҳолатлари

Yasalish holati	Misollar	Eslatmalar
<p>1. -s jarangsiz undoshlardan keyin [s] o'qiladi</p> <p>-s jarangli undoshlardan keyin [z] o'qiladi</p>	<p>a book-books, a cat-cats</p> <p>a map-maps, a desk-desks</p> <p>a month-months</p> <p>a lab-labs, a bag-bags,</p> <p>a bed-beds, a dog-dogs</p> <p>a car-cars, a pen-pens</p>	
<p>-s</p> <p>-ss</p> <p>-sh</p> <p>-tch</p> <p>-ch</p> <p>-x</p> <p>} +ES</p>	<p>a bus-buses</p> <p>a dress-resses</p> <p>a bush-bushes</p> <p>a watch-watches</p> <p>a bench-benches</p> <p>a fox-foxes</p>	

-o	a potato-potato es a tomato-tomato es a hero-heroes	AMMO: photos, discos, radios, zoos, videos,
3. -y →ies («y» harfidan oldin undosh harf bo'lsa)	a cry-cri es a party-part ies a story-story es	AMMO: «y» harfidan oldin unli harf bo'lsa u holda hech qanday o'zgarish bo'lmaydi. M: boys, toys, days, plays, keys.
4. -f /-fe → -ves	a shelf-shel ves a half-hal ves a knife-kni ves a wolf-wol ves a leaf-lea ves	AMMO: roofs, chiefs, cuffs, cliffs, handkerchiefs, safes
5. Irregular nouns (O'zak o'zgarish orqali)	a man- men a woman-women a child-children a foot-feet a goose-geese a louse-lice a mouse-mice a tooth-teeth an ox-oxen	
Birlik va ko'plik shakllari bir xil bo'lgan otlar	a deer-deer a fish-three fish a sheep- sheep a swine- 4 swine a series-two series a species-many species	a fish-fishes *

	a means -a lot of means	
6. Qo'shma otlar	a grown-up– grown-ups an office-block– office- blocks	AMMO: a mother-in- law–mothers-in-law, a passer-by–passers-by
	a man-doctor – men- doctors a woman-teacher – women-teachers	A schoolboy-schoolboys

CLASS ASSIGNMENTS

1. **the so-called pre-clinical subjects** — (nazariy) klinikadan oldingi fanlar;
2. **in six years** —olti yildan so‘ng. ‘ in’ predlogi keyin, so‘ng ma'nosida vaqtni bildiruvchi otlar bilan ishlatilganda keladi;
3. **a general practitioner** — umumiy malakali shifokor, amaliyotchi shifokor.

III. Quyida berilgan otlarni ko'plik shaklida yozing:

- | | |
|------------------------|-------------------------|
| 1. a doctor - | 11. a nurse - |
| 2. a housewife - | 12. a melody - |
| 3. a boat – two | 13. a foot - |
| 4. a country - | 14. a mouse – ten |
| 5. a policeman - | 15. an address - |

VI . Otlarni birlikda qo'llab, gaplarni yozing:

1. She saw three women in the garden.
.....
2. There were no doctors in the hospital.
.....
3. There are a lot of fish in the water.
.....
4. There are some knives in the box.
.....

5. There were many species in the forest.

.....

Read and translate the text:

Health Care Systems

A health system also sometimes referred to as health care system or as healthcare system, is the organization of people, institutions, and resources that delivered health care services to meet the health needs of target populations. A health care system consists of all organizations, people and actions whose primary intent is to promote, restore or maintain health. This includes efforts to influence determinants of health as well as more direct health-improving activities. A health system is, therefore, more than the pyramid of publicly owned facilities that deliver personal health services. It includes, for example a mother caring for a sick child at home; private providers; behavior change programmes; vector-control campaigns; health insurance organizations; occupational health and safety legislation. It includes inter-sectoral action by health staff, for example, encouraging the ministry of education to promote female education, a well-known determinant of better health.

A health care system can be defined as method by which healthcare is financed, organized, and delivered to population. It includes issues of access (for whom and to which services), expenditures, and resources (healthcare workers and facilities). The goal of a healthcare system is to enhance the health of the population in the most effective manner possible in light of a society's available resources and competing needs. Health care systems involve far more than hospitals and physicians, whose work often focuses on tertiary prevention among patient with known disease: diabetes mellitus,

cardiovascular diseases, chronic illnesses, anemia, infectious diseases, immunizations and others.

Vocabulary

health – sog'liq	determinants - aniqlanuvchi
refer – taaluqli	improve - yaxshilanish
resource – manba	publicly - oshkora
deliver – etkazib bermoq	facilities - qulaylik
target – maqsad	insurance - sug'urta
primary – boshlang'ich	occupational - kasbiy
intent – diqqat bilan, hushyor	legislation - qonunlashtirish
promote – yordam bermoq	encourage - ruhlantirmoq
restore – tiklamoq	expenditure - chiqim
maintain – davom ettirmoq	enhance – qadrini ko'tarmoq
effort – urinish, zo'r berish	available - mavjud
influence – ta'sir	prevention – oldini olish



Let's talk about EDUCATION



Conversation cards

Where do (did) you go to school? Do you think it is (was) a good school? Explain.

Do you plan to go to university? (or: Did you go to university?) What will (did) you study?

What is (was) your favourite subject? Why do (did) you like it?

What are the qualities of a good teacher? A good student? (e.g. A good teacher is patient.) (e.g. A good student is hard-working.)

Once you graduate, should you stop learning? Explain. How can you continue to learn?

Which are the best schools and universities in your country? Explain.

How much homework or papers do students need to do? How much free time do they have?

Is studying expensive in your country? What are the costs? Do research and compare.

Do you think it is easier to learn as a child or as an adult? Explain your view.

Does education guarantee a good job? Brainstorm and discuss.

Which languages are taught in school? Is it difficult to learn to speak them well? Explain.

'I'd rather start making money at 16 than continue studying.' Do you agree? Discuss.

'Most of what you learn in school is useless. Also, most teachers are out of touch with the real world.' Do you agree? Discuss.

'You don't need to go to school to be smart. I can teach myself.' Do you agree?

'Going to school is a complete waste of time.' Do you agree? Explain your views.

Which is more important: the skills you learn in school or in real life? Explain.

Would you consider studying abroad? Where? Why? Talk about it.

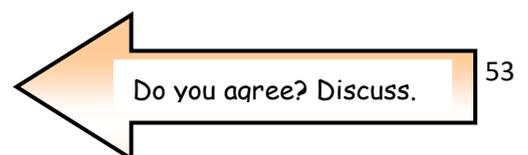
Are women encouraged to pursue an education? What jobs do they do? Talk about it.

Match

- | | |
|------------------------|---|
| 1. boarding school | a. 2 nd stage in formal education, usually from the ages of 12 to 17 |
| 2. diploma | b. higher education provided by universities and colleges |
| 3. distance learning | c. 1 st stage in formal education, usually from the ages of 6 to 11 |
| 4. mortar board | d. higher education institute that provides distance learning courses |
| 5. open university | e. school where pupils are provided with meals and lodging |
| 6. primary education | f. document that proves a student has earned a degree |
| 7. secondary education | g. courses taken at home, usually online using a computer network |
| 8. tertiary education | h. academic cap topped by a flat square with a tassel |

Quotes:

- What we learn with pleasure, we never forget.
- Practice is the best of all instructors.
- If you can read this, thank a teacher.



HOME ASSIGNMENTS

XII. Read and explain the rules of reading:

plaster, complete, polyclinic, general, gain, young, city, afternoon, main, they, X-ray, vein, yesterday

XIII. Form the ordinal numerals:

5, 2, 3, 21, 12, 30, 113, 54, 68, 93, 205

XIV. Give the singular of the following nouns:

women, teeth, feet, children, friends, lives, studies, dresses

XV. Give the plural of the following nouns. Spell the endings:

1. baby, history, wife, life, mass, box
2. war, warn, warp, ward, warder, warty;
3. work, world, worm, worst, worth, worse, worthy;
4. who, what, whose, why, where, when, whether, which, while;
5. talk, salt, fall, chalk, all, small, call, hall, also.

REMEMBER!

-ure ot qo‘shimchasi. Agar bu qo‘shimchaga t qo‘shilsa, u holda - ture birikmasi [ʃə] o ‘qiladi: structure [ˈstrʌktʃə] tuzilish. Agar unga s qo‘shilsa -sure birikmasi [ʃuə] o ‘qiladi: measure [ˈmeʒə] o ‘lcham; agar ss qo‘shilsa, -ssure birikmasi [ʃə] o ‘qiladi: pressure [ˈpre ʃə] bosim, davleniye.

III. O ‘qing va tarjima qiling:

- a) *otlar*: difficulty, study, body;
- b) *fe'llar*: apply, multiply, study;
- c) *sifatlar*: happy, airy, wordy, healthy, sunny.

IV. Quyidagi so‘z va so‘z birikmalarini yodlang:

numerous [ˈnju:mərəs] a ko‘p sonli, ko‘plab;
deep [di:p] a chuqur;
perform [pəˈfɔ:m] v bajarmoq, amalga oshirmoq;
hard [hɑ:d] a qiyin, qattiq; adv astoydil;
attend [əˈtend] v qatnashmoq (leksiya, yig‘ilishlarga);
possibility [ˈpɒsəˈbɪlɪtɪ] n imkoniyat;

term [t ə:m] n semestr, termin;
listen [lɪsn] v (to) eshitmoq, tinglamoq;
several ['sevr əl] a bir necha;
middle [mɪdl] a o 'rtancha, o 'rta;
deliver [dɪ'lɪv ə] v (doklad, ma'ruza) o 'qimoq;
whole [həʊl] a butun, hamma;
successful [sək'sesfʌl] a muvaffaqiyatli, omadli;
need [ni:d] v muhtoj bo'lmoq;
to need badly biror narsaga juda muhtoj bo'lmoq
clear [kliə] a aniq, toza, tiniq;

LESSON 7

THEME 7

Theme 7.

Grammar: Uncountable Nouns. (Sanalmaydigan otlar).

Possessives (Shaxs va qaratqich).

Topic: *Our Classes*

Speaking Part: *Let's talk about "How to"*

Uncountable Nouns

Sanalmaydigan otlar ingliz tilida donalab sanab bo'lmaydigan otlarga aytiladi.

Ular ko'plikdagi –s qo'shimchasini olmaydi, ularning oldidan artikl ishlatilmaydi.

Sanalmaydigan otlar "there are" ko'plik iborasi bilan ishlatilmaydi, ular birlikda "there is" iborasi bilan ishlatiladi.

Food: bread, sugar, butter, cheese, meat, honey, salt, rice, flour,.....

Liquids: water, oil, coffee, petrol, juice, lemonade, coke, tea,.....

Materials: iron, gold, bronze, silver, wood, wool, silk,.....

Abstract nouns: love, happiness, friendship, beauty.....

Others: furniture, weather, rain, snow, news, information, hair, money,.....

<p>14. <i>Sanalmaydigan otlar artiklsiz keladi:</i> water, milk, bread, advice, iron, sugar, love, friendship, information, progress, knowledge, news, money, hair,</p>	<p><i>Ammo:</i> Pass me the bread, please. Bring the milk from the kitchen. The water in this river is cold.</p>	<p>Water is useful for everybody. I like milk.</p>
<p style="text-align: center;">- (<i>ko'plik shakl olmaydi</i>)</p>	<p style="text-align: center;">a/an</p>	<p style="text-align: center;">the (<i>situatsiya, kontekst, chegaralangan aniqlovchi</i>)</p>
<p>1. news money hair progress furniture traffic information weather</p>	<p><i>Birlikni ifodalaganda:</i> a piece of work an item of news a word of advice a sum of money an article of furniture a grain of truth</p>	<p>The news was fantastic. The weather was too hot. The progress you've made makes me glad.</p>
<p>2. <i>Taqqoslang:</i> grammar (<i>fanning bir bo'limi</i>) study (<i>o'qish jarayoni</i>) beauty (<i>go'zallik</i>) paper (<i>qog'oz</i>) glass (<i>oyna</i>) light (<i>yorug'lik</i>)</p>	<p>a grammar (<i>grammatikadan darslik</i>) a study (<i>xona, kabinet</i>) a beauty (<i>go'zal</i>) a paper (<i>gazeta</i>) a glass (<i>stakan</i>) a light (<i>lampochka</i>)</p>	
<p>3. <i>sanalmaydigan moddiy otlar</i></p>	<p><i>“tur, sort, portsiya”</i></p>	

<p>“<i>umumiy ma’noda</i>”</p> <p><i>Taqqoslang:</i></p> <p>coffee</p> <p>beer</p> <p>wine</p> <p>tea</p> <p>food</p>	<p>a coffee (<i>chashka, portsiya</i>)</p> <p>a beer, beers (<i>banka, bir nechta banka</i>)</p> <p>a dry wine, French wines</p> <p>a tea, teas</p> <p>foods</p>	<p>The teas of India are of fine quality.</p> <p>The coffee is too strong.</p> <p>Thank you, the tea was excellent.</p> <p>I think the wines of France are better than the wines of Spain.</p>
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Taqqoslang:

Which **cheeses** do you sell? – Different kinds of **cheese**.

My Granny makes four **jams** every year. – Every morning I have toast with **jam**.

This restaurant serves five **soups**. – We always choose **a Singaporean seafood soup**.

Sanalmaydigan otlar (moddiy va mavhum) bilan artiklning kelish holatlari
Ammo sanalmaydigan otlarni quyidagi so’zlar yordamida sanaladiganga aylantirish mumkin;

G Some uncountable nouns can be made countable by using these words:

a bottle of milk a glass of water a jug of water a cup of tea a packet of tea a jar of honey
 a loaf of bread a slice of bread a carton of milk a can of Coke a bottle of Coke a bowl of sugar
 a kilo of meat a bar of soap a bar of chocolate a piece of chocolate a piece of cheese a piece of furniture

CLASS ASSIGNMENTS

Exercise 1. Write a, an or some. Which nouns are countable/uncountable?

- | | | |
|--------------|-----------------|-----------------|
| 1. a disquit | 7. ....armchair | 13.....money |
| 2. ....tea | 8. ....plate | 14 .....watches |
| 3. ...carrot | 9. ....chair | 15 .....salt |
| 4. ....ring | 10. ....pepper | 16. ....honey |
| 5. ....bread | 11. ....cat | 17. ....water |
| 6. ....boxes | 12. ....dress | 18. ....advice |

Exercise 2. Circle the uncountable noun in each group.

1. furnitue, chair, table, desk
2. potato, carrot, tomato, soup
3. coffee, cup, glass, jug
4. sheep, meat, ox, calf
5. apple, strawberry, chocolate, cherry
6. glass, bottle, ca, soda
7. loaf, slice, bread, piece
8. wood, tree, leaf, flower

Text A. Our Classes

Every day we have practical classes in numerous theoretical and special subjects.

We perform different laboratory works and attend lectures in Biology,

Anatomy and others. It is useful to us to listen to the lectures because the professors always deliver them clearly and scientifically.

We know that we shall need deep knowledge of Anatomy in our future work. Only hard work in the dissecting-room will give us the possibility to gain this knowledge. That is why there are always many students in the dissecting-room.

There are two terms in the first year. Each of them lasts for about 16-19 weeks. At the end of the winter term we shall take examinations in Physics and Chemistry. We shall have several credit tests too. The winter holidays last from the end of January till the middle of February. At the end of the spring term we shall

take examinations in the History and others.

It is necessary for us to work hard during the whole academic year if we want to pass our first examination session successfully, for “A good beginning makes a good ending”.

HOME ASSIGNMENTS

I. Read:

ward, word, always, world, watch, fall, call, walk, worthy, war, whole, when, where, why

II. Put the given adjectives and nouns in proper pairs:

adjectives: hard, several, successful, whole, human, deep, clear;

nouns: head, body, knowledge, work, subjects, day, examination.

III. Translate the following word combinations:

1. into the lecture hall; from the lecture hall; 2. at the window; to the window; between the windows; 3. among the students; 4. at the lesson; 5. at about 5 o'clock; 6. on the 8th of March; 7. from 10 a.m.(ante meridiem) till 2 p.m (post meridiem); 8. during the session; 9. in April; 10. on Tuesday.

VI. Translate the following sentences into English:

1. Siz qalam bilan yozasizmi yoki sharikli ruchka bilanmi? 2. Siz institutga trolleybusda borasizmi yoki tramvayda? 3. Siz zachyotni semestr o'rtasida topshirasizmi yoki oxiridami? 4. Talabalarga chuqur bilimlarni kim beradi?

V. Make the sentences negative and then interrogative:

1. There are foreign newspapers on the table. 2. There will be a lecture at our Institute tomorrow. 3. There was a concert in the hall yesterday.

VI. Make up questions using the words given in brackets:

There are different scientific societies at our Institute. (*what*) 2. There was an interesting meeting in our group. (*where*) 3. There are many articles in this journal. (*how many*)

VII. Read Text B and say:

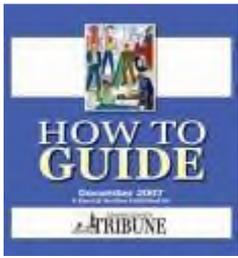
- a) what educational institutions are described in it;
- b) in what country they are;

c) what difference there is between the academic year in our country and in that country:

Text B

The academic year in Britain's universities has three terms which are from the beginning of October to the middle of December, from the middle of January to the end of March and from the middle of April to the end of June or the beginning of July, that is there are 10 weeks in each term.

In a Teacher's Training College students have examinations at the end of each term, i.e. (that is) at the end of the autumn, spring and summer terms. Final examinations are at the end of a course of studies.



Speaking Topics

Let's talk about 'Howto'



Conversation cards

1. Do you know how to get rich quickly?
Discuss in group and explain your ideas to the class.

2. Do you know how to find the man/woman of your dreams?
Discuss in group and explain your ideas to the class.

3. Do you know how to get better at English?
Discuss in group and explain your ideas to the class.

4. Do you know how to lose weight easily?
Discuss in group and explain your ideas to the class.

5. Do you know how to be a good friend?
Discuss in group and explain your ideas to the class.

6. Do you know how to take good photos?
Discuss in group and explain your ideas to the class.

7. Do you know how to bake bread?
Discuss in group and explain your ideas to the class.

8. Do you know how to tell a lie without getting caught?
Discuss in group and explain your ideas to the class.

9. Do you know how to make money on the stock market?
Discuss in group and explain your ideas to the class.

10. Do you know how to not to lose money in a casino?
Discuss in group and explain your ideas to the class.

11. Do you know how to download music from the Internet?
Discuss in group and explain your ideas to the class.

12. Do you know how to get a girl/boy to like you?
Discuss in group and explain your ideas to the class.

13. Do you know how to buy a second-hand car?
Discuss in group and explain your ideas to the class.

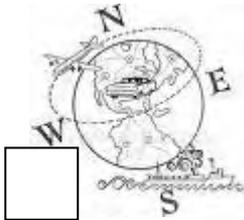
14. Do you know how to eat healthy?
Discuss in group and explain your ideas to the class.

15. Do you know how to travel the world with little money?
Discuss in group and explain your ideas to the class.

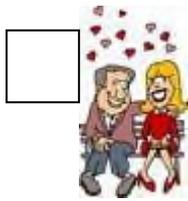
16. Do you know how to get a well-paid job?
Discuss in group and explain your ideas to the class.

17. Do you know how to make an omelette?
Discuss in group and explain your ideas to the class.

18. Do you know how to sell on eBay successfully?
Discuss in group and explain your ideas to the class.



Match the pictures with the 'how to' topics.
(more than one answer possible).



THEME 8

Theme 8.**Grammar: Pronouns** (Olmoshlar)**Topic:** *Hygiene as a Science***Speaking Part:** *Let's talk about beauty***Olmosh (The Pronoun)**

Olmoshlarni quyidagi turlari mavjud:

Kishilik olmoshlari	BIRLIK - I -men; you -sen; he (she, it) -u; KO'PLIK - we -biz; you -siz; they -ular
Kishilik olmoshlarining ob'ekt kelishigidagi shakllari	BIRLIK - Me -meni, menga, menda, mendan; you -seni, senga, senda, sendan; him (her, it) -uni, unga, unda, undan; KO'PLIK - us -bizni, bizga, bizda, bizdan; you - sizni, sizga, sizda, sizdan; them -ularni, ularga, ularda, ulardan
Egalik olmoshlari	BIRLIK - My -mening; your -sening; his (her, its) -uning; KO'PLIK - our -bizning; your -sizning; their -ularning
Egalik olmoshlarining absolyut shakllari	BIRLIK - Mine -meniki; yours -seniki; his (hers, its) -uniki; KO'PLIK - ours -bizniki; yours -sizniki; theirs -ularniki
Ko'rsatish olmoshlari	It -u; this (birlik otlar uchun)/ these (ko'plik otlar uchun)--- <i>bu,shu</i> bular,shular(predmetni gapiruvchiga yaqin turganligini ko'rsatishda

	ishlatiladi); that (birlik otlar uchun)/ those (ko'plik otlar uchun)--- o'sha</>o'shalar(predmetni gapiruvchiga nisbatan uzoqda turganligini ko'rsatishda ishlatiladi); same -xuddi o'sha; such -shunday
So'roq olmoshlari	Who(whom), whose, what, which, ...
Nisbiy olmoshlar	Who (whom), whose, which, that... (aniqlovchi ergash gaplarda asosan keladi)
O'zlik olmoshlar	BIRLIK - Myself -o'zim; yourself -o'zing; himself (herself, itself) -o'zi; KO'PLIK - ourselves -o'zimiz; yourselves -o'zingizlar; themselves -o'zlari
Inkor olmoshlar	No, nobody, no one, none, nothing
Gumon olmoshlar	Some -bir qancha, ozgina; any -har qanday, birorta; no -yo'q; no one, nobody -hech kim; nothing -hech narsa; nowhere -hech qayerda; all -hamma, barcha; both -ikkovlon, ikkovi; each -har, har biri; every -har; everything -hammanarsa; everybody(everyone) -har kim, hamma; everywhere -hamma yerda; other -boshqa(ko'plik otlar uchun); another -boshqa(birlik otlar uchun), one -har bir, har kim; much -ko'p(sanalmaydigan otlar uchun); many -ko'p(sanaladigan otlar uchun); (a) little -bir oz; (a) few -ozgina, bir qancha; either, neither
Birgalik olmoshlari	Each other, one another

CLASS ASSIGNMENTS

II. Qavs ichida berilgan olmoshlarni tarjima qiling:

1. I see (uni) and (uning) sister. 2. We know (ularni) and (ularning) children. 3. She teaches (bizga) Biology. 4.(Bizning) Institute is in Fitrat street. 5. He likes (o'zining) work. 6. I see a car. I see (uni) well. (Uning) colour is black. 7. Do you (uni) and (uning) brothers? 8. He meets (meni) everyday.

III. Nuqtalar o'rnini kerakli olmosh bilan to'ldiring:

my your his her its our their his

Helloname is Patrick. I'm nine. I have got a brother. His name is Andy and he's eleven. We are on holiday in Spain. The hotel is very good andswimming-pool is large.

Andy and I have got a sister.name is Liz. She's six years old.mother and father are in the restaurant now. Their friends, Mr. and Mrs. Bolton, are in the restaurant, too.

.....two sons are in the pool.

Andy has got a girl-friend.girl-friend's name is Sandra. She's inclass.

Where is your family? Isfamily here, too?

VI. Tekstni o'qing va mazmuniga e'tibor bering:

HYGIENE AS A SCIENCE

Hygiene is a set of practices performed for the preservation of health. While in modern medical sciences there is a set of standards of hygiene recommended for different situations, what is considered hygienic or not can vary between different cultures, genders and etarian groups. Some regular hygienic practices may be considered good habits by a society while the neglect of hygiene can be considered disgusting, disrespectful or even threatening.

Sanitation involves the hygienic disposal and treatment by the civic authority of potentially unhealthy human waste, such as sewerage and Hygiene is an old concept related to medicine, as well as to personal and professional care practices related to most aspects of living. In medicine and in home (domestic) and everyday life settings, hygiene practices are employed as preventative measures to reduce the incidence and spreading of disease. In the manufacture of food, pharmaceutical, cosmetic and other products, good hygiene is a key part of quality assurance i.e. ensuring that the product complies with microbial specifications appropriate to its use. The terms cleanliness (or cleaning) and hygiene are often used interchangeably, which can cause confusion. In general, hygiene mostly means practices that prevent spread of disease-causing organisms. Since cleaning processes (e.g., hand washing) remove infectious microbes as well as dirt and soil, they are often the means to achieve hygiene. Other uses of the term appear in phrases including: body hygiene, personal hygiene, sleep hygiene, mental hygiene, dental hygiene, and occupational hygiene, used in connection with public health. Hygiene is also the name of a branch of science that deals with the promotion and preservation of health, also called hygienic. Hygiene practices vary widely, and what is considered acceptable in one culture might not be acceptable in another.

Medical hygiene



Medical hygiene pertains to the hygiene practices related to the administration of medicine, and medical care, that prevents or minimizes disease and the spreading of disease.

Medical hygiene practices include:

Isolation or quarantine of infectious persons or materials to prevent spread of infection.

Sterilization of instruments used in surgical procedures.

Use of protective clothing and barriers, such as masks, gowns, caps, eyewear and gloves.

Proper bandaging and dressing of injuries.

Safe disposal of medical waste.

Disinfection of reusables (i.e. linen, pads, uniforms)

Scrubbing up, hand-washing, especially in an operating room, but in more general health-care settings as well, where diseases can be transmitted.

Home and everyday life hygiene



Home hygiene pertains to the hygiene practices that prevent or minimize disease and the spreading of disease in home (domestic) and in everyday life settings such as social settings, public transport, the work place, public places etc.

Hygiene in home and everyday life settings plays an important part in preventing spread of infectious diseases. It includes procedures used in a variety of domestic situations such as hand hygiene, respiratory hygiene, food and water hygiene, general home hygiene(hygiene of environmental sites and surfaces), care of domestic animals, and home healthcare (the care of those who are at greater risk of infection).

The main sources of infection in the home are people (who are carriers or are infected), foods (particularly raw foods) and water, and domestic animals (in

western countries more than 50% of homes have one or more pets). Additionally, sites that accumulate stagnant water—such as sinks, toilets, waste pipes, cleaning tools, face cloths—readily support microbial growth, and can become secondary reservoirs of infection, though species are mostly those that threaten "at risk" groups. Germs (potentially infectious bacteria, viruses etc.) are constantly shed from these sources via mucous membranes, faeces, vomit, skin scales, etc. Thus, when circumstances combine, people become exposed, either directly or via food or water, and can develop an infection. The main "highways" for spread of germs in the home are the hands, hand and food contact surfaces, and cleaning cloths and utensils. Germs can also spread via clothing and household linens such as towels. Utilities such as toilets and wash basins, for example, were invented for dealing safely with human waste, but still have risks associated with them, which may become critical at certain times, e.g., when someone has sickness or diarrhea. Safe disposal of human waste is a fundamental need; poor sanitation is a primary cause of diarrheal disease in low income communities. Respiratory viruses and fungal spores are also spread via the air.

Good home hygiene means targeting hygiene procedures at critical points, at appropriate times, to break the chain of infection i.e. to eliminate germs before they can spread further. Because the "infectious dose" for some pathogens can be very small (10-100 viable units, or even less for some viruses), and infection can result from direct transfer from surfaces via hands or food to the mouth, nasal mucosa or the eye, 'hygienic cleaning' procedures should be sufficient to eliminate pathogens from critical surfaces.



Let's talk about BEAUTY



Conversation cards

Who's the most beautiful person in your country? What about your family? Explain.	How much time and money do you spend on beauty and appearance? Give details.	Would you rather be beautiful, rich or intelligent? Choose one. Explain.
Who's the prettiest woman on the planet? Who's the most handsome man on Earth?	Have you ever been to a beauty salon? What happens in there?	Have you ever had plastic surgery? Would you consider it? Why or why not?
How can you improve your appearance? Give some tips and tricks.	Do you watch beauty pageants? Is being beautiful enough to win such a contest? Explain.	How popular is plastic surgery where you live? What are some common procedures?
Give your own definition of beauty. Work in a group. Compare with others.	Do you think appearance and beauty is linked to success? Explain.	Do you have any piercings? Would you ever get one? Why or why not?
Is beauty the same worldwide? What should the ideal man or woman in your county look like?	Would you prefer your children to be beautiful (and dumb) or talented (and ugly)? Explain.	Do tattoos make a person more attractive? Why do people get them? Give your views.
What is inner beauty? Which personality traits might be considered beautiful?	'Beauty is only skin deep.' Explain (use a dictionary if necessary) and discuss.	'Beauty is in the eye of the beholder.' Explain. Do you agree?



Match	
beauty pageant	
beauty queen	
beauty salon	
eyebrow piercing	
face mask	
nose job	
plastic surgeon	
tattoo	



Quotes

- No object is so beautiful that, under certain conditions, it will not look ugly. (Oscar Wilde)
- Joy is the best makeup. (Anne Lamott)
- Everything has its beauty, but not everyone sees it. (Confucius)

Do you agree? Discuss.

HOME ASSIGNMENTS

I. So‘z va so‘z birikmalarini o‘qing va tarjima qiling:

1. numerous [ˈnju:mərəs]: numerous books, numerous examples, numerous subjects, numerous things;
2. clear [kliə]: a clear day, clear water, a clear head, the question is clear, it becomes clear;
3. need [ni:d]: to need badly, I need a book, we need it very much, do you need any help?
4. whole [həʊl]: the whole day, the whole year, the whole world, the whole country, the whole summer;
5. successful [səkˈsesfəl]: a successful beginning, a successful end, successfully, to pass the examinations successfully.

II. Kesimni Present Indefinite ga qo‘ying (yozma):

1. The assistant carried out numerous experiments.
2. The students attended classes in different subjects.
3. The doctor listened to the heart.
4. Professor Soliyev delivered his lectures on Fridays.

III. Gaplarni tarjima qiling:

1. The lectures delivered by the professors of our Institute are interesting.
2. I usually write my exercises with a ball-pen.
3. Our assistant's experiments were successful.
4. He pays great attention to his studies.

LESSON 9

THEME 9

Theme 9. O‘qish qoidasi: *sh, ch, tch, ph, th* harf birikmalari

Word building (So‘z yasalishi): *-ion* suffiks.

Grammar: *Modal fe'llar can, may, must, have to, could, might, had to*

Topic: *Our Future Profession*

Speaking Part: *Let's talk about History*

МОДАЛ ФЕЪЛЛАР. MODAL VERBS.

Инглиз тилида модал феъллар бор, аммо ўзбек тилида модал феъллар йўқ. Модал феъллар асосий феъллар олдидан келиб, уларга модаллик таъсир қилади. *Модал феъллар деб, шарт, керак, мумкин, қила олмоқ каби маъноларни ифодалайдиган феълларга айтилади.* Инглиз тилида модал феълларнинг қуйидагича хусусиятлари бор.

1. Модал феъллардан кейин ҳеч қачон **to** ишлатилмайди, фақат **ought to, to be to, to have to, to be able to** дан ташқари.

2. Модал феълларнинг сўроқ шакли модал феълларни эгадан олдинга чиқариш йўли билан амалга оширилади.

3. Модал феълларга ҳеч қачон бирор бир қўшимча қўшилмайди.

Can- қила олмоқ, бажара олмоқ.

Can модал феълнинг иккита замонда шакли бор.

Can - ҳозирги замонда **could** - ўтган замонда

I can speak English – Мен инглизча гапира оламан

I could speak English last year. Мен ўтган йили инглизча гапира олар эдим.

Can - модал феълнинг синоними **to be able to**.

to be able to нинг маъноси ҳам худди *қила олмоқ, бажара олмоқ* маъносида, аммо бу ҳоҳлаган замонда ишлатилади, яъни ҳозирги, ўтган, келаси замонда келади.

to be able to модал феълни замонларда ишлатилганда **to be** тусланиб кетади.

to be able to модал феълни ҳозирги замонда тусланиши

Бирлик	}	Кўплик
I <u>am able to</u> read books		We
Мен китобларни ўқий оламан.	You	<u>are able to</u> read books
You <u>are able to</u> read books.	They	
He	}	
She		<u>is able to</u> read books
It		
I can cook palov.		

I am not able to cook palov now. (мен ҳозир палов пишира ололмайман)

Can – модал феъли рухсат ёки илтимос маъносида, дарак ва сўроқ гапларда ишлатилади, инкор гапларда таъқиқлаш маъносини билдиради.

1. **Can** I come in? - Кирсам майлими?
2. You **can** buy this pencil if you like. – Агар ёқтирсангиз мана бу қаламни сотиб олишингиз мумкин.
3. You **can't** smoke here. – Бу ерда чекишингиз таъқиқланади.

Can't инкор формаси бирор иш –ҳаракатни ҳақиқатда бўлиши мумкин эмаслиги ҳақида ўйлаганимизда келиши мукин:

You have only just had dinner. You **can't** be hungry already. (=It is impossible that you are hungry.) Сен ҳозиргина ужин қилдинг. Сен дарҳол аллақачон оч қололмайсан.

Can ёки can't бирор фаолиятга аллақачон рухсат берилганлиги ёки берилмаганлиги ифодалашда ҳам келиши мумкин:

e.g. You can drive for a year in Britain with an international license.

e.g. If you are under 17, you can't drive a car in Britain.

Баъзан can иш-ҳаракатларни бажаришда “таклиф қилиш” маъносини ифодалашда ҳам кела олади:

e.g. Can I get you a cup of coffee? – That's very nice of you.

e.g. Can I help you, madam? – No thank you. I am being served.

May - мумкин.

May модал феъли 2 та замонга эга.

May – ҳозирги замонда **might** – ўтган замонда.

You may go home now. – *Сиз ҳозир уйга кетишингиз мумкин.*

They might translate text yesterday. – *Улар кеча текстни таржима қилиши мумкин эди.*

May ва **might** модал феъллари бирор иш-ҳаракатни бўлиши мумкинлигини ифодалашда келиши мумкин. **May** ва **might** ўртасида муҳим фарқ йўқ:

e.g. He may be in his office. **Or.** He might be in his office.

Must – керак, шарт, лозим, зарур, даркор.

Must модал феъли фақат ҳозирги замон шаклига эга.

I **must** read this book. – *Мен бу китобни ўқишим шарт.*

Сўроқ шаклини ясашда **must** эгадан олдинга чиқади.

Must I read this book? – *Мен бу китбони ўқишим керакми?*

*Гапирувчи ўзининг шахсий ҳис-туйғуларини беришда, ўйлаётган фикри зарурлигини ифодалашда **must** ишлатилади.*

I **must** write to Ann. I haven't written to her for ages. *Мен Аннага хат ёзишим керак. Кўндан бери хат ёзганим йўқ. (Гапирувчининг шахсан ўзи Аннага хат ёзиш кераклигини сезмоқда)*

«**Керак**» маъносини ўтган замонда ифодалаш учун «**had to**» ишлатилади.

I **had to** go to Tashkent last week. – *Мен ўтган ҳафтада Тошкентга боришим керак эди.*

Must модал феъли келаси замон маъносида ҳам келиши мумкин:

e.g. **Must** you leave tomorrow?

Mustn't ва **don't have to**(**doesn't have to**) ўртасида фарқ бор. “You mustn't do something” гап маъноси «сиз бу ишни бажармаслигингиз зарур» деган маънони беради.

e.g. You mustn't tell anyone what I said. (=Don't tell anyone.)

“You don't have to do something” гап маъноси «сизни бу ишни бажаришингиз зарур эмаслиги» ёки «сизни бу ишни бажаришга муҳтожлик йўқ» деган маъноларни беради.

e.g. She stayed in bed this morning because she **didn't have to** go to work.

Must – модал феъли маъсулият, бурчни ифодалаши мумкин.

You **must** speak English fluently. – *Сиз инглизчани чиройли гапиришингиз керак.*

Инкор гапларда **must** модал феъли таъқиқлаш маъносини ифодалайди.

You must not come so late. – *Сиз бунчалик кечикишингиз мумкин эмас.*

Дарак гапларда **must** феъли тахминни ҳам ифодалайди.

He **must be sleeping** now. – *У ҳозир ухлаётган бўлса керак.*

He **must be** there. – *У у ерда бўлиши керак.*

Have to (have got to)

Have to (have got to) модал феъли ҳозирги, ўтган ва келаси замон шаклларига эга.

Have to модал феълининг сўроқ шакли **do (does)** ёрдамчи феъли орқали ясалади.

You have to translate this article. – *Сиз бу мақолани таржима қилишингиз керак.*

Do you have to translate this article?

Гапирувчи ўзининг шахсий ҳис-туйғуларини бермаслик маъносини ифодалашда **have to** ишлатилади. Гапирувчи бу ҳолатда айнан фактларни беради, яъни вазиятга қараб хулоса қилиш кераклигини (сабабини кўрсатганда) билдиради.

I can't meet you on Friday. I **have to** work. *Мен сизни жума куни кутиб ололмайман. Мен ишлашим керак. (Жума куни кутиб ололмаслигимга сабаб бор)*

Have to модал феъли эга томонидан аниқланган шахсий иш ҳаракатни бажариш мажбурлигини ёки маъсулиятлигини ифодалашда ишлатилади.

I can't play chess with you now.

I **have to do (have got to)** my home work.

Кўпинча **Have to** модал феъли қуйидаги пайт равишлари билан ҳам келиб туради: always, never, normally, rarely, sometimes:

e.g. I often have to work at the weekend to get everything done.

Have got to – модал феъли билан келган дарак гапни сўроқ шаклини ясаш учун **have (has)** ни эгадан олдинга чиқариш керак.

Have got to модал феълини **have to** модал феъли ўрнида ҳам қўллашингиз мумкин:

e.g. I have got to work tomorrow = I have to work tomorrow

CLASS ASSIGNMENTS

REMEMBER!

I. O ‘qing va tarjima qiling:

consultation, occlusion, attention, invasion, commission, session, occupation, obstruction

II. Quyidagi so‘zlarni o‘qilishinu eslab qoling:

therapeutist [Θerc'pjutIst], profession [prə'feʃn],

patient ['pəiʃnt], act [ækt], corpse[ko:ps]

III. Quyidagi so‘z va so‘z birikmalarini yodlang:

remedy ['remIdI] *n* dori - darmon;

harm [ha:m] *n* zarar; *v* zarar yetkazmoq; do smb. harm kimgadir yomonlik qilmoq;

require [ri'kwarə] *v* talab qilmoq; muhtoj bo‘lmoq;

remember [ri'membə] *v* esda tutmoq;

easy ['i:zI] *a* yengil, oson;

particular [pə'tIkju:lə] *a* alohida, aynan;

kind [kaInd] *a* mehribon; *n* tur, sinf, nav;

ability [ə'bIlItI] *n* qobiliyat, bilish;

protection [prə'tekʃn] *n* muhofaza;

health [helθ] *n* sog‘liq; be in good health sog‘lom bo‘lmoq; be in poor

health nimjon bo‘lmoq; health protection sog‘liqni saqlash;

prominent ['prɒmmant] *a* taniqli, mashhur;

consider [kcn'sIdə] *v* hisoblamoq;

poor [puə] *a* yomon, kambag‘al;

sometimes ['sʌmtaImz] *adv* ba'zida, har zamon;

even [i:vn] *adv* hatto;

cure [kjuə] *v* (of) davolamoq; *n* davolanish, sog‘ayish;

valuable [ˈvæljuəbl] *a* qimmatli.

IV. Quyidagi so‘z birikmalarini predloglarga e'tibor berib yodlang:

in particular, to be of interest (importance), to have abilities for, to cure smb. of smth., to be in good (poor) health, one of many

V. Quyidagi so‘z va so‘z birikmalarini o‘qing va yodlang:

1. particular [pə'tɪkjulə] particular attention, this particular article, in particular, this article is of particular interest;
2. ability [ə'bɪlɪtɪ]: abilities, little abilities, he has great abilities for physics, to show the abilities;
3. cure [kjʊə]: cures, cured, to cure a disease, to cure smb. of a heart disease, a complete cure;
4. require [ri'kwaɪə]: requires, required, to require much time, he requires great care, you will have everything you require.

VI. Quyidagi gaplarni bo‘lishli shaklda yozing:

1. Must the students work during the whole term? 2. He could not enter the Institute last year. 3. Can he become a good therapist? 4. May this remedy do you harm?

1. Does she speak English? 2. Can you treat rheumatism? 3. Did he prepare his laboratory work yesterday? 4. Must they attend this lecture?

VII. 1. Tekst C ni o‘qing. 2. Modal fe'llar bor gaplarni toping va tarjima qiling. 3. Tekstdan ‘possible’, ‘difficult’, ‘to protect’, ‘to know’ so‘zlari bilan o‘zakdosh so‘zlarni ko‘chiring va tarjima qiling. 4. Gippokrat qasamyodidagi so‘zlarniyodlang.

Text C. Our Future Profession

In Russia hundreds of thousands of young people study at different medical institutes. They study numerous theoretical and special subjects. They have practical training during which they do the work of nurses and assistant doctors. Such a course of studies helps them to gain much knowledge of medicine, which will give them the possibility to diagnose different diseases and treat people.

But medical students must remember that it is not easy to be a good doctor. A good doctor must have not only deep knowledge of a particular field of medicine such as surgery or therapy. He must love people and have a kind heart. He must give all his knowledge, all his abilities, all his talent, and all his time to people, to the protection of their health.

A person may be a poor writer, he may be a bad painter (rassom) or an actor but a man cannot and must not be a bad doctor. Medical students must understand well all the difficulties of their future profession. They must remember that often it will be difficult to diagnose a disease, sometimes it will be even more difficult to cure it. But a good doctor will always do his best to gain his patient's confidence. And the confidence of a patient in his doctor is a "valuable remedy".

Did you hear about Hippocrates Oath before you entered the Institute? What does it read? It reads, "I shall enter any house for the good of the patient. I shall not do my patient any harm" - these are the words from Hippocrates Oath. And they must be not only words for medical students. They must become the motto (shior) of their life.

Medical students must remember that to treat patients is a great art (san'at) but not an ordinary trade (hunar). It is one of the professions which requires a real calling for it.

Notes

1. **to do one's best** —imkon bo'lgan hamma ishni qilmoq;
2. **to gain confidence** —ishonch qozonmoq;
3. **Hippocrates Oath** ['hIp3ukreIts '3u0] — Gippokrat qasamyodi;
to make (take) oath —qasamyod qilmoq;
4. **calling** —fidoiylik.



Let's talk about HISTORY



Conversation cards

What is history?
Work in group and make your own definition.
Compare with others.

What do you know about the history of your country?
Give a brief overview.

What do you know about world history?
Name some important events.

Do/did you like History as a school subject?
Explain why (not).

Which period of history interests you most?
How many periods from history can you name?

What are the most important events in your country's history?
What happened?

When was the last time you went to a history museum? Did you enjoy it? Who did you go with? Talk about it.

According to you, what were the most important historical events of the last century?
Work in group. Discuss.

In your opinion, who were the most important figures in history? Explain.

Which historic figure would you most like to meet? Why?
What would you ask him/her?

What are the most important historical sites in your country?
Where are they and what can you see or do there?

Which recent event(s) might be called historic?
Explain why.

'Studying history is useless. Why waste time on things we cannot change anyway?' Do you agree?

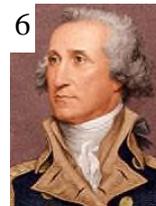
If you had a time machine, which period in history would you like to go back to? Why?

Imagine it's the year 2100 and are asked to describe the history of the 21st century. What might have happened?

Which historical films have you seen? Talk about one.
Have you read any historical novels?

"We learn from history that we learn nothing from history." (G.B. Shaw) Explain.
Do you agree?

Do you think History school books tell the same all over the world? Why or why not?
Brainstorm and discuss.



Match the descriptions with the pictures and the names

Macedonian king, general, empire builder

18th-19th century emperor of France, general

leader of Nazi Germany, architect of genocide

Chinese communist leader, founder of the PR China

13th century Venetian explorer of China

American revolutionary, general, first US president

Roman warlord and politician

a. Julius Caesar

b. Marco Polo

c. Mahatma Gandhi

d. Alexander the Great

e. Napoleon Bonaparte

f. Adolf Hitler

g. Mao Zedong

HOME ASSIGNMENTS

VIII. Read and translate the the text and be ready for retelling it.

Write new words and wordcombinations, remember their meanings.

Hand hygiene

Hand hygiene is defined as hand washing or washing hands and nails with soap and water or using a waterless hand sanitizer.

Hand hygiene is central to preventing spread of infectious diseases in home and everyday life settings.

In situations where hand washing with soap is not an option (e.g. when in a public place with no access to wash facilities), a waterless hand sanitizer such as an alcohol hand gel can be used. They can also be used in addition to hand washing, to minimize risks when caring for "at risk" groups. To be effective, alcohol hand gels should contain not less than 60%v/v alcohol. Hand sanitizers are not an option in most developing countries; in situations where availability of water is a problem, there are appropriate solutions such as tippy-taps which use much less water and are cheap to make. In low income communities, mud or ash is sometimes used as an alternative to soap.

Respiratory hygiene

Medical hygiene at home

Medical hygiene pertains to the hygiene practices that prevents or minimizes disease and the spreading of disease in relation to administering medical care to those who are infected or who are more "at risk" of infection in the home. Across the world, governments are increasingly under pressure to fund the level of healthcare that people expect. Care of increasing numbers of patients in the community, including at home is one answer, but can be fatally undermined by inadequate infection control in the home. Increasingly, all of these "at-risk" groups are cared for at home by a carer who may be a household member who thus requires a good knowledge of hygiene. People with reduced immunity to infection, who are looked after at home, make up an increasing proportion of the population (currently up to 20%). The largest proportion are the elderly who have co-morbidities, which

reduce their immunity to infection. It also includes the very young, patients discharged from hospital, taking immuno-suppressive drugs or using invasive systems, etc. For patients discharged from hospital, or being treated at home special "medical hygiene" (see above) procedures may need to be performed for them e.g. catheter or dressing replacement, which puts them at higher risk of infection.

Antiseptics may be applied to cuts, wounds abrasions of the skin to prevent the entry of harmful bacteria that can cause sepsis. Day-to-day hygiene practices, other than special medical hygiene procedures are no different for those at increased risk of infection than for other family members. The difference is that, if hygiene practices are not correctly carried out, the risk of infection is much greater.

Home hygiene in low-income communities

In the developing world, for decades, universal access to water and sanitation has been seen as the essential step in reducing the preventable ID burden, but it is now clear that this is best achieved by programs that integrate hygiene promotion with improvements in water quality and availability, and sanitation. About 2 million people die every year due to diarrheal diseases, most of them are children less than 5 years of age. The most affected are the populations in developing countries, living in extreme conditions of poverty, normally peri-urban dwellers or rural inhabitants. Providing access to sufficient quantities of safe water, the provision of facilities for a sanitary disposal of excreta, and introducing sound hygiene behaviors are of capital importance to reduce the burden of disease caused by these risk factors.

THEME 10

Theme 10**Grammar:** *Types of Questions. General and Special Questions.**(So'roq gaplar, Umumiy va maxsus so'roqlar).***Topic:****Speaking Part:** *Let's talk about Houses***Ingliz tilida so'roq gaplar**

Ingliz tilida to'rt xil so'roq gaplar mavjud:

1. umumiy so'roq gaplar
2. alternative (tanlash) so'roq gaplar
3. maxsus so'roq gaplar
4. ajratilgan so'roq gaplar

Umumiy so'roq gaplar

Ha yoki **yo'q** kabi javoblariga beradigan so'roq gaplarga umumiy so'roq gaplar deb aytiladi. Umumiy so'roq gaplarni yasashda yordamchi fe'lni egadan oldinga chiqarish bilan yasaladi.

e.g. He **is** a doctor. – **Is** he a doctor? (U doktormi?) -Yes, he is / No, he is not

e.g. He speaks English well. – Does he speak English well? – Yes, he does / No, he does not

Alternative (tanlash) so'roq gaplar

Alternativ so'roq gaplar xuddi umumiy so'roq gaplardek yasaladi. Faqat farqi shundaki solishtirilayotgan predmetlar o'rtasiga **OR** (yoki) bog'lovchisi quyiladi. Javob berishda solishtirilayotgan predmetlardan biri tanlab olinadi.

e.g. Is he a doctor **or** teacher? (U doktormi yoki o'qituvchimi?)

-He is a teacher.

Maxsus so'roq gaplar

Maxsus so'roq gaplar hamisha so'roq olmoshlari bilan boshlanadi. Maxsus so'roq gaplarga javob to'liq bo'lishi kerak. Eng ko'p keladigan so'roq olmoshlari:

who (kim), **whom** (kimni, kimga, kimda, kimdan), **whose** (kimning), **what** (nima, qanday, qanaqa), **which** (qaysi), **when** (qachon), **why** (nima uchun), **where** (qayerga, qayerda), **how** (qanday qilib), **what kind of...**(qanaqa turdagi...), **how long** (qachondan beri), **how many** (qancha-sanaladigan otlar uchun), **how much** (qancha-sanalmaydigan otlar uchun)

e.g. Where do you live?
So'roq olmosh yordamchi fe'l ega kesim (fe'l)

Siz qayerda yashaysiz?

Javob: I live in Samarkand.

e.g. What books do you like to read?
So'roq olmosh to'ldiruvchi yordamchi fe'l ega kesim

Siz qanaqa kitoblarni o'qishni yoqtirasiz?

Javob: I like to read detective books.

Hozirgi va o'tgan zamonda savol gapning egasiga yoki egasini aniqlab kelsa **who, what, which** + **ot** kabi so'roq olmoshlaridan keyin yordamchi fe'l kelmay balki asosiy fe'lni o'zi kela oladi.

e.g. Anvar lives here.

e.g. Who lives here?

e.g. Entering the Institute made me happy.

e.g. What made you happy?

e.g. A yellow bus goes downtown.

e.g. Which bus goes downtown?

AJRATILGAN SO'ROQ GAP (TAG QUESTIONS)

Ajratilgan so'roq gap boshqa so'roq gap turlaridan farq qiladi. Ajratilgan so'roq gap ikki xil qismdan iborat bo'ladi. Ajratilgan so'roq gap xuddi darak gap sifatida boshlanadi. Ajratilgan so'roq gapning ikki qismi bir-biri bilan vergul orqali ajratiladi. Birinchi qismi darak shaklida kelib, ikkinchi qismi qisqa so'roq shaklida keladi. **Ajratilgan so'roq gapning birinchi qismi tasdiq bilan boshlansa, u holda ikkinchi qismi inkor bo'lishi kerak. Agar inkor bilan boshlangan bo'lsa, u**

holda ikkinchi qism tasdiq bo'lishi kerak. Ikkala qism bir xil bo'lmasligi kerak.

Ajratilgan so'roq gapni ikki xil variantda yasash mumkin:

1) **He is a doctor, is not (isn't)** he? (U doctor, shunday emasmi?)

2) **He is not doctor, is he?** (U doctor emas, shundaymi?)

MISOLLAR:

He likes football, doesn't he? (U futbolni yoqtiradi, shunday emasmi?)

He doesn't like football, does he? (U futbolni yoqtirmaydi, shundaymi?)

Alisher went to school, didn't he?

Alisher didn't go to school, did he?

You can swim, can't you?

You can't swim, can you?

They have dinner at home, don't they?

They don't have dinner at home, do they?

Agar ajratilgan so'roq gapning birinchi qismida **never, nothing, no one, nobody, nowhere, hardly, scarcely, barely, rarely, anything, neither, nor** so'zlaridan biri turgan bo'lsa, u holda ikkinchi qism tasdiq bo'ladi:

e.g. They have **never** been to Fergana, have they?

Quyidagi qoida mustasno:

I **am right, aren't I**? (Men haqman, shunday emasmi?)

I **am not right, am I**? (Men haq emasman, shundaymi?)

Agar ajratilgan so'roq gap **LET'S** bilan boshlansa, u holda ikkinchi qism **SHALL WE** bilan tugaydi:

e.g. **Let's go home, shall we?** (Keling uyga boramiz, boramizmi?)

Agar ajratilgan so'roq gap buyruq yoki inkor-buyruq gap bilan boshlansa, ikkinchi qism **WILL YOU** bilan tugaydi:

e.g. Bring me water, will you? (Menga suv olib keling, olib kelasizmi?)

e.g. Don't go home, will you? (Uyga bormang, bormaysizmi?)

I. Nuqtalar o'rnini kerakli so'roq so'zlar bilan to'ldiring:

1 . . . do you usually read newspapers in the evening? (*when?, where?*)

2....is on the table? (*who?, what?*) 3. He works at the hospital, ... is he? (*who?, what?*)

4. ... sister is she? (*which?, whose?*) 5. ... has a heart disease? (*who?, what?*)

6 month is July? (*which?, whose?*)

II. So'roq olmoshlarini qo'yib, qo;shimcha savollar bering.

Example: I can't play cricket. (what books ...?)

What games can you play?

1. You can't take all these books. (which books ...?)

2. I can't visit Peter tonight. (when ...?)

3. We can't stay at this hotel. (where ...?)

4. He can help me. (Why ...?)

5. Betty can't speak Spanish. (Who ...?)

6. You can't keep the books long. (How long ...?)

III. Ajratilgan so'roq gapga javoblar qoidasini yozing:

1. Tom won't be late, will he?

2. They were angry,?

3. Ann's on holiday,?

4. You weren't listening,?

5. Sue doesn't like onions,?

6. Jack's applied for the job,?

7. You wouldn't tell anyone,?

8. Don't drop it,?

9. He'd never seen you before,?

10. Let's have dinner,?

VI. Berilgan mashqlarga so'roq gaplar tuzing: who / what / how / why

1. I met somebody. Who did you meet?

2. I saw somebody. Who ... you ... ?

3. The lesson finished. What time?

4. Nick come home late. Why ?

5. We had breakfast. What ?

6. My book cost a lot of money. How much ... ?

VII. Tekstni o'qing va tarjima qiling.

MEDICINES



Medicines or drugs (singular the drug, Greek φάρμακον "poison, drug, medicine") are according to Drug Law substances and preparations made from substances that are intended for use on or in the human or animal body to: Diseases, to heal suffering, bodily injury or pathological symptoms, alleviate, prevent or detect, repel pathogens, parasites or foreign substances to eliminate, or render harmless, the condition to recognize or influence the state or function of the body or mental states, to replace the human or animal body substances or body fluids produced. Also considered a medicinal product such as items that contain a drug pursuant on which such drug is applied and are designed to be placed permanently or temporarily in contact with the human or animal body. Which dealt with the nature, effect, test, manufacture and supply of medicinal science is the pharmacy.

The term therefore includes all drug medications, but goes beyond the notion of a drug: blood products or diagnostic agents, such as contrast agents are medicaments, but no drugs. Colloquially the word drug is frequently used synonymously with medicine. To be distinguished are the drugs of the medical devices.

Cures however cover other medically supportive measures such as treatments, massage therapy, occupational therapy or physiotherapy.

MEDICINAL HERBS (Medicinal Plants)

For a number of medicinal plants , there are notes on their application already from prehistoric and early historic times . Already in a grave of a Neanderthal (Shanidar IV , in today's Iraq) that was created about 70000-40000 years ago , there are offerings that are attributable to pollen studies of seven medicinal plants , so here is the grave of a healer , a shaman with attributes of its activities is suspected. If this finding from the earliest times even insulated so are from the Neolithic, Neolithic , a number of findings known which suggest the use of medicinal plants.

Historically, plants have played an important role in medicine. For early peoples, they came easily to hand, and were intricately connected to diet and healing. Through observation and experimentation, they learned which plants promoted health and well-being.

Without plants, most medicines you take would not exist. Over 40% of medicines now prescribed in the U.S. contain chemicals derived from plants. Historically, plant medicines were discovered by trial and error. Our ancestors noticed that aches and pains went away when they drank tea made from the bark of a willow tree. Later, scientists found that willow bark contains salicylic acid, the active ingredient in aspirin.

Goldenseal, ginseng, echinacea, ginkgo - visit your local drug store or supermarket and you'll find large quantities of these products on the shelves, intermingled with old favorites like aspirin. Medicinal plants are used commercially, thanks to contributions of traditional cultures worldwide, modern medicine, and pharmacognosy.

Aloe Vera



Medicinal Uses

Aloe vera is a fairly well known herbal preparation with a long history of use. It is widely used in modern herbal practice and is often available in proprietary herbal preparations. It has two distinct types of medicinal use. The clear gel contained within the leaf makes an excellent treatment for wounds, burns and other skin disorders, placing a protective coat over the affected area, speeding up the rate of healing and reducing the risk of infection. This action is in part due to the presence of aloectin B, which stimulates the immune system. To obtain this gel, the leaves can be cut in half along their length and the inner pulp rubbed over the affected area of skin. This has an immediate soothing effect on all sorts of burns and other skin problems. The second use comes from the yellow sap at the base of the leaf. The leaves are cut transversally at their base and the liquid that exudes from this cut is dried. It is called bitter aloes and contains anthraquinones which are a useful digestive stimulant and a strong laxative. When plants are grown in pots the anthraquinone content is greatly reduced. The plant is emmenagogue, emollient, laxative, purgative, stimulant, stomachic, tonic, vermifuge and vulnerary. Extracts of the plant have antibacterial activity. Apart from its external use on the skin, aloe vera (usually the bitter aloes) is also taken internally in the treatment of chronic constipation, poor appetite, digestive problems etc. It should not be given to pregnant women or people with haemorrhoids or irritable bowel syndrome. The plant is strongly purgative so great care should be taken over the dosage. The plant is used to test if there is blood in the faeces. This plant has a folk history of treatment in cases of cancer.

Calendula officinalis - Pot Marigold



Pot marigold is one of the best known and versatile herbs in Western herbal medicine and is also a popular domestic remedy. It is, above all, a remedy for skin

problems and is applied externally to bites and stings, sprains, wounds, sore eyes, varicose veins etc. It is also a cleansing and detoxifying herb and is taken internally in treating fevers and chronic infections. Only the common deep-orange flowered variety is considered to be of medicinal value. The whole plant, but especially the flowers and the leaves, is antiphlogistic, antiseptic, antispasmodic, aperient, astringent, cholagogue, diaphoretic, emmenagogue, skin, stimulant and vulnerary. The leaves can be used fresh or dried, they are best harvested in the morning of a fine sunny day just after the dew has dried from them. The flowers are also used fresh or dried, for drying they are harvested when fully open and need to be dried quickly in the shade. A tea of the petals tones up the circulation and, taken regularly, can ease varicose veins. The leaves, blossoms and buds are used to make a homeopathic remedy. It is used internally in order to speed the healing of wounds.

Salvia officinalis – Sage



Sage has a very long history of effective medicinal use and is an important domestic herbal remedy for disorders of the digestive system. Its antiseptic qualities make it an effective gargle for the mouth where it can heal sore throats, ulcers etc. The leaves applied to an aching tooth will often relieve the pain. The whole herb is antihydrotic, antiseptic, antispasmodic, astringent, carminative, cholagogue, galactofuge, stimulant, tonic and vasodilator. Sage is also used internally in the treatment of excessive lactation, night sweats, excessive salivation (as in Parkinson's disease), profuse perspiration (as in TB), anxiety, depression, female sterility and menopausal problems. Many herbalists believe that the purple-leaved forms of this species are more potent medicinally. This remedy should not be prescribed to pregnant women or to people who have epileptic fits. The plant is toxic in excess or when taken for extended periods - though the toxic dose is very large. Externally, it is used to treat insect bites, skin, throat, mouth and gum infections and vaginal discharge. The leaves are best harvested before the plant comes into flower and are dried for later use. The essential oil from the plant is used in small doses to remove

heavy collections of mucous from the respiratory organs and mixed in embrocations for treating rheumatism. In larger doses, however, it can cause epileptic fits, giddiness etc. The essential oil is used in aromatherapy.



Urtica dioica - Stinging Nettle

Nettles have a long history of use in the home as a herbal remedy and nutritious addition to the diet. A tea made from the leaves has traditionally been used as a cleansing tonic and blood purifier so the plant is often used in the treatment of hay fever, arthritis, anaemia etc. The whole plant is antiasthmatic, antidandruff, astringent, depurative, diuretic, galactagogue, haemostatic, hypoglycaemic and a stimulating tonic. An infusion of the plant is very valuable in stemming internal bleeding, it is also used to treat anaemia, excessive menstruation, haemorrhoids, arthritis, rheumatism and skin complaints, especially eczema. Externally, the plant is used to treat skin complaints, arthritic pain, gout, sciatica, neuralgia, haemorrhoids, hair problems etc. The fresh leaves of nettles have been rubbed or beaten onto the skin in the treatment of rheumatism etc.

This practice, called urtification, causes intense irritation to the skin as it is stung by the nettles. It is believed that this treatment works in two ways. Firstly, it acts as a counter-irritant, bringing more blood to the area to help remove the toxins that cause rheumatism. Secondly, the formic acid from the nettles is believed to have a beneficial effect upon the rheumatic joints. The juice of the nettle can be used as an antidote to stings from the leaves and an infusion of the fresh leaves is healing and soothing as a lotion for burns. The root has been shown to have a beneficial effect upon enlarged prostate glands. A homeopathic remedy is made from the leaves. It is used in the treatment of rheumatic gout, nettle rash and chickenpox, externally is applied to bruises.

Mentha piperita officinalis - White Peppermint



White peppermint is a very important and commonly used remedy, being employed by allopathic doctors as well as herbalists. It is also widely used as a domestic remedy. This cultivar is considered to be milder acting than black peppermint (*Mentha x piperita vulgaris*). A tea made from the leaves has traditionally been used in the treatment of fevers, headaches, digestive disorders (especially flatulence) and various minor ailments. The herb is abortifacient, anodyne, antiseptic, antispasmodic, carminative, cholagogue, diaphoretic, refrigerant, stomachic, tonic and vasodilator. An infusion is used in the treatment of irritable bowel syndrome, digestive problems, spastic colon etc. Externally a lotion is applied to the skin to relieve pain and reduce sensitivity. The leaves and stems can be used fresh or dried, they are harvested for drying in August as the flowers start to open. The essential oil in the leaves is antiseptic and strongly antibacterial, though it is toxic in large doses. When diluted it can be used as an inhalant and chest rub for respiratory infections. The essential oil is used in aromatherapy.

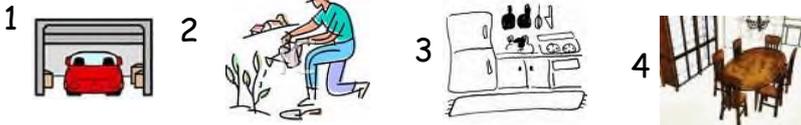


Let's talk about HOUSES



Conversation cards

Where do you live? Do you live in a house or a flat (also: apartment)?	Describe your house or flat. (both inside and outside)	How many rooms are there in your house? Name them.
What is there in your living room? Name as many things as you can. What do you do there?	What is there in your bedroom? Name as many things as you can. What time do you usually go to bed?	What is there in your kitchen? Name as many things as you can. What do you do there?
What is there in your bathroom? Name as many things as you can. What do you do there?	What is there in your garden? Name as many things as you can. What do you do there?	What is there in your garage? Name as many things as you can. What do you do there?
Do you prefer living in a house or flat? Explain why.	Do you prefer living in the city or the country? Explain why.	Are you in favour of renting or buying a house? Explain why.
How much does an average house or flat cost where you live? Where do people get the money to buy one?	Who does the housework in your family? What do they do?	Give some reasons why people can become homeless.
How many kinds of houses can you name? (e.g. house, flat, apartment, ...)	How many times have you moved house? Did you enjoy it?	Make a list of important things to look for when buying (or renting) a house. (e.g. a garden, near a supermarket)



kitchen	
bathroom	
garden	
cellar	
living room	
dining room	
study	
bedroom	
hall	
attic	
garage	



Match BrE (left) with AmE (right)

1	cellar	a	apartment
2	lift	b	yard
3	garden	c	basement
4	flat	d	elevator

Explain and discuss

- Home sweet home.
- Home is where the heart is.
- A man's home is his castle.
- Until the cows come home.
- Charity begins at home.
- Bring home the bacon.

HOME ASSIGNMENTS

I. Put questions to the words in bold type:

1. We need this particular time for the experiment. 2. We entered the Institute last year. 3. Sometimes professors deliver lectures at the clinic. 4. He is in poor health. 5. We must give all our knowledge and abilities to people.

II. Translate into English:

1. Birinchi kursda siz qaysi fanga alohida e'tibor berishingiz kerak? Afsuski (unfortunately), shifokorlar be'morlarni ba'zi kasalliklardan davolay olmaydilar. 3. Men o'ylaymanki, do'stim biologiyadan imtihonni a'lo bahoga topshira oladi, chunki unda bu fanga iqtidor bor. 4. Sog'lom bo'lish uchun siz sport bilan shug'ullanishingiz kerak. 5. Jarrohlik — talabalarning alohida qiziqishini uyg'otuvchi ko'p fanlardan biridir hisoblanadi.

III. Speak about your future profession. Make up the topic “ My Future Profession”.

LESSON 11

THEME 11

Lesson 11. O'qish qoidasi: air, ear, eer harf birikmalari undoshlar oldidan

Grammar: Degrees of Adjective (*Sifat darajalari*)

Topic: Our First Examination Session

Speaking Part: *Let's talk about Experiences*

Adjective (Sifat)

Ma'lumki sifatlar tasniflanishi ikkiga bo'linadi: *miqdor sifatlar* (sifat darajalariga ega), *nisbiy sifatlar* (sifat darajalariga ega emas, masalan; *golden, uzbek, pregnant, dead, left, right, round, full, unique* va boshqalar)

Ingliz tilida sifat darajalari uch turga bo'linadi:

a) oddiy daraja b) qiyosiy daraja c) orttirma daraja

Bir bo'g'inli sifatning oddiy darajasini yasash uchun sifatga **hech qanday qo'shimcha qo'shilmaydi**. Qiyosiy darajasini yasash sifat sintetik ya'ni sifat

oxiriga **+er** qo'shimcha qo'shiladi. Orttirma darajani yasash uchun sintetik ya'ni sifat oxiriga **+est** qo'shimcha qo'shib sifat oldidan **the** artikli turadi.

Oddiy daraja	Qiyosiy daraja	Orttirma daraja
long (uzun)	longer (uzunroq)	the longest (eng uzun)
nice	nicer	the nicest

Agar sifat **y** harfi bilan tugab, undan oldin undosh harf turgan bo'lsa u holda qiyosiy darajada **y→i** ga o'zgarib so'ng **+er**, orttirma darajada esa **+est** qo'shimcha qo'shiladi.

Oddiy daraja	Qiyosiy daraja	Orttirma daraja
Dirty	dirtier	the dirtiest
Busy	busier	the busiest

Agar sifat **y** harfi bilan tugab, undan oldin unli harf turgan bo'lsa, u holda qiyosiy va orttirma darajalarda qo'shimcha qo'shilayotganda hech qanday o'zgarish bo'lmaydi.

Oddiy daraja	Qiyosiy daraja	Orttirma daraja
Gay	gayer	the gayest

Agar bir bo'g'inli sifat undosh bilan tugab, undan oldin qisqa unli turgan bo'lsa u holda qiyosiy va orttirma darajalarni yasashda oxirgi undosh ikkilantirilib keladi.

Oddiy daraja	Qiyosiy daraja	Orttirma daraja
Big	bigger	the biggest
Hot	hotter	the hottest
Wet	wetter	the wettest

Ikki va undan ortiq bo'g'inli (ko'p bo'g'inli) sifatlarni oddiy darajasini yasashda hech qanday qo'shimcha bo'lmaydi. Qiyosiy darajasini yasashda analitik ya'ni sifat oldidan **more (less)** so'zi quyiladi. Orttirma darajasini yasashda analitik ya'ni sifat oldidan **most (least)** so'zi quyilib, sifat oldidan **the** article turadi.

Oddiy daraja	Qiyosiy daraja	Orttirma daraja
Beautiful	more (less) beautiful	the most (least) beautiful
comfortable	more comfortable	the most comfortable

Quyidagi sifatlar yoki analitik yoki sintetik yo'l bilan yasalish mumkin: *simple, clever, angry, common, cruel, friendly, gentle, handsome, narrow, pleasant, polite, quiet,*

Oddiy daraja	Qiyosiy daraja	Orttirma daraja
Simple	simpler (more simple)	the simplest (most simple)
Clever	cleverer (more clever)	the cleverest (most clever)

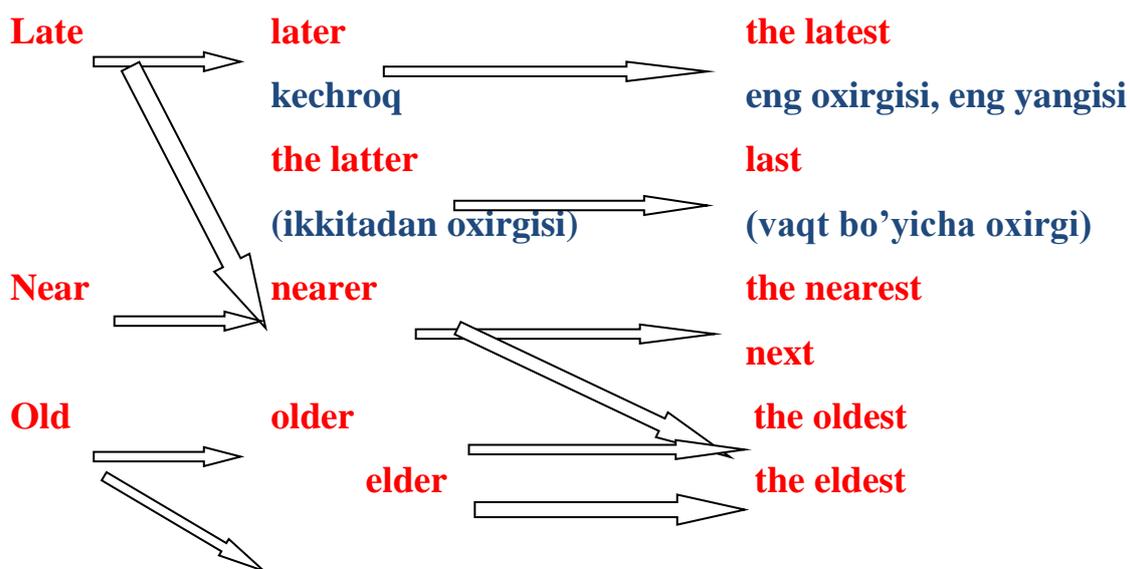
O'zagi o'zgarib yasaladigan sifatlar:

Oddiy daraja	Qiyosiy daraja	Orttirma daraja
Good	better	the best
Bad	worse	the worst
Little	less	the least
Much (many)	more	the most
Far	farther (further)	the farthest (furthest)

e.g. Our college is **farther** than the school and the shop. (Masofa nazarda tutilmoqda)

e.g. Please, give me **further** information about your firm. (iltimos, menga korxonangiz haqida **so'nggi** ma'lumot bering)

Ikkitalik darajaga ega bo'lgan sifatlar:



Agar gapda **than** (qaraganda) so'zi bo'lsa qiyosiy darajadagi sifat (hoh bir bo'g'inli yoki ko'p bo'g'inli) ishlatiladi.

e.g. Samarkand is **more beautiful than** Bukhara.

Agar gapda **a bit, a little, much, a lot, far** so'zlaridan biri kelgan bo'lsa qiyosiy darajadagi sifat ishlatiladi:

e.g. Let's go by train. It's **much cheaper**.

Ikkita bir xil qiyosiy darajadagi sifat kelgan bo'lsa bir-biri bilan **and** bog'lovchisi orqali keladi:

e.g. It's becoming **harder and harder** to find a job.

e.g. These days more and more people are learning English.

Ingliz tilida the + qiyosiy darajadagi sifat the better birikmasi bor:

e.g. What time shall we leave? - The sooner the better.

Undan tashqari **the + qiyosiy darajadagi sifat the + qiyosiy darajadagi sifat** birikmasi bor:

e.g. The warmer the weather, the better I feel.

e.g. **The earlier** we leave, **the sooner** we will arrive.

Not as...as birikmasi bor. Birikma o'rtasida oddiy darajadagi sifat turadi.

e.g. Nodir isn't as old as he looks.

Not as...as o'rniga **not so...as** ham kelishi mumkin:

e.g. John isn't so rich as Nodir.

As...as birikmasi bor. Birikma o'rtasida oddiy darajadagi sifat turadi.

There is plenty of food, so eat as much as you like.

Twice as...as, three times as...as, ... birikmalari o'rtasida ham oddiy darajadagi sifat turadi:

e.g. This house is **twice as expensive as** Nodir's house.

The same...as birikmasi bor. Birikma o'rtasida ot turadi:

e.g. Nodir is **the same age as** Michael.

CLASS ASSIGNMENTS

REMEMBER!

II. Quyidagi so'z va so'z birikmalarini yodlang:

admission [əd'miʃən] *n* qabul, kirish; on admission kirish vaqtida; graduation

[grədju'eɪʃən] *n* bitiruv (o'quv yurtini);

responsible [ris'ponsɪbl] *a* mas'ul; be responsible for smth. nimagadir

mas'ul bo'lmoq;

achieve [ə'fi:v] *v* etishmoq, erishmoq; decide [dɪ'saɪd] *v*

ahd qilmoq, qarorqilmoq;

fix [fɪks] *v* o'rnatmoq, belgilamoq, mustahkamlamoq; fixed *a* o'rnatilgan, belgilangan;

addition [ə'dɪʃən] *n* qo'shimcha, to'ldirish; in addition to ...ga qo'shimcha; bundan tashqari;

contain [kən'teɪn] *v* o'z ichiga olmoq;

mark [mɑ:k] *n* baho; *v* baholamoq; marked [mɑ:kt] *a* ko'zga ko'ringan, aniq ko'rsatilgan;

tired [taɪrəd] *a* charchagan, holdan toygan;

rest [rest] *n* hordiq, dam; *v* dam olmoq; at rest tinchlikda; the rest of qolgan, qolganlar.

III. Quyidagi so'z va so'z birikmalarini o'qing va tarjima qiling:

1. responsible [rɪ'spɒnsəbl]: a responsible decision, doctors are responsible for the patients' lives;

2. achieve [ə'fi:v]: achieves, achieved, to achieve success, to achieve good results;

3. contain [kən'teɪn]: contains, contained, this scientific article contains much valuable information;

4. rest [rest]: a long rest, a short rest, a complete rest, the rest of the time, she needs rest, to have a good rest.

V. Nuqtalar o'rniga 'some', 'any', 'no' olmoshlaridan mos kelganini qo'ying:

1. Will you deliver ... lecture tomorrow? 2. He has ... experience in the field of medicine because he is a student now. 3. Our assistant doctor knows ...

VI. Quyidagi ravish va sifatlardan qiyosiy daraja yasang (yozma):
well, responsible, deep, happy, high, early, great, new, easy, much, clear, interesting, little, bad

VII. Quyidagi so'z birikmalarini tarjima qiling:

1. better knowledge of Biology; 2. you must know this better; 3. to carry out less experiments; 4. the most responsible work; 5. to know worst of all.

HOME ASSIGNMENTS

XI. Translate into English:

1. Bu jarroh. Bu malakali jarroh. Bu jarroh juda malakali. 2. Bu maqolalar. Bu yangi tibbiyotga oid maqolalar. Bu yangi tibbiy maqolalar yurak xastalıkları haqida.

XII. Turn these sentences into negative and then interrogative:

1. He gave some examples in his lecture. 2. I read some articles on this subject a week ago. 3. There were some chairs at the entrance to the hall.

XIII. Translate into English:

eng qimmatbaho dori, eng kerakli tayinlash, eng chuqur bilimlar, ko'proq mas'uliyatli, eng yomon baho, eng yaxshi hordiq, eng kamzarar

XIV. Memorize the following words. Translate the sentences:

1. lose [lu:z] (lost, lost) *v* yo'qotmoq; lost time yo'qotilgan vaqt:

a). He was seriously ill and lost five kilograms.

b). You will never gain the lost time.

2. against [a'geinst] *prep* qarshi: Half of our group were against this idea. present ['preznt] *a* bor, hozirgi; to be present bor bo'lmoq; at present hozirgi vaqtda:

a). All the students were present at the lecture in Biology.

b). They are at the hostel at present.

3. pass [pa:s] *v* o'tmoq, oqib o'tmoq:

a). A week passed.

b). The first term will pass soon.

4. back [brnk] *adv* orqaga; norqa, bel:

a). We came back to the hostel at 7.00 p.m.

b). She stood with her back to the window



Let's talk about EXPERIENCES

Conversation cards

Have you ever been abroad?
Where have you been?
Which country would you like to visit and why?

Have you ever ridden a horse?
An elephant? A camel?
A motorbike? Anything else?
Talk about it.

Have you travelled by plane or ship?
Which do you prefer? Explain.

Have you ever seen a ghost?
Do you believe in ghost?
Talk about it.

Have you ever bought a lottery or lotto ticket?
Have you ever won anything?

Have you ever visited a fortune teller?
Talk about it.

Have you ever been camping?
Where did you go? Did you like it? Talk about it.

Have you ever cheated on an exam? How did you do it?
Talk about it.

Have you ever been to an amusement park?
What were your favourite rides?
Talk about it.

Have you ever broken a bone or been in hospital?
Talk about it.

Have you ever done anything that you really *regretted*?
(= to be sorry or sad about something)
What was it?

Have you ever been to the zoo?
Which animals did you like most?
Explain why.

Have you ever met a celebrity?
Who was it?
Talk about it.

Have you ever performed in public? (sing on stage, play music, act in a play, speak in public, etc.)
Talk about it.

Have you ever been on the radio or on TV?
Talk about it.

Have you ever told a big lie to someone close to you?
Tell the class if you want.

Have you ever seen a tornado or another natural disaster?
What other natural disasters do you know? Make a list.

Have you ever called a woman 'sir' or a man 'madam'?
What happened?

Interview a friend Name:

Have you ever (+V3) ...	y/n	Details (ask extra questions)
(be) in a fight?		(why)
(drink) beer?		(taste)
(eat) horse meat?		(taste)
(go) abroad?		(where)
(play) golf?		(with whom)
(ride) a donkey?		(cost)
(visit) a fortune teller?		(prediction)
(speak) to a foreigner?		(from where)
(see) a ghost?		(where)
(skip) school?		(why)
(cheat) on an exam?		(how)
(tell) a lie?		(to whom)

Food for thought - Discuss

- Experience is a great teacher.
- Experience is simply the name we give our mistakes.
- Good judgment comes from experience and experience comes from bad judgment.
- The only source of knowledge is experience.
- If we could sell our experiences for what they cost us, we'd all be millionaires.

THEME 12

Lesson 12.**Grammar: Indefinite Pronouns** (*Gumon Olmoshlari*)**Topic:** *Higher Medical Education in Great Britain***Speaking Part:** *Let's talk about best and worst***Indefinite Pronouns - Gumon olmoshlari**

Gumon olmoshlariga quyidagilar kiradi: *some(bir nechta, ozgina, bir qancha), any (birorta, har qanday), no, somebody(kimdir, allakim), someone (kimdir, allakim), something(nimadir, allanarsa), somewhere (qayerdadir, allaqayerda), anybody (kimdir, allakim), anyone (kimdir, allakim), anything (nimadir, allanarsa), anywhere (qayerdadir, allaqayerda), nobody (hech kim), no one (hech kim), nothing (hech narsa), nowhere (hech qayerda), everything (hammanarsa), everybody (hamma, barcha), everyone (hamma, barcha), everywhere (hammayerda), one, much, many, a little, little, a few, few, all, both, either, neither, every, each, one another.*

Some, any, no, every gumon olmoshlari hamda ular bilan birgalikda yasalgan gumon olmoshlari (*somebody, anybody,.....*) gapda noaniq miqdorni yoki sifatni ifodalash uchun olmosh-ot yoki olmosh-sifat bo'lib kela oladi. Ular birlik va ko'plik shakllarda har qanday turdagi otlar bilan kela oladi.

e.g. **Some** people are clever.

e.g.I don't have **any** interesting books.

Some gumon olmoshi darak gaplarda keladi. *Any* va *no* gumon olmoshlari so'roq va inkor gaplarda keladi.

e.g.I have **some** friends in London.

e.g.Do you have **any** friends in London?

e.g.I have **no** friends in London.

Biroq *some* gumon olmoshi so'roq gaplarda "iltimos yoki taklif" ma'nosida kelishi mumkin.

e.g.Would you like **some** coffee? (*Ozgina kofe ichasizmi?*)

e.g. Could I have **some** more time, please?

Any gapda holat darajasini ifodalashda ham kelib qolishi mumkin.

e.g. He is not any better today.

Darak gaplarda **any** “har qanday” ma’nosida keladi.

e.g. I like **any** pop-music.

e.g. Come **any** day you like.

Somebody, someone, something, somewhere, anybody, anyone, anything, anywhere, nobody, no one, nothing, nowhere, everything, everybody, everyone, everywhere yasama gumon omoshlaridan biri gapda ega vazifasida kelsa, u holda undan keyin kesim birlik uchinchi shaxsda keladi:

e.g. Everybody helps in our family to our mother.

No olmoshi aniqlovchi sifatida ham birlik va ham ko’plik shakllarda otlarning barcha turlari bilan kelishi mumkin.

e.g. There is **no** time left.

e.g. **No** sound came.

e.g. **No** news is good news.

Agar **no** olmoshi birlikdagi sanaladigan otlarni aniqlab kelsa, u holda **not a (an)** bilan teng ma’noda keladi.

e.g. I have **no** telephone at home.

e.g. I have **not** got a telephone at home.

e.g. There is **no** reason for this.

e.g. There is **not** a reason for this.

Agar **no** olmoshi ko’plikdagi sanaladigan otlarni yoki sanalmaydigan otlarni aniqlab kelsa, u holda **not any** bilan teng ma’noda keladi.

e.g. There are **no** students in the hall.

e.g. There are **not any** students in the hall.

e.g. There is **no** information in the hall.

e.g. There is **not any** information in the hall.

No olmoshi **not a (an)** va **not any** ga qaraganda, inkor ma’noning kuchliroq vositasi hisoblanadi.

e.g. It is **no** warmer today.

e.g. It is **not any** warmer today.

Birgalik olmoshlari

Birgalik olmoshlariga *each other* va *one another* lar kiradi.

Each other, one another-bir-biri, biri ikkinchisini kabi ma'nolarni beradi.

Each other odatda ikki shaxs yoki predmetlarga tegishli *one another* esa ko'p miqdordagi shaxs yoki predmetlarga tegishli hisoblanadi. Ammo bu farqlikka hamisha ham rioya qilinavermaydi.

e.g. They have known each other for two years.

e.g. They often see one another.

Each other yoki *one another* ga tegishli predlog ulardan oldin keladi.

e.g. There was a secret about each other.

Class Assignments

Exercise 1.

E) Rewrite the sentences. Use the words in brackets:

1. There isn't anything in the fridge. (nothing)
..... *There's nothing in the fridge.*
2. I've got nothing to say. (anything)
.....
3. There's nobody at home. (anybody)
.....
4. They haven't got anywhere to live. (nowhere)
.....
5. There isn't anyone outside. (no one)
.....
6. We've got nowhere to sit down. (anywhere)
.....

Exercise 2.

SUBJECT : SOME- / ANY- / EVERY- / NO- with -body / -one / -thing / -where

A) Complete the sentences using SOMEONE / ANYONE / NO ONE / SOMETHING / ANYTHING / NOTHING / SOMEWHERE / ANYWHERE / NOWHERE / EVERYONE / EVERYTHING / EVERYWHERE:

1. Do you have in your pocket?
2. Bob doesn't have in his pocket.
3. My roommate is speaking to on the phone.
4. Ann didn't tell her secret.
5. I talked to at the phone company about my bill.
6. Jane gave me for my birthday.
7. Paul didn't give me for my birthday.
8. Did Paul give you for your birthday?
9. My brother is sitting at his desk, and he is writing a letter to
10. A: The room is empty.
B: You're right. There is to talk to here.
11. A: What did you do last night?
B: I didn't do
12. They won't go after dark.
13. A: Does have a red pen?
B: Yes. Betty does.
14. If wants to leave early, he or she can.
15. There is at the door. Can you go and see who it is?

B) Complete the sentences using SOMEONE / ANYONE / NO ONE / SOMETHING / ANYTHING / NOTHING / SOMEWHERE / ANYWHERE / NOWHERE / EVERYONE / EVERYTHING / EVERYWHERE:

1. The bus was completely empty. There was on it.
2. The party was very nice. enjoyed it.
3. Tom is very popular. likes him.
4. was very kind to us. They helped us too much.
5. can make her happy because she is very sad now.
6. I opened the door but there was there.
7. telephoned the police but he didn't give his name.
8. Is living in that house? It looks empty.
9. I heard falling down the stairs.
10. is here, no absentees.
11. Jane was very hungry, so she wanted to go to eat a hamburger.
12. John went exciting last week.
13. She stayed in İstanbul for a month and visited in this city.
14. What's wrong? Have you got in your eye?
15. Does mind if I smoke?
16. A: Where did you go for your holidays?
B: I stayed at home.
17. The accident looked serious but fortunately was injured.
18. A: What did you have for breakfast?
B: I don't usually have for breakfast.

Exercise 3. Read and Translate the text:

Higher Medical Education in Great Britain



Physicians in Great Britain are trained either in medical schools or faculties of Universities. To enter a high medical school candidates must pass entrance examinations on chemistry, physics and biology or mathematics. In Great Britain all students pay for training, but most of them receive grants, which cover their expenses or a part of them.

In Great Britain the academic year is divided into three terms. Each term lasts for 10-11 weeks. The terms run from October to December, from January to March and from April to June. At the end of each term students take final exams (sessionals).

In Great Britain the undergraduate education takes 5 years (two years of basic sciences and three years of clinical work). During the first two pre-clinical years students study human anatomy and biology, physics, organic and biological chemistry, physiology and histology, statistics and genetics. They attend lectures and do practical work in labs.

From the third year the students study the methods of-eimical examinations and history taking, general pathology, microbiology, pharmacology and community medicine, therapy, surgery, gynecology, obstetrics, ophthalmology and others. Senior students have a lot of practical work with patients in clinics, hospitals and out-patient departments. After the three years of clinical practice the students obtain

degrees of Bachelor of Medicine and Bachelor of Surgery. These degrees give the right to register as a medical practitioner.

After the finals graduates work in hospitals for a year. This period is called internship. After this period a young doctor obtains a «Certificate of Experience» and he or she may work as a medical practitioner.

In Great Britain only medical practitioners may obtain further specialization, training in residency. It takes for 2 years of working in a hospital in some field. Residency trains highly qualified specialists in a definite field: gynaecologists, urologists, neurologists and others.

The working day of a district doctor begins at 8 o'clock in the morning at the polyclinic, where he sees about ten and sometimes even 15 out – patients during his consulting hours. In addition to his consulting hours at the polyclinic a local physician goes out to the calls to examine those patients who are seriously ill and whose condition is bad. Such sick persons receive a sick – leave. They usually follow a bed regimen.

Any physician of the polyclinic knows his patients very well because treats only a definite number of patients. At the local polyclinic every patient has a personal patient's card which is filled in by his physician. Everything about the patient- the diagnosis of the disease, the administrations made by the doctor, the course of disease, the changes in the patient's condition after the treatment is written down in the card.

If it is necessary a nurse will come to the patient's house to give him administered injections or carry out any of the doctor's administration.

Home Assignments

C) Rewrite the following sentences without changing the meaning:

Example: There wasn't *anyone* in front of me in the cinema.
There was *no one* in front of me in the cinema.

1. They don't know anyone in this town.
They know
2. She met no one at the bus-stop.
She didn't
3. You told nobody to go with you.
You
4. We ate nothing until dinner.
We didn't
5. She told no one nothing about last night.
She didn't
6. She didn't tell anybody about her plans.
She told
7. I didn't say anything.
I said
8. The station isn't anywhere near here.
The station is
9. I don't want anything to drink.
I want
10. We did nothing during our vacation.
We

D) Complete the sentences. Use the words in the box:

somebody anybody nobody everybody

- a) Woman : Hello. Can I speak to**somebody** in the Accounts Office, please?
Man : I'm sorry, madam. It's after 6:00. There isn't in the Accounts Office now. has gone home.
Woman : But I must speak to today.
Man : I'm sorry. There's here. Can you phone back in the morning? There will be here then.

something anything nothing everything

- b) Mother : Would you like to eat?
Daughter : No, thanks. I don't want at the moment, thank you.
Mother : But you've had to eat all day. Is all right?
Are you feeling ill?
Daughter : No. Don't worry. is fine. I'm just not hungry. That's all.

somewhere anywhere nowhere everywhere



Let's talk about **Best / worst**



Conversation cards

What do you think is the best/worst job?
Why?

What is the best / worst gift you have received?
Talk about it.

What is the best / worst food you have ever eaten?

Who is the best / worst actor (actress) you have seen? Why?

What is the best / worst movie you have seen?

What is the best / worst class you have ever taken?

Who was your best / worst boyfriend or girlfriend?
Why?

What is the best / worst drink?

What is the best / worst country to live in?
Why?

What is the best / worst snack you have eaten?

Where is the best / worst place to buy clothes?
Why?

Who is the best / worst singer you have heard?

What is the best / worst Television show you have seen? Why?

What is the best / worst website you have visited?

Where is the best / worst place to be a woman?
Why?

What is the best / worst subject to study in college?
Why?

Who is the best / worst person in your family?
Why?

What is the best / worst thing you have ever done?
Explain.

Write B-best W-worst based on your experience with it.

Driving in Taiwan	
Going to work	
Watching TV	
Cooking	
Dancing at a club	
Blind dates	
Sleeping	
Payday	



Write T-would try, N-would never try.

Skinny dipping	
Eating insects	
Sky diving	
Bungee jumping	
Snow Boarding	
Start a business	
Kiss on the first date	
Drink snake blood	

THEME 13

Grammar: Comparative Degrees of Adverb*(Ravishning qiyosiy darajalari).***Topic:** *My Working Day***Speaking Part:** *Let's talk Climate Change***The Adverb (Ravish)**

Ingliz tilida ravishlar sifatlarga **+ly** qo'shimcha qo'shilib yasaladi.

Clear – **clearly**

Happy – **happily**

Exact – **exactly**

Sifatlar bizga ot haqida ma'lumot beradi. Ravishlar esa fe'l haqida ma'lumot beradi.

e.g. She is a **happy child** – She **smiled happily**

e.g. They are **serious people** – They **do** everything **seriously**

ba'zi so'zlar ham sifat ham ravish bo'la oladi: **hard, late, fast, far, early**

FARQLANG:

sifat

ravish

e.g. We took a **fast train** – He always **drives fast**

Quyidagi so'zlarga **+ly** qo'shimcha qo'shilsa ham ular sifat hisoblanadi.: **friendly, lively, elderly, lonely, silly, lovely,**

Ba'zan ravishlar sifatlardan oldin va boshqa ravishlar bilan kela oladi:

Reasonably cheap (**adverb+adjective**)

Terribly sorry (**adverb + adjective**)

Incredibly quickly (**adverb +adverb**)

e.g. I was **bitterly disappointed** that I didn't get the job

e.g. Lola learns languages **incredibly quickly**

e.g. The exam was **surprisingly easy**

Ba'zan ravishlar sifatdosh II bilan birgalikda kelib birikma hosil qila oladi.

e.g. The meeting was very **badly organized**

e.g. The driver of the car was **seriously injured** in the accident.

Ravishlarning darajalarga bo'linishi. **+ly** qo'shimcha olgan ravishlarning barchasi quyidagicha yasaladi:

<i>Oddiy daraja</i>	<i>Qiyosiy daraja</i>	<i>Orttirma daraja</i>
Easily	more(less) easily	most (least) easily
Carefully	more(less) carefully	most (least) carefully

Quyidagi ravishlarning darajalarga aylanishi xuddi bir bo'g'inli sifat darajalaridek bo'ladi: *soon, near, hard, long, fast, late, early*

Quyidagi ravishlar o'zak o'zgarishi orqali darajalarga aylanadi:

<i>Oddiy daraja</i>	<i>Qiyosiy daraja</i>	<i>Orttirma daraja</i>
Well	better	best
Badly	worse	worst
Little	less	least
Much (many)	more	most
Far	farther	farthest
	further	furthest

Xuddi sifatlardek ravish darajalarida ham mabodo **AS...AS** (**NOT AS...AS, TWICE AS...AS, THREE TIMES AS...AS,...**) birikmasi gap tarkibida kelsa, u holda ravishning **oddiy darajasi** keladi:

e.g. They can't **translate** the text **as fast as** us.



Text E. My Working Day

Every day I have much interesting and necessary work to do. I always remember that the lost time is never gained and that is why I do not like to waste even a minute.

I get up early in the morning - at about 6.00 a.m., do my morning exercises and have a cold rubdown. As we are medical students we consider that physical exercises are "a good remedy" for the protection of our health against diseases.

We must remember the Latin saying “Mens sana in corpore sano”.

After my breakfast at our canteen I go to the main building of our Institute on foot as it is near our hostel.

Our classes usually begin at 8.00 a.m. In addition to several practical classes we have a lecture or two every day.

On Fridays we usually have a lecture in Physics. Long before its beginning there are always many students in the hall - even the students of the senior courses often attend these lectures. Our new professor is not only a very good specialist in his field of science but also a qualified teacher. He delivers lectures in his own way and gives us many new and interesting facts about the application of physics in medicine. The professor shows us that at present deep knowledge of this subject will be particularly valuable in our future work. That is why we work hard in physics laboratory and read additional literature on this subject at the library aswell.

From the library I usually come back to the hostel. I am often tired but I understand that every day which passes by gives me much valuable and necessary knowledge.

Notes

1. to have a cold rubdown —sovuq ho‘l sochiqda artinmoq;
2. Mens sana in corpore sano —*lat.* Sog‘ tanda sog‘lom aql;
3. in his own way —o‘z usuli bo‘yicha.

Do the following Exercises:

175 Write what the underlined word is; adjective or adverb.

1. Fast runners win races. *adjective*
2. Mathematics is difficult.
3. She's a good pianist.
4. She behaved rudely to her boss.
5. You've done well in your test.
6. The clowns are very funny.
7. She's a pretty girl.
8. He runs fast.
9. Ann is very sad.
10. She plays the piano beautifully.
11. Father is very busy in his office.
12. The doctor arrived immediately.

176 Underline the correct item.

1. He left the room quiet / quietly.
2. Jane works hard / hardly.
3. He's a very nice / nicely man.
4. The sun is shining bright / brightly.
5. Smoking is bad / badly for your health.
6. She behaves very good / well.
7. He always dresses smart / smartly.
8. He shouted angry / angrily at me.
9. This chair is comfortable / comfortably.
10. He smiled sad / sadly.
11. You drive very slow / slowly.

Read the text and try to retell it:

Polyclinics



The state has established a wide network of medical institutions to protect the health of people. One of such medical institutions is the polyclinic.

If a person falls ill he will ring up his local polyclinic and call in a doctor. When his conditions isn't very poor and he has no high temperature he will go to the local polyclinic and a physician will examine him there.

Many specialists including therapists, neurologists, surgeons and others work at the polyclinic. During the medical examinations a physician usually asks the patient what he complains of and according to the complaints carries on the medical examination. The physician listens to the patient's heart and lungs and measures his blood pressure and if necessary asks the patient to take the temperature. The laboratory findings which include blood analysis, analysis of urine and other tests help the physician to make a correct diagnosis and administer a proper treatment.

In addition to their consulting hours at the polyclinic local physicians go out to the calls to examine those patients who are seriously ill and whose condition is bad. Such sick persons receive a sick- leave. They usually follow a bad regimen.

Any physician of the polyclinic knows his patients very well because he treats only a define number of patients. At the local polyclinic every patient has a personal patient's card which is filled in by his physician. Everything about the patient –the diagnosis of the disease, the administrations made by the doctor, the course of the disease, the changes in the patient's condition after the treatment are written down in the card.

If it is necessary a nurse will come to the patient's house to give him the administrated injections or carry out any of the doctor's administrations.



Let's talk about **CLIMATECHANGE**

Conversation cards

What is climate change? Is it the same as global warming? Think about it and explain in your words to the class.

Do you believe in climate change? If so, why do you think it is happening? Discuss in group.

Some people claim climate change is just part of a natural cycle and that it is not man-made. What do you think?

What dangers are threatening our lives and our planet? Discuss in group & make a list.

Should we be worried about climate change? Explain. Are you worried?

Do you think climate change can be stopped? What should be done?

Scientists predict that the ice caps will melt. What affect could this have on life on Earth?

'Cutting carbon emissions' is an often used phrase. What does it mean and how can it be achieved?

Do you use environmentally-friendly products? Have you 'gone green'? Give examples.

What's a carbon footprint? How big is yours? How can it be reduced?

Have you changed your lifestyle to save our planet and prevent climate change? What have you done?

Do you or your family drive an "eco car"? Why or why not? Give examples of such cars.

Are governments doing enough to combat climate change? Name some measures that have been so far.

The world is addicted to oil. Are there any alternatives to oil? Make a list of energy sources and their effect on nature.

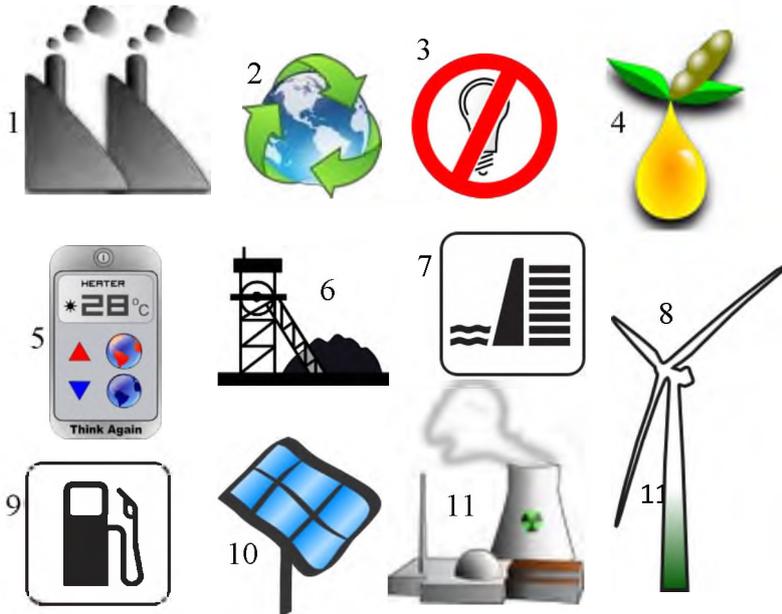
What do you know about the Kyoto Protocol? What happened in 2009 in Copenhagen?

Could climate change destroy life on Earth? Discuss a best-case and a worst-case scenario.

Coal is still a widely used source of energy worldwide. Is it more or less polluting than oil? Is there a future for coal?

Should poor developing countries be asked to make similar efforts as wealthy, industrialized countries? Give your view.

Match pictures and text	
biofuel	
coal mine	
control panel for heater or A/C	
dam - hydroelectric power plant	
heavy industry	
incandescent light bulb	
nuclear power plant	
petrol station or gas station	
recycling could save the world	
solar panel	
wind turbine	



THEME 14

Theme 3. Grammar: *Present Participle ning hosil bo'lishi;*

Word building (So'z yasalishi): *So'z yasalishi: -(i) ty, -ment suffikslari.*

Topic: *The Oath of Future Doctors, Cell.*

Speaking Part: *Let's talk about China*

Sifatdosh

Sifatdosh ingliz tilidagi fe'ning shaxssiz formalaridan biridir. Sifatdosh tarkibida qisman fe'l va qisman sifat xususiyatlari bor. Ingliz tilida sifatdosh ikki turga ega: **Sifatdosh I** (Present Participle) va **Sifatdosh II** (Past Participle)

Sifatdosh I

Sifatdosh I shaklini yasash uchun har qanday fe'l oxiriga **-ing** qo'shimchasi qo'shiladi: to give(bermoq) – *giving(berayotgan)*, to do(bajarmoq) – *doing (bajarayotgan), ...*

Sifatdosh I ikki xil nisbat va ikki xil zamon shakliga ega: (**O'TIMLI FE'LLAR UCHUN**)

	Active	Passive
Indefinite	writing	being written
Perfect	having written	having been written

(O'TIMSIZ FE'LLAR UCHUN)

	Active	Passive
Indefinite	coming	-
Perfect	having come	-

Sifatdosh I ning **Indefinite Active** va **Passive** *formalari shaxsli fe'l tomonidan ifodalangan ish-harakat bilan bir xil vaqtda bajarilgan ish-harakatni ifodalab bera oladi:*

e.g. I don't like to see singing birds in cages. (Men qafasdagi sayrayotgan qushlarni yoqtirmayman)

e.g. I saw the man walking down the street.

e.g. Being left alone, Pauline and I kept silence for some time

Sifatdosh I ning **Perfect formasi oldin bajarilgan ish-harakatni ifodalaydi:**

e.g. Having written the letter he went to post it. (Xatni yozib bo'lgach u uni jo'natishga bordi)

Eslatma: quyidagi fe'llarning **Indefinite** va **Perfect** formalari hol vazifasida kelganda tugallanganlik ma'nosini bera oladi: *to enter, to arrive, to look, to turn,*

...

e.g. Turning to his sister, he grasped her hand.

Sifatdosh I ning gapdagi sintaktik vazifalari:

Aniqlovchi vazifasida:

e.g. Here is the telegram announcing his arrival.

e.g. All the students looked at the flying plane.

Sifatdosh aniqlovchi vazifasida kelganda otdan oldin yoki otdan keyin kelishi mumkin:

e.g. It looks brighter over there. I think it is only a passing shower.

e.g. I was dazzled by the snow glittering on the tree tops.

Payt holi vazifasida:

Bunda **sifatdosh I** *when, while* kabi bog'lovchilarni ko'pincha oladi:

e.g. *When* listening to her I understood that she was upset.

Sabab holi:

e.g. Not knowing his new telephone number I could not get in touch with him.

Ravish va Vaziyat holi:

e.g. For a moment they stood silently looking at one another.

He ran up to her, smiling happily.

O'xshatish:

Bunda ko'pincha sifatdosh *as if, as though* kabi bog'lovchilarni oladi:

e.g. He peered at me, *as if* not **recognizing**.

To'siqsiz holi:

e.g. He could not catch up with them *though* **working** very hard.

Shart holi:

e.g. **Driving** at this speed, we'll be there in no time.

Kirish so'zi vazifasida:

e.g. **Frankly speaking**, you are wrong.

Taking everything into consideration, she had a right to do it

II. Quyidagi so'z va so'z birikmalarini yodlang:

return [rI't3:n] *v* qaytmoq, qaytarib bermoq; late [leIt] *a*

kechki; *adv* kech;

hold [h3uld] (held, held) *v* ushlamoq; o'tkazmoq (marosimlar); happen [h\$pn]

v (to) sodir bo'lmoq;

member ['membɔ] *n* a'zo (oila, partiya);

former ['fo:mc] *a* ilgari, sobiq; excited [Ik'saItId] *a*

hayajonlangan; while [waIl] *conj* guncha, o'sha vaqtda;

strength [stren0] *n* kuch;

devote [dI'v3ut] *v* (to) o'zini bag'ishlamoq;

fight [faIt] *n* kurash; *v* (fought, fought) kurashmoq; true [tru:] *a*

sodiq; haqiqiy, chin;

feel [fi:l] (felt, felt) *v* o'zini his qilmoq; feel bad o'zini yomon his qilmoq;

still [stIl] *adv* hanuz, haligacha; to be going

tohozirlanmoq

III. Quyidagi so'zlarni o'qing va tarjima qiling. Ularni eslab qoling:

to return - to leave, strength - weakness, late - early, true -false,

excited - still, former - present

IV. Quyidagi fe'llarning Present Participle shaklini yozing va tarjima qiling:

to perform, to get, to treat, to enter, to die, to study

Text F. The Oath of Future Doctors

K.: Hallo! Where are you going from, Bahrom?

B.: Hallo, Karim! I am returning home from the Institute.

K.: Why so late?

B.: I was at the meeting.

K.: What meeting?

B.: The meeting was held to mark the graduation from the Institute of our sixth-year students.

K.: And how did you happen to be there?

B.: I was invited (meni taklif qilishdi) to attend the meeting.

K.: Tell me, please, was there anything interesting at the meeting?

B.: First of all I must say that it was a very solemn (tantanali) ceremony. Our former sixth-year students, now young specialists, looked very happy and excited.

K.: Who made a speech?

B.: The rector did. While he was making his speech everybody was listening to him with great attention. You know, our rector is a brilliant speaker. I shall always remember the words of the professional oath which the young specialists were repeating after the rector.

K.: What is the essence (mohiyati, ma'nosi) of this oath?

B.: The young specialists promised (va'da berdilar) to give all their strength, knowledge and abilities to people who need their help. They promised to devote all their life to the protection of people's health, to the fight against diseases, not to do any harm to their patients. They promised to be true to their profession.

K.: Really, it is a great oath.

B.: Then one of the former sixth-year students handed over our Institute banner (bayroq) to a first-year student. When he was doing that I felt great excitement. Now I understand still better all the responsibility which I am going to take after my graduation, that great responsibility which my future work of a

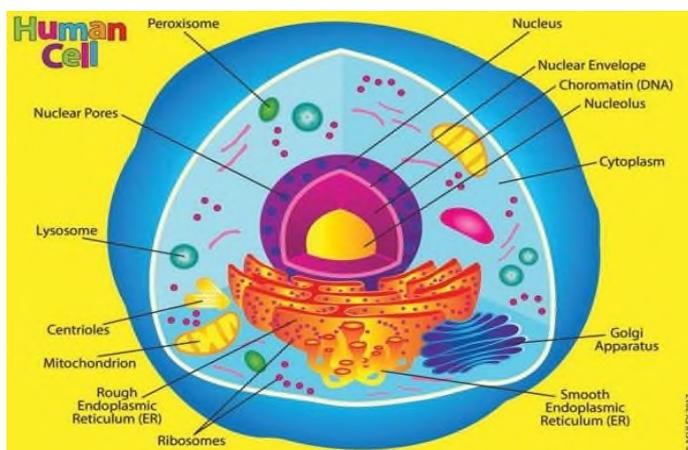
doctor will require.

VII. Read and translate the text

CELL

The cell (from Latin cell, meaning “small room”) is the basic structural, functional, and biological unit of all known organisms. A cell is the smallest unit of life. Cells are often called the “building blocks of life”. The study of cells is called cell biology, cellular biology, or cytology. Cells consist of cytoplasm enclosed within a membrane, which contains many biomolecules such as proteins and nucleic acids. Most plant and animal cells are only visible under a microscope, with dimensions between 1 and 100 micrometres. Organisms can be classified as unicellular (consisting of a single cell such as bacteria) or multicellular (including plants and animals.) Most unicellular organisms are classed as microorganisms.

The number of cells in plants and animals varies from species, it has been estimated that humans contain somewhere around 40 trillion cells. The human brain accounts for around 80 billion of these cells. Cells were discovered by Robert Hooke in 1665, who named them for their resemblance to cells inhabited by Christian monks in a monastery. Cell theory first developed in 1839 by Matthias Jacob Schleiden and Theodor Schwann, states that all organisms are composed of one or more cells, that cells are the fundamental unit of structure and function in all living organisms, and that all cells come from preexisting cells. Human cells contain the following major parts, listed in alphabetical order:



Cytoplasm

Within cells, the cytoplasm is made up of a jelly-like fluid (called the cytosol) and other structures that surround the nucleus.

Cytoskeleton

The Cytoskeleton is a network of long fibers that make up the cell's structural framework. The cytoskeleton has several critical functions, including determining cell shape, participating in cell divisions, and allowing cells to move. It also provides a track-like system that directs the movement of organelles and other substances within cells.

Endoplasmic reticulum

The organelle helps process molecules created by the cell. The endoplasmic reticulum also transports these molecules to their specific destinations either inside or outside the cell.

Golgi apparatus

The Golgi apparatus packages molecules processed by the endoplasmic reticulum to be transported out of the cell.

Lysosomes and peroxisomes

These organelles are the recycling center of the cell. They digest foreign bacteria that invade the cell, rid the cell of toxic substances, and recycle worn-out cell components.

Mitochondria

Mitochondria are complex organelles that convert energy from food into a form that the cell can use. They have their own genetic material, separate from the DNA in the nucleus, and can make copies of themselves.

Nucleus

The nucleus serves as the cell's command center, sending directions to the cell to grow, mature, divide, or die. It also houses DNA, the cell's hereditary material. The nucleus is surrounded by a membrane called the nuclear envelope, which protects the DNA and separates the nucleus from the rest of the cell.

Plasma membrane

The Plasma membrane is the outer lining of the cell. It separates the cell from its environment and allows materials to enter and leave the cell.

Ribosomes

Ribosomes are organelles that process the cell's genetic instructions to create proteins. These organelles can float freely in the cytoplasm or be connected to the endoplasmic reticulum.

Functions of the cell parts

Cell Part	Function
Nucleus	The control centre of the cell. Contains genetic informations.
Cytoplasm	Watery, jelly-like liquid that fills the cell. It is where the chemical reactions take place.
Cell Membrane	Controls what enters and leaves the cell.
Cell Wall	Provides support to the cell, helping it to keep its shape. It is made from cellulose.
Chloroplasts	Absorb the sunlight energy for use in photosynthesis. They contain the green pigment, chlorophyll.
Vacuole	Stores cell sap, a solution of sugar and salts.

1. Cell – hujayra – клетка – [sel]
2. Membrane – qobiq – мембрана – [membran]
3. Human – insoniyat – человечество – [human]
4. Cytoplasm – sitol plazma – цитоплазма – [sito:plasm]
5. Nucleus – yadro – ядра – [nje:kliēs]
6. Surround – o`ramoq – обматать – [se'raund]

7. Structures – tuzilish – структура – [strak:che]
8. Substance – modda – вещества – [substance]
9. Include – ichiga olmoq – включает себя – [inklu:id]
- 10.Division – bo`linish – разделение – [di:vision]
- 11.System – sitema – система – [sistem]
- 12.Organism – organism – организм – [or'ganisms]
- 13.Apparatus – apparat – аппарат – [aparatus]

Let's talk about CHINA



1



2

Conversation cards

What do you know about China?
Work in a group and make a list of facts.

What do you know about the history of China?
Discuss in group and give a brief overview.

China is the most populous nation on Earth.
Guess how many Chinese there are.

Have you (or anyone of your family or friends) ever been to China? Why or why not? If so, talk about your trip.

What are the biggest cities in China? Brainstorm in group. Check your ideas online and report to the class.

China has a one-child policy. Do you think this is an effective way to curb population growth? Do you think it's acceptable?

Which popular Chinese tourist destinations can you name? Brainstorm.

How far is your country from China?
How would you get there and how long would it take?

Have you ever been to a Chinese restaurant?
What's your favourite Chinese food?

Do you have any items that were made in China?
What kind of goods does China produce?

What aspects of Chinese culture are there in your country?
(Culture: arts, behaviour, beliefs, education, food, music, values etc.)

Who is the current head of state in China?
Can you name any other famous leaders from the past?

Do you think the world might start using Chinese as an international language? Explain your point of view.

Many think China will become the next economic (and military?) superpower. Do you agree? Discuss.

China is the 4th largest country in the world, yet it has only one time zone. What might be the advantages and disadvantages?

Barack Obama visited China in November 2009. What do you think about the relationship between China and the US?

"What you do not want done to yourself, do not do to others."
(Confucius, famous philosopher, 551-479 BC). Explain.

How many 'Chinas' are there?
What is the 'One-China policy'?



3



4



5

Match locations and photos

Forbidden City, Beijing	
Grand Buddha, Leshan	
Great Wall of China (Beijing)	
Himalayas, Tibet	
Lijiang Ancient Town, Yunnan	
Rock formation in Guilin	
Shanghai Metropolis	
Skyline of Hong Kong	
Taklaman Desert, Xinjiang	
Terracotta Warriors, Xi'an	
Three Gorges Dam, Hubei	
Tropical Xishuangbanna	



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THEME 15

Subject: *English*

Grammar: *Continuous Active zamon guruhi. Present, Past and Future Continuous Tenses.*

Topic: *Oxford Colleges, Tissue*

Speaking Part: *Let's talk about Fashion.*

The Present Continuous Tense (Hozirgi Zamon Davom Fe'li)

Yasalish formulasi: *am, is, are* yordamchi fe'llaridan biri hamda har qanday fe'lga+*ing* qo'shimcha qo'shiladi:

Birlik

I.I *am* reading (men o'qiyapman)

II.You *are* reading

III.He, she, (it) *is* reading

Ko'plik

I.We *are* reading

II.You *are* reading

III.They *are* reading

H.z.d.f. ni so'roq shaklini yasash uchun *am, is, are* yordamchi fe'llaridan biri egadan oldinga chiqadi.

e.g.He is reading a text now.

e.g.Is he reading a text now?- Yes, he is/ No, he is not

Bu zamonning inkor gapini yasash uchun *am (is, are)* yordamchi fe'ldan keyin *not* inkor yuklama qo'yiladi.

e.g.I am not reading a text now.

H.z.d.f aynan hozirgi vaqtda sodir bo'layotgan ish-harakatlarni ifodalashda ishlatiladi:

e.g.We are watching a new film now.

H.z.d.f. hozirgi zamonda aniq vaqt davri mobaynida sodir bo'layotgan ish-harakatlarni ifodalashda keladi:

e.g.This team is playing very well this year.

e.g. I am studying at college now.

H.z.d.f. salbiy xususiyatga ega bo'lgan his-hayajonli ish-harakatlarni ifodalashda ham keladi:

e.g. He is always losing his keys!

e.g. You are constantly talking about your problems!

H.z.d.f. yaqin kelajakda oldindan rejalashtirilgan ish-harakatlarni ifodalashda kela oladi. Bunda asosan harakat ma'nosini beruvchi fe'llar keladi: **move, come, go, leave, arrive, return, start.**

e.g. We **are moving** tomorrow.

e.g. My friend **is arriving** next week.

H.z.d.f. da **aqliy-ish** faoliyatni va **his-tuyg'uni** ifodalaydigan fe'llarga **-ing** qo'shimcha qo'shilmaydi hamda yordamchi fe'l ham kelmaydi. Bu kabi fe'llarga quyidagilar kiradi: **see, hear, believe, know, understand, like, realize, own, possess, belong, prefer, mean, hate, want, feel, wish, desire, seem, appear, contain**

e.g. I understand this rule now. **(TO'G'RI)**

e.g. I ~~am~~ ~~understanding~~ this rule now. **(NOTO'G'RI)**

e.g. I like this fruit.

Bu zamonda keladigan asosiy signal so'zlar: *now*(hozir), *right now*(shu zahotiyoq), *at the moment*(shu momentda), *always*(hamisha), *constantly*(muntazam), *still*(haligacha, bu signal so'z yordamchi fe'l bilan asosiy fe'l o'rtasida keladi)=bular asosan gap oxirida keladi.

e.g. We are translating new articles at the moment.

e.g. I am still working in the garden.

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

Yasalish formulasi **WAS (WERE) + fe'l (+ing)**

Birlik

Ko'plik

I **was reading** (men o'qiyotgan edim)

We **were reading**

You **were reading**

You **were reading**

He (she, it) **was reading**

They **were reading**

O'.z.d.f. ning so'roq shaklini yasash uchun **was** yoki **were** yordamchi fe'lini egadan oldinga chiqarish bilan yasaladi.

E.g. She was reading a book at 6 o'clock yesterday.

E.g. Was she reading a book at 6 o'clock yesterday?

-Yes, she was? No, she was not (wasn't)

Inkor shaklini yasash uchun **was** yoki **were** yordamchi fe'lidan keyin **not** inkor yuklamasi qo'yiladi.

E.g. I was not (wasn't) reading a book.

O'.z.d.f. biror kishi aniq vaqt ichida biror ish-harakatni bajarishining o'rtasida ekanligini ifodalashda kela oladi. Bu ish-harakat yoki vaziyat bu vaqtdan oldin allaqachon boshlanganligini ammo tugamaganligini ifodalashda keladi.

E.g. This time last year I was living in Brazil. (O'tgan yili mana shu vaqtda Braziliyada yashayotgandim)

E.g. I was doing my lessons at 10 o'clock last night.

O'.z.d.f. o'tgan zamonda aniq vaqtda sodir bo'lgan ish-harakatni bildiradi.

E.g. She was having tea at 5 o'clock yesterday.

E.g. You were still sleeping when I left.

O'.z.d.f. ish-harakatni tugagan yoki tugamaganligini ifodalay olmaydi. Ehtimol bu ish-harakat tugagan yoki yo'q. Ish-harakatning "o'rtasi" beriladi.

E.g. Anvar was cooking the dinner. (Anvar ujin pishirayotgan edi)

Biror ish-harakatning o'rtasida boshqa bir ish-harakatning sodir bo'lishini ifodalashda o'.z.d.f. bilan birgalikda o'.z.n.f. tez-tez uchrab turadi.

e.g. Alisher burnt his hand when he was cooking the dinner. (Alisher ujin pishirayotganida qo'lini kuydirib oldi)

e.g. My father never talked while he was driving.

e.g. **While** I was cooking supper, Nodir was having a shower.

Salbiy xususiyatga ega bo'lgan his-hayajonli ish-harakatlarni ifodalaydigan gaplarda ham kelib turadi.

e.g. He was constantly talking about football.

e.g.They were always telling me about their problems.

e.g.The boys were fighting all the time!

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

Yasalishi **SHALL BE (WILL BE) + FE'L (ing)**

Birlik

Ko'plik

I **shall be reading** (men o'qiyotgan bo'laman)

We **shall be reading**

You **will be reading**

You **will be reading**

He (she, it) **will be reading**

They **will be reading**

Qisqarish shakli: *I shall be reading= I'll be reading*

So'roq shaklini yasash uchun **shall** yoki **will** yordamchi fe'llaridan biri egadan oldinga chiqadi.

e.g.She will be reading a book at 5 o'clock tomorrow morning. (u ertalab soat 5 da kitobni o'qiyotgan bo'ladi.)

Inkor shaklini yasash uchun **shall** yoki **will** yordamchi fe'lidan keyin **not** inkor yuklama qo'yiladi.

e.g.I shall not (shan't) be reading

e.g. They will not (won't) be reading

- K.z.d.f. kelasi zamonda aniq vaqt jarayonidagi ish-harakatlarni ifodalashda keladi.

e.g. At this time next week I shall be (will be) flying to London.

e.g.In an hour we shall be (will be) celebrating Nodir's birthday.

- K.z.d.f. kelasi zamonda ish-harakatlarni aniq vaqtda sodir bo'lishini ifodalashda kela oladi (ko'pincha soat vaqtlari bilan)

e.g.I shall be translating a new text at 7 o'clock tomorrow evening.

- Gapiruvchining kelasi zamondagi ish-harakatlarni bashorat qilish orqali ifodalashda ham k.z.d.f. kela oladi.

e.g.I must go now or my mother will be worrying about me.

e.g.She is sure he will be telling her about love again.

- K.z.d.f. kelasi zamonda aniq bir vaqt ichida biror ish-harakatning o'rtasida bajariladigan ish-harakatlarni ham bera oladi.

e.g. You will recognize her when you see her. She will be wearing a long yellow Spanish hat.

(Siz uni ko'rsangiz taniy olasiz. U uzun sariq ispancha shlayapa kiyib olgan bo'ladi.)

- K.z.d.f. allaqachon rejalashtirilgan yoki qaror qilingan ish-harakatlar haqida gapirishda ham kela oladi.

e.g. I will be going to the city center later. Can I get you anything?

- Bu o'rinda k.z.d.f. xuddi to be going to to'g'ri keladi.

e.g. I am going to the city center later.

- K.z.d.f. ko'pincha kishilarning rejalari haqida so'raganimizda ya'ni asosan "biror narsani hohlab qolsak yoki biror kishini biror ish-harakatni bajarishini hohlab qolsak" kabilarni ifodalashda ham kela oladi.

E.g. Will you be using your bicycle this evening? – No, you can take it.

(Bu kechqurun velosipedingizdan foydalanasizmi?) – Yo'q uni olishingiz mumkin.

e.g. Will you be passing the post-office when you go out? – Yes, why?

(Tashqariga chiqsangiz pochtaxonani yonidan o'tasizmi?) – Ha, nimaydi?

- Bu zamonda k.z.n.f. da keladigan signal so'zlar bir qatorda *all day long* (kun bo'yi), *all day tomorrow* (ertaga kun bo'yi), *all the time* (butun vaqt), *the whole evening* (kechquruni bilan), *from five till six* (soat beshdan to oltigacha)

e.g. I shall be preparing for my exams all day tomorrow.

CLASS ASSIGNMENTS

Exercise 1. Fill in the blanks with Present Continuous or Simple Present:

1. The children(play) outside now.
2. She usually(read) the newspaper in the morning.
3. I(do) my homework now.
4. I(eat) my dinner now.
5.(you / want) a pizza?
6. They(watch) TV now.
7. I(not / like) spaghetti.

8. The baby(sleep) now.
9. My mother usually(cook) dinner in the evening.
- 10.He(write) a letter to his pen-friend every month.
11. She(not / like) football.
- 12.Mary(listen) to music now.
- 13.Tom usually(drink) coffee, but he(drink) tea now.
14. We(go) to the disco tonight.
15.(he / go) to work by bus everyday.

Exercise 2. Use Past Continuous Tense.

1. (at 8 o'clock yesterday evening) I was having dinner.
2. 2. (at 5 o'clock last Monday)
3. (at 10.15 yesterday morning)
4. (at 4.30 this morning)
5. (at 7.45 yesterday evening)
6. (half an hour ago)

Exercise 3. Use your own ideas to complete the sentences. Use the Future Continuous Tense.

1. Matt phones you while you lunch. (have)
2. When I go home my mother (cook)
3. She when you phone her. (read)
4. Tomorrow at 5 o'clock I (translate)
5. Next year on this time I..... . (to have a rest)

Exercise 4. Read and translate the texts.

Tissue in the human body

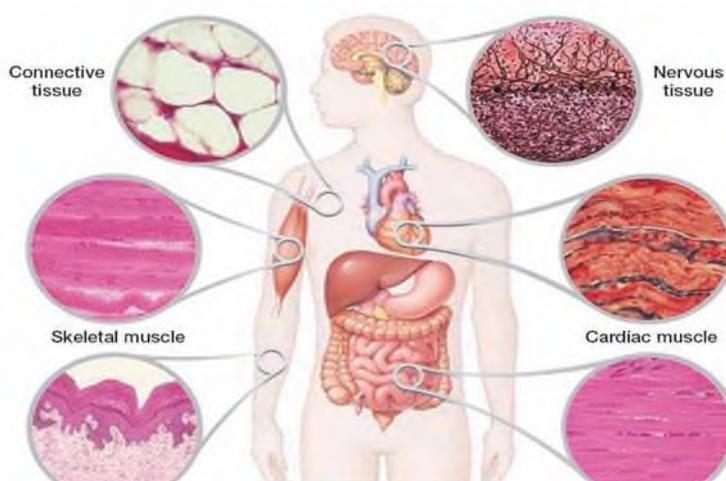
Tissue is a cellular organizational level intermediate between cells and a complete organism. A tissue is an ensemble of similar cells and from the same origin, that together carry out a specific function. These are called tissues because of

their identical functioning. Organs are then formed by the functional grouping together of multiple tissues.

The study of tissue is known as histology or, in connection with disease, histopathology. The classical tools for studying tissues are the paraffin block in which tissue is embedded and then sectioned, the histological stain, and the optical microscope. In the last couple of decades, developments in electron microscopy, immunofluorescence, and the use of frozen tissue sections have enhanced the detail that can be observed in tissues. With these tools, the classical appearances of tissues can be examined in health and disease, enabling considerable refinement of clinical diagnosis and prognosis.

Cross section of sclerenchyma fibers in plant ground tissue

Human Body Tissues



Tissue in the human body:

Text G. An Interesting Meeting

Twice a month we hold different group meetings at which we discuss many problems of our life.

But this time it was not an ordinary meeting. We were going to meet one of the former students of our Institute. He is a professor and a very talented surgeon.

Everybody considers that he is a qualified specialist in the field of heart

surgery. He devotes much time to scientific work and is the author of numerous articles on the surgical treatment of some heart diseases.

That's why we were so excited. We were talking about the coming meeting and preparing the questions which we were going to ask Professor Nurmatov.

Soon the door opened and the man whom we were waiting for entered the room. Our excited talk stopped and the meeting began. First of all we greeted (qarshi oldik) Professor Nurmatov and asked him to tell us something about his work.

After graduation from the Institute Professor Nurmatov got his work appointment to a small hospital. His first patient was a ten-year-old girl. The girl needed an operation badly. When he was preparing for the operation he felt great excitement. But when he began to operate he thought only of his responsibility for the girl's life. How happy he was when he understood that saved the girl!

There were many difficulties in his work as he had no experience but his elder colleagues were always ready to help him . He worked hard for several years. Sometimes he did not achieve successful results but he considered that his work of a surgeon was the only true work for him.

At the end of the meeting we thanked Professor Nurmatov heartily. The meeting was so interesting that no one wanted to leave the hall.



Let's talk about FASHION



Conversation cards

Where do you usually buy your clothes?
Why do you buy them there?
Are you price-conscious?

Do you choose your own clothes?
If not, who helps you choose?

How much money do you spend on clothes? Have you ever worn *hand-me-downs*? (= usually clothes from older brothers or sisters)

Do you ever buy designer clothes?
How important is image to you?

What kind of clothes are in fashion now?
Do you think it is important to wear fashionable clothes?

Have you ever bought second-hand clothes?
Why or why not?
What are the pros and cons?

What do you think of wearing high heels?
Do you or would you wear them?
Why or why not?

How much time do you spend getting ready to go to school/work/a party with friends?

What's the most expensive piece of clothing you have ever bought?

Is there a dress code at school or at work? Talk about it.
What about when going to parties or clubs?

Do you wear the same clothes that you wore ten years ago?
How long do you usually wear clothes?

Do you ever read fashion magazines?
If so, what's your favourite?

What kind of clothing do you find *provocative*? (= inciting sexual desire) What do you think of showing skin?

In what way does your grandmother or grandfather dress differently from you?

Do you have any tattoos or piercings?
What do you think of them?

Would you ever wear *dreadlocks*? What do you think of people wearing them?

What do you think of men who wear make-up?
When is a person wearing too much make-up?

What is the traditional dress where you live?
Is it comfortable?
Do you ever wear it?

Match

anklet	
bandana	
barrette	
belt	
bracelet	
brooch	
cuff links	
earrings	
necklace	
shawl	
tie clip	
wristband	



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Quotes

Clothes make the man. (proverb)

"Every generation laughs at the old fashions but religiously follows the new."

"Fashion is a form of ugliness so intolerable that we have to alter it every six months."

"Fashions fade, style is eternal."

"A fashionable woman is always in love - with herself."

Explain in plain English.
Do you agree? Discuss.

THEME 16

THE BONES AND THE MUSCLES

Phonetics: O 'qish qoidalari: *igh, ild, ind* harf birikmalari; *s, s, t* harflari *ia, ie, io* unlilaridan oldin.

Word building: So 'z yasalishi: *-age* suffiksi; *un-, in-, il-, ir-* prefikslari.

Grammar: *Past Participle* ning hosil bo 'lishi;

Topic: *The Oath of the Doctor of Uzbekistan*

Speaking Part: *Let's talk about food*

Participle -Sifatdosh II

Sifatdosh II ning bitta formasi mavjud. Ya'ni to'g'ri fe'llarga **-ed** qo'shimcha qo'shiladi, noto'g'ri fe'llarning *Sifatdosh II (Past Participle)* shakllari olinadi: **written, played, asked, done, ...** Bu kabi **sifatdosh II** fe'l formalari ish – harakatni shaxsli fe'l formasidagi kesim bilan bir xil vaqtda yoki oldin bajarilganligini ko'rsata oladi:

e.g. This is the *letter* **written** by you yesterday.

Tarjimasi: Bu kecha siz tomoningizdan **yozilgan** xat hisoblanadi. (oldingi bajarilgan ish-harakat)

e.g. Put down some *words* **written** with a final y in English. Tarjimasi: Ingliz tilida oxiri y harfi bilan tugallanib yoziladigan bir qancha so'zlarni yozing. (bir xil vaqtda bajarilgan)

O'timli fe'llarning **Sifatdosh II** shakllari hamisha majhul ma'noni beradi:

e.g. The **broken** cup is on the table. (**Singan** chashka stol ustida turibdi)

Sifatdosh II ning gaplardagi vazifalari:

Aniqlovchi vazifasida:

e.g. Look at that **drawn** picture. / Look at the picture **drawn**.

Ot-kesim vazifasida:

e.g. He felt **disappointed**.

e.g. She was expensively **dressed**.

Payt holi vazifasida;

e.g. When **asked** he always helped me.

Sabab holi vazifasida:

e.g. **Occupied** by his thoughts he didn't hear my question.

Shart holi vazifasida:

e.g. If **asked** he always helped me.

To 'siqsiz hol vazifasida:

e.g. Though **occupied** by his thoughts, he willingly answered my question.

O'xshatish vazifasida:

e.g. He looked at me, as if **bewildered** by my question.

Ega (otlashgan sifat) vazifasida:

e.g. The **wounded** were taken good care of.

Bu ibora quyidagi holatlarda kela oladi:

Aqliy ish-faoliyatni bildiradigan fe'llardan keyin: **to see, to watch, to hear, va hokazo.**

2. Past Participle (ўтган замон сифатдоши) аниқ нисбатдаги ва мажхул нисбатдаги (ўтимсиз феъллар) феъллар учун феъл охирига –ed қўшимчаси қўшилади.

to ask – asked (сўралган)

to translate – translated (таржима қилинган)

Past participle нотўғри феъллар учун турли йўллар билан ясалади.

to write –written (ёзилган)

to take – taken (олинган)

3. Perfect Participle Active (аниқ нисбатдаги тугалланган сифатдош) формаси having + Сифатдош II формуласи асосида ясалади:

having, written, having done, having bought ...

4. Present Participle Passive (мажхул нисбатдаги ҳозирги замон сифатдоши) формаси being + Сифатдош II формуласи асосида ясалади:

being written (ёзаётиб), being asked (сўраётиб).

5. Perfect Participle Passive (мажхул нисбатдаги тугалланган сифатдош) формаси having been +Сифатдош II формуласи асосида ясалади:

having been written (ёзиб бўлиб туриб), having been asked (сўраб бўлиб туриб)...

Сифатдошнинг инкор шаклини яшаш учун сифатдош олдидан not сўзи кўйилади:

Not having asked (сўрамай туриб)...

Объект келишикли ҳозирги замон сифатдошли ибора

CLASS ASSIGNMENTS

III. Qavsda berilgan modal fe'llardan keragini tanlang:

1. We are first-year students. We ... perform operations. (cannot, may) 2. Medical students ... know Anatomy well. (may, must) 3. I am waiting for my brother. He ... come any minute. (may, can)

IV. Ajratilgan so'zlarga savol qo'ying:

1. He left the hospital in good health. 2. The doctor will have the possibility to examine this patient tomorrow. 3. The little girl was lying in bed, because she had a high temperature. 4. The day before yesterday we held our group meeting.

V. 1. **Teksr Ani o'qing va lug'at yordamida tarjima qiling.** 2. Shifokor qasamyodining mazmunini aytib bering. 3. Quyidagi so'z birikmalarining inglizcha ekvivalentlarini ko'chirib yozing:

shifokor ulug' nomi, tantanali qasamyod qilmoq, chin dildan mehnat qilmoq[^] tibbiy yordam ko'rsatmoq, tibbiy bilimlarni va kasbiy malakani mukammallashtirmoq, maslahat berishdan hech qachon bosh tortmaslik; bu qasamyodga sodiq bo'lmoq

Text A. The Oath of the Doctor of Uzbekistan

Receiving the lofty title of the doctor and beginning the medical practice, I solemnly take the oath.

To devote all my knowledge and strength to the protection and improvement of

the people's health, to the treatment and prevention of diseases, to work honestly wherever the interests of the society require;

To be always ready to give medical assistance, to deal with the patient attentively and carefully, to keep the medical secrecy;

To perfect the medical knowledge and professional skill, to promote the development of medical science and practice by honest labour;

To consult the colleagues wherever the interests of the patient may require and never to refuse an advice or assistance to anybody;

I swear to be true to this oath during the whole life.

VI. Quyidagi so'zlarni o'qing va eslab qoling.

Ularni tarjima qiling: candidate ['k\$ndIdIt], basis ['beIsIs], function [fAnkJn], physiology

[fizI'Dlc^I], pharmacology [/a:m c'kolc^ I], pathologic(al) [^ p^ c'ID ^ Ikcl],

procedure [prc'si:^ c], psychology [saI'kDlc^I]

VII. Tekst B ni o'qing:

Text B. Medical Education in the United States

In the USA the young man who has the secondary education must pass through seven or eight years of hard study before he begins his work as a doctor.

First he has three or four years of premedical training at a university. Here he learns the main sciences. Only those students who show good results in their premedical training can become candidates for higher medical education. Those who do not continue their education can work as nurses.

The higher medical education is difficult. The students must study four years in the medical faculty of the university. During the first two years the student masters laboratory sciences. To learn the structure of the human body the student studies Anatomy. The student must get deep knowledge of biological chemistry because it is the basis for clinical laboratory diagnosis and therapy.

The student learns the functions of the body theoretically from books and by laboratory experiments in classes of Physiology.

In the USA the curriculum of medical faculties, has such a subject as

Psychology which teaches the student to deal with patients and understand human behaviour (axloqi).

The student learns all other theoretical subjects such as Pharmacology and Pathologic Physiology before he begins to treat a patient.

In his third and fourth years the student gets instruction and practical experience in the treatment and care of the patient. During these years the student has the possibility to work at the hospital and learn much of main medical procedures and different diseases to be well prepared for his work.

Notes

1. the secondary education — o 'rta ma'lumot;
2. to learn —o 'rganish uchun;
3. curriculum [ka'rikjulam] — o 'quv rejasi, program ma (institut, universitetda);
4. to deal with patients —bemorlar bilan muomalada bo'lmoq.

HOME ASSIGNMENTS

VIII. Answer the following questions:

What do we call:

1. a person who takes care of patients?
2. a doctor who operates on patients?
3. a doctor who treats patients with different medicines and remedies?
4. a person who discovers something new in the field of science?
5. a house where the students live?
6. a grown-up person?
7. the organ which pumps (haydaydi) blood (qon) through the arteries and veins?
8. a fixed period of time during which the students study?
9. the completion of the course of studies at the Institute?

IX. Turn the following sentences into negative:

1. My friend left the town for his summer holidays.
2. They are resting now.
3. I return to the hostel at 2.00p.m.
4. He feels tired after his classes.

X. Put special questions to the following using the given interrogative words:

1. My fellow-student got a good mark in English. (what - qaysi)
2. Modern methods of treatment help the doctors to treat people successfully. (how)
3. The surgeon was working at the clinic from 9.00 a.m. till 2.00p.m. (where)
4. My sister looks ill. (who)
5. He is tired because he works hard. (why)



Let's talk about **FOOD**



Conversation cards

- What's your favourite food? How often do you eat it?
- What's your favourite restaurant? Why?
- How often do you eat in a restaurant?
- Describe an everyday meal from your country and tell how to prepare it.
- Which country do you think has the best food?
- What food do you refuse to eat? Why?
- Can you give some examples of fast food (also: junk food)?
- How often do you eat fast food?
- What are the most popular dishes in your country?
- What do people usually eat on a special holiday (like New Year)?
- Have you ever eaten Japanese food? Did you like it?
- When did you last go to a nice restaurant? What did you order?
- If you visited a country where people ate snake or dog, would you try it?
- Have you ever eaten insects or snails? Would you like to try them?
- Can you cook? What is the last dish you cooked?
- What's the strangest food you have ever eaten?
- Who usually does the cooking in your family?
- Is there a pet in your family? What does it eat?

Tick the food you have tried

baked potato	<input type="checkbox"/>	frog's legs	<input type="checkbox"/>	pancake	<input type="checkbox"/>
cake	<input type="checkbox"/>	fruit salad	<input type="checkbox"/>	pizza	<input type="checkbox"/>
ceviche	<input type="checkbox"/>	hamburger	<input type="checkbox"/>	rabbit	<input type="checkbox"/>
dog	<input type="checkbox"/>	horse	<input type="checkbox"/>	sausage	<input type="checkbox"/>
duck	<input type="checkbox"/>	lasagna	<input type="checkbox"/>	seafood	<input type="checkbox"/>
escargots	<input type="checkbox"/>	mashed potatoes	<input type="checkbox"/>	snake	<input type="checkbox"/>
fish & chips	<input type="checkbox"/>	monkey	<input type="checkbox"/>	spaghetti	<input type="checkbox"/>
fondue	<input type="checkbox"/>	noodle soup	<input type="checkbox"/>	steak	<input type="checkbox"/>
fried insects	<input type="checkbox"/>	ostrich	<input type="checkbox"/>	sushi	<input type="checkbox"/>
fried rice	<input type="checkbox"/>	paella	<input type="checkbox"/>	tortilla	<input type="checkbox"/>



THEME 17

Phonetics: *O 'qish qoidalari: igh, ild, ind harf birikmalari; s, s, t harflari ia, ie, io unlilaridan oldin.*

Grammar: *Indefinite Passive zamon guruhi.* Verbs: **Say or Tell?**

Word Order (So‘z yasalishi): *So ‘z yasalishi: -age suffiksi; un-, in-, il-, ir-prefikslari.*

Topic:

Speaking Part: *Let’s talk about Fears*

Say or Tell?

Say and **tell** have similar meanings. They both mean to communicate verbally with someone. But we often use them differently.

The simple way to think of say and tell is:

- You **say something**
- You **tell someone something**

You say something	You tell someone something
Ram said that he was tired.	Ram told Jane that he was tired.
Anthony says you have a new job.	Anthony tells me you have a new job.
Tara said: "I love you."	Tara told John that she loved him.

Phrases

Here are a few fixed phrases with tell. We cannot use say with these phrases:

- tell (someone) a story
- tell (someone) a lie

- tell (someone) the truth
- tell the future (= to know what the future will bring)
- tell the time (= know how to read a clock)

Right and wrong

Read these examples of correct and incorrect usage:

We cannot...	These are NOT possible...	These are possible...
say someone to do something	Tara said Jo to go away.	Tara told Jo to go away.
say someone something	Panita said me that she was hungry.	Panita told me that she was hungry.
tell something	He told that he likes coffee.	He said that he likes coffee.
tell to someone	Tookta told to me that she was coming.	Tookta told me that she was coming.
		Tookta said to me that she was coming.
say a lie	Siriluck always says lies.	Siriluck always tells lies.
tell somebody "direct speech" (except instructions and information)	Ram told Nok: "Let's turn on the TV."	Ram said to Nok: "Let's turn on the TV."
		(Ram told Nok, "Turn on the TV.")
		(Ram told Nok: "I was born in 1985.")

say or tell a reported question	She said if I wanted to come.	She asked if I wanted to come.
	Tookta told what I wanted to do.	Took asked what I wanted to do.

CLASS ASSIGNMENTS

I. O ‘qing:

1. night, light, slight, fight, thigh, high, bright, might, sight, child, mild, kind, mind, find, blind;

2. social, sufficient, initial, patient, Russian, artificial, potential, official special, professional.

II. O ‘qing va tarjimaqiling:

1. village, cartilage, haemorrhage, bandage, language, usage, damage;

2. impossible, indefinite, irregular, undone, unhappy, illegal, unwritten, ineffective.

III. Quyidagi notog’ri fe’llarning 3 shakldagisiini toping va ko’chiring.

leave, be, begin, come, do, give, go, get, have, hear, know, make, meet, read, see, take, teach, tell, think, write, become, lose, feel, lie, hold, mean

IV. Quyidagi gaplarni tarjima qiling (yozma):

1. Bizga kitoblar berishadi. 2. Menga tez-tez ko’p savollar berishadi. 3. Operatsiyalar jarrohtomonidan bajariladi. 4. Darsliklari talabalar uchun yoziladi. 5. Bizni tez-tez kutubxonada ko’rishadi.



Let's talk about FEARS



Conversation cards

What are you afraid of?	What's your biggest fear in life? Are you afraid that it might come true?	Are you afraid of going to the dentist or the doctor? Why or why not?
What were you afraid of when you were a child?	Do you ever have nightmares (bad dreams)? What are they about?	Are you afraid of ghosts or monsters? Why or why not?
What animals do you think are scary? Why?	How do you react when you see something frightening?	What's the most frightening experience you've ever had?
What can you do to overcome your fears?	Do you like horror movies? Do you think young children should be allowed to watch horror movies?	Were you afraid of the dark as a child?
Some people are terrified of speaking in public. Are you?	Have you ever seen a TV show where people face their fears for money? (e.g. Fear Factor) Would you do this?	Are you afraid of getting old? Why or why not?
Are you afraid of dying? Explain why or why not.	What kind of things make you nervous?	Are you afraid of being ill? What diseases are you most afraid of?



Match

acrophobia	a	fear of being trapped in a small space
aerophobia	b	fear of flying
agoraphobia	c	fear of heights
arachnophobia	d	fear of open spaces and public places
claustrophobia	e	fear of spiders
hydrophobia	f	fear of strangers or foreigners
xenophobia	g	fear of water

Proverbs & quotes

'Fear makes the wolf bigger than he is.'

'A good scare is worth more to a man than good advice.'

'Why are we scared to die? Do any of us remember being scared when we were born?'

Discuss. Do you agree?



THEME 18

Theme 4. Grammar: *Indefinite Passive zamon guruhi.*

Topic: *The Skeleton*

Speaking Part: *Let's talk about English*

The Passive Voice (Majhul nisbat)

Ingliz tilida ikki xil nisbat mavjud. *Aniq va Majhul nisbat.*

Aniq nisbat deb gapning egasi ish-harakatning bajaruvchisi bo'lsa, u holda o'sha gap aniq nisbatdagi gap hisoblanadi. Biz to shu kungacha o'tgan barcha zamonlarimiz aniq nisbatda keldi.

e.g. Men inglizcha tekstni tarjima qildim. (**aniq nisbat**)

e.g. I have translated an English text. (**active voice**)

Yuqoridagi gapdan ma'lum bo'lib turibdiki gapning egasi (Men **I**) ish-harakatning bajaruvchisi bo'lib kelmoqda.

Agarda gapning egasi ish-harakatning qabul qilivchisi bo'lsa u holda o'sha gap majhul nisbatdagi gap hisoblanadi. O'zbek tilida majhul nisbatni yasash uchun fe'l oxiriga **-il, -in, -l** qo'shimchalaridan biri keladi. Ingliz tilida esa majhul nisbat quyidagi formula asosida yasaladi:

TO BE + SIFATDOSH II

Ega to'ldiruvchi kesim

e.g. Tekst men tomonidan tarjima qilindi.

Ega kesim to'ldiruvchi

e.g. An English text has been translated by me.

Ingliz tilida majhul nisbat **Perfect Continuous** (The Present Perfect Continuous Tense, The Past Perfect Continuous, The Future Perfect Continuous, The Future Perfect Continuous in the Past) hamda **Future Continuous** va **Future Continuous in the Past Tense** zamonlaridan tashqari barcha zamonlar uchun xos.

	Aniq nisbat		Majhul nisbat	
H.Z.N.F		I invite	am, (is, are) + Sif.II	I <u>am</u> invited
H.Z.D.F	am (is, are) + fe'l(ing)	I am inviting	am, (is, are) + being + Sif.II	I <u>am</u> <u>being</u> invited
H.Z.T.F	have (has) +Sif.II	I have invited	have,(has) +been+ Sif.II	I <u>have</u> <u>been</u> invited
O'.Z.N.F		I invited	was (were) + Sif.II	I <u>was</u> invited
O'.Z.D.F	was (were) + fe'l (ing)	I was inviting	was (were) +being+ Sif.II	I <u>was</u> <u>being</u> invited
O'.Z.T.F	had + Sif.II	I had invited	had + been + Sif.II	I <u>had</u> <u>been</u> invited
K.Z.N.F	shall (will) +fe'l (to)siz	I shall invite	shall (will) + +be+Sif.II	I <u>shall</u> <u>be</u> invited
K.Z.T.F	shall (will) +have+Sif.II	I shall have invited	Shall (will) +have+ +been + Sif.II	I <u>shall</u> <u>have</u> <u>been</u> invited
O'.K.Z.N.F	Should (would) +fe'l (to)siz	I should invite	should (would) + +be + Sif.II	I <u>should</u> <u>be</u> invited

CLASS ASSIGNMENTS

I. Quyidagi terminlarni o'qing va yodlang:

cranial ['kreinjal] a kallaga oid;

facial ['feiJal] a yuzga oid;

spinal column ['spamal 'kDlam] umurtqa pog'onasi;

cervical ['s3:vikal] a bo'yinga oid;

thoracic ['0o:rasik] a ko'krakga oid; lumbar

['lAmba] a belga oid;

sacral ['seikral] a dumg'azaga oid;

vertebra ['v3:tibra] *n* umurtqa (*pl* (-ae)
[i:]) coccyx ['kDksiks] *ndum*;
arch [a:f] *n* yoy;
thorax ['0Draks] *n* ko'krak qafasi; basic
[!beisik] *a* asosiy;
cartilage ['ka:tili^] *n* to 'g'ay;
pelvis ['pelvis] *n* chanoq; ligament ['ligamant]
n bog'lam;
substance ['sAbstans] *n* modda, substansiya.

II. Quyidagi so'z va so'z birikmalarini yodlang:

bone [b3un] *p* (*pl* bones) suyak (suyaklar);
skull [skAl] *n* kalla suyagi;
consist (of) [kan'sit (av)] *v* (...dan) iborat bo'lmoq;
part [pa:t] *n* qism; take part in smth. biror narsada qatnashmoq; trunk
[trAnk] *n* tana, gavda;
spine [spain] *n* umurtqa; chest [fest] *n*
ko'krak qafasi; rib [rib] *n* qovurg'a;
breastbone [bres^ 3 un] *n* to 'sh suyagi;
side [said] *n* tomon; in the side bir tomondan; on each side har tomondan;
compose [kam'p3uz] *v* tashkil qilmoq;
be composed of ...dan tashkil topmoq;
connect [ka'nekt] *v* ulamoq, bog'lamoq;
free [fri:] – bo'sh, bepul
neck [nek] *n* bo'yin;
lower extremity [l3n3 iks'tremiti] pastki uch; upper
extremity ['lр3 iks'tremiti] yuqori uch;
thigh [0ai] *n* son, son suyagi;
elbow ['elb3u] *n* tirsak;
shoulder ['J3ulda] *n* yelka, yelka bo'g'ini;
joint [^om t] *n* bo'g'in; a qo'shma, birlashgan.

III. Quyidagi soʻz va soʻz birikmalarini oʻqing va tarjima qiling:

1. arch [a:f]: arches ['a:fiz], the arch of the vertebra, the arch of the aorta;
2. breastbone [brest'bʊn]: the breastbone is a long bone, the breastbone is in the middle of the chest;
3. extremity [iks'tremItI]: the lower extremity, the arm is an upper extremity, the leg is a lower extremity;
4. shoulder ['ʃoldə]: the right shoulder, the left shoulder;
5. joint [ˈɔm t]: to be connected together by the joints, some bones of the skeleton are connected together by the joints, joint experiments.

VI. 1. **Tekst A** ni oʻqing. 2. Present Indefinite Passive dagi gaplarni toping. 3. **Tekstning 3 va 4 - abzatslariga sarlavha qoʻying:**

Text A. The Skeleton

The skeleton is composed of bones. In the adult the skeleton has over 200 bones.

The bones of the skull consist of cranial and facial parts. There are 26 bones in the skull.

The bones of the trunk are the spinal column or the spine and the chest (ribs and the breastbone). The spine consists of the cervical, thoracic, lumbar and sacral vertebrae and the coccyx.

The vertebra is a small bone, which is formed by the body and the arches. All the vertebrae compose the spinal column or the spine. There are 32 or 34 vertebrae in the spine of the adult. In the spinal column there are seven cervical vertebrae, twelve thoracic vertebrae, five lumbar, five sacral vertebrae and from one to five vertebrae which form the coccyx. The cervical part of the spine is formed by seven cervical vertebrae. Twelve thoracic vertebrae have large bodies. The lumbar vertebrae are the largest vertebrae in the spinal column. They have oval bodies.

The chest (thorax) is composed of 12 thoracic vertebrae, the breastbone and 12 pairs (juft) of ribs. The breastbone is a long bone in the middle of the chest. It is composed of three main parts. The basic part of the chest is formed

HOME ASSIGNMENTS

IX. Make these sentences interrogative:

1. The upper extremity is connected with the trunk by the shoulder girdle. 2. The lectures in Physiology are attended by all the students. 3. On each side of the chest the breastbone is connected with seven ribs.

X. Put the verbs in Present Indefinite Passive:

1. Seven cervical vertebrae compose the cervical part of the spine. 2. Cranial and facial bones form the skull. 3. The pelvis connects the lower extremity with the trunk.

XI. Translate into English:

1. Mening do'stim kimyodan anjumanlarga faol qatnashadi. 2. Ko'krak qafasining har tomonida yettitadanqovurg'a bor. 3. Institutdagi mashg'ulotlaringiz nimadan iborat. 4. Pastki tugallanish son, tovon va panja suyaklaridan iborat. 5. Yurak ko'krak qafasining chap tomonida joylashgan. 6. Kalla suyaklari bo'yin umurtqalari bilan bog'lanadi. 7. Kattalarda qo'l-oyoq suyaklari bolalarnikiga nisbatanuzunroq.

XII. 1. Read Text B. Entitle it. 2. Find and translate the sentences in Present Indefinite Passive. 3. Ask each other questions on the text and answer them:

TEXT B.

The main part of the head and face is called the skull. The skull is composed of twenty-six bones. These bones form two basic parts of the skull, that is facial and cranial parts.

The bones of the skull are connected with the first cervical vertebra. The bones of the skull are connected together so firmly [f3 :ml1] (mahkam) that it is very difficult to separate them.

The bones of the skull form one large cavity and some smaller cavities. The large cavity is called the cranial cavity (miya bo'shlig'i). The brain is in the cranial cavity. One of the smaller cavities is the cavity of the nose. The other two cavities are the orbits. The eyeballs are in the orbits.



Let's talk about **ENGLISH**



Conversation cards

Why are you learning English? Give reasons and explain.	What do you find difficult when learning English? Give some examples.	Where in the world is English spoken as a first language?
How often do you speak English? Who do you talk to?	Do you think it is more important to speak fluently or without mistakes? Why?	Do you ever read in English? If so, what do you read? If not, why not?
Who is the best speaker of English in your family? Where did they learn it?	When did you last speak	Have you ever visited an English-speaking country? Talk about it.
How many words are there in English? How many do you need to know? Do research.	What's a good way to increase your vocabulary? Discuss in group.	Native speakers are hard to understand. Do you agree? How to improve listening skills?
What's the best way to improve your English? Discuss in group.	How many native speakers of English are there worldwide? Guess. Then do research.	How many words do you need to communicate effectively in most situations? Guess.
Speaking, listening, reading or writing? Which skill is most important to you? Why?	Which is more important: grammar or vocabulary? Discuss in group.	How many words does the average native speaker know?

English spoken*: y/n?

Australia	
Canada	
England	
India	
Ireland	
Kenya	
Mexico	
New Zealand	
Scotland	
South Africa	
Wales	
Zimbabwe	

*(as an official language)

Useful language

- Could you repeat that, please?
- Could you speak more slowly, please?
- How do you say (...) in English?
- How do you spell that?
- I'm sorry, I don't understand.
- What exactly do you mean?
- Pardon?
- What does (...) mean?

Numbers

- 1,500 - 2,000
- 12,000 - 20,000
- 1,000,000
- 375,000,000

Read the numbers aloud.

Can you guess which questions they answer?

Food for thought

We have really everything in common with America nowadays except, of course, language.

— Oscar Wilde (English writer)



Noto'g'ri fe'llar jadvali

<i>Infinitive(fe'l)</i>	<i>Past Simple(o'tgan zamon noaniq fe'li)</i>	<i>Past Participle (o'tgan zamon sifatdoshi)</i>	<i>Translation (tarjimasi)</i>
abide	abode, abided	abode, abided	Olib chiqmoq
arise	arose	arisen	Ko'tarilmoq
awake	awoke, awaked	awoke, awaked	Uyg'otmoq
be	was/were	been	Bo'lmoq
bear	bore	borne, born	Olib yurmoq
beat	beat	beaten, beat	Urmoq
become	became	become	Bo'lmoq
befall	befell	befallen	Sodir bo'lmoq
beget	begot	begotten	Tug'moq
begin	began	begun	Boshlamoq
behold	beheld	beheld	Qaramoq
bend	bent, bended	bent, bended	Egmoq
bereave	bereft, bereaved	bereft, bereaved	Mahrum qilmoq
beseech	besought	besought	yalinmoq
beset	beset	beset	O'rab olmoq
betake	betook	betaken	Majbur qilmoq
bethink	bethought	bethought	Fikr yurgizmoq
bid	bade, bid	bidden, bid	Narxni taklif qilmoq
bind	bound	bound	Bog'lab qo'ymoq
bite	bit	bitten, bit	Tishlab olmoq
bleed	bled	bled	Qon oqmoq
blend	blended, blent	blended, blent	Aralashtirmoq
bless	blessed, blest	blessed, blest	Fotiha bermoq

blow	blew	blown	Esmoq
break	broke	broken	Sindirmoq
breed	bred	bred	Soni ko'paymoq
bring	brought	brought	Olib kelmoq
broadcast	broadcast, broadcasted	broadcast, broadcasted	Translyasiya qilmoq
build	built	built	Qurmoq
burn	burnt, burned	burnt, burned	Yonmoq, yoqmoq
burst	burst	burst	Portlamoq
buy	bought	bought	Sotib olmoq
cast	cast	cast	Tashlab yubormoq
catch	caught	caught	Ushlamoq
chide	chid	chidden, chid	Qarg'amoq
choose	chose	chosen	Tanlamoq
cleave	clove, clen, cleaved	cloven, cleft, clove, cleaved	Qizdirmoq
cling	clung	clung	Chirmashmoq
clothe	clothed, clad	clothed, clad	Kiyinmoq
come	came	come	Kelmoq
cost	cost	cost	Turmoq(narx)
creep	crept	crept	Emaklamoq
crow	crowed, crew	crowed	Yoqimli ovoz chiqarmoq
cut	cut	cut	Kesmoq
deal	dealt	dealt	Ish ko'rmoq
dig	dug	dug	Kavlamoq
do	did	done	Bajarmoq
draw	drew	drawn	Chizmoq

dream	dreamt, dreamed	dreamt, dreamed	Orzu qilmoq, tush ko'rmq
drink	drank	drunk	Ichmoq
drive	drove	driven	Haydamoq
 dwell	dwelt(ed)	dwelt(ed)	Yashab turmoq
eat	ate	eaten	Emoq
Fall	fell	fallen	Yiqilmoq
feed	fed	fed	Parvarish qilmoq
feel	felt	felt	Sezmoq
fight	fought	fought	Kurashmoq
find	found	found	Topmoq
fit	fit	fit	Muvofiqlashmoq
flee	fled	fled	Qochmoq
fling	flung	flung	Tashlashmoq
fly	flew	flown	Uchmoq
forbear	forbore	forborne	O'zini tiymoq
forbid	forbade, forbad	forbidden	Ta'qiqlamoq
forecast	forecast, forecasted	forecast, forecasted	Bashorat qilmoq
foreknow	foreknew	foreknown	Oldindan bilmoq
foresee	foresaw	foreseen	Oldindan bilmoq
foretell	foretold	foretold	Oldindan aytmq
forget	forgot	forgotten	Unutmoq
forgive	forgave	forgiven	Uzr so'ramoq
forsake	forsook	forsaken	Tark etmoq
forswear	forswore	forsworn	Rad etmoq
freeze	froze	frozen	Muzlamoq
gainsay	gainsaid	gainsaid	Qarshi turmoq
get	got	got	Olmoq, etkazmoq

gild	gilded, gilt	gilded, gilt	Tillarang qilmoq
give	gave	given	Bermoq
go	went	gone	Bormoq
grind	ground	ground	Yanchmoq
grow	grew	grown	O'smoq
hamstring	hamstrung, hamstringed	hamstrung, hamstringed	Buzmoq
hang	hung	hung	Osib qo'ymoq
have	had	had	Bor (ega) bo'lmoq
hear	heard	heard	Eshitmoq
heave	heaved, hove	heaved, hove	Ko'tarmoq
hew	hewed	hewn, hewed	Yormoq
hide	hid	hidden, hid	Yashirinmoq
hit	hit	hit	Urmoq
hold	held	held	Ushlamoq
hurt	hurt	hurt	Azob bermoq
inlay	inlaid	inlaid	Mozaik ish qilmoq
keep	kept	kept	Saqlamoq
kneel	knelt, kneeled	knelt, kneeled	Tiz cho'kmoq
knit	knitted, knit	knitted, knit	To'qimoq
know	knew	known	Bilmoq
lade	laded	laden, laded	Yuklamoq
lay	laid	laid	Qo'ymoq
lead	led	led	Rahbarlik qilmoq
lean	leant, leaned	leant, leaned	Suyanmoq
leap	leapt, leaped	leapt, leaped	Sakramoq
learn	learnt, learned	learnt, learned	O'rganmoq

leave	left	left	Tark etmoq, qoldirmoq
lend	lent	lent	Qarz bermoq
let	let	let	Ruxsat bermoq
lie	lay	lain	Yotmoq
lie	lied	lied	Aldamoq
light	lit	lit	Yoqmoq, yorug' qilmoq
lose	lost	lost	Yuqotmoq
make	made	made	Qilmoq, tayyorlamoq
mean	meant	meant	nazarda tutmoq
meet	met	met	Uchrashmoq
miscast	miscast	miscast	Rolni noto'g'ri taqsimlamoq
misdeal	misdealt	misdealt	Noto'g'ri qadam tashlamoq
misgive	misgave	misgiven	Xavf ta'sir etmoq
mislay	mislaid	mislaid	O'z joyiga quymaslik
mislead	misled	misled	To'g'ri yo'ldan chalg'itmoq
misspell	misspelt	misspelt	Orfografik xatolar qilmoq
misspend	misspent	misspent	Behuda o'tkazmoq
mistake	mistook	mistaken	Xato qilmoq
misunderstand	misunderstood	misunderstood	Noto'g'ri tushunmoq

mow	mowed	mown	Qismoq, siqmoq
outbid	outbid	outbid	Ortiq bo'lmoq
outdo	outdid	outdone	Egallab olmoq
outgrow	outgrew	outgrown	Qayta o'smoq
outride	outrode	outridden	O'zib ketmoq
outrun	outran	outrun	Quvib etmoq
outshine	outshone	outshone	Yanada yorug' bo'lmoq
overbear	overbore	overborne	Zo'r chiqmoq
overcome	overcame	overcome	Engmoq
overdo	overdid	overdone	G'olib chiqmoq
overhang	overhung	overhung	Topshirmoq
overhear	overheard	overheard	Yashirincha tinglamoq
overlay	overlaid	overlaid	O'ramoq
overleap	overleapt, overleaped	overleapt, overleaped	Sakrab o'tmoq
override	overrode	overridden	Kesib o'tmoq
overrun	overran	overrun	O'rmalashib yurmoq
oversee	oversaw	overseen	Kuzatmoq
overshoot	overshot	overshot	Xato otmoq
oversleep	overslept	overslept	Uxlab qolmoq
overtake	overtook	overtaken	Etib olmoq
overthrow	overthrew	overthrown	Qulatmoq
partake	partook	partaken	Qatnashmoq
pay	paid	paid	To'lamoq
put	put	put	Qo'ymoq
quit	quitted, quit	quitted, quit	Ishdan ketmoq

read	read	read	O'qimoq
rebind	rebound	rebound	Yangi muqovani qo'ymoq
rebuild	rebuilt	rebuilt	Qayta qurmoq
recast	recast	recast	Qayta ishlamoq
redo	redid	redone	Qayta qilmoq
relay	relaid	relaid	Qayta qo'ymoq
remake	remade	remade	Qayta qilmoq
rend	rent	rent	Uzmoq
repay	repaid	repaid	Qarzni qaytarmoq
rerun	reran	rerun	Takroriy ko'rsatmoq
reset	reset	reset	Qayta termoq
retell	retold	retold	Qayta aytib bermoq
rewrite	rewrote	rewritten	Ko'chirib olmoq
rid	rid, rided	rid, rided	Qutulmoq
ride	rode	ridden	Haydamoq
ring	rang	rung	Qo'ng'iroq qilmoq
rise	rose	risen	Turmoq
rive	rived	riven, rived	Oyib tashlamoq
run	ran	run	Chopmoq
saw	sawed	sawn, sawed	Arralamoq
say	said	said	Aytmoq
see	saw	seen	Ko'rmoq
seek	sought	sought	Izlamoq
sell	sold	sold	Sotmoq

send	sent	sent	Yubormoq
set	set	set	Qo'ymoq
sew	sewed	sewn, sewed	Tikmoq
shake	shook	shaken	Tebratmoq
shave	shaved	shaved, shaven	Soch-soqolini olmoq
shear	sheared, shore	shorn, sheared	soch kaltartirmoq
shed	shed	shed	Oqizmoq
shine	shone	shone	Charaqlamoq
shoe	shod	Shod	Oyoq kiyimi kiymoq
shoot	shot	shot	Otmoq
show	showed	shown, showed	Ko'rsatmoq
shrink	shrank	shrunk, shrunken	Qismoq
shrive	shrove	shriven	Gunohni kechirmoq
shut	shut	shut	Yopmoq
sing	sang	sung	Qo'shiq aytmoq
sink	sank	sunk, sunken	Cho'kmoq
sit	sat	sat	O'tirmoq
slay	slew	slain	O'ldirmoq
sleep	slept	slept	Uxlamoq
slide	slid	slid, slidden	Sirpanib ketmoq
sling	slung	slung	Tashlamoq
slink	slunk	slunk	Sirg'anib chiqib ketmoq
slit	slit	slit	Uzilmoq
smell	smelt, smelled	smelt, smelled	Hid chiqarmoq
smite	smote	smitten	Urmoq

sow	sowed	sown, sowed	Ekmoq
speak	spoke	spoken	Gaplashmoq
speed	ped	ped	Tezlikni oshirmoq
spell	spelt, spelled	spelt, spelled	Harf b-n aytmoq
spend	spent	spent	O'tkazmoq
spill	spilt, spilled	spilt, spilled	To'kilmoq
spin	spun, span	spun	Aylantirmoq
spit	spit, spat	spit, spat	Tupurmoq
split	split	split	Qismlarga bo'lmoq
spoil	spoilt, spoiled	spoilt, spoiled	Buzmoq
spread	spread	spread	Tarqalmoq
spring	sprang	sprung	Sakramoq
stand	stood	stood	Tik turmoq
stave	staved, stove	staved, stove	Parchalamoq
steal	stole	stolen	O'g'irlamoq
stick	stuck	stuck	Yopishtirmoq
sting	stung	stung	Chaqmoq, nish urmoq
stink	stank	stunk	Sasimoq
strew	strewed	strewn, strewed	Har tarafga sochmoq
stride	strode, strided	stridden	Katta qadam tashlamoq
strike	struck	struck, stricken	Urmoq
string	strung	strung	Tor chertmoq
strive	strove	striven	Harakat qilmoq
sunburn	sunburnt,	sunburnt,	Qoraymoq

	sunburned	sunburned	
swear	swore	sworn	Qasam ichmoq
sweep	swept	swept	Supurmoq
swell	swelled	swollen, swelled	Kengaymoq
swim	swam	swum	Suzmoq
swing	swung	swung	Tebranmoq
take	took	taken	Olmoq
teach	taught	taught	O'qitmoq
tear	tore	torn	Yirtmoq
tell	told	told	Gapirib bermog
think	thought	thought	O'ylamoq
thrive	throve, thrived	thriven, thrived	Gullab yashnamog
throw	threw	thrown	Otmog
thrust	thrust	thrust	Suqilmoq
tread	trod	trodden	Qadam tashlamog
unbend	unbent	unbent	Egilmoq
unbind	unbound	unbound	Zaiflashmoq
underbid	underbid	underbidden, underbid	Narxni pasaytirmog
undergo	underwent	undergone	Sinab ko'rmoq
understand	understood	understood	Tushunmoq
undertake	undertook	undertaken	O'ziga olmoq
undo	undid	undone	Keng yo'l ochib bermog
unwind	unwound	unwound	Aylantirmog
upset	upset	upset	Xafa bo'lmoq
wake	woke	woken	uyg'otmog

waylay	waylaid	waylaid	Pistirma yushtirmoq
wear	wore	worn	Kiyib yurmoq
weave	wove	woven	To'qimoq
wed	wedded, wed	wedded, wed	Uylanmoq, turmushga chiqmoq
weep	wept	wept	Yig'lamoq
wet	wet, wetted	wet, wetted	Ho'llamoq
win	won	won	G'alaba qozonmoq
wind	wound	wound	Chirmashmoq
withdraw	withdrew	withdrawn	Tortib olmoq
withhold	withheld	withheld	Rad etmoq
withstand	withstood	withstood	Turmoq
wring	wrung	wrung	Aylantirmoq
write	wrote	written	Yozmoq

