

87
A-15

M. ABDULLAYEVA

INGLIZ TILI

(ENGLISH TEXTBOOK FOR ART
INSTITUTES AND
CONSERVATORY STUDENTS)



TOSHKENT

**O‘ZBEKISTON RESPUBLIKASI OLIY VA O‘RTA
MAXSUS TA‘LIM VAZIRLIGI**

**O‘ZBEKISTON RESPUBLIKASI MADANIYAT
VAZIRLIGI**

O‘ZBEKISTON DAVLAT KONSERVATORIYASI

M. ABDULLAYEVA

INGLIZ TILI

**(ENGLISH TEXTBOOK FOR ART INSTITUTES AND
CONSERVATORY STUDENTS)**

*O‘zbekiston Respublikasi Oliy va o‘rta maxsus ta‘lim vazirligi
tomonidan darslik sifatida tavsiya etilgan*

TOSHKENT – 2019

UO'K: 811.111(075.8)

KBK 81.2Ingl-923

A 15

A 15

M. Abdullayeva. Ingliz tili. –T.: «Fan va texnologiya»,
2019, 192 bet.

ISBN 978-9943-6152-0-5

Ushbu darslik 1 kurs bakalavrlari uchun tuzilgan bo'lib, asosiy ko'zlangan maqsad, san'at institutlari va konservatoriya talabalarida "Ingliz tili" fanining asosiy mazmunini tashkil etuvchi mavzular bo'yicha kerakli kompetensiyalarni shakllantirishdir. Darslik ham auditoriya, ham mustaqil ta'lim uchun mo'ljallangan. Talabani ingliz tilini o'rganishi bo'yicha so'ngi natijasi "Chet tillarini bilish darajasini aniklovchi yevropacha tizimning" A-1-A-2 darajalari ko'rsatkichiga to'g'ri keladi.

This textbook is compiled for the first year students of the bachelor program with the aim of forming the necessary competences on the topics that constitute the content of the discipline "English language" for students of non-linguistic art institutes and conservatories. The textbook can be used for both class work and independent studies. The output level of students' learning corresponds with the "European system of foreign language proficiency levels," to the parameters of A-1 to A-2level.

UO'K: 811.111(075.8)

KBK 81.2Ingl-923

Taqrizchilar:

LA.Siddiqova – filologiya fanlari doktori, professor,
C.X.Nurmatova – filologiya fanlari nomzodi, dotsent.

ISBN 978-9943-6152-0-5



© «Fan va texnologiya» nashriyoti, 2019.

INTRODUCTION

This English textbook for art institutes and conservatories is designed for the first-year students of higher educational institutions. This textbook can be used when teaching students with different levels of knowledge of the English language to improve their grammar skills. As well as to increase the vocabulary of musical terms and their use in professional activities.

The textbook begins with the beginner level and builds up to the pre-intermediate level. Grammar material is systematized in the tables with subsequent exercises and texts to consolidate the material based on a special musical topics. The material can be used for short-term or for long-term courses.

The manual consists of 18 lessons. Each lesson begins with brief grammar points followed by texts and exercises. The texts and exercises are drawn from a wide range of sources. All sources are quoted in the references list. The range of topics covered are mostly related to music and arts.

The aim of this manual is to reinforce, systematize and actively extend what the students may already know.

SO‘Z BOSHI

San‘at oliygohlari va konsrvatoriya uchun yaratilgan mazkur darslik nofilologik oliy o‘quv yurtlarida tahsil olayotgan birinchi kurs talabalariga muljallangan. Darslikdan ingliz tilidan turli darajadagi bilimga ega bo‘lgan talabalar grammatika bo‘yicha bilimlarini oshirishda, hamda musiqiy atamalarning lug‘aviy zaxiralarini to‘ldirishda foylanishlari mumkin. Darslik birlamchi bilimiga ega bo‘lgan talabalarga zarur bo‘lgan bilishlardan to‘rtinchi darajadagi talablarga kerakli bo‘lgan bilimlarni qamrab olgan.

Grammatika bo‘yicha material tablitsalarda tizimlashtirilgan bo‘lib, materialni mustahkamlash bo‘yicha maxsus musiqiy mavzularga tayangan matnlar va mashqlar ham berilgan. Taklif etilgan topshiriqlar va mashqlar sinfda ishlash bilan bir qatorda talabalarning mustaqil ishlashlariga ham mo‘ljallangan.

Darslik 18ta mashg‘ulotdan iborat. Autentik matnlar va mashklar turli manbalalardan yig‘ilgan bo‘lib, bu manbalalar foydalanilgan adabiyotlar bu ro‘yxatida fks ettirilgan.

Mazkur darslikda keltirilgan materiallar talabalarni ingliz tilini o‘rganishga jalb etishga va ularning nutq faoliyatlarini rivojlantirishga yo‘naltirilgan.

ВВЕДЕНИЕ

Учебник английского языка для институтов искусств и консерваторий предназначен для студентов первых курсов высших учебных заведений. Данный учебник может быть использован при обучении студентов с различным уровнем знаний английского языка для улучшения знаний по грамматике. А также для увеличения словарного запаса музыкальных терминов и их использования в профессиональной деятельности. Учебник начинается с уровня для начинающих и продолжается до среднего уровня.

Грамматический материал систематизирован в таблицах с последующими упражнениями и текстами для закрепления материала с опорой на специальную музыкальную тематику. Предложенные задания и упражнения могут быть использованы как для классной работы, так и для самостоятельного использования студентами.

Учебник состоит из 18 уроков. Аутентичные тексты и упражнения, собраны из различных источников и отражены в списке использованной литературы. Представленные в данном учебнике материалы направлены на повышение мотивации студентов к изучению английского языка и стимулирования их речевой деятельности.

LESSON I

Indefinite, definite and zero articles

Indefinite article is 'a' or 'an'. 'a' = one thing or person
Remember there are:

Countable nouns*	<i>piano, flute, harp, book etc.</i>
Uncountable nouns	<i>music, water, sugar, light, money, etc.</i>
You cannot use 'a'/'an'	With plural or uncountable nouns

*Countable nouns can be singular – *a harp (one harp)* and plural – *harps (three harps)*.

Use of the indefinite article 'a/an'	Example
'A' and 'an' can proceed only singular count nouns. They can be used in a general statement or to introduce a subject who has not been previously mentioned	<i>A drum is round (means all drums); A violinist is playing on the stage (we don't know which violinist)</i>
The indefinite article 'a'/'an' is the same for all genders	<i>a boy, a girl, a cat</i>
We use 'a' if the word starts with a consonant	<i>a piano, a bow, a class</i>
We use 'an' if the word starts with a vowel	<i>an organ, an author, an actress</i>

Some words can be confusing because the spelling does not indicate the pronunciation. Mind the pronunciation of the following word.

'a unit'-this 'u' sounds like a consonant, so we use indefinite article 'a'.

'an uncle'-this 'u' sounds like a vowel, so we use indefinite article 'an'.

'a house' consonant sound - use 'a' / 'an hour' vowel sound - use 'an'

Use of the indefinite article a/an

before phrases of jobs	<i>My friend is an actor. I am a composer.</i>
with a noun complement	<i>He is a good student. She is a brilliant teacher.</i>
before phrases of nationality	<i>Gershwin is an American musician</i>
before phrases of time and measurements (per week/weekly)	<i>We have music lessons 4 times a week. Potatoes are 1000 sum a kilo.</i>

The definite article "the"

"The" is the definite article, which is one of the most common words in English. We use the definite article 'the' in front of a noun when we believe the hearer/reader knows exactly what we are referring to.

We use definite article 'the':

with things known previously or mentioned	<i>The notes are on the table. I like the actress in the movie. The piano has 88 keys</i>
with musical instruments when they are played	<i>She plays the piano</i>

with unique objects or persons	<i>The Earth, the sky, the moon, the President of Uzbekistan, the North Pole</i>
before the special names of rivers, seas, oceans, mountain ranges, groups of islands	<i>the Nile, the Dead Sea, the Pacific Ocean, the Himalayas</i>
before certain organizations, political parties, and countries	<i>The United Nations, the Republican Party,</i>

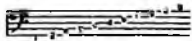
Zero article

We use zero article:

with countable and uncountable nouns to refer to a general class	<i>Water is most refreshing drink</i>
with abstract ideas used generally	<i>I can hear music I like most types of music</i>
with names of seasons, times of day, meals, transport, illness and other idiomatic uses	<i>It is lovely in Tashkent in summer, I wake up at midnight, let's go for lunch by car</i>

Read the sentences and translate:

1. Piano is a musical instrument. 2. Football is a game. 3. Tashkent is a city. 4. A dog is an animal. 5. Guzal is a very famous violinist. 6. It is a beautiful day. 7. I am a teacher. 8. He is a guitar player. 9. Rustam Abdullaev is a composer. 10. Chingiz Akhmarov is a famous painter. 11. Are you a teacher? 12. My friend is a flutist. His flute is old. 13. My violin is not old - it is new. 14. We study at the State conservatory of Uzbekistan. 15. We have music lessons 4 times a week. 16. We have examinations twice a year. 17. We have concerts almost every week. 18. My sister likes jazz music. 19. I prefer classical music. 20. My brother plays tennis. He goes in for sport three times a week.

**Exercise 1: Write 'a' or 'an': Example:**

...window - a window

...acoustic guitar, ... organ, ... cello, ... flute, ... sunray, ... orange,
 ... engineer, ... doira, ... office, ... Uzbek composer,
 ... banjo, ... American writer, ... house, ... institute, ... cinema, ...
 new film, ... easy lesson, ... map, ... chair, ... accordion, ... dutor,
 ... modern artist, ... violin, ... drum, ... harp, ... piano, ... actress,
 ... woman, ... young boy, ... interesting film, ... castanets,
 ... cymbal, ... domra

**Exercise 2: Fill in indefinite articles where necessary: Example: I am ... director. - I am a director.**

1. I am ... director. 2. He is... cameraman. 3. She is... star.
 4. It is... portrait. 5. We are... conductors. 6. They are... women.
 7. This is ... institute and that is ... school. 8. This is ... studio. 9. It
 is ... easel. 10. That is ... flute and that is... bow. 11. They are ...
 actress and ... actor. 12. This is ... cello. 13. That is ... violin. 14. Is
 it... piano? -Yes it is. 15. Is it ... drum? -Yes it is. 16. Are they ...
 trumpet and ... flute? -Yes they are. 17. Is it ... horn? -Yes it is.
 18. Is it ... harp? -No it is not. 19. Is it ... bugle or ... flute? It is ...
 flute. 20. It is ... good pen. It is ... bad pen. 21. This pen is ... little.
 22. Give me ... chair, please. 23. They have ... dog and two ...
 cats. 24. Our room is ... large. 25. She has two ... daughters and
 one... son.

**Exercise 3: Put the words in a right order: Example: We | live | a | nice | house. | old | in | - We live in a nice old house.**

1. violin. | wooden | a | old | is | It |
2. the | piano | I | the | and | guitar. | play |
3. instrument. | an | old | harp | musical | is |
4. teacher | father | music | is | my | my |

Exercise 4: Make sentences with the following words: *Example: doctor - My best friend is a doctor.*

doctor, engineer, flutist, shop assistant, pianist, electrician, worker, teacher, composer, conductor, driver, artist, actress, dentist, pilot, director, musician, accompanist, vet, detective, nurse, architect, curator, dancer, ballerina, designer, hairstylist, journalist, sculptor, wedding planner, writer, animator.

Read the dialogue:

T: -What date is it today?

S: -Today is the 21 (twenty first) of September.

T: -And what day is it today?

S: -Today is Friday.

Tuesday	Monday
Wednesday	Saturday
Thursday	Sunday

Read and translate the text:

1. The organ plays an important part in many church services. 2. You need strong fingers to play a/the stringed bass. 3. My father fixes guitars. 4. Rano is studying the flute. 5. Mozart mastered the piano at a very young age. 6. I don't have a piano. Muhabat is learning to play the harp. 7. Jahongir can play the cello. 8. Anvar loves the piano. 9. A saxophone is an instrument made out of metal. 10. The violin originated in Italy. 11. How many keys does a piano have? 12. An electric guitar requires electricity. 13. A triangle is a very small instrument. 14. The flute is a woodwind instrument. 15. Said chose the tuba because it was the easiest to play. 16. Harmonicas are very small. 17. The violin is played with a bow. 18. Louis Armstrong was a master of the trumpet.



Exercise 5: match adjectives from the first column with nouns from the second column and supply the appropriate articles: Example: 1. old 2. flute - an old flute

Adjectives:	Nouns
famous	saxophone
little	flute
magic	movie
small	opera
golden	violin
old	country
interesting	lesson
modern	music
Italian	singer
young	hall
black	piano
popular	musician
round	actress
independent	house
tragic	drum

Exercise 6: Make dialogues with the words from the box:

Example:

T: -Give me a flute, please

S: -Here you are.

T: -Thank you.

S: -You are welcome.

a slice of bread	a glass of tea
a spoon	a slice of pizza
a tuning fork	a bottle of lemonade
a bow	a piece of cake
a cup of coffee	an ice-cream



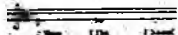
Fill in the articles in the proverbs if necessary. Memorize the proverbs. Interpret the proverbs and give their equivalents in your own language. (*Learn by heart*):

1. ... apple ... day — keeps ... doctor away.
2. ... appetite comes with eating.
3. Better ... egg today than ... hen tomorrow.
4. Better ... open enemy than ... false friend.
5. Best ... defence is ... offence.
6. ... Bargain is ... bargain.



In pairs, discuss the following:

1. What is your favourite music?
2. Did you like it the first time you heard it?
3. Is there any music you can't stand?
4. What is it, and why don't you like it?



Read and translate the text:

Musical instrument


DOIRA

This instrument is also known as Dap, Childirma, and Chirmanda and has a shape of a big wooden ring covered with leather membrane on one side. The diameter of the instrument is usually 40 cm. Small metal rings are attached along the inner part of the wooden ring. The number of small metal rings can vary from 40 to 100, but it makes swishing sound when the doira is shaken. In the mountains of Ferghana valley one can see a picture of a woman, dated 2000 B.C., playing the doira accompanying other female dancers. Also a statue found by archeologist dating 2000 B.C. depicts a woman playing the tambourine, which is similar to doira.

Before, doira was a woman's instrument, because it was related to female rituals. This instrument was used in palaces as a chamber instrument in ensemble with Chin, Rubob and Dutar.

Music was played in ensemble, with human sound or without, accompanied with rhythms of drum instruments. This order of the rhythm in Uzbek music is called Usul. The rhythmic formation of Usuls has 2 sounds, "bum" which is created by banging the doira in the middle. The second sound is comparatively high "bak" which is produced by banging the doira along the edges of membrane.

All different types of Bum and Bak sounds are produced by musicians primarily with four fingers of their right hand. The left hand of the musician holds the doira and when needed produces "bak" sounds only by banging the edges of the instrument. Phonetic meanings of "bum" and "bak" as well as "bakko", and "bakka" are widely used by musicians to remember these usuls, and starting the nineteenth century the first note of usuls was put on a paper.

- 
- 1. Find and underline the nouns in the text.**
 - 2. Identify countable and uncountable nouns**
 - 3. Explain the use of the definite and indefinite articles.**

Recommended literature for self-study and classwork

Бурова З. И. Английский язык для гуманитарных вузов. Москва. «Высшая школа», 1987–463 с.

Жураева М. Ю. Мезенцева И.А. Александрова В.Н. Ingliztili. Ташкент, 2008 – 190 б.

Либерман Н.И., Фролова-Багреева Н.А., Кедрова М.М. Английский язык для вузов искусств. Москва: «Высшаяшкола» 1989 г. – 463с.

LESSON II

The verb 'to be' (present tense)

The verb "*to be*" can be an auxiliary verb or a main verb in English

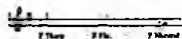
Positive	Negative	Question
I am a student	I am not a student	Am I a student?
He is a student	He is not a student	Is he a student?
She is a student	She is not a student	Is she a student?
It is a book	It is not a book	Is it a book?
We are students	We are not students	Are we students?
You are students	You are not students	Are you students?
They are students	They are not students	Are they students?

The verb "to be" is used in the following patterns:

Existence, identity	Origin	Age	Size	Colour	Mood	Location
My mother is a pianist.	I am from England	Anvar is 20 years old.	The room is large.	The piano is black.	How are you today?	He is with his sister in Tashkent

I am a flutist.	Erkin is from Tashkent	I am fifty	The flute is small		I am fine, thanks.	We are in Samarkand.
They are musicians	She is from Malaysia	They are young	The concerts are long			

We create simple **yes/no** questions by inverting the order of subject and the “*to be*” verb. *Is your brother a musician? Am I bothering you? Are they from Fergana? Is she a good or bad artist?*



Read the story and answer the questions:

Music

There are many different kinds of music. There is jazz music. There is rock music. There is rap music. There is country music. There is classical music. Do you like music? What is your favorite kind of music?

Questions:

1. Jazz, rock, and rap are

- a) kinds of bands
- b) kinds of music
- c) kinds of instruments

2. Which is not a kind of music?

- a) fun music
- b) classical music
- c) rock music

3. How many different kinds of music are listed in the story?

- a) three
- b) four
- c) five



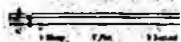
Read the following sentences and translate them:

1. I am a student.
2. I am 20 years old.
3. I am not married.
4. My father is a doctor.
5. My mother is a teacher.
6. This is my family.
7. My friends are good students.
8. They are our friends.
9. It is ten o'clock in the morning.
10. It is cold today.
11. This is a classroom.
12. There are tables.
13. He is afraid of dogs.
14. He is young.
15. She is busy.
16. We are free.
17. The house is big.
18. Our country is Uzbekistan.
19. Tashkent is the capital of Uzbekistan.
20. They are young students.
21. We are from Uzbekistan.



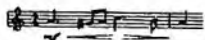
Exercise 1: Fill in the right form of the verb "to be": *Example: I ... an art student. - I am an art student.*

1. I ... an art student.
2. I ... not a professional artist.
3. He ... a fine painter.
4. She ... a brilliant ballerina.
5. It ... a serious play.
6. We ... students.
7. They ... talented cameramen.
8. He and she ... great actors.
9. He ... not a composer, he ... a writer.
10. She ... a young woman.
11. It ... a good story. It ... not long.
12. Shakhlo ... a popular actress. She ... talented.
13. It ... modern music. It ... fine.
14. It ... an interesting movie. It ... black and white.
15. Chingiz Akhmarov ... an Uzbek painter. He ... famous.
16. Gulshana and Botir ... students. They ... serious.
17. Musical comedies ... popular. They ... funny.



Read the text:

Are you a student? – Yes I am. Are Karim and Rasul actors? – No they are not. They are cameramen. Is Nigora a good ballerina? – Yes she is. She is a brilliant ballerina. Is she old or young? – She is not young and not very old. Is professor Khatam a composer? – Yes he is a very famous composer. Are you students? – No, we are not. We are teachers. Are they teachers too? – Yes, they are.



Exercise 2: Make questions to the following sentences: Example: It is a musical film. – Is it a musical film?

1. It is a musical film.
2. We are good friends.
3. It is a serious play.
4. A harp is a fine musical instrument.
5. You are very busy.
6. She is free now.
7. They are young but talented musicians.
8. They are famous women.
9. We are young sportsmen.
10. It is a bright fine colour.
11. She is a brilliant teacher.
12. He is a very famous Uzbek actor.
13. They are popular street dancers.



Exercise 3: Fill in the right form of the verb "to be" Example: I ... a cellist. – I am a cellist.

1. I ... a director.
2. He ... a cameraman.
3. She ... a star.
4. It ... a portrait.
5. We ... conductors.
6. They ... women.
7. This ... an institute and that ... a cinema.
8. He ... a flutist.
9. It ... a music-stand.
10. I ... not a pianist, I ... a cellist.
11. She ... not an opera singer.
12. ... they guitarists? Yes, they ...
13. ... it a violin? No, it ... not.



Read the text:

I am Shirin. I am 19 years old. I'm Uzbek. I'm from Uzbekistan. I'm a student. My father is a writer and my mother is a composer. My two sisters are musicians. One is a pianist another is a musicologist. I'm not married. My favourite colour is white. My favourite sports are tennis and swimming. I'm fond of music. I'm interested in art.

Write 5-6 sentences about yourself.



Read the dialogue:

T: -What is your name?

S: -My name is Nurbek.

T: -How old are you?



S:-I'm 25.

T: -Are you a student?

S: -Yes I'm.

T: -Are you married?

S: -No, I'm single.

T: -Where are you from?

S: -I'm from Bukhara.



Read the dialogue:

A:-Are you free today?

B:-Yes, I am

A:-Do you like Uzbek national food?

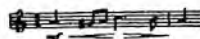
B:-Oh, yes I do.

A:-Great! Would you like to go to the Uzbek Restaurant with me?

B:-Sure. I'd love to. When?

A:-How about today at 13:00?

B:-Sounds fine. See you then.



Exercise 4: Fill in the blanks witham\is\are: Example: This flute ... new. - This flute is new.

1. This flute ... new.
2. These bags ... heavy.
3. I... busy today.
4. The weather ... fine today.
5. My brother and I ... good students.
6. Anvar ... a cello teacher.
7. Nadia ... a pianist.
8. Nodira ... at home.
9. Children ... at school.
10. Parents ...at the concert.



Exercise 5: Make sentences with the following expressions. Example: Alisher Navoi is a famous poet. Salima and Botir are brilliant artists.

to be a famous poet, to be a prominent pianist, to be a fine artist, to be a renowned composer, to be free, to be busy, to be a professional actor, to be an opera singer, to be a skillful performer.



Exercise 6: Fill in the right form of the verb 'to be': Example: *Where ... you? – Where are you?*

1. Where ... you? – I ... in the kitchen. 2. Where ... Malika? – Malika ... in the concert hall. 3. Where ... Shuhrat and Oydin? Shuhrat and Oydin ... at college. 4. ... you busy? – No, I ... not. Anvar ... busy. 5. It ... ten o'clock. Lessons start at nine. Students ... late again. 6. How... you? – I ... not very well today. – I ... sorry to hear that. 7. Boys and girls ... interested in classical music.



Read the dialogue:

A:-Hello!

B: -Hello!

A:-What is your name?

B:-My name is Zainab.

A:-What are you?

B:-I am a student.

A:-Where do you study?

B:-I study at the state conservatory of Uzbekistan.

A:-What year student are you?

B:- I am a first year student.

A:-What instrument do you play?

B:-I play the piano and the violin.

A:-What is your favourite musical instrument?

B: -My favourite musical instrument is the piano.

A:-Who is your friend?

B:-My friend is Shakhlo.

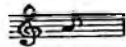
A:-Is she a student too?

B:-Yes, she is, she is a student at the department of choir conductor.



Memorize the following proverbs and sayings. Interpret the proverbs and give their equivalents in your own language. Make up situation with them.

1. Custom is a second nature.
2. Time is money.
3. Great talkers are little doers.
4. Great talkers are great liars.
5. Great barkers are no biters.
6. Good health is above wealth.



In pairs, make discussion about your answers to these questions:

1. Have your tastes in music changed a lot over the last five years? How?
2. Do you think music can heal sick people?



Read and translate the text:

Musical instruments

NOGORA

Nogora is a pot shape instrument covered with goat leather or deer leather on the top. The diameter of the instrument can vary from 60 to 600 mm. Nogora exists in different sizes and forms, but there are only three most common ones.

You play Kos and Rez Nogoras with two sticks, but you play Dol-Nogora only with one but comparatively thick stick. Dol Nogora often used as an instrument that gives warning signals.

Another type of Nogora is Kush-Nogora, which is widely used in practice. Kush-Nogora a pair of Nogoras which are attached to each other. In Kush-Nogora the sounds, "Turn and Tak" are produced in many different ways.

For the most part Nogora is played with wind instruments. For example *Tabla*, a type of *Kush-Nogora*, was played every night, usually from midnight to 5 in the morning in specific 'usul' rhythm during the month of Ramadan.

It was also used as a solo instrument during military campaigns, when soldiers were marching into the battle. *Nogora* was hanged on camel from both sides. And sometimes *Nogora* was played to invite people to a certain house where puppeteer show took place. *Nogora*, in contrast to *doira*, is rarely used as a solo instrument. Only in some kind of rituals *Nogora* is used as a solo instrument. But for the most part *Nogora* is played in an ensemble with *Karnay* and *Surnay*. This is usually a celebration ceremony, such as wedding ceremonies.



1. Give definition to the following expressions and make sentences with them:

a pot shape instrument; comparatively thick stick; warning signals; widely used; puppeteer show;

2. Complete the sentences:

Kush-Nogora is

During the Ramadan month.....

During the military campaigns *Nogora* was.....

Nogora is played with *Karnay* and *Surnay*....

Recommended literature for self-study and classwork

Бурова З. И. Английский язык для гуманитарных вузов. Москва. «Высшая школа», 1987– 463 с.

Либерман Н.И., Фролова-Багреева Н.А., Кедрова М.М. Английский язык для вузов искусств. Москва: «Высшаяшкола» 1989 г. – 463с.

Acklam R. McLean A. Muhamed S. English one to one. Шарк. Тошкент, 1997 – 344 б.

Tolipova N. English for musicians Navruz. Toshkent, 2018 – 132 б.

Salimova L. English for musicians. Tashkent, 26 p.

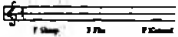
LESSON III

General special and alternative questions


Asking questions; Question words: *What, when, how many, where, how, how old.*

The basic rule for asking questions in English is straightforward:	<i>Examples</i>
Invert the order of the subject and the first auxiliary verb	<i>It is snowing. - Is it snowing? He can speak German. - Can he speak German? They have lived here a long time. - Have they lived here a long time? She will arrive at ten o'clock. - Will she arrive at ten o'clock? He was driving fast. - Was he driving fast? You have been smoking. - Have you been smoking?</i>
If there is no auxiliary, use part of the verb 'to do'.	<i>You speak fluent French. - Do you speak fluent French? She lives in Urgench. - Does she live in Urgench?</i>
Most questions with question words are made in the same way: Note: who, what and which can be the subject	<i>How often does she use it? Why don't you come? Where do you work? How many did you buy? What time did you go? Which one do you like? Whose car were you driving?</i>
Note the position of the prepositions in these questions:	<i>What are you writing with? Who did you speak to? What are you looking at? Where does he come from?</i>

<p>However, when we ask for information, we often say 'Do you know...?' or 'Could you tell me...?' These are indirect questions and more polite. Note: that the word order is different.</p>	<p><i>Do you know where Anvar is? Have you any idea if he has found it?</i></p>
<p>Note that we don't use do, does or did.</p>	<p><i>Could you tell me what time he arrived? Would you mind telling me how often you play tennis?</i></p>
<p>Use if or whether when there is no question word.</p>	<p><i>Has he done it? - Do you know if he has done it? Is it ready? - Can you tell me if it is ready?</i></p>
<p>The same changes in word order happen when we report questions. Note that in reported questions, the verb changes to the past:</p>	<p><i>What are you doing? - He asked me what I was doing. What have you done about it? - He asked me what I had done about it.</i></p> <p><i>Do you work with Pamela? - He asked me if I worked with Pamela.</i></p>

 **Exercise 1: Read and answer the general questions: Example: Is your name Sanjar? - Yes, it is. / Yes. My name is Sanjar.**

1. Is your name Sanjar? 2. Are you a student? 3. Is it class number one? 4. Are Anna and Botir teachers? 5. Is it a black piano? 6. Is Rustam Abdullaev a composer? 7. Is Oydin Abdullaeva an opera singer?

 **Exercise 2: Read and answer the alternative questions: Example: Is it a flute or a bugle? - It is a bugle.**

1. Is it a piano or a grand piano?
2. Are these books thick or thin?
3. Is Muassar Razzokova an opera singer or a ballerina?
4. Are you a student or a teacher?
5. Is Anora a good or a bad student?
6. Do you play the piano or the saxophone?
7. Is it cold or warm today?



Exercise 3: Read and answer the special questions: *Example: What is your name? - My name is Bakhodir.*

What is your name? What is your last name? Where do you live? Where is your home? When is your birthday? How old are your parents? How many brothers and sisters do you have? What is your phone number? What musical instrument do you play? What is your favorite food? What colour is your toothbrush? What kind of literature do you like to read? What is your favorite movie? What music do you like?



Exercise 4: Make questions with the following expressions. *Example: a portrait (landscape)- Is it a portrait or a landscape?*

A fiddle-bow (baton); a violin (cello); a cinema (theatre); a stage (screen); a pen (pencil); a film (play); a pianist (conductor); a student (pupil); a man (woman); a boy(girl), an actor (singer), an old man (young woman); a conductor (composer); a cameraman (writer), a director(artist); an actor (actress); a nice film (good play); a harp (bugle); a flute (trumpet); a big drum (small horn); a long brush(tube);



Exercise 5: Make questions with the following words: *Example: Where is the harp? - The harp is in the concert hall. Where are the chairs? The chairs are in the hall.*

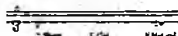
picture (wall); children (room); dictionary (bag); actors (stage); plate (table); cups (shelf); brushes (easel); maps (wall); notes (music stand); park (centre); pencils (box); words (text);

London (Thames); Great Britain (Europe); Uzbekistan (Central Asia); USA (North America);



Exercise 6: Answer the questions:

1. What is your favourite opera?
2. Who is its director?
3. Who are the leading singers?
4. Are they famous singers?
5. What kind of opera is it?
6. Is it a long or a short opera? Who is a composer of the opera? It is popular in your country?
7. Why is it your favourite opera?



Read and translate the text:

The national flag of Uzbekistan

The national flag of the Republic of Uzbekistan is a symbol of the sovereignty of the Republic. The Uzbekistan flag was adopted on the 18 of November, 1991, just after Uzbekistan gained independence from the Soviet Union on the 1 of September, 1991. The flag represents our country internationally at conferences, world summits, exhibitions and sports competitions.

The flag of Uzbekistan consists of three equal-sized horizontal stripes. The top stripe is light blue, the middle stripe is white, and the bottom stripe is light green. The white stripe is bordered above and below it by a thin red stripe. On the left side of the blue stripe there is a white crescent moon and 12 white, five-point stars situated in horizontal rows of ascending order.

Blue is the symbol of the sky and water, which are the main sources of life. White is the traditional symbol of peace and good luck. Green is the colour of nature and new life and good harvest. Two thin red stripes symbolize the power of life. There is a new moon which symbolizes the newly independent republic. There are twelve stars which represent 12 provinces in Uzbekistan.



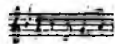
Answer the questions:

What is the capital of Uzbekistan? What is the capital of Great Britain? What kind of city is Tashkent? What is the central square in Tashkent? What colour is the national flag of Uzbekistan? What colour is the national flag of Great Britain? What is the symbol of the blue stripe on the Uzbekistan's flag? What do the two red stripes symbolise on the Uzbek flag?



Make your own questions and ask your friend.

Examples: 1. *Where is your father? Is he at home or at work now?* 2. *What is it? Is it a blue or a red bag?* 3. *What colour is your car? Is it black or green?* 4. *Where are you from? Are you from Samarqand or Bukhara?* 5. *How old is Akbar? Is he 24 or 23?* 6. *How are your parents? Are they well?* 7. *How much are these books? Are they cheap or expensive?* 8. *Where is the piano?* 9. *Where are the students?* 9. *Where are the lamps? Are they on the ceiling or on the wall?* 10. *Where are musicians?* 11. *Where is the teacher?*



Exercise 7: Complete the following questions to the sentences given before them. Begin with the word which follows each sentence. Example: The violinist is playing the violin. Who is playing the violin?

1. The violinist is playing the violin. Who....?
2. The student is sitting at the desk now. Where...?
3. My friends are going to Bukhara. Whose ...?
4. He is my classmate. Whose ...?
5. His roommate is learning new words. What...?
6. They are reading "Toshkent Oqshomi". What newspaper...?
7. This is a new and expensive cello. What kind of...?
8. The walls of this living room are light blue. What colour...?
9. There is a trumpet and a flute in the class. What...?

10. The Dean's office is to the right of the library. Where?



Read the dialogue: Work in pair. Make a dialogue with your classmate.

Halima:— Hi! My name is Halima. I am from Andijan. What is your name?

Rifat: — I'm Rifat.

Halima:- Where are you from Rifat?

Rifat:- I am from Gulistan.

Halima:- Oh, really? Nice to meet you.

Rifat:- Nice to meet you too.

Halima:- By the way, what do you do?

Rifat: - I'm a student. I go to the State Conservatory of Uzbekistan. And what about you?

Halima:- I'm a student, too. I am at the University. I am studying to be a biologist.



Memorize the following proverbs and sayings. Interpret the proverbs and give their equivalents in your own language. Make up situation with them. (learn by heart):

1. What is done by night appears by day.
2. What is done cannot be undone.
3. What is lost is lost. What must be, must be.
4. When angry, count a hundred.
5. When at Rome, do as the Romans do.
6. When three know it, all know it.
7. Where there's a will, there's a way. (You can find a way to achieve what you want, even if it is very difficult)
8. Who breaks, pays.
9. Who has never tasted bitter, knows not what is sweet.



In pairs, make discussion about your answers to these questions:

1. Do you think animals appreciate music? Why (not)?
2. Do you like classical music? Why (not)?
3. Can you sing? Do you want to demonstrate now?

Read and translate the text

Musical instruments

SURNAY

It is a wooden tube. Its length is about 450-550 mm. And as you go to the bottom it gets wider. Its 7 holes in the front part of the tube and 1 in the back, which falls between the first 2 holes in the front.

In a narrow upper part of the instrument a small wooden tube is inserted that holds a thin metal tube inside. This small metal tube has a string made of bamboo plates encircled with a metal ring. Over the metal tube under the string there is a small plate called sadat. The musician firmly presses his lips to this small plate.

Double reed of this instrument produces sounds only if the musician puts a lot of efforts to blow the instrument. This produces more definite sounds, which cannot be produced in Clarinet. This happens primarily due to holes design. The location of these holes influences not only the expansion of the sound diapason of the instrument, but also produces more clear sounds.

Surnay, because of its rare and strong sound, became one of the main outdoor instruments. It was and is widely used in an ensemble with Karnay and Nogora in different national celebrations. Surnay is used with Nogora as a messenger for a specific family event, for example wedding ceremony, a birth of a child in a family. It's also used with Karnay, Nogora or Doira for puppet performances and ropewalker shows. The wide repertoire of this instrument can be explained by wide variety of its uses.

Surnay as a singing instrument can also perform continuous legato.

Techniques that are used to play Surnay include a lot of melismatics and frequent forschlags with jumps with relatively wide intervals. These jumps are used in Surnay compositions not only at the beginning of melodic orders but also in the middle of it. As an example we can use Sarbozcha composition, often called as Persian March.



1. Make special, alternative and general questions to the text

2. Are the following true or false? Find evidence from the text that tells if the sentence is true or false.

Surnay has 7 holes in the front part and 2 holes in the back.

False/True

Sadat is a metal tube under the string. *False/True*

Musician needs a lot of efforts to blow the instrument.

False/True

Surnay is played with Karnay and Nogora. *False/True*

Recommended literature for self-study and classwork

Бурова З. И. Английский язык для гуманитарных вузов.

Москва. «Высшая школа», 1987–463 с.

Жураева М. Ю. Мезенцева И.А. Александрова В.Н.

Ingliztili. Тошкент, 2008 – 190 б.

Либерман Н.И., Фролова-Багреева Н.А., Кедрова М.М.

Английский язык для вузов искусств. Москва: «Высшая школа» 1989 г. – 463 с.

Acklam R. McLean A. Muhamed S. English one to one.

Шарқ. Тошкент, 1997 – 344 б.

LESSON IV

The plural of a noun

The plural form of most nouns is created simply by adding the letter 's' to the end of the word.

singular	plural	singular	plural
a flute	flutes	a bus	buses
a camera	cameras	a chair	chairs

There are some exceptions:

Nouns that end in -ch, -x, -s, -sh add '-es' to the end of the word.

singular	plural	singular	plural
box	boxes	brush	brushes
boss	bosses	match	matches

Most nouns ending in '-o' preceded by a consonant also form their plurals by adding '-es'.

singular	plural	singular	plural
potato	potatoes	tomato	tomatoes

However many newly created words and words with a Spanish or Italian origin that end in '-o' just add an 's'.

singular	plural	singular	plural
cello	cellos	piano	pianos

Nouns ending in a consonant + 'y', drop the 'y' and add 'ies'. Add '-s' after vowel + 'y':

singular	plural	singular	plural
party	parties	boy	boys
lady	ladies	day	days

Most nouns ending in '-f' or '-fe', drop the 'f' and add 'ves'.

singular	plural	singular	plural
half	halves	wolf	wolves
leaf	leaves	shelf	shelves

But this isn't a hard and fast rule:

singular	plural	singular	plural
chef	chefs	brief	briefs

Some nouns have the same form in the singular and the plural.

singular	plural	singular	plural
a sheep	sheep	a deer	deer

Some words change their form in plural

singular	plural	singular	plural
a man	men	a woman	women
a child	children	a mouse	mice
a tooth	teeth	a foot	feet

Exercise 1: Put the following words in plural: Example: an easel – easels, a brush – brushes

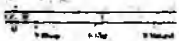
an easel, a brush, a portrait, a tube, a screen, a man, a stage, a theatre, a frame, a cameraman, a drum, a flute, a trumpet, a woman, a knife, a lady, a hero, a fox, a guitar, a dictionary, a wolf,

a key, a play, a thief, a way, a match, a banana, an oboe, a tree, an eye, a toy, a tomato, a tornado, a baby; a good portrait, a little child, a wide screen, a modern artist, a popular film, a talented director, a serious student, a famous cameraman, a big box;

This - That - These - Those

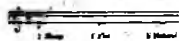
singular	plural	singular	plural
This is	These are	There is	There are
That is	Those are	It is	They are

This, that, these and those are demonstrative adjectives.	<i>Examples</i>
'This' is used to refer to a single person, thing or place that is close to the speaker.	<i>This computer is easy to use. This person is my colleague. This violin is the best violin in the World.</i>
'That' is used when the person, thing or place is more distant.	<i>That trumpet on the chair is mine. That is his guitar over there. That man over there is a conductor. This picture is clearer than that one.</i>
'These' is the plural form of this .	<i>These violins are the best violins in the World. These letters are urgent. Please post them immediately. I like these shoes. They're very comfortable.</i>
'Those' is the plural form of that .	<i>Those are his music scores over there. Those men on the stage are actors. Those watches on the shelf are very expensive. I like these shoes better than those ones.</i>



Read the passage:

1. It is a piano. 2. This is a trumpet and that is a harp. 3. This is a guitar and that is a viola. 4. This is a conductor and that is a violinist. 5. There are thick music-notes and thin music-notes on the table. 6. This is a cinema and that is a theatre. 7. This is a stage and that is a screen. 8. This is an actor and that is an actress. 9. These are opera singers and those are jazz performers. 10. These are paintings and those are drawings. 11. This is jazz music and that is rap.

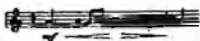


Read and translate the following text:

This is Miraz Ergashev. He is Karakalpak but he lives in Tashkent. He is 20 years old. He doesn't work; he goes to the State Conservatory of Uzbekistan. He is a second year student. He is tall and handsome. He can play the trumpet very well. He is a trumpet player. He plays the trumpet every day at 09:00 am after breakfast. His friends are musicians too. His friends all like music. Miraz likes classic musical but he doesn't like pop rock. People call Miraz "Mr. Musician"

Answer the questions:

1. How old is Miraz? 2. Where does he study? 3. Is he tall or short? 4. What instrument does Miraz play? 5. What is his nickname?



Exercise 2: Write the below words and expressions in plural. Example: This magazine – these magazines;

This trumpet, that comedy, this tragedy, this stamp, that sandwich, this poster, that egg, this foot, that picture, this wall, this window, this teacher, this pie, that knife, this leaf, that family.

This is a match. That is a film star. This is a boy. It is an oboe. It is a flower. Is this a ball? This is not a bassist that is a violinist. This is not a mouse. It is not a tree. This is an actress. Is this a painting or a drawing? This man is a doctor. That woman is

a composer. There is a big goose. This sheep is white. This cup is dirty. There is a note on the music-stand. There is a match in the box. She is a teacher. I am a composer. This is a thick book and that is a thin one. Is it a beautiful tree? Is it a boy or a girl? It is not a child. It is a tooth. There is a flute and a harp on the stage. It is an old woman. It's a sharp knife. That is a brown leaf. He is a famous director. That is a film star. That is a new modern studio. This is a violinist and that is a flutist. It is a harp, a violin and a viola. There is a performance in the theatre.



Read the passage:

1. What is this? It is a xylophone. 2. Who is this? It is a band master. 3. What colour is this? It is red. 4. What instrument is this? It is an oboe. 5. What kind of musical instrument is this? It is a wind musical instrument. 6. Who is this man? He is Abdulla Rakhimov. 7. What is he? He is a student. 8. What kind of student is he? He is a good student. 9. What is this? It is a flute. 10. What kind of flute is it? It is a small flute. 11. What colour is it? It is silver. 12. What are you? I am an actress. 13. What kind of actress are you? I am a comedy actress.



Read the dialogue:

Sulton: -Hello!

Mekhry: -Hello! It's nice to see you.

Sulton: - It's nice to see you, too. How are you?

Mekhry: -I am fine. Thanks. And how are you?

Sulton: -I am well, no complaints! Where are you going?

Mekhry: -I am going to the cinema with my friends. What about you?

Sulton: - I am going to see my friend Shakhnoza, she is ill.

Mekhry: -Oh, really, I know Shakhnoza. She is a very sweet girl. Say hello to Shakhnoza.

Sulton: -OK, I will. Have a good time with your friends. See you later.

Mekhry: - See you, take care. Bye!

Sulton:-Bye-bye.



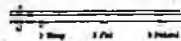
Memorize the following proverbs and sayings. Interpret the proverbs and give their equivalents in your own language. Make up situation with them.

1. Close mouth catches no flies.
2. Deeds, not words.
3. Delays are dangerous.
4. Facts are stubborn things.
5. Gifts from enemies are dangerous.
6. Those who live in glass houses should not throw stones.



Discussion questions:

1. What is your name?
2. Where are you from? (Say a few words about your hometown and family)
3. Your likes and dislikes (reading, dancing, sports, etc.).
4. Where did you study before you entered the State conservatory of Uzbekistan?
5. What do you do? / What are you currently studying?
6. What year are you in?
7. What faculty are you in? / What faculty do you study at?
8. Can you share your plans for the future, if any? (= Have you got any special plans for the future? Can you tell us about them?)



Read and translate the text:

Orchestra

An orchestra is a group of musicians. They play musical instruments together. A large orchestra is called 'symphony' orchestra and a small orchestra is called 'chamber' orchestra. A symphony orchestra may have about 100 players, while a chamber

orchestra may have 30 or up to 70 players. The number of players depends on what music they play and the size of the performing place.

The orchestra is directed by a **conductor**. He helps the musicians to play together, to get the right balance. Some small chamber orchestras may perform without a conductor.

The instruments of the orchestra are divided into families: the string, woodwind, brass and percussion instruments. The string instruments are the majority, although there are only four kinds of them, they are: **violin, viola, cello, and double bass**. There are four main woodwind instruments: **flute, oboe, clarinet, and bassoon**. The brass section consists of four instruments: **trumpet, trombone, French horn and tuba**. They come in different sizes. The percussion section can include tuned percussion instruments like **xylophone, glockenspiel, vibraphone or marimba**.



1. Make questions to the text: Example: What is orchestra? Is symphony orchestra large or small? Is small orchestra called 'chamber' orchestra? Etc.

2. Fill in missing words phrases or sentences from the text:

A small orchestra is called.....

There are up to 70 players in

The size of the performing place depends on.....

A conductor is.....

The family of woodwind instruments.....

3. Make the nouns in the text in bold plural. Change sentences if necessary

Recommended literature for self-study and classwork

Бурова З. И. Английский язык для гуманитарных вузов. Москва. «Высшая школа», 1987– 463 с.

Жураева М. Ю. Мезенцева И.А. Александрова В.Н. Ingliztili. Тошкент, 2008 – 190 б.

Либерман Н.И., Фролова-Багреева Н.А., Кедрова М.М.
Английский язык для вузов искусств. Москва:
«Высшаяшкола» 1989 г. – 463с.

Acklam R. McLean A. Muhamed S. English one to one.
Шарқ. Тошкент, 1997 – 344 б.

Mantin S. Word wise. Study skills for higher education
students in Uzbekistan. Шарқ, 1997 -197 б.

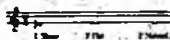
Tolipova N. English for musicians Navruz. Toshkent, 2018 –
132 б.

Salimova L. English for musicians. Tashkent, 26 p.

LESSON V

There is/there are

<p>"There is" used for one object (singular) which exists - or "is" (near to us).</p>	<p><i>There is (There's) a music-stand next to the piano. There is a State Conservatory in Uzbekistan. There is a dining room and a kitchen in our house.</i></p>
<p>"There are" – plural of 'there is':</p>	<p><i>There are many of my friends at the concert tonight. There are three departments in our Institute. There are many books in the library.</i></p>



Read and translate the sentences:

1. There is a trumpet on the stage. There are trumpets on the stage.
2. Is there a trumpet on the stage? No there is no trumpet on the stage.
3. Are there trumpets on the stage? Yes, there are trumpets on the stage.
4. What is there on the stage? There is a piano.
5. What piano is there on the stage? There is a Steinway.
6. How many pianos are there on the stage? There are two pianos.
7. There are notes on the music-stand.
8. There is a screen on the wall.
9. There is a computer in the class.
10. There are many songs in the movie.
11. There is an i-phone on the desk.
12. There are 15 PCs in the class.
13. There are 5 girls and 6 boys on the stage.
14. There is a picture on the easel.
14. There is car in the street.
15. There is a Conservatory in Tashkent.
16. There are many halls and classrooms in it.
17. There are also 5 concert halls in it.
18. The concert halls are on the ground floor.
19. The classes are on the 2nd, 3rd, and 4th floor.



Exercise 1: Answer the questions: Example:

What is there on the table? – There are music scores on the table.

1. What is there on the music-stand?
2. What scores are there on the table?
3. Are there musical instruments on the stage?
4. How many bows are there on the table?
5. Where are the musicians?
6. Are there 7 or 10 musicians on the stage?
7. What musical instruments are there on the stage?
8. How many desks are there in the classroom?
9. Are there tables and chairs in the class?
10. How many chairs are there in the room?
11. Is there a teacher in the class?
12. Where is the teacher?
13. How many students are there in the class?
14. What are there on the music-stands?
15. What notes are there on the music-stand?
16. What is there on the wall?
17. What are there on the ceiling?
18. What are there on the floor?
19. What are there in your bag?
20. What are there on your table?
21. What is there in the street?
22. What is there in the dean's office?



Exercise 2: Write sentences about your town: Example:

There is a big square in our town. There are many museums in our town

Hospital; cinema; theatre; concert hall; institute; university; mosque; church; swimming pool; restaurant; hotel; park; river; lake; etc.



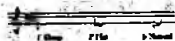
Exercise 3: Describe a certain place in 5-6 sentences and let other students guess where you are. Example:
There are bookshelves, racks and bookstands. There is a bar near the entrance. There is a woman standing at that bar. There are books on many tables. (A library)

Let other student ask questions: *Is there a sofa or an armchair? Are there any children in the room?*



Exercise 4: Make questions with *is there/are there* using the words: *Example: A: Is there a supermarket near your house? - B: No there isn't. A: Are there restaurants near your house? - B: Yes, There are.*

supermarket, school, garden, concert hall, souvenir shop, restaurant, cinema, theatre, tennis court, museum, shop, public library, bank, bookshop, bus, stop, underground station, post office, airport, park, children's playground, institute, sport centre, art gallery, hairdresser's.



Read the passage:

1. What are you? -I am a conductor. 2. What is your name? - My name is Sulayman. 3. What is your father? - My father is a worker. 4. Who is that young man? -He is Anvar Zokirov. 5. What is he? -He is an artist. 6. What kind of artist is he? -He is a monumental artist. 7. What is it? -It is a musical instrument. 8. What kind of instrument is it? - It is an old violin. 9. What film is it? -It is a wide-screen film. 10. What play is it? -It is "Romeo and Juliet". 11. What kind of play is it? -It is a very interesting play. 12. What is it? -It is a brush. 13. What kind of brush is it? - It is a clean brush. 14. What flowers are they? -They are roses. 15. What kind of flowers are they? -They are beautiful. 16. What colour are they? - They are red. 17. What is it? It is a bag. 18. What colour is it? -It is green.



Exercise 5: Make sentences using the pattern: *I like this composer because his music is good. I am sorry, but I don't like these composers because their music is primitive.*

1. actress - acting, charming; 2. camera - construction, modern; 3. horror films - special effects, primitive; 4. artist - paintings, expressive; 5. plays - stories, pessimistic; 6. comedy - staging, optimistic; 7. opera - music, dynamic; 8. dramatist - plays, poetic; 9. comedies - stories, trivial; 10; still-life - colours,

shocking; landscape – colours, nice; 11. conductor – performance, brilliant;



Exercise 6: Ask and answer about things that there were and there weren't in AD (of Anno Domini) 1000.
Example: There were great civilizations. There were wars. There were big cities. There was no television. There was air pollution. There were philosophers. There were no any newspapers. Was there any theatres? Were there any schools? Were there doctors? Were there good singers?



Exercise 7: Ask and answer what will there be and what will not there be in AD 2100:
Example: There will be food tablets. There will be teaching machines. There will be moving pavements. There will be no wars. There will be no poverty. Will there be computers? Will there be television? Will there be cars, or trains?



Read the dialogue:

Q:-Hello!

B: - Hello!

Q:-Nice to meet you.

B:-My name is Bobur. Nice to meet you too.

Q:-Where are you from?

B:- I am from Uzbekistan.

Q:-What are you?

B:- I'm a student at the Music Lyceum.

Q:-What are your parents?

B:- My mom is a piano teacher, and my dad is a violinist.

Q:-What career are you planning to choose?

B:- I would like to go to Conservatory to study music.

Q:-What musical instrument do you play?

B:- I play the piano.

Q: -At what age did you start playing the piano?

B:- I'd say I was about five.

Q:- Who was your first teacher?

B:- My first teacher's my mother, and she taught me for about four years.

Q:- Who are you studying with now?

B:- Now my teacher is Anvar Musaev.

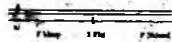
Q:- How often do you take part in musical competitions and festivals?

B:- Well, I've performed a lot over the past ten years, that I've been studying music. I've played in several competitions, some big ones, a lot of small ones. I've played in the final round of a competition in the Astana Conservatory. Last year I performed at the Kiev Conservatory.



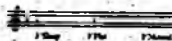
Memorize the following proverbs and sayings. Interpret the proverbs and give their equivalents in your own language. Make up situation with them:

1. There are more ways to the wood than one.
2. There is a place for everything, and everything in its place.
3. There is more than one way to kill a cat.
4. There is no fire without smoke.
5. There is no rose without a thorn.
6. There is no rule without an exception.
7. There is no place like home.



Conversation Questions:

1. What types of music do you like?
2. What is your favourite music group?
3. Who is your favourite musician or singer?
4. How have your musical tastes changed since when you were a kid?



Read and translate the text

KARNAY

It is a brass tube about 2 meters length with a conical mouth in the end. Karnay tubes are of two types -straight and cranked. The first are most widely used. Karnay is played in a standing pose. Regular Karnay tube consists of three conjoined parts, which are devised for ease of transportation. Karnay is one of the most venerable instruments which hasn't changed much since ancient times. The age of this instrument can be proved by the famous excavations of Tutanhamon grave 1320 B.C. Among numerous things found there was a trumpet with wooden inserts left from a music instrument which was almost like a modern Karnay.

Karnay has a mouthpiece with a 97 cm length tube soldered to it, its diameter gradually increases from 5 to 36 mm. The mouthpiece diameter is 37 mm and the trumpet diameter is 23.3 cm. The sizes of Karnays vary depending on the region of origin. This explains the diversity of the key of the main tone of Karnays.

The diapason of Karnays is not huge and doesn't exceed an octave. Karnay is mostly used for fanfares and various signals. When played by veteran musicians, Karnay becomes a very expressive instrument. In the past ages Karnay was served as a military instrument - a herald of war and victory.

This instrument as described by famous music history researcher Eichgorn is one of those trumpets, which sounds were used to accompany the hordes of Nodir-shah, Darius, Chenghizkhan and Tamerlain, used to lead the warriors into the battles to the victory. This description is proven by many miniatures of different ages depicting scenes of battles and military campaigns, as well as by many other sources.

Karnay also was widely used at ceremonies. In the people's daily life, it was used as a signal instrument announcing disasters like fire or war. In the present time Karnay is used all over Uzbekistan as a herald of celebration and entertainment, accompanying folk and circus shows, horse races and other sport games. Karnay is usually played with Sumay and Nogora.



1. Answer the following questions:

How is Karnay instrument played?

How many parts is Karnay instrument consists of?

Which ceremonies was Karnay used in?

2. Are the following true or false? Find evidence from the text that tells if the sentence is true or false.

Karnay has changed since ancient times. *False/True*

Nodir-shah, Darius, and Tamerlain played Karnay instrument. *False/True*

Karnay was widely used at ceremonies and to lead warriors at war. *False/True*

Recommended literature for self-study and classwork

Бурова З. И. Английский язык для гуманитарных вузов. Москва. «Высшая школа», 1987 – 463 с.

Жураева М. Ю. Мезенцева И. А. Александрова В. Н. Ingliztili. Тошкент, 2008 – 190 б.

Либерман Н. И., Фролова-Багреева Н. А., Кедрова М. М. Английский язык для вузов искусств. Москва: «Высшая школа» 1989 г. – 463 с.

Acklam R. McLean A. Muhamed S. English one to one. Шарқ. Тошкент, 1997 – 344 б.

Tolipova N. English for musicians Navruz. Toshkent, 2018 – 132 б.

Salimova L. English for musicians. Tashkent, 26 p.

LESSON VI.

Pronouns

Apronounis a word that replaces a noun or a group of words used as a noun.

Subject pronoun	Object (complement)	Possessive adjectives	Possessive pronoun	Reflexive pronoun
I	me	my	mine	myself
you	you	your	yours	yourself
she	her	her	hers	herself
he	him	his	his	himself
it	it	its	its	itself
we	us	our	ours	ourselves
they	them	their	theirs	themselves

A pronoun takes the place of a noun.

Example story	the story written using pronouns
Rano is one of the heads of the department at the Conservatory. Rano works with Mr. Muratov and Mr. Muratov' son Timur. Mr. Muratov and Mr. Muratov' son Timur are musicians. Rano, Mr. Muratov, and Timur are co-workers and good friends.	Rano is one of the heads of the department in the Conservatory. She works with Mr. Muratov and his son. He and his son Timur are musicians. They are co-workers and good friends.

<p>Subject pronouns occur in the subject position of a sentence or after the verb 'to be'</p>	<p><i>I am a harpist. She is gorgeous. We live in Tashkent. They live in London. It is an oboe.</i></p>
<p>Object (complement) pronouns occur in complement position or after prepositions unless the preposition introduces a new clause.</p>	<p><i>Give me a bow, please. Put it on the music-stand, Call us in the evening. Tell him to come</i></p>
<p>Possessive forms indicate ownership. Possessive adjectives are not the same as possessive pronouns. They simply modify nouns.</p>	<p><i>Give me my notes. The dog injured its leg. Anvar left his violin at home. Where is our teacher?</i></p>
<p>Possessive pronouns replace the noun. The noun is understood from the context and is not repeated</p>	<p><i>This is not your notebook. It is mine. Your coat is short his is long. I left my textbook give me yours. Their bags are heavy ours are light. The dog eats food, it is its.</i></p>
<p>Reflexive pronouns usually follow the verb and indicate that subject is both giving and receiving the action</p>	<p><i>Anora buys herself flowers every day. We serve ourselves in the cafeteria. Girls are talking among themselves. You yourself must play this concert.</i></p>



Read the text and identify the pronouns:

I work at the musical school. You need extra lessons of the musical theory. He wants to buy a new guitar. She is studying solfeggio. It is raining. It is a saxophone. It has a beautiful sound. We listen to his performance. You read a newspaper. They are good friends. She loves me. We sent you a letter. We play quartet with him. He likes her. I see it with my own eyes. They invite us to their concert. Shirin believes in you. We don't like them. This is

my bow. Your double bass is very big. His music notes are on the music stand. Her car is old. Its (the car) window is broken. Our party is tomorrow. Their work is excellent. Your violin has a light sound. Her favorite instrument is viola.

These notes are mine. This baton is yours. Marina is a relative of his. Give her this book, it is hers. Their violins are tuned, ours (violins) need tuning. My bag is heavy, yours is lighter than mine. These are your notebooks and those are theirs. This is our Institute. Its classrooms are big. We like our garden. Your drawing is good. Its colours are fine. He is a talented composer. His symphonies are original. She is a famous actress. Her biography is interesting. This old American film is a musical; its music is well-known.

Write 5-6 sentences about you friend: *What is her/his occupation? What is her/his favorite music? Her/his favorite subjects, etc.*



Read and remember:

I am busy with my graduation project. He is busy with his class work. She is busy with her homework. They are busy with their studies. We are busy with our job. Are you busy with your exams? –Yes, I am very busy with my exams.



Exercise 1: Fill in pronouns: Example:
This is a thick book (...) is very old – It is very old.

1. This is a cello. (...) is very old. 2. "Jibljibon" is a comedy. (...) is very funny. 3. Raikhon is a film star. (...) is a singer and an actress. 4. Jakhongir is an actor. (...) is very popular. 5. A trumpet is a musical instrument. (...) sounds good. 6. He has a professional camera. (...) is new. 7. Old brushes are bad. (...) are very old. 8. I like old singers. (...) are wonderful. 9. Luisa and Rano are good students. (...) are very busy.

Read the text:

My name is Zebo. I am a student. I am at the State Conservatory of Uzbekistan. I am a first year student at the department of musicology. I am a musicologist. My mother is a pianist. My father is a cellist. I like many musical instruments like – violin, cello, flute, harp, but my favourite is piano. My friends are students too. My friend Shakhlo is a first year student. She is at the department of choir conductor. Her favourite musical instrument is organ. Our professor is a serious and experienced master. He is a bright pianist and a wonderful composer. His name is very famous in our country.



Ask your friend about his or her friend:

What is his/her name? What is his/her last name? Where does he/she live? When is his/her birthday? How old is his/her parents? How many brothers and sisters does he/she have? What is his/her phone number? What is his/her favourite food? What colour is his/her toothbrush? What kind of literature does he/she like to read? What is his/her favourite movie? What music does he/she like?

Exercise 2: Use a subject pronoun as the subject of each sentence based on the word(s) in parentheses.

Example: ... works at the Conservatory. (Anna) -She works at the Conservatory.

- 1.... are on the stage. (the instruments);
- 2.... lives in Namangan, Uzbekistan. (Karim);
3. ... enjoy watching movies on Friday evenings. (my brother and I);
4. ... is on the table. (the flute);
- 5.... is working at the moment. (Nodra);
6. ... study English at the University. (Dilara, Shahzod, Vadim);
7. ... are good friends. (Karim and I);
8. ... goes to music school. (Anna);
- 9.... think this exercise is difficult. (the students)



Exercise 3: Use an object pronoun as the object in each sentence based on the word(s) in parentheses. *Example: Please give ... the music scores. (Rishat) - Please give him the music scores.*

1. I bought ... last week. (a guitar); 2. Dilarom visited ... two months ago. (Rustam); 3. I enjoyed listening to ... last week. (the song); 4. Alexander asked ... to give the book to ... (Karim, I); Alexander asked ... to give ... a book. (Karim, I); 5. She ate ... quickly and left for work. (breakfast); 6. I picked ... up at seven o'clock. (Nozima and Sarvar); 7. I like reading ... before I go to sleep. (magazines); 8. It's very difficult to memorize (the new vocabulary words); 9. Sardor gave ... some advice. (The children, my wife and I)



Exercise 4: Use a possessive adjective in the gap in each sentence based on the word(s) in parentheses. *Example: That's ...viola on the music stand. (I) - That's myviola on the music stand*

1. Anvar asked ... sister to the dance. (Lola); 2. We bought ... book last week. (Abdulla Qodiri); 3. ...colour is red. (the car); 4. Would you like to buy ... cookies? (my friends and I); 5. Anvar picked up ... lunch and left for school. (Anvar); 6. Alla asked ... questions. (Nodra and Fatima); 7. I think ... idea is crazy! (you); 8. I'd like to hear ... opinion. (Galina); 9. She works for ... company. (Rustam)




Exercise 5: Use a possessive pronoun in the gap in each sentence based on the word(s) in parentheses. *Example: The book is (Rusatm) - The book is his*

1. I think we should go in (The boy's car); 2. That house is (Kamila); 2. Do you hear the telephone? I think it's (my telephone); 3. I'm sure it's (the computer that belongs to my sister and me); 4. Look at that car. It's ... (Dilara and Kahramon); 5. That dog over there is (Sarvar); 6. Those bicycles are

(Vadim and Shahzod); 7. No, that one is ... (you); 8. Yes, that one is ... (I)


 **Read the text:**

I have a friend. Zylfiya is her first name. Her last name is Adilova. Her patronymic is Anvarovna. Therefore, her full name is Adilova Zylfiya Anvarovna. Zylfiya is Uzbek. She is 21 years old. The date of her birth is July 22, 1990. The place of her birth is Navoi. It is situated in Uzbekistan. Her mother is Rano Sodiqovna Rustamova. She is a psychologist by education and a university lecturer by occupation. She is 42 years old. Her father is Anvar Adilov. He is 46 years old. He is a philologist by education and a businessman by occupation. Zylfiya has a younger sister. She is a 16 years old school-girl. Her birthday is on the 14 of April.

 **Exercise 6: Make sentences with the following words:**

Example: *Uzbek, prominent, Munojat Yulchieva, a singer; – Munojat Yulchieva is a prominent Uzbek singer.*

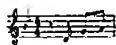
Rustam Abdullaev, talented, a popular composer; Julia Roberts, an American movie star, pretty, famous; Navoi, progressive, a poet, prominent; Picasso, original, artist; Shakhnoza, a young pianist, fine.

 **Exercise 7: Find the words. Example:** *I am an altist. I play the alto.*

1. I am a violinist. I play the ... 2. He is a trumpeter. He plays the ... 3. We are pianists. We play the ... 4. You are a trombonist. You play the ... 5. She is a flautist. She plays the ... 6. I am a cellist. I play the ... 7. They are guitarists. They play the ... 8. I am a harpist. I play the ... 9. He is a percussionist. He plays ...

 **Exercise 8: Fill in the gaps: Example:** ... *name is Karim. – My name is Karim*

... name is Karim. I ... a student of the Conservatory. ... have a big family, two brothers, a sister, a dog and a cat. My parents are very busy people. ... work very hard. This is my father. ... is a police officer. ... love ... father. This is my mother. ... is a doctor. ... love ... mother. ... brothers are my best friends. ... names are Ali and Botir. My brother Ali is a player of the school football team. ... is a goalkeeper. ... brother Botir is a student. ... likes playing football too. This is my sister. ... name is Dono ... is a school girl. ... sister is always on the phone with ... friend. ... live in Tashkent. ... is a very big and beautiful city. ... house is very nice and comfortable. ... have a garden with flowers. My grandparents don't live with us, but ... come to visit ... once a month. ... grandmother is a fantastic cook. ... chocolate cake is delicious. My family and I love country side. ... often go to the mountains. We have a nice house in the country too. ... is small but nice



Exercise 9: Fill in the gaps.

My favourite film is ... Its director is..... His productions are popular in our country. is an experienced filmmaker. His films are first class. Some of his films are Our filmgoers know them very well. His film is original. As for she is a very good actress. Her acting is brilliant. is a wide-screen colour film. Its photographic effects are expressive. I like this film very much.



Exercise 10: Read and translate. Make sentences with the following expressions. Example: a vivid still-life – This is a vivid still-life by famous painter Van Gogh

a talented colourist; a famous composer; a detailed illustration; an original style; a leading role; a realistic portrait; a professional actor; a prominent figure; a popular song; a progressive poet; a monumental style; sentimental music; a national anthem; a national hymn; a lyrical episode; at the beginning; in the end; a special effect; a horror film; a thriller; a colourful landscape; a commercial performance; a dynamic style;

Exercise 11: Choose the right pronoun. *Example: Rashid has broken his leg, the whole class went to see him at the hospital.*

1. My aunt Nasiba is a very nice person, we all like...
2. Marina lives with her parents, she doesn't want to leave ...
3. We are going for a walk, would you like to join ...
4. Call me up tomorrow; I'll give ... my phone number.
5. Pulat is too selfish, no one loves ...
6. Could you pass ... the red book which is on the highest shelf, please? I need it.
7. Do you know my friend Salima? I've never met ...
8. These tourists can't speak Uzbek, could you help ...
9. We saw our neighbours yesterday, they gave ... some cherries from their garden.
10. You mustn't play with this knife, give ... to me, please.
11. Do you like cats? I love ...
2. Daniyor likes Pulat but Oliya hates ...
3. Jammy is bad at physics. I'm very good at ...
4. Marina likes this book very much. Could you give it to... ?
5. Don't ask ... I don't know.

Exercise 12: Fill in the gaps with the correct pronouns: *itself, yourself, myself, themselves.*

1. The door opens ... when someone comes near it.
2. "Look at your umbrella! You should buy ... a new one".
3. "Look at this picture. I made it"
4. "- Who composed it?" - "I composed it"
5. They lost the match and were ashamed of

Exercise 13: Put in order. *Example: love | I | music. | to | listening | - I love listening to music.*

1. music. | to | rock | listens | My | father |
2. car. | to | listen | his | brother | My | loves | in | music | to |
3. go | Alisher Navoi | Park. | to | They | to | want |
4. He | listens | | classical | music | to |
5. sister | the | play | to | piano. | wants | My |
6. at | very | She | good | is | it. |
7. play | My | violin. | brother | the | can |
8. music. | I | like | pop |

9. was | When | father | music | of | a | listened | I | my | child |
to | a | with | me. | lot



Read the dialogues:

Nina: Do you know Anvar?

Alisher: Sure, he's in my class, I study with him. Why?

Nina: Oh, I just want him to help me, that's it.

Alisher: I have his phone number. You can call him!

Nina: Ok, thanks!

Temur: Hey Galina, what is it?

Galina: Don't you see it is a cello.

Temur: Whose cello is it?

Galina: Why do you ask me? Ask him.

Temur: Sardor, is it your cello?

Sardor: Don't ask me. Ask her.

Temur: I asked her. She doesn't want to answer.

Sardor: Then ask them.

Temur: OK, Thanks both of you very much. You are very helpful.

Sardor, Galina: That was our pleaser. We like to help.



Memorize the following proverbs and sayings. Interpret the proverbs and give their equivalents in your own language. Make up situation with them:

1. Cut your coat according to your cloth.
2. Every bean has its black.
3. Every country has its customs.
4. Every dog has his day.
5. First catch your hare. (You talk as though you already had the prize in hand, but first catch your hare then cook him, you may not be the winner)
6. My house is my castle.
7. Prosperity makes friends, and adversity tries them.

8. Take us as you find us. They are hand and glove.



Conversation Questions:

1. Do you play a musical instrument? How long have you been playing?
2. Can you sing? Have you ever sung in karaoke?
3. What types of music do you dislike?



Read and translate the text:

Musical instruments

GUITAR

Although there are many different types of guitars (acoustic, electric, classical, electric-acoustic, etc.), they all have many things in common. At the top of the guitar there is the "headstock", a general term which describes the part of the guitar attached to the slimmer neck of the instrument. On the headstock there are "tuners", which you will use to adjust the pitch of each of the strings on the guitar.

At the point in which the headstock meets the neck of the guitar, there is the "nut". A nut is simply a small piece of material (plastic, bone, etc.), in which small grooves are carved out to guide the strings up to the tuners.

The neck of the guitar is the area of the instrument you'll concentrate a great deal on: you'll put your fingers on various places on the neck, in order to create different notes.

The neck of the guitar adjoins the "body" of the instrument. The body of the guitar will vary greatly from guitar to guitar. Most acoustic and classical guitars have a hollowed out body, and a "sound hole", designed to project the sound of the guitar. Most electric guitars have a solid body, and thus will not have a sound hole. Electric guitars will instead have "pick-ups" where the sound hole is located. These "pick-ups" are essentially small

microphones, which allow the capture the sound of the ringing strings, allowing them to be amplified.

The strings of the guitar run from the tuning pegs, over the nut, down the neck, over the body, over the sound hole (or pick-ups), and are anchored at a piece of hardware attached to the body of the guitar, called a "bridge".



1. Fill in missing words, phrases or sentences from the text:

The types of the guitars are.....

'Headstock' is attached to

'Nut' is

Most electric guitars have no hole because....

2. Give the definitions to the following words and expressions and make sentences with them:

a general term; slimmer neck; carve out; concentrate a great deal on; a hollowed out body; capture the sound; to be amplified; to be anchored

Recommended literature for self-study and classwork

Жураева М. Ю. Мезенцева И.А. Александрова В.Н. Ingliztili. Тошкент, 2008 – 190 б.

Либерман Н.И., Фролова-Багреева Н.А., Кедрова М.М. Английский язык для вузов искусств. Москва: «Высшая школа» 1989 г. – 463с.

Acklam R. McLean A. Muhamed S. English one to one. Шарк. Тошкент, 1997 – 344 б.

LESSON VII

Possessive case of nouns (genitive)

Possessive nouns are used to indicate ownership. We use the possessive case of nouns when we want to say to whom something belongs.

Possessive nouns usually are formed by adding an apostrophe (') and <i>s</i> .	<i>Karim's book; Dono's car; Grandma's mirror</i>
When a noun is plural and ends in <i>s</i> , just add an apostrophe (').	<i>The kids' toys; My parents' house; The teachers' room</i>
If two people own one thing, add the apostrophe and <i>s</i> to the second person only.	<i>Rashid and Mariam's new house; Botir and Rano's wedding; Timur and Akbar's flat</i>
If two people own separate things, add the apostrophe and <i>s</i> for each person.	<i>Sanjar's and Begzod's books; Rano's and Dina's bags; Behruz's and Jalol's offices</i>
The specifying genitive may be replaced if necessary by an <i>of</i> -phrase.	<i>The house of my friends; the car of my parents; the notebooks of the students</i>
If things have a connection to people we use the <i>s</i> -genitive (possessive) as well.	<i>Uzbekistan's economy or the economy of Uzbekistan</i>
In time expressions we also use ' <i>s</i> .	<i>a three week's holiday; a day's work; a few days' work</i>

Don't confuse the -'s of possession with the contraction of the verb **is**:

's = possessive	<i>Yulduz's name. = Her name. Bobur's house. = His house</i>
's = is	<i>My name's Yulduz. = My name is Yulduz. Bobur's nice. = Bobur is nice. Who's English? = Who is English? The hotel's name's the Grand Mir = Its name is the Grand Mir</i>

Common case	Genitive case
The child	The child's father
The girl	The girl's toy
The boy	The boy's notebook
the student	The student's work
The lion	The lion's cage
The United States	The United States' policy*
Archimedes	Archimedes' Law*
Brahms	Brahms' sonatas*
Navoi	Navoi's poems

*The apostrophe (') alone is added to regular plural nouns and also to proper names ending in 's'

singular	plural
My friend's house (his house).	My friends' house. (their house)
My mother's car (her)	My parents' car (their)
My father's car (his)	
Madina's notebook (her notebook).	Students' notebooks (their)
Sardor's notebook (his notebook)	

Read and translate the passage:

1. My brother has a car. Whose car is it? It is my brother's car (his car). 2. Our Dean has his office. Whose office is it? It is Dean's office (his office). 3. Whose name is Rano? Rano is a woman's name. 4. Whose name is Botir? Botir is a man's name. 5. Whose book is it? It is Karim's. 6. Whose car is it? It is my mother's. 7. Whose toys are these? These are children's toys. 8. What is it? It is today's newspaper. 9. Anvar's coat is brown. 10. Whose musical scores are on the music stand? They are Saida's

The prepositions 'of' is mainly used as a possessive	<i>He's a friend of mine. The colour of the house is red</i>
It is important to remember that it is more common to use the possessive 's' or the possessive adjective in English, than to use 'of' - even if 'of' is grammatically correct. Thus, the sentences above would generally be in these forms	<i>the building of the institute; the beginning of the play; the name of the poem; the end of the film; the box of pencils; the stage of the theatre; the name of the street, the capital of Uzbekistan;</i>


Exercise 1: Find one possessive case of nouns in the text and write it down. Join the nouns. Sometimes you have to use 's' and sometimes you have to use '... of ...' *Example: Madina/jewels – Madina's jewels*

Madina / jewels; Alisher Navoi/museum; a corner / the street; her husband / question; the strength / love; the meaning / life; Rano/ birthday; room/brother; parents/ Ulugbek; the story/girl; suitcase/ Madina; grandmother/ glasses; institute/ students; quartet / musicians; violin/ my brother; a glass/milk; her friend/bike; the window/room; Mrs Rano/car; ten minutes/work; the dean/office; the number/house; two days/work; his sister/shoes

Read and translate the text:


Oydin Pulatova's family

Oydin Pulatova is a young woman. She is 36. She is a very pretty woman. Oydin's face is round. Her eyes are small and brown. Oydin's hair is brown, too. Oydin's husband is young, too. Her husband's name is Oybek. Oybek's eyes are brown and large. He has curly black hair. Here are Oydin's and Oybek's children. There are two children in Pulatov's family. Their daughter's face is round as her mother's. She is thin and small; she is just 5 years old. The son's face is square as his father's. He is tall and handsome. The children's school is not far from their house. The children's grandparents live in the countryside. Oydin and Oybek are musicians. Oydin works in the artists' union and Oybek teaches at the State Conservatory of Uzbekistan as a teacher. Pulatov's flat is close to their work. It's small but very comfortable. There is a shop of women's clothes in front of the Pulatov's house.

 **Exercise 2: Read the text. Write the sentences about the people in the family.** *Example: Rano/mother – Rano is Guzal's and Anvar's mother*

Rano and Akmal are married. They have a daughter Guzal and a son Anvar. Guzal is married to Nodir. Guzal and Nodir have a son Oybek.

Akmal/father; Guzal/daughter; Anvar/son; Anvar/brother; Akmal/ husband; Rano/ wife; Oybek/grandson; Oybek/nephew, Akmal/grandfather; Guzal/sister; Nodir/father; Guzal/wife; Nodir/husband; Rano/grandmother

 **Exercise 3: Make questions with the following words:** *Example: Whose book is it? It is my sister's book. Whose pencils are these? These are my brother's pencils.*

Music scores, baton, violin, cello, piano, flute, trumpet, newspaper, magazine, play, composition, conductor's stick,

computer, instrument, brushes, songs, dictionary, husband, wife, etc.



Exercise 4: Answer the questions: Example:
Whose books are these? - These are our teacher's books.

Where is Dean's office? Where is your friend's hat? Whose work is it? Whose play is it? What is that violinist's name? What are your parents' names? What is this pianist's name? When is Navoi's birthday? Where is your teacher's room? How many children are there in your mother's family? What is your sister's name? When is your brother's birthday? What is your father's name? What is Guzal's favourite color? Where is your grandparents' house? What is your brother's job? What is the color of your mother's eyes? What is the color of your father's hair? What is the color of Aziza's coat? Where is Feruza's violin? Where are Mohinur's music notes?



Exercise 5: Give the genitive form to the following expressions: Example: the flat of my parents- my parents' flat

1. the house of my grandparents; 2. the skateboard of that boy; 3. the songs of the children; 4. the umbrella of my sister; 5. the birthday of the composer; 6. the toys of my son; 7. the wife of my brother; 8. the tail of this cat; 9. the poem of Navoi; 10. the voice of the girl; 11. the new club of the sportsmen; 12. the letter of Nodira; 13. the car of my brother; 14. the life of this rat; 15. the biography of the film star; 16. the flat of my neighbors; 17. the husband of my friend; 18. the name of the violinist; 19. the character of the play; 20. the work of my teacher; 21. the author of the book; 22. the action of the movie; 23. the legends of the people; 24. the table of our teacher; 25. the program of the conference; 26. the name of this boy is Ibrahim; 27. the work of these students is brilliant; 28. the room of my friend; 29. the handbag of this girl; 30. the mobile phone of my friend is modern;

31. the children of my aunt are young; 32. the computer of mine is out-of-date; 33. the playground of our institute is large.



Exercise 6: complete the sentences below:

Example: Begzod has a friend called Doniyor. Doniyor is Begzod's friend.

1. Begzod has a friend called Daniyoyr. Daniyoyr is ... 2. Shahzod has a lot of friends, including Doniyor. Doniyor is ... 3. I know Begzod very well. We have become friends. Begzod is ... 4. The dog has a long tail so be careful not to step on it. Don't step on ... 5. Elena has an appointment with the hairdresser at 10 a.m. At 10 a.m. Elena will be ... 6. My neighbors have a red car.... is red. 7. My parents have their house in Namangan. ... is in Namangan. 8. The government made a proposal which was rejected by the Trade Unions. The Trade Unions rejected the ... 9. My grandfather has a dog. Its name is Kuvnok. ... is Kuvnok. 10. The head office of the company is on Navoi Street. The ... is on Navoi Street.



Exercise 7: Supply the apostrophes and

"s" ('s) to make the possessives in the following sentences.

Example: These women's hats are sold in this store.

1. These women hats are sold in this store. 2. The pianists recital was a great success. 3. The mice tracks were everywhere in the dust. 4. We followed the two cars tracks in the snow. 5. The geese flight was smooth and graceful. 6. The conductor baton is on the music stand. 7. Karim notes were with him yesterday. 8. Abdullaev presentation was the best yet. 9. What happened to that horse leg? 10. That woman umbrella is blowing away in the wind.



Read the dialogue:

Anvar: - Hello!

Sardor: -Hello!

Anvar: - There is somebody's flute left on the stage. Do you know whose is it?

Sardor: -Sorry I have no idea. Maybe it is Anna's. She was at the rehearsal today

Anvar: - Do you know her telephone number?

Sardor: -I am afraid I do not know. But you can ask her classmates, they are still here.

Anvar: - Thank you for you advise, but I'm in a hurry.

Sardor: -Well, I do not know what can we do in such situation.

Discuss with you classmate what to do in such situation.



Read the dialogue:

Anvar: Hi, Sardor. Nice to see you again. Are you a student?

Sardor: -Yes, I go to the State Conservatory of Uzbekistan. I'm the first year student.

Anvar: - Are you a singer?

Sardor: -No, I'm not. I am a pianist. I am a student of the Piano Department. That is my friend Rano.

Anvar: - Is she a performer, too?

Sardor: -Yes, she is. She is a singer.

Anvar: - Is she a pop singer?

Sardor: -No, she is not a pop singer, she is not a folk singer, she is an opera singer. That is my friend Gulom. He is a doira player. He is a performer of the Uzbek traditional music.

Anvar: - Hello, Gulom. Nice to meet you.

Gulom: -Nice to meet you, too. What do you study, Anvar?

Anvar: I do not study. I work at a plant. But I am very fond of music and art.

Gulom: -You can visit our concerts. We have a concert on the 7th of November. Please come. Now we are in a hurry, we have an English lesson. Our English teacher is very strict.



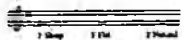
Memorize the following proverbs and sayings. Interpret the proverbs and give their equivalents in your own language. Make up situation with them:

1. Crows do not pick crow's eyes.
2. Calamity is man's true touchstone. (the man who has never known adversity, and thus had no chance to demonstrate his character, is an unproven man, while the man who has survived misfortune and returned willingly to battle is the man we should honor and trust).
3. Children are poor men's riches.
4. Everybody's business is nobody's business.
5. Fool's tongue runs before his wit. (The rash or inexperienced people will attempt things that wiser people are more cautious of).
6. Friend's frown is better than a foe's smile.
7. Hope is the poor man's bread.
8. One man's meat is another man's poison.
9. The last straw breaks the camel's back.
9. True coral needs no painter's brush.
10. Better be the head of a dog than the tail of a lion.



Conversation questions:

1. Where do you usually listen to music?
2. What do you think are the most popular occasions for listening to music?
3. Have you ever been to a music concert? What kind?
4. What do you think life would be like without music?



Read and translate the text:

Musical instruments

The difference between a violin and a viola

The violin was first created in the 1550's as a lyre's lighter alternative. Although its reign as the primary instrument fell to the guitar, it still sees plenty of use in today's music. Just listen to your favorite movie's soundtrack. Nearly everyone can at least point out a violin in a picture. The same goes for the cello. But did you know the violin has another cousin? Its name is the viola.

The viola is not known as well as the violin. In fact, unless you were knowledgeable about string instruments, you'd probably think them the same at first glance. There are, however, a few key differences. The first - being their size. A viola is 3 to 4 inches larger than a violin, but is still held beneath the musician's chin. Being larger, the fingers are spaced out more when playing, making some notes difficult to hit for those who have smaller hands. The bow is slightly longer, and there is a larger space between each string.

Size, however, is not the key difference between the two. A viola is toned lower than a violin. It may be better to call it a small cello than a large violin, as the viola's strings and cello's tune to the same notes, just on different pitches. Also, even when playing the same note, a violin and a viola will sound different. This is because they put out different tones. A violin's sound is lighter, more airy, whereas a viola's is a darker, mellow sound. Perhaps a good analogy would be that violin laughs, while viola mourns. Where violin whispers - viola murmurs.

If you are looking to pick up a new instrument, and are considering the violin, perhaps you should also think about the viola. Fewer people play the viola, meaning you aren't compared to as many people, and scholarships will be easier to get. You'll also be quietly laughing to yourself when people point at your viola and tell you? "Hey! Nice violin."

1. Find the possessive case of nouns (genitive) and replace them with 'of' where appropriate

2. Answer the questions to the text: What instruments are the violin's cousins?

What are the differences between the violin and viola? Are violin's sounds different from viola's, if yes, in which way? Which one is more popular, viola or violin?

Recommended literature for self-study and classwork

Бурова З. И. Английский язык для гуманитарных вузов. Москва. «Высшая школа», 1987–463 с.

Жураева М. Ю. Мезенцева И.А. Александрова В.Н. Ingliztili. Тошкент, 2008 – 190 б.

Либерман Н.И., Фролова-Багреева Н.А., Кедрова М.М. Английский язык для вузов искусств. Москва: «Высшая школа» 1989 г. – 463с.

LESSON VIII

Preposition

The prepositions *at, on, and in*

<p>We use 'at' to show a specific place or position.</p>	<p><i>Someone is at the door. They are waiting at the bus stop. I used to live at 51 Navoi Street.</i></p>
<p>We use 'at' for specific times</p>	<p><i>I start work at 7.00 a.m. I don't work at night.</i></p>
<p>Use 'at' with static (non-movement) verbs and places:</p>	<p><i>at the cinema, at the theatre, at the concert, at the festival, at the examination, at the lesson, at the conference, at the meeting, at the film show, at work, at home, at the bus stop, at the door, at the end of the street, at the top of the page, at the bottom of the page, at the exhibition; at the cinema</i></p>
<p>We use 'on' to show position on a horizontal or vertical surface.</p>	<p><i>The cat sits on the mat. The satellite dish is on the roof. On the ceiling, on the wall, on the stage, on the screen, on the easel, on the Syr Dariya, on the Amu Dariya</i></p>
<p>We also use 'on' to show position on streets, roads, etc.</p>	<p><i>I used to live on Navoi Street.</i></p>

We use 'on' for specific days and dates.	<i>My birthday is on Monday. We're having a party on 7th September.</i>
We use 'on' for some special days.	<i>On Christmas day.</i>
We also use 'on' with directions.	<i>on the left, on the right, straight on</i>
We use 'in' to show that something is enclosed or surrounded.	<i>The dog is in the garden. She is in a taxi. Put it in the box.</i>
We also use 'in' to show position within land-areas (towns, counties, states, countries, and continents).	<i>I live in Samarkand.</i>
We use 'in' for nonspecific times during a day, a month, a season, or a year.	<i>In summer it's too hot to work. I started this web site in 1999. She woke up in the night</i>
Use 'in' with spaces:	<i>in a room, in a building, in a garden, in a park, in the bag, in the centre, in the frame, in the background, in the foreground</i>
Use 'in' with bodies of water:	<i>in the water, in the sea, in a river</i>
Use 'in' with lines:	<i>in a row, in a line, in a queue</i>
No preposition	<i>next week, year, month etc., last night, year etc., this morning, month etc., every day, night, years etc., today, tomorrow, yesterday</i>

preposition	time		place		
	Year	Month	Country	State	City
in	in 1999	in December	in Uzbekistan	in Karshi	in Tashkent
on	Day	Date	Street		
	on Sunday	on May 1	on B. Zakirov Street, on 1st Ave		
at	Time		Address		
	at 8: 00, at 5: 30		at 36 st.Navoi		

*‘In’ indicates the “largest” time or place, and ‘at’ indicates the “smallest” time or place.

*At and in can also be used as prepositions of movement, but they're used to show the purpose of the movement.



Read the dialogue:

A: Where's your office?

B: In Tashkent, Uzbekistan

A: Really? What part of Tashkent?

B: It's on Sofiyskaya Road.

A: I know that area. Where exactly is it?

B: It is at 36 Besh-arik Street, next to the bookstore

C: When is the concert?

D: It's in June

C: What day?

D: It's on Saturday, the 25th.

C: What time?

D: It starts at 18:00

At the swimming pool (on site)	In the swimming pool (in the pool itself i.e. in the water)
At the post office/bank (general)	In the post office/ bank (inside the building)
At the zoo (visitors- general area)	In the zoo (animals in their cages)
At school	In the classroom

Sample sentences:

I met my wife at the theatre (while watching a play):

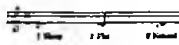
I spilled my drink in the theatre (on the floor of the building)

She works at the library on Wednesdays.

She found a rare coin in the library (building)

Dr. Jones works at the hospital every day.

John was in the hospital for a week with a broken leg.



Read the story below:

Anvar and Salima met each other at a concert while they were on holidays. They live in the same town so they arranged to meet again at the Conservatory at 12 o'clock on the following Saturday. The Conservatory is on the main street in the town centre. Later in the evening they had dinner in the "Anor" restaurant on the square.



Exercise 1: Fill in the gaps in this paragraph with the prepositions - in, on, at or to.

Rano was born... Andijan... December 22nd ... 3 o'clock... the morning. Andijan is... the region of Fergana valley... Uzbekistan. Now, she goes... classes ... the University. She usually arrives ... the morning... 9 o'clock ... weekends, she likes driving ... her friend's house... Bekabad. Her friend lives... Tashkent region. She usually arrives ... 9... the evening and leaves... Sunday morning. Saturday, they often meet friends... a restaurant... night, they sometimes go ... a disco... summer ... July for example, they often go... the countryside.

Read the story below:

I was born in Margelan, Uzbekistan on the 19th of April in 1977. Margelan is in the Fergana region of Uzbekistan. That was many years ago... Now, I live in Tashkent – the capital of Uzbekistan. I work at the State Conservatory. Sometimes I go to a movie on the weekend. I meet my friends at the movie theatre at 8 o'clock or later. In summer, usually in August, I go home to visit my family in Fergana. My family and I go to the mountains and relax in the sun in the morning and in the afternoon. In the evening, we often eat at a restaurant with our friends. Sometimes, we go to a concert at night.

Read the following description

I am from Nukus, Karakalpakistan. Nukus is a city in Uzbekistan. It is near the border of Turkmenistan in the northwest corner of Uzbekistan. I live in a house in the countryside. The street is called "Oltin Kul" and the house is old - more than 100 years! I am an English teacher at a university in the centre of the town. I like reading books and taking photographs. I usually have lunch at the University. I usually go home by car. We have all kinds of food in Nukus. I like national food very much. Sometimes, I go to an Uzbek restaurant in Nukus. The restaurant is called "Laylak". Uzbek food is great!

Write several sentences about your life.

Read and translate the passage:

There are notes on the music-stand. The music score is on the table. This is a stage in the concert hall. The young musicians are on the stage. They have a performance. They play musical instruments like violin, piano, cello, harp, flute, trumpet, and organ. This hall is in the art gallery. There are pictures on the walls. The picture on the right is old. The picture on the left is modern.



Read the dialogue:

A.: Where is your flute?

B.: My flute is in the case.

A.: What room is this?

B.: It is a classroom.

A.: Who is in the room now?

B.: There are students in the room.

A.: Are they at the lesson or at the conference?

B.: They are at the conference.

A.: Where is a studio?

B.: It is in the centre of this building.

A.: Where is Mukhabat? Is she at the cinema?

B.: No, she is not, she is at the theatre?

A.: Is she at the concert or at the festival?

B.: She is at the concert.

A.: Is Mukhabat on the stage or in the hall?

B.: She is on the stage.

A.: Where is Karim? Is he at the conference or at the meeting?

B.: Karim is at the conference now.



Exercise 2: Fill in prepositions *on/at/in*

Example: Where is the book? – It is ... the table. It is on the table

1. Where is the book? – It is ... the table.
2. Where is the tea? – It is ... the cup.
3. Put the plates ... the table.
4. Put the pen ... the bag.
5. There is a beautiful picture ... the wall.
6. He sits ... the room.
7. I like to sit ... the sofa ... my room.
8. Mother cooks breakfast ... the kitchen.
9. She goes ... the room and sits down ... the sofa.
10. There are many people ... the park today.
11. There is a girl standing ... the bridge.
12. Put these flowers ... the vase.
13. Put these flowers ... the windowsills.
14. I see many people ... the platform waiting for the train.
15. A boy is sitting ... the bench.
16. The picture is hanging ... the blackboard.
17. Open the door and come ... the classroom.
18. We write new words ...

the blackboard. 19. We write exercises ... our notebooks. 20. His textbooks are ... the teacher's table. 21. There are one map ... the wall, two pencils ... the table and flowers ... the windowsills. 22. I see a flute ... the chair. Pick it up, please and put it ... the music stand. 23. Put your hands ... your pockets. 24. Take a letter and drop it ... the box, which is ... the wall.



Exercise 3: Fill in prepositions on/at/in.

Example: ... the floor – on the floor

... the floor; ... the wall; ... the bus; ... the car; ... home; ... the background; ... the lesson; ... a group; ... the hall; ... the story; ... the middle; ... the film; ... festival; ... the tube; ... the box; ... the cup; ... the conference; ... the foreground; ... the bag; ... the table; ... school; ... the university; ... the institute; ... concert; ... the picture; ... the street; ... the centre; ... the theatre; ... the room; ... the cinema; ... the stage; ... the screen; ... the Syr Dariya; ... the left; ... the dictionary; ... the examination; ... the meeting; ... the right;



Exercise 4: Put in the correct preposition – in/on/at/-/Example: There is a loud voice that woke us up ... midnight. There is a loud voice that woke us up at midnight.

1. There is a loud voice that woke us up ... midnight. 2. Do you usually eat sumalak ... Navruz? 3. Luckily the weather was perfect... her wedding day. 4. ... last week I worked until 9pm...every night. 5. My father always reads the paper... breakfast time. 6. They play football... Fridays. 7. The weather here is really nice... the spring. 8. Shakespeare died...1616. 9. Jahongir is going to buy the presents...today. 10. The shops open early... in my hometown. 11. She met her husband...1991. 12. The party is...next Sunday. 13. We are meeting... Friday morning. 14. I often get sleepy... the afternoon. 15. His daughter was born... the 6th of November. 16. Mobile phones became popular... the nineties. 17. What are you doing... the weekend?



Read the dialogue:

S.A. -I am a student of the State Conservatory of Uzbekistan.

S.B. -What instrument do you play?

S.A. -I play the violin. I am a violinist.

S.B. -What instrument does Anvar play?

S.A. -Anvar plays the cello. He is a cellist.

S.B. -What instrument does Rano play?

S.A. -Rano plays the piano. She is a pianist.

S.B. -What instruments do they play?

S.A. -They play stringed instruments. They are performers of the chamber orchestra.

S.B. - Does she play flute?

S.B. - Yes, she does. She is a flutist. She is a prize-winner at the International competitions.

S.A. -What music does she play?

S.B. - She plays classical music and he is a conductor.

S.A. -Does he conduct an orchestra or a choir?

S.B.- He conducts a choir.

S.A. -Are they pop musicians?

S.B. - Yes, they are. They play the trumpet, percussions and the brass



Memorize the following proverbs and sayings. Interpret the proverbs and give their equivalents in your own language. Make up situation with them:

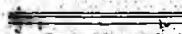
1. All cats are grey in the night.
2. Better to reign in hell, than serve in heaven.
3. Don't put all your eggs in one basket.
4. For the love of the game. (Purely for one's pleasure or love for someone or something, rather than for money or another such benefit)
5. In the country of the blind one-eyed man is king.
6. Like a cat on hot bricks. (So nervous or anxious that you cannot keep still or keep your attention on one thing)

7. Nightingales will not sing in a cage.
8. The proof of the pudding is in the eating.



Conversation questions:

- Where in the world does the best music come from?
- What decade has produced the best music?
- Do you think the Internet is helping or hindering the music industry?
- Do you like to dance?



Read and translate the text:

My Concert

My name is Lyliya Shaibakova. Recently I have performed at the concert with music band under Ovchinnikov Dmitry Petrovich. This band was created by Dmitry Petrovich two years ago. It consists of only young musicians. We are all the students of the State Conservatory of Uzbekistan.

There are groups of first and second violins, viola groups, cello groups and double bass, as well as woodwind instruments like flute, clarinet, two horns, two bassoons and a piano. There is also a lovely singer Diana Shmagina in our ensemble. She has a low velvet voice. Her repertory includes several songs.

The idea of our band is to perform both early and contemporary music arrangements. The first performance of our orchestra ran on the stage of the State Conservatory of Uzbekistan. We rehearsed a lot and our hard work was resulted in several arrangements. We were nervous before the concert, we worried there would be little public but then we saw a lot of people who cheered us warmly. We calmed down and absorbed into music. Our first performance was a success. And all the musicians were delighted!

1. Which one is true or false? Find evidence from the text that tells if the sentence is true or false.

Lyliya Shaibakova is a student at the conservatory of Uzbekistan. True/False

Dmitry Petrovich is a band master. True/False

The orchestra performs modern music only. True/False

Not many people attended the first performance. True/False

2. Find synonyms to the following words in the text:

Orchestra; performance; contain; anxious; audience; triumph; overjoyed.

3. Write a story using the words below. Write 10 to 15 sentences.

Nouns: band, choir, orchestra, conductor, stage, performance, musical instruments, musicians, audience, concert hall, musical scores, pianist, composer, rehearsal, encore, first night

Verbs: play, perform, lead, work, rehearse, listen, record, create, consist, result, be nervous, worry, be delighted, cheer up, make one's debut, to be absolutely thrilled with, impress.

Recommended literature for self-study and classwork

Бурова З. И. Английский язык для гуманитарных вузов. Москва. «Высшая школа», 1987– 463 с.

Жураева М. Ю. Мезенцева И.А. Александрова В.Н. Ingliztili. Тошкент, 2008 – 190 б.

Либерман Н.И., Фролова-Багреева Н.А., Кедрова М.М. Английский язык для вузов искусств. Москва: «Высшаяшкола» 1989 г. – 463с.

Acklam R. McLean A. Muhamed S. English one to one. Шарк. Тошкент, 1997 – 344 б.

Mantin S. Word wise. Study skills for higher education students in Uzbekistan. Шарк, 1997 -197 б.

Tolipova N. English for musicians Navruz. Toshkent, 2018 – 132 б.

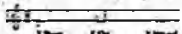
Salimova L. English for musicians. Tashkent, 26 p.

LESSON IX

Some, any

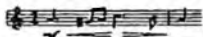
Some: is used in positive sentences for countable and uncountable nouns.	<i>Example: I have some friends.</i>
Any: is used in negative sentences or interrogative sentences for countable and uncountable nouns.	<i>Example: Do you have any bread?; He doesn't have any cheese in his refrigerator</i>
EXCEPTION! We use "some" in questions when offering or requesting something that is there.	<i>Example: Would you like some bread? (offer) - Could I have some water? (request)</i>

Use 'some' in positive sentences	Use 'any' in negative sentences	'Any', 'no' in interrogative and negative sentences
I have some money in my wallet	I have not any money left.	Have you any money? I have no money left.
There are some pictures on the wall.	There are not any pictures on the wall.	Are there any pictures on the wall? There are no pictures on the wall.
There is some music in this film	There is not any music in this film.	Is there any music in this film? No, there is no music in this film.



Read and translate the texts:

Hello! My name is Guzal. I am 23. I am in the kitchen now. I like cooking. I want to cook a cake. That is why I need some sugar, some flour, some eggs, some butter and some milk. There is some butter in the fridge but there isn't any milk. Are there any eggs in the fridge? No, there aren't any left. We also haven't got any flour. OK, probably I should cook some soup. To make cabbage soup I need some cabbage, some onions, some carrots, and some salt. I don't need any plums or any pineapples. I need to buy a lot of things, though. There isn't any time to waste. Oh, dear! There is no money in my purse. I'd better cook an omelette. But I don't have any milk or eggs. I can't make even an omelette! Poor me I am so hungry. I will have some coffee with no sugar and some bread with butter.



Exercise 1: Choose between a/an/some

Example: I have ... good idea. - I have a good idea.

1. That's...interesting job!
2. Does Anvar have... yellow van?
3. Irina has... homework to do for tomorrow.
4. The miners have found...gold in that old mine.
5. Gula's having... sandwiches.
6. We all like...piece of chocolate.
7. There's... nice girl in the black car
8. Would you like... milk with your cookies?
9. How about... apricots?



Exercise 2: Answer the questions: Are there any tables in the classroom? Are there any chairs in the classroom? Are there any pictures or maps in the room? Are there any still-life? Are there any landscapes? Are there any mirrors in the class? Are there any books in the class? Is there any music stand in the room? Are there any musical instruments in the class? Are there any portraits in the class? Are there any students in the class?



Read the text:

1. This is our classroom. 2. There are some tables and chairs in it. 3. There are some pictures and maps on the walls. 4. There are some still-life and landscapes among them. 5. There are some books on the shelves and in the bookcase. 6. There is also some music stand with some notes on it. Take any book you like. 7. There are some musical instruments in the class. But there are no students. 8. Is there any ice-cream in the fridge? No, there is not any. Yes, there is some in the kitchen. 9. Have you got any friends? Yes. I have some. 10. Do you need any help? Yes, please. 11. Would you like some coffee? Yes, please. 12. Can you lend me some money? Yes, how much do you need? 13. Can I have a cup of tea, please? Yes, help yourself.



Exercise 3: Complete the sentences. Use *some* or *any* + one of the words: *Air, cheese, help, letters, photos, shampoo, sugar, friends.*

1. I haven't got my camera, I can't take ... 2. This evening I'm going to write ... 3. Is there ... I want to wash my hair. 4. Can I have ... in my tea? 5. This evening I'm going to the cinema with ... 6. I don't need ... I can do it myself. 7. It is very hot here. I need ... fresh ... 8. Would you like ... with your bread?



Exercise 4: Write these sentences with *no*
Exercise: I haven't got any money. – I have no money left.

1. There is not any light in our classroom. 2. Students haven't got any free time. 3. There aren't any pictures in here. 4. There are some museums in this town. 5. There is a painting on the easel. 6. There is not any tea in the pot. 7. Akrom has not any brothers or sisters. 8. Anvar hasn't got any money.



Exercise 5: Make negative sentences *Example: There is flute on the music-stand. There is not any flute on the music-stand.*

1. There is a decoration on the ceiling of the theatre.
2. There is some paint on the wall.
3. There is some music in this film.
4. There are some monuments in the square.
5. There is a symphony orchestra in our city.
6. There is some furniture in my bedroom.
7. There are some flowers on the windowsills.
8. There are some musical instruments on the stage.
9. There are some shops in our street.
10. There are some children in our family.
11. There are some notes on the music stand.
12. There are some people in this picture.



Exercise 6: Fill in *some, any, or no* *Example: I have ... juice. – I have some juice.*


1. We haven't got ... milk. We can't make an omelette.
2. Anvar always likes ... sugar in his coffee.
3. Sarvar is hungry give, him ... bread.
4. Dilbar has no ... stamps. She can't send her letter.
5. Zafar has... money. He can't go shopping with us.
6. I have ... money. I can stay at a luxury hotel this time.
7. There are... shops in this street.
8. There are ... flowers in that shop.
9. I can see ... children in the yard. They are playing.
10. Are there ... cars in the street now? – No I can't see
11. There are ... children in the garden, because it is too late.
12. There is ... butter and ... bread in the fridge, please help yourself.
13. Are there ... eggs? – No, there aren't ... eggs left.
14. There is ... money on my credit card left. Can you land me ... ?

These four words are quite similar and it can be complicated to understand which one you need to use.


Something means a thing that is unknown. It is often used in positive sentences. We use "some" words - **somebody, someone, somewhere and something** - in positive sentences.

*He lives somew-
here near here.*

<p>Anything means a thing of any kind. Use it in interrogative and negative sentences. It can also be used to mean "I don't mind". We use "any" words - anybody, anyone, anywhere and anything - in negative and interrogative sentences.</p>	<p><i>Do you know anything about that person? - She doesn't have anywhere to go.</i></p>
<p>Nothing means no single thing. Nothing: used in positive sentences (with a negative meaning).</p>	<p><i>This show is very boring! There's nothing interesting!</i></p>
<p>Everything means all the things. Use in affirmative, negative and interrogative sentences when we want to be inclusive</p>	<p><i>Everything was nice and beautiful at the party.</i></p>

 **Exercise 7: Fill in correct word something or anything** Example: *Is there ... I can do for you? - Is there anything I can do for you?*

1. Is there ... I can do for you? 2. There is ... in your hair. 3. Anvar always says ... important. 4. Did you bring...? 5. There isn't ... in the box. 6. Do you know... about ancient music? 7. I cannot see ... in the dark. 8. Bobur asked Nigina.... 9. I haven't heard ... of Masha for ages. 10. Has ... happened while I was away?

 **Exercise 8: Fill in some, any, someone, anyone, something, anything, somewhere or anywhere** Example: *She bought ... new skirts. - She bought some new skirts.*

1. She bought... new skirts. 2. He never does... homework. 3. We have... to eat. 4. Let's go... else. 5. I cannot hear... 6. I have... questions. 7. He lives... near the city centre. 8. There wasn't... at home. 9.... broke the window. 10. Have you seen my key? I can't find it... 11. He didn't want to eat... 12. Would you like... tea? 13. I haven't got... more questions. 14. I saw... behind the stage. 15. The concert started... minutes ago. 16. Are

there... questions? 17. I'd like... grapes, please 18. I'm very sorry, there aren't ... grapes left. 19. Wait a minute. I forgot...



Read the conversations below:

Barno: Is there any milk left?

Kamola: Yes, there is some in the bottle on the table.

Barno: Would you like some milk?

Kamola: No, thank you. I don't think I'll drink any tonight.

Could I have some water, please?

Barno: Sure. There is some in the fridge.

Barno: Do you know anybody who comes from abroad?

Kamola: Yes, I think there is someone who is English in my solfeggio class.

Barno: Great, could you ask him some questions for me?

Kamola: No problem. Is there anything special you want me to ask?

Barno: No, I don't have anything in particular in mind. Maybe you could ask him some questions about life in England. Is that OK?

Kamola: I would be happy to do that for you.



Memorize the following proverbs and sayings. Interpret the proverbs and give their equivalents in your own language. Make up situation with them:

1. Any port in a storm. (Any solution to a difficult situation is better than none)
2. By doing nothing we learn to do ill
3. He that has no money needs no purse
4. Something is rotten in the state of Denmark. (Is used to describe corruption or a situation in which something is wrong)



Conversation questions:

1. Do you listen to music while you are doing other activities?

2. How much time do you spend listening to music?
3. How often do you listen to the radio?
4. Is live music popular in your country?

Read and translate the text:


The Maqam and Shashmaqam

The maqam and shashmaqam form the basis of Uzbek classical "art music" (in contrast to folk music). Thus, they are the forms studied and performed by the professional classical musician. The maqam (plural, maqamat) is, "in Islamic music, a set of pitches and of characteristic melodic elements or motives, and traditional patterns of their use forming a system for the melodic and tonal construction of performances". It is essentially a system of musical modes used throughout the Islamic world.

Each maqam is basically divided into two parts. The first is called mushkulat (meaning "difficulty") and is entirely instrumental, while the second is called nasr (meaning "prose") and is both vocal and instrumental. The mushkulat is further subdivided into five movements. The first is tasnif, meaning "composition" or "melody". This is followed by tarjeh, which means "repetition". Gardun, signifying "change of fate" or "heavenly arch," comes next and is followed in turn by mukhammas, meaning "multiplied by five". The final movement is saqil, a slow piece which name means "heavy." Furthermore, each movement in the mushkulat is composed of two alternating substructures, called the khana, a variable movement, similar to a verse, and the bozquy, an unchanging repeated theme, similar to a refrain. These two structures together make one musical cycle and there may be as many as seven cycles in each movement of the mushkulat. These two structures are played in different registers throughout the movement, starting out with an introduction in the lower musical register, called daramad, and gradually ascending to the higher register, until the climax of 'awj' is reached, after

which a descent is made to the lower register again, so as to bring a sense of calm after the emotional “high” that is achieved.

By Mark Dickens

 1. Give the definition to and make your own sentences with the following expressions and then refer to the text:

Folk music; melodic elements or motives; traditional patterns; both vocal and instrumental; change of fate an unchanging repeated theme; musical cycle;

2. Answer the following questions about the text:

What does maqam and shashmaqam means?

Who are the performers of the maqams?

How many parts the maqam consists of?

How many cycles are there in mushkulat?

Recommended literature for self-study and classwork

Бурова З. И. Английский язык для гуманитарных вузов. Москва. «Высшая школа», 1987–463 с.

Жураева М. Ю. Мезенцева И.А. Александрова В.Н. Ingliztili. Тошкент, 2008 – 190 б.

Либерман Н.И., Фролова-Багреева Н.А., Кедрова М.М. Английский язык для вузов искусств. Москва: «Высшаяшкола» 1989 г. – 463с.

Acklam R. McLean A. Muhamed S. English one to one. Шарк. Тошкент, 1997 – 344 б.

Mantin S. Word wise. Study skills for higher education students in Uzbekistan. Шарк, 1997 -197 б.

Tolipova N. English for musicians Navruz. Toshkent, 2018 – 132 б.

Salimova L. English for musicians. Tashkent, 26 p.

LESSON X

Much, Many, Few, Little, Lot

We use these words as quantifiers that come at the start of noun phrases and they tell us something about quantity.

Much /Little uncountable noun	+	<i>water, light, air, money, sugar, work, music, etc.</i>
Many/Few countable noun	+	<i>flutes, bows, pianos, lessons, people, etc.</i>
A lot of + all types of noun		

Much and Many are used to express that there is a large quantity of something.	<i>"I have many friends" means I have a large quantity of friends.</i>
Much and Many are used in negative and interrogative sentences. Many is used with countable nouns	<i>I don't have many CD's in my collection. How many musical instruments are there in this class?</i>
Much is used with uncountable nouns.	<i>They don't have much time for the rehearsal. Is there much milk in the fridge?</i>
Note: we almost never use Much and Many in positive sentences, we almost always use a lot of or lots of .	<i>I have much money. (Not common because the sentence is positive / affirmative) I have a lot of money.</i>
We use Few and Little to suggest a small quantity.	<i>There are only a few days left until our concert.</i>

<p>While Few and Little usually have positive meanings, very few and very little have negative meanings. Few is used with countable nouns.</p>	<p><i>He is sad because he has very few friends.</i></p>
<p>Little is used with uncountable nouns.</p>	<p><i>There is little hope of finding your wallet. They have very little knowledge about politics</i></p>
<p>Little and few (without 'a') are negative ideas (=not much / not many): a little/a few = some little/few = hardly any</p>	<p><i>Hurry up! There is little time. (not much, not enough time); He has few friends. (not many, not enough friends). I need a little money. - I need some money. I need little money. - I need hardly any money. a few days = not many days; A few friends visited me. - Some friends visited me. Few friends visited me. - Hardly any (nearly no) friends visited me.</i></p>
<p>Remember: In affirmative sentences with <i>so, as</i> or <i>too</i>, we also use much / many.</p>	<p><i>"Saida has so many friends." "She has as many friends as Zulia." "Karim has too much money."</i></p>
<p>As a rule A lot of and lots of are used to express that there is a large quantity of something. We use a lot of in affirmative sentences. This expression can be used with countable or uncountable nouns.</p>	<p><i>There are a lot of children in the concert hall. (Countable noun); I have a lot of time for a rehearsal. (Uncountable noun); I see a lot of people waiting in the queue. (Countable); We have a lot of fun, do we? (Uncountable)</i></p>
<p>We use lots of in positive and negative sentences, however it is more</p>	<p><i>We have lots of time to catch the plane, let's relax. (Uncountable noun); There</i></p>

informal. It can be used with countable or uncountable nouns, and occasionally in questions.

are lots of people in the queue today. (Countable); Saida spends lots of money on clothes! (Uncountable); I have lots of questions. (Countable); She has a lot of money = She has lots of money



Exercise 1: Fill in *much* or *many*, *little* or

***few*: Example: I don't eat ... apricots - I don't eat many apricots.**

1. I don't drink ... coffee.
2. He eats ... meat.
3. There is ... light in this room.
4. There are ... buildings in this street.
5. We have ... girls in our classroom.
6. I have too ... sugar in my tea.
7. Nodir eats ... bread with soup.
8. Dilnoza writes ... letters to her parents.
9. There are ... flowers in the garden.
10. ... of these students do not like to study.
11. ... of their answers are brilliant.
12. Our music teacher writes ... symphonies.
13. There are ... pictures of famous composers on the walls of our classroom.
14. He has ... friends.
15. I drink ... coffee, I don't like it.
16. We must hurry. We have got very ... time.
16. The theatre is almost empty. There are very ... people in it.
17. The class is full. There are ... students in it.
18. There is ... light in this room.
19. There are ... cinemas in our town.
19. There are ... actors on the stage.
20. There are ... dictionaries in our library.
21. There is ... action in the film.
22. There are ... professional musicians in their orchestra.



Exercise 2 Fill in *much* or *many*, *little* or *few* Example: Akbar speaks ... English. - Akbar speaks little English.

1. Akbar speaks ... English.
2. Anna is very busy these days. She has ... free time.
3. We have ... snow this winter.
4. Anvar is not very busy today. He hasn't got ... to do.
5. Naira has ... relatives.
6. Most parts of our town are modern. There are ... old buildings.
7. The weather has been very dry recently. We've had

... rain. 8. We have ... knowledge in this subject. 10. He isn't very popular. He has ... friends. 11. The concert hall was very crowded. There were too ... people. 12. There is ... water in the pond. 13. Do you take ... photographs when you are on holidays? 14. ... people are interested in the concert. 15. There are ... gentlemen nowadays 16. There are few mushrooms in my soup



Exercise 3: Some of these sentences need "a". Put in "a" where necessary. Put 'right' / 'wrong'
Example: She's lucky. She has few problems. right

1. Things are not going so well for her. She has few problems.
2. Can you lend me few dollars?
3. I can't give you a decision yet. I need little time to think.
4. There was little traffic, so the journey didn't take very long.
5. It was a surprise that he won the match. Few people expected him to win.
6. I don't know much English, only few words.



Exercise 4: Make sentences with the following expressions: Example: Kind people make many friends

Many friends, much colours, a lot of people, few instruments, little work, many flowers, little greenery, few roles, much furniture, many legends, little music, a lot of work, a lot of money, much money, not much money, many buildings, much energy, many pictures, few examinations, much light, little air.

Answer the questions and make your own to ask your classmates:

How many people live in Tashkent? How many students can play musical instruments? How much petrol do you need to go from Tashkent to Samarkand? How much sugar do you want in your coffee? How much money do need to travel to another town? Another country?

Read the text:

My name is Alisher. I am eighteen. I live in Tashkent. My address is Navoi Str. 14-18. My telephone number is 2551789. I am tall. I am not very thin. My face is round. I have a dark complexion. My forehead is high. I have a straight nose and a round chin. My eyebrows are bushy my eyelashes are thick and long. I have large blue black eyes. My hair is black, curly and short. I am at the State Conservatory of Uzbekistan. I am going to be a choir conductor. I like my future profession and I am going to do my best to become a good specialist. I live with my family. It is large and very good. We love each other very much and always try to help each other and to spend as much time together as we can. I have a lot of friends, too. I am fond of reading books and playing computer games. My favourite sport is football. My friends and I often get together to play different games, to go for a walk or to the disco or simply to talk.

Write several sentences about yourself, describe your appearance, your activities, hobbies and etc.



Read the dialogue fill in the gaps with *much/many/a lot* where necessary:

Kamilla: Hi, could you answer my questions?

Bobur: Yes, of course.

Kamilla: Do you drink ... water?

Bobur: Yes, I drink ... water every day.

Kamilla: And what about coffee? How ... coffee do you drink?

Bobur: I don't drink coffee at all. But I drink ... tea.

Kamilla: How ... cups of tea do you drink a day?

Bobur: I drink about 8 cups a day. Sometimes - more.

Kamilla: You really drink ... tea. Do you eat ... vegetables?

Bobur: Is grass a vegetable?

Kamilla: I don't know. I think it is

Bobur: OK, then, yes. I eat ... vegetables every day. And I also eat ... cookies. I like sweets very much.

Kamilla: Do you have ... brothers and sisters?

Bobur: Yes, I do. I have 8 sisters.

Kamilla: How ... brothers do you have?

Bobur: I have only 2 brothers.

Kamilla: OK, thank you for your answers. Bye.

Bobur: Bye.



Memorize the following proverbs and sayings. Interpret the proverbs and give their equivalents in your own language. Make up situation with them:

1. Little knowledge is a dangerous thing.
2. Little pigeons can carry great messages. Little fire is quickly trodden out.
3. Little things amuse little minds. (People who are not intelligent or uncultured are pleased with trivial things)
4. Many hands make light work.
5. Many men, many minds.
6. Much ado about nothing.
7. Great cry and little wool. (A great deal of fuss, noise, fanfare, or protestation over something of little or no substance, importance or relevance)
8. Never too much of a good thing.
9. One lie makes many.
10. Politeness costs little, but yields much.
11. Promise little, but do much.
12. So many countries, so many customs.



Conversation questions:

1. What are some traditional musical instruments in your country?
2. Why do you think music is important and how does it affect different people?
3. Why is music so important to people and culture?

4. Do you prefer listening to songs in your own language or in another language?

5. Does music affect unborn children?

 **Read the text:**

Musical instruments

CELLO


The violoncello, abbreviated as cello, is a bowedstring instrument with four strings tuned in perfect fifths. It is a member of the violin family of musical instruments, which also includes the violin, viola and double bass.

The cello is used as a solo musical instrument, as well as in chamber musicensembles, string orchestras, and as a member of the string section ofsymphony orchestras. It is the second-largest bowedstring instrument in the modern symphony orchestra, the double bass being the largest.

The cello is typically made of wood. A traditional cello has a spruce top, with maple or the back, sides, and neck. The top and back are traditionally hand-carved, though less expensive cellos are often machine-produced. The sides, or ribs, are made by heating the wood and bending it around forms. The cello body has a wide top bout, narrow middle formed by two C-bouts, and wide bottom bout, with the bridge and F holes just below the middle.

Above the main body is the carved neck, which leads to a peg box and the scroll. The neck, peg box, and scroll are normally carved out of a single piece of wood, usually maple. The fingerboard is glued to the neck and extends over the body of the instrument. The nut is a raised piece of wood, fitted where the fingerboard meets the peg box, in which the strings rest in shallow slots to keep them the correct distance apart. The peg box houses four tapered tuning pegs, one for each string. The pegs are used to tune the cello by either tightening or loosening the string. The

scroll is a traditional part of the cello and a feature of all other members of the violin family.

 **1. Find and underline all the nouns in the text and explain if they countable or uncountable ones.**

2. Find the synonyms to the following words in the text:
Shortened; piece; timber; well-groomed; niches; space

Recommended literature for self-study and classwork

Бурова З. И. Английский язык для гуманитарных вузов. Москва. «Высшая школа», 1987–463 с.

Жураева М. Ю. Мезенцева И.А. Александрова В.Н. Ingliztili. Тошкент, 2008 – 190 б.

Либерман Н.И., Фролова-Багреева Н.А., Кедрова М.М. Английский язык для вузов искусств. Москва: «Высшая школа» 1989 г. – 463с.

Acklam R. McLean A. Muhamed S. English one to one. Шарқ. Тошкент, 1997 – 344 б.

Mantin S. Word wise. Study skills for higher education students in Uzbekistan. Шарқ, 1997 -197 б.

Tolipova N. English for musicians Navruz. Toshkent, 2018 – 132 б.

Salimova L. English for musicians. Tashkent, 26 p.

LESSON XI

The verb 'to have'

<p>Have is used to show the possession. Have is used with some pronouns and plural nouns</p>	<p><i>'I have a great music teacher.'</i> <i>'You have toothpaste on your chin.'</i></p> <p><i>'We have a meeting at 12.'</i> <i>'Nurses have a difficult job.'</i></p>
<p>Has is used with the third person singular</p>	<p><i>'Elena has a great personality.'</i> <i>'Saida has a new haircut.'</i> <i>'The washing machine has a leak in it.'</i> <i>'It has a hole near the door.'</i></p>

I		Have you?	Yes, I have	Do you have?	Yes, I do.
We		Have they?	No, I have not.	Do we have?	No, we don't.
You	have		Yes, we have	Do they have?	Yes, they do.
they			No, you haven't		
He		Has she?	No he has not	Does he have?	Yes. He does.
She		Has he?	Yes, she has	Does she have?	No, she doesn't.
it	has	Has it?	No it hasn't	Does it have?	Yes. It does.

Have got = have *I have an English lesson today = I have (I've) got an English lesson today*

I have lessons today. She has money in her pocket. He has exams on Monday. This computer has a wide screen. We have got a lot of work to do in the garden. They have English books. Have you got lessons today? Has she got any money? Has he exams? Has it a wide screen? Have we any work to do? Do they have books? I have no lessons today. You have got no time. She has no money. He has no exams. It has no colour. We have no work to do. They have no books.

Note: Much, many, little, few, a few, a little, any + have not - *I have not much time. He has not any time.

Have you a flute, Anora? - Yes, I have. (No, I have not)

Have you a guitar or a harp, Nargiz? - I have a harp.

How many lessons have you today? - I have three lessons today.

Who has English lessons today? - The first year students have English classes today.



Exercise 1: Ask your friend: 1. What have you got? 2. What has you friend got? 3. What does your English teacher have? 4. What does your brother (sister) have got?



Exercise 2: Write questions: *Example: (a pen\ you) - Have you a pen? No, I haven't; Do you have a pen? - No, I don't have.*

(an umbrella/ she); (your sister/a violin); (his father/a car); (we/many books); (I/a flute); (a picture/my friend); (they/some milk); (they/an English lesson); (you/ music notes); (she/ blue eyes); (a tiger/big teeth); (your teacher/curly hair); (his friend/strong voice); (what/kind of/car/Hurshid); (how/much/ money/Rano); (any/brothers/sisters); (you/some/bread); (much/how/lessons/we); (your/dog/tail); (our/windows/ room); (how/many/a horse/legs); (Guzal\ a fiend).

Read and translate the passage:

The Conservatory's students have a lot of work to do during their winter holidays. They have a lot of concerts to perform for young children during the New Year holidays. After the holidays, they have no time at all to have a rest, because they have examinations straight away. The students of our Institute have few examinations in January but they have many examinations in June. Many students of our group have a lot of social work to do as well. Some students are so busy that they have no time at all to have lunch. They have breakfast early in the morning and they have supper late in the evening. Students also like to spend their free time playing computer games and talking with their friends through Internet. Some students have problems with their health; they have a headache, a stomach-ache, insomnia. Students need to walk in the parks, take physical exercises, or just have a walk in fresh air and have a talk with their friends. Have a look at your friends and try to tell how well your friend has spent his (her) weekend.

Discuss with your classmates if the information in the passage relates to the life of the conservatory students. What challenges do students have if any?

Write down 5-6 challenges that you face while studying.

Remember!

To have breakfast, to have lunch, to have dinner, to have supper, to have a good time, to have a talk, to have a walk, to have a rest, to have a look



Exercise 3: Put in have\has; haven't\hasn't:

Example: Dinara car. Dinara has no car.

1. Dinara car. She goes everywhere on foot.
2. I want to go to the concert but I a ticket.
3. They read much. They many books.
4. Anvar is tired. He much work to do.
4. I something in my hand.
5. They like animals very much.

They two dogs, five frogs, six chickens, and a snake. 6. Where is an umbrella. – I don't know. I it. 7. Nozim doesn't like to read. He many books. 8. Rano is happy. She good results. 9. I ... breakfast at home. 10. Marina a flute – she ... a cello. 11. Sarvar ... dinner in the Institute. 12. We a good time in a country house. 13. These children parents. 14. This film no name. 15. they much or little social work to do? 16. your brother many or little examinations this year? 17. How much time you for this work? 18. How many musicians they in their orchestra? 19. He a hope to be a good musician? 20. We a dictionary. 21. A poor artist ... money for brushes and colours. 22. How much time students to do their class work?



Exercise 4: Answer the following questions:

How many lessons do you have a day? When is the last lesson over? When does the first lesson start? When do you have a break? Where do you have dinner? When do you have lunch? What do you have for lunch? Why do you have to go to the library? Who has a new computer? How much time do you have to do this work? Do you have much or little work to do in the kitchen? What questions do you have to your teacher?

Make your own questions and ask your friend.



Read the dialogue:

Malika: Where are you from, Alisher?

Alisher: From Fergana. What about you Malika?

Malika: I'm from Astana, the capital of Kazakhstan.

Alisher: Oh, I do remember now. I heard you sang a song about Astana and the Alatao at the concert. You are very fond of your native town, aren't you?

Malika: Yes, I am. I adore it. I am always dreaming about going back to my native lands. Very often I am home-sick.

Alisher: When did you visit your parents last?

Malika: A year ago. But I keep up a regular correspondence with them. My Mother and Father are missing me terribly, so am I.

Alisher: I would like you to tell me something about Astana.

Malika: With pleasure, but not at this moment. Now I am in a hurry. Tonight I'm going to Helen's birthday party.

Alisher: Well, I send her my best regards and wish her many happy returns of the day. Hope to see you tomorrow.

Malika: So long, see you later, Alisher. Drop in tomorrow evening if you have time.



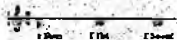
Memorize the following proverbs and sayings. Interpret the proverbs and give their equivalents in your own language. Make up situation with them:

1. Bad news have wings.
2. Curst cow has short horns.
3. Walls have ears.
4. Greedy folk have long arms.



Discuss with your classmates:

1. Which of you has a guitar? And who can play the guitar?
2. How many musicians are there in this orchestra?
3. What musical instruments are there in the symphony orchestra?



Read and translate the text:

Sukhrob's fantasies

I live in Tashkent. I have a record studio in the new building on Navoi Street. I have a lot of friends who come to my studio every day. I have many surprises for them. I have rather modern high-tech equipment in my studio and extremely comfortable furniture. I also have an enormous collection of albums, CDs, DVDs as well as old vinyl discs. I am very proud of my

collection. I think I have a natural talent for my profession. My teachers have great hopes for my future. My parents think that I have a chance to be a famous person someday. I myself believe that I have an excellent taste and good opportunities that is why I am going to be an excellent performer, a brilliant business man and certainly very famous. All my friends also believe in me but they think I have no sense of humour at all.



- 1. Discuss with the classmates if the text written in ironic or serious tone.**
- 2. Make questions to the sentences in the text.**
- 3. Work in pairs and discuss what hopes and future plans your classmate has.**

Recommended literature for self-study and classwork

Бурова З. И. Английский язык для гуманитарных вузов. Москва. «Высшая школа», 1987–463 с.

Жураева М. Ю. Мезенцева И.А. Александрова В.Н. Ingliztili. Тошкент, 2008 – 190 б.

Либерман Н.И., Фролова-Багреева Н.А., Кедрова М.М. Английский язык для вузов искусств. Москва: «Высшаяшкола» 1989 г. – 463с.

Acklam R. McLean A. Muhamed S. English one to one. Шарк. Тошкент, 1997 – 344 б.

Mantin S. Word wise. Study skills for higher education students in Uzbekistan. Шарк, 1997 -197 б.

Tolipova N. English for musicians Navruz. Toshkent, 2018 – 132 б.

Salimova L. English for musicians. Tashkent, 26 p.

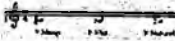
LESSON XII

Imperative

The imperative is the simple form of the verb. The subject of an imperative sentence is understood as "you" although it is usually not spoken.

The imperative is often used by persons of authority when speaking to subordinates, e.g. parent to child.

We can use the imperative	Example
to give a direct order	<i>Take that chewing gum out of your mouth. Stand up straight. Give me the details</i>
to give instructions	<i>Open your book. (YOU open the book). Take (you) two tablets every evening. Take a left and then a right.</i>
to make an invitation.	<i>Come in and sit down. Make yourself at home. Please start without me. I'll be there shortly. Have a piece of this cake. It's delicious.</i>
on signs and notices	<i>Push. Do not use. Insert one dollar. Do not disturb</i>
to give friendly informal advice	<i>Speak to him. Tell him how you feel. Have a quiet word with her about it. Don't go. Stay at home and rest up. Get some sleep and recover.</i>



Read and translate the text:

How to make a hard-boiled egg

Take a raw egg and wash it in cold water. Take a metal mug. Put the washed egg into the mug. Pour cold water into the mug to cover the egg. Put the mug with the egg onto the fire. Boil it for 8-10 minutes. Switch off the fire. Put the mug with the egg under cold water to cool the egg off. Peel the shell. Enjoy your egg.

Write down your own recipe with the following ingredients:

- 2 potatoes
- 1 carrot
- 1 onion
- 1-2 beetroot
- 2 pickled cucumbers
- 150 g canned green peas
- Salt, pepper and oil to taste.



Exercise 1: Choose the correct verb.

Example: ... me, please – Help me, please

1....a minute. 2over here, please. 3. ...the door when you go outside. 4. ...your teacher. 5. ...me your phone number so that I can call you.



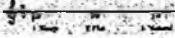
Exercise 2: Construct the negative form of the imperative. *Example: shout so loud – don't shout so loud*

1.... work so hard. 2. ... go there. 3. ... be so rude. 4. ... forget to tidy up your room. 5. ... smoke inside the building. 6....read now! 7....call Omar . 8....continue.


Verb Forms: Let - Let - Let - Letting

A major use of **let** is for talking about 'allowing' and 'permission'

Use 'let' to express the idea that someone allows another person do something	<i>The teacher let me come. I let her leave early. The conductor let them attend the rehearsal. She lets her children watch TV on Saturdays.</i>
We use let's when we are making a suggestion	<i>Let's go to the cinema. Let's stay at home. Let's not argue.</i>
Notice that we do not make a contraction out of let us when asking for permission	<i>Let us help you. Let us pay for this. Let us buy that. Let us take the risk.</i>

 **Read and translate the sentences in the table below:**

Let me tell you something	Let me go. I don't want to listen to that.	Let me try.	Let me see
Let him stay	Let her drink some water	Let it be. Let it go	Let them in
Let us start the rehearsal	Let's invite the author to our meeting	Let's wait a little bit	Let us forget about this incident

 **Exercise 3: Rewrite the sentences in imperative. Keep the same meaning. Example: You can't step on the grass. - Don't step on the grass. We must revise some new words. - Let's revise some new words.**

1. He should have a job.
2. We mustn't stop now.
3. She can have a drink.
4. They must clean the carpet.
5. We needn't wait for him.
6. We must have a shower first.
7. They should taste this

cake. 8. We must forget about it. 9. They must think about it. 10. We need to have a break.



Exercise 4: Put the words in brackets into the gaps. Mind the positive or the negative forms. Example: ... your mobiles (to switch off) – switch off your mobiles

1. your brother. (to ask) 2. a pencil. (not/to use) 3. up. (to hurry) 4. quiet. (to be) 5. the police. (not/to call) 6. your beds. (to make) 7. Please, the gap. (to mind). 8. dad about my accident. (not/to tell) 9. Please, in this room. (not/to smoke). 10. Let's her mother in kitchen.(to help). 10. the lights (to switch off), please. 11. fun. (To have). 12. Your meal (to enjoy). 13. Just a minute, please (to give). 14. The lift in case of fire (not to use). 15. Everything will be okay (not to worry) 16. another piece of melon (to have). 17. another day, please. (to stay)



Exercise 5: Put the sentences in order, using the imperative. Example: let | violin | wet. | Don't | the | get | - Don't let the violin get wet.

1. let | camera | wet. | Don't | the | get |
2. Let's | cinema. | go | to | the |
3. like | that. | Don't | speak |
4. to | Don't | her. | attention | pay |
5. Let | the | party | tonight. | go | to | her |
6. too | fast. | drive | Don't |
7. door. | the | Close |
8. book | 26. | down | open | and | Sit | page | your |
9. me. | to | You, | listen |
10. not | word. | a | say | Let's |



Exercise 6: Choose the sentences in the right box and match them with the sentences in the left box: Example: We are going to Samargand by bus - Let's buy one ticket for you and one for me

<i>We are going to Samarqand by bus.</i>	Let's dance
I want to be healthy and fit	Let's drink some water
I am so hungry	Let's clean his car
I am tired of walking around the park.	Let's buy a cake for her
I like this music a lot and I feel so happy...	<i>Let's buy one ticket for you and one for me</i>
It's raining.	Let's go to the cinema
What's the date today?	Let's watch TV
I want to see the film "Avatar".	Let's do some exercise
It's raining. We can't play outside.	Let's sit on that bench
I haven't visited Granny this week.	Let's eat a sandwich
It's mum's birthday today.	Let's look at the calendar
Dad's car is very dirty.	Let's telephone her
It's very hot. I am thirsty.	Let's take an umbrella
It's very cold here.	Let's close the window



Read the dialogue:

Saeed: Perhaps, I should let you go.

Dina: I know you're busy, so I don't want to keep you. Let's talk again soon.

Saeed: Let's meet again. I will let you know!

Dina: Great, have a good afternoon!

Saeed: See you.

Read the dialogue:

Finn: Hello, I'm Finn, welcome to 6 Minute English.

Rob: Hi Finn.

Finn: Rob – a question for you to begin with: how do you buy your music?

Rob: Good question. Well, I buy my music on CD.

Finn: On CD. Well, today, in the programme we're going to talk about the rise of what we call streaming – and look at the language of online music.

Rob: Yes, let's define streaming first, shall we? Streaming is a way of watching or listening to media online – audio or video – where you don't need to wait for it to finish downloading – it plays instantly.

Rob: Let's hear from Spotify employee Jim Butcher explaining how the site works. Listen out for another word for a song.

Spotify communications officer, Jim Butcher: So, whereas on an mp3 store where you have to buy each track or any album, you get access to 20 million songs. Let me just put in someone like The Rolling Stones, for instance. So, the most popular Rolling Stones track on Spotify: Paint it black. So I just played it, clicked the button and it's instant. It's as if you basically had millions and millions of songs downloaded to your computer already.

Finn: So, did we hear the other word for a song? Yes, a track is an individual song or part of a recording.

Rob: And an album is, of course, a collection of songs or tracks released together. Streaming sites give you access to millions of songs and albums without needing to download or pay for them individually.

Finn: And in Sweden, where Spotify is based, there's a lot of clicking happening: over 90% of digital music income is from streaming now. But Spotify is facing competition, as we will hear from BBC reporter Maddy Savage. Listen out for another phrase for audience.

BBC reporter, Maddy Savage: Apple and Google are both preparing to launch streaming services and there are dozens of smaller companies attracting a rising user base, especially in the US, India and South Korea, although all of them face an ongoing battle with copyright issues and illegal piracy.

Finn: Well, the term they used there was user base, the number of users of their service

Rob: Although Spotify has a user base of around 24 million, if Apple and Google launch – or start - streaming services, we can expect they'll provide a lot of competition.

Finn: For all the streaming sites – they face continuing or ongoing battles with two things – copyright issues and illegal piracy.

Rob: That's right Finn, streaming sites don't always have agreements with the record labels – the companies who own and sell the music – which means there are often copyright issues.

The other issue is piracy – which is illegally copying and selling music, or movies or software.

Finn: Now, one more thing before we go. Let's remind ourselves of the musical words and phrases from today.

Rob: streaming, track, monthly subscriptions, user base, ongoing battles, piracy.

(BBC Learning English- bbclearningenglish.com 2013)



Memorize the following proverbs and sayings. Interpret the proverbs and give their equivalents in your own language. Make up situation with them:

1. Let bygones be bygones. (Forget past offences or causes of conflict and be reconciled)
2. Let every man praise the bridge he goes over.
3. Let sleeping dogs lie. Let well alone.
4. Cut your coat according to your cloth.
5. Live and learn.
6. Put the saddle on the right horse.
7. Make the best of a bad job.
8. Practise what you preach.
9. Forgive and forget.
10. When in Rome – do as the Romans do.
11. Don't put all your eggs in one basket.
12. Never tell your enemy that your foot aches.

13. Don't trouble the trouble until trouble troubles you.



Ask your classmates:

1. Do you play a musical instrument? How long have you been playing?
2. Can you sing? Have you ever sung in karaoke?
3. What types of music do you dislike?
4. Do you think music can affect our emotions?
5. Where do you usually listen to music?



Read and translate the text:

Instructions: How to play the guitar

Tune your guitar to E A D G B E, from the thickest string to the thinnest. Pitch is adjusted by turning the tuner knobs found at the end of the guitar neck (the headstock). Hold the guitar properly. Set the guitar on your dominant leg (right leg for a right hander, left leg for a left hander) and keep it perpendicular to your body. Classical guitarists set the guitar on their non-dominant leg. Hold the guitar pick properly. Keep the tip of the pick pointed toward the strings while resting the pick on the first knuckle of your curled pointer finger. Hold the pick in place with your thumb. The guitar can be played with your fingers if you do not want to use a pick.

Practice strumming the strings. The strumming motion should come from your wrist, not your fingers or your arm. Once you feel comfortable with this motion, try to hit single strings while using a similar picking motion. Learn how to properly fret a guitar string. Press down firmly with your fret hand right behind (toward the headstock) the fret wire. Anchor that hand using your thumb against the back of the neck. Pluck the string with your other hand, adjusting your fret hand until you produce a clear and ringing note. Once you can confidently play single notes, start learning chords. Use a chord book or online resource to learn how

each chord is fingered. Practice the guitar whenever you have time. Learn songs by reading guitar tablature or guitar sheet music, or by getting another guitarist to teach you. Pick simple songs at first that have only a few chords. As you progress, start learning more difficult songs.



1. Find and underline the imperative expressions in the text.

2. Fill in the missing words or expressions from the text:

To adjust the pitch you need to....

You keep the guitar ... to your body.

You can play the guitar with a ... or with your.....

To fret the guitar you need to ...

Recommended literature for self-study and classwork

Бурова З. И. Английский язык для гуманитарных вузов. Москва. «Высшая школа», 1987– 463 с.

Жураева М. Ю. Мезенцева И.А. Александрова В.Н. Ingliztili. Тошкент, 2008 – 190 б.

Либерман Н.И., Фролова-Багреева Н.А., Кедрова М.М. Английский язык для вузов искусств. Москва: «Высшая школа» 1989 г. – 463с.

Acklam R. McLean A. Muhamed S. English one to one. Шарқ. Тошкент, 1997 – 344 б.

Mantin S. Word wise. Study skills for higher education students in Uzbekistan. Шарқ, 1997 -197 б.

Tolipova N. English for musicians Navruz. Toshkent, 2018 – 132 б.

Salimova L. English for musicians. Tashkent, 26 p.

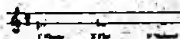
LESSON XIII

Adjectives

Adjectives are words that describe or modify nouns (people, places, things, or animals) or pronouns. They describe the noun by telling us its size, shape, age, colour, etc. Adjectives usually come before the noun or pronoun, or sometimes they can come after it.

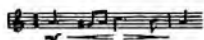
Adjectives are generally invariable in English and do not agree with nouns in number and gender.	<i>A blue car; the great politician; a group of young women</i>
The adjective will be placed, with very few exceptions, in front of the noun it modifies.	<i>I like short novels. That student will be a prominent composer. She writes long sonatas. He works long, hard hours.</i>

Adjectives	Opposites
ancient	modern
bad	good
big	small
interesting	boring
easy	difficult
early	late
loud	soft
low	high
wonderful	terrible
young	old



Read the passage and identify the adjectives:

1. Why are you so angry? – I'm always furious when I have to wait.
2. Do you live in a big house? – Yes, it is enormous.
3. Was the weather bad? – it was awful.
4. Do you prefer hot tea? – Yes, I like boiling tea.
5. Are you hungry? – Yes, I am starving.
6. Why are your hands so dirty? – I know they are filthy, I was repairing my car.



Exercise 1: Write the opposite of the underlined words:

1. The glass is not empty. It is ... of water.
2. Anvar is not short. He is ...
3. In Uzbekistan it is not cold in summer. It is ...
4. Our teacher is not young. She is actually ...
5. Is Uzbekistan a small country? No, it is ...
6. This colour is light. Can you make it ...

Read and translate: Musician can also be: popular/unpopular; well-known; renowned, distinguished, remarkable, famous, celebrated/uncelebrated; outstanding, prominent, eminent; unknown; infamous, notorious, celebrity; light-minded/serious; talented/untalented; gifted/ungifted, skillful, skilled, /unskilled; experienced /inexperienced; successful /unsuccessful; lucky /unlucky; well-educated- /half-educated-; sociable /unsociable; self-obsessed; extravagant; reserved /expressive; charismatic; a dreamer; an idol

Write several sentences about your favourite musician using the adjectives above:

<p>We use the absolute degree to describe a noun or to compare two equal things or persons</p>	<p><i>This piano is black. My bag is as heavy as his</i></p>
<p>Comparative adjectives</p>	<p><i>A bus is bigger than a</i></p>

are used to compare two things or people to each other	<i>car</i>
Superlative adjectives are used to compare one member of a group to the whole group	<i>The Nile is the longest river in the world</i>

positive degree	comparative degree	superlative degree
fast	faster	the fastest
slow	slower	the slowest
clever	cleverer	the cleverest
serious	more (less) serious	the most (the least) serious
large	larger	the largest
beautiful	more beautiful	the most beautiful
expensive	more expensive	the most expensive

We can use the words 'more' and 'most' in front of an adjective to form respectively the comparative and superlative. Use the adverbial 'more' with most adjectives that have two or more syllables, and 'most' with all adjectives that have more than two or more syllables.

Regardless of the number of syllables, the adjective itself does not change in form when used with 'more' or 'most'.

positive degree	comparative degree	superlative degree
beautiful	more beautiful	the most beautiful
expensive	more expensive	the most expensive

Irregular adjectives

positive degree	comparative degree	superlative degree
good (well)	better than	the best
bad	worse than	the worst
many (much)	more than	the most
little	less than	the least
far	farther/further than	the farthest/furthest

Exercise 2: Use appropriate adjectives

Example: My suitcase is (+ large) than your suitcase - My suitcase is larger than your suitcase

My suitcase is (+ large) than your suitcase. This scarf is (+ beautiful) than the one in the window. The 'Poitah' hotel is (+ expensive) than the Tashkent hotel. Jurat is a (+ good) gardener than Surat. They are not going to the (+ bad) hotel. The Hilton is the (+ expensive) hotel. Jurat is the (+ good) gardener. These are the (+ beautiful) colours. Anora is (+ good) today than yesterday.

Make sentences with comparative adjectives, Example: Kseniya lives closer to the Conservatory than Ludmila -- Has big family, young, old, long time, gets up (comes, etc.) early, late, runs (eats, etc.) fast, slow.

Exercise 3: Choose the right answer

Example: 1) Honesty is _____ policy.

A) the best B) better C) more better D) the better- The right answer is A

1. Nigora performed _____ today than she did last week.

a) much better b) more better

2. _____ men declare war. But it is the youth that fight and die.

a) elder b) eldest c) older

3. Of two evils choose _____.

- a) less b) the least c) smaller
4. What's the _____ news of today?
a) later b) last c) latest
5. If you are interested in _____ details ask the dean.
a) further a) farther c) furthest
6. Actions speak _____ than words.
a) more louder b) louder c) loudly
7. Tickets are becoming _____ nowadays.
a) more expensive b) the most expensive c) the more expensive
8. The injury to his leg was _____ than we expected.
a) bad b) worse c) the worst
9. That was _____ text in his life.
a) the least difficult b) the less difficult c) difficulter
10. The people who arrive to the theatre _____ get the best seats.
a) more earlier b) most early c) the earliest
12. _____ we leave, _____ we will arrive.
a) the earlier, the sooner b) the early, sooner c) the earliest, the soon
15. The exam was _____ we expected.
a) more easy that b) more easy than c) easier than



Exercise 4: Ask your classmates about their family members:

Who is: the oldest person (in your family), the youngest, the friendliest, funniest, nicest, meanest, etc. (think of other categories.)



Work in groups discussing:

life in the capital city versus the countryside; study versus work; symphony orchestra versus chamber; violin versus alto; etc.

Tell you classmates about:

the best (worst) concert you have ever been to...; the best (worst) song you've ever heard; the longest time you've ever danced (studied, swam, etc.); the best CD (PC, mobile phone etc.) you've ever bought.

Organize class award ceremony:

the student with the nicest smile; the friendliest student; the hardest working student; the earliest student; the best-dressed student; the most talkative student the quietest student etc.



Read the dialogue:

Aziza: What kind of music do you like to play?

Botir: I like to play romantic and contemporary period music. I play a lot of Rahmaninov. I've actually played a piece by a composer Oydin Abdullaeva, which is very contemporary.

Aziza: Botir, do you play at the concerts?

Botir: I played at several ones this year. I don't play at them very often, but whenever I get the chance to play at good one, I do.

Aziza: Botir, have you taken the decision to apply to Conservatory? Is there a large admission?

Botir: I haven't decided yet, because I don't know, where I will be accepted. I'm going to apply to several Conservatories and... I'll see, where I get accepted and where I don't, and then I'll make a decision.

Aziza: Is there a large entry?

Botir: Yes, there is lots of competition, especially among pianists, because there are a lot of pianists, they aren't as needed in Conservatories as string players are, because they can't play in an orchestra.

Aziza: And do you play in an orchestra?

Botir: I'm a permanent member in an orchestra

Aziza: I hope you'll succeed in your career.

Botir: I hope so, too.



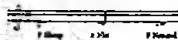
Memorize the following proverbs and sayings. Interpret the proverbs and give their equivalents in your own language. Make up situation with them:

1. All is well that ends well
2. As old as the hills
3. Bad news has wings
4. Better a little fire to warm us, than a great one to burn us
5. Clean fast is better than a dirty breakfast
6. Empty vessels make the greatest sound
7. The best fish swim near the bottom
8. The darkest place is under the candlestick
9. The furthest way about is the nearest way home
10. The longest day has an end
11. The higher the ape goes, the more he shows his tail



Ask your classmates:

1. What do you think are the most popular occasions for listening to music?
2. Have you ever been to a music concert? What kind?
3. What do you think life would be like without music?
4. Where in the world does the best music come from?
5. What decade has produced the best music?



Read the passage and identify the adjectives

String instruments

A string instrument is a popular musical instrument that makes sound by vibrating the strings on it. There are many types of stringed instruments. The most common of these appear in the violin family. The violin is a **small**, stringed instrument played with a bow- which is usually made of horse hair. When the bow is drawn across the strings it creates a vibration. You can select what

vibration the bow makes by choosing the note on the fingerboard. It is tuned with a peg. The viola is a very similar instrument aside from some small differences. The viola is slightly larger, and is tuned to C, G, D, and A, instead of the violin's G, D, A (440 Hz), and E.

The cello is a stringed instrument that is played on the bass clef and is much bigger than the violin, and it is played differently also. The double-bass is bigger still and is the lowest of them all.

The harp is a musical instrument. It is the second biggest string instrument in an orchestra. It dates back to 4000 BC when the Egyptians used them in holy places. Harp is a string instrument. Each string is **tight**, so it makes the right sound or note for that string. The strings are tied to the frame. The frame is usually a wood triangle. It must be **strong**, so that the many tight strings do not break it.

The top side of the triangle has a lot of pegs in it. There is one peg for each string on the harp. The top of each string is tied to one peg, and twisted around the peg. The player turns the peg to make the string tighter or less tight. This is how the player makes each string make the right note. The last side of the triangle is called the pillar. Adding a pillar to a harp frame makes the frame very **strong**, so that the strings will not break it.

Harp players pluck the strings with their fingers. This makes the strings move so that the strings make sounds. Each string sound is a different musical note. Harp players play songs by plucking the strings in the right order and at the right time. More than one string can be plucked at the same time. When the harp player wants a note to stop, they touch that string softly, so that it stops moving.



1. Give the comparative and superlative degrees of the words in bold in the text.

2. Answer the questions:

1. Do you know anyone who plays any string instrument?
2. Can you play any string instrument? If yes which one.

3. Tell how the harp is played.

Recommended literature for self-study and classwork

Бурова З. И. Английский язык для гуманитарных вузов. Москва. «Высшая школа», 1987– 463 с.

Жураева М. Ю. Мезенцева И.А. Александрова В.Н. Ingliztili. Тошкент, 2008 – 190 б.

Либерман Н.И., Фролова-Багреева Н.А., Кедрова М.М. Английский язык для вузов искусств. Москва: «Высшая школа» 1989 г. – 463с.

Acklam R. McLean A. Muhamed S. English one to one. Шапқ. Тошкент, 1997 – 344 б.

Mantin S. Word wise. Study skills for higher education students in Uzbekistan. Шапқ, 1997 -197 б.

Tolipova N. English for musicians Navruz. Toshkent, 2018 – 132 б.

Salimova L. English for musicians. Tashkent, 26 p.

LESSON XIV

The Present Continues Tense

Signal words: now, at the moment, Look! Listen! at the moment, now, today, this week, this month, tomorrow, next week (for future arrangements), currently

Is generally used to express something happening at the moment of speaking.	<i>What are you doing? She's reading in the garden. They're not standing in the rain.</i>
Actions happening in a period around the present moment in time	<i>I'm reading "Jamila" by Chingiz Aytmatov. What recital are you working on? She's studying hard for her final exam.</i>
Future plans and arrangements.	<i>We're having leftovers this evening. What are you doing tomorrow afternoon? She isn't coming on Friday.</i>

Questions

Question word + conjugate the helping verb 'be' + subject + verb + -ing

Example: What are you doing this afternoon? What is he doing this morning? What is she doing in the evening? What is he doing this at the moment? What are we doing this week? What are you doing this today? What are they doing this afternoon? What are they doing now? What is she holding in her hand? Which sport are they playing? Is she playing tennis? - No, she isn't playing


tennis. She's playing golf. Is he wearing shoes? - No, he's wearing boots. Are they eating lunch? Is she driving a car?

Affirmative sentences		Negative sentences	Interrogative
I am playing football	We are playing football	I am not playing	Am I playing football?
You are playing the piano	You are playing the game	You are not singing	Are you singing?
She is playing the violin	They are playing the musical instruments	She is not playing	Is she speaking?
He is playing the trumpet		He is not reading	Are they listening?
It is ringing		They are not listening	Is it snowing?


Read and translate the passage:

Guli is reading a book now. She is going to Fergana on Sunday. Odil is writing a letter. His father works in Germany. My friends are preparing for their exams. Today people use their iPads to listen to music. Suhrob always comes late to the lessons. The sun is shining at the moment. We're learning English at the moment. I'm learning the Present Continuous Tense right now. My wife is working in her office at the moment. Those boys are playing tennis over there. Peter's working in the garden at the moment. We're meeting Umar at five o'clock. Marina isn't watching TV now. She's outside. They aren't working at the moment. They're on a break. What are you doing? Where is a dog hiding? She's taking a shower at the moment. We're having dinner now. Said is studying for the test. Our teacher's taking the day off today. Are you developing plans for the new project? Is Anora crying? She is talking to her friends. I'm going to the party after the classes. Ivan is in the kitchen he is making pizza right now.


Are you listening to me? Are you laughing at me? Am I telling a lie?

 **Exercise 1: Conjugate the verb in parentheses in the present continuous tense. In the case of questions, use the indicated subject as well. Example: Sasha... (study) for his exams at the moment. - Sashais studying for his exams at the moment.**

1. Sasha (study) for his exams at the moment.
2. Where (you meet) Timur next week?
3. She (not play) the concert tomorrow.
4. They (make) dinner now.
5. The band (not finish) the plans this week.
6. She (play) her concert right now.
7. Davron(not fly) to Bukhara next week.
8. I (work) on a special composition theme today.
9. We (not cook) dinner this evening because we're eating out.
10. Sobir (drive) to conservatory right now?
11. Alisa (rehearsing) a new sonata at the moment.
12. They (not prepare) for the solfeggio exam at the moment.
13. When (have) you lunch tomorrow?
14. We (joke)!
15. They(give) a party this weekend?
16. Sanjar (make) the decision at 3 o'clock this afternoon.
17. People (play) football on a beautiful day like this!
18. What (you do)?!
19. Karim (bake) a cake at the moment.
20. Which hotel they (stay) at now?

 **Exercise 2. Make the present continuous positive or negative. Example: I/study at the moment - I am studying at the moment.**

1. sleep/ I/ not
2. You /are /playing/ with / the/ orchestra/ tonight.
3. We/ watch /TV.
4. She/not/work/in /Namangan.
5. He/ not/wait/for us.
6. they /rehearse / the / concerto.
7. You/are/ not/read/the/music scores.
8. She/play/the/flute.

 **Exercise 3. Complete the sentences using the present continuous forms of the verb in brackets:**

1. You (to use) my mobile phone!
2. The students (to have) lunch in the canteen.
3. What you (to do) at the moment?
4. It (not

rain) today. 5. Odil (to play) the drum now. 6. Who she (to chat) to now? 7. "Are you making a lunch?" – Yes 8. We (to rehearse) on the stage now.



Read the dialogue:

On the telephone

Nina: Hello, can I speak to Alisher.

Alisher: This is Alisher who is speaking?

Nina: Hi, this is Nina.

Alisher: Hi, Nina. What are you doing?

Nina: Oh, I'm just watching TV. What are you doing?

Alisher: Well, I'm cooking dinner.

Nina: What are you cooking?

Alisher: I'm baking some potatoes, boiling some carrots and grilling a steak.

Nina: It sounds delicious.

Alisher: What are you doing for dinner tonight?

Nina: Well, I don't have any plans.

Alisher: Would you like to come over for dinner?

Nina: Oh, I'd love to. Thanks.

Alisher: Great. Vanya and Kamila are also coming. They are arriving at seven.

Nina: OK, I'll be there at seven, too.

Alisher: OK, see you then. Bye.

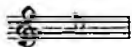
Nina: Bye.



Memorize the following proverbs and sayings. Interpret the proverbs and give their equivalents in your own language. Make up situation with them:

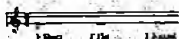
1. One's left hand does not know what one's right hand is doing.
2. Don't cut the bough you are standing on.
3. He that has a long (great) nose thinks everybody is speaking of it.

4. The tortoise wins the race while the hare is sleeping.



Discussion questions:

1. Do you think the Internet is helping or hindering the music industry?
2. Do you like to dance?
3. Do you listen to music while you are doing other activities?
4. How much time do you spend listening to music?



Read and translate the text

Piano

Paragraph A. The history of the piano outlines a process whereby musicians desired to improve upon the ideas of those who came before. The result is the modern piano, an instrument that is perfectly at home, in a bar, a classroom, a living room or a concert hall.

Paragraph B. Bartolomeo Cristofori, a keeper of instruments for the royal Italian court, invented the pianoforte in 1700s. Cristofori desired a keyed instrument that allowed the player to control the volume of the notes-loud or soft. Until then, spinets were the instruments of choice for the European courts, and the large stringed instruments were set on a table and played standing up. The strings inside were plucked by pressing any of the keys on the keyboard.


Cristofori already knew how to make harpsichords and spinets, so developing hammers to strike the instrument's strings was a natural step for him. The hammers were controlled by the keyboard, but they differed from earlier music instruments in that they could be controlled in how hard or soft they struck the strings.

Paragraph C. The possibilities of the piano were slowly recognized, and further developments in design and sound made

them even more popular. One significant development occurred in the 1730s, with the addition of the damper pedal by a German instrument maker named Gottfried Silbermann.

Paragraph D. Companies like Steinway & Sons, Baldwin, Yamaha, Kawai and Schulze Pollmann manufacture pianos that span a range of piano types. Several kinds of pianos are manufactured and sold today, including concert grands, grands, baby grands, uprights and even electric piano keyboards that fit on the player's lap.

By: Jaceson Maughan

 **Match the paragraphs A-D with appropriate headings:**

- I. Today's Pianos
- II. Piano Development
- III. Piano Ancestry
- IV. The idea behind the instrument

Recommended literature for self-study and classwork

Бурова З. И. Английский язык для гуманитарных вузов. Москва. «Высшая школа», 1987–463 с.

Жураева М. Ю. Мезенцева И.А. Александрова В.Н. Ingliztili. Тошкент, 2008 – 190 б.

Либерман Н.И., Фролова-Багреева Н.А., Кедрова М.М. Английский язык для вузов искусств. Москва: «Высшая школа» 1989 г. – 463с.

Acklam R. McLean A. Muhamed S. English one to one. Шарқ. Тошкент, 1997 – 344 б.

Mantin S. Word wise. Study skills for higher education students in Uzbekistan. Шарқ, 1997 -197 б.

Tolipova N. English for musicians Navruz. Toshkent, 2018 – 132 б.

Salimova L. English for musicians. Tashkent, 26 p.

LESSON XV

The Present Simple Tense

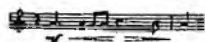
The Present Simple Tense is used to describe habits and routines

Signal words: *always, usually, often, sometimes, seldom, never, every week, every day, daily, occasionally.*

When the action is usual or when it happens every day	<i>I go to work every day. She takes the bus at 8.00 in the morning.</i>
When we speak about schedules	<i>The train leaves at 8.30, hurry up! The plane takes off at 10.00 from Heathrow airport</i>

Statement	Negative	Question	Answer+ -
I work	I don't work	Do I work well?	Yes, I do. No, I don't
You work	You don't work	Do you work?	Yes, you do. No, you don't
He works	He doesn't work	Does he work?	Yes, he does. No, he doesn't
She works	She doesn't work	Does she work?	Yes, she does. No, she doesn't

It works	It doesn't work	Does it work?	Yes it does. No, it doesn't
We work	We don't work	Do we work?	Yes, we do. No, we don't
You work	You don't work	Do you work?	Yes, you do. No, you don't
They work	They don't work	Do they work?	Yes, they do. No, they don't

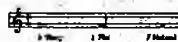


Exercise 1: Use the Simple Present Tense.

You may have to use the negative or the interrogative.

Example: *Jasur (study) musicology at the Conservatory -
Jasur studies musicology at the Conservatory.*

1. Anna (buy) beautiful clothes.
2. My parents (not/speak) English, sorry!
3. Her sister (phone) every day.
4. I am very good in Italian; I (understand) it quite well.
5. I am not good in Spanish; I (not/understand) it at all.
6. (she/understand) Italian?
7. They have a car, they (not/take) the bus.
8. Davron has a funny dog. His name is Sugar; Davron (play) with him all the time.
9. He's very big! He (eat) a lot!
10. (you / know) Mr Murat? He is our conductor.
11. It's 10.30 ! They always (get up) late.
12. What time (your friends/ go) to school?
13. Hilola (watch) television from 7.00 to 9.00 every evening.
14. She is hard-working, she always (try) to do her best.



Dilya's Hobbies and Interests

Dilya has a lot of hobbies and interests. She usually gets up early so she can run before work. She doesn't often have time to ski, but she occasionally goes skiing on Saturdays during the winter. Dilya often rides a horse at a stable near her home. She sometimes goes after work, but she usually goes horseback riding

on Sundays. She loves music. She always goes to choir practice on Wednesday evenings and sings in chorus on Sundays. She doesn't have much extra money, so she rarely goes to concerts in the city. She seldom watches TV because she likes doing things outside. She usually goes to the gym if it's raining outside. She isn't often alone because she has a lot of friends. She occasionally does something alone, but she usually does her activities with one of her friends. She's a happy woman!

Choose the correct answer to these questions based on Dilya's Hobbies and Interests. Each question has only one correct answer.

1. Why does she usually get up early?
 - a) She gets up early to run before work.
 - b) She gets up early to go to work.
 - c) She gets up early to have breakfast.
2. How often does she ski?
 - a) She often skis.
 - b) She occasionally skis in winter.
 - c) She rarely skis in winter.
3. How often does she ride a horse?
 - a) She rides a horse every day.
 - b) She often rides a horse.
 - c) She never rides a horse.
4. When does she usually go horseback riding?
 - a) She usually goes horseback riding after work.
 - b) She usually goes horseback riding on Saturdays.
 - c) She usually goes horseback riding on Sundays.
5. What kind of music does she like doing?
 - a) Playing the violin
 - b) Singing
 - c) Playing the piano.
6. How often does she go to concerts in the city?
 - a) Every Sunday
 - b) Rarely
 - c) Never

7. How often does she watch TV?
a) She usually watches TV every night.
b) She seldom watches TV.
c) She never watches TV.
8. What does she usually do if it's raining?
a) She goes outside.
b) She goes to the gym.
c) She calls friends.
9. How often is she alone?
a) She is often alone.
b) She isn't often alone.
c) She is usually alone.
10. How often does she do something alone?
a) She never does something alone.
b) She occasionally does something alone.
c) She always does

Work in pairs and discuss what kind of hobbies and interests have your friends

Read the short description below:

I usually get up at a quarter past seven - that's seven fifteen in the morning. I have breakfast at eight o'clock and then take the bus to work at half past eight. I usually arrive at work at a quarter to nine. Sometimes, the bus is late and I arrive at about nine. My morning is usually pretty busy and I like taking a coffee break at twenty to eleven if possible. Then I work till lunchtime at noon. In the afternoon, I usually have another break at three fifteen. I usually finish work at a quarter to five and come back home around six in the evening. At night, I usually go to bed at eleven o'clock. Twice a week I go to the market and buy some food. I also visit my relatives from time to time. Likewise I go out with my friends once or twice a week, mainly on weekends.



Answer the questions:

When do you usually get up in the morning? When do you have breakfast? What time do you usually arrive at the Conservatory? When does your first lesson start? What time is the break? When do you have lunch, dinner? When do you finish your classes? When do you arrive home? When do you usually go to bed?

Look at the rules for telling time in English.

How to Tell Time in English

In English we use "past" to say times after the hour until half past, or 30 minutes past the hour.	We use "to" to say times before the hour from 31 minutes until the full hour.
In English we use o'clock only at the full hour. <i>It's eight o'clock</i>	We can also just say the numbers in groups of two. <i>It's seven twenty-five</i>
When speaking about the different times of the day we often use: <i>in the morning (A.M.), in the evening (P.M.)</i>	

What time is it now? (=What's the time?)

12.00pm	It's midday. It's noon.
12.00 am	It's midnight.
08.00	It's 8 o'clock.
08.15	It's eight fifteen. It's a quarter past eight.
09.10	It's nine ten. It's ten minutes past nine
10.03	It's ten oh three. It's three minutes past ten.
08.30	It's eight thirty. It's half past eight.
09.40	It's nine forty. It's twenty to ten
08.45	It's eight forty-five. It's a quarter to nine
10.46	It's ten forty-six. It's fourteen minutes to eleven.


Note: BrE/AmE: twenty five past eight; AmE: twenty five after eight.

BrE/AmE: twenty to nine; Am/E: twenty of nine.

 **Exercise 2: Complete the sentences. Choose Present Simple or Continuous Tense**

Example: The concert hall (open) at 6 every Sunday. - The concert hall opens at 6 every Sunday.

1. The concert hall (open) at 6 every Sunday.
2. Jur'at (drink) too much coke.
3. A woman (come) into theatre, (find) her sit and (open) a booklet.
4. While you (prepare) ingredients for this recipe, boil some water in a large bowl.
5. It's cold today. It (pour) down with rain and a cold wind is blowing.
6. Look outside, it's a fine day today. I (suggest) we all go out for a walk.
7. Our painting exhibition (take) place in this gallery every two years.
8. What time (this museum/usually/close)?
9. I (usually/get) to work early in the morning.
10. Look, the water (boil). Can you cook over low heat now?
10. Everybody knows that water (boil) at 100 degrees Celsius.
11. I have found a job in another town. So we (move) in September.
12. 'I (want) an ice cream ' said my youngest son suddenly!
13. Look, this pretty woman (play) the piano!
14. My wife (work) at this film studio. She is a director.
15. I (make) scones. They are delicious. Would you like some?
16. I can't understand anything. These men (speak) Italian.
17. We'll buy our tickets for Bukhara when we (go) to the railway station.
18. Don't worry. I'll come and see you as soon as I (be) in Tashkent.

 **Exercise 3: Complete the sentences. Choose Present Simple or Continuous Tense.**

1. It is 7.30 A.M. and (I, to have) my breakfast.
2. Every morning at 7.30 A.M. (I, to have) breakfast.
3. At the moment, (it, to rain).
4. (you, to watch) TV in the evening?
5. What (Aziza, to do) right now?
6. Quiet, please! (you, not, to know) how late it is?
7. Look! (the dog, bark) at someone next door.
8. (you, to

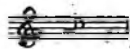
promise) to be on time?' 'Yes, I promise.' 9. What's that noise? (someone, to hit) the wall? (you, not, to understand) what I mean?



Exercise 4: Choose the correct verbs in

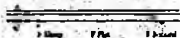
brackets

Harold Black is a famous pianist. He (to give) two or three concerts every week. He (to travel) a lot and this week he's in New York. He (to stay) at an expensive hotel. He's at his hotel now. He (to have) his breakfast in the dining room. He (to drink) a cup of coffee and he (to read) a newspaper. Harold's always very busy. He (to play) the piano regularly. He (to practise) for four hours every day. He (not to go) to bed late and he always (to get up) early. But he sometimes (to get) dressed too quickly, and this morning he (to wear) one blue sock and one red one!



Answer the questions:

1. Do you play an instrument or are you a vocalist? (If you are a vocalist) Are you good at playing an instrument? (If you are an instrument performer) Are you a good singer? 2. What musical works does your repertory include? 3. What kind of music do you play? 4. What kind of music do you like / dislike?



Read the text:

If to speak about modern music I prefer listening to jazz. Jazz appeared in 1900s in America. The most prominent of jazz players were Louis Armstrong, Duke Ellington, Ella Fitzgerald. It is a kind of music where experiments are always welcomed. The main jazz instruments are the piano, the trumpet and the drums. Jazz can be divided into classical jazz and experimental jazz. I like experimental jazz as it is based upon improvisation. It is always very fresh and diverse music.



Ask your classmates:

Do you like jazz music? Why? What other famous jazz musicians do you know? Can you improvise? What is your favourite sub-genre of jazz? Who is your favourite jazz musician? Do you play jazz?



Read the dialogue:

Rustam: Hey Alfinur. Do you know what time is it?

Alfinur: No, sorry. Ask Sardor.

Rustam: Hey Sardor. Do you know what time is it?

Sardor: No man, sorry. Ask Aziz.

Rustam: Okay. Hey Aziz, do you know what time is it?

Aziz: Well, I did this morning, but then I forgot. Sorry. Ask

Lola.

Rustam: Okay, fine. Hey Lola, what time is it?

Lola: I do not know. That is a good question. Let me know if you find out please.

Rustam: Gosh! Does anybody know what time is it?

Answer the questions:

1 What time is it?

a) 10:30; b) 11:00; c) Nobody knows; d) Noon

2 How many people are in this story?

a) Two; b) Three; c) Four; d) Five

3, If you ask someone, you ____.

a) question someone. b) answer someone. c) A and B. d) none of the above.

2) Aziz forgot the time. So, Aziz __ the time now.

a) knows; b) used to know; c) does not know; d) B and C



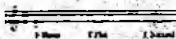
Memorize the following proverbs and sayings. Interpret the proverbs and give their equivalents in your own language. Make up situation with them:

1. He who laughs last laughs longest.
2. A great ship asks deep waters.
3. All is well that ends well.
4. Barking dogs seldom bite.
5. One is never too old to learn.
6. When in Rome – do as the Romans do.



Ask your classmates:

1. How often do you listen to the radio?
2. Is live music popular in your country?
3. What are some traditional musical instruments in your country?



Read the text:

Rano

My name is Rano. I am a pianist. I began studying the piano when I was three years old. I am 20 years old now. I play the piano in the orchestra at the opera studio. We give a concert twice a year. I am always practice new music for the next concert. During the school year, I take four piano lessons every week from my piano teacher, Miss Dilarom teaches piano lessons at the Conservatory. In the summer, I take two lessons every week. I practice playing the piano about ten hours every week. I practice very hard because I want to learn everything about playing the piano. The piano is a very interesting instrument to play. I like reading the notes, moving my fingers on the keys, and hearing the

beautiful music. It is sometimes difficult, but I always practice until I can play the music perfectly. I want to be a famous musician. I do know that playing the piano will always be a major part of my life. It is very special to me.

=====
* Answer the questions:

1. Where does Rano take her piano lessons every week?
 - a) at the Conservatory;
 - b) at home;
 - c) at the community college;
 - d) none of these
2. How long has Rano been taking piano lessons?
 - a) five years;
 - b) ten years;
 - c) eight years;
 - d) seventeen years
3. How many hours a week does Rano practice the piano?
 - a) two hours;
 - b) five hours;
 - c) ten hours;
 - d) twelve hours
4. Rano practices the piano because _____.
 - a) her parents require her to practice;
 - b) Rano wants to learn everything about the piano;
 - c) Miss Dilarom requires her to practice;
 - d) she wants to be a piano teacher one day
5. The music Rano practices for the orchestra concerts _____.
 - a) is probably difficult;
 - b) is very easy to learn;
 - c) is not interesting to Rano;
 - d) is boring;
6. Rano feels that the piano _____.
 - a) is an interesting instrument to play;

- b) will always be a part of her life;
- c) requires hours of regular practice;
- d) all of the above

Recommended literature for self-study and classwork

Жураева М. Ю. Мезенцева И.А. Александрова В.Н.
Ingliztili. Тошкент, 2008 – 190 б.

Либерман Н.И., Фролова-Багрева Н.А., Кедрова М.М.
Английский язык для вузов искусств. Москва:
«Высшаяшкола» 1989 г. – 463с.

LESSON XVI

The Simple Future Tense

We use the simple future tense for actions that will happen in the future. How we use it depends on how we view the events are going to happen.

We use 'will'to:	<i>Example</i>
say something that we are certain will occur in the future.	<i>A concert will be held next Monday at 7 p.m.</i>
say something that we are not so certain will happen	<i>I think he will phone me later</i>
make a prediction.	<i>The concert will stop soon</i>
state a fact.	<i>Oil will float on water</i>
express willingness to do something in the future	<i>I will help you with your lessons in a moment</i>
give a command	<i>You will report to me at eight o'clock tomorrow</i>

'Will' does not change its form.

I	will	go to the theatre tomorrow
you		send your mother a letter
she		spend her holidays at her grandmother's
he		cook tonight
it		rain tomorrow
we		come to the concert
they		perform for us

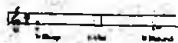
'Shall' is also often used in the first person (I/we) in questions when asking for permission, making suggestions, making an offer or asking for advice. – *Shall I do that for you? Shall we start?*

Use "Going.....to" for:	
future plans or intention	<i>What are you going to do this evening?</i>
result of a cause which is present	<i>Look out! The tree is going to fall down. She is going to have a baby.</i>
wishes to do	<i>I'm going to retire next year. I am going have a party</i>

	Positive +	Negative -
Statement	I'll do my homework now.	I won't do my homework later.
Statement (using think)	I think she'll go to the cinema tonight	I don't think she'll go to the cinema tomorrow.
Question (using will)	Will there be a test on Monday?	Won't there be a test on Monday?
Question (closed)	Do you think they'll win?	Do you think they won't win?
Question (open)	What do you think he'll do in summer?	What do you thing he will not be doing in summer?

General questions: *Shall we go to the concert? Yes we shall (will). No. we shall (will) not. Will you sing at that concert? Yes. I shall (will). No, I shan't (won't)*

Special questions: *What shall I wear today? How long will it take to go there? Who will read it? Where shall we sit?*



Read and translate:

1. What have you planned for this summer? – We will stay at our friends in Charvak. 2. Well time to go. Bye! – Bye. I'll call you tomorrow. 3. Look at these black clouds. I think it'll rain. 4. It's a good film, isn't it? What do you think will happen in the end? 5. Oh dear, we missed the plane. What shall we do now? 6. – Don't worry. Someone will be at the airport to meet you. 7. Will it take long to do this work? 8. I'm sure the concert will be interesting. 9. Do you think it'll snow tomorrow? 10. We didn't take part in the concert yesterday; perhaps we'll take part next time. 11. Will you parents come to the concert? 12. Will you go shopping or stay at home? 12. What musical piece will you choose to play at the next concert?



Exercise 1. Write the following sentences in Future Simple make necessary changes where appropriate. Add words like: *tomorrow, next Sunday, next month* etc.:

1. Guly invites many friends to her concerts. 2. The orchestra band travels in summer. 3. I do practice two times a day every day. 4. Iroda sings romantic songs. 5. We often discuss our plans. 6. She reads a new book every month. 7. He has rehearsal every Monday. I stay at home. 8. Students get up very early.



Exercise 2: Ask your partner to tell you his/her (name, ... etc.) with 'will'.

Example: Will you tell me your name, please? your address, your telephone number, the shortest way to the metro station, the nearest bookshop, the dean's office, to open the window, to switch off/on the light, to give a pen, a book, etc.

Make question with 'shall' the following expressions:



Exercise 3: Ask your partner to questions with 'shall' *Example: Shall we start the lesson? read the text; wait for him; air the classroom; sing; perform; turn on/off the light; etc.*



Exercise 4: Write the sentences using the words in brackets in the future simple form. *Example: Alirna, (to join) us? - Alirna, will you join us?*

1. I have a terrible toothache, but I (to go) to the dentist tomorrow.
2. This way (to lead) you to the dean's office.
3. You (to come) to my place on Friday.
4. Sanjar (to ask) and the students (to answer) his questions.
5. Rano (to ring) to Nargiza, and (totell) her that the concert (to start) at 7.00 p.m.
6. Sobir and Olga (to play) tennis tomorrow.
7. Galina (to take) part in the competition next week.
8. Sobir (to eat) his sandwich in an hour.
9. Lidia (to help) Kristina with her lessons the day after tomorrow.
10. Hurshid (perform) at the concert as a soloist.



Read the dialogue:

Andrey: What do you do, Nazim?

Nazim: I'm a student but I'm working with Nigora for the summer.

Andrey: You won't be here for long, will you?

Nazim: I'll only be here until the end of August and then I'll go home.

Andrey: You won't have a holiday, will you?

Nazim: Oh, yes. I'll have three weeks' holiday in Fergana valley. I'm going to the mountains.

Andrey: And then?

Nazim: Then I'll go to Moscow.

Andrey: Why will you go there?

Nazim: To study at the Moscow school of the arts.

Andrey: Oh, I'll be very near there.

Nazim: Where will you be?

Andrey: I'll be at Saint-Petersburg University. What are you going to study?

Nazim: Cello performance. I hope to work with an orchestra one day. And what about you? Will it be your first year?

Andrey: Yes. I'm doing modern languages. I don't know what I want to be. I think I'd like to be a teacher.



Read the dialogue:

Saodat: Anton! Will you turn off the radio, please. I'm tired of this kind of music.

Anton: Is it so terrible? I don't think so. It's just modern. Shall I try another one?

Saodat: Will you try the program of classical music? It should be something quiet and harmonizing.

Anton: OK, shall we listen to Mozart?

Saodat: That would be nice.

Anton: I know, the older a composer the better for you.

Saodat: You are quite right.



Memorize the following proverbs and sayings. Interpret the proverbs and give their equivalents in your own language. Make up situation with them:

1. Whoever brings ruin on their family will inherit only wind, and the fool will be servant to the wise.

2. Those who give to the poor will lack nothing, but those who close their eyes to them receive many curses.

3. A generous person will prosper; whoever refreshes others will be refreshed.

4. Whoever gives to others will get richer; those who help others will themselves be helped.

5. Take care of the pence and the pounds will take care of themselves.



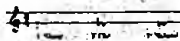
Ask your classmates and discuss:

1. Why do you think music is important and how does it affect different people?

2. Why is music so important to people and culture?

3. Do you prefer listening to songs in your own language or in another language?

4. Does music affect unborn children?



Read and translate the text:

Books

An English proverb says "Books and friends should be few but good". Books, be it fiction or non-fiction, are a source of knowledge. When you read a book you are learning something new in your life. Books are packed with information, insights into a happy life, life lessons, love, fear, prayer and helpful advice. Some of modern adolescents don't like reading books. They prefer watching TV, playing computer games and other kinds of entertainment. Everybody has his favorite books. They can be novels, detective stories, science literature and many others. All of them distinguish and form some individual traits of character in everybody. Different people like to read different kinds of books. It depends on one's taste and character. Some people prefer detective stories or science fiction. Others like historical literature. Girls and women prefer love stories. Children like comics very much. For many people, books are part of their everyday life.



Work in pairs and discuss:

Do the young people in Uzbekistan like to read books? Do you like reading books? What is the last book you have read? What did you like about it? What genre it was written in? Who is your favorite author? Which type of books do you prefer: hard-covered or electronic? Why? Do you think in the future we will still have hard copies of books or will books become completely electronic? Why?

Recommended literature for self-study and classwork

Бурова З. И. Английский язык для гуманитарных вузов. Москва. «Высшая школа», 1987 – 463 с.

Жураева М. Ю. Мезенцева И.А. Александрова В.Н. Ingliztili. Тошкент, 2008 – 190 б.

Либерман Н.И., Фролова-Багреева Н.А., Кедрова М.М. Английский язык для вузов искусств. Москва: «Высшая школа» 1989 г. – 463 с.

Acklam R. McLean A. Muhamed S. English one to one. Шарк. Тошкент, 1997 – 344 б.

Mantin S. Word wise. Study skills for higher education students in Uzbekistan. Шарк, 1997 -197 б.

Tolipova N. English for musicians Navruz. Toshkent, 2018 – 132 б.

Salimova L. English for musicians. Tashkent, 26 p.

LESSON XVII

The Simple Past Tense

<p>The simple past is used to talk about a completed action in a time before now. Duration is not important. The time of the action can be in the recent past or the distant past.</p>	<p><i>Example: A. Navoi was a famous Uzbek poet. My sister went to Institute last year. We lived in a camp last summer. My friend lived in Samarkand when he was young.</i></p>
<p>To form a question we use the conjugated helping verb "did" + subject + infinitive without to</p>	<p><i>Did you go to work? Did she sing a song? What did he do yesterday? When did you finish your work? Where did you go last holiday? Who did you see at the concert? Why didn't you come last night? Where did he sleep last Wednesday? When did they meet?</i></p>

You always use the simple past when you say when something happened, so it is associated with certain past time expressions.

Frequency	A definite point in time	An indefinite point in time
often	last week	ages ago
sometimes	yesterday	a long time go
always	ten years ago	the other day

Spelling tip for regular verbs: words ending in -'e' (like, hike) +ed = *liked, hiked*; words ending in -y (worry, cry) 'y' becomes -i +ed = *worried, cried*.

Regular verbs: base+ed -*walked, showed, watched, played, stopped, smiled, jumped*

Simple past irregular verbs:

Irregular verbs: *see-saw, go -went, speak - spoke, etc*

Affirmative	<i>I was in Samarkand; He had an English lesson yesterday; We did our homework together last night;</i>
Negative	<i>They were not in Samarkand last year; He hadn't any money; We did not have time to do our homework; She didn't do her exercises yesterday;</i>
Interrogative	<i>Were you in Bukhara last Sunday? Did you have good marks at school? Did they do their work last winter?</i>

Affirmative	Negative	Interrogative
I talked	I didn't talk	Did I talk?
You talked	You didn't talk	Did you talk?
She/he/it talked	She/he/it didn't talk	Did she/he/it talk?
We talked	We didn't talk	Did we talk?
They talked	They didn't talk	Did they talk?

Simple past **be, have, do:**

I	was	had	did
You	were	had	did
She/he/it	was	had	did
we	were	had	did
you	were	had	did
they	were	had	did

Read and translate:

1. Yesterday I went to the concert. 2. She finished her work at nine o'clock. 3. My grandfather died last year. 4. We saw a good film two days ago. 5. She played the piano when she was a child. 6. My friend sent me a letter three weeks ago. 7. I left my room ten minutes ago. 8. They went to the theatre last night. 9. Did Anna give you my book? No, she did not give me anything.

Exercise 1: Find the past form of these following verbs. I (to be) ; She (to become) ; Temur (to bet) ; Lola (to break); My mother (to cut); My sister (to dream); Kamil (to drink) ; Oybek (to drive); Denise (to eat); Mariam (to find); Bobur (to have); My dog (to go) into this house; teacher (to hear); My friend (to lose); I (to know); You (to meet); She (to ring); We (to sit); They (to sell); I (to take); You and I (to write)


Read and translate the text:

Yesterday Alisher got up at 6 o'clock. He went to the bathroom and had a shower. Then he had a shave and brushed his teeth. At 6:30 he had breakfast. After breakfast he called his friend Shahnoza. At 7:30 he left home. He met Shahnoza at the bus stop at 7:45. Together they went to the Conservatory. On Saturday Alisher didn't wake up at 6:00 o'clock. He woke up at 8:00 am. He didn't have a shower he took a bath. After the bath he had a cup of coffee. He didn't have breakfast at 6:30 am. He had breakfast at about 10:00am. After the breakfast he read the newspaper, and checked his e-mail. After he checked his e-mail he went for a run in the park. After his run he didn't go to the Conservatory he went to meet his friends.


Read and translate:

Where did Alisher go yesterday? He went to the Conservatory. What did he do there? He studied. Did he walk to the Conservatory? No, he didn't walk, he took a bus. Did Nargiza

walk to work? No, she didn't walk she drove. Where did Alisher go before he got to his Institute? He went to the bus stop. Why did he go there? He went there to meet with his friend Shahnoza. When did lessons start? The lessons started at 9:00 am. How many classes did Alisher have? Alisher had four classes. What time did he finish? He finished at 15:30. Did Alisher go to the Conservatory on Sunday? No, he didn't. Did anyone come to the classes on Sunday? No, nobody came.

 **Exercise 2: Conjugate the verb in parentheses using the form indicated. In the case of questions, use the indicated subject as well. Example: Rano (give) Saeed a present for his birthday yesterday. – Rano gave Saeed a present for his birthday yesterday**

1. Saida (visit) his mother last weekend. 2. We (not buy) that TV yesterday because it was too expensive. 3. (you / be) at the meeting on Tuesday? 4. Where (Leila / stay) in Karshi? 5. Alisher (understand) the situation two days ago. 6. They (not finish) the project on time last month. 7. When (Anna / fly) to Namangan? 8. Karim (read) Abdulla Qodiri's latest book last month. 9. I (not write) that letter to him last week. 10. What (you do) yesterday afternoon? 11. You (think) he couldn't win, didn't you? 12. She (not win) the prize two weeks ago. 13. Where (Akbar / go) last week? 14. Timur (come) to visit us in May. 15. Saida (not telephone) in time to get a ticket. 16. How (you meet) him? 17. Davron (get up) early on Saturday to play tennis. 18. Botir (not draw) that picture. 19. (Pulat/ forget) his books yesterday?

 **Exercise 3: Choose the correct time expression used with the Past Simple Tense. Example: Anna arrived two hours (ago / last). – Anna arrived two hours ago.**

1. Karim left for his holiday (last / ago) week. 2. I played football (when / last) I was in high school. 3. Were you able to go to the meeting (ago / in) May? 4. She didn't think about those problems two days (last / ago). 5. There weren't any children at

the party (last / when) Saturday. 6. Jabbor wanted us to come and help three weeks (ago / when). 7. Pulat went to a meeting in Tashkent (last / ago) Tuesday. 8. Alexander made a number of mistakes (yesterday / tomorrow). 9. Timur was born (at / in) 1987. 10. Our teacher helped us to understand the problem (this morning / tomorrow morning). 11. I bought a new chair for my office (last / next) week. 12. Did you finish the meeting on time (yesterday / last) evening? 13. Saida visited her aunt in Seattle (last / ago) Sunday. 14. My father took me to the zoo (when / last) I was a child. 15. They opened a new store (in / on) Tuesday. 16. She drove to Nurabad (in / on) February. 17. We enjoyed lunch with our friends (yesterday / tomorrow). 18. Alina played the piano for two hours (on / in) Tuesday. 19. Furqat didn't attend the meeting (last / ago) week.



Exercise 4: Complete the sentences in the text. Choose from the following words: concert hall, audience, musicians, instruments, conductor, bow, baton, score, keys, string, bows;

Before the concert starts

While thewas filling up and the ... were taking their seats, the ... were tuning

their The famous ... entered. He gave the audience a low ... , picked up his ..., looked briefly at the ... which lay open in front of him, and raised his hands.

The pianist placed her fingers ready over the ... of her piano. The ... section of the orchestra (violinists, cellists...) brought their ... up, ready to play. The concert was about to begin.



Read the dialogue
Sanjar – Here you are at last! What's ever happened?

Alina – I say. I'm awfully, sorry. I'm late. It's a bad excuse, but the fact is my watch stopped! My parents will come in a few minutes. Where are your parents?

Sanjar – They are late too. Oh, look there are my Granny. Hello!

Alina– Good evening Saodat-opa. Glad to see you!

Saodat-opa– Good evening, young people! How do you do? Sanjar, how did you get on in your exams?

Sanjar – I passed.

Saodat-opa– My congratulations! What marks did you get?

Sanjar – Three fives and a four.

Saodat-opa– Well done. Now you can relax and enjoy yourself for a bit.

Sanjar – Yes, it's a big relief.

Saodat-opa – Alina, how glad I am seeing you. Those shoes you are wearing are very nice!

Alina– Do you really like them? Do you think they match my handbag?

Saodat-opa– Yes, they do. And they go very well with your hat, too. You have very good taste in clothes.

Alina – Thank you!



Memorize the following proverbs and sayings. Interpret the proverbs and give their equivalents in your own language. Make up situation with them:

1. He who never climbed never fell.
2. Curiosity killed the cat.
3. He who pleased everybody died before he was born.
4. Too much curiosity lost Paradise.
5. He who never climbed never fell.



Discuss the following:

1. How much time do you spend practicing music?
2. What is your favourite composer / performer?

3. What is your favourite composition / song? 8. Why do you like it?

4. Is live music popular in your country?

Read and translate the text

MOZART

Mozart was born in 1756 in Salzburg, Austria. He began playing the piano at 4, and when he was 5 years old, he already composed serious music. His father took him on tours of Western Europe and Italy and the boy was always a success. Then the prodigy ripened into genius. The genius conquered Vienna and the world. Mozart's fame was great. He met all the great figures of his time, from Haydn to Goethe, from George III to the luckless Marie Antoinette. But then he suddenly fell from favour. The Vienna aristocracy grew tired of him. He lost pupils and contracts, had to move from his comfortable house in the centre to a modest flat in the suburbs. The genius was forgotten.

Mozart died in 1791, when he was only 35 years old. There's a legend that Mozart was poisoned by his rival composer Antonio Salieri. There's no truth in this legend, though it inspired many great poets, writers and composers. But it has been proved that in the last months of his life Mozart really believed that he was pursued by a spirit, "the grey messenger", who appeared and ordered him to write a requiem. In a state of depression Mozart imagined that he was to write the requiem for himself.

Not long ago a 150-volume edition of Mozart's works was published. His works include 41 symphonies, nearly 30 piano concertos, 19 operas, a vast quantity of orchestral and other instrumental music, and volumes of church music (he wrote it mostly for financial reasons). His most famous operas are Don Giovanni, The Magic Flute and The Marriage of Figaro.

 **Practice:**

1. Which terms in the text do you make use of when you speak English

2. Match the terms and definitions:

1	spirit	acting or speaking sincerely and in earnest, rather than in a joking or half-hearted manner.
2	modest	the non-physical part of a person which is the seat of emotions and character; the soul.
3	prodigy	a person or thing competing with another for the same objective or for superiority in the same field of activity.
4	serious	a young person with exceptional qualities or abilities
5	luckless	the state of being known or talked about by many people, especially on account of notable achievements.
6	aristocracy	relatively moderate, limited, or small
7	fame	having bad luck; unfortunate.
8	rival	the highest class in certain societies, typically comprising people of noble birth holding hereditary titles and offices.

Recommended literature for self-study and classwork

Бурова З. И. Английский язык для гуманитарных вузов. Москва. «Высшая школа», 1987– 463 с.

Жураева М. Ю. Мезенцева И.А. Александрова В.Н. Ingliztili. Тошкент, 2008 – 190 б.

Либерман Н.И., Фролова-Багреева Н.А., Кедрова М.М. Английский язык для вузов искусств. Москва: «Высшая школа» 1989 г. – 463с.

Acklam R. McLean A. Muhamed S. English one to one. Шақ. Тошкент, 1997 – 344 б.

Mantin S. Word wise. Study skills for higher education students in Uzbekistan. Шақ, 1997 -197 б.

Tolipova N. English for musicians Navruz. Toshkent, 2018 – 132 б.

Salimova L. English for musicians. Tashkent, 26 p.

LESSON XVIII

The Past Continuous Tense

The past continuous is formed from the past tense of 'be' with the '-ing' form of the verb.

Affirmative	Interrogative	Negative long form
I was playing	Was I playing?	I was not playing; I wasn't playing
You were playing	Were you playing?	You were not playing; You weren't playing
He was playing	Was he playing?	He was not playing; He wasn't playing
She was playing	Was she playing?	She was not playing; She wasn't playing
It was playing	Was it playing?	It was not playing; It wasn't playing
We were playing	Were we playing?	We were not playing; It wasn't playing
They were playing	Were they playing?	They were not playing; They weren't playing

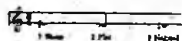
We use the past continuous to talk about the past.

<p>We use the past continuous to talk about past events which went on for a period of time.</p>	<p><i>While I was driving home, Rano was trying desperately to contact me. Were you expecting any visitors? Sorry, were you sleeping? I was just making some tea. I was thinking about them last night. In the 1990s few people were using mobile phones.</i></p>
---	---

<p>We often use it to describe a "background action" when something else happened.</p>	<p><i>I was walking in the street when I suddenly fell over. She was talking to me on the phone and it suddenly went dead. They were still waiting for the plane when I spoke to them. The company was declining rapidly before he took charge. We were just talking about it before you arrived. I was making a presentation in front of 500 people when the microphone stopped working.</i></p>
<p>We use the past continuous to say that someone was in the middle of doing something at a certain time. The action or situation had already started before thus time but hadn't finished.</p>	<p><i>This time last year I was living in Brazil. What were you doing at 10:00 last night? I saw Jurat in the park. He was sitting on the grass and reading a book.</i> <i>It was raining when I got up.</i></p>
<p>We use past continuous to show that something continued for some time:</p>	<p><i>My head was aching. Everyone was shouting</i></p>
<p>We use past continuous for something that was happening again and again:</p>	<p><i>I was practising every day, three times a day. They were meeting secretly after school. They were always quarrelling.</i></p>
<p>We use past continuous with verbs which show change or growth:</p>	<p><i>The children were growing up quickly. Her English was improving. My hair was going grey. The town was changing quickly.</i></p>

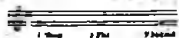
Only use the past continuous when you want to emphasize the continuity of the action.

Everybody was talking about it all evening. They were really trying hard but couldn't do it. I was thinking about you the other day. Were you expecting that to happen?



Read and translate:

1. When I came home, my little sister was sleeping.
2. When Jasur came home, his brother was playing with his toys.
3. When mother came home, I was doing my homework.
4. When father came home, Anvar was sleeping.
5. When mother came home, the children were playing on the carpet.
6. When I got up, my mother and father were drinking tea.
7. When I came to my friend's place, he was watching TV.
8. When I saw my friends, they were playing football.
9. When I opened the door, the cat was sitting on the table.
10. When Davron opened the door, the children were dancing round the fir-tree.
11. When Hurshid was crossing the street, he fell.
12. When I was going to school, I met my friend.
13. When we were going to the cinema, we met grandmother.
14. When grandmother was going home, she saw many children in the yard.
15. When Anvar was walking about in the field, he found a baby lamb.
16. When we were walking about in the meadow, we saw a hare.
17. When I was washing the floor, I found my old toy under the sofa.
18. When granny was reading a book on the sofa, she fell asleep.
19. When I was playing in the yard, I suddenly saw my old friend.
20. When Nodra was running about in the yard, she fell.



Read and translate the text:

Munajat Yulchieva


Yulchieva was born on 26th November in 1960 in the village Shirinbulok in Ferghana valley near Tashkent. From an early age

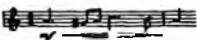
she had a great gift of singing. After finishing the school in 1978, she entered the preparation course of makom performance in Tashkent State Conservatory. She was always accompanied by her master, the famous rubab player, Shawqat Mirzaev. Her first performance on TV took place on the 9th of February 1980, on the program "Nazm va Navo" dedicated to the anniversary of Alisher Navoi. She became famous all around Uzbekistan the moment she sang "Ushshoq" and "Munojot" by Navoi. Since April 1980 she started working as a soloist in the ensemble "Makom" founded by Uzbekistan TeleRadio Company.

After passing her exams successfully she was accepted as a first-year student to the Uzbekistan State Conservatory. She started her studies and at the same time her professional career. In 1985 she graduated the Conservatory successfully.

She has performed in many countries all over the world and promoted Shashmakom and national songs on her solo concerts and in some other renowned festivals.

At present she performs with the group that use traditional Uzbek instruments such as dutar (two stringed lutes), tanbur (3-stringed lute), gidjak (like a fiddle), doira (kind of drum), nay (like a flute) and at times the chang zither.

 **Make questions to the text:** *Example: When and where was Munojat Yulchieva born?*

 **Exercise 1: Write the verbs in brackets in past continuous:** *Example: They (to skate) at three o'clock? - Were they skating at three o'clock?*

1. Hurshid (to drink) tea at seven o'clock?
2. They (to write) the test at this time yesterday.
3. Gafur (to talk) to some of the other students in the lobby when Kamilla came.
4. Sabina and Iroda (to watch) television the whole evening.
5. They moved across the concert hall, which (to start) to fill up, to vacant seats.
4. Irat (to play) football at six o'clock?
5. Davron (to eat) and didn't raise his head.
6. It (to rain) the whole day yesterday?
7. The students at the conservatory (to prepare) for the party.
8. A

few minutes later Donier (to hurry) through the streets to his car. 9. Murat (to look) at his watch. 10. In Europe people (to talk) German, Italian and English. 12. All night long the stars (to glitter). 13. She (to argue) that only Alirna knew how to treat men. 14. He (to work) in the garden from two till five o'clock. 15. Gulnoza (not to help) mother about the house from two till six. 16. Yesterday we all (to watch) television the whole evening. 17. He (to draw) from three till four o'clock? 18. Who (to listen) to the radio at this time? 19. He drank some of the water and ate several chunks of bread while he (to wait) for his dinner to come up.



Exercise 2: Write sentences in past simple or past continuous: Example: (I/fall asleep/when/listen/to the music) – I fell asleep when I was listening to the music yesterday evening.

1. Mother/come/home/when/I/do/my music lessons.
2. When/he/play/the violin/the phone/ring.
3. It/begin/to snow/when/Holida/walk home.
4. Bekhzod/play/computer game/when/his father/call.
5. Lucia and Gafur/watch/an interesting movie/when/their friends/arrive.
6. When/mother/return/her daughter/play/with her dolls.
7. did | to | were | What | do | when | you | you | young? | want |
8. you | did | plan | year? | next | What | to | do | for



Exercise 3: Write the verbs in brackets in past simple or past continuous: Example: Karim ... (fall) off the bicycle while he ... (ride) it in the street. – Karim fell off the bicycle while he was riding it in the fields.

1. While Galina ... (cook) the dinner, the cell phone ... (ring).
2. Last morning I... (read) the newspaper in the kitchen when suddenly I ... (hear) the scream of my neighbour in the yard.
3. When he ... (call) you, you ... (watch) your favourite cartoon.
4. Gafur ... (wait) for Christina when she ... (arrive).
5. When the accident ... (happen), Ian (not/drive) very fast.
6. Shirin

- ... (break) a cup last evening. She ... (do) the washing up. 7. Botir ... (take) a photograph of Lilia when she ... (not/look). 8. Lucia and Galina ... (not/go out) because it ... (snow) heavily outside. 9. What ... (do) your mother yesterday morning in this time. 10. Misha ... (see) Guli at the party. She ... (wear) a very beautiful dress, it was hard not to see her.



Exercise 4: Look at the table below and tell what was Galina doing at the exact time:

Example: 8:50-9:10 have breakfast. – At nine o'clock Galina was having her breakfast.

8:50-9:10 have breakfast	13:00-15:00 play computer games
9:10-10:10 read the book	15:00-17:00 meet friends in the park
10:10-11:00 clean the flat	17:00-18:00 ride the bicycle
11:00-12:00 play the piano	18:00-18:50 have dinner
12:00-12:30 watch TV	18:50-20:30 watch the movie
12:30-13:00 have lunch	20:30-22:30 read the newspaper



Read and discuss if any of the classmates participated in competitions:

Competition

The Chamber Music Roundup in Fort Worth for the first time included an amateur chamber music competition. The festival ran from January 3, 2007 to January 9, 2007. The competition was held on January 3rd and 4th with the winner's recital being on January 5th. The chamber music competition ran from January 4th - 9th. The competition was open to any classical amateur ensemble (trio, quartet, and quintet). The criteria for amateur status and the competition format were outlined at the web site of The TCU

(Texas Christian University) School of Music. The preliminary phase was by tape or CD audition and had to be submitted no later than August 1, 2006. 8 semi-finalists were then invited to compete in Fort Worth on 3-4th Jan.



Ask your classmates and answer the questions:

1. When did the competition take place? 2. What kind of competition was it (international/national; closed/ open to the public; musical instrument/vocal/ ensemble/composer competition)? 3. Where was it held (When did it run)? 4. Have you ever participated in a competition? 5. Have you ever performed a recital? 6. What was the last concert you went to? 7. What are the difficulties of the musician's profession? 8. What kind of music do your parents / grandparents listen to? 9. How has your musical taste changed over the last 5 years? 10. What music genres did you use to listen to 5 years ago? 11. What kind of music do you listen to cheer yourself up? 12. What kinds of music do people listen to in your country? 13. What are the qualities of a good music teacher? (A teacher has to be passionate, well-organized, etc.)



Exercise 5: Write the verbs in brackets in past simple or past continuous:

Example: He (to sit) at the table the whole evening yesterday.

- He is sitting at the table the whole evening yesterday.

1. Rano (to play) the guitar yesterday. 2. Timur (to play) the piano at eleven o'clock yesterday. 3. He (to play) the violin from two till three yesterday. 4. We (to play) computer games the whole evening yesterday. 5. What Nelli (to do) when Anvar came to her place? 6. What you (to do) when I rang you up? 7. Kristina (not to sleep) at ten o'clock yesterday. 8. What Rishat (to do) yesterday? - He (to read) a magazine. 9. What Oybek (to do) the whole evening yesterday? --He (to read) a book. 10. Malika (to sleep) when you came home? 11. My brother (not to play) the cello yesterday. He (to play) the cello the day before yesterday.

12. Lucia (not to play) the piano at four o'clock yesterday. She (to play) the piano the whole evening. 13. When my mother came into the kitchen, I (to cook). 14. Galina (to cook) the whole day yesterday. 15. We (to wash) the windows in our institute the day before yesterday. 16. We (to clean) our instruments from three till four yesterday. 17. You (to do) your homework yesterday? 18. You (to do) your homework from eight till ten yesterday? 19. Why she (to sleep) at seven o'clock yesterday?



Exercise 6: Put into the right order:

to | Ali? | introduce | I | may | you | Good | morning, |
 I | pleased | am | you. | to | meet |
 railway | Excuse | me, | station? | where | is | the |
 your | but | you | I | I | wrong. | beg | are | think | pardon |
 that | meal. | you | a | lovely | much, | was | Thank | very |
 to | have | passed | I | exam. | am | hear | delighted | you | your |
 at | Enjoy | Park. | yourselves | Bobur |
 you | I | wish | a | birthday. | happy |
 his | about | am | cat. | I | terribly | sorry |
 has | book, | my | matter. | but | it | He | lost | doesn't |



Exercise 7: Choose the right answer:

What time is it?

1. It's ten past seven.
 - a).07.10 pm;
 - b).10.07 pm;
 - c).06.50 pm;
2. It is 2.23 pm
 - a).It's two past twenty-three.
 - b).It's twenty-three past two.
 - c).It's seven to two thirty.
3. It's 3.45 pm
 - a).It's forty-five past three;
 - b).It's a quarter to four.
 - c).It's a quarter past three

4. it's twenty to six.

a).06.20 am;

b).20.06 am;

c).05.40 am

5.It's 9.40 pm

a).It's twenty to nine.

b).It's twenty to ten.

c).It's twenty past nine.

6. It's twenty to two.

a).02.20 pm

b).02.00 pm;

c).01.40 pm;

7.It is 6.45 pm

a).It's quarter to six.

b).It's quarter past seven.

c).It's a quarter to seven.

8. It's ten to ten.

a).09.50 pm;

b).10.00 pm;

c).10.10

9. It's half past four.

a).04.30 pm;

b).04.00 pm;

c).03.04 pm;

10. It's eleven o'clock.

a).10.30 am;

b).11 am;

c).11.30 am;

11. It's five past six.

a).06.05;

b).05.55;

c).05.00;

12.It's 8.30 am

a).It's half past eight.

b).It's eight past thirty.

c).It's thirty to nine.



Read and translate the dialogue:

Asal: Hello!

Bobur: Hello!

Asal: What is your name?

Bobur: My name is Bobur.

Asal: How old are you?

Bobur: Seventeen.

Asal: Where are you from?

Bobur: Uzbekistan, Tashkent.

Asal: What do you do?

Bobur: I'm a student at the musical lyceum in Bekabad.

Asal: What are your parents?

Bobur: My mom is a piano teacher, and my dad is a violinist.

Asal: What career are you planning to choose?

Bobur: I would like to go to a Conservatory to study music.

Asal: What musical instrument do you play?

Bobur: I play the piano.

Asal: At what age did you start playing the piano?

Bobur: I'd say I was about five.

Asal: Who was your first teacher?

Bobur: My first teacher's my mother, and she taught me for about four years.

Asal: Who are you studying with now?

Bobur: Now my teacher is Anvar Ergashev. He's taught me everything, entered the Conservatory.

Asal: How often do you take part in musical competitions and festivals?

Bobur: Well, I've performed a lot over the past ten years, that I've been studying music. I've played in several competitions, some big ones, and a lot of small ones. I've played in the final round of a competition in the Astana Conservatory. Last year I performed at the Kiev Conservatory.

Asal: Bobur, have you won any competition?

Bobur: Oh, I've won several competitions, I've gotten second place



Memorize the following proverbs and quotations. Interpret the proverbs and give their equivalents in your own language. Make up situation with them:

1. The report of my death was an exaggeration. (M.Twain)
2. I came, I saw, I conquered. (J.Caesar)
3. Every man has three characters: that which he exhibits, that which he has, and that which he thinks he has. (A.Karr)
4. I never think of the future. It comes soon enough. (A.Einstein)
5. Things do not change; we change. (H.Thoreau)



Read and translate the text:

Music of Uzbekistan

The music of Uzbekistan remains exotic still remotely related to the droning melodies of the Middle East and Persia. For over five centuries the courts of Bukhara, Khiva and Khokand experienced a brilliant musical life. Musicians in the Khan's service provided music for festivals and ceremonies or entertainment (toy) for weddings. The Maqam repertoire was associated with the great courts.

The instruments used are similar to those used in the Arab world; long-necked lutes, reedy flutes, tambourines and small drums. In the past music was closely connected to the art of the bards, storytellers who would travel from town to town giving dramatic recitals of epics and poems. These days traditions are continued by ensembles of musicians performing at weddings and festivals.

A study of the range styles of performance of many key instruments has been a main reason for musicologists visiting the area over the last few decades. In playing the dutar (2 stringed long necked lute), the Uzbek musician uses glissando and vibrato effects as well as snapping the fingers on the soundboard. The ghijak (with 4 steel strings) is played to produce trembling, whining sounds. Ensembles in Uzbekistan consist of tanbur or tar (plucked lutes), ghijak, chang (struck zither), naj (transverse flute) and दौरا (tambourine). Uzbek singing is throaty and nasal.



Discuss with the classmates:

1. Present some important facts about Uzbek traditional and classic music.
2. How the musical and cultural traditions influenced the contemporary Uzbek music.
3. Is traditional national music still popular among the youth?
4. Do you know the names of any famous Uzbek traditional musicians?

Recommended literature for self-study and classwork

Бурова З. И. Английский язык для гуманитарных вузов. Москва. «Высшая школа», 1987– 463 с.

Жураева М. Ю. Мезенцева И.А. Александрова В.Н. Ingliztili. Тошкент, 2008 – 190 б.

APPENDIX I:

TESTS

Test 1:

Choose the correct answer:

1. a) I am; b) I is; c) I are; d) I not

2. With she/he/is, we use:

a) Am; b) Are; c) Is; d) Am not

3. With you/they/we, we use:

a) Am; b) Are; c) Is; d) Am not

4. What are the negative forms of "to be"?

a) Am not, is not, are not; b) Aint, isnot, arenot, c) A'not; d)

Not I am, not is he, not are we

Test 2:

Choose the right answer:

1. There _____ a violin on the stage.

a) is b) are

2. There _____ six note scores on the music stand.

a) is b) are

3. There _____ many options to pick from.

a) is b) are

4. There _____ a viola and a bow on the table.

a) is b) are

5. There _____ a lot of errors on this page.

a) is b) are

6. There _____ a load of laundry to do.

a) is b) are

7. There _____ any tickets left

a) isn't b) aren't

8. I'm hungry. _____ there any apples in your backpack?
a) Is b) Are
9. Sorry, Anvar. _____ nothing left.
a) There's b) There isn't
10. Help yourself. _____ coffee, tea and juice to drink.
a) There's b) There are

Test 3:

Read the passage. Then answer the questions below.

Umida is an artist. She draws the moon. She draws clouds.
She draws stars.

Questions

- Umida is
a) an artist; b) a doctor; c) an actor
- Umida draws things that are in the
a) ground; b) ocean; c) sky
- Umida draws
a) shells; b) stars; c) flowers
- Umida does not draw
a) the moon; b) clouds; c) trees
- Umida probably also draws
a) airplanes; b) trees; c) fish

Test4:

What is the plural form of these sentences?

- This is your book.
- Those flowers are expensive.
- That's my name.
- This is Sobir's shoe.
- These pictures are Alisher's.
- Pulat doesn't like those birds.
- This apple is green, isn't it?
- Look at that yellow flower.

Test 5:

Choose the correct form of the pronoun or possessive adjective in the following sentences.

- I go to school with ... every day.
a) he; b) him; c) his
- I see at the conservatory every Friday.
a) she; b) her; c) herself
- She speaks to ... every morning.
a) we; b) us; c) ourselves
- Isn't ... a nice person?
a) she; b) her; c) hers
- is going to the mountains on vacation.
a) He; b) Him; c) Himself
- and Nodir gave concert on Saturday.
a) She; b) Her; c) She's
- violin is in the class, and ... is too.
a) Yours/ my; b) Your/mine; c) Mine/you
- I hurt ... leg.
a) my; b) mine; c) me
- Karim bought a new coat.
a) Him; b) Herself; c) Himself
- We like ... country very much.
a) Our; b) Ours; c) our's
- The dog bit ... on the leg.
a) She; b) Her; c) here
- Karim ... went to the concert.
a) Him; b) Himself; c) herself
- Mariamand ... would rather go to the movies.
a) I; b) me; c) ourself
- Everyone has to do ... own research
a) their; b) his; c) hers
- Just between you and ... I don't like this music.
a) I; b) me; c) ours
- Monday is a holiday for ... musicians.
a) us; b) we; c) our's

Test 6:

Choose the right answer.

Apostrophe

1. 'No ___ land' is a term used to describe a non-occupied land between two opposing forces.
a)men's; b)man; c)man's
2. The car of the Rose is expensive. The ... car is expensive.
a)Rose; b) Rose's; c) Roses
3. I went to the ___ for bread.
a)bakers; b)baker; c)baker's
4. It was a ten ___ walk from the institute.
a)minutes'; b)minutes; c)minute's
5. The pills of my grandmother. My ... pills
a) grandmother's b) grandmothers' c) of grandmother
6. Little ___ clothing is on the first floor,
a)girls; b)girls'; c)girl
7. and ___ department is on the second.
a)mens'; b)men; c)men's
8. During the years of independence _____ population has been increased by 10% on average
a) Uzbekistan's; b) Uzbek; c) Uzbeks
9. In three ___ time
a)weeks; b)weeks'; c)week's
11. ___ have to begin school again
a)wel'l; b)we'll; c) well
12. Our house is one ___ drive from the airport.
a)hour's; b)hour; c)hours'

Test 7

Put in *a/an, some/any*:

1. I've got ... cookbook.
2. There is ... water in the fridge.
3. There isn't ... whisky left in the bottle.
4. There was... bottle of whisky on the shelf.

5. She wants to eat ... apple.

6. Have we got ... chips?

Put in something, anything, nothing:

1. He's hungry, but there's ... to eat in the fridge!

2. I don't want to eat...

3. I can see ... under the table. What is it?

Test 8

Choose the right word:

1. There are ... sweets in the packet.

a) a few; b) a little; c) a lot

2. We have ... time before the plane leaves.

a) a few; b) a little; c) a lot

3. She has ... friends

a) lot of; b) lots of; c) a lot

4. Jamshid earns ... money.

a) a lot; b) a lot of; c) lots

5. Nozima wears ... gold jewelry

a) lots; b) a lot; c) lots of

6. Do you like hip-hop music? Yes, ...

a) lots of; b) much; c) a lot

7. There is ... money in my wallet

a) few; b) much; c) a little

8. They have ... information on their website.

a) much; b) few; c) very little

9. They have ... customers.

a) very little; b) very few; c) a lot

10. Anvar eats ... sweet food.

a) lots of; b) few; c) a lot

11. Dilya has ... free time.

a) lots; b) few; c) a lot of

12. You smoke ...

a) much; b) a lot; c) few

13. She doesn't earn ...

a) fewer; b) little; c) a lot

Test 9

Write the correct pronoun to make imperative sentence.

1. Let (we) celebrate the anniversary
2. Let (she) sing a song
3. Let (we) play the concerto
4. Let (they) make a cake
5. Let (we) phone our teacher
6. Let (Said) read the book
7. Let (I) be alone

Test 9

Choose the right verb

1. She ___ a lot of homework.
a) Has; b) Have
2. We ___ a busy day yesterday.
a) had; b) have; c) has
3. Uzbekistan ___ a very interesting culture.
a) has; b) have;
4. Rashid Khalikov ___ many hit records in the 90s.
a) has; b) had
5. ___ you got a moment?
a) has; b) have
6. My sisters all _____ the recordings of Tohir Sodikov.
a) have; b) has
7. Our English teacher _____ a yellow coat.
a) has; b) have
8. My brother _____ a great job.
a) has; b) have
9. Does he _____ a dog?
a) have; b) has
10. They don't _____ a lot of money.
a) have; b) has
11. My cousin and his wife _____ three children.
a) have; b) has

12. Does your friend _____ a sister?
a) has; b) have
13. Yes, my friend _____ a sister.
a) has; b) have
14. My neighbor _____ a mailbox.
a) doesn't have; b) don't have
15. They _____ time to play with us.
a) doesn't have; b) don't have
16. You _____ a nice smile.
a) have; b) are
17. It _____ five o'clock.
a) has; b) is
18. I _____ lazy.
a) have; b) am
19. They _____ lucky.
a) are; b) have
20. This bottle _____ empty.
a) is; b) has
21. Oydin _____ thirsty.
a) has; b) is
22. I _____ happy.
a) am; b) have
23. My parents _____ three dogs.
a) have; b) are
24. Nodir _____ wrong.
a) is; b) has
25. I _____ correct.
a) am; b) have

Test 10

Choose the correct verb:

1....upstairs

a) jump b) see c) go

2.... your teeth regularly

a) brush b) look c) bring

- 3... off your mobile
 a) switch down b) switch off c) switch of
- 4... yourself
 a) down b) help c) give
- 5... the rules
 a) buy b) follow c) followed

Test 11

Choose the right verb.

1. How can I lose weight, Doctor? Don't ... candy, and get more exercise.
 a) eating; b) eat; c) to eat
2. Please ... me a glass of water. Ok! is that all ?
 a) bring; b) to bring; c) brings
3. What did you say ? I can't hear you. Please ... the radio off for a minute.
 a) to turn; b) turn; c) turning
4. Where's Davron ? He's taking a nap. Please ... him up.
 a) don't wake; b) not to wake; c) not wake
5. Shh ! The baby is sleeping. ... off your shoes and don't make any noise.
 a) taking; b) take; c) to take
6. It's a nice day. Let's ... take the bus. Let's walk to the theatre.
 a) not to; b) don't; c) not
7. Anvar isn't back home, and it's after ten o'clock. ... worry. He's only a few minutes late.
 a) not; b) don't; c) not to
8. I'm sorry. I didn't hear you. Please ... you say it again
 a) you say it b) it again; c) say that again
9. Here's the hotel registration form . Please ...
 a) you are filling it out; b) fill it out; c) to fill it out
10. Maria it's almost time to leave. I'm not ready. ... me in twenty minutes.
 a) You're calling; b) Calling; c) Call

Test 12

Open the brackets using present simple and continuous

1. It always (rain) in this country
2. Look! It's (rain)
3. He (sleep) in his bed every night
4. Lena (work) in her bedroom at the moment.
5. We(chat). Our teacher is not happy.
6. Why(you/talk) about him right now?
7. Because he (run) at the moment
8. No! He (be) behind you
9. I(open) the door every morning
10. He (run) every day

Test 13

Complete with the right verb. Present simple and continuous

1. Where are you _____ next week?
a). goes; b). going; c). go
2. What is Said _____ now?
a). doesn't; b). do; c). doing
3. _____ you speak French?
a). do; b). does; c). don't
4. The moon _____ round the Earth
a). turning; b). turns; c).]turn
5. On Saturdays, they _____ to school
a). don't go; b). doesn't go; c). do go
6. Sara _____ she knows everything
a). thought; b). think; c). thinks
7. Jurat _____ coffee every morning.
a). drank; b). drinks; c). drink
8. Sanjar always _____ the ball to his friends.
a). give; b). gives; c). gave
9. They _____ their homework at 9 o'clock on Wednesdays
a). doing; b). does; c). do

10. This watch _____ to my sister
a). belong; b). belongs; c). belong's

Test 14

Choose the correct response:

1. (*Do/Does*) you speak English?
2. (*Do/Does*) your cats play with you?
3. (*do/does*) understand, don't you?
4. (*do/does*) come, I will be very surprised with our performance
5. (*Do/Does*) he always perform the concert like this?
6. I (*don't/doesn't*) know how to play the flute
7. Why (*do/does*) he always sing the same song?
8. Old people(*don't/doesn't*) like to travel.

Test 15

Complete sentences with the right answer.

1. This cake is _____ the one you made last night.
a) sweeter than; b) sweetest; c) sweet as; d) more sweeter than
2. That was _____ question in the exam.
a) least difficult; b) the less difficult; c) little difficult; d) the least difficult
3. This was the _____ test I've ever done.
a) easiest; b) easy; c) easier; d) most easiest
4. That was the _____ performance I've ever seen.
a) worst; b) bad; c) worse; d) worser
5. Those flute cost _____ mine.
a) much as; b) as much as; c) more as; d) as more
6. You live even _____ from the centre than they.
a) farther ; b) far; c) furthest; d) more far
8. It took Nodir _____ to do this work.
a) long; b) as long; c) the longest; d) much longer
9. The smaller a garden is _____ it is to look after.

- a) the easier; b) more easy; c) easier; d) most easy;
 10. My left arm is _____ than my right one.
 a) stronger; b) more stronger; c) most strong; D) strongest

Test 16

Put the verbs in the simple past

- Anvar (play) the drum last Sunday
- She (visit) the Conservatory last month
- Yesterday I (show) my brother how to play the guitar
- Last Friday we (decide) to visit a museum
- What (happen) yesterday?
- We (walk) home after the concert yesterday

Test 17

Complete sentences with the right answer

- He _____ arrive on time.
 a) will b) is c) not
- Will the orchestra _____ before Tuesday?
 a) leaving b) leave c) leaves
- We _____ get there until after dark
 a) will b) won't c) will'nt
- We will _____ what our teacher says.
 a) see b) to see c) seeing
- I don't _____ go for a rehearsal today.
 a) think I b) think I'll c) thinking
- It _____ tomorrow.
 a) will snow b) snows c) is snowing
- We won't _____ until we get there.
 a) knowing b) have know c) know
- I _____ back before Friday.
 a) 'll be b) will c) am being
- Will you _____ at the rehearsal on Saturday?
 a) go b) be c) have
- I'm going to the book store. I think _____ buy a textbook.

a) I've b) I'll c) I'd

Test 18

Write sentences in 'going to' (future tense).

1. he/get up/early

a) Positive.... b) Negative..... c) Question....

2. they/do/their/best

a) Positive.... b) Negative..... c) Question....

3. you/learn/playing the piano

a) Positive.... b) Negative..... c) Question....

4. he/buy/a saxophone

a) Positive.... b) Negative..... c) Question....

5. we/perform/the music piece

a) Positive.... b) Negative..... c) Question....

APPENDIX II:

IRREGULAR VERBS LIST

infinitive	simple past	past participle
bet	bet	bet
burst	burst	burst
cost	cost	cost
cut	cut	cut
hit	hit	hit
hurt	hurt	hurt
let	let	let
put	put	put
read	read	read
set	set	set
shut	shut	shut
Infinitive and Simple Past are similar		
beat	beat	beaten
Infinitive and past participle are similar		
come	came	come
run	ran	run
become	became	become
Simple Past and past participle are similar		
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
deal	dealt	dealt
feed	fed	fed

feel	felt	felt
fight	fought	fought
find	found	found
get	got	got
hang	hung	hung
have	had	had
hear	heard	heard
hold	held	held
keep	kept	kept
lay	laid	laid
lead	led	led
leave	left	left
lend	lent	lent
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
say	said	said
sell	sold	sold
send	sent	sent
shine	shone	shone
shoot	shot	shot
sit	sat	sat
sleep	slept	slept
slide	slid	slid
spend	spent	spent
stand	stood	stood
stick	stuck	stuck

sweep	swept	swept
swing	swung	swung
teach	taught	taught
tell	told	told
think	thought	thought
understand	understood	understood
win	won	won
All 3 forms are different		
be	was/were	been
begin	began	begun
blow	blew	blown
break	broke	broken
choose	chose	chosen
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
give	gave	given
go	went	gone
grow	grew	grown
hide	hid	hidden
know	knew	known
lie	lay	lain
ride	rode	ridden
ring	rang	rung

rise	rose	risen
see	saw	seen
shake	shook	shaken
show*	showed	shown
sing	sang	sung
sink	sank	sunk
speak	spoke	spoken
spring	sprang	sprung
steal	stole	stolen
swear	swore	sworn
swim	swam	swum
take	took	taken
tear	tore	torn
throw	threw	thrown
wake	woke	woken
wear	wore	worn
weave	wove	woven
write	wrote	written

APPENDIX III

GLOSSARY

A

arpeggio: the playing of a chord with its notes sounded out in succession, rather than simultaneously

atonality: a term used frequently to denote certain practices in 20th century music in which a definite tonal center or "key" is purposely avoided

B

backbeat: the accentuation of beats two and four; usually found in the genres of rhythm and blues

basso continuo: music that is played by one or more bass instruments and a keyboard instrument; it is one of the most distinct features of the Baroque era

blues: a style of jazz, both vocal and instrumental, introduced in the first decade of the twentieth century. The name is obviously related to the "blue notes," i.e., the third and seventh scale degrees which are used either natural or flatted and which are frequently played deliberately out of tune.

C

cacce: a type of 14th century Italian music in which a lively text is presented in two-voice canon form

caednza: a passage or section in the style of a brilliant improvisation, placed near the end of a solo composition

cannon: a contrapuntal device whereby an extended melody, stated in one part, is imitated strictly and for its entire length in one

or more other parts. The canon is the strictest species of imitative counterpoint

cantus firmus: a pre-existing melody which is made the basis of a polyphonic composition, contrapuntal voices being added to it

canzona: 1) designation for a lyrical song, particularly in Italian operas; 2) an important type of instrumental music of the 16th and 17th centuries, which developed from a Franco-Flemish chansons or the early 16th century

character pieces: a convenient denomination for a large repertory of short 19th century compositions, mostly for piano forte, designed to express a definite mood or character

chorale: a hymn tune of the German Protestant Church

chorale partita: a chorale variation in which the basic structural properties (including rhythmic) of the chorale are retained

chromaticism: the use of raised or lowered notes instead of the normal degrees of the scale; chromaticism often serves to heighten the emotional tension of music

clavicembalo: another name for a harpsichord-used in Italy

clavecin: another name for a harpsichord-used in France

clef: signs written at the beginning of each staff which designate the pitches of the lines and spaces; there are three such signs

codetto: the intermediate coda at the end of the exposition in sonata form

coloration: any elaborate ornamentation or figuration, whether written or improvised; most common during the 17th and 18th centuries

concerti grossi: a concerto for a small group of soloists and an orchestra

cantata: a composite form of vocal music, mainly in the Baroque period, consisting of a number of movements (four to six or more) such as arias, recitatives, duets, and choruses. The text may be either religious or secular

contrabass: another term for a double bass, or bass viol

contrapuntal: in the style of counterpoint

counterpoint: music consisting of two or melodic lines played simultaneously

D

disco: a kind of popular dance music with a strong beat, elements of the blues and Latin American rhythms, and simple repetitious lyrics, usually accompanied by pulsating lights etc.

dissonance: tones sounding simultaneously are said to be dissonant if they produce an unpleasant effect; among intervals seconds and sevenths are dissonant

double bass: also known as the contrabass or bass viol

E

expressionism: a term denoting a certain trend in music beginning during the second decade of the 20th century, particularly in Austria and Germany. It was taken over from the graphic arts in which it designated a group of German painters who cultivated a style of emotionalism and deeply probing self-expression

F

fantasia: a musical composition of no fixed form, with a structure determined by the composer's fancy

fugue: a polyphonic composition based on a theme (subject) which is stated at the beginning in one voice part alone, being taken up (imitated) by the other voice or voices in close succession, and reappearing throughout the piece at various places in one voice part or another

G

gallop: a dance of the mid-nineteenth century in lively duple time, with a characteristic rhythmic pattern executed with hopping movements and frequently changing steps

gigue: a dance in lively triple meter (usually six-eight) which forms the last movement of Baroque suites

H

harmony: the simultaneous occurrence of musical tones, as opposed to melody

homophony: music consisting of a single melodic line supported by chords or other subordinate material

I

intonation: degree of adherence to correct pitch. Good intonation implies close approximation of the pitch; poor intonation implies deviation from pitch

J

jump blues: an early rhythm and blues style; it was an up-tempo style that featured the horn section

K

klavier: another name for a harpsichord-used in Germany

L

ledger lines: short lines drawn underneath or above the staff for notes too high or too low to appear on the staff

M

madrigal: a name of uncertain derivation for two types of early vocal music, one of the 14th, the other of the 16th century, both of Italian origin. The 14th century madrigal is in a fixed form, consisting of two or three short stanzas with identical music and a final one with different music. Usually the term refers to the 16th century type, which is based on love lyrics having no set form and is composed in four or, more often, five voices in an imitative style but often interspersed with homophonic passages

mazurka: a Polish national dance, in triple time and of moderate speed, frequently with dotted rhythms and with strong accents either on the second or third beat

meldoy: a succession of musical tones, as opposed to harmony

menuetto: a French dance of the 17th century; usually written in triple time; also known as a minuet

modal: in the character of a mode, either a church mode, or of a rhythmic mode

monophony: music consisting of a single melodic line without additional parts or chordal accompaniment; it is the oldest type of music

monothematic: compositions based on one theme

motet: the most important form of early polyphonic music

N

neo-classicism: a movement of the 20th century which is essentially a reaction against the subjectivity and unrestrained emotionalism of Romanticism. It is characterized by the adoption of aesthetic ideals and of forms or methods derived from the music of earlier masters, especially those of the eighteenth century

neo-Romanticism: a term synonymous with post-Romanticism or late Romanticism, embracing the period from about 1880 to about 1910, as represented by R. Strauss, Mahler, Sibelius, Rachmaninoff, etc.

O

octaves: the interval embracing eight diatonic tones

oratorio: a musical setting, for solo voices, chorus, and orchestra, of an extended story, of a religious or contemplative nature, performed in a concert hall or church, without scenery, costumes, or physical action

P

pitches: a term referring to the high-low quality of a musical sound. The pitch is determined by the frequency of the tone, i.e., the number of vibrations per second

pizzicato: an indication that the strings of a violin are to be plucked with the fingers instead of being bowed

polka: a Bohemian (not Polish) dance in quick duple meter; originated about 1830 and was extremely popular until the end of the century

polyphony: music consisting of several (two or more) melodic lines, each having individual significance and independence

prelude: a piece of music designed to be played as an introduction; also used for operatic overtures

Q

quartets: a composition that is written for four instruments or voices; also the four performers assembled to play or sing such compositions; most important type is the string quartet

quintets: a composition that is written for five instruments or voices

R

recitative: a vocal style designed for the speechlike declamation of narrative episodes in operas, oratorios or cantatas

rondo: a form used for the final movement of classical sonatas, string quartets, symphonies and concertos

S

sacred music: music that was specifically written for use in church services

secular music: music that has no relation to the church

scat singing: a style of singing introduced into jazz about 1930, characterized by the interpolation of nonsense syllables and other peculiar vocal effects, expressing an attitude of uninhibited exuberance

sonata: the most important form of instrumental music from the Baroque era to the present. It usually consists of four independent pieces called movements, each of which follows certain conventions of character and structure

sonority: the tonal quality produced by a performer on an instrument

staff: five parallel horizontal lines, upon and between which musical notes are written, thus indicating their relative pitch and, in connection with a clef, their absolute pitch

symphonic poem: a type of music in which an extra musical idea (literary, descriptive, etc.) serves as the basis of an orchestral composition

T

toccata: an important type of early keyboard music, originating in the sixteenth century but cultivated mainly in the Baroque period

tonic key: the first, or basic note of a diatonic scale, the keynote

tremelo: a quick reiteration of the same note; produced by a rapid up-and-down movement of the bow

trios: designation for a group of three performers; also for the music that they perform. The most important type is the piano trio for piano, violin, and cello

tower sonatas: compositions for a small group of wind instruments that were played from church steeples and towers

V

variations: an important musical form, the principal of which is to present a given melody, called the theme, in a number of modifications, each of which is a variation

virtuoso: a performer who excels in technical ability

W

waltz: a dance in moderate triple time characterized chiefly by an accompaniment pattern consisting of a low bass note on the first beat and two chords in the middle register on the second and third beats

RECOMMENDED LITERATURE FOR SELF-STUDY AND CLASSWORK:

Abdullaeva M.A. Musiqa va san'atshunoslik atamalarining O'zbekcha-Inglizcha-Ruscha O'quv Lug'ati. Toshkent, 2013 – 304 b.

Бурова З. И. Английский язык для гуманитарных вузов. Москва. «Высшая школа», 1987– 463 с.

Бурова З. И. Гаджинская М.А. English. Книга для чтения по английскому языку для гуманитарных вузов. Учебное пособие. Москва. «Высшая школа», 1982 – 80 с.

Жураев Л. Хан С. Зирьянова Р. Flyhigh. English classbook. Тошкент. Ўқитувчи, 2001 -126 б.

Жураева М. Ю. Мезенцева И.А. Александрова В.Н. Ingliztili. Тошкент, 2008 – 190 б.

Либерман Н.И., Фролова-Багреева Н.А., Кедрова М.М. Английский язык для вузов искусств. Москва: «Высшаяшкола» 1989 г. – 463с.

Acklam R. McLean A. Muhamed S. English one to one. Шаpқ. Тошкент, 1997 – 344 б.

English for Musical Institutions. Москва. «Высшая школа», 1974 – 112 с.

Gogolitsina N. Tsakanyan A. Abdullaeva O. Tennant A. English matters. Student's book. Macmillan Publishers limited, 2003 – 146 p.

Mantin S. Word wise. Study skills for higher education students in Uzbekistan. Шаpқ, 1997 -197 б.

Tolipova N. English for musicians Navruz. Toshkent, 2018 – 132 б.

Salimova L. English for musicians. Tashkent, 26 p.

Xolmuradov A.A. Azizov R.X. English-Uzbek, Uzbek-English Dictionary. G'afur G'ulom. Toshkent, 2007 -507 p.

List of reference

- Арнольд И.В., Лексикология современного английского языка. Москва «Высшая школа» 1973 г. – 302 с
- Баграмова Н.В., Блинова С.И. Практика английского языка. Сборник упражнений по лексике. – СПб. Союз, 1998г. – 142 с.
- Бонк Н.А., Котий Г.А., Лукьянова Н.А. Учебник английского языка. Том 1 - Туркестан. Бишкек, 2006 г. – 637 с
- Бурова З.И. Учебник английского языка для гуманитарных специальностей вузов. Айрис пресс 2009 г.- 576 с.
- Выборова Г.Е., Махмурян К.С., Мельчина О.П. Easy English. АСТ – ПРЕСС, 1998 г. – 142 с.
- Галицинский Ю. Английский язык. Грамматика. Сборник упражнений. 2016 г.
- Гилянова А.Г., Оссовская М.И., Тураева З.Я. Английский язык. Издательство “Просвещение” 1981г. – 230 с.
- Грузинская И.А., Черкасская Е.Б. Грамматика английского языка. – М.: “ЮНВЕС” 1997 г. – 256с.
- Губарева Т.Ю. Практикум по грамматике английского языка. «Лист» Москва 1997К
- Качалова К.Н., Израилевич Е.Е. Практическая грамматика английского языка. – М.: 1996 г. – 667 с.
- Каушанская В.Л., Ковнер Р.Л., Кожевникова О. Н., Прокофьева Е.В., Райнес З.М., Сквирская С.Е., Цырлина Ф.Я. Грамматика английского языка. Ленинград, Издательство «Просвещение» 1979 г. – 319 с.
- Ковалик Л.Д. Английский язык для бакалавров музыкальных вузов. Электронный учебно-методический курс. Магнитогорск 2016 г.
- Кривошеева М.Ю., Шимкович А.Н. Англо-Русский тематический словарь. Издательство «Восток-Запад» 2008 г. – 731 с.
- Maksumov A.G. English grammar the oryandusage Cho'lon pomidagi nashriyot-matbaa ijody uyi Toshkent, 2016 – 318 p.

Murphy R. "English Grammar in Use. 4th edition". Cambridge University Press, 2012.

Мельникова Е.М. Английский язык для музыкальных специальностей. Екатеринбург 2011 г. - 154 с.

Николайко А. Английский для музыкантов. <https://www.twirpx.com/file/37858/>

Пароятникова А.Д., Полевая М.Ю. Английский язык для гуманитарных факультетов университета. Москва «Высшая школа» 1990 г. – 367 с.

Пулатов А.К. Английский язык. Учебное пособие и справочник. – Шарк. Т.: 1998г

Пособие для подготовки к экзаменам по английскому языку для иностранцев. /Сост. М.А. Паил и М.Э. Муньос – М.: МП «Поликоп» и СП «Маркетинг - XXI», 1991. 496 с.

Sysoyev, P. Integrative L2 Grammar Teaching: Exploration, Explanation and Expression. http://iteslj.org/Articles/_Sysoyev.Integrative. (1999)

Lee U., Tzarikova N., Zarikov N., Tennant A English Matters. Macmillan Publishers Limited 2002

Фанникова М.М., Лебединская Е.М., Стрелжова Н.С., Цигельная А.Д. How to speak about art in English. «Международные отношения» Москва 1976 г. –214 с.

Ханникова Л. Н. Интенсивный курс английской разговорной речи. Москва «Соваминко» 1991 г.-285 с.

Эккерсли К.Е. Английский для всех: В 4-х томах. Кн.3: Учебное пособие. – М.: «Дело», 1992. – 319 с.

Хошимов У., Ёкубов И. Инглиз тили ўқитиш методикаси. Шарк, Тошкент 2003 – 301 б.

Wilcox P. Changing times, changing tenses. A review of the English tense system. "Booklet" 1994 – 154 p.

Recommended links:

EnglishClub.com

EnglishForEveryone.Org © 2008

<http://buklib.net/books/31395/>

<http://computer-howto-2010-english.blogspot.com/2009/03/86>

<http://guitar.about.com/library/blguitarlessonarchive.htm>

<http://speakspeak.com/resources/english>

<http://www.ego4u.com/en/cram-up/vocabulary/little-few>

<http://www.englisch-hilfen.de/en/exercises>

http://www.englisch-hilfen.de/en/grammar/lot_of.htm

<http://www.english-at-home.com/grammar-exercise-quantifiers/>

<http://www.engvid.com/basic-english-grammar-to-be/>

<http://www.myenglishgrammar.com/simple-future-tense.html>

<http://www.tolearnenglish.com> - the site to learn English

<http://www.tolearnenglish.com/>

<http://www.tolearnenglish.com/cgi2/myexam/print.php?mon-site=tle>

<http://www.worldflags101.com/u/uzbekistan-flag.aspx>

<https://sites.google.com/site/anglijskijazyksch88omsk/home/uroki-anglijskogo/advanced-level-vyssij-uroven/english-tongue-twisters-skorogovorki>

http://www.ehow.com/how_6702565_step_by_step_instructions-play-guitar.html

<http://study-english.info/exercises->

[un.php#ixzz5fbJlBWEhttp://study-english.info/](http://study-english.info/)

CONTENTS

INTRODUCTION	3
LESSON I	6
Indefinite, definite and zero articles	6
LESSON II	14
The verb 'to be' (present tense).....	14
LESSON III.....	22
General special and alternative questions.....	22
LESSON IV	30
The plural of a noun.....	30
LESSON V	38
There is/there are.....	38
LESSON VI	45
Pronouns.....	45
LESSON VII	56
Possessive case of nouns (genitive).....	56
LESSON VIII.....	66
Preposition.....	66
LESSON IX	76
Some, any	76
LESSON X.....	84
Much, Many, Few, Little, Lot.....	84
LESSON XI	92
The verb 'to have'	92
LESSON XII	98
Imperative	98
LESSON XIII.....	107
Adjectives.....	107
LESSON XIV	116
The Present Continues Tense.....	116
LESSON XV.....	122
The Present Simple Tense.....	122
LESSON XVI	133
The Simple Future Tense.....	133

LESSON XVII	140
The Simple Past Tense	140
LESSON XVIII	149
The Past Continuous Tense	149
APPENDIX I: TESTS	161
APPENDIX II: IRREGULAR VERBS LIST	173
APPENDIX III GLOSSARY	177
RECOMMENDED LITERATURE FOR SELF-STUDY AND CLASSWORK:	185
LIST OF REFERENCE	186
CONTENTS	189

MUNAVARA ABDULLAYEVA

INGLIZ TILI

Toshkent – «Fan va texnologiya» – 2019

Muharrir:	D. Vaxidova
Tex. muharrir:	A. Moydinov
Musavvir:	A. Shushunov
Musahhih:	Sh. Mirqosimova
Kompyuterda sahifalovchi:	N. Raxmatullayeva

E-mail: tipografiyacent@mail.ru Tel: 71-245-57-63, 71-245-61-61.

Nashr.lits. AL№149, 14.08.09. Bosishga ruxsat etildi 15.11.2019.

Bichimi 60x84 ¹/₁₆ «Timez Uz» garniturasini. Ofset bosma usulida bosildi.

Shartli bosma tabog'i 12,75. Nashriyot bosma tabog'i 12.

Tiraji 200. Buyurtma № 219.

**«Fan va texnologiyalar Markazining bosmaxonasi» da chop etildi.
100066, Toshkent sh., Olmazor ko‘chasi, 171-uy.**

FAN VA
TEKNOLOGIYALAR



ISBN 978-9943-6152-0-5



9 789943 615205