

O‘ZBEKISTON RESPUBLIKASI OLIY VA O‘RTA MAXSUS
TA‘LIM VAZIRLIGI
O‘RTA MAXSUS, KASB-HUNAR TA‘LIMI MARKAZI

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ENGLISH

1

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PREFACE

Academic lyceum is one of the new types of educational institutions in the Republic of Uzbekistan. Its aim is to prepare candidate-students for universities.

A group of teachers, experts has been working on the Project “Teaching English to Lyceum students”. The primary aim of the Project group is to provide the lyceum students with modern textbooks.

The textbook “English for Lyceum students” is a course in books, of which this is the first, for the teaching of English to potentially future university students, most of whom connect their future professions with the use of English.

It aims at giving the student knowledge of the essentials of English and as well as speech skills in auding, speaking, reading and writing.

The book contains seven units each of which is devoted to a special topic.

The restricted linguistic material is introduced gradually and systematically in accordance with its necessity for the development of skills in speech activities. The grammar items, vocabulary and pronunciation materials are drilled at every stage with various exercises. The learner is guided through instructions, rules in the simplest manner. The vocabulary has been chosen and organized according to the topics included into the textbook.

The authors of the book have paid special attention to cultural matters by presenting a number of exercises in each Unit. The exercises on cultural matters are organized on the basis of topical dialogues which are to be learned by the students.

The selection of the texts included into the book is based on the topics, wants and needs of the students and the language skills which are aimed to be developed in the Unit. It should be noted that the authors have tried to provide space for individual authorship of materials depending on class needs. The teachers have opportunities to contribute texts and activities to meet the needs of their students.

Keeping in mind the fact that the most effective spur to learning a language is interest, motivation, every effort has been made to cover “the linguistic pill with the jam of gaiety” (C.E.Eckersley). The authors have tried to include into each lesson exercises based on language competitions, various games and role plays.

The last Lesson in each Unit is devoted to the assessment of the knowledge, language skills acquired by the students for the Unit. The assessment exercises comprise questions on the country study, language use in speech activities (auding, speaking, reading, writing) and test – questions directing at assessing the proper use of linguistic items.

The textbook is further supported by supplements on dictionaries, grammar references, texts from various resources, video materials.

The authors

Unit I

HOLIDAYS

Lesson 1

Exercise 1. Let's talk. Your first day at the lyceum. Introduce yourself. Use the words in the box.

Name

Date of birth

Place of birth

Nationality

School finished

Languages you know.....

Home address

Hobbies

Future plans

Exercise 2. Read, revise the following and continue

one – the first	four – the fourth
two – the second	five – the fifth
three – the third	six – the sixth . . .

Exercise 3. Listening.

3.1. Prelistening work: Try to guess the meaning of the words.

Teenager – boy or girl of 13-19. You are a teenager.

Easy – difficult (not easy) – Learning English is not easy.

Future – In future I am going to become a translator

Need – necessary. You need English when you speak to the people of foreign countries.

Pronounce – to say words.

Mother tongue – Uzbek is our mother tongue.

Foreign language – English is a foreign tongue.

Translate – give in another language.

Exercise 3.2. Listen to the text, give your ideas about learning English.

Hello. I'm a teenager. I'm Uzbek. My mother tongue is Uzbek. I'm 16. My English friend Jack is also a teenager. My hobby is English. English is a foreign language. I began to learn English at school, but I don't know it well. I want to

know English better. It's not easy to speak, read, write and translate English. I know I need English in future, because I want to become a good translator. I think everybody should learn one of foreign languages.

Exercise 4. Answer the questions: Say Yes or No

- Is it easy to write English?
- Is it easy to read Uzbek?
- Is it difficult to speak Russian?
- Do you know English well?
- Is German a foreign language?
- Does your friend know Uzbek?

Exercise 5. Say, why learning English is not easy. Give your ideas.

Use: I think....., I know....., Everybody needs....., It is necessary.....

Exercise 6. Phone drill. Read and repeat the following proper nouns.

Uzbek	Navruz	Constitution Day
English	Easter	Women's Day
American	Christmas	St. Valentine's Day
Russian	Halloween	Thanksgiving Day
Canadian	New Year	Memorial Day
French	Independence Day	May Day
German	Teacher's Day	Mother's Day

Gr.Br. – Great Britain	England
Remember:	
UK – The United Kingdom	

Exercise 7. Use the chart and compare the dates. Model: Navruz is an Uzbek national holiday. It is celebrated on March 21.

1	Holidays	Date of celebration			
		England	USA	Uzbekistan	Russia
1	Independence Day		July 4	September 1	July 14
2	Teacher's Day	–	–	October 1	October
3	Constitution Day			December 8	
4	Christmas	December 25	December 25	–	December 25
5	New Year	January 1	January 1	January 1	January 1
6	St.Valentine's Day	February 14		February 14	February 14
7	Women's Day	March 8	March 8	March 8	March 8
8	Navruz	–	–	March 21	–
9	Easter				

Exercise 8. Read the words and explain the meaning in your mother tongue. Make up sentences.

- celebrate (v) – celebration (n)
- proclame (v) – proclamation (n)
- locate (v) – location (n)
- constitute (v) – constitution(n)
- populate(v) – population(n)
- observe (v) – observation (n)
- demonstrate (v) – demonstration (n)
- decorate (v) – decoration (n)

Exercise 9.Fill in the blanks with the following words: *nation – national, tradition – traditional.*

Navruz is a holiday. Different in Uzbekistan celebrate it. People cookdishes. An Uzbekis to cook sumalak on Navruz.

Exercise 10. Match the sentences.

- | | |
|-------------------------------------|--|
| 1. Independence Day is celebrated | a) on the 8 th of December |
| 2. Independence Day is proclaimed | b)on the Eve of Christmas |
| 3. Constitution day is celebrated | c) on the 1 st of September |
| 4. Navruz is celebrated | d) on the 31 st of August |
| 5. Houses and streets are decorated | e) on the 21 st of March |

Exercise 11. Grammar. Give the plural form of the following nouns in the box.

a thief, a bush, a box, a knife, a baby, a tooth, a foot, a man, a mouse, a goose, a woman.

Exercise 12. Read and ask questions.

THE INDEPENDENCE DAY

The Independence Day is celebrated in different countries of the World. In the USA it is celebrated in July. In Russia it is celebrated in July too. Uzbek people celebrate Independence Day on the first of September. It became one of the national holidays in Uzbekistan. It was proclaimed on the 31st of August in 1991. Here are the main dates in the history of Uzbekistan:

August 31, 1991 – the sovereignty of the Republic of Uzbekistan.

September 1, 1991 – Independence day of the Republic of Uzbekistan.

November 18, 1991 – approval of the national flag of the Republic of Uzbekistan.

July 2, 1992 – the national State Emblem of the Republic of Uzbekistan was approved.

December 8, 1992 – the new constitution of the Republic of Uzbekistan was adopted.

December 10, 1992 – the national Anthem of the Republic of Uzbekistan was approved.

July 1, 1994 – the national Currency of the Republic of Uzbekistan was introduced.

Exercise 13. Post reading task. Look at the picture. Speak about the celebration of Independence Day in our country.

Exercise 14. Read the text and retell it.

NAVRUZ

Navruz is one of the ancient holidays and has a long history. Many legends and traditions are connected with this holiday. According to one legend on this day Allah finished creation of the world.

Navruz is the beginning of a New Year. It is translated as “ a new day ”. Today Navruz is celebrated on the 21st of March when the duration of day and night is equal. In Navruz the nature awakens from her long winter sleep. Farmers begin their work in the fields. Traditionally people try to be kind to each other, try to help, visit the orphans and old people who need care and help.

In Uzbek everybody plants trees, flowers and make their home clean, beautiful. People prepare special spring dishes in Navruz, such as sumalak, halim, somsa, chuchvara with young green grass.

Exercise 15. Post reading task: Give your ideas about why Navruz was forbidden to celebrate before Independence.

Exercise 16. Spelling quiz. Endings. Make nouns from verbs, give plural forms of the nouns.

demonstrate-
observe-
proclame-
decorate –
celebrate –
populate –
locate –
holiday –
house –
street –
dish –
nation –
tradition –

Exercise 17. Write a letter to your foreign friend about Navruz.

good luck! –	eat chocolate –
to look for smth –	Independence Day
pumpkin –	Teacher’s Day
ghosts –	Christmas
witches –	New Year’s Day
be busy –	St. Valentine’s Day
decorate –	Women’s Day
decoration –	Navruz
christmas tree –	Easter
roast turkey –	Ramadan
pudding –	father and mother
around the world –	not to show

Exercise 7. Read and compare. Say the difference.

Active voice	Passive voice
Two sportsmen play tennis.	Tennis is played by two sportsmen.
The English teacher informed the news.	The news is informed by the English teacher.
I cook different dishes for this party.	Different dishes are cooked by me.

Exercise 8. Answer the questions using the passive voice.

1. What’s happened to the train? I’m afraid it’s _____ (cancel)
2. What’s happened to your car? I’m afraid it’s _____ (steal)
3. What’s going to happen to the old town hall? I’m afraid it’s _____ (demolish)
4. What’s happened to our house? I’m afraid it _____ (burgle)
5. What do you think what will happen to the airport if the holiday trade increases? I’m afraid it _____ (enlarge)
6. What’s happening to the traffic during the procession? I’m afraid it _____ (divert)
7. What’s happened to the sign? I’m afraid it _____ (knock down)
8. What’s happened to the wasted paper? I’m afraid it _____ (throw away)
9. What’s happened to our hotel? I’m afraid it _____ yet. (build)
10. What’s happened to my wife? I’m afraid she _____ (interview)

Exercise 9. Read and translate the following sentences.

A letter is written by a student.
 Xat talaba tomonidan yozilgan.
 Письмо написано студентом.
 This book is translated by our students.

It is published in Tashkent.
Translation is checked by English teachers.
Different dictionaries are used by translators.

Exercise 10. Change the sentences from active into passive voice (pair work).

Student A

I correct my translation.
John cleaned the room
Every day he irons his clothes himself.
The windows of our room are cleaned by this woman.
These books are often used by the students.
The houses are decorated with the pictures.

Student B

Translation is corrected by me.

Exercise 11. Read and compare. Say the difference between the holidays in Great Britain and Uzbekistan. Prepare greeting cards for each holiday.

January 1 – New Year’s Day. On December 31 people usually visit their friends. There is a lot of dancing and eating. In Scotland people bring a piece of coal for good luck in the New Year.

February 14 – St. Valentine’s Day. People buy or make Valentine card and send them to people they love. They should not write their names on the cards. Those who get them must guess who sent them.

March – Mother’s Day. On Mother’s Day children help their mothers at home and give or send them cards and presents.

April – Easter. At Easter children eat chocolate Easter eggs. Sometimes parents hide them in the house or in the garden and the children look for them.

June – Father’s Day. On Father’s Day children give or send their fathers and grandfathers cards or presents.

October 31 – Hallowe’en. They say ghosts and witches come out on Hallowe’en. Children make lanterns out of pumpkins. Some people have Hallowe’en parties and dress as witches and ghosts.

December 25 – Christmas Day. Christmas around the World. In the weeks before Christmas people are busy. They make or buy Christmas cards and send them to their friends, grandparents, cousins, aunts and uncles. They also buy Christmas presents. Many children make their Christmas cards at school. People buy Christmas trees and put them in their living rooms. Children decorate the

Christmas tree with toys and little coloured lights. There are beautiful Christmas decorations in the streets.

On Christmas Eve everybody puts their presents under the Christmas tree. People say that at night Father Christmas puts presents into the stockings which children usually hang on their beds. The traditional Christmas meal is roast turkey and Christmas pudding.

25 December is celebrated by Christians as the Day that Jesus Christ was born. The day after Christmas is called Boxing Day. 25 December is celebrated as a public holiday in many countries.

Comprehension check

1. What holiday is Easter?
2. What meals are prepared for each holiday?
3. What is the most popular traditions?
4. What holidays are celebrated in England and in the world?
5. Name the national English, American, Russian and Uzbek holidays.

Exercise 12. Use the following word collocations with the word *Christmas* and write an essay.

Christmas box – small present or amount of money given at Christmas to someone.

Christmas cake – a heavy fruit cake eaten at Christmas in the UK.

Christmas card – a card that you send to your friends and family at Christmas.

Christmas carol – a song people sing at Christmas.

Christmas cracker – a tube of coloured paper round a small present for Christmas.

Christmas dinner – meal eaten at Christmas consisting of turkey with vegetables.

Christmas pudding – sweet food.

Christmas stocking – a large sock children hang on their bed at Christmas night that is filled with presents.

Christmas Eve – the day or evening before Christmas.

Christmas Tree – decorated with lights and toys. Christmas presents are placed under the tree.

Exercise 13. Write and send each other holiday cards using the following.

Dear.....

Happy New Year.....

Happy birthday.....

Happy Valentine's Day.....

Happy Navruz.....

I wish you every happiness.....

Exercise 14. Speak about Holiday presents. You wish you are congratulated and presented with

Exercise 15. Ask your friend to fill in the chart:

Holidays	Countries	National	Religious	Traditional dishes
Navruz	Uzbekistan	+	-	Sumalak, halim, kok somsa,

Exercise 16. Role-play. Santa Claus, guests, teachers and students. Act out a conversation about “How we Kept New Year’s Day”.

Discuss the following situations:

- on the Eve of New Year
- decorating houses
- shopping and cooking
- meeting the guests
- cards and presents

Exercise 17. Read and try to guess the meaning of underlined words and word combinations in the text.

New Year Around the World

The Chinese New Year “Yuan Tan” takes place between January 21 and February 20. The exact date is fixed by the lunar calendar, in which a new moon marks the beginning of each new month. For many families, it is the time for feasting and visiting friends and relatives, but in each city a spectacular procession takes place. The celebrations are based on bringing luck, health, wealth and happiness for the coming year. People clean their houses to rid them of last year’s bad luck before the celebrations begin. Thousands of people line the streets to watch the procession of floats as dancing dragons, associated with long life and wealth, make their way through the crowded streets. The Chinese believe that evil spirits dislike loud noises so they decorate their houses with firecrackers.

In Australia they celebrate New Year on the first of January. This day is a public holiday and many people have picnics and camp out on the beach. Most people organize parties that start on December 31 and at midnight they start to make a lot of noise with whistles and rattles and car horns to ring in the new year.

In Egypt the new crescent moon must be seen before the New Year can be announced. The sighting is carried out at the Muhammed Ali mosque in Cairo. The message is then passed on to the religious leader known as the Grand Mufti who

proclaims the New Year. Everyone dresses up in special clothes and the children are given sweets. Boys are given a sweet in the shape of a boy on horseback and girls in the shape of a girl wearing a dress.

In Greece January 1 is St Basil's Day which is the day for those named Vassilios and Vassiliki. On name-days and St Basil's Day people visit their friends and relatives and exchange gifts. The most important dish prepared at New Year is Vassilopitta or St Basil's cake. A silver or golden coin is placed inside the cake; the first piece is for St Basil, the second for the house, the next for the most senior member of the household down to the youngest child. Whoever finds the coin in their piece of cake will be lucky for the next year.

In Poland New Year's Eve is known as St Sylvester's Eve. According to legend Pope Sylvester 1 imprisoned a dragon called Leviathan who, it is said, had escaped on the first day of the year 1000, devoured the land and the people and set fire to the heavens. On New Year's day when the world did not come to an end there was great rejoicing and from then on this day was called St Sylvester's Eve. It is believed that those who wake up early on New Year's Day will wake up early for the rest of the year. Those who touch the floor with the right foot first when getting out of bed can expect good luck for the following year.

In Russia the New Year holiday was announced as an official holiday in by Peter the Great in 1699. Since then it is celebrated by decorating a fir tree.

(From "*Методическая мозаика*".)

Exercise 18. Find the traditional differences in celebrating New Year.

Exercise 19. Continue the text and write about New Year celebrations in Uzbekistan.

Lesson 3

Exercise 1. Read the information below and discuss. Continue the texts about bridges.

The narrowest bridge

The trouble with this bridge was that not everyone could use it. More than 100 years ago the Italian acrobat Maria Spelterrini walked the tightrope across Niagara Falls.

The most useless bridge

The bridge is in the west of the USA, in the stone desert of Utah state. It leads nowhere. This bridge is the length of a football ground. In fact the USA capitol could fit under it's arch.

Exercise 2. Continue the texts about the bridges.

Exercise 3. Say the difference between *make* and *do* in your mother tongue.

make	sure, a dinner, friends, money, a mistake, a change, decisions.
do	the shopping, hosework, nothing, a lot of work.

Exercise 4. Match the word and phrases with *make* and *do*, make up sentences.

A mistake, your best, someone happy, a suggestion, badly, a promise, revision.

Exercise 5. Ask each other questions with *do*.

Exercise 6. Look at the map of the USA and say how many states there are in the USA?

Exercise 7. Read the text and say what American holidays are not celebrated in Uzbekistan?

AMERICAN HOLIDAYS

Each of the 50 states establishes its own legal holidays. The federal government, through the President and Congress, can legally set holidays only for federal

employees and for the District of Columbia. Most states, however, accept the federal legal holidays. Holidays for all federal offices, most state and local government offices, and many (but not all!) businesses are:

New Year's Day (January 1)

Martin Luther King Birthday (third Monday in January)

Washington's Birthday, sometimes called "Presidents Day" (third Monday in February)

Memorial Day (last Monday in May)

Independence Day (July 4)

Labour Day (first Monday in September)

Columbus Day (second Monday in October)

Veteran's Day (November 11)

Thanksgiving Day (fourth Thursday in November)

Christmas Day (December 25)

Many religious holidays such as Good Friday, Hanukkan, or Ramadan are observed, of course, by the religious, but they have no national, or official legal status. Rather, each state sets its own laws, and whether or not an employee is given time off also depends on labour agreements.

There are many traditional holidays, observed by a large number of Americans, which are also neither legal nor official. Among these are Groundhog Day, Valentine's Day, St.Patrick's Day (not just people with Irish ancestry will "wear the green" on March 17), Mother's Day, and Halloween (the last day of October).

The three holidays which were first observed in the U.S. but have now spread elsewhere are Labor Day (usually observed on May 1 elsewhere), Thanksgiving (in Canada), and Mother's Day (wherever there are florists, greeting-card companies, candy manufacturers, and mothers).

Perhaps the two "most American" of the holidays are the Fourth of July – Independence Day – and Thanksgiving. The fourth of July is like a big, nationwide birthday party. Yet, it's a party that takes place in neighborhoods, on beaches or in parks, or on suburban lawns throughout the country. Some towns and cities have parades with bands and flags, and most politicians will try to give a patriotic speech or two, should anyone be willing to listen. But what makes the Fourth of July is the atmosphere and enjoyment of, for instance, the family beach party, with hot dogs and hamburgers, volleyball and softball, the fireworks and rockets at night (and, often, a sunburn and a headache the next morning). The nation's birthday is also the nation's greatest annual summer party.

*(From D.K. Stevenson. "American Life and Institutions",
Washington 1993)*

Exercise 8. Post-reading task. Describe the most popular holiday in the USA.

Exercise 9. Write answers to your partners' questions:

- a) When was the Independence of Uzbekistan proclaimed?
a)
- b) When is Easter celebrated in European countries?
b)
- c) What countries is Navruz celebrated in?
c)
- d) What dishes are cooked on the eve of the New Year in different countries?
d)

Exercise 10. Read the text silently and give the title to each part of it.

THANKSGIVING DAY IN THE UNITED STATES

A day of Thanksgiving has been observed in North America on many occasions. The custom of a generally recognized Thanksgiving day has been observed in the South for over one hundred years. Although President Franklin D. Roosevelt proclaimed in 1941 the fourth Thursday in November to be Thanksgiving Day, Texas and six other states continued to observe Thanksgiving Day on the last Thursday in November until 1957.

Those who have no living family members, or who are separated for one reason or another from their family, usually gather with one or more friends for a Thanksgiving meal, or at least to be together for part of the day as a celebration of the holiday.

The traditional Thanksgiving meal is a mid-day meal (traditionally called "dinner" in the South) usually around 1 or 2 o'clock on Thanksgiving Day. The meal usually consists of turkey (sometimes ham or other meats may be included or even substituted), mashed potatoes, "stuffing", cranberry jelly and or cranberry salad, gravy (usually the "white sauce" type) and, oftentimes, giblet gravy. Southerners usually include candied sweet potatoes and corn. For dessert, most families have pumpkin pie or pecan pie, or both.

Families usually decide that the home in which Thanksgiving is to be celebrated will be responsible for the preparation of the meat. Most of the guests bring their favorite dishes or food for everyone to enjoy; who is to bring what is often arranged in advance, sometimes even a year ahead. Many homes set up a buffet with all of the meats in one place, all of the vegetables and casseroles in another and then desserts in another. Bread is placed on the table along with butter and condiments.

(*From "Методическая мозаика"*.)

Exercise 11. Comprehension checking. Answer the following questions:

- a) What holiday is it?
- b) What are the main attributes of this holiday?
- c) When is it celebrated in the USA?
- d) What is the traditional meal of Thanksgiving Day?
- e) Your attitude to Thanksgiving Day holiday.

Exercise 11. Choose any holiday you like and write an essay using the plan below.

My Favourite Holiday

Plan

- 1. Introduction
- 2. A short history of the holiday
- 3. The main attributes of the holiday
- 4. Cooking holiday dishes
- 5. The process of celebrating the holiday
- 6. Conclusion

Lesson 4

Exercise 1. You are celebrating “St. Valentine’s Day”. Speak about

- history, symbol and date
- preparing greeting cards, presents,
- making class ready to celebrate this holiday.

Exercise 2. Read and give equivalents in your mother tongue.

Happy Birthday! Many happy returns of the Day! Merry Christmas!

Exercise 3. Read and make up your own dialogues.

- What holiday is it?
- Sorry?
- What holiday is it?
- Oh, sorry, teacher’s Day.
- Do you like this party?
- Sorry?
- I’m asking, do you like this party?
- Yes, very much.

Exercise 4. Read and say the rule how “r” is read.

read	cry	for
rule	crime	four
run	free	your
rest	friend	yorm
rain		torn
rich		
rat		

Exercise 5. Read the words with *th* [ð] , [θ]

the	father	thank	fourth
this	mother	thin	fifth
these	brother	thing	tenth
those	rather	thick	seventh

Exercise 6. Go on the list and read.

- Other,
- The thirty sixth
- The thirtieth.....

Exercise 7. Use the following words to make up sentences that describe different ways of celebrating holidays around the world.

ancient – many years ago, old,
god – the Creator and ruler of all and everything that exists
religion – the belief in existence of a God
to honour the dead – to remember
Saints – Saint Valentine’s Day
prosperity – good condition, success
protection – saving from smth bad
custom – a usual practice or a long established traditions
church – a building that Christians go to pray

Exercise 8. Grammar tips.

- a) *a, an* - indefinite articles can be used before singular countable nouns
A black dog is in the street.
- b) before an unidentified countable noun that is representative of its class.
A dog is a domestic animal.
- c) before a predicative noun after *to be*.
She is a doctor.

The can be used with all nouns.
The man at the door wants to speak to you.

- a) before ordinal numbers:
 - one – the first
 - two – the second
 - three – the third
 - b) before superlative degrees of adjectives the best, the largest, the most etc.
 - c) before some proper nouns: - The Ahmedovs
 - d) abbreviated nouns – the USA;
 - e) oceans and seas – the Pacific, the Aral Sea
 - f) rivers – the Sir Darya, the Baykal, the Thames, the Severn, the Volga
 - g) mountains and deserts – the Urals, the Karakum (Qarakum)
- Zero article. No article is used before
- a) proper nouns, names: – John, Alisher
 - b) countries – Asia, Europe
 - c) towns – London, Namangan
 - d) sports – tennis, football

Exercise 9. Choose a \ an, the or zero article. Put the topics in the right column.

- 1. When we talk about something for the first time
- 2. Previous mentioned things

3. One of something (e.g. one apple from lots of apples)
4. When there is only one of something (e.g. sun, moon)
5. Musical instruments
6. Sports
7. Jobs
8. Institutions with verbs: go to, get to, start, finish, leave
9. When we talk generally about things
10. When we know what is being talked about
11. Rivers
12. Lakes
13. Superlatives
14. Towns/ Countries
15. Oceans and seas
16. Deserts
17. Continents
18. Mountain ranges
19. Mountains
20. National groups

A \ AN	THE	ZERO ARTICLE

Exercise 10. Put a, an, the or nothing in the gaps.

1. He met ... President of the USA when his wife was in Africa.
2. His book is on ... table near ... window.
3. She bought a bag and a pencil case. The teacher took pencil case away and she lost a bag already!
4. Jennifer is standing on ... right and Alex is standing in ... middle next to ... dog.
5. Jack dropped his pencil. John couldn't find ... pencil because he had lost his glasses.
6. In Russia most people go to work by ... bus or ... metro.
7. Pyramids are in Egypt and so is ... Red Sea.
8. I live near.....; ... Pacific Ocean; Red Sea; ...Lake Superior; ...River Nile.

Exercise 11. Read the text and find differences and similarities in celebrating the Independence Day in different countries.

EASTER AROUND THE WORLD

Easter in Germany

Easter in Germany is at the end of March or at the beginning of April. It is always on a Sunday or a Monday. The Friday before Easter is Good Friday. No one has to work on any of these days. Many people eat fish on Good Friday. On Saturday evening they have a big Easter bonfire. This is very popular and many people come and watch these Easter bonfires, which are burnt as symbols of the end of winter and all bad feelings.

On Easter Sunday families have nice breakfast together. Parents then hide Easter baskets with sweets, eggs and small presents. After that parents say "The Easter Bunny has hidden the Easter baskets, now you have to find them ." Then children search for them.

Easter in Australia

There are people from many different cultures in Australia. So Easter is celebrated in a variety ways. The main day of celebration of families of Anglo-Irish backgrounds is Easter Sunday. Some people go to church services and have hot cross buns for breakfast.

There is huge variation in the sorts of foods. People may eat from seafood or lasagna, to salads and barbecues. One dessert that is popular at family celebrations in Australia is the Pavlova. It is made out of egg whites and sugar.

Easter is a time when a lot of Australian families go away on holidays, as it is late summer or early autumn. Some go to the beach, and the others - to the mountains. Some people camp in tents, others stay in their holiday houses or rent one, or stay in hotels or motels. Most shops are closed on Good Friday except those in holiday towns.

Easter in Spain

Spain is noted for its numerous festivals that occur throughout the year. One of the most famous is the celebration of Semana Santa (Holy Week) or simply Pascua (Easter). The entire week before Easter is one big celebration, full of religious as well as secular festivals. Beginning with the Domingo de Ramos (Palm Sunday) and ending with Lunes de Pascua (Easter Monday), Spain is filled with laughter and tears celebrating spring and renewal. It is a celebration of life itself, and the whole country comes alive. Each area, city and town has its own way of celebrations.

As in any Spanish festival, food and music are central to Easter celebration.

While most food served at these feasts are regional specialties (especially of meat, after the long fasting of Lent), there are a few special Easter foods unique to Spain such as an Easter cake, traditional Easter sweets and a variation of what is known in English as "Eggy Bread".

Easter in Italy.

In Italy, church bells ring joyfully during the year. But the bells stop ringing on the Thursday before Good Friday. They are silent for a few days while people remember the death of Jesus.

La Pasqua (Easter) is a joyous day: the bells ring out, telling people that Jesus is alive again and when people hear the bells, they kiss and hug one another. After morning mass people return home for the Easter dinner. The most important dish is agnellino, roasted baby lamb. It is eaten with a special salad made with hard-boiled eggs. The table is decorated with colored eggs which have been blessed by the priest. In Italy, pretzels were originally an Easter food. The twisted shape is supposed to represent arms crossed in prayer.

Easter in Russia.

Easter was celebrated on the first Sunday after the first spring new moon. It usually fell in April. In ancient times it was believed that life did not pass away for good, whether it be of grass, animals, birds, water or man himself; everything would have its time for returning to earth. Resurrection is the revival of life, spiritual renovation, and this belief has its incarnation in the feast of Easter; the day of the resurrection of Our Lord. On meeting each other, people would exclaim: "Christ has risen!"

Kulich is a tasty Easter loaf flavoured with sweets and raisins. Paskha is a ritual dish made from sour cream, sugar, eggs, raisins and butter. The Kulich was round in shape and the paskha – square. There were decorations on the walls of the mould which symbolized the feast of Resurrection.

The joyous Easter feast continued for a whole week. The bells would ring, people would congratulate and kiss one another, go to each other's houses and exchange gifts, including painted eggs. The favorite pastime at Easter was egg rolling.

In some Russian regions departed relatives were remembered at Easter: people would go to cemeteries and leave food for the dead.

Exercise 12. Write ten sentences that describe celebrating Easter holiday in different countries.

Exercise 13. Name the religious holidays around the world.

Lesson 5

Revision

Exercise 1. Name all the English, American, Uzbek, Russian national holidays.

Exercise 2. Use the list of regular and irregular verbs and divide them into two groups.

translate need ask know learn get write take read play speak decorate celebrate use cook prepare see choose meet put

regular: decorate.....

irregular: know.....

Exercise 3. Choose the appropriate verb and fill in the blanks.

His parents want him ... an interpreter and he ... English since last spring. He is going to enter the University of World Languages.

A) become / learns

B) to become / is learning

C) becomes / has learned

D) to become / has been learning

Exercise 4. Choose the appropriate verb and make a dialogue.

– What ... you ... hear?

– I ... for my friend.

– How long ... you ... for him?

– For twenty minutes.

A) are/doing / am waiting/have/been waiting

B) do /do/am waiting/do/wait

C) are/doing/wait/have/been waiting

D) have/done/am waiting/are/waiting

Exercise 5. Choose antonyms of the underlined words.

The foreigners were very glad when they saw this building.

A) guests B) farmers C) natives D) neighbours

Uzbek traditions are very ancient and our people are proud of their traditional holidays.

A) present B) old C) modern D) young

Exercise 6. Choose the correct order and make up a story.

1. They called this “Thanksgiving Day”.

2. Few people in Europe heard about it.

3. But when they ate it, which was presented by Indians, they liked turkey very much.

4. The turkey was an American bird.
5. Since that day Americans have always had turkeys for this holiday.

- A) 2,5,1,4,3.
B) 1,2,5,4,3.
C) 4,2,3,1,5.
D) 1,2,3,4,5.
E) 3,4,2,1,5.

Exercise 7. Finish up the story.

In UK and USA people celebrate many holidays. New Year is one of the oldest holidays in the world. As it was observed on New Year's Eve people usually have a lot of fun. On this day people show their love by giving presents and sending cards to people they love...

Exercise 8. Fill in the questionnaire below and write about April Fool's Day

Attributes.....
Time of celebration.....
Country.....
Traditions.....
Meals, cooking.....
Decorations.....
Congratulations.....
Presents.....
Costumes.....
Symbol.....
Origin.....

Exercise 9. Read the text and choose the appropriate answer. Find sentences in Passive voice and change them into active

Conversation with the word "OK" can be heard all over the world. This word is used in the USA at least seven times per day. It has replaced the expression "all right" or "alright", which is still used, although far less frequently than it was hundred years ago. The most significant research into the history of "OK" has been done at Columbia University. "OK" was first seen in print in the Boston Morning post of March 23, 1839. When the editor, Charles Gordon Greene, was interviewed, he said it stood for "all correct", spelled "all correct".

Which of the following is not true?

- a) The word "OK" is very popular all over the world.
b) Columbia University did research into the history of "OK".
c) Ch. G. Greene interviewed the public on the word "OK".
d) The Boston Morning Post was the first to print "OK".

Exercise 10. Choose the correct order and make up story

1. The Scots take New Year's Eve very seriously and, if any one gets to bed at midnight is likely to be woken up by a band of "first footers".

2. People all over the Britain celebrate the passing the old year and coming of the new.

3. They carry the lumps of coal-symbols of good luck and expect a glass of whisky in each house they visit.

4. In Scotland New Year's Eve is as important as Christmas.

5. First footers go from house to house after midnight.

A) 2,4,1,5,3.

B) 4,5,1,3,2.

C) 2,4,3,5,1.

D) 4,1,3,5,2.

Exercise 11. Work in-groups. Each group is to organize and celebrate one of the holidays; according to the following scenery:

New Years Day

St. Valentine's day

Christmas Day

Navruz

Independence day

Preparations

Decorations

Holiday shopping

Present –

Clothes

Holiday meals (cooking)

The process of celebrating the holiday

Guests and hosts

Holiday congratulations

Music, dance and singing

Exercise 12. I imagine, you've been in the USA, taking part in celebrating Thanksgiving Day. Describe it to your friends.

Exercise 13. Listen to the text "Bank Holidays" and say what holidays are not bank holidays?

Bank Holidays (Страноведение, Великобритания. 2005)

English people began to celebrate bank holidays in the 19th century. On that days banks were to be closed. Today not only banks, but post offices, most factories and shops are closed too. There are 8 bank holidays:

New Year day, Good Friday, Easter Monday, May Day, Bank Holiday, Spring Bank Holiday, August (Summer) Bank Holiday, Christmas Day and Boxing Day. On these days people relax, rest, eat, drink and make merry.

Exercise 14. Read the text and retell.

HALLOWE'EN

Hallowe'en is a very special holiday – a combination of holidays. It is time for games, fun and fortune telling, for ghost stories and making mischief. Also it is a holiday for the dead.

Hallowe'en meaning "holy evening" is a popular tradition celebrated on October 31, on the eve of All Saints' Day which is marked on November 1. Hallowe'en customs date back to a time when people believed in devils, witches and ghosts. Many ancient people believed that on certain nights of the year the spirits of the dead were on the loose and went wandering. They also believed that on those nights people could see into the future.

Hallowe'en originated from the Celts and Druids who were people's priests and teachers. The Celts worshipped nature and had many gods, the sun god being their favorite. Annual coming of coldness and disappearance of the sun was for them a mystery, the season of death, the time when their god was attacked by evil powers.

Compare the way of celebrating some common holidays in Gr.Br., USA, RU, and Uzbekistan.

Crossword puzzles

G	O	L	D	E	N
A	N		O		A
T		S	O	U	R
E	V	E		S	O
	I	E		S	O
W	I	N	D	O	W

A	T		O	H		M	L
D	O	N	K	E	Y		U
		A		I	S	L	E
C	U	P		I	S	L	E
O	N		S	T		L	
	C	L	O	A	K		W
	L	E	N	T		S	O
Y	E	T		E	V	E	N

Unit II

GEOGRAPHY OF ENGLISH-SPEAKING COUNTRIES

Lesson 1

The United Kingdom

Exercise 1. Pronounce the given words correctly.

[ai]	[ei]
Isle	Great Britain
Island	Wales
Irish	everyday
United	located

Exercise 2. Answer the following questions.

1. What is an island?
2. What is the difference between island and peninsula ?
3. Do you know the meaning of the words *latitude* and *longitude*?
4. What is the difference between Eire and Ireland?

Exercise 3. Read and translate the text. Show the geographical names used in the text on the map.

TEXT

The British Isles lie off the north-west coast of the continent of Europe. They include Great Britain (England, Scotland, and Wales), Ireland (Northern Ireland and the Irish Republic) and some 5, 000 smaller islands. The biggest island is Great Britain, which lies between the Atlantic Ocean and the North Sea. It is separated from the European continent by the English Channel. From the west Great Britain is separated by the Irish Sea.

The territory of the United Kingdom of Great Britain and Northern Ireland is 224,7 sq. km.

The chief rivers are the Thames, the Severn, the Clyde and the Mersey. The highest point is Ben Nevis (1, 343 m), Scotland. The northern part of Scotland is called the Highlands and the southern part is called the Lowlands. Most of the lakes are found in Scotland and north-west England. Northern Ireland contains many plateau and hills.

The country is divided into administrative units which are called counties in England and Wales, regions in Scotland and districts in Northern Ireland.

The population of the United Kingdom is more than 61 million people. The British population is mostly urban and suburban. The Central Lowlands of Scotland, south-east Wales and a belt across England are the areas with large populations. England is the most populated and densely populated part of the UK.

Comprehension check

Exercise 4. Answer the questions:

1. How many names for Great Britain do you know ?
2. How many countries does Great Britain consist of ?
3. Where are the British Islands situated ?

Exercise 5. Study the words and word combinations

to the west	suburban
to lie off	densely populated
to lie between	a county
the Lowlands	the Highlands

Exercise 6. Match the geographical terms with their correct definitions.

1. The British Isles England, Scotland and Wales
2. Britain England, Wales, Scotland, Northern Ireland and a number of small islands
3. The United Kingdom a group of islands

Exercise 7. Find the synonyms to the given words and word combinations.

mostly populated
main rivers
Great Britain
to contain
to comprise

Exercise 8. Complete the table.

The highest mountain ...
The flattest area ...
The longest rivers ...
The densely populated areas ...
The sparsely populated areas ...
The biggest cities ...

The capital of Scotland ...
The capital of Wales ...
The capital of Northern Ireland ...
The capital of England ...
The capital of the United Kingdom ...

Exercise 9. Study the map of the UK and find the big cities.

10. Read and translate the given sentences paying attention to their grammatical structure.

1. The British Isles lie off the north-west coast of the continent of Europe.
2. It is separated from the European continent by the English Channel.
3. The northern part of Scotland is called the Highlands.
4. The British population is mostly urban and suburban.
5. England is the most populated part of the UK.
6. Scotland is one of the most mountainous part of the UK.

Exercise 11. Read the following text and get more information about the UK and its geography.

Great Britain is just under 1,000 km long and just under 500 km across its widest part. The most mountainous region is Scotland. Much of Wales is also mountainous and in England the Pennine Range extends 224 km. In Ireland all the highland areas are around the edge, but there are no peaks over 1,100 m.

Exercise 12. Study the collocations of the word “ mountain “.

a) big mountain

great mountain
high mountain
huge mountain
large mountain
lofty mountain
massive mountain
distant mountain
isolated mountain
inland mountain
jagged mountain

b) a mountain chain

rocky mountain
snow-capped mountain
snow-covered mountain
snowy mountain
tall mountain
towering mountain
small mountain
steep mountain
low mountain
spectacular mountain
surrounding mountain
a mountain range
a mountain area
a mountain country
a mountain region

Exercise 13. Ask your classmates about some facts related to the geography of the UK. Work in pairs.

Exercise 14. Draw the map of the UK and highlight the big cities on it.

Exercise 15. Prepare a presentation on the geography of Scotland, Wales, England or Northern Ireland. Supply your presentation with the Internet materials.

Lesson 2

The United States of America

Exercise 1. Pronounce the given words correctly.

[s]	[z]
the USA	desert
the Pacific	citizen
strait	counties
forest	newcomers
lakes	east
ancestor	west
percent	roots

Exercise 2. Answer the questions before reading the text about American Geography.

1. What is the territory of the USA?
2. Is it large or small?
3. Is it large or is it smaller than Europe?
4. How many states are there in the USA?
5. What countries does it border on?

Exercise 3. Read and translate the text.

TEXT

The United States of America (the USA) is one of the largest countries of the world. It is the fourth largest country by area and the third largest country in the world. It comes after China and India by population. It stretches from the Atlantic Ocean in the east to the Pacific in the west. It consists of 50 states and borders on Mexico in the south and on Canada in the north. Alaska and Hawaii are not in the continental part of the USA. Alaska is north-west of Canada and across the Bering Strait from Russia and Hawaii in the Pacific Ocean.

The population of the country is more than 290 million people. About 12 percent of the population are African Americans. More than 7 percent of the US population are Hispanics. The number of the Asian-American population is increasing. Native Americans, Aleuts and Eskimos comprise more than one percent of the US population.

The USA consists of six main regions: the New England, the Middle Atlantic, the Mid-West, the South, the South-East and the West. The later is the largest region of the USA.

Comprehension check

Exercise 4. Answer the questions:

1. How big is the USA by area?
2. And how big is the USA by population?
3. What countries does it border on in the north and in the south?
4. How many region are there in the country?

Exercise 5. Speak on the other English – speaking countries. If necessary use the globe or the map of the world.

Hints: There are five English-speaking countries in the world. Their capitals are: England, Washington D.C., Ottawa, Canberra and Wellington.

Exercise 6. Work in pairs together information about English-speaking countries. Complete the table.

countries	territory	population	capital	big cities	head of the country	three rivers	mountains
the UK							
the USA							
Canada							
Australia							
New Zealand							

Exercise 7. Here some interesting facts about the USA. Read, translate and try to remember them.

The oldest and largest tree is called “General Sherman” and grows in California.

The longest river is the Mississippi (2.348 miles).

The largest city is New York.

The coldest spot is Tanana, Alaska.

The largest active volcano is Mauna Loa in Hawaii.

The largest natural bridge is Rainboco Bridge in Utah.

The largest lake is Lake Superior.

The wettest spot is Mt. Waialeale in Hawaii.

The smallest state is Rhode Island.

The largest man-made hole is the open-pit mine at Mesabi, Minnesota.

The widest glacier is Malaspina Glacier in Alaska.

The lowest point is Death Valley, California.

The least rain falls in Nevada.

The largest and oldest national park is Yellowstone National Park.
The most peanuts are raised in Georgia.
The largest state is Alaska.
The highest mountain is Mt. McKinley in Alaska (6.193 m).
The highest waterfall is Yosemite Falls in California.

Exercise 8. Learn the degrees of comparison of adjectives and remember them.

nearer – the nearest

a) near

nearer – the nearest

farther – farthest

b) far

further – the furthest

older – the oldest

c) old

elder – the eldest

later – the latest

d) late

later – the last

Exercise 9. Speak about different countries and cities using comparative degrees of adjectives.

E.g. Uzbekistan is **bigger than** the UK by territory.

Tashkent is **not so big as** New York.

Exercise 10. Describe one of the countries you know well.

Hints:

The territory of the country is ...

The population of the country is ...

It consists of ... regions (districts, countries, states, province).

Exercise 11. Write ten sentences that describe the USA or the UK.

Exercise 12. Rewrite these sentences about New York City using adjectives. Choose from the adjectives in the box, or use your own.

affordable	dramatic	busy
expensive	burstling	exciting

1. New York City is known for its **skyline**. New York City is known for its **dramatic skyline**.
2. **People** walk down the streets.
3. **Shops** in Chinatown sell food.
4. The tourists love the **view** from the top of the World Trade Centre.
5. Riding New York's **subway** is an adventure in itself.
6. The **nightlife** is famous all over the world.

Exercise 13. Tell the names of these countries. What do you know about them? Compare your ideas.

What do you think people like about these countries? Write your guesses.

- 1.
- 2.
- 3.

Exercise 14.. Choose the right answer.

1. The USA is ... by area.
 - a. the third
 - b. the fourth
 - c. the fifth
 - d. the sixth.
2. How many English-speaking countries are there in the world?
 - a. five
 - b. fifteen
 - c. fifty
 - d. five hundred
3. What is the capital of Northern Ireland?
 - a. Dublin
 - b. Cardiff
 - c. Belfast
 - d. Edinburgh
4. What is the superlative degree of the adjective *late* ?
 - a. later
 - b. last
 - c. latter
 - d. latest

5. How wide is the UK?

- a. 450 km
- b. 500 km
- c. 600 km
- d. 800 km

6. What is the time difference between Tashkent and London now?

- a. three hours
- b. four hours
- c. five hours
- d. six hours

Lesson 3

Geography of English-speaking countries. Canada

Exercise 1. Answer the questions.

What do you know about Canada?

How big is Canada?

Where is situated?

What is the population of Canada?

What do you know about administrative division of Canada?

Exercise 2. Complete the following chart. Compare you information with a groupmate's information.

NAME OF PEOPLE	NAME OF COUNTRY	ADMINISTRATIVE DIVISION
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

CANADA

Canada has an area of nearly ten million square kilometres, stretching from the Pacific Ocean in the west to the Atlantic Ocean in the east. There are many islands in the north of Canada in the Arctic Ocean.

Canada has mountains, high plains and low plains. The Rocky Mountains run parallel to the Pacific coast. East of these mountains are the high plains. The low plains lie in the region of the Great Lakes and the St. Lawrence River. There are also mountains which run parallel to Canada's east coast, through Labrador and Baffin Island.

Canada is a country of lakes. Besides the Great Lakes, Superior, Huron, Erie, and Ontario (the fifth Great Lake, Michigan, lies in the USA), there are many other very large lakes, for example, Great Bear Lake, Great Slave Lake and Lake Winnipeg.

Canada also has large rivers. The Mackenzie flows from the Rocky Mountains in the Arctic Ocean, the Yukon starts in Canada and flows in the Pacific and the St. Lawrence River flows into the Atlantic Ocean.

The Hydroelectric industry is highly developed. Its main centres are in the provinces of Quebec and Ontario. There is a very large hydroelectric station at Niagara Falls. Niagara Falls is one of the most splendid sights in the world.

Since the building of the St. Lawrence Seaway, the Great Lakes and the St. Lawrence River from a great waterway from the Atlantic to the heart of the country.

Canada has several climatic regions. Winter in Canada lasts from four to five month with heavy snowfalls. There is much rain in the east and west, but less in the centre. The north of the country near the Arctic is tundra, with great forests to the south. The central plains from the prairies.

The population of Canada is over 32,5 million people. More than five hundred and fifty thousand Indians and 36,000 Eskimos live in Canada, mostly in the North. Today more than 45 percent of the people of Canada are of British ancestry; about 30 percent of French ancestry and the rest are from other backgrounds. There is a large French – speaking population in the province of Quebec.

The capital of Canada is Ottawa. Other important cities are Montreal, Toronto, Vancouver, Edmonton, Hamilton, Winnipeg and Quebec. Canada’s largest ports are Vancouver, Montreal and Halifax.

Canada is rich in metal ores, oil and gas. The metal, machine-building, automobile and shipbuilding industries are highly developed.

Canada’s main agricultural products are wheat, meat and dairy products. The provinces of Quebec, Ontario and British Columbia, with their great forests, produce wood for paper-making and building.

Canada is an independent federal democracy and a member of the Commonwealth of Nations. Formally, the head of state is the king or queen of England, represented by a governor general.

Canada consists of ten provinces and two territories. Each province has its own government.

The federal parliament consists of the Senate, whose members are appointed by the governor general, and the House of Commons, elected by the people for a period of the years.

Exercise 3. Complete the gap with information given in the text.

1. The population of Canada _____people.
2. _____ Ocean is in Canada.
- 3.The territory of Canada is ____sq.kms.
4. The largest port of Canada is _____.
5. The capital of Canada is _____.
6. Winter in Canada lasts from ___months to ____ months.
7. Highly developed industries are _____.
8. The number of Eskimos who live in Canada is _____.
9. Canada is a country of _____.

Exercise 4. Translate the given sentences into your native language.

1. The provinces of Quebec, Ontario and British Columbia, with their great forests, produce wood for paper-making and building.

2. The federal parliament consists of the Senate, whose members are appointed by the governor general, and the House of Commons, elected by the people for a period of the years.

3. Canada is an independent federal democracy and a member of the Commonwealth of Nations. Formally, the head of state is the king or queen of England, represented by a governor general.

4. The low plains lie in the region of the Great Lakes and the St. Lawrence River. There are also mountains which run parallel to Canada's east coast, through Labrador and Baffin Island.

5. Canada is a country of lakes. Besides the Great Lakes, Superior, Huron, Erie, and Ontario (the fifth Great Lake, Michigan, lies in the USA), there are many other very large lakes, for example, Great Bear Lake, Great Slave Lake and Lake Winnipeg.

6. Canada is rich in metal ores, oil and gas. The metal, machine-building, automobile and shipbuilding industries are highly developed.

Exercise 5. Scan the reading for these words. Write the number of the line where you find them. Then compare its meaning in the sentence to the meaning of the word(s). Define them whether they are similar or different.

- | | | |
|-----------------------|---------------------|-------|
| 1. low _____ | high _____ | _____ |
| 2. state _____ | region _____ | _____ |
| 3. heavy industry ___ | light industry ___ | _____ |
| 4. king _____ | queen _____ | _____ |
| 5. forest _____ | tundra _____ | _____ |
| 6. east coast _____ | west coast _____ | _____ |
| 7. English-speaking _ | French-speaking ___ | _____ |
| 8. lakes _____ | rivers _____ | _____ |

Exercise 6. Think about it.

1. Do you know anyone from Canada?
2. If yes, where do they live in Tashkent?
3. What language do they speak?
4. Do they have the same religion?

Exercise 7. Read the text and translate the sentences that describe geography of the country.

THE COMMONWEALTH OF AUSTRALIA

The Commonwealth of Australia is federal state within the Commonwealth of Nations. Its territories are the continent of Australia, the island of Tasmania and a number of smaller islands. It has an area of eight million square kilometres.

The continent of Australia is mostly a great plain with mountains in the east and south-east. The western part of the continent forms a plateau which occupies half of the continent. The Central Lowlands, a great part of which is very dry, lie between the Western Australian Plateau and the Eastern Highlands. Through the eastern part of the Central Lowlands run Australia's greatest rivers, the Murray and the Darling. A number of short rivers flow from the Australian Alps into the Pacific Ocean.

Australia has several different climatic regions, from warm to subtropical and tropical. There are tropical forests in the north-east because the winds from the sea bring heavy rainfalls, especially in tropical summer. The climate in the west is very dry and more than half of Australia gets very little rain. In the south-west and east the winds bring rain in winter.

The tropical forests in the north and north-east are bordered by savannah, or grassland. There are two hot deserts in the central and western parts of the continent.

There are many wild animals in Australia. Some of them, such as the kangaroo, the dingo (or wild dog) and the koala, are not found in any other country in the world.

Today there are more than 20,5 million people in Australia. Most of them are of British origin. The population includes more than 200,000 aborigines, the descendants of the people who lived in Australia before the Europeans came.

The Commonwealth of Australia is a self-governing federal state and a member of the Commonwealth of Nations. Formally the head of state is the king or queen of England, represented by a governor general.

The Commonwealth of Australia consists of six states and two territories, the Australian Capital Territory and the Northern Territory. The Capital Territory is the land around the federal capital, Canberra.

Australia has a parliament in each state and the Federal Parliament of the Commonwealth in Canberra. The Federal Parliament consists of the Senate and the House of Representatives. The federal government of the country is headed by the Prime Minister, usually the leader of the party which has the majority in the House of Representatives. The political parties represented in the parliament are the Australian Labour Party, the Liberal Party of Australia and the National Party of Australia.

Exercise 8. Complete this outline of the reading.

1. The Commonwealth of Australia is federal state within _____.
2. Its territories are the continent of Australia, the island of Tasmania and a number of smaller _____.
3. It has an area of _____ square kilometres.
4. The continent of Australia is mostly _____ with mountains in the east and south-east.
5. The continent of Australia is mostly a great plain with mountains in the east and south-east.
6. The western part of the continent forms _____ which occupies half of the continent.
7. The Central Lowlands, a great part of which is _____, lie between the Western Australian Plateau and the Eastern Highlands.
8. Through the eastern part of the Central Lowlands run Australia's greatest rivers, _____ and the Darling.
9. A number of short rivers flow from the Australian _____ into the Pacific Ocean.
10. Australia has several different climatic regions, from warm to _____ and _____.

Exercise 9. Answer the following questions:

1. What is the full name of Australia?
2. What parts does it consist of?
3. How big is the continent of Australia?
4. Which part of Australia is mostly mountainous?
5. What is a plateau?
6. Show the Central Lowlands, the Western Australian Plateau and Eastern Highlands on the map.
7. Name Australia's greatest rivers and show them on the map?
8. What is the population of Australia?
9. What can you say about country's fauna and flora?
10. How many states and territories are there in Australia?

Exercise 10. Pick up sentences with numbers and figures and translate them.

Exercise 11. Retell the text about Australia and use the map to show the places you mention.

Exercise 12. Read the text about New Zealand .

NEW ZEALAND

New Zealand, an independent state and a member of the Commonwealth of Nations, is situated south-east of Australia. The country consists of two large islands. North Island and South Island, and many small islands.

New Zealand is a mountainous country. The mountains run from south-west to north-east throughout both the larger islands. The Southern Alps, the highest New Zealand mountains, lie near the west coast of South Island.

The mountains on North Island are not as high and are mostly forest-covered. The central part of North Island is a high volcanic plateau. There are many lakes in this part of the island. New Zealand's rivers are short.

The climate in New Zealand is warm and the greater part of the country is well watered. The north of North Island is subtropical but not too hot. The east and north of both islands have a lot of sunny days, but much rain falls on the west coast.

Most of North Island and the south-west of South Island have good forests of evergreen trees and large areas are rich grasslands.

New Zealand has very few native animals. The kiwi, a bird which lives in the forest and does not fly, is found nowhere else in the world. The kiwi is the national emblem of New Zealand.

The population of New Zealand is over 4 million people, more than three quarters of whom live on North Island. About 50 percent live in the four cities of Auckland, Wellington, Christchurch and Dunedin.

The Maori people make up 11 percent of the total New Zealand population. The Maori are the descendants of the people who lived in New Zealand before the Europeans came. The Maori are famous for their folk songs, music and dances. They are very skilled in woodworking.

Many Maori people occupy important positions in the government and public life of New Zealand. Nonetheless, the country is still trying to solve problems in Maori education, housing, employment and property rights.

New Zealand is a self-governing state and a member of the Commonwealth. The governor general represents the king or queen of England. The Parliament of the country consists of one house only, the House of Representatives. The Prime Minister heads the cabinet. The main political parties are the Labour Party and the National Party of New Zealand.

Exercise 13. Answer the given questions:

1. What parts does New Zealand consist of?
2. How big is New Zealand?
3. Which part of New Zealand is mostly mountainous?
4. What is a plateau?
5. Show the geographical names you mention on the map.
6. Name New Zealand's greatest rivers and show them on the map?
7. What is the population of New Zealand?
8. What can you say about country's fauna and flora?

Exercise 13. Complete the chart.

Country	Territory	Population	Big cities	Capital
The UK				
The USA				
Canada				
Australia				
New Zealand				
Uzbekistan				

Exercise 14. Write short information about each English-speaking country. Try to use as many figures as possible.

Exercise 15. Draw the maps of the English-speaking countries

Unit III

THE YOUTH

Lesson 1

Exercise 1. Pronounce the given words correctly

[ə]	[ɔ:]	[u:]	[ʌ]	[əʊ]	[ei]
woman	small	youth	young	old	race
person	called	you	country	grown-up	babied
human	human	double	own	may	classmates
		school ones	know	age	saying
			doesn't	most	they
			other	so	
			sovereign		

Exercise 2. Before reading the text given below, answer the following questions:

1. What do you understand by the word “young”?
2. Why do or should young people respect elderly people?
3. What positive sides of being young do you know?
4. Do you want to be come old very soon? If not, explain why you don't want to be come old?
5. What is important for the young: being strong or experienced?
6. Do like to be young or elder in your family? Explain why do you want to be ...?

Exercise 3. Read and translate the text

THE YOUTH

As you know the human life consists of several stages. It means that the human race lives a life during which he or she may be small, young and old. The small ones are called babies, children and others are called youth, grown-up and old people.

A person of every age has his or her peculiarities, own characteristics. A baby doesn't think of any things. It may want to drink and to eat, to play and to sleep. A grown-up thinks of everything. An old person thinks a lot of his or her long life, of the lives of youth, and many other things.

The peculiarities of the young are related to their being cheerful, joyous and energetic since you live in your family together with your parents. much of your

problems are being usually solved by them. All what you do is you attend school, meet your classmates and schoolmates, and do your homework in time. And you may go anywhere you want. You play football, computer games and watch TV when you are free from school. You may go in for sports and read interesting books. It is important for you to be strong and healthy. Because when you become a student and have a diploma you will work to maintain your family.

Although young people are strong they are not experienced. In youth people know little. To know much one must work hard – read much and study well both at school and university. As for old people they have knowledge of life and learned much useful in the life. It is necessary to follow their advice if you are going to be experienced, clever and skillful.

Comprehension check.

Exercise 4. Answer the questions:

1. How many stages does the human life consist of?
2. What peculiarities does a person of every age have? Explain them to your classmates.
3. Who are grown-ups and what are the general characteristics of the grown-ups?
4. Which characteristics of the youth do you know?

Exercise 5. Study the words and phrases and learn them in the situation.

a human life
several stages
grown-ups
characteristics
peculiarity (pl. peculiarities)
cheerful
to solve
to maintain a family
although
to follow one's advice
experienced
skillful

Exercise 6. Find the English equivalents.

malakali, hal etmoq (qilmoq), xusussiyat(lar)), tajribali, oilasini qo'llab quvvatlamog, bo'lsada, kattalar, bir necha bosqich, quvnoq.

Exercise 7. Give the synonyms to the following words:

- | | |
|--------------------|--------------|
| 1. teen-ager | 6. powerful |
| 2. wise | 7. to learn |
| 3. characteristics | 8. questions |
| 4. youth | 9. to be |
| 5. a play | 10. old |

Exercise 8. Give the antonyms to the following words:

- | | |
|----------|----------------|
| 1. young | 5. experienced |
| 2. long | 6. healthy |
| 3. hard | 7. strong |
| 4. well | 8. necessary |

Exercise 9. Read and translate the sentences paying attention to their grammatical structure.

1. The peculiarities of the young **are related** to their being cheerful.
2. Much of your problems **are usually solved** by them.
3. It is important **for you to be** strong and healthy.
4. It may **want to drink and to eat, to play and to sleep.**
5. It is **necessary to follow** their advice if you are going to be experienced, clever and skil(l)ful.
6. It means **that** the human race lives a life during which he may be small, young and old.

Exercise 10. Pick up the words peculiar to the youth and old people. Write the words in two columns.

Energetic, experienced, young, full of energy, knowledgeable, cheerful, clever, think, much, play much, study at school, work hard, sleep much, sleep little, give advice, follow advice, read much, do much, take care of a family, maintain one's family.

Exercise 11. Word study. Learn the given words and phrases.

youth – grown – ups
idle – naughty
clever – wise
do one's best – word hard
characteristics – peculiarities

Exercise 12. Study the adjectives *young* and *old* and their collocability.

A.

- | | |
|-----------------|---------------------|
| a) to be young | b) very young |
| to feel young | extremely young |
| to look young | comparatively young |
| to seem young | fairly young |
| | |
| c) young enough | quite young |
| | relatively young |

B. old

- | | |
|------------------|------------------|
| a) to be old | b) to become old |
| to feel old | to get old |
| to look old | to grow old |
| to seem old | |
| to sound old | |
| | |
| c) extremely old | |
| really old | |
| terribly old | |
| very old | |

Exercise 13. Do the same (see Exercise 10) with the word *the youth*.

Visit the appropriate site (dictionaries) in the Internet.

Exercise 14. Name some Uzbek and English stories or novels where the problems of the youth depicted.

Lesson 2

American Youth

Exercise 1. Pronounce the given words correctly.

[n]	[a:]	[i]	[e]
educational	after	biggest	generation
generation	ask	history	help
emotion	are	foreign	develop
direction		country	dress
relationship		family success	
		challenge	together

Exercise 2. Answer the following questions:

1. What is the “baby boom”?
2. Do you think you have the same ideas about independence with you parents?

TEXT

After World War II the US experienced the biggest baby boom in history. It produced the generation of young people known as the “baby boom” that reached adulthood in the 1960s and early 1970s.

During the 1960s, many youth met the head of the country. They began to help the needy at home and also in foreign countries through different organizations.

Some young people developed their own subculture, which included styles of dress, music and ideas about independence which were different from those of their parents.

In the 1980s, young people generally became more conservative and interested primarily in working towards success in their career.

As for a family in the USA the United States Census Bureau defines it as two or more people who are related by blood, adoption or marriage, living together. Most American families include members of just two generations: parents and their children, though many extended families do include more than two generations.

According to family experts, the family structure should provide emotional, physical and educational support.

Between one-half and two thirds of all American youth have “happy” relationship with their parents. their traditional disagreements are over such things as: curfew (time to come home at night); whether or not to attend religious services; doing work around the house; and friends with whom the young person spends his/her leisure time. The majority of young people agree with the opinions and values of their parents.

Exercise 3. Comprehension check.

1. What did the US experience after World War II?
2. What happened in the 1960_s and early 1970_s?
3. Can you compare the Uzbek and American families?

Exercise 4. Read and work on the word combinations.

baby boom

to reach adulthood

to develop one's own subculture

to define something to be related by

extended families

to provide emotional support

traditional disagreements

to attend religious sentence

leisure time

Exercise 5. Find the English equivalents for the following Uzbek phrase.

bo'sh vaqt, diniy marosimlarda qatnashmoq, bog'liq bo'lmoq, an'anaviy kelishuvlar, o'z madaniyatini rivojlantirmoq, balog'at yoshiga yetmoq, chaqaloqlar ko'p tug'ilgan davr.

Exercise 6. Find the synonyms for the following words:

early 1970s

foreign

many

related

country

experts

needy

attend

Exercise 7. Read and translate the give sentences paying attention to grammatical structures.

1. They began to help the needy at home and also in foreign countries.
2. After World War II the US experienced the biggest baby boom in history.
3. In the 1980 s, young generally become more conservative.
4. A family is related by blood, adoption or marriage.
5. According to the experts, the family structure should provide emotional, physical and educational support.

Exercise 8. Make up sentences using the word combination as many as possible.

much more

much better

much

much worse

still more
still less

still better
still worse

Exercise 9. Study collocation possibilities of the word “family”.

- | | |
|--|--|
| <p>a) large family
old family
old – established family
well – to – do family
low – income family
homeless family
poor family
wealthy family
close family
immediate
royal family
lone – parent family
one parent family
single parent family
adoptive family
middle – class family</p> | <p>b) to belong to a family
to be one/part of family
to marry into a wealthy family</p> <p>c) family background
family history
family connections
family relationships
family ties
family member
family life
family business
family home
family doctor</p> |
|--|--|

Exercise 10. Write ten sentences to describe an Uzbek family using word combinations of the text and Exercise IX.

Exercise 11. Ask questions about your friend’s family and about family values.

Exercise 12. Describe the best family you know. And explain why you consider it to be the best.

Lesson 3

Exercise 1. Practice reading the following words correctly.

[ʌ]	[aʊ]	[ai]	[w]
brother	country	Ireland	Windsor
become	house		work
but	found		where
country	around		want
month			
London			
Buckinghamshire			

Exercise 2. Answer the questions:

1. What do you understand by the notion “happy”?
2. And what about “unhappy”?
3. What positive or negative experience of being teenager do you know?

Exercise 3. Read and translate the given text.

TEXT

A Teenage Girl Comes to England in the 1960 s.

I was born in Drummin, Country Mayo, in the west of Ireland. I had five brothers, four sisters and two adopted sisters. I left school at the age of fourteen. I wanted to stay on at school as my ambition was to become a school teacher, but my parents could not afford to send me to college at that time. I went to work with children. I lived in with the family and worked from 8 am to 8 pm – for £ 2 a week.

At the age of seventeen I felt that there were no opportunities for me to earn a decent living and that I had to come to England. Dad gave me the toat fare and £ 10 to keep me going until I found a job.

I came to Slough, Buckinghamshire, as that was where most of the people from my part of the country went to.

I arrived in Slough and immediately began to look around for a place to stay. I eventually found a room in Windsor. The next day I went looking for work, and found a job in a factory making Mars bars.

I had a lot to get used to in this strange country. There were big houses, trains, traffic lights and lots of people from all over the world.

I never knew the English hated us (the Irish). I did not hate them! I could not understand the hostility I received. I was not prepared for it. For example, I had to listen to people telling me how thick and stupid the Irish were. I was always told,

and was made to feel, that I was different. I felt isolated and seriously thought about going back.

In fact I did go home. And I stayed there for a month. But I was disappointed to find that I was a stranger there. People treated me very differently because I had been to England. I returned to Slough for a period and then moved to London in the late 1960 s. (from Cambridge Skills for Fluency. Comprehension Check. Reading 2 by S. Greenall, D. Pye).

Exercise 4. Answer the following questions:

1. Where was a teenage girl born?
2. How many brothers and sisters does she have?
3. She had two adopted sisters, didn't she?
4. Why did she have to leave school?
5. What was her ambition?
6. Could her parents afford to send her to college?
7. Why did she become a nanny?
8. When did she feel that there were no opportunities for her to earn enough money to live?
9. Where did she come from?
10. Where did she arrive in?
11. Where did she find a room to stay?
12. What did she know about the English?
13. Was she prepared for the hostility she received?
14. Why did she feel isolated?
15. Why did she return to Slough?

Remember the pronunciation of the following geographical name:

Drummin	[ˈdrʌmɪn]
County Mayo	[ˈkaunti ˈmeɪəu]
Ireland	[ˈaɪələnd]
Slough	[slau]
Buckinghamshire	[ˈbʌkɪŋhæmʃɪə]
Windsor	[ˈwɪnzə]

Exercise 5. Study the words and word combinations taken from the text.

adopted sisters (girls)	to arrive in
ambition	to find a job
could not afford	to feel isolated
a shoe factory	to be disappointed
a nanny	to earn a decent living
to work for £ 2 a week	to be treated differently

Exercise 6. Find the explanations of the following words in the English – English dictionary which is available.

afford
ambition
nanny
to feel isolated

Exercise 7. Find the English equivalents for the following Uzbek words and word combinations.

Boqib olingan qiz, katta shaharga kelmoq, o'zini yaxshi his etmoq, hafsalasi pir bo'lmoq, yashash uchun etarli pul to'plamoq, boshqacha munosabatda bo'lmoq, poyafzal fabrikasi, haftasiga ikki funt uchun ishlamoq, enaga, ish topmoq, maqsad.

Exercise 8. Give the synonyms to the following words and word combinations.

foster sister
goal
to have enough money for living
at once
to dislike

Exercise 9. Give the antonyms to the following words and word combinations.

to leave
to go
could not afford
to lose a job
to come back
in the late 1960s.

Exercise 10. Read and translate the sentences paying attention to the grammatical structure.

1. I left school at the age of fourteen.
2. I wanted to stay on at school as my ambition was to become a school teacher.
3. My parents could not afford to send me to college at that time.
4. I felt that there were no opportunities for me to earn a decent living and that I had to come to England.
5. I arrived in Slough and immediately began to look around a place to stay.
6. I was always told, and was made to feel, that I was different.

Exercise 11. Retell the text in the third person singular.

Exercise 12. Make up your own way of retelling the story and relate the facts to your own life.

Exercise 13. Write a spelling-dictation based on the text. Work in pairs while checking it.

Exercise 14. Rewrite the text in the third person singular.

Exercise 15. Make up sentences using the given words and word combinations.

To stay on at school

to send smb to college

to work in a shoe factory

to keep smb going

to find a job in a factory

to have a lot to get used to

to feel isolated

Exercise 16. Study the collocations with the verb “ to feel”.

to feel deeply

to feel strongly

to feel isolated

to feel seriously

Lesson 4

The Youth

Exercise 1. Pronounce the following words correctly.

[i]	[e]
cottage	steady
employment	when
possible	any
imagine	twelve
mimics	rest
enjoy	pleasure

Exercise 2. Answer the following questions:

1. Do you know anything about your parents childhood?
2. Where were they born?
3. What were their ambitions to be?
4. Was their life easy or difficult?
5. Where did they work?
6. Did they become what they wanted to be?

Exercise 3. Read and translate the text and be ready to answer the questions.

TEXT

AN IRISH GIRL IN ENGLAND

My parents decided to leave their small two-roomed cottage on the shore of Lough Erne, Fermanagh, in 1960. Although my father had a steady job, his five daughters were growing up and would soon be leaving school without any employment. And so my parents took their family to England so that we could stay together for as long as possible.

I was twelve when I left a cottage without electricity, running water or situation for a flat in Leamington Spa, Warwickshire, which had them all. Imagine my delight at having such luxuries suddenly at my fingertips!

I went to a secondary school where I loved wearing the uniform, but I suffered terribly at the hands of mimics. My English teacher loved my unusual accent and used to make me read aloud, while the rest of the class tittered, much to my embarrassment.

I joined the youth club, went swimming and used all the facilities I could afford. Where I had come from, such facilities just did not exist.

I also enjoyed going to the Irish dances, where I met lots of other Irish people. When I left school I went to secretarial college and found a good job with a central

heating company where I met my husband. He is from West Cork and we travel back every year to visit my mother, who retired there after spending 45 years in London.

I am delighted that my two daughters love Ireland and keep alive the traditions by doing Irish dancing and learning Irish songs. I owe a lot to England and I get a lot of pleasure in helping out at the many different events at my daughters' school.

(*From Cambridge Skills for Fluency. Reading 2 by S. Greenall, D.Pye*)

Comprehension check

Exercise 4. Answer the questions:

7. When did an Irish girl's parents decide to leave their small cottage?
8. Why did her father, having a steady job, decide to leave Ireland?
9. She was delighted at having luxuries at her fingertips, wasn't she?
10. What did she suffer terribly at school?
11. What did her English teacher like in her?
12. What facilities did she afford?
13. How did she keep alive the traditions of her country?

5. Study the new words and word combinations and use them in making up your own situations.

a two-roomed cottage
to leave school without any employment
to have smth at one's fingertips
luxuries
unusual accent
at the hands of mimics
to titter
all the facilities
to enjoy doing smth
a central heating company
to be delighted
to keep alive the traditions by doing smth
to owe
to get a lot of pleasure in

Exercise 6. Find the English equivalents to the given words and word combinations.

a) qiqirlamoq, besh qo'l(i)dek bilmoq, ikki xonali kottej, qulayliklar, boshqacha talaffuz, imo-ishoralar ta'sirida, barcha qulayliklar, biror narsa

qilib rohatlanmoq, markaziy isitish kompaniyasi, xursand bo'lib ketmoq, an'analarni saqlamoq, miriqmoq, minatdor (qarzdor) bo'lmoq:

б) хихикать, знать, как свои пять пальцев, двухкомнатный коттедж, удобства, другое произношение, под влиянием жестов, все удобства, получать удовольствие от чего-либо, компания центральной отопительной системы, возрадоваться, сохранять обычаи, получать большое удовольствие, быть обязанным.

Exercise 7. Find the synonyms for the following words and word combinations.

to make up one's mind

a permanent job

to finish school

a job

to be glad

all conveniences

Exercise 8. Find the antonyms for the following words and word combinations.

usual accent

employment

impossible

to stay

to be disappointed

to find a job

Exercise 9. Find the explanation to the following words in the English dictionary.

embarrassment, facilities, employment, to suffer

Exercise 10. Read and translate the sentences paying attention to the grammatical structure.

1. I owe a lot to England.
2. His five daughters were growing and would soon be leaving school without any employment.
3. My parents took their family to England so that we could stay together.
4. Imagine my delight at having such luxuries suddenly at my fingertips!
5. Where I had come from, such facilities just did not exist.
6. My English teacher loved my unusual accent and used to make me read aloud.

7. I keep alive the traditions by doing Irish dancing and learning Irish songs.
8. I get a lot of pleasure in helping out at the many different events at my daughters' school.

Exercise 11. Finish up the following sentences.

1. I suffered terribly at the hand of ...
2. I also enjoyed going ...
3. I am delighted that ...
4. You can imagine my delight at ...
5. I went to a secondary school where I ...
6. I owe a lot to ...
7. I get a lot of pleasure in helping out at ...
8. My English teacher loved my ...

Exercise 12. Retell the story from the third person singular.

Exercise 13. Write a few sentences that describe the impressions of foreigners who come to your country.

Unit IV

HISTORY OF ENGLISH-SPEAKING COUNTRIES

Lesson 1

Exercise 1. Practice pronouncing the words

[aɪ]	[ə:]	[j]	[əʊ]
Siberia	earth	year	over
scientists	occur	million	ago

Exercise 2. Answer the questions:

1. What do you know about American history?
2. Who discovered America?
3. When was America discovered?
4. Who inhabits America now?

Exercise 3. Read and translate the text.

TEXT

THE FIRST INHABITANTS

No one knows exactly how people came first to North America. However, many scientists believe that America's first settlers were hunters who came from Siberia. These hunters followed big animals over a land bridge on to what is now Alaska.

About two million years ago the weather in the northern half of the earth changed greatly. The snow that fell did not melt in summer. Much of the land covered with huge glaciers. This period of time is called the Ice Age because so much of the North was covered with ice. Sea water froze, and the water level in sea dropped. There is a narrow strait between the Berin and Chukchi Seas. During the Ice Age this strait probably became very shallow. In some places it dried up completely and formed a long bridge from Asia to North America.

The scietists think that the people of Asia found this land bridge between 15,000 and 40,000 years ago. Group after group moved across the bridge to the unexplored continent of North America. They passed through the land which is now Alaska and western Canada.

Comprehension check

Exercise 4. Answer the questions:

1. When do people come to North America?
2. Who were the first settlers?
3. Where did they come from?
4. When did the weather change greatly?
5. What was the Ice Age and when did it occur?

Exercise 5. Read and study the words and word combinations.

inhabitant, settler, the Ice Age, to melt, to be covered with, to freeze, a narrow strait, unexplored continent, to pass through

Exercise 6. Find English equivalents and learn them:

- a) yashovchi, kelib o‘rtnashganlar, Muzlik davri, erimoq, (bilan) qoplanmoq, muzlamoq, tor bo‘g‘oz, sayoz, tadqiq etilmagan qit‘a, orqali o‘tmoq
b) жители, поселенец, Ледниковый период, таять, покрыться, замерзать, узкий пролив, неглубокий, неисследованный континент, проходить (через)

Exercise 7. Learn the collocations with the word *age* and use them in your situations.

- a) the Elizabetan Age
the Victorian Age
the Bronze Age
the Middle Ages
- b) computer age
modern age
nuclear age
golden age
- c) in this day and age
- d) during the age
- e) in the age
through the ages
the age of wireless communication
the age of information technology

Exercise 8. Read the definitions given to words and use them in your speech.

- inhabitant** one who lives in a particular place
settler one who settles in an undeveloped country, colonist
shallow not deep; areas of shallow water
unexplored not investigated

Exercise 9. Study the patterns of impersonal sentences in three different tenses and use them in your speech.

E.g. It was cold in Tashkent last year.

It wasn't cold in Tashkent last year ...

1. It is cold. It was cold. It will be cold.
2. It is not cold. It was not cold. It will not be cold.
3. It isn't cold. It wasn't cold. It won't be cold.
4. Is it cold? Was it cold? Will it be cold?
5. It is cold, isn't it? It was cold, wasn't it? It will be cold, won't it?
6. It isn't cold, is it? It wasn't cold, was it? It won't be cold, will it?

Exercise 10. Give the Past Simple forms of the following verbs and sort them into regular and irregular forms.

- to freeze
- to cover
- to melt
- to become
- to change
- to fall
- to explore
- to understand

Exercise 11. Rewrite the the given sentences in the Past Simple.

1. A group of hunters come to a huge, unexplored land.
2. They are the first people in America.
3. For many thousands of years the descendants of those hunters who move farther into the new territory.
4. Finally they settle in all parts of the land.
5. Different groups develop different languages and customs.
6. These people are American Indians, or Red Indians.
7. One day, a new group of travellers, Europeans, come to the land.
8. They have new customs, new languages and a very different way of life.

Exercise 12. Write ten sentences about history of Uzbekistan. Use the active words where possible.

Speak about films (movies) you have seen on history of some countries.

Exercise 13. Use the map of the world to show some geographical names used in the text on it (Alaska, Siberia, North America, Canada, the Bering Sea, the Chukchi Sea).

Exercise 14. Find a newspaper article where one of the English-speaking countries mentioned and speak about it to your class.

Lesson 2

Exercise 1. Practice pronouncing the words

[ju]

European

Europe

Exercise 2. Answer the questions:

1. Do you know how did first American Indians reach America?
2. What was the occupation of the Indians who reached America?
3. What is the geographic features of North America?
4. What countries does North America include?

Show the countries on the map.

Exercise 3. Read and translate the text.

TEXT

HISTORY OF INDIAN LIFE IN NORTH AMERICA

North America is a land of many geographic features. There are many mountains and deserts. There are forests, plains, lakes and oceans. American Indians, descendants of the first settlers, lived in or near all these regions.

The Indians' way of life depended on the geography of the area they lived in. The Indians who settles near the ocean fished. On the Great Plains, where there were many animals, the Indians were hunters. In place with rich soil the Indians farmed.

There were hundred of different American Indian tribes. Each tribe had its own territory. Tribes had different languages and customs, too.

The American Indians can be divided into five groups, according to where they lived.

The Northwest Indians lived near the forests of the Pacific coast. They sailed along the Pacific coast in very long boats (up to 18 meters) called canoes, and fished.

The California Indians settled between the Rocky Mountains and California coast. They fished in the Pacific Ocean and hunted in the forests. They also gathered acorns and other nuts in the forests.

The Southwest Indians lived in what are now Nevada, Arizona and New Mexico. They were farmers and grew corn and beans. In dry areas they developed irrigation.

The Eastern Woodlands Indians lived in the eastern part of the continent. They fished in the Atlantic Ocean and in the rivers, hunted in the forests. Many of them built villages and became farmers.

Comprehension check

Exercise 4. Answer the questions:

1. What are the geographic features of North America?
2. What did the Indians' way of life depend on?
3. How many groups of American Indians can be divided into? Name of them.
4. Where did each of the groups live?
5. What did they do?

Exercise 5. Study the explanations given to words, learn and use them in you speech.

deserts	uninhabited region, wilderness
plains	track of flat land
descendant	offspring
tribe	social group linked by kinship and having the same beliefs, customs etc, but usually of fairly low culture
canoe	light long boat
acorn	fruit of the oak-tree

Exercise 6. Learn the given speech patterns and use them in retelling the text.

The Indians who settled near the ocean fished.
In places with rich soil the Indians farmed.
In places where there were many animals, Indians hunted.

Exercise 7. Learn the collocation with the words "tribe" and "descendant".

1.

- | | |
|---------------------|------------------------|
| a) aboriginal tribe | primitive tribe |
| indigenous tribe | barbaric tribe |
| native tribe | hostile tribe |
| desert tribe | warring tribe |
| forest tribe | b) to belong to tribe |
| hill tribe | c) a member of a tribe |
| nomadic tribe | |
| backward tribe | |

2.

- a) direct descendant
- lineal descendant
- immediate descendant
- distant descendant
- remote descendant
- collateral descendant

Exercise 8. Write ten sentences to describe the life of American Indians.

Exercise 9. Write a short essay about American Indians you have read.

Exercise 10. Pick up adjectives from the text and give their comparative and superlative degrees.

Exercise 11. Make up situations and see them in your speech. Follow the patterns.

It grew colder. North American's climate is cold. The snow does not melt until summer. American Indians have their own customs and traditions. To gather acorn is not an easy task. To fish in the ocean.

Exercise 12. Ask all possible questions to the following sentences

1. The Southwest Indians lived in what is now Nevada, Arizona and New Mexico.
2. Many of them built villages and became farmers.
3. The Northwest Indians lived near the forests of the Pacific coast.

Exercise 13. Speak about the Ice Age. What do you know about it? If necessary use some materials from the Internet

Exercise 14. Give the explanation to the following words using an English – English dictionary

to gather
to sail
a farmer
irrigation
customs
traditions

Exercise 15. Find a newspaper article about American Indians and prepare a presentation for the class. While preparing a presentation what you will have to know some information about a paragraph. Here some information about it.

Remember: A paragraph.

- is a section of writing about idea;
- contains at least one sentence but the first sentence of a paragraph.
begins on a new line;
- starts to the right of the other sentences.

Lesson 3

Exercise 1. Read and translate the text.

IMMIGRANTS OF THE USA

One can see many different faces : Oriental faces, black faces, and white faces if you walk along the streets in American city. These are the faces of the United states, a country of immigrants from all over the world. Immigrants are people who leave one country to live permanently in another country.

The first immigrants came to North America in the 1600s from Northern European countries such as England and Holland. These people generally had light skin and light hair. They came to live in North America because they wanted religious freedom. In the 1700s and early 1800s immigrants continued to move from Europe to the United States. At the same time there was one group of unwilling immigrants, black Africans. These people were tricked or forced to come to the United States, where they worked on the large farms in the south. The blacks had no freedom; they were slaves. In the 1800s many Chinese and Irish immigrants came to the United States. They came because of economic and political problems in their countries. The most immigrants to the United States, the Indochinese, Cubans, and Central Americans also came because of economic and political problems in their countries. Except for the blacks, most of these immigrants thought of the United States as a land of opportunity, of a chance for freedom and new lives.

In the United States, these immigrants looked for assistance from other immigrants who shared the same background, language, and religion. Therefore, there are neighbourhoods in each U.S. city made up almost entirely of one homogeneous ethnic group. There are all Italian, all Puerto Rican, or all Irish neighbourhoods in many East Coast cities and all Mexican neighbourhoods in the Southwest. There are racial neighbourhoods such as oriental Chinatown in San Francisco and black Harlem in New York. There are also racial neighbourhoods with strong religious feeling such as a Jewish part of Brooklyn in New York.

The diversity of neighbourhoods in the cities is a reflection of the different groups in American society. American society is a mixture of racial, language, cultural, religious, and economic groups. People sometimes call America a melting pot and compare its society to a soup or salad with many different ingredients.

Exercise 2. Questions and discussion.

1. What kind of people come to the U.S.?
2. Where were they from?
3. Why did they come?

NAME OF PEOPLE	NAME OF COUNTRY	WHY THEY CAME
_____	_____	_____
_____	_____	_____
_____	_____	_____

Exercise 3. Complete the gap looking quickly at the reading to find topics.

1. _____ examples of different types of neighbourhoods
2. _____ the different faces of immigrants in the United States
3. _____ diversity in American society

Exercise 4. Scan the reading for these words. Write the number of the line you find them. Then compare its meaning in the sentence to the meaning of the word(s) on the right. Are the words similar or different? Write *similar* or *different* on the line.

1. black	<u> 2 </u>	white	<u> different </u>
2. immigrants	_____	tourists	_____
3. such as	_____	for example	_____
4. generally	_____	usually	_____
5. unwilling	_____	willing	_____
6. slaves	_____	free people	_____
7. poor	_____	rich	_____
8. recent	_____	close to now	_____

Exercise 5. Find the synonyms for the following words:

Opportunity, assistance, shared, entirely, diversity, homogeneous

Exercise 6. Circle the letter of the choice that best completes each sentence.

1. The two people of the same race ____
a. language b. religion c. colour
2. The first immigrants in the United States were
a. black b. religious people c. Indochinese
3. The black Africans in North America were ____ immigrants.
a. happy b. unwilling c. recent
4. Harlem is an example of a ____ neighbourhood.
a. religion b. language c. racial

5. Immigrants moved ____ other immigrants from their countries.
 a. close to b. far away from c. without
6. The most immigrants to the United States, the Indochnese, Cubans, and Central Americans also came because of ____problems in.
 a. racial b. religious c. political
7. Except for the blacks, most of these immigrants thought of the United States as a land of oopportunity, of a chance for freedom and ____.
 a. freedom b. new lives c. vast territory
8. There ____ rich and poor people in the same neighbourhoods in the United states.
 a. are often b. are not usually c. are never
9. There were more ____ immigrants in the East.
 a. Mexican b. Irish c. Chinese
10. American society is ____
 a. mixed b. not completely mixed c. not mixed at all

Exercise 7. Translate the gven sentences into your mother tongue.

1. Assistance is help.
2. The East Coast and the Southwest are parts of the country.
3. A neighbourhood is a city division.
4. A society is a group of people.
5. English is a language.
6. A person with a lot of money is rich.

Exercise 8. Think and answer.

1. Do you know any immigrants or children of immigrants?
2. If yes, where do you live? Do they live near other people with the same background? The same language? The same religion?
3. Think of a neighbourhood in a city in the United States or in your country and answer these questions:
 Name or location of the neighbourhood: _____
 Is this neighbourhood mixed or homogeneous? _____
 Type of people who live there: _____
4. What is the neighbourhood loke where you live?

Exercise 9. Write an essay on the following topics:

1. History of Black Immigrants.
2. History of Mexican Immigrants.
3. History of Asian Immigrants.
4. History of Indochinese Immigrants.
5. History of European Immigrants.

Exercise 10. Find information about Chinatowns in America and prepare a presentation on the topic.

Exercise 11. Speak about American immigrants, and neighbourhoods. Use the vocabulary from the text.

Exercise 12. Find a newspaper article about American immigration and render it.

Exercise 13. Explain the following words and word combinations in the English dictionary:

A melting pot
Political problems
Neighbourhood
County (in the USA)
homogeneous

Unit V

MASS MEDIA

Lesson 1

Exercise 1. Read the words according to the pronunciation rules:

Tips: 1. The letter *E,e* is not read at the end of the words.

2. The letter *A,a* in the open syllable is read as [ei] and in the closed syllable as [æ].

Kate	pane	map	bad
date	mate	man	fat
pale	gate	hat	lamp
plane	name	plan	hand

Exercise 2. Read the conversational phrases and find their equivalents in your mother tongue.

Expressing thanks

Thank you,
Thank you for coming,
Thank you for telling me about it,
Thank you, you've been very helpful,
It was very kind of you to do it. Thank you,
Thank you for the trouble you have taken,
Thank you, anyway,
Thank you for a wonderful evening party.

Expressing replies

You're welcome,
You are always welcome,
Don't mention it,
Not at all,
No trouble at all,
It is my pleasure.

Exercise 3. Memorize the following dialogues:

- Thank you for a wonderful party.
- Not at all. You are always welcome.

* * *

- Thank you for helping me.
- You are welcome.

* * *

- I'm afraid I have not been of great help to you.
- Thank you anyway.

* * *

- It was very kind of you to fix my bag. Thank you.
- It is my pleasure.

Exercise 4. Express your thanks to the persons in the following situations:

1. A man has explained to you how to get to the market.
2. Your friend has picked up your pen which you have dropped it.
3. Your friend has invited you to an evening party.
4. You have enjoyed the evening party at your friends.
5. Your parents congratulate you on your birthday.
6. You receive a present from your friend on your birthday.

Exercise 5. Express your responses in the situations described in the above exercise (N 4).

Exercise 6. Act out dialogues in the following situations :

a librarian and a reader, a shop – assistant and a customer, a teacher and a pupil,
a passer- by and a newcomer, after the party at your friend's.

Exercise 7. Read the words and word-combinations below and find their translation in your mother tongue:

mass media – means of communication which includes newspapers, radio, TV,
the Internet and magazines

comprise - to consist of two or more things

society – an organized community

overestimate – to consider smth to be better than it really is

daily – every day

necessity - a thing, process, or action that is needed in a situation

provide – to publish

feature – an important part or aspect of smth

carry – to publish, to inform

advertising – to persuade people to buy a product or service by announcing it on the media

court paper – newspaper dealing with court affairs

plague – fire

proceedings – an event or series of related events

found – to start an organization company, political party

abroad – in foreign countries

World Wide Web (WWW)- the Internet

Ex 8 . Read the text “Mass Media” and say what it deals with.

MASS MEDIA

Mass media comprise press, radio, TV and the Internet. The role of mass media in the life of the present society is difficult to overestimate. They have become daily and essential necessity with people.

Mass media report about various aspects of life, form and affect public opinion. To understand the meaning of mass media for the people it is necessary to consider their every aspect separately.

The Press

National newspapers have an average total circulation of over 13 million on weekdays and about 14 million on Sundays, although the total readership is considerably greater. There are 10 national morning daily papers and 10 national Sundays – five “qualities”, two “mid – market” and three “populars”. There are about 1,350 regional and local newspapers, and over 7,000 periodical publications.

There is no state control or censorship of the newspaper and periodical press, which caters for a range of political views, interests and level of education. Where they express pronounced views and show obvious political leanings in their editorial comments, these may derive from proprietorial and other non – party influences.

A non – statutory Press Complaints Commission deals with complaints by members of the public about the content and conduct of newspapers and magazines, and advises editors and journalists. In 1995, the Government rejected proposals for statutory regulation of the press and for legislation to give protection to privacy. Instead, it endorsed self – regulation under the Commission and recommended tougher measures to make self – regulation more effective.

Working practices throughout the newspaper industry have become more efficient with the widespread used of advanced computer – based technology. Publishers have been able to reduce production costs by using computer systems for editing and production processes.

Newspapers are usually issued daily, weekly, or at other regular times. They provide news, views, features, and other information of public interest and often carry advertising.

Newspapers come out to provide their readers with fresh news. Today people have a chance to have full information about political, economic and cultural events in their own country and abroad.

Newspaper appeared in many European countries in the 17th century. The first English printed news book averaging twenty- two pages was the “Weekly News”. It appeared in London in 1624 . By the 1640s the news book had taken the form of a newspaper. The first periodical was the “London Gazelle”, a bi weekly court paper. It started as the “Oxford Gazelle” in 1665 when the King and the court moved to Oxford because of London plague.

The first English daily was “The Daily Courant” (1702-35). It was in 1771 that Parliament allowed journalists the right to report its proceedings. The “Times” was founded by John Walter in 1785 and “The Observer” was founded in 1791.

In Great Britain there are no official government newspapers. British newspapers are proud of their individual styles. They can be classified into quality and popular editions.

Quality newspapers are serious daily issues. They appeal to the upper and middle classes. Popular, tabloid newspapers are smaller in size and contain many photographs. Unlike quality newspapers popular newspapers are not so serious tend to be sensational.

Quality newspapers are “Financial Times”, “The Times”, “The Guardian”, “The Daily Telegraph”.

“Financial Times” contains a comprehensive coverage of industry, commerce and public affair. “The Times” is the most famous newspaper. It represents the views of the establishment and well known for its correspondence column. “The Guardian” gives wide coverage of news event and reports on social issues, the arts, education. “The Daily Telegraph” contains reports on national and international news, gives a full covering of sports and other topics.

Popular newspapers are: “The Daily Express”, “The Daily Mirror”, “The Daily Mail”, “The Daily Star”, “The Sun”. They have a national daily circulation and appeal mainly to the working and middle classes.

RADIO AND TV

I think it is impossible to imagine our life without radio and TV. Radio and TV are widely used in today’s world. It is the quickest means of spreading news and the information. Radio plays an important role in reflecting the life of society and building opinions. It performs the service of information well enough but on TV everything is much more real. Radio and TV keep us informed about current events, extend the education, provide the cultural recreation, allow us to follow the latest developments in science and politics and offer an endless number of programmes which are both instructive and entertaining. So they give us a lot of useful information and are exciting.

THE INTERNET

The Internet was created in 1983. Since that time it has grown beyond its largely academic origin into an increasingly commercial and popular medium. The Internet connects many computer net works. It is based on a common addressing system and communications protocol called TCP/IP (Transmission Control Protocol / Internet Protocol). By the mid – 1990s the Internet connected million of computers throughout the world. Many commercial computer network and data services also provided at least indirect connection to the Internet. The World Wide Web (www), which enables simple and institute navigation of Internet sites through a graphical interface, expanded during the 1990s to become the most important component of the Internet.

Exercise 9. Read the text again and find the answers to the following questions:

1. What do mass media comprise?
2. What do mass media inform people of ?
3. What facts have you learned about newspapers?
4. What is the role of TV and radio at present?
5. What does “WWW” mean?
6. How often do you read newspapers?
7. How often do you watch TV?
8. How often do you listen to radio?
9. How often do you use a computer?
10. For what purpose do you use a computer?

Vocabulary

Exercise 10. Read the following vocabulary and try to find their translation in your mother tongue using the descriptions:

mass media – newspapers television radio, etc. that communicate news and information to large numbers of people

majority- most of the people or things in a group

evade – to avoid accepting or dealing with smth that you should do

periodical – a magazine on a particular subject that is published regularly

daily – a newspaper published every day except Sunday

current events – news happening or existing now

commercial – relating to business

data – facts or information used for making decisions

review – an article in which someone gives their opinion of a book, play, article

entertainment – performances that people enjoy

weekly paper – a newspaper published once a week

Exercise 14. Form derivatives with the suffixes – *er*, –*or* and translate them into your mother tongue:

box	drive	pot	collect
play	cash	weave	dress–make
hairdress	broke	tail	office
interrogate	keep	report	write

Exercise 15. Match the words on the left with their definitions on the right:

- | | |
|---------------|---|
| 1. reporter | a. someone who writes books, stories, or articles as their job |
| 2. reader | b. someone who works on a boat or ship |
| 3. editor | c. someone whose job is to write articles or make broadcasts about events in the news |
| 4. sailor | d. someone who comes from another country |
| 5. farmer | e. someone who reads books, newspapers |
| 6. writer | f. someone whose job is to be in charge of a newspaper or magazine |
| 7. foreigner | g. someone who changes spoken or written words into another language, especially as their job |
| 8. translator | h. someone who owns a farm or manages it as their job |

Exercise 16. Choose the most suitable answer to the following:

- A reporter is person who:
 - plays the piano at the concert;
 - works for newspaper;
 - collects money for fares on the buses;
 - is sportsman taking part at tournaments.
- An editor is a person who:
 - is a someone whose job is to be in charge of a newspaper or magazine,
 - is someone who sets world recording in boxing,
 - is a person whose job is to take care of children,
 - is a reporter.
- A teller is a person who:
 - is someone whose job is to receive and pay out money in a bank,
 - is a person who tells fairy tales,
 - is someone who sells fruit at a shop,
 - is someone who reviews articles on a particular subject.

4. A solicitor is a person who:
 - a) is a lawyer who gives legal advice,
 - b) is someone whose job is proofreading of articles,
 - c) is someone whose job is to do a haircut,
 - d) is member of parliament .

Exercise 17. Complete the sentences using the prompts given in brackets below:

1. ... is someone whose job is to serve people in a bank.
2. ...is someone whose job is to give money people.
3. A new Canadian ... to Uzbekistan has been appointed recently
4. Interviews for newspapers are usually conducted by ...
5. ... is a person who serves in the Army.
6. ...is someone who makes dishes or other objects out of clay.
7. ... is someone whose job is to weave cloth.
8. ...is someone whose job is to drive a vehicle (teller, cashier, ambassador, reporters, soldier, potter, weaver, driver).

Exercise 18. Match a verb to a noun to make word partnerships.

- | | |
|-----------|------------------------|
| 1. answer | A a staff meeting |
| 2. book | B the sales figures |
| 3. attend | C a couple of letters |
| 4. check | D the printer |
| 5. order | E the phone |
| 6. post | F a visitor |
| 7. repair | G a hotel room |
| 8. greet | H some photocopy paper |

Exercise 19. Complete the chart with the name of the profession and the person (or people) in the profession using the suffixes – er, - or. The first has been done for you.

Profession /area of work	Person / people	Description of a job
1. Edit	Editor	Someone who publishes newspapers, books
2. Rob		
3. Office		
4. Travel		
5. Law		
6. Cash		
7. Review		
8. Tell		
9. Announce		
10. Read		

Exercise 20. Read the text “The Impact of Mass Media” and say what it deals with.

THE IMPACT OF MASS MEDIA

It stands to reason that the overwhelming majority of people in the world can hardly evade mass media daily impact. The earliest of the modern mass media are newspapers and other periodicals. Dailies focus mainly on current events, news situations and provide the latest commercial data. A lot of space is also given to analysis, reviews and entertainment. Weekly papers concentrate upon the reader’s own community. Periodicals are represented by magazines and journals. They feature articles, poems, stories and other types of writing. Newspapers are a powerful means of shaping the people’s opinion and even influencing the country’s policy. It was not until TV – sets had become cheap enough to be bought by the general run of the population that radio began to give way and recede into the background. The so – called “Golden Age” of radio was the first half of the 20th century when millions of people were enchanted by the new medium aimed at the sense of sound. In spite of the fact that some of the sorts of entertainment it used to provide, e.g. radio plays, have died out, radio still carries on as a popular source of entertainment with a lot of music catering to all tastes, news announcements, talk shows and etc.

The television is an indispensable feature of everyday life.

Among the most common types of programs are movies, documentary films, talk shows, news, educational programs, quizzes and heaps of others. Its technical ability to appeal both to the visual and auditory senses transmitting the signal in no time has made in the most popular of the mass media. The most popular arguments against telly are that it diminishes our power of imagination, serves as an instrument of brainwashing and damages children’s psychology with violence.

Speaking about the mass media we cannot avoid at least a brief mention of the Internet – this offspring of the hitech era. The uniqueness of the Internet lies in its integration of the advantages of all the other mass media.

It gives the user access to ever – increasing amounts of information presented in any conceivable form. It helps smart and undertaking people who are eager to keep pace with the times.

Exercise 21. Look through the text “The Impact of Mass Media ” and copy and learn the words pertained to the media.

Exercise 22. Look through the text in “The Impact of Mass Media” again and say what information you’ve learned from it on the importance of newspapers, periodicals, radio and TV.

Exercise 23. Translate the following sentences into your mother tongue:

1. Newspapers are a powerful means of shaping the people's opinion and even influencing the country's policy.
2. The most popular arguments against telly are that it diminishes our power of imagination, serves as an instrument of brainwashing and damages children's psychology with violence.

Exercise 20. Define whether the following statements are true or false according to the text "The impact of mass media" – Mark T for True, F – for False.

1. Many people in the world do not like mass media.
2. Daily newspapers focus mainly on research work.
3. Weekly papers concentrate upon the reader's own community.
4. Magazines and journals are periodicals.
5. Radio plays are popular among people.
6. The Internet is a branch of mass media.
7. The television is not popular with people.
8. The role of radio has receded lately.

Exercise 21. Look through the following proverb and comment on its meaning and use.

A friend in need is a friend indeed.

Writing

Exercise 22. Do you know how to write a letter to the people living in the English speaking countries?

Here is a letter from

Note how the writing style looks like on the envelope.

Mark Sipper
The University of Michigan
3004 North University Building
Ann Arbor, Michigan, 48109 – 1057

Ahad Sattarov
Foreign Languages Department
Tashkent State Law Institute
35 Sayilgoh street, Tashkent

The text of the letter is the following :

Dear Rustam,

1. Hello! I'm your new penfriend. My name's Oliver, and I'm fifteen years old. I live in Redwich. It's a small town about 80 km from London. It's famous for its shops and museums.

2. What's Kokand like? Is it big or small? Is it near the lake?

3. I love sports. My favourite sport is basketball. I play in the school team. Which sports do you like?

4. I also enjoy watching videos. I like westerns, thrillers and cartoons. What kind of films do you like?

5. I know you like cycling. So do I! What kind of bike have you got? I've got a mountain bike. I think it's great, but my mum doesn't like it – she thinks it's dangerous.

6. Have you got any brothers and sisters? Write and tell me about your family.

*31 Yarnton Road
SW 7 8FG
Gibsonia, USA*

Exercise 23. Fill in the following chart comparing the similar and differential features between the letter correspondence in Uzbekistan and the English speaking countries.

The objects of comparison	In Uzbekistan	In the English speaking countries
The writing style on the envelope The letter writing		

Exercise Write a letter to a pen – friend on the topic “Newspapers in my life”.

Exercise 25. Language competition: Who can write the most number of derivative nouns with the suffixes – or, - er. Use the following form:

1	Nouns with the suffixes – or	Translation	1	Nouns with the suffixes – er	Translation
1	Ambassador	elchi– ПОСОЛЬ	1	driver	haydovchi – ВОДИТЕЛЬ

Lesson 2

Mass Media

News articles; Some more Facts about the Press; Some more Facts about Radio; Sources of New Words; The Press in the UK; The Press in the USA; Text without a Title.

Exercises

Exercise 1. Read the words keeping to the rules of reading:

“E e”		“I i”		“Y y”	
me	pen	pipe	pit	life	it
Pete	hen	type	ill	I	kid
he	tell	ride	in	my	hint
we	met	time	did	wife	lid
re	men	by	mill	nine	pin
eve	set	bike	hymn	five	hit

Exercise 2. Train the following tongue twist:

Peter Piper picked a peck of pickled peppers
A peck of pickled peppers Peter Piper picked.
If Peter Piper picked a peck of pickled peppers
Peter Piper picked?

Exercise 3. Read the conversational phrases to express apologies and try to find their equivalents in your mother tongue:

I'm sorry –
I'm very sorry –
I beg your pardon –
Excuse me –

Note: *The phrases “Excuse me”, “Pardon me” are pronounced with the falling intonation, when pronounced with the rising intonation, they express a request to repeat the remark.*

Exercise 4. Practice the use of the phrases to express apologies:

Excuse me back,
Excuse me disturbing you,
Excuse me being late,

Excuse me interrupting you,
Sorry I have kept you waiting.

Exercise 5. Read the conversational phrases to express replies to apologies and try to find their equivalents:

That's all right	You needn't apologize
Not at all	It's my fault
Never mind	No trouble at all
Forget it	No harm done

Exercise 6. Memorize the dialogues:

- Excuse me troubling you.
- No trouble at all.

* * *

- Excuse me back.
- That's all right.

* * *

- Sorry I've kept you waiting.
- That's all right.

Exercise 7. Complete the missing parts of the dialogues:

- Sorry I've kept you waiting.
-

* * *

- Excuse me being late.
-

* * *

- Excuse me troubling you.
-

* * *

- Sorry to interrupt you.
-

Exercise 8. Act out dialogues in the following situations:

- If you think you've hurt someone?
- When interrupting a person?
- If you interfere in somebody's conversation ?

If you think you've been rude?
If you have kept someone waiting?

Vocabulary

Exercise 9. Form nouns with the suffixes – *tion*, – *sion*

Model:

- *tion*

act – action

translate – translation

elect – election

complete – completion

- *sion*

decide – decision

depress – depression

miss – mission

divide – division

1) express
compress
permit
invade

2) omit
revise
exclude
discuss

3) divert
pass
expand
success

4) convert
erase
extend
comprehend

5) possess
confuse
fuse
incur

add

except

communicate

describe

react

protect

constitute

composite

instruct

relate

celebrate

exhibit

congratulate

examine

invent

object

administrate

construct

introduce

transit

elect

attribute

pollute

interrupt

state

Exercise 10. Read the following words and word combinations and try to find their translation in your mother tongue with the help of their descriptions.

a paper boy – a boy who earns money by delivering newspaper to people's homes

to deliver newspapers – to take newspapers to a certain place

a customer – a person that buys goods or services

to save money – to keep money for future

THE PAPER BOY

John Cox is a paper boy. He delivers newspapers every day to different houses in his neighborhood. He has about 80 customers. About one – half of his customers only take the paper on weekdays, and about one – half take paper on weekdays and on Sundays. Two of John's customers take the paper only on Sundays.

John has to get up at 4:30 every morning to deliver his papers. It takes longer to deliver the papers on Sunday. The papers are twice as big as on weekdays.

John is saving his money to buy a new bicycle. He also is saving money for college. He has already saved \$ 500 .

Exercise 11. Listen to the text “The Paper Boy ” and answer the questions:

Questions:

1. What is John Cox?
2. What does he do?
3. Where does he work?
4. How many customers does he have?
5. Do all of his customers take the paper on the same day?
6. How many customers of John take the papers on Sunday?
7. Does he have to get up early?
8. Why does it take him longer to deliver the papers on Sunday than on weekdays?
9. Why is he saving money?
10. How much money has John saved?

Exercise 12. Work with Grammar: Past Simple and Continuous. Compare the use of tenses in the following pairs of sentences. Say which tense is used and why.

- a. When I arrived at the airport, my flight was announced.
When I arrived at the airport, my flight was being announced.
- b. During the flight, I read a book.
During the flight, I was reading a book.
- c. We had various refreshments on the plane.
We were having lunch when we hit an air pocket.
- d. When we landed, I was met by a colleague.
When we landed, it was snowing.

Exercise 13. Read the following words and word combinations and try to find their translation in your mother tongue:

regional – relating to particular area of a country

local- in or related to the area you live in

title- the name of a book, poem, film, play, or other work of art

periodical- a magazine on a particular subject that is published regularly

section – part of group, a part of a newspaper

editorial facilities – conditions for editing books, newspapers

printing facilities – conditions for printing, publishing

quality – how smth is good or bad

mid- market – commercial

popular- the thing (place, activity) that many people like

concern – a responsibility, a business, feeling you care for

tabloids – a newspaper with small pages mostly containing stories about famous people and not much serious news

concentrate on – to give all your attention to the thing you are doing

violence- an action against order, rule, law
nevertheless - but
vote – to express an opinion by choosing between two or more issues, people,
etc.
ownership – legal possession of smth

Exercise 14. Read the text “The Press in the UK” and say what it deals with.

THE PRESS IN THE UK

There are about 1350 regional and local newspaper titles and about 7000 periodical publications. The national press consists of 10 morning daily papers and 9 Sunday papers. Sunday newspapers are larger than daily newspapers, often having 2 or 3 sections.

At one time London’s Fleet Street was the centre of the newspaper industry, but now all the national papers have moved their editorial and printing facilities to other parts of London or away from the capital altogether. Editions of several papers, for example *the Financial Times* and *The Guardian*, are also printed in other countries.

National newspapers are often described as “quality”, “mid - market” or “popular” papers on the basis of differences in style and content.

There are the “quality” newspapers: *The Times*, *The Independent*, *The Guardian*, *the Financial Times* and *the Daily telegraph*, which give the factual reports of major national and international events, these concern themselves with the world of politics and business and with the arts and sport.

There are the “populars” and “tabloids”, so-called because of their smaller size: *the Mirror*, *the Daily Star*, *The Sun*. The tabloids concentrate on more emotive reporting of stories often featuring sex, violence, the Royal Family, film and pop stars, and sports. The popular press aims to entertain its readers rather than inform them.

“Mid - Market” publications (*The Daily Mail*, *the Daily Express*) cover the intermediate market.

The tabloid press is much more popular than the quality press.

Newspapers are almost always financially independent of any political party. Nevertheless, during General Election campaigns many newspapers recommend their readers to vote for a particular political party.

Ownership of the national, London and many regional daily newspapers lies in the hands of a number of large corporations, most of which are involved in the whole field of publishing and communications.

Exercise 15. Read the text “The Press in the UK” again find the replies to the questions below:

1. How many morning daily papers and Sunday papers does the British press consist of?

2. What events, news do quality newspapers publish?
3. Why are some newspapers called as “popular” and “tabloids”?
4. What events, news do quality newspapers publish?
5. Are newspapers dependent on political parties?

Exercise 16. Look through the text “The Press in the UK” again and fill in the chart below:

Types of newspapers	Quality papers	Populars and tabloids	Mid – market papers
	The Times ...	The Mirror ...	The Daily Mail ...
What events, news they describe			

Exercise 17. Answer the questions:

1. What newspapers are published in Uzbekistan?
2. What newspapers are called populars?
3. What newspapers are called quality papers?
4. What papers are called “mid - market”?
5. how often do you read newspapers?
6. How much time do you spend on newspapers a day?
7. For what purpose do you read newspapers?
8. How often your parents read newspapers?
9. What is your favourite newspaper?
10. Where do you use the information you get from the newspapers?

Exercise 18. Read the text “The Press in the USA” and say what it deals with.

THE PRESS IN THE USA

There are more than 1500 daily newspapers in the US. In larger cities, there is often more than one newspaper and the different ones express different political opinions. Some newspapers are sold in nearly all parts of the US, e.g. *The USA Today*, *The Wall Street Journal*, and the national edition of *the New York Times*. Two other newspapers, *the Los Angeles Times* and *the Washington Post* are known and respected everywhere but cannot be bought everywhere. There are also weekly newspapers in all parts of the US which cover local news, such as what is happening in the local neighborhood. Fewer people read these than read the daily newspapers.

Daily newspapers are published on every day of the week except Sunday. Sunday newspapers are very big, often having several separate parts. Each section deals with a different subject, e.g. national and international news, sport, travel,

etc. One section, the Classifieds has ads for jobs and things for sale. Another section has cartoons and comic strips and is called the Funnies. In the 1960s a group of newspapers began to appear that were later called the alternative press. They expressed extreme political opinions, especially LEFT – WING opinions. Many of the newspapers which were part of this movement, such as *the Village Voice in New York* or *the Reader in Chicago*, are less extreme today and more widely read.

National newspapers have an average total circulation of over 13 million on weekdays and about 14 million on Sundays, although the total readership is considerably greater. There are 10 national morning daily papers and 10 national Sundays – five “qualities”, two “mid – market” and three “populars”. There are about 1,350 regional and local newspapers, and over 7,000 periodical publications.

There is no state control or censorship of the newspaper and periodical press, which caters for a range of political views, interests and level of education. Where they express pronounced views and show obvious political leanings in their editorial comments, these may derive from proprietorial and other non – party influences.

A non – statutory Press Complaints Commission deals with complaints by members of the public about the content and conduct of newspapers and magazines, and advises editors and journalists. In 1995, the Government rejected proposals for statutory regulation of the press and for legislation to give protection to privacy. Instead, it endorsed self – regulation under the Commission and recommended tougher measures to make self – regulation more effective.

Working practices throughout the newspaper industry have become more efficient with the widespread use of advanced computer – based technology. Publishers have been able to reduce production costs by using computer systems for editing and production processes.

Exercise 19. Look through the text “The Press in the USA” again and define the types of papers and their characteristics.

Exercise 20. Look through the text “The Press in the USA” once more and define the similarities between British and American newspapers.

Exercise 21. Read the text “The Press in the USA” once more and answer the questions:

1. How many national newspapers are there in the USA?
2. Are all the newspapers sold everywhere?
3. What newspapers can not be sold everywhere?
4. Are daily newspapers published on Sundays?
5. What is the peculiarity of Sunday papers?
6. What does the section “Classifieds” inform readers of?
7. What is the circulation of national newspapers?
8. Are newspapers controlled by the government?

9. What organization deals with the complaint of the public?

10. What helps publishers to reduce productive costs?

Exercise 22. Learn the vocabulary below trying to find their translation in your mother tongue:

Newspaper – paper “ *n* газета: The Times is a daily paper (a daily).

***Moscow News* is a weekly paper (a weekly). a national paper - a country-wide paper a local paper**

magazine *n* – журнал, журнал

a weekly magazine; a monthly magazine

periodical *n*: *Russian Literature* is a periodical.

copy – nusxa, копия

issue сош today's issue; yesterday's issue

issue – come out *v* paper is issued (comes out) three times

subscribe to – obuna bo'lmoq, подписаться

article: a leading article - an editorial

report (on) – inform of

the events (developments) at home; the latest events (developments); current events (developments); to give full attention to some event; to follow the events (developments); some interesting items on international events

news: home news; foreign news, international news, world news; local news; latest news;

newsman – reporter; A large group of newsmen representing foreign TV and radio companies came to Tashkent.

affairs *n* – ishlar, voqealar- дела, события: home affairs, national affairs, domestic affairs, internal affairs foreign affairs, international affairs, world affairs, external affairs

coverage – yoritish, освещение: to give a full (wide) coverage of (to) an event; The 10th Party Conference was given nationwide TV and press coverage.

cover *v* : The sports news is fully covered in this paper.

interview: to have an interview with somebody

interviewee – a person who gives an interview

interviewer – reporter

interview (smb) *v* – to take an interview. Our correspondent has interviewed a well-known writer.

message *n* – information; a message to the President

appeal *n* – addressing

decree *n*: 1. order 2. resolution; to issue a decree

advertisement *n*: 1. note; 2. information inviting people to buy smth or accept some service

Note:

1. We use the definite article before the names of English and American newspapers and magazines : The Times, The USA, the Weekly Telegraph...
2. "News" is used in singular, it has not a plural form , What is the news? Today's news has shocked me
3. "Information" is used only in singular
4. "Media" is used in plural. It has not singular form .

Exercise Give definitions:**1) What do we call:**

- a paper that comes out daily?
- a magazine that is issued once a month?
- a paper that circulates in one town and its district?
- a paper that circulates all over the country?
- a printed notice about things to be sold or things that are needed?
- a magazine that is published at regular intervals?

2)What do we call:

- a) a man who is responsible for publishing a newspaper or a magazine?
- b) a man who writes articles, reviews, etc. to papers and magazines?
- c) a man who makes reports for the newspaper?
- d) a man who comments on some events?

Exercise 24.Review some fresh newspapers using the following expressions:

- 1.... (*The paper*) in its issue of... (*Date*) published an editorial on (*I*) ... (*Problem*).
2. ... (*The paper*) in its issue of ... (*Date*) carries a government statement on (*I*) ... (*Subject*).

Exercise 25.Imagine that you speak with a foreigner on the mass media in Uzbekistan. Here are some questions he may ask you. Try to find suitable answers. Use the following conversational formulas:

as far as I know; as far as I remember; according to the data I have; that's right; just so

1. Do the people in your country do much reading?
2. How many papers come out in your country?
3. What papers have the largest circulation?
4. Are the papers printed only in Uzbek?
5. Are many translations of foreign authors published in Uzbekistan?
6. What papers and magazines are most popular with the young people?

Exercise 26. Read the text “Khalk sozi” and answer the question: “What material can we find on different pages of the leading nationwide paper *Khalk sozi*?”

Khalk sozi is the leading national daily of our country. It gives full attention to home and world developments. The first article in the paper is the leader (leading article) which is of great importance, since it expresses the official view on significant political and social questions. It is never signed by the author. The leader is always a statement of opinion, often a critical review of a problem and usually calls for some particular action. The leader may be on any subject that is topical, or, of special interest. Leaders comment on foreign as well as home events. They are planned and written under the direct control of the Editor. The Editor may write them himself, but usually he delegates the task to an expert in the field of politics or economy. It is absolutely essential that the leader is up-to-date, so that although the general lines of the article may be worked out before, the actual writing is left to the last minute to allow the writer to deal with the very latest developments.

On the first page you will also find the major home news and some items of foreign news. The second and the third pages are taken by home affairs. On the fourth and fifth pages there are reports from various countries on world news.

On the last pages you will find the articles which are sometimes called features. The term «features» covers a wide range of subjects. It generally covers reviews of books, criticism on the theatre, on music, art, films and television, articles on science, travel, chess problems, sport events, etc.

Exercise 27. Say what information media you prefer and why. Work in three groups:

One group speaks in favour of TV. Another one — in favour of the radio, and the third one is in favour of newspapers. Consider the following points when presenting your case:

- a) why your medium is important;
- b) what sort of service it gives the people;
- c) how that service is different from that of the other news media.

Exercise 28. Paraphrase the statements using the following words instead of italicized ones:

an editorial, to come out, to carry, home news, dailies, foreign news

1. Newspapers in capitalist countries publish a lot of advertisements.
2. In addition to national daily papers there are local papers published in every town.
3. Local papers publish local, national and world news.
4. As a rule, each paper begins with a leading article.
5. The majority of magazines are issued monthly.

Exercise 29. Talk on the press.

1. What events - Khalq sozi – to inform the readers of?

2. What developments – Turkiston

-to give wide coverage to?

1. What problems - Ma'rifat to give full

1. ... all the world and home developments of importance

2. ... economic developments at home and abroad

3. ... the problems and developments in cultural life attention to?

Newspapers

1. Darakchi

2. Hordiq

3. Uchitel Uzbekistana

4. Futbol

5. Bekajon

6. Sogdiyona

7. Posbon

Magazines

1. Fan va turmush

2. Uzbekistan

3. Saodat

4. Yosh kuch

5. Sharq yulduzi

6. Khalq ta'limi

7. Sinf dosh

8. Sanam

Exercise 30. Look through a fresh issue of “ Khalq sozi ” and define what articles are published on its different pages.

Exercise. 31. Read the text and give it a title:

The aim of mass information media is not only to inform the people of everything that is going on both in their own country and abroad, but to help them understand and correctly interpret the events. Information thus has a very great educational role to play. Hence, the great responsibility resting on the mass media. Broadly speaking they are means of creating moral and political climate.

But what climate? It is clear that information media can serve the good of man, humanistic ideals. This is the credo of Soviet journalism. Soviet correspondents' interpretation of news is objective and true to life.

But information media can spread all over the world the lies and discord (разногласие) between countries and peoples.

Soviet correspondents are providing the public with information that helps them correctly understand the role of the individual in society, cultivate respect for labour and the working man as well as high moral standards and promote mutual understanding and mutual respect among peoples and countries.

The capitalist information media are not and cannot be objective. The facts they inform the readers of are interpreted in the interests of Big Business, big monopolies, especially when they write or speak about the countries of socialism and the SU in particular.

Speaking about capitalist mass media we can't but mention the growing concentration of them in the hands of a few monopolies.

Exercise 32. Say what information media you prefer and why. Work in three groups: One group speaks in favour of TV. Another one — in favour of the radio, and the third one - for newspapers. Consider the following points when presenting your case:

- a) why your medium is important; b) what sort of service it gives the people;
- c) how that service is different from that of the other news media.

Exercise 33. Usually newspapers contain various sections depending on the character of the events, news they publish. Those sections are of economical, policy, economy, culture, crime, science, sport, weather classifieds, advertisement, etc.

Look through the following newspaper articles say to what sections they belong:

News Article 1 **Uzbek – Russian Talks**

President of Uzbekistan who was in Moscow on an official friendly visit had talks with his Russian counterpart.

Both presidents stressed the fact the relations of friendship and all – round cooperation between Uzbekistan and Russia were broadening.

News Article 2

Vigilantes oust innocent families

Screaming anti – pedophile demonstrators protested on the streets of Portsmouth last week, despite pleas from police and local officials to stay at home.

A crowd 300 protesters collected outside the homes of suspected pedophiles yelling: “Hang him! Hang him!”.

News Article 3
Fat cats of Irish “tiger economy”

In Ireland scientists conducted a survey which revealed that the average Irish man and woman is almost a stone heavier than a decade ago, in the 80 s the favourite size was 32B; now the most popular sizes are 34C and 36C.

News Article 4
Men are Jailed

Two men who became so drunk and unruly on a flight to Jamaica that the pilot diverted to the Us were sent to prison last week.

P. Connors, 36, was jailed for 12 months for endangering an Airtours flight to Montego Bay, while F. Coyle, 40, was imprisoned for three months for affray.

News Article 5
Flowers by Post

10 spray carnations – £ 10.35 inc
 20 fragrant Freesias – £ 12.60 inc
 10 Yellow Roses - £ 12.60 inc
 Mixed Bouquets from £ 14.40 – 22. 50 inc
 colour brochure
 Bellefleur Nursery
 PO Box 259. Guernsey
 Tel: 1481 252528

News Article 6
Lawn tennis

US open champion S. Williams rallied to defeat second – ranked compatriot L. Davenport 4-6, 6-4, 7-6 for the fifth straight time and extend the Williams family title streak to four consecutive events at the WTA Los Angeles Open on Sunday.

Exercise 33. Look through the above news articles and fill in the chart to show their features.

News Articles	N1	N2	N3	N4	N5	N6
Sections						
Number of the pages						

Exercise 35. Read the text “Peculiarities of English ” and define its main idea.

Peculiarities of English

Of the more than 365 million people in the world whose native language is English, only about 275 million live in the United States and Great Britain. The other

90 million live in Australia, Canada, New Zealand, South Africa, some Pacific islands, and other places where British people settled. Most of the time, one English speaker can understand another. But in every English-speaking country, people added new words to their vocabularies to name animals, plants, and other things that were new to the first British people who went there. British settlers in Australia took the word «kangaroo,» for an animal they had never seen before, from the language of the people who were native to Australia. And the British who moved to South Africa took «trek,» meaning a long journey by ox wagon, from the language of the Dutch people who settled in the same place.

English speakers of almost every country know what a kangaroo is and use the word «trek» to mean «a difficult journey.» But some other «English» words are used only by the people who borrowed or invented them. A South African who talks about «kopjes» and «kloofs» is speaking «English, but only another South African or a Dutch person would know he is speaking of hills and valleys. And if an Australian said, «There were some ropable people at the corroboree,» only another Australian would understand that he was talking about angry people at a party.

Exercise 36. Read the text “Peculiarities of English ” and note the differences of English in different countries.

Exercise 37. Look through the text again and find the answer the questions:

1. How many people in the world speak English as a native language?
2. What is the population of the USA?
3. What are the English speaking countries?
4. What does the word “Kangaroo” mean?
5. What Dutch word is used in the text for “a difficult journey”?
6. What do African words “Kopjes” and “Kloofs” mean?

Exercise 38. Fill in the chart to illustrate the Uzbek language which has borrowed words from other languages.

Russian	Arabic	English	Persian	Other
Lampochka	Kitob	Futbol	Parvoz	

Exercise 39. Read the text “Some more Facts about the Press” and note the facts you come across.

Some more Facts about the Press

In the 17th century newspapers, magazines, almanacs were published in America. The oldest printing press in America was set up as early as 1639 at Cambridge, and

its activity was never interrupted. The first newspaper in the United States came out in Boston in 1660. But it was suppressed by the colonial governor after one issue. The weekly “Boston News - letter” began publication in 1704. Independent newspaper publishing started with the “New – England Courant” in 1721. In 1776 on the eve of the Revolution Boston had five newspapers, and Philadelphia – three. Freedom of the press was achieved in the United States in 1791 by the First Amendment to the US Constitution.

In the USA daily newspapers are of two kinds: quality and popular. “The Wall Street Journal” is a quality newspaper. It covers national and international news. “The Washington Post ” contains full coverage of Congress.

Today Uzbekistan can be proud of the variety of newspapers circulating throughout the country. On the news stalls one can find newspapers of all kinds: national and local, official and private quality and popular, newspapers issued for children, teenagers, people of different trends, for fans: sport – fans, car- fans, etc. Today there are a lot of local and professional newspapers in Uzbekistan.

Now it is almost impossible to classify all the Uzbek newspapers into two big groups: quality and popular. It is possible to name the newspapers and the bodies responsible for the issue of this or that newspaper to illustrate the variety of the modern Uzbek press.

Exercise 40. Look through the text “Some more Facts about the Press” and answer the questions:

1. When was the oldest printing press set up in the USA?
2. When did the first newspaper in the USA come out?
3. What are the two kinds of daily newspapers in the USA?
4. Are there various newspapers published in Uzbekistan?
5. Are there specialized newspapers in our country?

Exercise 41. Read the text “Some more Facts about Radio” and note the facts you come across.

SOME MORE FACTS ABOUT RADIO

1. Radio first became a possibility when the English physicist Michael Faraday demonstrated his invention This invention was developed by James Clerk Maxwell, a professor of experimental physics at Cambridge. Maxwell predicted that the electromagnetic energy could move outward in waves travelling at the speed of light. In 1888 Heinrich Heriz demonstrated that Maxwell’s prediction was true for transmissions over short distances. In 1901 Italian physicist Guglielmo Marconi received wireless telegraphic messages sent from Cornwall to Newfoundland. It was the birth of a communications revolution. Rather, it was another welcome convenience. Radio underwent rapid improvement in the period before World War.

II. Radio has not lost its importance with the appearances of TV and the Internet. Today there are a lot of radio stations of many different types and so much variety. Talk shows and music programmes with disc jockeys are very popular.

In the USA the National Public Radio network (NPR) is known for its quality news and discussion programmes. Another public radio network, American Public Radio (APR), with its commentary and entertainment programmes is very popular too. In the USA PBS (Public Broadcasting Service) with its 280 stations is the largest network. The cable networks such as CNN carries news and news stories, SPN covers all sports events, and MTV is famous for its music video.

The British Broadcasting Corporation (BBC) was established in 1936 by the government. It provides five radio stations. The BBC also runs thirty seven local radio stations, providing material of local importance. There are seventy independent local radio stations in Britain. They provide news, information, music, coverage of local events, sports commentaries and the like. External service of the BBC is a very important part of the BBC's work. The BBC World Service broadcasts in thirty five vernacular languages. The British have four main channels to choose, from BBC –1 and BBC –2, ITV (Independent Television) and Channel Four. It is a well established fact that the high quality of British television is upheld by the BBC.

Exercise 42. Look through the text “Some more Facts about Radio” again and answer the questions:

1. What is the history of radio?
2. When was TV invented?
3. What British and American radio and TV networks do you know?
4. What facts have you learnt about the Internet?
5. When did newspapers appear in England?

Exercise 43. Read the text “ Sources of New Words in English ” and define its main idea.

SOURCES OF NEW WORDS IN ENGLISH

There are over one million words in the English language today. Yet the average educated speaker recognizes only about 10,000 words- about the same number contained in Anglo-Saxon, the language English came from. Most of the 900,000 words added since the Norman Conquest were used to express new concepts, but still others were part of specialized vocabularies – used only by people in technical or scientific fields.

These new words came from many sources. People expanded the original Anglo-Saxon vocabulary by combining root words with suffixes and prefixes, some English words were borrowed from other languages, and others were coined from already existing words. Yet, despite the wealth of words in modern English, only

about 20,000 of them are in full use. Of these 20, 000, three- fifths are of Greek, Latin, or French origin, and only one – fifth came from Anglo-Saxon. Nevertheless, Anglo-Saxon words, not foreign ones, predominate. They make up 94% of the Bible, 90% of Shakespeare, and 88% of Tennyson. The number of Anglo-Saxon words dips as low as 60% only in modern technical writing.

So, everyday usage has not really changed much since Anglo-Saxon times. Yet the fact remains that the English vocabulary is ten times larger than the Anglo-Saxon vocabulary. Why? Because human activities and concerts have multiplied, requiring an increase in the number of words used to describe them. In fact, only something that terminated human progress, like a full – scale nuclear war, could stop the growth of the English language.

Exercise 44. Read the text “ Sources of New Words in English ” again and note the sources of the English words.

Exercise 45. Look through the text “ Sources of New Words in English ” again and answer the questions:

1. How many words are there in English?
2. How many words can an educated native speaker know?
3. How many words have appeared since the Norman Conquest?
4. How many words were there in English?
5. What are the main sources of enriching English?
6. How many words do you use in your speech?

Exercise 46. Fill the chart to show the number of words used in different speech activities.

Languages	Speech activities			
Native	Listening comprehension	Speaking	Reading	Writing
Russian (second)				
English (as a FL)				

Exercise 47. Write as many examples as possible for the ways of forming words in English.

Suffix	Prefix	Borrowings from other languages	Coining	Conversion
Work Worker	Use Misuse	Coffee	Ecolab	Report (v) Report (n)

Exercise 48. Language competition. Who can write the most number of derivatives with the suffixes – *tion*, – *sion*. Use the following form:

N	Nouns with the suffixes – <i>tion</i>	Translation	N	Nouns with the suffixes – <i>er</i>	Translation
1	Translation	Tarjima- перевод	1	Discussion	Muhokama- дискуссия

Exercise 49. Look through the following Notes and pay attention how to write it.

Note 1

The lecture on “The British Parliament” takes place on Monday at 10 am, Room 402, Main Building.
Dean’s office

Note 2

I have lost my umbrella. Features: black, made in Japan.
Please return it to Room 25, for a small consideration.
Rustam.

Note 3

We are pleased to invite anybody who are interested in to attend the talk on the topic: “How to learn vocabulary”, which takes place on October 5, at 4 pm Room 101, North Building

English Speaking Club

Exercise 50. Write notes in the following situations:

a) you have lost wallet, b) you have lost your pet (cat, dog...), c) you are planning to have a class meeting.

Lesson 3

Exercises

Exercise 1. Listen to the words and their explanation by the teacher and try to catch their meanings

TV game show – an entertainment programme on TV
received – got
contained – had
contestant – one who takes part in a competition
offered – suggested
prize – award

Exercise 2. Listen to the text “TV Game Show” and define its main idea:

TELEVISION GAME SHOW

Linda Chapman received an important letter in the mail one day last May. The letter contained good news. Dollars for Scholars, a television game show, invited Linda to appear on the show as a contestant.

An outstanding university student, Linda was offered the chance to win as much as \$ 10,000 to help her with her education. The television game show also offered to pay for her airline tickets, hotel room, and meals. Linda accepted the invitation.

During the show, Linda answered all the questions correctly and won \$1,000.

Next week, she will return to try win \$ 5,000. If she wins \$5,000, she will then have a chance to win the big prize of \$ 10, 000.

Exercise 3. Listen to the text “TV Game Show” and try to answer the questions:

1. What was Linda Chapman?
2. What did she receive one day?
3. What was the title of the Game Show ?
4. What was she offered?
5. Did Linda agree to take part on the show?
6. How much money did she win?
7. Do you have Game shows on TV of Uzbekistan?
8. Have you ever played on a Game show?
9. Do you know anybody who has won the prize on a Game show?
10. How often do you watch “Intellectual Ring”, “Field of Wonders”, “Zakovat”?

Exercise 4. Read the words keeping to the rules:

The letter “Oo”

no	hole	close	not	shop	Bob
note	Rome	sold	pot	lot	got
home	stone	vote	hot	rod	Tom
go	open	tone	dog	God	strong

Exercise 5. Read the tongue twists:

Tom and Bob got a strong dog.

Exercise 6. Read the conversational phrases expressing how to arrest one’s attention and find their equivalents in your mother tongue:

Excuse me	Replies
Pardon me ...	Yes? – (with the rising tone).
I say!.....	Yes? What is it?
Look here! ...	Yes? What can I do for you?

Exercise 7. Memorize the dialogues:

- A.: Excuse me, sir.
B.: Yes?
A.: Where is the library?
B.: This way, please.
A.: Thank you.
B.: Never mind.

* * *

- A.: Excuse me ... Could you tell me the time?**
B.: It is half past ten.
A.: Thank you.
B.: You are welcome.

* * *

- A.: I say!**
B.: Yes? What is it?
A.: Is this the way to the Department Store?
B.: No, it is in the opposite direction.
A.: Thank you.
B.: Not at all.

Exercise 8. Fill in the missing parts of the dialogues:

2. A.: ...
3. B.: Yes? What can I do for you?
4. A.:....
5. B.: It is over there, to the right.
6. A.: ...
7. B.: You are welcome

* * *

A.: - Excuse me, sir .

B.: -...

A.: - Could you tell me how to get to the airport?

B.: - ...

A.: - Thank you.

B.: - ...

Exercise 9. Form words with the suffixes – man, - able.

Model: - man

Sales+ man = salesman

Post + man = postman

- able

read + able = readable

reason + able = reasonable

camera	police	suit	remark
shop	sports	pay	drink
watch	chair	honour	fashion
Congress	press	account	choose
English	bails	eat	teach
news	fore	change	understand
railway	yes	define	believe
sandwich	alder	move	hear

Exercise 10. Answer the questions using the derivatives given in the above Exercise 9.

What do we call a person who:

- a) takes pictures?
- b) serves at a shop?
- c) looks after certain objects?
- d) is a member of Congress?
- e) whose job is connected with the railways?
- f) who works at the police office?
- g) who chairs a meeting?
- h) who reports news to newspapers?
- i) whose job is to extinguish fire?
- j) who advertises goods, services to sell?

Exercise 11. Insert prepositions or adverbial particles wherever necessary:

1... the evening the boy began to feel restless. 2. Ann's father has a wonderful library ... his own. 3. ... first they decided to stay ... a hotel but then they changed their minds and stayed ... our place. 4. As Robinson Crusoe was quite alone ... the island, he had to make everything ... himself. 5. Today the satellite will appear ... the sky again and we shall be able to watch it. 6. They went ... a walk ... a nice sunny morning. 7. The students were looking ... the blackboard and were listening ... the teacher's explanations. 8. We all like plays ... W.Shakespeare. 9. A group ... actors left Tashkent ... London to take part ... the conference. 10. We are waiting ... Mary. She will probably stay ... bed ... two more weeks. 11. How old is your son? – He is 19. He is a first-year student ... the Medical Institute. 13. We decided to ring her ... and tell her ... the meeting. 14. A group ... foreign engineers arrived ... Tashkent late ... night. 15. Though they arrived ... Tashkent late ... night they were met ... their relatives and friends. 16. You must not knock ... the door so loudly. 17. When we entered ... the dean's office we saw the dean sitting ... his table and looking ... some papers.

Exercise 13. Learn the vocabulary below trying to find their translation in your mother tongue:

deal (with) (dealt) v : The article deals with the latest events in Africa.

touch (upon) v: The article touches upon the current events abroad.

devote (to)v: The article is devoted to the developments in South-East Asia.
The article devotes much attention to the international situation.

title n: What is the title of today's editorial?

headline, heading n: The article under the headline «Chemistry for Agriculture» states (reports) that ...

headline v: The article is headlined «Chemistry for Agriculture».

key-note n.- the main idea: The key-note of the article is the struggle for peace

question, problem, issue n: a disputable question; a vital question; an urgent question; a burning question; a key question

situation: the international situation; the present-day international situation; to improve the international situation

disarmament: general and complete disarmament: to achieve general and complete disarmament

peace n: lasting peace; universal peace; to consolidate world peace to advance a peace initiative

peaceful *a* peaceful labour; peaceful use of nuclear energy

peace-loving *a* peace-loving nation (country)

war: a nuclear war; a civil war; a patriotic war; World war.
 security n: to guarantee international security, to promote international security
 movement n: the national liberation movement; the anti-war movement
 cooperation n: The article goes on to speak about the economic cooperation with the developing countries
 cause n: the cause of peace; the cause of war
 contribution (to): to make a contribution (to smth), to contribute (to smth)
 duty [ˈdju:ti] n
 purpose - aim, objective, goal n: The purpose of the article is to give the reader some idea of the cultural programme for tourists. The aim of the article is to provide the reader with some information on the latest developments in the Middle East. The main objective of the programme is the struggle for peace and international cooperation. The main goal of the policy of our country is security and just peace for all the nations.
 science n: the achievements of science; scientific →
 engineering n.
 fight – struggle: fight (for); fight (against) v
 improve v. – to get better

Exercise 14. Read the following international words and compare them with the Uzbek or Russian equivalents:

policy	political
industry	industrial
technology	technological
nation	national
theory	theoretical
history	historical
culture	cultural

Exercise 15. In each group of words (a, b, c) find the noun and translate it into Uzbek or Russian:

Example: a) different; b) difficult; c) difficulty. Answer: difficulty - qiyinchilik – трудность

- | | | |
|---------------|-----------------|---------------|
| a) friendless | b) friendship | c) friendly |
| a) further | b) consider | c) fighter |
| a) majority | b) contributory | c) possibly |
| a) density | b) densely | c) dense |
| a) conclusive | b) conclude | c) conclusion |
| a) armament | b) disarm | c) armless |
| a) aimed | b) aimlessness | c) aimlessly |

- | | | |
|--------------|-----------------|--------------|
| a) necessary | b) necessarily | c) necessity |
| a) electoral | b) electiveness | c) electable |

Exercise 16 . Insert prepositions or adverbial particles:

1. There are many trees ... the streets... our town. 2. I have a lot ... work to do ... present, as I am preparing... my examinations. 3. There is a good tradition in our country to congratulate all women ... the International Women’s Day and to give them presents on that day. 4. It is custom ... our country to say “A Happy New Year” ...each other when the clock chimes 12... the 31st of December. 5. If anybody says “A Happy New Year!” ... you, you must answer “The same ... you” 6. “How are you getting ...?” Jenny asked her fellow – students when they came back ... the Lyceum after the vacation. 7. “What are you laughing ...?” “We are laughing ... the joke.” 8. Many people ... different nationalities will be present at the New Year party ... our Lyceum. 9. A crowd ... people was standing ... the platform waiting ... the train to come. 10. “What were you talking ... when we came in?” “We were talking ... the programme ... our future ball ... the Lyceum.” 11. When the pioneer leader entered the hall the pupils were already decorating it ... slogans and flowers. They were preparing ... the 1st ... May. 12. She likes to sing ... the music, doesn’t she? 13. A well – known actor will take part ... the performance. 14. Hurry ...! We’ll be late ... the concert. 15. We shall not wait ... Jane ... a long time. If she does not come... time we shall go ... an excursion ... her . 16. ... my birthday I received many telegrams... my friends. 17. Whom is Nick married...? – I don’t know. 20. Here is a photo of my school teacher. She is sitting ... her pupils.

Exercise 17. Agree or disagree with the following statements. Use the conversational phrases given below:

You are right. That’s right. I am afraid you are mistaken. I think you are not (quite) right.

1. Sporting news is found only in sporting newspapers.
2. There is always a lot of international news in *The New Times*.
3. Local papers publish only local news.
4. Advertisements are generally published on the back page.
5. *Izvestia* is the organ of the Trade Unions.
6. In addition to the national dailies there are local newspapers printed in every town.
7. Marifat is edited by the Union of teachers.

Exercise 18. Give information on some local news:

1. The article published in ... {*Newspaper*} is devoted to
2. The article published in ... (*Newspaper*) touches upon

3. The editorial published in ... (*Newspaper*) deals with
4. The purpose of the article published in ... (*Newspaper*) is to give the reader some idea of
5. The aim of the article published in ... (*Newspaper*) is to provide the reader with some information on
6. All peace-loving people fight for
7. All progressive mankind stands for
8. All peace-loving nations are vitally concerned about
9. Uzbekistan has greatly contributed to ...

Exercise 19. Read a news article and try to retell it making use of the following scheme:

1. The title of the article is The article is headlined ...
The headline of the article I have read is ...
2. The author of the article is ...
3. The main idea of the article is ...
The article is about ...
The article is devoted to ...
The article deals with ...
The article touches upon ...
The purpose of the article is to give the reader some information on ...
The aim of the article is to provide the reader with some material (data) on ...

Exercise 20. Look through the text “On the British Press” and make a list of the names of newspapers in Great Britain.

ON THE BRITISH PRESS

It was not until 1622, that a newspaper was published regularly in England. *The Weekly News* was published soon to be followed by other papers. It is the oldest of the national newspapers that survive today. *The Times* was founded in 1785, and the oldest surviving Sunday newspaper, *The Observer*, was first published in 1791.

Another development in journalism occurred at the end of the 19th century: the *Daily Mail* appeared in 1896, the *Daily Express* in 1900 and the *Daily Mirror* in 1903.

British newspapers differ greatly in their ways of presenting news. There are so called quality papers such as *The Times*, *The Daily Telegraph*, *The Guardian*. These papers present to their readers important political and other news at home and abroad.

There are so called popular papers which include the *Daily Express*, the *Daily Mirror*, the *Daily Mail* and the *Daily Sketch*. These newspapers do not pay much attention to important world political items. Such information deals mainly with

conflicts, disasters, accidents and extraordinary events. Much space is devoted to the private lives of royalty and film stars, to crime, murder, divorce, etc. The vocabulary is abounding in words and phrases appealing to emotions. These papers have many pages of photographs and numerous strip cartoons.

In addition to dailies which do not come out on Sundays there are Sunday newspapers, nearly all of which are national. The Sunday papers report the news, but they are much more like magazines than newspapers. In fact some of them have literary supplements with big articles on music, sports, films, etc.

The newspapers in Great Britain belong to private owners except the Morning Star which is the only paper supported by its readers' contributions.

When speaking of British newspapers we must refer to Fleet Street — the Street of Ink — in the City of London. In Fleet Street and its immediate surroundings all the great national newspapers are produced, this is the centre of British journalism.

Exercise 21. Read the text “ On the British Press ” and note the development of newspaper publishing.

Exercise 22. Read the text “ On the British Press ” and find the answer to the following questions:

1. Which paper is the oldest?
2. What papers were founded in 1785 and 1791?
3. What papers appeared at the end of the 19th century?
4. What are the peculiarities of quality papers?
5. What are the peculiarities of popular papers?
6. What articles do Sunday papers publish?
7. Do newspapers belong to parties, state bodies in Great Britain?
8. Where are the national papers published ?

Exercise 23. Listen to the explanation of the following vocabulary by the teacher and try to guess their meaning.

circulation – the number of copies of a newspaper or magazine sold each day, week

readership – the job of being a reader in a university in the UK

ensorship – the process of removing parts of books, films tellers, etc. that are considered unsuitable for moral or other reasons

cater for – to provide people with every thing they want or need

complaint – written or spoken statement in which someone says they are not satisfied with smth

reject – to not agree to an offer, proposal, or request

proposal – offer, suggestion

measure – action to achieve smth

Exercise 24. Read the text “The Press” and define its main idea.

THE PRESS

National newspapers have an average total circulation of over 13 million on weekdays and about 14 million on Sundays, although the total readership is considerably greater. There are 10 national morning daily papers and 10 national Sundays – five “qualities”, two “mid – market” and three “populars”. There are about 1,350 regional and local newspapers, and over 7,000 periodical publications.

There is no state control or censorship of the newspaper and periodical press, which caters for a range of political views, interests and level of education. Where they express pronounced views and show obvious political leanings in their editorial comments, these may derive from proprietorial and other non – party influences.

A non – statutory Press Complaints Commission deals with complaints by members of the public about the content and conduct of newspapers and magazines, and advises editors and journalists. In 1995, the Government rejected proposals for statutory regulation of the press and for legislation to give protection to privacy. Instead, it endorsed self – regulation under the Commission and recommended tougher measures to make self – regulation more effective.

Working practices throughout the newspaper industry have become more efficient with the widespread use of advanced computer – based technology. Publishers have been able to reduce production costs by using computer systems for editing and production processes.

Exercise 25. Look through the text “The Press” again and answer the following questions:

1. What is the circulation of national newspaper on weekdays and on Sundays?
2. How many quality and how many popular newspaper are published?
3. What is the number of periodical publications?
4. Is there a state control of newspaper?
5. What organization deals with the complaints by the public?
6. What happened in 1995?
7. What is the advantage of using computer technology in publishing newspapers?

Exercise 26. Read the text “The Great Newspaper War” and define its main idea.

THE GREAT NEWSPAPER WAR

Up until about 100 years ago, newspapers in the United States appealed only to the most serious readers. They used no illustrations and the articles were about politics or business.

Two men changed that — Joseph Pulitzer of the New York *World* and William Randolph Hearst of the New York *Journal*. Pulitzer bought *the New York World* in 1883. He changed it from a traditional newspaper into a very exciting one overnight. He added lots of illustrations and cartoons and he told his reporters to write articles on every crime or scandal they could find. And they did. One of them even pretended she was crazy and was admitted to a mental hospital. She then wrote a series of articles about the poor treatment of patients in those hospitals.

In 1895, Hearst came to New York from California. He wanted the *Journal* to be more sensational and more exciting than the *World*. He also wanted it to be *cheaper*, so he reduced the price to a penny. Hearst attracted attention because his headlines were bigger than anyone else's. He often said «Big print makes big news.»

Pulitzer and Hearst did anything they could to sell newspapers. For example, Hearst sent Frederic Remington, the famous illustrator, to draw pictures of the Spanish-American War. When he got there, he told Hearst that no fighting was going on. Hearst answered, «You furnish the pictures. I'll furnish the war.»

Exercise 27. Write the answers to these questions. Use complete sentences.

1. How did newspapers change after 1883?
2. Why did the reporter pretend to be crazy?
3. Were the *World* and the *Journal* good or bad newspapers?
4. What are newspapers like in your town/country?

Exercise 28. Read the text “The Great Newspaper War” and find the words and word combinations which replace the following:

1. went to serious readers
2. amazing
3. during a night
4. she showed herself as a mad
5. made the price cheaper

Exercise 29. Look through the text “The Great Newspaper War” again and discuss the following:

1. How the journalists made a newspaper popular with the readers.
2. What does the phrase “Big print makes big news” mean?

Exercise 30. Learn the following tips to overview papers and analyze the headlines.

A. Look at a recent issue of a newspaper. Circle some examples of the devices that help you find information.

B. Look over the newspaper you usually read. List the order of the sections.

C. Find as many of the items as possible. Make use of the devices you located in step A. In the first column below, write the page (and section) where the item is located.

Where found. Level.

1. The weather _____
2. The score of a sports event _____
3. A story about a recent elect _____
4. A dateline from a European country _____
5. A headline that includes the name of a country _____
6. Information about a cultural event _____
7. A letter to the editor _____
8. A photo with an entertainer or a sports figure _____

Exercise 31. Read and note the following tips:

Tip 1. Newspaper Reading Habits

You find many different types of articles in a newspaper. News articles are typically at the front of the paper: these report current news and political events. Articles expressing opinions and taking positions on current issues are on the editorial pages. Feature articles give background information about the news and may express the viewpoint of the writer. They may be on a topic of general interest, such as an article on a science discovery or on a well-known entertainer.

When you read the newspaper, do you often read just particular kinds of articles, for example, sports ones? Or do you usually look through the entire newspaper to find what interests you? In this section, you will explore your reading habits so that you can make the best use of the newspaper.

Tip 2. What Catches Your Interest?

First, you will get practice in one approach to looking at the newspaper. Do this: skim the entire newspaper and look for the articles that interest you. Read whatever catches your interest. On a separate sheet of paper, complete a chart like the following:

Name of article item:

Type of article or item:

I read the headline only:

I read the 1 st paragraph:

I quickly skimmed It:

I read It carefully:

Exercise 32. Look through a newspaper and pick out five headlines. Predict the subject of each article from the headline. Then read the article to find its subject. Were your predictions accurate?

Headline	Predicted Subject	Actual Subject

Exercise 33. Think about the following questions. Write your thoughts in a notebook or discuss them with a partner.

1. Do you follow the same pattern each time you read the newspaper?
For example, do you always look at the back page first?
2. What kinds of articles do you usually read: «hard» news stories? sports stories? editorials? comics? Why?
3. How familiar are you with various sections of the newspaper? Can you find what you're looking for quickly?
4. In the articles that you read completely, what motivates you to read?
Your interest in the subject? a catchy headline? the length?
5. What is your main purpose in reading the newspaper? Does it change?
6. What are some reasons you don't read the entire newspaper from front page to back page? lack of time? lack of interest? lack of familiarity with the topic? unfamiliar vocabulary?
7. Do you read a newspaper in your native language differently from the way you read an English-language paper? What are the differences?
8. Do you think your newspaper reading habits will be the same in six months? in a year? Would you like to change your reading habits? Why, or why not?

Exercise 34. Read the text “Moscow News” and note its peculiarities.

“Moscow News» is a national weekly newspaper. The first issue of it came out on October 5, 1930.

Its circulation is about 50,000 copies. The newspaper is printed both in Russian and in English. It informs the readers of the life in Russia, the most important events in foreign states.

On the first page you will find the major home news and some items of foreign news. The second and the third pages are taken by home affairs. On the fourth and the fifth pages there are reports from various countries on world news. On the last pages you will find the articles which are sometimes called features. The term «features» covers a wide range of subjects: review of books, criticisms on theatre, on music, art, films, television, articles on science, travel, sport events, etc. The newspaper is also full of advertisements.

Exercise 35. Look through the text “Moscow News” and answer the questions:

1. Where is “Moscow News” published?
2. Is it published in Russian?
3. When was the first issue published?
4. What is the circulation of it?
5. What news is published on the first page of it?
6. On what pages is the news on home affairs published?
7. What does the term “features” cover?

Exercise 36. Language competition. Who can write the most number of derivatives with the suffixes – *man*, – *able* . Use the following form:

N	The suffixes – man	Translation	N	The suffixes – able	Translation
1	salesman	sotuvchi – продовец	1	comfortable	qulay – удобный

Exercise 37. Put the letters in a right order. The words mean the names English newspapers: seobvre; adiyl rorirm; siemt; nadiraug; adiyl spsesxe

Exercise 38. Put the words in a right order:

1. owners, belong, Great Britain, newspapers, in, to, private.
2. 1791, was, The Observer, published, first.
3. country, our, of, daily, national, the , Khalk sozi, is, learning.
4. News, first, home, page, you, the , page, find, and, foreign, on.

Exercise 39. Comment on the use of the following proverbs:

Be slow to promise and quick to perform.
East or West Home is best.

Exercise 40. Match the figures and the words on the right.

- | | |
|---------------------|--|
| 1. 2,400 | A two hundred and fifty six |
| 2. –18 C | B eleven point five percent |
| 3. 256 | C fifteen square metres |
| 4. 16 th | D twenty four point three six |
| 5. 15m2 | E between thirty four and thirty seven percent |
| 6. 34- 35% | F two thousand four hundred |
| 7. 10. 55 am | G three and a half million |
| 8. 2.987 | H sixteenth |

- | | |
|----------------------|--|
| 9. 11,5% | I forty seventh |
| 10. 3,500,000 | J oh eight one three four seven two nine eight |
| 11. tel 081 347 298 | K minus eighteen degrees centigrade |
| 12. 15m ³ | L fifteen cubic metres |
| 13. 24.36 | M twelve pounds fifty |
| 14. 6x7= 42 | N five to eleven in the morning |
| 15. 12.50 | O six times seven equals forty two |
| 16. 47 th | P two point nine eight seven |

Exercise 41. Translate the following into your mother tongue in written form:

1. Most newspapers publish a lot of advertisements.
2. In additions to national daily papers there are local papers published in every town.
3. On the fourth and fifth pages of the paper there are reports from various countries on world news.
4. The rivers of Britain are short, their direction and character are determined by the position of the mountains.

Lesson 4

Exercises

Exercise 1. Read the words keeping to the rules:

Cc

city	fence	cat	uncle
cent	mence	came	cab
cycle	cell	can	cap
cinema	hence	cup	cake

Gg

gem	gym	bag	gap	good	gate
gentle	danger	got	go	pig	gas
page	hedge	big	guess	dig	leg
gin	cage	bed	frog	tug	garden

Note: give get
 girl forget

Exercise 2. Read the following conversational phrases and note what we say when meeting people:

How are you?
How are you getting on?
How are things with you?
How is your brother (sister...)?
What is the matter?
It is nice to meet you
Nice meeting you

Replies

Fine, thank you
I am OK, thank you
So, so.
Very well, thank you
He is doing fine
I don't know. I don't see much of him.

Exercise 3. Memorize the dialogues:

A.: – How are you getting on?

B.: – Fine, thank you. And how are you?

A.: – Not too well.

B.: – Why what's the matter?

* * *

A.: – It's a long time since we met last.

B.: – Yes, very

A.: – I'm glad you are back.

B.: – Oh, thank you

* * *

A.: – How is John?

B.: – Very much the same

* * *

A.: – How is your uncle getting on?

B.: – He is doing fine.

Exercise 4. Fill the missing party of the dialogues:

A.: – How are you?

B.: –

* * *

A.: –

B.: – I don't know. I don't see much of him

* * *

A.: – How is the patient?

B.: –

* * *

A.: –

B.: – Yes, he is not feeling very well

A.: –

B.: – It's heart trouble again.

Exercise 5. Word – formation. Form derivatives with the suffix – ment.

Use the following form:

Model: improve + ment – improvement

govern

pay

invest

supple

enlist

argue

establish

retire

enroll

enlarge

enable

appoint

employ

require

amend

imprison

Exercise 6. Learn the vocabulary below trying to find their translation in your mother tongue:

Visit n: a working visit; a return visit; a reply visit; a friendly visit; a visit of friendship; a visit to...; to be on a visit to...; to be on an official visit; to be on an unofficial visit; to pay a visit

Visitor – guest; a distinguished guest

Invitation: at the invitation of; to accept an invitation; to reject an invitation

Delegation: head of the delegation; to receive a delegation

Exchange: an exchange of visits; an exchange of views; an exchange of information, experience; exchanges in the field of science

Celebrate- mark: to celebrate the anniversary of smth

in honour of: A dinner was given in honour of the foreign delegation.

on the occasion of: We heartily congratulate you on the occasion of the forthcoming holiday!

on behalf of: John spoke on behalf of the delegation.

Exercise 7. Insert a possible word combination:

in honour of, on the occasion of, on behalf of, at the invitation of

1. A delegation of the Council of State of Germany visited Uzbekistan recently... Oliy Majlis of Uzbekistan . 2. A dinner was given ... the Bulgarian Foreign Minister. 3. A great reception will be arranged ... the anniversary of the Uzbek – Finnish agreement on economic cooperation. 4. The head of the Russian delegation ... the Russian Government conveyed an invitation for a group of British scientists to visit Russia.

Exercise 8. Put in the missing preposition wherever necessary:

1. to be ... a friendly visit ... Hungary; 2. To arrive ... Budapest; 3. To give a warm welcome ... a delegation. 4. To tour ... the country; 5. To stay ... a number ... cities; 6. To get acquainted ... some places; 7. To make the acquaintance ... somebody; 8. To leave Budapest ... home; 9. To provide ... numerous exchanges.

Exercise 9. Express the following idea in one word:

1. A gathering of people for buying and selling goods.
2. A group of people meeting one another because of common interest.
3. A person who stays at a place for a short time.
4. A person who receives and entertains guests.

Exercise 10. Speak on the visits paid recently to our country:

- | | |
|---|----------------------|
| 1. ... delegation has recently paid a visit to our country. | what delegation? |
| 2. The delegation arrived... | when? |
| 3. The foreign guests came to the Russia | at whose invitation? |
| 4. It was a(n) ... visit | what kind of ...? |
| 5. ... headed the delegation. | who? |
| 6. The visitors were welcomed by... | whom |
| 7. The members of the delegation exchanged views on ... | what problem |
| 8. The guests visited... | what places? |
| 9. The delegation left for home | when? |

Exercise 11. Read and note the important tips for skimming news articles and analyzing them.

Most people read a daily newspaper to find out what is happening in their community, their city, their country and around the globe. Newspapers have daily headlines and accompanying articles about the most important events affecting our lives. Whether it's a development in international or national politics, the success of a space mission or the result of an important election, the news pages present the important facts on the subject.

Hard News Articles

Typically the «hard» news stories are on the front pages of newspapers. Hard or pure news stories report basic facts about an event or situation. Here are some essential characteristics that distinguish pure news articles:

They report the facts, usually without giving the writer's viewpoint.

They are usually short and to the point.

They are organized to give all the important information in the first few paragraphs.

With a news article, you can usually answer the important questions— *who*, *what*, *where*, *when* and sometimes *why* or *how*—very quickly by reading the first few paragraphs. These are called the five «W» questions. The first few paragraphs are called the lead paragraphs. News articles are typically written in a standard format in which there are lead paragraphs. If you want more detail and elaboration, the rest of the article provides further information.

Exercise 12. Skimming a News Article. Choose a news article from a recent newspaper. Read the headline and read the first few paragraphs. Then answer these questions.

1. *Who* or *what* is the article about?
2. *Where* did the events take place?

3. *When* did the events take place?

Now skim (read quickly) the rest of the article.

4. What additional facts did you learn about the subject?

5. If you hadn't looked at the rest of the article, what information would you have missed?

6. Usually your past knowledge about a topic in the news helps you understand the article. What past knowledge did you have about the topic that helped you understand it?

Exercise 13. The News in Depth. Choose a new article to analyze. Answer these questions:

1. Does the article cover the five «W» questions in the first few paragraphs? Briefly tell *who* or *what*, *where*, *when* and *why* or *how*.

2. What did you know about the subject before you read the article?

3. What did you learn by reading the article?

4. If there is a photo with the article, how does the photo support the main idea of the article?

If the article does not have a photo, imagine that you are a photo editor and indicate a subject for a photo to accompany the article.

5. Is there any slant or bias in the article, for example, in the selection of the facts? Does the information on the news event differ from what you heard on the radio, saw on television or read in another newspaper?

6. Imagine that you are the editor who assigns news stories. Assign a reporter to do a follow-up feature article on some aspect of the article. Explain to the reporter what you believe the focus of the article should be.

7. Is there anything in the article that is controversial? What is it?

8. Imagine that you are the editor of the opinion page. Assign an editorial topic to a writer. The topic should take a position on what is reported in the article. Explain to the reporter what the focus of the article should be.

Exercise 14. Look through the text “ The Role of TV in American Society” and say what it deals with.

THE ROLE OF TV IN AMERICAN SOCIETY

As in other countries, TV has become a very big part of American life. With the invention of cable TV, there are now not only programmes but whole stations that specialize in certain kinds of programming. There are channels devoted exclusively to news (CNN), sport (ESPN 1 and 2), weather, and popular music (MTV). And, it is of course possible to watch TV 24 hours a day.

You can start the day with shows that broadcast news and interviews with various celebrities. In the afternoon the soap- operas take over. In the evening, situation comedies (sitcoms) are the main fare. Some of the most famous of these

have been “M.A.S.H.”, “Cheers”, “The Cosby Show”. There are often serialized dramas, like “Dallas” and “Dynasty ” that are really nothing more than fancy versions of the afternoon soaps.

TV has been called “the great wasteland”. This is because so much of the programming is mindless, tasteless and uninformative. Now whole generations of children have been brought up on what is called the “boob tube” or the “idiot box”. For many people TV has taken the place that they ought to be or think they are. Despite the presence of high – quality programs for children such as “Sesame Street”, endless watching of TV is thought to bring about a kind of passivity and lack of imagination in its viewers. School children and college students have been conditioned by the TV to a remarkable and unfortunate degree. Consequently, their attention spans are short and they expect to be entertained all the time.

The question of whether televised violence leads to real life violence is not settled, although many prominent people have expressed opinions on the subject.

American men are often addicted to watching sports, including especially baseball, American football, basketball, and hockey in the evenings and during Saturday and Sunday afternoons.

Fortunately, American TV is not entirely wasteland. There are many documentaries that are truly worthwhile and thought provoking. Perhaps the greatest of these is the public TV series on the American Civil War. This program was done with such great thoroughness, historical accuracy, dispassion, and professionalism that many believe it to be the single greatest achievement of American TV.

Exercise 15. Look through the text “ The Role of TV in American Society” again and answer the following questions:

- 1.What opportunity has cable TV created for people?
- 2.Are the TV programmes specialized?
- 3.What specialized channels have you learned?
- 4.What programme do people usually watch in the morning?
- 5.When do people usually watch soap-operas?
- 6.Why has TV been called “the great wasteland”?
- 7.What are the disadvantages of TV?
- 8.What is the single greatest achievement of American TV?

Exercise 16. Look through the text “ American English ” and define its main idea.

AMERICAN ENGLISH

People from Great Britain brought the English language to North America in the 16th and 17th centuries. And in the next 300 years were so many changes in both places that now people can easily tell an English person from an American by the way he or she talks.

Many old words disappeared in England but were kept in America. For example, 300 years ago people in Great Britain got their water from something they called either a «faucet,» a «spigot,» or a «tap.» All these words are still heard in different parts of America, but only «tap» is still common in England. Americans often made up new words or changed old ones. «Corn» is one kind of plant in America and another in England.

Also, over the last three centuries the English language has added thousands of new words for things that weren't known before. An American and English people used two different names for them. Tin can is called a «tin» for short in England, but a «can» in America. The word “radio” is used all over the world, including America. But many English people call it a «wireless.» And almost anything having to do with cars, railroads, etc. has different names in British and American English.

But now American and British English may be growing closer together. One reason is the large amount of American speech that people hear daily in movies, on television, or from travelers. Because of this, Americans seem to be influencing the British more and more. So some day, English may even be the same on both sides of the Atlantic.

Exercise 17. Read the text “American English ” and note their lexical differences. Fill in the chart to illustrate the lexical differences between “British and American English ”.

Uzbek and Russian words	British English	American English
kuz, осень	autumn	fall

Exercise 18. Insert prepositions or adverbial particles:

1. What does your supper consist ...? 2. What will you have ... breakfast? 3. What will you take... the second course? – I think I'll take roast chicken and mashed potatoes. 4. My friend likes fruit ... dessert.5. Who sat ... the head ... the table? 6. How many rooms does your flat consist ...? 7. Let's take apples instead ... pears. They are more tasty.8. What kind of fruit are you fond ...? 9. What did Johnny's mother fill his stockings ... on the eve of Christmas? 10. Who helped Mrs Gordon to lay the table ... dinner? 11. All the children were very pleased ... their presents. 12. She came ... sat down ... a chair and asked ... a glass... water. And they saw that she was very pale. 13. What did he treat you ...? 14. I don't know what this knife is made ...? 15. What knife shall I cut the meat ...? 16. Whom was the dinner cooked ...? 17. I think I shall take a glass of cocoa ... my lunch. 18. The dish is tasty but I can't understand what it is made 19. What is this furniture made ...? 20. Aleck will sit ... the right ... Lena> you will sit ... the left. 21. He had to turn ... the light as it was rather dark ... the room. 22. When they arrived ...

Moscow it was raining. 23. As soon as the delegation arrived ... the House of Friendship it was shown ... the Conference Hall. 24. It was still very early when we arrived ... the station. 25. Why were you absent ... the lessons? – My sister – in – law fell ill and I had nobody to look ... my daughter.

Exercise 19. Insert the suitable verbs:

A. teach – learn – study

1. Our teacher ... us to speak English. 2. My brother is a good chess – player and he ... me to play chess. It is not so easy ... to play chess. 3. We ... the spelling and the pronunciation of all the new words and didn't make any mistakes in our last test. 4. Mary ... English at school. 5. My pupils ... many English poets by heart. 6. Where did you ... English? – I ... it our school. 7. If you want ... a foreign language you must ... it for several years. 8. I like this song and I want ... it. 9. You must ... the rules of reading. 10. They will ... this problem at the Lyceum.

B. say – talk – tell – speak

1. Who ... at the meeting yesterday? – We did. 2. What language do you ... at your English lessons? As a rule, we ... English but when we explain some grammar rules the teacher allows us ... Russian. 3. Did you ... her anything about our meeting yesterday? – No, I didn't. I ... nothing. 4. the dean of our faculty usually ... with the students after classes. You may go and ... him about our preparations for the evening party. 5. We can trust her, she never ... a lie. She always ... the truth. 6. "Don't ... at dinner," said the mother to her children.

C. speak, talk, say, tell

1. Let him ... at the class meeting. 2. Who is the next to ... on this topic? 3. ... a few words on this topic. 4. I can't ... anything. 5. He must ... the truth. 6. He ... he can ... us the words of the song during the interval. 7. "I must ... to you", Sobirov... to Ahmedov. "May I come to your place at 7 o'clock" 8. I didn't hear the last sentence the sentence again, please. 9. ... your students that there are new magazines in the library. 10. What languages do the girls ...? 11. We like to listen to him because he always ... very interesting stories. 12. ... the girl to put on her coat. It is rather cold. 13. Don't let the children ... so loud.

Exercise 20. Insert the proper word.

A. hear, listen (to)

1. Do you like to ... to English records? 2. He can't ... you, he is in the nursery. 3. The child can't ... such long stories because he gets tired.

B. look for, find

1. – Is it your text- book, Mike?
– Oh, yes, I lost it yesterday. I ... it but couldn't ... it anywhere.

– I ... it in Room Three after classes.

2. If you tell me Alfred's address I shall ... his house easily.

C. look (at, after, through, for, up)

1. I want to look ... the book again and write out the new word combinations.

2. – Have a look ... this expression. Do you know what it means?

– No, I don't .

– I haven't got a dictionary about me. I must go to the English library and look ... the words in the dictionary.

3. Mary always looks ... my children when I am away.

4. You always look ... your things because you don't put them in their places.

D. like, love, be fond of

1. On Sunday I read a very interesting book by Jack London. I ... the book very much. I ... Lack London, you know. 2. After Mr. Reed's death, Jane's life at her aunt's became very hard as no one ... her.

C. come- go – walk

1. "May I ... in?" asked Peter. "Certainly," I answered. 2. When we ... to the pioneer camp the children were already in bed. 3. "Shohida, ... to the blackboard and write down the following sentence," said the teacher. (The teacher is at the blackboard). 4. "Dilbar, ... to the blackboard," said the teacher. (The teacher is in the middle of the class – room). 5. After classes we like to ... for a walk. 6. We ... home at 11.30 on the days when we had lessons. 7. The bell rang and the students ... into the class- room. 8. Fotima was absent from the last lesson, let's ... to see her. 9. The weather is so fine to – day that they ... half the way home.

D. do – make

1. Who helped you ... this wall newspaper? 2. If you go to bed early you will be able ... your exercises to morrow morning. 3. We wrote the last dictation well. We ... only a few mistakes. 4. On Mondays we usually ... book reports. 5. At the beginning of the meeting the chairman ... an interesting speech. 6. She easily ... friends with everybody. 7. Promise little, but ... much. 8. What will you ... next Sunday? 9. Nina ... a mistake in the same sentence, didn't she?

Exercise 21. Complete the gaps with the correct form of do or make:

1. What are you this weekend?

2. DMK Trading a big profit last year.

3. I think you've a mistake here.

4. Have you those sales figures yet, Michael?

5. May I a suggestion?

6. Are you some more coffee, Jim?

7. She's gone to Paris to a computing course.

8. Could you.....me a favour?
9. We.....some market research last year.
10. No, I "d rather.....a start right away.

Exercise 22. Complete these questions with *how much, how many, how long and how far*.

- 1.....people work in your department?
- 2.....time do you spend on the phone each day?
- 3.....do you have to travel to work every day?
- 4.....does your journey to work usually take?
- 5.....languages does your boss know?
- 6.....have you worked for your present company?
- 7.....is your office from the city centre?
- 8.....work do you normally take home at the weekend?

Exercise 23. Insert:

A. Reflexive pronouns.

1. She often looks at ... in the mirror. 2. In the library he took one book for his wife and another for ... 3. Tell us something about ... 4. With the help of this text –book you can study German ..., without a teacher. 5. Her friends called her "Dilnoza" but she liked to call ... "Dilya". 6. First the students pronounced the sentences to ... and then read them out loud.

B. The pronouns every, everyone, everybody, everything.

1.... student can answer the question. 2."...must read Chapter I," said the teacher. 3. He translated ... sentence from Russian into English. 4. ... heard the news. 5. You needn't tell me the news. 6. I know ... 6. "... will be all right," said the doctor to the sick man. 7. I listen in to the programme was so interesting.

C. The adverbs somewhere, anywhere, everywhere, nowhere.

1. As a rule I don't go ... on Saturday. I stay at home and have a good rest. 2. Will you go ... tonight? - Yes, I am going to call on the Ahmedovs. 3. There is dust Why don't you dust the furniture? 4. I think I saw him ... two weeks ago. Oh, we were at hospital together. 5. We looked for the book ... but could not find it. 6. He lives ... in the country. 7. ... we could see many people, walking along the streets as it was a holiday. 8. We shall go ... tonight. Will you come to see us?

Exercise 24. You are going to interview someone about her/his past, present and future. First work in pairs. Prepare the questions.

background
education

Where were you born?
What schools did ...? ... university?

travel experience	What countries have you ...? When ...? What ...?
family	... married? Have you got? Do you play...? ...job?
sports and hobbies	How long...?
work experience	Why ...? What do you want ...? When are you going to ...?
reason learning English	
hopes and intentions for the future	

Exercise 25. Put the letters in a proper order. You will have American English words:

ybwaus; anc; arotevel; egard.

Exercise 26. Put the words in a proper order.

- 1) in, disappeared, words, old, England, many, America, in, kept, but, were.
- 2) Belong, in, the, to, Great Britain, owners, newspapers private.
- 3) Century, 19th, of, the, end, the, occurred, journalism, in, development, another.
- 4) Differ, news, British, greatly, ways, their, in, of, newspapers, presenting.

Exercise 27. Translate the following microtext:

Most newspapers are divided into sections, including news, business and sport. The sections come in a regular order; for example often the sports section is last. Sometimes newspaper will have special sections, for example an entertainment, or arts and leisure, section on the weekend.

Exercise 28. Language competition. Who can write the most number of derivatives with the suffixes – ment, - able. Use the following form:

N	Derivatives with – ment	Translation	N	Derivatives with – able	Translation
1	Development	Taraqqiyot – развитие	1	Eatable	Yeb boladigan – съедобный

Exercise 29. Comment on the use of the following proverbs:

1. An hour in the morning is worth two in the evening.
2. Busiest man find the most time.

Exercise 30. Read the following culture notes and note how to write a letter of invitation.

Invitation

Invitations may be extended by letter or by telephone. They may vary in form, some are printed on special cards, others are in the form of personal letters.

Invitations to formal parties are sent well in advance. If replies are requested letters of acceptance or regret (refusal) should be sent immediately. The request for a reply is indicated as follows: R. S. V. P. (“Repondez s’il vous plait” which means “Please, reply ” in French).

There are certain formulas of invitations and replies to be observed. Here are some of them:

Formal (printed)

**Mr. And Mrs Williams request the
pleasure of Mr and Mrs N. Nabiev’s
company at dinner on Friday, the second
of June at eight o’clock.
42 A.Temur Street R. S. V. P.**

Informal (handwritten)

Dear Mrs Johnson, Will you and your husband lunch with us this coming Saturday, at one o’clock?

Hoping so much to see you then.

Very sincerely yours,

Caroline Williams.

Sometimes the invitation will specify the type of dress – formal or informal.

Formal: “Black tie”- means dinner jacket for men, dinner dress (long) for women.

“White tie” – means full evening dress (tails for men) evening gown for women.

Informal: means dark lounge suit for men and elegant (cocktail) dress for women.

Reply

The form of acceptance and regret depends upon the form of invitation received.

Acceptance

Mr. and Mrs Nabiev accept
with pleasure the kind
invitation of Mr and Mrs
Williams for dinner on
Friday, the second of
June at eight o’clock
Informal (handwritten)

Regret

FORMAL

Mr. and Mrs Nabiev regret
that they are unable to
accept the kind invitation
of Mr and Mrs Williams
for Friday, the second of
June at eight o’clock..

Dear Mrs Williams,
We would be delighted to
have dinner with you on
Friday, the second of June at
eight o'clock.

Sincerely yours,
Mrs K. Nabieva.

Dear Mrs Williams,
We are so sorry that we
cannot make it on Friday
because of another engagement.
Hoping to see you soon.

Sincerely yours,
Mrs K. Nabieva.

Exercise 31. Imagine you are going to organize an evening party on the occasion of your birthday and you want to invite your uncle and his family. Write a letter of invitation to them.

Lesson 5

Exercises

Exercise 1. Read the words keeping to the rules:

Qq before the Uu

quite	quality	quantity	Note: unique
quick	qualify	quiet	cheque

ch, tch

chess	child	bench	catch	watch	hatch
chin	China	cheese	match	stitch	bitch

ck

black	clock	deck	back	rock	buck
pack	cock	duck	block	sock	suck

sh

she	wash	shelf	ship	shine	push
shall	hush	shop	bush	dish	shed

nk

ink	sink	drink	thank
pink	link	bank	think

ng

king	bring	wing	song	thing
ring	sing	rang	wrong	ping-pong

Exercise 2. Read the following conversational phrases expressing playing host:

Come in, please
Won't you come in ?
This way, please
Take a seat
Make yourself comfortable
Make yourself at home
Have some ...
Help yourself to ...
Will you have some ...?
Shall I fix you a drink?

Replies

Thank you

No, thank you

Yes, please

No, thanks , no more

I have had enough, thank you

Exercise 3. Memorize the dialogues:

– “Won’t you come in ? ”.

– “Thank you”.

– “Take a seat and make yourself at home ”.

– “Thank you”.

* * *

– “Have some apple - pie”.

– “Thank you. I looks delicious”.

* * *

– “Will you have some fruit?”

– “No, thank you”.

* * *

– “Have another cup of coffee”.

– “Thank you”.

Exercise 4. Fill in the missing parts of the dialogues:

A.: – ...

B.: – Thank you.

* * *

A.: – ...

B.: – No, thanks, no more.

* * *

A,: – Have some fish.

B.: – ...

* * *

A.: – Have some more juice.

B.: – ...

Exercise 5. What will you say...

when you open the door to someone?

when you show someone into the room?

when offering someone a seat?

if you want the guest to feel comfortable?

when treating your guest to smth?

when offering your guest another helping?

when offering your guests a drink?

Exercise 6. Put the verbs in brackets into the right present tense (Indefinite or Continuous).

1) I ... (hope) you ... (notice) all the new words as we ... (meet) them. 2) What ... (you, see) in the corner over there? 3) this soup ... (taste) far too ... salty. 4) Tom ... (come) to see us next week. 5) I ... (apologize) for the trouble we have caused you. 6) He ... (say) he doesn't want to leave yet. 7) I ... (enjoy) minute of my stay here. 8) I ... (not follow) your argument. 9) ... (you, notice) any change in him? 10) I ... (want) a dozen good pencils, please. 11) You ... (advise) me to accept the job, or not? 12) Come home soon: we ... (miss) you badly. 13) Your story ... (certainly, appear) to be true. 14) How much this jug ... (hold)? – Which jug? The one you ... (hold)? 15) I ... (perpetually, get) colds, it is most annoying.

Exercise 7. Put the verbs in brackets into either the Past Indefinite or the Past Continuous Tense (Active or Passive).

1) As she ... (cross) the road, she slipped and fell. 2) My tooth ... (break) when I ... (eat) a hazel – nut. 3) I told my friend the joke and she ... (laugh). 4) While I was talking, he ... (interrupt) me. 5) She ... (start) when she heard the sudden noise. 6) When she ... (pick) up the teapot, the handle ... (come) off. 7) As he ... (get) off the bus, it started with a jerk. 8) We ... (constantly, disturb) by unnecessary phone calls. 9) What tune ... (play) when we came in? 10) The story-teller ... (ask) to tell the story again.

Exercise 8. Put the verbs in brackets into a suitable future tense.

1) Tomorrow afternoon at this time, we ... (fly) over the Black Sea. 2) ... you ... (stay) in Moscow for long? 3) Do you know at what time Lizzy ... (return) tomorrow? 4) I ... (live) with my sister while I am in Yalta. 5) Look! Those cars ... (collide) in a minute. 6) When ... Mary (take) her examination? – I don't know. We ... probably (find out) tomorrow when we see her. She's an undecided sort of person, isn't she? Her lecturer should say to her, "You ... (take this examination next June, whether you want to or not)." 7) I wonder when they ... (be) back. 8) My sister ... (come) to visit us tonight. 9) Hurry up or you ... (be) late for your appointment. 10) I ... (leave) a message on the table for him. 11) I ... (be) twenty – one tomorrow. 12) I think it ... (rain) heavily soon. 13) Your train ... (arrive) there at 6 a.m. tomorrow. 14) I ... (meet) you here at seven o'clock tomorrow.

Exercise 9. Learn the vocabulary below trying to find their translation in your mother tongue:

cooperation – hamkorlik – сотрудничество

relations – aloqalar – отношения

contacts – aloqalar – контакты

member – a'zo – член
firm – firma – фирма
company – bir guruh, jamiyat – общество, компания
train – o'qitmoq – обучать
satisfy – qoniqtirmoq – удовлетворять, соответствовать, отвечать
to satisfy the interests, to meet the needs – talabni qoniqtirmoq – отвечать интересам
to satisfy the needs, to meet the needs – talabni qoniqtirmoq – удовлетворять потребности
assistance – yordam – помощь
assist, help – yordam bermoq – помогать
ties – aloqalar – связи
to develop economic links – iqtisodiy aloqalarni rivojlantirmoq – развивать экономические связи
integration – integrasiya, birikish – интеграция
interaction – o'zaro harakat, narsalarning (hodisalarning) bir-biriga ta'siri, munosabati – взаимодействие
trade – savdo – торговля
foreign – tashqi savdo – внешняя торговля
market – bozor – рынок
the World Market – dunyo bozori – мировой рынок
the Common Market – Umumiy bozor – Общий рынок
the domestic market – ichki bozor – внутренний рынок
goods – tovar – товар
product – mahsulot – продукт, изделие
industrial products – sanoat mahsulotlari – промышленные изделия
farm products – qishloq xo'jalik mahsulotlari – сельскохозяйственные продукты
advantage – afzallik – преимущество
to take advantage of smth – imkoniyatdan foydalanmoq – воспользоваться чем –л, извлечь пользу из чего-либо

Exercise 10. Fill in the gaps using the words from the above vocabulary.

1. Uzbekistan established – with many countries.
2. President of Russia stressed the – between Russia and Uzbekistan.
3. President's visit to Moscow – between Uzbekistan and Russia.
4. Uzbekistan became a ... of the UNO in 1991.
5. Uzbekistan and Russia are doing ... in many fields.
6. The newspaper "Khalk sozi" has published some articles on ... between Korea and Uzbekistan.

Exercise 11. Choose a news article from a fresh newspaper and try to answer the questions:

1. Who wrote the article? Does it express the opinion of an individual or of the newspaper? How do you know?
2. What key words in the headline or first paragraph let you know opinion expressed in the article?
3. What is the issue discussed in the article?
4. Is the scope of the issue local, national or international?
5. What is the opinion of the newspaper or the writer about the issue?
6. What are the reasons the newspaper or writer gives to support the position taken?
7. What is your opinion on the issue?

Exercise 12. Look through the article (editorial) and do the following tasks:

1. Look through the text for dates (figures, etc) which are important for the general understanding of the article. Explain their importance.
2. Mark off the passages of the article that seem important to you.
3. Point out the facts that turn out to be new to you.
4. State the main problems discussed in the article.
5. Look for minor particulars in the article.
6. State what information in the article strengthens your former views.
7. State what information in the article contradicts your former views.
8. Define which details of the article are of particular importance for the understanding of the article.

Exercise 13. Answer the questions on the topic “TV in My Life ”.

1. What are the advantages of TV in the society?
2. How often do you watch TV?
3. What benefits do you get from watching TV?
4. What channels are your favourites?
5. What shows do you prefer to watch on “Yoshlar”?
6. What shows do you prefer to watch on “TV markaz”?
7. What shows do you prefer to watch on “TV 1”?
8. What shows do you prefer to watch on “Sport” channel?
9. Are there any other TV channels you use?
10. How much time do you usually spend on watching TV?
11. What news do you like to watch and why?
12. Do you like to watch films? What films do you usually watch? (historic, crime, adventure, comedy, feature, scientific, war...).

13. Do you like cartoons? What films are popular?
14. Do you prefer to watch “Tom and Jerry” or “NU, pogodi”?, Why?
15. How often do you watch sports programme?
16. What are the disadvantages of TV?

Exercise 14. Read the text “Television in Uzbekistan” and define its main idea.

TELEVISION IN UZBEKISTAN

The birth place of television is Tashkent. The famous Russian scientist B.L. Rosing was the founder of the electronic television. In 1911, he constructed a cathode-ray tube which was an electronic television. However, Rosing didn't invent an electronic transmitting device. That was the creation of two other Tashkenters - B.P. Grabovsky and L.F. Belyansky - both inventors.

In 1928 the young inventors demonstrated their Telegot *prototype* of present-day electronic television. Nowadays you may see this TV in the Tashkent museum. This invention is recognized by scientific organizations of the world and a certificate was given and there it is written: “Knowing the history of the development of electronics we testify, that the service of B.I. Grabovsky and I.R. Belyansky in the development of electronic television is *incontestable*”.

On the 26th of June, 1968, the Uzbek people marked the 40th anniversary of TV's invention.

The television of Uzbekistan, although very much younger than radio broadcasting, developed at such a *rapid* rate that soon it embraced nearly 90% of the population; showing its programs on a number of channels.

Today the Uzbek TV Committee is equipped with the most up-to-date installation and equipment and is serviced by a staff of thousands of specialists -journalists, producers, operators, artists, engineers and others.

Special programs are devoted to different branches of industry, agriculture and small business and moral, ethical and family affairs.

Exercise 15. Look through the text “Television in Uzbekistan” again and answer the questions:

1. Where did TV appear first?
2. Who is the founder of the electronic TV?
3. Who invented an electronic transmitting device?
4. How can one prove that the electronic transmitting device was invented in Uzbekistan?
5. What is your opinion on the development of TV in Uzbekistan?

Exercise 16. Every channel has interesting shows. So people choose the shows which they think to be the most interesting. Fill in the chart to express your favourites on different channels .

The chart below has been filled in as a model.

Channels	My favourite TV shows
Uzbekistan TV –1	Assalom Uzbekiston. News
TV-markaz	Songs, news
Poytaxt	News, historical films
Sports	Boxing, lawn, tennis, swimming, basketball
Yoshlar	Intellectual ring, music, cartoon, films ..
Russia CTC	
ORT	
Rambler	
TNT	
DTV	
Others	

Exercise 17. There are many radio stations and channels. Every channel has its advantages and disadvantages. People choose the radio programmes which they think to be the most interesting. Fill in the chart to express your favourites on different channels.

The chart below has been filled in as a model.

Channels	My favourite radio programmes
Uzbekistan Yoshlar Mash'al	
Poytaxt	
FM – Oriat	
Oriat – Dono	
Others	
Russia Mayak	
Others	
Great Britain BBC	
Others	

Exercise 18. Compare your favourite channels and programmes with your classmates'. Discuss why you think them to be the most interesting.

Exercise 19. Look through the text “ TV and Radio in My Life” and say what it deals with.

RADIO AND TV IN MY LIFE

I think it is impossible to imagine our life without radio and TV. Radio and TV are widely used in today's world. It is the quickest means of spreading news and information. Radio plays an important role in reflecting the life of society and building opinions. It performs the service of information well enough but on TV everything is much more real. Radio and TV keep us informed about current events, extend the education, provide the cultural recreation, allow us to follow the latest developments in science and politics and offer an endless number of programmes which are both instructive and entertaining. So they give us a lot of useful information and are exciting.

When I come home from school I turn on the radio, leave it on and go about my household duties. So I am actually doing two things at one and the same time. The best radio station for me is Europa Plus and Radio Maximum. I watch TV in the evening when I have done all the lessons. I prefer to see news programmes such as: "Vesty" and "The Time". Sometimes we can watch interesting films on TV. There are different kinds of films, for instance: a nature film, a war film, a crime film, a travelogue, an adventure film, a musical film and a comic film. As for me I prefer to see comic and crime films.

My favourite channel is the "6th channel". There are many interesting programmes like "The world of computer", "News", "Show-Business" and others. I like these programmes because there are not so many advertisements. Many interesting films are on on this channel. So the "6th Channel" programme is my favourite one because it satisfies my different interests in the best way. As for me my favourite radio station is "Europa plus". It broadcasts many programmes , for instance: "Press-Digest", "Present", "Garage", "News" and others..In its turn TV has advantages and disadvantages. To my mind TV is a means of educating our feelings, widening our outlook. It enriches our knowledge and entertains us. TV is a means of family communication with the world, that's why it's the source of valuable information. It awakes our interests in different fields of culture, science, medicine, etc. TV usually touches upon burning social problems. Many of the programmes teach us how to love, to deal with people. TV can satisfy any demand and taste. My favourite programme are «The Monitor», «The Net». TV makes people be lazy and poor sighted.

Exercise 20. Read the text “TV and Radio in My Life” again and express your opinion on the statements given below using the following expressions:

I agree, Right, That’s true, I have the same opinion, I keep to the same opinion; I disagree; That’s not true; That’s wrong.

1. TV and radio play a great role in a human society.
2. There is a variety of channels and shows on TV.
3. Every channel has its advantages and disadvantages.
4. The best TV show is “Intellectual ring”.
5. All people watch TV in the morning.
6. Most people listen to music when they sleep.
7. Sport channel is the oldest on Uzbekistan TV.
8. Watching TV makes a man healthy, energetic, hard – working.

Exercise 21. Read the text “Difficulties of English” and say what it deals with.

Difficulties of English (World English 5, T’s book p.96)

People say English is one of the simplest languages, because verbs and other words have fewer forms than in most other languages. To make either the past tense or past participle forms of most English verbs, you just add «-ed». For example, «talked» is both the past tense and past participle of «talk.» Yet many speakers of other languages find English a hard language to learn, because there are so many irregular verbs that are exceptions to this simple rule. We say, «I drink,» «I drank,» and «I have drunk,» «I see,» «I saw,» and «I have seen.»

Why are these verbs different? Because they came from Old English, the form of English that people spoke until about 1150. Old English had very difficult patterns of grammar for forming verbs and other parts of speech. But over the years, Old English changed into the Modern English that people speak now, and these patterns became easier. Words that came into English later, from other languages, were formed according to these newer, simpler rules of grammar. But many Old English verbs, especially the ones that people use often, stayed in the language in forms similar to their original, more difficult ones. The verb «take» comes from Old English, and that is why we say «took» and «taken» instead of «taked.»

Exercise 22. Look through the text “Difficulties of English” and define the reasons of difficulties of English.

Exercise 23. Do you think the following statements are true or false? If it is true, say “That is true” and if it is wrong say “That is false”.

1. English was already an important world language four hundred years ago.
2. It is mainly because of the United States that English has become a world language.

3. One person out of seven in the world speaks perfect English.
4. There are few inflections in modern English.
5. In English, many verbs can be used as nouns.
6. English has borrowed words from many other languages.
7. In the future, all other languages will probably die out.

Exercise 24. How do you learn languages? Discuss the following questions with your fellow students.

1. What are the differences between the ways a baby learns its first language and the ways an adult learns a second language?
2. What advantages does the baby have?
3. What advantages does the adult have?
4. What is most important for you in learning a language?:
 - * Learning grammar
 - Learning vocabulary
 - Speaking and being corrected
 - Speaking and not being corrected all the time
 - Listening
 - Reading
 - Writing
 - Pronunciation practice

Exercise 25. Language communication is complex. It consists of a number learning components and training processes. Each component (pronunciation, vocabulary, grammar...) may cause difficulties in learning a language. Fill in the chart to illustrate and to rank the difficulties of English in your situation.

The chart has been filled in as a model.

Components of language skills	Degrees of difficulties			
	Easy	Difficult	More difficult	The most difficult
Pronunciation		•		
Vocabulary	•			
Grammar				
Listening comprehension			•	
Speaking	•			•
Reading aloud				
Reading		•		
a) Skimming		•	•	
b) Scanning				•
Writing				•
Translation				
Culture			•	

Exercise 26. Discuss the results of estimating difficulties of English. Why you think this component of your language skill to be difficult or the most difficult.

Exercise 27. Put the letters in a proper order. You will have irregular verbs.

- a) hknti b) twire c) aekps d) ese e) rednudnast

Exercise 28. Put the words in a proper order.

- 1) is, of, TV, birth, Tashkent, place, the .
- 2) invention, the, 1968, the, Uzbek, 40th, marked, of, anniversary, in, people, TV's.
- 3) To, programmes, special, devoted, different, industry, branches, are, of.
- 4) Britain, published, tabloid, newspaper, in, are, popular, and, many.

Exercise 29. Translate the following microtext:

Why are these verbs different? Because they came from old English the form of English that people spoke until about 1150. Old English had very difficult patterns of grammar for forming verbs and other parts of speech. But over the years Old English changed into these patterns became easier.

Exercise 30. Language competition: Who can write the most number of words with the suffixes – *ance*, - *ence*. Use the following form:

N	Derivatives with – <i>ance</i>	Translation	N	Derivatives with – <i>ence</i>	Translation
1	Assistance	Yordam – п о м о - щ ь	1	Dependence	Qaram bolish – ПОДЧИНЕННОСТЬ

Unit VI

ECOLOGY

Lesson 1

Exercises

1. Read the words keeping to the rules:

	“th”			“th”	
think	theme	thousand	this	these	bathe
thank	fourth	thought	that	other	breathe
thing	fifth	tenth	the	father	rather
thin	smith	seventh	those	mother	brother

2. Learn the following tongue twist:

I can think of six thin things
Can you?
Yes, I can think of six thin things too.

3. Read the conversational phrases and find their equivalents in your mother tongue:

Let me introduce ...
Allow me to introduce...
Meet my brother ...
This is my friend
May I introduce myself?
Replies
How do you do?
Glad to meet you?
We've met before

4. Memorize the dialogues:

A.: – Mr. Brown, let me introduce Mr. Carter.
B.: – How do you do, Mr. Carter?
C.: – How do you do, Mr. Brown?

* * *

A.: – Will you introduce me to Mrs. Brown?
B.: – Mrs. Brown, this is Miss Sipper.

C.: – How do you do, Mrs. Brown?

B.: – How do you do, Miss Sipper?

* * *

A.: – Mr. Feak, this is my brother.

B.: – Glad to meet you.

* * *

A.: – Jack, meet my friend, John Wilson.

B.: – We've met before.

Exercise 5. Fill in the missing parts of the dialogues:

A.: – ...

B.: – Nice to see you

A.: – Dad, meet my friend, Michael.

B.: –

* * *

A.: –

B.: – How do you do, Mr. Smth?

C.: –

6. Work with homonyms. In the following sentences there is a word with at least two meanings.

You probably know one meaning but not the other. Find the word, look it up in your dictionary and find the correct entry and definition.

- a. My brother's a soldier. He's on leave at the moment.
- b. She gave me some sound advice. I'll certainly follow it.
- c. My uncle left me a thousand pounds in his will.
- d. 'Who won the match?' 'It was a draw.'
- e. Damn! I've got a parking fine.
- f. I'm going away on business to a trade fair soon.
- g. One swallow doesn't make a summer.
- h. I had to buy a special saw to cut through the pipe.

7. Fill in the gaps with appropriate prepositions:

1. I leave my house ... half past 8 ... the morning and arrive ... school ... 9. 2. We shall have no lessons ... Saturday. 3. The school students like to play ... football. 4. Sam Hutt is ... the seventh form. 5. When will you take your examination ... French VII? 6. I went ... school when I was seven years old. 7. There is a fine park not far ... our school. 8. We are one ... the best chessplaying schools ... London. 9. Let's have lunch ... this diningroom. 10. Tomorrow I shall stay ... home. 11. My friend lives ... A.Navoiy Street ... a big new house ... the first floor. 12. Yesterday we had two classes ... Botany.

8 . Fill in the gaps with appropriate prepositions:

1.He works ... an office ... London. 2. Ann gets 7 o'clock. 3. I go ... the station ... bus. The station is ... fifteen minutes walk ... his house. 4. We reach ... the station five minutes before the train comes ... 5. They get ... the cinema ... the underground. 6. Harry arrives home ... a quarter ... six. 7. ... supper he likes to listen ... the radio. 8. Switch ... the light. I want to go to sleep.

9. Fill in the gaps with proper modal verbs *can, may, must*:

1. All the students ... go home because there will be no meeting after classes. 2. He ... help you as he is not busy now. 3. My son ... skate very well. 4. ... I come in? – Do, please. 5. I am sorry, I ... leave. At 5 o'clock i shall have a lecture. 6. When ... you come to the lesson? We ... come to the lessons at 9. 7. You ... not go away now. You ... stay here till 6. 8. I ... not go to the club today. I have no time. 9. ... they translate this text? – Yes, they ... 10. There are children in this room. You ... not smoke here. 11. ... I open the window? Yes, you ...

10. Read the vocabulary and try to find their translation in your mother tongue :

ecology – the relationship between plants, animals and the environment in a particular area

include – comprise

exploit – to use a situations so that you get benefit from it, even it is wrong or unfair to do it.

thoughtlessly – without thinking

influence – the effect that a person or thing has on someone's decisions, opinions

increase – to become larger in amount or number

soil – the substance on the surface of the Earth in which plants grow

dust – very small pieces of dirt that cover surfaces of the land

pollute – to make air, water, or land too dirty and dangerous for people to use in a safe way

harmful – causing harm

substance – particular type of liquid, solid, or gas.

waste – the useless materials, substances

consequence – a result or effect of smth

disastrous – causing a lot of damage or harm

extinction – the situation in which an animal, plant or language no longer exists
greenhouse effect – the process in which heat is unable to escape from the atmo-

sphere and causes the temperature of the

Earth to rise

absorption – the process by which smth in takes in a substance, form or energy, or liquid.

warmth – the feeling of heat

evaporation – liquid's changing into gas or steam

precipitation – technical rain, snow, hail

dryer – machine that dries things such as clothes

salinity – liquid containing salt and water, salt water

decrease – to become less

abundance – a great number of smth

headquarters – office

Exercise 11. Read the text “What is ecology?” and define its main idea.

WHAT IS ECOLOGY?

Ecology is a very popular word today. Ecology is a science which studies the relationship between all forms of life on our planet and the environment. This word came from Greek “oikos” which means “home”. The idea of home includes our whole planet, its population, nature, animals, birds, fish, insets and all other living beings and even the atmosphere around our planet.

Since ancient times Nature has served Man giving everything he needs: air to breathe, food to eat, water to drink, wood for building and fuel for heating his home. For thousands of years people lived in harmony with the environment and it seemed to them that the resources of nature had no end or limit. With the industrial revolution our negative influence on Nature began to increase. Large cities with thousands of steaming, polluting plants and factories can be found nowadays all over the world. The by-products of their activity pollute the air we breathe, the water we drink, the fields where our crops are grown. That's why those who live in cities prefer spending their days off and their holidays far from the noise of the city, to be closer to nature. Perhaps they like to breathe fresh air or to swim in clear water because the ecology is not so poor as in the cities.

So, we see that our environment offers an abundance of subject matter for discussion. The problems and prospects of the planet interest not only scientists and futurologists, but also politicians, industry, the public – and above all, young people! There is hardly a young person who is not concerned with the preservation of our nature.

Whether a scientist or a politician, a banker or a student, whether Greek, Norwegian, Hungarian or Uzbek ... are to stop pollution.

Scientists now predict that by the year 2050 the population will be doubled what is today. The fact remains that the rate of food production fell behind population

growth in many of developing countries. The annual fish catch already exceeds what the world 's oceans can successfully sustain. If we go on using our natural resources at today's rates, we will have used up the entire reserves of copper, natural gas and oil by the year 2054.

Exercise 12. Look through the text "What is ecology?" again and make a list of words related to ecology.

Model: air – havo – воздух

Exercise 13. Read the text "What is ecology?" once more and find the answer to the questions below:

1. What does the word "home" include?
2. What does Nature give Man?
3. What caused our negative influence on Nature?
4. Why do many people who live in big cities prefer spending their days off in the countryside?
5. What is the negative effect of cutting woods?
6. What have you learned about water pollution from the text?
7. Is pollution a local problem?
8. What do scientists predict in the field of ecology?
9. What must people do to protect environment?
10. What is your school doing in protecting environment?
11. What are you and your friends doing to protect environment?

14. Define whether the following statements are true or wrong according to the text "What is ecology?"

Use the expressions: That is true; That is right; That is wrong; On the contrary.

1. The word "ecology" came from Latin "oikos" which means a kind of transport.
2. The notion "home" includes a great number of things and human beings.
3. People thought that natural resources had no end or limit.
4. The consequences of pollution of environment have improved living conditions.
5. The construction of big schools have caused water pollution.
6. The people who live in big cities prefer spending their days off far from the noise of cities.
7. The problem of ecology is a local problem.
8. Only volunteers may fight for preserving environment.

Exercise 15. Word – formation. Form words with the suffix – iver . Use the following form:

N	The derivatives with – iver	Translation	N	The derivatives with – ian	Translation
1	representative decide Authority conclude cooperate legislate prerogative object execute progress demonstrate product attract respect collect	vakil – предста- витель	1	agrarian bulgaria hungary dracon music russ physic politic parliamentary academic vegetary veterinary	agrar – аграрный

16. Look through the text “Pollution in the USA” and define its main idea.

POLLUTION IN THE USA

Pollution due to overpopulation is a problem in many of the world’s developed countries. On the northeast coast of the United States, bordering the Atlantic Ocean, there are many environmental problems related to pollution. There are many causes, but scientists say they are primarily due to land development and its consequence, overpopulation. Some of these pollution problems are quite obvious, while others aren’t really noticeable to the general population. Development has brought changes you can’t ignore, like more houses, more boats, and more traffic jams. But there are other changes that you can’t see, changes in the marine environment that warn of problems.

At Woods Hole, Massachusetts, researchers at the Woods Hole Oceanographic Institute study the marine fauna—that is, sea animals. The researchers warn that signs of stressed environment are present. When examining a sample of the marine fauna, marine biologists have noticed that now there are fewer species as compared to thirty or forty years ago. In some cases, there is only one single culture of one single species. The existence of only a single species is the big tip-off to stressed environment according to marine biologists. For example, there’s the hardshell clam. It can live where other shellfish can’t. But the hardshell clams at Woods Hole are so polluted that they can’t be used for

food, though they can be used as seed clams to populate shellfish beds elsewhere.

In some places the shellfish bed pollution is so bad and consequent bacteria counts have been so high that recreational swimming beaches have to be closed, and people are surprised. But they shouldn't be, because the problem's been creeping up on them a house lot at a time. They've been continuing to develop new housing areas, which demand fresh water and sewerage treatment.

This problem may now be worst in the Northeast area, but is also occurring in other parts of the United States that are experiencing population growth. Furthermore, demographers predict that by the turn of the century, 75 percent of the U.S. population will live within fifty miles of an ocean or one of the Great Lakes.

Exercise 17. Read the text “Pollution in the USA” and make a list of words pertaining to environmental problems.

18. Look through the text “Pollution in the USA” and find the answer to the questions:

1. What is the negative effect of the industrial development of the USA?
2. What is the most serious problem?
3. What part of the USA is described in the text?
4. What is the main reason of the environmental problem according to scientists?
5. What are the changes that you can't see?
6. What have marine biologists noticed?
7. Why should not people be surprised according to the author of the text?
8. In what parts of the USA does this problem occur?

19. Discuss the types of pollution:

- a) air pollution,
- b) water pollution,
- c) land pollution.

20. Translation practice. Translate the following microtext into your mother tongue:

Pollution due to overpopulation is a problem in many of the world's developed countries. On the northeast coast of the United States, bordering the Atlantic Ocean, there are many environmental problems related to pollution. There are many causes, but scientists say they are primarily due to land development and its consequence, overpopulation. Some of these pollution problems are quite obvious, while others aren't really noticeable to the general population.

Exercise 21. Put the letters in a proper order: You will have the words pertaining to environmental problems:

1) yclooeg; 2) opuliiotn; 3) retlulop; 4) nobars; 5) esuohenerg tcfefe; 6) ecdure

22. Put the words in a proper order:

- 1) protocol, the, in, in, Kyoto, adopted, Japan, was, 1957
- 2) issue, the, under, main, discussion, present, at, reduction, is, the, dioxide, from, of, carbon, transportation.
- 3) country; is, the, highly, USA, developed, industrial
- 4) task, the, main, the, Kyoto, of, protocol, to, is, reduce, dioxide, emissions, of.

23. Language competition: who can write the most number of words connected with ecological problems.

Model:
Pollution- havoning ifloslanishi – загрязнение воздуха

24. Match a line from column A with a line from column B to form an English proverb:

A	B
a. A bad workman	1-while the sun shines
b. If a job is worth doing	2-make light work
c. Make hay	3-what you can do today
d. Many hands	4-for idle hands
e. Too many cooks	5-makes you healthy, wealthy and wise.
f. Early to bed and early to rise	6-blames his tools
g. never put off till tomorrow	7-it's worth doing well
h. the devil makes work	8-catches the worm.
i. all work and no play	9-spoil the broth
j. the early bird	10-makes Jack a dull boy

Exercise 25. Look through the congratulation letter and note how to write it.

Congratulation on a Birthday

Exercise 26. Write a letter of congratulation to your friend on the occasion of his/her birthday

Lesson 2

Exercises

Exercise 1. Read the words keeping to the rules:

“ou”

1. usually
[au]

sound
bound
round

**2. words of
french origin**
[ʌ] [u:]

couple route
double group

3. before
gh[f]

enough
tough

4. before
it, id [əʊ]

poultry
shoulder

Exercise 2. Read the conversation phrases expressing parting and find their equivalents in your mother tongue:

Good – bye
See you later
See you soon
So long
I must be off
I must be off
My best regards to ...

Come on
It has been nice meeting you.
It has been a pleasure
Thank you for coming
Thank you for a nice party
I'll be missing you
Keep well

Exercise 3. Memorize the dialogues:

A.: – I must be going. I 've got things to do.

B.: – See you tomorrow.

* * *

A.: – It has been nice meeting you. Hope we meet again.

B.: – Good bye . Keep in touch.

* * *

A.: – So sorry I must be going. I've got an appointment for five.

B.: – My best regards to your brother.

A.: – Thank you. Good bye.

B.: – Good bye.

Exercise 4. Supply the missing parts of the dialogues:

A.: – Thank you for a nice party.

B.: –

* * *

A.: – ...

B.: – It has been a pleasure. Thank you for coming.

* * *

A.: –

B.: – Keep in touch.

* * *

A.:– ...

B.:– Good bye. Keep in touch.

* * *

A.:– Good bye. My best regards to your brother. Thank you.

B.:–

Exercise 5. Read the vocabulary and try to guess their meaning with help of their explanations:

insect – a small animal that has six legs and often has wings.

fuel – a substance such as gas, oil, coal, or wood that produces heat or power when it is burned.

heating – the process of making smth warm

increase – to become more than before

crop – a plant grown for food, usually on a farm.

Exercise.6. Listen to the text “ The Natural Step” and define its main idea..

THE NATURAL STEP

The Natural Step (TNS) is a non-profit environmental education organization working to build an ecologically and economically sustainable society. TNS offers a framework that is based on science and serves as a compass for businesses, communities, academia, government entities and individuals working to redesign their activities to become more sustainable. The TNS helps individuals and organizations address key environmental issues from a systems perspective, reduce the use of natural resources, develop new technologies, and facilitate better communications among employees and members. It gives people a common language and guiding principles to help change existing practices and decrease their impact on the environment. The system conditions have been used as a shared mental model for problem solving, for the development of consensus documents (e.g. sustainable practices with regard to metals, energy, agriculture, and forestry), to structure institutional scientific work at universities, in course curricula for the teaching of students, and by business corporations, municipalities and other organizations as an instrument for strategic planning towards sustainability.

Exercise 7.Listen to the text “The Natural Step” once more and answer the questions:

1. What is the text about?
2. What is the aim of TNS?

3. What facts are mentioned in the text in regard to its educational programme?
4. Are there any such organizations you know?

Exercise 8. Discuss the advantages and disadvantages of living in a city.

Exercise 9. Word – formation. Form words with the suffixes – cy, - ing.
Use the following form:

N	The derivatives with – cy	Translation	N	The derivatives with – ing	Translation
1	bankruptcy competent delinquent expect legal pendent deficit diplomatic in solve solve legitimate procurate exigent occupy	bankrotlik – банкрот- ство	1	hearing hold stand park meet kidnap dump school do go bring buy sell watch sleep work	eshitish – слушание

Exercise 10. Work with homophones. Look at these words in your dictionary and copy the phonemic script. Then think of another word with the same pronunciation but a different spelling.

Example: flower – flour
male war hire
caught piece through
wear hole way
stair rain saw
die bored pair

Exercise 11. Read the text “Car is an Ecological Disaster” and define its main idea.

CAR IS AN ECOLOGICAL DISASTER

According to the United States Environmental Protection Agency, driving a car is the single most polluting thing that most of us do.” This is not a new problem. In

the 1950's the Los Angeles smog made head-line news. Car exhaust causes health problems. There are many solutions to the problem.

Laws were enacted as long as twenty years ago to control pollution caused by cars. Since then laws have been made, such as special nozzles on gas pumps that prevent vapor from getting into the air. We also have more tests on cars to make sure cars are maintained in a way that protects our environment. In cities, laws ask that more people ride on buses, and employees that drive company cars should limit the time they drive and the number of trips that they make.

Cars emit several pollutants that are toxic. This causes many problems. One problem it causes is cancer. Most cars generate hydrocarbons, nitrogen oxides, and carbon monoxide. Hydrocarbons cause eye irritation, coughing, wheezing, shortness of breath, and lung damage. Nitrogen oxide causes acid rain and leads to water quality problems. Carbon monoxide prevents oxygen from going through the lungs properly. All of these problems can be serious and effect the health of the people who live in the United States.

Some solutions to the problem are: cutting down on the number of cars, traveling at steady speeds, and keeping your car in good shape. You should never over fill your gas tank. You should always use clean gas. People should buy newer cars because they are made to create less pollution.

In summary, the problem of pollution from car exhaust is not new and is the single most polluting thing we do. The situation is so serious that many laws have been enacted to protect our environment. The pollutants that are emitted in car exhaust are very dangerous to our health. There are solutions to the problem if we just pay attention.

Exercise 12. Look through the text “Car is an Ecological Disaster” again and define what ecological problems cause cars.

Exercise 13. Read the text once more to find the answers to the following questions:

1. Why is driving a car the single most polluting thing that most of us do?
2. What laws regulate driving cars?
3. What problems causes a car?
4. What are the ways of solution to the ecological problems caused by cars?

Exercise 14. Discuss the following:

1. Does anybody have a car in your family?
2. Have you ever noticed your family car emit pollutants?
3. Do new cars create more or less pollution?
4. How often is your family car tested for making pollution?
5. What should be done to prevent car pollution to your mind?

Exercise 15. Read the news article “Ozone – destroyer declining, study says ” and copy out all the words related with environmental problems.

OZONE–DESTROYER DECLINING, STUDY SAYS

One of the manmade chemicals linked to erosion of the ozone layer around the Earth is decreasing in abundance in the atmosphere, suggesting that an international agreement limiting the chemical is working, researchers reported Friday!

A study published in the journal Science said that measurements taken several times daily since 1978 at five ground monitoring stations around the Earth show about a 2 percent annual decline in methyl chloroform since 1991.

Methyl chloroform is an industrial chemical that is regulated by the 1987 Montreal Protocol, an agreement by most of the world’s industrial nations to phase out production and use of chlorofluorocarbons, or CFCs. There are chlorine-based chemicals that are thought to erode the ozone layer. Researchers said that methyl chloroform is the first of the Montreal Protocol chemicals to show an actual reduction in atmospheric concentration. The other chemicals, which are much more abundant, have stopped increasing, but have not shown an actual decline. The other chemicals also take much longer to break down in the atmosphere than methyl chloroform.

Ozone is a natural barrier against ultraviolet, or UV, radiation from the sun. UV radiation is harmful to many plants and animals and has been shown to cause skin cancer.

The new study was by researchers at Massachusetts Institute of Technology, Scripps Institution of Oceanography, Georgia Institute of Technology in the United States, and at the Commonwealth Scientific and Industrial Research Organization in Australia and the University of Bristol in Britain.

16. Read the news article “ Ozone – destroyer declining, study says ”once more and find some facts in the text to justify its title.

Exercise 17. Divide the news article into several logical parts, give a heading to each of them.

Exercise 18.State the questions which remained unanswered in the article.

Exercise 19. Find topical sentences in each paragraph of the article.

Exercise 20. Read the first sentences of paragraph (s) ... carefully, cross out the words that do not carry important information.

Exercise 21. Look through the text “Global Warming” and define its main idea.

GLOBAL WARMING

“Global warming” has been introduced by the scientific community and the media as the term that encompasses all potential changes in climate that result from higher average global temperatures. Hundreds of scientists from many different

countries are working to understand global warming and have come to a consensus on several important aspects. In general, Global warming will produce far more profound climatic changes than simply a rise in global temperature. A recent study by an international panel of scientists suggested that if trends in current emissions of greenhouse gases and aerosols continue, the globe may warm by an average of 2°C by the year 2100. The average rate of warming would probably be greater than any seen in the last 10,000 years. An analysis of temperature records shows that the Earth has warmed an average of 0.5°C over the past 100 years. This is consistent with predictions of global warming due to an enhanced greenhouse effect and increased aerosols. Yet, it could also be within acceptable limits for natural temperature variation. The twelve warmest years of the twentieth century have occurred since 1980. The Earth's warmest years since 1861 have been: 1981, 1983, 1987, 1988, 1989, 1990, 1991, 1994, 1995, 1996, 1997 and 1998. 1997 and 1998 were the two warmest years recorded during that period. This lends support to the assumption that the Earth's climate is warming. However, it may take another decade of continued increases in global temperatures to provide conclusive evidence that the world's climate is warming as a result of the enhanced greenhouse effect. Global surface air temperature in 1997 was warmer than any previous year this century, marginally exceeding the temperature of 1995. Part of the current global warmth is associated with the tropical El Niño, without which a record global temperature would probably not have occurred. Global surface temperatures in 1998 set a new record for the period of instrumental measurements, report NASA/GISS researchers who analyzed data collected from several thousand meteorological stations around the world. The global temperature exceeded that of the previous record year, by such a wide margin that the 1998 calendar year is certain to also set a new record. The United States experienced in 1998 its warmest year in the past several decades. As for the Russia, global surface air temperatures in 1997-98 were not warmer than previous years.

Until recently, researchers were uncertain whether Climate developments reflected natural variations in the Earth, or whether in fact human activities contributed to the warming. The latest observed data reveals some striking trends:

- All 10 of the warmest years on record have occurred in the last 15 years.
- The 1990s have already been warmer than the 1980s - the warmest decade on record - by almost 0.2°F (0.1°C), according to the Goddard Institute of Space Studies.
- The global average surface temperature has risen 0.5°-1.1°F (0.3°-0.6°C) since reliable records began in the second half of the 19th century.

In 1995, scientists with the Intergovernmental Panel on Climate Change - the authoritative international body charged with studying this issue-reached a conclusion in the Second Assessment Report, which summarizes the current state of scientific knowledge on global warming, also called climate change. For the first time ever, the Panel concluded that the observed increase in global average temperature over the last century *«is unlikely to be entirely natural in origin»* and that *«the balance of evidence suggests that there is a discernible human influence on global climate.»*

Exercise 22. Read the text “Global Warming” and find the answer to the following questions:

1. What does “Global Warming” mean?
2. What is the conclusion of the scientists investigating the problems of Global Warming?
3. What changes have occurred in temperature over the last 100 years?
4. When did the new record of temperature rising happen?
5. What are the striking trends according to the latest observed data?
6. What are the main reasons for rising temperature?
7. What are the future impacts from Global Warming?

Exercise 23. Discuss the problems caused by Global Warming:

- a) notion of Global Warming,
 - b) reasons for Global Warming,
 - c) the warmest years of the 20th century,
 - d) research done in this sphere,
 - e) the consequences of Global Warming.
5. English names

Exercise 24. Look through the following names and say whether they are girls’ names (g), boys’ names, (b) or surnames (s)?

Mind, that sometimes the same name will fit two categories.

Jane	Atkins
Tracy	James
Frances	Green
Jean	Ellis
Pat	Wilmot
Joe	Hughes
Graham	Joyce
Terry	Robson
Joan	Alan

Exercise 25. Practise the spelling of the English names given above.

Exercise 26. Translate the microtext “The Impacts of Global Warming ” into your mother tongue.

The Impacts of Global Warming

As the Earth’s climate is the result of extremely complex interactions, scientists still cannot predict the exact impact on the earth’s climate of these rising levels of

heat-trapping gases over the next century. But there is striking agreement among most climate scientists about what is likely to occur. Poureful climate models suggest that the planet will warm over the next century at a more rapid rate than ever before recorded. The current best estimate is that if carbon dioxide concentrations double over preindustrial levels, global average surface temperatures will rise between 1.8° and 6.3°F (between 1° and 3.5°C). According to the scientific possible scenarios, an atmospheric doubling of carbon dioxide could occur as early as 2050. Future impacts from this kind of warming will most likely include:

- damage to human health - severe stress on forests, wetlands, and other natural habitats
- dislocation of agriculture and commerce - expansion of the earth's deserts
- melting of polar ice caps and consequent rise in the sea level
- more extreme weather events

Exercise 27. Put the letters in order: You will have words related with ecology:

- 1) enoca, 2) teha, 3) sga, 4) luef, 5) tswae.

Exercise 28. Put the words in a proper order:

- 1) problems, many, causes, ecological, it
- 2) problems, be, can, all, these, serious, people, effect, the, of, health, the.
- 3) polluter, is, the, USA, world's, biggest.
- 4) generates, Ahmad's, old, dioxide, carbon, car, old, much,

Exercise 29. Language competition: who can be the fastest to write derivative with the suffixes –

cy, - ing. Use the following form:

N	The derivatives with – cy	Translation	N	The derivatives with – ing	Translation
1	privacy	shaxsiylik- личность	1	meeting	uchrashuv – встреча

Exercise 30. Look through the letter of congratulation and note how to write it.

A Letter of Congratulation

Chris Feak
420 Wellington,

Ann Arbor,
Michigan 7406-678

Dear Chris,

On the occasion of the forthcoming of the Independence Day of the USA I should like to congratulate you. I wish you all the best.

Sincerely,
Shohida.

Exercise 31. Write a letter of congratulation to your pen- friend on the occasion of the New Year Holiday.

Lesson 3

Exercises

Exercise 1. Read the words keeping to the rules:

		ee	ee		
		[i:]			
tree	weak	team	read	clean	
week	treat	sea	please	stream	
fee	mean	tea	feel	scream	
three	neat	plea	deed	team	

		oo			
		[ʊ]		[u:]	
book	good	doom	hoot	noon	soon
hook	cook	boom	cool	root	gloomy
look		boot	moon	soot	bloom
took		foot	mood	zoo	spoon

Note: blood [blʌd]
flood [flʌd]

Exercise 2. Read the conversational phrases expressing agreement, confirmation, consent and find their equivalents in your mother tongue:

Yes, he (she) is (was, will)
He is not here
Of course he did (was)
Yes, certainly
Yes, of course
I'm sure she was (will)
Quite so
You are right
I quite agree with you
I think so
I suppose so

Exercise 3. Memorize the dialogues:

A.: – Has Anvar got an excellent mark?
B.: – Yes, he has.

* * *

A.: – Was Rano at school yesterday?

B.: – I'm sure, she was

* * *

A.: – What was the score? Did "Pakhtakor" win the match?

B.: – That's right.

4. Fill in the missing parts of the dialogues:

A.: – She can't do anything about it.

B.: – ...

* * *

A.: – It's no use closing one's eyes to facts.

B.: –

* * *

A.: –

B.: – There is no doubt about it.

* * *

A.: –

B.: – It was a pleasure.

* * *

A.: – We have met before.

B.: –

* * *

A.: –

B.: – It looks like him.

Exercise 5. Read the dialogues and note how to express agreement, consent, confirmation.

A.: – I am a student.

B.: – So am I (is he/she; are we/ you, they).

* * *

A.: – My friends live in Tashkent.

B.: – So do mine (does he/she).

* * *

A.: – Mr. Brown has a new car.

B.: – So has my father (have they / we).

* * *

A.: – Anvar can speak French.

B.: – So can Bahrom.

Exercise 6. React to the following expressing agreement, consent and confirmation

1. Jack is an excellent student.
2. Rano has an interesting English book.
3. I can speak English and Russian.
4. We play chess in the afternoon.
5. Anvar gets up at 9 on Sunday.
6. Shahlo will go to see her grandmother tomorrow.
7. We swam in the river last week.
8. My father went to Italy last week.
9. We are first year student.
10. We have a comfortable classroom.

Exercise 7. Read the words and try to guess their meaning with the help of their explanations:

burning – actual

chimney – a tube or passage that takes smoke from a fire up through a building and out through the roof exhaust gases or steam produced by an engine as it works
fumes - smoke or gas that has an unpleasant smell, especially harmful smoke or gas

harmful – causing harm or damage

substance – a type of liquid, solid, or gas

soot – a dirty black powder that is produced when you burn smth such as coal or wood

dirt – a substance that makes smth dirty

smog – polluted air that is a mixture of smoke smth stop working

upset – to spoil smth (plan), to make smth stop working

desert – a large area of land with few plants and little water

Exercise 8. Listen to the text “Pollution” and say what it deals with.

POLLUTION

Pollution is one of the most burning problems of nowadays. Now millions of chimneys, cars, buses, trucks all over the world exhaust fumes and harmful substances into the atmosphere. These poisoned substances pollute everything: air, land, water, birds and animals. So, it is usually hard to breathe in the large cities where there are lots plants. Everything there is covered with soot and dirt. All these affect harmfully. Every year the atmosphere is polluted by about 1000 tons of industrial dust and other harmful substances. Big cities suffer from smog. Cars with their engine have become the main source of pollution in industrial countries. Vast forests are being cut down for the need of industries in Europe and USA. The loss of the forests upsets the oxygen balance of the new wastelands. As the result

some species of animals, birds, fish and plants have disappeared and keep disappearing.

Water pollution is very serious, too. Ugly rivers of dirty water polluted with factory waste, poisoned fish are all-round us. And polluted air and poisoned water lead to the end of the civilization. So, nowadays a lot of dead lands and lifeless areas have appeared. Because our actions and dealings can turn the land to a desert.

Exercise 9. Listen to the text “Pollution” once more and answer the questions:

1. What is pollution nowadays?
2. What exhausts fumes and harmful substances into the atmosphere?
3. What is everything covered with in big cities?
4. To what extent is the atmosphere polluted every year?
5. What is the negative effect of losing forests?
6. What are the consequences of pollution?

Exercise 10. Word – formation. Form words with the suffixes –ary, -ory, -ous.

Derivatives with – ary (ory)	Translation	Derivatives with – ous	Translation
Introductory Discipline Oblige Stipend Advise Second Mandat Legend Element Evolution	kirish – вводный	Humorous Religion Fame Analogy Mountain Courage Continue Danger Notary Malice	Yumoristic , hajviy – юмористический

Exercise 11. Fill in the gaps with the derivatives in the above exercise in the following sentences:

1. Mark Twain wrote many ... stories
2. It is ... to walk on a slippery road
3. Samarkand is ... for its historical places
4. It is ... to attend a secondary school in many countries.
5. In an ... part the author doesn't speak about the main hero of the book.
6. At the age of 7 children go to ... school.
7. This question is not important. It is
8. Tajikistan is a ... country.
9. Use Present ... to express an action going on at the moment of speech.
10. E. Hemingway was a ... man.

Exercise 12. Look through the text “Pollution in the USA” and say what it deals with.

POLLUTION IN THE USA

The USA is highly developed industrial country. But this development of industry has led to serious ecological problems. The most serious and complex environmental problem at present is pollution. There are three types of pollution: air, water and land pollution. And the main concern of ecologists is carbon dioxide. Every time we turn on a light switch, drive a car, use a computer, watch TV or cook a meal, we are creating carbon dioxide which is the main contributor to climate change. Carbon dioxide forms a blanket around the Earth, trapping heat. As a result, the planet’s temperature rises – creating “greenhouse effect”. We can see the first signs of climate change now: more droughts, storms, floods and other weather extremes.

In 1997 in Japan The Kyoto Protocol was adopted. It is the first international treaty which uses market mechanism as an approach to tackle global environmental problems. The main task of the K.P. is to reduce emissions of carbon dioxide and other greenhouse gases.

The USA is the world’s biggest polluter. In 1990 the US produced 36% of the world’s carbon emissions (in comparison with Russia which produced only 17%). But the USA refuses point- blank to ratify the Kyoto Protocol, because, according to President Bush, ratification of this protocol will damage the US economic interests.

But it does not mean that nothing is being done in the US concerning this problem. The main issue under discussion at present is the reduction of carbon dioxide emissions from transportation. It was discovered that transportation sources account for nearly a third of US greenhouse gas emissions. But scientists say that it is possible to reduce US carbon dioxide emissions from transportation by 20% by 2015, and almost by 50% by 2030.

Exercise 13. Read the text again and choose the best answer the given questions:

Exercise 14. Look through the text “Pollution in the USA” again and describe the ecological situation in the USA.

Exercise 15. Read the text “The Aral Sea Problem ” and define its main idea.

THE ARAL SEA PROBLEM

The tragedy of Aral Sea disappearance is one of the most convincing and vivid cases against unbalanced activities undertaken by the human society in the second half of the 20th century. During this period the humanity not only had the unprecedented achievements in engineering development, but also damaged the nature more than ever. Such outrage upon the planet was caused by the techno-

logical revolution, which at that time had been declared as a watershed of the human history, until the most advanced people found that very grave environmental consequences were hidden behind its frontage.

Almost all current global climatic, hydrological, and geological cataclysms - the green-house effect, losses of rivers, lakes and wetlands, wide-spread desertification are caused by ambitious aspiration of people as if to provide their well-being, but in fact mainly for increasing property, domination and power, and followed by disregard of the fact that everything in the world is interdependent and has its own consequences in the form of large scale disturbance or transformations of natural processes. At present, the peoples and governments of such countries as Canada, the Netherlands, France, Switzerland, and Japan, which set an example for all mankind how to establish the interrelations with the nature, are worthy of gratitude and respect. They demonstrate how to integrate urbanization with preservation of fauna, flora, and landscapes on the basis of harmonizing interests of economic development and demographic growth with the environmental requirements and even raising a nature potential. In these countries, a partnership of people with the nature is based on profound respect and pride for natural resources belonging to their states, and worship of the nature which is inculcated from childhood.

Drying up the Aral Sea that was a large water body with good quality water has reached such an extent that widespread nature degradation inside the dried area and outside its boundaries has resulted in the situation when this region is the natural disaster zone. The sea, which was the habitat of abundant flora and fauna and a natural regulator of climate in the irrigated area, degrades to such an extent that the desertification zone located between deserts Kyzylkum, Karakum and Usturt is formed. Vast areas of solonchaks and strongly saline lands, being sources of salt and dust transfer due to wind erosion, have occurred here.

In the coastal zone the ecosystem of the delta and a coastal zone, which was formed during many centuries was completely damaged; the lakes dried up, salinity of water increased; solonchaks appeared at the sites of the dried marshes; catch of fish and furry animal significantly diminished; migratory birds disappeared; flora and fauna degrade; and the local climate undergoes a change.

The five independent states located in the Aral Sea basin — Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan — have properly evaluated the necessity of tackling the problem of the Aral Sea and Prearalie (a dried coastal zone). The Heads of these states approved the Concept, in which the proposal to establish a new sustainable anthropogenic-natural complex in the South Prearalie in order to rehabilitate the productivity of this territory as much as possible was formulated. However, due to economic decline, implementation of this program faces difficulties.

The existing ecological situation is of great concern for all peoples living both inside and outside the Aral Sea basin.

Exercise 16. Read the text “The Aral Sea Problem ” and note the reasons for the Aral Sea Problem.

Exercise 17. Look through the text “The Aral Sea Problem ” and answer the questions:

1. What is tragedy of the Aral Sea?
2. What is the reason of the Aral Sea tragedy?
3. When did Western Countries recognize the necessity of being respectful to the nature and repaying their debts to it?
4. What are the attempts of Canada and some other countries in struggling against the tragedy?
5. What is the purpose of the attempt?
6. What animals and birds disappeared at the result of salt spread?
7. What countries are located in the Aral Sea basin and what is their project?
8. What actual issues are planned to be solved?

Exercise 18. Discuss the following:

1. The negative effect of the Aral Sea problem.
2. The reasons causing the Aral Sea problem.
3. The Project on the solution to the Aral Sea problem.

Exercise 19. Translate the following microtext into your mother tongue:

“The Aral Sea Problem ”

Exercise 20. Language competition. Who can write the most number of words with the suffixes – ary, (-ory), - ous?. Use the following form:

N	The derivatives with – ary, (-ory)	Translation	N	The derivatives with –ous	Translation
1	revolutionary	revolyusion – револю-ЦИОННЫЙ	1	famous	mashhur–ЗНАМЕНИТЫЙ

Exercise 21. Look through the text “N. Webster’s Dictionary” and define its main idea.

N. Webster’s Dictionary

By the time the United States became an independent country, people had been living in America for over a hundred years. They already spoke and wrote differently from people in Britain. Yet the only books that told the «correct» way to write and spell things were written by British people. Noah Webster, an American lawyer and teacher, thought Americans needed their own guides to their language. So in 1783,1784, and 1785 Webster published a grammar book, a reading book, and a

spelling book. The speller, like Webster's other books, was based on the way Americans used English. It became the basic textbook all over the country.

The success of his speller allowed Webster to devote all his time to books on language. He felt that the English language in America deserved its own dictionary. In 1806 he published the first edition of this dictionary. It had 5000 more words than any earlier dictionary. It included words that Americans used and British people didn't. It was the first dictionary that described what people actually said, instead of telling them what they ought to say. And it spelled many words in a new way. Webster felt that English spelling was too complicated. So in some words he left out letters that he considered unnecessary, such as the «u» in «honour», and he spelled some others the way they were pronounced. Because of his influence, we know that a writer who signs a «cheque» and goes to the «theatre» is British, while one who signs a «check» and goes to the «theater» is American.

Exercise 22. Read the text “N. Webster’s Dictionary” and say what each paragraph deals with.

Exercise 23. Find answers to the questions from the text “ N. Webster’s Dictionary”:

1. What is the text about?
2. What was N.Webster?
3. When did N.Webster publish a grammar book?
4. What did he publish in 1806?

Exercise 24. Look through the text again and write the central idea of the text.

Exercise 25. Divide the text into several logical parts, give a heading to each of them.

Exercise 26. Discuss the analysis of the text “N. Webster’s Dictionary” by making.

presentations. At the result of the discussion write your conclusions about English spelling.

Exercise 27. Put the letters in a proper order. You will have the words used in the text “N. Webster’s Dictionary”

- 1) reslpel, 2) etswerb, 3) terocr (correct), 4) uegalnga, 5) kcehc, 6) rhunoo

Exercise 28. Put the words in a proper order.

1. this, of, edition, the, published, he, 1806, in, first dictionary
2. words, more, it, than, 5000, had, any, earlier, dictionary
3. a, grammar, Webster, book, a, spelling, published, book, a, book, and reading.
4. Felt, English, Webster, that, spelling, complicated, too was

Exercise 29. Read the text on “Reserving a Room” and note how to write it.

**MS. WINNIE SIMPSON
ROYAL HOTEL**

Dear Ms. Simpson,

Our Lyceum will be giving a party at the Computer Convention on May 28. So I would like to rent a banquet room for that evening. Last year we rented the Beame Room, but this year I think something bigger will be needed, since twice as many people have been invited.

Refreshments will be provided by our caterers, but we will need tables and chairs for 150 people. Also, we are going to need a side projector and a screen. Can you provide all these things? Also – although I have a very generous budget – please let me know what the cost of renting the room will be.

*Sincerely,
Jerry Casale
Jerry Casale
Lyceum Marketing Manager*

Exercise 30. Translate the text “Reserving a Room”, presented in the above into your mother tongue.

Lesson 4

Exercises

Exercise 1. Listen to the text “ The Baltic Sea ” and say what it deals with.

The Baltic Sea

Exercise 2. Listen to the text “ The Baltic Sea ” once more and answer the questions:

1. Why is the Baltic Sea a special case?
2. How many rivers run into the Baltic Sea?
3. What is there alongside of the rivers running into the Baltic Sea?
4. What do people suffer from?
5. What is the way of escaping the ecological crisis?

Exercise 3. Read the words keeping to the rules: *or, er, ar* in an unstressed position.

doctor	reader	baker	ambassador
teacher	beggar	player	worker
member	cellar	driver	reporter
farmer	weaver	barber	tailor

Exercise 4. Read the conversational phrases expressing disagreement and find their equivalents in your mother tongue:

I don't agree with you at all
On the contrary!
I don't quite agree with you
You are wrong
Nothing of the kind
I don't think so
I am afraid not
Certainly not

Exercise 5. Memorize the dialogues:

A.: – The capital of Scotland is Cardiff.

B.: – I am afraid not. It's capital is Edinburgh.

* * *

A.: – Mark Twain is a famous English writer.

B.: – I don't quite agree with you.

* * *

A.: – Pollution has a positive effect.

B.: – On the contrary.

* * *

A.: – Carbon dioxide doesn't cause any harm to plants.

B.: – Nothing of the kind.

Exercise 6. React to the following statements.

1. The Dutch speak Italian.
2. I am sorry to say not.
3. Americans speak Uzbek.
4. Cairo is in Scotland.
5. It is not very cold in Ireland.
6. Uzbekistan borders on India.
7. The newspaper was published first in 1990 in England.
8. The first president of the USA was T. Jefferson

Exercise 7. Read the words and try to guess their meanings with the help of their explanations.

destruction – damage that is so severe that smth stops existing
habitats – the type of place that an animal normally lives in or a plant normally grows in.

suffer – to feel pain in your body or your mind

rainforest – a forest in a tropical region of the world where it rains a lot

marsh – an area of soft wet land

meadow – a field where grass and wild flowers grow

disappear – to no longer happen or exist

hunting – the activity of chasing and killing wild animals

rare – not happening very often

poacher – someone who illegally catches or kills animals, birds, or fish on someone else's property.

rhinos – a large animal with very thick gray skin and one or two horns on its nose

fur – the soft hair that covers the body of some animals

mink – a small animal that is raised for its thick dark fur

trap – an equipment for catching animals

Exercise 8. Read the text “Animals in Danger” and note the facts proving that animals are in danger.

ANIMALS IN DANGER

(Get in Touch, p.176)

Perhaps the most famous rare animal is the panda. Twenty years ago it was nearly extinct. Now its numbers are growing again. It has even become a symbol for wildlife conservation. But many other species have been less lucky than panda.

There is a serious problem because...

1. After pollution or destruction, habitats take many years to grow again.

1. Pollution and destruction change the balance of nature. Each species in a habitat (for example, wood, jungle, marsh or forest) need and helps the rest. If one animal, bird or insect disappears, all the others suffer, too.

This is what is happening in the rainforests of South America, Africa and Asia. These are some of the world's oldest habitats. Or they were. Man is destroying an area of rainforest as big as Switzerland and every year.

But the problem doesn't stop there. Habitats and animals are disappearing in Europe, too. Since 1947 in Britain, for example...

50% of the woods have disappeared,

50% of the marshes have disappeared,

95% of the meadows have disappeared.

And what has taken the place of these green, natural places? Houses, farms, cities, roads and factories. Because of this (and pollution, too) several British species are dying. In fact scientists believe that 30 British animals, fish and birds may become extinct by the year 2005.

Some are already extinct. Today, many more are in serious danger. This is because man

a) hunts them,

b) destroys and pollutes their habitat, is it too late to save animals like these?

Exercise 9. Discuss the following:

1. The reasons for disappearance of woods, marshes, meadows.
2. The undesirable situation in the rainforests of South America, Africa and Asia.

Exercise 10. Translate the microtexts into your mother tongue:

These are some of the world's oldest habitats. Or they were. Man is destroying an area of rainforest as big as Switzerland and every year.

But the problem doesn't stop there. Habitats and animals are disappearing in Europe, too. Since 1947 in Britain, for example...

50% of the woods have disappeared,
 50% of the marshes have disappeared,
 95% of the meadows have disappeared.

And what has taken the place of these green, natural places? Houses, farms, cities, roads and factories. Because of this (and pollution, too) several British species are dying. In fact scientists believe that 30 British animals, fish and birds may become extinct by the year 2005.

Some are already extinct. Today, many more are in serious danger. This is because man

- b) Hunts them,
- b) Destroys and pollutes their habitat, is it too late to save animals like these?

Exercise 11. Word – formation. Form words with the suffix – *ity*.

Model: mutual – mutuality – o’zaro – **взаимный – o’zarolik – **взаимость****

illegal	sure	duplicate	conform
insane	diverse	identify	indemnify
municipal	equal	angular	equitable
disable	major	utilize	capable
pure	null	minor	able

Exercise 12. The following adverbs of time are common with the Present Perfect. Use them in these conversations:

since for yet still ever never just already

1. Is Mahmoud here?
 – You’vemissed him. He went out a few minutes ago.
2. Tom borrowed my lap-top last week and he.....hasn’t returned it.
 – I’m not surprised. He’s had my calculator for a month!
3. Have you got those market projections, Daniela?
 – No, I haven’t finished themThey’ll be ready tomorrow .
4. Here’s a copy of the agenda for the planning meeting.
 – > Thanks, but I’vegot one. Julia faxed me a copy this morning.
5. So you `ve been working heresix months, Yvette?
 – > That `s right . I joined the company in March.
6. Have youeaten haggis?
 – No, I don’t think so. What is it?
7. We’ve been talkingten o’clock this morning and we.....haven’t decided.
 – You ` re right . It`s time we had a break.
8. So you’vebeen to Canada?
 – No, but I “ve been to the States a couple of times.

Exercise 13 . Supply the correct tense (the Past Indefinite or the Present Perfect) of the verbs in brackets:

1) It is natural that Bianca speaks Italian well because she ... (speak) Italian all her life. 2) When I last saw him, he ... (feel) very well. 3) Where ... you (be) all this morning? It 's nearly midday now. 4) Where ... you (be) this morning? I rang you up several times before midday. 5) Zuhro ... (have) little experience in teaching music. 6) Little Ann always ... (make) herself ill with ice – cream. 7) What ... (happen) to him yesterday? 8) I ... (go) to Armenia five years ago. Since then I ... (not speak) Armenian, and ... (forget) nearly all I ... (learn) there. 9) A friend of mine is a great traveller: he ... (visit) the remotest parts of the world. 10) “You ... (read) “Tom Sawyer”. ‘I ... (begin) the book last week and just ... (finish) it. 11) I hear your sister just ... (get) married. When ... the ceremony (take place)? 12) ... (you, ever, meet) my elder sister? -No.- Then let me introduce you to her. 13) The town ... (change) its appearance since 2000. 14) I am delighted to meet you, I ... (always, want) to. 15) I ... (see) Rano a couple of minutes ago. 16) The kettle ... (boil), so I will make the tea. 17) During the last few weeks Rustam... (be) very busy. 18) You look pale, ... (anything, happen) to you? 19) I ... (not, have) an accident, if that’s what you mean. But it ... (be) almost as bad.

Exercise 14. Use the verbs given in brackets in the proper tense:

1. I (not see) him since January. 2. We (not get) news from her for a long time. 3. We (get) only two telegrams from him since he (leave) for the North. 4. He (go) to Andijon in August and he (not return) to Tashkent since. 5. How long they (know) each other? They (know) each other for more than ten years. 6. Hallo, I (not see) you for ages! How are you getting on?

Exercise 15. Change the personal pronouns in brackets into appropriate possessive ones:

A

1. There is no ink in (he) fountain – pen. Take (I) fountain – pen, please. There is some ink in it. 2. What is (you) friend’s name? (She) name is Kitty. She is a first – year student just like me. We are fond of (we) lyceum. 3. Where is (she house)? It is near (I) house. 4. There are many nice flowers in (they) garden. 5. What colour are (you) sister’s eyes? (She) eyes are brown. They are very beautiful.

B

1. This is ... book, it is on the table. 2. Give me ... pencil. ... is very bad. 3. ... Lyceum is near the Metro station. 4. ... school is near the Underground, but ... is rather far from ... house. 5. Whose note – books are those: ... or ...? 6. This is not

... telephone number, it must be ... 7. ... magazines are on the table; ... are on the shelf.

Exercise 16. Use the proper form of the verbs given in brackets:

1. I usually (go to see) my friend when he (be) ill. 2. Yesterday I (get up) at 7 o'clock, (wash), (dress), and (have) breakfast. 3. Your children (go) to the pioneer camp last summer? 4. He (live) in the Crimea twenty – two years ago. 5. I (must read) the text several times before I (remember) all the new words. 6. He (cannot come) to see them in the evening as he (must hurry) home. 7. When you (return) home, as rule? 8. You (have breakfast) at 7 or at 8 o'clock yesterday?

Exercise 17. Insert the definite or Indefinite articles:

1. Even ... little boy can do it. 2. ... little boy playing near my window is five years old. 3. He is ... boy of five (years old). 4. I don't know .. girl in the red coat. 5. Yesterday I met ... girl who was very much like (o'xshamoq- iñõîæà) Ann. 6. Give me ... book you bought on Sunday. 7. You have many foreign books. Give me ... book to read, if you can. 8. Bahrom is ... best student in our group. 9. ... Sobirovs are my best friends. 10. Buy ... green dress we saw yesterday. You look nice in green. 11. I should like to buy ... green dress.

Exercise Exercise 18. Look through the text “Sun Blasted Frogs” and say what it is about.

SUN BLASTED FROGS

Frogs and toads are in trouble in many places around the world. The natterjack toad in England, for example, is almost extinct in lowland heaths. The California red-legged frog, the probable model for Mark Twain's jumping frog of Calaveras County, has disappeared from 75 percent of its range. Researchers have attributed most of the declines to local environmental problems, such as destroyed wetlands or polluted streams. But a few of the declines-like that of the golden toad of Costa Rica, which has not been seen since 1989~have been harder to explain because they occurred in apparently safe havens: unlogged forests and protected preserves.

The Cascade frog and the western toad are among the mysterious cases. Blaustein, molecular geneticist John Hays, and their colleagues decided to look at the possibility that UV was hurting them. Like many other amphibians, the two Oregon species lay transparent eggs in full sunlight. Lab experiments by other scientists had shown that UV can harm such eggs. Hays and his assistant Peter

Hoffman found that a DNA-repair enzyme in the eggs of Cascade frogs and western toads was less able to repair UV-damaged DNA than the same enzyme in *eggs* of the Pacific tree frog which is not in decline.

In 1993 and 1994, Blaustein and his colleagues tested the UV hypothesis in the field. As the three species of amphibian laid their masses of jelly-coated eggs onto mountain ponds, the researchers gathered the eggs into plastic mesh enclosures. They covered some of the enclosures with filters that screened out UV and left the rest uncovered. At regular intervals, they then waded into the ponds to count how many eggs had hatched and how many had died.

The eggs of the Pacific tree frog, with their superior capacity for repairing DNA, fared well whether they were protected or not. But significantly more Cascade frog and western toad eggs died when exposed to solar UV than when protected. Blaustein thinks UV may weaken the eggs' defenses against the common fungus *Saprolegnia*. «I think UV is stressing them and then *Saprolegnia* is hitting them,» he says.

But he and Hays have yet to prove their case. Although there is evidence of ozone depletion over North America, the researchers have no evidence that UV levels in Oregon are dangerously high, or higher than they used to be when amphibians were thriving. So this coming spring, Blaustein will head back into the mountains, with UV-measuring instruments in hand. But whatever he finds in Oregon, ozone depletion certainly won't explain all the mysterious amphibian declines. The golden toad, for instance, lived in a dark, misty forest; it rarely saw direct sunlight -*Kathryn Phillips*.

Exercise 19. Read the text “Sun Blasted Frogs” and say what each paragraph deals with.

Exercise 20. Find answers to the questions from the text “Sun Blasted Frogs”:

1. What does the author speak about in the first paragraph?
2. How long has the golden toad of Costa Rica not been seen?
3. What have lab experiments revealed?
4. What did Blaustein and his colleagues research in 1993 and 1994?
5. What are the findings of researchers on the eggs of the Pacific tree frog?
6. What are the researchers planning to do?

Exercise 21. Look through the text again and write the central idea of the text.

Exercise 22. Divide the text into several logical parts, give a heading to each of them.

Exercise 23. Find facts (examples) to prove the following statements:

1. Like many other animals frogs and toads are in trouble in many places around the world.
2. The Cascade frog and the western toad are among the mysterious cases.
3. Solar UV has more effect the Cascade frog and western toad eggs than they were protected in artificial conditions.

Exercise 24. State the questions which remained unanswered in the text.

Exercise 25. Find and read topical sentences in each paragraph of the text.

Exercise 26. Read the first paragraph of the text, cross out the words that do not carry important information.

Exercise 27. What is your conclusion on the idea of the text?

Exercise 28. Put the letters in a proper order. You will have words expressing the names of animals the text "Sun Blasted Frogs".

- 1) ogre, 2) daot, 3) naibhpmmai, 4) raiucelom

Exercise 29. Put the words in a proper order.

- 1) tensions, world, causes, present, take, Moscow, different, Paris, and, view, on, the, of, the.
- 2) news, found, sporting, is, usually, the , page, on, last, newspaper, of.
- 3) a, news, lot, is, there, always, international, of, the, in, New, Times.
- 4) are, usually, page, the, on, advertisements, published back.

Exercise 30. Language competition. Who can write the most number of negative events, situations, catastrophes related to ecological problems. Use the following form:

1	Names of negative events, situations	The area where it takes place	When
1	Air pollution	All over the world	Permanently
2	The Baltic Sea pollution	Baltic region	For a long time

Exercise 31. Have talk on Travel and Transport. Work in pairs. Divide the following means of transport into three groups: transport by air, water, or on land.

- a submarine a tram
a moped into a helicopter

an airship	a jet
a canoe	a double –decker
a rowing boat	bus
a barge	a yacht
a van	a glider
a rocket	an estate car
a liner	a hot –air
a jeep	balloon

Exercise 32. Express your opinion. Which of the means of transport is:

- the fastest?
- for commercial purposes?
- for pleasure?
- the most dangerous?
- old – fashioned?
- for military purposes?

Exercise 33. Discuss the following:

1. How much you travel every day?
2. What means of transport do you usually use?
3. Have you ever travelled by plane?
4. Have you ever travelled by ship?

Exercise 34 .Read the text “Miss Evans” and say what it deals with.

MISS EVANS

(After F. M. Mainwaring)

On a beautiful afternoon, in a year now long gone, a big ship set out on its first voyage from England to America. It was a new ship called the “Titanic”.

For two days the “Titanic” went on its way over the sea. Then it entered an ice-field and was hit by an iceberg.

Everyone was told to come out of their rooms. Men were putting the lifeboats over the sides of the ship, down into the water. Then all the men helped the women and children to get into lifeboats.

There was not very much time left. The iceberg was on one side of the ship. It was like a high, white wall.

A woman came to the side of the ship. Her two children were in one of the lifeboats, and she was very much afraid.

“My children are in the lifeboat. I must go with them!” the woman called to the people in the lifeboat.

“There’s no more room,” someone called out. “If we take one more, the lifeboat will sink.”

There was a young woman in the lifeboat called Miss Evans. When she heard the woman calling, she stood up in the lifeboat and touched one of the men on the arm.

“Let me get back on to the ship,” she said. “Let that woman take my place. I have no children.”

“The ship is sinking,” said the man. “You know that?”

“Yes,” said Miss Evans, “I know that.”

There was no time to talk. People helped Miss Evans to get back on to the ship. Very soon after that there was a great noise, and the “Titanic” went down under the water.

Exercise 35. Read the text “Miss Evans” again and answer the questions:

1. What was the name of the ship?
2. Where was the ship sailing?
3. Where were there many passengers on the ship?
4. What happened to the ship?
5. Why did Miss Evans get back to the ship?
6. Did Miss Evans stay alive?
7. What else do you know about the ship “The Titanic”?

Exercise 36. At the previous lesson you learned to how to write a message for reserving a room in a hotel. Today you will learn how to answer the message for reserving a room.

Read the text of a response to your message and note how to write it.

THE TEXT OF RESPONSE

Mr. Jerry Casale,
GIS
Dear Mr. Casale.

The Grand Ballroom has been reserved for you for the evening May 28. It is our biggest and most elegant banquet room, and I don’t think you will be disappointed with it. The cost of renting it for one evening is \$ 1000.

Tables and chairs will be set up for you, and the room will be equipped with a movie screen. But I’m afraid you’ll have to supply your own slide projector, since the hotel doesn’t own one.

If I can help you in any other way, please let me know.

Sincerely,
Winnie Simpson
Winnie Simpson
Convention Manager, Royal Hotel

Exercise 37. Write the answers to these questions. Use complete sentences.

1. Why does Jerry want to rent a bigger banquet room this year?
2. Is Jerry worried about the cost of renting the room?
3. Does Jerry want the hotel to provide refreshments?
4. Will the hotel be able to provide everything Jerry needs?
5. Why is Jerry willing to spend a lot of money?

Exercise 38. Write a text of response to the message for reserving a room in a hotel.

Lesson 5

Exercises

Exercise 1. Read the words keeping to the rules:

ie		ei		ew	
grief	chief	receive	deceit	few	sew
yield	field	deceive	ceil	new	mew
belief	thief	ceiling	perceive	dew	pew

Exercise 2. Read the conversational phrases expressing ignorance, lack of certainty and find their equivalents in your mother tongue:

I don't know
I can't say
Sorry I don't know
I am afraid I can't say
No idea!
I don't know the first thing about it.

Exercise 3. Memorize the dialogues:

A.: – Do you know where the Browns live?
B.: – Sorry I don't know.
XXX
A.: – When did your father come home yesterday?
B.: – I am afraid I can't say.
A.: – Why is New York often called Big Apple?
B.: – No idea!
XXX
A.: – Do you know when the plane will arrive?
B.: – I don't know.
XXX
A.: – Where and when will the next football championship take place?
B.: – I don't know the first thing about it.

Exercise 4. Fill in the parts of the dialogues:

A.: – When was Byron born?
B.: –
XXX
A.: – Why are English policemen called bobbies?
B.: –

XXX

A.: – When did G. Washington become president of the USA?

B.: –

XXX

A.: – How many counties are there in England?

B.: –

XXX

A.: – Who discovered the USA?

B.: –

XXX

A.: – By whom was the Statute of Liberty presented to the USA?

B.: –

XXX

A.: – What country is the biggest polluter in the world?

B.: –

Exercise 5. Read the words and try to guess their meanings with the help of their explanations.

acid rain – rain containing a high level of acid that can damage the environment

dump – a place where large amounts of waste are taken, usually outside a town

poison – to kill someone or make them very ill by giving them poison

reptile – type of animal that lays eggs and whose body is covered in scales (snakes, crocodiles).

elm tree – a large tree with round leaves

disease – an illness that effects people or animals

threat – frighten, an occasion that smth will do harm

shrink – to become smaller in size

emit – to sent smth out into the air (gas, light or heat)

vapour – very small drops of water or other liquids in the air.

mammal – an animal which is born in mother's body, but not from eggs, and drinks its mother's milk as a baby (humans, dogs, cows).

savanna – a large flatarea of land covered with grass in a warm part of the world

fossil – an animal or plant, or part of one, that lived in many thousands of years ago and is preserved in rock

windmill – a tall building with sails that turn in the wind and produce power to crush grain or produce electricity

greenery – green plants that are growing some where

interconnect – to connect two things to or with each other

Exercise 6. Read the text “The Environmental Problems and Mankind” and find some facts in the text to justify its title.

THE ENVIRONMENTAL PROBLEMS AND MANKIND

I'm going to speak about some kinds of pollution, for example air pollution or acid rain, water pollution. Now different kinds of trees, many of the animals, birds, fish are in serious danger. What should government do to stop the polluting, nowadays?

First of all I would like to speak about water pollution. Many rivers and lakes are poisoned, too. Fish and reptiles can't live in them. There is not enough oxygen in the water. It happens so because factories and plants produce a lot of waste and pour it into rivers. In the 1970s, many of the elm trees in Europe were killed by Dutch elm disease. Now an even greater danger is threatening the woods and forests of Europe. This new danger attacks all trees - deciduous trees like oak, beech, birch as well as coniferous trees like fir and pine. First the branches turn yellow and brown. Then the tree's needles or leaves fall. The roots and the trunk shrink. Finally the tree die. But what is killing the trees? Nobody knows exactly but it is probably air pollution or acid rain. Factories, power stations, cars emit tons of smoke into the air. This smoke contains sulfur dioxide and nitrogen oxide. These substances mix with water vapour in the atmosphere and form sulfuric acid and nitric acid. Sunlight turns these acids into the poisonous oxidants which fall in rain or snow onto the trees.

Unfortunately acid rain doesn't always fall on the countries which produce the pollution. The wind carries the poisonous substances from one country to another. In some parts of the world trees are threatened by people. The great rain forests of Asia or South America are being destroyed for firewood and building material. Trees are important because they provide home for many other plants and animals. They provide food for insects, reptiles, birds and mammals. They protect the soil from the wind and rain. It may be that the medicine we need will be discovered in wild plants in savannas, deserts or rainforests. Most important of all trees are the lungs of the planet. If the trees die, we will too. Animals and birds are in danger too. Many of the animals are now extinct. The reason is a Man that kills animals and destroys their habitats. We use a lot of electricity. Our house is full of electrical appliances. Using electricity doesn't cause the pollution, but producing electricity causes pollution.. There are many ways to make electricity. For example, Nuclear Power Stations, HydroElectric Power Stations, Fossil Fuel Power Stations and some alternative means of energy like windmills and solar mirrors. They all have their advantages and disadvantages.

Nuclear Power Station doesn't cause any pollution and it is very effective, but it has to be built and looked after very well, the used fuel needs to be stored very carefully and it still give s out the radiation. Hydroelectric Power Station also doesn't cause am pollution and there is no fuel to pay for. But dams can cause flooding, it

is expensive to build because it should be built up to very high standards. Fossil Fuel Power Station is cheap and the world has large stocks of fuel. It causes acid rain and a global warming effect.

We need to choose cheap electricity and polluting the environment and expensive electricity but healthy life and clean environment. But what government can do with it? I think government can stop producing nuclear and chemical weapons, allocate more money to various environmental projects, use organic fertilizer, install purifying systems, plant and grow trees, bushes and other greeneãó. Mass media attract people’s attention to environmental problems.

Everyone should remember when he kills a plant or animal he kills a part of himself because everything in the world is interconnected. And people should protect the nature but not to kill it.

Exercise 7. Look through the text “The Environmental Problems and Mankind” and write the central idea of the text.

Exercise 8. Divide the text “The Environmental Problems and Mankind” into logical parts, give a heading to each of them.

Exercise 9. Find facts (examples) to prove the statements:

- a) fish and reptiles can’t live in rivers and lakes;
- b) if trees die, we will too;
- c) there are many ways of producing electricity;
- d) trees, animals birds, fish are in danger.

Exercise 10. State the questions which remained unanswered in the text.

Exercise 11. Find topical sentences in each paragraph of the text.

Exercise 12. Read the text once more and find the answers to the following questions:

1. What is in danger?
2. What examples are given in the text to describe the water pollution?
3. What damaged trees?
4. How does acid rain spread from one country to another?
5. What is the negative effect of electricity?
6. What must government do to prevent pollution?
7. Whom does the preservation of environment depend on?
8. What is the main idea of the text?

Exercise 13. Read the following words and find their translation in your mother tongue:

depletion – to reduce the amount of smth

hole – a space dug in the surface of the ground

radiation – a form of energy produced during a nuclear reaction that is used for making electrical power but can also kill or harm humans who receive too much of it.

algae - plants that have no roots, stems, or leaves and grow in water or in other wet place

teeming – containing or consisting of an extremely large number of people, animals, or objects that are all moving around.

whale – a very large sea animal like a fish

wither – to become weaker or small and then disappear

disturbing – worrying, bothering

pump – to make liquid or gas move into or out of smth

curiosity – strong desire to know smth

outstrip - 1. to go faster or do smth better than someone else. 2. to become larger than smth else

fly larvae – an insect after it has left the egg and looks like a short thick worm before it changes into an insect with wings

feed on – to eat food

thriving – very successful

krill – extremely small shellfish, eaten by whales.

sparse – existing in small amounts, or very spread out

marine- sea, related with sea

Exercise 14. Read the text “... and Fly Larvae Too” and find some facts to justify its title.

...AND FLY LARVAE TOO

The worst ozone depletion, of course, occurs in the infamous hole over Antarctica, which returned this past fall. Researchers have long worried that UV radiation pouring through the hole might kill off Southern Ocean phytoplankton—the floating single-celled algae that ultimately support the entire teeming ecosystem, right up to whales. Yet although UV has repeatedly been seen to wither phytoplankton in the lab, recent surveys have found that the actual damage to Southern Ocean phytoplankton has so far been small. This past year a Canadian ecologist discovered a possible explanation. It’s a disturbing one. Max Bothwell of Canada’s National Water Research Institute in British Columbia pumped water from the Thompson River into shallow flumes. He found that when he covered a flume with UV-filtering Plexiglas, algae in the water (right) grew 30 percent faster in the first few days—which just showed once again that UV can hurt algae. But out of simple curiosity, Bothwell let one experiment run for three more weeks. He was surprised to see the populations of UV-exposed algae rebound and even outstrip the protected algae. In follow-up experiments, Bothwell discovered the reason: UV radiation harms the algae, all right, but it harms the tiny fly larvae (left) that feed on them even more.

Thus thriving algae don't necessarily indicate a healthy ecosystem; UV light may simply be knocking out the next higher link in the food chain. In the Southern Ocean, this would be krill, the tiny planktonic animals that eat phytoplankton and are themselves eaten by whales. No one knows yet whether krill are being killed off by UV light; the data on krill populations are sparse. «It's not easy to extrapolate from a half-inch of water to the open ocean,» concedes Bothwell, «but the principles we've identified are important, there's no question. And there's also no question that they've been overlooked in marine biology».

Exercise 15. Look through the text again and write the central idea of the text.

Exercise 16. Read the article and find answers to the following questions:

1. Where does the worst ozone depletion occur?
2. What do researchers think of the radiation pouring through the hole?
3. What have recent surveys revealed?
4. What was Max Bothwell surprised to see during his experiment?
5. Is it known that krill are killed off by UV light?
6. What is the conclusion of the research group?

Exercise 17. Divide the text into several logical parts, give a heading to each of them.

Exercise 18. Find facts (examples) to prove the following statements:

1. UV can hurt algae;
2. UV radiation harms the tiny fly larvae (left) feed on them even more;
3. Thriving algae do not necessarily indicate a healthy ecosystem.

Exercise 19. State the questions which remained unanswered in the text.

Exercise 20. Find topical sentences in each paragraph of the text.

Exercise 21. Read the first paragraph of the text, cross out the words that do not carry important information.

Exercise 22. Read the text “ Ecological Thinking” and say what it deals with.

ECOLOGICAL THINKING

Ecological thinking involves thinking with nature in mind- and thinking with mind in nature. The development of industry has led to serious ecological problems. The main cause of ecological degradation is that too many people use too

many resources and inappropriate technologies, and create too much waste. The consequences may be disastrous, and they are already affecting different ecosystems and the man himself.

That is why it is important to develop ecological thinking. We should learn more about the environment and the notion of environmental responsibility. We should understand that all ecosystems are independent, and by affecting one of them we may affect others, and this will gradually lead to a global environmental crisis.

The most serious and complex environmental problem at present is air pollution. And the main concern of ecologists is carbon dioxide. Every time we turn on a light, drive a car, use a computer, watch TV or cook a meal, we are creating carbon dioxide which is the main contributor to climate change. As a result, the planet's temperature rises - creating the "greenhouse effect". We can see the first signs of climate change now more droughts, storms, floods and other weather extremes.

In 1997 in Japan The Kyoto Protocol was adopted. It is the first international treaty which uses market mechanism as an approach to solve global environmental problems. The main task of the Kyoto Protocol is to reduce emissions of carbon dioxide and other greenhouse gases.

Exercise 23. Look through text " Ecological Thinking" for the facts which are important for the general understanding of the text. Explain their importance.

Exercise 24. Mark off the passages of the text that seem important to you.

Exercise 25. Point out the facts that turn out to be new to you.

Exercise 26. State the main problems discussed in the text.

Exercise 27. Look for minor particulars in the text.

Exercise 28. Define which details of the text are of no importance for the understanding of the contents of the text.

Exercise 29. On the basis of the text explain that the following statements are true:

- a) The main cause of ecological degradation is that too many people use too many resources and inappropriate technologies, and create too much waste.
- b) The most serious and complex environmental problem at present is air pollution.
- c) one of the effective ways of preserving clean environment is ecological thinking which involves thinking with nature in mind and thinking with mind in nature.

Exercise 30. State what information in the text strengthens your former views.

Exercise 31. State what information in the text contradicts your former views.

Exercise 32. Discuss the questions:

1. How do you understand the phrase “ecological thinking”?
2. All ecosystems are interdependent.
3. The UN Framework Convention on Climate Change.
4. The Kyoto Protocol.

Exercise 33. Translate the microtext into your mother tongue:

The most serious and complex environmental problem at present is air pollution. And the main concern of ecologists is carbon dioxide. Every time we turn on a light, drive a car, use a computer, watch TV or cook a meal, we are creating carbon dioxide which is the main contributor to climate change. As a result, the planet’s temperature rises - creating the “greenhouse effect”. We can see the first signs of climate change now more droughts, storms, floods and other weather extremes.

Exercise 34. Language competition. Who can give the most information on struggling for keeping the environment clean. Use the following form to give your information. The first has been done as a model.

Measures, groups, organizations	Country	Since what time
The Kyoto Protocol	Japan	1997

Exercise 35. Read the text “On the History of English” and note the changes that have taken place in English.

ON THE HISTORY OF ENGLISH

English today is very different from the English spoken by the Anglo- Saxons. By the twelfth century, the language had changed so much that people could not read writing from the year 700. And today, we can’t understand either of these forms of English without a special dictionary. The history of English has three parts – “Old English” (before the year 1150). “Middle English” (up until 1500), and “Modern English” (1500 to now).

The biggest difference between Old, Middle, and Modern English is in vocabulary. Grammar has not changed greatly, but thousands of new words have come into the

language. Many of these are from French. This is because the Normans, who were from law and government, such as “judge”, “mayor”, and “state”, come from Norman French.

Another important difference is pronunciation. No one really knows why, but English pronunciation has changed so much that three are almost no words said the same way today as in Old English. And, since speech changes faster than writing, the spelling of a word often shows how it sounded in Middle English or Old English, not how it is said today.

The English language began in England, of course. But when people went from England to other countries, they brought their language with them. The first English people who came to North America saw many things that they did not know about before, especially different kinds of animals and plants. So they took the words for these plants and animals from the people who were already living in America – the Indians. “Raccoon”, “skunk”, “tomato”, and “tobacco” are all American Indian words.

Other people from Europe also came to America at the same time as the English, or even before them – the French, the Dutch, and especially the Spanish. The Spanish were the first Europeans to live in the American West. Because of this, many words that tell about the West come from Spanish, such as “canyon”, “mesa”, “bronco”, and “mustang”. Also, many of the Indian words in American English were taken up by the Spanish first, and then borrowed into English after that. Later on, many other languages brought words to American English. These words include “cookie” from Dutch, “Butte” from French, and “banjo” from Bantu, a west African language.

Exercise 36. Look through the text “On the History of English” again and write as many borrowed words as possible. Use the following form:

Words	Meaning	From what language

Exercise 37. Write a response letter to Oliver.

Unit VI

EDUCATION SYSTEM

Lesson 1

Exercise 1. Listening.

Read the text “ Greeting Forms” and note how English people greet each other.

GREETING FORMS

Every nation has its own traditions of greeting. Some people shake hands, others fall to feet or just say “Hello” making a little nod.

Common English greeting and introduction rules are the following:

– Mr. Ben. This is Miss Evans, our new secretary.

– How do you do, Miss Evans?

– How do you do, Mr. Morton ?

After these words the guest may say:

– Pleased to meet you! Glad to meet you!

This is a pleasure Mr./Mrs.

English greetings, as a rule, related to the time of the day

– Good morning. Good afternoon.

– Good evening. How are you?

Or you may just say:

– Hi, Hello, Hello everybody!

– Morning, Hey!

– How are the things ?

Exercise 2. Use forms of addressing and work with your partner.

Teacher ? teacher

Teacher ? class

Teacher ? pupils/students

Student / pupil ? teacher

Students / pupil ? pupil / student

Exercise 3. What do a teacher and a student say?

	English	Uzbek	Russian
When greeting			
When leaving			

Exercise 4. Phone drill: Read the following and give your examples.

language
college
bridge
stage
huge
luggage

Exercise 5. Make up a dialogue using the words and expressions in the box.

Glad to see you!	institute
Pleased to meet you!	university
English language	college
World languages	school

Exercise 6. Reading:

A. Pretext task

a) read the following words and word combinations, find them in the text and translate:

Model : history of mankind – history of people in the world.

subjects –
educated people –
thanks to smb. (smth) –
were not allowed to study–
all over the world
thousands of professional schools –

b) You know the following words. Give equivalents in your mother tongue.

Philosophers, students, mathematics, history, literature, astronomy, medicine, art, university.

B. Read the text and choose the most appropriate title given under the text.

GLIMPSES ON THE HISTORY OF SCHOOLING IN UZBEKISTAN

During the history of mankind educated people were the most honorable among others. At first educated people knew only reading and writing. Later thanks to Greek philosophers there appeared a lot of schools. Students of schools studied mathematics, history, literature, astronomy, medicine, arts.

Later in the middle ages many Universities were opened and people became more and more educated. But only the rich could study at the Universities. The poor couldn't get education. At that time women were not allowed to study.

Today there are many schools, colleges, Universities all over the world and people may get knowledge and profession. There are also thousands of professional schools.

In the nineteenth century new schools appeared in Turkistan. More than 23,410 boys and 109 girls went to 2013 primary schools and madrassahs only in Samarkand.

- a) Education System
- b) History of Education
- c) Educated People
- d) Education System in Great Britain

Exercise 7. Answer the following questions:

What does “educated people” mean?

Who was able to study at the Universities?

What subjects do the students study at schools?

Exercise 8. Read the text and retell it.

EDUCATION SYSTEM

Uzbekistan, Great Britain and the USA have their own Education Systems. They differ from each other.

According to “National Educational Program” education system in Uzbekistan is divided into stages.

The first stage is preschool education. 3-7 year old children go to kindergartens or special schools (gymnasiums). The second stage is compulsory school education. 7-16 years old pupils go to general secondary schools. The third stage is secondary professional school education in academic lyceum and professional colleges.

Stage IV is higher education, consists of two academic stages: Bachelor (4 years) and Master’s (2 years).

But it is not compulsory for everybody. Not all 3-7 old children can preschool education. Some of them go to kindergartens, but some of them are taught at home in their families. That’s why the abilities of children are different.

At the age of seven children go to primary school. School year begins in September and consists of four terms (quarters).

The first term lasts for two months and then school children have autumn holidays. The second term also lasts for about two months and is over at the end of December.

At the beginning of January pupils have winter holidays, after which begins the third term. The third terms is the biggest and lasts for about three months. Then pupils have spring holidays.

The fourth term is the last one of the whole school year. During summer pupils have long summer holidays.

At the age of sixteen teenagers may go to different professional colleges or lyceums. There are many professional colleges and academic lyceum in our Republic. Teenagers can get different professions attending (technical, pedagogical, medical, agricultural, etc) colleges and academic lyceums for three years. Students get some professional skills and are prepared to enter Institutes and Universities.

Exercise 9. Speak about the stages of school Education in Uzbekistan.

Use the following: National Educational programme (Milliy ta'lim dasturi).

Stage I – preschool Education – (3-7 years old children)

Stage II – school Education – compulsory (7-16)

Stage III – high (professional) school education (academic lyceums and professional colleges)

What is interrelation between 3 stages?

Exercise 10. Discuss the problem:

Writing

Exercise 11. Match and write:

Classmate, examiner, learner, principal, pupil, coach, graduate, lecturer, professor, tutor.

- a) the head of a school – principal
- b) someone who has a college degree – graduate
- c) someone who teaches at a university – lecturer
- d) someone who studies at a primary or secondary school – pupil
- e) the most important teacher in a university – professor
- f) someone who teaches one student or very small class – tutor
- g) a pupil who studies in your class – classmate
- h) someone who trains a sports team – coach
- i) someone who examines pupils – examiner
- j) someone who learns, but not finished – learner (Headway, Upper – Intermediate 1988. P. 253.)

Exercise 12. Complete sentences:

Joe is a good pupil

He wanted to get into University

Exercise 13. Write the beginning of the sentences.

Model:

..... so he knew English well.

Gim was educated at home so he knew English well.

..... so Brenda couldn't answer.

..... so they didn't go to school.

..... so she bought a new dictionary.

..... so he went to the library.

Lesson 2

Exercise 1. Listen and Read the names of subjects and make up your time-table at the lyceum.

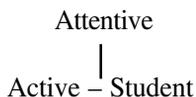
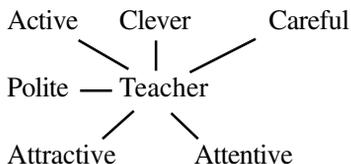
Geography	Biology	Music
History	Astronomy	English
Literature	Chemistry	German
Mathematics	Computing	Uzbek
Art	Physics	French
Handicrafts	Algebra	Italian
		Spanish

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Exercise 2. Continue the logic list.

- a) Educational Institutions: University, primary school ...
- b) activities: read, answer
- c) personality: principal, secretary
- d) subjects: Physics

Exercise 3. Write your opinion about the best teacher and the best student.



4. Match the words with the meanings.

1	Compulsory	a	Exam; checking pupils knowledge
2	Nursery school	b	List of classes (subjects) and time
3	Testing	c	Incorrect (wrong) action
4	Composition	d	A period of teaching with a teacher (tutor)
5	Timetable	e	Teacher's profession, bringing up
6	Mistake	f	Writing words
7	Spelling	g	Writing text
8	Tutorial	h	School for little children
9	Teaching	i	Obligatory

Exercise 5. Add your opinion and finish up the sentences

1. Homework done by a pupil is
2. Students must be attentive at the lesson
3. Education System is different in England and Uzbekistan
4. You may the universities after
5. Higher education in the USA is not free of charge and

Exercise 6. Read the text and draw the structure of Educational System in Great Britain.

BRITISH SCHOOL TODAY

The educational system in Great Britain is rather complicated, inconsistent and highly varied. It is so because it has grown out of many different originating causes trying to satisfy many requirements.

British System of education is not the establishment of schools but the rise of the Universities of Oxford and Cambridge. Oxford is mentioned as long ago as 1168 as a place to which student gathered to listen to famous master. The first mention of Cambridge is when a number of Oxford students removed there in 1209.

British education today is aimed to realise the potential of all, for the good of the individual and society as a whole. The general policy for education which is now being implemented throughout the United Kingdom is much the same with some national variations in Scotland, Wales and Northern Ireland. All schools of Great Britain are known as state schools (state supported, state maintained) and independent schools.

Independent schools are fee-paying schools ranging from public schools with centuries – old traditions to private experimental schools.

Schools supported by the state from public funds are of three kinds:

1) *country schools* – the largest group, provided and maintained by Local Educational Authorities (LEAs) wholly out of public funds, no fees are charged to parents; they are Primary Schools (infant and junior), Comprehensives, some Grammar Schools, Secondary Modern Schools, Sixth Forms;

2) *voluntary schools* – financially aided and controlled by government but provided by a voluntary body; mostly they are the Church of England schools or Roman Catholic schools;

3) *direct – grant schools* – completely independent of LEAs, receiving grants from the Department for Education and science; these are mainly Grammar Schools, which receive the grant for taking pupils from the state system.

School education is divided into three stages: primary, secondary and further education. In England and Wales the primary cycle lasts from 5 to 11. Children of 5 enter Infant Schools moving on to Junior School at the age of 8 and then on to Secondary School. The transition from Primary to Secondary Schools in Britain (about 90%) are Comprehensive Schools. They are state schools which take children of all abilities (84%). About 6% of children go to Grammar Schools, state schools which take only students who pass “Eleven Plus” examination.

· About 7% of children go to private schools, which do not receive any money from the State, parents pay for their children’s education. The most expensive private schools are called Public Schools.

Exercise 7. Say your opinion about 11-plus exams.

Positive	Negative

Exercise 8. Speak about Higher Education in Great Britain

Exercise 9. Compare and write about types of schools .

Types of schools	England	USA	Uzbekistan	Russian
Infant school				
Nursery school				
Primary school				
Elementary school				
Secondary school				
Technical school				
Grammar school				
Comprehensive school				
High school				
Public school				

Exercise 10. Read the message from Nick.

Hi there! I am Nick/ I go to the best school in Canada. I really like my school. The building is big and very old. It is *boarding school* – that means we live there. There are two *dormitories*: one for boys and one for girls. Every day we have about 6 lessons. From 2 o'clock to 4 we usually do some sports. I like football best of all. Then we have tea and some rest.

My favourite subject is English. It is fantastic. At the lessons we play a lot, sing songs and even dance sometimes. Our teacher is very good. We can agree or disagree with him whenever we want to. At the beginning of the lesson we listen to the tape recorder and answer questions. If we don't pronounce English sounds well we work at them at home. I have some problems with *consonants*. But all the exercises are interesting to me. If we do not know what to do, we always ask: "What do we do now?", "Shall we do this?". I always get excellent for my English classes. Well, not always – sometimes...

I hate it when somebody makes *crib sheets*, they are so small that you can't read the letters, so they don't help really. If a teacher finds them, he will give you *detention*. I myself got detention when I tried *skiving off*. It was because of one of our *sneaks*. She told the teacher about me. So I had to stay away from school for a week. That was horrible. I had nothing to do at home. I won't *skip classes* any more... I hope...

Exercise 11. Speak about Higher Education in Great Britain and find some materials about Oxford and Cambridge Universities from the Internet.

Exercise 12. Compare and write about types of schools.

Exercise 13. Choose the sentence with same meaning.

She leaves home for school at 7.30

- She returns home from school 7.30.
- She comes back from school at 7.30.
- She leaves home for work at 7.30.
- She goes out at 7.30 and goes to school.
- She goes out for a walk at 7.30.

Types of schools	England	USA	Uzbekistan	Russian
Infant school				
Nursery school				

Primary school				
Elementary school				
Secondary school				
Technical school				
Grammar school				
Comprehensive school				
High school				
Public school				

Synonyms:

study / learn

study: 1) do homework, memorize words, patterns, get information to understand a subject.

learn means – completely understand or be able to do something actively mastering a skill or subject.

You may learn walking, talking, dancing, driving, singing, swimming.

Exercise 14. Which sentence is wrong?

I'm learning English

I'm studying English

I learned English at University

I studied English at University

Exercise 15. Write a letter to Nick say your ideas about schooling.

Exercise 16. Speak about learning English in different stages of Education of Uzbekistan.

Exercise 17. Debating.

Topic of a Debate: Learning a F.L. When should a person begin learning a F.L.

#	Early	#	Later
1	It's very easy to learn a F.L. at the age of 5. (Pre-school education)	2	It's not easy, because ... a child doesn't know his mother tongue (language)
2	Young children are very happy if they know a F.L.	2	But their parents must pay (to'lamoq) extra money for it. It is difficult for them. Not everybody has money
3	It's easy for a teacher. He can use different pictures and so on.	3	There are no teachers for the youngest, no text – books. It's better to learn a F.L. at school – later.

Lesson 3

Education System

Exercise 1. Look at the pictures and choose one of them or give your own variant.

Exercise 2. Discuss the problem in-groups “Should the pupils/ students wear special clothes- uniform?” Give your ideas.

Yes	
No	

Exercise 3. Listen to the text and write the list of *do* and *don'ts* .

Exercise 4. Read the text below, find and translate following word combinations into your mother tongue.

national system of education
county- owned colleges
to be supported by
graduation requirements
self- governing groups
unusual situation
to be free to choose smth
local school
elementary and secondary level
to be enrolled in

Exercise 5. Read the text and write out specifics of education system.

EDUCATION SYSTEM IN THE USA

The United States does not have a national system of education. Education is considered to be a matter for the people of each state. There are a great many city or county- owned colleges and universities and many are supported by the states. In general colleges and universities whether state or private, are quite free to determine their own individual standards, admissions and graduation requirements. Both schools and universities have self- governing groups.

Unusual situation is that there is much variety and flexibility on elementary, secondary and higher (university education).

About 60 percent of states local schools are free to choose any teaching materials and textbooks. Children's attending school at certain age varies from 14 to 18 years.

Today there are some 43 million pupils and students in pupils schools at the elementary and secondary levels, and another 6 million in private schools in USA. In other word, about 90% of American children attend public schools and about 10% go to private schools.

Any year, about 12 million Americans are enrolled in 3000 colleges and universities of every type: privates, public, church related, small and large, in cities, counties and states. 50 % of all high school graduates enter colleges and universities.

(From "American Life and Institutions", abridged)

Exercise 6. Post reading task. Answer the following questions.

1. Why doesn't the USA have a national system of education?
2. What is the different between private and public education?
3. What do you like/ dislike in the education system of the USA?
4. Find the differences between Uzbek and American systems of education.

Exercise 7. Read the text and continue the list of differences in the education system of different countries.

The USA _____

The UK _____

Uzbekistan _____

Elementary and Secondary

EDUCATION IN THE USA

Most schools start at the kindergarten level. There are some schools that don't have this beginning phase, and others which have an additional "pre- school" one. There are almost always required subjects at each level. In some areas at more advanced levels students can choose some subjects. Pupils who do not do well often have to repeat courses or have to have special tutoring usually done by schools. Many schools support summer classes where students can take extra classes. Like schools in Britain and other English speaking countries the USA schools have extra curricular activities including sports.

Most schools start at 8 o'clock and classes last till 3-4 o'clock in the afternoon. Some schools publish their own student newspapers and some have radio stations.

There are theater and drama groups, chess and debating clubs, Latin, French, Spanish or German clubs. They can act in hospitals and homes for aged.

Most schools have their swimming pools, tennis courts, tracks and stadiums.

Exercise 8. Choose the sentence close in the content to the given one.

Have you been learning English for three years?

1. Have you been teaching English for three years?
2. Have been studying English for three years?
3. Have you been doing well in English?
4. Has he been giving English lessons for three years?
5. Did he learn English at school?

Exercise 10. Write about your day at the lyceum. You may use “Bell Times” at an English school and make necessary change in your table.

Bell Times at an English school	Your bell time at the lyceum
8.40 a.m. – school begins	
8.45 a.m. – registration	
8.50 a.m. – assembly bell	
9.05 a.m. – lesson 1	
9.45 a.m. – lesson 2	
10.25 a.m. – lesson 3	
11.05 a.m. – break	
11.30 a.m. – lesson 4	
12.10 p.m. – lesson 5	
12.50 p.m. – lunch time	
1.40 p.m. – afternoon school begins	
1.45 p.m. – registration	
1.50 p.m. – lesson 6	
2.30 p.m. – lesson 7	
3.10 p.m. – start of additional lessons, clubs, societies, libraries, team practice, etc.	

(From “Страноведение: Великобритания”, 2005)

Lesson 4

Education System

Exercise 1. Read and translate the saying about English. Say it in your own words.

“In richness, good sense and convenience, no other of the living languages may be put beside English”. Jacob Grim

Phone drill:

Exercise 2. Read, retell the main idea with your own words and learn it by heart

One thing at a time.

Work while you work,	Things done by halves,
Play while you play,	Are never done right,
That is the way,	One thing at a time,
To be happy and gay,	And that done well,
All what you do,	Is a very good rule,
Do with your might	as many can tell

Exercise 3. Ask each other. Fill in the questionnaire.

- Why do you learn English but not other foreign languages?
-
- When do you use your English ?
-
- Where can you use your English?
-

Exercise 4. Fill in the dialogue choosing the appropriate pronouns.

- May I use your dictionary?
 - I'm sorry, I've lost ... Where is ...?
 - I've left ... at my friend's house.
- a) mine/yours/mine
 - b) mine/his/him
 - c) your/it/its
 - d) it/yours/mine
 - e) mine/your/it

Exercise 5. Choose the sentence which has the same meaning.

You should explain this rule to the students.

- a) This rule should be explained to the students.

- b) This rule should have explained to the students.
- c) The students should be explaining this rule.
- d) The students should explain this rule.
- e) This rule should have been explained to the students.

Exercise 6. Listen to the text and say. Why people put candles on a birthday cake?

Why do we put candles on a birthday cake?

The custom of using lighted candles began with the Greeks. Candles were meant to protect the birthday celebrant from evil spirits and to insure security for the coming year. Just before our birthday we feel weak, our energy runs low and so the candle flames are a symbolic reassurance that the spirit of life in us is about to be renewed. The older we get the more candle power we need to give us new hope for the year ahead.

(From методическая мозаика 7/2006 abridged)

Exercise 7. Ask and answer. Work in pairs . Match questions with the situations.

- | | |
|---|---------------------------------------|
| 1. When you need help please? | a) Could you explain me it once more, |
| 2. When you want to speak | b) Can I open the window please? |
| 3. When you haven't got a pencil | c) Could you step a side, please? |
| 4. When you are late | d) Can I borrow your pencil, please? |
| 5. When you can't see the blackboard | e) Could you translate it, please? |
| 6. When you don't understand what the teacher says. | f) Excuse me, I've got a problem here |
| 7. When it's very hot in the classroom | g) Could you give me a hand please? |
| | h) Could you repeat it , please? |
| | i) Can I open the window , please? |

Exercise 8. Make up a dialogue between teacher and two students (he and she). Use the following phrases.

- Will you please...
- Could I ask you ...
- Would you like ...
- Could we have...
- What could you recommend ...

Exercise 9. Read the text about world famous universities.

Exercise 10. Read the text about World Famous Universities. And speak about their peculiarities finding similarities or differences.

Oxford,
_____ The UK

Cambridge

Harvard_____The USA

Linguistic University_____Russia

USWLU_____Uzbekistan

WORLD FAMOUS UNIVERSITIES

Oxford and Cambridge are the oldest, the most prestigious and privileged universities in the UK. They have historically developed traditions in life and education. Both universities consists of independent colleges which were founded in the 14th, 15th, 16th centuries.

Oxford and Cambridge are cities of fine architecture, represented by Norman Gothic, Renaissance, classic and modern art. There are about 40 colleges in Oxford and 30 in Cambridge.

The construction of each college is connected with a name of some king or queen of England or with some famous people of the country. Each college has its own name symbols and traditions. Among the oldest colleges in Oxford are University College (1249), Queen's (1341), Magdalene (1458). The latest creation is Greene College (1979).

The oldest colleges in Cambridge are Peterhouse (1284), Corpus Christy (1352) and the newest college is Robinson College (1974).

Cambridge has always had a particularly high reputation in Science and Mathematics. Oxford is famous with classical studies and the humanities.

For centuries Oxford and Cambridge were for men. Only in 1871 colleges for women were opened. Both Oxford and Cambridge are self governing universities.

Exercise 11. Make up a story putting the sentences in right order.

1. During his school years he took great interest in literature
2. But having finished school he began to study medicine
3. The great writer was born in Scotland in a working class family.
4. Later on he worked in a mining region in South Wales.
5. After graduating from the University he started working as a doctor in Scotland.

- A) 1,2,4,5,3
- B) 3,1,2,5,4
- C) 3,1,5,2,4
- D) 3,2,4,5,1
- E) 5,3,2,1,4

Exercise 12. Put the sentences in right order. Make up a story and write.

1. The teacher said it was bad to hear that.
2. The boy said that it was his father speaking.
3. He wondered who the speaking man was.
4. Jack Smith didn't want to go to school.
5. He phoned to his teacher and said that Jack Smith wouldn't go to school for some days.

- A) 4,5,1,3,2
- B) 1,3,2,5,4
- C) 1,2,3,4,5
- D) 4,3,5,1,2
- E) 3,1,4,5,2

Exercise 13. Debate. Problems of entrance (admission) and Finals. State Attestation system at different stages of education in different educational institutions. Try to fill in the table.

Types of Education	The UK	The USA	Uzbekistan
Preschool education			
School education			
Academic lyceum			
Vocational colleges			
Institutes			
Universities			

Exercise 14. Write ten sentences that describe university admission and school enrolment.

Lesson 5

(Revision)

Exercise 1. Listen to the jokes and translate into your mother tongue.

A. Teacher: Is there any word in the English language that contains all the vowels (unli tovush) ?

Student: Unquestionably.

B. The little boy had started school. When he returned home the first day, his mother asked,

– Billy, what did you learn today?

– I learned to write.

– Oh, what did you write?

– I don't know, learned to read yet.

Exercise 2. Choose the most suitable word and complete each sentence.

a) Helen's parents were very pleased when they read her school (diploma, report, papers).

b) Martin has quite a goodof physics (result, understanding, head).

c) In Britain, children start school at the age of 5 (kindergarten, primary, nursery, secondary).

d) Edward has a in French from Leeds University (mark, degree, paper).

e) My favorite at school was history (subject, topic, class).

f) It's time for break. The bell has(struck, rung, sounded).

g) Our English teacherus some difficult exercises for home work (set, lay, put).

h) Most have quite a good sense of their own(idea, information. ability).

i) If you want to pass the examination you must study (hardly, enough, good).

Exercise 3. Chose the appropriate pronoun and fill in the dialogue.

– May I use your dictionary?

– I'm sorry. I've lost.....Where is.....

– I've left..... at my friend's.

A) mine/yours/mine

B) mine/his/him

C) your/it/its

D) it/yours/mine

Exercise 4. Choose the sentences close in the content.

- A. Have you been learning English for 3 years?
a) Have you been teaching English for 3 years?
b) Have you been studying English for 3 years?
c) Have you been doing well in English?
d) Has he been giving English lessons for 3 years?
- B. She leaves home from school at 7.30
a) She returns home from school at 7.30
b) She comes back from school at 7.30
c) She goes out at 7.30 and goes to school
d) She goes out for a walk at 7.30

Exercise 5. Choose the sentence which has the same meaning.

You should explain this rule to the student.

- A) This rule should be explain to the students.
B) The student should be explaining this rule.
C) The student should explain this rule.
D) This rule should be explained to the student.

Exercise 6. Put the sentences in the right order, make up a story and write:

1. The teacher said it was bad to hear that
2. The boy said that it was his father speaking
3. He wondered who the speaking man was
4. Jack Smith didn't want to go to school
5. He phoned to his teacher and said that Jack Smith wouldn't go to school for some days.

- a) 4,5,1,3,2
b) 1,3,2,5,4
c) 4,3,5,1,2
d) 3,1,4,5,2

Exercise 7. Read the text and try to guess the meaning of the words given below:

to be streamed-to be divided into different groups
modeling-doing or making (figures, pictures)
do simple addition –
subtraction of numbers –
transition from –
set periods of core subjects- main subjects

Primary (Elementary) Education in Gr.Br.
(Страноведение: Великобритания, 232)

Most children start school at the age of 5 in a primary school. A Primary School is divided into infant and Junior ones. At Infant Schools reading, writing and arithmetic (three "R") are taught for about 20 minutes a day during the first year. There is usually no written timetable. Much time is spent in modeling from clay or drawing, reading or singing at the end of infant School children will be able to read and write, do simple addition and subtraction of numbers.

At the age of 7 children go on from Infants school to the Junior School. Children have arithmetic, reading and composition which are all "Eleven Plus" subjects: History, Geography, Nature Study, art and Music, Physical Education, Swimming are also on the timetable.

Pupils Education, according to their ability into A-, B-, C- and D- stream. At the end of the fourth year pupils write their "Eleven Plus" Examination.

Exercise 8. Read the text again and find the answers to the following questions:

1. What is taught at Infant Schools of Gr.Br.?
2. How many minutes does a lesson last for?
3. What are the children able to do at the end of Infant Schools?
4. What is Junior School?
5. What are "Eleven Plus" subjects?
6. When do the children take exams?

Exercise 9. Make up a story putting the sentences in right order.

1. During his school years he took great interest in literature
2. But having finished school he began to study medicine
3. The great writer was born in Scotland in a working class family.
4. Later on he worked in a mining region in South Wales.
5. After graduating from the University he started working as a doctor in Scotland

- a) 1,2,4,5,6
- b) 3,1,2,5,4
- c) 3,1,5,2,4
- d) 5,3,2,1,4

Exercise 10. Read the text and answer the questions:

It is a problem. The University is closed, you don't have a computer at home and you need to finish some research. What can you do? The answer can be cybercafé, a new kind of café opening up all over the UK. They offer the usual

selection of food and drink but are also equipped with computers for their costumers to use. As well as continuing your project until late in the evening you can also book a computer and a browse on Internet exploring all the information and services available. For a small charge, international students can also get an e-mail address and use the café as a post office. What is this text is about?

- a) e-mail,
- b) internet,
- c) cybercafé,
- d) computer.

Exercise 11. Continue and write more about Oxford and Cambridge.

Oxford and Cambridge Universities consist of a number of colleges. Each college is different, but many ways they are alike. Each college has it's name and governed by a master. They offer teaching in wide range of subject.....

Exercise 12. Read the text and choose the appropriate answer.

American family traditions differ from those in other countries of the world. American children are taught independence at an early age, so it isn't uncommon for American teenagers to get hired at their first jobs when they are 16 years old. This strong independence can also be seen when young people reach the age of 18. At this age they usually move out of the parent's house if they get accepted at a university or are offered a job. At a larger age, it isn't uncommon for families to be separated by long distances although this doesn't necessarily mean that a close relationship is not maintained. By which of the following the phrase "get hired" could best be replaced?

- a) be employed
- b) be discharged
- c) be tired
- d) be pleased

Exercise 13. Listen to the text and fill in the application form

Admission to the Universities

Every University admits each year a definite number of students. Applications are made months before a student takes his A-level. He completes a form writing down the names of the 6 (six) Universities. The copies of the form are sent to the Universities. University board members check the students form, his out of school activities, the references from the head teachers of his school.

If wanted the student may be given a personal interview. If the candidate (student) fulfils the coordination's of the University he receives a definite offer. He must accept or refuse the offer within 72 hours. Entry to the popular Universities is competitive.

TEXT

HARVARD AND RADCLIFF

Founded in 1863, Harvard is America's oldest college. Harvard leads in shaping a liberal arts education for the women and men.

In 1879, Radcliff was founded to provide women access to Harvard education. For many years, Harvard and Radcliff were parents in providing an unparalleled undergraduate education. In 1999, Radcliff merged with Harvard, which established the Radcliff Institute for Advanced Study (www.radcliffe.edu) as an integral part of the University.

Today, all undergraduates, women as well as men, attend Harvard College, a unified, coeducational undergraduate experience. The Radcliff Institute is an interdisciplinary center where leading scholars promote learning and scholarship across a board array of academic and professional fields.

Harvard offers extraordinary scope: a curriculum with about 3,500 courses, most of which enroll 20 or fewer students, and over 40 areas of concentration; the largest university library system in the world, containing nearly 14 million volumes; a universal renowned faculty engaged actively in teaching undergraduates; resident advisers and counselors who take pride in a 97% graduation rate; more than 250 student organizations 41 intercollegiate athletic teams, the most in the nation; a residential House system that combines the intimacy of a small college with the rich and stimulating environment of a university; state-of-the-art research centers, laboratories, and museums; newly renovated dormitories, classrooms, and athletic facilities; the resources of 10 graduate and professional schools; and varied cultural, educational, and recreational offerings of Cambridge and the Boston area, which is home to more than 50 colleges and universities and is near the seacoast and mountains of New England.

For generations, Harvard has played a major role in educating future leaders for every endeavor—from academia to the arts, from private industry to public service. We hope that every student who is committed to excellence in its many forms will explore the opportunities here and consider becoming a part of this continuing tradition.

Exercise 14. Post reading task. Read the text, shorten it and write an essay.

Exercise 15. Continue the text and write more about Oxford and Cambridge.

Oxford and Cambridge Universities consist of a number of colleges. Each college is different, but in many ways they are alike. Each college has its name and is governed by a master. They offer teaching in a wide range of subjects.....

Crossword puzzles

Education

S	T	U	D	E	N	T
T	O	P		D	O	E
O	N		E	G		A
R		T		E	T	C
I		H			O	H
E	X	A	M	I	N	E
S		N	E	V	E	R

Language learning

M	E	T	H	O	D
I			E	R	R
M	D		R	A	Y
M	O	D	E	L	
E		I			A
M	O	D	E	R	N

T.Q. Sattorov, N.M. Qambarov, K. Nabiyeva

ENGLISH

1

*Akademik litsey va kasb-hunar kollejlarining 1- bosqich
o'quvchilari uchun o'quv qo'llanma*

Muharrir *G'. Rahmonov*
Badiiy muharrir *A. Bobrov*
Texnik muharrir *T. Smirnova*
Kompyuterda sahifalovchi *H. Safaraliyev*

IB 4561

Bosishga 17.08.2007-y.da ruxsat etildi. Bichimi $60 \times 90 \frac{1}{16}$. Tayms garniturasi. Ofset bosma. 13,0 shartli b.t. 14,5 nashr. t. 96–2007 raqamli shartnoma. raqamli buyurtma. Jami 4200 nusxa. Bahosi shartnoma asosida.

O'zbekiston Matbuot va axborot agentligining G'afur G'ulom nomidagi nashriyot-matbaa ijodiy uyi. 100129, Toshkent, Navoiy ko'chasi, 30-uy. 100128. Toshkent, Usmon Yusupov ko'chasi, 86-uy.