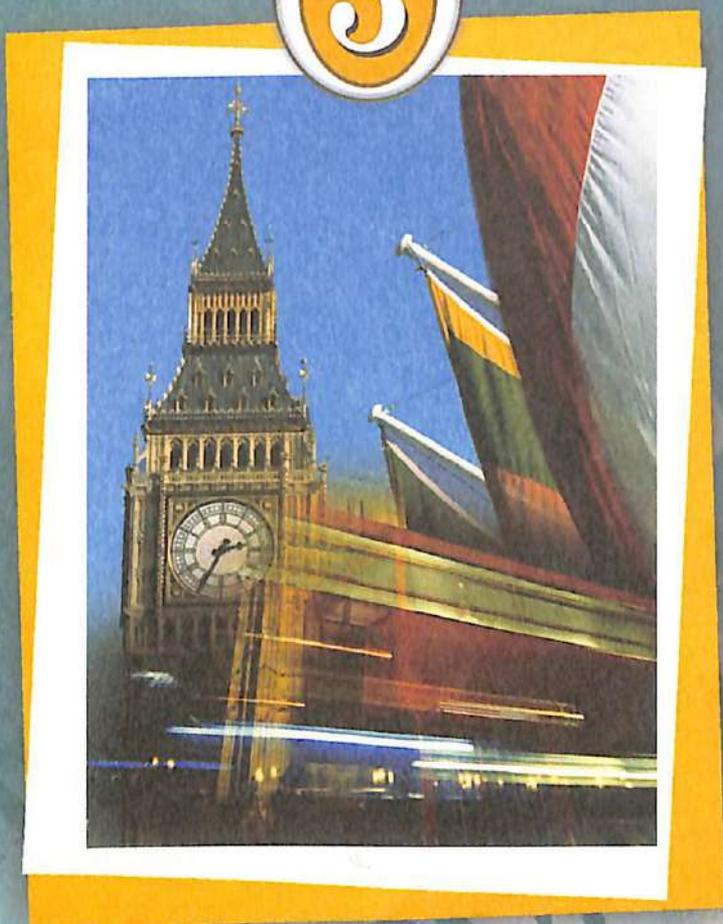


Book 81-2018 222

ENGLISH

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

G. Bakiyeva, G. Mahkamova, A. Quldoshev

ENGLISH

3

Qayta nashri

Akademik litsey va kasb-hunar kollejlari 3-bosqich
o'quvchilari uchun o'quv qo'llanma



G'afur G'ulom nomidagi nashriyot-matbaa ijodiy uyi
Toshkent — 2008

*Oliy va o'rta maxsus, kasb-hunar ta'limi ilmiy-metodik
birlashmalari faoliyatini muvofiqlashtiruvchi Kengash tomonidan
nashrga tavsiya etilgan*

Mas'ul muharrir:

T.Q.Sattorov – pedagogika fanlari doktori, professor

Taqrizchilar:

A.S.Saidov – filologiya fanlari nomzodi, dotsent,
O'zbekiston Respublikasi davlat moliya akademiyasi dotsenti

O.M.Mo'minov – filologiya fanlari nomzodi, dotsent,
O'zDJTU tarjima nazariyasi va tarixi kafedrasi mudiri

Bakiyeva G.

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I.Mahkamova G. II.Quldoshev A.

The Present book is recommended for the 3rd year students of the academic lyceums and
colleges of the Republic of Uzbekistan. It contains different texts, language material and
complex of exercises of various character. The language and speech material serve developing
the students listening, speaking, reading and writing skills integratively.

The textbook consists of 8 units, each of which contains several lessons.

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UNIT 1. THE CONSTITUTION

Lesson 1. Language and communication

1.Read the dialogue. Imagine that you are speaking on the phone.

A: Hello!

D: Hello. David Black speaking. May I have a word with Mike?

A: I'll see if he is in

(a minute later).

M: Hello David? How are you?

D: Well, thank you. I would like to say that I am going to learn German
myself. Have you any German textbooks?

M: No, but you can find it on the Book market. If you buy a good textbook
tell me we can do it together. I'll search too.

D: Sure, it is easy to do together everything.

M: Oh, my sister has many German textbooks and she speaks German
fluently. If we ask her she will help us.

D: I already thought about it.

**2. Read conversational formulas. Dramatize using model - you are
leaving the owners with whom you have been staying.**

Drop in and see us any time.

You are always welcome.

Keep in touch.

We'll be delighted to see you again.

My love to your family.

Good-bye, keep well.

Have a nice trip.

Get well

Stay healthy.

Take care.

Grammar

3.Read the models of Conditional 1 and make your own sentences

Present	If I am late, go to the cinema alone.
Past	If he said that, he was wrong.
Future	If he asks us, we will tell him the truth.

4. Read models after a teacher, paying attention to the intonation:

We rarely stop talking.
 I enjoy dancing.
 Go on reading.
 I don't mind your coming in the evening.
 Playing snow is good fun.
 Do you like learning English?
 What do you prefer doing during English lesson?
 Could we speak not knowing any language?

5. Complete sentences with gerund (-ing). Use the verbs in the brackets.

Look at the model:

What do you think of (read) English books? –What do you think of reading English books?

- All my friends like (dance).
- Does Botir enjoy (travel)?
- (eat) fruits is good for your health.
- Don't you mind my (play) the piano?
- Do you like (hike)?
- (Watch) TV all day ruins our eyes.
- Excuse me my (interrupt) you.

6. Matching

- | | |
|--------------------------------|-----------------------------|
| 1. If he is working | a) unless he asks me |
| 2. If you know the lesson | b) ask him to wait |
| 3. If she was working | c) he cannot go with us. |
| 4. If Sobir came | d) you need not be afraid |
| 5. I shan't tell him anything. | e) why did you disturb her? |

7. Form the derived words with - ing suffix and explain their meaning changing.

talk	build	come	smoke	learn	do	know	speak
------	-------	------	-------	-------	----	------	-------

Vocabulary:

8. Continue the list using the word-building elements:

- ish: Spanish,
- (i) an: Canadian,

- ese: Japanese,
- i: Israeli, Iraqi,
- ic: Icelandic,

9. Listen and repeat the new words and make up situation using all words in the box.

ethnic	regional	dialect	
fluently	bilingual	multilingual	monolingual

10. Read the text and answer the questions.

People belong to *ethnic* groups and *regional* groups such as African-American, Asian, British, Scottish, American and so on. They speak *dialects* as well as languages. Everyone can speak a native language. We call it the first language. If people speak only native language we call them monolingual. Many of us can speak two or three languages. For example, people who live in Samarkand region know the Uzbek, Russian and Tadjik languages. Russian and Tadjik for them the second language. If we learn a foreign language at school we can speak also a foreign language. If we are constantly in an environment of many languages we understand many languages and can speak different languages. Almost all people in Uzbekistan speak more than one language fluently. We call them bilingual, or multilingual.

Questions:

- What do prefixes bi- and multi- mean?
- Who are you, bilingual or multilingual?
- How many languages can you speak?
- What language can you speak fluently?
- Need we learn a foreign language? Why?

11. Similar adjectives can represent regional groups!

- Complete this list of the Middle Asia nations by the help of the map. Uzbek, Kirgiz,
- The same applies to some Eastern European countries. Armenian, Hungarian,

12. These nationality adjectives have a change in stress from the name of the country. Underline the stressed syllable in each word. Can you pronounce them?

Example: Panama- Panam

- | | |
|---------------------|------------------------|
| 1. Egypt- Egyptian | 4. Vietnam- Vietnamese |
| 2. Italy- Italian | 5. Jordan- Jordanian |
| 3. Canada- Canadian | 6. China- Chinese |

13. Correct the mistakes in these headlines.

Election in Canadian today	Hollywood sensation! Madonna speaks the France language?	Vietnamus gets rich
Britain variant of the English language		
Iraqian people protest against U.S. occupation		

14. Listen to the dialogue.

You will hear four native speakers of English from four countries. Some words will help you recognize their nationality. Put the number of the speaker in the right box.

English		American	
Australian		Canadian	

15. Write a letter to your friend. You are a student of an academic lyceum. Give some of your news and ask her/him about the news.

185 Beverly Hills
Hollywood,
Nr. Los Angeles,

California
13th May 2006

Dear Stephanie
How are you? I'm very well.....
.....
.....

Love Julia

16. Read the words, word combinations, sentences. Compose sentences using them.

- to exist, (n) –ence - We can't exist without food. Language is a part of human existence on the Earth .
- ability to communicate – People have ability to communicate.
- cave – Primitive people live in the cave.
- from the cave all the way to the moon.– с пещерного века до исследования Луны. Тош асридан ойни тадқиқ қилишгача.
- anthropologists – антропологи. Антропологлар
- rare (ly)- not found very often. Rare animals. My friend is very talkative, he rarely stops talking.
- a sense of "talking" - We are in a sense of "talking" – мы в сознании "говорить". Биз гапириш имкониятига эгамиз.
- "When language dies, so will man" – когда человек закончит свое существование не будет и языка. Инсоният билан тил ҳам йўқолади.

17. Fill the blanks with appropriate words.

1. Scientists are interested in knowing how people..... before.
2. From the..... language has been changing.
3. During English lessons we rarely stop
4. Some of the linguists consider that when, so will man.
5. In the mountains we found the.... .

18. Read the text and find its main idea.

Language

Language is the most important development of human history. The arts, sciences, laws, economic system, and religions of the world can't exist without language. Humans have not changed biologically for some 40.000 years. However, our ability to communicate has led us from the cave all the way to the moon.

Little is known about the birth of language. anthropologists agree that humans were speaking thousands of years before that.

Today, most of us learn to talk by the age of three, and we rarely stop talking. Even while we are reading or just thinking, we are in a sense of "talking", if only to ourselves. Language is so much a part of human existence that we will be talking as long as we inhabit the earth. As linguist David Thompson notes, "When language dies, so will man"

19. Answer the questions:

- 1. Why can't we exist without language?
2. Can we speak at the same time when we think about anything?
3. What did David Thompson mean saying, "When language dies, so will man".

20. Complete these boxes with any appropriate associations with the word "language" from the text.

A grid of boxes for association with the word 'language'. The word 'language' is written in the bottom-middle box.

21. Find word combinations in the text as more as you can. Look at the model:

ability to communicate;

22. True or false arguments.

- 1. Primitive people exist without language.
2. Human could speak from the cave all the way to the moon.

- 3. When we are reading or thinking, we can't talk.
4. If the human stops existing, the language will exist.

23. Discussing ideas.

How is the language important to humans?
Could we speak not knowing any language?
Do you have thoughts without words?

24. Answer and analyze.

- A. How many dialects of the Uzbek language do people speak in the territory of our country? Find the similarities and differences in all dialects of the Uzbek language.
B. Can you tell us about some similarities and differences between American and British English?
C. What are the same words used in Uzbek and English languages?

25. World quiz.

- 1. What are the five most widely spoken languages?
2. What are the five countries with the largest population?
3. What are the main ethnic groups in the Eastern countries?
4. Where do people speak Farsi?
5. Why is English the most popular language in the world?
6. What is the most popular language in the Eastern countries?

26. Speaking and listening.

Tell about your nationality, country, region, ethnic group, language(s), etc. The others should listen to and ask questions.

Self-study.

1. Your foreign pen-friend is going to visit Central Asia. Write him how many nationalities live in the Central Asia and what languages they usually speak.

2. Tell your partner about the following using Conditional 1 and Gerund sentences:

- a. activity you've been doing a lot of recently
b. a sport you haven't done for a long time

- c. a book you have been reading
- d. a country you always want to visit

Lesson 2. The Constitution of the Republic of Uzbekistan.

1. Read the dialogue and answer the questions below.

Albert: I desire to enter the Uzbek State World languages University after leaving the lyceum. Have you any information about requirements of entering.

Begzod: Well, I've read announcement. And I see that there will be a large enrollment. So we will have to work hard at English and other subjects.

Albert: But we've been learning English for three years! If we don't enter what we shall do.

Begzod: Don't worry. We will learn it again.

- 1) When did boys start learning English?
- 2) Do boys have any chance to enter the University even if there is a big enrollment?
- 3) What will they do if they don't enter the University.
- 4) Is Begzod an optimist?

2. Read the formulas and say when can we use them. Make a dialogue using them.

What a lovely surprise!	Fancy meeting you here!
No is that you?	I couldn't imagine....
And what are you doing here?	It's been ages since we met.
How time flies!	Is that you?
You're the one whom I didn't expect to see here!	
There's been plenty of water under the bridge since we met last.	

Grammar

3. Read and remember what -ing form means

Gerund: My friend dreams of **becoming** a translator.

Noun: Writing is necessary for mastering English.

Verb: I am **watching** my favorite program on TV.

Participle: That **dancing** girl is my sister.

4. Underline the Gerund in the sentences.

1. Who is ringing?
2. Don't you mind my smoking?
3. He is translating article.
4. There is no hope of his answering.
5. It was a fruitful meeting.
6. Swimming is good thing to make your health strong.
7. Do you like speaking English?

5. Make up a conversation on the following situations. Use Gerund.

1. You don't like staying at home alone.
2. You came to the lesson without reading the story.
3. Your brother usually enters the room without knocking the door.
4. You enjoy sitting in the garden.

6. Read the models of Conditional and make your own sentences.

past +could Infinitive	If you studied more, you could learn English quickly.
past +would Infinitive	He would not agree, even if you asked him.
past +should Infinitive	If I won a large sum of money I should buy a DVD -player. If he were ill, I should be sorry.

7. Sentence completion.

Make second conditional-supposition sentences for the following situations.

Example:

I don't know the answer, so I can't tell you.

If I prepared my homework I could help you.

- a. He didn't know about our hiking, so we should go there without him.
- b. I've got a lot of work around the garden, so I won't watch TV.
- c. I invited them to the party but they refused.
- d. I don't have a dictionary. I can't translate the words in the text.
- e. He told us an anecdote, but nobody smiled.

8. Work in pairs. Imagine yourself in the following situations, and discuss what you would do.

What would you do if you didn't pass your exam?

I would be very upset, and I would have to revise all the material again.

I wouldn't! I'd have a rest, stay in bed and sleep and read

What would you do if.....

- you knew English fluently?
- you were at a friend's house for dinner, and you didn't understand their native language?
- you were in England and found that you didn't speak English?
- you saw someone speaking English better than you?

Vocabulary:

9. Word- formation

What words are they formed with?

prosperity	magnanimity	nobility	majority	purity
blossoming	laying	spiritual	management	embody

10. Read the words and sentences aloud after a teacher.

a crescent - in the beginning of the month the Moon has the form of the crescent.

a principle - basis. The principle of the state laws.

- source- water is the source of life.
- spiritual – spirit- spiritual
- pure -purity- spiritual purity of people.
- epoch – We live in a new epoch of computers.
- abundance – in the markets of Uzbekistan there are abundance of fruits and vegetables.
- vital- vital life of Alisher Navoi.
- solar calendar - The solar calendar year begins from Navruz holiday,
- to embody- We try to embody our ideas in life.
- management- Local Hokims help to organize the state management
- to absorb- Uzbekistan absorbs the centuries-old experiences of the Uzbek people.
- blossom (-ing)- a synonym of flower. A blossoming valley in Andijan region.
- set off- decorate
- octagonal star- the star with eight angles.
- magnanimity- I was impressed with his magnanimity.
- nobility- I saw nobility in his face. = noble- His noble ideas were not realized.
- prosperity- The prosperity of the nation.
- frame with inscription- In the frame there was an inscription “Dr. Black”.

11. Fill in the gaps with the new words:

1. The blue color in the flag of Uzbekistan symbolizes the sky and water as the of life.
2. The green colour symbolizes and in the countries.
3. He has a ... brain.
4. symbolize the unity of people in their views.
5. On the picture there was a garden.
6. The state emblem is set off (decorated) with wheat and cotton plant garlands.
7. The with.... “Uzbekistan” is on the state emblem.
8. Uzbekistan ... the centuries-old experiences of the Uzbek people
9. The... of the state depends on many factors.
10. Five principles of economic priorities of Uzbekistan were in the foundation of state management.
11. of books is a of knowledge.
12. A ... is the symbol of Islamic people.

12. Continue the list of the words, associating with the symbols of Republic of Uzbekistan.

For example: stripes, stars.....

13. Read the text looking at the picture of the flag of Uzbekistan. Make up 5 questions in the written form, then answer them orally.



SYMBOLS OF THE REPUBLIC OF UZBEKISTAN

The flag of the Republic of Uzbekistan consists of blue, white and green stripes, separated by two narrow red stripes. A crescent and three rows of twelve stars are on the left side of the upper blue stripe.

The blue color symbolizes the sky and water as **the principle sources of life**. The white stripe is the traditional symbol of peace and of moral and **spiritual purity**. The green stripe symbolizes nature, the new epoch and **abundance** in the countries where the **majority** of the population is Islamic. Besides it is in harmony with the progressive movement of Greenpeace, which protects nature. The red separating stripes symbolize the current of **vital energy** in any living body and also connect **our pure and noble thoughts** with the sky and the earth. The crescent of the new moon, along with its traditional historical symbolism, is at the same time a symbol of the birth of republic's independence. The symbolism of twelve stars is connected historically with the **solar calendar year**, which begins from Navruz and **embodies** the twelve principles laying in the foundation of state **management**.

14. Read the text. Name the main details of the emblem of Uzbekistan and say what they mean.



The state emblem of the Republic of Uzbekistan actually **absorbes** the centuries-old experiences of the Uzbek people. It reflects a **blossoming** valley and a shining sun. The right side of the valley is **set off** with wheat and to the left with a cotton plant garland. **The octagonal star**, symbolizing the unity of the Republic, crowns the state emblem. The Muslim symbols of the crescent and the star are placed inside the star. In the center of the emblem there is the bird Khumo. Khumo with its spread wings symbolizes **magnanimity, nobility**

and service. These symbols reflect the long way of the Uzbek people towards peace, stability, happiness, wealth and **prosperity**. A little frame with **the inscription** «Uzbekistan» is placed in the lower part of the state emblem.

15. Write T for true and F for false. Correct the false statements. The first is done for you.

1. T The bird Khumo symbolizes magnanimity, nobility and service.
2. The crescent of the new moon is a symbol of the birth of republic.
3. The principle sources of life are reflected in a blue colour.
4. A crescent and three rows of thirteen stars are situated on the flag of Uzbekistan.
5. The solar calendar year begins from Navruz. It embodies the twelve principles laying in the foundation of state management.
6. All symbols on the flag and emblem reflect the long way of the Uzbek people towards peace, stability, happiness, wealth and prosperity.

16. Read the words and word combinations in the box and match them to the sentences below.

adopt guarantee constitute accepted order set the tasks property
duties to declare convocation regardless juridical
political parties union keep discipline labour article

1. The resolution was adopted in 2005.
2. Our rights are juridically secured by the Constitution.
3. In the Constitution the professional unions and political parties are registered in the accepted order recognized.
4. The Constitution guarantees all forms of property of citizens.
5. Constitution includes set of tasks, rule of law and many articles.
6. All people regardless of their nationality can be citizens of Republic of Uzbekistan
7. We must keep labour discipline at work.
8. Men must defend our country.
9. All citizens of our Republic have rights and duties.
10. The boss declared that you couldn't be here.

17. Fill in the blanks with appropriate words in the text

.... is a basic law of a state,,, the character of the state structure and its organization for.... are introduced. The Constitution is written to organize a strong national government.

- a) ruling
- b) human rights and duties
- c) constitution
- d) principles

18. Answer the questions:

- 1. What is the Constitution?
- 2. What issues are introduced in the Constitution?
- 3. Do all countries have their own Constitution or not?
- 4. Is Constitution important for people's life?

19. Listen to the information and answer the questions:

- 1. When was the national flag approved?
- 2. The state emblem was approved by the 10th Session of the Supreme Council, wasn't it?
- 3. Who wrote the words of the state anthem and when was it done?

20. Match the words with the sentences

- | | |
|----------------------------|---|
| 1. juridically | a. The rights and duties of citizens are described in the Articles. |
| 2. Constitution | b. There are state and private property in Uzbekistan. |
| 3. to be guaranteed | c. The political parties which are under the Law. |
| 4. forms of property | d. People live according to the basic laws. |
| 5. recognize the political | e. Women and men can work, study and parties rest. |
| 6. declare belief | f. The national ideology is adopted in Uzbekistan |
| 7. to have equal rights | g. People are defended juridically. |
| 8. articles | h. The state protects the people rights. |

21. Read the text and comprehend it in the details. Answer the questions.

CONSTITUTION OF UZBEKISTAN

The new constitution of sovereign Uzbekistan has been adopted on December 8, 1992. It juridically secures freedom, rights and duties of citizens; economic and social rights. It declares mass media freedom, beliefs, recognizes professional unions, political parties, scientific societies, women's organizations, veterans and youth organizations, creative unions, mass movements and other unions of citizens registered in the accepted order. The state guarantees freedom of economic activity, equality and protection of all forms of property. If we hadn't Constitution our citizens wouldn't know their rights and duties and what is legal and illegal.

Article 1 of the constitution says that Uzbekistan is a sovereign democratic republic. The constitution sets the tasks of creating a human and democratic rules of law. All citizens of the Republic of Uzbekistan regardless of their nationality constitute the people of Uzbekistan.

All citizens living in the Republic, men and women of all nations and nationalities have equal rights in the political, economic and cultural fields.

The right to work together with the right to choose their trade of profession is guaranteed to all citizens by Article 37.

All citizens have the right to rest. The right is guaranteed in practice by the system of sanatoriums, boarding houses, holiday homes and clubs where people may spend their free time.

Article 39 guarantees pensions for people who are ill, unable to work. A very important right is the right to education, which is guaranteed to all Article 41 in the Constitution of the republic of Uzbekistan. The state guarantees free secondary education. Students of institutes and universities receive scholarships.

While guarantying these rights to all citizens, the constitution at the same time imposes serious duties on them, such as the duty to work, keep labour discipline, and defend their country.

- 1. What was adopted on December 8, 1992?
- 2. What tasks does the Constitution set?
- 3. What are the rights guaranteed to all citizens of Uzbekistan?
- 4. What are the duties of the citizens of Uzbekistan?
- 5. How many articles are there in the Constitution of the Republic of Uzbekistan?

6. What amendments have been done in the Constitution for the last time?

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22. Look at the box and define the rights and duties. What's missing in the box?

Our rights and duties
Answer the questions, R-Rights, D- Duties
1. to have education
2. to have a rest
3. to go to Military service
4. to have Medical service
5. to work and keep labour discipline

23. You are a history teacher. Tell the class about the development of Constitution in Uzbekistan.

Self-study:

1. Read the main articles of the Constitution of Uzbekistan in the native language.

1. Write a composition on one of the following questions:

- a) Why must men defend our country?
- b) According to the Constitution, what duties and rights do we have?
- c) What is the Constitution?

Lesson 3. Laws in Great Britain

1. Listen and repeat the conversational formulas. Tell when we can use them.

It's my fault that...

Forgive me...

Sorry for doing smth.

Excuse my omission

I apologize for...

It's all right

Never mind.

Forget it.

No need to be sorry

No harm done.

2. Work in pair. Make up a short dialogue as in the models:

- I'm sorry for being late.

- Try not to be late next time.

- Excuse my omission

- It's all right, but next time don't do it.

3. Read the dialogue. Are your expectation right or not?

How well you look!

You don't seem to age.

You are charming.

You have a nice smile.

You are easy to talk.

Exaggerating as usual.

You were fair.

You never change.

You look splendid/ superb

You do a wonderful job as interpreter.

This is your colour.

It just a compliment.

You are really kind.

Well done! Bully for you.

4. Read the dialogue and improvise your own as in the model:

- Well, if it isn't John! How time flies! I haven't seen you for ages!
- It's me. I have been in England for two years. I have studied there.
- You never change. You do look well.
- Exaggerating as usual.
- Not, it's true.

Grammar

5. Listen to the anecdote and change it into indirect speech.

6. Remember!

Second conditional sentences express unreal or improbable situations. We use past tense forms to show "unreality" and distance from the present.

*What would you do if you had an opportunity to speak to the President?
If I were in a foreign country I'd see the historical places. I like it very much.*

7. Translate and explain the usage of real and unreal conditional sentences.

Do you think he would be angry if I asked him to help me? Would they come, if we invited them? Should it be necessary, we could make another test. If he should ask you, tell him no news has been received.

8. Copy out the sentences classifying them into real and unreal conditionals.

I shall close the window if you allow. It would be better if you admitted your mistakes. If they listened to us, we could warm then. If you allow me, I shall go to the hotel. We shall be late unless we go much faster. The door will not open unless you press the button. We can go now if you wish. If you check the data, you will find everything in order. He will not run away unless he is guilty. If he should ask, tell him no answer has been received. If the wind increases, I may stay at home. I wouldn't mind a cup of tea. What would you do if you found a ghost in your room?

9. Make up situations as in the models:

- What will you do if there is a good film on TV tonight?
- I'll watch it.
- What would you do if your trip were not organized?
- I'd phone to change the date of the trip.

10. Read the models and compose your own sentences.

If I were younger I could dance.
If he/she were a doctor he/she might treat us.
If the design were better it would be accepted.
If I were not busy I would go to the theatre with you.
Would you write an interesting story, if you were him.

11. Read the situations. Complete the advice. Use the verb in the brackets.

For example: I can't speak English fluently. I don't know how to improve my English. Give me advice!

If I were you I would read many English books, listen to the audio texts.

- 1) Your friend has a bad toothache.
If _____ dentist. (go)
- 2) Your brother wants to buy a new bike, but hasn't got any money.
If _____ your parents.
(ask).
- 3) Your friend always feel tired in class, and sometimes falls asleep!

If _____ bed early.
4) It's cold outside. Your father doesn't know what to put on the coat or suit.

If _____ coat .

5) He tries to catch a bus. At last, he gets in.

If _____ the running bus. (get in)

12. Discussion. Work in groups.

1. Your friend is going to study one of the foreign languages. He/she is asking for your advice. Give him/ her advice, saying. *If I were you I would....*

2. Your friend has promised his/her teacher to make a report on the topic "Language Similarities", but he/ she didn't find any interesting information.

What explanations would you give to the teacher *if you were in your friend's place?*

13. Look at the picture and describe it. Imagine that you live in this wonderful place and house in outside of London. Use the conditionals "If I lived there I would/ could/ should...."



14. Read the collective nouns which are used to describe a group of the same things and remember them.

People: a group of people; a crowd of people; a gang of thieves.

Animals: a flock of sheep or birds; a herd of cattle (sheep, deer); a school of fish; a swarm of insects; a pack of dogs, wolves.

Things: a pile/ heap of pages (or clothes, dishes); a set of tools (pans, dishes); a stack of chairs (tables, boxes).

Fauna: a bunch of flowers (or bananas, grapes, greens); a clump of trees (bushes, grass, plants);

Language: host of questions; a barrage of complains; series of short answers.

People involved in the same activity/ job: a team (of doctors, sportsmen); the crew (workers in the ship); the company (of people, actors); the stuff (teachers in school, at the office), public (the people as a whole);

Vocabulary:

15. Match collective words with appropriate nouns and with the sentences.

Example: series of questions.

- | | | |
|---|-----------|--|
| 1. a herd of | trees | |
| 2. a gang of | elephants | |
| 3. a swarm of | thieves | |
| 4. school of | clothes | |
| 5. a pile of | fish | |
| 6. a clump | bees | |
| 1. The volleyball players won the prize. | staff | |
| 2. Actors are rehearsing a new drama. | public | |
| 3. The watchers applauded. | team | |
| 4. The meeting of teachers was yesterday. | company | |

16. Listen and repeat. Which words do you know?

Parliament	authority	convention	entire		
judge	court	appeal	flexible	to reject	to alter

17. Find suitable words from the box to the following statements.

- _____ is important organ of ruling in Great Britain.
- _____ is agreement from the both sides.
- _____ is a power to give orders.
- _____ is a whole.
- _____ is able to change or be changed.
- _____ is law officer or place.
- _____ is a public officer who is in the Court.
- _____ is to refuse something.
- _____ is to make a serious request.
- _____ is to change something.

18. Make up the sentences with the given words in the box above.

19. Read the text and comprehend it in detail. Make up 5 questions in written form, then answer orally each other's questions.

LAWS IN GREAT BRITAIN

Britain does not have a written constitution, but a set of laws. The Constitution is not the source of the Law, but the law gives birth to the Constitution in Great Britain.

Parliament is the most important authority in Britain. The set of laws includes: Acts of Parliament, common law and conventions. The Constitution can be altered by Acts of Parliament or by general agreement to change a convention. Conventions control the entire working of the Constitution. Conventions relate to the duties of the King, Ministers and so on. Most of the laws in Great Britain should be contained in the reports of the cases decided by judges of the High Court, Court of Appeal and House of Lords.

The constitution in Great Britain is very flexible, because only Parliament can offer or reject any law. If the King hadn't been a formal head of the government, the Parliament couldn't have offered or rejected any law and changed a convention.

20. True or false arguments.

- Britain has the set of laws.
- Parliament is a head of the state.
- Acts of Parliament, common law and conventions are not set of laws in Great Britain.
- Constitution is under control of convention.
- Some laws are covered in the reports.

21. Listen the text about history of monarchy and retell it.

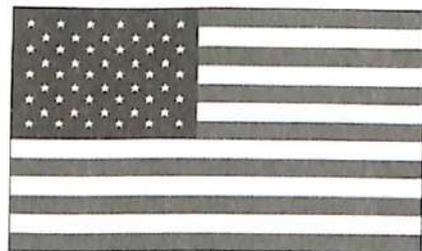
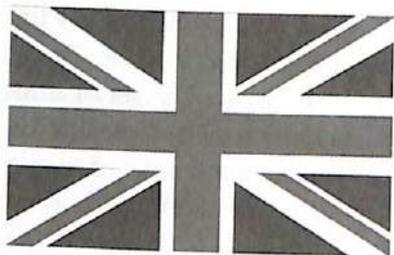
22. Role play "In the Oliy Majlis". You should adopt a law: your proposals, arguments...

23. a) Listen and repeat the following words.

succession	throne	hereditary	descent
------------	--------	------------	---------

b) Listen to a lecture on some facts about British institutions put questions to clarify certain details.

24. Looking at the flags try to explain why the British Flag is called 'The Union Jack', and American Flag as "The Stars and Stripes", it is also called "Old Glory"?



25. Find similarities and differences in the flags of Great Britain, the USA and Uzbekistan.

Self-study:

1. Find any information about Laws in Great Britain and prepare a presentation.

2. Write a topic starting with "If I were a Prime minister I would suggest....."

3. Learn by heart the poem.

If All were One

If all the seas were one sea,

What a great sea that would be!

And if all the trees were one tree,

What a great tree that would be!

And if all the axes were one axe,

What a great axe that would be!

And if all the men were one man,

What a great man he would be!

And if a great man took the great axe,

And cut down the great tree,

And let it fall into the great sea,

What a great splash that would be!

Lesson 4. The Constitution in the USA.

1. Phone drill. Read and learn the tongue twister.

Peter Piper picked a peck of pickled pepper.

Did Peter Piper pick a peck of pickled pepper?

If Peter Piper picked a peck of pickled pepper,

Where's the peck of pickled pepper Peter Piper picked?

2. Underline the words you think the speaker will stress in these sentences.

1. Turn it up.

4. He put it on

7. Don't tear it up.

2. I'll look into it

5. I'll let it out.

8. Would you sit down?

3. Please carry on.

6. I only read it.

9. If only I could speak to her.

3. Read conversational formulas. In what cases can we use them?

Be sure to see...

I think you must/ should....
at all costs

I advise/recommend you to do smth.

Here. Take my seat

If I were you I would...

It will come in useful.

4. Make up your own dialogue using the conversational phrases of advise and suggestion.

5. Read and reproduce the dialogue.

- Hey! "Curiosity killed the cat!"

- Now, what do you mean by that remark?

- I saw you looking in my notes!

- I was looking for my pencil.

- Uh-huh! That's what they all say. Why would be in my notes?

- I think you put it in.

- There you go again!

- You are unfair.

Grammar

6. Read and compare the given models. Compose your unreal conditional 2.

Present If I knew my lesson, I should be happy.

If I were you, I wouldn't speak about it.

Past If you had given me more time, I should have made a better report.

If they hadn't disturb me yesterday, I could have done everything.

Would you have translated the article if he had mentioned about it.

7. Matching.

A.

1. If we had known about your experiment, _____.

2. If John had been here, _____.

3. If I had known his native language, _____.

4. If the road had been better, _____.

a) we shouldn't have been late.

b) I should have answered him.

c) we should have asked him.

d) the letter would not have been sent.

B.

1. You wouldn't have been so hard up _____.

2. He would have got better marks _____.

3. You could borrow my recording _____.

4. I would leave now _____.

a) if you missed the TV programme last night

b) if I were you.

c) if you had saved some money

d) if John had studied more.

8. Read the models and complete the sentences making full conditional sentences.

If I were performing in the circus, I might stand on my head.

If I wanted to look at something upside down I might climb the tree.

1. _____ go to live in another country.

2. _____ stop talking for a day.

3. _____ sleep all day.

4. _____ jump out of the window?

5. _____ visit the President?

6. _____ refuse to come to the English lesson.

7. _____ go and live in the mountains.

9. Comment on the following dream of a young lady and write yours.

If I were a princess, I'd live in a palace. If I lived in palace, I'd have servants to look after me. My Mummy would be a queen and she wouldn't work. I wouldn't go to school and I would have a governess. I'd ride a white horse and I'd wear a long dress and a gold crown.

10. Memorize the following proverbs, sayings, idioms with "if" and make up situations with them.

If the blind leads the blind both shall fall into the ditch.

If an ass goes travelling, he will not come home a horse.

If you run after two hares, you will catch neither.

If you want a thing well done, do it yourself.

If push comes to shove compose a situation.

Vocabulary:

11. Read and repeat words in the box.

confederation to grant (v) amendments redress grievance to
vest (v) to face (v) to prohibit(v) free exercise to abridge (v) to
assemble (v) petition assembly have limits to set(v) to establish
(v) to define(v) previously force

12. Pay your attention to the translation of the words. Compose the sentences with them.

to set= to establish — учреждать — таъсис этмоқ

to define — определять / аниқламоқ

to vest — облекать, например властью — with power, бермоқ

confederation — союз, конфедерация — иттифоқ

to grant — предоставлять — тақдим этмоқ

amendments — поправки в законопроектах — қонун лойиҳалардаги

ўзгаришлар

to prohibit — запрещать — ман этмоқ

free exercise (there of) – действия в отношении чего-либо – ҳаракат
 to abridge – ограничить – чегараламоқ
 to assemble – собираться вместе – йиғилмоқ
 petition – петиция – ариза
 redress – восстановление и рассмотрение – тиклаш ва кўриб чиқиш
 grievance – жалоба – шикоят
 to have limits – иметь ограничения – чегараси бўлмоқ
 force – сила – куч
 officials – должностное лицо – расмий шахслар
 previously – предварительно – дастлабки
 to face – наталкнуться – дуч келмоқ.

13. Write the synonyms of the following verbs and nouns.

to set _____	grievance _____
to define _____	force _____
to vest _____	petition _____
to grant _____	redress _____
to abridge _____	confederation _____
to prohibit _____	assembly _____

14. Fill in the gaps with appropriate words.

- American Constitution includes _____.
- Constitution has no _____ in the federal Constitution.
- The Articles of Constitution _____ independence to each state.
- Public officials are vested with power to change the fundamental law of the Constitution.
- All the rights protected by some amendment _____.
- The Oliy Majlis _____ and adopt the laws.
- My mother _____ go there.
- Our rights are _____.
- He brought the _____ to the Court.
- The U.S.A. consists of _____.
- The Khokim _____ all grievances

15. Word-formation. Find the derived adverbs, which are formed from the noun by the suffix -ly, in the dictionary.
 peaceably, capably.....
 forcibly....

16. Discussion of ideas.

- What does "Amendment" mean?
- Are there any amendments in our Constitution? Why do people need bring into the amendments?
- Does the Republic of Karakalpakstan have its own Constitution? Why?
- Who sets the laws in our Constitution?

17. Read the text and comprehend it in the detail. Answer the questions.

THE U.S. CONSTITUTION

Constitution of the US sets the nation's fundamental laws. It establishes the form of the national government and defines the rights and liberties of the American people. It also lists the aims of the government and the methods of achieving them.

The Constitution was written to organize a strong national government for American states. The present Constitution was proclaimed in 1787 in Philadelphia. Previously the nation's leaders had established a national government under the Articles of Confederation. But the Articles granted independence to each state. Thus U.S. Constitution has no force in the federal Constitution. American people in the face of public officials are vested to change the fundamental law, if they wish. The U.S. Constitution includes Amendments.

Amendment 1.

Freedom of religion, speech and the press, rights of assembly and petition. Congress shall make no law respecting on establishment of religion, or prohibiting its the free exercise ; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble and petition the government for redress of grievances. But all the rights protected by this amendment have limits. For example, the guarantee of freedom of religious doesn't mean that the government must allow all religious practices.

Questions:

1. When and where was the present Constitution proclaimed?
2. What is the Articles of Confederation?
3. Has the each state independence and its federal Constitution?
4. What can public officials do with the laws?
5. Why are there many Amendments in the U.S. Constitution?

18. Retell the text using the constructions:

“I expected that.....”

“I knew that.....”

19. Analyse and compare the information from the texts about Constitution in Uzbekistan, Great Britain and the U.S.A. and find advantages and disadvantages.

Countries	Advantages	Disadvantages
Uzbekistan		
Great Britain		
The U.S.A.		

20. Adequate or inadequate?

Read the proverb and find adequate situation, which was given below.

“When the cat is away the mice will play”

1. The mice are celebrating Micky Mouse’s birthday and while the cat is away they are singing and dancing.
2. Little children can’t be left alone because this can be dangerous.
3. When elders are out the door children can do everything.
4. If there is not a cat in the house, there are many mice.

21. a) Listen and repeat the new words, find their synonyms

safeguard Army service private defend ensure

b) You are going to listen to Damir, Nargiza and Botir ‘s texts which touching a “Constitution” topic. Listen and put the name of the speaker.

___ right for education ___right to work ___duties

22. Tick the words in the box with D-Damir, N-Nargza, B-Botir according the content of their texts.

interests guarantee safeguard protect needs citizens Military service
the Armed Forces respect rights duties secondary professional
education to work private business defend ensure

23. Choose the best answer.

Damir says:

1. If we hadn’t right to have an education, none of children could have studied.
2. If there hadn’t been academic lyceums, our pupils couldn’t have entered the Institutes.
3. If all pupils had had desire to have secondary education, they would have studied at the academic lyceums.

Nargiza says:

4. If we hadn’t the right to work, there would be unemployment in our country.

5. If everybody had worked better, all the people have lived better.

6. If all factories and farms had been better, our well-being have been better

Botir says:

7. If all people didn’t carry out their duties, the country wouldn’t be managed properly.

8. If people respect their rights and duties they defend their motherland.

9. If the constitution lays down basic duties of citizens it would be a good constitution.

24. Read the controversial statements, which are given in the box. Give your arguments to prove another version.

Box

1. Beauty is only a matter of taste.
2. Riches are for spending.
3. A foreign language can only be learned, not taught.
4. A women’s place is in the home.
5. Boys and girls should have the same education.
6. Educated people are demanded for all jobs.
7. A country gets the government it deserves.

25. Read the Rules of Law in some countries. Work in pairs: discuss which law you find most amusing or strange. Give your possible reasons why some of the laws were introduced

RULES OF LAW

- * In Saskatchewan, Canada, you must not drink water in a beer house.
- * A transportation law in Texas, USA: when two trains approach each other at crossing, they should both stop, and neither shall start until the other has gone.
- * In Waterloo, Nebraska, USA, it is illegal for a barber to eat onions between 7am and 7 pm.
- * The town council of Widnes, Lancashire, England intruded a fine of 5 pounds those who made a habit of falling asleep in the reading rooms of libraries.
- * In New York City there is still a law which makes it illegal for women to smoke in public.
- * The citizen of Kentucky, USA, are required by a law to take a bath once a year.
- * In 1659 it became illegal to celebrate Christmas in Massachusetts.
- * In New York State you are not allowed to shoot at a rabbit from a moving trolley car. You have to get off the car, or wait for it to come to a complete stop, then fire away.
- * In Malaysia it is against the law to dance on the backs of turtles.
- * In Madagascar it is illegal for pregnant women to wear hats and eat eels.
- * In Alaska, USA, it is illegal to look at a moose from the window of an airplane or any other flying vehicle.
- * It is illegal to hunt camels in the state of Arizona, USA.
- * In Indiana, USA, it is against the law to travel on a bus without four hours of eating garlic.
- * During the reign of Elizabeth I, the wearing of hats was made compulsory in England.
- * In 1937 in Hungary spring cleaning became compulsory. All lofts and cellars had to be cleaned.

26. Make up the topic on the given theme "The State and the Individual", using the active vocabulary on the theme "The Constitution".

27. Be ready to make up a dialogue. Are there any laws you would like to introduce in your country? Think about:

- use of mobile phones - smoking in public places -use of cars
- pollution -healthcare -housing -pets -language learning

Self-study:

1. Project work.

"Constitution of Uzbekistan and Great Britain"

1. Search and study the political structure of Great Britain and Uzbekistan.
2. Objects: how democratic society solve the problems of environment, education, protection of the children' rights, and what we have in the real life.
3. Make a presentation about interesting facts of the Constitution in both countries in the written form.

2. Project: Find the more British, American, Uzbek symbols and prepare a presentation.

For example: Statue of Liberty is a symbol of USA as a symbol of friendship. Now it's a symbol of freedom for new immigrants to this country.

UNIT 2. POLITICS AND PUBLIC INSTITUTIONS

Lesson 1. What is Belief.

1. Read and remember the statements – rules about English learning. Work in pairs and say you agree with them or not. Compare your answers with your partner's answer.

You'll forget a language if you don't use it.
You can learn a language also outside the classroom.
You should always use the dictionary if you don't understand a word.
Don't worry about making mistakes; it is more important to understand them.

Methodists say that "mistakes in the speech testifies the development of linguistic competence".

Learning grammar and vocabulary is very useful.

2. Write some additional rules from your experience to improve English. Read them to the class and give the different suggestions.

3. The following conversation takes place in the street between two friends. Put the sentences into the right order.

1. That sounds fine.
2. I'll be there! You are still a wonderful cook, aren't you?
3. I'm ready. I think I'll fast all day Friday!
4. When can we expect you for dinner? Can you come tonight?
5. Well... How about Friday then?
6. Not tonight. I promised to go to a concert with my sister.
7. Good, shall we say seven o' clock?
8. That'll be for you to decide. I've got a new dish that I want to try out on you.

4. a. Listen to the dialogue and try to define where the intonation is rising and where is falling.

b. Be ready to improvise this dialogue using the rising and falling intonations.

5. Listen and check yourself if you have chosen the right order of the sentences in the given above dialogue.

Grammar

6. Look at the table and try to understand the functions of the Gerund:

Function	Examples
Subject	<u>Singing</u> is a lot of fun
Predicate	Her greatest pleasure is <u>dancing</u> .
Object	I enjoy <u>reading</u> the poems in the English language.
Attribute	There are different techniques of <u>remembering</u> the English words
Adverbial	<u>On coming</u> home he look through the mail.

7. Open the brackets. Make the sentences using Gerund.

1. I wouldn't mind (see) the historical places again.
2. We consider (go) to another place.

3. It will involve (make plans well in advance).
4. I suggest (call friend today).
5. I recommend (you/ read this book)

8. Read and explain the functions of the Gerund in the following sentences.

1. Before leaving Tashkent I visited the Art Museum.
2. On Sunday I enjoy not having to get up early.
3. I can't help laughing at him.
4. Children like skating.
5. He left the room without saying a word.
6. Without using a dictionary you can't learn a large number of English words.
7. I have difficulty of understanding American people.

9. Find the translation of unknown words in the dictionary and make up sentences with Gerund constructions.

admit	can't help	enjoy	involve	recommend
appreciate	consider	finish	mention	spend time
avoid	discuss	forgive	mind(dislike)	suggest
be worth	imagine	miss	understand	

10. In pairs, take turns asking and answering the following questions

1. Do you spend a lot of time listening to music?
2. What types of music do you enjoy? Are there any types you dislike?
3. Do you enjoy going to concerts? What types of concerts do you enjoy most?
4. Whom would you recommend seeing in concert?

11. Name some musicians that you think are worth paying a lot of money to see?

Do you plan on going to a concert soon? Role-play a phone call or visit to theatre box-office to get information about tickets. Use as many of the following as possible in your role-play.

I'm interested in.... I suggest.....
 Would you mind....? I'd recommend....
 I hope that you'll enjoy.... If you don't mind...
 I (would) appreciate.... Is it worth....?

12. Read and remember the phrases for expressing opinion:

In my view/ In my opinion, we haven't made any progress.
 She's made a big mistake, *to my mind*.
From a teacher's point of view, the new examinations are a disaster.
 What is *your view on* changing the climate?
 Do you *believe in* God?
 What do you *think of* the new subject?
 I'm *in favour of* having a rest but *opposed to* long holiday.

13. Look at the scheme and try to explain what "beliefs, ideologies, philosophies, convictions" mean by the help of your teacher.

ideology
Belief— philosophy convictions.
Conviction— religion/ moral

14. Sharing ideas. Use the phrases for expressing opinion and view.

1. How do you understand the "belief" and "conviction"?
2. Does "belief" mean only "a religion"?
3. How is belief connected with thinking?

Vocabulary:

15. Word formation: Find words with these suffixes.

+ship (n)	+cy/y (n)	+tion (n)	+ence(n)
partnership	democracy	institution	maintenance

16. Listen and repeat the new words. Compose sentences with the new words.

striving	involve	crisis	enlightenment	belief	morality	philosophy
ancestor	value	tolerance	contribute	ideology	conviction	

17. Match the words from the left-hand box with words from the right-hand box which similar or contradicted to each other. Write S- if they are synonyms, A- if they are antonyms in the third column.

1. striving	a. prosperity	
2. crisis	b. uneducation	
3. involve	c. children	
4. enlightenment	d. treasure	
5. ancestor	e. agreement	
6. value	f. assist	
7. tolerance	g. draw into	
8. contribute	h. achieve, struggle	

18. Read the text and comprehend it in detail. ("Idea of National Independence." by I.A.Karimov, 2001.). **Answer the questions.**

Belief includes itself: ideology, philosophy and convictions.
 At first, let's start defining what is idea? Idea is the product of human thinking.

By the ideology we understand the expression of aims, striving, needs and interest of a nation, people, public groups, various layers of the society. It also involves principles and ways of their realization.

In the history there were a lot of examples when an influence of different ideas and ideologies led some nations and states to prosperity and liberty, or to the crisis and death.

Ideology stands on the definite philosophy and enlightenment views of people. Our ideology of national independence based on the traditions of our ancestors, multinational people and human values.

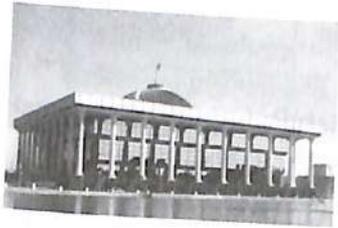
Ideology includes itself as well conviction. A conviction depends on religion and morality of people. The Constitution of Uzbekistan guarantees freedom of religions: Muslim, Christian, Catholic. The idea of religious tolerance contributes creation of peace and agreement in our society.

1. What do we mean by ideology of national independence?
2. What positions is ideology based on?
3. What is religious tolerance?
4. Does belief of man depend on ideology, conviction?

19. Tell about well-known Uzbek thinkers using arguments, opinion phrases to prove their philosophy.

20. Answer the question "What do you know about any administrative buildings in Uzbekistan, Great Britain and the USA?"

Example: The palace of Westminster is the seat of Parliament. It.....



The Oliy Majlis



Westminster palace



The White House

21. Expand the texts. Looking at the pictures and using your knowledge add any information about the following administrative buildings.

THE OLIY MAJLIS

The building where the Oliy Majlis works is on the prospect of "Friendship of Nations". This building was constructed after Independence was proclaimed. I highly appreciate the construction of the Oliy Majlis. For example

QUEEN RESIDENCE



Buckingham Palace has served as the official London residence of Britain's sovereign since 1837. It developed from a town house that was owned from beginning of the 18 century by Dukes of Buckingham. Today it is the Queen's official residence. I consider its using for.....

THE WHITE HOUSE

The White House is the President's residence. All American Presidents except George Washington have lived in the White House. It is not mentioned as the White House that time, because it was built in 1799. It's a two-storied, white building.....

Self-study:

1. Find any information about other administrative buildings in Uzbekistan, Great Britain and the USA. Prepare the presentation.

1. Write a topic how belief, philosophy and conviction are reflected in the Constitution and other state documents.

2. Prepare to answer which national holidays are full with idea of national independence.

Lesson 2. Administrative System in Uzbekistan.

1. Phone drill. Underline the stressed syllable in these words.

illegal blackmail forbidden compulsory succeed populous
executive intermediate legislative judicial efficient reconstruction

2. Phone drill: Read and remember the tongue-twisters.

A proper copper coffee pot.

Three gray geese in a green field grazing.

Swan swam over the pond, swim swan swim; swan swam back again-
well swum swan!

3. Read the text which contain the reaction to the bad events. Point out the idiomatic expressions that show people, reactions to the bad news.

Last night our family watched TV news. On TV terrorist attack in London underground were shown. There were many victims. The authorities do everything to save people who have still been staying in the destroyed underground.

We all got a shock at listening this news. We couldn't believe our ears when they told that these terroristic acts had been organized by Islamic grouping "Alkaida".

My Mum went as white as a sheet and even Dad panicked a bit. Then I looked at and saw that tears were already running down Mum's cheeks. At that moment my father turned red. My grandma began crying. This news made my sister lose her temper. Only grandpa kept cool himself.

4. Write a completion to the sentences using the above idiomatic phrases pointed by you.

1. Poor girl, there were..... running down her face.
a. tears b. hearts c. heads d. leaps
2. I was _____ when I saw him.
a. heard b. cried c. believed d. shocked
3. She couldn't _____ her ears when mother told her the news.
a. feel b. hear c. help d. believe
4. Her face became _____ when she was wounded.
a. as white as a sheet b. as red as ball c. as gray as roof d. as white as cloud
5. When she saw her house in the fair she _____ .
a. lose her temper b. lose her heart c. lose money d. lose way

5. Read and remember the formulas of disagreement

I can't agree with you.
That's where you're wrong.

That's not quite what I had in mind.
It's just the other way round.

You are mistaken.
I'm afraid you've missed the point.
It's out of the question.
It's not for me to say.

Heaven forbid!
You are the first to tell me about it.

There you go again.
No that I know anything about it.

6. Read the dialogue and make your own with your partner.

- Did you hear the latest news about Dinara?
- Yes, of course. She's going to move to Andijan.
- It's just the other way round. She stays in Tashkent, but will change her job.
- You are the first to tell me about it.

Grammar

7. Listen and repeat the models, paying attention to their intonation.

I often relax by listening the classical music.
He was angry for my being late.

8. There is a list and examples of using the preposition, which is going before gerund! Look and try to explain their using in the sentences.

List of words	Examples
be afraid of	I'm afraid of his coming late.
be excited about	We're excited about going to the concert.
be interested in	I'm interested in working hard at my English.
be good at (in)	My sister is good at playing piano.
be (get) tired of	He was tired of working in the garden
insist on	My mother insists on coming in time.
plan on	Let's plan on leaving early.
succeed at (in)	My friend succeed at business.
think of (about)	I think about getting tickets for football match.

9. Using your own ideas, complete the following sentences with appropriate prepositions and gerunds or gerundial phrases.

1. I'm interested _____ more (about) the music.
2. I am planning _____ some new records this week.
3. I'm also thinking _____

4. I get tired _____ the same kind of TV programs
5. I learn English pronunciation by _____
6. We are excited _____ our wedding party.
7. The secretary is afraid _____.
8. He insisted _____ after my graduated University.

10. Complete the conversation

- A: _____
 B: I'm fine, thanks.
 A: _____
 B: Yes, we're going to Samarkand for three weeks. What about you?
 A: _____
 B: Oh, dear, I do hope that you will be able to have a rest. You are working too hard!

Vocabulary:

11. Listen and repeat the new words

populous	signature	restrain	on behalf off
executive	legislative	judicial	branch
Senate	Upper House	Lower House	The Oliy Majlis

12. Look up the definitions and match the correct word with the sentences.

1. A person who is suggested a position is a _____.
2. _____ means to be full of people or having many people in one area.
3. To _____ is the formal expression of a choice.
4. The name of a person written by his or her own hand is their _____.
5. A type of government that is ruled by the people who live under it is a _____.
6. An _____ is the filling of an office by voting.
7. _____ is having a power to put plans, actions or laws into effect.
8. Having the power to make laws is _____.
9. The _____ is the elected person serving as the head of a state
10. Having to do with a law court or judge is _____.

11. A _____ is division of a large group.
12. To _____ is keep under control or within limit.
13. _____ means when a person performs as representative of somebody.

13. Word -formation: Make up compound words as in the model

- to make, law- lawmaking
 to make, film, image...

14. Remember the types of Government:

- democracy:** a government elected by the people of the country
monarchy: a country ruled by a king or a queen (sometimes in name only)
dictatorship: a government run by one person with complete power (a dictator)
federation: a union of political units (e.g., provinces) under a central government
independence: freedom from outside control; self-governing
sovereign: complete power of some nation.

15. Fill in the gaps with the appropriate words, with reflect types of government.

- 5) Great Britain is _____.
- 6) Uzbekistan is _____.
- 7) The U.S. is _____.
- 8) Japan is _____.
- 9) Canada is _____.
- 10) Dictatorship is in _____.

16. Read the text and comprehend its detail. Answer the question.

POLITICAL STRUCTURE OF UZBEKISTAN

Uzbekistan is a sovereign democratic Republic. One of the most important issues in the Constitution of Uzbekistan is the separation of lawmaking power among the three branches of the government: the executive, the legislative and the judicial. The three branches are independent, but each has the power to restrain the other branches in a system of checks and balances.

Executive branch: The chief of the state is the President, the head of the government is a Prime Minister. The Cabinet of Ministers are appointed by the President with approval the Oliy Majlis.

Legislative body is the Oliy Majlis. The Oliy Majlis consists of two Houses: Senate which is the Upper House and Legislative House.

The representatives of the executive power on the corresponding territory are the Khokims of the region, town and district.

According to the Constitution of Uzbekistan only the Oliy Majlis and President of the Republic can be elected by the people and they can act on behalf of them.

The Supreme Court is judicial organ in Uzbekistan.

1. Who are legislative, executive and juridical organs in Uzbekistan?
2. When was the Senate adopted?
3. Who can act on behalf of people of Uzbekistan?
4. Who are the local authorities in Uzbekistan?

17. True or false arguments?

1. In Uzbekistan there are three branches of government.
2. The President is a formal head of the government.
3. The Cabinet of Ministers is formed by people.
4. The judicial organ in Uzbekistan is the Supreme Court.

18. Quiz.

1. Why is the one of the basic principles of the Republic of Uzbekistan:
 - priority of economy over police;
 - priority of law in the society.
2. How many parties are circulating in Republic of Uzbekistan? Name them and say the well-known representatives of the parties.

19. Finish the second sentence.

1) There are multipartial system in Uzbekistan.

For example, _____

2) In each district the head is Khokim,

For example _____

But there are many Mahhallya offices in the each district of the city.

20. Read the definition of the following and classify them into nouns, verbs

preach – give a religious talk to a group of people

Prophet – a person sent by god to teach people about his intentions

worship – expression of deep respect for a god

submit – to be accepted

forbid – order not to do

condemn – express complete disapproval of

offence – an act that breaks a law or rule

faith – system of religious belief

bond – establishment a relationship

community – a group of people with a common religion, race

21. Read the text and retell it. Try to guess the meanings of unknown nouns and adjectives through context.

TEACHING ISLAM

Islam is the name given to the religion preached by the Prophet Muhammad in the A.D. 600. Muhammad was Allah's messenger. He believed he had been sent to warn and guide his people and call them to worship Allah. Those who believe in the one Allah accept Muhammad as his messenger are called Muslims. Muslim is an Arabic word that means one who submits (to Allah)

Islam is one of the world's largest religions. The largest Muslim Communities exist in the Middle East, North Africa, Indonesia, Bangladesh, Pakistan, India, Central Asia. In Europe, Islam is the principle religion in European Turkey and Albania. The once- great Muslim empires no longer exist. But Muslims are still united by the faith of Islam, which forms a common bond of culture among them.

The Koran, like the Bible, forbids lying, stealing and murder. The Koran teaches honor to parents, kindness to slaves, protection for orphans and widows and charity to the poor. It teaches to be kind, honest, industrious, honor, courage and condemns mistrust, impatience and cruelty.

22. Match the given definitions in the brackets to the following words: charity, industrious, orphan, murder, widow, adultery

(hardworking; the voluntary giving of money or other help to those in need; illegal killing; a woman whose husband has died; to be unfaithful; a child whose parents are dead)

23. Discussion "The Koran is the Book of Rules for Muslim People"

Self-study:

1. Read the letter and write the return one.

Dear Professor Zodiac,

I was born on March 10-th, 1990. I should be most grateful if you could answer the following questions:

1. Will I be able to speak English fluently?
2. Will I enter the university?
3. Will I travel abroad in the nearest future?
4. Will I become a good specialist?

Your sincerely,
Karimov Anvar

Self-study:

1. Find information about other religions, which are expanding in the Eastern countries and prepare the presentation.

2. Find the definition of the words in the dictionary: referendum, election term. Expand the text (16) using these words to the next lesson for discussion.

Lesson 3. The Structure of Government in Great Britain.

1. Read the conversation formulas. What intonations are used in these exclamatory sentences?

Why, this is a surprise!

What unexpected pleasure!

No, is that you?

Who could've imagined we'd meet here?

Fancy meeting you here

Look he is here!

Who'd think I'd meet you here?

What brings you here?

2. Act a dialogue on the topic "Meeting a Friend"

3. Listen to sounds and describe what you have heard, using "might" sentences.

4. Correcting mistakes in the sentences.

1. She asked me if she is right?

2. We are working in the garden since morning.

3. I would have came if I was not busy.

4. When my mother cooks the dinner she would call us.

5. They may come, isn't it?

6. Don't you mind If I smoke?

7. Stop to talk, you disturb me.

8. I am interesting getting this design.

9. I recommend you nothing doing and being in the bad.

10. Why you speaking very loud

11. If he was he wouldn't do such things.

5. Compounds describing person's character. Explain the word-building structure of these words and their elements.

absent-minded (forgetful)

easy-going (relaxed)

good-natured (cheerful)

warm-hearted (kind)

quick-witted (intelligent)

two-faced (hypocritical)

quick-tempered (easily angered)

6. What do you think about your partner's character. Use the compounds for describing her/his character giving the objective explanation.

7. Read the dialogue. Decide which sentences are suitable to the gaps.

(1) _____

Yes. In fact, I know five languages, Uzbek, Russian, Arabic, English and French.

(2) _____

Yes, when I was twelve, I lived in Emirates for a couple of years.

(3) _____

No, I've almost forgotten it. It's easy to forget a language if you don't practice it.

(4) _____
No, I practice it when I study at the academic lyceum.

(5) _____
Keep your temper.

- What about your English? You haven't forgotten that as well during the summer holiday, have you?
- Well, say something in the Arabic language.
- No, it'll be good fun. And there was a plenty of opportunities to speak Arabic, was not there?
- I heard that you were really multilingual, you can speak five languages.
- Arabic? You didn't learn Arabic at school, did you?
- Very likely.

Grammar

8. Read the models and compose your own sentences with the Gerund in the function of subject.

	Example
Gerund as a subject	Beautiful singing is something I always enjoy.
Possessive as subject	Andrew's cooking of national dishes is great.
gerund+ of	I will never forget President's reforming of our economy as we saw the results.

9. Match the newspaper headlines with extracts from their texts

Ambitions of Israel

We are the winners

A High-Level Voice on Climate Change

No Mood Compromise

The Senate reached a compromise last week that allowed immigrations reform legislation to move forward, but the Minute men- the vigilante volunteers who troll borderlands- were hardly in a compromising mood. First, they accused the U.S. Border Patrol of tipping off the Mexican government to the location of volunteer patrol in Utah, Nevada, and Tennessee.	The Baltic state came in dead last in the 2005 semifinals. could LT United's entry, which repeats the line. "We are the winners of Eurovision" over and over, be a not-so-subtle attempt at swaying the voting public.	Prime Minister Ehud Olmert states it is time for Israel to end the struggle with the Palestinians with the goal of "living peace". Can Olmert explain how he would achieve peace by unilaterally setting the border.	The former President Clinton is considering expanding his look at global warming. Insiders assure us that there is no competition between him and his former, Al Gore, whose trademark issue is global warming. Clinton even invited Gore to talk climate change at his recent global initiative conference.
--	--	--	--

Vocabulary:

10. Listen and repeat new words.

to put into effect	House of Commons	House of Lords	to fulfill
bishops	aristocrats	inherited	constituency bill
			MsP

Remember! In the public-political speech we can often see the abbreviation of some organization, parties, groupings, etc. Example: MsP- Members of Parliament

11. Read the text and comprehend its details. Answer the questions.

THE STRUCTURE OF GOVERNMENT IN GREAT BRITAIN

In Great Britain the Queen or King is the head of all the branches of government, but she has little direct power in the country. There are three branches in the administrative structure of Great Britain: Parliament, which makes laws, the government, which puts laws into effect and the courts, which interprets laws.

Parliament is the most important authority in Britain. Parliament has two parts: the House of Commons and the House of Lords. The members of the House of Lords are not elected: they sit in the House, because they are bishops of the Church of England, aristocrats who have inherited their seats from their fathers, people with titles. Members of the House of Commons are elected by the voters of 650 constituencies. The party which wins the most seats forms the Government and its leader becomes the Prime Minister. They are known as Members of Parliament (MsP). The Prime Minister is advised by a Cabinet of about 20 other ministers. The functions of Commons are legislation and security of government activities.

Formally the monarch has a number of roles. The monarch performs some important executive and legislative duties including opening and dissolving Parliament, signing bills passed by both Houses and fulfilling international duties as head of state.

1. Who is the head of the government in Britain?
2. How many parts does Parliament have?
3. What are they?
4. Are members of the House of Lords elected or not?
5. What power are MsP vested with?
6. What duties does Queen have?

12. Choose the sentence which the best expresses the main idea of the text.

13. Make up interview with Margaret Thatcher about her life-long position, using the information below (A,B):

A. It was spoken: " Britain has two treasures, one of them is oil, the second one is Margaret Thatcher. She took office as Prime Minister. Political economy was given to the strong hands". Thatcher privatized publicly-owned industry and improved in state education, hospitals and welfare benefits. In the early 1980's Britain was facing unemployment, inflation, problems of Northern Ireland. In 1982, Britain became involved in an undeclared war against Argentina in the Falkland Islands. After the victory in the Falklands, she had an image of a strong, authoritative leader. Margaret influenced mentality of all Great Britain society. But a great heritage was left by her for the goal-directed women, who wants to follow her steps.



B. Margaret Thatcher

was born in 1925 .

The first woman as Prime Minister position during three terms

"Iron lady", ruling- 1979-1990

Ask questions beginning with " How long....?", " How many...?" What...? When..., etc.

11. Role-play. In pairs, imagine that one of you is a correspondent of some newspaper; you are going to interview a politician, who believes it is his destiny (предназначение) to reshape state. Try to find out as much information about this person (biography, political ambitions, experience etc.) as possible.

14. Bill Frist, the member of the Senate, has spoken the declaration onto a cassette. Listen this declaration -cassette and say:

- What state does Bill Frist represent?
- What legislation did he offer?
- What tax cuts were ensured for people?

15. Read the information about Prince Charles and define his profession.

Prince of Wales was born in 1948. He is the son of Queen Elizabeth II. In 1970 he graduated from the University of Cambridge with honor. He served Royal Air Force and the Royal Navy from 1971 to 1977 and has traveled widely as a representative of the crown. In July 1981 he married Lady Diana, a distant relative of the royal family. They have two sons. Charles and Diana separated in 1992 and were legally divorced in 1996. In August 1997 Diana was killed in a car accident in Paris, France. Now his wife is Camilla Parker-Bowles.



16. Listen and repeat the names given in the box.

Roman Catholic country	King Henry VIII	Catherine of Aragon
Anglican Church	Protestant Church	Roman Church
Rome Mary, Henry's daughter by Catherine of Argon	Elizabeth Anne Boleyn	the Pope of

17. Read the text and comprehend what religions have been in the Great Britain and with whom religions were connected.

RELIGION IN GREAT BRITAIN

British religion used to be closely connected with kings, queens and politics. England was a Roman Catholic country until 1534. In 1525 King Henry VIII decided to divorce his queen, Catherine of Aragon, because he fell in love with Anne Boleyn. But when Henry asked the Pope for permission to divorce Catherine, he refused. Henry was so angry with the Pope that ended all contacts between England and Rome. He divorced Catherine of Aragon without the Pope's permission and married Anne Boleyn. In 1534 Parliament named Henry the head of the Church of England. This was beginning of the Anglican Church. The Anglican Church did not start as a Protestant Church and Henry certainly did not regard himself as a Protestant. However the protestant movement in Europe was growing very strong at that time. When Henry quarreled with Rome and ordered the Bible to be translated into English, the way was open for Protestantism to be spread in England. Over the next years many people changed to this new religion. In 1553 Mary, Henry's daughter by Catherine of Aragon, became Queen of England. The country re-entered the Roman Church, because she was a Roman Catholic. Protestants were glad when Mary died, because while she was Queen, many Protestants were burned for their beliefs. After Mary, Elizabeth became head of the Anglican Church and Roman Catholicism was never again the official religion in England.

The Church of England is still the established church in England nowadays. But in spite of the great variety of forms of worship, only a minority of people regularly go to church in Britain today. Most people see Sunday more as a day for relaxing with the family or for doing jobs around the house and the garden.

18. Questions:

1. Was England a Roman Catholic country until 1534?
2. Why did Henry decide to divorce the queen?
3. What was the beginning of the Anglican Church?
4. Were Protestants glad when Mary died?
5. What is established church in England nowadays?

19. Find a suitable continuation to the given sentences

1. British religion used to be closely connected with
 - a. kings, queens and politics
 - b. time
 - c. Rome ruling
2. Henry VIII ended all contacts between England and Rome because....
 - a. He wanted to be married to Catherine
 - b. The Pope didn't give him the permission to divorce Catherine
 - c. He married Anne
3. When Mary became queen England re-entered the Roman Church, because ...
 - a. She was married for Catholic
 - b. She was a Roman Catholic
 - c. She was a daughter of Henry

20. Expand the text.

There were different forms of worships in England, because Catholic Church, Anglican Church and Protestant Church were changed time by time. It depends on kings, queens and politics who ruled at the time. For example,...

21. Sharing ideas

Nowadays in spite of the great variety of forms of worship, only a minority of people regularly go to church in Britain today. Most people see Sunday more as a day for relaxing with the family or for doing jobs around the house and the garden.

Do you know anything about the people's worships in Uzbekistan and how often they go to the Mosque?

Self-study:

1. Write a letter to an English-speaking pen- friend. Start by apologizing for not writing before and give reasons. Describe some of the things you have been doing recently. Say what the weather has been like. Close the letter by sending greetings to any other people you know.

Lesson 4. Administrative Structure in the USA

1. Phone drill. Underline the words which are likely to be stressed in this dialogue.

A: It must have been Loch Ness monster. It was only a few metres away.

B: No, it can't have been. You must have imagined it.

A: It might have crossed the lake. Where is your camera?

B: I don't have any films. It could have been a big fish.

A: But it must have been at least four metres long.

2. Work in pairs and act out the dialogue.

3. Writing. You are going to prepare a guide to legendary people or places in Uzbekistan. Working on your own, choose a legend and write notes about it for oral presentation.

Grammar

4. Look at the models (A and B) and make up your own sentences.

A.

Excuse me asking you again
Excuse my coming so late.

B.

List of words	Examples
be given to	I was given to learning art.
be used to	I am used to spending a lot of time outdoors.
look forward to	I am looking forward to going to the beach.

5. Using your own ideas, complete the following sentences with appropriate prepositions and gerunds or gerundial phrases.

- I'd like to be better _____.
- Excuse me my _____.

- I enjoy my mother's _____.
- Instead _____ to a ball game. I'd much rather _____ to the concert.
- We are looking forward to _____.
- I used to _____.
- Ella's _____ has attracted the great producers.

6. Making group.

Types of the government may be:

The head of the government may be:

Government consists of three branches:

The laws may be:

The Oliy Majlis:

The Houses of Parliament:

Political parties in Uzbekistan:

Political parties in Great Britain:

Vocabulary:

7. Listen and repeat new words

Supreme Court	Congress	Chief Justice	Associate Justice
House of Representatives	replace	Vice-president	policy

8. Try to explain the meaning of new words taking into consideration informative elements such as words of internationalism, borrowed words in native language and finding the known words.

9. Fill in the gaps.

- You can give the petition to _____.
- The _____ is legislative organ in the USA.
- The Supreme Court in the USA consists of _____ and _____. They are appointed for life.
- The Senate and the _____ are involved into the activity of Congress.
- _____ made a speech on behalf of the USA people.
- The president regulates the home _____.
- The members of Congress may be _____.

10. Read the text and comprehend its details. Answer the questions.

ADMINISTRATIVE STRUCTURE OF THE USA

The United States is a federal republic. The Government is divided into three branches: legislative (the US Congress), executive (the President and his Administration) and judicial (the US Supreme Court). The President is elected for four years, and is both head of State and of Government. Congress (the legislature) consists of two houses: the House of Representatives and the Senate.

Elections to the House of Representatives are held every two years, when the whole House of Representatives is replaced.

The Senate consists of two senators from each state, elected for six years. One third of the Senate is replaced every two years. A senator must be 30 years old, nine years a citizen and an inhabitant of the state which elects him. The president of the Senate is the Vice-president of the United States.

The two main political parties are the Republicans (symbolized by an "elephant") and the Democrats (symbolized by a "donkey"). Learning their programs we can say that there is little difference between their program in national and international policies.

The Supreme Court consists of Chief Justice and 8 Associate Justices who are appointed for life. The Supreme Court is supposed to decide whether a law of the Congress or an executive order of the President is "Constitutional or not".

1. Is the USA a federal republic?
2. How many branches is the Government divided into?
3. How many parties are there?
4. How do people call Republicans and the Democrats?

11. Fill in the missing words in this text about government in the U.S.

The federal government in the U.S. is made up of three _____: the legislative, the _____, and the executive branch. The legislative, or Congress, has two _____, the Senate and the House of Representatives, Congressmen in the House are _____ for a term of two years and Senators for six years. A President _____ takes place every four years. The president is not always a member of the _____ party in the Senate or the House. The highest court is the _____.

12. Adequate or inadequate.

1. The Congress consists of two houses: the House of Representatives and the Senate.
2. The head of the government is president with Administration.
3. The Senate consists of senators who are nominated from each state.
4. There are only two parties which carrying their political activity.

13. Notes: The titles and rang are not used with articles if:

- a) after them follows name or surname. Eg., *The delegation was headed by Senator Blake.*
- b) after verbs to elect, to appoint. Eg., *Margaret Thatcher was appointed Prime Minister.*

14. Interrupting the talk. Talk about the administrative system of the USA and activity of the current President, somebody should interrupt the talk with his/her sentences. Use some gerund- sentences for your talk as in the models:

- We are used to watching the debates of "donkey" and "elephant"
- Excuse me asking you again.
- I always like President's acting because...
- President's reforming the economy is a great so..
- I will never forget President's speaking at the...
- The authority good at ruling the state.
- Congress insists on submitting documents.
- The President succeeded at doing reforms in the sphere education.
- I think about studying the administrative structure.
- I will never forget President's reforming of our economy as we saw the results.

15. Listen to the information and find the appropriate answer.

- Why there are no sky-scrapers in Washington?
- a) because Washington is situated on the Potomac River;
 - b) because no other building must be taller than the Capitol;
 - c) because of often earthquake.

Why is scrap paper "produced" in Washington?

- because the paper industry is developed there;
- because there are Wood factories;
- because government uses many papers.

16. Copy out the following words with their definition and write the native variant of the definitions.

vote: choose a formal way, e.g. by making/casting a ballot in an election

elect: choose someone or something by voting

candidate: someone who runs (for office) in an election

politician: someone for whom politics is a career, who may run for office

majority party: the political party with the most representatives elected

17. Sharing ideas.

Who can be governor in the USA and what reasons make people of the USA elect them?

18. Look at the picture. Give some information about him (bodybuilding career and popular movie actor) and say you like/dislike his playing.



19. Read the text and answer the questions.

Arnold Schwarzenegger is 57 years old. He was born in Austria and moved to America when he was 21. When he first came to the United States he could not speak English very well. In 1983 he became a United States citizen. In America it is possible for immigrants to become governors and congressmen but not the president- the president must be born in the United States. Arnold first became famous for bodybuilding. Then he began an acting

career and starred in popular movies such as "Total Recall", "The Terminator". His wife, Maria Shriver, is the late President Kennedy's niece. Arnold Schwarzenegger won 48 % of the vote, which was very large percent considering there were 135 candidates. He has had no previous experience as an elected leader. He is the governor of the State California.

- Where was Arnold Schwarzenegger born? Is he a US citizen?
- How much experience does he have as a politician?
- Do you know how he is managing this position?

20. Discussion.

What do you think it is fair that actors have opportunity to become a governor?

21. Writing topic: "If you could choose one famous person to be Hokim of Tashkent, who would it be and why?"

Self-study:

1. Find the information to answer the following questions:

Which president of the USA was author of Declaration of Independence?

Which president of the USA was the author of the Emancipation Proclamation, who gave freedom to black slaves in America?

2. Write a topic "I have a dream. What would happen if my dream came true".

Lesson 5. Election System

1. Act a conversation in which you discuss your holiday plans for next summer with two friends. See if you can agree on a holiday together, although you have very different ideas about what you would really like to do.

2. Read this piece of information, discuss it in pairs, make up questions and give answers. Say what point of view you support that of creationists' or that of Darwin.

CREATION OF UNIVERSE

The Cristian and Judaic old Testament say that God made the world in six days. First he created light, then divided the earth and the water, then made

day and night, then created all the living creatures, and finally made man and woman in his own likeness.

According to Hindus, this is not the first world or universe. There have been and will be many more. Universes are made by Vishnu, the preserved and destroyed by Shiva. From the destructure comes new life.

The Muslim religion says that God created the world and the heavens, and all the creatures on the face of the earth. He ordered angels to go to the earth and bring a handful of soil, which he moulded into a model of a man. He breathed life and power into it/ him, and immediately it sprang to life. This was the first man, Adam.

Darwin's theory of evolution proposed that man had descended from apes, and was not, therefore, a direct creation of God.

Man's origin is debatable. There are two points of view: the creationists and Darwinists. Why did Darwin's theory of evolution challenge the theological one?

Vocabulary:

3. Listen and repeat the new words

nominee body provisions franchise run ballot
eligible office poll tax levy upon committee

nominee: a candidate for election

body: person or administration occupies a high position in the country

eligible for office: satisfying the conditions to running the election.

poll – the process of voting in an election

tax: money that must be paid to the state

levy upon: impose paying the tax

ballot: a way of voting on something secretly, (бюллетень)

committee: КОМИТЕТ

provision: a condition in a legal document

franchise – right to vote in public elections

run: stand as a candidate in an election

4. Choose the correct word.

1. India gained monarchy/ independence/ democracy from the U.K. in 1948.

2. The Supreme Court recently is elected/appointed/nominated by the President.

3. She's running/sitting/nominating for the Senate in the next election.
4. He was voted/run/elected Congressman for this district.
5. The U.S. is a monarchy/federation of fifty states.
6. He was a nominee/member for election.
7. Who meet requirements can run / are eligible for office/ can be elected.
8. Voters must throw the sheet of paper/ ballot/ document into box.
9. The election is based on rules/ provisions on the franchise/ rights

5. Read the text to comprehend its details.

ELECTIONS IN THE USA

The US Constitution includes some general provisions on the franchise. It sets forth certain requirements for candidates running for a post of a president, vice-president, senator or member of the House of Representatives. Requirements usually concern age, residence and citizenship. The nominees who meet all these requirements are eligible for office.

A residence qualification requires a permanent residence, literary qualification. In some states a poll tax is levied upon.

The voters are registered by clerks of countries or towns and by local election commissions. The administrative body of elections is vested in an election commission, which is composed of two commissioners and a third official member: a sheriff, or country judge, or a clerk. Prior to holding primary or general election, the commission appoints election offices. After the ballots are counted.

6. Answer the questions and retell the text.

1. According what rules is election gone?
2. Who is considered eligible for office?
3. What is the poll tax?
4. Who is the administration of elections vested in?
5. What does the election commission do?

7. Expand the text.

Prime Minister is powerful because they have the majority support in Parliament and they can select their own ministers and government. The MP chooses a committee of ministers called the Cabinet. Each member of the

Cabinet is a minister responsible for a government department: for example, the Secretary of State for Education and Science is responsible for all schools, universities and teachers in Britain. The Cabinet of ministers runs the country...

8. Complete the table.

Abstract noun	Person noun	Verb	Adjective
revolution	revolutionary	revolutionize	revolutionary
representation			
election			
dictatorship			
presidency			
politics			

9. Try this political quiz.

1. Name monarchy states.
2. Name two countries with a presidential system and two with a parliamentary system. (not including the U.S. and the U.K)
3. What is the oldest parliament in the world?
4. Name the President of the U.S.A., the Prime Minister of the U.K., the Prime Minister of Canada, the President of Uzbekistan...
5. Who represents you in local and national government?
6. What are the main political parties in your country?

10. Act or write conversation in which each of the people below is interviewed about their attitude to their work.

“A politician who will be elected as a deputy to the Senate”.

11. Write a topic about election system in your country, using as much of the vocabulary which you have learned.

12. Project work. Find the information about some countries: Russia, France, Germany, etc. Prepare the presentation as in the model:

Status: A federative state (ten provinces and two territories) a parliamentary monarchy (a member of the Commonwealth (Британское содружество))

Capital: Ottawa

Languages: English and French

The head of State: formally Queen/ King of Great Britain.

The head of the Government: Prime Minister

The legislative body: Parliament consisting of the Senate and the House of Commons

13. Make up a scheme of the higher bodies of state authority and administration of Uzbekistan, Great Britain, the USA.

14. Listen to the text “A Giant” and define true or false argument.

- a. The giant wanted to be as big as the Sun.
- b. The hot Sun made the giant thirsty.
- c. The giant was unable to drink all the water of rivers, lakes, seas and oceans.
- d. The giant died because of his ambitions

15. Memorize the following proverbs and sayings and make up stories illustrating them:

Keeping is harder than winning.
 Saying is one thing and doing is another.
 Seeing is believing.
 Speaking without thinking is shooting without aim.
 It is no use crying over spilled milk.
 To cook a hare before catching him.
 To make omelette without breaking eggs.

16. Read the text and analyse the culture behaviour in Great Britain.

“UNWRITTEN RULES” OF GREAT BRITAIN

Good and bad manners make up the social rules of a country. They are not always easy to learn because they are often not written down in books. For example, British women didn't go into pubs at the beginning of this century because it was not considered respectable behaviour for woman. Now both women and men drink freely in pubs and women are fully integrated into public life. Visitors to Britain are often surprised by the strange behaviour of

the inhabitants. One of the worst mistakes is to get on a bus without waiting your turn in the queue. The other people in the queue will probably complain loudly! Queuing is a national habit and it is considered polite or good manners to wait for your turn.

In some countries it is considered bad manners to eat in the street, whereas in Britain it is common to see people having a snack while walking down the road, especially at lunchtime. Britons may be surprised to see young children in restaurants in the evening because children are not usually taken out to restaurants late at night. And if they make a noise in public or in restaurant it is considered very rude. In recent years children are playing a more active role and they are now accepted in many pubs and restaurants.

In recent years smoking has received a lot of bad publicity, and fewer British people now smoke. Many companies have banned smoking from their offices and canteens. Smoking is now banned on London Underground, in cinemas and theatres and most buses. It's becoming less and less acceptable to smoke in a public place. It is considered rude or bad manners to smoke in someone's house without permission.

Social rules are an important part of our culture as they passed down through history. The British have an expression for following these "unwritten rules": "When in Rome, do as the Romans do".

queue – очередь – навбат

to complain – ругаться, жаловаться – сўкинмоқ, арз қилмоқ

to ban – запрешать – таъқиқламоқ

17. Write the answers to the given questions:

1. What make the social rules of the country?
2. What was respectable behaviour for women in 20 –th century?
3. What do you know about queuing?
4. What do you think about smoking?
5. What is the important part of our culture?

18. Opinion exchange.

1. How do Uzbek people introduce themselves? What information do they provide? What do other people ask them? What do they say when introducing themselves to a group before giving a presentation? Write what you have noticed? Point any differences between what Uzbek people say and what people in Great Britain, U.S. would say?

2. Introduce yourself to a foreigner: to establish who you are (fixing your identity). Think for a moment what you should say about yourself when you meet a foreigner.

How do you introduce yourself to a group, before giving a presentation?

Self- study:

Find the additional information about administrative system of other countries. Compare them and write their advantages and disadvantages giving arguments as examples, statements.

UNIT 3. ECONOMY. INDUSTRY. AGRICULTURE.

Lesson 1. Economic Forces.

1. Look at the picture and give advice to the situation given below.

My grandson is so naughty!

If I were you I would be stricter to him



2. Imagine that you have entered a contest. You are dreaming about the prizes.

Which prizes would you choose to have instead of taking money? If you took the cash, what would you spend it on?

<u>1st PRIZE</u>	<u>2nd PRIZE</u>	<u>3rd PRIZE</u>	<u>4th PRIZE</u>	<u>5th PRIZE</u>
\$ 100 000 in cash!!!!	\$ 20 000 in cash!!!	\$ 2000 in cash!!!	\$ 500 in cash!	\$ 100 in cash!
or	or	or	or	or
a luxury villa in the Caribbean!!!	a Toyota Camry!!!	an Apple Macintosh computer!	a Sony color TV	a set of matching suitcases!
or	or	or	or	or
\$ 5000 worth of groceries a year for the rest of your life	TWO Volkswagen Rabbits!!!	a stereo system!	a Panasonic video recorder	a copy of a book personally signed by The Author

Grammar

Participle I	Participle II	Function
I met a running boy near my house.	The prepared pie was delicious.	Attribute
I heard a child crying	I heard my name mentioned	Complex object
Going back to our room, I got back into bed.	Stopped by a policeman, I showed my Identification card.	Adverbial modifier

3. Make up a situation using P I, P II and explain their function.

4. Put the words into the correct order.

Example:

letter you yet have written?

Have you written the letter yet?

a. many got you how cousins have?

b. Rome they just have in arrived

c. smoking Jane up gave ago years three

d. quickly road along man the walked the

e. by play a have Shakespeare seen ever you?

f. has Mary party decided to to the go?

g. says English learn easy is teacher my that to

h. meeting did parents Bob's you enjoy?

i. people going many invite party how are to to your you?

j. us they their car told about new

5. Put one of the following auxiliary verbs into the gaps.

am/is/are

do/does/did

have/has

Example: I am listening to music.

a Look at those children! They _____ smoking cigarettes!

b _____ your daughter speak French well?

c _____ you learn German when you were at school?

d _____ Ben ever been to India?

e We _____ never played volleyball.

f I _____ going to give up smoking soon.

g _____ Mark and Jane live near you?

h _____ John going to phone you tomorrow?

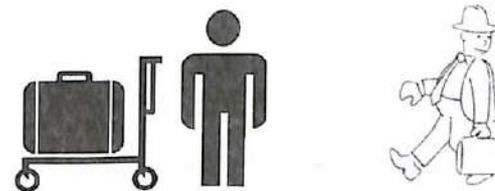
i When _____ you learn to drive? A long time ago?

j _____ you written to thank Sue and Bill yet?

6. Vocabulary. Read the new words and find their definition in English.

interact	goods and services	market economy	supply	demand
output	go up	equilibrium	shortage	consumers
quantities	profit rise/	drop price		purchaser

7. Look at the picture of businessman and porter compose situations with these words given in the box about their business activity.



8. Read the text and comprehend it in detail

ECONOMIC FORCES

A number of forces and conditions interact to determine the price of goods and services in the market. The theory of supply, demand, and equilibrium helps explain the interaction of these forces and their effects on the economy.

Economists define supply as the amount of output of a good or service that producers are willing and able to make available to the market at a given price at a given time. The law of supply states that producers are willing to produce and offer for sale more goods at a higher price than at a lower price.

Demand is the willingness of purchasers to buy specific quantities of a good or service at a given price at a given time. The law of demand states that people will buy more of a product at a lower price than at a higher price.

According to the laws of supply and demand, the lower the price, the more consumers will buy but the less producers will be willing to supply. If the price is so low that producers cannot make a profit, they will not produce and the supply will drop to zero. The satisfaction of both the buyer and the seller will balance at some point called the equilibrium. At the point of equilibrium, demand (the number of units buyers are willing to buy at a given price) equals supply (the number of units the producer is willing to produce at that price). The point of equilibrium, in theory, is the market price.

If the supply is greater than the demand, there is a surplus and the price will fall. If the supply is less than the demand, there is a shortage and the price will rise. It is important to note that supply and demand work simultaneously. As the price of a product goes up, suppliers produce more, and at the same time consumers buy less. As the price goes down, suppliers produce less, and consumers then demand more.

9. Answer the question.

1. What determines the price of goods and services in the market?
2. What do you understand by the word "supply"?
3. What is demand?
4. How does the law of equilibrium work?
5. What happens if the price of the product goes up?

10. Retell the text according to the essential parts of the text.

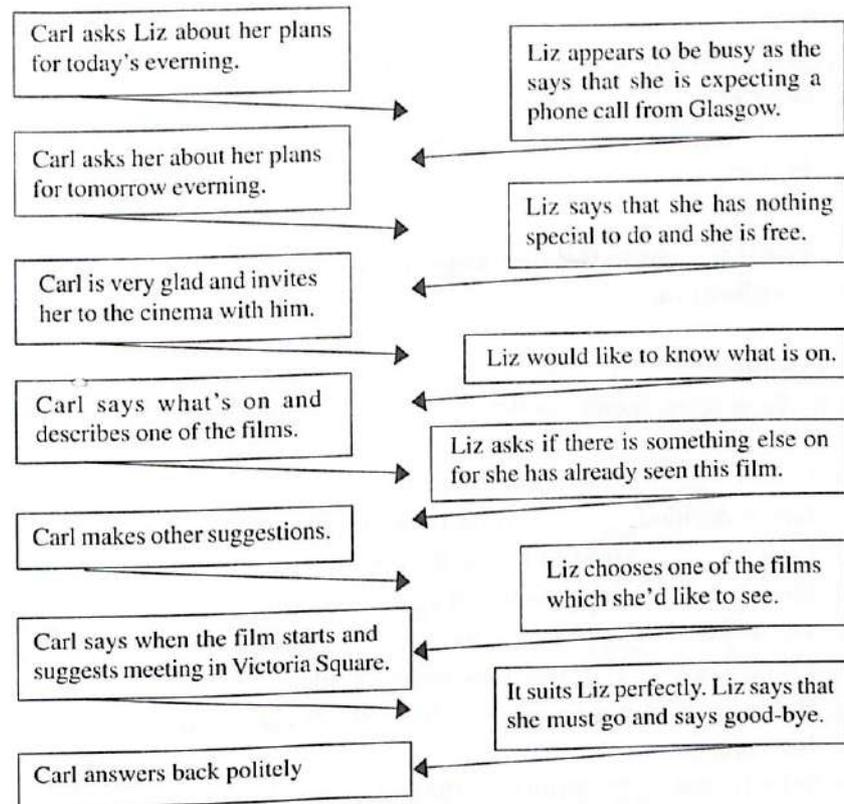
1. Supply
2. Demand
3. Equilibrium

11. Roleplay

SPEECH PARTNERS: Liz McColgan and Carl Lewis who are on private terms. They've known each other for about a year. They are about 18 years old.

SITUATION: They are sitting in a cafe and having coffee.

SPEECH ACTIONS:



Self-study:

1. Find any information about developing market economy.

Lesson 2. Competition.

1. Put a preposition from the box into each gap.

about in out of by on for to from

- a. I'm reading a book _____ the history of France.
- b. *Oliver Twist* is a book _____ Charles Dickens.
- c. Is it far _____ your house to the station?
- d. Is Mexico City the biggest city _____ the world?
- e. Jane's worried _____ her exam.

- f. What's _____ television tonight?
- g. Are you interested _____ politics?
- h. She works _____ a big company.
- i. Can I speak _____ you for a moment?
- j. He drove _____ the garage and down the street.

3. Put the verbs in the brackets into the correct form, the infinitive with or without to.

Example

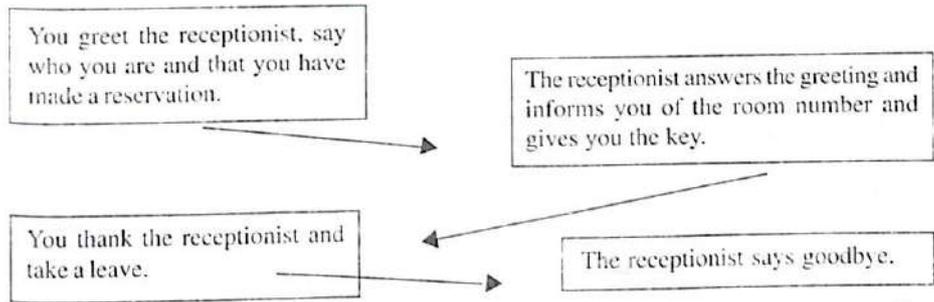
I'd like to come (come) to the swimming pool, but I can't swim (swim)

- a. I can't _____ (see) anything. It's so dark.
- b. Jane's decided _____ (give) her husband a ring for Christmas.
- c. Let's _____ (go) to Rome for our holiday.
- d. Shall I _____ (ring) the travel agent?
- e. We'd love _____ (meet) your wife.
- f. Could you _____ (tell) me the time, please?
- g. Veronica couldn't (come) to the party because she promised _____ (visit) her aunt.
- h. John forgot _____ (turn) off the light when he went to bed.
- i. I couldn't _____ (ride) a bike until I was eight, but I learnt _____ (swim) when I was three.
- j. Can you _____ (help) me? I'd like _____ (buy) a new stereo.
- k. I don't want _____ (stay) at home to night. Let's _____ (go) to the pub.
- l. I'll _____ (see) you tomorrow!

4. Roleplay. Use formulas of greeting in each suggested situations.

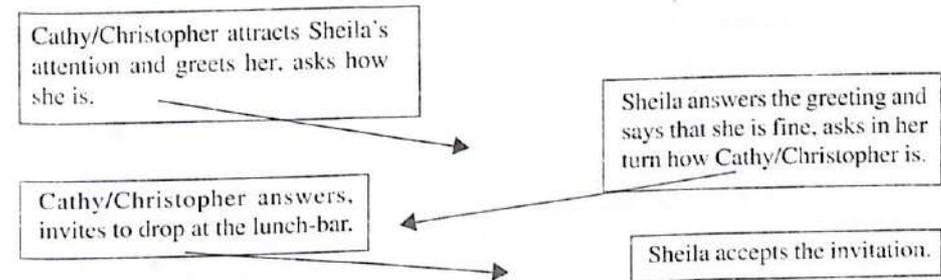
a) SITUATION: You've come to stay at the Victoria hotel in Leeds.
 SPEECH PARTNERS: You (a stranger in this town) and a receptionist at the hotel.

SPEECH ACTIONS:



b) SITUATION: Catherine/Christopher Walker meets one of her/his best school friends Sheila Gun in the street. They haven't seen each other for a month.

SPEECH ACTIONS:



5. Vocabulary. Read the new words and find their meaning through context.

competition rivalry potential customer pure competition monopoly oligopoly

6. Read the text and try to understand the main idea of the text.

COMPETITION



Competition describes the degree of rivalry among businesses for sales to potential customers. At the same time, it describes the constant effort on the part of a business to operate efficiently so as to keep its costs low, develop new and improved products, and make a profit.

The intensity of competition varies from one industry to another. Economists identify four basic degrees of competition: pure competition, monopoly, monopolistic competition, and oligopoly

Pure competition describes a situation in which a large number of small firms are producing identical, or nearly identical, products. Because consumers consider the product identical from company to company and because both consumers and producers know the price in the marketplace, no one firm has the power to affect the price. As a result, the price is set by supply and demand. In pure-competition situations, producers can enter or leave the business very easily.

Except for the fact that it enjoys government price supports, the agricultural industry is a good example of pure competition. Corn from one farm is the same as corn from another farm, and both producers and buyers are aware of the market price.

A company has a monopoly when it is the only producer in a market, an industry or an area. Because of its absolute control, the company can set prices as it wishes and prevent other companies from competing. The company's only constraint on pricing is how much consumer demand will fall as prices rise. Monopolies are prohibited by law with one exception: utility companies such as water and electric companies enjoy monopolies. However, such natural monopolies, as they are known, are regulated by the government.



7. Match the functions of the department

Projects/ fixed plans

1. Plan advertising campaign
2. Test new prototypes
3. Move to new offices
4. Do user study
5. Rationalize distribution network
6. Run quality training seminars
7. Look into new accounting system
8. Try to recruit new graduates
9. Install automated assembly line

Departments

1. EDP Department
2. Finance Department
3. Marketing Department
4. Production Department
5. Personnel Department
6. Administration Department
7. Research and Development Department
8. Transport Department
9. Management Services Department

8. Match the personnel with their duties.

- A. The persons who is responsible for an individual bank.
- B. Someone who advise people on how to manage their financial affairs.
- C. Someone who prepare an individuals (or a company's) tax return.
- D. The persons who is responsible for the financial side of running a business.
- E. A government official who checks that you are paying enough tax.
- F. The person who finds you the best insurance policy at the best price.
- G. Someone who buys and sells stocks and shares for clients, and charges a commission.
- H. Someone who advises you or a company on how to pay less tax.
- I. Someone who comments on business and share prices in a particular sector of the economy.
- J. Someone who buys and sells things in large quantities, especially food products such as tea, coffee, cereals, and other raw materials.

- | | |
|---------------------|----------------------|
| 1. Tax inspector | 6. Finance director |
| 2. Tax consultant | 7. Market analyst |
| 3. Bank manager | 8. Financial advisor |
| 4. Commodity trader | 9. Insurance broker |
| 5. Accountant | 10. Stock broker |

9. Quiz.

1. What is the role of competition in business?
2. How are monopolies regulated by the government?
3. What is the main objective of the producers?

10. Odd man out

- | | | | |
|-----------------|------------|------------|-------------|
| 1. dominate | control | house | master |
| 2. exploit | destroy | promote | utilize |
| 3. incessantly | constantly | illegally | without end |
| 4. liability | minimize | cancel | discount |
| 5. offensive | attacking | courageous | insulting |
| 6. patron | client | rival | user |
| 7. revamp | patch up | reveal | revise |
| 8. shuffle | change | confuse | intermix |
| 9. skepticism | assistance | doubt | questioning |
| 10. speculative | risky | settled | uncertain |

- | | | | |
|---------------|---------|-----------|-----------|
| 11. stimulate | arouse | criticize | encourage |
| 12. visionary | dreamer | guardian | prophet |

11. Read the text and translate it into native language.

In 1782, soon after the United States won its independence, the bald eagle was chosen as the national bird of the new country. American leaders wanted the eagle to be a symbol of their country because it is a bird of strength and courage. They chose the bald eagle because it was found all over North America.

Today, the bald eagle has almost disappeared from the country. In 1972 there were only 3,000 bald eagles in the entire United States. The reason for the bird's decreasing population is pollution, especially pollution of the rivers by pesticides. Pesticides are chemicals used to kill insects and other animals that attack and destroy crops. Unfortunately, rain often washes pesticides into rivers. Pesticides pollute the rivers and poison the fish. Eagles eat these fish and then the eggs eagles lay are not healthy. The eggs have very thin shells and do not hatch. Because many of the eggs did not hatch and produce more eagles, the number of eagles quickly became smaller.

Today, the American government and the American people are trying to protect the bald eagle. The number of bald eagles is slowly increasing. It now appears that the American national bird will survive.

12. Find meaning of the underlined words.

- In 1972 there were only 3,000 bald eagles in the entire United States.

a. whole	b. central	c. western
----------	------------	------------
- The reason for the bird's decreasing population was pollution.

a. other animals	b. dirty air and water	c. people
------------------	------------------------	-----------
- The eggs have thin shells and do not hatch.

a. open	b. fly	c. smash
---------	--------	----------
- Eagles lay only two or three a year.

a. eat	b. produce	c. deserve
--------	------------	------------
- Pesticides kill animals that attack and destroy crops.

a. insects	b. plants	c. flowers
------------	-----------	------------
- It now appears that the American national bird will survive.

a. die	b. fly away	c. live
--------	-------------	---------

13. Answer the following questions.

- Why was the bald eagle chosen as the symbol of the United States?
 - It was the cause of the American independence.
 - It began to disappear.
 - American leaders chose it because it is a bird of strength and courage, and it was found all over North America.
- Why has the bald eagle almost disappeared from the country?
 - Because in 1972 there were only 3,000 bald eagles in the entire United States.
 - The bald eagle has almost disappeared from the country because of pollution.
 - The eggs have very thin shells and do not hatch.

14. Replace incorrect word.

- The United States won its independence after 1782.
- American leaders wanted the eagle to be a sample of their country.
- They chose the bald eagle because it was found all over South America.
- Today, a little over 200 years late, the bald eagle has almost disappeared.
- In 1972 there were only 30,000 bald eagles.
- Unfortunately, rain often washes crops into rivers.
- The eagles have very thin shells and do not hatch.
- Today, the American government and the American people are trying to pollute the bald eagle.

Self-study.

- Prepare a presentation on the topic "Advertisement and business"

Lesson 3. Economic Development

- Describe the picture. Imagine that they are having business appointment.



Guess what would happen then....

2. Write questions with *Which*.

Example: A We went to a restaurant last night.

B: Which restaurant did you go to?

A: Guido's in Amersham.

a A: My daughter goes to a very nice school.

B: _____

A: Clement Danes School.

b A: _____ favourite season?

B: I like summer the best because it's hot and the days are long.

c A: In the shop I saw a lovely black pullover and a beautiful blue one.

B: _____ ?

A: I bought the blue one.

d A: There are three films on at the cinema _____ ?

B: The horror film, please. I love horror films!

3. Adverb or adjective? Underline the correct word in each pair.

Example: The children played **happy** / happily in the garden.

a. Your children are always very *happy/happily*.

b. She sings very *good/well*.

c. Yes, she's a very *good/well* singer.

d. "How are you?" "Very *good/well*, thank you. And you?"

e. I just want a *quick/quickly* snack. Just a sandwich, please.

f. I had breakfast *quick/quickly* because I was late for work.

g. You're speaking very *quiet/quietly*. I can't hear you.

h. He's a very *slow/slowly* reader.

4. Vocabulary. Try to give the definition of the new words in English and make up situations with them.

needless earth-moving decline hi-tech industries pharmaceutical
industries fleet subsidize ranging

5. Read the text and answer the questions. Then retell it expanding with the information about economy and agriculture of Great Britain which you have already known.

ECONOMY IN ENGLAND

England is one of the world's most highly industrialized countries. Its products include a variety of fish and agriculture, and products ranging from sewing needles to earth-moving equipment. It is a leading shipbuilding country and an important producer of textiles and chemical products. Automobiles, locomotives, and aircraft are among England's other important industrial products.

Heavy industries, such as coal mining, steel production and ship building, declined in England during the second half of the 20th century and were replaced by service industries and hi-tech industries, such as the computer and pharmaceutical industries.

Today England is one of Europe's wealthiest nations and is the wealthiest of four nations that makes up the UK.

Agriculture is intensive, highly mechanized, and efficient by European standards. The main crops that are grown are wheat, barley, oats, potatoes, sugar, beets. Apples are grown in the west. Cornwall and the nearby Isles of Scilly, that have the mildest climate and longest growing season in England, raise winter vegetables, fruits, and flowers for the London Market. Agriculture is heavily subsidized by the European Union's Common Agricultural Policy and it is not known how large a sector it would be if the market was unregulated.

England is one of the world's leading fishing nations. Its fleets bring home fish of every kind, ranging from sole to herring. Kingston upon Hull, Grimsby, Fleetwood, Great Yarmouth, and Lowestoft are among the coastal towns that have large fishing industries.

1. What does England produce?
2. What are the most highly developed industries in England nowadays?
3. How is agriculture developing nowadays?
4. By what organization is agriculture of England subsidized?

6. Opinion exchange.

1. What can you say about the economy of the Republic of Uzbekistan in the pre-independence period?
2. What can you say about the economy of the Republic of Uzbekistan in the post-independence period?

3) Compare the economy of the USA with that of the Republic of Uzbekistan.

7. **Vocabulary.** Read new words, word combinations and try to translate them into native language.

resource-based service-oriented information based transitions raw material reinforce resourcefulness self-reliance free-enterprise system bartering sole proprietorships entrepreneurial to reap profit compatible complementary domestic consumption

8. Look at the map of the USA and name the states.



9. Read the text and answer the given questions.

What has the Industrial Revolution brought to the American Economy?
Why were the first settlements financed by the European Kings?
How was the life ways of the first settlers in America?
What is the economical essence of bartering?

THE DEVELOPMENT OF THE AMERICAN ECONOMIC SYSTEM



Originally America's economy was agricultural and resource-based. Then, as a result of the Industrial Revolution the American economy relied heavily on industry. In recent years the American economy has changed once again: it is now a service-oriented, information-based economy. The origins of the American economic system help explain these transitions.

Era European kings financed the first settlements in America. Their goal: to harvest the raw materials of this vast new continent abounding with natural resources. But the settlers had goals of their own, as well as their own views of how the raw materials around them should be put to use. Because many had faced oppressive governments, the settlers resisted control and, instead, sought freedom, liberty, and independence in all things religious and political. The richness of their surroundings offered them perfect opportunities to reach their goals.

Almost all the early settlers lived on farms. Each family member contributed to the struggle for survival and shared in the tasks of obtaining food, shelter, and clothing. Their lifestyles reinforced the belief that hard work, resourcefulness, courage, independence, and self-reliance were the keys to success. These values form the foundation of the American free-enterprise system and still support that structure today.

Colonists relied on bartering, that is, exchanging goods and services for others goods and services, a system that did not require money. As colonial society expanded, colonial trade increased. Settlers began to open small individual enterprises- sole proprietorships, businesses owned by one person. By the 1700s the colonial business world included shipbuilding, fishing, lumber, fur trading, and rum production for export to Britain (with tax and tariff policies heavily favoring Britain). Some entrepreneurial colonists reaped profits from the domestic system. Under this system entrepreneurs - by definition enterprising individuals - distributed raw materials to people who worked in their homes to process the materials into finished goods, which the entrepreneurs then sold at a profit.

In 1776, the United States gained its independence. Its political system, developed by the Founding Fathers, was democratic, based on freedom from government oppression, private ownership of resources and free enterprise. In 1776 in Scotland, Adam Smith published *The Wealth of Nations*, which set forth his theory of economic system which called for private ownership of property, free entry into markets, and an absence of government intervention. Clearly, America's political system and Smith's economic system were compatible and complementary, and signalled the beginning of remarkable growth in the American economy.

Beginning around the time of the Revolutionary War, domestic trade grew. Colonists began producing a wider variety of goods for domestic consumption and built roads to transport those goods. At the same time, export trade also nourished. While European countries were at war between 1793 and 1812, neutral America found ready markets for its exports.

10. Tick the correct statement.

Economic Indicators.

		True	False
1	Inflation is a measure of increasing prices.		
2	High inflation generally means increasing unemployment.		
3	A healthy consumer economy always means lower unemployment		
4	Higher investment in training and education is easier during a low point in the economic cycle.		
5	A tight fiscal policy means high taxation and high government spending.		
6	Government need to control their borrowing requirement.		
7	A high value of the local currency is good for exports.		
8	House building is seen as a good indicator of what is happening in the domestic economy.		
9	Gross national product (GNP) is a measure of the annual value of sales of goods and services in a country, and it does not include sales for companies abroad.		
10	Capacity utilization is a measure of how many people are in work.		
11	Generally, high levels of supply and low levels of demand means unemployment falls.		
12	Growth creates wealth and wealth creates jobs.		
13	Rationalization means cutting labor costs so people lose their jobs.		
14	Increased investment in real terms means increased investment above inflation rates.		
15	A balance of payments deficit means a company is spending more than it earns.		

11. Roleplay different situations in which the following people say goodbye to each other.

Teenager A: _____

Teenager B: _____

Headmaster: _____

Teacher: _____

Shop-assistant: _____

Customer: _____

Clerk in the bank: _____

Bank client: _____

Teacher: _____

Pupil: _____

(They've known each other for 5 years.)

Teacher: _____

Pupil: _____

(They've met for the first time.)

Sister: _____

Brother: _____

Customs officer: _____

Tourist: _____

Lesson 4. Types of Business

1. Position of adverbs.

Put the adverbs in brackets in the correct place in each sentence. Sometimes more than one place is possible.

Example: I went to the beach. It rained all the time. (yesterday / unfortunately)

Yesterday I went to the beach. Unfortunately, it rained all the time.

Or

I went to the beach yesterday ...

a. Listen. I want you to come home. (carefully / immediately)

b. I work and at night I sleep. (hard/well)

2. Adverb or adjective?

Underline the correct form.

Example: I'm driving careful/carefully because it is raining.

a. Our village is always very quiet/quietly. Nothing happens.

b. Please speak more slow/slowly. I can't understand you.

c. She's a very good/well driver.

d. He doesn't drive very good/well.

e. My grandparents are very strong and healthy/healthily for their age.

3. Correcting the mistakes: There is a mistake in each sentence. Find it and correct it!

Example: We was in Paris last year. – *We were in Paris last year.*

a. Why you want to learn Portuguese?

b. She hasn't never been to Madrid.

c. I've wrote to her three times and she hasn't answered yet.

d. We'd like invite you to dinner at our house.

e. How many times you been to Greece?

f. I have just finished do my homework.

g. We've met two years ago in New York.

h. Say me when you want to stop for lunch.

i. What sort books do you like reading?

j. Did you ever been to Ireland?

4. All our life we're involved in asking for and giving (or not giving) an opinion, in expressing agreement or disagreement. You've learnt a lot of such expressions which are often used in discussions. But you should remember that some of them are used only in formal discussions, some are quite informal and some expressions have no these limitations.

Classify the following expressions according to their communicative function and their degree of formality and fill in the table that follows the list.

What do you think/feel about...?
 It's my opinion/feeling that...
 What are your views on/thoughts about...?
 Personally, I think/feel/believe...
 In my opinion...
 Personally I consider ...
 I'm convinced ...
 What's your opinion of...?
 If you ask me ...
 To my mind...
 The way I see it ...
 I'd be glad to have your views on ...
 I'd be grateful to hear your opinions on ...
 It seems to me (that) ...
 That's exactly my own opinion/view.
 I absolutely/entirely/quite agree.
 I see what you mean, but ...
 I really don't know what to say.
 I couldn't agree more.
 How do you feel about...?
 It's hard/difficult to say.
 Yes! Right! Too true!
 There's a lot in what you say, but ...

That's one way of looking at it; but ...
 I don't hold any particular views on the subject/matter.
 Oh, exactly/definitely/quite.
 You're so right.
 There is some truth in what you say, but...
 I agree with you in principle, but ...
 I agree with you on the whole, but ...
 Could you tell me your reaction to...?
 What's your opinion of...?
 I'm of exactly the same opinion (as ...).
 I agree with most of what you say, but ...
 Mm, could be, but ...
 Yes, but ...
 Personally, I wouldn't go so far as to say that ...
 I'd rather not to comment on...
 Perhaps./May be./Could be.
 I can see that, but...
 That's it.
 From my point of view...
 As - far as I'm concerned...

Communicative Function	Formal	Informal	General
1. Asking for an opinion 2. Giving an opinion 3. Avoiding to give an opinion 4. Expressing agreement 5. Expressing partial agreement or polite disagreement			

5. Look at the pictures and improvise the type of communicative intention of the speakers.



Grammar

6. Look at the table and make up sentences using these patterns.

Present I wish +past simple	the time referred to is an imaginary present	I wish I knew the answer to this question. (I don't know the answer) I wish I didn't have so much work to do. (I have a lot of work)
past I wish+ past perfect	the time referred to is past time	I wish I had gone to your party last week. (I didn't go)
future I wish + I could/would I wish+ I had to	to refer to a future events to refer to something that is generally difficult or impossible.	I wish Dilnoza could meet me next week. I wish I didn't have to get up early tomorrow I wish I could drive .

7. Put the appropriate continuation for the dialogue, which is given below:

- A: Would you like to go to the party with me?
B: If my parents... .., I gladly go, but if they
A: If your parents..... Call me. I'll be waiting for you till evening.
B: All right.
A: I suppose.....

8. Write a reply to a letter, using Second Conditionals.

9. Vocabulary. Read the new words and find their definition in the dictionary. Add the words with the similar meanings.

sales revenues	retail store	expenses and taxes	subtract	intangible
tangible	thrive	asset	income	

10. Make up a situation with the new words.

11. Read the text and discuss the business matters in the small groups.

WHAT IS «BUSINESS»?

A business is an organized effort of individuals to produce and sell goods and services for a profit. Businesses vary in size, as measured by number of employees or by sales volume. Large companies such as Exxon and General Motors count their employees in the hundred thousands and their sales revenues in the billions. But most (98 percent) of the businesses in the United States are «small» businesses-independently owned and operated and having fewer than twenty employees. The key people responsible for creating businesses as a result of their original ideas are called entrepreneurs.

Whether a business has one employee working at home, 100 working in a retail store, 10,000 working in a plant or factory or 100,000 working in branch offices nationwide, all businesses share the same definition and are organized for the same purpose; to earn profits. Profit is the money that remains after the costs of a business (expenses and taxes) are subtracted from the revenue received from the sales of goods and services.

The source of a business's revenues, and therefore of its profits, are its goods and services. Goods are intangible items products such as automobiles,

shoes, radios, computers, and can openers. Services are intangible items, such as the professional advice and assistance provided by lawyers, doctors, electricians, accountants, and hairdressers.

The American economy thrives on competition. It is based on a system of voluntary association and exchange and is called a free-enterprise or a free-market system. The voluntary nature of association and exchange in the marketplace depends on individuals having the freedom and power to make their own choices, both in what they produce and what they buy.

The free-enterprise system, as its name implies, offers a number of freedoms, including the freedom of choice, the freedom to own property, the freedom to earn a profit, and the freedom to go out of business.

Freedom of choice is every individual's right to choose his or her occupation and place of employment.

Freedom to own property permits a business or an individual to buy or sell land, machines, or buildings and to use these assets to generate income.

Consumers will buy only those goods and services they need or want. Therefore, to be successful, businesses must provide goods and services that satisfy consumers' needs and wants. Consumers need shoes and will buy shoes. Consumers may not need expensive high-tech sports shoes, but they may purchase them if they *want* them. Thus, identifying consumers' needs and wants are key factors in business success.

12. Read information and underline industries which exist in Uzbekistan. Make scheme of the categorization of the labour force in Uzbekistan and retell about them.

The labour force in Britain can be divided into three categories:

1. Primary industries (agriculture, fishing, mining, quarrying, forestry);
2. production industries (construction, gas, electricity, water, transport and manufacturing, etc.);
3. services (distributive trades, financial, business, professional and scientific, catering and tourism, national and local government).

Lesson 5. Agriculture in Uzbekistan

1. Look at the table and compare the data given there. Add the corresponding data about Uzbekistan, Russia and others.

COUNTRY	POPULATION	AREA IN SQ. KMS	DENSITY OF POPULATION (People per sq. km.)
The United States of America	210,000,000	9,363,000	22
Japan	109,000,000	372,000	293
Brazil	79,000,000	8,512,000	9
Venezuela	11,300,000	912,000	12
Chile	10,045,000	757,000	13
Libya	2,257,000	1,759,500	1

2. Choosing missing words.

Complete this passage comparing the six countries. Use these words only once:

the largest – the smallest – the highest – the lowest – the best – the worst – the most – the least

(1) density of population is in Japan. Libiya has (2) population and (3) density of population. The Japan has (4).....area and population, though the USA has (5).....overseas trade. Chile has (6).....overseas trade and Brazil has (7).....deficit in its balance of payments.

3. Making statements.

“Japan exports fewer goods than the USA” is a true statement about world trade.

Make twelve more true statements from the table below.

Join some of the statements together using “and” “but” and “although”.

Example:

The population of Libya is smaller than the population of Chile, although Libya exports more goods than Chile.

	Russia	exports	more goods than	Russia
	the USA	imports	fewer goods than	The USA
The area of	Japan	is smaller than	the area of	Japan
	Brazil			Brazil
The population of	Venezuela	is higher than	the population of	Venezuela
	Chile	is lower than	the population of	Chile
	Libya	is higher than	the population density of	Libya
The population density of	Uzbekistan	is lower than	the population density of	Uzbekistan

4. Your country's trade with the world.

Find out about your country's trade with the rest of the world and write a short report. Try to find information on these points.

- 1 *Your main exports* – What they are and to which countries.
- 2 *Your main imports* – What they are and from which countries. Could they be found or produced in your country in the future?
- 3 *Invisible trade* – Does this change your country's balance of payments? What is your country's balance or trade before invisible earnings are taken into account?

Note:

invisible trade – назорат қилинмайдиган савдо-сотик – нерегулируемая торговля

5. Choose the best answer to each exercise.

1. The exports and imports of the these countries...
a) are usually different b) always balance c) are invisible
2. Japan exports goods more than...
a) the USA b) Chile c) Russia

6. Vocabulary – word groups.

Put the following words related to the “Travel business” into the correct columns.

detective story	jumbo jet	engaged title	head
horror story	neck	platform	nose
journey	passenger	hands	helicopter
dial	take off	station	face
ringing	timetable	characters	train
mouth	dictionary	arrival	departure
operator	biography	call	return ticket
fool			

Travel	Parts of the body	Telephoning	Books

7. Infinitive or -ing?

Put the verb in brackets in the correct form infinitive or -ing.

Example: I'd like to go (go) to Greece next year.

- a Both my husband and I enjoy _____ (cook) very much.
- b Our new neighbours are difficult _____ (get) on with.
- c We've decided _____ (move) to the countryside.
- d Have you finished _____ (paint) the kitchen yet?
- e My uncle needs _____ (see) a doctor about his leg.

Grammar

8. Analyse the related forms with wish presented in the table.

I wish +would	to complain about a bad habit to refer to something that we would like to happen	I wish Farhod wouldn't chew gum all the time. I wish the police would do something about these people!
If only	we replace <i>I wish</i> with <i>If only</i> for emphasis	If only I knew the answer to this question! If only I had gone to your party last week!
I'd rather+ past simple		I'd rather you didn't tell John about this. =If you didn't tell John about this, it would be better.
suppose imagine	in informal speech in place of <i>if</i>	Suppose you lost your keys. What would you do? Imagine you were rich? How would you feel?

9. What would you say in these situations? Use I wish and If only.

- a. You planned to play tennis but it's pouring with rain.
- b. A friend has offered to lend you a car while you're in England but you can't drive.
- c. There's a party this evening but you have got an awful headache.
- d. You are staying in a Youth Hostel but the person in the bed next to you snores very loudly all night.
- e. You are only half-way through last question on the examination paper and there's one minute to go before the end.
- f. You are out walking in New York and you are completely lost.

10 Vocabulary. Try to guess the definition of the new words, then make up situations with them.

irrigative agriculture self-sufficiency aggregate a huge export potential gustatory

11. Read the text and answer the questions. Then retell it expanding with the information about economy and agriculture of Uzbekistan which you have already known.

AGRICULTURE IN UZBEKISTAN

Uzbekistan is a land of ancient irrigative agriculture. The irrigative agriculture is a basis for the food self-sufficiency of the Republic and a source of export products. It provides more than 95 per cent of aggregate plant growing.

The Republic is a main producer and supplier of the most important and strategic product – cotton that has a huge export potential. While the whole of the Central Asia produces about 2 mln. tons of cotton annually, 1,4 mln. of it is the cotton of Uzbekistan. Uzbekistan is in the fifth place in the world when it comes to cotton production.

Uzbekistan is a biggest producer of vegetables, fruits and grapes, many types of which are unique in their gustatory features because of special natural and climatic conditions.

Silkworm cocoons, and astrakhans produced in Uzbekistan are at great demand in the world market.

The main organizational and legal forms of business management in rural areas are cooperative enterprises, joint-stock companies and farms (dehqan farms).

Questions:

1. What is a basis for the food self-sufficiency in Uzbekistan?
2. What is the most important and strategic product in Uzbekistan?
3. What place does Uzbekistan take place as a cotton producer in the world?
4. What are the main organizational and legal forms of business management in rural areas?

12. Discussion "Industry in Uzbekistan".

13. Read the text and comprehend general idea.

THE FLOWER SHOW



Everyone who went by the flower shop stopped.

Some people said, "He's crying".

Others said, "No, he is laughing."

There he sat, Papa Dent, with the tears running down his face.

Papa Dent loved flowers. He had owned the shop on the

corner for many, many years. He worked very hard, but he had a good life. He even made enough money to send John, his son, to the university.

John was like his father. He wanted to go to the university, but then he wanted to come home and help Papa Dent run the flower shop.

The shop on the corner, and everyone knew that the best flowers in town were for sale there. There was no sign that said this. But everyone knew because Papa Dent had been there for many, many years.

When the shop first opened, there was a sign – a great big one. It said:

NICE FRESH FLOWERS FOR SALE HERE

The first customer who came in the door said, "Papa Dent, I like your shop, but I don't like your sign. The sign says "Nice fresh flowers." Would you sell any other kind? Why don't you take off the sign "Nice" and the "Fresh"?"

Papa Dent agreed and the sign looked better.

FLOWERS FOR SALE HERE

The second day a man came into the store. He thought it was a fine, new shop, but he did not like the sign. He said, «Where else would you sell flowers if not here, Papa Dent? Take off the "here" from your sign. It will be shorter and better.»

So Papa Dent changed the sign again. It read:

FLOWERS FOR SALE

The third day, Papa Dent's uncle came to the shop. «It's a fine shop you have here,» he said. «But your sign says too much: "Flowers for sale." Of

course they are for sale or you would not be here selling them. Why don't you take off "for sale" on your sign?»

So once again, Papa Dent changed the sign. *Finally, it read:

FLOWERS

The very next day, one of the town's officials came to visit Papa Dent.

«We are glad to have you here with us,» he said. «Your shop is neat and clean. You are a very, clever man with flowers, and I am sure you will do well here on the corner. Your window is beautiful, but I want to make a suggestion about the sign. "Flowers" it says, and it hides the beautiful flowers you have in the window. Surely you do not need it. If people see the flowers, they will know you have flowers for sale. Let your flowers speak for themselves.»

Papa Dent took the man's advice. He took down the sign.

Everyone stopped to look at the fine flowers in the window. Finally Papa Dent's flowers became famous, and no one ever went anywhere else to buy.

So the years passed.

Now Papa Dent's son was coming home from the university. He had a degree in business, and he had done very well in school. Papa Dent was very happy. He would have his son back home. He was glad the boy wanted to work in the shop with him. Papa was getting old. The shop needed some new ideas.

When John came home, he went straight from the train to the flower shop.

«I am home, Papa. And I am ready to go to work.»

When father and son had finished greeting each other, Papa Dent asked,

«Now, John, what is the first thing we must do with the shop?»

«Well, Papa, we must advertise. It is necessary in business today.»

«And how shall we do this, John?» asked Papa.

«First, we must make a big sign in bright lights to go over the shop,»

«A sign, John?» asked Papa.

«Yes.»

«And what will the sign say, John?» asked Papa Dent.

«Well, let me think», John answered.

«How about?»

NICE FRESH FLOWERS FOR SALE HERE

It was then that the old man sat down making those *funny *noises. It was then everyone who went by the flower shop stopped.

Some said, «He is crying.»

Others said, «No, he is laughing.»

14. Questions on the Reading.

1. What did some of the first customers say about the sign in the flower shop?
2. What did Papa Dent do about the sign in the window?
3. Why was Papa Dent happy that John was coming home?
4. When John Dent started to work in the flower shop, what did he tell his father to do?
5. How was the new sign different from Papa Dent's first sign? How was it the same?
6. Was Papa Dent laughing or crying?

15. Words With More Than One Meaning.

There are many words in English which have more than one meaning, or which are used in more than one way. Below are a few words of this kind from the readings. Study these examples.

No	Words	Meanings	Examples
1	hard	not soft	The table is very hard.
		difficult	The book was very hard.
2	run	go fast	He runs very well.
		to take care of a business	He runs the flower shop.
3	over	above	The light was over the table.
		finished (of things)	The class is over at 8:00.
4	through	in one side and out the other	He went through the doorway.
		finished with work	He will be through in a minute.
5	tear	pull part	I'll tear this piece of paper in half.
		drop of water from the eye	Tears ran down his face.
6	dull	not sharp	It's a very dull *knife.
		not interesting	It's a very dull book.
7	right	correct	You have the right answer.
		opposite of left	Do it with your right hand.
8	present	be at a place	John was present in class today.
		gift	He gave her a present for her birthday.
9	watch	look at	We watched him for a long time.
		timepiece; small clock	What time is it by your watch?

16. Use one of the words from the previous list in place of the italicized words in the sentence. Read the sentence again with the word you have used.

Example: Please look at your *timepiece* and tell me what time it is.
Please look at your *watch* and tell me what time it is.

1. Everyone was *in class* today.
2. I didn't like the movie. It was very *uninteresting*.
3. When you are *finished* with your work, you may go home.
4. I have a *gift* for you.
5. We *looked* at the house for a long time.
6. It was *difficult* to understand the speaker.
7. We put the light *above* the table.
8. Come home when the party is *finished*.

17. Fill the blanks with the correct form of a word which completes the meaning. Use words from the list below.

Example: I can't cut anything with this knife. It's too *dull*.

1. The little girl began to cry, and _____ ran down her face.
2. Mr. Jones can't hear with his left ear, but he has some hearing in his _____ ear.
3. Papa Dent _____ the flower shop.
4. Do you know what time it is? Do you have a _____?
5. Little boys who are afraid sometimes _____ home to their mothers.
6. We walked _____ the front room and went into the kitchen.
7. Tell me when you are _____ with your work.
8. Johnny gave his friend a _____ for his birthday.
9. I think the party will be _____ by 10:00.
10. The speaker talked too fast. It was _____ to understand him.

big
conversation
dull
fast
hard

incorrect
inform
inquire
medicine
need

perfect
sad
shut
stay
through
trip

UNIT 4. THE WORLD NON-GOVERNMENTAL ORGANISATIONS

Lesson 1. International Organizations

1. Answer the question. What and why should you know about formal and informal English?



2. Look through the forms of greeting in English, say when you can use them, describe the place or the occasion, your speech partners, their age and social status, the time of the day.

Hi, Philip!
Morning!
Hello, Jill!
Good afternoon!
Hi, everybody!
Good evening!
Hi, Denis! How are you?
Diana! How nice to see you again!
Afternoon!
Oliver! Good to see you again!
Good morning, ladies and gentlemen!

3. Greetings quiz. Do you know how to greet people in English? Answer the questions and mark the score.

1. Which of the greetings may be used when you greet your close relatives? (1 mark for every correct answer)

2. Which of the greetings may be used when you greet your friends? (1 mark for every correct answer)

3. Which of the greetings may be used when you greet teachers? (1 mark for every correct answer)

4. Which of the greetings may be used when you greet the school headmaster? (2 marks for every correct answer)

5. Which of the greetings may be used when you greet your classmates? (1 mark for every correct answer)

6. Which of the greetings may be used several times a day? Each time when you see your acquaintance again and again? (2 marks for every correct answer)

7. Which of the greetings may be used in formal public speeches? (1 mark for every correct answer)

8. Which of the greetings may be used from 12 noon to the end of the working day? (2 marks for every correct answer)

9. Which of the greetings may be used after work or from 6 pm onwards? (2 marks for every correct answer)

10. Which of the greetings may be used before lunchtime? (2 marks for every correct answer)

11. Which of the greetings may be used in a shop when you come in? (1 mark for every correct answer)

12. Which of the greetings may be used to greet the policeman when you are going to ask him about smth? (3 marks for every correct answer)

13. Which of the greetings may be used in informal telephone talks? (2 marks for every correct answer)

14. Which of the greetings may be used in formal telephone talks? (2 marks for every correct answer)

4. Imagine that you are a librarian who will meet these people at different time of the day. How would you greet them?

William Robinson, a school teacher	- 10 am
Colin Welsh, a top-level manager	- 2 pm
Richard (Dick) Williams, your friend	- 7 pm
Susan (Sue) Grafton, an acquaintance of yours, of the same age, unmarried	- 11 am
Sarah Cody, an acquaintance of yours, older than you are, married	- 12 am

Catherine (Cathy) Hands, your sister, much younger than you are - 3 pm

5. What are the ways of saying goodbye in English? Make a list of expressions that can be used to say goodbye and classify them in three groups: general, formal and informal.

General	Formal	Informal
Oral Speech		
Goodbye!	I'll look forward to seeing you again, Mr	Bye-bye!
_____	Read. Goodbye.	_____
_____	_____	_____

Written Speech (letters)

6. Vocabulary.

Read the new words and find their definition by the help of dictionary.

International organizations repoliticization mismanagement refugee aid resettlement relief apportionment multilateral treaty violation

7. Read the text. Looking at the symbols of international organizations try to understand their activity.



1. The International Criminal Police Organization helps the police of 146 nations to cooperate in catching criminals who cross borders to escape capture.

2. It aims at promoting world trade and supporting countries that are having financial problems. It was established in 1945.

3. It was founded in 1946. It promotes cooperation among its 158 members in education, science and culture. The USA, contributor- of 25% of its budget, withdrew in 1984 on the grounds of its repoliticization and mismanagement. Britain followed in 1985.



4. It was established in 1945 as a successor to the League of Nations and has played an important role in many areas, such as refugee aid and resettlement, development assistance, disaster relief, and cultural cooperation. Members contribute financially according to the resources, an apportionment being made by the General Assembly, with the addition of voluntary contributions from some governments to the funds of the UN. These finance the programme of assistance carried out by the UN intergovernmental agencies, the United Nations Children's Fund (UNICEF), the UN refugee organizations, and the United Nations Special Fund for Developing Countries. There are six official working languages: English, French, Russian, Spanish, Chinese, and Arabic.



5. It was established in 1949 in Strasbourg. Its aims are to secure «a greater measure of unity between the European countries». The widest association of European states, it has a Committee of foreign ministers, a Parliamentary Assembly (with members from national parliaments), and a European Commission investigating violations of human rights.

6. It is a new action programme to provide full equality for women. It aims at promoting full participation by women and re-evaluating their contribution to working life and society at large. It is known as «Europe - a trump card for women».



GATT

7. It was established in 1948 in Geneva. It is based on a multilateral treaty which lays down a common code of conduct in international trade, providing a forum for discussion of trade problems, with the object of reducing trade barriers.

8. Answer the following questions.

- How important do you think it is that we try to make the United Nations a success? Very important? Fairly important? Not very important?
- In general do you think the United Nations is doing a good job in trying to solve global problems?

9. Here is the information on some UN specialized agencies. Guess their names. The list of all the agencies is given in the card after the table.

Name	The year when established	Responsibilities	Headquarters
?	1957	To accelerate and enlarge the contribution of atomic energy to peace, health and prosperity throughout the world and to prevent its diversion from peaceful purposes to military ends.	Vienna
?	1945	To promote international monetary cooperation and to help remedy any serious disequilibrium in a country's balance of payments by allowing it to draw on the resources of the Fund while it takes measures to correct the imbalance.	Washington, DC
?	1977	To mobilize funds for agricultural and rural development.	Rome
?	1953	To meet the emergency needs of children in developing countries.	New York
?	1972	To provide a 24-hour service for monitoring natural disasters and emergencies; to promote disaster prevention; and to coordinate preparedness and relief.	Geneva
?	1972	To monitor the state of the environment and to promote environmentally sound developments throughout the world.	Nairobi
?	1951	To provide international protection for refugees and to find solutions to their problems.	Geneva

10. Read and remember. Here is the list of the UN specialized agencies.

Food and Agriculture Organization of the United Nation, International Fund for Agricultural Development, General Agreement on Tariffs and Trade, International Trade Organization, United Nations Disaster Relief Coordinator, United Nations Educational, Scientific and Cultural Organization, International Atomic Energy Agency, International Bank of Reconstruction and development, United Nations International Children's Emergency Fund, United Nations Centre for Human Settlements, International Aviation Organization, International Telecommunication Union, International Development Association, International Finance Association, International labour

Organization, International Monetary Fund, United Nations Conference on Trade and Development, United Nations Environment Programme, United Nations Fund for Population Activities, United Nations High Commission for Refugees, United Nations Institute for Training and Research.

11. Look through newspapers and find information connecting with activity of some International organizations.

12. Make up sentences with the words in the table.

Words Used As Nouns And Verbs

Hundreds of words are used as both nouns and verbs. Below are a few of those that are used this way.

answer	dislike	help	sigh
burn	dress	increase	sleep
care	end	interest	smile
concern	farm	laugh	start
cost	fight	love	talk
cry	garden	pull	work
dance	guess	push	
demand	hate	shop	

13. Use the correct form of the noun or verb in the blank spaces.

Example: (smile) His *smile* is very nice. He *smiles* all the time.

- answer 1. You did not _____ correctly. All your _____ were wrong.
- cost 2. What is the _____ of this? Do you know how much this _____?
- dance 3. We learned a new _____; and we _____ for hours last night.
- dislike 4. Why do you _____ him? I don't understand the reason for your _____?
- farm 5. Mr. Green _____ a piece of land near the city. His _____ is a very large one.
- sigh 6. We heard Mrs. White _____. Her _____ could be heard across the room.

- love 7. Mr. and Mrs. Child are still in _____. They have _____ each other for a long time.
- help 8. Will you _____ me? I need all the _____ I can get.
- sleep 9. I need some _____. I want to _____ for twelve hours.
- talk 10. We had a good _____. Our _____ lasted for hours!
- work 11. Mr. Black likes his _____. He is a writer and _____ at home.
- burn 12. That's a terrible _____. How did you _____ yourself?
- garden 13. Mrs. Child likes to _____. Her _____ is a very beautiful one.
- guess 14. You made a good _____. How did you _____ the correct answer?
- cook 15. Mr. Black is a good _____. He _____ dinner every Saturday.
- visit 16. We had a good _____. We _____ for almost an hour.

Self-study:

1. Find any information about youth organizations in Uzbekistan and prepare a report.

Lesson 2. The European Commissions and Court

1. Here are some ways of starting a conversation with a stranger:

- a talk about the weather;
- a talk about pets;
- pretending you've met before;
- asking questions which may involve your speech partner in the talk.

Discuss which of these ways are universal and which of them are peculiar to British speech habits.

2. Match the expressions which may be used to introduce a person (on the left) with those which may be used to answer an introduction (on the right).

1. This is ... (name, surname).
2. ... (name). This is Mr. ... (surname).
3. Oh, ... (name), I'd like you to meet ... (name, surname). How do you do?
4. ... (name), meet Cathy.
5. Oh, look, here's Eddie. Meet Jilly.
6. Good morning, Mr. ... (surname). May I introduce Mrs. ... (surname)?
7. Let me introduce our marketing manager Mr. (surname).
8. It is with great pleasure that I introduce to you Mr. ... (surname), Director of..... (name of a firm).
9. Allow me to introduce Mrs. ... (surname).
10. Have you met ... (name, surname)?
11. By the way, do you know each other? (name, surname) (name, surname).
12. Do you know... (name, surname)?

- a. Hi, ... (name)!
- b. Hello, ... (name)!
- c. Nice to meet you, ... (name)!
- d. How do you do?
- e. I'm delighted to meet you, Mr./Miss... (surname).
- f. No, I don't think so. How do you do? Pleased to meet you.
- g. Yes, I have. Pleased to meet you again.
- h. I think we have, haven't we?
- i. Yes, we've already met. Pleased to meet you.
- j. No, I don't think I have. How do you do?
- k. How do you do? I'm delighted to make acquaintance.
- l. No, I haven't yet had the pleasure.
- m. Good to meet you.
- n. How do you do? I've been looking forward to meeting you.
- o. Yes, we do, don't we? Pleased to meet you again.

3. Words With Similar Meanings

Learn the words below that you do not know. They have meanings which are alike.

NOUNS		ADJECTIVES	
story - tale	trip - journey	fast - rapid	necessary - essential
		perfect - ideal	
VERBS			
answer - reply	ask - inquire	get - obtain	need - require
		stay - remain	teach - instruct
		tell - inform	try - attempt

4. Use another word with a similar meaning in place of the italicized word. Use words from the list above.

Example: He read us a very interesting *story*. (*tale*)

1. Theirs is the *perfect* () marriage.
2. I hope you have a good *trip* ().
3. Did he *tell* () you about it?
4. «When are you leaving?» he *asked* ().
5. «I'm leaving at 7: 00.» I *answered* ().
6. We have everything we *need* () for the journey.
7. I have never *tried* () to build a house.
8. It's *necessary* () that you tell him all the facts.
9. Do you know where they *got* () the food?
10. How long did your visitors *stay* ()?

5. Look through the suggested materials and answer the following questions.

- What is the name of the charter of civil and political rights drawn up by the United Nations in 1948?
- What rights are included in this charter?
- What organization established the European Commission of Human Rights in 1950?
- What are its responsibilities?
- What are the responsibilities of the European Court of Human Rights?

The *Universal Declaration of Human Rights* is a charter of civil and political rights drawn up by the United Nations in 1948. These rights include the right to life, liberty, education and equality before the law; to freedom of movement, religion, association, and information; and to a nationality. Under the European Convention of Human Rights of 1950, the Council of Europe established the European Commission of Human Rights (headquarters in Strasbourg, France), which investigates complaints by states or individuals, and its findings are examined by the European Court of Human Rights (established in 1959), whose compulsory jurisdiction has been recognized by a number of states, including the UK. In 1988 the European Court condemned as unlawful the UK procedure of holding those suspected of terrorism for up to seven days with no judicial control.

6. Expand the texts:

1. Human rights are those rights and privileges held to belong to any man, regardless of any legal provision that may or may not exist for them in his legal system, simply because man, as man, may not be forbidden certain things by any government.

2. Civil rights are those rights which are, or which it is argued should be, protected constitutionally or legally as fundamental rights that everyone should enjoy, irrespective of his or her status.

3. The more specifically political rights include the right to freedom of speech, to form or join a trade union, to worship as one wishes, and to protest in public against government policy.

7. Make up a topic using vocabulary notes.

to investigate complaints – to examine the cases of peoples' dissatisfaction

to condemn – to say that smb is or has done wrong; to give judgement against smb

regardless of any legal provision – in spite of lawful providing

quasi-official – almost (partly) official

enforceable – smth that can be forced irrespective – without taking into consideration

to be exempt – to be free (from punishment)

biased jury – influenced body of persons who give decision in court

brutality – cruelty

8. Fill in the table describing the activities in which the UN agencies are involved now in different countries, world regions and continents. Work in groups.

World region/ country /continent	Activities	Their importance for the people living there
----------------------------------	------------	--

9. Read and remember the International Organization.

International Atomic Energy Agency (IAEA), International Monetary Fund (IMF), International Fund for -Agricultural Development (IFAD), United Nations International Children's Emergency Fund (UNICEF), United Nations Disaster Relief Coordinator (UNDRC), United Nations Environment Programme, United Nations High Commission for Refugees (UNHCR)

10. Match the suitable abbreviations.

1. General Agreement on Tariffs and Trade
2. International Telecommunication Union

3. United Nations High Commission for Refugees
4. International Atomic Energy Agency
5. United Nations International Children's Emergency Fund
6. International Fund for Agricultural Development
7. United Nations Disaster Relief Coordinator
8. International Development Association
9. International Labour Organization
10. United Nations Educational, Scientific and Cultural Organization
11. International Trade Organization
12. International Monetary Fund
13. United Nations Environment Programme
14. International Aviation Organization
15. International Bank of Reconstruction and Development

GATT	IFAD	ITO
ITU	UNDRC	IMF
UNHCR	IDA	UNEP
IAEA	ILO	IAO
UNICEF	UNESCO	IBRD

11. Imagine that you were a member of one of the above mentioned organizations. Make a program of your action.

12. Here is a fragment from the European Social Charter. Choose the appropriate heading for it from those given after the text.

With a view to ensuring the effective exercise of the right of children and young persons to protection, the Contracting Parties undertake:

1. to provide that the minimum age of admission to employment shall be 15 years, subject to exceptions for children employed in prescribed light work without harm to their health, morals or education;

2. to provide that a higher minimum age of admission to employment shall be fixed with respect to prescribed occupations regarded as dangerous or unhealthy;

3. to provide that persons who are still subject to compulsory education shall not be employed in such work as would deprive them of the full benefit of their education;

4. to provide that the working hours of persons under 16 years of age shall be limited in accordance with the needs of their development, and particularly with their need for vocational training;

5. to recognize the right of young workers and apprentices to a fair wage or other appropriate allowances;

6. to provide that the time spent by young persons in vocational training during the normal working hours with the consent of the employer shall be treated as forming part of the working day;

7. to provide that employed persons under 18 years of age shall be entitled to not less than three weeks' annual holiday with pay;

8. to provide that persons under 18 years of age shall not be employed in night work with the exception of certain occupations provided for by national laws or regulations;

9. to provide that persons under 18 years of age employed in occupations prescribed by national laws or regulations shall be subject to regular medical control;

10. to ensure special protection against physical and moral dangers to which children and young persons are exposed, and particularly against those resulting from their work.

(The European Social Charter. Strasbourg, 1992)

Possible headings

- The right of children to protection.
- The right of working children to protection.
- The right of young people to protection.
- The right of children and young people to protection.
- The right of children and teenagers to protection.

13. Discussion "What the European Social Charter stands for".

14. Roleplay

a) SPEECH PARTNERS: Virginia Davis, aged 16, and Brenda Fielding, aged 18.

PLACE: A dining-car.

SITUATION: They are going from Leeds to London.

SPEECH ACTIONS:

Virginia starts a talk about the weather.

Brenda agrees, she says a few words about the places being passed by.

Virginia expresses her admiration of the landscape, says that it reminds her some painting landscapes.

Brenda reacts to it in a very polite manner.

b) SPEECH PARTNERS: Carol Leonard, aged 16, and Frank Campbell, aged 17.

PLACE: A public garden in the city.

SITUATION: Carol and Frank with their pets in the park.

SPEECH ACTIONS:

Frank starts with a compliment remark on Carol's dog.

Carol reacts politely to this remark, says some nice things about Frank's pet and asks about the pet's eating and walking habits.

Frank tells her some funny things about his pet and asks her about the habits of her pet.

Carol also tells him some amusing stories about her pet.

Frank asks her if Carol with her pet often goes for a walk to this park.

Carol answers and then she says that she needs to go home.

Frank decides to leave the park with her.

Carol has **nothing** against it.

Self-study:

1. Project work "Political parties in Uzbekistan"

Lesson 3. Names as English Realia.

1. Read these short dialogues and describe the situations where they may occur. Then perform the dialogues.

- Sorry, but isn't that your umbrella?
- Oh, yes, thank you.

- Excuse me, is this your umbrella?
- Yes, it is, thank you.

- Hey, Sandy! You've forgotten your umbrella.
- Thanks, Betsy.

- May I have your attention for a moment? Our guest-speaker, Peter Riddel, will deliver his speech at 4 pm in the Grand Hall.

- Could I just mention that your taxi's waiting outside?
- Oh, thank you very much.

2. Read the following expressions and say which of them may be used:

a) only on formal occasions, b) only in informal speech situations, c) in everyday situations which are neither very formal nor very informal.

- Happen to know where Trafalgar Square is?
- Know where Trafalgar Square is?
- Do you know where Trafalgar Square is?
- I wonder if you know where Mr Kemble's office is?
- Can you help me? D'you happen to know which is the shortest way to Trafalgar Square?

- I hope you don't mind my asking, but have you read my report on 1989/90 G.C.S.E. Results by Torquay Grammar School pupils?

- Excuse me, d'you know where the National Gallery is? Is it far from here?

- Sorry to trouble you, but is flight BA 447 to Geneva on time?
- I should be interested to know about further investigations in this field.
- Didn't you know that he is coming back today?

- Can you help me? D'you know about his arrival?
- Excuse me, d'you know anything about customs regulations in the UK?
- Heard about Mary's marriage?
- Know anything about his career?
- Can you help me? D'you happen to know anything about the cheapest places to stay in London?
- Excuse me, d'you know the opening hours of Barclays Bank?
- Have you got any idea where Mark is?
- Can you give me any information about shopping on credit?
- Could you give me any information on the Overseas Students Fees Away Scheme?
- Have you heard that there are changes in customs regulations in Russia?
- Did John tell you that he had won the competition?

Grammar

3. Remember that:

Should have (done), wish, and would have (done) all express actions which **didn't happen**

(or aren't happening), and so are contrary to reality.

I should have worked harder. (But I didn't.)

I wish I hadn't done that. (But I did.)

If I'd been there. I'd have told him. (But I wasn't there and I didn't tell him.)

Should have (done)/ should have been (doing) express advice, obligation, or criticism about a past action.

You shouldn't have hit him. (single action)

You should have been watching the road. (activity with duration)

4. Match the if-clauses in Column A with the correct imperative from Column B, and revise your phrasal verbs.

A

1. If you make a mistake
2. If your car runs out of petrol,
3. If you are not ready for your driving test,
4. If you seen an interesting recipe in the magazine
5. If you receive the application form,
6. If you have finished with his pen,

B

- a) tear it out.
- b) cut it down.
- c) give it back.
- d) cut it up.
- e) rub it out
- f) put it off.

7. If you can't remember the phone number, g) tear it up.
8. If the meat's too big to go in the pan, h) fill it up.
9. If you get another threatening letter, i) fill it in.
10. If the tree's in danger of falling, j) look it up.

5. Read the text and try to comprehend the main idea.

THE TWO MARRIAGES

Mr. and Mrs. Child just do not think alike.

«It's too hot in here,» he says.

«No, it's too cold,» she answers.

«We are going to the country tomorrow,» Mrs. Child says.

«No, we are not. We're staying right here in the city,» Mr. Child says.

The house is too small for her. It is too big for him. She wants to take a trip. He wants to spend the money on a new car. She wants to have a garden. He says a garden is too much work.

When his head hurts, her feet hurt. She wants to get places early. He is always late.

They have yet to find two things they both like. He loses everything. She finds it.

She begins to read the newspaper when he has finished with it.

He opens the window when he goes to bed. She closes the window when she gets up.

She says, «Oh, dear. This dress costs too much. I can't buy it.»

He, "answers, «No, it doesn't. I'll give it to you for your birthday.»

«Oh, I'm old and not pretty any more», she cries.

«No» you seem as young and pretty as ever to me,» he says.

«John,» she smiles. «You really do like me, don't you?»

«No,» he laughs. «I love you.»

A man and woman were seated at a table in a crowded restaurant. The owner approached and inquired whether he might seat two men at their table.

«Of course,» said the man. «We'd be delighted to have them sit here.»

As the two men approached the table, the first stranger said, «Thank you. You are kind to let us sit here.»

«Are you friends,» asked the second stranger, «or have you just met?»

«We know each other very well,» the man seated at the table answered.
«This is my wife.»

«Yes,» she sighed. «We have been married so long we think alike, we act alike, and we are even beginning to look alike.»

«We never argue», remarked the husband.

«We never fight», said the wife.

«We always know how the other person feels»; said the husband.

«Many times we do not even need words to know what the other is thinking,» smiled the wife.

«We seldom have a difference of opinion about which books are good, which movies are good, and even which people we like», she continued.

The two strangers looked at the man and the woman while they talked.

The first stranger's face was soft as he turned to the second stranger.

«Are you not impressed with such love and kindness? I am sure they must be very happy. Perhaps they are the last of the truly happy husbands and wives».

The second stranger did not speak for a long time.

Then he said, «I am nothing if I am not an honest man! But I am not impressed with such harmony. Why have two? One of them is unnecessary!»

6. Read the definitions and remember them.

approach come near

inquire ask

delighted very pleased, happy

sigh let air out of the mouth with a sound to show one is sad, tired, etc.

argue disagree using words

remark say; say something in a few words

harmony getting along well together

7. Try to explain the definitions of the following words:

opinion

movie

marriage

perfect

impressed

alike

stay

kindness

unnecessary

8. Questions on the Reading.

1. The couple at the table never argue. What does the first stranger think of this marriage?
2. What does the second stranger think of this marriage?
3. Do you think the couple at the table are happy? Why do you think so?
4. Mr. and Mrs. Child are different from the couple at the table. Mr. and Mrs. Child never agree. Do you think they are happy?
5. Do you know people like Mr. and Mrs. Child?
6. Which do you think is the more perfect marriage that of Mr. and Mrs. Child or that of the couple at the table?

9. Fill the table with your own opposites.

ADJECTIVE	VERBS
clean -dirty	lose - find
dull - sharp	lose - win
glad- sorry	start - quit
light- dark	
old- modern	
slow - fast	
terrible- wonderful	
true- false	

10. Fill the blanks with a word opposite in meaning from the italicized word. Use words from the list above.

Example: What he said wasn't *true*. It was *false*.

1. One side of the cutting instrument was *sharp*. The other side was _____.

2. Some people thought the movie was *wonderful*. Others thought it was _____.

3. We *start* work here at 9:00, and we _____ at 5:00.

4. The house didn't seem *old*. It looked quite _____.

5. He wasn't *glad* about it. He was very _____ it happened.

6. I like to play games. Sometimes I *win*, and sometimes I _____.

7. She often *loses* things and never _____ them again.

8. The little girl's dress was *clean*, but her brother's clothes were quite _____.
9. I'm a *fast* walker, but I'm a very _____ runner.
10. My car is *light* red. His car is _____ green.

11. Read the information about some realia of English Speaking World

1. Uncle Sam – a name given to the US government, and sometimes to the whole country of the US (e.g. Uncle Sam comes to help of needy refugees/ A film star comes from the land of Uncle Sam). Britannia and John Bull are both symbols of GB. (Britannia - Britain personified, represented as a woman with shield, helmet, and trident. John Bull - the name of a character, representing English nation in Arbuthnot's satire «Low Is a Bottomless Pit», 1712.)

2. The Statue of Liberty - a statue of a woman on Liberty Island, in New York Harbour, given to the US by France in 1884 to celebrate the American and French revolutions. The woman is holding up a torch in her right hand and represents freedom. The words written at the base of the statue are famous and well-known to most Americans. These words are:

*Give me your tired, your poor, your huddled
masses yearning to breathe free,*

The wretched refuse of your teeming shore.

Send these, the homeless tempest-tossed to me!

I lift my lamp beside the golden door.

The Union Jack and the Stars and Stripes are names of the state flags of GB and the US.

3. Madame Tussaud - name of a famous museum of wax figures in London. Piccadilly Circus and Trafalgar Square are the names of famous London squares.

4. Westminster Abbey - a very large Gothic church in Westminster, London. Almost all English kings and queens since William I have been crowned in the Abbey and many famous people are buried there. The National Gallery and the Tate are two famous art galleries in London.

5. Barbican Centre, unlike Rockefeller Centre and the World Trade Centre which are names of famous business centres in New York, US, is an area of modern buildings in the City of London, including the Barbican Arts Centre.

6. St. Paul's is a fine cathedral in central London built in 1675-1710 by Sir Christopher Wren; one of London's best-known landmarks.

St. Andrew, St. George and St. David are national patron saints of Great Britain (Scotland, England, Wales).

7. Mary, Queen of Scots (also Mary Stuart, 1542-1587) the daughter of James V of Scotland and cousin of Queen Elizabeth I of England. She became Queen of Scotland as a baby. In 1567 she had to abdicate and ran away to England, where she spent the rest of her life as a prisoner. She is often thought of as a brave and beautiful woman and many stories and books have been written about her.

Mary Rose and *Victory* are the names of ships: *Mary Rose* - the British warship which sank in the sea off the South coast of England on its first journey in 1545. The wreck was brought to the surface in 1982.

Victory - Admiral Nelson's own ship at the battle of Trafalgar in 1805, now preserved at Portsmouth in South England.

8. Iron Curtain - the name formally given to the western border between the Communist countries of Eastern Europe and the rest of the world.

Iron Lady - a nickname given to Margaret Thatcher while she was Prime Minister of Britain, because of her forceful style of government.

12. Find the Uzbek names as Realia. Explain them in English.

Self-study:

1. Project work "Political Parties in Uzbekistan".

UNIT 5. WRITERS.

Lesson 1. British Literature

1. There are many words to describe a feeling. A person can be **lonely, proud, or sorry, etc.**

Fill in the sentences below to tell about your feeling.

1. I feel proud when _____

2. I feel lonely when _____

3. I feel sorry when _____

4. I feel shy when _____

5. I feel doubtful when _____

6. I feel wonderful when _____

Grammar

2. Remember! Some verbs can be followed either by-ing or an infinitive and there is little or no change in meaning.

attempt begin continue intend like love prefer start

3. Read and remember when we use -ing , or infinitive.
Verbs followed by -ing or infinitive change of meanings.

forget/ remember+ ing	for memories of the past The action happens before the remembering
forget/ remember+ infinitive	someone is/was supposed to do the remembering happens before the action
go on+ ing	we continue doing something
go on+ infinitive	we move on to do something else
mean+ ing	one thing results in or involves another
mean+ infinitive	to express an intention
regret+ ing	we are sorry about something that happened in the past
regret+ infinitive	we are giving bad news
stop+ ing	we end the actions
stop +infinitive	we give the reason for stopping
try+ ing	we do something or see what happens
try+ infinitive	we make an effort to do something, but don't necessarily succeed

4. Fill in the sentences with suitable form of the verb in the brackets.

- Sometimes I regret (to go) to a new office.
- I regret (to tell) you that you have failed your exam.
- I stopped (to buy) the tickets.
- I stopped (to watch) TV tonight.
- I try (to listen) to the teacher, but I couldn't it was noisy in the class.
- Why don't you (to watch) TV, it's a good program.
- The teacher said, "Go on (to read) the text".
- My mother went on (to work) all night long.
- I meant (to tell) you about it, but I forgot.
- This means (to leave) at 7 o'clock.
- I remembered that I (to take) his book.
- I won't forget (to call) him.

5. Remember:

- Prefixes are often used to give adjectives a negative/ opposite meaning, e.g. comfortable/ uncomfortable, similar/ dissimilar.
- in-becomes im- before root beginning with m or p, e.g. impatient, improbable, immature. Similarly in-becomes ir- before a word beginning with

r, e.g. irreplaceable, irreversible, and in-becomes il- before a word beginning with l, e.g. illegal, illegible, illiterate.

- The prefix in- (and its variations) does not always have a negative meaning-often it gives idea of "inside" or "into", e.g. internal, import, insert, income
- the prefixes un- and dis- can also form the opposites of verbs, e.g. appear/disappear, tie/untie.
- Prefixes are not stressed.

6. Contradict the following statements in the same way as the example.

Example: He is a very *honest* man. I don't agree. I think he is *dishonest*.

- It's a convincing argument.
- It is an official document.
- I like reading a book.
- He seems be grateful for our help.
- It is an interesting article.
- It's possible to see her here.
- His answer was correct.

7. Which negative adjective fits to each of the following definitions?

Work with the dictionary.

- _____ means impossible to eat.
- _____ means unable to read.
- _____ means not having a job.
- _____ means spelled incorrectly

Vocabulary

8. Read the new words and their translation.

playwright	free-spirited	poetic gift	pilgrimage
draw into	passion	style	embody
			Romantic spirit

playwright – драматург – драматург
 generation – поколение – авлод
 free – spirited
 style – стиль – услуб
 rare poetic gift – редкий поэтический дар – ноёб шоирлик иқтидори
 to embody – олицетворять, воплощать – гавдалаштирмоқ
 the Romantic spirit – дух эпохи Романтизма – Романтизм даври руҳи

pilgrimage – паломничество – зиєрат
 passion – страсть – оташин
 conviction – убеждение – ишонч
 to draw into – вовлекать – жалб этмоқ

9. Fill the gaps using these key words from the text

expert	playwright	generation	poetic gift
pilgrimage	embody	passion	draw into
spirit	conviction	free-spirit	rare

- If you know something thoroughly you can be....
- is very strong emotion.
- Sometimes we.....ideas in life.
- Shakespeare was a
- We must have ato be a great poet.
- not found very often.
- The part of the person that consists of their character and feeling we call....
- We notice in his works his life style we notice in his works.
- Everybody can be into advantage.
- means a firmly held belief or an opinion.
- If all of the people born and living at about the same time we name it....
- is journey to a holy place for religious reason

10. Explain the meaning of the following compound words and build yourself any compound words:

fee-for all free-thinker generous-spirited free-spirited

11. Look at the pictures and tell what they are and if you've read any of their works?



George Gordon Byron



William Shakespeare

12. Choose the best answer. Then look through the text and check your answers.

- "Julius Caesar" and "Antony and Cleopatra" were written by....
 a) Robert Burns
 b) George Gordon Byron
 c) William Shakespeare
- The author of tale-stories is.....
 a) Walter Scott
 b) Robert Burns
 c) Lewis Carroll
- He has a lord title....
 b) George Gordon Byron
 c) William Shakespeare
 d) Robert Burns
- Walter Scott wrote....
 a) the historical novels
 b) poems
 c) sonnets

13. Read the text and comprehend it in details. Answer the questions.

BRITISH LITERATURE

Great Britain gave the world a lot of talented people. Many famous writers and poets were born and lived in Great Britain.

One of the best-known English playwrights was William Shakespeare. He drew ideas for tragedies and comedies from the history of England and ancient Rome. Many experts consider Shakespeare the greatest writer and greatest playwright in English language. William Shakespeare wrote 37 plays, which may be divided into: comedies (such as *A Midsummer Night's Dream*), tragedies (such as *Hamlet*, *Othello*, *King Lear*, *Macbeth*) and historical plays (such as *Richard II*, *Henry V*, *Julius Caesar*, *Antony and Cleopatra*).

Robert Burns is Scotland's greatest poet. He represents the generation of Romantic writers. In his poems he describes with love and understanding the simple life he knew. Among his well-known poems are *Halloween*, *The Jolly Beggars*, *To a Mouse*.

Lord George Gordon Byron was the greatest English poet of the 18th century. His free-spirited life style combined with his rare poetic gift make him one of the most famous figures of the Romantic Era. His famous works such as *Stanzas to Augusta*, *The Prisoner of Chillon*, *Childe Harold's Pilgrimage*, *Manfred* draw readers into the passion humors and conviction of a poet whose life and work truly embodied the Romantic spirit.

Sir Walter Scott wrote the first examples of historical novel.

Lewis Carroll became famous when he published *Alice's Adventures in Wonderland*.

1. Who is the best-known English playwright?
2. What are the most famous plays by Shakespeare?
3. Who is Robert Burns?
4. What makes George Byron famous?
5. What are the best-known works by Byron?
6. Who wrote historical novels?
7. What brought popularity to Lewis Carroll?
8. Which of the works by British writers have you read?

14. 🎧 Listen to the text and answer the questions. Before listening read the sentences.

There were **no drains and chamber pots** were often emptied out of windows. – Не было дымохода и дым валил прямо из окон – Мўри бўлмаганлиги учун тутун деразанинг ўзиданоқ чиқарди.

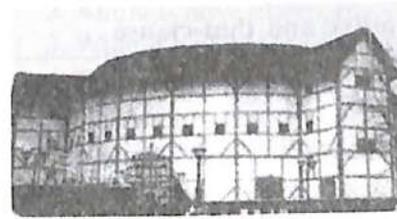
The heads of **traitors were stuck on spikes** at its entrance as a warning to others- при входе как предупреждения для других- были головы изменников, которые были нанизаны на острие копья – Киришда барчага огоҳлантириш бўлиши учун сотқинларнинг кесилган бошлари найза учига санчиб қўйилган эди.

1. Why did London was dangerous that time?
2. How did people save meat, fish and poultry?
3. What was in Southwark?
4. When Shakespeare crossed the bridge what did he saw?

15. Sharing ideas. Use feeling words.

What did people do at in Shakespeare's time?

16. Look at the picture of the Globe Theatre and read information about it.



1. The Globe was built in 1598 but burn down in 1613. It was rebuilt in 1614, only to be destroyed 30 years later. The new Globe, the recreation of Shakespeare's theatre, was build in 1977.

2. Usually two or three characters played the most important scenes. Women in those days were not allowed to play in public because it was considered immoral. Women's parts were played by young men. The audience ate and drank during the performance, moved around and talked to each other. If they didn't like the play, they threw fruit at the actor.

17. Discussion. Give your suppositions and controversies using the following phrases: I think/ suggest...., No you are not right, In my version/ opinion ..., In fact that..., I have read...

1. Why was the Globe theatre rebuilt many times.
2. Why did only two or three actors play the important scenes and did Shakespeare play himself?
3. What do you think about watchers, behavior that time?

Self study:

1. Find information about Walter Scott's biography and his novels. Prepare a presentation.
2. Read Chinese proverb and explain its meaning. Write your controversials.

Teachers opens the door, but you must enter by yourself.

Lesson 2. Well-known Writers

1. Read the quotations of Socrates and Greek Philosopher. Answer the questions and express your opinion about who is right.

1. "All I know is that nothing" -Socrates said. What does Socrate mean? Do you agree with Socrates or do you think differently?
2. "To know where we are going we ought to know where we are coming from"- ancient Greek philosophers argued.

Who is right? Prove your statements with arguments, examples.

Grammar

2. Verbs can only be followed by infinitive and that-clause

appear	ask	choose	fail	happen	help	long	manage	offer	prepare
refuse	wait	want							
agree	arrange	decide	demand	desire	expect	hope	intend	learn	
plan	promise	seem	wish						

3. Read and translate the sentences into native language

- The ship appeared to have been down.
- Tom asked me to help him.
- I chose not to buy this disk.
- Mary failed to come back on time.
- It happened to be noticing so I went out.
- We want to be educated.
- I am waiting for you to complete the work.
- He managed to show himself successful.
- Gulnora agreed that she would meet us outside the building.
- Bobir decided he would take a taxi to catch his sister.
- Do you intend to tell the truth.

4. Read, compare and analyse the Infinitive and Participle constructions

1	I want you to come earlier. He saw him cross the road. See that you lock up when you leave	Objective with infinitive
2	It's difficult for me to translate this article This rule is easy enough for you to understand .	For-Constructions
3	They were asked to call him. He is sure to reach the river.	Nominative with the infinitive
4	They noticed a running boy out the window. The girl reading the report is my sister. There is not time left . The asked question was in discussion. Have you heard anything about the lost cow in the forest? Cars produced in Germany in a great demand.	Attribute
5	Let me take your dictionary, mine is lost	Predicative
6	When leaving don't take an umbrella. Staying that he left the room. He spent money buying books.	Adverbial

5. State the functions of the participles in the following sentences.

- As I was busy finishing the reading, I insist you going out.
- Animals have often seen killed on the forest roads.
- What if he had his things stolen.
- She sat down on the fallen tree to have a rest.
- It was only a message sent by her.
- He gets himself talked about.
- After checking into his room, he left.
- He hardly looked at her while talking.
- When laughing she half closed her eyes.
- Though knowing what was there, he went on eating the sandwich.

6. Complete the following sentences to make a situation.

- A Everybody heard him....
The boy saw the parents...
He heard them....
He expected his parents...
- Ba schoolboy said to father that they gave a wonderful performance.
Parents enjoyed.....
The boy..... said that....
They are going to.....

Vocabulary:

7. Listen and repeat the new words.

lyric genre	essence of things	impulse	temperament
affluent	theatrical enterprise	deep of feeling	creative life
intrude	to be anxious	electrify	sense of wonder

8. Match the definitions with one of the new words

- | | |
|--------------------------------------|---|
| 1. writing poems | 6. wealthy, influential |
| 2. to act without thought result | 7. to come somewhere where one is uninvited |
| 3. understanding the nature of smth. | 8. a person nature in terms of the effect |
| 4. to charge with power | 9. to have a feeling of surprise and admiration |
| 5. theatrical business | 10. active work. |
| | 11. to want to do smth. very much |

9. Fill in the gap with right words.

1. G. Byron is the representative of _____.
2. Sometimes I act from _____ not thinking.
3. He became _____ in the business sphere.
4. Many poets show their _____ in their creations.
5. He always _____ me to live.
6. His _____ abounded with failures.
7. I am afraid of his _____.
8. Don't loose a _____ of the world.
9. To learn many words we should understand their _____.
10. He _____ and everybody looked at him.
11. He succeeded on _____.
12. Byron was _____ to write poems about the nature.

10. The English people, in the 16th century, spoke slightly different to how they speak today.

Here are some of the common words they used. In the Sonnet 65 of Shakespeare and poems by G. Byron you can find Old English words. Add the list of the table. Find their equivalents in Modern English.

Old English	Modern English	Old English	Modern English
morrow	day		
fare thee well	good bye		
aye/yea	yes		
nay	no		
grammarcy	thank you		

11. Read the text and answer the questions.

SHAKESPEARE'S SONNETS

In 1609 appeared Shakespeare's sonnets. Never before imprinted. At this date Shakespeare was already a successful author, a country gentleman, and affluent member of the most important theatrical enterprise in London. For his creative life he wrote 154 sonnets. His private friend called them "sugared sonnets". They were written in the old English language. In his sonnets we see the deep of his feelings to the nature, beauty and so on.

1. What is a sonnet?
2. Why are they called "sugared sonnets"?
3. What language did the author use in his works?

12. Listen the sonnet 65 written by Shakespeare and mark how they must be read. Declare it. Answer the questions.

Sonnet 65

Since brass, nor stone, nor earth, no boundless sea,
 But sad mortality o'ersways their power,
 How with this rage shall beauty hold a plea,
 Whose action is no stronger than a flower?
 O, how shall summer's honey breath hold out
 Against the wrackful siege of buttering days,
 When rocks impregnable are not so stout,
 Nor gates of steel so strong, but Time decays?
 O fearful meditation! Where, alack,
 Shall Time's best jewel from Time's chest lie hid?
 Or what strong hand can hold his swift foot back?
 Or who his spoil of beauty can forbid?
 O none, unless this miracle have might,
 That in black ink my love may still shine bright.

1. What does the sonnet describe?
2. Do any pictures arise in your imagination? What are they?
3. What words help you see the picture meant by Shakespeare?
4. Comment on the author position toward the things described?
5. Speak on your attitude toward the given sonnet by Shakespeare.

13. Read the text and expand it.

LORD GEORGE BYRON

George Gordon Noel Byron never lost his sense of wonder at the world. He was a thinker, a philosopher, a poet who was anxious to get to the essence of things. A real artist who lived and acted from impulse, not from rules. Byron's temperament and his sense of wonder made him poet who electrified his age. Byron says: "Nature is society, where none intrudes".

14. Listen the poem by Byron taking into consideration of its intonation and declare it.

There is a pleasure in the pathless woods,
 There is a rapture on the lonely shore,

There is society, where none intrudes,
 By the deep Sea, and Music in its roar:
 I love not Man the less, But Nature more,
 From these our interviews, in which I steal
 From all I may be, or have been before,
 To mingle with the Universe, and feel
 What I can ne'er express-yet can not all conceal.
 George Byron.

15. Sharing ideas.

1. Whose society do you prefer that of man or that of nature? Have you ever been interviewed with nature? Do you enjoy nature? It's possible to mingle with Universe? What woods does Byron prefer? Why?

2. Byron lived and acted by impulse not by rules. Is it good or bad? When you do something from impulse you decide to do it without planning and looking back. Rules are official instructions, which tell you what you are allowed to do and what you are not allowed to do. How do you live and act?

16. Read the words and their translation. Try to give their definition in English.

to become an immediate success – с достичь сразу же успеха – тез, дарҳол муваффақият қозонмоқ

to be dedicated to= to be devoted

to get through the troubles of smth.– пройти через трудности – қийинчиликларни енгиб ўтмоқ

heartbreaking relationship – душераздирающие отношения – юракни ларзага солувчи муносабатлар

penniless – без пенса в кармане – сариқ чақасиз

to obtain a post as a governess – получить пост гувернантки – оқсоч вазифасига тайинланмоқ.

to pay off – расплатиться – тўлаб қутулмоқ

17. Match antonyms.

to become success	to be in debt
heartbreaking	wealthy
to pay off	to be in failure
penniless	to loose smth.
to obtain a post	strengthen

18. Read the text and comprehend it in details. Answer the questions.

**CHARLOTTE BRONTE
 (1816-1855)**

Charlotte Bronte is a famous English writer. The collection of poems by Currer, Ellis and Acton Bell" (1946), which Charlotte Bronte wrote with her sisters, sold only two copies. By this time she had finished a novel "The professor", but it never found a publisher during her lifetime. It was published only after her death in 1857.

Charlotte Bronte wrote "Jane Eyre", which appeared in 1987 and became an immediate success. This novel was dedicated to William Makepeace Thackeray.

The book "Jane Eyre" is the romantic novel that most women would dream for. The story tells us about life of a young woman and how she gets through the troubles of work, a hard life, and heartbreaking relationship. The heroine is a penniless orphan who becomes a teacher, obtains a post as a governess, inherits money from uncle, and marries the Byronic hero in the end.

It has perfect fairy-tale ending in a true love that can never break. Jane worked hard and had a rough life and in the end it had paid off by being with the man that she had loved so much who loves her back. He had said, "I ask you to ass though life at my side, to be my second self and best earth companion".

1. What works did Charlotte Bronte create?
2. Was her novel "Professor" published during her life?
3. When was the novel "Jane Eyre" appeared?
4. What is this romantic novel about?

19. Discussing:

A.
 How do you understand the words of her main hero?
 Is it possible to have close relation as a companion between wife and husband?

Why did he say "to be my second self"?

B.
 Comment on the author's position toward difficult life described in the novel.

20. Expand the text.

Charlotte Bronte was born in a big poor family. Her mother died when she was a little. She with her sisters were sent to a school for poor children where were cold dark rooms. Her two sisters died in that school. Then she described this school in her novel "Jane Eyre". When Charlotte left school she became a teacher.

Charlotte Bronte wrote.....

"Jane Eyre" is about.....

It touches upon.....

Finally.....

21. Read the text and ask questions to each other about life and activities of Arthur Conan Doyle.

SIR ARTHUR CONAN DOYLE

Sir Arthur Conan Doyle (1859-1930) was born in Edinburgh, Scotland, to an English father and Irish mother. At first, he studied to become a clergyman, but then in 1876 he entered Edinburgh University to study medicine. He got his degrees in ophthalmology and started his medical practice in 1885. As the story goes, while waiting for his parents, he began writing stories of various genres.

In 1886, he submitted his first full-length-story about Sherlock Holmes, the first world's consulting detective. It was published in "Beeton's Christmas Annual" in November 1887, and it became an immediate success. Arthur's father Charles Altamont Doyle, who was an inmate of an asylum for mentally disturbed patients, illustrated it. The illustrations were extremely good, and all the subsequent artists used the image of Sherlock Holmes created by author's father.

Several times during his career, Arthur Conan Doyle tried to stop writing stories about Sherlock Holmes, but the public demanded more and more, and the publishers were ready to pay him any fee asked. For example, in 1903, an American publisher offered the author 5,000 dollars per story! Doyle wrote in his diary that he had to agree, since the money covered all numerous expenses: he had a father in an asylum; his first wife was an invalid for many years; he had five children in his two marriages. For many years, he was the highest paid author in the world.

In 1902, he was knighted, not for his literary works, but for his medical service in the Anglo-Boer wars, and for his pamphlet which justified the British conduct in Africa.

22. Quiz:

Can you name one story about Sherlock Holmes which you have read before?

What did you like or dislike in it?

Have seen any films about Sherlock Holmes?

23. True, false, not mentioned. Don't look into the text. Try to answer the following questions from memory.



1. Arthur Conan Doyle was one of the highest paid authors in the world.

2. He has knighthood for the war services.

3. He had both sons and daughters.

4. The portrait of Sherlock Holmes was created by

Charles Altamont Doyle.

Self-study:

1. Read any fragment from the stories about Sherlock Holmes and write a brief review using the following phrases:

This fragment touches upon....

In this fragment the important problem as is dealt with....

The author pointed the idea about....

The author suggests.....

The author came to the conclusion...

Having read the article we convinced/ understand that....

In the conclusion is said that.....

2. Write bibliography of Robert Burns.

Lesson 3. American Writers

1. Read the formulas aloud and memorize them:

Don't get upset!

Cheer up! It could be a lot worse.

Cheer up! Better luck next time.

Pull yourself together.

Don't lose heart.

Don't let it get you down.

Don't take it to heart.

Things will come right.

Never say die.

Keep your head.

Don't let yourself go.
I'm so sorry for you!
Things will take a turn for the better.

No need to bother.
It can't be help.
Take it easy. Pay no attention.

2. Read the dialogues.

- I lost my key.
- Cheer up! It could be a lot worse. We will wait your mother back.
- What's happen?
- My sister is in hospital.
- Pull yourself together. Everything will be all right.
- Have you heard the latest news?
- About terrorists attack in Andijan region?
- Yes, it's dangerous to go out.

3. Make up dialogues.

1. Your friend is in a bad condition and you should give him advice not to worry.
2. You came home late, you should calm down your mother.
3. You lost your dog and you are very upset. What is it usually said in this case.

4. Phone drill:

in two syllable noun the 1 st syllable is stressed	in two syllable verb the 2 nd is stressed
a concept	to obey
the essence	to admire
a protest	to condemn
success	to comprise
genre	to obtain

Grammar

5. Read and analyse Participle constructions. Make up situations using them.

Objective with the present simple: I see them walking in the park. I noticed the case carrying out.

Objective with the past Participle: I want my TV repaired. We want it done now. I had my photo taken.

6. Rewrite these sentences using participle clauses.

1. The language which is spoken by the greatest number of people is Spanish.
2. The Oak Park public school where Ernest Hemingway began writing his first articles.
3. When Hemingway turned 18 he tried to enlist in the army,
4. When he heard the Red Cross was taking volunteers as ambulance drivers he signed it up.
5. When he was in "Kansas City Star" he learned some stylistic lessons that later would influence his fiction.
6. His great work were created under the impression of war.
7. Many stories in which he described the feelings of lost, misfortune, disappointment were written when his wife died.

Vocabulary:

7. Listen and repeat new words. Read sentences with the new words and compose your own.

tramp to find a way to make a living fate comprise plot legacy
literary

to tramp – бродяжничать – дайдиланмоқ. Who lost their homes have to tramp.

to find a way to make a living – находить любой способ чтобы выжить – Яшаш учун иложини топмоқ. Every man try to find a way to make a living.

fate – судьба, тақдир – It was his fate to live alone.

to comprise – заключать в себе, охватывать – қамраб олмоқ. The book comprised all last events.

plot – сюжет – сюжет. The plot of the story, film.

literary legacy – литературное наследство, наследие – адабий мерос. The literary legacy of Walter Scott are historical novels.

8. Mapping group. Give all synonyms, which you know, to the following words.

- to be dedicated- _____
- legacy- _____
- to comprise- _____

fate- _____
to exist- _____

9. Read the text and comprehend it in details then answer the questions.

**O. HENRY
(1862-1910)**

O. Henry's real name was William Sydney Porter. He is a well-known American writer. He had to earn his living from the age of fifteen and he educated himself with the help of friends. Before he changed his name, he had been a bank office worker, a cowboy, a reporter, and a tramp trying to find a way to make a living. O. Henry had a broad knowledge of the life of common people. They are the main characters of his stories, and their fates comprise those unusual and unexpected plots which never fail to have surprise ending.

The literary legacy of O. Henry includes two hundred and seventy three short stories. Most of them are filled with the writers' warm human sympathy for common people: *The Gift of the Magi*, *A service of Love*, *The Cop and the Anthem*, *An Unfinished Story*, *The Last Leaf*, *While the Auto Waits*, *The Third Ingredient*, and many others.

1. What was the first name of O. Henry?
2. What did he do earning money for his living?
3. What did his stories describe?

10. Try to find out the plot of the short story "Last leaf" imagining the given below narrative.

Sue and Johnsy were poor artists who lived in a little New York district. They were friends and lived together.

Johnsy got sick with pneumonia. Lying on the bed she counted the falling leaves from the tree near the window. Sue suddenly heart awful words saying by her. She said that she would die when the last leaf from that tree was fallen.

Sue asked the old Behrman to paint a leaf on the Johnsy's window to save her because she believed her words about her death. The masterpiece of Behrman really saved her, but it killed him. Old Behrman was creating his masterpiece in the windy blowing, raining night and in result he got pneumonia and died.

11. Sharing ideas.

1. Interpret the phrase "For one's life somebody die" and discuss the problem which appeared in the text.

2. Does this proverb "A drawing man will catch a straw" suit to the text? If it doesn't suit find the suitable one yourself and explain why it more suitable than the suggested.

12. Listen to the text. Imagine that you are listening to the travel news on the radio. You are only interested in the problems, which are mentioned. When you hear about a problem, put tick (V) in the right box. Do this while you are listening. At the end, the recording will be repeated.

strike	
canceling several trains line	
delay of planes	
earthquake	
terrorist acts	

13. Rewrite these sentences using the words in brackets and of or for. See example.

Listen to the news in English. (It is difficult)
It's difficult for me to listen the news in English.

1. You invite me. (It was nice)
2. She did all work. (It wasn't necessary)
3. Make a report. (It's important).
4. He revise all grammar rules. (It was unusual).
5. She left her dictionary in the bus. (It was careless).
6. She met me on the station (It was generous)

14. Listen to Stephanie and Julia talking about their favorite books. Find the answers to these questions.

1. Why does Julia like the stories about Harry Potter?
2. Has Stephanie read stories of Harry Potter?
3. How many books of Harry Potter has Julia read?

4. Why does Stephanie like her favorite book?
5. How many stories are there in "History of the World"?

15. Work in the group. Criticizing Stephanie and Julia's talking about their favorite books. You must agree, disagree, justify your view point.

16. Question- answer.

1. What are the famous American writers?
2. Did you read Mark Twain's novels?
3. Why did Ernest Hemingway write about him that "All modern American literature comes from one book by Mark Twain called "Huckleberry Finn"?"
4. Are there social criticism and satire in the work by Mark Twain?
5. What can you say about works by E. Hemingway?

17. Read the text and write down the sentences reflecting the main idea of the text.

ERNEST HEMINGWAY'S LIFE AND HIS CREATIONS

Ernest Hemingway (1899-1961) was born in Illinois. In the Oak Park public school he was fond of sport and where he began writing his first articles in school newspaper called the "Trapeze". After graduated from the school, instead of going to college following like his parents expected, he took a job as a cub reporter for "Kansas City Star". When Hemingway turned 18 he tried to enlist in the army, but was deferred because of poor vision. When he heard the Red Cross was taking volunteers as ambulance drivers he signed it up. He worked driving ambulance and saw horrors of war, where he was seriously wounded.

Working in *Kansas City Star* he learned some stylistic lessons that later would influence his fiction. The newspaper advanced short sentences, short paragraphs, active verbs, authentically, compression, clarity and mimetically, Ernest Hemingway later said, "These were the best rules I ever learned the business writing, I've never forgotten them". He described terrible events in his great novel *A Farewell to Arms*. Ernest Hemingway's story *Soldier's Home* conveys his feelings of frustration and shame upon returning home to a town and to parents who still had a romantic notion of war and who didn't understand the psychological impact the war had on their son.

He worked as journalist and he had to many trips. Hemingway wrote a lot of short stories, novels, including *Indian Camp*, *Cross Country Snow*,

Another Country. *The Sun also Rises* *Men without Women*, *The Old Man and the Sea*, *For Whom the Bell Tolls*.

Thus Ernest Hemingway was reporter, soldier, short-story writer, novelist, play-writer, deep-sea fisherman and big game hunter. He is a man whose unique mastery of the art writing influenced the style of an entire generation of writers

- enlist – добровольно вступать на военную службу – ҳарбий хизматга кўнгилли бўлиб ёзилмоқ
- defer – откладывать, отсрочивать – кечиктирмоқ
- fiction – беллетристика (вымысел) – уйдирма
- convey – перевозить, переправлять – ташимоқ
- frustration – крушения надежд, неудовлетворенность – умиднинг чиппакка чиқиши
- impact – удар – зарба
- entire-whole, бутун

18. Quiz.

1. Do you know writers who wrote about Native American life?
2. Have you ever read or watched films about American Indians?
3. Do you like to read about their life, culture, language?

19. Fill the boxes. Write names of Native American in the left box, in the right box write the explanations of these names.

White man	Their skin is white
-----------	---------------------

20. Connect these words with any situation.

covetousness= briefly
diverse= different
tribe= community
mournful= melancholy
to dwell on= to stop in details
to reproach= to blame= to make smb. guilty
to hasten= to hurry

21. Read the text about Native Americans and then describe the picture.

"They are loving people, without covetousness. Their speech is the sweetest and gentlest in the world" Christopher Columbus wrote these words about first Native Americans that he met in the New World. Native Americans were settled North and Central America and in Mexico. They were diverse, with different cultures and as many as 2.200 languages.



Algonquian Indians lived in New York. They lived in a forest on an island which called Mannahatta. Today the island is called Manhattan.

Nowadays the Native American cultural fall into one of 12 cultural areas and they have their own legends, myths, stories, poems.

22. Native American specific style of retelling and writing has been preserving now. Read the narrative paying attention to the word-combinations and comparisons.

"There was a time when our people covered the land as the waves of a wind-ruffled sea cover its shell-paved floor, but that time long since passed away with a greatness of tribes that are now but a mournful memory. I will not dwell on, nor mourn over, our untimely decay, not reproach my paleface brother with hastening it, as we too may have been somewhat to blame..."

23. Read the poem by A.C. Gillis (In California Indian Herald, 1924). Translate the unknown words in the poem with the help of dictionary and retell what this poem is about.

Sacred Mountains of the Wintuns

Here Indian youth and maiden strayed,
And nature's children, laughing, played.
And near you tall and piney wood
Once the war chief's village stood.

Where chants from a thousand throats
Rose unto heaven in sweetest notes,

Here Norail- poot- as lived and died
And now lies sleeping by the tide.

Oh, white man, take this land of ours,
Guard well its hills, streams, and bowers,
Guard well the mounds where Wintuns sleep,
Guard well these canyons wide and deep.

Self-study:

1. Read any fragment from the novels or stories by E. Hemingway and analyse the language, events, characters.
2. Write a composition about one of Arthur Conan Doyle's stories.

Lesson 4. Uzbek Literature

1. Phone drill. Remember!

Homophones are words which sound the same but have different meaning and spellings.
Homographs are words which have the same spelling but a different sound.

2. Which of the following words are not homophones?

1. It is right- I like to write letters.
2. Whether he said where he went in the night.- The weather was awful.
3. Where did live the heroes of Shakespeare? They were in Old London.

3. Look at these words and phrases often used in discussions. Find the meanings of unknown words in the dictionary. Use them to complete the sentences below.

To express my opinion- *personally; in my opinion*
To contradict someone- *on the contrary*
To express something obvious- *obviously, actually*
To make an assumption- *presumable; I suppose*
To express a wish for the future- *hopefully*
To describe an outcome- *eventually; as a result*
To sum up- *in conclusion, to sum up*
To say how it appears- *apparently; evidently*
To express a happy outcome- *luckily, fortunately*

1. It took many years to write a novel but _____ it is in success.
2. _____ I think the next book won't be so boring.
3. _____, in future passion for reading will be increasing.
4. He said his literary career would be achieve the top, _____ I say, it couldn't be..
5. Hemingway refused to continue his study, but _____ find the job as reporter.
6. It had a not good book-cover so _____ it wasn't in a good selling.
7. Charlotte Bronte had worked at her books, _____ was admitted writer.

Grammar

4. Change each sentence so that it starts with a gerund (-ing). Look at the model.

It's useful to learn foreign languages. – Learning foreign languages is useful.

1. It's hard to get up early.
2. It takes time to learn new words.
3. It's interesting to travel.
4. It's wrong to copy other people.
5. It's relaxing to listen to music/

5. Remember preposition used before Gerund.

Read each sentence and fill in the blanks with one of the following prepositions.

instead of	by
without	for
besides	of
about	

1. The student became proficient in English _____ speaking every day.
2. Our English club has been thinking _____ putting on a play.
3. The team won _____ scoring more points.
4. They went to the movies _____ getting our permission.
5. We get tired _____ hearing the same old jokes.
6. He is capable _____ doing his homework himself.
7. We were excited _____ winning the lottery.

6. Read each sentence and fill in the blanks with an appropriate preposition.

1. I learn English _____ practicing with native speakers.
2. I feel nervous _____ living away from home.
3. My father isn't good _____ cooking.
4. We are interested _____ learning more about the customs of other countries.
5. I can't used _____ working everyday.
6. _____ not smoking the athletes kept themselves ready for competition.
7. We have tried to get over our fear _____ flying.
8. As citizens we should be concerned _____ international peace.
9. My mother look forward _____ our coming home for the holidays.
10. We were thinking _____ giving them a call.

Vocabulary:

7. Listen and repeat new words. Explain their meanings yourself. Compose your own sentences with them.

merit	prose	reactive	poem-writing	rhyme	gazel	rubai	indicator
prominent							

8. Read the text and expand it.

UZBEK LITERATURE

Uzbek land grew up a lot of prominent writers and poets. Their creative legacy occupies a merit place not only in the Eastern but in the world literature.

One of the best-known Uzbek writers is Mukimiy. His creative work is variable with genres. He wrote poems, satire and humor, trips notes and letters in poem and prose forms.

Abdulla Kadiri is famous for his well-knownt novel *Scorpio from the Alter* where the last ruler of the Kokand Empire and difficult life of common people and their struggle against reactive forces were described.

The Escapedes of Maysara by Hamza Hakimzoda Niyeziy has been a great success on the theatre scenes of Uzbekistan. Though it was written in 1926. The real events, which passed on by word of mouth and flourished

from the legends of Uzbek people, were laid in the plot of this play. The main idea of the play is love between young woman and poor young man were married secretly thanks to Maysara.

Hamid Alimdjan is the famous poet of Uzbek people, talented playwright, a great scientist, critic and public speaker. The lyrics *Spring* written in early period of his creative work impress us with sensitiveness and richness of imagination. His collections of poems *Fire Hairs, The Death for Enemies*, Competitions were published in 1931-1932 and admitted by all people.

9. Work in pairs. Talk about:

- what works you have read by the mentioned Uzbek authors
- if the book read by you is interesting
- where the event takes place
- what happened
- if their content has value for broaden your knowledge in the history of Uzbek people

10. Look at the photos and say who they are? Ask questions to each other.



11. Read the text and comprehend it in detail. Answer the questions.

POETRY OF BOBUR

Zahiriddin Muhamad Bobur (1483-1580) is one of the greatest writer of the Uzbek literature in XVI century. The special place among his works the well-known *Bobur Name* (The Book of Bobir) takes place. This work is

one of the sources of the history of people, lived in the Central Asia before. It was translated into all eastern cultural languages beginning of XVI century. This book has been an encyclopedia for the historian, philologists, geographies, ethnographs. For a long time he had been unadmitted as Uzbek poet. In XV-XVI centuries he wrote his memoirs with simple but at the same time with special language, which was differed with its laconic form of narrating. Besides of that Bobur wrote a collection of poems, poetic works *Commentaries, Parents' Tractates* and *The Letter from Bobur*. He contributed studying the system of poem-writing, rhyme, music and art. Bobur modernized genre of gazel and rubai. His lyrics is the anthem of beauty and earthy human love.

The most distinguished feature of his poetry is in that his poems connected with historical events. The great place in his poetry is the love to his country. He suffered from and deep worried about his native country because he had to leave for. He considered human being is being truthful, fair. In his opinion it's the main indicator of high morals.

1. Who is this text about?
2. What do you know about the author of poems?
3. Do you like his poems? Why?
4. Which poems do you like more? Why?
5. What picture can you imagine while reading this text? Why?

12. Discussion of the creative work by Bobur. Use the discussion formulas.

13. Question -answer.

1. What do we mean by the word "folklore"?
2. How often do you hear or read folklore?
3. Are proverbs and sayings folklore or not?
4. Do you know any fables in your native language?
5. Do you like reading them? Why?

14. Expand ideas.

1. Aesop was the ancient thinker who delivered fables to people.
2. The Solomon was gifted with wisdom, reasonable heart and sensibility by God.

15. Read the text answer the questions and give its main idea.

DID AESOP INVENT THE FABLE?

Aesop is the best-known of the ancient tellers of fables. He did not originate the fable but merely adapted a form of the "beast tale" found in many ancient nations. It was natural for early people to compare human motives and actions with the wily fox, the timid deer, and the noble lion; it also followed that forest and earthy animals should express human passions and feelings and speak. These were not children's playtime stories but rather a national primer on life.



During Aesop's time there was tyranny in Greece and free speech was dangerous. So the fable took on political dimension. This was the context in which Aesop developed the beast tale, which had earlier flourished in India. He found that this style of primitive wisdom effectively clothed the naked truth, which was so hard for men to look at or talk about. The fable became a readymade weapon for the man of action who united presence of mind with presence of wit.

In English there are a few original fables. The most amusing in Geoffrey Chaucer's *Nun's Priest's Tale* in the *Canterbury Tales*, where a cock is held in a fox's jaw. The cock persuades the fox to speak and is then able to escape.

John Dryden also wrote fables that were cutting satires. In 1727 John Gay sometimes called "The English Aesop" published *Fifty-one Fables in Verse*.

Each fable has a moral by which the hearer or reader can profit. Thus, the fable, as a form of literature, has roots deep in oral folklore, legend and the supernatural, and mythology

- dimension- measuring
- primer= basis
- to flourish= appear
- naked = true
- folklore= the traditional beliefs, stories, customs of some community passed on by word of mouth.
- to persuade= convict
- to escape- to run away
- to adapt= make suitable for a new purpose
- beast-tale- the tale about animals

1. Did Aesop invent fable?
2. What was his style of fable creating in what aims he did them?
3. Who of English writers created fables?

16. Retell the text and one of the fable which you have already known.

Self-study:

- 1 Prepare the topic for retelling about one of the stories by Uzbek writer.
2. Try to translate into English any fragment by Bobur's poem.

Lesson 5. Bestsellers

1. Complete the sentences with *if* or *when*.
 1. Anvar worked hard at his presentation tonight. _____ he is sleeping, don't wake him.
 2. _____ I am busy, start without us.
 3. I'm going to leave for Turkey. _____ I get there, I'll ring you.
 4. It's important to listen to her lecture. _____ you go there say me we will go together.
 5. He might be there, but _____ he is out, call him over the mobile phone.

2. Quiz.

1. What bestsellers did you read?
2. Why do we call them "bestsellers"?
3. One of the demanded among teenagers the bestseller Harry Potter's series, did you hear about it?
4. What bestsellers do young people in Uzbekistan like to read?
5. Do you know any bestsellers of our writers?

3. Read the text and answer the questions. Find the suitable headline for this text.

One of the Modern and popular writers in Great Britain is J.K. Rowling. She is the author of five magnificent novels in the Harry Potter series. The series of her novels is real Bestseller of nowadays. Her books have been

honored with the Hugo Award, the Bram Stoker Award, the Whitbread Children's Book Award and others. She was awarded with prize for her outstanding contribution to children's fantasy literature. She has also been named an Officer of the Order of the British Empire.

Ms. Rowling lives in Scotland with her husband and two children.

1. Who is author of Harry Potter series?
2. What awards has she honored?
3. What is Rowling's books about?
4. How do you think why it has so many awards?

4. Read the text and name the main heroes, places mentioned in the text. How do you think what events take place in the Fifth Book about Harry Potter?

There is a door at the end of a silent corridor. And it's haunting Harry Potter's dream. Why else would he be waking in the middle of the night, screaming in terror?

Harry has a lot on his mind for this, his fifth year at Hogwarts: a Defense Against the Dark Arts teacher with a personality like poisoned honey; a big surprise on the Gryffindor Quidditch team; and the looming terror of the Ordinary Wizarding Level exams. But all these things pale next to the growing threat of **He-Who-Must-Not-Be-Named** – a threat that neither the magical government nor the authorities at Hogwarts can stop.

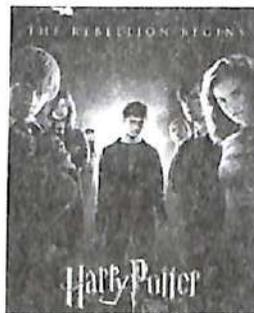
As the grasp of darkness tightens, Harry must discover the true depth and strength of his friends, the importance of boundless loyalty, and the shocking price of unbearable sacrifice.

His fate depends on them all."

5. Look through this passage and write down the unknown words. Try to define them through context, if you can't do it look in the dictionary.

6. Write whether the situations refer to the present or to the past unreal conditional 2 and 3.

1. If I were you, I would learn some quotations from Hamlet.
2. If King Francis I hadn't imported Italian artists, Leonardo da Vinci wouldn't have lived in France.



3. If Leonardo da Vinci hadn't created the masterpiece where were Jesus and Mary Magdalene there wouldn't have been any debates.

4. If the Church didn't protest against the film "The Da Vinci Code" we would see it and know about what this film.

5. If the film were not a pseudo-history the Christian people wouldn't attack the producer of the film.

7. Quiz. Use if- sentences for your answers

1. Who was Leonardo da Vinci and what is his great creation?
2. What debates have been recently about the movie "The Da Vinchy Cod"?
3. Who was the author the novel "The Da Vinchy Cod"?
4. Why was the Christian Church against this film?
5. What Leonardo da Vinci works were mentioned in the debates?

Vocabulary:

8. Listen and repeat new words. Read their definitions and compose the sentences with them.

cryptographer phenomenon pseudo-history to ignite sire to posit
faithful divinity stance rumor script nefarious descendant incite

cryptographer- the art of writing or solving codes
phenomenon- remarkable event, thing

pseudo- false

to ignite- catch fire or set on fire

sire- parents of smb.

incite- violent or unlawful behaviour

posit- put forward as fact

faithful-true to the facts or to the original, believers in particular religion

divinity- god or goddess

stance -attitude or standpoint

rumor- a story spread a number of people

script--the written text

nefarious-immoral

descendant- ancestor

9. Look at the words with pseudo- and super- prefixes and translate the words in the box. Complete the sentences.

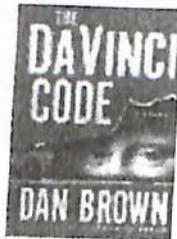
pseudonym pseudonymous pseudo-history
superman supervision supersound

1. Fox was his _____.
2. Many writers _____ want people to know nothing about them.
3. Some facts are not corresponding to each other, it's _____.
4. It is _____ glasses.
5. In bestsellers, as a rule _____ is the man character.
6. _____ of this audio-disk impress me.

10. Read the articles and find the reliable answers to the given about questions.

DEBATING "DA VINCI"

An American professor, a beautiful French cryptographer, ... and the true origins of Christianity are the essential characters in *The Da Vinci Code*. This best selling novel has become a world wide phenomenon, with over 40 million copies sold.



But *The Da Vinci Code's* 24 -hour thrill ride through "pseudo-history" ignited a firestorm of questions about religion, sex, the Church, Renaissance art, and even the history of the Western World. Plus the new Tom Hanks movie has created even more controversy.

Jesus was married and sired a child-these are easily the most sensational of *The Da Vinci* claims made in Dan Brown's thriller.

(U.S. News. May 2006)

DA VINCI CODE'S BACKS AWAY FROM BOOK

The novel by Dan Brown posits the theory that Jesus married Mary Magdalene and fathered her child, two ideas that have incited protest from the faithful around the world.

The film opens the Cannes Film Festival tonight.

Screened for critics Tuesday in Los Angeles, the film offers more skepticism to the theory of Jesus' marriage and fatherhood than Brown wrote.

In the movie, Harvard symbologist Robert Langdon (Tom Hanks) expresses doubt about that idea. He says, "History shows Jesus was an extraordinary man. Why couldn't Jesus have been *Divine* and still have been a father?":

That line was not in the book.

The filmmakers try to back off from a hard-line stance on the question of Jesus divinity. Says Langdon, near the end of the film, "What matters what you believe".

Contrary to rumors about the script, there are no scenes of Jesus and Mary Magdalene romantically involved.

However, the movie doesn't shy away from portraying members of Opus Dei, a conservative Catholic sect, as ruthless and nefarious.

Like the book, the movie puts forth the notion that the church orchestrated a cover-up that Jesus had a line of descendants.

(The USA Today. Wednesday. May, 2006)

11. Debates. What position do you stand for/ against?

12. Read the simple rules for passing the interview.

1. Be polite.

Don't forget to say all the nice words like- "Thank you", "You are welcome". "My pleasure", "You are so kind", etc.

2. Be prepared

While being asked about yourself do not tell your life story from your first breath of air. think about your characteristics that may be useful in the position you are applying for and concentrate on them.

3. Do not lie!

The truth will come out sooner or later and that won't be a pleasant moment for anybody. Try to slip away crossing another theme.

13. Project work

A plan for retelling text

I. Information about the author and the book from which the passage is taken.

Examples:

1) I would like to tell you a story... written by.... . He/she was a well-known.... . The book is about... who.... .

2) The story I would like to speak about is written by... . We know that the author... . The book is devoted to.. .

3) We've read a very unusual (thrilling, exaggerated, exciting, etc.) story by... . It touches upon (deals with) the problem of... .

II. General characteristics of the text (slant, type of narration, etc.)

III. Introduction of the main character (appearance, characteristic features, the way he/she is presented in the text) and opening events.

IV. Description of events as they appear in the extract. Pay attention to:

The variety of expressive means, example:

- a) the narration begins with...;
- b) draw(s) the reader's attention to...;
- c) ... making the reader believe...;
- d) serve(s) to stress...;
- e) prepare(s) the ground for...;
- f) the emotional state of the character is revealed...;
- g) by the author presentation of...; etc.

V. The main idea of the story.

VI. Your attitude towards the things described.

Make analysis according to the above plan one of the chapter of short stories.

1. Project "Literary Legacy of Writers"

Object: works by Uzbek, Great Britain and American writers.

Analyse the style, genre, language means in the short stories, or poems by writers whose names were mentioned before.

2. Write about characters from *Romeo and Juliet* by Shakespeare (Juliet, Romeo, Tybalt, Mercutio, Benvolio, Lord Capulet, Lady Capulet, Lord Montague, Lady Montague, Friar Lawrence, The Nurse, Paris, the Prince of Verona) and decide who was to blame.

UNIT 6. BANKS AND BANKING. FINANCE

Lesson 1. Federal Reserve System

1. Read the following sentences with proper pronunciation, intonation and rate.

1. Of course, it has its own tennis courts.
2. I thought it was forty-four.

3. All thought is important.

4. In the morning his temperature was normal.

5. It was more like a small town.

6. He also walked forward.

7. It's awful that all of us have bought some more.

8. When she was awfully bored she always made for the door and was not seen any more.

9. Whatever Maurice talks about George is always bored.

10. He always disliked that sort of people.

11. The water near Norway is not warm.

12. We thought he'd paused in his story but he said no more.

13. Shallow water is warmer than deep water.

14. The forty passengers were forced to walk.

15. He warned me. It was not warmer in the stalls.

2. Answer using the model.

Model: – You study at the Institute of Foreign Languages.

And your sister? (at the Medical College).

– My sister studies at the Medical College.

1. I like to listen to music at home. And he ? (at the concert). 2. My brother lives in Termez. And your brother? (in Tashkent). 3. Helen sometimes makes mistakes in her dictations. And Kate? (never). 4. Sometimes we speak Uzbek at the lesson. And the teacher? (English). 5. I watch TV every evening. And your family? (often) 6. Little children go to bed at about 9. And the grown-ups (At about 12). 7. I like to drink a cup of coffee in the morning. And she? (a cup of tea).

3. Make up 4 types of questions to the following sentences.

1. There were 3 classes with tape-recorders on this floor last year.
2. It was difficult for me to understand his writing.
3. All were present at yesterday's conference.
4. The students asked many questions on Jack London's biography.
5. Everything was beautiful in that garden.
6. Somebody knew that man.
7. Karim had a light breakfast in the canteen.
8. I saw him somewhere.
9. We had a rest together last summer.

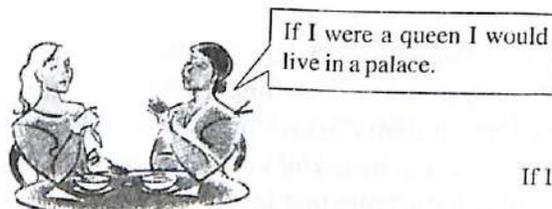
4. Replace the Infinitives by the Past Perfect, the Past Perfect Continuous or the Past Indefinite as required.

1. They (to drive) in the car for many hours before they (to come) to the crossroads.
2. The scientists (to carry) out dozens of experiments before they (to achieve) satisfactory results.
3. At last the postman (to bring) the letter which I (expect) several weeks.
4. He told me he (not to see) much of her since he (to move) to another place.
5. When I (arrive) he (to stay) at the same hotel where we first (to meet).
6. He (to tell) me he (to wait) for me for same time already.
7. He (consult) his watch nervously several times before he (to see) her at the end.
8. My watch (to keep) good time before I (to drop) it.
9. He (to write) and (to tear) up more than one letter when at last he (to find) the necessary form of address.
10. It (not to rain) for more than two months, and the fruits (to fall) before they (to become) ripe.

5. Complete the following sentences and fit them into situation, using words connecting with your entertainment.

- If I were you.....
- If he were able.....
- If we had known it last week....
- If I see her tomorrow...
- If they could have done it.....

6. Look at the picture and make up your own situation.



If I were...



7. Here is a list of future possibilities. Which do you think are :
a) possible
b) possible in theory but probably won't happen?

- rain at the weekend
- you win a lot of money
- you are president of your country
- you have nothing to do tonight
- you have a winter holiday
- you have three wishes

8. Look at the pictures. What associations do you have? In European countries the pig means saving money that's why it is called as "Piggy bank", where do citizens and state save their money?



9. Vocabulary.
Read the words and make up situations with them.

the Federal Reserve System overlap pension fund insurance company
stock
bond mortgages mandate to issue money federal deficit

10. Read the text and answer the questions.

THE FEDERAL RESERVE SYSTEM

The Federal Reserve System – or the Fed, as it is generally known - is the government agency responsible for regulating the United States banking industry. The Fed was created by Congress on December 23, 1913, to maintain an economically healthy and financially sound business environment.

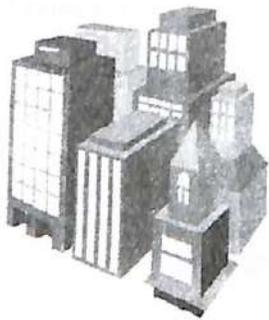
The Federal Reserve System is controlled by a seven-member Board of Governors appointed by the President and confirmed by Congress for

overlapping fourteen-year terms. From among the members the President selects the chairman and vice chairman, who serve renewable four-year terms.

The Federal Reserve System consists of twelve regional Federal Reserve District Banks, one in each, Federal Reserve District. In addition, there are twenty-five branch territory banks. Each District Bank is owned, but not controlled, by the commercial banks that are members of the Federal Reserve System.

All federally chartered national banks must be members of the Federal Reserve System. State banks may join if they wish-and if they meet membership requirements.

The Fed's role is primarily to regulate the supply of money and in so doing fulfill its mandate, which is to maintain a healthy economy. The Fed also serves as the federal government's bank and the banker's bank. It fulfills these roles in a number of ways.



The Government's Bank. The Fed performs two important functions for the government First, it produces the nation's paper currency (U.S. dollar bills bear the legend «Federal Reserve Note»). Thus the Fed controls the money supply by printing and issuing new money.

Second, the Fed lends money to the federal government by buying bonds issued by the Treasury Department. By making these loans to the Treasury Department, the Fed finances the federal deficit.

The Banker's Bank. When a bank needs money, it can borrow from the Federal Reserve bank and pay interest on the loan. Banks that belong to the Fed are required to maintain a reserve; this reserve money is kept on deposit at Federal Reserve Banks.

1. What is Fed?
2. Who controls the work of the Federal Reserve System?
3. Who must be a member of the Federal reserve System?
4. What are the main functions of the Federal reserve System?
5. What are the Government
6. What are the "Government's Bank" and "Bank's Bank"?

11. Agree or disagree.

1. It's impossible to have too much money.
2. We can't buy happiness for money.

3. I need more pocket money.
4. I save money to buy everything.

12. Note down the various ways in which shops and firms in Uzbekistan encourage you to buy their products.

13. Multi- word verbs. Fill in the gaps with the correct multi-word verb. Use a verb from Box A and a preposition or adverb from Box B. put the verbs into the correct form.

A	B
Put give look	On up off
Turn get go	Down in after
Take grow try	Out
Fill break	

- a. When I _____, I'm going to be a TV star.
- b. It's very hot in here. _____ your jumper then.
- c. Helen starts work at 8:00am, so she has to _____ at 6:00 am
- d. I'm afraid I can't go to the party on Saturday. I have to _____ my little brother.
- e. Could you _____ the light _____, please? it is getting dark.
- f. Did you know that John's just started _____ with Susan?
- g. I was late for work this morning because my car _____ on the moterway.
- h. Can you help me to _____ this application form for the job?
- i. It's terribly difficult to _____ smoking. I've tried many times?
- j. I'd like to _____ this dress, please. Of course. The changing rooms are over there.
- k. Let's _____ the TV to watch the news.
- l. I'm going for a walk. I need some fresh air. _____. Your coat _____, then. It's cold outside.

Self study:

1. Research work "Procedure of opening account in the bank".

Lesson 2. Money, Banking, and Credit

1. Read the Dialogue.

Teacher (to the class): 'Now we are going to have a talk about ↑ Great ↘ Britain. Comrade ↘ A., come ↗ up here and tell us what you know about the position of the ↘ country.

A. 'This is the map of Great ↘ Britain is 'situated on ↙ islands.

T. What 'seas ↙ wash her?

A. Great Britain is washed by the North Sea in the ↙ East. In the North ↗ West and ↗ South she is washed by the Atlantic Ocean.

T. How is she separated from the ↑ continent of Europe?

A. By the English ↘ Channel, and in the South ↗ East by the Strait of ↘ Dover.

T. That'll ↘ do, Comrade A. You ' get (a) ↘ five, ↘ thank you.

2. Read the dialogue paying attention to the intonation patterns.

A. Where are we ↘ going to ?

B. To ↘ Whitehall.

A. Is Whitehall located in the ↗ city?

B. Oh, ↘ n. This is where most of ↗ offices have always been ↘ concentrated.

A. Is it Big ↗ Ben over there?

B. ↘ Yes, it is our famous tower clock, it is seen from ↘ everywhere.

A. It is Westminster ↘ Abbey, ↗ isn't it?

B. I have been ↗ told that ↗ Newton, ↗ Darwin and ↗ Dickens were ↘ buried here.

C. Now we are coming to the National ↘ Gallery. Here pictures of contemporary ↘ artists are exhibited.

3. Tick the correct statements.

Nº	Statement	I agree	I disagree
1	Politicians are corrupt.		
2	Jane Eyre was a strong woman.		
3	English is one of the World languages.		
4	Manchester is the center of metallurgy.		
5	Federal Reserve System is in Great Britain.		
6	W. Shakespeare lived for 65 years.		
7	Sh. Holmes would do nothing against modern economical criminals.		

8	Our lyceum is one of the best in the Republic.		
9	Economic system deals with distribution.		
10	Uzbekistan is one of the world's leading fishing nations.		
11	Proctor and Gamble is a British Company		
12	Seeing is believing		
13	Two heads are better than one		
14	Great Britain hasn't any Constitution..		
15	Taxes are very low now in our Republic.		

4. Vocabulary. Read the words and make up situations with them.

Currency metal coin paper bill medium-of- exchange to counterfeit genuine currency portability divisibility stability durability authenticity accumulate U.S. Treasure

5. Read the text and answer the questions.

MONEY

Money is defined as anything used by a society to purchase goods, services, or resources. Today, most countries use metal coins and paper bills, but items as varied as gold and silver have been used as money.

Money is used to purchase—that is, used in exchange for—goods, services, or resources. The power to purchase, or exchange, is the basis of money's three principal functions.

A medium of exchange is anything accepted as payment. At one time, barter, the trading of goods for other goods, was acceptable. Money permits selling (rather than trading) goods and using the money received in exchange for desired goods. As long as sellers are willing to accept money from buyers, this medium-of-exchange function is being fulfilled.

Because the value of all products and resources are started in terms of money, money provides the means to compare value. Money serves as the standard for the measure of value.

Money does not need to be spent immediately; instead, money can be saved and spent later. Thus the value of money can be stored, and storing value allows wealth to be accumulated.

This stored value is not constant, however. The value of money fluctuates with the economy, losing value in periods of deflation.

Money must meet certain criteria in order to be acceptable. First, money must be trusted. Also, money must be convenient to use. For example, when the U.S. Treasury issued the Susan B. Anthony silver dollar coin, the particular coin was never widely circulated.

The five important characteristics of money are portability, divisibility, stability, durability, and authenticity.

Currency comprises not only all paper money and coins issued by the government but also money orders, travelers' checks, personal checks, and bank checks or cashier checks, issued by banks against secure bank funds. All these forms of currency are acceptable for payments.

1. What are the functions of money?
2. What is the medium of exchange?
3. What is the measure of value?
4. How can the value of money be stored?
5. What criteria should money meet in order to be acceptable?
6. What is the difference between money and currency?

6. The World Quiz:

1. What other currencies can you name?
2. Explain the causes how the money appeared.
3. Can the things replace money in some situation.

7. Organize the discussion of "Time is Money" in small groups.

8. Read the text and try to explain difference between types of plastic money Listen to the additional information about money

PLASTIC MONEY

Plastic money, or credit-card purchasing, has become a major factor in purchasing goods and services. Although credit cards serve as a substitute for money, they are, as their name implies, really an extension of credit, not money.

The overall supply of money helps determine its value. If there is too much money in circulation, its value or purchasing power drops, leading to inflation. However, it is difficult to measure the amount of money in circulation.

Three specific measurements of the money supply—M-1, M-2, and M-3—are discussed on the following page.

M-1 is a measure of money supply that includes only the most liquid forms of money. M-1 measures currency, demand deposits, and other checkable deposits (that is, deposits, against which checks can be drawn).

M-2 includes M-1 plus other types of money that can be easily converted to spendable forms, namely, time deposits, money-market funds, and savings deposits.

M-3 includes M-2 plus time deposits over \$100,000 plus term repurchase agreement.

9. Fill in the blanks with noun or verb. See examples.

We could not play tennis because of the rain.

The weather is horrible. It's raining again.

1. a. I don't want _____ to night. Let's eat out.

b. What's your job? I am a _____

2. a. I can see the postman. Is there any _____ for me?

b. Don't forget _____ my letter for me!

3. a. I'm dying for a _____. Is there any water in the fridge?

b. What would you like _____? Wine? Beer? Tea?

4. a. What are your _____ for the future?

b. Why have you got all those brochures? Because I _____ our new holiday.

5. a. I'm going _____ the walls white.

b. What's that in your hair? It looks like _____.

6. a. We're going _____ the Cup Final on television.

b. What's the time? "Sorry, I don't have a _____.

7. a. I'm bored. Do you want _____ cards?

b. Have you ever seen a _____ by Shakespeare?

8. a. How do you get to work? I _____

b. It's a lovely day. Let's go for a _____.

9. a. Please give my _____ to the children.

b. I don't like going to the swimming baths, but I _____ swimming in the sea.

10. a. We really enjoyed our _____ to Oxford last weekend.

b. When I was in Britain last year, I _____ lots of interesting places.

10. Multi-word verbs. Full in the gaps with the correct multi-word verb. Use a verb from Box A and a preposition or adverb from Box B. Put the verbs into the correct form.

A			B		
Put	give	look	On	up	Off
Turn	Get	go	Down	In	after
Take	Grow	Try	out		
fill	break				

- When I _____, I'm going to be a TV star.
- It's very hot in here _____ your jumper, then.
- Helen starts work at 8:00am, so she has to _____ at 6:00am.
- I'm afraid I can't go to the party on Saturday.
- Could you _____ the light _____, please? It's getting dark.
- Did you know that John's just started _____ with Susan?
- I was late for work this morning because my car _____ on the motorway.
- Can you help me to _____ this application form for a job?
- It's terribly difficult to _____ smoking. I've tried many times!
- I'd like to _____ this dress, please. Of course. The changing rooms are over there.
- Let's _____ the television to watch the news.
- I'm going for a walk. I need some fresh air. _____ your coat _____, then. It's cold outside.

11. Read the text and retell it.

NEW YORK CITY

New York is the largest city in the United States. More than seven million people live there. New York has very tall buildings like the World Trade Center and the Empire State Building. It is the biggest port in the world. Thousands of ships come to the port of New York each year. It has, Macy's, one of the biggest stores in the world.

New York also has the largest lady in the world – the Statue of Liberty.

New York is very cosmopolitan city. People from many countries came to live in.

New York. Three-quarters, or 75 %, of the people in New York City come from the groups. The groups are: black, Jews, Italians, Puerto Ricans, and Irish. The other quarter, or 25%, comes from all over the world.

New York City is the center for the culture in the United States. It has the finest museums and the best art galleries in the country. If you want to see play, there are many theatres you can go on Broadway. The street called Broadway is the center for the theatre in the United States.

People call New York City the "Big Apple". Jazz musicians in the 1920s gave New York this name. When a musician says he is going to the Big Apple, it means he is the best. Today, New York is still the U.S. center for the art and business.

12. Insert the appropriate word.

- A town with a harbor where ships can stop is a _____.
 - center
 - port
 - store
- A city where there are people from different parts of the worlds is _____.
 - cosmopolitan
 - Irish
 - Tall
- With its many art galleries, museums and theatres you see that New York is the center for _____ in the United States.
 - business
 - ships
 - culture
- You go to the theatre to see _____.
 - a gallery
 - jazz
 - a play
- When you cut something into four parts, each parts is a _____.
 - quarter
 - center
 - three-quarters
- When something is of the best quality, it is the _____.
 - largest
 - finest
 - biggest

13. Finish the sentences.

1. New York _____
 - a. has the largest ladies in the United States.
 - b. Is the largest ladies in the United States.
 - c. Is a tall city.
2. New York is _____
 - a. a black and Irish city.
 - b. A cosmopolitan city.
 - c. Three-quarters Puerto Rican.
3. New York _____
 - a. Has galleries on Broadway
 - b. Has only museums
 - c. Is the center for culture in the United States.

14. Find the incorrect word and replace it with the correct one.

1. More than eleven million people lives in New York City.
2. Three-quarters of the people in New York come from four groups.
3. The street called Liberty is the center for theatre.
4. Jazz musicians in the 1960s called New York the "Big Apple".
5. Macy's is one of the biggest ships in New York .
6. Thousand of plays come to the port of New York each year.

Self-study:

1. Find any interesting information about origin of money in the world and write a topic.

Lesson 3. Banking System

1. Learn these words which have opposite meanings and make up your dictionary of opposites.

Adjectives
Easy-difficult
First -last
Full - empty
Good- bad
Happy- sad

Noun
answer-question
end- beginning
love-hate
Verbs
answer- ask

High- low
Interesting- dull
Thin-fat

laugh- cry

2. Fill the blanks with a word opposite in meaning to the italicized words. Use the words from the lists above.

Example: I'll ask the questions. You answer them.

1. The boy didn't hate the girl. He _____ her.
2. The letter was difficult to read. It wasn't _____.
3. I'm not laughing. I "m _____.
4. The cup isn't full. It's _____.
5. She isn't thin, and she isn't _____.
6. We're not sad. We're _____.
7. Don't begin at the end. Start at the _____.
8. The book wasn't dull. It was very _____.
9. The opposite of first is _____.
10. High and _____ are opposite in meaning.

3. Some words form opposites by putting "un -" in front of the word. Study the words below and find your examples.

Happy-unhappy
Important-unimportant
Interesting-uninteresting
Kind- unkind
Necessary-unnecessary
Selfish-unselfish

4. Vocabulary. Read words and make up situations.

deposit/ non deposit	interest(%)	saving and loan associations	credit
union	auditor	exceed	output to charter

5. Read the text and answer the questions.

BANKING SYSTEM

Many forms of money, especially demand deposits and time deposits, depend on the existence of financial institutions such as commercial banks,

saving and loan associations (S&Ls), mutual saving banks, credit unions, and nondeposit institutions such as pension funds, insurance companies, and finance companies.

Commercial banks are profit-making organizations that accept deposits, make loans, and supply related services to their customers. Their input is the deposits they receive, for which they pay depositors interest. Their output is the loans they grant, on which they charge interest. If successful, their income exceeds expenses and they earn a profit.

These banks must conform to all federal banking regulations and are subject to unannounced visits by federal auditors.

State banks are commercial banks chartered by the states in which they operate. State banks tend to be smaller than national banks. State banks are subject to unannounced inspections by both state and federal auditors.

Mutual Saving Banks are owned by their depositors. They accept deposits, and they make home-mortgage loans. There are no stockholders: the profits are distributed to the depositors. Almost all mutual savings banks are state-chartered: they are mainly found in central cities of the Republic of Uzbekistan..

Like mutual saving bank, credit unions are owned by the depositors (called members). Credit unions accept deposits only from members and offer loans only to members. Credit unions are generally formed by a member of a company where he is the employer, or a union, or an institution such as a college or university.

Nondeposit institutions, which comprise pension funds, insurance companies, and finance companies, are also part of the banking system.

Pension funds and insurance companies accept funds and invest them in stocks, bonds, or other securities, or they lend the funds in the form of mortgages for large commercial real estate projects.

Finance companies lend smaller amounts of money, generally to individual consumers.

1. What are the financial institutions?
2. What are the features of the Commercial Banks?
3. What are the functions of the National Bank?
4. What deposits do the credit unions accept?

6. True or False.

1. Commercial banks are not profit-making organizations that's why they accept deposits, make loans.
2. In the Republic of Uzbekistan State banks are commercial banks.

3. Savings banks are mainly found in the centres of districts.
4. Credit unions are generally formed by a union, or an institution, or organization.

5. Mutual saving Banks do not accept deposits.

7. Listen to the text and add the number of the characteristics

Divisibility____ Durability____ Stability____
Portability____ Authenticity____

8. Read the text. Try to understand implicit idea expressed in it.

THE LOVE LETTER

Once there was a boy who loved a girl very much. The girl's father, however, did not like the boy and did not want their love to grow. The boy wanted to write the girl a love letter? But he was sure that the girl's father would read it first. At last he wrote this letter to the girl.

The great love I said I said have for you

Is gone, and find my dislike for you increases every day.

When I see you, I do not even like the way you look:

The one thing I want to do is to look the other way.

I never wanted to marry you. Our last conversation was very dull and in no way has made me anxious to see you again.

You think only of yourself.

If we were married, I know that I would find life very difficult, and I would have no pleasure in living with you. I have a heart to give, but it is not a heart

I want to give to you. No one is more demanding or selfish than you, and less able to care for me and be of help to me.

I sincerely want you to understand that I speak the truth. You will do me a favor if you consider this end. Do not try to answer this. Your letters are full of things that do not interest me. You have no true concern for me. You have no true concern for me. Good bye! Believe me, I am still your loving friend.

The girl's father read the letter. He was pleased, and then gave letter to his daughter.

The girl read the letter and was very happy. The boy still loved her!

Do you know why she was pleased? She and the boy had a secret way of writing to each other. She read only the first line of the letter, and then the third line. And then the fifth line, and so on, to the end of the letter.

9. Questions on the Reading.

1. Did you think this way a love letter when you read it the first time?
2. Who read the letter first? Do you think he was pleased?
3. Why was the girl happy when she read the letter?
4. Do you think the father knew about their secret way of writing?
5. Do you think this secret way of writing is a good one?

10. Infinitive with or without to?

Put the verbs in brackets into the correct form, the infinitive with or without *to*.

Example: I'd like to come (come) to the swimming pool, but I can't swim (swim).

- a. I can't _____ (see) anything. It's so dark.
- b. Jane's decided _____ (give) her husband a ring for Christmas.
- c. Let's _____ (go) to Rome for our holiday.
- d. Shall I _____ (ring) the travel agent?
- e. We'd love _____ (meet) your wife.
- f. Could you _____ (tell) me the time, please?
- g. Veronica couldn't _____ (come) to the party because she promised _____ (visit) her aunt.
- h. John forgot _____ (turn) off the lights when he went to bed.
- i. I couldn't _____ (ride) a bike until I was eight, but I learnt _____ (swim) when I was three.
- j. Can you _____ (help) me? I'd like _____ (buy) a new stereo.
- k. I don't want _____ (stay) at home tonight. Let's _____ (go) to the pub.
- l. I'll _____ (see) you tomorrow!

11. Give short affirmative or negative answers to the following questions.

1. Are you doing your homework?
2. Is Karim talking with his friend?
3. Are you writing a composition?
4. Are you asking questions at the lesson?
5. Is Ahmedov having dinner?
6. Is anybody coming into the room?
7. Is anybody crying here?
8. Is anybody knocking at the door?
9. Are Agzamov and Halikov hurrying home?
10. Are the students speaking Uzbek now?

12. Write the form of P I and P II of the following verbs.

1. sit, put, stop, get; 2. give, take, write, fight, open, retell, speak; 3. fly, play, cry, satisfy, try, buy; 4. lie, die; 5. grow, leave, stay, eat, meet, hear, see, shut, think, teach, cut, win, build, make, throw, tear.

13. Answer the question using the model.

Model: At this time he usually has dinner. And now? (to watch TV).

1. In the evening my father sits in an armchair and listens to the radio. And now? (to play chess).
2. I usually wake up at 6 o'clock in the morning on my week-days. And this morning? (to sleep)
3. At this time my mother usually leaves home? And now? (to cook breakfast).
4. At 10 o'clock Karim usually finishes to do his lessons. And now? (to learn the poem by heart).
5. At this time of the snow doesn't melt. And now? (to melt fast).

14. Complete the sentences using the words of opposite meaning.

Example: Some questions are *important*, but others are *unimportant*.

1. Some boys are *afraid*, but others are _____.
2. John is *selfish*, but his sister is very _____.
3. The girl knew the boy *liked* her, but her father thought the boy _____ her.
4. Some people are *happy* one day, and _____ the next.
5. I try to be *king*, but sometimes I'm _____.
6. Some people *agreed* with the speaker, but others _____ with him.
7. The speaker *pleased* some people, and _____ others.
8. Some students think it is *necessary* to study. Others think it is _____.
9. Some students *continue* their study of English. Others think when they finish school.
10. Most of the readers believed the story was *interesting*. A few believed it was _____.

15. Make an adverb from the given at the left of each sentence, and use it in the blank space.

Example: possible

Honest

Selfish

Anxious

Sincere

Different

Unselfish

Sad

Kind

Unhappy

Glad

I can't possibly go.

1. I _____ don't know what to tell you.

2. The daughter acted _____; she wouldn't help her mother

3. I am _____ waiting for your answer.

4. I know he is acting _____

5. Everyone does things _____

6. All his life he has served others _____

7. "Don't you love me?" the little girl asked _____

8. He is a good man and speaks _____ to everyone.

9. The child cried _____, "I don't want to"

10. The speaker _____ answered all our questions.

16. Put the following sentence into the interrogative-negative form and give short affirmative or negative answer using the model.

Model: -They are translating the letter (the text)

- Are not they translating the text?

- Yes, they are.

- No, they are not.

1. Karim is holding his mother (Dilbar). 2. They are waiting for Zamira (me). 3. It is raining (showing). 4. He is spending his vacation at the sea-side (in the mountains) 5. The Rahmanovs are inviting us to the theatre (the Rasulovs). 6. The clock is striking (2). 7 The birds are coming back from the South (East) 8. Group 103 is having a history lesson now (an English). 9. Look. Malika is dancing (Rahima). 10 We are leaving home at 8 in the morning (9.30).

17. Put the following sentence into the interrogative form using the model.

Model: - Ahmad is studying English.

- Is he indeed studying English?

1. They are hurry to the college. 2. She is reading the text well. 3. Somebody is playing the piano. 4. The Kamilovs are arriving on Friday. 5. Father is planting trees in the garden. 6. The student are copying out the text. 7. I am showing my new dress to my friend. 8. The teacher is explaining the new grammar rule to the students. 9. The students are listening to the dean's speech very attentively. 10. A friend of his is moving to a new flat.

UNIT 7. COMPUTERS IN OUR LIFE

Lesson 1. Computer Age

1. Remember!

Abbreviation is used as beginning letter plus a letter from the middle or end of a word to indicate the word they stand for. Many abbreviations are capitalized and end with periods. metric unit abbreviations are usually not capitalized and shown without periods. **An acronym** is a word formed from the first letters of a group of words.

1. Write the abbreviations

1. refer to people _____
2. for measurements _____
3. connecting with the address _____
4. refer to the time of day _____

Write acronyms:

1. radio detecting and ranging _____
2. self-contained underwater breathing apparatus _____

2. Phone drill. Listen and say these word combinations aloud. Underline the stressed word.

computer screen	travel arrangements	TV channel
concert tickets	satellite dish	mobile phone
late-night phone call	two-days visit	electronic mail

Conversational formulas:

3. Look at the following issues. Decide whether you are for them or against them.

I'm for it.

I'm against it.

I don't really care.

I'm in favor of it.

It doesn't concern me.
 I hate.....
 I can't stand.....
really bugs me.
 irritates me.

I'm opposed to it.
 I'm sick and tired of.....
 I'm fed up with
drives me crazy.
annoys me.

- 1.Smoking in public places_____.
- 2.Giving help to old people_____.
- 3.Using hi-technology in education system_____.
- 4.Free Medicine for all people_____.
- 5.Free university education_____.
- 6.Free-visa trips to all countries_____.
- 7.Free-trade between countries_____.
- 8.Women's Mandatory military service_____.
- 9.Free Public Transportation_____.

4. Make up a dialogue using conversational formulas.

Model:

- You are very nervous. What are you tired of these days?
- I'm tired of watching TV.
- What programs on TV drives you crazy?
- Criminal chronics.

5. Look at the words for the item of technology in the box. Which ones would you find at work, which at home, and which at work and at home?

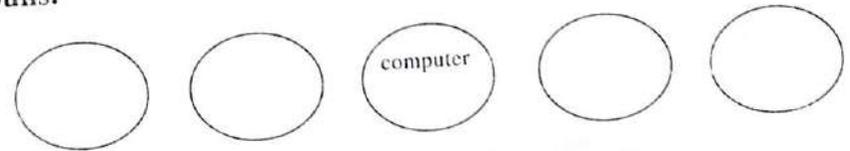
computer video recorder microwave CD/DVD player food processor
 processor camcorder camera photocopier washing machine
 telephone refrigerator stereo-phone security system notebook
 microphone superdisc

6. Read the compound words paying attention to the word stress. Classify them according to the word-building models in the given table.

N+N	P1+N	Acronym

answering machine, fax machine, keyboard, e-mail, word processor, tape recorder, satellite dish, remote control, videotape, videocassette, clock-radio, mobile phone, cable TV, remote control

7. Complete this bubble- network with any appropriate compound nouns.



8. Make up a topic "Machines in my Home".

Grammar

9. Listen the poem and explain the Passive Voice function and rule of its using.

10. Look at table and compare the forms of Gerund and Infinitive Forms of Gerund

Tenses	Active	Passive
Indefinite	giving	being given
Perfect	having given	having been given

Forms of Infinitive

Tenses	Active	Passive
Indefinite	to give	to be given
Perfect	to have given	to have been given

11. Read the models of the sentences with Passive Infinitive and Gerund

Passive infinitive	Passive gerund
To be contacted by e-mail is not very sociable. (to begin a sentence with known information and to end with new information, as subject of a sentence for emphasis)	Being connected to an e-mail system is very useful. (as a subject)
The Internet should be controlled by the government	Most people like being contacted by e-mail. (as the object)
	People are afraid of being censored by the government (with preposition)

12. Rewrite the sentences using the words in brackets and a suitable passive.

Model. I won't come to the party without being invited.

1. I won't come to the party without (invite).
2. She's concerned about (send) unwanted mail.
3. (Lose) in the snow is very frightening.
4. You should (pay) for the work you do.
5. He mustn't (give) more time to finish the test.

13. Rewrite these sentences in the passive.

Model: He doesn't like being phoned after 10pm.

1. He doesn't like people phoning him after 10pm.
2. She's nervous about people changing too much.
3. He's interested in someone connected him to cable TV.
4. She is looking forward to people inviting her over the chat.
5. He wants to communicate with friends without other people overhearing.
6. She needs someone to tell her what to do.

14. Vocabulary work. Repeat after teacher the new words. Make up sentences with them.

to penetrate indispensable to calculate to forecast instantly
enumerate flood of information

15. Read the text and answer to the questions below.

COMPUTER AGE

Computers are penetrating all spheres of human activity, in many of them they have become indispensable. They calculate orbits, guide spaceship and planet, calculate targets of economic development, play chess, teach pupils, and help housewives to choose a menu.

Some scientists say that the 21-st century world is impossible without the computers. Computers today are running our factories, planning our cities, teaching our children and forecasting our future. The computers solve, in second, the problems of a generation of mathematicians would need months or years to solve without its help. If we are to believe some forecasts, computers, like the telephone or electricity, may become a common thing of every day used by almost everybody. They can even enter our home life.

They can help make up a person's shopping list, remind someone of important appointments and anniversaries and answer the telephone. We often hear that the increasing flood of information will be one of the problems of the 21-st century.

A computer may help solve it too. In a computerized library of the future request for information will be answered instantly and as fully as the user wants. It's hard to enumerate all the uses the computer may be put to.

1. What human's activity are computers used in?
2. Why do we need in using computers at home?
3. Can the 21-st century exist without computers?
4. How often can we see computerized equipments at lyceum?

16. Work in groups of three or four. Discuss if you are happy with (for) or afraid of (against) technology progress. Is there anything that irritates you about computers or electronic technology? Which computerized things do you most or least like using and why? What can go wrong with technology?

17. Find the suitable words to the sentences.

1. The TV is connected to the _____ by a cable.
2. The system was attacked by a _____.
3. The computer was tested with special _____.
4. You can change channels by using the _____.
5. Many children are being shown how to use _____.
6. A virus destroyed the _____.
7. The _____ discovered a flaw in the bank's computer system.
(remote control, hacker group, mobile phone, hard disk, virus, computer, software)

18. Match the definitions below with the means of communication in the box

CD-ROM e-mail fax the Internet satellite TV cable TV

- a) a system which allows messages to be sent and received by a group of computer users.
- b) a means of storing information on a disk to be read by a computer.
- c) a system of broadcasting television using a satellite in space.
- d) a means of sending or receiving printed material in electronic form along a phone line.

e) a network which allows computer users around the world to communicate with each other.

f) a system of broadcasting television by cable, giving viewers access to more channels.

Which of these means of communication do you use?

19. Quiz:

1. What we can do using CD-ROM?
2. How can you communicate with your foreign friend?
3. How can you send your documents?
4. You have opportunity to see different channels, what does help you to do it?

20. Read the text and try to understand the role of the Internet in our life. Answer the questions.

INTERNET

The Internet is a group of thousands of different computer network, all loosely connected through the phone lines. Access to the Internet means access to all those networks and the information they contain. It also offers communication with all other Internet users.

Cyberspace refers to the virtual environment or space in which Internet communication takes place.

The World Wide Web is the largest part of the Internet, where information is presented graphically, using text and pictures, as well as sound, animation and video.

It is also possible to "chat" to other Internet users when you are on line, i.e. connected to the Internet.

5. Who are Internet users?
6. What is "Cyberspace" and "WWW"?
7. When you are on -line what can you do?
8. What is "access to the Internet"?

21. What are opposites to

post-
WWW-
Cyberspace-

chat-
access-
computer-

fax-
virtual-
CD-ROM

22. Look at the statements below and decide if they support the idea.

You have received a short message a friend of yours by e-mail. What is the main reason for writing and using e-mail?

- to tell you news _____
- to ask for your advice _____
- to give you some advice _____
- for communication with you _____
- to have some information about you _____

Self-study

1. Write all names of computer equipment's pieces, which you have learned in computer lessons.

2. What web sites do you often use? Write down them.

Lesson 2. Electronic Equipment

1. Answer the question:

1. Can we learn foreign languages by the help of computer?
2. What education sites do you know?
3. Do you use any education programs to improve your English?

2. Repeat the new words and continue the given list with equipment pieces

desktop	PC	DVD	icon	website	cursor	pull-down	menu	reboot
scroll down	download	highlight	paste	engine				

3. Underline the most suitable word or phrase

1. I am going to buy a new notebook/desktop PC that I can work.
2. If you don't press this button, the washing machine won't go/move.
3. The lights have gone out. It must be power break/cut.
4. Who exactly discovered/invented the computer?
5. If your DVD -player is faulty, you should return it to the manufacture/ creator.
6. It's hard to get spare/additional parts for this electronic machine, if something goes wrong.

7. Lift the microphone/ receiver and listen for the dialing tone.

8. Don't touch wire! You'll get an electric charge/shock.

4. Complete the sentences with a word from the above box. Use each word once only.

1. The text appears at the position of the flashing _____.

2. Hold down the left mouse button and drag the mouse over the text that you want to _____.

3. If your computer crashes, you may have to _____.

4. To open a document, click on the relevant _____.

5. To transfer the text to another document you can copy and _____.

6. If the text you want is below the part you can see, you can _____.

7. Look at the toolbar at the top of the screen and select the option you want from the _____.

8. Connect to the Internet and type out the address to go straight to the _____.

9. If you can't find the information you want on the website, try typing out a key word into the search _____.

10. If you need to get a whole program from the Internet, it can take a long time to _____.

5. Think of a piece of electronic equipment, for example, a computer or video recorder, and write down three things that could go wrong with it. Imagine that you bought one last weekend and now are writing to the manufacturers to explain what went wrong and to demand a replacement or your money back.

Begin your letter by saying what you bought and where you bought it.

Next, explain what the problems were and when they happened.

Finally, tell them that you would like a replacement or your money back.

Use these expressions to help you:

Dear Sir/ Madam

I am writing to inform you that.....

Firstly, the box was damaged when the video was delivered....

I would be grateful if you would...

Yours faithfully...

6. Listen to the dialogue and answer what is networked and what happened if it caught virus. Improvise it in pairs.

7. Repeat the sentences after your teacher, paying attention to the intonation.

It's in a great demand..

The Ultra Mobile PC- is a very small touch-screen PC.

It's a seven-inch, a weight of two-pounds; wireless networking; and, of course, Windows XP.

You discover that there is no keyboard, trackpad or CD drive- or palmtop that is so huge you need two hands to operate it.

If something on the screen is big enough, you can just tap it with your finger.

8. Read the words and answer the question: "What sets of computers do you know and how can we operate them?"

hardware – the machine, wiring and other physical parts of a computer
software- a programs and other operating information used by a computer
palmtops— small and light computer to be held in one hand

cellphones- a mobile phone

touch-screen- a display device which allows the user to interact with a computer by touching areas on the screen

inch – a unit of length equal to 2, 5 cm.

keyboard- a panel of keys for use with a computer

trackpad – the area of moving or direction

CD drive- operate by compact disc

DVD drive-operate by the digital versatile disc

to tap - to press

tiny system tray - little system container

icon- symbol on a computer

flimsy plastic stylus- weak plastic pen-like device used to input handwriting directly into a computer

nubbin – a central point of matter

labeled Menu- classifying name "Menu"

to hook up- link to electronic equipment

laptop –a portable microcomputer

9. Read the article and answer the questions:

1. What is touch screen PC?

2. Does it have trackpad system?

3. How can we operate with it?

Microsoft's mobile PC answers leave question: Why?

According to the legend, students in journalism school are taught to remember the five W's: who, what, when, where and why.

This week Microsoft introduced a new kind of computer called the Ultra Mobile PC- and there are good answers to four of those questions.

Who: Microsoft designed the hardware concept and wrote the software for it, just it has in past years with palmtops, cellphones and media centers. So far, companies like Samsung, Asus and TabletKiosk have signed on to make and sell Ultra Mobile PCs.

What: The Ultra Mobile PC- is a very small touch-screen PC. It's a seven-inch, a weight of two-pounds; wireless networking; and, of course, Windows XP. There is a 40-gigabyte hard drive, 512 megabytes of memory and a 900-megahertz Celeron processor. Holding an Ultra Mobile PC in your hands is very cool and exciting for the first 30 seconds. You discover that there is no keyboard, trackpad or CD drive- or palmtop that is so huge you need two hands to operate it.

The trackpad problem is survivable, thanks in part to the touch screen. If something on the screen is big enough, you can just tap it with your finger. When the targets are not so big- the tiny system tray icons, for example- you can tap the screen with the flimsy plastic stylus. You can also move the cursor by pushing against a textured, eight-directional nubbin with your left thumb- while pressing a button labeled Menu with your right thumb. And you can "click the mouse" by pressing the Change Resolution button, also while pressing the Menu button.

When: The Samsung is available now, and its successors will arrive by the end of the year.

Where: An Ultra Mobile PC is handy at boardroom presentation: hook it up to a projector and tap through PowerPoint without having to bring a laptop. Airplanes tray tables come to mind, too. Music, photo and video playback are all easy to operate with fingers. But the Samsung battery lasts only about three hours, and there is no build-in DVD drive.

Why: The Ultra Mobile PC will exist because a touch screen might be useful in some industries like insurance investigation and package delivery.

In short, the lesson missed by the Ultra Mobile PC's creators comes from the School of Common Sense.

By David Pogue

Adapted from *The International Herald Tribune*. May 4, 2006.

10. Read this funny sketch. Which of these statements are not true? Prove your statement using the following phrases: It's not true because...,that's why..., I'm sure that...,

At the Globe Theatre

(Two tourists are visiting the exhibition at the Globe Theatre)

A: Look at all these things from the theatre in Shakespeare's time!

B: Yes, isn't it exciting? There's Shakespeare's computer!

A: No, that's impossible!

B: What do you mean?

B: Well, Shakespeare didn't use a computer.

A: Didn't he?

B: No, they didn't have computers in those days. Shakespeare used a typewriter.

A: Oh, yes, of course.

B: Do you think that's Shakespeare's TV?

A: Where?

B: Over there. It's very old.

B: No, Shakespeare didn't have a TV.

A: Why not?

B: Because he went to the theatre every night. He didn't have time to sit at home and watch TV.

A: No, of course not.

B: Look at these! Cassettes of all Shakespeare's plays!

A: Did he have a cassette recorder?

B: Yes I am sure he did. I expect he recorded all his plays at the Globe Theatre.

B: Oh, and here's an old telephone!

A: Hey, why don't we call Shakespeare!

B: Don't be silly! We can't call him.

A: Why not?

B: Because we don't know his phone number!

11. Quiz:

1. What interesting things or events, connecting with high-tech do you know?
2. Do you know who is Hacker?

3. Are there many Hackers in the world?
4. What language do they speak?
5. Do they exist as subculture or not?

12. 🎧 Listen to the article and answer the questions: What did one teenager? How could he do it?

13. Read and answer.

Hackers' slang

Hackers have their own language which like jargon. They often make rhymes or puns in order to convert an ordinary word or phrase into something interesting. For example,
 Microsoft=> Microsloth
 Margaret Jacks Hall (the CS building at Stanford)=> Marginal Hacks Hall
 Government Property+ Government Dublicity
 names of newspapers-New York Times => New York Slime.
 Boston Herald=> Horrid (or Harried)

1. What is Hacker's slang?
2. Why do they covert any words?

13. Debates. Activity of Hackers is the problem in the world. Their actions are legal/ illegal.

14. On the left are some common abbreviations used by people on the Internet. Match them with the phrases they stand for, on the right.

- | | |
|-------------|----------------------------------|
| 1. IMHO | a) Are you there? |
| 2. BTW | b) rolling on the floor laughing |
| 3. RU there | c) in my humble opinion |
| 4. LOL | d) laughing out loud |
| 5. ROTFL | e) ta-ta for now (=goodbye) |
| 6. TTFN | f) by the way |

15. Do you use abbreviation during your communication by Internet? If you have access to the Internet, what do you use it for?

Self-study:

1 Find the information about negative influence of mobile-phone to our health. Fill in the table with advantages and disadvantages of mobile-phone using and be ready for discussion this problem.

advantages	disadvantages
It's convenient way of communication	it damages our brain

Lesson 3. Recent Inventions

1. Read the article and expand it with your theories looking at the picture.

MALAWI ON MY MIND



Just what was Madonna up to in Africa last week?

When Madonna paid a visit to a Malawian orphanage last week, the rumour began to expand. Government officials claimed she was intending to adopt a child, as Angelina Jolie.

Her spokeswoman denied the claim, but what was Madge really up to?

Here are a few theories:

One of the theories: I can't fathom just how one person can walk into a room where several children are hoping to become adopted, only to pick one and walk away. The second.....

2. 🎧 Listen to the dialogue "SD-ROM for storing information" and answer the questions:

8. Why is CD-Rom much better then books?
9. Why did Nodir express his disagreement?
10. Could Hurshid convince Nodir that he is right?

3. Work in pairs. Which of the following uses for the new technology might Hurshid mention?

- storing information
- shopping
- making travel arrangements
- having art pictures at home
- playing games
- having books for reading
- visiting galleries
- communicating with mobile-phone

4. Vocabulary work. Read the words and their definitions. Make up a situations with the new words.

odd line	spontaneous speech	to be censored	sociable
subscription	chat	obviously	

odd line - separated line from a pair or set
spontaneous - performed as result of unplanned impulse, open, natural and relaxed

to be censored - examining material is to be announced/ published
sociable - to be open to talk, friendly and welcoming
subscription - arrangement to receive access by paying in advance
chat - talk in an informal way
obviously - easily understood

5. Repeat the phrases and try to explain them after reading the dialogue (6).

It sounds horribly cold to me.

You've a huge fan of that..

I can see what you're saying, but I do believe...

You can do an odd line here, an odd line there. It's good.

I suppose so. But you can still look at the pictures.

6. Read the dialogue and try to understand its details and expressions.

Alice: I know you've got a fax machine, do you use e-mail?

Nick: No, but I use only the fax. I think e-mail is rather expensive form of sending letters because you've got to pay the subscription to the company.

Alice: E-mail is actually better than fax-machine because it's much faster. And I bet you thought you'd never have anything as advanced as a fax machine, but....

Nick:with a fax you're just paying for a simple phone call.

Alice: I agree. And a fax is still a good way of sending visual information, such as drawings and diagrams. But, you know, a lot of people like to be.... kind of... contacted by e-mail. It's quite a sociable thing, you know, because you can't actually understand its advantage.

Nick: I can't believe that! I think, it's much better to have a handwritten letter, surely?

Alice: Well...but e-mail are used by progressive people and....

Nick: It sounds horribly cold to me.

Alice: Well, no... not really, because you can be quite sociable, you can chat to people, you send something, somebody sends something back. You know, you can do an odd line here, an odd line there. It's good.

Nick: No, I disagree. I don't think it's very sociable to be contacted by e-mail and be talking to a computer screen. I mean it's like talking to a robot.

Alice: Well, I think it's good to be connected to e-mail, because it is a very spontaneous way of communication with people all over the world.

Nick: What about the Internet? I mean, you've a huge fan of that, at the moment, aren't you?

Alice: Well, I am actually. I mean, I don't think it should be government controlled, because then, you know, you lose your freedom of speech, you lose...

Nick: I can see what you're saying, but I believe there should be some control over the Internet, otherwise it could be used as a way of sending political propaganda. I think that is wrong.

Alice: Yeah... there are a lot of people that are afraid of being censored by the government...

Nick: Well, people are being censored right now... And... in lots of different ways. Why do we just use the Internet as an argument there?

Alice: I see you point, but what about TV then, what are your views on that? Because I think if you can watch TV station from anywhere in the world then obviously it's going to help you to find out about other cultures. You know being connected to cable and satellite and TV isn't as expensive as you might imagine.

Nick: No, if there's a lot of satellite television coming in and it's all in different languages, it's not much use if... because you won't understand it!

Alice: I suppose so. But you can still look at the pictures.

7. Complete the sentences summarizing what Alice says. Use the information above.

1. It's good to be connected to e-mail because it is _____.
2. A fax is a good way of something _____.
3. Being connected to foreign TV station helps you to _____.
4. Watching cable and satellite TV isn't _____.

8. Work in groups. Discussion about the statement "More technology means less communication"

Group A: You agree with the statement.

Make a list of Nick's opinions and add some of your own.

Group B: You disagree with the statement.

Make a list of Alice's opinions and add some of your own.

9. Write a summary of the discussion using the statement as a title.

Introduce the subject and explain what it's about.

There has been much discussion recently about the communication revolution. More people are using e-mail, cable TV and the Internet.

Present the arguments in favour.

On the one hand, using the new technology means faster communication...

The advantages are....

The disadvantages are....

However...

Moreover...

Present the arguments against.

However, many people think it makes it more difficult to communicate.

Present your conclusion.

In conclusion, I think that....

10. Work with a partner. Say whether you agree or disagree with the following statements.

- a. Children should read more books.
- b. These days unsafe for children to play outside on their own.

c. Given the chance, children would rather watch TV than do thing outside.
d. It's important for children to have computer or a television in their bedroom.

e. Technology ruins childhood.

f. Children should spend more time communicating with children.

11. Listen to the text and make two lists for writing down arguments in favour of e-mail, Internet, computer game and mobile phone and against.

12. Vocabulary work. Read the new words and their definitions.

genetic engineering	cloning	techno	multi-media	virtual reality
desirable	mess	nightmare		

genetic engineering- when scientists change the genes of a person, plant or animal

cloning- is the technique of producing a genetically identical duplicate of an organism

desirable= necessary

mess- make untidy or dirty

nightmare- a frightening or unpleasant dream

Techno – electronic dance music with strong, fast beat

multi-media- using a mixture of sound, pictures, film and writing to give information

virtual reality- using computer images and sounds to make things seem real when they are not

13. Make up sentences with these words. Brainstorm advantages/ disadvantages of these technological development.

14. Where are techno, multi-media and virtual reality usually used?

15. Read the interview "The Problem of Cloning" and answer the questions.

A: If you can spare a minute, we're conducting a public opinion survey on how people feel about cloning. You will have heard that some scientists are planning to clone human being. In fact, they claim they will have done it by the end of the year. In your opinion, is this desirable?

B: Generally speaking I am suspicious of any forms of genetic engineering.... though people do talk about there being quite a few benefit associated with genetic engineering. In terms of health and dealing with certain diseases, or even solving the world's food problems. However, that doesn't mean scientists should be allowed to make human clones. Personally, I can't think of any good reasons for it. It's unnatural- nobody has the right to mess around with nature like that. Cloning may lead to a nightmare world.

1. What is cloning?
2. In what purposes has genetic engineering been developing?
3. Is it natural to mess human being?

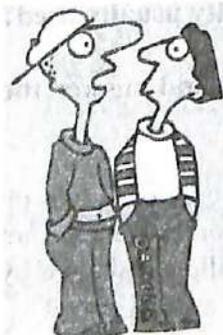
16. Using the following phrases try to make up a topic, pay your attention of using prepositions.

- a clone is an exact copy of a plant, animal, man
- research into cloning
- the debate over cloning humans
- cloning will lead to a nightmare world
- a way of cloning humans

17. Look at the table of Prepositions using and add it with your examples

	in	on	of	about
noun	research	lecture	example	discussion
verb	believe	insist	approve	chat
adjectives	interested	keen	afraid	nervous

18. Read the text and answer what do you think of Howard Stapleton invention?



ANTI-TEENAGE INVENTION

Though he didn't know it at the time, the idea came to Howard Stapleton when he was 12. One day his father took him to the factory where he worked, but the boy suddenly refused to go inside one of the rooms.

"The noise!" he complained.

"What noise?" the grown-ups asked.

As you probably know, children and young people can hear high-frequency sounds that grown-ups can't.

Knowing this, Howard Stapleton has invented a gadget that can stop teenage gangs from hanging around outside shops and causing trouble.

The gadget sends out high-frequency waves that can be heard by most people younger than 20 and almost no one older than 30. Howard called his invention "the Mosquito". "It's small and annoying", he says.

The first "Mosquito" was put up outside a shop in Newport, Wales, and the result was almost immediate. A group of teenagers gathered near the shop as they usually did (though they were supposed to be at school) but five minutes later they ran away-with their fingers in their ears!

"The sound is loud squeaky and just goes through you" said one of the teens.

Some shop owners say, however that the Mosquito is the waste of money. Classical music, too, horrifies teenagers.

- gadget- a small mechanical device
- to gang- joint together
- to hang around- wait around

19. Work in the group of three or four. Discuss which of the following inventions have made the most important contributions to improving people's life. Number them in order of their importance

- television
- radio
- telephone
- gunpowder
- penicillin
- light bulb
- computer
- petrol engine
- solar energy

Self-study:

1. Write a letter to your friend to send by e-mail.

2. Read and remember the information about invention.

Marcony invented the radio.

Volta invented the electric battery

The contact lens- The first workable pair were produced in 1887 by E.E. Muller, a glassblower from Wiesbaden in Germany.

The tin opener was invented 45 years after the tin can.

The fax machine was invented by Giovanni Caselli in 1865.

The first book printed in English came out in 1474.

The person who invented champagne in 1690 was a monk called Pierre Perignon.

UNIT 8. PROFESSIONS, TRADES, CAREER.

Lesson 1. Professions and Jobs

1. Read and learn the poem by W.H. Auden. What grammar material can you find in the poem?

The more loving one

Looking up at the stars, I know quite well
That, for all they care, I can go to hell,
But on earth indifference is the least
We have to dread from man or beast.

How should we like it were stars to burn
With the passion for us we could not return?
If equal affection cannot be,
Let the more loving one be me.

2. Read the text. Find -ing forms and explain their using. Find synonyms and antonyms in the text.

When Ted was young he used to go to the airport quite often to watch the planes taking off and landing. He saw all kinds of people coming and going. He listened to the speaker announcing the flight numbers and destinations of the departing planes.

Whenever Ted heard her announce a flight leaving for Rome or Athens, he imagined himself boarding the plane.

3. Gapped text completion

Don't expect _____ a Van Gogh painting in the same way you might enjoy a Renoir. Van Gogh will force you _____ people, objects, and landscapes in a different way, a different light. He risked _____ different and many who knew him thought he was insane. When he decoded _____, he did so to the exclusion of virtually everything else, this permitted him _____ new dimension in colour, light, and texture. He particularly enjoyed _____ in the south of France because of the sunlight and colours he experienced there.

4. Defining relative clauses with «who» «which» «that» «where» and «whose».

1. Who/that as a subject pronoun

• These are used in defining relative clauses to define the person or people we are talking about:

This is a baker who/that gave me some fresh bread.

2. Which/that as subject pronouns

• These are used in the same way to define things or places:

This is the dog which/that followed me all over the Lake District.

3. Who, which, that as object pronouns

• When the person or thing is the object of the verb in the relative clause, you can leave out who, which or that:

These are some fishermen (who/that) I met when I was in South Shields.

4. Whose

• Whose means of whom and replaces his, her and their in relative clauses. It can never be left out:

That's the man whose cauliflowers won first prize in the flower show.

5. Where

• This means in which and is used to talk about places. It can never be left out.

This is the village where I stayed in Devon.

1. The man who lives next door lent me his hammer.

2. A girl fainted. She was standing behind me in the queue. (The girl...)

3. Have you ever met the family? They have just moved in to the house next door. (Have you met...)

4. A man telephoned me this morning. His company sells computers.

5. What was the name of the car? It won the Car of the Year award.

5. Join the two sentences, omitting who or which.

Example:

1. That's the man. I was talking about him last night.

That's the man I was talking about last night.

2. Did you like the photo? I took it of you and your husband. (Did you...)

3. What did you do with the eggs? I brought them this morning. (What did...?)

4. You spoke to a man on the phone. That was my father. (The man...)

5. They bought a house. It was very expensive. (The house...)

6. Match the phrases and the sentences below, then join them to make one sentence, using where.

Example:

1. That's the hotel...	A. I usually have my hair cut there.
That's the hotel where my sister spent her honeymoon.	
2. Last night I went to a restaurant...	B. My sister spent her honeymoon there.
3. Over the road is the hairdresser's...	C. You can eat as you like for ? 10 there.
4. Why don't you go to the garage...?	D. I lost my watch there.
5. I went back to the part of the beach ... but I couldn't find it.	E. They usually have interesting art exhibitions there.
6. That's the library...	F. I take my car to be serviced there.

7. Fill in the gaps with appropriate yes/no questions. Imagine that you are teacher. Work out your tests using all types questions.

A: Hi, my name is Rose.

B: Glad to meet you, I'm Anora.

A: _____?

B: No, I study at the academic lyceum.

A: _____?

B: No, I study foreign languages.

A: _____?

B: No, English.

A: Why don't you ask a few questions about me?

8. Look at the pictures and say which of these items can you see and how can we use them?

computer, typewriter, photocopier, telex, personal cassette player, vacuum cleaner, calculator, microwave oven, iron, TVset, hairdryer, washing machine, percolator.



9. Choose your answer and prove your choice.

1 A colleague tells you that the photocopier isn't working. What do you say?

- Don't worry, I'll mend you.
- Shall I call the mechanic?
- What's a photocopier?

2 Your friend's car has a flat battery. What do you say?

- Shall I give you a push?
- I'll give you a lift in my car.
- I'll go and get some more petrol.

3 Someone has a long list of figures to add up. What do you say?

- Shall I get my calculator?
- Have you got a pencil and paper?
- I'm going to make some tea. Would you like a cup?

4 There's a TV programme which your friend wants to use, but she'll be away. What do you say? a. I'll record it for you on the video.

- What a pity you'll miss it?
- I don't watch much TV, actually.

5 Your friend wants to cook supper in a new microwave oven, but doesn't

- Shall I have a look at it?
- I'll go and get a Mac Donald's.
- Never mind - I'm not very hungry, anyway.

10. Find the suitable synonyms from the brackets to the underlined words.

1. My car isn't as fast as yours. I won't be able to stay near you. _____

2. This touch doesn't work. The batteries must have been used up. _____

3. This radio doesn't receive the BBC World Service very well. _____

4. The car is making a funny noise. I think it's going to stop working. _____

5. I was going to buy a DVD player, but I was discouraged by my parents. _____

6. People call me on the phone, but they put down the receiver. _____

7. Be careful! You are going to give yourself an electric shock! _____

8. It's difficult to manage if you don't have a washing machine. _____

9. The letters DVD means digital versatile disc, actually. _____

10. Without a fridge, fresh food will become bad very quickly. _____

11. They used special equipment to demolish that block of flats. _____

(keep up with, run out, pick up, break down, put off, hang up, look out, do without, stand for, go off, knock down)

11. Look at the picture and answer the questions below.



- What does Tom do? He is a teacher. He teaches pupils.
- What does Nina do? _____
- What does Brian do? _____
- What does Roy do? _____
- What does Sandra do? _____

12. Learn words denoting jobs. You can add the table.

teacher	barber	cowboy	builder
doctor	dress-maker	manager	architect
electrician	tailor	salesman	engineer
locksmith	artist	saleswoman	butcher
dentist	actor	salesgirl	clerk
book-keeper	watch	musician	cook

accountant	cashier	druggist	worker
lawyer	actress	photographer	porter
solicitor	maid	pharmaceutics	office-worker
hairdresser	driver	painter	writer
shepherd	waitress	cobbler	commodity trader
playwright	stewardess	shoemaker	surgeon
typist	haberdasher	smith	green-grocer
policeman	pilot	miller	potter
waiter	sailor	baker	nurse
washerwoman	reporter	draughtsman	roundsman
fire-fighter	journalist	coalminer	nightwatch
patrol-officer	collector	foreman taxi	inspector
milkman	cleaner	fisherman	bank manager
teller	artisan	market analyst	tax consultant
stockbroker	insurance broker	financial analyst	

13. Question-answer.

Model: Who works at night? *Policemen, firefighters, doctors, and some workers do.*

- Who read much?
- Who works with people? (children, paints, animals, chemicals, roads)
- Who sells things? (draws pictures, builds bridges, design houses, deals with money)
- Who can fine people (save people, treat children, inform people).

Model: What does a teacher do?

A teacher teaches children.

What does an artist do? (an architect, a bank manager, a surgeon, a cobbler, a barber, a dentist, a lawyer, a pilot, a pharmacist)

Model: Where does a teacher work?

A teacher works at school.

1. Where does a doctor work? (a firefighter, an artist, a cashier, a tailor, a stewardess, a waiter, a mechanic, a locksmith, a painter)

What equipment (instrument, tools) does a hairdresser use?

A hairdresser uses scissors, comb and a fan.

- What instruments does a doctor use? (mechanic, a locksmith)
- What does a painter use? (a policeman, an architect, a tailor, a firefighter, a surgeon use. an accountant)

Pattern: What professions demand special training? To be lawyer one must have a special training. _____

What professions demand one to have a diploma?

«Ah, this is «unfair!» the professor says.
 «Yes, a little», laughs the farmer.
 «You cannot know the strong, young man has a headache, and the pretty, young lady has a son. Perhaps you are wrong about those two.»
 «No, I know,» answers the farmer. «I am sure about it.»
 «You cannot know,» says the professor. «I think you are guessing!»
 «Oh, no, my friend. I am very sure. The strong, young man is my son. The pretty, young lady is my daughter.»

18. Questions on the reading.

1. What did the farmer ask the professor to tell him about the people?
2. Did the professor have good reasons for guessing where the people were going?
3. Was the professor right about any of them?
4. Was the farmer right?
5. How did the farmer guess where all the people were going?
6. How did the farmer know the strong, young man had a headache?
7. Do you think that education is always more valuable than experience?
8. Does education always take place in schools?

19. Role-play. "Gossip magazine".

You are the publisher in Internet site. You have an interview with a famous star. During interview a Star tell you a lot of details about his/her personal life and future plans.

Some of phrases which must be used in the note:

- he/she never....
- he/she hates...
- he/she used to...
- he/she is going...
- he/she doesn't....
- his/her relatives

20. Read the text and give the main idea of this text.

THE NATURE OF TRUTH

A long time ago a King complained to Nasruddin, "My people do not always tell me the truth. This bothers me greatly"

Nasruddin answered, "It does not matter whether something is absolutely true or not. What matters is that something is true in relation to a particular idea or situation".

The King was not pleased. "This is just one of your tricks. A thing is true or it is not true. It cannot be true one day and not true the next".

The King thought of a plan to make his people tell him the truth. He had a gallows built just inside the city gates. He told the heralds to announce, "If persons wants to enter the city they must first answer a question asked by the Captain of the King's Guards. If the answer is not truth, the person will be hanged".

Nasruddin came forward. "I want to enter the city".

"Why do you come?" asked the Captain.

"I come to be hanged", answered Nasruddin.

"This is not true", said the Captain.

"If I am not telling the truth you must hang me", said Nasruddin.

"But this would make it the truth", complained the Captain. "I cannot hang you if you tell the truth".

"You must decide, which truth is the real truth?" asked Nasruddin.

21. Write an essay. Reflect the given questions in your essay.

1. What is your truth?
2. What's mine?
3. Can we create our truth in order a good working definition?

Self -study:

1. Project research. Find information about specialists and their inventions in the genetic engineering and prepare a report.



Lesson 2. Career.

1. Describe the picture. How do you think what she is doing and define her profession? Make up a topic about her profession.

2. Work in pairs. Make and accept or refuse in these situations.

1. The batteries in your friend's personal cassette player are left.
2. Your mend puts money in a ticket machine but doesn't get a ticket.
3. Your mend needs to make a phone call but doesn't like telephones.
4. Your mend doesn't know how to use his/her new calculator.

3. What answer will you choose and why?

- | | |
|---|---------------------------------------|
| 1 Your hairdryer isn't working.
Will you: | a. take it to a repair shop? |
| 2 You need to send a telex. Will
you: | b. mend it yourself? |
| 3. Your new TV doesn't have a
plug. Will you: | a. ask someone else to do it for you? |
| 4. Your car needs new spark
plugs. Will you: | b. do it yourself |
| 5 You need to learn how to use a
word processor. Will you: | a. take it back to the shop? |
| | b. buy a plug a connect it yourself? |
| | a. take it to a garage? |
| | b. change them yourself? |
| | a. go on a course? |
| | b. teach yourself? |

4. Fill in the blank spaces with agent nouns.

Example: John wants to teach. He's sure he would be a very good teacher.

1. Mrs. Jones writes stories for children. She is a very famous _____.
2. I want to hear Mr. White speak. He is a fine _____.
3. My son reads all the time. He is the best _____ in his class.
4. I always listen when I am in class. I'm a good _____.
5. My wife and I have traveled all over the world. We are good _____.
6. Mr. and Mrs. Smith own that store. They have been the _____ for ten years.
7. Mary and John dance very well. They are the best _____ here.
8. Mr. White buys things for the sports shop. He is a _____.
9. Little Johnny helps the teacher all the time. She says he is a very good _____.
10. Mr. Green farms that land. He has been a _____ all his life.

5. Fill the blank with the right word from the list.

- | | | |
|------------|-----------|---------|
| drugstore | remember | closed |
| experience | headaches | guessed |

- | | | |
|-----------|-------|--------|
| barber | weak | writer |
| education | candy | |

Example: A person who writes books is a writer.

1. Mr. White cuts hair. He is a _____.
2. I have a dull pain in my head. I don't like to have _____.
3. I never forget anything. I _____ everything I learn.
4. I know about people. I have learned by _____.
5. The door wasn't open. It was _____.
6. When I finished school, I had a good _____.
7. All children like to eat _____.
8. The professor didn't know where the people were going, and he _____ wrong.
9. The opposite of strong is _____.
10. I went to the _____ to get something for my head ache.

6. Read and learn the following data about the stratification in British society and discuss it in class.

STRATIFICATION IN BRITISH SOCIETY

Class 1

- higher-grade professionals;
- higher administrators;
- lawyers;
- architects;
- doctors;
- managers;
- university teachers.

Class 2

- intermediate professionals;
- administrators;
- lower grade professionals and managers;
- supervisors and higher-grade technicians;
- shopkeepers;
- farmers;
- actors;
- musicians;
- teachers.

Class 3 N

- non - manual workers: e.g. clerks, sales and rank-and-file workers;
- small proprietors;
- self-employed artisans;
- draughtsmen;
- lower-grade technicians and foremen.

Class 3 M (skilled manual workers)

- electrician;
- coalminers;

Class 4 (semi-skilled workers)

- milk, roundsmen;
- telephone operators;
- fishermen;
- farm workers.

Class 5 (unskilled workers)

- nightwatchers;
- collectors;
- cleaners;
- labourers; etc.

7. Expand the ideas.

1. My sister has got a new job in a hospital. She is a cooker. She prepares special food for the patients in the hospital.....
2. My friend works in a company as a clerk.

8. Match words corresponding with the following sentences:

(skill, training, experience, qualification)

1. If I have a certificate, or diploma, or degree, I have _____.
2. I can gain _____ only by working.
3. The process of learning how to do job is _____.
4. A special ability in something is called _____.

9. Complete the sentences below connecting them with job, career.

1. I believe in.....
2. I'm conservative about.....but liberal when it comes to.....
3. I doubt that.....

4. If you ask me, the best way to learn English is to.....
5. To my mind, the most important issue in the world today is.....
6. I'm in favour of.....but opposed to.....

10. Using topical words complete sentences from the following cues.

- | | |
|----------------------|----------------------|
| 1. don't mind/ drive | 4. spend time/visit |
| 2. discuss/return | 5. can't help/wonder |
| 3. involve/plan | 6. imagine/see |

11. Imagine that you are secretary in some office. Write a topic about you job, your duties, salary, experience.



12. Read the text. Give your reasons choosing profession for your future.

There were several reasons why I decided to attend Bingson University. My chief reason for choosing that university was its wonderful study and work program in agriculture, my chosen field. The university requires all its agriculture students to gain practical experience by working on farms in the area while they are still to school; I knew that this would provide invaluable experience and prepare me to use the skills I had learned in the classroom. Second, Bingson hires only the finest teachers. Then, too, there was Bingson's deferred payment plan; this represented a great convenience to my parents. A final reason was the reasonable tuition

13. Tell about advantages and disadvantages of the following jobs: a doctor, a teacher, a bank office, a singer, hotel receptionist, a farmer.

14. Role play "Which Job I would Enjoy Most".

15. Some adjectives for describing people's beliefs and views, in pairs of similar- but not the same meaning. Find their specific meanings in the dictionary.

fanatical/ obsessive eccentric/ odd conservative/ traditional
middle-of-the road/ moderate radical/ revolutionary firm/ strong

16. Read and repeat the following verbs paying your attention to the definitions. Make up the sentences with each of them.

to convince- very strong feeling that you are right
to hold/ maintain- used for very firm beliefs
to feel- strong personal opinion
to suppose- an opinion about what is true/likely to happen based on what is already known
to doubt- not to believe
to suspect- have a belief, especially about something negative.

17. Use adjectives to describe the beliefs and views as in the example.

1. A person who insists that the earth is flat. (an eccentric belief).
2. Someone who believes absolutely in the power of love.
(_____)
3. A politician was neither on the left nor the right of the party.
(_____)
4. A vegetarian who refuses even to be in the same room as people who like meat. (_____)
5. A person who is somewhat old-fashioned. (_____)

18. Read the new words and make up situation with them. Add the box with additional words associating with them.

career	salary	income	temporary	gain	application	wages
bonus	reward	to be in charge	dismissal	notice	resume	

19. Underline the most suitable word or phrase.

1. The building workers were paid their income/salary/wages every month.
2. She's only been here three weeks. It's a/an overtime/temporary job.

3. When he retired he received a monthly bonus/pension/reward.
4. Apparently she earn/gains/wins over 60,000 pounds a year.
5. While the boss is away, Sue will be in charge/ in control/ in place of the office.
6. Could I have two days away/off/out next week to visit my mother?
7. Paul was always arriving late, and in the end he was pushed/ sacked/ thrown.
8. When I left the job, I had to hand to my application/ dismissal/ notice three weeks beforehand.
9. How much exactly do you do/make/take in your new job?
10. If you have to travel on company business, we will pay your costs/ expenses/needs.

20. Make up situation using the given sentences.

I am sure I will have a god experience in this job.
My annual salary will be 200 sums.
I had to be interviewed by the head of the office two days ago.
Before I had read a lot of advertisements of the job in newspapers.

21. Complete the sentences with the suitable word which is given in the box.

1. My brother makes his living working as a journalist.
2. She has just left to go to, I'm afraid.
3. They worked very hard and now have their own
4. There are still nearly two million people without
5. The cost of ... has risen greatly over recent years.
6. Stop interfering! This is one of your
7. Anvar has a very good in an international company.
8. I can't come out tonight. I've got too much ... to do.
9. Some -men came and dug a hole in the road outside.
10. An early by Picasso was sold for 3.000.000 dollars.

job, living, work, business

22. Read the text and make up a topic following to advice from the text.

CHOOSING A JOB

One of the most difficult decisions is choosing the job what to do for a living. For example, do you want to follow a definite career, and earn a low salary at the beginning, but have good prospects in a company that trains its staff? Or are you more interested in taking any kind of work, because you need an income? You may have to face up to the fact that a good job can be difficult to find in that case, why not take a temporary on? You will gain some useful experience. Remember that even if you have the right a qualification, you may have to fill in lots of applications forms before you are asked to attend an interview. But don't worry if you don't know what you want to do exactly. You'll enjoy finding out!

23. Read the text, paying attention to PI and PII. Write about another place, which you remember using PI and PII.

After all these years I can picture that old time to myself now, just as it was then; the white town drowsing in the sunshine of a summer's morning; the streets empty or pretty nearly so; one or two clerks sitting in front of the Water Street stores, with their splint-bottomed chairs tilted back against the walls, chins on breasts, hats slouched over their faces, asleep.

(Mark Twain, Life on the Mississippi)

24. Read the text paying attention to the infinitive and -ing constructions. Explain their functions in the text.

"I say, Dad", said a schoolboy returning home and looking very proud. "We gave a wonderful performance at school. A lot of parents came. Though of them had seen the play before they enjoined watching it"

"How do you know?"-asked the boy's father.

"I saw some parents smile and I heard others laugh all through the performance. They seemed to enjoy watching the play as much as we enjoyed acting it. We are going to act the play again and I want you and mother to go and see it by all means".

"And what is the name of the play?" -asked the fond father smiling.

"Hamlet' was the answer.

Self-study:

1. Analyse the samples of job application and resume form. Write your application and resume.

Sample of Application.

Director of Tourism office
Bobur street 37. Room 5.
Tashkent.

March 27, 2007

Dear sir:

Although I have not yet completed my education in the Academic lyceum under the Uzbek state world languages university, I am submitting my application for your internship on the advice of the one my teacher, Qurbanov Anvar.

To focus of my study here at the Academic Lyceum under the Uzbek state world languages university was mastering English. But I haven't practice.

I intend to work as secretary-referent. As I am planning a career in interpreter work. My working at your office would be a great opportunity to have experience.

My grade point average in graduate school has been excellent. I am enclosing a list of my pertinent graduate and undergraduate courses. Of course, I haven't yet received final grades for those classes which I am currently taking, but my present grade is A in each of them

Thank you for considering my application. In July 5 I had the pleasure of visiting your office for the first time to see staff. I am certain I would enjoy working in your office.

Sincerely
Ashrapov Begzod.

2. Sample of Resume.

Kasimova Zulfia
105 Navoi Street
Tashkent, Uzbekistan
Telephone 135-44-85

June, 2007 to present
(during school term)

Experience
"Karavan" restaurant
Waitress and cashier

1995-2003 school № 78
2005 to present Academic lyceum under the Uzbek
University of State World Languages

Education

Personal Data
Age: 16 single
Health: Excellent willing to relocate
Membership: English club
Hobbies: computer, photography

References

Ms. Bektoshev Nuriddin
Director of
"Karavan" restaurant
Phone: 55-64-74

Ahunova Zilola
teacher of school 78
Tashkent
Phone: 54-73-22

Lesson 3. Etiquette

1. Fill in the given questionnaire

A questionnaire

About clothing

1. Do men have to wear jackets and ties in restaurants?
2. Are men and women allowed to wear shorts to work in offices in summer?
3. Are there any special rules about what you have to wear in holy places?

About money

4. Is it rude to ask people how much money they earn?
5. Is a woman expected to pay her share of the bill in a restaurant?
About hospitality
6. Should you take a present when you are invited to somebody's home?
7. Is it rude to smoke without asking in other people's homes?
8. Is it impolite to smoke between courses?
About tipping
9. How much should you tip a taxi driver?
10. Is it the same in a restaurant and at the hairdresser's?

2. Discuss which of the following habits you consider rude and why?



Which of them, if any, do you consider acceptable only at home, and which do you consider complete unacceptable?

- helping yourself to food without asking
- starting to eat before everyone is served
- picking at food with your hands
- reading at the meal table
- resting your elbows on the table
- reaching across the table in front of people
- leaving the table before other people have finished
- not thanking the cook
- wiping your plate clean with bread

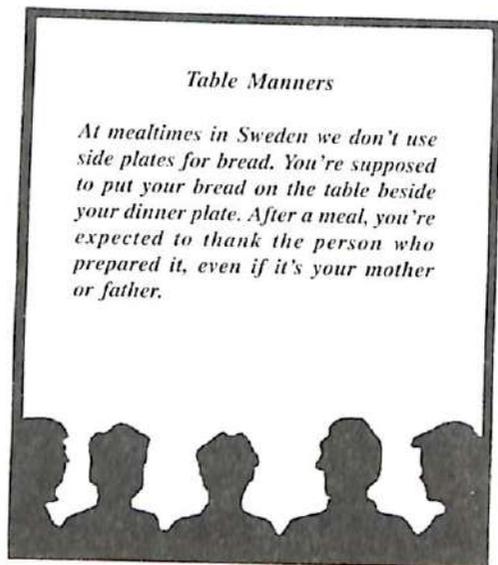
3. Act Out.

You are on a trip to Britain and you have been invited to dinner with a British family. In pairs or groups, act out the conversation when you ask your teacher before the event what you are supposed to do. Ask about clothes, forms of address, times to arrive and leave, gifts to take and how to thank your hosts.

4. Answer the question.

1. What is a man supposed to do before sitting down at the dinner table?
2. In which hand do Americans hold their fork?
3. When do they use their knife?
4. Where do they place the knife afterwards?

5. Look at the example below, then write a few paragraphs about etiquette for visitors to your country. Give helpful advice about things like table manners, hospitality and tipping.



6. In pairs, complete the questionnaire below about polite behaviour in your country.

Example:

A.: *Do men have to wear jackets and ties in restaurants?*

B.: *It depends on the restaurants. You don't have to in most restaurants but you're expected to wear a jacket and tie in expensive places.*

7. Compare your answers with other pairs.

8. Read and analyse the cultural information. What have you found out interesting by reading text?

IN GREAT BRITAIN

The waiter with the bill is called up the same way as in America. In contrast to America, here it is disliked when the interlocutor is looked straight into the eye etc.

Victory (clenched fist, two fingers forefinger and middle finger look up. The hand is turned palm outside) means, as in many countries, victory or luck.

But it is strongly recommended not to imitate a V, turning the palm towards yourself this is the most offending sign for Englishmen. It is shameful to even say what it means.

The gesture with which the Romans sent gladiators to die (thumb down), in England means obvious displeasure.

When a Briton drums his forehead with his finger, he does not imply that the interlocutor is dumb. He implies that he is smart.

IN THE USA

American value straight look in the eye very much. If you look aside while talking, they might think that you are uninterested or bored or, worst of all, hiding something from the interlocutor.

Two gestures are considered to be offending. Firstly, the well known from cinematography bending of the left hand in the elbow and clasping it with the right palm. Secondly, when the middle finger is straightened and directed upwards and the rest of the fingers are bended.

Winking can be interpreted in different ways depending on the situation. It is better not to risk.

When calling the waiter, do not wave your hands it is enough to raise your hand a little above the head. One must raise both hands and imitate writing something on the left palm in order to receive the bill.

Forefinger and thumb folded in a ring means all is OK with that person life turned out well and there is no need to worry. This gesture gained an international popularity, particularly in Uzbekistan it is often used by the youth.

9. Find information about specific gestures which we use in Uzbek culture and define the differences and similarities in these countries. Fill the table.

Gestures	Great Britain	The USA	Uzbekistan	Russia

AUDIO-TEXTS

Unit 1

Lesson 1. (14)

Jane: Where do you come from?

George: From Ottawa.

Bob: How interesting! I think, you are from Sydney.

Jane: Oh, no, I'm from Sydney. Don't you see our national emblem "Kangaroo" on my top?

Andrew: Bob, look at me! Your hat and jeans testify that you live in Texas.

Jane: You are right! Andrew, your specific English says me mixes of English and something else, don't you?

Andrew: In fact, I live in outside of London that's why I sometimes speak Cockney dialect.

(Jane- Australian, George- Canadian, Bob- American, Andrew- Englishmen)

Lesson 2. (19)

Do you know that:

1) The national flag was approved by the Extraordinary 8th Session of the Supreme Council of the Republic of Uzbekistan on November 18, 1991.

2) The state emblem of the Republic of Uzbekistan was approved by the 10th Session of the Supreme Council of the Republic of Uzbekistan on July 2, 1992.

3) The state anthem of the Republic of Uzbekistan was approved by the 11th Session of the Supreme Council of the Republic of Uzbekistan at the 12th convocation on December 10, 1992. The lyrics are by Abdulla Aripov and the music by Mutal Bourkhanov.

Lesson 3. (5)

Two shipwrecked sailors managed to climb onto an iceberg. "Oh, dear", said the first. "Do you think we'll survive?" "Of course we will, said the second. "Look, here comes the titanic".

Lesson 3 (21)

British Parliament first met in the 13th century. In 1689 Mary II and William III became the first constitutional monarchs. They could rule only with the support of the Parliament.

The continuity of the English monarchy has been interrupted only once during the Cromwell republic. Succession to the throne is hereditary but only

for Protestants in the direct line of descent. The present sovereign is Queen Elizabeth II who was crowned in Westminster Abbey in 1953.

Lesson 4 (21)

Damir: "There are different ways of getting secondary and specialized education. After leaving 9-year school, pupils may go to academic lyceum, or professional college and thus learn profession and get an education simultaneously. The study at the academic lyceum directed to the further education to have some profession.

Nargiza: We know our state needs many skilled workers. That's why while choosing way in life, we must also think of the country needs and interests. When everybody works better, all the factories and farms work better and all the people live better. Our Constitution gives everybody the right to work even open the private business.

Botir: Our Constitution lays down such basic duties of Uzbekistan citizens as the duties to protect property, to safeguard the interests of our state and defend our Motherland, to serve in the ranks of the Armed Forces of the Republic of Uzbekistan, to respect rights and duties as lawful interests.

Unit 2

Lesson 1 (4)

- Is there anything I can do? I'd like to help in some way if I can.
- Certainly, washing clothes.
- But it will take the all day, won't it.
- It only takes three hours.
- Does it. I didn't know that.

Lesson 1 (5)

A: When can we expect you for dinner? Can you come tonight?

B: Not tonight. I promised to go to a concert with my sister.

A: Well... How about Friday then?

B: That's sounds fine.

A: Good shall we say seven o' clock?

B: I'll be there! You are still a wonderful cook, aren't you?

A: That'll be for you to decide. I've got a new dish that I want to try out on you.

B: I'm ready. I think I'll fast all day Friday!

Lesson 3 (3)

Somebody is knocking at the door.
Somebody is singing.
Somebody is taking a hard breath.
Somebody is playing the guitar.
Somebody is talking.
Somebody is laughing.

Lesson 3 (14)

“I offer to tax cuts on capital gains and dividends. This legislation prevents a 70 billion dollars tax increase on the American people and ensures continued economic growth and job creation. These provisions have prevent to strengthen our economy. You should support me.”

Lesson 4 (15)

Washington is the capital of the USA, it owes much to the first President of the USA- George Washington. It was G. Washington, who chose the place for the district and laid in 1790 the corner-stone of the Capitol, where Congress sits. Not far from Capitol are monument of Washington and memorials of Thomas Jefferson (3-d president), Lincoln (16th president). On the other bank of the Potomac lies the Arlington National Cemetery where President Kennedy was buried.

Washington is a one-industry town. That industry is government. It doesn't produce anything except very much scrap paper. Every day 25 railway cars leave Washington loaded with scrap paper.

Lesson 5 (14)

A Giant

A giant wanted to catch up with the Sun. He followed the Sun to where it set. It was very far way and he became very thirsty. He went to the yellow River and drank some water there. Then he went to the Great Lakes and drank more, and went on the Sea and to the Ocean, and drank and drank. Before he could catch up with the Sun he died of thirst on the way.

Unit 5

Lesson 1 (14)

In Shakespeare's days London was noisy, dangerous and very smelly. There were no drains in those days and chamber pots were often emptied out of windows. The streets in London were very narrow- only wide enough for people and horses, as well as sheep and cows on their way to the market.

There were lots of taverns in Southwark at Shakespeare's time. They served beer and wine, and all sorts of meat, fish and poultry. There were no fridges in those days and many taverns owners salted, smoked, or even sugared their meat and poultry- to slow the spoilage.

The Globe Theatre, where many of Shakespeare's plays were performed, was in Southwark, south of the River Thames. Shakespeare had to cross London Bridge, the only bridge across the river at that time. There were shops and houses on both sides of the bridge and the heads of traitors were stuck on spikes at its entrance as a warning to others.

Lesson 3 (12)

Presenter: Good morning. It's 7.55 precisely. Here is the travel news. Mary, any problems on railways this morning?

Mary Hill: Hello, Michael. I'm afraid today there are one or two problems. Unfortunately, there is a strike on the Southern Region and several trains have been cancelled. However, the strike doesn't seem to be spreading to the other regions and all trains there are running as normal. Turning to the London Underground, I'm afraid that urgent repair work may be delayed, because there have been great ruins because of the terrorist acts.

Lesson 3 (14)

Stephanie: Julia, what's your favorite book, would you say?

Julia: Oh, I think, it's series of novel about Harry Potter by J.K.Rowling.

Stephanie: Really?

Julia: I really like that. There's Hogwarts school of Witchcraft and Wizardry, which is full by unexpectation, fantasy, terror... and it's such an exciting story. I was carried away with it that didn't watch TV. I have read five books already.

Stephanie: Didn't you read all books? Oh, It's great! I saw only three films about Harry Potter. Will you give me some of them for reading?

Julia: OK. What about you? What's yours?

Stephanie: Um..., it's a book I read about two years ago and I've gone back to it since. It's called "A History of the World" in ten chapters by Julian Barnes.

Julia: Oh, it's a comedy?

Stephanie: Well, there 's humor in it but it's basically ten stories, all supposedly quite separate from one another.

Julia: Right.

Stephanie: .. but running through them there lots of common little ideas and characters.

Julia: Oh, I see.

Stephanie: The first story's about these woodworm that were on Noah's Ark and they keep reappearing....

Julia: Oh, I see. Oh that's good.

Stephanie: One of the stories is about how the... there's a pope... and his throne was eaten by the woodworm.

Julia: Yeach. So you have read it a few times, then?

Stephanie: Yeach. yes... I mean, you can read it in any order, as well, really.

Julia: Yes.

Stephanie: You can read the chapters in any order, so... yes, it's a good book.

Unit 6

Lesson 3 (7)

Characteristics of money

1. Money must be portable-small enough to be carried easily. Paper money is easier to carry in large amounts if it is available in denominations of one, five, ten, twenty, fifty, and one-hundred dollars.

2. Money must be divisible into smaller units to permit purchases of less than one dollar and purchases in odd amounts over one dollar. To make such purchases possible, coins, in fractions of one dollar-pennies, nickels, dimes, quarters, halves-are circulated

3. Money should be stable-that is, it should retain its value over time. In periods of very high inflation, people may tend to lose faith in their money; as a result, they may try to store value in assets such as gold, jewels, or real estate.

4. Whether it is in coin or paper form, money should be durable enough to withstand reasonable usage without disintegrating.

5. Part of the trust which people feel in their money lies in the difficulty of counterfeiting money. If currency were easy to counterfeit, even authentic or genuine currency would lose value.

Unit 7

Lesson 1 (9)

Active and Passive forms

Hi, come and see,

Two forms may a sentence be.

Active or passive voice, Each one a free choice,

Active in all speech, Passive for science teach.

Active form is formal, Passive also be normal.

To get Passive as we know, After a verb should object go.

In the passive object needed, Being subject firstly seated.

Object comes to be first, As a subject not to hurt.

Subject goes to the end, following "by" as a friend.

Lesson 2 (6)

A: The computers enter our home life. We can see them everywhere and can't do anything about home.

B: It's really. We live in the smartest houses. Everything is networked. The cable TV is connected to our phone, which is connected to my personal computer. ... Everything in our home runs off a universal remote

A: Yes, but there is also a virus in the house. My personal computer caught it while browsing on the public access network. My living room became a sauna, my refrigerator has been defrosted, the TV stuck on the advertisement...

B: Apparently our house isn't insured for viruses. Don't care, we call our lawyer.

A: You are laughing at me. Of course, it's excited.

Lesson 2 (12)

Cheeky Hacker

In 2001, one teenager hacked into hundreds of personal credit card numbers. Using one of the credit cards he sent a carton of medicines to Bill Gates, boss of Microsoft, one of the biggest computer companies in the world

Lesson 3 (2)

SD-ROM for storing information

Nodir: You have many CD-Rom disks. Why don't you have books and cassettes?

Hurshid: The thing is CD-ROM is actually much better than books and cassettes.

Nodir: Why is that?

Hurshid: Well, you can store so much more information on the disks: stories, concerts of pop-stars, interesting films, even pictures from the Art Galleries.

Nodir: I have to disagree. I don't think anything will ever replace the books. and nothing will replace a visit to Art Gallery to see wonderful pictures.

Hurshid: Of course not, but you can have it in your own home. can't you?

Nodir: I know, but people are always saying this. Every few years something comes along and everybody says, "Oh, this is high-tech, it's very convenient way... We can play games, see clips of pop-stars...."

Hurshid: I expect you have got a lot of high-tech things, what about mobile -phone, for example?

Nodir: You see, it's very convenient for communication with friends, with relatives, not depending on where you are. But there is nothing more convenient than a book.

Hurshid: I'm sure, you have ...and often use PC, don't you? And you don't need in CD-ROM for storing information?

Nodir: I prefer diskettes?

Hurshid: But they don't store nearly enough information. You really need a CD-ROM for all the data you want to store.but you can use it for another aim, for example, storing books, pictures....

Nodir: Yeah, I agree...

Lesson 3 (II)

I love e-mail for speed and convenience, but I prefer writing letters. I love getting letters too. Hearing a letter drop through the letter box is much more exciting than getting an e-mail, even though it's usually a bill in my case.

I like using Internet for searching information but spending time in the library is more interesting. Computer games are better because they are interactive. I think computer games and video games are close to becoming an art form in themselves.

Mobile phone is very useful thing. I can use mobile phone anywhere, but it can cause a disturbance when rings.

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O'quv qo'llanma

G.Bakiyeva, G.Mahkamova, A.Quldoshev

ENGLISH

3

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Badiiy muharrir *Anatoliy Bobrov*
Texnik muharrir *Tatyana Smirnova*
Kompyuterda sahifalovchi *Zilola Mannopova*

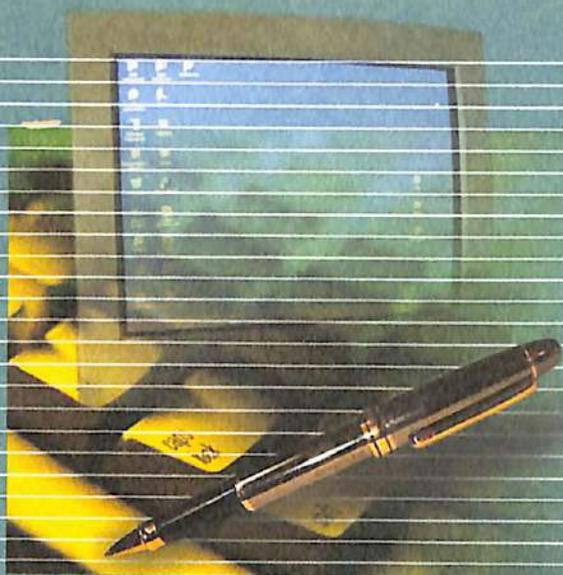
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