

English in Topics

*Umumiy o'rta ta'lim maktablari, akademik litsey
va kasb-hunar kollejlari o'quvchilari
uchun qo'llanma*

**„QALDIRG'UCH NASHRIYOTI“
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Mualliflar „English in Topics“ qo‘llanmasini yaratishda yaqindan yordam bergan „Iste‘dod“ jamg‘armasi ijrochi direktori o‘rinbosari **A.A. Isaxo‘jayev** ga chin qalbdan minnatdorchilik bildiradilar.

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Mazkur qo‘llanma O‘zbekiston va tili o‘rganilayotgan xorijiy mamlakatlarning davlat tizimi, mashhur odamlari, diqqatga sazovor joylari, bayramlari, shuningdek, o‘quvchining faoliyatiga doir mavzular to‘plamini qamrab olgan.

Kitob nafaqat o‘zbek o‘quvchisiga mo‘ljallangan, balki u xorij o‘quvchilari uchun O‘zbekiston va uning boy madaniy-tarixiy me‘rosi bilan tanishish imkoniyatini yaratishi tufayli ham qimmatlidir.

Qo‘llanma umumta‘lim maktablari, akademik litsey va kasb-hunar kollejlari o‘quvchilari hamda ingliz tiliga qiziquvchi keng kitobxonlar ommasi uchun mo‘ljallangan.

INTRODUCTION

The role and the place of each nation in the process of world progress is defined with the amount of books read by this nation.

E. Labule

The national model of training specialists has been created in Uzbekistan which is based on traditions of our people reflecting the centuries-old history development of the Uzbek nation.

Distinctive peculiarity of the National program is its purpose of training comprehensively developed personnel, mastering foreign languages and meeting the requirements of international standards of specialist training.

We express our hope that the given textbook will serve to educate the perfect, harmoniously developed person and to train the highly-qualified specialists.

Serious stimulus to the creation of the textbook was the Decree of the President of Uzbekistan of May 31, 2006 "About additional measures on improvement of supply system of comprehensive schools with textbooks." And this is not without purpose certainly. For our people, building a promising future and striving for occupying a deserved place in world community, learning languages is of great importance.

However, it is necessary to admit the circumstance that foreign languages should be taught in a comparative way without causing damage to the mother language. Only in this way our children, studying at academic lyceums and vocational colleges will be able to open for themselves the beautiful and wonderful world of world languages.

In this respect, it will be appropriate to cite the words of the President of Uzbekistan Islam Karimov, who said: “Our land produced outstanding scientists who are the pride of the whole world. We have all conditions to continue and to enrich national traditions of scientific thinking established by them.”

The textbook is designed not only for the Uzbek reader; it presents unique opportunity for a foreign reader to get acquainted with the rich historical and cultural heritage of the Uzbek nation as well.

The given textbook is intended for students of comprehensive schools, academic lyceums and vocational colleges as well as for a large section of readers.

Professor Abdullayev R.V.



KIRISH

Taraqqiyotning umumiy ko'lamida har bir xalqning o'rni o'sha xalq o'qiyotgan kitoblarning soni bilan belgilanadi.

Y. Labule

O'zbekistonda bevosita o'zimizga xos, o'zimizga mos bo'lgan, takrorlanmas buyuk tariximiz, an'analarimizga asoslangan va shu bilan birga hozirgi davr talablariga javob bera oladigan kadrlar tayyorlash milliy modeli yaratildi.

Milliy dasturning bunday xususiyatlaridan biri xorijiy tillarni puxta egallaydigan O'zbekistonning xalqaro andazalardagi taraqqiyotini ta'minlay oladigan, dadil, o'z mustaqil fikriga ega, malakali, bilimdon va ma'nan boy mutaxassis kadrlarni tayyorlashdan iborat.

Milliy modelimizga qo'shilgan ushbu qo'llanma ham dengizdan bir tomchi bo'lib, komil inson va yetuk malakali mutaxassislar tayyorlashda o'z hissasini qo'shadi, degan umiddamiz.

Mazkur qo'llanmaning yaratilishiga Respublikamiz Prezidentining 2006- yil 31- maydagi „Umumta'lim maktablari o'quvchilarini darsliklar bilan ta'minlash tizimini takomillashtirish borasidagi qo'shimcha chora-tadbirlar to'g'risida“gi qarori ham jiddiy turtki bo'ldi. Bu ham bejiz emas, albatta. Butun jahon hamjamiyatidan munosib o'rin egallashga intilayotgan, o'z buyuk kelajagini qurayotgan xalqimiz uchun xorijiy tillarni mukammal bilishning ahamiyati juda kattadir.

Binobarin, biz shu narsaga alohida urg'u bermog'imiz lozimki, chet tillarini o'rganish va o'rgatish jarayoni ona tilini esdan chiqarish hisobiga emas, balki qiyosiy bo'lmog'i lozim. Shundagina umumta'lim maktablari, akademik litsey va kasb-hunar kollejlarida ta'lim olayotgan farzandlarimiz

xorijiy tillarning ajib dunyosini kashf qila olish imkoniyatiga ega bo'ladilar.

Shu o'rinda yurtboshimizning quyidagi aytgan so'zlarini ta'kidlab o'tish o'rinlidir: „Bizning diyorumiz buyuk allomalarni yetishtirgan. Butun ilm ahli ular bilan faxrlanadi. Ular asos solgan milliy ilmiy tafakkurning an'alarini davom ettirish va boyitish uchun bizda hamma shart-sharoitlar bor“.

Mazkur qo'llanma nafaqat o'zbek o'quvchisiga mo'ljalangan, balki u xorij o'quvchilari uchun O'zbekiston va uning boy madaniy-tarixiy me'rosi bilan tanishish imkoniyatini yaratishi tufayli ham qimmatlidir.

Ushbu qo'llanma umumta'lim maktablari, akademik litsey va kasb-hunar kollejlari o'quvchilari hamda ingliz tiliga qiziquvchi keng kitobxonlar ommasini uchun mo'ljalangan.

R.V. Abdullayev, professor



ВВЕДЕНИЕ

Роль и место каждого народа в процессе мирового прогресса определяется количеством книг, прочитанных этим народом.

Е. Лабуле

В Узбекистане создана национальная модель подготовки кадров, основанная на традициях нашего народа, отражающая многовековую историю развития узбекского народа.

Отличительной особенностью Национальной программы является цель подготовки всесторонне развитых кадров, владеющих иностранными языками и отвечающих международным стандартам подготовки кадров.

Выражаем надежду, что данное пособие послужит делу воспитания совершенного, гармонично развитого человека и подготовки высококвалифицированных кадров.

Серьёзным толчком к созданию данного пособия стал Указ Президента Республики Узбекистан от 31.05.2006 года „О дополнительных мерах по совершенствованию системы снабжения общеобразовательных школ учебниками“. И это неспроста. Для нашего народа, строящего великое будущее, стремящегося занять достойное место в мировом сообществе, изучение иностранных языков имеет важное значение.

Но при этом надо отметить и то обстоятельство, что изучение иностранных языков должно происходить не в ущерб родному языку, а в сравнительной форме. Только в этом случае наши дети, обучающиеся в академических лицеях и профессиональных колледжах, смогут открыть

для себя прекрасный и удивительный мир иностранных языков.

В этом плане уместно было бы привести слова Президента Ислама Каримова, который подчеркивал: „Наша земля вырастила великих ученых, которыми гордится весь мир. У нас есть все условия для продолжения и приумножения национальных традиций научного мышления, заложенных ими“.

Пособие предназначено не только для узбекского читателя; оно предоставляет иностранному читателю уникальную возможность ознакомления с богатыми историко-культурным наследием узбекского народа.

Данное пособие предназначено как для учащихся общеобразовательных школ, академических лицеев и профессиональных колледжей, так и для широкого круга читателей.

Профессор Абдуллаев Р.В.



I. ABOUT UZBEKISTAN

The National Anthem of the Republic of Uzbekistan

*Poem by Abdulla Oripov
Translation by Ibrahim Yuksel*

My country, sunny and free, salvation to your people,
You are a warm-hearted companion to the friends
Flourish eternally with knowledge and inventions,
May your fame shine as long as the world exists!

Refrain:

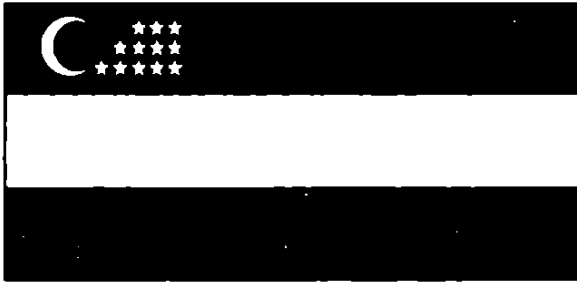
These golden valleys-dear Uzbekistan,
Manly spirit of ancestors is companion to you!
When the great power of people became exuberant
You are the country that amazes the world!

Belief of generous Uzbek does not die out,
Free, young children are a strong wing for you!
The torch of independence, guardian of peace,
Just motherland be eternally prosperous!

Refrain:

These golden valleys-dear Uzbekistan,
Manly spirit of ancestors is companion to you!
When the great power of people became exuberant
You are the country that amazes the world!

The National Flag of the Republic of Uzbekistan



The flag of our country is a symbol of the sovereignty of the Republic. The national flag of the Republic of Uzbekistan represents the country internationally when official delegations from Uzbekistan visit foreign countries, as well as at conferences, world exhibitions and sports competitions.

The national flag of the Republic of Uzbekistan is a right-angled coloured cloth consisting of three horizontal stripes: blue, white and green.

Blue is the symbol of the sky and water, which are the main sources of life. Mainly blue was the colour of the state flag of Timur. White is the traditional symbol of peace and good luck, as Uzbek people say “Oq yo‘l”. Green is the colour of nature and new life and good harvest. Two thin red stripes symbolise the power of life. There is a new moon which symbolises the newly independent republic. The 12 stars depicted on the state flag are also directly connected with the historical traditions, with the ancient calendar-cycle of the sun. The attention to the 12 stars is also explained by the development of astronomy in the scientific thought of the ancient states within the borders of Uzbekistan. It is necessary to understand the depiction of 12 stars on the state flag as a symbol of the antiquity of the culture of the Uzbek people, its maturity and the striving for happiness in its land.



Comprehension Questions

1. Where is the flag of Uzbekistan flown internationally?
2. Why does the flag of Uzbekistan have three colours?
3. Why are there stars and a crescent moon on the flag?



Discussion Questions

1. What places do you see the flag of Uzbekistan in?
2. What do you like about the flag? Why?

The State Emblem of the Republic of Uzbekistan

The new state emblem of the Republic of Uzbekistan was created to reflect the many centuries of experience of the Uzbek people.

The state emblem of the Republic of Uzbekistan presents the image of the rising sun over a flourishing valley. Two rivers run through the valley, representing the Syr Darya and the Amu Darya. The emblem is bordered by wheat on the right side and branches of cotton with opened cotton bolls on the left side.



An eight-pointed star is located at the top of the emblem, symbolising the unity and confirmation of the Republic. The crescent and star inside the eight-pointed star are the sacred symbols of Islam. The mythical bird Semurg with outstretched wings is placed in the centre of the emblem as the symbol of the national renaissance. The entire composition aims to express the desire of the Uzbek people for peace, happiness and prosperity. At the bottom of the emblem is inscribed the word “Uzbekistan” written in Uzbek on a ribbon in the national colours of the flag of the Republic.



Comprehension Questions

1. What parts of the emblem represent parts of Uzbekistan's geography?
2. How is nature represented in the emblem?
3. What is the name of the bird in the emblem?
What does it represent?
4. What symbols of Islam are there in the emblem?



Discussion Questions

1. Where is the emblem of Uzbekistan displayed?
2. What items on the emblem have you seen in real life?
3. What would you add to Uzbekistan's emblem and why?

The Constitution of the Republic of Uzbekistan

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

Article 1 of the constitution says that Uzbekistan is a sovereign democratic republic. The constitution sets the task of creating a democratic rule 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 spheres.

The right to work together and the right to choose one's trade or 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 or unable to work. A very important right is the right to education, which is guaranteed to all citizens by article 41 of the constitution of the Republic of Uzbekistan. The state guarantees free secondary education. Students of technical schools, institutes and universities receive scholarships.

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

According to the results of the referendum which was held on January 27, 2002 and in accordance with the law of the Republic of Uzbekistan of April 24, 2003 passed on the bases of the referendum, the amendments and additions were introduced to chapters XVIII, XIX, XX and XXIII.

According to the Law of the Republic of Uzbekistan of April 11, 2007 amendments were introduced to Article 89, to the 15th paragraph of Article 93 and to the second part of Article 102 of the Constitution.



Comprehension Questions

1. Article 1 of the constitution states that Uzbekistan is a sovereign democratic republic. What does that mean?
2. Which nationalities are citizens of Uzbekistan?
3. All citizens are guaranteed the right to rest. What does that mean?
4. All citizens are guaranteed the right to education. What does that mean?
5. Who receives pensions?
6. According to the constitution, what must citizens do in return for their rights?
7. When were the amendments made to the Constitution?



Discussion Questions

1. What does it mean to be a citizen of a country?
2. What does it mean to have equal rights in the political, economic and cultural spheres?
3. How do you use your right to education and to rest?
4. Who receives pensions from the government? What kind of pensions do they receive?

The Policy of the Republic of Uzbekistan

Under the leadership of President Islam Karimov, Uzbekistan has entered a renaissance of its spiritual and intellectual values, an era of radical transformation in the economic, political and social spheres. Uzbekistan has begun building a democratic, lawful and secular society with an open-market economy and a strong system of social protection. The main aims of his policy are: keeping a stable situation in the country, strengthening the international and interethnic co-operation in Uzbekistan and gradual transition to the new democratic system of rule. Taking into consideration the concrete situation, and the mentality and traditions of the Uzbek people, the Republic of Uzbekistan has elaborated five basic principles of reform, directing the country's internal policy.

First, economics should have priority over politics. Second, all reforms should be initiated by the state. Third, all spheres of life should be ruled by law. Fourth, social policies should be very strong.

Fifth, transition towards a market-oriented economy should proceed in an evolutionary, rather than revolutionary way, with as little harm as possible to people's living standards. As a popular saying goes, "Never destroy the old house unless you have built a new one".

In the sphere of international relations Uzbekistan adheres to a policy of peace, equal beneficial co-operation between countries and mutual understanding among state leaders. The foreign policy is based on the principles of sovereign equality of states, not using force or threat of force, inviolability of borders, peaceful settlement of disputes and non-interference in the internal affairs of other states.



Comprehension Questions

1. Explain the meaning of the first sentence.
2. What is a secular society?
3. What is a democratic society?
4. What are the three main aims of Karimov's policies?
5. What are Uzbekistan's five basic principles for reform?
6. What is Uzbekistan's foreign policy?
7. How does Uzbekistan believe countries should handle disagreements?
8. What role does peace play in Uzbekistan's foreign policy?



Discussion Questions

1. How are the economic, political and social spheres changing in Uzbekistan today?
2. Why does Karimov want an open-market economy?
3. What is a strong system of social protection and why is it important?
4. Explain why each of Karimov's three main aims is important to Uzbekistan today.
5. What is reform?
6. Should economics have priority over politics? Why?
7. What is the difference between evolutionary and revolutionary change in the fifth principle of Uzbekistan's reform?
8. The economy of Uzbekistan is said to be "in transition". What does that mean?
9. Peace plays a very important role in international relations. When is peace impossible? Why? How can these situations be avoided?

ISLAM KARIMOV:

The President of the Republic of Uzbekistan

Islam Karimov was born on January 30, 1938, in Samarkand. He graduated from two higher education institutes. He obtained the qualifications of an engineer-mechanic and an economic sciences degree.

He began his career in 1960 as a deputy master in one of Tashkent's plants, where he subsequently worked as a master and technological engineer. In 1961 Karimov started working at Tashkent's aviation association as a senior designer-engineer.

In 1966 he joined "Gosplan" of the former Uzbek Soviet Socialist Republic, where he rose from a senior specialist of a scientific department to First Deputy Chairman of the State Planning Committee (Gosplan) of the Uzbek Republic. In 1983 Islam Karimov was appointed Finance Minister of the Republic. In 1986 he was appointed Deputy Prime Minister of the Uzbek Soviet Socialist Republic, then Chairman of the "Gosplan" of the Republic. In 1986 he occupied a number of leading posts in the Central Committee of the Communist Party of Uzbekistan.

On March 24, 1990, Islam Karimov was elected president of the Republic at a parliamentary session. A year later the people of Uzbekistan endorsed the decisions of Parliament and on December 29, 1991, Islam Karimov, Chairman of the People's Democratic Party of Uzbekistan, was elected president of the independent Republic of Uzbekistan.

The President of Uzbekistan Islam Karimov is the author of a lot of scientific works. His major works have been translated into many foreign languages. Islam Karimov is the honorary member of the Academy of

Sciences of Uzbekistan as well as the doctor of some outstanding foreign universities.

Islam Karimov was awarded the orders of “Hero of Uzbekistan” (1994), “Independence” (1996) and “Amir Temur” (1998).

Besides, for his merits in the development of international co-operation, in strengthening peace and spirituality in Uzbekistan and in promoting sports in the country Islam Karimov has been awarded by a number of orders of international organisations and prestigious foreign countries.

Comprehension Questions

1. Where was Islam Karimov born?
2. How old is he?
3. List the jobs he has had.
4. What orders was he awarded and why?

Discussion Questions

1. Would you want to be a president? Why?
2. What qualities do make a person a good president?

Uzbekistan's Relations with Other Countries

After becoming an independent state, Uzbekistan was recognised by 165 countries, and relations in the spheres of diplomacy, politics, economics, science, technology and culture were established with more than 120 of them.

More than 43 countries of the world have opened their embassies in Tashkent. In the meantime, in more than 30 countries of the world, for instance, in the USA, Turkey, Germany, France, China, Pakistan and many other countries Uzbekistan has opened its embassies and consulates.

The president of Uzbekistan visited many countries in order to strengthen economic, cultural and security relations. Different agreements with Turkey, China, India,

Saudi Arabia, France and other countries have been signed.

No state can live without foreign economic relations. Uzbekistan maintains foreign economic ties with many countries in the world and participates in different international festivals, exhibitions and so on. Many industrial enterprises are trying to independently sell their products on the world market. Import greatly exceeds export in foreign economic relations. Uzbekistan has trade relations with many countries, including Russia, China, Germany, Korea, Japan, Malaysia, Turkey, France, India, Great Britain and others.



Comprehension Questions

1. How many countries have recognised Uzbekistan as an independent country?
2. Many countries have established diplomatic relations with Uzbekistan. What does that mean?
3. Why does the president visit other countries?
4. How does Uzbekistan take part in the world market?



Discussion Questions

1. Are there firms in your community that sell their products in other countries?
2. Are there firms in your community that buy products from other countries?
3. There is an English proverb, “No man is an island into himself”. What does this mean and why is it true for countries?
4. How has independence affected Uzbekistan’s relations with other countries?



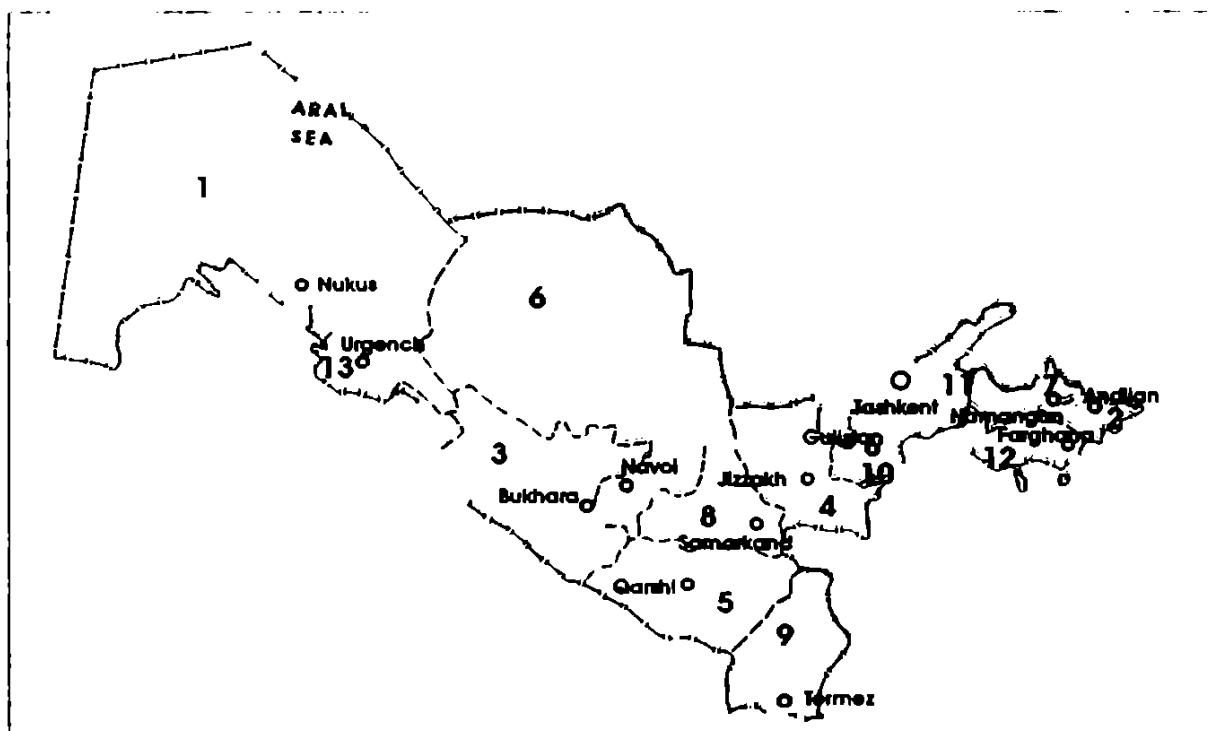
UZBEKISTAN

The proclamation of independence of the Republic of Uzbekistan on September 1, 1991, is a landmark in the history of the Republic. On August 31, 1991, the Supreme Soviet of the Republic of Uzbekistan adopted the resolution "About Proclamation of State Independence of the Republic of Uzbekistan".

On March 2, 1992, the United Nations adopted a resolution to admit the Republic of Uzbekistan into its membership. Uzbekistan became a full member of the United Nations and was recognised by over 165 states of the world as an Independent state.

The Republic of Uzbekistan has favourable natural and geographical conditions. It is situated in the central part of Central Asia between the Amu Darya and the Syr Darya rivers. The territory of the Republic stretches for 1425 kilometres from west to east and for 930 kilometres from north to south. In the north-east it borders on Kazakhstan, in the east and south-east on Kyrghyzstan and Tajikistan, in the west on Turkmenistan and in the south on Afghanistan.

Uzbekistan is the republic of sunshine. The climate of Uzbekistan is very hot in summer and very cold in winter.



Temperatures in winter may drop to 33-36 degrees below zero. The hottest summer month is July. The temperature then can reach more than 45 degrees. High summer temperature make it possible to cultivate heat-loving crops such as cotton, grapes, figs, melons, water-melons and others.

Uzbekistan is a multinational republic. The population of Uzbekistan is more than 29,5 million people.

Uzbekistan has great economic potential from its own resources. In the world production of quality gold, Uzbek gold has recently won two international prizes. Besides gold, other metals like copper, lead, zinc, tungsten and lithium are also produced in Uzbekistan. Even gas, coal and oil are readily available.

Uzbekistan has about 3800 joint ventures with Germans, Koreans, Japanese and many more Turkish, Italian and French companies. The past few years, which have opened a new chapter in Uzbekistan's history, have been by no means easy. It shows that Uzbekistan will gain great achievements in the near future.



Comprehension Questions

1. Describe the geography of Uzbekistan.
2. What are some crops that grow well in Uzbekistan because of the long, hot summer?
3. In what natural resources is Uzbekistan rich?
4. What countries has Uzbekistan started joint ventures with?



Discussion Questions

1. Which parts of Uzbekistan's geography are favourable? Which are unfavourable?
2. What are the advantages of a multinational country?
3. What joint ventures do you know in Uzbekistan? Are there joint ventures located in your community?
4. What are the advantages of joint ventures?

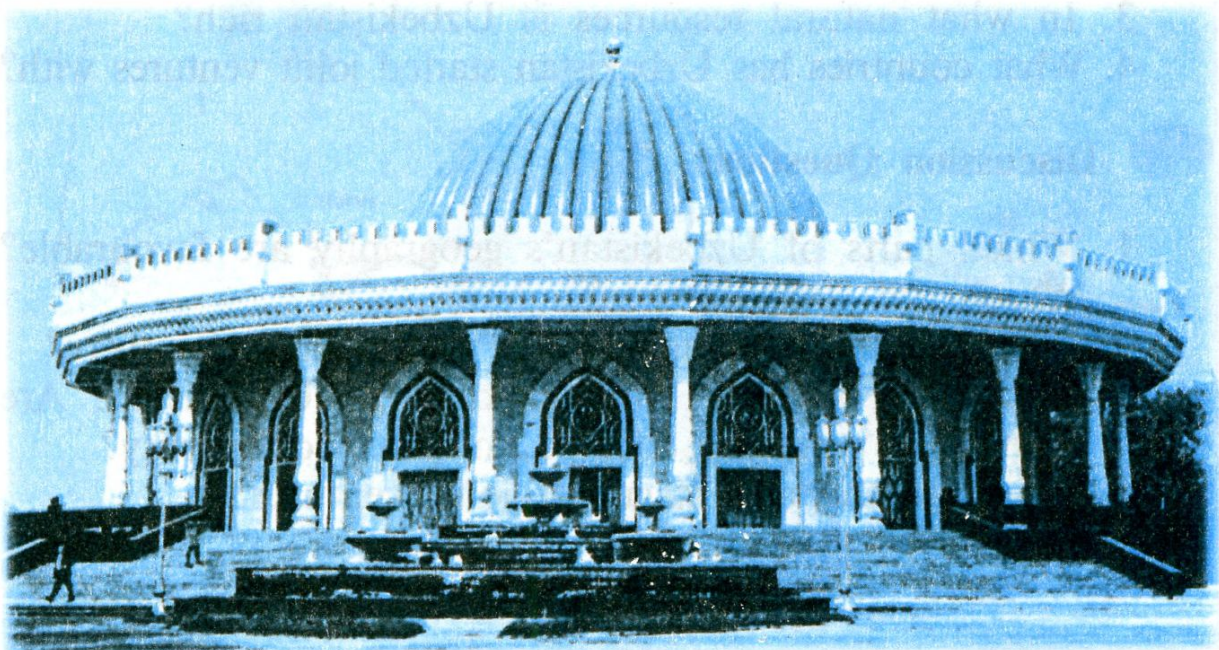
TASHKENT

Tashkent is the capital of the independent Republic of Uzbekistan. It is a very old city. It was founded more than 2000 years ago. The city is located at the foothills of the Tian Shan mountain range and lies in the Chirchik river valley. The population of the city has already grown to more than 3 million people.

There are several muslim monuments and historical buildings such as the Kukaldosh madrasah and the Barakkhon mosque which were built in the 16th century.

Tashkent, which has new avenues, squares, high buildings and fountains, has become the most modern city in Uzbekistan. The city is flourishing as never before. The transport facilities are good. There are buses, trams, taxis and a subway with many beautiful metro stations decorated with traditional Uzbek art.

Tashkent is the educational and scientific centre of Uzbekistan, where there are a lot of universities, institutes, schools and special secondary schools. The city has the Republic's academy of sciences, which unites dozens of research institutes. It is also a cultural centre with many libraries, theatres and cinemas. Tashkent's industrial establishments, which produce cotton fabric, textile machinery, electrical equipment



and other products, are well known not only in the CIS but in the world.

Tashkent is often called a city of peace and friendship. Recently Tashkent became well-known in the world as the capital of our new sovereign, independent state. A number of summit talks have been held in Tashkent. A lot of embassies and offices of many international organisations, companies and firms have opened in the city.



Comprehension Questions

1. Where is Tashkent located geographically?
2. How old is Tashkent?
3. How do you know Tashkent is a modern city?
4. What events do foreigners bring to Tashkent?



Discussion Questions

1. Have you ever visited Tashkent? What did you like? What did you dislike?
2. What are the differences between Tashkent and your town?
3. Does your community host guests from other countries? Why do these visitors come?
4. What higher education is available in Tashkent?
5. What embassies or international organisations do you know that are located in Tashkent?
6. What should a capital city be like? Why?

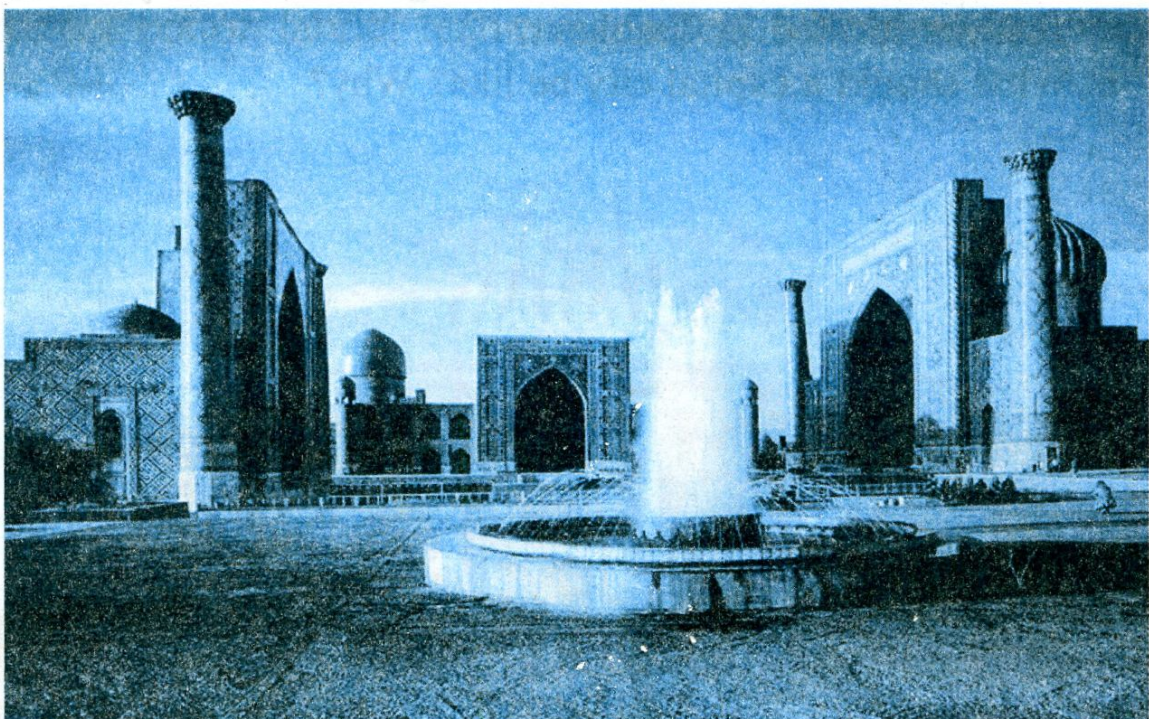


SAMARKAND

Samarkand is one of the most ancient cities of the world. Samarkand stood at the cross-roads of caravan routes and played an important role in the economic ties of the countries of the East. Many centuries ago, it was a centre of ancient civilisation and the seat of historical and cultural traditions of the peoples of Central Asia.

Samarkand had a difficult and, at times, contradictory history. The city is associated with the names of Alexander the Great, the Arab general Kuteib ibn Muslim, the great Amir Temur, the astronomer Ulugbek and the terrible conqueror Genghis Khan. Visitors who come to this city admire the artistic talent and skill of the ancient architects who created such amazing structures as the Shakhi-Zinda ensemble, the Bibi-khanim mosque, the Gur-Amir mausoleum, the Ishrat-khana mausoleum and the Ulugbek, Sherdor and Tillya-Kari madrasahs in Registan square. The creations of the people's genius and skills have deservedly become part of the treasury of world architecture.

Samarkand today is a regional administrative centre of Uzbekistan. The city also stands on the highway from Tashkent to Termez.



The population of Samarkand is more than 550,000. It is a multinational city and its populations is comprised of people of 90 nationalities. The city occupies an area of 15,000 hectares. It sprawls in the picturesque valley of the Zarafshan River.

The main waterways in the city are the Zarafshan River and the Darghom, Siab and Shaudor canals.

It is a major scientific and industrial centre of Uzbekistan. It has a university and seven other institutions of higher learning, eight research centres, many plants and factories, libraries, museums and theatres.

As elsewhere in the country housing construction in Samarkand is making tremendous progress.



Comprehension Questions

1. Why did Samarkand play an important role in the economic ties between the East and the West?
2. Who are some of the famous people who lived in or passed through Samarkand?
3. In what river valley does Samarkand lie?
4. How many different nationalities live in Samarkand?



Discussion Questions

1. Have you ever visited Samarkand? What sights did you see? What are the differences between Samarkand and your town?
2. Why do you think Samarkand is one of the best known Uzbek cities in other countries?
3. What nationalities live in your community?

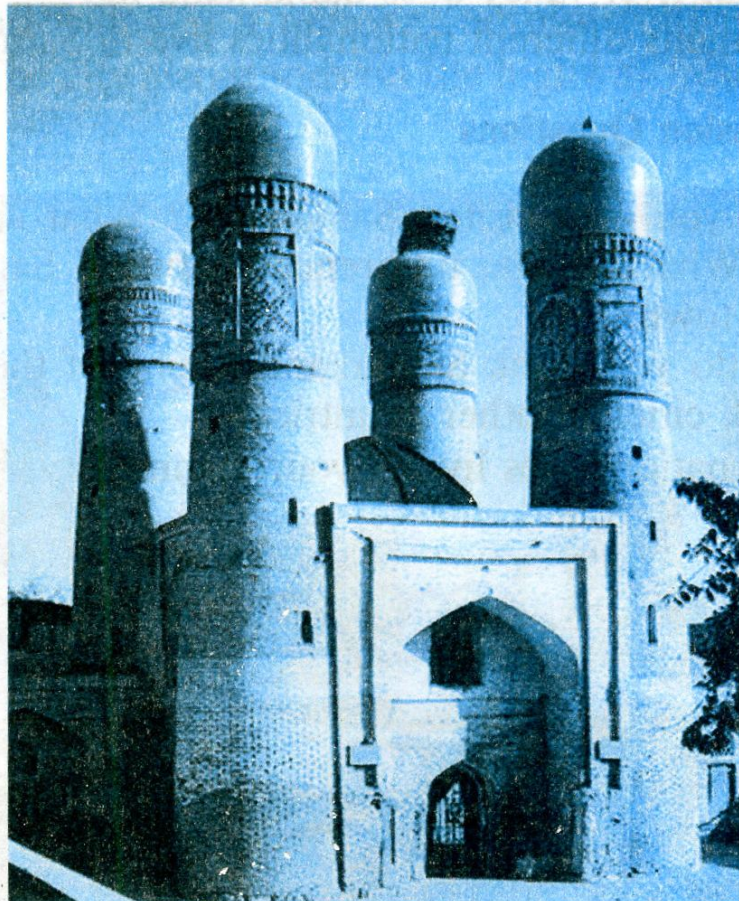


BUKHARA

“The glorious stronghold of the faith” was the epithet by which Bukhara was known in the Medieval Muslim East. Every stone of ancient Bukhara is marked with the breath of centuries. There are a lot of ancient monuments in Bukhara as follows:

Ismoil Samoni Mausoleum (10th century) considered to be one of the finest achievements of the early medieval architecture, the composition of this structure is extremely simple, well-centred, and symmetrical with respect to the main axes which are orientated to the four sides of the world.

Magoki-Attori Mosque (12th century). The southern facade and portals of this Mosque have been preserved from the 12th century. It is noted for complex geometrical patterns skilfully executed in carved brick and ceramic ornamentation which delights the eye. The central cupola of the roof, which covers the six-columned interior, features an elevated skylight.



Mausoleum of Chashmai-Ayyub (12th century). The foundation of this building dates to the 12th century, but then considerable alterations were made to the existing structure. A conical cupola, quite atypical for Bukhara, appeared additionally, the interior was decorated with stalactites. The new entrance and oblong exterior walls of the building, both added in the 16th century, complete the somewhat stark and ascetic impression created by the mausoleum.

Ulugbek Madrasah (15th century). Of all buildings of this type which have come down to us, the Ulugbek Madrasah is the earliest. It was already functioning as a Muslim religious school in 1417. On the entrance doors is carved the inscription: "It is the obligation of every Muslim man and woman to strive to attain knowledge". This monument is distinguished by simplicity of architectural form, severity of line and modesty of decoration.

Poikalon Architectural Ensemble. This is the heart and focal point of all Bukhara from which many winding streets of the city branch out. The ensemble is another creation of medieval architects which has won fame over the world. It is impossible to imagine the skyline of Bukhara without the silhouette of the majestic Kalon Minaret, which is topped by a skylight rotunda, reaches a height of almost 50 metres.

Kalon Mosque (15th century). This is the largest mosque in Bukhara and one of the largest in all of Central Asia. Its simple yet monumental forms make up a unified architectural organism which embodies that type of ancient mosque the compositional structure of which is best represented by the Bibi-Khanum Mosque in nearby Samarkand.

Kukaldosh Madrasah (16th century). This is the largest madrasah still standing in Central Asia. Tourists are always struck by the harmonious combination of new and old that pervades the atmosphere of present day Bukhara, an industrial, cultural, and administrative centre. There are dozens of industrial enterprises in the city, including a giant cotton mill. The Bukhara lamb tannery is one of the largest fur-

producing enterprises in Uzbekistan, and is known in many countries of the world, for it won a Gold Medal at the Leipzig International Fair. Gold-thread embroidery executed at the Bukhara textile mills has also won fame abroad. The discovery of sources of oil and natural gas not far from the city have drastically increased its growth rates and indices. Over the past twenty years, a thriving contemporary town has sprung up around old Bukhara.

The present population of Bukhara is over 400,000. There are institutes of higher education and eleven technical schools.



Comprehension questions

1. Why was Bukhara known in the Medieval Muslim East?
2. What kinds of famous Mausoleums and Mosques do you know?
3. What do you know about Bukhara?



Discussion questions

1. How many parts do you think there are in Bukhara and what kinds of buildings are situated in each part?
2. Why do you think tourists are more interested in Bukhara than the other cities of Uzbekistan?



KHIVA

Ichan Kala, the fully preserved medieval citadel, the only of its kind in Central Asia, is on the UNESCO world heritage list and has been carefully restored to its ancient splendour. During the golden age of the Great Silk Road a major stop for caravans and the trade centre the city is today a living museum. The architectural monuments give an excellent overview over the wide range of styles and techniques used in this area of the world. The Khorezm architects and builders enjoyed a reputation as being among the most skilled in Central Asia, just as today masters of the Special Scientific Restoration workshop in Khiva are called upon to provide their special know-how for the restoration of ancient sites all over Uzbekistan. Khorezm traders were respected as brilliant merchants and patrons of science and the arts. Although numerous times in the course of its history exposed to destruction, epidemics, drought and famine, the citizens helped their town to ever recurring renaissances, with architectural beauty, scientific development and literary achievements foremost on their mind.



Foundation history

According to legend, the city was constructed in the desert, at a site where nomads struck upon a well with extraordinarily tasty water. Exclaiming “kheywak” the name stuck. The big well can still be seen today in the northern-western part of Ichan Kala. Under Shah Abdul Abbos Mamun in the 10th and 11th century, at the Academy of Mamun, gathered the greatest scientists and thinkers of their time, such as Avicenna, Beruni and many more philosophers, mathematicians and astronomers. Subsequently the area developed rapidly, and the region saw citadel cities a plenty, of which only Khiva remains, having become the capital of the independent Khanat and for a short period, the spiritual centre of the Islamic world. However, the Kizilkum desert in Khorezm and bordering Karakalpakistan hold many fascinating archaeological ruins which can be visited with specialised guides.

The population of the city, comprising both Ichan Kala and the outer city Dishan Kala is over 47000 people.

The Ichan Kala fortification was built upon earlier settlements. The clay walls of 18th century are ten metres high. Defence towers are placed every thirty metres along the walls and water moats provided additional protection.

Kuhna Ark (Old fortress. 17-19th centuries)

The Ichan Kala citadel consisting of numerous courtyards among which Kurinish Khana (1804-1806) and Zarbkhana (1806-1825) are today most famous. Kuhna Ark is an architectural museum displaying folk art master’s genius.



Comprehension Questions

1. Why do we call Khiva and Khorezm living museums of Central Asia?
2. What do you know about the Academy of Mamun?
3. What can you say about Ichan Kala and Dichan Kala?



Discussion questions

1. What can you say about the origin of Khiva?
2. What kind of professions do you think were highly developed in Khiva?

SEASONS

There are four seasons in a year. They are spring, summer, autumn and winter.

Every season consists of three months. March, April and May are spring months. It is very nice in spring. The sky is often blue. The sun begins to shine more brightly, the days become longer and the spring flowers appear everywhere. Nature is very beautiful in spring. Everyone enjoys the beginning of spring. It is warm and sometimes it rains, but the rain is warm and pleasant.

Summer comes after spring. June, July and August are summer months. Summer is as nice as spring. The sun shines brightly. It is warm and sometimes hot. Summer is the hottest season of the year. That's why it is not enjoyable to stay in the city in summer, and most people go to the country. The days are long and the nights are short. The longest day of the year is June 21. Children don't go to school in summer. They have their summer holidays. The pupils usually relax during their summer holidays and in September they begin their studies again.

September, the first autumn month, is usually very pleasant. It is not cold yet outdoors, and the trees with their red and yellow leaves look very beautiful. It is warm in September. But in October cold winds begin to blow, leaves fall to the ground, it gets colder and sometimes it begins raining. The rain is cold and not pleasant at all. The days get shorter and the nights get longer. There are a lot of fruits and vegetables in autumn in Uzbekistan. On the first day of autumn we celebrate the independence of our Republic.

Winter begins in December and ends in March. It is the coldest season of the year. In Uzbekistan winter is very nice with its sunny frosty days. It often snows. Sometimes much snow on the ground. It gets dark early in the evening. The days are short and the nights are long. The shortest day of the year is December 21. Winter is a good time for sports. In winter many people go skiing. Children can sledge and play snow-

balls. At the end of winter the sun begins to shine as bright as in spring, but it is not yet as warm as spring. After winter comes spring. People look forward to it. In spring nature awakens from a long winter dream.



Comprehension Questions

1. When do the days become longer? When do they become shorter?
2. When do people like to go to the country? Why?
3. When does it rain in Uzbekistan?
4. During which seasons are the bazaars full?



Discussion Questions

1. What is your favourite season? Why do you think that?
2. What is your least favourite season? Why?
3. What sports do you like to play? What season is the best for you?

HOLIDAYS IN UZBEKISTAN

The anniversary of the independence of Uzbekistan, which we celebrate on September 1, is a holiday. But there are other dates which are holidays in Uzbekistan.

On December 8 we celebrate Constitution Day.

We celebrate New Year's Day on January 1. Before New Year's Day we send New Year wishes to our friends, or we ring them up in the evening on December 31, New Year's Eve. On that night we are usually at home with our family or with some friends. At 12 o'clock we say to each other, "Happy New Year!" and we answer, "Thanks, the same to you." We give presents to members of our family, and we have a New Year tree with lights and decorations.

There are two Muslim holidays, Ramadan Hayt and Kurbon Hayt. The dates of these holidays change every year.

March 8 is Women's Day. On that day we give presents to our mothers and sisters. The most common present for

women is flowers, and on Women's Day many men buy flowers to give to their mothers and wives.

March 21 is the spring festival of Navruz, which people celebrate with flowers, dancing, music and traditional foods. Among the most important of the foods is sumalak, a dish made from boiled wheat sprouts.

Comprehension Questions

1. What holidays are celebrated in Uzbekistan?
2. What religious holidays are celebrated? What national holidays are celebrated?

Discussion Questions

1. What are the newest Uzbek holidays? What are the oldest?
2. What is your favourite holiday? Why?
3. Why is Women's Day celebrated?
4. What are your favourite holiday traditions?

NAVRUZ

March 21 is the holiday of Navruz. In cities, towns and villages people of Uzbekistan celebrate Navruz, the eastern New Year, which is a holiday that celebrates the awakening of nature, and promotes friendship, fraternity and cultural and historical traditions.

March 21 is the spring equinox, meaning that day is equal to night everywhere on the planet. Our ancestors considered this day the beginning of the astronomical year. Uzbek scientists and poets of the past wrote that Navruz was celebrated long, long ago. During the Arab invasion of Central Asia, Navruz was prohibited, but after the downfall of the Arab Khalifate in the 9th and 10th centuries it was revived again.

Young and old prepare for Navruz in a flurry of spring cleaning, washing, scrubbing, painting and decorating of

homes. A week before the holiday many people of Uzbekistan take part in a republic wide hashar (voluntary, unpaid work performed collectively). In honour of the holiday, new gardens are planted and machinery for cultivation is prepared for field work. A lot of money is donated to the Navruz fund.

Navruz is also a holiday of mercy and absolution. On this day people forgive one another their old offences and visit lonely and disabled, people trying to do whatever they can for those who need their care.

Families with many children and pensioners receive gifts and allowances. Navruz is also a holiday of youth, beauty and creativity. The streets, squares and parks of the towns and cities are beautifully decorated and full of music, songs and laughter. Dozens of professional ensembles demonstrate their skills.

Women cook a wide variety of delicious foods such as palov, shashlik, naryn, khasyp and manty. The choice of cakes, sweetmeats, jam and fruit is unbelievable. But the king of all these holiday dishes is sumalak, a high-calorie stew of germinated wheat, the making of which is a compulsory element in the Navruz festival. Usually the women of the neighbourhood take part in the cooking. Only the best of cooks are entrusted with the important task of making sumalak. Jokes, songs and fun accompany the process of cooking. Sumalak is boiled for more than 24 hours in big cauldrons, the bottoms of which are covered with washed river stones and nuts. According to custom, those who get a stone when the dish is served in plates or cups will be fortunate in the coming year and their dreams will come true.

While the women are cooking sumalak, the men of the neighbourhood are often cooking halim, another traditional dish. It is made by boiling milk, veal, sheep, wheat and flour in a cauldron. It is also boiled for 24 hours. When it's hot, it is very tasty.



Comprehension Questions

1. What is Navruz?

2. How do people celebrate Navruz?
3. When was celebrating Navruz prohibited?
4. What foods are associated with Navruz?



Discussion Questions

1. How does your family prepare for Navruz? What are your family's traditions?
2. Do you like sumalak? Describe how to make sumalak.
3. Have you ever made sumalak? With whom did you make it? What were your tasks?

PRESERVATION OF THE ENVIRONMENT

The 21st century is a century of great achievements in all fields. But at present there are many problems that must be solved. One of them is protection of the environment. Many countries all over the world face this problem.

The Uzbek Republic is rich in various natural resources, but they are not always used in the proper ways. We must protect our environment from destruction. That is why we must fight against pollution of our rivers, lakes and seas. We must preserve our forests and our rare animals. Being a developed industrial state, Uzbekistan has a lot of plants and factories in various cities. Their production is very important, but their smoke is harmful to people's health and pollutes the air. Now the suggestion is to build industrial enterprises outside cities, in their suburbs. This will help to keep the air of the cities clear and fresh, but may begin polluting the cleaner areas of Uzbekistan.

The protection of the environment is an international problem too. Scientists and people all over the world must preserve the earth for future generations.

People need the environment more than they often know. They need trees and plants to provide the oxygen that humans need to breathe. They need clean water to drink and to grow the food they eat. They need clean land without chemicals and trash so that their food will be safe to eat. Whatever

we put into our environment, into the air, into the water or into the ground, changes how safe that air, water or ground will be for humans to use later. The land, the water and the air belong to everyone, so it is important that everyone treat the environment well, because even one bad person can affect the health of everyone everywhere.

We must preserve Earth for future generations. We must remember that the power of man to conquer nature is unlimited indeed. We must preserve our environment because it is nature that provides us with everything we need for our existence.



Comprehension Questions

1. Why is it important to protect the environment?
2. What environmental problems are there?
3. Where does air pollution come from?
4. Why does everyone need to be concerned about the environment?



Discussion Questions

1. What is “the environment”?
2. What kinds of pollution are there? Where do you see pollution?
3. What parts of the environment would you miss if they were gone? Why?
4. If “the power of man to conquer nature is unlimited”, why should we not do that?
5. What can you do in your community to improve the environment? What can you do with your family? With your class? By yourself?

YOUTH TODAY

Children are the future of every country. What is good for the youth, is good for the future of that country. Everyone loves their children and wants the best future for them. For that reason, people everywhere are interested in peace, security and a good, stable economy.

The government of Uzbekistan pays great attention to the education and upbringing of young people. They have every opportunity to study. The uniform system of public education in our Republic makes it possible to proceed easily from lower level to higher education. Graduates can enter any type of specialised secondary or higher school.

Much attention is paid to the positive development of young people and their preparation for employment. Teachers try to do their best to educate young people and to bring them up in the spirit of democratic ideals and internationalism. They try to teach children good morals and ethics.

It is the young people who will take the world's future in their hands. That is why it is necessary for them to develop their own interests and goals and to recognise and understand the problems of today.



Comprehension Questions

1. Why is the happiness of youth important to a country?
2. How does Uzbekistan support its youth in education?
3. Why must youth understand today's problems?



Discussion Questions

1. What is important to you?
2. What do you want in the future?
3. What do you believe are the problems like in the world today? In your country? In your community?



THE GREAT SCHOLARS OF IX-XII CENTURIES IN MOVAROUNNAHR AND KHURASAN



*Muhammad ibn Muso
al-Khorazmiy
(783—850)*



The great mathematician, astronomer and geographer Muhammad ibn Muso al-Khorazmiy was born in 783 in Khorezm and grew up there. Astronomy and mathematics were highly developed in ancient Khorezm, and it promoted his interest to these subjects. He wrote more than 20 works, but now only 10 of them left. These works were devoted to algebra, arithmetic, geography and astronomy. Al-Khorazmiy was the founder of algebra. “Al-jabr” is the biggest algebraic work which has three manuscripts written by him are being kept in the museums of Kabul, Medina and Oxford University.

He wrote his astronomic work “Zij” about in 830s. This work is about various planets, their moving and trigonometry and it consists of 37 units. Many scientists used this work. He lived in such scientific atmosphere and died in 850 in Baghdad. His ideas caused to develop mathematics and astronomy. Khorazmiy’s works are saved in different libraries of the world. Nowadays various streets and organisations are named after his name in our country.



Comprehension Questions

1. What kinds of subjects were highly developed in ancient Khorezm?

2. What kind of subject did Muhammad ibn Muso al-Khorasmiy found and what was his biggest work?
3. What was the name of his astronomic work and what was written there?



Discussion Questions

1. Have you ever read anything about Muhammad ibn Muso al-Khorazmiy during your mathematics lessons or in other subjects?
2. What do you think was his contribution to the world science?

Ahmad al-Farghoniy

(798—865)



Ahmad al-Farghoniy was one of the greatest scientists in astronomy, mathematics and geography of his time in Asia. He was born in Ferghana valley in the village of Kubo in 798. There is almost no information left about this scientist. But it is known that he had invented “Nilometer”, a device used for measuring the level of the river Nile, in 861. This invention made him famous all over the East.

His main book in Astronomy called “The bases of Astronomy” was widely spread in the West. This work was translated into Latin and named “Alfraganus”. It had been used as a textbook for many years. Now there are many manuscripts of this book which are kept in many libraries of the world.

Al-Farghoniy also wrote such scientific works as “The book of making astrolabes”, “Al-Farghoniy’s tables” and “The book about making the sundial”. Their manuscripts are nowadays preserved in the libraries of London, Paris and Berlin.

In science al-Farghoniy’s name has been introduced as “Alfraganus”. His name is mentioned with pride in many

works of the authors of the West and East. In 1998, with the decree of the President of the Republic of Uzbekistan we celebrated his 1200th anniversary.

Comprehension Questions

1. What kind of invention did make Ahmad al-Farghoni famous all over the East?
2. Which of his works was translated into Latin?
3. Give some names of the scientific works which are preserved in many libraries of the world.
4. When did we celebrate the 1200th anniversary of al-Farghoni?

Discussion Questions

1. Why do you think the “Nilometer” made him so famous?
2. Why has his name been introduced as “Alfraganus”?



Imam al-Bukhoriy (810—870)



This great scientist of hadis was born on July 20, 810. Al-Bukhoriy lost his father when he was very young and was brought up by his mother. From his childhood he was very clever, curious and had a quick memory. He had been learning hadises which he had heard since he was 10. In purpose of learning he had made many trips and had taken lessons from over 90 great scientists of those times. Although his hometown was Bukhara he had lived for some periods in Cairo, Damascus, and Baghdad. He had his own apprentices and he taught in

madrasahs. According to some sources he had known about 6000 hadises by heart.

Imam al-Bukhoriy left us great scientific inheritance. The number of his works is over 20. For example “Al jome as-sahih”, “Al adab al-mufrad”, “Al-tarih”, “Kitob al-kuna”, “Asomi us-sahoba” and etc. And the most important of them is “Al jome as-sahih” which comprises of 40,000 reliable collection of hadises and it is next in the importance after Koran in Islam. Imam al-Bukhoriy died from serious illness on September 1, 870 in Samarkand. In 1998 we celebrated his 1225th birthday and his monument was rebuilt. Today Tashkent State University of Islam is named after Imam al-Bukhoriy.

Comprehension Questions

1. What was al-Bukhoriy?
2. What did he learn in his childhood?
3. What kind of scientific works do you know written by him?
4. What university was named after him in Tashkent?

Discussion Questions

1. Where did he spend his most part of life?
2. Why did al-Bukhoriy become famous in the world?

Al-Hakim at-Termiziy

(died in 869)



Al-Hakim at-Termiziy was one of the famous scholars of hadis science. He died in 869 AD. The scientist lived in the 9th century and wrote some important works. Till he was 25 he studied in the cities of Movorounnahr. When he was 27 he made haj (pilgrimage) and then stayed in Baghdad where he continued his education. Later he described this in his work “Bad’u Sha’ni Abu Abdulloh” which was dedicated to his



own biography. He also mentioned in this book that he had not received sufficient knowledge yet. Besides, he had known Koran by heart. He calmed his soul by reading it.

Al-Hakim at-Termiziy was a scientist with deep knowledge who showed mistakes and shortcomings of other scholars in his works. Due to his deep critical thinking, he touched upon the works of some Islamic philosophers as well, where he expressed his criticism by revealing their mistakes.

Al-Hakim at-Termiziy wrote more than 400 priceless works. And only 57 of them have reached our hands. The following works, “Nazoirul Qur’on”, “Navodirul-usul”, “Ursul-rnuvahiddin” and “Khatmul viloya” which are about aqid (the measures which should be believed at), and “Isbotul-ilashish sharia”, “Kitobul-manokhiy” and “Kitobu sharhis-salot” devoted to matters of shariat belonged to his pen.

The mausoleum of the famous scholar al-Hakim at-Termiziy is situated in Old Termez at the bank of the river Amu Darya. Thanks to independence al-Hakim at-Termiziy’s mausoleum has become a sacred place of our nation.

Comprehension questions

1. In what science was al-Hakim at-Termiziy famous?
2. How did he express his opinion about the works of Islamic philosophers?
3. Where is the famous scholar’s mausoleum situated?

Discussion questions

1. Did we have any opportunity for learning al-Hakim at-Termiziy’s works or were they popular before independence?
2. Do you think it was easy for him to criticise the mistakes and shortcomings of other scholars from Islamic point of view?

Abu Iso Muhammad at-Termiziy

(824—892)



Abu Iso Muhammad at-Termiziy was one of the greatest scholars in hadis collecting. He was born in 824 in Termez in the ordinary family. From his childhood he had an inquiring mind and intellect and capable to learn things quickly which made him distinguished among his friends. He studied religious and secular studies, and especially he received deep knowledge in hadis. For this purpose, he went to Iraq, Mecca, Medina and Khurasan and spent some years by studying there.

Most of his works have been preserved up to now. They are as follows: “Payg‘ambarning alohida fazilatları” (Prophet’s individual qualities), “Taqvo haqida kitob” (The book about belief), “Ismlar va laqablar haqida kitob” (The book about names and nicknames), “Hadislardagi bahslar haqida kitob” (The book about discussions in hadises).

“Al-jome” (collective) is the most famous work among others which consists of a trustful collection of hadises. Another important work is “Payg‘ambarning alohida fazilatları” (Prophet’s individual qualities). This work included 408 hadises of the Prophet’s life. At present the copies of this book is being kept in Tashkent.

Muhammad at-Termiziy became famous as a mature scholar of hadis science and made a lot of apprentices. He lived in such scientific atmosphere to the end of his life, and died in 892 in Termez. He left us rich and large scientific heritage. In 1990 we celebrated his 1200th anniversary with great magnificence.



Comprehension Questions

1. Why did Abu Iso Muhammad at-Temiziy become famous?
2. Can you name some of his works?
3. Which of his works are accepted as trustful collection?

Discussion Questions

1. Why do think his works are accepted as trustful?
2. Do you know the reason of his travelling to Arabic countries?

Abu Mansur al-Moturudiy (died in 945)



Abu Mansur al-Moturudiy, a great Tavkhid scientist, was born in the village of Moturud near Samarkand. He received his initial education there as well. There is little information about this scholar and his date of birth is still unknown. We only know that he died in 945, in Samarkand. He created some works on the science of Tavkhid (Secrets of Almighty), such as “Kitob at-Tavkhid” (A book on Unity of the Universe), “Kitob al-Makofat” (The book on levels of religiousness and the bases of religion), and “Kitob Tavi lot al-Qur’on” (The book of comments to Koran).

Besides, the works as “Kitob Makhaz ash-Shariya” (The sources of Muslim legislation), “Kitob al-Jadal” (A book on dialectics), and “Kitob al-Usul” (On the basis of Islamic legislation) belonged to his pen too. These works were about the bases and rules of shariat. Moreover, it covered different subjects and dialectics was among them. His works were widely spread among people.

Abu Mansur al-Moturudiy had spent all his life in Samarkand and had produced a lot of apprentices there. In short, he was a person who had greatly contributed to the expansion and intact descending of Islam to upcoming generation. He is considered to be a mature Islamic scientist of his time and is recognised by the scholars of Islamic world.

In 2000, the scholar’s 1130th anniversary was widely celebrated in our country.



Comprehension Questions

1. What was Abu Mansur al-Moturudiy?
2. What famous books did he write and what were they about?
3. When was his 1130th anniversary celebrated?



Discussion Questions

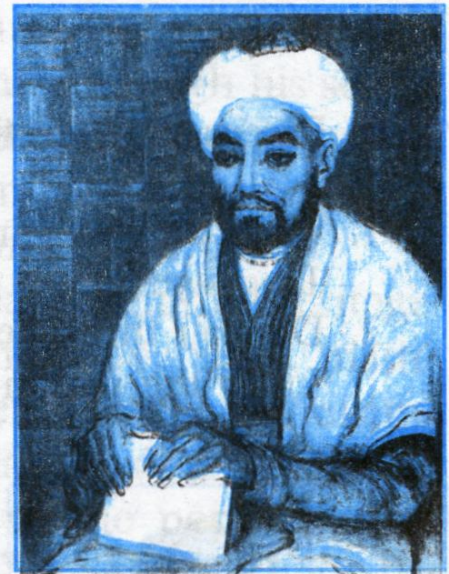
1. What did he bring to Islamic world?
2. When did we begin to learn his works?
3. Did we know about him before Independence? Why?

Abu Nasr Farobiy

(873—950)



Abu Nasr Farobiy was a famous philosopher who had largely contributed to the world's culture. He was born in 873 in Syrdarya, in Farab village. He went to study to Tashkent, Bukhara and Samarkand to get education. He learned the Greek language and philosophy, medicine and logic there. Farobiy knew about seven languages.



Farobiy wrote more than 160 works. For instance "Substance", "Sky Movements", "Book about Law", "Syllogism", "Logic", "Philosophy", "Astrology", "Music", "Rhetoric", "Poem and Rhyme" and "Parts of Human Body" are among them. These works were dedicated to philosophy, astronomy, logic, arithmetic, geometry, physics, chemistry, biology, medicine, poetry, linguistics, ethics and even to subjects as music.

Farobiy worked out his own doctrine on the existence of universe. Farobiy's logical thinking had helped to develop logical thoughts. Yet he founded the doctrine about ruling the country. It tells us that he was a leading politician of his time.

Farobiy was also known as a great musician by his work “The book of music”. Many scholars of Europe have learnt his heritage with diligence. Today there are streets, schools and libraries named after him in Uzbekistan.



Comprehension Questions

1. What kind of subjects did Abu Nasr Farobiy learn?
2. Can you name some of his works and what were they dedicated to?
3. What makes us regard him as leading politician of his time?
4. Why was he also known as a great musician?



Discussion Questions

1. What do you think was the reason for him to learn many languages?
2. Do you think he was known in Europe? If yes, do you know the reason of his popularity?



Abu Raykhon Beruniy

(973—1048)



He was born in the city of Kot (the medieval city located 2,5 km north of present city of Beruniy), the ancient capital of present Khorezm province. From the childhood he was strongly interested in science. In Urgench he received education from his master Abu Nasr Mansur ibn Irok, He had deep knowledge almost in all science pieces of his time like astronomy, physics, mathematics, geodesy, geology, mineralogy, history and so on. For many years he lived in the city Jurjon (the medieval city

located in the north of Iran) as an emigrant. There he met with his second teacher Abu Sakhl Iso al-Masihy and took lessons from him. The book that made Beruniy well-known all over the world “Relics from ancestors” was written in this period.

Later Abu Raykhon Beruniy was asked to come to Urgench by its new governor Abu Abbos Mamun ibn Mamun. There he took an activity in “Mamun academy” which was established at those times under Mamun’s own control.

In 1017 the governor of Gazna was able to conquer Khorezm and all members of Mamun academy were taken to Gazna city. His life there was very hard though his scientific activity at this period was very productive. His works “India”, “Famous people of Khorezm”, and “Initial concepts of soothsaying art” were written in this place.

Abu Raykhon Beruniy left us great scientific heritage. About 154 scientific works on astronomy, geography, mathematics and history were created under his pen. For example in “India”, the author gave information about the geography and mythological imagination of the population of India. And in “Relics from ancestors” he wrote about the Greeks, the Romans, the Persians, the Khorezmids, the Christians and the Jews. Traditions and beliefs of the Arabs before their converting to Islam are described in it as well.

Beruniy died in 1048 in Gazna. Beruniy had made a great contribution by his scientific and philosophic legacy to the world’s science and culture.



Comprehension Questions

1. Where was Abu Raykhon Beruniy born?
2. In what kind of science pieces did Abu Raykhon Beruniy get knowledge?
3. Why did he continue his activity in Mamun’s academy?
4. What did he write in his work “India” about?



Discussion Questions

1. Why was his scientific activity so productive in the city of Gazna though his life there was very hard?
2. What work do you think made him famous in the world?



Abu Ali Ibn Sino (Avicenna)

(980—1037)



Abu Ali Ibn Sino is the pride of Central Asia and one of the greatest scientists. Besides medicine he was occupied with mathematics, logic and philosophy. He was born in Bukhara in the village of Afshana in 980 and got his education in Bukhara. Because of his perfect memory and quick wits he obtained a lot of knowledge very quickly. He had already learnt the Koran by heart when he was 10. Later, when he was 17, he had been already known as a great doctor. He devoted his whole life to gain new knowledge, to cure people, to find the reasons for many diseases, to write works on medicine and to bring this knowledge to upcoming generation. Ibn Sino travelled to many cities as a visitor and died from serious disease on June 18, 1037 in the city of Isfakhon.

The number of works that Ibn Sino had written exceeds 450, but only 160 out of them reached our hands. One of his main books is “Konun at-Tib”. The work consists of 5 big parts containing the reason of disease, hygiene, medication and a lot of other information related to medicine. Yet his other books like “Shifo kitobi”, “Insof kitobi”, “Hojat kitobi”, “Donishnoma”, “Arab tili kitobi”, “Metafizika”, had played the main role in the development of many sciences.

Abu Ali Ibn Sino is well-known in Europe by the name of “Avicenna”. The naturalist Karl Linney named a type of

plant “Avicenna” in honour of him. To sum up we can say that Abu Ali Ibn Sino was an encyclopaedic scholar whose contribution to world civilization was incomparable.



Comprehension Questions

1. Where was Abu Ali Ibn Sino born?
2. Why did he obtain a lot of knowledge so fast?
3. When did he become as a great doctor?
4. Name some of his books.
5. By what name is he well-known in Europe?



Discussion Questions

1. Why do you think Ibn Sino easily obtained and practised medicine?
2. Can we regard him as a scientist who laid the foundation to medicine?
3. Why do you think he was most famous in medicine though he wrote many works in other sciences too?

Khoja Ahmad Yassawiy

(1041—1167)



Ahmad Yassawiy is the first great representative of Turkic mystical literature and the founder of the oldest Turkic order of Yassawiyya in Turkistan, which then influenced the Nakshbandiyya and Bektashiyya among the Turks.

Ahmad Yassawiy’s “Hikmat” (Divan-i Hikmat or Book of Wisdom) is the first known work of mystical wisdom written in the Turkic language of the area of Yassi, near the present town of Turkistan in Kazakhstan. In his poems, he was the first to warn the Turkistanis away from sin. For centuries, different versions of Yassawiy’s “Divan-i Hikmat” were written out and amended or revised by many hands. It was often recopied and finally lithographed and reprinted in

numerous places inside and outside Central Asia. As late as the twentieth century, it remained accessible to believers in oral and written form. His shrine in Yassi is one of the most respected places of Turkistan. In the 1390s Amir Temur had this shrine built in honour of Yassawiy, who was popularly known as the Turkistani saint and addressed as “hazrat”. Restoration of his shrine has recently been undertaken.

According to a legend famous among the people of Turkistan, out of respect for the Prophet Muhammad’s death at the age of 63, Yassawiy, at the same age, built a cave under the earth where he spent the rest of his life.

Ahmad Yassawiy is still very popular among Central Asians as being the spiritual father of the Turkistan nation. At the Second Congress of Turk Republics Ministers of Culture held in Baku, the year 1993 was declared “Ahmad Yassawiy Year” in honour of the 900th anniversary of his birth.



Comprehension Questions

1. Why is Ahmad Yassawiy famous?
2. What is his most famous work called?
3. When did he live?
4. What legend is told about his death?



Discussion Questions

1. What else do you know about Ahmad Yassawiy?
2. Yassawiy warned people away from sin. What is sin? What do you consider to be sins?
3. What is “mystical literature”? Give examples of mystical literature. What mystical literature have you read?



**Burkhoniddin al-
Marghinoniy**
(1123–1197)



The great fakikh (the person who deals with Muslim law) Burkhoniddin al-Marghinoniy was born on September 23, 1123. From his childhood he had learnt the Koran by heart, and deeply studied hadis. His teachers were famous scholars of that time.



Al-Marghinoniy studied the doctrines of founders of four main mazhabs (trends) of Sunnis in Islam. He also created several works on fikh (Muslim law). His work “Hidoaya” is well-known to the whole Islamic world, was written in 1178 in Samarkand. The work was acknowledged as the accurate, successive and complete one. “Hidoaya” consists of 4 parts and tells about praying and money issues, heritage distribution and prohibited things. The work had been regarded as the main manual of law in many Muslim countries for centuries. Nowadays it is still widely being used in shariat (Muslim code of religious, criminal and civil laws based on the Koran). After the Independence of the Republic it became possible to study the monuments of Islam in Uzbekistan. Besides, the book “Hidoaya” which has not lost its value even today and the author’s activities are still waiting for their researchers.

Burkhoniddin al-Marghinoniy played a great role in the right development of teaching Islam and therefore his works are held in high respect today.



Comprehension Questions

1. When and where was Burkhoniddin al-Marghinoniy born?
2. What was he interested in and what did he study in his childhood?



Discussion Questions

1. What famous works did he write?

THE GREAT SCHOLARS OF XIV-XV CENTURIES IN THE PERIOD OF TEMURIDS



Amir Temur
(1336—1405)



In the middle of the 14th century, a fight for independence against the Mongol Empire, which had begun in Khurasan, reached Movorounnahr. The main reason for the fate of the Mongol Empire was the Central Asian people's fight for their freedom.

In this fight the great leader and military strategist Amir Temur made his contribution. He spent his whole life fighting against oppression, ending the battles between the Khans and Beks and establishing a strong centralised state. His name was known not only in Turon but all over the world. He became a famous statesman and great military leader of the Uzbek people.

Amir Temur was born on April 9, 1336, in the village of Khujailgor near Shahrissabz. His father was an authoritative rich man whose name was Amir Taragay. His mother Teguna was a noble woman. So he was well educated in his family. He was strong and handsome.

As his father was a rich man, he had many servants. When he was 12 years old he began to rule over them. He knew how to protect the property and how to oversee it. In his early years he was interested in state affairs and military activities. He spent much time in military training and getting a secular education.

When he was a young man, he took part in wars between various land owners. He was a courageous horseman and he knew military affairs very well. During one of the battles his

leg and hand were injured. His hand soon fully recovered but his leg remained lame.

In Europe he was called Tamerlane. His knowledge of geography, medicine, history and astronomy always astonished scholars.



Comprehension Questions

1. Tell about Amir Temur's family and his birth.
2. What were his strengths?
3. Against whom did he fight for the independence of his land?
4. By what name is Amir Temur known in Europe?
5. What handicap did Temur have?



Discussion Questions

1. How do you think Amir Temur's childhood affected his later life?
2. Tell about Amir Temur's character. How would you like to be like him? How do you not want to be like him?
3. Temur was lame in one leg. How do you think that affected his life? Do you know anyone with physical handicaps? How does it affect their life?

Conquering All of Central Asia

In 1360 the governor of Kashkadarya, Amirkhoja Barlos, Temur's uncle, ran away to Khurasan on the other bank of the Amu Daryo because he was afraid of Mongol invaders. Temur was with his uncle. But as he was loyal to his country and his people, he thought about them and decided to go back. He told his uncle that a country without its leader is a dead body. So he returned to Shahrissabz to defend his region from ruin.

In 1360 the Mongol khan conquered Central Asia (Movorounnahr) and Temur began serving in his army. For his military talent and authority the Mongol khan Tugluk

Temur appointed him governor of Shahrisabz before his departure to his native country, Mongolia. At the time, the son of Tugluk Temur, Ilyaskhoja, was the governor of Movorounnahr. After some time Amir Temur began to fight against Ilyaskhoja. Then he conquered all of Central Asia. In 1370 he became the sole ruler of Movarounnahr and began to unite separate kingdoms into one strong government. He achieved his aim and his rule lasted for 35 years, from 1370 to 1405.



Comprehension Questions

1. Why did Temur leave his uncle in Khurasan?
2. Did Temur work for the Mongols?
3. Who did he defeat to conquer Central Asia?
4. How was Shahrisabz a part of Temur's life?



Discussion Questions

1. Why did Amir Temur begin to fight Ilyaskhoja, the governor of the region?
2. If you were in Temur's place, would you have stayed safe with your uncle away from the Mongol army, or would you have returned to fight and risk dying? Why?
3. If "a country without its leader is a dead body", what then is the role of a country's leader? Do you agree or disagree with this statement? Why?

Amir Temur Created a Great State

(1386—1402)



Amir Temur created a great state stretching from the Ganges River in what is now India to the Volga River, and from the Tian Shan Mountains to Bosfor.

He built an enormous state which included parts of Turon, Iran, Rome, Magreb, Syria, Egypt, Iraq, Azerbaijan, Khurasan, Jeddah and Great Tataristan. It is said that his

“3 years, 5 years, 7 years” glorious military marches were well-known all over the world.

Before his military march to one or another kingdom he suggested peaceful proposals, and when these kings did not agree with him, Temur began his military actions. Thanks to these qualities he differs from other kings and governors.

In the final period of his life, Temur prepared for a great campaign against China, but died in February 1405 at the age of 69 in the city of Otrar. His body was taken to Samarkand and interred at the Gur-Amir mausoleum.

During the Mongol invasion, Samarkand was razed to the ground. The memory of the invaders was expressed in the following saying, “They came, destroyed, killed, plundered and left”.

The period from the end of the 14th century to the middle of the 15th century marked a peak in the economic, political and cultural life in Samarkand. The city won world renown as the capital of Amir Temur’s vast state. Having made Samarkand the capital of his state, Temur had thousands of skilled artisans from the conquered countries taken to the city. He launched extensive construction. During 1371-1372, Samarkand was surrounded by a massive wall which had six gates and ran about seven kilometres. A citadel was built in the western section of the city and was surrounded by a wall eight meters high.

Amir Temur’s residence was inside the Kok-Sarai palace, where the ruler received foreign emissaries, generals and the feudal nobility. Next to Kok-Sarai were government offices and the armoury.

Temur wanted to make Samarkand a city of unsurpassed beauty. Wishing to underscore the superiority of his capital over other world capitals, he named suburban villages Misr, Damascus, Baghdad, Sultania and Shiraz.

Temur built the impressive mausoleums of Shakhi-Zinda and Gur-Amir, as well as the Bibikhanim grand mosque, which stand to this day.



Comprehension Questions

1. Describe the size of Temur's state.
2. How did he expand it to this size?
3. Where was Temur's capital?



Discussion Questions

1. Have you ever visited Samarkand? Which Samarkand buildings from Temur's time do you know?
2. How did Temur conquer other kingdoms? What do you think about his techniques?

Temur's Political Views

There is a book describing Temur's life, "Temuri-Tuzuki", which became famous in the East and in the West and has been translated into many foreign languages. Nowadays copies of this book are kept in the state libraries of Uzbekistan, England, France, the USA, Finland, Iran, India, Turkey, Egypt, Yemen and other countries.

The reason the book became famous is that it includes ways to run a government, rules for organising an army and ways to win battles. This book was very important and useful to many kings and governors. Many governors kept it in their libraries and learned the arts of leading governments. For example: in Bobur's generation, Shah Jahan; the khan of Kokand, Muhammad Ashkoi (1821-1842); the Amir of Bukhara, Abdullahadkhan (1885-1910) and others ordered their assistants to make copies of the book.

The book "Temuri-Tuzuki" attracted the attention not only of rulers and governors, but also of political scientists and historians. It was translated into English in 1830, into Urdu in 1845, into Russian in 1894 and 1934, and into old Uzbek in 1835. In Temur's motherland, in his native country of Uzbekistan, it was translated into modern Uzbek and published in 1991.

According to the views of many historians, this book was first written in Turkish and one copy was kept by the governor of Yemen. It was first translated by Atturbaty from Turkish.

Comprehension Questions

1. What is the “Temuri-Tuzuki”?
2. Why did the “Temuri-Tuzuki” become famous?

Discussion Questions

1. Have you read the “Temuri-Tuzuki”?
2. Give five rules you think a good government should follow.

The 12 Principles by which Amir Temur was Guided

Temur clearly said that during his governing period he was guided by twelve rules, and thanks to these rules he achieved great successes in both governing and winning battles.

1. He followed Islam and the rules of shariat and supported them.

2. He formed state policy on the basis of advice from and consultations with a wide cross-section of the population. He didn't believe only in the power of his army, but depended on all his people.

3. Temur believed that one should always wage war carefully, consulting with many people before acting.

4. All government affairs should be done according to the law. He demanded that his staff follow the law very strictly.

5. It is important to keep good relations with all amirs and governors and to be very respectful to them. Temur always took care of them and gave them a lot of financial and moral support. In return he was always supported by them and always won difficult wars.

6. A leader should take care of the poorest sections of the population. Temur gave money, food and animals to them and won their respect. In this way he kept the population between hope and fear. He defended his people from criminals.

7. A leader should respect all scientists, engineers, historians, writers and educated and talented people. Temur often organised meetings and got their advice. He hated dishonest, poorly behaved people.

8. If Temur decided to do some work he always finished it. He learned from the experiences of his ancestors. He kept his word, and did not break promises.

9. Temur was always interested in the life of the common people. He respected older people as his brothers and younger ones as his children and kept a respectful attitude towards the traditions, customs, laws and rules of each city and village. He demanded that historians write about the real life of the people. When he found out that some governors and soldiers made people suffer, he punished them.

10. He respected all the nationalities which lived in Movorounnahr, among them Turks, Tajiks and Arabs.

11. He maintained good relationships with relatives and friends and didn't forget them even when he became a ruler. He lived on friendly terms with his friends and enemies.

12. He respected all soldiers, even if some of them were enemies to him, because they devoted their lives to their rulers. But he was very cruel to mercenaries.

Temur's policy was very important in its time, but has importance even now. Temur's political views have great importance in this transition period in Uzbekistan.



Comprehension Questions

1. What did Temur believe was the secret of his success?
2. Did Temur believe that the government should break the law when necessary?
3. To whom did Temur show respect?
4. Why did Temur respect soldiers more than mercenaries?



Discussion Questions

1. Why did Temur believe it was important to ask the advice of all parts of the population?
2. Why should all government affairs strictly follow the law?
3. Why did Temur think it was important to respect so many people?
4. Temur respected all nationalities in his land. How do you show respect for another nationality? Why is it important?
5. Why is it important to show people respect? Whom do you respect? Why?
6. Who do you think respects you? Why?
7. Why are Temur's principles important in Uzbekistan today?
8. Which principles are most important for Uzbekistan to follow? What must Uzbekistan do to follow those principles?

Bahouddin Muhammad Nakshband (1318—1389)



Bahouddin Muhammad Nakshband was born in 1318 in the village of Kasri Hinduvon near Bukhara. Bahouddin means the ray, shine and clarity of religion. Nakshband was his family's nickname. Muhammad was a craftsman by profession, as was his father. His father was a weaver and craftsman.

He was taught by well-known religious people of the time, like Muhammad Amir Jaid Kulol, from whom he got secular education, and Mavlono Orif Pekkironi, Kusam Shaikh and Halil Ota.

Bahouddin Muhammad Nakshband devoted his life to the study of the Sufi branch of Islam and its development. He wrote many works but they were not kept.

He had many disciples, among them Hoji Alauddin Attor and Hoji Muhammad Parso. Nakshband's ideas are evident in the works "Hayotnoma" and "Dadilal-oshikin".

Nakshband developed the ideas of Abdulholiq Gijduvoni and Ahmad Yassawiy, but he had his own ideas. His ideas were named "Nakshbandiya". Many scholars of the time from other countries were interested in Nakshbandiya and studied it.

He refused any kind of riches. He preferred to be poor and to live a simple life. One of his famous ideas was "to be with God in the heart and to keep work in the hands".

During his life he twice made the pilgrimage to Mecca. He died in 1389 at the age of 73 and was buried in the village where he was born.



Comprehension Questions

1. What did Nakshband study?
2. What kind of education had he?
3. How did he live his life?
4. What is the collection of his ideas called?



Discussion Questions

1. What do you know about Sufism?
2. Why do you think Nakshband refused riches and preferred a simple life? What kind of life do you want? Why?
2. Explain Nakshband's idea that one should "be with God in the heart and keep work in the hands".



Mirzo Ulugbek

(1394—1449)



Mirzo Ulugbek, the grandson of Amir Temur was born in March 1394 in Sultany, Iran. From his childhood he was interested in science, though he was mainly given military political training. But he was grown up under the influence of astronomers and mathematicians. And at the age of 17 he was appointed the governor of Movarounnahr by his father Shakhrukh Mirzo.

Later he deeply acquired such subjects as Arabic, logic, mathematics, astronomy and built his own school of astronomy between 1417-1420 in Samarkand. By 1429 he had finished building his observatory. These efforts enabled the sciences as astronomy and mathematics to develop in the region.

Mirzo Ulugbek wrote 4 works which were of great importance from scientific point of view. They are “Zij” (the astronomic work in Islamic world and consisted of timetables), “Bir daraja sinusini aniqlash” (to define the first power of sinus), “Risolai Ulug‘bek” (the scientific work of Ulugbek) and “To‘rt ulusi tarixi” (the history of four appanages). “Zij” is the most important and famous of them. It’s devoted to problems of chronology, epochs, mathematics, time and mainly to astronomy. It was the perfect scientific work of the medieval time and was used by many European scientists. The “Zij” of Ulugbek is widely spread in Turkey, India and some other European countries.

In 1994, by the decree of the president of Uzbekistan, the 600th anniversary of Mirzo Ulugbek was broadly celebrated.



Comprehension Questions

1. What kind of person was Mirzo Ulugbek?
2. Why his interest to astronomy and mathematics was so high?
3. Can you name some of his works and their importance?



Discussion Questions

1. What do you think his greatest contribution to science was?
2. Have you read any books about his life?
3. Do you know anything about his dramatic death?

Sharafiddin Ali Yazdiy

(died in 1454)



Sharafiddin Ali Yazdiy was one of the historians who left an unforgotten name in history. He was born in the end of the 14th century. Unfortunately, there is no exact source where his date of birth is mentioned. Yazdiy was born in the city of Yazd (the city located in the central part of Iran), in a scholar family. He was brought up in the learning atmosphere from his childhood and mastered a lot of subjects. Therefore, he left rich scientific-literary legacy concerning literature, linguistics, poetry, and philosophy.

Yazdiy spent his whole life in his hometown and created his scientific works. The work that made him very famous yet in his time to Central Asia, the Middle and Central East was “Zafarnoma”, devoted to the history of Timurids. This work was based on the real historic events and, it is the evidence of the author to be one of the leading historians of that time.

Moreover, he wrote such works as “Muammo va topishmoqlar” (Problems and quizzes), “Tahlil” (Analyses)

“Usturlob ishi” (The Science of Astrolabe), “Sherlar to‘plami” (Collection of Poems), and “Munshaot” (Collection of Letters). He wrote comments to various works as well.

Owing to “Zafarnoma” of Yazdiy, a lot of information about the Timurids’ epoch and some new pages of the history have been opened. Sharafiddin Ali Yazdiy died in 1454 in his hometown Yazd.



Comprehension Questions

1. Where was Sharafiddin Ali Yazdiy born?
2. What did he bring to scientific environment?
3. What kind of things were written in “Zafarnoma”?

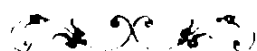


Discussion Questions

1. What was the main idea in his works?
2. Which period did he write in his works?

Abdurahmon Jomiy

(1414—1492)



The literature rose to a new stage during the period of Timurids in Movarounnahr and Khurasan. Abdurahmon Jomiy’s creative work was of great importance here.

Jomiy was born on November 7, 1414 in the city of Jom and therefore he chose himself the pseudonym “Jomiy”.

He spent most of his life in Herat and became a great scientist. He began to learn Arabic, poetry and the history of literature early in his childhood. Jomiy finished his study in Samarkand at Ulugbek’s madrasah. The founder of the Uzbek literature Alisher Navoi was his best friend and Jomiy cre-



ated a lot of works with his advice. Abdurahmon Jomiy wrote about 60 works. They are “Yusuf and Zulayho”, “Layli and Majnun”, “Salamon and Absal”, “Sibhat ul-Abror” (The Praise of Believers), “Tuhfat ul-Ahror” (The Gift of the Noble People). With Navoi’s advice he wrote 3 divans (collection of poems) and named them “Fotihat ush-shabob” (The Beginning of a Childhood), “Vositat ul-ikod” (The Pearl in the Middle), “Khotimat ul-hayot” (The End of Life).

There are also such booklets among his works as “Lujjat ul-Asror” (The Sea of Mystery), “Risolai musikiy” (The Book about Music), “Risolai muammo” (The Book on Problems). Besides he wrote comments on scientific works of most linguists. Abdurahmon Jomiy was able to build two madrasahs in Herat and a mosque in Jom. He left us great heritage and in 1492 died from illness in Herat.



Comprehension Questions

1. When did Jomiy live?
2. Why did he choose himself the pseudonym “Jomiy”?
3. How many divans did he write and how he named them?
4. What other great contributions did he do during his life?



Discussion Questions

1. Why do you think the literature rised in Temurid’s period?
2. Did Jomiy write any works for developing the Uzbek language?



Alisher Navoi (1441–1501)



Alisher Navoi was a great poet, statesman and the founder of Uzbek literature. He was born in Herat, on February 9, 1441. Navoi became a very famous poet. He was active for many years in the society which was torn by endless wars after the death of Temur.

Alisher Navoi got a very good education for those days. He knew all poetic forms. Navoi wrote mostly in Turkish and used Persian very little.

Navoi was well known as a literary scholar. He supported poets, scientists and artists. He was a great master of fine arts and knew how to handle a painter's brush himself. He was a very good architect, and designed many schools, hospitals, inns, bridges, roads and channels.

Navoi's poems in old Uzbek were collected into four parts, which were called "Chor-Devon" (The Four Divans). His poems in Persian were collected and called "Devoni-Foni" (Foni's Divans). His most important work is the "Khamsa" (Quintuple), five poems written between 1483 and 1485.

The first, "Hayrat ul-Abror" (Astonishment of Nice People) is a philosophical work. The second poem is "Farhod and Shirin". The third is "Layly and Majnun". The fourth, "Sabbai Sayyor" (Seven Planets), consists of seven short works around a common theme, the quarrel between King Bahrom and his beloved Dilorom. The fifth is "Saddi Iskandari" (The Wall of Iskandar).

Alisher Navoi spent his last years in Herat. His last book, "Mahbub-al-qulub" (The Love of Sweethearts), which was written in prose, is very popular with the Uzbek people to

this day. Alisher Navoi died on January 3, 1501. His works have entered the treasury of world literature and have been translated into many languages.

Comprehension Questions

1. Why is Navoi famous?
2. What was he skilled at?
3. In what languages did he write?
4. What is the “Chor-Devon”? How is it different from the “Devoni-Foni”?
5. Name at least seven of Navoi’s works?

Discussion Questions

1. What have you read by Navoi? Did you like his writing? Why?
2. Navoi was skilled at many things. At what five things would you choose to be skilled?

Kamoliddin Behzod

(1455—1537)



• The member of Renaissance and Alisher Navoi’s apprentice, the great artist and miniaturist Kamoliddin Behzod was born in 1455 in a poor family in Herat. He lost his parents as a child and was brought up by the famous painter Mirak Nakkosh. He learned from him the secrets of carving. Due to his inquisitive mind and being a hard-worker, his talent was increasing day by day. Soon he became popular as an artist in Herat.

In 1512 he went to the city of Tabriz, where he spent 25 years of his life continuing his creative works. Nevertheless, he returned to his hometown Herat and later in 1537 died there.



Kamoliddin Behzod left very rich heritage to his generations. At present, his 30 paintings and various miniatures are known to us. He created the images of Husayn Baykaro, Abdurahmon Jomiy, and Shaybonikhon with great proficiency. Yet more than 40 miniatures depicted with the meetings of Husayn Baykaro and the pictures drawn to the works of different scholars scored him big successes both in the East and West.

Another his contribution to the development of art was the establishment of his school which he named by his own name “Behzod”.

Behzod left an unforgotten trace in history and his creative works have been respected up to now. And the wide celebration of his 545th birthday in 2000 is a perfect example of it.



Comprehension Questions

1. Where did Kamoliddin Behzod live and work?
2. Who helped him to become famous?



Discussion Questions

1. What did he add to the Uzbek art and culture?
2. What do you think was the main idea in his pictures?

Khondamir **(1473, 76–1534)**



The famous scientist of history Khondamir was born about in 1473-1476 in the family of a minister in Herat. He profoundly studied history and literature and won the fame as the great scholar of his time. The greatest poet Alisher Navoi had made a big contribution to him. He allowed to a future scientist to use the books of his rich library and yet Navoi was a scientific adviser to Khondamir's scientific works.

Khondamir lived in many different countries for different reasons. In 1528 he went to Agra, the capital of India, to the kingdom of Zahiriddin Muhammad Bobur and thus left his motherland Herat forever. There he continued his creative works and produced a lot of apprentices. He died in 1534 in the city of Mandu and was buried in Delhi.

Khondamir created 13 works and only 8 of them remained nowadays. In his works as "Maosir il-Muluk" (The History of Kings), "Bayon ul-ahvol ul ahyor" (Merciful People), and "Makorim ul-ahlok" (Noble Behaviour) he described different scholars and kings. They were mainly devoted to Alisher Navoi. The events of 1522 were depicted in his another novel called "Nomai noma" (Well-known Names). However his greatest work was "Habib us-siyar" (Information about Human Beings) where he narrated the happenings which took place in the history of Central Asia, Iran, Iraq and Afghanistan. Another his famous work "Humoyunnoma" was devoted to the king of India, Humoyun Mirzo.

According to this mentioned information Khondamir was a scientist who had heavily contributed to the culture of Central Asia, Afghanistan and India.



Comprehension Questions

1. Who was Khondamir's main teacher?
2. Where did he spend most of his time and where was he buried?
3. Can you name some of his works and to whom were they devoted?



Discussion Questions

1. In what sphere do you think he had contributed to the culture of Central Asia?
2. What was the main idea in his works?

Zahiriddin Muhammad

Bobur

(1483—1530)



Zahiriddin Muhammad Bobur was born on February 17, 1483 in Andijan. His father was the governor of Ferghana town. Like other prince relatives Zahiriddin also took education from mature teachers in the palace. However, his carefree childhood did not last long. When he was 12 years old his father died. Moreover, there was a constant struggle between the princes of Timurids' dynasty for the throne. But this struggle did not bring anything good and as a result, the king Shaybonikhon using the opportunity of political crisis in the state of Timurids captured Samarkand with his large army. In 1504 he occupied Andijan as well. After a while Bobur left his hometown and settled in Kabul. Later he had to go to India. In India he founded the dynasty of Baburids. This dynasty is well-known as "Great Mongolians" in European history. The dynasty existed three

hundred years. Bobur died in 1530 in the city of Agra. Shortly after his death his body was brought to Kabul by his sons and was buried there.

Zahiriddin Muhammad Bobur was a great writer, scientist and a military leader who left an unfading name in the culture and literature of the Medieval East. He left us novels and poems such as “Boburnoma” (the historical and geographical novel), some gazels (lyrics), rubais (quatrains) written in the Turkic language and such brochures as “Hatti Boburiy” (Bobur’s Writing), “Harb ishi” (The Matter of War), and “Aruz haqida” (About Aruz).

Boburnoma describes the history of peoples of Khurasan, India, Iran, lived between the end of the 15th to the first half of the 16th centuries. Besides, there is a lot of information in the book about social and economic matters, political, economic and trade relations between provinces, their geographic positions, climate, flora and fauna, peoples and tribes, their living conditions, traditions, some important historic buildings, temples of Muslims, wedding and burial ceremonies which are all reflected in the book.

Owing to the huge statistics given in it, Boburnoma is still regarded as an astonishing piece of work by world scientists. And these scientists have worked a lot in order to explain the content of the work to people.



Comprehension Questions

1. When and where was Zahiriddin Muhammad Bobur born?
2. When did he become the prince of Andijan?
3. When did he leave his motherland?
4. What did he write in his well-known work “Boburnoma” about?



Discussion Questions

1. What do you think was the main reason of his leaving motherland?
2. Have you read anything from other sources about his life in India?

II. PUPILS' LIVES

My Day Off

People spend their days off in different ways. Some of them prefer to stay in town and to visit an art exhibition, a museum, a cinema or a sports event. Other people prefer to spend their days off out of town.

I prefer to spend my day off sometimes in the country, sometimes in the city. Sometimes I take part in sports events, which usually take place during the weekends.

I study six days a week. On Sunday I get up later than usual. After breakfast I go to the park with my friends. Sometimes we go to the stadium. We all enjoy skating. We are also football fans. We often play football or tennis. In summer I like to swim in the lake or in the river, both of which are not far from my house.

I always help my parents in the yard. I clean my room and iron my clothes myself. On Sunday evening we go either to the theatre or to the cinema. There are many theatres in Tashkent, and sometimes we go to the theatre. Usually, we buy tickets beforehand. Late in the evening I watch TV, and go to bed at 11 o'clock.



Comprehension Questions

1. Where does the writer like to spend days off?
2. What sports does the writer like to play?
3. How does the writer help his parents?



Discussion Questions

1. What do you do on your days off?
2. How do you spend your free time?

3. What kinds of sports do you like?
4. Do you like to go to the theatre? The cinema? The disco?
5. What TV programmes do you like to watch? Why?
6. How do you help your parents? Do you help other relatives too? Whom do you help?

My School Day

My school day begins early. Every day I get up early in the morning at about 6 o'clock. I usually air my room and make my bed. Then I go to the bathroom where I brush my teeth, wash with cold water, get dressed and comb my hair. I make breakfast at about 7 o'clock. I have breakfast with my family. It doesn't take me much time to have breakfast. After breakfast I clean the table and leave for the lyceum at 7:30. I usually go by tram. It takes me 15 minutes to go to the lyceum. I'm always on time for the lessons.

Our lessons begin at half past eight. Every day we have 3 or 4 pairs of lessons. After the second pair we have a long break for lunch. We usually go to the cafeteria to have lunch. We study different subjects at school: history, geography, science, mathematics, economics, chemistry, physics, English and oriental languages.

After classes I usually walk home. I like to walk after a busy day at the lyceum. I have a snack at home with my sister. After eating I have a short rest. Then I help my mother prepare supper. We have supper at 7 o'clock. Supper is a very pleasant time for me because the whole family is around the table and we have interesting talks about different things. We talk about me and my sister's studies at the lyceum.

After supper I do my homework. I read and translate texts, write exercises, memorize new words and so on. It takes me two hours to prepare my lessons.

Sometimes, if I have free time, I watch TV. I usually go to bed at 11 o'clock.



Comprehension Questions

1. What does the writer do before school each day?
2. Where and with whom does the writer eat meals?
3. What does the writer do after supper?



Discussion Questions

1. What time do you get up every day? How do you know it is time to get up?
2. When do you have breakfast? What do you like to eat for breakfast?
3. How do you get to school? How long does it take to get there?
4. What subjects do you study at school? What are your favourite subjects? What are your least favourite subjects?
5. How long does it take you to do your homework?
6. Why do you go to school?

About Myself

I'm Karim Olimov. I am Uzbek. I was born in 19 ... in Tashkent. I can speak Uzbek, Russian and English. I am neither short nor tall. My hair is short and black. I usually wear a dark suit in winter and light shirts in summer. I like to wear clothes made of cotton and wool. I enjoy playing sports. I like to swim and to play chess and football.

At school I study hard. My favourite subjects are literature, mathematics, geography and history. But most of all I like English. I want to become a student of the Tashkent National Economic Institute.

I have a large family. It consists of my parents, two sisters, three brothers and me. I always help my parents about the house. I have a lot of friends. They all are very nice.



Comprehension Questions

1. How old is Karim Olimov?
2. What kind of clothes does he like to wear?
3. What does Karim like to do in his free time?
4. What does he like at school?
5. What languages can he speak?



Discussion Questions

1. When were you born? How old are you?
2. What languages do you know? What languages do you want to know?
3. What sports do you like?
4. What are your favourite subjects at school? Why?
5. Is your family large? What is good about a large family? What is bad?
6. Do you help your parents? How about your brothers or sisters?
7. What kind of clothes do you like to wear? What styles? What materials?

Our Family

Our family is not very large. I have a grandmother, a father, a mother, a brother and a sister. We all live together.

My grandmother is 76 years old. She is retired. My father is a man of 45. He is a tall and handsome man with short black hair and brown eyes. He works at a plant as an engineer. He likes his work and spends most of his time at the plant. My mother is a woman of 40. She is a doctor. She works at a hospital. Mother always has a lot of work to do about the house and at work. She is very beautiful. My brother is a student. He is a handsome fellow of 20. He does well at the institute. He studies at the Institute of Oriental Languages. My sister is a girl of 16. She studies at college. She is in the 2nd course. She is pretty. She has black hair and brown eyes.

Her hobby is English. She is going to enter the University of World Languages.

I'm Dildora Karimova. I'm a pupil of the 9th form. I study at the Lyceum of Oriental Languages. I do well at school and get only good and excellent marks. My favourite subject is Arabic.

Our family is very friendly. In the evenings we spend time together.



Comprehension Questions

1. What is Dildora's family like? Describe them.
2. Where do her parents work?
3. What subjects does Dildora like at school?
4. What does the family do in the evening?



Discussion Questions

1. How many people are in your family?
2. How old are your grandparents? Do they live near you?
3. What are your mother and father's professions?
4. Where do you study?
5. What does your family do in the evening?

My Autobiography

I suppose the first thing, I must tell you what is my name. So, I am Dilshod Karimov. Karimov is my surname and Dilshod is my first name. I'm Uzbek. I was born on April 2, 19... in Tashkent.

My father is a doctor. He works at a hospital. My mother is a housewife. She has much work to do about the house. There are six people in the family. I have an elder brother and sister and a younger sister. My younger sister and I are both pupils. My elder brother and sister are university students. My younger sister is in the 8th form. I study at the lyceum. I'm a pupil of the 9th form. I always do well at school and I am interested in learning. Our family is very friendly.



Comprehension Questions

1. How old is Dilshod?
2. Where was he born?
3. How many brothers and sisters does he have?
4. Does Dilshod like school?



Discussion Questions

1. When is your birthday? How old are you?
2. How many brothers and sisters do you have? How do you help them? How do they help you?
3. What do you like about school? Why?
4. What do you dislike about school? Why?

My Family

My name is Rashid Abdullayev. I have a big family: a mother, a father and two sisters. My mother is an engineer at a big plant. She likes her work very much. The plant is not far from our house.

My father is a teacher. He works at the Tashkent Polytechnics Institute. He is a professor and is the author of several books. Sometimes he takes part in international conferences and visits foreign countries. He has visited the USA, France, England and many other countries. He speaks English, German and French.

My sisters are schoolgirls. They do well and get only good and excellent marks at school. They like foreign languages. Our family likes English, and sometimes we speak English at home.



Comprehension Questions

1. Is Rashid's family small or large?
2. What are his parents' professions?
3. Where does his mother work?

4. What languages can Rashid's father speak?
5. What languages does the whole family speak?

Discussion Questions

1. Is your family small or large? How many people are in a "large" family? How many are in a "small" one?
2. Name the members of your family.
3. How old are your parents?
4. What are your parents' professions?

About My Friend

I have a friend. His name is Malik. He is my schoolmate. Malik is very good at playing chess. I also like to play chess. That is why we became close friends.

Last year Malik and I took part in the National Chess Championship. My friend became the third place chess player in Uzbekistan. We also like to play football. This year we'll try to enter the University of National Economy. Malik prefers the economic planning faculty, as he thinks that planning is very important to the Republic's economy.

Malik and I are also neighbours. We live on the same street. We often spend time together. We go to the stadium or to the cinema, or sometimes we discuss books and events that take place in our country and abroad.

Comprehension Questions

1. Who is the writer's friend? How do they know each other?
2. What is Malik very good at doing?
3. Why does Malik want to study economic planning at the University of National Economy?
4. What do Malik and his friend like to talk about together?

Discussion Questions

1. Describe a friend of yours.
2. What are your plans for the future? Do you want to study more? What profession do you want?
3. What do you do with your friends during your free time at school?
4. How do you find out about events that take place in Uzbekistan? Events that take place abroad?
5. What do you think makes a good friend? Do you think your friends have all of these qualities? Do you think that you have all of these qualities?

My Future Profession

Many roads are open for youth in our Republic. Anybody can learn at school, but it is not an easy thing to choose a future profession. Some people follow the advice of their parents. Others cannot decide even after leaving school.

As for me, I made my choice long ago. My favourite language is English. I want to learn English very well. Two years ago, I passed exams with excellent marks and began to study at the Lyceum of Oriental Languages. At the lyceum we learn English, Arabic and Turkish. We study English six hours a week so we can learn everything about the English language, English literature and English-speaking countries.

Since gaining its independence, Uzbekistan has been establishing relations with many countries. Therefore, Uzbekistan needs many specialists with a knowledge of English. After finishing the lyceum, I have decided to enter the University of World Economy and Diplomacy. I want to be a useful specialist to further the development of our country. Knowledge of the English language can give a person many opportunities to become an important person in economics, science, or internal or external foreign cooperation.



Comprehension Questions

1. What does the writer want to do after leaving school?
2. Where does the writer study? Where does the writer want to study after finishing school?
3. Why does the writer want to be an English specialist?
4. What does an English specialist do?



Discussion Questions

1. Why is choosing a profession difficult?
2. How will you decide what you want to do in the future? For whose advice will you ask?
3. Why does Uzbekistan need people who know English?
4. What jobs require that you know good English?
5. Where is English used in your community? What jobs in your community require English skills?

Travelling

Modern life is impossible without travelling. Thousands of people travel every day either on business or for pleasure. They can travel by air, by rail, by sea or by car.

Travelling by air is the fastest and the most convenient way, but it is the most expensive too. Travelling by train is slower than by plane, but it has its advantages. You can see more interesting places of the country when you are travelling through it.

Modern trains have very comfortable seats. There are also sleeping cars and dining cars which make even the longest journey enjoyable.

Travelling by sea is popular mostly for pleasure trips. On board large ships and small river boats people can visit foreign countries and different places of interest within their own country. On board large ships there are facilities to help you enjoy your trip. There are tennis and badminton courts, swimming pools, cinemas and dance halls. It's a pleasant way to spend a holiday.

As for me, I prefer travelling by car. I think it is very convenient. You needn't book any tickets in advance. You can stop wherever you wish and spend as much time as you like.



Comprehension Questions

1. How can you travel?
2. What are the advantages and disadvantages of each type of transport?
3. Describe ships you take for pleasure. How are these different from river boats you take for pleasure?



Discussion Questions

1. What types of transport are there in your community?
2. What types of transport have you taken? Where did you go?
3. How do you usually travel in town? Between towns? Why do you choose that kind of transport?
4. How do people travel when they go abroad? Why?
5. Why is modern life impossible without travel?
6. If you could take any vacation, how would you travel? Why? Where would you go?
7. Does your family have a car? What are the advantages and disadvantages of having a car?

At the Cinema

I am a great cinema goer. I like cinema immensely and go to the pictures very often. I see all the best films that are being shown in Tashkent. I prefer feature films, especially the productions of the Mosfilm and Uzbekfilm studios. I enjoy documentaries very much, not to mention cartoons. I only like some foreign films. I prefer them dubbed into Russian or Uzbek or with subtitles.

I usually buy tickets for the afternoon performances. If I want to go to the evening performances, I buy the tickets in

advance. I like to arrive at the cinema a few minutes before the film starts. If I have time before the film, I look at the portraits of Uzbek and foreign film stars in the foyer.



Comprehension Questions

1. Where does the writer live?
2. What are the writer's favourite studios?
3. Does the writer like foreign films?
4. What does the writer do before a film starts?
5. Explain three ways a viewer can understand a foreign film?



Discussion Questions

1. Do you like films from one studio more than from others? If so, why?
2. Do you like foreign films? Why?
3. What are the differences between foreign and local films? How about between films from different countries?
4. Do you watch films at the theatre, on video or on TV? Where do you prefer to watch them? Why?
5. Do you think foreign films accurately show life in other countries? Why?

At the Theatre

There are many theatres in Tashkent, and they are very popular with the public. Theatre lovers don't miss any new performance at Uzbek National Academic Drama Theatre or Uzbek State Theatre named after Abror Hidoyatov. Both children and grown-ups like to go to the puppet theatre and the circus. Those who are fond of music go to the opera and ballet theatre and to the philharmonic.

I'll never forget my first visit to the Navoi Opera and Ballet Theatre. My friend and I dreamt of seeing the famous ballet *Swan Lake* by Tchaikovsky. We knew the plot very well and we decided to see a performance. We were clever enough to buy the tickets in advance because when we got to the theatre the sign "All tickets are sold" was already up.

We left our coats in the cloakroom and got a programme. We found our seats. The hall was full of people. The audience was well-dressed, talking, laughing and eating chocolates and ice-cream.

The orchestra began picking up its instalments. After the third bell, people were in their seats ready to watch the performance.

At 7 sharp the lights in the theatre went out, the curtains slowly went up and the orchestra began playing.

From the first minute I was deeply impressed. The set and dancing were superb and exciting. The costumes were wonderful, and the music was thrilling. The ballet seemed like a fairy-tale to me. I had never seen anything so wonderful.

After the first act we went to look over the theatre. There were many portraits of famous opera singers, ballet dancers, musicians and producers on the walls of the foyer.

After ten minutes, the bell for the second act rang and we went to our seats. When the curtains fell at the end of the performance there was a storm of applause. The dancers received call after call. They were presented with bunches of flowers. We enjoyed the performance very much.



Comprehension Questions

1. What theatres are there in Tashkent?
2. About what performance does the writer tell?
3. What did the audience do before the show?
4. How does the audience know that the show is beginning?
How do they know when the second act is beginning?



Discussion Questions

1. Have you ever been to the theatre? If so, tell about it?
2. What type of performances can be held in a theatre?
3. How can people see these performances if there is no theatre in their town?
4. Are there theatres in your town? If so, what type of performances do they have? Do you go to them?

Shops and Shopping

The face of the towns and villages in Uzbekistan is changing. We see new houses, schools, cinemas and shops in every town. Shops are very important in our life. There are different kinds of shops. Some of them sell bread. Others have tea, sugar, coffee, butter, cheese, sausages, meat or fruit. When we want to buy something, we take our shopping bag and go to a shop. There we talk with shopkeepers who sell things.

Many people do their shopping at the market. There, farmers sell vegetables and fruit that they grow themselves. They sell meat, milk and other things too.

Big shops with many departments are called stores. In stores we can buy almost anything we like. In the windows we see all the things that they sell: food, suits, dresses, coats, boots, shoes, radios, TV sets and many other things.

When we want to buy clothes we go to a department store. This is a big store with many departments where clothes, textiles, linens and jewellery are sold.

I am a regular customer at one of the big Tashkent stores. My friend and I decided to do some shopping on Sunday morning. There are always many people at the department store. We enjoyed wandering from one department to another, looking at various articles on the counters. We spent a lot of time at ready-made clothes and bought a nice dress for me. My friend chose a pair of shoes and a blue scarf for herself.

We both returned home quite happy but rather tired. I like to shop at the department store because you can find anything you like there.



Comprehension Questions

1. Are there more shops in Uzbekistan than there were fifteen years ago?
2. Where can people buy items they want or need?
3. What is a department store?

4. What did the writer buy for herself on Sunday?
5. What did her friend buy?



Discussion Questions

1. Where is the nearest department store located? Do you shop there? Why?
2. Where do you buy food? Tea? Flour? Boots? A cold drink?
3. When do you like to go shopping? Do you like shopping? Why?
4. What did you buy in the last week? Where?

Sport:

Sports serve a great purpose, helping to bring up a strong and healthy generation of courageous young men and women. Sports teach people how to work together, improve coordination and increase players' self-confidence.

Our Republic pays a great deal of attention to physical education and sports. Hundreds of stadiums, gymnasiums, basketball courts, swimming pools and other facilities have been built all over the country for the millions of people who enjoy sports.

Physical training, sports and games are an important part of the education of our youth. The sports programme for youth sometimes includes boxing, wrestling, swimming, karate, kurash, running, weightlifting, skiing, cycling and shooting, as well as games like football, volleyball, basketball, gymnastics, tennis and badminton.

Numerous sports clubs have fostered dozens of athletes who have achieved great fame in our country. Athletes set many new world records in various sports.



Comprehension Questions

1. Why are sports good?
2. What sports facilities are available in this country?
3. What sports are there?



Discussion Questions

1. Do you like sports? Why? What do you not like about sports?
2. What sports facilities are there in your town? Which ones do you use? Do you take sports lessons or play on any teams?
3. What sports do you want to learn?

Parts of the Day

There are four parts of the day: morning, afternoon, evening and night. Morning is the first part of the day. It is the time from sunrise until 12 o'clock p.m. In the morning we are busy. We go to school. When we arrive at school, we say "Good morning" to one another.

The second part of the day is afternoon. Afternoon is the time from 12 o'clock to 6 o'clock p.m. In the afternoon people say "Good afternoon". We come home from school in the afternoon.

Evening is the third part of the day. It is the time from 6 o'clock p.m. until bedtime. In the evening we do our homework. We read, write, and study English, history, literature, mathematics, physics and other subjects. When friends come, they say "Good evening".

Night is the fourth part of the day. It is the time from bedtime until sunrise. At night we sleep. When friends go away, they say "Good night".



Comprehension Questions

1. When is morning?
2. When is evening?
3. What is the difference between saying "Good evening" and "Good night"?



Discussion Questions

1. To whom do you say “Good morning” (in English)?
2. What do you do in the evening?
3. What part of the day do you like best? Why?
4. What part of the day do you like least? Why?

At School

The school year begins on September 2. Millions of boys and girls go back to school after their summer holidays. They see their friends, schoolmates and teachers again. They tell each other how they spent their summer vacation. They exchange their opinions on books, films and TV programmes.

Every day, schoolchildren have five or six lessons. They study history, geography, mathematics and Uzbek, Russian and English languages. They also attend physical education, music, art and literature lessons. They may also join various clubs at their schools. School libraries sometimes organise meetings for them.

Pupils have autumn, winter, spring and summer vacations. At the end of the school year they have to take two or three examinations. The pupils of the 9th form must take their final examinations.



Comprehension Questions

1. When does school year begin?
2. When are school vacations?



Discussion Questions

1. Why does school now begin on September 2 instead of September 1?
2. Do you like the first day of school? Why?
3. What subjects do you study at school?
4. Are there any clubs at your school? Do you belong to any clubs?
5. Which school vacation do you enjoy most? Why?
6. Why do pupils take exams after the 9th form?

My Lyceum



There are more than nine thousand primary schools, secondary schools, vocational colleges and academic lyceums in Uzbekistan. Education is free in all of them. The right to education is guaranteed by our constitution. Pupils spend the most important years of their lives in school.

I study at the Lyceum of Oriental Languages. It is far from my house. My lyceum is a modern three story building of typical design. In front of the lyceum there is a small, beautiful garden with flowers of various colours and green trees. Behind the school there is a big sports field. There, pupils have classes in physical training when the weather is good. They also hold different festivities there.

When you enter the lyceum, you can see the director's office on the left side of the corridor. On the right upstairs there is a large gymnasium, a cloakroom and a big cafeteria. Schoolchildren hold meetings there. On the left upstairs there are classrooms and laboratories. On the walls of the corridors you can see portraits of famous scientists, writers and outstanding people of our country. There are also sayings and proverbs in Uzbek, English and different oriental languages,

such as English, Indian, Arabic, Turkish, Japanese, Korean, Chinese, Urdu and Farsi. There are light curtains on the windows and many flowers on the window sills.

Entering a classroom, you'll find three rows of neat desks, a teacher's desk, a blackboard and a bookcase. You'll also see different pictures, diagrams and posters on the wall, depending on what subject is taught there. We are proud that our rooms are equipped with tape-recorders, TV sets and other necessary equipment.

During our years of study we learn a lot about physics, mathematics, chemistry, biology, history, geography, Uzbek, Russian, English and oriental languages. In addition, our teachers teach us to love our motherland and to be honest and hardworking.

Life in our lyceum is very interesting. There are a lot of circles in different subjects. There is also a scholars' society in our lyceum. In this society pupils work on a theme that they have chosen and defend their work at the society.

I like my school very much and I hope that one day I'll return there as a teacher.



Comprehension Questions

1. Describe the design of the writer's lyceum.
2. What is on the walls of the writer's lyceum?
3. In what languages are the decorations in the halls? Why?
4. What does the writer want to do in the future?



Discussion Questions

1. Describe the design of your school.
2. Describe your classroom.
3. At what subjects are you especially good?
4. Would you like to be a teacher? Why?

Summer Holidays

In summer, children have a break from school. Sometimes they go to the river for fishing and boating. They bring home a lot of fish. Children like fishing very much. Sometimes boys and girls go to the farms. They help in the gardens or in the fields. During summer holidays many boys and girls like to go to the country with their teachers. They take some food with them, make a fire and cook dinner. They like to have dinner in the field. After dinner the boys and girls tell stories or play chess, volleyball, football and other games. They like to swim and to boat on the river.



Comprehension Questions

1. Who has holidays in summer?
2. What do some children do with their teachers in the summer?



Discussion Questions

1. Where do you spend your summer holidays?
2. What do you do with your friends during summer? What do you do with your family during summer?
3. Do you work in the garden or in the fields during summer? Do you enjoy that kind of work?
4. Do you take trips with your class during summer?
5. Do you go swimming? Where? If you know how to swim, how did you learn?

Mother's Birthday

Next Sunday will be an unusual day for our family. It will be our mother's birthday. My brother Nick and I decided to go to town and buy a present for her.

We will go to town on Saturday after school to do shopping. We can go to town either by train or by bus. Nick likes to go by bus, but I don't like buses. I think we will not

go by bus. We will go by train. What will we buy? Since there will be a party, we need good sweets, coffee, cheese, biscuits and cakes. I know mother likes cakes very much, so we will buy cakes. We will buy a new dress and a raincoat or an umbrella for her. It is a great pleasure to make people happy and we want to make our mother happy.



Comprehension Questions

1. When is Nick's mother's birthday?
2. How can Nick go to town? How will Nick go to town? Why?
3. When will Nick go to town and with whom?
4. What will they buy for the party?



Discussion Questions

1. How can you go places where you live? How do you like to go?
2. How do you celebrate birthdays in your family?
3. How do you like to celebrate your own birthday? What kinds of gifts do you like to receive?
4. What kind of birthday gifts do you give your family? Your friends?
5. How do you prepare for a party?

Reading

My hobby is reading books, but I can't buy many books at the shop because they are very expensive. There is a good library near our house. There are a lot of different and interesting books in the library. There you can find any book you want. I go to the library every Saturday. I like adventure, mystery and science fiction books. The librarian helps me find books and gives good advice. If I have free time I like to read. I have read "Robinson Crusoe" by Daniel Defoe, "Gulliver's Travels" by Jonathan Swift, "The Count of Monte Cristo" by Alexander Duma and many other books.

Everybody must take care of books. Even more care must be taken with library books, for they are read by many people. If one person is careless with a library book then it can't be read by others. People who like reading must take care of books. They should never turn down the corner of a page to mark the place where they stop reading. They should also never write in books with pen or pencil, and they should be careful not to spill food or drinks on them.



Comprehension Questions

1. Why does the writer go to the library?
2. What kinds of books does the writer like to read?
3. Why should you take care of books? How do you take care of books?



Discussion Questions

1. Name at least three places in your town from which you can get books to read.
2. Do you buy books? Are they expensive?
3. Is there a library in your town? Have you been there? Have you borrowed books?
4. List at least three things you must do and five things you must not do with books.
5. Do you like to read? Why? Are there things you would rather do than read? What are they?



III. ENGLISH-SPEAKING COUNTRIES

English-Speaking Countries

English is the language of the people of England. At the same time it is the language of the people of many other countries, called English-speaking countries. About three hundred million people speak English as their mother tongue and hundreds of millions more speak English as their second language.

Many centuries ago English was spoken in England only. Then English was brought to other lands in different parts of the world, lands which were British colonies. There were British colonies in America, Asia, Africa, India, Australia and New Zealand. The English language was first brought to the North American continent by English people in 1607.

Today the largest English-speaking country by land area is Canada, but by far the most English speakers in North America live in the United States. Many islands in the Caribbean, south of the United States, also speak English. On the other side of the world, Australia and New Zealand speak English as a native language. English is also spoken in India and South Africa, as well as in many other African countries.



Comprehension Questions

1. In what country did the English language originate?
2. How many people now speak English as their first language?
3. Why do so many people not from England speak English now?
4. In what countries is English an official language?



Discussion Questions

1. Where do you hear English spoken in Uzbekistan?
2. Where do you see English written in Uzbekistan?
3. Why do you study English?
4. Why do you see and hear English in Uzbekistan, even though it is not an official language?

GREAT BRITAIN

The United Kingdom of Great Britain and Northern Ireland (the UK) has been the official name of the British Kingdom since 1922. It includes England, Scotland, Wales, Northern Ireland and a number of smaller islands. Other names for the UK are Great Britain and the British Isles. A poetic name for Britain is Albion. It is an ancient name given to Britain by the Romans. The Romans associated this term with albus, which means white, and identified it with the Dover chalk cliffs.

Not long ago Britain was the home country of a huge colonial empire. Almost 500 million people were subjects of the British Empire. The term the British Commonwealth of Nations was used starting in 1931 to describe the relations between Great Britain and its colonies. Now the days of colonialism are over. The former colonies have become politically independent. But they still have some links with Great Britain. These countries are associated under the British Crown. The British Queen is proclaimed to be the head of state and is represented by a governor general.

The flag of Britain is called the Union Jack. It has the red cross of St. George of England, the white cross of St. Andrew of Scotland and the red cross of St. Patrick of Ireland, all on a blue background.

“God save the Queen/King” is the British national anthem. The words and tune probably date to the 16th century. The tune has also been used for patriotic songs in the USA and Germany.



The British currency is the pound sterling. One pound consists of 100 pence.

The British Isles lie off the north-west coast of the continent of Europe. They include Great Britain (England, Scotland and Wales), Ireland (Northern Ireland and the Independent Irish Republic) and some 5000 smaller islands. The biggest island is Great Britain, which lies between the Atlantic Ocean and the North Sea. It is separated from the European continent by the English Channel. To the west the Irish Sea separates Great Britain from Ireland.

The chief rivers are the Thames, the Severn (the longest river at 350 km), the Clyde and the Mersey. The highest point on the British Isles is Ben Nevis, a mountain in Scotland. The northern part of Scotland is called the Highlands and the southern part is the Lowlands. Most of the lakes are found in Scotland and north-west England. Northern Ireland contains many plateaux and hills.

The UK can be divided into four large historical areas: England, Scotland, Wales and Northern Ireland. The chief regional administrative units are called “countries” in England and Wales, “regions” in Scotland, and “districts” in Northern Ireland.

Britain has a temperate climate due to the influence of the Gulf Stream. During the winter months, eastern winds may blow and bring a cold, dry continental type of weather. The British Isles as a whole are not the best place to sunbathe. The sun is visible for only one third of daylight hours. The rest of the time it is hidden by clouds and mists.

The weather changes so frequently that it is a favourite topic of conversation in Britain. When people are planning to do anything they will often say “...if it’s fine”, or “... if it’s nice weather”.

There are a lot of jokes and stories about the British climate. British people say, “Other countries have a climate; in England we have weather”. A good example of English

humour is the following story. A Londoner, who was going to the west of England for a holiday, arrived by train at a town and found that it was pouring rain. He called a porter to carry his bags to a taxi. On the way out of the station, partly to make conversation and partly to get a local opinion about the weather prospects for the holiday, he asked the porter, "How long has it been raining like this?" "I don't know, sir. I have only been here for 15 years", was the reply.

The population of the United Kingdom is more than 62,5 million people. The British population is mostly urban and suburban. The areas with large populations are the Central Lowlands of Scotland, south-eastern Wales and a belt across England. England is the most densely populated part of the UK. Scotland and Wales have wide open spaces. England is more crowded. On the other hand, most of the mountainous parts of Britain, including much of Scotland, Wales and Northern Ireland, are very sparsely populated. Four of every five people in the UK live in towns. There are about 106 females to every 100 males.

Great Britain is one of the most important industrial countries in the world. One of the extensive industries of Great Britain is the textile industry. Large quantities of textiles are produced and exported. Textiles exported from Great Britain can be found in most parts of the world.

Great Britain has also been noted for coal, iron and steel. It also supplies many countries with machinery. Another leading industry in Great Britain has been shipbuilding, and the automobile industry is highly developed. Major industrial and business centres of the country include Birmingham, Glasgow, Belfast and London.

Agriculture is one of the well-developed branches of the national economy. It produces meat, vegetables, fruits, grain and other types of agricultural products.



Comprehension Questions

1. What are some of the names for Great Britain?
2. What islands and regions comprise Great Britain?
3. What is the Commonwealth of Nations?
4. What is the nickname for the British flag?
5. What three symbols make up the flag?
6. How old is the national anthem of Great Britain?
7. What is the money in Britain called?
8. What bodies of water surround the British Isles?
9. What are the Highlands?
10. What is the weather usually like in Britain?
11. How big is the population of the United Kingdom in comparison with the population of Uzbekistan?
12. What are some of Great Britain's exports?



Discussion Questions

1. Who are some members of the Commonwealth of Nations?
2. What is the significance of the fact that Britain's flag is made up of these three crosses?
3. Why is weather often talked about in Britain?
4. Is weather often talked about in Uzbekistan? Why?
5. What goods does Uzbekistan import from Great Britain?
6. Do you know anyone who has visited Great Britain?
7. Would you like to visit Great Britain? Why?

The Government of Great Britain

The United Kingdom is a parliamentary monarchy, but it is well-known that the monarchy today has no state power. The real power belongs to the Parliament. Parliament is a group of people who make the laws for their country. British Parliament consists of two houses, the House of Lords and the House of Commons.

The Houses of Parliament are situated in London on the riverside near Westminster Abbey. Westminster Abbey is a very beautiful, ancient church in London in which the coro-

nation ceremony of almost all English kings and queens has taken place.

Many famous people are buried there. Those who want to visit the Houses of Parliament and listen to debates may sit in the Strangers' Gallery, special seats for the public, looking down into the House of Commons and the House of Lords. The members of each house meet in sessions which begin at the end of October and last for about 160 days. Whenever Parliament is in session a flag can be seen over the building. When the House of Commons is still sitting after dark there is a light over the face of Big Ben, the clock tower of the Houses of Parliament.

The main political parties represented in the British Parliament are the Labour, Conservative, Liberal-Democratic, and Welsh and Scottish nationalist parties.

The House of Commons is the lower house. Its members are elected for a period of five years. Members of the House of Commons belong to different political parties. The government of the country is formed by the party which has the greatest number of members elected to Parliament.

Members of Parliament (MPs) sit in the chair stalls facing each other with the Speaker's chair on a dais. The Speaker is in charge of the debates and keeping order. MPs make a bow in the direction of the Speaker upon entering or leaving the chamber.

It is a gesture of respect from the days when an altar stood there. On the woven carpet which covers the floor there is a red line. While addressing the house, should a member accidentally put a foot across this red line, he is at once greeted with cries of, "Order, order".

The day's work in the House of Commons begins with prayers, which visitors are not permitted to witness. The great mace, a symbol of the authority of the House of Commons, is placed on the table facing the Speaker. The house is then in session and its daily work begins. At the end of the day's session, the Speaker or the Speaker's deputy de-

clares, "This house now stands adjourned". The lantern above Big Ben is extinguished. As a reminder of the days when London streets were unsafe at night and the MPs went to their homes in groups, Westminster police still cry out loudly in the corridors of the house, "Who goes home?"

Each session of Parliament is usually opened in the House of Lords by the queen or king, who is attended by heralds and officers. The members of the House of Lords are not elected by the population. The members sit comfortably on their red leather benches while the queen reads the throne speech. Before the throne in the House of Lords, and dividing the benches, is the woolsack, upon which the Lord Chancellor sits as the Speaker of the House. The woolsack is stuffed with wool from England, Wales, Scotland and Northern Ireland and from Commonwealth countries. It is a bag of wool which symbolises the wellbeing and richness of the country, because wool has traditionally been a major source of wealth in Britain. Members of Government and their supporters sit to the right of the throne and those of the Opposition to the left. The bishops always sit on the Government side. The House of Lords has very little real power to make laws in modern day England.



Comprehension Questions

1. Describe a parliamentary monarchy.
2. How can you see whether Parliament is in session?
3. What is a MP?
4. Describe the woolsack in the House of Lords and its purpose there.



Discussion Questions

1. Compare Great Britain's Parliament and Uzbekistan's Parliament. How are they the same? How are they different?
2. Would you like to be a member of the Oliy Majlis? Why?

London

London is situated about 40 miles (64 km) from the mouth of the river Thames. It is divided by the river into two unequal parts. Most of the important buildings stand on the north bank.

London is the heart of Britain. It is not only Britain's capital, it is the country's largest city, the most important seaport and the financial and business centre. London is also Britain's cultural centre, the place with the most theatres, cinemas, concert halls and museums. In addition, it is the country's TV production centre.

The oldest part of London is the City. It is about one square mile in area, but it includes the Bank of England and the headquarters of many of the wealthiest companies and corporations in the world. The City is the financial and business centre of the Commonwealth. The Square Mile is another name for the City of London. It lies within the old Roman walls. Here you can find the sites of ancient Roman

battles and medieval fires. The centre of the city is a cross roads, a meeting of seven streets, where the Bank of England, the Royal Exchange and the Mansion House (an official residence of the Lord Mayor) stand.

Now about half a million people work in the City during the day. At night it is almost deserted. Not many people live in the Square Mile nowadays. Among the sights of the City are the British Museum, the Royal Shakespeare Theatre, the Central Criminal



Court and St. Paul's Cathedral, the bells of which ring at 9 a.m. to mark the beginning of the new working day.

The rest of London is traditionally divided into the West End (to the west of the City) and the East End (to the east of the City). The West End is famous for shopping and entertainment. It includes theatres, cinemas, museums, pubs, galleries and famous London parks, where people can forget that they are in a city at all. The best known and largest park is Hyde Park. It is visited by thousands of Londoners every day. In all London parks you may walk on the grass and lie down to rest on it if the weather permits. An interesting place in Hyde Park is Speakers' Corner, situated on the edge of Hyde Park. There, one can listen to different speakers talk about all kinds of ideas. Together with Trafalgar Square and Parliament Square in front of the Houses of Parliament, Hyde Park is sometimes the scene of political demonstrations and marches.

The East End is the working-class area with docks, industrial plants and factories. London plays a very important role in the industry of Great Britain. It is the country's main centre for printing, clothing manufacture and food processing. Factories are scattered through old city districts, where they are often surrounded by streets of small houses. Nowadays there is a tendency to move the factories out of London to enforce smokeless zones.

Comprehension Questions

1. Why is London important to Great Britain?
2. What do most people do in the City of London?
3. What might one do in the West End of London?
4. For what is the East End a centre?

Discussion Questions

1. Are there specialised areas of your town like in London?
What are they like?

FESTIVALS AND HOLIDAYS OF GREAT BRITAIN

The Shakespeare Festival

Stratford-upon-Avon, the birthplace of Shakespeare, became the site of the first Stratford jubilee in 1769. On the site of Shakespeare's own house a wooden amphitheatre was built, and two wagons arrived with fireworks. The neighbouring villages and towns were crammed with visitors. Medals were issued in copper, silver or gold with Shakespeare's likeness on them. There was ringing of bells, firing of cannon at 5 in the morning, breakfast in the town hall, speeches and, of course, Shakespeare's plays on the stage. This continued for three days.

Every year, on April 23, representatives of all nations walk from the theatre to the poet's tomb in the church in Stratford-upon-Avon.

Eisteddfod

The national Welsh Eisteddfod is devoted to music, literature and the arts. It is a competitive festival and is held in the first week of August. All the proceedings are in the Welsh language. Prizes are awarded for music and prose, for verse and drama, for painting and craftwork. Thousands of people attend.

Eisteddfod is not only an important cultural event but a great social gathering, where hundreds of old friends meet to renew their friendships. Many families come for the day and bring their picnic baskets with them. The audience remains at the Eisteddfod from 11 a.m. until 10:30 p.m. Many of the present day Welsh singing stars started their careers at the Eisteddfod. Among the performers you can find children's choirs, women's choirs, mixed choirs and male choirs which attract thousands of people.

The festival includes a colourful ceremony of the Crowning of the Bard. In the pavilion there is a throne on a platform. Trumpets sound and the Archdruid, the main leader of the

festival, calls out the name of the winning poet. The poet is led to the platform and robed in purple and crowned with golden oak leaves. The winner receives a small cash award, but the homage given to the poet at his coronation is boundless.

New Year

The celebration of New Year's Eve is one of the oldest rites known to man. Julius Caesar set January 1 as the starting date of the new year and that is what it has been ever since. In Scotland, New Year's Eve has always been one of the most important annual events. One Scottish New Year custom is the singing of "Auld Lang Syne" at midnight. When the clock strikes 12, everybody stands in a circle, crossing their arms and holding hands with those who are on either side, merrily singing Robert Burns' poem:

Should old acquaintance be forgot
And never brought to mind
Should old acquaintance be forgot
And days of old lang syne.

For auld lang syne, my dear
For auld lang syne,
We'll take a cup of kindness yet
For auld lang syne.

And here's a hand, my trusty friend
And here's a hand o' thine,
We'll take a cup of kindness yet
For auld lang syne.

The Scots also have a custom called first-footing. Young men wander from house to house after midnight, visiting with their neighbours. The first young man to enter a house is known as the first-foot. He has the right to kiss the girl who answers the door.

In England, New Year has never been as popular a holiday as it is in Scotland and most other countries.

April Fool's Day

In England, April Fool's Day is linked with spring, with the return of the sun and warmth. In Scotland an old name for April Fool's Day is April-cuckoo. On this day, people play harmless jokes and pranks on friends and family.

Some jokes are played on larger groups of people. For example, one April 1, some time ago, a well-known TV commentator introduced a brief documentary film about spaghetti. He gave a description of the harvest in the spaghetti fields in Italy, with statistics about the previous year's crop, and there, before their very eyes, the viewing public saw Italian farmers picking long strands of spaghetti off trees. Many of the viewers were completely taken in.

The Veteran Car Run

This annual celebration provides the brightest and most exciting motoring spectacle of the year and a wonderful opportunity to see fine old cars running along the road in all the glory of paint and polish. The veteran cars taking part must be at least 60 years old. The owners, drivers and passengers wear the costumes of that period to harmonise with their vehicles, which one could call museum pieces. The London-Brighton Run is not about speed but quality of performance.



Comprehension Questions

1. What does the Stratford Jubilee celebrate?
2. What does Eisteddfod celebrate? Is English an important language at Eisteddfod?
3. In which area of Britain is New Year's Eve especially popular?



Discussion Questions

1. Which holidays of Great Britain do you also celebrate? Are any of your holidays similar to theirs? (For example, is there an Uzbek "Eisteddfod"?)

ENGLISH MEALS

There are four meals a day in an English home: breakfast, lunch, tea and dinner. Breakfast is the first meal of the day. It is at about 8 o'clock in the morning, and consists of porridge with milk and salt or sugar, boiled or fried eggs, and bread and butter with marmalade or jam. Some people like to drink tea, but others prefer coffee. Instead of porridge they may have fruit juice, or they may prefer biscuits.

The usual time for lunch is 1 o'clock. This meal starts with soup or fruit juice. This is followed by some meat or poultry with boiled or fried potatoes, carrots and beans. Pudding is often next. Instead of the pudding some people prefer cheese and biscuits. Last of all comes coffee, black or with milk. English people often drink something with lunch. Water is usually on the table. Some people prefer juice or lemonade.

Tea is the third meal of the day. It is between 4 and 5 o'clock, the so-called 5 o'clock tea. On the table there is tea, milk or cream, sugar, bread and butter, cakes and jam. Friends and visitors are often present at tea.

Dinner is the fourth meal of the day. The usual time for dinner is about 7 o'clock, and all the members of the family sit down together. Dinner usually consists of soup, fish or meat with vegetables (potatoes, green beans, carrots or cabbage), sweet pudding, fruit salad, and ice-cream or cheese and biscuits. Then, after a talk, they have coffee.

This is the order of meals among many English families, but most people in towns, and nearly all country people, have dinner in the middle of the day instead of lunch. They have tea a little later, between 5 and 6 o'clock. Then in the evening, before going to bed, they have supper. So the four meals of the day are either breakfast, dinner, tea and supper; or breakfast, lunch, tea and dinner.



Comprehension Questions

1. How many meals are traditionally eaten in England?
2. What drinks usually accompany each meal?
3. What do the English usually eat at each meal?
4. Some people eat their meals at different times. Why?



Discussion Questions

1. When do you eat your meals and with whom?
2. Compare what you eat for breakfast and what an English family eats for breakfast.
3. What role do different drinks play in meals in your home? Is this similar to in England?
4. What role does conversation have in your meals?
5. How does work, in the city and in the country, affect when and what people in Uzbekistan eat? People in England? Why?

THE EDUCATION SYSTEM OF GREAT BRITAIN

Education in England is usually comprised of two stages, primary and secondary education. In most countries primary schools are subdivided into infant schools (ages 5-7) and junior schools (ages 7-11/12). In infant schools, children are encouraged to read, write, count and develop their creative abilities. Subject teaching is rare. The junior stage extends over 4 years. Children are taught arithmetic, reading, composition, history, geography, nature study and other subjects.

There was a time when children attended schools for special purposes and were separated according to their ability. The necessity to organise a school that would accept all the children from a particular area without consideration of their inborn ability became apparent in England. The first school of this kind, the so-called comprehensive school, appeared after World War II. These schools provide all the

courses that were formerly given in grammar, technical and modern schools. These courses include all the academic subjects as well as practical subjects like cooking, needlework, gardening, shorthand, typing, woodworking and metalworking.

The main educational advantages of the current comprehensive schools are:

- 1) they are open to all children of all types of ability from a particular area;
- 2) the future of a child is not decided by the results of tests at an early age;
- 3) a much wider range of subjects is available to every pupil;
- 4) if necessary, a pupil can change from one course of study to another without moving to a new school.

Nowadays pupils can choose their own curriculum and take either a natural science course (math, physics, chemistry, biology) or an arts and humanities course (history, geography, Latin, foreign languages, arts, music).

Before leaving secondary school between the ages of 16 and 18, schoolchildren take one or two sets of exams. In England all examinations are written. Pupils can get five grades - A, B, C, D, E, or 1, 2, 3, 4, 5. Grade 1 is the highest grade. After examinations pupils get a General Certificate of Secondary Education.

After finishing secondary school and passing advanced level (A level) at age 18 or 19, young people may continue their education at universities and colleges. There are a great number of universities and colleges in Great Britain. The oldest university towns are Cambridge and Oxford. Together they are called Oxbridge. They have been famous for 700 years. It is a great honour to study at these universities. Now there are more than 66 colleges in Cambridge and Oxford. Five of them are women's colleges. The rest are coeducational, which means they are for both men and women. The

first women's college appeared in 1869. The ancient buildings, museums, libraries, chapels and colleges are in the centres of these towns. The population consists mostly of teachers and students. All students have to live in the colleges during their course of study.

In the past, students' life was very strict. They were not allowed to play games, to sing, to hunt, to fish or even to dance. They wore special dark clothes and special square academic caps called mortarboards. Students' life is no longer controlled by such strict rules, but on special occasions, they still wear the dark robes and mortarboards.

After graduating, students receive bachelor's degrees.



Comprehension Questions

1. What are the main divisions of the British education system?
2. When were comprehensive schools formed? Why?
3. What subjects are taught at the junior stage of primary education? What subjects are taught at the secondary level?
4. What are the most famous universities in Great Britain? How old are they? What are they made up of?



Discussion Questions

1. Name at least three ways the British education system is different from the Uzbek education system. What are the advantages and disadvantages of each system?
2. How do the subjects taught in British schools differ from those taught in your school?
3. Many Uzbek students say they would like to study at Oxford or Cambridge. Do you know anyone who has studied there? If so, what do they say about it? If not, why would you want to study there? Is reputation alone a good reason to go to a university? Why?
4. Would you prefer to study a natural science course or an arts and humanities course? Why?

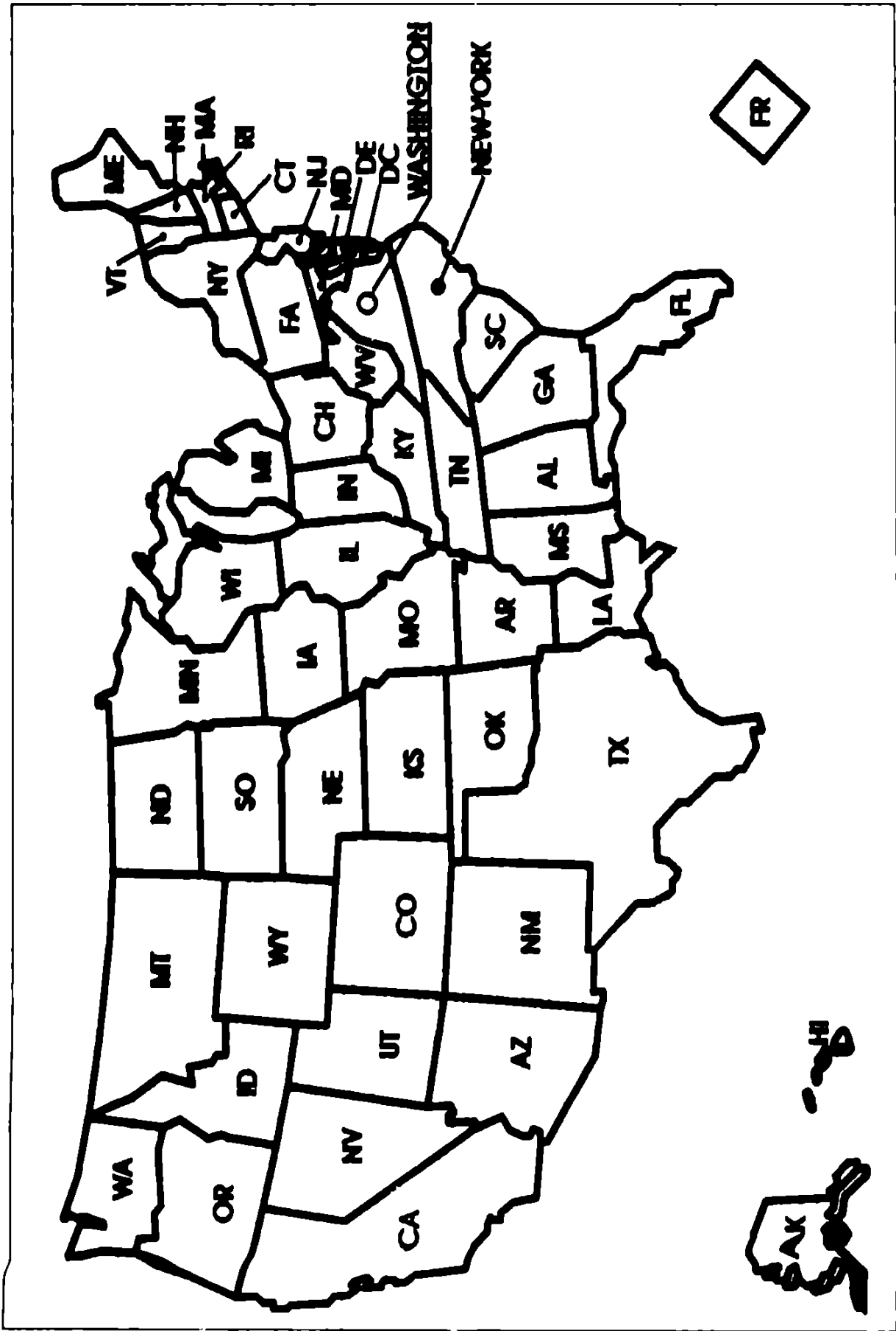
THE UNITED STATES OF AMERICA

The United States of America, or the USA, is a large country. It is the fourth largest country by area, only a little smaller than Europe. It stretches from the Atlantic Ocean in the east to the Pacific Ocean in the west. The main landmass of the USA contains 48 of the 50 states that comprise the country. The only countries that the main landmass of the USA borders are Mexico to the south and Canada to the north. In addition, two states are not connected to the main landmass. They are Alaska, the biggest state, which is northwest of Canada and across the Bering Strait from Russia, and Hawaii, a chain of islands in the Pacific Ocean.

The United States has many different kinds of land. It has mountains and forests, deserts and lakes. Almost any kind of land and climate that one can imagine can be found somewhere in the United States.

As for the population, it is the third largest country in the world. About 313 million people live there. While three-quarters of the population of the USA is considered "white", their ancestors were immigrants from other countries. Except for the Native Americans, approximately one percent of the population, all Americans are relative newcomers to the country. About 12 percent of the population have significant roots in Africa and consider themselves African-Americans. The Latino population, or people with significant roots in Mexico and South and Central America, is currently 7 percent and growing. The Asian-American population is also increasing. But despite the diversity of the people in America, any citizen of America is considered simply an American.

The thirteen original states of the USA, which stretched from the Atlantic Coast to the Mississippi River, were originally British colonies. In 1775, those states began the Revolutionary War to separate themselves from Britain. With the Declaration of Independence, issued on July 4, 1776, they



formally separated themselves from British rule. The present constitution was proclaimed in 1787 in Philadelphia.

The flag of the United States is called "The Stars and Stripes". The 50 stars, white on a blue field, represent the 50 states, and the 13 stripes represent the 13 original British colonies that declared independence from Great Britain in 1776.

The national anthem is called "The Star Spangled Banner", and is about the flag. It is from a poem which was written by Francis Scott Key while he was held captive on a British warship during a battle.

The early colonists in America had a difficult life, suffering from hunger and disease in the American wilderness. Very often they were short of clothes and other necessities.

When fertile soil was discovered west of the Appalachian Mountains, many farmers decided to leave their homes and travel to find new homes and farms. The character of the Atlantic coastal states changed more when coal fields in Pennsylvania and iron ore in the Appalachian Mountains were found. Many people left agriculture for the quickly growing industrial towns. Today the Northeast is a leader in the production of textiles, metal goods, rubber products, cars, machinery and other goods.

Agriculture and cattle breeding are the main occupations of the Midwest, which is comprised of the Mississippi, Missouri and Ohio river basins and the area around the Great Lakes. This region of farms, which mainly grow corn, wheat and soybeans and raise cattle and hogs, is called "The Corn Belt" or "The Bread Basket". Farmers of the Midwest sell their wheat to people. Most of the corn and soybeans are fed to animals in the states where they are grown. Other farmers fatten cattle, produce milk or raise pigs. The centre of the meat industry is Chicago.

One single product, cotton, unites one sixth of the United States into a region called "The Cotton Belt". It stretches through the southern states from Virginia to Texas. Although

other crops, including tobacco and corn, are grown there as well, about half the cultivated land is devoted to cotton. So important is this main product that the prosperity of the Cotton Belt depends on cotton. The United States ranks first in the world in the production of cotton.

Moving west from the Corn Belt, you will find the mountain region. The Rocky Mountains run from the northern to southern border of the United States. Beyond the Rocky Mountains is a desert region, and then the Sierra Nevada mountain range.

The western coast of the United States is occupied by three states, Washington, Oregon and California. Washington and Oregon are known for their beautiful forests and mountains. California is a state full of contrasts. San Francisco is known for its fog and cool, wet weather. The northwestern part of California has a very pleasant climate. The southeastern part of the state has miles of light brown sand dunes like those of the Sahara desert. Near the mountains is a fertile garden and fruit country.

The capital of the USA is Washington, D.C., which is named for the first president of the USA, George Washington. Many people from other countries confuse the capital with the state of Washington, but the state is on the west coast of the country, while the capital city is on the east coast, near Virginia and Maryland. It is not a part of any state, but instead is part of the District of Columbia, or D.C. The population of the capital is nearly 4 million people. All branches of the American government have headquarters there, including the Capitol, where Congress meets to discuss and pass laws; the White House, where the president lives and works; and the Supreme Court. Every year, millions of Americans, as well as many people from foreign countries, come to Washington, D.C, to see the important government buildings, the monuments, museums and other famous sites of the capital city.

The largest cities in the United States are, in order, New York City, Los Angeles, Chicago, Houston, Philadelphia, San Diego, Detroit and Dallas.

The currency of the USA is the dollar. One dollar consists of 100 cents. There are one-cent coins called pennies, five-cent coins called nickels, ten-cent coins called dimes and 25-cent coins called quarters. The names of the coins are part of many everyday expressions and sayings.

Comprehension Questions

1. How big is the USA? How many states are there?
2. What were the 13 original states before they declared independence?
3. How old is the United States?
4. What is the nickname for the American flag?
5. Describe why the American flag looks like it does.
6. Where is agriculture common in the USA? What are the main agricultural products of different parts of the country?
7. What is the capital of the USA?
8. Describe some of the geographical features of the USA.
9. Explain the nationalities in America.

Discussion Questions

1. What products in the USA can be similar to those produced in Uzbekistan?
2. How big is the USA compared to Uzbekistan? How does that make them different in other ways?
3. Who do you know who has visited the USA? What did they say about it?
4. Would you like to visit the USA? Why?
5. What part of the United States interests you the most? Why?
6. What products from the USA are available in Uzbekistan? Do you use them? Why?
7. How do you know what you know about the United States?
8. Compare nationality in America and in Uzbekistan.

New York City

In 1607, Captain Henry Hudson left Europe to search for the famous Northwest Passage, a way from the Atlantic Ocean to the Pacific Ocean by boat. He didn't find it, because it didn't exist, but he reached a river to which he gave his name. Interested by the stories told to them by Hudson after his return, the Dutch sent other boats to take possession of the land discovered by Hudson and gave it the name "New Netherland". The Dutch bought the island of Manhattan from the Native Americans in 1626 and built their capital, New Amsterdam, there. In 1664 this territory was taken over by the English and they changed the name of New Amsterdam to New York City. New Netherland became the colony of New York.

New York is one of the largest cities in the world. Its population is over 19,5 million people. New York is an industrial and cultural centre of the United States. Most business is centred on Manhattan Island. The area of New York City is very small, which is why skyscrapers were invented in New York.

Wall Street is especially well known for its skyscrapers. Wall Street is a narrow street with big buildings and is well-known all over the world. People do business there.

There are two more world-famous streets in New York City, Broadway and Fifth Avenue. Broadway is the centre of theatre and night life. It is known as "The Great White Way" because of the electric signs which turn night into day. New York is the city that never goes to sleep. Buses and subways run all night. There are many drugstores and restaurants which never close their doors. There are cinemas with films that start at midnight.

Fifth Avenue is the great shopping, hotel and club avenue. If you go along Fifth Avenue, you come to Harlem, a traditionally black community where workers, teachers, doctors and musicians live.

New York is the second largest port in America.

There are many places of interest in New York. They include the Statue of Liberty, the United Nations building, the Empire State Building, Columbia University, City Hall, New York Public Library and others.



Comprehension Questions

1. Where was New Amsterdam? Why did it have that name?
2. For what kind of architecture is New York City famous?
3. Why is Broadway famous?
4. Why is New York “the city that never sleeps”?



Discussion Questions

1. What famous places in New York City do you know?
2. Is there someplace in Uzbekistan that is like Broadway? Why?
3. Would you like to visit New York City? Why?
4. What one place would you like to see in New York City?

The Government of the USA

The United States of America is divided into 50 states and the District of Columbia, where its capital, Washington, is located. Each state has its own government and laws, but there is one federal government which directs national and international affairs. The US constitution mandates a federal government composed of three branches: the executive, the legislative and the judicial.

The president is the head of the executive branch. Unlike many other countries, where the president is elected by the parliament, the president and the vice president of the United States are elected for a four-year term by a popular election. The president must be a natural-born citizen, a resident of the country for 14 years, and at least 35 years old.

The president is assisted by the cabinet, people he appoints to head major departments. These are like ministries in many countries, but the positions and their departments are not part of the constitution.

The president gives final approval to laws adopted by Congress, appoints judges and directs the activity of the government.

According to the constitution, the legislative branch of the government is Congress, which consists of two houses, the Senate and the House of Representatives. The members of the House of Representatives are elected for two-year terms. The number of representatives from each state depends on the number of people who live in that state. Senators are elected for six-year terms. There are two senators from each state, no matter how large or small it is. One third of the Senate is elected every two years.

Every law is discussed and must be adopted by both houses of Congress. Then it must be approved by the president. If the president does not approve a law, Congress can adopt it anyway, if two thirds of the members in each house agree to do so.

All citizens over 21 years of age have the right to vote. The government may not prevent anyone from voting because of religion, race, gender or national origin. National elections are held every two year at the beginning of November.

The Supreme Court is the highest court in the country and the head of the judicial branch. It has one chief justice (judge) and eight associate justices. The president appoints these judges for life, but his choices must be approved by the Senate.

The constitution was created to make sure that no branch of the government became more powerful than the others. The president directs the policies of the government but must obey the laws adopted by Congress. Congress adopts laws, but the president usually must agree to the laws. The president appoints judges to the Supreme Court, but the Senate must agree to his appointments, and once a judge is

on the Supreme Court, that judge cannot be removed for any decision he or she makes. The Supreme Court can cancel laws made by Congress and the president if a majority of the judges agree that the law does not agree with the constitution. The constitution is the highest authority. This system of making sure that no branch becomes more powerful than the others is known as the “checks and balances” that maintain the balance of power.

In the United States there are two main political parties, the Democratic and the Republican parties.



Comprehension Questions

1. Where is the capital of the USA located?
2. What are the three parts of the US government called?
What person or group is in charge of each?
3. Who can be elected president of the United States?
4. Who must approve new laws?
5. What are the two main political parties?



Discussion Questions

1. Why is the US capital not located in any state?
2. Why are judges on the Supreme Court given that job for life? How are judges in Uzbekistan chosen? How long is their term?
3. Who can vote in Uzbekistan?
4. Which branch of the US government is most powerful? Why? How do “checks and balances” affect this?
5. What are the branches of the Uzbek government? Which is most powerful? Why?
6. Who must approve new laws in Uzbekistan?

The Education System of the USA

The United States of America has a national Department of Education, but each state is in charge of its own educational system. In addition, individual cities and regions have

great control over the schools in that city or region. So, while it is possible to discuss American education in general, the specifics change from place to place in the country.

There are three levels of education in the USA: primary, secondary and higher education. At each level there are public and private schools, that is, schools which are provided by the government and schools that are run by individuals, churches or other organisations.

In most states, pupils begin primary school, also called “elementary” school, at the age of 6 or 7. Although it is not required, many children attend kindergarten for one year before entering first grade. They attend primary school for 4, 5 or 6 years. The elementary school of America is attended by all children.

Secondary schools are divided into two types. The first, called middle schools or junior high schools, are attended for 2, 3 or 4 years. The second, called high schools are attended for 3 or 4 years. Each year is called a “grade”. Many schools in the USA are organised according to a 5-3-4 pattern, that is, a five-year elementary school programme, a three-year middle-school programme and a four-year high-school programme. Another common pattern is 6-3-3, with 6-2-4 and 4-4-4 patterns also occasionally followed.

Children from first through twelfth grade are all called students. In fact, anyone studying, from kindergarten through advanced university, is called a student in America. Sometimes schoolchildren are called “first-graders”, “second-graders” and so on. The last four years of school, they are sometimes known by different names also. Ninth-graders may be called “freshman”, tenth-graders “sophomores”, eleventh-graders “juniors” and twelfth-graders “seniors”. These are the same names used for the four years of college or university.

The system of secondary school education in the USA includes different kinds of schools: public and private, large and small, urban and rural, traditional and experimental. In

secondary schools, all students study English, mathematics, history and science. Other subjects are selected by the students according to their interests. Other classes may include foreign languages, typing or sewing, art or music, metal or woodworking, agriculture or mechanics. Students study six to ten subjects at a time.

Children in the United States are required to attend school either through the end of their secondary education or until they are 16 years old or older. If they want to go to college or university, students must complete secondary school. Students who have completed secondary education are said to have “graduated” and they receive a diploma.

When they have finished their secondary education, students take one of a number of general tests. They submit their scores on the test, their grades from school and an application describing themselves to the universities and colleges where they want to study. The universities and colleges choose the best and most interesting students.

Higher education in the USA is organised differently from in Europe. There are public and private universities and colleges in the USA. Colleges and universities give the same type of education. Universities are generally bigger and are made up of several colleges. They also give graduate degrees, and are often centres for research. Independent colleges are smaller and give students more individual attention.

The first level of higher education in America is the “undergraduate” level, which usually requires four years of study. Students finishing this level receive “bachelor’s degrees”. People completing the second level of higher education receive “master’s degrees”. This usually takes between two and four years more. People completing the third level of higher education receive “doctorates”. The second and third levels of higher education are called the “graduate” levels.



Comprehension Questions

1. Who controls the educational system of the USA?
2. What are the three levels of education in the USA? Of what does each level consist?
3. What are the most common patterns of school programmes in the USA?
4. What subjects do all students study in secondary school? What subjects are optional?
5. What is the procedure for entering a college or university in America?
6. How is higher education organised in America?



Discussion Questions

1. How do the subjects that American students study differ from those in your school?
2. Name as many ways as you can that the American system of education is different from that of Uzbekistan. What are the advantages and disadvantages of each system?
3. Explain what an American student must do to enter university. Then explain what an Uzbek student must do to enter university. How are these different? Which would you rather do? Why?
4. What are the levels of higher education in Uzbekistan? Who do you know who has reached each level? Why would a person want to study at each level?

American Holidays

American holidays are various in character. Some of them are religious and some are connected with American history. American holidays are almost always celebrated by gathering together family and friends. There are often traditional meals. There are ten main holidays in the USA. They are:

1. **New Year.** New Year's Eve is celebrated on December 31. At midnight, bells ring, horns blow and friends exchange hugs and kisses. Everyone stays up late to celebrate the

arrival of another year. New Year's Day is traditionally the time to start new programmes and give up bad habits. In big cities it is celebrated with parades, sporting events and fireworks.

2. **Valentine's Day.** On February 14, or St. Valentine's Day, people in America remind the people who are important to them that they are loved. Husbands and wives, parents and children, children and teachers give each other cards and candy that show how they really feel.

3. **Easter.** Easter is a religious holiday that comes on a Sunday between March 22 and April 25. Christians believe that Christ rose from the dead on Easter. Other people celebrate Easter as a sign of the coming of spring. Americans paint eggs pretty colours and give them as gifts to children. According to tradition, a rabbit called the "Easter Bunny" brings the eggs and hides them for children to find.

4. **Memorial or Decoration Day.** This holiday comes on May 30 and is dedicated to the servicemen who gave their lives in past wars. Schools, clubs and churches decorate cemeteries and hold memorial services. They hang American flags on the main streets of towns.

5. **The Fourth of July (Independence Day).** This is the biggest national holiday of the USA. It is celebrated as the birthday of the country, because on this day in 1776, the colonies declared their independence from the British Crown and became the United States of America. On Independence Day, Americans march in parades and gather with friends and family. They cook hamburgers and hot dogs over a fire. In the evening, people watch fireworks.

6. **Labour Day.** This is the holiday dedicated to the American working class and comes on the first Monday of September. It marks the beginning of autumn and is the last real holiday of summer. Many families take a vacation the week before Labour Day, as it is the end of summer vacation before the beginning of school.

7. **Halloween.** October 31 is a day when people, mostly children, dress up in costumes, enjoy parties, and collect

candy from their neighbours, saying “Trick or treat”. The tradition started because, according to superstition, October 31 is the last day that spirits and devils can roam the earth before “All Hallows Day”, a holy day in the church. This means that the day before is “All Hallows Evening”, which has been shortened to “Halloween”. On this day, many people hollow out a pumpkin, carve a face into it and place a candle inside, making a glowing head called a jack-o-lantern.

8. **Veterans’ Day.** This comes on November 11 and is usually marked with parades and ceremonies in which people honour those who have served in the country’s military.

9. **Thanksgiving Day.** This holiday comes on the fourth Thursday in November and is a national holiday too. It is the day for being thankful for what one has and for the harvest. The tradition began when, in the 17th century, the colonists from Plymouth colony in Massachusetts held a big harvest celebration with their Native American friends who had helped them grow food after a terrible harvest the previous year. On Thanksgiving Day, families traditionally eat roast turkey. People travel long distances in order to be with their family on this holiday.

10. **Christmas.** Christmas is a religious celebration. It is celebrated on December 25 as the birthday of Christ. It is a family holiday, and every house tries to have a Christmas tree, which is brightly decorated. As a rule, presents for children, relatives and close friends are placed under the tree. There are many traditional songs, sweets and treats associated with Christmas. According to tradition, a mythical grandfatherly old man named “Santa Claus” brings presents to all the children while they are sleeping. He places them in the stockings (socks) that they leave for him to fill.

There are many other holidays that almost everyone in the USA celebrates. Among them are St. Patrick’s Day, Mother’s Day, Father’s Day and April Fool’s Day.



Comprehension Questions

1. Which American holidays are religious?
2. What role does food play in different American holidays?
3. What two holidays have mythical figures that travel the country?
4. What are the important family holidays?
5. On what holidays do people give each other things?
6. On what holidays would you most expect to see American flags?
7. Which holiday is celebrated on the same day in the United States and Uzbekistan?



Discussion Questions

1. What holidays resemble holidays in Uzbekistan? How are they similar?
2. On which holiday would you most like to visit an American family in their home? Why?
3. Do you prefer to give presents or to receive them? Why?
4. What American holidays have you seen celebrated in films or on television? What was the celebration like?

CANADA

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

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

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



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

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

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

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

The population of Canada is over 34,5 million people. More than five hundred fifty thousand Indians and 36,000

Eskimos live in Canada, mostly in the North. Today more than 45 percent of the people of Canada are of British ancestry; about 30 percent of French ancestry and the rest are from other backgrounds. There is a large French-speaking population in the province of Quebec.

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

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

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

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

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

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

Comprehension Questions

1. What oceans touch Canada?
2. What are Canada's main geographical features?
3. How does the population of Canada compare to that of Uzbekistan? And its area?
4. What is the most famous place to visit in Canada?
5. What are some of Canada's main industries?
6. Into how many sections is Canada divided and what are they called?
7. What is Canada's relationship with Great Britain?



Discussion Questions

1. Would you like to visit Canada? Why?
2. Canada is rich in water: lakes, rivers and coastline. How does this affect which industries are important there? How does Uzbekistan's geography affect its industries?

THE COMMONWEALTH OF AUSTRALIA

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

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

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

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

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

Today there are more than 22,5 million people in Australia. Most of them are of British origin. The population includes more than 200,000 aborigines, the descendants of the people who lived in Australia before the Europeans came.



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

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

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



Comprehension Questions

1. Is Australia a country or a continent?
2. What is the weather like in most of Australia?
3. What is Australia's relationship with Great Britain?
4. Into how many parts is Australia divided? What are they called?
5. Where is the capital of Australia located?
6. From which two places are most of Australia's inhabitants' ancestors?



Discussion Questions

1. There are many animals in Australia that are not found anywhere else in the world. Why do you think that is?
2. Are there any animals or plants found only in Uzbekistan?
3. If you went to Australia, what would you want to see?
4. Would you like to visit Australia? Why?

NEW ZEALAND

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

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

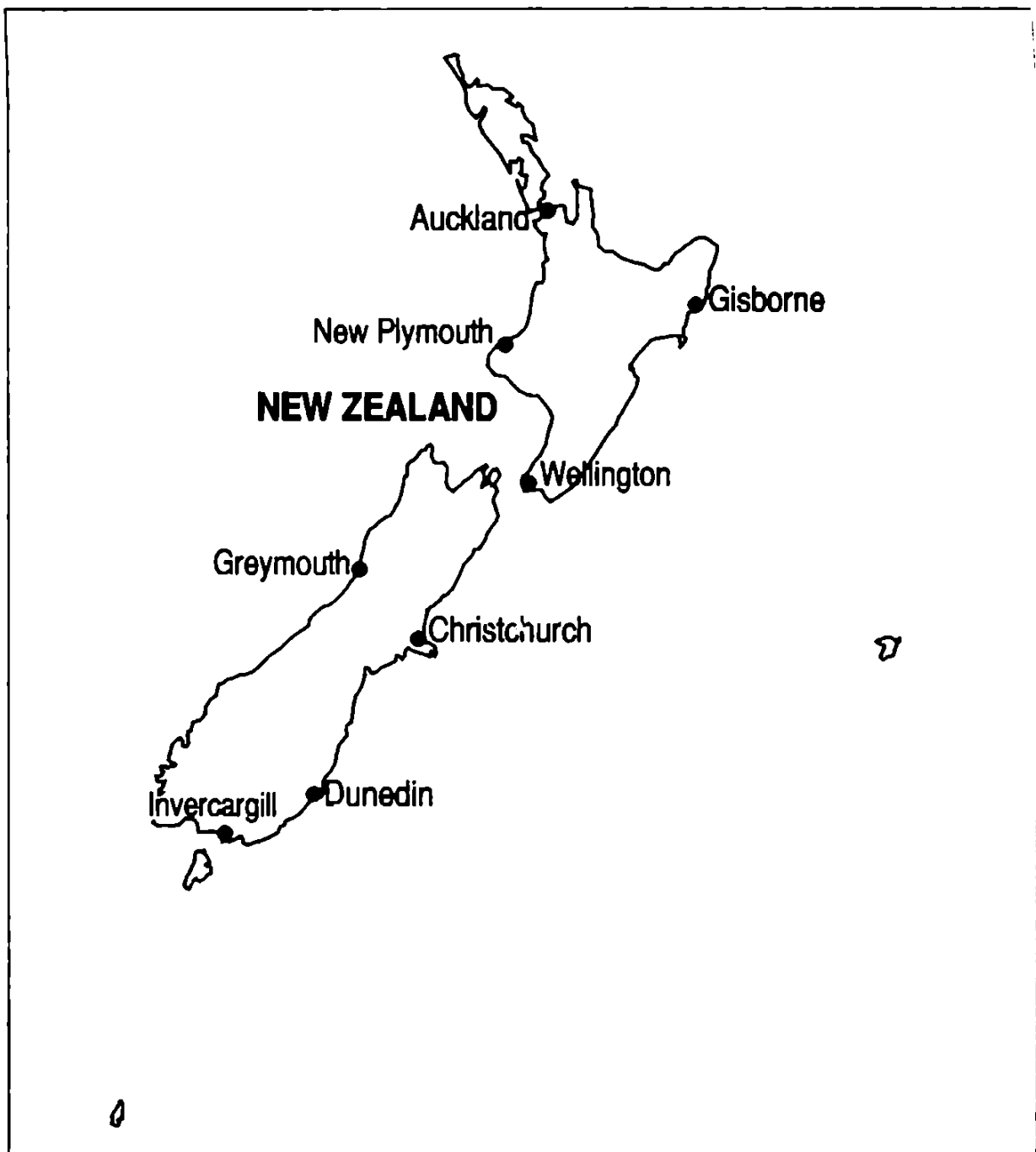
The mountains on North Island are not as high and are mostly forest-covered. The central part of North Island is a high volcanic plateau. There are many lakes in this part of the island. New Zealand's rivers are short.

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

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

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

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



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

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

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



Comprehension Questions

1. What are the main islands of New Zealand?
2. What are the main geographical features of New Zealand?
3. What is the most famous animal from New Zealand?
4. Where do most New Zealanders live?
5. Who are the Maori?



Discussion Questions

1. How does the population of New Zealand compare with that of Uzbekistan? How do you think that affects life there?
2. Would you like to visit New Zealand? Why?
3. What animal would you choose to represent Uzbekistan? Why?



VOCABULARY

a – adjective – имя прилагательное – sifat

prep – preposition – предлог – predlog

adv – adverb – наречие – ravish

pron – pronoun – местоимение – olmosh

n – noun – имя существительное – ot

v – verb – глагол – fe'l

English	Russian	Uzbek
A		
above <i>prep</i> [ə'blʌv]	выше, над	ustida, tepasida
absolution <i>n</i> [æbsə'lʊ:ʃn]	отпущение	kechirish, avf etish
acknowledge <i>v</i> [ək'nɒlɪdʒ]	признавать	tan olmoq, e'tirof qilmoq
acquire <i>v</i> [ə'kwaiə]	приобретать, получать, достигать	erishmoq, egallamoq
adhere <i>v</i> [əd'hɪə]	держаться (идеи)	amal qilmoq, rioya qilmoq, qattiq turmoq
adopt <i>v</i> [ə'dɒpt]	принимать	qabul qilmoq
advantage <i>n</i> [əd'vɑ:ntɪdʒ]	1. преимущество; 2. выгода, польза	1. ustunlik, afzallik; 2. foyda
allowance <i>n</i> [ə'lauəns]	денежное пособие	nafaqa
ancestor <i>n</i> [ænsesətə]	предок	ajdod
ancient <i>a</i> ['eɪnfənt]	древний, античный	qadimgi, qadimiy
appoint <i>v</i> [ə'pɔɪnt]	назначать	tayinlamoq, ishga qo'yamoq
apprentice <i>n</i> [ə'prentɪs]	ученик, подмастерье	shogird
artisan <i>n</i> [ɑ:trɪzæn]	ремесленник	hunarmand, usta
astrolabe <i>n</i> [æstrəleɪb]	астролябия	usturlab (qadimgi astronomik burchak o'lchash asbobi)

associate <i>n</i> [ə'səʊsiət]	1. связывать, быть связанным; 2. объединиться; 3. коллега, сослуживец	1. bog'lamoq, bog'liq bo'lmoq; 2. birlashmoq; 3. hamkasb, xizmatdosh
attitude <i>n</i> ['ætɪtju:d]	отношение	munosabat
attract <i>v</i> [ə'trækt]	привлекать	jalb etmoq
authority <i>n</i> [ɔ:'θɒrəti]	1. власть, сила; 2. право	1. hokimiyat, kuch; 2. vakolat, huquq
be available <i>v</i> [biə'veɪləbl]	быть доступным	mavjud bo'lmoq
В		
bank <i>n</i> [bæŋk]	1. берег; 2. банк	1. qirg'oq; 2. bank
basis <i>n</i> ['beɪsɪs]	основа, основание	asos
battle <i>n</i> ['bætl]	битва, сражение	urush, jang, kurash
beforehand <i>adv</i> [bɪ'fɔ:hænd]	заранее, перед	oldindan
below <i>prep</i> [bi'ləʊ]	под, ниже	past
beneficial <i>a</i> [ˌbenɪ'fiʃl]	выгодный, полезный	foydali, manfaatli
booklet <i>n</i> ['bʊklɪt]	брошюра	kitobcha, risola
border <i>n, v</i> ['bɔ:də]	1. граница; 2. граничить	1. chegara; 2. chegaralanmoq
branch <i>n</i> [brɑ:ntʃ]	1. отрасль; 2. отдел	1. tarmoq; 2. bo'lim, qism
break <i>n, v</i> [breɪk]	1. перерыв, перемена; 2. не сдержать (обещание)	1. tanaffus; ta'til; 2. buzmoq (so'zni)
С		
calm <i>v</i> [kɑ:m]	успокаивать, утишать	tinchlantirmoq
career <i>n</i> [kə'riə]	карьера	erishilgan mavqe', martaba, karyera
carving <i>n</i> ['kɑ:vɪŋ]	резная работа	naqqoshlik
channel <i>n</i> ['tʃænl]	канал	kanal
chapter <i>n</i> ['tʃæptə]	глава	bob, fasl
choice <i>n</i> [tʃɔɪs]	выбор, ассортимент	tanlov
choose <i>v</i> [tʃu:z]	выбирать, выбрать	tanlamoq
citadel <i>n</i> ['sɪtədəl]	цитадель	qal'a

clay <i>n</i> [kleɪ]	глина	loy, gil, tuproq
cloakroom <i>n</i> [ˈkləʊkrʊ:m]	гардероб	gardirob, kiyinish xonasi
collective <i>n</i> [kəˈlektɪv]	совокупный	jamlovchi
competition <i>n</i> [ˌkɒmpəˈtɪʃn]	конкурс	musobaqa
comprise <i>v</i> [kəmˈpraɪz]	включать, заключать в себя	ichiga olmoq, qamrab olmoq
concept <i>n</i> [ˈkɒnsɛpt]	идея, понятие	tushuncha
concrete <i>a</i> [ˈkɒŋkri:t]	конкретный	aniq
confirmation <i>n</i> [ˌkɒnfəˈmɛɪʃn]	подтверждение	tasdiq, isbot
conquer <i>v</i> [ˈkɒŋkə]	завоёвывать, покорять	zabt etmoq, bo'ysundirmoq
consider <i>v</i> [kənˈsɪdə]	1. считать; 2. принимать во внимание	1. ... deb hisoblamoq; 2. e'tiborga olmoq, nazarda tutmoq
consideration <i>n</i> [kənˌsɪdəˈreɪʃn]	размышление	fikr yuritish
contain <i>v</i> [kənˈteɪn]	содержать	o'z ichiga olmoq
contribution <i>n</i> [ˌkɒntrɪˈbjʊ:ʃn]	вклад, содействие	hissa, ulush, yordam
convenient <i>a</i> [kənˈvi:niənt]	удобный	qulay
convert (to) <i>v</i> [kənˈvɜ:t]	принимать веру	dinni qabul qilish
co-operation <i>n</i> [kəʊˌɒpəˈreɪʃn]	сотрудничество	hamkorlik
cotton bolls [ˈkɒtn bɒlz]	хлопковые кураги	raxta ko'saklari
courageous <i>a</i> [kə'reɪdʒəs]	мужественный, храбрый	botir, jasur, mard, dovyurak, dadil
creativity <i>n</i> [ˌkri:etɪvəti]	творчество	ijodkorlik, yaratuvchilik
crescent <i>n</i> [ˈkresnt]	полумесяц	yarimoʻy
crop <i>n</i> [krɒp]	урожай, сбор	hosil, o'rim, yig'im
cultivate <i>v</i> [ˈkʌltɪveɪt]	культивировать	ishlov bermoq
curious <i>a</i> [ˈkjʊəriəs]	любопытный	qiziquvchan
customer <i>n</i> [ˈkʌstəmə]	покупатель	xaridor

D

debate <i>n</i> [dɪˈbeɪt]	дискуссия, дебаты, обсуждение	muhokama, muzokara, munozara, bahs, debat
decorate <i>v</i> [ˈdekəreɪt]	украшать	bezatmoq, pardoz bermoq
degree <i>n</i> [dɪˈɡri:]	1. градус; 2. звание, учёная степень	1. daraja, gradus; 2. unvon, ilmiy daraja
delicious <i>a</i> [dɪˈlɪʃəs]	1. очень вкусный; 2. прелестный	1. juda mazali; 2. ajoyib
deputy <i>n</i> [ˈdepjəti]	заместитель	muovin, o‘rinbosar
descend <i>v</i> [dɪˈsend]	передавать(ся)	yet(kaz)moq
design <i>n, v</i> [dɪˈzaɪn]	1. план; проект; 2. составлять план, проект	1. ko‘rinish; loyiha; 2. loyihasini tuzmoq, tarxini tayyorlamoq
desire <i>n</i> [dɪˈzaɪə]	желание	xohish-istak, tilak
destroy <i>v</i> [dɪˈstrɔɪ]	разрушать	buzmoq, vayron qilmoq
destruction <i>n</i> [dɪˈstrʌkʃn]	разрушение	vayrona, vayronagarchilik, buzg‘un
device <i>n</i> [dɪˈvaɪs]	устройство; механизм; прибор	qurilma; uskuna
devote <i>v</i> [dɪˈvəʊt]	посвящать	bag‘ishlamoq
diligence <i>n</i> [ˈdɪlɪdʒəns]	прилежание	qunt
dispute <i>n</i> [dɪˈspju:t]	спор, разногласия	bahs, janjal
distribution <i>n</i> [ˌdɪstrɪˈbjʊ:ʃn]	распределение	taqsimot
dock <i>n</i> [dɒk]	док (судоремонтный завод)	dok (kemalar ta‘mirlandigan zavod)
doctrine <i>n</i> [ˈdɒktrɪn]	учение, доктрина	ta‘limot
donate <i>v</i> [dəʊˈneɪt]	даровать	hadya (in‘om) qilmoq
dozens (of) <i>n</i> [ˈdʌznz]	очень много	juda ko‘p
drought <i>n</i> [draʊt]	засуха	qurg‘oqchilik
dynasty <i>n</i> [ˈdɪnəsti]	династия	sulola

E

earn <i>v</i> [ɜ:n]	зарабатывать	pul ishlab topmoq
edge <i>n</i> [edʒ]	край, окраина	chet, yon

editor <i>n</i> ['editə]	редактор	muharrir
eight-pointed <i>a</i> ['eitpɔɪntɪd]	восьмиконечный	sakkiz qirrali
elaborate <i>v</i> [ɪ'læbəreɪt]	детально разрабатывать	puхта ishlab chiqmoq
elevate <i>v</i> ['elɪveɪt]	поднимать, повышать	ko'tarmoq, oshirmoq
embassy <i>n</i> ['embəsi]	посольство	elchixona
emblem <i>n</i> ['embləm]	эмблема	emblema, gerb
endorse <i>v</i> [ɪn'dɔ:s]	одобрять	ma'qullamoq
enforce <i>v</i> [ɪn'fɔ:s]	провести в жизнь	hayotga joriy qilmoq, tatbiq qilmoq, o'rnatmoq
enterprise <i>n</i> ['entəpraɪz]	предприятие	korxonə
entire <i>a</i> [ɪn'taɪə]	целый, весь	butun, butun boshli
entrust <i>v</i> [ɪn'trʌst]	поручать, вверять	ishonib topshirmoq, ishonmoq
environment <i>n</i> [ɪn'vaɪərənmənt]	окружающая среда	atrof-muhit, muhit
epithet <i>n</i> ['epɪθet]	эпитет	epitet, sifatlash, vasf
equal <i>a</i> ['i:kwəl]	равный	teng, barobar
establish <i>v</i> [e'stæblɪʃ]	основывать, учреждать	o'rnatmoq, asos solmoq, tashkil qilmoq
exceed <i>v</i> [ɪk'si:d]	превосходить, превышать	oshmoq, chegaradan chiqmoq
exchange <i>v</i> [ɪks'tʃeɪndʒ]	менять, обменивать	almashmoq, ayirboshlamoq
exhibition <i>n</i> [ˌeksɪ'bɪʃn]	выставка	ko'rgazma, namoyish
expansion <i>n</i> [ɪk'spænʃn]	расширение	yoyish, kengaytirish
experience <i>n</i> [ɪk'spɪəriəns]	опыт	tajriba
expose <i>v</i> [ɪk'spəʊz]	подвергать	yuz tutmoq, duchor bo'lmoq
extend <i>v</i> [ɪk'stend]	продолжаться, длиться	davom etmoq, cho'zilmoq
external <i>a</i> [ɪk'stɜ:tnl]	внешний	tashqi, xorijiy

F		
facade <i>n</i> [fə'sɑ:d]	фасад	fasad, binoning old tomoni
facility <i>n</i> [fə'sɪləti]	удобство	qulaylik, qo'shimcha imkoniyat
faith <i>n</i> [feɪθ]	вера	ishonch, e'tiqod
famine <i>n</i> ['fæmɪn]	голод	ochlik, ocharchilik
fan <i>n</i> [fæn]	болельщик	ishqiboz
fauna <i>n</i> ['fə:nə]	фауна (животный мир)	hayvonot dunyosi
feature <i>n, a, v</i> ['fi:tʃə]	1. особенность; 2. художественный; 3. характеризовать	1. xususiyat; 2. badiiy; 3. o'ziga xos xususiyatini ko'rsatib turmoq
fig <i>n</i> [fɪg]	смсковница	anjir
financial <i>a</i> [faɪ'nænʃl]	финансовый	moliyaviy
flora <i>n</i> ['flɔ:rə]	флора (мир растений)	o'simliklar dunyosi
flourish <i>v</i> ['flaʊrɪʃ]	процветать	gullab-yashnamoq
foremost <i>a</i> ['fɔ:məʊst]	основной	asosiy
forgive <i>v</i> [fə'gɪv]	прощать	kechirmoq
fortification <i>n</i> [fɔ:tɪfɪ'keɪʃn]	укрепление	istehkom, mudofaa inshooti
foster <i>v</i> ['fɒstə]	воспитывать	tarbiyalamoq
found <i>v</i> [faʊnd]	основывать, учреждать	ta'sis etmoq, asos solmoq, tashkil topmoq (etmoq)
founder <i>n</i> ['faʊndə]	основатель, учредитель	asoschi, yaratuvchi
fraternity <i>n</i> [frətɜ:nəti]	братство	qardoshlik, birodarlik
fund <i>n</i> [fʌnd]	фонд, капитал	fond, mablag'
G		
geodesy <i>n</i> [dʒi'ɒdəsi]	геодезия	geodeziya
gift <i>n</i> [gɪft]	дар, подарок	sovg'a, in'om, tuhfa
glorious <i>a</i> ['glɔ:riəs]	славный, замечательный	shonli, ajoyib
goal <i>n</i> [gəʊl]	цель	maqsad
guarantee <i>v</i> [gærən'ti:]	гарантировать	kafolat bermoq
guide <i>n, v</i> [gaɪd]	1. проводник, гид; 2. вести, управлять	1. yo'l boshlovchi, gid; 2. boshqarmoq

Н		
handle <i>v</i> ['hændl]	1. разрешать; 2. управлять, держатъ	1. bartaraf qilmoq; 2. qo'lda ushlamoq, tutib turmoq
harmonious <i>a</i> [ha:'məuniəs]	гармоничный	o'zaro mos, monand, uyg'un
harvest <i>n</i> ['hɑ:vɪst]	урожай	hosil
heritage <i>n</i> ['herɪtɪdʒ]	наследие	meros
huge <i>a</i> [hju:dʒ]	огромный	ulkan, juda katta
hygiene <i>n</i> ['haɪdʒi:n]	гигиена	gigiyena
I		
infant <i>n</i> ['ɪnfənt]	младенец	go'dak, yosh bola
influence <i>n, v</i> ['ɪnfluəns]	1. влияние; 2. влиять	1. ta'sir; 2. ta'sir ko'rsatmoq
inheritance <i>n</i> [ɪn'herɪtəns]	наследство	meros
initial <i>a</i> [ɪ'nɪʃl]	начальный	dastlabki, birinchi, ilk
initiate <i>v</i> [ɪ'nɪʃieɪt]	проявлять инициативу	tashabbus ko'rsatmoq
inn <i>n</i> [ɪn]	гостиница	mehmonxona
inquisitive mind [ɪn'kwɪzətɪv 'maɪnd]	острый ум	o'tkir aql
inscription <i>n</i> [ɪn'skrɪpʃn]	надпись	sirtiga yozilgan yozuv
intact <i>a</i> [ɪn'tækt]	нетронутый, неповрежденный, целый	butun, buzilmagan, shikast yetmagan
interference <i>n</i> [ɪntə'fɪərəns]	вмешательство	aralashish, suqilish
internal <i>a</i> [ɪn'tɜ:nl]	внутренний	ichki
invasion <i>n</i> [ɪn'veɪʒn]	вторжение, захват	istilo
invulnerability <i>n</i> [ɪn'veɪləbɪlɪti]	ненарушимость	buzilmaslik, daxlsizlik
issue <i>n, v</i> ['ɪʃu:]	1. вопрос; 2. выпускать	1. muammo, masala; 2. nashr qilmoq, chiqarmoq
J		
joint venture <i>n</i> ['dʒɔɪnt ventʃə]	совместное предприятие	qo'shma korxonasi

junior school <i>n</i> [ˈdʒuːniə sku:l]	начальная школа	boshlangʻich maktab
justice <i>n</i> [ˈdʒʌstɪs]	судья	sudya
K		
kingdom <i>n</i> [ˈkɪŋdəm]	королевство	qirolik
knowledge <i>n</i> [ˈnɒlɪdʒ]	знание	bilim
L		
leadership <i>n</i> [ˈliːdəʃɪp]	руководство; управление	rahbarlik
leather <i>n</i> [ˈleðə]	кожа	teri, charm
lithium <i>n</i> [ˈlɪθiəm]	литий (хим.)	litiy (kim.)
be located <i>v</i> [ləʊkeɪtɪd]	быть расположенным	joylashgan boʻlmoq
M		
madrasah <i>n</i> [mæˈdræsə]	медресе	madrasa
maintain <i>v</i> [meɪnˈteɪn]	сохранять, поддерживать, продолжать	davom ettirmoq, ayni holda saqlamoq
manuscript <i>n</i> [ˈmænɪskrɪpt]	рукопись	qoʻlyozma
massive <i>a</i> [ˈmæsɪv]	громадный	juda katta, yirik
matter <i>n</i> [ˈmætə]	вопрос, дело	masala, muammo, ish
mature <i>a</i> [məˈtʃʊə]	зрелый	yetuk
medieval <i>a</i> [ˌmedɪˈiːvl]	средневековый	oʻrta asrlarga xos
merciful <i>a</i> [ˈmɜːsɪfl]	милосердный	rahm-shafqatli, muruvvatli
mercy <i>n</i> [ˈmɜːsi]	милосердие	rahm-shafqat, muruvvat
military <i>a</i> [ˈmɪlətri]	военный	harbiy
miniaturist <i>n</i> [ˈmɪniətʃərɪst]	миниатюрист	miniaturachi rassom
mosque <i>n</i> [ˈmɒsk]	мечеть	masjid
multinational <i>a</i> [ˌmʌltiˈnæʃnəl]	многонациональный	koʻp millatli
Muslim <i>n</i> [ˈmʊzɪlm]	мусульманин	musulmon
N		
nation <i>n</i> [ˈneɪʃn]	народ, нация	xalq, millat
native <i>a</i> [ˈneɪtɪv]	родной, местный	mahalliy

natural <i>a</i> [ˈnætʃrəl]	естественный	tabiiy
necessary <i>a</i> [ˈnesəsəri]	необходимый, нужный	zarur, kerakli
nobility <i>n</i> [nəʊˈbɪləti]	дворянство	zodagonlik, oqsuyaklik
noble <i>a</i> [ˈnəubl]	благородный	oliyjanob
nomad <i>n</i> [ˈnəʊmæd]	кочевник	ko'chmanchi
O		
obtain <i>v</i> [əbˈteɪn]	добывать, приобретать	ega bo'lmoq, qo'lga kiritmoq, erishmoq
occasion <i>n</i> [əˈkeɪʒn]	случай; обстоятельство	vaziyat, holat, hol
offence <i>n</i> [əˈfens]	обида	xafagarchilik, dilsiyohlik
opportunity <i>n</i> [ɒpətʃuːnəti]	1. возможность; 2. удобный случай	1. imkoniyat; 2. qulay payt
ordinary <i>a</i> [ˈɔːdnri]	обычный	oddiy
owing (to) <i>a</i> [ˈəʊɪŋ]	благодаря	tufayli, sababli, sharofati bilan
own <i>a</i> [əʊn]	свой, собственный	o'z, o'ziniki, o'ziga qarashli (tegishli)
P		
patron <i>n</i> [ˈpeɪtrən]	покровитель	homiyl
peak <i>n</i> [pi:k]	вершина	cho'qqi
plain <i>n</i> [pleɪn]	равнина, плоскость	tekislik
plateau <i>n</i> [ˈplætəʊ]	плато, плоскогорье	plato, yassitog'lik
plunder <i>v</i> [ˈplʌndə]	грабить	talamoq, shilmoq
pollution <i>n</i> [pəˈluːʃn]	загрязнение	ifloslanish
portal <i>n</i> [ˈpɔːtl]	портал, главный вход	asosiy kirish qismi
preserve <i>v</i> [prɪˈzɜːv]	сохранять, оберегать	saqlamoq, asramoq, ehtiyot qilmoq
proclamation <i>n</i> [prəˈklæməɪʃn]	провозглашение, объявление	tantanali ravishda e'lon qilish
productive <i>a</i> [prəˈdʌktɪv]	продуктивный	samarali, unumli
proficiency <i>n</i> [prəˈfɪʃnsi]	мастерство	mahorat
profoundly <i>adv</i> [prəˈfaʊndli]	глубоко	chuqur, puxta, teranlik bilan

prohibited <i>a</i> [prə'hibɪtɪd]	запрещенный	taqiqlangan, man etilgan
promise <i>n</i> ['prɒmɪs]	обещание	va'da, so'z, ahd
property <i>n</i> ['prɒpəti]	имущество; собственность	mulk, mol-mulk
proposal <i>n</i> [prə'pəʊzl]	предложение	taklif
prosperous <i>a</i> ['prɒspərəs]	процветающий	gullab-yashnagan
protect <i>v</i> [prə'tekt]	охранять, защищать	himoya qilmoq, xavfsizlikni ta'minlamoq
Q		
quantity <i>n</i> ['kwɒntəti]	количество	miqdor
quarrel <i>n</i> ['kwɒrəl]	ссора	janjal
queen <i>n</i> [kwi:n]	королева	qirolicha
R		
range <i>n</i> [reɪndʒ]	горная цепь	tog' tizmasi
reason <i>n</i> ['ri:zn]	причина, основание	sabab, asos
recognise <i>v</i> ['rekəɡnaɪz]	1. узнавать; 2. признавать	1. tanimoq; 2. tan olmoq, e'tirof etmoq
regard (as) <i>v</i> [rɪ'gɑ:dɪd]	рассматривать, считать	... deb hisoblanmoq (bilmoq)
regardless (of) <i>adv</i> [rɪ'gɑ:dləs]	невзирая на, не считаясь с	nima bo'lishidan qat'i nazar
relic <i>n</i> ['relɪk]	реликвия	yodgorlik
reliable <i>a</i> [rɪ'laɪəbl]	надежный, достоверный	ishonchli
renaissance <i>n</i> [rɪ'neɪsəns]	ренессанс	yangidan tug'ilish
ribbon <i>n</i> ['rɪbən]	лента	lenta
right-angled <i>a</i> ['raɪt æŋld]	прямоугольный	to'g'ri burchakli
rotunda <i>n</i> [rəʊ'tʌndə]	ротонда	rotond, gumbaz
rural <i>n</i> ['ruərəl]	сельский, деревенский	qishloq..., qishloqqa xos
S		
sacred place <i>n</i> ['seɪkrɪd pleɪs]	святыня	muqaddas joy, qadamjo, ziyoratgoh

salvation <i>n</i> [sæl'veɪʃn]	спасение	baxt, najot
saying <i>n</i> ['seɪɪŋ]	поговорка	matal
score big success [ˈskɔː bɪɡ sək'ses]	приносить большой успех	katta muvaffaqiyat keltirmoq
secular <i>a</i> ['sekjələ]	светский	dunyoviy
shortcoming <i>n</i> [ˈʃɔːtkʌmɪŋ]	недостаток	kamchilik
single <i>a</i> ['sɪŋɡl]	единственный	yagona, yolg'iz
soothsaying <i>n</i> [ˈsuːθseɪɪŋ]	предсказание	munajjimlik
soul <i>n</i> [səʊl]	душа, дух	qalb, yurak
spiritual <i>a</i> [ˈspɪrɪtʃuəl]	духовный	ma'naviy
strengthen <i>v</i> [ˈstreŋθən]	усиливать	kuchaytirmoq, mustahkamlamoq
stretch <i>v</i> [stretʃ]	растягивать(ся)	cho'zilmoq
substance <i>n</i> [ˈsʌbstəns]	существо, материя	jism
successive <i>a</i> [sək'sesɪv]	последовательный	izchil
syllogism <i>n</i> [ˈsɪlədʒɪzəm]	силлогизм	sillogizm (ikki fikrdan uchinchi mantiqiy xulosa chiqarish)
T		
temple <i>n</i> ['tempəl]	храм	ibodatxona
thinker <i>n</i> ['θɪŋkə]	мыслитель	mutafakkir
trace <i>n</i> [treɪs]	след	iz
trade <i>n</i> [treɪd]	1. ремесло; 2. торговля	1. hunar; 2. savdo-sotiq
transition <i>n</i> [træn'zɪʃn]	переход; переходный период	o'tish; o'tish davri
trustful <i>a</i> ['trʌstfəl]	надежный	ishonchli
tune <i>n</i> [tjuːn]	мелодия	kuy, ohang
tungsten <i>n</i> ['tʌŋstən]	вольфрам (хим.)	volfram (kim.)
U		
unfading <i>a</i> [ʌn'feɪdɪŋ]	неувядаемый, неувядающий	so'nmas, o'chmas, unutilmas, abadiy

universe <i>n</i> ['ju:nɪvɜ:s]	вселенная; мир	koinot; borliq, olam
unusual <i>a</i> [ʌn'ju:zuəl]	необыкновенный; необычный	odatdan tashqari
urban <i>a</i> ['z:bən]	городской	shahar..., shaharga xos
V		
value <i>n</i> ['vælju:]	ценность	qadriyat, qadr, qimmat
various <i>a</i> ['veəriəs]	разный, разновидный	turli, har xil
vast <i>a</i> [vɑ:st]	обширный, громадный	katta, juda yirik
venture <i>n</i> ['ventʃə]	предприятие	korxonona
volcanic <i>a</i> [vɒl'kænik]	вулканический	vulqonli
W		
war <i>n</i> [wɔ:]	война; боевые действия	urush, jang; jangovar harakatlar
way <i>n</i> [wei]	1. дорога, путь; 2. метод, способ	1. yo'l; 2. usul, uslub
wear <i>v</i> [weə]	носить	kiyib yurmoq
wedding <i>n</i> ['wedɪŋ]	свадьба	nikoh to'yi
win fame <i>v</i> ['win feɪm]	достигать славу	shuhrat qozonmoq
Y		
year <i>n</i> [jɜ:]	год	yil
young <i>a</i> [jʌŋ]	молодой	yosh
yourself <i>pron</i> [jɔ:'self]	сам, себя	o'zing, o'zingiz
Z		
zero <i>n</i> ['ziərəʊ]	ноль	nol
zinc <i>n</i> [zɪŋk]	цинк (хим.)	gux (kim.)

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CONTENTS

Introduction	3
I. About Uzbekistan	
The National Anthem of the Republic of Uzbekistan	9
The National Flag of the Republic of Uzbekistan	10
The State Emblem of the Republic of Uzbekistan	11
The Constitution of the Republic of Uzbekistan	12
The Policy of the Republic of Uzbekistan	13
Islam Karimov: The President of the Republic of Uzbekistan	15
Uzbekistan's Relations with Other Countries	16
Uzbekistan	18
Tashkent	20
Samarkand	22
Bukhara	24
Khiva	27
Seasons	29
Holidays in Uzbekistan	30
Navruz	31
Preservation of the Environment	33
Youth Today	34
The Great Scholars of IX-XII Centuries in Movarounnahr and Khurasan	
Muhammad ibn Muso al-Khorazmiy	36
Ahmad al-Farghoniy	37
Imam al-Bukhoriy	38
Al-Hakim at-Termiziy	39
Abu Iso Muhammad at-Termiziy	41
Abu Mansur al-Moturudiy	42
Abu Nasr Forobiy	43
Abu Raykhon Beruniy	44
Abu Ali ibn Sino (Avicenna)	46
Khoja Ahmad Yassawiy	47
Burkhoniddin al-Marghinoniy	49
The Great Scholars of XIV-XV Centuries in the Period of Timurids	
Amir Temur	50
Bahouddin Muhammad Nakshband	57
Mirzo Ulugbek	59
Sharafiddin Ali Yazdiy	60
Abdurahmon Jomiy	61
Alisher Navoi	63
Kamoliddin Behzod	64
Khondamir	66
Zahiriddin Muhammad Bobur	67

II. Pupils' Lives

My Day Off	69
My School Day	70
About Myself	71
Our Family	72
My Autobiography	73
My Family	74
About My Friend	75
My Future Profession	76
Travelling	77
At the Cinema	78
At the Theatre	79
Shops and Shopping	81
Sports	82
Parts of the Day	83
At School	84
My Lyceum	85
Summer Holidays	87
Mother's Birthday	87
Reading	88

III. English-Speaking Countries

English-Speaking Countries	90
Great Britain	91
The Government of Great Britain	95
London	98
Festivals and Holidays of Great Britain	100
English Meals	103
The Education System of Great Britain	104
The United States of America	107
New York City	112
The Government of the USA	113
The Education System of the USA	115
American Holidays	118
Canada	121
The Commonwealth of Australia	124
New Zealand	126
Vocabulary	129

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