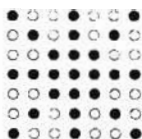




Word Wise

Study skills in English
for higher education
students in Uzbekistan

by Martin Seviour

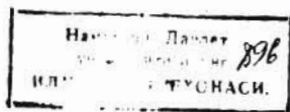


Word Wise

Study skills in English for higher education students in Uzbekistan

by Martin Seviour

**for the British Council
and the Ministry of Higher and Secondary Special Education
of the Republic of Uzbekistan**



**"SHARQ" PUBLISHING HOUSE
1997**

To the students who will study English with *Word Wise*

Word Wise is the result of scientific cooperation between the Ministry of Higher and Special Secondary Education of the Republic of Uzbekistan and the British Council.

The President of the Republic of Uzbekistan, Islam Karimov, in his speech at the 9th session of the Oliy Majlis pointed out the great importance of the study of foreign languages in the restructuring of higher and secondary special education.

This textbook is intended to make a positive contribution to the learning of English by emphasizing the learner's independence and developing study skills. It provides a great opportunity for students to achieve success in their language study.

English is now truly an international language used by about one billion people around the world. It provides us with access to the latest developments in the fields of science, technology and culture.

The Ministry of Higher and Special Secondary Education expresses its firm belief that *Word Wise* will help you learn English effectively and enjoyably.

Any feedback from teachers and students about the textbook is warmly welcomed. Please send any comments directly to the Ministry.

*Ministry of Higher and Special Secondary Education
6, Mustakillik Square, Tashkent*

Инглиз тилини *Word Wise* орқали ўрганувчи талабаларга

Word Wise Ўзбекистон Республикаси олий ва ўрта махсус таълим вазирлиги ва Британия Кенгаши ўртасидаги илмий ҳамкорлик натижасидир.

Президент Ислам Каримов Ўзбекистон Республикаси Олий Мажлисининг 9-сессиясида сўзлаган нутқида олий ва ўрта махсус ўқув юр்தларини ислоҳ қилишда асосий вазифалардан бири хорижий тилларни мукамал ўрганиш зарурлигини таъкидлаган.

Бу дарслик инглиз тилини ўрганувчиларга мустақил ишлаш кўникмаларини ва мутолаа малакаларини ҳосил қилишда ўзининг ижобий улушини қўшишга мўлжалланган. Шу билан бирга у талабаларга тилни муваффақиятли ўрганишда катта ёрдам беради.

Инглиз тили бутунги кунда ер қуррасининг тахминан бир миллиардга яқин кишиси гапирадиган халқаро тилдир. У бизга фан, техника ва маданият соҳасидаги сўнгги янгиликлар билан танишиш имкониятини беради.

Олий ва ўрта махсус таълим вазирлиги *Word Wise* сизга инглиз тилини чуқур ва қизиқиб ўрганишингизга ёрдам беради деб ишонч билдиради.

Ўқитувчи ва талабалар томонидан дарслик бўйича ҳар қандай таклиф ва мулоҳазаларни вазирлик мамнуният билан қабул қилади. Уларни тўғридан-тўғри вазирликка йўллашингиз мумкин.

*Олий ва ўрта махсус таълим вазирлиги.
Тошкент ш., Мустақиллик Майдони, 6-уй.*

WordWise was produced by the British Council in collaboration with the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan.

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Thanks

So many people have contributed to this book that it is impossible to mention them all by name. The author and publishers are particularly grateful to the teachers and students who provided information for the needs analysis on which the book is based, and to those teachers who piloted various sections of the book and gave valuable advice and comments. We hope they will recognise the results of their contribution in the shape and content of the book.

Special thanks also go to:

Gulsara Dustova for her selection and editing of the Uzbek texts and practical advice on content.
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INTRODUCTION

Early in 1996 the Ministry of Higher and Special Secondary Education of the Republic of Uzbekistan requested the British Council to produce a lively and modern textbook to help students in universities and other higher level institutions in Uzbekistan to develop their study skills in English.

WordWise is the result of this collaborative project. It is based on an extensive analysis of learners' needs, which was carried out by discussing with students and teachers all over Uzbekistan what they most wanted from such a coursebook. The themes around which the book is organised have been suggested by these students and teachers, and many of the activities and exercises have been tried out by teachers in their classrooms. The content reflects a desire by students and teachers alike to develop study skills not only by looking outward to Britain and the rest of the world, but also by talking, reading and writing about Uzbekistan and their own lives and experiences.

WordWise is therefore a book which reflects the interests of its users. It focuses on study skills - those special skills which enable students of any subject to study more effectively - because these are needed by all students, particularly in higher education where learners need to be more independent. It develops these skills in English, because this is the international language of commerce, development and cultural and educational exchange. Today more than ever, English provides a key which can unlock unlimited opportunities for those who have a good command of its skills.

WordWise is not a complete English language course in itself. This does not mean that it cannot be used as a main course book - simply that it does not aim to provide comprehensive coverage of all the elements of the English language. *WordWise* aims rather to help students to understand their own learning styles, to manage their time well, use reference books efficiently, read texts in the most effective ways for different purposes and write clear, well-organised reports, letters and essays. It also provides material to help students develop important and practical 'life skills', such as those needed for filling in application forms and achieving success at interviews.

WordWise differs in a number of important ways from the traditional textbooks which are familiar to students and teachers in Uzbekistan. Like most modern textbooks it uses the communicative approach to the teaching and learning of English. This approach encourages the use of English as the working language of the classroom. Although it does contain some Uzbek texts for translation and glossaries of key words, all the reading texts, instructions and explanations of language points are in English. This is the approach that was requested by the great majority of teachers and students consulted during preparation of the book. As all teachers know, you can only learn a language by using it, so *WordWise* provides constant stimulus for the active use of English.

An important feature of *WordWise* is the way in which the exercises link different skills, so that, for example, the reading exercises often provide the basis for discussion or writing tasks while class discussions are frequently used to prepare students for the reading of a text. This integrated approach reflects real life, where skills are rarely used in isolation from each other. Similarly, activities and exercises in one unit may be developed further, perhaps in relation to a different skill, in a later unit. For this reason it is advisable to go through the book in unit order. The units also increase in difficulty, so that the later units are more challenging than the earlier ones. This provides a further reason for following the unit order of the book.

However, although *WordWise* is designed to provide a coherent course in study skills if it is worked through systematically, it may also be used as a supplementary resource book, which the teacher can draw on to provide materials for developing specific skills. It is not essential to complete every task of every unit, and users may wish to concentrate on particular skills or particular kinds of task and exercise. Nor is there a fixed length of time for each unit.

A key feature of *WordWise* is the flexibility it allows to both learners and teachers. It helps users to recognise their characteristic learning styles, and provides exercises and activities which help different kinds of learners. Some, who enjoy learning with others, will benefit from the many opportunities for working in pairs and groups. Others, preferring a more individual approach to study, may wish to work on the exercises on their own. Part of the teacher's role will be to help students find what suits them best, and organise the classroom tasks accordingly. Experience has shown that students can learn more effectively if they work together on suitable tasks, so many of the exercises are designed to allow students to work together in pairs, or in groups of three or four. This gives the students the opportunity to practise their English by using it to work on the task, and to solve problems by exchanging and sharing approaches and suggestions. Working in this way helps students to develop their independence as learners, and encourages teachers to use a 'student-centred' approach which gives learners greater responsibility for their own development.

Although a number of the tasks and exercises in *WordWise*, such as those designed for group and pair work, may be unfamiliar to some students and teachers, many are of a more traditional kind. The balance of new and traditional should help teachers find a way of working which suits each individual class, especially as they grow more familiar with the book, and should help to keep the students' interest.

To help users get the best out of *WordWise* there is a set of Notes for Teachers at the back of the book, which gives suggestions for organising and exploiting the exercises, especially those which may be less familiar, such as the pair and group tasks.

WordWise aims to provide an effective course in study skills which will be enjoyed by both teachers and learners. Its rich mix of topics, texts and activities is designed to stimulate that lively interest without which learning is impossible. The author and publishers wish its users every success.



КИРИШ

1996 йилда Ўзбекистон Республикасининг Олий ва Ўрта махсус таълим вазирлиги Британия Кенгашидан университет ва бошқа олий ўқув юртлари талабаларига инглиз тилини пухтароқ ўрганишга мўлжалланган замонавий дарслик яратишда ёрдам сўраб мурожаат қилганди.

WordWise деб аталмиш мазкур дарслик ана шундай ҳамкорлик натижасидир. У ёзилишидан олдин Ўзбекистонга қандай дарслик зарурлигини аниқлаш мақсадида талабалар ҳамда ўқитувчи-мутахассислар ўртасида кенг кўламли изланишлар ўтказилди. Китобга киритилган мавзуларнинг кўпчилиги инглиз тили дарсларида синовдан ўтказилган. Дарсликда берилган талабаларнинг инглиз тили оғзаки нутқлари, ўқиш ва ёзиш малакаларини ривожлантиришга мўлжалланган материаллар Буюк Британия, дунёнинг бошқа мамлакатлари, шу жумладан Ўзбекистоннинг ҳозирги кунига оид ахборотлар ва маълумотлардан таркиб топган.

WordWise талабаларнинг истак ва қизиқишларини ҳам назарда тутди. Талабалар қайси мутахассисликни эгаллаётганликларидан қатъи назар, дарслик қамраб олган мавзулар уларнинг инглиз тилида эркин, равон сўзлашишлари, фикр юритишлари, ахборот алмашишларида ёрдам беришга йўналтирилган. Маълумки, инглиз тили халқаро ҳаёт, савдо-сотик, иқтисодиёт, маданият, таълим ва бошқа соҳаларда халқаро фикр алмашиш тилидир. Бугунги кунда ҳар қачонгидан ҳам кўпроқ, инглиз тили ўзининг маҳоратларини эгаллаганлар учун чексиз имкониятлар қулфини оча олувчи калит бўлиб хизмат қилади. WordWise инглиз тили курсини тўлиқ қамраб олган эмас, аммо бу асосий дарслик вазифасини бажаролмайди деган гап эмас, оддий қилиб айтганда, дарслик инглиз тилининг барча элементларини ёритишни ўз олдига мақсад қилиб қўймайди.

WordWise талабаларга ҳорижий тилни ўрганишда ўзларига хос услубни танлаш, вақтни тўғри тақсимлаш, турли луғатлардан мақсадга мувофиқ фойдаланиш, матнларни ўқиш турларини қўйилган вазифага мувофиқ танлаш, тўғри ёзиш, ҳисобот ва маърузаларни ўрнатилган тартиб бўйича тузиш, турли хат ва иншоларни тўғри ёза олишни ўргатади. Булардан ташқари ушбу дарслик ундан фойдаланувчиларга ҳаётда учрайдиган амалий маҳоратлар, хусусан ариза формаларини тўлдириш ва ишга кириш учун суҳбатдан муваффақиятли ўтиш каби кўникмаларни ривожлантиришга ёрдам беради.

WordWise Ўзбекистон талабаларига анъанавий бўлган дарсликлардан кўп жиҳати билан фарқ қилади. Кўпчилик замонавий дарсликлар сингари мазкур қўлланма инглиз тилини ўқитиш ва ўрганишда коммуникатив усулга асосланган. Бу китоб уларга инглиз тилини синфдаги фаолият тили сифатида ишлатишга даъват қилади. Гарчи қўлланма ўз ичига бир мунча ўзбек тилида ёзилган матнларни ва асосий сўзларни инглиз тилига таржима қилиш вазифасини олган бўлсада, ундаги ўқиш учун ажратилган матнлар, тушунтиришлар, у ёки бу вазифани бажаришга оид кўрсатмалар инглиз тилидадир. Ҳаммага маълумки, тилни эгаллашнинг асосий шarti, унда доимо фаол мулоқат қилиб туришидир.

WordWisening муҳим хусусиятларидан бири шундан иборатки, унда берилган машқлар турли тил малакаларини бир-бири билан боғлашга хизмат қилади. Масалан, талабаларнинг ўқиш малакасини оширишга мўлжалланган машқлар уларда оғзаки нутқ малакаларини ривожлантиришга мўлжалланган муҳокамаларни ва баъзи бир нарсаларни ёзишни тақозо қилади ва аксинча, нутқ малакасини ошириш учун берилган машқлар матнларни ўқишни тақозо этади.

Дарсликка бундай ёндашиш бугунги ҳаёт талабидир. Чунки, нутқ жараёнида малакалар алоҳида ажралган ҳолатда шаклланмайди, балки улар доимо бир-бирини тақозо қилади. Дарсликнинг олдинги бўлимидаги баъзи машқ ва фаолият турлари унинг бошқа бўлимида ривожлантирилади ва мукаммаллаштирилади. Шу сабабли, биз китобдан фойдаланишда бўлимлардан кетма-кет, маълум тартибда фойдаланишни тавсия этамиз. Бўлимлар олдийдан мураккабга тамойили асосида ёзилганлиги ҳисобга олинса, юқоридаги тавсиянинг муҳимлиги ва унга риоя қилишнинг аҳамияти янада ортади.

Бу билан бирга WordWise тилни эгаллаш билан боғлиқ барча малакаларни бир-бири билан узвий, маълум бир тизимда берган бўлса ҳам, ўқитувчи ўз ихтиёри билан бу китобдан бошқа дарсликларга қўшимча сифатида фойдаланиб, унга киритилган материаллардан у ёки бу малакани ривожлантириш мақсадида ишлатиши мумкин. Дарслик бўлимлари устида ишлаш учун вақт чегараланмаган. Бу нарса шароит ва имкониятга қараб белгиланиши мумкин.

WordWisening энг муҳим хусусияти шундаки, у ўқитувчи ва талабага дарсликдан ўз вақти ҳамда шароитидан келиб чиқиб фойдаланиш имкониятини беради. Дарсликдан фойдаланувчилар берилган машқ ва вазифалардан ўзлари ёқтирган ишлаш услубларига қараб фойдаланишлари мумкин. Кўпчилик билан ишлашни ёқтирганлар жуфт ва гуруҳларга бўлиниб ўрганишга мўлжалланган материаллардан фойдаланишлари мумкин. Айрим, индивидуал мутоалаа қилишни афзал кўрганлар китобдан ўзларича фойдаланишлари мумкин.









Ўқитувчининг вазифаси талабаларнинг ана шу хусусиятларини ҳисобга олиб, дарсни тўғри ташкил қилишдир. Тажриба шуни кўрсатдики, агар талабалар жуфт-жуфт бўлиб ёки 3-4 кишилик гуруҳларга бўлиниб ўргансалар, тилни эгаллаш энгил кўчади. Бевосита гуруҳларга бўлиниб ўрганиб ўзлари ўрганаётган инглиз тилини дарс фаолияти жараёнида турли масалалар юзасидан фикр алмашиш ва тавсиялар кириштиш асосида амалга оширилади. Ишлашнинг бу услуби талабаларни мустақил тил ўрганиш қобилиятларини оширади, ўқитувчига эса, талабаларнинг фаол ишлаш услубини танлаш ва уни ривожлантиришга имкон беради.








WordWiseга киритилган баъзи жуфт ва гуруҳ бўлиб ишлашга мўлжалланган машқлар айрим ўқитувчи ва талабаларга номаълум бўлиши мумкин, лекин китобнинг аксарият қисми анъанавий ишлаш услубларидан ташкил топган. Янги ва анъанавий иш услубларининг қўлланиши мақбул услуб турини танлаш имкониятини беради ва талабаларнинг тил ўрганишига қизиқишини оширишни таъминлайди.

WordWisedан мақсадга мувофиқ фойдаланишни назарда тутиб, дарсликнинг охирида ўқитувчиларга методик кўрсатмалар ва айниқса жуфт ва гуруҳларда ишлаш тажрибаси билан ўртоқлашилган.

WordWise ҳорижий тилни замонавий методлар асосида ўргатишни назарда тутиб ёзилган дарсликдир.

Ундаги мазмунан бой мавзулар ҳамда матнлар, ҳар хил турдаги машқ ва вазифалар тилни катта қизиқиш билан ўрганишга шароит яратади. Муаллиф ва ноширлар мазкур дарсликдан фойдаланувчиларга катта муваффақиятлар тилаб қоладилар.

	TOPIC	STUDY SKILLS	LANGUAGE FOCUS	PAGE
UNIT 1	Preparing to Learn 	self assessment styles of learning organising your time	like and dislike	1
UNIT 2	Where in the World? 	skimming and scanning map information the writing process	the definite article	14
UNIT 3	Customs and Festivals 	extracting information talks and presentations letter writing	the present simple tense & adverbs of frequency	27
UNIT 4	Favourite Places 	using a questionnaire recording new words oral translation	adjectives ending in <i>..ing</i> and <i>..ed</i>	39
UNIT 5	The Angry Earth 	extracting information inference skills writing a public notice	the past tenses	51
UNIT 6	The Learning World 	predicting text content application forms exam strategies	comparatives and superlatives	63
UNIT 7	Reporting the News 	reading newspapers keeping an article bank journalistic writing	quote structures	77
UNIT 8	You Are What You Eat 	extracting information using a dictionary writing instructions	countable and uncountable nouns & partitives	89

	TOPIC	STUDY SKILLS	LANGUAGE FOCUS	PAGE
UNIT 9	Pop Music 	listening prediction and scanning writing a biography	using participles to give additional information	102
UNIT 10	Getting a Job 	reading job adverts job applications and CVs attending interviews	making additional points	114
UNIT 11	The Generation Gap 	reading to form an opinion letter writing using reference books	giving advice	126
UNIT 12	Parliaments 	skimming and scanning debating essay writing	linking contrasting ideas	138
UNIT 13	Computers 	recognising text structure word formation summary writing	predicting the future	150
UNIT 14	Caring for our World 	understanding diagrams taking part in a meeting reference skills	cause-effect linking words and phrases	161
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	Phonetic symbols			189
	Key to exercises			190
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In this unit you will read, speak and write about ...

- the situations in which you need English
- the language skills you need in different situations
- which skills you need to improve most
- styles of learning
- organising your time
- remembering, forgetting and reviewing
- learning strategies and learning resources



"A Language is a gem of which we cannot express the value".

(Alisher Navoi)



THINKING &
SPEAKING

FIRST THINGS FIRST

1 **I** Before you start this new English course it is a good idea to think carefully about what you want or need English for. With your partner, write a list of all the situations in which you need to use or understand English. You should include situations both inside and outside the classroom.

2 When you have completed your list, compare it with other students' lists. Are they similar? Now look at your list again with your partner and decide which of your situations are:

- ★ found only in the classroom
- ★ found outside the classroom
- ★ the most common
- ★ the least common
- ★ the most important
- ★ the least important



3 Now look at the table below. On the left it shows various situations in which students like you may need English. This list is not complete. Please add any other situations you have on your own lists at the bottom. On the right of the table you can see 6 columns (устуңлар)— one for each language skill.

What you must do: with your partner think about which language skills are important in each situation. For example, if you think that for 'enjoying English pop music' you need good **listening** skills and also a wide vocabulary, you should tick (✓) the **vocabulary** and **listening** columns.

Situations in which you need to use or understand English	Language Skills					
	vocabulary	grammar	listening	speaking	reading	writing
enjoying English pop music	✓		✓			
reading newspapers						
watching satellite TV			✓			
meeting foreign visitors				✓		
filling in application forms						
taking part in discussions						
listening to the radio						
using computers					✓	
taking tests and exams						
interpreting for foreign visitors			✓	✓		
writing letters to foreign friends						✓
doing textbook exercises		✓				
.....						
.....						
.....						
.....						

Now look at your completed table. Are there any skills which are more important than others? Which skill seems to be the most important?

Rank the situations in the order of their importance for you.



4 Deciding Your Priorities

The dictionary defines a priority as "something that needs attention immediately or first, before other things". To decide your English language learning priorities you first need to consider how much you know or can do already.

Usmon is a first year student from Samarkand. This is how he described his own English language ability.



"I think my reading ability is quite good because I spend a lot of my free time reading books and newspapers in English. As I read I learn a lot of new words so my vocabulary is quite wide. I realize that my speaking and listening skills are not so good. I need a lot more practice. Also my grammar needs a lot of improvement. My writing ability is the weakest of all."

Look at Usmon's self-assessment table below. He has already assessed his listening and reading skills. Complete the table by circling (○) a level for each of the other four skills.

Vocabulary	Grammar	Listening	Speaking	Reading	Writing
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4

1. My standard is very high. I have reached my goal.
2. My level is quite high but I can still improve.
3. My level is not so high. I need a lot of improvement.
4. I can do very little. I am far from my goal.

Next, assess your own English language abilities in the table below. Be honest with yourself!

Vocabulary	Grammar	Listening	Speaking	Reading	Writing
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4

Which skills do you need to improve most? Which are your strongest skills?

Now you should have a clear idea of:

- the situations in which you need English
- which situations are most important for you
- the skills needed in each situation
- which skills you need to improve most

**DEVELOPING YOUR READING SKILLS**

1 Before you read the text think about the questions below. Look around at your classmates. You'll probably notice that they have quite a lot of personal differences.

- Do they have similar styles of dress?
- Are their hair styles similar or different?
- Do they have different personalities?

2 Now read the text about learning styles below.

LEARNING STYLES

Each of us has a different personality. Our personality affects the way we act, the way we talk, and even the way we dress. It also affects the way we learn. Because we have different personalities we learn in different ways.

5 Psychologists say that there are five main styles of learning.

VISUAL LEARNING STYLE

10 If your learning style is visual you learn well from seeing words in books, newspapers and magazines and on the blackboard. You prefer to see and read information rather than to hear it, and you don't need a lot of oral (spoken) explanation. You take notes of lectures and talks and from library books if you want to remember more.

AUDITORY LEARNING STYLE

15 If your style is auditory, you prefer hearing words spoken to reading them on a page. You may remember information better if you read aloud. You like doing oral exercises in class and listening to tapes and lectures. You also enjoy taking part in discussions.

PHYSICAL LEARNING STYLE

20 People who have a physical learning style learn best when they are doing something active and physical. They remember information well if they are using their hands and bodies as well as their minds. They like to do role-play in the classroom and enjoy acting out situations and dialogues.

GROUP LEARNING STYLE

25 Some people dislike working alone and learn more easily when they study with others. They like groupwork and pairwork and they remember information better when they have other people to discuss it with.

INDIVIDUAL LEARNING STYLE

30 If you have an individual learning style you learn better when you work alone. You enjoy private study and may dislike groupwork. You understand and remember information better without others around you.

35 To be successful, a learner needs to be able to learn in several different ways. So although you may prefer one learning style to another, you will probably learn best if you can use a mixture of styles.



3 READING COMPREHENSION

A Look at the five pictures (or symbols) below and match them to the five learning styles mentioned in the text.



..... learning style



..... learning style



..... learning style



..... learning style



..... learning style

B Read the descriptions below, written by three students on how they learn best. For each description decide which learning style(s) he or she uses. (Remember that most people use a mixture of styles.)

RASUL



"When I'm preparing for class or doing homework I usually study with a few classmates. We read and talk about the texts together. During lessons I like doing oral exercises, particularly listening and group discussions."

RASUL'S MAIN LEARNING STYLE(S)

"I always keep careful notes of the new words and expressions I meet as I read. I find these lists of new words very helpful when I review lessons. In class, I really like it when the teacher asks us to act out dialogues or situations in pairs or in groups."



YULDUZ

YULDUZ'S MAIN LEARNING STYLE(S)

LENA



"I have lots of friends but when I study I find it easier to concentrate if I work alone. When I'm reviewing my lessons or preparing for exams I read the text aloud to myself. This helps me to remember."

LENA'S MAIN LEARNING STYLE(S)

C Read the text again and decide which learning style or styles you prefer.



No style of learning is better or worse than another. In this book there are activities and exercises to suit all types of learners.

**4 WORKING WITH WORDS**

Below is a list of words from the text (line numbers in brackets) connected with language learning. See if you can match them with the definitions on the right.

(24) dialogues	written record of the main ideas from a text or lecture
(28) pairwork	talking about a particular topic
(33) private study	conversations
(18) discussions	acting out scenes and situations
(24) situations	formal talks given by teachers
(28) groupwork	speaking practice
(23) role-play	working with a partner
(11) lectures	things that happen in real life (eg. at the doctor's)
(17) oral exercises	working alone
(11) notes	working with a few others

GRAMMAR SPOT**LIKE AND DISLIKE**

In the text the following verbs are used to show the attitude of different types of learners to various learning activities

like enjoy prefer dislike

Find these verbs in the text and look at how they are used. Pay particular attention to what follows the verb.

You probably noticed that these verbs are often directly followed by another verb. This verb is either a 'to-' infinitive or a gerund form. Read the information below on how we use the four verbs.

LIKE**PREFER**

These verbs can be followed either by a 'to-' infinitive or a gerund. Look at these examples from the text:

You like doing oral exercises... They like to do role-plays...
 ...you prefer hearing words spoken to reading them on a page.
 You prefer to see and read information rather than to hear it.

The verbs '**love**' and '**hate**' can also be followed either by a 'to-' infinitive or a gerund.

ENJOY**DISLIKE**

These verbs can only be followed by a gerund.

You also enjoy taking part in discussions. Some people dislike working alone.

The verbs '**mind**' (as in 'I don't mind...'), '**detest**', and '**stand**' (as in 'I can't stand...'), can also be followed only by a gerund.

All of the verbs mentioned above can also be followed by a **noun phrase**.

They like **groupwork and pairwork**.
 You may prefer **one learning style to another** ...
 You enjoy **private study and dislike groupwork**.



Exercise 1

Divide these verbs into two groups: Group 1 (verbs which show positive feelings)
Group 2 (verbs which show negative feelings)

can't stand.....2..... like.....1..... hate.. don't like..... love.....
prefer..... detest..... enjoy..... don't mind.....

Now try to decide which are the strongest and weakest verbs in each group.

Exercise 2



With a partner, talk about your feelings towards the things below. Use one of the verbs above followed by a 'to-' infinitive, a gerund or a simple noun. Look back at the grammatical information above to help you

exams essays homework holidays



Exercise 3

Put the verbs in brackets into the correct form.


- (a) Feruza loves (cook) but she hates (wash) up.
(b) I like (go) to concerts but I prefer (watch) 'Santa Barbara' on TV.
(c) Andrei enjoys (camp) and (walk) in the Fan Mountains.
(d) Batir can't stand (take) exams but he enjoys.....(write) essays.
(e) I detest (fly) but I don't mind.....(travel) by train.

Check your answers with the key in the back of this book



THINKING &
SPEAKING

ORGANISING YOUR TIME

1  With a partner, think about how much time (in hours) you spend on the activities below in a typical week (7 days). Fill in the table.

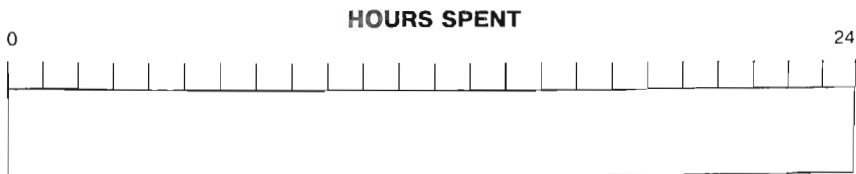
Activity	Approximate time spent in a week on each activity (in hours)	
	You	Your partner
sleeping		
getting up (washing, dressing, etc)		
preparing and eating meals		
travelling		
lessons in class		
watching TV		
shopping		
relaxing with friends		
reading newspapers, magazines, novels		
preparing for class		

**2** Now answer these questions:


- Which activity do you spend longest on?
- Which activities could you spend less time on?
- Which activities would you like to spend longer on?

3 Think for a moment about the way you spend your **typical working day** (not Saturday or Sunday). Read Usmon's description of his **typical day**.

"I need my sleep! I usually spend about 8 hours in bed. Routines like getting up, washing and dressing take about an hour. I have a quick breakfast and a light lunch but a longer dinner at home with my family in the evening. I spend about 2 hours a day eating. At university I spend 6 hours studying in the classroom. We have short breaks between classes when we chat — usually about an hour a day. In the evenings I spend 3 hours in private study when I do homework and review lessons. After that I watch TV for about 2 hours. It takes me half an hour to get to the university campus so I spend one hour each day travelling."

**4** Now complete the chart below to show how Muzafar spends his typical day. You don't need to show the order in which he does things — just show the total time he spends on each activity. Use a different colour or shading for each activity.**5** Think about how you spend a typical working day. Then make your own time chart below.**6** Compare your chart with your partner's. Are they similar or very different? How much time do you spend **reviewing** the lessons you have studied and the language you have learned?

**DEVELOPING YOUR READING SKILLS**

1  Before you start reading the text below, answer these questions with your partner:

- Who is this?
- When did he live?
- What is he famous for?
- What kind of man was he?



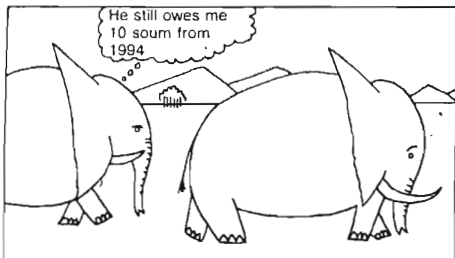
2 Now read the first paragraph of the text.

Ulugbek, the famous fifteenth century scientist and King of Samarkand, had a highly developed mind and amazing powers of memory. He could remember thousands of detailed facts and figures. He was also a keen hunter and often went on long hunting trips. While he was hunting he kept a detailed record book of all the birds and animals he killed on each trip.

3 There are six more sentences in the text but they have been mixed up. Try to put the sentences into the correct order.

- (a) Later the servant found the missing book.
- (b) Ulugbek told him not to worry because he could recall all the details in the book.
- (c) He went nervously to the king and told him about the lost book.
- (d) To the amazement of the servant he then wrote out all the details of hundreds of hunting trips from memory.
- (e) When he compared the detailed records in the book with those his master had written from memory, he found that they were exactly the same.
- (f) One day, one of Ulugbek's servants lost his master's record book.

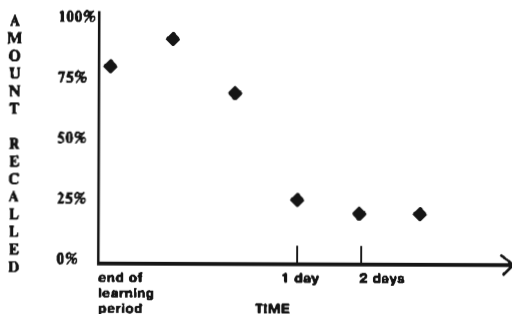
4 How do you think Ulugbek was able to recall so many details?
Do you know any techniques for improving your memory?



Elephants never forget!



5 Unfortunately most of us do not have Ulugbek's powers of memory. We often forget the new words and expressions we have learned. The graph below shows how quickly we forget new information we have learned.



Look at the graph and answer these questions.

1. If you don't review, how much will you remember after 24 hours?
2. How much of what you have learnt can be remembered after 2 days?
3. When are you able to recall the most?
4. Why do you think recall rises shortly after you learn new information?
-
5. How can we keep our level of recall high?
6. What would the curve in the graph look like if the material learnt was reviewed after 24 hours?
7. How often do you think material should be reviewed to keep our recall level high?
-

6 Now read the following text, from a book on the psychology of learning, to see if your answers to the questions above were correct.

After a learning period, recall first rises briefly. The reason for this brief rise after learning is that the mind needs a little time to sort out and organise the new information it has been given. Following the small rise, the amount remembered falls quickly. Within 24 hours of learning new information, about 75% is forgotten. After two days, only about 20% of the new information can be remembered. To keep our level of recall high we must review the learned material regularly. The first review should take place a few hours after learning, the second after one day, the third after one week and the fourth after one month. If you review in this way, the knowledge will be kept in your long term memory and you will not forget it. (Just as you never forget personal telephone numbers). **If you do not review, you are wasting the effort you put into learning.**

Adapted from "Use Your Head" by Tony Buzan



LEARNER STRATEGIES

I The dictionary defines a strategy as "a plan for gaining success in an activity". Each of you has your own personal strategies for learning languages and improving your language skills. With your partner, read the descriptions of various students' language learning strategies and discuss the following questions:

- What language skills does the strategy develop?
- Do you think it is a useful strategy?
- Do you or your partner use this strategy?

I keep lists of new words and stick them on my bedroom wall. (Timur)

I listen to English cassettes on my walkman when I'm travelling or relaxing. (Zarina)

I talk to myself in English as I do jobs around the house, or in the garden. (Sergei)

I use a grammar book with exercises. I do the exercises and then look up the answers immediately. (Valerie)

I write to my British penfriend and ask her to correct the mistakes in my writing. (Gulnosa)

I read newspaper articles without a dictionary to see how much I can understand. Then I check some words in the dictionary. (Davron)



With your partner, make a list of your own learning strategies, then compare your list with that of another pair of students. Do they have any strategies which might help you?

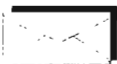
In each unit of this book we will introduce you to an important learner strategy in the "Learner Strategy" section. Here you will find more helpful advice on how to study more effectively.

**LEARNING RESOURCES**

One very important learning strategy is to make full use of all the English language resources around you.

Look at the pictures below and with your partner talk about the following questions:

- What language learning resource does each picture represent?
- Which are the most important resources **for you**?
- Are there any resources which you do not have?



Can you think of any other English language learning resources available to you?

**PUZZLE CORNER**

Try to find the 20 language learning words in the words square below. Words can run in any direction.

**WORD SEARCH**

Tick (✓) the words as you find them

G N I D A E R G X W
 R P O L E P L A Y O
 O I G G R A M M A R
 U R N X E I S E T D
 P R I N T R O S A S
 W E T H E W N X P T I
 O D I A L O G U E S
 R N R K L R S S S E
 K X W S E K O J A T
 V O C A B U L A R Y

groupwork ✓	dialogues ✓	think ✓	say ✓
reading ✓	writing ✓	retell ✓	ask ✓
pairwork ✓	tapes ✓	games ✓	jokes ✓
roleplay ✓	tests ✓	grammar ✓	talk ✓
vocabulary ✓	error ✓	words ✓	songs ✓
print ✓	bell ✓		



GLOSSARY OF KEY WORDS IN THIS UNIT

situation	/sɪ'tʃu:ɪʃn/ <i>n</i>	аҳвол, вазият	mixture	/'mɪksɪʃə(r)/ <i>n</i>	аралашма
column	/'kɒləm/ <i>n</i>	устун	prefer	/'prɪfə:(r)/ <i>v</i>	афзал кўрмоқ
skill	/'skɪl/ <i>n</i>	моҳирлик, усталик	hate	/'heɪt/ <i>v</i>	нафратланмоқ
fill in	/'fɪl 'ɪn/ <i>v</i>	тўлдирмоқ	detest	/'dɪtest/ <i>v</i>	ёмон кўрмоқ
priority	/'praɪə'reɪtɪ/ <i>n</i>	приоритет	notes	/'nəʊts/ <i>n</i>	қайдлар, эслатма
ability	/'æbɪlətɪ/ <i>n</i>	қобилият	approximate	/'æprɒksɪmə/ <i>adj</i>	тахминий
assessment	/'æscəsmənt/ <i>n</i>	аттестация, баҳолаш	typical	/'tɪpɪkl/ <i>adj</i>	типик, хос
style	/'stɑɪl/ <i>n</i>	услуг	hunter	/'hʌntə(r)/ <i>n</i>	овчи
personality	/'pɜ:snə'ælətɪ/ <i>n</i>	шахсият, индивидуальлик, сиймо	recall	/'rɪkɔ:l/ <i>v</i>	эсламоқ
visual	/'vɪʒuəl/ <i>adj</i>	кўргазма	graph	/'græf, grɑ:f/ <i>n</i>	графа
auditory	/'ɔ:dətɪ/ <i>adj</i>	эшитиш, тинглаш	chart	/'tʃɑ:t/ <i>n</i>	диаграмма
oral	/'ɔ:rəl/ <i>adj</i>	оғзаки	curve	/'kɜ:v/ <i>n</i>	эгри чизик
dialogue	/'daɪəlɒg/ <i>n</i>	мулоқот	review	/'rɪvju:/ <i>v</i>	такрорламоқ
groupwork	/'gru:pwɜ:k/ <i>n</i>	гурӯҳ бўлиб ишлаш	strategy	/'strætədʒɪ/ <i>n</i>	стратегия
pairwork	/'peəwɜ:k/ <i>n</i>	жупт бўлиб ишлаш	list	/'lɪst/ <i>n</i>	рўйхат
role-play	/'rɔ:l pleɪ/ <i>n</i>	роль ўйнаш	resources	/'rɪsɔ:sɪz/ <i>n</i>	манбалар
			campus	/'kæmpəs/ <i>n</i>	университет худуди

Of course the most important resource you have is **YOURSELF!** As you study with this book try to:



- 🐷 take an active part in classroom activities
- 🐷 organise your lesson notes and written exercises well
- 🐷 practise as much as possible at home
- 🐷 make time for regular reviewing
- 🐷 be confident and don't be afraid of making mistakes
- 🐷 think about your own priorities
- 🐷 make good use of your teacher's expert knowledge

UNIT 2

WHERE IN THE WORLD?

In this unit you will learn some ways of ...

- describing the location of countries
- using the definite article
- preparing and planning a piece of writing
- talking about countries and maps
- reading geography texts
- writing a short essay about Uzbekistan

LEARNER STRATEGY

Good preparation and planning are the keys to success in many language learning activities. Well organised note taking and revision will also make your learning more effective.



THINKING & SPEAKING

HOW GOOD IS YOUR GEOGRAPHY ?

- 1 Look at the six maps below. Can you name the countries?




- 2 Were you able to name the countries? If not, the descriptions on the next page should help you. Match the descriptions to the six maps.

- (1) This country in Central Asia is landlocked. In other words, it is surrounded by land and has no coast. It is bordered by five other countries, including Kazakhstan to the north and Turkmenistan to the west.
- (2) This country is in the southern hemisphere on the southwest coast of South America. It is about 4000 km long but only a few hundred kilometres wide. It is bordered by Argentina to the east and Peru to the north.
- (3) This country is in northwest Europe. It is a large island in the Atlantic Ocean and is actually made up of four countries: England, Scotland, Wales and Northern Ireland.
- (4) This country in southern Europe looks something like a boot kicking a ball into the Mediterranean Sea. It has borders with several countries, including France.
- (5) This square-shaped country is in northern Africa. It borders Sudan and Libya and has a Mediterranean coastline to the north.
- (6) This country is in the southern hemisphere (south of the equator). It is a huge island between the Pacific and the Indian Oceans.

Check your answers with the key in the back of this book




3  *Now practise describing the location of other countries with your partner. Use the phrases in the speech bubble below to help you. If you have a world map on the classroom wall, this will also help.*

STUDENT A: Think of any country in the world. Describe its location using the expressions in the speech bubble opposite. But don't use the name of the country! Say "country X" instead.

STUDENT B: Try to guess which country your partner is describing. But you can only have five guesses!

China is bordered by Russia to the north.
Turkmenistan is west of Uzbekistan.
Nukus is in the north of Uzbekistan.
Sri Lanka is in the Indian Ocean.
Australia is in the southern hemisphere.
Chile is south of the Equator.
Pakistan is in Asia, and is east of Afghanistan.
Mongolia is landlocked (surrounded by land).



4  Now write a short description of the geographical position of one of the countries you talked about. Use the phrases in the bubble and the example descriptions on page 15 to help you.

**DEVELOPING YOUR READING SKILLS**

1 Before you read the text below see if you can answer these questions about Britain.

- | | |
|-----------------------------------------|-------------------------------------------|
| (a) How many countries make up Britain? | (b) What is meant by "the UK"? |
| (c) What is the capital of Britain? | (d) What is the name of the British flag? |
| (e) Which river flows through London? | (f) What is the population of Britain? |

2 Now read the text quite quickly and see if your answers were correct.



Britain lies off the northwest coast of mainland Europe. Its full name is the United Kingdom of Great Britain and Northern Ireland (or the UK). Britain consists of four countries: England, Scotland, Wales and Northern Ireland - which share the same monarch, government and national flag known as the Union Jack. ('Jack' is a less common word for flag.) It is wrong to refer to the inhabitants of Britain as 'English',

since England is only one of the four countries which make up Britain. England is the largest of the four countries and is bordered by Scotland to the north and by Wales to the west. The island of Ireland is divided between the Irish Republic (or Eire) in the south and Northern Ireland which is part of Britain. The Irish Republic is politically independent of the British government. Together, the Irish Republic and Britain are often referred to as the British Isles but this is a geographical name not a political one. The Isle of Man in the Irish Sea between England and Northern Ireland is not officially part of Britain and is partly self-governing. In western Scotland there is a large chain of islands called the Hebrides and to the north-east of the Scottish mainland are the Orkney and Shetland Islands. These are all part of Britain.

The landscape of Britain is a mixture of highland and lowland. Most of the highest mountains are in Scotland and Wales. Ben Nevis (1343m) in the Grampian Mountains in Scotland and Mount Snowdon (1085m) in Wales are the highest peaks. The southeast of England is mostly lowland. There are many lakes and rivers in Britain. The longest rivers are the River Severn and the River Thames on which London, the capital of Britain, is situated. The largest lakes are Lough Neagh in Northern Ireland and Loch Ness in Scotland (famous for its legendary monster).

Britain has a variable climate. The weather changes so frequently that it is difficult to forecast accurately. Fortunately, the British climate is also mild and temperatures seldom rise above 32° C in summer or fall below -10° C in winter. The months from September to January are the wettest and the heaviest rain falls in the mountainous areas of the north and west. Heavy snow is not very common except in the Scottish Highlands. Fog is not as common as many people believe.

Britain is a densely populated country, with a total population of about 57 million. Most people live in the southern and eastern parts of England, particularly in and around London, which has nearly 7 million inhabitants. The English Midlands and the conurbation around Manchester in northern England are also densely populated. Other major cities include Glasgow (the largest city in Scotland), Cardiff (the Welsh capital), and Belfast in Northern Ireland.



3 READING COMPREHENSION

Read the text again (more carefully this time) and then answer the questions below.

- A** The text is divided into four paragraphs each with a different topic. Write the correct paragraph number (1 - 4) next to the four paragraph topics below.

climate..... location & general geography population..... physical geography

- B** Decide whether the following statements are true (T), false (F), or whether the text does not give the answer (NG):

- (1) Scotland is an independent country.
- (2) The Irish Republic is part of the United Kingdom.
- (3) The Shetland Islands are part of Britain.
- (4) There is a famous monster living in Loch Ness.
- (5) Fog is very common in Britain.
- (6) Cardiff is the capital of Wales.
- (7) The British parliament is the oldest in the world.
- (8) It often snows heavily in the mountains of Scotland.



- C** Look at the map on the next page. Choose the most appropriate title for the map from those below. Tick (✓) the title you choose.

Britain
The British Isles
The United Kingdom



4 WORKING WITH WORDS

- A** Find synonyms in the text for the words and phrases below (paragraph numbers in brackets):

queen or king (1) autonomous (1) scenery (2) changeable (3)
not severe (3) predict (3) a number of towns joined together (4)

- B** Complete the table below using adjectives from the text:

Britain	.....British.....	Scotland	.....	Ireland	.....
England	.....	Wales	.....	



5 MAP READING

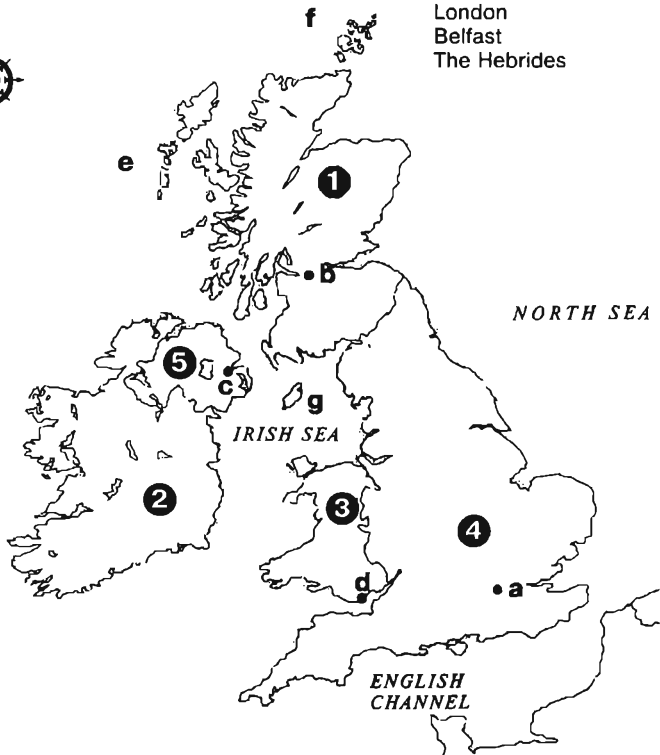
Find the answers to A and B below by looking again at the text.

A Look at the map and then write the correct number (1-5) next to the countries listed on the right. **Use the text to help you!** (The first has been done for you.)

- England4....
- Northern Ireland
- Wales
- Scotland
- Eire

B Now see if you can find the cities and islands (a – g) shown on the map.

- The Isle of Man
- Cardiff
- Glasgow
- The Orkney Islands
- London
- Belfast
- The Hebrides





THE DEFINITE ARTICLE

You probably realize already how important the definite article is in English. Not only is it the commonest word in the language, it is often vital for successful communication. Forgetting a definite article or using one where it is not needed may not always cause misunderstanding, but it can let the rest of your spoken and written English down and create a bad impression. Of course, learning to use articles well isn't easy if your mother tongue does not have them. However article usage is regular, and it can be learnt. In this section we look at how the definite article **the** is used with **geographical and place names**.

Look at the grammatical information below and then do **Exercise 1**.

Continents: We do not use **the** with the names of continents
 they travelled to Europe on a business trip.
 Brazil is in South America.

Countries: We do not usually say **the** with the names of countries.
 between Britain and France bordered by Argentina.

But we use **the** if the name includes words like 'republic', 'kingdom' or 'states' and with plural names and abbreviations.
 **the** United Kingdom. **the** Republic of Uzbekistan
 **the** United States of America **the** Netherlands
 **the** UK.... **the** former USSR.... **the** U.S.A.

Regions: With geographical regions we use **the**.
 **the** South of England **the** Crimea **the** Middle East
 **the** southern hemisphere

But northern England Central Asia

Islands: Groups of islands have plural names with **the**.
 **the** British Isles **the** Orkney Islands ... **the** Hebrides

But individual islands have singular names without **the**.
 Cyprus Iceland Easter Island (in **the** Pacific Ocean)

except when two nouns have 'of' in between.
 ... **the** Isle of Man

Cities: The names of cities, towns and villages do not have **the**.
 London Tashkent New York



WARNING! On maps the definite article 'the' is not usually included in the name.

**Exercise 1**

Write answers to the questions below. Use **short** answers because these are more natural. But be careful! Sometimes you need **the**, sometimes not.

Example:

Where is Egypt? (*Asia/Africa/Europe*) Answer: *In Africa.*

- (a) Which country lies between Mexico and Canada? (*Brazil/Panama/U.S.A.*)
 (b) Which island nation has Havana as its capital? (*Cuba/Jamaica/Haiti*)
 (c) What is the capital of India? (*Karachi/Delhi/Bombay*)
 (d) Where is the holy city of Makkah? (*Jordan/Kingdom of Saudi Arabia/Dubai*)
 (e) In which region of Uzbekistan is Termez? (*south/west/north*)
 (f) Which islands lie off the northeast coast of Scotland? (*Hebrides/Shetland Islands*)

Exercise 2

By referring to the text about Britain, and the country descriptions on page 15, work out the grammar rules for using the definite article **the** with the names of **physical features** like rivers and mountains. In each case show whether the name should be written with or without **the** and give an example from one of the texts. The first one has been done for you.

	with / without the	example from texts
Rivers	.....with.....	.....the River Thames.....
Lakes
Seas
Oceans
Mountain ranges
Mountain peaks

Now use your rules to **correct** the following sentences where necessary:

- (a) The Lake Issyk Kul is over 700 metres deep.
 (b) Chimyon is in Tien Shan Mountains.
 (c) The Amu Darya River flows into Aral Sea.
 (d) Uzbekistan is nearly 6000 km from the Pacific Ocean.
 (e) The Mount Everest is in Tibet.


LEARNER STRATEGY
BEING PREPARED

A good language learner is usually well-organised. Many language learning activities require careful planning and preparation. Here are some examples:

Writing

Before beginning any piece of writing it is essential that you take time to get your ideas together and make a plan of what you will write. We will look at this in more detail in 'Improving Your Writing' on the next page of **this Unit**.

Formal talks and presentations

When you are asked to give a formal talk on a specific topic you will usually be given time to prepare and plan. Like essays, talks must have a clear organisation in order to be effective. However, good preparation does not mean memorising exactly what you will say. You should have a clear plan in your head but allow the words to come naturally. In **Unit 3** we will look more closely at how to give a good talk or presentation.


Meetings and class discussions

Before taking part in a meeting or a formal discussion it is a very good idea to prepare your arguments carefully. You may need to find evidence or examples to support what you are saying. Also you need to anticipate what others might say at the meeting so that you can respond effectively. In **Unit 12 and Unit 14** you will have the chance to practise preparing for and taking part in formal meetings.

Applications and interviews

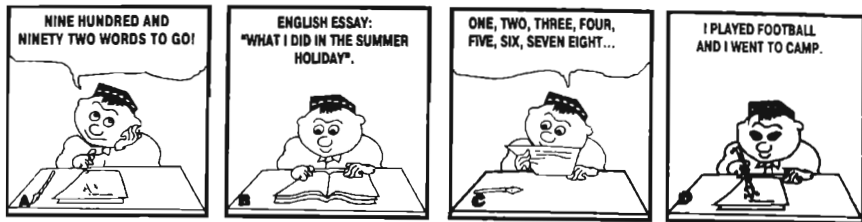
At some point you may want to apply for a job or perhaps for a place on a scholarship programme. Application forms and letters need very careful thought and planning. This can make the difference between success and failure. You should also be well prepared for any interviews you may have. In **Unit 6 and Unit 10** we will look at how you can prepare for applications and interviews.

As we saw in Unit 1, frequent careful revision of the new language and skills you learn will help you to be well-prepared for classroom activities, applications and interviews, and for examinations. Don't leave your revision until the last minute! Remember that more than 75% of what you learn can be quickly forgotten without review. Also, if you organise your notes and assignments carefully and neatly you will find it much easier to revise.

 **IMPROVING YOUR WRITING**

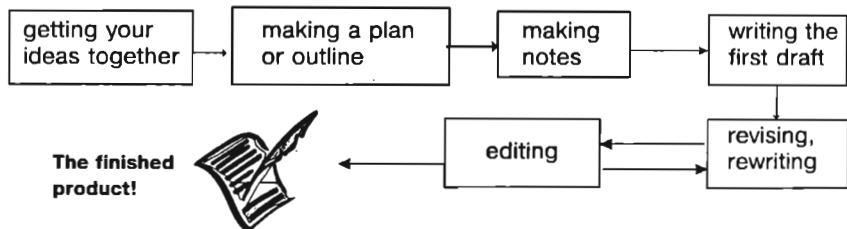
SIX VITAL STAGES

1 Can you put the pictures in the cartoon below into the correct order?



Why does the boy in the cartoon find writing so difficult? Have you ever felt like him? What could he do to make his writing task easier?

2 The first step towards improving your writing is to see writing as a **process**.



Each of these six stages is important. If you try to write without enough planning and preparation, you may not know what to write (like the boy in the cartoon) or your writing may be unclear and badly organised. If you prepare well but then do not spend time on careful checking and editing, your writing may contain too many errors to be understood or enjoyed. As the process diagram above shows, you may actually revise and edit several times before you produce the finished product.

As you do the writing tasks in this book, try to follow the six stages. Also, remember that writing doesn't need to be a lonely activity! Help each other by discussing ideas and by reading and checking each other's work.

3 WRITING TASK: A SHORT FACTUAL ESSAY

Imagine that a foreign friend of yours has asked you to write a short essay about Uzbekistan for her university's geography magazine.



Stage 1: Getting your ideas together



With a partner discuss what you could include in the essay. What information is the most important or the most interesting for your foreign readers? Are there any details or facts which you will need to check in reference books?

Stage 2: Planning your writing

Look back at the text about the geography of Britain. How was it organised? What was the theme of each paragraph?

To make the writing task easier, let's follow the same plan for the essay about Uzbekistan's geography:

paragraph 1:	Uzbekistan's geographical location
paragraph 2:	Uzbekistan's physical geography
paragraph 3:	The climate in Uzbekistan
paragraph 4:	The population of Uzbekistan



Stage 3: Making Notes

When you have decided the plan for your essay, the next stage is to make notes of the information you want to include in each paragraph.



When you make notes (like the ones below) you do not have to write in full, grammatical sentences. You can miss out some articles and even some verbs. Words can be abbreviated (made shorter) and correct punctuation is not important. Remember these notes are only for you!

Now look at the notes below and decide in which paragraph (1-4) of your essay the information should be included. The first one has been done for you as an example.

- major rivers — the Amu Darya & the Syr Darya — flow into the Aral Sea para 2...
- Tashkent — capital city — population of over 2 million
- Uz. — independent state (1991) — middle of Central Asia
- climate — continental — cold winters, hot summers
- highest mountains in east — the Tien Shan Mountains
- Uz. — divided into 12 provinces & the Republic of Karakalpakstan
- very dry, especially in desert areas
- Uz. — landlocked — bordered by 5 other countries
- the Aral Sea — largest natural lake, but getting smaller
- Uz. — population over 21 million



Now add some more information of your own in each paragraph. Make sure it is relevant to the topic of the paragraph.

Stage 4: Writing the first draft

Now that you have an essay plan and have noted down and organised your information, you are finally ready to begin writing! As you write your first draft remember to ...

- ◆ refer back to your plan
- ◆ make sure you don't include irrelevant details
- ◆ make use of the useful words and phrases in this unit



Don't worry about making mistakes when you write your draft. It is much more important to get your ideas down on paper. Remember that we all learn from our mistakes!

Stage 5: Revising and Rewriting


Read through your draft essay and ask yourself the following questions:

- ◆ Is the information presented in a clear, logical order?
- ◆ Can I rearrange any sentences to make the writing clearer?
- ◆ Have I missed out any important points of information?
- ◆ Have I put in any unnecessary information?
- ◆ Have I used any words that are too formal or informal?



See if you can find ways to make your essay better. Don't be afraid to change what you have written. Professional writers often produce several drafts before they are satisfied.

Stage 6: Editing the revised draft

 Exchange draft essays with a partner and help to make it better by:

- ◆ reading the essay, concentrating on how well the information is organised
- ◆ thinking of how the essay could be improved
- ◆ writing comments suggesting possible improvements
- ◆ reading the essay again, this time looking at the accuracy of the language
- ◆ using the checklist on the next page to help you look for any mistakes

Next, look at your partner's comments and corrections and see if you agree or disagree with them. Make any necessary changes to your essay to improve it.

Finally, use the checklist to carefully edit your own essay.

EDITING CHECKLIST

Check the use of vocabulary:

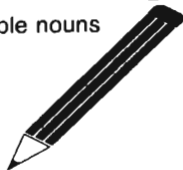
- ◆ are any words incorrectly used?
- ◆ are any words too formal or informal?

Check spelling and punctuation:

- ◆ are there any spelling mistakes?
- ◆ is the writing correctly punctuated?

Check the grammar... especially:

- ◆ subject/verb agreement
- ◆ verb forms
- ◆ countable and uncountable nouns
- ◆ word order
- ◆ use of articles



When you have finished checking and editing your essay, you can write, type, or word process a neat final version. Now you are ready to give it to your teacher, submit it for publication or send it to a friend.

Try to follow this writing process each time you write. Remember: careful planning and checking will result in clearer, more effective writing.



TRANSLATION PRACTICE

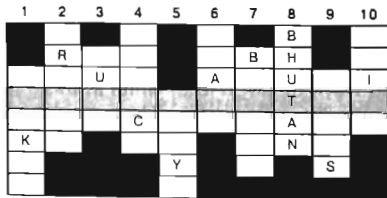
Translate this extract from a magazine article into Uzbek or Russian.

John Todd, a 42 year-old from Northern Ireland, has become the most travelled man in the world. Last year he finally reached Midway Island in the Pacific Ocean — the 311th country he has visited! He has travelled millions of miles by road, rail and sea and has made at least 4,000 take-offs and landings. Todd works as a travel agent — the perfect job for someone with his hobby!



PUZZLE CORNER

Can you solve the country puzzle? Read the clues opposite and then write the names of the ten countries on the grid. You should discover the name of another well-known country!



- 1 This country lies between Asia and Europe. Ankara is its capital.
- 2 The Amazon River flows through this country which is famous for its coffee.
- 3 Havana is the capital of this nation in the Caribbean Sea.
- 4 The home of the Olympic Games and Mount Olympus.
- 5 A country in east Africa. Nairobi is its capital.
- 6 This country has borders with France and Portugal. Madrid is its capital.
- 7 A new country, once part of Yugoslavia. Its capital city is Sarajevo.
- 8 A small kingdom in the Himalayas, to the east of Nepal.
- 9 One of the four countries which form the United Kingdom.
- 10 Shanghai and Beijing are two of its biggest cities.



GLOSSARY OF KEY WORDS IN THIS UNIT

north	/nɔ:θ/ <i>n</i>	шимоЛ	mountainous	/ˈmaʊntɪnəs/ <i>adj</i>	тоғли
south	/saʊθ/ <i>n</i>	жануб	landlocked	/ˈlændləkd/ <i>adj</i>	куруқ ер билан уралган
east	/i:st/ <i>n</i>	шарқ	border	/ˈbɔ:də(r)/ <i>n</i>	чегара
west	/west/ <i>n</i>	ғарб	equator	/ˈkweɪtə(r)/ <i>n</i>	экватор
mainland	/ˈmeɪnlənd/ <i>n</i>	материк	hemisphere	/ˈhemɪsfɪə(r)/ <i>n</i>	ярымшар
island	/ˈaɪlənd/ <i>n</i>	орол	fog	/fɒg/ <i>n</i>	туман
isle	/aɪl/ <i>n</i>	орол	mild	/maɪld/ <i>adj</i>	юмшоқ
coast	/kəʊst/ <i>n</i>	денгиз буйи, денгиз соҳили	forecast	/ˈfɔ:kə:st/ <i>v</i>	олдиндан айтмоқ
lake	/leɪk/ <i>n</i>	кўл	population	/ˌpɒpjʊleɪʃn/ <i>n</i>	аҳоли
river	/ˈrɪvə(r)/ <i>n</i>	дарё	inhabitants	/ɪnˈhæbɪtənts/ <i>n</i>	яшовчилар
ocean	/ˈəʊʃn/ <i>n</i>	океан, уммон	conurbation	/ˌkɒnəːbeɪʃn/ <i>n</i>	шаҳарчалар бирлашиши
highland	/ˈhaɪlənd/ <i>n</i>	тоғли жой	lowland	/ˈləʊlənd/ <i>n</i>	водий текислик
densely	/ˈdensli/ <i>adv</i>	зич	chain	/tʃeɪn/ <i>n</i>	занжир, тизма
capital city	/ˈkæpɪtl ˈsɪti/ <i>n</i>	пойтахт шаҳри			

GUIDE TO THE PRONUNCIATION OF PLACE NAMES

Wales	/weɪlz/	Ireland	/ˈaɪələnd/	Eire	/ˈeəə/
Hebrides	/ˈhebrədi:z/	Thames	/ˈtemz/	Lough Neagh	/ˈlɒk ˈneɪ/
Loch Ness	/ˈlɒk ˈnes/	Glasgow	/ˈglɑ:zɡəʊ/	Cardiff	/ˈkɑ:dɪf/



Before you leave this unit make sure you go back and review the new language you have met. As you work through later units in this book try to review earlier units regularly. The glossaries of key words and expressions (like the one above) should help you when you review.

In this unit you will learn how to ...

- make introductions
- start conversations
- use the present simple tense with adverbs of frequency
- write informal 'thank you' letters

LEARNER STRATEGY


Preparing and giving talks to an audience can really help develop your English and your confidence. In this unit you will practise giving short talks



THINKING & SPEAKING

SOCIAL CUSTOMS

1 Different countries and cultures have different social customs. The way you are expected to behave in particular social situations may be quite different in Uzbekistan than, for example, in Britain. Imagine that the following social situations take place in Britain.

 With your partner discuss what you would do or say in each situation. In each case four possibilities are given. Tick (✓) the most suitable answer(s). Remember: there may be more than one suitable way to behave. It is important that you discuss each possibility and decide why it might be acceptable or unacceptable behaviour.

(1) A British friend of yours has invited you to meet her/his parents to have dinner with them. As a guest, what should you take to your friend's parents?



- a) some fresh bread
- b) nothing
- c) a small souvenir of Uzbekistan
- d) a bottle of good wine

(2) You have arranged to meet your friend in London. When you arrive at the railway station there is a long queue for tickets. What do you do?

- a) join the middle of the queue
- b) join the back of the queue
- c) go straight to the front of the queue
- d) ask someone near the front to buy you a ticket





(3) You arrive with your friend at her/his parents' home. When you are introduced to them what do you say?



- a) "Hi!"
- b) *nothing and shake hands*
- c) "Nice to meet you," and shake hands
- d) "How are you?"

(4) Before you enter the living room would you:



- a) *ask if you should take off your shoes*
- b) *keep your shoes on*
- c) *take off your shoes*
- d) *wait and see what your friend does and do the same*

(5) Dinner was delicious and you would love some more. What would you do?



- a) *wait until the host offers you some more and say "Yes please, I'd love some"*
- b) *help yourself to more without asking*
- c) *wait until you are offered more, say "No thanks," and hope you will be asked again*
- d) *say "Could I have some more please?"*

Compare your answers with another pair of students. See if you agree on the best ways to behave. If you don't, discuss your differences.



- In which situations is social behaviour in Britain different from that in Uzbekistan?
- How would you behave in similar situations in Uzbekistan?

2 Meeting people for the first time and starting conversations.

Being able to introduce yourself confidently and politely in English is very important. You should also know how to use language appropriate to the situation - formal or informal. Look at the examples below:

An **informal** situation (e.g. at a party):

- G: Hello. My name's Gulnora.
 C: Hello, Gulnora. Mine's Clive.
 G: Nice to meet you, Clive.
 C: Nice to meet you too, Gulnora.

A **formal** situation (e.g. at a business conference):

- G: How do you do? My name's Gulnora Allayeva.
 C: How do you do? I'm Clive Strummer.
 G: Pleased to meet you.
 C: Pleased to meet you too.



Now practise these formal and informal introductions.

- Imagine that you are at a friend's birthday party. There are several people there you don't know. Move around the party introducing yourself.
- Imagine that it is the coffee break at an international conference. Move around the room introducing yourself to other delegates.



3 Conversation starters

Once you have introduced yourself, you may want to start a conversation. What topics do you use to start conversations in Uzbek or Russian with someone you have just met for the first time?

In Britain, most people feel it is better not to ask personal or difficult questions on first meeting someone. So the weather is often used as a harmless conversation starter.

Imagine you are attending an international conference in Samarkand. During a coffee break you introduce yourself to some of the foreign delegates and start conversations. Look at the ten conversation starters below and match each one with the most suitable response on the right. (The first one has been done for you.)

Conversation starter

Response

- | | |
|---------------------------------------------|-------------------------------------------|
| 1 What do you think of the weather? | (a) I'm with Daewoo. |
| 2 How was your flight? | (b) About eight hours. |
| 3 Are you enjoying the conference? | (c) It's a little cold for July. |
| 4 How do you like Samarkand? | (d) No, I come quite regularly, actually. |
| 5 Where are you staying? | (e) Yes, it's very interesting. |
| 6 Is this your first trip to Uzbekistan? | (f) Yes, I think we did. |
| 7 Lovely day, isn't it? | (g) At the Hotel Afrosiab. |
| 8 Did you have a long flight? | (h) Yes, much better than yesterday. |
| 9 Didn't we meet at the Andijan conference? | (i) Very smooth, no delays. |
| 10 What company are you with? | (j) Fascinating and beautiful. |



Now practise using these conversation starters. You and your classmates are delegates at the Samarkand conference. Move around the classroom introducing yourself and others and starting conversations.

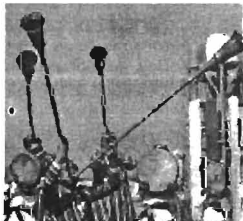


DEVELOPING YOUR READING SKILLS



1 With your partner, look at this picture of an Uzbek festival and try to answer the questions below:

- What is the name of the festival? Is it traditional or modern? What are its origins?
- How do people celebrate it? What special things do they do?
- What other festivals are celebrated in Uzbekistan? Which is your favourite?



2 Now you are going to read a text about some traditional British festivals. As you read, think about the question below:

Which festival seems the most

- enjoyable • expensive • exciting • romantic?

APRIL FOOLS DAY

The origin of this tradition is not certain, but it probably dates back to the Roman festival of Saturnalia. Today, April 1st is a day when people play tricks on their friends and try to make fools of them. It is very popular with students, who love to make fun of their teachers! But teachers sometimes trick their students too by sending them to other classrooms to collect mythical objects like straight hooks. There is one important rule on April Fools Day: we never play tricks after midday or the joker becomes the fool! In recent years, newspapers have added to the fun and enjoyment on April 1st by trying to fool their readers. They usually print one story which is completely false. Millions of people believe the story until they look at the date on the newspaper and realise that they have been fooled!

SAINT VALENTINE'S DAY

On February 14th, people send cards (called 'valentines') and sometimes presents or flowers to their wives, husbands, boyfriends and girlfriends. You can also send a valentine to someone you would like to be your sweetheart. Traditionally, a valentine is anonymous so that the receiver has to guess who might have sent it. Although this festival is named after a Christian saint, it probably started in the Middle Ages (between the 5th and the 15th centuries) when people believed that February 14th was the day when birds met to choose new partners for the spring! A modern trend on Valentine's Day is to send messages of love in the advertisement columns of newspapers - hardly as romantic as sending a beautiful card or bouquet to your sweetheart! There is one traditional Valentine's Day superstition: some people say that if you are unmarried, the first person of the opposite sex you see on February 14th will become your husband or wife.

HALLOWEEN

The last night of October was when people in pre-Christian Britain celebrated the beginning of their new year. They believed that on that night the spirits or ghosts of dead people returned to frighten the living. At that time people were afraid and rarely went out on Halloween, but now it is a time for fun and parties. Children usually dress up as ghosts and monsters and often wear masks to frighten their parents or friends. Some children also make special Halloween lanterns from a large vegetable called a pumpkin. First, they take out the middle of the pumpkin. Then they cut holes for the eyes, nose and mouth. After that, they put a candle inside the pumpkin. Finally, they light the candle. In a dark room the lantern looks like the face of a ghost. Since the 1980s an American Halloween tradition called 'Trick or Treat' has become popular with British children, though not with most adults. Children dress up in Halloween costumes and knock on people's doors calling "trick or treat!" If you do not give them a small treat such as money or sweets they play a trick on you. This new Halloween custom is particularly unwelcome because the tricks the children play are frequently dangerous or destructive.

GUY FAWKES NIGHT

On November 5th 1605 a man called Guy Fawkes tried to kill King James and all the members of his government. He and a group of friends who were all opposed to the King put a bomb under the Houses of Parliament. However, Guy Fawkes was discovered by the King's soldiers before he could set off the explosion. He was taken to the Tower of London and executed. Today, we still remember Guy Fawkes on November 5th, although not everyone remembers the political origins of the festival. All over Britain people build wood fires or 'bonfires' in their gardens and on top of each bonfire they always put a 'guy'. A guy is a model of Guy Fawkes which children make from old clothes filled with newspaper. But before they burn the guy on the bonfire they normally use it to make money. They show their guy to people passing in the street and shout "penny for the guy!" They use the money they collect to buy fireworks which they set off as the bonfire burns. Occasionally, children are hurt in accidents with fireworks or bonfires on November 5th. Some people are worried about this, so Guy Fawkes Day bonfires are now often organised in public parks and stadiums rather than in private gardens. These organised bonfires may be safer but they are seldom as exciting as a fireworks party in your own back garden!



3 READING COMPREHENSION

A Read the text again carefully and complete the notes in the table below:

Date	Festival	Origin	How it is celebrated
Feb 14	St. Valentine's Day		
	Halloween	Pre-Christian New Year Festival	
	April Fools Day		People play tricks on one another (only before midday)
	Guy Fawkes Night		

Now use your notes to answer these questions.

- 1 Which festival has a political origin? ..
- 2 Which festivals are often celebrated with parties?
- 3 On which festival do people usually send cards? ..
- 4 Which festival probably began in Roman times? ..

B In the text the author mentions a modern development in the way each traditional festival is celebrated. In the table below note down these modern developments and decide whether the author feels positive (+) or negative (-) about each one. Find evidence for your decision in the text. The first one has been done for you.

Festival	Modern Development	Author + or - about development	Evidence from text
Halloween	trick or treat	negative	"custom is particularly unwelcome," "tricks... dangerous or destructive."
Guy Fawkes Night			
April Fools Day			
St. Valentine's Day			

Now think about traditional festivals in Uzbekistan. Are there any modern developments in the way they are celebrated? How do you feel about these developments?

**4 WORKING WITH WORDS****A** Find words in the text with these meanings. (Paragraph numbers are in brackets.)

- (a) without a name (2)
- (b) not real (1)
- (c) a belief not based on reason (2)
- (d) an imaginary creature which is
frightening because of its size and shape (3)
- (e) killed according to the law (4)
- (f) the beginning or cause of something (1)
- (g) a person you love, male or female (2)
- (h) a kind of lamp (3)
- (i) injured (4)

B Which festival is shown here? Find the names of these things which are all mentioned in the text.

1.....

2.....



3.....

**GRAMMAR
SPOT****THE PRESENT SIMPLE TENSE AND ADVERBS
OF FREQUENCY**

When talking or writing about national customs we use the present simple tense. This is because customs are things which people do repeatedly. Look at these examples from the text:

- On 14 February people send cards to their sweethearts.
 Every 5 November people build bonfires in their gardens.
 Some people make special Halloween lanterns from pumpkins.

All of these actions are repeated year after year. They are national habits. In descriptions of social behaviour and customs we can also use adverbs to show how frequently people do things. For example:

- We never play tricks after midday.
 Teachers sometimes trick their students.
 ...on top of each bonfire they always put a guy.

As the examples show, the position of the adverb is normally in the middle of the sentence, between the subject and predicate.



Exercise 1

A Here are some other adverbs of frequency. See if you can find them in the text and give the line number:

always
never
seldom
occasionally
normally

.....

sometimes
usually
often
frequently
rarely

B These adverbs answer the question "How many times?" or "How often?" They could be arranged on a scale between always (100%) and never (0%) with sometimes in the middle.



Now try to place the other adverbs of frequency on the scale above. Write them where you think they should be placed. Remember: this is only an approximate scale.

Exercise 2

Write some sentences of your own about customs and social behaviour in Uzbekistan. Use the present tense and an appropriate adverb of frequency:

- e.g. Uzbek people usually remove their shoes before entering a house.
Korean people frequently prepare hot, spicy food.
Russians often make special tall cakes at Easter.



GIVING TALKS AND PRESENTATIONS

You may sometimes need to give short informal talks or more formal presentations, not only as part of your studies but also in your life outside University. Here are some typical situations in which you may need to give a talk or presentation:

- defending an academic thesis
- talking about Uzbek culture to a group of foreign visitors
- giving a speech at a wedding
- presenting a product to business people

Even when you are speaking in your own language, giving a talk can be difficult! The exercises below should help to make public speaking a little easier and more enjoyable for you.



What makes a good speaker?



Look at this list of advice for public speakers. With your partner decide whether the advice is good or bad. Mark the good advice with a tick (✓) and the bad advice with a cross (✗). One has been done for you.

Always use long complicated words and phrases

Don't read from a written text

Speak quickly without pausing



Stand with your head down

Create a friendly atmosphere by smiling

Never allow the audience to ask questions

Refer occasionally to your notes

Never look at the audience

Stand straight and tall

Use gestures naturally

Now rewrite the bad advice to change it into good advice.

e.g. Stand with your head ^{up}~~down~~



Preparing for your talk

A good talk or presentation needs careful preparation. Before you give your talk you should:

- think about what your audience will already know and what will most interest them
- collect all the information you need for your talk and make notes
- organise your notes into clear sections
- organise your talk into a logical order
- practise your talk in front of a mirror or with a friend
- check the timing

Now you are going to prepare a 3 minute talk on a traditional festival in Uzbekistan. Your audience will be your classmates and your teacher.

There should be two main sections to your talk:

- how the festival is celebrated today
- the origins of the festival

You should decide the best order for these two sections. Make notes of what information you want to include in your talk. After you have prepared your talk, practise it with a partner using the phrases in the box on the next page.



Useful phrases for talks and presentations

Good morning/afternoon and welcome to my presentation.

♦
My name is and the subject of my talk is

♦
If you have any questions please could you ask them at the end?

♦
Firstly, I would like to say something about the origins of the festival.

Now I will explain how people celebrate the festival today.

♦
I think that's all I've got to say. If there are any questions I'll be happy to answer them.

♦
Thank you for your attention.

GREETING

INTRODUCING

REQUESTING

PRESENTING

CLOSING & INVITING QUESTIONS

THANKING

When you are ready, your teacher will ask you to give your presentation to the rest of the class.

Remember:

- you only have 3 minutes
- refer to your notes, but don't read
- talk clearly and not too fast
- look at your audience and smile!

When you have given your talk think about the following questions:

- | | |
|-------------------------------------|---------------------------------------------------|
| 1 Did you keep to the time limit? | 2 Did you include everything you wanted? |
| 3 Did you use the 'useful phrases'? | 4 What do you need to improve for your next talk? |



IMPROVING YOUR WRITING

LETTERS

1 In British culture, as in many others the words 'thank you' are very important. We say 'thank you' very often - sometimes in situations where you may not expect it! For instance we often say 'thank you' to a shop assistant as we give him or her our money and to a bus driver as we get off a bus.

Written 'thank you's' are not quite so common, but it is still polite to write a letter to thank someone for a meal or a party. You should also write a 'thank you' letter if someone sends you a present for your birthday or some other special occasion.



Here are some expressions you can use when writing to thank a friend or relative for a gift:

Thank you for your lovely gift / present.

I must thank you for

It was very kind / thoughtful of you to

It's just what I wanted / needed!

2 Look at the thank you letter below written by a British student Jim to his Uzbek friend Pulat.

Dear Pulat,

Thank you very much for the cassette of Uzbek music you sent me for my birthday. It's just what I wanted.

I really like the group 'Bolalar'. Although I don't understand the words, it's great music to dance to. I played it at my birthday party and several of my friends asked to borrow it. They are quite surprised that Uzbek pop music is so modern.

At the moment I am busy revising for my final exams next month. I don't have much time for anything else, although I still play basketball once or twice a week with some friends.

What about you? I hope you are well. Are you still enjoying your university course? Please give my regards to your family.

I hope to hear from you soon.

Best wishes,

Jim

3 WRITING TASK: A SHORT THANK YOU LETTER

Imagine that one of your friends living in Britain or America has sent you one of the things below as a birthday present.





Write a short friendly letter to thank your friend for the gift.

Some points to remember:

- 1 Follow the six steps in the writing process.
- 2 In your letter you should:
 - say thank you for the gift
 - give some general news
 - make some comments about it
 - ask questions about your friend's life
- 3 This is a friendly letter so your language can be quite informal.
You can begin: *Dear Bill / Dear Sue* and you can end: *Regards / Best Wishes / Love*
- 4 In friendly letters we often finish with a polite wish:
Please write soon / Write soon / I hope to hear from you soon
- 5 You should also send best wishes to the family of your friend
Best wishes to your family / Give my love to your family.
- 6 Don't forget to put your address and the date in the top right hand corner of the page.



TRANSLATION PRACTICE

Translate the following text from a book about Uzbek traditions into English.

Чойхоналар одамларнинг кайфиятини кўтариш учун хизмат қилган. Чорпо-
ялар қулай ва чиройли қилиб қурилиб, хонтахталар қўйилган, қимматбаҳо
гиламлар тўшалган, атлас кўрпача ва якандозлару парку болишлар таш-
ланган. Деворлари кесма ва қолипланган гулли ганч билан ишланган,
шифтларига миллий нақшнинг ранго-ранг чизиқлари солинган, устунлари
ёғоч ўймақорлиги билан безатилган, тоқча ёки махсус мосламаларда со-
пол, чинни ва мис идишлар терилган.



PUZZLE CORNER

Proverbs are short, popular sayings which offer guidelines for life. Every culture and language has its own proverbs. Below are ten common English proverbs. However, their beginnings and endings have been mixed up. Try to match each proverb beginning with its correct ending.

- | | |
|---------------|------------------------------|
| (1) Absence | is the best policy. |
| (2) Truth | is mightier than the sword. |
| (3) Blood | wasn't built in a day. |
| (4) Honesty | is stranger than fiction. |
| (5) Knowledge | is the spice of life. |
| (6) The pen | makes the heart grow fonder. |
| (7) Variety | is power. |
| (8) Rome | is thicker than water. |

Now think about the meaning of each proverb.





GLOSSARY OF KEY WORDS IN THIS UNIT

custom	/ˈkʌstəm/ <i>n</i>	урф-одат	lantern	/ˈlæntən/ <i>n</i>	фонус
festival	/ˈfestɪvl/ <i>n</i>	байрам	pumpkin	/ˈpʌmpkɪn/ <i>n</i>	ошқовоқ
mythical	/ˈmɪθɪkl/ <i>adj</i>	илоҳий	costume	/ˈkɒstjʊ:m/ <i>n</i>	либос
straight	/streɪt/ <i>adj</i>	тўғри	trick	/trɪk/ <i>n</i>	ҳийла
hook	/hʊk/ <i>n</i>	илгак	treat	/tri:t/ <i>n</i>	сийлов
joker	/dʒəʊkə(r)/ <i>n</i>	ҳазилкаш	bomb	/bɒm/ <i>n</i>	бомба
sweetheart	/ˈswi:tɦa:t/ <i>n</i>	қайлиқ	execute	/ˈeksɪkjʊ:t/ <i>v</i>	қатл қилмоқ
anonymous	/ˌænonɪməs/ <i>adj</i>	имзосиз	bonfire	/ˈbɒnfɑɪə(r)/ <i>n</i>	гулхан
saint	/seɪnt/ <i>n</i>	авлиё	burn	/bɜ:n/ <i>v</i>	қуймоқ, ёндиrhoқ
trend	/trend/ <i>n</i>	йўналиш	firework	/ˈfaɪəwɜ:k/ <i>n</i>	мушак
bouquet	/ˈbʊkeɪ/ <i>n</i>	гулдаста	hurt	/hɜ:t/ <i>v</i>	оғримоқ
superstition	/ˌsu:pəˈstɪʃn/ <i>n</i>	ирим	pause	/pɔ:z/ <i>n</i>	пауза
spirit	/ˈspɪrɪt/ <i>n</i>	руҳ	gesture	/dʒestʃə(r)/ <i>n</i>	имо-ишора
ghost	/ɡəʊst/ <i>n</i>	арвоҳ	presentation	/ˌprezntetʃn/ <i>n</i>	расмий маъруза, нутқ
frighten	/ˈfraɪtən/ <i>v</i>	қўрқитмоқ			
monster	/ˈmɒnstə(r)/ <i>n</i>	бахайбат махлуқ			
mask	/mæsk/ <i>n</i>	ниқоб			



Although for formal talks you should always prepare carefully, it's a good idea to practise giving 'Impromptu' or unprepared talks. To do this, why not play 'Just a Minute' with a few friends? Write a number of different topics on pieces of paper and put them into a bag. Take turns to take a topic from the bag. You then have to talk on that topic for exactly one minute without hesitating or repeating yourself.

In this unit you will...

- talk about travel and holidays
- read a magazine article
- use adjectives of different kinds
- write a holiday postcard
- prepare a tourist guide talk

LEARNER STRATEGY

As you study in the classroom, the library or at home you will meet many new words. It is important that you have a way to collect, organise and record them. In this unit we will look at some different methods of recording new vocabulary.

THINKING & SPEAKING

WHICH HOLIDAY?

1 Imagine that you and your partner have won first prize in a competition organised by a holiday company. The prize is a free foreign holiday for two! The company gives you three holidays to choose from. With your partner, look at the three advertisements below and together decide which holiday you will choose as your prize. (Use the expressions in the speech bubble to help you in your discussion.)

HOTEL PICCOLO ICMELEK

A visit to exotic and fascinating Turkey makes an unforgettable and relaxing Mediterranean holiday.

Location: The Hotel Piccolo is situated in the centre of Icmeler, one of Turkey's most popular resorts. With its soft brown sand and luxurious sunbeds the beach is ideal for sun-lovers. And it's only 200 metres from the hotel!



Facilities: swimming pool, poolside bar, tennis, restaurants; all rooms have air conditioning, telephone, TV and refrigerator

Explore

.....the last true wilderness of Africa on one of our exciting expeditions!

Discover the real Africa with us and get close to nature in Chobe National Park, famous for its lions, zebras and elephants. A photographer's dream! Relax around the camp fire at night under the stars, listening to the calls of the animals.

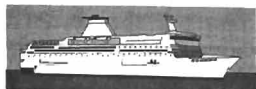


Our expedition will provide:

- comfortable 2-person tents
- experienced expedition leaders
- specially designed Mercedes Benz vehicles
- all cooking and camping equipment

NILE CRUISES

A cruise on the River Nile is the best way to enjoy the fascinating sights of Egypt. Visit the famous pyramids and the famous Sphinx at Giza and enjoy the amazing scenery as you sail down the river.



Your ship: The 'King Tut' is a luxury cruiser with 45 cabins, all with air-conditioning and showers. Facilities on the ship include shops, a bar and a dining room.

Which holiday should we choose?

I think we should choose the Nile cruise because.....

The expedition in Africa sounds(exciting, boring, etc.)

I'd like to go to Turkey because

I don't think we should go to Egypt because

What about you? What do you think?



2 Discuss your choice with another pair. Find out which holiday prize they chose and why.

3 Imagine that you work as a market researcher for a travel company. You want to find out what kind of holidays people like. You stop people in the street to ask them questions. Your partner is a passer-by. Ask him/her the questions and put a circle around the numbers which best represent his/her answers. Before starting, look at the Key below.

You can begin like this:

QUESTIONNAIRE: WHAT MAKES A GOOD HOLIDAY?

beautiful scenery	1	2	3	4
good food	1	2	3	4
comfortable hotel	1	2	3	4
good weather	1	2	3	4
lively night life	1	2	3	4
good shopping	1	2	3	4
sandy beaches	1	2	3	4
sporting activities	1	2	3	4
cultural/historical sites	1	2	3	4
others (please specify)				
.....	1	2	3	4
.....	1	2	3	4

Excuse me. Can I ask you some questions about holidays? Do you think it is important to have beautiful scenery to enjoy when you are on holiday?

Key
 1 = essential
 2 = very important
 3 = quite important
 4 = not important

4 When you have finished interviewing your partner change roles so that he/she is the market researcher and you are the passer-by.

5 Finally compare your completed questionnaires. Do you and your partner have the same opinion about what makes a good holiday? When you have compared your questionnaires summarise your conclusions using the phrases below to help you:

We both think that is essential/very important/etc.
 He/She thinks that is essential/very important/etc. but I think
 Neither of us thinks that is important.

**DEVELOPING YOUR READING SKILLS**

1 Read this article from 'The Travel Magazine' and decide which of the places described you would most like to visit.

Everyone remembers their favourite holiday. The Travel Magazine asked six well-known travellers which places in the world they would most like to go back to.

TREVOR KING

My job has taken me to many fascinating places but my favourite is Venice, which I visited a few years ago while covering an international match for the BBC. Venice had everything — beautiful historic buildings, **interesting** museums and delicious Italian pizza! I'll never forget my trip in a gondola along the canals that Venice is **famous** for. It was so relaxing. I'd love to go back there again soon, but this time with my wife and children.

JOAN BAKER

One of the nice things about my job is that it allows me to travel all over the world. My most memorable trip was last year when I visited the beautiful old 'Silk Road' towns of Bukhara, Samarkand and Khiva to do research for a book on Central Asia. I think Bukhara was my favourite. I spent hours sitting in the shadow of ancient madrasas with amazing minarets, sipping green tea and chatting to the local people. Even without a common language, it was really surprising how well we could communicate! The people were so friendly and relaxed. That's why I'd like to return there.

SHARRON THOMAS

I like holidays in the mountains or at the seaside, where I can be active. I've just returned from a wonderful two-week **honeymoon** on Peter Island in the Caribbean Sea. It was a very private place with good food and lots of exciting things to do. Of course, I'm at home in the water, so I really enjoyed the wind-surfing and water-skiing. We also played a lot of volleyball on the beach and went for long bicycle rides around the island. It sounds rather an exhausting holiday, doesn't it? But for me a holiday without action would be boring. We're planning to go back for our first wedding anniversary.

ALAN BENEDICT

I love the jungle. My last expedition was to the Amazon, which is famous for its massive trees and exotic wildlife. The Amazon jungle is not a place for people who like to travel in luxury. I was often exhausted and **sometimes terrified**. One day while filming I was suddenly attacked by an ocelot, whose picture I was trying to take, and I had to protect myself with my camera tripod. Ocelots look like large domestic cats, but this one was much more **frightening**! Despite the hardship and the danger, I know I'll go back there again. It's always **satisfying** to travel to places where so few others have been.

PETE MCDONALD

If I stay more than one or two days in the countryside I become bored. I spend most of my vacations and short breaks in cities. I think my favourite city is Sydney, where I went last year to do some work for Australian television. I remember sitting in a restaurant in the harbour, dining on a plate of fresh prawns, sipping a glass of wine and watching the boats in the clear blue water. And all the time the astonishing modern architecture of the Sydney Opera House was in view. I can't think of a better way to relax. I'd go **back there** tomorrow if I could.

ELENOR HARMAN

It's so difficult to describe the feelings I had while travelling in space. Orbiting the Earth is an extraordinary and unforgettable experience. It was incredible to look down on the Earth and see the sun rising behind it. I was amazed at how small and fragile it looked from space. It's shocking that we still haven't realised how unique and precious our planet is. Of course I'd love to visit space again, but I'd like others to experience it too.

2 READING COMPREHENSION

A Try to match each of the six travellers to the professions on the right. (One has been done for you.)

Trevor King	travel writer
Alan Benedict	Olympic swimmer
Pete McDonald	football commentator
Sharron Thomas	astronaut
Elenor Harman	television newsreader
Joan Baker	explorer and film-maker

B Answer the following questions.

- 1 Which traveller was not on a working trip?
- 2 Who travelled the furthest from home?
- 3 Which travellers mentioned the food they ate?
- 4 Who travelled to Europe?
- 5 Which travellers seem to prefer holidays in the city?

C Which of the six places would you find the most:

- exciting
- relaxing
- interesting
- romantic
- enjoyable

Compare your answers with your partner's.

D Imagine that you are Sharron Thomas and fill in the holiday questionnaire on page 40. Look carefully at the text to decide how she would answer.

Now do the same for Pete McDonald.

3 WORKING WITH WORDS

A Find words in the texts to describe the following pictures. The name of the traveller has been given to help you.



This is a (TREVOR KING)

This man iswine.(JOAN BAKER)



This man is(SHARRON THOMAS)



This is a camera(ALAN BENEDICT)



This satellite isthe Earth. (ELENOR HARMAN)



This is the Sydney(PETE MCDONALD)

B Find adjectives in the text with the following meanings. (The initials of the traveller and the first letter of each adjective have been given to help you.)

- | | |
|-----------------------------------------------|--------|
| 1 quiet and without lots of people (ST) | p..... |
| 2 recently caught (PM) | f..... |
| 3 of a current style (PM) | m..... |
| 4 easily broken or damaged (EH) | f..... |
| 5 the only one of its type (EH) | u..... |
| 6 of great value because it is very rare (EH) | p..... |
| 7 from a distant and interesting country (AB) | e..... |
| 8 not wild (AB) | d..... |
| 9 tasting very good (TK) | d..... |
| 10 very old (JB) | a..... |

C In a relative clause the pronoun we use to introduce the clause depends on what we are referring to. Find the relative pronouns listed below in the texts and underline them. Then in the table below write exactly what each pronoun refers to and decide whether the reference is to people, things, times or places. Some pronouns may be used more than once in the texts.

PRONOUN	EXAMPLE	REFERS TO...
which	... the Amazon, which is famous for...	place
who		
that		
where		
when		
whose		

GRAMMAR
SPOT



-ING AND -ED ADJECTIVES

In English there are many pairs of adjectives ending in **-ing** and **-ed**. They have the same form as the present and past participles of verbs. For example:

bored	boring
interested	interesting


You should be careful not to confuse **-ing** and **-ed** adjectives because they are used in different ways.

-ed adjectives are used to describe how you feel about something

-ing adjectives are used to describe the thing (or the person) which makes you feel that way



Exercise 1

 Working with a partner, look back in the text and find as many examples as you can of adjectives ending in **-ing** and **-ed**. How many pairs of adjectives did you find with both **-ing** and **-ed** forms?

Exercise 2

Choose the correct form of the adjective in the sentences below.

- I hate beach holidays. Just lying in the sun all day is so bored/boring!
- If you go to Uzbekistan, don't miss the Registan in Samarkand. It's an astonished/astonishing sight.
- Are you interested/interesting in other cultures?
- The hotel wasn't as good as we expected. We were quite disappointed/disappointing.
- Being a tour guide is an interested/interesting job but you are always tired/tiring in the evenings.
- The expedition was fascinated/fascinating but I was exhausted/exhausting when I returned home.



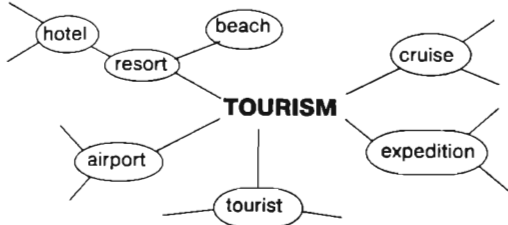
LEARNER STRATEGY**RECORDING NEW WORDS**

1 As you work through this textbook and read other stories and articles in class and at home, you will meet many new words and expressions. To help you learn and remember these it is a good idea to keep some kind of vocabulary book. This will also make revision easier.

There are several different ways of arranging words in a vocabulary book. For example:

- you can list the words alphabetically as in a dictionary
- you can group words according to topics
- you can record the new words in the order that you meet them, day by day

2 Here are three more ways of recording words:

Word-webs

Now add more words to this word-web.

Words and pictures

Some people have very visual memories and like to record new words with little sketches to help remember their meaning.



With a partner, discuss the advantages and disadvantages of this method.

Personal dictionaries

Another way of recording new words is in the form of a personal dictionary. You could include grammatical information, pronunciation, and useful examples of the word as well as an Uzbek or Russian translation.

fascinate /fæsɪneɪt/ v

fascinated by (adj + prep)

fascinating (adj)

fascination (noun)

examples:

History **fascinates** me.

Ulugbek was **fascinated by** the stars.

I think computers are **fascinating**.

Many Uzbeks have **a fascination for** astrology.

мафтун қилмоқ

мафтун бўлмоқ

мафтункор

мафтун

Now choose another word from the texts and write a personal dictionary entry following the above model.

3 Of course it doesn't really matter which method you choose. Decide which one is the most helpful for you. The most important thing is that you remember to record the new words and that your list is well organised.



IMPROVING YOUR WRITING

SENDING A POSTCARD

1 When people are on holiday they often send postcards to their friends and relatives. On one side of the card there is usually a colourful photograph of the place where the sender is spending his or her holiday. On the other side there is a space for the address and a space for a short message. Look at the example below.

Dear Paul and Kathleen,

I'm having a lovely time here in Uzbekistan. The weather is hot and sunny. I'm staying in the ancient city of Khiva. It's a beautiful place and full of history.

I haven't been bored once! Yesterday I had a fascinating tour of the old walled city. Tomorrow I'm flying to Nukus in Karakalpakstan to see the famous Savitski collection in the art gallery.

Wish you were here.

Love Clive.



Paul & Kathleen Goff
136 Stackpool Road
Southville
Bristol BS3 1NY
England
UK

2 Postcards like this are usually friendly and informal so organisation isn't quite so important. However, most postcards follow a similar plan. Here is the plan for Clive's postcard to Paul and Kathleen.

- opening
- description of sender's feelings
- description of the weather
- description of the place
- description of something the sender has done
- future plans for the holiday
- closing

Of course there is very little space on a postcard so you have to be brief and choose your words carefully.

3 Here is another postcard which Paul and Kathleen sent to Clive from Egypt. The sentences have been mixed up. Reorder the text so that it fits the plan given above.

- 1 Dear Clive,
 ... See you soon.
 ... We're having a wonderful time here in Egypt.
 ... Tomorrow we're going to see the Pyramids at last—we've always been fascinated by them. We're staying at a nice hotel near the Nile. It's very comfortable with impressive views of the river.
 ... Yesterday we went to the Valley of the Kings where many of the Egyptian Pharaohs are buried.
 7 Love Paul and Kathleen



Clive Strummer
 116 Somerset Road
 Knowle
 Bristol BS4 2JB
 England
 UK

4 WRITING TASK: A HOLIDAY POSTCARD

Imagine that you are on holiday in the place shown in the picture below. Write a postcard to a British friend.




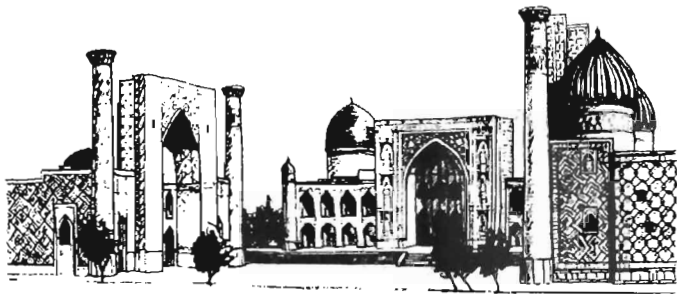
Make sure that you

- follow the stages of writing that you learned in Unit 2
- use the model postcards above to help you
- don't write too much (postcards have very little space)
- exchange draft postcards with a partner and help each other to improve the text
- use the editing checklist on page 25
- choose your words carefully (particularly the adjectives) to show your feelings about the place



TRANSLATION PRACTICE

1  *Working in a group, imagine you are tour guides. Tomorrow you will be guiding a group of American tourists around Samarkand. Read this short description of one of Samarkand's famous landmarks and then work together to prepare an oral translation for use with your tourists.*



“Регистон” (қумли майдон) — бутун дунёга машхур, ҳашаматли ансамбль, Самарқанднинг ифтихори — эски шаҳарнинг марказида жойлашган. Мўғуллар истилосига қадар Регистон шаҳарнинг савдо-сотик ва ҳунармандчилик маркази бўлган. Шаҳар дарвозаларидан бошланган олтига кўча кесишган мана шу ерда дастлаб “Телпакфурушон” тими қурилган. Гумбазли хоналардан иборат савдо растаси — Чорсу XVIII асрда унинг ўрнига қурилган бўлса керак; Чорсу ҳозир ҳам бор. Темур даврида Регистон шаҳарнинг бош майдони бўлган, Улуғбек замонасида эса бу майдонга ҳашаматли бинолар қурила бошланган.

2 When you have prepared your short talk, take turns to practise it. One of you is the tour guide and the others are the foreign tourists. The tour guide should also be ready to answer the tourists' questions!

3 Here are some typical questions the tourists might ask:

- Who was the architect who designed the Registan?
- Why is it called the 'Lion Madrasa'?
- Where can I buy a new film for my camera?

Think of some more questions the tour guide should be prepared to answer, and practise the questions and answers with your group.



PUZZLE CORNER

PICTOGRAMS

An international airport is used by persons from all over the world so directions are given not only with words but also with pictograms that can be easily understood. Match the airport pictograms below with the descriptions on the right.

- Customs
- Post office
- First aid
- Hotel reservations
- Escalator
- Left luggage
- Check-in
- Public telephone
- Waiting room
- Passport control
- Fire extinguisher
- Emergency exit
- Currency exchange





GLOSSARY OF KEY WORDS IN THIS UNIT

prize	/praɪz/ <i>n</i>	мукофот	expedition	/ˌekspeɪdɪʃn/ <i>n</i>	экспедиция
boring	/ˈbɔːrɪŋ/ <i>adj</i>	зерикарли	shocking	/ʃɒkɪŋ/ <i>adj</i>	хайратли
exotic	/ɪɡˈzɒtɪk/ <i>adj</i>	экзотик	tent	/tɛnt/ <i>n</i>	чодир,
jungle	/ˈdʒʌŋɡl/ <i>n</i>	чангалзор			палатка
fascinating	/ˈfæsɪneɪɪŋ/ <i>adj</i>	мафтункор	explorer	/ɪkˈsplɔːrə(r)/ <i>n</i>	саёҳатчи
massive	/ˈmæsɪv/ <i>adj</i>	улкан	cruise	/kruːz/ <i>n</i>	кемада
unforgettable	/ˌʌnfəˈɡetəbl/ <i>adj</i>	унутилмас	commentator	/ˈkɒmentetə(r)/ <i>n</i>	сузмоқ
frightening	/ˈfraɪtɪnɪŋ/ <i>adj</i>	қўрқинчли	amazing	/əˈmeɪzɪŋ/ <i>adj</i>	шарҳловчи
relaxing	/rɪˈlæksɪŋ/ <i>adj</i>	осойишта,	tripod	/ˈtraɪpɒd/ <i>n</i>	таажуб
		тинч			учоёқли
dine	/daɪn/ <i>v</i>	овқатланмоқ	scenery	/ˈsiːnəri/ <i>n</i>	мослама
resort	/rɪˈzɔːt/ <i>n</i>	курорт	precious	/ˈpreʃəs/ <i>adj</i>	манзара
astonishing	/əˈstɒnɪʃɪŋ/ <i>adj</i>	хайратли	lively	/ˈlaɪvli/ <i>adj</i>	қимматбаҳо
luxurious	/lʌɡˈʒʊəriəs/ <i>adj</i>	ҳашаматли	landmark	/ˈlændmɑːk/ <i>n</i>	жонли
orbit	/ˈɔːbɪt/ <i>v</i>	айланмоқ	canal	/kəˈnæl/ <i>n</i>	белги
beach	/biːtʃ/ <i>n</i>	пляж	memorable	/ˈmemərəbl/ <i>adj</i>	канал, сой
incredible	/ɪnˈkredəbl/ <i>adj</i>	ишониб	shadow	/ˈʃædəʊ/ <i>n</i>	эса қоларли
		бўлмайдиган	sip	/sɪp/ <i>v</i>	соя
facilities	/ˈfæsɪlɪtiːz/ <i>n</i>	воситалар,			оз-оздан
		имкониятлар	honeymoon	/ˈhʌnɪmʊnd/ <i>n</i>	ичмоқ
unique	/juːˈniːk/ <i>adj</i>	ягона	exhausting	/ɪɡˈzɔːstɪŋ/ <i>adj</i>	асал оғи
wilderness	/ˈwɪldrənəs/ <i>n</i>	сахро			ҳолдан
fragile	/ˈfrædʒaɪl/ <i>adj</i>	нозик			тойдирадиган



You often come across new words in unexpected places such as outdoor signs and advertisements. Why not carry a small notebook around with you to note down useful new words when you see them? This is much easier than trying to remember them later.

In this unit you will learn some ways of...

- talking about natural disasters
- extracting key information from texts
- using different past tenses
- writing a public notice
- reading short newspaper articles

LEARNER STRATEGY

Try not to look up unknown words in a dictionary every time you read a text. Instead, use clues in the word itself and the context to guess the general meaning. In this unit you will practise this strategy.



THINKING &
SPEAKING

DISASTER!

1 Look at the picture below of a well-known monument in Tashkent.



Where is the monument?

Why is it there?

What time does the clock show?

2 Now look at the list of natural disasters below and match them with the definitions. (The first has been done for you.)


drought
 earthquake
 flooding
 volcanic eruption
 avalanche
 hurricane
 forest fire
 blizzard

a strong storm with winds and snow
 fire spreading rapidly through trees
 snow sliding quickly down a mountain
 a very strong fast wind
 a long period without rain
 the covering of dry land with water
 a shaking of the earth's surface
 the explosion of a volcano

3  With a partner, discuss which of the eight natural disasters above

- is the most frightening
- causes the most deaths and injuries
- is the most common in Uzbekistan
- is the most difficult to control
- causes the most damage



4  Now read the short newspaper articles about recent natural disasters and complete the table on the opposite page. Try to read the articles quickly and without a dictionary. Remember: your task is to find the information not to understand every word! (If some information is not given, write 'NG'.)

Australia is in the middle of one of its worst droughts on record. Large areas of farmland have been without significant rain for 4 years and huge dust-storms are blowing the soil away. Farmers are unable to grow enough food to feed their animals and are having to buy expensive fodder. The government has given emergency aid to the farmers but for many it has come too late. They are already bankrupt and have left their farms to find other work. The only thing which will help is rain — lots of it. But the meteorologists say that this is unlikely for at least two months.

A volcanic eruption on the Indonesian island of Java has killed at least 31 people and injured dozens more with a deadly mixture of gas and steam. Soldiers rescued more than 5,000 people from villages near the volcano, which could erupt again at any time. The Government has promised to help the families of the victims.

More than 200 people were believed dead and 400 others injured as avalanches of snow swept down mountainsides along the Srinagar-Jammu highway in Kashmir. The police said that 5 buses had been knocked off the road during the avalanches. About 5,000 people have been rescued from vehicles stuck in deep snow on the road. Helicopters dropped food and blankets along the highway for the stranded travellers.

As many as 2,000 people have died and thousands more were injured in an earthquake which destroyed the town of Neftegorsk on Sakhalin Island in Russia's far east on Sunday. The tremor measured 7.5 on the Richter scale. Most of the dead were crushed in their homes while they slept. The Government has begun a major disaster relief operation. Tents have been provided for the homeless and helicopters are flying the injured to hospital.

Kazakhstan was hit by severe blizzards at the end of December, which resulted in the death of at least 113 people and caused serious damage to power lines and buildings across the country. Hundreds of people have been taken to hospital suffering from frostbite. Valerie Petrov, a government official, said that most of the victims had ignored the weather warnings and left their homes before the blizzards. The government has already promised 46 million tenge to help deal with the disaster. Some of the money will be used to help the families of those who died.

On the 17th August, 1969 a powerful hurricane swept across the southern states of the USA killing 235 people and making 20,000 homeless in Mississippi and Louisiana alone. The wind speeds reached 300 km per hour and did so much damage that both states were declared disaster areas by the government.

The number of people killed in heavy flooding in Italy rose to 59 yesterday. Thousands were made homeless as the Tanaro River burst its banks and flooded towns and villages in the north west of the country. Rescue workers were sent to the worst affected areas, which are without electricity, gas or telephones. The Prime Minister is discussing special relief measures.

Fires sweeping across Mongolia's vast grasslands and forests have killed 15 people and injured 60. The fires have spread to 13 of Mongolia's 21 provinces, killing 5,000 cattle, horses and other animals. About 500 people were left homeless, and 180 gers, the traditional Mongolian tents, were destroyed. The head of the Emergency Commission said that 24,000 people were fighting the fires and the government had already spent \$800,000 on relief.



Now complete the table.

ARTICLE	TYPE OF DISASTER	WHERE	NUMBER KILLED	NUMBER INJURED	OTHER EFFECTS	GOVERNMENT ACTION
	avalanche					
	drought					
	flooding					
3	volcanic eruption	Java Indonesia	31 (at least)	dozens	NG	Gov. promised help Soldiers rescued people
	blizzard					
	earthquake					
	forest fire					
	hurricane					

5 Use the information in the table to answer the following questions:

- Which disaster killed the most people?
- Which disaster caused the most destruction?
- Which disaster left the most people homeless?
- Which disaster was the longest lasting?
- Which disaster(s) happened in Asia?



DEVELOPING YOUR READING SKILLS

1 You are going to read a text about natural disasters. Before you read, look at the words below and see if you can guess which of them you will find in the text. Don't look at the text yet!

shock	China	catastrophe
hunger	happy	computers
bomb	surprise	epicentre
pollution	medicine	beautiful



2 Now read the text and see whether the words you chose in Question 2 are in the text.

5 It isn't easy to guess what nature will do. Every year natural disasters, such as earthquakes, hurricanes, floods, droughts, avalanches and volcanic eruptions cause death and destruction all over the world. Natural catastrophes now kill a million people each decade and cause billions of dollars of damage. Although scientists try to forecast them and to warn people, disasters are often unexpected and strike when people are unprepared.

10 Earthquakes are very difficult to predict accurately. On January 17th 1995, Japan had its 13th major earthquake in 60 years. The tremor, which measured 7.2 on the Richter Scale, devastated the city of Kobe. It killed 5,466 people and injured 36,820. Over 10,000 homes were destroyed and thousands of other buildings were ruined. Overhead roads collapsed and railway lines were twisted and broken. No one had expected the earthquake, which happened at 5.46 am. One survivor said, "It felt like a bomb. Everything shook. It was like the end of the world." People believed that their region was safe from serious tremors. Even the seismologists were surprised. They had been watching Tokyo and other cities but not Kobe. The Tashkent earthquake of April 26th 1966 was also unexpected. Although the people of the city had often felt slight tremors, this one was much more powerful. It killed eight people, injured thousands and wrecked the centre of the city. As in Kobe the quake struck early in the morning — at 5.23 to be exact — when most people were sleeping. Most of the deaths and injuries were caused when roofs fell on people in their beds. A monument now stands on the epicentre of the earthquake.

25 Predicting the eruption of volcanoes is even more difficult. In the summer of 1995 the governor of Montserrat, a small island in the Caribbean Sea, ordered the evacuation of the island's capital. People were moved to safer areas of the island. Gas and fire were coming from a large volcano near the capital. Perhaps the governor remembered the disaster which had destroyed Saint Pierre on Martinique, another Caribbean island, in 1902. A volcano called Mount Pelée started to rumble. The noise frightened the people and they began to leave the city. The governor told soldiers to stop people leaving. He said that the volcano was "no danger to Saint Pierre." Then, at 7.49 am on May 8th, the volcano exploded and hot gas and rock hurtled down the mountain at a speed of 33 metres per second. Only two of the town's 28,000 inhabitants survived. One of the survivors was a cobbler. He was making shoes in his workshop when the explosion happened.

40 Hurricanes are also extremely unpredictable. Meteorologists use computers to forecast the weather but they too are often taken by surprise. On October 6th 1987 a powerful wind hit southern England. The storm killed 18 people and caused £100 million of damage. It destroyed hundreds of thousands of trees, blew off roofs, smashed windows and cut off the electricity supply to many areas of the country. The experts had not expected such a powerful storm and so they had not warned the public.



3 READING COMPREHENSION

Read the text again (more carefully this time) and then answer the questions below.

A Choose the best summary of the text from those below.

The text is about:

- (a) how to survive natural disasters
- (b) the dangers of earthquakes and volcanic eruptions
- (c) the death and destruction caused by natural catastrophes

B The following sentence has been removed from the text. Decide where it should be placed. Mark the place with an asterisk (*).

He survived by hiding under a wooden table.



C Decide whether the following statements are true (T) or false (F). Where the text does not give you the answer write NG.

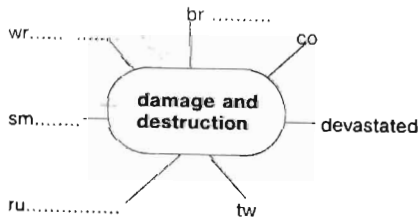
- (1) The Richter scale is used to measure the strength of volcanoes.
- (2) The volcano on Montserrat never erupted.
- (3) The Tashkent and Kobe earthquakes both happened in the morning.
- (4) In the 1987 storm in England 18 people were killed by falling trees.
- (5) The cobbler was the only survivor of the Saint Pierre disaster.



4 WORKING WITH WORDS

A Word fields

Because the text is about natural disasters there are many words which describe how towns and buildings can be damaged or destroyed. Look through the text for these words and add them to the 'word web' below. The first two letters of each word have been given to help you.



Which of these words have the strongest meaning?

**B Word building**

Many verbs in English join with **-ion** to form nouns. Nouns formed in this way refer to the state or process described by the verb. There are a number of variations of **-ion**. The most common are **-ation**, **-sion**, and **-tion**. Look at the list of verbs below and find the **-ion** type noun by looking in the text. Give the line number.



VERB	NOUN
erupt	eruption (20)
destroy	
evacuate	
populate	
explode	

Now find the **-ion** type noun for these verbs from the text and the articles on page 52. (This time the nouns are not used in the text. So if you are not sure of the noun form, first make a guess then check in your dictionary.)

predict	discuss.....	provide.....
devastate	declare	operate.....

LEARNER STRATEGY**GUESSING THE MEANING OF WORDS**

What do you do when you meet unknown words in a reading text? Do you look them up in a dictionary or ask a classmate or teacher? Of course, dictionaries, classmates and teachers are excellent resources but they may not always be available. Also they can sometimes slow us down. So it is important to be able to make a good guess at the meaning of an unknown word. We may not always be able to guess the exact meaning of the word, but often the general meaning is enough to allow us to continue reading.



On the opposite page you will find two techniques to help you guess the general meaning of an unknown word.



First, decide what part of speech (type of word) the unknown word is

Find the following words in the text and decide whether they are nouns (n), verbs (v), or adjectives (adj). Line numbers are in brackets.

hurtted (33)	evacuation (26)
cobbler (34)	rumble (29)
devastated (10)	tremor (9)
slight (18)	powerful (42)

Then, look in the context for clues to the meaning of the unknown word

Often you can find clues to the meaning of an unfamiliar word by looking in the context. These clues may be in the same sentence as the unknown word or in the sentence before or after. Use the contextual clues (underlined) to guess the general meaning of the four words from the text. (The first has been done for you as an example.)

example: ... hot gas and rock **hurtted** down the mountain at a speed of 33 metres per second.

hurtted probably meansto move very fast.....

(a) One of the survivors was a **cobbler**. He was making shoes in his workshop...

cobbler probably means

(b) ... a volcano started to **rumble**. The noise frightened people...

rumble probably means

(c) ... ordered the **evacuation** of the capital. People were moved to safer areas.

evacuation probably means

(d) The tremor **devastated** the city of Kobe... Over 10,000 homes were destroyed and thousands of other buildings were ruined.

devastated probably means

GRAMMAR
SPOT

TALKING ABOUT THE PAST


The Past Simple Tense

In the reading text there are several descriptions of natural disasters which happened at specific times in the past. In descriptions of past events like these we usually use the past simple tense. As you know, the regular form of the past simple tense is made by adding **-ed** to the verb. However, many of the most common verbs have irregular past tense forms (I went, I saw, I was, etc.)

Exercise 1

Find the past tense forms of these irregular verbs in the text. Write the number of the line in which you find the verb.

have	...had...(9)	say	.....	blow		begin
hit	.....	tell	.....	cut		strike
shake	.....	fall	.....		

 Now, with your partner, practise using the past tense form of these verbs in sentences of your own.

The Past Continuous Tense


We frequently use this tense to describe what was happening when something else happened in the past. So the past continuous is often joined to another clause in the past simple tense. Here is an example from the text:

He **was making** shoes in his workshop when the explosion **happened**.

The continuous action (**making shoes**) was 'interrupted' by the second action (**the explosion**)

We form the past continuous tense with the past tense form of the verb **be** and the **-ing** form of the main verb.

Exercise 2

 With your partner, practise using the past continuous and past simple tenses together. Imagine that one of you (Student A) is a TV reporter who is interviewing survivors of different natural disasters (Student B) Look carefully at the example, then begin your interview.

STUDENT A

example: volcano / erupt
"What were you doing when the volcano erupted?"

STUDENT B

"I was sleeping"



(a) earthquake / begin



(b) hurricane / hit



(c) blizzard / start

(d) lightening / strike



(e) avalanche / begin

(f) volcano / explode



(g) river / flood

The Past Perfect Tense



We use the past perfect tense when we want to show the order of events in the past. If one action in the past happened before another we can use the past perfect for the first action and the past simple for the second. Look at these examples from the text:

No one **had expected** the quake, which **struck** at 5.46 am.

Perhaps he **remembered** the disaster which **had destroyed** Saint Pierre..

In these examples the actions in the past perfect tense (*expect, destroy*) happened before those in the past simple tense (*strike, remember*).

We form the past perfect with **had** + the **past participle** of the verb. Remember that many verbs have irregular past participles, so check in a dictionary or grammar book if you are not sure.

Exercise 3

Write sentences in the past perfect using the words in brackets.

e.g. (Mary / just / go / to bed) when the earthquake struck.

.....Mary had just gone to bed when the earthquake struck.....

(a) People criticised the meteorologists because (they / not / predict / the hurricane.)

.....

(b) Rescue workers found the body of a man under a tree (which / fall / on him.)

.....

(c) (The boy / never / feel / a quake before) so it frightened him.

.....



- (d) No one was killed in the eruption because (the authorities/ already/ evacuate/ the area).

 (e) (The volcano/ be/ inactive/ for years) so the experts were surprised when it erupted.

**IMPROVING YOUR WRITING****GIVING INSTRUCTIONS**

In 1989 the Government of Uzbekistan sent a notice to everyone living in Tashkent advising them what to do if another earthquake struck the city. Here is a translation of part of this public notice:

BEFORE AN EARTHQUAKE

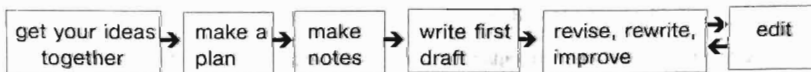
Earthquakes can strike unexpectedly. But you can be prepared. For your own safety, follow this advice.

- Don't keep heavy things on upper shelves.
- Don't block exits and entrances with large things like bicycles or prams.
- Keep a fire extinguisher, a battery radio, a torch and a medical kit in the house.
- Always have enough drinking water and food for a few days.
- Don't sleep near large windows.
- Think of possible escape routes for children and old people.
- Pay attention to the earthquake forecasts.

**WRITING TASK: A PUBLIC NOTICE**

Form groups of 4 or 5 students and follow the instructions below.

- 1 In your groups, imagine that the Government has asked you to write more advice for foreign visitors to Uzbekistan on what to do **during** and **after** an earthquake. (You should write at least 5 pieces of advice for 'during' and 5 for 'after'.)
- 2 Follow the stages of writing which we looked at in Unit 2.



- 3 Make sure that you keep your sentences short and simple. Your advice must be clear. It could be a matter of life and death!
- 4 When you have finished your notice, read it out to other groups. Then listen to their notices and compare your advice. Is there any advice you disagree with?
- 5 Stick your notices on the classroom wall for others to read.



TRANSLATION PRACTICE

The following article was printed in the British newspaper "The Times" on April 27th, 1966.

THE TIMES WEDNESDAY APRIL 27 1966

FOUR DEAD, 150 INJURED IN SOVIET EARTHQUAKE

MOSCOW, APRIL 26

A severe earthquake crumbled mud-walled dwellings in the Soviet central Asian city of Tashkent at dawn today, but life was reported to be normal in spite of two slight tremors tonight. Official reports said four people died and about 150 were injured as older homes collapsed on the sleeping occupants. Mr. Kosygin, the Prime Minister, and Mr. Brezhnev, First Secretary of the Communist Party, flew from Moscow to the scene of the disaster.

Many homes, several hospitals, schools and public buildings were destroyed, and two factories were seriously damaged. Injured people were dug out from the rubble.

One eye-witness in the pretty mountain-

ringed city said that only old buildings were wrecked and denied that the earthquake was a strong one. "We are surprised at the fuss that is being made," he said. "We are all calm. I walked around in the city this morning and could see walls cracked, but only in the old houses."



A British official in Moscow said the Embassy had been informed that no foreigners had been killed or injured in the earthquake. Only one British citizen is known to be in Tashkent, Mr. D. S. Williams, a lecturer at the London School of Slavonic and East European

Studies, who is on a British Council exchange scholarship at Tashkent University.

What you must do:

- 1 With your partner, practise translating the article orally.
- 2 Make a written translation of paragraphs 1 and 2.

PUZZLE CORNER

ANAGRAMS



An anagram is a word or phrase made by changing the order of the letters in another word or phrase. For example 'silent' is an anagram of 'listen'. Rearrange the anagrams below to find the names of different types of natural disasters.

I NOT PURE

HAVE A CLAN

GOOL FIND

DRAB LIZZ

STIFFER ORE

DOG HURT

H A T R E M C O A



GLOSSARY OF KEY WORDS IN THIS UNIT

disaster	/dɪˈzɑːstə(r)/ <i>n</i>	табiiй офат	tremor	/ˈtremə(r)/ <i>n</i>	титраш, кимирлаш
catastrophe	/kəˈtæstrəfi/ <i>n</i>	халокат	shake	/ʃeɪk/ <i>v</i>	кимирлагм
earthquake	/ˈɜːθkweɪk/ <i>n</i>	зилзила	destroy	/dɪˈstrɔɪ/ <i>v</i>	бузмоқ
erupt	/ɪˈrʌpt/ <i>v</i>	отилиб чиқмоқ	collapse	/kəˈlæps/ <i>v</i>	қуламоқ
eruption	/ɪˈrʌpʃn/ <i>n</i>	отилиб чиқиш	explode	/ɪkˈspləʊd/ <i>v</i>	портламоқ
flood	/flʌd/ <i>n</i>	сув тошқини	wreck	/rek/ <i>v</i>	халокатга учрамоқ
drought	/draʊt/ <i>n</i>	қурғоқчилик	crush	/krʌʃ/ <i>v</i>	янчилмоқ, эзилмоқ
hurricane	/ˈhʌrɪkən/ <i>n</i>	довул, кучли бурон	injured	/ɪndʒəd/ <i>adj</i>	ярдор
avalanche	/ævələʊnʃ/ <i>n</i>	қор кўчиши	victim	/ˈvɪktɪm/ <i>n</i>	қурбон
blizzard	/ˈblɪzəd/ <i>n</i>	қор бўрони, изгирын	rescue	/ˈreskjʊː/ <i>v</i>	қутқармоқ
emergency	/ɪmɜːdʒənsi/ <i>n</i>	фавқулодда ҳол	relief	/rɪˈliːf/ <i>n</i>	енгилик, енгил тортиш
survive	/səˈvaɪv/ <i>v</i>	тирик қолмоқ	aid	/eɪd/ <i>n</i>	ёрдам
survivor	/səˈvaɪvə(r)/ <i>n</i>	тирик қолган шахс	risk	/rɪsk/ <i>n</i>	хавф, таваккал қилиш
predict	/prɪˈdɪkt/ <i>v</i>	олдиндан тахмин қилмоқ	expect	/ɪkˈspekt/ <i>v</i>	кутмоқ
unpredictable	/ˌʌnpɪˈdɪkəbl/ <i>adj</i>	олдиндан айтиб бўлмайдиган	unexpected	/ˌʌnɪkˈspektɪd/ <i>adj</i>	кутилмаган



Before you leave this unit look back at the exercises on guessing the meaning of words. When you meet unknown words in later units, try to guess their meaning. Use clues in the context and the structure of the words to help you. Being able to work out the meaning of a word for yourself is a very important reading skill.

In this unit you will ...

- read and talk about university life
- practise using comparative and superlative adjectives
- learn how to fill in an application form
- look at some differences between British and American English

LEARNER STRATEGY

Do you worry about exams? In this Unit we will look at some ways of reducing exam stress and increasing your success!



THINKING & SPEAKING

STUDYING IN BRITAIN

1 What is it like to study in a foreign university? Perhaps you have a friend or a relative who has studied abroad. Many students from Uzbekistan have already won scholarships to study in British universities. Mavluda Ahmedova recently returned from a year at a university in the north of England where she studied Economics. Read this interview with her about university life in Britain and match the interviewer's questions with Mavluda's answers.

- 5 (a) What advice would you give to students from Uzbekistan who are going to study in Britain?
 1 (b) What about British students?
 1 (c) What about the study methods?
 3 (d) Did you have any problems with your studies?
 3 (e) Did you like your teachers?

(1) It took me a while to get used to them. We only had about 12 hours of lectures a week and the rest of the time was for private study. So in Britain you have to be able to push yourself. I would say that in Britain about 90% of what you learn depends on you. Our lectures were very interesting but the teachers only gave the main points. Then the students must go to the library and work privately. I also enjoyed the seminars, when we were able to work in groups and to give presentations.

(2) Yes. They were always willing to listen to our opinions and students were never afraid to ask them for help or advice.

(3) Not really, although at first I found British English a little strange because I was more used to American English. But after a week I was fine. Essay writing was also a little difficult because in Uzbekistan we don't get much writing practice.





- (4) Most of them had a good attitude to their studies and didn't think only about getting a degree or a diploma. However, I was quite surprised that many students seemed to be more interested in going out in the evenings than in studying. Another thing that struck me was how independent they are of their parents, especially financially. I was surprised how casually they dress for lectures (just jeans and a T-shirt) and the fact that almost all of them owned their own cars. What I liked most about my British friends was their friendliness and politeness. They were never busybodies.
- (5) Just be open to all views and make sure that you manage your time very carefully. You'll need a lot of self-discipline.

2 Now complete the table below with notes from Mavluda's interview.


teachers.....	.....
British students.....	.....
study methods.....	.....
problems.....	.....
advice.....	.....

3  With your partner, discuss the following questions:

- What are the main differences between university life in Britain and Uzbekistan?
- Which aspects of life in a British university would you like and which would you find difficult or unpleasant?



DEVELOPING YOUR READING SKILLS

1  Examinations are a part of every student's life both in Uzbekistan and abroad. Do you have any personal strategies for dealing with exams?

- With a partner make a list of all the things you do to prepare for important exams.
- When you have finished compare your list with those of other pairs.

2 You are going to read a text about a British university student who is taking his final examinations at the end of his degree course. Before you look at the text see if you can predict some of the words you will meet there. Write your predictions below.

words about the examinations

words about his feelings

.....

.....

.....

.....

.....

.....

.....

.....

The most important week of Peter's three years at Cambridge University is about to begin. His degree hangs on these final exams, so how will he handle them?

The blood is pumping hard inside my head. So hard that for two minutes I can't properly read the questions on the exam paper. But after a few deep breaths, my focus returns.

It's 9am on Monday and I'm sitting *American Law*, the first of my final papers. It's optional and only two dozen of us are sitting it, but there's no choice of question. All three must be tackled in just two hours. I've always worried about this paper, though actually it's a relief to get these finals started at last after the nerves of the weekend. Afterwards the general feeling is that all the questions could have been nicer, but they were manageable. I hate exam post mortems, so I don't hang around.

For the past few weeks my life has been work, work and more work. A lot depends on these exams. Everything else has been put on hold. This year I've even given up tennis for work. Last year I played for the university team.

I submitted my dissertation - 12,000 words on cocaine and crime - at the start of term. Now we're only into the fourth week, but you lose all sense of time. The whole place is a bit tense. People like frightening one another. Some boast of doing 15- or 16-hour days. Others pretend to be very relaxed, but you know they are really the hardest workers.

Studying is a lonely business. For the past few weeks some close pals and I have worked in a group. It helps to discuss common problems and generally encourage one another. But now exams have started and we're all on our own.

On Monday afternoon, after a brief rest, I get stuck into revision for Tuesday afternoon's paper, *Equity Law*, which is compulsory and probably one of the most difficult. I stick at it until after midnight, when a friend from home calls me on my mobile to wish me happy birthday. I'm 21 today. Unfortunately it's going to be the 'driest' birthday I've had for years. I'm pretending my birthday's in two weeks' time when these exams are over.

On Tuesday morning I'm woken at 7.45am by a phone call from my father. He's ringing every morning during finals because he's extremely worried I'll oversleep. I sleep like a log and my alarm clock sometimes has no effect on me. About 250 students sit the afternoon paper. It isn't easy, but it could have been much worse.

I thought I liked *European Community Law*, but after Wednesday afternoon's compulsory paper I'm not so sure. It's not nice at all. The paper is much harder than I expected. Because tomorrow's an exam-free day, I ease up a bit for the rest of the day, going for a walk, listening to music and soaking in a bath. After a bit more revision, I'm in bed by 11.15.

Criminal Justice and the Penal System is probably my strongest subject. Some people don't like this option because they think it's vaguer than the others, but for me the topic of prisons is one of the most interesting. But I'm not overconfident, and I spend all day Thursday mugging up for Friday morning's exam. As it turns out, the paper is friendlier than any we've had.

I can now take the weekend off with a clear conscience because I've got just one compulsory paper to go next Thursday - *Explanations of Criminal Behaviour*. And Dad's promised to lay off the early-morning calls until Monday.

**3 READING COMPREHENSION**

A Below is a page from Peter's diary for the exam week. In his diary he has written the name of the exam he should take on each day and whether it is a compulsory paper (one which every student must sit) or an optional paper (one which only certain students have chosen to sit). He has also noted whether each exam is in the morning (a.m.) or the afternoon (p.m.). After each exam he also wrote his opinion of the paper.

Read the text again and complete Peter's diary. Monday's entry has been given as an example.

3rd Monday	a.m. American Law (compulsory)	manageable, but could have been nicer
4th Tuesday		
5th Wednesday		
6th Thursday	FREE DAY	
7th Friday		

What about Peter's last exam on the following Thursday? What is the name of the paper and is it optional or compulsory?

B For each of the following questions choose the correct answer (a, b or c).

(1) Why is the blood 'pumping hard' inside Peter's head (line 4) when he begins the exam on Monday morning?

- a because he's feeling unwell
- b because he can't understand the exam questions
- c because he's nervous

(2) Peter's dissertation is about

- a criminal justice
- b narcotics and the law
- c the law in America



- (3) What does he mean when he says that this birthday will be the 'driest' for years (line 29)?
- he won't get many presents
 - there has been no rain for a long time
 - he won't drink alcohol to celebrate
- (4) During the week of final exams Peter's father rings him in the morning because
- his son is a heavy sleeper
 - his son doesn't have an alarm clock
 - his son's alarm clock is broken
- (5) How does Peter find working in a group?
- lonely
 - helpful
 - boring

4 WORKING WITH WORDS

A Phrasal Verbs

Match the phrasal verbs from the text with the meanings in the right hand column. Make sure you look in the text for clues. Line numbers are in brackets.

hang on (2)	start something with enthusiasm
hang around (12)	continue to work hard at something difficult
give up (16)	depend on
get stuck into (25)	wait near a place without a purpose
stick at (27)	stop doing something for a while
ease up (37)	stop doing something which is enjoyable
mug up (43)	stop putting so much energy into something
lay off (47)	study quickly to know the main facts



Now use the eight phrasal verbs above to complete the sentences below. Make sure you use the right form of the verb.

- His health has improved a lot since he smoking.
- The library is full of students for their final exams.
- I passed the interview for the scholarship. Now everything the English test.
- I'm so hungry. I can't wait to my dinner when I get home.
- Don't be late for your meeting with Prof. Abidova. She doesn't like to be kept
- You might find English grammar difficult at first but if you it you'll soon improve.
- The doctor advised me to on my office work and spend more time relaxing.
- I've decided to watching TV until the exams are over.

B Word Building

The prefix **over-** is used before certain adjectives, verbs and nouns to show that there is **too much** of something. For example, if you are **overweight** you are heavier than you should be and if you **overwork** you work too much and possibly make yourself ill.

In the text there are two examples of words with the prefix **over-**. Can you find them? Are they verbs, adjectives or nouns?



Use the following verbs and adjectives with the prefix **over-** in the sentences below. The form of the adjectives stays the same, but you may need to change the form of the verbs.

VERBS

overeat
oversleep
overwork

ADJECTIVES

overgrown
overcrowded
overconfident

- (a) I haven't done any work in my garden for years. It's completely
- (b) He was late for the exam because he
- (c) It's not good to You'll become fat.
- (d) He failed the exam because he was and he didn't prepare for it.
- (e) The Tashkent metro is fast and clean but it's often
- (f) In Japan hundreds of people die each year because they They stay late in the office and never take holidays.

C Idioms

In the text Peter says that he "sleeps like a log" (line 33). A log is a heavy piece of wood which is often difficult to move. So if you sleep like a log, you sleep very deeply without moving.

Here are some more common idioms connected with studying which you might find useful.

Just before his exams Peter was **burning the midnight oil** every night.
Regina was so nervous before the test that she **didn't sleep a wink**.
Rustam looks very tired. I think he's been **burning the candle at both ends**.
Vladimir spends all his time reading books. He's a real **bookworm**.

Now match the idioms with the meanings on the right.

to burn the midnight oil

to not sleep a wink

to burn the candle at both ends

to be a bookworm

to be a very keen reader

to go to bed late and get up early

to study very late at night

to be unable to sleep



Do you think it's a good idea to **burn the midnight oil** before important exams?

GRAMMAR
SPOT

**COMPARATIVES AND SUPERLATIVES**

In the text Peter compares the different topics and exams. For example, he tells us whether one exam is harder than another and which topic is the most interesting. In doing this, he uses the **comparative** and **superlative** forms of adjectives.

The paper is much **harder** than they've been for the past couple of years. (*comparative*)
.....they are really **the hardest** workers. (*superlative*)

How many other examples of comparatives and superlatives can you find in the text?

Now read the information on how we form comparative and superlative adjectives. Then do exercises 1 and 2.



The **comparative** of an adjective is formed either by adding **-er** to the end of the normal form of the adjective, or by putting **more** in front. The **superlative** is formed either by adding **-est** to the end, or by putting **most** in front of it. Superlative adjectives are usually preceded by **the**.

The choice between putting **-er/-est** or using **more/most** usually depends on the number of syllables in the adjective.

One-syllable adjectives form their comparatives and superlatives by adding **-er and -est**.

hard \Rightarrow harder \Rightarrow the hardest strong \Rightarrow stronger \Rightarrow the strongest

Note that a spelling change is needed with **one-syllable** adjectives ending in a single consonant.

big \Rightarrow bigger \Rightarrow the biggest hot \Rightarrow hotter \Rightarrow the hottest

You also add **-er and -est** with **two-syllable adjectives ending in 'y'**. (Note the spelling change.)

easy \Rightarrow easier \Rightarrow the easiest friendly \Rightarrow friendlier \Rightarrow the friendliest

Other **two-syllable** adjectives usually have comparatives and superlatives with **more and most**.

famous \Rightarrow more famous \Rightarrow the most famous

There are some common **two-syllable** adjectives which can have either **-er/-est** or **more/most**. These include:

common polite gentle simple cruel

Adjectives with **three or more syllables** have comparatives and superlatives with **more and most**.

difficult \Rightarrow more difficult \Rightarrow the most difficult

Good and bad have special comparatives and superlatives.

good \Rightarrow better \Rightarrow the best bad \Rightarrow worse \Rightarrow the worst

Exercise 1

Rewrite the sentences below using the comparative form of the adjective in brackets.

- (a) Planes are faster than trains. *Trains are slower than planes* (slow)
- (b) Bread is cheaper than meat. (expensive)
- (c) Chinese is more difficult than English. (easy)
- (d) Tea is better than coffee. (bad)
- (e) He is ruder than his brother. (polite)
- (f) May is usually colder than June. (hot)
- (g) Tigers are rarer than lions. (common)
- (h) Tashkent's metro is cleaner than London's. (dirty)



**Exercise 2**

Look at the following extracts from a book about 'World Records'. Put the superlative form of these adjectives in the correct spaces. The first has been done for you.

intelligent rich deep high-earning expensive common

- (a) The ...*deepest*... lake in the world is Lake Baikal in Russia.
 (b) The painting in the world is 'Portrait du Dr Gachet' by Vincent Van Gogh which was sold for more than £ 44 million in 1990.
 (c) The surname in Britain is Smith.
 (d) The breed of dog is the Border Collie.
 (i) The person in the world is Bill Gates the owner of the Microsoft' computer company. His fortune is estimated to be more than \$8,000 million.
 (f) The pop group is 'Guns N' Roses'. In 1993 they earned \$53 million.

**IMPROVING YOUR WRITING****APPLICATION FORMS**

1 *Of all the different kinds of writing that you do in English, filling in an application form for a job or a scholarship is probably the most important. If you are careless in the way you complete the form it could spoil your chances of being accepted. Most employers and scholarship organisations reject candidates who submit applications which are incomplete or difficult to read. Here are some hints on filling in forms:*

- Read the instructions carefully before you write anything.
- Provide all the information requested. Don't include irrelevant details.
- Make sure that the information you give is accurate. The facts will be checked by the organisation which is offering the job or the scholarship.
- Your English must be neat and without mistakes.

2 *Of course application forms differ in the kind of information they require but there are certain terms which are common to most forms.*

- Family name:** This is sometimes called your surname.
Other names: These are sometimes referred to as your forenames.
Full name: Your forenames and family name.
Title: All males use Mr. but women can choose between Mrs. (which signals that they are married), Miss (which signals that they are single) and Ms (which does not signal their marital status).
Date of birth: In Britain the normal order is day/month/year. In the USA the order is month/year/day.
Citizenship/ Nationality: These two terms are not exactly synonymous. Citizenship refers to the country in which you have full rights including the right to a passport. It is usually determined by birth. Nationality refers more to the ethnic group to which you belong. So, for instance, you may be of Russian, Korean or Kazakh nationality but a citizen of Uzbekistan.



Address for correspondence:	The postal address to which you want the reply to your application to be sent. In the USA this is called your mailing address.
Next of kin:	Your closest living relative. (Kin is an old-fashioned word meaning relative.)
Language proficiency:	Proficiency means skill or ability. Language proficiency usually refers to your foreign language skills.
Referee:	A person who has agreed to give a written statement (reference) about your character, your skills and your suitability for the position for which you are applying.
Position:	A more formal word for job or post. It refers to the job or position you are in at the moment.
Signature:	The way you usually write your name with a pen.

3 You may also meet the following expressions in application forms:

Use block capitals	Write in <i>BIG/CAPITAL/UPPER CASE LETTERS</i>
Please print	Write in separated letters. Do not use script (joined up letters).
If applicable	This refers to something that may or may not be relevant to you. Ignore it if it is not relevant.
Please tick	Use the symbol (✓) to select an option.
Chronological order	In date order or the order in which things happened (the earliest first).



4 WRITING TASK: FILLING IN AN APPLICATION FORM

Imagine that you are applying for a scholarship to study in an English speaking country. Read the application form below and then fill it in, following the instructions. Although this is not a real form it is very similar to those you might meet in the future.

Before you start, look at the following pieces of advice:

- Question 17 is particularly important. Make sure you cover all three of the topics (a, b and c). One paragraph for each would be appropriate.
- Be definite about the course you would like to study and how it would benefit you in the future. You will improve your chances if you can show that you have a clear idea about your career and personal development.
- Don't try to please the employer or the institution by praising them.
- Make sure you mention any relevant work experience you have had and any courses you have attended outside University.
- Don't exaggerate your own abilities or experience. Honesty is the best policy!

**SCHOLARSHIP APPLICATION FORM**

Please read the questions carefully and type or print
your answers in block capitals.

PLEASE
ATTACH HERE
A RECENT
PHOTOGRAPH
OF YOURSELF

- 1 Family name Other names
- 2 Title (please tick) Mr Mrs Miss Ms
- 3 Date of birth (day/month/year) 4 Place of birth (country and town) 5 Citizenship/ Nationality
- 6 Sex Male Female 7 Marital status: Single Married Divorced Engaged Separated
- 8 Number of children (if applicable)
- 9 Address for correspondence in home country:

Name, address and telephone number of next of kin or person in your home country who should be contacted in the event of an emergency (please state relationship)

Telephone number:

Telephone number:

10 Education and training: Please list secondary schools, colleges and universities attended (in chronological order)

Dates from-to in months & years	Name & address of institution	Main subjects studied	Qualifications gained	Full/part time

11 Past and present employment. Please list (in chronological order) any work experience you have had, giving dates and main responsibilities. Include any period of military service (if applicable)

POSITION	RESPONSIBILITIES	DATES

12 Proposed future profession in your own country



13 **Language proficiency** What is your mother tongue?

Other languages . please note that, if selected, your language ability will be tested.
(enter 4 for fluent, 3 for good, 2 for fair and 1 for basic)

Other languages:	Read	Write	Speak	Understand
(a).....
(b).....
(c).....

14 Give precise subject or field of study to be followed during your scholarship.
What formal qualification do you hope to obtain at the end of it?

15 List your choice of universities or institutions in order of preference.

16 Please give the name of one referee. It is the responsibility of the candidate to obtain the reference which should be enclosed in a sealed envelope and included with this application form.

REFEREE

Title and name:

Position:

Address:

How long have you known this referee?

What is his/her professional relationship to you?

17 Finally, please state in not more than 500 words in the space provided below

- why you wish to study overseas
- why you wish to obtain the qualification you gave in answer to question 14
- how you think you will benefit in terms of career and personal development from obtaining this qualification once you have returned to your home country.

Please also give full details of any particular areas on which you would like to concentrate while overseas as part of your course of study or research. (Please continue on another sheet .)

Signature:..... Date:.....




LEARNER STRATEGY

EXAM STRATEGIES

It has been suggested by some experts that at least 50% of your chance of success in an exam relates to your examination skills rather than to your knowledge of the subject. In other words you may know your subject very well but if you approach the exam in the wrong way you may still be unsuccessful.



 *With your partner read the ten pieces of advice below and decide whether you agree or disagree with them.*

Before the exam

- 1 Make a careful revision plan. Include time off in your plan for relaxation and exercise.
- 2 Try revising in a group. This can help reduce stress and worry.
- 3 Some people find doing revision just before the exam is a good idea. Others prefer to relax for the few hours before the exam begins.
- 4 Don't go without sleep or exercise because these will help you to relax and relieve stress.

During the exam

- 5 Follow the instructions very carefully. It's a good idea to double-check the instructions halfway through the exam.
- 6 Read through the whole paper and decide which questions you will answer (if you have a choice).
- 7 Underline the key words in the question that indicate what you should do.
- 8 Spend at least 5 minutes thinking about and planning your answer. This is never a waste of time.
- 9 Make sure you divide your time carefully. Don't waste time adding to an adequate answer if you ought to be moving to another question. Always make some attempt at answering enough questions.
- 10 Rely on your own knowledge and ability.

Now add some more advice of your own.



TRANSLATION PRACTICE

While she was studying in Britain, Mavluda Ahmedova wrote this letter to her brother in Andijan. Translate it into English.

Англиядан алангали салом!

Азиз ойижон ва дадажон,

Соғ-саломат, яхши юрибсизларми? Сизни жуда соғиндим. Менинг аҳволларим яхши. Мана ўқишларим ҳам бошланиб кетди. Буюк Британия университетларида ҳориждан келган талабалар жуда кўп. Жуда кўп янги дўстлар орттирдим. Дарсдан кейин мен барча талабалар каби кутубхонада шуғулланаман. Домлалар лекцияларда фақат энг асосий жиҳатларнигина таъкидлаб ўтади. Менга айниқса амалий машғулотларда шуғулланиш маъқул келди. Бўш вақтларимда эса шаҳар бўйлаб дўстларим билан сайр қиламан.

Шу билан қисқача хатмни яқунлайман.

Сизларни ўпиб қолувчи қизингиз Мавлюдахон.



PUZZLE CORNER

BRITISH OR AMERICAN?

In his interview **about** studying in Britain, Mavluda mentioned that it took him a while to get used to British English because he was more familiar with American English. In **fact** these **two** varieties of English are very similar and learners rarely have difficulty in **adapting** from one to the other. Most of the differences between British and American English are in **vocabulary**. For instance, in Britain the places where students live are called **halls of residence** whereas in America they are called **dormitories**. In Britain a teacher **marks** your work, while in America she **grades** it.

Look at the words below and match the British English words with their American English equivalents to make 19 pairs.



little finger	vest
underground	trousers
autumn	pavement
lorry	petrol
biscuit	handbag
tap	sunglasses
rubbish	cupboard
lift	holiday
flat	wallet
chips	



French fries	vacation
sidewalk	fall
shades	undershirt
closet	elevator
pants	cookie
billfold	apartment
subway	pinkie
gas	purse
garbage	faucet
truck	





GLOSSARY OF KEY WORDS IN THIS UNIT

scholarship	/skɒləʃɪp/ <i>n</i>	стипендия, грант	penal	/piːnəl/ <i>adj</i>	жавобгарликка тортилган
seminar	/semɪnɑː(r)/ <i>n</i>	семинар	vague	/veɪɡ/ <i>adj</i>	номаълум, ярим кечаси
casually	/kæʒuəli/ <i>adv</i>	оддий, содда	midnight	/mɪdnaɪt/ <i>n</i>	ўта ўзига
busybody	/ˈbɪzɪbɒdi/ <i>n</i>	кийинган бошқаларнинг	overconfident	/ˌəʊvəˈkɒnfɪdənt/ <i>adj</i>	ишонган
pump	/pʌmp/ <i>v</i>	ишига аралашувчи	wink	/wɪŋk/ <i>n</i>	кўз қисиш
optional	/ˈɒpʃənəl/ <i>adj</i>	тебратмоқ, тортмоқ	application	/ˌæplɪˈkeɪʃn/ <i>n</i>	ариза
tackle	/ˈtækəl/ <i>v</i>	ихтиёрий	apply	/əˈplaɪ/ <i>v</i>	муружаат қилмоқ,
post mortem	/ˌpəʊst ˈmɔːtəm/ <i>n</i>	ишга киришмоқ	proficiency	/prəˈfɪʃnsi/ <i>n</i>	ариза бермоқ моҳирлик, мукамаллик
boast	/bəʊst/ <i>v</i>	ўлимидан кейин	kin	/kɪn/ <i>n</i>	уруф, насл
compulsory	/kəmˈpʌlsəri/ <i>adj</i>	мақтанмоқ	applicable	/ˌæplɪkəbl/ <i>adj</i>	татбиқ қилса бўладиган
log	/lɒɡ/ <i>n</i>	мажбурий	chronological	/ˌkrɒnəˈlɒdʒɪkl/ <i>adj</i>	хронологик
pretend	/prɪˈtend/ <i>v</i>	тўнка	tick	/tɪk/ <i>v</i>	белгиламоқ
soak	/səʊk/ <i>v</i>	муғомбирлик	dissertation	/ˌdɪsətəɪʃn/ <i>n</i>	диссертация
criminal	/ˈkrɪmɪnəl/ <i>n</i>	қилмоқ	oversleep	/ˌəʊvəˈsliːp/ <i>v</i>	ухлаб қолмоқ
		шимдирмоқ	overgrown	/ˌəʊvəˈɡrəʊn/ <i>adj</i>	ўт босган, ўсиб кетган
		жўнотчи			



When you fill in an application form always draft your answer on a copy of the original. Only complete the original form when you have improved and edited the draft.

In this unit you will learn some ways of...

- talking about different types of newspaper
- reading and understanding short articles
- using quotation and reported speech
- writing a short newspaper article

LEARNER STRATEGY

Cut out and keep interesting articles from English language newspapers and magazines. These will help you improve your reading, writing and vocabulary skills



THINKING &
SPEAKING

WHAT DO YOU READ?

1 How often do you read a newspaper? Do you buy a newspaper regularly, or do you read someone else's? There is a wide range of newspapers on sale now in Uzbekistan. Which of the newspapers below have you read?



ТОШКЕНТ ОҚШОМИ

Коммерсант
Вестник

ТРУД-7



With a partner, look at the titles above and for each one decide whether the newspaper

- is published daily or weekly
- is printed in Uzbekistan or in another country
- contains mostly national or international news
- is read by many people or only a few
- contains less serious as well as serious articles

2 In Britain there are currently 11 national daily papers and 9 Sunday papers. There are also hundreds of regional and local papers. The British press can be divided into two very different types: 'quality' papers and 'tabloid' papers.

**THE QUALITY PAPERS** e.g.

THE TIMES  *The Guardian*

These papers are bigger in size and contain detailed national and international news and lots of information on business, science, sport, etc. The articles are longer and the language is usually more formal with complex sentences and difficult words. They are generally more expensive than tabloid papers and have fewer colour pictures. Quality papers have smaller circulations (number of papers sold each day) than tabloids.


THE TABLOID PAPERS e.g.

THE Sun

DAILY Mirror

These papers are smaller and contain mainly national news and less serious stories about people's lives. Articles are usually short and the language is informal with short sentences and not many difficult words. They also have lots of games and competitions and several pages of TV information.

Can the papers available in Uzbekistan be divided into types like the British papers? Try to group the Uzbek papers according to their type.

3  Work with a partner. One of you is Student A, the other is Student B.

Student A: look at the table below

Student B: look at the table on page 88



Ask each other questions to complete the information in your table. As your partner gives you the information, write it in the table. Do not look at your partner's table and do not let her/him see your's. Use full question forms, e.g.

When was the Times founded?

Is it a quality or a tabloid paper?

Is it a daily or a Sunday paper?

What is its circulation?

STUDENT A

TITLE	WHEN FOUNDED	DAILY OR SUNDAY	QUALITY OR TABLOID	CIRCULATION
The Times		daily		508,000
The Daily Mirror	1903		tabloid	
The Observer		Sunday		495,000
News of the World	1843		tabloid	
The Guardian		daily		401,000
The Sun	1965		tabloid	

When you have completed your table, answer these questions.

(a) Which newspaper is the oldest? (b) Which is the newest? (c) Which Sunday paper has the most readers? (d) Which daily paper has the largest circulation?



DEVELOPING YOUR READING SKILLS

1 Below are three stories taken from British newspapers. Each was written by a different journalist or 'correspondent'. As you read, decide which correspondent wrote each article.

BY JULIE DOBSON
AIR CORRESPONDENT

by **Peter Goff**
Military Correspondent

BY MARTIN STEVENS
in Scotland

A

A woman who smoked during a transatlantic flight was fined £400 yesterday for putting an aeroplane in danger.

Jackie Norris, a 33-year-old mother of two, continued smoking after she had been told to stop by the captain and the crew. When she was warned again she became violent. She was arrested by airport police when the plane landed at Heathrow.

The magistrate, Mr Peter Richards, told the court that disobeying a captain's order was a very serious offence. He said that he hoped the heavy fine would warn other people not to do the same.

Outside the courtroom Norris, who works for a taxi company in Essex, expressed anger at the fine "I've always been a nervous flyer. I need to smoke to calm my nerves," she told reporters. Smoking is now banned by most major airlines.

C

A farmer working in his field near Artois in France uncovered the skeleton of a First World War French soldier, whose pen was still full of ink.

The soldier was killed in a battle in 1915 and lay buried in the field until last week when the farmer, Pierre Foray, discovered his remains. His military belt and a knife with his name still on it were found along with his fountain pen, which still worked perfectly.

"It's amazing that 81 years after the soldier's death his pen still writes like new," said Mr Foray. He added that the Veterans' Ministry was searching for the soldier's relatives.

B

A four-year-old South-American macaw called Bruce was so lonely when his mate, Gemma, was stolen from a zoo in Glasgow that he escaped and went looking for her.

Tony Thorpe, the zoo's owner, thought that he had lost both parrots for ever until an anonymous man phoned to say that he had found Bruce.

I offered a reward of £300 but the man wanted £600," Mr Thorpe said. The caller then threatened to kill Bruce if he didn't get the money.

Over the next three weeks the man made several more calls demanding money. Police eventually rescued Bruce from a house near Glasgow after neighbours reported that a noisy bird was stopping them from sleeping. A police spokesman said that a 45-year-old man was being questioned.

Lovesick Bruce, who is worth £1000, is now back safely in his cage. Gemma is still missing.



2 READING COMPREHENSION

A Find a suitable headline for each of the four stories from those below. Be careful: there are more headlines than stories!

Drama on Jumbo 400 dead in Atlantic plane crash

Police rescue lovesick parrot **Soldier killed in French battle**

NERVOUS FLYER FINED FOR SMOKING **RARE ANIMAL STOLEN FROM ZOO**

'Amazing' find in French field.



B Find the names of the following characters in the text. If the text does not give the name write NG. The first has been done for you.

the French farmer	... Pierre Foray ...	the zoo owner
the male parrot	.....	the female parrot
the French soldier		the British magistrate
the woman smoker		the police spokesman

C Say whether the following statements are true (T), false (F) or not given in the text (NG).

(article A)

- (1) Jackie Norris has two daughters.
- (2) The plane was over the Pacific when she started to smoke.
- (3) Most airline companies do not allow smoking on flights.

(article B)

- (4) Gemma the parrot flew away from the zoo.
- (5) The man who called to say he had found Bruce did not give his name.
- (6) Complaints by people about noise helped the police to find Bruce.

(article C)

- (7) The farmer was looking for the skeleton when he discovered it.
- (8) The soldier's name is not known.
- (9) The soldier has no living relatives.

D In your opinion which story is

- ◆ the most serious ◆ the most amusing ◆ the most interesting ?

3 WORKING WITH WORDS

A **Guessing the meaning of words** (see Unit 5 page 56)

If these words are new to you, try to guess their general meaning without using a dictionary. First, decide what part of speech the word is (noun, verb, adjective, etc.). Then look for clues in the context. When you have made your guesses, check them with a dictionary or your teacher.

fined	(article A)	.....
macaw	(article B)	.....
buried	(article C)	.....
battle	(article C)	.....
reward	(article B)	.....
crew	(article A)	.....



B Talking about age

If you want to give the exact age of someone or something you can use a compound adjective with hyphens(-). Look at these examples from article B

... a 45-year-old man...

... a four-year-old South-American macaw...

In each case the compound adjective is made from a **number**, followed by a **singular noun referring to a period of time** (year, month, day, etc.), followed by the word **'old'**.

Now write similar phrases to describe the following. The first has been done for you.



a baby girl born 6 months ago

.....a six-month-old baby girl.....

a chicken born yesterday

a house built 100 years ago

a partnership started 25 years ago

.....

a legal battle going on for 3 years

.....



GRAMMAR
SPOT



REPORTING WHAT PEOPLE SAY

Part of a reporter's job is to interview people to find out about something which happened and to get their views on it. As they talk to people, reporters usually take careful notes of what people say, or record the interview on a cassette recorder. When they write the story they must report accurately what different people have told them.

There are two main ways of reporting what someone has said: you can use a **quote structure** (sometimes called **direct speech**), or you can use a **report structure** (sometimes called **indirect speech**).

Using quote structures

If you want to repeat the actual words that someone used, you use a quote structure. Quote structures have two clauses. One clause is the **reporting clause** which contains the reporting verb (say, tell, add, explain, remark, etc.) and the identity of the speaker. The other part is the **quote**, which contains the words someone used. In writing, you should use quotation marks ("...") at the beginning and end of a quote. Look at this example from one of the newspaper articles. Pay special attention to the punctuation.

"It's amazing that 81 years after the soldier's death his pen still writes like new", said Mr Foray.

For a journalist it is very important to make sure that the words inside the quotation marks are **exactly** those spoken.

Now, find the other quote structures in the three articles.

**Exercise 1**

Look at the various words spoken by characters in the articles. Report them using quote structures. Choose an appropriate reporting verb from the box.

say	
tell	(use this verb if you want to mention who was being talked to)
add	(use this verb if a second point is made by a speaker)
squawk	(only birds do this!)

example:	It's a serious offence	... "It's a serious offence," said the magistrate...
(Jackie Norris)	I hate flying	.....
(Mr. Thorpe)	Bruce is very valuable	.....
(Bruce)	I miss Gemma	.....
(Pierre Foray)	It's amazing!	.....

Using report structures

When you want to report what people have said, using your own words rather than the words they actually used, you can use a report structure. A report structure has two parts. One part is the reporting clause, which contains the reporting verb in the simple past tense:

He said that he hoped the heavy fine would warn others not to do the same.

The magistrate told the court that disobeying a captain's order was a very serious offence.

The other part is the reported clause. If you are reporting a statement, the reported clause usually begins with **that**.

A police spokesman said **that a 45-year-old man was being questioned**.

He added **that the Veterans' Ministry was searching for the soldier's relatives**.

When you use report structures you do not need to quote a person's exact words. You report what he or she meant rather than his or her actual words. Of course, a good journalist should not change the person's meaning!

In report structures we are usually reporting things that were said in the past. So a verb in a present or future tense in direct speech must be changed to a past tense in a reported clause. Look at these examples.

I live in Uzbekistan.

I am studying English.

I have already read it.

I'll graduate in 1998.

I'm going to learn French.

She said that she lived in Uzbekistan.

She said that she was studying English.

She said that she had already read it.

She said that she would graduate in 1998.

She said that she was going to learn French.

Verbs in the **simple past tense** in direct speech are sometimes changed to the **past perfect** in a report clause. However, it is also possible to leave them unchanged.

I entered university in 1994.

or

She said that she had entered university in 1994.

She said that she entered university in 1994.

Past perfect verbs in direct speech **stay the same** in reported speech.

I had already studied English for five years.

She said that she had already studied English for five years.



Modal verbs (could, would, should, might, must, etc.) do not normally change.

You should practise as often as possible. He said that I should practise as often as possible.

Here is a summary of these verb tense changes:

	ACTUAL WORDS			HE/SHE SAID THAT...
present simple	"I like..."	⇒	past simple	...he liked...
present continuous	"I'm hoping..."	⇒	past continuous	...she was hoping...
present perfect	"We've read..."	⇒	past perfect	...they had read...
future with 'will'	"It will rain..."	⇒	'would'	...it would rain...
future 'am going to'	"I'm going to be..."	⇒	'was going to'	...he was going to be...
past simple	"I played..."	⇒	past perfect or past simple	...she played/had played
past perfect	"We had seen..."	⇒	past perfect	...they had seen...
modal verbs	"You should try..."	⇒	no change	...I should try...

Remember that personal pronouns used in direct speech must also be changed in reported speech because of the different viewpoints of the original speaker and the 'reporter'.
(I ⇒ he/she; my ⇒ his/her; we ⇒ they; our ⇒ their; etc.)

Exercise 2

You are the journalist who interviewed Tony Thorpe, the zoo owner, by telephone. Here are some of the things he said to you:

- I am happy that Bruce is back in his cage
- I have owned the zoo for three years.
- I bought Bruce in 1990.
- I'm going to buy another mate for Bruce.



- I am offering a reward for Gemma.
- We had not expected to find Bruce.
- The man should be fined.
- I'll tell my staff to watch out for thieves.

Now write what Mr Thorpe told you using reported speech. Use the reporting verb in brackets. You will need to make some changes in verb tenses and pronouns. Write your answers below. The first one has been done for you.

- (say) ...Mr Thorpe said that he was happy that Bruce was back in his cage...
- (add)
- (tell me)
- (say)
- (explain)
- (add)
- (say)
- (state)

**LEARNER STRATEGY****KEEPING AN ARTICLE BANK**

Many journalists keep a collection or 'bank' of articles from various newspapers and magazines. These articles may contain interesting and useful information which the journalist can refer back to when writing his or her own story.

An article bank could also be useful to you as a learner of English. It could help to improve your reading and writing skills and broaden your vocabulary. Whenever you find an article in English which is interesting and well-written, cut it out and keep it. You may like to stick the articles in an exercise book. You could arrange the cuttings according to the main topic of the story - politics, business, sport, human interest, entertainment, etc. You could also underline useful or attractive vocabulary and examples of important grammatical structures. As your article bank grows it will become a very useful source of information and ideas for future writing tasks.

Although at the moment foreign newspapers and magazines may be rather difficult to find in Uzbekistan, there are now a few English language newspapers which are published here. Below are two examples:



Printed by the Shark publishing printing concern, 41 Buyuk Turan



Both of these newspapers include a range of short articles about events in Uzbekistan and overseas. Here are three articles taken from "Good Morning" and "Business Review". Read the articles and then answer the questions below.

FAMILY'S PET COUGAR MAULS TODDLER

A two-year-old girl was in hospital Tuesday after being attacked by a cougar bought as a family pet. The girl entered a cage where her father was working with the 3-year-old animal, and it attacked her. The girl is in a critical condition at a local hospital. The cougar has been returned to the exotic animal farm where it was purchased.

ZORRO CITY

If you like to relax 'actively' don't hesitate to go directly to the Zorro Club. Discos are held each Saturday at the Railway Workers Palace of Culture. There is a bar in the cosy hall where you can find everything you want - or almost everything! "Many young people visit our club not only to dance and listen to music but also to meet others and chat," said Mr Batyr Yuldashev, the club's manager. New music bands and singers who are just beginning their careers, also have the opportunity to perform.

TO ATLANTA FOR MEDALS

A press conference concerning Uzbekistan's participation in the Olympics in Atlanta was held at the State Sports Committee. Answering journalist's questions, the Chairman said that Uzbekistan's team of 75 sportsmen and women would compete in 13 events. He added that 650 medals would be at stake in Atlanta among the 197 nations taking part.

Questions

- 1 If you wanted to add these articles to your article bank under which topic would you file each one?.....
- 2 Which article gives good examples of the use of the past tense?.....
- 3 Which article includes examples of reported speech?.....
- 4 Which story has two examples of compound adjectives used to describe age?.....
- 5 Which article includes a direct quote?.....

Now go through the articles carefully and underline any new and useful words or phrases. If you are not sure of the meaning of a word try to make a guess using the clues in the text. Then check your guess in a dictionary. In this way you will improve your reading skill and expand your vocabulary. An article bank could be a valuable resource for you. Start collecting today!

**TRANSLATION PRACTICE**

Translate these stories from an Uzbek newspaper into English.

ОЛАМДА ГАП КЎП**МУҲАББАТ ЙЎҚ ЭКАН**

Чикаголик руҳиятшунослар 18 ёшдан 28 ёшгача бўлган минг нафар йигит ва қиз ўртасида сўров ўтказишди. "Бўлғуси жуфти ҳалолингизнинг қайси жиҳатига асосий эътиборингизни қаратасиз?" деган саволга кўпчилик "даромади ва бойлигига" деб жавоб берган. Шундан кейин ҳам муҳаббат борлигини исботлашга беҳуда уринадиган мард топилармикан?!

ХАЁЛПАРАСТЛИК ОЁҚНИНГ ШЎРИ

Янги Зеландиянинг Окленд шаҳрилик Терранс Купс эскалаторда хаёл суриб кетаётган эди, оёғини эскалаторнинг тишлари чайнаб кетди. Оқибатда хаёлпараст йигит оёғининг бир неча бармоғидан ажралди.


**IMPROVING YOUR WRITING****REPORTAGE**

Journalists must be very good at finding out all the main details of a story. When they interview someone they must ask the right questions. Rudyard Kipling, the famous British writer summed this up neatly in verse:

I kept six honest serving men
They taught me all I knew
Their names were *What* and *Why* and *When*
And *How* and *Where* and *Who*

A journalist must try to give the reader the answers to all these six questions in his/her report.



 Now with your partner, practise asking and answering questions. One of you is Student A, the other is Student B.

STUDENT A

You are a newspaper journalist who has been sent to interview characters from the three stories on page 79.

Ask lots of questions to find out as much information as possible. Take notes and try to get some good quotes!

STUDENT B

You are one of the following characters from the stories on page 79:

Jackie Norris
the pilot who told her not to smoke
Tony Thorpe
the French farmer
Bruce the parrot!

Answer the reporter's questions.

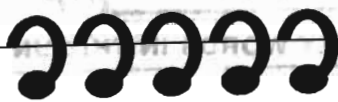
When you have finished the interview change roles with your partner.

WRITING TASK: A SHORT NEWS REPORT

1 Imagine that you are a reporter working for an English language newspaper in Uzbekistan. Your editor sends you to cover the story of a British climber who had to be rescued from Mount Chimyon. Below is a picture of this incident.

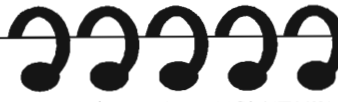


You interview the British climber in hospital. You also interview a spokesman for the mountain-rescue team which saved the climber. Here are your notes from the interviews.



INTERVIEW WITH BRITISH CLIMBER





Name: Clive Hughes Age 39
 Job: musician
 From: Bristol, England
 - climbing on Chimyon in very deep snow
 - a bizzard began - couldn't see - slipped and fell - twisted his ankle - unable to move - very cold!
 "My body was getting colder and colder."
 "When I heard the sound of the helicopter, I started to shout and wave."
 "My ankle is much better, but I still can't walk on it."
 "I'll take better equipment with me next time."
 "I realise that I'm lucky to be alive!"



INTERVIEW WITH MOUNTAIN-RESCUE SPOKESMAN (BORIS BORTSOV)

- became worried when Mr Hughes didn't return - sent a helicopter to look for the climber - the helicopter spotted the injured man and radioed his location - rescue team reached him one hour later - carried him down and an ambulance took him to hospital.
 "When we found him he was very cold and weak."
 "He didn't have proper equipment for winter climbing."
 "In the winter, Chimyon is not a mountain for amateurs!"

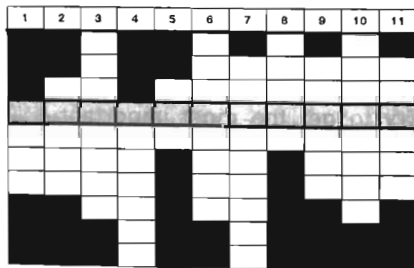
2 Use the picture and the notes above to write a short report about the incident on the mountain. As you write your report try to do the following:

-  Be economical with words and keep to the facts (who, what, when, where, how, why?).
-  Include one or two quotations and some reported speech.
-  Think of a good headline for the story (it should attract the readers).
-  Follow the stages of writing explained in Unit 2.



PUZZLE CORNER

Use the clues to discover the mystery word in the blue boxes.



- 1 A single example of any newspaper.
- 2 The oldest newspaper in Britain.
- 3 A quality British newspaper.
- 4 An amusing sketch in a newspaper.
- 5 Britain's most popular daily newspaper.
- 6 The word for less serious newspapers.
- 7 The words you find at the top of articles.
- 8 Someone's exact words used in an article.
- 9 The person in charge of a newspaper.
- 10 Another name for a journalist.
- 11 The "Observer" newspaper can only be bought on this day.



GLOSSARY OF KEY WORDS IN THIS UNIT

daily	/deɪli/ <i>adj</i>	кунлик	fine	/faɪn/ <i>n</i>	жарима
weekly	/wi:kli/ <i>adj</i>	хафталик	ban	/bæn/ <i>v</i>	ман қилмоқ
tabloid	/tæblɔɪd/ <i>n</i>	кичик	threaten	/θrem/ <i>v</i>	дўқ-пўписа қилмоқ
press	/pres/ <i>n</i>	ҳажмли рўзномалар	nervous	/nɜ:vəs/ <i>adj</i>	асабий
article	/ɑ:tɪkl/ <i>n</i>	матбуот	disobey	/dɪsəbeɪ/ <i>v</i>	бўйсунмишдан бош тортмоқ
regional	/rɪ:dʒənl/ <i>adj</i>	мақола	spokesman	/spəʊksmən/ <i>n</i>	маълум гуруҳ томонидан гапирувчи
national	/næʃənl/ <i>adj</i>	регионал	ankle	/æŋkl/ <i>n</i>	тўпиқ
local	/ləʊkl/ <i>adj</i>	миллий	rescue	/reskjʊ/ <i>v</i>	қутқармоқ
circulation	/sɜ:kjələʃn/ <i>n</i>	маҳаллий	found	/faʊnd/ <i>v</i>	асос солмоқ
headline	/hedlaɪn/ <i>n</i>	тираж	fountain pen	/faʊntən pen/ <i>n</i>	сиёҳ ручка
correspondent	/kɒrə'spɒndənt/ <i>n</i>	сарлавҳа	warn	/wɔ:n/ <i>v</i>	огоҳлантирмоқ
quote	/kwəʊt/ <i>v</i>	мухбир			
quotation	/kwəʊteɪʃn/ <i>n</i>	цитата			
accurately	/ækjə'reɪli/ <i>adv</i>	цитата келтирмоқ			
magistrate	/mædʒɪ'streɪt/ <i>n</i>	пухта			
offence	/ə'fens/ <i>n</i>	судья			
		ножўя			
		ҳаракат			

STUDENT B

TITLE	WHEN FOUNDED	DAILY OR SUNDAY	QUALITY OR TABLOID	CIRCULATION
The Times	1785		quality	
The Daily Mirror		daily		2,500,000
The Observer	1791		quality	
News of the World		Sunday		4,800,000
The Guardian	1821		quality	
The Sun		daily		4,000,000



When you read a newspaper or magazine in English don't expect to understand every word. Try to get the most important information and don't worry about the details. If you find an article you really enjoy, cut it out and keep it in your article bank. You can study it in more detail later.

In this unit you will ...

- talk about food and health
- use countable and uncountable nouns
- make good use of an English only dictionary
- write a recipe

LEARNER STRATEGY

A good language learner should know not only how to use a dictionary but also when not to use one. In this unit you will think about the role of dictionaries and practise using one.

THINKING &
SPEAKING

FOOD AND HEALTH

1 Look at the food label below. With your partner decide what nutritional information the label provides.

Healthy Eating

99% FAT FREE DRIED
SKIMMED MILK WITH ADDED
VITAMINS A & D

Dried skimmed milk contains less than half the fat of whole milk powder, provides calcium for strong bones and teeth and is fortified with vitamins A & D

2 How much do you know about food and health? With your partner take turns to ask and answer the questions below. Make a note of each other's answers.

FOOD AND HEALTH QUIZ

(a) Which of the following contains a lot of protein which helps to build our bodies?

bread meat fruit water

(b) Which of these gives us the most energy?

rice fish eggs tea



- (c) Which is the most fattening?
beans honey bread peanuts
- (d) Which food provides us with the most vitamin C?
butter potatoes fruit chocolate
- (e) Which of these can cause long term damage to our health if we eat too much?
fatty food frozen food fresh fruit dried fruit
- (f) Which of these can lead to high blood pressure if we have too much?
tea melon oranges salt

Now check your answers in the key at the back of the book. Give yourself 1 point for each correct answer.



- | | |
|-------------------|----------------------------------------------------------------|
| 0-2 points | Oh dear! Find out more about healthy eating. |
| 3-4 points | You know a little but you need to know more. |
| 5-6 points | You have a good understanding of how food affects your health. |

- 3** Discuss your own diet with your partner and consider whether your typical diets are healthy or unhealthy.



DEVELOPING YOUR READING SKILLS

- 1** Before you read the text about British eating habits see if you can predict some of the words (verbs, nouns and adjectives) which you will find in the text. Write your predictions below.

VERBS

NOUNS

ADJECTIVES

- 2** Now read the text and find out how many of the words you predicted above actually appear in the text.



In Britain, breakfast is usually eaten between 7 and 8 o'clock in the morning. Traditionally, it consists of a hot dish such as sausages, bacon and eggs, preceded by cereals and followed by toast and marmalade. Although many hotels still offer this kind of cooked breakfast, at home most people prefer a lighter meal to start the day. Nowadays, a typical breakfast might be a bowl of cornflakes and a cup of tea or coffee, or a boiled egg and a piece of toast with a glass of fresh orange juice. Not only is this type of light breakfast healthier but it also takes only a few minutes to prepare and eat, something which is very important for busy working people.

The meal eaten between midday and about 2 pm is usually called lunch. For most people this is a light meal, often eaten at their workplace, which could be a hot-dog, a few sandwiches or a baked potato. People have only 30 or 40 minutes for lunch so they often buy pre-cooked 'convenience' food. As the name suggests, convenience food is very quick and easy to prepare since it only needs to be heated on a stove or in a microwave oven. Over sixty per cent of British homes now use a microwave oven for cooking and many offices also have one for employees to use. Sunday lunch is very different. This is the traditional time when all the family can relax and enjoy a meal together. A typical Sunday lunch consists of roast beef and potatoes, boiled vegetables (such as carrots or peas) and gravy (a thick brown sauce made with the juice from the meat). It is usually followed by a sweet pudding or pie.



Dinner is the main meal for most families. It is eaten between 6 and 8 o'clock in the evening and consists of two courses: meat or fish and vegetables, followed by a dessert or pudding. Many families prefer to eat take-away food for dinner instead of cooking. The traditional take-away food is fried fish and chips eaten with salt and vinegar. In recent years American-style 'fast-food', especially hamburgers, has become very popular. Most towns and cities have restaurants specialising in food from other countries, such as Chinese and Indian dishes, Turkish kebabs and Italian pizzas.



As well as being the most popular drink in Britain, tea is also the name of a light meal eaten between 4 and 5 o'clock. It generally consists of a few pieces of bread and butter with jam, cakes or biscuits, and hot tea. Of course, working people have no time for this meal but they do often have an afternoon 'tea-break' when they drink a cup of tea or coffee. Some families, for whom lunch is the main meal of the day, also eat a light meal called supper, in place of dinner. This is usually eaten between 7 and 8 o'clock and could be something like cheese on toast, a slice of pizza, or a bowl of soup.

Since the 1970s the eating habits of British people have changed. Doctors and nutritionists have advised people to eat less fatty food and more food like fresh fruit and vegetables, which contain a lot of fibre. Too much fat in our diet can lead to heart problems, whereas fibre is helpful in keeping our stomachs healthy. Experts have also warned against eating too much salt, which can lead to high blood pressure, and sugar, which damages our teeth. Overeating is also a problem for many people and about forty per cent of British adults are overweight. One reason for this is that many people eat snacks like crisps, sweets and biscuits between meals. In fact, snacks are the fastest growing sector of the food industry. Not surprisingly, another fast growing sector is slimming food - special food with fewer calories for people who want to lose weight!



**3 READING COMPREHENSION**

A Match the meals on the left with the time when typically British people eat them.

breakfast	4-5 pm
lunch	7-8 pm
tea	6-8 pm
dinner	7-8 am
supper	12 noon — 2 pm



B Decide whether the following statements are true (T), false (F) or not given in the text (NG).

- The traditional British breakfast is healthier than the modern breakfast.
- Convenience food is more expensive than fresh food.
- More than half of all British families cook with a microwave oven.
- Sunday lunch is traditionally a light meal.
- Peas are vegetables.
- A dessert is a dish eaten after the main course.
- Coffee is now more popular in Britain than tea.
- More than half of British adults are overweight.
- Eating low calorie food can help overweight people reduce.
- Slimming food is the fastest growing sector of the British food industry.

C The final paragraph of the text mentions that different types of food can affect our health. Complete the table below with information from the text.

FOOD CONTAINING...	EFFECT ON HEALTH...
fat	can lead to heart problems
fibre	
salt	
sugar	

4 WORKING WITH WORDS

A Guessing the meaning of words.

Use clues in the context and in the forms of the words themselves to guess the meaning of the following words and phrases from the text. Don't look in the dictionary until after you have made your guesses!

convenience (14)	.....
stove (15)	.....
pre-cooked (13)	.....
nutritionists (39)	.....
snacks (46)	.....



B Look back in the text and find different types of food which match the definitions below:

- a) small pieces of meat cooked and served on a metal rod
- b) a type of jam made from citrus fruit (especially oranges)
- c) a sausage eaten in a bread roll
- d) a liquid with a very sharp taste used with certain foods
- e) long thin pieces of fried potato (called french fries in the USA)
- f) thin slices of potato, fried, dried and sold in packets (called chips in the USA)
- g) chopped beef eaten in a bread roll with fried onion



USING A DICTIONARY



1 Being able to use a dictionary effectively is a very useful and helpful language learning skill. However, knowing when not to use your dictionary is equally important. In this unit and in earlier units of this book you practised guessing the meaning of words using clues. This skill will help you to read and understand a text without stopping to look up every new word. In general you should try to look up as few words as possible so that you learn to manage without a dictionary. Overuse of the dictionary slows you down and makes reading a boring task.

Of course sometimes you will have to consult your dictionary. When you do so you should be able to do it quickly and make good use of the information it provides.



2 A dictionary survey

There are many different dictionaries available in Uzbekistan. Some have been written and published here and others are imported. There are two main types of dictionary which may be of use to you : the monolingual (English only) dictionary and the bilingual (Uzbek-English or Russian-English) dictionary.

In your group look at the dictionaries which you have with you and add the relevant information to the table below. One dictionary has already been entered as an example.



Title of dictionary	Oxford Advanced Learners Dict. (5th ed.)			
Publication date	1995			
Monolingual / Bilingual	monolingual			
Number of headwords	63,000			
Phonetic transcription	yes			
Grammatical information	yes			
Examples of how word is used	yes			
Size / Weight	quite large and heavy			

When you have finished looking at your dictionaries discuss the following questions in your group.

- What are the advantages and disadvantages of monolingual and bilingual dictionaries?
- Which of the dictionaries you looked at do you prefer? Why?

3 Working with a dictionary

There are several excellent monolingual dictionaries specially written for learners like you. A good example is the Oxford Advanced Learners Dictionary (see the entry in the table above). If you cannot find a suitable dictionary in the bookshops you should be able to consult one in the British Council Information Centre in Tashkent or in another library. The Oxford Advanced Learners Dictionary (OALD) is specially designed for learners, with clear examples, explanations, notes on usage and illustrations. It also contains special language study pages and a good deal of useful cultural information.

In order to use the OALD or any dictionary effectively, you need to understand the various symbols and abbreviations used. Look at the explanations of symbols and abbreviations below and then see if you can find them in the extract from the OALD on the next page.

Some of the symbols used in the OALD

▶	derivatives (words which are formed from the headword)
■	compound words
⇒	refers to another entry in the dictionary
IDM	idioms containing the headword
PHR V	phrasal verbs containing the headword

Some of the abbreviations used in the OALD

[U][C]	uncountable or countable nouns
sl	slang (very informal language)
informl	informal words or expressions (not appropriate for formal situations)
derog	derogatory expressions (showing disapproval)
interj	interjections (words or phrases used to express sudden surprise or pleasure)
(Brit)(US)	expressions or spellings exclusive to British or American English



4 Now use this dictionary page to answer the questions on the next page.

brave /brɛv/ *adj* (-r, -st) **1** (of a person) ready to face and endure danger, pain or suffering; having no fear: *brave men and women* *o* *He brave!* *o* *It was brave of her to go into the burning building.* *o* *He was very brave about his operation.* **2** (of an action) requiring or showing courage: *a brave act/deed/speech* *o* *She put up a brave fight against her illness.* **IDIOM (a)** *brave new world* (catchphrase often ironic) a new and hopeful period in history resulting from major changes in society: *Where is the brave new world of health care promised by the government?* **put on, etc** a bold/brave front \square FRONT.

brave *v* to endure or face sth/sb without showing fear: [Vn] *brave dangers* *o* *brave one's critics* *o* *We decided to brave (ie go out in spite of) the bad weather.* **PHRASE** *brave it out* to face anger, suspicion or blame with a refusal to change one's behaviour or accept defeat: *With no one to help him against his accusers he had to brave it out alone.*

bravely *adv.*
bravery /'brɛvəri/ *n* [U] being brave: courage: *a medal for bravery in battle.*

bravo /brə'vau/ *interj.*, *n* (pl -os) a shout of approval, esp to an actor, singer, etc: *Bravo! Well played!*

bravura /brə'vjuərə/ *n* [U] (often used attributively) brilliant style or technique in performing: *a bravura performance.*

brawl /brɔ:l/ *n* a rough or noisy fight, esp in a public place: *a drunken brawl in a bar.*
► *brawl v* to take part in a brawl: [V] *gangs of youths brawling in the street.* **brawler** *n.*

brawn /brɔ:n/ *n* [U] **1** strong muscles; strength: *a job needing brains (ie intelligence) rather than brawn.* **2** (Brit) (US 'head cheese') meat, esp from a pig's or calf's head, cooked and pressed in a pot with jelly.

► *brawny adj* (-ier, -iest) having or showing strong muscles: *a brawny physique* *o* *a brawny man.*

bray /breɪ/ *n* (a) the harsh cry of a DONKEY. (b) a sound like this. **►** *bray v* (often derog) to make a bray: [V] *a braying laugh.*

brazen /'breɪzn/ *adj* **1** (derog) open and without shame: *brazen insolence/rudeness* *o* *an unforgivable act of brazen savagery* *o* *a brazen hussy.* **2**(a) made of brass, like brass. (b) having a harsh sound: *the brazen notes of a trumpet.*

► *brazen v* **PHRASE** *brazen it out* to behave, after doing wrong, as if one has nothing to be ashamed of. **brazenly** *adv* (without shame).

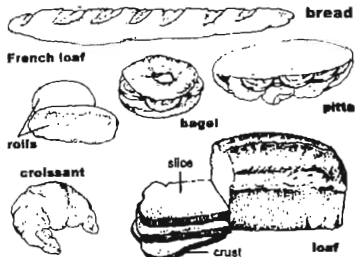
brazier /'breɪzɪə(r)/ *n* an open metal framework for holding a coal fire: *workmen brewing tea on a burning brazier.*

breach /brɪtʃ/ *n* **1** [C, U] the breaking of or failure to do what is required by a law, an agreement, a duty, etc: *a breach of loyalty/trust/protocol* *o* *a breach of confidence* (ie giving away a secret) *o* *sue sb for breach of contract* *o* *a breach of security* (ie failure to protect official secrets) *o* *They are in breach of the Official Secrets Act.* **2** [C] a break in usu friendly relations between people or groups: *a breach of diplomatic relations between two countries.* **3** [C] an opening made in a wall or barrier, eg by an attacking army: *The huge waves made a breach in the sea wall.* **IDIOM** *step into the breach* \square STEP.
► *breach v* to make a gap in a wall, barrier, etc:

[Vn] *Our tanks have breached the enemy defences.*

breach of promise *n* [U] (law) the breaking of a promise, esp (formerly) a promise to marry sb.

breach of the peace *n* (usu sing) (law) the crime of causing a public disturbance, eg by fighting in the street.



bread /bred/ *n* [U] **1** a food made of flour, water and usu YEAST mixed together and then baked: *a loaf/slice/piece of bread* *o* *wholemeal-bread* *o* *brown/white bread.* \square picture. See also CRISP/BREAD, GINGER-BREAD. **2** (sl) money. **IDIOM** *bread and water* (Brit) the plainest and cheapest possible food: *I had to live on bread and water when I was a student.* **know which side one's bread is buttered** \square KNOW. **take the bread out of sb's 'mouth** to take away sb's means of earning a living.

► *bread and butter* /'bred n 'bʌtə(r)/ *n* [U] **1** slices of bread spread with butter. **2** (informal) (the way of earning) one's living: *He's trying to get work as an actor, but he earns his bread and butter as a waiter.* *o* *Jobs, pensions and housing are the bread-and-butter issues of politics* (ie the basic ones)

'bread bin *n* (Brit) (US 'bread box') a container for keeping bread in.

breadbasket /'bredbɑːskɪt/; US -bæs-/ *n* (US) an area of agricultural land that provides large amounts of food, esp grain, for other areas: *We travelled across the breadbasket of America.*

breadboard /'bredbɔːd/ *n* a board of wood, etc for cutting bread on.

breadcrumbs /'bredkrʌmz/ *n* [pl] tiny pieces of bread, usu from the inner part of a LOAF: *fish covered with breadcrumbs and then fried.*

breadline /'bredlaɪn/ *n* (esp US) a line of poor people waiting for free food to be given to them. **IDIOM** *on the breadline* very poor: *Millions of people are still living on or below the breadline.*

breadth /bredθ/ *n* **1** [U, C] the distance or measurement from side to side; width: *The average breadth of the reef is ten miles.* **2** [U] wide extent, eg of knowledge; range: *(2): Her breadth of experience makes her ideal for the job.* **3** [U] freedom from prejudice and willingness to accept new or different ideas, opinions, etc: *show breadth of mind/outlook/opinions.* **IDIOM** *the length and breadth of sth* \square LENGTH:

breadwinner /'bredwɪnə(r)/ *n* a person who supports a family with the money he or she earns: *Mum's the breadwinner in our family.*



UNIT 8

- a) The word **brave** can be a verb, an adjective and a noun. True or false?
- b) When **bread** is used in slang what does it mean?
- c) What is the **name** of the metal container used in Uzbekistan for making kebabs?
- d) Can you eat **brawn**?
- e) What could you shout during a concert if a singer gave a good performance?
- f) In Britain people keep their bread in a breadbin. Where do Americans keep it?
- g) What do you call the thick outer part of a loaf of bread?
- h) Give an idiom which means to be very poor.
- i) Which word means the same as width?
- j) Complete the following sentences.
- 1 *When his father died Anvar became the.....for his family.*
 - 2 *In **her** spare time she loves to sing and play music but she earns her.....**as** an interpreter.*
 - 3 *The men were arrested by the police for brawling in the street. They **have** been charged with a breach of.....*
- k) Where is the breadbasket of Uzbekistan?
- l) What noise does a donkey make?
- m) What is a croissant?
- n) Before fish is fried what is it often dipped in?



GRAMMAR SPOT



COUNTABLE AND UNCOUNTABLE NOUNS AND PARTITIVES

The two biggest groups of nouns are countable and uncountable nouns. Most countable nouns are words for separate things which can be counted such as:

eggs books students meals

Uncountable nouns are usually things which are quantities rather than separate items such as:

milk sugar time meat

There are uncountable nouns in English which may be countable nouns in your own language. These include:

information equipment advice research
furniture progress news homework

Uncountable nouns have no plural form. They can be used without a determiner or with one of the following words:

some little much more enough any no

You can specify certain quantities of uncountable nouns using partitive phrases such as:

a piece of advice some chunks of cheese three items of furniture



Exercise 1

Correct the following sentences where necessary. The first has been done for you.

- | | |
|----------------------------------------------------------------------|----------------------------------------|
| a) I received a bad news this morning. | I received some bad news this morning. |
| b) Do you like rice? | ..... |
| c) The doctor gave me some advices about my diet. | ..... |
| d) For breakfast I usually eat two pieces of toast. | ..... |
| e) Do you take milk in your tea? | ..... |
| f) The article contained some useful informations. | ..... |
| g) Are there many furnitures in your office? | ..... |
| h) I have made some progresses in my research. | ..... |
| i) How many eggs do you need to make an omelette? | ..... |
| j) Factories in Uzbekistan are now using advanced modern equipments. | ..... |



Partitives with food and drink

Many words for food and drink are uncountable nouns. For example:

bread cheese sugar coffee milk meat oil yoghurt

If you want to talk about particular amounts of these, you usually need to use a partitive phrase such as:

a piece of a slice of a bit of a drop of

A good dictionary should show you the appropriate phrase to use.

Look at the extract from the OALD. Which three partitive phrases can you use with the word 'bread'?

You can also use measurement nouns (litre, kilogram (kg), gram (g), etc) in partitive phrases to refer to an amount of something. For example:

1 litre of milk 2 kgs of strawberries 200g of meat

These partitives can be used with both countable and uncountable nouns.

When you want to refer to the container in which the food is served or sold you can also use a partitive phrase such as:

a cup of tea	a bowl of cornflakes	a bottle of wine
a bag of crisps	a tin of peas	a packet of biscuits

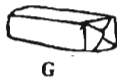
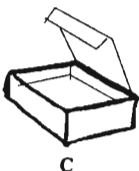
As these examples show, these partitives also can be used with both countable and uncountable nouns.

Partitive phrases are not only used with food and drink. For example:

a tin of paint a bottle of ink a bucket of sand a square metre of carpet

**Exercise 2**

Match the pictures of food and drink containers below with the words in Box 1. Then choose an item from Box 2 which you can usually buy in that container and write a partitive phrase in the table.

**Box 1**

jar box carton tube
bottle can bag packet

Box 2

matches beer
honey biscuits
toothpaste rice
sugar milk
tea peas
wine fruit juice

PICTURE	CONTAINER	PARTITIVE PHRASE
A	bottle	a bottle of beer
B		
C		
D		
E		
F		
G		
H		

**IMPROVING YOUR WRITING****RECIPES**

1 In the text about British eating habits you read about the traditional Sunday lunch of roast beef, vegetables and gravy. Traditionally this is served with Yorkshire Pudding. This dish, which originated in the northern English county of Yorkshire, is not sweet like most puddings. It is a simple but delicious mixture of eggs, flour and milk.



Read the recipe below for traditional Yorkshire Pudding.

Ingredients

- 300 grams of flour
- $\frac{1}{2}$ teaspoon of salt
- $\frac{1}{2}$ cup of milk
- 2 eggs
- $\frac{1}{2}$ cup of water



Method

1. Preheat the oven to 175°C.
2. Put the flour and the salt into a bowl and mix.
3. Make a hole in the centre of the mixture, pour in the milk and beat until soft and light.
4. Add the eggs and beat them into the mixture.
5. Add the water and beat until large bubbles rise to the surface.
6. Leave the mixture to stand for 1 hour in the fridge and then beat it again.
7. Pour the mixture into an oven dish greased with some melted butter and bake for about 30 minutes.
8. Serve the pudding at once with roast beef, vegetables and gravy.

2 This recipe illustrates some general points about the way recipes are written.

- They usually contain two sections: ingredients and **method**.
- Verbs are mostly in the imperative form to make the instructions clearer.
- The verbs used are appropriate. For instance bake and beat have precise meanings in cookery.
- Numbers are used to order the stages of the method and **make** them easier to follow.

3 WRITING TASK: A RECIPE FOR A NATIONAL DISH

A British friend who was recently in Uzbekistan has written to you asking for the recipe of a national dish which he or she particularly enjoyed.

Choose a national dish and write out complete instructions on how to prepare it. Remember that your friend is far away in Britain so it is very important that your recipe instructions are precise and clear


You should also:

- use the same **recipe format** as that for the Yorkshire Pudding
- **make use** of partitive phrases when listing the quantities of ingredients
- choose your cookery vocabulary carefully (your dictionary could help you here)
- discuss, draft, improve and edit your writing in the usual way.

**TRANSLATION PRACTICE WAYS OF PREPARING FOOD**

1 The text about British eating habits contained several examples of adjectives formed from verbs which describe the way a certain kind of food has been prepared. Match these words and five more which do not appear in the text with the Uzbek translations on the right.

- | | |
|---------------|-------------------------------------------------|
| (1) cooked | (a) қовурилган |
| (2) boiled | (b) димланган |
| (3) fried | (c) пиширилган |
| (4) roast | (d) тандирда ёки духовкада пиширилган (нондек) |
| (5) baked | (e) қайнатилган |
| (6) steamed | (f) қуритилган |
| (7) dried | (g) кабоб қилинган |
| (8) smoked | (h) дудланган |
| (9) barbecued | (i) тандирда ёки духовкада пиширилган (гўштдек) |

2  Work with a partner to translate this recipe into English. Use your bilingual dictionary where necessary.

КАДИ ЯХНАСИ

Масаллик: 1 кг ошқовоққа, 1 чай қошигида туз, 100 г сариеғ кифоя қилади.
Алоҳида идишда 1 стакан қаймоқ берилади.

Яхши пишган ошқовоқни олиб, бўлак-бўлак (учбурчак, тўртбурчак) қилиб кесасиз, уруғ ва лўстини олиб ташлайсиз. Бўлакларни совуқ сувда чайиб, юзига майда туз сепасиз. Кейин манти қасқон лаппакларига бир қатор қилиб териб, 30-35 минут давомида буглаб пиширасиз. Тайёр бўлгач, олиб лаганга соласиз, юзига сариеғ суркаб тобини келтиргач, нонушта ёки кечки овқат дастурхонига тортасиз. Алоҳида идишда қаймоқ келтириб қўйинг. Халқ табобатида ушбу таомни ошқозон-ичак касалликлари ҳамда қон босими ортиши, атеросклероз ва юқори нафас йўлларининг шомоллашида парҳез сифатида тавсия этилган.

**PUZZLE CORNER A RHYMING RIDDLE**

See if you can solve the riddle below:

My first is in tea but not in coffee
My second is in candy but not in toffee
My third is in meat but not in fish
My fourth is in spoon but not in dish
My fifth is in beans but never in peas
My sixth is in yoghurt though it isn't in cheese
My seventh is in cream yet not in butter
My whole is a word opposite in meaning to another



SOLUTION:





GLOSSARY OF KEY WORDS IN THIS UNIT

recipe	/ˈresəpi/ <i>n</i>	рецепт	pudding	/ˈpuɪdɪŋ/ <i>n</i>	таомдан кейин
label	/ˈleɪbl/ <i>n</i>	ёрилик			ейиладиган
health	/ˈheɪlθ/ <i>n</i>	соғлиқ	pie	/paɪ/ <i>n</i>	ширинлик
nutrition	/njuːˈtʃʃn/ <i>n</i>	тўғри овқатланиш	peas	/piːz/ <i>n</i>	пирог
fat	/fæt/ <i>n</i>	ёғ	course	/kɔːs/ <i>n</i>	нўхат
skimmed	/ˈskɪmɪd/ <i>adj</i>	ёғи олинган	chips	/tʃɪps/ <i>n</i>	таом, овқат
milk	/mɪlk/ <i>n</i>	сут			қовурилган
beans	/biːnz/ <i>n</i>	ловия	slice	/slaɪs/ <i>n</i>	картошка
honey	/ˈhʌni/ <i>n</i>	асал	fibre	/ˈfaɪbə(r)/ <i>n</i>	бўлак
peanuts	/ˈpiːnʌts/ <i>n</i>	ерёнғоқ			озиқ-овқат
bacon	/ˈbeɪkən/ <i>n</i>	дудланган	diet	/ˈdaɪət/ <i>n</i>	фибра
		чўчка гўшти	snack	/ˈsnæk/ <i>n</i>	таркибида
cereals	/ˈsɪəriəls/ <i>n</i>	дон	slim	/slɪm/ <i>adj</i>	пархез
		маҳсулоти	bilingual	/ˌbiːlɪŋɡwəl/ <i>adj</i>	тамадди
toast	/ˈtəʊst/ <i>n</i>	қиздирилган	monolingual	/ˌmɒnəˈlɪŋɡwəl/ <i>adj</i>	озғин
		нон			икки тилли
fresh	/frefʃ/ <i>adj</i>	янги	consult	/kənˈsʌlt/ <i>v</i>	бир тилли
convenience	/kənˈviːniəns/ <i>n</i>	кулайлиқ			маслаҳат
stove	/stəʊv/ <i>n</i>	плита	carton	/ˈkɑːtn/ <i>n</i>	олмоқ
microwave	/ˈmaɪkrəʊweɪv/ <i>n</i>	микротўлқинли	tube	/tjuːb/ <i>n</i>	картон
oven	/ˈʌvən/ <i>n</i>	ўчоқ	packet	/ˈpækɪt/ <i>n</i>	тубиқ
gravy	/ˈɡreɪvi/ <i>n</i>	гўшти	bag	/bæg/ <i>n</i>	пакет
		овқатлар учун	can	/kæn/ <i>n</i>	сумка, халта
		соус			банка



Always study the context of a new word, even if you use a dictionary. Word meanings are always changing, especially in English which is a fast-developing language. Even the very latest dictionary may not be able to tell you the exact meaning of a word in a particular context. You must be prepared to use your powers of inference and deduction!


YOU WILL BE LISTENING TO MUSIC IN THE NEXT UNIT, SO BRING YOUR FAVOURITE MUSIC CASSETTE TO CLASS.

In this unit you will ...


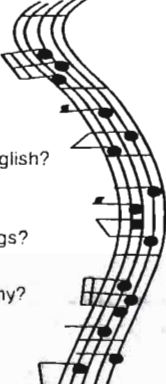
- talk about music and musical styles
- read a biographical text
- learn how to use participles in dependent clauses
- write a short biography

LEARNER STRATEGY

For most people listening is a more difficult skill to master than reading. In this unit we will consider some practical and enjoyable ways in which you can improve your listening ability.


THINKING & SPEAKING
MUSICAL HABITS AND OPINIONS

- 1** Use the questionnaire below to find out about your partner's musical tastes and listening habits. Take turns to ask and answer the questions. You can add some questions of your own.

- 
- 1 How many hours per day do you listen to music?
less than one/more than one/more than two
 - 2 What kind of music do you like most?
classical/traditional/pop/jazz/hard rock
 - 3 What is your favourite group or artist?
 - 4 Do you ever listen to music when you are studying?
 - 5 What percentage of the songs you listen to are in English?
less than 25% more than 50%
more than 25% more than 75%
 - 6 Do you ever try to write out the words of English songs?
 - 7 Do your parents like the music you listen to?
 - 8 Does music ever disturb you? If it does, when and why?
 - 9 How often do you buy cassettes?
once a week/fortnight/month/year/never
- 


Now compare your partner's answers with your own. You can use phrases like those below when you make your comparison.

- I never listen to music when I study but my partner does.
- Both my partner and I like traditional music.




2 From the cassettes you have brought to class your teacher will choose 3 and play one song from each on a tape recorder. As you listen to each song think about how it makes you feel and record your opinion in the table below. Circle the appropriate number. (1 = not at all 5 = very much)

FEELING	SONG 1	SONG 2	SONG 3
sad	1_2_3_4_5	1_2_3_4_5	1_2_3_4_5
happy	1_2_3_4_5	1_2_3_4_5	1_2_3_4_5
good beat	1_2_3_4_5	1_2_3_4_5	1_2_3_4_5
good lyrics	1_2_3_4_5	1_2_3_4_5	1_2_3_4_5
boring	1_2_3_4_5	1_2_3_4_5	1_2_3_4_5
good for dancing	1_2_3_4_5	1_2_3_4_5	1_2_3_4_5
warm	1_2_3_4_5	1_2_3_4_5	1_2_3_4_5
exciting	1_2_3_4_5	1_2_3_4_5	1_2_3_4_5
romantic	1_2_3_4_5	1_2_3_4_5	1_2_3_4_5
social message	1_2_3_4_5	1_2_3_4_5	1_2_3_4_5

 When you have listened to all three songs and completed the table, form a group of 3 or 4 and compare your opinion with those of other students. If you disagree, try to explain your points of view.



DEVELOPING YOUR READING SKILLS

1  You are going to read a text about Elton John, the famous pop star. How much do you already know about him? Is there anything you are not sure of or would like to know? With a partner fill in the table below. Remember : don't look at the text yet!



THINGS YOU KNOW ABOUT ELTON JOHN	THINGS YOU ARE NOT SURE OF	THINGS YOU WOULD LIKE TO KNOW

2 Now read the text and see if it contains what you already knew, answers your uncertainties or tells you what you wanted to know.



Reginald Dwight was born in 1947 in Pinner, a suburb of London. Despite being a rather shy and unhappy child he showed a great talent for music. He started taking piano lessons at a very early age and when he was only eleven he was awarded a scholarship to the Royal Academy of Music. However, Reginald's interest in classical music quickly declined when he heard the new sounds of rhythm and blues and rock and roll. He spent hours listening to rock and blues artists on his radio and record player and tried to copy their songs on his own piano.

In 1961 Dwight joined a local amateur group called Bluesology led by another blues-rock fan called John Baldry. Leaving school in 1963, he got a job as a messenger at a music publishing firm but became a full-time musician in 1965 when Bluesology became a professional band.

In 1967 Dwight left Bluesology to follow a solo career. He decided that as a solo artist he needed a more attractive name so he changed it, combining the first name of Bluesology saxophone player Elton Dean with the first name of the band's leader. From that moment Reginald Dwight became Elton John. Realizing that his main talent was for writing music rather than words, Elton formed a partnership with the songwriter Bernie Taupin. Together they produced some of the most successful pop music records of the 1970s.

Their first major record success in the UK came in 1969 with the single "Lady Samantha" and Elton's debut album "Empty Sky". Elton's music soon became popular in America too and in 1970 he had his first US Top 10 hit with "Your Song". He continued to release albums on both sides of the Atlantic, many of them topping the charts. In 1972 he formed his own record label and three years later he made his film debut in the rock opera "Tommy". By this time Elton had become one of the richest people in the entertainment world. His earnings for 1974 alone were over \$8 million.

As well as being a successful recording artist Elton was also a great live performer. He gave concerts all over Britain and America including one in Los Angeles which attracted over 110,000 fans. His stage act was always colourful and exciting. He was frequently criticised for his eccentric costumes and wild behaviour on stage but his songs and his playing were often beautiful and sensitive.

Having reached the very top of his profession, Elton John decided to give it all up and devote himself to other things. In 1975 he spent a year as the director of a football club in London which he had supported since his childhood. He even gave away most of his costumes and other possessions which reminded him of his past. Then in 1976 his partnership with Bernie Taupin broke up. Many people thought that Elton's career in music was really over, especially since other musical styles like heavy metal and punk were becoming so popular.

But they were wrong. In 1978 Elton returned with a successful album and in 1979 became the first pop-star from the West to perform in Moscow and Leningrad. Throughout the 1980s and 1990s Elton has continued to tour the world, thrilling large crowds with spectacular performances. Never having had a UK Number 1 single, he was particularly pleased when "Sacrifice" reached the top of the charts in 1990. In the following year he won an award as the 'Best British Artist' and in 1995 he won an Oscar for one of his songs which was used in the film "The Lion King". In the same year he released an album of all his most famous love songs.

Elton is still very much in the public eye and rarely out of the tabloid newspapers. There have been reports about his battles with drugs, alcohol and depression as well as his weight and baldness problems. Many stories in the press have focussed on his moody character and extravagant lifestyle (he owns hundreds of pairs of glasses and shoes and lives in a huge mansion). His stormy personal relationships are also exposed in the newspapers. His marriage to the German sound engineer Renate Blauer in 1985 and their divorce only two years later made headline news in the tabloids. It seems that the sadness in so many of his songs (such as "Sorry Seems to be the Hardest Word" and "Daniel") reflects the unhappiness in his own relationships.

Despite all the criticism Elton's music continues to speak for itself. It may be true that his stage act is less energetic and colourful and perhaps his new songs do lack the lyrical quality of those written with Bernie Taupin. Yet his recordings and concerts are as popular as ever with fans of all ages and nationalities. Nobody remembers shy Reginald Dwight from Pinner but Elton John has become one of the most famous names in the history of pop music.



3 READING COMPREHENSION

A Below is a table showing important events in Elton John's career. Complete the table with information from the text.

1947	born	1976	.....
1958	.....	1978	.....
1961	.....	1979	.....
1965	.....	1985	married
1967	left Bluesology	1987	.....
1969	.....	1990	.....
1970	.....	1991	.....
1972	.....	1995	.....
1975	director of football club		



B Decide whether the following statements are true (T), false (F) or not given in the text (NG).

- 1 Elton's parents were also musicians.
- 2 Bernie Taupin wrote the music for many of Elton's best songs.
- 3 Elton changed his name because Reginald Dwight sounded too dull.
- 4 Elton's first album was called Empty Sky.
- 5 More than 110,000 fans went to one of Elton's British concerts.
- 6 He was married to a German singer for two years.
- 7 Elton was the first western pop singer to tour the Soviet Union.
- 8 In 1975 he sold many of his possessions because he needed the money.
- 9 "Tommy" is one of Elton's songs.
- 10 "Sacrifice" reached number 1 in the UK.

C Write a suitable title for this text. Remember: a good title should attract the reader.

D Answer these questions based on what you have read in the text.

- Do you think Elton John is a typical pop star?
- What do you like most and least about him?
- What questions would you most like to ask him if you met him?

4 WORKING WITH WORDS

A Look at lines 18-24 and find words or phrases with the following meanings:

- 1 to make a record, cassette or CD available to the public
- 2 a record with only one recording on each side
- 3 lists produced each week of the most successful records
- 4 a song or record that is very popular
- 5 a company which produces records



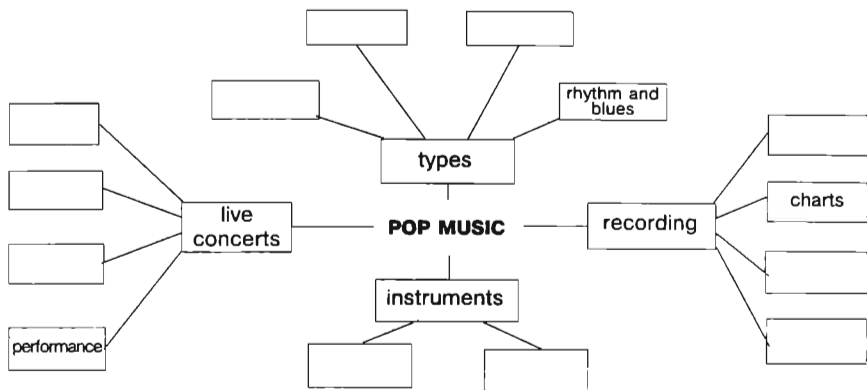
6 a person's first performance on stage or screen

7 not recorded in a studio

8 in Britain and the USA

9 the ten most popular records or CDs each week

B Complete this pop music word web using the words in the text included in the box below.



stage	single	rock and roll	punk
piano	album	fans	hit
act	heavy metal	saxophone	



Now add some words
of your own to the word web.
Make sure you write them
in the correct position.

C In the text the writer uses different adjectives to show his or other people's opinions of Elton John and his music. For each of the adjectives below decide whether they have a positive (+) or negative (-) meaning in the text.

eccentric (28)

wild (28)

sensitive (29)

spectacular (39)

moody (46)

extravagant (46)

lyrical (54)

stormy (48)



USING PARTICIPLES TO GIVE ADDITIONAL INFORMATION

Dependent clauses with present or past participles are often used to give additional information about the subject in the main clause. Look at the five cases below, in which participles are used in this way.

CASE 1 If you want to say that someone is doing two things at the same time, you mention one thing in the main clause and the other in a second clause with a present participle. For example:

Feeling very nervous, he walked onto the stage

This sentence could also be written

As he walked onto the stage he felt very nervous.

CASE 2 If you want to say that someone did one thing immediately after another, you can use the same construction with a present participle. The second action is in the main clause. For example:

Picking up the microphone, he began to sing

This sentence could also be written:

He picked up the microphone then he began to sing.

CASE 3 This construction with a present participle is also used to explain why something happened. The reason is given in the second clause. For example:

Knowing that the Kumush concert would be popular, he bought a ticket in advance.

This sentence could also be written:

He bought a ticket for the Kumush concert in advance because he knew it would be very popular.

CASE 4 If you want to say that someone did one thing before another, you can mention the first thing in a clause containing 'having' and a past participle. Often the second event is the result of the first. For example:

Having grown up with the music of the Beatles, I was very sad when the group split up.

This sentence could also be written:

I grew up with the music of the Beatles so I was very sad when the group split up.

CASE 5 In a negative second clause you can put the negative word (not, never, etc.) in front of the present participle or in front of 'having'. For example:

She hurried home, not wanting to miss the Farrukh concert on TV.

Not having released an album for so long, the band were surprised when it reached the Top 10.

These sentences could also be written:

She hurried home because she didn't want to miss the Farrukh concert on TV.

The band were surprised when the album reached the Top 10 because they hadn't released one for so long.

**J Exercise 1**

Find these examples of clauses with participles in the text. Then look back at the information on how such clauses can be used. For each example (a-f) say which of the cases (1-5) it represents.

- a) Leaving school in 1963, he got a job as a messenger..... (line 9)
 b) So he changed it, combining the first name of..... (line 13)
 c) Realizing that his main talent was for writing music rather than words, (line 15)
 d) Having reached the very top of his profession, Elton John decided to..... (line 36)
 e)Elton has continued to tour the world, thrilling large crowds..... (line 38)
 f) Never having had a UK Number 1 single, he was particularly pleased when (line 39)

a = CASE d = CASE
 b = CASE e = CASE
 c = CASE f = CASE

J Exercise 2

Rewrite each of the following sentences using a clause with a participle.

- a) I've read the reviews of the new album by Sting and I'm really looking forward to hearing it.

Having.....

- b) I can't tell you what the Beatles were like in concert because I never saw them perform live.

Never.....

- c) I was a great fan of Victor Tsoi so I was very sad when he died in a car crash.

Being.....

- d) The fan jumped onto the stage and ran towards the pop star.

Jumping.....

- e) As she looked at the photo of Michael Jackson when he was a boy, she realised how much his appearance had changed.

Looking.....

.....





LEARNER STRATEGY
PRACTISING LISTENING

1 *Listening and reading are both ways of obtaining information but there are several differences between the two skills:*

When you are reading, you can go over a difficult or important passage again and again. But when you are listening, you often have only one chance to understand and you can't usually control the speed of the language. This is particularly true when you are listening to the radio, TV, lectures or speeches.

Spoken language is not usually as organised as a written text. Sentences are often unfinished, there are sudden changes of topic and the language is sometimes ungrammatical and colloquial.

For these reasons listening is usually more difficult than reading and you need to get as much practice as possible.

2  *With a partner, make a list of all the different ways in which you can practise listening.*

One enjoyable way to practise listening to English is to listen to pop songs. Pop songs can be enjoyable even if you don't understand every word and they can be a good source of current English. Here are some ideas on how to make use of pop songs for listening practice.

3 Listening to pop songs

If the words are not provided with the cassette or record, try to work them out by yourself or with one or two friends.

Play the song over and over again but don't worry if you can't catch all the words. Even native speakers have difficulty in understanding the words to many pop songs!



When you have written down the words, look for interesting vocabulary and examples of idioms, informal English and slang. You may also find some good examples of grammatical structures in songs. But be careful! Many songs also have ungrammatical sentences and rude words. Use a good dictionary to check the meaning of new words. You may need a native speaker to help you with the informal expressions and slang.

To practise learning from pop songs, have a look at the Elton John song from 1983 on the next page, and then do the exercises.

**KISS THE BRIDE**

Music by Elton John
Words by Bernie Taupin

Well she looked a peach
In the dress she made
When she was still
Her Mama's little girl.
And when she walked down the aisle,
Everybody smiled
At her innocence and curls.

And when the Preacher said
♣ "Is there anyone here
Got a reason why she shouldn't wed?"
I should have stuck up my hand,
I should have got up to stand,
And this is what I should have said.

"I wanna kiss the bride, yea!
I wanna kiss the bride, yea!
Long before she met him
She was mine, mine, mine.
Don't say "I do" say "Bye, Bye, Bye"
And let me kiss the bride, yea!"

Underneath her veil I could see
A tear trickling down her pretty face.
And when she slipped on the ring,
I knew everything would
Never be the same again.

* But if the groom had known
He'd have had a fit
About his wife and the things we did,
And what I planned to say
Yea, on her wedding day,
♣ Well, I thought it but I kept it hid.

**IMPROVING YOUR WRITING**

1 A biography is the story of a person's life written by someone else. If the person writes about his/her own life it is called an autobiography. A biography can be long and detailed in the form of a book or it can be a short summary.

We find short biographies in newspapers after the death of a well known person. These are known as obituaries. We can also find them at the beginning of books where the career of the author is summarised, and in the notes which are included with records, cassettes and CDs.

Biographies usually contain information on the following aspects of a person's life:

personality, education, birthplace, beliefs, reason for fame, achievements, birth date, career

Are there any other topics you would include in a biography? Is there a logical order to these topics? Number the topics above (1-8) to show what information you would give first, second, third etc.

Exercises

1 Write down all the words in the song to do with marriage and weddings.

What does the song tell you about a wedding ceremony in Britain or America?

2 Match the underlined colloquial words and phrases in the song with the standard English versions below.

goodbye	Bye, Bye, Bye,
mother	.....
yes	.....
been angry	.....
raised	.....
beautiful	.....
want to	.....

3 Look at the sentence marked *

What kind of grammatical construction is this?

4 The sentences marked ♣ are not grammatically correct. Rewrite them to correct the grammar.

**BIOGRAPHIES**



2 Below is a short biography of Madonna, the famous American pop and film star. However, the text is mixed up. With a partner read the parts of the text and try to put them into a logical order.

- A** Madonna has millions of fans all over the world. They love her songs and videos, her fantastic dancing and her ability to constantly change her image.
- B** However, Madonna had already decided on a career in show business and nothing was going to stop her. So she went to the University of Michigan to study modern dance.
- C** Blanche Madonna Louise Ciccone was born on 16 August 1959 in Bay City, USA. She was the third of eight children.
- D** Her mother died when she was six and from then on she had to help her Italian father to bring up her younger brothers and sisters.
- E** But Madonna has often been very controversial. Many people are shocked by her songs and her stage performance and say that she is only interested in making money. She says that all she wants is love. What is certain is that she remains one of pop music's most beautiful and talented stars.
- F** After singing in several rather unsuccessful rock bands she hired Michael Jackson's manager and then her solo career really took off with the hit single "Like a Virgin".
- G** By 1984 Madonna had sold 3.5 million copies of "Like a Virgin" and had appeared on the cover of 117 magazines around the world.
- H** In the 1970s she worked for a while in Paris, but soon decided that New York was the place for her.
- I** Madonna has also starred in several films including "Desperately Seeking Susan" in which she portrayed someone very like herself and, more recently, the musical "Evita".
- J** Since 1984 she has had a string of hits - usually fast pop/dance songs like "Into the Groove", "Who's That Girl?" and "Vogue".
- K** Her father was very strict and he disapproved of her becoming a performer.



Correct order: C _ _ _ _ _



WRITING TASK: A SHORT BIOGRAPHY



Choose a well known singer, film star or TV personality from Uzbekistan or abroad and write a short biography of her/him. Before you start, read the following advice:

- *Collect as much information as you can about the subject of your biography. If you don't know much about her/him, find out more facts from magazines and newspapers or ask friends.*
- *Arrange the information into a logical order.*
- *Draft the biography, paying particular attention to your use of tenses and adjectives.*
- *Improve and edit your writing in the usual way (see Unit 2). Exchange biographies with a partner and help to improve and correct each other's work.*

**TRANSLATION PRACTICE**

Form a group of three or four. In your group produce a translation of this popular Uzbek song. Discuss your choice of words carefully so that your translation does not lose too much of the mood of the original.

ЁР-ЁРЛАР**1**

Гулбоғимга хазон тўкилди,
Кўзимда ёш маржон тўкилди,
Бу кун дардли дoston тўкилди дўстлар,
Мени севмаганга ёр айладилар.

2

Гул эдим ўлдириб кетди ёр-ёрлар,
Куйларим тиндириб кетди ёр-ёрлар,
Тириклай ўлдириб кетди ёр-ёрлар,
Мени севмаганга ёр айладилар.

3

Тақдирдан қочгани йўл тополмадим,
Ёрдамга узалган кўл тополмадим,
Тубига чўккани кўл тополмадим,
Мени севмаганга ёр айладилар.

4

Палахмон тошидек отилиб кетдим,
Бир ҳовуч дунёга сочилиб кетдим,
Армон аждарига ютилиб кетдим,
Мени севмаганга ёр айладилар.

**PUZZLE CORNER****TOP TEN QUIZ**

Look at the pop music chart below and then answer the questions.

THIS WEEK	LAST WEEK	TITLE	ARTIST	LABEL
1	1	WONDERWALL	OASIS	CREATION
↑ 2	6	BEFORE	PET SHOP BOYS	PARLOPHONE
↑ 3	5	TONIGHT TONIGHT	SMASHING PUMPKINS	VIRGIN
↑ 4	2	ANYTHING	3T	EPIC
5	8	EARTH SONG	MICHAEL JACKSON	EPIC
↑ 6	3	MOVE MOVE MOVE	MANCHESTER UNITED	COLLECTION
7	7	FAST LOVE	GEORGE MICHAEL	VIRGIN
↑ 8	15	IRONIC	ALANIS MORISSETTE	MAVERICK

- Why are there arrows next to some boxes in the "This Week" column?
- Which song was at number 2 last week?
- Which song has risen the most since last week?
- Which song has fallen the most since last week?
- Which song stayed in the same position in the chart?
- Which singer had two songs in the Top 10?
- Which label had the most recordings in the chart?
- How many songs are climbing in the chart?
- If the song by Alanis Morissette climbs as much next week as it did this week, what will its position be in next week's chart?
- Which song is by a football team?





GLOSSARY OF KEY WORDS IN THIS UNIT

lyrics	/lɪrɪks/ <i>n</i>	шеър, лирика	spectacular	/spek'tækjələ(r)/ <i>adj</i>	таъсирчан
beat	/bi:t/ <i>n</i>	ритм	depression	/dɪ'preʃn/ <i>n</i>	тушқунлик
suburb	/sʌbɜ:b/ <i>n</i>	шаҳар атрофи	baldness	/bɔ:ldnəs/ <i>n</i>	кал
talent	/tælənt/ <i>n</i>	талант	moody	/mʊdi/ <i>adj</i>	тантик, инжиқ
rhythm	/rɪðəm/ <i>n</i>	мақом	extravagant	/ɪk'strævəgənt/ <i>adj</i>	ғайри табийй,
messenger	/mesɪndʒə(r)/ <i>n</i>	хабарчи	mansion	/mænjən/ <i>n</i>	данғиллама уй
solo	/səʊləʊ/ <i>n</i>	якохон	stormy	/stɔ:mi/ <i>adj</i>	қаҳрли, бўронли
career	/kə'riə/ <i>n</i>	мартаба, амал	energetic	/enədʒetɪk/ <i>adj</i>	серғайрат
debut	/deɪbjʊ/ <i>n</i>	дебют	reflect	/rɪ'flek/ <i>v</i>	акс эттирмақ
release	/rɪ'li:z/ <i>v</i>	бўшатмоқ	aisle	/aɪl/ <i>n</i>	оралиқ
album	/ælbəm/ <i>n</i>	альбом	innocence	/ɪ'nɔ:sns/ <i>n</i>	беғуборлик
performer	/pə'fɔ:mə(r)/ <i>n</i>	ижрочи	curls	/kɜ:ls/ <i>n</i>	кокил
stage	/steɪdʒ/ <i>n</i>	сахна	preacher	/pri:tʃə(r)/ <i>n</i>	тарғиботчи
fans	/fænz/ <i>n</i>	ишқивозлар	veil	/veɪl/ <i>n</i>	парда, ниқоб
eccentric	/ɪk'sentɪk/ <i>adj</i>	ғалати, ажиб	trickle	/tɪkl/ <i>v</i>	томчиламақ
live	/laɪv/ <i>adj</i>	ғайратли	groom	/gru:m/ <i>n</i>	куёв
sensitive	/sensətɪv/ <i>adj</i>	нозик табиатли			
devote	/dɪ'veʊt/ <i>v</i>	бағишламоқ			
thrill	/θrɪl/ <i>v</i>	ҳаяжонламақ			



When you listen to English being spoken or sung on the radio, TV or cassettes don't expect to understand every word. Concentrate on the general message without getting too stuck on individual words and phrases.

In this unit you will ...

- read and talk about jobs and how to apply for them
- look at the words and phrases we use to add to or reinforce a point
- write a job application letter
- compose your own curriculum vitae


LEARNER STRATEGY

At some point in your student life you will probably be asked to attend an interview. In this unit we will practise interviewing and being interviewed.



THINKING &
SPEAKING

WHAT MAKES A GOOD JOB?

1  With your partner look at the job advertisements and then discuss the questions which follow.

SECURITY OFFICERS

Central London

- Superb working conditions
- Excellent salary

Applicants must have a good work background and be diplomatic, well presented, reliable and prepared to work on a 12 hour shift rota.

Telephone First Security
on 0171 837 5424 for further details.

HEAD CHEF

required for first class traditional Chinese restaurant. Must have at least five years relevant experience.

Interviews in August for suitable applicants.

Tel: 0171 937 1551

JOB OPPORTUNITIES
ON LUXURY CRUISE SHIPS

MIAMI, ACAPULCO, THE BAHAMAS.

THE CARIBBEAN AND OTHER EXOTIC PLACES

For further information write to:

Cruise Services, 36 Midlothian Drive,

Waverley Park, Glasgow G41 3QU

Tel: 0141 649 8644 9am - 5.30pm



RECEPTIONIST

We are a firm of solicitors based in the City. Due to expansion a vacancy has arisen for a Receptionist. Candidates must have previous experience. Basic keyboard skills would be an advantage.

Written applications to:

Jill Spicer, Rakisons, 27 Chancery Lane, London WC2A 1NF



Which of the jobs advertised

- would you find the most challenging?
- might have the highest salary?
- would enable you to meet many different people?
- would you find the least interesting?

2 Now look at the list below and decide what are the most important features of a good job. Rank them from 1 (most important) to 10 (least important). Then compare your ranking with your partner's.

	YOU	YOUR PARTNER
pleasant working conditions		
good salary		
interesting colleagues		
opportunity to learn new skills		
good opportunities for promotion		
flexible working hours and holidays		
a lot of responsibility		
high social status		
opportunities for travel		
a regular routine		

Are your rankings similar or very different? Discuss the differences.



DEVELOPING YOUR READING SKILLS

1 With a partner read the job advertisement below and discuss the following questions:

- (a) What kind of company is ICS?
- (b) What special skills does the job require?
- (c) What should you do if you wish to apply for the job?

ICS INTERNATIONAL COMPUTER SOFTWARE LTD



ICS is one of Europe's leading producers of advanced computer software. We are seeking a Personal Assistant to our Sales Director, based in our Welsh office. The successful candidate should possess:

- at least 5 years' secretarial experience
- an interest in software and IT development
- a good working knowledge of French
- good people-management skills
- an ability to work under pressure

Interested candidates should apply in writing, with a full CV to:
Mrs. Susan Davis, Personnel Dept., ICS, 20-24 Newport St., Swansea SW3 1DR

2 Now read the letter of application for the job described in the advertisement and the applicant's CV. As you read, think about whether the applicant is a good candidate for the job.

		56 Cranmore Road	1
		Shepton	
		Somerset	
		BA5 3LR	
		21 June 1996	2
3	Mrs. S Davis Personnel Dept. International Computer Software Ltd. 20-24 Newport St Swansea SW3 1DR		
4	Dear Mrs. Davis,		
	I would like to apply for the position of Personal Assistant to the Sales Director as advertised in "The Guardian" on 18 June.		5
6	As you will see from my enclosed curriculum vitae, much of the work I do in my present position is that of a PA. As well as dealing with the routine work of a secretary, I represent the Assistant Director at small meetings and am delegated to take certain decisions in his absence. In addition to my secretarial skills and experience of running a busy office, I have a good knowledge of both French and Italian. I also regularly visit Belgium and Italy with the Assistant Director acting as his interpreter and translator.		
	I am particularly interested in the position you are offering as I would like to become more involved with an organisation working in the field of Information Technology. I have a genuine interest in computer development, having just completed a one-month course in this subject. Furthermore, I am very familiar with many of the software products that ICS manufacture for office technology.		7
	Please let me know if there is any further information you require. I look forward to hearing from you.		8
	Yours sincerely		
9	Stella Baker		
	Stella Baker (Ms)		
10	Encl. CV		

Curriculum Vitae

Name: Stella Baker
Date of Birth: 22 October 1970
Present Address: 56 Cranmore Road, Shepton, Somerset, BA5 3LR
Telephone number: 01562 775 985
Marital Status: Single

Education and qualifications:

1981-1986 Waterlip Secondary School, Shepton, Somerset, BA5 2LR GCSE in English Language, French, History, Maths
 1986-1988 Central Business College, Kent Road, London W1A 4AA Diploma in Business Studies

Work experience:

Oct. 1988 - Dec. 1990 W. Jones Ltd., 50 Bristol Road, Shepton, Somerset, BA5 6AQ
Type of company: Supermarket
Post: Junior Secretary
Responsibilities: Secretarial work including typing correspondence, tabulating data, faxing, filing, answering customers' calls, mail distribution, general office duties.

Jan. 1991 - present National Food Importers Ltd., Strode House, Frome Road, Bath, Somerset, BA1 6HB
Type of Company: Importers of food and drink
Post: Secretary to Assistant Director
Responsibilities: Dealing with all correspondence, taking minutes of meetings, receiving customers and suppliers, dealing with overseas enquiries, acting on behalf of the A.D. in his absence, representing the company at foreign business functions, accompanying A.D. on foreign business trips.

Other Skills & Interests:

While working I have attended evening courses for French and Italian. I have also completed a special IT course at Bath City College. My interests include swimming, guitar playing and reading.

References:

Mr. B. Brush, Assistant Director, National Food Importers Ltd., Strode House, Frome Road, Bath, Somerset, BA1 6HB (Tel: 01236 775 438)

Mrs. C. Black, Senior Lecturer, Central Business College, Kent Road, London W1A 4AA (Tel: 0181 246 7916)

3 READING COMPREHENSION

A Stella's application letter is divided into 10 sections. Match the sections (1-10) with the descriptions below. The first has been done for you.

- the greeting4.....
- Stella's address
- the close and signature
- enclosures
- explanation of why she is applying with further details of her skills and interests
- the date
- Stella's introduction, saying which job she is applying for and where she saw the advertisement
- a polite ending
- a paragraph explaining the duties in her current job
- the name and address of the person to whom the letter is being sent

B Say whether the following statements about Stella are true (T), false (F), or not given (NG) in the letter or her CV.

- 1 Stella isn't married.
- 2 She lives in London.
- 3 She saw the job advertisement in "The Daily Mirror".
- 4 She studied for two years in London.
- 5 Her first job was as a supermarket sales assistant.
- 6 She left her first job because the salary was too low.
- 7 In her current job she often travels abroad.
- 8 She has studied Information Technology.
- 9 She is a very good guitar player.
- 10 One of her referees is her current boss.

4 WORKING WITH WORDS

A Find words in the letter (L) and the CV with the following meanings:

- 1 arranging facts and figures in the form of a table or list (CV)
- 2 usual and regular (L)
- 3 someone who changes written language into another language (L)
- 4 placing documents in a file so they can be easily referred to (CV)
- 5 computer programmes (L)
- 6 sincere (L)
- 7 people or organisations that buy things from a shop or business (CV)
- 8 chosen to perform particular duties (L)
- 9 keeping a summary of what is said and decided at a formal meeting (CV)
- 10 someone who hears something in one language and immediately says it aloud in another (L)



B Abbreviations and acronyms

Abbreviations are shortened forms of single words (e.g. Mon. = Monday). Acronyms are made up of the first letters of two or more words (e.g. UN = United Nations). There are several abbreviations and acronyms used in Stella's CV and application letter. Do you know what they stand for? The first has been done for you.

GCSE	General Certificate of Secondary Education (the exam that school children take at the end of 10 years' schooling in Britain)
AD	.....
IT	.....
PA	.....
CV	.....
ICS	.....
Ms.	.....
St.	.....
Encl.	.....
Dept.	.....



GRAMMAR SPOT



MAKING ADDITIONAL POINTS

When we want to add extra information to strengthen or reinforce the point we are making there are several words or phrases we can use. In her job application letter Stella uses some of these because she wants to mention all her relevant skills and experience.

In addition to my secretarial skills **and** experience of running a busy office, I have a good knowledge of **both** French **and** Italian.

Furthermore, I am very familiar with many of the software products that ICS manufacture for office technology.

As well as dealing with the routine work of a secretary, I represent the Assistant Director at small meetings **and** am delegated to take certain decisions in his absence.

I **also** regularly visit Belgium **and** Italy with the Assistant Director acting as his interpreter **and** translator.

Other words and phrases showing addition or reinforcement include:

I have a good knowledge of French life and culture. **Moreover**, I speak the language fluently.

Besides having a good knowledge of French life and culture, I speak the language fluently.

I have a good knowledge of French life and culture. I speak the language fluently **too**.

Not only do I have a good knowledge of French life and culture, **but** I **also** speak the language fluently.



As you can see from the examples above, these words and phrases tend to be used in different positions in a sentence. The table below shows their usual positions.

front	middle	end
furthermore	also	too
as well as	as well as	
moreover	and	
in addition to		
besides		

Also note:

- If the phrases **as well as...**, **in addition to...**, and **besides** come before a verb, the gerund form is used.
- Notice that the normal order of subject and verb is reversed after **not only**. In the example above (**Not only do I...**), the verb 'do' comes **before** the subject 'I'. This is called inversion.
- The use of **both...and...** emphasises that what you are saying applies to two things.

Exercise 1

Complete the following sentences by adding appropriate extra information.

- 1 Having a good knowledge of English can help you to get a good job. Furthermore,.....
- 2 Besides being one of the world's major cotton producers, Uzbekistan.....
- 3 In addition to my experience as a tour guide, I.....
- 4 Journalists must be good writers. They should too.

Exercise 2

Join the following sentences in the way shown in the example. Make sure you remember the inversion of the subject and verb after 'not only...'

Example: She speaks English fluently. She is an excellent translator.

Not only does she speak English fluently, but she is also an excellent translator.

- 1 He was late for the interview. He forgot to wear a tie.
- 2 She is very self reliant. She works very well in a team.
- 3 His application letter was untidy. It was full of spelling mistakes.
- 4 Her CV included all the necessary information. It was very neatly typed.



**IMPROVING YOUR WRITING****JOB APPLICATIONS**

The example letter and CV which you studied earlier in this Unit are good models of how to write job applications.

Look back at the letter and CV and make a list of the special features of this kind of writing. You should consider:

- layout
- formality of language
- special phrases and expressions

WRITING TASK: AN APPLICATION LETTER

Look at the job advertisement which appeared recently in an Uzbek newspaper

**TOUR GUIDE NEEDED!
SILK ROAD HOLIDAYS LTD**

We are looking for a tour guide to accompany our clients from Britain, America and Australia on tourist trips around Uzbekistan.

Applicants should have:

- good spoken English
- interpreting skills
- knowledge of Uzbek history
- a friendly manner
- self-confidence and the ability to organise and take responsibility

Apply in writing, enclosing a CV to:

Mr. B. Butlin, 99 North Avenue, Cambridge CA3 29L, England

(Closing date: Jan 20 1997. Interviews will be held in early February in Tashkent).

What you must do:

- 1** Write a letter applying for the job advertised above.
- 2** Prepare a CV to enclose in the application letter.


Before you start, read the following advice:

- refer back to the job advertisement to make sure you include all the necessary information
- use the example letter and CV in this unit as models to help you
- make sure that the letter includes all 10 sections and that the CV has all the main headings
- make sure that the letter and the CV are neat and clear since the company is looking for someone who is well organised. (It is better to use a typewriter or a word processor)
- plan, draft, improve and edit your writing in the usual way

LEARNER STRATEGY

ATTENDING INTERVIEWS

1 If your CV and letter of application for a job or perhaps a scholarship are impressive enough, you may be shortlisted and asked to attend an interview. Your success in getting the job or the scholarship will depend on the way you act and the things you say during the interview.

2  Below is some advice for people attending interviews. With a partner look at this advice and see whether you both agree with it. Then add six more pieces of advice of your own.

- 1 Find out about the company or organisation.
- 2 Prepare some questions to ask.
- 3 Wear smart clothes.
- 4 Don't be late.

- 5
- 6
- 7
- 8
- 9
- 10

Don't be late!



3 Sometimes interviewers ask quite difficult questions. Look at the interview questions below and with your partner discuss how you would answer them. Then add six more questions of your own.

- 1 What are your main strengths and weaknesses?
- 2 Which is more important to you: social status or money?
- 3 What would you like to be doing ten years from now?
- 4 How will your past experience help you in this job?

- 5
- 6
- 7
- 8
- 9
- 10

What are your main strengths...



4 For this activity work in groups of four. Two of you (Students A and B) read the instructions for interviewers. The other two (Students C and D) read the instructions for candidates.



INSTRUCTIONS FOR INTERVIEWERS (Students A and B)

You are managers from Silk Road Holidays. You received many applications for the job of tour guide in Uzbekistan and you have shortlisted two applicants. Now you have come to Tashkent to interview the two shortlisted candidates. Together, prepare questions for the candidates, to be asked later in the interviews.

INSTRUCTIONS FOR CANDIDATES (Students C and D)

You applied for the job of tour guide with the Silk Road Holidays company and you have both been invited to attend an interview in Tashkent for final selection. Together, prepare questions to ask later at the interview to find out whether the job is suitable for you.

Now it's time for the interviews to begin.

- Student **A** and **B** interview first Student **C** and then Student **D**.
- Each interview should take about 5-7 minutes.
- When the interviews are over, the interviewers meet again to decide which of the candidates should get the job.
- Then they should tell their decision to the candidates and give both of them feedback on how they performed during the interview.
- The candidates also give the interviewers feedback on their performance.

**TRANSLATION PRACTICE**

- 1 Translate the following job advert into English.

“НОШИР”

**Масъулияти чекланган жамиятига
қуйидаги ихтисосдаги ишчилар керак:**

1. Ҳарф таруучилар
2. Саҳифаловчилар
3. Муҳаррирлар
4. Муҳассислар
5. Ивланг тили мутахассиси

Ойлик – 3000 сўмдан ортиқ
Компьютерни билганларга қўшимча ҳақ тўланади.

Бизнинг манзилимиз: Тошкент ш. 700129. Тел. 44-38-10.

- 2 Now look back at the features of a good job which you ranked on page 115. Which of these features does the job advertised above have?

PUZZLE CORNER

WHAT'S MY JOB?

Look at the cartoons below and decide what job each man or woman does. Then fit the names of the jobs into the grid. Some letters have been given to help you.



		O		T	O				
	O			T					
	O			T					
				T		O			T
		O		T			O		
	E			E					
	O			E					
				E		T			T





GLOSSARY OF KEY WORDS IN THIS UNIT

rota	/rəʊtə/ <i>n</i>	навбатчилик жадвали	interpreter	/ɪntɜːprɪtə(r)/ <i>n</i>	таржимон (оғзаки)
chef	/ʃef/ <i>n</i>	бош ошпаз	translator	/trænsleɪtə(r)/ <i>n</i>	таржимон (ёзма)
solicitor	/səˈlɪsɪtə(r)/ <i>n</i>	адвокат	curriculum	/kəˈrɪkjələm	таржимаи
receptionist	/rɪˈsepʃnɪst/ <i>n</i>	котиба	vitae (CV)	ˈvɪtaɪ/ <i>n</i>	ҳол
promotion	/prəˈmɔʊʃn/ <i>n</i>	мансабга кўтарилиш	sales	/seɪls əˈsɪstənt/ <i>n</i>	сотувчи, савдогар
flexible	/fleksəbl/ <i>adj</i>	мослашувган	assistant		жавобгарлик
delegate	/delɪgeɪt/ <i>v</i>	вакил юбормоқ	responsibility	/rɪˈspɒnsəbɪləti/ <i>n</i>	хат-хабар
tabulate	/tæbjuleɪt/ <i>v</i>	таблица тузмоқ	correspondence	/kɒrɪˈspɒndəns/ <i>n</i>	ҳужжатлар тўплами
abbreviation	/əˈbrɪːviʃn/ <i>n</i>	қисқартма	file	/faɪl/ <i>n</i>	почта, алоқа
scientist	/saɪəntɪst/ <i>n</i>	олим	absence	/æbsəns/ <i>n</i>	бўлмастик, йўқлик
astronaut	/æstrɔːnɔːt/ <i>n</i>	астронавт	accompany	/əˈkəmpani/ <i>v</i>	ҳамроҳлик қилмоқ
politician	/pəˈlɪtɪʃn/ <i>n</i>	сийсатчи	personnel	/pɜːsəˈnel/ <i>n</i>	ходимлар
shortlist	/ʃɔːtlɪst/ <i>n</i>	танловдан ўтганлар рўйхати	colleague	/kəliːg/ <i>n</i>	ҳамкасб
candidate	/kændɪdət/ <i>n</i>	номзод	challenging	/tʃælɪndʒɪŋ/ <i>adj</i>	даъват этувчи
furthermore	/fɜːðəˈmɔː(r)/ <i>adv</i>	бундан кейинги, навбатдаги			



Before you send a letter of application or a CV make sure you check it very carefully first. Why not show the drafts to a friend for a second opinion? Ask your teacher to arrange more practice interviews in class. The more practice you get, the more confident you will be during a real interview.

In this unit you will...

- think about the attitudes of young people and their parents
- read a 'problem page' from a magazine
- study and practise the language of advice
- write letters asking for and giving advice

LEARNER STRATEGY

Libraries contain several different kinds of reference books which could help you in researching topics or solving specific language problems. In this unit we look at three of these: the encyclopedia, the thesaurus and the specialised dictionary.



THINKING & SPEAKING

DIFFERENCES OF OPINION

1 A recent survey of young people in Britain revealed their ten most common topics of conversation. What do young people in Uzbekistan talk about? With a partner make a list of the ten most talked-about topics among young people here.

YOUNG PEOPLE IN BRITAIN TALK ABOUT

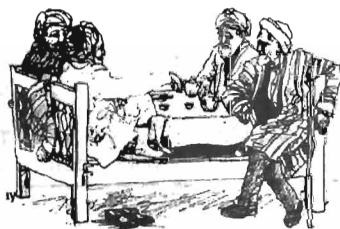
- 1 money
- 2 boyfriends and girlfriends
- 3 clothes
- 4 TV & video
- 5 music
- 6 employment
- 7 leaving home
- 8 school and university
- 9 computer games
- 10 exams

YOUNG PEOPLE IN UZBEKISTAN TALK ABOUT

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....
- 7.....
- 8.....
- 9.....
- 10.....

Compare your list with that of another pair. Do you agree on the ten topics?

Are your lists very different from or quite similar to the list for British young people?



2 What do older people in Uzbekistan discuss when they get together? Are they interested in any of the topics above?

3 Sometimes there can be a big difference between young people's views on life and their parents' opinions. This is often called the generation gap. For each of the five topics below note down your views and your parents' views.

Topics	I like	My parents like
clothes		
music		
boyfriends/girlfriends		
TV & video		
style of speech		

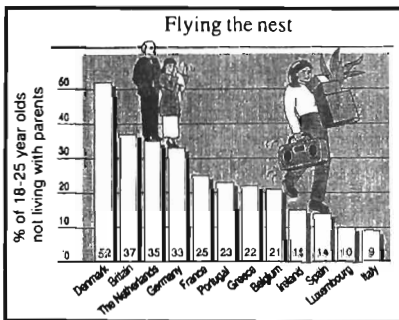
Are your views very different from those of your parents. If so, do these differences of opinion ever cause arguments? How do you usually settle arguments in your family?



DEVELOPING YOUR READING SKILLS

1 Look at the graph below which appeared in a British newspaper a few years ago, and discuss the questions with a partner.

- Why is the graph entitled "Flying the nest"?
- What exactly does the graph show?
- Why are there such big differences between countries?
- Where would you place Uzbekistan on the graph?
- Why do so many young people in some countries choose not to live with their parents?



2 In Britain there are a lot of magazines for young people which focus on youth culture and issues. Readers often send letters to these magazines explaining their problems to an 'expert' and asking for advice. The expert's replies are published along with the readers' letters on a 'problem page'. These pages are also known as 'agony aunts' (agony is another word for strong pain). The experts are often called 'agony aunts', even though today they are quite likely to be men! The problems answered in an agony column can be personal, medical or professional.

3 You are going to read an example of a problem page letter and reply. As you read the letter try to decide exactly what the writer's problem is. Then, before you read the expert's reply, think about what advice you would give.

**A PROBLEM SHARED.....**

Cathy Cooper answers your letters



Dear Cathy

I am a student in the first year of a French course at the University of Liverpool. When I started my course about six months ago I decided to live at home with my parents rather than in a student hall of residence or a rented flat. My government grant is quite small so it's much easier to get by living at home since I don't have to pay for my food, laundry or any bills. I also thought that the familiar surroundings of home would help me cope with the big change from school to university.

But now I really regret the decision I made to live at home. Recently my relationship with my parents has got so bad that I don't think I can stand living with them any longer. They seem to complain about everything I do - my hair, my clothes, the friends I hang out with - everything! They fuss over the food I eat and moan if my bedroom is untidy or if I play my music too loudly. They're always hassling me about not staying out late and not studying enough even though my exam results are always good! Can you believe that I still have to be in by 10 o'clock at night? This means that when I go to a party or to a gig I always have to make excuses and leave early. My friends must think I'm a wimp!

I know that my parents love me and are only being protective (I'm an only child) but they can't seem to understand that I'm an adult now not a schoolgirl. I've tried talking it over with them but they just lecture me about what it was like "in their day" and how hard they've worked to give me a good education. This really winds me up and we usually end up having a horrendous argument.

I'd really like to leave home and find a flat of my own but I just can't afford it at the moment. Some university friends have offered to put me up in their flat. It's not a very nice place - overcrowded and cold in winter - but at least I'd be independent.

I haven't told my parents about my plans to move out because it's so hard to talk to them and I know that they'll be really upset. Perhaps the easiest thing would be to pack my bags and leave without telling them. I really don't want to hurt my parents but I can't bear being treated like a child.

What do you think I ought to do? Should I stay at home or move in with my friends? And if I do decide to move out, how can I tell my parents about it without hurting them? I really need your advice.

Confused (19), Liverpool

Dear Confused

Your problem is a very familiar one. Every year thousands of young people like you face the same dilemma: to stay at home or to leave. It's just one of those difficult decisions that are part of growing up.

Of course it's only natural that you want to live independently and enjoy the same freedoms as your university friends. However, if I were in your shoes I wouldn't rush things. You should give yourself time before take such an important step. I really don't think you ought to move out until you've found a suitable place. It's nice of your friends to offer to put you up but it would be hard to concentrate on your studies in a cold uncomfortable flat.

If I were you I'd be brave and tell your mum and dad now about your plans to find a place of your own. They'll be disappointed of course and may feel like they're losing you but parents have to realise that loving sometimes means letting go. Reassure your parents that by moving out you will improve your relationship with them not end it. After all, you'll still be living in the same town so it'll be easy to keep in touch. Why not ask them to help you with your flat hunting? If you involve them in this they might accept your decision more easily. Whatever you do, don't just leave without telling them. That would really hurt them and they might never get over it.

I'm sure that once you've told your parents of your decision to leave home they will begin to realise that you are no longer a child. Why don't you offer to pay rent to your parents until you find your own place? Although I know it's hard to get by on a student grant, I think you should be more financially independent.

I hope that you'll think over my suggestions carefully and not make any hasty decisions.

Good luck!

Cathy

4 READING COMPREHENSION**A** Answer the following questions by referring to the letter from the reader:

- 1) How old is the writer?
.....
- 2) Where does the writer live?
.....
- 3) How long has the writer been at university?
.....
- 4) What subject does the writer study at university?
.....
- 5) Does the writer have any brothers or sisters?
.....
- 6) Is the writer male or female? Give reasons for your answer.
.....
.....
- 7) What reasons does the writer give for originally deciding to live at home?
.....
.....
- 8) What things do the writer's parents complain about?
.....
.....
- 9) Why hasn't the writer told her/his parents about wanting to leave?
.....
.....
- 10) Why does the reader sign the letter 'Confused'?
.....
.....

B Look again at the expert's reply. Which of the following pieces of advice does she actually give the reader in her reply? Mark her advice with a tick (✓).

- 1 don't stay out late at night
- 2 move out immediately and go to live with your friends
- 3 move out but not until you have found suitable accomodation
- 4 take time to make your decision
- 5 tell your parents about your decision to leave home
- 6 don't tell your parents - it will hurt them too much
- 7 let your parents help you find somewhere to live
- 8 pay your parents rent until you find your own place

C Do you agree with the expert's advice? If not, what advice would you give?

.....

.....

.....

.....

5 WORKING WITH WORDS

A The letter from the reader contains several informal or slang words commonly used by young people in Britain. For each of these words listed below choose the word or phrase which is closest in meaning to it.

- | | | | |
|---------------------------|---------------------|---------------------|----------------------|
| 1) hang out with (line 9) | (a) spend time with | (b) study with | (c) play with |
| 2) hassling (line 10) | (a) encouraging | (b) annoying | (c) suggesting |
| 3) winds me up (line 17) | (a) makes me sad | (b) makes me guilty | (c) makes me angry |
| 4) horrendous (line 17) | (a) interesting | (b) long | (c) terrible |
| 5) wimp (line 13) | (a) weak person | (b) good person | (c) dishonest person |
| 6) gig (line 12) | (a) meeting | (b) concert | (c) lesson |

B There are several examples in the text of verbs used with prepositions. Match these with the definitions on the right.

- | | | |
|----------------------|-----------|-------------------------------------------|
| fuss over something | (line 9) | → to live in a new home |
| put somebody up | (line 19) | to consider something |
| move out | (line 21) | to recover from something |
| move in | (line 24) | to let someone stay in your house |
| get over something | (line 43) | to leave your old home |
| think something over | (line 48) | to be worried about something unimportant |



Now use these verb + preposition constructions to complete the sentences below.

- Whenever I visit Samarkand my friend me for a few days.
- I haven't decided whether to accept the job. I'm still it
- We bought a new flat last week. The previous owners have already and we plan to as soon as possible.
- Some young people their clothes too much.
- She was disappointed at not getting the job, but she'll it.

C Explain what is meant by the following words and phrases.

- "in their day" (line 16)
- loving sometimes means letting go (line 10)
- dilemma (line 3)
- keep in touch (line 12)

GRAMMAR
SPOT

GIVING ADVICE

In her reply to the reader's letter Cathy offers several pieces of advice. There are many different ways of giving advice and recommendations in English. The phrase you use often depends on the formality of the situation.

FORMAL

You would be wise to.....
 You would be well advised to.....
 I recommend that you
 One solution/alternative would be to.....
 My advice to you is.....

NEUTRAL

.....should.....
ought to
 If I were you I would/wouldn't.....
 You might like to.....

INFORMAL

If I were in your shoes I would/wouldn't.....
 It might not be a bad idea to.....
 Whatever you do, don't.....
 Why not?
 Why don't you.....?
 You need to


All of these advice phrases are followed by verbs in the infinitive form. With 'to' where shown above, otherwise without 'to'.

Notice that in the two phrases beginning "If I" the plural verb form **were** is used instead of the expected **was**. However, in informal speech **was** is also sometimes heard.

Exercise 1

Find the advice phrases in Cathy's reply and underline them. For each one decide whether it is formal, informal or neutral.

Exercise 2

 Many magazines for young people also have telephone advice lines. They give a number which readers can call to receive advice on personal problems. Work with a partner and take turns to be the expert advisor and the caller to the advice line. The caller should ask for advice (using full sentences) on the problems outlined in the speech bubbles. The advisor should use a variety of advice phrases.

1

... want to give up smoking

... worried about my exams... can't sleep..

... part-time job ... too tired to study well



... think one of my friends is taking drugs

... postgraduate studies or job in business?... can't decide

... want to get married ... parents don't like girlfriend/boyfriend ...



IMPROVING YOUR WRITING

PROBLEMS AND ADVICE

1 In the reading text you saw an extract from an 'agony' column in a young people's magazine. The reader asked for advice on a personal problem - whether to stay at home or leave and live independently. 'Agony' columns also give advice on young people's professional and medical problems. But the most common problems dealt with by 'agony aunts' are those concerning relationships. Here is another example.

HE LOVES HIS BAND MORE THAN ME

My boyfriend plays the guitar and recently he got together with some mates and formed a band. I didn't mind at first, but now he practises with them every day and I hardly see him. I've tried to tell him to take time off, but he says that the group needs to practise if it's going to succeed. I know the band is important to him, but sometimes I think he loves it more than me. I don't know what to do. Should I tell him that he must choose between me and his band? Or am I just being selfish? Please can you suggest some kind of solution?

Gloria (19)

2 Underline the phrases in this letter which the writer uses to ask for advice on her problem. Then look back at the text and do the same for the reader's letter to Cathy.

Here are some phrases you can use to ask for written advice:

PROBLEM LANGUAGE

Should I?


Do you think I ought to?

What do you think I should do?

What would you do if you were in my shoes?

I don't know what to do.

Please can you suggest some kind of solution?

- 3**  Discuss with a partner what advice you should give to Gloria. Then make a list of problems which you would like advice on.

4 WRITING TASK: LETTERS TO AND FROM AN 'AGONY AUNT'

You are going to write two letters. One will be a letter **to** an agony aunt asking for advice and the other will be a letter **from** an agony aunt offering advice. This is what you should do:

- 1 Choose one of the problems which you listed with your partner and write a short letter to the agony column of a young people's magazine asking for advice. Try to use some of the 'problem language' shown above. Make sure that you plan, draft, improve and edit your writing in the usual way.
- 2 When you have finished, exchange the final version of the letter with a partner.
- 3 Read your partner's letter and think carefully about her/his problem.
- 4 Write a reply to your partner in which you offer advice on how she/he should deal with the problem. Try to use some of the phrases discussed in the grammar spot. Once again, pay attention to the planning, drafting and editing of the letter.
- 5 Give your reply to your partner and collect her/his reply to your own problem letter. Read the reply and see if you agree with the advice given.
- 6 Get together with the partner and discuss the problems you exchanged and the advice you gave.
- 7 Finally, stick the problem and advice letters on the wall so that others can read them.



 LEARNER STRATEGY

USING REFERENCE BOOKS

In Unit 8 we looked at different types of dictionaries and how they can be of use to us. There are several other kinds of books which you can find in the reference section of a library. Three of these are *thesauri*, *encyclopedias* and *specialised dictionaries*.

The Thesaurus

Like a dictionary, a thesaurus contains lists of words. However, unlike a dictionary the thesaurus has its entries arranged according to meaning, **not** alphabetical order. Words with similar or related meanings are grouped together. The most famous thesaurus was devised by Peter Roget and first published in 1852. The words in Roget's Thesaurus are classified under 1000 categories and sub-categories. Here is an extract from the entry for the noun 'abstain' in Roget's Thesaurus (numbers refer to other entries):

abstainer, total a., teetotaler 948n. sober person; prohibitionist; vegetarian, fruitarian, faster, enemy of excess, Spartan 945n.



- What do you think the verb 'to abstain' means?
- What things do people 'abstain' from?
- In what situations could a thesaurus help you?
- What information does a thesaurus not provide?

The Encyclopedia

An encyclopedia is a book or set of books giving information

- (a) about every branch of knowledge
- (b) on one particular subject.

Here is an extract from The Macmillan Encyclopedia.

Ferdinand VII (1784 -1833) King of Spain. His repressive policies caused a liberal uprising (1820) and the establishment of a liberal government until 1823, when it was removed with French help.

Fergana (or Ferghana) 40° 23N 71° 19E A city in eastern Uzbekistan. It is both the industrial and the cultural centre of the fertile Fergana Valley, one of the country's main cotton-, silk-, and fruit growing districts. Population (1985 est.): 195,000

Feriae The sacred festival days of ancient Rome, which were usually marked by a public holiday, feasts, prayers, and sacrifices. Feriae were normally held on fixed annual dates.

- What do the figures and letters 40 23N 71 19E in the Fergana entry refer to?
- What does the abbreviation 'est.' mean?
- Is the Macmillan Encyclopedia an example of type (a) or type (b) described above?
- How is the information in this encyclopedia arranged?



The Specialised dictionary

The reference section of a good library usually contains a number of special dictionaries. These dictionaries only contain words and specialised terms from one particular field. The entries are arranged alphabetically. Here is an extract from the Longman Dictionary of Language Teaching and Applied Linguistics:

slang /slæŋ/ n

casual, very informal speech. For some people, slang is equivalent to COLLOQUIAL SPEECH but for others, it means 'undesirable speech'. Most slang is quite unstable as its words and expressions can change quite rapidly, for example: Scram! Beat it! Rack off! (for 'leave')

see also JARGON

- What information about the word 'slang' does the entry provide?
- Do you use slang very often when you speak Uzbek or Russian?
- What is your parents' attitude to slang?
- Can you think of any examples of slang words in your mother tongue which were popular a few years ago but have now gone out of fashion?



When you next pay a visit to your library find out if it has any examples of these or any other type of reference books.



TRANSLATION PRACTICE

Translate the 'agony aunt's' reply to Gloria's letter (HE LOVES HIS BAND MORE THAN ME) into Uzbek or Russian.

Making someone choose between something they love and someone they love is never a good idea. If your boyfriend gave up his band for you, he would probably feel sad and frustrated. Then he wouldn't be much fun to be with. You should talk it over with him and try to come to a compromise. Of course he needs to practise if he wants his band to be successful, but he needs to make time for you too. If I were you, I would explain that although you wish him success with his music, you don't want it to be at the cost of your relationship. You need to negotiate not give ultimatums.



PUZZLE CORNER

IDIOMS

Read the extracts from problem page letters and advice below and complete each idiom in **bold type** with a suitable ending from the box below.

- A Don't worry. Most young people have arguments with their parents from time to time. It might seem serious now but I'm sure you'll be friends again soon. It's just **a storm**
- B I started my own business five years ago. Now it's quite successful, but for the first two years I really struggled to **keep my head**
- C I understand that student life is sometimes difficult and that you would like to start earning money. But if I were you I wouldn't quit university. Getting a degree will really be **a feather**
- D Students all over the world have the same financial problems as you. Very few have extra money to spend on luxuries. Many of them have to **live**
- E Many students worry about their progress but discussing the problem with your teacher was very sensible. You obviously have **an old head**
- F My parents' views are so different from mine. They like classical music and I like pop. They want me to be a lawyer and I want to be a singer. In fact we hardly ever **see eye**
- G Marriage might seem difficult at first but you'll soon learn to live together and when your first child arrives you'll both **be**



- (1) above water (2) on a shoestring (3) to eye (4) in your cap
 (5) in a tea cup (6) on cloud nine (7) on young shoulders

Now match the idioms with the seven explanations below.

- a) very happy
 b) a small disagreement
 c) an achievement to be proud of
 d) to agree
 e) with very little money
 f) a young person who acts very maturely
 g) to survive financially, but with difficulty



Which idioms do the cartoons illustrate?



GLOSSARY OF KEY WORDS IN THIS UNIT

generation	/dʒenə'reɪʃn/ <i>n</i>	авлод	upset	/ʌp'set/ <i>adj</i>	хафа
gap	/gæp/ <i>n</i>	бўшлиқ	dilemma	/dɪ'lɛmə/ <i>n</i>	иккиланиш,
agony	/æɡəni/ <i>n</i>	изтироб			аросат
laundry	/ləʊndri/ <i>n</i>	кир ювиш	rush	/rʌʃ/ <i>v</i>	шошилмоқ
grant	/ɡrɑnt, ɡrɑnt/ <i>n</i>	стипендия,	brave	/breɪv/ <i>adj</i>	ботир
		грант	involve	/ɪn'vɒlv/ <i>v</i>	жалб қилмоқ
bill	/bɪl/ <i>n</i>	ҳисоб	rent	/rent/ <i>n</i>	ижара
cope	/kəʊp/ <i>v</i>	эпламоқ	hasty	/ˈheɪsti/ <i>adj</i>	шошилинч
fuss	/fʌs/ <i>v</i>	ташвишланмоқ	selfish	/ˈselfɪʃ/ <i>adj</i>	худбин
hassle	/ˈhæsl/ <i>v</i>	безор қилмоқ	thesaurus	/θɪˈsɔːrəs/ <i>n</i>	тезаурус
gig	/ɡɪɡ/ <i>n</i>	томоша	encyclopedia	/ɪnˈsʌkləˈpiːdiə/ <i>n</i>	қобуснома
wimp	/wɪmp/ <i>n</i>	бўшаниг, суст	slang	/slæŋ/ <i>n</i>	жаргон,
		одам			слэнг
protective	/prəˈtektɪv/ <i>adj</i>	ҳимоя	colloquial	/kəˈləʊkwɪəl/ <i>adj</i>	оғзаки
		қиладиган			нутққа хос
horrendous	/hə'rendəs/ <i>adj</i>	дахшатли	frustrated	/frʌ'streɪtɪd/ <i>adj</i>	хафа, тушқун
argument	/ˈɑːɡjʊmənt/ <i>n</i>	даштил, асос	negotiate	/nɪˈɡəʊʃieɪt/ <i>v</i>	музокара
afford	/ə'fɔːd/ <i>v</i>	курби етмоқ			олиб бормоқ
overcrowded	/ˌəʊvə'kraʊdɪd/ <i>adj</i>	ўта гажум	ultimatum	/ˌʌltɪˈmeɪtəm/ <i>n</i>	ультиматум



If you meet any particular problem with your English or if you are worried about your progress, don't be afraid to discuss it with friends or with your teachers. Remember this proverb: "A problem shared is a problem halved".

In this unit you will learn how to...

- extract key information from a text
- use connectors to show contrasting ideas
- take part in a formal debate in English
- write a 'for and against' essay

LEARNER STRATEGY

Your spoken English needs just as much practice as the other skills. You need to create as many opportunities as possible to use your English both inside and outside the classroom. In this unit we will look at some ways of practising speaking skills.



THINKING & SPEAKING

WHO GETS YOUR VOTE?

1 Look at this public notice which was seen recently all over Britain. Why did the British Government publish this notice?

2 Choosing the people we want to represent us in parliament is a very important democratic right. Have you ever voted in an election? What qualities should you look for when voting for someone to represent you in the parliament of Uzbekistan?

Look at the list of qualities below and decide how important they are. Rank them from 1-8 (1 = most important, 8 = least important) and write your order in the first column. Then compare your order with your partner's. Write your partner's order in the second column. If you disagree, discuss your differences and try to reach a compromise (a result that satisfies you both). Write this in the third column.

IT TAKES SOME PEOPLE A LIFETIME TO GET WHAT YOU'VE GOT BY RIGHT.

YOU HAVE A VOTE

USE IT! — IN THE LOCAL ELECTIONS ON MAY 5TH

	YOUR OPINION	PARTNER'S OPINION	COMPROMISE OPINION
family background			
profession			
party membership			
views and ideas			
personality			
level of education			
honesty			
age			



3 Read the following news reports about parliaments in three central Asian countries.

The Chairman of the recently-formed People's Unity (Khalq Birlig) Party in Uzbekistan has won a seat in the Uzbek Parliament at a recent by-election, the Tashkent newspaper 'Narodnoye Slovo' reported. Turabek Dolimov was the only candidate for the Alat constituency in Bukhara and received 99.2% of the votes.

The general election in Kazakhstan on Saturday 9th December failed to fill enough seats in the lower house of the parliament to make a quorum in the chamber. The head of the Central Electoral Commission, Yuriy Kim told a news conference that in 23 constituencies none of the candidates managed to win the minimum 50% of the votes they needed to be elected and that new polls will be held within two months.

The 35-seat Legislative Assembly of the Kyrgyz Parliament voted on Wednesday 20th September against holding a referendum on extending the President's term of office. According to Interfax news agency, 33 of the Assembly's 35 MPs were present and 30 voted against the proposal that a referendum should be held on extending Akayev's term. The Speaker said that the other chamber, the 70-seat Assembly of People's Representatives, does not have the right to reject this decision.

Now try to match the underlined words in the 3 articles with the definitions below:

- an election in which all the voters in a country elect representatives
- the person who chairs parliament
- members of parliament
- a vote by all the registered electors of a country to decide on a political matter
- the head of state in a country with no king or queen
- a person who wants to be chosen for parliament in an election
- an area which can elect someone to represent it in parliament
- a large room used for formal meetings / the people who meet in that room
- a position as a member of a parliament
- a particular number of people needed for a meeting to begin
- a fixed period of time in which someone can have a position in government
- another word for elections
- one part of a parliament (*find 2 different words*)
- a political organisation established to promote particular views and policies
- a special election held in only one area



DEVELOPING YOUR READING SKILLS

1 Do you recognise this famous building? What is it called? Where is it? What takes place inside the building?

2 As you read the text which follows, see how many of the words from the three texts about Central Asian parliaments you can find.



The British Parliament is one of the oldest in the world and is the most important part of Britain's system of government. It meets in the Palace of Westminster, beside the River Thames in London. This is also known as the Houses of Parliament. It is the job of the British Parliament to make sure that the Government is working properly. Parliament consists of three parts: the monarchy (the King or Queen), the House of Lords, and the House of Commons.

The monarchy is much older than Parliament itself. Since 1066 there have been 35 Kings and 5 Queens. However, since 1689 the monarch's power has been reduced by Parliament. Today, Britain has a 'constitutional monarchy'. This means that although the King or Queen is officially the British head of state, he or she does not make any major political decisions. Instead, the monarch acts on the advice of government ministers. Even the important speech which the King or Queen reads at the opening of each new session of Parliament is written by the Prime Minister. Nevertheless, the current monarch, Queen Elizabeth, does have some influence. Her opinions on important subjects can affect the way the Government acts, though she rarely expresses them publicly.

The House of Lords is the oldest of the two Houses of Parliament and was originally a group of nobles who advised the King. Today, it has 1198 members, although the average daily attendance is less than 400. These members are not elected, but have inherited their seats from their fathers or been given them by the Government. Members of the Royal Family, bishops of the Church and important law judges can also sit in the House of Lords. The Lords can suggest changes in laws, but it cannot reject laws that the Commons wants to pass. The debates in the Lords are chaired by the Lord Chancellor.

The House of Commons first met in the thirteenth century when towns sent representatives to the King to vote on new taxes. The name 'common' means 'ordinary, not noble or royal'. The modern House of Commons consists of 651 Members of Parliament (MPs) who are all elected by voters in each of Britain's 651 parliamentary constituencies. These MPs come from several different political parties, but the majority of them belong to either the Conservative or the Labour party. The House of Commons is the main place where new laws are examined, debated and passed.

The chamber in which the MPs meet is quite small. In fact, it has benches for only 437 so when there is an important debate it is very crowded. The chairman of the Commons, called the Speaker, sits in the centre at the back on a high chair and makes sure that the rules of the House are followed. The party which is in government (the one which has the most MPs elected) sits on the benches to the right of the Speaker. The main opposition party sits opposite. There are two red lines on the floor in front of the benches. MPs must not cross these during a debate. This is one of many historical traditions in the British Parliament; MPs used to carry swords into the chamber and the distance between the two red lines is too wide for a sword fight! Today, the only weapons allowed in the chamber are words. However, the Speaker frequently has to shout "Order! Order!" to control the MPs. Below the Speaker's chair there is a large table. This is where the Prime Minister and other ministers stand when they make speeches to the House. MPs who hold government positions sit on the benches at the front and are called 'frontbenchers'. MPs who do not hold any office with the Government or the main opposition party sit behind them and are called 'backbenchers'.

In spite of the fact that the British parliamentary system has been the model for many other countries, some people believe that it should be reformed. They think that the monarchy is old-fashioned and expensive and that the unelected House of Lords is undemocratic. MPs in the Commons are also frequently criticised for following the orders of their parties and not properly representing the people in their constituencies. As the world enters the 21st century, has the time come for change?



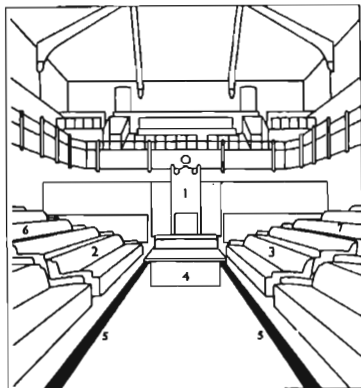
2 READING COMPREHENSION

A Read the text again and complete the notes in the table below.

HOUSE	ORIGIN	NUMBER OF MEMBERS	HOW ARE MEMBERS CHOSEN?	TITLE OF CHAIRMAN	MAIN ROLE OF HOUSE
HOUSE OF LORDS					
HOUSE OF COMMONS					

B Look at the drawing below. It shows the chamber in the House of Commons in which the MPs meet. Read paragraph 5 of the text again and then identify the following:

- the Speaker's chair ...1...
- the Government front bench
- the Government back benches
- the two red lines
- table for ministers' speeches
- the Opposition front bench
- the Opposition back benches



C What evidence is there in the text for the following statements?

- (a) The Queen has little real political power.
evidence
- (b) Debates in the House of Commons are often quite noisy.
evidence
- (c) The House of Lords is not as powerful as the House of Commons.
evidence

D What reasons do some people give for wanting to reform the British Parliament?

.....

.....

.....

**3 WORKING WITH WORDS**

A Do you know the meaning of the words below? If you are not sure, try to guess the general meaning. Use clues in the context to help you. Don't look in the dictionary until you have made your guesses!

- swords (41)
- benches (34)
- inherited (21)
- common (27)

B One way of linking sentences in a text is by using pronouns such as *this*, *it*, *he*, *she*, etc. These words refer to something which is mentioned in another place in the text. For example:

The chamber in which the MPs meet is quite small. In fact, **it** has benches for only 437, so when there is an important debate **it** is very crowded.

Here, the pronoun **it** refers to **the chamber**. The writer uses it so that he does not need to repeat the word **chamber**.

Find these other pronouns in the text (line numbers are given) and note down exactly what they refer to.

one (1)	these (40)
this (10)	this (10)
them (16)	he or she (11)
it (34)	them (48)
this (40)	it (51)

**LINKING CONTRASTING IDEAS**

Look at this sentence from the text:

This means that **although** the King or Queen is officially the British head of state, he or she does not make any major political decisions.

In this sentence the word **although** shows us that there are two **contrasting** ideas in the sentence. The contrasting ideas are:

- the Queen is the head of state
- the Queen doesn't make major political decisions

These two ideas **contrast** because usually the head of state of a country does make political decisions. There are several other words and phrases like **although** which can be used to link or join **contrasting** ideas. Here are some which are used in the text.

nevertheless however though yet in spite of the fact that but



Exercise 1

Re-read the text to find examples of the linking words and phrases from the box on the previous page. Then see if you can identify the two contrasting ideas which each one links.

Exercise 2

Look at the table below. Link a suitable sentence or phrase from the right hand column with one from the left hand column to make seven good sentences. (The first one has been done for you.)

Although the House of Commons is often very crowded,

Members of the Lords are not paid,

In spite of the fact that women make up more than half of the population,

Britain is called a multi-party democracy.

In the past, the Labour Party represented the poor working people,

Voting in elections is an important democratic right.

MPs can have other jobs in business.

However, they must not keep them secret.

there are still very few female MPs.

but now it has members from all social classes.

though they do receive travel expenses.

this creates a good atmosphere for debates.

Yet Parliament is controlled by just two parties

Nevertheless, many young people do not bother to vote.

LEARNER STRATEGY

PRACTISING YOUR SPOKEN ENGLISH


1 In order to improve your speaking skills you obviously need to speak as much as possible. Earlier units in this book have already given you lots of opportunities for classroom practice. Here are just some of the speaking activities you have already met in this book:

- discussion with a partner
- discussion in a group
- practising introductions and conversation starters
- exchanging information with a partner
- working on translation exercises with a partner
- giving short talks
- interviewing and being interviewed

How do you do?
My name's
John Dobson





2  However, your speaking practice should not stop once you leave the classroom! It is very important that you find ways to practise outside the classroom too. With a partner, discuss whether the suggestions below are practical for you. Can you think of other ways to practise your spoken English outside the classroom.

- You could organise an informal conversation group with your friends at home or in the dormitory. In the group you could talk about what's in the news, tell anecdotes, sing songs, and help each other with homework and revision. Provided you meet regularly and only allow English to be spoken, a conversation group would give you a chance to use the English you learn in class.
- Try to listen to as much spoken English as possible on radio, TV and cassettes. Work on your pronunciation using cassettes in a language laboratory or at home. If you have access to a cassette recorder why not record yourself giving a talk or chatting with a friend and then listen carefully to the recording. This will help you to identify any weaknesses you might have.
- If you know any non-native speakers of English whose spoken skills are particularly good, talk to them and find out the secret of their success. Find out how they managed to become such good speakers of English and ask for their advice on how you can improve. Why not start by asking your teacher?

3 Whenever you do practise your spoken English try to remember the following points:

Don't worry too much about making mistakes. In most conversations, fluency is more important than accuracy.

Be a good listener. Encourage others to talk by asking questions that they will enjoy answering. Show the other person that you are listening by nodding your head or using short phrases like "I see" or "Really?". To be interesting, be interested!

Think about your body language as well as the words you use. Gestures and facial expressions are an important part of successful conversation and public speaking.



4 Now, here are two activities to give you more speaking practice. The first is an informal discussion with a partner. The second is a more formal class debate to help you develop your public speaking skills.



COMMON GESTURES IN ENGLISH

Gestures are very important in formal and informal conversation and in speech making. A particular gesture can show the other person or persons how you feel about what you are saying or hearing. Some cultures use many gestures (e.g. Italian) while others use very few (e.g. Japanese). Sometimes it can be difficult for someone from another culture to work out what a gesture means.

With your partner look at the sketches of common gestures used in Britain and America. For each one discuss what it might mean and when it could be used. Also, decide which of the gestures are also used in Uzbekistan.



CLASS DEBATE



MPs spend much of their time in parliament debating important questions. A proposal (called a motion) for a new law, or a change in a law, is put forward and the arguments for and against the motion are discussed. Debates are controlled by the Speaker. At the end of a debate a vote is held to see how many MPs are in favour of the motion and how many are against it.

Now you are going to have your own debate. Imagine that you are all British MPs and that your classroom is the debating chamber in the House of Commons! You have all come to the chamber to debate the motion

"Britain no longer needs a monarchy."

What you should do..

1 Look at the notes below which give some of the arguments **for** and **against** the monarchy. Decide on your own position on the question.

ARGUMENTS FOR THE MONARCHY

The Queen works very hard for the country. She represents Britain in foreign countries.

The majority of British people love the Queen. She is a symbol of unity.

The Royal Family makes a lot of money for the country because millions of tourists come to see them and the royal traditions.

The monarch stops politicians from getting too much power.

The Royal Family promotes British exports by making visits abroad.

ARGUMENTS AGAINST THE MONARCHY

The monarchy is very expensive. The Queen gets about £10 million of public money each year.

The King or Queen is not elected. It is very undemocratic to have an unelected head of state.

Monarchy is an old-fashioned idea. It makes people think about the past rather than the future.

The Royal Family is involved in too much scandal.

It is too remote from the ordinary people and does not understand their problems.



- 2 Choose one member of your class (or perhaps your teacher) to be the Speaker. He or she will chair the debate.
- 3 The Speaker opens the debate and asks MPs to give their opinions. MPs should not interrupt each other. They should wait until the Speaker invites them to speak. (Look at the Phrase box below.)
- 4 When MPs are giving their views they should start by saying "Mr / Madam Speaker". The Phrase Box below gives some useful expressions.
- 5 At the end of the debate the Speaker will hold a vote and announce the result. The motion will either be accepted or rejected.

When you have thought about your own views on the motion and chosen your Speaker, look carefully at the useful phrases in the box below.

<p style="text-align: center;">PHRASES FOR THE SPEAKER</p> <p>The motion today is..... Would you give us your views Mr/Mrs ? What's your opinion on this Mr/Mrs ? Order! Order! (voting) Those in favour of the motion please show. Those against. The motion is accepted/rejected.</p>	<p style="text-align: center;">GIVING OPINIONS</p> <p>I think that I believe that..... In my opinion I'm certain that There's no doubt in my mind that As I see it</p>
<p style="text-align: center;">AGREEING</p> <p>I completely agree. I agree with the previous speaker. I am in favour of the motion.</p>	<p style="text-align: center;">DISAGREEING</p> <p>I totally disagree. I do not accept what the previous speaker said. I am opposed to the motion.</p>

Now you should be ready to begin your debate. Remember: words are your only weapons!



IMPROVING YOUR WRITING

DISCURSIVE ESSAYS

The purpose of a parliamentary debate is to listen to a range of views on a certain proposal then to come to a decision on whether that proposal should be accepted or rejected. The **'for and against'** essay is rather like a written form of debate. When you write a 'for and against' essay you discuss both sides of an issue and then put forward your own conclusion based on the evidence you have presented.

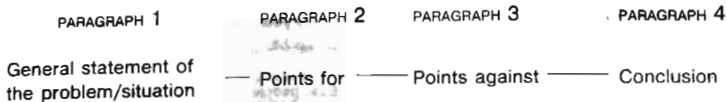
1 Listing the points

When writing a 'for and against' essay, it is particularly important that you think very carefully about the issue, problem or proposal before you start writing. It is a good idea to note down all the pros and cons as you think of them in two separate lists, just like the lists you used when preparing for the debate on the British monarchy.



2 Making a plan

When you have listed all the points you want to include in your essay you should make a plan. A typical plan for this type of essay is shown below.



3 Fact and opinion

When you present the arguments for and against an issue you need to give supporting evidence. Sometimes this evidence may be just your or someone else's opinion. This kind of evidence is subjective. Sometimes your evidence may be in the form of facts. Factual evidence is objective and therefore usually stronger and more convincing.

4 The opening paragraph

Try to make your opening paragraph interesting. You may want to give some surprising facts, to make a controversial statement or begin with a quotation in order to attract the reader.

5 Linking contradictory facts

In your 'for and against' essay you may want to mention both sides of the question in one sentence or in successive sentences. Look back at page 142 to remind yourself of the words and phrases used to link two contrasting or contradictory facts.

6 Connectors

Your essay should not be just a list of points. You will need to link the sentences with connectors such as:

firstly secondly in addition furthermore finally in conclusion

You could also use the reinforcing connectors you learned about in Unit 10 (page 119).

7 The final paragraph

In the final paragraph you should weigh up the points for and against and present your own conclusion clearly to the reader.

WRITING TASK: A 'FOR AND AGAINST' ESSAY

1 You are going to write an essay giving the arguments for and against the following motion.

Cigarette smoking should be banned in all public places in Uzbekistan.

To help you think about both sides of this issue look at the various pieces of subjective and objective evidence on the next page.



Tax on tobacco sales can fund new schools, roads and hospitals.

"It's a question of personal freedom. If I want to smoke why shouldn't I?"

"Smoking helps me to relax when I'm worried or tense."

The tobacco industry earns a lot of money for Uzbekistan. Many people work in cigarette factories and on tobacco farms.

Tobacco smoke is made up of over 4,000 different chemicals. These include about 60 carcinogenic (cancer causing) chemicals.

Every year many thousands of smokers die because of their habit.

Even people who don't smoke are in danger because of breathing in other people's smoke ('passive smoking')

"If the government banned smoking people would know that it is dangerous."

2 After you have considered the evidence above:

- draw up a list of points for and against adding ideas and evidence of your own
- make a plan for your essay following the model on the previous page
- draft, improve and edit your essay in the usual way



TRANSLATION PRACTICE

Translate the following text into Uzbek or Russian

A typical debate in the House of Commons lasts about five to six hours, with opening and closing speeches by ministers. There are usually fifteen to twenty speeches by backbenchers. Sometimes only a handful of MPs are present in the chamber to hear these speeches. At the end of every debate the Speaker asks the MPs to vote on the motion that has been debated. The members vote by walking through corridors called "lobbies". As they walk through the lobby they are counted. The 'Yes' lobby runs down one side of the chamber, the 'No' lobby down the other. Bells ring all over the building to call those MPs who are not in the chamber to vote. They have to be quick because the doors to the voting lobbies are locked after six minutes. Although many MPs may not have attended the debate, they know whether to support or oppose the motion because party managers stand outside the doors. MPs almost always vote automatically with their parties.



PUZZLE CORNER

How many words of 3 letters or more can you make from the word below?

DEMOCRATIC

RATING: 15 = good 20 = very good 25 or more = excellent



GLOSSARY OF KEY WORDS IN THIS UNIT

vote	/vəʊt/ <i>v</i>	овоз бермоқ, сайламоқ	proposal	/prə'pəʊzəl/ <i>n</i>	таклиф
election	/ɪ'leɪʃn/ <i>n</i>	сайлов	motion	/məʊʃn/ <i>n</i>	таклиф (мажлисда)
parliament	/pɑ:lə'mənt/ <i>n</i>	парламент	put forward	/put 'fɔ:wəd/ <i>v</i>	таклиф киритмоқ
democracy	/dɪ'mɒkrəsi/ <i>n</i>	демократия	unity	/ju:nəti/ <i>n</i>	бирлик
democratic	/demə'kræti:k/ <i>adj</i>	демократик	promote	/prə'məʊt/ <i>v</i>	янги лавозимга қўтармоқ
right	/raɪt/ <i>n</i>	хуқуқ	scandal	/ˈskændl/ <i>n</i>	жанжал
compromise	/kɒmp'rəmaɪz/ <i>n</i>	муроса, компромис	remote	/rɪ'məʊt/ <i>adj</i>	узоқ, олис (жой)
term	/tɜ:m/ <i>n</i>	атама	cancer	/ˈkænsə(r)/ <i>n</i>	рак
government	/gʌvə'nmənt/ <i>n</i>	хукумат	tax	/tæks/ <i>n</i>	солиқ
monarchy	/ˈmɒnəki:/ <i>n</i>	монархия	support	/sə'pɔ:t/ <i>v</i>	қўлламоқ
speech	/spi:tʃ/ <i>n</i>	нутқ	oppose	/ə'pəʊz/ <i>v</i>	қарши бўлмоқ (чиқмоқ)
inherit	/ɪn'herɪt/ <i>v</i>	мерос қилиб олмоқ			
debate	/dɪ'beɪt/ <i>n</i>	дебат			
reform	/rɪ'fɔ:m/ <i>v</i>	қайта қурмоқ			



When you listen to native speakers of English, try to notice how they use intonation. Falling intonation on words like 'OK' or 'so' often shows that the speaker is about to change the subject. Rising intonation is a way of showing interest in what is being said. A wide range of intonation is more likely to keep a listener interested than a monotonous voice.

In this unit you will learn some ways of...

- reading and talking about computers
- predicting the future with differing levels of certainty
- using the first conditional tense
- writing a summary of a longer text

LEARNER STRATEGY

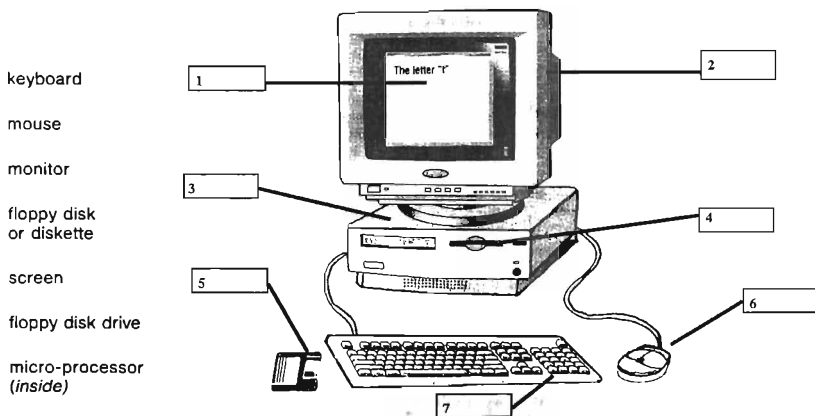
If you have access to a computer it can be a very useful tool. In this unit we will look at some of the ways in which computers can help you with your studies.



THINKING & SPEAKING

HARDWARE AND SOFTWARE

1 Look at the picture of a computer system below and add appropriate labels using words and phrases listed on the left.



- keyboard
- mouse
- monitor
- floppy disk or diskette
- screen
- floppy disk drive
- micro-processor (inside)

2 Skim the following short extracts and decide from which of the sources below each one was taken.

a newspaper report
 an advert in a magazine

a word processing manual
 a dictionary

**A**

computer /kəm'pi:tə/ *n* an electronic device for storing and analysing information fed into it, for calculating, or for controlling machinery automatically: *Is the new information available on (the) computer yet?*
 • The accounts **are** processed by computer.
 • a laptop/personal computer • a computer programmer • computer software/graphics

C

What should you look for when choosing a **PC**?

- it must be small enough to fit in your briefcase
- it must provide enough power to handle all the applications which you regularly use.

Given these criteria, your first choice of machine must be the TRANASONIC CF-171.

As a laptop it has few rivals for slimness and lightness. Yet it's not only the size of the CF-171 which impresses.....

B

TO MOVE TEXT TO ANOTHER LOCATION IN A DOCUMENT:

1. Select the text you want to move.
2. Choose CUT from the EDIT menu.
The selected text disappears from the screen.
3. **Click** the location in the document where you want to insert the text.
4. Choose **PASTE** from the EDIT menu.
The text appears in the **new** location.

D

The annual Computer and Communications-Central Asia Exhibition was opened yesterday at the Yoshlik sports centre in Tashkent.

About thirty firms took part in the exhibition and a wide variety of technology was presented, from small systems designed for an office to complex ones which can connect hundreds of computers within a network.

The new IBM hardware looked very impressive, as did the new 'all-in-one' Xerox 3006 on show at the Uz-Xerox stand. This comprises a fax, photocopier, printer and scanner, in one single machine.

The exhibition continues until the **end of the week**.

3 Now read the extracts again and

match the underlined words in the extracts with the following definitions:

- a) programs used in a **computer**
- b) to press the button on a mouse
- c) a system which connects a number of computers
- d) personal **computer**
- e) the **computer** equipment itself
- f) to insert a **text** or a picture in a document
- g) a small personal computer



DEVELOPING YOUR READING SKILLS



1 With a partner discuss the different ways in which computers can help us in the following places. Make a note of your ideas.

- in the office
- at school and university
- in factories
- in hospitals
- at home

2 Now read the text about computer technology and how it affects us. As you read see how many of the ideas you noted above are mentioned in the text.



The computer revolution, which began about 25 years ago with the invention of micro-chip technology, has probably changed our lives for ever. We use computers and the micro-chips which make them possible everytime we pick up the telephone or switch on the television. We drive cars designed with the help of computers and listen to music composed on a computer. We can even play chess against a computer. Like it or not, computers will undoubtedly become more and more important in our professional and personal lives.

The computerisation of the office has completely changed the way companies do business. Although the paperless office may still be a dream, computers can take on many office tasks which formerly required piles of paper and several filing cabinets. In fact the computer is like a huge electronic filing cabinet which can store and organise large collections of data such as customer accounts, stock lists, and employee records. These computer databases have several advantages over the traditional filing systems: specific information can be found much more quickly and easily; records can be automatically sorted and updated; computers in a particular company can be linked within a network so that managers of different departments can have access to the same data, computers take up very little space in the office and some can even be carried around in a briefcase.

However, the office computer is more than just an advanced filing system. It is also a powerful calculator which speeds up financial calculations, and a sophisticated word-processor which allows you to plan, type and print letters, memos, reports and other business documents. Word-processing programs help make the typing and editing of documents less boring. Changes and corrections can be made to a text without having to retype the whole document from scratch.

Perhaps the most important of all the computer's functions in a modern office is that of electronic communicator. Businesses around the world can now communicate with each other and with their customers via electronic mail (e-mail). A message is typed onto the computer screen, the Send button is clicked, and the message is sent down the telephone line to the recipient's screen on the other side of the world - provided that both sender and recipient are on the same network. All of this takes only a few minutes and is much cheaper than making an international call. An even more recent computer technology called video-teleconferencing may soon allow business people in several different locations around Uzbekistan to hold a meeting as if they were face-to-face in the same room. Small cameras on the computer will enable participants to see colour images of each other and they will also be able to talk directly and exchange documents. All of this visual, audio and textual data will be processed by computers and sent via telephone lines.

Of course, it is not only businesses which are benefiting from computers. The same technology is also used in schools and universities. For example, in Computer Assisted Learning (CAL) the computer leads the student through a learning task step-by-step, asking questions to check understanding and giving advice. CAL is especially useful in the learning of foreign languages. Even more exciting is the possibility of linking schools and universities to the global computer network. If universities in Uzbekistan link up to the Internet, students here will be able to exchange information and ideas with students in other countries. Teachers and students will also be able to call up anything from a world database of books, academic papers and historical archives. In the future, students could work at home using the Internet to research topics and communicating via e-mail with their teachers. If such 'borderless' classrooms become a reality, it seems almost certain that teachers will have to play a different role, although it is highly unlikely that computers will ever replace them completely. If the price of computer hardware and software continues to fall, more and more people all over the world will buy home computers and join the global network. Then the revolution will be complete.



3 READING COMPREHENSION

A The text is divided into five paragraphs. The main topic of each paragraph has been listed below. Write the correct paragraph number (1-5) next to each topic.

The use of computers in education	Word processing applications
The advantages of computer databases in the office	An introductory paragraph
Electronic communication for business	

B The following sentence has been removed from the text. Decide where it should be placed. Mark the place in the text with an asterisk (*).

Spelling and grammar can also be checked automatically.

C Match the computer application in the text with the description on the right.

database program	a worldwide network of computers giving users access to information and services
word processor	
video teleconferencing	a computer based system which allows users in different places to take part in meetings
e-mail	an application which produces documents suitable for printing
the internet	an application used to store and organise large collections of information messages sent between users of computers



4 WORKING WITH WORDS

A Read through the text again and underline all the words which are new to you. Try to guess their meanings using clues in the text. When you have done that, check your guesses in a good dictionary.

B Using the paragraph references given, look back in the text and find words or phrases which have a similar meaning to:

a dramatic change in something (1)	.....
making something that has not existed before (1)	.....
written notes sent between people in the same firm (3)	.....
complicated (3)	.....
to start again from the very beginning (3)	.....
by way of or through something (4)	.....
close to and looking directly at something (4)	.....
moving gradually from one stage to the next (5)	.....

**C Word formation**

The suffix '-less' combines with nouns to form adjectives. Adjectives formed in this way describe people or things that do not have or do whatever is referred to. For instance if something is 'nameless', it has no name and if it is 'harmless' it cannot harm you.

In the text there are two examples of adjectives with '-less.' Can you find them? (One is in paragraph 2 and the other in paragraph 5).

Now choose an adjective from the box to complete each of the sentences below.

motionless	painless
thoughtless	homeless
spotless	endless
jobless	speechless

- "Don't worry, it'll be.....", said the dentist.
- In many countries.....people sleep outside on the streets.
- When I found out that I'd been awarded a scholarship I was so suprised that I was.....
- I think he cleans his car every day. It's always.....
- A good wildlife photographer must be able to sit.....for hours, waiting for the perfect picture.

Make sentences of your own using the other three adjectives in the box.

D Choose the correct word to complete each sentence. (You may have to change the form of some words slightly).

- correct, correctly, corrective, correctness
 - Word processing programs have 'spell checkers' which will automatically check the.....of your spelling.
 - Provided you enter the data.....a computer will always give you the.....answer.
 - If a company is losing money the management should take.....action.
- compute, computer, computerise, computerisation
 - The.....of factories has led to an increase in the number of jobless people.
 - "Have youthe results yet?"
 -used to fill a whole room but now they can be carried around in a briefcase.
- technology, technological, technologically, technologist
 - Factories in Uzbekistan are much more.....advanced than they were five years ago.
 - He works as a computer....., designing and testing new hardware.
 - The invention of the microchip was a great.....achievement.

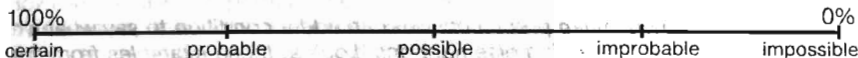



**GRAMMAR
SPOT**
PREDICTING THE FUTURE

The text talked about the way in which computers already affect us. It also offered various predictions about how computers might change our lives in the future. For instance:

"In the future students could work at home using the Internet..."

Predictions like this can be expressed with different levels of certainty depending on how sure we are that the predicted event will happen. You could think of these levels as being on a scale of 0-100%.



Below are some of the words and phrases you can use to express different levels of certainty when making predictions about the future.

CERTAINTY

will (definitely, certainly)
certain
sure
undoubtedly
without question

PROBABILITY

(highly/most) probable
(highly/most) likely
probably

POSSIBILITY

may (not)
might (not)
could
possible
possibly
perhaps

IMPROBABILITY

improbable
(highly/most) unlikely
probably not
most doubtful

IMPOSSIBILITY

cannot
could not
not possible
impossible

Now look back through the text and find predictions about the future. Decide what level of certainty is expressed in each prediction.

Exercise 1

Look at these imaginary headlines from Uzbek newspapers in the year 2010. How likely or unlikely do you think it is that these things will happen? Exchange views with your partner using words and expressions from the list above. For instance, you might say: "I think it is highly likely that a cure for AIDS will be found".

Uzbekistan wins 10 gold medals at the Olympics

War declared between the USA and China

CURE FOR AIDS IS DISCOVERED



Michael Jackson gives a concert in Tashkent

Smoking is made illegal in Uzbekistan

Uzbek capital is moved to Samarkand

Major earthquake hits Andijan

UZBEK DIPLOMAT BECOMES UN SECRETARY GENERAL

Predictions with conditions

Sometimes when we make predictions we can add a condition to say what we think will happen if something else happens. Look at these examples from the text:

If universities in Uzbekistan link up to the Internet, students will be able to exchange information.

If the price of hardware and software continues to fall, more and more people all over the world will be able to buy home computers.

These sentences are examples of the first conditional form. The verb in the 'if' clause is in the present simple tense. The verb in the main clause is in the future tense with 'will', 'may' or 'might'. We use the first conditional when we think that the condition in the 'if' clause is certain, probable or possible. So, in the examples above, the writer believes that it is likely that, in the future, universities in Uzbekistan will be linked to the Internet and that the price of computer technology will continue to fall.

Exercise 2

Make predictions by writing a suitable main clause for the sentences below.

- If the population of the world continues to increase rapidly,.....
.....
- If Uzbekistan adopts the Latin alphabet,.....
.....
- If you eat too much fatty food,.....
.....
- If the number of cars in Tashkent keeps on growing,.....
.....
- If student stipends are raised,.....
.....



LEARNER STRATEGY

USING COMPUTERS

As you read in the text, computers can be of great use to teachers and students. Perhaps some of you have already used e-mail to send and receive messages from friends in other countries. Many firms and organisations in Uzbekistan now have an e-mail address. In the future the Internet computer network may enable you to find information and read books from all over the world. You may also have the chance to use special educational software.

However, **at present**, perhaps the most practical way for you to use the computer is as a writing tool. Most word processing programs have several features which can help you to improve and enjoy your writing. These include:

- a spell checker which finds misspelt words and suggests corrections
- a thesaurus which offers synonyms for words to help you avoid repetition
- a grammar checker which corrects certain aspects of grammar such as verb-subject agreement



These special features can help you edit and improve your writing but you still need to do careful reading and checking yourself.

Word processing programs can also help you to lay out documents such as CVs and formal letters. As you become more experienced, you can improve your writing by adding pictures or special design effects. This textbook was designed on a computer and I hope you'll agree that it looks interesting! If you have access to a computer in your university, try to practise using it to write essays and letters.



IMPROVING YOUR WRITING SUMMARIES

The aim of writing a summary is to express the basic meaning of a longer text without losing any important information or changing the emphasis of the original. Here are some situations in which you may need to write summaries:

- You read an interesting newspaper article and want to describe the main points to a friend in a letter.
- You are asked to write a report of a business meeting between an Uzbek firm and its foreign partners.
- You attend an international conference and are asked to summarise the main speeches.
- You have to write an academic paper on market economics and need to summarise information from various textbooks and journals.
- You are taking an exam and one of the questions asks you to summarise a text.



Here are six important steps to follow when summarising a text:

- 1 Read the text carefully to make sure that you understand the main points.
- 2 Underline the most important information.
- 3 Make notes of the main points leaving out details such as examples, names and personal comments.
- 4 Use the notes to write a paragraph in complete sentences. Don't take whole sentences from the text. Use your own words, especially if your summary is for an exam.
- 5 Check the number of words in your summary. If it's too long, shorten it by removing unnecessary words or by rephrasing sentences.
- 6 Give your summary a final check for mistakes in spelling, punctuation and grammar.

WRITING TASK: SUMMARISING A TEXT

Write a summary in 120-150 words of the reading text in this unit. Follow the six steps mentioned above and also:

- make sure you include all the important points
- don't add your own ideas
- write in full sentences, not in note form
- keep within the number of words required (in exams you lose marks if you write too much or too little)
- draft, edit and improve your writing in the normal way



TRANSLATION PRACTICE

Translate the following article from a British students' magazine into Uzbek or Russian.

COFFEE, CAKES AND COMPUTERS!

It's a problem. The university is closed, you don't have a computer at home and you need to finish some research. What can you do? The answer may be a cybercafe, a new kind of cafe opening up all over the UK. Cybercafes offer the usual selection of food and drink but are also equipped with computers for their customers to use.



As well as continuing your research project until late in the evening, you can book a computer and browse on the Internet exploring all the information and services available. For a small charge, international students can also get an e-mail address and use the cafe as a post office.





PUZZLE CORNER

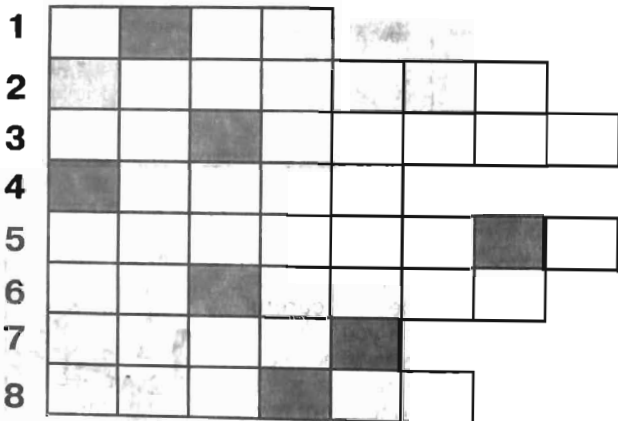
The answers to the clues below are all words you have met in this Unit. There is also an anagram of each word to help you. Solve the clues and enter the words in the grid. The letters in the grey boxes will spell the hidden word.

clues

- 1 It is sometimes floppy
- 2 A number of computers linked together
- 3 A large store of information on a computer
- 4 Messages sent electronically via computers
- 5 Programs used in a computer
- 6 The computer screen is part of this
- 7 To insert text or a picture into a document
- 8 A small computer which can be easily carried around

anagrams

- (skid)
- (kent row)
- (a bad seat)
- (a mile)
- (sow after)
- (tin room)
- (tapes)
- (pal pot)



Hidden word:



GLOSSARY OF KEY WORDS IN THIS UNIT

screen	/skri:n/ <i>n</i>	экран	equipment	/i'kwɪpmənt/ <i>n</i>	жиҳоз
mouse	/maʊs/ <i>n</i>	сичқон	connect	/kə'nekt/ <i>v</i>	уламоқ
keyboard	/'ki:bɔ:d/ <i>n</i>	клавиатура	link	/lɪnk/ <i>v</i>	боғламоқ
electronic	/i'lekt'rɒnɪk/ <i>adj</i>	электроник	data	/deɪtə/ <i>n</i>	далил, факт
device	/dɪ'vaɪs/ <i>n</i>	асбоб	file	/faɪl/ <i>n</i>	файл
analyse	/æ'nəlaɪz/ <i>v</i>	таҳлил	sophisticated	/sə'fɪstɪkeɪtɪd/ <i>adj</i>	мураккаб
		қилмоқ	message	/'mesɪdʒ/ <i>n</i>	хабар
store	/sto:(r)/ <i>v</i>	тўпламоқ	recipient	/rɪ'sɪpiənt/ <i>n</i>	олувчи, қабул
automatic	/ˌɔ:tə'mætɪk/ <i>adj</i>	автоматик			қилувчи
process	/'prəʊses/ <i>v</i>	қайта ишлаб	via	/viə, 'vi:ə/ <i>prep</i>	орқали
		чиқармоқ	global	/'glɔ:bl/ <i>adj</i>	умум-башарий
briefcase	/'bri:fkets/ <i>n</i>	портфель	spotless	/'spɒtləs/ <i>adj</i>	хатосиз, тоза
paste	/peɪst/ <i>v</i>	ёпиштирмоқ	motionless	/məʊ'nɪləs/ <i>adj</i>	ҳаракатсиз
edit	/edɪt/ <i>v</i>	тахрир	harmless	/'hɑ:mɪləs/ <i>adj</i>	зарарсиз,
		қилмоқ			безарар
exhibition	/ˌeksɪ'bɪʃn/ <i>n</i>	кўргазма	summarise	/sʌmərəɪz/ <i>v</i>	хулоса
menu	/ˈmenju:/ <i>n</i>	меню			қилмоқ, якун
insert	/ɪn'sɜ:t/ <i>v</i>	киритмоқ			ясамоқ
network	/ˈnetwɜ:k/ <i>n</i>	сеть	browse	/braʊz/ <i>v</i>	варақламоқ
document	/ˈdɒkjumənt/ <i>n</i>	ҳужжат			



A computer is only a tool. It cannot think for you and will never replace the careful planning and improving which you must do to produce interesting, effective and accurate writing.



In this unit you will learn how to....

- talk about environmental problems
- understand a complex diagram
- use cause and effect linking words
- write a campaign leaflet
- take part in a formal meeting

LEARNER STRATEGY

Being able to find relevant and useful information in a book is a very important skill for any student. In this unit we will practise some of these vital reference skills.

THINKING & SPEAKING

THE WEB OF LIFE

1 Look at these quotes from an American Indian Chief speaking over 140 years ago.


"Only when the last tree has died and the last river been poisoned and the last fish been caught will we realise that we cannot eat money."



"The Earth does not belong to us: we belong to the Earth. All things are connected. Whatever happens to the Earth, happens to us. We did not weave the web of life. We are only a strand in it. Whatever we do to the web, we do to ourselves."

What does he mean by "the web of life"? When he says "we cannot eat money", what is he implying about our attitude towards the environment? Do you agree with the Chief's ideas on the environment and our relationship with it?

2 Today, the human population is so large that the effects of people on the natural environment can be very powerful. In fact, in many places the natural environment has been damaged or even completely destroyed by human activity.

 With your partner make a list of all the different ways in which humans are damaging or destroying the natural environment. When you have finished, compare your list with those of other students.

3 Now look at these extracts from various newspaper and magazine reports about environmental problems in different parts of the world. For each extract try to answer the questions overleaf.



- What type of environmental damage is involved?
- Who is responsible for the problem?
- Is it a local or a global problem?
- Does Uzbekistan suffer from the same or a similar problem?

A

An environmental group in Russia has been making a desperate attempt to clean up 150 tonnes of oil that spilled from a pipeline near Usinsk between June and August 1994.

B

Police in Srinagar, northern India, have seized a record number of 1,366 rare animal skins worth more than £ 600,000, including a 5-metre tiger skin, the biggest ever found.

C

Britain is this weekend suffering its worst summer air pollution crisis for several years. Concentrations of dangerous gases exceeded WHO safety levels over large parts of England and Wales yesterday and the Government is advising people not to use their cars - the main source of the pollution - unless absolutely necessary.

D

At least three species are becoming extinct each hour in the tropical rainforests, according to a new analysis by the world famous biologist Professor Edward Wilson of Harvard University.

E

By the mid-2000s the average global temperature is predicted to rise by an estimated 3-5° C, causing a rise in sea levels as polar ice melts. Entire regions and some nations will be at risk of submersion. Coastal cities like Calcutta, London and New York could disappear.

F

Vast sections of marshland in southern Iraq are being destroyed by the Iraqi Government's ambitious programme of hydrological control. "It is the planned destruction of a people and their environment - part of a long term plan to bring a rebel region under government control."

G

India's biggest tourist attraction is suffering from 'marble cancer', the result of pollution from vehicles, industries and a coal fired power station 20 miles away which pumps a tonne of sulphur dioxide into the atmosphere every day.


H

Work is under way to prevent a Kyrgyz mountain river from bursting its banks and washing buried radioactive waste downstream into the Fergana Valley in Uzbekistan, Moscow Ostankino Radio reported.

4 Now look at the headlines below and match them to the stories above.

- | | |
|--------------------------------------------------|----------------------------------------|
| (1) Summer Smog Hovers Over Britain | (2) SHADOW OVER TAJ MAHAL |
| (3) Rare Skins Seized | (4) Radiation Worries |
| (5) Sadam's Water War | (6) OIL SPILL SPOILS |
| (7) Pace of Extinction Quickens | (8) Threat to London |

**DEVELOPING YOUR READING SKILLS**

- 1**  This picture shows a scene from the Aral Sea region of Uzbekistan. With your partner, describe what you see and discuss what has happened and why.



- 2** You are going to read a text about environmental problems in the Aral Sea region. Before you read, see if you can predict some of the words (verbs, nouns and adjectives) which you will find in the text. Write your predictions below:

verbs

nouns

adjectives

.....

.....

Now compare your lists with your partner's. Are any of your predictions the same?

- 3** As you read, try to find:

- how many of the words you predicted above actually appear in the text
- the sentence in the text which describes the picture above



The inhabitants of Muynak, a former fishing port on the Aral Sea, remember how Lenin once asked their grandfathers to send fish to the Volga region because of a famine there. Now the shoreline of the sea is many kilometres from Muynak and the skeletons of fishing boats lie rusting on dunes on the edge of the town. The blue waters of the Aral Sea were once home to 24 species of fish and supported a thriving fishing industry. By the early 1980s the increase in the pollution and salinity (saltiness) of the water had led to the destruction of the fish shoals. As a result most of Muynak's 60,000 fishermen are now unemployed. For the jobless fishermen the days when they could dine on their own caviar by the shores of the sea are just a sad, distant memory.

The Aral Sea, once the fourth largest lake in the world, has shrunk by more than half of its surface and by more than two thirds of its volume. Since 1960 its water level has fallen by more than 16 metres and its salinity has increased by more than three times. The former sea bed is now a barren salt desert.

The shrinkage of the sea is easily explained. The Aral Sea has no outflow so, in the past, nature kept a balance by replacing the water which evaporates in the hot sun (about 60 cubic kilometres each year) with new water brought by its two feeder rivers the Amu Darya and the Syr Darya. However, the rise in demand for water to irrigate the cotton crops of Central Asia and to supply the growing population has led to more and more water being taken from the Amu Darya, the Syr Darya and their tributaries. As a result, the natural balance has been broken and the amount of water reaching the Aral Sea is no longer enough to replace that lost through evaporation. Consequently, the volume and level of the sea are decreasing, its shoreline is retreating, and its salinity is increasing.

The drying up of the Aral sea is one of the world's major environmental disasters. Not only is the environment around the lake being destroyed, but the livelihood and health of the people who live there are also being damaged. The cotton harvest in the fields of the Amu Darya delta is declining since the reduction in the area of the Sea has changed the local climate and resulted in a shorter growing season. The fertility of the soil has also been reduced by the salt blown off the dry seabed. Because of this drop in fertility, farmers use more chemicals on their land. These chemical fertilisers and pesticides have polluted the rivers and the Aral Sea itself. Drinking water taken from these sources is also polluted. In addition, the air contains salt, dust and pollutants blown from the sea bed. This pollution of the air and water is causing serious health problems. Many people suffer from anaemia, breathing difficulties and stomach problems including gastritis. The infant mortality rates increased by 20% from 1980 to 1989 and have long been the highest in the Republic. Doctors say that these health problems are due to the bad water and polluted air.

Several international organizations including the UNDP and UNEP are now helping the Government of Uzbekistan to tackle the problem of the Aral Sea. The World Bank is giving over \$30 million to help save the Sea and expensive research projects and international conferences of experts are planned. In fact, there is a joke that if every expert who visits the Aral Sea brought a bucket of water the problem could be solved! But for the people of the area it is no laughing matter. Written in chalk on the side of a ship stuck in the sand near Muynak are the words, "Forgive us Aral. Please come back!" Whether the Aral is prepared to forgive us is still an unanswered question.

4 READING COMPREHENSION**A** Which of the following would you choose as a title for the text?

- Environmental Problems in Uzbekistan
 The Pollution of the Aral Sea
 The Aral Sea Disaster

B Below are summaries of the five paragraphs in the text. However they are not in the correct order. Number them (1-5) according to their order in the text.

- a paragraph describing the consequences of the changes in the Aral Sea
 a paragraph giving details of the changes in the Aral Sea
 a paragraph about the current situation in Muynak
 a paragraph mentioning efforts to examine and tackle the problem
 a paragraph explaining the causes of the changes in the Aral Sea

C Find the answers to the following questions in the text.

- a) How many species of the fish once lived in the Aral Sea?
 b) By how much has the level of the Sea fallen since 1960?
 c) How much money is the World Bank giving to help tackle the problem?
 d) How much water is lost from the Sea each year through evaporation?
 e) What was the increase in the rate of infant death between 1980 and 1989?

5 WORKING WITH WORDS**A** The text contains several examples of words which describe an increase (↑) or a decrease (↓) in the amount or the size of something. How many of them can you find? Complete the lists below and show whether the word is a verb (V) or a noun (N). Line numbers have been given to help you.

- line 11
 line 13
 line 16
 line 24 ...are decreasing...(V)...
 line 30
 line 32
 line 33



- line 6 ...the increase...(N)...
 line 13
 line 19
 line 20
 line 25
 line 38

B Try to work out the meaning of the underlined words in the sentences below by looking at the context. Use the questions in the boxes on the right to help you....fishing boats lie rusting on dunes (line 4)

'rusting' could mean

What are fishing boats made of? What happens to old cars when they are left outside without care?



The former sea bed is now a **barren** salt desert. (line 14)

'barren' could mean.....

..but the **livelihood** and health of the people who live there are also being damaged. (line 28)

'livelihood' could mean.....

..and stomach problems including **gastritis**. (line 38)

'gastritis' could mean.....

What do you know about deserts? *

Apart from damage to their health, in what other ways have many people in the region been badly affected?

What does the word 'including' indicate?

6 UNDERSTANDING DIAGRAMMS

Look at the diagram illustrating the problems in the Aral Sea region on the facing page. This kind of diagram is called a 'cause-effect diagram'. The arrows (➔) point to the effects or consequences of specific changes. However, some information is missing from the diagram.

Complete the cause-effect diagram by putting the information below into the appropriate empty boxes (1-7)

(a) exposure of sea bed

(b) pollution of drinking water

(c) pollution of air

(d) decline in harvests

(e) social and economic problems in the Aral Sea region

(f) increase in water taken from feeder rivers

(g) decrease in the Aral Sea fish population

GRAMMAR SPOT



CAUSE-EFFECT LINKING WORDS

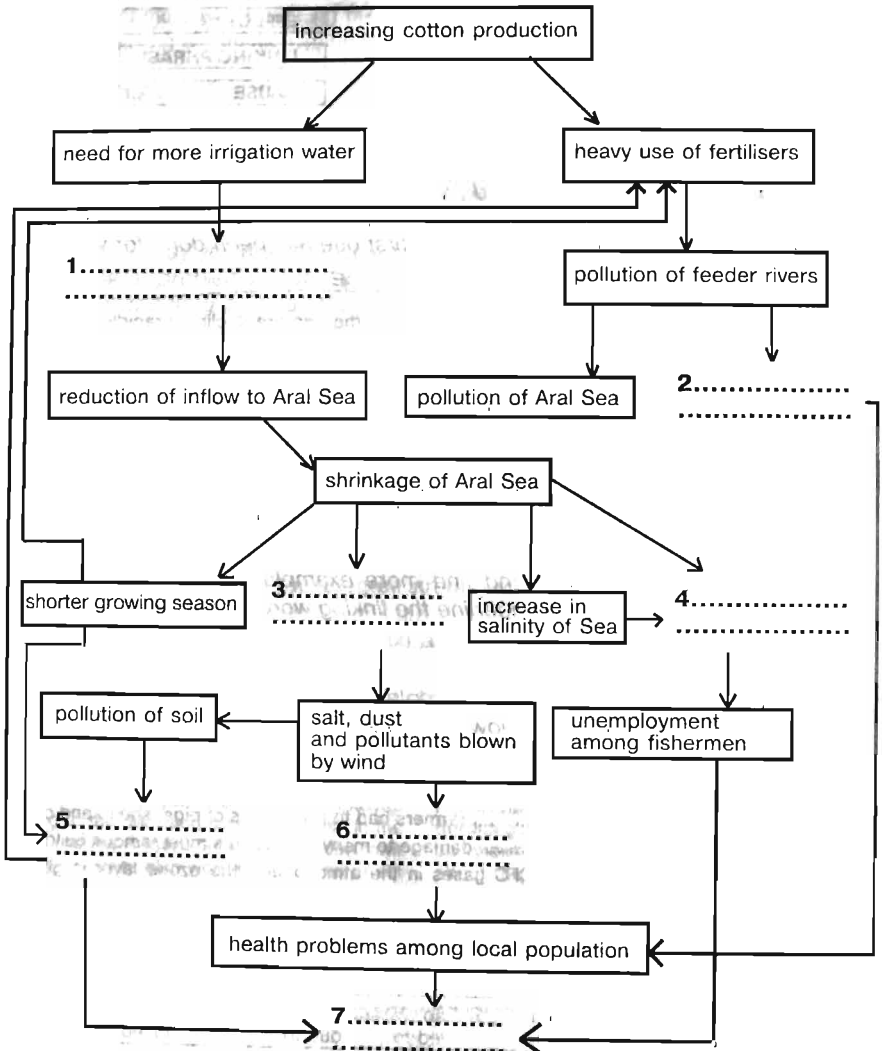
Look at these sentences from the text:

By the early 1980s the increase in the pollution and salinity of the water had led to the destruction of the fish shoals.

Doctors say that these health problems are due to the bad water and the polluted air.

The words underlined are used to link sentences and parts of sentences and to show a cause-effect relationship between them.

CAUSE-EFFECT DIAGRAM THE ARAL SEA PROBLEM



...the increase in the pollution and salinity of the water
had led to

the destruction of the fish shoals.

...these health problems are

due to

the bad water and the polluted air.

- CAUSE
- LINKING PHRASE
- EFFECT
- EFFECT
- LINKING PHRASE
- CAUSE

Exercise 1

A Look at the sentences below and try to find the cause, the effect and the linking phrase. Underline the linking phrase and write C or E above the appropriate part of the sentences. The first one has been done for you.

C

E

- (1) Tigers are still being hunted so their numbers in the wild are declining rapidly.
- (2) The increase in pollution from cars and lorries is causing global warming.
- (3) People are in danger as a result of radiation leaks from nuclear power stations.
- (4) Due to the destruction of the rain forests, three species become extinct each hour.
- (5) More and more people in Britain are becoming concerned about the environment. Consequently membership of environmental pressure groups like 'Friends of the Earth' is growing.

B Now look back at the text and find more examples of these cause-effect relationships. In each case underline the linking word or phrase.

Exercise 2

A Study the sentences below, then complete each gap with one of the cause-effect linkers from the box below. In some cases there are several possible answers.

- (1) The accident at Chernobyl in 1986 sent a cloud of radioactive pollution over Scandinavia and Western Europe farmers had to kill millions of pigs, sheep and cows.
- (2) Acid rain pollution is damage to many of Europe's most famous buildings.
- (3) the increase in CFC gases in the atmosphere, the ozone layer is getting thinner.
- (4) Many of Britain's beaches are very dirty be careful where you swim.
- (5) An industrial disaster in Bhopal, India, in 1984 the poisoning and death of many thousands of people.

resulted in	causing	so	because	consequently
as a result	owing to	led to	due to	caused



B Now look back at your completed cause-effect diagram of the Aral Sea problem. With a partner, practise talking about the various changes taking place using appropriate cause-effect linkers. For example:

"More and more water is being taken from rivers because of the need for irrigation. This is causing a reduction in the water entering the Aral Sea."

ROLE PLAY



Read this article which appeared in the British newspaper "The Guardian".

The World Bank is giving Uzbekistan £22 million to try to save the Aral Sea, the once huge saltwater lake which has been so drained and polluted that it is in danger of drying up.

In this role play you are all people from Muynak who are very concerned about the special problems of the town and the region. The Hokim of Muynak has called a meeting to hear the views of different people on how the money recently given by the World Bank should be used.

What you must do:

- 1 Form a group of five.
- 2 Arrange your chairs or desks in a circle.
- 3 Choose one of the roles from the five (A-E) shown on the next page.
- 4 Read your role card carefully and study the useful phrases for meetings given on page 146.
- 5 The 'Hokim' should chair the meeting and give everyone a chance to speak.
- 6 Remember that even if you disagree strongly with another person's views you must always be polite!
- 7 The aim of the meeting is to reach a decision on how the World Bank money should be spent in Muynak.
- 8 When you are all ready the meeting can begin.

ROLE A

You are a fisherman from Muynak. Like many of your friends you are now unemployed owing to the declining numbers of fish in the sea. You find it more difficult to support your family. You are also worried about the effect the polluted water may be having on your children's health. In your opinion the World Bank money should be used to create new jobs and to provide clean drinking water for the local people.

ROLE B

You are a vegetable farmer living near Muynak. For several years your harvests have been declining and you have to spend a lot of money on chemical fertilisers. You are also worried about the levels of pollution in the area. Last year you spent three weeks in hospital with gastritis and your children often miss school because of illness. You think that the World Bank money should be used to develop new crops which can grow in the salty soil and to supply the hospitals with better medicines.

**ROLE C**

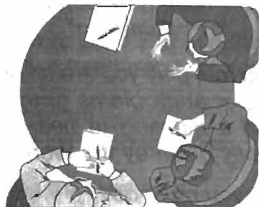
You are the Hokim of Muynak and the chairperson of the meeting. You have called this meeting to hear the views of different people on how the money given by the World Bank can best be used to help the local people. Make sure you give everyone a chance to speak.

ROLE D

You are a doctor working in a hospital in Muynak. You have noticed that a growing number of people are coming to you with stomach and breathing problems. The high rate of infant mortality also worries you. You are sure that this is the result of the unhealthy environment in the region. You believe that most of the World Bank money should be spent on projects to improve the health of the local population. This must be done quickly before too many people die.

ROLE E

You are a foreign environmental expert with the United Nations Development Programme (UNDP) who has been working on the Aral Sea problem for some time. You believe that it is very important to spend money on scientific research so that the best solutions to the problem can be found. You think that a special research centre should be built in Muynak and that foreign experts should be invited to work there.

**LEARNER STRATEGY****REFERENCE SKILLS (1)**

1 Books will play an important role in your life as a university student. You will need to be very familiar with the key textbooks in your subject area. You should also get to know the structure of a typical textbook and the kind of information to be found in each part.

With a partner match the parts of a typical academic book listed below with the descriptions on the right. The first has been done for you.

- | | |
|---------------------------|------------------------------------------------------------------------------------------|
| 1 Front cover | (a) a list of all the main topics by chapter |
| 2 Publisher's details | (b) a few positive reviews of the book and some information about the author |
| 3 Contents | (c) a list of specialist words used in the book and their meanings |
| 4 Preface/Foreword | (d) the book title, name of the author and a picture or design |
| 5 Acknowledgements | (e) the author's suggestions for other useful books |
| 6 Glossary | (f) a statement explaining the author's aims |
| 7 Further reading | (g) a statement of the author's thanks to people or writings that have helped her or him |
| 8 References/Bibliography | (h) a list of all the books and articles referred to by the author |
| 9 Index | (i) the name and address of the publishing house |
| 10 Back cover | (j) an alphabetical list of all the topics, ideas, names, etc. referred to |



2 When you go to the library to do research for an essay or a presentation, you probably won't have time to sit and read through piles of books in order to find the information you need. If you do this you will spend a lot of time looking through books which are not relevant to your topic. To avoid this you need to be able to decide quickly whether or not a particular book is relevant and useful.

Which parts of a book listed above would be most helpful in deciding its relevance to your needs? Make your own list in order of importance.

3 The table of contents gives us a useful summary of the main topics covered in a book and on which pages to find them. Look at this example from a book about environmental problems.



CONTENTS	
Acknowledgements	vi
Preface	vii
1 Introduction	1
2 The destruction of the rainforests	5
3 Problems in the atmosphere	12
4 Water pollution	21
5 Nuclear power and nuclear waste	33
6 Alternative energy	45
7 Industrial pollution	58
8 Traffic	65
Glossary	72
Further reading	74
Bibliography	76
Index	81

Now use the table of contents above to decide in which part(s) of the book you would look to find information on the following subjects;

- Pollution caused by cars and lorries.
- Power produced by the wind.
- The destruction of the ozone layer.
- The Chernobyl disaster.
- The extinction of species in the Amazon.
- How factories are trying to reduce the amount of pollution they cause.
- The Aral Sea problem.
- The meaning of some special terms used in environmental science.
- The titles of other useful books about the environment.



TRANSLATION PRACTICE

There are several pressure groups in Britain whose members campaign on environmental issues such as pollution, the destruction of the rain forests and the protection of rare animals. One such group is called 'Friends of the Earth'. Below is a notice produced by Friends of the Earth to tell the public about the dangers of pollution caused by cars. Translate the notice into Uzbek or Russian.

Note: asthma is an illness which causes difficulty in breathing.

Be a Friend of the Earth

Leave Your Car at Home!



Traffic fumes are putting more and more children with asthma into hospital, causing cancer, and killing an estimated 10,000 people every year.

You can help make a difference. Leave your car at home two days a week. Walk, cycle or travel by bus or train instead. You'll be helping everyone breathe more easily.

FRIENDS *of the*
earth



IMPROVING YOUR WRITING

PUBLICITY MATERIAL

Campaign notices like the one above try to give important information to the people who read them. Because of this the message needs to be strong and clear. Usually such notices contain:

- a direct appeal to the reader (eg 'Leave your car at home!')
- some surprising facts to make the reader think (eg '...killing an estimated 10,000 people every year.')
- a short memorable slogan (eg 'Be a friend of the earth.')
- an attractive or amusing picture or cartoon which supports the message

The language needs to be economical but persuasive. The aim is to make the readers think about and perhaps change the way they act.

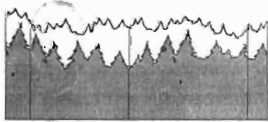
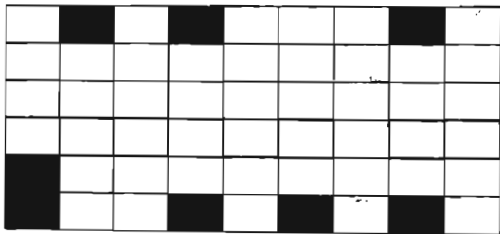
**WRITING TASK: DESIGNING A CAMPAIGN LEAFLET**

- 1** Form a group of three or four. Together choose an environmental problem which particularly concerns you. It could be local (eg the Aral Sea problem) or global (eg air pollution or endangered animals).
- 2** Design a notice to inform people about the problem you have chosen and to make them think about the way they act.
- 3** Remember:
 - make the message clear and direct
 - include some facts to strengthen the message
 - think of a memorable slogan
 - the design should be 'eye-catching'
- 4** When you have finished look at the notices produced by other groups. Make a display of the notices on the wall. Think about which notices are the most effective.

**PUZZLE CORNER**

Solve the clues to find the mystery word in the blue boxes.

1 2 3 4 5 6 7 8 9



- 1 One of the organisations working to save the Aral Sea.
- 2 The layer in the atmosphere protects us from the sun's harmful rays.
- 3 Breathing dirty air can affect your
- 4 The salinity of the Aral Sea is high. In other words it contains too much
- 5 By cutting down too many trees we are disturbing the balance of
- 6 The planet on which we live.
- 7 A time when there is very little food in a region.
- 8 A combination of smoke and fog.
- 9 A former fishing town near the Aral Sea.





GLOSSARY OF KEY WORDS IN THIS UNIT

environment	/ɪn'vaɪrənmənt/ <i>n</i>	атроф-муҳит	barren	/bærən/ <i>adj</i>	унумсиз
damage	/dæmɪdʒ/ <i>v</i>	зарар	shoal	/ʃəʊl/ <i>n</i>	саёз жой
spill	/spɪl/ <i>v</i>	келтирмоқ	shrink	/ʃrɪnk/ <i>v</i>	қисқармоқ
crisis	/kraɪsɪs/ <i>n</i>	тўқмоқ	decline	/dɪ'klaɪn/ <i>v</i>	қуламоқ,
exceed	/ɪk'si:d/ <i>v</i>	танглик			инқирозга юз
extinct	/ɪk'stɪŋkt/ <i>adj</i>	муҳлатидан	irrigation	/ɪrɪ'geɪʃn/ <i>n</i>	тутмоқ
species	/spi:ʃi:z/ <i>n</i>	ўтмоқ	livelihood	/'laɪvlɪhʊd/ <i>n</i>	ирригация
marble	/'mɑ:bl/ <i>n</i>	камёб	fertility	/'fɜ:tlɪti/ <i>n</i>	тирикчилик,
cancer	/'kænsə(r)/ <i>n</i>	доривор	harvest	/'hɑ:vɪst/ <i>n</i>	кун кечириш
smog	/smɒg/ <i>n</i>	ўсимликлар	delta	/'delta/ <i>n</i>	ҳосилдорлик
burst	/'bɜ:st/ <i>v</i>	мармар	forgive	/'fɔ:gɪv/ <i>v</i>	ҳосил
rust	/'rʌst/ <i>v</i>	рак	publicity	/'pʌb'lɪsəti/ <i>n</i>	кечирмоқ
dune	/'dju:n/ <i>n</i>	тугун аралаш	campaign	/'kæmpəɪn/ <i>n</i>	кенг оммага
jobless	/'dʒɒbləs/ <i>adj</i>	туман	slogan	/'sləʊgən/ <i>n</i>	таништириш,
		портламоқ			ошқор қилиш
		зангламоқ			мавсум
		дюна			шиор
		ишсиз			



When you are researching for an essay or a thesis always remember to keep a careful note of all your references. You should write down the author, title and publication details of each book or article you refer to. Don't just rely on your memory! Keeping a record of your sources will help you to find them again if you need them. It will also enable you to write your own bibliography much more easily and quickly (see Unit 15 page 183).

In this unit you will...

- talk about international organisations and their work
- read about the British Council
- practise the use of the passive voice
- write a short report

LEARNER STRATEGY
Bibliographies can be very useful to us in researching topics. Knowing how to make use of them is an important reference skill. For academic essays or dissertations, you also need to be able to write your own bibliography.



INTERNATIONAL ORGANISATIONS

1 There are many international non-governmental organisations (NGOs) working in Uzbekistan. They cooperate with the Government in various fields of social and economic development. With a partner see how many of the organisations below you recognise. For each one write down its full name and a brief description of the kind of work it does here in Uzbekistan.



2 One aspect of the work of international organisations in Uzbekistan is the organisation of important meetings and conferences. Below are extracts from newspaper reports about three international conferences. Read the extracts and then complete the table below.

The conference "Privatisation in Uzbekistan", organised jointly by UNDP and UNIDO and supported by the Swiss Government, was held in Geneva from 26-27 October 1995. It provided a forum for leading western businessmen to assess the progress now being made in Uzbekistan, to meet with Uzbek officials, and to hear first hand from major investors including Daewoo, Coca Cola and others. Over 200 delegates representing about 100 firms, banks and international organisations took part. The keynote address was given by the Deputy Prime Minister of Uzbekistan and there were important speeches from the representatives of the United Nations and the World Bank. Over 20 agreements were signed during the conference



An international conference on the development of disabled children was held in Tashkent from 13-15 December 1995. The conference was jointly sponsored by the Disabled Society of Uzbekistan and the British NGO Save the Children Fund. The meeting brought together representatives of organisations working with disabled children from all the Central Asian states as well as from Britain, India and several other countries. In plenary sessions delegates had the opportunity to discuss important questions, exchange experiences on their work with disabled children and listen to several keynote speakers. Separate working groups drafted a series of recommendations to be put to the Ministry.

A second international meeting on the Aral Sea Basin was held in Paris on 23-24 June 1994, under the auspices of the World Bank, the UNDP and UNEP. The meeting was attended by delegations from the Aral Sea Basin states as well as several other governments and international agencies. The efforts of NGOs in tackling the Aral Sea disaster were warmly recognised by all participants. Donors were strongly encouraged to provide humanitarian assistance urgently, in particular to meet the immediate need for clean water and medicines. In response, donors pledged \$31 million towards the funding of the first phase of a programme of assistance and agreed to cooperate closely in supporting the implementation of projects.

	A	B	C
Topic of conference	Privatisation in Uzbek		
Organisers	UNEP, UNIDO Swiss Government		
When held	26-27 October 1996		
Where held	Geneva		
Who attended	over 200 delegates from 20 countries		
Main result	over 20 agreements		

3 Look at the underlined words in the extracts. If you are not sure of their meanings try to work them out by looking for clues in the context. Then check in a good dictionary.

4 Work with a partner. One of you is Student A, the other Student B.

Student A

You are the manager of a big hotel in Tashkent. A representative of an international organisation calls you to find out whether your hotel would be a suitable location for a conference. Ask him/her for some details about the conference and answer his/her questions about your hotel.

Student B

Imagine that you work for an international NGO in Uzbekistan. Your organisation is arranging a four-day conference in Tashkent to be attended by 150 delegates from all-over the world. The Director has asked you to find a hotel in which to hold the conference. You telephone the manager of a big hotel in Tashkent to find out whether it is a suitable location for your conference. Give the manager some details about the conference and then ask questions to find out if the hotel meets your needs. Use the pictures below to guide your questions.

For example: Do you have photocopiers?
How many restaurants have you got? etc.



interpreting?



facilities for disabled?



overhead projector?

**DEVELOPING YOUR READING SKILLS**

1 You are going to read a text about the British Council, one of the many international organisations working in Uzbekistan. Before you read look at these key words taken from the text and use them to make some predictions about the work of the British Council.

links information training cooperation education libraries culture textbooks exchange

2 Now read the text and see if your predictions were correct.



On 12 November 1996 the British Council Information Centre in Tashkent was officially opened by His Royal Highness Prince Charles. While this was certainly a red letter day for the British Council in Uzbekistan, it was by no means the beginning of the organisation's work in the country. In fact the Council has been actively involved in educational and cultural work in Uzbekistan since 1993. But what exactly is the British Council and what does it aim to achieve through its work in countries like Uzbekistan?

The British Council is an independent organisation which was founded in 1940 to promote educational, cultural and technical cooperation between Britain and other countries. The aim of the organisation, as set out in its charter, is to establish long-term and worldwide partnerships and to improve international understanding. At present the British Council is working in 120 countries in the fields of English language teaching, education and training, academic and scientific exchanges, and social and economic development. In addition the British Council operates libraries and information centres around the world and also promotes British literature and the arts. The British Council's UK headquarters are in London and Manchester from where it is supervised by a Board and managed by a Director General. It receives about one third of its funding from the British government and earns the rest from the various services it offers to clients and from managing projects for other agencies, such as the World Bank.

By the turn of the century, an estimated one billion people worldwide will be learning English. About 60% of the world's scientific papers are written in English and 80% of all information stored in computer databases is in English. The role of English in business, science and technology, medicine and diplomacy has never been more important. English opens the door to further study and training in many professions. To respond to this growing demand for English the British Council is working with both teachers and students in every corner of the world. The British Council employs more than 1,300 teachers of English and 94 teaching centres have been opened in 47 countries. In addition, it cooperates with education ministries in improving their teacher training and organising seminars and conferences for teachers of English. Projects to develop new textbooks for schools and universities have also been implemented in many countries (including Uzbekistan), something which benefits both teachers and students.

In today's fast-moving world, education and training are of paramount importance. Britain has a huge education resource, with over 200 universities and institutes and an even larger number of colleges. An important part of the British Council's work is to help people overseas benefit from the expertise in Britain's universities and colleges. One way it does this is by providing information on courses available in Britain. Over 800,000 enquiries about British education were handled by the British Council in 1994 and more than 107,000 students went to Britain to study. Many of these students financed their studies with the help of scholarship schemes run by the British Council. One of these, the Chevening Scholarship Scheme (which is funded by the British government), provides over 3,000 awards each year to post-graduate students. Every year around 30 students from Uzbekistan study in Britain under this scheme. Typical areas of study include business administration, economics, international relations and journalism. Also in the field of education and training, the British Council organises international conferences for academics, helps to establish links for scientific research, and administers examinations such as the International English Language Testing System (IELTS). This test, which assesses the English proficiency of people wanting to study in an English speaking country, is accepted by universities in Britain, Australia, and North America. Around 23,000 people take the IELTS test each year.

For more and more people worldwide, having access to accurate, up-to-date information is becoming imperative. The more than 100 British Council libraries and information centres around the world are valuable providers of this information. Each library or centre, like the one in Tashkent, has a wide selection of books, newspapers and periodicals as well as audio and video materials and computer software. Typical members include students, teachers, researchers, government officials and business people. Many British Council libraries and information centres now provide members with access to global computer databases.

3 READING COMPREHENSION

A The text is divided into five paragraphs. Look at the paragraph summaries below and number them (1-5) according to their position in the text.

- the information services provided by the British Council
- the work of the Council in the field of education and training
- the structure and aims of the British Council
- the Council's role in improving the teaching and learning of English
- the British Council's work in Uzbekistan

5
3 4
2
4 3
1

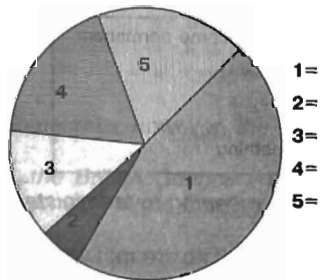
B The text provides a lot of statistical information to illustrate the work of the British Council around the world. Answer the questions below with a relevant statistic from the text. If the number given is not precise, you will need to use an adverb like 'about' or 'around' in addition to the figure.

- How many students came to Britain to study in 1994?
- In how many countries is the British Council working?
- How many libraries and information centres does the Council run?
- How many educational enquiries did the Council handle in 1994?
- How many universities and institutes are there in Britain?
- How many English teachers does the British Council employ?
- What percentage of information in databases is in English?
- How many people take the IELTS test each year?
- What percentage of the world's scientific papers are written in English?
- How many teachers centres are operated by the British Council?

C Understanding charts and graphs *How much work*

The chart below accompanied the text about the British Council. It gives further information about the various activities the Council is involved in.

Read the paragraph below and then label the sectors (1-5) in the chart with the appropriate activity.

British Council Expenditure by Activity 1994-5

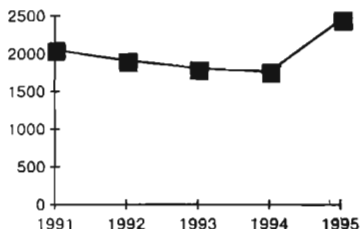
46% of the money spent by the British Council in 1994 was on academic and professional exchanges and visits. English Language and Science & Education each accounted for 18% of total expenditure. 13% of funds were devoted to Libraries & Information. Promotion of the Arts accounted for the remaining 5% of expenditure.



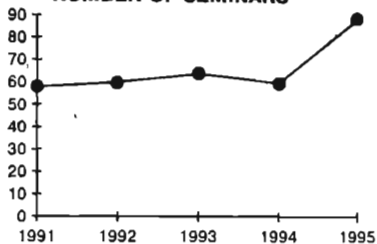
Here are two more graphs which were used with the text to illustrate one aspect of the British Council's work. They show the number of international seminars and conferences organised by the British Council in 1991-5 and the number of people who attended them.

Look at the graph and then choose the correct word to complete the sentences below.

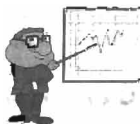
NUMBER OF PARTICIPANTS



NUMBER OF SEMINARS



- Between 1991 and 1994 the number of people attending British Council seminars and conferences (decreased/increased).
- 1995 showed a (sharp/slight) increase in the number of participants.
- Between 1991 and 1993 there was a (rise/fall) in the number of seminars and conferences organised.
- This (decreased/increased) in 1994, before rising (slightly/sharply) in 1995.



4 WORKING WITH WORDS

A The following verbs from the text are often used when describing the work of international organisations. Match the verbs with the definitions on the right.

to administer	to begin something which may become permanent
to promote	to provide with money
to cooperate	to put a plan into action
to establish	to work together with others
to implement	to manage something
to fund	to encourage or support something

B Find four other verbs in the text which are similar in meaning to "administer"

to h..... to r..... to o..... to m.....

C There are many idioms in English which include colours. You met one of these in the text:

.....this was certainly a red letter day for the British Council.....

The idiom 'a red letter day' means a special day or a day to celebrate. Here are five more idioms which include colours. Match them with the explanations in the box.

- 1 He was the teacher's blue-eyed boy.
- 2 Too much red tape makes the work of NGOs more difficult.
- 3 Now that I have a computer, my typewriter has become a white elephant.
- 4 Since her brother moved to Moscow she only sees him once in a blue moon.
- 5 The drug dealer was caught red-handed by the police.

- (a) an unwanted object (b) to discover someone committing a crime
(c) favourite (d) very rarely (e) bureaucracy

- Who is the blue-eyed boy or girl in your class?
- Can you think of any more white elephants?



THE PASSIVE FORM

When we want to focus on what happens rather than on who or what makes it happen (the agent) we can use a passive form. The passive form consists of an appropriate tense of 'be' followed by the past participle of the verb. Here is an example from the text:

The British Council is an independent organisation which was founded in 1940

The passive form is used here because the writer wants to focus our attention on the action (founding) rather than the agent. There are various reasons why the agent of an action is not mentioned:

- the agent is unknown or unimportant
- it is obvious who or what the agent is
- people in general are the agents

Sometimes, however, the agent can be mentioned in a 'by' clause. For example:

....the British Council Information Centre was officially opened by His Royal Highness Prince Charles.

Here the focus is on the action (opening) but the agent (Prince Charles) is equally important.

**Exercise 1**

Rewrite the following sentences using a passive form. You also need to decide whether or not the agent should be mentioned.

1 People celebrate International Women's Day on 8 March each year.
.....



2 UNESCO recently organised a conference on Uzbekistan's national monuments.
.....

3 TACIS funds hundreds of projects in the agricultural and business sectors.
.....

4 In Britain people do not elect their head of state.
.....

5 Peace Corps volunteers teach thousands of students around the country.
.....

6 Save the Children Fund is distributing vitamin tablets in Karakalpakstan.
.....


7 Engineers are constructing a new metro line in Tashkent.
.....

8 The President opened the new Amir Temur museum in October.
.....

9 The OSCE has monitored elections in many countries.
.....

10 The BBC has recently published an English textbook for Uzbekistan called 'One to One'.
.....

Exercise 2

 Imagine that the international conference you were helping to organise at the beginning of this unit opens in a week. As the conference organisers, you are busy with the final arrangements. A checklist has been prepared to make sure that nothing has been forgotten when the conference finally opens.

PREPARATION	DONE	BY/WHEN
contact journalists		4 August
order flowers for opening ceremony	✓	25 July
check the seating in the conference room	✓	26 July
hire simultaneous interpreters	✓	29 August
send final draft of programme to the printers		3 August
book buses to collect delegates from the airport	✓	24 July
install microphones in the conference room		4 August
photocopy maps of Tashkent for the delegates		3 August
make name-tags for the delegates	✓	25 July
finalise arrangements for lunch	✓	27 July

With your partner ask and answer questions using passive forms. Here are some examples:

- A:** Have the journalists **been contacted** yet?
B: No. When **should they be contacted**?
A: By 4th August at the latest.
B: Have the flowers **been ordered** yet?
A: Yes. They **were ordered** on the 25th July



LEARNER STRATEGY

REFERENCE SKILLS (2)

1 In the previous unit we looked at the typical structure of an academic book and at what kind of information can be found in each part. We focused on the contents page of a book, which gives a useful summary of all the topics covered and where to find them.

Another important part of a book, which can be useful to you in researching a topic, is the bibliography. This is a list of other books and articles referred to by the author in the text. For each reference the name of the author, the title of the book, the name of the publisher and the date of publication are given. The list is arranged alphabetically according to the family name of the author.

The bibliography is a good place to look for details of other books which are relevant to the topic you are researching. If you find a book which you would like to read, you can consult the library catalogue to see if the book is in the library. If it is not, note down the details of the book and ask the librarian about the possibility of ordering it from another library.

2 Look at this extract from the bibliography of a book about the environment.

Collins, Judith, *Endangered Species* (Cambridge, 1992)

George, Susan, *How the Other Half Dies: The Real Reasons for World Hunger* (Pelican, 1986)

Greenberg, Russel, *Saving the Tropical Rainforests* (Earthscan, 1988)

Gupta Joyeeta, *Toxic Terrorism: Dumping Hazardous Wastes* (Earthscan, 1990)

Harrison, Paul, *The Third World Tomorrow* (Penguin, 1983)

Lappe, Frances, *World Hunger: Twelve Myths* (Earthscan, 1988)

Timberlake, John, *Natural Disasters* (Earthscan, 1984)

For each of the five cases below say which book or books from the bibliography above might be most useful to you? Write the title in the space.

- You are writing an essay about the importance of the Amazon forest.
- You are going to give a talk about earthquakes.
- You are doing a project about famine in developing countries.
- You are interested in the question of radioactive pollution.
- You want information about animals threatened with extinction.

3 You should also include a bibliography at the end of an academic paper or thesis. In this bibliography you should mention all the sources you used. You can lay out the bibliography in the same way as the example above.

Rewrite the following book descriptions in the form of a bibliography. Don't forget to arrange the bibliography in alphabetical order according to the family name of the author.

- A book called "An Illustrated History of Britain" written by David McDowall and published by Longman in 1989.
- A book called "Focus on Britain Today" published by Macmillan in 1993 and written by Clare Lavery.
- A book called "Life in Modern Britain" written by Peter Broomhead and published by Longman in 1991.
- A book called "An A-Z of British Life" published by Oxford in 1990 and written by Adrian Room.

Always keep a record of all the books and articles you refer to when researching a topic. This will save you a lot of time when you write the bibliography.

**TRANSLATION PRACTICE**

Another well known organisation working in Uzbekistan is the British Broadcasting Corporation, more commonly called the BBC. Although it is most famous for its television and radio news broadcasting, it also has a department called BBC English which is involved in English language teaching. Perhaps you have heard some of BBC English's teaching programmes on your radio. Recently BBC English has published a new course called "English One to One" which is designed for speakers of Uzbek and Russian. Here is some publicity about English One to One. Translate it into English.



*English One to One ёки 70зма-70з Илмиз Тили —
муштақил равишда ўргатиш учун муҳажарланган икки
тилдаги ўқув дастуридир.*

Бу дастур инглиз тилини янгидан ургана бошлаганлар
учун муҳажарланган бўлиб, инглиз тили асосларини
ўзлаштиришда, ҳамда:
√ кундалик ҳолатларда бемалол мулоқотда бўлишда
√ эшитиш, ўқиш, ёзиш қобилиятларини яхшилашда
ёрдэм беради

**IMPROVING YOUR WRITING****REPORTS**

1 For many people who work for international organisations or businesses, writing reports is an important part of their job. There are several types of report:

- progress reports on a particular project
- final reports when a project is completed
- reports on meetings or conferences
- planning reports which compare alternatives (e.g. conference venues)

2 It is particularly important that reports are clearly and logically organised. To make them easier to read, reports are usually divided into sections, each with its own heading. Here are some of the headings used in various reports. Look at the headings and put them into a more logical order. (1-6)

- | | |
|-----------------------------|-------|
| a) Methods of investigation | ..... |
| b) Purpose of the report | ..... |
| c) Title | ..... |
| d) Recommendations | ..... |
| e) Findings | ..... |
| f) Introduction | ..... |

3 A report is usually written in response to a brief. The report brief tells the writer what kind of report is required, what information should be included and when it is to be completed. Here is an example of a report brief:

MEMO

From: Director British Council, Uzbekistan
To: Information Centre Manager

Please prepare a brief report on the scholarship programme in Uzbekistan during the last two years. Your report should include relevant statistics on scholarships awarded and on applications received. I am particularly interested in knowing which parts of Uzbekistan our applicants come from. I would appreciate your recommendations on how we could increase the number of applications from outside Tashkent. The report is to be presented to the next management meeting.

What kind of report is required by the director? What information should be included? What headings would be appropriate in this report?

4 Some books on report writing say that writers of formal reports should use a lot of passive constructions because they are more impersonal. However, too much use of passives will make the report very difficult to read. Active forms and simple vocabulary make a report more readable. But avoid an informal, conversational style!

5 WRITING TASK: A REPORT

Read the following report brief:

MEMO

From: The Author of "Wordwise"
To: All students

Please prepare a report on the English textbook "WordWise". I am particularly interested to hear your reactions to the topics covered in the book and the types of exercises included. Was there anything you particularly liked or disliked about the book? Your recommendations on how "WordWise" could be improved would be much appreciated. When you have finished your report could you please send it to me at the British Council Information Centre in Tashkent.

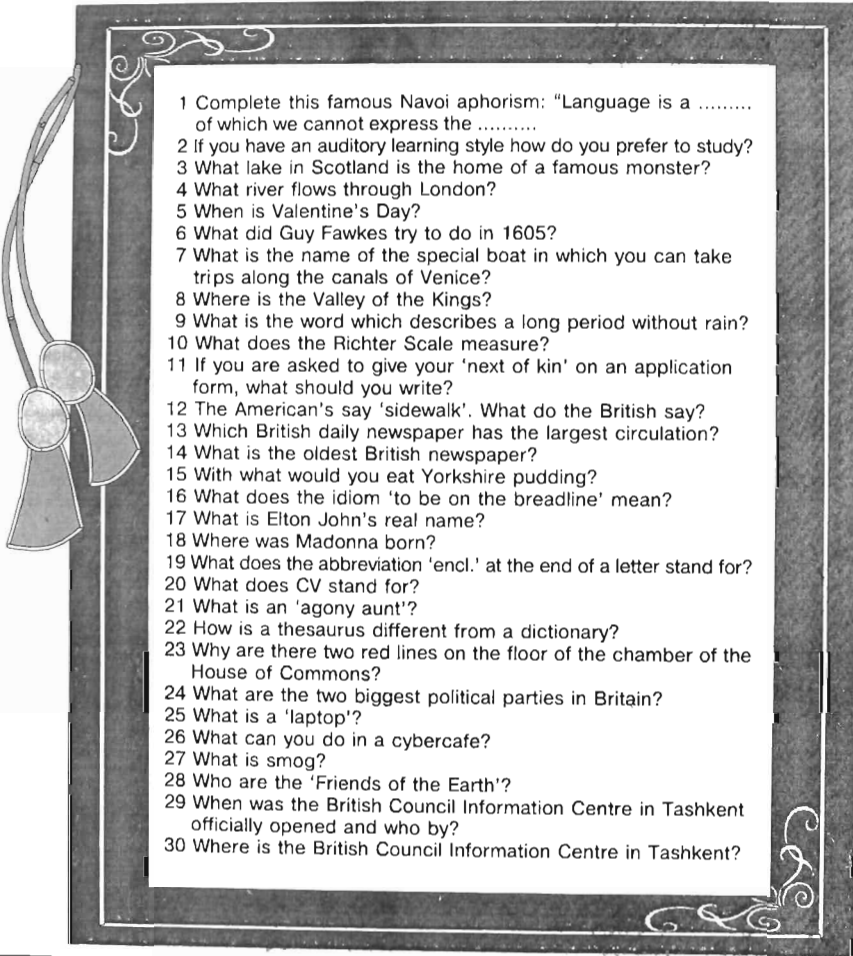
- 1 Make sure that you follow the brief carefully.
- 2 Plan your report and use headings to help you structure your ideas.
- 3 Pay particular attention to style. It should be neither informal nor too formal.
- 4 Draft, improve and edit your writing in the usual way.

The author of "WordWise" would like to read your report. Why not send it to him at this address:

The British Council Information Centre
11, Dinmouhammed Kunayev St.
Tashkent 700031

**PUZZLE CORNER***WordWise* QUIZ

Now you have come to the end of "WordWise" but how well do you remember what you have read? See how many of these questions you can answer without looking back in the book. There are two questions from each unit of the book.

- 
- 1 Complete this famous Navoi aphorism: "Language is a of which we cannot express the"
 - 2 If you have an auditory learning style how do you prefer to study?
 - 3 What lake in Scotland is the home of a famous monster?
 - 4 What river flows through London?
 - 5 When is Valentine's Day?
 - 6 What did Guy Fawkes try to do in 1605?
 - 7 What is the name of the special boat in which you can take trips along the canals of Venice?
 - 8 Where is the Valley of the Kings?
 - 9 What is the word which describes a long period without rain?
 - 10 What does the Richter Scale measure?
 - 11 If you are asked to give your 'next of kin' on an application form, what should you write?
 - 12 The American's say 'sidewalk'. What do the British say?
 - 13 Which British daily newspaper has the largest circulation?
 - 14 What is the oldest British newspaper?
 - 15 With what would you eat Yorkshire pudding?
 - 16 What does the idiom 'to be on the breadline' mean?
 - 17 What is Elton John's real name?
 - 18 Where was Madonna born?
 - 19 What does the abbreviation 'encl.' at the end of a letter stand for?
 - 20 What does CV stand for?
 - 21 What is an 'agony aunt'?
 - 22 How is a thesaurus different from a dictionary?
 - 23 Why are there two red lines on the floor of the chamber of the House of Commons?
 - 24 What are the two biggest political parties in Britain?
 - 25 What is a 'laptop'?
 - 26 What can you do in a cybercafe?
 - 27 What is smog?
 - 28 Who are the 'Friends of the Earth'?
 - 29 When was the British Council Information Centre in Tashkent officially opened and who by?
 - 30 Where is the British Council Information Centre in Tashkent?



GLOSSARY OF KEY WORDS IN THIS UNIT

conference	/kɒnfərəns/ <i>n</i>	анжуман, конференция	headquarters	/hed'kwɔ:təz/ <i>n</i>	бош қароргоҳ, раҳбарият
participant	/pɑ:'tɪsɪpənt/ <i>n</i>	иштирокчи	paramount	/pərəmaʊnt/ <i>adj</i>	ўта муҳим
attend	/ətend/ <i>v</i>	қатнашмоқ	scheme	/ski:m/ <i>n</i>	лойиҳа
jointly	/dʒɔɪntli/ <i>adv</i>	қўшма, биргаликда	imperative	/ɪm'perətɪv/ <i>adj</i>	мажбурий
forum	/fɔ:rəm/ <i>n</i>	форум	administration	/əd'mɪnɪ'streɪʃn/ <i>n</i>	маъмурият
investor	/ɪn'vestə(r)/ <i>n</i>	инвестор	award	/ə'wɔ:d/ <i>v</i>	мукофотламоқ
disabled	/dɪs'eɪblɪd/ <i>adj</i>	ногирон	exchange	/ɪks'tʃeɪndʒ/ <i>v</i>	алмашмоқ
sponsor	/s'pɒnsə(r)/ <i>n</i>	спонсор, ҳомий	expenditure	/ɪks'pendɪtʃə(r)/ <i>n</i>	сарф-харажат
plenary	/pli:nəri/ <i>adj</i>	умумий	checklist	/tʃek 'lɪst/ <i>n</i>	текширув рўйхати
auspices	/ɔ:spɪsɪz/ <i>n</i>	ҳомийлик	simultaneous	/sɪm'ltæniəs/ <i>adj</i>	бир вақтда
donor	/dɒnə(r)/ <i>n</i>	донор	hire	/haɪə(r)/ <i>v</i>	ижарага ёлламоқ
phase	/feɪz/ <i>n</i>	фаза	install	/ɪn'stɔ:l/ <i>v</i>	киритмоқ, ўрнатмоқ
humanitarian	/hju:mənɪteɪən/ <i>adj</i>	инсонпарвар	finalise	/faɪnəlaɪz/ <i>v</i>	яқунламоқ
implement	/ɪm'plɪment/ <i>v</i>	амалга оширмоқ, татбиқ этмоқ	hazardous	/hæzədəs/ <i>adj</i>	хавфли
partnership	/pɑ:tnə(r)ʃɪp/ <i>n</i>	шериклик	memo	/meməʊ/ <i>n</i>	баёнот, мактуб

Congratulations! You have reached the end of WordWise. I hope you have enjoyed using the book, that it has helped you to develop your language skills and that you have learnt some practical strategies for making your academic study more effective. Now is a good time to reassess your own English ability. Turn back to page 3 and fill out the self-assessment table again. Then compare it with the one you completed at the very beginning of the course. Has there been a positive change in the level of your skills? Are there any which still need a lot of improvement? I hope that WordWise has offered you encouragement and helpful advice on how to continue developing your English skills. I wish you luck!



PHONETIC SYMBOLS USED IN *Word Wise*

Consonants

p	pen	/pen/	s	so	/səʊ/
b	bad	/bæd/	z	zoo	/zu:/
t	tea	/ti:/	ʃ	shoe	/ʃu:/
d	did	/dɪd/	ʒ	vision	/vɪʒn/
k	cat	/kæt/	h	hat	/hæt/
g	got	/gɒt/	m	man	/mæn/
tʃ	chain	/tʃeɪn/	n	no	/nəʊ/
dʒ	jam	/dʒæm/	ŋ	sing	/sɪŋ/
f	fall	/fɔ:l/	l	leg	/leg/
v	van	/væn/	r	red	/red/
θ	thin	/θɪn/	j	yes	/jes/
ð	this	/ðɪs/	w	wet	/wet/

Vowels and diphthongs

i:	see	/s:/	ʌ	cup	/kʌp/
i	happy	/hæpi/	ɜ:	bird	/bɜ:d/
ɪ	sit	/sɪt/	ə	about	/ə'baʊt/
e	ten	/ten/	eɪ	say	/seɪ/
æ	cat	/kæt/	əʊ	go	/gəʊ/
ɑ:	father	/fɑ:ðə(r)/	aɪ	five	/faɪv/
ɒ	got	/gɒt/	aʊ	now	/naʊ/
ɔ:	saw	/sɔ:/	ɔɪ	boy	/bɔɪ/
u	put	/put/	eə	hair	/heə(r)/
ʊ	actual	/æktʃʊəl/	ʊə	pure	/pjʊə(r)/
u:	too	/tu:/			

(r) indicates that British pronunciation will have /r/ only if a vowel sound follows directly; otherwise it is omitted. In American pronunciation, every 'r' of the ordinary spelling is retained.

Pronunciation given in the glossaries

The pronunciations given in the glossaries are those provided in the fifth edition of the *Oxford Advanced Learners Dictionary*. This pronunciation is that of younger speakers of General British. This includes RP (Received Pronunciation) and a range of similar accents which are not strongly regional. American pronunciation is not indicated in the glossaries. If learners want to check the American pronunciation of a word they should consult a good dictionary which provides both variants.

Weak vowels /ɪ/ and /ʊ/

The sounds written /ɪ/ and /ʊ/ must always be different, as in **heat** /hi:t/ compared with **hit** /hɪt/. But /ɪ/ represents a vowel that can be sounded in either way or is a sound which is a compromise between them. In a word such as **happy** /hæpi/, younger speakers use a quality more like /ɪ:/ but short in duration. In the same way, the two vowels represented by /u:/ and /ʊ/ must be distinct but /ʊ/ represents a vowel that varies between them.

Variant pronunciations

Many English words have two or more common pronunciations. The glossaries show such alternatives separated by a comma: **grant** /grɑ:nt, grænt/. Learners should normally use the first pronunciation shown, but will almost certainly hear the others as well. Only the most common variants are shown, and the fact that a certain pronunciation is not included does not necessarily mean that it is wrong.

Stress

The mark shows the main stress in a word. Compare **able** /eɪbl/, stress on the first syllable with **ability** /ə'bɪləti/, stressed on the second. A stressed syllable is relatively loud, long in duration, said clearly and distinctly, and made noticeable by the pitch of the voice. Longer words may have one or more secondary stresses coming before the main stress. These are marked with / / as in **abbreviation** /ə'bri:vɪ'eɪʃn/. They feel like beats in a rhythm leading up to the main stress. Weak stresses coming after the main stress in a word can sometimes be heard, but they are not marked in the glossaries.

KEY TO SELECTED TASKS AND EXERCISES

UNIT 1

Grammar Spot: Exercise 3 page 7

- | | |
|---------------------|-------------------|
| (a) cooking/to cook | washing/to wash |
| (b) going/to go | watching/to watch |
| (c) camping | walking |
| (d) taking | writing |
| (e) flying | travelling |

Developing Your Reading Skills: Task 3 page 9

The correct order is: f, c, b, d, a, e

UNIT 2

Thinking and Speaking: Task 2 page 14 - 15

map (page 14)	country	description (page 15)
a	Egypt	5
b	Britain	3
c	Italy	4
d	Chile	2
e	Australia	6
f	Uzbekistan	1

Reading Comprehension: Task B page 17

- (1) F (2) F (3) T (4) F (the monster is 'legendary') (5) F (6) T (7) NG (8) T

Reading Comprehension: Task C page 17

The best title for the map is 'The British Isles' since it also shows Eire (the Irish Republic).

UNIT 3

Thinking and Speaking: Task 1 page 27-28

- (1) Perhaps the best gift to take would be the souvenir of Uzbekistan (c). If you are sure that your hosts drink alcohol, then the wine would also be suitable (d).
(2) In Britain it is considered very rude to 'push in' when people are queuing so (b) is the best answer here. If you are really in a hurry you should explain politely to the people at the front of the queue.
(3) The best answer here is (c). (a) is too informal, especially for a first meeting. (d) is also not appropriate for a first meeting ("How do you do"? is also possible.)
(4) In Britain people don't normally take off their shoes when entering their or someone else's house. But it might be polite to ask (a) or to see what your friend does (d).
(5) It is obviously unacceptable to take more without asking (b). To ask for more (d) might not be acceptable for a first invitation like this. If you say "No thanks" (c) your hosts may think that you didn't like the meal so both you and they would be disappointed. Perhaps the best answer is (a).

Thinking and Speaking: Task 3 page 29

- 1(c) 2(i) 3(e) 4(j) 5(g) 6(d) 7(h) 8(b) 9(f) 10(a)

Working with Words: Task B page 32

- 1 = a guy 2 = a bonfire 3 = fireworks

Puzzle Corner: page 37

Proverb Meaning

Absence makes the heart grow fonder.
Truth is stranger than fiction.

Blood is thicker than water.
Honesty is the best policy.
Knowledge is power.
The pen is mightier than the sword.
Variety is the spice of life.
Rome wasn't built in a day.

*Our feelings for those we love increase when we are apart.
Things which happen in real life are often more unbelievable than events in novels.
Family relationships are stronger than any others.
Being truthful is the best way to live your life.
The more we know the more we can influence others.
Words are more effective than weapons.
What makes things interesting is variation and change.
Don't expect to get good results immediately.*

UNIT 4

Grammar Spot: Exercise 2 page 44

- a) boring b) astonishing c) interested d) disappointed e) interesting, tired f) fascinating, exhausted



UNIT 5

Reading Comprehension: Task B page 55

The missing line should be placed at the end of the third paragraph (line 36).

Reading Comprehension: Task C page 55

(1) F (2) NG (3) T (4) NG (5) F

Grammar Spot: Exercise 3 page 58

- (a) ..they had not predicted the hurricane. (b) ..which had fallen on him.
 (c) The boy had never felt a quake before ... (d) .. the authorities had already evacuated the area.
 (e) The volcano had been inactive for years ...

UNIT 6

Working With Words: Task A page 67

hang on	depend on
hang around	wait near a place without a purpose
give up	stop doing something which is enjoyable
get stuck into	start something with enthusiasm
stick at	continue to work hard at something
ease up	stop putting so much energy into something
mug up	study quickly to know the main facts
lay off	stop doing something for a while

Grammar Spot: Exercise 1 page 69

- (a) slower (b) more expensive (c) easier (d) worse (e) politer/more polite (f) hotter
 (g) commoner/more common (h) dirtier

Puzzle Corner: page 75

British English

little finger
 vest
 underground
 trousers
 autumn
 pavement
 lorry
 petrol
 biscuit
 handbag
 tap
 sunglasses
 cupboard
 lift
 holiday
 flat
 wallet
 chips

American English

pinkie
 undershirt
 subway
 pants
 fall
 sidewalk
 truck
 gas
 cookie
 purse
 faucet
 shades
 closet
 elevator
 vacation
 apartment
 billfold
 French fries

UNIT 7

Working With Words: Task B page 81

a day-old chicken
 a 100-year-old house
 a 25-year-old partnership
 a 3-year-old legal battle

UNIT 8

Thinking and Speaking: Task 2 page 89

(a) meat (b) rice (c) peanuts (d) fruit (e) fatty food (f) salt

Learner Strategy: Task 4 page 96

(a) True (b) money (c) brazier (d) yes (e) bravo (f) bread box (g) crust (h) on the breadline
 (i) breadth (j) 1 breadwinner 2 bread and butter 3 the peace (k) in the areas which produce the most grain and other food (l) bray (m) a type of crescent-shaped bread (n) batter

Grammar Spot: Exercise 1 page 97

(b) correct (c) advice (d) correct (e) correct (f) information (g) is there much furniture ...



KEY

(h) progress (i) correct (j) equipment

Translation Practice: Task 1 page 100

1 (c) 2(e) 3 (a) 4 (i) 5 (d) 6 (b) 7 (f) 8 (h) 9 (g)

Puzzle Corner: page 100

Solution = antonym

UNIT 9

Grammar Spot: Exercise 2 page 108

- (a) Having read the reviews of the new album by Sting, I'm really looking forward to hearing it.
 (b) Never having seen the Beatles perform live, I can't tell you what they were like in concert.
 (c) Being a great fan of Victor Tsui, I was very sad when he died in a car crash.
 (d) Looking at the photo of Michael Jackson when he was a boy, she realised how much his appearance had changed.

Learner Strategy: Task 3 Question 4 page 110

Is there anyone here got a reason why she shouldn't wed?

Grammatically correct version: Is there anyone here who has a reason why she shouldn't wed? or Has anyone here got a reason why she shouldn't wed? ('wed' is grammatically correct but 'old-fashioned'. You could say 'get married' instead.

Well, I thought it but I kept it hid.

Grammatically correct version: Well, I thought it but I kept it hidden.

Improving Your Writing: Task 2 page 111

One possible order for the text is: c d k b h f g j i a e

UNIT 10

Working With Words: Task B page 119

AD = assistant director IT = information technology PA = personal assistant CV = curriculum vitae
 ICS = International Computer Software Ms. = a title used by a woman who prefers not to signal her marital status
 St. = street Encl. = enclosure Dept. = department

Grammar Spot: Exercise 2 page 120

- 1 Not only was he late for the interview, but he also forgot to wear a tie.
 2 Not only is she very self-reliant, but she also works well in a team.
 3 Not only was his application letter untidy, but it was also full of spelling mistakes.
 4 Not only did her CV include all the necessary information, but it was also very neatly typed.

Puzzle Corner: page 124

From top to bottom of the grid the jobs are:

doctor, politician, popstar, astronaut, sportswoman, teacher, policeman, scientist

UNIT 11

Working With Words: Task B page 130

fuss over something	to be worried about something unimportant
put somebody up	to let someone stay in your house
move out	to leave your old home
get over something	to recover from something
think something over	to consider something

Learner Strategy: page 134

The thesaurus

The verb *abstain* means to not do something that most people would find enjoyable. It can also mean to not vote (rather than to vote for or against something).

People abstain from drinking alcohol (they are called 'teetotalers') from eating meat (vegetarians) or from any other thing they prefer not to do.

A thesaurus can help you find synonyms for a word to add variety to your vocabulary.

A thesaurus doesn't give help on whether a particular synonym is appropriate in a particular context.

The Encyclopedia

The figures and letters refer to the latitude and longitude of Fergana.

'est.' stands for estimated.

The Macmillan Encyclopedia is type (a).

The information is arranged alphabetically.


Puzzle Corner: page 136

beginning	ending	meaning
A	5	b
B	1	g
C	4	c
D	2	e
E	7	f
F	3	d
G	6	a

UNIT 12
Thinking and Speaking: Task 3 page 139

(a) general election (b) Speaker (c) MPs (d) referendum (e) president (f) candidate (g) constituency (h) chamber (i) seat (j) quorum (k) term (l) polls (m) house, assembly (n) party (o) by-election

Learner Strategy: Task 4 page 144–45

(a) means 'I don't know' or 'I have no idea'
 (b) used (especially in America) to mean 'OK' (in Britain people generally use an upturned thumb to mean the same)
 (c) used to mean 'I forgot' or as an expression of surprise
 (d) used to show that you think someone is crazy
 (e) means 'I can't/didn't hear you'
 (f) means 'Good luck' or 'I hope everything goes well'
 (g) means 'that's enough' or 'it's all over for me'

UNIT 13
Thinking and Speaking: Task 3 page 151

(a) software (b) click (c) network (d) PC (e) hardware (f) paste (g) laptop

Working With Words: Task D page 154

1 (a) correctness (b) correctly, correct (c) corrective
 2 (a) computerisation (b) computed (c) computers
 3 (a) technologically (b) technologist (c) technological

UNIT 14
Understanding Diagrams: Task 6 page 166

1 = f 2 = b 3 = a 4 = g 5 = d 6 = c 7 = e

Learner Strategy: Task 1 page 170

1 = d 2 = i 3 = a 4 = f 5 = g 6 = c 7 = e 8 = h 9 = j 10 = b

Puzzle corner: page 173

1 = UNEP 2 = ozone 3 = health 4 = salt 5 = nature 6 = earth 7 = famine 8 = smog 9 = Muynak

UNIT 15
Thinking and Speaking: Task 2 page 175

The American Peace Corps have volunteers working in education, agriculture and small business development.

The World Bank lends money to governmental and non-governmental projects to assist in the development of the country.

Save The Children Fund (SCF) assists organisations working with disadvantaged children in Uzbekistan.

The United Nations Environment Programme (UNEP) cooperates with the government of Uzbekistan in the area of environmental protection, especially in the Aral Sea region.

The Central Asian Free Exchange (CAFE) has volunteers working in many areas including teaching, health and library services.

The United Nations Educational, Scientific and Cultural Organisation (UNESCO) is involved in various projects including the restoration and protection of Uzbekistan's ancient architecture.

Technical Assistance to the Commonwealth of Independent States (TACIS) is an agency of the European Union and has many projects in Uzbekistan, particularly in the fields of agricultural and small business development.

The British Council promotes educational, technical and cultural cooperation between Uzbekistan and the UK.

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1 = c 2 = e 3 = a 4 = d 5 = b

NOTES FOR TEACHERS OF WORDWISE

As you use WordWise you will meet a wide range of teaching and learning activities. Some of these will be familiar to you but others may require you to use new teaching methods and, in particular, new forms of classroom management. These brief notes are intended to give you guidance on how to approach some of these less familiar activities.

WordWise is designed to be much more flexible and adaptable to different needs than the traditional type of textbook, which was usually designed to be delivered within a rigid syllabus and timescale. If your students are majoring in English you may expect them to progress more quickly than non-specialists, but the latter will benefit equally from the skills developed. Similarly, the book is designed to be used from the first year of Higher Education, but can equally effectively be introduced in the second year if improvement in study skills is required at this level. With the new methodology which WordWise embodies, both you and your students will feel more comfortable, and make overall progress, through having the freedom to plan your rate of progress on the basis of experience with the book, rather than having an arbitrary pace of learning imposed. All the units contain a good deal of interactive practice material, and the more time your students spend on these exercises the more they will develop their skills. You may decide for yourself, on the basis of your experience with the book and your knowledge of the ability levels of your students, how much time to allot to the various units - which are themselves not uniform in length.

Like most modern textbooks, WordWise is based on 'the communicative approach'. In this approach, English is viewed primarily not as a system of structures to be learned but rather as a way of communicating real ideas and opinions. For this reason most of the activities in WordWise involve students in realistic tasks where they use language for a communicative purpose such as solving a problem, exchanging views or information and deciding priorities. Obviously these communicative activities can only be effective if students are given frequent opportunities to speak. In order to help you to maximise the amount of student talking-time, each unit of WordWise includes several tasks which students undertake by working in pairs or groups. This emphasis on pair and group work is one of the most important differences between WordWise and more traditional textbooks. Here are some hints on how to make pair and group work effective.

PAIR WORK

- Always give clear instructions when organising pairs of students to work together. Vague directions will lead to confusion.
- It is a good idea to vary the pairs. You may wish to divide the group into pairs yourself so that a 'good' student could be paired with a less able one. On other occasions you could allow students to choose their own partners. If they use pair work regularly your students will soon get used to the idea of pairing and they should be able to find a partner quickly and quietly.
- Read through the instructions for the pair work activity with the students to make sure they understand exactly what is expected of them. If the activity requires them to play a role, give them time to read and consider their roles.
- While the students are working in pairs, the teacher should move around the class monitoring and guiding where necessary. Do not over-correct during the activity since the aim is to improve fluency rather than accuracy. Instead pick on one or two 'important' mistakes which you hear as you walk around and discuss them with the whole class *after* the pair work. In this way you avoid disturbing the spontaneity of fluency practice.

- Stop the activity when it is clear that everyone has finished. If the activity is one with assigned roles, the pairs could repeat the activity with each student taking the opposite role.
- Always follow up the pair work by asking one or two pairs to summarise their discussion or demonstrate their dialogue.

GROUP WORK

- As with pair work the teacher must give clear instructions on how groups should be formed.
- Make sure the groups understand the task by reading through the instructions carefully with them. If it is a role-play activity, allow time for students to read and consider their roles.
- Set a time limit for completion of the task. Group work that goes on for too long can cause problems as some students become bored.
- It is often a good idea to appoint a group leader whose task is to report back to the whole class.
- While groups are working, the teacher should circulate to listen and give help where needed.
- Group work should always be followed by a general class activity when the results of each group are reported back to the whole class and commented on by the teacher.

Three final pieces of advice to those who may be trying pair and group work for the first time:

1. *Don't be afraid of noise.* A good class is not necessarily a quiet one! During pair and group work activities the classroom may seem noisy, but provided the activity is well-organised, this will be constructive noise. Of course students must be expected to behave responsibly during such free activities.
2. *Don't be afraid of silence.* Remember that during fluency practice students need time to think, recall or formulate questions and answers. Silence is a natural part of language learning, and it does not necessarily mean that nothing is happening. Teachers should not be tempted to talk too much themselves or to dominate discussions.
3. *Don't be afraid of using the mother tongue.* If students need to discuss a difficulty with the teacher or need further explanation of a task, there is no advantage in insisting on doing this in English. Although it is clearly important that the actual practice takes place in English, occasional use of the native language is relatively unimportant. As the fluency of the students increases, they will find it less necessary to use their mother tongue during free practice.

Well-organised pair and group activities will always increase student talking time and allow the teacher to monitor and guide. So even if they take a little more effort than more traditional activities and may take some time to get used to, it is worth persevering. You will soon begin to see an improvement in your students' fluency.

USING THE READING TEXTS IN WORDWISE

Like most coursebooks, WordWise includes a central text in each unit. However, in contrast to many traditional textbooks, the main objective of the text is not to present language for intensive study and translation but to provide opportunities for students to practise a range of reading skills.

Among these are:

- reading quickly to get a *general understanding* of the main points (skimming)
- reading to find *specific information* (scanning)
- *inferring the meaning of unknown words* and phrases using contextual clues
- reading in order to *form an opinion*
- *identifying different types of text* or text organisation.

Because we are aiming to practise and develop reading skills, it is very important that students are given the opportunity to read the text silently, and to work through the various comprehension activities *before* focusing more intensively on the vocabulary and grammar of the text.

Here is a possible four stage plan for a lesson using a reading text:

1. Before the students begin reading, use the pre-reading activities to arouse their interest and focus their attention. You may also need to pre-teach some key vocabulary. **WordWise** always provides the students with a purpose for reading in the form of a task to be carried out while reading, so make sure this is understood.
2. The students should read the text fairly quickly in order to complete the while-reading task. At this point the reading should be silent and without the help of a dictionary. This will help students develop their skills of inference and become less dependent on the dictionary. Try to help them realise that they do not need an exact understanding of every word in order to comprehend the text.
3. After this first fairly quick reading, students should re-read the **text more carefully (but still without a dictionary) and then tackle the various comprehension questions and activities.** We strongly recommend allowing students to work together on **any tasks** which they find difficult.
4. When students have worked through the comprehension exercises they should have a good understanding of the text as a whole. Now they can study it more intensively at the level of individual words and phrases. The exercises in the "Working with Words" section will help them do this.

In using this approach students should *not* 'over-prepare' the text at home before dealing with it in class. If they have looked up every word and answered every question before the lesson, the activities which have been designed to develop their skills of prediction and inference will be less interesting and effective. **More importantly, such pre-learning will prevent your students from gaining the vital skills of inferring meaning from contextual clues.** They need these skills to become **fluent readers.**

Above all, students should not be expected to understand **everything** at the first reading. They need to develop the confidence to tackle the text unseen and without a dictionary, and not be afraid of making mistakes.

WRITING ACTIVITIES

In WordWise, students are given models of many different types of written English. They are encouraged to think carefully about questions of structure, content and style and then asked to produce their own writing. Here are some suggestions on how to approach the writing tasks:

- Before each writing task, students should be reminded of the writing process outlined in unit 2.
- Always allow sufficient time for introducing and discussing the topic before planning and drafting begin.
- Make sure students are clear about the purpose of their writing, and know what audience it is intended for.
- Try to make as much use as possible of pair and group work at the discussion, planning, improving and editing stages.
- Remember that the more time students spend on planning, improving and editing drafts, the easier it will be to mark the final versions.
- Although you may wish to give a final grade, always aim to give positive comment and suggestions for improvement as well - these are vital if students' work is to improve.

We hope these few suggestions will help you make the most of WordWise. However, we also hope that you will be flexible in your use of the book. If your students need further practice in a specific skill or language point, bring in supplementary material. If they enjoy certain activities such as translation exercises or word puzzles, give them more to do at home or ask them to devise some of their own.

Use your own judgement and experience to decide how long to spend on a particular activity, and how much can be completed in class time or at home. If you feel that your students should be formally tested from time to time, remember to test their language skills as well as their knowledge of the vocabulary and structures taught in WordWise. In order to do this, you will need to use new unseen reading texts and writing tasks. For oral assessment, try to make the tasks as realistic and communicative as possible, with students exchanging information and opinions in pairs or groups.

Note

For the advice in this section we have drawn heavily on an excellent book of methodology for teachers of English:

Practical Techniques for Language Teaching by Michael Lewis & Jimmie Hill. Revised edition 1992. Published by Language Teaching Publications, Hove, England.

This is a highly readable and practical book whose authors have great experience both as teachers and teacher-trainers. We strongly recommend it for teachers who would like to explore further the principles and above all the practical techniques which are embodied in WordWise.

S 51

Seviour Martin

WordWise: Study skills in English for higher education students in Uzbekistan. - T. : "Sharq" Publ. House, 1997. - 208p.

81. 2Engl. - 923

**"Sharq" Publishing & Printing Concern
41, Buyuk Touron Str., Tashkent city
Republic of Uzbekistan**

WordWise is an integrated study skills development course for students who wish to improve their English language at intermediate level.

WordWise contains fifteen units based on topics or themes chosen to reflect the interest of students in Uzbekistan.

WordWise aims to help students to understand their own learning styles, to manage their time well, use reference books efficiently, read texts in the most effective ways for different purposes and write clear, well-organised reports, letters and essays.

WordWise also provides material to help students develop important and practical "life skills", such as those needed for filling in application forms and writing job application letters.

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WordWise талабаларга хорижий тилини брганишда гуларига хоB устубунни ташлаш, вахтин тугри тахавмилни, турли дулжалардан шиксалда мунуфни фойдаланиши, миктларни булани турларини кулналган ваширфа мунуфни танани, ibери-ваниш, хисобет ва махрузларни брганишдан тартиб бегина тулани, турли хил ва шиклларни тугри ели олганини брганиши.

WordWise undan fойдаланувчиларга халгла учрайдиغان илхум ва амалий ужулар, хусусан арениа формаларини бунларни ва шикс кирини угул арениа енини каби кулнималарини ривожлантиришда ердан беради.