

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ**

ЎЗБЕКИСТОН ДАВЛАТ ЖАҲОН ТИЛЛАРИ УНИВЕРСИТЕТИ

G. Bakieva, Kh. Avilova, M.Gulyamova

LANGUAGE SKILL:

READING 2

ТОШКЕНТ - 2022

Ўқув қўлланма №ИТД-1, А-1-219 “Таълим тизимида хорижий тил (инглиз) йўналишидаги олий таълим муассасаларида умумевропа компетенциялари (CEFR) бўйича C1, даражасини эгаллашни таъминлайдиган ўқув-услубий мажмуа яратиш” номли амалий лойиҳа доирасида бажарилган.

Мазкур ўқув қўлланма филологик йўналишда таҳсил олаётган иккинчи босқич талабалар учун мўлжалланган. Ўқув қўлланма талабаларнинг ўқиш кўникмасини ривожлантиришга қаратилган ҳар хил матнлар ва аутентик материалларни ўз ичига олади.

Тақризчилар:

Х. Палуанова

ЎзДЖТУ, Инглиз тили 1 факультети, Инглиз тилини
Ўқитиш методикаси кафедра мудири, филология
фанлари доктори, доцент

А. Маматов

Жиззах давлат педагогика институти, профессори

Ўқув қўлланма Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2021 йил 18 августдаги 356-сонли буйруғига асосан тавсия этилган. Рўйхатга олиш рақами №237-375

PREFACE

Given course book on reading is an excellent resource for the EFL students, as it meets the priorities stated by the Decree of the first President of the Republic of Uzbekistan “on measures to further improvement foreign language learning system” 18/75 from December 10, 2012. The decree is aimed at upbringing of harmoniously developed, highly educated, modern-thinking young generation.

The book “Reading 2” written and submitted by UzSWLU authors’ group is intended for the second year English as Foreign Language students at the University of World Languages and other teacher training universities.

The course book fully meets the requirement of the program and curriculum in this subject. As suggested by its title, the book is concerned with the skill and sub skills of reading in English. First year students can profit well from reading.

This book uses many authentic sources such as factual texts, newspaper articles, instruction manuals, stories, emails and diary entries. Students are encouraged to read different materials in different ways, such as reading for gist, scanning, skimming, comprehension, analyzing structure and summarizing.

The analysis of the book showed that it meets modern requirements, educational standards, curricula and especially the use of appropriate information, which is authentic and contextualized. Exercises are designed by providing a context, that make students think critically and act as in real life.

The book presents the broad analysis of the tasks that focus on the development of the reading skill of the students. It clearly demonstrates the basic understanding and presents successful tips.

CONTENTS

LESSON 1. UZBEKISTAN IN THE WORLD VIEW	
LESSON 2. SIGHTS OF UZBEKISTAN	
LESSON 3. TOO MANY CHOICES BUT	
LESSON 4. BUSSINESS SECRETS	
LESSON 5. ENVIRONMENT	
LESSON 6. NATURAL DISASTERS	
LESSON 7. MARRIAGE	
LESSON 8. RELATIONSHIP	
LESSON 9. CULTURAL MISUNDERSTANDING.....	
LESSON 10. CROSS-CULTURAL COMMUNICATION	
LESSON 11. ENTERTAINMENT AND THE MEDIA	
LESSON 12. LANGUAGE OF MEDIA	
LESSON 13. GENETICALLY MODIFIED FOOD	
LESSON 14. ALTERNATIVE ENERGY SOURSES	
LESSON 15. EDUCATION IN THE WORLD	
LESSON 16. THE FUTURE OF EDUCATION.....	
LESSON 17. THE VIRTUE OF CHARITY	
LESSON 18. ROLE OF WOMEN IN THE SOCIETY	
APPENDIX	
GLOSSARY	
ANSWER KEYS.....	
USED LITERATURE.....	

LESSON 1

UZBEKISTAN IN THE WORLD VIEW



Getting started

1. Read the following statistics about Uzbekistan and fill in the blanks with the appropriate number.

73.5	76	2016	60	2018	2017	13	2019	1997
------	----	------	----	------	------	----	------	------

1. More than _____% of population in Uzbekistan is the youth.
2. _____ is the Year of Active Investments and Social Development.
3. _____ is the Year of Support for Active Entrepreneurship, Innovative Ideas and Technologies.
4. _____ is the Year of Dialogue with People and Human Interests.
5. _____ is the Year of Human Interests.
6. _____ is the Year of Healthy Mother and Child.
7. Sportsmen won _____ medals in the Summer Olympics in Rio in 2016.
8. The life longevity for women is _____ for men is _____.

What other statistics about Uzbekistan do you know? Write them in the space provided below then share with your group mates.

2. Match the words with their definitions.

- | | |
|--------------------------|---|
| 1. To be in the focus | a) continuously changing, developing |
| 2. Dynamic | b) in the centre of attention |
| 3. Stable | c) to make partnership stronger |
| 4. Entrepreneurship | d) the height of an object or place above the sea |
| 5. Liberalization | e) feeling of being comfortable, healthy, and happy |
| 6. altitude | f) process of starting new business |
| 7. To deepen partnership | g) steady and not likely to change |
| 8. well-being | h) making a system, law, or moral attitudes less strict |

3. Read the first 2 paragraphs of the article and choose the best headline for it. Then give yourself two minutes to skim the whole article – did you choose the correct headline?

1) Modern Uzbekistan

2) Uzbekistan's achievements on the pages of "Kazakhstanskaya Pravda"

3) Uzbekistan today and Uzbekistan tomorrow

The successes and achievements of independent development of our country are in these days in the focus of world attention. Numerous foreign media publish materials on the results of the implementation of the "Five Action Strategies of Development", for example, the newspaper "Kazakhstanskaya pravda" (Truth of Kazakhstan) posted a review article entitled "Uzbekistan on the way of development", telling about modern Uzbekistan, its socio-political and socio-economic life.

The article notes that in a short historical period, the country became one of the most dynamic countries in the world today demonstrating the stable growth of the economy has been steadily improving the well-being of the population.

It is emphasized that due to the well thought-out investment policy the republic attracted 65 billion USD of foreign capital with which to create an entirely new industry. Among them - the automobile, oil-gas industry, oil-gas and railway engineering, production of modern building materials,

consumer electronics, pharmaceuticals, modern food and textile industries and others.

While assessing the achievements of Uzbekistan special attention is paid to the development of small business and entrepreneurship, which are the engine of economic growth and the best indicator of the level of welfare.

— Before gaining independence, the country's small businesses was almost absent, as at present, over 56% of the gross domestic product is generated in this sector. Today, more than 90% of all businesses make up a small business, - publication says.

Special focus is on modernization and development of road transport infrastructure, agriculture, banking and liberalization of tax administration in the country.

It is stressed that today Uzbekistan is the only country in the region, on the territory of which runs high-speed trains Talgo, produced in Spain, carried out a unique project to build a high-altitude railway tunnel 19 km long, breakthrough projects implemented by the introduction of advanced technologies in various sectors of the economy.

As the "Kazakhstanskaya pravda" informs, the successes achieved by Uzbekistan receive due recognition of the international community. In particular, the World Economic Forum released ranking of countries with rapidly growing economies in the country occupies the 5th place.

Special attention in the material focuses on the growing authority of Uzbekistan in the international arena, and the comprehensive development and deepening its strategic partnership with Kazakhstan.

It is underlined that the bilateral relations are also based on the awareness of the historical role and responsibility for the fate of the two states of Central Asia, the strengthening of peace, stability and security in the region, ensuring the well-being and prosperity for all peoples.

Authentic text taken from *Information Agency Jahon, Almaty*

www.uzbekistan-geneva.ch/uzbekistan-s-achievements-on-th.

4. Choose the best ending to each sentence.

1) The engine of economic growth and the best indicator of the level of welfare is

a) the automobile, oil-gas industry, oil-gas and railway engineering.

b) 65 billion USD of foreign capital which is used to create an entirely new industry.

c) the development of small business and entrepreneurship.

2) The article highlights that 65 billion USD of foreign capital was invested to Uzbekistan to

a) reconstruct the automobile, oil-gas and railway engineering companies.

b) renew all branches of economy.

c) create totally new industry.

3) According to Kazakhstanskaya Pravda, at present, more than 50% of the gross domestic product is produced.....

a) due to modernization and development of road transport infrastructure.

b) due to the development in small business sector.

c) due to production of modern building materials, consumer electronics, pharmaceuticals.

4) As the newspaper stresses that high-speed trains Talgo.....

a) serve passengers only in Uzbekistan in Central Asian region.

b) are going to connect all districts of Uzbekistan.

c) carry passengers along only high-altitude tunnels.

5) According to the World Economic Forum revelations, Uzbekistan occupies the 5th place

a) for advanced technologies in various sectors of the economy.

b) among countries with fast growing economies.

c) among developed countries with rapidly growing economies.

5. Scan the article to answer the following questions.

1) Which topic attracts foreign press about Uzbekistan?

2) What is the source of improvement of the well-being of the population in Uzbekistan?

- 3) What do numbers “56 and 90” represent in the text?
- 4) What sphere is given special attention in the article?
- 5) How do two neighboring countries continue their relationship?

READING 2

6. Read the following comments about Uzbekistan. Which comment goes with which author? Write the number of the comment next to the person whom it belongs to.

Uzbekistan is famous with its ancient thinkers and modern famous scientists

_____ **Fahad al-Mekrad, professor of Arab Open University (Kuwait)**

_____ **Julio Kasati, professor of Insubria Universiy (Italy):**

_____ **Eva Vietsma, Project Manager of International Center of Wageningen University, professor (Netherlands)**

1) _____

– Uzbekistan is the country with rich history and huge historical heritage. The outstanding thinkers, grown by this sacred land, made invaluable contribution to development of world civilization through their unique scientific, spiritual and cultural achievements. Mirzo Ulugbek – is one of them. This scientist, who is one of the founders of astronomy, became famous through his scientific discoveries to the whole world, and he is known also in Netherlands.

Well known in Europe under the name Avicenna Abu Ali ibn Sino holds a special place in the history of formation of medicine. During the conference, which will take place in Samarkand, we will have an opportunity to refer once again to the rich scientific heritage of many outstanding thinkers of medieval East, exchange opinions on their huge contribution to development of world science.

Uzbekistan is well known not only thanks to the great people, who were working in faraway past. Today your country is also famous with its big scientists. For example, the young scientist Ibrohim Abdurakhmonov

amazes with his novelties in agricultural sphere. The discovery he made – new sort of cotton-plant – earned international recognition.

I am happy to be able to visit Samarkand during the conference, to see its architectural monuments and holy places of worship. Visiting such sights like Registan, Shahi-Zinda complex, Amir Temur mausoleum, observatory of Ulugbek gives spiritual forth and inexhaustible energy.

2) _____

– Previously I had an opportunity to participate in many international conferences, conducted in Uzbekistan. The whole world recognizes the contribution of scientists and thinkers of Uzbek soil to development of world science. Mankind during the centuries becomes familiar with rich heritage of such outstanding thinkers, like Abu Ali ibn Sino, Abu Raikhon Beruni, Imam Bukhari and others. There is written number of books and articles, made movies. And today many scientific institutions, schools and universities of various countries teach on the basis of unique and extremely important heritage of your great ancestors. The wide scale work being performed in your country on deep studying at modern requirements level the material and spiritual heritage, familiarization young generation with it should be used as an example.

Every time, when I come to Uzbekistan I am amazed and happy to see your successes in various spheres, particularly in the sphere of education. I am deeply impressed, that thanks to the great attention being paid in Uzbekistan to studying foreign languages, your youth is fluently speaking English, French, Arabic languages. I wrote a cycle of articles about Uzbekistan and its successes, about high intellectual potential of its citizens, their generosity, sincerity and hospitality. I highly appreciate the unique culture of its people.

3) _____

–Dozen of Uzbek thinkers made huge contribution to development of world civilization. Particularly, the heritage of Mirzo Ulugbek – is the priceless gift of your people to the whole mankind. His multiple scientific treatises, activities in political and economical spheres, scientific and educational heritage didn't lose their value for the modern generations. His

book “Guragan tables” was widely distributed in Asian and European countries.

In Italy we strive to expand cooperation in the sphere of science, culture and education. Particularly, opening of Turin Polytechnic University is practical reflection of our active collaboration in the sphere of education.

I already had an opportunity to see architectural monuments of ancient cities – Tashkent, Samarkand, Bukhara, and Khiva. The achievements and successes in the business of studying and popularization of reach heritage of ancestors, restoration and preservation of cultural monuments, development of spheres of education, science and culture deserve consideration.

7. Read the text again and decide whether the following statements are True or False.

1) Eva Vietsma is sure the conference will be venue to exchange opinions about the huge contribution of many renowned thinkers of medieval East and contemporary scientists. _____

2) The upcoming conference will give foreign guests to do the sights of architectural monuments and holy places of worship. _____

3) Fahad al-Mekrad has never been to Uzbekistan before. _____

4) Fahad al-Mekrad points out at present many universities, schools and scientific institutions use the priceless heritage of Uzbek great ancestors in their education programs. _____

5) Achievements of Uzbekistan, high intellectual potential of its citizens, are touched upon many times in Fahad al-Mekrad’s publications. _____

6) Julio Kasati states that Mirzo Ulugbek’s heritage is still valuable for youth of his country . _____

7) Having visited four ancient cities of Uzbekistan Julio Kasati highlights mostly restoration and preservation of cultural monuments deserve consideration. _____

8. Look back at the comments and find words that mean the following:

- 1) A serious book about a particular subject (paragraph 7) _____
- 2) greatly respected (paragraph 1) _____
- 3) the activity of praying in a religious building (paragraph 4) _____
- 4) something in large amounts that can never be finished (paragraph 4) _____
- 5) based upon (paragraph 5) _____
- 6) repairing old building so that it looks the same when it was 1st built (paragraph 9) _____

Homework. Create a tourist brochure about a place which is worth to visit.

LESSON 2

SIGHTS OF UZBEKISTAN

Getting started



1. Think about sightseeings of Uzbekistan. Write down the first five places you think of and compare your list with other students.

2. Match the words with their definitions.

1. to exceed

2. ridge

3. in the depths

4. bunting

5. starling

6. conifer

a) A long area of high land, especially at the top of the mountain

b) Small flags on strings, used to decorate buildings and streets on special occasions

c) A common bird with shiny black feathers that lives especially in cities

d) Evergreen trees' fruit

e) To be more than a particular number or amount

f) The distance from the top surface of smth such as a river to the bottom

3. Look at the title and photos. What is this reading mainly about? Circle a, b or c. Then read the first paragraph to check your answers.

a. Zaamin State Reserve

b. Zaamin's flora and fauna

c. Zaamin's history

Zaamin - Paradise of Uzbekistan



Zaamin tourism zone is an ecologically pure region, which has preserved its original appearance and has unique flora and fauna. It is located on the territory of Zaamin State Reserve in the Jizzakh Region of Uzbekistan on the tourist route between Samarkand and Tashkent. It is known from history that Zaamin was a part of one of the most ancient regions in Central Asia: Ustrushana, surrounded by ancient regions: Sogd, Bactria, Fergana and Chach. According to archeological sources, the age of Zaamin exceeds two thousand years old (2nd-1st centuries BC). During excavations archeologists found remains of a settlement aged more than 2500 years.

Zaamin in Persian and Tajik means “agricultural land”, because even in ancient times it was noted for fertile soil. Zaamin State Reserve is located on the area of 24110 hectares and has unique landscape with a distinct mountain range, descending from east to west and covering the middle and high ridge at the altitude from 1760 to 3500 meters above sea level.



Today Zaamin is the green area, rich in various species of birds. In the depths of pine forests you can find such rare birds as a ring dove, turtle dove, blackbird, Turkestan owl and Turkestan starling. Also here you can find an unusual bird: white-winged grosbeak, with black, yellow and green feathering, which eats conifer seeds. Permanent inhabitants of Zaamin highlands are Turkestan lynx, black stork, Central-Asian ibex and white-clawed bear. The uncommon flora of Zaamin, named as “Uzbek Switzerland”, deserves a special attention.

3) Read the text and decide whether the following statements are True or False.

1. Zaamin State Reserve occupies the whole territory of Jizzakh region. _____

2. Zaamin is named as “Uzbek Switzerland” as it has common flora with Switzerland. _____

3. In ancient times Ustrushana, Sogd, Bactria, Fergana and Chach regions surrounded Zaamin. _____

4. Mountain ranges in Zaamin decline from east to west and cover the middle and high ridge at the altitude from 1760 to 3500 meters above sea level. _____

5. The age of Zaamin is more than 20 century. _____

6. Turkestan lynx, black stork, Central-Asian ibex and white-clawed bear inhabit throughout Zamiin State Reserve. _____

4) Match the collocations and check them in the reading. Afterwards work in pairs and write down what information is described in the reading using these collocations.

- | | |
|--------------|-------------|
| 1. Fertile | a) lanscape |
| 2) sea level | b) soil |
| 3) Unique | c) seeds |
| 4) Altitude | d) high |
| 5) Conifer | e) above |
| 6) attention | f) deserve |

1) _____

- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____

READING 2

5. Give yourself two minutes to skim the text. What is the purpose of this piece of writing?

- a) To inform you about the sights.
- b) To describe the sights.
- c) To persuade you to go to one of the places.
- d) To instruct you how to save your time during your trip.

Train tours in Uzbekistan

Discover Uzbekistan traveling by train. Railway lines connect the main tourist places of Uzbekistan. High-speed electric train takes you quickly to Samarkand and Bukhara with the main attractions of Uzbekistan. You can also get the train from Bukhara to Urgench and visit Khiva, a town-museum under the open sky, listed in the UNESCO World Heritage List, which is only 30 kilometers away. 1_____The Advantour company is pleased to offer you several convenient train tours in Uzbekistan with the interesting and informative program. Train tours in Uzbekistan will introduce you to the sights of Tashkent, Samarkand, Bukhara and Khiva.

City Tours in Uzbekistan

City tours to cities of Uzbekistan are sightseeing ones, organized directly on the spot or by advance request. 2_____ You will not only visit the main landmarks, see ancient monuments and architectural attractions, but also learn many interesting things about the city's history, culture and traditions of the local people.

Tours to West Tien Shan Ridge: Chimgan and Beldersay mountains

Mountains are the favorite recreational place both for residents and foreign tourists. Magnificence, space and beautiful landscape amaze everyone who has ever been there.

Within the worked-out mountain tours to Uzbekistan you will have an opportunity to go on hiking of various degree of complexity to Chimgan mountains or to visit the well-known Beldersay area – the popular weekend hiking spot for residents and guests the whole year round. The Beldersay landscape is the rock canyons, waterfalls` and spacious meadows. Exactly here in the Beldersay Mountains you will see the rock paintings (petroglyphs) of the late Stone Age. You will see the Gulkam gorges with three beautiful waterfalls. 3_____ You will climb over passes of different height and complexity, go down the cableway. In summer you can swim in the pure mountain river.

For those who like mountain romantics we set encampments with night camp fire. For those who prefer civilization facilities we provide tours with comfortable stay in the local hotel. Whatever mountain tour to Uzbekistan you choose, it will leave you unforgettable impressions!

Special tours in Uzbekistan and Kyrgyzstan

Uzbekistan and Kyrgyzstan are two countries of Central Asia that have very tight cultural ties that are especially visible in Ferghana Valley where they border. However, they still differ from one another: Kyrgyzstan is a mountainous country of nomads that have lived in yurts and would move every season from pasture to pasture, whereas Uzbekistan is a cultural centre of the region where real historical-cultural gems of Central Asia are located such as Samarkand, Bukhara and Khiva. 4_____. Moreover, you can see beauties of snow-capped Tyan-Shan, climb the high-mountain passes and even can feel yourself as a nomad.

<http://www.advantour.com/uzbekistan/tours>

6. Some sentences are taken out of the text. Read the brochures about tours to Uzbekistan and put the sentences in the right places.

a) If you stay transient in the city and you have a few hours to spare, we offer you to spend it sightseeing with a local guide.

b) The passage of these waterfalls is the most interesting and fascinating part of this hiking tour.

c) Choosing combined tours, you will have lots of impressions from medieval architecture and ancient quarters of the East in one trip.

d) These tours in Uzbekistan give you the opportunity to travel by your own original route and get to know other Uzbek cities on the route of the famous Great Silk Road.

7. Tick statements with the appropriate tour.

		Train tours in Uzbekistan	City Tours in Uzbekistan	Tours to West Tien Shan Ridge	Special tours in Uzbekistan and Kyrgyzstan
1	Offer visits to two neighbouring countries				
2	offer tours with comfortable stay in the local hotel.				
3	Offer doing the sights of 4 cities				
4	Give a chance to go on hiking				
5	Provide an opportunity to climb the high-mountain passes				

8. Answer the questions.

1) Which tour will you choose if you have a chance to travel?

2) Which tour will you recommend to tourists from abroad?

LESSON 3

TOO MANY CHOICES BUT

Getting started

1. Look at the pictures and answer the following questions:
2. Who are these people and where are they?
3. What are they doing?
4. What do you think the proceeding text is going to be about?



2. Read the text and choose the best title to it.

1. Financial support for students.
2. Part time job opportunities for students in Uzbekistan.
3. Practice makes the end.

Part time jobs are one of the financial aids that students can get in Uzbekistan. It is a form of employment where in, the students can work on part time basis or for few hours. The working hours are less than 30 to 35 hours per week, thus students can get ample amount of time to concentrate on their studies as well. Each region has different kinds and opportunities for part time jobs that are available to the students. And in order to join as a

part time employee, the students should first have to research and find appropriate jobs that cater to their needs and timings.

Students can work on Part Time basis in order to support their education and other financial needs. Working would not only provide students with financial support, but also give them exposure and an experience of the practical world. As a matter of fact, many universities provide internship to the students as a part of their program. Thus, students can also earn through internships and continue with their studies very easily. So, what kind of job opportunities are there for students in Uzbekistan?

Students can search for part time employment opportunities in their college premises itself.

- Options such as working in the cafeteria, library, supporting the administrative department are available to students.
- Moreover, one can also look for jobs nearby colleges or residence to save the time to travel.
- Students can discuss with their peers who are already working, and can join the same place.
- Few options that students can get outside their university premises are, working in an amusement park, grocery store, mall, restaurants, or even work from home, etc.

There are many choices that students can easily get in Uzbekistan, but students are usually overloaded with daily homework and tasks. Most of the students cannot manage with the time and do both study and work at the same time.

3. Read the text again and answer the following questions:

- 1) Why do students need to work?
- 2) What kind of jobs can students get in the University?
- 3) What jobs can students get outside the University?
- 4) There are many choices for students who want to work in Uzbekistan. However, there are some drawbacks of this issue. What are they?

Reading 2

Before you read

4. Read the following sentences with highlighted words. Then choose the best definition to the highlighted words.

1. The best place to start your job search is **right** on campus in the US.
 - a) Exactly in a particular place
 - b) Immediately and without any delay
2. Spend a little time searching for the **right** kind of part-time job.
 - a) Most suitable and effective
 - b) Correct based on true facts
3. Responsibilities generally include the supervision of study spaces to ensure a quiet **atmosphere**.
 - a) The mixture of gases that surround the Earth
 - b) The feeling that an event or place gives you
4. Part time work includes talking to **potential** students about all that the college has to offer.
 - a) People that have a natural ability that could develop to make them very good
 - b) Likely to develop into a particular type of person or thing in future
5. **Head for** your academic department and ask about jobs.
 - a) To go to a particular direction
 - b) To be in control of a group or an organization

5. Look at the photos and choose one appropriate topic with your partner. This gives you the idea what is the Reading 2 mainly about.



Library Monitor



Academic Department Assistant



If you're a college student looking for a part-time job, the best place to start your job search is right on campus in the US. There are tons of on-campus job opportunities. Plus, on-campus jobs eliminate time and can be a great way to connect with academic and professional resources at your university. Check with your school's career office or student employment office for help finding a campus job.

Of course, there are opportunities for part-time work off-campus, too. Spend a little time searching for the right kind of part-time job, that leaves you with enough time to get your school work done.

If you're worried you won't have enough time to devote to academics, consider working as a study hall or library monitor.

Responsibilities generally include the supervision of study spaces to ensure a quiet atmosphere. It's a pretty easy job, but one with lots of downtime - which means you'll have plenty of time to catch up on reading, do homework or study for an exam.

If you're an upperclassman, you may be able to work as a teaching assistant for a large freshman seminar class. While "teaching fellows" are usually graduate students, "teaching assistants" have less formal responsibilities, including tasks like handing out assignments or checking tests.

If you're a senior, junior or even a sophomore, chances are you know your campus pretty well. Why not take advantage of that knowledge and work for your college's admissions department? Admissions relies on friendly students to give group and personal tours, and talk to potential students about all that the college has to offer.

Freshman seminar classes (like Statistics 101, for example) can have as many as 500 students enrolled. That's a lot of tests to grade, so professors often employ students within the department to grade tests. Although it's grunt work, the workload is generally spread out based on when the tests

are, leaving lots of time in between for academics and extracurricular interests.

Head over to your academic department (e.g., if you're an English major, check the English department) and ask about jobs. There's a lot that departments have to do behind the scenes, and sometimes they hire students for part-time office work.

While you aren't limited to your own major, departments generally give priority to students within the field. Plus, if you work within your own department, it's a good chance to make connections and network with professors.

6. Read the text again and decide whether the following statements are True or False.

1) College campus is the right place for job search for teaching staff.

2) Students get support from their peers in search of on-campus work.

3) A study hall and a library monitor have common responsibilities.

4) Handing out assignments or checking tests are duties of "teaching fellows"._____

5) Test graders' workload is the same throughout the academic year.

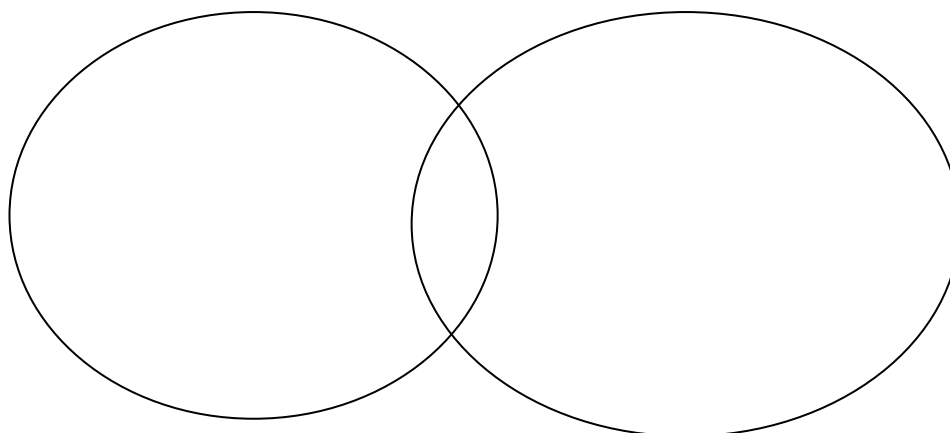
6) Students are not supposed to work at their academic department as they should keep distance with their teachers._____

7. Match each answer (a-h) with the country it describes.

Uzbekistan

Both

USA



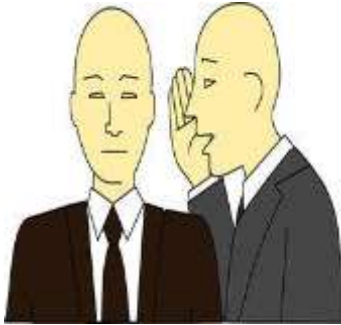
- a) Students can work on part time basis or for few hours.
- b) Students can work at admission department.
- c) Students can work as a study hall or library monitor.
- d) Students get financial support as well as experience.
- e) Students of different courses have special opportunities to work on-campus.
- f) Colleges offer on-campus jobs for students.
- g) Students should search in order to find appropriate jobs off-campus.
- h) There is a chance to earn through internships.

8. Write a paragraph describing “The most appropriate job for a student in Uzbekistan”.

LESSON 4

BUSSINESS SECRETS

Getting started



1. Answer the questions.

- 1) What types of business are flourishing in your country?
- 2) What difficulties can come along when one wants to run a business?
- 3) Do male and female genders have the same right and status when the issue is about working?

2. Match the words to their definitions.

- 1) to evoke an interest
 - 2) sucrose
 - 3) nutrient
 - 4) to expand
 - 5) sapling
 - 6) low-yield
- a) a substance that is needed to keep a living thing alive and to help it to grow
 - b) to become larger in size, number, or amount
 - c) to produce curiosity about something
 - d) the most common form of sugar
 - e) producing few crops
 - f) a young tree

3. Read the first paragraph of the article and choose the best title for the article.

- A. Guarantee of rich harvest
 - B. Creation of new intensive gardens**
 - C. High results in agricultural sphere
-

Fruits, vegetables and melons produced in Uzbekistan evoke a great deal of interest abroad with their excellent taste, high quality and nutritional value.

In the opinion of foreign experts, the nutritional value of fruits, vegetables and melons produced in Uzbekistan is high thanks to their richness in sucrose, amino acids that are necessary for life and nutrients. In Navoiy Region, too, special attention is being paid to expanding gardens and vineyards and increasing the production of fruits, vegetables and melons. Last year, intensive gardens were created in 232 hectares and vineyards in 191 hectares of land in the region. The overall area of intensive gardens there was increased to 1483 hectares and that of vineyards to 4162 hectares.

At a seminar that has taken place, there was discussion about the creation of new intensive gardens and vineyards in the region, the construction of cold storage facilities, intercropping and the export of agricultural products.

A. Ahmadjonov, chief of a directorate of the Uzvinsanoatholding company and others said that reforms being implemented in the agricultural sphere were giving high results.

“Such measures as the planting of high quality saplings instead of low-yield trees are producing good results,” says a specialist of the agriculture and water management directorate of Navoiy Region, Sh. Bobomurodov.

This year, a great deal of attention is paid to expanding gardens and vineyards, intercropping and building cold storage facilities. In the year 2021, intensive gardens are to be created in 833 hectares and vineyards in 670 hectares. At the same time, under 12 promising projects, cold storage facilities will be created with an overall capacity of 2100 tonnes. The

construction of small plants for processing crops quickly and well will make it possible to lay in additional 3520 tonnes of agricultural products a year.

Authentic text taken from Uzbekistan Today

4. Complete the sentences choosing the best ending (a-e). There is one extra ending that you do not need to use.

1) Up to now expanding areas has got the success of achieving

2) According to A. Akhmadjonov and others nowadays we have gained.....

3) Low-yield trees can be less efficient than

4) In the forthcoming years it is being hoped to enlarge the area for intensive gardens

a) an ability of increasing the results in agriculture

b) 233 hectares and 191 hectare vineyards

c) 833 hectares and 670 hectare vineyards

d) high quality saplings

e) 1483 hectares and 4176 hectare vineyards

5. Scan the article to answer the following questions.

1) What do foreign experts concern about the Uzbek fruits and vegetables?

2) What issues were discussed at a recent seminar?

3) Who talked about the agricultural achievements and quite good results that gave satisfaction?

4) What was said about the future of gardening in Uzbekistan?

READING 2

6. Read the author's opinion about starting business. What is the main factor to start up a business?

Small business success

*"If it's something that you want to do, you just learn **to tune them out**, just concentrate on what you want and go and get it."*

Bianca Timbers is one of a rare group of female mechanics in a heavily male dominated industry. According to the Motor Trades Association of Australia there are 984 female mechanics, 600 of them are qualified, 384 are **apprentices**, but together that number represents just less than one per cent of the entire industry.

Starting her own mechanical workshop True Revolution Automotive with her husband Jarred, the business is a true revolution with Bianca on the tools and Jarred on the books.

But there are quite a few new customers who don't realize that. "Especially if I'm already in the office," Timbers said to the newspaper reporter. "Or if I answer the phone and they say 'can I speak to a mechanic?' Or 'can I speak to a tech?' or again face-to-face 'oh, so is there a mechanic around that I can talk to?' and once you say, 'yeah, I am and this is my business' (laughter) it makes them **step back** a little and go 'oh, sorry!'"



While working as a mechanic is something that Bianca had always dreamed of doing, it has been far from an easy road, being laughed at when she called workshops asking for an apprenticeship when she was living in Sydney.

Although she found a mechanic who didn't see her gender as an issue, her course at TAFE was another matter – she was the only girl in her class and the boys didn't let her forget she wasn't welcome in their world.

"They would **shun** you away more than anything, choose not to talk to you and if they did it wasn't very nice," she explained.



Achieving Her Goal

Fast forward several years and back home in WA Bianca has achieved her goal of running her own business, with the company growing through **word-of-mouth** and social media without any other advertising. And she made sure she and husband Jarred did a Small Business Management Course over nine months to **put together** a solid business plan.

Meanwhile her role as a female mechanic has proved a bonus in other ways, with Bianca stating that being a woman means she is more empathetic and honest - something that customers appreciate. Bianca hopes to step back from the tools a little in the coming years as the business improves and hopes to see the number of women in the industry continue to improve. "I think that at the end of the day if it's something that you enjoy, nothing else should interfere with that," she continued.

7. Read the article and decide whether the statements below are True or False.

1) The Motor Trades Association of Australia informs that 984 skilled female mechanics work in a heavily male dominated industry in Australia. _____

2) True Revolution Automotive is run by Bianca and her husband Jarred. _____

3) Nearly all customers are surprised to know a female mechanic will serve them. _____

4) In Sydney, in search of apprenticeship she was mocked many times. _____

5) All her course mates deliberately avoided talking to Bianca at TAFE. _____

6) Bianca did not need any advertising to flourish her business. _____

7) Being a female mechanic, Bianca had some advantages over male mechanics. _____

8) Bianca wishes to involve more women in this business in the near future. ____

8. Look back at the article. There are highlighted words there. Find the words that mean the following:

1) To move backwards

2) To deliberately avoid someone or something

3) Told by people to each other

4) To compile

5) To ignore or stop listening to someone or something

6) Someone who works for an employer for a fixed period of time in order to learn a particular skill or job

9. Work in small groups and discuss perspectives of starting up a business.

LESSON 5

ENVIRONMENT

Getting started



1. Discuss these questions with a partner.

- 1) Can you identify the problem shown in the picture?
- 2) What other problems does our planet face?

3) Why is the earth crying?

2. Read the poem. What ecological problems are mentioned in the poem? Tick the ones that are described in the poem.

1. Droughts
2. Deforestation
3. Water contamination
4. Acid rain
5. Smog
6. Destruction of ozone layer
7. Air pollution
8. Noise pollution
9. Destruction of animal habitats
10. Litter
11. Urban sprawl

Only when all rivers have run dry
and all the fish in the sea have died
only when all the rainforests have been burnt down
and there is no food for the animals
only when all the blue skies have been filled with smoke.

Reading 1.

3. Read this article about the problems of our planet. Choose the most suitable heading from the list A-F for each part. (1-4).

A Watery grave

D Nature can heal itself

B Running out of time

E No trees –no life

C Choking to death

F We can do it

0

The rainforests are dying, rare plant and animal species are disappearing, rivers and seas are being contaminated, crops are falling to grow, people are dying of hunger and the air being polluted. It's time we woke up to these problems and started repairing the damage.

1

One of the major problems is the destruction of the rainforests in South America. They are home to half the world's species and to millions of people. Moreover, the rainforests clean the air by absorbing carbon dioxide and giving out oxygen. The trees are being cut down for paper or to make room for cattle farms. As a result, birds and animals lose their homes and die. This destruction is also bringing about changes in the climate, air pollution, flooding, drought and famine. If we continue to burn and cut down the rainforests as we are doing now, the earth will never be the same again.

2

Another big problem is water pollution. Do you like swimming in the sea or drinking a cool glass of water on a hot day? These simple pleasures may soon become a thing of the past. Factories are polluting our rivers and lakes with dangerous chemicals. Oil tankers are releasing thick, black oil into our oceans. Tons and tons of industrial and domestic waste are poured into our seas. Consequently, sea life is threatened with extinction.

3

Air pollution is another important issue. The cars and factories in and around our cities are giving off dangerous fumes. In the past few years, more and more people than ever before have developed allergies and breathing

problems. If we don't do something now, our cities will become impossible to live in.

4	
---	--

Fortunately, it is not too late to solve these problems. We have the time, the money and even the technology to prepare the way for a better, cleaner and safer future. We can plant trees and adopt animals. We can create parks for endangered species. We can put pressure on those in power to take action. Together we can save our planet. All we need to do is open our eyes and act immediately.

4. Read the text and answer the questions.

- 1) What are the causes of people's death?
- 2) Why does Africa suffer from deforestation?
- 3) What effect can be foreseen due to water pollution?
- 4) How can ecological problems be solved?

5. Read the sentences and underline the correct word.

1. Rare planet and **human/animal** species are disappearing.
2. The trees are being **cut /chopped** down for paper or to make room for cattle farms.
3. Birds and animals **lose / miss** their homes.
4. Factories are polluting our rivers and lakes with dangerous **oils / chemicals**.
5. Sea life threatened with **extinction / loss**.
6. Cars and factories are giving off dangerous **waste / fumes**.
7. We can plant trees and **adopt / adapt** animals.

READING 2

6. Match the words and word combinations with their definitions.

1. To divert a river
2. To devastate
3. To degrade
4. To flush
5. To eradicate
6. Paucity
7. To rebound
8. feasible
9. lake bed

10. fertilizer

11. pesticide

12. tributary

a. the lack of smth

b. to force water in order to clean some area

c. to change the direction in which the river travels

d. to make the condition of smth worse

e. possible

f. a chemical substance used to kill insects and small animals that destroy crops

g. the flat ground at the bottom of a lake

h. to damage smth very badly or completely

i. to end; to destroy

j. to increase again after decreasing

k. a stream of river that flows into a larger river

l. a substance that is put on the soil to make plants grow

7. Choose the most suitable heading for the article.

A) What happened to Aral Sea?

B) The plight of the Aral Sea

C) Restoration of the Aral Sea

Historically, the Aral Sea was fed by both the Syr Darya and the Amu Darya rivers flowing down from the mountains. But in the 1960s, the Soviet Union diverted both rivers through a network of dams and canals for use in cotton fields and other agriculture.

NASA explains what happened next: "Although irrigation made the desert bloom, it devastated the Aral Sea. As the lake dried up, fisheries and the communities that depended on them collapsed. The increasingly salty water became polluted with fertilizer and pesticides. Blowing, salty dust from the exposed lakebed became a public health hazard and degraded the soil. Croplands had to be flushed with larger and larger volumes of river water."

By the 2000s, the Aral Sea was roughly 10 percent of its original size. The area's once-vital fishing industry had been completely eradicated, leaving entire communities unemployed. The disappearance of the sea also affected the local climate summers have been getting hotter, and winters have been getting colder.

And now the lake *keeps* shrinking during dry years. In 2014, a paucity of snow in the nearby mountains combined with continued high levels of water withdrawals for irrigation helped dry out the eastern basin for the first time in likely 600 years, explained Philip Micklin, a geographer emeritus from Western Michigan University.

The lake tends to decrease and grow with wet and dry seasons. This year the eastern side of the lake rebounded. Meanwhile, there are some projects to try to save the deeper western basin of the Aral Sea from vanishing entirely. But it's unlikely the lake will ever return to what it was before the 1950s.

To restore the Aral Sea to its 1960s' size and ecological condition would be very difficult in the future. The plight of the Aral Sea, however, is far from hopeless. Partial restoration of portions of the lake is still possible. A project to raise the Small (northern) Sea was completed in Fall 2005, raising its water level by 2 m, and lowering its salinity to a level not much higher than the early 1960 levels. Its ecological recovery has been dramatic, and a new project to improve further the Small Aral was recently announced. Improving the Large (southern) lake would be much more difficult and expensive. A project to save the deep Western Basin partially is technically feasible, however, and should be given careful evaluation. It is important to repair and preserve what is left of the deltas of the two tributary rivers, Syr Dar'ya and Amu Dar'ya, as these two rivers are of great ecological and economic value.

8. Choose the correct answer

- 1) Syr Dar'ya and Amu Dar'ya were diverted ...
 - a) For agricultural purposes and fishing
 - b) For planting cotton and agricultural purposes as well
 - c) To cultivate cotton and feed domestic animals
- 2) According to NASA
 - a) Aral Sea region was in good condition because of devastation
 - b) The area near Aral Sea flourished due to irrigation
 - c) Devastation of the Aral Sea caused huge ecological problems in the area.
- 3) By the 2000s, the Aral Sea shrunk to
 - a) 90 percent of its original size
 - b) Nearly 10 percent of its original size
 - c) Almost 10 times of its original size
- 4) A project of Fall 2005 resulted in

a) Raising its water level by 2 m, and lowering its salinity to as high as the early 1960s.

b) Increasing its water level nearly 2 m, and reducing salinity of soil nearby not much higher than the early 1960 levels

c) Aral Sea's water level rise by 200 sm, and decrease its salinity to a level not much higher than the early 1960 levels.

5) The article deals with

a) Some projects which are sure to restore Aral Sea in feasible future.

b) Some projects aimed at saving the Aral Sea from vanishing completely and restoring it partially.

c) Some projects that are going to preserve the lake diverting two rivers that flow into it.

9. Discussion questions.

1) Do you think the Aral Sea is an ecological problem which effects only Central Asia? Why? Why not?

2) What other information do you know about Aral sea? Share it with your groupmates.

UNIT 6

NATURAL DISASTERS

Getting started

1. Look at the photos below and answer the questions.

- 1) What natural disaster was described in the photos below?
- 2) How do you think people were affected by the earthquake?



2. Match the words and word combinations with their definitions.

- 1) Magnitude
- 2) Trigger a landslide
- 3) Debris
- 4) Devastating
- 5) Death toll
- 6) Take the brunt of
- 7) Scour the coasts
- a) To receive the worst part of the bad situation
- b) The force of an earthquake
- c) The pieces of something left after it has been destroyed in an accident
- d) To clean the coasts
- e) The number of people killed in a particular accident
- f) Badly damaging
- g) A sudden fall of a lot of earth or rocks down a hill, cliff etc

3. Scan the text and find out what the given numbers represent.

- 1) 1966
- 2) 230,000

- 3) 8.6
- 4) 10,000
- 5) 60%

4. **Skim the text and choose the most suitable title for the whole article.**

The causes of the earthquakes.

The most devastating earthquakes.

The causes and effects of the earthquakes.

Earthquake in China's Ludian County

A magnitude 6.1 earthquake struck southwestern China on Sunday in 2014, killing nearly 600 people in a remote area of Yunnan province, causing thousands of buildings, including a school, to collapse. The earthquake also triggered multiple landslides that have blocked rivers and created rapidly growing bodies of water that could unleash more destruction on survivors of the disaster. More than 10,000 soldiers and hundreds of volunteers have rushed to Ludian County to clear roads and dig out possible survivors from the debris, but landslides and bouts of heavy rain have complicated rescue efforts. An estimated 80,000 houses were destroyed and 124,000 seriously damaged.

Earthquake in Tashkent

On April 26, 1966, at 5:23 am local time, a devastating earthquake occurred in Tashkent leaving homeless more than 300 thousand people out of 1.5 million of Tashkent residents. The earthquake caused massive destruction to Tashkent, destroying most of the buildings in the city.

Earthquake in Sumatra

On the 26th of December 2004 devastating earthquake struck in the west coast of northern Sumatra at a magnitude 9.1. The deadliest tsunami in history was felt in 14 countries across Asia and east Africa. Indonesia was the worst affected with an estimated 170,000 of the nearly 230,000 dead. With many of the victims' bodies missing, the eventual death toll took a month to establish. Some of the world's poorest communities lost more than 60% of their fishing and industrial infrastructure.

Earthquake in Kamchatka

On the 4th of November 1952 magnitude 9 earthquake struck in Kamchatka. The volcanic Russian peninsula was near the epicenter of the quake, but it was the Hawaiian islands that took the brunt of the tsunami that caused a million dollars' worth of damage as waves scoured the coasts, ripping boats from their moorings and, in Honolulu harbour, lifting a cement barge before throwing it down on to a freighter. Fortunately, no deaths were recorded.

Earthquake in Assam-Tibet

During the earthquake struck on 15 August 1950 – Assam-Tibet with magnitude 8.6. Seventy villages simply disappeared in the string of disasters generated by an earthquake with an epicenter in Tibetan Rima but which wrought most destruction in India's Assam state. Across the region, landslides claimed the lives of 1,526 people and rendered parts of the landscape unrecognizable from the air. The quake was followed by severe flooding, and eight days after the first tremors a natural dam on the Subansiri river burst, releasing a seven-metre wall of water against nearby villages. Near the epicentre of the quake, witnesses mentioned "explosive sounds" that seemed to come from high in the air, while seismologists as far away as England and Norway noted movements of waves in lakes.

5. Read the text again and choose the correct answer.

1) What made the rescue efforts difficult in the earthquake in China?

a) Rescue efforts were complicated by the heavy rain and landslides that blocked the rivers.

b) As Yunnan province was a remote area of China, rescue work was not given on time.

c) Triggered multiple landslides blocked rivers as a result it created rapidly growing bodies of water that could unleash more destruction on survivors of the disaster.

2) What is not mentioned about the earthquake in Tashkent?

a) The amount of homeless people after the earthquake was 300 thousand people.

b) The earthquake occurred at a magnitude 7.2.

c) The population of Tashkent was 1.5 million people in 1966.

3) Why was it difficult to establish the eventual death toll after the earthquake in Sumatra?

a) Many victims' bodies were taken into the ocean.

b) The deadliest tsunami swept the poor communities where people lost more than 60% of their relatives.

c) Many victims' bodies were missing nearly a month.

4) Which place suffered more in the earthquake in Kamchatka?

a) As the volcanic Russian peninsula was near the epicenter of the quake and it suffered much.

b) Hawaiian Islands were in the worst situation because of the tsunami caused by earthquake.

c) Honolulu harbor was under ruins because a cement barge was thrown down on it.

5) What happened after eight days of small earthquakes in Assam state?

a) A natural dam on the Subansiri river burst, forming a seven-metre wall of water against villages situated near it.

b) Landslides took the lives of 1,526 people.

c) "Explosive sounds" seemed to come from high in the air.

6. Match the causes on the left with their effects on the right.

Causes	Effects
___1. blocked rivers by landslides	a. tsunami
___2. devastating earthquake in Sumatra	b. raised the level of water
___3. Tsunami in Hawaii	C. 70 villages disappeared
___4. disasters after an earthquake	D. Damage worth a million dollars

7. Discuss the questions in small groups.

1) What natural disasters occur in your country?

2) How do people and government respond to them?

LESSON 7

MARRIAGE

Getting started

1. Discuss the questions.

1) In your view, were the families of long ago healthier and happier than modern families?

2) Do you think the life of today's typical family is difficult? If so, in what ways? If not, in what ways?

3) Should men and women lead separate lives, especially in public? At home, should they play traditional roles, especially in childcare and parenting? Describe your experiences in this regard.

2. Match the words and word combinations with their definitions

- 1) stigma
- 2) to retain good standing
- 3) complementary
- 4) an overlap
- 5) blurring
- 6) to keep something intact
- 7) prone to
- a) Becoming less clear or vague
- b) A shared area of interest, responsibility
- c) Different but together form a useful combination of skills, qualities
- d) Likely to do something bad; or likely to be affected by something bad
- e) A general attitude in which people treat something as a wrong or embarrassing, especially in an unfair way
- f) To have good reputation
- g) To keep something not harmed; not damaged

3. Match the headings with the paragraphs. There is an extra heading.

1. Side effects of the new law.
2. Family ties influence children greatly.
3. Is marriage old fashioned or unworthy?
4. Who holds the power?
5. Do your own business and I will do mine.
6. It's gotten harder for couples to stay together.
7. Family values differ in the past

Marriage in Today's World

1 _____ Anyone who's been married for more than a few months can tell you it's tough. And it seems to have gotten tougher, considering how divorce rates have climbed over the last few decades. In the book, *Making Marriage Work*, the findings of hundreds of research studies were reviewed to try to understand whether and in what ways marriage has changed.

2 _____ The evidence suggests that marriage has indeed gotten harder, and there are a number of reasons why. One has to do with the adoption of no-fault laws in the late 1960's, which **in a nutshell** tells us that breaking up a marriage is acceptable and the reasons for doing so is nobody's business. In effect, these laws gave us greater freedom to choose our own paths, but there was an unintended side effect: they helped to remove divorce's negative stigma, allowing couples to retain their good standing in the community.

3 _____ Then there's the movement toward gender equality. With more and better employment opportunities, women have more control over their lives and no longer need a husband for financial security. They can wait longer to get married and don't have to stay married if they're not satisfied. It also means that women may not have to work as hard to fix marital problems because they're better equipped to make it on their own. Gender equality has also affected the balance of power. Prior to the 1960's, men held the power in marriage, but that's not the case today. In some marriages, there can actually be an on-going power struggle, as men try to stay in control and their wives fight for equality. Additionally, because both partners have an equal say in decisions, there are more reasons to argue.

4 _____ The roles held by men and women are no longer clearly described. In the past, husbands and wives held complementary roles. One was the breadwinner and the other was responsible for maintaining the home, raising children, and fulfilling other social and family duties. Because each partner filled a functionally different role, couples had very useful reasons for staying together. Today there's a lot of overlap as to who brings home the bacon and who manages the household. The blurring of roles means there's less inter-dependency and that can weaken the need to stay together.

5 _____ Couples from earlier generations may have also thought differently about marriage. They regarded the institution as sacred and their marriage as permanent, and they stayed married regardless of how each partner felt about the other. Couples struggled with many of the same problems but they did so in silence, because it was more important to keep the family intact. In contrast, people today spend more time thinking about themselves and their personal needs. While paying attention to our psychological needs is a good thing, it can work against marriage. We might put our personal interests ahead of those of our relationship. If we then feel our interests are threatened or unsatisfied, we may be more inclined to think the relationship isn't working rather than make adjustments in our thinking so that it works better. When things don't go as we want or expect, we're more prone to throw in the towel.

6 _____ Considering all the issues we just discussed, some people may come to question whether marriage is actually worth the effort. Others may believe that marriage is an antiquated concept that just doesn't fit with the expectations they have for their lives. They might believe that an alternative lifestyle, such as living together or staying single and living alone, is a better way to go.

4. **Choose the best answer to each question.**

- 1) What proves that marriage has become more difficult?
 - a) All married couples who have lived together for more than a few months.
 - b) Divorce rates over the last few decades.
 - c) "Making Marriage Work" tries to explain whether and in what ways marriage has changed.
- 2) The expression **in a nutshell** in bold in paragraph 2 is closest in meaning to
 - a) In brief
 - b) In details
 - c) In contrast
- 3) What is the result of the law adopted in 1960th?
 - a) Spouses got freedom to choose their own way, moreover they were able to retain their good standing in the community.

b) Couples were given more freedom to choose their own paths, but with an unintended side effect which helped to remove divorce's negative stigma, allowing couples to retain their good standing in the community.

c) Couples got greater freedom to choose their own paths, but a side effect which was proven to help them to remove divorce's negative stigma, allowed couples to maintain their good standing in the community.

4) Which of the following is NOT an issue for gender equality?

a) Employment opportunities gave women more control over their lives.

b) Husband and wife wish to get the power in the family.

c) Men try to fix marital problems because they're better at making decisions.

5) Why were there fewer divorces in the past compared today?

a) Couples performed functionally different roles in the family.

b) Family duties were shared between couples and they had a strong tie between family members.

c) Both of them were responsible for bringing home the bacon and managing the household.

6) Paying attention to psychological needs has

a) Proven to be the main reason for divorce nowadays.

b) Been working against marriage now.

c) A positive effect to both partners.

7) How many reasons for divorce were mentioned in the article?

a) Four (adoption of no-fault laws; gender equality; functionally different roles; strong ego).

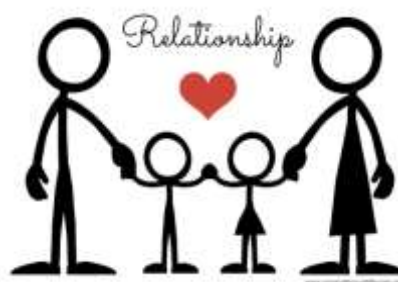
b) Five (freedom to choose our own paths; adoption of no-fault laws; gender equality; functionally different roles; strong ego)

c) Three (freedom to choose own paths; adoption of no-fault laws; gender equality)

5. The author of the article concludes that some people may come to question whether marriage is actually worth the effort. Others may believe that marriage is an antiquated concept that just doesn't fit with the expectations they have for their lives. What is your decision about marriage? Do you agree with author's point of view?

LESSON 8

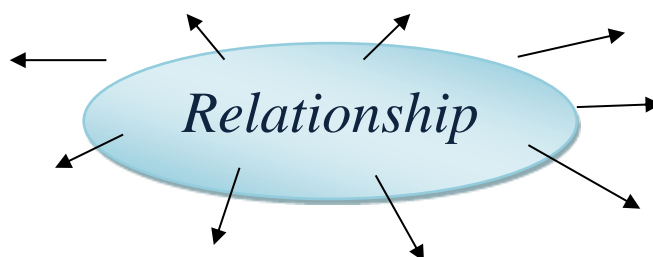
RELATIONSHIP



Getting started

1. Find words related to the relationship and discuss their roles with your partners.

siblings



2. Match the words and word combinations with their definitions.

1) Cast

2) Remote

3) To bear the marks of smth

4) To slap

5) To be in charge

6) chopstick

a) to hit someone with the flat part of one's hand

b) to be responsible for looking after

c) one of the two thin sticks used to eat food

d) far from towns or other places where people live

e) a hard protective case that is put over your arm, leg etc because the bone is broken

f) to have marks of smth

3. Read the title of the story and predict what it is about.

A STORY OF A SISTER AND A BROTHER

Section A. _____

September 6, 2015

If there is one everlasting relationship in this world, it is the relationship I have with my younger brother. We grew up on a farm in a remote village. One time, I stole 50 cents from my Dad's drawer to buy a flowery handkerchief. My father had realized the money was missing on the same day.

So, the two of us had to kneel down by the wall while my father had a bamboo stick in his hand; he wanted us to confess, but we said nothing. My father was angry that we did not admit the mistake, he told us that we would both be punished. As he raised his bamboo stick, my brother grabbed his hand and said, "Dad it was me, not my sister."

Section B. _____

My dad was so angry that he gave my brother a hard beating with the bamboo stick. Later that night, my mother and I held my brother's body that bore the marks of the whipping. I cried hysterically, but my brother did not shed one tear. He said to me, "Sister, don't cry, it is all over now." I have always hated my lack of courage, and I have never forgotten how my brother had taken the beating for me; he was eight and I was eleven then.

Section C. _____

My brother was accepted into a major high school and I was accepted by a provincial college. My father squatted outside in the yard later that night, smoking his pipe and murmuring, "Those kids are really something!" Our mother wiped tears from her face and said, "What good will it do, we can't afford the tuition!" My brother told my father, "I don't want to go to high school, I've had enough of that." Dad slapped him across the face, telling him, "You are such a disappointment!" Then he went out to borrow money for the tuition fees.

Section D. _____

I had already decided not to go to university, because a boy with no education can't leave the village. I woke up the next morning to find my

brother had gone in the night, leaving this note for me, “Sister, don’t worry, it’s very hard to get into university, I’ll go to work so you can study.” I held that note and cried. My brother was seventeen and I was twenty then.

Section E._____

One day in my junior year, a classmate came to me and said that I had a visitor from my village. I went out and saw my brother, dressed in his work clothes and covered in cement dust. I asked him, “Why didn’t you say you were my brother?” He said with a laugh, “Everyone would laugh at you with me dressed like this.” With tears pouring down my face I said: “You are my brother, no matter how you dress and I don’t care what anyone else thinks.”

He took out a butterfly hairpin wrapped in a handkerchief and pinned it into my hair, telling me that all the girls in the city were wearing them so he bought one for me. I hugged him tight and cried. He was twenty and I was twenty three that year.

Section F._____

The first time I brought my boyfriend home, I found the house was spotless and all the old repair jobs had been done, including a window pane that had been broken for years. After my boyfriend had left I said to my mother, “You did a really good job on cleaning the house.” My mother smiled and said, “That was your brother who came home early and did it, look at the cuts he got from fixing the window.” I walked into my brother’s room, and his thin face made me sad. He laughingly said, “Your friend is from the university, and we can’t have him laughing at us.” I turned my face away and cried. He was twenty three and I was twenty six that year.

Section G._____

My husband and I moved to the city after we were married. We asked my parents to come and live with us many times, but they always refused, saying that they wouldn’t know what to do if they left the village. My brother also objected, saying, “Sister, you take care of your in-laws and I’ll look after our parents here.” When my husband was promoted to the position of factory manager, I asked him to consider bringing my brother

in as the manager of the repair department. My brother refused this offer as well, remaining a repair man.

Section H._____

My brother was injured on the job, and my husband and I went to visit him in hospital. I looked at the cast on his leg and complained to him, “You could have been a manager, but you refused, look what has happened to you!” My brother replied seriously, “Have you ever thought of your husband? He had just been promoted and I have no education, how could I be in charge? What would others think?” My husband was moved to tears and I cried, “Your lack of education is because of the sacrifices you made for me!” My brother held my hand and said, “It’s in the past, why mention it?” He was twenty six and I was twenty nine that year.

Section I._____

My brother married a nice village girl a year later. During the wedding ceremony, when he was asked who he respected the most, he answered with no hesitation, “My sister.” He went on to tell a story which I had no memory of, he said, “One day on our long walk to school I lost one of my gloves, my sister gave me one of hers. By the time we got home that night, her hand was so frozen that she could not even hold her chopsticks. From that day on, I promised that I would be good to my sister for the rest of my life.” Everyone turned to me and applauded. I said, “I am most grateful to my brother, he has kept his promise all of our lives.”

YI MING (Chinese writer)

4. There are nine sections in the passage, A - I. Choose the correct heading for sections A – I from the list of numbered headings I – XI.

(Note! In this task, there are more headings than sections.)

List of headings.

- I.** Family’s intimate friendship can be seen in the image of children.
- II.** The brother’s first sacrifice for his sister.
- III.** The brother’s departure from home.
- IV.** The brother’s rejection of a chance.

- V. The brother's deed before the arrival of a guest.
- VI. The tuition fees caused anxiety in the family.
- VII. A talk in the hospital.
- VIII. The benefits of avoiding arguments.
- IX. Sister's grief for the brother.
- X. A rural visitor.
- XI. A case made the brother to be loyal for the sister.

4. Answer the questions. For each question choose correct answers A, B, C or D.

1) What is the purpose of a writer?

- A) to share childhood memories.
- B) to suggest to keep the promise.
- C) to express the cause of eternal gratitude.
- D) to describe an experience she had.

2) What was Father's feelings when he said "Those kids are really something!"?

- A) He was glad and impressed by his children's success.
- B) He was disappointed by his son.
- C) He was in hesitation as he did not know what else to say.
- D) He was troubled as the news was unexpected.

3) After knowing the old repair jobs had been done by her brother she knew that he was at home when his boyfriend visited their home. Why did she became sad when she saw him?

- A) She thought he didn't respect the guest.
- B) He looked sorrowful.
- C) He behaved very bad in front of the guest.
- D) He did not want to meet with her boyfriend.

4) Why was the girl worried about his brother when she heard that he rejected to study in a major high school?

- A) Because an illiterate boy can never leave the village.
- B) Because he wanted to marry a village girl.

- C) Because his brother was disappointed with his family.
- D) Because the brother didn't want to work in the office.

5) Why did her brother tell lies about the theft?

- A) He wanted to show his bravery.
- B) He didn't want his sister's being beaten.
- C) His sister ordered him to admit theft.
- D) The bamboo stick wasn't very hard.

6) What suggestions were rejected by brother in section G?

A) Leaving his parents in the village and working as the manager of the repair department.

B) moving to the city with his parents and working as the manager of the repair department.

C) Living at his sister's house and persuading his parents to do the same.

D) Moving to his sister's house with his parents and working as the manager of the repair department.

5. Read the story again and find what event happened when the author was ...

- A) in her eleventh.
- B) in her twentieth.
- C) twenty three years old.
- D) twenty six years old.
- E) twenty nine years old.

6. Read the following inspiring quotes that express happiness, gratitude, and many other emotions siblings have for each other and find the one who ...

1) wonders whether the relationship is everlasting even though the one is passed away.

2) considers that sisters are the closest person but they are open enemies too.

- 3) thinks the relationship with sisters becomes powerful in adulthood.
- 4) is sure that sisters are always nearby in every situation.
- 5) thinks about siblings as a part of youth.

A. Sisters are probably the most competitive relationship within the family, but once the sisters are grown, it becomes the strongest relationship.

Margaret Mead

B. A sister is a little bit of childhood that can never be lost.

Marion C. Garretty

C. Sisters, as you know, also have a unique relationship. This is the person who has known you your entire life, who should love you and stand by you no matter what, and yet it's your sister who knows exactly where to drive the knife to hurt you the most.

Lisa See

D. Having a sister is like having a best friend you can't get rid of. You know whatever you do, they'll still be there.

Amy Li

E. If you have a sister and she dies, do you stop saying you have one? Or are you always a sister, even when the other half of the equation is gone?

Jodi Picoult

7. Answer the questions.

1) Which quote do you agree most / least?

2) Do you know other quotations about the topic? Share it with your groupmates.

LESSON 9

CULTURAL MISUNDERSTANDING



Getting started

1) Read the questions and answer them as a whole group.

1. What do you understand with the concept of “culture shock”?
2. What can bring the cultural misunderstanding?
3. How can we avoid cultural misunderstanding?
4. In what way can we raise cross-cultural awareness?

2) Match the words from the text with their definitions on the right.

1. Breathlessly	a. to remove the covering
2. Scoop out	b. a large machine that moves heavy things by lifting them in the air.
3. Machete	c. holding one's breath or having it taken away by excitement
4. Gawky	d. a large knife with a broad blade.
5. Crane	e. clumsy or ungainly; awkward
6. Unveiling	f. the presentation of something, especially for the first time
7. Gratitude	g. to remove something using a spoon or other tool.
8. Scream	h. to utter or emit (a sharp piercing cry or similar sound or sounds), especially as of fear, pain
9. Unwrap	i. the state of feeling grateful.

3) Read the title and the first paragraph of the story, and predict what the story might be about.

WHAT COULD HAVE BEEN DONE DIFFERENTLY?

“We would like to present you with a gift,” said Madam Yvonne breathlessly over the phone, “to say thank you for teaching in our school these past three months! Please stop by our school anytime today.”

“Sounds great!” I said. So after our banku with palmnut soup lunch, and after hacking open coconuts with a machete to drink the water and scoop out the meat for dessert, Oliver and I hopped on our creaky bikes to the far-off school.

We arrived! The students were in the middle of Culture class, and so they were all dancing outside to live drumming. How could we NOT join in? I danced like a dancing fool. The students will likely be laughing for years to come about the gawky yevu who dances like a chicken.

The drumming ended and we loped, giggling, up to the classroom. All forty children in the Total Child School Reading Club squished onto their wooden benches and craned forward expectantly.

“Madam Lillie,” Yvonne said ceremoniously, picking up a sparkling red and silver wrapped package, “We appreciate all the work you have done with us, and we would like to present you with this gift to say thanks.”

Amazing! I was overjoyed and so touched! “Shall I open it right now?” I asked dramatically, trying to build suspense and excitement for the unveiling, as we do so often back in America.

“No!” said some of the students. “Yes!” said others. Hmm... that was odd.

“Am I supposed to open it in front of them?” I whispered desperately to Oliver, realizing I was entering a cultural confusion castle. Oliver made some gesture with his head that was somewhere between a “No” and a “Yes.” I was awfully confused.

“What do I do now, brother?” my eyes are pleading. Oliver simply made the same half “No” half “Yes” head movement.

Well, at this point it would have been very rude in America not to proceed with the unwrapping. I mean, these lovely people spent all this time to select a thoughtful gift and wrap it nicely. In my country, when we put in such an effort, we look forward to seeing the look on the recipient's face when they hungrily rip it open in front of us. How could I let them down?

And so I began tearing open the wrapping paper. I was so excited to see what the gift was! I peeked up at the faces in the room and couldn't quite read them. Happiness? Confusion? Anger? Ah, but how could they NOT want to see the present and my face as I gazed upon it?

Four layers of wrapping paper later, the most beautiful kente pattern fabric imaginable unfurled itself into my hands. Gold! Purple! Yellow! Green! Oh the beauty!

"This is as if you took all my most precious dreams and put them in the form of a cloth," I gushed, choking back tears of emotion. "It is the most perfect gift ever. Thank you so much!"

I handed my camera to Oliver to take photos. Again, I noted some strange expressions on the faces of everyone in the classroom. I began, with a sinking feeling, to realize that something, somewhere, had gone terribly wrong.

We snapped all sorts of photos, I gave a heartfelt speech of gratitude ("I will never forget how wonderful Total Child school is!"), and we waved goodbye. On the way out, I saw Madam Yvonne pull Oliver to the side for a hurried private conversation. They both seemed upset. I felt nauseous with unexplained guilt. What had I done?

Our bikes bumped along the rutted road back to the guesthouse and my heart beat with doom.

At last, Oliver spoke. "You should not have opened the present in front of them," he said. "Oh no!" I cried, "I'm so sorry. I was trying to read your face but I thought you might be joking when you said "No." Why didn't you just grab my hands and stop me? In my culture it is very rude NOT to open the present, so you should have showed me the right thing to do before I messed up!"

“I didn’t want to embarrass you,” said Oliver. “But I’m even more embarrassed now!” I wailed. “You should have forcibly stopped me.” “It will be all right,” said Oliver as we turned left and avoided an oncoming motorcycle. “When Yvonne asked me why you did that, I assured her you didn’t mean to be rude, but it was just your culture. In the end, it will help the children learn that different people do things in different ways around the world... But right now the kids are so shocked! Didn’t you hear them saying, “No!” to stop you?”

I felt absolutely terrible. That wonderful teacher and those forty kids had gone out of their way to get me a stunning gift, and I had reacted incredibly rudely.

Back in the guesthouse, I told the whole story to YCC’s Director, John, and he laughed heartily. “Yes, it is very bad to open it in front of them. If they had wanted you to see it, they wouldn’t have wrapped it, right?”

“But in my culture,” I sniffled, “They wrap the present because it makes it more exciting when you slash it open!”

“That makes no sense,” said Oliver. “Why would you wrap something just to have it opened? They wrapped it so you could take it home and open it here. Otherwise the surprise is ruined.”

“Sigh,” I sighed.

“Will you go to the seamstress to make it into another dress?” John asked, trying to change the subject and soothe me.

“Yes!” I said, perking up, “But I need her to re-take my measurements, because all the dresses she’s made me are too tight.”

“That’s just because you’re growing fat,” said John cheerfully.

“WHAT?!” I gasped, clapping my hands to my cheeks in horror. “Did you just call me FAT?”

“Well let’s not say you are getting fat,” said John. “Let’s just say you are growing huge.”

“HOLY HEAVEN!” I shrieked, “In my culture that is the WORST thing you can say to a woman! How dare you?!”

John, Oliver, and Millicent laughed long and hard. “Here in Ghana,” said John, “The worst thing you can call someone is “skinny.” Saying someone is getting fat is a compliment that makes us smile!”

At this point, we all collapsed into fits of screaming and laughter then chased each other around the house pretending to fight. And the love and understanding were restored!

Thus, today became the day in which we all offended each other from our heads to our toes, due to cultural differences. However, thanks to the power of communication, humility, and open hearts, I do believe that I may one day be forgiven by those forty lovely children and their kind teacher.

4) Read the article and say if the sentences are True or False.

1. Madame Yvonne wanted to present a gift to Oliver due to his contribution to the development of the school. _____
2. The author enthusiastically went to take the present to the school.

3. Oliver told his partner not to uncover the present, but she opened it. _____
4. If you unwrap the Christmas gift in front of the faces, it shows your appreciation of the gift. _____
5. In Ghana it represents your respect, if you tell a woman that they are getting fat. _____
6. The author hopes to be forgiven by those towards whom she was unintentionally disrespectful. _____
7. The author was full of anger as she heard about her getting fat.

8. Communication, humility made the situation worse when the author and John came across cultural misunderstanding. _____

5) Read the story again and answer the questions.

1. Did the author for sure know the appropriate way about uncovering the gift in front of the faces? Why? / Why not?

2. What did the school authority present to the author? Did she like it?
3. Why did John tell the author about her getting fat?
4. Why were the kids at school unhappy with the author?
5. Did the author and John quarrel? Why? / Why not?

6) Read the comments below and find who has the following opinions about the story:

1. had similar experience as a teacher but advises the author not to take the situation too close to her heart.
2. States that people learn more travelling.
3. Is fond of reading about culture and cultural norms.
4. Has the same tradition.
5. Thinks pupils also investigate some cultural differences.

Jessica Z

Wow, Ms. Marshall. This was extremely interesting to me. But, I think it's the same as things here. If we open a present right in front of their faces for Christmas, that would be considered rude too.

Kelly Dunning

Great story and well written post. It really shows how different cultural norms are, and how traveling can really teach you that something completely normal to you can be offensive in another culture and vice versa. Very fascinating.

Leah Travels

What a delight to read. As a former teacher with a multi-cultural classroom in Houston, I have lots of stories about how I've offended many of my students at one time or another. With students from China, Korea, Pakistan, India, Dubai, Nigeria, and countless other countries, it was impossible to not offend. Don't be so hard on yourself. Live and learn, right?

Lindsay

I love this story Lillie!! I also love studying cultural norms and etiquette because it fascinates me so much, and I have definitely found out some cultural differences through crazy stories like yours! They may be embarrassing, but that is what makes us learn in the end, right? =) Thank you for sharing this!

Adam

Great story! That's so touching that they chose to give you a gift. And I'm sure, in the end, they'll have learned something from the cultural misunderstanding.

7. Now write your own comment towards the story given above.

8. Find critical incidents related to the issue of cultural misunderstanding from real life; and get ready to present personal opinion towards the events.

LESSON 10

CROSS-CULTURAL COMMUNICATION



Getting started

1. Answer the questions.

- 1) Look at the two groups of women in the photos. Where do you think they are from? How are they different?
- 2) Other than language, why do you think people from different cultures sometimes have misunderstandings?



2. The words below are taken from the reading “Cross-cultural communication”. Match them with their appropriate meaning

- 1) Inheritance
 - a) Money, property that you receive from someone who has died
 - b) Ideas, skills, literature etc from the past that influence people in the present

2) To figure out

a) To calculate an amount

b) To think about a problem or situation until you find the answer

3) cultural legacy

a) cultural inheritance

b) ideas relating to art

4) diverse

a) very different from each other

b) similar to each other

5) contradiction

a) in comparison to something

b) a difference between two statements, beliefs, or ideas about something that means they can not both be true

Cross-Cultural Conversation

A. “You want to talk about culture?” Anvar began the conversation in a **proud** voice. “Uzbekistan is a very young but culturally rich country. I mean, Uzbeks are proud with their **cultural inheritance**.” He made the sign for “many” with hand.

B. “I agree with you,” said Werner. He was pointing at Anvar with his finger. “*Old Europe* of the last thousand years – now *that’s* where the great culture was! The age of architecture – the magnificent historical cathedrals and castles are beautiful. It’s *essential* to see the works of world-famous painters and sculptors from previous centuries in our excellent museums. And everyone should experience our classical literature and music in the best theaters and concert halls. Excuse me for interrupting, Anvar,” Werner apologized, “but I just gave a perfect example of a long and significant history!”

C. Kamil spoke up.”You know, we don’t call a short millennium a cultural history. The *real* beginning of culture – I mean, *significant* civilization – was in the Middle East and Africa over five thousand years

ago”. He continued, waving both hands in the air, “Ancient communities not only knew how to create magnificent architecture and art; they also made amazing scientific and technological discoveries. They invented things. For instance, they **figured out** how to write and do mathematics; they studied astronomy – the science of the skies, the sun and the planets; they invented the calendar. They even had medicine; the ancient religions came from that area, too. Their achievements made world civilization possible. Those were the civilizations that gave humanity the most meaningful **cultural legacy!**”

D. Mei agreed with Kamil. In a soft but knowing voice, she added, “But the really important science and technology began to develop in Asia and the Americas. While the ancient Chinese were building walled cities, they organized the first governments. They invented tools for work and weapons for protection. And the native peoples of the Americas had very, very old civilizations and societies. That was ancient traditional culture.”

E. “Ancient culture? That’s a contradiction in definitions.” Grinning, Karen objected in an enthusiastic, friendly way. She gave a contrasting opinion. “It’s impossible for culture to be old or traditional,” she argued. The opposite is true! Culture isn’t dead – it’s alive. Culture is modern! Culture is now!

F. Kenji was starting to fall asleep, but suddenly he was fully awake. “I agree!” he said, interrupting Karen enthusiastically.

G. “You tell them!” said Karen, appreciating the support for her point of view. For emphasis, she nodded vigorously.

H. “Culture is worldwide – it’s universal!” Kenji went on in his clear speaking style. He had a wide smile on his face. “I mean, like – take today’s food culture. With our global fast food, I have to say, everyone eats the same. And because of the worldwide media – movies, TV, CDs the Internet – everybody knows the same information, plays the same music, enjoys the same stories – even the jokes! And I mean, it’s like – people everywhere want to buy the same clothes – all because of advertising. A beautiful young couple in jeans and bright Hawaiian shirts anywhere in the world, eating hamburgers and French fries with their friends from many countries – finally, we have a global culture! And tradition has nothing to do with it!”

I. Nodira, however, was of another opinion. “You want to call modern movies, music, food, and clothes culture?” she said, sweetly but convincingly. “Those things don’t describe culture. Culture isn’t about the

sameness of people in communities around the world; it's about their differences. Like – it's important for people to greet one another in various ways, and they need to use different titles and follow a variety of social rules in their relationships. Some societies are formal, while others are informal, or casual. Some groups are friendly, and others aren't. And another example is the **diverse** use of language – is it direct or indirect? How do communications styles include motions, gestures, facial expressions, and other body language? And customs are so interesting! They're what people of different national groups do in their everyday lives and on special occasions like holidays or celebrations. Culture means cultural diversity. What makes life amusing? It's the variety of cultures around the world, its **contradictions** and opposites!"

J. "Yeah, maybe so," contributed Anvar as politely as possible. "On the other hand,..." he started to say.

K. "That does make some sense," interrupted Werner, beginning to smile, "as long as you forget the arts – architecture, painting, literature, music..."

L. "And if you also include ancient civilizations and traditions," added Kamil with a pleasant expression on his face. He didn't like to contradict Nadira or any of his female friends.

M. "Well, we can certainly have opposing viewpoints," concluded Karen, "and yet we still enjoy exchanging ideas." Everyone was smiling, and they wanted to talk a lot more.

3. In the reading the speakers talk about different definitions of the concept of "culture." For each section of the reading, choose the correct topic. (The letters in parentheses () refer to the paragraphs.)

1) (A, B)

_____ the long cultural legacy of the arts in European history

_____ the important of international education through the centuries

2) (C, D)

_____ humanity's scientific and technological discoveries and achievements

_____ the business practices of cultural groups in Africa and the Americas

3) (E, H)

- _____ the differences among ancient cultures on various continents
- _____ the cultural sameness and similarities among modern peoples

4) (I)

- _____ cultural diversity – how groups vary in their styles and customs
- _____ attitudes toward nature in a variety of times and places

5) (J, M)

- _____ definitions of the word society – according to various world cultures
- _____ polite, friendly ways of discussing ideas and telling opinions

4. Which phrase below best summarizes the whole reading “Cross-Cultural Conversation”? Give reasons for your answer.

- A. The relationships among human beings in variety of family structures and forms
- B. Education, food, community, family, and other subjects of interest to young people
- C. Various opinions about the meaning and importance of the concept of “culture”
- D. Variety in contrast to sameness in the global community of the Internet

5. What did the speakers in “*Cross-Cultural Conversation*” value within their concepts of culture? Circle the letters of all the correct answers to each question.

- 1) Anvar and Werner felt that the age of a culture added to the value of its fine arts. Which parts of culture were essential to them?
 - a. Fast food and junk food
 - b. Old paintings and sculpture
 - c. Literature and classical music
 - d. Human feelings and emotions

- e. The architecture of buildings and structure
- f. Things in museums, theater plays, and concerts

2) Kamil and Mei most valued the ancient civilizations of the Middle East, Africa, and the Americas. What things did they include in “a cultural legacy”?

- a. International business
- b. Magnificent architecture and art
- c. Scientific discoveries and invention
- d. Writing and mathematics
- e. The study of astronomy
- f. Protected cities and government structure

3) Kenji was happy that modern culture is worldwide and similar all over the planet. Which features did he find most important?

- a. Ancient religions
- b. The historical structure of the family
- c. Food from global chains
- d. Indian rock tools and weapons
- e. The media of movies, TV, and the Internet
- f. Advertising for clothes and other things

4) Nadira preferred cultural diversity to sameness. What things did she include in her concept of culture?

- a. Greetings, including titles and names
- b. Relationships and other social rules
- c. Formally in contrast to informally
- d. Directness and indirectness in language
- e. Body language and movements
- f. Everybody and special occasions customs

5) In what ways did the group members discuss their ideas and opinions with one another?

- a. Proudly and enthusiastically
- b. With various hand and arm gestures
- c. In a moderate or a soft voice
- d. Grinning or smiling – or not
- e. With a clear speaking style
- f. Agreeing or disagreeing

6. Discuss these questions in small groups.

1. In your view of the concept of culture, which parts or qualities are essential – or very important? Why?

2. According to your experience, in what ways are world cultures similar or alike? Which features are different? Explain your views?

Which is better for humanity and the future of the world – one global culture or cultural diversity all over the planet? Explain your reasoning.

LESSON 11

ENTERTAINMENT AND THE MEDIA



Getting started

1. Answer the questions.

- 1) Do the visual media – television, movies, and computers damage the human brain?
- 2) Is watching TV really addictive – like smoking cigarettes, taking drugs, or drinking alcohol?
- 3) Does it contribute to the decline of the traditional family and of moral values in society?

2. Match the words on the left with their definitions on the right.

1. Audiovisual	a. To make someone feel frightened
2. To surf on	b. To rest or do something that is enjoyable
3. To scare	c. Involving the use of recorded pictures and sound
4. Violence	d. Relating to the sense of hearing or someone's ability to understand sounds
5. Nightmare	e. Something you use to fight with
6. Weapon	f. Behavior that is intended to hurt other people physically
7. Aural	g. A very frightening dream
8. Relax	h. To look quickly through information on the internet

3. Match the headings with the paragraphs. There is an extra heading.

- A) Media Replaces Other Activities
- B) Effects of the Visual media on the youth
- C) The Effects of TV on the Mind
- D) Benefits of the Visual Media
- E) The Effects of Violence in the Media
- F) Disadvantage of the Media: Addiction
- G) Dissatisfaction with Normal Living

How the Visual Media Affect People

1	
---	--

How do television and the other visual media affect the lives of individuals and families around the globe? The media can be very helpful to people (and their children) who carefully choose what they watch. With high-quality programming in various fields of study – science, medicine, nature, history, the arts, and so on – TV, videotapes, and DVDs increase the knowledge of the average and the well-educated person; they can also improve thinking ability. Moreover, television and other visual media benefit elderly people who can't go out often, as well as patients in hospitals and residents of nursing facilities. Additionally, it offers language learners the advantage of “real life” audiovisual instruction and aural comprehension practice at any time of day or night. And of course, visual media can provide almost everyone with good entertainment – a pleasant way to relax and spend free time at home.

2	
---	--

Nevertheless, there are several serious disadvantages to the visual media. First of all, some people watch the “tube” for more hours in a day than they do anything else. In a large number of homes, TV sets – as many as five or more in a single household – are always on. Many people watch

TV for many hours a day or spend hours playing games or surfing on their computer; they download music, movies, and other forms of entertainment. Instead of spending time taking care of their kids, parents often use a video that can easily replace family communication as well as physical activity and other interests.

3	
---	--

Second, too much TV – especially programming of low educational value – can reduce people’s ability to concentrate or reason. In fact, studies show that after only a minute or two of visual media, a person’s mind “relaxes” as it does during light sleep. Another possible effect of television and videotapes on the human brain is poor communication. Children who watch a lot of TV may lose their ability to focus on a subject or an educational activity for more than 10 to 15 minutes. Maybe it is because of the visual media that some kids – and adults too – develop attention deficit disorder (ADD), a modern condition in which people are unable to pay attention, listen well, follow instructions, or remember everyday things.

4	
---	--

A third negative feature of the media is the amount of violence on the screen – both in real events in the news and movies or in TV programs. It scares people and gives them terrible nightmares; the fear created by media images and language can last for a long time. On the other hand, frequent viewers of “action programming” get used to its messages: they might begin to believe there is nothing strange or unusual about violent crime, fights, killing, and other terrible events and behavior. Studies show that certain personality types are likely to have strong emotional reactions or dangerous thoughts after some kinds of “entertainment.” They may even copy the acts that they see on violent shows – start fires, carry and use weapons, attack people in angry or dangerous ways, and even worse.

5	
---	--

Because of the visual media, some people may become dissatisfied with the reality of their own lives. To these viewers, everybody life does not seem as exciting as the roles actors play in movies or TV dramas. They realize they are not having as much fun as the stars of comedy shows. Furthermore, average people with normal lives may envy famous media personalities, who seem to get unlimited amounts of money and attention.

Also, media watchers might get depressed when they can't take care of situations in real life as well as TV stars seem to. On the screen, they notice actors solve serious problems in hour or half-hour programs-or in twenty second commercials.

6	
---	--

Finally, the most negative effect of all of these kinds of visual media might be addiction. People often feel a strange and powerful need to watch TV, download visual material, or play a DVD even when they do not enjoy it or have the free time for entertainment. Addiction to a TV or computer screen is similar to drug or alcohol dependence: addicts almost never believe they are addicted. Even so, truthful media addicts have to answer yes to many of these questions:

- Do you immediately turn on the TV set or computer when you arrive home from school or work?
- Do you watch a lot of programming that requires little focus or thinking ability?
- Can you concentrate on another topic or activity for only ten to 15 minutes at a time?
- Do you enjoy the action and violence of the media more than activity in your own life?

4. Choose the best ending to each sentence.

1. Social media can be considered useful to ...
 - a. Those, who are sensible about what information they get.
 - b. Mostly children and adults.
 - c. Older generation.
2. The elderly can be benefited by visual media, including TV, because ...
 - a. They are mostly bored.
 - b. They have no ability to socialize.
 - c. They have a desire to know the news.

3. Parents today take care of their children by ...
 - a. Making them involved in using social media.
 - b. Finding interesting videos and activities.
 - c. Arranging physical activities and exercises.
4. Terrifying sceneries shown in the media ...
 - a. Have negative effect on the concentration ability of the adults.
 - b. Lead to frightening dreams of toddlers.
 - c. Will have their negative effect continually on the kids.
5. We should avoid frightening scenes in the media, as ...
 - a. They are far from our mentality.
 - b. They will demand a lot of effort to make up.
 - c. Children could copy those actions.
6. One of the negative effects of TV on children is ...
 - a) That it develops attention deficit disorder which is found only in children.
 - b) That their ability to focus on a subject or an educational activity might be lessened.
 - c) That they may need light sleep which relaxes their mind.
7. Dissatisfaction with ordinary life results from
 - a. Lack of money and concentration.
 - b. Jealousy to stars' life who are rich and in the public eye.
 - c. Lack of excitement in people's life.
8. TV viewers can't give up watching TV as...
 - a. there is unusual and strong feeling which can't distract their attention from watching TV
 - b. there is strong dependence to watching TV, downloading visual material, or playing a DVD while they are enjoying the shows .**

- c. It gives them chance to relax.

5. Read the text again and answer the following questions.

1. What are some examples of visual media?
2. How might the amount of time spent in front of a TV or computer have a negative effect on family life? In what ways can watching television be helpful in people's lives?
3. What might low-quality programming do to the human brain? What might it do to people's lives?
4. What are some possible effects of violent movies or TV programs on people's personalities and behavior?
5. What are some signs of possible addiction to visual media like TV and computers?
6. How do you think watching TV can be helpful?

6. Read the text again find how these people are affected by the visual media. Write P for those who are affected positively and N for those with negative effects.

1. Some kids – and adults with ADD
2. People whose mind “relaxes” as while having light sleep
3. Well-educated person
4. Elderly people who can't go out often
5. Average people with normal lives who envy famous media personalities
6. Certain personality types

7. Discuss the questions in small groups.

- 1) What other benefits of the media can you add?
- 2) What disadvantages are not mentioned in the text?

LESSON 12

LANGUAGE OF MEDIA

Getting started



1. Read the headlines and decide which article interests the following readers:

1) Jasmina always reads weather forecast before going to short trips.

2) Debbie desires to travel to Europe.

3) Alex is a football fan.

4) Anvar adores his traditions.

A) Premier League results: Manchester City and Liverpool play out draw after Manchester United and Tottenham win

Cold weather to nip UK's hottest day of year in bud

B) Ryanair baggage allowance: What size and how much hand luggage can you take on a flight?

C) Turning the Camera Back: Movies ‘You Are Not an Orphan’, ‘The Whole Mahalla Is Talking about It’, ‘Tashkent, City of Bread’ has long been part of the golden fund of Uzbekistan cinematography.

2. Match the words and word combinations with their definitions.

1) Interlocutor

- 2) To immerse oneself in /into something
- 3) To plunge into
- 4) to deteriorate
- 5) to vote
- 6) Vicious
- 7) To assert oneself
- a) To become worse
- b) To behave in a determined way and say clearly what you think
- c) To suddenly experience a difficult or unpleasant situation, or to make someone or something do this
- d) To elect
- e) Very unkind
- f) The person you are speaking to
- g) To become completely involved in an activity

3. Read the headline and strapline, and answer the questions.

- 1) What do you think the article is about?
 - a) Causes of using mobile phones by children.
 - b) Internet and its effects on youth.
 - c) Teacher's viewpoint about schoolchildren's preference of virtual reality to real world events.
- 2) What does the "virtual world" mean in the headline?
 - a) Real life communication with their close friends.
 - b) Staying on-line communicating through Internet
 - c) On line communication with friends.

Children go to virtual world....

Why do modern children prefer real communication precisely through their "smartphones"? Madinalmailova, a teacher of school No. 195 in Tashkent, shares her opinion on this phenomenon of our days.

Teenage Internet addiction is a fairly common phenomenon in our time. Children of school age spend almost the whole day, without taking their eyes off their phone. What are they so interested in? What are teenagers looking for in a virtual world - on social networks? Very often there is nothing wrong with harmless pictures, funny stories, communication with classmates and friends from the yard.

The appearance of the Internet has greatly facilitated the existence of humanity: a message from another country we receive in a couple of seconds after it was sent, we send letters, share photos, videos and see the interlocutor online, even if it is on another continent. Children of five years with ease play games, uploaded to phones and computers, they do not need to turn on the camera and take a photo. Technology is developing very fast. But is it so good? Have you noticed that for some reason people prefer virtual communication with someone who is far away, to real - with a person sitting next to him?

According to psychologists, Internet addiction of children is caused by the absence of any other interests - the child, having fulfilled his basic duties (whether it's homework, walking with a dog or washing dishes), from "nothing to do" is taken for the phone and plunged into that atmosphere, in which he feels needed. That child, who is busy with something –house work, language courses, a constant hobby - is unlikely to find time for "stupid" pastime, buried in the phone. Constant "hovering" in social networks is addictive, and the child loses interest even in those studies that used to do somehow, but did: the level of academic progress is declining, assessments are deteriorating, conflicts with parents begin, and the child is immersed into the virtual world even more. It turns out a **vicious** circle.

The constant hunting for "likes" has become almost a disease. Adolescents consider every "like" mark and are hard at experiencing their

absence or small number. "Sympathy" stranger, sometimes even an unfamiliar person became more important and more expensive than the parent's words "You are so beautiful to me!".

Do not forget that the period of adolescence is critical. This is the time when a person especially needs the recognition of society: the praise of teachers, the support of friends, the love of the parents. None of the teenagers can answer specifically to the question "Why do you need a lot of subscribers / likes?"

"This is great! Everyone will see that many persons voted with "like" tag for me..."

"Yes, I do not know why. Let them be. Now many people use even special programs for "winding likes". We all have a lot, even though I will have a lot."

Teenagers who try **to assert** themselves where they do not need it at all. Children send a messages to adults "Pay attention to me!"

Perhaps now you can't do without social networks, without pages in Instagram, to "keep up with the times" you need to be in touch always and everywhere, but do not forget that you set an example for your child, and if you are already held. They are only beginning to be established in this world by people, and they must be directed. There are many useful articles on the Internet, information communities that you can subscribe to, video lessons and even video courses, with which the child will only develop, not get stupid. The current generation should read more printed books; when using technology to them, they should receive information in a convenient and familiar way, with you guidance.

4. Read the text and write True if the statement is correct, False if it is incorrect and Not Given if there is no relevant information.

1) Seeing pictures, reading funny stories, having communication with classmates and friends from the neighborhood produce harmful effects on children when they use social networking. _____

2) Five-year-old children are capable of uploading games through Internet. _____

3) The author brings forward some facts to prove the bad effects of virtual communication.

4) Psychologists state the absence of motivation leads to Internet addiction.

5) Children, whose day is well scheduled, do not waste time gazing at the phone.____

6) The author highlights that the question "Why do you need a lot of subscribers / likes?" has a definite answer. _____

7) In the last paragraph the author gives some suggestions to parents to manage their children's spare time efficiently. _____

5. Read the text again and answer the questions.

1) Why is Internet addiction a common phenomenon nowadays?

2) What effects of Internet addiction are enumerated in the article?

3) Why does the author consider the period of adolescence as critical one?

4) Parents are models for their children, are not they?

5) What other negative influences of Internet can you add?

6) Do you think Internet affects positively on teenagers? If yes, how?

6. Put each of the headlines with a sentence from the story below. Write only the correct letter (A-F) before each story.

a) The eight-billion-dollar man

b) England and Wales record warmest winter since 1910

c) Mercury prize 2017: Ed Sheeran, Stormzy and the xx feature on shortlist

d) Chris Froome aiming to end 22-year wait for Vuelta a España and Tour double

e) Six Sri Lankan-style curry recipes using British summer veg

f) Scuba diving trips to arrange around the world

1) _____ He wants to achieve feat not managed since ‘vicious’ Vuelta moved to August and he would also become first British rider to win Spain’s national tour.

2) _____ From a sambol made with sorrel to curries of beetroot, courgette and runner beans, these recipes show how the British summer bounty can be put to use the Sri Lankan way .

3) _____ Met Office figures for 2016 also show long-term decrease in amount of frost, while last winter was the second wettest on record across the country.

4) The nominees for the prestigious award include hit records from Blossoms, Alt-J and J Hus, but there is room for curveballs such as the Big Moon and Dinosaur.

5) The Maldives and the Barrier Reef are famous scuba spots, but our readers also love some less obvious places for wrecks, weird fish and top diving companies

6) After 15 years, Tom Hanks is directing again. He is still the most bankable actor in the world, so where he’s been – and why is he dining with Obama and the Queen, asks Jeff Dawson.

7. Match the newspaper headlines given in task 6 with the following categories (some headlines fit two categories):

- 1) Noun Phrases
- 2) Noun Strings
- 3) Simple Tenses instead of Continuous or Perfect
- 4) Auxiliary Verbs Dropped in Passive Form / Continuous Tenses
- 5) Articles Dropped
- 6) Infinitive to Indicate Future

a) The eight-billion-dollar man _____

b) England and Wales record warmest winter since 1910 _____

c) Mercury prize 2017: Ed Sheeran, Stormzy and the xx feature on shortlist _____

d) Chris Froome aiming to end 22-year wait for Vueltaa Espana and Tour double ____

e) Six Sri Lankan-style curry recipes using British summer veg ____

f) Scuba diving trips to arrange around the world ____

8. Work in small groups and discuss the following questions:

1) What are the main differences between Uzbek and Foreign newspaper and magazine headlines?

2) What topics are culturally appropriate to discuss in newspaper and magazine articles?

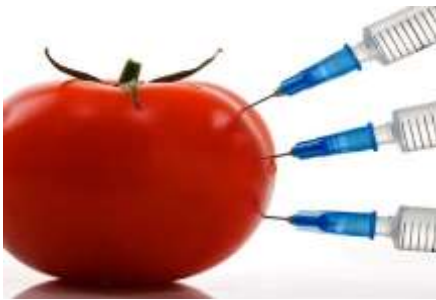
LESSON 13

GENETICALLY MODIFIED FOOD

Getting started

1. Look at the pictures and answer the questions

- 1) Have you ever eaten a genetically modified food (sometimes referred to as GMO, which stands for genetically modified organism)?
- 2) In which country are the most GMO crops grown?
- 3) Are GMOs safe?



2. Match the words and word combinations with their definitions.

- 1) Outright
- 2) To ban
- 3) To obtain patents
- 4) Drift
- 5) Inevitable
- 6) Herbicides
- 7) extension
 - a) The act of increasing the area of activity, group of people, etc, that is effected by smth
 - b) To get an official right to use or sell a product or invention
 - c) A substance used to kill unwanted plants

- d) Clear and direct
- e) To prohibit
- f) A slow steady movement from one place to another
- g) Certain to happen and impossible to avoid

3. Choose the most suitable heading for each paragraph from the list of headings below.

- A. Which foods might contain GMOs?
- B. Are GMOs safe?
- C. What are the impacts of GMOs on the environment?
- D. How do GMOs affect farmers?
- E. What is a GMO?

GMO FACTS

1	
---	--

A GMO, or genetically modified organism, is a plant, animal, microorganism or other organism whose genetic makeup has been changed by scientists, especially in order to make it less likely to get diseases or be harmed by insects.

2	
---	--

Most developed nations do not consider GMOs to be safe and have significant restrictions or outright bans on the production and sale of GMOs. The U.S. and Canadian governments, though, have approved GMOs based on studies conducted by the same corporations that created them and profit from their sale.

3	
---	--

Most packaged foods contain ingredients derived from corn, soy, and sugar beet — and the vast majority of those crops grown in North America are genetically modified.

4	
---	--

Because GMOs are novel life forms, biotechnology companies have been able to obtain patents with which to restrict their use. As a result, the companies that make GMOs now have the power to sue farmers whose fields are contaminated with GMOs, even when it is the result of inevitable drift from neighboring fields. GMOs therefore pose a serious threat to farmer sovereignty and to the national food security of any country where they are grown, including the United States and Canada.

5	
---	--

More than 80% of all GMOs grown worldwide are engineered for herbicide tolerance. As a result, use of toxic herbicides has increased 16 times since GMOs were introduced. GM crops are also responsible for the emergence of herbicide resistant “super weeds” and “super bugs,” **which** can only be killed with more toxic poisons. GMOs are a direct extension of chemical agriculture and are developed and sold by the world’s biggest chemical companies. The long-term impacts of GMOs are still unknown.

4. Choose the correct answer to each question.

1) GMO structure has been altered to ...

- a) Make it less resistant to harmful effects of nature.
- b) make it more resistant to diseases or insects’ harm.

2) GMOs are not considered to be safe

- a) In majority countries around the world.
- b) Mainly in highly developed countries.

3) GMOs producing companies now have the right to claim against farmers

- a) whose fields are contaminated with GMO’s effects used for crops.
- b) Whose fields are even contaminated as the result of unavoidable move from adjacent fields.

4) Nearly quarter of all GMOs grown worldwide are ...

- a) Genetically modified to be tolerant to herbicides.
- b) Increasing the usage of toxic herbicides to 80%.

5) “**Which**” in paragraph 5 refers to ...

- a) GM crops.
- b) “super weeds” and “super bugs”.

Reading 2

5. Scan the article and find what the numbers represent.

1) 75

2) 198

3) 138

4) 55

5) 37

a) The number countries where survey was conducted.

b) The amount of reported incidents showing low levels of GMOs in whole food crops.

c) The amount of reported incidents between 2009 and 2012.

d) The number of countries which does not allow sale of GMOs.

e) The number of countries that is less or not capable to detect GMOs.

Groundbreaking survey shows that GMOs are increasingly disrupting international trade

The FAO conducted a **groundbreaking** survey of 75 of its 193 member countries. The countries answered questions pertaining to GMO cross-contamination and its influence on international trade.

The FAO found that, between 2002 and 2012, there were 198 reported incidents showing low levels of GMOs in whole food crops. Of those reports, 138 were between 2009 and 2012, showing a recent **spike** in contamination. FAO Senior Food Safety Officer Renata Clarke said, "We were surprised to see incidents from every region. It seems the more testing and more monitoring they do, the more incidents they find."

A multitude of countries were found to be at fault for contamination, but the top three **offenders** were China, Canada, and the US. Most of the **shipments** in question were either destroyed or returned to the exporting country. GMO contamination apparently creates a lot of waste in the end. The four most common cross-contaminated foods included rice, maize, papaya and linseed.

There are 30 countries that are involved in research or commercial production of GMOs.

According to the survey seventeen countries have no food safety laws on the books and permit GMOs to come into their countries freely. "Although testing technology is more sensitive now, I would note that 37 out of 75 countries responded that they have little or no capacity to **detect** GMOs, that is, they don't have the laboratories, technicians, and equipment to do so," said Clarke. "Many countries have asked FAO to help improve their capacity to detect GMOs." The survey also found that a total of 55 countries do not allow any GMOs within their borders and have a zero-tolerance policy.

"In the survey, countries also asked to help them assess whether GM crops are safe to eat and we would like to see countries sharing any scientific findings they have on the subject," she said.

6. Answer the following questions.

- 1) What was the goal of the survey conducted by FAO?
- 2) Why was Senior Food Safety Officer surprised?
- 3) Which top countries were found to be at fault for contamination?
- 4) What effects of GMO contamination does the author note?
- 5) How many countries do not have food safety laws according to the survey results?

6) What assistance was asked from FAO?

7. Match the definitions with the words highlighted in the reading.

A) A person or a country who commits a crime.

B) To discover, to notice sth, especially difficult to see, hear, etc.

C) The process of sending goods from one place to another.

D) A sudden large increase in the number or rate of smth

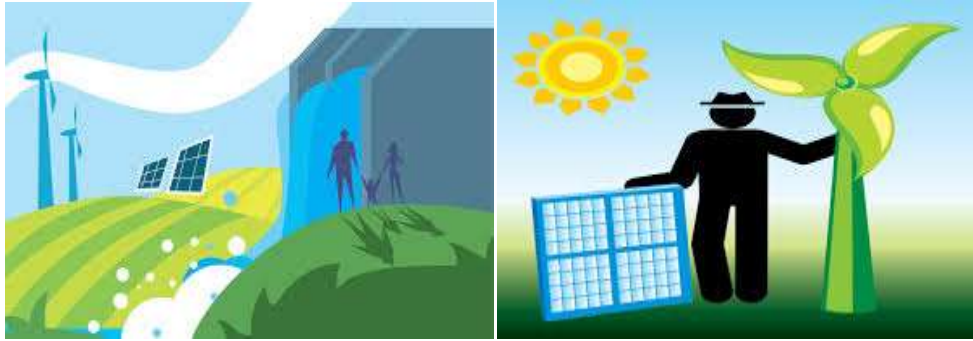
E) Work which involves making new discoveries, using new methods

8. Write about advantages and disadvantages of eating GMO food. Support your argument with examples taken from the reading “GMO facts”

LESSON 14

ALTERNATIVE ENERGY SOURCES

Getting started



1. Answer the following questions.

- 1) Where does energy come from?
- 2) Is our supply of energy infinite (unlimited) or finite (having an end)?
- 3) What are the most significant environmental impacts associated with our most widely used energy sources?

2. Match the energy sources with their appropriate definitions.

- 1) Biomass energy
 - 2) Fossil Fuel
 - 3) Hydropower
 - 4) Non renewable energy
 - 5) Renewable energy
 - 6) Solar Energy
 - 7) Wind energy
 - 8) Uranium
- a) Energy released from plants (wood, corn, etc) through combustion or other chemical process

- b) Transformation of the energy stored in a depth of water into electricity
- c) An element that releases heat as it undergoes radioactive decay
- d) Resources, such as fossil fuels that cannot be replaced by natural processes at the same rate it is consumed
- e) Energy from the sun
- f) A non-renewable energy resource that began to form millions of years ago from the remains of once living plants and animals. Its current forms include petroleum, coal and natural gas.
- g) Resources, such as wind and water, that can be recycled or replaced at a rate faster than they are consumed.
- h) Energy transferred with the motion of air in the lower atmosphere that arises from differential heating of the earth.

3. Read the title of the article and paragraph headings. Predict what the article will be about.

- a) The successful usage of alternative energy sources.
- b) The advantages and disadvantages of alternative energy sources.
- c) The most preferable alternative energy type and reasons for being number one.

CHOICES FOR TOMORROW

There are many reasons the world is looking for alternative energy sources in an effort to reduce pollutants and greenhouse gases. Alternative, or renewable energy, sources show significant promise in helping to reduce the amount of toxins and help preserve many of the natural resources that we currently use as sources of energy. Let's take a look at some of the most common sources available.

Hydropower Energy

Hydropower is energy that comes from the force of moving water. Hydropower can be found anywhere water moves from high ground to low ground. The force of moving water can be extremely powerful. Micro-

Hydroelectric Systems- Small turbine generators can be placed in a stream in order to generate electricity. Hydropower plants cause no air pollution because they don't burn fuel. However, damming rivers may disrupt wildlife and natural resources. Hydropower is the cheapest way to generate electricity today because, once a dam has been built and the equipment installed, the energy source (water) is free.

The first hydroelectric plant was built at Niagara Falls in 1879. The top country using hydropower is Canada, generating around 325 billion kilowatt-hours per year. In general, hydropower is used to supply electricity to towns and cities through a power grid.

Solar Energy

Solar energy is used commonly for heating, cooking, the production of electricity, and even in the desalination of seawater. Solar power works by trapping the sun's rays into solar cells where this sunlight is then converted into electricity. Additionally, solar power uses sunlight that hits solar thermal panels to convert sunlight to heat water or air. This form of energy has been in use since 212 B.C. when the Greeks used mirrors to reflect the sun's energy to light torches. The first Solar cells were invented in United States in 1883. They are now used in the U.S, Japan, France, Great Britain, parts of Africa, Antarctica, and even outer space. Today, solar energy is used to provide heating and electricity for homes and businesses. In the last decade, solar energy has also been used to power earth-orbiting satellites, cars, and even planes.

Wind Power

Historically windmills were used for propelling boats across the Nile, pumping water, and producing food. Wind Power is a renewable source because the source (wind) can never be fully used up. Wind starts in the kinetic form and is converted to the mechanical energy form (grinding grain, pumping water, etc...), or to the electromagnetic form (electricity). Countries such as Denmark and Northern Germany generates up to 20% of their electricity through wind power. Wind energy does not have any output pollutants which makes it a very favorable means of electricity.

Some concerns of wind turbines are their blades because they can kill some birds as they turn. They are also seen as a visual and auditory nuisance.

Uranium

Uranium can be found in rocks all over the world. Rocks that contain a lot of uranium are called uranium ore.

Nuclear power plants use uranium to produce electricity. However, they also produce radioactive waste. The amount of waste produced is much less than fossil fuel waste, but it is far more dangerous. If the power plant isn't safe and the radioactive waste leaks, serious illness and death can occur. However, if the power plant is safe, there is very little impact on the environment. There is no air pollution, and the waste is recycled. Nuclear power plants can be found in the United States, France, Japan, and Germany. France generates 75% of its electricity with nuclear power.

Biomass

Biomass is any organic matter that can be used as an energy source. This includes wood, crops, seaweed, and animal wastes. Biomass is a renewable energy source because its supplies are not limited. As long as we plant trees and crops we will have resources. Animal waste will always exist as long as the animals exist. Growing plants for biomass fuels may help keep the earth's carbon dioxide levels balanced. Biomass energy is currently used all around the world, especially in rural and developing nations.

Fossil Fuels

Coal, Oil and Gas are called "fossil fuels" because they have been formed from the fossilized remains of prehistoric plants and animals. Fossil fuels are a nonrenewable energy source since they take millions of years to form. Fossil fuels ultimately get their energy from the sun. The plants that turned into fossils stored energy from the sun by photosynthesis.

4. Read the article and say if the sentences are True or False.

1) Alternative energy sources decrease the amount of toxins as a result many of the natural resources are saved.

2) In Micro-Hydroelectric Systems electricity is generated by small turbine generators placed in a stream of water.

3) Solar energy is one of the newest forms of alternative energy.

4) Nowadays, Solar energy as other sources of energy mainly provides heating and electricity for homes and businesses.

5) Wind produces two types of energy by converting kinesthetic energy to the mechanical energy form or to the electromagnetic form.

6) Nuclear power is the least harmless form of the energy unless the power station is safe.

7) Both Biomass and Fossil fuels are renewable types of energy.

5. Answer the following questions.

1) What are the main reasons for using alternative energy sources?

2) What is the main source of Hydropower energy?

3) Why did the Greeks use Solar energy in ancient times?

4) Which country uses nuclear energy more rather than other forms of energy?

5) Which form energy is used in worldwide in developing countries and rural areas?

6. List some “pros” and “cons” of using energy source to solve the energy problem.

Energy Source	“pros”	“cons”
Biomass		
Hydropower		
Uranium		
Solar		
Fossil Fuels		
Wind Power		

7. Discussion Question

1) If you had to choose an energy system to tell your community about based on

the listed pros and cons, which system would you choose? Why?

2) Do you agree or disagree? Why?

a. I use too much energy!

b. People in my country use too much energy!

c. I am very concerned about global warming and the future.

d. The environment and changes in climate will be much worse in twenty years.

e. The planet is becoming warmer, but global warming isn't caused by humans.

LESSON 15

EDUCATION IN THE WORLD



Getting started

1. Read the quotes of famous leaders ever in education and give your own opinion about the gist of their concern (don't mind to add yours)

You educate a man; you educate a man. You educate a woman; you educate a generation. (Brigham Young)

Children must be taught how to think, not what to think (Margaret Mead)

Educating the mind without educating the heart is no education at all. (Aristotle)

The roots of education are bitter, but the fruit is sweet. (Aristotle)

Give a man a fish and you feed him for a day, teach a man to fish and you feed him for a lifetime. (Mauminides)

You are always a student, never a master. You have to keep moving forward. (Conrad Hall)

2. Read these lines, which appeared on the front page of the newspaper, predict what the article will be about.

Mariam Hammad, despite every adversity of war and hardship, is trying to be a student in Aleppo in the dark heart of Syria's civil war.

a) Marriam Hammad carries on her studies at university of Aleppo inspite of the difficulties.

b) Civil war in Siria affects Hammad's life, however she desires to enroll to the university.

c) Marriam Hammad became a student of the US-based University of the People after the University of Apollo had been ruined.

3. Choose the best heading (A-D) for each paragraph of the article (1-4).

A. .Syrian civil war

B. Choosing optimism

C. Everything is destroyed

D. Charging phones

THE LONG-DISTANCE LEARNER OF ALEPPO

1	
----------	--

"**My city** has turned to ruins," she says. Despite being in constant danger, forced out of her home twice by shelling and living without regular supplies of electricity or water, this 22-year-old girl has refused to give up being a student. Four years ago, she had just left school and begun at the University of Aleppo when **it** was hit by rockets, killing dozens of students around her. "I saw my friends killed and still now I can't forget what happened," Mariam says. "I saw a lot of students hurt and injured. There was blood, death. Everything was terrible."

2	
----------	--

There was intense danger at home too. "I came so near to death many times," Mariam says. "My family and I rented a house that was only 500 m

from the front lines, and a lot of rockets fell in my neighbourhood. "Many of my neighbours were killed, and mortars hit my home twice." She remembers waking during an attack, unable to see in the dust and darkness and not knowing who was alive or dead. Mariam talks of life in Aleppo becoming a mix of "horror and danger". "I was crying so much when I saw my city in front of my eyes, everything destroyed," she says.

3	
---	--

But her reaction has been to stubbornly carry on and to use her studies as a way of honouring **those** who have died. She became an online student in a warzone, following a degree course run by the US-based University of the People, making a conscious decision to be "optimistic" and to make plans to "rebuild". But **this** is far from straightforward, she says over a patchy Skype line.

"The hardest thing about being a student in Aleppo? Actually, it's being alive," Mariam says.

There are still occasional rockets and mortar blasts, despite a ceasefire, but there are also big practical problems that would have put off a less determined student.

4	
---	--

"We haven't had electricity for two years," she says. Instead, people rely on generators that might operate for a few hours at a time. Mariam goes to a local shop with a small generator, where it can take 12 hours to charge up her mobile phone and an old laptop, and then she ekes out the charge so she can study. Internet connections are sporadic and weak - and when an exam was approaching, there was an internet blackout. Worried that she would be failed, Mariam began to make preparations to travel to Damascus to find a way of sitting the exam.

Even by the standards of a civil war, she says, **this** would have been extremely dangerous, but friends managed to make contact with the university, and she was able to re-arrange the exam.

By Sean Coughlan Education correspondent
Authentic text taken from "BBC news"

4. Read about Mariam's feelings and perspectives about the life she is in and her desire to study, then answer the questions below.

1. “My city has turned to ruins”. What was she talking about?
2. Why can’t she forget the time when she had just started learning at the University?
3. Which place did Mariam describe as full of "horror and danger"?
4. Why did she need to be “optimistic” and did she actually manage to be so?
5. What was another obstacle to study?
6. What was the reason for rearranging the online exam?

5. Read the text again and write True if the statement is correct, False if it is incorrect and Not Given if there is no relevant information.

- 1) Her parents were also killed before she entered the University
- 2) Because of hurdles keeping up with her friends she gave up _____ studying
- 3) One of the rockets fell in her ~~house~~_____
- 4) Her house was attacked twice by mortars_____
- 5) The most complicated issue of every Aleppo’s learners is maintaining animatedly
- 6) She went to Damascus and was able to pass her ~~exam~~_____

6. Look at the bold words in the article and choose the best option.

- 1) “My city» in line 1(paragraph 1) means
 - a) Aleppo
 - b) b) Damascus
- 2) “It” in line 4 (paragraph 1) refers to
 - a) The city
 - b) b) university
- 3) “Those” in paragraph 3 means
 - a) Citizens of the city
 - b) b) students who studied at Aleppo university
- 4) “This” in paragraph 4 means
 - a) a civil war
 - b) going to Damascus

7. Work in pairs and discuss these questions.

1. Explain the system of education in your country.
2. Compare merits and demerits of private and government schools.
3. How education has been changed since past?
4. How far do you think these changes last for?

LESSON 16

THE FUTURE OF EDUCATION

Getting started



1. Look at the pictures above. Then write three questions using the question words below. Read your questions and ask your groupmates to answer them.

- 1) Where? _____
- 2) How ? _____
- 3) Why? _____

2. Match the words and word combinations with their definitions.

- 1) Provocative
- 2) To incorporate
- 3) virtual reality
- 4) to negotiate issues
- 5) to cultivate
- a) to work hard to develop a particular skill, attitude or quality
- b) to include smth as part of a group, plan, system and etc
- c) remarks which cause a lot of discussion
- d) an environment produced by a computer that looks and seems real to the person experiencing it
- e) to discuss smth in order to reach an agreement

3. Match the headings with the teachers' opinions about the future of education. (Note! In this task, there are more headings than sections.)

- A. Will schools even exist in 2050?
- B. So long as there is a workplace... there will be schools

- C. The classroom will be one big makerspace
- D. Public school system is no longer in use
- E. School design won't change much
- F. There will be no physical campus
- G. There will be more creativity in education
- H. Students will learn that nothing is impossible

WHAT'S THE FUTURE OF EDUCATION? TEACHERS RESPOND

By Laura McClure on February 12, 2016

What's the future of education? How will students learn differently? What will the schools of the future look like? Some innovative teachers were asked to share their ideas. Their answers are provocative, contradictory — and make for great conversation starters.

1	
---	--

“Because that's what careers will require. Education will be not just taking in information and sharing it back, but also figuring out what to do with that information in the real world.” —Josefino Rivera, Jr., educator in Buenos Aires, Argentina.

2	
---	--

“Learning will be project based. Students will be evaluated on critical-thinking and problem-solving skills. Literature and math will still be taught, but they will be taught differently. Math will be taught as a way of learning how to solve problems and puzzles. In literature, students will be asked what a story means to them. Instead of taking tests, students will show learning through creative projects. The role of teachers will be to guide students in the areas where they need guidance as innovators.” —Nicholas Provenzano, educator in Michigan, United States.

3	
---	--

“Instead, students will learn in traveling classrooms, and the real world will be their campus. Students will live together and use city libraries and city laboratories to complete a project. Learning won't be limited to a physical school. There's already a model for this: Minerva Schools, a venture university.” —Hyuk Jang, educator in Busan, South Korea.

4	
---	--

“Education will instill the idea that anything that is not possible now will be possible in the future. Let’s make that part of education.” — Kristine Sargsyan, educator in Yerevan, Armenia.

5	
---	--

“Is teaching a dying profession? If not, then the classroom will change a lot. I don’t think schools will exist in the same format, with desks and chairs. Instead, learning will incorporate virtual reality and multiple perspectives. Students will learn how to negotiate issues and exchange ideas.” —Sharon Hadar, educator in Raanana, Israel.

6	
---	--

“By 2050, the ‘World of Work’ will have little resemblance to what it is today. We should hope this to be the case for schools as well. If we begin by helping children to identify their strengths, interests and values — and then dedicate time in school to cultivating them towards exploring where each child’s unique place in the world might be — I think we’ll be on the right path regardless of what new technologies or advances in learning become available. —David Miyashiro, Superintendent, Cajon Valley Union School District, California, United States.

7	
---	--

“The classroom hasn’t changed much in the past 50 years. Even the bell design is the same as it was 50 years ago.” —Vicki Albritton, educator in Georgia, United States

4. Read the text and decide whether the following statements are TRUE or FALSE.

- 1) Josefino Rivera thinks in the future learners are involved in creative work as it becomes career requirement.
- 2) Learners will be evaluated in the same way.
- 3) Teachers’ role will change significantly. They will assist learners if only they need their monitoring.
- 4) Hyuk Jang thinks learners will not study at ordinary school buildings but they will go to schools like Minerva Schools.

5) According to Sharon Hadar virtual learning will replace traditional learning.

6) David Miyashiro believes that teacher's main goal will be targeted to exploring learners' desire and wishes where they would like to live.

5. Read the parents' comments to teachers' responses and find who agrees /disagrees with them. Write A if agrees, D if disagrees.

- 1) Mathew
- 2) Sivasankar
- 3) Andrew
- 4) Fatima
- 5) Mary



Mathew

I am a homeschooling parent who believes in preparing kids for their future. I think the above comments are excellent. I think there is a lot homeschooling/ educators are discovering a lot about education.



Sivasankar

Excellent perception! But, I don't think so. The technology can facilitate the process but, schooling will remain as it is. Probably, the higher schooling and specialised arena may develop due to lack of intellect avail. We all like schooling and of course enjoying it spite of homeschooling concept develops in near future. We humans love being in community. A teacher role will be in different. He would be a 'Facilitator', no more a mentor or a guide. The other role (mentor, guide etc.) will be done by an exclusive specialist. Besides, it depends and vary country to country!

Andrew

"Is teaching a dying profession? "

This is a funny question. How can the education disappear?! I am deeply convinced that a live person and not robotic teachers will always be.



FATIMA

The future is here. Most of the students are not happy inside the ‘traditional’ classrooms. All that what the the teachers are lecturing are available in Google and other sites. Students have already started feeling they can get more from outside the classrooms. Time for change, or else we get a bunch of frustrated discontented students walking out of the classrooms.



Mary

Education will face limits to growth.

Leave a Reply

Your email address and name are required fields marked *

NAME *

EMAIL *

6. Read the text again and answer the questions.

- 1) Are educators concerned about homeschooling education in the future?
- 2) .Why does Sivasancar disapproves educators’ views about future of education?
- 3) Why does Yanglish find the question an odd one?
- 4) Do you support Fatima’s viewpoint about “Traditional Shcools”? Give reasons to prove your idea?

7. Write your comment to innovative teachers’ response in the “LEAVE A REPLY” space. Then share it with your groupmates.

LESSON 17

THE VIRTUE OF CHARITY



Getting started

1. Read the following definition of charity. Then answer the questions below.

“Charity is something like to offer money, essential goods or physical help to some poor people or people at particular places like orphanage, old age home, rescue camps or any other place. Some of the great people do charity with having a soft and kind feeling towards needy people and some selfish people just want to show off by offering money to these places.”

- 1) Why do people give money to charities?
- 2) Is charity only offering money to people in need?
- 3) Is your definition the same or do you define it differently?



READING 1

2. Match the words with their definitions.

- 1) To allocate
- 2) Maxillofacial
- 3) Congenital

- 4) To amount
- 5) An expense
- a) Disease which has affected someone since they were born
- b) The amount of money that you spend on something
- c) To give something to a particular person etc, especially after an official decision has been made
- d) Relating to the upper jaw or face
- e) To make something as a total

3. These numbers are from the article. What do they refer to?

- 1) 255
- 2) 35
- 3) 12
- 4) 207
- 5) 15

German doctors to hold free children treatment from Uzbekistan

International Charitable Foundation "For the benefit of healthy Generation" continues its work to improve the health of children with disabilities and children from low-income families in the best clinics in the world.

The contract with the International Organization Germany Friedens dorf Internationa was signed in 2002. This organization operates in more than 35 countries around the world. Its main task is to assist in the treatment and rehabilitation of sick children up to 12 years.

Grant funds allocated by the German organization for operations for children in clinics of Uzbekistan, suffering from congenital maxillofacial

anomalies for 2019 was successfully operated on 255 children. The costs of this program amounted to 70 million soums.

Within the project "Slender legs" on the surgical treatment of children under the age of 15 years with congenital orthopedic diseases of the lower extremities (club foot) and diagnosed with "Torticollis" for 2019 were operated on 207 children, with the expenses of the Fund amounted to 55 million soums.

4. Read the article and decide whether the statements below are True or False.

1) The main task of International Charitable Foundation "For the benefit of healthy Generation" is to treat disabled children. ____

2) Friedensdorf Internationa supports in treating and rehabilitating sick children under the age of 12. ____

3) 255 children from Uzbekistan got treatment from Friedensdorf Internationa in Germany. ____

4) "Slender legs" is the project which offered surgical treatment for children with club foot who are under 15 years old. ____

5) The number of operated patients with congenital maxillofacial anomalies is more than those with congenital orthopedic diseases of the lower extremities. ____

READING 2

5. Skim through the first three paragraphs of the story and choose the most likely title of the story.

A) Charity begins at home

B) Never look a gift horse in the mouth

C) Camel Given In Charity

Father began: "Do you want to hear this real story which took place here about a hundred years ago. This is a real story!" (1.

_____) Father continued: “This story is about a man called Ibn Jad’aan. During Spring times he used to go out. He would see good and healthy fat camels and the little calves breeding nearby their mothers. Whenever the little calf came close to the mother camel, her milk would pour forth because of the great abundance of blessings and abundance of goodness.”

So Ibn Jad’aan looked at one of his she camels with her calf and remembered his poor neighbour who had seven young daughters. So he said to himself “I will give this camel and her calf as charity to my neighbor.”

And the most beloved from amongst his cattle, to him, is this she-camel. (2 _____) He told him to accept it as a gift from him. He saw his face glooming with happiness and he was unable to utter anything in response.

So he benefitted from its milk and used to load wood on its back, awaiting for its offspring to grow up in order to sell them. Subsequently, he gained great good from this camel.

After the spring had passed, the dry summer came with its drought, and so the Bedouins began looking for water and grass. They gathered their belongings and left their places looking for water and the ‘holes’ in the earth, situated underground leading to water traps underneath the ground. (3 _____) Ibn Jad’aan entered one of these holes so as to bring some water to drink...

and his three sons were waiting for him outside the hole. However, he did not return. His three sons waited for him for one, two and three days and finally became hopeless.

They said maybe he was stung by a snake and died or he was lost under the earth and destroyed. They waited for his destruction. So they returned home and divided what he had left, amongst themselves. (4 _____) They went to their neighbour and told him that it is better that he give them back the she-camel and take another camel in replace of it, otherwise they will take it by force and he will be left with nothing.

The neighbour complained that he would report them to their father. So they informed him that he had died. He inquired as to how and where Ibn Jad’aan had died, and why they hadn’t told him. They then explained how

he entered into one of these holes underground in the desert and did not come out.

The neighbour said: "Take me to this place and take your she-camel and do whatever you do with it. (5 _____) They took him and when he saw the place, he went and brought a rope, lit a candle, tied it outside the hole and then stepped into it crawling on his back until he reached the places whereby he could crawl and roll. Eventually the smell of moisture became closer and then all of sudden he heard the sound of a man by the water groaning and moaning.

He went closer and closer towards this sound in the darkness putting his hand out all over until his hand fell onto the man. (6 _____) He pulled him out covering his eyes so as to protect him from the sunlight. He took with him some dates, moistened them in water and gave it to him to drink.

He then carried him on his back and took him to his house and life gradually return to this man whilst his sons didn't know. He then asked him: "Tell me, please, you spent one week underground and you didn't die?!"

"I will tell you something strange..." Ibn Jidaan explained: "...when I went down there I got lost and waves took me from all directions and I said to myself I'd better stay close to this water that I have reached. So I started to drink from it, but hunger had no mercy and water does not suffice. Then after three days hunger intensified on me and took me from all parts. While I was lying on my back I surrendered myself to Allah and put all my affairs in his hands and all of the sudden I felt the warmth of milk pouring onto my mouth. So I sat in the midst of the darkness and I saw a pot coming closer to my mouth. (7 _____) This occurred three times in the day but the last two days it stopped and I didn't know what happened."

His neighbour then informed him: "If you know the reason you will be amazed! Your sons thought you had died and they came to me and took away the she-camel."

6. Insert the missing sentences into the story in the correct place.

a) Then they remembered that their father gave a she-camel to their poor neighbour.

b) I drank from it until I took from what is sufficient and then it would go!

c) Their openings are on the top of the ground, as the Bedouins know of very well.

d) I don't want your camel in return!"

e) He checked his breath and he was still breathing after one week!

f) His son shook his head in response.

g) So he took her along with her calf and knocked on the door of his neighbour.

7. Sometimes when you read a story, you have to infer (or guess on the information given) things that the author might not state explicitly. Read these sentences and answer the questions that follow.

1) He saw his face glooming with happiness and he was unable to utter anything in response.

a) Why did the neighbor's face become gloomy?

b) Do you think he was a bit unhappy to receive the camel and her calf? Why? Why not?

2) They said maybe he was stung by a snake and died or he was lost under the earth and destroyed. They waited for his destruction.

a) Why did the sons wait for their father's complete death?

b) Were the brothers charitable or greedy?

3) If you know the reason you will be amazed! Your sons thought you had died and they came to me and took away the she-camel."

a) What can we infer from neighbor's answer?

b) Was the neighbor complaining about his sons' deeds?

8. What is the moral of the story?

LESSON 18

SOCIAL ISSUES



Getting started

1. Answer the questions.

- 1) How do you think the role and status of women in the world may have contributed to the growth of the nation?
- 2) What type of impact do you think the changing role of women will have on families and society?
- 3) Who do you consider your role women models? Why?

2. Match the words with their definitions.

- 1) Evidence
- 2) Reveal
- 3) Confirm
- 4) Entrepreneurship
- 5) Harmonious
- 6) Alien
- 7) Ongoing
- 8) Welfare
- A) Someone's health and happiness

- B) To say that smth is definitely true
- C) Starting new business or arranging business deals
- D) Parts, colours, etc that are harmonious look or work well together
- E) Facts or signs that show that smth exists or is true
- F) To make known smth that was previously secret or unknown
- G) Continuing, or continuing to develop
- H) Very different from what you are used to, especially in a way that is difficult to understand or accept

3. Read the headline and strapline of the article and predict what the article will be about.

- A) How women's role changing in Uzbekistan
- B) Survey results about women's role and status in Uzbekistan
- C) Development of women's role in socio-political, socio-economic and cultural life

"WOMEN OF UZBEKISTAN: SOCIAL WELLBEING AND SOCIAL MOOD"

The centre for public opinion studies - "Ijtimoiy Fikr" conducted a sociological survey "Women of Uzbekistan - 2018: social wellbeing and social mood".

The survey was conducted in all regions of the Republic, having involved the representatives of all social groups, different nationalities and religious

confessions, urban and rural women, the youth and the older generation.

According to the survey, a woman in Uzbekistan plays an increasingly important role in the life of the country, takes an active part in the processes of state and social construction. 87.2% of interviewed survey participants had the same point of view. This is a clear **evidence** of a qualitatively new

stage of integration of women into the modern life of state and society.

The monitoring of public opinion survey **revealed** a high civil and social activity of women. Woman of Uzbekistan display a professional and creative ability in all spheres of life: economic, political, social, cultural, and this is **confirmed** by the results of a public opinion survey. The survey revealed changes in the participation and role of women in various areas of the country, society and family. Analysis of the results showed that women increasingly participate in all spheres of life. The vast majority of respondents (89.3%) noted the increased involvement of women in the field of **entrepreneurship** and small business, as well as in the field of culture and art (86.5%), education, health, social security (81.5%).

The majority of survey participants noted the increased role of women in the family. Women are responsible for the physical and spiritual health of the younger generation, its **harmonious** development, educating youth in the spirit of national and universal values, protecting children from **alien** to our mentality negative ideas. Personal qualities of a woman, her worldview, cultural level, values, and daily work create a positive climate in the family, the atmosphere of mutual understanding, positive impact on relationships between family members and different generations.

According to the survey, the modern woman makes a significant contribution to the family budget, participates in decisions concerning the life of the family and its members. All of this is the contribution of women to the development of the family and the society as a whole.

In the course of the study, the respondents answered the questions about how, in their opinion, the role of women in Uzbek society and in the country as a whole will change in the coming years. The majority of survey participants (70.7%) believe that the status and role of women in state and public construction will increase further.

The results of the survey demonstrated that women of today's Uzbekistan are initiative, enterprising, socially responsible, an active member of all transformations **ongoing** the country, and consider the motherhood as their main purpose. 82.4% of survey participants said that they consider the role of mother as the most important social function. The

results are quite natural, since it is through motherhood the socialization of women in the society happens.

The results of the survey showed that Uzbek women feel social support in connection with the execution and implementation of presidential Decree "On additional measures on supporting activities of Women's Committee of Uzbekistan" dated 25 January 2004. The vast majority (94.9%) of survey participants noted that women feel that support.

The survey revealed a level of legal literacy of women: every third respondent noted that she knows her civil rights, every second is aware broadly. The majority of survey participants familiar with the contents of the Constitution of the Republic of Uzbekistan, one in four carefully and thoroughly acquainted with the text of the Constitution. About 40% of the respondents in an effort to further improve their legal literacy, keep track of all relevant information in the media, read legal literature, etc.

The women of Uzbekistan perceive labor as the most important value in life, and see it as a way to assert themselves in the society and the opportunity to realize their creative potential. The majority of the women strive to improve their professional and educational level and regularly allocate time and money for self-development. The study revealed a high level of labor mobility of women: 70.4% of respondents said that they are ready in case of need to study and learn a new profession.

The social optimism of survey participants noted during the analysis of the main life goals of the respondents was evident in their responses to the question: "Do you consider yourself happy?" Most of the respondents answered YES.

As shown by the results of the survey, most of the respondents (82.1%) are convinced that they will be able to realize their life goals and aspirations.

The main factors that inspire optimism and faith in a prosperous and stable future, the survey showed, for most women are peaceful situation in the country, political stability and socio-economic situation in the society, peace in family life and the **welfare** of friends and relatives, the opportunity to pursue their passions, own successes and the successes of the children.

4. Read the text again and write True if the statement is correct, False if it is incorrect.

- 1) Approximately 90% of respondents noted that women are actively involved in the life of the country. ____
- 2) According to the survey results women's involvement in all fields varies significantly. ____
- 3) It is stated that the young generation's success and wellbeing depends greatly on women's personal quality, her outlook, cultural level, values. ____
- 4) Nearly one- third of the respondents are certain that women's status and role in state and public construction will rise in the future. ____
- 5) Women of the country consider more than eight factors inspire optimism and faith in a prosperous and stable future. ____

5. Answer the questions about the reading.

- 1) Who was involved in the survey conducted by the centre for public opinion studies?
- 2) What role do women play in the process of upbringing children?
- 3) Why should women be familiar with their legal rights?
- 4) What is respondents' opinion about self-development in the career path?
- 5) When questioned whether they considered themselves happy, most of the respondents answered YES. What factors did they take into account while answering positively to the question?

6. Discussion.

How would you respond to survey questions if you were involved in it?

APPENDIX 1

TYPES OF READING MATERIALS

Textbooks

The most familiar reading material at university is the **textbook**. These are academic books, usually focused on one discipline, and their primary purpose is to educate readers on a particular subject—"Principles of Algebra," for example, or "Introduction to Business." It's not uncommon for instructors to use one textbook as the primary text for an entire course. Instructors typically assign chapters as readings and may include any word problems or questions in the textbook, too.

Articles

Instructors may also assign **academic articles** or **news articles**. Academic articles are written by people who specialize in a particular field or subject, while news articles may be from recent newspapers and magazines. For example, in a science class, you may be asked to read an academic article on the benefits of rainforest preservation, whereas in a government class, you may be asked to read an article summarizing a recent presidential debate. Instructors may have you read the articles online or they may distribute copies in class or electronically.

The chief difference between news and academic articles is the intended audience of the publication. News articles are mass media: They are written for a broad audience, and they are published in magazines and newspapers that are generally available for purchase at grocery stores or bookstores. They may also be available online. Academic articles, on the other hand, are usually published in scholarly journals with fairly small circulations. It's common to access academic articles through online databases hosted by libraries.

Literature and Nonfiction Books

Instructors use **literature** and **nonfiction books** in their classes to teach students about different genres, events, time periods, and perspectives. For example, a history instructor might ask you to read the diary of a girl who lived during the Great Depression so you can learn what life was like back then. In an English class, your instructor might assign a series of short

stories written during the 1960s by different American authors, so you can compare styles and thematic concerns.

Literature includes short stories, novels or novellas, graphic novels, drama, and poetry. Nonfiction works include creative nonfiction—narrative stories told from real life—as well as history, biography, and reference materials. Textbooks and scholarly articles are specific types of nonfiction; often their purpose is to instruct, whereas other forms of nonfiction be written to inform, to persuade, or to entertain.

Purpose of Academic Reading

Casual reading across genres, from books and magazines to newspapers and blogs, is something students should be encouraged to do in their free time because it can be both educational and fun. In college, however, instructors generally expect students to read resources that have particular value in the context of a course. Why is academic reading beneficial?

- **Information comes from reputable sources:** Web sites and blogs can be a source of insight and information, but not all are useful as academic resources. They may be written by people or companies whose main purpose is to share an opinion or sell you something. Academic sources such as textbooks and scholarly journal articles, on the other hand, are usually written by experts in the field and have to pass stringent peer review requirements in order to get published.
- **Learn how to form arguments:** In most college classes except for creating writing, when instructors ask you to write a paper, they expect it to be argumentative in style. This means that the goal of the paper is to research a topic and develop an argument about it using evidence and facts to support your position. Since many college reading assignments (especially journal articles) are written in a similar style, you'll gain experience studying their strategies and learning to emulate them.
- **Exposure to different viewpoints:** One purpose of assigned academic readings is to give students exposure to different viewpoints and ideas. For example, in an ethics class, you might be asked to read a series of articles written by medical professionals and religious leaders who are pro-life or pro-choice and consider the validity of their arguments. Such experience can help you wrestle with ideas and beliefs in new ways and develop a better understanding of how others' views differ from your own.

READING STRATEGIES FOR ACADEMIC TEXTS

Effective reading requires more engagement than just reading the words on the page. In order to learn and retain what you read, it's a good idea to do things like circling key words, writing notes, and reflecting. Actively reading academic texts can be challenging for students who are used to reading for entertainment alone, but practicing the following steps will get you up to speed:

Preview: You can gain insight from an academic text before you even begin the reading assignment. For example, if you are assigned a nonfiction book, read the title, the back of the book, and table of contents. Scanning this information can give you an initial idea of what you'll be reading and some useful context for thinking about it. You can also start to make connections between the new reading and knowledge you already have, which is another strategy for retaining information.

Read: While you read an academic text, you should have a pen or pencil in hand. Circle or highlight key concepts. Write questions or comments in the margins or in a notebook. This will help you remember what you are reading and also build a personal connection with the subject matter.

Summarize: After you read an academic text, it's worth taking the time to write a short summary—even if your instructor doesn't require it. The exercise of jotting down a few sentences or a short paragraph capturing the main ideas of the reading is enormously beneficial: it not only helps you understand and absorb what you read but gives you ready study and review materials for exams and other writing assignments.

Review: It always helps to revisit what you've read for a quick refresher. It may not be practical to thoroughly reread assignments from start to finish, but before class discussions or tests, it's a good idea to skim through them to identify the main points, reread any notes at the ends of chapters, and review any summaries you've written.

READING STRATEGIES FOR SPECIALIZED TEXTS AND ONLINE RESOURCES

At university it's not uncommon to experience frustration with reading assignments from time to time. Because you're doing more reading on your own outside the classroom, and with less frequent contact with instructors than you had in high school, it's possible you'll encounter readings that

contain unfamiliar vocabulary or don't readily make sense. Different disciplines and subjects have different writing conventions and styles, and it can take some practice to get to know them. For example, scientific articles follow a very particular format and typically contain the following sections: an abstract, introduction, methods, results, and discussions. If you are used to reading literary works, such as graphic novels or poetry, it can be disorienting to encounter these new forms of writing.

Below are some strategies for making different kinds of texts more approachable.

Get to Know the Conventions

Academic texts, like scientific studies and journal articles, may have sections that are new to you. If you're not sure what an "abstract" is, research it online or ask your instructor. Understanding the meaning and purpose of such conventions is not only helpful for reading comprehension but for writing, too.

Look up and Keep Track of Unfamiliar Terms and Phrases

Have a good dictionary such as Merriam-Webster handy (or find it online) when you read complex academic texts, so you can look up the meaning of unfamiliar words and terms. Many textbooks also contain glossaries or "key terms" sections at the ends of chapters or the end of the book. If you can't find the words you're looking for in a standard dictionary, you may need one specially written for a particular discipline.

If you circle or underline terms and phrases that appear repeatedly, you'll have a visual reminder to review and learn them. Repetition helps to lock in these new words and their meaning get them into long-term memory, so the more you review them the more you'll understand and feel comfortable using them.

Look for Main Ideas and Themes

As a university student, you are not expected to understand every single word or idea presented in a reading, especially if you haven't discussed it in class yet. However, you will get more out of discussions and feel more confident about asking questions if you can identify the main idea or thesis in a reading. The thesis statement can often (but not always) be

found in the introductory paragraph, and it may be introduced with a phrase like “In this essay I argue that . . .” Getting a handle on the overall reason an author wrote something (“to prove X” or “to explore Y,” for instance) gives you a framework for understanding more of the details. It’s also useful to keep track of any themes you notice in the writing. A theme may be a recurring idea, word, or image that strikes you as interesting or important: “This story is about men working in a gloomy factory, but the author keeps mentioning birds and bats and windows. Why is that??”

Get the Most of Online Reading

Reading online texts presents unique challenges for some students. For one thing, you can’t readily circle or underline key terms or passages on the screen with a pencil.

While there’s no substitute for old-fashioned self-discipline, you can take advantage of the following tips to make online reading more efficient and effective:

- Where possible, download the reading as a PDF, Word document, etc., so you can read it offline.
- Get one of the apps that allow you to disable your social media sites for specified periods of time.
- Adjust your screen to avoid glare and eye strain, and change the text font to be less distracting.

Look for Reputable Online Sources

Professors tend to assign reading from reputable print and online sources, so you can feel comfortable referencing such sources in class and for writing assignments. If you are looking for online sources independently, however, devote some time and energy to critically evaluating the quality of the source before spending time reading any resources you find there. Find out what you can about the author (if one is listed), the Web site, and any affiliated sponsors it may have. Check that the information is current and accurate against similar information on other pages. Depending on what you are researching, sites that end in “.edu” (indicating an “education” site such as a college, university, or other academic institution) tend to be more reliable than “.com” sites.

Pay Attention to Visual Information

Images in textbooks or journals usually contain valuable information to help you more deeply grasp a topic. Graphs and charts, for instance, help show the relationship between different kinds of information or data—how a population changes over time, how a virus spreads through a population, etc.

Data-rich graphics can take longer to “read” than the text around them because they present a lot of information in a condensed form. Give yourself plenty of time to study these items, as they often provide new and lasting insights that are easy to recall later (like in the middle of an exam on that topic!).

GLOSSARY

appropriate - correct or suitable for a particular time, situation, or purpose

attitudes -the opinions and feelings that you usually have about something, especially when this is shown in your behavior

article - piece of writing about a particular subject in a newspaper or magazine

achievement - something important that you succeed in doing by your own efforts

action -the process of doing something, especially in order to achieve a particular thing

among-in or through the middle of a group of people or things

attention -when you carefully listen to, look at, or think about someone or something

assess - to make a judgment about a person or situation after thinking carefully about it

absent -not at work, school, a meeting etc, because you are sick or decide not to go

administration - the activities that are involved in managing the work of a company or organization

achieve - to successfully complete something or get a good result, especially by working hard

analyze -to examine or think about something carefully, in order to understand it

analysis – a careful examination of something in order to understand it better

alternative- an alternative idea, plan is different from the one you have and can be used instead

awareness - knowledge or understanding of a particular subject or situation

attract - to make someone interested in something, or make them want to take part in something

according to - as shown by something or stated by someone

architecture - the style and design of a building or building

ancestor - member of your family who lived a long time ago

appreciate -to understand how serious or important a situation or problem is or what someone's feelings are

activity- things that people do, especially in order to achieve a particular aim

appearance- the way someone or something looks to other people

altitude- the height of an object or place above the sea

abroad -in or to a foreign country

administrative - relating to the work of managing a company or organization

available - something that is available is able to be used or can easily be bought or found

ample - more than enough

atmosphere - the feeling that an event or place gives you

academic - relating to education, especially at college or university level

assistant- someone whose job is just below the level of manager

advantage- something that helps you to be more successful than others, or the state of having this

admission - a statement in which you admit that something is true or that you have done something wrong

adopt - to take someone else's child into your home and legally become its parent

adapt - to gradually change your behaviour and attitudes in order to be successful in a new situation

assess-to make a judgment about a person or situation after thinking carefully about it

administration - the activities that are involved in managing the work of a company or organization

attraction - a feeling of liking someone, especially in a sexual way

aid - help, such as money or food, given by an organization or government to a country or to people who are in a difficult situation

apprenticeship - the job of being an apprentice, or the period of time in which you are an apprentice

affect - to do something that produces an effect or change in something or in someone's situation

avoid - to prevent something bad from happening

admit - to agree unwillingly that something is true or that someone else is right

afford - to have enough money to buy or pay for something

antiquated - old-fashioned and not suitable for modern needs or conditions – used to show disapproval

assure - to tell someone that something will definitely happen or is definitely true so that they are less worried

arrive - to get to the place you are going to

addictive - if a substance, especially a drug, is addictive, your body starts to need it regularly and you are unable to stop taking it

audiovisual - involving the use of recorded pictures and sound

awful - very bad or unpleasant

adore - to love someone very much and feel very proud of them

allowance - an amount of money that you are given regularly or for a special purpose

assert - to state firmly that something is true

associate - to make a connection in your mind between one thing or person and another

around - surrounding or on all sides of something or someone

additional - more than what was agreed or expected

argument - a situation in which two or more people disagree, often angrily

apprentice - someone who works for an employer for a fixed period of time in order to learn a particular skill or job

B

based on - if you are based somewhere, that is the place where you work or where your main business is

blur - a shape that you can not see clearly

blow - move create an air current

breathlessly - in a way that involves gasping for breath, typically due to exertion

biomass - total mass of organisms in a given area or volume

belongings - one's moveable possessions

bilateral - having or relating two sides, affecting both sides

C

concern - a feeling of worry about something important

comprehension - including all the necessary facts, details, or problems that need to be dealt with

context - the situation, events, or information that are related to something and that help you to understand it

critically - so ill or so badly injured that you might die

cross-cultural - belonging to or involving two or more different societies, countries,

charity - an organization that gives money, goods, or help to people who are poor, sick

contribution- something that you give or do in order to help something be successful

conduct - carry out a particular activity or process, especially in order to get information or prove facts

collaboration - when you work together with another person or group to achieve something, especially in science or art

consideration - careful thought and attention, especially before making an official or important decision

contemporary - belonging to the present time

conifer - a tree such as a pine or fir that has leaves like needles and produces brown cone that contain seeds. Most types of conifer keep their leaves in winter.

combine - if you combine two or more different things, or if they combine, they begin to exist or work together

complicate - to make a problem or situation more difficult

collapse - if a building, wall collapses, it falls down suddenly, usually because it is weak or damaged

cast - to provide new information about something, making it easier to understand

crane - a large tall machine used by builders for lifting heavy things

clumsy - moving or doing things in a careless way, especially so that you drop things, knock into things

contradiction - difference between two statements, beliefs, or ideas about something that means they cannot both be true

commercial - related to business and the buying and selling of goods and services

cinematography - the skill or study of making films

congenital - a congenital medical condition or disease has affected someone since they were born

comprehensive - including all the necessary facts, details, or problems that need to be dealt with

D

dynamic - full of energy and new ideas, and determined to succeed

demonstrate - to show or prove something clearly

distance - the amount of space between two places or things

deserve - to have earned something by good or bad actions or behaviour

drought - a long period of dry weather when there is not enough water for plants and animals to live

devastate - to make someone feel extremely shocked and sad

deteriorate - to become worse

E

entitle - to give someone the official right to do or have something

ensure - to make certain that something will happen properly

earn - to receive a particular amount of money for the work that you do

encampment - a large temporary camp, especially of soldiers

exposure - when someone is in a situation where they are not protected from something dangerous or unpleasant

empathy - the ability to understand other people's feelings and problems

embarrass - to make someone feel ashamed, nervous, or uncomfortable, especially in front of other people

F

familiarize - to learn about something so that you understand it, or to teach someone else about something so that they understand it

fluently - able to speak a language very well

fascinating - extremely interesting

freshman - a student in the first year of high school or university

flourishing - to develop well and be successful

feasible - a plan, idea, or method that is feasible is possible and is likely to work

fertilizer - a substance that is put on the soil to make plants grow

grunt - to make short sounds or say a few words in a rough voice, when you do not want to talk

growth - an increase in amount, number, or size

gorge - a deep narrow valley with steep sides

H

highlight- to make a problem or subject easy to notice so that people pay attention to it

heritage - the traditional beliefs, values, customs etc of a family, country, or society

hunger - lack of food, especially for a long period of time, that can cause illness or death

harbor - an area of water next to the land where the water is calm, so that ships are safe when they are inside it

herbicide - a substance used to kill unwanted plants

harmonious - harmonious relationships are ones in which people are friendly and helpful to one another

I

implement - to take action or make changes that you have officially decided should happen

indicate - to show that a particular situation exists, or that something is likely to be true

improvement - the act of improving something, or the state of being improved

invaluable - extremely useful

inexhaustible - something that is inexhaustible exists in such large amounts that it can never be finished or used up

impression - the opinion or feeling you have about someone or something because of the way they seem

inclined - to hold a particular opinion, but not very strongly

inheritance - money, property that you receive from someone who has died

L

low-yield - used to describe investments that do not pay much income:

landmark - a building or place that is easily recognized, especially one that you can use to judge where you are:

lake bed - The bottom of a lake, especially after the lake has gone dry.

M

meadow - a field with grass and often wild flowers in it:

medieval- related to the Middle Ages (= the period in European history from about AD 600 to AD 1500):

magnitude - the large size or importance of something:

machete - a large knife with a wide blade, used for cutting trees and plants or as a weapon

maxillofacial -relating to the mouth, jaw, face, and neck, or to medical treatment of this part of the body

N

nutrient -any substance that plants or animals need in order to live and grow

non renewable energy - it comes from sources that will eventually run out, such as oil and coal.

nightmare - a very upsetting or frightening dream:

O

opportunity- an occasion or situation that makes it possible to do something that you want to do or have to do, or the possibility of doing something:

overlap - to cover something partly by going over its edge; to cover part of the same space:

outright- completely or immediately:

ongoing- continuing to exist or develop, or happening at the present moment:

P

preservation - the act of keeping something the same or of preventing it from being damaged:

pasture - grass or similar plants suitable for animals such as cows and sheep to eat, or an area of land covered in this:

paucity -the fact that there is too little of something:

potential-possible when the necessary conditions exist

proud-feeling pleasure and satisfaction because you or people connected with you have done or got something good:

plunge **into**-to suddenly start doing something actively or enthusiastically

provocative-causing thought about interesting subjects

R

requirement- something that you must do, or something you need:

recognition-agreement that something is true or legal:

ranking - a rank or level, for example in a competition:

ridge - a long, narrow raised part of a surface, especially a high edge along a mountain:

remote - far away in distance:

relax- to (cause someone to) become less active and more calm and happy, or to (cause a part of the body to) become less stiff:

reveal - to make known or show something that is surprising or that was previously secret:

renewable energy- energy that is produced using the sun, wind, etc., or from crops, rather than using fuels such as oil or coal:

S

spiritual-
relating to deep feelings and beliefs, especially religious beliefs

sapling - a young tree

surface - the outer or top part or layer of something:

surround - to be everywhere around something:

sucrose - the type of sugar that exists naturally in most plants that grow on land

slap - a quick hit with the flat part of the hand or other flat object:

stigma - a strong feeling of disapproval that most people in a society have about something, especially when this is unfair:

scoop out - to remove something that is inside something else with a spoon:

scare - to (make a person or animal) feel frightened:

T

tributary a river or stream that flows into a larger river or a lake:

U

upbringing - the way in which you are treated and educated when young, especially by your parents, especially

y in relation to the effect that this has on how you behave and make moral decisions:

unique- being the only existing one of its type or, more generally, unusual, or special in some way:

upcoming-happening soon:

unwrap - to remove the paper or other covering from something

unveil - to remove a covering like a curtain from a new structure at a formal ceremony in order to show the opening or finishing of a new building or work of art:

uranium - a chemical element that is a heavy, radioactive metal, used in the production of nuclear power and in some types of nuclear weapon

V

values- the principles that help you to decide what is right and wrong, and how to act in various situations:

violence -actions or words that are intended to hurt people:

vote-

to express your choice or opinion, especially by officially writing a mark on a paper or by raising your hand or speaking in a meeting:

virtual reality - a set of images and sounds, produced by a computer, that seem to represent a place or a situation that a person can take part in

W

word-of-mouth- given or done by people talking about something or telling people about something:

weapon - any object used in fighting or war, such as a gun, bomb, knife,

welfare - help given, especially by the state or an organization, to people who need it, especially because they do not have enough money

wind energy - electrical energy obtained from harnessing the wind with windmills or wind turbines

ANSWER KEYS

Lesson 1

Task 1

1) 60; 2) 2019; 3) 2018 4) 2017; 5) 1997; 6) 2016; 7) 13; 8) 76; 73.5

Task 2

- | | |
|--------------------------|---|
| 1. To be in the focus | a) in the centre of attention |
| 2. Dynamic | b) continuously changing, developing |
| 3. Stable | c) steady and not likely to change |
| 4. Entrepreneurship | d) process of starting new business |
| 5. Liberalization | e) making a system, law, or moral attitudes less strict |
| 6. altitude | f) the height of an object or place above the sea |
| 7. To deepen partnership | g) to make partnership stronger |
| 8. well-being | h) feeling of being comfortable, healthy, and happy |

Task 2

B) Uzbekistan's achievements on the pages of "Kazakhtanskaya Pravda"

Task 3. Choose the best ending to each sentence.

1C; 2C; 3B; 4A; 5 B

Task 4. Scan the article to answer the following questions.

- 1) Which topic attracts foreign press about Uzbekistan? (materials on the results of the implementation of the "Five action strategies of development")
- 2) What is the source of improvement of the well-being of the population in Uzbekistan? (stable growth of the economy)
- 3) What do numbers "56 and 90" represent in the text? (56% represents small business. 90% represents all businesses)
- 4) Special attention in the material focuses on the growing authority of Uzbekistan in the international arena, and the comprehensive development and deepening its strategic partnership with Kazakhstan
- 5) How do two neighboring countries continue their relationship? (It is underlined that the bilateral relations are also based on the awareness of the historical role and responsibility for the fate of the two states of Central Asia, the strengthening of peace, stability and security in the region, ensuring the well-being and prosperity for all peoples)

Task 6

- 1) Eva Vietsma, Project Manager of International Center of Wageningen University, professor (Netherlands)
- 2) Fahad al-Mekrad, professor of Arab Open University (Kuwait)
- 3) Julio Kasati, professor of InsubriaUniversiy (Italy)

Task 7

- 1) F; 2) Tr 3) F; 4) Tr; 5) Tr; 6) F; 7) F

Task 8

- 1) Treatise
- 2) Sacred
- 3) Worship
- 4) Inexhaustible
- 5) on the basis of
- 6) Restoration

LESSON 2

Task 2

- 1) To be more than a particular number or amount
- 2) A long area of high land, especially at the top of the mountain
- 3) The distance from the top surface of smth such as a river to the bottom
- 4) Small flags on strings, used to decorate buildings and streets on special occasions
- 5) A common bird with shiny black feathers that lives especially in cities
- 6) Evergreen trees' fruit

Task 2

1 fertile soil; 2 above sea level; 3 unique lanscape; 4 high altitude; 5 conifer seeds; 6 deserve attention.

Zaamin state reserve.

Task 3

1F; 2 F; 3 F; 4 T; 5 T; 6 F.

Task 5

c) To persuade you to go to one of the places.

Task 6

- 1) A 2) D 3) B 4) C

LESSON 3**Task 1**

1. They are students
2. They are in different places, such as canteen, cafeteria, library, office.
3. They are working.
4. Students working at many different jobs.

Task 2.

Part time job opportunities for students in Uzbekistan.

Task 5

Part time job opportunities for students in the USA.

Task 6

- 1) a 2) a 3) b 4) b 5) a

Task 7

1. False
2. False
3. True
4. False
5. False
6. False

Task 8

- a) Students can work on part time basis or for few hours. B
- b) Students can work at admissions department. USA
- c) Students can work as a study hall or library monitor. USA
- d) Students get financial support as well as experience. Uz
- e) Students of different courses have special opportunities to work on-campus. USA
- f) Colleges offer on-campus jobs for students. B
- g) Students should search in order to find appropriate jobs off-campus. B
- h) There is a chance to earn through internships. Uz

LESSON 4

Task 2

- 1) to produce curiosity about something
- 2) the most common form of sugar
- 3) a substance that is needed to keep a living thing alive and to help it to grow
- 4) to become larger in size, number, or amount
- 5) a young tree
- 6) producing few crops

Task 3 A. Guarantee of rich harvest

Task 4

1. E 2. A 3. D 4. C 5. B

Task 4

1) B 2) A 3) D 4) C

Task 5

1. the nutritional value of fruits, vegetables and melons produced in Uzbekistan is high thanks to their richness in sucrose, amino acids that are necessary for life and micronutrients.
2. there was discussion about the creation of new intensive gardens and vineyards in the region, the construction of cold storage facilities, processing enterprises, intercropping and the export of agricultural products.
3. A. Ahmadjonov did.
4. In the year 2017, intensive gardens are to be created in 833 hectares and vineyards in 670 hectares. At the same time, under 12 promising projects, cold storage facilities will be created with an overall capacity of 2100 tonnes. The construction of small plants for processing crops quickly and well will make it possible to lay in additional 3520 tonnes of agricultural products a year.

Task 6

One should have a burning desire to do something. (*it's something that you want to do*)

Task 7

1) F 2) Tr 3) F 4) Tr 5) Tr 6) F 7) Tr 8) Tr

Task 8

- 1) To ignore or stop listening to someone or something - to tune something out
- 2) Someone who works for an employer for a fixed period of time in order to learn a particular skill or job - an apprentice
- 3) To move backwards - to step back
- 4) To deliberately avoid someone or something - to shun
- 5) Told by people to each other - word-of-mouth
- 6) To compile - put together

LESSON 5

Task 1(Suggested answers)

- The earth is crying because the human race is destroying it.
- Litter, many endangered species are in danger of extinction, deforestation.
- Other problems: acid rain, air pollution, water pollution, disappearing natural resources, oil slicks, the greenhouse effect, new disease, etc.

2 (Suggested answer)

The poem is about the damage we are doing to our planet. It is a warning of what might happen in the future.

Task 2

- A drought
- B litter
- C+F destruction of the rainforests
- D air pollution
- E water pollution

Task 3 Reading

1 E 2A 3C 4F

Task 5

- | | |
|--------------|---------------|
| 1. animal | 5. extinction |
| 2. cut | 6. fumes |
| 3. lose | 7. adopt |
| 4. chemicals | |

Task 6. (Reading 2)

- 13. Divert a river - to change the direction in which the river travels
- 14. Devastate - to damage smth very badly or completely
- 15. Degrade - to make the condition of smth worse
- 16. Flush - to force water in order to clean some area
- 17. Eradicate - to end; to destroy
- 18. Paucity - the lack of smth
- 19. rebounded - increase again after decreasing
- 20. feasible - possible
- 21. lake bed - the flat ground at the bottom of a lake
- 22. fertilizers - a substance that is put on the soil to make plants grow
- 23. pesticides - a chemical substance used to kill insects and small animals that destroy crops
- 24. tributary - a stream of river that flows into a larger river

Task 7 A. urban sprawl

- B. acid rain
- C. destruction of the ozone layer
- D. deforestation
- E. litter
- F. water contamination

(Suggested answers)

B The problem of acid rain is caused by factories and cars releasing poisonous chemicals into the air. As a result, trees, lakes and buildings are being damaged.

C The problem of the destruction of the ozone layer is caused by chemicals from aerosol sprays and fridges. As a result, more and more people are getting skin cancer.

D The problem of deforestation is caused by trees being burnt or cut down. As a result, less and less oxygen is being produced.

E The problem of litter is caused by the production of too much packaging and food waste. As a result, diseases are spreading more easily.

F The problem of water contamination is caused by the dangerous chemicals from factories which are being poured into oceans, rivers and streams. As a result, fish are dying.

Task 7

a) What happened to Aral Sea?

LESSON 6

Task 2

- 1) Magnitude **b**
- 2) Trigger a landslide **g**
- 3) Debris **c**
- 4) Devastating **f**
- 5) Death toll **e**
- 6) Take the brunt of **a**
- 7) Scour the coasts **d**

Task 3

The most devastating earthquakes.

Task 3. Scan the passage and find out what the given numbers represent.

- 1) 1966 Tashkent earthquake
- 2) 230,000 number of people died in Sumatra
- 3) 8.6 Assam-Tibet earthquake with magnitude 8.6
- 4) 10,000 number of soldiers
- 5) 60% percentage of fishing and industrial infrastructure of the poorest communities lost during the earthquake in Sumatra

Task 5

- 1) A 2) b 3) c 4) b 5) a

LESSON 7

Task 2

- 1) A general attitude in which people treat something as a wrong or embarrassing, especially in an unfair way
- 2) To have good reputation
- 3) Different but together form a useful combination of skills, qualities
- 4) A shared area of interest, responsibility
- 5) Becoming less clear or vague
- 6) To keep something not harmed; not damaged

7) Likely to do something bad; or likely to be affected by something bad

Family ties influence children greatly. (extra)

1. It's gotten harder for couples to stay together.
2. Side effects of the new law.
3. Who holds the power?
4. Do your own business and I will do mine.
5. Family values differ in the past
6. Is marriage old fashioned or unworthy?
7. **Family ties influence children greatly.**

Task 3

- 1) Divorce rates over the last few decades.
- 2) In brief
- 3) Couples were given more freedom to choose their own paths, but with an unintended side effect which helped to remove divorce's negative stigma, allowing couples to retain their good standing in the community.
- 4) Men try to fix marital problems because they're better at making decisions.
- 5) Couples performed functionally different roles in the family.
- 6) Been working against marriage now.
- 7) Four (adoption of no-fault laws; gender equality; functionally different roles; strong ego).

LESSON 8

Task 3.

Sections	A	B	C	D	E	F	G	H	I
Answers	II	IX	VI	III	X	V	IV	VII	XI

Task 4.

- 1) to express the cause of eternal gratitude.
- 2) He was glad and impressed by his children's success.
- 3) He looked sorrowful.
- 4) Because an illiterate boy can never leave the village.
- 5) He didn't want his sister's being beaten.
- 6) Moving to his sister's house with his parents and working as the manager of the repair department.

1	2	3	4
C	B	A	B

Task 5

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

LESSON 9

Task 1

1-c; 2-g; 3-d; 4-e; 5-b; 6-f; 7-I; 8-h; 9-a

Task 2 TRUE/FALSE ACTIVITY

1. TRUE
2. TRUE
3. FALSE
4. FALSE
5. TRUE
6. TRUE
7. TRUE
8. FALSE

7) Who said ... activity

- a. Leah Travels**
- b. Kelly Dunning**
- c. Lindsay**
- d. Jessica Z**
- e. Adam**

LESSON 10

Task 2

- 1) Ideas, skills, literature etc from the past that influence people in the present
- 2) To think about a problem or situation until you find the answer
- 3) cultural inheritance
- 4) very different from each other
- 5) a difference between two statements, beliefs, or ideas about something that means they can not both be true

LESSON 11

Task 2

1. Benefits of the Visual Media
2. Media Replaces Other Activities
3. The Effects of TV on the Mind
4. The Effects of Violence in the Media
5. Dissatisfaction with the Normal living

6. Disadvantage of the Media: Addiction

Task 3

1) A 2) B 3) B 4) C 5) C 6) B 7) B 8) A

Task 5 1-P; 2- N; 3- P; 4-P; 5-N; 6-N

LESSON 12

Task 2

- 1) The person you are speaking to
- 2) To become completely involved in an activity
- 3) To suddenly experience a difficult or unpleasant situation, or to make someone or something do this
- 4) To become worse
- 5) To elect
- 6) Very unkind
- 7) To behave in a determined way and say clearly what you think

Task 3

- 1) Teacher's viewpoint about schoolchildren's preference of virtual reality to real world events.
- 2) Staying on-line communicating through Internet

Task 4.

1) F; 2) NG; 3) Tr; 4) Tr; 5) Tr; 6) F; 7) Tr

Task 6

Chris Froome aiming to end 22-year wait for Vuelta a Espana and Tour double (He wants to achieve feat not managed since 'vicious'

Vuelta moved to August and would also become first British rider to win Spain's national tour.)

Six Sri Lankan-style curry recipes using British summer veg

From a sambol made with sorrel to curries of beetroot, courgette and runner beans, these recipes show how the British summer bounty can be put to use the Sri Lankan way ...

England and Wales record warmest winter since 1910 (Met Office figures for 2016 also show long-term decrease in amount of frost, while last winter was the second wettest on record across the country)

Mercury prize 2017: Ed Sheeran, Stormzy and the xx feature on shortlist (The nominees for the prestigious award include hit records from Blossoms, Alt-J and J Hus, but there is room for curveballs such as the Big Moon and Dinosaur.)

Scuba diving trips around the world: readers' tips

(The Maldives and the Barrier Reef are famous scuba spots, but our readers also love some less obvious places for wrecks, weird fish and top diving companies.)

1) The eight-billion-dollar man (After 15 years, Tom Hanks is directing again. He is still the most bankable actor in the world, so where he's been – and why is he dining with Obama and the Queen, asks Jeff Dawson.)

Task 7

- a) The eight-billion-dollar man ____ 1
- b) England and Wales record warmest winter since 1910 ____ 3
- c) Mercury prize 2017: Ed Sheeran, Stormzy and the xx feature on shortlist ____ 2/5
- d) Chris Froome aiming to end 22-year wait for Vuelta a Espana and Tour double ____ 3
- e) Six Sri Lankan-style curry recipes using British summer veg ____ 4
- f) Scuba diving trips to arrange around the world ____ 6

LESSON 13

Task 2

1-Clear and direct

2-To prohibit

3-To get an official right to use or sell a product or invention

4-A slow steady movement from one place to another

5- Certain to happen and impossible to avoid

6-A substance used to kill unwanted plants

7- The act of increasing the area of activity, group of people, etc, that is effected by smth

Task 3

1) What is a GMO?

2) Are GMOs safe?

3) Which foods might contain GMOs?

- 4) How do GMOs affect farmers?
- 5) What are the impacts of GMOs on the environment?

Task 4

- 1) GMO structure has been altered to ...b
- 2) GMOs are not considered to be safeb
- 3) GMOs producing companies now have the right to claim against farmersb
- 4) Nearly quarter of all GMOs grown worldwide are ...a
- 5) “Which” in paragraph 5 refers to ...a

Task 5

- 75- The number countries where survey was conducted.
- 198- The amount of reported incidents showing low levels of GMOs in whole food crops.
- 138- The amount of reported incidents between 2009 and 2012.
- 55- The number of countries which does not allow sale of GMOs.
- 37- The number of countries that is less or not capable to detect GMOs.

Task 7

- A) Offender - A person or a country who commits a crime.
- B) To detect - To discover, to notice sth, especially difficult to see, hear, etc.
- C) shipments-the process of sending goods from one place to another.
- D) Spike - a sudden large increase in the number or rate of smth
- E) Groundbreaking – work which involves making new discoveries, using new methods

LESSON 14

Task 2

- 1) Biomass energy Energy released from plants (wood, corn, etc) through combustion or other chemical process
- 2) Fossil Fuel A non-renewable energy resource that began to form millions of years ago from the remains of once living plants and animals. Its current forms include petroleum, coal and natural gas.
- 3) Hydropower Transformation of the energy stored in a depth of water into electricity
- 4) Non renewable energy Resources, such as fossil fuels that cannot be replaced by natural processes at the same rate it is consumed

- 5) Renewable energy Resources, such as wind and water, that can be recycled or replaced at a rate faster than they are consumed.
- 6) Solar Energy Energy from the sun.
- 7) Wind energy Energy transferred with the motion of air in the lower atmosphere that arises from differential heating of the earth. The energy in the wind can be extracted as mechanical energy to do work such as grind grains (a wind mill) or generate electricity (wind turbine)
- Uranium An element that releases heat as it undergoes radioactive decay

Task 3

The advantages and disadvantages of alternative energy sources.

Task 4

- 1) F 2) Tr 3) F 4) F 5) Tr 6) F 7) F

Task 5

- 1) to reduce pollutants and greenhouse gases
- 2) the force of moving water.
- 3) To light torches.
- 4) France.
- 5) Biomass.

LESSON 15

Task 6

- 1) “My city» in line 1(paragraph 1) means
Aleppo
- 2) “It” in line 4 (paragraph 1) refers to
c) The city
d) b) university
- 3) “Those” in paragraph 3 means
c) Citizens of the city
d) b) students who studied at Aleppo university
- 4) “This” in paragraph 4 means
going to Damascus

LESSON 16

Task 2

- 1) Provocative (remarks which cause a lot of discussion)

- 2) To incorporate (to include smth as part of a group, plan, system and etc)
- 3) virtual reality (an environment produced by a computer that looks and seems real to the person experiencing it)
- 4) to negotiate issues (To discuss smth in order to reach an agreement)
- 5) to cultivate (To work hard to develop a particular skill, attitude or quality)

Task 3

1. There will be more creativity in education.
2. The classroom will be one big makers' space.
3. There will be no physical campus.
4. Students will learn that nothing is impossible.
5. Will schools even exist in 2050?
6. So long as there is a workplace... there will be schools.
7. School design won't change much.

Task 4

- 1) Josefino Rivera thinks in the future learners are involved in creative work as it becomes career requirement. **TR**
- 2) Learners will be evaluated in the same way. **F**
- 3) Teachers' role will change significantly. They will assist learners if only they need their monitoring. **TR**
- 4) Hyuk Jang thinks learners will not study at ordinary school buildings but they will go to schools like Minerva Schools. **TR**
- 5) According to Sharon Hadar virtual learning will replace traditional learning. **TR**

Task 5

- 1) Mathew A (I think the above comments are excellent.)
- 2) *Sivasankar D* (I don't think so.)
- 3) Andrew D (This is a funny question)
- 4) *FATIMA A* (Most of the students are not happy inside the 'traditional' classrooms.)
- 5) Mary D (Education will face limits to growth)

Task 6

- 1) Are educators concerned about homeschooling education in the future?(yes)

- 2) .Why does Sivasancar disapprove educators' views about future of education? (A teacher role will be in different. He would be a 'Facilitator', no more a mentor or a guide. The other role (mentor, guide etc.) will be done by an exclusive specialist)
- 3) Why does Yanglish find the question an odd one? (I am deeply convinced that a live person and not robotic teachers will always be.)
- 4) Do you support Fatima's viewpoint about "traditional Schools"? Give reasons to prove your idea? (No)

LESSON 17

Task 2

- 1) To give something to a particular person etc, especially after an official decision has been made
- 2) Relating to the upper jaw or face
- 3) Disease which has affected someone since they were born
- 4) To make something as a total
- 5) The amount of money that you spend on something

Task 4

- 1) F 2)Tr 3) F 4) F 5) Tr

Task 5

Camel Given In Charity

Task 6

- 1) His son shook his head in response.
- 2) So he took her along with her calf and knocked on the door of his neighbour.
- 3) Their openings are on the top of the ground, as the Bedouins know of very well.
- 4) Then they remembered that their father gave a she-camel to their poor neighbour.
- 5) I don't want your camel in return!"
- 6) He checked his breath and he was still breathing after one week!
- 7) I drank from it until I took from what is sufficient and then it would go!

LESSON 19

Task 2

- 1) Facts or signs that show that smth exists or is true

- 2) To make known smth that was previously secret or unknown
- 3) To say that smth is definitely true
- 4) Starting new business or arranging business deals
- 5) Parts, colours, etc that are harmonious look or work well together
- 6) Very different from what you are used to, especially in a way that is difficult to understand or accept
- 7) Continuing, or continuing to develop
- 8) Someone's health and happiness

Task 3

- b) Survey results about women's role and status in Uzbekistan

Task 4

- 1) Tr 2) F 3) TR 4) Tr 5) F

USED LITERATURE

- 1) David Bohlke, Dorothy E. Zemach (2013) Skillful 1. Reading and writing. Macmillan.
- 2) Driscoll, L. (2004), *Reading Extra* A resource book of multi-level skills activities. CUP.
- 3) Jennifer Bixby, Jaimie Scanlon (2013) Skillful 3. Reading and Writing. Macmillan
- 4) Mike Boyle, Lindsay Warwick (2014) Skillful 2. Reading and Writing. Macmillan.
- 5) Linda Lee, Erik Gundersen, (2013) Select readings, Intermediate. Oxford: OUP.
- 6) <https://courses.lumenlearning.com/suny-collegesuccess-lumen1/chapter/reading-strategies/>
- 7) <http://www.advantour.com/uzbekistan/tours>
- 8) <https://www.gazeta.uz/en/>

G. BAKIEVA, KH. AVILOVA, M.GULYAMOVA

LANGUAGE SKILL:

READING 2

Босишга рухсат етилди 23.11.2022. Бичими 60x84 1/16.

Гарнитура «Тимес Нев Роман». Кегель 12.

Офсет босма. Шартли босма табоқ 13,95.

Нашриёт ҳисоб табоғи 15,0.

Адади 200 нусха . Заказ №8.

“Сириус Медиа” МСХЖ босмахонасида чоп етилди.

Тошкент ш., А. Қаҳҳор кўчаси, 44-уй.