

Tashkent Information Technologies University
Ferghana Branch

The Chair of Languages

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ENGLISH READER

МАЪРУЗА МАТНЛАРИ

TOPICS

Ferghana – 2014

Ушбу услубий қўлланма ТАТУ Фарғона филиали Тиллар кафедрасининг 2014 йил 7 ноябрь № 4-сонли илмий-услубий семинарида кўриб чиқилди ва маъқулланди.

ТАТУ Фарғона филиали Илмий кенгашида тасдиқланган.

Баён № 4

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Тузувчи:

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СЎЗ БОШИ

Мамлакатимизнинг ҳозирги кундаги долзарб масалаларидан бири ёшларга ҳар томонлама чуқур билим беришдир. Айниқса, уларда чет тили фанига бўлган қизиқишни уйғотишга эътибор бериш ҳар доимгидек муҳимдир.

Мазкур қўлланма олий ўқув юртларининг номутахассис йўналишларининг I, II, III курс талабаларига инглиз тилида оғзаки нутқни текстлар асосида ўргатишга қаратилган. Текстдан сўнг саволлар берилган бўлиб, талабанинг оғзаки нутқини ўстириш ва шакллантиришда қўл келади.

Бу қўлланмада Ўзбекистон республикаси, унинг Президенти, ўзбек, Америка ва инглиз халқларининг байрам ва урф-одатлари ҳамда уларнинг тарихий шахслари, ёзувчи-шоирлари ва инглиз тилида сўзлашувчи мамлакатлар ҳақида тўлиқ маълумотлар мавжуд. Шунингдек, қўлланмада инглиз адиблари Ф.Х.Бёрнеттнинг «Secret Garden» (Сирли боғ) ва Ч. Диккенснинг «Oliver Twist» (Оливер Твист) асарлари талабалар дарсдан ташқари ўқишлари учун берилган. «Oliver Twist» (Оливер Твист) асарини мустаҳкамлаш учун бошқотирма ва кроссворд берилган бўлиб, асар бўйича талаба билимини мустаҳкамлайди.

Бу қўлланмадан инглиз тили дарсларида ҳамда мустақил таълимда ўқитувчи ва талабалар самарали фойдаланишлари мумкин.

Chapter I. Independent Uzbekistan

The National Anthem of the Republic of Uzbekistan

Poem by Abdulla Oripov

Translation by Ibrahim Yuksel

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

Refrain:

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

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

Refrain:

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

The National Flag of the Republic of Uzbekistan

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

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

Blue is the symbol of the sky and water, which are the main sources of life. Mainly blue was the colour of the state flag of Temur. White is the traditional symbol of peace and good luck, as Uzbek people say “*Oq yo‘l*”. Green is the colour of nature and new life and good harvest. Two thin red stripes symbolize the power of life. There is a new moon, which symbolizes the newly independent republic. There are twelve stars, which represent the 12 provinces in Uzbekistan.

Control Questions

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

Discussion Questions

- 1. What is the flag?*
- 2. What do you see on the flag of Uzbekistan?*

The State Emblem of the Republic of Uzbekistan

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

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

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

Control Questions

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

Discussion Questions

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

The Constitution of the Republic of Uzbekistan

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

Article 1 of the constitution says that Uzbekistan is a sovereign democratic republic. The constitution sets the task of creating a democratic rule of law. All citizens of the republic of Uzbekistan, regardless of their nationality, constitute the people of Uzbekistan.

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

The right to work together and the right to choose one's trade or profession is guaranteed to all citizens by article 37.

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

Article 39 guarantees pensions for people who are ill or unable to work. A very important right is the right to education, which is guaranteed to all citizens by article 41 of the constitution of the Republic of Uzbekistan. The state guarantees free secondary education. Students of technical schools, institutes and universities receive scholarships.

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

Comprehension Questions

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

Discussion Questions

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

The Policy of Islam Karimov, the President of the Republic of Uzbekistan

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

First, economics should have priority over politics.

Second, all reforms should be initiated by the state.

Third, all spheres of life should be ruled by law.

Fourth, social policies should be very strong.

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

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

Comprehension Questions

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

Discussion Questions

1. *How are the economic, political and social spheres changing in Uzbekistan today?*
2. *Why does Karimov want an open-market economy?*
3. *What is a strong system of social protection and why is it important?*
4. *Explain why each of Karimov's three main aims is important to Uzbekistan today.*
5. *What is reform?*
6. *Should economics have priority over politics? Why?*

7. *What is the differences between evolutionary and evolutionist's change?*
8. *The economy of Uzbekistan is said to be "in transition" What does that mean?*
9. *Peace plays a very important role in international relations. When is peace impossible? Why? How can these situations be avoided?*

ISLAM KARIMOV:

the President of the Republic of Uzbekistan

Islam Abduganievich Karimov was born on January 30, 1938, in the city of Samarkand to the family of a professional worker. He is an ethnic Uzbek. He graduated from Central Asian Polytechnical Institute and Tashkent Institute of National Economy with diplomas in Mechanical Engineering and Economy.

In 1960 he began his working career in the "Tashselmash" plant. Between 1961-1966 he worked in Tashkent aircraft building plant, named after V.P. Chkalov as an engineer and a leading engineer-designer.

In 1966 he began working for the State Planning Committee of Uzbek Soviet Socialist Republic (Uzbek SSR), where he was promoted from Chief Specialist to First Deputy Chairman.

In 1983 I.Karimov was appointed as the Minister of Finance and in 1986 as the Deputy Chairman of the Council of Ministers and the Chairman of the State Planning Committee.

Between 1986-1989 he worked as a First Secretary of the Kashka-Darya Regional Party Committee.

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

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

Control Questions

1. *Where was Islam Karimov born?*
2. *How old is he?*
3. *List the jobs he has had.*

Discussion Questions

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

Uzbekistan's Relations with Other Countries

After becoming an independent state, Uzbekistan was recognized by 131 countries, and diplomatic relations were established with more than 103 of them.

The president of Uzbekistan visited many countries in order to strengthen economic, cultural and security relations. Different agreements with Turkey, China, India, Saudi Arabia, France and other countries have been signed.

No state can live without foreign economic relations. Uzbekistan maintains foreign economic ties with many countries in the world and participates in different international festivals, exhibitions and so on. Many industrial enterprises are trying to independently sell their products on the world market. Import greatly exceeds export in foreign economic relations. Uzbekistan has trade relations with many countries, including the USA, the United Kingdom, France, Japan, India, Singapore, Thailand and Turkey.

Comprehension Questions

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

Discussion Questions

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

Uzbekistan

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

On March 2, 1992, the United Nations adopted a resolution to admit the Republic of Uzbekistan into its membership. Uzbekistan became a full member of the United Nations and was recognized by over 131 states of the world.

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



Uzbekistan is the republic of sunshine. The climate of Uzbekistan is very hot in summer and very cold in winter. Temperatures in winter may drop to 33-36 degrees below zero. The hottest summer month is July. The temperature then can reach more than 45 degrees. High summer temperature makes it possible to cultivate heat-loving crops such as cotton, grapes, figs, melons, watermelons and others.

Uzbekistan is a multinational republic. The population of Uzbekistan is more than 21 million people.

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

Uzbekistan has about 1000 joint ventures with Germans; Koreans, Japanese and many more Turkish, Italian and French companies. The past few years, which have opened a new chapter in Uzbekistan's history, have been by no means easy.

Comprehension Questions

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

Discussion Questions

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

Tashkent

Tashkent is the capital of the independent Uzbekistan. It is a very old city. It was founded more than 2000 years ago. The city is located at the foothills of the Tian Shan mountain ranges and lies in the Chirchick River Valley. The population of the city has already grown to more than 2 million people.

There are several muslim monuments and historical buildings such as the Kokaldosh madrassah and the Barakkhan mosque which were built in the 16th century.

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

Tashkent is the educational and scientific centre of Uzbekistan, where there are a lot of universities, institutes, schools and special secondary schools. The city has the republic's academy of sciences, which unites dozens of research institutes. It is also a cultural centre with many libraries, theatres and cinemas. Tashkent's industrial establishments, which produce cotton fabric, textile machinery, electrical equipment, cotton harvesters and other products, are well known not only in the CIS but in the world.

Tashkent is often called a city of peace and friendship. Recently Tashkent became well-known in the world as the capital of our new sovereign, independent state. A number of summit talks have been held in Tashkent. A lot of embassies and offices of many international organizations, companies and firms have opened in the city. It has become a tradition to hold film festivals of Asian, African and Latin American cinema in Tashkent.

Comprehension Questions

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

Discussion Question

- 1. Have you ever visited Tashkent? If so, why? What did you like? What did you not like?*
- 2. What are the differences between Tashkent and your town?*
- 3. Does your community host guests from other countries? Why do these visitors come?*
- 4. What higher education is available in Tashkent?*
- 5. What embassies or international organizations do you know that are located in Tashkent?*
- 6. What should a capital city be like? Why?*

Samarqand

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

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

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

The population of Samarqand is more than 525,000. It is a multinational city and its populations is comprised of people of 90 nationalities. The city occupies an area of 15,000 hectares. It sprawls in the picturesque valley of the Zarafshan River.

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

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

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

Comprehension Questions

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

Discussion Questions

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

Seasons

There are four seasons in a year. They are spring, summer, autumn and winter. Every season consists of three months.

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

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

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

Winter begins in December and ends in March. It is the coldest season of the year. In Uzbekistan winter is very nice with its sunny frosty days. It often snows. Sometimes much snow on the ground. It gets dark early in the evening. The days are short and the nights are long. The shortest day of the year is December 21. Winter is a good time for sports. In winter many people go skating and skiing. Children can play hockey. At the end of winter the sun begins to shine as brightly as in spring, but it is not yet as warm as spring. After winter comes spring. People look forward to it. In spring nature awakens from a long winter dream.

Comprehension Questions

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

Discussion Questions

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

Holidays in Uzbekistan

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

On December 8 we celebrate Constitution Day,

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

There are two muslim holidays, Ramadan Hait and Kurban Hait. The dates of these holidays change every year.

March 8 is Women's Day. On that day we give presents to our mothers and sisters. The most common present for women is flowers, and on Women's Day many men buy flowers to give to their mothers and wives.

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

May 9 is Victory Day, the anniversary of the victory over fascist Germany. It is one of the greatest holidays, and all the countries which fought together against the fascists celebrate it.

Comprehension Questions

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

Discussion Questions

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

Navruz

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

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

Young and old prepare for Navruz in a flurry of Spring cleaning, washing, scrubbing, painting and decorating of homes. A week before the holiday many people of Uzbekistan take part in a *republic-wide hashar* (voluntary, unpaid work performed collectively). In honour of the holiday, new gardens are planted and machinery for cultivation is prepared for field work. A lot of money is donated to the Navruz fund.

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

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

Women cook a wide variety of delicious foods such as *palov*, *shashlik*, *naryn*, *khasyp* and *manti*. The choice of cakes, sweetmeats, jam and fruit is unbelievable. But the king of all these holiday dishes is *sumalak*, a high-calorie stew of germinated wheat, the making of which is a compulsory element in the Navruz festival. Usually the women of the neighbourhood take part in the cooking. Only the best of cooks are entrusted with the important task of making sumalak. Jokes, songs and fun accompany the process of cooking. Sumalak is boiled for more than

24 hours in big cauldrons, the bottoms of which are covered with washed river stones and nuts. According to custom, those who get a stone when the dish is served in plates or cups will be fortunate in the coming year and their dreams will come true.

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

Comprehension Questions

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

Discussion Questions

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

Preservation of the Environment

The 20th century is a century of great achievements in all fields. But at present there are many problems that must be solved. One of them is protection of the environment. Many countries all over the world face this problem.

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

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

People need the environment more than they often know. They need trees and plants to provide the oxygen that humans need to breathe. They need clean water to drink and to grow the food they eat. They need clean land without chemicals and trash so that their food will be safe to eat. Whatever we put into our environment, into the air, into the water or into the ground, changes how safe that air, water or ground will be for humans to use later. The land, the water and the air belong to everyone, so it is important that everyone treat the environment well, because even one bad person can affect the health of everyone everywhere.

We must preserve Earth for future generations.

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

Comprehension Questions

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

Discussion Questions

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

Youth Today

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

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

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

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

Comprehension Questions

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

Discussion Questions

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

Chapter II. Famous people of Uzbekistan

Amir Temur

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

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

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

As his father was a rich man, he had many servants. When he was 12 years old he began to rule over them. He knew how to protect the property and how to

oversee it. In his early years he was interested in state affairs and military activities. He spent much time in military training and getting a secular education.

When he was a young man, he took part in wars between various land owners. He was a courageous in Europe he was called Tamerlane. His knowledge of geography, medicine, history and astronomy always astonished scholars.

Comprehension Questions

- 1. Tell about Amir Temur's family and his birth.*
- 2. What was his strength?*
- 3. Who did he fight against for the independence of his land?*
- 4. By what name is Amir Temur known in Europe?*
- 5. What handicap did Temur have?*

Discussion Questions

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

Amir Temur Created a Great Kingdom (1386-1402)

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

He built an enormous empire which included parts of Turan, Iran, Rome, Magreb, Syria, Egypt, Iraq, Azerbaijan, Khurasan, Jeddah and Great Tataristan. It is said that his "3 years, 5 years, 7 years" glorious military marches were well-known all over the world.

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

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

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

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

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

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

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

Comprehension Questions

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

Discussion Questions

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

Alisher Navoi

Alisher Navoi was a great poet, Statesman and the founder of Uzbek literature. He was born in Herat, on February 9, 1441. Navoi became a very famous poet. He was active for many years in the society which was torn by endless wars after the death of Temur. Alisher Navoi got a very good education for those days. He knew all poetic forms. Navoi wrote mostly in Turkic and used Persian very little.

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

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

The first, "Hairat ul-Abror" is a philosophical work. The second poem is "Farhod and Shirin". The third is "Laily and Majnun". The fourth, "Seven Planets", consists of seven short works around a common theme, the quarrel between King Bahram and his beloved Dilorom. The fifth is "Saddi Iskandari".



Alisher Navoi spent his last years in Herat. His last book, “Mahbub-ul-qulub,” which was written in prose, is very popular with the Uzbek people to this day. Alisher Navoi died on January 3, 1501. His works have entered the treasury of world literature and have been translated into many languages.

Comprehension Questions

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

Discussion Questions

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

Abdurauf Fitrat

Abdurauf Fitrat holds an important place in Uzbek literature as a poet and a scholar, a teacher and a writer.

He was born in 1886 in Bukhara to an educated family. He was educated at Istanbul Madrasah and University. As he knew Arabic, Farsi and Turkish, he could read the famous books of Asia. Because his father was a man of trade, they stayed in Kashgar until 1918. Fitrat went to Turkey in 1909 and studied at the university until 1913. His first literary works were published there.

The professors of the university were astonished by his capacity and poetic talent. He was given the pen-name Fitrat, which means “wise”. Later he worked as an editor at an editorial office.

He wrote a lot of poems, novels and plays. He wrote the textbooks “Uzbek Literature” and “Uzbek Language”. He wanted his people to be educated. He called on his people to become educated.

In 1937 Fitrat was accused of being an enemy of the people and was arrested. After this date the fate of the writer is unknown,

The destiny of his works was equally tragic.

Like the writer, the work was subjected to the same accusations and was used as a propaganda tool. In addition, the alphabet change contributed to the tragic destiny of his work. Books and source materials written in Arabic script became



completely foreign and unknown to the generations born after 1920. But some materials were kept by intellectuals.

In 1991 on September 25 he was posthumously given an Alisher Navoi Republic State Award for his great contribution to Uzbek literature.

Comprehension Questions

1. *What does “Fitrat” mean? Where did Abdurauf Fitrat get that name?*
2. *What did he write?*
3. *What do we know about Fitrat’s later life?*
4. *How did the change from Arabic script affect the fate of Fitrat’s works?*

Discussion Questions

1. *Why did Fitrat want his people to be educated? Why do you think people should be educated?*
2. *For what might he has been called an “enemy of the people”? How can a work of literature be considered “an enemy of the people”?*
3. *What do you know about the politics of the late 1930s? How did this affect literature and culture?*
4. *What do you know about the history of the alphabets that have been used to write Uzbek? Why were they changed and when? How does the change to the Latin alphabet affect you? What effect will it have on works written before now? How will it affect people’s ability to read?*

Chapter III. Free time, entertainment, family and home

My Day Off

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

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

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

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

Comprehension Questions

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

Discussion Questions

- 1. What do you do on your days off?*
- 2. How do you spend your free time?*
- 3. What kinds of sports do you like?*
- 4. Do you like to go to the theatre? The cinema? The disco?*
- 5. What TV programmes do you like to watch? Why?*
- 6. How do you help your parents? Do you help other relatives too? Whom do you help?*

My Day

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

Our lessons begin at eight o'clock. Every day we have 3 or 4 pairs of lessons. After the third pair we have a long break for lunch. We usually go to the cafeteria to have lunch. We study different subjects at the university: history, mathematics, economics, chemistry, physics, philosophy and ethics, English and Russian.

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

After supper I do my homework. I read and translate texts, write exercises, memorize new words and so on. It takes me two hours to prepare my lessons. Sometimes, if I have free time, I watch TV. I usually go to bed at 11 o'clock.

Comprehension Questions

- 1. What does the speaker do before going to the university each day?*
- 2. Where and with whom does the speaker eat meals?*
- 3. What does the speaker do after supper?*

Discussion Questions

- 1. What time do you get up every day? How do you know it is time to get up?*

2. *When do you have breakfast? What do you like to eat for breakfast?*
3. *How do you get to the university? How long does it take you to get there?*
4. *What subjects do you study at the university? What are your favourite subjects? What are your least favourite subjects?*
5. *How long does it take you to do your homework?*

About Myself

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

I study at Tashkent Information Technologies University Fergana Branch. At the university I study hard. My favourite subjects are programming, graphics, mathematics, PT (Physical Training), English and Russian. But most of all I like English. I want to become a well-skilled programmer.

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

Comprehension Questions

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

Discussion Questions

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

About My Family

And now I would like to introduce you with my family. There are six people in my family: my father, mother, brother, two sisters and me. My father's name is Ulugbek. He is 57 years old. My father is a very unique person. If I were to tell his biography I would probably start with such a statement. There is a lot to tell about his adventurous life; he has lived an interesting life, I think. I admire him a lot but sometimes I find it hard to understand him. I guess this should come as no surprise because it is the old conflict of generations. Anyway, he generally

supports me and we get along well. He might be conservative but he is very understanding and very supportive. My father has read a lot and is quite knowledgeable on variety of topics. He is very good in history and also in herbal medicine. He studied Russian language and literature but didn't quite enjoy teaching and that is why he taught only for a short period of time. He likes hiking in the mountains and enjoys discussions and debates about politics. Almost forgot, he is a true democrat and defends the principles of democracy and equality.

My mother, on the other hand, is really not into politics and never was interested as far as I remember. Her name is Narifa, but people call her Maripa or Naripa. I like her name, it is not that common. My mom is also a teacher. She is 54 years old. She teaches Russian history. There was a time when I was in high school she taught me geography. It was cool. My mom is really funny sometimes, but she is a good person.

It is time to turn to my brother. His name is Hamza. My brother is 28 years old. He and his wife live in Tashkent. My sister-in-law's name is Muqaddas. She is half Uzbek and half Tajik. My brother went to medical school for 6 years and now he is working in epidemiological center. His dream is to visit the U.S one day. He thinks that things are a lot better and easier there and he is actually right. Mira likes to read and thinks that she knows best. It is hard to argue with her, although my brother still does.

My older sister is married. Her name is Roxana. Yes, very unusual name. I should note that all our names are quite uncommon. My father likes to give names of historical figures that few people know. She is 23 and has a baby boy, whose name is Imran. Her husband's name is Maqsad and they have been married for two years now. They live in Samarqand city.

My younger sister, who I sometimes think is in love with me, is a high school student. People say she looks like me. She can be so annoying sometimes that I try to get away from her. She gets too attached that's why I said she might be in love with me, of course she is not. When we were young we used to play chess all the time, and when she would win she would be so proud of herself. I love her very much. She wants to speak English very well. Actually, her English is improving because she studies hard. Her name is Aykhan, by the way, the only common name. She is a smart girl. She lives with my parents in Tashkent. She is the youngest and I used to be jealous when I was young because she would get all the attention. So that's my family, quite typical Uzbek family. So now if you decide to visit my family you would already know something about them. Yes, we speak Uzbek at home.

Comprehension Questions

- 1. What is this family like? Describe them.*
- 2. Where do his parents work?*

Discussion Questions

- 1. How many people are there in your family?*
- 2. How old are your grandparents? Do they live near you?*
- 3. What are your mother and father's professions?*

4. *Where do you study?*
5. *What does your family do in the evening?*

Travelling

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

Travelling by air is the fastest and the most convenient way, but it is the most expensive too. Travelling by train is slower than by plane, but it has its advantages. You can see more interesting places of the country when you are travelling through it. Modern trains have very comfortable seats. There are also sleeping cars and dining cars which make even the longest journey enjoyable.

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

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

Comprehension Questions

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

Discussion Questions

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

At the Cinema

I am a great cinema goer. I like cinema immensely and go to the pictures very often. I see all the best films that are being shown in Tashkent. I prefer feature films, especially the productions of the Columbia Pictures, Paramount Pictures,

20th Century Fox and Uzbekfilm studios. I like foreign films very much. I prefer them dubbed into Russian or Uzbek or with subtitles. I enjoy documentaries very much, not to mention cartoons.

I usually buy tickets for the afternoon performances. If I want to go to the evening performances, I buy the tickets in advance. I like to arrive at the cinema a few minutes before the film starts. If I have time before the film, I look at the portraits of Uzbek and foreign film stars in the foyer.

Comprehension Questions

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

Discussion Questions

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

At the Theatre

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

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

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

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

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

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

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

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

Comprehension Questions

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

Discussion Questions

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

Shops and Shopping

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

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

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

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

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

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

Comprehension Questions

- 1. Are there more shops in Uzbekistan than there were five years ago?*
- 2. Where can people buy items they want or need?*
- 3. What is a department store?*
- 4. What did the speaker buy for herself Sunday?*
- 5. What did her friend buy?*

Discussion Questions

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

Sports

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

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

Physical training, sports and games are an important part of the education of our youth. The sports programme for youth sometimes includes boxing, wrestling, swimming, hunting, fishing, running, weightlifting, skating, skiing, cycling and shooting, as well as games like football, volleyball, basket-ball, ice hockey, tennis and badminton.

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

Comprehension Questions

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

Discussion Questions

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

Parts of the Day

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

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

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

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

Comprehension Questions

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

Discussion Questions

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

Reading

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

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

Comprehension Questions

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

Discussion Questions

1. *Name at least three places in your town from which you can get books to read.*
2. *Do you buy books? Are they expensive?*

3. *Is there a library in your town? Have you been there? Have you borrowed books?*
4. *List at least three things you must do and five things you must not do with books.*
5. *Do you like to read? Why? Are there things you would rather do than read? What are they?*

Chapter IV. English-Speaking Countries

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

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

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

Comprehension Questions

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

Discussion Questions

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

Great Britain

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



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

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

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

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

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

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

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

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

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

There are a lot of jokes and stories about the British climate. British people say, “Other countries have a climate; in England we have weather.” A good example of English humour is the following story. A Londoner, who was going to the west of England for a holiday, arrived by train at a town and found that it was pouring rain. He called a porter to carry his bags to a taxi. On the way out of the station, partly to make conversation and partly to get a local opinion about the weather prospects for the holiday, he asked the porter, “How long has it been raining like this?” “I don’t know, sir. I have only been here for 15 years,” was the reply.

The population of the United Kingdom is more than 56 million people. The British population is mostly urban and suburban. The areas with large populations are the Central Lowlands of Scotland, southeastern Wales and a belt across England. England is the most densely populated part of the U.K. Scotland and Wales have wide open spaces. England is more crowded. On the other hand, most of the mountainous parts of Britain, including much of Scotland, Wales and Northern Ireland, are very sparsely populated. Four of every five people in the U.K live in towns. There are about 106 females to every 100 males.

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

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

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

Comprehension Questions

- 1. What are some of the names for Great Britain?*
- 2. What islands and regions comprise Great Britain?*
- 3. What is the Commonwealth of Nations?*
- 4. What is the nickname for the British flag?*
- 5. What three symbols make up the flag?*

6. *How old is the national anthem of Great Britain?*
7. *What is the money in Britain called?*
8. *What bodies of water surround the British Isles?*
9. *What are the Highlands?*
10. *What is the weather usually like in Britain?*
11. *How big is the population of the United Kingdom in comparison with the population of Uzbekistan?*
12. *What are some of Great Britain's exports?*

Discussion Questions

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

The Government of Great Britain

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

The Houses of Parliament are situated in London on the riverside near Westminster Abbey. Westminster Abbey is a very beautiful, ancient church in London in which the coronation ceremony of almost all English kings and queens has taken place. Many famous people are buried there. Those who want to visit the Houses of Parliament and listen to debates may sit in the Strangers' Gallery, special seats for the public looking down into the House of Commons and the House of Lords. The members of each house meet in session which begin at the end of October and last for about 160 days. Whenever Parliament is in session a flag can be seen over the building. When the House of Commons is still sitting after dark there is a light over the face of Big Ben, the clock tower of the Houses of Parliament.

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

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

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

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

The day's work in the House of Commons begins with prayers, which visitors are not permitted to witness. The great mace, a symbol of the authority of the House of Commons, is placed on the table facing the Speaker. The house is then in session and its daily work begins. At the end of the day's session, the Speaker or the Speaker's deputy declares, "This house now stands adjourned." The lantern above Big Ben is extinguished. As a reminder of the days when London streets were unsafe at night and the MPs went to their homes in groups, Westminster police still cry out loudly in the corridors of the house, "Who goes home?"

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

Comprehension Questions

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

Discussion Questions

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

England

Great Britain is one of the most beautiful countries in the world. Many tourists come over especially to look at the pictures landscape. Highlands turn into lowlands. Forests and hills turn into meadows and plains very quickly. There are many deep valleys, rivers and waterfalls, hills and mountains. England occupies the largest part of the island of Great Britain. The north and the west of England are mountainous, but all the rest of the territory is a vast plain. The chief rivers of England are the Severn and the Thames. The Thames flows through London and makes it a large seaport. There are many ports in England including Bristol, Liverpool and London. England is famous for its cities for example, Stratford upon-Avon and Oxford.

Stratford upon-Avon is the birthplace of great William Shakespeare. Oxford is famous for its university. In the northwest of England there are many beautiful lakes called Lake District. The Southwest is a highly populated region of England. London is a capital of Great Britain and such historical cities as Windom, Dover and Brighton are situated here.

The southwest is the region where the main activity is farming, although there are some very big farms. Most of them are small family farms. The southwest is used to be known for its pirates. The romantic past makes it a popular place for artists, writers and holidaymakers. Bristol and Bath are two principal cities of the region; the most westerly point of Great Britain. Lands End is also in the southwest. East Anglia is very flat and it is another farming region. It has beautiful cities with fine historic buildings such as Cambridge. The north of England has some of the wildest and loneliest parts of the busiest industrial cities. This part of the country is rich in coal, which is important for the region's industry.

Comprehension Questions

- 1. What is the geography of Great Britain?*
- 2. What are the chief rivers of England?*
- 3. What ports in England do you know?*
- 4. What cities of England do you know?*

London

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

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

The oldest part of London is the City. It is about one square mile in area, but it includes the Bank of England and the headquarters of many of the wealth-jest companies and corporations in the world. The City is the financial and business centre of the Commonwealth. The Square Mile is another name for the City of London. It lies within the old Roman walls. Here you can find the sites of ancient Roman battles and medieval fires. The centre of the city is a crossroads, a meeting of seven streets, where the Bank of England, the Royal Exchange and the Mansion House (an official residence of the Lord Mayor) stand.

Now about half a million people work in the City during the day. At night it is almost deserted. Not many people live in the Square Mile nowadays. Among the sights of the City are the British Museum, the Royal Shakespeare Theatre, the Central Criminal Court and St. Paul's Cathedral, the bells of which ring at 9 a.m. to mark the beginning of the new working day.

The rest of London is traditionally divided into the West End (to the west of the City) and the East End (to the east of the City). The West End is famous for

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

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

Comprehension Questions

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

Discussion Questions

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

Festivals and Holidays of Great Britain

The Shakespeare Festival

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

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

Eisteddfod

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

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

The festival includes a colourful ceremony of the Crowning of the Bard. In the pavilion there is a throne on a platform. Trumpets sound and the Arch-druid, the main leader of the festival, calls out the name of the winning poet. The poet is led to the platform and robed in purple and crowned with golden oak leaves. The winner receives a small cash award, but the homage given to the poet at his coronation is boundless.

New Year

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

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

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

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

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

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

April Fool 's Day

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

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

The Veteran Car Run

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

Comprehension Questions

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

Discussion Questions

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

English Meals

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

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

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

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

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

Comprehension Questions

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

Discussion Questions

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

The Education System of Great Britain

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

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

comprehensive school, appeared after World War II. These schools provide all the courses that were formerly given in grammar, technical and modern schools. These courses include all the academic subjects as well as practical subjects like cooking, needlework, gardening, shorthand, typing, woodworking and metalworking.

The main educational advantages of the current comprehensive schools are:

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

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

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

After finishing secondary school and passing advanced level (A level) at age 18 or 19, young people may continue their education at universities and colleges. There are a great number of universities and colleges in Great Britain. The oldest university towns are Cambridge and Oxford. Together they are called Oxbridge. They have been famous for 700 years. It is a great honour to study at these universities. Now there are more than 66 colleges in Cambridge and Oxford. Five of them are women's colleges. The rest are coeducational, which means they are for both men and women. The first women's college appeared in 1869. The ancient buildings, museums, libraries, chapels and colleges are in the centres of these towns. The population consists mostly of teachers and students. All students have to live in the colleges during their course of study.

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

After graduating, students receive bachelor's degrees.

Comprehension Questions

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

Discussion Questions

1. Name at least three ways the British education system is different from the Uzbek education system. What are the advantages and disadvantages of each system?
2. How do the subjects taught in British schools differ from those taught in your school?
3. Would you prefer to study a natural science course or an arts and humanities course? Why?

The United States of America

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



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

As for the population, it is the third largest country in the world. About 260 million people live there. While three-quarters of the population of the USA is considered “white”, their ancestors were immigrants from other countries. Except for the Native Americans, approximately one percent of the population. All

Americans are relative newcomers to the country. About 12 percent of the population have significant roots in Africa and consider themselves African-Americans. The Latino population, or people with significant roots in Mexico and South and Central America, is currently 7 percent and growing. The Asian-American population is also increasing. But despite the diversity of the people in America, any citizen of America is considered simply an American.

The thirteen original states of the USA, which stretched from the Atlantic Coast to the Mississippi River, were originally British colonies. In 1775, those states began the Revolutionary War to separate themselves from Britain. With the Declaration of Independence, issued on July 4, 1776, they formally separated themselves from British rule. The present constitution was proclaimed in 1787 in Philadelphia.

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

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

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

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

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

One single product, cotton, unites one sixth of the United States into a region called "The Cotton Belt." It stretches through the southern states from Virginia to Texas. Although other crops, including tobacco and corn, are grown there as well, about half the cultivated land is devoted to cotton. So important is this main product that the prosperity of the Cotton Belt depends on cotton. The United States ranks first in the world in the production of cotton.

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

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

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

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

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

Comprehension Questions

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

Discussion Questions

1. *What products of the USA area also products of Uzbekistan?*
2. *How big is the USA compared to Uzbekistan? How does that make them different in other ways?*
3. *Who do you know who has visited the USA? What did they say about it?*
4. *Would you like to visit the USA? Why?*
5. *What part of the United States interests you the most? Why?*

6. *What products from the USA are available in Uzbekistan? Do you use them? Why?*
7. *How do you know what you know about the United States?*
8. *Compare nationality in America and in Uzbekistan.*

New York City

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

New York is one of the largest cities in the world. Its population is over 11 million people. New York is an industrial and cultural centre of the United States; most business is centered on Manhattan Island. The area of New York City is very small, which is why skyscrapers were invented in New York.

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

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

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

New York is the second largest port in America.

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

Comprehension Questions

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

Discussion Questions

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

The Government of the USA

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

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

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

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

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

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

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

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

The constitution was created to make sure that no branch of the government became more powerful than the others. The president directs the policies of the government but must obey the laws adopted by Congress. Congress adopts laws, but the president usually must agree to the laws. The president appoints judges to the Supreme Court, but the Senate must agree to his appointments, and once a judge is on the Supreme Court, that judge cannot be removed for any decision he

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

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

Comprehension Questions

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

Discussion Questions

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

The Education System of the USA

The United States of America has a national Department of Education, but each state is in charge of its own educational system. In addition, individual cities and regions have great control over the schools in that city or region. So, while it is possible to discuss American education in general, the specifics change from place to place in the country.

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

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

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

year high-school programme. Another common pattern is 6-3-3, with 6-2-4 and 4-4-4 patterns also occasionally followed.

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

The system of secondary school education in the USA includes different kinds of schools: public and private, large and small, urban and rural, traditional and experimental. In secondary schools, all students study English, mathematics, history and science. Other subjects are selected by the students according to their interests. Other classes may include foreign languages, typing or sewing, art or music, metal or woodworking, agriculture or mechanics. Students study from six to ten subjects at a time. Children in the United States are required to attend school either through the end of their secondary education or until they are 16 years old or older. If they want, to go to college or university, students must complete secondary school. Students who have completed secondary education are said to have “graduated” and they receive a diploma.

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

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

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

Comprehension Questions

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

6. How is higher education organized in America?

Discussion Questions

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

American Holidays

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

1. New Year. New Year's Eve is celebrated on December 31. At midnight, bells ring, horns blow and friends exchange hugs and kisses. Everyone stays up late to celebrate the arrival of another year. New Year's Day is traditionally the time to start new programmes and give up bad habits. In big cities it is celebrated with parades, sporting events and fireworks.

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

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

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

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

6. Labour Day. This is the holiday dedicated to the American working class and comes on the first Monday of September. It marks the beginning of autumn

and is the last real holiday of summer. Many families take a vacation the week before Labour Day, as it is the end of summer vacation before the beginning of school.

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

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

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

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

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

Comprehension Questions

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

Discussion Questions

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

Canada

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

Canada has mountains, high plains and low plains. The Rocky Mountains run parallel to the Pacific coast. East of these mountains are the high plains. The low plains lie in the region of the Great Lakes and the St.

Lawrence River. There are also mountains, which run parallel to Canada's east coast, through Labrador and Baffin Island. Canada is a country of lakes. Besides the Great Lakes, Superior, Huron, Erie, and Ontario (the fifth Great Lake, Michigan, lies in the USA); there are many other very large lakes, for example, Great Bear Lake, Great Slave Lake and Lake Winnipeg.

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

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

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

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

The population of Canada is over 27 million people. Five hundred fifty thousand Indians and 36,000 Eskimos live in Canada, mostly in the North. Today more than 45 percent of the people of Canada are of British ancestry; about 30 percent of French ancestry and the rest are from other backgrounds. There is a large French-speaking population in the province of Quebec.



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

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

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

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

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

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

Comprehension Questions

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

Discussion Questions

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



The Commonwealth of Australia

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

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

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

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

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

Today there are about 17 million people in Australia. Most of them are of British origin. The population includes more than 200,000 aborigines, the descendents of the people who lived in Australia before the Europeans came.

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

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

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

Comprehension Questions

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

Discussion Questions

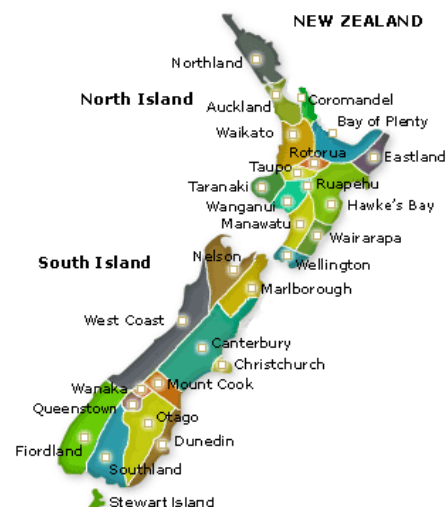
1. *There are many animals in Australia that are not found anywhere else in the world. Why do you think that is?*
2. *Are there any animals or plants found only in Uzbekistan?*
3. *If you went to Australia, what would you want to see?*
4. *Would you like to visit Australia? Why?*

New Zealand

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

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

The mountains on North Island are not as high



and are mostly forest-covered. The central part of North Island is a high volcanic plateau. There are many lakes in this part of the island. New Zealand's rivers are short.

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

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

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

The population of New Zealand is over 3 million people, more than three quarters of them live on North Island. About 50 percent live in the four cities of Auckland, Wellington, Christchurch and Dunedin.

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

Many Maori people occupy important positions in the government and public life of New Zealand.

However, the country is still trying to solve problems in Maori education, housing, employment and property rights.

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

Comprehension Questions

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

Discussion Questions

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

The Republic of South Africa

The Republic of South Africa (also known by other official names) is a country located at the southern tip of Africa. It borders the Atlantic and Indian oceans and Namibia, Botswana, Zimbabwe, Mozambique, Swaziland, and Lesotho, an independent enclave surrounded by South African territory. South Africa is a member of the Commonwealth of Nations. Its territory is 1,219,080 square kilometres and population is 44 million 819000. The South African economy is the largest in Africa and 24th largest in the world. Due to this it is the most socially, economically and infrastructurally developed country on the continent.



South Africa is the only nation in the world with three capital cities: Cape Town, the largest of the three, is the legislative capital; Pretoria is the administrative capital; and Bloemfontein is the judicial capital. South Africa has a bicameral parliament: the ninety members of the National Council of Provinces (the upper house); and the four hundred members of the National Assembly (the lower house). Members of the lower house are elected on a population basis by proportional representation: half of the members are elected from national lists and half are elected from provincial lists. Ten members are elected to represent each province in the National Council of Provinces, regardless of the population of the province. Elections for both chambers are held every five years. The government is formed in the lower house, and the leader of the majority party in the National Assembly is the President.



South Africa is located at the southernmost region of Africa, with a long coastline that stretches more than 2,500 kilometres (1,550 mi) and across two oceans (the Atlantic and the Indian). At 470,979 sq mi (1,219,912 km²), South Africa is the world's 25th-largest country (after Mali).

South Africa has a generally temperate climate, due in part to it being surrounded by the Atlantic and Indian Oceans on three sides, by its location in the climatically milder southern hemisphere and

due to the average elevation rising steadily towards the north (towards the equator) and further inland.

The climatic zones vary, from the extreme desert of the southern Namib in the farthest northwest to the lush subtropical climate in the east along the Mozambique border and the Indian ocean. From the east, the land quickly rises over a mountainous escarpment towards the interior plateau known as the Highveld. Even though South Africa is classified as semi-arid, there is considerable variation in climate as well as topography.

South Africa is a nation of more than 47 million people of diverse origins, cultures, languages, and religions. Black African is at 79.5%, White is at 9.2%, Coloured is at 8.9%, and Indian or Asian is at 2.5%. Major ethnic groups include the Zulu, Xhosa, Basotho (South Sotho), Bapedi (North Sotho), Venda, Tswana, Tsonga, Swazi and Ndebele, all of which speak Bantu languages (see Bantu peoples of South Africa).

The white population is not ethnically homogenous and descend from many ethnic groups: Dutch, German, French Huguenot, and British. Culturally and linguistically, they are divided into the Afrikaners, who speak Afrikaans, and English-speaking groups, many of whom are descended from British immigrants (see Anglo African). Many small communities that have immigrated over the last century retain the use of other languages. South Africa has eleven official languages: Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, Afrikaans, English, isiNdebele, isiXhosa and isiZulu. In this regard it is second only to India in number. The country also recognizes eight non-official languages: Fanagalo, Khoe, Lobedu, Nama, Northern Ndebele, Phuthi, San and South African Sign Language. These non-official languages may be used in certain official uses in limited areas.

Many white South Africans also speak other European languages, such as Portuguese (also spoken by Angolan and Mozambican blacks), German, and Greek, while some Asians and Indians in South Africa speak South Asian languages, such as Telugu, Hindi, Gujarati and Tamil.

Comprehension questions:

- 1. What oceans does it border? What countries does it border on? Population*
- 2. Where is the Republic of South Africa located?*
- 3. Give information about the climate of South Africa?*
- 4. What is the origin of the nation of South Africa?*
- 5. How many official languages does South Africa have?*

Discussion questions:

- 1. What do you know about South Africa?*
- 2. Is the territory of South Africa larger than that of Uzbekistan?*
- 3. What ethnic groups live there and what languages do they speak?*
- 4. What group is the population of South Africa divided?*
- 5. What Asian languages are spoken there?*

Chapter V. Famous People of English-Speaking Countries

Benjamin Franklin

Benjamin Franklin (1706-1790) was an American printer, author, scientist, statesman and diplomat. He was born in Boston to a poor family. He learned to read at a very early age, probably taught by his father, who sent him to a grammar school. But the expense proved too great and at the age of ten Benjamin began to work for his father's little soap and candle shop. Disliking this, he was apprenticed at the age of twelve to his brother James, a printer. Benjamin read whatever book he could lay his hands on, and till 1722 he was writing short essays of his own on various topics.

Constant reading made Franklin one of the most educated men of his time. In the 1750s he experimented on electricity and invented the lightning rod for the protection of buildings. Later Franklin was sent to Britain to defend the interests of the American Colonies before the British Parliament.

During the War of Independence he helped write the Declaration of Independence. That same year, 1776, he was sent to France, where he enlisted French help for the American Colonies and later negotiated peace with Britain in 1783. After the War of Independence, Franklin was chosen as a member of the convention to plan the Constitution of the United States in 1787. He wrote many political and satirical pamphlets defending the rights of all men, including the African-Americans and the Indians, and became the president of a society for the abolition of slavery.

As a writer, he is still famous for his "Poor Richard's Almanac," which appeared for about 25 years. The almanac was a combination calendar, miniature encyclopedia and moral counsellor. It noted the holidays, the tides and the dates of fairs and court sessions; it also contained jokes, poems, recipes and sayings.

Franklin's sayings became known in Europe mainly through the edition for 1757, in which he collected many of the sayings that had appeared during the previous 25 years.

Here are some of his best known sayings:

- The noblest question in the world is, "What good may I do in it?"
- Wish not so much to live long as to live well.
- Lost time is never found again.
- To lengthen your life, lessen your meals.
- Glass, china and reputation are easily cracked and never well mended.
- A small leak will sink a great ship.
- Have you something to do tomorrow? Do it today.
- Wise men learn by other's harms; fools scarcely by their own.
- Early to bed and early to rise makes a man healthy, wealthy and wise.
- God helps them that help themselves.
- Little strokes fell great oaks.
- He that falls in love with himself has no rivals.
- A penny saved is a penny earned.

Comprehension Questions

1. *How many jobs do you know that Benjamin Franklin held? What were they?*
2. *Name at least three major works that Franklin wrote or helped write.*
3. *What kinds of things can you find in an almanac?*
4. *What did Benjamin Franklin invent?*
5. *To what countries was he sent as a diplomat?*

Discussion Questions

1. *If you had to choose one of Benjamin Franklin's professions, what would you do? Why?*
2. *Choose one of the sayings from "Poor Richard's Almanac." Explain it.*
3. *Which of the sayings from "Poor Richard's Almanac" is your favourite? Why? Is it only good for you, or does it apply to everyone?*
4. *Do you think it is better to do one job or many jobs? Is it possible to do everything well? What are you best at doing?*
5. *What things can you think of that resemble "Poor Richard's Almanac"? Where would you get the same information if you needed it today?*

William Shakespeare

William Shakespeare, often considered the greatest writer of plays ever, was born in 1564 in the little town of Stratford-on-Avon, about 120 kilometers from London. He was the third of eight children.

When Shakespeare was 18, he married Anne Hathaway, a woman eight years older than himself. Three children were born to them.

As a young man, Shakespeare went to London to work at the theatre. He worked there for several years before he began to write his own plays.

Shakespeare soon became a well-known writer in London. He was part of one of London's most popular acting groups. His plays were often performed and published. He was considered the most popular writer of his time. In 1599 he and some colleagues became the owners of their own theatre, the Globe Theatre.

Shakespeare wrote 37 plays that can be divided into three types: comedies, histories and tragedies. His comedies include "The Taming of the Shrew" and "A Midsummer Night's Dream". His histories told the stories of English kings, including Henry IV, Henry VIII, Richard II and Richard III. His tragedies include such well-known plays as "Romeo and Juliet", "Othello", "Macbeth", "King Lear" and "Hamlet".

Besides plays, Shakespeare is also famous for his poetry. He wrote many poems called sonnets, which were almost always love poems. His work is some of the most often-quoted love poetry in the world.



People in many countries of the world like Shakespeare's writing very much. His work has helped shape world literature and has had a great effect on the English language. His plays are read and performed often today, hundreds of years after his death in 1616, and it is proof of his greatness.

Comprehension Questions

1. *Tell about Shakespeare's family.*
2. *What three kinds of plays did Shakespeare write? Name one of each.*
3. *How many plays did Shakespeare write?*
4. *Besides writing plays, what other involvement did Shakespeare have with the theatre?*
5. *For what other writing is Shakespeare famous?*

Discussion Questions

1. *What plays of Shakespeare's have you seen? In what languages were they performed?*
2. *What operas or ballets based on Shakespeare's plays have you seen?*
3. *What kind of play do you like best? Who is your favourite writer of plays?*
4. *Name at least one of Shakespeare's plays that you think has affected how we talk about a subject. What characters are the best known and for what emotions or actions are they known?*

Charles Dickens

Charles Dickens, one of the greatest and most popular English writers, was born on February 7, 1812, in a small town in England.

Dickens learned to read at an early age and read many books in his childhood. When he was about six, somebody took him to the theatre for the first time. He saw a play by Shakespeare and liked it so much that he decided to write a play of his own. When it was ready, he performed it together with some of his friends.

When Dickens was two years old, his family moved to London. They lived in the suburbs of the capital of England. There were several younger children in the family besides Charles. His family was very poor, and his father spent time in debtor's prison. Charles attended school off and on, and, at times, worked to help support his family. He wanted to study very much, but he did not finish school.

When he was about fifteen, he often visited the famous library of the British Museum. He spent many hours in the reading room there. He read and studied there and in this way he got his education.



Later, Dickens described parts of his childhood in some of his famous novels, such as “Little Dorrit”, “Nicholas Nickleby”, “Oliver Twist” and “David Copperfield.”

The great writer died more than a hundred years ago, but many people still read his books.

Comprehension Questions

- 1. What kind of childhood did Charles Dickens have?*
- 2. Why did Dickens write a play when he was a child?*
- 3. Where did Dickens get his education? How?*
- 4. Name some of Dickens’ semi-autobiographical works.*

Discussion Questions

- 1. Compare your childhood with that of Dickens. Is it better or worse? Why?*
- 2. Have you ever written a play? Have you ever performed in a play? If so, what was it like?*
- 3. Have you ever had a job? If so, did you work to help your family or to earn money for yourself?*
- 4. What do the titles of all the books in this selection have in common?*

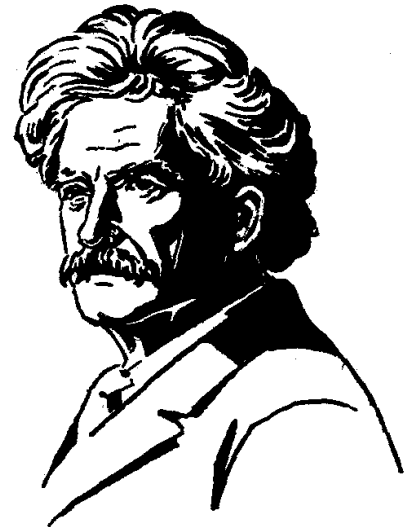
Mark Twain

Mark Twain was born in 1835 in the USA. His real name was Samuel Langhorne Clemens. He spent his boyhood in the small town of Hannibal on the Mississippi River. When he was 12, his father died. After his father’s death he left school and went to work. For ten years, Twain worked as a printer in different towns and cities. Later he became a pilot on the Mississippi River.

His first short story was published in 1867 under the pen name “Mark Twain.” The name Mark Twain comes from a term used by riverboat pilots to call out the depth of a river. After his first short story, he continued writing under this name and he became well known as the best short story writer in America.

In 1876 he published “The Adventures of Tom Sawyer,” in which he described the life of a boy in a Mississippi River town at the time of his own boyhood. Shortly after this, he published a book about one of Tom Sawyer’s friends, “Huckleberry Finn.”

Mark Twain is known as America’s greatest humorist, and his works are full of humour, from jokes to satire. He belongs to those writers of the past whose works never age. His works have been published in 25 languages. He died in 1910.



Comprehension Questions

1. List at least three jobs that Mark Twain held.
2. What was Mark Twain's real name?
3. For what kind of writing was Mark Twain famous?
4. About what is "The Adventures of Tom Sawyer"?

Discussion Questions

1. What is a pen name? Why would a writer use a pen name? If you had to choose a pen name, what would it be? Why?
2. What have you read that was written by Mark Twain? What did you think of it?
3. What do you imagine a pilot on the Mississippi River did?
4. What are the traits of books that "never age"?

Frances Hodgson Burnett

Frances Hodgson Burnett, (November 24, 1849 - October 29, 1924) was an English-American playwright and author. She is best known for her children's stories, in particular The Secret Garden, A Little Princess, and Little Lord Fauntleroy.



Life and work

Born Frances Eliza Hodgson in Cheetham Hill, Manchester, her father died in 1854, and the family had to endure poverty and squalor in the Victorian slums of Manchester.

She emigrated to Knoxville, Tennessee in the United States in 1865. The move, which they made at the request of an uncle, made no difference to the family's poverty, but at least they were now living in a better environment. Following the death of her mother in 1867, an 18-year-old Frances was now the head of a family of four younger siblings. She turned to writing to support them all, with a first story published in Godey's Lady's Book in 1868. Soon after she was being published regularly in Godey's, Scribner's Monthly, Peterson's Ladies' Magazine and Harper's Bazaar. Her main writing talent was combining realistic detail of working-class life with a romantic plot.

She married Dr. Swan Burnett of Washington, D.C. in 1873.

Her first novel was published in 1877; That Lass o' Lowrie's was a story of Lancashire life.

After moving with her husband to Washington, D.C., Burnett wrote the novels Haworth's (1879), Louisiana (1880), A Fair Barbarian (1881), and Through One Administration (1883), as well as a play, Esmeralda (1881), written with William Gillette.

In 1886 she published Little Lord Fauntleroy. It was originally intended as a children's book, but had a great appeal to mothers. It created a fashion of long curls (based on her son Vivian's) and velvet suits with lace collars (based on Oscar Wilde's attire). The book sold more than half a million copies. In 1888 she won a lawsuit in England over the dramatic rights to Little Lord Fauntleroy, establishing a precedent that was incorporated into British copyright law in 1911.

In 1898 she divorced Dr. Burnett. She later re-married, this time to Stephen Townsend (1900), her business manager. Her second marriage would last less than two years, ending in 1902.

Her later works include Sara Crewe (1888) - later rewritten as A Little Princess (1905); The Lady of Quality (1896) – considered one of the best of her plays; and The Secret Garden (1909), the children's novel for which she is probably best known today. The Lost Prince was published in 1915, and The Head of the House of Coombe was published in Canada in 1922.

In 1893 she published a memoir of her youth, The One I Knew Best of All. From the mid-1890s she lived mainly in England, and in particular at Great Maytham Hall (from 1897 to 1907) where she really did discover a secret garden, but in 1909 she moved back to the United States, after having become a U.S citizen in 1905.

After her first son Lionel's death of consumption in 1890, Burnett delved into spiritualism and apparently found this a great comfort in dealing with her grief (she had previously dabbled in Theosophy, and some of its concepts are worked into The Secret Garden, where a crippled boy thinks he can heal himself through positive thinking and affirmations). During World War I, Burnett put her beliefs about what happens after death into writing with her novella The White People.

Frances Hodgson Burnett lived for the last 17 years of her life in Plandome, New York. She is buried in Roslyn Cemetery nearby, next to her son Vivian. A life-size effigy of Lionel stands at their feet.

Comprehension Questions

1. Where was Francis born?
2. What kind of write is she?
3. Speak about the life and work of the writer?
4. What works of the writer do you know?

Discussion Questions

1. Do Uzbek people know this writer?
2. Have you ever read any of her works?
3. Have you read "Secret Garden" written by this writer?
4. Have you seen the film of this story?

THE SECRET GARDEN

by Frances Hodgson Burnett

THE SECRET GARDEN

by Frances Hodgson Burnett

Mary Lennox was a spoilt, rude and bad-tempered child. She was never really well, and she was thin and miserable, with a sour face. No one liked her at all.

None of this was really Mary's own fault. She was born in India, where her father worked. He was always busy with his work, and paid no attention to his daughter. Her mother was very pretty, and cared only for parties and pleasure. She left Mary in the care of an Indian nursemaid, who gave the little girl everything she wanted so that she would not cry and upset her mother. So, not surprisingly, Mary grew up into a spoilt and most unpleasant girl.

One hot morning, when Mary was nine years old, she had a strange feeling that something was wrong. She stayed in her room and heard shouts and cries and the patter of hurrying feet, but no one came to her. She lay on her bed and fell asleep.

When she awoke, the house was silent. Still no one came to her, and she was angry that she had been forgotten. Suddenly, the door opened, and two Englishmen came in.

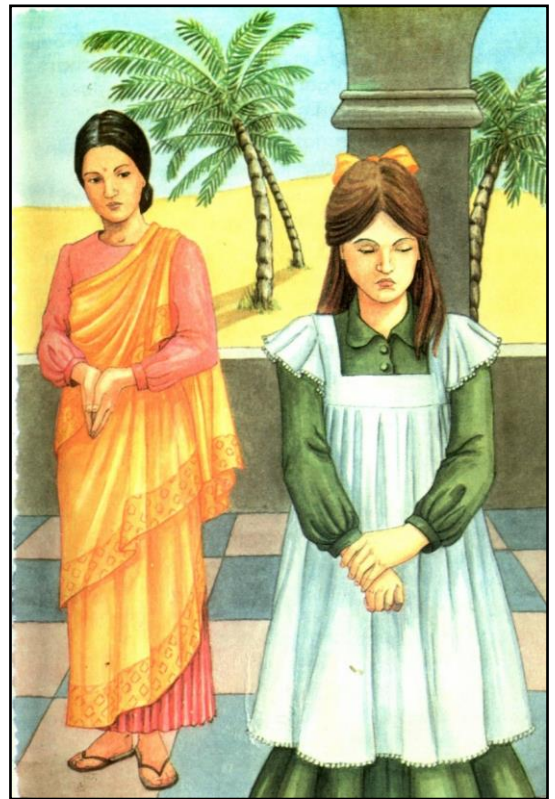
'Why was I forgotten?' Mary said, stamping her foot. 'Why does nobody come?'

'Poor little kid!' said one of the men. 'There's nobody left to come.'

That was how Mary learned that her father and mother were dead. They had been killed by the disease sweeping the country. Most of the servants had died too, and the rest had run away. Mary was quite alone. There was no one left in India to look after her, so she was sent to England to live with her uncle, Mr Craven, at Misselthwaite Manor in Yorkshire.

In London, Mary was met by Mrs Medlock, her uncle's house-keeper. Mary disliked her at once. But then, Mary disliked everyone. Mrs Medlock thought Mary was a plain, rude child — and she was quite right. As they travelled north she told Mary about the house. It sounded very grand and gloomy, and stood on the edge of a moor.

'There'll be nothing for you to do, and your uncle won't bother with you,' said Mrs Medlock. 'He's got a crooked back. He was a sour young man until he married. His wife was a very pretty girl and he worshipped her. When she died, it made him queerer than ever. He's away most of the time, so you'll have to look after yourself.'



It was dark when they got out of the train. A carriage pulled by two horses took them to the house, but Mary could see nothing outside in the rainy blackness.

‘What’s the moor like?’ she asked.

‘It’s just miles and miles of wild land,’ Mrs Medlock replied. ‘Nothing grows there but gorse and heather, and nothing lives on it but wild ponies and sheep.’

At last, the carriage stopped in a courtyard. A huge oak door was opened by a butler. ‘You’re to take her to her room,’ he said to Mrs Medlock. ‘The master is going to London tomorrow and he doesn’t want to see her.’

Mary followed Mrs Medlock upstairs and through many corridors to a room with a fire burning and supper on the table.

‘This is where you’ll live,’ Mrs Medlock told Mary. ‘Just see you stay here and don’t go poking round the rest of the house.’ This was Mary’s welcome to Misselthwaite Manor. It made her feel cross and unwanted and lonely.

The next morning, Mary awakened to find a housemaid lighting her fire. She was called Martha and she smiled and chatted as she worked.

Mary was not used to friendly servants. In India, she had never said ‘Please’ or ‘Thank you’, and once she had even slapped her nurse’s face when she was angry. Somehow she knew that she must not treat Martha this way. At first, Mary had no interest in Martha’s chatter but, little by little, she began to listen to the friendly Yorkshire voice.

‘Eh! You should see all my brothers and sisters in our little cottage on the moor,’ Martha said. ‘There’s twelve of us and my father only gets sixteen shillings a week. My mother has a job to feed’em all for that. The fresh air on th’ moor makes’em strong and healthy. Our Dickon, he’s twelve, he’s always out on th’ moor. He’s good wi’ animals. He’s tamed a wild pony.’

When Martha had to go away, Mary went out to play.

‘Go and look at the gardens,’ Martha had said. ‘There’s not much growing now, but it’s lovely in summer!’ She had stopped for a second and then said softly, ‘One garden has been shut up for ten years since Mrs Craven died. Mr Craven locked the door and buried the key. He hates that garden.’

The grounds of Misselthwaite Manor were huge. They were divided by high walls so that there were many gardens. In some, there were flowers and trees and fountains. In others, vegetables were growing. Doors led from one garden to the next, and every garden looked bare and wintry.

Presently, an old man came through one of the green doors. He looked as bad-tempered as Mary herself.

‘Can I go through that door?’ asked Mary.

‘If tha likes,’ he replied. ‘There’s nowt to see.’

Mary was hoping to find the door to the locked garden. She tried many doors but they all opened easily. There was one wall covered with ivy that

seemed to have no door at all. She could see trees behind the wall. A robin on a high branch burst into song. She stopped to listen, and the cheerful notes brought a little smile to her unhappy face. She wandered back to the old man. He ignored her and went on digging.

At last she said, 'There's a garden over there without a door.'

'What garden?' he asked gruffly.

'On the other side of that wall,' she replied. 'I heard a robin in the trees there.'

The old man stood up and a smile spread across his face. Mary saw how much nicer he looked when he smiled. He whistled very softly. Over the wall flew the robin and landed by the man's foot.

'Here he is,' he said quietly. 'He always comes when I whistle. Isn't he a grand little chap? Look, he knows we're talking about him.' The robin, plump and scarlet-breasted, hopped about pecking at the earth. Ben Weatherstaff, the gardener, went on digging. 'He's the only friend I've got,' he said. 'When he's not with me, I'm lonely.'

'I'm lonely too,' said Mary. 'I've never had any friends.'

Ben stopped and looked at her 'I reckon we're a good bit alike,' he said 'We're not good-looking and we're as sour as we look.'

Mary had never thought before about her sour face and her bad temper. Now that she did, it made her feel uncomfortable. Just then, the robin flew up into a tree and sang with all his voice.

'He's taken a fancy to thee,' said Ben. 'He wants to be your friend.'

Mary looked up at the robin. 'Would you be my friend?' she asked. She spoke softly and kindly, instead of in her usual hard little voice.

'Why,' said Ben, 'tha said that like a real child instead of a sharp old woman. It was nearly like Dickon when he talks to th' wild things on th' moor.'

The robin flew over the wall.

'There must be a door to that garden,' Mary said.

'Well, there's none to be found now,' snapped Ben. 'Don't you go poking your nose in places where you don't belong.' And he walked off without saying goodbye.

Mary spent most days out of doors. She ran to keep warm and the cold wind brought a pink glow to her cheeks. Each night she felt hungry and ate a good meal. After supper, she liked to sit by the fire and talk to Martha.

'Why does Mr Craven hate the locked garden?' Mary asked one evening.

'It was Mrs Craven's garden. She loved it,' Martha said. 'She was sitting on the branch of a tree when it broke and she fell. She was hurt so bad, she died. That's why he hates it. He won't let anyone talk about it.'

Mary had never felt sorry for anyone before but now she understood how unhappy Mr Craven must be. The wind blew across the moor and moaned and roared round the house. Martha called it 'wutherin'. Mary listened to it and through the 'wutherin' she thought she heard a child crying.

‘No,’ Martha answered when Mary asked. ‘It’s only th’ wind or the scullery maid. She’s been crying all day with toothache.’ And Martha left the room hurriedly.

The next day the rain poured down.

‘On a day like this at home,’ said Martha, ‘we all try to keep out of each other’s way. Except Dickon. He goes out in all weathers. He brought home a fox-cub that he found half drowned. He’s got a crow too, called Soot.’

Left on her own, Mary decided to explore the house. She followed corridors and went up and down stairs. In the stillness, she heard again the faint sound of a child crying.

As she stooped to listen at a door, another door opened and out came Mrs Medlock. ‘What are you doing here?’ she demanded. ‘Get back to your room at once!’

Mary was angry. She knew she had heard the cry and she was determined to find out what it was.

The rain storms passed. ‘You wait until the sun shines on th’ golden gorse and th’ heather,’ said Martha.

‘I’d like to see your cottage on the moor, and your mother,’ said Mary.

‘Tha would love my mother,’ Martha answered. ‘She’s kind and hard-working. When it’s my day out and I can go home to see her, I just jump for joy.’

‘I’d like to see Dickon too,’ said Mary.

‘Yes, you’d like him,’ Martha said. ‘Everyone likes Dickon.’

‘No one likes me,’ said Mary sadly.

‘Well, maybe that’s because you don’t like other people,’ Martha smiled.

‘I never thought of that,’ Mary replied.

Mary found Ben digging in the garden.

‘Spring’s coming,’ he said. ‘Th’ plants are workin’ under th’ soil. You’ll soon see crocuses and daffydowndillys.’

The robin flew over. When Mary followed him to his perch on the ivy-covered wall, he hopped down onto the soil. Mary crept nearer and he twittered as though he was talking to her. Now she was very close to him and she felt so happy she scarcely dared to breathe. The robin pecked in the earth for a worm, and suddenly, in the soil, Mary saw a rusty key!

‘Perhaps it’s the key to the Secret Garden!’ she thought. She slipped the key into her pocket and ran indoors.

After supper, Martha told her about her day at home. ‘Mother says you must be lonely here,’ said Martha. ‘She sent you a present to cheer you up.’ She brought out a skipping rope with striped handles and showed Mary how to skip with it.

‘Your mother’s very kind,’ said Mary, wondering how Martha’s mother could have spared the money to buy her a rope. Now, wherever she went, Mary skipped, and the more she skipped the stronger she grew.

One morning, the robin was watching her from his perch on the wall. Suddenly, something happened that felt like magic! A gust of wind blew the

ivy on the wall and, under the leaves, Mary saw a door! She felt for the key in her pocket and tried it in the lock. It was very stiff but she could just turn it. The next second, she was in the Secret Garden! Her heart thumped as she looked round. It was over-grown and untidy, but she thought it was the loveliest place. She saw green shoots of bulbs pushing up through the soil, and pulled the weeds away from them to make way for the crocuses and snowdrops. She went on weeding and clearing dead leaves and grass. Time slipped by.

At supper-time, she longed to share her secret with Martha but she dared not in case she should be forbidden to go again to her Secret Garden. Instead, she said, 'I wish I had a bit of garden to grow things in.'

'That's a lovely idea,' Martha answered. 'I'll get Dickon to bring some garden tools and some seeds to plant.'

Mary worked in her Secret Garden every day. Everything was starting to grow. Mary was careful that Ben Weatherstaff never saw where she went. One day, he said to her, 'This fresh air is doin' thee good. Tha's fatter and not so yeller. Tha looked like a young plucked crow when tha first came.'

Mary laughed. She liked Ben now, even on his grumpy days.

One day, she saw a boy sitting under a tree. Two rabbits and a pheasant were near him, and a squirrel clung to the tree above his head. They were listening to the tune he played on a pipe. He got up slowly so as not to frighten the animals. His blue eyes smiled from his round, rosy face. 'I'm Dickon,' he said. 'I've brought tha garden tools and some flower seeds.'

His smile was so gentle and kind that Mary forgot to be shy. She felt that if animals trusted him, she could trust him too. After a while she asked, 'Do you know about the Secret Garden?'

'I've heard of it,' he said, 'but I don't know where it is.'

Making sure no one was watching, Mary led him through the door in the wall. Dickon was amazed. He looked round at all the plants and trees. 'All these will grow,' he said. 'There'll be flowers and roses everywhere. In a few weeks, the leaves will be sprouting.'

They worked together, weeding and pruning. Mary felt she had never known anyone like Dickon. Trying to speak in a warm, Yorkshire voice like Dickon's and Martha's, she asked, 'Does tha like me?'

'Eh!' he laughed, 'that I does, an' so does the robin.'

After dinner, Mrs Medlock came to take Mary to see Mr Craven. 'He's going away tomorrow and he wants to see you first,' she said.

Mary felt a little afraid and very awkward and stiff. But Mr Craven wasn't a bit frightening, nor was his back really twisted. His face was handsome but looked full of worry and misery. He asked if there was anything she would like. Mary asked for a piece of garden to grow her own flowers.

'Of course,' said her uncle. 'Take any bit that's not being used.' Mary knew which bit this would be. She could call the Secret Garden her own!

In the night, Mary was awakened by heavy rain and the wutherin' of the wind. She felt angry that bad weather would keep her indoors. She couldn't sleep. As she lay tossing in bed, she heard the crying again. 'That's never the wind,' she whispered. 'I don't care what Mrs Medlock says, I'm going to find out.'

Candlestick in hand, she walked softly along the corridors. She saw a light shining under a door. She pushed the door open and there, lying on a four-poster bed, she saw a boy crying pitifully.

He turned suddenly and stopped crying. 'Are you a ghost?' he asked, frightened.

'No, I'm Mary Lennox,' she answered. 'Who are you?'

'I'm Mr Craven's son, Colin,' said the boy.

'So I must be your cousin,' Mary went on. 'Did no one tell you I'd come to live here?'

'No. No one would dare,' replied Colin. 'I should have been afraid you'd see me. My father won't let people see me. He's afraid I'll grow up to be a hunchback. I'm always ill and so I stay here in bed. My father hates me because my mother died when I was born.'

'Have you always been here?' asked Mary.

'Nearly always,' Colin answered. 'If I go out, people stare at me and I can't stand it.'

'If you don't like people to see you, shall I go away?' Mary asked.

'Oh, no!' Colin answered quickly. 'Stay and talk to me.'

They talked for a long time. Mary learned how miserable Colin felt. He was sure he would never get well.

'All the servants have to please me,' Colin told her. 'It makes me ill to be angry. Everyone has to do as I say.'

He asked Mary's age.

'I'm ten, the same as you,' she told him.

'How do you know I'm ten?' he asked.

'Because the garden was locked ten years ago when you were born,' Mary answered.

'What garden?' Colin asked.

'Just a garden Mr Craven hates,' Mary replied. 'He locked the door and buried the key.'

'What's the garden like?' Colin persisted.

'No one has been allowed to see it for ten years,' Mary answered. She was careful not to let him know she had already found it. They talked of all the exciting things that might be in the garden.

'I shall make them open the door,' Colin said.

'Oh, no!' cried Mary. 'Let's keep it a secret. If they open the door, it will never be a secret again. Perhaps one day we may find the door. We could go inside and no one would know about it but us.'

'I should like that,' said Colin. 'I never had a secret before.' Tired with talking, he fell asleep and Mary crept away.

The next morning, Mary told Martha about the crying and how she had found Colin. Poor Martha was very upset. She thought she might lose her job for allowing Mary to find the young master of the house.

'You needn't worry,' Mary told her. 'Colin was pleased and he wants to see me every day.'

'Tha must have bewitched him!' Martha cried.

'What's the matter with him?' Mary asked. Martha told her that since he was born, Colin had not been allowed to walk. His father thought his back was weak. A famous doctor had been to see him, and said he would get strong if less fuss was made of him.

'Colin thinks he will die,' said Mary, 'Do you think so?'

'Mother says there's no reason for a child to live if he can't get out in the fresh air,' Martha answered.

'It's done me good to be outside,' said Mary. 'Do you think it would help Colin?'

'Eh! I don't know,' Martha said. 'He had a bad tantrum when he was taken into the garden. He got angry because he thought one of the gardeners was looking at him. He cried so much he was ill all night.'

'Well,' said Mary, 'if he ever gets angry with me, I shan't go to see him again.'

On her next visit to Colin, Mary told him about Dickon.

'He's not like anyone else in the world,' she said. 'He can charm the animals on the moor. When he plays on his pipe, they come to listen.'

'The moor sounds a wonderful place,' said Colin, 'but I'll never see it. I'm going to die.'

'How do you know?' Mary asked, feeling a little cross. Colin talked about dying almost as though it pleased him.

'Everyone says I will,' Colin answered. 'I think my father will be glad when I'm not here.'

'I don't believe that,' said Mary. 'That famous doctor was right. They should make less fuss of you and they should let you go out. Oh! If you could see Dickon, you'd want to get well.' And she told him all about Dickon's family who were so well and happy even though they were so poor.

It rained for a week so Mary could not visit the garden. Instead, she spent her days with Colin. They read and talked and, for the first time, Colin started to laugh. Often he spoke of the garden and what might be in it. Mary longed to share her secret with him but felt that she could not yet trust him.

After the rain, Mary awoke early one morning to find the sun streaming through the blinds. When she ran down to the Secret Garden, she found that Dickon was already there.

'I couldn't stay in bed on a morning like this,' he cried. 'Look at th' garden!' The rain and the warmth had made all the new shoots push up through the earth. There were clumps of orange and purple crocuses. Mary was breathless with happiness. The robin was building a nest.

'We mustn't watch too close,' warned Dickon. 'He's too busy now for visitin' an' gossipin'.'

A whole week had passed since Mary had seen Dickon. She told him about finding Colin,

'If we could get him out here,' said Dickon, 'he'd forget about lumps growing on his back. We'd be just two lads and a little lass lookin' on at th' Springtime. I could push his chair. It'd do him more good than doctor's stuff.'

When Mary went in at the end of the day, Martha told her that Colin was angry because she had not been to see him.

'I won't let that boy come if you stay with him instead of me,' Colin raged when Mary saw him. 'You're selfish for not coming!'

'What are you?' snapped Mary. 'You're the most selfish person I know!'

'Well, I'm going to die!' wailed Colin.

'I don't believe it,' said Mary sourly. 'You only want people to be sorry for you. But they're not! You're too nasty!' She marched to the door and called back, 'I was going to tell you about Dickon and his fox and crow, but I shan't now.' And she shut the door firmly behind her.

In her room, she thought of Colin's lonely day. Her anger faded and she felt sorry for him. 'If he wants me tomorrow,' she thought, 'I'll go and see him.'

In the night, Mary was awakened by noises in the corridor and she could hear sobbing and screaming. 'It's Colin having a tantrum,' she thought. She covered her ears but couldn't shut out the dreadful sounds.

She jumped out of bed and stamped her foot angrily. 'Somebody must stop him,' she cried. 'He deserves beating for being so selfish! He's upsetting everyone in the house!' She ran into Colin's room and shouted, 'You stop! I hate you! You'll scream yourself to death in a minute and I wish you would!'

Colin looked dreadful. His face was swollen and he was gasping and choking but Mary was too angry to care. 'If you scream again, I shall scream louder!' she stormed.

'I can't stop,' sobbed Colin. 'I've felt a lump coming on my back.'

'Turn over and let me look,' snapped Mary. She looked carefully at the poor thin back. 'There's not a lump as big as a pin,' she announced. 'Don't you ever talk about it again!'

Colin's sobbing slowly died and Mary sat by his bed quietly comforting him until he fell asleep.

In the morning, Mary found Dickon in the garden with his squirrels, and she told him of Colin's sobbing in the night. 'Eh! We mun' get him out here, poor lad!' he said.

'Aye, that we mun', said Mary, using the same Yorkshire words.

Dickon laughed. 'Tha mun' talk a bit o' Yorkshire to Colin,' he said. 'It'll make him laugh and Mother says laughing's good for ill folk.'

When Mary went in to Colin she told him the morning's news of Dickon and his squirrels, Nut and Shell. They laughed and talked for a long time.

Then Colin said, 'I'm sorry I said I'd send Dickon away. I didn't mean it. He's a wonderful boy.'

'I'm glad you said that,' said Mary, 'because he's coming to see you and he's bringing his animals.'

Colin cheered up. He looked so happy that suddenly Mary decided to take a chance and trust him. 'But that's not all,' she went on. 'There's something better! I've found the door to the garden!'

Colin was overjoyed. 'Then shall we go in and find out what's inside?' he asked.

Mary paused and then boldly told the truth. 'I've already been in it. That's why I could tell you so much about it. I daren't tell you my secret until I was sure I could trust you.'

At breakfast, Colin announced to his nurse, 'A boy and some animals are coming to see me. Bring them straight up when they arrive.'

It wasn't long before Mary heard a bleating. 'That's Dickon's lamb!' she cried. 'They're coming!'

Dickon came in smiling. He carried a lamb, and his little red fox trotted beside him, Nut, the squirrel, sat on one shoulder and the crow on the other. His other squirrel, Shell, peeped out of a pocket.

Colin stared in wonder. Dickon gently put the lamb in Colin's lap and gave him a bottle to feed it. They were all so busy and happy together. Dickon had endless tales to tell.

'I'm going to see it all!' cried Colin.

'Aye, that tha mun', said Mary, 'an' tha munnot lose no time about it.'

Colin was put in his chair and Dickon pushed it along the paths. As they went, Mary told Colin about the places they passed. 'Here's where I met Ben,' she said, 'and this is where I saw the robin. And this,' she whispered, 'this is the garden!'

Mary opened the door and Dickon pushed the chair inside quickly. Colin looked round for a long time seeing all the things Mary had described. Then he cried out, 'I shall get well! I shall live for ever and ever!' That afternoon, the whole world changed for Colin.

'It's been a grand day,' said Dickon.

'Aye, that it has,' said Mary.

'Does tha think,' said Colin, 'that it was made Dike this 'ere all for me?'

'My word!' said Mary, 'That's a good bit of Yorkshire.' And they all joined in the laughter.

'I don't want this day to go,' said Colin, 'but I shall come back every day.'

'That tha will,' said Dickon, 'an' we shall soon have thee digging and walking.'

Suddenly, Ben Weatherstaff's face glared down at them from the top of the wall. 'What are you doing in there?' he shouted at Mary. Then he saw Colin and his mouth opened in surprise.

'Do you know who I am?' Colin asked.

'Aye, that I do,' Ben answered. 'Th'art th' poor cripple lad.'

Colin sat up angrily. 'I'm not a cripple! I'll show you!' he cried. With Dickon's help, he struggled out of the chair and stood, straight and tall. 'Look at me now!' he shouted.

'God bless thee, lad!' smiled Ben and tears ran down his face.

Colin remained standing. He suddenly felt his fear leave him. 'I'm not afraid any more!' he cried. 'It's the magic of the Secret Garden! It's working to make all the plants grow and it will work for me.'

That evening Colin was quiet. At last, he said to Mary, 'I'm not going to be a poor thing any more. If I believe I shall get strong and well, the magic will make it happen.'

Next day in the garden, Colin called Mary, Dickon and Ben to him. 'I'm going to show you that the magic works,' he said.

Slowly, taking a few steps at a time, Colin walked right round the garden. His face was flushed with joy.

'This must be the biggest secret of all,' he said. 'When I can walk and run well, I shall walk into my father's study and I'll say, "Here I am, well and strong!"'

It was very hard to keep the secret. The magic of the Secret Garden was making Colin bright-eyed and rosy-cheeked. Each day Colin and Mary did exercises to make them strong and they both grew plumper and healthier. Mary lost her sour, ugly look and became pretty. Colin no longer looked like an invalid. Everyone was amazed at the change.

One morning Colin stopped digging. He suddenly felt different. 'Look at me!' he cried. 'I'm well! I'm really well! I want to shout for joy! I shall live for ever and ever!'

Now while the Secret Garden was working its magic, Mr Craven was travelling in faraway places. For ten years he had tried to run away from his sorrow and had refused to be comforted.

One day, whilst walking in Austria, he sat down by a stream. Gradually, he felt his mind and body grow quiet. The peace of the place filled him and from that moment he felt healthier and happier.

One night, he dreamt of his wife's garden at Misselthwaite Manor. The dream was so clear he decided he must return home at once. As soon as he arrived home, he went into the garden.

His steps were slow. All the sad memories of his lovely wife came back to him. As he stood outside the door of the Secret Garden, wondering how to find the key, he heard the sound of laughter from inside.

Suddenly, the door burst open and a boy ran out, almost into his arms. He was a tall, handsome boy and Mr Craven gazed at him, unable to speak.

Colin stood still and recovered his breath.

Then he said, 'Father, I'm Colin. You can't believe it but it's true.'

He led his father into the garden and told him how the magic had made everything grow and had made him strong and well.

Mr Craven had never heard such a wonderful story. He sat by Mary and Dickon and the animals and listened and laughed as he had not done for years. He was so proud of his handsome, healthy son!

'Now,' said Colin at the end of the story, 'it needn't be a secret any more. I shall never need my chair again. I shall walk with you, Father!'

They stood up, and Mr Craven walked across the lawn to the house. At his side, strong and straight as any lad in Yorkshire, walked his son.

OLIVER TWIST

Charles Dickens

Abridged and simplified by Norman Wymer

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1. Oliver Asks For More

It was a cold winter night in 1830. A poor girl was alone in a town in England. She had no home and no money. She walked through the streets and looked for a room with a bed. She was going to have a baby and she was very tired.

“Oh!” she cried. “I can’t walk any more!” She fell down in the street and did not move.

Some people found her and took her to the ‘workhouse’ – a home for very poor people.

In the cold, unfriendly workhouse, the girl’s baby arrived. His name was Oliver Twist.

The young mother kissed her little boy. She looked sadly round the room and cried. “Oh, my poor baby!” she said. “I hope they’ll be kind to you here.” Then she closed her eyes – and died.

Poor Oliver was alone in the world, without any friends.

The workhouse did not keep young children. The men there said “We don’t want the baby! We must send him away!”

They sent Oliver to an old woman, who was called Mrs Mann. They paid her to give him a home. Mrs Mann did not want the child – but she wanted the money! She was unkind to Oliver and gave him very little food. She gave the boy just enough food for life. No more.

Oliver stayed with Mrs Mann for nine years.

Then one day Mr Bumble, a fat keeper from the workhouse, called at the house. He wore a big hat and a coat of bright colours. “Oliver Twist can live in the workhouse now. He’s old enough. I’ve come to take him away,” Mr Bumble said.

“Oh – I’ll get him,” she said, and left the room.

She quickly washed Oliver’s face and hands, and brought him to Bumble. The old woman thought: “I’ll show them that I’m kind to the boy!” She gave Oliver a thousand kisses – and a piece of bread.

“Come with me, boy!” Mr Bumble cried.

Oliver was pleased when he left the unkind old woman. “I’m going to a better home!” he thought. But when the boy saw the cold, dark workhouse, he cried.

Bumble took Oliver to a large room. Fat men with red faces sat at a long table. They looked at Oliver with cold eyes.

“What’s your name, boy?” a man in a high chair asked.

Oliver was afraid of the fat men. He did not answer. Bumble gave Oliver a kick, and he cried.

“Why are you crying, boy?” asked a man in a white coat. “You can’t be unhappy! You have no mother or father, but we are being kind and giving you a home. Thank us – and stop crying!”

“Thank you, sir,” Oliver said quietly.

“Boy!” said the man in the high chair. “You are going to work to pay for your home here! You will begin tomorrow morning at six o’clock. You will work in the vegetable garden – all day!”

Poor Oliver had a very hard life.

All the children had a very hard life in the workhouse. Their rooms were cold; they had no warm clothes; and they had very little food. The boys had only a small cup of soup for their dinner. They were always hungry.

One day one of the boys was ill from hunger. He finished his soup, and looked at the others. “If I don’t have some more, I’ll eat one of you!” he said.

The boys believed him and were afraid. They all looked at Oliver Twist. “You’re the youngest,” they said. “Go and get some soup for him – quick!”

Oliver went to the cook, with his cup. “Please, sir,” he said. “I want some more soup.”

The cook’s face became white. “What?” he cried.

“Please, sir, I want some more,” said Oliver.

The cook banged him on his head with his large spoon. Then he called for Mr Bumble.

The keeper ran to the fat men with red faces. “Oliver Twist has asked for more!” he told them.

The fat men dropped their pens and looked at him. “What?” they said. “The boy had his supper? Then he asked for more?”

“He did, sir,” answered Bumble.

“That boy is bad!” said the man in the high chair. “We must teach him better ways!”

“I’ll teach him, sir!” Bumble said. The keeper shut Oliver up in a cold, dark room – all alone. The boy cried all day. At night, he slept on the stone floor. In the morning, Mr Bumble kicked Oliver to wake him up. He led him into the garden and took off his clothes. Then he put him in a bath of cold water.

At dinner time, he carried Oliver to the dining room. He pointed to the hungry boys at the table. “I’ll teach boys not to ask for more!” he cried. “I’ll show you!” The keeper gave a loud cry – and kicked Oliver round the room.

This happened every day for a week.

Then one night Oliver could not sleep. He sat in the darkness and cried. Suddenly he thought of a way of escape. “I’ll run away!” he cried. “I’ll go to London and get a job!”

Oliver quietly opened the door and listened. No sounds! The keepers were asleep in their beds. The boy moved quietly through the dark building, like a cat. He found his way to the garden door. Then he opened the door and went into the garden. Oliver climbed over the wall – and escaped from the workhouse.

2. Oliver Runs Away

Oliver ran. "I must go far away – before Mr Bumble looks for me!" he thought. He ran for about eight kilometers. Then he hid in a field and slept.

It was a hundred kilometers to London and Oliver walked all the way. He became very tired and hungry. He had no money; so he went to houses and asked for food. Some people gave the boy a piece of bread – but nothing else.

When Oliver reached London, he was afraid. He was a stranger, without friends, in a large city. "Where can I go?" he thought. "I have no home!" The tired hungry boy sat in the street and cried.

People looked at him – walked past. They did not try to help him.

Then a boy with a round face and bright little eyes went up to Oliver. His name was Jack Dawkins, but his friends called him 'Artful Dodger'. He wore a man's coat (nearly down to his feet!), and he looked very strange.

"Hello!" said Dodger. "Why are you crying?"

"I'm tired and hungry," Oliver answered. "I've walked a long way. I've walked for seven days!"

"Seven days!" cried Dodger. "Where have you come from?"

"I ran away from the workhouse," Oliver told him.

Dodger smiled. "Now you've got no home! Do you want a room?" he asked.

"Oh – yes, please!"

"Well," said Dodger, "I know a kind old man. His name is Fagin. He'll give you a bed. Come with me!"

Dodger took Oliver to an old house in the poorest part of London. They went into a dark room. There, four boys sat at a table, drinking. An old man with long red hair stood by the fire. He had a strange look on his face.

Dodger spoke quietly into the old man's ear. "I've found another boy, Fagin!" He looked at Oliver. "Meet my friend – Oliver Twist!"

The boys jumped up and put their arms round Oliver. "Hello! Hello!" they cried. "You'll be very happy here!"

Fagin was very friendly. He gave Oliver some supper – and the boy ate it like a hungry animal. Fagin then gave him some strong drink. "This will make you happy!" he said. Oliver drank it – and went to sleep. Fagin smiled.

Next morning Fagin and the boys played a strange game. The old man put money into his pockets. The boys tried to take his money without him knowing. Oliver did not understand the game – but he soon learnt.

Dodger and Charley Bates (another boy) took Oliver for a walk. Suddenly Dodger stopped and looked across the street. "See that old man looking in the bookshop window?" he said. "He's got money in his pockets! Come on, Charley!"

The two boys crossed the street and quietly stood behind the rich old man. Dodger put his hand in his pocket and stole his money. Then the boys ran away.

Oliver was afraid. "The gentleman will think I stole his money!" he thought – and ran.

Too late! The gentleman put his hand in his pocket and missed his money. He turned round and saw Oliver running away. "That boy has stolen my money!" he cried. "Stop, thief! Stop that boy!"

Men and women ran out of their houses. Shopkeepers left their shops. Boys jumped off their bicycles. Children stopped their games. A hundred people ran through the streets, crying: "Stop, thief!"

Poor Oliver ran and ran – but he could not escape.

A big fat man took a stone. "I'll stop him!" he cried. The stone flew through the air. A good shot! It cut Oliver on the head – and he fell.

The people stood round the boy and cried: "Thief! Thief!"

The old gentleman (whose name was Mr Brownlow) came along. He saw blood on Oliver's head. "Oh, poor little boy!" he said. "You've hurt him!"

A policeman arrived. "Don't be sorry for him, sir!" he said. "The boy stole your money!"

"No! No! I'm not the thief!" Oliver cried. "The other boys stole the money."

The policeman did not believe him. He took Oliver away and put him in a prison.

But the man who kept the bookshop saved Oliver. He saw the real thieves through the window of his shop. He told the police that Oliver did not steal the money. The police then freed him from prison.

Mr Brownlow was very pleased. He gave Oliver a home and was very kind to him.

Oliver was happy for the first time in his life. But his happiness soon ended.

3. Nancy and Bill Sikes Look for Oliver

Fagin was afraid. "Oliver will tell the police that we're thieves!" he cried. "Find the boy for me and bring him back – quickly!"

Fagin sent a poor girl to the police. Her name was Nancy and she lived with the thieves.

Nancy told a policeman that she was Oliver's sister. "Oh, sir!" she said, crying. "I've lost my little brother. My poor, dear little brother ran away from home – and I can't find him. Oh, sir, do you know where Oliver is?"

The policeman smiled. "Yes – I found him in the street," he said. "A boy stole money from an old gentleman. I saw Oliver running away. So I thought he was the thief – and I put him in prison."

"A thief!" Nancy cried. "Oh, no – my brother isn't a thief! He's a good boy."

"I know, my dear," said the policeman. "A man told me that Oliver didn't steal the money. So I let him go."

"Where is Oliver now?" Nancy asked.

"The old gentleman took the boy to his house and gave him a home," the policeman told her.

"What's his name? Where does he live?" Nancy asked.

"His name is Brownlow." The policeman thought for a minute. "He lives at Pentonville but I don't know the name of the street."

Nancy ran back and told Fagin the news.

Fagin sent Nancy and a thief called Bill Sikes to Pentonville. "Go to the man's house and take the boy away!" he said to Sikes.

Nancy walked through the streets of Pentonville alone. Sikes – a big strong man – followed her with his large white dog.

Nancy smiled sweetly and asked people in the street: "Please, can you tell me where Mr Brownlow lives?"

They didn't know the gentleman.

Nancy and Sikes looked in every part of the town, but they could not find the house. "We'll never find Oliver," they thought.

Then one day Mr Brownlow sent Oliver to the bookshop. He gave the boy some books and a £5 note for the shopkeeper.

Oliver walked happily along the street. He wore good new clothes, and he was very pleased with them. "Mr Brownlow is very kind to me," he thought. "I have a good home now."

But the boy lost his way and walked down a dark back street.

Suddenly a girl ran and put her arms round him. "Oh, my dear brother!" she cried. "Oh, Oliver – I've found you! Why did you run away? Come home, dear!"

"Who are you? Why are you stopping me?" Oliver cried. He could not see the girl's face in the dark street.

"Oh, Oliver – you're a bad boy!" she said. "Come home!"

People stopped and looked at them. "What's happened?" they asked.

"This boy is my brother," the girl told them. "He ran away from his dear mother and father. Now he's living with thieves!"

"I don't know her!" Oliver cried. "I have no sister – or mother or father. I don't live with thieves! I have a good home with a kind gentleman."

"Don't believe him!" said the girl. She took her arms away from the boy and showed him her face.

"Nancy!" said Oliver. He tried to run away.

The big man with the large white dog now stopped him. "Now we've got you!" he said. He took the books from the boy. "Where did you get these books? You stole them! You're a thief!" he cried. He banged Oliver on the head with the books.

Oliver called to the people in the street. "Help me! I don't belong to them! Help!"

But the people in the street believed Nancy's story. "You're a thief!" they said. "Go home!"

Sikes and Nancy took Oliver back to Fagin's house. "We've found him!" they cried.

The boys danced round Oliver and laughed at him. "Look at his clothes, Fagin!" they cried. "He's a gentleman now!"

"Oh, yes – a real gentleman!" said Fagin. "We must call him 'sir'."

The Artful Dodger put his hand in Oliver's pocket and took out the £5 note. "Look!" he said with a smile. "He's got money, too!"

Fagin quickly took the note from him.

"Give the money!" Sikes cried. "It's mine! I found the boy!" He tried to take the note.

The boys danced about and enjoyed the fight. They forgot about Oliver.

Oliver ran to the door and tried to escape. But the dog stopped him.

Poor Oliver had to stay with the thieves.

4. Sikes Takes Oliver to a House

"We mustn't let the boy run away again!" Fagin said to Sikes. "We'll teach him to steal. That's the way to stop him. If Oliver becomes a thief, he'll be afraid of the police. Then he'll never leave us!"

"I'll teach him," said Sikes. "I want a small boy for my next job. I'm going to a house where some very rich people live. Oliver can climb through a window and open the door!"

Fagin smiled. "Good – very good!"

Nancy was in the room, listening. She liked Oliver, and she was now a little sorry that she brought him back to Fagin's house. Nancy quietly left the room. She went to Oliver and told him what she heard.

"I'm your friend now and I want to help you," she said. "Sikes is very dangerous! He has a gun. Don't try to run away or Sikes will shoot you! I tried to escape once. Sikes cut me with a knife. Look!" Nancy showed Oliver some deep cuts on her body.

"Oh, Nancy, I thought you were my enemy!" Oliver said.

"No, no – I'm your friend!" Nancy cried. "I don't want to stay in this house with the thieves – but I can't escape! I must live here, because I have no home. I'm alone in the world – like you."

Oliver kissed Nancy. "Oh, I am pleased you're my friend!" he said.

Next night, Sikes and another thief took Oliver to the rich people's house. Sikes gave him an oil light and showed him a window. "Climb through that window and open the door!" he said.

"I can't! I'm not a thief!" Oliver cried. "Let me go!"

Sikes showed him his gun. "I'll shoot you!"

Oliver remembered what Nancy told him. He climbed through the window. But he did not open the door. He thought: "I'll go and tell the

people in the house.” Oliver moved quietly and slowly, like a cat, towards a door.

Sikes saw him through the window. “Come back!” he cried. “Come back!”

Oliver jumped – dropped his oil light. It fell on the floor with a bang.

Two men suddenly came out of a room. One of them had a gun.

Oliver could not see them in the dark very well. But suddenly a bright light shone into his eyes. He heard a shot – and fell like a dead person beside the window.

“They’ve shot him!” Sikes cried. “I see blood!”

He quickly reached half-way through the window and brought Oliver out of the house.

The thieves carried the boy in their arms and ran off into the night.

The men of the house followed them with guns, crying: “Thieves! Thieves!”

People in their houses heard their cries. They came out in their night-clothes and ran after the thieves. “Stop! Stop!” they cried.

Sikes shot at the people with his gun – but they still followed. They came nearer and nearer.

The thieves could not run fast enough with Oliver in their arms. “Leave the boy!” Sikes cried.

They dropped Oliver in some grass beside the road – and escaped.

The people ran past the boy – but they did not see him in the dark.

Oliver stayed in the grass all night, in a deep sleep.

5. A Face at the Window

Oliver woke up in the morning. He was wet and cold, and his arms and legs hurt. “Where am I?” he thought. “What’s happened?”

He saw the blood on his clothes, and then he remembered. “They shot me!” Oliver cried. “I’ll die!”

The boy got up and walked along the road, calling for help. “Help! Help!” he cried. “I’m dying! Help!” He walked a long way but he met no people.

At last, he reached a house. He banged on the door, and a pretty young woman opened it. Her name was Rose Maylie.

Rose looked at Oliver and saw the blood. “Oh, poor little boy!” she cried – and took him into the house.

Rose put Oliver to bed and sat beside him. “What happened?” she asked.

“Two thieves took me to a house last night,” Oliver said, crying. “They told me to climb into the house and open the door for them. I – I climbed through a window. I was afraid and I made a noise. The people in the house heard me and – and a man shot me!”

Oliver told Rose the story of his sad life with Fagin and the thieves.

“Don’t send me back to Fagin!” Oliver cried.

Rose smiled and gave him a kiss. “I won’t send you back,” she said. “You can stay with me. I’ll give you a home.”

Rose was very kind to Oliver, and the boy was happy in his new home.

Months passed.

Then one evening Oliver sat by a window and read a book. He went to sleep. Suddenly he woke up – and saw a face at the window.

A strange, dark man looked at Oliver. He smiled and ran away.

6. A New Enemy

The stranger was Mr Monks – another young friend of Fagin. Mr Monks knew Oliver and he wanted to kill him.

Monks ran to Fagin’s house. “I’ve found Oliver!” he cried. “He’s in a house at Pentonville. A woman called Rose Maylie has got him. I know her! I often look in her window. She’s the sister of Oliver’s dead mother. She mustn’t find out who Oliver is!”

“How do you know all this? Who is the boy? Do you know?” Fagin asked.

“Yes – Oliver Twist is my brother!” Monks cried.

“Your brother!” said Fagin. “So why do you want to kill him?”

Monks said slowly: “Well, I’ll tell you. When my father died, he left his money to Oliver. I wanted it! So I said that Oliver was dead – and I took my brother’s money.”

“Ah! I understand!” said Fagin. “Suppose the woman finds out that Oliver is alive! That would be very dangerous for you!”

“Help me to get the boy and bring him back!” Monks cried.

“I want money for that! How much will you pay me?” Fagin asked.

“A thousand pounds!”

Fagin smiled and held out his hand. “Good! Give me the money!” he said. “I’ll send Sikes to the woman’s house. He’ll get the boy for you!”

But Nancy was behind the door and she heard the conversation. “They’ll kill Oliver!” she thought. “I must save him!”

The girl ran to Rose’s house. “Oh, madam!” she cried, when Rose opened the door. “I must speak to you! A man is going to kill Oliver Twist! I’m Oliver’s friend and I want to save him.”

“What?” Rose cried. She took Nancy into the house and quickly shut the door. “How do you know this?” she asked.

Nancy told her about the conversation between Monks and Fagin.

“Monks is Oliver’s brother,” she said. “His father left his money to Oliver. Monks said that Oliver was dead – and he took Oliver’s money! Now the man’s afraid. He – he’s afraid of you, madam!”

"Afraid of me!" said Rose. "Why?"

"Because your sister was Oliver's mother," Nancy told her. "He's afraid you'll find out!"

"I didn't know my sister had any children," Rose said. "My sister ran away from home – and I never saw her again." She thought. "Is this true?" she asked.

"Oh, yes, madam – it is true. Please believe me!" Nancy cried. "Sikes is coming to your house to take Oliver away! He's dangerous! Hide Oliver – and don't let him go!"

Nancy ran to the door. "I must go back to Fagin – quickly!" she said. "Fagin doesn't know I've come here. He'll kill me if he finds out!"

She left the house – and ran.

But poor Nancy was too late. Fagin found out. "Nancy has gone!" he told the thieves. "Find her and bring her back!"

One of the thieves waited by the river. He saw Nancy running along the street. He jumped from his hiding-place and stopped her. Nancy tried to escape – but the man killed her.

7. A Better Life Begins

Rose thought: "Oliver can't stay in this house. It's too dangerous! I must find another home for him."

Rose wanted to take Oliver back to Mr Brownlow. "The boy loves Brownlow. He would be happy with him," she thought. But she did not know where the gentleman lived – and Oliver could not remember.

Suddenly Oliver ran into the house. "I've seen Mr Brownlow!" he cried. "I've found his home!"

Rose gave a happy cry. "Oh – let's go and see him!" she said.

They went to his house at once. Oliver waited at the door, and Rose talked to Mr Brownlow alone. "You were very kind to a dear young friend of mine," she said. "His name is Oliver Twist."

The old gentleman's eyes shone. "Oliver! Have you got some news of him?" he asked. "The boy ran away – and I couldn't find him. Do you know where he is?"

Rose told Mr Brownlow what happened after Oliver left his house. Then she told him about Monks. "Monks wants to kill Oliver!" she said. "Fagin is going to send Sikes to my house to take the boy away."

"We must hide the boy quickly!" Mr Brownlow cried. "Bring him to my house. Sikes won't come here!"

"I've brought him," Rose said with a smile. "He's waiting at the door."

Mr Brownlow ran and brought Oliver into the room. They both laughed and cried. "Oh, I thought I would never see you again!" said Oliver. "Now I've found you!"

Oliver stayed with the old gentleman.

Mr Brownlow went to the police and told them Nancy's story about Fagin and Monks. "They're dangerous men!" he said. "They don't know that the girl has saved Oliver. If they find out, they'll kill her!"

"We found a dead girl in the river this morning!" a policeman cried. "She must be Nancy!"

The police went quickly to Fagin's house.

Sikes tried to escape but he fell out of a window. The fall killed him. But the police got Fagin. They took the old man away and put him in a prison.

Monks hid – but the police soon found him too. Monks also went to prison – and Oliver got his father's money.

Oliver's 'bad days' were over.

Mr Brownlow now told Oliver about his father. "Your father was a rich man and he left you a lot of money," he said. "You'll never be poor again."

"No," Rose said with a smile, "and you're not alone in the world now. Your mother was my sister. So you belong to my family. I'm your –"

"I belong to you!" Oliver cried. He ran to Rose and kissed her. "Oh, I love you – I love you!" he said. "I'm the happiest boy in the world!"

A Puzzle

Here's a crossword for you. All the answers come from the story.
We hope you enjoy it.
Fagin has started it for you!

There's a word hidden in this crossword.
It goes from one corner to another.
Look for it when you've finished the crossword.
It's a name from the story.
Can you find it?



Across

1. Dodger asked Oliver, "_____ you want a room?"
2. Oliver worked in the vegetable garden here.
7. Dickens wrote this story more than a hundred years _____.
9. Oliver had neither mother _____ father.
11. One of the workhouse boys _____ ill from hunger.
13. The police and Fagin were enemies: there was _____ between them.
14. Dodger stole some money out of his pocket.
16. Who asked for more soup?
20. Did Monks escape from the police?
21. Oliver's mother went to a workhouse, and her baby was _____ there?

22. Nancy asked the policeman, "Do you know _____ Oliver is?"
24. Oliver told Nancy, "I _____ pleased you're my friend."
26. She was the sister of Oliver's mother.
31. Oliver's _____ left his money to Oliver.
32. Oliver ran _____ from the workhouse.
34. The police found Nancy's body here.
35. When the boys saw Oliver in his new clothes, they said, "He's a _____ now!"
37. Nancy said about Oliver, "This boy _____ my brother."
39. A policeman put Oliver in _____.
40. Rose Maylie took Oliver _____ her house.

Down

1. The Artful Dodger's real name.
2. At the end, Oliver was "the happiest boy in the _____."
3. For a week, Oliver slept _____ the stone floor of a room in the workhouse.
4. Fagin asked Monks, "_____ do you know all this?"
5. Nancy said, "He's afraid _____ you."
6. In the rich people's house, Oliver was quiet and _____, like a cat.
8. On Oliver's first morning, Fagin and the boys played a strange _____.
10. Nancy said, "Don't try to run away _____ Sikes will shoot you!"
12. How many times did Oliver get away from Fagin?
15. Sikes told Oliver, "Climb through that window and open the _____!"
17. Rose thought, "Oliver can't stay _____ this house."
18. The colour of Fagin's hair.
19. On the way to London, people gave Oliver pieces of _____.
22. The workhouse rooms _____ cold.
23. Oliver could _____ a shot – and he fell like a dead person.
24. Soon _____ Oliver was born, his mother died.
25. Mr Bumble took Oliver away from Mrs _____.
27. "_____!" cried Oliver's mother, "I can't walk any more!"
28. For how many days did Oliver walk to London?
29. The _____ of Mr Monks saw Oliver through Rose's window.
30. Bill Sikes had a large white one.
33. Monks _____ to Fagin and said, "I've found Oliver!"
36. Oliver thought Nancy was _____ enemy.
38. The policeman said, "The man told me that Oliver didn't steal money. _____ I let him go."

