

Д.Мамырбаева, Д.Хаджиева

TRANSLATION

ЖАЗБА АЎДАРМА

ПИСЬМЕННЫЙ ПЕРЕВОД

**НОКИС
2012**

Жуўаплы редактор: ф.и.к. доц.Г.А.Нурымбетова

Рецензентлер: ф.и.к. доц.М.Жоллыбекова
п.и.к. доц.Ж.Курбанбаев

Д.Мамырбаева, Д.Хаджиева.

Translation. Жазба аўдарма. Письменный перевод.- Н.:”Қарақалпақстан”, 2012.-112б.

Бул оқыў қолланба аўдарма тараўына қызығыўшылар, республикамыз жоқары оқыў орынлары аўдарма факультетлери талабалары ушын арналған болып, жазба аўдарманың өзине тән айырмашылықларын есапқа алған жағдайда англис тилинен қарақалпақ хам рус тиллерине аўдарма материаллары, шынығыўлар, шығарма, баян, аўдарма диктантлар, англис тилинде арза хәм хатлар жазыў формалары берилген.

Настоящее учебное пособие предназначено для тех кто интересуется переводом и студентам переводческих факультетов университетов Республики Узбекистан. Учитывая специфические особенности письменного перевода, в данном пособии даны упражнения для перевода с английского на русский и каракалпакские языки, а также формы написания сочинений, изложений, диктантов переводов, формы заявлений, письма на английском языке.

The present book designed to those who are interested in translation and the students of the higher establishments of the republic of Uzbekistan. Taking into consideration the peculiarities of translation the guide book includes the texts and exercises for translation from English into Karakalpak or Russian and from them into English.

The forms of writing English letters, applications, compositions, essays, dictations and their translations into Karakalpak and Russian are given.

Алғы сөз

Бул оқыу қолланба Мәмлекетлик Тәлим Стандарты, үлги хәм исши оқыу дәстүри тийкарында дүзилген болып, аўдарма факультетлериниң 1-2 басқыш қарақалпақ хам рус топарлары талабаларына жазба аўдарма пәнинен арналған.

Ол 4 бөлимнен (Unit) ибарат болып, онда күнделикли турмыста ушырасатуғын ўакыяларға тийкарланған аўдарма диктантлар жазыу бойынша талабаларда көнликпелерди раўажландырыу ушын хәр түрли шынығыўлар, англис хам қарақалпақ халқларының мәденияты хам үрп-әдетлерин сәўлелендириўши текстлер берилген.

Сондай - ақ оқыу қолланбада рәсмий хўжетлерди (арза, автобиография,), англис тилинен аўдарыу, англис тилинде шығарма, баян жазыу көнликпелерин үйретиўге арналған көп шынығыўлар берилген.

Бул оқыу қолланба талабалардың аўдармаға болған қызығыўшылығын жәнеде арттырып, усы көнликпелерди раўажландырыўда үлкен жәрдем береді деп исенемиз.

Авторлар

Предисловие

Данное учебное пособие создано с учетом Государственного стандарта образования, образцовой и рабочей учебной программой и предназначается для преподавания на переводческом факультете студентам первых и вторых курсов в группах с русским и каракалпакским языком обучения по предмету Письменный перевод

Пособие включает в себя упражнения и тексты в которых рассказывается о культуре и традициях народов изучаемых языков. Также для практических занятий в качестве примеров включены образцы деловых документов (заявления, автобиография, договора).

Отдельное внимание уделяется способом написания изложений и эссе, а также их переводам.

Мы надеемся, что данное пособие поможет студентам освоить навыки практического перевода.

Preface

The present textbook has been created taking into consideration of the State Educational Standard, Model, Working programme and designed to teaching translation for the first and second year students .

The textbook includes exercises and texts in which the culture, traditions of the speaking the languages are given. Besides, the samples of business documents (applications, autobiography, agreements) for the practical lessons are represented.

Some attentions are paid to the mode of writing essays, compositions and their translations.

We hope the present textbook helps the students to learn and take a great interest of the translation from mother- tongue into a foreign language.

Unit 1

I. DICTATION TRANSLATION OF EVERY DAY LIFE TEXTS

This unit is concerned with basic techniques for presenting dictation-translation. Dictation – translation is the practice of spelling of words and training the translation skills of the student. It helps to improve vocabulary expansion.

When students come across a new world, they are likely to be interested in learning other related words and this presents a natural opportunity for vocabulary development. This is sometimes called vocabulary expansion.

Teacher dictates the new words or phrases or sentences or even the whole text in the students' native language and the students write them in English.

Exercise 1. Translate into English.

- Сиз институтқа кирмекшисизбе? - Вы будете поступать в институт?
- Яқ. Мен институтқа кирмекши емеспен.- Нет. Я не буду поступать в институт.
- Сиз не ислемекшисиз? - Что вы будете делать?
- Мен заводта ислейжакпан. - Я буду работать на заводе.
- Сиз де заводта ислейжақсызба? - И вы будете работать на заводе?
- Яқ. Мен заводта ислейжақ емеспен. Мен фермада ислемекшимен. Мен фермермен. Мениң достым заводта ислейди.
- Нет, я не буду работать на заводе. Я хочу работать на ферме. Я фермер. Мой друг работает на заводе.

Exercise 2. Write in English.

1. Ертең сен не қылмакшысаң? - Что ты будешь делать завтра?
Ертең мен ислеймен. - Я завтра буду работать.
2. Ертең сизлер не қыласызлар? - Что вы завтра будете делать?
Ертең бизлер ислеймиз. - Завтра мы работаем.
3. Ертең Адилбек не қылади? - Что Адилбек завтра будет делать?
Ертең Адилбек ислейди. - Адилбек завтра будет работать.
4. Ертең олар не қылади? - Что они завтра будут делать?
Ертең олар ислейди. - Завтра они работают.

Exercise 3. Remember the following words and write spelling dictation – translation.

- шаңарак-семья, family, мениң шаңарағым-моя семья, my family
- көше - улица, street
- ең - очень, самый, very
- кең - широкий, wide, broad
- сулыў, шырайлы - красивый, beautiful, pretty, handsome
- перзент - ребенок, child

оқытыў - учить, to teach
оқытыўшы - учитель, teacher
хәзир - теперь, сейчас, now, at present
қуўанышлы - радостный, joyful, қуўанышлымыз - рады, we are glad
әдепли - примерный, diligent
үлкен - большой, big, large, жасүлкенлер - взрослые, adults
хүрмет - уважение, respect, хүрметлеў, хүрмет етиў - уважать, to respect

Exercise 4. *Translate into English and write about your family.*

Мениң шаңарағым

Мениң шаңарағым Нөкистиң Наўайы көшесиндеги үйде жасайды. Наўайы көшеси кең хәм сулыў. Мениң әкем, анам, хаялым хәм перзентлерим бар. Әкем Нөкис бетон заводында ислеген. Анам оқытыўшы болған. Мен де әкем ислеген заводта мухәндиспен.

Хаялым өткен жылы Ташкент медицина институтын питкерди. Ол врач. Бизлердиң еки перзентимиз бар. Олар мектепте жақсы оқыйды, жасүлкенлерди хүрметлейди. Балам 7-класста, қызым 5-класста оқыйды.

Exercise 5. *Translate the text into English.*

СААТ

Бизлер шаңарақта көпшиликтиң әкем, анам, мен хәм төрт укем. Әкем менен анам жұмыс ислейди. Еки үкем хәм мен мектепте оқыймыз. Еки кишкене үкем балалар бақшасына барады. Шаңарағымызда хәмме мектепке, жұмысқа баратуғын болғанлықтан хәр бир бөлмеде саат бар. Биреўинде дийуалға асыўлы саат, және биреўинде болса будильник. Бирақ бизлердиң хеш биреўимиз бул саатларға қарамаймыз. Хәммемиз ўақытты әкемнен сораймыз. Әкемде билегине зорға сыйатуғын қол сааты бар. Бул саат атамнан қалған. Атам урыста қайтыс болғанда, үйге усы саат қара хат пенен келген екен. Әкеме жұмыс орнынан саўға етилген саатлары да бар. Бирақ әкем усы саатты тағады.

Таныс билислери гейпара ўақытлары:

- Басқасын тағын, гөнерип кетипти - ғо,- десе де, әкем:
- Бул әпиўайы саат емес, әкемдики,- дейди.

Жақында мен колледжге оқыўға кирдим.

- Мине,- деди әкем саатын қолынан шешип,- енди ержетип қалдың, сен тағағой.

Енди үйде ўақытты хәмме меннен сорайды. Хәттеки әкемде. Бул сааттың циферблаты гөне, санларына дақ түскен болсада, ол әпиўайы емес, атамдики.

Notes

Жумыс орнынан саўға етилген саатлары-часы, подаренные на работе, clock presented at work

бул эпиўайы саат емес-эти часы не простые, this is not an ordinary watch

экемдики - папины, my father's

колледжге кирдим - поступил в колледж, I go to college

саат тағыў - носить часы, wear watches

таныс – билислери - знакомые, families

ержетип қалдың - теперь ты стал взрослым, now you are a grown - up

сен так - ты носи, now, you wear

ўақытты меннен сорайды-спрашивает у меня время, he asks me the time

бирақ эпиўайы емес - но зато не простые, but it is not an ordinary one

Exercise 6. Write spelling – dictation translation.

бизлер көпшиликтиз - нас много

еки кишкене - двое младших

дийўал сааты - стенные часы

қол сааты - ручные часы

атамнан қалған - от бабушки остались

қайтыс болған - погибший

қара хат - посмертное уведомление

Exercise 7. Translate the text into English in written form.

ДОМ И КВАРТИРА

Мои родители живут в Ташкенте и каждую субботу мы ездим к ним в гости. Раньше они жили в небольшом двухэтажном доме в центре Ташкента. Несколько лет назад улицу, где стоял их дом, расширили и все старые дома сломали. Родители получили квартиру в небольшом новом доме в Юнусабадском районе. Дом, в котором они теперь живут, находится недалеко от станции метро. В доме пять этажей. Квартира родителей на третьем этаже. Она состоит из трех комнат: столовой, детской, спальни и комнаты моего брата Мухтара.

Двери трех комнат выходят в большую квадратную переднюю; небольшой коридор ведет из передней в кухню, ванную и туалет. Квартира очень уютная, теплая, светлая, со всеми удобствами. Окна двух комнат выходят на юг, а окна третьей комнаты - на запад.

Самая большая комната в квартире - столовая. Здесь посередине комнаты стоит стол и несколько стульев. Слева от двери у стены стоит сервант, справа диван, телевизор и два кресла. На полу лежит большой толстый ковер. Напротив двери - большое окно и дверь на балкон. Все лето у них на балконе цветут цветы.

Exercise 2. *Translate the following sentences and word combinations into English.*

1. Экем заводта ислейди, анам мектеп оқытыўшысы.
2. Қоңыраў шалынды хэм мен қапыны аштым.
3. Ол өз ўақтында жетип келди, бирақ оны хешким күтип алмады.
4. Оқытыўшы түсиндирди, бирақ ол түсинбеди.

Қоңыраў - звонок, the bell
 күтип алмади - не встретил, didn't meet
 шалынды - раздался, has gone
 түсиндирди - объяснил, explained
 жетип келди - прибыл, arrived
 түсинбеди - не понял, didn't understand

Exercise 3. *Translate the text into English.*

Ташкент

Ташкент - Өзбекистанның пайтахты. Ол теңиз мөлшеринен 440-480 метр бийикликте жайласқан. Оның майданы 250 км² болып халқы 2 миллионнан артық. Халқының саны жағынан бизиң пайтахтымыз Москва, Санкт-Петербург хэм Киевтен кейинги орында турады. Әийемги түбирлерде буннан 2 мың жыл бурын хәзирги Ташкенттиң орнында абадан қала болғанлығы жазылған. Уллы жипек жолы үстинде жайласқан Ташкент Европа мәмлекетлериниң Қытай, Хиндистан менен алып барылған байланысларында әхмийетли роль ойнаған.

Ташкент хәзирги күнде ири санаат қаласы болып қалды. Буннан да басқа, ол оқыў хэм илимий орайлардан биреуи болып табылады.

II. Learn the following notes

Exercise 4. *Find the English equivalents and write about your native town using the vocabulary.*

теңиз мөлшери - уровень моря	әийемги түбирлери-древние источники
бийикликте - на высоте	абадан-благоустроенный
пухаралары, халқы - население	уллы жипек жолы - Великий шелковый путь
саны жағынан - по численности населения	жайласқан - расположенный
әхмийетли роль ойнаған - играл важную роль	илимий-научный
алып барылған байланысларда- в отношениях	санаат-промышленность
есапланады - считается	

Exercise 5. *Translate the following words, word - combinations and sentences into English.*

Столдың үстінде. - на столе. Столдың үстінде кітаптар тұрыпты.- На столе лежат книги. Столдың үстине.- на стол. Ол столдың үстине көплеген кітаптар қойды-Он положил много книг на стол.

Айнаның (дерезе) қасында. - у окна. Ол айнаның (дерезениң) қасында тұрыпты. - он стоит у окна. Ол дерезениң қасына келди. - он подошел к окну. Айнаның қасынан.- От окна. Ол айнаның қасынан кетти. - он отошел от окна.

Жаңалықтар хақында - о новостях.

Ол бизлерге жаңалықтар хақында сөйлеп берди.

- Он рассказал нам о новостях.

Космонавтлар хақында - о космонавтах.

Бизлер космонавтлар туўралы көп нәрселер билдик

- Мы много узнали о космонавтах.

Қаланың үстинен - над городом.

Самолет қаланың үстинен ушып өтті

- Самолет пролетел над городом.

Теректиң астында - под деревом.

Бизлер теректиң астында, саяда (көленке) де отырдық

- Мы сидели под деревом, в тени.

Exercise 6. *Find the English equivalents to the following Karakalpak and Russian word- combinations.*

Сен себепли (сениң себекиңнен) – из-за тебя, благодаря тебе; кітап пенен - с книгой; сиз ушын - для вас; кітап хақында - о книге; ишилер арасында - среди рабочих; студентлер (балалар) арасында (ишинде) - среди студентов;

Exercise 7. *Listen in English, write in your mother tongue.*

SAFETY DON'TS

1. Don't stand in the roadway!
2. Don't play in the roadway! Remember that there are parks and playgrounds, yards and gardens where you can play!
3. Don't cross the street before you have looked to the left and then to the right.
4. Don't cross the street when the traffic light is red! Cross the street when the traffic light is green!
5. Don't break the traffic rules!

Exercise 8. *Listen in English and write in your mother tongue.*

A GOOD FRIEND

It was five o'clock in the afternoon when Mother came home from work. She laid the table for the dinner in the kitchen. Then Father came home. "Where is Sobir?" he asked". He went to the shop with his friend Pulat to buy some bread. He will soon be back", Mother said. Half an hour passed." It's already dark. Why hasn't Sobir come back? What's the matter?" Mother said. She went up to the window and looked out. Father went up to the window, too. They could not see Sobir either in the yard or in the street.

An hour passed. Then the door opened and Sobir came in. "Mum, dear, I am very sorry I am late. There is ice in some places in the street and Pulat fell down. He hurt his leg. I helped him to get up; but he couldn't walk. A militiaman came up to us. "What's the matter?" he asked. I told him. Then he called a car and we took Pulat to the hospital. I stayed there till the doctor saw Pulat and helped him." His leg is all right", the doctor said." He has only hurt it. You can take him home now..." So that's why I'm late. Please excuse me.

"Certainly, my boy", said Mother".

Exercise 9. *Translate into English*

У каракалпаков существуют особые обычаи и правила поведения на семейных и общественных трапезах, которые строго соблюдались. Любую пищу по традиции едят сидя на полу вокруг скатерти. Густую пищу едят руками, бульон подают отдельно, в миске или чашке. Едят обычно 3 раза в день. Состав блюд очень разнообразен — молочная, растительная, мясная пища. Перед едой полагается полить воду на руки, после чего дают воде стечь с рук. Не полагается стряхивать с рук воду после умывания, так как брызги могут попасть в пищу. Начинает есть старший по возрасту или положению. В прошлом у каракалпаков не было принято пить чай; если в дом приезжал кто-нибудь, угощали обязательно кислым молоком, айраном или варили катыбыламык — похлёбку. Обычай пить чай распространился у каракалпаков, как и у других народов Средней Азии относительно недавно (в [XIX веке](#)) вместе с ростом торговли с Ираном и Индией.

Exercise 9. *Read and write the translation of the text into your mother tongue.*

In June, July and August there are no lessons. Students have their summer holidays.

Anvar and his friend Sobir, who are third-year students, will go to a summer camp this summer. On the fourth of June the students will go to the camp by bus. The boys and girls will live in tents. Every day they will get up at seven o'clock. They will

wash and dress. Then they will clean their tents. After that they will go to the canteen and have their breakfast. After breakfast the boys and girls will work on the collective farm. They will work in the fields.

Exercise 10. *Translate into your mother tongue and write the comparison of the climate of Uzbekistan and Great Britain.*

THE CLIMATE OF GREAT BRITAIN

The climate of Great Britain is not usually very hot in summer and never very cold in winter. There are often clouds in the sky and it often rains. Rain falls in summer, rain falls in winter. It falls in spring and it falls in autumn. In autumn and winter there are cold, white fogs. When there is a fog, the traffic in the street and on the roads does not go fast. Cars and Lorries must turn on their lights.

Snow falls in the north and in the west of the country. It does not usually snow in the south, but when it snows, it does so only once or twice a year, and the snow does not lie on the ground for long. In spring and summer and sometimes in autumn there are two or three weeks when there is no rain and the sun shines brightly all the time. People in England like to talk about the weather. It changes very often, you see.

Exercise 11. *Find the karakalpak folk song «Бэхэр келди» and compare with the translation*

The spring has come

Words by Matchanova A.G.

Music by Pakhratdinov Sh.

The spring has come to my native land,
The birds have come to my native land.
The world looks new and gay,
The happy children are gay and joy (play).
Flowers here,
Flowers there

Flowers shining every where
The spring has come having missed you
Have you missed the spring too?

My Lady spring is dressed in green
All the fields and gardens are green
The wind is blowing brightly
The sun is shining lightly
Flowers here,
Flowers there

We can see them every where
The spring has come to miss you
Have you missed the spring too?

Sing a song of beautiful spring
Green grass are on the ground
Green along the hedges
Where new leaves are found
Flowers here,
Flowers there

Flowers shining every where
The spring has come to miss you
Are you missing the nice spring too?

Exercise 12. *Translate into English*

Наўқыран пайтахтым

Республикамыз пайтахты Нөкис қаласының күн сайын жаңарған келбети жерлеслеримиздің кеўиллерине кўаныш бағышламақта. Жаңадан бой тиклеген имаратлар, заманагөй үлгиде салынған билим дәрғайлары пайтахтымыз шырайына-шырай қосып тур. Бундай жаңалықлар ғәрезсизлигимиздің шарапаты екенлиги бәршеге мәлим.

«Нөкис» атамасының келип шығыўында үлкен тарийхый әҳмийетли мәнис хәм мазмун бар. «Нөкис» сөзи парсы тилинде «Нукэс»-тоғыз батыр, тоғыз, адам мәнисин аңлатса, ал этнотопоним изерлеўлерде «Нөкис» атамасы угрофин тилинде «Нокос» - «Елатлы ел, елатлы жер» деген мәнисти де билдиреди.

Әйемги хәм наўқыран пайтахтымызда 20 жыл ишинде әмелге асырылып атырған жумыслар, жасларымыз ушын жаратылып атырған имканиятлар бүгинги күни өз нәтийжесин берип атыр. Тарийх ушын қысқа дәўир ишинде жүз берип атырған бул табыслар әсирлерге татырлық ўақья екенлиги бәршеге мәлим. Қурылып атырған спорт комплекслери хәм оларда жаратылған имканиятлар нәтийжесинде жасларымыз Азия хәм жәхән ареналарында үлкен табысларды қолға киргизип, келешек әўладларымызға болған исенимди ақлап атыр, деп толық айта аламыз.

Exercise 13. *Translate into English*

Нукус

Нукус - столица Республики Каракалпакстан. Город расположен в эпицентре Аральской экологической катастрофы на севере Узбекистана, вблизи Аральского моря, в окружении трех пустынь- Каракум (Черные Пески), Кызылкум (Красные Пески) и каменистой пустыни- плато Устюрт, к которым в

последние годы присоединилась четвертая- Аралкум или Аккум (Белые пески-от соли со дна высыхающего Арала). Несмотря на это, город Нукус, иногда называемый «северной столицей», подобно жемчужине блистает достопримечательностями. Достаточно упомянуть всемирно известный музей искусств им. Савицкого, который А. Гор назвал одним из лучших музеев мира. Столь же высоко оценил его и президент Франции Жак Ширак и многие другие знаменитости, посетившие музей или видевшие его коллекции на выездных выставках. Но и кроме музея в Нукусе и окрестностях немало уникальных достопримечательностей, памятников археологии, истории и культуры древнего Хорезма, названного Геродотом "Страной 1100 городов". Также город знаменит краеведческим музеем, музеем Бердаха, памятниками Бердаху, Улугбеку, Ажиниязу. Из раскопанных археологами исторических памятников можно выделить следующие: крепость Топрак Кала, крепость Кават Кала, крепость Аяз Кала, крепость Кизил Кала, храм-мавзолей Койкрылган Кала. В окрестностях города можно ознакомиться с памятником под названием Шылпык (зороастрийская Дахма) и некрополем древнего Миздахана.

Notes

пустыня	шөлистанлык	Desert
достопримечательности	дыккатка ылайык орынлар	sightseeing
высоко оценил	жоқары бахалады	highly estimated
памятники археологии, истории и культуры	археология, тарийх хэм мәденият естеликлери	monuments archaeology, history and culture
исторические памятники	тарийхый естеликлер	historical monuments
Крепость	Қорған	Fortress

Exercise 13. Find the equivalents of the following words in English and write spelling dictation-translation.

сулыў - прекрасный	қызыл-красный
шырайлы - красивый	орайлық Азия - Центральная Азия
қасында - рядом	таярлық - подготовительный
мийўе - фрукты	ислеп тамамлаған-проработавший
терек - дерево	хәзирги, бүгинги-сегодняшний
өсиў - расти	хәзирги күнде-теперь
гүл - цветок	басқыш класс-класс
әтиргүл - роза	
есаплаў - считать	
есапланады - считается	

Exercise15. *Discuss the equivalents in English and in your mother tongue.*

1.	
ақ - белый	аппақ - совершенно белый
қара - черный	қап-қара - совершенно черный
қызыл - красный	қып-қызыл - совершенно красный
сары - желтый	сап-сары - совершенно желтый
көк - синий	көм-көк - совершенно синий

2.	3.
жиңишке-тонкий	туұры-прямой
ауыр-тяжелый	оң-правый
жеңил-легкий	кишкене-малый
ашшы-горький	үлкен-большой
ыссы-горячий	терең-глубокий
сууық-холодный	кең-широкий
жууан-толстый	узақ-далекий
мазалы-сладкий	узын-длинный
қатты-твердый	
жумсақ (бос) - мягкий	

Exercise16. *Translate into your mother tongue.*

SCHOOLS IN GREAT BRITAIN

In Great Britain boys and girls begin to go to school when they are five years old. Some boys and girls go to school till they are fifteen years old others go up to sixteen, or, eighteen. English schools are open five days a week. On Saturdays and Sundays there are no lessons.

There are primary and secondary schools in Great Britain. English children begin to go to a secondary school when they are eleven or older. There are different kinds of secondary schools in Britain. Some secondary schools are only for boys, some are only for girls and some are both for boys and girls. Some schools prepare pupils for work, others for the university.

The pupils of all school have uniforms. The boys wear dark grey, dark green or blue uniforms. The girls in some schools wear blouses and skirts, in others wear dresses.

Exercise 18. *Translate into your mother tongue and retell in your own words.*

THE BEAUTIFUL FIR-TREE

It was the before New Year and a beautiful New Year tree stood in the middle of the large hall.

The pupils decorated the fir-tree with toys, bright glass balls and many colors and sweets. On the top they put a beautiful star.

All the pupils of the seventh from had a good party. They sang and danced and were very happy, but Pete was not there.

Pete was ill. His mother was very busy and his father was at work in another town, so Pete and his little sister Kate had no New Year tree. Pete was very sorry for his sister. But Pete's friends Victor, Ann and Nick helped Pete and Kate.

They got a little fir-tree, some toys, apples and sweets and went to Pete and Kate's home.

"Good afternoon, Kate and Pete! - How are you, Pete?" said the children. "I am better, thank you", said Pete. "But I must stay in the house, the doctor says".

"Kate, you, go into the kitchen and don't come in till I tell you", said Ann.

The children put the little fir-tree in a corner of the room and put the toys and other things on it. Then Ann went into the kitchen." Shut your eyes, Kate", she said", and give me your hand. We shall go into the room now".

When Kate opened her eyes, she saw the fir-tree with flags on it, she saw many bright red, blue and yellow glass balls, and apples and sweets. Then she saw the big, red star on the top. Kate and Pete were very happy.

"Thank you Victor, thank you, Nick", said Pete," Thank you very much, Ann", said Kate.

Exercise 19. *Translate into your mother tongue and write about New Year in Uzbekistan.*

A HAPPY NEW YEAR

The thirty-first of December is the last day of the year. On this day people get together to wish one another "A Happy New Year".

But in Russia, more than two hundred years ago, friends did not meet on the last night of December, and the first of January was not a holiday at that time. The first day of the year was the first of September.

In other countries not far from Russia, and in England, too, the thirty-first of December was the last day of the old year, and the first of January was the first day of the New Year. Peter the first changed the Russian calendar in 1699. He put an end to the old Russian tradition and made the thirty-first of December, 1699, the last day of the year. So the first of January, 1700, was New Year's Day.

When the Kremlin clock strikes twelve, all the Russian people say to one another, "A Happy New Year to You!" Everybody has many hopes and wishes on the

eve of the New Year, but there is one hope that is dear to all Russian people. This is the hope for peace and friendship among all peoples.

Exercise 1. *-ing or -ed. Choose the correct adjective.*

GRAMMAR EXERCISES

1. I met a lot of (interesting / interested) people at the party.
2. This experience was really (terrifying / terrified).
3. My grandmother was (terrifying / terrified) of being left alone at home.
4. He is (ashaming / ashamed) of what he said.
5. Are you (scaring / scared) of mice?
6. Paul is (engaging / engaged) to an Indian.
7. What is he so (annoying / annoyed) about?
8. It's (shocking / shocked) weather, isn't it?
9. This book is quite (boring / bored).
10. My mother was (exciting / excited) by my success.
11. Your news is (amazing / amazed).
12. New York is noisy and (polluting / polluted).
13. This hotel has a (heating / heated) swimming pool.
14. There's a terrible (burning / burned) smell!
15. She had wide (sparkling / sparked) eyes.
16. The later it got, the more (tiring / tired) I become.

Exercise 2. *Translate the following putting little, few, no, a little, a few, much, a lot of.*

1. She drinks too ... tea every day.
2. She was very ...
3. Thanks ...
4. I didn't see ... workers at the factory.
5. We were given ...
6. Thank you very ...
7. He speaks ... languages.
8. There isn't ... honey in the jar.
9. Have we got enough lemons? No. We've only got ...
10. Has he got ... work to do? Yes...
11. Do you eat ... food? No, I only eat ...
12. I did ... climbing a couple of years ago.

Exercise 3. *Translate into your mother language.*

1. There is a lot of coffee in the jar.
2. He listens too much music.
3. There were many participants for the competition.
4. He's got much luggage.
5. There is much sugar in the cup.
6. This year we've had very little rain.
7. You have many troubles.

8. There were too a lot of fans for his concert.
9. His girlfriend has traveled to many countries.
10. Add a little pepper to the food.
11. Few colleagues went to visit her.
12. I've got a lot of bad news.
13. There are only many desks in the classroom.

Exercise 4. *Combine the following sentences using: too or enough where it is appropriate and translate into your mother tongue.*

1. He is very honest. He doesn't try to cheat anyone.
2. The food is very salty. We can't eat it.
3. This man is very sick. He can't walk without any help.
4. He is sensible. Don't play any trick on him.
5. The children are very young. They shouldn't smoke.
6. You aren't very fat. You shouldn't go on this diet.

Exercise 5. *Rewrite the following sentences using: not the opposite adjective enough instead of too adjective and translate into your mother tongue.*

1. She is too short to reach the branch of the tree.
2. He is too lazy to pass the test.
3. Anvar is too ill to teach today.
4. Lola is too young to travel alone.
5. The sea is too dirty for the children to swim in.
6. The field is too wet for the football players to play on.
7. The dress is too expensive for me to buy.
8. it's too foggy for us to make the trip.

Exercise 6. *Match the phrases in the first column with those in the second one and translate into your mother tongue.*

These shoes are not large enough	a) to be a heavy weight boxer.
You dance very well	b) to drive a car.
He is too light	c) that they were exhausted when arrived.
John plays football well enough	d) that we took a photographer.
It was such a tiring journey	e) that all the students love them.
They are such good teachers	f) for me to wear.
The view is so beautiful	g) to participate in a First D vision's team
She is too young	h) you should turn professional
It was such a nice flat	i) for ten people to live in.
The house isn't big enough	j) that we bought it.

Exercise 6. *Read the text, translate into English, then write about your university where you study*

Узбекский Государственный Университет Мировых Языков

История Узбекского государственного университета мировых языков берёт своё начало в мае 1992 года, когда согласно Указу Президента Республики Узбекистан Ислама Каримова было произведено объединение двух высших учебных заведения – Ташкентского государственного педагогического института иностранных языков и Республиканского института русского языка и литературы в один университет - Узбекский государственный университет мировых языков. Сегодня данный университет является одним из престижнейших высших учреждений образования в республике.

На сегодняшний день в вузе подготовку проходят свыше 5000 студентов, которые обучаются на следующих факультетах:

Факультет английской филологии;

Факультет немецкой филологии;

Факультет романской филологии (французский и испанский языки);

Факультет русской филологии;

Переводческий факультет;

Факультет международной журналистики.

По окончании обучения из стен университета выходят высококвалифицированные специалисты - филологи, преподаватели иностранных языков, переводчики и журналисты- международники. Учебным процессом в вузе руководит свыше 600 опытных преподавателей, профессоров, кандидатов и докторов филологических наук. Также в университет регулярно приезжают выдающиеся преподаватели из США, Германии, Франции, Турции, Голландии, Китая, Кореи и других стран мира, чтобы поделиться зарубежным опытом в сфере обучения иностранным языкам.

При Узбекском государственном университете мировых языков созданы и активно работают Республиканский учебный центр и Академический лицей. Для желающих защитить степень кандидата или доктора наук, проводить исследования в различных сферах лингвистики, таких как историческая лингвистика, теория перевода, теория мировой литературы, свои услуги предлагают магистратура, аспирантура и докторантура.

III. TRANSLATION OF DIALOGUES

Exercise 1. *Listen in English write in your mother tongue.*

Will you give me three buns and a loaf of brown bread, please?

Here you are. That's seven hundred and sixty sum.

- Will you please give me three hundred gram of butter and bottle of milk?

- What kind of sausage have you got today?

- We've got several kinds of sausage.
- How much is the meat?
- Seven thousand and two hundred sum a kilogram.
- Will you please show me that piece?

Exercise 2. Write the following in English and renarrate replacing direct speech by indirect.

Однажды в булочную вошла маленькая девочка и спросила продавца:

У вас есть печенье?

Есть. Какое печенье нужно тебе?

Сливочное. Сколько оно стоит?

Пятьсот Сум пачка.

Дайте пожалуйста, мне одну пачку.

К сожалению, девочка, сейчас нет сливочного печенья.

Но я хочу купить пачку сливочного.

Сливочное все продано, девочка.

Но мама сказала, что в этой булочной есть сливочное печенье.

Да правильно. Но сейчас его нет, мы все продали.

Но мама сказала, что если я дам пятьсот сум, вы дадите мне пачку сливочного печенья.

Я так бы и сделал, если бы оно было.

Что «оно»?

Сливочное печенье.

Это то, что мне надо, сливочное печенье.

Но сейчас его нет. Есть молочное, фруктовое, лимонное.

А сколько стоит сливочное?

Пятьсот сум.

У меня в руке пятьсот сум.

Но у меня нет сливочного печенья. Все продали. Ты понимаешь это?

Вчера мама покупала у вас сливочное печенье по пятьсот сум за пачку.

Правильно. И вчера и сегодня утром у нас было сливочное печенье, а сейчас нет.

Скажите, пожалуйста, это булочная, да?

Да, девочка.

Здесь продают хлеб, булки, печенье?

Да, девочка.

Тогда дайте мне, пожалуйста, пачку сливочного печенья.

Знаешь девочка, иди домой. В нашей булочной никогда не было и не будет сливочного печенья.

Exercise 3. Translate into English.

Несколько лет назад, когда я жил в маленьком южном городке, каждый день по пути на работу я покупал пару апельсинов у женщины, которая сидела с

корзиной апельсинов на углу улицы. Однажды я пригласил к себе на вечер друзей. В этот день я решил купить у женщины всю корзину, в которой было около двух десятков апельсинов.

- Услышав это, она сердито посмотрела на меня.
- Вот ваши два апельсина.
- Но я хочу купить все,- сказал я.
- Я не могу продать вам все.
- Почему?
- А что я буду делать целый день без апельсинов?

Exercise 4. *Replace the clauses in italics by synonymous phrases according to the model.*

Model: Это мой товарищ, с которым я учился в школе. Это мой товарищ по учебе.

1. Вчера я получила письмо от подруги, с которой училась в университете.
2. В театре мы встретили знакомых, которые работают в нашем институте.
3. Эту книгу мне подарили товарищи, с которыми я работаю.
4. К сыну часто приходят его товарищи, с которыми он учится в школе.

Exercise 5. *Make up questions to which the following sentences would be the answer. Translate them into English.*

1. ?
- В воскресенье мы отдыхаем за городом.
2. ?
- В субботу мы ездили за город.
3. ?
- На вокзале мы встретились со своими друзьями.
4. ?
- Нас было пятеро.
5. ?
- До станции «Отдых» поезд идет сорок минут.
6. ?
- Поезд стоит на этой станции три минуты.
7. ?
- Мы остановились на берегу реки.
8. ?
- Дети побежали к реке.
9. ?
- В лесу мы гуляли, собирали цветы и ягоды.

Exercise 6. *Translate into your mother tongue.*

1. – What do you do on Sunday?
- My friends and I often spend Sunday in the country, in a wood or by a river.
We usually go to the country by train or by car.

2. – Misha, do you want to go to the country on Sunday?
 - By car?
 - No, we want to go on our bikes.

Exercise 7. Remember the following words and write dictation-translation in English.

ысырапгершилик - расточительность	өтипти – прошло
жол коймаў-не допускать	өткен – прошел
зыянлы-вредный	кейин – через
ис-дела, поступки	бир сааттан кейин - через час
тыйыў - обуздаты	он минуттан кейин - через десять минут
биринши рет-впервые	бул үш нәрсениң бири - один из этих трех вещей
ушыў - летать	ушқан - летал
кайсы - какой, который	жақсы турмыс кеширйў - хорошо жить
деп айтыў - говорить, сказать	адамлар арасында - среди людей
адам - человек	үлкен абырайға - высокое положение
бул дуньяда - в этом мире	ийе болыў – завладеть
үш нәрсе - три вещи	пайдалы ислер - полезные дела
умытылыў - стремиться	ислеў – делать
жол-путь	ерисиў – достигнуть
қолға киргизиў - приобретать	қолға киргизилген - завоеванный
қолға киргизиледи - приобретается	дәўлет – богатство
ушын - для достижения	сақлай алыў - уметь беречь
хадал мийнет - честно трудиться	саат - часы, час
ярым – половина	шерек – четверть
кем – без	шерек қалды - без четверти

Exercise 8. Read the following text and try to translate it.

Бир эке улларын жыйнап депти:
 - Улларым. Адам бул дуньяда үш нәрсеге умытылады. Бул үш нәрсе төрт турли жол менен қолға киргизиледи. Бул үш нәрсениң биреўи - жақсы турмыста жасаў, екиншиси - адамлар арасында жоқары абырайға ийе болыў, үшіншиси - пайдалы ислер ислеў. Бул үш нәрсеге ерисиўдиң төрт турли жоллары бар: бириншиси - хадал мийнет етиў, екиншиси - қолға киргизилген дәўлетти сақлай билиў, үшіншиси - ысырапгершиликке жол коймаў, төртиншиси -өзин зыянлы иллетлерден тыйыў.

DIALOGUES READ AND TRANSLATE THEM INTO ENGLISH

- Инсан қашан биринши мәртебе космосқа ушқан?

- 1961 (бир мың тоғыз жүз алпыс биринши жылы)
- Қайсы айда?
- Апрель айында.
- Нешинши апрельде?
- Он екінши апрельде.
- Қайсы күни?
- Пийшемби күни.
- Саат нешеде?
- Саат 3тен 30 минут өткенде.

- Назира, сенде киноға билет барма?
- Бар.
- Сеанс қашан басланады?
- Саат үште.
- Қашан тамамланады?
- Он бірден жигирма минут өткенде.
- Қаерде ушырасамыз?
- Кинотеатр алдында. Сени онға бес минут қалғанда күтемен.

EXERCISES

Exercise 1. *Translate into English paying attention to the words “caam”, “минут”.*

Саат 12 (он еки)-12 часов.

Саат 9 (тоғыз) да жұмыс басланады. - Работа начинается в 9 часов.

Сегизге он минут қалды - без десяти минут восемь.

Он бирге жигирма минут қалды - без двадцати минут одиннадцать.

Саат шерек кем тоғызда жұмыста боламан.

Саат шерек кем он еки - без четверти двенадцать.

Саат бестен жигирма минут өтти - двадцать минут шестого.

Саат тоғыздан бес минут өтти - пять минут десятого.

Саат тоғыздан шерек өтти - четверть минут десятого.

Саат төрттен он минут өткенде - в четыре часа десять минут.

Сиз жұмысқа тоғыздан жигирма минут өткенде келдиңиз.- Вы пришли на работу в девять часов двадцать минут.

Exercise 2. *Write in English. Put the following verbs into the imperative according to the model.*

Model: Передать билет- Передайте, пожалуйста билет.

1. Остановить такси. 2. Садиться в такси. 3. Спросить у милиционера.
4. Показать, где станция метро. 5. Сказать, где остановка автобуса.

Exercise 3. *Fill the blanks with the appropriate words those given below and translate into English.*

... идет этот автобус!
... трамвайная остановка!
... доехать до Большого театра!
Скажите, пожалуйста ... мне делать пересадку!
... автобус идет в центр!
... сходить!
... это остановка!
(где? куда? как? какой? какая?)

Exercise 3. Translate into English

1. - Бул не?
- Танысларыма хат жазып атырман.
2. – Ол кандай семинар?
Салыкешлер ушын түсиник семинар
3. – Мынаў ким?
- Жәрдемши есапшы.
4. – Анаў ким?
- Економист
5. – Кассир қайда?
- Кеңседе.
6. – Нешинши бригада?
Екинши.

Exercise 4. Join the following pairs of simple sentences using the conjunctions так как, потому что, если, когда and translate into English.

1. Обычно я хожу в институт пешком. От дома до института десять минут ходьбы. 2. Мне приходится делать пересадку. От дома до работы нет прямого сообщения. 3. Я опаздываю на работу. Иногда я беру такси. 4. Я сам беру билет. В автобусе нет кондуктора. 5. Я хожу на работу пешком. Я выхожу из дома во время. 6. Я сажусь на автобус. Я выхожу из дома поздно.

Exercise 5. Give the opposites of the following sentences and translate into English.

Model: Она вошла в комнату. - Она вышла из комнаты.

1. Он вошел в зал. 2. Мы вошли в дом. 3. Я вошел в магазин. 4. Мы вышли из театра. 5. Она вышла из метро. 6. Павел пришел на работу. 7. Он приехал в Москву. 8. Семья уехала в деревню. 9. Он ушел на работу рано.

Exercise 6. Translate into your mother tongue.

1. – Do you go to work by some means of transport or on foot?
- I usually go by bus. I go home on foot because at that time the buses are crowded.
Do you go to work by some means of transport or on foot?

2. – Can you tell me whether the "Nukus" hotel is far from here?
 - No, it's not far. It's three bus stop from here.
 - How do I get to the hotel?
 - You take the No.3 bus.
 - Where does it stop?
 - Can you see those people on the other side of the street?
 - That's the No.3 bus stop.
 - Thank you.
3. – Can you tell me when to get off? I want to get to Berdach Theatre.
 - The Navoi is the fourth stop from here. I'll tell you when to get off.
4. – Which is the next stop?
 - The Navoi Museum.
5. – Do you know where the No.2 trolleybus stop is?
 - Sorry, I don't live here. You'd better ask a policeman.
6. – Where do I get off for Mustakillik square?
 - You've got to get off at the next stop.
7. – I've got to catch the No.6 bus.
 - The No.6 does not come this way. It stops by the Metro.
8. How much does a ticket cost?
9. Would you give me two tickets, please?
10. – Is this taxi free?
 - Yes, it is. Get in. Where do you want to go?
 - I'm going to the city centre.
11. – Where is the nearest bus or trolleybus stop?

Exercise 7. *Describe your journey to work using the words and expressions from the lesson.*

Make up some dialogues between a local resident and a visitor:

«Как проехать от...до...?», «Как попасть в...?», «Какой транспорт идет в...?».

Exercise 8. *Read and write the following in indirect speech in English.*

Одна пожилая дама собиралась взять такси.

Мне на вокзал,- сказала она шоферу.

MEMORIZE

Скажите, пожалуйста, как пройти к Большому театру?

Please, tell me how to get to the Bolshoi Theatre.

Скажите, пожалуйста, как попасть в горы?

Please, tell me how to get to the Hills.

Не скажите ли вы, как доехать до гостиницы «Узбекистан»?

Can you tell me how to get to the hotel "Uzbekistan".

Не скажите ли вы, куда идет этот автобус?

Can you tell me where this bus goes?

Этот автобус идет в центр?

Does this bus go to the city centre?

Скажите, пожалуйста, где останавливается 3-й автобус?

Please, tell me where the No.3 bus stop is?

Скажите, пожалуйста, где ближайшая станция метро?

Please, tell me where the nearest metro station is?

Скажите, пожалуйста, где мне выходить? Мне нужен музей Навои.

Please, tell me where I should get off? I want to get to the Navoi Museum.

Скажите, пожалуйста, где мне делать пересадку? Какая это остановка?

Какая следующая остановка?

Please, tell me where do I change? What stop is this? What is the next stop?

- Вы сходите на следующей остановке?

- Are you getting off at the next stop?

- Да, схожу.

- Yes, I am.

- Нет, не схожу.

- No, I'm not.

- Разрешите пройти?

- Will you let me pass, please?

Exercise 9. *Insert the appropriate form of the verbs given in brackets, translate them into English.*

1. Что вы делали вчера вечером? – Я ... книгу. Вы уже ... ее? – Да ... (читать - прочитать). 2. Что делает ваш сын? – Он ... уроки. Бахтиер, ты уже ... уроки? – Да, я уже все (готовить - приготовить). 3. Я сидел молча, а Максим ... мне о себе ... своей жизни (рассказывать - рассказать). 4. Павел ... газеты ... стал читать книгу (просматривать - просмотреть). 5. Почему вы ... так рано? – Я всегда ... рано. Даже летом, когда я жил на даче, я ... в шесть часов утра (вставать - встать). 6. Когда вы ... спать? – Обычно я ... спать поздно. Вчера я очень устал и ... спать рано, в половине десятого (ложиться-лечь). 7. Когда мы сидели за столом и ..., Марина вдруг сказала мне: «Пойдем сегодня в кино. Мы ... быстро, оделись и пошли в кино (ужинать - поужинать).

Exercise 10. *Make up questions to which the following sentences would be the answers and translate them into English.*

1. - ...?

- Я встаю в половине седьмого.

2.- ...?

- Я выхожу из дома в половине восьмого.

3.- ...?

- Я езжу на работу, на автобусе.

4.- ...?

- Наш завод находится на окраине города.

5.- ...?

- Мы обедаем в столовой.
- 6.- ...?
- Мы кончаем работать в четыре часа.
- 7.- ...?
- Вечером, после ужина, мы смотрим телевизор.
- 8.- ...?
- По вторникам я хожу в бассейн.
- 9.- ...?
- Бассейн находится недалеко от нашего дома.

Exercise 11. *Fill blanks with the appropriate verb and translate them into English.*

идти- ходить

1. Куда вы сейчас ... ? – Я иду в магазин.
2. Вы ... домой? – Нет, я ... на почту.
3. Каждый день я ... на работу.
4. Обычно я ... пешком.
5. Вы не знаете, куда ... эти дети? – Я думаю, они ... в парк.
6. Вы любите ... пешком?

ехать- ездить

1. Обычно я ... на работу на метро.
2. Вы тоже ... на метро?
3. Сегодня я должен ... на метро, чтобы не опоздать в университет.
4. Вы ... в Андижан? – Да, сейчас я ... в Андижан, а из Андижана я поеду в Ташкент.
5. Каждое лето наша семья ... в Хумсан.
6. Почему мы так медленно ...? – Мы ... медленно, потому что впереди много машин.

Exercise 13.

- a) Describe a typical day in your life using the vocabulary and idioms given in this lesson.
- b) Ask your colleague, another student or friend how he spends his day.
- c) Describe how your son (or daughter) spends his (or her) day.

Exercise 12. *Translate into your mother tongue.*

1. I usually get up at seven o'clock in the morning. I do some physical exercises and have a shower.
2. Work begins at eight o'clock. I leave my house at half past seven.
3. I work seven hours a day and Marina six.
4. We have a dinner break from one to two.
5. Petrov leaves his house at half past eight and arrives at the factory ten minutes before work begins.
6. Do you go to work by bus (tram, train) or do you walk?
7. On Saturdays our friends come and visit us.
8. We watch television in the evenings.
9. I'll come and see you by seven o'clock.
10. "What's your brother doing?" "He is at the university. He is reading (lit. studying) history".

TRANSLATE INTO ENGLISH

5-11-утро (5 часов утра- 11 часов утра) morning; 12-16 день (12 часов дня – 4 часа дня) afternoons;

17-23- вечер (5- часов вечера – 11 часов вечера) evening; 24-4- ночь (12 часов ночи- 4 часа ночи) night.

1. Около двух часов At about two o'clock.

Он будет здесь около двух часов.

2. После двух часов. After two o'clock.

Павел придет после двух часов.

3. Через два часа. In two hours (time).

Через два часа я пойду на работу.

4. К двум часам. By two o'clock.

Он придет к двум часам.

5. За два часа до ... Two hours before.

Мы пришли за пять минут до начала концерта.

Как долго? Сколько времени? How long?

1. Два часа. (For) two hours.

После обеда он отдыхал два часа.

2. С двух до трех. From two to three(o'clock).

DIALOGUES

I

- Когда вы встаете?

- Обычно я встаю в половине седьмого, а в воскресенье в половине восьмого, в восемь.

- В котором часу начинают работать на вашем заводе?

- В восемь часов.

- Сколько часов в день вы работаете?

- Семь часов: с восьми до двенадцати и потом с часу до четырех.

- А что вы делаете с двенадцати до часу?

- С двенадцати до часу обеденный перерыв, в это время мы обедаем и отдыхаем.

II

- Дилдора, я слышала, что вы занимаетесь в консерватории? Как вы успеваете и работать, и учиться?

-Я работаю утром, с девяти до трех, а в консерватории занимаюсь вечером, с семи до десяти.

Каждый день?

- Нет, конечно. Я хожу в консерваторию через день- по понедельникам, средам и пятницам.

Конечно, работать приходится много.

- А домашние дела? Вы все успеваете делать дома?

- Домашними делами я занимаюсь в субботу. В этот день я не работаю. А кроме того, мне помогает по хозяйству муж.

III

- Скажите, пожалуйста, который час?

- Сейчас четверть пятого.

- Спасибо. А ваши часы не спешат?

- Нет, мои часы идут точно. Я проверял их по радио в двенадцать часов.

- Значит, мои отстают. На них только десять минут пятого. Надо будет показать их мастеру.

NOTES

вы занимаетесь в консерватории ... you study at the Conservatoire?

Заниматься is used very frequently in Russian. Its main meanings are:

1. Заниматься + instr. (чем?)

- спортом

- to go in for sport

- литературой

- to study literature

- русским языком

- Russian

- домашними делами

- to do the housework

2. Заниматься with the meaning to study, to work, to do something

Мне нужно заниматься.

I've got to work.

Он занимается с утра до поздней ночи.

He works from morning till late night.

Она похожа на маму.

She looks like (takes after) our mother.

Мальчик похож на отца.

The boy looks like our father.

Ваш брат совсем не похож на вас.

There is not the slightest resemblance between you and your brother.

На кого похожа ваша дочь- на вас или на вашу жену?

Whom does your daughter take after- yourself or your wife?

Translate into English.

DIALOGUES

- Айырым ғауашалар атызба- атыз солыўға қарады.

- Неге олай, себеби не?
 - Айтпақшы, Жахангир аға билер буны. Тез шақыртыў керек , - деп усыныс етти биреў.
 - Ол киси жок.
 - Қайда кетипти?
 - Нөкиске
 - Не ушын?
 - Бир шақырыққа. Ол не шақырық? Той ма, садақа ма, мәзи бир нәрсе мекеш ким билмейди.
 - Енди не ислеў керек? Ким менен ойласып, ким менен кеңессе болады?
- Бул мәселеде ким жәрдем қылады? Агрономлардың, илимпазлардың қолынан бул исти дүзетиў келермекен? Олар не айтып, не қояр екен? (Қ.Х.).

Хотите, я покажу вам семейный альбом? Это наша семья. Это отец. Это наша мама. Это брат.

Это сестра. А это я.

- Ваши родители совсем молодые. Давно вы фотографировались?
- В прошлом году.
- Вы здесь очень похожи на отца.
- Да, все так говорят.
- А ваш младший брат и ваша сестра похожи на мать. Сколько лет вашей сестре?
- Тридцать три.
- Здесь ей можно дать двадцать три.
- Я передам ей ваш комплимент.
- А это кто?
- А это моя сестра с мужем и детьми.
- Да, как видите, сын и дочь. Моему племяннику восемь лет, а племяннице три года.
- Одилбек уже ходит в школу, а Нигора - в детский сад.

II

- А у вас большая семья?
- Нет, нас трое - жена, я и дочь.
- Сколько лет вашей дочери?
- Семнадцать.
- О! Я не думал, что у вас такая большая дочь. Скоро у вас будут внуки.
- Ну, что вы, не дай бог! Пока Наргиза не думает выходить замуж. Не знаю, что будет дальше.
- Она учится?
- Да, в этом году Наргиза кончает школу и хочет поступать в институт иностранных языков.
- Неплохо. А какой язык она изучает?
- Английский.

NOTES

- (1) Ей можно дать двадцать три. I'd say she was twenty three/
(2) Ну, что вы, не дай бог! Oh, no, heaven forbid!

MEMORIZE:

- | | |
|----------------------------|-------------------------------|
| Где вы работаете? | - Where do you work? |
| Я работаю в школе. | - I work in a school. |
| Я не работаю, я на пенсии. | - I don't work, I am retired. |
| Кем вы работаете? | - What are you? |
| Я работаю учителем физики. | - I am a physics teacher. |
| Что вы преподаете? | - What do you teach? |
| Я преподаю физику. | - I teach physics. |

EXERCISES

Translate and answer the following questions.

1. О чем рассказал нам Одилбек?
2. Как зовут отца Одилбека?
3. Сколько ему лет?
4. Сколько лет матери Одилбека?

Translate into English.

DIALOGUES

I

- Здравствуй, Одилбек! Говорят, ты получил новую квартиру.
- Да, мы уже переехали в новый дом. Приезжайте к нам в субботу на новоселье.
- Спасибо. С удовольствием. Квартира большая?
- Нет, не очень: три комнаты, ну, и конечно, кухня, ванная, уборная, и передняя.
- А какие удобства?
- Все: электричество, газ, водопровод, горячая вода, телефон.
- А какой этаж?
- Четвертый.
- Лифт есть?
- Есть. Обязательно приезжайте с Наргизой в субботу.
- Спасибо.

II

- Максим, сегодня звонила Дилдора, жена Самада, приглашает нас на новоселье. Они получили новую квартиру.

- Я знаю. Сегодня Андрей говорил мне об этом.

- Знаешь, какую мебель они купили для новой квартиры? В комнате Самада они поставили большой книжный шкаф, письменный стол, диван и кресло. Пианино и телевизор стоят в большой комнате. А в кухню они купили буфет, стол и несколько полок.

Самад сказал, что кухня у них большая.

Да, на кухне они обычно завтракают, а иногда и обедают.

NOTES

Они поставили книжный шкаф.

They have put the bookcase.

На пол они положили ковер.

They have put a carpet on the floor.

As distinct from the intransitive verbs *стоять*, *лежать*, *висеть* verbs like *ставить/поставить*, *класть/положить*, *вешать/повесить* are transitive indicating actions.

Compare:

Я ставлю лампу на стол.

Лампа стоит на столе.

I'm putting the lamp on the table.

The lamp is on the table.

Я положил книгу на полку.

Книга лежит на полке.

I put the book on the shelf.

The book is on the shelf.

Я повесил картину на стену.

Картина висит на стене.

I hung the picture on the wall.

The picture is on the wall.

Verbs like «*ставить*», «*класть*», «*вешать*», normally require the question «*куда?*» Words answering this question are in the accusative after the preposition «*в*» or «*на*».

Compare:

Где?

Куда?

Стоять: на полу, на столе, в шкафу.

Ставить: на пол, на стол, в шкаф поставить шкафу.

Лежать: на полу, на столе, в портфеле, в кармане.

Класть: на пол, на стол.

Положить: в портфель, в карман.

Висеть: на стене, в шкафу.

Висеть: на стену, в шкаф повесить.

MEMORIZE:

Какие удобства есть в вашем доме?

What conveniences are there in your house?

Квартира со всеми удобствами.

A flat with all modern conveniences

устраивать новоселье

to have a housewarming party

устроить, приглашать на to invite someone to a housewarming party
новоселье, пригласить

I. Complete the following questions in English.

A

1. Где живут родители Одилбека?
2. В каком доме они жили раньше?
3. В каком доме они живут теперь?
4. На каком этаже их квартира?
5. Сколько этажей в их доме?
6. Сколько комнат в их квартире?
7. Куда выходят окна их комнат?
8. Какие удобства есть в их доме?
9. Какая комната в их квартире самая большая?
10. Какая мебель стоит у них в столовой?

B

1. Где вы живете?
2. Сколько этажей в вашем доме?
3. Сколько комнат в вашем доме?
4. Какая мебель стоит у вас в столовой?
5. Какая мебель стоит в вашей комнате?
6. Куда выходят окна вашей комнаты?
7. Какие удобства есть в вашем доме?
8. Где стоит ваш письменный стол?
9. Где стоит книжный шкаф?
10. Куда вы кладете книги и журналы?
11. Куда вы ставите книги?

II. Complete the following sentences using the words given on the right and translate into English.

1. В субботу мы были (где?) ... (театр, парк, клуб, музей).
2. В субботу мы ходили, (куда?) ... (университет, школа, библиотека, концерт, лекция, урок).
3. Раньше я жил (где?) ... (другой город, Лидс, Эдинбург).
4. Недавно я ездил (куда?) ... (Ливерпуль, Киев, Бухара, Англия, Польша, Франция, родина, юг, завод, фабрика, вокзал, станция).
5. Мои друзья работают (где?) ... (библиотека, лаборатория, школа).

III. Answer the following questions using the words given on the right and translate into English.

1. Где вы живете? (большой старый дом, третий этаж, самый центр)

- города, улица Дружбы: другой, район, площадь Пушкина).
2. Где живет ваш друг? (маленький дом, второй этаж, большой).
3. Где вы работаете? (автомобильный завод).
4. Где учится ваш младший брат? (лаборатория, университет, исторический факультет, второй курс).
5. Где вы обычно отдыхаете? (большой старый парк, одна маленькая деревня, берег реки).
6. Где вы были вчера? (оперный театр, симфонический концерт).

IV. *Fill in the blanks with the verbs *стоять, лежать, висеть* in the required form and translate into English.*

а) 1. В моей комнате... шкаф, стол и два стула. 2. На столе настольная лампа. 3. У окна ... столик для газет. 4. Телевизор ... в большой комнате. 5. В классе... столы и стулья. 6. Кресло ... в углу .

б) 1. На письменном столе... книги, журналы, тетради. 2. На полу ... ковер. 3. Мои тетради ... в портфеле. 4. Письмо ... в книге. 5. Деньги ... в кармане.

в) 1. На стене ... картина. 2. Где ... ваши костюмы? Костюмы... в шкафу. 3. В моей комнате ... фотографии отца и матери. 4. Над столом ... календарь. 5. Ваше пальто ... в передней.

V. *Fill in the blanks with verbs *стоять, лежать, висеть* and translate into English.*

Это моя комната. У окна ... письменный стол. На нем ... мои книги, журналы, бумаги. На столе ... настольная лампа. Справа от кресла ... диван. Над диваном ... картина. Рядом с диваном ... два кресла и маленький столик для газет. На нем ... газеты и журналы. Слева от стола ... книжный шкаф.

VI. *Fill in the blanks with verbs *жить, выходить, получить, купить, переехать, состоять, пригласить* and translate into English.*

Раньше наши друзья ... в самом центре Москвы, а теперь они ... в другом районе. Недавно они ... квартиру в новом доме. Месяц назад они ... туда. Их квартира ... из четырех комнат. Окна детской ... парк. Для столовой они ... новую мебель. Друзья ... нас на новоселье.

NOTES:

По воскресеньям

On Sundays

По утрам, по вечерам, по ночам
(but use) каждый день or днем

In the mornings, in the evenings,
nights nor in the afternoons

Как (ваши) дела?

How are things?

Как здоровье?

How are you?

Как семья?

How is your family?

VII. *Answer the following questions in English.*

A

1. Как зовут Хакимова?
2. Сколько ему лет?
3. Где он родился?
4. Где он учился?
5. Кто он по специальности?
6. Где он работает?
7. Женат ли Хакимов?
8. Кто его жена?
9. Как ее зовут?
10. Сколько ей лет?
11. Где она училась?
12. Какой институт она окончила?
13. Где она работает?
14. У Хакимовых есть дети?
15. Что делают Хакимовы по субботам?

В

1. Как вас зовут?
2. Где вы живете?
3. Где вы родились?
4. Сколько вам лет?
5. Вы женаты? (Вы замужем?)
6. У вас есть дети?
7. Как зовут вашего сына?(вашу дочку)?
8. Кто вы по специальности?
9. Где вы учились?
10. Вы любите свою работу?
11. Что вы делаете после работы?
12. Что вы делаете по воскресеньям?
13. Вы любите музыку?
14. Вы часто ходите в театр?

VIII. *Translate into English.*

СРЕДСТВА СООБЩЕНИЯ

Несколько лет назад мой друг Володя Петров, окончив горный институт, уехал работать на Север. Писал он редко, и мы знали о нем только то, что он жив и здоров. Мы знали, что он много работает и что работа у него интересная. И вот он снова появился в Москве.

- Сколько лет, сколько зим! – встречали его друзья, - Давно тебя не было видно в Москве.

- А что делать геологу в столице? – спрашивал Володя, - Всего две недели я в Москве, а меня уже назад, в тайгу тянет.

Как-то вечером, сидя у нас дома, Володя рассказал нам, как он ехал в Москву.

- Из Березовки, где работает наша геологическая группа до Дудинки, морского и речного порта, около трехсот километров. Утром я сел в поезд и через несколько часов был уже в Дудинке. Моим соседом по купе оказался веселый разговорчивый старик. Он назвал себя местным, хотя прожил в этих краях всего несколько лет. Сейчас он едет в Красноярск к своей дочери. В Дудинке мне надо было ехать на аэродром, а ему на речной вокзал. Когда мы стали прощаться, он спросил меня:

- А почему ты не хочешь поехать до Красноярска паромом посмотреть Енисей? Ты никогда не видел этой реки? Ну, сынок значит, ты еще не видел настоящей красоты.

И старик- его звали Иваном Романовичем- убедил меня. Мы вместе отправились на речной вокзал. Посмотрели расписание, а паром отходил через три часа. Мы взяли билеты, и пошли обедать

Grammar exercises

Exercise 1. *Your best friend has recently been on a particular tour in China and has just come back. Think about*

all the questions you could ask about this trip. Use the Present Perfect Simple or the Present Perfect Continuous. And translate into your mother language.

How long / stay / China?

Visit / other cities / capital city?

How much / pay / trip?

Extra charge / museums?

What exactly / see / Beijing?

Climb / Great Wall?

Restoration / take place / Forbidden City?

Stay / first class hotels?

Learn / Chinese words?

Chinese way of life / different / ours?

How much / trip / cost?

How many hours / sighting?

China / change / Mao's time?

Exercise 2. *In the following sentences use the Present Perfect Simple or Present Perfect Continuous. And translate into your mother language.*

They ever (visit) Japan?

Why he (decide) to leave his old house?

Odilbek (go out) with Sayyora for three years?

I (travel) since I was a girl.

Someone (steal) my new silver bracelet and I (look for) it.

My little daughter Guzal (try) to learn English for four months.

You look very tired. You (work)?
Before being employed in this school where she (teach)?
I (try) to find tickets all morning for tonight's performance but the seats have been taken.
Your parents (worry) about you. Why are you so late?

Exercise 3. Match up the question with the possible answers.

More than one answer is possible. And translate into your mother tongue.

Will you help me with the housework?
Shall we go for a walk?
Shall we get a taxi?
Will you turn the air conditioning on?
Shall we bring the suitcases?
Shall I get an aspirin for your headache?
Will you get me a coffee?
Shall we have a drink?
Shall I help you with your baggage?
Shall we leave before it gets dark?
Yes, please. It's too late to wait for the bus.
No, it's all right. The bellboy will bring them for you.
Yes, please. I'm scared of the darkness.
Of course. It's my turn now.
No, thank you. I'll be all right soon.
I'm sorry. I haven't got any spare time.
Thank you very much. It's so heavy.
I've been waiting for you to ask!
Certainly. Do you take any sugar?
That's a very good idea! It's very stuffy in here.

Exercise 4. Fill in the sentences with the correct modal "will" or "shall". Say how each one of the expressed in the following sentences and translate into your mother tongue.

Her name is Dildira.
Then she ... be an Uzbek.
... you have whisky?
Or I make you a cocktail?
What ... we do next?
Peter says he ... agree to their decision.
So ... I.
... I open the window?
... you turn the TV on, please?
The flight ... have been called by now.

Exercise 5. Fill the adjectives and translate into your mother tongue.

1. She drinks too tea every day!

2. She has very ... clothes.
3. If he were more ... he wouldn't be in so trouble now.
4. Thanks.
5. The strikes showed ... willingness to come back to their work.
6. I didn't see ... workers at the factory.
7. We were given ... homework.
8. ... money was left in the drawer.
9. Thank you very.
10. He speaks ... languages.
11. Have we got enough lemons? No, we've only got ...
12. There isn't ... honey in the jar.
13. There are very ... people in the shopping places on Sunday morning.
14. Has he got ... work to do? Yes,
15. Have we got enough cheese? Yes, we've got ...
16. Do you eat ... food? No, I only eat.
17. Jane is more ... than Mary in this kind of job.
18. I did ... claming a couple of years ago.

Exercise 6. *Translate into your mother tongue and define.*

1. There is lot of coffee in the jar.
2. He listens too much music.
3. There were many participants for the competition.
4. He's got many baggages.
5. There is much sugar in the cup.
6. This year we've had very little rain.
7. You are in many troubles.
8. There were too a lot of fans for his concert.
9. His girlfriend has traveled to many countries.
10. Add a little pepper to the food.
11. Few colleagues went to visit her.
12. He earns very little money, that's why he can't afford to buy a car.
13. I've got many bad news.
14. Have you got information about the war in the Gulf?
15. There are only much desks in the classroom.

Exercise 7. Make questions about initialized words.

1. Canadians speaks English.
2. They live on the third floor.
3. Palamas was Greek.
4. The Astir Palace is a well-known in Athens.
5. He's got three children.
6. He reads science fiction.
7. I'm looking for the police station.
8. He doesn't believe in gossips.
9. Robert goes to bed at 10 p.m.

10. Robert goes to bed at 10 o'clock.
11. The meeting ended after midnight.
12. She left because she was tired.
13. I'll buy the red sweater.
14. He arrived in Athens by plane.

Exercise 8. Complete the sentences with, who, whose, whom and translate into mother tongue.

- We've got some friends ... work in this firm.
 This is the record ... like most.
 Mr. Johnson ... you saw last night, is my uncle.
 The problem ... we solved was not very easy.
 He's the doctor ... saved my mother's life.
 There's the woman ... husband is a singer.
 This is the firm's budget of the manager ... spoke last week.
 There's a sofa on ... you can sit for a while.
 The girl ... father is a priest is a friend of mine.
 My elder brother ... works as an accountant is twenty eight years old.
 That's the cat ... scratched me.
 What's the name of the man ... is sitting in the front row?
 The woman ... you met an hour ago is a colleague of mine.
 This is Judy ... brother works for us.
 The girl ... you greeted is my cousin.
 Where are the magazines ... the speaker mentioned on the radio?
 Those of us ... were fortunate enough to be his friends will never forget him.

Exercise 9. Put the following sentences into indirect speech using in the principal clause the verbs "say", "ask" "answer" in the Past Indefinite tense:

- The road is over there.
 We shall find a good place to rest somewhere here.
 The tourists have succeeded in climbing the mountain.
 We could not reach the top of the mountain in such a short time.
 I have been packing all day.
 The train is gone; you are late.
 The weather is getting stormy and the way will be long.
 The liner is sailing off.
 The old woman has never traveled by air.
 He was waiting for us in the waiting-room.
 We hastened the day of our departure.
 She prefers traveling in a non-smoker.
 They made a safe landing.
 The train was approaching Moscow.
 The plane accommodates 50 passengers.

Exercise 10. Translate the stories and retell them in indirect speech.

1) A woman entered a taxicab. The car went racing wildly along the street. The passenger, naturally enough, was terrified. She shouted at the taxi-driver: "Please, be careful, sir! I'm nervous. This is the first time I ever ride in a taxi!" The driver replied, without turning his head: "That's all right, ma'am. It's the first time I ever drive one".

2) The train conductor came round, saying: "Tickets, please ." "Where's your ticket?"- he asked a sleeping passenger, giving him a vigorous shake." Haven't you got one?" The passenger yawned, opened one eye, and shook his head. "Then you'll have to pay" went on the conductor. "Five and six, please. I say, wake up five and six". The weary eyes opened and the passengers answered "Eleven".

Exercise 11. Match the two columns using "if" or "unless". More than one answer is possible and try to write spelling translation.

- | | |
|----------------------------------|----------------------------------|
| 1. We shan't leave the office | a) you drive more slowly |
| 2. Will you drop me a line | b) he works harder |
| 3. You will have an accident | c) you promise to answer it. |
| 4. Jim won't pass the exam | d) it's cold outside |
| 5. The teacher will punish you | e) the manager is out |
| 6. I won't send you a letter | f) I give you one hundred pounds |
| 7. I'll wear a coat | g) you say "please" |
| 8. My parents won't forgive me | h) I tell lies |
| 9. What will you buy | i) you play in class |
| 10. I won't answer your question | j) I write to you |

Exercise 12. Put another construction for the italicized part of the sentence and translate into your mother tongue.

1. My husband would not have died if we had not lived very close to the hospital.
2. If you hadn't betrayed your comrades, no one would have suspected you.
3. My parents would have been shocked if they had realized his intentions.
4. If you hadn't had a strong personality, you would have been destroyed.
5. If the Police hadn't intervened, trouble would have been caused.
6. I would have fainted. If I had received such a reference letter.
7. If he had driven more slowly, he wouldn't have hit the Mini.
8. If it hadn't been the war, we would make more progress as a nation.

Exercise 13. Sometimes the best way to say something is to use Passive. Write a passive sentence in each of the following sentences and translate into your mother tongue.

1. My brother didn't die (kill in a car accident).
2. My father didn't resign (make redundant).
3. The Smiths brother didn't leave their work (lay off).
4. The students didn't write their exercises (help by the teacher).
5. She didn't lose her purse (steal).
6. She didn't teach herself to play the violin (teach by Mr. Angels).

7. The workers didn't leave the building (ask to leave).
8. The man didn't jump into the swimming pool (push).
9. She didn't want to go to their house (force).
10. They didn't leave the house unlocked (burgle last night).
11. The train didn't arrive on time, (delay by fog last night).
12. My car is not ready yet.(repair at the moment).

Exercise 14. *Use the Passive form to complete the following sentences and translate into your mother tongue.*

The first Rolls-Royce cars ... in 1906. (make)

French ... in Morocco and Algeria, (speak).

Kilts ... by men and women in Scotland, (wear).

This dress ... for me by my husband, (buy).

Tea ... at all times in England, (drink).

Dr.Zivango ... by Boris Pasternak, (write).

When the EEC ... ? (found).

Exercise 15. *Rewrite each of these sentences in the Passive.*

1. The Immigration Officials refused him entry to the country.
2. Mrs. Bell played that piece beautifully.
3. Someone sent me a Valentine card.
4. They are announcing the results.
5. I don't like it if they tease me.
6. Has she paid for that radio set?
7. The shop assistant gave me a receipt for the amount paid.
8. My finance gave me a pair of golden ear-rings for my birthday.
9. My mother is cooking lunch now.
10. She loves it if people pay her compliments.

UNIT 2
RULES OF WRITING
LETTERS, APPLICATIONS, BIOGRAPHY

The most important rules for writing letters are:

1. Write your address in the top right- hand corner (house number first, then street name, then town, etc.) don't put your name above the address.
2. Put the date under the address. One may to write the date is: number –month –year (for example: 17 may 1982). A common way to write the days is like 30 march 1983, 27 July 1984

There are other possibilities 30 March, 1983, march 30(th) 1983
March 30(th). 1983, 30.3.83

British and American people write all - figures dates differently.

British people put the date first, Americans put the month first.

6 April in Britain. June in the USA.

3. In a business letter, put the name and address of the person you are writing to on the left - hand side of the page (beginning on the same level as the date).

4. Begin the letter (Dear X) on the left hand side of the page.

5. Leave a line and begin your first paragraph on the left- hand side. Leave another line after each new paragraph on the left. If you begin “Dear sir’s” or “Dear madam”, finish “you’re faithfully”. If you begin with a person’s name (Dear Mrs. Hawkends). Finish “You’re sincerely” or “Yours (more informal)”. Friendly letters may begin with a first name (Dear Keith) and finish with an expression “Yours or Love”.

On the envelope, put the first name before the surname. You can write the first name in full (Mr. Keith Porker) or you can write one or more initials (Mr.K. S.Porker).

Titles like Mr De, Mrs Are usually written without a full stop in British English.

Formal

<p>14 Prowden Road Torquay devon TQ 6 IRS 16 June 2008</p>
<p>The secretary Hall school of Design 39 Beaumont Street London W4 4 ZI</p>
<p>Dear sir</p> <p>I should be grateful if would sent me information about the regulation for admission to the Hall School of Design. Could you also tell me whether the school arranges accomodation for students?</p> <p>Yours faithfully</p>

Keith Porker

The Secretary
Hall School of Design
London
W4 4LJ

Informal

22 Green Street

London

W18 60 H
19 march

1984

Dear Keith and Ann

Thanks a lot for a great weekend. Can I come again soon?

Bill and I were talking about the holidays we thought it might be nice to go camping in Scotland for couple of weeks. Are you invested? Let me know if you are, and we can talk about dates etc.

See you soon, I hope. Thanks again

Yours

Alan

Keith and Ann Porker

19 West Way House

Batley Road

Oxford

Ox6 53 P

Writing skills are often the most difficult skills for students of English as foreign language to acquire. This may be because of the great emphasis on listening, speaking and reading in the classroom. Or it may be that their teachers have not had special training in this area and feel unsure of their own writing competence. (This is true of native speaking as well as nonnative-speaking teachers of English). Whatever the case, it is certainly that guided writing practice in the early stage of English instruction will help to (1) reinforce and integrate the development of all the language

skills and (2) prepare learners for the production of written English at more advanced level.

While there are important differences between spoken and written English – for example: spoken English has more shortened forms, contractions, omissions, and colloquial expressions –

These differences need not intimidate the learner at the intermediate level, nor prevent the teacher from introducing real writing practice at this stage. And real writing, that is practicing realistic use of the language (in its simpler written forms), is possible at this stage if the teacher provides good models and useful vocabulary for life like situations. Writing directions, taking down simple telephone messages, making shopping lists are some examples of simple writing tasks in which the students can actually practice writing English everyday functions.

- ❖ The vocabulary and structures in the letter may be taken from the student's own learned materials
- ❖ The letter may be short and simple in form and style, gradually increasing in length and complexity as the students progress.
- ❖ The letter writing assignments may vary according to type and style as selected by the teacher and the students.
- ❖ The letter may be correct and kept in the student's notebooks for actual use as models later on.

In addition to these reasons for practicing letter writing early in the English language training, there is another even more pedagogically important reason to consider. Letters that are well-organized in form and content generally follow a pattern that is similar to basic compositions writing. A well-composed letter, like a good composition in English, usually has three basic components:

1. A salutation, corresponding to the introduction;
2. A general message, corresponding to the body
3. A closing and signature, corresponding to the conclusion of the composition.

We see, then, that letter writing can be an effective means of introducing and reinforcing the principles of good composition in English; the writer in cases must first organize his or her thoughts logically to convey the intended message.

The letter itself may also begin exactly on the left margin, directly under the salutation, or it may be indented five spaces to the right, the traditional signal for a new paragraph in English, (you prefer not to indent for each new paragraph, you should leave an extra space between paragraphs).

Although we are mainly concerned with format here, it will be well to keep in mind that the body of the letter contains the main message or "point" Culturally speaking, a native English language reader usually expects the writer of formal or business letters to (1) introduce him/ her.

(2) state the purpose of the letter, and (3) conclude the letter. Note that the conclusion often may be a simple "thank you" for the reader's attention.

The closing and signature at the end of the letter are usually spaced from the right margin and aligned under the address and date that appear in the upper right – hand corner. (See the illustrations.) If there is any possibility that the person

receiving your letter may not be able to read your signature (because of a difference of handwriting styles), you should carefully print or type your name under your hand written signature. Remember that when the reader answers your letter and addresses the envelope, he/she must be able to spell your name clearly and correctly. Your letter is the only guideline to spelling your name and address correctly.

General format

Let's categorize the kinds of letters our students are most likely to encounter into two simple groups: social letters and business letters. For both types, indeed for almost any letter written in English, there is a general layout or formal that is followed and several general components that are required. The following model sets out (1) the writer's address, (2) the salutation to the addressee, (3) the body of message, (4) the closing word or phrase, and (5) the writer's signature.

Model letter

Writer's city/state/ zip code

Writer's country

Month/day/ year

Salutation (Dear)+ addressee's name

Body of the letter

Closing,

(Writer's name)

Readers in American English usually expect to find these parts of a letter arranged in this way; they may be confused if the format is changed. In some countries, for instance, the custom is to include the writer's name in the upper right – hand corner above the writer's address. However, a reader accustomed to American English letters may think that the (foreign) writer's name is a street; if it is written on the first line of the address position.

Writer's Address

Although you will usually find that the writer place his/her address in the upper right-hand corner of the page, business correspondents may place their address in the letterhead at the middle top of the page, or at the lower left-hand corner.

Envelope Address

On the envelope, the U.S. post office requires the addressee's name on the first line, the street address on the second line, the city/ state/zip code on the third line, and the name of the country on the last line. All of this should be in the center of the envelope. The writer's name and address should appear in the upper left-hand corner of the envelope.

Model Envelope

<p>Writer's full name</p> <p>Writer's street address writer's</p> <p>City/state/zip code writer's</p> <p>country</p> <p style="text-align: right; margin-right: 100px;">(title) addressee's full name</p> <p style="text-align: right; margin-right: 100px;">Addressee's street address</p> <p style="text-align: right; margin-right: 100px;">Addressee's city/state/zip code</p> <p style="text-align: right; margin-right: 100px;">Addressee's</p>	<p>STAMP</p>
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Learn some Abbreviations of the states of the USA

Alabama	AL	New Jersey	NJ
Arizona	AZ	New Mexico	NM
Arkansas	AR	New York	NY
California	CA	North Carolina	NC
Colorado	CO	North Dakota	ND
Connecticut	CT		
Delaware	DE	Rhode Island	RI
District of Columbia	DC	South Carolina	SC
Florida	FL	South Dakota	SD
Tennessee	TS		
Georgia	GA		
Hawaii	HI		
Idaho	IH		
Illinois	II		
Indiana	IN		
Iowa	IO		
Kansas	KS		
Kentucky	KY		
Louisiana	LA		
Maine	ME		
Michigan	MI		
Minnesota	M\		
Mississippi	MS		

GLOSSARY (terms are defined in the context of letter-writing)

<p>Acknowledgment sender that</p>	<p>a statement of recognition (or receipt of a letter) informing the</p> <p>the letter has been received.</p>
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Addressee	the person to whom the letter is addressed (and who will receive the letter)
Apology	an-admission of error that is also an expression of regret
Bread-and-butter	a letter of thanks after a visit, special dinner
Condolence	invitation, etc. an expression of sympathy or regret over a great loss, death
	of a friend, etc.
Complaint	a statement or expression of dissatisfaction over a purchase, a service, etc
Congratulations	an expression of pleasure and happiness at someone's good fortune or special achievement
Felicitations	expression of congratulations and good wishes for someone's happiness
Indent (to)	to set in (from the left margin) several spaces.
Margin	usually five spaces the part of the page or sheet of paper that is outside the printed body of writing the edge
register	style level; the linguistic vocabulary and grammar, used in a specific
ceremony,	context (e. g., formal register used with officials during a state
regrets only	intimate register used with very close family, pets, etc.).
RSVP	on an invitation, responding only if you will not attend. responder reply if you please a reply to the invitation.

Translation the model of

Exercise 1 *Application(university) and write your own example*

Dept. of Classical 9/15/08
Languages learn fast Open University 300 North Boulevard Geenville. ND 44444 Dear director Please send me a brochure on your open university and application form. I want to learn Latin Thanking you in advance Florence Jones Mailing address: MS. Florence Jones 41 Rose Street

Sept 15. 2008

Registrar's Office
State University
Littleton.SD 55555

Dear Registrar:

I'm a student of microbiology in Geneva, Switzerland. I would like to apply for entrance to your university. Would you please send me an application form and information on your university.

Thank you.

Yours truly

Renee Martin

Blanc apt. 406
Geneva. Switzerland

Grange. ND 44444

Application (university)

Application (computer course)

9/15/08

Easy Correspondence Courses,inc.
90 East Main Street
Little town,SC 77777

Dear director

Enclosed please find my application form for your course in Computer
Language 11

With a personal check for one hundred fifty dollars (\$ 150.00)

Please advice if these amounts are not correct.

Thank you.

Joseph Browning
1717 Tenth Avenue
Black Rock, AR 22222

Translation the Application (about job)

930 Lewis Street
Chicago. IL 60609
September 15. 2008

Data control

Dear Ms. Boswell:

I would like to apply for the position of assistant computer programmer as advertised in the September 14, 1988 Chicago Daily News I felt that I am especially qualified, and would appreciate your sending me an application form.

Please send the application to the address above. Thank you for your help.

Sincerely yours.

Maxell Taylor.

Exercise 2. *Translate the text into your mother tongue.*

A letter from Brighton

20 Green Street Brighton, England.

Dear Betty

I was very glad hen my English teacher found me a pen-friend in Tashkent. This is my first lettr and I am going to tell you something about myself. I am “fourteen years old and I am tall. I have blue eyes, and my nose is large. My hair is

brown, and it is short. My mother says I am thin. There are five of us in our family: My mother and father, my elder brother, who is sixteen, and my little sister, who is seven.

My brother's name is Zokir and my sister's name is Nilfar, Nilufar is short for Salima.

Zokir and I go to the same school, but Nilufar goes to another school, a school for small children. When she is eleven, she will go to our school. We live in Brighton, which is by the sea in the south of England. It is not very far from London. We can go to London by train or by bus.

Our house is not large. It has three floors with two-rooms on each floor. There is a nice garden at the back and a very small one in front. My father likes gardening and spends much time growing roses and other flowers". We have one apple-tree in the back garden. My mother loves flowers and we always have them in the house. That is all I wanted to write.

With best wishes Nargiza.

Exercise 3. *Translate the text into your mother tongue.*

THE FIRST REGULAR AIR-MAIL SERVICE*

The first regular air-mail service began in 1897* before the time when airplanes began to carry mail. It happened in New Zealand. New Zealand, as you know, has two large islands. North Island and South Island. A pigeon trainer began to make some interesting experiments. He trained his birds to carry letters from one island to the other. It took a pigeon an hour to fly from one island to other. At that time it took a boat more than two days to carry letters to the same place. As there was then no telegraph between the two islands, people asked the pigeon trainer to organize a regular "pigeon post service". Letters were written on very thin pieces of paper and an air-mail stamp was put on the letter. Then the letter was tied to the bird's leg.

Exercise 4. *Open the brackets and translate into your mother tongue.*

J. When you (to leave) it on your table?

M. When I (to finish) writing the letter. I (to put) it into the envelope and (to stick) the stamp on.

J. May be somebody (to take) it and (to post) it already.

M. Nobody (to be) here the whole afternoon

J. When I (to come) in, I (to see) a letter on your table. It (to be) about an hour ago.

Perhaps you (to put) it into your pocket and (to lose) it when you (to go) shopping.

M. But I not (to be) out since yesterday.

J. Well, I (to know) you since childhood and you always (to be) forgetful and absent - minded.

Well, I can't wait any longer. You (to keep) me waiting for a long time already (rise from the sofa).

M. (coming up to him) Oh, Jonh! / You (to sit) on my letter all this time. Just think of it!

And you (to call) me forgetful and absent - minded.

J. Never mind. Stop talking! I can't stay any longer. I (to waste) a lot of time already (takes the letter) . Well, I'm off. Good-bye!

M. Good-bye!

Assignments:

1. Learn the dialogue and act it as an interpreter
2. Retell the dialogue as a story.

Exercise 5 *Combine the answers to the following questions into a story and retell it:*

Where did you go yesterday when you wanted to send a registered letter?

What did you buy at the post office?

What did you do with the envelope and the stamps?

To whom did you hand your letter?

Did you weigh the letter yourself or did you have it weighed?

Suppose your friend who was ill asked you to get his letter by proxy at the P.O. What would you do? Where and how did you get your letters when you were out of Tashkent during your vocation?

Complete the following sentences:

When I bought the stamps and the envelopes I... When he came to the Telegraph office he...

He signed his name when ... I sent the letter by air-mail after... As soon as he received my letter he...

Exercise 6 *Translate the text into your mother tongue*

Telephone

At the lesson of history the teacher asked pupils: "When did Socrates live?" Nobody could answer the question. Then the teacher said: "Open your history book and read about Socrates there!" The pupils read: "Socrates 469 B.C."- "Well", said the teacher, "now, why didn't you know when Socrates lived?" – "Oh", said the boys "we were sure 469 B.C. was his telephone number".

Assignments:

Answer the following questions:

What do you know about Socrates?

When did he live?

Why couldn't the pupils answer the teacher's question?

What couldn't the pupils understand?

Exercise 7 *Read the letter and correct the errors In fact*

A Letter

The following letter arrived one morning at the office of White and Gray, Bankers.

Dear Sir,

I saw your advertisement in the paper about a month ago, saying that you wanted an office clerk who was punctual and careful in details. I am writing now to say that I should like to work at your office. I am 20 years old and I have just finished my education. While at school my teachers always praised me for my punctuality and my care in details. I shall be glad to hear from you. If this letter doesn't reach you please let me know.

Yours very truly

Note for teachers. The errors in fact:

“Dear Sir” Instead of “Dear Sirs” or “Gentlemen” as the letter was addressed to a firm and not to a single person.

He wrote “if the letter doesn't reach you, please let me know” which was a foolish and impossible thing to expect them to do. He forgot to sign his name at the end.

Exercise 8. *Read and translate into your mother tongue the text paying attention to the passive construction.*

Pablo Picasso's 75th birthday was recently celebrated by the Moscow art circle. An evening dedicated to the world famous artist was organized by the section of Friends Science and Culture and the Academy of Arts at the Architect's club. Addresses dealing with the art of Picasso were given by writers, artists, cinema directors and art critics.

A message received from Picasso by the Russian sculptors.

A telegram of greetings was sent to the artist by the participant of meeting.

In conclusion a film “The secret of Picasso” was shown. In the Pushkin Museum of Arts in Moscow and later at the Saint Petersburg Hermitage was held an exhibition comprising some ninety of Picasso's work-paintings, drawings, posters, ceramics, 37 pictures and drawings were sent by Picasso to this exhibition. The other works were lent by the museum of Moscow, Saint Petersburg and by private collectors.

Assignments: Answer the following questions. Combine the answers into a story and retell it:

What was recently celebrated by the Moscow art circle? By whom was an evening organized? What kind of addresses were given? What was read by the Russian sculptors? By whom was a telegram sent to Picasso? What film was shown there? What kind of exhibition was held?

LEARN TO WRITE POSTCARD GREETINGS

Tampa Florida	Stamp
Dear Mary	Ms. Mary Smith
I'm having a wonderful time in Tampa.	10 Main Street
Wish you were here.	New York NJ 22222

London	Stamp
Jack-greeting from London!	Mr. John Brown
See you next week	400 12/th St.
	Los Angeles CA 98000

Exercise 9 Put one of these phrasal nouns in each of these sentences and write spelling translation

Check – in	runway	outset	outletoutput
Intake	uproar	handout	cutbackupkeep
Layout	outlay	breakdown	inputoutbreak

1. Don't forget to follow the advice on
2. Pilots usually request permission to taxi to the....
3. A man attempting to become a star is taking enormous risks. He knows at the.... that only a handful of competitors ever get to the very top.
4. This information comes from a tourist
5. There was an ... of cholera during the last three months.
6. The results which come out of a computer are called ...
7. The.. of this archaeological site is becoming increasingly expensive .
8. The information that is stored in a computer called
9. Traveling with "Superatlantic Agency" is not at all fuss: no long queues and is just twenty minutes before the flights time.....
10. ... If someone is overweight and cuts his calorie down to the half amount he gets daily, then he automatically loses weight.
11. ... We were told by the sales Manager that a is planned in the next year's estimation production.
12. Drugs are afor frustration.
13. Unemployment and the... of discipline are only some of the reasons for violence in the young.

14. The stumbling block to the construction of the subway in the Athens is the capital
15. There was an ... at the end of the Conference.

Exercise 10. *Put one of these phrasal nouns in each of these sentences and translate into your mother tongue*

Hold-up	intake	output	downpour
Onset	outcome	downfall	outlaw
Back-up	breakthrough	outbreak	check-up

1. There is going to be a decrease in ... that's why the company decided to dismiss the computer programmer.
2. A course leading to a Bachelor of Education degree with an of up to 25 each year is designed to meet the specific needs of overseas teachers.
3. When my brother pilots the balloon my father and I are the team who follow the balloon in cars and help the crew when the balloon lands.
4. Parkinson's disease is manifested by tremors and shaking The initial ... occurs most frequently among people between ages 50 and 60.
5. The sudden ... yesterday evening ruined the French Embassy's roof garden reception.
6. Which is the greatest scientific ... of our century?
7. It was announced that the last of plague was the largest of all.
8. After last night's at the Lloyds Bank, the robbers got away with 1.000.000.
9. The doctor says the patient needs a complete ... and a long rest.

Exercise 11 *Put one of these phrasal nouns in each of these sentences and translate into your mother tongue.*

Layout	outlook	outplay	slip-up
Upbringing	check-in	breakdown	setback
Intake	turn over	output	upshot

1. Pellagra is a deficiency disease due to insufficient.. of Vitamin B.
2. Has the factory's Increased in the last three years?
3. The introduction of high-rise housing was a major ... for urban life.
4. The firms ... on advertising were two thousand pounds.
5. They don't have the same.. as the big stones.

**LEARN THE MODEL OF SOCIAL LETTERS AND
TRANSLATE THEM INTO YOUR MOTHER TONGUE
APOLOGY**

(formal)

Street

555 Rosamond

22222

Greenville, MA

September 15. 2008

Dear Mr. Smith.

I want to apologize for not having answered your very kind letter sooner, but I have been away on a trip and just returned today.

The photographs you send are beautiful. Me family and I appreciate them very vuch. They are the best kind of remembrance, and we are very grateful.

Again, please accept my apologies for the delay. And please give my best regards to your family.

Sincerely
Your student.
Alfred Chace

APOLOGY

(in formal)

September 15. 2008

Dear George,

I'm writing to tell you that I've lost your copy of "Gone with the Wind" /left it in the lounge, and someone must have picked it up. I'm really very sorry, and will try to replace it us soon as I can.

Regards,

CONDOLENCES death in the family (formal)

900 Chesapeake
Avenue N. W.
Washington. DC.20010
September 15, 2008

Dear Mr. Duval:

I was saddened to hear the news Please accept my deepest sympathy in your time of sorrow.

*Your Neighbor,
Catherine S. Black*

CONDOLENCES death in the family (informal)

September 15, 2008

Dear Florence,

We're sorry to hear about your grandfather. We all share your sadness. He was a wonderful man and we shall all miss him very much.

Please call us if we can help in any way.

In sympathy.

CONDOLENCES on an illness (formal)

211 Oak Ridge
Park Youngtown, OH
33333 September 15, 2008

Dear Ms. Rogers,

We're sorry to hear about your illness and hope that you recover soon. With best wishes for a speedy recovery.

Your English class,
(by Henry Moore)

CONDOLENCES on an illness (informal)

June 1, 2008

Dear Rick,

We're sorry to hear about your illness, and hope that you'll be up and around soon, we miss you!

Get well soon,
Jenny and Paul

THANK YOU for a gist (formal)

Broad Branch Road 12A11
Littleton. NJ 33333
September 15. 2008

Dear Mr. Malone,

My sister and I want thank you for the wonderful books which just arrived. They will be extremely useful in our courses this net semester. We deeply appreciate your thoughtfulness.

With very best regards. Sincerely.

Agnes and Irene Howe

THANK YOU for a gist (informal)

9/15/08

Dear Ruth,

Thanks so much for the birthday book. It's just what I need.

Love.

THANK YOU “Bread and butter letter”

Toledo Park Hotel
Cincinnati, OH 22222
September 15, 2008

Dear Mr. and Mrs. Williams,

Thank you again for the wonderful weekend! I had such a good time visiting you and your family, and I enjoyed meeting all your relatives. I shall never forget the warm hospitality.

I hope that someday you are able to visit me and my family. I would like to return your kindness and hospitality, and to show you around my hometown.

Please give my respects to all family.
Sincerely,

Douglas M. White

Invitation (formal)

P.O. Box 7
Golden Sands, FL 44444
June 1, 2008

Dear Prof. and Mrs. Miller,

My family and I would like to invite you to spend the Fourth of July holiday at our summer house on the ocean. Our house is near the beach and you will be free to swim and walk along the shore to your heart's content.

We will meet you at the airport and take care of all transportation. We are looking forward to seeing you and do hope that you can come.

Cordially,
Mary Margaret Nelson

Complaints (error in printing)

Higghways, Incorporated
Sept. 15. 08.
222 Broadway
New York , NY 10000

To Whom it may Concern:

This is to call your attention to an oversight in your spring advertisement on overseas travel.

You have totally over looked the entire Mediterranean region.

Hoping to receive a corrected brochure at your earliest convenience,

Yours truly,
Helen McKay

Ms. Helen McKay
Hot Spring Hotel
Hot Spring, AR 22222

Request (for reservation)

Request (for catalog)

9/15/08
Superior Books, Ltd.
55 Second Avenue
Prairie, NE 77777

Catalog Departament:

I woul like to request a free catalog on American literature books. Please send it to the address below.

Thank you for your attention.

Sincerely yours,
Turgunova

Mrs. Turgunova
Quarter 11
House 28
Apartment 52
Tashkent 700028

Orders (books purchase)

9/15/08

XYZ Book Company
Sunrises Boulevard
Riverton, MI 44444

Purchasing department:

I would like to order the following books in cloth or hardback:

- 1) Changing Times by Ralph Wright, United Press. 1980, one copy.
- 2) Music for Millions by Nellie Blum, Great Boks Co., 1984. one copy

Would you please send me the list prices and shipping cost as soon as possible.

Thank you
Sue Ellen Appleton

Mailing address:
87 Broad Street North
Dry Gulch, NM 55555

Invitation (conference)

September 15, 1908
Dr. Barbara Philips , Chairperson
Department of English
University Farmington
Farmington, OH 55555

Dear Dr. Phillips

We are honored to invite you to participate in our forthcoming conference on old Gaelic phonology to be held October 7-10 in New York City College's School of Linguistics. The enclosed brochure will give details on papers, speakers, and deadline for abstracts.

We look forward to your acceptance.

Very truly yours,O.Muminov.

Prof. O. Muminov
UzSWLU
Tashkent
Uzbekistan
200138

Invitation (reception)

Robert Peterson
113 Park lane Drive
Williston, FL 66666

Dear Mr. Peterson:

We are pleased to invite you to a reception on September 28 , 2008 to be held in honor of Prof. Marilyn Gomes, the newest member of the faculty in the Department of Electrical Engineering.

Prof. Gomes will be meeting members of our department for the first time, and we would like to welcome her official on our staff.

A light lunch buffer will be served before the ceremony in the Johnson Room of the Administration Building at 12. 00 noon , please to attend.

James Kendrick, Chairman
Dept. of Electrical Engineering

RSVP by Sept 21
555-2343

Complaints (delay in response)

9/15/08
Horizons Books,inc.
55 Canals Street
Chicago, IL 44444

Attention: Orders Dept.

Would you please check on our order for one copy of World Problems, by John doe, University Press, 1987, which we sent to you September 1, 1988 with a check for \$ 25.00 (twenty five dollars) enclosed for cost and shipping. If you did not receive the order, or if you are out of stock, please advice.

Yours truly,
Aziza Rashidova

UzSWLU
Kichik halqa yuli 21 a

Exercise 12. *Translate the text into your mother tongue and write like it the biography of one of your writers or poets in your native country.*

Mark Twain (1835-1910) was a great American writer. Mark Twain's real name was Samuel Clemens. He was born in 1835 in the town of Hannibal on the River Mississippi, USA. His family was very poor. When Samuel was twelve, his father died and the boy had to work to help his family.

Samuel liked the Mississippi very much and he could swim across that great River. He liked to play with his friends and was the leader in all their games. Later he described many of his adventures in his famous novel "The adventures of Huckleberry Finn", "Life on the Mississippi", "The Prince and the Pauper" and many other books.

Mark Twain's works are very popular with readers.

Exercise 13 *Translate the text into your mother tongue then listen the sentences in English and write in your mother tongue.*

TOM SAWYER

The teacher, Dr. Dobbins, had a book out of his desk in the classroom. Every day he took that book out of his desk and read it when the pupils did written exercises. The book was always under lock and key. Of course, every pupil in the school wanted to look at it. One morning before school Becky Thatcher passed by the teacher's desk and saw the key in the lock. There was nobody in the classroom. She opened the desk, took out the book and began to turn the pages. She saw a very beautiful picture in the book. At that moment Tom Sawyer opened the door and came into the classroom. Becky Shut the book so quickly that she tore the picture. She began to cry.

Exercise 14 *Translate the following text into English*

ӘЖИНИЯЗ

XIX әсирде қарақалпақ әдебияты тарихында өзинің қунлы шығармалары менен халқымызға кеңнен таныс, көркем сөз шебери, көркем сөз зергери аталған шайыр Әжинияз Қосыбай улы болды. Әжинияз Қосыбай улының басқа қарақалпақ шайырларынан ажыралып туратуғын белгили бардамлы шаңарақтан шыққан, Хийұа қаласындағы медреседе билим алған заманының саұатлы адамларынан болған.

Әжинияз шайырдың және бир басқа шайырлар менен салыстырғанда ажыралып туратуғын белгиси, ол тәрийп қосықлар дөретиүде айрықша кеүйл бөлип қунлы шығармалар дөреткен. Бундай шығармалар дөретиүге шайырдың көбирек сырт жақларда заман қыйыншылықларына байланыслы жүргенинен дерек берген болса керек. Оның дөреткен қосықларында заман қыйыншылығы, жат елдерде жүрип көрген қыйыншылығы, өзинің туұылып өскен елин улығлап тәрийплеп, мақтап жазған шығармалары бүгинги күннің де китап қумарлары кеүйлинен терең орын алған.

Әсиресе, оның Қазақстан жерінде жүріп Қыз Меңеш пенен айтысында келтирген теңеу сөзлери, тәрийплери кимди болса да терең ойға салып оқытыуға мәжбүрлейди.

Шайырдың жазған қосықлары бүгинги күнде тарийхый қосыққа айланып, халық намаларына айтылып жүргенин турмыстың өзи дәлийллеп көрсетип турышты.

Әсиресе оның «Бозатау», «Еллерим барды», «Бир пәрий», «Сәудигим» хәм тағы басқа да қосықлары қарақалпақ көркем өнер хызметкерлери тәрeпинен айтылып келинбекте.

Әжинияз Қосыбай улы 1824-жылы Мойнақ районының «Қамыс бөгет» деген жеринде тууылған. Ата-бабалары балықшылық, аңшылық хәм егин егип күн көретуғын адамлар болған.

Әжинияз жаслайынан оқыуға берилген, зийрек бала болып өседи. Ол жаслайынан анасынан айырылып, турмыстың қыйын жағдайларын бастан кеширеди. Усындай жағдайларда оның тууысқан дайысы Елмурат ахун оған өзиниң жәрдем қолын созады хәм өзиниң медресесине алып кетеди. Ол шығыстың белгили классиклери Фердаусий, Саадий, Ғафыз, Науайы, Бедил шығармаларын сүйип оқыды. әкеси өз баласын оқытыу үшін хәрежети жоқ еди. Усыған байланысly Әжинияз ауылда бала оқытыу, китап көшириу менен шекленип қалды. Ол жаслығында медреседе оқыу менен бир қатарда, көп ғана китапларды көширип, белгили кәтиб болыу менен де таныла баслаған.

Шайыр дәрeтпесиниң баслы өзeги адамгершилик деп түсинген шайырлардың бири еди. Соның ушын да адам өмирин жырлау, оның баслы идеяларын тәрийплеу, өмир гөззаллығын сүүретлеу шайырдың баслы темасының бири болып қалды. «Бул дүньяның көрки адам баласы» деп пүткил дүньяға жар салды.

Әжинияз жасаған заман Хийуа ханларының халықты рейимсизлик пенен езип атырған дәуирлери еди. Усыған байланысly Әжинияз да көпшилик қосықларында Хийуа ханларының сиясатына кескин қарсы шығады. Мысалы, «Еллерим барды» деп аталған қосығында:

Қарсыласса хәмирине көндирген,
Биразлардың бауырларын тилдирген,
Өзлерине бейимлерди кблдирген,
Үргениш елинде залым хан барды,-

деп жазады. Шайыр дәуирдиң теңсизликлерин қатты әшкаралайды. Әпиуайы халық ушын жайнап-жаснап жасайтуғын бахытлы заманның керек екенлиги хаққында әрман етеди.

Сорлы пуқара халыққа,
Қол созып барар жарыққа,
Көнбей бир неше салыққа,
Жайнап-жаснар заман керек.

Өмиринше жарымай пулға,
Иси баспай бәрхә оңға.
Сорқайнаған сорлы кулға,

Жайнап-жаснар заман керек.

Шад болып дәўран сүриўге,
Паянлы дүнья көриўге,
Қатар-қурбы менен жүриўге,
Әжиниязға заман керек-
деп жазады шайыр «Керек» қосығында.

Шайырдың «Гөзаллар», «Айрылса», «Мегзер», «Бир пәрий», «Бир жанан», «Болмаса», «Керек», «Бери кел», «Ай әлип», «Сәўдигим», «Түсер», «Хәр ким сениң ярың болса», «Әй назалимлер» қосықлары қарақалпақ лирикалық поэзиясының маржанларынан есапланады.

«Бозатаў» поэмасы қарақалпақ халқы тарихынан белгили орын алған пүтин бир ўақыяны өз ишине алатуғын дөретпе.

Шығармада тийкарғы сөз етилетуғын ўақыя 1858-жылы Қоңыратқа жақын «Бозатаў» деген жерде болған. Поэмада басқыншылардың тыныш отырған халыққа қарақшылық топылысы, қарапайым пуқараны қырып-жойып, шуўлатып, мал-мүлкин тартып алып, қызларды елинен айырып, жат-журтларға бөнде етип айтып кеткенлиги айтылады.

Қашан болса да «Бозатаў»дың басына бахытлы дәўран орнайтуғынын исеним менен айтады.

Зийўарың хошласар қәдириңди билип,
Көзине яшартып, бағрыны тилип,
Аман болса, хал сорасар бир келип,
Хош Аман бол, бизден қалдың Бозатаў.

«Бозатаў» шығармасы бүгінге шекем оқыўшылардың сүйип оқытуғын шығармасы.

Көрнекли қарақалпақ шайыры 1878-жыллары алпыс жаслар шамасында қайтыс болған. Шайырдың денеси Қуўандәрьяның бойындағы Қуўсырық қойымшылығына жерленген.

Әжинияздан бизге хәр қыйлы темада жазылған 150 ге жақын лирикалық қосықлар мийрас болып қалды. Ол қарақалпақ әдебияты тарихында аса билимли лирик шайыр болып қалыў менен бирликте, ол қолжазбаларын мийрас етип қалдыра алған, белгили көркем сөз ийелериниң бири.

Exercise 15. Write the translation of the following text in English

ИБРАЙЫМ ЮСУПОВ

XX - әсир қарақалпақ әдебиятында журтшылыққа кеңнен таныс, Әжинияз, Бердақ, А. Дабылов, С. Нурымбетовлардай өзиниң қунлы шығармалары менен халқымыздың жүрек төринен орын алған шайыр Ибрайым Юсупов болды.

Шайыр заманында тек қарақалпақ халқының емес улыўма түркий тиллес халықларына өзиниң жанға жағымлы, жүрекке қонымлы йошлы қосықлары менен кең жәмийетшиликке белгили болды. Соның менен бирге туўысқан

халықлар жазыушы-шайырларының шығармаларын қарақалпақ тилине аударып, кітап оқыушыларымызға усыныс етиуде көп жұмыстар алып барды.

Ол Қарақалпақ әдебиятында заманға сай дәуір машқалаларын баслы тема етип, халқымыздың мәдениет, рухый турмысын сәулелендиретуғын, оның әхмийети жоғалмауғын, халқымыздың ядында бәрқулла сақланатуғын поэзиялық шығармалар дөретти. Шайырдың жазған қосықларына ўақтында қырғыз халқының жазыушысы Ч. Айтматов, дағыстанлы шайыр Расул Гамзатов жоқары баға берди хәм оның дөретиўшилиқ жұмысына хұрмет пенен қарады.

Ибрайым Юсупов ХХ әсирдеги қарақалпақ поэзиясында әжайып тулға сыпатында өз алдына бир бийик шың десек асыра айтқан болмаймыз.

Қарақалпақ әдебиятының ХХ әсирдеги ири тулғаларының бири Ибрайым Юсупов 1929-жылы 5-майда Қарақалпақстан Республикасының Шымбай районының Азат аўылында туўылды. 1949-жылы Нөкис мәмлекетлик институтын тамамлағаннан кейин усы институтта муғаллим болып қалдырылды. 1961-1962-жыллар аралығында «Әмиўдәрья» журналының бас редакторы болып ислеиди. Шайыр өзиниң өмир жолында илимий хызметкер дәрежесинен баслап Қарақалпақстан жазыушылар аўқамының баслығы, хәзирги «Еркин Қарақалпақстан» газетасының редакторы, парахатшылық аўқамының баслығы хәмде соңғы жыллары «Рухый мәдениет» хәм ағартыў жәмийетлик орайының баслығы лаўазымларында иследи. И. Юсуповтың аты Қарақалпақстан хәм Өзбекстаннан тысқары жерлерге де кеңнен белгиле.

Оның қосықлары халық сезиминиң жалынлы леби менен терең суўғарылған. И. Юсупов жоқары поэтикалық мәдениетке ийе, жетилген шайыр. Қарақалпақ әдебиятына урыстан соңғы жыллары кирип келген шайыр өзиниң «Жолдас муғаллим» поэмасы арқалы адамлар жүрегине қозғаў салды. Буннан соң «Бахыт лирикасы» атлы туңғыш қосықлар топламы, «Кеўил кеўилден суў ишер», «Дузлы самаллар», «Йош», «Аласатлы дўнья бул», «Дәуір самаллары» хәм тағыда басқа шығармалары менен хәзирги дәуір қарақалпақ әдебиятының раўажланыўына яғный әдебиятымыздың дўньяға танытыўда салмақлы ўлес қосқан атақлы шайырларымыздың бири. Оның қосықлары образлылығы менен өзине тартады. Шайырдың қайсы бир қосық қатарларын оқысаңда оның хақыйқый талант ийеси екенлигин сезесең. Бул хаққында қарақалпақ халқының көрнекли шайыры У. Хожаназаров былай деген еди. «Қарақалпақ ушын оның әдебият поэзиясы ушын ХІХ әсир Бердак әсири болса, ХХ әсири Ибрайым әсири болып қалады» деген еди. И. Юсуповтың айырым қосық поэмалары 1960-жылы «Песня» горного ручья» деген ат пенен рус тилинде басылып шықты, соң оның қатарына және еки топламы қосылды.

Бул еки қосық кітап арқалы И. Юсупов дөретпеси кітап оқыушыларымызға кеңнен танылды. Заманында И. Юсупов рус дўньялық хәм миллий әдебиятлардың ҳармас-талмас үгит нәсиятлаўшысы аударыушысыда болды.

Ол Лермонтовтың «Мцыры» Т. Г. Шевченконың «Катирина», Ҳафиздин ғезеллерин, Ҳаймның рубаятларын, Шекспирдин Сонеталарын, С. Вургунның, Ҳ. Әлимжанның, Н. Заряның, Зулфияның, Ғ. Ғуламның хәм тағы да басқада «Жигирма бир миллеттиң қырқ сегиз шайырының» қосықларын қарақалпақ

тилине аўдарды. Соңғы ўақытлары басқа да шайырдың қосықларын қарақалпақ тилине аўдарды. Әдебиат хәм көркем өнер майданындағы хызметлери ушын хукиметимиз тәрeпинен жоқары баҳаланып, 1964-жылы «Қарақалпақстанға мийнети сиңген көркем-өнер ғайраткери» деген атағы берилди.

1970-жылы Бердак атындағы республикалық мәмлекетлик сыйлықты алыўға миясар болды. 1974-жылы оған «Қарақалпақстан халық шайыры» атағы берилди. И. Юсупов поэзия менен бир қатарда драматургияда да публицистика да, операда да қәлем тербеткен көп қырлы қәлем устасы болды. Ол аўдармашы да еди, ол қарақалпақ халқы тарийхында өшпес из қалдырған, мәмлекетлик нышанларының бири «ГИМН»ниң авторы.

Қарақалпақ сахнасында биринши рет опера жанрында қәлем тербетип Н. Мухаммадинов пенен «Айжамал» операсының либереттасын жазған шайыр.

Тарийхый шығармалардан «Тумарис» қосығының авторы. И. Юсуповтың қосықларына нама дәретилип көркем-өнер хызметкерлери тәрeинен атқарылып киятыр. Ол көп ғана туўысқан халықлары жазыўшы шайырларының шығармаларын қарақалпақ тилине аўдарған аўдармашы да еди. И. Юсуповтың қанша қосығы бар деп сораў қойыў мүмкин емес, себеби кимнен сорасанда «Жүдә көп» қайсысын сорайсаң деп жуўап береди. Оның шығармалары бири-биринен тәсирли, бири-биринен гөззал. Сонындай сырқырап таўдан түскен булақ суўларының ағысын санап болмайтуғынындай оның меҳир булағының суўсынын да есаплап болмайды. Оның мисли булақ суўын ишкен сайын мийрин қанады. Сени гөзаллыққа мухаббат шарабы менен бейхуш қылады. Ибрайым аға ғәрeсизликти руўхыйлығымыз бенен әдеплиликти өзлигимиз бенен бириктирип атырған бүгинги муқаддес мәнзиллерге өзиниң даналығы пидайылығы менен мәрдана қәдем таслады. И. Юсупов 60-жылдан аслам ўақыт дәретиўшилик жумысы менен шуғылланды. Сондай-ақ, өзиндей дәретиўши инсанлардың талантын жүзеге шығарыў жолында да жанкүйерлик пенен хызмет етти.

И. Юсуповтың таланты әсиресе ғәрeсизлик жылларында тағы да бәлентке көтерилди. өзиниң бир қатар қосықлары хәм дәстанлары публицистикалық мақалалар менен азат хәм еркин турмысымызды, елимизде жүз берип атырған түпкиликли өзгерислерди үлкен мақтаныш пенен жырлады. И. Юсуповтың дәретиўшилик хызмети мәмлекетимиз тәрeпинен ылайықлы баҳаланып 1992-жылы «Өзбекстан халық шайыры», 2004-жылы «Өзбекстан Қахарманы» хұрметли атақларын алыўға миясар болды. Сондай-ақ, «Эл юрт», «Дослық» орденлери менен сыйлықланды. «Өзбекстан Қахарманы» Өзбекстан хәм Қарақалпақстан халық шайыры, әжайып инсан, садық дос, меҳрибан устаз Ибрайым Юсупов дәреткен қунлы шығармалары бизиң китап оқыўшыларымыз ушын таўсылмас булақ хәм руўхый азық болады.

Exercise 14. *Translate the following poem into English*

Жақсы адамлар

Жақсы адамларға жолыққан күни
Уйқың пүтин болар, ўақтың хош болар,

Кеўлиң көтериңки, илхам йош болар,
Жақсы адамларға жолыққан күни.

Азанда автобус бәндиргисинде,
Жуўыр, жуўыр десер сени көриўден
Олар сөйттип күтпегенде егерде,
Жумыстан кешигип қалар едиң сен.

Жақсы адамлар – бул дүньяның тиреги,
Хасла сен олардан бурма жүзинди,
Ҥақ нийет, ҳадаллық толы жүреги,
Сен оларға қарап дүзе өзинди.

(И.Юсупов)

Exercise 18 *Fill in the prepositions where necessary and translate into your mother tongue.*

1. Bobur is fond ... cats; he has a dozen of them.
2. My husband is very keen ... Italian food.
3. I feel sorry ... you : you are alone without any friends.
4. He was ill, so he came home ... a taxi and not his car.
5. He spoke.... Us about Alisher Navoi's literary activity.
6. He was sworn ... as Minister of Foreign Affairs.
7. Mother blamed me ... improper behavior.
8. He convinced me ... the need to remake the project.
9. The children delighted ... listening to pop music.
10. The insurance company did £200 ... the damaged car.
11. The school director was very pleased; he approved ... all the recommendations of the teaching staff.
12. If you want the post to be filled, you have to advertise ... a qualified mechanic.

Exercise 19 *Fill in the following prepositions in these sentences: at, by, to, with and translate into your mother- tongue.*

1. She was very rude ... him last night.
2. I'm hopeless ... narrating stories.
3. everybody in the party was surprised the announcement of their marriage.
4. His attitude ... his teachers is very aggressive.
5. I've never been ... India before.
6. Where were you last night? I was ... Steve's.
7. She is married ...in Indian.
8. They threw lemons... the pop singer he was singing.
9. Mother threw the letter ... me from the window.
10. Do you support making women equal ...men?

11. It was done ... order of the president.
12. he is good ... his hands.
13. We have this camera...\$ 100 dollars.
14. The salaries in Eastern Europe are extremely low compared...those in Western Europe.
15. She is allergic... cream
16. Many students have difficulty...grammar.
17. Children usually start school... the age of five.
18. This course is of special interest...me.
19. I enjoyed myself...the party.
20. He is trying to explain...them why he believes so.
21. I decided to work harder...my German.
22. He is satisfied...your hospitality.

Exercise 20. *Put the correct prepositions in these sentences and translate into your mother tongue.*

1. There are three school terms... British schools and colleges.
2. A leaflet was issued... the company.
3. I have a friend who is in quite a high position ... the Ministry of Education.
4. When I was in Paris, my friends used to take me... visits places of interest.
5. The teacher is explaining the unknown words... the students.
6. Don't rely...him: he is very unworthy person.
7. Fruit is good... health while sugar isn't.
8. He warned me ... buying the flat.
9. His book has been translated ...six languages.
10. Is there any news... the lost airplane?
11. Have you any money... you now?
12. He was very upset...failing in the test.
13. ...her audition she waited for the results.
14. The young climbers sheltered the snow...entering a cave.
15. Yesterday she asked me ...tea.

EXPRESS WISHES- REGRET IN ENGLISH

Exercise 1. *Write the correct tense of the verbs in brackets and translate into your mother tongue.*

1. The servant wishes his master ... him more money. (give)
2. I wish I ... to the United States when I had the chance (go)
3. I wish I ... a millionaire and all over the world. (be travel)
4. I wish my children ... on holiday. They are driving her crazy. (go)
5. I wish I ... so much: I feel Awful now. (eat)
6. He wishes he ... to his friend's party. They had a wonderful time. (go)
7. She wishes...them the truth: everybody mocked. (tell)
8. We wishes the people... next door their radio, we can't sleep. (turn down)

9. The little boy wishes he ... his parents more often. They are working all day.
(see)
10. I wish I... nicer to him when he asked me to go out with him. (be)
11. I wish I ... more oranges. I'm not out of them now. (buy)
12. If only she ... all her money: she can't buy this dress now. (buy)
13. I wish I ... pay for the pane my little daughter has broken.(not have)

Exercise 2. *Finish the following sentences without changing their meaning and translate into your mother tongue.*

1. I go to Japan on vacation but I don't speak Japanese. I wish ...
2. They went on an excursion but they forgot to take their camera. They wish...
3. Nobody has ever asked to marry her. She wishes...
4. He walked so much and got tired. He wishes...
5. I need to borrow more books. I wish...
6. She failed her language test last week and she'll have to study French again next year. She wishes...
7. They've never been to India and they dream of going there one day. They wish...
8. Her parents haven't received a letter for a month. They wish...
9. I lent her my dictionary and she disappeared. I wish...
10. I can't afford to buy a new house. I wish...

Exercise 3. *Write a wish for each of the following situations and translate into your mother tongue.*

1. She dreams of being an actress.
2. I bought a pair of boots: to practice the guitar.
3. She doesn't have time to practice the guitar.
4. You didn't put your raincoat; It's raining now.....
5. I didn't go to my best friend's party.
6. It's very windy and you want to go out.
7. It's too cold in here: the heating is off.
8. The Major Powers didn't renounce manufacturing nuclear weapons.....

Exercise 4 *Translate the sentences into your mother tongue*

1. Ask. Bob and Ann about their school.
2. Mr. and Mrs. Smith work in foreign company.

3. Send John a postcard.
4. Mr. Black is dictating a business letter to his secretary.
5. Jean and I organized the excursion
6. The car is mine.
7. How much do these bananas cost?
8. My baby is two years old.

Exercise 5 *Choose the right personal or possessive pronoun and translate into your mother tongue.*

1. Munira told (us/we) to carry our passport wherever (us/we) may go.
2. How was the performance? (It/us) I was quite boring.
3. Hello Jamila. How are the children? (they/their) are okay. How are (your/yours)?
4. Kamil boss is abroad on business and (he/his/him) has asked (she/her/hers) to care of the whole business (he/him/his) is away.
5. I left (my/mine) at home. Could you lend (me/mine/I) (your/yours).
6. Mother told (I/me) to have my identity card with (me/her)
7. You haven't got any books today. Take (mine/me/my)
8. I met one of your colleagues. I met one of (their/them/they...)
9. She looked at the children. She looked at (they/us/them). No one helped (me/you).
10. This scarf is not (her/his/my). It's (her/hers).
11. The black coat you are putting on now is (my/her/mine).
12. Is this your parent's house? Yes. It's (their/them/theirs)
13. Maria has a lot of toys. They are (her/hers/hers).
14. Do you like apples? Yes. I like (them/it/theirs).

Exercise 6 *Rewrite the sentences, changing the position of the indirect object using a pronoun and translate into your mother tongue.*

1. Odilbek is teaching the students maths.
2. He gave the waitress a trip.
3. Samad left Bakhtiyor a message.
4. The travelers showed the customs official their passports.
5. We found the visitors a youth hostel.
6. My parents sent the head master a letter.
7. My father brought my brother and I some fruit.
8. You ordered yourself ice-cream.
9. Pass the children some cake.

Exercise 7 *Put the correct Interrogative Pronouns and translate into your mother tongue.*

1. Is this tape recorder? It's mine.
2. time is it? It's ten o'clock.
3. did you hide when she came? Under the bed.

4. far is it from here to the railway station? It's ten minutes' walk.
5. Called you last night? Jane did.
6. don't you come to the party? Because I must visit my grand parents.
7.will you travel to Samarkand? By train.
8. Is your favourite magazine? It's Humo.
9.is her birthday? It's on August 26/th.
10. ... did you send the money order to I sent it to Odilbek.
11. Much do you love Zumrad?
12. Did she meet last week at an archaeological museum in the north of Greece?
13. does oil not mix with the water when both are put into a vessel? Because it's insoluble

Exercise 8. Complete the following sentences by using “so” or “such” and translate into your mother tongue.

1. We didn't enjoy the film. The plot was... boring.
2. It was ...a nice trip.
3. His house is ...a long way from the center of the city.
4. He gave me ... much information that I thanked him many times.
5. There is ... a lot of honey in the jar.
6. Don't speak... loudly, please.
7. It's ... fare from the Odeon Theatre to the Opera House.
8. Peter and Alice are... nice people.
9. It was... terrible weather that we stayed in and didn't go out at all.
10. He is very rich; he's got ... a lot of money.
11. Has she come back? If ... tell her to wait at the waiting room.
12. He was asked to speak ... clearly that we understand him.
13. Her sister is a teacher; ... is her mother.
14. Have you ever made... a mistake before?
15. English is not ... difficult.
16. It's useful information.
17. It's ... a useful book.
18. They are... tough boys.
19. This article is interesting that I'll read it again.
20. ... Far...good.

Exercise 9. Put “yet”, “still”, “already” in the blanks and translate into your mother tongue.

1. I haven't written my composition...
2. I ...don't know when I'm leaving for Surkhandarya.
3. It's 1.30 p.m. and he is ... watching TV
4. Are your parents ... in the countryside?
5. She was fired two years ago and she is ... between jobs.

6. Frank hasn't had a shower ... has he?
7. The most critical time has... passed.
8. He hoped his family hadn't left ...

Exercise 10 *Choose the correct adverbs and translate into your mother tongue.*

1. She (near, nearly) missed the last bus
2. I (last, lastly) I saw her two years ago.
3. The coach comes here (direct, directly).
4. After such a long journey I am (complete, completely) tired.
5. The door is (wide, widely) open.
6. The rain was (right, rightly) on my back.
7. This letter is (rough, roughly) written.
8. Degree courses are (most, mostly) full time in England.
9. It's never too (late lately) to mend (proverb)

Exercise 11 *Do you know the opposites of these words?*

Use prefixes and translate into your mother tongue

1. practical
2. regular
3. literate
4. nutrition
5. satisfied
6. natural
7. experienced
8. like
9. lead
10. acceptable
11. order
12. nuclear
13. manage
14. American
15. capable
16. understand
17. legal
18. drinker
19. honest

STUDY NOTE TAKING

1) "Symbol" is raised in note-taking. Using a generalized word is one of the economized writing in note-taking. For example, the word "tree" is a more generalized word than an apple tree or "a birch writing semantic base of the speech of a speaker with the help of signs is more effective in note-taking. The symbol "O"

includes such notions as “conference”, “congress”, “forum”, “meeting”, “seminar”, “assembly”, “session”, “briefing”, “summit”, “round table meeting” etc.

Symbol “-o-“ is associated with the words “friendship”, “cooperation”, “agreement”, “treaty”, “introduction” etc.

2) The symbol “?” (“Interrogative sign”) is associated with the words: “question”, “problem”, “task” etc.

3) “Symbol” “□” means “country”, “land”, “earth”, “town”, “city” etc.

In order to signify the plural form the figure “2” is used. Ex. X-people X² -peoples; ♀-commander; ♀²-commanders as far as the category of tense it is signified by tense or time symbols.

The discussion (began (<) at the second <2 session.

The session (O) is discussing the first item of the agenda (&).

The symbols are divided into initial letter, associated and derived.

Symbols with initial letter may substitute the notion written with this letter.

Ex: The letter “L” may substitute “life” “P”- portion etc. Letters are mostly used for defining the countries. Ex: U.S – the United States of America; U.K- United Kingdom of Great Britain and Northern Island.

Associative symbols. These symbols are associated by some features which are peculiar for number of notions.

The horizontal right arrow → V is associated with notions: “to hand” “to send”, “to export”, “to include”, and “to create” etc.

Left arrow ← is symbolized “to get” “to take”, “to import” ”to attract” “to call” “to arrive” “to come” “to receive” etc. If the arrow is raised up ↑ it means: улучшать, увеличивать, повышать, успех, повышения etc;

Товарообмен, товар алмастырыў,

↓ - means: сегодня, бүгүн, усы күни

Derived symbols are signified by different ways.

Ex, If the symbol “x” means people, its generalized meaning.

X – is given by OX- человеческий, народы всего мира, население земного шара.

Symbol O делегат, представитель, посол делегация, посольство, представительство.

In note-taking six symbols are used to signify the time

↓ Хэзирги мэхэл

↳ Келер мэхэл

↶ өткен мэхэл

< хәрекет басы

> хәрекет соңы

↙ белгили ўақыт аралығы

- 1) Сильное государство Күшли мәмлекет
 Важная проблема ? Эхмийетли мәселе
 Крупная операция — Үлкен операция
- 2) Великая держава Уллы мәмлекет
 Важнейшая проблема ? Жүдә эхмийетли мәселе
 Крупнейшая операция √√ Жүдә үлкен операция
- 3) Маловажная проблема ...?... Эхмийетли емес мәселе

Frequent Symbols for note taking

	Передавать, транспортировать, призывать, прибавить	өткериў, жеткериў, шақырыў, келиў
←	Получать, принимать, привлекать	алыў, қабыл етиў, тартыў (жалб этиш);
↗	Улучшать, усиливать, увеличивать, придавать	жақсылаў, күшейтириў, үлкейтириў, көбейтириў, итибар бериў;
↘	Уменьшать, ухудшать, сокращать	кемейтириў, төменлесиў;
=	Быть, являться, составлять, равняться	болыў, шөлкемлестириў, тең келиў;
×	Ликвидировать, уничтожать, запрещать	шетлестириў, жоқ етиў;
	Говорить, заявлять, приказывать, сообщать	сөйлеў, хабар бериў, буйрық бериў, еситтириў;
→	Удар, атака, вмешательство	урыў, араласыў, хўжим;
↔	Невмешательство	араласпаў, кесент етпеў;
↔	Товарооборот, обмен	зат алмастырыў;
↔	Потребности, нужды	Талап.

UNIT 3

TRANSLATING WRITTEN PROSE

Prose is distinguished from poetry by its great variety of rhythm and its closer resemblance to the patterns of every day speech. The word prose comes from the Latin “prosa”, meaning straight forward. This describes the types of writing that prose embodies, unadorned with obvious stylistic devices. Prose writing is usually adopted for the description of facts or discussion of ideas. Thus it may be used for newspapers, magazines, novels, encyclopedias, screenplays, films, philosophy, letters, essays, history, biography and many others forms of media.

Prose generally lacks formal structure of meter or rhyme that’s often found in poetry. Although some works of prose may happen to contain traces of metrical structure or versification, a conscious blend of the forms of literature is known as a prose poetry. Here is a good example for prose:

“A port is a delightful place of rest for a soul weary of life’s battles. The vastness of the sky, the mobile architecture of the clouds, the changing coloration of the sea, the twinkle of the lights, are a prism marvelous fit to the amuse the eyes without ever tiring them. The slender shapes of the ships with their complicated rigging, to which the surge lends harmonious oscillation, serve to sustain within the soul the taste or rhythm and beauty”.

SECTION ONE

Essential vocabulary

Fate n – destiny, inevitable necessary, doom.

To make one’s contribution – to have one’s part in smth, position.

Military strategist – militant, martial generl.

Oppression – pressure, harassing.

Authoritative – peremptory, having due authority.

To rule over – dominate, to control.

Empire n – supreme power in governing away.

Glorious – full of glory, grand, brilliant.

Peak in smth. – summit, zenith in.

Artisan – one trained to manual dexterity.

Citadel – a fortress in or near a city.

Emissary – one sent on private business.

General – military officer of the higher rank.

Federal nobility – confederated eminence.

Inter – to bury, to inhuman.

Plundered – pillage, loot, ravage, sack.

Motive – An emotion, desire, physiological need, similar impulse that acts as an incitement to action.

Probe – a) An exploratory action, expedition or device, especially one designed to investigate and obtain information on a remote or unknown region, b) A lender, flexible surgical instrument used to explore a wound or body cavity, c) The act of exploding or searching with or as if with a device or instrument.

Siege – The surrounding and blocking of some place by somebody attempting to capture.

Fatal – a) Causing or capable of causing death, b) Causing ruin or detraction, disastrous.

TEXT

AMIR TEMUR

In the middle of the 14th century, a fight for independence against the Mongol empire which had began in Horoson reached Moverounnahr. 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 Turon but all over the world. He became a famous statesman and a great military leader of the Uzbek people.

Amir Temur was born on April 9, 1336, in the village of Hojailgor near Shahrisabz. His father was an authoritative rich man. He was well educated in his family. He was strong, handsome and rich as his father. He had many servants and 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 ruling affairs and military activities. He spent much time for military training and getting a secular education.

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 Bos for. He built an enormous empire which included parts of Turon, Iran, Rome, Syria, Egypt, Iraq, Azerbaijan, Horoson, Jeddah and Great Tatarstan. It is said that his "3 years, 5 years, 7 years" glorious military marches were well known all over the world. The period from the end of the 14th 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 Tamerlang'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. 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. Temur's residence was inside the Kok Sarai Palace, where the ruler received foreign emissaries, generals and federal nobility. Next to the Kok sarai palace were the government offices and the Armory. 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 mausoleum of Shakhi-Zinda and Gur-Amir, as well as the Bibi-Khanum grand mosque, which stand to this day.

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 Otror. His body was taken to Samarqand and interred at the Gur-Amir Mausoleum.

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

Answer the questions

1. Where and when was Amir Temur born? What was his back-ground?
2. What was Amir Temur’s contribution in the history of Samarqand?
3. Why was the period from the end of the 14th to the middle of the 15th century marked as a peak in the economic, political and cultural life in Samarqand?
4. What was the Kok Sarai Palace used for?
5. What do you know about Samarqand?
6. What does the noun citadel mean?

Exercise 1. Translate the poem into English

Туўылған жерим

Тарийхынды айтар болсам мен бастан
Таңға жетер таўсылмастан бул дәстан
Ата - бабаларым ат шаўып гезген
Сен әзиз мәканым Қарақалпақстан.

Күн шығыстан қуяш нурларын шашар,
Ығбалы, дәўлети ҳәр жылы асар,
Елимде миймандос халықлар жасар
Бәршеге баўры кең Қарақалпақстан.

Мен мақтап жырлайман туўылған жерди
Анамдай әлпешлеп өсирген елди,
Бүгин фәрезсизлик дәўраның келди
Мәңгиге аман бол Қарақалпақстан.

(Н.Мәмбетирзаева)

Exercise 2. Read each sentence and fill the blanks with one of the following prepositions: On, in, to, of, from, for.

1. The man died ... a heart attack.
2. Lie helped us out ... concern for our welfare.
3. The soldier died ... battle.
4. The runner was week ... exertion.
5. We blamed our ruined picnic ... the rain.
6. My mother went to the hospital ... an operation.
7. They took in the homeless out ... the kindness of their hearts.

8. The politician attributed his successes ... the media.
9. This pan is ... cooking omelets.
10. My grandmother died ... old age.
11. Salty died ... a blow to the head.
12. Due ... poor attendance, this course has been cancelled.
13. The police took the man in ... questioning.
14. More people are using bus because ... the fuel shortage.

Exercise 3. *Comment on the text and translate it into Karakalpak.*

BOOKS

Book consists of written or printed sheets of paper or some material fastened together along one edge so it can be opened at any point. Most books have a protective cover. Books are a reasonable inexpensive and convenient way to store, transport and find knowledge and inventions.

People have used books for more than 5000 years. In ancient times, people wrote on clay tablets, stripes of wood or other materials. The term book comes from the early English word “*boc*” which means tablet or written sheets. The first printed books in Europe appeared during the middle 1400s. Since than, millions of books have been printed on almost every subject and in every written language.

Young readers are familiar with story books, textbooks; workbooks travel books and comic books. We often consult almanacs dictionaries, encyclopedias and telephone books for reference. We read novels, books of poetry and printed versions of plays for entertainment.

Why are so many people fond of reading? The world of books is full of wonders. Reading books you can find yourself in different lands, seas and oceans, you have a lot of adventure.

Exercise 4. *Write a composition on the following topic.*

How author musician, actor, influenced on shaping your ideology?

Why is especially this person so significant to you? Did he/she help you to see another side of the world?

Exercise 5. *Translate into Karakalpak and make up a dialogue.*

Economic, marketing, literature and presentation, market analysis.

Contracts, patents, legal documents.

Financial markets, stock exchange, securities and equities information, business plans, annual reports, financial statements, corporate minutes.

Advertising, promotional material, web pages, web sites, corporate web sites.

Industrial design, lighting design, city planning, architecture, tourist information, environmental policies.

Literature in general.

Exercise 6. Find the key words, guess the main idea of the speech and translate trying to sequence the idea.

The Lord reigned, he is closed with majesty; the Lord is clothed with strength, wherewith he hath girded himself: the world also is established, that is cannot be moved.

Thy throne is established of old: thou art from everlasting.

The floods have lifted up, Oh Lord, the floods have lifted up their voice, the floods lift up their waves.

The Lord on high is mightier than the noise of many waters, yea, than the mighty waves of the sea.

Thy testimonies are very sure: holiness becometh thine house, O Lord, forever.

Comments:

1. Hath – archaic present third singular of “have”;
2. gird – to encircle or bind with a flexible band: surround; provide; equip.

Exercise 7. Render on the text.

TEMURI TUZUKI

“Temuri Tuzuki” is a book describing Temur’s life which became in the East and in the West and has been translated into many foreign languages. Nowadays copies of this book are kept in the state libraries of Uzbekistan, England, France, the USA, Finland, Iran, India, Turkey, Egypt, Yemen and other countries. The reason the book became famous is that it includes ways to run the government, rules for organizing an army and useful to many kings and governors. Many governors kept it in their libraries and learned the arts of leading governments. For example: in Bobur’s generation Shah Jahan; the khan of Kokan, Muhammad Ashkoi (1821-1842) and others ordered their assistance to make copies of the book. The book attracted the attention not only of rulers and governors, but the political scientists and historians. It was translated into English in 1830, into Urdu in 1845, into Russian in 1849, and, 1934, and old Uzbek in 1935. In Temur’s motherland, in his native country of Uzbekistan, it was translated into modern Uzbek and published in 1991. According to the view of many historians, this book was first written in Turkish and one copy was kept by the governor of Yemen. It was first translated by Atturboy from Turkish.

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

Exercise 8. Define semantic sense of the passage putting questions What? Why? Who? Where? When? Make up an edited sensible translation of the passage.

Хўрметли ўатанласлар!

Усы кўнлерде ана журтымыз - Ўзбекистанымызга гўззал бўхўр нўпеси менен бирге хўммемиз асыгып кўткен Наўрыз кирип келмекте.

Тўбият ашылып, қала хўм аўылларымыз жасыл липасқа бўленип атырған мине усы мўўритлерде сиз, қўдирли ўатанласларымды пўткил халқымызды Наўрыз байрамы менен шын жўректен қўтлықлап хўмменизге ўзимнин ең жақсы тилеклеримди билдириўден бахтиярман.

Хўрметли дослар!

Халқымыз бўрқулла толып тасып шадлық пенен кўтип алатуғын қўтлы байрамлар хўм сўнелер кўп. Бирақ, усы кўнлерде ел-журтымыз белгилеп атырған Наўрыз байрамы биз ушын ең айемги, хақыйкый, миллий, хўр қандай сиясаттан аўлақ, айемги заманлардан берли қўдриятларымыздың тымсалы болып киятырған қўсиетли бир аййам, жасарыў хўм жаңаланыў паслы болып табылады.

Шығыстың Жана жылы болған бул сўне инсанлар жўрегинде жақсы тилеклерди оятып, оған ўмит хўм исеним, шўкиршилиқ етиў сезимлерин бағышлап атырған, миллети, тили хўм дининиң қандай екенине қарамастан, ерлер хўм хўяллар, жаслар хўм кекселер_барлық ўатанласларымыздың ең ардақлы, ўлкен кўтериңкилик пенен ўткеретуғын сўйикли байрамы.

Бул бийтакрар аййамды хўр бир шаңарақта, хўр бир хўжалықта, қўшағымызды кең ашып, «Хўш келипсен ўлкемизге, Наўрыз, қўдемин қўтлы болсын, елимизге тынышлық-аманлық келтирсин!» деп кўтип алыў эзелден ўдетимизге айланып қалған, десем, айне хақыйқатты айтқан боламан.

Ўне усундай қалыс, пўк нийетлер менен мийнеткеш дийқанларымыз қўяш нурынан барған сайын қызып атырған жерге туқым сеўип, кең жазық далаларымыздан мол зурўэт ўндириў мақсетинде жаңа мийнет мўўсимин басламақта.

Бўгин мине усы эжайып мўўритлерде хўммемиздиң тилегимиз: пидайы дийқан хўм фермерлеримиздиң, барлық мийнеткешлеримиздиң бахтын, ўўметин берсин, ислери оңынан келсин.

(И.А.Каримовтың Наўрыз байрамына бағышланған қўтлықлаў сўзи)

Exercise 10. *Write an article about a book that has special significance for you. Give more details and facts to prove your point of view.*

Exercise 11. *Comment on the following sayings, explain their meanings and translate them into your native language.*

1. Forgiveness is like the violet sending forth its pure fragrance on the heel of the boot one who crushed it.
2. The reason a dog has so many friends is because it wags his tail instead of his tongue.

3. Some day hope to enjoy enough of what world calls success so that somebody will ask me: "What's the secret of it?" I shall say simply this: "I get up when I fall down".
4. A man never discloses his own character so clearly as he describes another's.
5. Happiness is a perfume you cannot pour on others without getting a few drops on yourself.
6. "What is as important as knowledge?"- asked the mind. "Caring and seeing with heart", answered the soul.
7. Faith is the bird that feels the light and sings while the dawn is still dark.
8. Let the wife make the husband glad to come home, and let him make her sorry to see him leave.
9. God gave us memories so that we may have roses in December.
10. When one door closes, another opens but we often look so long and regretfully upon the closed door that we don't see the one which has opened for us.

Exercise 12. *Translate one of the poems of I.Yusupov into English*

Тасқа көгерген гүл

Адам адам болып тилге келгели,
 Дәстанлар дәретип, китаптар жазып,
 Өз-өзин түсинип болған жоқ еле,
 Адам тастанда қатты, гүлден де нәзик.

Инсан ийниндеги жүктің аўырын,
 Артсаң асқар таўда ыңырана баслар
 Қус шоқыса Прометейдің баўырын.
 Адам төзер, лекин төзбейди таслар.

Сол қара тасларды жарып бәхәрде,
 Өскен гүлди көрип жаның қулазып,
 Мақтанып, елжиреп ойларсаң хәмде:
 "Адам тастан да қатты, гүлден де нәзик".

Exercise 13. *Try to write news by using following words and translate them into your native language.*

Computer, hardware and software, information technology applications, system engineering, software engineering.

Manufacturing automation, robotics and movement control, machine vision systems.

Medical aids, postural control systems, procedures and machinery for the food and beverage industry.

Business report, business correspondence, commercial offers and proposal, letters of intent.

Expressions with “to fall”

To fall to bits/pieces – to break into different parts, because of being too old or damaged.

To fall at smb’s feet – to kneel in front of smb in order to express great respect or ask for forgiveness.

To fall into the hands/clutches of smb – to be captured or owned by smb.

To fall about – to be amused by smth (informal).

To fall apart – to break into pieces.

To fall away – to become unattached.

To fall back – to retreat (of army), to move quickly away.

To fall back on – to choose smth because it’s easy, obvious, safe although not the best.

To fall behind – to move or act slowly behind others.

To fall down – to drop to the ground.

To fall for – (informal) to be strongly attracted and start loving.

To fall in – to collapse to the ground.

To fall into – (in discussions) – to start talking.

To fall in with – to accept some plan or idea.

To fall off – to become loose and separate from the surface.

To fall on/upon – to happen to smb.

To fall out – to stop being friendly with smb.

To fall over – to be very keen to do smth.

To fall through – to fail before being completed (informal).

To fall to – to become smb’s duty or responsibility.

Fall guy – smb who has been tricked by another (informal)

Fallout – the radiation that affects a particular place after a nuclear explosion.

Exercise 14. *Fill in with active vocabulary.*

1. The boots issued to them had all ... by the end of the year.
2. The party ... of extremists.
3. When he complained that it was unfair, they ... laughing.
4. Fragile materials simply ... after a short time.
5. Patches of plaster ... between the windows.
6. They ... in confusion.
7. He invariably ... on sentimental cliches.
8. Unfortunately we ... with the payments.
9. He tripped and ...
10. The roof of the house was about to ...
11. He ... her the moment he set eyes on her.
12. We ... conversation with great enthusiasm.

Exercise 15. *Critically discuss and evaluate the topic.*

THE INFLUENCE OF THE INTERNET

More harm than good or vice versa. Give more evidence, details and facts to prove your point.

Exercise 16. *Fill in prepositions.*

1. That task fell ... Mrs. Isabel Travers
2. At this stage their seals fell ...
3. All of these ills have fallen ... us.
4. Producers were falling ... themselves to hire the experienced actors.
5. I've fallen ... with certain members of the band.
6. Exposure to radioactive fall ... would be much worse than previously anticipated.
7. I didn't know quite how to deal with that remark except to fall ... with it.
8. We arranged to book a villa and it fell ...

Exercise 17. *Find the key words, guess the main idea of the speech and translate trying to sequence the idea.*

MOTIVE PROBED IN US SCHOOL ATTACK

Pennsylvania police are investigating why a gunman killed five girls at rural primary school which serves the Amish, a pacifist Christian community. Police say Charles Carl Roberts was heavily armed and equipped for a long siege at the Lancaster County School.

But shortly after entering the school he forced the boys and four women out then tied up the girls and began shooting them, before killing himself.

Five girls were injured: one is in a serious condition and one is critical.

The White House has said it plans to host a conference on gun – related violence in schools after what is the third fatal US school attack in a week.

Pennsylvania state police commissioner Jeffery miller said Roberts didn't appear to be targeted the Amish and apparently chose the school because he was intent on killing young girls “in revenge for something that happened 20 years ago”.

Police are examining suicide. They are also looking at whether of the death of an infant daughter three years ago may have played a role in the attack by the milk tanker driver, who was not Amish himself.

WRITTEN POETRY AND ITS TRANSLATION

You will revise your poem many times before you are satisfied that it captures the subject of the original. Your poem should contain strong, active words that show rather than tell something.

Does poetry have to rhyme? No. in fact, most modern poetry is called free verse, which means it is not written in any special form and doesn't require rhyme or rhythm.

Only the traditional or older forms of poetry require rhyme and rhythm. This doesn't mean that you can't use rhyme – you certainly can – it merely means you can decide whether your poem will rhyme or not.

The translation of the poems requires the following things.

- Check the title of the poem. Make sure it adds something to the poem and catches the attention of the reader;
- Check the translation of your poem to make sure it is clear and complete;
- Check the form of your poem ends. A poem that fizzles and dies at the end won't leave a reader with much of an impression.
- Check the capitalization of your poem. The first word in each line of a traditional poem is capitalized. In free verse poetry, this is not the case. You may decide to capitalize the first word of each line, but you don't have to. You might decide to capitalize only a few words for emphasis;
- Check the spelling, punctuation, and usage in your poem. Finally, write your final copy neatly and clearly;
- Read the poem very carefully;
- Read the poem aloud. (If this isn't possible, "listen" to the poem as you read it silently);
- Read the poem over several times. Each reading will help you enjoy the poem more;
- Try to catch the general meaning of the poem during your first reading. Knowing the general meaning will help you understand the more difficult parts of the poem;
- Share the poems you enjoy with your friends;

The "Stopping by Woods..." poem is written so that every other syllable is accented. This pattern of an unaccented syllable followed by an accented syllable is the poem's meter. (see the two lines of this open poem below);

Whose woods these are I think I know.

His house is in the village though.

Alliteration is the repetition of beginning consonant sounds as in “creamy and crunchy”

Assonance is the repetition of vowel sounds, as with the “i” sound in the following lines from “The Hayloft” by R.L. Stevenson.

Till the shining scythes went far and wide and cut it down to dry.

Consonance is the repetition of consonant sounds. This is a lot like alliteration except it includes consonant sounds anywhere within the words, not just at the beginning. Listen to the “s” sounds from “Singing.”

The sailor sings of ropes and things

In ships upon the seas.

End rhyme is the rhyming of words at the ends of two or more lines of poetry, as in the following lines from “The Night Light” by Robert Frost.

She always had to run a light.

Beside her attic bed at night.

Internal rhyme is the rhyming of word within one line of poetry as in *Jack sprat could eat no fat* or *Peter Peter pumpkin eater*.

Onomatopoeia is the use of a word whose sound makes you think of its meaning, as in *buzz*, *gunk*, *gushy*, *swish*, *zigzag*, *zing*, or *zip*.

Quatrain: a quatrain is a four-line stanza. Common rhyme schemes in quatrains are *aabb*, *abab*, and *abed*.

I wish I had no teachers.

That’s what I’d like to see.

I’d do whatever I wanted to,

And nobody yell at me.

Repetition is the repeating of a word or phrase to add rhythm or to emphasize an idea, as in the following lines from “The Raven.”

While I nodded, nearly napping, suddenly there came a tapping as of someone gently **rapping, rapping** at my chamber door-

Stanza: a stanza is a division in a poem named for the number of lines it contains. Below are the most common stanzas.

Couplet ... Two-line stanza

Sestet ... six- line stanza

Triplet ... Three- line stanza

Septet ... seven- line stanza

Quatrain ... four- line stanza

Octava ... eight- line stanza

Verse. Verse is a name for a line of traditional poetry written in meter. Verse is named according to the pattern of accented and unaccented syllables in the line and the number of patterns repeated.

Compare the original and translation

From fairest creatures we desire increase,
When forty winters shall beseege thy brow,
Look in thy glass, and tell the face thou viewest
Unthrifty loveliness, why dost thou spend
Those hours, that with gentle work did frame
Then let not winter's ragged hand deface
Lo! in the orient when the gracious light
Music to hear, why hear'st thou music sadly?
Is it for fear to wet a widow's eye
For shame! deny that thou bear'st love to any,
As fast as thou shalt wane, so fast thou growest
When I do count the clock that tells the time,
O, that you were yourself! but, love, you are
Not from the stars do I my judgment pluck;
When I consider every thing that grows
But wherefore do not you a mightier way
Who will believe my verse in time to come,
Shall I compare thee to a summer's day?
Devouring Time, blunt thou the lion's paws,
A woman's face with Nature's own hand painted
So is it not with me as with that Muse
My glass shall not persuade me I am old,
As an unperfect actor on the stage
Mine eye hath play'd the painter and hath stell'd
Let those who are in favour with their stars
Lord of my love, to whom in vassalage
Weary with toil, I haste me to my bed,
How can I then return in happy plight,
When, in disgrace with fortune and men's eyes,
When to the sessions of sweet silent thought
Thy bosom is endeared with all hearts,
If thou survive my well-contented day,
Full many a glorious morning have I seen
Why didst thou promise such a beauteous day,
No more be grieved at that which thou hast done:
Let me confess that we two must be twain,
As a decrepit father takes delight
How can my Muse want subject to invent,
O, how thy worth with manners may I sing,

(W.Shakespeare)

Гөззаллық жасасын қалмасын қуўрап
Манлайына сызып қалдырса әжим

Айнада тур нурдай көрдик жамалиң
Есерсоқлық пенен жасайсаң жалғыз
Ұақыт елеспесиз шеберлик пенен
Сергек бол сумырай пәнжесин салып
Лаплаган таж кийген басын көтерип
Музыкасаң лийкин сырлы сазасын
Жесир көз жасынан корқып итимал
Шыныңды айта бер кимде кеуилиң бар
Тез өскен киби тез солмақта дийдар
Сааттың шықылы ескертсе маған
Өзлигинди жойтпа өмир бағында
Жулдызларға қарап мен ашпайман пал
Хайранбыз жасаў хәм өшиў арасын
Ұақыт алған болса қысқыға бизди
Соншама бәлннтдур сән хәм шәўкетин
Жайнаған жаздай ма хүсни-дийдарың
Арыслан тырнағын топырлап ұақыт
Түр-түсиң кәдимги хаялдай лийкин
Одаға рең берип яратқан дескен
Ким мени ғарры деп алдап тур айна
Ойнап жүрген ролин бурын кемиссиз
Көзим сүүретшидей хүсниңди сызды
Ким туўылса бахыт жулдызы жанып
Сен хәкимсең саған төледим салғырт
Мамық төсегимде жаным хәз етип
Тынышлық жанымнан алыс қол жетпес
Еслеп бахытсызлық жыллар азабын
Үнсиз сырлы ойлар хуқимине егер.
Жүреклер дүрсилин-тоқтаған қашшан
Сол азалы күни-сен таў шыңын
Қуяш уясынан шығып, таў шыңын-
Ұәде-бултсыз аспан еди қуяшлы
Қапаланба еслеп өткен гунанды
Мойынлайман бизлер бендемиз бөлек

(Translated by I.Yusupov)

To be or not to be: that is the question:
Whether 'tis nobler in the mind to suffer
The slings and arrows of outrageous fortune
or to take arms against a sea of troubles,
And by opposing end them?

(W.Shakespeare)
В переводе М.Лозинского

Быть или не быть таков вопрос;
Что благородней духом - покоряться
Пращам и стрелам яростной судьбы
Иль ополчась на море смут, сразить их
Противоборством?

В переводе Т.Матмуратова и Р.Каймакова

Мәселе мынадай: өлим я жүрим
Жаныма жақыны кайсы булардың?
Аяусыз тағдирдің ыркына көнип,
Жүре берейинбе жәбирин шегип?
Яки әжел менен айқасқа түсип,
Оны бууындырып өлтирейинбе?

Translate into your mother tongue and learn by heart

My Mother – My Heart

Words by Matchanova A.G.
Music by K. Seytimov.

Your face is dear for me
Your eyes are dear for me
Your kind hands give all to me
Oh, my Mother, my dear Mum!
I love you, my tender Mum!

I like the way you look
I like the way you cook
You are busy all the day
Keeping your family happy and gay
Oh, my Mother, my dear Mum!
I love you, my tender Mum!

I can sweep the floor
You learn to do some more
I have fun, pretty plays
You give me happy days
Oh, my Mother, my dear Mum!
I love you, my tender Mum!

Sweet honey I give to you
My great love I give to you
I always indebted to you
I kiss your hands and bow to you!
Oh, my Mother, my dear Mum!
I love you, my tender Mum!

Translate into English

Усы журтқа хайранман
Уўлы хәрреден пал алып,
Пал ашытып байрамлар,
Жүрген жери даналық
Усы журтқа хайранман.

Ислеген исин қарап тур,
Сөзге шешен оратор,
Бәрін билип баратыр.
Усы журтқа хайранман.

Қыз алысып қайлардан,
Дос таўып узақ жайлардан,
Ойда жоқты ойлаған,
Ақылына хайранман.

Бес бийдайдан – бес шөрек,
Бир шигиттен- жүз ғөрек,
Шыбық шанышса - байтерек,
Билимине хайранман.

(И.Юсупов)

Uzbekistan

Words by **Matchanova A.G.**
Music by **Khilalov K.**

Uzbekistan, the great land!
It is our Motherland!
Uzbekistan, is rich land
Uzbekistan is sunny land.

If you ask me where am I from?
Uzbekistan, the great land!
If you ask me where am I from?

I am from Karakalpak land.

I see the white cotton fields
I see golden wheat rice fields
I see beautiful gardens of fruits
I see many lakes and woods.

If you ask me where am I from
I am from Karakalpak land
If you ask me where am I from
Uzbekistan, my great land!

The Independence of Uzbek land
Always be on our land
Our greatest wealth are children
Their happy future on our land.

If you ask me where am I from
I am from Karakalpak land
If you ask me where am I from
Uzbekistan, my great land!

Қарақалпақстаным

Бабам қара бөрик кийген
Арғы атам Маман бийден
Көзлериме ысық түймен
Қәстерлеген өз топырағын
Ели сенсен – Қарақалпақстаным

Қарақалпақстаным - мәдет берер сен анамсан
Қарақалпақстаным - туўылған мөканымсан
Қарақалпақстаным –келешеги бийик елсең
Қарақалпақстаным –гүлленесен, еле сен.

Әмиўди жағалап өскен
Журтлар сени сахрайы дескен
Аралы ҳеш шықпас естен
Қәстерлеген өз топырағын
Ели сенсен – Қарақалпақстаным

Қарақалпақстаным - мәдет берер сен анамсан
Қарақалпақстаным - туўылған мөканымсан
Қарақалпақстаным – келешеги бийик елсен
Қарақалпақстаным – гүлленесен, енесен.

My Karakalpak

My grandfathers Mamanbi
Ajiniyaz and Berdach
They wore the black hats
They took care of them
My native land, my karakalpak

You all lived along the Amu
All named you the people of desert
You never forget Aral
You take care of your land
My native land – my karakalpak

Karakalpak - your land will have great future
Karakalpak - you are my supporting mother
Karakalpak - my dear native land
Karakalpak - you prosper with every day

The world rings with your fame
Many years, centuries will pass
Your glory will reach to stars
You take care of your land
My native land- my Karakalpak

Translated by Matchanova A.G.

Translate short stories

THE OLD INDIAN IS QUITE MODERN

One day a small group of tourists came to a part of America where they could see neither villages nor people for many days. At last they met an old Indian. He knew everything about the forest, the animals living in it, the weather and many other things. He could speak English. "Can you tell us what the weather will be like during the next few days?" one of the tourists asked him. "Oh, yes" he said. "Rain is coming. Then there will be snow for a day or two, but then the sun will come again and the weather will be fine. It will be warm".

"These old Indians didn't go to school but they know more than-we do", said the man to his friends. Then he turned to the old Indian.

"Tell me", he said, "How do you know all that?"

The Indian answered: "I heard it on the radio".

TRUE LOVE

A young man met a beautiful girl and he decided to write her a letter to tell her how much he loved her. He wrote that she had the most beautiful face in the world, that when he looked into her wonderful blue eyes, he forgot everything and everybody. As he wrote, he became more and more poetical. He said that he wanted to be with her always, that the highest mountains, the biggest rivers, the most terrible animals could not stop him.

He came to the end of his letter and was going to write his name, when he suddenly remembered that he had forgotten something very important. And he wrote one more sentence “I’ll come to see you, dear, on Wednesday evening – of course, if it doesn’t rain”.

TRANSLATE THE FOLLOWING TEXTS INTO ENGLISH AND WRITE QUESTIONS ABOUT IT

Биреўге жаманлық етсен

Жаз күнлериниң биринде бизлер аўыллас достым Гүлайым менен шомылыўға баратырғанымызда жол шетиндеги соқпақтың қапталында үлкен боянлардың өсип турғанлығын көрдик. Бир ўақытта Гүлайым маған:

- Мына жол шетиндеги боянларды бир - бирине байлап кетейик – пе деди. Сонда мен оған хайран болып, бирден:

- Неге - деп сорадым.

- Егер биреў шомылыўға киятырған болса, билмей қалып, боянға сүрнигип жығылсын – деди.

- Қой, өйтип биреўге жаманлые етиўге болмайды, алдына келеди,- дедим мен оған.

- Сөйтип алға қарай жүрип кеттим. Қәпелимде артыма бурылып қарасам, Гүлайым боянды байлап атыр екен.

- Гүлайым, боянды тез жаздырып тасла – дедим. Ол болса маған жаздырдым,- деди.

- Шомылып болып үйге қарай жуўырып киятыр едик, Гүлайым бирден жерге гүрс етип жығылып түсти хәм жылап жиберди. Мен оның алдына қарасам боян байлаўлы тур екен. Сонда мен оннан:

Мынаў бағанағы сен байлап кеткен боян ба – деп сорадым.

Аўа – деп жуўап берди ол жыламсырап.

Усы ўақытта мениң ойыма мына нақыл түсти. Биреўге гөр қазсаң, өзин түсесең. Гүлайым биреўге жаманлық ойлап боянды байлап кеткен еди. Ол энди өзи байлаған боянына өзи сүрнигип жығылды. Соның ушында хеш уақытта биреўге жаманлық етиўге болмайды екен. Гүлайым буны энди түсинип жетти.

Нөкис

Республикамыз пайтахты Нөкис қаласының күн сайын жаңарған келбети жерлеслеримиздің кеуіллерине қууаныш бағышламақта. Жаңадан бой тиклеген имаратлар, заманагөй үлгиде салынған билим дәрғайлары пайтахтымыз шырайына-шырай қосып тур. Бундай жаңаланыулар ғәрезсизлигимиздің шарапаты екенлиги бәршеге мәлим.

«Нөкис» атамасының келип шығыуында үлкен тарийхый әхмийетли мәнис хәм мазмун бар. «Нөкис» сөзи парсы тилинде «Нукэс»-тоғыз батыр, тоғыз, адам мәнисин аңлатса, ал этнотопоним изерлеулерде «Нөкис» атамасы угрофин тилинде «Нокос» - «Елатлы ел, елатлы жер» деген мәнисти де билдиреди.

Әйемги хәм науқыран пайтахтымызда 20 жыл ишинде әмелге асырылып атырған жумыслар, жасларымыз ушын жаратылып атырған имканиятлар бүгинги күни өз нәтийжесин берип атыр. Тарийх ушын қыска дәуир ишинде жүз берип атырған бул табыслар әсирлерге татырлық уақыя екенлиги бәршеге мәлим. Қурылып атырған спорт комплекслери хәм оларда жаратылған имканиятлар нәтийжесинде жасларымыз Азия хәм жәхән ареналарында үлкен табысларды қолға киргизип, келешек әуладларымызға болған исенимди ақлап атыр, деп толық айта аламыз.

GRAMMAR EXERCISES

Exercise 1. *Put the words in parentheses in their correct place in these sentences and translate into your mother tongue.*

1. The children came into the house to have a bath (tired of playing).
2. The cards he received today were sent by the same friend (both).
3. My pets are sleeping (all)
4. I suppose the boys and girls he invited will come to the meeting (all).
5. We visited a beautiful chapel (Gothic).
6. The strikers decided to organize a demonstration (dissatisfied with their salary).

Exercise 2. *Put the correct possessive adjective in the blanks and translate into your mother tongue.*

1. They went to ... seats.
2. At Christmas we went to ... grandmothers.
3. What did Bob buy you for ... birthday?
4. She is German but ... husband is Greek.
5. Are you Italian? No, I'm Greek but ... wife is Italian.
6. He's from Greece ... name is Kostas.
7. I asked a lot of people whether they read ... horoscopes and what they were.
8. Some people send ... children to private schools.

Exercise 3. Put “each” or “every” in the blanks and translate into your mother tongue.

1. She’s brought five dresses and ... one is of different color.
2. ...time he calls he says he is in love with my sister.
3. Sunday he goes to church.
4. ...part of the test is marked differently.
5. The doctor advised him to take these pills ... twelve hours.
6. Use the correct word to fill ... space.
7. Almost ... house in the area has central heating.
8. How many students are there in...classes?
9. ...boy received a different gift.
10. I have ... reason to believe his words.

Exercise 4. Say if following pairs are similar or different in meaning and find the equivalents in your mother tongue.

1. Is that Jim over there?
It might be.
It could be.
2. She should have phoned us.
She must have phoned us.
3. She could have torn the book.
She might have turn the book.
4. She might have left it in the shop.
She could have left it in the shop.
5. We couldn’t sell it.
We might not sell it.
6. I might have got it.
I could have got it.
7. Maria might have gone to India with her boyfriend.
Maria might have gone to India with her boyfriend.

Exercise 5. Say how will is expressed in the following sentences and translate into your mother tongue for agreement, for offer, for promise, for refusal, for fact, for asking someone to do something, for immediate decisions at the time of speaking.

1. I won’t tell you anything about the party.
2. Will you type this letter for me?
3. The phone is ringing. It will be Vicky.
4. We will come if we leave early.
5. I will help you with your homework.
6. They will be there in August.
7. He won’t stop shouting.

8. I'll do the cooking tonight.
9. Will you love me for ever?
10. I will have coffee with milk and some biscuits, please.
11. If my plane arrives on time, I'll see you.
12. She won't come next week. She'll be away on business.

Exercise 6. *Say how would is expressed in the following sentences: for offer, for refusal request, for invitation, for willingness, for advice and translate into your mother tongue.*

1. What would you do if you were in my position?
2. The children wouldn't stop quarreling even if I asked them.
3. Would you like some more pudding?
4. If I had enough money I'd give it to the poor.
5. Would you mind coming a bit earlier next time?
6. Would you drop me a line, please?
7. Which would be the quickest route to the village?

UNIT 4. WRITING THE ESSAY

ESSAY is a short prose composition on a particular subject. Usually it is of explanatory and argumentative nature.

Unity of essays is built up around the central idea. Any additions of unimportant details or afterthoughts destroy the unity.

The goal is achieved through skillful arrangement of details according to the following rules: a) present your material from «general to the particular»; b) try the order of enumeration, that is, arrange several points of view according to their importance, or interest, or order of happening; c) use key-words as connective and transitions.

The following is a brief list of transitional words and phrases that help to connect paragraphs of an essay: **on the one hand, on the other hand, in the second place, on the contrary, at the same time, in particular, in spite of this, in like manner, in contrast to this, in the meantime, of course, in conclusion, to sum up, in addition, moreover, finally, after all, and truly, in other words.**

Emphases is achieved with the help of concrete details. Avoid generalities and abstractions.

Before writing an essay considers the following:

1. Study the materials about the topic.
2. Think of the main idea you are going to develop in your essay.
3. Make a list of key-words you will need.
4. Make a plan.
5. Develop the paragraph plan into an essay according to the rules of unity, coherence and emphases.
6. Go over the essay for «self-editing» purpose and see if it meets the main requirement of good writing-clarity of communication.

Learn how to write an essay

Writing & answering:

Begin with a strong first sentence that states the main idea of your essay;

Continue this first paragraph by presenting key points;

Develop your argument;

Begin each paragraph with a key point from the introduction;

Develop each point in a complete paragraph;

Use transitions, or enumerate, to connect your points;

Hold to your time allocation and organization;

Avoid very definite statements when possible; (a qualified statement connotes a philosophic attitude, the mark of an educated person);

Qualify answers when in doubt.

It is better to say «toward the end of the 19th century» than to say «in 1894» when you can't remember, whether it's 1884 or 1894. In many cases, the approximate time is all that is wanted; unfortunately 1894, though approximate, may be incorrect, and will usually be marked accordingly.

Summarize in your last paragraph.

Restate your central idea and indicate why it is important.

Review:

Complete questions left incomplete, but allow time to review all questions
Review, edit, correct misspellings, incomplete words and sentences, miswritten dates and numbers.

Terms or directives for essays, reports, & answering questions

My father still reads the dictionary everyday.

He says that your life depends on your power to master words.

«Directives» ask you to answer, or present information, in a particular way.
Review these, and most of all note that there are different ways of answering a question or writing a paper!

WRITING THE PERSONAL ESSAY

Toddlers move at a different place than most of us. If you've ever taken little ones for a walk, you know what I mean. They are forever stopping, picking things up, studying them, tasting them, dropping them, and picking them up again, and so on. That's how writers often develop personal essays. They kind of mosey along - freely picking up on whatever enters their minds as they write about a particular subject. They're in no hurry. If a certain idea interests them, they look at it very closely. They know that one good idea usually triggers another one if they stay with it long enough. In its most natural state, a personal essay simply follows the course of the writer's mind as he or she writes.

THE PERSONAL ESSAY AUTOBIOGRAPHICAL WRITING

As its name suggests, a personal essay is largely based on personal experience. So much so, that it is sometimes hard to tell the difference between this form and autobiographical writing. The following writing situations should help you see the difference: Josie wants to recall a specific chapter in her life - the summers she spent living with her grandparents. (This is autobiographical writing because Josie is the subject.) M Rachel wants to explore her feelings about the home video craze. (This is a personal essay because Rachel is dealing with a subject other than herself.)

Can you see the difference? The focus of autobiographical writing is the writer. It basically speaks about one time in the life of one person. The focus of the personal essay is a subject other than the writer. The personal] essay opens up a discussion on a subject and, in this way, it speaks to us all.

The writer of autobiography says: I've written about an important time in my life. I hope you enjoy reading about this time. I also hope you learn something about me and maybe something about yourself in the process. The writer of a personal essay says: I've written about a subject that I personally find fun (interesting, important). You might not agree with what I say about this subject, but that's okay. We all are entitled to our opinions. What matters to me is that you enjoy reading my essay and that it gets you thinking.

SELECTING A SUBJECT: WHAT DO I WRITE ABOUT?

Personal essays are written on just about any subject imaginable. I've read great personal essays on everything from caring for pets to clothes, from cafeteria food to junk food, from baby-sitting to sitting in a doctor's waiting room.

So how do you find a good subject? My advice is not to look too far. You can find plenty to write about just by retracing a typical school day:

«Let's see. I got up, showered, dressed, pulled my wallet and comb from my top drawer. (A top drawer is almost always a junk drawer, the contents of which contain any number of possible essay topics.) Then I went, to the kitchen for breakfast (Another possible topic. What is breakfast like at your house?). I sat in my usual seat on the bus. (Another topic. Who sits where on the school bus? and why? and what do you think about this?) I started worrying about the test I would have first hour. (What kinds of things do you worry about? and why?) Our bus was early, so I had to wait outside, which made me mad. (Why does this make you mad? What else gets your goat?)

I was able to find a number of subjects for this student before he even set foot in school. That's how easy it is. Just about anything in your life that interests you, amuses you, angers you, or gets you thinking is a possible topic for a personal essay. (Note: Review your personal journal. You'll find plenty of ideas for your essay.)

Here's another way to generate possible subjects for personal essays. On notebook paper, write the letters of the alphabet down the left-hand column. Skip at least one line between letters. Then list at least two possible subjects for each letter. For «a» you might list attic or algebra or ATV (all terrain vehicles). For «b» you might list brothers or band practice or blood pressure (as in what gets yours to rise) and" so on.

COLLECTING: GATHERING YOUR THOUGHTS

Take some time to think about your subject. Consider why you picked it, how you might write about it, or, perhaps, what you hope to find out through your writing. The searching and shaping activities will help you generate some initial ideas about the subject.

Share your thoughts with classmates. Let them know why you've picked this subject and how you generally hope to write about it. Take note of your classmate's ideas for writing. Read published essays in books and magazines. Ask your teacher if he or she has any model essays that might help you write about your particular subject. A topic outline is a listing of the topics or ideas to be covered in your Writing; it contains no specific details. Topics (ideas) are usually stated of words and phrases rather than complete sentences. This makes the topic outline useful for short essays, especially those for which you have very little time (as on an essay test). Place your thesis statement or controlling idea at the top of your paper as a constant reminder of the specific topic. Use the form shown below for starting the lines of your outline. Do not outline your opening or closing unless your teacher tells you to

do so. Thesis statement: Africa will need all the help it can get to solve its hunger problem, yet it also can help itself

TOPIC OUTLINE

Opening Statement

- I. *Natural resources in Africa*
 - A. Great area of unused resources.
 - B. Capable of feeding Africa.
 - C. Planning will take time.

- II. *India*
 - A. A similar hunger problem.
 - B. Planned for self-sufficiency.
 - C. Solved a serious problem.

- III. *«Harare Declarations*
 - A. promise of self-sufficiency;
 - B. United African countries;
 - C. Already beginning to work.

Imposing Statement.

Note: The new subdivision should be started unless there are at least two points to be listed in that new division. This means that each I must have a 2; each must be followed by A, B. The sentence outline contains not only the major points to be covered in a paper, but it also lists many of the important supporting details as well. It is used for longer, more formal writing assignments-each! Point must be written in a complete sentence.

Opening Statement

- I. Africa is a land of many valuable resources.
 - A. It contains great areas of unused land, water, and minerals.
 - B. There are enough resources to feed all of Africa.
 - C. Developing these resources will take time because many African countries are not very strong.

- II. India should give African countries hope.
 - A. They experienced a similar hunger problem»
 - B. The government planned for self-sufficiency and began producing enough food for its people.
 - C. India is in much better shape than it was 25 years ago.

- III. A group of agricultural officials produced the «Harare Declaration»).

- A. This declaration promises self-sufficiency in Africa.
- B. This declaration also unified many African countries.
- C. Some African countries are accepting starving refugees.

CLOSING STATEMENT

It is hard to ignore the hunger problem occurring in parts of Africa. For the past two or three years, television has shown us relief camps packed with homeless and hungry. African Headlines in our newspapers warn us of what could happen in the drought-stricken areas of Africa: «Millions in Africa Face- Starvation») or «Starving Countries Must Be Helped». The problem is so serious that Africa is going to need all the help it can get to save its hungry people. Yet Africa can also help itself.

Transition Africa is a land of many valuable and unused resources - farmable land, water and minerals. Because of these resources, this continent has the ability to feed its entire people. According to one study, if the farmlands were used properly, not only could all of Africa be fed, all of western. Europe could be fed as well. Unfortunately, many of the countries in Africa are new and having problems forming strong, healthy governments. As a result planning how to use the natural resources in the best possible way will take time. However, none of the countries in Africa should lose hope. Twenty-five years ago, India, a large country in. Asia was experiencing a hunger crisis. Many people predicted that this country would be in worse shape than Africa is in today, Yet India now produces enough food for, its' entire country because its government spent so «much time on farm and economic planning». India Silva's problem many poorly nourished people and a high infant detail-rate but overall India is in much better shape than it was 25 years ago.

Encouraged by the progress made in India 30-African officials produced an official document in 1984 called «the Harare Declaration». - This document states that the responsibility to feed the hungry people rests on the African governments and the African people themselves. Its long range goal is to make Africa a self-sufficient Continent, continent that produces all of its own food. Already several African governments are accepting hungry refugees from other countries, and thinking of ways to give these refugees land that they can produce heir own food in order to meet the goals of the «Harare Declaration») Africa will need the help of many other countries. They especially need the emergency supply for those people suffering the most from hunger. Organizations from many countries have been sending «tons of food and medical supplies and have also been helping with the long-term needs» of Africa. They are training Africans in new farming techniques and teaching brothers how to help their under nourished and sick children. If the relief continues until the most serious problems are solved, the African people can work at becoming self-sufficient. They have the resources to do it.

Writing the Comparison and Contrast Essay

The guidelines which follow will help you develop a comparison and contrast (C/C) essay.

- Start by doing some initial thinking and talking about the assignment. Select two

suitable subjects to compare and contrast.

- Then write down all of the details which come to mind when you think of one of the subjects. (See «Venn Diagram» below for help.)

- Write down all of the details which come to mind when you think of the other subject.

Review your work and share it with classmates. The give and take of ideas will help you see your subject in new ways.

- Write a first draft which focuses on all of the discoveries you have made up to this point. You should naturally pick up on the similarities and differences of the two subjects.

Review your writing and share it with classmates.

- Make changes as necessary.

- Continue to work on your writing until it says what you want it to be.

What you discover as you read, write, and talk about your subjects is the focus of this kind of essay. The specific form your writing will take depends on you, the result of your first writing, and your teacher's guidelines.

THE VENN DIAGRAM

The Venn diagram will help you develop ideas for comparison and contrast (C/C) essays. Here's how it works: Draw two overlapping circles as shown below. In the area marked 1, list characteristics unique to one of the subjects. In the one marked number 2, list characteristics unique to the second subject. In the area marked number 3, list those characteristics the two subjects have in common. 1 To develop a C/C essay from your diagram, consider the following approach: Write about subject number one in paragraph number one. (Include an opening sentence or two which introduce the essay.) Write about subject number two in the next paragraph. Then write about the similarities between the two in the third paragraph.

Additional essays

Many of the most challenging types of essays consist of two parts, much like the comparison/contrast essay. There's the before and after essay, the cause and effect essay, the problem and solution essay, and the opposing points of view essay. The guidelines which follow will help you develop each of these essay types.

Begin with a starter sentence about the subject of your essay once you have done some thinking, talking, and writing about it. Write a number of versions until you hit upon one you like. (We've made this easy for you by providing starter sentences for you to complete. See below.) Write freely (shoot for 5 to 10 minutes) about the first part of your starter sentence.

Review your writing. (Share it with classmates.) Write freely about the second part of your starter sentence. Review your writing. (Share it with classmates). Develop an opening paragraph. Your opening paragraph should include your starter sentence plus a few additional sentences which add introductory detail. Make any changes that are needed in the main part of your writing after your opening paragraph is set.

Continue to work on your writing until it says what you want it to. How to get started on an essay is often a problem, especially when working on a challenging two-part essay. That's why we've helped you with these starter sentences. Complete whichever one fits your writing assignment; then use the guidelines above to continue your work.

Note: Change these sentences to meet the needs of your writing.

For before and after essays:

Once... but know...

For cause and effect essays:

Because of... we now...

When... happened, I (we, they)...

For problem and solution essays:

has resulted in.... has caused us to....

For writing about opposing points of view:

I (anyone) think... but he thinks or says....

You can... but you can also...

Exercise 1. *Read the story and think of its end, try to find the key-words:*

A DAY AT THE PARK

A couple of months ago I went to the park with my nephew. I remember the day like it was yesterday. The weather was cool and clouds were overhead. I sat by myself and watched him play and watched everything happen around me. I wasn't expecting to find so many interesting things just watching people, but amazed at what I did discover. Children were all over the place and were wearing coats that had their favorite characters on them. A girl had purple mittens with a picture of Barbie doll on them....

Exercise 2. *What do you know of different sports and attempts of your government to support the sportsmen? Discuss your views with your classmates.*

AUTO RACING

On the final lap of the 2001 Daytona 500 seven times Winston Cup Champion Dale Earnhardt was killed when his Good wrench Chevy hit the wall entering the tri-oval at nearly 190 miles per hour. I was sitting at home watching this live, as I have watched the Daytona 500 every year for as long as I can remember. I was personally astounded! at this, but I was dumbfounded by the talk and news later reporting] that NASCAR racing is a brutal industry with no concern for driver, I and that fans only watch for gore with no good coming of the sport. I disagree and will prove through this paper the need and value of auto racing.

I would first like to address the statements that NASCAR does: not care for the safety of the driver. In 1997, ironically enough, Dale Earnhardt was in a wreck with Ernie Irvin which the hood of his car went into the stands injuring spectators. Soon

thereafter improved fencing designed to keep the spectators safe was installed at all NASCAR sanctioned tracks, at great cost and without fan fare. In all the 50 years of NASCAR safety innovations were mandated by the sanctioning body when found reliable and cost effective.

Exercise 3. *Write an essay on topic: «Fine clothes open all doors».*

Exercise 4. *Read the story and express your opinion about art, giving live examples from your school life. Discuss it with your classmates:*

ART AS A SCIENCE

As funding for education is decreased in certain areas and put to other uses, classes such as art and music have been put on the back shelf. The idea is that they are not quite as important to a child's education as English, History, Maths, and science. Obviously, teachers of artistic classes feel that their jobs are important to the learning and development of the children that they work with, but others are quickly realizing the importance of arts in all aspects of human interaction. Crayola has recently released an ad campaign claiming that, «Today's Crayola kid is tomorrow's self confident adult» («Crayola»). They say studies show that children who participate in the arts are more likely to say they feel good about themselves» («Crayola»). As the importance of art becomes more evident it might be necessary to view it in new perspective. Music and art are very mathematical. «In the early 1400s, Leon Battista Alberti suggested painting be considered a Liberal Art with a scientific basis. In *De Pictura* he exposed optical perspective as a geometrical technique which could be applied by artists to their work» (Science Art). Although art is viewed as a flowery pastime by most people, it can be seen in artistic discovery and advance

Exercise 5. *Express your point of view on topic: «Are Professional Athletes over-Praised and Over-Paid?»*

Becoming a professional in any sort of work isn't a free ride; it requires motivation, dedication and success. Professionals train or study countless hours to achieve their goals while there are those who try to become a professional or end up failing or giving up. So, to actually acquire the role as a professional is in itself rewarding.

Professionals vary from different fields; you can become a professional in medicine or golf. But do some professionals cheat their society by getting more than they actually deserve? The obvious answer is yes, the only decent response to this, is the famous quote;

Some people grasp things easier than others, some are born with a higher IQ and have physical advantages. Some people complain because their friends get things easier than they do and...

Exercise 6. *Write an essay using the following vocabulary:*

nature, pollution, to exist, to depend on, flora, fauna, to take care of, humanity, azon layer, the entire world, natural, artificial, development, sacrifice, to avoid, problem, inheritance, etc.

Useful transition words:

Therefore, for this reason, it follows that, as a result, because, however, consequently.

Exercise 7.

A. Which of the following two answers is the better one? Why?

Question: Discuss the contribution of William Morris to book design, using as an example his edition of the works of Chaucer.

a) William Morris's Chaucer was his masterpiece. It shows his interest in the Middle Ages. The type is based on medieval manuscript writing, and the decoration around the edges of the pages is like that used in medieval books. The large initial letters' are typical of medieval design. Those letters were printed from woodcuts, which was the medieval way of printing. The illustrations were by Burn-Jones, one of the best artists in England at the time. I Morris was able to get the most competent people to help him: because he was so famous as a poet and a designer (the Morris chair) and wallpaper and other decorative items for the home. He designed the furnishings for his own home, which was widely admired among the sort of people he associated with. In this way he started the arts and crafts movement.

b) Morris's contribution to book design was to approach the problem as an artist or fine craftsman, rather than a mere printer who reproduced texts. He wanted to raise the standards of printing, which had fallen to a low point, by showing that truly beautiful books could be produced. His Chaucer was designed as a unified work of art or high craft. Since Chaucer lived in the Middle Ages, Morris decided to design a new type based on medieval script and to imitate the format of a medieval manuscript. This involved elaborate letters and large initials at the beginnings of verses, as well as wide borders of intertwined vines with leaves, fruit, and flowers in strong colors. The effect was so unusual that the book caused great excitement and inspired other printers to design beautiful rather than purely utilitarian books.

Exercise 8. *Express your idea.*

How would you plan the structure of the answers to these essay exam questions?

1. Was the X Act a continuation of earlier government policies or did it represent a departure from prior philosophies?
2. What seems to be the source of aggression in human beings? What can be done to lower the level of aggression in our society?
3. Choose one character from Novel X and, with specific references to the work, show how he or she functions as an «existential hero».
4. Define briefly the systems approach to business management. Illustrate how this differs from the traditional approach.

5. What is the cosmological argument? Does it prove that God exists?
6. Civil War historian Andy Bellum once wrote, «Blahblahblah blahed a blahblah, but of course if blahblah blahblahblahed the blah, then blahblahs are not blah but blahblah». To what extent and in what ways is the statement true? How is it false?

TRY TO WRITE AN ESSAY

Sport and a healthy mode of life.

Sport is very important in our life. It is popular among young and old people.

Many people do morning exercises, jog in the morning, train themselves in clubs, in different section and take part in sport competitions.

Other people like sport too, but they only watch sport games, listen sports news. They prefer reading interesting stories about sportsmen. But they don't go in for sport.

Physical training is an important subject at school. Pupils have got physical training lessons twice a week. Boys and girls play volley-ball and basket-ball at the lessons. There is a sports ground near school and school-children go in for sport in the open air.

A lot of different competitions are held at school, a great number of pupils take part in them. All participants try to get good results and become winners. Sport helps people to keep in good health. If you go in for sports, you have good health and don't catch cold.

Children and grown-ups must take care of their health and do morning exercises regularly.

There are some popular kinds of sports in our country: football, volley-ball, hockey, gymnastics, skiing, skating. Athletics is one of the most popular kinds of sports. It includes such kind of sports as running, jumping and others. Everybody may choose the sport he (she) is interested in.

National sport in Great Britain... It is a very interesting question, because many kinds of sport have taken the origin in England.

The Englishmen love sports, they are called sports-lovers in spite of the fact that some of them neither play games nor even watch them. They only like to speak about sports.

Some kinds of sport are professional in England.

Many traditional sporting contests take place in England, for example, cricket. It is played from May till September. This game is associated with England. There are many cricket clubs in this country, English people like to play cricket. They think that summer without cricket isn't summer. Cricket is the English national sport in summer.;

If you want to play cricket you must wear white boots, a white shirt and white long trousers.

There are two teams. Each team has eleven players. Cricket is popular in boys' schools. Girls play cricket too.

Football. It has got a long history. Football was played by the; whole village teams in the middle ages in England.

Now football is the most popular game in Britain. It is a team game. There are some amateur teams but most of the teams are professional ones in England. Professional football is a big business. Football is played at schools too.

Rugby football. You can see a ball in this game, but it is not round. It is oval. This is a team game. There are fifteen players in each team.

It is a popular game in England. There are many amateur rugby football teams in the country.

It" we speak about football we can mention an American football too. It is a game that is played between two teams of players using an oval ball that can be handled or kicked. The captain of the team must be the oldest or best player.

Table tennis or ping-pong. Englishmen heard about table tennis in ИКНО. Then the International Table Tennis Association was formed and the international rules were worked out.

Many people like to play table tennis. This game is played by men and women. There are some tennis clubs in England, but if you play there it is necessary to pay money for it. Englishmen like playing tennis but many of them prefer to watch this game.

Wimbledon. It is the centre of lawn tennis. Some years ago Wimbledon was a village, now it is a part of London. The most important tennis competition takes place there every summer.

Englishmen pay much attention to swimming, rowing and walking, usually the Oxford - Cambridge Boat Race takes place at the end of March or at the beginning of April. It is an interesting contest between the universities of Oxford and Cambridge. It is usually held on the Thames River. The first such race was held in 1820. There were a lot of people watching this race.

There are some racing competitions in England. They are motor-car racing, dog-racing, donkey racing, boat-racing, horse-racing. All kinds of racings are popular in England. It is interesting to see the egg-and-spoon race. The runner, who takes part in this competition, must carry an egg in a spoon. It is not allowed to drop the egg. We must speak about the Highland Games in Scotland. All competitors wear Highland dress. There are such competitions as putting the weight, tossing the caber and others. The English are great lovers of sports.

Learn by heart.

Vocabulary notes

section – секция (бөлим)

go in for sport – заниматься спортом (спорт пенен шуғылланыў)

jog – бегать трусцой (жүгириў)

participant – участник (ағза)

catch cold – простужаться (аязлаў)

courageous – смелый (батыр)

in the open air – на свежем воздухе (ашық хаўада)

include – включать в себя (өз ишине алыў)

origin – начало, источник, происхождение (келип шығыўы, түп нускасы)

contest – состязание, соревнование (жарыс)
amateur – любительский (хәуескерлик)
rugby – регби (регби)
lawn tennis – большой теннис (үлкен теннис)
handle – брать руками (қол менен ушлау)
kick – ударять ногой (аяқ пенен тебиу)
table tennis – настольный теннис (стол тенниси)
wimbledon – Уимблдон (предместье Лондона) (Уимблдон)
the highland games – состязание шотландских горцев (шотландиялық таулы адамлардын жарысы)
putting the weight – поднятие тяжестей (ауырлық көтериу)
rowing – гребля (гребля)
cricket – крикет (крикет)

Exercise 1. *Answer the following questions.*

1. Do you do your morning exercises every day?
2. Is it important for children and grown-ups to take care of their health?
3. Are a lot different competitions held at schools?
4. Do you go in for sports?
5. Are there any popular kinds of sports in our country? What are they?
6. What is your favorite sport?
7. Where do you prefer to rest?
8. Do your friends go in for sports?
9. Do you like winter or summer sports?
10. Your hobbies are connected with sport, aren't they?

Exercise 2. *Read and translate into mother tongue.*

SPORT IN MY LIFE

As for me, my life is impossible without sport. I agree that sport helps people to stay in good shape, keeps them fit and healthy. Anyone who knows my family can say that it's strange that I am a table tennis player, because my father plays volleyball. He was the captain of the students' team of Moscow Lomonosov's University. When I was 6 years old, my father began taking me to the gym. While he was playing volleyball, I was running, climbing up the Sweden wall, etc. But all the summer before going to school, I stayed in our yard, playing ping-pong. There were two tables in the yard. I was the youngest, only 7 years old, so the older boys often defeated me and I lost the matches more often than won them. Sometimes I cried. In September my parents suggested me going to the table tennis club. Of course, I agreed. Some boys, whom I played with, also decided to join this club. That is how it began.

I liked training. Some months later I was moved to an older group. That very winter I went to the competition for the first time. Of course, I lost many games, but I liked to compete. I enjoyed the atmosphere. I started training harder. A year later I

took the second place in my age group in the Moscow Region. Next years I participated in different competitions in many cities of our country, such as Cheboksary, N. Novgorod, Petrozavodsk, Tula, Ivanovo, Vladimir, etc. It is interesting to have competitions in the place where you have never been yet.

Many times I was the first in the Central zone which includes 17 regions of Russia. Some years ago I took the third place in all-Russian national competitions in my age group in pairs. Though table-tennis is an individual game, there are team competitions too. I like to play team-games. While playing in the team you always feel support of your team-mates.

But you mustn't think that I am only interested in table-tennis. I am also fond of volleyball, basketball, biathlon, but of course, I am fond of football most of these sports. In summer I always play football with my friends in the yard or sports ground. I enjoy shouting for my favorite team «SPARTAK» sitting in front of the TV-set. I don't know why I am a Spartak fan. Maybe, because my father likes this team, maybe, because it is the most popular team in Russia. I always take to heart our national football team's results. It is true, our football is not having its best time now, but I am sure that soon the time will come when we will be proud of our football team as well as our country in the whole.

Exercise 3. Read and translate into mother tongue

Sport in Uzbekistan

The national sport Kupkari (in some areas of Uzbekistan, namely in Ferghana valley, it is called uloq) is a team game in which the two mounted teams attempt to deliver a headless and legless goat's or ram's carcass weighing 30 - 40kg over the opposition's goal line. A line of horsemen flies off at the sign of the judge. One of them outrides the others and at full speed picks up the carcass of a goat from the ground. That fraction of a second is enough for the other riders to catch up with him and try to take away his trophy. This game called ulak or kupkari in Uzbek, means "the game of many people". In Russian the game is also called "flaying the goat".

Kupkari is the most popular kind of the equestrian sport not only among Uzbeks but also among some neighbouring people such as Kazakhs, Kirghizs, Afghans, Tajiks and Karakalpaks. They have different names for it, but despite some difference, it all boils down to picking up the carcass of a goat and bring it to the finish.

Horses begin to be trained for the kupkari when they are four or five years old, and they remain active until the age of 20 or 25. The largest number of participants competes in the kupkari. The game continues for 60 minutes, three periods of 20 minutes each. Victory goes to the team that succeeds in throwing the goat's carcass into the rival's finish ring more times than the other teams. And the horseman who throws the greatest number of carcasses into the toy - kazan (finish ring) becomes the champion. The rules are rather strict. Horsemen are allowed to wrestle the goat from an opponent, but physical assault is frowned upon. They are not allowed to ride in the direction of the spectators, and spectators are not allowed to help them pick up the

carcass from the ground. No one is permitted to ride over a horseman who has bent to pick the carcass off the ground. The prizes are camels, bulls, goats, car, carpets & household appliances.

Kurash is the traditional upright wrestling originated in Uzbekistan more than 3500 years ago. It is similar to free - style wrestling, but one of the advantages of Kurash rules is that they prohibit ground wrestling. Once the knee of one of the players touches the floor the referee stops the action and players should restart action from the initial upright standing position. It is also not allowed to grapple below the waist. This makes Kurash a truly speedy, dynamic and interesting to watch sport.

Besides that, the rules of Kurash strictly prohibit players to use any armlocks, choking and strangling techniques. It helps players to avoid many injuries and makes Kurash one of the safest types of martial art to practice.

The original translation of the word "Kurash" from the Uzbek language is grappling or wrestling. Kurash as a type of martial art or public sport entertainment is mentioned in many ancient oriental historical sources. The legendary 1000 - year - old Central Asian epos "Alpomish" describes Kurash as one of the most respected and beloved sports widely practiced by the ancient people in Central Asia. The names of the strongest Kurash players became legendary, like the Pahlavan Mahmud who lived in XII century. His grave located in Khiva, is still considered by people of Central Asia as a holy pilgrimage place.

According to the statistics, now there are 2 million wrestlers all over Uzbekistan. On 6th September 1998 representatives of 28 states of Europe, Asia and America gathered in Tashkent to establish the International Kurash Association - the official international sport body to represent and coordinate Kurash in the world of sport. Presently the IKA unites five Continental federations and more than 70 national Kurash federations in Asia, Africa, Europe, Oceania and America.

Other sports are as follows: Football is most popular in Uzbekistan. National football team of Uzbekistan is one of the best in Asia. There is skiing in the mountains above Tashkent.

The martial arts, particularly Taekwon - Do and Boxing are also popular.

Some of the most important Uzbekistan sports include Football, Boxing, Rugby and Buzkashi. The Uzbekistan football team is managed by the Uzbekistan football federation. AFC is the confederation of Uzbekistan football team. Having participated in numerous competitions, it proved its strength in the Asian Games in 1994, having won the victory title. It is considered to be the strongest team among the Central Asian nations like Kazakhstan, Kyrgyzstan, Turkmenistan and Tajikistan.

The Uzbekistan Boxing federation is a part of the the Athletic Associations or Organizations, National Federations, which is situated in Tashkent. It has the affiliation of the Uzbekistan National Olympic Committee and is an active member of the International Amateur Boxing Federation in Lausanne, Switzerland.

The sport of Buzkashi is referred to as Kok-boru or Ulak Tartysh in Uzbekistan. It is also popular as Oglak Tartis. It is a traditional game of the country, which is played on horse back. This Uzbekistan sports needs team coordination, where the members of a particular team are required to pick the carcass of a dead goat or calf before any other team, while riding a galloping horse. The carcass then

has to be delivered to a vat or a goal post. This sports is also popular almost in the whole of Central Asia, especially Kyrgyzstan, Tajikistan and Kazakhstan. In in Afghanistan it is popularly known as Buzkashi.

Exercise 4. *Read and translate into mother tongue.*

SPORTS IN GREAT BRITAIN

The British people like every one else like sports and games. They are called sport-lovers in spite of the fact that some of them neither play games nor even watch them. They only like to speak about sports. Sport plays such a large part in British life that many idioms in the English language have come from the world of sport. For example, «to play the game» means «to be fair» and «that's not cricket» means «that's not fair». Britain invented and developed many of the sports and games, which now are played all over the world. There are different sports societies and clubs in Great Britain. Thousands of people devote their leisure time to outdoor and indoor games, athletics, cycling, mountain climbing, boxing and other sports. Horse-racing, dog-racing and motor-racing are among the most popular sports in Britain. They gather many spectators.

Football is the most popular game in Britain. It is a team game. There are some amateur teams but most of the teams are professional in England. Such teams as Arsenal, Chelsea and Manchester United are well-known all over the world. The Cup finals is one of the most important football matches of the year in England; it is always played at the Wembley stadium, near London, which holds 100, 000 spectators. The matches between England, Scotland, Wales and Ireland also excite great interest.

English people like to play cricket. To many Englishmen cricket is both a game and a standard of behavior. They think that summer without cricket isn't summer. Cricket is the English national sport in summer. If you want to play cricket you must wear white boots, a white shirt and white long trousers. It is played with balls, bats and wickets. Girls play cricket too.

Golf is a widely spread all over Great Britain game. The Scots are sure the golf is a Scottish game. It is played all the year round.

Many people in Great Britain like to play table tennis. Englishmen heard about table tennis in 1880. Then the International Table Tennis Association was formed and the international rules were worked out.

Wimbledon is the center of lawn tennis. Nowadays every summer in June, the British hold the International Tennis Championship at Wimbledon. It's a great honour for every tennis-player to be the champion of Wimbledon.

Horse-racing is a popular sport in Britain. A lot of people are interested in the races and risk money on the horse which they think will win.

In England great attention is paid to sports in all the schools, colleges and universities. English boys like running, swimming and rowing. Boxing is very popular sport, too, to say nothing of football and cricket. In girls' schools grass hockey is the most popular game.

Exercise 5. *Read and translate into English.*

Қарақалпақтың батыр жигити

Өзелден батырлығы менен ат шығарған қарақалпақтың мәрт, дәўжүрек жигитлери соңғы жыллары спорттың бир неше түрлери бойынша Азия хәм жәхән бириншиликлеринде, халықаралық ареналарда даңқ таратпақта. Буның айқын көринисин қарақалпақтың батыр жигити Қуўат Жуманиязовтың дүнья жүзилик майданда үлкен табысқа ерисип келгенлигинен көриўимиз мумкин. 2011 жылдың 1-5 – ноябрь сәнелеринде Россия Федерациясының пайтахты Москва қаласында спорттың универсал гүрес түри бойынша гезектеги жәхән чемпионаты болып өткен еди. Онда дүньяның 37 мәмлекетинен күшли спортшылар қатнасып, жеңимпазлық ушын гүрес жургизди.

Қуўанарлы тәрәпи, бул абыройлы чемпионатқа Өзбекстан сайланды командасы курамында жерлесимиз Қуўат Жуманиязов 60 килограммға шекемги салмақ категориясында қатнасып, Туркменистан, Армения, Белоруссия мәмлекетлериниң спортшыларын жеңип финалға шықты.

Шешиўши беллесиўде болса ол россиялы қарсыласынан упайлар есабында жеңилип, сыйлы екинши орынды ийеледи.

Табыслар мубәрек, Қуўат! Илайым, елимиздиң байрағын бәлент көтерип, халқыңды қуўанышқа бөлей бер!

Exercise 5. *Read and translate into mother tongue.*

OLYMPIC GAMES

The world's greatest international sports games are known as the Olympic Games.

The Olympic idea means friendship, fraternity and cooperation among the people of the world. The Olympic movement proves that real peace can be achieved through sport. The Olympic Games have a very long history. They began in 777 BC in Gre and took place every four years nearly twelve centuries at Olympia. They included many different kinds of sports: running, boxing, wrestling, etc. All the cities in Greece sent their best athletes to Olympia to compete in the Games. For the period of the Games all the wars stopped. So the Olympic Games became the symbol of peace and friendship.

The Games were for men only. Greek women were forbidden not only to participate but also to watch the Olympics. In 1896 the first modern Olympic Games took place. Of course, the competitions were held in Greece to symbolize the continuation of the centuries-old tradition. The initiator of these Games was a French Baron Pierre de Coubertin.

In 1896 the International Olympic Committee was set up. It is formed by the representatives of all countries which take part in the Olympic Games. The

International Olympic Committee decides upon the programmer of the Games, the number of the participants and the city-host for the Games. Over one hundred and fifty countries are represented in the International Olympic Committee now. Besides, each country has its National Olympic Committee.

Since 1936 the opening ceremony is celebrated by lighting a flame, which is called «The Olympic Flame». The Olympic emblem is five interlinked rings: blue, yellow, black, green and red. Any national flag contains at least one of these colours. The ancient Greeks had no winter sports. Only in 1924 the first Winter Olympic Games were held in France. Now they are being held regularly. Summer and Winter Games are held separately. There are always several cities wishing to host the games. The most suitable is selected by the International Committee. After that the city of the Games starts preparations for the competitions, constructs new sports facilities, stadiums, hotels, press centres. Thousands of athletes, journalists and guests come to the Games, and it takes great efforts to arrange everything. There is always an interesting cultural programme of concerts, exhibitions, festivals, etc. for each Games.

Russia joined the Olympic movement in 1952. Since then it has won a lot of gold, silver and bronze medals. In 1980 Moscow hosted the Twenty-Second Olympic Games. The world knows glorious names of our Olympic champions such as Lidia Skoblikova, Lyudmila Pakhomova and Alexander Gorshkov, Alexey Yagudin.

2004 was an Olympic year. The 28-th Summer Olympiada took place in Greece in the city of Athens. Russian athletes took part in it. They were a success and won many Olympic medals. Many new names were added to the list of our Olympic champions.

SPORT AND HEALTHY WAY OF LIFE

To be healthy is very important. You can work, learn and have fun only when you are healthy. Health is the man's greatest wealth. Of course, you can inherit some problems from your parents. But you can always keep your health if you want to.

We are healthy when all parts of our bodies and of our minds work together properly. We cannot be happy unless we feel well.

The ancient Greeks knew the value of good health. They even named one goddess Hygenia, which means goddess of health. The Romans spoke of a health in a proverb:» A healthy mind in a healthy body«. The body does a great deal to take care of itself, but it is possible to help the body to work at its best.

The human body is much more complicated than any machine. No machine can do all the things the body can do. No machine will work for 70 years or more, day and night, requiring only air, water, food and a few simple rules.

The first rule of healthy way of life is to have normal weight, not to be overweight. One of the ways to keep normal weight is to regulate your diet. A person needs vitamins and fibre. One must eat fruit and vegetables every day. Too much food makes you fat. Fat and sugar give a lot of energy. If the energy is not used it becomes fat in your body. If you eat sweet, fat food, even from time to time, you have to exercise regularly. Physical exercises help people keep fit, have a good gait

and figure. They also help you lose weight and work out energy. It is not good to be as thin as a stick, but extra weight can cause serious problems, such as heart problems and diabetics.

There are a lot of advertisements both on TV and in newspapers of different pills and drops which can help you become slim and slender in two weeks. But all those pills cannot work a miracle.

Bad habits, such as smoking, drinking alcohol and using drugs, can ruin your health. Regular sports help people to avoid these bad habits. What exercises are better? Swimming, jogging, basketball, football, table tennis, skiing or morning exercises? It's upon a person to choose.

As for me. I eat what I want and as much as I want, and I don't care how much to eat, because I go in for sport every day and use a lot of energy training and competing.

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