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МИНИСТЕРСТВО ОБРАЗОВАНИЯ, НАУКИ  
И КУЛЬТУРЫ КЫРГЫЗСКОЙ  
РЕСПУБЛИКИ

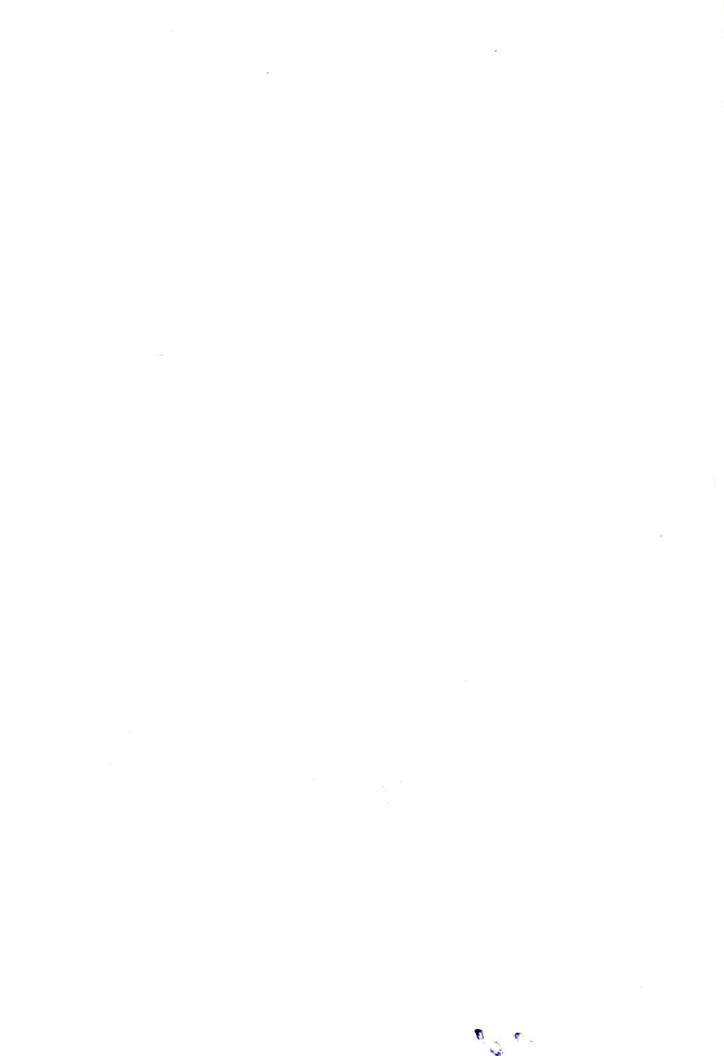
ОШСКИЙ ГОСУДАРСТВЕННЫЙ  
УНИВЕРСИТЕТ

# ENGLISH

ПОСОБИЕ ПО АНГЛИЙСКОМУ ЯЗЫКУ  
для неязыковых вузов



Ош - 1999



МИНИСТЕРСТВО ОБРАЗОВАНИЯ, НАУКИ И  
КУЛЬТУРЫ КЫРГЫЗСКОЙ РЕСПУБЛИКИ

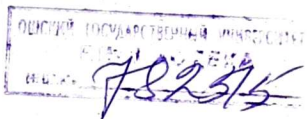
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# ВВЕДЕНИЕ

Настоящее учебное пособие предназначено для студентов гуманитарных факультетов неязыковых вузов.

Пособие рассчитано на изучение английского языка в объеме 150-200 часов, из которых 150 отводятся на аудиторные занятия и 50 на самостоятельные занятия.

Основной целью данного пособия является научить студентов практическому владению английским языком в пределах фонетического, лексического и грамматического минимума, выработать у студентов навыки точного и общего понимания текста.

Большинство текстов взяты из страноведческой и лингвострановедческой литературы и отражают достижения нашей республики и зарубежных стран в различных областях науки, образования, культуры и быта.

Устный курс направлен на накопление словарного запаса на использование приобретенных ранее знаний и навыков в более естественной обстановке.

Языковой материал и тексты, которые студент должен усвоить, соответствуют уровню знаний студента и его интересам.

К работе над текстом студент приступает после усвоения фонетического, лексического и грамматического материала.

Грамматические явления объединяются с лексической темой. Работа над учебным текстом состоит из трех этапов:

1. Предтекстовый
2. Работа над текстом
3. Послетекстовый

Цель предтекстового этапа - усвоение фонетического, грамматического и лексического материала, содержащегося в данном тексте.

На втором этапе студент практически применяет полученные знания на предтекстовом этапе.

Цель третьего этапа - автоматизация усвоенного материала, дополнение полученных знаний на предыдущих этапах.

# THE ENGLISH ALPHABET

Aa

Bb

Cc

Dd

Ee

Ff

Gg

Hh

Ii

Jj

Kk

Ll

Mm

Nn

Oo

Pp

Qq

Rr

Ss

Tt

Uu

Vv

Ww

Xx

Yy

Zz

# THE SOUNDS IN ENGLISH

## VOWELS

### Phonetic

#### Symbol

#### Examples

i:	meet, keep, feed, three, tree, he, sea, people
i	it, link, lit, tip, ship, this, king, fit
e	ten, pen, pet, set, met, let, yes, well, men
æ	map, can, man, land, that, Paris, Spanish
a:	task, dark, hard, last, past, car, charm
	not, lot, box, top, spot, wash, from, coffee
	all, ball, tall, small, forty, morning, sport
u	book, look, good, full, put, woman
u:	two, who, noon, do, too, blue, move, group
	but, cup, sun, son, some, blood, country
	work, burn, her, learn, third, Thursday
	brother, father, under, address, servant, the

## DIPHTHONGS

ei	day, they, eight, plate, table, late, say, baby
ou	bote, note, hope, spoke, smoke, hotel, Poland
ai	fine, dine, pine, sign, child, blind, night, nine
au	now, how, cloud, count, raund, flower
	coin, toy, boy, boil, voice, noise
	ear, dear, engineer, pioneer, beer, near, tear
	carc, stare, dare, their, where, there, chair
	your, four, more, door, lord, torn
u	poor, sure, mountain

## PRONUNCIATION DRILL

### 1. Read the following words:

- a) cake, make, date, eight, came, flag, glad, man, lamp, Sam, mark, park, car, charm, care, bare, chair, hair, air, popular, grass, last, task, heart, rain, day, saw, author, all, tall.
- b) bee, see, sea, meet, eve, keep, believe, receive, cheap, teacher, speak, let, ten, met, her, certainly, earn, learn, here, fere, verb, serve, near, better, letter,
- c) like, pipe, Mike, time, nice, child, mild, kind, high, him, sing, king, fin, pin, din, bird, girl, circle, church, third, tired, admire, hire,
- d) my, why, type, rye, shy, lnyth.mytnnl, nearly, really, gym, tyre, byre, yes, yesterday, yes, year, you, young, your, youth, very, sorry.
- e) no, nose, note, spoke, cope, note, top, lot, not, hot, box, port, sport, north, fought, bought, taught, store, more, toy, boy, coin, actor, factor, door, son, country, too,
- f) tube, tune unit, student, June, but, cut, cup, nut, blue, juice, due, you, burn, curl, fur, south, cure, pure, author,

### 2. Read, transcribe and spell the following words:

five, nine, time, mind, kind, child, kit, bit, knit, ten, luck, she, chess, long, catch, this, thin, come, money, theme, teeth, these, fifth, this, that, she, sharp, shut, shape, division, decision, pleasure, measure, garage.

### 3. Read the following words:

thirsty, sport, tire, dare, hate, mice, star, sphere, next, serve, fire, sky, myth, clock, gather, world, hungry, think.

### 4. Read these words and transcribe them:

Kate, take a plate.

That fat black cat sat on a hat.

Mark has a smart car.



Mary and Glare have a hare and a pear.

Rose has a dog, a fork and an ore.

Susan has a cup, pure, orange juice from Turkey. Pete has a pet and a perfume here.

Mike has a pig, a bird and a fire.

### 5. Give the plural of the following words:

a man, a woman, an eye, a cap, a dog, a tree, a picture, a window, a wall, a flower, a cat, a boy, an egg, a star.

### 6. Make these plural:

e.g. Singular- This is a king.

Plural- These are kings.

This is a star. That is a boy. That is a mountain. It is a cat. Is the window open? This is not a star. It is not a dog. Is it a train? Is that a flower? This is an apple.

## GRAMMAR

### 1. Structure of the English sentence.

Pronouns (There is/are)

The article

The Noun (Singular and Plural numbers)

The verb to be.

The verb to have.

Types of questions ( Special, Alternative, Disjunctive and General Questions).

The Present Simple (The Present Indefinite Tense)

## GRAMMAR EXERCISES.

### 1. Practice reading the following sentences:

I + am = I'm  
You + are = you're  
He + is = He's  
She + is = She's  
It + is = It's  
We + are = We're  
They + are = They're

### 2. Change the following sentences into the interrogative and the negative forms.

I am a student. He is a teacher. That is a dog. This is a window. They are my sisters. It is on the table. This is a new book. That is a clean room. He is my friend. You are a student.

### 3. Answer the following questions:

Are you a student? Is your mother a teacher? Is it a map?  
Where is the dog? Where is your book? Where is your friend now? Is he at home or at the University?  
Are you in the room?

### Dictation.

We are at the lesson now. At the English lesson we read and translate the texts. The teacher asks questions and we answer them. We write dictations too. We learn poems.

## 1. Make these sentences interrogative and negative .

I have a sister. She has a new flat. She is a student. She lives in hostel. We have a new book. It is very interesting. I have a bad pronunciation. They have difficulty with spelling.

## 2. Put in the missing words:

- |                          |   |
|--------------------------|---|
| 1. ... a student.        | 8. ... you a doctor?                      |
| 2. You ... a teacher     | 9. What ... you'll                        |
| 3. We... students.       | 10. What ... the capital of our republic? |
| 4. What ... your name?   | 11. What... your name?                    |
| 5. ... a student?        | 12....your friend a student?              |
| 6. He ... not a teacher. | 13. How old ... you?                      |
| 7. They ... our friends. | 14. What ... your mother?                 |
|                          | 15. Who ... you?                          |

## 3. Answer these questions:

Are you a student? How old are you? Where are you from? Do you study? What faculty do you study at? Do you speak English; where do your parents live? Does your friend live in hostel? Have you free time? What is your hobby? What languages do you speak? What books do you read?

## 4. Transcribe the following words and learn them:

mother, father, sister, brother, surname, patronymic, younger, parents, relative, nephew, cousin, uncle, aunt, niece, pensioner housewife, birthday, grandparents, grandchildren, pianist, librarian, profession, wife, husband, clever, kind, son- in-law, daughter- in-law, driver, engineer, scientist.

## 5. Read and translate the text.

### THE FAMILY

Your father and your mother are your parents. You are their son or daughter. Your mother's father and your father's father are your grandfathers. Your mother's mother and your father's mother are your grandmothers. Your mother's or your father's sister is your aunt. Your father's or your mother's brother is your uncle. Your aunt's or your uncle's children are your cousins. Your brother's wife is your sister-in-law. Your sister's husband is your brother-in-law. The child of a brother or a sister is a niece or nephew. Girls are nieces boys are nephews.

### 2 ABOUT MYSELF AND MY FAMILY

Let me introduce myself. My name is Maksat, Maks in short. I am from Jalal-Abad. My parents and relatives live there. I live in Osh, I am nineteen years old. I live together with my brother. I am a second-year student. I study at the Osh State University, at the faculty of history.

[My parents are not old. Father is forty-five. He is a doctor. He works at a hospital.] He is very busy. My father's parents live in a village. My grandparents are pensioners.

[My mother is a pleasant-looking woman of about forty. She is a teacher. She works at school. She teaches music.] She is a good pianist.

[My brother Seit is a driver.] He is also an extra-mural student of the Osh Technological Institute. After graduating from the Institute he will be a technical engineer.

[My sister Jamal is a schoolgirl. She studies at the music school too.] She can play the piano. Her dream is to become a pianist. She is a lovely little girl full of joy and gaiety. She also loves dancing and singing. She is like a ray of sunshine in the house. [We are proud of her.] And I think she is the apple of my father's eye.

[My relatives live in the country.] I have two aunts and three uncles. We often visit them. My cousin Musa is a student too. He is at the University. He is studying to be a lawyer. Musa is a tall and a fine fellow. He is a very clever, hard-working student. He is quiet like his father.

[I have many friends.] But I like Bakyt best of all. He is a good-looking and handsome fellow. He works and studies at the same time. He is

always well-dressed in good taste. He speaks quietly and pleasantly. He knows English and German. He can work with computer.

## Vocabulary and speech exercises

1. Read and translate the text.
2. Answer the following questions.

1. About whose family is the text?
2. Where is Maksat from?
3. Where does he live?
4. Where do his parents and relatives live?
5. Where does he study?
6. What faculty does he study at?
7. How old is his father?
8. Where does his father work?
9. What is his mother?
10. Where does his brother study?
11. What is Jamal's dream to become?
12. Can she play the piano?
13. Does Jamal's father like her?
14. Where do his relatives live?
15. What can you say about his cousin Musa?
16. What is his friend's name?

### 3. Fill in the blanks stating the relationship among the various members of the family.

1. My mother's sister is my ...
2. My father's brother is my ...
3. My grandmother is my mother's ....
4. My father's father is my ...
5. My sister and I are our parents'...
6. My sister and I are our grandparents' ...
7. My brother's wife is my ...
8. My sister's husband is my ...
9. My mother is the...of my father's parents.
10. My father is the ... of my mother's parents.
11. My mother is my father's ... and my father is my mother's...
12. My aunt's son is my ...
13. My brother's daughter is my ... and his son is my ...

**4. Ask questions about your friend's family.  
Let your friend answer them?**

1. How many are you in the family?
2. What are your parents?
3. How many brothers and sisters do you have?
4. What is your sister's name?
5. Your brother is an engineer by profession isn't he?
6. What is your friend's full name?
7. How old is your friend?
8. How many aunts and uncles do you have?
9. Where do your grandparents live?
10. Where do you study?
11. Where are you from?

**5. Learn the dialogue by heart.**

- What's your name?
- My name is Maksat.
- How old are you?
- I'm nineteen years old.
- Are you a student?
- Yes I I'm a second-year student.
- Where are you from?
- I'm from Alai.
- What's your address?
- 25, Lenin street, Osh.
- What's your telephone number?
- It's 2-27-45

**6. Learn this poem by heart.**

Our large family  
Has a nice flat.  
We live there happily  
With a kitten and a cat.  
My sisters and brothers  
All go to school.  
We help one another

It is a good rule  
We help our mother  
When She washes and cooks,  
Together with father  
We like to read books.

## GRAMMAR

Indefinite pronouns  
Negative pronouns  
The Numeral (Cardinal and Ordinal numerals) The  
Future Tense (Future Indefinite Tense)  
The Past Tense (Past Indefinite Tense)  
Modal verbs The degrees of Comparison

### Grammar Exercises

#### 1. Cross out the wrong pronoun.

1. I write to (he, him) and he writes to (I, me).
2. Mary goes to a dance, and Henry goes with (her, she).
3. We know (them, they) very well, and they know (we, us).
4. I see (she, her) in the classroom, and she sees (me, I)
5. He speaks English to (we, us), and (we, us) speak English to (she, her),

#### 2. Complete the following sentences using the right pronoun.

1. Where is your mother? ... is at home.
2. What are you doing? ... am translating the text.
3. Where are Nick and Kate? ... are at the lesson.
4. Is your flat new? No, ... is not, ... is old.
5. Where are your parents? ... are in the village.

### 3. Put in the missing verbs and possessive pronouns.

1. I come from France; ... language is French.
2. He ... from Turkey; ... language is Turkish.
3. She ... from Spain; ... language is Spanish.
4. You come from China; ... language is Chinese.
5. We come from Japan; ...language is Japanese.
6. They come from England; ... language is English.
7. She speaks Russian; ... language is Russian.
8. He speaks Polish ; ...language is Polish.

### 4. Write in words.

- 1, 11, 2, 12, 20, 3, 13, 30, 4, 14, 40, 5, 15, 50,  
6, 16, 60, 7, 17, 70, 8, 18, 80, 9, 19, 90.

## DAYS AND WEEK

There are seven days in a week. The first day of the week is Sunday. The last day of the week is Saturday. The other days between Sunday and Saturday are: Monday, Tuesday, Wednesday, Thursday and Friday.

Monday is the second day, Tuesday is the third day, Wednesday is the fourth day, Thursday is the fifth day and Friday is the sixth day. Saturday is the seventh day, the last day.

## THE MONTHS

There are twelve months in a year. The names of the months are: January, February, March, April, May, June, July, August, September, October, November, and December. January is the first month and December is the twelfth or the last month.

March, April and May are the spring months; June, July and August are the autumn months; December, January and February are the winter months.

The four seasons of the year are: Spring, Summer, autumn and winter.



## TIME

The clock tells the time. On the dial of the clock there are figures which indicate the hours. The hands of the clock point to these figures. The short hand indicates the hours, the long hand indicates the minutes. There are twenty four hours in a day and seven days in a week. The day begins in the morning then comes afternoon, evening and night.

In a year there are 365 days.

### 1. Answer the following questions:

1. How many days are there in a year?
2. How many months has a year?
3. What are the four seasons of the year.
4. How many days are there in a week?
5. What is the first day of the week?
6. What is the last day of the week?
7. What are the spring months?
8. What are the summer months?
9. What season do you like best?
10. Why do you like summer best of all?

### 2. Put the right form of the adjective.

1. Summer in Osh is (hot) than in Bishkek.
2. The (long) day of the year is the 22 of June.
3. The (short) day of the year is the 22 of December.
4. The (cold) month of the year is January.
5. In winter the days are (short) than in summer.
6. The (beautiful) month of the year is summer.

**3. Ask general and special questions about these sentences.**

1. She will tell you about her studies.
2. You will hear more about it next time.
3. My sister will be fourteen years old to-morrow.
- 4 To-morrow I shall get up very early.
5. His father will give him a new bicycle for his birthday.
6. I shall be very busy next week.
7. In 2 years I shall graduate from the University.
8. I shall teach Kyrgyz language and Literature.
9. He will tell us something interesting about his visit.
10. In the evening I shall go home.

**4. Write out these sentences putting the verbs in brackets into the Future tense.**

1. I (to work) at school.
2. They (to come) from Bishkek next week.
3. What subject you (to teach) at school?
4. I (to go) for a walk after supper.
5. My sister (to graduate) from the University next year.

**5. You will be very busy next week.**

Say four things you will do.

Use these verbs: see, go to, buy, meet.

**6. Write about what will you do tomorrow.**

**7. Put the verbs in brackets into the past tense.**

1. We (work) in our garden all day yesterday.
2. He (to write) this letter in the morning.
3. They always (to think) about their exams.
4. I (to listen) to the radio until ten o'clock last night.
5. J.Reed (to come) to Russia in 1917,
6. Ch.Aitmatov (to write) his story "Jamilya" in '1953.

7. We (to see) this film two years ago.
8. I (to go) for a walk after supper.

### 8. Write the following in the past tense.

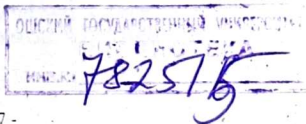
Helen points to the tree, and Tom looks up there. He sees Helen's cat high up in the tree. It can't get down and is looking as unhappy as Helen is. Tom goes over the garden wall and climbs up the tree and carries the cat down safely. Helen is so pleased to get her cat again that she puts her cat into her bag.

### 9. Make these sentences interrogative:

1. The students went to the university yesterday.
2. He saw the airplane flying over the town.
3. They understood the story very well.
4. This artist drew a picture of the story.
5. Mary drank tea for breakfast.
6. Bolot went to the wedding.
7. The boys saw the sun rise this morning.
8. He wrote many interesting stories.
9. They went to the theater every week.
10. She came home in the morning.

### 10. Answer these questions and write what you did yesterday.

1. What time did you get up yesterday?
2. How did you come to the university?
3. What was your first lesson?
4. What did you do at the lesson?
5. Where did you go after the lesson?
6. Did you go to the library yesterday?
7. What did you do in the evening?
8. Did you do your lessons last night?
9. What film did you see yesterday?
10. What did you buy there?



11. Give the other two forms of the irregular verbs given below.

to go, to write, to come, to be, to buy, to see, to read, to begin,  
to think, to teach, to ~~speak~~, to read, to tell,

1. Transcribe the following words and learn them.

Institute, University, faculty, subject, physics, Mathematics, pedagogy, philology, philosophy, language, literature, library, laboratory, technology, technical, chemistry, foreign, graduate from, school, examination, entrance exams, engineer, economist, teacher, lawyer, lecture, prepare, seminar, scientist, knowledge, excellent.

Read and translate the text.

## THE OSH STATE UNIVERSITY

I am a second-year student of the Osh State University. Our University is one of the oldest educational establishments in our republic. It has about 10 faculties, such as: the faculty of Physics and Mathematics, The faculty of Art, Pedagogical faculty, The faculty of History and Law, the faculty of World Languages and many others.

Our University trains teachers, doctors, lawyers, economists, and other specialists. Many students study by correspondence. They work and study at the same time. During the terms the students attend lectures and seminars, write tests, make reports, write control works in different subjects and make various experiments. Every building of the University has its own reading-rooms, laboratories, lecture-rooms and libraries.

Many experienced teachers, candidates of science and professors deliver lectures. Many well-known scientists of our republic graduated from our University.

I study at the faculty of Kyrgyz philology. We study many subjects as: History of Kyrgyz literature, Pedagogic, Philosophy, Kyrgyz and Russian Languages. The students of all the faculties study foreign languages.

When I graduate from the University I shall become a teacher. I shall teach Kyrgyz Language and Literature. It is not easy to become a teacher, but I like children and my subject.

## Vocabulary and speech exercises.

### 1. Answer the following questions:

1. Are you a student?
2. Where do you study?
3. How many Faculties has the University?
4. Whom does the University train?
5. What do the students do during the terms?
6. What faculty do you study at?
7. What subjects do you study?
8. When will you graduate from the University.
9. Where will you work after graduating from the University?
10. Is it easy to become a teacher?

### 2. Use in your own situation.

Technological University, entrance examination, the faculty of technical engineer, to live in the hostel, reading rooms and libraries, to work with computer, to deliver lectures, extramural student, evening department, scientists, designers, attend lectures, make reports, write control works, make experiments.

### 3. Insert prepositions or post-verbal adverbs if necessary.

1. Kate is very good ... English. She always helps her friends... their Home-Reading, Phonetics or Grammar. There are no weak students ... her group. They all work hard ... their English and help each other.
2. If a student gets ... the group, everybody is ready to help him. It doesn't take him long to catch ... the group.
3. If you are interested ... research work, you may join ...some scientific society.

#### **4. Read and translate the text. Ask all possible questions.**

During the last three years cooperation between OSU and other cities of the world yielded fruitful results. His visits to other countries, extensive student programmes increase contacts in education. Under the leadership of Rector Beshimov OSU has joined the European system of Higher Education, Hundreds of students and post graduate students are getting higher education in many cities of the world. Many teachers of our University improve their professional skills in Moscow, London, Washington, Portland, Ankara and other cities.

#### **5. Read the following text. It will help you to value the knowledge**

Do you know the proverb "Knowledge is power"? This proverb means that the more a man knows, the greater power he has.

Knowledge has given man his great power. You may think that one cannot know everything, it is correct, of course, but everybody must always try to increase his knowledge. You get knowledge at school from books, magazines, radio and TV programmes.

Knowledge of history helps you to understand the past, the present and the future. If your knowledge of other school subjects is good, it will help you in your future life.

What do people do if they do not know something important for their work or profession?

As a rule, they try to get more knowledge about it. They try to learn and understand what they do not know and try to use it in practical life. We need knowledge to be more useful for our country.

#### **6. Read and translate the following sentences.**

1. In order to become a good specialist the student must work very hard. 2. Our University trains many kinds of specialties. 3. A good teacher understands the needs of his pupil. 4. A competent teacher must use new progressive pedagogical methods. 5. A good teacher must read many books, make reports and write articles. 6. Pupils need teacher's

regard, respect and understanding. 7. Miss Dove was a strict teacher and pupils were afraid of her. 8. They heard the bell, but they didn't move, they didn't talk, they all waited in silence and looked at Miss Dove. 9. V. Sukhomlinsky worked for many years as a teacher in a small Ukrainian village. 10. Aesthetic can be done through literature. 11. Literacy is the ability to read and write in your own language, the knowledge of a foreign language, skills in working with computers, the knowledge of a programming language. 13. Ethics - is upbringing of someone for life in society. It combines problems of world outlook, conduct, ability to orient oneself in society, self-control. 15. To pass the examinations successfully students must work hard during the year. 14. My sister studies at the Politechnical University. 15. After graduating from the University she will become an engineer.

### **7. Ask general and special questions to the following sentences.**

1. A. Makarenko was born in a worker's family in 1888 in Belopolye. 2. Makarenko developed a system of education and upbringing in the Gorky Colony, and later the Dzerzhinsky Commune. 3. His book "Pedagogical Poem" was translated into many languages.

### **I. Transcribe the following words and learn them**

Town, city, district, village, country, region, valley, center, republic, sovereign, Central Asia, economic, cultural, commercial, industrial, political, beautiful, building, historical, monument, hotel, museum; square, theater, port, chemical, textile, export, product, trade, higher education, agricultural.

### **2. Read and translate the text.**

## **OUR T O W N**

Osh is one of the most ancient Asian cities. The exact date of its foundation is unknown. There are several stages of the history of its development. In the period from the 4-th century to the 5-6th centuries, Osh was an important point on the Great Silk-Road, connecting the states of East and West. In 8-10th centuries, Osh was the third in size in the

Fergana valley. It was a large center of economics, culture and trade in Fergana.

Now, it is an administrative, cultural and scientific center of South Kyrgyzstan. The town has many educational establishments such as I the Osh State University, Politechnical University, Technological college, and many secondary technical schools.

As an industrial center Osh has a great number of small and big plants and factories. Nowadays our town has cultural, educational and industrial relations with many Cities of the World.

Hundreds of young people are getting higher education in different cities of the world.

Osh has many historical museums. One of them is situated in the cave of the Sulaiman Mountain. There are many interesting places in our town. The town is situated on the river Ak-Bura. The industry and agriculture of the town play an important role in the republic's economy. The town exports chemical and textile products to other countries.

By the UNESCO's decision the 3000th anniversary of Osh city is to be celebrated in 2000.

## **Vocabulary and speech exercises.**

### **1. Answer the following questions.**

1. Where is Osh situated? 2. What can you say about the history of the town? 3. When was our town an important point of the Great Silk-Road? 4. Was it a large center of culture and trade in the Fergana valley? 5. What educational establishments have our town? 6. What can you say about the industry of our town? 7. What interesting places have Osh? 8. Where is Sulaiman-Too situated? 9. What products does the town export? 10. What is the cleanest street of our town? 11. What is the most beautiful district of our town? 12. Do you like our town? 13. Explain the meaning of the proverb "East or West Home is Best".

### **2. Use in your own situations.**

In the center of the city, foreign visitors, the gate opens, to see the Kremlin, old buildings, divides the City into two parts, large and best



equipped enterprises, comfortable homes, well planned modern city, an important cultural center, historical and archeological Museums, export, chemical and textile goods.

### 3. Choose and fill in.

Welcome to Brighton. I hope you (will enjoy, enjoyed) your walk around the town. We (are, were) now in the center of the town. We have just (passed, will pass) the crossroads and now we (are going, go) along North Street, look down North Street and you (will see, saw) a small church on the left. Look back across the road to the old palace. Now we (are going, go) to a cafe. I hope very much that you (have enjoyed, will enjoy) this walk around Brighton. You (have seen, see) a small church, a palace and many other places of interest.

### 4. Learn the dialogue by heart.

- Excuse me, are you from Bishkek?
- Yes, I am,
- Allow me to introduce myself, my name is Jamal.
- Nice to meet you, I'm Seit.
- Have you any relations in our town?
- Yes, I have. My uncle, my father's brother.
- Have you ever been in our town before?
- Yes, I have.
- How many times have you been here?
- Once.
- When did you come before?
- I came two years ago.

### 5. Ask general and special questions to the following sentences.

1. London is the capital of Great Britain. 2. The West End is famous for its beautiful monuments and interesting places. 3. The East End is the district of factories and plants. 4. The main industry of Great Britain is shipbuilding. 5. The Tower of London is one of the most interesting places in London.

## 1. Transcribe the following words and learn them.

area, territory, scientific, research, high, mountain, tourists, landscape, fruit trees, walnut trees, natural resources, coal, dry, cool.

### THE REPUBLIC OF KYRGYZSTAN

The republic of Kyrgyzstan is one of the sovereign Asian republics. It is situated in the north-east of Central Asia. The area of the republic is 198,500 (one hundred ninety eight thousand five hundred) square kilometers. The population of it is about 5 million people.

The capital of the republic is Bishkek. It is one of the greenest and beautiful cities in the world. It is an economic, cultural, and educational center of the republic. There are many scientific and research institutes in Bishkek. There are many higher school (institutes, universities) in our republic with extra-mural and evening departments, as: the Kyrgyz National University, Medical Institute, Politechnical and Agricultural Institutes, and many others.

Kyrgyzstan is a country of high mountains, rivers and lakes. The longest river is Naryn and the biggest lake is Issyk-Kul. In Kyrgyz language "Issyk-Kul" means "Hot-Lake", because it never freezes. There are many tourist zones and mountain landscapes in the republic such as: Arslan-Bup, Sary-Chelek, Abshyr-Sai and others. The republic has also many kinds of fruit and walnut trees.

The largest industrial towns are: Osh, Jalal-Abad, Tokmok, Kara-Kol, Majli-Sai, and others. These towns have regular exchange of goods with other countries.

Kyrgyzstan is rich in natural resources as: coal, oil, gold, mineral water springs and others.

The climate of the republic is of the mountain type. It is hot and dry in the south and cool in the north. Winter is cold and summer is hot in Kyrgyzstan.

## Vocabulary and speech exercises.

### 1. Answer the following questions:

1. Where is Kyrgyzstan situated?
2. What kind of republic is Kyrgyzstan?
3. What is the area of the republic?
4. What is the capital of the republic?
5. What kind of city is Bishkek?
6. Are there many educational establishments in it?
7. Is Kyrgyzstan a country of mountains and rivers?
8. What tourist zones has our republic?
9. What kind of fruit trees has the republic?
10. Are there many natural resources in Kyrgyzstan?
11. What can you say about the climate of the republic?

### 2. Read and translate the text:

Kyrgyzstan is one of the new independent states on the map of the world. The territory of the republic is considered unique by historians, local archeologists have marked more than 5,000 monuments of ancient times and peoples on their maps. The Kyrgyz people had no written language. Only stones have carried rare messages from those long-ago centuries to our days.

### 3. Ask ten questions, using the following question words.

What? Where? When? How many? With whom? Why? Which? What kind of? Who? What town?

### 4. Make these sentences interrogative and negative.

1. Tashkent is a historical city.
2. Tashkent has many unique architectural monuments.
3. Tashkent's largest monument, the Kukeldash Madrassah is situated on the Chorsu Square.
4. The madrassah was built by the advisor to the Tashkent khans, nicknamed «Kukeldash».
5. One of the largest monuments in Tashkent is the Zainaddin-bobo Mausoleum.
6. The Zengiots is an interesting monument situated in a village just outside Tashkent.

## 1. Read and translate the text.

### GREAT BRITAIN

Great Britain is a capitalist state. It is one of the powerful capitalist countries in Europe. It is situated on an island. It consists of England, Scotland and Wales. Scotland is situated in the north of the country. The territory of the country is 244,000 square km. Its population is about 54 million people. Great Britain is surrounded by seas. There are many rivers, lakes and mountains in Great Britain. The rivers are not long, but they are deep.

London is the capital of Great Britain. It is one of the oldest and beautiful cities in the world. It is an economic, industrial and cultural center of the country. London is famous for its fine parks, fashionable shops and big hotels.

The country has many industrial cities such as Birmingham, Manchester, Liverpool, Glasgow, Oxford and others. One of the main industries of Great Britain is shipbuilding. Textile industry is also an important branch of the country's industry. So the country exports chemical and textile goods. It was the first country to have large factories and plants. It is a great producer of coal and oil.

The climate of Great Britain is mild. It is often foggy and rainy. The summer is not very hot and winter is not very cold.

## 2. Answer the following questions.

1. What kind of country is Great Britain?
2. Where is it situated?
3. Where is Scotland situated?
4. What is the territory of the country?
5. What is the capital of the country?
6. Is it an old city?
7. What is London famous for?
8. What industrial cities has Great Britain?
9. What is the main industry of the country?
10. What can you say about the climate of the country?

## 3. Ask all possible questions to the following sentences.

British people say: "Other countries have a climate, in England we have weather". The weather in Britain changes very quickly. People talk about the weather more in Britain than in most other countries. When two

Englishmen meet , they talk about weather. Radio and TV give the weather forecast several times a day.

#### 4. Make these sentences interrogative and negative.

1. The majority of the British population live in small houses built close together. 2. The best-known quality of the English is reserve. 3. Great Britain also has its own history, customs and traditions. 4. English people like garden. 5. Englishmen are proud of their traditions and carefully keep them up.

Read and translate the text.

### THE UNITED STATES OF AMERICA.

The USA is one of the large English-speaking countries. It occupies a large part of the North American continent. On the East it is washed by the waters of the Atlantic Ocean, and on the west by the Pacific Ocean. The USA consists of fifty different states joined under one government. That is why the country is called the United States.

The territory of the USA is 9,365,400 square km.. The population is 206,5 million people. The original inhabitants of America are Indians. The Eskimos are inhabitants of North America. There are many Negroes in America.

The USA is a highly developed capitalist country. It is the producer of oil, gas, coal and other metals. The country exports motor-cars, tractors, chemical and textile goods. The industrial cities of the USA are: New York, Chicago, Philadelphia, Houston, San-Francisco and others.

The capital of the country is Washington. In the city there are many beautiful parks and squares, buildings, fashionable hotels and shops. It is one of the greenest cities in the world.

There are many mountains and rivers in the USA. The largest and the longest river in the USA is the river. MISSISSIPPI. In some places winters are dry and rain falls mostly in summer. In San-Francisco the temperature is almost the same in winter and in summer.

### 1. Transcribe the following words and learn them.

to occupy, to wash, ocean, Pacific, consists, different, government, original, inhabitant, developed, producer, temperature, mostly, beautiful.

### 2. Answer the following questions.

1. What kind of country is the USA?
2. Where is America situated?
3. How many states does the USA consist of?
4. Why the country is called the United States?
5. What is the territory of the USA?
6. Who are the original inhabitants of the USA?
7. Where do the Eskimos live?
8. What does the country export?
9. What Industrial cities has America?
10. What is the capital of the USA?

### 3. Put the right form of the adjectives.

1. Osh is one of the (beautiful) and (old) towns in Central Asia.
2. Bishkek is the (green) city in our republic.
3. London is (big) than Bishkek.
4. Winter is the (cold) season of the year.
5. Issyk-Kul is the (big) lake in our republic.
6. What is the (difficult) lesson for you?
7. What is the (interesting) lesson for you?
8. What is the (long) river in our republic?
9. Is Bishkek (clean) than Osh?
10. What is the (clean) district in your town?

### 4. Ask questions about the text and answer them.

1. Turkey is situated in the European and Asian parts of the world. Mustafa Kemal turned the country into a Shining victory by liberating Turkey of all foreign invaders. He led his country into a peace and stability, with economic growth and complete modernization.

Turkey has 57 million people. 47% of them live in the countryside. The Turkish language belongs to the Ural-Albaic group.

The capital of the country is Ankara. The largest industrial cities are: Istanbul, Izmir, Antalya and others.

Turkey exports agricultural products and textile goods. Turkey has a mild climate. It has hot summers, Sunny autumns, and warm winters. In

the Aegean shores even in January and February the days are sunny and pleasant.

## 5. Answer the following questions.

1. Which continent is the biggest ( smallest)? 2. What famous travelers do you know? 3. Where did they travel? 4. What is the capital of France? 5. Where is Japan situated? 6. What is the capital of China? 7. Have you ever been to America?

## GRAMMAR

The Continuous form (present, Past, Future Continuous)

The Perfect form (Present, Past, Future Perfect)

The Perfect Continuous form (Present Perfect, Past Perfect, Future Perfect Continuous)

The Passive Voice

The Participle (Participle I, Participle II)

The Infinitive

## Grammar Exercises

### 1. Put the verbs in brackets into Present Indefinite or Present Continuous.

1. Look up! The sun ... so brightly. (to shine) 2. My uncle usually ... newspapers in the evening. (to read) 3. As a rule, my sister ...all housework in the evening. (to do) 4. Go and see! Our children ... soundly. (to sleep) 5. Our family usually ...out of town on Sundays. (to go) 6. What ... the students ... at the moment? (to do) - Some of the students ... Themselves while the others ... the dialogue by heart. (to record, to learn). 7. ...your nephew ... English books in the original ? (to read) . 8. Hallo! Where ... you ...? (to go) - I ... to the University. ...you ... there, too? (to go) -No, I ... not usually ... to the University in the morning. (to go) . I ... evening classes. (to attend) 9. ... you .... the words of this English song? (to understand) - Yes, I... that now I ... them. (To think, to understand) 10. Whom... you ...there ? (to see)

## 2. Translate the following sentences.

1. Listen! Ann is singing in the next room. She sings very well. She has been studying at the conservatory for three years.
2. What are you writing? - I'm writing a letter to my sister. We often write letters to each other. Now she is working on her book. She has been working on it for some months.
3. What are you doing here? - I am translating an article about Shakespeare's life. I think you have been translating it for a long time.  
- Yes, this article is rather difficult. I have been translating it for days.  
- But usually you translate from English into Russian quite quickly. - Yes, but I have been working on this article since Tuesday.
4. My friend works in the library every day. Now he is writing a report there. He has already been working on it for a week.
5. What do you usually do in the evening? - I usually do my homework, read, sometimes watch television. Now I am writing a report. I have been working on it for an hour and a half.

## 3. Translate the following sentences and explain the use of the Past perfect, Present Perfect, Past Indefinite, Past Perfect Continuous.

1. It was evening. My mother was reading a book, and I was writing a letter. Suddenly My mother's brother came in. We had been talking for about an hour, when his wife rang up and reminded him about the theater.

2. Kate left the Institute, took a bus and went home. When she arrived home her son was preparing his homework. While he was studying, she was cooking.

3. What were you doing at this time yesterday? - I was writing a report in the library, I had been writing the report for an hour, when my friends came into the library. - When did you get home? Late.

4. Who were you talking to yesterday when I met you in the street? - To my friend. He came from Kiev two days ago. We had already been talking for fifteen minutes when you saw us.

5. What were you doing yesterday at ten o'clock in the morning? - I was at the hospital. I was examining the patients. I had been examining them for an hour when Prof. Sergejev came.



**4. Translate the following sentences. Explain the use of the Passive Voice.**

1. Have all the telegrams been sent off? - Not yet. Half of the telegrams were sent off yesterday. The rest of them, except three, have been typed. The last ones are being typed now. They will be typed in twenty minutes.

2. Many houses were destroyed in Kiev during the war, most of them have been rebuilt and many new ones are being built now.

3. Every year many new projects are built in developing countries.

4. When the reporter came to Tashkent after the earthquake many schools and other public facilities were being rebuilt.

5. Today Tashkent is a city with broad green streets, blocks of flats, office buildings and modern shops.

6. They have been built over the past twenty years.

7. Don't enter the room. Student Petrov is being examined now. He has been examined for twenty minutes.

8. What's happening in the library now? - New books are being discussed. They have been discussed for all an hour.

9. The teacher asked the student to learn the rule by himself as it has already been explained. "You were not attentive when this rule was being explained", he said.

10. My father's brother was killed during the war.

**5. Translate the following sentences. Pay attention to the Passive Voice.**

1. The boy was punished for something. 2. His work was finished by 3 o'clock. 3. The dictation was written without mistakes. 4. Her dress was washed and ironed. 6. I was not invited to the party. 7. The work wasn't finished in time. 8. This house was built last year. 9. The letter has just been sent off. 10. This article will be translated. 11. When will this book be read? 12. Who are these letters written by? 13. She showed me the article which had been translated by her mother. 14. I shan't be allowed to go there.

**6. Give Past Indefinite Participle II and Participle I of the following irregular verbs.**

to take, to give, to go, to tell, to know, to sing, to find, to write, to get, to read, to teach, to buy, to speak, to come, to ring, to learn, to sleep, to meet, to run, to think, to become

**7. Give the verbs in the sentences in the Present Perfect Tense.**

1. I (speak) to him about it several times. 2. We (learn) many new words in this term. 3. He (make) that same mistake several times, 4.. She (return) my book at last. 5. At last I (to meet) you.

**8. Give the verbs in the sentences in the Past Perfect Tense.**

1. I asked him why he (leave) the party so early. 2. It was clear that he (give) us the wrong address. 3. He knew that he (make) a serious mistake. 4. I felt that I (meet) the man somewhere before.

**1. Transcribe the following words and learn them.**

author, writer, novel, story, fairy-tale, famous, literary career, hero, character, remarkable, early, white, simple, to publish, psychology, to be screened, popular, outstanding .

**2. Read and translate the text.**

**GHINGHIZ AITMATOV**

Ch. Aitmatov is one of the popular writers of the present day. He was born in 1928 in the village of Sheker in Talas valley. When he was a little boy he liked to listen to his grandmother's stories and fairy-tales.

The writer's father Torekul Aitmatov was a party statesman. His mother Naghima Hamzaevna Aitmatova was brought up and got education in Karakol (Przhevalsk).

After finishing secondary school, in 1946 Ch. Aitmatov became a student of the Jambul Zooveterinary College. After finishing it he studied at the Agricultural Institute in Bishkek. He began to write after graduating from the Institute.

From his pen have come many remarkable stories and short novels. His career began when he wrote his wonderful story «Jamilya». It was published in 1958 and his name became known to millions of readers of the world.

In 1956-58 he studied at the Gorky Literary Institute in Moscow. His studies in Moscow were very important events in his life. The Higher Course of Literature supplied Aitmatov with the theory of literature. The combination of his talent and his experience and knowledge obtained at the Higher Courses was not in producing good results - the author wrote his story «Face to Face».

He wrote wonderful stories and short novels such as: «Mother's Field», «The First Teacher», «The White Steamer», «Farewell Culsary», «The Early Cranes», «The Red Apple» and many others. Almost all his works have been translated into many languages of the world. Many of them were screened. And these films were awarded various prizes at different film festivals.

His books are written in a simple, beautiful manner.

### 3. Answer the following questions.

1. When and where was Gh. Aitmatov born?
2. Did he like to listen his grandmother's stories?
3. What can you say about his parents?
4. Where did Ch. Aitmatov study after finishing the secondary school?
5. What educational establishment did he graduate from?
6. When did he write his first stories?
7. Where did he study in 1956-58?
8. What books did he write?
9. What books by Gh. Aitmatov did you read?
10. Did you see the film "Red Apple"?

4. Find all the irregular verbs about the text and give their four forms.

5. Ask all possible questions about the text.

Louis Aragon called the story "Jamilya" - "the most beautiful love story in the world". The story is told by Seit. He is her husband's younger brother. Jamilya is clean, thin and beautiful. Jamilya's husband Sadyk didn't love Jamilya. Then Jamilya met Daniyar. And they loved each other. Daniyar charmed Jamilya with his wonderful song. But at first he kept that love in himself, in his music.

Jamilya went away with Daniyar, she broke old laws that had existed for thousands of years, her dream came true.

6. Put the verbs in brackets into the Past Indefinite Tense.

I. The writer's father Torekul Aitmatov (to be born) in the village of Sheker on the bank of the river Kurkureu in a family of a middle-class peasant.

2. At 14 he (to finish) a Russian native secondary school.

3. In 1921 he (to become) a student of the Moscow Communist University of the Peoples of the East.

4. In 1995 Torekul Aitmatov (to be send) to Moscow to study at the Red Professor's Institute where he (to stay) up to 1937.

5. That same dreadful year he (to be arrested) as a people's enemy.

6. And soon they (to go) to live in Jalal-Abad.

7. There she (to work) as the secretary of the District Komsomol Committee's.

8. Despite the years full of anxiety, humiliation and lawlessness she (to bring up) four children.

9. She (to give) her children proper education.

10. The famous Kyrgyz producer Bolot Shamshyev (called) his son Chinghiz.

II. The Kyrgyz poet S. Braliev (to tell) us about a young Lithuanian couple who (to give) their first-born the name of Danyaris.

## 1. Transcribe the following words and learn them.

issue, include, poem, poetry, poet, essay, article, possess, wealth, folk-tale, legend, founder, forward, autobiographical, quest, depict, clash, determine, social, trend, appear.

## 2. Read and translate the text.

### THE PATH OF KYRGYZ LITERATURE.

On November 7, 1924, the first issue of the Erkin Too newspaper came out. This day marks the birth of the written Kyrgyz language. Erkin Too brought together a group of new authors, including Aaly Tokombayev, Kasymaly Bayalinov, Mukai Elebaev, Jusup Turusbekov, Joomart Bokonbayev, Kubanychbek Malikov and others. Their early poems, essays, stories and articles were published in this newspaper.

The Kyrgyz people possessed a wealth of oral poetry, folk-tales, legends. Such democratic-minded akyns as Toktogul Satylganov, and Togolok Moldo can be called the founders of Kyrgyz culture.

The first major prose work in Kyrgyz was published in 1927. It was a story by K. Bayalinov entitled "Ajar". A. Tokombayev's play "The Luckless Kakei" also was popular at that time. It was about the life of Kyrgyz women before the Revolution.

The 20's and early 30's brought forward such writers as I Sydykbekov, Abdrasul Toktomushev, Temirkul Umetaliyev, Alykul Osmonov, Satkyn Sasykbayev, Midin Alybayev and others.

Elebayev's autobiographical story, "The long Road" was published in 1933. It was about the people's quest of a better life.

Kasymaly Jantoshev's novel "Kanybek" is about the depicts, the social conflicts and clash of characters that determined many social trends in the early post-revolutionary years. The novel was translated into many languages.

Starting with the 50's, Kyrgyz translations of Russian and world classics became an important aspect of the cultural life of the Republic. There appeared Kyrgyz translations of Pushkin, Lermontov, Tolstoy, Sholohov, Shakespeare, Byron and others.

### 3. Answer the following questions.

1. When did the first issue of the Erkin Too newspaper come out?
2. Who are the founders of Kyrgyz culture?
3. When was the first major prose published?
4. What is A. Tokombayev's play "The Luckless Kakei" about?
5. Who are the writers of the 20's and early 50's?
6. When was Elebaev's story "The Long Roads" published?
7. What is Jantoshev's novel "Kanybek" about?
8. Who is your favorite writer or poet?
9. What books by this author did you read?
10. When and where was he born?

### 4. Read, translate and ask the questions about the text.

#### OUR KYRGYZ CRITICS.

Recent years have seen the publication of some major studies, notably "A History of Kyrgyz Literature" edited by Zoya Osmonova and "A History of Kyrgyz Art" by critics Azis Saliyev. He is a member of the Kyrgyz Academy of Sciences.

These are the first comprehensive histories of Kyrgyz literature and the arts up to those days.

Kyrgyz critics today are particularly interested in general theoretical problems of literary development. They wrote about the dialectics of the relationship between written literature and folk-lore the laws of the development of realism in Kyrgyz prose, the nature of imaginative thinking, the aesthetic nature of artistic convention and the lyrical elements in art. Among the better known critical works are those by Bibi Kerimjanova and Abdykadyr Sadykov. Literary critic Mukhtar Borbugulov has written a monograph "The National and the International in Literature" which was awarded the Prize of the USSR Writers' Union. Other notable critics are Keneshbek Asanaliyev, Salijan Jigitov, Kambaraly Bobulov, Kachkynbai Artykbaev, Shershenbec Umetaliyev, Evgeni Ozmitel, Abdygany Erkebayev and others have arrived on the scene.

5. Speak on the topic "My favorite writer" .Use these words.

novelist, historical novel, prose writer, great, writer, dramatist, appeared, published, translated, screened, poetry, poet, verse, collections of verses, in print, dramatized.

1. Translate the following words and transcribe them.

masterpiece, scene, action, whole, Europe, moral idea, victory, artistic, biography, century, national, true, event, relation, military drive, philosophic, epic, enriched, accumulate, spiritual, treasure,

2. Read and translate the text.

### LEO TOLSTOY (1828-1910)

Leo Tolstoy was born in 1828 at Yasnaya Polyana in Russia and died in 1910 at Astapovo. He began to write when he was twenty-four years old. He wrote his first work «Tales of Sevastopol», during the Crimean War in which he served.

His masterpieces, "War and Peace», and «Anna Karenina» were written between 1864 and 1873.

War and Peace and Anna Karenina are Russia of the past. War and Peace was written between 1865-1869. The scene of action in the novel is the whole Europe. The main heroes of the novel War and Peace are: Natasha, Platon, Karataev, Alexander, Napoleon and others.

The moral idea of the novel is Russia's victory over Napoleon. War and Peace is first of all, an artistic biography of several men and women at the beginning of nineteenth century.

The author also shows the national true life of Russia. In this novel the writer shows the historical event; battles, diplomatic relations, military drives, the burning of Moscow.

War and Peace became an artistic, historic and philosophic epic. Starting with the 50's Kyrgyz translations of Russian and world classics became an important aspect of the cultural life of the Republic. Kyrgyz

culture was enriched by accumulating the great spiritual treasures of such writers as Pushkin, Lermontov, Gogol, Tolstoy, Gorky, Sholohov, Shakespeare, Byron and others.

### 3. Answer the following questions.

When and where was L.Tolstoy born? 2. When did he begin to write? 3. When was his novel "War and Peace" written? 4. Who are the main heroes of the novel? 5. What is the moral idea of the novel? 6. Where is the scene of action laid? 7. What does the author show in his novel? 8. What kind of novel is "War and Peace"? 9. What books by L.Tolstoy did you read? 10. Did you see the film "War and Peace"? 11. Who played in the role of Natasha?

### 4. Ask all possible questions about the text.

Chekhov's boundless love for man, Bunin's masterly and skilful depiction of the world, Leonov's intellectual approach, Tvardovski's lyricism and humanism, Fadeev's revolutionary enthusiasm attracted the young writer, Ch.Aitmatov. He enjoyed reading Soviet classics. Their books was a wonderful, unique world for him. "Tolstoy is dead, but we have his lessons, the lessons of his great art", - Aitmatov fairly remarks. Aitmatov is one of the writers who have mastered the lessons of the great writer with the greatest thrift. Tolstoy was a great connoisseur of peoples' psychology, and portrait-painter. And his creative work is justly considered to be one of the highest examples of analytical psychologism. One of the peculiarities of Aitmatov's creative work as a mature writer is his ability to disclose the inner world of his personages. The writer himself wrote that "...in the boundless ocean of Russian literature I especially like Tolstoy's wisdom and the psychological complexity of his images."

### 5. Ask your friend if she has read these books.

- I Anna Karenina by Leo Tolstoy?
- I How The Steel Was Tempered by N.Ostrovski?
- I Robinson Crusoe by Daniel Defoe?
- I Gulliver's Travels by Jonathan Swift?
- I Treasure Island by Robert Louis Stevenson?
- I Kel-Kel by T.Kasymbekov?

Have you read



- I Kanybek by K.Jantoshev?
- I The People of Our Day by Sydykbekov?
- I Ajar by K.Bayalinov?

## 6. Give your own topic using the following expressions.

an outstanding novelist, to come from a poor (rich) family, at an early age, literary career, to be a writer of promise, to be written in the first person, to be written in the name of author, as a master of the English language, to use idioms.

### 1. Transcribe the following words and learn them,

Embassy, childhood, youth, promise, impress, delicacy, widely, idiom, phraseological expressions, description, inner world, attitude, level, figure, starry, respect, actress.

### 2. Read and translate the text.

#### WILLIAM SOMERSET MAUGHAM (1874-1965)

W.S.Maugham is one of the best-known English writers. He was not only an outstanding novelist but also popular dramatist and short-story writer.

His father worked at the British Embassy in France and William spent his childhood in that country. In his youth he wanted to become a doctor so he graduated from a medical college and worked at a hospital. But in 1897, when he was 25, Maugham wrote and published his first novel "Liza of Lambeth".

His literary career began when he wrote his next novel «Theater». His first novels proved that he was a writer of promise.

His novel Theater impresses the reader by the delicacy of the language. As a great master of the English language, Maugham widely used idioms in his novel. He used phraseological expressions in the description of his characters, in the description of their inner world, their attitude to love and life.

The main hero of the novel Theater is Julia. She was an actress with a lovely figure. She had starry eyes. She was a talented actress. She was

very popular. It was not very easy for her to become a great actress, so she had to work very hard. To show her hard work the author used idiom "She worked like a horse".

#### 5. Answer the following questions.

1. When was S. Maugham born? 2. Where did he spend his childhood? 3. What did he want to become in his youth? 4. Where did he work after graduating from the medical college? 5. When did he publish his first novel? 6. What does his novel "Theater" impress the reader by? 7. When does the author use idioms? 8. Who is the main hero of the novel? Was she very popular actress? 9. What can you say about Julia? 10. What idiom does the writer use to show her hard work? 11. What proverb do we use in Kyrgyz and in Russian languages to show somebody's hard work?

#### 4. Read and translate the text task all possible questions about the text. Find irregular verbs and give their four forms.

John Reed was born on October 22, 1887 in Portland, in America. His family was well-to-do and John went to school for privileged boys. After graduating from the aristocratic University he went on a trip to Europe. When he returned, he decided to become a reporter. He was the highest paid reporter among his profession, but he gave up his career and devoted all his talent to workers movement. He wrote about the strikes of textile workers, the uprising of Mexican people.

In the summer of 1917, John came to Russia. He took part in the storming of the Winter Palace. His famous book "Ten Days That Shook the World" describes the events of the October Revolution.

#### 5. Put the verbs in bracket into the right Tense.

Jack, a handsome young man, (to be in love) with a beautiful girl. One day when they (to be) together, she (to say) to him; It (to be) my birthday tomorrow, and (to invite) him to the party. The man (to be) happy to hear that and (to say), "Oh, I (to send) you roses, one rose for each year of your life."

In the evening he (to go) to the florist's shop. As he (to know) the girl's age (she was going to be 22) he (to decide) to buy 22 roses. The young man (to ask) the florist to send the flowers to the girl the next day.

When he (to leave) the shop, the florist (to say) to his wife: "Jack (to be) a very good fellow. He often (to buy) flowers in our shop. Today, I (to be) afraid, I (to ask) too much money for my roses". So the next morning he (to send) 32 roses to the girl

When Jack (to come) to see his girl, she (to do) not want to speak to him. And he never (to know) why she (to be) angry.

### 1. Transcribe the following words and learn them.

anniversary, guest, peasant, performer, verse, create, to be exiled, compose, lyrical, glorify, melody, Siberia, truth, motherland, mournful, suffering, nostalgia, return, prisoner.

### 2. Read and translate the text.

## TOCKTOGUL SATYLGANOV

On October 1989 our republic celebrated the 125th anniversary of the great Kyrgyz poet and composer Tocktogul Satylganov. Guests came from Turkey, FRG, from People's Republic of China and from other countries. Meetings were held in the land where akyn was born, then in Bishkek and in Moscow. Many writers, poets, scientists spoke about the akyn's talent.

T. Satylganov was born in late autumn of 1864 in the village of Kuchusuu in the Ketmen-Tjube valley. (now Tocktogul district). His father was a poor peasant. His mother Burma was the famous performer of koshoks. She knew a lot of popular songs and fairy tales to which little Tocktogul liked to listen. He began to compose, verses when he was 12 years old.

He created more than 60 works and a great number of verses. His early songs were of lyrical character as: «Nasyłkan», «Kuluipa», «Alymkan», «Bakty Kuz» and others. He composed such melodies as: «Chong Kerbez», «Kyz Kerbez», «Toguz Kairyk», «Chaukama» and others.

For his song «Besh Kaman» (Five Hogs), in 1898 the akyn was exiled to Siberia. In this song he sang the truth about Ryskulbeck's songs and relatives. Akyn's parting with his motherland was very mournful. His sufferings are seen in his parting songs.

His years in the exile were the most difficult in the akyn's life. He felt nostalgia for his motherland. In the exile he composed such songs and melodies as: «Will that day come when I return safe», «When shall I come back to my people», «The prisoner's song» and others. He returned from the exile in 1910. It was not easy for him after the exile, but he created a lot of wonderful songs. He died in 1933.

His melodies are very popular nowadays too.

### 3. Answer the following questions.

1. When did our republic celebrated the poet's 125th anniversary?
2. Where did the guests come from?
3. Where were the meetings held?
4. When and where was akyn born?
5. Did his mother know songs and fairy tales?
6. When did he begin to compose verses.
7. What did he glorify in his early songs?
8. What melodies did he composes?
9. Why was the akyn exiled to Siberia?
10. What songs and melodies did he compose in the exile?
11. What facts do you know about the poet's life after the exile?

### 4. Ask all possible questions about the text.

Mairamkan Abylkasymova is one of the well-known Kyrgyz poets of the present day. She was born in the village of Djany-Alysh, Kemin District in an intelligent family.

After the seventh form she entered the secondary teachers' school in Bishkek. Then she studied at the Teachers' Training Institute, at the faculty of Russian language and literature in Bishkek. In 1958-60 M. Abylkasymov worked in Osh as a newspaper correspondent.

Since 1962 she is working at her wonderful poems. Now she is People's Poet of Kyrgyzstan. She is the author of several collections of poetry, which include Cholpon. There are many flowers in This Spring, O

keep Faith in my Heart, Motherland, The eternal Song, My Native Land and many others.

In her poems she writes about herself, and her native village, about the times she lives in. She writes about the common people with love and understanding.

## 5. Put the verbs in brackets into the right Tense.

Alisher Navoi a great poet, statesman and the founder of the Uzbek literature (to be born) in Herat, on the 9th of February 1441. He (to begin) writing his works at the beginning of Shah Sultan Hussein's reign. Soon A.Navoi (to become) a very famous poet. A. Navoi (to get) a very good education for those days. He (to know) all the poetic forms, but he (to like) only true poets. Navoi ( to write) mostly in Turkic (the old Uzbek language) and (to use) Farsy very little. Navoi's poems in old Uzbek were collected into four parts, which (to be) called "Char-Devon".

### 1. Transcribe the following words and learn them.

Tradition, custom, nature, national, holiday, proud, carefully, prefer, central heating, cover, cement, imitation, especially, usually, piece, luck, guess, quality, reserve, emotion, Journey, empty, stranger, conversation, feature, self-discipline, courtesy, behavior, disputing, rush, excitedly, quiet manner, naturally, polite, display, tragic, situation.

### 2. Read and translate the text.

## TRADITIONS AND CUSTOMS

Every nation and every country has its own customs and traditions. As all the other countries, Great Britain also has its own nature, weather, history, customs and traditions. In Britain traditions play an important part in the life of the people than in the other countries.

Englishmen are proud of their traditions and carefully keep them up. It has been a law for about three hundred years that all the theaters are closed on Sundays. No letters are delivered, only a few Sunday papers are published.

To this day an English family prefers a house with central heating. English people like garden. Sometimes the garden in the front of the house is the little square with cement painted green in imitation of grass and a box of flowers.

Holidays are rich in old traditions and are different in Scotland, Ireland, Wales and England. Christmas is a great English national holiday, and in Scotland it is not kept at all.

January 1- is the New Year's Day. On December 31 people unusually visit their friends. There is a lot of dancing and eating.

In Scotland people bring a piece of coal for a good luck in the New Year.

February 14- St. Valentine's Day. People buy or make Valentine cards and send them to people they love. They should not write their names on the cards. Those who get them must guess who sent them.

March - Mother's Day. On Mother's Day help their mothers at home and give or send them cards and presents.

April- Easter. On this day children eat chocolate Easter eggs. Sometimes parents hide them in the house or in the garden and the children look to them.

June - Father's Day, On Father's Day children give or send their fathers and grandfathers cards or presents.

October 31- Halloween, they say ghosts and witches come out on Halloween. Children make lanterns out of pumpkins. Some people have Halloween parties and dress as witches and ghosts,

December 25- Christmas Day. In the weeks before Christmas people are busy. They make or buy Christmas cards and send them to their friends, grandparents, cousins and relatives. It is one of the most interesting and important holidays.

The traditional Christmas meal is roasted turkey and Christmas pudding.

### 3. Answer the following questions.

1. Do Englishmen keep their traditions up? 2. What old tradition did the British people have? 3. What kind of house does an English family prefer? 4. Do English people like garden? 5. What kind of holiday is Christmas Day? 6. How do the English people spend this holiday? 7. What do the people do on December 31? 8. Why do the people bring a piece of coal in Scotland? 9. What holiday is the 14th of February? 10.

What do the children do on Mother's day? 11. What other holidays have the British people?

#### **4. Read, translate and ask all possible questions about the text.**

### **The English People Say:**

One of the most striking features of English life is the self-discipline and courtesy of people of all classes. There is little noisy behavior, and practically no loud disputing in the street. People do not rush excitedly for seats in buses or train, but take their seats in queues at bus stops in a quiet orderly manner,

Englishmen are naturally polite and are never tired in saying "Thank you", "I'm sorry", "Please". If you follow anyone who is entering a building or room, he will hold a door open for you.

English people do not like displaying their emotions even in dangerous and tragic situations.

Many Englishmen help their wives at home in many ways. They clean the windows on Saturday afternoon, they often wash up after supper in the evening.

Sunday is a very quiet day in London. All the shops are closed, and so are theaters and most of the cinemas.

Londoners like to get out of town on Sundays. The sea is not far and people like to go down to the sea in summer or to the country for skiing in winter.

#### **5. Give your own situations using the following expressions.**

Noorus, Moslem new year, to be celebrated, a joyful nation, all holiday, an ancient holiday, a festival of friendship, family relationship, the coming of spring, celebrate with music and dancing, song and food, Sumalak, a dish made of, wheat sprouts, to be decorated with coloured decorations, to invite friends and relatives, to spend time very interesting.

## 6. Head and remember the following formulas of etiquette.

### The ABC Table Manners

1. Do not attract undue attention to yourself in public.
2. When eating take as much as you want, but eat as much as you take.
3. Do not eat too fast or too slowly, cut as you eat.
4. Take a little of every dish that is offered to you.
5. Sit up straight and face the table, do not put your elbows on the table while eating.
6. Do not reach across the table- simply say: «Would you please pass the salt», etc.
7. At small party do not start eating until all are served.  
At large party it is not necessary to wait for all. The hostess gives a signal to her guests by saying: «Start eating, please (your food will get cold)»
8. (There is not rule about eating everything on your plate, to indicate that you have had enough place knife and fork together, not criss-cross).
9. When refusing a dish or a helping simply say: «No, thank you»,  
When accepting - «Yes, Please».
10. Do not leave the spoon in your cup, when drinking tea or coffee.
11. Do not empty your glass too quickly -it will be promptly refilled.

### Obligations of a guest.

1. The obligations of a guest begin the moment the invitation is received, the obligation is a prompt reply.
2. Never break an engagement. Write or telephone to express your regret and ask to be excused if you cannot-make it.
3. Do not come before the time indicated on the invitation and don't be late. Come in time.
4. Help your wife or lady escort with the coat. Follow her into the reception room, let the hostess greet her first.  
(In general indoors or out the lady precedes the gentleman, except in special cases).



5. A gentleman always stands aside and allows a lady to pass through open door ahead of him.
6. Do not extend your hand first when greeting the hostess (or any other lady), wait for her to do it first.
7. Do not sit down until the hostess (or your lady escort) has done so. When introduced always stand up.
8. Show your appreciation of the hospitality offered. Compliment the hostess on the party and food.
9. When leaving a party thank the host and hostess, say good-bye, but do it quietly without drawing other guests' attention.
10. Do not overstay.

## **Duties of the host and hostess**

1. The hostess must be ready to receive invited guests at the time stated.
2. The hostess usually greets her guests at the door saying something pleasant to each. The host adds his own greeting to his wife's welcome. The host and hostess make introductions when necessary, for as a rule guests do not talk to strangers, except to those next to them at table.
3. The hostess sees to it that nobody is neglected, or nobody is left without refreshments. However there is no need to press refreshments, especially strong drinks upon unwilling guests.
4. The host and hostess should see that all guests are engaged in conversation of a general nature, that all of them are enjoying the party.

## **Introducing People**

Manners are very important in every country but different countries have different ideas about what good behavior and good manners are. Nowadays, many people travel abroad, so it is important to learn a little about what to do (and what not to do) in a foreign country.

Here are a few rules of introduction which are useful to remember:

1. men are introduced to women;
2. young people to older ones;

3. old friends to newcomers;
4. a young girl to a married woman.

The most simple form of introduction is the pronouncing of the two names:

"Mr. Waiters, this is Mr. Jordan" or "Mr. Walters, may I introduce Mr. Jordan?"

There are also a number of conversational introduction such as: "Mr. Waiters, have you met Mr. Jordan?",

"Mr. Bloke, do you know Mr. Jordan?" etc.

The usual response to an introduction is "How do you do", which is a sort of greeting and not a question (about your health) and the best answer to it is "How do you do".

Sometimes one may say less formally: "I am glad to meet you", or just "Hello". It is very good to add the name of the person introduced - «I'm very glad to meet you, Mr. Jordan." If you did he name it is perfectly all right simply to ask "what was your name, please?" or "Could you kindly repeat your name?».

Always stand when introducing, ladies may remain seated as a rule.

**7. Read and dramatize the following dialogue. Learn and work in pair.**

### Greeting People

- A. What must I say when I am introduced to someone?  
 B. Oh, just "How do you do?"  
 A. And what do they answer?  
 B. "How do you do?"  
 A. But it seems nonsense, I ask them a question about their health and they don't give answer; instead they ask me a question which I don't answer.  
 B. Yes, I suppose it is rather strange, but we don't think of "How do you do?" as a question - It's just a greeting. If you really wanted to know about a friend's health you would say «How are you?"  
 A. Oh, yes, I've heard that; and what do they answer? B.  
 "Very well", "I thank you", "How are you?"  
 A. And what do you say if you are not very well?

B. Just "Not very well" or "Not too well".

A. That's good. It's just what I wanted.

### 1. Transcribe the following words and learn them.

original, culture, treasury, value, preserve, encyclopedia, represent, struggle, scientist, collection, mode of life, geography, religious, an appeal, uniting, invader, existence, reflect, spirit, center, progress, plot, connect, occupy, special, solution, adviser, assistant, possess, necessary, quality, nimble-fingered, consider, inherit, property, notable.

### 2. Read and translate the text.

## THE EPOS MANAS

The Kyrgyz people belong to the oldest peoples of Central Asia. According to many famous turkologists this people had once had its own written language. It is known to science as orkhono-enisei characters (letters). During its historical evolution the Kyrgyz people couldn't preserve and improve its written language. Everything the people had learned, created for many centuries was preserved in an oral artistic form. The highest peak of all the treasures of this people is a great epos "Manas". Manas is a unique literary monument of the culture of the Kyrgyz people.

The epos represents in a poetic form a long history of a political struggle of the Kyrgyz people, its economy, customs, traditions, its other ties and information about the Kyrgyz.

A famous scientist Ch.Valichanov wrote about this epos: "Manas" is an encyclopedial collection of all Kyrgyz people, title mode of life, customs, models of behavior, geography, religious, and medical knowledge".

A central idea of the epos is patriotism, an appeal to uniting the people in the struggle against foreign invaders. A long struggle of the Kyrgyz people for their existence is reflected just in this heroic spirit, a patriotic idea of the epos.

The main hero of the epos is Manas, all events center on him, and progress of the plot is closely connected with his life.

Bakai and Kanykei occupy a special place among his close friends. Bakai is a close relative of Manas on his father's side the epos says about

Bakai: "He'll find the road in the darkness, and the right solution at a difficult moment.»

Kanykei is a wife, a nearer adviser, a true assistant of Manas. Kanykei possesses all the necessary qualities, she is clever, kind, and a nimble-fingered woman.

In those days and historical conditions a girl had no right to inherit her father's property, in "manas" women's role and importance are rather high and they occupy a notable place in a social life. And Kanykei's image is an affirmation. She is the only person in the epos, who is equal to Manas and sometimes even higher.

### **3. Answer the following questions.**

1. Did the Kyrgyz people have its own written language?
2. What is the highest peak of all the treasures of this people?
3. What does the epos represent in a poetic form?
4. What did a famous scientist Ch.Valihanov write about this epos?
5. What is the central idea of the epos?
6. Who is the main hero of the epos?
7. What place do Bakai and Kanykei occupy in the epos?
8. Who is Bakai?
9. What does the epos say about Bakai?
10. Who is Kanykei and what can you say about her?

### **4. Ask all possible questions to the following sentences.**

1. Almambet occupies a special place among positive characters. 2. He is devoted to the Kyrgyz with all his heart. 3. Her mind is especially emphasized among her qualities. 4. She can solve extreme situations correctly. 5. Much attention in the epos is paid to Kanykei's mental qualities: her humanism, justice, courteousness, hospitality and others. 6. The 1000 th anniversary of the epos "Manas" was held in august, 1995.

**5. Speak about Kanykei using the following word combinations.**

to be a nearest adviser, a true assistant, to possess all the necessary qualities, sagacious, a nimble-fingered, to occupy a notable place, to be equal, to solve extreme situations, correctly, to listen Kanykei's opinion, to give a right evaluation of enemy's force, to make presents, image of an ideal woman.

**6. Put the verbs in brackets into the right Tense.**

1. From the collection of Jusup Mamai, the famous collector of the epos, 110 thousand lines (to be translated) into Chinese.
2. Since 1978 among 228 thousand lines of the epos (to be collected) and (to become) the basis for different editions.
3. Since 1984 eight volumes of the epos (to have been published).
4. The scientific research work concerning epos Manas (to involve) scientists representing five different nations.
5. Their aim (to be) to spread the knowledge of Manas and (to revive) the manuscripts which (to have been lost) during the «cultural revolution».

**7. Read and translate the text. Ask all possible questions about the text.**

Sayakbai Karalaev was born in a poor family in 1894. He was a great narrator-manaschi of the twentieth century. In 1916 he took part in the people's insurrection against Russian tsarism.

After the October revolution he struggled as a Red Army soldier against the basmachis.

He revealed his gift of narration when he was 8 years old, due direct influence of his grandmother.

Later his narrative vocation became his permanent trade. Sayakbai met the outstanding manaschis of his time. Choujke and Akylbek, who blessed him and predicted that Sayakbai would be the very person through whom the skill of narration would enter a new era.

All three volumes of Sayokbai's version of Manas have been recorded and published many times as a book.

Jusup Mamai is of a unique type of narrator-manaschi. He was born in 1918 in Xinjiang-Uigur Autonomous Region, the Chinese People's Republic. He has published nine volumes of the epos.

## 1. Transcribe the following words and learn them

imagine, musical, instrument, produce, gentle, melancholic, sound, folk, valuable, treasure, adopt, orchestra ensemble, create, blend, melody, string, attract, public, fresh, flexible, soft, repertoire, point out, taste, inner nobleness, performance, appreciate, contest, appearance, scene, cause, thunder, applause, ovation.

## 2. Read and translate the text.

### Kyrgyz Folk Music

One can hardly find a Kyrgyz who can't sing and who doesn't know songs. It's hard to imagine Kyrgyz culture without national musical instruments komuz, kyak and choir. These national instruments produce clear, gentle and melancholic sounds.

These folk musical instruments are the most valuable treasures of Kyrgyz culture.

Nowadays, some musical instruments have been adopted to play in Kyrgyz folk instrument orchestra. Groups of national ensembles created a tasteful blend of old and new. The National instrument named after Karamoldo Orozov has become world famous.

Wonderful melodies have been composed by such komuzchus as: Karamoldo Orozov, Toktogul Satyrganov, Kalyk Akyev, Alymkul Usenbayev and others.

The national instrument komuz with its three strings has become famous all over the world. It has a loud and clear sound.

One of the best komuzchus of our time Samara Toktakunova gave a new life to komuz. She has been playing the komuz in many countries of the world.

The names of the singers Estebes Tursunaliyev, Zamirbek Usenbayev, Salamat Sadykova, Roza Amanova, Toktobubu Gherikchieva and some others are very popular in our republic.

### **3. Answer the following questions.**

1. What national musical instruments do you know?
2. What kind of sounds do they give?
3. What national musical instruments do you know?
4. Name the well-known old singers and komuzchuz.
5. What can you say about komuz?
6. Name the best komuzchus of our time.
7. Do you know to play the komuz?
8. What is the best komuzchu in your town?
9. What melodies can you play?
10. What is your favorite melody?

### **4. Ask all possible questions.**

Roza Amanova is one of the best popular singers in our republic. Her singing attracts great interest of the public and the musical world. Her voice is fresh, flexible and soft. Her repertoire includes folk songs. Her appearance in the scene causes thunders of applause which grew into ovations. Her talent have been highly appreciated at different contests and festivals.

Art critics pointed out artistic taste, inner nobleness in her performance.

### **5. Describe your favorite ballet dancer using the following words and word combinations.**

Elegant, expressive, fluent, her legs; well-formed, well-proportioned, slender, graceful.

Her body: slim, light, delicate, exquisite, harmonious,

Technique: faultless, flawless, immaculate, precise.

Other qualities: remarkable, brilliant jumps, moments of high lyrical and dramatic quality, sensitive and expressive miming, an excellent partner.

## 6. Put the verbs in bracket into the right Tense.

When Batir Zakirov (to hear) the sisters singing a duet at concert, he (to invite) Rano to join a recently formed music ensemble in Tashkent. Rano however, (to be) not yet ready to professional singer. It (to be) only after a few years that she (to be able) to combine her two loves. Gosteleradio put together a music group and Rano (to be invited) by the leader of the group to be their vocalist. She (to do) a marvelous job of (to combine) her professional life of being a doctor. Music specialists (to recognize) the high vocal mastery, refined taste and charm in her performances. Her repertoire (to be) endless, thanks to contributions from many poets and composers. Many works (to have been written) especially for her. She is a fine lyricist, her themes are motherland, love and spiritual feelings. She (to be invited) by Turkish television company, and also (to take part) in a New Year TV shows.

## 1. Transcribe the following words and learn them.

criminology, crime, criminality, ignore, investigate, existence, fighting, tendency, structure, private, isolate, environment, survive rely, extreme, behavior, protest, dominate, reduction, observe, break, law, detriment of, destruction, solve, phenomenon, human, legislature, eliminate, law enforcement.

## 2. Read and translate the text.

### Criminology

Criminology is that science which deals with crime in all its aspects. Criminality is a historical phenomenon. One cannot ignore the fact that crime still exists in our society. It makes us investigate reasons for its existence and find the most effective ways and means of fighting it. In many countries one easily find an identity between the basic tendencies of social structure and the general features of criminality. Private ownership isolates the individual from his environment. In order to survive there one has to rely on himself only, competing or even struggling against one another. Extreme egoism and individualism are known to be the objective



and subjective basic tendencies of criminal behavior, which expresses the protest of the isolated individual or whole groups against dominating situations, conditions of life or the social system.

Collective production and collective appropriation are aimed at cooperation, mutual regard of the individuals, mutual help and support, and the stressing of the social side of man. This model of behavior excludes the senseless fight of man against man and this should result in the reduction of criminality, which tendency can be observed in all countries. But the new models of behavior cannot be formed and become common knowledge at once automatically. Certain individuals sometimes break the laws to the detriment of the interests of the society they live in and of their own interests as well, as crime leads to self-destruction of the individual without solving his problems or conflicts.

Criminality is a social phenomenon. It consists of many individual acts committed by many individual persons. Criminality affecting and being affected by almost every side of social life, the cooperation of specialists working in such fields of human knowledge and activities as social sciences, legislature, law enforcement, education, psychology and others is essential to eliminate it from our life.

### **3. Answer the following questions.**

1. What is criminology? 2. Does the crime exist in our society? 3. What does the private ownership isolate the individual from? 4. What does one have to do in order to survive? 5. What does the model of behavior exclude? 6. What are the characteristic features of society? 7. What tendency can be observed in the countries? 8. What does crime usually lead to?

### **4. Ask all possible questions.**

Every country faces the problems of crime and of punishment, which are the staff of criminology.

Too much time is still being spent, especially on the continent of Europe, in trying to construct an elaborate and exhaustive definition of criminology, in dividing and subdividing its various departments of interest, and in assigning to each of them a different title, while at the same time insisting that these various pursuits are interconnected and cannot be followed in isolation from each other.

Some twenty different terms are in use, and they make a bewildering list: criminology, criminal science, criminal anthropology, criminal biology, criminal psychology, criminal psychiatry, judicial psychology, criminal sociology, penal philosophy, penal policy, criminal policy, criminal jurisprudence, criminal statistics, penology, prison, prison law, prison pedagogy, police science, criminal prophylactic.

Criminology, in its narrow sense, is concerned with the study of the phenomenon of crime and of the factors or circumstances- individual and environmental - which may have an influence on, or be associated with, criminal behavior and the state of crime in general. But this does not, and should not, exhaust the whole subject matter of criminology. There remains the vitally important problem of collating crime. The systematic study of all the measures to be taken in the spheres of prevention (direct and indirect), of legislation of the enforcement of the criminal law, of punishments and other methods of treatment constitutes an indisputable and integral part of criminology. To rob it of this practical function is to divorce criminology from reality and render it sterile. Its individual entity lifts in the peculiar purpose that brought it into existence: namely, the study of crime, its conditioning, its prevention and its treatment.

## 5. Read and translate the text.

### **Criminal Punishment**

Criminal punishment of persons who have committed crimes is one of the forms of state compulsion in the campaign against crime. Any criminal punishment is always associated with the restriction of the rights and interests of convicted persons. This aspect of punishment must be regarded as a retribution for the offense committed.

It is equally important to stress that punishment is more than retribution for the crime committed. It is of immense importance for the prevention of crimes, above all of similar crimes, which it serves to prevent both on the part of the convicted persons and of other unstable members of society.

The more exact and just the punishment for the acts committed the greater will be the educational value of a court sentence. A penalty must be imposed first of all according to the gravity of the crime committed, the personality of the offender, the nature of his guilt and other circumstances relevant to the case in hand. In other words, an

individually considered sanction is meted out to every person brought before the court.

The Fundamentals of Criminal legislation of the country make provision for the following basic penalties: deprivation of liberty, exile, restricted residence, corrective labor without imprisonment, disqualification from a specific office or activity, fines, and public censure. In addition to these basic penalties, the following supplementary penalties may be imposed; confiscation of property, deprivation of military or other special rank.

Capital punishment - a sentence of death by shooting - is permitted only as an exceptional measure until such time as it will be completely abolished by law. It is applicable only in cases laid down by law - in cases of especially grave crimes. The list of such cases is very small and strictly defined by law.

If the court finds it appropriate not to apply a penalty to a person under the age of 18 years who has committed a crime, it may impose the following compulsory educational measures: to serve a warning, on him, issue a reprimand, order him to make a public apology to the injured party, place a minor under the strict surveillance of his parents or of his workers' collective, place the minor in a medical and educational establishment specially designed for children and young people, and so on.

## **6. Translate the following word combinations and use them in your own situations.**

a) people sentenced to confinement, growth of the economy, productive employment in colonies, the reformation and reeducation of inmates, an educational factor of great importance, an opportunity to restore one's good name, to cease to be a law-breaker, the system of corrective labor institutions, the public exercises control, vocational training, general education faculties, professional skill, general schooling.

b) state compulsion, the restriction of the rights and interests retribution for the offense committed, above all, according to the gravity of crime, circumstances relevant to the case in hand, to make provisions for, in the case of military personnel, capital punishment, cases of especially grave crimes, to serve a warning, to make a public apology, to place under the strict surveillance, a criminal record.

## 1. Transcribe the following words and learn them.

ecology, nature, earth, save, aggravating, fresh, air, environment, unsuitable, plant, disappear, berry, mushroom, animal, wealthy, certain, ecological, pollution, dangerous, wild-life, clear, atmosphere, rare, generation, demand, urgent, promote, survival, protection, responsibility, destiny, suffer, destruction, ozone, layer, catastrophe, seabed, desert, salty.

## 2. Read and translate the text.

### THE EARTH IS OUR HOME

The earth is our home. We must take care of it, we must save it for our future children. The problem is now the following: whether the planet is to be or not to be. The situation is rather aggravating. We have no fresh water, air. The pollution of the air, of the world's oceans, seas, rivers and lakes, and the destruction of the ozone layer could lead our planet to a global catastrophe. The disappearance of plants, lakes and animals will lead to the disappearance of a man.

The question how to live long is also a burning question. Why do so many people live to a wealthy old age in a certain parts of the world? What is the secret of their long lives? Three things seem to be very important: fresh air, fresh water and fresh food. But nowadays the ecological situation of many parts of the world leaves much to be desired. That is why a lot of people are fighting for life. Man, dangerous animal of all, has started to work with nature. We must do much to stop the disappearance of wildlife. It is very important to get the right balance between land and animals. It is our duty, the duty of a man to clear the atmosphere. Animals of all the world are in danger from the most dangerous animal of all - man. We must think of our grandchildren. Thousands of animals are disappearing every year. It is important to save rare animals, plants, lakes and seas for our future generation.

Many scientists, public and political figures have worked out hundreds of projects to protect nature. A global strategy of nature protection has been worked out by large international organizations.

### 3. Answer the following questions.

1. Why must we save the earth?
2. Where does the pollution of the air, rivers and lakes lead our planet to?
3. Where will the disappearance of plants, lakes and animals lead?
4. What is the burning question?
5. What does the man need to live long?
6. Who is the most dangerous animal of all?
7. What must we do to stop the disappearance of wildlife?
8. What is important to save?
9. What are the scientist doing to protect nature?
10. What have you done to save our nature?

### 4. Write out the following sentences putting the verbs in brackets into the right Tense.

More than 50 years ago the Aral (to be) a bright blue sea with a lot of fish. The Central Asian rivers Amudarya and Syrdarya (to supply) it with water. But then the water of the rivers (to be diverted) to cotton plantations. As a result, the level of the sea (to have dropped) 15 meters and the shores (to have gone) back 70-80 kilometers. The exposed seabed (to have turned) into a desert which (to send) 70 million tons of salty dust into the atmosphere every year. The disaster in the Aral (to put) in a dangerous position the health and lives of nearly three million people (to live) by the sea.

If no immediate measures (to be taken)) the Aral Sea (to disappear) by the year 2010. What can be (to do) to correct the situation? This question (to be discussed) at a press conference which ( to take place) in Alma-Ata in 1987. It (to be organized) by the Committee to save the Aral Sea and lake Balkhash. The Committee (to consist) of scientists, writers, heads of ministers of Kazakhstan and other state and public figures.

### 5. Ask questions about the text and answer them.

Our Sun is just one star among many ether millions. It looks huge to us, and shines far more brightly than anything else in the sky; but this is

only because it is our closest star. Some stars shine many times more brightly, but they are so far away that they do not look so bright.

Because the sun gives us light and warmth, many people have worshiped it. The moon was thought of as similar to the Sun, but not so bright. Nothing could be further from the truth! While the Sun is a huge burning mass of gas, the Moon is small and cold. It gives no light of its own, but simply reflects light from the Sun. It looks as large as the Sun because it is closer to the Earth.

Both Sun and Moon appear to travel across the sky. For centuries people thought that the Earth was the center of the Universe, and that the Sun, the Moon, and a number of bright "stars" known as planets traveled around Earth. In the 16th century astronomers showed that this was quite wrong; the Earth and planets travel round the Sun. Now we know that the planets are not stars at all; but a dense mass of gas or solid matter that reflects lights from the Sun as they travel around it. Earth is just another of the Sun's planets. The Moon, in its turn, travels around the Earth it is known as a satellite. The Sun its planets, and their satellites together make up the Solar System.

## 6. Read and translate the text.

a) At first the Earth was a boiling mass of molten rock, but gradually it cooled down and a hard crust formed over it. The heat and pressure deep inside the Earth contorted this crust, forming mountains and valleys. Sometimes the crust cracked, and molten rock or lava gushed out through volcanoes. Around the Earth was a steamy atmosphere, and water condensed from it to form seas, which now cover more than seven-tenth of the Earth surface. The heat of the Sun turned some of this water into steam; it rose up into the air, cooled, and fell back Earth as rain. Over millions of years shifts in the Earth's crust, the heat of the Sun, and the force of seas and rivers, rain and ice have shaped the Earth into its present form.

b) People have had many different ideas about the first life forms. Creation legends tell how plants, animals and people were formed by the gods, sometimes in their present form but sometimes developing and changing later to suit conditions on Earth.

Scientists now think that the development of life on Earth has taken place over an unimaginably long time. As far as we know, the first living things on Earth were very tiny cells that floated in the seas about 3,500

million years ago. Plants developed long before animals; the first animals we know of were jellyfish and worms which appeared about 680 million years ago. Very gradually, over millions of years, more complicated plants and animals developed, and some of them moved from the sea to live on land.

Ever since the earliest times plants and animals have changed their forms and become adapted to the places in which they lived. For about 140 million years giant dinosaurs were the dominant creatures on Earth. We know a great deal about them from the fossilized bones left behind. But these vast creatures seem just as strange and improbable as any legendary monsters.

c) In the middle of the 19th century an English biologist called Charles Darwin put forward a theory which startled and shocked many people. He said that the animals gradually changed and evolved over time; and he says that humans too had evolved, sharing a common ancestor with apes and monkeys. Darwin's theory particularly upset religious people, who believed that God had created all living creatures and that he had specially created humans in his own image. Some people still strongly disagree with Darwin's ideas.

Today scientists agree that our ancestors were ape-like creatures. Over millions of years their descendants came to look more and more like modern people. They stood and walked upright, and around 2 million years ago they learned to use tools. Some 1,500,000 million years ago they began to use fire for cooking and for warming themselves. Modern people first appeared about 40,000 years ago. But humans only learned how to write about 5,500 years ago, so we have no written records of earlier times.

We learn about early life on Earth from fossils - plants and animals that have been turned into stone over many thousands of years. These fossils have usually been buried under layers of rock or mud. Then movements of the Earth's crust have heaved them up to the surface. For a long time people did not realize what fossils were. Now scientists study them. Highly skilled techniques such as carbon dating help us to tell how old they are. All the time, our knowledge of Earth's past is increasing.

## **MANAS IS AN IDEAL IMAGE OF THE PEOPLE'S HERO**

According to accepted traditions Manas has most of the best qualities, which are characteristics for a main positive hero of the people's heroic

epos. First of all, he is a fearless hero, an unsurpassed athlete, a generous, a generous and just man and so on .

Many different artistic methods are used for depicting Manas' image and other heroes, in the epos.

Manas is not only a beginner and organizer of many important deeds, he is their active executor. He puts the people's interests on the first place. His every action, all his heroic deeds are explained by the care of the people. At different moments he carries other people along by his personal example. Manas is always there, where it is necessary to be the moment; he fights against the most dangerous and strongest enemies.

As the epos tells his might was equal to that of one thousand warrants-athletes. When he got angry "from his eyes a flame flew hissing, from his mouth a smoke came in thick clouds.»

However, the best qualities of Manas which are appreciated in the epos and draw one's attention are not his physical strength and terrible appearance, but his humanity and combination of all positive qualities. Among them his generosity and justice are especially notable. His generosity help him to unite broken tribes, to join the people and to raise them for struggle against inner and foreign enemies.

In a full characterization of Manas a great part is played by the description of his horse, dress and so on.

Manas' horse, his dress, his weapon match, his enormous physical strength, his athletic constitution, help to show his unique qualities from all sides. His constant picture-cliche in narrators' performances is like this:

As if from silver

And gold is he cast,

As if from the earth and The  
heavens is he made.

As if from the sun

And the noon is he created.

The earth supports him

Because it is solid.

As if from the sea waves, which are  
under the noon, is he born.

As if from cool clouds is he created,

As if from the beams of the sun and the noon,  
which are on the heavens, is created.



## ALMAMBET

Almambet occupies a special place among positive characters about whom the epos tells.

Almambet is a Chinese, he is a son of a famous khan. He is one of the closest companions of Manas, his forester-brother. Almambet is devoted to the Kyrgyz with all his heart, he is a man, for whom an honest service to the people is above all. Justice, veracity, a well-known honesty to do not permit to consider him a person of other people, an alien, He isn't a stranger for the heroes, among whom he lives and acts. A deep respect of all Kyrgyz athletes to Almambet, with Manas and Bakai at the head, is a vivid example.

Almambet is a person of an extremely tragic fate. He had to leave his people and to live as "a foreigner" all the time. It was a great grief at the time when every person was supported by his tribe and felt himself strong only thanks to his people's aid.

Therefore in spite of the fact that Almambet is a forester-brother of Manas, respected and honored by everybody, a famous hero, he often feels lonely. However greatly he respects the Kyrgyz people, however honestly he serves them he never forgets, and always sincerely loves his people and land.

### A DAY LASTS LONGER THAN AN AGE

By Ch. Aitmatov.

The trains passed by, one to the east, another to the west. And for some time tracks of Snowtorn Junction lay deserted. At once everything around came to life - the stars in the dark sky seemed to shine brighter and clearer, the wind hummed more vigorously down the embankment slopes, along the sleepers, over the gravel spread between the softy ringing, cracking rails.

Edighei did not go back to the cabin. He leaned against the pole and stood thinking. Far ahead, beyond the railroad, he saw the vague outlines of camels pasturing in the steppe. They stood in the moonlight, emotionless, waiting for the night to pass. Among them Edighei discerned his own double-humped, huge-headed camel, probably the fastest in the Sary-Ozek steppe - called, like his master, the Snowtorn Karanar. Edighei was proud of that remarkably strong animal even though the camel was not easy to

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handle because Karanar had not been castrated; somehow Edighei did not do it when the camel was young and then later he just let him be. Among other things to be done tomorrow, Edighei reminded himself to drive Karanar home early in the morning and saddle him. He would come in handy for all sorts of rides concerned with the funeral. Other things, too, kept crowding Edighei's head.

In the meantime people were still peacefully asleep in the junction settlement; close to one side of the embankment there were a few small track-maintenance buildings and six prefabricated panel houses under similar state-covered ridge roofs erected by the railroad administration, plus Edighe's house which he had built himself, the late Kazangap's adobe hut, all sorts of outdoors makeshift stoves, reed-fenced pens for the cattle and in the center a wind-driven, or electricity-driven, or if need be, hand-driven water pump, which came into being only in recent years. That was the whole of the junction settlement. Just that, beside the great railroad, in the great Sary-Ozek steppe, a tiny link in the wide-spread system, like a network of blood-vessels of other junctions, sidings, stations, towns. Just that, open to all the winds, especially in winter, when the Sary-Ozek blizzards pile white drifts around the houses up to the windows and bury the railroad under mounds of solid, frozen snow. That was how the Snowstorn Junction got its name - written on the signboard in two languages, Kazakh and the Russian: Baranly - Buran.

## THE WAY BACK HOME

**Zhunai Mavlyanov**

I had recently returned from the front and just as previously, started teaching in the junior secondary school, the only one at that time, serving all five villages.

The school had no living accommodation so I had to ride five kilometers to and from my own village; day after day the same, in all weathers, heat and cold, rain and snow - five kilometers to school and then five kilometers home on horse-back.

Nobody paid any attention to road building or repairs in our district at that time, there were too many other things demanding attention in those first post-war years. Nobody except.

Most days as I rode to school I would see a man working on the road leading to our village. Nobody had given him the job and he was not being paid for it. It was all his own idea.

He was over sixty and quite gray, as though the moon had bathed his head with silver and it had remained that way. It made his swarthy face with its thick network of wrinkles look even darker. I particularly remember his eyes. They always had a sparkle under their thick brows, as though he were not sixty but only a third of that.

He was dressed the same: a gray waistcoat over a white calico shirt, and on top of everything an old working jacket with a leather belt dark with time holding a knife in a sheath with brass ornaments. He had cloth-topped boots, much worn, and on his head a cap with black borders and slits in the upturned brim.

He was called Usenkul.

I had known him before the war, right in boyhood days. I was in the same school for four years with his sons Ernazar and Kulnazar. They lived by the school. Usenkul was janitor and night watchman. I remember how we boys used to envy his sons, they lived right by the school while we had to walk five kilometers.

They were nice lads, Ernazar and Kulnazar; both of them resembled their father, especially the eyes and the thick over-hanging eyebrows. You knew at once whose sons they were.

I badly wanted to know what had become of those boys. I knew that they had joined up on the first day of the war and had later been in the famous Panfilov Division. But no convenient pretext offered and I felt awkward about blurting out my inquiries; I decided to wait and let things take their course.

The old man still lived by the school, watched over it at night, and at dawn when dew was falling, swept the yard thoroughly, and watered the flowers. The school grounds were always clean and pleasant, and almost everything there was the work of Usenkul-ata, the seats under the shady poplar and the little bridge across the stream. We teachers often marveled, where did he find time and energy for it all - repairing a rickety step or painting the fence, mending a seat or spreading fresh sand over the paths.

But in the morning as I rode to school I would meet Usenkul on his old half-blind donkey, going to mend the road to the district town. Putting the hoe called ketmen before him on the horsecloth, the old man would drum the donkey's side with his heels till it reluctantly made way for my horse.

## THE TWINS

(Muriel Spark)  
born 1918

When Jennie was at school with me, she was one of these well-behaved and intelligent girls who were and may be still are, popular with everyone in Scottish schools. She was good and quiet and clever and we all liked her. She was rather nice-looking too, dark-haired, clean, neat.

She married a Londoner, Simon Reeves. They lived in London. Her twins Marjie and Jeff were five years old. They were beautiful children; dark, like Jennie with charming way of holding their heads. Jennie was, sensible girl, Simon was more positive. He was brisk, full of activity. The difference between them was that Jennie never appeared to be busting, even at her busiest hours, while Simon always seemed to live in the act of doing something. They were a fine match.

Marjie and Jeff were lively, full of noise and everything that goes with healthy children. And they were advanced for their years; both could read and write. I was struck by their loveliness and intelligence. They were sorts of child who noticed everything. Their vocabulary was exceptionally large. These children possessed an unusual composure for their years. They were well-mannered.

## LONDON DAYS

Donn Byrne

It was the idea of a friend of the family. Gandhi had just left school.

«Send the boy to England,» the friend said. «He can study law there. When he comes back to India, he'll get a good job.»

It was a good idea. But going to England cost money. After Gandhi's father had died, the family was quite poor. Where could they find the money to send Gandhi to England?

Besides, some people in the family did not like the idea. Putlibai was one of them. She knew that they eat meat there. She knew that they did other things too.

Gandhi himself liked the idea. He wanted to study law in England. It became the most important thing in his life. His mother said yes, to. But

Gandhi had to make her special promise. « I won't eat meat while I'm in England », he promised.

Gandhi got the money he needed and he sailed for England.

Just think! He came from a small town in India. He did not know much about the English and their way of life. He did not know about life in a big city. His problems were just beginning!

Gandhi arrived in England at the end of September 1888. It was cold and wet. Gandhi was wearing a new white suit. All the other passengers were wearing warm winter clothes. He went to stay in a big hotel in London. But he soon left because it cost a lot of money. He found a small room in poor part of London. He was very unhappy, and he wanted to go back to India.

Slowly, things began to change. For a time he stayed with an Englishman. This Englishman was kind of a teacher. He explained English customs to Gandhi.

He bought some beautiful new clothes. He studied French and music. He read lots of books on law. He had to do this, of course: He had come to England to become a lawyer. He also read books about other things and religion too, - the Bible and the Koran for example.

When he went back to India, he was a different person.

## A HARD LESSON.

Gandhi went back to India in 1891. His brother came to Bombay to meet him. Their mother, Putlibai was dead. She had died while Gandhi was in England. But the family had not wanted to tell him while he was away from home. His family needed money. They had helped him while he was in England. Now he had to help them. So Gandhi had to find work.

He went to live in Bombay. Bombay was a big city. He hoped to find work there. At last someone gave him some work. For the first time Gandhi had to go to the law courts and speak there. But when he stood up he was nervous. He was too nervous to say a word! Another person had to finish his work for him.

This was a very bad experience. What could Gandhi do now? A lawyer has to speak in court. He didn't want to go into the law courts again.

Then something happened that changed Gandhi's life. An Indian businessman offered him a job in South Africa. The job was not very

important. It was only for a year, and the money was not very important, But Gandhi needed work. He had to earn some money.

At that time, the British and the Boers ruled South Africa. The British ruled one part and the Boers ruled the other. Later there was a war between the British and the Boers. The British won and after that they ruled the whole of South Africa.

Life in South Africa was pleasant for the British and Boers. They had nice houses. They owned many of the businesses and hotels. They had a lot of servants.

But for the black people life was not very pleasant. Many of them were servants. They worked hard, but they did not earn much money.

His new job was in Pretoria, and Gandhi had to go there by train. He bought a first class ticket and then went into the first class compartment. Then one white man came with the ticket collector.

"You can't stay in this compartment," the ticket collector told Gandhi. Gandhi was surprised. "But I have a first class ticket," he explained. "It doesn't matter," the ticket collector answered. "This compartment is for white people only. If you don't leave, I'll have to call a policeman."

So the policeman pulled him out of the compartment and threw him off the train. The train left the station without Gandhi.

He was beginning to understand. He was "colored". And like all colored people, they were not "first class."

## UP FROM THE SLAVERY

### Booker T. Washington

One of the greatest educational leaders of Negro people in the period following the emancipation of slaves was Booker T. Washington.

He attended school in his youth, but he was largely self educated. In 1881 he was chosen to organize Tuskegee Institute in Alabama, a school which at that time had neither land nor buildings. He opened classes with himself as the only instructor and succeeded in developing the Institute to the place where it had a national reputation. He served as president of Tuskegee Institute from 1881 to 1915. In 1957 an act of Congress made his birthplace a national monument.

Washington's Autobiography was published in 1901. The following selection is taken from this book.

I was born a slave on a plantation in the state of Virginia. I'm not quite sure of the exact place or exact date, but as nearly as I have been able to learn, the year was 1858 or 1859.

Of my ancestry I know almost nothing. I have been unsuccessful in getting any information on the history of my family beyond my mother. Of my father I know even less than my mother. I do not even know his name.

My mother, a brother, a sister and I lived in a typical log cabin on the plantation till after the Civil War, when we were all declared free. The cabin was not only our living room place, but was also used as the kitchen for the plantation. My mother was the plantation cook. The cabin had been built right on the ground, and had no wood floor. It was without glass windows; it had only openings in the side which let in the light. We had no beds. We slept right on the dirt floor.

I cannot remember a single time during my childhood, or early boyhood when our whole family sat down to the table and we ate a meal together. On the plantation in Virginia and even later, meals were gotten children very much as animals get theirs. It was a piece of bread here and a bit of meat there - it was a cup of milk at one time and some potatoes at another.

The first pair of shoes that I recall wearing were wooden ones. They had cheap leather on the top, but the bottoms, which were about an inch thick, were made of wood. When I walked they made a terrible noise, and besides this they were uncomfortable.

The most trying problem for me as a slave boy, however, was the wearing of a "Flax shirt. In the part of Virginia where I lived it was common to use flax as part of the clothing for the slaves. That part of the flax from which our clothing was made was, of course, the cheapest and poorest part. I can hardly imagine anything, except perhaps the pulling of a tooth, that is "equal to the pain caused by putting on a new flax shirt for the first time. It was almost equal to the feeling that one would experience if he had a hundred small pin points " touching his skin. But I had no choice; I had to wear the flax shirt or none, and had it been left to me to choose, I would have chosen to wear no covering. My brother John, who was several years older than I am, performed one of the kindest acts that I ever heard of one slave relative doing for another. Several times when I was being forced to wear a new flax shirt, he generously agreed to put it on and wear it for me for several days till it was a little softer. Until I had grown to be quite a young man, this shirt was all that I wore.



During the period that I spent in slavery I was not large enough to be of much service, still I was occupied most of the time in cleaning the yards, carrying water to the men in the fields, or taking a corn to the mill once a week. The mill was about three miles from the plantation. This work I always feared. The heavy bag of corn would be thrown across the back of the horse, and the corn divided evenly on each side; but in some way, almost without exception on these trips, the corn would fall off the horse and I would have to wait, sometimes for many hours, till someone came along who would help me out of my trouble. The hours while waiting for someone were usually spent in crying. The time spent in this way made me late in reaching the mill and by the time I got back home. It would be far into the night. The road was a lonely one and often led through-forest areas. I was always frightened. The forests were said to be full of soldiers who run away from the army, and I had been told that the first things such soldiers did to a Negro boy when they found him alone was to cut off his ears. Besides, when I was late in getting home I knew I would always be severely punished.

I had no schooling when I was a slave, though I remember that several times I went as far as the schoolhouse door with one of my young "mistresses to carry her books. The scene of about thirty boys and girls in a schoolroom studying was uncomfortable and unforgettable for me. I had the feeling that to get into a school-house and study this way would be the achievement of a dream.

So far as I can now recall, the first knowledge that I got of the fact that we were slaves, and that "freedom of the slave was being discussed, was during the Civil War when I was awakened early one morning by the sound of my mother's voice. She was on her knees beside my bed "praying that Lincoln and his armies might be successful, and that one day she and her children might be free.

"Despite the fact that most of the white population was away fighting in a war which would " result in keeping the Negro in slavery if the South were successful, there was no hatred toward the white people by most of the slave population, particularly where the Negro was treated kindly. While the masters were away, many of the slaves would have given their lives in order to protect the women and children who remained on the plantation. The slave who was selected to sleep in the Big House during this period was considered to have the place of honor.

I also recall the sad feelings of the slaves on our place when they heard that young master Billy had been killed. The sadness in the slave cabins

was second only to that in the Big House. And when two of my young masters were brought home badly hurt, the sympathy of the slaves was shown in many ways. They were just as anxious to assist in the medical care as the family relatives of the injured boys.

From some things that I have said one may get the idea that some of the slaves did not want freedom. This is not true. I have never seen one who did not want to be free, or one who would return to slavery.

When the war finally ended and the day of freedom came, it was a glorious moment to all on our plantation. We had been expecting it. Freedom was in the air, and had been for months... As the great day approached, there was more singing in the slave section than usual. It was livelier and lasted later into the night. Most plantation songs were about freedom...

One evening, word was sent to the slave section saying that something unusual was going to take place at the Big House the next morning. There was little, if any, sleep that night. All was excitement and expectation. In the morning my family, along with all the slaves, old and young, went to the master's house. All of our master's family were either standing or seated on the porch of the house where they could see what was to take place and hear what was said. The clearest thing that I now remember in connection with the scene was that some man, a stranger (a United States officer, I guess) said a few words and then read a rather long "document - the "Emancipation Proclamation, I think. After the reading we were told that we were all free, and could go when and where we pleased. My mother, who standing my side, kissed her children while tears of happiness ran down her face. She explained to us what it all meant, that this was the day for which she had been praying so long, but fearing that she would never live to see.

For some moments there was great excitement and thanksgiving, but it lasted for only a short time. I noticed that by the time the colored people returned to their cabins there was a change in their feelings. The great responsibility of being free, of having to take care of themselves, of having to think and plan for themselves and their children, seemed to come over them. It was very much like turning a young boy of ten or twelve years out into the world by himself without warning or preparation. In a few hours the great questions which the white people had been working out for centuries had been thrown upon these people to be solved. These were the questions of a home, a job, the raising of children, education, citizenship, and the establishment of churches. Some

of the slaves were seventy or eighty years old; their best days were gone. They were no longer strong enough to work in a strange place among strange people, even if they had been sure where to find a new home. Besides, deep in their hearts there were affectionate feelings for the master and mistress and for their children.

After the coming of freedom there were two points upon which practically all the people on our place agreed, and I find that this was true throughout the South; that they must change their names, and that they must leave the old plantation for at least a few days or weeks in order to really feel free.

While they were slaves, a colored person was simply called "John" or "Susan". There was hardly ever reason for more than one name. If John or Susan belonged to a white man by the name of Hatcher, sometimes he was called John Hatcher, or as often, Hatcher's John. But after the war, many of the colored people no longer wanted to be called by the names of their former owners, and took other last names. This was one of the first signs of freedom.

As I have said, most of the former slaves left the old plantation for a short while at least, so as to be sure, it seemed, that they could leave and try their freedom to see how it felt. After they had remained away for a time, many of the older colored people especially, returned to their plantations and made some kind of contract with their former owners.

My mother's husband went to the new state of West Virginia and then sent for her and the children. At that time a journey of several hundred miles from Virginia over the mountains to West Virginia was long and difficult. What little clothing and few belongings we had were placed in a wagon, but the children walked the greater part of the distance. We were several weeks making the trip, and most of the time we slept in the open air and did our cooking over a long fire outdoors.

When we arrived in the little town of Maiden in West Virginia, my mother's husband had already gotten a job, and he had also found a little cabin for us to live in. Our new house was no better than the one we had left on the old plantation in Virginia; in fact, in some ways it was worse...

From the time that I can remember having any thoughts about anything, I recall that I wished to learn to read. I made up my mind, when quite a small child, that if I accomplished nothing else in life, I would in some way get enough education to be able to read books and newspapers.

Soon after we settled in our new cabin in West Virginia, I persuaded my mother to get a book for me. How or where she got it I do not know, but I

began at once to work on this book. I think that it was the first one I ever had in my hands. I had learned from somebody that the way to begin to read was to learn the alphabet, so I tried in all ways I could think of to learn it, all, of course, without a teacher, for I could find no one to teach me. At that time there was not a single member of my people anywhere near us who could read, and I was afraid to approach, any of the white people. Somehow within a few weeks, I learned most of the alphabet. And in all my attempts to learn to read my mother sympathized and helped me in every way that she could though she was ignorant in book knowledge.

About this time the question of having some kind of a school for the colored children in the village began to be discussed. As it would be the first school for Negro children that had ever been opened in that part of the South, it was, of course, to be a great occasion and the discussion excited the widest interest. The most difficult question was where to find a teacher. It was soon learned, however, that a young colored man who had found his way into town was well educated and he was hired by the colored people to teach at this first school. As yet no free schools had been started for colored people in that area therefore, each family agreed to contribute some money each month and help provide meals for the teacher. The young man was to spend a day with each family. This was not a bad arrangement for the teacher because each family tried to provide the very best on the day the teacher was to be his guest. I can remember that I always enjoyed "the teacher's day" at our little cabin.

This experience of a whole people beginning to go to school for the first time presents one of the most interesting circumstances that has ever occurred in connection with the development of any

people. Few were too young, and none too old, to make the attempt to learn. As fast as any kind of teachers would be hired, not only were day schools filled, but night schools as well. The great ambition of the older people was to try to learn to read the Bible before they died. And thus men and women who were fifty or seventy-five years old would often be found in the night school...

When I appeared at the school for the first time, I found myself with a major difficulty - I had no last name. As long as I could remember, I had been simply called "Booker." Before going to school I had never imagined that it was necessary to have another name. When I heard the school roll called, I noticed that all of the children had at least two names, and some

of them had what seemed to me the luxury of having three. This was a real problem because I knew that the teacher would ask me for at least two names and I had only one. When the time came for registering my name, however, an idea occurred to me which I thought would make me equal to the situation. So when the teacher asked me what my whole name was, I simply told him "Booker Washington," as if I had been called by that name all my life; and by that name I have since been known. Later in life I found that my mother had given me the name of "Booker Taliaferro" soon after I was born, but in some way that part of my name had disappeared, and for a long time was forgotten. As soon as I found out about it though, I brought it back to life and made lay full name "Booker Taliaferro Washington," I think there are not many men in our country who have had the opportunity to name themselves in the way that I have.

More than once I imagined myself a boy or a man with an honest ancestry who had not only inherited a name but wealth and a proud family home; and yet I have sometimes had the feeling that if I had inherited these I might have depended upon lay ancestry and my position to do that for me which I should do myself. I resolved that because I had no ancestry myself I would leave a contribution to humanity of which my children would be proud, and which might encourage them to still higher ambition.

## **THREE GREAT "PUFFY "**

### **Rolls Benjamin Franklin**

Benjamin Franklin was born in Boston in 1706. After an apprenticeship as a printer, he left Boston when he was seventeen years old and went to Philadelphia to seek his independence and fortune. The selection which follows, taken from his Autobiography, tells of his arrival in this city.

During his lifetime, Franklin was a printer, inventor, author, statesman, and diplomat. He first became world famous because of his experiments in electricity. As an author his most famous book was his unfinished Autobiography. He played many important roles during the time of the American Revolution; he was an extremely able diplomat, and

he was one of the five men chosen to write the Declaration of Independence. He was active in government until his death in 1790.

My brother had, in 1720 or 1721, begun to print a newspaper: It was the second that appeared in America. I remember his friends trying to persuade him not to attempt it, since it probably would not be successful. One newspaper was, in their judgment, enough for America. He went on, however, and I was employed to carry the papers through the streets to the people.

He had some clever men among his friends whose writings added to the success of the newspaper. These gentlemen often visited us. Hearing their conversation, and their accounts of the approval their articles had received, I became excited and decided to write a piece of own. But still being a boy, and suspecting that my brother would object to printing anything of mine, I wrote an article and left it unsigned. At night, I put it under the door of the printing house. It was found in the morning, and shown to his writing friends when they came to visit. They read it and gave their opinions. I had the wonderful pleasure of finding it met with their approval, and that, in their different guesses as to the author, they named men of learning and imagination. I suppose now that I was lucky in my judges, and that perhaps my writings were not as good as I then thought.

Encouraged by this judgment, however, I wrote and delivered in the same way several more articles which were also approved; and I kept my secret till I just about ran out of ideas. When my brother finally found out, he was not exactly pleased. Perhaps this might be one cause for the arguments, that we began to have about this time.

Though a brother, I was his apprentice and he considered himself my master. He expected the same services from me as he would from another; while I thought he asked too much of a brother. Our arguments were often brought before our father, and I guess I was either generally in the right, or else a better debater, because the judgment was usually in my favor. But I disliked my apprenticeship and wished for some opportunity to end it. I sold some of my books to get a little money and, with the help of a friend, made arrangements for my trip with a captain of a New York ship.

In three days I found myself in New York, nearly 500 miles from home. I was but a boy of 17, without the least recommendation to or knowledge of any person in the place, and with very little money in my pocket.

Having a trade, and supposing myself a good worker, I offered my services to the printer in the place, old Mr. William Bradford, who had

been the first printer in Pennsylvania before he moved to New York. He could give me no employment, but he said. "My son at Philadelphia needs an assistant and if you go there, I believe he may hire you."

Philadelphia was 100 miles further. I started out, however, and leaving my trunk of clothes to follow me by a large ship, I hired a small boat to carry me as far as Amboy. Just outside New York harbor, a storm drove the little boat upon the shore of Long Island. With night approaching, the boatman and I had no choice but to wait until the wind stopped. We tried to sleep but we were so crowded and uncomfortable with the water crashing over the boat and leaking through to us, we had very little rest that night. We managed to reach Amboy the next evening, having been thirty hours on the water without food or any drink.

That night I became very feverish, and stayed in bed drinking plenty of cold, fresh water. The next morning I felt better, and I continued my journey on foot. I had been told I would find boats at Burlington - fifty miles away- that would carry me the rest of the way to Philadelphia. It rained very hard all day and when I stopped at a small hotel that first night, I was beginning to wish I had never left home. I proceeded, however, and on the third day reached Burlington. Walking in the evening by the side of the river, I found a boat with several people in it that was going toward Philadelphia. They took me in, and, as there was no wind, we rowed all the way. We arrived at Philadelphia about eight or nine o'clock the following morning and landed at the Market Street pier. All the money I had was one Dutch dollar and some small coins. I gave the coins to the owner of the boat, who at first refused to take it because of my rowing; but I insisted. A man is sometimes more generous when he has but a little money than when he has plenty, perhaps through fear of being thought to have but little.

I was in my working clothes; my best clothes were supposed to arrive at a later time by sea. I was dirty from my journey, my pockets filled with dirt and stockings, and I knew no one nor where to look for a room, I was exhausted from traveling, rowing, and lack of sleep and I was very hungry. I walked up the street, looking at the many clean-dressed people till near the Market-house I met a boy with bread. I had many meal on bread, and asking where he got it, I went immediately to the shop on Second Street and bought three great puffy rolls. Having no room in my pockets I walked off with a roll under each arm, eating the third. Thus I went up Market Street, passing by the door of Mr. Reed, my future wife's father; when she

standing at the door, saw me and thought I made, as I certainly did, a most awkward, foolish appearance.

## STEAMBOAT «A-COMIN»

Mark Twain

Samuel Clemens one of the great writers in American literature, grew up in the Mississippi Valley. All the children living along the river wanted to be river-boatmen, but Clemens achieved his boyhood ambition. He became a skilled pilot of a steamboat, one of the best on the river,

Samuel demons is better known as Mark Twain, a name he chose from the call of the boatmen as they measured the depth of the river. The following selection is taken from his book on river life. Life on the Mississippi.

When I was a boy, there was but one permanent ambition among my companions in our village. (Hannibal, Missouri) on the west bank of the Mississippi River. That was to be a steam boatman. We had passing ambitions of other sorts, but they were only temporary and disappeared, one by one. Only the ambition to work on a steamboat remained.

After all these years I can picture that old time to myself now, just as it was then; the white town sleeping in the sunshine of a summer's morning; the streets empty, or almost empty; two or three wooden flatboats along the pier, but nobody to listen to the peaceful sound of the water against them - the great Mississippi, the magnificent mile-wide Mississippi shining in the sun; the thick forest away on the other side; the «point» above the town, and the «point» below, enclosing the view of the river and turning it into a sort of quiet and brilliant and lonely sea.

Soon some dark smoke appears above one of these distant points, and in a moment a dock worker, famous for his quick eye and loud voice, lifts up cry, «S-t-e-a-m-boat a-comin!» and the scene changes. The town wakes up, every house and store pours out a human contribution, and in a moment the dead town is alive and moving. Women, wagons, men, boys all go hurrying from many sections to a common center, the pier. There, the people fix their eyes upon the coming boat as a wonder they have seen for the first time. And the boat is rather a spectacular sight, too. She has two tall smokestacks with a golden decoration of some kind hanging between them; a beautiful pilot-house, all glass and gold, on the top of the deck behind them; the paddle wheel's attractive as is the painting over-the



boat's name. There is a flag flying above the pilot-house and the upper decks are crowded with passengers; the captain stands by the big bell, quiet, proud, the center of attraction. As it approaches the captain lifts his hand, a bell rings, the wheels stop, and the steamer is at rest. Then there is a shouting and running to get on deck and to get to shore, and to take on freight and to take off freight, all at one and the same time. Ten minutes later the steamer is on its way again, the excitement is over. After ten more minutes, the town is once again asleep, ...

I first wanted to be a cabin, boy, so that I could come out with a white coat on and shake a tablecloth over the side, where all my old companions could see me; later I thought I would rather be the sailor who worked on the deck. But these were only daydreams - they were too glorious to be considered as real possibilities. Soon one of our boys went away. He was not heard of for a long time. He returned as an apprentice engineer on a steamboat. This disturbed me because that boy had been noted for getting into trouble, and I just the opposite; yet he was rewarded with this accomplishment and I remained unknown and miserable. There was nothing generous about this fellow. He would always manage to have something to do on deck while his boat was docked at our town, and he could sit and work where we all could see him and hate him. And whenever his boat was being repaired he would come home and walk proudly around the town in his blackest and dirtiest clothes, so that nobody could help remembering that he was a steam boatman; and he used all sorts of steamboat language in his talk, as if he were so used to it that he forgot ordinary people could not understand it.

This fellow's career could have but one result, and it speedily followed. Boy after boy managed to get on the river. The lawyer's son became an engineer. The doctor's and the postmaster's sons became deck hands; four sons of the chief businessman and two sons of the local judge became pilots. The pilot, even in those days of small salaries, made a lot of money- from a hundred and fifty to two hundred and fifty dollars a month, and no rent to pay. ... But some of us were left miserable and disappointed. We could not get on the river- at least our parents would not let us.

So a short time later I ran away to St. Louis. I said I would never come home again till I was a pilot and could return a hero. For a while I was unsuccessful. I went fearfully on a few of the boats that lay crowded together at the long St. Louis pier and quietly asked for the pilots, but no one paid serious attention to my request. I had to make the best of this sort

of treatment temporarily, but I had comforting daydreams of a future when I should be a great and honored pilot, with plenty of money. . . . After months of useless application, the hope within me died and I found myself without an ambition. But I was ashamed to go home. I began to plan a new career. I bought a ticket on an old boat called the Paul Janes, for New Orleans. For sixteen dollars I had the scarred and questionable luxury of her main cabin to myself, for she was not a ship to attract the eye of wiser travelers. When we departed and went struggling down the wide river, I became a new person, and the subject of my own respect. I was a traveler! A word never had tasted so good in my mouth before. I had the marvelous feeling of heading for mysterious distant lands which I have never felt so strongly since, I was in such a magnificent condition that all dishonorable feelings left me, and I was able to look down and feel sorry for the untravelled with sympathy...

The poor old Paul Janes wasted about two weeks in making the trip to New Orleans. This gave me a chance to get to know one of the pilots, and he taught me how to steer the boat and made the attraction of river life stronger than ever for me.

The pilot agreed to teach me the Mississippi River from Orleans to St. Louis for \$ 500, payable out of the salary I should receive after graduating. I began the work of "learning" twelve or thirteen hundred miles of the great Mississippi River with the easy confidence of my young age. If I had really known, what I was about to ask of my talents, I should not have had the courage to begin. I supposed that all a pilot had to do was to keep his boat in the river, and I did not consider that that could be much of an accomplishment since it was so wide.

The boat departed from New Orleans at four in the afternoon, and it was "our watch" until eight. Mr. Bixby, my chief, "straightened her up", plowed her along past the other boats that lay at the mouth of the river, and then said, "Here, take her; shave those steamships as close as you can". I took the steering wheel, shaking with fear, for it seemed to me that we were about to "shave" the side off every ship in the line, we were so close, I held my breath and began to steer the boat away from the danger; and I had my own opinion of the pilot who had known no better than to get us into such danger, but I was too wise to express it. In half a minute I had achieved a safe distance between the Paul Janes and the other ships, and within ten seconds more I was replaced in dishonor and Mr. Bixby was going into danger again and shouting at me for my want of courage. When his anger had cooled a little he told me that the easy water was

close to shore and the dangerous currents outside, and therefore we must remain close to shore upstream to get the benefit of the easy water, and stay well out downstream, to make use of the currents. In my own mind I resolved to be a downstream pilot and leave the upstreaming to people untouched by caution.

## FAIRY TALES

### THE DAUGHTER OF ABASKER

Once upon a time there lived a khan who had no children. One day, when he was returning home from a hunt, he met a witch.

"What are you thinking about, oh khan?" the witch asked him.

"I've lived a very long life," the khan replied; "but I've no children. Help me and I'll reward you with gold and silver".

"Very well," the witch said. "You'll have a son. But you must promise that you'll marry him to the daughter of Abasker, your huntsman. If you go back on your promise, misfortune will befall your son."

The khan had to agree.

Some time passed and the khan's wife bore him a son. And Alaska's wife bore her husband a daughter.

When the children grown up, the khan, who remembered his promise to the witch, married his son to Abasker's daughter. The khan's son, Menetbek, was not very clever, while Abasker's daughter, Akyljan, was a quick-witted, kind-hearted and quiet maiden.

One day the khan's son was hunting near a lake, but his golden eagle would not pursue a duck and instead flew to the steppe and alighted upon a lonely yurt.

The khan's son galloped after his eagle. Upon reaching the yurt, he shouted:

"Hey! Who lives here?"

"I do," a voice replied.

"Fetch me my eagle!"

"If you are such an important man that you can give orders, then why did you marry your servant's daughter?" the same voice said. "A khan's son ought to marry a khan's daughter. In the city of Uzyur, over yonder mountain range, lives a khan's daughter, Jannat. Try and marry her."

The khan's son listened to these words and galloped home. After that day he took a dislike to his young wife.

"I will not live with you," he said to her one day. "I should have married a khan's daughter. And that's what I'm going to do now."

So Menetbek set off in search of the khan's daughter, Jannat.

His journey was a difficult one. He had to climb a high mountain range, go down a canyon and cross many a valley. In order not to die of starvation, he killed his horse and was obliged to walk. After a long journey he finally reached the unfamiliar town. On the outskirts he came across an old man.

"Your lips are parched and your clothes are covered with dust, so you must have come from afar, my son. Where are you from?" the old man asked.

"I've come from afar. I'm a khan's son and I'm looking for a khan's daughter, whose name is Jannat. I want to marry her,"

"Oh, you won't succeed in doing that, my son. Listen to my advice: give up your ambition or else you'll die. For Jannat has said she will marry a man only if he is able to make her speak three times during one night. So far no one has been able to do that. Many have tried to, and have paid with their lives for their attempts. The tower which you see in front of you has been made out of their skulls. Give up your ambition, my son."

"No, I won't, old man. I came here to marry Jannat and marry her I will," said Menetbek. And the next day he went to Jannat's house.

"Who is at my door?" the maiden asked.

"Greetings, fair maiden I It's I, a khan's son.»

"Greetings, dear visitor," she replied. But after that she would not utter another word. They stayed together in her room till dawn. The youth did his best to make her speak, but she sat silent and would not say a single word. At last Metenbek became angry and cried out in indignation:

"Are you dumb? Or a bit crazy? Or quite mad?"

But Jannat made no reply to that either.

"Please say just one little word," Metenbek pleaded.

But Jannat was stubbornly silent. Now dawn was beginning to break. Jannat got up, called her servants and said:

"Chop off his head. Then throw his body into a pit and put his head onto the tower made of skulls."

Two headsmen ran up to Menetbek, seized him by his arms and led him to the place at execution.

At that time the old woman who regularly brought the milk for Jannat's morning tea was passing by.

"Where are you taking him?" she asked the headsmen.

"To the place of execution," they said.

"Wait a moment. I need a man to tend my sheep. I'll ask Jannat, perhaps, she will let me to take him as a shepherd."

The old woman went to Jannat and asked her permission to take the youth as a shepherd. And Jannat agreed and gave Menetbek to the old woman.

Menetbek was so glad of his unexpected salvation that he agreed to tend the old woman's sheep.

Akyljan waited and waited for some news of Menetbek. Then she asked her father to allow her to go in search of him. She tucked her hair under a man's hat, dressed in men's clothes, saddled a horse and started on her journey.

She rode for many a day and at last arrived in the city of Uzyr.

The khan's guards took charge of her horse. She was given a good meal and was allowed to rest. In the evening she was taken to the fir Jannat.

Akyljan greeted the khan's daughter respectfully, sat down opposite her and began:

"Fair Jannat, hear me out and give your judgment. A joiner, a goldsmith, a tailor and a scholar went on a journey. They rode for a long time and then stopped for the night in a wood. They decided to guard their horses by turns. The first turn was the joiner's. To while away the time, he found a long and carved a beautiful maiden out of it. Then it was the tailor's turn. He saw the maiden and thought. The joiner is boasting of his skill. I'll show them what I can do. And he made lovely clothes for the maiden. Then the goldsmith's turn came. He saw what his companions had done and, since he believed himself to be as good a craftsman as the others, he made gold ornaments - a bracelet, a ring, a necklace and a pair of earrings - and put them on the maiden. He even had not forgotten to make buttons for her clothes. Then the scholar's turn came. He saw the lifeless maiden and decided to show his skill; by means of an incantation he brought her to life. In the morning the four companions began arguing. Each tried to prove that the maiden must belong to him. At last they got tired of arguing and decided to turn to the wise old men. The wise old men said with one voice, "She must belong to joiner, who made her," And what would your judgment be, Jannat?"

could not contain herself and exclaimed:

"Oh, no, she must belong to the scholar, who gave her life!"

And at that moment a long peal of bell was heard. It resounded throughout the city. This meant that Jannat had broken her silence.

But Akyljan was already telling Jannat a second story.

"Long, long ago there lived a man who had three sons. All his three sons fell in love with the same fair maiden. It was hard to say which of them was the most worthy of her love. The father thought and thought about it and then gave each son a thousand gold pieces with these words, "Let each of you buy something. The one whose purchase proves to be the most attractive and useful will get the maiden". The three brothers went to a large town. The eldest bought a carpet, capable of flying in one day the distance which it took the Magic Horse forty days to cover. The middle brother bought a mirror, which showed everything that was happening in the world. And the youngest bought an apple, which could protect people against any illness and could even save them from death. On the way back the brothers told one another about their purchase.

"Well, brother, let's look into your mirror to see what's happening in our village," the eldest brother said. They looked into the mirror and saw the fair maiden they loved dying. The brothers climbed onto the carpet and flew to the side of the fair maiden, who was at death's door. The youngest brother made her bite off a piece of his apple. She ate it, opened her eyes and said, "Oh, how fast asleep I was!" And the three brothers began arguing about which of them had saved the maiden. The wise old man said with one voice: "The owner of the mirror shall marry the maiden. It thanks to him that you learned that she was dying."

And at that moment Jannat spoke again:

"The maiden must marry the man who helped her to get well and whose gift she accepted. Because part of the apple was eaten, whereas the carpet and the mirror remained intact."

Then a second peal of the bell was heard, telling the people that Jannat had spoken a second time.

The whole town was talking about the mysterious youth who succeeded twice in making the unapproachable Jannat speak.

But Akyljan was already telling Jannat a new story.

"A thief, a strong man and a runner, who had met on a road, learned that in a certain village a young maiden was being forced to marry an old man. The maiden's grief moved them to pity. But how could they help her? "I'll enter her yurt and kidnap her" the thief said. He stole a girl's dress,

put it on, crept into the bride's yurt and stealthily led her out. The runner took her in his arms and carried her away like a hurricane. Some horsemen rushed in pursuit, but the strong man stopped them and threw them off their horses. When the three fellow-travelers returned home, they began arguing with one another. Each thought that the maiden should belong to him. They asked the wise old men's opinion and the wise old men said, "The maiden shall belong to the thief, who led her out of the yurt." And what is your opinion, Jannat?"

Jannat said quickly:

"The maiden must belong to the runner, who carried her in his arms and gave her his strength."

A third peaf of bell was heard. It told the people that the young horseman had for a third time succeeded in making the fair Jannat speak.

And so Jannat had to marry the young horseman.

Akyljan had not yet told Jannat who she really was. She said to her:

"Before marrying you, I'd like to tour your country and see your people and your towns."

Jannat agreed to that.

Akyljan mounted her horse and set off in search of her husband.

It took her a long time to find him. At last she saw Menetbek tending his sheep. He did not look like a khan's son any more; his hair had grown long, he was wearing rags and he had become very thin.

Akyljan recognized him at once, but she did not tell him who she was. She gave him her men's clothes and took his rags.

"Now, you look exactly like me and Jannat will marry you," she said.

Akyljan returned home unrecognized by Menetbek.

And Menetbek married the fair Jannat. They took some presents and went to see his parents. Many, many guests came to the great feast. And Akyljan came there too.

Menetbek saw her and shouted:

"Don't let her near me!

«Send her away»!

Akyljan approached the khan and said:

"Oh, khan, please let me ask Menetbek two questions."

The khan agreed and Akyljan said:

"How did you succeed in making the fair Jannat speak three times? And who gave you the clothes when you were tending the sheep?"

Menetbek was not taken aback.

"I myself made her speak. I have never tended any sheep and have never taken any clothes from anyone."

Then Akyljan became very angry and said:

"A bad man and a good name do not go together. Whose rags are these?"

She took Menetbek's rags out of her bag. And then she related how she had made Jannat speak, how she had found Menetbek and how she let him put on her clothes.

"I did not know that," Jannat said. "I won't be his wife. I'll go back home at once.»

She ordered the horses to be saddled and galloped off.

And Menetbek realized how clever his wife, Akyljan was and begged her to forgive him.

And the khan thanked the clever Akyljan and appointed her first vizier of all his lands.

Ever since that time, the people say that a wise head ennoble a man.

## A SAD STORY

Three American students came for their holidays to New-York. They stayed at a hotel, in a room on the 54th floor. They spent the whole day in the city, they visited some museums, saw some films in the cinema in Broadway. Late at night they came back to the hotel. The clerk in the hall said to them:

- «Dear boys, I'm sorry but the lifts don't work now, go on foot upstairs».

- «That's all right», said one of them, «We shall go on foot. It will take us much time but we shall have a good time. When we come to the 15th floor we shall have a short rest. One of us will sing a song. As soon as we come to the 30th floor one of us will tell a gay story. As soon as we come to the 45th floor we shall take a long rest and one of us will tell a long, sad story».

So they started. On the 15th floor John sang a gay song and the young men gaily continued their way. On the 30th floor Sam told his friends a gay story, they laughed and continued their way.

On the 45th floor the young men tired, they wanted to take a long rest. All of them looked at Jack. It was his turn to tell his long sad story.



«Well, boys», said he, «My story won't be long, but it will be really sad. The key to our room is downstairs in the hall. When we came to the hotel we forgot to take it».

## A PHILOSOPHER AND A BOATMAN.

Once a Philosopher was crossing a river in a small boat. During the passage he asked the boatman:

- Have you ever heard about philosophy?

- No, - said the boatman, - I've never heard about it.

- I'm very sorry for you, - said the philosopher, - you've lost a quarter of your life». Some minutes later the philosopher asked the boatman again: «Have you ever heard about astronomy?», «No, - replied the boatman, - «I've never heard about it. «I'm really sorry for you,» - said the philosopher. «It's a very interesting science. You have lost a second quarter of your life». Some minutes passed and the philosopher asked the boatman again: «But I suppose you've heard something about algebra, haven't you?» - «Not at all» - replied the boatman, - In that case you've certainly lost a third quarter of your life».

At that moment the boat ran on a rock. The boatman jumped up and cried. «Have you ever learnt to swim?»

- «No, - cried the philosopher, - I've never gone in for swimming», -

«In that case I'm very sorry for you, - said the boatman, you've lost your whole life, because the boat is sinking».

## TWELTH NIGHT.

Sebastian and Viola, a young gentleman and a lady, were twins, and it was difficult to tell who was the brother and who was the sister, except for their clothes. One day, when the twins were on a board of a ship, a terrible storm broke out and the ship sank.

The captain of the ship and some men managed to save themselves in a boat and took Viola with them. The girl was crying all the time because she thought that her brother had died. She was in low spirits because she was alone in an unknown country, without money, tired and hungry.

As her clothes were dirty and torn, the captain gave Viola a man's clothes and brought her to the palace of Orsino, the duke of Illiria. Viola

took the name of Cesario because she was afraid to show to unknown men in a strange country that she was a woman.

The duke liked Cesario very much and made him his page thinking that he was only a boy. They spent much time together and the duke told young Cesario of his love for a beautiful lady whose name was Olivia. But Olivia did not love the duke and had no wish to see him. Cesario was sorry for the duke because now Viola-Cesario herself was in love with duke Orsino.

One day the duke sent his page to Olivia to speak instead of himself of his great love for her and ask her to allow him to come and to see her. Olivia did not want to see Orsino, but she liked his page very much. When Viola saw, she was quite at a loss at such a turn and left Olivia's house. But the duke sent his page again to speak to Olivia instead of himself and to make her see again.

When Viola-Cesario was leaving Olivia's house for the second time, a man, who was also in love with Olivia, attacked her and wanted to kill her because he had learned that Olivia was in love with the page. Being a woman, Viola did not know how to fight. Suddenly one of the numerous spectators of the scene ran up to her and fought instead of her with the man who wanted to kill her.

## THE REMARKABLE ROCKET.

«What a delightful voice you have», - cried the frog. «Really it is quite like a croak, and croacking is of course, the most musical sound in the world. You will hear our glee-club this evening. We sit in the old duck-pond close by the farmer's house, and as soon as the moon rises we begin. It is so entrancing that everybody lies awake to listen to us. In fact, it was only yesterday that I heard the farmer's wife say to her mother that she could not get a wink of sleep at night on account of us. It is most gratifying to find oneself so popular».

«A delightful voice, certainly», continued Frog, - «I hope you will come over to the duck-pond. I am off to look for my daughters. I have six beautiful daughters, and I am so afraid the Pike may meet them. He is a perfect monster and would have no hesitation in break-sating off them. Well, good-bye; I have enjoyed our conversation very much, I assure you».

## THE WISE MAIDEN.

Once upon a time there lived a khan whose name was Sarybai. He was old and his hour of death was not far off. He had never had any children and this had always caused him great sorrow.

Before his death, the khan had called together his people and said:

«I've lived a long life, I've seen a great deal, and I've eaten and drunk a lot. Now all that remains for me to do is to die. If I owe anything to any of you, claim it now, while it's still not too late. And here is my last wish: choose a clever and just khan for yourselves».

The people objected:

«You are the oldest of us, so choose a khan for us yourself».

Sarybai thought a while and then said:

«I've long since had a white falcon. For three days after I die he will not open his eyes, will not flap his wings and will not eat anything. On the fourth day feed him and set him free. The man on whose shoulder he will alight shall be your khan».

A few days later Sarybai died. For three days his white falcon would not open his eyes, would not flap his wings and would not eat or drink anything.

On the fourth day they gave the falcon some food and water, and set him free.

The falcon soared up high into the sky, wheeled above them for some time and then alighted on the shoulder of a shepherd.

Many of the late khan's courtiers shouted:

«He is too young and too poor. How can he be our khan? We won't choose him!»

Then three wise old men stepped forward and said with one voice:

«When Sarybai was alive, we promised him that we would have as our khan the man on whose shoulder the falcon alighted. The falcon has alighted on the shepherd's shoulder. So the shepherd shall be our khan».

The people approved of those just words, and so the shepherd became khan.

He ruled over the people for a long time. But he lived alone and had no wife.

One day the wise old men came to him and said:

«Master, you must marry and leave us an heir, or else you'll share Sarybai's fate».

The new khan tried to refuse, but finally he had to admit that the wise old men were right.

«Very well,» he said, «gather together all the maidens. I'll test their brains. And I'll marry the one who proves to be the cleverest».

The next day maidens from all parts of the khan's lands gathered together and the khan asked them three riddles:

«What is the distance between the East and West? What is the distance between the truth and lie?»

The khan gave the maidens three days to get the answers ready.

Two days passed and still the maidens could not solve the riddles. On the third day, as they were walking to the khan's palace they came across a poor maiden, who was gathering brushwood.

«My dear sisters,» she said, «for three days you seem to have been puzzling about something. What has happened? Tell me. Perhaps, I'll be able to help you».

«It's nothing to do with you», the rich maidens said haughtily. «Your business is gathering brushwood».

«What should we offend her?» one of them said. And she told the poor maiden their problem.

«My dear sisters,» the poor maiden said, «please take me with you».

At first everybody laughed at her, but then the maidens thought a while and decided to take her with them.

They entered the palace and the khan asked them:

«Which of you has solved my three riddles?»

No one answered; they all stood hanging their heads.

Then the poor maiden stepped forward and said:

«Oh, khan, I have solved your riddles. The distance between the East and West is only one day's journey, because in the morning the sun rises in the East and in the evening it sets in the West. It is easy to scan the distance between the sky and the earth: when you raise your eyes, you see the sky, and when you lower them you see the earth. The third riddle was also easy to solve: the distance between a lie and the truth is only four fingers long and is the distance between the ear and the eye. Our ears often hear lies, but our eyes see the truth.»

The khan's courtiers were astonished: none of them had expected the poor maiden to be cleverer than the maidens of noble birth. The khan decided to prolong the test:

«I'll ask all of you three more riddles. Solve them, and only then will I say which of you I shall marry. What is torment? What is misery? What is shame?»

This time too the khan gave the maidens three days in which to solve the riddles. But none of the rich maidens could solve them. On the third day the poor maiden came to the palace together with the others and said:

«Oh, master, I have solved these three riddles also. Torment is illness, misery is poverty, and shame is theft».

The khan was pleased the answers and married to poor maiden.

Her hands were rough and she was wearing rags. The khan ordered that she should be bathed and dressed in fine clothes.

So the poor maiden became the khan's wife. She gave her husband clever advice and he always took it. But he warned his wife:

«Don't give advice to anyone but me.»

And she promised not to.

But still one day, because she was kind, she helped a guilty horseman escape the punishment due to him.

The khan realized immediately that it was his wife who had helped the horseman, but, wishing to make quite sure that his guess was right, he asked the horseman:

«Who gave you such clever advice? If you don't tell me, I'll have you hanged.»

The horseman was frightened and confessed that it was the khan's wife.

The engaged khan said to his wife:

«You promised never give advice to anyone. But you did not keep your word and have helped the guilty horseman. You haven't been faithful to me, so go away. I allow you to take with you whatever you care for most.»

«All right.» his wife said. « I thank you for your generosity. But before we part, do you mind granting my last request? Please let us eat together for the last time.»

The khan agreed. His wife prepared a fine supper. She also brought some mare's milk and secretly added some intoxicating liquor to it. They drank a lot and, when he became drunk, he fell asleep.

Then his wife ordered that the best horse should be saddled, mounted it, put her sleeping husband in front of her and left the palace.

The next morning she came to another city and it was only then that the khan woke up. When he saw that he was in a strange city, he became alarmed and asked his wife:

«What have you done to me?»

«My dear husband,» the clever wife said. «You banished me, but you allowed me to take with me whatever I cared for most, I did just that. I left your palace, but I took you with me, because I love you more than anything in the world.»

The khan was moved by such love and by his wife's cleverness. So he returned home with her.

After that the khan treated his wife with a still greater respect and never undertook anything without asking her advice first.

### THE GREEDY CROW.

Once upon a time there lived a greedy crow. It always seemed to her that others were better off than she.

One day she laid several eggs. She looked at them and decided that they were too few.

She waited for the hawk to leave its nest, crept into it, stole two eggs, brought them to her own nest and began hatching them together with her own ones.

Soon the eggs hatched out. The crow fed her little ones and looked after them. The baby crows grew up quickly and soon started flying out of the nest by themselves.

But the baby hawks, hatched by the crow, had also grown up. First they ate the crow fledglings and then the crow herself!

This was the crow was punished for being greedy.

### THE THREE ORPHANS.

A kid and a lamb became orphans. One day they were roaming about and met a calf. He was an orphan too. And the three of them decided never to part.

One day they came upon a tiger skin lying on the road. They put it on the calf and went on their way. Presently they saw a cave. The kid and the lamb entered it, and the calf, who was wearing the tiger skin, remained outside, waiting for them.

Inside the cave a tiger, a wolf, a bear and a fox were having a feast.

The kid and the lamb greeted them respectfully and stayed by the entrance.

«Greeting to you,» they said.

«Oh, greetings! Look, meat has come to us!» said the tiger, the wolf, the bear and the fox.

The fox rose from his seat and said in a sweet voice:

«Come in dear guests. You've arrived just in time. Let us drink to the health of our dear guests!»

The fox was the owner of that cave and he did his best to amuse the company. He could sing and play the komuz - a kind of guitar.

So he played and sang:

The kid will last us just till night,

And then the timid lamb will follow.

The kid took the guitar from the fox and sang in reply:

We'll make a lovely hat out of the fox,

We'll make a long warm coat out of the wolf,

We'll make a nice soft rug out of the bear,

And the tiger will adorn your yurt.

That kid must have extraordinary strength, the fox thought and he sneaked out of the cave quietly. There he saw the calf in a tiger skin, took fright and ran off.

The other animals waited and waited for the fox, but he never came. So the wolf went to look for him.

He left the cave, also saw the calf in the tiger skin, took fright and ran off.

So the wolf did not return either. Then the tiger turned to the bear and roared in a commanding tone:

«Go and fetch the fox and the wolf!»

The bear got up, waddled out of the cave and saw the calf. The calf lowed. The bear opened his eyes wide for there in front of him was a huge, unfamiliar tiger. So he also took to his heels.

Then the tiger himself came out of the cave. He glared about him, saw the calf in the tiger's skin and thought that it must have eaten up the fox, the wolf and the bear. So he took to his heels too.

After that the orphans finished off what was left of the feast and continued on their way. All of a sudden they ran into the same fox, the same wolf, the same bear and the same tiger, who were all terribly angry and roared fiercely. Now the orphans were frightened and climbed a tall

poplar. The kid got to the very top, the lamb settled below him, and the calf clung to the lowest branch with much difficulty.

Meanwhile the tiger, the wolf, the bear and the fox were quarreling on a hill near the poplar. The tiger roared fiercely:

«You are bad comrades. Why did you run away? Let's go and fight those babies. But now I'll tie you together so that you don't run away.»

And the tiger led them towards the three orphans.

And then the branch on which the calf was sitting broke and he fell nosily to the ground.

«Catch the tiger!» the kid shouted from the top of the tree.

The animals were more scared than ever and ran away in different directions.

After that the kid, the lamb and the calf never came across their fearsome enemies again. They drank the pure water of mountain springs and gazed on mountain pastures without fear.

## A GIRL AND THE MOON.

Whether it was so or not, nobody knows - but a rumor spread a while ago that once upon a time there lived a little orphan girl. Her father and mother had died, leaving her an old camel and a heifer.

The little orphan girl sold the camel to buy herself clothes, and killed her heifer so as not to starve.

But the clothes soon wore out and the meat was also gone. So the girl went to see a rich relation who was a bai.

He was a cruel miser, and his wife was even worse. She let the girl stay with them, not out of pity but to make her work for them.

From that day the orphan girl toiled without let-up, bringing firewood, making the fire, cleaning the yurt, making the cows and fetching water.

But the bai and his wife nevertheless nagged, scolded and beat her.

The poor girl grieved and wept.

One winter night the bai and his wife sent her to fetch some water and gave her an axe to make a hole on the ice.

The girl came to the river, worked hard to make a hole in the thick ice, filled two buckets with water and started back home.

The cold was so intense that it gripped her heart and her hands went quite numb.

She stumbled, fell into the snow and spilt the water.



She was too weak to go back to the river and too afraid to go home in case her masters would beat her to death.

So she stood there for a long time, tears falling from her eyes and on to the ground, turning into icicles.

The girl wanted to tell somebody of her plight but there was not a soul around because all the living things had hidden in their burrows to keep warm.

The only thing her eyes could see was the Moon that was drifting slowly across the clear sky and seemed to be looking at her with compassion.

The girl then spoke to the Moon:

«At least you be sorry for me! I haven't heard a kind word ever since the day I was orphaned. I'm always beaten and scolded and nobody on earth takes pity on me.»

Hardly had she said this, when the Moon came down and stood next to her.

But the Sun also heard the girl's lament and when the Moon was down on the earth he, too, rolled down and stood next to her.

The Sun and the Moon started to fight over the girl. The Sun proved to be the stronger, and when he was quite near victory, the Moon implored:

«Mighty Sun, you give life to all living things on earth. I do beseech you, give me this poor orphan. You go your round in day-time and always see life and movement. I travel at night, silent and lonely, when all living things are fast asleep. Let me at least have this girl!»

The Sun felt sorry for the Moon and agreed to let her have the poor girl. The Moon kissed the poor orphan, embraced her, picked up her buckets and the yoke, and flew back to the sky.

If you look closely at the Moon on a clear frosty night, you'll see a girl sitting on it with a yoke on her shoulder and two buckets hanging from the yoke.

And as long as the Moon plies the sky, the little girl will always stay with her.

Sometimes the Moon loses her adopted daughter and suffers so much that she turns dark. People call this an eclipse. But soon the Moon finds her darkling and begins to shine as brightly as ever.

## A CLEVER FISHERMAN

Long, long ago there lived a king. One day he was sent an elephant as a present from the king of a country far to the south of his own. No one in the kingdom had ever seen an elephant, and people came from far and wide to see the strange long-nosed animal that worked every day near the river, carrying heavy things from one place to another.

The king and his ministers also came to have a look at the wonderful animal. They, too, were very much surprised at the elephant's strength.

«This is a very useful animal!» said the king. «I must repay the kindness of the person who sent it to me. What shall I send to my friend in the kingdom to the south?»

«Your majesty can send him a beautiful pear,» suggested one of the ministers.

«No, that's no good,» replied the king, shaking his head.

«A nightingale with its beautiful songs will please the king in the country to the south,» suggested the second minister.

«I don't think such a small present as a pearl or a nightingale is good enough for such a large animal as this,» answered the king.

«Your majesty can send bales of silk, equal in weight to this wonderful animal,» suggested to third minister. «I've heard silk is rare material in the lands to the south.»

«Ah, yes!» exclaimed the king. «That is a very good idea!» And the minister who had made the suggestion looked very pleased with himself. «There is one problem, however,» continued the king. «How are we to weigh such an animal? We have no scales large enough to weight it; if we don't know its weight, how shall we know how much silk to send?»

The ministers stood in silence as each tried to think how to weight the elephant.

«Speak up!» said the king angrily. «Is there not one among you who is wise enough to answer my question?»

«I have an answer, your majesty,» said one of the ministers. «If you ordered to make a small model, ten times smaller than the animal, the model could then be weighted. Ten times that weight in silk will be the weight of this animal.»

The king laughed loudly at this suggestion.

«Your majesty,» said another minister, «if you ordered to put bales of silk as high and as wide as the animal, they will equal in weight to the elephant.»

«That suggestion is even more foolish than the other'» said the king. «Everyone knows that silk is much lighter than meat and bone. What fools you are! I am sure that this fisherman, standing there, can give me a better suggestion than you.» And the king pointed to the fisherman who was standing not far away.

On hearing this, the fisherman made some steps toward and said: «Your majesty, I think I know how to weight the animal. It is quite simple.»

The king's ministers laughed loudly on hearing that a simple fisherman was able to do something than they, the wisest men in the kingdom, could not do.

«If the animal's driver can get it into my boat,» continued the fisherman. «I shall tell you how much silk you will need to equal its weight.»

After some trouble, the driver managed to make the elephant go into the boat. Immediately, the boat sank lower in the water. As soon as the boat was steady, the fisherman bent over the side and marked the level to which the water had risen. Then he told the driver to take his animal back to the shore.

«Now», he told the king, «if you order to put bales of silk in my boat, I shall tell you how much silk is needed to equal the weight of the animal.»

As number of bales in the boat grew higher and higher, the boat sank lower and lower into the water. At last the fisherman cried: «Stop! There!» he said. «That is how much silk you need to equal the weight of the elephant. These bales made the boat sink into the water to the same line as did the animal. So the silk must weight the same.»

The king was very pleased with the fisherman.

«You are a wise man,» he said. «You shall be one of my ministers and help me with difficult problems. As for you,» he turned to the ministers, «you'll be fisherman until you grow wise enough to know answers my questions.»

## THE MAYFLOWER

Many thousand of people from different parts of the United States and from many other countries of the world go to see a rock which runs far out into the sea near the town of New Plymouth. They take their hats off in homage to the brave men and women who, more than three hundred and fifty years ago, came to that country to begin a new life. They had then built a small settlement near this rock, and the American people say that out of that small settlement grew their big country - the United States of America.

It was in 1620, in the times of king James the First. The English people did not like their king. Many of them even left England and went to live in other countries.

In November 1620, a small ship, the Mayflower, left England. There were about one hundred men and women on board the ship. The Mayflower sailed across the stormy waters of the Atlantic Ocean for seven long weeks before the people at last saw land. It was America.

The weather was bad. It was raining and it was cold. Sixteen men left the Mayflower and went ashore. In the evening they returned to the ship and brought some maize which they had found on the shore. Nobody in Europe had ever seen maize then, but when the people on board the Mayflower ate it, they liked it very much.

During the next five weeks it became very cold. More and more men fell ill. At last they found a good place to live with a good harbor for ships, some fields and a forest near it, and even a small river. The people began to build a settlement there.

By January 1621, there were already two streets in the settlement, and they called it «New Plymouth». The people were tired and cold. Their life was very hard. Many of them died. But when the houses were ready, life for the settlers became easier.

One day the people of the settlement saw an Indian walking along one of the streets of their settlement. They were very frightened, but the Indian came up to them, smiled and exclaimed:

«Hallo, Yankee! Hallo, Yankee!»

This Indian could speak a little English. He had learned it from the sailors of a ship which had come to that part of America some years before, and he called all Englishmen «Yankee».

When spring came, the people of New Plymouth began to plant corn and the Indians showed them how to grow maize. Many people who had been ill during the winter became well again and could work in the fields.

That autumn the harvest was very good, and the people of New Plymouth wanted to have a holiday dinner. They asked the Indians to this dinner. The Indians came and brought some wild turkeys as a present. The turkey was an American bird. Very few people in Europe had ever heard of it, but when the people of New Plymouth ate it at this dinner, they liked the meat very much. The people of New Plymouth often called the Pilgrim Fathers by the Americans, called their Holiday Thanksgiving Day. Since that time Thanksgiving Day has been a great holiday in the United States of America, and since that day the Americans always have turkey for their Thanksgiving dinner.

The Indians met the first settlers as friends and helped them. But the white men forgot about that help very quickly; a few years later, when many people from European countries came to America, they began to take the land away from the Indians, to kill them, and keep them in reservations.

## THE FIRST EUROPEANS IN NORTH AMERICA

The story of Eric the Red is perhaps not as well known as it should be, because he deserves a place among the great explorers of the world. He was a Viking, whose homeland was rocky coast of Norway, but who traveled great distances in search of land and booty.

Eric was exiled from Norway and sailed westward to Iceland, where many Vikings had already settled. But he was exiled from Iceland too, and in the year A. D. 981, instead of returning to Europe as most exiles did, he decided to sail westward and see what was there beyond the cold northern sea.

For many days the long-ships of the Viking carrying Eric the Red and his followers struggled with the cold gray waters of the North Atlantic. Ice blocked their way, and they had to change course again and again. At last they saw land. It was the eastern coast of Greenland, a land that was not yet known in Europe. After spending the winter there, the little expedition set out again. At last they came to the continent of North America and probably landed on Baffin Island. But it was a cold and rocky land, and after hunting for walrus and polar bears, Eric the Rad returned to Greenland.

In the year 984 his long ship full of furs, sealskins, and oil sailed back to Iceland, leaving several brave men behind. Eric called his colony Green land, probably in the hope of bringing more settlers there.

In the following summer a number of ships came together with him to the great sub-continent. A settlement was built at the southern end of Greenland, and the settlers began to make a home for themselves. In those days the climate of Greenland was warmer than it is now; but colonizing was difficult work even for men as strong and brave as Eric and his fellow Vikings. Yet, the population grew to some 3,000. The people hunted, fished, and exchanged furs, walrus tusks, and sealskins for food and clothing from Iceland.

Expeditions sailed westward, and their leaders discovered and explored the coast of North America centuries before that famous and brave explorer - Christopher Columbus.

In the year 985 Bjarni Herjolfsson came to the eastern shore of Newfoundland. He sailed along studying the dark forests, but did not land. Ten years later Ericsson landed there, built a settlement and brought back timber from that new country he named Vinland. The remains of the settlement built by the Viking were found and proved that they had lived on the American continent long before Christopher Columbus reached it.

Today Leif Ericsson is officially considered to be the discoverer of the New World, that has received the name of America, and the year A.D. 1.000 - the official date of the discovery of that continent.

## MARK TWAIN (SAMUEL CLEMENS)

### THE PUNY CHILD

«Oh, he's puny!»

«Poor little thing! He'll never live the year out.»

«What a shame!»

That was how the neighbors talked when they came to the Clemens Cottage to look at baby number five on November 30, 1835. And no wonder! Because Samuel Clemens was a weak and a puny baby, and he stayed weak and puny until he was several years old.

The household was in a bustle the day he was born. The maid, Jennie ran around doing things. She had to look after the other four Clemens children - Orion, aged ten; Pamela, aged eight; Margaret aged five and Benjamin, aged three.

Mr. Clemens walked up and down outside. The house had only two rooms, and there wasn't enough space for him to pace the floor inside.

«This house is too small, now,» he said. «I'll have to build a bigger one.»

There was plenty of empty land in Florida, Missouri, where the Clemenses lived. The town had only about twenty houses, made of logs or flat boards. Its two streets were plain unmetalled roads.

Mr. Clemens was part owner of a store in Florida. His partner was Uncle John Quarles. He and Uncle John earned their living selling groceries and yard goods, needles and nails, and whatever else their neighbours needed.

Mr. Clemens knew law, too, but there wasn't enough law business in a town as small as Florida.

Sam Clemens's father started to build his family a new house straight away. At the end of the year, puny Samuel was still alive and the new house was ready.

«Now I have room to move around in!» sighed Mrs. Clemens happily.

Even though Mrs. Clemens and Jennie had five children to take care of, baby Samuel seemed to get the most attention. He was always getting ill, always catching something. He needed as much care as everyone else put together. There was always a good supply of medicines in the house - just in case.

When Sam was almost three, the Clemens baby was born. That was Henry. Sam felt terribly neglected while everybody made a fuss over the new baby.

But Jennie was able to cheer him up. Samuel was still Jennie's favorite, and Jennie was Samuel's favorite. Jennie knew wonderful ghost stories. When her day's work was done, she used to sit in front of the fire-place with the Clemens children and tell stories. The fire-place made big shadows that danced on the walls. The candles made small shadows. And Jennie's stories made all the shadows seem like ghosts and spirits.

There was fun and excitement in the day-time too. The Clemens children had the whole out-of-doors to run in barefoot. No shoes all summer.

Sam and his brothers could run and run and never seem to reach the end of Missouri. They could run as far as Uncle John's farm - four miles away.

There were plenty of fields and woods around Florida, and the fields and woods were full of wild strawberries and huckleberries and walnuts and hazelnuts. It was fun to bring jam and pie. And they could save the nuts for use in winter.

As Sam grew, and he sometimes walked in his sleep. His Family first noticed this when Sam was only four - at the time when his sister, nine-year-old Margaret, died.

During his young years he had wonderful dreams. Whenever he went to bed, he would say to himself, «Now, what am I going to dream about tonight?»

He usually dreamed about the things that had already happened, only they were all mixed up. Next day used to try to work out what his dreams meant.

After Margaret's death, the Clemens family began to talk about moving.

«Things are not going well,» said Mr. Clemens. So, after some time, they put all their luggage into a wagon, and put the children on top of the luggage. Mr. Clemens jerked the reins, and the horse started out.

Hannibal was bigger, they discovered. Its houses were larger, too, and mostly painted white. It had more streets than Florida. They were the same kind of rough roads, only Hannibal had hills to climb, and not far away a forest. Most wonderful of all, right in front of the town was a river the Mississippi.

The Clemens children jumped out of the wagon and started to run towards the river. Endless, smooth, canoes, and rafts.

Sam stood and stared at it all, in the way he stared when he was walking in his sleep.

## HANNIBAL

Sam had his fifth birthday shortly after the Clemens family moved to Hannibal. That meant school. There was no state school in Hannibal. The children went to a private school run by a Mrs. Horr, and the building stood in Main street. Pupils of all ages sat in one room, and the one teacher - Mrs. Horr - taught everybody.

Sam was used to running free, and school meant sitting still. It meant staying indoors when the weather was beautiful and the Mississippi River sparkled in the sun. Outside there was the whistle of a steamboat.

«Pay attention, Sam!» said Mrs. Hour sharply.



Sam tried, but it was no use. He would rather climb up Holiday's Hill at the north end of the town than learn his alphabet. Day after day he looked out of the window, or watched a bird on the windowsill, or made mischief with the other children.

Finally, Mrs. Horr had to say, «Sam, go outside and find me a stick. You know what I want it for.»

Sam knew he was due for a switching and out he went. Maybe he could find a stick that would break easily or a stick that would be too small to hurt. Also in Main Street stood a carpenter's shop, and Sam's heart gave a leap. There in front of the shop were long, curled shavings of wood. He picked up a yellow curl and carried it back to Mrs. Horr.

The pupils roared with laughter, but Mrs. Horr did not. She sent another pupil out for a thick switch; and Sam had to take his hiding.

School never lasted the whole day. There was always time in the afternoon to run off to the woods or to the river with the new friends he was making in Hannibal. There were the Bowen boys - Will Bowen, especially, who was Sam's own age. There was John Briggs. And best of all Tom Blankenship. Tom lived in a shack of his worthless father, not far from the Clemens house. Tom wore old clothes and never had to dress up. He knew everything about fishing and hunting. He knew everything about the Mississippi River, about canoes and rafts, about the islands out in the river. He knew where to set traps and where to find tortoises' eggs. Tom Blankenship began to teach Sam.

For some reason Jane Clemens always said to her boys, «I don't want you to play with Tom Blankenship.»

Sam and Tom fast friends however. They met in secret after school and even at night. When Sam was supposed to be in bed, he listened for the mew and howl of a cat. That was Tom! Then Sam slipped out of the house and ran to the appointed place. There he and Tom and the Bowen boys and John Briggs held a meeting in the dark. They did it often, night after night.

Sam loved Hannibal. Hannibal had everything a boy needed. It had deep woods near by where he and his friends could hunt opossum and raccoon at night.

## SAM CLEMENS BECOMES MARK TWAIN

«Your job will be to report all the news here and the doings of the Nevada Legislature in Carson City,» Sam Clemens's new boss told him.

That gave Sam a chance to go back to Carson City and see Orion, Carson City and Virginia City were only about fifteen miles apart.

The new job gave him plenty of opportunity to read and write. He wrote about many more things than the legislature. His humorous stories began to be very popular with the readers of the Enterprise.

People liked Sam Clemens as well as his stories. The men who worked with him in the Enterprise office liked him, even though they played jokes on him now and then. He always wrote by the light of a candle, because he didn't like cleaning a kerosene lamp. They would hide his candles. At that he would get up and pace the floor in a perfect circle, because he had learned to pace the floor in a circle when he was a riverboat pilot in a round pilothouse. Having worked for the Enterprise a few months, he said to the editor one day, «I want to sign my articles. I want to be known to a wider audience.»

«All right, Sam. What name do you want to use?»

«I want to sign them «Mark Twain». It is an old river term, a leadsman's call, meaning two fathoms-twelve feet. It has a richness about it; it always a pleasant sound for a pilots to hear on a dark night; it meant safe water.»

From then on, anything that he wrote for the Enterprise was signed Mark Twain. He wrote news. He wrote humorous stories. He wrote exaggerated stories that he knew Westerns would love.

Curing a cold was one of his earliest stories that was a success with everyone who read it. He had a terrible cold himself, and all the advises that people gave him inspired him to write his article.

«The first time I began to sneeze, a friend told me to go and bathe my feet in hot water and go to bed. I did so. Shortly afterward, another friend advised me to get up and take a cold shower-bath. I did that also. Within the house, another friend assured me that it was policy to feed a cold and starve a fever. I had both...» the article began. It described all the cures that had been recommended and how he had lived through them.

Mark Twain was really on his way up in the world. He was a very well-known person around Carson City and Virginia City. Everyone respected and admired him. But he was still a journey-man, still a wanderer. He didn't like to stay for ever in one place.

When he was twenty-eight, he got into the stagecoach once more and went still farther West, to San Francisco, to be a reporter on the San Francisco Morning Call. He worked for other papers and magazines there, too. He worked on his own stories while he reported and wrote news for

one paper or another. In San Francisco he turned out one of his most famous stories the Celebrated Jumping Frog of Calaveras County.

The Jumping Frog story was published first in a New York magazine. Then it began to be reprinted in other papers and magazines in different parts of the country. It made Mark Twain popular all over the United States as well as in the West.

The Civil War ended just about that time. Soon it would be possible to go anywhere again. «I should like to be back there piloting up and down the river again,» Mark Twain began to say.

A chance turned up to go to the Hawaiian Islands as a reporter for a California paper, and Mark Twain agreed at once. Travel! That was what he liked.

He went aboard a ship and set out across the Pacific Ocean to the Hawaiian Island, or the Sandwich Islands, as they were called. He loved Hawaii. He loved the warm air and the people living there. He traveled all over the Islands, visited the legislature, went swimming on the sandy beach, even climbed to the top of a smoldering volcano.

After four months in the Hawaiian Islands he returned home.

«I think I shall give some talks on my trip,» he decided.

How people crowded into the lecture halls to hear Mark Twain.

He had a talent for giving a great deal of information and making it funny, too.

Who was Sam Clemens? Only his friends and family knew him. But thousands had heard of Mark Twain.

Mark Twain went to Virginia City and Carson City, Keokuk and Hannibal, on his lecture tour. He finally reached New York City. The evening of his talk the great hall was full of people. Crowds were in the streets, trying to get inside to hear Mark Twain. Mark Twain was a happy fellow! Mark Twain would tell them a great deal about the Hawaiian Islands. And best of all, Mark Twain could make people laugh.

His stories appeared in more and more magazines. «Jim Wolf and the Cats» - his old favorite - was published by the Sunday Mercury. His first book came out, and he called it his «Frog Book» because it contained his «Jumping Frog» story and other short stories.

Another chance to travel turned up, and Mark Twain agreed at once again. It was a trip to the Holy Lands in a steamship called the Quaker City. Across the Atlantic he sailed, into the Mediterranean to visit Italy, Palestine, Egypt. He kept notes on everything he saw because he intended to write a book about the journey. Of course, he made friends with the

other passengers. Some of them were his friends for the rest of his life, especially Charles Langdon.

One evening, after they returned home from the voyage, Charles Langdon said to his friend:

«Charles Dickens is in New York. My whole Family is going to hear him speak. Why don't you come, too?»

· Mark Twain did.

«Wasn't Mr. Dickens wonderful!» said the Langdons afterwards.

Mark Twain didn't have much to say about Charles Dickens. At the theater he had discovered that Charles Langdon had a sister, Olivia, twenty-two year old, graceful and beautiful. She had thick hair that she wore in braids wound round her head, and large dark eyes.

Mark Twain was a big, lively kind fellow with a bushy head of hair and a bushy brown mustache; Olivia Langdon was little and shy. He was usually very sure of himself and gay; now he didn't know quite how to behave himself.

That was around Christmas time. On New Year's Day Mark Twain had another chance to see Olivia. She had come from her home in Elmira and was visiting friends in New York. Sam Clemens arrived to make a New Year's call at eleven o'clock in the morning. He stayed for fourteen hours.

Work took him away-reporting and lecturing all the way to San Francisco and back again. But when he returned he managed to get himself invited for a week to the Langdons' home Elmira. A whole week! In the same house with Olivia, stealing glances at Olivia. The Langdons began to guess the truth.

«Mr. Clemens is after our Livy.»

The week ended, and Sam had to leave. But first he confessed to Charles that he was in love with Olivia. Charles didn't like the idea, so he helped Sam leave.

«Let into the wagon. Our coachman will drive us both to the station.»

It was an open wagon. Just as the two men climbed upon the seat, something happened. The seat gave way, and both men fell on the ground. Sam was bruised and shaken, but he wasn't really hurt. He stayed on the ground, moaning and groaning, pretending to be hurt. He was carried back into the house. He spent days recovering - with Olivia for a nurse.

The Langdons had decided that the famous Mark Twain was not the man for Olivia. He had been a river pilot, a miner in the Wild West, a newspaper man, and what not. Olivia agreed with her family. She said

«no» the first three times that Sam Clemens proposed. Each time he came back from a trip he would visit the Langdons, and at long last Olivia agreed and so did her family. The engagement was announced on February 4, 1869.

As soon as Sam was engaged to Olivia he could call on her as often as he wished - and he certainly did. He read his new book to her, the one about his trip on the Quaker City.

«What are you going to call your new book, Sam?»

The Innocents Abroad, he told her.

That summer his book was published. It was his greatest success so far. It sold thousands of copies.

Mark Twain knew that Olivia didn't want to move too far away from her family. He bought an interest in a newspaper in Buffalo, called the Buffalo Express, and he and Olivia planned to live in Buffalo after they were married.

«I know you'll take good care of my daughter, Youth,» said Mr. Langdon, who always called Sam Clemens «Youth».

After being engaged about a year, they were married in the Langdons' home Elmira and they moved into a large and beautiful house in Buffalo - a wedding present from Olivia's father.

Sam and Olivia had to learn how to keep house, because neither of them knew how.

The following winter their first child was born - Langdon Clemens. That gave Mark Twain a great deal more worry about. He worked harder than ever to be a success. At the same time he worried about his mother and sister and his brother Orion.

Being editor of a newspaper took up a great deal of his time, Mark Twain found out, and he wanted to write another book.

«I want you to write your book, «Youth» said Olivia, who sometimes called him «Youth» just as her father did.

So Mark Twain sold his share of the Express, and he and Olivia and Langdon spent the summer visiting the Langdons in Elmira. They stayed at Quarry Farm, a house that belonged to Olivia's sister.

Away from his newspaper, and away from the bustle of Buffalo, Mark Twain went to work on his new book. It was an easy book to write, all about his adventures in the Wild West. He was telling the story of Nevada Territory; the story of frontier Merica, and the story of his experiences as a gold and silver prospector. «Routhing» it was a title. All

summer long he wrote page after page, hour after hour. Each evening he gave the pages to Olivia so that she could read them and criticize them.

In the autumn he moved his family to another house in Hartford, Connecticut, and sent the manuscript of his new book to his publishers. When *Roughing It* came out, it was another Mark Twain's success. People didn't know much about the West in those days. Mark Twain's book was full of new and descriptions that everybody wanted to read.

Shortly after that, Olivia's and Sam's second child was born - Susy. But in the summer tragedy visited the Clemenses.

Mrs. Clemens usually took one-and-a-half-year old Langdon for a drive every afternoon so that the baby would have the air. But she was not strong after the birth of Susy, and Sam took the baby for his drive instead. He wrapped Langdon up well, because it was a chilly day, and climbed into the back seat of an open carriage. The driver jerked reins and off they trotted. But Langdon's father Mark Twain, and Mark Twain was dreaming about a new book.

«Better fix the baby's blanket, Mr. Clemens,» said the driver, when he looked back.

The blanket had come open, and the baby was probably cold.

«Turn around and take us a home,» said Mark Twain.

They hurried home, but the baby went down with a bad cold anyway. Sam and Olivia rushed with Langdon to a doctor.

«It's not a cold,» said the doctor. «The baby has diphtheria.»

In a few more days, Mark Twain's son was dead.

«It was my fault! It was my fault!» was all he could say.

The world went on reading books by the great humorist, Mark Twain. It could never have guessed that the gay and entertaining author was deep in sorrow.

## MARK TWAIN BECOMES A PUBLISHER

Mark Twain's head was full new ideas. While he was writing «A Tramp Abroad» and «The Prince and the Pauper», he was also thinking about *Huckleberry Finn*. He had started Huck more than five years before. As soon as «The Prince and the Pauper» was off his mind, he started on Huck once more. But there was another idea bothering him: «Life on the Mississippi» the story of his adventures as a river pilot. And still another

idea. He was making up his mind to go into the publishing business himself.

While he was waiting to see how that was sold, he finished «The Adventures of Huckleberry Finn» His own company, Charles L. Webster and Co published it.

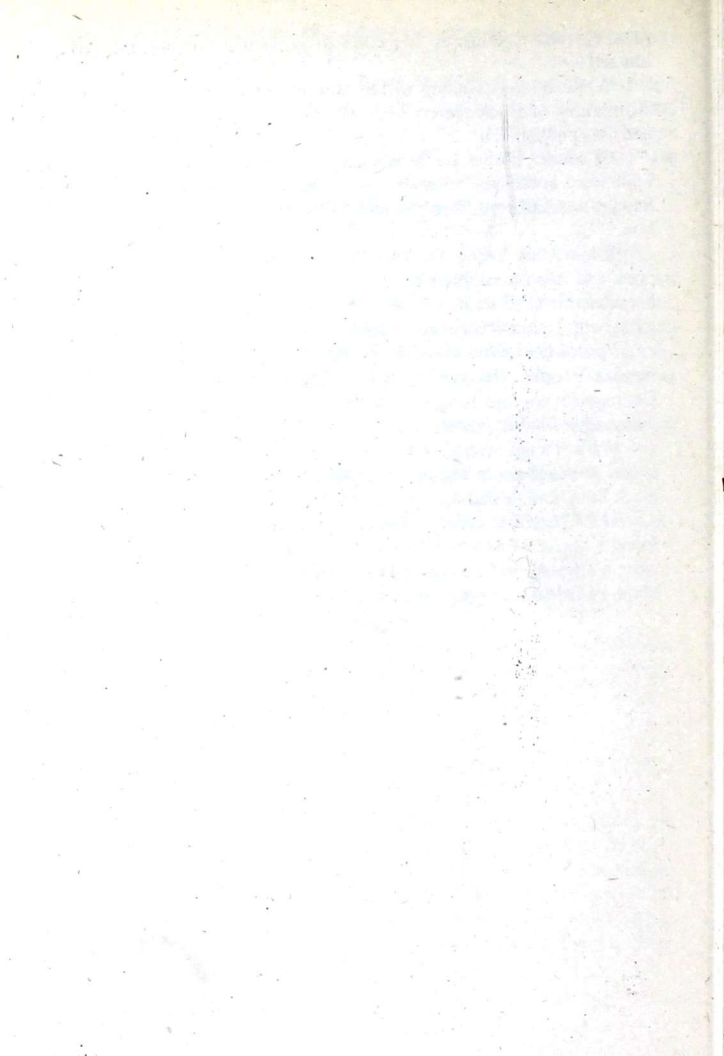
Of course, life on The Mississippi and the Adventures of Huckleberry Finn were successes. Everyone who had read The Adventures of Tom Sawyer remembered Tom's friend Huck. Here was a whole book about him.

While Mark Twain was busy getting ready to publish General Grant's book and Pope Leo XIII's book, the idea for King Arthur was always in his mind. He even wrote a little on it now and then. But he wrote the book along with so many other activities that it took him three years.

Part of his time was taken up with being famous and meeting other famous people. He knew Rudyard Kipling, the author of Captains Courageous and the Jungle Book. He knew Robert Louis Stevenson and many other famous writers.

Mark Twain wouldn't be Mark Twain if he stopped writing. He began to make plans and notes for new adventures of Tom Sawyer and Huck Finn, and he decided he would write another novel.

The Clemenses went to Florence in Italy, and outside the city they found a big, old fashioned house. There Mark Twain found inspiration to write a story he had kept in his heart for many years. It was the story of Maid of Orleans, the story of Joan of Arc.





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