

**Ministry of Higher and Secondary Special
Education
Uzbekistan State University of World Languages**

**Matthew Barclay
Gulbakhor Ibragimova
Yayra Abduraimova**

Keep in Touch

COURSE BOOK

Tashkent — 2005

Editor in chief

Professor Gulandom

Hisomovna Bokieva

Editor

Doktor Abbas

Turcunovich Iriskulov

Table of Contents

Introduction

UNIT 1..... 8

Pearls of the World

Samarkand

Bukhara

Khiva

UNIT 2..... 27

Live and Learn

Communicative
Language Learning

Paying for an
Education

Foreign Study

UNIT 3..... 43

Sports and Games

History of the
Olympic Games

Champions and
Championships

How to Play Chess

UNIT 4..... 53

Cities

New York, Paris,

Tokyo and ...

Urbanization

Tashkent Before
and After
Independence

UNIT 5..... 69

Literature

UNIT 6..... 86

Stress in
Modern life

Greek Mythology

Love for Poems

A Good Story
is Hard to Find

Causes of Stress

Effects of Stress

Solutions for Stress

UNIT 7..... 107

Space Travel

Black Holes

Famous Astronauts

Life on Mars...?

UNIT 8..... 128

The Silver Screen

Hollywood and
Bollywood

Fame and Vanity

Cultural Imperialism

UNIT 9..... 150

Beauty of Language

American vs.
British English

Idioms

Fast Speech

UNIT 10..... 161

Discoveries and
Inventions

The Human Genome

X - Rays

Chewing Gum

INTRODUCTION

To the Teacher

Keep in Touch is the direct continuation of the textbook for the first year students, *Get in Touch*. It contains a variety of activities and exercises centered around lively and useful topics. It gives students the opportunity to practice their English with concrete objectives while learning more about the world around them.

It has been especially designed with the Uzbek language learner in mind. Uzbek names, places and topics have been used in texts and exercises throughout the book. The theory being that if students feel that they are included in a textbook, they will be more involved in their studies.

Pair and group works give students the chance to improve their English through communication with each other. Hence, the role of the teacher may be somewhat different from what you are used to. As students engage the textbook and each other, the teacher should not take this as an opportunity to grade yesterday's exams. Rather, as students grapple with the book's content and exercises, teachers should unobtrusively move from group to group, monitoring their progress, providing additional instruction and help, and offering encouragement and praise. Although it may seem daunting at first, teachers should find the "communicative approach" underling this book more rewarding as learners actually enjoy studying English.

Each unit includes authentic listening and reading texts and dialogues that create the possibility of using them out of the class. The aim and the focus of every unit is to increase students four skills; reading, speaking, listening and writing. Clear, step-by-step instructions given for every activity make the tasks easily understandable.

Organization of the Textbook

The textbook consists of ten thematically centered units, listening materials and answer keys. Every unit includes three main chapters. Each chapter has several different sections: Vocabulary, Grammar, Speaking, Reading, Listening and Writing.

Vocabulary sections are presented by giving Vocabulary Notes or Vocab Boxes and are enriched with exercises and word puzzles to help students practice new words and strengthen their use of what they have learned.

Grammar sections are one of the most challenging parts of the book.

The grammar rules, given in the tables and *Information Boxes*, are followed by the oral and written activities to increase students' accuracy and linguistic competence.

Writing sections in this book are little different from writing sections of the first book. The main focus of the writing sections in this book are to teach students the elements of academic writing, particularly, the organization of an essay:

To the Student

As a language learner you are required to work on your listening and writing as well as speaking and reading skills simultaneously. For this purpose, *Keep in Touch* will serve you as a good practice book. It contains ten units based on the very interesting and useful topics that can inspire you to learn more. While its content may seem serious for an English language textbook, we hope you will find the book's somewhat controversial topics as a refreshing change from the more lighthearted content of typical in English language teaching course books.

Reading texts, given in the units, are not only sources of improving your reading skills but also wells of very interesting,

useful information. Generally, the texts are graded from easy to difficult in each unit. Thus, the last text in each unit is typically the longest and most demanding. We have tried to include a variety of text types, including informal postcards and notes as well as literature and academic expository prose.

Exercises and crosswords provide you with challenges to practice and test what you have learned. Since the answer key is included, the book can also serve as a self-study English course, perhaps ideally suited for a small group of language learners wanting to improve their language skills together.

Pair work and group work is one of the foundations of this course. Our assumption when writing this book was that students learn from each other as well, if not better, than from a teacher. Moreover, having you work with each other, you will have more opportunities to use English in class. Instead of “waiting for your turn”, you will be speaking, reading, writing, etc., almost every minute. While this may be more exhausting than what you are used to, we hope that keeping you busy will make you a more fluent and confident speaker of English.

Project work makes up a small but important part of your individual work. At the end of most units, you are given the chance to delve deeper into the unit’s theme and conduct research on a topic of your choice. While the reports and oral presentations may seem intimidating at first, it is just such work that will be expected of you if you study at an American university.

UNIT 1

PEARLS OF THE WORLD

Samarkand

I. PRE- LISTENING

Work with your partner and share your knowledge about these places.



Sherdor Madrasa
Samarkand



Shohi Zinda,
Samarkand



Ulughbek Observatory
Samarkand



Registan, Samarkand

II. VOCABULARY

Exercise 1

A. Work individually and write definitions and/or synonyms for any words you know (or think you know) the meaning of.

1. deposit (v) to put in, to place
2. repository _____
3. discipline _____
4. foundation _____
5. magnificent _____
6. calculate _____
7. striking _____
8. majestic _____
9. portal _____
10. arch _____
11. exquisite _____
12. prayer _____
13. threshold _____
14. discrepancy _____
15. trim (with) _____
16. facade _____
17. resemble _____

B. Form a group of 3-4 students and share your definitions. Write down the new definitions your partners give you.

C. Finally, look up any words you still don't have definitions for in a good dictionary. Write these last definitions in the blanks above.

Exercise 2

A. To help you remember them, place the words from the list into categories. Be prepared to explain why you categorize these words as you do.

Words of praise	Architecture words	(Your own)	(Your own)

B. Share your categories with another student. For any words you categorized differently, explain your reasons to your partner.

Exercise 3

A. Working individually, fill in the blanks with suitable words. If more than one word is possible, give all variants.

1. Museums are _____ of a nation's history and culture.

2. Madina _____ her mother very closely. But the only _____ is that her mother has a big mole on her nose.

3. Baroque architecture is famous for its elaborate _____ on the front of buildings.

4. Do you remember a woman at the party whose hat was _____ with the fur? She is my mother.
5. The door was opened slowly. Andrew wanted to run, but when he saw that his father was standing on the _____ of the house, his body was frozen with fear. His father had died a month ago.
6. Friday is an important _____ day in Islamic world.
7. The _____ designs of furniture attracted everybody's attention in the exhibition.
8. Some insects _____ their eggs in the ground.
9. The _____ of Bibikhonim Madrasa is decorated with _____ mosaics and ornaments.
10. The dress that I am going to wear in the wedding party should be very _____.
11. During Amir Temur's empire, the _____ into Amir's palace was guarded all the time.
12. The _____ buildings of Bukhara , Khiva and Samarkand attract tourists from all over the world.
13. The _____ of development is knowledge.
14. Philosophy was once considered the _____ upon which all other areas of learning were built.

III. LISTENING

A. Aziza and Tamara are visiting Samarkand. Let's follow them to Registan Square and see what they're up to. Listen to the first part of their excursion. Then, answer these multiple-choice questions.

1. Why is that square called Registan?
- Kings lived there.
 - It was a sandy place.

- c. People registered livestock.
- d. It was the place for ceremonies.

2. Why is Registan Square considered the heart of Samarkand?

- a. All festivals took place there.
- b. It is situated right in the middle of Samarkand.
- c. It was an educational center.
- d. Tamarhonim gave her first concert there.

3. Who studied at the madrasas on Registan Square?

- a. Smart young people
- b. Children of royalty
- c. Anyone who could pass the entrance exam
- d. Rich young men

4. What did all students study at madrasas?

- a. Mathematics
- b. The Koran
- c. Science
- d. History

5. How many madrasas are situated on Registan Square?

- a. Three
- b. Four
- c. One
- d. Two

6. What great discovery did Ulughbek make?

- a. How to build a Madrasa
- b. The distance to the sun
- c. The exact length of a year
- d. The distance to stars

B. Listen to the rest of the tour guide's lecture about Registan Square. Then, answer these multiple-choice questions.

1. When was the first madrasa built on Registan Square?

- a. In the 20th century
- b. In the 15th century
- c. In the 13th century
- d. The first madrasa on Registan Square was never completed

2. How long did the construction of Ulughbek madrasa last?
 - a. Three years
 - b. Seventeen years
 - c. Thirty years
 - d. Seventy years

3. A minaret is:
 - a. a door
 - b. a window
 - c. a tower
 - d. a gate

4. The minarets of Ulughbek madrasa:
 - a. are the shortest in Samarkand
 - b. have balconies
 - c. hold up the sky
 - d. call people to prayer

5. When and by whom was Sherdor madrasa built?
 - a. 1493 - Ulughbek
 - b. 1639 - Emir Yalangtosh
 - c. 1212 - Amir Timur
 - d. 1480 - Kamoliddin Behzod

6. Why is it called Sherdor?
 - a. It was named after its architect.
 - b. It has the general shape of a lion.
 - c. Many lions were buried under its foundation.
 - d. Amir Timur's symbol is above the entranceway.

7. What are the architectural differences between Sherdor and Ulughbek madrasas?
 - a. Too many to count.
 - b. Sherdor has two additional study chambers.
 - c. Sherdor has higher minarets.
 - d. Sherdor has green mosaics surrounding the entranceway.

8. What did Tilla-Kori madrasa serve as?
 - a. A university
 - b. A university and mosque
 - c. A mosque
 - d. A museum

9. What are the architectural differences between Tilla-Kori and Sherdor madrasas?

- a. Tilla-Kori has two stories and shorter minarets.
- b. Tilla-Kori has one story and taller minarets.
- c. Tilla-Kori has taller minarets and two stories.
- d. Tilla-Kori has shorter minarets and one story.

10. Since when has Tilla-Kori madrasa been a museum?

- a. Beginning of the 20th century
- b. End of the 18th century
- c. Middle of the 19th century
- d. Never, it is still serving its original purpose.

C. Listen to the tape again. This time fill in the table describing different aspects of these buildings.

	Ulughbek madrasa	Sherdor madrasa	Tilla-Kori madrasa
Location			
Facade			
Minarets			
Inside			
Original function			

Bukhara

I. PRE-READING

Discuss these questions as a class.

1. Do you know the etymology of the name Bukhara?
2. What famous scientists were from Bukhara?
3. What historical places have you visited in Bukhara?
4. Which ethnic groups populate Bukhara?
5. What is Bukhara's most romantic place?

II. READING

Susan Payne is visiting Bukhara and has written her impressions of this city on the postcards to send her friends.

A. Form three groups with approximately the same number of students in each group. Then, read the text that is given to your group and discuss the questions below it.

Group 1

Dear Mom,

I hope you're doing well in sunny California. The weather is much the same here in Uzbekistan. Yesterday, I arrived in Bukhara for the ELT conference. In between seminars, I have been able to take in the sights of this fascinating city. Bukhara is older than even Babylon. And like that city, it's situated on mesopotamian territory, between the rivers Amudarya and Sirdarya. Bukhara has always been considered a major city of science. In fact, Abu Ali Ibn Sino, the father of modern medicine, was



born and worked here. There are many beautiful mosques and Universities. As you can imagine, Bukhara is one of the great repositories of ancient knowledge. Another thing that interested me was its diverse populace. Uzbeks represent less than half of the population. Most people speak Tadjik, but you can also hear Arabic and Uzbek at the city's lively bazaar. Surprisingly, there is a substantial Jewish population dating back thousands of years. Feast your eyes on these beautiful pictures, and I'll call you when I get back.

**Your loving daughter,
Susan**

Group 2

Dear Bill,

My ELT workshop went great! The participants couldn't get enough of my handouts. I am also learning a lot about this fabulous country. As a proof of my words, I am sending you this postcard with a picture of Sitorai Mokhi-khosa Palace. It is



the only remaining example of Bukharian Emirs' country palaces. The Old Palace of Abdul-Akhad-khan (1892) is a traditional three-house complex with one- and two-story buildings. Actually, it's very similar in appearance, if not size, to Bukhara's more ordinary dwellings. Isn't it just quaint? In its halls, there is an

exposition of things that were presented to Bukharian Emirs by different ambassadors. Passing the garden paths, you get to "maidenly pond". Near it is a pavilion where the khan's concubines lived. Straight before the pond, there is a summer arbor where the Kahn spent his leisure time. It's all just so romantic.

**Bye for now,
Sue**

Discussion Questions

1. Where is Susan from?
2. How is Bukhara like Babylon?
3. What makes Bukhara a “city of science”?
4. Who lives in Bukhara?
5. List the words that were difficult for you in this text and find definitions for these words.

Group 3

Dear Marcie,

I am having a ball here in Bukhara. The men are tall, dark and handsome and, boys, they do know how to dance. Look, this is Ark-Citadel. It was the home of Bukhara’s kings and a



powerful fortress overlooking the city. Actually, the Ark is like a whole city into itself. It included the Emir’s lodging and throne room, a police department, stables, stores of clothes and carpets, an armory, a jail, a mint, mosques, bazaars and more. Most interesting for me were the dungeons. You know, they punished prisoners by sweeping

horse droppings down on them from the stables. Gross! I wanted to have my picture taken sitting on Emir’s marble, but they didn’t let me. I was really bummed out. Thankfully, I could take pictures of Emir’s drawing room for festivals and ceremonies. I’ll show you everything when I get back.

**Love,
Sue**

Discussion Questions

1. What is Susan doing in Bukhara?
2. What makes Sitorai Mokhi-Khosa palace so historically significant?

3. How is the Old Palace of Abdul-Akhad-khan similar to other houses in Bukhara?

4. Why is the water called “maidenly pond”?

5. List the words that were difficult for you in this text and find definitions for these words.

A. Now, one member of each group should join the members of two other groups. In your new group of three students, each student should explain the main ideas of their text WITHOUT LOOKING AT IT. Be sure to explain the meaning of any unfamiliar words and include all the information you discussed with your old group.

B. QUIZ. Finally, it's time to test your understanding of the texts, both what you have read AND what you have been told by other students. Write answers to all six of these questions.

1. How is Bukhara like Babylon?

2. What makes Bukhara a “city of science”?

3. What makes Sitorai Mokhi-Khosa Palace so historically significant?

4. How is the Old Palace of Abdul-Akhad-khan similar to other houses in Bukhara?

5. What were the functions of the Ark Citadel?

6. How did they used to punish prisoners?

III. WRITING

A. At home, find a picture of any historical place. The picture should be about 15x10 cm. Imagine that you are there on vacation and write a postcard to one of your classmates including information about the place on the picture.

B. Exchange postcards and present the postcard(s) that you have received to the class. When presenting your postcard, be sure to tell:

1. from whom you received it
2. from where it was sent
3. what does the picture show
4. your own feelings: whether you like that place or not and why

Khiva

I. PRE-READING

INFORMATION BOX

SCANNING

There are many different types of reading. When we are looking for a very specific piece (or pieces) of information, we often look through a text very quickly, trying to find only what we need. This is called scanning.

Scanning is a reading technique to be used when you want to find specific information quickly. In scanning you have a question in your mind and you read a passage only to find the answer, ignoring unrelated information.

How to Scan:

- state the specific information you are looking for.
- try to anticipate how the answer will appear and what clues you might use to help you locate the answer. For example, if you were looking for a certain date, you would quickly read the paragraph looking only for numbers.
- use headings and any other aids that will help you identify which sections might contain the information you are looking for.
- selectively read and skip through sections of the passage.

Famous Places of Khiva

Fill in this word puzzle by scanning the text "Khiva - the City Museum" (below). Do it quickly. Take no more than eight minutes.

Khiva's first Khoja minaret
 Old city in Khiva
 Patron saint of the Kungrad Dynasty
 Minaret built in 1835
 Palace
 Famous for its 28 columns
 Desert where Khiva is located
 Citadel in Ichon Qala

B. Customer

You want to stay at a hotel in Khiva for five nights. You have \$300 dollars for accommodations. The hotel should:

- a) be as near to the center of town as possible.
- b) have a good disco.
- c) have facilities to entertain your small child.
- d) have someone to look after your child while you and your husband / wife are out.
- e) serve good food.
- f) provide a comfortable room with a good view.

Get information about hotels in Khiva from the travel agent and then write down your choice. Be prepared to explain why you chose the hotel you did.

I. READING

Khiva - the City Museum



Ichon Qala

Khorezm has a very long history; only a few civilizations could be compared with it. Hundred years before the Great Silk Road appeared, ancient Khorezm had had links with Europe and the East, with Siberia and southern civilizations. It is the cradle of three civilizations formed in Uzbekistan.

Fairy-tale like, Khiva has managed to retain its exotic image as an Oriental town. In the center of Khiva is Ichon-Qala, the old city where all the monuments of architecture are located. Among them are the Kunya-Ark Citadel and the Tosh-Khovli Palace, residence of the Khan, which has been preserved intact along with its



Tash Khauli

ornate gates. Ichon-Qala displays the simplicity and splendor of medieval architectural forms with delicate woodcarvings and intricate ornamentation. The silhouettes of its towering minarets, hemmed in by flat roofed houses and the fortress's powerful clay walls, give a clear idea of a typical Central Asian feudal city.



Kalta Minor

Billed as an «open air museum», Khiva is more than 2500 years old with a population about 40 000 people. It is located on the Kyzylkum desert, 450 km from Bukhara. Khiva is made up of madrassahs, mosques and minarets such as the tall and beautiful Islam-Khoja minaret. In fact, it has the most minarets of any Asian city, the most remarkable being the Kalta-Minor minaret (1835).

This fat, turquoise-tiled Kalta Minor Minaret, built in XIX century, looks like it was originally meant to be far taller. The Juma Mosque and its 218 ornate carved wooden columns is another of Khiva's main attractions.

The stately tomb of Pakhlavan Makhmud is visited by thousands of people each year. Pakhlavan Makhmud (1247-1325) was a furrier, athlete, poet and sage. In the 19th century, Khiva Khans made him a patron saint of the Kungrad Dynasty. Pakhlavan Makhmud's tomb was rebuilt in the 19th century and then requisitioned in 1913 by the Khan of that time as the family mausoleum.



Pakhlavan Makhmud's Tomb



Islam Khoja's Minaret

Another great benefactor of Khiva was Asandiar Khan's military leader and father-in-law, Islam Khoja. Visits to St. Petersburg and Paris filled Islam's mind with the wonders of technology. He built a cotton mill, a hospital and Khiva's first Khoja minaret, which linked the city with the outside world by telegraph. The majestic 45 meter Islam Khoja minaret can be seen from everywhere in the city. It has 118 steps and commands a sweeping view of the desert.

Citadel Kunya Ark abuts the western wall of Ichon-Qala. This castle was a center around which the city of the last Khiva Khans developed. The decoration of the entrance, reception hall and mosque is wonderful, with walls covered with glazed tiles and doors with delicate woodcarvings.



Kunya Ark Reception Hall

Walking around Khiva, one gets the sense of living thousands of years ago. It has a deep religious

significance to Muslims from all over the world and is the pride of Uzbekistan, the Khorezm region in particular. Khiva is truly one of the rarest pearls of this world.

Exercise 1 - Vocabulary

These sentences are taken from the text above. Find the synonym closest in meaning to the underlined words.

1. It is the cradle of three civilizations formed in Uzbekistan.
a. place b. beginning c. bed
2. ...residence of the Khan, which has been preserved intact along with its ornate_gates.
a. saved b. protected c. remained
3. ...residence of the Khan, which has been preserved intact along with its ornate gates.
a. decorated b. tall c. old
4. Ichon-Qala displays the simplicity and splendor of medieval architectural forms with delicate woodcarvings and intricate ornamentation.
a. greatness b. beauty c. pride
5. Ichon-Qala displays the simplicity and splendor of medieval architectural forms with delicate woodcarvings and intricate ornamentation.
a. exquisite b. breakable c. pleasant
6. Ichon-Qala displays the simplicity and splendor of medieval architectural forms with delicate woodcarvings and intricate ornamentation.
a. complex b. difficult c. beautiful
7. The silhouettes of its towering minarets, hemmed in by

flat roofed houses and the fortress's powerful clay walls, give a clear idea of a typical Central Asian feudal city.

- a. formed on b. covered c. surrounded

8. Billed as an «open air museum», Khiva is more than 2500 years old with a population about 40 000 people.

- a. built b. advertised c. planned

9. This fat, turquoise-tiled Kalta Minor Minaret, built in XIX century, looks like it was originally meant to be far taller.

- a. shinny b. turtle c. light blue

10. Pakhlavan Makhmud (1247-1325) was a furrier, athlete, poet and sage.

- a. leader b. coat maker c. prince

11. Pakhlavan Makhmud (1247-1325) was a furrier, athlete, poet and sage.

- a. wise man b. advisor c. savior

12. Pakhlavan Makhmud's tomb was rebuilt in the 19th century and then requisitioned in 1913 by the Khan of that time as the family mausoleum.

- a. taken over b. reconstructed c. purchased

13. Another great benefactor of Khiva was Asandiar Khan's military leader and father-in-law, Islam Khoja.

- a. builder b. leader c. sponsor

14. Citadel Kunya Ark abuts the western wall of Ichon-Qala.

- a. separates b. overlooks c. lies next to

15. The decoration of the entranceway, reception hall and

mosque is wonderful, with walls covered with glazed tiles and doors with delicate woodcarvings.

- a. blue b. shiny coated c. smooth

Exercise 2 – Question Competition

A. Reread the text “Khiva - the City Museum” and write at least five questions to challenge your classmates.

B. Form three groups and share your questions with your group mates. Pick the six most difficult ones to ask other groups.

C. Give your first question to the class. In three seconds the other groups should answer it. The group that first gives the complete and correct answer gets one point. If no one can answer the question, your group should answer it and get one point.

D. Each group takes turns asking questions to the class.

I. SPEAKING

Nancy and Rob are planning a week-long trip to Khiva. They have their airline tickets but still need to find a good hotel. They decide to call a travel agent to get information about hotels in Khiva. Role-play a phone conversation between either Nancy or Rob and their travel agent.

A. Form pairs and decide who will be the travel agent and who will be either Nancy or Rob.

B. Whoever is playing the role of the travel agent should study the information in the box below and be prepared to use this information when answering Nancy or Rob’s questions.

C. Whoever is playing Nancy or Rob should study the information in the box and use it to 1) query the travel agent about hotels in Khiva and 2) select the hotel which best fits their requirements.

D. After role-playing the conversation, discuss the choice of hotel Nancy or Rob made with the class.

A. TRAVEL AGENT				
Study the following information carefully so that you can answer Nancy or Rob's inquires about hotels in Khiva.				
	Khiva Inn	Khoja Hotel	Yulduz's Bed and Breakfast	The Oasis
Cost (double) per night	\$60	\$50	\$80	\$40
Distance from center	5 km	8 km	12 km	2 km
Disco	*	**	***	—
Restaurant	**	***	***	**
View	***	*	**	*
Swimming pool	*	**	—	**
Childcare facilities	—	**	*	—
*** = very good ** =good * =fair -=not available				

UNIT 2

LIVE AND LEARN



Communicative Language Learning

I. READING

A. *Discuss these questions with your class*

1. This unit is called 'Education'. What comes to your mind when you hear the word 'education'?
2. In what way do you want to learn English?
3. What methods should a teacher use to teach you?
4. Look at the INFORMATION BOARD. What do you think, what are some differences between ESL and EFL?

INFORMATION BOARD

ESL – English as a Second Language. The study of English language in countries where English is a native language, e.g., Australia, England, and the U.S. Students have the advantage of being surrounded by English speakers while studying.

EFL – English as a Foreign Language. The study of English language in countries where English is not a native language. EFL students often have difficulties finding people to practice speaking with.

- A. Read the text in groups and discuss your sections
1. Group 1: lines 1-19
 2. Group 2: lines 20-39
 3. Group 3: lines 40-66

Can a Classroom be too Communicative?

By Irene E. Schoenberg

1 No one would argue that fluency in a foreign language
is important. All learners want to be able to communicate
3 in English. To help learners reach their goal and become
effective communicators in English, methods of teaching
English have changed in the last few decades. In
5 particular, the “Communicative Approach” has gained
acceptance in most parts of the world.

8 In the past, the focus of language instruction was to
teach ‘about’ the language. Many English classes
presented learners with a syllabus consisting of a list of
grammatical structures to be memorized and many drills
10 and short written exercises to practice them. Errors were
corrected always and immediately. The form of a learner’s
speech was more important than the meaning or idea
12 expressed.

Today, the focus has shifted. In the Communicative
15 Approach, learners are taught ways of ‘using’ their
L2 (language 2) to communicate a message. Meaning
takes priority over form. Errors are not discouraged but
17 are seen as a natural part of the learning process. Much
attention is given to providing opportunities for learners
19 to interact with others in the L2. Pair and small group
discussion, problem solving tasks and games take the
place of drills.

22 This indirect communicative approach, one in which
learning takes place indirectly and the focus is on
communication, is an effective way of getting students to
develop fluency in English. Indeed, a communicative
24 approach has become the popular in many ESL programs.
However, a communicative approach has not always
worked as well in the EFL setting.

27 A communicative approach is more difficult in an EFL
environment because the students’ use of English is
unnatural, their motivation is weaker, and their
29 expectations of how a class should be conducted often

31 conflict with the notions underlying a communicative
classroom. A good communicative activity asks students
to do a task, gather information from a partner, or express
33 an opinion about an engaging topic. ESL students have
no alternative but to use English to communicate because
their classmates speak other languages.

In the EFL situation, on the other hand, we as teachers
expect students to communicate with equal enthusiasm
36 in the target language, even though everyone speaks
the same language. We ask students to willingly ignore
their highly developed communication skills in their own
38 language and communicate in the target language at
what for them is often the level of a 4-year-old child.

In addition, the need to use the target language is
41 always more distant for the EFL student than for the
ESL student. ESL students have the real, immediate need
43 to speak English as soon as they leave the classroom. If
they learn in class how to ask for pizza with mushrooms,
they will get immediate gratification upon leaving the
45 classroom and asking for such a pizza at the pizza place
next door. There are few opportunities for EFL to go out
of the classroom and use what they have learned.

48 Another difference between the ESL and the EFL
setting is the students' cultural expectations about the
50 role of the teacher. Students studying in English speaking
environments, e.g., the U.S., are uncertain what to expect
52 because they are foreigners. These students are,
therefore, more willing to accept untraditional or unusual
methods. EFL students, on the other hand, may lose
54 confidence in a teacher who gives students more
responsibility, as is necessary in a communicative
approach.

An awareness of the differences between EFL and
57 ESL students may help EFL teachers come to a
comfortable balance between a linguistic and a
communicative focus. In fact, most English language
59 programs today are using an eclectic approach that
features a lot of communicative activities but at the same

- 61 time focuses on language form and accuracy. The
62 popularity of an eclectic approach today stems from the
63 awareness that the art of teaching lies in being sensitive
64 to the particular needs and expectations of students, not
65 by being tied down to a particular methodology or
approach. So, although a communicative approach is a
wonderful technique, there are instances in which a
classroom can be too communicative.

Irene E. Schoenberg is an ESL teacher, teacher trainer, presenter, and material writer. She teaches at Hunter College's International English Language Institute in New York City.

C. Share information with members of your new group after reading your section of the text.

D. Answer these questions:

1. How was English taught in the past?
2. How is English taught now?
3. What is the difference between ESL and EFL?
4. In what teaching settings is a communicative approach problematic?
5. Why might small group work not be effective for students who all speak the same native language?
6. Why might role-playing activities (e.g., learning how to order pizza) work better in teaching ESL than EFL?
7. What does the word 'eclectic' mean? What is an eclectic approach to language teaching?

II. VOCABULARY NOTES

1. **Fluency (n)** – the quality of speaking smoothly and readily.
Fluent (adj.)
E.g. You should communicate a lot if you want to attain the fluency in Japanese.
2. **Priority (over smth) (n)** something that is regarded as important.
E.g. For many students, social life takes priority over university work.

3. **Syllabus (n)** – A program for school studies.
Syllabi (pl.)
E.g. Teachers give lectures according to the course syllabus.
4. **Focus (on) (n,v)** – To pay attention to a certain point or area.
E.g. The communicative approach focuses on the meaning of the language, not the form.
5. **Engaging (adj.)** – interesting
Engage (in sth) (v)
E.g. - Chess is a very engaging game.
6. **Enthusiasm (for) (n)** – a strong feeling of excitement, admiration and interest
Enthusiastic (about) (adj.)
E.g. Last year, Uzbek students showed their enthusiasm for study at U.S. universities.
7. **Gratification** – the state of being pleased or satisfied or a thing that gives satisfaction.
Gratify (v)
E.g. The professor didn't get gratification from his classes, so he became a researcher.
8. **Eclectic** – not following only one style or set of ideas but choosing from a wide range.
E.g. The museum's architecture was eclectic, being made up of Eastern and Western styles.
9. **Stem (from sth) (v)** – to be the result of or come from something
E.g. Poverty stems from ignorance and laziness.
10. **Confidence (in sth) (n)** – the state of being sure; knowing that one's actions or thinking is correct
E.g. I have great confidence in Uzbekistan government's ability to solve the country's ills.

III. VOCABULARY PRACTICE

Exercise 1

Complete the sentences with suitable words.

1. Sarvar, how have you learned this language so quickly?
The _____ of your speech surprises me.
2. His _____ in my career motivated me to overcome these problems.
3. For many teachers, discipline takes _____ over education.
4. The war is not an _____ topic for me. It bores me.
5. The Ministry of Higher and Secondary Specialized Education has distributed the _____ to teachers for the next academic year.
6. The news report _____ drug problems in Uzbekistan.
7. The company's owner made over 100,000,000 som at the exhibition, so he was quite _____.
8. Football fans showed their _____ for the match, shouting and jumping.
9. Famous Uzbek composer, Mutal Burhonov, had a _____ style of composing.
10. AIDS _____ prostitution and drug use.

Exercise 2

Find the suitable meaning of the words as they are used in the text with your partner.

	A	B	C
1. (14) <i>message</i>	information	letter	words

2. (17) <i>interact</i>	quarrel	cooperate	commu- nicate
3. (35) <i>target</i>	goal	native language	foreign language
4. (29) <i>conducted</i>	led	set	drive
5. (62) <i>sensitive</i>	emotional	aware	natural
6. (65) <i>technique</i>	machine	method	art

Paying For an Education

I. PRE-LISTENING

Try to answer these questions:

1. Are there any private schools or universities in Uzbekistan? Give examples.

2. What is a 'public' school or university? What are some differences between a public and private school or university?

3. What do you understand by the word 'tuition'? What is the amount of tuition at your university?

4. What other costs must a university student pay? What could the term 'room and board' mean?

5. How do you pay tuition for your education? Pick one:

a. Some institutions sponsor me (grants / scholarships)

b. I get loans from the bank (student loans)

c. I pay from my family's income

VOCAB BOX

Tuition – the money students pay to study

Public school – an institution of learning that is funded by the State

Private school – an institution of learning that is only funded through student tuition

Grant – money given to students for study. Also, 'scholarship'

Room and board – cost to students for their dormitory room and food. This cost is in addition to tuition.

II. LISTENING

Listen to the conversation between CNN reporter Amanda Cortez and Analyst with a college board Glen Sharp.

College Cost Increases

Exercise 1

Fill in the blanks with exact information from the conversation

- University tuition rose _____ this year in the USA.
A. 4 % B. 40% C. 14%
- Tuition had risen _____ the previous year.
A. 6% B. 4% C. 5%
- For public four-year institutions, the cost for room and board rose _____ bringing the total to _____.
A. 172 / 4, 530 B. 100 / 2,300 C. 113 / 3,430
- To attend public four-year universities, students spend over _____ on average in the U.S.
A. \$21,000 B. \$8,000 C. \$14,508
- Average tuition at private schools rose to _____, up _____.
A. \$5, 765 / 4% B. \$8,000 / 5% C. \$14,508 / 5%

Exercise 2

Fill in the table after listening the second time

	Tuition	Room and Board	Total	% Increase
Public School				
Private School				

Exercise 3

Match the words on the right with their synonyms underlined in the sentences on the left.

1. Uz Daewoo automobiles vary in size from the small Tico to the large Damas.

2. My brother is going to rent a room for a month.

3. Some gifted youth who have brilliant minds cannot study at the university because they are very poor.

4. The news was very serious and depressing.

5. Lynda pays 50,000 som a month for her daily meals.

6. In the U.S. many families try to save money for their children's education.

7. The zoo manager went crazy and let out all the penguins.

8. My business failed, so I asked the bank for some money.

9. I got 1,000,000 som from the bank.

10. The student paid a little extra money to have her school records printed.

11. The announcer invited the guest speaker to join her in the recording room.

- a. loan
- b. lodgings
- c. to put away
- d. to borrow
- e. range from
- f. neediest
- g. board
- h. fee
- i. studio
- j. grim
- k. to release

Foreign Study

I. GRAMMAR – SENTENCE TYPES

• Simple Sentence

A simple sentence is a sentence with only one independent clause

Subject	Predicate	Secondary parts
Students	like	computers.

A simple sentence may contain more than one verb

Subject	Predicate	conj	Predicate	Secondary parts
Students	enjoy	and	understand	computers.

A simple sentence may also contain more than one subject

Subject	conj	Subject	Predicate	Secondary parts
Students	and	teachers	like	computers.

- **Compound Sentence**

A compound sentence is made up of two or more simple sentences that are joined by coordinating conjunctions and a comma

First sentence		Coordinating conjunctions		Second sentence
Subject	Predicate	FANBOYS	Subject	Predicate
Aziz	studies hard	, but	he	has some problems.
I	missed home	, so	I	decided to visit.

- **F A N B O Y S**
O N O U R E O
R D R T T

The coordinating conjunctions, above, connect two independent clauses. When coordinating conjunctions connect independent clauses, they must be preceded by a comma.

- **Complex Sentence**

Complex sentence is a sentence that contains one independent clause and one or more dependent clauses.

Independent clause				Dependent clause		
Subject	Predicate	Secondary parts	Conjunction	Subject	Predicate	Secondary parts
He	missed	his friends	because	things	were new	at school.

When
While
As soon as

Time

Since
As
Because

Reason

- When I get home, I'm going to eat an ice cream.
- He talked on the phone while he ate dinner.
- As soon as she graduated, she got a job as an interpreter.
 - She likes her job since it allows her to travel.
 - As I have studied English, I will make an excellent candidate for foreign study.

Note: If the dependent clause comes before the independent clause, put a comma at the end of the dependent clause.

There are 3 main types of dependent clauses: Noun clause, Adverbial clause, Adjective clause.

Noun clause: He doesn't know that Jackson is looking for another job.

Adverbial clause: I went to the bank because I needed money.

Adjective clause: She'd like to marry a man who knows how to cook.

Compound - Complex Sentence

A compound - Complex sentence contains two or more independent clauses and one or more dependent clauses.

Independent clause	conj	Independent clause	conj	Dependent clause
He came late	, but	he did all home tasks	which	were given the day before

II. GRAMMAR EXERCISES

Exercise 1

Identify types of sentences. Simple, compound, complex or compound-complex

1. If you do that again, you will be sorry.
2. John and Mary pay their own tuition at the University.
3. She enjoys studying, but she doesn't like to go to the library.
4. Although Aziza studies hard, she sometimes has a trouble in understanding grammar.
5. You are late for class every Monday.
6. He studies, and his mother says that it is good for his future.
7. His ideas are very interesting, but a few people understand them.
8. I will visit you when you are feeling better.
9. We have a lot of assignments to do as final exams are coming.
10. Nodira got a message from her parents, so she went to see them.
11. After she graduated, her friends threw her a party, but her boyfriend didn't come.
12. My instructor didn't give a chance one more time to take my Quiz.

Exercise 2

Connect two clauses in order to make compound and complex sentences. Add any necessary punctuation marks.

1	My friend is in the U.S.A	A	or I cannot help with your project work
2	Nozim was tired last Thursday	B	she couldn't type her report
3	I decided to learn Spanish as a second language	C	and couldn't stop jumping up and down
4	You must come to class early tomorrow	D	or he didn't come at all
5	Because the Computer Labs were closed	E	so he decided not to go to school

6	Laziz waited for me and left	F	as soon as you know the answer
7	I was really happy about the good news	G	but he calls me ones in a week
8	Since she was a little frightened of going abroad	H	but I tried this already
9	You may answer this question	I	Mary read many travel guides
10	Thank you very much for your advice	J	which is easier than Chinese

Exercise 3.

Fill in the blanks using coordinating conjunctions (FANBOYS).

Janice is happy 1) _____ a bit nervous today in sunny Los Angeles, California, 2) _____ her mother is flying from New York to see her. Her mother will be staying with her for two weeks, 3) _____ Janice cleaned her apartment until it was shining 4) _____ spotless. She was going to get flowers, 5) _____ she didn't have time. On her way to the airport, she thought about making reservations for dinner, 6) _____ she thought her mother might be hungry after the long flight. However, she didn't know what kind of food she would like, 7) _____ what restaurant to take her to.

Once she was on the road, Janice turned on the radio 8) _____ realized that her mother was going to be late. The weather was good in L.A., 9) _____ snow near Chicago had caused a delay. Janice had time to go shopping 10) _____ to sit in a cafe 11) _____ read a book.

After shopping for flowers, Janice headed toward the airport an hour before the plane was due, 12) _____ she took her time. When Janice arrived, she expected to wait for a long time, 13) _____ she saw her mother waiting outside for a taxi! Her mother had heard about the Chicago snowstorm 14) _____ decided to take an earlier flight. She didn't call Janice, 15) _____ she knew that Janice was careful and would arrive early to pick her up.

What a mix-up! Janice could have gotten to the airport earlier, 16) _____ she didn't. Her mother could have called from the

plane, 17) _____ she didn't. They were both hungry 18) _____ tired, 19) _____ Janice offered to take her mother to either a Chinese 20) _____ Thai restaurant, 21) _____ her mother just wanted to get to Janice's apartment 22) _____ take a nap!

III. FILLING IN APPLICATIONS

<p>APPLICATION FOR STUDY ABROAD</p> <p>Deadline: November 2, 2004</p> <p>Submit one original and two photocopies of the application. Make a third photocopy for your records.</p>
--

1. Name: _____	
Surname/last Name	First Name
Middle or Patronymic Name	
2. Date of Birth: _____	3. Place of Birth: _____
4. Current Citizenship: _____	5. Country of Legal Residence: _____
6. Sex (check one): _____ Male _____ Female	7. Marital Status: _____ Single _____ Married
8. Current address and Telephone:	9. Permanent address and Telephone:
Street _____	Street _____
Building _____ Korpus _____	Building _____ Korpus _____
Apartment _____	Apartment _____
City _____ Index _____	City _____ Index _____
Region/ AO/Republic _____	Region/ AO/Republic _____
Telephone: () _____	Telephone: () _____
Fax: () _____	Fax: () _____
E-Mail address: _____	E-Mail address: _____

10. Institution where currently studying: _____

11. Department/ Faculty: _____

12. Current Specialization/major: _____

13. Please select a specialization (check one)

Business

International Relations/
International Studies (for
second and third year
students only)

Computer Science
(for first year students
only)

Economics

Journalism/mass
Communication

Education (for second
and third year students
only)

Political science

Environment
Management

Sociology

14. Please indicate your present "course" year: _____

First _____ Second _____ Third _____

IV. TOPIC SENTENCES

Exercise 1

Underline the topic sentence in the paragraphs below

1. The HP 2300 is one of the world's fastest computers. This computer operates at 2 GHz. It has 256 MB of extended memory and can run multiple applications simultaneously. It has 32 MB of video memory and renders complex animated graphics at more than 50 frames per second. With a 60 GB, 15000 rpm, hard disk drive, it can transfer files at lightning speeds.

2. Bobur never argues with people or uses bad language. He always uses a napkin when he eats and often gives up his seat on the bus to elderly people and people with small children. On holidays, his mother always receives at least a card, if not a visit and gift. He donates money to charity and volunteers

his time at a local orphanage. He is a polite and caring person.

Exercise 2

Write topic sentences for the paragraphs below in the space

1. _____.

California oak trees require less than five gallons of water a year to survive. They can grow in areas with a temperature range from -20 to +40 degrees Celsius. They live to be over 400 years of age and often reproduce themselves 50-60 times.

2. _____.

The first third of the novel, Bed, describes the hero's problem getting out of bed one morning. The second third describes his bed and the wallpaper of his room. The end summarizes the first two sections.

V. WRITING ESSAYS FOR STUDY ABROAD PROGRAMS

Your task is to write a paragraph for each of the three points given in the Statement of Purpose prompt below, i.e., you should write three paragraphs.

Student Name

STATEMENT OF PURPOSE

Please write an essay in English addressing the following points:

- Your personal objectives while you are abroad;
- How one year of study abroad will help you in your career;
- How you believe your year abroad will be useful to your home country in the future?

Do not merely list facts. In your essay, explain how your background, education and employment experience have prepared you for study on the program at this time in your life. (The statement of purpose should be at least one page in length, but no more than two pages. If you wish to write more than one page, you may continue on another sheet of paper. Please type or print clearly using blue or black ink.)

UNIT 3

SPORTS AND GAMES

History of the Olympic Games

I. CHECK YOUR KNOWLEDGE

Exercise 1

What sports are not included in the Olympics?

- | | |
|--------------------|--------------------|
| 1. horse-racing | 15. diving |
| 2. Frisbee | 16. swimming |
| 3. cricket | 17. biathlon |
| 4. baseball | 18. marathon |
| 5. football | 19. figure skating |
| 6. hockey | 20. skiing |
| 7. archery | 21. boxing |
| 8. wrestling | 22. rowing |
| 9. mountain biking | 23. tobogganing |
| 10. discus | 24. bobsledding |
| 11. basketball | 25. billiards |
| 12. darts | 26. Aikido |
| 13. speed skating | 27. kurash |
| 14. fencing | 28. aerals |

Exercise 2

Now divide the Olympic sports into summer and winter events.

Summer	Winter

II. PRE-READING

Discuss these questions with your classmates:

- A. What do you know about the Olympics?
- B. Why do you think this competition is called the “Olympics”?
- C. What Olympic sports do you know?
- D. Where have the Olympic Games been held?

III. READING

Read the text and if you have difficulties with the words, look at the VOCAB BOX and INFORMATION BOARD

The Olympic Games – Then and Now

The ancient Greek Games were both parts of Greek religion and society. Originally, the games were a type of religious ceremony. Some were held in honor of living gods, others as offerings of thanksgiving. Later, the games honored famous living people. The Greek games were accompanied by processions, feasts and music. They played an important role in developing a keen sense of beauty that was reflected in Greek art and literature. At first, the participants were not professional athletes but rather amateurs. The Olympian Games were the most famous of the four ancient games held in Ancient Greece, the other three being the Isthmian, Pythian, and Nemean games.

VOCAB BOX

- Procession - parade
- Feast – large meal with lots of people
- Amateur – not professional
- Deity – a god
- Shrine – a holy place
- Pottery – ceramic artwork and bowls
- Oblong – rectangle
- Brutal – violent
- Evolve – develop, change

The Olympian Games were held in honor of Zeus and took place every four years at Olympia, the location of the deity’s

principal shrine. The Olympian Games were held in summer, and early in each year of the games, messengers were sent throughout the Greek world to invite the city-states to compete. The competitions were open only to honorable men of Greek descent. In fact, with the exception of the priestess of the god Demeter, no women were even allowed to watch the games. Pottery from around 550 BC shows men taking part in the games naked or wearing only a thong.

The order of the events is not precisely known, but the first day of the festival was devoted to sacrifices. On the second day, the foot-race, the main event of the games, took place in the stadium, an oblong area enclosed by sloping banks of earth. On other days, wrestling and boxing were held. In wrestling, the aim was to throw the opponent to the ground three times. Boxing became more and more brutal as time went on. At first, the fighters wound straps of leather over their fingers to soften the blows. But later, pieces of metal were used to do more damage to the opponent.

The Olympian Games were the inspiration for the modern Olympic Games, the international athletic competition held every four years at different locations throughout the world. The first modern games were organized by a French sportsman and educator Baron Pierre de Coubertin in April, 1896. This competition evolved into the Summer Olympics. The Winter Olympics were begun in 1924. The total number of participating athletes has grown from 285 who competed in Athens in 1896 to the approximately 10,800 who competed in Atlanta in 1996.

INFORMATION BOARD

Zeus – in Greek mythology, the god of sky and ruler of the gods of Mount Olympus. He was the lord of sky, the rain god, cloud gatherer. His shrine was at Olympia, where the Olympian Games were celebrated.

Demeter- Zeus's sister. In Greek mythology, the goddess of corn and the harvest. Demeter caused the Earth to bring forth spring flowers and abundant fruit and grain for the harvest.

(See Unit 4 for more information about Greek mythology.)

IV. POST-READING

Work in small groups writing seven questions about the text to challenge your classmates

QUIZ

Write the answers to these questions on separate paper.

1. What was the original reason for the Greek Olympic Games?
2. Who played in the Olympic Games?
3. Why were women not allowed to watch the Olympic Games?
4. What happened on the first day of the Olympic Games?
5. What happened on the second day?
6. How did the boxing events change over time?
7. Who started the modern Olympics and when?

Champions and Championships

I. PRE-LISTENING

Do you know these champions? Write their sports below.

<ol style="list-style-type: none">1. Arthur Gregorian2. Anatoliy Karpov3. Evender Holifield4. Rustam Qosijonov5. Muhammad Ali6. Michael Jordan7. Rifat Riskiev8. Garry Kasparov9. Monica Seles10. Mike Tyson11. Lina Cheryazova12. Akobir Kurbanov13. Marat Safin14. Renaldo	
---	--

II. LISTENING

Listen to the information about two famous Boxers and fill in the chart.

Name	Muhammad Ali	Muhammadqodir Abdullayev
Date of birth		
Country		
Championships		
Weight		
Height		
Turned professional		

III. Post-Listening(compare your notes with, your groupmates)

How To Play Chess

I. PRE-READING

A. Answer the questions:

1. Do you know how to play chess?
2. What is the main idea in chess game?
3. What chess figures do you know?
4. Which figure is more powerful?



II. READING

A. *Learn how to play the game of chess. Read about one chess piece and teach how it works to other students in your class.*

Chess is a two-person board game which simulates a battle between two opposing armies. The board has sixty-four squares of alternating colors. Each player has a set of sixteen pieces as shown below. One player will have a set of dark or black pieces and the other a light or white set. These symbolize opposing armies.

- | | |
|-----------|---------------------|
| 8 Pawns | 2 Rooks, or Castles |
| 2 Bishops | 1 Queen |
| 2 Knights | 1 King |



BOARD SET UP

The playing board is the battlefield of the game. It's traditionally oriented so that each player has a white square on the corner to his or her right. The pieces are arranged on the board as shown. Note that the queen is always placed on a square of her own color.

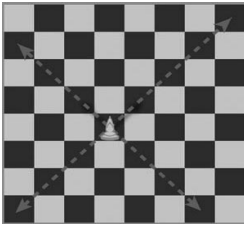
1. PAWN:

The pawn is considered the weakest piece on the board. It moves one square at a time with one exception. Each pawn can be advanced by two squares the first time it's moved. Pawns can only move in the forward direction. When they reach the last row, and can be moved no further, they can be promoted to any type of piece on the board except a king. Generally they are promoted to a queen since this is the most powerful piece.



2. BISHOP:

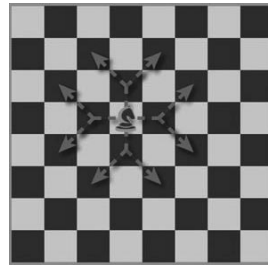
The bishop has the strength of about three pawns and moves diagonally. Unlike the pawn it can move backwards or forwards. It can also move more than one square at a time as long as it moves in a straight line. In other words, a bishop can move



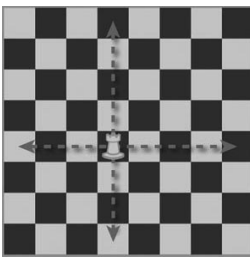
across the entire board. A bishop cannot jump over pieces and can also never move to a different-colored square. Bishops capture by moving in their normal manner to the square occupied by an opponent's piece and replacing it.

3. KNIGHT:

Like the bishop, knights have about the same strength as three pawns. Knights are moved in a rather unique manner, one square laterally and one square diagonally. They can move forwards or backwards and are the only pieces which can jump over other pieces. Knights capture by moving in their normal manner to a square occupied by an opponent's piece and replacing it.



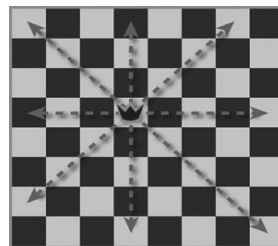
4. ROOK:

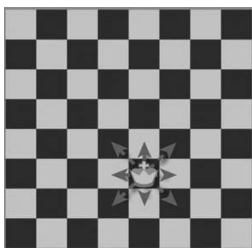


The rook, or castle, has the strength of about five pawns. Rooks are moved forwards or sideways in a lateral manner. They can move backwards and forwards one or more squares at a time. In a given move a castle can only move in one direction along a straight line. To capture a piece, castles are moved in their normal manner to the occupied square where they replace the captured piece.

5. QUEEN:

The queen is the most powerful piece on the board and is the equivalent of about nine pawns. A queen can move diagonally like a bishop or laterally like a castle. Like the bishop and the castle, a queen cannot turn corners in a single move. It captures in the same manner as either a castle or a bishop.





6. King:

The king is only slightly more powerful than a pawn but is nevertheless the most important piece on the board. While the king can move backwards or forwards, either laterally or diagonally just like a queen, it can only do so one square at a time. A king cannot move to a square where it would be captured. A king can capture a piece on any square where it can legally move.

OBJECTIVE FOR WINNING

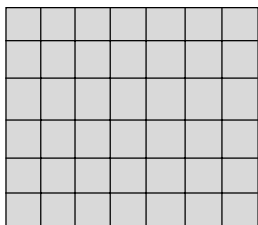
Check: Threatening a king with capture is treated differently from an ordinary piece. The king is not only royal but the objective of the entire game. A player declares «check» when he moves in a manner which threatens an opponent's king with capture. However, the term is only used if the king has a means of escape. The opponent must get the king out of check immediately. This can be done in one of three ways: 1) Move the king. 2) Capture the attacking piece. 3) Move a piece so that it blocks the attack.

Checkmate: The game is won when an opponent's king is inescapably placed in a position where it would be captured on the next turn. Actually capturing the king and removing it from the board like a common piece would have been unthinkable when chess was invented, and so this is not done. Instead the winner says the word checkmate and the game ends.

III. POST-READING

Exercise 1

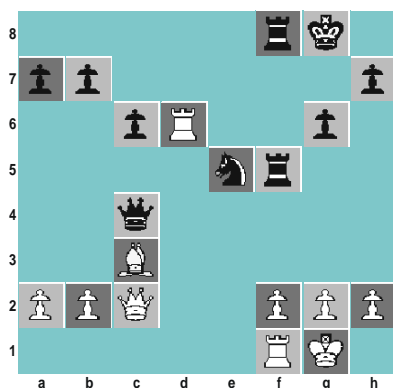
Setting up the board. Write the number of each piece in the correct square.



1. Pawn
2. Rook
3. Queen
4. Knight
5. Bishop
6. King

Exercise 2
Homework: Chess Problem

Read the chess rules and try to solve this problem. After you have solved the problem, use the words in VOCABULARY NOTES (below) to write a short description of your solution. You will share it with other students in class.



Black to move and mate in three move

IV. VOCABULARY NOTES

Adverbs Showing Direction

#	Adverb	Definition	Examples
1	Forward	Toward a place or position that is in front of someone or something	Move the black pawn forward one square.
2	Diagonally	From one corner of a square shape to the opposite corner.	The queen can move diagonally like a bishop.
3	Laterally	From side to side, to left or right	The queen can also move laterally like a rook.
4	Backwards	In the direction that is behind you or something	Pawns cannot move backwards.
5	Across	From one side of something to the other	Many chess pieces can move across the entire board in one turn.

6	Sideways	To the left or right, not forwards	Queens and rooks can move sideways.
7	Over	Down from an upright position	When the King is captured, push it over.

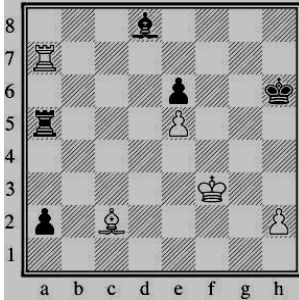
V. SPEAKING

A. Work individually. If you are student A, try to solve problem # 1. If you are the student B, solve problem # 2.

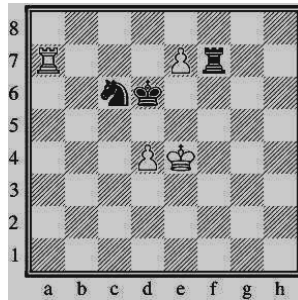
B. Work in pairs with another student who solved the **SAME** problem you did. Tell your solution to your partner and try to explain why it is correct. For example,

1. Move the white bishop diagonally to square h-7. Check.
2. Move the black King forward to a-1 because:
 - a. If black moves his King diagonally backwards, it will be captured by my pawn.
 - b. If black moves his King laterally to the left, my bishop will take it.

Problem 1
white to move and
mate in two



Problem 2
white to move
and mate in two



Group Work. Share your pair's solution with two students who solved the other chess problems.

UNIT 4

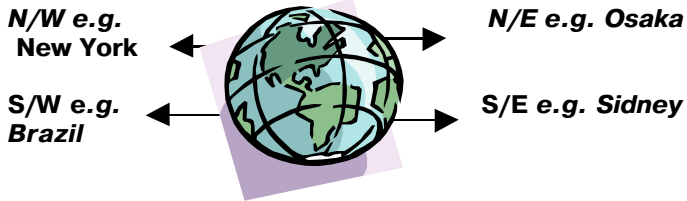
CITIES

New York, Paris, Tokyo and ...



I. PAIR WORK

List as many cities as possible.



II. MATCHING

Match the cities with the countries and countries with the regions

- | | | |
|------------------|-----------------|--------------------|
| 1. Beijing | A. Egypt | I. Antarctica |
| 2. Jerusalem | B. Germany | |
| 3. Sidney | C. China | II. Europe |
| 4. Tokyo | D. Israel | |
| 5. Athens | E. Italy | III. Africa |
| 6. Istanbul | F. Yemen | |
| 7. Paris | G. Australia | IV. Middle East |
| 8. Bangkok | H. Japan | |
| 9. Abu-Dhabi | I. Denmark | V. South East Asia |
| 10. Geneva | J. Kyrgyzstan | |
| 11. Moscow | K. Greece | VI. East Asia |
| 12. Helsinki | L. Turkey | |
| 13. Johannesburg | M. Switzerland | VII. Central Asia |
| 14. Bishkek | N. Finland | |
| 15. Sana | O. France | VIII. Oceania |
| 16. Copenhagen | P. Thailand | |
| 17. Rome | Q. Russia | |
| 18. Bonn | R. Saudi Arabia | |
| 19. Cairo | S. South Korea | |
| 20. Seoul | T. South Africa | |

III. BRAIN CHALLENGE

There are the names of 18 cities of the world in the purple. Find and write them below.

- | | |
|-----------|-----------|
| 1. London | 10. _____ |
| 2. _____ | 11. _____ |
| 3. _____ | 12. _____ |
| 4. _____ | 13. _____ |
| 5. _____ | 14. _____ |
| 6. _____ | 15. _____ |
| 7. _____ | 16. _____ |
| 8. _____ | 17. _____ |
| 9. _____ | 18. _____ |

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

IV. A LOTTERY

You have won an open airplane ticket to go anywhere in the world. You can stop at 6 cities. List them below.

_____	_____
_____	_____
_____	_____

Now, take turns guessing each other's cities. Give hints to your partner. E.g.,

"The first city I would visit is in Europe."

"Is it Paris?"

"No, it's in Britain."

"Is it London?"

"That's right"

After you guess a city, ask your partner why they want to visit it.

V. WRITING AND SPEAKING

1) *Why are they famous? Prepare a small presentation about a famous city with your group.*

Group A **New York**

Group B **Paris**

Group C **Tokyo**

Look at the INFORMATION BOARD below and give a different area of research about your city to each member of your group.

INFORMATION BOARD

2) *Listen to the other groups' presentations and fill in the chart*

City	<ul style="list-style-type: none"> • Location • Rivers • Mountains 	<ul style="list-style-type: none"> • Population • Nationalities • Languages 	Places of interest	Other information
<u>New York</u>				
<u>Paris</u>				
<u>Tokyo</u>				

URBANIZATION

I. Pre –reading

A. Look at the world map list the cities according to the population, largest first.

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

B. Compare your lists with a classmate and discuss your reasons for ranking the cities as you did.

C. What do you understand by the term **“Urbanization”**

II. READING

A. Scan the first paragraph of the text “Urbanization” and complete the sentences:

1. Urbanization is _____
2. A city is a community _____
3. A super city or mega city _____
4. New York, Mexico City and Tokyo are _____

B. Scan the second paragraph and answer the questions:

1. What percentage of population lived in the cities during Industrial Revolution?
2. What percentage of population is urban in New York?
3. How many cities had the population over 1 million in 1900? What about London?

- C. Scan the third paragraph and tell...
1. What are the reasons of increasing population in the cities?
 2. What is the natural increase?
 3. What are the causes of immigration?
- D. Scan the fourth paragraph and...
1. What are the global urban problems in the world?
 2. How do these problems stem from urbanization? Give examples from the text.
 3. Does every developing country have a satisfactory sewer system?

I. Urbanization History, Causes and Current Urban Problems

Since the beginning of civilization, cities have been centers of education, religion, *commerce*, communication, and political power. Since the beginning of the Industrial Revolution, cities have grown rapidly in both size and power. In every developing country, the transition from an *agrarian* society to an industrial one has been accompanied by urbanization, an increasing concentration of the population in *metropolitan* areas. Cities are cultural and *racial melting pots* in which information and technology are exchanged and resources are turned into finished products. A city is defined as a community with enough people and resources to allow specialization in arts, crafts, services, and professions. Experts set the minimum population for a city, or

VOCAB BOX

commerce = *trade; business*

agrarian = *economy based on farming*

metropolitan area = *a community with large population; center for the arts*

racial melting pots = *places where there are immigrants from many countries, e.g., the U.S.*

urban area = *city, not the countryside*

inhabitants = *the people living in a town, city, region, etc.*

urban area, at 2,500 residents. Beyond about 10 million *inhabitants*, an urban area is considered a super-city or a mega-city, such as New York, Mexico City, Sao Paulo, and Tokyo.

II. History of Urbanization

At the beginning of the Industrial Revolution only 3% of the world population were living in cities. Now about 43% of the world's people live in cities. In the U.S about 79% of the population is urban. In 1900, thirteen cities had populations over 1 million. Presently, only one of the ten largest cities (New York) is in North America or Europe. By 1990, there were 235 metropolitan areas of more than 1 million people. In 1900, London was the only city with more than 5 million people; now nineteen cities have populations above 5 million.

sanitation = the arrangements to protect the public health

immigration = moving from one city or country to another to live permanently

developed = countries with a high standard of living; rich

developing = a poorer country in the process of 'development'

III. Causes of Urban Growth

Urban population grows in two ways: by natural increase (more births than deaths), and by immigration. Natural increase is caused by improved food supplies, better *sanitation*, and advances in medical care. *Immigration* is the second reason why population grows, and it is the largest source of its growth. Immigration to cities can be caused both by *push factors*, which force people out of the country in search for jobs, food, and housing, and by *pull factors*, which draw them into the city offering jobs, housing, entertainment, and freedom from village traditions.

IV. Current Urban Problems

Large cities in both the *developed* and *developing* world face the same kind of problems. The problems get bigger and bigger especially in the developing countries. They are: Traffic problems, Noise, Air Pollution, Crime, Sewer Systems and Water Pollution.

Traffic and Congestion -

Every big city is often overwhelmed by the immense crush of pedestrians and vehicles of all sorts that clog the streets. Gigantic traffic jams occur day and night, and it is common for people to wait two hours to get to a specific place.

Noise Pollution - City noises come from many sources. Cars, trucks, and buses create a roar that *permeates* nearly everywhere in the city. Near airports, jets *thunder* overhead, stopping conversation, rattling dishes, sometimes even cracking walls. TV's, and loudspeakers fill the air. Psychologists claim that noise pollution is a major source of stress for city dwellers.

permeates = to spread to every part of something

thunder (v)= to make a loud noise

exhaust= waste gases that come from an engine or machine

coal = black mineral which is burned to provide heat

estimate = to make an 'educated' guess;

desperate = bad; serious

Air Pollution – *Exhaust* from automobiles, smoky factories, and use of wood or *coal* fires for cooking and heating often create a thick layer of air pollution in the world's super cities.

Sewer Systems and Water Pollution - Few cities in developing countries can afford to build modern waste treatment systems for their rapidly growing populations. The World Bank *estimates* that only 35 percent of urban residents in developing counties have satisfactory sanitation services. The situation is especially *desperate* in Latin America, where only 2 percent of urban sewage receive any treatment.

Crime - What can we do about crime and violence in the city? Crime in big cities are often related to religion, lack of education, unemployment, and bad financial situation. The problem is much worst in the Developing Nations whereas people sometimes steal and kill for food and clothing.

III. VOCABULARY EXERCISES

Exercise 1

Paraphrase the underlined words in the sentences with words from the VOCAB BOX

1. The system of public health protection is not in a good condition in most African countries.

2. The six richest countries, USA, Canada, Japan, Germany, France, and Great Britain would like to open their borders to each other and have a single passport.

3. The family moved from Beijing to New York in search of work, and they decided to live there permanently.

4. When the petrol station exploded, the smell of gasoline spread over the town and all people living in the area were evacuated.

5. The waste gases of automobiles are one of the main sources of air pollution.

6. One of the worst illnesses is hepatitis, which may come from polluted air and water.

Exercise 2

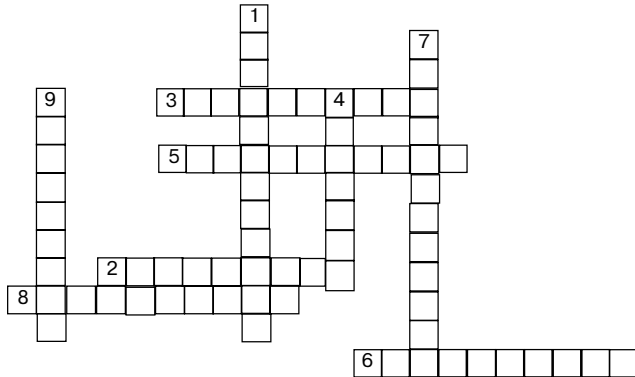
Complete the crossword puzzle with words from the text.

Down:

1. The process of making rural areas more like a town or city
2. Of or relating to the country, agriculture
4. Cars on the roads and streets
7. The area to which a lot of people live and immigrate; capital or chief city
9. Unclean additions to the environment

Across:

- 3. The animals or human beings who live in place
- 5. Moving from one city to another to live permanently
- 6. Cleaning the streets, sewers; garbage collection
- 8. The number of people in a town, city or region



IV. Group Discussion

Group One and Group Three: discuss the *ADVANTAGES* of urbanization and write your answers in the space below.

Advantages of Urbanization	
1-	
2-	
3-	
4-	
5-	

Group Two and Four: discuss the *DISADVANTAGES* of urbanization and list your answers in the space below.

Disadvantages of Urbanization
1-
2-
3-
4-
5-

After listing your ideas, share them with another group. What do you think? Is life in cities as great as people think? Convince the other group of your point of view.

Tashkent Before and After Independence

I. PRE-LISTENING

A. Look at this list of places and tell the class, which of them were built before and which of them after Independence.

- | | |
|---|---------------------------------|
| 1. Alisher Navoi Theatre of Opera and Ballet | 8. Building of Oliy Majlis |
| 2. Historical museum. | 9. Concert hall "Turkistan" |
| 3. Park "Tashkentland" | 10. Park "Ulugbek" |
| 4. The concert hall "The Friendship of Nations" | 11. Hotel "Intercontinental" |
| 5. Bazaar "Yunusabad" | 12. Alisher Navoi National park |
| 6. Dome of Chorsu bazaar | 13. "Pakhtakor" stadium |
| 7. "Amir Temur" museum | 14. "Jar" Sport complex |
| | 15. Yunusabad tennis court |

B. Work in pairs and fill in the table finding changes in different spheres. Use your historical knowledge.

Before Independence	Tashkent	After Independence

II. LISTENING

A. Listen to the text about Tashkent before and after Independence.

B. Compare and check your answer above with the text and write some more changes that you have discovered from the listening text

III. WRITING

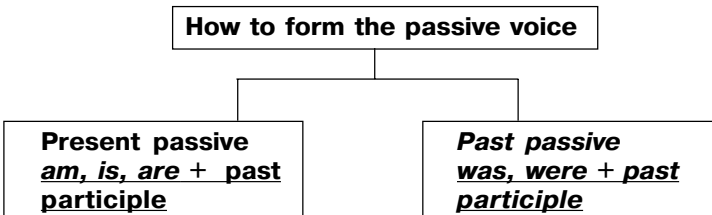
Write a paragraph about one of these topics: "Tashkent in the Future", "My Imaginary Capital of Uzbekistan."

Questions for help:

- 1) How do you imagine Tashkent after 10 or more than 10 years?
- 2) How is your dream capital built?

SHOW YOUR BEAUTIFUL IMAGINATION AND ABILITY TO SEE THE FAR FUTURE!

IV. GRAMMAR FOCUS



e.g. These books are bought by new mothers. (generally new mothers buy these books)

e.g. *Those books were bought by new mothers.* (new mothers bought those books)

Exercise 1

Fill in the blanks with the passive form paying attention to the correct verb tense.

1. Before Independence nobody _____ (allow) to produce and sell anything that was not from government factories.
2. In those days news _____ (censor) and often presented an unrealistic picture of life inside and outside the capital.
3. A lot of buildings that _____ (construct) during 1985-1991 were of very low quality.
4. Smoking cigars _____ (prohibit) in every school in Tashkent nowadays.
5. According to the new law entrepreneurs in farming, manufacturing and trade _____ (support) by the government.
6. The Constitutional rights _____ (give) to journalists to express their thoughts in print, on television and online.
7. After the years of Independence there _____ (pay) more attention to the reconstruction of museums that show the great and ancient culture of the Uzbek people.
8. Chilanzar metro station _____ (build) in 1977.
9. Amir Temur museum _____ (visit) by many citizens of Tashkent as well as guests.
10. In short, Tashkent _____ (fill) again by people who appreciate the Independence of Uzbekistan.

When to Use the Passive Voice

1	We use the passive when the doer of the action is not known.	<i>The window was broken over the weekend.</i>
2	We use the passive when the doer of the action is a secret and/or we don't want to tell 'who did it'.	<i>The criminal was killed in his cell (by agents of the government) because he knew too much.</i>

3	We use the passive when it is not important (or can be inferred) who does the action.	<i>Rare flowers are sold (by-vendors) in the park on Sundays.</i>
In all other situations, the active voice is generally preferred.		
Note: the ‘by’ phrase is usually omitted in passive constructions. If you need to include a ‘by’ phrase, the doer of the action is important and, hence, the active voice should be used.		

Exercise 2

Change the sentences from active voice into passive if the doer is unknown, a secret or unimportant, otherwise, leave the sentence unchanged.

1. In 1966 after the earthquake in Tashkent builders constructed a lot of high buildings.
E.g., “A lot of high buildings were constructed in 1966 after the earthquake. (doer is unknown)
2. The Soviets exiled many Koreans and Tatars to Central Asia.
3. The students made plenty of mistakes and the teacher gave them low scores.
4. Economists all over the world say that Uzbekistan will overcome its economic problems in a few years.
5. The book interested people, so publishers translated it into many languages.
6. Someone has left a box of candy on Gulbakhor’s desk this morning.
7. The constitution gives people in Uzbekistan the right to believe in any religion.
8. Teachers in primary schools teach basic subjects such as reading, writing, and math.

9. To learn a language deeply, one should know its grammatical structure.

10. After Independence, new construction changed the face of Tashkent.

11. During the war, the armed forces killed many prisoners.

12. Someone in Administration of Dwelling Houses will turn on the hot water soon.

V. WRITING

Present Passive – Describing a Process

One common use of the passive voice is to describe the steps in a process. Since the completion of the process is more important than who actually does it, 'by -' phrase is often omitted. Also, since many processes are the same at different times and in different places, the present passive is used to show that the process is habitual or repeatable.

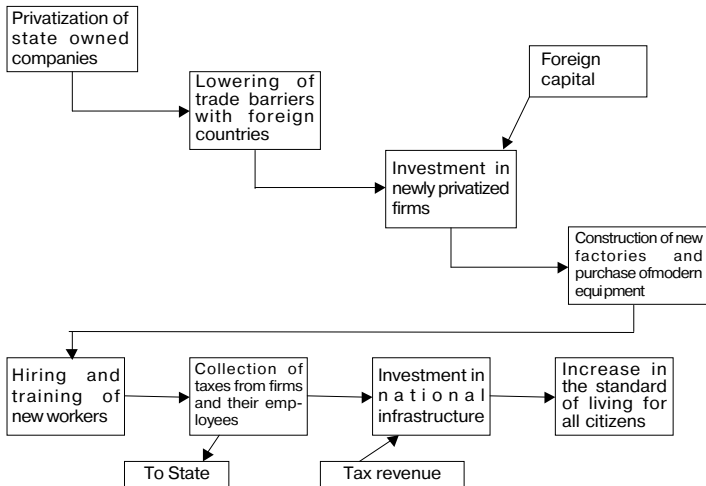
E.g., When describing how fish is canned, the writer might use the passive like this:

"First, fish is delivered to the factory. Then it is cleaned and washed. After washing, water is drained away and the fish is soaked in salt."

Notice who delivers, cleans, drains and soaks the fish is not important; thus, the 'by -' phrase is unnecessary. Also, notice that the use of the present passive indicates that this process is always performed the same way.

Now it's your turn. Below is a 'flow chart' describing the process of reforming a command economy into a market economy. This process is now going on in Uzbekistan and other former Soviet republics. Although the specifics might be different in different countries, the basic steps are usually the same.

REFORMING A COMMAND ECONOMY



Your task: Use the information in the flow chart to describe the process of reforming a command economy. Be sure to use transition signals like, 'first', 'next', 'after that', 'finally' to clearly indicate the different steps in this process. You can start like this:

“First of all, state owned companies are privatized. Then, trade barriers with foreign countries are”

Feel free to add additional steps or more details to the process.

UNIT 5

LITERATURE

Greek Mythology

I. SPEAKING

A. Answer the questions:

1. What myths do you know, e.g., Uzbek, Russian, and Japanese?
2. Who wrote these myths?
3. What stories from Greek mythology have you heard or read?
4. Do you know the background twelve gods that listed in task B?

B. Check your knowledge by matching the Greek gods with their responsibilities.

- | | |
|---------------|--|
| 1. Zeus | a. Ruler of the sea |
| 2. Hera | b. god of the underworld |
| 3. Hephaestus | c. goddess of wildlife and the moon |
| 4. Athena | d. god of war |
| 5. Apollo | e. messenger of the goods and ruler of science and invention |
| 6. Hestia | f. goddess of the hearth |
| 7. Ares | g. goddess of love |
| 8. Aphrodite | h. queen of heaven and guardian of marriage |
| 9. Hades | i. god of fire and metalworkers |
| 10. Poseidon | j. goddess of wisdom and war |
| 11. Artemis | k. god of light, poetry and music |
| 12. Hermes | l. the leader of the gods and the ruler of the sky |

II. READING AND WRITING

A. Read the myth and fill in the table using the information from the text.

Orpheus and Eurydice

I tell you now a story of beauty and tragedy. It begins with Orpheus, the best musician that ever lived. One strum of his

lyre, one note sung, and beasts would crawl to him, rocks would move to be closer, trees would leave their places to be near to him. They called him a sorcerer for his power, and perhaps he was, for he was the son of the Muse Calliope.

He lived his life simply and carelessly until the day he met Eurydice. She was a Dryad, and their love was perfect and unbreakable. Aristaeus, who saw Eurydice's beauty and desired it, tried to take her unwillingly. She ran from him. Ran in terror, without thought to her step, and so it was she stepped on a snake in her flight. The venom of its bite killed her at once, and Orpheus was very sad. His grief was bitter, but he did not stop him from taking action.

With his lyre, Orpheus descended into the Underworld. A normal human being would have perished any number of times, but Orpheus had his lyre and his voice and he charmed Cerberus - the three-headed guard dog of Hades - into letting him pass. Facing Hades and his cold Queen Persephone he played for them his song of sorrow at the loss of his love. The Persephone's frozen heart melted and a tear rolled down her cheek. Even Hades could not help weeping. They agreed to free Eurydice and let Orpheus take her from the Underworld, but warned him that Eurydice would follow behind him, not as a woman but as a shadow. Once they reached the light of the world and she entered the sunlight, she would be changed from a shade back to a woman. But if Orpheus doubted, if he looked back to see her, she would be lost to him forever.

Orpheus heard and rejoiced. He turned and left the dark hall of Hades and began his ascent back to life. As he walked he rejoiced that his wife would soon be with him again. He listened closely for her footfall behind him, but a shadow makes no noise. The closer to the light he got, the more he began to believe that Hades had tricked him to get him out of the Underworld, that Eurydice was not behind him. Only steps away from the light Orpheus lost faith and turned around. He saw Eurydice, but only for a moment as her shade was whisked back down among the other dead souls. She was gone.

Orpheus tried again to enter the Underworld and demand her to return, but one cannot enter twice the same way - and no other way was open to him. All that was left to him was death. He played so mournfully that the world felt his sorrow. To free him from his pain, the animals surrounding him tore him apart.

Write about the most important parts of the story. If the story doesn't give the answer directly, try to guess the answer.	
When?	<i>Long ago, in ancient times, three thousand years ago</i>
Where?	
Characters?	
Hero?	
What does the hero want?	
Problem?	
Solution of the problem?	
Ending?	
The idea behind the myth, i.e., its moral?	

B. Try to guess the meaning of the underlined words in the myth from the context. Write your own definitions below. Then check these definitions with those given by your teacher.

Strum (v)-

Perish (v)-

Lyre (n)-

Charm (v)-

Crawl (v)-

Sorrow (n)-

Sorcerer (n)-

Weep (v)-

Venom (n)-

Shadow (n)-

Grief (n)-

Rejoice (v)-

Descend (v)-

Ascend (v)-
Ascent (n)

Trick (v)-

Whisk (v)-

Faith (n)-

III. PAIR WORK

A. *Retell the myth to each other. Try to use the words from the list and your information from the table.*

B. *Evaluate your partner's retelling. Give him / her a score from 5 to 1 for each of these questions:*

1. *Did your partner use many words from the list?*
2. *How complete was the story? Did you need to complete parts of the story for your partner?*
3. *How fluently did your partner speak? Did (s)he stop often to think of what to say?*

IV. WRITING and LISTENING

A. *Choose a character from this list and rewrite the story from this character's point of view.*

1. Eurydice
2. Hades
3. Orpheus
4. Persphone
5. Aristaeus
6. The snake

B. *Read or retell your story to the class. Your classmates should decide:*

1. *Which character is telling the story?*
2. *What was the character's goal?*
3. *Did (s)he reach this goal or not?*
4. *What is the moral of your classmate's tale? In other words, what do you learn about life from this story?*

V. READING

A Tale About Aphrodite

A. *What do you think....?*

1. *Is the marriage without love a real marriage?*
2. *Should parents select the life partners for their children?*

3. What would you do if your family forced you to get married to someone you didn't love?

4. What would you do if you were trapped in a loveless marriage?

5. What do you think Aphrodite did?

B. Read about the birth and loves of Aphrodite. Then, discuss the ethics of these 'noble' gods.

INFORMATION BOARD

(1)**Zeus** was the chief of the gods. His domain was the sky, he controlled lightning. His wife and sister, (2)**Hera**, was the queen on the sky. Other gods associated with heaven were (3)**Hephaestus**, god of fire; (4)**Athena**, goddess of wisdom and war; and (5)**Apollo**, god of light, poetry, and music. (6)**Artemis**, goddess of wild animals and the moon;(7) **Ares**, god of war; and(8) **Aphrodite**, goddess of love. They were joined by (9)**Hestia**, goddess of the hearth (fireplace, traditional center of the family, home); and (10)**Hermes**, messenger of the gods and ruler of science and invention. (11)**Poseidon** was the ruler of the sea. (12) **Hades** ruled the Underworld, where he lived with his wife Persephone.

A Tale About Aphrodite

Aphrodite was the Greek goddess of love and beauty. So charming was she that both gods and men found her irresistible. A story of her birth tells that Aphrodite sprang from the sea. She emerged from a shell and was met by the four Seasons, who draped her in beautiful robes and adorned her hair with flowers.



Aphrodite also had many different sides to her personality. To some she was the sweet loving goddess whom the lonely sought out for help. She was beauty personified, for without her there would be no joy or loveliness. Her every movement filled the air with song.

Some saw her as treacherous and malicious. She was known to have a bewitching power over men that more times than not brought about their own destruction. Ironically, she was wed to Hephaestus, who was lame and considered to be the most unattractive of all the Olympians. This marriage was of no choice of her own, but instead was arranged by Zeus in order to keep Aphrodite out of trouble. The goddess of love did not take her wedding vows very seriously and was accustomed to having many affairs involving both gods and men.

A constant companion of Aphrodite was Ares, the god of war. It was common knowledge on Olympus that Aphrodite was



anything but faithful to her husband. One night while she was away visiting Ares in his Thracian palace the goddess made the mistake of lingering too long in his bed. As the god Helios was rising across the sky he caught a glimpse of the two lovers and reported what he saw to

Hephaestus. Feeling hammered out a bronze hunting net. This he took and secretly fastened to the posts of his marriage bed. Aphrodite returned from her liaison with Ares, telling Hephaestus that she had been away in Corinth conducting business. Pretending to believe her, the scorned husband excused himself explaining that he was leaving to tend to his own affairs on his favorite island of Lemnos.

As soon as Hephaestus was out of sight, Aphrodite sent word to her lover Ares to come and rejoin her for an evening of romance. The two went happily to bed, but when the first hints of dawn appeared in the sky both found themselves hopelessly caught in the net of bronze. Upon his return from his trip to Lemnos, Hephaestus, found the scandalous pair naked and unable to escape his well laid trap. To add to their humiliation, the bitter husband summoned the other gods to come and witness his dishonor.

C. Answer the questions

1. Do you agree with Aphrodite's actions? Hephaestus'?
2. What would you have done if you were Aphrodite? Hephaestus?
3. What do you think happened next?

VI. SPEAKING

A. Pick one part of the tale about Aphrodite to improvise with your partner and decide which of you will play which character.

1. "Zeus tells Aphrodite that she must marry Hepheastus."
2. "Aphrodite and Hepheastus talk on their wedding night."
3. "Aphrodite complains about her marriage to Ares."
4. "Aphrodite lies to Hephaestus about her affair with Ares."
5. "Hephaestus argues with Ares."
6. "Hephaestus forgives Aphrodite."

B. After choosing your favorite part of the story, prepare to perform your drama by answering these simple questions for your character.

Character	What was your character doing before the drama began?	How is your character feeling now? (Tired, satisfied, hungry, etc.)	What does your character want to achieve in the drama? What is his or her goal?	What do you want the audience to feel about your character? To like you, dislike you, feel sympathy, etc.?
Ares				
Aphrodite				
Hephaestus				
Zeus				

C. Now, improvise your part of the story in pairs two or three times. When you feel ready, show your talent by performing it for the class.

LOVE FOR POEMS

I. PRE-READING

A. Answer the following questions

1. Do you know any English or American poets?
2. Can you recite any poems from memory to the class? It can be the lyrics of any song.

B. Match the genres with their definitions

1. Myth	a. A long, fictional work of prose
2. Tale	b. A play for the stage, radio or TV
3. Fable	c. A story with gods and creatures
4. Novel	d. A piece of creative writing in verse, often expressing deep feelings
5. Poem	e. A story, often one that is easy to read and understand
6. Drama	f. A story with a strong moral and often animals as characters

II. READING

Look through the poem and find new words. Guess the meaning of the words from the context and check your guesses with a dictionary.

If I could tell you...

Time will say nothing but I told you so
Time only knows the price we have to pay,
If I could tell you I would let you know.

If we should weep when the clowns put on their show,
If we should stumble when musicians play,
Time will say nothing but I told you so.

There are no fortunes to be told, although,
 Because I love you more than I can say,
 If I could tell you would let you know.

The wind must come from somewhere when they blow,
 There must be the reason why the leaves decay,
 Time will say nothing but I told you so.

Perhaps the roses really want to grow,
 The vision seriously intends to stay
 If I could tell you I would let you know.

Suppose the lions all get up and go,
 And all the brooks and soldiers ran away;
 Will time say nothing but I told you so?
 If I could tell you I would let you know.

III. WRITING AND SPEAKING

Fill in the table with your partner.

Lines from the poem	What new words have you come across (write the definitions or synonyms)	Rewrite lines in your own words	What feelings do you get from these lines
If I could tell you..			
Time only knows the price we have to pay			
If we should weep when the clowns put on their show			
Time will say nothing but I told you so			

I love you more than I can say			
The wind must come from some where when they blow			
There must be reason why the leaves decay			
Perhaps the roses really want to grow, The vision seriously intends to stay			
Suppose the lions all get up and go, and all the brooks and soldiers run away			

IV. LISTENING

A. Discuss with the class what love is for you.

B. Listen to the love poem and complete it.

Love is...

By Adrian Henry

Love is _____

Love is _____

Love is _____
Love is _____

Love is _____
Love is _____
Love is _____
Love is _____

Love is _____
Love is _____
Love is _____
Love is _____

Love is _____
Love is _____
Love is _____
Love is _____

Love is _____
Love is _____
Love's _____
Love is _____

C. Answer the questions

1. Do you agree with author's statements?
2. What general idea could you get from this poem?
3. How do you understand the words "love is you and love is me"?

V. WRITING

Write a love poem. Take a sheet of paper and write only one line about what love is for you. Then pass this paper to the student on your left. Write a new line following the rhythm of the first line. For example,

Love is sleeping and resting ← first line
Love is reading and writing ← new line

Love is a big red strawberry ← first line
Love is a small blue diamond ← new line

Pass to the left again and write the third line, again keeping the rhythm of the first two. Continue until you get your own paper back.

A Good Story is Hard to Find

I. PRE-READING

Answer the following questions:

1. What are five feelings connected with a home?
2. Have you ever been far away from your home? If yes, what feelings did you have?

II. READING

Read the text and find answers to the questions below. Take notes so that not to forget.

Going Home

by Pete Hamill

They were going to Fort, Florida. There were six of them, three boys and three girls, and they got on the bus at 34th Street, carrying sandwiches and wine in paper bags. They were dreaming of golden beaches and tides of the sea as the gray, cold spring of New York vanished behind them. Vingo was on the bus from the beginning.

As the bus passed through New Jersey, they began to notice that Vingo never moved. He sat in front of the young people, his dusty face masking his age, dressed in a plain brown suit that did not fit him. His fingers were stained from cigarettes, and he chewed the inside of his lip a lot. He sat in complete silence.

Deep into the night, the bus pulled into a Howard Johnson's restaurant and everybody got off the bus except Vingo. The young people began to wonder about him, trying to imagine his life: perhaps he was a sea captain; maybe he had run away from his wife; he could be an old soldier going home. When they went back to the bus, one of the girls sat beside him and introduced herself.

"We're going to Florida," the girl said brightly. "You go that far?"

"I don't know," Vingo said.

"I've never been there," she said. "I hear it's beautiful."

"It is," he said quietly, as if remembering something he had tried to forget.

"You live there?"

"I was there in Navy, Jacksonville."

"Want some wine?" she said. He smiled and took a swig from the bottle. He thanked her and retreated again into his silence. After a while, she went back to the others as Vingo nodded in sleep.

In the morning they woke up outside another Howard Johnson's and this time Vingo went in. The girl insisted that he join them. He seemed very shy, and ordered black coffee and smoked nervously, as the young people chattered about sleeping on the beaches. When they went back on the bus, the girl sat with Vingo again. After a while, slowly and painfully, he began to tell his story. He had been in jail in New York for the last four years, and now he was going home.

"Are you married?"

"I don't know."

"You don't know?" she said.

"Well, when I was in the jail I wrote to my wife. I said, 'Martha, I understand if you can't stay married to me,' I said I was gonna be away a long time, and if she couldn't stand it, if the kids kept askin' questions, if it hurt her too much. Well, she could just forget me, get a new guy - she 's a wonderful woman, really something - and forget about me. I told her she didn't have to write nothing, or she and me didn't. Not for three-and-a-half years.

"And you're going home now, not knowing?"

"Yeah," he said shyly. "Well, last week, when I was sure the parole was coming through I wrote her. I told her that if she had a new guy, I understood. But, if she didn't, if she would take me back she would let me know. We used to live in this town, Brunswick, and there is a great big oak tree just as you come into town. I told her if she would take me back, she should put a yellow handkerchief on the tree, and I would get off and come home. If she didn't want me, forget it, no handkerchiefs and I'd keep going on through."

“Wow,” the girl said. “Wow.”

She told the others, and soon all of them were in it, caught up in the approach of Brunswick, looking at the pictures Vingo showed them of his wife and three children. Now they were 20 miles from Brunswick, and the young people took over the window seats on the right side, waiting for the approach of the great oak tree. Vingo stopped looking, tightening his face into the ex-con’s mask, as if fortifying himself against still another disappointment. Then it was ten miles, and then five, and the bus became very quite.

Then suddenly all of the young people were up out of their seats, screaming shouting crying, and doing small dances, shaking clenched fists in triumph and exaltation. All except Vingo.

Vingo sat there stunned, looking at the oak tree. It was covered with yellow handkerchiefs, twenty of them, thirty of them, maybe hundreds, a tree that stood like a banner of welcome, blowing and billowing in the wind. As the young people shouted, the old con slowly rose from his seat, holding himself tightly, and made his way to the front of the bus to go home.

A. Answer these comprehension questions

1. Who went to Fort Lauderdale?
2. What did Vingo look like?
3. What did the young people think about him?
4. Why were the young people going to Florida?
5. Who came up to Vingo in the train?
6. What did Vingo write to his wife when he was in jail?
7. How did he feel on the way home?
8. What did he see as the bus entered Vingo’s town?
9. What did the yellow handkerchiefs tell Vingo?

B. Now tell your answers to the class.

III. SPEAKING

Work in pairs to analyze the story “Going home” answering the questions below. Remember that every story has answers for these questions but different readers may answer them in different ways. Then, share your answers with a class

1. When and where does the story happen?

2. Who are the characters? Who are they and what are they?
3. Who is the hero of the story?
4. What is hero's goal? What does he try to reach / achieve?
5. What prevents the hero from reaching his/her goal? What problems stand in his way?
6. What does the hero do to solve his problem and reach his goal?
7. How does the story end? Does the hero reach his goal?
8. What is the moral of the story? What does the author want to teach the reader through this story?

IV. WRITING

Information Box - Writing a Narrative Paragraph

Narration is the oldest and the best-known form of verbal communication. It is, quite simply, the telling of a story.

- 1) Narratives are usually about people
- 2) *They tell what happened to whom*
- 3) *Narratives connect series of events occurring one after the other. So, there should be chronological order of events in the narrative. In order to sequence events writers need to use transitions showing time.*

Transitions showing time

After	At the same time	Immediately
Afterwards	Before	In the future
As long as	Currently	In the meantime
As soon as	During	Later
At last	Eventually	Long ago
At length	Ever since	Meanwhile
At present	Finally	Now
	First	While
	Gradually	

Exercise 1

Look through the story and find the transitions of time the author uses to connect events. Underline them.

Exercise 2

Complete the paragraph with time order words and phrases from the list above.

Birds in a Net

1) _____, a hunter set his net by a lake and caught a great many birds. But the birds were large, and, 2) _____ they were caught, they lifted the net and flew off with it. The hunter 3) _____ began to run after it. 4) _____ the hunter was running, a peasant saw him and said:

“Where are you going? Do you think you can catch those birds on foot?”

“If there were only one bird in the net, I would not be able to catch it,” said the hunter, “but I’ll catch these.”

And that is just what happened.

5) _____, the evening came, and all the birds in the net began to pull in different directions, each heading for his own nest. 6) _____, one pulled toward the forest. 7) _____, another pulled toward the swamp, and 8) _____ a third toward the field. 9) _____, they all fell to earth in the net, and the hunter gathered them up.

Information Box – Freewriting

Freewriting is a brainstorming activity in which you write *without stopping* about a topic. While you are writing, one idea should spark another. The purpose of freewriting is to generate many ideas *without worrying* about appropriateness, grammar, spelling, logic, or organization. Remember, the more you freewrite, the more ideas you will have. Don’t despair if your mind seems to “run dry.” Just keep your pencil moving.

Follow this procedure:

1. Write the topic at the top of your paper.
2. Write as much as you can about the topic until you run out of ideas. You probably want to write for about 10 minutes. Include as many details as come into your mind about the subject.
3. When the time runs out, look over what you have written and circle the ideas, sentences or even words that you would like to use in your narrative.

You may find that, after freewriting, your topic is more concrete and definite in your mind. For example, instead of writing about what happened before, during and after your 18th birthday party, you understand that what happened afterwards is the most interesting and should be the focus of your narrative.

4. If desired, take one important idea / event from your freewrite and use it as the basis for a second freewriting exercise, i.e., write it at the top of another sheet of paper and begin freewriting on this more specific topic. (Note: this is a related brainstorming activity called “looping”).

Exercise 3

Choose one of the topics below and free-write in class for 10 minutes

- a happy day
- a sad event
- a frightening experience
- an embarrassing moment

Exercise 4

At home, write a narrative paragraph or paragraphs. Use your freewriting exercise to give you ideas for things to write about and the analysis questions in III A (above) to make sure your story is complete. Don't forget to connect events with transitions showing time.

UNIT 6

STRESS IN MODERN LIFE

Causes of Stress

I. LISTENING

A. Try to answer following question to the class

1. Have you ever had stress? If yes, what was the reason or cause of it?
2. Why was this experience so stressful?
3. What about the life of students is especially stressful?

B. Work in groups and brainstorm as many causes of stress as possible for people of different ages.

Teenage (13-17)	Conflicts with parents.
Young adults (17-30)	
Middle age (31-60)	
Elderly (60+)	

C. Listen to the tape and try to write answers to these questions as you listen:

1. What age divisions do the speakers belong to?
2. What is Matthew doing?

3. What are the causes of Suzanne's stress?

a) _____
b) _____
c) _____

4. How many hours a day does Suzanne prepare for her classes?

5. Is she really worrying about breaking up with her boyfriend?

6. What does she not like about her work?

7. Why is Matthew stressed?

8. What kind of family problems could he have?

9. Why doesn't Suzanne have dinner with Matthew?

D. Listen to the tape again and write the sentences where these words and phrases appear. After the dictation, choose the synonym that best matches the word as it is used in the sentence. Finally, write your own sentence using the word from the listening text.

1. pretty –

"I feel pretty stressed out these days"

a. beautiful

b. a little

c. very

That movie we saw last night was pretty funny. _____

2. increase –

a. raise

b. bend

c. lower

3. tons of -

a. heavy

b. much

c. difficult

4. to break up with -

- a. to destroy b. to give up c. stop relations
-

5. demanding -

- a. challenging b. dissatisfied c. easy going
-

6. nightmare -

- a. a bad dream b. a terrible situation c. a good dream
-

7. to be wiped out -

- a. to be sick b. to be tired c. to be killed
-

8. to be mixed up in something -

- a. to be involved b. to be confused c. to be busy with
-

9. to be coy -

- a. superior b. secretive c. stupid
-

II. WRITING AND SPEAKING

A. Work in pairs and make up a dialogue between students discussing causes of stress in their lives.

For example:

Umid: *Hi, Shakhnoza. What's wrong?*

Shakhnoza: *Nothing. I just failed my Phonetics exam.*

Umid: *???*

B. After writing your conversation, perform it for the class

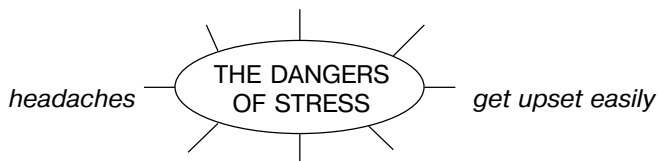
Effects of Stress

I. PRE-READING

A. For each cause of stress listed below, give one possible effect.

1. Too much homework at the university – *fail classes*
2. Bad atmosphere at home –
3. Examination period –
4. Studying and working at the same time –
5. Living in a new environment –
6. Husband and wife conflicts –
7. Health problems -

B. In pairs, brainstorm the effects of stress on your life



II. READING

A. *Read the text and answer the questions.*

How Stress Affects the Body

Our lives are full of different happy and unhappy events. These circumstances play a great role in controlling the human body and our mood. Happy events give us strength and inspiration, while unhappy events give the feeling of depression. The dangerous thing is that this depression may cause stress. Stress is a natural part of life. Everybody experiences it. When you're under stress, your body changes. A little stress is OK, even exciting; however, if you are constantly under stress, it can weaken your immune system and bring emotional and mental problems.

When you are under stress your body undergoes different physical changes. Firstly, the hypothalamus, or "master gland" pumps hormones into the blood stream. The Hypothalamus is a gland the size of grape which is located in the center of the brain. This gland's functions are storing hormones, providing connections between glands in all the parts of the body, and sending messages to the nervous system. When you are emotionally involved in something, the hypothalamus, and all other glands connected to it, began producing more hormones than usual. As a result, your pulse quickens, blood pressure rises and breathing speeds. Muscles become tense and the liver's work in turning sugar into energy slows. These changes in your body bring some health problems.

Too much stress affects the human immune system, weakening it and making us more susceptible to colds, coughs and infections. Scientists have found that stress is a main reason for arthritis and asthma. Your urinary tract can also be affected. There is a natural balance of friendly and unfriendly organisms that normally co-exist in our digestive and urinary systems. Constant anxiety can destroy this, leading to an overgrowth of the harmful bacteria and an infection.

The psychological effects of stress are perhaps more noticeable than its physical effects. When you are stressed, your emotions are often intensified. You may get irritated at the smallest things, start crying when watching a romantic comedy, or laugh uncontrollably at something your mother tells you.

Sometimes it is very difficult to control your feelings.

In short, too much stress affects our body physically, emotionally leading our lives to ruin step by step.

Questions:

1. What are the two main effects of stress to human body?
2. What physical changes does a body have when it's under the stress?
3. What is the hypothalamus? What is its function?
4. How does hypothalamus act during the stress and what is its influence to the body?
5. What is the immune system? How does stress effect on human's immune system?
6. What changes does body experience after weakening the immune system?
7. Which effect of stress is clearly seen; physical or psychological?
8. Give some examples for psychological effects of stress.

Vocabulary Notes

1. **inspiration(n)**- the feelings that give good thoughts , ideas and creative activities

to inspire(v)
inspiring (adj.)

E.g. Many artists get inspiration from nature.

2. **depression(n)** – sad, low spirits

to depress(v)
depressed, depressing(adj.)

E.g. He suffered from depression after his mother's death.

3. **immune system (n)**- the system that secures and kills viruses and bacteria in the body

E.g. People who suffer from AIDS have very weak immune systems.

4. **pump(v, n)** - to force any liquid (e.g. blood, water, oil) to go up /into/through somewhere

E.g. Every 24 hours our heart pumps 15 liters of blood through our bodies.

5. **quicken(v)** – to become quick and fast
quick(adj.)

E.g., When Alice was taking her history exam, her heartbeat quickened.

6. **intensify(v)** - to make something stronger, more passionate
intensification
intensive(intensifying)

E.g., The teacher intensified her students' love of English.

7. **irritate(v)** – to make someone angry; to bother
Irritating, irritated(adj.)
irritation(n)

E.g. His laugh irritated me.

8. **susceptible(adj.)** – easily influenced by feelings; impressionable; vulnerable; prone
to susceptibility (v)

E.g. People with weak immune system are very susceptible to disease.

9. **arthritis(n)** – disease causing painful swelling in joints, esp. toes, knees, and fingers

E.g. Older adults often suffer from arthritis.

10. **urinary track(n)** – the body system that controls liquid waste.

E.g. Infections of the urinary track can be very painful.

VOCABULARY EXERCISES

Exercise 1

Replace the underlined word with its synonym given in the Vocabulary Notes

1. Usually, women are super-sensitive to other people's sorrow.

E.g., Usually, women are susceptible to other people's sorrow.

2. Day by day, his sincere attitude is increasing my love.

3. Mary, you know what makes me really angry? It's your jokes.

4. A. Navoi got good motivation, ideas and thoughts for his work, "Farhod and Shirin", from Guli's charming face and beautiful nature.

5. After giving birth, Saida noticed some negative changes in her liquid waste control system.

6. The mother of stress is a very terrible, sad spirit.

7. The car accident shocked him, and his breathing sped up.

8. Iran's oil wells bring millions of liters of oil to the surface every year.

9. Low levels of white blood cells can decrease our ability to fight disease.

10. Pain in the hands made it impossible for Picasso to continue painting.

Exercise 2

Circle the antonym of these words.

- | | | | |
|----------------|-----------------------|---------------------|-----------------|
| 1. susceptible | a. prone | b. sensitive | c. resistant |
| 2. inspire | a. motivate | b. discourage | c. encourage |
| 3. intensify | a. weaken | b. quicken | c. strengthen |
| 4. irritate | a. to make
jealous | b. to make
angry | c. to make calm |
| 5. depress | a. cheer up | b. sadden | c. push |

III. Writing and speaking

A. Fill in Questionnaire A about **psychological** signs of stress?

Questionnaire A

N	Questions	Yes (always)	No (never)	Some times	Often
1	Are you nervous?	√	----	----	√
2	Do you feel depressed or sad?				
3	Are you irritable or moody?				
4	Do you often become frustrated?				
5	Are you forgetful?				
6	Do you have troubles thinking clearly?				
7	Can you make decisions quickly?				
8	Is it difficult to learn new information?				
9	Do you have insomnia?				
10	Do you often have negative thoughts?				
11	Do you shake your legs or tap your fingers when sitting down?				
12	Are you accident-prone?				
13	Do you bite your fingernails or cuticles?				

B. Now, share your ideas with a partner. Discuss the reasons for these psychological symptoms of stress.

E.g. I can not sleep at nights because every night my father comes home drunk and my parents fight.

C. Look at these **physical** symptoms of stress and check your health condition filling in questionnaire B . If these symptoms are chronic (constant) they may be signs of stress. But if they are sudden and severe, see your doctor.

Questionnaire B

N	Symptoms	Chronic	Sometimes	No
1	Back pain	√		
2	Muscle tension			
3	Headaches			
4	Shaking hands			
5	Diarrhea			
6	Constipation			
7	Pounding heart			
8	Chest pain			
9	Sweaty, cold hands			
10	Shortness of breath			
11	Indigestion or gas pains			
12	Burping			
13	A burning sensation in your chest			
14	Feeling faint or dizzy			
15	A lingering head cold			
16	Ringing in the ears			
17	Grinding your teeth			

18	Hives or skin rashes			
19	Loss of appetite			
20	Feeling nauseated, vomiting			
21	Pain in your stomach			

Solutions of Stress

I. GRAMMAR – Modal Verbs for Giving Advice

A. The chart below demonstrates how the modals used to give suggestions differ in strength

Strength	Modal	Example	Meaning
Weak			
↑	might	You might talk to someone.	-Perhaps it's a good idea.
	could	You could exercise.	-I believe it's a good idea.
	should	You should quit your job.	-I believe it's the best idea.
	have to/must	You have to take a vacation.	-I very strongly believe it's the best idea.
	had better	You had better relax.	-I am convinced that if you don't, you will be sorry.
↓			
Strong	will	You will take this medicine	-You have no choice.

Exercise 1

Below is a dialogue between a therapist and a man suffering from stress. Fill in the blanks with the appropriate modal from the list in the chart.

Doctor: Now, what's the problem Bill?

Bill: I have trouble sleeping. It takes me over an hour to fall asleep.

Doctor: Well, you _____ think about taking sleeping pills, but I don't really recommend it.

Bill: What else can I do?

Doctor: Physical exercise is important. You _____ try to work out for at least one hour two or three days a week.

Bill: But I hate working out.

Doctor: Bill, your health is more important than anything. You _____ listen to me.

Bill: Or what?

Doctor: Or you will end up in the hospital.

Bill: You _____ be a little less intimidating. I'm stressed out enough already.

Doctor: I'm sorry. Here are some pills to help you sleep. You _____ take one pill before bed with a glass of milk.

Bill: Thank you. I know that I _____ always listen to my doctor.

Exercise 2
Give advice to the speaker. Use a modal verb (could, should, must, etc.).

1. A: I have a toothache.
B:
2. A: Ali wants to improve his English.
B:

3. A: Someone stole my bicycle.

B:

4. A: Tom's spelling isn't very good. He makes a lot of mistakes when he writes compositions.

B:

5. A: I left my sunglasses at a restaurant yesterday.

B:

6. A: My husband/wife snores. I can't get to sleep at night.

B:

7. A: I asked Mary to marry me. She said no.

B:

Exercise 3

Work in pairs. Discuss solutions to Patrick's stress.

Patrick is a thirty-seven year old unmarried man. He lives in Uzbekistan but misses his home in Los Angeles. He suffers from almost constant back pain.

Write your suggestions and advice using modal verbs from the chart above. Share your advice with the class

II. PRE-READING

"Anti-Stress Bank"

*Imagine you have a special bank account in which you can deposit ways of dealing with stress. Answering these questions find out how healthy your account is. Each answer stands for **one deposit**.*

1. Write the names of three people you can share University problems.

2. Write the names of three people you can talk with about family problems.

3. Write the names of three people you can share your love problems.

4. List three activities you can do perfectly and with pleasure.

5. List three things you can do to help others.

6. Write the names of the season you find the most relaxing.

7. What type of vacation do you prefer in order really to relax?

8. What kinds of music can help you to relax?

9. Write the names of books or movies that made you happy and laugh.

10. Write the names of people who are ideal for you.

Count each line you have filled in and write that number here: _____

III. READING

A. Remember the effects of stress.

1. physical

2. emotional

There is some advice from psychiatrists below about getting rid of stress. Read the advice carefully. Then, divide the advice into two categories.

Physical solutions	Psychological solutions

How to Turn off Physical and Emotional Symptoms of Stress

Allow yourself regular free time. Free time is necessary for everybody. Deep spiritual benefits come from forgetting your housework. For example, take a magazine into the bathroom, fill the tub, climb in, and relax. Having rest will give you the energy to do more later.

Set goals for yourself. This may mean reordering your daily schedule. Think back to the days when you have been most stressed. Were you trying to complete an impossibly long list of things to do? If you work, try to take work breaks that remove you physically or mentally from the office. If possible, don't take office work home with you.

Shrug your shoulders. Stand up or sit. Push your shoulders up around your ears and tighten the muscles as much as possible. Let them drop and relax. Repeat.

Insist on help with regular housework. Learn how to give housework to others in your family without feeling guilty. When you start to share items on your «to do» list, decide on tasks (1) that you can give to someone else, (2) that others (especially kids) can do for themselves, (3) that you're doing out of habit, (4) that are low-priority and a waste of your energy, and (5) that you are only doing to please others or to make them feel guilty. In the meantime, when you have little time, ask yourself, "What will happen if I don't do this project?" You may be surprised to find out how much housework can easily be ignored without anyone noticing or getting upset.

Stop running to answer every request. A ringing telephone, a doorbell, or the sudden demand of an impatient co-worker makes some people jump, no matter what else they have been doing. Even in mid-bite, mid-sentence, or mid-nap, you may feel the need to answer all such calls for your immediate presence. Think first: Is this *really* important, or could it be done later? Then give your attention to the things that are really important.

Stretch up and overhead. While sitting in a chair, bring your arms overhead, holding them straight with fingertips pointing toward the ceiling. Elbows shouldn't be locked. Reach skyward with your right hand and then with your left hand. You should feel the stretch, but nothing should hurt. Breathe comfortably throughout.

Learn how to say “no”. Some people cannot reject others' requests. It is good to be needed, but sometimes it makes our lives difficult. Here are some suggestions that may help. (1) Say “no” fast. Saying, «I don't know» or «Let me think about it» only complicates your life, adding stress because you'll have to call back and answer later. (2) Be as polite and pleasant as possible. (3) Offer to help in a way that is comfortable for you.

Aerobic conditioning. Running, swimming, dancing, and biking all help us not only burn calories and fat but also stress. Aerobic exercise is very simple. All you have to do is increase your heart rate for at least twenty minutes without stopping. This will strengthen your heart, increase blood circulation and bring oxygen to all parts of your body. Although you may feel tired at first, with practice, aerobic conditioning will give you energy and help clean your body of toxins.

Find the source of your stress. If you can analyze the causes of your stress, you may be able to find a particular problem and be able to deal with the stress more effectively. For instance, listen to the machines in your apartment. There may be one that makes a high-pitched humming sound. Try turning off that device. You will be surprised how the removal of this irritating sound can make you calmer.

Breathe deeply. Breathing is very important to dealing with stress well. A lack of oxygen reduces blood flow and causes muscles to tense. The next time you are in a stressful situation, (1) sit up straight, (2) breath in through your nose with your mouth closed, (3) breath out slowly through your mouth with your lips pursed (as if you were whistling or kissing).

IV. SPEAKING

A. Work in pairs. Give your questionnaires (A and B) to your partner. Each of you should, then, read how the other answered. After familiarizing yourself with your partner's problems, give suggestions for getting rid of stress. Use ideas from the text above. If you have other suggestions, you may also give it as advice.

V. PROJECT WORK - Giving a presentation

Look back at the chart you filled in at the beginning of the unit about the causes of stress in different age groups. Choose

any age group except your own, i.e., teenagers, middle age or the elderly. Give the questionnaire below to seven people in this age group (you may translate it into your native language). After getting the answers from these people prepare a short presentation.

Your presentation should have four parts.

1. Introduction – what age group did you choose to survey and why did you choose this age group?

2. Results – how did the people you surveyed respond to the questionnaire? In other words, summarize the answers of the people you surveyed.

3. Analysis – what have you learned about the causes of stress in the age group you studied? What were the major causes of stress? The secondary causes of stress? What were not causes of stress for these people?

4. Comparison – how did the results of your survey differ from the ideas you wrote in the chart about causes of stress at the beginning of this unit? How were the results the same?

Questionnaire – Causes of Stress

As we progress through life each stage is accompanied by its own unique stress sources. Circle your stage by entering the number corresponding to the appropriate response.

Age	<input type="checkbox"/> 13-17	<input type="checkbox"/> 31-60	<input type="checkbox"/> 60+
Living Arrangements	<input type="checkbox"/> Alone	<input type="checkbox"/> Family	<input type="checkbox"/> Non-family group housing
Sex	<input type="checkbox"/> Male	<input type="checkbox"/> Female	
Occupation	<input type="checkbox"/> Work in the home	<input type="checkbox"/> Work outside the home	<input type="checkbox"/> Unemployed

FAMILY

Circle the word that describes the level of stress each event currently causes you.

Death of a close family member Not occurring / No stress / Moderate / Severe / Extreme

Major disagreements within family Not occurring / No stress / Moderate / Severe / Extreme

Improvement or worsening in family member's health	Not occurring / No stress / Moderate / Severe / Extreme
Divorce or remarriage of parents	Not occurring / No stress / Moderate / Severe / Extreme
Alcoholism or drug problems in family	Not occurring / No stress / Moderate / Severe / Extreme
Holidays, family reunion, family vacation	Not occurring / No stress / Moderate / Severe / Extreme
Pregnancy in family and/or gain of a new family member	Not occurring / No stress / Moderate / Severe / Extreme
Significant increase or decrease in family income	Not occurring / No stress / Moderate / Severe / Extreme

SOCIAL

Circle the word that describes the amount of stress each event currently causes you.

Marriage or starting significant relationship(s)	Not occurring / No stress / Moderate / Severe / Extreme
Marriage difficulties, divorce or ending old relationship(s)	Not occurring / No stress / Moderate / Severe / Extreme
Death of a close friend	Not occurring / No stress / Moderate / Severe / Extreme
Increase or decrease in social activities	Not occurring / No stress / Moderate / Severe / Extreme
Arguments with your roommate(s) or close friend(s)	Not occurring / No stress / Moderate / Severe / Extreme
Feeling excluded from a group	Not occurring / No stress / Moderate / Severe / Extreme

INDIVIDUAL

Circle the word that describes the amount of stress each event currently causes you.

Jail term; involved in lawsuit or other court procedure, minor violation of the law Not occurring / No stress / Moderate / Severe / Extreme

Pregnancy (to you or caused by you) Not occurring / No stress / Moderate / Severe / Extreme

Improvement or worsening in your state of health Not occurring / No stress / Moderate / Severe / Extreme

Significant increase or decrease in personal finances Not occurring / No stress / Moderate / Severe / Extreme

Problems with weight and/or feeling unattractive Not occurring / No stress / Moderate / Severe / Extreme

Problems with drugs or alcohol dependence Not occurring / No stress / Moderate / Severe / Extreme

Failure to meet personal goals or obligations Not occurring / No stress / Moderate / Severe / Extreme

ENVIRONMENT

Circle the word that describes the amount of stress each event currently causes you.

Moving within the same city or town Not occurring / No stress / Moderate / Severe / Extreme

Moving to a different state or city Not occurring / No stress / Moderate / Severe / Extreme

Noisy or unfriendly roommate(s) and/or neighbors Not occurring / No stress / Moderate / Severe / Extreme
Problems with traffic Not occurring / No stress / Moderate / Severe / Extreme

Increase or decrease in amount of personal space Not occurring / No stress / Moderate / Severe / Extreme

WORK

Circle the word that describes the amount of stress each event currently causes you.

Ending an old job and/or beginning a new job	Not occurring / No stress / Moderate / Severe / Extreme
Problems with a boss and/or co-workers	Not occurring / No stress / Moderate / Severe / Extreme
Fired or laid-off job	Not occurring / No stress / Moderate / Severe / Extreme
Increase or decrease in work hours or conditions	Not occurring / No stress / Moderate / Severe / Extreme
Increase or decrease in responsibilities	Not occurring / No stress / Moderate / Severe / Extreme
Feeling overqualified or under-qualified for the work you actually do	Not occurring / No stress / Moderate / Severe / Extreme
Feeling pressured to do well and/or meeting deadlines	Not occurring / No stress / Moderate / Severe / Extreme

SCHOOL (If you are not a pupil, do not fill out this section.)

Circle the word that describes the amount of distress each event currently causes you.

Difficulties with teachers	Not occurring / No stress / Moderate / Severe / Extreme
Difficulties with group mates	Not occurring / No stress / Moderate / Severe / Extreme
Transfer to different school	Not occurring / No stress / Moderate / Severe / Extreme
Examinations and/or major assignments	Not occurring / No stress / Moderate / Severe / Extreme

Failure in some course	Not occurring / No stress / Moderate / Severe / Extreme
Feel pressured to do well	Not occurring / No stress / Moderate / Severe / Extreme
Increase or decrease in amount of available free time	Not occurring / No stress / Moderate / Severe / Extreme
Feelings of boredom from school	Not occurring / No stress / Moderate / Severe / Extreme

UNIT 7

SPACE TRAVEL



What planet do you want to travel?



Black Holes

I. PRE-READING

A. Test your knowledge of black holes. Pick the best answer.

1. A black hole is:
 - a. a place where oil comes from
 - b. an alien experiment to control humanity
 - c. an astronomical object that catches light
2. Black holes are created from:
 - a. planets that have nuclear wars
 - b. stars that explode
 - c. nothing, they are born as black holes

3. Black holes are bigger than:
 - a. stars
 - b. planets
 - a. atoms
2. Black holes are:
 - a. easy to see
 - b. difficult to see
 - c. impossible to see
3. Human travel inside a black hole is:
 - a. impossible
 - b. dangerous
 - c. common
4. Black holes can be detected through:
 - a. telescopes
 - b. the human eye
 - c. their influence on surrounding space bodies

B. Fill in the table

What do you definitely know about black holes?	What do you think you know about black holes?	What do you want to know about black holes?

II. READING

A. Read the text below about black holes and write 4 word description of each paragraph's main idea.

An Introduction to Black Holes



A black hole is a region of space time from which nothing can escape, even light. To see why this happens, imagine throwing

a tennis ball into the air. The harder you throw the tennis ball, the faster it is traveling when it leaves your hand and the higher the ball will go before turning back. If you throw it hard enough, it will never return; the Earth's gravity will not be able to pull it back down. The velocity the ball must have to escape is known as the escape velocity and for the Earth it is about 7 miles per second. As a body is crushed into a smaller and smaller size, its gravitational attraction increases, and hence the escape velocity gets bigger. Things have to be thrown harder and harder to escape. Eventually, a point is reached when even light, which travels at 186 thousand miles a second, is not traveling fast enough to escape. At this point, nothing can get out as nothing can travel faster than light. This is a black hole.

Topic – paragraph 1 _____

A common type of black hole is the type produced by some dying stars. A star that has a mass of about 10 - 20 times the mass of our Sun may produce a black hole at the end of its life. In the normal life of a star, there is a constant struggle between gravity pulling in and pressure pushing out. Nuclear reactions that occur in the core of the star produce enough energy to push outward. For most of a star's life, gravity and pressure balance each other exactly, and so the star is stable. However, when a star runs

VOCAB BOX

Gravity – the attracting force, e.g., *The larger an object, the stronger its gravity (pull on other objects).*

Velocity – speed

Crush – to use force to make something smaller, e.g., *He crushed the can with his hand.*

Core – the center, e.g., *People usually don't eat the core of an apple.*

Compress – to make smaller

Massive – large, heavy, e.g., *The Sun is the most massive object in our solar system.*

Exhaust – to use up, finish, e.g., *In the next 30 years, we will exhaust the planet's oil.*

Expel – to cast out, push away, e.g., *The student was expelled from school for cheating.*

Collapse – fall down, e.g., *Many buildings collapsed during the earthquake.*

Density – the closeness of atoms, e.g., *Diamonds are the most dense material on Earth.*

out of nuclear fuel, gravity gets the upper hand and the material in the core is compressed. The more massive the core of the star, the greater the force of gravity that compresses the material. When a very massive star exhausts its nuclear fuel, it explodes as a supernova. The outer parts of the star are expelled violently into space, while the core completely collapses under its own weight. The core compacts into a point with almost zero size, which is believed to have infinite density. This is referred to as a singularity. When this happens, escape would require a velocity greater than the speed of light. The distance from the black hole at which the escape velocity is just equal to the speed of light is called the event horizon. Anything, including light, that passes across the event horizon toward the black hole is forever trapped.

Trapped – caught, unable to escape, e.g., *She was trapped in a bad marriage.*

Companion – friend

Friction – the energy produced when two or more objects rub against each other

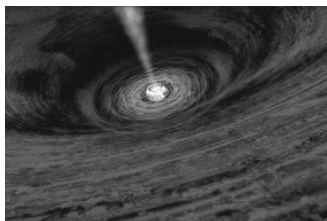
Emit – to go out of, e.g., *Computer screens emit radiation.*

Infer – to guess, e.g., *I can infer from your answer that you did not study for the exam.*

Topic paragraph 2 _____

A black hole itself is invisible because no light can escape from it. In fact, when black holes were first hypothesized they were called «invisible stars.» If black holes are invisible, how do we know they exist? This is exactly why it is so difficult to find a black hole in space! However, black holes, which scientists have found, can be observed indirectly. Astronomers look for the affects of a black hole on the stars and gas close to it. For example, consider a double-star system in which the stars are very close. If one of the stars explodes as a supernova and creates a black hole, gas and dust from the companion star might be pulled toward the black hole. In this case, the gas and dust are pulled toward the black hole and begin to orbit around the black hole's event horizon. The gas becomes heavily compressed and the friction that develops between the atoms of the gas and dust creates heat, and x-rays are emitted.

Scientists analyze the x-rays that come from the orbiting material to determine its heat and speed and infer the presence of a black hole. Searching for stars whose motions are influenced by invisible partners is one way in which astronomers search for possible black holes.



Topic paragraph 3 _____

B. "Testing your classmates' knowledge"

1. In groups of 3-4, write six questions about the text to challenge your classmates with. Note: your group must know the answers to your questions.

2. The first group asks one of their questions and other groups should answer.

3. Then the second group asks one of their questions. Repeat the procedure until all the groups give their questions.

4. Points

a. Groups will get one point for giving correct and quick answer.

b. If no group is able to answer a question, the group that asked the question gets one point.

II. VOCABULARY

The space ship is heading towards a black hole. The captain tries to find a way to escape. They are pressed for time. They should speak shortly and quickly. Now, replace the underlined phrases with a suitable word from VOCAB BOX.

Dr. Spark: I've detected an extremely large singularity 10,000 km ahead. (1. Massive)

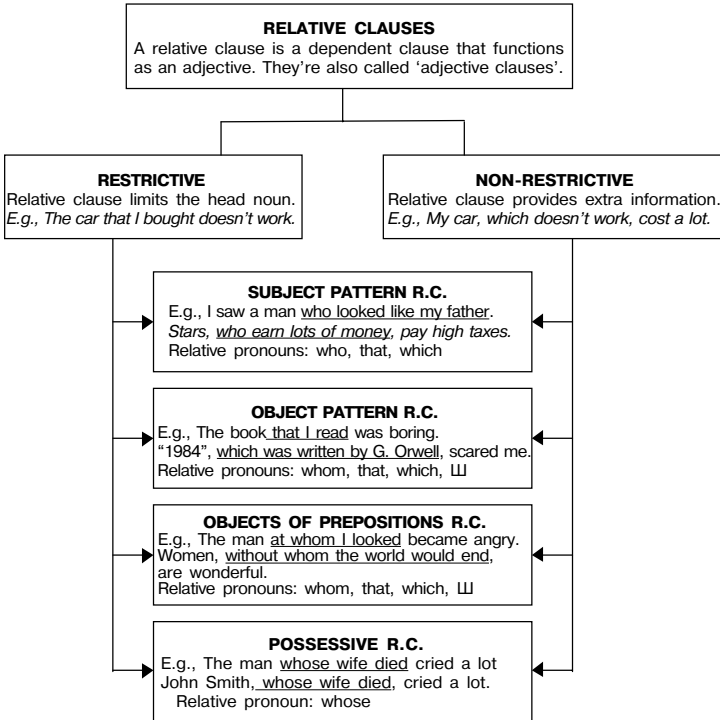
Captain Kook: My God man! Do you know that it will turn this space ship into a hunk of metal the size of a pea. (2.)

Dr. Spark: Captain, we should reduce acceleration of our X1001 engines. (3.)

- Captain Kook: OK. All engines stopped. :
- Dr. Spark: Sorry captain, there is a problem. The reactor's main power producing unit refuses to respond to the shut-down request. (4.)
- Captain Kook: Darn, cheap Romulan equipment. Alright, we need to disengage and send away the reactor from the ship. (5.)
- Dr. Spark: Reactor away. Captain, the black hole's attractiveness to other space bodies is still pulling us towards it. (6.)
- Captain Kook: Drats! All solutions have been tried and found to be unable to help. (7.)
- Dr. Spark: I can only use my faculties of reason to imagine from your words that you have given up. (8.)
- Captain Kook: Never, Spark. If we can apply enough pressure to all sides of the Titan generator, ... (9.)
- Dr. Spark: Yes! The explosion should push into the environment enough energy to blow us away from the singularity.(10.)
- Captain Kook: And out of this situation from which there seems to be no escape. (11)
- Dr. Spark: I have caused the ceiling and walls to come down in the room holding the Titan generator. (12.)
- Captain Kook: Excellent work, Spark. I'm sorry for any disagreements that have made you angry over the years. (13.)
- Dr. Spark: Thank you Captain. Sensors show us clear of the black hole. The amount in each square centimeter of space around the ship has returned to normal levels. (14.)

IV. GRAMMAR

A. Read the diagram below and complete the exercises



Exercise 1

Reread the text "An Introduction to Black Holes" and find the sentences with relative clauses using the chart above. Copy them to your note-book and write their type.

E.g. *A black hole is a region of space time from which nothing can escape, even light.* (object of prepositions)

Exercise 2

Define restrictive (R) and nonrestrictive(NR) clauses, underline them and write next to the sentences (R) or (NR). If the clauses are nonrestrictive add commas where necessary.

Remember:

A restrictive clause is necessary because it identifies its antecedent (the noun which the relative pronoun refers to). Commas are not used with restrictive clauses.

E.g., The bus that I take in the morning is very slow. (Not every bus is slow, but only one that I take in the morning. The relative clause functions to explain 'which bus'.)

A nonrestrictive clause is not necessary, it just gives the reader some extra information. If you remove it from the sentence, the meaning of the sentence doesn't change. Use commas to separate it.

E.g., The Sun, which is over 100 times the size of Earth, gives life to the solar system. (The Sun is the only star in the solar system; therefore, the relative clause does not explain 'which sun'; it only provides extra information.)

1. R Teachers like classes that are small. (no commas)
2. Mrs. Clinton whom we all love and respect will run for president in 2008.
3. Angela Hunt who wants to meet you is in the corner
4. The woman who is in the corner is Angela Hunt..
5. Diamonds which are very expensive are formed from coal.
6. Diamonds that are flawless are very expensive.
7. Automobiles that run on gasoline go very fast.
8. She plans to marry her childhood sweetheart whom she has known since she was five.
9. A country whose citizens live in fear cannot prosper.

Exercise 3

Analyze the following sentences for the function of the relative clause and possible changes to the relative pronoun. Then, write two separate sentences from the original sentence.

	Relative pronoun as subject		Relative pronoun as object	
	Human	Non-human	Human	Non-human
Restrictive	who, that	that, which	whom, that, o	that, o
	The actress who played the main role in "Titanic" won an award.	The computer that broke last week is being repaired.	The cook whom your mother hired for the wedding broke his leg.	The piano that my father gave me cost \$4000.
	The actress that played the main role in "Titanic" won an award. (informal)	The computer which broke last week is being repaired.	The cook that your mother hired for the wedding broke his leg. (informal) The cook your mother hired for the wedding broke his leg.	The piano my father gave me cost \$4000.
Non-restrictive	who My youngest brot-	<i>which</i> Gasoline powered	<i>whom</i> Margaret Thatcher,	<i>which</i> He is in love with

	her, who married a famous Uzbek singer, bought a new house.	vehicles, which pollute the environment, should be outlawed.	whom the British people respect and admire, has left politics.	Uzbekistan, which he visited in 2002.
--	---	--	--	---------------------------------------

1. The cultural influences that (❶) this essay will discuss are revolutionizing Uzbek society. (*Object pattern, restrictive relative clause, non-human*)

The cultural influences are revolutionizing Uzbek society.
This essay will discuss cultural influences.

2. The children whom I've interviewed didn't know their own history.

3. Teachers, who usually must give marks, keep careful records.

4. Rap music, which often preaches violence, is very popular today.

5. Americans, whom I generally admire, often do not understand the damage their culture inflicts.

6. Rap music that / which preaches violence is very popular today.

7. Teachers who / that must give marks keep careful records.

Exercise 4

Form complex sentences containing relative clauses from the following pairs of sentences. Then, label the type of relative clause in each and give all possible changes to relative pronouns.

1. Teachers like classes. Classes are small.

Teacher like classes that are small. (Restrictive, subject pattern relative clause, non-human. 'Which' also possible as relative pronoun.)

2. American teachers claimed that reversing this trend is difficult. I have worked with American teachers.

3. Young people commit violent acts. Young people learn behavior from their caregivers.

4. Children enjoy films. I am embarrassed to watch films.

5. Tashkent is the largest city in Central Asia. Tashkent has many beautiful trees.

6. Young people commit violent acts. Young people watch too much television.

7. American rappers spread the use of obscene language. Uzbek youth idolize American rappers.

I. WRITING

A. Write a summary of the text about black holes. Your summary should:

- 1. Contain the main ideas of each paragraph*
- 2. Be between 50 and 100 words in length*
- 3. Be written in your own words. DO NOT copy from the text.*


4. Include at least four sentences with relative clauses.

B. After you have written your summary, share it with 2 other students. When sharing your work, help each other improve your summaries by:

- 1. Sharing ideas for what to include or exclude in each other's summaries, i.e., include all main ideas.*
- 2. Correcting mistakes in grammar, spelling, capitalization and punctuation*

C. After getting ideas for improving your summary use these ideas to help you rewrite it. Then, turn in both your first and second drafts to the teacher.

Famous Astronauts

	<p style="text-align: center;">Guess What!</p> <p>In 1963 Valentina Tereshkova <u>orbited</u> Earth 48 times!</p>
---	--

I. PRE-LISTENING

A. What do you know about famous astronauts John Glen, Valentina Tereshkova and Salizhan Sharipov?

	What you know	What you want to know
John Glen		
Valentina Tereshkova		
Salizhan Sharipov		

II. LISTENING

A. Listen to the dialogue between these three astronauts and complete the table.

	John Glen	Salizhan Sharipov	Valentina Tereshkova
AGE		34	
	3 times	N/A	
NUMBER OF HOURS IN SPACE			71
FIRSTS	First American in space	N/A	Order of Lenin

FLEW ON SPACE SHUTTLE		Yes	
NATIONALITY			

A. Grammar revision:

Present perfect tense. The first part of the dialogue contains seven uses of the present perfect tense. Listen to this part of the dialogue several times and finish the sentences containing the present perfect tense.

1. I _____ over two hundred and fifty hours _____.

2. _____ only been _____.

3. I _____ Earth forty eight _____ for almost _____ hours.

4. How _____ to space travel?

5. Like you, Valentina, I _____.

6. I _____ more time _____ than all your _____ astronauts _____.

7. But _____ Salizhan, I _____ on the Space _____.

II. GRAMMAR

INFORMATION BOX – EXPERIENCIAL USE OF PRESENT PERFECT	
Simple Past Tense Use the simple past tense for events which occurred at a definite time in the past. E.g., <i>I went to the USA in 2002.</i> (2002 is a definite time.)	Present Perfect Tense Use the present perfect tense for event which occurred at an indefinite or unspecified time in the past. E.g., <i>I have been to the USA before.</i> (“before” is indefinite; the exact time is not specified.)

A. Describing “experiences” with the present perfect. Below are quotations from the dialogue. Each quotation gives the time and, therefore, uses the simple past. Your task is to write as many sentences using the present perfect tense as can be concluded from the quotation.

1. On June 16th, 1963, at the age of 26, I [Valentina] became the first woman in space.

- *Valentina has served in the Soviet Space Program.*
-
-
-

2. On February 20th, 1962 I [John Glen] was the first American in space.

- *John Glen has orbited Earth.*
-
-
-

3. I [John Glen] flew it [the Space Shuttle] on October 29th, 1998.

-
-
-
-

B. Present perfect vs. simple past. Decide if the following sentences are correct or incorrect. Then, rewrite each incorrect sentence, fixing the error.

1. I have eaten lobster when I lived in the USA. *Incorrect.*
I ate lobster when I lived in the USA.
2. Some people have never traveled outside of their home city.
3. I've seen that movie several times.
4. I've seen "Matrix 2" when it first came out.
5. Jenny has left school in 1991.
6. My father has gone out.
7. He has gone out about ten minutes ago.
8. Did you see the news on television?
9. I saw the news on television last night.
10. Aziz has played in a band when he was in college.
11. I never ate Japanese sushi.

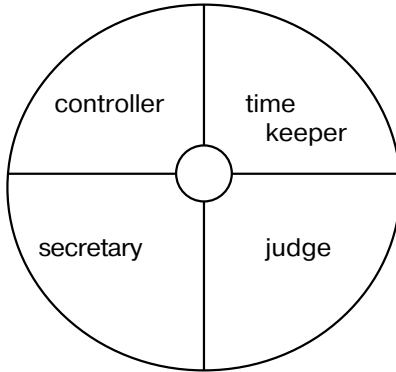
C. Write sentences of things that humankind has and has not accomplished in its exploration of space.

HAS DONE	HASN'T DONE
1.	1.
2.	2.
3.	3.
4.	4.

III. PRE-READING

A. Four member of your group should have special responsibilities

Draw this on the card board and make it easy to spin.



Student 1

Controller-tells whose turn it is to answer a question. All the members take turns counter clockwise, but controller asks others to give additional answers.

Student 2

Time keeper-follows the time. All members should be able to answer in a maximum of 7 minutes.

Student 3

Secretary- takes notes of members' answers

Student 4

Scores them. For each right answer student gets 5 points. Completing others answers gets 1 point.

Life on Mars...?

I. PRE-READING

A. ***Answer these questions***



8. *Why are the researchers exploring Mars? Why not are the planets?*

9. *Do you think that there is life on Mars? What kind of life?*

10. *Why are the countries spending so much money to explore Mars? What do they hope to gain from these?*

11. *What do you know about probes(spacecraft to analyze the atmosphere and/or surface of the*

planet) that have been sent to Mars?

II. READING

A. Scan the text and fill in the chart below

Mars Express leads interplanetary pack European agency's probe to seek evidence of life

From Ryan Chilcote



CNN

Tuesday, June 3, 2003 Posted: 9:40 AM EDT (1340 GMT)

MOSCOW, Russia (CNN) — The European Space Agency got a head start Monday in sending probes to Mars to look for extraterrestrial life.

ESA's Mars Express

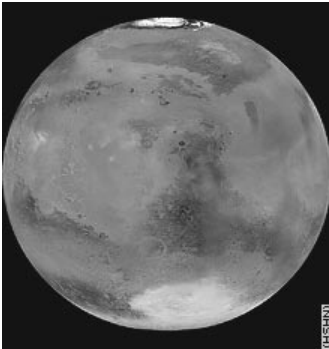
The Mars Express — the first of three missions to Mars in June — will try to find out if there is, or ever was, life on Mars.

The mission is part of an international race among scientists around the globe to determine whether life exists on the red planet.

Two NASA missions will launch toward Mars from the United States this month. The first is scheduled for June 8, and the second for June 25.

Each mission will look for signs of water, a requirement for life on Earth.

«We believe there is water still embedded in the planet and



maybe some creatures which might be at a certain level of life,» Fournier-Sicre of the ESA said.

Mars Express hopes to answer that question with two spacecrafts that will work in tandem.

Its Beagle 2 probe will parachute into the planet's atmosphere equipped with cameras to snap pictures and a drill designed to collect Martian samples.

Overhead, the main craft will orbit the planet, using a radar system to look beneath the planet's surface and taking pictures to relay back to scientists on Earth.

Mars Express launched from Baikonur, Kazakhstan on Monday, June 2nd.

It is scheduled to reach Mars in December and has a planned life of about two years. The Beagle 2 lander is expected to last 180 days. The two U.S. missions are scheduled to reach the planet in January.

Purpose of mission

Names of agency that probes belong to

Name of Mars probe

Data of launch
Place of launch

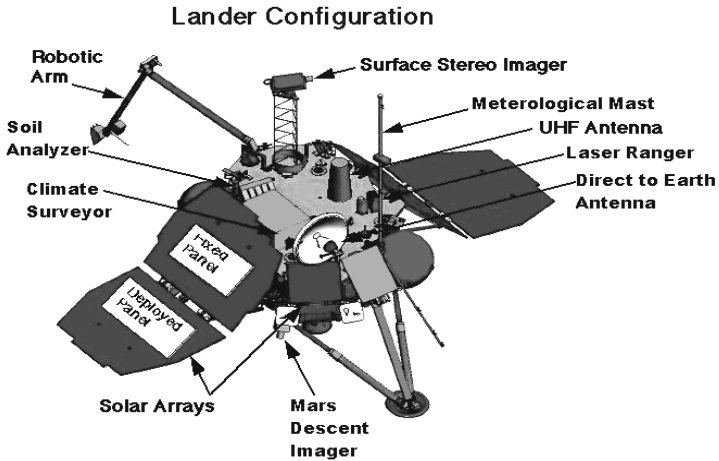
Data of landing

How long do Mars probe remain on Mars

I. WRITING AND SPEAKING

A. Work in research groups of 3-4 and find the meanings of the words below using your dictionary. Then, write

the functions of the parts of Mars probe that are given to your group.



Group	Parts of Mars Probe	Functions
e.g.	Laser ranger	<i>This device is used to find the distance of objects from the probe. It can also determine how much dust is in air the around the probe.</i>
1	Soil analyzer	
	Robotic arm	
2	Direct to Earth antenna	
	Climatic surveyor	
3	Solar Arrays	
	Descent imager	
4	Meteorological mast	
	Surface stereo imager	

A. Now, form new groups consisting of one member of each original group. In these discussion groups, share your ideas about the functions of the probe's components and give each other suggestions about other possible functions of each part.

B. After finishing your discussion, reform into your original groups and use what you learned from other groups to write functions of the other six parts of the Mars probe.

C. Finally, compare your answers with the answers given in the back of the Student's Book.

II. PROJECT WORK

A. Use your imagination to compare the Mars probe with other objects

<p>Language focus: comparatives ...as...as; not ...as...as; (adj./adv.) -er than; more (adj./adv.) than E.g. The Mars probe is as heavy as a baby elephant. The Mars probe does not move as fast as a Ferrari. A wardrobe is a little bigger than the Mars probe. My fingers are much more sensitive than the probe's robotic arm.</p>
--

HEIGHT:		
LENGTH:		
WIDTH:		
WEIGHT:		
SPEED:		
QUALITY OF MATERIALS:		
SENSITIVITY:		

A. Imagine that you are a Martian and you want to send a probe to Earth. Discuss with a class:

1. What information do you want the probe to collect about Earth?

2. How will you use the information that you collect from Earth?

3. How will this probe be different from the probe to Mars in its size, shape, materials, etc.

B. Designing your own probe.

1. Work in project groups and decide what specific types of information you want to collect about Earth. For example, minerals in the soil, educational level of people or chemicals in Britney Spears hair.

2. Next, decide what parts your probe must have to complete its mission. For example, wings to fly around the planet, a drill to dig into the earth, a microphone to communicate with people, a device to turn the probe invisible, heat sensors as eyes.

3. After deciding what the purpose of the probe is and the devices it must have to meet its goals, draw a sketch of your probe and label each its parts.

4. When you are satisfied with your sketch, use poster paper to draw a large picture (in color if possible) of the probe with labels for each part.

C. Present your probe to the class describing its purpose, characteristics and the functions of all its parts

UNIT 8

THE SILVER SCREEN

Hollywood and Bollywood



I. WRITING AND SPEAKING

A. With your class, give the names of films that belong to each category.

1. Horror films (films that try to scare people with ghosts or monsters)

2. Drama (serious films about problems in regular people's lives, usually contain lots of dialogue)

3. Thriller (films with lots of action, explosions and gun play)

4. Romantic comedy (love stories, often with a happy ending, that make us laugh)

5. Suspense films (films solving a mystery, often about some crime)

6. Documentary (films about real life, "true" films)

7. Comedy (funny films, sometimes senseless)

8. War movie (films glorifying or criticizing war)

B. What is your favorite type / category of film? Why do you like this type of film more than others?

C. What is your favorite film in this category? Why do you like it so much?

D. Film making requires the help of many different specialists. Match the job titles on the left with their responsibility on the right.

- | | |
|----------------------------|---|
| 1. producer | a. one who controls actors, cameras and staging of a film |
| 2. costume designer | b. those who bring the vision of the director and screenplay writer to life |
| 3. director | c. a person who creates the music for a film |
| 4. casting | d. the person who creates the text of a film |
| 5. screenplay writer | e. the person who decides where each scene starts and ends |
| 6. director of photography | f. the person who signals the start of each scene |
| 7. film editor | g. the person who physically 'shoots' a film |
| 8. camera operator | h. dressmaker; one who makes artistic designs |
| 9. actors | i. a "double" for stars in dangerous scenes |
| 10. key grip | j. one who chooses actors for each role |
| 11. stunt man | k. one who organizes money for a film |

12. composer I. one who decides how each scene should be captured on film

E. Which of these people are very important in making film? Pick only five the most important ones. Then explain your answer.

II. PROJECT WORK

In this unit, you will be working with different aspects of the motion picture industry. To expand your knowledge of this field, you will keep a record of the films you see at home, at your friend's and at the university. While watching each film, write down the information asked for in the chart below.

Observation Sheet

	Name of film	Type of film	Main actors	Director	Rating (from 1 to 5 stars)
1	Apocalypse Now	War movie	Martin Sheen, Marlin Brando and Robert Duvall	Francis Ford Copula	☆☆
2					
3					
4					
5					
6					
7					
8					
9					
10					

III. PRE-READING

A. Discuss the following questions with your classmates

1. Where is Hollywood?
2. What kinds of films is Hollywood famous for?
3. What does the 'Bo' in Bollywood stand for? Where is Bollywood?
4. What kinds of films are Bollywood famous for?
5. What, if any, similarities do you see between films produced in Hollywood and films produced in Bollywood.

IV. READING

A. 1) Read the text "Hollywood vs. Bollywood" following the time. After a minute, stop and write "N1" where you are in the text

2) Return to the beginning of the text and begin reading again. After a minute stop and write "N2" where you stopped in the text.

3) Continue this procedure until you reach the end of the text.

Hollywood vs. Bollywood

By Richard Byrne / Saturday, July 13th 2002

1. Ask what they think of "Bollywood" and the average American might look at you strangely. Are you mispronouncing the name of the global cinematic capital? Or is it a strange suburb of Los Angeles, directly adjacent to Hollywood?



5. Catching up to world fashion

If you ask the same question elsewhere in the English-speaking world, you wouldn't get a perplexed look at all. In Britain, Australia, and especially in Asia, they'd know that you are talking about the films made by Indian filmmakers.

In particular, they'd know that you most probably are talking about the fantastic romantic musicals made in India. They typically feature large casts singing and dancing in carefully choreographed spectacles of love.

This is especially true in parts of the world that the British Empire once controlled. In the United Kingdom, for instance, «Bollywood» has become as much a part of the culture as Indian cuisine.

Asha who?

In their sound, British rock groups such as Cornershop incorporate Indian music. They can even have a hit called «Brimful of Asha» — and no one even blinks.

Everyone knows that lead singer and songwriter Talvin Singh is singing about 1960s Bollywood superstar Asha Bhosle.

Currying flavor

Slowly but surely, however, Bollywood's visual style is starting to infiltrate Hollywood as well. The first wave was through music videos such as the one that British DJ combo Basement Jaxx made for the group's recent hit «Romeo».

The video was just like a Bollywood movie — from the dancing gangs of attractive women and men to the corny love story in the video.

An even greater U.S. audience was exposed to the Bollywood's artistic style through Australian director Baz Luhrman's film, *Moulin Rouge*.

India to the U.S. via Australia

This filmmaker, who created the updated *Romeo and Juliet*, crafted *Moulin Rouge* as a tribute to Bollywood.

When Ewan McGregor and Nicole Kidman suddenly start singing, or when the singers and dancers seem to drop out of nowhere into a scene, you're getting a strong stylistic flavor of Bollywood.

Strong traditions

It appears that these samples of Bollywood's flavor are going down well in the United States. But thus far, these tastes have been visual, not musical.

Thus, the success of a film such as *Monsoon Wedding* is yet

another advance of Bollywood on its western rival. Director Mira Nair's film not only adopts the stylistic strategies of Bollywood films, but it gives its audience a taste of the Indian music as well.

The soundtrack to *Monsoon Wedding* includes a variety of music from India — including a passionate and soulful anthem from the Pakistani master Nusrat Fateh Ali Khan and traditional Punjabi love songs.

The remix is the message

Yet, the soundtrack to *Monsoon Wedding* updates and modernizes these traditional classics, giving it a touch of modernity. At the end of the album, some of the songs are even «remixed» to give them even more contemporary feel. Perhaps it is this willingness to take in a musical sense as well as give which makes *Monsoon Wedding* and its soundtrack such an important artistic achievement. After all, one of Hollywood's main successes has been assimilating and broadening the film styles of other countries.

Whether it is the Italian «spaghetti Western» or the stylized violence of Hong Kong thrillers, the U.S. film industry has had an uncanny knack for taking the world's cinematic styles and molding them. With the recent Bollywood invasion, can the day be too far off when people around the world see a singing dancing love story come from Hollywood — and not Bombay.

I. POST-READING

A. After reading the text fill in the chart of pronoun references.

INFORMATION BOX

Pronoun reference - what a pronoun means in a given context.

E.g. "Mark is nice. I like him." (In this context, "him" means "Mark".)

Sometimes, however, it can be difficult to decide what a pronoun refers to.

E.g., "Uzbekfilm" company is making the film "Wine of Love". It will be very famous."

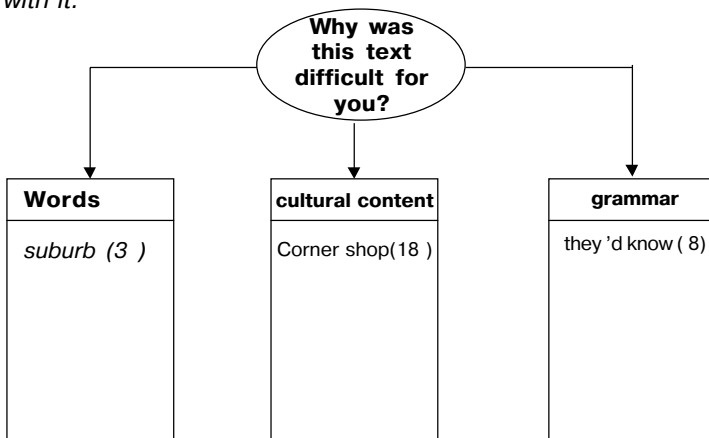
In cases like these, it is necessary to look at a larger piece of the text.

E.g., “The company Uzbekfilm is making the film ‘Wine of Love’. It will be very famous and will probably be able to make many more movies in the coming years.” (“It” refers to “film company”, not to the “film”.)

Pronoun references in “Hollywood and Bollywood”

Pronoun	Refers to something		What it refers to
	Before	After	
they (1)		x	<i>American</i>
it (3)			
the same question (6)			
they'd (8)			
they (12)			
this (14)			
their (18)			
they (19)			
this film maker(33)			
It (39)			
these samples (39)			
these tastes (40)			
it/its (43)			
these (49)			
it (50)			
them (51)			
It (52)			
them (58)			

A. Read the text again and list the difficulties you had with it.



A. In groups of 3-4, share the difficulties you had with the text. Try to help each other figure out the meaning of these words, concepts and structures.

II. VOCABULARY NOTES

1. **mispronounce (v)** – to say a word incorrectly
E.g., My fat, bald, American English teacher always mispronounces my name.

2. **suburb (n)** – a small city or town near a large metropolitan area
E.g., Many people are leaving American cities, such as New York, to live in the suburbs.

3. **adjacent (adj.)** – next to
E.g., Although Kibray is adjacent to Tashkent, life is very different there.

4. **perplex (v)** – to confuse
E.g., This riddle perplexed many people of Thebes: what walks on three legs in the morning, two in the afternoon and three at night.

5. **cuisine (n)** – the collection of dishes (prepared foods) of a nationality or ethnic group

E.g., Many people around the world like Japanese cuisine, but Thai food is even more popular.

6. **incorporate (v)** – to blend or mix together

E.g., Rap music incorporates the musical styles of rock, soul, and jazz to create a truly original art form.

7. **expose (v)** – uncover, display, make known

E.g., The journalist exposed many of the international organization's lies.

8. **anthem (n)** – a patriotic or religious song, particularly for a nation or people

E.g., Many people find the Canadian national anthem one of the most beautiful in the world.

9. **modernize (v)** – to make suitable for present day needs

E.g., Many of Uzbekistan's heavy industries need to be modernized in order to compete on the international market.

10. **soundtrack (n)** – the collection of music for a film

E.g., The soundtrack to the film "Titanic" was almost as popular as the film itself thanks to Sylin Dion's hit "My Heart Will Go On".

11. **passionate (adj.)** – showing or filled with strong feelings, especially love, hate or anger

E.g., Many young people are passionate about computers and spend all their free time using or programming them.

12. **contemporary (adj.)** – of the present time, modern

E.g., Many adults find contemporary music hard to understand, so they prefer listening to classical music or jazz.

13. **assimilate (v)** – to absorb / take ideas, knowledge, traditions from one culture into another

E.g., The USA has assimilated the traditions of many cultures around the world.

14. **uncanny (adj.)** – mysterious, unusual

E.g., My brother has the uncanny ability to stand on his head for hours at a time.

15. knack (n) – cleverness, ability, skill

E.g., His knack for mathematics won him many awards in school.

Exercise 1 – An Audition

Imagine that you're an actor trying to get a part in a film being made in Tashkent, "Amir Temur: the Untold Story". Write the small story about your audition (a test of your ability to play a role in the film) using each of the words below at least once.

perplex
passionate
knack

incorporate
modernize
anthem

soundtrack
expose
mispronounce

Exercise 2 – Find the antonyms

Decide which of the words below each sentence has the opposite meaning of the underlined word. Then, write two sentences, one paraphrasing the original sentence and one paraphrasing the opposite of the original sentence .

1. Many romantic film fans are passionate about American Hollywood star Kevin Costner's roles in the films "Body Guard" and "Robin Hood"

a. indifferent

b. jealous

c. thrilled

E.g., (1) Movie lovers really enjoy Kevin Costner's acting.

(2) Movie lovers are not so excited about Kevin Costner's acting.

2. Many people are curious about David Copperfield is uncanny magical skills.

a. supernatural

b. mysterious

c. ordinary

3. People who study abroad must assimilate some foreign customs to survive.

a. reject

b. adopt

c. use

4. Many countries are interested in Bollywood films because they portray contemporary problems in India in a beautiful, musical way.

- a. old b. modern c. life
-

5. The NBU building adjacent to hotel Intercontinental was destroyed by terrorists on 16th of February in 1999.

- a. far from b. next to c. lying near
-

6. Some Hollywood films expose secrets the U.S. government is ashamed of.

- a. ignore b. hide c. describe
-

Fame and Vanity

I. SPEAKING

A. Work in pairs and ask each three questions.

- 1. Who is your favorite famous film actor or actress? Why do you like him or her?*
- 2. Do you have any film actor or actress who you don't like? Why don't you like him or her?*
- 3. How do you react if your favorite famous actor or actress is very vain in public?*
- 4. What do you think does the vanity confirm the fame or ruin the fame?*

II. LISTENING

A. Listen to the first part of a conversation between some famous actors. Then answer the T or F questions below.

- 1. Pamela Anderson spent a very cold winter in San Francisco.*
- 2. Tom Hank's last film was shot in Indonesia.*
- 3. San Francisco has a lot of fog.*

4. *Rano Akhmedova spent her vacation in Greece and had dinner with famous designer Louis Vitton.*

5. *Eddie Murphy was excited about his trip to French Riviera.*

6. *Eddie Murphy saw Zeus.*

7. *Arnold Shwartzeneger was on the Space Shuttle.*

8. *Tom Hanks went swimming when he made his last film.*

9. *Pamela Anderson wore a sweater in San Francisco.*

10. *Rano Akhmedova is a fan of American novelists.*

B. Listen to the second part of conversation. Then fill in this table.

Actor	Film	Money
<i>Pamela Anderson</i>		
<i>Tom Hanks</i>		
<i>Eddie Murphy</i>		
<i>Arnold Shwartzeneger</i>		
<i>Rano Akhmedova</i>		

C. 1) Listen to the third part of the dialogue. Write down the toast that you like the best

_____.

2) Imagine that you are with those actors and you are going to give a toast. Write down your toast below

III. POST-LISTENING

A. Role-play "Scene of Vanity"

1. Form three groups of 3-4. Write the names of three famous movie stars on the separate sheets of paper.

2. Give them to your teacher. Your teacher mixes them up.
3. Choose one member from your group to pick the name of one actor.
4. That member should consult with the group about the actor given by the teacher. Discuss these questions in 5 minutes:
 - a. What awards did s/he get? For what films?
 - b. In what famous popular films was that actor involved?
 - c. What countries did the actor visit?
 - d. How much money does he or she earn every month?

Note: If you don't know the answers, be creative!
5. After getting some ideas about the actor go to the scene of vanity and pretend to be the actor whose name is on the piece of paper. Compete with members of the other groups to show how you are richer, smarter and better looking than those two.
6. After performing your drama the next member of each group should take the name of another actor and repeat steps 4-5. Continue until all members of the group have played a role.

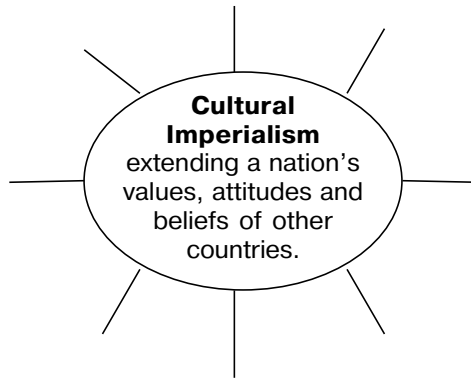
Cultural Imperialism

I. PRE-READING

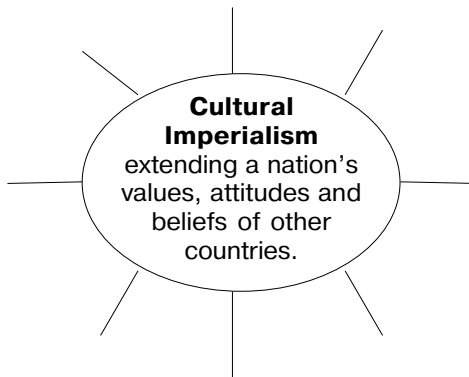
A. American culture, although we may love or hate it, is almost impossible to avoid. Fill in the chart giving things you like about American culture. Then, list what may be 'the dark side' of each.

Likes	Problems/Dislikes
Comfortable clothing	Hurts local textile industry Too revealing, especially for women
Innovative music styles; rap music	May lead to sexual misconduct

B. Causes of cultural imperialism. Brainstorm the reasons why American culture has been so influential in the last few decades.



C. Effects of cultural imperialism. Brainstorm how American culture has influenced or is influencing the culture of Uzbekistan.



D. Work in small groups discussing these questions. Then, report your group's answers to the class.

1. What does the U.S. gain by exporting its culture to other nations?
2. What can other nations do to prevent their societies from being unduly influenced by American culture?
3. What conditions in a nation can make it open to American cultural influence? Explain.

II. READING

Read the text about a French critic of American culture. After each section, write answers to the questions.

French Hit Out at US Cinema

French directors and intellectuals say American films are producing a generation of «stupid children» in the country.

As is the case in most countries around the world, the majority of films shown in French cinemas are American.

But a number of French critics are attacking Hollywood movies for what they see as a poverty of ideas, which in turn is having an adverse effect on the country's children.



Tavernier says children do not know how to watch films

In particular, they single out high-profile special effects-driven blockbusters as responsible.

«If the technology is controlling us, it will transform us into stupid children, and in a way, part of the American cinema does that,» French director Bertrand Tavernier told the BBC World Service's Meridian Masterpiece programme.

Questions for Part 1

1. What is the main criticism of American films?
2. The phrase, "single out" is closest in meaning to:
a. only one b. identify c. reject
3. The compound adjective "high-profile" is closest in meaning to:
a. Tall b. stupid c. expensive
4. What part of American cinema "will transform us into stupid children"?

«I go very often to schools, and I have found a lot of young kids have difficulties in analysing a concept, an idea in a film.»

He added that now children only went to films to see the special effects.

«They are enjoying the technology. They are able to watch, very easily, if a special effect is good or bad, if it is well done.

«They will admire very much how the Nazi officer is blowing up the brains of somebody in Schindler's List, they say "oh that's very well done, it's exciting."»

American arts writer Peter Pullman, who was born in New York but now lives in Paris, agrees.

«The great art that my country produced - I suspect that those movements are dead,» Pullman said.



Tavernier says children enjoy Schindler's List for the wrong reasons

Questions for Part 2

1. Who is "he" in this in second paragraph?
2. Which of the following are the examples of "special effects"?
 - a. make-up
 - b. acting
 - c. explosions
3. According to the text, what can children do very well? What do they have trouble doing?
4. What reason is implied for the death of art movements in America?
5. The word "suspect" is closest in meaning to:
 - a. imagine
 - b. doubt
 - c. agree

«I don't see anything coming out of my country in the cinema that has anything anywhere near the inventive quotient that the cinema did of the past».

French critics say American films rely too much on technology

«If we look at what the United States is exporting to the world that is creative, it has to do with the computer, it has to do with software, it has to do with other kinds of technology - not with ideas.»

But Philippe Rogier, author of *L'Enemie Americain*, said the French were not willingly accepting the increase in American culture in their society.

«The French would not call it a culture - it is a non-culture, a non-civilization, just a way of life,» Rogier contends.

«This has been central to French attitudes towards America.»

«As early as 1927, the French Government had made a failed attempt at limiting the number of American movies being shown in France.»

Ultimately, Tavernier insists, films are the first step of an American takeover of France.

«The Americans understood that if they force people to see a film, the people who see the film will buy the product - they will buy hamburgers, they will buy Coca-Cola, they will buy the clothes - and maybe they will buy their policy,» he said.

«They always understood that the first way to occupy a country was to impose their films.»



French critics say American films rely too much on technology

Questions for Part 3

1. Who is being quoted in the first two paragraphs of this section?
2. The word "inventive" is closest in meaning to:
a. wonderful b. creative c. contemporary
3. According to Rogier, what is the general opinion of French people towards American culture?
4. How have the French attempted to limit American influence on their culture?
5. The word "takeover" is closest in meaning to:
a. conquest b. assistance c. robbery
6. The word "policy" is closest in meaning to:
a. militia b. values c. politics
7. What does Tavernier accuse America of doing through its films?

I. POST-READING

A. Distinguishing fact from opinion. Read ***the quotations*** from "The French Hit Out at American Cinema" and decide which are facts (**F**), which are opinions (**O**) and which are facts in need of support (**NS**).

INFORMATION BOX

Facts are statements which *no-one* would normally disagree or argue. They are objective statements of truths. E.g.,

At sea level, water boils at 100 degrees Celsius.

Women live longer than men.

Lung cancer among women is increasing.

Opinions are statements which other people *might* or *might not* agree. They are subjective statements based on a person's beliefs or attitudes. E.g.,

Paris is the most beautiful city in the world.

Men are better drivers than women.

Americans are only superficially friendly.

In formal, academic writing, even some statements that are considered facts need further support. In other words, they need specific supporting details in order to be completely believed.

Unsupported facts

Concrete supporting details

Women live longer than men.

Lung cancer among women is increasing.

On average, women live to the age of 76 while men to only 72.

According to the U.S. surgeon general, twice as many woman died of lung cancer in 1999 than in 1979.

2. ____ They single out high-profile special effects-driven blockbusters as responsible.

3. ____ If the technology is controlling us, it will transform us into stupid children.

4. ____ I have found a lot of young kids have difficulties in analyzing a concept, an idea, in a film.

5. ____ ... now children only ... [go] to films to see the special effects.

6. ____ The great art that my country produced - I suspect that those movements are dead.

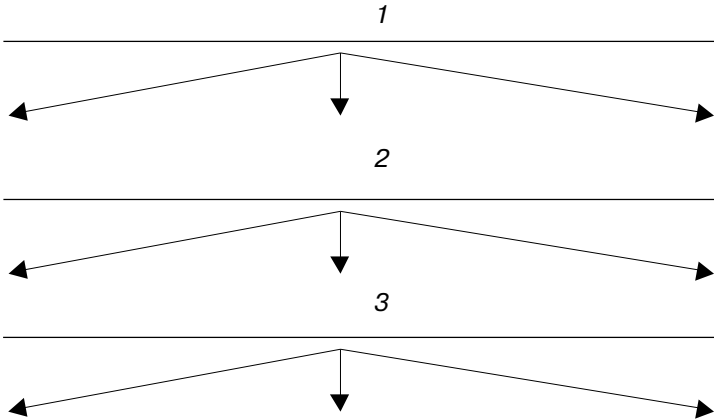
7. ____ ... the French were not willingly accepting the increase in American culture in their society.

8. ____ ... it [American culture] is a non-culture, a non-civilization, just a way of life.

9. _____ ... the French Government had made a failed attempt at limiting the number of American movies being shown in France.

10. _____ ... films are the first step of an American takeover of France.

A. Supporting an opinion. Pick three of the quotations you identified as an opinion and copy them in the spaces above each set of arrows. Under the arrows, give facts that could be used to support this idea.



I. WRITING

A. Writing body paragraphs.

Pick two of the opinions you supported in the previous exercise and turn your notes into two paragraphs, one for each opinion. Begin each paragraph by paraphrasing the opinion you copied from “French Hit Out at U.S. Cinema”. This will serve as the paragraph’s topic sentence. Then, use / expand your notes to support / prove this idea.

B. Writing an introductory paragraph.

The introduction is the first paragraph of the essay. There are several ways to write an introductory paragraph. Here, you will learn to write a **“funnel introduction.”** A funnel introduction

has two parts: several general statements and one thesis statement.

INFORMATION BOX

General statements give the reader background information about the topic of the essay. They should lead your reader gradually from a very general idea of your topic to a very specific idea.

The thesis statement introduces the main idea of the essay.

It states the specific topic of the essay.

It may list the subtopics of the main topic.

It may also mention the method of organization.

It is the last sentence of the introduction.

We live in the age of technology. Every day, new technology appears, ranging from mini-CDs that contain entire encyclopedias of information to giant telescopes that can send

photographs of distant stars back to Earth.

Of all the new technological wonders, personal computers have

probably had the greatest influence on the daily lives of average people. Through

computers, we can now talk to people in any country, research any topic, work, shop, bank, and entertain ourselves.

Personal computers have especially revolutionized communication and business practices in the past twenty years.

o The first two sentences introduce the general topic of technology. The mini-CD and giant telescope are mentioned to attract the reader's interest.

o The next two sentences narrow the general topic of technology to the specific topic of the personal computer.

o The final sentence is the thesis statement. It names the two subtopics. This thesis statement tells the reader that the first body paragraph will discuss how computers have changed communication and that the second body paragraph will be about how computers have changed business practices.

Exercise 1

The sentences of the following introductory paragraphs are mixed up. Your task is to rewrite each paragraph on a separate sheet of paper. Begin with the most general statement and move to more and more specific statements. Finally, write the thesis statement last.

1. (1) Therefore, workaholics' lifestyles can affect their families, social lives, and health. (2) Because they work so many hours, workaholics may not spend enough time in leisure activities. (3) Nowadays, many men and women work in law, accounting, real estate, and business. (4) These people are serious about becoming successful; they work long hours during the week and even on weekends, so they are called "workaholics".

2. (1) If done properly, a handshake gives the impression of strength and honest, and if done improperly, it conveys weakness and dishonesty. (2) In some cultures, people bow, and in others, they shake hands. (3) In English speaking countries, shaking hands is the custom. (4) A proper handshake has four ingredients: pressure, pumps, eye contact, and verbal message. (5) The way people greet each other when they meet for the first time varies from culture to culture. (6) How one shakes hands sends an important message about one's character.

3. (1) Over 100 million Americans own at least one automobile and over twenty million families in America own at least two. (2) This has led to America's naive dependency on the advice of costly auto mechanics. (3) The number of cars that are mass produced today is astounding. (4) It is time for America to realize its problem and to begin learning about correct motor vehicle maintenance. (5) Despite the amount of producing and selling of cars in this modern age, however, only one out of every twenty Americans knows the mechanics of his or her vehicle. (6) The number of automobiles that are

owned by people in America is equally staggering. (7) More than 200 million are produced every year throughout the world.

Exercise 2

Write a “funnel introduction” for the two body paragraphs you wrote earlier about American culture. Be sure to start with general statements and end with a thesis statement.

Exercise 3

Write a concluding paragraph. Now it’s time to finish your essay by adding a final paragraph. In your conclusion:

- 1. Summarize the main points you made in the body of the essay.*
- 2. Add your final comment on the subject, based on the information you gave in the body.*

UNIT 9

BEAUTY OF LANGUAGE

American vs. British English

I. LISTENING

A. Give examples of the differences between American and British English

B. Listen to the information about American and British English and try to take notes of the differences.

C. After listening compare your notes with the rest of the class and fill in this table.

American English	British English
1. gasoline	petrol
2.	lorry
3. line	
4. vacation	
5.	underground
6.	aerial
7. elevator	
8. eraser	
9.	flat
10. closet	
11.	to ring
12. scotch	
13.	biscuit
14. candy	
15.	rubbish
16. bathroom	

Exercise 1

a) There are words with American and British spelling. Sort them out putting them in two columns.

Labor, colour, center, grueling, harbour, pediatrics, odor, nonplussed, moulding, realize, favor, disk, dialogue, devalue, check, centiliter, catalogue, caliper.

b) Now put the English words in the right column matching with words with the same meaning

American	British
e.g., truck	lorry

bill, lorry, queue, underground, flash light, baby carriage, truck, pram, torch, pants, sweets, candy eraser, antenna, bank note, subway, aerial

Idioms

I. LISTENING

Listen to the dialogue "Hard day" with some American idioms and answer the test questions below.

1. What did Leo offer Johnny by saying "take it easy"?
 - a. to drink
 - b. to relax
 - c. to take something from the table

2. What did Johnny decide to do after lessons?
 - a. to give Temur's book back.
 - b. to visit Temur
 - c. to throw his friend's book

3. Why didn't he turn off the gas?
 - a. the gas stove was in another room.
 - b. his friend was unconscious
 - c. it was impossible to breath in the house.

4. Why did not Temur notice the smell?
 - a. he cannot differ smells.
 - b. he was deeply involved in the puzzle.
 - c. he was sleeping putting on his face a magazine of crosswords.

5. What did Johnny mean when he said “ skimmed through the magazine”?
- ripped down
 - looked and read through
 - used as a fan to cool his friend
6. What did Johnny do at the hospital?
- spent a night
 - helped doctors
 - looked after his friend
7. What did Leo mean by “the situation will liven up”
- will get more exciting
 - will get worse
 - will be confusing

Now write the definitions of these idioms and give your own example.

	Definitions	Examples
1. take it easy		
2. liven up		
3. take out		
4. drop by		
5. stay up		
6. skim through		
7. show around		
8. put (one's feet) up		
9. have over		
10. turn on		
11. plug in		
12. drop by		
13. bury oneself in		

Exercise 1

Circle the answer with closest meaning of the idiom given in italic print.

1. Mary was very tired when she came home. She sat on a coach and *took it easy*.
 - a) relaxed
 - b) cried
 - c) had coffee

2. I was bored to death at Sandra's birthday party until her uncle Ben came. He *livened up* the party with his new jokes.
 - a) made more exciting
 - b) danced
 - c) brought musicians

3. Anvar, I suggest that if you want to know Lena better, you should *take her out*.
 - a) invite her restaurant, caf e, theatre and etc.
 - b) take care of her
 - c) respect and love her

4. Last weekend my uncle's family *dropped by* our house and stayed all week, making my life terrible.
 - a) came not being invited
 - b) made a mess in our house
 - c) uncle's family ruined

5. To do this exercise you have to *skim through* the text "I hate women " over and over.
 - a) read quickly to guess the meaning of idioms
 - b) read over and over to translate
 - c) find the idioms and write them down

6. Our family had planned to *stayed up* all night on New Year's Eve, but it was not easy and we fell asleep around 3:00 am.
 - a) to sleep
 - b) to stay awake
 - c) to dance

7. The tour agency "Inturist" arranged a trip around Bukhara to *show* African tourists *around*.

- a) to take them to the show
- b) to introduce tourists to people in Bukhara.
- c) to take on a tour

8. The students of Egypt State University left Prof. John Henman's lecture when he *put his feet up* on a table during the lesson. For Egyptians it was a sign of disrespect.

- a) exercised
- b) rested
- c) relaxed

9. Rustam, let's *have* Zulfiya's family *over* for Thanksgiving day dinner.

- a) invite
- b) visit
- c) congratulate them

10. I need matches to *turn on* the gas.

- a) to lit the fire
- b) to fix the gas stove
- c) to bake something in the oven

11. Some people *bury* themselves *in* computer games, but for me they are just not interesting.

- a) become very involved in
- b) buy a lot of computer games
- c) want to play computer games

12. Madina, *plug* the Christmas light *in*.

- a) pull the plug out of the socket.
- b) put Christmas light in the house
- c) put the plug in the socket

II. WRITING

A. Write a short paragraph on any topic using the idioms that you have learned. Below are some other idioms that can be useful to enrich your writing.

come across – meet, find, happen upon, come upon

E.g. In the story that I am holding now I came across difficult

phrases and idioms. They made the story difficult for me to understand.

(go, be) back to square one - to return to the beginning
E.g. I have been reading the book "Shaytanat". When I got to chapter five it began getting very confusing. Now, I guess, I have to go back to square one.

to be at loggerheads – to be in conflict, quarrel and strong disagreement.

e.g. John and Leo have been arguing all day about spending their summer vacation. They are really at loggerheads. John wants to go to Greece, but Leo wants to see New York.

(to be/ hit) below the belt – unfair, unjust

e.g. Anvar told Karim his ideas about the project work that they were given. During the presentation Karim used all Anvar's ideas. It was below the belt.

beside the point – irrelevant

e.g. My weight is besides the point. We were arguing about all the money you spent.

fed up – to be tired of

e.g. I am fed up eating cold food. Let's go to a restaurant

get up on the wrong side of the bed – to be in a bad mood since getting up.

e.g. I think the boss got up on the wrong side of the bed this morning. Look, he is shouting at everybody.

cope with - to overcome, to deal with , to be able to do

e.g. Great job, Sasha. You coped with all difficulties in your studies at the University.

put up with - to tolerate, to bear, to stand

e.g. My dad said that he cannot put up with my lazy habits as I am 20 already.

stand for- to tolerate, to put up with

e.g. I can not stand for any more of your lies.

get in touch - to contact; to speak to or write

e.g. Mary, we should get in touch more often. I haven't seen you in years.

B. If you have finished writing:

- *Make the group of three students.*
- *Read your paragraphs to each other.*
- *Ask the author any questions about the meaning of her or his text.*
- *Pay attention how many idioms your group members used. Are all idioms used correctly or not?*

C. Prepare one paragraph to present the whole class. You may change the selected paragraph if you need to.

III. GRAMMAR

POSITION OF PRONOUN OBJECTS and NOUN OBJECTS IN IDIOMS

1. liven up

liven it up

liven the party up or liven up the party

2. bury oneself in

bury yourself in it

bury yourself in the dictionary

3. plug in

plug it in

plug the iron in or plug in the iron

4. have over

have them over

have friends over

5. show around

show them around

show the guests around

6. **stay up-** does not have an object

7. **drop by-** does not have an object

8. **skim through**
skim through **it**
skim through **the chapter**

9. **take out**
take **her** out
take **his girlfriend** out *or* take out his girlfriend out

10. **turn on**
turn **it** on
turn **the light** on *or* turn on **the light**

11. **come across**
come across **it**
come across **the pictures**

12. **put up with**
put up with **it**
put up with **his life style**

13. **cope with**
cope with **it**
cope with **his problems**

14. **stand for**
stand for it
stand for his habits

15. **fed up**
fed up with **it**
fed up with his words

16. **put one's feet up**-does not have an object

Exercise 1

Put the proper pronoun or the noun where necessary

1. This is my first working day in tour agency. I have to show the tourists around _____ **X**_____ (the tourists)

2. The Uzbek American-British Tobacco Company is at the threshold of bankruptcy. We hope that it will cope _____ with _____ next year (it)

3. I could not put _____ up with _____. He lives in the 60s, but I like modern life. So we got divorced. (John's old style of life)

4. Hey boys, let's take _____ out _____ today. (our girls)

5. Pass me these newspapers. I want to skim _____ through _____. (them)

6. I never had a birthday party. But this year I am planning to celebrate with my friends having _____ over _____ for a birthday dinner. (them)

7. You should take _____ easy _____ before exams. (it)

8. My toaster wasn't working. Then I realized that I hadn't plugged _____ in _____. (it)

9. Yesterday, I went to a fine art exhibition with my sister, and we were shocked when we came _____ across _____ that were my sister's work. She had lost them last year. (pictures)

10. Learning a foreign language is not easy. It requires learning, at least, twelve words everyday. But it does not mean you should bury _____ yourself _____ (in the dictionary)

FAST SPEECH

I. LISTENING

A. Listen to the dialogue between Joe and Ed. Pay attention to their reduced speech. Then listen again and write the full form of shortened words.

REDUCED FORM	FULL FORM
Whacha doin'...	
... I'd do some fishin'	

... more borin' than fishin' is watchin' it on TV	
Where you wanna fish? I was thinkin' about driving up t' the lake	
Ya know the fish a' really hoping right now.	
Are you gonna bring me back some?	
You gotta catch your own	
And where a' you goin' this weekend?	
I'm just gonna go out with Mary Stuart	
How'd ya get a date wid her?	
Oh, so ya wanna take 'er someplace nice?	
I was thinkin' a takin' her ...	

II. SPEAKING

Write down 6-7 sentences using reduced speech given below. Then, with your partner, practice the pronunciation of shortened words. Tell out loud your sentences over and over until your speech is as fast as that on the cassette.

1. gonna (going to)
2. wanna (want to)
3. seeya (see you)
4. gotta (got to)
5. hada (had to)

6. whacha (what are you)
7. doin' (doing)
8. verb + in'

TAKE TURNS!

III. WRITING AND SPEAKING

A. Work in pairs and choose a topic for writing your own dialogue using reduced speech.

Topics

- a. Weather*
- b. Marriage*
- c. Health*
- d. Shopping*
- e. Crime*

B. Make a small outline about your dialogue

- e.g. I. greetings*
II. going to the library
III. about different types of literature in the library
IV. about plans

C. Write your dialogue, practice in pairs, then act it out with your partner for the class.

UNIT 10

DISCOVERIES AND INVENTIONS

The Human Genome

I. SPEAKING

A. *Work with your partner and:*

1. *Make a list of discoveries and inventions.*
2. *Talk with your partner. What do you know about these discoveries and inventions? Who are the inventors? When and where were they invented?*

II. LISTENING

A. *Listen to the text about human genome and answer the questions.*

1. What is the human genome?
2. When and where did studies of the human genome begin?
3. What is mapping and its role in opening some secretive sides of human beings?
4. What is a gene's function? Where are they located?
5. What results may determine the function and location of genes?
6. What is cloning? Why does it frighten the world?

Exercise 1

A. *Listen to the text again and circle the words in the list below that are new for you.*

1. similarity

2. generation –

3. hereditary disease

- 4. get rid of – _____

- 5. feature – _____

- 6. function – _____

- 7. location – _____

- 8. genetic
information _____

- 9. gene – _____

- 10. determine – _____

- 11. particular – _____

- 12. collaboration – _____

- 13. scientist(science)- _____

- 14. be composed – _____

- 15. chromosome – _____

- 16. cell – _____

- 17. identification – _____

- 18. sequencing – _____

- 19. genetic
engineers- _____

- 20. diabetes – _____

21. blood type – _____

22. mapping – _____

23. monitoring – _____

24. aging process – _____

25. curse – _____

A. Find the definitions of the words that you circled and write them in the space above.

B. Working in groups of four or five students, share your definitions with each other. Give each other example sentences using the words and write the examples down next to definitions.

C. Listen to the text again and make your own questions, then discuss with your group mates what three best questions to ask nother groups.

Exercise 2

Match the words with the correct definitions

- | | |
|-----------------------|--|
| 1. hereditary disease | a. working helping each other |
| 2. identification | b. the minute thread in the nucleus of living being that carries genes |
| 3. monitoring | c. observing, controlling |
| 4. mapping | d. finding location and function of genes |
| 5. cloning | e. type of disease when sugar and starchy food cannot be absorbed |
| 6. chromosome | f. discovery |

- 7. genetic information *g. producing living organisms through nonsexual productive way*
- 8. diabetes *h. disease that transfers from parent to a child*
- 9. collaboration *i. features and characteristics that identifies human carried by genes*

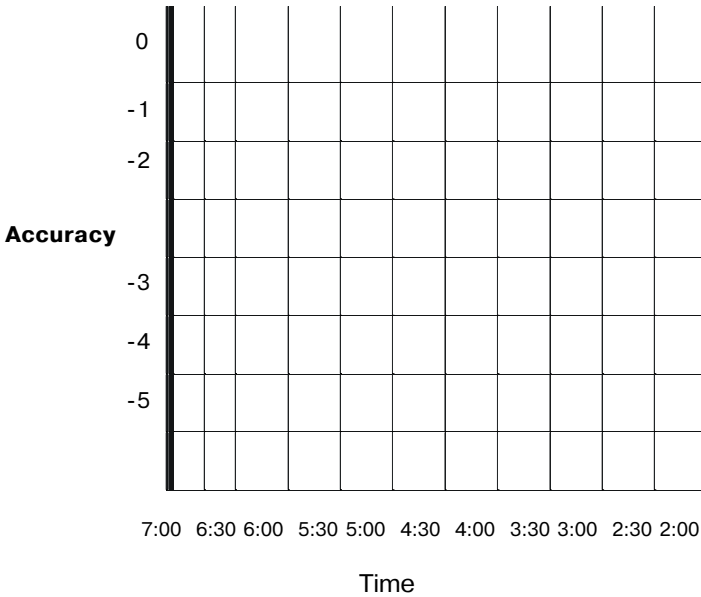
Exercise 3

Question for discussion: “Do you support cloning of human beings?”



I. READING

Timed Reading Progress Chart



INFORMATION BOARD

Timed Reading

A timed reading is one way of defining and improving the rate of your reading and understanding. Follow this procedure:

0. Read the passage. When finished, look at the board and note down the last time your teacher has written. (She should be writing the time every 30 seconds.)

1. Answer the quiz questions given after the text without looking back at the text.

2. After checking your answers with the class, mark your answer and reading speed on the timed reading progress chart.

a. For example, if you finished reading in 25 minutes but made 5 mistakes on the quiz, you should write “#1” near the lower right hand corner of the chart.

b. If you finished reading in 5 minutes and made no mistakes, write “#1” at the top of the chart near the middle.

3. The next time your teacher gives you a timed reading, follow the same procedure but write “#2” in the square corresponding to your time and quiz score. After several timed readings, you should begin to see progress in your reading speed, comprehension or both.

▼Timed Reading # 1

X-Rays

X-rays are penetrating electromagnetic radiation that have the shorter wavelength than light. They were discovered accidentally by a German physicist, William Concord, Roentgen in 1895. While studying cathode rays, he noticed that a metallic screen placed nearby emitted fluorescent light. After experimenting further, Roentgen determined that fluorescence was caused by invisible radiation of a more penetrating nature than ultraviolet radiation. He named the invisible rays “X-rays” because of their unknown nature. Later X-rays were known also as Roentgen rays in his honor.

X-rays have had many practical uses. They are used in medicine as a means to photograph fractioned bones and head traumas. Space agency use X-rays to send communication

signals toward distant solar systems. X-rays have even served to heat canned food, but this is not recommended.

Actually, X-rays are dangerous. Exposure to X-rays has been linked to certain types of cancer. That's why dentists go into other room when they take picture of your teeth. In many cases, X-rays have been replaced by more benign technologies, such as ultrasound and microwave.

1. The main idea of paragraph 2 is:
 - a. X-rays are mostly used by space agencies
 - b. X-rays have had many practical uses
 - c. X-ray are dangerous in medicine
2. The word "penetrating" in the line 1 means:
 - a. Quick and going through
 - b. Secretive, hidden
 - c. Waving
3. These rays were named "X-ray" because:
 - a. They are invisible
 - b. They have unknown features
 - c. They are different from other rays
4. X-rays were discovered by
 - a. German physicist William Roentgen
 - b. Ronald Reagan
 - c. German physicist Einstein
5. The word "emitted" in first paragraph means
 - a. Sent out
 - b. Light
 - c. Turned off

BRAIN CHALLENGE!

Fill in the crossword puzzle. All the words were taken from the text "X- Rays"

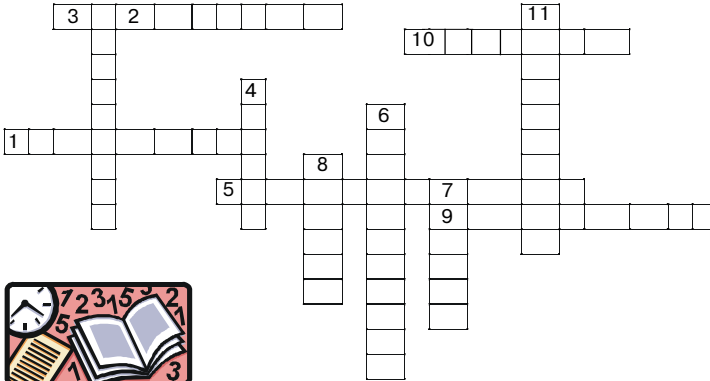
Down

2. That cannot be seen
4. Preserved by putting into a container
6. Invisible rays (in sunlight, from mercury-vapor lamps)
which form some vitamins curing body
7. Disease got from an injury or wound

- 8. Not dangerous
- 11. Broken

Across

- 1. Sending out energy, heat, etc. in rays
- 3. Very short wave (as used radio and radar)
- 5. Sharp, quick going through
- 9. German physicist who invented X-rays
- 10. Close, not far off



▼ Timed Reading #2

- 1. What do you know about chewing gum production? How and from what is it made?
- 2. Do you know the history of chewing gum?
- 3. What are the advantages and disadvantages of chewing gum?

CHEWING GUM

Chewing gum, that sweet and sometimes sour substance that dentists recommend us to chew, was invented in the 19th century. Antonio Lopez Santa Ana was the man responsible for chewing gum. He brought a large amount of chicle, which is the dried juice of a tree found in the jungles of Mexico and Central America, to New York. The General believed that chicle could serve as a replacement for rubber, so he looked for an American inventor to help him develop his idea. In New York, he met Thomas Adams. Mr. Adams agreed to experiment with

the chicle. Unfortunately his experiments failed. Adams tried to inform Santa Ana, but it was too late; the General had already returned to Mexico.

One day Thomas broke off a small piece of chicle and began chewing it. Just then, he saw a girl buy some wax from a store and begin chewing it. Adams went to the store and said that he had something better than wax. He made several hundred little balls of chicle and brought to the store. After selling them successfully, the store owner asked for more. So Adams sent to Mexico for more chicle. In this way the chewing gum was born.

1. What is the main idea of the second paragraph?
 - a. Thomas Adams invented chewing gum.
 - b. Chewing gum was invented accidentally.
 - c. Chewing gum was invented in New York city.

2. What is the main idea of the first paragraph?
 - a. Thomas Adams invented chewing gum.
 - b. Chicle is a good substitute for rubber.
 - c. Santa Anna is the father of chewing gum.
3. Adams didn't keep in contact with Santa Anna because:
 - a. Adams wanted to steal Santa Anna's idea.
 - b. Santa Anna had already invented chewing gum.
 - c. Santa Anna left New York.

4. Chicle is...
 - a. Fresh juice of a tree that grows in the jungles of Mexico.
 - b. Fruit of a tree that is found in jungles of Mexico and Central America.
 - c. Dried juice of a tree growing in Mexico.

5. Adams invented chewing gum after:
 - a. Telling Santa Anna that he couldn't make rubber out of chicle.
 - b. Seeing a child eating wax.
 - c. Inventing rubber.

I. PAIR WORK

A. Search different sources of information and fill in this table.

№	Discovery/ invention	Inventor
1	Radio	Russian physicist Papov
2	Typewriter	
3	Chewing gum	
4	Automobile	
5	A-bomb	
6	X-rays	
7	Television	
8	Telephone	

B. In class share your answers with your partner. Give your answers to your teacher.

II. GRAMMAR REVISION

Restrictive and Non-restrictive adjective clauses

A. Your teacher will identify the inventors of discoveries, above in the table, using your papers and gives his statements. Some of the statements are correct and some of them are not. If you can identify them, correct the statements. Use the following construction in your answer

“Are you sure? I believe it was really _____ who / when / where / that, etc.”

OR

“Oh, I think it was _____. ”

Invention : *Radio*

Teacher: *German physicist Einstein invented the radio.*

Student: *No, I believe it was really Russian physicist Papov who invented the radio.*

Quick way to find out whether a clause is restrictive or nonrestrictive:

1. Identify adjective clause.

· Roentgen, who was a famous physicist, discovered X-rays.

· People who did not believe in his talent made fun of him.

2. Then take out the adj. clause and ask yourself:

Does it keep the same meaning without the clause?

If the sentence is OK without clause then it is nonrestrictive. In this case you need to put commas after and before the adjective clause.

Roentgen discovered X-Rays (the sentence has the same meaning as the original).

If it is not O.K. then it is restrictive. You do not use commas.

People made fun of him (changes the meaning of the original sentence).

Exercise 1

Find Restrictive (R) and Non-restrictive (NR) clauses and put commas where necessary (See Unit 6)

1. A large group of people some of whom included members of Sophon's family was waiting for refugees anxiously. _____

2. J. Robert Oppenheimer who was the most prominent nuclear physicist of our century is often referred as a father of atomic bomb. _____

3. Antonio Lopez Santa Ana who was the general of the Mexican Army was captured in one of the battles in St. Alamo.

4. The General found American inventor Thomas Adams whom he later left all his chicle. _____

5. Roentgen was awarded a Noble prize for discovering X-rays which is still considered one of the most brilliant discoveries of humanity. _____

6. Mirzo Ulughbek who was a famous astrologist of the East gathered scientists from all over the world in Samarkand where he was a king and dedicated his life to Astrology. _____

Exercise 2

Change the sentences in parenthesis into relative clauses. Put commas where necessary.

J. Robert Oppenheimer _____ is often referred to
(*Oppenheimer was a brilliant nuclear physicist of our century*)

as the “father of atomic bomb”. After graduating from the Harvard University

_____ he went abroad for his doctorate in
(*he got his bachelor and master degrees*)

nuclear physics . At the University of Gottingen, he met scientists Leo Szilard and Edward

Teller _____.
(*Later these two scientists would figure in his life prominently*)

After that, he taught in Holland, where he was given the name

“Oppie” _____. In 1942, he was made director of the
(*the name “Oppie stuck for life”*)

Manhattan Project, a project for the development of the atomic bomb

_____. Oppie gathered a coterie
(*The atomic bomb had not yet been produced by any country*)

of brilliant scientists around him_____.
(Those scientists worked at finding a way to build a bomb eagerly and willingly)

Oppie had a powerful effect on people _____. They were
(People worked for Oppie)

amazed at his interests and talents for physics, poetry, foods and spiritual matters. But

after the bomb was dropped on Nagasaki in August of 1945, Oppie was disturbed by the power of his creation.

Exercise 3

Read the text about chewing gum. Find the relative adjective clauses and explain the place of punctuation.

I. WRITING

A. Write an essay on the arguments given below

1. Television increases child' s intelligence
2. Chewing gum is as harmful as cigarettes
3. Nuclear weapons keep the country safer.

B. Remember you should stay on one side - "agree" or "disagree". Support your opinion with, at least, two supporting paragraphs.

To recall your knowledge of writing body paragraphs look at the Unit 8, "Cultural imperialism" part IV.

Listening Materials

UNIT 1

Pearls of the World

Aziza: Oh, qanday ajoyib kun –a ,atrofni tomosha qilsang ko'zing quvonadi.

Tamara: Ha, to'g'ri aytasan. Men hech qachon Samarqandda bo'lmaganman. Juda qiziqayapman.

Aziza: Voy, turistlar, qara! Menimcha ular Amerikadan.

Tamara: Sen haqsan, ular shahar aylanishayapti. Kel ularning yol ko'rsatuvchisini eshitamiz

Tour guide: ... now we are in front of the center and the heart of Samarkand for centuries, Registan Square.

Tourist: Why is it called Registan?

Tour guide: Good question. The word Registan means, “sand Land”. You see, prior to the construction all these wonderful structures, there was a river running through here. Over time, the river dried up and deposited lots of sand. On it, they built the first madrasa in the beginning of the 15th century, and Registan Square was born. All holidays, parades, festivals and Sunday bazaars took place here.

Tourist: What is a mad-ra-sa?

Tour guide: Good pronunciation! A madrasa is both a place of worship, a mosque, and a place of study, a university. They were built in many Uzbek cities and are considered to be the repositories of Uzbek and Islamic culture. Only boys from rich families studied in the madrasas on Registan Square. The training lasted for 10, 12, or 20 years,

depending on the discipline the student selected. All students, however, studied the Koran, as this was considered the foundation of all learning.

Tourist: Then these mad-ra-sas aren't operational? No students study here?

Tour guide: That's right. They are now great museums exhibiting the art and learning of Uzbekistan.

So, let's turn our attention to the three magnificent buildings behind me. Ulughbek madrasa, on your left, was built first. Ulughbek himself ordered the construction of this madrasa, and he guided its progress.

Tourist: Excuse me again, but who was Ulughbek?

Aziza and Tamara: <Giggles>

Tour guide: That's alright. Ulughbek was the grandson of Amir Temur, who ruled all of Central Asia after Chengiz Khan. Ulughbek is famous as a great scientist and philosopher, especially for his work in Astronomy. In fact, he was the first to correctly calculate the distance of some stars from Earth. And he gave us the names for some stars. But I'll talk much more about him tomorrow when we go to Ulughbek's Observatory.

<STOP TAPE>

Tour guide: Construction of Ulughbek madrasa lasted only three years, from 1417 to 1420. Ulughbek madrasa was the highest religious institution in Uzbekistan and one of the truly great universities of the Middle Ages. Ulughbek himself taught mathematics and astronomy till his demise.

Architecturally, Ulughbek madrasa is most striking for its majestic entrance way. This portal is formed by an arch, which, as you can see, is pointed at the top. Around it, exquisite mosaics in blue have attracted people for centuries. And to each side is a tall, slender tower, called a minaret. It's interesting that most mosques have minarets with balconies from which a crier calls people to prayer. The minarets of Ulughbek madrasa, don't have such balconies or criers. Instead, these minarets are said to hold up the sky. From this you can understand that Ulughbek madrasa was more a university and cultural center than a place for prayer.

Tour guide: To your right is Sherdor madrasa. Sherdor means «building with lions». When you look at the walls above the main threshold, you see a picture of the rising sun and two lions. This is the symbol of Amir Timur's empire. Sherdor madrasa is a copy of Ulughbek madrasa. The only discrepancy between the two is that Sherdor madrasa has two more winter teaching halls, but the main structure is the same as in Ulughbek madrasa. Emir Yalangtosh, an ancient governor of Samarkand, ordered its construction. It took almost 20 years to build, from 1619 to 1639.

Tourist: Was it used as a mosque or a university?

Tour guide: Like Ulughbek madrasa, Sherdor madrasa was firstly a place of learning. You can see from the tall minarets without balconies that they were not used to call people to prayer.

That brings us to the last madrasah on Registan Square, Tilla-Kori madrasa, which stands right in front of us. Unlike the other two, Tilla-Kori madrasa was both an Islamic university and a fully functioning mosque. Its minarets are much shorter and they have small balconies. From these balconies muezzins cried five times a day, telling people it was time to pray.

Again by the order of Governor Emir Yalangtosh, this madrasa was built between 1647 and 1660. Tilla-Kori means “trimmed with gold”. The walls of Tilla-Kori madrasa were once covered with pure gold, but when the Russian empire expanded into Uzbekistan, the gold on the walls was removed and taken to Russia.

Although its facade resembles the two other madrasas, inside we will see that it is really only a one-story building. The architect planned two floors on the outside to maintain the similarity with the other buildings on the square. In the 17th century, Tilla-Kori mosque and madrasa was the biggest mosque in Samarkand. Up to the 19th century, this building was in use, and only from the beginning of the 20th century it has served as a monument.

Tourist: So, which one do we get to explore first?

Tour guide: I thought we’d start with an expedition into Ulughbek madrasa. Let’s get started.

Tamara: That was interesting, wasn’t it?

Aziza: I guess. Let’s get something to eat. All this English is making me hungry.

UNIT 2

Costs of Education

TAPESCRIPT: College cost increases

This is CNN, your cable news network.

A: “Hi, Amanda Cortez here from the CNN Center in Atlanta. Well, it seems that the costs of studying in the U.S. just keep going up and up. The price of going to university rose an average of 4 percent this academic year. Tuition ranged from \$66 higher at public two-year colleges to \$723 higher at private, four-year colleges, according to figures released Wednesday by the College Board.

For a public four-year institution, the 4 percent equaled \$132, for average tuition of \$3,243.

Tuition had risen 5 percent the previous year and 6 percent each of the three years before that. In all, tuition at public four-year institutions has risen 50 percent in the last 10 years while family income rose only 1.5 percent.

Joining us in the studio is Glen Sharp, an analyst with the College Board.

Well Glen, what does all this mean to the typical college student?"

G: "I'm glad you asked me that, Amanda. In general, students are borrowing more money and receiving fewer grants. What's unfortunate is that the neediest students are suffering the most. There aren't just enough scholarships out there to help students from families at the low end of the economic scale."

A: "Why is that Glen? Why can't universities give more scholarships?"

G: "It's pretty simple Amanda. Public institutions need to charge more because of a drop in financial support from the state and federal government. Universities get less money from the government, so they have to pass the costs on to the students."

A: "So how much does it cost to study in the U.S.?"

G: "Amanda, I recent survey of 3,000 educational institutions found that costs are rising not only for tuition but also for room and board. For public four-year institutions, the cost for food and lodgings rose \$172, bringing the total to \$4,530."

A: "That's in addition to tuition"

G: «Right, Amanda. Add to that the cost of books and other fees charged by universities and you find that, on average, students spend over \$8000 per year to attend public four-year universities in the U.S.»

A: "How about private institutions?"

G: "The picture just gets more grim. Average tuition at private schools rose to \$14,508, up 5 percent. At \$5,765, room and board is up 3 percent. Adding fees and books and most students at private universities are paying over \$21,000 a year for their education. "

A: "What can families do to cover these costs?"

G: "Good question. Of course, student loans are available, but they don't cover all the costs. I really can't stress enough the need for parents to begin saving early for their children's education. Putting away a little money each month can really add up."

A: "Thanks Glen. I guess we'll just have to forget about that family vacation for a while."

"I hope not Amanda."

UNIT 3

Sports and games

TYPESCRIPT: Two Famous Boxers

Good afternoon sports fans. Today, Thursday April 8th, 2004, you will see the best fight ever in the boxing ring. Yes, we have gone back in time and space to bring you the match-up of the century, Muhammad Ali against Muhammadqodir Abdullayev.

In the right corner, weighing 201 pounds, standing 6 feet and 2 inches, the king of the ring, the host with the most, the master of misery, no other than Muuuuuhaaaaaaaaaamad Aaaaallllllllll!!! Born in 1942 in the USA, Ali was the first boxer to win the world heavyweight championship title three times. He turned professional in 1960 after winning an Olympic gold medal. After 20 professional fights, he upset Sonny Liston to become the world champ in 1964.

And in the left corner, weighing 155 pounds, standing 5 feet, 10 inches, the Asian sensation, the Uzbek automaton, the prince of punches, Muhammadqodir Aaaabduuuulllaaayev!!!

At 28 years of age, Abdulayev has already claimed a welterweight gold medal at the 2000 Sydney Olympics. With no professional titles to his name, Muhammadqodir is hoping to steal one here today.

UNIT 4

Cities

TYPESCRIPT: Tashkent before and After Independence

The period between 1980 and 1991 was a black time in Uzbekistan. They were the last years of the Soviet Union. Control from Moscow weakened and so did financial support. Food, clothes and even medicine were scarce. But the strong Uzbek people endured these hardships, forming an independent country of great potential in 1991. The period after independence was marked by important changes in the economy, mass media, and architecture of Tashkent and Uzbekistan as a whole.

The economy in the years before independence was troublesome for citizens of Tashkent. People could not get necessary products when they needed them. They had to wait their turn standing in endless lines. It was impossible to purchase whatever one wanted. Instead, people had to use “tallon” that could only be used to buy specific goods, such as flour, milk and bread. The government set the prices for all goods. In fact, nobody was allowed to produce and sell anything that was not from government factories. If a citizen wanted to sell his own fruits and vegetable in the bazaar, he had to ask permission, and the government would set the price he could sell them for.

All decisions came from the center, even a small one like cutting down an old, useless tree. Complaints were not tolerated by the government. News was censored and often presented an unrealistic picture of life inside and outside the capital. In those days, common headlines in the newspapers read, “Uzbek Workers Overcome Difficulty - Increase Productivity 20%” or “Tashkent Voted the Most Beautiful City in the USSR.” If any

newspaper or magazine criticized the State, the next day the journalist would be killed or sent to jail.

You could not imagine the condition of Tashkent's prisons, hospitals, museums and other public buildings. Instead of constructing new buildings, people destroyed public institutions, stealing equipment and materials. The buildings that were constructed in this period were of very low quality. Today these buildings are falling apart, especially apartment buildings. Their water and electricity are unreliable; the cement walls are peeling away. Due to the poor workmanship of the Soviet architects and builders, many buildings in Tashkent need to be reconstructed.

After the Independence of Uzbekistan, the capital was a real example of progress. Citizens of Tashkent, firstly, got the right to sell their products freely and obtain any products they wanted. The new government wrote laws to support entrepreneurs in farming, manufacturing and trade. They even opened a national stock market, where investors can buy and sell shares in many newly privatized Uzbek firms. In addition, joint ventures with western and eastern partners began to develop. Coca-Cola, Uzbek Kabul Textile, and UzDaeWoo are only a few examples.

The mass media also had great movement towards development. The media became more powerful and brave. Journalists were given the Constitutional right to express their thoughts in print, on television and online. Many radio stations and TV programs began their work in Tashkent, such as "Capital", "Tashkent Citizens", and "Davr". These programs are still free to criticize and show the negative sides of life in Uzbekistan.

The biggest and, perhaps, most clearly visible signs of change in Tashkent was in the sphere of architecture. The first steps of reconstructions began with Red Square. The huge statue of Lenin was replaced with a globe of the world. This single act symbolized a new era in Uzbekistan, one of international cooperation, freedom and peace. Of course, the new government undertook various projects to make life more

enjoyable for the people. Museums showing the great and ancient culture of the Uzbek people were constructed or remodeled. The fabulous National academic Theatre, the Amir Temur Museum, and the dome at Chorsu bazaar all give Tashkent the beauty and majesty of a true capital city.

Although there are still challenges ahead for Uzbekistan, it has come a long way in a short time. The last years have seen progress in all spheres of life. The future is bright for Uzbekistan. It has an extremely well educated population, abundant natural resources and strong partnerships abroad. The next ten years are sure to bring higher levels of prosperity and happiness to the Uzbek nation.

UNIT 5

Literature

TYPESCRIPT: Love

Love is cold in the back of vans
Love is fan club without two fans
Love is walking holding pain stained hands
Love is

Love is fish and chips on winter nights
Love is blankets full of strange delights
Love is when you don't put out the light
Love is

Love is presents in Christmas shop
Love is when you are feeling Top of the Pops
Love is what happens when the music stops
Love is

Love is white panties lying all forlorn
Love is a pink nightdress still slightly warm
Love is what you have to leave at dawn
Love is

Love is you and love is me
Love is a prison and love is free
Love's what's there when you're away from me
Love is

UNIT 6

Stress in Modern Life

TYPESCRIPT: Causes of Stress

- Suzanne: Hi Matthew. What are you doing?
- Matthew: Oh, hey Suzanne. I'm just finishing up an essay for my English class.
- Suzanne: That sounds interesting. What's the topic?
- Matthew: It's about stress and its causes.
- Suzanne: Really? I feel pretty stressed out these days. What do you think the reason could be?
- Matthew: Well, they say certain life events increase our stress. Tell me a little about your life now.
- Suzanne: OK. To begin with, I have tons of work at the university.
- Matthew: How many hours a day do you study?
- Suzanne: That depends on the day, but usually I spend about six hours every evening preparing for classes.
- Matthew: That's an awful lot. I only study about two hours a night. What else is going on with you?
- Suzanne: Another thing is my boyfriend, Peter. I broke up with him last week, and only yesterday I saw him walking with another girl.
- Matthew: That's too bad, Suzanne. From what I've

read, breaking up with someone is one of the most stressing life experiences.

Suzanne: Yea? Actually, I didn't like him so much. But there is one more thing.

Matthew: Oh, what's that?

Suzanne: My job, of course. You know that I work as a waitress at Cafe Pele.

Matthew: Sure, that's where I first met you. What's the problem? I thought you liked that job.

Suzanne: Sure, the money is good, and I really love the people I work with. It's the customers. They can be so demanding. When it gets busy, I just can't please them all. Believe it or not, I have nightmares about it.

Matthew: Working and going to school is a lot of responsibility. Have you thought about quitting your job?

Suzanne: I can't afford it. School is so expensive, and my apartment and car. I have to work to make ends meet.

Matthew: It sounds like you need a vacation.

Suzanne: That would be great. But what about you? Don't you feel stress?

Matthew: Of course. Writing this essay has taught me a lot about myself.

Suzanne: What do you mean?

Matthew: First of all, the experts say that starting a new job is a major source of stress. I've just started working for the city newspaper.

Suzanne: That's great Matthew. I never knew that you wanted to be a journalist.

Matthew: Yea, it's always been a dream of mine. But everyday I have meetings with new colleagues and I try to make friends. But there is so much competition at the paper that people don't want to be nice. All I can do is try not to make mistakes.

Suzanne: I'm sorry Matthew. That's sounds very difficult. You must be wiped out.

Matthew: I am, but I enjoy working at the paper. Actually, I think I feel more tired at home.

Susan: Why? What's wrong, Matthew?

Matthew: No, no, Susan, I will not tell you this. They are family problems. I don't want to mix you up in this.

Susan: Come on, stop beating around the bush. I'll be very pleased to hear your problems. I know it is not my business. But, they say that sharing your problems can help. Of course, if you don't trust me...

Matthew: No, I trust you but I promised not to tell anyone.

Susan: I understand, Matthew. It's time to go. I hope everything will be alright. Try not to worry.

Matthew: Susan, what is your plan for tonight. How about dinner?.

Susan: I am very sorry, Matthew. I'm working at the restaurant tonight. In fact, I'd better go or I'll be late for my shift. Bye, have a good night!

Matthew: Bye, Susan, have a good night too.

UNIT 7

Space Travel

TYPESCRIPT: Famous Astronauts

Announcer: This is a historic day for space travel. The European Space Agency has reunited three great astronauts, Valentina Tereshkova, John Glen and Salizhan Sharipov. Today they will depart on their greatest mission, a manned space flight to Mars. Let's join them in the cockpit and listen to their preflight chatter.

Valentina: Salizhan, you're a little young to be traveling such a long way from home, aren't you?

Salizhan: Not at all, Valentina. Although at 34 I am, by far, the youngest member of our illustrious crew, I have logged over two hundred and fifty hours in space, including a trip on NASA's Space Shuttle to the Mir Space Station.

John: Wow! That's really impressive Salizhan. Don't let Valentina make you nervous. She's just jealous.

Valentina: That's right Salizhan. I've only been in space once. I have orbited Earth forty eight times for almost 71 hours.

John When was that, Valentina?

Valentina: On June 16th, 1963, at the age of 26, I became the first woman in space. And what about you, John? How have you contributed to space travel?

Salizhan: Don't you know who this is? He's John Glen, NASA's second most famous astronaut.

John: Thanks Salizhan. Like you, Valentina, I have orbited Earth. On February 20th, 1962 I was the first American in space. I piloted the Mercury spacecraft into orbit, circling the Earth three times.

Valentina: Only three times? I have spent more time in space than all your Mercury astronauts combined.

John: That's true Valentina. But like Salizhan, I have also flown on the Space Shuttle. I flew it on October 29th, 1998. At the age of 77, I was the oldest man in space.

Valentina: And today, I will be the oldest woman in space. I bet they'll give me another medal.

Salizhan: What medals do you already have?

Valentina: You are looking at a woman with the Order of Lenin and Hero of the Soviet Union awards.

John: Only two medals? I have so many that I can't wear them all without falling over.

Salizhan: How many do you have?

John: Twenty. But my favorites are the NASA Distinguished Service Medal, and the Congressional Space Medal of Honor.

Salizhan: Isn't that impressive Valentina?

Valentina: Yes, very. And what about you Salizhan. What trinkets are you carrying around?

Salizhan: Well, as you may know, Valentina, I am not Russian like you. Actually, I'm Uzbek by birth and my native village is Uzgen, which

is now part of Kirghizia. Today, I'm carrying the flags of both Uzbekistan and Kirghizia into space. I also have a small bag of dirt from my home village.

John: A bag of dirt? I hope that was approved by the Agency.

Salizhan: Of course, I always follow standard operating procedures.

Valentina: Speaking of those. All systems are GO! Take off in ten, nine, eight, seven, six, five, four, three, two, one.

All: Blastoff!!!

UNIT 8

The Silver Screen

TAPESCRIPT: Fame and Vanity

Sounds of music, laughing, the pop of a champagne bottle and clinking of glasses

Pamela Anderson: Hey, y'all! Guess what? I just got back from filming a new movie in San Francisco.

Tom Hanks: That's great Pamela. But wasn't it a little cold?

Eddie Murphy: Yea, they have a lot of fog, sometimes I couldn't even tell if it was morning or evening.

Rano Akhmedova: You're right. I think it was Mark Twain who said, "I never spent a colder winter than a summer I spent in San Francisco."

Pamela Anderson: Well, it was a little cold, but I just wore a sweater. Really, it was nice.

Tom Hanks: Yea, sure. My last film was shot in Hawaii. Now, that's a great place. The ocean, beaches and mountains, I just couldn't get enough.

All:: Uooo! Ahaaa!

Rano Akhmedova: Not bad, Tommy. But I spent the last month vacation on the French Riviera. The Mediterranean Sea is quite something in late spring. And all the celebrities, I actually had dinner with Louis Vitton.

All: Uooo! Ahaaa!

Eddie Murphy: You think that's something. I just got back from a mountain expedition in Greece. I climbed to the top of Mount. Parnassus. What a view! It felt like Zeus was right there with me.

All: Uoo! Ahaaa!

Arnold Shwartzenager: Phhh. That's nothing. I took a little trip on the Space Shuttle during the filming of my last picture. We orbited the Earth ten times. Now, that's a view!

All: Yea, sure. Right. Come on. Tell us another one.

Arnold Shwartzenager: Really, guys. Honest. I was doing that movie that made over 10 million dollars. You remember, "Space Aliens from Alien Space".

Tom Hanks: Oh, that WAS a good one. VERY imaginative. My last film, "The Dumb Guy Who Kissed the President" made over 18 million dollars.

Pamela Anderson: What! Only 18 million? My last picture, "The Not So Bright Young Lady Who Kissed Presidents", made over 80 million dollars worldwide.

Eddie Murphy: Wow! My last film wasn't quite so successful. "Beverly Hills Cop in Bishkek" actually lost money.

All: Oh my God! Don't even think such a thing. I think I'm going to be ill.

Rano Akhemdova: Well, I don't know how much money "Samarkand Serenade" made, but I was paid over 20 million for my role.

All: 20 million dollars, that's incredible!

Rano Akhemdova: No, not dollars, Uzbek Sums.

Tom Hanks: Err, what's that worth?

Rano Akhemdova: Ohm, about... \$20,000.

All: Oh my God! Don't even think such a thing. I think I'm going to be ill.

Pamela Anderson: How about a little more champagne to celebrate our successes? Arnie, will you make a toast?

Arnold Shwartzenger: Sure Pamie. A toast to me, the greatest film star in the world!

All: Cheers!

Tom Hanks: You call that a toast. My four year-old son could have done better. Allow me. A toast, to the finest collection of actors I have had the pleasure to meet. May our friendship last longer than the fickle love of the public.

All: Cheers!

Eddie Murphy: Nice, Tom. Your son would be proud. But as the master of one-upmanship, I think I can out do even you. My toast is to all artists of the stage, screen and sidewalk. If the entire world is a stage and all the people merely players, then we are leaders who show the way to the future. Let us use our important position in this world and work for peace, freedom and understanding between nations.

Arnold
Shwartznager: And fat paychecks.

All: Cheers!

Rano Akhemdova: It seems that Eddie has a little Georgian in him. A truly fine toast Mr. Murphy. I applaud your sentiments. But if I may, allow me to relate a famous Uzbek toast that may teach us all something. My toast is to all people in the world of fame who do not fall ill with the illness of fame and who always remember that their legs are in the ground although their heads can reach to the sky.

All: Cheers!

UNIT 9

American vs. British English

TAPESCRIPT: American vs. British English

American English (variety of the English language spoken in the U.S.) is different from the British English. Although all Americans do not speak the same way. Nowadays it influences other languages and other varieties of English. Its motion, pictures, television programs, magazines and literature provide this language to the world.

American English has never had a strict spoken standard that is considered "correct". National newscasters and other broadcast personalities often adopt this speech type in public, as do many American normal settings such as school, courts and boardrooms.

American English differs considerably from British English. Pronunciation is the most striking difference, Spelling as well as slight differences in grammar.

But in any case American and British people have a little or no difficulties to understand each other.

Americans pronounce sound [r] after the vowels in words like *barn, car and father*, but speakers of British English do not. Some British speakers drop the sound [h] at the beginning of the words. British English word ending in *-our, -re* and *-ise* end in *-or, -er* and *-ize* in American English.

Br. Amer.
E.g., colour - color
centre - center

Besides spelling and pronunciation differences between American and British English, there are some different words with the same meaning.

American English	British English
1. gasoline	petrol
2. truck	Lorry
3. line	queue
4. vacation	holiday

5. subway	underground
6. antenna	aerial
7. elevator	lift
8. eraser	rubber
9. apartment	flat
10. closet	wardrobe
11. to call	to ring
12. scotch	sellotape
13. cookie	biscuit
14. candy	sweets
15. garbage	rubbish
16. bathroom	toilet,wc

Idioms

TAPESCRIPT: Hard Day

Johnny: Oh, God! Leo, you don't believe if I tell you this.
No, I don't wanna tell it. No, no....

Leo: Sit, Johnny, take it easy. And now tell what happened.

Johnny: You know, yesterday, I thought to drop by Temur's house as he did not, come to the lessons. As soon as I opened the door I saw Tamil laying down on the floor. The gas was turned on, it was impossible to breath. He didn't notice it as he buried himself in crossword puzzles, I guess.

Leo: Hmm... interesting. Do you really think so?

Johnny: Yes, later I skimmed through the magazine that he was holding. It was full of crosswords that had been already filled in.

Leo: Did you take him out quickly?

Johnny: Of course, what you think!? I could not stay there even a second. I pulled him out immediately and took him to the hospital. I stayed up there all night.

Unfortunately, he is still unconscious. But , today police came to the University and called me. They asked me to show around Tamil's house and to point the place where he was laying. They said that it was not accident.

Leo: Uh! Now the situations will liven up. OK. Johnny, forget about it for a while. I'm gonna have all our group mates over for my birthday party.

Johnny: Oh, really. Then " Happy birthday", old man.

Fast Speech

Ed: Hey Joe, Whacha doin' this weekend?

Joe: Oh, I thought I'd do some fishin'.

Ed: Fishin'? The only thin' more borin' than fishin' is watchin' it on TV. Where you wanna fish?

Joe: I was thinkin' about driving up t' the lake. Ya know the fish a' really hoping right now.

Ed: I bet. Are you gonna bring me back some?

Joe: Nahh. You gotta catch your own. And where a' you goin' this weekend?

Ed: Ahh, nowhere special. I'm just gonna go out with Mary Stuart

Joe: Mary Stuart! Woooo. She's the finest little cutie at Berkeley High. How'd ya get a date wid her?

Ed: Hey man. You be talkin' to the man wid the most, the guy with the gas, the dude with the dough.

Joe: Oh, so ya wanna take 'er someplace nice?

Ed: Yea. I was thinkin' a takin' her to Skates on the Bay Restaurant.

Joe: That sounds hella expensive.

Ed: Not if I bring my own fish.

UNIT 10

Discoveries and Inventions

TAPESCRIPT: Human Genome

The history of mankind shows that some mysterious features of human character and body have been in the center of scientific interest. Why does a child have similarities to her parents? How can diseases be transmitted from generation to generation? Is it possible to get rid of hereditary diseases, i.e. those passed on from parents to their children? Such questions were the source of scientific advancement.

One important advance, which opened some secret features of the human body, was the mapping, finding the location and the function of a gene, of the human genome. The human genome is the set of genes, which carries the genetic information determining particular characteristics of an organism. The study of the human genome began in the United States with the collaboration hundreds of scientists all over the world in 1990. It is composed of 50,000 to 100,000 genes. These genes are located on the 23 pairs of chromosomes in all human cells. They are composed of DNA and other chemical compounds and carry genetic information.

Recent research is gaining a more complete understanding of the human genome. We now know that there are many types of genes with different functions. The identification of their functions and locations may bring great results. Such as solving the problem of infertility, slowing the ageing process and stopping the transferring hereditary illnesses.

Genetic engineers have already mapped the location and sequence of genes on chromosomes in the nucleus of cells, but determining the function of each chromosome has

been a challenge. For example, we know which chromosomes control a person's blood type and cause diabetes, but determining the genetic cause of fatness or alcoholism remains less certain. Genetic engineering has its dark side. Cloning, in particular, is already a reality that frightens many people. There are other ethical issues as well. Given the power, would you agree to the creation of super humans? Or would you allow your own genetic makeup to determine your career choices?

Genetic engineering is a true godsend. With the human genome mapped, we will soon be able to prevent hereditary diseases and, who knows, maybe someday, all disease. But it is a technology that requires careful monitoring by governments and world health organizations, lest this godsend become a curse.

ANSWER KEYS

UNIT 1

Pearls of the World

Samarkand

Vocabulary

1. deposit (v) to put in, to place
2. repository a place where things may be put for safekeeping.
3. discipline a branch of knowledge or teaching.
4. foundation base
5. magnificent splendid in appearance; grand
6. calculate to perform a mathematical process; figure
7. striking noticeable
8. majestic dignified and impressive, as in size or proportions.
9. portal a doorway, an entrance, or a gate, especially one that is large and imposing.
10. arch a curve with the ends down and the middle up
11. exquisite excellent
12. prayer act of praying
13. threshold an entrance or a doorway
14. discrepancy difference
15. trim (with) cover
16. facade face
17. resemble to exhibit similarity or likeness to

Exercise 3

- | | |
|----------------------------------|-----------------------------------|
| 1. repositories | 8. deposit |
| 2. resembles/discrepancy | 9. arch |
| 3. facade | 10. striking |
| 4. trim | 11. portal |
| 5. threshold | 12. majestic, exquisite, striking |
| 6. prayer | 13. foundation |
| 7. exquisite, majestic, striking | 14. discipline |

Listening

Part A

1. b
2. a
3. d
4. b
5. a
6. d

Part B

- | | |
|------|-------|
| 1. b | 6. d |
| 2. a | 7. b |
| 3. c | 8. b |
| 4. c | 9. d |
| 5. b | 10. a |

Bukhara

Answers to quiz

1. It is very old and lies between two rivers
2. Its many Universities and famous scientists, e.g., Ibn Sino
3. It is the last Emirs' country palace still standing.
4. It has three buildings with one or two stories surrounding a central courtyard.
5. It was the Emirs' home and fortress with prison and mint.
6. They swept horse excrement on them from the sables.

Khiva

Pre-reading

Word Puzzle

1. Desert where Khiva is located – Kyzylkum
2. Famous for its 28 columns – Juma mosque
3. Old city in Khiva – Ichon-Qala
4. Khiva's first Khoja minaret – Islam Khoja Minaret
5. Palace – Tash Khavli
6. Minaret built in 1835 – Kalta Minor

7. Patron saint of the Kungrad Dynasty – Pakhlavon Makhmud
8. Citadel in Ichon Qala - Kunya Ark

Exercise 1 – Vocabulary

- | | |
|------|-------|
| 1. b | 9. c |
| 2. a | 10. b |
| 3. a | 11. a |
| 4. b | 12. a |
| 5. a | 13. c |
| 6. a | 14. c |
| 7. c | 15. b |
| 8. b | |

UNIT 2

Live and Learn

Communicative Language Learning

Exercise 1

- | | |
|---------------|---------------|
| 1. fluency | 6. focused on |
| 2. confidence | 7. gratified |
| 3. priority | 8. enthusiasm |
| 4. engaging | 9. eclectic |
| 5. syllabi | 10. stems |

Exercise 2

- | | |
|------|------|
| 1. a | 4. a |
| 2. c | 5. b |
| 3. c | 6. b |

Paying For An Education

Exercise 1

1. a
2. c
3. a
4. b
5. c

Exercise 2

	Tuition	Room and Board	Total	% Increase
Pubic School	\$3,243	\$4,530	\$8,000	4
Private School	\$14,508	\$5,765	\$21,000	5

Exercise 3

- | | |
|------|-------|
| 1. e | 7. k |
| 2. b | 8. a |
| 3. f | 9. d |
| 4. j | 10. h |
| 5. g | 11. i |
| 6. c | |

Foreign study

Exercise 1

- | | |
|---------------------|----------------------|
| 1. complex | 7. compound |
| 2. simple | 8. complex |
| 3. compound | 9. complex |
| 4. complex | 10. compound |
| 5. simple | 11. compound-complex |
| 6. compound-complex | 12. simple |

Exercise 2

1. My friend is in the U.S.A, but he calls me ones in a week.
2. Nozim was tired last Thursday, so he decided not to go to school.
3. I decided to learn Spanish as a second language, which is easier than Chinese.
4. You must come to class early tomorrow, or I cannot help with your project work.
5. Because the Computer Labs were closed, she couldn't type her report.

6. Laziz waited for me and left, or he didn't come at all.
7. I was really happy about the good news and couldn't stop jumping up and down.
8. Since she was a little frightened of going abroad, Mary read many travel guides.
9. You may answer this question as soon as you know the answer
10. Thank you very much for your advice, but I tried this already.

Exercise 3

- | | |
|---------|---------|
| 1. but | 12. so |
| 2. for | 13. yet |
| 3. so | 14. and |
| 4. and | 15. for |
| 5. but | 16. but |
| 6. for | 17. but |
| 7. or | 18. and |
| 8. and | 19. so |
| 9. but | 20. or |
| 10. and | 21. but |
| 11. and | 22. and |

Topic Sentence

Exercise 1 (more than one answer is possible)

Paragraph 1

The HP 2300 is one of the world's fastest computers.

Paragraph 2

He is a polite and caring person.

Exercise 2 (more than one answer is possible)

Paragraph 1

California oak trees are very hardy.

Paragraph 2

Bed is the most boring novel ever written.

Paragraph 3

The American education system allows students more freedom of expression than many other countries.

UNIT 3

Sports and Games

History of the Olympic Games

Exercise 1

horse racing, Frisbee, cricket, baseball, mountain biking, darts, billiards, aikido, kurash, tobogganing.

Exercise 2

Summer	Winter
football archery wrestling discus basketball fencing diving swimming marathon boxing rowing	figure skating skiing hockey speed skating biathlon aerials bobsledding

Quiz

1. to honor the gods
2. amateur Greek men
3. in ancient Greece, at Olympia, every four years
4. sacrifices
5. foot race
6. boxing became more violent / bloody
7. Barron Pierre de Coubertin in 1896

Champions and Championships

Pre-listening

1. Boxer
2. Chess player
3. Boxer
4. Chess player
5. Boxer

6. Basketball player
7. Boxer
8. Chess player
9. Tennis player
10. Boxer
11. Free style skiing
12. Boxer
13. Tennis player
14. Football player

Listening

Name	Muhammad Ali	Muhammadqodir Abdullayev
Date of birth	1942	1976
Country	USA	Uzbekistan
Championships	Heavy weight world champion Olympic gold medal 1960	Olympic gold medal 2000
Weight	201 pounds	155 pounds
Height	6' 2"	5' 10"
Turned professional	1960	_____

How to Play Chess

Post Reading

Exercise 2

1st Move:

The black knight at e-5 jumps down two squares and over one to end its move at f-3. Check.

The white pawn at g-2 captures the knight by moving diagonally to f-3.

2nd Move:

The black rook/castle then puts the white king in check again by moving laterally from f-5 to g-5.

The white king has no choice but to move one square to the right, ending up at h-1.

3rd Move:

Finally, the black queen moves diagonally down and to the right, taking the white rook at f-1. Checkmate!

Speaking

Solution to Problem 1: a7 ® h7; h2 ® h4

Solution to Problem 2: e7 ® e-8 (make pawn a knight); d4 ® d-5

UNIT 4

Cities

New York, Paris, Tokyo and ...

Matching

- | | |
|-----------|-----------|
| 1. C/VI | 11. Q/II |
| 2. D/IV | 12. N/II |
| 3. G/VIII | 13. T/III |
| 4. H/VI | 14. J/VII |
| 5. K/II | 15. F/IV |
| 6. L/II | 16. I/II |
| 7. O/II | 17. E/II |
| 8. P/V | 18. B/II |
| 9. R/IV | 19. A/IV |
| 10. M/II | 20. S/VI |

Brain Challenge

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

VOCABULARY EXERCISES

Exercise 1

1. sanitation
2. developed
3. immigrated
4. inhabitants
5. exhaust
6. desperate

Crossword

Down

- 1.urbanization
- 2.rural
- 4.traffic
- 7.metropolitan

Across

3. inhabitant
5. immigrate
- 6.sanitation
8. population
- 9.population

Grammar focus

Exercise 1

- | | |
|---------------------|----------------|
| 1. was allowed | 6. are given |
| 2. was censored | 7. was paid |
| 3. were constructed | 8. was built |
| 4. is prohibited | 9. is visited |
| 5. are supported | 10. are filled |

Exercise 2

2. (remains unchanged)
3. Students made plenty of mistakes, and were given low scores. (doer is not important)
4. Economists all over the world say that the economic problems of Uzbekistan will be overcome in a few years. (doer is unknown)
5. The book interested people, so it was translated into many languages. (doer is not important)
6. A box of candy was left on Gulbakhor's desk this morning. (doer is unknown or a secret)
7. (remains unchanged)
8. The basic subjects, such as reading, writing and math, are taught in primary schools. (doer is unimportant)
9. The grammatical structure of a language should be known to learn it deeply. (doer is unknown)
10. (remains unchanged)
11. Many Iraqi prisoners were killed during the war. (speaker does not want to name the doer)
12. We hope the hot water will be turned on soon. (doer is not important)

Present Passive – Describing a process.

One possible answer to 'The Process of Reforming a Command Economy'

First of all, state owned companies are privatized and trade barriers with foreign countries are lowered. After that, foreign capital is invested in these newly privatized companies. With this investment, new factories are constructed and modern equipment is purchased for them. In the next step, new employees are hired and trained to work in these factories. Then, taxes are collected from firms and their employees and given

to the State. The tax revenue is used to invest in the national infrastructure. As a result, the standard of living is increased for all citizens.

UNIT 5

Literature

Greek mythology

Speaking

Part B

- | | |
|------|-------|
| 1. l | 7. d |
| 2. h | 8. a |
| 3. i | 9. b |
| 4. j | 10. a |
| 5. k | 11. c |
| 6. f | 12. e |

Reading and Writing

Part B

- Strum** - to move your fingers across the strings of a musical instrument. For example: to strum a guitar
- Lyre** - a U shaped musical instrument with strings
- Crawl** - to move like an infant on hands and legs
- Sorcerer** - a man who practices magic using evil spirits
- Venom** - poisonous liquid from the teeth of certain types of snakes
- Grief** - very deep sadness
- Descend** - to go down
- Perish** - to die
- Charm** - to attract
- Sorrow** - deep sadness
- Weep** - to cry
- Shadow** - a spirit
- Rejoice** - to be glad, celebrate
- Ascent** - an upward movement
- Trick** - lie
- Faith** - belief
- Whisk** - to take quickly, suddenly
- Love for Poems**

Pre-reading

Part B

1. c
2. e
3. f
4. a
5. d
6. b

A Good Story is Hard to Find

Reading

Part A

1. Three young men and three young women
2. Vingo looked dirty, old
3. He was mysterious.
4. They were going on vacation.
5. One young girl.
6. To marry to another man, and later that he was coming home.
7. He was nervous
8. Tree full of yellow handkerchiefs.
9. His wife wanted him back.

Writing

Exercise 2

- | | |
|----------------|------------|
| 1. long ago | 6. first |
| 2. as soon as | 7. then |
| 3. immediately | 8. finally |
| 4. while | 9. at last |
| 5. eventually | |

UNIT 6

Stress in Modern Life

Causes of Stress

Listening

Part C

1. Young adults
2. Matthew is writing an essay.

3. a. She has tons of work at the University
- b. She broke up with her boyfriend.
- c. Her job problems.
4. Suzanne prepares for her classes six hours a day.
5. No, she did not like him.
6. She doesn't like dissatisfied customers.
7. Because of his new work.
8. _____
9. She is working at the restaurant tonight.

Part D

- | | | |
|------|----|---|
| 1. | 6. | b |
| 2. a | 7. | b |
| 3. b | 8. | a |
| 4. c | 9. | b |
| 5. b | | |

Effects of Stress

VOCABULARY EXERCISES

Exercise 1

- 1.
2. intensifying
3. irritates
4. inspiration
5. urinary track
6. depression
7. quickened
8. pump
9. immune system
10. arthritis

Exercise 2

1. b
2. a
3. c
4. b
5. b

Solutions of Stress

Grammar – Modal Verbs for Giving Advice

Exercise 1

1. might
2. should
3. had better
4. could be
5. should
6. will

UNIT 7

Space Travel

Black Holes

Pre-Reading

Part A

1. c
2. b
3. b
4. c
5. b
6. c

Reading

An Introduction to Black Holes

Vocabulary

- | | |
|--------------|--------------|
| 1. massive | 8. infer |
| 2. crush | 9. compress |
| 3. velocity | 10. emit |
| 4. core | 11. trapped |
| 5. expel | 12. collapse |
| 6. gravity | 13. friction |
| 7. exhausted | 14. density |

Grammar

Exercise 2

1. Restrictive(R) (no commas)
2. Nonrestrictive(NR) (commas)
3. NR

4. R
5. NR
6. R
7. R
8. NR
9. R

Exercise 3

2. I have interviewed children. They did not know their history. (*object pattern, R, human*)

3. Teachers keep careful records. They must give marks (*all teachers must give marks*). (*subject pattern, NR, human*)

4. Rap music is popular today. It often preaches violence. (*subject pattern, NR, non-human*)

5. Americans often do not understand the damage their culture inflicts. I generally admire Americans. (*object pattern, NR, human*)

6. Rap music is popular today. It preaches violence. (*only that rap music that preaches violence is popular*) (*subject pattern, R, non-human*)

7. Teachers keep careful records. Teachers must give marks.) (*only that teachers who must give marks keep careful records, but not all teachers*) (*subject pattern, R, human*)

Exercise 4

2. American teachers whom I have worked with claimed that reversing this trend is difficult. (*R, object pattern, human*)

3. Young people, who learn behavior from their caregivers, commit violent acts. (*NR, subject pattern, human*)

5. Children enjoy films that I am embarrassed to watch. (*R, object pattern, non-human*)

6. Tashkent, that has many beautiful trees, is the largest city in Central Asia. (*NR, subject pattern, non-human*).

7. Young people who watch too much television commit violent acts. (*R, subject pattern, human*)

8. American rappers, that Uzbek youth idolize, spread the use of obscene language. (*NR, object pattern, non-human*)

Famous Astronauts Listening

Part A

Name	John Glen	Salizhan Sharipov	Valentina Tereshkova
Age How many times piloted	82	34	66
Earth	3 times	N/A	48 times
Number of hours in space	N/A	250	71
Firsts	First American in space	First Uzbek in space	First woman in space
Medals and awards	NASA Distinguished Service Medal, the Congressional Space Medal of Honor	N/A	Order of Lenin
Flew on space shuttle	Yes	Yes	Yes
Nationality	American	Uzbek	Russian

Part B (Grammar revision)

1. have logged / in space
2. I've / in space once
3. have orbited / times / 71
4. have you contributed
5. have orbited Earth
6. have spent / in space / Mercury; combined.
7. like Salizhan / have also flown / Shuttle.

UNIT 8

The Silver Screen

Hollywood and Bollywood

Part C

- | | |
|------|-------|
| 1. k | 7. e |
| 2. h | 8. g |
| 3. a | 9. b |
| 4. j | 10. f |
| 5. d | 11. l |
| 6. e | 12. c |

Exercise 2 – Find the antonyms

- | | |
|------|------|
| 1. a | 4. a |
| 2. c | 5. a |
| 3. a | 6. b |

Fame and Vanity

Listening

- | | |
|------|-------|
| 1. T | 6. F |
| 2. F | 7. T |
| 3. T | 8. F |
| 4. F | 9. T |
| 5. F | 10. F |

Cultural Imperialism

Reading: French hit out at US cinema

Part 1

1. The American movies are poor of ideas that have an adverse effect on the country's children.
2. b
3. c
4. the part of the American cinema where the technology controls us will transform us into stupid children.

Part 2

1. French director Bertrand Tavernier
2. c
3. They are able to watch, very easily, if a special effect is good or bad, if it is well done. But a lot of young kids have difficulties in analyzing a concept, an idea, in a film
4. Explosions, killings...
5. a

Part 3

1. American arts writer Peter Pullman
2. b
3. The French would not call 'American culture' a culture - it is a non-culture, a non-civilization, just a way of life
4. They tried to limit showing American movies.
5. a
6. c
7. Tavernier accuse America of occupy a country (France) through its films.

Post-Reading

Part A

- | | |
|-------|-------|
| 1. F | 6. O |
| 2. F | 7. NS |
| 3. O | 8. O |
| 4. NS | 9. F |
| 5. O | 10. O |

Writing

Exercise 1

- 1) 3, 4, 2, 1
- 2) 5, 2, 3, 6, 1, 4
- 3) _____

UNIT 9

Beauty of Language

American vs. British English

Listening

Part C

American English

1. gasoline
2. truck
3. line
4. vacation
5. subway

British English

- petrol
- lorry
- queue
- holiday
- underground

6. antenna
7. elevator
8. eraser
9. apartment
10. closet
11. to call
12. scotch
13. cookie
14. candy
15. garbage
16. bathroom

- aerial
- lift
- rubber
- flat
- wardrobe
- to ring
- sellotape
- biscuit
- sweets
- rubbish
- toilet,wc

Idioms

Listening

- | | |
|------|------|
| 1. b | 5. b |
| 2. b | 6. a |
| 3. a | 7. a |
| 4. b | |

Reading

Exercise 1

- | | |
|------|-------|
| 1. a | 7. c |
| 2. a | 8. b |
| 3. a | 9. a |
| 4. a | 10. a |
| 5. a | 11. a |
| 6. b | 12. c |

Unit 10

Discoveries and Inventions

The Human Genome

Listening

Exercise 2

- | | |
|------|------|
| 1. b | 6. b |
| 2. f | 7. l |
| 3. c | 8. e |
| 4. d | 9. a |
| 5. g | |

Reading #1
“X-Rays”

1. b
2. a
3. b
4. a
5. a

Brain Challenge

Down

2. invisible
4. canned
6. ultraviolet
7. trauma
8. benign
11. fractioned

Across

1. emit
3. microwave
5. penetrating
9. Roentgen
10. nearby

Reading #2
“Chewing gum”

1. b
2. b
3. c
4. c
5. b

Grammar revision

Exercise 1

1. R
2. NR
3. NR
4. R
5. NR
6. NR

**Matthew Barclay
Gulbakhor Ibragimova
Yayra Abduraimova**

KEEP IN TOUCH

Bosishga ruxsat etildi 00.00.2005.
Pragmatika Uz garniturası, kegl 9.5.
Bosma taboq 6.75. Qog'oz bichimi 84x108 1/32.
Ofset bosma usulida bosildi.
Adadi 0000. Zakaz № 00.