

**Ministry of Higher and Secondary Special
Education**

Uzbekistan State University of World Languages

**G.Bakieva, M.Iriskulov, F.Russek,
G.Kan, S.Tahirjanova, N.Kambarov.**

Stay in Touch

**Ўзбекистон Республикаси Олий ва ўрта махсус таълим
вазирлиги томонидан чет тили (инглиз тили)дан асосий
дарслик сифатида тавсия этилган**

COURSE-BOOK

Tashkent—2005

Editor in chief Frances RUSSEK

Editors Sarah JUNCK
 Andrea ZVARA

© O'zbekiston Davlat Jahon
Tillari Universiteti

CONTENTS

UNIT 1	7	UNIT 2	29
ART		MUSIC	
UNIT 3	55	UNIT 4	78
ENTERTAINMENT		RELIGIONS	
UNIT 5	105	UNIT 6	127
MASS MEDIA		UNIVERSITY EDUCATION	
UNIT 7	147	UNIT 8	163
WORLD TRAVEL		LOVE AND MARRIAGE	
UNIT 9	181	UNIT 10	200
HEALTH		HOLIDAY TRADITIONS AROUND THE WORLD	
UNIT 11	218	UNIT 12	239
COMMUNITY ASSOCIA- TIONS IN UZBEKISTAN AND AMERICA		SUPPLEMENTARY READING	

INTRODUCTION

Welcome to *Stay In Touch*, a course book designed for 3rd year students of English in Uzbekistan. The book challenges students to be actively involved in the learning process. Rather than sitting as passive receivers of knowledge, students are encouraged to work with teachers and the text to gain a more complete understanding of the content and the language used.

The topics presented in *Stay In Touch* will introduce students to a variety of information about culture, the arts, health, and features of American and Uzbek communities. The texts include both classic and modern literature from America and Great Britain. There are also texts by and about Uzbek classic and modern masters in various fields.

Students are guided and encouraged by the exercises and tasks in *Stay In Touch* to think critically and to apply the new language to produce meaningful English speech and writing.

Teachers should find sufficient material to prepare lessons that are communicative but also contain grammar review (revision) and vocabulary building.

Organization of Units

Stay In Touch consists of **12 Units** and **Answer Key**.

Units 1 through 11 are divided into 4 sections.

Sections 1, 2, and 3 contain:

- **Vocabulary** from the texts with English definitions rather than translation; a useful tool for students who may have difficulty finding an English-English dictionary.
- **Warm-up** or pre-reading discussion questions provide an initial speaking opportunity, draw the students' interest to the text, and reveal their prior knowledge of the topic.

- **Text(s)** related to the theme of the unit. Texts are taken from literature, the Internet, and reference materials. For each unit, texts were chosen that combine the familiar with the unfamiliar to prompt student response to the information as they read and learn.
- **Comprehension** exercises take the student from simple questions of identifying information in the text, to more complex questions that require inference, opinion, and analysis.
- **Grammar notes** in some sections review the rules of the grammar to be used in the following exercises. Students should refer back to the grammar notes in previous units when they meet the same structure in grammar exercises later in the book.
- **Grammar exercises** allow students to apply the grammar notes from the unit. Many include phrasal verbs for vocabulary building. In order to maintain the flow and logic of each unit's theme, most of the grammar exercises use the vocabulary and information from the texts.
- **Speaking practice exercises** use a variety of communicative activities. Students are directed to work in pairs, groups, and individually to discuss, debate or create their own story based on the content of the unit texts.

Section 4 of each unit is devoted to **writing**. Each writing task is related to the unit's content.

Many of these tasks may be assigned as homework. Some writing assignments may serve as preparation for oral presentation projects.

Unit 12 is **Supplementary Readings**, most with comprehension questions or exercises. These readings can be used for additional classroom material or as home reading assignments.

Answer Key –This portion of *Stay In Touch* is included with the following understanding:

Students are responsible for learning! Therefore, students

must develop *self-discipline*, skills for *self-correction*, and *self-motivation* in learning. The student who first tries to determine the correct answer can check to see if they understand the instructions and can then proceed with confidence (not looking at all the answers until finishing the exercise!). *Students who simply copy the answers from the key have chosen not to learn.* The choice each student makes will be evident when quizzes, tests, and exams are given.

UNIT ONE

ART

SECTION ONE

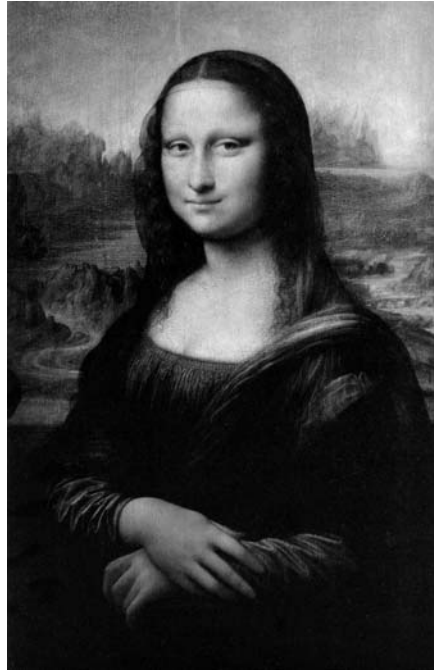
A European Masterpiece

Vocabulary

<i>Represented</i>	an image, likeness or reproduction of someone or something in a painting
<i>Bodice</i>	the part of a woman's dress above the waist (not including the sleeves)
<i>Pleats</i>	a fold or crease, especially a flattened fold in cloth doubled upon itself
<i>Patterns</i>	a repeated decorative design on paper, cloth, carpet, etc.
<i>Devoid</i>	lacking; free from; without any
<i>Languorous</i>	without energy; soft or tender mood
<i>Russet</i>	reddish-brown color
<i>Labyrinthine coils</i>	complicated, irregular network or pattern of turns and curves
<i>Fretted</i>	a design or pattern of continuous straight lines joined at right angles

Pre-Text Discussion

1. Name the various kinds of the fine arts.
2. What does a painter need to create a painting?
3. What is the difference between a drawing and a painting?
4. What famous art galleries of the world do you know?



Do you recognize this picture?

Do you know what museum this masterpiece is in?

Who is the painter?

What is unusual about this picture?

Text

Leonardo da Vinci. Mona Lisa (Gioconda)

She is *represented* sitting in front of a marble balcony. The left arm rests on the arm of the seat, and the fingers fold over the end of it. The right hand, perhaps the most perfect hand ever painted, lies lightly over the left hand and wrist. On the sleeves and *bodice* the *pleats* of a satin dress take the light, and worked along the braid, as if it were the signature of the artist, is one of the interlacing *patterns*. The curling auburn hair escaping at either side from the veil, and just brushing the bosom as it falls, has perhaps the most resemblance to earlier works. The eyes look out at you, gray, *devoid* alike of eyelash or eyebrow, heavy-lidded, *languorous* yet strangely intent. The face is full and of a southern type, and the lips are smiling. She was listening to music while he

painted, so Vasari tells us. Beyond the balcony a strip of herbage has a warm russet glow, and road and river wind away on either side in *labyrinthine coils* amidst the *fretted* rocks to where, in the far distance, shadows are deep and still water lies among the hills.

Check Comprehension

1. We don't know who the sitter is, but we know the name of someone who did. Who is it?
2. What is striking about the portrait?
3. What is in the background of the portrait, beyond the balcony?
4. How did the painter harmonize the nature with the portrait?
5. Is there anything in the painting that is similar to da Vinci's earlier works?

Grammar Notes

Prepositions

A preposition expresses the relationship that its object (a noun, pronoun, or noun clause) has to the rest of the sentence. Most English prepositions have several different functions. At the same time, different prepositions can have very similar uses.

Prepositions of place (location) often give a logical 'picture' of the relationship between two objects. In order to check your own use of prepositions of place, visualize the two objects in the relationship the preposition indicates.

Grammar Practice

Insert the following prepositions/prepositional phrases to make logical sentences. Some sentences have more than one possible answer.

on top of; in front of; over; next to; behind

1. She laid the clothes on the chair _____ him.
2. He stood _____ the portrait admiring its beautiful detail.
3. _____ the house you could see the distant mountain range.

4. He laid his hand _____ the letter and remembered her kind words.
5. She held the teapot _____ his cup and asked if he wanted more.
6. Mr. Mor paused _____ the door, deciding whether or not to tell his wife about their outing.
7. He went upstairs to his bedroom, collected plenty of papers and put them _____ himself to draft the epistle.
8. They stood _____ each other in front of the mantelpiece
9. Demoyte left the room again, closing the door _____ himself with a bang.
10. Mr. Mor looked _____ Miss Carter's head to see that Demoyte was standing at the open door and had witnessed the scene.

Vocabulary Practice

Exercise: Rewrite the following sentences using the active words from the text.

1. There were flattened folds in her dress and on the sleeves.
2. Though her eyes lack eyelashes and eyebrows, they impress the viewers by their tender and strangely intent state.
3. A warm reddish-brown glow of a strip of herbage was seen beyond the balcony.
4. In the background of the picture we can see a road and a river wind away on either side in complicated, irregular turns and curves.

Speaking Practice

Task: Defend or refute the following statements giving reasons for your position.

1. Leonardo da Vinci's *Mona Lisa* is the greatest masterpiece in the world.
2. Mona Lisa's smiling lips are striking to everyone who views the painting.
3. Mona Lisa's eyes don't impress any viewers since there are no long black eyelashes or eyebrows.

SECTION TWO

An Uzbek Master

Vocabulary

<i>Handicraftsman</i>	artist who combines manual and artistic skill
<i>Renaissance</i>	the revival of art and literature influenced by classical models in the 14 th –16 th centuries
<i>Painting</i>	the process or art of using paints
<i>Miniatures</i>	a style of painting represented on a very small scale
<i>Prominent</i>	distinguished; important
<i>Brushwork</i>	a painter's own style of using the paintbrush
<i>Amuse</i>	interest; please
<i>Execute</i>	to carry out or do something planned or desired
<i>Composition</i>	an artistic arrangement
<i>Palette</i>	the range of colors used by an artist
<i>Portraiture</i>	the art of painting the representation of a person
<i>Genre</i>	a kind, style, type
<i>Convey</i>	to communicate an idea, meaning, emotion, etc.

Pre-Text Discussion

1. Can you name three famous classic Uzbek painters?
2. Do you know any unique features of Uzbek paintings?
3. In your opinion, what makes a painting interesting?
4. Why do you think painters are important to the cultural identity of a nation?

Text
**KAMOLIDDIN BEHZOD – AN ARTIST OF SENSE
AND SOUL.**

Born in Herat in 1455 into the family of a *handicraftsman*, Behzod is a brilliant representative of Oriental *Renaissance*. Muran Naqqosh, his tutor, had notable impact in Behzod becoming a mature artist. It is interesting to note the existence of “Nigaristan” – the academy of *painting* at that time in Herat. The academy was an immense discovery for Behzod and from that time on, his regular studies of the secrets of painters of *miniatures* in that school was a great contribution to the development of his activity in miniatures.

It is worth noting Alisher Navoi’s support in his becoming a *prominent* painter and owing to him, Behzod’s activity reached its peak. Cooperating with Alisher Navoi, Behzod created miniatures to his poems. He also executed miniatures to “Laili and Majnun” by Hisrav Dekhlavi, to “Buston” by the poet Saadi, and to “Hamsa” by Nizomi Ganjavi.

Appointed as the leader of Sultan Husain Baikaro’s library in 1487, Behzod created his miniatures, which amused the people of the world at that time and continue to *amuse* people today.

The word miniature means “tiny, small in size” and Kamoliddin Behzod created a great school from this small art. So, as it was said in Sultan Husain Mirzo’s farmon (order), Behzod was the diamond of the century, the leader of painters not only in Herat, but also in all of Huroson. He was the leading painter and miniaturist. He had every opportunity to *execute* his miniature works. Every detail of his miniatures was created with great mastery and they impress viewers with the beautiful *brushwork*, dynamic *composition*, and powerful imagery. Behzod’s color scheme was superb. He was called the Raphael of the East, a name he truly deserved.

Behzod also tried his *palette* in *portraiture genre*, for example, his portraits of Muhammad Shaibonikhan, the poet Abdulloh Hotifi, and King Takhmosib. In his portraits Behzod was able to profoundly and forcefully convey, as no one before him did, the world of human emotions and inner beauty, the innermost feelings of his characters.

The people of the world celebrated the 545th anniversary of Behzod's birth in the year 2000 in cooperation with UNESCO. The Institute of National Arts and Design established a state award named after Kamoliddin Behzod. There is also a memorial museum garden named in his honor.

It is not surprising that following our independence, gained in 1991 on the 31st of August, we managed to learn much about K. Behzod.

Honored artist of Uzbekistan - Ortiqali Qozoqov

Check Comprehension

1. What influence did Alisher Navoi have on Behzod's work?
2. What event in recent history made it possible to learn much about Behzod's life and works?
3. How would you describe the effect of Behzod's time spent in Herat?
4. Is there any connection between poetry and painting?

Grammar Notes

Coming to grips with Phrasal Verbs

A phrasal Verb is usually a two – word verb;

e.g.: Get on, go behind, fall off, turn up, run off...

The most common kind of phrasal verb is a verb followed by an adverb. When it is part of a phrasal verb, this adverb is called a particle. Sometimes it simply adds to the meaning of a verb.

e.g.: When I turned round, I saw Ann behind me.

Or it can completely change the meaning of a verb;

e.g.: A car pulled up behind.

Phrasal verbs with “take” and “put”

<i>to take after</i> - resemble in features or character	e.g.: Your daughter does not take after you in any way.
<i>to take (away) from</i> – lessen, weaken, diminish	e.g.: His foolishness took away from his public image.
<i>to take something back</i> - retreat or withdraw	e.g.: I take back what I said.
<i>to take something down</i> – write down	e.g.: The reporters took down the speech.
<i>to take off</i> – make a start, leave the ground	e.g.: The big plane took off easily.
<i>to take something out</i> - extract, remove	e.g.: How can I take these ink stains out of my blouse?
<i>to take upon oneself</i> - assume responsibility	e.g.: You must take upon yourself the right to decide.
<i>to put an end to</i> - to end or abolish something	e.g. All peace loving people must put an end to war.
<i>to put on</i> - to clothe oneself with	e.g. She put on her coat and gloves as it began to snow.
<i>to put off</i> - to postpone	e.g. The meeting was put off till next week.
<i>to put out</i> – to cause to stop burning	e.g. The fireman soon put the fire out.
<i>to put up with</i> - to endure without protest	e.g. Jane had to put up with her aunt’s complaints.
<i>to put together</i> - to construct by combining parts	e.g. It is easier to take a machine apart than to put it together.
<i>to put away</i> – to put in the usual place; to save	e.g. Put some money away for old age.
<i>to put down</i> – to write down; to make a note of	e.g. Don’t rely on your memory, please put it down in writing.
<i>to put somebody up</i> – to give lodging and food	e.g. We can put you up for the whole month.

Grammar Practice

Complete the sentences with the correct phrasal verb form with “take”

1. The plane _____ at 3:30 p.m. today.
2. The secretary _____ the information her boss was dictating.
3. Jonathan _____ his father, you know. They are both very intelligent.
4. I’m sorry. I offended you. I _____ what I said.
5. How many library books can I _____ at one time?
6. The deadline was approaching, so I _____ to lead the group work.
7. Her appearance _____ the effectiveness of her speech.

Complete the sentences with the correct phrasal verb form with “put”

1. A new theatre company is _____ Hamlet this week at the Civic Center.
2. I’d like _____ my flight until next week.
3. Please _____ all cigarettes and fasten your seat belts.
4. They _____ the tent until the following summer.
5. I’m afraid there isn’t a quieter room. You’ll just have _____ this one.
6. I _____ the purchase of a new stereo till next year, because the prices are so high now.
7. Ann has _____ so much weight recently that she’ll have to go on a diet.
8. Last month William _____ Tim _____ for a few nights.
9. The firemen only just managed _____ the fire _____.
10. Please _____ your home assignment.

Vocabulary Practice

Exercise 1. Complete the following sentences using the new words from the text.

1. Abdulhaq Abdullayev, a famous painter of Uzbekistan, studied the secrets of painting in the _____ of painting.

2. Behzod was a _____ painter of miniatures of the Oriental Renaissance.
3. “A tiny, small in size” piece of art can be spoken of as _____ in art.
4. The famous English painter T. Gainsborough tried his _____ in portraiture genre, too.
5. The human emotions and the inner beauty and feelings of the characters were _____ in the famous Uzbek artist Ruzi Choriev’s works.

Speaking Practice

Task: Defend or refute the following statements giving reasons for your position.

1. Behzod’s color schemes are superb. That is why he is known as the Raphael of the East.
2. Due to the influence and support of Muran, Naqqosh, and Naoi, Behzod became a prominent painter and his activity reached its peak.
3. Behzod couldn’t manage to convey human emotions in his miniatures.

SECTION THREE

Art in Literature

<i>Contemporary</i>	living or occurring at the same time; approximately equal in age
<i>Portrayal</i>	a likeness of someone or something; a graphic description
<i>Absorbed</i>	intensely interested in something
<i>Easel</i>	a standing frame, usually of wood, for supporting an artist's work
<i>Canvas</i>	a cloth tightly stretched across a frame as a surface for oil painting
<i>Irritable</i>	easily annoyed or angered
<i>Alter</i>	to make or become different; to change
<i>Abstractedly</i>	not giving attention to the matter in hand
<i>Segment</i>	a part or portion of a whole
<i>Straying</i>	wandering from the right place or normal way
<i>Faintly</i>	very slightly or little
<i>Rheumatism</i>	any disease with swelling and pain in the joints or muscles
<i>Lumbered</i>	moved slowly and heavily
<i>Solemnly</i>	seriously, with dignity
<i>Sitter</i>	a person who sits (poses) for a portrait to be painted
<i>Reproduce</i>	to make a copy or representation

Pre-Text Discussion

1. What is your general impression or opinion of artists' character?
2. Imagine yourself sitting before a great artist waiting for your portrait to be painted. How difficult do you imagine it will be to sit for a portrait?
3. In your opinion, do all of one artist's works have similar features or is each unique?
4. How important is light to a painter's work?
5. What do you think of the expression, "Art for art's sake?"

Text
The Sand Castle by Iris Murdock (an extract)

*Iris Murdock (born in 1919), one of England's best-known **contemporary** novelists, has written many successful novels, which are distinguished by their **portrayal** of romantic and psychological complications, usually among the educated middle classes. ("Under the Net", The Sandcastle, The Bell, The Unicorn, Bruno's Dream, The Black Prince).*

Chapter Seven

Already the light was leaving the earth and taking refuge in the sky. The big windows of Demoyte's drawing room stood open upon the garden. In the last light of the evening Rain Carter was painting. She was completely **absorbed** in what she was doing. Early that morning Rain had found herself able to make a number of important decisions about the picture, and once her plan had become clear she started at once to put it into execution. A white sheet was laid down in the drawing-room on which the **easel** was placed together with a kitchen table and a chair. Paints and brushes stood upon the table, and the large **canvas** had been screwed on the easel. Enthroned opposite, beside one of the windows, sat Demoyte, his shoulder touching one of the rugs, which hung behind him upon the wall. Through the window was visible a small piece of the garden, some trees, and above the trees in the far distance the tower of the school. In front of Demoyte stood a table spread with books and papers. Demoyte had been sitting there at Rain's request for a large part of the afternoon and was by this time rather **irritable**. During much of this period Rain had not been painting but simply walking up and down and looking at him, asking him to **alter** his position slightly, and bringing various objects and laying them upon the table.

Rain surveying now at leisure the object placed before her, could hear her father's voice saying, 'Don't forget that a portrait must have depth, mass, and decorative qualities. Don't be so

fascinated by the head, or by the space, that you forget that a canvas is also a flat surface with edges, which touch the frame. Part of your task is to cover that surface with a pattern!’

Rain had chosen as part of the background one of the rugs, which, as it seemed to her, spoke the theme again. In some obscure way this patterned surface continued too to be expressive of the character of the sitter, with his passionate interest in all-over decoration. Rain selected a noble Shiraz, of a more intense golden shade, not unlike the color in which she proposed to paint the old man’s face, and wherein the curve occurred again, formalized into a recurrent flower. This rug, which was the same one Rain had been studying when William Mor first beheld her, she had persuaded Demoyte to move, exchanging its position with another one so as to have it in the picture. He had done this with many complaints.

‘It’s time you stopped that now, missy,’ said Demoyte. ‘There isn’t anything like enough light to paint by.’ He shifted restlessly about in his chair. He particularly resented being kept there when Rain was not painting him but painting a piece of the rug. Rain had told him when he complained that ‘all the colors belong to each other, so the rug looks different when you are there.’

‘I know,’ said Rain *abstractedly*. She was wearing her black trousers and a loose red overall on top, the sleeves well rolled up. ‘It is too dark. My father would be cross seeing me painting now. I just want to finish this tiny square.’

Rain hoped that the following day she would be able to construct, from the small and finely worked *segment* of rug, a great deal more of the rest of her picture.

She laid the brush down. It was too dark now. Demoyte began to get up. ‘Please wait a moment,’ said Rain, ‘just a moment more, please.’ He subsided.

Rain came forward and studied him, leaning thoughtfully across the table. The hands. Much depended on that. The hands must be another mark of strength in the picture, shown solid and square, somehow. But how exactly?

‘I don’t know what to do with your hands,’ said Rain. She reached across and took one of Demoyte’s hands and laid it across the top of one of the books. No, that wouldn’t do.

‘I know what to do with your hands,’ said Demoyte. He captured the one that was still *straying* about on the table and lifted it to his lips.

Rain smiled *faintly*. She looked down at Demoyte, not studying him this time. Now it was quite dark in the room, although the garden was glowing still.

‘Have I given you a bad day?’ she said. She did not try to free her hand. Demoyte clasped it in both of his, stroking it gently and conveying it frequently to his lips.

‘You’ve kept me sitting here in one position and an agony of *rheumatism* for the whole afternoon, that’s all,’ said Demoyte. ‘Let me see how much you’ve done by now.’ He *lumbered* over to the easel. Rain followed him and sat down on a chair to look at the canvas. She felt exhausted.

‘Good God! said Demoyte. ‘Is that all you’ve done, child, in the last two hours? You’re still on that square inch of carpet. At this rate you’ll be with us for years. But perhaps that’s what you want - like Penelope*, never finishing her work? I wouldn’t complain.’

‘The picture will be finished,’ said Rain, ‘and I shall go. I shall be sorry.’ She spoke *solemnly*.

‘When you go,’ said Demoyte, ‘you will leave behind a picture of me, whereas what I shall be wanting is a picture of you.’

‘Every portrait is a self-portrait,’ said Rain. ‘In portraying you I portray myself.’

‘Spiritual nonsense,’ said Demoyte. ‘I want to see your flesh, not your soul.’

‘Artists do paint themselves in their *sitters*’, said Rain, ‘often in quite material ways. Burne-Jones * made all his people look thin and gloomy like himself. Romney * always *reproduced* his own nose, Van Dyck * his own hands.’ She reached out and drew her hand in the half darkness along the rough cord of Demoyte’s coat, seeking his wrist. She sighed.

Culture Notes

Penelope – in Greek mythology, the faithful wife of Odysseus; when her husband did not return after the would be fall of Troy, she told her suitors that she would marry one of them when she had finished the piece of weaving on which she was engaged. Every night she undid all she had done during the day and so she made the work last until Odysseus came home.

Burne – Jones, Sir Edward Coley, Bt (1833 - 1898) – an English painter of legendary mythological and Biblical scenes.

Romney, George (1734 - 1802) – one of the notable English portrait painters.

Van Dyck, Sir Anthony (1599 - 1641) – a famous Flemish painter.

Check Comprehension

Identify the following statements as **true or false** according to the text.

1. Rain knew well enough what to do with Demoyte’s hands.
2. Demoyte resented being kept there when she was not painting him but painting a piece of the rug.

3. In front of Demoyte stood a table spread with drawings, paints and brushes.
4. There wasn't enough light for the artist to paint.
5. Rain took her paints, brushes, and easel and went to Demoyte's yard to paint.
6. "Every portrait is a self-portrait" said Demoyte.

Grammar Notes

Language Focus - Grammar Practice and Speech Patterns

Pattern 1 - *participial construction*

The participle may have different syntactic functions as an attribute, predicative, adverbial modifier, object and part of an absolute construction.

Examples:

1. Enthroned opposite, beside one of the windows, sat Demoyte, his shoulder touching one of the rugs.
2. He sat down close to her, his hands stroking hers.
3. He fetched another chair and placed it very close to her and sat down, his knee brushing hers.

Pattern 2 – **Enough** with *adjectives, adverbs and nouns*

1. *Enough* changes positions depending on whether it is modifying a noun, an adjective or an adverb. When modifying an adjective or an adverb, enough follows.

Examples:

1. This film was interesting enough.
2. Ann speaks English well enough to be an interpreter.
3. He sat down close to her, his hands stroking hers
4. He fetched another chair and placed it very close to her and sat down, his knee brushing hers.
2. When modifying a noun, 'enough' precedes the noun.

Examples:

1. There isn't anything like enough light to paint by.
2. She had enough money to buy a new dress.
3. Do you have enough sugar in your tea?

Grammar Practice

Exercise 1 - Rewrite the given sentences using the Speech Patterns.

1. She lay awake all night and thought of what had happened.
2. "These are pretty", she exclaimed as she picked up a bouquet of violets and pinned them on.
3. He plunged into the heap of letters, which had waited a long time for him to answer.
4. The sidewalks were crowded with people who came to watch the demonstrations.
5. He was not happy. The thought worried him.
6. He was tall. He could reach upper bookshelf.
7. It is difficult to get this book.

Exercise 2 - Complete the following sentences using the Speech Patterns. More than one answer is possible.

1. He received a letter of their new address.
2. The water came the valley.
3. Stephanie walked slowly across the campus the Saturday afternoon.
4. He became aware of the figure noiselessly beside him.
5. The company left the cafe gaily.
6. The boys on the fence looked like swallows on a telegraph wire.

Exercise 3 - Define the function of the Participle in the following sentences. The Participle may have different syntactic functions as an attribute, predicative, adverbial modifier, object, and part of an absolute construction.

1. Enthroned opposite, beside one of the windows, sat Demoyte, his shoulder touching one of the rugs.
2. In front of Demoyte stood a table spread with books papers.
3. She persuaded Demoyte to move, exchanging the position of the rug so as to have it in the picture.

4. Rain came forward and studied him, leaning thoughtfully across the table.
5. She looked down at Demoyte, not studying him this time.
6. He fetched another chair and placed it very close to her and sat down, his knee brushing hers.
7. Demoyte jerked awkwardly backwards, jarring his chair along the floor.
8. He spoke in a factual voice, as if requiring no reply.

Vocabulary Practice

Many words can be used as different parts of speech by simply changing the suffix. Change the vocabulary words below to the part of speech indicated in brackets [], then write a sentence using each word in its new form. The new sentences should be related to the subject of art/painting.

1. portrayal – [v] _____
2. irritable – [n] _____
3. alter – [n] _____
4. segment – [adj] _____
5. solemnly – [adj] _____
6. sitter – [v] _____
7. reproduce – [n] _____

Speaking Practice

Task 1. Defend or refute the following statements.

1. Every portrait is a self-portrait of the painter. Artists paint themselves in their sitters.
2. Art is long, life is short.
3. A thing of beauty is a joy forever.

Task 2. Role play:

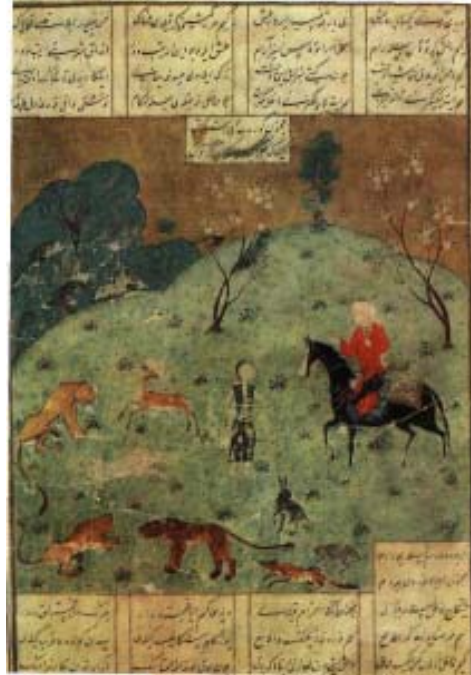
1. Demoyte - Rain.
2. Rain painting Demoyte and speaking
 - a) Just speaking, not to Demoyte
 - b) Speaking to Demoyte.
3. Rain preparing for painting Demoyte.

SECTION FOUR

Writing About Art

Writing Exercise: Using the 8 points in the scheme given below, choose 2 of the paintings shown on these pages and write a review of the artists' work.





A SCHEME FOR DESCRIBING A PICTURE

#1 Name the author of the picture and state what school (trend) in painting he belongs to:

Pastoral - portrays an idealized and peaceful view of rural life.

Abstract – nonrealistic designs and forms that may be definite and geometric or fluid and formless.

Impressionism – captures a momentary glimpse of a subject, especially to reproduce the changing effects of light by applying paint to the canvas in short strokes of pure color.

Realism or Naturalism – portrays subjects as it is thought they really are without idealizing.

#2 Define the picture's genre:

Oil paintings are painted in oils. This painting was highly developed in the epoch of Renaissance. Paintings of this epoch are excellently preserved up to the present.

Watercolor began to be widely used in the 17th century. Watercolor paintings are painted in colors, diluted with water. It is better to look at the watercolor paintings from a distance.

Gouache is paint, diluted with water. Paintings of this sort are not preserved very long. That's why it is used mainly in applied art and in painting placards.

Fresco is one of the wall monumental paintings. Fresco paintings are painted on the plaster of buildings.

Landscape painting reproduces nature. While depicting nature the painter reveals some human feelings. Paintings of this genre help us to know ourselves, to get to know our life and feeling, bring up the love for our motherland. Especially popular landscape painters are: U. Tansikbaev, R. Choriev, Thomas Gainsborough, John Constable, Shishkin, Levitan.

Portraiture is one of the oldest genres in painting. The main problem of this genre is to depict the characteristic peculiarities of the individual human personality. Some famous portrait painters are Rembrandt, Raphael, and Thomas Gainsborough, A. Abdullaev, Saidov.

Religious genre paintings depict religious faiths of people during this or that period.

Miniature genre

#3 State whether it is a subject (story) picture or a view picture.

#4 Explain the message of the picture. The following expressions are used in describing a picture.

The painting is a point of view taken from contemporary life.

The artist is depicting a scene from the Bible.

The subject is an episode taken from Greek Mythology.

He portrays people from different walks of life.

He conveys the idea of....

He treats the subject broadly...

5# Composition of the picture

The artist has an excellent sense of arranging objects, people, tree, etc.

... he achieves complete unity of composition.

... he balances the figures with taste.

6# Technique:

The picture is painted with firm brushstrokes.

The painter has a delicate sense of artistic form.

... conveys the sense of space.

... gives an open air feeling.

7# Color

... colors are rich.

... he achieves wonderful natural effect, sunshine effects, moonlight effects.

... light seems to shine from the canvas.

8# Evaluation of the picture

The picture is executed with great mastery. It's masterpiece

...

There is convincing truth in the painting ...

The picture appeals to the heart and to mind of the people.

... the picture is detached from life. It's hard to tear oneself away from the picture.

He transferred human emotions and feeling to canvas with marvelous success.

UNIT TWO

MUSIC

SECTION ONE

Classical

Vocabulary

<i>burst of applause</i>	clapping of hands that begins suddenly and loudly
<i>chamber music</i>	classical music played by a group of two to nine instrument
<i>concerto</i>	a musical composition for a solo instrument
<i>dead silence</i>	completely quiet
<i>fascinated</i>	attracted to someone or something with great interest
<i>music stands</i>	a rest or frame on which sheet music is supported
<i>orchestral music</i>	classical music played with two to eighteen of each instrument
<i>solo</i>	performed by one person; one instrument
<i>trait</i>	characteristic
<i>tuning</i>	bringing an instrument to the proper pitch
<i>virtuoso</i>	a person highly skilled in the technique of a fine art

Pre-Text Discussion

1. What types of music are there?
2. In what mood would you like to listen to classical music?

3. Have you ever heard the term chamber music? How can you characterize it?
4. What varieties in modern music do you know?
5. What is the role of music in society?
6. What is it like to hear an orchestra perform live?

Texts

Classical Chamber Music

By *chamber music* is meant ensemble music for from two to about eight or nine instruments with one player to the part, as distinct from *orchestral music*, in which a single instrumental part is presented by anywhere from two to eighteen players. The essential *trait* of chamber music is its intimacy and refinement. There is neither the surge and thunder of the symphony nor the grand gesture of the operatic stage. The drama is of an inward kind. Each instrument is expected to assert itself to the full, but the style of playing differs from that of the *solo virtuoso*. Where the virtuoso is encouraged to exalt his own personality, the chamber-music player functions as part of a team.

The Classical era saw the golden age of chamber music. Haydn and Mozart, Beethoven, and Schubert established the true chamber-music style, which is in the nature of a friendly conversation among equals.*

taken from “**She Shall Have Music**” by K. Barne

They were shown in. Their seats were in the second row. The orchestra was just beginning to come in.

Karen had heard an orchestra once or twice on the radio. But she had never seen one. The violinists were *tuning* their instruments. “Where are the flutes and clarinets?” Karen asked.

“They can’t be seen,” Rosalba answered, “because they are hidden behind their *music stands*”.

*The Enjoyment of Music: An Introduction to Perceptive Listening, Joseph Machlis, W.W. Norton & Company, New York, 1984, p206.

A *burst of applause* was heard and the first violin came in. “He always comes in alone” Rosalba explained.

Suddenly there was loud applause. The orchestra sprang to their feet. The conductor walked in with a quick step and bowed from the conductor’s platform right and left several times. All the eyes were turned to him. Then the orchestra sat down again and the conductor spread his arms. *Dead silence* fell in the room. The concert began. The first piece that was performed was unknown to Karen. Karen watched the conductor, *fascinated*. With his whole body he seemed to be drawing the music out of his players. A wave of the arm and the harp joined in. A shake of the fist and the drums were heard.

Sometimes he turned to the violins, and a thread of sound as soft as silk was drawn out of them.

Then came the Schumann *concerto*. It was well known to Karen. It was wonderful and Karen wished it would never end.

Cultural Note

Schumann, William (1910-1992) was an American composer and educator. His music features energetic melodies, lively rhythms and brilliant orchestrations. Schumann wrote mainly for band, chorus or orchestra. He received the first Pulitzer Prize for his composition, “A Free Song” written for chorus and orchestra.

Check Comprehension

1. What is the essential trait of chamber music?
2. What was Karen’s experience with orchestra music before attending the performance described in the text?
3. Describe the result of the conductor’s simple action of raising his arms.
4. What fascinated Karen most?
5. Do we know if Karen enjoyed the performance? How do we know?

Grammar Notes

The Passive Voice

The Passive Voice is formed by means of the auxiliary verb *to*

be in the required form and Participle II of the notional verb without the doer of the action being mentioned when it is unknown or unimportant

to be + Participle II

- e.g. Fish was brought and in silence it was handed to the master.
or with the doer of action when it is to some extent emphasized.
e.g. The room was lighted by a single electric lamp.

Grammar Practice

Exercise 1. Put the following verbs in correct tense and voice.

1. The three friends _____ by the sweet sounds they heard when they attended their first symphony. (to fascinate)
2. As the conductor stepped up onto the platform all eyes _____ to him. (to turn)
3. As the first violin came in, a burst of applause _____. (to hear)
4. As soon as the conductor _____ his arms, dead silence fell in the room. (to spread)
5. The orchestra sat back down, the conductor took his place, and the first piece _____. (to perform)
6. As the conductor turned to the violins, a thread of sound as soft as silk _____ out of them. (to draw)

Exercise 2. Supply the appropriate prepositions, if necessary, and verb form.

1. The crying baby prevented him _____ (complete) the symphony.
2. Mrs. Grant insisted _____ (hear) the final concerto before leaving.
3. Who is responsible _____ (clean) and _____ (tune) the instruments before beginning?
4. Fred isn't used _____ (wear) a tuxedo to work every day.
5. Where should we go for dinner after the concert is over? Would you object _____ (go) to an Italian restaurant?
6. I'm going to visit my family when my music studies have

ended. I am looking forward _____ (eat) my mother's cooking and _____ (sleep) in my own bed.

7. Keep _____ (play) your guitar; I'm all ears!

8. Jack avoided _____ (look) for me in the audience while he was performing his solo.

9. Give up _____ (practice) violin, and you will never _____ (increase) your musical talent.

10. I have a lot of homework tonight, but I'd still like _____ (go) with you to the concert. I'll call you when I get _____ (do) it.

Exercise 3. Replace the underlined part of the sentence, using the phrasal verbs in the box (use each phrasal verb only once).

turned on	turned down	turned out	came out
to come by	coming along	turned up	turned inside out

1. The first violin appeared and the audience burst into applause.

2. John refused the position of second baritone in the brass band.

3. The music of Scott Joplin proved to be a tremendous success.

4. Steven switched on the radio and listened to his favorite pop station.

5. The job of an orchestra conductor is difficult to obtain.

6. The sound of the string quartet is progressing nicely.

7. The conductor looked all over the orchestra pit when he was searching for his baton.

8. Andrea was worried that the whole woodwind section hadn't arrived yet.

Vocabulary Practice

Exercise 1: Complete the following sentences using the verb *to ignore* or *to neglect* in the correct form.

1. The easiest way is to just ... the letter and act as if I never got it.

2. She ... him, and left him standing with an outstretched hand.

3. The children were suffering from....
4. The house was in a ... state.
5. ... the law, he committed the crime.

Exercise 2. Match the words on the left to the correct definition on the right.

- | | |
|------------------------------|--------------------------------------------------|
| ___ 1. tune (noun) | a. complete quietness |
| ___ 2. applause | b. band of persons (playing musical instruments) |
| ___ 3. bow | c. charm |
| ___ 4. dead silence | d. bend |
| ___ 5. orchestra | e. a person leading an orchestra |
| ___ 6. conductor | f. to jump to a standing position |
| ___ 7. fascinate | g. melody |
| ___ 8. tune (verb) | h. approval |
| ___ 9. platform | i. adjust |
| ___ 10. spring to one's feet | j. flat structure |

Exercise 3. Complete the following sentences using the active words from the text.

1. Before beginning the concert the violinists were _____ their instruments.
2. Karen had never seen an _____ before. Only once or twice she had heard it on the radio.
3. Karen was watching the _____ movement and she was fascinated by the wave of his arms.
4. The appearance of the conductor on the _____ with his arms raised brought the audience to a _____.
5. The flutes and clarinets were not seen as they were hidden behind their _____.
6. The orchestra _____ as the conductor entered the stage.

Speaking Practice

Task 1. Defend or refute the following statement giving reasons for your choice.

1. Every person can understand music.
2. The success of a concert depends on the conductor's ability.
3. Good music lifts a person's mood and helps to increase the productivity of his activity.

Task 2: Group discussion of 3-4 students

- a) Discuss your impressions of the last orchestra concert you attended.
- b) Discuss the difference between audiences at a jazz concert and at a symphony concert.
- c) Discuss the modern youth's attitude toward classical music.

SECTION TWO

Folk and Jazz

Vocabulary

<i>amusement</i>	something that causes you to laugh or smile
<i>ballad</i>	a song that tells a story, usually based on actual events
<i>chord</i>	a group of music notes sounded together
<i>delineated</i>	represented by drawing; shown; described
<i>ensemble</i>	a group of musicians performing together
<i>fancy</i>	ornamental; not plain or simple
<i>fervently</i>	strongly, with passion
<i>forbidden</i>	not allowed; not permitted
<i>heathen</i>	having no religion; unenlightened
<i>heritage</i>	history; inherited culture, etc.
<i>improvisation</i>	performance of music without written notes
<i>intricate</i>	detailed; complex
<i>irritate</i>	to annoy; bother
<i>nonsense</i>	without meaning
<i>octaves</i>	each of two notes at either end of an eight note interval
<i>preserved</i>	kept safe
<i>robust</i>	strong and with energy
<i>rouse</i>	to make active or excited
<i>syncopation</i>	when even and regular music patterns are broken up, making them uneven, and accents are put in unexpected places
<i>thumping</i>	a beat of music being played with a heavy touch

<i>twirl</i>	to spin, swing, or twist quickly and lightly around
<i>vigorous</i>	strong and active; robust

Pre-Text Discussion

1. How would you describe jazz music?
2. Can you describe the differences between jazz and folk music styles?
3. Both jazz and folk music have close connections to their culture. Why do you think this is true?
4. How can music affect or change your mood?

Texts

Jazz

Jazz is a kind of music that has often been called the only art form to originate in the United States. The history of jazz began in the late 1800s. The music grew from a combination of influences, including black American music, African rhythms, American band traditions and instruments, and European harmonies and forms. Much of the best jazz is still written and performed in the United States. But musicians from many other countries are making major contributions to jazz.

One of the key elements in jazz is *improvisation* – the ability to create new music spontaneously. Improvisation gives jazz a fresh excitement at each performance. Another important element of jazz is *syncopation*. To syncopate their music, jazz musicians take patterns that are even and regular and break them up, make them uneven, and put accents in unexpected places. Jazz may be performed by a single musician, by a small group of musicians called a *combo*, or by a *big band* of 10 or more pieces.

Jazz has inspired several related forms including *swing*, *ragtime*, *boogie-woogie*, and *bebop*. In the 1970's *fusion jazz* formed by combining the melodic and improvisational aspects of jazz with the rhythms and instruments of rock music.*

Folk Music

Folk music consists of a people's traditional songs and melodies. Folk songs deal with almost every kind of human activity. Many of these songs express the political or religious beliefs of a people or describe their history. Other folk songs simply provide *amusement*.

The *ballad* is one of the main types of western European and American folk songs. A ballad tells a story, usually based on actual events. Laborers create *work songs* to help their long days pass more quickly or to sing after work. Some *union songs* call for better conditions for workers. However, some folk songs, such as *dance songs*, *nonsense songs* are meant only to entertain.

American folk music is noted for its energy, humor, and emotional impact. The major influences on American folk music came from the United Kingdom, other European countries, and from Africa. However, the songs of the American Indians also made a significant contribution to the heritage of American folk music.*

“Boysun”

In May 2001 the UNESCO declared the cultural place of Boysun a “masterpiece of oral and non-material *heritage* of mankind”

Do you wish to travel into time; to be transferred to a *forbidden* territory that keeps the memory of the cultures of Greek, Baktrian and Kushan kingdoms that fell into oblivion; of heathen ceremonies of fire-worshippers and shaman cults?

Just two hours drive from Termez (center of Surkhandarya Region of Uzbekistan) in the direction of Boysuntogh mountains, and you can find yourself in a totally different world where centuries old way of life and relationship between people are *preserved* almost in primitive condition.

Names of villages such as Rabat, Derbend, Padang, and Kofirun sound like a magical music that promises travel into a

*The World Book Encyclopedia, World Book, Inc., volume F pages 321-322, volume J pages 68-73. Chicago. 1997.

fairy tale. Each family keeps ceremonies and hands them down from generation to generation.

The most remarkable thing is that Boysun is neither a myth nor a theatrical performance of the past days. Nor it is fantasy. This is a reality. A small land with people living in the past, does exist. Here, each holiday, each event in one's life (birth, marriage, death) is accompanied with certain ritual ceremonies that are filled with specific meaning and keep the echoes of *heathen* creeds. Alpamysh, a heroic epic poem was composed in this very place, during the time of the Uzbek king Kungrat, on whose life the folk song was based.

The world community recognizes the truly unique folk traditions of Boysun. The tradition is filled with distinctive folk songs, dances, legends, and costumes decorated with *fancy* ornamental embroidery. The natural life-style of the population is expressed in its ceremonies, customs and handicrafts. People, nature and the space merged together to create a beautiful harmony of being.

At the end of May 2002 the First Open Folk Festival "Boysun Bahori" was held in the ancient land of Boysun. Popular performers from around Uzbekistan, Tajikistan, and Kyrgyzstan participated and audiences saw and listened to the ceremonial songs and dances, and enjoyed the charming mastery of akyns-narrators, keepers of legends and tales.

Guests from Japan, South Korea, France, Turkey, and Great Britain participated in the festival. They had a unique opportunity to see for themselves in Surkhan oasis the people's caring and respectful attitude toward the cultural and spiritual wealth of the Uzbek nation.

Ragtime

By E.L.Doctorow

About the Author

Edgar Lawrence Doctorow, born in 1931 in New York, became a novelist in America. "The Book of Daniel" (1971) is the novel which first brought him wide acclaim. "Ragtime" (1975) in which lives of three fictional families are entwined

with figures such as Henry Ford, Emma Goldman and Harry Houdini.

He was a professional pianist and was now more or less permanently located in New York, having secured a job with the Jim Europe Clef Club Orchestra, a well-known *ensemble* that gave regular concerts at the Manhattan Casino on 155th Street and Eighth Avenue. It was important, he said, for a musician to find a place that was permanent, a job that required no traveling. "I am through going on the road." He spoke so *fervently* that father realized the message was intended for the woman upstairs. This *irritated* him. "What can you play?" he said abruptly. "Why don't you play something for us."

The black man placed his tea on the tray. He rose, patted his lips with the napkin, placed the napkin beside his cup and went to the piano. He sat on the piano stool and immediately rose and *twirled* it till the height was to his satisfaction. He sat down again, played a *chord* and turned to them. "This piano is badly in need of a tuning", he said. Father's face reddened. "Oh yes," Mother said, "We are terrible about that." The musician turned again to the keyboard. "Wall Street Rag" he said, "composed by the great Scott Joplin." He began to play. Ill tuned or not, the Aeolian had never made such sounds. Small clear chords hung in the air like flowers. The melodies were like bouquets. There seemed to be no other possibilities for life than those *delineated* by the music. When the piece was over, Coalhouse Walker turned on the stool and found in his audience the entire family, Mother, Father, and the boy. Mother's younger brother had come down from his room in shirt and suspenders to see who was playing. Of all of them he was the only one who knew ragtime. He had heard it in his nightlife period in New York, but he had never expected to hear it in his sister's house.

Coalhouse Walker turned back to the piano and said "The Maple Leaf." The most famous rag of all rang in the air. The pianist sat stiffly at the keyboard, his long dark hands with their pink nails seemingly with no effort producing the clusters of syncopating

chords and the *thumping octaves*. This was a most *robust* composition, a *vigorous* music that *roused* the senses and never stood still a moment. The boy perceived it as light touching various places in space, accumulating in *intricate* patterns until the entire room was made to glow with its own being. The music filled the stairwell to the third floor where the mute and unforgiving Sarah sat with her hands folded and listened with the door opened.

Culture Notes

Ragtime – the form of music, song and dance of black US origin, popular in 1920's in which the strong note of the tune comes just before the main beat of the music played with it (syncopation). The title "Ragtime" is supposed to be the symbolic representation of the atmosphere that characterizes the scene of the novel. Here the rhythm and the intonation of the story imitate those of the ragtime.

Scott Joplin (1868-1917) - American composer of ragtime music, known as the "King of Ragtime."

Aeolian (harp) - The God of the Winds in Greek mythology. Also a stringed instrument that produces sound when the wind passes through it (here it is used to describe the piano producing sounds that seem as light as air)

Check Comprehension (Ragtime)

Comprehension Check

1. What was first mentioned about Coalhouse Walker?
2. Who was the message Coalhouse Walker gave intended for?
3. How did Father regard Coalhouse Walker?
4. What music did Coalhouse Walker play?
5. What state was the piano in their house?
6. Who was the only one in the family who knew ragtime music?

Comment on the characters

1. Who said, "I am through going on the road?" And what does it mean?

2. What does the narrator mean by the following sentence: “There seemed to be no other possibilities for life than those delineated by the music.”

3. Who is the following sentence describing: “He had heard it in his nightlife period in New York.”

4. Describe the meaning of nightlife. What insight does it give you into the difference between the brother and the rest of his family?

Grammar Notes

Speech Patterns

1. ... **tuned or not** the Aeolian had never made such sounds.

2. **Unforgiving** Sara sat **with her hands folded** and listened to the music.

Verbals

Verbals, unlike the finite forms of the verb, don't express **person, number or mood**. They can't be used as the predicate of a sentence.

1. Verbals have *a double nature* – **nominal and verbal**.

2. Verbals have **tense and voice** distinctions (but it is relative).

There are three verbals in English:

the participle *the gerund* *the*
infinitive

She went away smiling

Reading is useful

To decide is to act

Grammar Practice

Exercise 1: Speech Patterns - Define the meaning of the underlined part of the sentence below.

1. He was a professional pianist and was now more or less permanently located in New York, having secured a job with the Jim Europe Clef Club Orchestra.

2. He began to play. Ill tuned or not, the Aeolian had never made such sounds.

3. The boy perceived the music as light touching various places in space, accumulating in intricate patterns until the entire room was made to glow with its own being.

4. Unforgiving, Sarah sat with her hands folded and listened with the door opened.

5. He had never expected to hear it in his sister's house.

6. It was important for a musician to find a place that was permanent, a job that required no traveling.

7. I'm through traveling.

8. I'm through going on the road.

Exercise 2. Rewrite the following sentences using verbals.

1. I don't think those people were very intelligent.

2. I didn't know what to say, so I said the first thing that came to my mind.

3. I thought of how to solve this problem in another way than you did.

4. I insist I should be treated with a certain consideration.

5. I can't help but think that it hasn't been to my advantage.

6. A new catalogue, which contains all the new requirements, is available for free.

7. If a plant is put in a dark place it will lose its green color.

Vocabulary Practice

Exercise 1. Discuss the following words and write their meaning and part of speech.

1. to compose

2. to ignore

3. permanent

4. stiff

5. effort

6. to irritate

Exercise 2 Complete the sentences using the active words from the text (Ragtime).

1. Though Coalhouse Walker sat _____ at the keyboard his long fingers allowed him to play the piano with no effort.
2. He was playing a most _____ composition.
3. This _____ music, which roused the senses, didn't allow the hearer to stand still.
4. Coalhouse Walker spoke about himself so _____ that it _____ father.
5. The black pianist had _____ a job with the Jim Europe Clef Club Orchestra, a well-known _____ in New York.
6. The piano stool is _____ to the height of a player's satisfaction.
7. The _____ made such sounds that the _____ were like flowers filling the room.
8. Coalhouse Walker produced the cluster of _____ chords and the _____ octaves with no effort.
9. The brother who came from New York understood _____, the music he had heard in his _____ period.

Exercise 3. Match the Words on the left to the correct definition on the right

- | | |
|-------------------|-----------------------------------------|
| ___ 1. melody | a. passionately |
| ___ 2. ensemble | b. to turn round |
| ___ 3. thumping | c. combination of notes played together |
| ___ 4. fervently | d. group of musicians |
| ___ 5. intricate | e. change the rhythm of |
| ___ 6. delineated | f. tense |
| ___ 7. accumulate | g. strike heavily |
| ___ 8. vigorous | h. musical arrangement of notes |
| ___ 9. chord | i. strong, energetic |
| ___ 10. stiff | j. gather together |

- ___ 11. twirl k. show by drawing
 ___ 12. syncopate l. puzzling (complicated)

Exercise 4. Use the following word combinations in a sentence.

1. to be through doing something
2. to do something to one's satisfaction
3. to sit with one's hands folded
4. to compose music
5. to sit at the keyboard.
6. robust composition
7. vigorous music

Exercise 5. Give the synonyms to the following:

- | | |
|---------------------|-----------------|
| ___ 1. vigorous | a. complex |
| ___ 2. accumulating | b. strong |
| ___ 3. stiffly | c. hearty |
| ___ 4. fervently | d. gathering |
| ___ 5. intricate | e. passionately |
| ___ 6. robust | f. tensely |

Exercise 6. Match the following words to their antonym in the right column:

- | | |
|---------------------|-------------|
| ___ 1. dark | a. pleasant |
| ___ 2. terrible | b. calmly |
| ___ 3. fervently | c. smolder |
| ___ 4. abruptly | d. softly |
| ___ 5. irritate | e. please |
| ___ 6. glow | f. amateur |
| ___ 7. professional | g. bright |

Speaking Practice

Task 1.

1. Interview two students about their experiences of listening to or playing jazz and folk music. Include questions about Uzbek national folk music in your interview.

2. Report to the class the differences and similarities between their experiences and your own.

Task 2. Speak on...

1. Your arguments for and against light music
2. Ragtime
3. My favorite music, conductor, composer
4. Influences on the musical life in our country

Task 2. Role-play

1. Coalhouse Walker – Mother
2. Mother and Sara
3. Coalhouse Walker – Father
4. Coalhouse Walker – the boy (mother's brother)

SECTION THREE
Stars of Rock 'n Roll and Uzbek Variety Music

Vocabulary

<i>ambiguous</i>	not clear, vague, having two or more meanings
<i>back beat</i>	a strong accent on a beat normally unaccented beat of music
<i>blend</i>	mix of one or more items or styles
<i>enormous</i>	very large; huge
<i>extensive</i>	covering a large area in space or time
<i>founder</i>	a person who establishes or begins an institution
<i>nickname</i>	a familiar or humorous name given to a person instead of his real name
<i>pelvis</i>	the curved bone structure at the lower end of the torso (body)
<i>promoter</i>	a person who publicizes a performer and advises on contracts
<i>refrain</i>	a recurring phrase or number of lines in a song or poem
<i>rhythm and blues</i>	a type of jazz with a slow, strong beat
<i>select group</i>	elite, special
<i>smothered</i>	to be covered; overwhelmed with something
<i>sparkled</i>	to shine like starlight
<i>striking</i>	remarkable, notable, unusual, outstanding
<i>suggestive</i>	indecent, improper; giving an idea
<i>teenagers</i>	youth from age 13 to 19

Pre-Text Discussion

What kind of music is Rock'n Roll?

What is your opinion of Rock 'n Roll?

Is Rock 'n Roll music still popular today?

How would you describe Uzbek Variety Music?
What names do you think of first when you see the words
Uzbek Variety Ensemble?
How has Rock 'n Roll music changed in your lifetime?
What music do you prefer and why ?

Texts

American 1950s: the birth of Rock'n Roll

American Cultural History 1950-1959, Becky Bradley and
Peggy Whitley. Kingwood College Library. Kingwood, Texas 1998
<http://kclibrary.nhmccd.edu.decade50.html>. updated May 18, 2004.

When the 1950's are mentioned, the first type of music to
come to most people's minds is rock-n-roll. Developed from a
blend of Southern blues and gospel music with an added strong
back beat, this type of music was popular with teenagers who
were trying to break out of the mainstream conservative American
middle class mold. Popular artists such as Bill Haley, Elvis Presley,
and Jerry Lee Lewis were promoted on radio by just as popular
disc-jockeys (DJ's) like Alan Freed and the Big Bopper. The
influence of these early rockers has been felt in popular music
worldwide.

Elvis Presley

Elvis Presley was a rock and roll singer whose *enormous*
success changed popular culture throughout the world. His parents
raised Presley in Memphis, where he sang at church service. As
a teenager, he taught himself to play the guitar. Sam Phillips was
a *rhythm and blues* producer, and Presley recorded songs for
him in July 1954.

Presley had an energetic and charismatic style on stage and
earned the *nickname* "Elvis the *Pelvis*" because of the movement
he made with his hips. Viewers saw him only from the waist up
when he frequently appeared on television because people
considered his dancing too sexually *suggestive*.

In 1956 Presley released “Heartbreak Hotel”, the first of 45 records that sold more than a million copies each. About that time Presley met Colonel Tom Parker, a *promoter* who managed the rest of his career.

Before Presley, there were no *teenagers*, just young people without a voice. He was one of the *founders* of youth culture.

Although popular and successful, Presley’s personal life suffered desperately, and he fought battles with weight gain and drug dependence.

Cultural Notes

1. Elvis Aaron Presley (1935 –1977) –was the most popular American singer in the history of rock music.
2. Rock and Roll –highly rhythmic popular music for dancing, played on electric guitars.
 1. blues –dances, dance tunes for haunting jazz melodies originally of Negroes in the Southern U. S.

Check Comprehension (Elvis Presley)

1. Why is the first thought of American music in the 1950s, Rock ‘n Roll?
2. How did Rock ‘n Roll develop?
3. What negative reaction did Elvis Presley’s style create?
4. What segment of society and American culture was labeled during Elvis Presley’s most popular period?
5. Elvis Aaron Presley was a rock and roll singer. Why is it said that his enormous success changed the popular culture throughout the world?
6. What made Elvis Presley famous all over the world?
7. Why did he become famous among young people but not among grown ups?
8. What is the role of the promoter in the singer’s activity?
9. Elvis Presley was the founder of youth culture. Do you agree with this statement? Why or why not?

YALLA

The ensemble Yalla was formed in 1971 by Botir Zokirov, a famous, talented actor and the founder of a national variety band in Uzbekistan. The group is made up of a *select group* of musicians, the followers of B. Zokirov, who were students of Tashkent Theatrical and Artist's Institute.

One member of the group sang the song "Qiz bola" and the rest of the group repeated the *refrain*, which was "Yal-la , Yal-la" and this word determined the name of the group. They became a professional variety band of Uzbekistan.

With the appearance and leadership of Farruh Zokirov after his brother Botir Zokirov's death, this ensemble has continued to grace the stage of art for more than 30 years. Eastern tradition can be noted in their music, dances, dress and in the devotion of their songs.

Independence allowed Yalla to travel to many countries. The stages of Euro-Asian countries were looking forward to seeing Yalla the first vocal- instrumental ensemble, the variety rock group of Uzbekistan. Farruh Zokirov is the leading soloist. With their songs and music they won the hearts of a variety of music lovers around the world.

Yalla released three truly outstanding CD "Uchquduk, the Face of the Beloved, and The Musical Tearoom"⁵. The group's variety tunes can be heard from America to Australia.

The road of music and passion

As we remember Botir Zokirov, the founder of Uzbek variety band Yalla, we can still imagine him on stage – it is impossible to forget his face. His *striking* eyes were like large dark plums as they *sparkled*, surprisingly magnetic. He stood in front of the microphone with his hand over his heart – a gesture of humility and gratitude. It seemed Botir's songs kept us frozen in the moment.

Botir Zokirov was always in the public eye – open, simple, yet *ambiguous*. He could speak about the Uzbek stage, both composers and performers, for ages – animated and inspired. But it was rare that he spoke of his being on the stage and when

he did, it was very modestly. He achieved recognition and triumph that not everyone succeeds to achieve in art. His first solo concert was held in Moscow. The hall was crowded with thousands of fans. Moscow and Budapest, Kiev and Sofia, St. Petersburg and Prague; Odessa and Berlin; Warsaw and Paris applauded this Uzbek singer. He was known as one of the brightest stage performers. “The singer of the song.” He was called the “Uzbek Aznavur”, “prima-chansomer” in France. After one of the concerts in Odessa when Botir was literally *smothered* with flowers, Leonid Utesov said: “Now you may appear in any city because the inhabitants of Odessa do not give flowers for just any reason”.

He and his musician friends formed the “Youth Ensemble” and Botir was a soloist. This group won a prize in the Sixth International Youth Festival in Moscow. This inspired Botir to form a national variety band in Uzbekistan, an idea that soon became a reality. The repertoire was compiled by Botir Zokirov, and the group was successful from the very beginning. The unique sound of his voice, as he sang from his heart, possessed a magical power that fascinated his audiences. It was as if it elevated them above the cares of life, its misfortunes and sorrows. His performance of “Arabic Tango” literally stunned the world. Zokirov’s songs such as “Habiba”, “Rano”, “Charmed By You”, “Escaping Girl” and others became famous all over the world.

Botir’s talents did not stop at singing. He was on the road to being a great actor, a theatre producer, a film actor and a writer. He became a great teacher because of his *extensive* knowledge of history and philosophy. He also wrote the libretto to the opera “The Leopard from Sogdiana” which was performed on the stage of the Navoi Opera and Ballet Theatre. It was Zokirov who established the Uzbek Music Hall.

Grammar Notes

Finite and Nonfinite verbs

Finite verbs are normally required for the main clause of a sentence, that is, every sentence normally has a finite verb.

e.g.: (-s form) likes, takes; (present tense form) like, take;
(past tense form) liked, took

Nonfinite verbs

e.g.: (-ing form) liking, taking; (used for the infinitive) [to] like,
[to] take; (past participle form) like, taken

Examples of finite and nonfinite verb phrases:

Finite	Nonfinite
John <i>smokes</i> heavily.	Mary <i>is working</i> hard.
Mary <i>is working</i> hard.	I found her <i>working</i> hard.
When he <i>had left</i> the office, he went home by taxi.	<i>Having left</i> the office, he went home by taxi
The message which they (<i>had</i>) <i>sent</i> from Berlin never reached me.	The message <i>sent</i> from Berlin never reached me.

Grammar Practice

Rewrite the text about Elvis Presley using nonfinite verb forms where finite verb forms are found.

Vocabulary Practice

Exercise 1. Match the following words and expressions to their synonym in the right column:

___ 1. ambiguous	a. initiator
___ 2. blend	b. chorus
___ 3. extensive	c. combine
___ 4. founder	d. covered
___ 5. nickname	e. vague
___ 6. refrain	f. remarkable
___ 7. select group	g. youth
___ 8. smothered	h. elite
___ 9. striking	i. broad
___ 10. teenagers	j. pet name

Exercise 2. Complete the following sentences using the active words of the text about Elvis Presley.

1. Presley's style of dance was considered _____ by the older audience.
2. Presley remains the most respected figure in the history of _____ music.
3. Colonel Tom Parker, a successful _____ of country and western singers, became Presley's manager.
4. On the stage, he adopted a tough, rebellious manner and the movement made with his hips excited teen-agers, so he earned the _____ «Elvis the Pelvis».
5. Elvis Presley gained _____ success as a Rock 'n Roll singer.

Speaking Practice

Exercise 1. Speak on:

1. The musical life in Uzbekistan (in the UK and the USA).
2. Speak about the latest musical contest for Maqoms («Nihol», Festival of Boysun Folklore Group).
3. Your favorite musician (singer, dancer).
4. Your favorite composer (Classical and Modern).

SECTION FOUR
Writing About Music

Task: Write a 250 word essay on each of the following topics.

1. Write about your impressions of any concert you have attended.
2. Write about any musician you know well.
3. Write some facts about music in Uzbekistan.

UNIT THREE

ENTERTAINMENT

SECTION ONE

Radio

Vocabulary

<i>adapt</i>	to change something to make it fit or work
<i>audience</i>	people who are watching or listening to entertainment
<i>commercials</i>	advertisement for a product in between the program
<i>disc jockey</i>	the presenter of music in a radio broadcast
<i>household utility</i>	useful or helpful in the home
<i>medium</i>	the means by which something is communicated
<i>prime time</i>	the time of day when most people are listening to the radio
<i>scheduled program</i>	in radio, the order for what the listeners will hear
<i>vision</i>	to see something in the imagination

Pre-Text Discussion

1. What can you hear on the radio?
2. When do you use radio in your life?
3. Where do you think the idea for radio as entertainment first came from?
4. How do you think the radio has changed over the years?

Text Changes in Radio Industry

Today, radio is a bigger business than it was in the beginning in terms of stations, programs, listeners, and dollars, but it has become a **supplemental** medium with the introduction of the television. It wasn't always this way. In the 1930s and 1940s, before there was television, radio was the world's primary medium of entertainment.

The history of radio as a **medium** of entertainment and information began with a Russian immigrant to America named David Sarnoff. In 1912 while working for American Marconi Company in New York City as a wireless telegraph operator at the age of 21, he heard the faint signal that read "S.S. Titanic ran into an iceberg. Sinking fast." For the next 72 hours he was the only **link** between the Titanic disaster and the rest of the world. Three years later David wrote a memo to the vice-president of his company that read: "I have in mind a plan of development which would make radio a '**household utility**' in the same sense as the piano or **phonograph**. The idea is to bring music into the home by wireless." David Sarnoff's **vision** was incredibly **accurate** and within a **decade** the radio had become exactly what he had envisioned.

During the Great Depression of the 1930s, radio quickly became America's **centerpiece** for entertainment and news. In a time of poverty and **gloom**, the nation sat with the whole family around the radio and listened to President Franklin D. Roosevelt give his fireside chats in their living rooms. Besides being used as a political instrument, radio developed into the country's most popular medium for entertainment in the 1930s, from comedy shows and drama serials to big band **live** performances. Comedy **stars** of the era like Jack Benny and Fred Allen were very popular. Game shows like the "64 Dollar Question," along with children's drama serials like "Little Orphan Annie," and western drama serials such as "The Lone Ranger" were popular programming for evening entertainment. People would wait till their favorite radio

program was finished before going out to the theater on the weekends.

By the end of World War II radio had set the entertainment stage for the television industry. *Advertising*, entertainment programs, and news reporting all gained their *momentum* in television because of their beginnings in radio. It didn't take long for television to *catch up to* and *pass* the radio industry. Television and radio soon began *competing* for *prime-time* hours, the hours after dinner when most Americans wanted to be entertained. Radio had to *reformat* to fit other needs of its *audience*.

After the television industry *took off*, radio quickly *adapted* into what it is still today. Music began to dominate the *radio waves* once television's picture captivated most drama programs. *Disc jockey's* became popular for their opinions on everything from movies and music, to local news. Radio *talk-show* hosts became popular in the 1960s and 70s as a political *avenue* for expressing *frustration*. Radio and television talk show host Larry King retired in 1994 with a successful career with millions of listeners tuning in to his show each week to hear him interview various political *celebrities* to ask the "tough questions" Americans were wanting to ask.

For the last 30 years, radio disc jockeys would take the top 40 songs from *Billboard Magazine's* Hot 100 *singles chart* to determine what songs they would play on their stations. These music stations where you could listen to the most popular songs of the day were called "*Top 40 stations.*" A new trend began in the 1990s as the popular songs became more diverse; listeners were not willing to listen to a variety of *genres* on one station. Rather than listen to a rap song by Eminem after hearing Norah Jones sing her new rhythm and blues styles, radio stations began to *distinguish* themselves not as "Top 40 stations" but according to genres of music. Since 1991 radio stations have adapted their formats to appeal to specific audiences. In most major cities there is usually one Top 40 station, one Rap station, one Country station and one Oldies station.

Today radio is used for *transmitting* music, religious information, political information, psychology and self-help advice ranging from gardening tips to health advice. During the early morning hours while most Americans are getting ready for work and *commuting* to their offices, they turn on their radios at home and in the car in order to hear news *updates* and *traffic* information. With the increased speed of *broadband cable* Internet users, it is possible to listen to just about any radio station around the world on the Internet. Since its *proposal* by David Sarnoff as a *means* of bringing entertainment into the home, radio has survived and *adapted* to fit the needs of a changing society. It will no doubt continue to change as the *age* of digital technology *transforms* how we bring entertainment into our lives.*

Check Comprehension

General Questions

1. What is a bigger industry today, radio or television?
2. Who had the first idea to use radio as entertainment? When?
3. How has radio changed over the years?

Detail Questions

1. Why did radio become popular entertainment during the Great Depression?
2. When radio first began to be used as entertainment in the 1930s, which was more popular music or drama serials?
3. In the 1970s, 80s, and 90s, what did disc jockeys use Billboard magazine for?
4. How has prime time for radio changed from the 1930s to today? Explain the prime time for the 1930s and prime time for radio in America today and describe the reason for the difference.

Reaction Questions

1. If you could make changes to radio in Uzbekistan what would you do?

*Black, Jay and Jennings Bryant. Introduction to Media Communication. 4th ed. Madison: Brown& Benchmark, 1995.

2. How has entertainment changed over the years in Uzbekistan?

Grammar Notes

Common uncountable nouns

1. The following common nouns are uncountable. They cannot take the plural form and cannot be used with the indefinite article.

information	trouble	equipment
progress	cash	weather
advice	money	news

2. Some nouns can be either countable or uncountable, such as:

fruit	fish	age	hair
time	language	life	nature
speech	food		

Grammar Practice

Exercise 1. Determine whether the nouns in the following sentences are correct or incorrect. Correct the sentences that have mistakes.

1. Forbidden fruit is sweet.
2. Information rules the world.
3. Good advices can be given; a good name cannot be given.
4. We are expecting good news.
5. Bad money always comes back.
6. We are looking forward to warm weather.
7. To recover completely, he must come back to hard works.
8. Never marry for money, but marry where money is.
9. It may prove you've made good progress.
10. Don't trouble troubles until trouble troubles you.
11. His office is full of digital equipments.
12. You may pay in cash or use your credit card.
13. To split hairs means to make overly fine distinctions.
14. Where do you have your hairs cut?
15. It became second natures with him.

16. The masterpiece came from the Middle Ages.
17. Hamburger is one of our favorite snack food.
18. Languages is a means of interacting and communicating.

Vocabulary Practice

Exercise: Match the vocabulary word with the correct definition

- | | |
|-------------------------------|----------------------------------------------------------------|
| ___ <i>medium</i> | 1. list of top 100 most popular songs |
| ___ <i>household utility</i> | 2. advertisement for a product in between the program |
| ___ <i>vision</i> | 3. the time of day most people are listening to the radio |
| ___ <i>scheduled program</i> | 4. program where people can call in and talk about an issue |
| ___ <i>commercials</i> | 5. useful or helpful in the home |
| ___ <i>prime time</i> | 6. to see something in the imagination |
| ___ <i>audience</i> | 7. the presenter of music in a radio broadcast |
| ___ <i>disc jockey</i> | 8. people who are watching or listening to entertainment |
| ___ <i>talk show</i> | 9. in radio, the order for what the listeners will hear |
| ___ <i>Billboard Magazine</i> | 10. to change something to make it fit or work |
| ___ <i>singles chart</i> | 11. radio station that plays only popular songs |
| ___ <i>Top 40 Station</i> | 12. American journal that lists most popular music and artists |
| ___ <i>adapt</i> | 13. the means by which something is communicated |

Speaking Practice

Plan Your Own Radio Program

Organize your own five-minute radio program that includes:

news update
weather and traffic information
main program should be either music, drama story or talk
show
commercial

How to Plan Your Radio Program

1. As a whole class, decide what kind of program you would like to have.
2. Give each classmate a part in the program.
3. Each individual prepares a part in the program.
4. Practice the order.
5. Perform the radio program for the teacher.
6. If possible, record the program on cassette so that the class can review it afterwards.

SECTION TWO

T.V.

Vocabulary

<i>broadcasts</i>	to transmit by television or by radio
<i>commercialize</i>	from “commerce” meaning financial transactions
<i>creation</i>	something made by someone
<i>dominance</i>	power over something
<i>exploiting</i>	to use someone in a way that takes advantage of them
<i>invent</i>	to make or cause an original idea or product
<i>luxury</i>	something not needed but extra; usually for comfort
<i>necessity</i>	something needed or required
<i>opiate of the masses</i>	drug to numb you from feeling reality
<i>pacifying</i>	to comfort and keep quiet
<i>soap operas</i>	drama in serial form (weekly continuous)
<i>sitcoms</i>	situation comedy
<i>transnational</i>	across (trans) nations

Pre-Text Discussion

1. Who do you think invented the TV?
2. How has TV influenced your life?
3. Do you think TV is a powerful medium of entertainment?
4. Do you think there are any problems from TV?

Text

The Power of the Television

Like most *inventions*, television was the combination of earlier technological developments and not the *creation* of a single 'creative *genius*.' Its history can be *traced* in the developments of radio, motion pictures, photography, and the electronic camera. Although much of this technology had existed for some time, the first experimental *broadcasts* did not take place until the mid-1920s. These broadcasts took place more or less *simultaneously* in Hungary, the Soviet Union, the USA and Germany.

Regular television transmissions began in 1936 in Britain, and in 1939 in the USA. Television was forced to close down completely in Britain throughout the Second World War and it was not until after the war that television was able to grow as a medium, in part thanks to military technology and *expertise*. It was during the 1950s that television *overtook* cinema as the most popular medium of entertainment for the majority of the population in Europe and North America. This *phenomenon* of television becoming the most powerful medium of communication around the world has occurred *alongside* industrialization and the resulting changes in living standards throughout the world. Today Television is even considered by most people around the world to be a *necessity* and not a *luxury* item in the home. Television's worldwide power and *influence* can be seen in the *priority* television stations give to reporting and showing war pictures on camera. The picture of war and its *aftermath* can now be brought into the home through the television. Likewise, television's power is *evident* in the billions of dollars advertisers pay to television stations to advertise their products to a watching world. The obvious power television has over its audience has caused many people to develop opinions or positions on whether or not the television is a go

The two positions most commonly occupied in arguments about television and the mass media can be summarized as being 'pessimistic' and 'optimistic'. The pessimists who are often

associated with so-called ‘mass culture theory’ tend to stress the **uniformity** of media production and the role it plays in **pacifying** and **exploiting** audiences. According to this view television is a kind of **opiate of the masses**, the phrase Karl Marx used to describe religion. Cultural pessimists are concerned about the **dominance** and **corrosive** influence of US and **transnational** entertainment industries; about **stereotypical** representations of a variety of social groups; the negative effects of television on audiences, particularly in relation to violent and sexual content; the **commercialization** of television; and the ideological role of television in ‘controlling’ the way we view the world.

The ‘optimists’, on the other hand, celebrate the diversity, complexity and equality, which they see as a product of television. Television is considered to be as rich and **subtle** in its potential as Elizabethan theater was for England in the 16th century. Like Elizabethan theater, television is thought as a familiar and popular experience for all sections of society. The optimists often accuse the pessimists of ‘elitism’, of **denigrating** popular culture. Optimists, like the pessimists, come in many varieties. There are those who celebrate **soap operas** and **sitcoms**, respectfully stressing the diverse **preferences** of audiences; those who reject the view that television has harmful effects; those who welcome new technology and **deregulation** – the removal of the state’s influence over broadcasting; and who argue that if television promotes any ideology, that ideology represents all of the ideas in a society and is not dominated by a single ideological view.*

Check Comprehension

General Questions

1. How are most inventions usually developed?
2. The popularity of the TV increased at the same time as what?
3. What are the two things that prove TV’s power and influence?

* Black, Jay and Jennings Bryant. Introduction to Media Communication. 4th ed. Madison: Brown& Benchmark, 1995.

Detail Questions

1. What do the pessimists say TV does to its audiences?
2. Why are pessimists concerned about TV's cultural influence?
3. Pessimists argue three main negative effects of TV on audiences. What are they and explain how you have seen these effects in your experience with TV and its influence on society?
4. The optimists argue that TV has no harmful effects. How do they differ from the pessimists in their opinion about controlling ideology expressed through TV?

Reaction Questions

1. Do you believe that TV is a necessity and no longer just a luxury item in the home?
2. What do you think about TV's transnational power?
3. Is what you see on TV an accurate picture of life in other countries?

Grammar Notes

Phrasal Verbs

The verb "to turn" and "to come" have many phrasal verb forms. In the text, "to turn" is used in its most common form meaning "to change direction or position." However there are many Phrasal Verb meanings connected with the simple verb "to turn" and "to come."

- | | |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| To turn something off | 1. to switch off 2. to lose interest
<i>Please turn off the radio. It annoys me now. This music really turns me off.</i> |
| To turn on | to switch on
<i>Ann, turn on the TV, please. There is a new film.</i> |
| To turn out | 1. to prove to be 2. to switch off
<i>The day turned out wet. He turned out to be an excellent</i> |

	<i>interpreter. Remember to turn out the lights, gas, tap before going out.</i>
To turn over	to change the position of. <i>The nurse turned the old man over and gave him an injection in the left buttock.</i>
To turn to	1. to get busy 2. to go, to apply to. <i>A little boy turned to his mother for comfort. The design staff turned to and produced a set of drawings in twenty-four hours.</i>
To turn round	to cause to face another way. <i>I turned round and saw Vera running after me.</i>
To turn up	to arrive <i>Ann promised to come but hasn't turned up yet.</i>
To turn back	to return the way one has come <i>It's getting dark – we'd better turn back.</i>
To turn down	to refuse (an offer...) <i>Nick asked Jane to marry him but she turned down his proposal.</i>
Turn something inside out	1. to look all over 2. to become inside out <i>Nicholas turned his bookcase inside out in search of his keys.</i>
To come up/down to/with	to reach <i>Mary's hair comes down to her shoulder.</i>
To come on	to follow <i>You go first. Ann will come on later.</i>
To come off	1. to succeed 2. to become separated from <i>Nick's experiment did not come off. A button has come off my coat.</i>

To come out	1. to appear 2. to become known <i>The buds of apple trees are coming out in the garden. When will the verdict come out?</i>
To come through	to recover (from illness) <i>After a 2 months treatment he managed to come through.</i>
To come to	to recover (consciousness) <i>It was very stuffy in the room and the girl fainted but after opening the windows she came to.</i>
To come along (on)	1. to hurry up 2. to progress to improve <i>Darling, come along, we'll be late for the train. The tree in the garden is coming along nicely.</i>
To come about	to happen <i>This accident came about all of a sudden.</i>
To come by	to obtain by effort <i>It was very hard for me to come by this job. It's hard for an old man to change his way of living.</i>
To come down	1. to collapse 2. to lose social position <i>This house came down after the earthquake. After delivering his lecture the speaker came down in the students' opinions.</i>
To come over	1. to move to 2. to change opinion <i>Won't you come over to Tashkent for a holiday. Ann came over to our side during the debate.</i>

Grammar Practice

Exercise 1: Complete the sentences with the correct form of phrasal verbs with *come* and *turn*.

1. The TV station _____ a brilliant solution to the problem.
2. Could you _____ the TV please. It's far too loud.
3. I didn't want to go to the TV studio so I _____ the invitation.
4. We can catch the 8 o'clock movie if we go home now! _____ !
5. That TV celebrity has _____ a rude and unfriendly person.
6. Your cable bill _____ to \$24.50, madam. Thank you.
7. As soon as Dad _____ the TV, the children ran into the living room to watch.
8. Despite the bitter cold, a huge crowd _____ to interview the movie star.
9. When she _____ after the show was over, she immediately asked for a copy of the interview to show her family before the broadcast came on TV.

Exercise 2: Select the word best suited to the context from those given below. Some of these have more than one possible answer. Suggest a variant if possible.

entire (ly), total (ly), complete (ly), whole (wholly)

1. What he said was... wrong.
2. I have the... edition of his works.
3. I leave it ... to you.
4. During the ... proceedings he didn't say a word.
5. Now the picture is...
6. A ... crowd came to greet them.
7. You may take the ... lot.
8. Find the ...sum.

9. He was ... ignorant of the fact.
10. He spent the ... day looking for the celebrity in town.
11. The ... nation rejoiced at the news.
12. It was a ... surprise.

Vocabulary Practice

Exercise: **Match the vocabulary word with the correct definition**

___ <i>invent</i>	1. across nations
___ <i>creation</i>	2. to transmit by television or by radio
___ <i>broadcast</i>	3. something made by someone
___ <i>necessity</i>	4. something not needed but extra; usually for comfort
___ <i>luxury</i>	5. something needed or required
___ <i>dominance</i>	6. to comfort and keep quiet
___ <i>transnational</i>	7. to make or cause an original idea or product
___ <i>pacify</i>	8. to use someone in a way that takes advantage of them
___ <i>exploit</i>	9. power over something
___ <i>opiate</i>	10. art as a financial transaction
___ <i>commercialized</i>	11. situation comedy
___ <i>soap opera</i>	12. drug to numb you from feeling reality
___ <i>sitcom</i>	13. drama in serial form (weekly continuous)

Speaking Practice

Debate Two Opposing Views on the Effects of TV

Divide the class into two sides and decide how you will argue your side. One group will take the pessimist view and the other group will take the optimist view. Look at the points below as a reminder of what your side will argue.

<p>Pessimist View</p> <p>TV makes everyone think the same.</p> <p>TV pacifies and exploits the audience.</p> <p>(It takes advantage of the audience.)</p> <p>It is an “opiate for the masses.”</p> <p>(It takes away your ability to think or feel)</p> <p>TV is dominated by outside cultural influence.</p> <p>TV eats away our culture.</p> <p>TV commercializes our nation.</p> <p>(It makes us want to buy more things.)</p> <p>TV makes us more violent.</p> <p>TV controls the way we view the world.</p>	<p>Optimist View</p> <p>TV is an art form like the theater.</p> <p>It is wonderfully diverse.</p> <p>It unifies people because everyone from different backgrounds can watch the same thing.</p> <p>New technology is important to know and use. If you don’t keep up with technology, you’ll be lost in the world.</p> <p>TV doesn’t just show one ideology it shows all of them so that people can choose what they believe.</p> <p>TV allows us to view all of the world. Without TV we would know a lot less about other countries.</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

SECTION THREE

Film

Vocabulary

<i>barrier</i>	a block, wall, or difficulty stopping something from happening
<i>box office</i>	office where tickets to a movie theater are sold
<i>carrier</i>	something that delivers or carries from one place to another
<i>cinematic</i>	having the quality of a movie-going experience in the theater
<i>epic</i>	grand in size or length
<i>fantasy</i>	dream or hope in the imagination
<i>feature-length</i>	a movie that is at least 120 minutes long
<i>impact</i>	force something has on something else (impact in a car accident)
<i>incentive</i>	motivation or reason for doing something
<i>inevitably</i>	something that happens as you might expect
<i>influence</i>	power to persuade or control
<i>materialistic</i>	focused on money and the things you can buy, greedy, selfish
<i>reality</i>	truth or real in life
<i>spread</i>	multiply or increase
<i>viewers</i>	people listening and watching in the audience
<i>worldview</i>	the way you look at the world

Pre-Text Discussion

1. Why do you go to the movies?
2. What do you think about the film experience?
3. Do films influence you? If so how?

Text Impact of Film Across Cultures

When Thomas Edison filmed his assistant Fred Ott “sneezing” in front of the camera, the world of 1889 had no idea the *impact* Edison’s *kinetoscope* would have on culture around the world. Within a few years his new method to project a motion picture that could be viewed by large audiences had *spread* to Europe and beyond. Soon the first story was told on film, and by 1915 a *feature-length* historical *epic*, *Birth of a Nation*, was produced in America. The version of American history that producer David Wark Griffith chose to present about America’s Civil War caused many political demonstrations from the public. President Woodrow Wilson himself referred to the film as a “history written with lightning.” This first feature-length film did not only prove to be first in its length but also proved the emotional and persuasive *influence* film has had on its audiences since the very beginning.

By 1927, when the *Vitaphone* process was invented to *synchronize* film’s picture with sound, there were around 15,000 movie houses in America. The next invention addition that came to film was color. The film *Wizard of Oz* is famous for being the first feature-length film to *debut Technicolor’s* three-color technology in 1932. Movie magic became the words to describe the *cinematic* experience in the 1930s. The magic was right before your eyes like never before with sound and color. For those who could afford it during the Depression of the 1930s, movie magic was the best way to forget your troubles.

Once television came and put the public back in the homes for their entertainment, movie palaces were the first to die. In only one decade the number of tickets sold at the *box office* were reduced from 90 million to less than half that by the late 1950s. The film industry had to adjust to find new *incentives* for coming back to the movies.

From the beginning of filmmaking, the United States has dominated the industry. *Inevitably*, American films have traveled all over the world and proven that film is also a powerful *carrier*

of culture. Today men in the most remote parts of Afghanistan could tell you about the love story between Jack and Rose from the American Film *Titanic*. Those same men would also have no trouble explaining the latest movie from India's film industry even though Afghan culture is still very different from India's. Film is an easy transmitter of culture because the language **barrier** in a film is minimal. Newspapers and even TV news requires a better understanding of the language it is given in, but films are universal in the transmission of stories. Because film has become America's communication export to the world, many countries have developed opinions about America based on what they see in movies. American's have been visible to the world like no other country simply because of their films. But American presence on film has always been mostly **fantasy** and dreams not the **reality** of American life. Nations have been watching American movies and **drawing the conclusion** that Americans love violence, have low morals, are extremely wealthy, and have unbelievably advanced technology. Unable to see the reality of American life, other nations usually accept fantasy as fact, but the whole purpose of film is to provide entertainment and escape from reality. This is the major problem with mass communications. What began in Hollywood as harmless entertainment has translated across the ocean to Europe, Asia and Latin America to produce **awe, envy,** and **resentment**.

Films will continue to be a transmitter of culture to the world **regardless** of what country it comes from. As films show new things and a better life to more and more cultures around the world, their **worldviews** will become more **materialistic**. As a common entertainment shared among billions around the world, film will conform the **viewers** that watch it and bring many different cultures together because of the amount of people around the world who experience the same movie magic together and from that decide their world view.*

* Black, Jay and Jennings Bryant. *Introduction to Media Communication*. 4th ed. Madison: Brown& Benchmark, 1995.

Check Comprehension

General Questions

1. What public reaction did the first feature-length film cause?
2. What did film prove about itself from the very beginning?
3. What is film a carrier of?

Detail Questions

1. What did Woodrow Wilson mean when he said the *Birth of a Nation* film was a “history written with lightning?”
2. Why did ticket sales suddenly drop at the box office?
3. Why is film an easier carrier of culture than newspaper or TV?
4. What conclusion do most people make about America because of their films?

Reaction Questions

1. What is your reaction to movies from America?
2. Do you think Uzbekistan has become more materialistic because of influence from seeing other countries' films?
3. Look at the younger generations. Do they have more in common across cultures because they have grown up with film?

Grammar Notes

(See section one grammar notes)

Grammar Practice

Exercise 1. Choose the correct form of the noun.

1. They're trying to save money / the money so that they can spend a holiday in Spain.
2. They provided a good information / good information about the hotel services.
3. What is / are the news?
4. He had no job so there was / were no money coming in.
5. Government inspectors will monitor the progress / progresses of the scheme.
6. We were able to get the needed information / informations from the Internet.

7. He denied all knowledge / knowledges of the events.
8. I don't need his advice / advices.
9. Mathematics is / are my favorite subject.
10. Have you heard the news? They are / It is very interesting.

Exercise 2. Choose the correct form as in the exercise above.

1. You should eat a lot more fruit / fruits than you used to.
2. The fruits / fruit of nature belong to all mankind.
3. Is tomato fruit / a fruit?
4. Most ocean fish / fishes live in shallow waters.
5. How do fish / fishes breathe?
6. A group of fishes / fish is called a school.
7. She has long black hair / hairs.
8. He could be proud of a few gray hair / hairs.
9. He is putting lives / life at risk with his careless answer.
10. Do it for old times' / time's sake.

Vocabulary Practice

Exercise: Match the vocabulary word with the correct definition

- | | |
|---------------------------|-------------------------------------------------------------------|
| ___ <i>impact</i> | 1. a block, wall, or difficulty stopping something from happening |
| ___ <i>spread</i> | 2. power to persuade or control |
| ___ <i>feature-length</i> | 3. grand in size or length |
| ___ <i>epic</i> | 4. dream or hope in the imagination |
| ___ <i>influence</i> | 5. something that happens as you might expect |
| ___ <i>cinematic</i> | 6. something that delivers or carries from one place to another |
| ___ <i>box office</i> | 7. office where tickets to a movie theater are sold |
| ___ <i>incentive</i> | 8. motivation or reason for |

___ <i>inevitable</i>	doing something
___ <i>carrier</i>	9. focused on money and the things you can buy, greedy, selfish
___ <i>barrier</i>	10. multiply or increase
___ <i>fantasy</i>	11. force something has on something else
___ <i>reality</i>	12. a movie that is at least 120 minutes long
___ <i>worldview</i>	13. people watching in the audience
___ <i>materialistic</i>	14. having the quality of a movie-going experience in the theater
___ <i>viewers</i>	15. the way you look at the world
	16. truth or real in life

Speaking Practice

Be a Movie Critic

1. Decide on one film you want to criticize. Prepare what you want to say about your film. Tell the class the following things, but do not tell the name of the movie:

What is the story?

Why do you like it (not like) about it?

What has it taught you about life?

2. Classmates will guess which movie you are talking about when you are finished.

3. Then you will give the movie a rating. Two Thumbs up for great, One Thumb up for good, or Two Thumbs down for really bad. If they have never seen the movie, tell them why they should go see this film or why they shouldn't go see this film.

SECTION FOUR

Writing About Entertainment

In this unit, we have discussed entertainment through the mediums of radio, TV, and film. Using the vocabulary you have learned from this unit, write a clear and well-organized paper of 250 words. Choose one of the three topics below for your paper.

1. Using what you learned from the section about radio, write how radio has *adapted* and changed to become a *household utility* and compare it with another invention that is becoming a household utility. Connect the two inventions and talk about how they are similar and how they are different. (one possibility is the cell phone)
2. Using what you learned from the section about TV, give examples of how TV communicates a *stereotypical* view of different cultures. Write about TV stereotypes from three different countries.
3. Using what you learned from the section about film, write how films have influenced your *worldview* to become more *materialistic*. Explain how films have changed you in both good ways and bad ways.

UNIT FOUR

RELIGIONS

SECTION ONE

Polytheistic Religions

Vocabulary

AD

Latin for “Anno Domini” meaning “in the year of Christ” (AD years after 0, birth of Christ; for example 2004 AD)

BC

years coming before Christ (BC years up to 0, birth of Christ)

belief

a person’s religion, a firm opinion

Buddhism

a religion started by Gautama Buddha in India in the 5th century B.C., which teaches that the highest goal is to release from self and earthly desires.

Christianity

a religion that follows the teaching of Jesus of Nazareth who is believed by Christians to be the coming Messiah spoken about in the holy scriptures of the Jews.

Confucianism

a religion based on the saying and teachings of a Chinese philosopher, Confucius (died in the year 479 BC)

deity

synonym for god

duties

things that you must do for moral, legal, or religious reasons

faith

complete trust or confidence in something

heritage

tradition or custom; inheritance (things passed down) from your family

Hinduism

the main religious and social system of

	India, including belief in reincarnation (life again on earth after you die), and the worship of several gods.
<i>Islam</i>	the religion of Muslims with a belief in one God and Muhammad as His Prophet.
<i>Judaism</i>	the religion of the Jews with a belief in one God and a basis in the laws of Moses and other Jewish teachers.
<i>loyalty</i>	to be true to a country, person, ruler, or God
<i>monotheism</i>	the belief or worship of one God
<i>nirvana</i>	perfect happiness to be had by forgetting the self
<i>passion</i>	deep or overpowering emotion, interest, or excitement
<i>polytheism</i>	the belief or worship of more than one god
<i>rebellion</i>	revolution, to go against someone
<i>religion</i>	an organized system of beliefs, ceremonies, practices that center around belief in a God or gods entitled to obedience and worship. The world has eight major religions. The five polytheistic religions are: Buddhism, Confucianism, Hinduism, Shintoism, Taoism. The three monotheistic religions are: Christianity, Islam, Judaism.
<i>scriptures</i>	holy writings from any religion
<i>self-denial</i>	the setting aside of your own wishes, needs or interests
<i>self-discipline</i>	order, control, regulate yourself
<i>Shintoism</i>	a religion from Japan that worships ancestors (relatives) and spirits from nature. Until 1945 it was Japan's state religion.
<i>Taoism</i>	a Chinese religion based on the writings

worship of Laoze (500 BC); teaches humility (thinking more about others than yourself) and piety (extreme duty or devotion)
formal or informal offerings by humanity to God or other things like money, education, romance, power, one's self. What a person thinks about the most is what he worships.

Pre-Text Discussion

1. What is your definition of religion?
2. How many religions are there in the world? Which ones do you know?
3. What are the five things every Muslim should do?
4. What is the role of religion in society?

Text

Polytheistic Religions of the World

The world is full of many different religions. People practice religion for several reasons. Many people throughout the world follow a religion simply because it is part of the *heritage* of their culture, tribe, or family. Religion gives many people a feeling of security because they believe that a *divine* power watches over them. These people often ask the power for help or protection. Many people follow a religion because it promises them salvation, a hope in life after death, or sense of fulfillment and meaning in life. In addition, religion provides the enjoyment of a sense of connection with fellow believers.

Religion is an organized system of beliefs, ceremonies, and practices that center on belief in one God or gods deserving obedience and worship. The essential qualities of a religion are maintained and passed from generation to generation by sources given by some authority that the followers accept as sacred and are usually *canonized* into writings known as *scriptures*. There

are eight major religions in the world: **Buddhism, Confucianism, Hinduism, Shinto, Taoism, Judaism, Christianity** and **Islam**. The first five listed are all **polytheistic** religions and the last three, Judaism, Christianity, and Islam are all **monotheistic**. Each of these major religions of the world bases its **faith** on the life or teachings of specific individuals.

Hinduism began around 1500 **BC**. The oldest Hindu scriptures were a collection of hymns and texts to the gods and handed down orally in what is known today as the *Vedas* or “Knowledge.” They were composed during what is called the Vedic Age, between 1,500 and 500 BC. Followers of this early period of Hinduism worshipped a number of **deities**. By the 500’s BC, Hinduism was splitting into various schools. One of those schools developed into Buddhism from the teachings of a prince named Seddhartha Gautama who came to be known as Buddha, meaning Enlightened One.

Buddhism was partly a **rebellion** against certain features of Hinduism. Buddhism opposed the Hindu worship of many deities. Buddha taught that people should devote themselves to finding release from the suffering of life by practicing extreme **self-discipline** and denying all sorts of pleasure. Through this release people would gain **nirvana**, a state of perfect peace and happiness. To achieve nirvana, they had to free themselves from all worldly desires and attachments to worldly things. Buddha taught that nirvana could be gained by following the Middle Way between the extremes of severe **self-denial** and uncontrolled **passion**. As Buddha preached, he attracted a growing number of followers. By the time of his death, about 483 BC, Buddhism was firmly established in India. It reached its height in India during the third century BC and later saw decline. However nearly 500 years later, Buddhism was introduced to China by the end of 200 AD. Three hundred years after that, Chinese Buddhists spread the religion to Korea and Japan in 500 AD. Early in its history, Buddhism divided into two branches Hinayana and Mahayana. Today Hinayana Buddhism is strongest in Burma, Cambodia, Laos, Sri Lanka and Thailand. Most Mahayana Buddhists live in Japan,

Korea, Mongolia, Nepal, Tibet, Vietnam, and scattered parts of India and Russia.

Confucius became the most influential philosopher of the Chinese during his lifetime between 551-479 BC. Because he developed his teaching during a time of political and social unrest, his primary concern was the improvement of society. Rather than look to the gods or spirits for help, he believed that it was more important to know the *duties* of man living in society. “We don’t yet know how to serve men,” he said, “how can we know about serving spirits? We don’t yet know about life, how can we know about death?” His writings were collected in what is called the *Analects*, “selected sayings.” During the same time as Confucius, Taoism began by a second Chinese philosopher named Laotzu. The goal of Taoism was the “happy life” and at the heart of the faith was the concept of “non action” or retiring from the chaos of political problems to just enjoy the natural world around you. Unlike Confucius, who taught that humanity was responsible to improve society, Laotzu taught that humans should accept life’s problems.

Shintoism developed in early Japanese society as a faith in the simple worship of natural forces and family spirits. Around the 4th century BC the Yamato clan emerged as the ruling power in Kyushu and extended its conquests into eastern Japan by the first few centuries AD. The Yamato clan claimed to be directly descended from the Sun Goddess and demanded *loyalty* to his family line. After Buddhism and Confucian teachings were introduced into Japanese society, Shintoism became a mixed set of customs in Japan.

Culture Notes

Canon A religious decree or law; a collection of sacred books, scriptures

Canonized Admitted or allowed into the canon of scripture; accepted as a sacred (holy) writing

Check Comprehension

General Questions

1. Why do people practice religion? There are five reasons in the text.

2. How many major religions are there and what are they?

3. What is the difference between polytheism and monotheism?

Detail Questions

1. What are the three countries of origin for each of the five polytheistic religions?

2. What is the goal of “Taoism?”

3. What is Buddhism a branch of?

Reaction Questions

1. Discuss the different points for the five polytheistic religions. What points do you agree with? What do you disagree with? Why?

2. Discuss your reaction to this quote: “Freedom of conscience is guaranteed to all. Everyone shall have the right to profess or not to profess any religion. Any compulsory imposition of religion shall be impermissible” (from the constitution of Uzbekistan Chapter 7 article 31).

Grammar Notes

Phrasal Verbs – look at the following definitions with “*to break*” and “*to go*”

(See Unit 1 for the rule of phrasal verbs.)

To break

1. to violate 2. to go or to come into two or more parts; *The natives broke the commandments one after the other never knew they were doing wrong. The boy fell out of the tree and broke his leg.*

To break in

to enter; *Burglars had broken in when the owners were gone.*

To break into

burst suddenly into; *The little child broke into laughter seeing his mother.*

To break off	1. to stop speaking 2. to end abruptly; <i>Anvar broke off in the middle of his story. Jane broke off her relations with her aunt.</i>
To break out	to start suddenly; <i>The Plague broke out in several parts of Apia in western Samoa.</i>
To break up	to divide; <i>Complex sentences break up into clauses.</i>
To break with	to give up; <i>Nick broke with his old habits.</i>
To break down	to collapse; <i>Our car broke down on our way to Samarkand because of a mechanical fault.</i>
To break forth	to burst out; <i>He broke forth out of his indignation.</i>
To break through	to make away through; <i>He used his sword to break through the thick jungle underbrush.</i>
To go	to move from one point to another and away from the speaker <i>Every Sunday we go to my grandmother's house.</i>
To go round	to be enough; <i>There aren't enough sandwiches to go round (for everyone to have a share).</i>
To go against	to oppose; <i>The children mustn't go against their parents.</i>
To go ahead	to make progress; <i>Small business is going ahead nowadays.</i>
To go behind	to search for something; <i>The reader must go behind the passage in order to understand it on a deeper level.</i>
To go at	to rush at to attack; <i>The boys went at each other tooth and nail.</i>
To go along	1. to proceed 2. to make progress to

	accompany; <i>I'll go along with you on that point.</i>
To go easy	1. to treat someone kindly (on, with) 2. to behave calmly; <i>Go easy on the child, he was not blame in what had happened. Go easy, there is nothing to get excited about.</i>
To go back	1. to return 2. to fail to fulfill; <i>Let us go back to our camp otherwise we'll be lost in the darkness. Ann is not the sort of girl who would go back on her words.</i>
To go about	1. to move from place to place 2. to set to work at; <i>It is better for you to go about the city by your own car. You are not going about that job in the right way.</i>
To go by	to understand or decide; <i>Do we have enough evidence to go by?</i>

Grammar Practice

Exercise 1: Insert the correct prepositions and adverbs from the brackets to form phrasal combinations with the verb "to break."

1. The fire fighters had to break the door ____ to rescue the little girl (into, out, down).
2. The burglar broke ____ the house and stole all their money and jewelry (away, into, forth).
3. I don't know why their marriage is breaking ____ (through, in, up).
4. After two hours of hard work, we decided to break ____ for a little cup of coffee (off, up, into).
5. We have to break ____ all our emotional barriers to feel free. (away, down, into).
6. When he spread the news, panic broke ____ in the city (in, away, out).

7. Scientists will break _____ in their search for new sources of energy. (up, off, through).
8. Miss Handforth broke noisily _____ the room and switched the light on (in, into, out).

Exercise 2: Insert the correct prepositions and adverbs from the brackets to form phrasal combinations with the verb “to go”.

1. There wasn't enough cake to go _____ (for, down, through, round).
2. Before going to bed, we watched the fire slowly go _____ (out, off, up, with).
3. The fireworks went _____ at midnight (into, off, on out).
4. My aunt has gone _____ that pop quiz (along, back on, in for, by).
5. The detective carefully went _____ the facts with the witness (away, by back on, over).
6. Ricky came _____ the flu (down with, up, over, away).

Vocabulary Practice

Exercise: Match the words with the correction definition.

- | | |
|-------------------------|-------------------------------------------------------------|
| _____ polytheism | 1. the setting aside of your own wishes, needs or interests |
| _____ monotheism | 2. complete trust or confidence in something |
| _____ scriptures | 3. the belief or worship of one God |
| _____ belief | 4. years coming before Christ |
| _____ faith | 5. holy writings from any religion |
| _____ BC | 6. a person's religion, a firm opinion |
| _____ AD | 7. deep or overpowering emotion, interest, or excitement |
| _____ deity | 8. perfect happiness to be had by forgetting the self |
| _____ rebellion | 9. the belief or worship of more than one god |

- _____ ***self-discipline*** 10. to be true to a country, person, ruler, or God
- _____ ***nirvana*** 11. synonym for god
- _____ ***heritage*** 12. order, control, to regulate your self
- _____ ***self-denial*** 13. revolution, to go against someone
- _____ ***passion*** 14. Latin for “Anno Domini” meaning “in the year of Christ”
- _____ ***duties*** 15. things that you must do for moral, legal, or religious reasons
- _____ ***loyalty*** 16. tradition or custom; inheritance (things passed down) from your family

Exercise2: Rewrite the following sentences using the active words from the text.

1. Followers of Hinduism worshipped a number of gods in its early period.
2. According to their religious faith religion gives many people a feeling of security as they believe that all mighty power watches over them.
3. Buddhism went partly against certain features of Hinduism.
4. A religion started by Gautama Buddha in India in the fifth century years coming before Christ is called Buddhism.
5. The aim of a Chinese religion based on the writings of Laozu was the ‘happy life’ and just to enjoy the natural world around you.

Exercise 3: Complete the sentences using the active words from the text.

- 1) Buddha taught people to find release by practicing _____ denying all sorts of pleasure.
- 2) Confucius believed that the most important thing is to know the _____ of man living in society.
- 3) Many people follow a religion because it is a part of the _____ of their culture, tribe or family.
- 4) Shintoism demanded _____ to God, to his family spirits and natural forces.

5) Judaism, Christianity and Islam are all _____ religions.

6) Holy writings from any religion are known as _____.

Exercise 4: Give synonyms for the following words.

1. faith
2. belief
3. duties
4. Islam
5. scriptures
6. passion

Speaking Practice

Religion is in every culture around the world. It may be very different from culture to culture, but all religions have four things in common:

Belief in a deity	(#1 A need to know God)
Rituals and ceremonies	(#2 A need to discover who God is)
Code of conduct	(#3 A need to discover who we are)
Hierarchy	(#4 A need to have an order to the world)

What does this say about the common need of humanity?

Think about the following statement with your group and decide if you agree with it or disagree. Why?

“If every culture in the world has the same four needs, then there should be one religion that is true for all people in the world.”

SECTION TWO

Monotheistic Religions

Vocabulary

<i>adhere</i>	to behave or follow something; stick to something
<i>conscience</i>	a moral sense of right and wrong
<i>covenant</i>	an agreement or promise
<i>crucifixion</i>	put to death by nailing to a cross
<i>deliverance</i>	the act of rescuing, the process of being rescued
<i>demand</i>	to insist on an action because of a right to ask
<i>demonstrated</i>	describe or explain by showing
<i>descendants</i>	relatives, family line
<i>empire</i>	extensive group of states or countries under one ruler
<i>essence</i>	basic element that makes something what it is
<i>grace</i>	favor from God that is not deserved
<i>meditating</i>	to focus on and think about God
<i>overcome</i>	to master or conquer something
<i>persecution</i>	to be treated unfairly because of political or religious beliefs
<i>prophesied</i>	to speak the will of God before it happens
<i>requirement</i>	a command or instruction insisted on
<i>resurrection</i>	rising from the dead
<i>treacherous</i>	guilty of the breaking of good faith
<i>seal</i>	to be the closing or ending of something

Pre-Text Discussion

1. Of the three monotheistic religions, which one do think is the parent?
2. What book does all three (Judaism, Christianity, and Islam) share?
3. What does the word covenant mean?

Text
Monotheistic Religions
Judaism, Christianity and Islam

Of the world's three monotheistic religions, Judaism is the oldest and also the parent to both Christianity and Islam. At the heart of Judaism is the belief that there is one God who created and rules over the world. He sees and knows everything and has revealed his teachings to his people in the *Torah*. The Torah was written by Moses and follows the story of creation, the meeting Abraham had with God and the exodus of the Jews from slavery in Egypt. According to the Torah, Abraham was told by God to go to the land of Canaan and settle his family there. Today this land is known as Palestine. At that time God made a **covenant** with Abraham saying that he would bless Abraham's family and make his **descendants** as numerous as the stars in the sky. Under the Abrahamic covenant, Jews followed the practice of *circumcision* as a sign of belonging to God.

600 years later this covenant was remembered and extended on Mt. Sinai where Moses heard God recall His **deliverance** of the people from slavery in Egypt. This covenant demonstrated both God's **grace** and **demand**. The Mosaic covenant reminded them of His promise that they were God's special possession even if they failed to obey him, but it also required them to keep the law of the *Ten Commandments*. The holiest day in the Jewish year is Yom Kippur (Day of Atonement), which is a day of repentance and confession of sins. Traditionally the people would be cleansed of their sins after the high priest sacrificed an animal to make payment for the sins of that year.

After the reign of king David, the promise of a new covenant was **prophesied** through the prophet Jeremiah in 586 BC. In the Davidic Covenant, God made the promise that a messiah would come through David's descendents to replace the old covenant that the people could not keep and establish God's kingdom forever. The **essence** of Judaism is best understood in the recitation of three passages of scripture known together as the Shema which says: "Hear, O Israel, the Lord our God, the Lord is one, and you shall love the Lord your God with all your heart, and with all your soul, and with all your might. And these words which I command

you shall be upon your heart.” Today many Jews do not *adhere* to all the laws of the Torah, but Orthodox Jews will observe them with greatest detail. In general it is left to the individual *conscience* as to how the commandments of God should be carried out. Jews are still waiting for the last prophecy to be fulfilled and established forever.

Christianity is based on the life and teachings of Jesus of Nazareth and is directly descended from the religion of the Jews. Most Christians believe God sent Jesus to the world as the Messiah prophesied to be the *seal* of a new covenant between God and all people. They believe that Jesus is the one spoken about from the line of David who completes and fulfills the old covenant, that God would bless the whole world through the Jews. However the Jews do not recognize Jesus as the Messiah because he did not come to defeat their political enemies as they expected. Jesus did not speak out against the political enemies of the Jews. In fact he never killed anyone. Instead, Jesus *demonstrated* that he came to defeat the greatest enemy, the enemy of death. Rather than teach the way of violent revolution, he taught the need of everyone for a changed heart. His death by the Romans on a cross represents the final sacrifice needed to pay for sins and make it possible for humanity to be with a holy God in heaven. The holiest day for Christians is Easter, which is the Sunday morning after the *crucifixion* in which they celebrate Jesus’ *resurrection* from the dead.

After Jesus’ Crucifixion in 37 AD, a number of his followers spread his teachings. One of the most important of these followers was Paul. After Paul’s death about AD 67, the teaching of Christ continued to grow in spite of *persecution* by the Romans, whose *empire* ruled most of Europe, the Middle East, and northern Africa. In 312 AD, the Roman emperor Constantine the Great became a Christian. Because of Constantine, Christianity went from being a persecuted minority to becoming a favored majority. As Christianity spread, not all of its followers practiced the teachings of Jesus. As the church’s dominance began to influence and spread to all of Europe, the purpose of the church became identified with the government of Rome. Many say that this connection between the religion and government is what led to so many

treacherous acts carried out in the name of the church during the *Great Crusades* of the 14th century, where Christians used their religion to go to war against other countries. During the 11th century, the church split between those in Western Europe, and those in Eastern Europe and western Asia. The split of the west is today known as the Roman Catholic Church, and the eastern branch is called the Orthodox Church. An even larger split came in the 16th century with the Protestant Reformation. *Reform* of the church began because many people saw the Roman Catholic Church as a false church that had gone so far away from the original teachings of Christ that extreme changes were necessary. The reformers started *Protestantism* under the belief that the church must only rely on the Word of God for its teaching and not on the traditions of the church.

Islam is based on the life and teaching of the prophet Muhammad, who lived in Arabia around 600's AD. During Muhammad's life the people of Mecca worshipped a different god for each day of the year. According to Islamic tradition Muhammad had the first of several visions in 610 AD. The vision occurred while Muhammad was *meditating* in a cave near his birthplace of Mecca. The vision commanded Muhammad to preach the message of Allah to the people of his country so he began preaching in Mecca that there was only one God. As Muhammad gained a number of followers, a tribe called the Quraysh who controlled Mecca began to oppose Muhammad. To avoid persecution by the Quraysh, Muhammad fled to the city of Medina. Muhammad's journey from Mecca to Medina is called the Hijra and is one of the central events in the founding of Islam. In 622 AD, Muhammad led an army from Medina to Mecca. He offered the people of the city generous peace terms. The people of Mecca were looking for someone to help them *overcome* their divisions. As a result, his army was able to take the city with little resistance. He made Mecca the sacred city and center of Islam.

There are four holy books in Islam, the Taurat, Zabur, Injil, and Koran. Muhammad taught that there are five things a person must do to be Muslim. The first is a confession of faith, the *shahada*. If a person says, "There is no God but Allah, and Muhammad is his prophet" then they become Muslim. The second

thing a Muslim participates in is the saying of prayers five times a day, salat. Muslims are required to give alms, zakat to the poor, widows, and orphans. During the month of Ramadan, Muslims will fast from sunup to sundown to fulfill the fourth *requirement* of Islam, the siyam. Finally, every Muslim is called to make a pilgrimage to Mecca, called the hajj. The holiest place in the world for Muslims is the Ka'ba, a rock in the center of the Mosque in Mecca. Muslims believe that on the Last Day, God will judge all people according to their good or bad deeds here on earth.

Islam spread throughout the Middle East, across northern Africa, and even into Spain. Muslims carried Islam to India and other parts of Asia. Today it is also the chief religion in Bangladesh, Indonesia, Malaysia, Pakistan, Iran, and Afghanistan. Not only has Islam produced successful army leaders and statesmen, but many poets, musicians, architects, philosophers and naturalists between the 9th and 14th centuries are made up the foundation of modern science and thought today.

There are more than one billion Muslims, but only 5 million live in the United States. Nations with large Muslim populations include Indonesia (180 million), Pakistan (125 million), Bangladesh (109 million), India (84 million), Iran (66 million), Egypt (60 million), Turkey (60 million), Nigeria (52 million), Algeria, Morocco (29 million), Ethiopia (24 million), Sudan (22 million), Afghanistan (22 million), Iraq (20 million) and Saudi Arabia (19 million). Russia also has a huge Muslim population but estimates on its size vary, in addition to Uzbekistan, Kazakhstan, Kirgizstan, Tajikistan, Azarbijan.

Culture Notes

<i>Circumcision</i>	to cut off the foreskin as a Jewish or Muslim ritual
<i>Ten Commandments</i>	the rules of conduct given by God to Moses on Mt. Sinai
<i>Torah/Taurot</i>	five books of law written by Moses and given to the Jews as teaching from God (also known as the Taurot)

<i>Great Crusades</i>	the military expeditions by Christian armies from Europe intended to drive Muslims from the Holy Land in Palestine
<i>Reformation</i>	movement within the Christian church between the 14 th –17 th century which separated the Protestant church from the church in Rome. The main issues were authority of the Pope and the ability of all members of the church to be able to read the Word of God for themselves.
<i>Protestantism</i>	Christian order based on Reformation principals. It emphasizes the authority of the Church is in the Bible only, justification for sins not from good deeds but only through faith in Jesus, and the priesthood of all believers (the ability to go to God personally and not have to go to Him through a priest)

Check Comprehension

General Questions

1. What did God tell Abraham to do, according to the Torah?
2. What are Jews still waiting for that Christians say has come already?
3. Where did the foundation of much of today's modern science come from?

Detail Questions

1. What is the essence of Judaism found in?
2. Why did the Mosaic covenant demonstrate God's grace and demand?
3. What did the Jews want in a king?
4. What is the significance of Jesus' death?
5. What was the cause of the Great Crusades?
6. What were the people of Mecca looking for?

Reaction Questions

1. What are the similarities and differences between the three monotheistic religions?
2. Do you think it is a bad idea to connect religion with government?

GRAMMAR NOTES

1. to have + Infinitive – is a modal expression. It expresses an *obligation* or *necessity* arising out of circumstances.

- a) I have to get up at six every day. (*necessity*).
- b) I had imagined we should have to hold a large house party for the occasion. (*obligation*)

The negative and interrogative forms of this modal expression are formed with the help of the auxiliary *do, does, did*.

Do I have to get up at 6 every day?

2. to be + Infinitive – is a modal expression, too.

It expresses a weakened *order*, an *arrangement*, *possibility*, something thought of as *unavoidable* and it can be used in Present and Past Infinitive.

- a) You are to go straight to your room. (*order*)
- b) We were to meet at the entrance of the theatre. (*arrangement*)
- c) As Nick's suitcase is very heavy he is to take a taxi. (*unavoidable*)

3. Would (should) – was originally the past tense of will (shall). They acquired new shades of meaning. Thus would expresses *volition* and *persistence* referring to the past.

- a) Ann was going away and would not say where she was going. (*volition*).
- b) I asked him not to bang the door, but he would not stop doing it. (*persistence*).

Grammar Practice

Exercise 1: Fill in the blanks with the verbs “to have to,” using the appropriate form of the verb in brackets.

1. When asked why he was so late he told me he had missed the train and he _____ (to wait) for another one.
2. He _____ (to write) a new book in six months but he won't be able to do it.
3. He knows that he _____ (to take pains) with his novel to make it a success.

Exercise 2: Read the situation. Decide what the person spoken about is obliged to do in this situation using the modal verbs “to have to” or “to be to”.

1. I had an accident the other day and hurt my leg.
2. Your hat is quite worn out.
3. Peter is to make a report at the meeting, but he is not ready.
4. Your friend's luggage is very heavy.
5. Your doctor prescribed you the medicine.

Exercise 3: Decide whether “would” expresses determination (volition) or persistence in the following sentences.

1. Father didn't let me watch TV to see the film to the end. He said he wouldn't have me sitting up late.
2. Alan wanted to explain things and apologize. But I wouldn't let him. I will never speak to him again.
3. I didn't know how to handle the tape recorder. The stop button wouldn't work.
4. She meant to explain herself, but the words wouldn't come.
5. I tried to pet the little dog, but he wouldn't let me touch him. I was afraid he might bite me.

Vocabulary Practice

Exercise 1: Match the words with the correction definition.

- | | |
|--------------------------|-----------------------------------------------------------|
| _____ <i>covenant</i> | 1. to be the closing or ending of something |
| _____ <i>descendants</i> | 2. extensive group of states or countries under one ruler |
| _____ <i>deliverance</i> | 3. favor from God that is not deserved |

_____ <i>grace</i>	4. the act of rescuing, the process of being rescued
_____ <i>demand</i>	5. to behave or follow something; stick to something
_____ <i>prophecy</i>	6. to be treated unfairly because of political or religious beliefs
_____ <i>essence</i>	7. a moral sense of right and wrong
_____ <i>adhere</i>	8. to insist on an action because of a right to ask
_____ <i>conscience</i>	9. basic element that makes something what it is
_____ <i>seal</i>	10. an agreement or promise
_____ <i>demonstrate</i>	11. rising from the dead
_____ <i>crucifixion</i>	12. describe or explain by showing
_____ <i>resurrection</i>	13. put to death by nailing to a cross
_____ <i>persecution</i>	14. to speak the will of God before it happens
_____ <i>empire</i>	15. relatives, family line
_____ <i>treacherous</i>	16. to focus on and think about God
_____ <i>meditate</i>	17. guilty of the breaking of good faith
_____ <i>overcome</i>	18. a command or instruction insisted on
_____ <i>requirement</i>	19. to master or conquer something

Speaking Practice

The idea of sacrifice is central to Judaism, Christianity, and Islam. Jews celebrate Yom Kippur as the day of sacrifice for the payment of sins. Christians celebrate Good Friday (the Friday before Easter) as the day Jesus became the sacrifice for the final payment of sins. Muslims celebrate Id-Al-Adha (Kurban Hayit), the festival of sacrifice 70 days after Ramadan to remember the sacrifice that Abraham's son was rescued from.

Discuss the similarities and differences between these three sacrifices from what you read. What are your opinions about the sins of humanity and perfect holiness of God? Do you think the idea of sacrifice is still necessary in these religions today? Explain.

SECTION THREE

Islam in Uzbekistan

Vocabulary

<i>authentic</i>	genuine, real and true
<i>compilation</i>	putting together into one book
<i>convey</i>	to relate or explain information from someone to someone else
<i>dedicate</i>	to be devoted to in time or purpose
<i>determination</i>	to maintain a firm desire for something long-term
<i>elevated</i>	to bring to a higher position
<i>hadith</i>	traditions of Muhammad's words and actions; there are thousands
<i>indignity</i>	shame
<i>intelligence</i>	wisdom and understanding
<i>messenger</i>	person who delivers a message
<i>pursuit</i>	to go after or look for
<i>scholars</i>	academic person who studies in a particular subject
<i>status</i>	position or class in society

Pre-Text Discussion

1. Explain the following saying by Bahauddin Muhammad Naqishband: "*One should be with God in the heart and keep work in the hands.*"
2. What do you know about Imam Bukhari?

Text

Imam Bukhari **Commander of the Faithful in Hadith** **by Rahmatullahi Alaihi**

Abu Abdillah Muhammad Ibn Ismail Ibn Ibrahim Ibn Al-Mughirah Ibn Bardizbah Al-Bukhari was born on 13 Shawwal

194 AH (810 AD) after the Jumuaah Salaah in Bukhara in the territory of Khurasan (West Turkistan). Ismail, the father of Imam Bukhari, died during the Imam's childhood leaving him with a brother and sister in the care of his mother, where he was nourished with love and care. Imam Bukhari began to learn *hadith* by heart at the age of ten. His *intelligence* was already showing at that age. At the age of sixteen, after having memorized the *compilations* of both Imam Waki and Abdullah Ibn Mubarak, he made the pilgrimage to Mecca accompanying his mother and elder brother. Upon completing the pilgrimage, the Imam decided to remain in Mecca. He would spend the next six years in Mecca and Medina in the *pursuit* of hadith (traditions). He traveled widely in search of traditions, visiting the main centers of knowledge, namely Basra, Kufa, Baghdad, Egypt and Syria. The Imam has heard traditions from 1080 different people, all of whom were *scholars*. Many a story has been told regarding the Imam's remarkable memory. Many considered his memory to be inhuman. The Imam was able to repeat a hadith immediately after it was recited to him.

During his student years, while visiting Baghdad, Al-Bukhari had memorized 15,000 traditions in sixteen days. Imam Bukhari has memorized over 200,000 traditions and written over 300,000. Imam Bukhari decided to *dedicate* the rest of his life to compiling a book that would strictly be comprised of *authentic* traditions. The Imam's mission was further strengthened when his respected teacher, Sheikh-ul-Hadith Ishaq Ibn Rahway, advised him to compile such a book that would exclusively contain 'Sahih' (authentic) prophetic traditions.

The Imam's *determination* grew stronger after seeing himself in a dream, standing in front of the Noble *Messenger* of Allah. He had a fan in his hand and was driving away the flies from the Messenger of Allah. After relating the dream to many scholars who were experts in interpreting dreams, he was told that the dream meant that he would drive away and remove the false traditions that were claimed to have been heard from the Blessed Messenger of Allah. It was this dream that fueled his determination to compile the book that is recognized today as 'Sahih Al-Bukhari'. After sixteen years of exceptionally hard work in Bukhara, his famous book was completed. Despite the excessive

number of traditions that the Imam had memorized, he only selected 7575 hadith because these were the traditions that held strong testimonials as well as having no doubt in their authenticity.

The book was reviewed and approved by great scholars of his time including Imam Ahmad Ibn Hanbal, Ali Ibn Madeeni and Yahya Ibn Mu'een. The governor of Bukhara, Khalid Ibn Al-Dhuhli requested the Imam to make visits to the governor's home in order to teach his children. The Imam refused, saying that it was an *indignity* to *convey* learning to people's houses and to hold sessions strictly for the governor's children. This second refusal enraged the governor, and the Imam was therefore expelled from Bukhara.

The Imam was forced to make his way towards Khartank where he stayed with his relatives. It was here in Khartank, where he spent his final Ramadan and on 1 Shawwal 256 AH (870 AD) and while on a journey from Khartank to Samarqand, that the great Imam Bukhari departed from this world. The body of this great man was buried in Khartank. He was *elevated* to such a high *status* that the Islamic world gave him the title of 'Commander of the Faithful in hadith' and 'Possessor of the most powerful memory in the world' was given to him. Clearly Al-Bukhari has left a mark on the pages of hadith forever. *

Check Comprehension

General Questions

1. What did Imam Bukhari dedicate his life to?
2. What was the Imam able to do after hearing a tradition?

Detail Questions

1. What did he see in his dream?
2. What did people say about the Imam's memory?
3. Why did he eventually leave Bukhara?

Reaction Questions

1. What do you think about memorization? Is it difficult for you?
2. Have you ever read his book, "Sahih Al-Bukhari?"

*from Internet. [http: www inter-islam org](http://www.inter-islam.org). Biographies /

Grammar Notes

THE GERUND is a non-finite form of the verb which has a verbal and a nominal character .

I. Nominal character

The gerund can be *subject, object* and *predicative*.

1. Smoking is a bad habit. (*subject*)
2. I like making people happy. (*object*)
3. All people are fighting for peace. (*predicative*)

Gerund can be used after *prepositions, possessive case* and *possessive pronoun*.

4. I am very tired of rowing. (*preposition*)
5. I wonder at your mother's allowing this engagement. (*possessive case*)
6. Is there any objection to my going to the mountain? (*possessive pronoun*)

II. Verbal character of Gerund

- 1) The gerund (transitive) can take the *direct object*.

After visiting Spain I made progress in speaking Spanish.

- 2) Can be modified by an *adverb*.

My little son burst out crying bitterly.

- 3) The gerund has tense and voice distinction (if transitive).

Active	Passive	
written	being written	Indefinite
having written	having been written	Perfect

Grammar Practice

Exercise 1. Find each gerund in the text and define its function in the sentence.

Vocabulary Practice

Exercise 1: Match the words with the correction definition.

- _____ *hadith* 1. academic person who studies in a particular subject
- _____ *intelligence* 2. to go after or look for

_____ compilation	3. position or class in society
_____ pursue	4. wisdom and understanding
_____ scholar	5. traditions of Muhammad's words and actions; there are thousands _____
_____ dedicated	6. to relate or explain information from someone to someone else
_____ authentic	7. to be devoted to in time or purpose
_____ determination	8. to bring to a higher position
_____ messenger	9. to maintain a firm desire for something long-term
_____ convey	10. genuine, real and true
_____ elevate	11. person that delivers a message
_____ status	12. put together into one book

Exercise 2: Complete the sentences using active words from the text.

1. After seeing himself in a dream standing in front of the Noble _____ of Allah, Imam Bukhari's _____ for compiling _____ grew stronger.
2. Al-Bukhari had memorized 15,000 _____ while visiting Baghdad.
3. When Al-Bukhari made the _____ to Mecca he decided to stay there and _____ his life to _____ a book of _____ traditions.
4. _____ interpreted his dream and said that he should remove the false traditions leaving the real _____.
5. Al-Bukhari visited Basra, Kufa, Baghdad, Egypt, and Syria in the _____ of hadith.

Exercise 3: Paraphrase the following sentences using the active words of the text.

1. When Al – Bukhari was invited to the governor's house to teach his children, he refused to go there as he thought it was a shame to convey learning to people's houses.
2. His dream fueled his desire to compile the book known as "Sahih Al - Bukhari".

3. Imam heard traditions from many academic people.
4. At the age of ten Al-Bukhari showed his wisdom as he learned traditions of his people.
5. He traveled from one city to another looking for traditions, visiting the main centers of knowledge.
6. Such title “Possessor of the most powerful memory in the world” was given to Al-Bukhari to bring his name to a higher position in the society.

Speaking Practice

Imam Bukhari gave his life for one single purpose, to collect the authentic traditions of Islam. His single purpose gave him the direction in life he needed to accomplish that goal. For example when the governor wanted him to teach his children, Bukhari refused because that did not help him achieve his purpose of collecting the hadiths.

Discuss and Debate this topic of having a life goal. Is it better to have one single purpose in life, or is it better to have skills in many different areas? What is the value of having a single goal? What are the difficulties of having only one goal?

SECTION FOUR

Writing about Religion

In this unit, we have discussed the major religions of the world. Using the vocabulary you have learned from this unit, write a clear and well-organized paper of 250 words. Choose one of the topics below for your paper.

1. Write about the common elements of every religion (Belief in a deity, Rituals and ceremonies, Code of conduct, Hierarchy) and how it proves humanity has a need for something to explain the world to us.

2. The origin of life is the biggest question science has not been able to answer. Write your point of view on that fact. Why do you think they have not been able to find an answer? Does that fact prove that God must exist?

3. Write about life after death. What do you think it will be like?

4. Write about your opinion why Imam al-Bukhari and Bahounddin Muhammad Naqishband and other religious scholars preferred to be poor and to live a simple life.

5. Write an essay on how religion helps people when life is difficult. Use personal experience to prove yourself. Tell how your religion has helped you in difficult times.

6. There is a great demand for amulets (charms for good luck) around the world. The charm trade has become very profitable. People really believe that they have a great mysterious power to protect against evil and make life better. Write about these charms and tell whether you think these nice charms have super-powerful properties and can protect against misfortunes?

UNIT FIVE

MASS MEDIA

SECTION ONE

Print Communications

Vocabulary

<i>accomplish</i>	to complete or succeed in doing something
<i>appalled</i>	shocked and upset
<i>circulation</i>	the number of copies sold by a newspaper press
<i>citizens</i>	people of a country
<i>colonies</i>	a group of settlers in a new country who are subjects of a mother country
<i>column</i>	a part of a newspaper usually written about one subject
<i>consent</i>	permission or approval
<i>criticism</i>	to find fault with something, disapprove
<i>daily/weekly/monthly</i>	a newspaper that is printed daily/weekly/monthly
<i>demographic</i>	statistical data of groups within the population
<i>editor</i>	person who edits, checks, reduces print material for publication
<i>Extra! Extra!</i>	typical cry of newspaper sellers advertising a special issue of a newspaper printed after the day's paper was distributed

<i>headline</i>	heading at the top of an article
<i>injustices</i>	unfairness or discrimination
<i>luxury</i>	extra riches, above what is necessary for living
<i>masses</i>	large numbers of people
<i>mass media</i>	print or electronic form of communication distributed to large numbers of people
<i>newsboy</i>	a job for young boys selling newspapers on the street, yelling at people passing on the street to stop and buy a paper
<i>obtain</i>	to get, acquire, take
<i>passers-by</i>	people passing on the street
<i>printing press</i>	a machine for printing from types or plates
<i>prominent</i>	top, important, distinguished
<i>recognition</i>	to be acknowledged for something, get credit
<i>ridiculed</i>	to be laughed at in a negative way
<i>sensationalism</i>	intended to cause public excitement by printing articles that attract attention from emotion
<i>simultaneous</i>	happening at the same time, together with something else
<i>subscriber</i>	someone who has ordered a paper to be delivered to their door
<i>tabloid</i>	sensational journalism usually about the private lives of the famous (in Britain, gutter press)
<i>typesetting</i>	composing type so that it is ready for printing
<i>underway</i>	in process, happening

Pre-Text Discussion

1. How often do you read the newspaper?
2. What do you think about Uzbekistan's newspapers?
3. What is the most popular newspaper in Uzbekistan?
4. What do you think should change in Uzbekistan's newspaper industry?

Text

A Changing World At Your Fingertips

“*Extra! Extra!* Read all about it!” were familiar words heard on the streets of New York City in 1833 when a young 22 year old, Benjamin Day, developed the idea of printing newspaper for the *masses*. People on the crowded streets of New York City heard *newsboys* yelling the latest news in print available for only a few cents. Within hours thousands of *passers-by* would read the same article about the day's news. This young inventor was probably no more aware of the history behind print communications than he was of his own place in history delivering mass media communications for the first time to a watching world.

Centuries before people were crowding the streets of New York City to buy the latest newspaper, the idea of print and even the invention of paper itself were *accomplished* in the Far East. The Italian explorer, Marco Polo, described the Chinese system of printing and the invention of paper upon his return to Italy in 1295. Soon after paper arrived, experiments with the idea of a *printing press* were *underway*. This *simultaneous* experimentation in various countries with *typesetting* ended when a German, Johann Gutenberg, received the most *recognition* for setting his type with metal instead of wooden blocks to create a printing press that would cleanly print ink on paper. As his printing press ideas swept through Europe, the incredible power of the written word was spread. Since those early days of print communication, many have thought that the printing press has proved more powerful than the armies of history. The King of England recognized it as such when in 1530 he demanded that all

printers *obtain* royal approval before printing a single word. This foundational idea that a government should have control of printed communications has kept a *prominent* place in the future of the newspaper industry. However the values and purposes for printing news have *evolved* from what they were originally to what they have become today.

Opinions about what should be printed took many years to develop into the news reporting standards of today. At the end of the 1600s a Boston paper was *ridiculed* for printing the truth about a scandal within the French royal court. *Citizens* of Boston were *appalled*, even if it was true because they felt a newspaper should have royal *consent* in order to be published. The idea of a free press was not yet in the hearts and minds of citizens in America. A change in this opinion did not come about till the late 1700s when the America *colonies* began to feel the *injustices* of the king of England were too much to bear. As ideas of declaring independence stirred, they began to use the outlet of the newspaper to fuel both sides of the revolution. Newspapers in all of the colonies began printing without Royal consent. With that *luxury*, editors experienced plenty of negative feedback, usually being beaten for what they wrote. The public, however, saw the benefit of balancing the government's power with the people's right to a free press.

During this time of revolution, newspapers became very political. No longer believing that England had the right to tell the colonies what to write about in their newspapers, it was now acceptable and in fact expected to print the negative side of a news story. Soon after America declared its independence from England, free speech and free press became part of the law of the new nation. Press *criticism* of the government became a normal part of daily news. It even became extreme when journalists began printing *sensationalism* in their stories in order to get more readers to buy their newspapers. Though newspapers have seen many extremes, there is more of a balance and variety in today's newspapers.

Many newspapers serve a certain *demographic* of society. Print communication is usually targeted by social class, occupation, political position, age group, interests and even salary. There are college newspapers, women's magazines, sports magazines, arts and crafts magazines, international papers, religious magazines, and minority magazines. The *circulation* of a *daily* newspaper like the Wall Street Journal is close to 2 million. With the introduction of other news sources, such as the Internet and television, *editors* have had to find new ways to recapture their *subscriber's* attention. Often you will see *headlines* reporting "news you can use," such as "Best Restaurants in Town." Other *columns* are now devoted to entertainment and lifestyle topics. For those who enjoy hearing about the private lives of the rich and famous, many purchase a *tabloid* as they wait in line at a super market instead.

Newspapers progressed through many changes since the early days of Benjamin Day on the streets of New York. They have gone from being censored by the government, to being extremely political and one-sided in content, to becoming politically neutral and marketed instead to different segments of society. The newspaper industry has found a way to survive in the fast technological world of Internet news by adapting its practices of marketing news on the printed page.

Check Comprehension

1. What were some of the changes in print communications history in America?
2. What did Benjamin Day's invention make possible for the average person?
3. Why did governments quickly begin to control what was printed?
4. When and for what reason did Americans begin to desire freedom of the press?
5. What is a particular challenge to newspapers today?

Grammar Practice

Exercise 1: Definite Determiners: *other, rest*

Complete these sentences with forms of *other* or *rest*. Use the where necessary.

Example: There are at least two American towns named Portland. One is the largest city in Maine; the *other* is the largest city in Oregon.

1. The people who came to the journalism festival only bought about half of the newspapers available. _____ were given to the local universities.

2. One of Tim's three brothers works at the printing house with their father; _____ have gone to work in other professions.

3. In the early years of American history, there were two presidents named Adams. One was the father of _____.

4. I can't eat _____ of this sandwich. Would you like it?

5. The newspaper reported that only one person lost his life in the accident; _____ were saved by their seat belts.

6. There are three applicants for the editor's job. One has many years of print journalism experience; _____ say they are inexperienced but talented.

7. I could only read the first article. _____ six articles were not printed clearly enough to read.

8. Only three writers from our newspaper are going to the conference. _____ say they are too busy.

Exercise 2: Quantifiers. A few quantifiers always need to include the preposition *of* – for example, *a lot of, a great deal of, a number of, hundreds of* – but most quantifiers do not always need the preposition – for example, *a few, a little, much, many, most, all, one, two, three million, a hundred, etc.*

Write *of* in the blanks wherever necessary.

1. Many ____ people read newspapers everyday.
2. Some ____ them buy a newspaper on the way to work.
3. However, most ____ them have them delivered to their house.
4. Not all ____ Americans like to read the news from a newspaper.
5. Many ____ them read the news off of the Internet.
6. A great deal ____ people spend a lot ____ time surfing the net just to keep up with world events.
7. Millions ____ people today rely on TV to know what is happening in the world.
8. There are a number ____ news channels that can be seen 24 hours a day.

Exercise 3: In American newspaper headlines, determiners – such as *the* and *possessives* – and pronouns are often left out. Also, the present tense is used instead of the present perfect or the past tense.

Example: Headline – Planning Committee publishes recommendations

Real sentence – The planning committee has published its recommendations.

Read the following headlines, and then write the real (complete) sentence(s).

1. University announces courses for fall semester
2. Mayor's wife loses control of car; breaks one leg, cuts another; blames self
3. Royal couple decides to bring dog on trip to U.S.
4. Chairman of math department resigns; wants more time with family
5. Swimmer wins first gold medal for U.S. in '88 Olympics

Vocabulary Practice

Exercise 1: Complete the following sentences with the appropriate vocabulary word from the text.

1. By printing private information about a person without

_____, journalists can cause many problems.

2. Newspaper sellers display the most popular papers and journals with the biggest headlines in order to catch the attention of _____.

3. Once change is _____ in society, it is difficult to stop and return to the old way.

4. Readers were _____ when the horrible photos were printed on the front page of newspapers and journals.

5. The senior citizen _____ must be considered in marketing health journals with articles about the effects of aging.

6. The _____ of the International Tribune newspaper is affected by airlines purchasing it for their customers' free use on flights.

7. Hearst is a _____ name among American newspaper publishers.

8. Tabloids rely on _____ to sell their newspapers.

9. Gutenberg's printing press made current news and many other forms of print available to and affordable for the _____.

10. Jones, a young journalist, was _____ by both colleagues and readers for the errors he made in his report on the presidential election.

Speaking Practice

Exercise 1. Write your own news story with an interesting headline or use the following headlines. Read your story to the class.

- a) JET CRASH
- b) NATURAL CALAMITY STRIKES
- c) INTERNATIONAL TERRORISM

Example: JET CRASH! An Egypt Air jetliner bound for Cairo with 217 people plunged 33,000 feet in 2 minutes, crashing into the ocean off Nantucket Island early Sunday. Dozens of American tourists were among the passengers. By nightfall, searchers had retrieved debris and one body, but held out little hope of finding survivors in the chilly Atlantic waters.

2. Now imagine you're a potential newspaper owner. What

kind of newspaper would you produce if you had the opportunity?

Think of your objectives as a newspaper owner.

The target reader would be from which:

1. social class
2. occupation
3. age group
4. interests
5. political position
6. salary

Make a formal presentation of your new newspaper including content, target readership and political position.

SECTION TWO
Broadcasting Communications (Radio and T.V.)

Vocabulary

<i>Cartoon</i>	a short program made up of brightly colored animated drawings
<i>Documentary</i>	program that gives factual information about a subject
<i>Drama</i>	a play for TV, radio or theater
<i>Film</i>	a complete story in one showing
<i>Incontestable</i>	cannot be argued against
<i>Interfere</i>	to get in the way of a process
<i>Mouthpiece</i>	one who speaks for an organization or group
<i>Prototype</i>	first model of a new product or invention
<i>Quiz Show</i>	a game program to test one's knowledge
<i>Rapid</i>	quick, very fast
<i>Series</i>	story told over more than one program
<i>Sitcom</i>	a comedy series based on character funny situation
<i>Soap Opera</i>	ongoing program about the day-to-day lives of a group of people
<i>Talk Show</i>	program in which famous people are invited to talk informally
<i>Western</i>	a film based on life in the west of America
<i>Whereas</i>	in contrast or comparison with facts previously stated

Pre-Text Discussion

1. What is the media?
2. What are the three biggest world news gathering services?

3. What are the most famous Uzbek/ American/ British broadsheets and tabloids.
4. What Uzbek news agencies do you know of?
5. What aspects do the local press cover?
6. How many TV companies are there in Uzbekistan?
7. Do you watch any news programs? When do you usually watch them? Which program is the most successful?
8. Have you watched or listened to any BBC programs? If yes, what impression do you have of them?

Text

The British Broadcasting Corporation

The BBC is based at Broadcasting House in London, although it has studios in many other parts on the country. A board of governors appointed by the government controls the BBC, but once appointed this board has complete freedom and the government cannot *interfere*. Everyone who owns or rents a television set has to pay a yearly license. There is no advertising on BBC radio or television, and it is from the sale of licenses that the BBC gets most of its money. An annual license for a color set costs more than twice as much as for a black and white set.

The BBC is not the *mouthpiece* of the government. On the contrary, all the major political parties have equal rights to give political broadcasts, and each party sometimes complains that the BBC is prejudiced against it.

There are four radio channels, each of which « specializes». Radio 1 has mainly pop music; Radio 2 has light music, comedy, sport; Radio 3 has classical and twentieth century music, talks on serious subjects, plays ancient and modern. Radio 4 specializes in the spoken word-the main news reports, talks and discussions, plays, etc. In addition the BBC has local radio stations in many cities and districts. The BBC also broadcasts news and information about Britain to countries all over the world. This World Service provides programs in forty different languages, as well as English.

BBC has two television channels: BBC 1 and BBC 2. BBC 2 offers more serious programs than BBC 1-*documentaries* and discussions, adaptations of novels into plays and serials, operas

and concerts. BBC 1 programs consist largely of lighter plays and series, humor and sport, there also some interesting documentaries. BBC 2 is watched by only 10 per cent of all viewers.

Radio and television programs for the week are published in the BBC periodical, «Radio Times». The BBC publishes another weekly periodical «The Listener», in which a selection of radio and TV talks are printed.

Independent Television

Television sets in Britain have four channels:BBC1, BBC2,ITV and Channel 4. These last two are independent commercial organizations, which get most of their money from advertising. ITV consists of fourteen program companies, each serving a different part of the country *whereas* Channel 4 serves the whole country. In Wales this channel shows many programs in the Welsh language. ITV and Channel 4 are both controlled by the Independent Broadcasting Authority (IBA) and their programs are advertised in the weekly magazine, «TV Times».

TELEVISION IN UZBEKISTAN

The birth place of television is Tashkent. The famous Russian scientist B.L. Rosing was the founder of the electronic television. In 1911,he constructed a cathode-ray tube which was an electronic television. However, Rosing didn't invent an electronic transmitting device. That was the creation of two other Tashkenters - B.P.Grabovsky and I.F.Belyansky - both inventors.

In 1928 the young inventors demonstrated their Telegot *prototype* of present-day electronic television. Nowadays you may see this TV in the Tashkent museum. This invention is recognized by scientific organizations of the world and a certificate was given and there it is written: «Knowing the history of the development of electronics we testify, that the service of B.I. Grabovsky and I.R.Belyansky in the development of electronic television is *incontestable*».

On the 26th of June, 1968, the Uzbek people marked the 40th anniversary of TV's invention .

The television of Uzbekistan, although very much younger than radio broadcasting, developed at such a *rapid* rate that soon it embraced nearly 90% of the population; showing its programs on a number of channels.

Today the Uzbek TV Committee is equipped with the most up-to-date installation and equipment and is serviced by a staff of thousands of specialists - journalists, producers, operators, artists, engineers and others.

Special programs are devoted to different branches of industry, agriculture and small business and moral, ethical and family affairs.

Culture Notes

ABC	American Broadcasting Company (ABC, CBS, NBC are the largest independent broadcasting companies supported by advertisers)
AP	Associated Press, one of the world's largest newsgathering services and one of the two general news services in the United States. The other is UPI. Both are not controlled by the government.
CBS	Columbia Broadcasting System
CNN	Cable News Network, owned by Ted Turner. It broadcasts news 24 hours
NBC	National Broadcasting Company.
UPI	United Press International. The International News Service, founded in 1909 by media mogul W.R. Hearst merged with United Press in 1958. That year UPI began the first wire service radio stations with voice reports from correspondents all over the globe. The headquarters are in Washington, D.C.
PBS	Public Broadcasting Service
BBC	British Broadcasting Corporation, the British radio and television broadcasting company that is paid for by the state, not by advertisers.
ITV	Independent Television, a system of British television companies supported by advertisers.

Reuters One of the world's largest news services, that provides information to banks, brokers and corporations. Newspapers from a number of nations, including Great Britain, Ireland, Australia, and New Zealand hold controlling interest in the service. In 1849 Baron von Paul Julius Reuter, established agencies for collecting news at Aachen, Germany. In 1851 he moved to London and established a news agency called Reuters Telegrams (now Reuters).

Check Comprehension

1. Where does the BBC get most of its money?
2. How many TV channels are there in the BBC and what are the differences between them?
3. How many radio channels are there in the BBC and what does each specialize in?
4. How many TV channels do television sets have in Britain? Are there independent commercial organizations among them? If yes, from what do they get most of their money?
5. How is Tashkent related to the 'birth' of television?
6. According to the text, approximately how many citizens of Uzbekistan watch television regularly?

Grammar Notes

PHRASAL VERBS with "to close"

To close	to shut. <i>Before going to bed he used to close the doors and windows of the house.</i>
To close about	to embrace; to surround; to be secretive. <i>In a matter of minutes, a fog had closed about the ship so nothing could be seen.</i>
To close down	to stop operating or providing

To close in on/upon	services; to stop broadcasting at the end of the day. <i>Many workers were out of work as the plant was closed down.</i> to surround gradually and usually from all sides, especially in a threatening way. <i>When Tess was going home, darkness closed in on the fields so that she was afraid of going home alone.</i>
To close around	to come together; to surround. <i>The enemy troops closed around the mill to attack the detachment.</i>
To close up	to(cause to) come near each other or draw together. <i>The soldiers were ordered to close up while marching. The soldier's wound closed up, so he was healed and allowed to return to his detachment.</i>
To close with	to come to an end. <i>The program closed with a song from the guest singer.</i>
To close to	to ignore something. <i>Ira Hinkley closed his eyes to the student's crime and went on ignoring it.</i>

Grammar Practice

Exercise 1: Give the plural form of the following nouns by using your dictionary.

medium	photo
media	chef
genius	taxi
expertise	ox
consensus	stimulus

series	curriculum
Japanese	basis
progress	index
mouse	phenomenon

Exercise 2: Give the plural form of the following compound nouns by using your dictionary.

classmate	woman-driver
hanger-on	passer-by
man servant	grown up
merry-go-round	office-block
sister-in-law	school-inspector
forget-me-not	

Exercise 3: Fill in prepositions or post-verbal adverbs after the verb «close»:

1. The company has decided to close _____ its London branch.
2. The cut on her hand closed _____.
3. The conference closed _____ a short speech by the organizer.
4. The people were trapped when the enemy army began to close _____ them.
5. Night is closing _____.
6. She was surprised that they had closed _____ all the goods.
7. She has always been very closed _____ her past life.
8. The trees tightly closed _____ the house and it couldn't be seen from the street.

Vocabulary Practice

Exercise 1: Match the TV program types with a suitable definition.

- | | |
|--------------|------------------------------------------------------------------|
| 1. Series | a) a film based on life in the west of America |
| 2. Talk Show | b) a short program made up of brightly colored animated drawings |

- | | |
|----------------|--------------------------------------------------------------------|
| 3. Sitcom | c) ongoing program about the day-to-day lives of a group of people |
| 4. Drama | d) story told over more than one program |
| 5. Film | e) a comedy series based on character funny situation |
| 6. Documentary | f) a game program to test one's knowledge |
| 7. Western | g) a play for TV, radio or theater |
| 8. Cartoon | h) program in which famous people are invited to talk informally |
| 9. Soap Opera | i) a complete story in one showing |
| 10. Quiz Show | j) program that gives factual information about a subject |

Exercise 2: Fill in the words from the following list: **remote control, satellite, set, broadcast, area, media, schedule, viewer, programs, channels.**

Television is one of the most popular forms of 1) _____. If you glance at a television 2) _____, you will find a great variety of 3) _____ which transmit a good selection of 4) _____ for your entertainment. But this just isn't enough. People want to get more channels than their 5) _____ can pick up. For this reason, more and more paying customers are having 6) _____ dishes installed so that they can receive an even greater number of channels which 7) _____ the film releases and news reports. Virtually every home has at least one television 8) _____. The 9) _____ doesn't even have to get up to change channels anymore. Just sit back and use the 10) _____.

Speaking Practice

Exercise 1: Make up a dialogue between a DJ and a radio fan.

Exercise 2: Imagine you are giving the weather forecast on TV. Present the weather report to the class.

SECTION THREE

Internet Communications

Vocabulary

<i>Chat</i>	informal conversation
<i>Contingent</i>	dependent on; conditional
<i>Dominance</i>	in a place or position of power
<i>Dramatically</i>	sudden; quick; unexpected; notable
<i>Employable</i>	skilled; able
<i>Ensure</i>	to make certain
<i>Exploit</i>	to use or take advantage of someone or something
<i>Feasible</i>	likely; probable
<i>Figure out</i>	find; discover
<i>Gap</i>	and empty or blank space in time or distance
<i>Hook-ups</i>	connections
<i>Prospects</i>	possibilities; expectations
<i>Sophisticated</i>	highly developed or complex
<i>Veracity</i>	truthfulness; honesty

Pre-Text Discussion

1. What are the most *feasible* ways to make Internet resources and services available to the most people?
2. How far will Internet - based services penetrate into consumer marketplace?
3. Support or refute:

The Internet has become impossible to ignore in the past two years. Even people who do not own a computer and have no opportunity to «surf the net» could not have missed the news stories about the Internet.

The WORLD WIDE WEB portion of the Internet has shown dramatic growth in both the consumer and business sectors over the past 12 months.

4. What is the future of the Internet *contingent* on?

Text

CLINTON URGES BROAD INTERNET ACCESS

Now ex-president, Clinton called for developed nations to **ensure** their citizens have access to the Internet «as complete as telephone access», saying that would **dramatically** reduce the income **gap** between rich and poor, when he visited Italy in 1999.

He also said developed countries should work to «get more cell phones and computer **hook-ups** out there» in poorer nations.

«The people in Africa are no different from the people in America,» Clinton said. «If you give people **access** to technology, a lot of smart people will **figure out** how to make a lot of money.»

Widespread Internet access is a goal Clinton already set for the United States. In the first-ever on-line **chat** discussion by a president, he said having the Internet as available as telephones would “dramatically improve the economic **prospects** for a lot of Americans-and a lot of people around the world.»

Clinton said developed nations should view Internet access as part of an overall strategy to close «the skills gap» in order to ensure that their citizens remain **employable** as long as possible.

But he warned that «enemies of the nation state»- terrorists, drug runners and mobsters-also are of using technology to carry out their plans. He urged the leaders to work harder to ensure that criminals are not allowed to **exploit** open borders, the Internet and **sophisticated** technology.

Electronic newspapers and their impact on the newspaper industry

The Internet and the WWW has challenged the **dominance** of paper-based newspapers as a low-cost, user-friendly mass information distribution medium. More than 1000 newspapers have gone online in the US. The emergence of electronic newspapers and their impact on newspaper journalists have been widely discussed by academics in the US.

Check Comprehension

1. How do journalists view their careers, their product, and their readers in the age of electronic newspapers?

2. What impact will electronic newspapers have on the newspaper industry, as perceived by journalists in newspapers producing or considering online delivery?

Grammar Notes

EXPRESSIONS

at close quarters	very near
close to home	something that is near the truth
behind closed doors	not open to the public
to come to a close	the end of the activity

Grammar Practice

Exercise 1: Paraphrase the following sentences using the expressions from above:

1. Everyone felt uncomfortable as he was near the truth.
2. The reporter couldn't recognize him, as he had never seen him very near.
3. He looked at the watch as the chairman was bringing the meeting to an end.
4. Nobody knew the results, as the discussion was open only to a special few.

Exercise 2: Fill in the correct preposition: (**on, from, for, with, into, to, of, by**)

1. to focus.....something/somebody
2. arise.....something.
3.the way to
4. similar.....something/somebody
5. to basesomething/somebody
6. to depend.....somebody/something
7. to compare something.....something else

8. to accountsomething
9. to take.....consideration
10. to be popular.....somebody
11. to appeal.....somebody
12. to be targetedsomething
13. to be addicted.....something
14. to supply somebody.....something
15. to adjustsomething
16. to bedisplay
17. in terms.....
18. in advance.....something

Vocabulary Practice

Exercise: Make one logical sentence from each of the following sets of words.

1. veracity, ensure
2. contingent, feasible
3. chat, access
4. gap, exploit
5. hook-ups, sophisticated
6. employable, prospects
7. figure out, contingent
8. access, prospects

Speaking Practice

Exercise 1: Speak on the topic of computers as a new communication technology. How does the difference between the rich and poor affect access to communication by the computer. What is the result of newer technology on poor communities in the world?

Exercise 2: Discuss how wealth influences the mass media.

Exercise 3: Comment on advertising as the primary income source of the mass media.

SECTION FOUR

Writing About Mass Media

Exercise 1: Here is a jumbled article without an opening and closing paragraph. Put it in the appropriate order. Write the opening and closing paragraphs.

The epidemic is far from over. The crisis is actually growing,» said Dr Peter Piot, the agency's executive director.

Since the beginning of the AIDS epidemic in 1981 roughly 50 million people have become infected in the world,» he told a news conference to launch the agency's annual update of the disease.

Piot said that in Africa, women are worst hit by the epidemic because it is more easily transmitted from men to women and in Africa girls are generally infected younger than boys.

Almost half of all people with the disease were infected before they turned 25. Half will die before they reach 35. «This age factor makes AIDS uniquely threatening to children. By the end of 1999, the epidemic had left behind a cumulative total of 11.2 million AIDS orphans, defined as those having lost their mother before reaching the age of 15,» according to the report.

Exercise 2: Choose two of the following four tasks and complete them as directed.

1. Design a TV program for the youth channel; for housewives; for businessmen.
2. Design the front page of your own newspaper.
3. Write your editorial page setting out your aims, hopes.
4. Write a paragraph titled: «E-mail is the quickest means of communication nowadays».

Exercise 3: Write an essay supporting or disagreeing with this statement: "Traditional mass media makes certain claims about the *veracity* of their information. The Internet makes few such claims at the moment, and it is possible that the concept of credibility will also change as a result."

UNIT SIX

UNIVERSITY EDUCATION

SECTION ONE University Studies

Vocabulary

<i>Campus</i>	land or territory of a university, college, or school
<i>Comprehensive</i>	complete; including all parts
<i>Credit</i>	unit of study counting toward a degree
<i>Dormitory</i>	student housing on a university campus
<i>Earn money</i>	work for a salary
<i>Entrance exam</i>	required test for students wanting to study at university
<i>Exceptional</i>	very special
<i>Facilities</i>	buildings or rooms available for meeting or study
<i>Finals</i>	exams that test students' accumulated knowledge before graduation
<i>Forthcoming</i>	to happen in the near future
<i>Furiously</i>	with great energy and concentration
<i>Graduates</i>	students who have successfully completed required university courses
<i>Grant</i>	money given for advanced study or research
<i>Hall of residence</i>	(same as dormitory)
<i>Hub</i>	the central point of activity
<i>Longish</i>	somewhat or fairly long (in this context – at least one or two pages)

<i>Part time job</i>	paid work that is done less than 30 hours per week
<i>Rating</i>	a determined level of quality

Pre-Text Discussion

1. Do you think university degrees in the UK, USA and in Uzbekistan are the same?
2. What are the advantages and disadvantages of leaving home to study at the age 15-18?
3. What do you like and dislike about the Uzbek system of education?
4. What famous universities in the UK, the USA and Uzbekistan do you know?
5. What are they famous for?

Text

The Finals

“A month before my finals I received a letter from the University telling me the exact date of my *forthcoming* examination. When the fateful day arrived I went into the lecture hall where we had been listening to lectures on European history throughout the term. It was now the examination hall. At the high table sat the examiner in cap and gown and all the students, too, were dressed in undergraduate gowns.

At ten o'clock I sat down at my desk and was given a question paper. On it there were fifteen questions, out of which I could choose any three. In three hours I was supposed to write three essays. The questions were phrased in a way that required *comprehensive* and *longish* answers and demanded a broad knowledge of facts and historical analysis. Before many minutes had passed all the students in the examination hall were writing *furiously*.

After handing in our papers we had to wait for a whole month before we got the results. Three examiners examined each paper separately; who then met to compare marks and make the final

decision. This, we were told, would take into account the student's work, and particularly his essays over the years. But the most important thing is the written examination. There is no oral.

If a student fails in one subject he can take the examination again the following year. If he fails in two, he cannot; only under **exceptional** circumstances can he get permission to sit for the whole examination again the following year."

Check Comprehension

1. What is described in the text?
2. How is the examination system at your university different from the one described in the text?
3. What other systems of assessment do you know?
4. Do you like the form of checking students' knowledge used in your country? If yes why?
5. What does one do when he fails in one or two exams in your country?
6. Why do think a student who fails two exams in the UK can get permission to sit for the whole exam again only under exceptional circumstances?

Grammar Notes

Phrasal Verbs with "to run"

- | | |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| to run for | compete for (an elected office) syn. stand for, run for President (for mayor) <i>Nick decided to run for president of the student government</i> |
| to run about | to run without direction, here and there. <i>I'll run about and pick some flowers for you.</i> |
| to run over | 1. overflow <i>Turn off the gas otherwise the boiling milk will run over. The last drop makes the cup run over.</i> 2. review – <i>You must run over the paper, before</i> |

	<i>having it typed.</i> 3. knock down, pass over. <i>The little boy was run over while crossing the street.</i>
to run round	(to run over), to pay a short or quick visit to <i>Ann had to run round (over) to her neighbor's house to borrow a loaf of bread.</i>
to run across	meet or find by chance <i>I ran across my classmate the other day whom I haven't seen since 1960.</i>
to run away	to leave, to flee <i>Salvatore ran away and joined Royal Navy.</i>
to run away with	destroy the self-control of <i>Don't let your temper run away with you. Her tongue ran away with her and she regretted it afterwards.</i>
to run out	1. to come to an end. <i>The agreement runs out next year.</i> 2. to come to an end, to become short of <i>The tourists who were on the mountains for 15 days are running out of provisions</i>
to run into somebody	to meet unexpectedly. <i>I ran into my teacher in the metro today.</i>
to run into something	1) to collide with to fall 2) to fall into 3) to reach <i>The car brakes were not working and it ran into a bus coming in the opposite direction. Martin ran into debt as he couldn't get the money due to him from Transcontinental editorial office. Martin's income ran into 6 figures at the beginning of his career.</i>
to run down	to stop, to become exhausted, reduction <i>The clock has run down. It needs winding up. Mrs. Howell</i>

was run down after a long day of attending to her invalid husband. He has nearly run through his monthly allowance.

Grammar Practice

Exercise 1: Complete the following sentences with the verb “to run”

1. Manson’s passport _____ next month.
2. Dave tried to _____ from home when he was younger.
3. Who did you _____ during your last holiday?
4. His condition is grave. He was _____ by a lorry yesterday but the doctors still hope that he will pull through.
5. I don’t like people to _____ my friends.
6. It’s the usual habit of teenagers to let their emotions _____ them.
7. Please _____ a book just before your exams if you don’t know the subject well.
8. The lease _____ on the 5th of May and the landowner insisted on the eviction of the poor family.

Exercise 2: Replace the italicized phrases with the verb “to run” with appropriate particles

1. At Hyde Park Corner Soames *met by chance* George Forsyte, very sun burnt from racing.
2. The trouble with this transistor is that you can’t get a substitute battery if the present one *is exhausted*.
3. Becky was brought up not *to avoid* obstacles.
4. I can’t make out why these errors have been overlooked in the article; let us *examine* it again.
5. Trying to avoid the children crossing the street, the car *collided with* the lorry.
6. Irene watched the little boy who *was playing about*. For a moment she imagined herself to be his mother.
7. The plane made an emergency landing because it *had come to the end* of fuel.

Vocabulary Practice

Exercise: Read each of the following sentences. Determine whether the vocabulary word in *italics* is used correctly or incorrectly. If incorrect, rewrite the sentence using the word correctly.

1. Our mid-term *finals* were very difficult.
2. Professor Smith's country studies lectures have relocated to modern *facilities* with computer programmed lighting and audio-visual technology.
3. The football field is the *hub* of student academic activities.
4. I was ill on exam day, so I won't receive *credit* for the course until September.
5. We sat in the *dormitory* to hear special lectures on ancient Greek sculpture.
6. He received a *grant* to research the effect of radiation on plant growth.
7. *Campus* life is difficult for first year students to adapt to.
8. The *forthcoming* meeting with the faculty yesterday was a big success.
9. We had a *comprehensive* exam on the last text we read this semester.
10. Everyone gives Professor Jones' lectures a high *rating*.

Speaking Practice

Task: In groups of 3 or 4 students, have impromptu conversations about the topics given considering the location and conditions described.

1. *Topic:* A professor gave an exam you consider to be unfair.

Situation: You are standing in the corridor near the dean's office.

2. *Topic:* Last night your university's football team won the championship game.

Situation: You are in the quad on campus.

3. *Topic:* You and your group mates are making plans to study abroad.

Situation: You are sitting together in the campus caf  and there are many other students near you.

SECTION TWO

Campus Life

Vocabulary

<i>anchovy</i>	small salted fish
<i>antique</i>	a very old or ancient object
<i>eschew</i>	avoid; stay away from
<i>exuberance</i>	lively; energetic
<i>deliberately</i>	carefully; slowly
<i>deplorable</i>	very bad
<i>guidance</i>	advice or information aimed at solving a problem
<i>lubricity</i>	improper; evil
<i>matriculation</i>	enrolling or entering a university for study
<i>nude</i>	without clothing
<i>pastiche</i>	a medley; a picture made of many different views
<i>quadrangle</i>	a four-sided courtyard enclosed by buildings
<i>riotous</i>	wild; loud; uncontrolled
<i>tenuous</i>	thin; small; weak
<i>twilight</i>	the period of soft light in the evening as the sun sets
<i>wraith</i>	ghost or ghostly appearance

Pre-Text Discussion

1. How would you describe your life in the university culture now that you have begun your third year of study?
2. Did any family members or friends give you advice before you entered the university? If so, what kind of advice did you receive?
3. Is there a place on your university campus where students gather to talk, relax, or share news?
4. If you were asked to give advice to a new student entering the first year courses, would you first give warnings or encouragement?

Text
Brideshead Revisited
By Evelyn Waugh

This was my third term since *matriculation*, but I date my Oxford life from my first meeting with Sebastian, which had happened, by chance, in the middle of the term before. We were in different colleges and came from different schools; I might well have spent my three or four years in the University and never have met him, but for the chance of his getting drunk one evening in my college and of my having ground-floor rooms in the front *quadrangle*.

I had been warned against the dangers of these rooms by my cousin Jasper, who alone, when I first came up, thought me a suitable subject for detailed *guidance*. My father offered me none. Then, as always, he *eschewed* serious conversation with me. It was not until I was within a fortnight of going up that he mentioned the subject at all; then he said, shyly and rather slyly: 'I've been talking about you. I met your future warden at the Athenaeum. I wanted to talk about Etruscan notions of immortality; he wanted to talk about extension lectures for the working class; so we compromised and talked about you. I asked him what your allowance should be. He said, "Three hundred a year; on no account give him more; that's all most men have." I thought that a *deplorable* answer. I had more than most men when I was up, and my recollection is that nowhere else in the world and at no other time, do a few hundred pounds, one way or the other, make so much difference to one's importance and popularity. I toyed with the idea of giving you six hundred,' said my father, snuffling a little, as he did when he was amused, 'but I reflected that, should the warden come to hear of it, it might sound *deliberately* impolite. So I shall give you five hundred and fifty.'

I thanked him.

My cousin Jasper called on me formally during my first week and stayed to tea; he ate a very heavy meal of honey-buns, *anchovy* toast, and Fuller's walnut cake, then he lit his pipe and, lying back

in the basket-chair, laid down the rules of conduct which I should follow; he covered most subjects; even today I could repeat much of what he said, word for word. ‘... You’re reading History? A perfectly respectable school. The very worst is English literature and the next worst is Modern Greats. You want either a first or a fourth. There is no value in anything between. Time spent on a good second is time thrown away. You should go to the best lectures – Arkwright on Demosthenes for instance – irrespective of whether they are in your school or not.

Clothes. Dress as you do in a country house. Never wear a tweed coat and flannel trousers – always a suit. And go to a London tailor; you get better cut and longer credit.

Clubs. Join the Carlton now and the Grid at the beginning of your second year. If you want to run for the Union – and it’s not a bad thing to do – make your reputation *outside* first, at the Canning or the Chatham, and begin by speaking on the paper.

Keep clear of Boar’s Hill. ‘Don’t treat dons like schoolmasters; treat them as you would the vicar at home.

You’ll find you spend half your second year shaking off the undesirable friends you made in your first.

Beware of the Anglo-Catholics – they’re all sodomites with unpleasant accents. In fact, steer clear of all the religious groups; they do nothing but harm.’

Finally, just as he was going, he said, ‘One last point. Change your rooms.’ – They were large, with deeply recessed windows and painted, eighteenth-century paneling; I was lucky as a freshman to get them. ‘I’ve seen many a man ruined through having ground-floor rooms in the front quad,’ said my cousin with deep gravity. ‘People start dropping in. they leave their gowns here and come and collect them before hall; you start giving them sherry. Before you know where you are, you’ve opened a free bar for all the undesirables of the college.’

‘It is typical of Oxford,’ I said, ‘to start the new year in autumn.’

Everywhere, on cobble and gravel and lawn, the leaves were falling and in the college gardens the smoke of the bonfires joined

the wet river mist, drifting across the gray walls; the flags were oily underfoot and as, one by one, the lamps were lit in the windows round the quad, the golden lights were diffuse and remote, new figures in new gowns wandered through the *twilight* under the arches and the familiar bells now spoke of a year's memories.

The autumnal mood possessed us both as though the *riotous exuberance* of June had died with the gillyflowers, whose scent at my windows now yielded to the damp leaves, smoldering in a corner of the quad.

It was the first Sunday evening of term.

I kept a *tenuous* connection with the History School. Wrote my two essays a week, and attended an occasional lecture. Besides this I started my second year by joining the Ruskin School of Art; two or three mornings a week we met, about a dozen of us – half, at least, the daughters of north Oxford – among the casts from the *antique* at the Ashmolean Museum; twice a week we drew from the *nude* in a small room over a teashop; some pains were taken by the authorities to exclude any hint of *lubricity* on these evenings, and the young woman who sat to us was brought from London for the day and not allowed to reside in the University city; one flank, that nearer the oil stove, I remember, was always rosy and the other mottled and puckered as though it had been plucked. There, in the smell of oil lamp, we sat astride the donkey stools and evoked a barely visible *wraith* of Trilby. My drawings were worthless; in my own rooms I designated elaborate little *pastiches*, some of which, preserved by friends of the period, come to light occasionally to embarrass me.

We were instructed by a man of about my age, who treated us with defensive hostility; he wore very dark blue shirts, a lemon-yellow tie, and horn-rimmed glasses, and it was largely by reason of this warning that I modified my own style of dress until it approximated to what my cousin Jasper would have thought suitable for country-house visiting. Thus soberly dressed and happily employed I became a fairly respectable member of my college.

Culture Notes

1. Athenaeum – one of colleges of Oxford University.
2. Demosthenes – ancient Greek orator.
3. Ruskin School of Art – School of Art founded by John Ruskin.
4. Evelyn Waugh (1903 - 1966) One of the most important books of Waugh, widely known in English, *Brideshead Revisited*, appeared in 1945. He is the author of a military trilogy. It includes *Word of Honor* (1952), *Men at Arms*, *Officers and Gentlemen* (1955) and *Unconditional Surrender* (1961).

Check Comprehension

1. With what event did he consider his Oxford life to begin?
2. How did he become acquainted with Sebastian?
3. What accommodations did he take?
4. Why was his cousin Jasper against his taking ground floor rooms?
5. What were the rules of conduct he was to follow according to his cousin Jasper?
6. What trouble did he have while studying art?
7. Who had an impact on his style of dress?

Grammar Notes

Expressions and Phrases

<i>within a fortnight</i>	in two weeks' time
<i>extension lectures</i> (or courses)	public, adult education
<i>on no account</i>	for no reason
<i>lay down the rules of conduct</i>	teach and enforce the rules of behavior
<i>keep connection with somebody/something</i>	maintain a relationship
<i>draw from something</i>	to look at a person or thing and paint its image
<i>exclude something or someone under circumstances</i>	to keep out; to block in these conditions

Grammar Practice

Exercise 1: Match the following adjectives with nouns to form English expressions.

- | | |
|--------------------|---------------|
| ___ 1. as heavy as | a. a bat |
| ___ 2. as white as | b. coal |
| ___ 3. as quiet as | c. lead |
| ___ 4. as cool as | d. snow |
| ___ 5. as black as | e. a hatter |
| ___ 6. as deaf as | f. a cucumber |
| ___ 7. as blind as | g. a mouse |
| ___ 8. as mad as | h. gold |
| ___ 9. as good as | i. a post |
| ___ 10. as fit as | j. a fiddle |

Exercise 2: Place the correct article in the space or leave blank if no article is necessary.

___ professor is not ___ teacher in ___ secondary school, but has ___ highest academic position in ___ university. ___ lecturer is ___ university teacher. Lecturers and professors give ___ lectures. Students in Britain usually have ___ lectures. Outside of the lecture they usually have ___ tutor who gives ___ advice and teaches students in small groups. You graduate from ___ university with ___ degree. If you do ___ postgraduate work, you will have ___ supervisor to help and advise you.

Vocabulary Practice

Many words can be used as different parts of speech by simply changing the suffix. Change the vocabulary words below to the part of speech indicated in brackets [], then write a sentence using each word in its new form. The new sentences should be related to the subject of university education. Use a dictionary to check your work and/or to help find the correct form.

1. quadrangle [adj] _____
2. deplorable [adv] _____
3. matriculation [v] _____
4. riotous [n] _____
5. guidance [n] _____
6. deliberately [adj] _____
7. antique [n] _____
8. exuberance [adj] _____

Speaking Practice

Exercise 1: Comment on the meaning of these sentences.

1. I met your future warden at the Athenaeum. I wanted to talk about Etruscan notions of immortality; he wanted to talk about extension lectures for the working class; so we compromised and talked about you.

2. You want either a first or a fourth.

3. Time spent on a good second is time thrown away.

4. I kept a tenuous connection with the history school.

5. But for the chance of his getting drunk one evening in my college and of my having ground floor rooms in the front quadrangle, I might have never met him.

6. But for the bad weather we might have spent the whole day in the country.

7. But for my violent headache yesterday I might have taken part in the party.

8. "I toyed with the idea of giving you six hundred", said my father, snuffling a little.

9. I modified my own style of dress until it approximated to what my cousin Jasper would have thought suitable for country-house visiting.

SECTION THREE
Problems in Education

Vocabulary

<i>advocate</i>	to support or speak in favor of someone or something
<i>by means of</i>	way; method; road used to reach or achieve something
<i>celebrated</i>	acknowledged; appreciated; famous
<i>concept</i>	general idea; mental picture
<i>egalitarian</i>	the idea of equal rights and opportunities for all
<i>grade level</i>	American system of class/ education levels in school
<i>handicapped</i>	to have a physical, mental, or social barrier or disability
<i>needy</i>	to be lacking basic materials or abilities; requiring help
<i>numerous</i>	many
<i>proceed</i>	move forward; continue on a path or with a plan/activity
<i>reflects</i>	shows; presents; mirrors
<i>speaks well for</i>	gives hope; is positive
<i>striking a balance between</i>	find or establish equality of importance or attention

Pre-Text Discussion

1. What do you consider to be the biggest problem in university education today?
2. If a university has problems in the system, who do you think should be responsible for making changes to improve the situation? Why?
3. What do you think “functional illiteracy” means?

4. Do you know, or can you guess, what some problems are in U.K. and U.S.A. universities?

5. Do you think that everyone should have the opportunity to study in a university? Explain your answer.

Text

Problems in Higher Education in the U.K.

There are more than 60 universities in the U.K. The leading universities are Cambridge, Oxford and London. English universities differ from each other in traditions, general organization, internal government, etc. British universities are comparatively small, the approximate number is about 7-8 thousand students. Most universities have fewer than 3000 students, some even less than 1500. London and Oxford universities are international, because people from many parts of the world come to study at one of their colleges. A number of well-known scientists and writers, among them Newton, Darwin, Byron were educated in Cambridge.

A university consists of a number of departments: art, law, music, economy, education, medicine, engineering, etc.

After three years of study a student may *proceed* to a Bachelor's degree, and later to the degrees of Master and Doctor. Besides universities there are at present in Britain 300 technical colleges, providing part-time and full-time education.

The organization system of Oxford and Cambridge differs from that of all other universities and colleges. The teachers are usually called Dons. Part of the teaching is *by means of* lectures organized by the university. Teaching is also carried out by tutorial system. This is the system of individual tutorage organized by the colleges. Each student goes to his tutor's room once a week to read and discuss an essay that the student has prepared.

Some students get scholarships but the number of these students is comparatively small. There are many societies and clubs at Cambridge and Oxford. The most *celebrated* at Cambridge is the Debating Society at which students discuss political and other questions with famous politicians and writers. Sporting activities are also *numerous*.

The work and games, the traditions and customs, the jokes and debates – all are parts of students' life there.

It should be mentioned that not many children from working-class families are able to receive a higher education, as the fees are very high (more than L1000 a year). Besides that, special fees are taken for books, for laboratory works, exams and so on.

Functional Illiteracy

Much attention is presently being given to what is termed "functional illiteracy". This should not be confused with the problem of illiteracy, that is, the inability to read and write. Current United Nations (UNESCO) figures indicate that 99 percent of all Americans are literate, the same figure is assigned to nations such as Britain or Germany. Functional illiteracy, by contrast, is concerned with how much difficulty people have in actually using reading and writing skills in everyday situations. This might be interpreted, for example, as the relative ability to understand federal income-tax forms, or printed instructions, or how well someone can write a letter of complaint, or apply in writing for a job.

There are no agreed-upon definitions of what functional illiteracy is and, in articles, definitions vary widely. For many years reading tests have been used throughout the country. These tests define reading ability by *grade level*. A "tenth-grade reading level," for instance, would be the average reading score of all pupils who have completed ten years of school. There are, of course, many different reading tests and types of tests. One definition of functional illiteracy holds that anyone is "illiterate" who reads at less than an eighth-grade level. Another common definition uses a twelfth-grade level (the last year of high school in the U.S.).

There seems to be general agreement that at least one-tenth of all Americans are functionally illiterate in English to some degree. It is also hardly surprising that those nations which (like the U.S.) have paid most attention to this *concept*, and which have nationwide testing, have found the greatest problems. As one educator humorously put it, "Reading tests cause illiteracy." Canada, for example, which also has a large non-English-speaking immigrant population, has recently found that many of her citizens,

too, are functionally illiterate. The attention given this problem, therefore, *reflects* the fact that in North America schools as well as pupils are continually tested.

A series of studies in the 1980s criticized American public schools. As a result, better training and payment for teachers has been *advocated* and more stress has been placed on academic subjects. But *striking a balance between* a comprehensive, *egalitarian* education and one of specialization and excellence has always been a difficult task, and is likely to remain so.

Schools and universities have also been asked to do more and more to help with, or even cure, certain social and economic problems, from the effects of divorce to drug problems, from learning disabilities to malnutrition. Most school systems not only have lunchrooms or cafeterias, they also offer free or low-cost meals, sometimes including breakfast to *needy* pupils. They also employ psychologists, nurses, staff trained to teach the *handicapped*, reading specialists, and academic as well as employment counselors. Because of their traditional ties with the communities, schools are expected to be involved in many such areas.

Given America's history and that of its people, their many backgrounds, needs, and desires, the fact that American education is sensitive to its weaknesses (and to its strengths) *speaks well for* the future.

Check Comprehension

Read the following statements related to the previous texts. Determine whether they are *true* or *false* statements. Prove your answer by citing the portion of the text in which the information can be found.

1. The U.K.'s three leading universities are in London.
2. The campuses of Oxford and Cambridge include many technical colleges.
3. Cambridge and Oxford offer unique systems of learning.
4. Most students in Britain's leading universities study on scholarship.

5. The primary problem presented in the text is the high cost of education that working-class students can't afford.
6. Functional Illiteracy is the inability to understand practical texts and instructions.
7. All educators, writers, and specialists agree on the definition of functional illiteracy.
8. Those nations who give more attention to the problem usually find more functional illiteracy.
9. No improvements were made in American education following a study done in the 1980s.
10. The future of American education is bright and hopeful.

Grammar Practice

Exercise: Insert “to learn,” “to study,” “to teach” in the required form.

1. He _____ to swim.
2. He _____ his dog to do tricks.
3. My eldest brother _____ at World Languages University.
4. Have you _____ your lessons?
5. I was sorry _____ the sad news of his death.
6. I want _____ all about the country.
7. She _____ the part by heart.
8. He _____ the map before we started.
9. I've _____ all the literature on the subject.
10. You will have _____ me how to run this machine.
11. He is busy. He's _____.
12. Would you _____ me something about the customs of your country?

Vocabulary Practice

Exercise: Make one logical sentence from each of the following sets of words.

1. advocate, strike a balance between
2. concept, egalitarian
3. grade level, handicapped
4. numerous, speaks well of

5. needy, advocate
6. reflects, grade level
7. egalitarian, handicapped

Speaking Practice

Task 1: Expressions and Sayings: Discuss the Meaning of the following

1. By doing nothing we learn to do ill.
2. Knowledge is a city, to the building of which every human being brought a stone. (Emerson)
3. Live and learn.
4. A university should be a place of light, of liberty and of learning. (Disraeli)
5. Never put off till tomorrow what you can do today.
6. No pain, no gain.
7. No sweet without sweat
8. A word is enough to the wise.
9. Better late than never.
10. First think then speak
11. It's never too late to learn.
12. Zeal without knowledge is a runaway horse.

Task 2: With a partner, complete the following tasks.

1. Speak on the Educational Systems in Uzbekistan and the USA.
2. What university would you choose if you were going to study in the USA? And why?
3. Make up a dialogue between A and B on the subject of Functional Illiteracy.
4. Make up a conversation between a teacher and a student at the examination.
5. Make up a conversation between a tourist and a student about the educational system of Uzbekistan.
6. Imagine you are a guide and you have to work with a delegation from the Board of Education of the U.K.

SECTION FOUR
Writing About Education

Task 1: Write a 250 essay on each of the following topics.

“The Students’ Life in Uzbekistan”

“The National Educational Program in Uzbekistan”

Task 2:

Write an article to the local newspaper about “The Uzbekistan State World Languages University”.

UNIT 7

WORLD TRAVEL

SECTION ONE

Travelers' Tales

Vocabulary

<i>abroad</i>	a foreign country
<i>boarded</i>	to get on a ship, airplane, or train
<i>bucked</i>	move suddenly with strength; with a kicking motion
<i>definitive</i>	final, clear, decided
<i>departure</i>	leaving; time of leaving
<i>flight attendants</i>	waiters/waitresses on an airplane
<i>little else</i>	almost nothing
<i>naughty</i>	disobedient; badly behaved
<i>passengers</i>	travelers who have paid for a seat on any form of transportation
<i>pitch</i>	sound, tone
<i>portholes</i>	small windows on a ship or an airplane
<i>shuddered</i>	shake in quick, small movements
<i>steadied</i>	to hold on level, smooth path
<i>stewardess</i>	[see " <i>flight attendant</i> "]
<i>whispered</i>	to move almost silently

Pre-Text Discussion

1. Travel is meant to be pleasant and fun. Can you think of any reasons it would not be so?
2. What are the pros and cons (positive and negative) of travel by airplane?
3. Describe your ideal holiday travel – where, with whom, when, how, how long, etc.

Texts

Family Travel

We were all so excited about going on holiday that we had talked about *little else* for weeks. However, it had been so long since we had been *abroad* that I forgot all about the problems of traveling. Finally our day of *departure* arrived. It was such a long journey that we all had to get up at 2 o'clock in the morning. When we arrived at the airport, our youngest son was being so *naughty* that I had to spank him. He screamed so loudly that lots of people came running to see what the matter was. Fortunately he had quieted down by the time we *boarded* the plane.

My husband ate so much food that he gave himself a terrible stomachache. The *flight attendants* thought he was having a heart attack and rushed to help him with oxygen. At that point he became so upset that he knocked his meal all over my new dress. By this point, I was in such bad mood that I burst into tears. Once my husband had recovered, he apologized so sincerely to everyone that we all forgave him.

Check Comprehension

What way of traveling is described in this text?

What is airsickness?

What was spilt on her new dress?

What condition was her husband in by the end of the flight?

Was the family traveling with only one child or more?

From "Evening in Byzantium" by Irwin Shaw

Irwin Shaw (1913-1984) - original name Irwin Gilbert Shamforoff, a prolific American playwright, screenwriter, and author of international bestsellers. At the age of 21 Shaw started his career as a writer by producing scripts for radio shows. In 1951 Shaw left the United States, living 25 years in Europe in such locations as Paris, the Riviera, and Swiss resorts. In Europe Shaw continued to write several bestsellers, including TWO WEEKS IN ANOTHER TOWN (1960), and EVENING IN BYZANTIUM (1973).

The plane *bucked* as it climbed through black pillars of cloud. To the west, there were streaks of lightning. The seat belt sign, in English and French, remained lit.

The *stewardesses* served no drinks. The *pitch* of the engines changed. The *passengers* did not speak.

The tall man, cramped in next to the window, opened a magazine, closed it. Drops of rain made pale, transparent traces, like ghostly fingers, along the Plexiglas portholes.

There was a muffled explosion, a ripping noise. A ball of lightning rolled down the *aisle*, incredibly slow, then flashed out over the wing. The plane *shuddered*. The pitch of the engines changed again.

How comfortable it would be, the man thought, if we crashed, how *definitive*.

But the plane *steadied*, broke out of the clouds into sunlight. The lady across the aisle said, "That's the second time that's happened. I'm beginning to feel that I'm being followed." The seat light signs went off. The stewardesses started to push the drink cart down the aisle. The man asked for a Scotch and Perrier. He drank appreciatively as the plane *whispered* south, high across the clouded heart of France.

Check Comprehension

1. Why do you think the pitch of the plane's engine changed?
2. What made the plane shudder?
3. What did the man say about the plane possibly crashing?
4. Did the plane crash?
5. What did the lady mean by what she said?

Vocabulary Practice

Exercise: Use the vocabulary from the texts to complete the following story.

For three years international travel had been only a dream. But now Rebecca had finished packing her suitcases, purchased

her tickets, and had all of her documents in order. The day of her ¹ _____ had finally arrived and she was traveling ² _____ for the first time. For the last week she had thought of ³ _____ other than the excitement of her travels. But as she said good-bye to her family and ⁴ _____ the plane, she began to fear traveling alone. Her parents had tried to discourage her from this decision. This was a ⁵ _____ step in her life as an independent adult. As the plane climbed high into the sky after takeoff, she listened to the rising ⁶ _____ of the engines, felt the ⁷ _____ of the plane as it moved with full power up to cruising altitude, and began to relax and enjoy her dream come true.

Grammar Practice

Exercise: Complete the sentences with the verbs in brackets using Past Perfect / Past Perfect Continuous.

I'm sorry I left without you last night, but I told you to meet me early because the show started at 8:00. I (try) ¹ _____ to get tickets for that play for months, and I didn't want to miss it. By the time I finally left the coffee shop where we were supposed to meet, I (have) ² _____ five cups of coffee and I (wait) ³ _____ over an hour. I had to leave because I (arrange) ⁴ _____ to meet Kathy in front of the theater.

When I arrived at the theater, Kathy (pick, already) ⁵ _____ up the tickets and she was waiting for us near the entrance. She was really angry because she (wait) ⁶ _____ for more than half an hour. She said she (give, almost) ⁷ _____ up and (go) ⁸ _____ into the theater without us.

Kathy told me you (be) ⁹ _____ late several times in the past and that she would not make plans with you again in the future. She mentioned that she (miss) ¹⁰ _____ several movies because of your late arrivals. I think you owe her an apology. And in the future, I suggest you be on time!

Speaking Practice

Task 1: Reread the story in the grammar exercise above. You are the person who was late. Respond with either an apology or an excuse/argument.

Task 2: Reread the story in the vocabulary exercise above. Prepare and present a dialogue between 1) Rebecca and her mother, 2) Rebecca and the stewardess on the flight.

SECTION TWO

Travelers' Destinations

Vocabulary

<i>acquainted</i>	aware of; familiar
<i>advantageous</i>	beneficial; favorable
<i>canoes</i>	small, narrow boat with pointed ends
<i>existed</i>	was; had being
<i>founded</i>	began, originated, established
<i>rowing boats</i>	boats that move on manpower not by motor or sail
<i>yachts</i>	small, pleasure ships

Pre-reading Discussion

1. Which would you prefer, a holiday exploring historical sights, in a peaceful small town, or a big city? Explain your choice.
2. Name some popular tourist destinations in Europe and in Asia.

Texts

Visit the Queen at Windsor

Did you know that Windsor is one of the most popular towns in England for foreigners? It is because the Queen often stays there at her castle and because Windsor itself is one of the oldest towns in England. The people in Windsor always know when the Queen is at the castle because a special flag is put up to tell everybody.

The river at Windsor is neither as wide nor as busy as it is in London. There are no big cargo ships sailing away to other countries and there are no big bridges with thousands of cars and buses crossing them every day. Instead, there are *rowing boats* on the river, *canoes*, and sailing *yachts*. Windsor, in fact, is a very good place to go if you are interested in boats. Windsor is also a very good place to go if you are interested in fishing. The river Thames is the longest river in England (210 miles long): there are

at least ten important kinds of fish that you can catch... if you are lucky!

A mile up river from Windsor is the little town of Eton. The most important building here is Eton College, one of England's best-known public schools (English state schools give free education, but some people like to send their children to a public school, although they have to pay). King Henry VI *founded* it in 1440 when he was only eighteen. Today, there are about a thousand boys at the school. Because Eton is so popular it is very difficult for parents to get a place for their sons. Some parents put their sons' names on the waiting list while they are still babies!

Check Comprehension

1. How is Windsor different from London?
2. What are two particular features of Windsor?
3. How would you spend your time on holiday in Windsor and Eton?
4. What is the difference between state and public schools in England?
5. Why do you think public schools are so popular?

Traveling the Silk Road

The "Great Silk Road" has *existed* for more than 14 centuries and runs through the heart of Uzbekistan. This country has always had an *advantageous* geographical location on the ancient trade routes connecting the cities of China to the Mediterranean ports of Tyre and Sidon. Long trips aimed to get *acquainted* with the life of other nations and to buy goods not available in domestic markets promoted the development of international tourism in Uzbekistan from the fifth century until today. There were more than 700 caravan routes lying in Uzbekistan, making possible commercial and tourist trips to all parts of Asia.

Check Comprehension

What advantages has the Great Silk Road brought to Uzbekistan throughout history and in modern times? Explain *why* these are considered advantages.

Grammar Practice

Exercise: Complete the sentences with the verbs in brackets using Present Perfect / Past Perfect or Present Perfect Continuous / Past Perfect Continuous

1. It is already 9:30 pm and I (wait) _____ here for over an hour. If John does not get here in the next five minutes, I am going to _____ leave.
2. I was really angry at John yesterday. By the time he finally arrived, I (wait) _____ for over an hour. I almost left without _____ h _____ i _____ m _____ .
3. Did you hear that Ben was fired last month? He (work) _____ for that import company for more than ten years and he (work) _____ in almost every department. Nobody knew the _____ company _____ like _____ he _____ did.
4. I (see) _____ many pictures of the pyramids before I went to Egypt. Pictures of the monuments are very misleading. The pyramids _____ are _____ actually _____ quite _____ small.
5. Sarah (climb) _____ the Matterhorn, (sail) _____ around the world, and (go) _____ on safari in Kenya. She is such _____ an _____ adventurous _____ person.
6. Sarah (climb) _____ the Matterhorn, (sail) _____ around the world and (go) _____ on safari in Kenya by the time she turned twenty-five. She (experience) _____ more by that age than most people do in their entire lives.
7. When Melanie came into the office yesterday, her eyes were red and watery. I think she (cry) _____.

Vocabulary Practice

Exercise: Complete the advertisement for a holiday getaway choosing one of the following words:

resort luxury picturesque yacht remote
lounging cuisine facilities range self-catering
brochure cruise spectacular overseas excursions
accommodations inclusive

Welcome to the wonderful world of Portland Holidays! In our latest ¹ _____ we are sure you'll find the widest ² _____ of holidays on the market. You can pamper yourself at the five-star Portland Sheraton in the well-known ³ _____ of Los Reyes, where ⁴ _____ for sports and nightlife are second to none. Or you can ⁵ _____ around the island on a ⁶ _____, ⁷ _____ on deck in the warm Mediterranean sunshine, and admiring the ⁸ _____ scenery. Alternatively you might prefer to take a ⁹ _____ apartment in one of the ¹⁰ _____ fishing villages. Here you can sample the authentic local. ¹¹ _____ with its famous seafood specialties, and go on a variety of ¹² _____ to places of cultural and archaeological entreat. Our prices are ¹³ _____ of all flights and ¹⁴ _____ and represent an excellent value. Book now!

SECTION THREE

Travelers' Needs

Vocabulary

<i>valid</i>	legal, acceptable
<i>insurance</i>	a paid service that provides financial help in emergencies
<i>cover</i>	the circumstances that insurance will pay for
<i>help line</i>	a telephone number for the insurance company to answer questions
<i>foremost</i>	most important
<i>remote</i>	far away
<i>rekindle</i>	start as new or fresh
<i>unassuming</i>	modest; simple
<i>frustrated</i>	upset because unable to achieve one's purpose
<i>dehydration</i>	dry; water deficiency
<i>sensibilities</i>	moral or emotional standards
<i>(hat) brim</i>	the edge of a hat that extends over the face and neck
<i>stocking hat</i>	a knitted, tight-fitting cap
<i>insulated</i>	filled with material that prevents heat or cold from entering

Pre-reading

Discuss some details explaining your answers to the following questions.

1. What documents do you need for international travel?
2. No one plans to get sick or injured on holiday, but what plans should you make in case you do?
3. Is it better to "travel light" or to pack anything and everything you might possibly need?
4. Should international travelers visit their doctor before departing?

Texts

Traveler's Checks and Insurance

If you are planning a holiday, remember the safest way to carry money is to take traveler's checks. If you lose them or they are stolen, replacement checks are provided by the bank. Such checks are *valid* all over the world. Take traveler's checks and you can be certain you will not be left without funds. Sterling and dollar checks are available at most banks. You should be prepared for the worst: take out *insurance* to *cover* any loss of luggage, travel delays and medical expenses. Not all insurance policies cover injuries caused by sporting activities. So check your policy. Some companies have a *help line* to provide assistance and advice that could be valuable.

Recommendations for International Travelers

by Mark Verber

www.verber.com/mark/index.html

Travel can first and *foremost* be a learning experience. We learn about the culture and land we visit, and we learn about ourselves. Traveling to *remote* and unusual places, far from the standard and well-traveled tourist destinations, can *rekindle* our adventure spirit and renew a sense of perspective in our daily lives.

Such places are often very sensitive to outside disruption and exist in a delicate cultural or environmental balance. As travelers, each of us holds a responsibility to protect this balance.

Understand and Observe Local Customs: Acquaint yourself with the culture and customs of the lands you visit and respect them. Other cultures may take offense to certain innocent and *unassuming* gestures. For example, in some societies people do not wish to be photographed without their permission.

Be Patient and Positive: Remember that travel means strange languages and unfamiliar surroundings. Expect the unexpected. Try not to get *frustrated* and don't be afraid to ask for help. Courtesy is usually responded to with kindness. Delays, detours,

and other inconveniences will occur. Be patient, be positive, and remember to smile!

SAFETY

Dehydration is a common problem among travelers, especially when you are flying. Make sure you drink enough. Safe drinking water is extremely important.

CLOTHING

You should select clothing that can be mixed and matched: colors that coordinate and layers that can be varied for look and comfort. To keep the amount of clothing down, you will most likely be wearing clothing for more than a day. If you are traveling for more than a week you will be washing your clothing during the trip. While most people pay careful attention to the styling of clothing, the fabric used in the clothing can make a significant difference in your ease of travel. You should adjust the style of your clothes to the local *sensibilities*. Don't forget to bring a hat. If you are going to be someplace sunny, you should bring a hat with a wide *brim* to reduce the risk of sunburn, keep your head cool, and protect your eyes from too much light. If cold weather is at all likely, bring a wool or polyester *stocking hat*. It will take up very little room, and will help keep you warm since people lose 55% of their body heat from their neck & head. The best shoes to bring will depend on the local conditions and weather. In colder locales, *insulated* boots are wonderful. In hot climates sandals are great. You should always bring one pair of shoes that you would be comfortable wearing for a whole day while walking several miles. If these shoes are not appropriate for everywhere you want to go, then bring a second pair of shoes that would be appropriate.

Vocabulary Practice

What's what in traveling.

Exercise: Match the words on the left with the correct definition on the right.

___ 1. passport A. a room in a ship or train

- | | |
|-------------------------|----------------------------------------------------------------------|
| ___2. baggage | B. housing that is cheaper and usually much more personal |
| ___3. domestic flight | C. a printed piece of paper which allows you to travel |
| ___4. ticket | D. a flight within one country |
| ___5. bed and breakfast | E. bags and suitcases containing clothes and belongings |
| ___6. traveler's check | F. a stamp in the passport allowing you to travel to another country |
| ___7. visa | G. given by bank rather than cash for the convenience of travelers |
| ___8. cabin | H. a document identifying a person |
| ___9. cruise | I. a short pleasure trip |
| ___10. trip | J. visiting different places, often with a guide |
| ___11. tour | K. a short journey or a journey made on business |
| ___12. flight | L. travel by airplane |

Grammar Practice

Exercise 1: Fill in the gaps with the following prepositions: about, for, from, in, of, on, with, outside.

1. The ticket inspector didn't let us go _____ the platform.
2. Will you manage to get home _____ the airport at 6:30 a.m.?
3. Please tell me how much luggage I am allowed to take _____ the train.
4. If you have a reserved seat it isn't necessary to wait _____ the train.
5. Hurry up! We have to be _____ the station _____ half an hour.
6. We haven't got a garage, so we leave our car

- _____ the house _____ the drive.
7. We'll be waiting _____ you when your plane lands in the airport.
8. I don't approve _____ traveling first class _____ trains or planes.
9. Nick has got plenty of sandwiches _____ the picnic, because he wants to share them _____ his friends.
10. Some of the tenants are angry _____ the lack _____ car parking _____ the city.

Exercise 2: Match each phrasal verb with the correct definition.

- | | |
|---------------------------|--------------------------------|
| 1. to look up to | a. to pay a short visit |
| 2. to look forward to | b. to take care of |
| 3. to look down on (upon) | c. to examine |
| 4. to look into (over) | d. to despise |
| 5. to look after | e. to anticipate with pleasure |
| 6. to look in (on) | f. to respect |

Speaking Practice

Exercise 1: Imagine you are in the situation being described. Then with your group discuss answers to the questions below.

Let's imagine we are going on a picnic to the mountains. We will leave tomorrow morning. We will take a lunch of course, and plan to spend the afternoon hiking, taking pictures, watching the birds and wildlife, and enjoying the fresh mountain air.

I have the perfect place in mind. We will have to drive about three hours to get there. The picnic spot is in the mountains near a small stream and a lake. The mountain road is bumpy sometimes and a little dusty, but when we arrive at the exact spot I have in mind, it will be worth it.

Just imagine it. There will be other families already preparing their picnic lunch under a big tree. There is a large blanket, a

picnic basket, and a big bottle on the table. Keep this picture clearly in your mind. Remember what everything looks like.

1. What means of transport will you choose in order to go on a picnic?
2. How are you dressed for this occasion?
3. What kind of things must you take when going on a picnic?
4. What must be in the picnic basket?
5. What will you do if there is a stream and a lake?

Exercise 2: Imagine that you are planning a business trip to London. Discuss the following questions with your group and plan your trip together.

1. When are you to leave?
2. When is your plane to arrive there?
3. Who is to meet you at the airport?
4. What hotel are you to stay at?
5. How long are you to stay there?
6. What conference are you to participate in?
7. When are you to come back?

SECTION FOUR

Writing About Travel

Exercise: Choose three of the following tasks and complete them as directed.

1. Describe your experience of an embarrassing situation while traveling.
2. Describe a travel situation that either made you laugh or frightened you.
3. Write a tour trip schedule for one of the cities of Uzbekistan: Samarkand, Tashkent, Bukhara, or Khiva, include all of the tourist sites you will see on the trip.
4. Make a brochure for giving guided tours through the Chimgan Mountains.
5. Write an advertisement for visiting Uzbekistan in the spring.
6. Write a paragraph on the transportation you enjoy most: plane, train, ship, car, bicycle.
7. Write a plan for your holiday. Would you like to take a trip around the world? Plan what you will do, where you will go, what you will see, what you will need.

UNIT EIGHT

LOVE AND MARRIAGE

SECTION ONE

“Love, True Love”

Vocabulary

<i>deceive</i>	to make someone believe something that is not true
<i>dreadful</i>	something that is very bad
<i>endure</i>	to suffer in a difficult situation for a long time
<i>engaged</i>	to have an agreement to marry someone
<i>fall in love</i>	to grow in a strong romantic feeling for someone
<i>gloomy</i>	sad
<i>inevitable</i>	something that is certain to happen
<i>intense</i>	something that has a strong effect, or is felt strongly
<i>torment</i>	to make someone suffer much mental or physical pain
<i>tragic</i>	something that is very sad, often involving death

Pre-Text Discussion

Have you ever fallen in love? What does it feel like? Do you see stars or fireworks? Does your heart pound wildly? Or do you simply feel warm and peaceful inside? Read the story excerpt and see how Edna felt when she fell in love.

Text
Falling In Love

It seemed impossible that anyone should be unhappy on such a beautiful morning. Nobody was, decided Edna, except herself. The windows were flung wide in the houses. From within there came the sound of pianos, little hands chased each other and ran away from each other, practicing scales. The trees fluttered in the sunny gardens, all bright with spring flowers. Street boys whistled, a little dog barked; people passed by, walking so lightly, so swiftly, they looked as though they wanted to break into a run. Now she actually saw in the distance a parasol, peach-colored, the first parasol of the year.

Perhaps even Edna did not look quite as unhappy as she felt. It is not easy to look *tragic* at eighteen, when you are extremely pretty, with the cheeks and lips and shining eyes of perfect health. Above all, when you are wearing a French blue frock and your new spring hat trimmed with cornflowers. True, she carried under her arm a book bound in horrid black leather. Perhaps the book provided a *gloomy* note, but only by accident; it was the ordinary library binding. For Edna had made going to the library an excuse for getting out of the house to think, to realize what had happened, to decide somehow what was to be done now.

An awful thing had happened. Quite suddenly, at the theater last night, when she and Jimmy were seated side by side, without a moment's warning, in fact she had just finished a chocolate almond and passed the box to him again, she fell in love with an actor.

The feeling was unlike anything she had ever imagined before. It wasn't in the least bit pleasant. It was hardly thrilling, unless you can call the most *dreadful* sensation of hopeless misery, despair, agony and wretchedness, thrilling. Combined with the certainty that if that actor met her on the pavement afterwards, while Jimmy was fetching their cab, she would follow him to the ends of the earth, at a nod, without giving another thought to Jimmy or her father and mother and countless friends again.

The play had begun fairly cheerfully. That was at the chocolate almond stage. Then the hero had gone blind. Terrible moment! Edna had cried so much she had to borrow Jimmy's handkerchief as well. Not that crying mattered. Whole rows were in tears. Even the men blew their noses with a loud trumpeting noise and tried to peer at the program instead of looking at the stage. Jimmy, most mercifully remaining dry eyed squeezed her free hand, and whispered, "Cheer up, darling girl," and it was then she had taken a last chocolate almond to please him. Then there had been that ghastly scene with the hero alone on the stage in a deserted room at twilight, with a band playing outside and the sound of cheering coming from the street. He had tried – Ah, how painfully, how pitifully to grope his way to the window. He had succeeded at last. There he stood holding the curtain while one beam of light, just one beam, shone full on his raised face, and the band faded away into the distance.

It was simply more emotion than Edna could stand. From that moment she knew that life could never be the same. She drew her hand away from Jimmy's, leaned back, and shut the chocolate box forever. This at last was love.

Edna and Jimmy were *engaged*. They had announced it a year ago, but they had known they were going to marry each other ever since they sat on the grass in the Botanical Gardens together and shared biscuits and tea. It was so much an accepted thing that Edna had worn a wonderfully good imitation of an engagement ring all the time she was at school. Up until now they had been devoted to each other.

But now it was over. It was so completely over that Edna found it difficult to believe that Jimmy did not realize it too. She smiled wisely, sadly, as she turned into the gardens of the Convent of the Sacred Heart and mounted the path that led through them to Hill Street. How much better to know it now than to wait until after they were married! Now it was possible that Jimmy would get over it. No, it was no use *deceiving* herself. His life would be simply ruined, that was *inevitable*. But he was young. Time, people always said, might make a little difference. In forty years when

he was an old man, he might be able to think of her calmly, perhaps, but what about her? What did the future hold for her?

If she did not marry Jimmy, of course she would marry nobody. The man she was in love with was a famous actor. Edna had far too much common sense not to realize that it would never be. It was very odd. She didn't even want to be in love with him, but her love was too *intense* for that. It had to be *endured*, silently; it had to *torment* her. It was, she supposed, simply that kind of love.

Questions for Discussion:

1. How did Edna feel when she experienced true love?
2. What made her feelings change so quickly?
3. Do you think that Edna should break her engagement with Jimmy?

Grammar Notes

Phrasal Verbs with “to get”

to get ahead of somebody

to exceed someone else's position or progress...*The students of group 4 have gotten ahead of all other groups in winter term.*

to get along with

to agree, to have a good relationship...*Ann and her boss get along well.*

to get away with something

escape punishment...*His math teacher was sick today, so Jake got away with not doing his homework.*

to get around

to persuade somebody, to evade the law...*My friend knows how to get around her parents.*

to get around to

To find time to do something, to do at a later time... *I'll get around to*

to get through(to)	<i>your request later.</i> to pass a test, to spend money, to contact somebody on the phone, to finish... <i>At last, I managed to get through to one of my friends. Richard was sure that the student would get through the test.</i>
to get on with something	to make progress, advance, to continue to do... <i>Tell the students to get on with their work or they will never finish.</i>
to get over something	to recover from illness(loss)... <i>Have you gotten over your cough yet? Mr. Ellsworth could not get over his big financial losses.</i>
to get over somebody	to forget.... <i>He never got over Elizabeth. She stayed in his memory even after her death.</i>
to get somebody down	to make somebody feel sad or unhappy... <i>These things are getting me down.</i>
to get down something	to write down... <i>The reporters were trying to get down everything he said.</i>
to get across	to explain, make someone understand... <i>How can I get across to you how I feel?</i>

Grammar Practice

Exercise: Replace the words in *italics* with the most suitable phrasal verb with “to get.”

1. It took me over two hours *to succeed in reaching* them by telephone.
2. You’ll *have a good relationship* with him all right; he is a fine old man.
3. In some months she will have *forgotten* her ex-boyfriend.
4. This incessant rain and fog is *making me feel sad*.
5. His offence is serious this time and he won’t *escape punishment*.
6. Mr. Davis had a difficult time *explaining* his ideas in Spanish without a translator.
7. The girl has *persuaded* everybody beginning with the director himself.
8. How are you *advancing* in your English?
9. You should be very careful with her. She’s just *recovering from* a bad heart attack.
10. Jason *exceeded* the other salesmen by selling twelve pairs of shoes yesterday.

Vocabulary Practice

In English there are many terms to describe different degrees of feelings toward someone else. Here are some of those terms:

- to like** – to think that someone or something is nice or pleasant
- to fancy** – a feeling that you like something or someone
- to be fond of** – to like someone or something very much
- to have affection for** – a feeling of gentle love and caring
- to be attracted to** – to like someone and want to have a romantic relationship with him/her
- to love** – a strong romantic feeling for someone
- to be infatuated with** – to have a foolish love or affection for someone

Exercise: Choose one of the terms and put it in its correct

form to complete each sentence: to fancy, to love, to be fond of, to like, to have affection.

Some sentences may have more than one possible correct answer.

1. A woman is meant to be _____ not to be understood.
2. I turned round and saw my old professor. I was delighted to come across him again, because I had _____ him immensely.
3. Growing up with Feruza in my school, I always felt a strong _____ for her.
4. My wife has always _____ coming to the mountains in order to sit in the fresh air and read books.
5. I am _____ swimming in winter.
6. The young man _____ the woman herself though the mystery of her past troubled him.
7. John was strongly _____ the beautiful woman he saw across the room.
8. Meg was _____ her teacher, even though he was twenty-five years older than she was.

SECTION TWO
“How Do I Love Thee”

Vocabulary

<i>admirer</i>	someone who respects or approves of someone else
<i>elope</i>	to go away secretly with someone to get married
<i>flourish</i>	to grow or develop well
<i>impulsive</i>	tending to do things without thinking about the results
<i>isolate</i>	to keep a person separated from others
<i>sensitive</i>	able to understand the feelings of other people
<i>vigor</i>	physical and mental energy and determination
<i>zest</i>	a feeling of eagerness, excitement, and enjoyment

Pre-Text Discussion

The following reading tells about the true story of the love between poets Elizabeth Barrett Browning and Robert Browning. Read “A Love Story” and then read the famous poem, written by Elizabeth Barrett Browning. Isn’t it helpful, when reading “How Do I Love Thee”, to know the beautiful story behind the poem?

Texts

A LOVE STORY	HOW DO I LOVE THEE
<p>I love your verses with all my heart, dear Miss Barrett. The letter, sent in January 1845, began like other letters Elizabeth Barrett received from many <i>admirers</i> of her poetry. They were the only</p>	<p>How do I love thee? Let me count the ways I love thee to the depth and Breadth and height My soul can reach, when feeling Out of sight</p>

<p>brightness in her quiet life. But she was surprised at this particular admirer, himself a famous poet. Forced by strong feelings he <i>impulsively</i> added to his letter, and I love you, too. Elizabeth was not expecting romance. She had been ill for many years. Her illness caused her to be <i>isolated</i> in her London home, which had been tightly ruled by her father for the 40 years of her life.</p> <p>Now Robert Browning was declaring his love, written boldly across the page. He had fallen in love with this <i>sensitive</i>, gentle woman. As their correspondence continued, Browning's enthusiastic <i>zest</i> for life gave Elizabeth a new desire to enjoy life as he did. She returned his love in many letters even before they met. Against her father's opposition, they <i>eloped</i> in September 1846 and settled in Italy.</p> <p>They <i>flourished</i> as poets together. Elizabeth regained her health and <i>vigour</i> for life in the warmth of the Italian sun and in Robert's love. Their relationship became a famous love story of the 19th century. Elizabeth died in Browning's arms in 1861, perhaps remembering the words of her poem ...and, if God choose, I shall but love thee better after death.</p>	<p>For the ends of being and ideal grace. I love thee to the level of every day's most Quiet need, By sun and candlelight. I love thee freely, As men strive for right; I love thee purely, as they turn From praise. I love thee with the passion put to use In my old griefs, and with my Childhood's faith I love thee with a love I seemed To lose. With my lost saints - I love thee With the breath, Smiles, tears, of all my life! - And, if God choose, I shall but love thee better after Death.</p> <p>Elizabeth BARRETT BROWNING</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Check Comprehension

1. Why was Elizabeth Barrett not expecting to find romance in her life?
2. What attracted Robert Browning to Elizabeth?
3. How did Robert's love influence or change Elizabeth?

Vocabulary Practice

Exercise: Read the following situations and decide which vocabulary word each one fits.

1. Ann is the daughter of a rich and powerful man. John is a mechanic at the auto garage. They have fallen in love and want to marry, but Ann's father refuses to agree. Ann and John feel they cannot live without one another.

2. Edward met Julie just one week ago. He has fallen in love 'at first sight'. He is afraid that he will lose her if he doesn't act quickly, so on their second date, he 'pops the question'.

3. Susan arrived home from work and found a bouquet of flowers at her door. The next morning as she went to work, there on the doorstep was a box of chocolates. Later that week she found a note from a young man expressing his love for her.

4. Diana was so upset by George leaving her that she didn't want to go out of the house. It took all of her energy to go to work. She avoided talking to everyone, afraid that they might ask about George. She didn't even return her mother's phone calls.

Speaking Practice

Exercise 1. Compare and discuss the similarities and differences in the two accounts of love given above in "Falling in Love" and "A Love Story." How were Edna and Elizabeth the same? How were they different?

Exercise 2. Is it possible to fall in love with someone simply by seeing them from a distance or by reading their writings? Share your thoughts with a partner.

SECTION THREE “Will You Marry Me?”

Vocabulary

<i>altar</i>	a table or raised structure used in a religious ceremony
<i>anniversary</i>	a date on which something important happened in an earlier year
<i>bachelor</i>	a man who is not married
<i>bride</i>	a woman at the time she gets married or just after she gets married
<i>bride-to-be</i>	a woman who is engaged to be married
<i>bridegroom</i>	a man at the time he gets married or just after he gets married
<i>engagement</i>	an agreement to marry someone
<i>escort</i>	to go somewhere with someone
<i>heirloom</i>	a valuable object that a family owns for many years
<i>honeymoon</i>	a vacation taken by two people who have just been married
<i>newlyweds</i>	a man and woman who have recently gotten married
<i>prenuptial</i>	relating to the time period before a wedding
<i>procession</i>	a line of people moving slowly as part of a ceremony
<i>propose</i>	“pop the question”- to ask someone to marry you
<i>reception</i>	a large formal party to celebrate something or welcome someone
<i>veil</i>	a thin piece of material that a bride wears to cover her face
<i>wedding ceremony</i>	a formal event where a bride and groom are married

<i>wedding party</i>	those family members and friends of the bride and groom who are participating in a wedding ceremony
<i>wedding vow</i>	a promise between a bride and groom to love and honor one another in marriage

Pre- Text Discussion

1. Is marriage considered important in your culture? Why?
2. At what age do most women get married? What about men?
3. Are parents involved in helping their children find a husband or wife? How?
4. Is there someone in your culture who acts as a matchmaker?

Text

American Marriage Traditions

The Engagement

In America, the relationship between a man and woman is a private thing. For the most part, the parents of the dating or engaged couple do not take an active part in the relationship. Usually the bride and groom will have met at school, work or through mutual friends. They will «go out» for a few weeks, months, or years - at which point they will decide to see each other exclusively - meaning, they will not date other people. After some length of time, as their love grows the man will decide to “pop the question,” or ask the woman to marry him. Traditionally, at this point, the man would first ask the father of his beloved if he can “have his daughter’s hand in marriage.” When the time comes to *propose* to his beloved, he will generally try to make it as special as possible, such as a romantic dinner with wine, candles, flowers. At some point in the evening, he will get down on one knee and ask her to marry him. He will then present her with an *engagement* ring. If she accepts, she wears the ring on the third finger of the left hand. The vein in this finger was once believed to go directly to the heart. The engagement period will last a few

days, weeks, months, or years, usually as long as it takes to plan all the details of the wedding.

As the couple plans their wedding, one of the first decisions they must make is who will be in the “*wedding party*”. The wedding party includes the following honored positions. First, the “Best Man” is usually the best friend of the *bridegroom* or sometimes, the father or a brother of the groom. The “Groomsmen” are usually 2 to 5 other relatives or close friends of the groom. These groomsmen help before the wedding by escorting the guests to their seats. During the wedding, they stand with the groom as a symbol of their friendship and support.

The *bride-to-be* chooses a “Maid of Honor” to stand beside her during the wedding ceremony. She is usually a sister or best friend of the *bride*. The “Bride’s Maids” are other relatives or close friends of the bride equal to the number of groomsmen, who also stand in support of her during the wedding. Often the wedding party also includes a “Ring bearer”, who is a little boy, age 4-8 from the groom’s side, who carries the rings on a pillow at the beginning of the wedding. Also there may be a “Flower Girl”, a little girl, age 4-8 from the bride’s side, who carries a basket of flower petals down the aisle at the wedding.

The Bridal Showers and Bachelor Party

The bride-to-be’s Maid of Honor will usually hold an all girls party where gifts are “showered” on the bride. Gifts can range from clothes/lingerie to perfumes and items for her honeymoon. Other relatives or friends may host similar “showers” for the bride. Before the day of the wedding, there is also traditionally a Bachelor Party in honor of the groom. It is usually given by the closest friends of the groom and attended only by men. It represents the groom’s last taste of freedom.

The Rehearsal Dinner

The night before the wedding, the entire wedding party, along with other close family members or friends will join together for a pre-nuptial celebration after practicing the ceremony at the wedding

site. Customarily it's the groom's parents who host this dinner, but the guest list is discussed with both families. Here gifts are handed out to members of the *wedding party*. Then the bride and groom will exchange gifts with each other.

The Wedding

One the day of the wedding, the bride and groom are not allowed to see each other before the ceremony. Traditionally the groom waits at the *altar*, along with his best man and groomsmen. The bridesmaids helped the bride get ready somewhere hidden away at the ceremony site. The most popular custom observed at this time is ... "Something old, something new, something borrowed, something blue." According to tradition, on the day of her wedding, the bride is to wear an item symbolizing each of these things: «Something old» symbolizes the bride's tie to her family and her previous way of living. Often old family *heirlooms*, these items represent the transition into the bride's married life while not forgetting the one she had. «Something new» represents prosperity in the bride's new marriage. «Something borrowed» is used to remind the bride that she has friends and family at her side when she needs help or advice. «Something blue» symbolizes faithfulness and loyalty.

At the start of the ceremony, the bridal march is played and everyone stands as the bride is *escorted* down the aisle by her father. The act of giving the bride away is symbolic of her parents blessing of the marriage to the chosen groom. As the bride's father gives her away, he'll lift her *veil* and kiss her. Then he'll shake the groom's hand, which is the groom's cue to escort the bride up to the altar steps. The ceremony takes place and the couple exchanges "*wedding vows*". Most vows end with the couple declaring their love and commitment with the words "I do". After the completion of the ceremony, they are pronounced man and wife. They then kiss each other to profess their love for all to witness. At the conclusion of the service, the bridal couple leads the *procession* out of the church. As the *newlyweds* leave the church the guests toss rice or birdseed at the bride and groom in hopes that many children would be forthcoming.

The Reception and Honeymoon

Following the *wedding ceremony*, a *reception* is held for the guests to be able to visit with the bride and groom. During the reception, the groom takes a garter off of the bride's leg and throws it to all of the *bachelors* in the crowd. The bride throws her bouquet of flowers to all of the young women in the crowd. The young man and woman who catch them, are said to be the next ones to get married. Following the reception, the bride and groom get into a car that has been decorated by their friends and leave on their *honeymoon*. This is a trip lasting anywhere from a few days to a few weeks, where the couple have time alone to begin their new life together.

The Anniversaries

After the couple is married for one year, they celebrate their first *anniversary*. This is usually a private, romantic celebration for the two of them, where they exchange gifts. Each year, on the date of their marriage, they celebrate their next anniversary. Traditionally a special kind of gift is associated with the anniversary celebrations. For the first, fifth, and tenth years these gifts are, respectively, something made of paper, wood, and tin. The 15th or "crystal" anniversary was usually the first to receive serious attention for gift giving within the family circle; the 25th or "silver" anniversary was an event of great importance; and the 50th or "golden" anniversary was a more or less sacred event. The traditional wedding anniversaries are as follows: (1) paper, (5) wood, (10) tin, (15) crystal, (20) china, (25) silver, (50) gold, and (75) diamond.

Edited from American Traditions.htm website

Check Comprehension

1. What does it mean to "pop the question"?
2. According to tradition, why is the engagement ring worn on the third finger of the left hand?
3. What takes place the night before the wedding?

4. During the ceremony, what act symbolizes the parents blessing on the marriage?
5. Throwing rice on the bride and groom symbolizes a wish for what?

Grammar Practice

Exercise on Gerunds:

Underline the gerunds or gerund phrases in the following sentences and label how they function in the sentence (subject, direct object, subject complement, object of preposition).

1. Proposing to Janet was the scariest thing that Tim had ever done.
2. Shopping for a wedding dress made Amy feel like a princess.
3. Telling your father about our engagement was a mistake.
4. The judge recommends sending marriage license applications early.
5. His most important achievement was winning her love.
6. Going on the honeymoon was Angela's dream come true.
7. Waiting for a lost love makes you feel depressed.

Vocabulary Practice

Here are some events that form part of a traditional wedding/ marriage in America. In what order do they occur? Is it the same in your country? Answer the questions below using the vocabulary words listed:

reception	anniversary	wedding vows
engagement	proposal	honeymoon

1. What happens before the wedding ceremony?
2. What happens before the engagement?
3. What happens during the ceremony?
4. What happens after the ceremony?
5. What happens each year after the wedding?
6. Where does the couple go after the reception?

Speaking Practice

Debate the following arguments with your groups. Form two groups to give both sides of the argument.

1. There must be love for a marriage to be successful.
2. For a marriage to be successful, husbands and wives must do what their spouse expects.
3. There is a difference between a good marriage and a successful marriage.

Discuss the differences between American and Uzbek marriage traditions.

SECTION FOUR
Writing About Love and Marriage

Choose one of the following topics to write about:

1. Write a dialogue between a nervous young man and his girlfriend. The man is about to “pop the question.”

2. Write about your love experience. What was good about it, and what was difficult.

UNIT NINE

HEALTH

SECTION ONE In the Hospital

Vocabulary

<i>bred</i>	(past tense of breed) to produce, to be the source of
<i>bruise</i>	an injury to the body without breaking the skin but causing discoloration
<i>clogging</i>	blocking the flow of liquids
<i>daze</i>	very tired; no clear vision
<i>discharge</i>	to release from the hospital; give permission to leave
<i>intravenous</i>	directly into a vein
<i>lenient</i>	soft, mild, not strong in discipline
<i>pan out</i>	have good or expected results
<i>persist</i>	to refuse to give up; continue without stopping
<i>queerly</i>	strangely; oddly
<i>sedation</i>	calming with medicine
<i>soothing</i>	making calm and peaceful; soft
<i>taciturn</i>	almost always silent; not liking to talk
<i>transfusion</i>	transfer blood from one vein to another

Pre-Text Discussion

1. How often do you go to see a doctor?
2. Do you always follow your doctor's instructions? If not, why?
3. Are you quite satisfied with the way your doctor treats you?
4. What do you do to keep yourself in good health?
5. What do you do if the medicine your doctor prescribed, doesn't help you?
6. Does your health depend on your way of life? How?

Text

An extract from “Evening in Byzantium” by Irwin Shaw

Irwin Shaw (1913-1984) American novelist, short story writer and dramatist was born in New York. He first gained recognition with his antiwar play “Bury the Dead” (1936). His first novel “The Young Lions” (1948) is recognized as his best novel. His novel “Evening in Byzantium” was published in 1973.

He was still alive after three days. He was in a bright room in a good hospital and Bruce Thomas had found him a soft voiced old doctor who was *soothing* and *taciturn*. The chief surgeon of the hospital, a cheerful round man, kept dropping in as though he just wanted to chat with Craig about the movies and the theater, but Craig knew that he was watching him closely, looking for symptoms that would mean that an emergency operation might be necessary at any moment. When Craig asked him what the chances were after an operation like that, the surgeon said flatly, without hesitation, ‘Fifty-fifty’. If Craig had had any relatives the doctor could talk to, the doctor would probably have told them instead of the patient, but the only people who had come to his room so far were Thomas and Belinda.

He was under light *sedation* and suffering from no real pain, except for the *bruised* places on his arms where the needles had been placed for five *transfusions* and for the varying *intravenous* feedings of glucose and salt. For some reason, the tubes kept *clogging* and the needles falling out. The veins in his arms had become increasingly difficult to find and finally the hospital expert, a lovely Scandinavian girl, had been called to see what she could do. She cleared the room, even shutting the door on his private day nurse, a tough old ex-captain in the nursing corps, a veteran of Korea. ‘I can’t stand an audience,’ the expert had said. Talent, in a hospital, as elsewhere, Craig saw, had its imperious prerogatives. The Scandinavian girl had pushed and prodded, shaking her neat blonde head, and then with one deft stroke, had

inserted the needle painlessly into a vein on the back of his right hand and adjusted the flow of solution to it. He never saw her again. He was sorry about that. She reminded him of the young Danish mother by the side of the pool in Antibes. Fifty-fifty, he marveled, and that's what a man thinks of.

The worst thing was the headaches that came after the transfusions. That was normal, he was told. Naturally, in a hospital, pain must seem normal to the people who work there.

He could sit up in bed and even eat a little, but the fever *persisted*. In the morning it was around a hundred and one, in the evening it went up to one hundred and three and a half. The plastic bag hung on a stand above his head, dripping antibiotics into his veins day and night. Either the fever or the antibiotics, or both, kept him in a heavy-lidded *daze* and he began to lose track of time and not remember how long he had been there. Nobody mentioned it, not he nor any of the doctors, but he knew that they were afraid that he had picked up one of those new hospital-*bred* wild strains of bacteria for which no treatment had yet been found.

Dr Gibson had forbidden any visitors and he was grateful for that. Dr Gibson had told him that when he had been free of fever for three whole days, he would be *discharged*. In the meanwhile, he sleepily watched the television set that had been wheeled into his room and placed at the foot of his bed. Mostly, he just watched the baseball games. It gave him pleasure to watch young men running swiftly across green grass in the sunshine, clearly winning and distinctly losing. He remembered having read about the condemned murderer in Massachusetts who also had watched the baseball games on television in his cell and whose only regret was that he would never know whether or not the Dodgers had won the pennant. He wondered if he would know who won the pennant this year.

Finally, Murphy convinced Dr Gibson that he had to see Craig. Craig had had two good days. The fever had gone down to ninety-nine in the morning and one hundred and two at night. Miss Balissano still refused to tell him what his temperature was, but Dr Gibson was more *lenient*.

Murphy's face when he saw Craig told him as accurately as any mirror how bad it was. He hadn't looked in a mirror since the operation.

'I had to see you, Jess,' Murphy said. 'I have to leave for the Coast tomorrow. Things're piling up and I just have to be there.'

'Sure, Murph,' Craig said. His voice sounded thin and old in his ears.

'Three weeks in New York is all I can manage,' Murphy said.

'Is that how long I've been here?' Craig asked.

Murphy looked at him *queerly*. 'Yes,' he said.

'A long time,' Craig said.

'Yes. And the doctors won't give me an estimate about when you'll get out.'

'They don't know.'

'Gibson tells me you won't be able to work – at anything – for at least six months, even if you get out tomorrow.'

'I know,' Craig said. 'He told me.'

'Thomas can't wait,' Murphy said. 'He's got to start shooting in a month if he wants to do it this year. For the weather.'

'For the weather,' Craig nodded.

'He and Wadleigh have been working eighteen hours a day. Thomas says Wadleigh is really *panning out*. He says you'll be crazy about the final script.'

'I'm sure.'

'Do you want me to tell you about who they've got to play it?'

'Not really, Murph.'

Again, Murphy looked at him queerly. 'Don't worry about the money,' he said. 'You've got a big chunk up front and five percent of the profits.'

'Tell me some other time,' Craig said.

'Thomas has been a real gent about everything.'

'I'm sure.' Craig closed his eyes. Murphy seemed to be far away, at the other end of a long hall and it disturbed him.

'You're tired,' Murphy said, 'I won't bother you any more. Just call me if you need anything.'

'I'll do just that.' Craig didn't open his eyes.

‘Sonia sends her love.’
‘Thanks Murph.’
‘Take it easy, kid.’ Murphy went softly out of the room, as Miss Ballissano came in.
‘Turn on the television, please,’ Craig said.

Cultural Notes

1. The temperature was hundred and one - the Fahrenheit thermometer is used both in the U.S. and Great Britain. The normal temperature of a human body is 98.6°.
2. the Coast – Hollywood

Check Comprehension

1. What kind of a doctor did Thomas find for Craig?
2. Why did the hospital chief surgeon keep dropping into Craig’s hospital room?
3. What were Craig’s chances to stay alive?
4. What difficulties did the nurse have while giving him injections?
5. Who was invited to give Craig intravenous feedings?
6. What was Craig’s temperature?
7. What did Murphy have to say to Craig?
8. Why was Murphy in a hurry to leave for the Coast?

Grammar Notes

1. The Past Perfect Tense is used for earlier past action.

·He was in a bright room in a good hospital and Bruce Thomas had found him a soft voiced old doctor.

·The only people who had come to his room so far were Thomas and Belinda.

·Dr. Gibson had forbidden any visitors and he was grateful for that.

2. When the first verb in a cluster is in the past tense, the other verbs following it will also be in the past tense.

·Dr. Gibson had told him that when he had been free of fever

for three whole days, he would be discharged.

· In the meanwhile, he sleepily watched the television set that had been wheeled into his room and placed at the foot of his bed.

Grammar Practice

Exercise 1. Replace the infinitives in brackets by the appropriate form of the verb.

1. Dr. Gibson _____ (not, to warn) Craig that his wife was coming to see him. He probably thought it _____ (to be) a salutary surprise.

2. Gail's father seemed to be delighted to tell Craig that Gail _____ (to leave) the day before for London.

3. When they let him out of the hospital, his temperature _____ (to be) normal for three days in a row.

4. He was in front of a saloon he _____ (to frequent) once.

5. He looked down at the typed list of questions Gail _____ (to give) him.

6. By now he was sorry he _____ (to be) in the office when Alice _____ (to call).

Exercise 2. Render the dialogues in indirect speech. Observe the rules of sequence of tenses.

1. Doctor: "Well, did you take my advice and sleep with all windows open?"

Patient: "Yes, doctor"

Doctor: "Good! And you've lost that cold you had?"

Patient: "No, doctor. Only my best suit and my watch and chain".

2. "Are you feeling very ill?" asked the physician.

"Let me see your tongue, please".

"It's no use, Doctor," said the patient. "No tongue can tell you how ill I feel".

Exercise 3. Complete the sentences, using the correct past tense of the verb in brackets.

1. Susan no longer owned a bike. She _____(sell) it.
2. Mary looked very pale when she arrived for the exam. She _____(study) too hard.
3. The boy's knee was bleeding when he arrived home. He _____(fall down).
4. I invited Silvia to the party but she couldn't come. She _____(arrange) to go somewhere else.
5. By the time the firemen _____(arrive), the fire _____(go out).
6. The guide offered us tickets for a musical, but Helen _____(already see) it.

Vocabulary Practice

Exercise 1. Choose the right word: *pain* or *ache*

1. Ann had not had a wink of sleep for two days as she had a terrible ear _____.
2. Salvatore, who suffered from rheumatism, felt an _____ in his bones, especially in bad weather.
3. Bob felt a sharp _____ in his shoulder and fell. He was wounded.
4. My child cried the whole night because of an ear _____. It must be unbearable.
5. At night Mary felt sharp _____ in her left side and in her leg.
6. When my son's temperature rose and his head _____ grew worse I sent for a doctor.
7. People who don't get enough sleep often have head _____.

Exercise 2. Choose the right word: *to recover* - *to cure* - *to treat*

1. Penicillin has helped to _____ patients from pneumonia.
2. He was _____ for chickenpox but it turned out to be scarlet fever.
3. Try, as the doctors may, no effective _____ for cancer has as yet been developed.
4. Bob was seriously ill and he kept to bed for a month. He

followed all the doctor's instructions and began _____ slowly from his illness.

Exercise 3. Match the first column with the second to complete the sentences.

- | | |
|----------------------------------------------------|-------------------------------|
| ___ 1. He works out in the gym because | a. with the flu |
| ___ 2. Not all cancers are | b. lost weight |
| ___ 3. She is not at work because she's come down | c. a cold |
| ___ 4. She went on a diet and | d. incurable |
| ___ 5. If you've got a bad headache | e. was in great pain for days |
| ___ 6. After aerobics last week | f. need an operation |
| ___ 7. He sprained his ankle and he | g. had measles |
| ___ 8. You have a heart problem and | h. he wants to feel fit |
| ___ 9. She went out in the pouring rain and caught | i. take an aspirin |
| ___ 10. He had spots all over his face because he | j. my legs felt really sore |

Speaking Practice

Comment on what the narrator or characters say or mean:

1. He was under light sedation and suffering from no real pain.
2. Talent, in a hospital, as elsewhere, had imperious prerogatives.
3. ... he sleepily watched the television set that had been wheeled into his room.

'Don't worry about the money,' he said. 'You've got a big chunk up front and five percent of the profits.'

SECTION TWO
Tips for Healthy Living

Vocabulary

<i>to blow it</i>	to fail
<i>consumed</i>	to eat; to take in; to use; to be busy with
<i>craving</i>	strong desire; uncontrollable desire
<i>incorporate</i>	include
<i>indulgent</i>	giving in to desire or craving; satisfying without discipline
<i>jumping jacks</i>	an exercise in which you alternately spread your legs and raise your arms over your head with each jump
<i>leftovers</i>	food remaining after you have finished eating a meal
<i>metabolic rate</i>	the speed at which your body processes food
<i>moderation</i>	balance
<i>nibbling</i>	eating small amounts of food throughout the day
<i>prevent</i>	not allow something to happen
<i>sit-ups</i>	an exercise that uses stomach muscles to rise to a sitting position when lying on your back
<i>soothe</i>	to make calm by gentle treatment
<i>versus</i>	in contrast with; compared to

Pre-Text Discussion

1. What advice do you give to a friend who is often ill?
2. Are you quick to go to the doctor when you don't feel well, or do you prefer to treat yourself at home?
3. How do you eat and exercise in order to stay healthy?

Text

Tips for Healthy Living

EAT YOUR FRUITS AND VEGETABLES. Fruits and vegetables are great for snacking. They can calm your *craving* for sweet or crunchy, plus they are good for you! Fruits and vegetables are excellent sources of fiber, vitamins, and minerals. They can also help *prevent* diseases such as cancer. Try to get 5-9 servings daily!

KEEP MOVING. *Incorporate* activity into your daily routine. Does this mean going to the gym for an hour each day? NO! Keep busy by taking the stairs instead of the elevator, walk instead of taking the bus, get up to change the TV station and do *sit-ups* and *jumping jacks* during TV commercials. Being more active throughout the day may help increase your *metabolic rate*. An increase in metabolic rate will help you burn more calories during normal daily activities.

FAT FREE DOES NOT EQUAL CALORIE FREE. While monitoring the amount of fat in the diet is important, it should not be the ultimate focus for weight management or the *sole* factor in choosing healthy foods. Fat free foods still have calories, and excess calories lead to weight gain. Eat all foods in *moderation*!

GIVE YOUR FOOD THE ATTENTION IT DESERVES. Take time during meals and truly taste every bite you eat. Eat slowly and have meal times be a time of relaxation and enjoyment. Recharge mentally while you refuel physically!

SNACK FROM A PLATE, NOT THE BOX. Eating directly out of the box or package can lead to overeating. Take time to put a serving of food on a plate or bowl. Eat that portion. If you are still hungry for more, put more on the plate to eat. Don't just keep grabbing handfuls out of the box!

«HEY UP THERE, CAN YOU HEAR ME?» Let your stomach tell you when you are hungry and full. Eat when you feel hungry, stop when you are satisfied.

ADDRESS EMOTIONS. Eating to *soothe* your stress is not the way to go. Try other ways to relax: talk with a friend, take a hot shower, go for a walk, meditate or do some yoga.

LEFTOVERS ARE GOOD! You don't have to clean your plate. Save the *leftovers* for another meal or snack. Try to pay attention to your body. When you feel satisfied or full, stop eating. If you want to stay at the table and talk after a meal, remove your plate so you are not tempted to keep *nibbling*.

THERE IS NO SUCH THING AS «NOW I'VE *BLOWN IT* COMPLETELY.» An *indulgent* treat or a day without exercising is OKAY. It is better to satisfy a craving than to be *consumed* by the thought of it. Occasional treats are acceptable - remember that all foods can fit into your eating plan. The guideline for aerobic exercise is 3-5 times per week for 20-60 minutes. Taking a few days off throughout the week is okay!

TAKE THINGS SLOWLY. The best way to lose weight and keep it off is to lose it slowly, by making lifestyle changes. Rapid weight loss may feel good in the short term, but usually that weight comes back - plus some. Focus on healthy living and feeling good *versus* losing weight!

Adapted from the American Institute for Cancer Research Newsletter. <http://www.mckinley.uiuc.edu/handouts/tipshealthyliving.html>

Check Comprehension

1. Does the text advise you to skip meals and lose weight quickly?
2. According to the text, can your body 'speak' to you and tell you when to eat or stop eating?
3. Why does a text about physical health give advice concerning your emotions?
4. What is most important, being very thin and stylish, or feeling good and keeping a balanced life style?

Grammar Practice

Fill the blanks with **any more, no longer** and **still**.

1. I don't go to the gym _____.
2. Begonia _____ goes swimming on Tuesdays. She now goes on Fridays instead.
3. Are you _____

- _____ seeing the same physician?
4. I _____ don't know what time my appointment is. I phoned the doctor's office but no one answered.
5. The doctor said I mustn't drink coffee _____.
6. I had a long nap so I'm _____ tired.
7. We _____ go to that health club because they put the prices up.
8. The doctor _____ hasn't given my test results. I hope everything's OK.
9. I _____ haven't done my exercises. I must do them tomorrow.
10. She doesn't take good care of herself _____.
11. You _____ need an appointment to see the doctor. Just come by his office.
12. My uncle _____ believes that smoking won't harm him, no matter what the doctor says.

Vocabulary Practice

Exercise 1. Fill in the blanks using the words given below. Put the words into the correct form. Some words can be used twice.

suffer, in pain, ache, symptoms, lie down, faint, help, calm, die

1. The doctor prescribed some pills for my headache but it's still _____.
2. I hope I _____ in my bed of old age.
3. I'm feeling ill – I think I'd better go and _____.
4. The nurse gave me an injection and it really _____.
5. Ann _____ a heart attack and had to be taken to hospital.
6. Bob fell down the stairs and he was in _____ waiting for somebody to help him.
7. Nick's mother _____ from an incurable illness for many years.
8. I felt so dizzy that I nearly _____.
9. John had to have an internal examination but it was quite _____.

10. The _____ are a high temperature and a rash.

Exercise 2. Choose the correct word or phrase from the pair in brackets to complete each sentence.

1. John has been off work for a week with the flu, and he still feels rather _____ (under the weather, full of beans)
2. Chickenpox is a children's _____, but adults can catch it too. (disease, sickness).
3. The _____ who performed the operation visited the patient soon after she came round (physician, surgeon).
4. Don't worry, I can assure you that this medicine produces no _____ at all (side-effects, results)
5. I'd like to visit Patricia, now that she is out of intensive care, but I'm not sure which _____ she is in (ward, cell)
6. Your state of health must be good before you can become a blood _____ (giver, donor)
7. If someone collapses in the street, it may be helpful to give them _____ aid until the ambulance arrives (emergency, first)

Speaking Practice

Task: Work in pairs. Interview your partner about his/her eating and exercise habits. Then, based on the text, give them a 'diagnosis' of their current health, then give them advice on how to improve.

people. AIDS is called “acquired” to distinguish it from *inherited* (genetic) forms of immune deficiency. It is called a “syndrome” because it is a set of symptoms that occur together, rather than a *clear-cut* disease.

Symptoms usually appear when the T-cell level drops below 200. Some people become so ill from the symptoms of AIDS that they are unable to hold a job or do household chores, while others may experience phases of intense life-threatening illness followed by periods of normal functioning. The term AIDS applies to the most advanced stages of HIV infection, and includes all HIV-infected people who have fewer than 200 CD4 T cells. (Healthy adults usually have counts of 1,000 or more).

Persistent or *severe* symptoms may not appear for a long time after HIV infection. However, HIV continues to actively infect and kill cells of the immune system, even when the person has no symptoms.

HIV is very *weak* outside of the body and difficult to catch.

- You cannot catch AIDS from visiting or talking to a friend who is sick with AIDS.
- You cannot catch AIDS from hugging or kissing a friend who has HIV/AIDS.
- You cannot catch AIDS from mosquito bites or insect bites.
- You cannot catch AIDS from a toilet seat in a public restroom.
- You cannot catch AIDS from going to the same school with someone who is sick with AIDS.
- You cannot catch AIDS from being kind to someone who has AIDS.

HIV transmission occurs when a person is exposed to body fluids infected with the virus, such as blood, semen, vaginal secretions, and breast milk. The primary modes of HIV transmission are (1) sexual relations with an infected person; (2) sharing hypodermic needles or accidental pricking by a needle contaminated with infected blood; and (3) transfer of the virus from an infected mother to her baby during pregnancy, childbirth, or through breast-feeding.

AIDS is an international problem that touches people in every country of the world. People with AIDS need our support and encouragement. Let's think about how we can support them!

Check Comprehension

True or False

1. HIV is a virus that weakens the body's power to fight disease.
2. Six months to ten years after the HIV virus gets into a person's body, they get a disease called AIDS.
3. You can catch AIDS from a mosquito bite.
4. You cannot catch AIDS from swimming in the same swimming pool with someone who has HIV or AIDS.
5. You cannot catch AIDS from a cough or sneeze from someone who has HIV.
6. You cannot catch AIDS from using a public toilet.
7. It's safe to hug or kiss a friend who has HIV or AIDS.
8. You can get the HIV virus from blood from an infected person (a person who has the HIV virus in their body).
9. You can catch HIV through having unprotected sex with a person who has HIV.
10. A mother who has HIV in her body can give the virus to her baby before it is born.

Grammar Practice

Modal Verbs of Deduction

TYPE	USE	MODAL VERBS	EXAMPLE
1	to express possibilities for the future	MAY, MIGHT, COULD	It may rain tomorrow.
2	to express certainty	CAN'T, COULDN'T, MUST	She can't be Irish.
3	for possible explanations	MAY, MIGHT, COULD	She could be Scottish.

Look at the following phrases and write in which type you think they are. Then use one of the modal verbs in brackets to fill the gaps.

TYPE

1 _____ He (may/must) _____ have the Chicken Pox, but I'm not sure. 2 _____ It (can/could) _____ be broken, judging by the swelling.

3 _____ John (can't/may) _____ still be sick! He's been out of work a week.

4 _____ With luck, he (can't/could) _____ be back at work tomorrow.

5 _____ You (can/might) _____ be right but I'm going to ask the doctor anyway.

6 _____ The tests (can't/might) _____ show that you're better. You never know.

7 _____ It (may/can't) _____ be true that Mrs. Smith has cancer. It's impossible.

8 _____ Dave reckons he's got a cold but I think he (can't/might) _____ have the flu.

9 _____ I (can't/might) _____ go to the hospital but I'm not sure yet.

10 _____ This (must/could) _____ be the right treatment but we'll have to check with your doctor to make sure.

11 _____ She (can't/could) _____ be well. She's still coughing and sneezing.

12 _____ I really think Dr. Harris (can't/could) _____ be the best doctor I know.

13 _____ She's been exercising 2 hours a day for 6 months. She (could/must) _____ be in good shape.

14 _____ Nobody's answering. The doctor (can't/must) _____ be out.

15 _____ He (can't/may) _____ be in good health. He gets tired just walking.

Vocabulary Practice

Here are six idioms that contain a word that denotes a part of the body. Match them with a definition.

- | | |
|------------------------------------------|-------------------------------------|
| 1. Keep your fingers crossed. | a) I've nearly remembered. |
| 2. I'm pulling your leg! | b) It makes no sense to me at all. |
| 3. It's on the tip of my tongue. | c) I'm joking. |
| 4. I'll keep an eye on her for you. | d) I'll watch her while you're out. |
| 5. I can't make heads or tails of it. | e) Wish me luck. |
| 6. I really put my foot in it, didn't I? | f) I said the wrong thing. |

Speaking Practice

Task 1: With a partner, make a 5-minute presentation about one of the following diseases that take many lives.

1. AIDS
2. HIV
3. Cancer
4. Heart disease
5. Epidemics

Task 2: Read the sayings and make a story concluding with one of them.

1. Prevention is better than cure.
2. One man's meat is another man's poison.
3. Health is above wealth.
4. Early to bed, early to rise, makes a man healthy, and wealthy, and wise.
5. An apple a day keeps the doctor away.
6. What can't be cured, must be endured.

SECTION FOUR
Writing About Health

Task 1. Copy out from the text “Evening in Byzantium” the words and phrases concerning the topic “Health” and make up your own sentences or situations.

Task 2. Write an essay titled “Health is better than wealth.”

Task 3. Write an essay titled “What everyone should do to keep in good health.”

UNIT TEN

HOLIDAY TRADITIONS AROUND THE WORLD

SECTION ONE American Holidays

Vocabulary

<i>anchor</i>	to lower an anchor on a ship to keep it from moving
<i>brave</i>	a young fighting man from a Native American tribe
<i>encourage</i>	to help someone become confident or brave enough to do something
<i>harvest</i>	the time when crops are gathered from the fields
<i>passenger</i>	someone who is traveling by car, boat, etc. but who is not driving it
<i>pilgrim</i>	someone who travels a long way to another place for a religious reason
<i>spoil</i>	to ruin something by making it less attractive, enjoyable or useful
<i>threat</i>	a statement or warning of trouble, pain or sadness
<i>tribe</i>	a group of people from the same race, culture; ruled by a chief
<i>voyage</i>	a long trip, especially on a ship or a space vehicle

Pre-Text Discussion

What does it mean to be “thankful?” Often we are most thankful for those things that we have worked hard to achieve.

What are you especially thankful for in your life? Read this article about one small group of people who struggled and worked very hard to make a new home for themselves. They had much to be thankful for.

Text

THANKSGIVING IN THE UNITED STATES

THE PILGRIMS SET SAIL FOR AMERICA

In 1608, a group of people later known as the “Pilgrims” left England to seek religious freedom in Holland. After some years, their children began to learn the Dutch life style and language. The Pilgrims became concerned with this because they considered the Dutch ideas a *threat* to their children’s education. On September 16, 1620, after many years of planning and preparation, the Pilgrims set sail for America, the “New World”, where they could live their lives in freedom. They sailed from Plymouth, England on a ship called the “Mayflower”. The 44 Pilgrims were joined by 58 other *passengers* and sailors.

The trip to the New World was long, cold and damp. It took over two months. The Pilgrims were overcrowded, their food was *spoiling*, and their water was running out. By the time land was sighted on November 19th, many passengers had become sick and one had died. After the long, hard journey, the Pilgrims sighted Cape Cod on November 19. They *anchored* on November 21 at the site of Provincetown, Massachusetts. The settlers soon discovered Plymouth Harbor, on the western side of Cape Cod Bay and made their historic landing on December 21, 1620.

The first winter was very cold. Most of the days it snowed, which made it hard to construct their homes, so most of them lived on the ship. In March, the weather began to turn warmer and the health of the Pilgrims improved. Of the 102 original passengers, less than 50 had survived the first winter.

THE FIRST THANKSGIVING

On March 16, 1621, something very important happened. An Indian *brave* walked into the Pilgrim's settlement and greeted them in English. This Indian's name was Samoset and he was a member of the Pemaquid *tribe*. Captains from fishing boats that sailed off the coast, had taught him to speak English. He spent the night and left the next day only to return with another Indian named Squanto. Squanto spoke better English than Samoset. Squanto told the Pilgrims of his *voyages* across the ocean to Spain and England, where he had learned to speak English. Squanto went on to live with the Pilgrims and teach them how to survive in this new land.

After a busy summer of planting and hunting the Pilgrims were ready to face the next winter. The October *harvest* was very successful. The Pilgrims had enough food to make it through the coming cold months. There was corn, fruits and vegetables; fish packed in salt and meat to be smoked. They had much to celebrate and be thankful for. They were at peace with their Indian neighbors, had houses and food.

In November, Governor William Bradford declared a day of «thanksgiving» and a great feast was held in honor of the occasion. Squanto and Samoset and also Massasiot, chief of the Wampanoag tribe and ninety other Indians came to celebrate with the Pilgrims for three days. Together they shared their food, competed in various games, and most of all, gave thanks that they had survived the first year in their new home.

OFFICIAL THANKSGIVING HOLIDAY

The Pilgrims continued to observe this day of Thanksgiving each year and throughout America's early history, special days of thanks were declared. In 1863, during the American Civil War (1861-1865), President Abraham Lincoln proclaimed the last Thursday in November Thanksgiving Day in order to *encourage* the Union soldier's morale. After the war, Congress established Thanksgiving as a national holiday, to be celebrated every year.

Check Comprehension

Write short answers to the following questions

1. Based on the definition of the word pilgrim, why do you think the “Pilgrims” were called by this name?
2. Why did they feel the need to travel to America?
3. What event helped the Pilgrims the most in learning to live in their new home?
4. What did they have to be thankful for?

TIMELINE:

Make a timeline of the events that happened in the history of the Pilgrims. Record the dates and what happened on those dates. Also record the important events that do not have dates.

1608

Grammar Practice

Exercise: Adjective or Adverb. Choose the correct item from the choices in the parentheses:

1. He (correct, correctly) defined the terms. The answer sounded (correctly, correct).
2. She (quickly, quick) adjusted the menu. She adapted (quick, quickly) to any situation.
3. He measured the floor (exact, exactly). They proved to be (perfectly, perfect) (exact, exactly) measurements.
4. The stillness of the tomb was (awfully, awful). The tomb was (awfully, awful) still.
5. It was a (dangerously, dangerous) lake to swim in. The man was (dangerous, dangerously) drunk. The gas smelled (dangerously, dangerous).
6. She performed (magnificent, magnificently). It was a (magnificent, magnificently) beautiful performance.
7. Her voice sounds (beautifully, beautiful). She sang the song (exact, exactly) as it was written. We heard it (perfectly, perfect).

8. He was a very (sensibly, sensible) person. He acted very (sensible, sensibly).

9. Mike wrote too (slow, slowly) on the exam. He always writes (slow, slowly).

10. Talk (softly, soft) or don't talk at all. The music played (softly, soft).

11. Andrea knows the material very (good, well). She always treats us (good, well).

12. You must send payments (regular, regularly). We deal on a (strictly, strict) cash basis.

13. The mechanic's tools were (well, good). The foreman said that his work was (good, well) done.

14. She worked (careful, carefully) with the sick child. She was a very (careful, carefully) worker.

15. He did not pass the course as (easy, easily) as he thought he would.

16. I find this novel very (interesting, interestingly). It was (interesting, interestingly) written.

Vocabulary Practice

Exercise: Read each of the following sentences. Determine whether the vocabulary word in *italics* is used correctly or incorrectly. If incorrect, rewrite the sentence using the word correctly.

1. The ship's captain ordered the sailors to lower the *anchor* immediately. He wanted to *anchor* the ship far enough from shore to protect it from beating against the rocks.

2. A young Dutch boy wanted to *passenger* on the Mayflower with the Pilgrims, but his parents didn't allow him to go.

3. With the help of their new American Indian friends, the pilgrims had an *encourage* harvest in October 1621.

4. Most of the pilgrims' food *spoiled* on the ship while crossing the ocean.

5. The English speaking Indian named Samoset *tribed* with the Pemaquids.

6. Though the *voyage* was difficult, the Pilgrims did not regret going to America.

Speaking Practice

Task 1: You have been invited to make a proposal before the parliament. You want to propose a new national holiday on which to give thanks. Which day would you choose and why? What would you name the holiday? Are there any historical or recent events that support a new holiday? Prepare and present your proposal for the parliament (your class).

Task 2: In small groups, defend or refute the following statements.

1. Every nation has a special day of thanksgiving even though they use different names for this holiday and celebrate in different ways..
2. A holiday for giving thanks is a waste of time that would be better spent working to increase the products for which thanks is being given.

SECTION TWO

Uzbek Holidays

Vocabulary

<i>accustomed</i>	to be used to something
<i>contemporary</i>	someone who lives in the same period of time; modern
<i>constellation</i>	a group of stars that forms a pattern and has a name
<i>employees</i>	someone who is paid to work for a person
<i>entertainment</i>	something that amuses or interests people
<i>equinox</i>	one of the two times a year when day and night are equal in length
<i>legend</i>	an old, well-known story about a brave person or an adventure
<i>significance</i>	the importance or meaning of something
<i>solemn</i>	very serious
<i>splendid</i>	excellent, beautiful, impressive

Pre-Text Discussion

1. What is your favorite holiday?
2. What do you enjoy the most about celebrating Navruz?

Text

History of Celebrating Navruz (New Year)

In the book of the great scientist and thinker of the East Abu Raiyhon Al-Beruni «Eternal Monuments of Contemporary,» it is written that during the reign of Jamshid, Navruz was celebrated *solemnly* and *splendidly*. Beruni told a story on behalf of his *contemporary*, the Baghdad mubad (chief religious figure of the Zoroastrians). He told about the sugar cane that was discovered on the day of Navruz, which turned out to be sweet to the taste.

Jamshid commanded that the sugar cane be harvested and processed to make sugar. Since that time, people have been *accustomed* to presenting sweets to each other on Navruz.

Before Islam, Navruz was considered to be the main holiday of the Zoroastrian religion. This day of the winter *equinox* was considered to be the first calendar day of the solar year when nature wakes up from a long winter sleep and every living being comes alive again. According to the *legend*, not only was nature coming alive again but also souls of the dead were returning to the Earth. On that date when the duration of the day and night was equal, the angels used to descend from heaven.

The celebration of Navruz usually lasted for one month. Seven different dishes, beginning with the letters «S» and «Sh» were put on the table (dastarkhan) laid for the guests. Besides that, Navruz had both ritual and political *significance*. According to legend, on the day of the Winter Equinox, Jamshid used to rise to the Heaven and there he would get a star. Then during the first days of the celebration of Navruz, he would get back to his throne. Beruni wrote as follows: «when the Sun entered the orbit of the Aries *constellation*, the spring would usually come. On that day the Khorasaan governors gave their warriors the spring and summer uniforms and treated them with delicious food.”

In the Eastern parts of the empire, Beruni wrote how the Navruz holiday lasted from one day to one month. On the sixth day of the month, the Great Navruz would usually come. According to one legend, on that day Allah finished the creation of the world. It was on this day that he created Saturn. And so, the most joyful hours of Navruz was the time of Saturn, when Allah gave the inhabitants of the earth both happiness and blessings. The Iranian people called that day the “Day of Hopes,” “Ruzi Umed”.

The Sasanides also celebrated Navruz solemnly. From the writings of Beruni, we know that they had the following tradition: On the first day of Navruz, the Padishah would give his address to the people; the second day he solemnly celebrated the holiday with farmers. The third day he devoted to his soldiers, servants and mubads; the fourth day he spent with courtiers and associates

and the fifth day, with his family and *employees*. On the six day he wanted to be alone. On the last day of Navruz he presented all his servants with gifts and *entertainment*.

One final tradition connected with Navruz tells how this day was considered to be the day of Khurazo, or the “day of the water angel.” People would splash water on one another, thus expressing their wish for having more water for irrigation and a good harvest. In the morning people bathed in the reservoirs, sprinkled each other with water, as if cleansing from the smoke and ashes of the fires that had burned in their homes all winter. Water and fresh air were used for cleansing themselves and banishing diseases. At the conclusion of this ritual, Beruni writes that the Prophet’s companion would say «The man will be healthy during the year if he awakens on the day of Navruz before dawn, silently tastes sugar and dabs the body with the olive oil».

Thus, during Beruni’s time Navruz was celebrated for the whole month of March. For the first five days, Navruz was observed by the Padishah and his court. The second five days it was celebrated by ministers of religion. The third five-day week remained for celebration by employees and educated people and the fourth five-day week there were organized folk wanderings. The fifth five-day week came to an end with the farmer’s celebration. Navruz was at that time, indeed a nationwide celebration and continues to be to this day.

Check Comprehension

Read and determine whether the statements are *true* or *false*. Prove your answer by citing the information in the text.

1. According to the writings of Al-Beruni, in the time of Jamshid Navruz was celebrated with loud music and dancing.
2. In ancient times Navruz was the celebration of the beginning of winter.
3. According to legend, on the day of the Winter Equinox, Jamshid used to rise to the Heaven and there he would become a star.
4. Part of the ancient celebration of Navruz included remembering the creation of the world.

5. According to Al-Beruni, soldiers did not take part in the celebrations; their job was to protect the people during the holiday.
6. Navruz was and is a nation-wide celebration.

Grammar Notes

An appositive is a noun or pronoun — often with modifiers — set beside another noun or pronoun to explain or identify it. Here are some examples of appositives.

Your friend Bill is in trouble.
noun appositive

My brother's car, a sporty red convertible with bucket seats, is the envy of my friends.
noun appositive

The chief surgeon, an expert in organ-transplant procedures, took her nephew on a hospital tour.
noun appositive

A bold innovator, Wassily Kadinsky is known for his colorful abstract paintings
appositive noun

The first state to ratify the U.S. constitution, Delaware is rich in history.
appositive noun

A beautiful collie, Skip was my favorite dog.
appositive noun

Grammar Practice

Exercise: Underline the appositives in the following sentences.

1. Navruz, the first day of the New Year, is a very well-loved holiday in Uzbekistan.
2. Navruz was considered to be the day of Khurazo, the day of the water angel.
3. On this day Jamshid, the chief religious figure of the Zoroastrians, rose to the Heaven and got a star.

4. The writer Al-Beruni wrote many works, still studied today.
5. During Beruni's time this great holiday, Navruz was celebrated for the whole month of March.
6. The Iranian people gave the holiday the name "Ruzi Umed", the "Day of Hopes."
7. Modern Navrus celebrations include the making of "sumalak", a favorite national dish.
8. Another popular Uzbek holiday, Independence Day is celebrated on September 1st every year.
9. Hayit, a three day celebration, is an important religious holiday in Uzbekistan.
10. It follows the month of Ramadan, the Muslim period of fasting.

Vocabulary Practice

Use the vocabulary words to complete the following story.

<i>solemn</i>	<i>splendid</i>	<i>contemporary</i>
<i>accustomed</i>	<i>equinox</i>	<i>legend</i>
<i>significance</i>	<i>constellation</i>	<i>employees</i>
<i>entertainment</i>		

The young boy liked to hear his grandfather tell stories. It was the only form of ¹ _____ that kept the boy interested after a long day of helping in his grandfather's shop. Each night after the ² _____ had finished their work and left the store, the grandfather would close the shop and sit down in the back room with the boy, who would wait for his mother to pick him up. The boy's favorite story was the "3 _____ of the Stars". The old man told it well, with a very ⁴ _____ expression on his face. The boy was ⁵ _____ to hearing his grandfather's serious mood as he told the story. The story began with a description of a ⁶ _____ garden, standing beautifully in the moonlight. It was the night of the winter ⁷ _____ and the clear sky revealed stars forming several

⁸ _____ . The hero of the story, named Said lived hundreds of years ago, a ⁹ _____ of the great Amir Temur. Said knew that this night was important but he had no idea how great it's ¹⁰ _____ was... The old man was just getting to the exciting part of the story, when he looked over to see his grandson, fast asleep in his chair. The story would wait until tomorrow.

Speaking Practice

Task 1: In small groups, recall legends that you learned as a child. Using some of the vocabulary from this unit, prepare to tell the story as the grandfather in the vocabulary exercise above did.

Task 2: In small groups discuss the following:

*How the celebration of Navruz has changed and how it has remained the same since the time of Jamshid and Al-Beruni.

*How you and your family celebrate Navruz. If you don't celebrate, explain why.

SECTION THREE

Holidays Around the World

Vocabulary

<i>charity</i>	an organization that gives help to people who need it
<i>commemorating</i>	to remember someone or something by a special action
<i>contribution</i>	something that is given or done to help someone else
<i>gentry</i>	people who belong to a high social class
<i>hemisphere</i>	one of the halves of the earth; northern or southern divided by equator
<i>illuminate</i>	to make a light shine on something
<i>rituals</i>	a ceremony or a set of actions that is always done in the same way
<i>secular</i>	not religious
<i>solstice</i>	the day with either the most or least light from the sun
<i>stocking</i>	a large sock hung over the fireplace at Christmas to hold presents
<i>urn</i>	a large, decorative container

Pre-Text Discussion

1. What do you know about the traditions for celebrating Christmas?
2. Are you aware of the differences in traditions among the nations?
3. Does your family celebrate Christmas? Why or why not?
4. Who is Santa Claus?

Text
Christmas Around the World

Christmas is an annual Christian holiday *commemorating* the birth of Jesus Christ. Most members of the Roman Catholic Church and followers of Protestantism celebrate Christmas on December 25, and many celebrate on the evening of December 24 as well. In addition to being a religious holiday, Christmas is a widely observed *secular* festival. For most people who celebrate Christmas, the holiday season is characterized by gatherings among family and friends, feasting, and gift giving.

Santa Claus has become one the most popular symbols of Christmas. The legend of Santa Claus had origins in Europe and was brought by Dutch settlers to New York in the early 18th century. Traditionally, Santa Claus—from the Dutch *Sinter Klaas*—was pictured as a tall, dignified, religious man riding a white horse through the air. Known as Saint Nicholas in Germany, he was usually accompanied by Black Peter, an elf who punished disobedient children. In North America he eventually developed into a fat, jolly old gentleman who rode on a sleigh pulled by reindeer and gave gifts on Christmas Eve.

Most people who celebrate Christmas in America participate in special holiday traditions in their homes. Families often decorate evergreen trees and place colorfully wrapped presents beneath them. A family member might give a reading of “A Visit from Saint Nicholas” or read passages from the Bible. On Christmas Eve, children often hang *stockings*; they awake in the morning to find the stockings filled with gifts from Santa Claus.

Christmas in France is called *Nol*. Celebrations reach their peak on Christmas Eve. The festival meal is the *riveillon*, a midnight supper that may consist of oysters, sausages, baked ham, fowl, fruit, pastries, and wine. Children put their shoes in front of the fireplace on Christmas Eve for *Pere Nol* (Father Christmas) to fill with gifts, but the traditional day for exchanging gifts is New Year’s day.

Spaniards attend church at Christmas, but during the Christmas season they also participate in seasonal *rituals*. For example, townspeople gather in village squares around an “urn of fate.” Each person writes his or her name on a piece of paper and places

it in the *urn*. A designated person then draws the names out, two at a time. According to an old belief, those whose names are drawn together will be best friends for the coming year.

Because the Scandinavian countries of Denmark, Norway, and Sweden are high in the northern *hemisphere*, daylight hours are extremely short during the midwinter Christmas season. Therefore, many Christmas celebrations there incorporate ancient Yule festivals that honor the first lengthening of days following the winter *solstice*. For example, Swedes sing carols in honor of the legendary Queen of Light, who is believed to bring hope during periods of darkness.

The German custom of decorating an evergreen tree at Christmastime has become one of the most popular images of Christmas around the world. According to legend, the Christmas tree tradition began with the founder of German Protestantism, Martin Luther. While walking through the forest on Christmas Eve, Luther was so amazed by the beauty of the evergreen trees that he brought one indoors and decorated it with candles to remind his children of God's creation. The Christmas season begins in Germany during the first week of December, when town squares become filled with stalls selling everything from toys to hot spiced wine. On the evening of December 5, children wait for a visit from Saint Nicholas, who brings them gifts. On Christmas Eve, families traditionally gather around Christmas trees decorated with lights, ornaments, and *Lebkuchen*, which are spiced cookies cut into decorative shapes. Church services on Christmas Eve are *illuminated* by worshipers holding candles.

The day after Christmas is also a national holiday in England, known as Boxing Day or Saint Stephen's Day. Long ago, English *gentry* gave small gifts known as Christmas boxes to their servants on the day after Christmas. English custom still sets aside Boxing Day for tipping the delivery person and others who have performed personal services throughout the year. Many people in England also make *charitable contributions* to churches and to the needy on Boxing Day.

Compiled from **Microsoft® Encarta® Encyclopedia 2004**.
© 1993-2003 Microsoft Corporation. All rights reserved.

Check Comprehension

1. Describe one particular feature of the Christmas celebration in Spain.
2. Describe two features of the Christmas holiday that is found in all the countries in the text.
3. Do all of the events described in the text take place on December 25?
4. How did the traditions brought from Europe change in American culture?
5. Are the poor able to celebrate the holiday as well? If so, how?

Grammar Practice

Mark a **C** if the sentences in the group are all complete and an **F** if any of the sentences in the group is a fragment. Correct the fragments.

- ___ 1. I visited my aunt's home for the holiday. A visit that was a bad experience.
- ___ 2. The scene was filled with beauty. Such as the sun sending its brilliant rays to the earth and the leaves of various shades of red, yellow, and brown moving slowly in the wind. The perfect Thanksgiving Day.
- ___ 3. The Pilgrims traveled for over two months without seeing land. Of all their trials so far, this was the worst.
- ___ 4. Within each tradition, a wide range of features to choose from. It was difficult to distinguish between them.
- ___ 5. The Christmas season is my favorite time of year. Although it has a reputation for being materialistic, it is still a special family time.
- ___ 6. Everyone was rushing through the streets hurrying cheerfully. To get their Christmas shopping done in time.
- ___ 7. As Christmas grows near, I find myself looking back into my childhood days at fun-filled times of snowball fights. To think about this makes me happy.
- ___ 8. Making up his mind quickly. Jim ordered two dozen red roses for his wife. Hoping she would forgive him for forgetting Valentine's Day.
- ___ 9. They were all having a good time at the New Year's party. Until one of Joe's oldest and best friends had a little too much to drink.

_____ 10. Although it only comes once a year. Thanksgiving Day is my favorite day.

_____ 11. Christmas traditions are different all over the world. While they differ though, there are many similarities.

_____ 12. Sam couldn't decide which sweater to buy his wife for Christmas. Only the different colors.

Vocabulary Practice

Many words can be used as different parts of speech by simply changing the suffix. Change the vocabulary words below to the part of speech indicated in brackets [], then write a sentence using each word in its new form. The new sentences should be related to the subject of holidays. Use a dictionary to check your work and/or to help find the correct form.

1. charity [adj] _____
2. commemorative [v] _____
3. contribution [v] _____
4. illuminate [n] _____
5. ritual [adj] _____

Speaking Practice

Task: Role play (groups of 3 or 4) Each group will prepare and present one of the following scenes. Use information from the text to help you prepare.

1. Parent(s) explaining to their child(ren) the history and the importance of giving at Christmas time. The children are thinking only about receiving gifts and don't see why they should be concerned with giving.

2. You live in Spain and have received guests from England. They are confused by your Christmas traditions. Help them understand the significance of your traditions and allow your British guests to compare their own traditions with yours.

3. You work in an international firm. Each member is from a different country: U.S.A., Germany, England, Uzbekistan, and Russia. You are trying to agree on the day and style of celebrating the holidays. Some insist on celebrating 24 December, others want 31 December. Solve the problem and try to keep peace in your office.

SECTION FOUR
Writing About Holiday Traditions

Imagine that in your home you are preparing to host a special friend from a country and culture that is very different from your own. This friend will arrive in one month and will be visiting during your favorite holiday. Write a letter to that friend now and explain to them all of the wonderful plans that you have made for their visit. Tell them how you will spend this holiday together—what you will do, who they will meet, what foods they will try, etc. This might help you get started:

Dear _____,

I am so excited about your visit! Did you know that you are arriving two days before my favorite holiday of _____ . Let me tell you what I have planned...

UNIT ELEVEN
COMMUNITY ASSOCIATIONS IN
UZBEKISTAN AND AMERICA

SECTION ONE
Mahallas of Uzbekistan

Vocabulary

<i>consensus</i>	general agreement by most or all the members
<i>converge</i>	come together at one place; gather
<i>densely</i>	crowded together
<i>deter</i>	to keep or discourage from doing something
<i>exclude</i>	to keep out; reject
<i>externalize</i>	to make or move outside into the public
<i>hand-me-downs</i>	used clothing, still in good condition, given to another to use
<i>intercede</i>	to make a request on behalf of another or others; mediate
<i>intimate</i>	private; personal
<i>maintain</i>	keep in good order or condition
<i>mutual</i>	to share in common
<i>partake</i>	to participate; to take a portion of something
<i>quell</i>	stop; put an end to
<i>residential</i>	suitable place to live; related to homes
<i>roughly</i>	approximately; generally
<i>substantial</i>	of considerable worth, value, or size
<i>trace</i>	sign; evidence; path

Pre-Text Discussion

Discuss the following questions in groups of 3 or 4 students.

1. Have you been to any country that was different from your country?
2. What did you find that was very strange to you?
3. Which aspects of your country do you think might be quite unusual to foreigners?
4. Which nationalities would find Uzbekistan similar to theirs and which would find it most different?

Text

Residential Community Associations of Uzbekistan

1. Early each morning, men *converge* in the side streets of Uzbekistan's thousands of neighborhoods, locally known as *Residential* Community Associations or "mahalla", to converse and *partake* from platters of traditional Uzbek "osh", a national pilaf dish, and drink green tea, all prepared with ingredients provided by each individual mahalla. Such group activity not only provides the inhabitants of the mahalla with the public goods, but also helps to create order, to promote solidarity, and to sustain community life.

2. The modern mahalla can *trace* its origins to large urban centers that existed in Central Asia well before the invasion of Chingiz (Ghengis) Khan in the 13th century. Many of them specialized in trades such as metalworking, music, or food production.

There are nearly 10,000 mahalla in Uzbekistan today, each one averaging *roughly* 2,000 residents. In the cities, mahalla consist of modern apartment complexes or blocks of *densely* organized single-family dwellings. Membership in the mahalla is based on residency, and no one is *excluded* because of class, profession, or religion. Traditionally the mahalla are places where both Sunni and Shi'ite, rich and poor, laborers and professionals can interact with one another.

3. In the modern mahalla, a chairperson leads the mahalla

committee, or “kengash”. The kengash oversees the day-to-day activities of the mahalla.

4. According to a 1999 Mahalla law, the chairperson is a state employee who is elected for a 30-month term. Next in the hierarchy is an “aksaqal” or “whitebeard”, who is chosen informally by *consensus* for his wisdom and ability to guide. Finally, a senior mahalla woman also assumes an informal leadership role.

5. Mahallas are involved with several institutions that mediate between mahalla and family, mahalla and culture, and mahalla and commerce. Mahallas also *externalize* the most meaningful and *intimate* relations of nuclear families. Families mark births (beshik toi, aqiqa), male circumcisions (sunnat toi), weddings, and deaths (khudoi). Often, the mahalla owns or possesses a supply of tables, chairs, cooking supplies, and other implements that it lends or leases to community members for such occasions.

6. To the same degree that mahallas assist with family events, they also shape Uzbek cultural celebrations. For national holidays, mahallas work together to clean public areas, cook national desserts for distribution to all mahalla residents, and provide small presents to poorer residents. Outside of these formal occasions, mahallas are a primary source of social services for community residents.

7. Mahalla residents call on each other to provide labor for repairs to houses, *hand-me-downs* to children, and a variety of other informal services that are easily described as “neighborliness”. Uzbeks have a well-developed conception and practice of *mutual* assistance called *hashar* that transcends mutual relations. Mahalla *rais* and members draw on *hashar* to motivate residents to, among other things, *maintain* the cleanliness of streets and gutters and improve the look of their mahalla on the eve of celebrations and state holidays.

8. Mahallas frequently also provide *substantial* support to the elderly, *intercede* in cases of domestic abuse (and *deter* divorce), provide adjudication to *quell* disputes between neighbors and, conversely, pressure more wealthy residents to share some of their wealth with the wider community.

Each mahalla has a community center, called guzar. It is the

place of collection of institutions such as a bazaar, a mosque, a barbershop, a tea house (choikhona), and a general store.

Culture Notes

Mahalla – Residential Community Associations in Uzbekistan is the basic administrative unit whose hierarchy ascends to tuman (district), city (shakhar), viloyat (region) and state (nation).

osh or pilaf – most popular national dish which is served not only at family celebrations but at celebrations nation-wide as well. Typically it is prepared of rice, carrot, mutton and other special ingredients.

Chingiz (Ghengis) Khan - (1162-1227) a Mongol conqueror who founded the largest land empire in history. He ruled an area that stretched across Central Asia from the Caspian Sea to the Sea of Japan.

Shiite – The Shiite origins lie in the controversies about the leadership of the Islamic community after the death of the Islamic prophet Muhammad in A.D.632. The Shi'ites believe that the leader of the Islamic community after Muhammad's death is Ali, the Prophet's cousin. Less than 20% of believers are the Shi'ites.

Sunni – The Sunnis believe that the leader of the Islamic community after the death of the Prophet Muhammad is Abu Bakr. More than 80% of believers are the Sunnis.

Kengash - Board of Residential Community Associations that guides every-day life of the mahalla.

rais - chairperson of a mahalla's Kengash.

aksakal – “whitebeard”, wise, able and fair old man who is selected by the men of the mahalla informally, by consensus. He oversees the mahalla activities from the point of view of Uzbek traditions and customs, and Muslim law. Most often, he is an informal consultant to the community Board.

a senior mahalla woman – head of the women's committee which oversees the female/gender stereotypes in the community, the quells disputes between women.

hashar – mutual free assistance in building houses, harvesting, maintaining cleanliness of streets and gutters.

guzar – community center, the place of collection of institutions such as a bazaar, a mosque, a barbershop, a tea house, a general store.

choikhona – tea house, the place for men (elderly) to socialize.

aqiq – celebration in the community of the new-born child.

sunnat toi – male circumcision celebration.

khudoii – community gathering for prayer to remember someone who passed away

beshik toi - celebration on the occasion of putting (beshik-Uzbek national cradle) the new-born child into a cradle for the first time.

Check Comprehension

Exercise 1: The above text is divided into eight parts. Re-read each of these parts and try to give a title for each.

Exercise 2: Read the text and decide if the following statements are true or false. Cross out (X) the wrong word after each sentence.

a) Early each morning men converge on the side streets of Uzbekistan's thousands of neighborhoods to converse and partake from platters of traditional Uzbek "osh".

True: False

b) Such group activities provide the inhabitants of residential community associations only with public goods.

True: False

c) Modern mahallas trace their origins to Independence from the 13th century.

True: False

d) Mahallas consist of modern apartment complexes.

True: False

e) Membership in the mahalla is based on residency excluding the rich and religious people.

True: False

f) In the modern mahalla, a chairperson leads the residential community committee and oversees its daily activities by himself.

True: False

g) A mahalla is administered by aksaqals and a women's committee. **True: False**

h) Mahallas oversee several institutions that mediate between mahalla and family, mahalla and culture, mahalla and commerce. **True: False**

i) Mahallas don't own a supply of tables, chairs, cooking supplies, and other implements.

True: False

j) Uzbeks have a well-developed conception and practice of mutual assistance called hashar that transcends mutual relations.

True: False

Exercise 3: Questions to discuss in small groups after you have read the text.

1. Why do men converge in the side streets of Uzbekistan's thousands of neighborhoods?
2. What do the mahalla's group activities help to create?
3. What kind of trades did the 13th century mahalla specialize in? Does the contemporary mahalla specialize in such trades?
4. Approximately how many mahallas exist in Uzbekistan?
5. What kinds of houses do the mahallas consist of today?
6. What is a modern mahalla based on today?
7. What are the duties of the mahalla chairperson and of the mahalla kengash?
8. How are the "aksakal" and senior woman chosen? What are their duties?
9. What institutions are involved in a mahalla?
10. What do mahallas externalize?
11. Where do the mahalla residents get tables, chairs, plates and so on to mark celebrations?
12. Do the mahallas lend or lease the tables, chairs, plates and so on to community members?
13. What is "hashar" and who is responsible for organizing hashar in the mahalla?

Grammar Notes

Working with phrasal verbs.

Guess the meanings of the following phrasal verbs. After you have confirmed the correct meaning with your teacher, make up sentences.

to draw aside	to call away
to draw away	to call back
to draw back	to call for
to draw in	to call off
to draw out	to call out
to draw up	to call together
to draw upon	to call in

Grammar Practice

Exercise 1: Paraphrase the following sentences paying special attention to the phrasal verbs.

1. The situation called for drastic changes in the community life.
2. This work calls forth all his time and energy.
3. Taking into account the weather, Sunday's game was called off.
4. The chairperson called on the next presenter.
5. The United States is calling in dollars with the old design and introducing the new ones.
6. Winter is drawing on and days are getting cold.
7. Those present were almost asleep since the presentation drew on interminably.
8. The car drew up before the gates and the young couple hurriedly left it.
9. They had to draw enemy fire upon themselves to give the chance for the rest to escape.

Vocabulary Practice

Exercise 1: Complete the following sentences using the words and word-combinations from the text:

- a) Traditionally the mahallas are places where both rich and poor, laborers and professionals can _____.

- b) _____ oversees the day-to-day activities of a mahalla.
- c) According to a mahalla law _____ is a state employee who is _____ for a 30-month term.
- d) The aksaqal and senior mahalla woman also assume an _____ leadership role.
- e) Families mark _____, _____, _____, and deaths.
- f) A mahalla _____ a supply of tables, chairs, cooking supplies, and other implements.
- g) Mahalla residents call on each other to provide _____, and a variety of other informal services that are easily described as “neighborliness”.

Exercise 2. Put suitable adjectives or adverbs into the gaps. All the sentences were taken from the text.

1. Many of them (residents) _____ in trades.
2. Mahallas consist of _____ apartment complexes or blocks of _____ organized single-family dwellings.
3. Mahalla committees oversee the _____ activities of the community.
4. Mahalla residents call on each other to provide labor for _____ services that are _____ described as “neighborliness”.
5. Even outside of these _____ occasions, mahallas are a _____ source of _____ services for _____ residents.
6. Mahalla _____ also provide _____ support to the elderly and intercede in cases of _____ abuse.
7. Conversely they pressure _____ _____ residents to share some of their wealth with the _____ community.

Speaking Practice

Exercise 1: Work in pairs. Role play.

A parent wants to celebrate the birth of his child.

One of the students plays the role of the mahalla chairperson and the other – the role of a parent.

The parent comes to the mahalla chairperson to discuss the

date of the celebration, the number of guests to invite and a supply of tables, chairs, dishes, cooking supplies and so on.

Exercise 2: Briefly discuss the following questions in small groups.

1. The text consists of a factual description of Uzbekistan Residential Community Associations. There are formal and informal activities in a mahalla. Go through the text and identify the parts as formal activities and informal activities

2. There are advantages and disadvantages of a mahalla. Comment on this by giving your personal opinion.

3. Explain the difference between the notions of “neighborliness” and “hashar”? Give your personal attitude about them.

4. Use your Encyclopedia to find out if there’s something like Uzbekistan mahalla in other countries across the world and speak about them in the classroom.

5. Who do you think has written this article? Is this writer local or a foreigner? What makes you think so?

6. Prepare a dialogue together with your friend about parents’ planned marriage in Uzbekistan and the role of mahalla in this event, then act it out in front of the class.

SECTION TWO

Rodeo of American West

Vocabulary

<i>attachment</i>	something joined to or added on to another
<i>bucking</i>	a jumping motion from front to back made by a wild horse or bull
<i>chiefly</i>	primarily; first
<i>folks</i>	people; citizens
<i>genders</i>	the two sexes, male and female
<i>gorgeous</i>	very beautiful
<i>heritage</i>	cultural history and traditions
<i>mere</i>	only; simple
<i>mutton-buster</i>	a child who rides sheep for sport
<i>occupied</i>	busy with
<i>preceded</i>	came before
<i>rampaging</i>	wild or violent behavior
<i>ramshackle</i>	old; in bad condition; rustic and simple
<i>ranch</i>	a farm where animals are bred and raised
<i>recreation</i>	the process of refreshing, relaxing, or entertaining oneself
<i>rodeo</i>	sport competition and entertainment with cowboys and animals
<i>roping</i>	a rodeo sport showing cowboys' skill in capturing an animal
<i>rugged</i>	strong, not gentle or refined
<i>spirited</i>	enthusiastic; energetic; lively
<i>vicious</i>	violent; bad-tempered

Pre-Text Discussion

1. When you hear the words 'cowboy' and 'rodeo' what thoughts first come to your mind?
2. What is your opinion of women and girls taking part in horseback riding and other rough sports?

3. If you were to receive an invitation to a rodeo, what would you expect to see? Describe your image of a rodeo arena, the people, the activities, etc.

Text

Rodeo in the American West

Across the *ranching* West, in dusty little cow towns from the south of Texas to the broad Alberta, Canada *prairie*, the rodeo arena is a focal point of community life. In places too small to have their own baseball fields, you will often find *ramshackle* little arenas, where folks get together on week nights for local *roping* contests, and where a few times a year, the place comes alive with *spirited* competition. On every level, from the small-town kids' rodeo or high school event to the biggest international professional *rodeo*, rodeo is a central part of the western way of life for boys and girls, men and women. From the youngest "*mutton-buster*" clinging to the back of a *rampaging* sheep, to the seventy-year-old team roper at the local "old-timers" rodeo, this is a basic affirmation of who they are and how deep their roots run.

In many ways, rodeo is about belonging and about community. Of course, there is a sense of membership in the elite conceptual establishment known as the Cowboy West. But rodeo as community extends to many different corners, throughout the warp and weave of the fabric of Western American life.

Rodeo is far more than just *recreation* in ranch country. Rodeo provides a social structure, an extended community, in which like-minded *folks* might get together from time to time to share common values and desires. It ties the residents of these communities to one another, and to the American West, as well. Indeed, the real importance of the sport lies not in *mere* recreation, but as an expression of regional and community *heritage*. Through their rodeo activities, children and adults share in the rich culture of the ranching west, as traditions of hard work and hard play are passed along from one generation to the next.

Rodeo defines, in many ways, the spirit of the pioneer west. It is tied to the traditional activities of ranching in the west, and it gathers together in a cultural net folks who may not themselves still be *occupied* in ranching, in places that today may be more in tune with computers than with cattle. Rodeo gives its participants an opportunity to express their *attachment* to the traditional values of the generations of ranching people who *preceded* them.

It is the modern, western Circus Maximus, combining all the best elements of gladiatorial drama and athletic showmanship.

In rodeo, you can watch cowgirls in *gorgeous*, bright outfits and perfectly fixed hair get covered with mud, racing around on the finest four- legged athletes in the world, or see brave young men try to survive for eight seconds atop nearly a ton of *vicious* beefsteak.

In rodeo competition, the contestants match their riding and roping skills in *rugged*, exciting events.

There are two main groups of events: rough stock events and timed events. Rough stock events feature cowboys or cowgirls trying to ride *bucking* horses or bulls for a specified number of seconds. The judges award points to the contestants, *chiefly* for their form and how well they control the animals. Timed events are judged according to how quickly the contestants complete the required task.

Types of rodeo:

- a) youth rodeo for competitors as young as five years old
- b) high school rodeo
- c) professional rodeo
- d) “old timers” rodeo (over 40) for both *genders*.

Check Comprehension

1. What is a rodeo? Describe the type of sport which is called “rodeo”
2. Is rodeo common throughout America?
3. What types of rodeo are mentioned in the text?
4. How deep is rodeo in the life of the Western American community?

5. Who is involved in a rodeo besides the cowboys?
6. Is there anything like a rodeo in Uzbekistan?
7. What are the main impressions you get when you read the text?
8. Which words give you these feelings?
9. Would you like to watch a rodeo someday?

Grammar Practice

Exercise 1: Pay attention to the use of the word “rodeo” in the following sentences and define what parts of speech it is in each.

1. In a rodeo there are no uniforms, no time-outs or rain delays, no protesting, no instant television replay, no whining.
2. Professional rodeo cowboys and cowgirls compete for prize money in events that they pay to enter.
3. They rodeo because their parents and schoolmates and sweethearts rodeo. They rodeo because it is an essential feature of life in ranch country.
4. The big, commercial rodeo represents just a small portion of the rodeo scene.

Exercise 2: The use of the word “rodeo” is a good example for a word building that is called conversion. Compare conversion with other means of word building. Is conversion a universal means of building new words for all languages? Look through the text and find 3-5 other examples of conversion.

Exercise 3: There is a special technique to make sentences longer or shorter that changes particular sentence patterns.

1) Combine the sentences below to produce longer ones out of two short ones.

Example: a) They rodeo. b) It’s an essential feature of life in ranch country.

They rodeo because it is an essential feature of life in ranch country.

- a) Rodeo is related to other work-based competitions.
- b) Mining and lumberjack contests are work-based competitions

-
- a) Rodeo is a contest of the American ranching West.
 - b) “Uloq” is a national Uzbek contest

-
- a) Men and women participate in rodeo.
 - b) Young and old participate in rodeo
-

2) Produce two or more sentences out of the combined sentences below.

Example: a) This is a no-nonsense, down-and-dirty competition.

This is a no non-sense competition. It is down-and-dirty.

b) The typical small-town rodeo is still the way the rodeo once was: a communal activity, a bunch of friends and family having a good time.

c) The American West is one of the most purely romantic and evocative regions on earth, the sort of place where one still hears the not-too-distant echoes of great adventure, and where one still has the feeling that big things are yet to happen.

d) At these more low-key events, visitors can get closer to both the action and the participants, and one gets a better sense of just how much of a community and family activity rodeo is.

Vocabulary Practice

Exercise: Complete the following story using vocabulary words from the text.

Rick was nervous as he looked into the arena. This was his first time to compete in the rodeo. Although it was part of his

family¹ _____, he could not imagine that he would follow his grandfather, father, and brothers in to the champion's circle.

Rick grew up on a² _____ and had been³ _____ cows and sheep with his brothers since he was a⁴ _____ boy of six years old. He was used to a⁵ _____ ride on a⁶ _____ horse. But those rides had always been for⁷ _____ not for competition. Now he was sitting on a⁸ _____ horse, trained and ready for action. The cowboy that⁹ _____ him in the competition was talented and experienced.

The bell rang, the gate opened, and Rick raced out on his gorgeous, spirited horse with his rope swinging in the air. He roped the cow and tied its legs in record time, winning the competition. No longer nervous, he was ready for his second ride!

Speaking Practice

Task: Discuss the following in small groups.

1. Describe the differences and similarities between the American rodeo and Uzbek Uloq.
2. Debate the participation of women and girls in rodeo sport.
3. Discuss how you think rodeo and Uloq traditions fit or don't fit into modern society.

SECTION THREE

Turkistan American Association

Vocabulary

<i>blend</i>	to mix together; fit together well
<i>enhance</i>	to improve something already of good quality
<i>evolved</i>	develop gradually
<i>inception</i>	beginning
<i>mosaic</i>	a diverse thing; a blend
<i>non-profit</i>	not receiving financial gain
<i>promote</i>	support; encourage; advance
<i>strive</i>	try hard; make efforts; struggle for
<i>vital link</i>	necessary connection

Pre-Text Discussion

1. What do you think life is like for Uzbeks and other Central Asian immigrants to America?
2. In your opinion, should immigrants maintain the cultural heritage and celebrations from their home country?
3. If you immigrated to the U.S.A. with your family, what kind of help do you think you would need adapting to life in America?

Text

Established in 1958 Turkistan American Association is a cultural *non-profit* organization. The association was founded with the purpose of uniting and supporting the Central Asian community within the United States, as well as helping it *blend* into the American *mosaic*. Since its *inception* the organization has successfully established a *vital link* between various communities both in the US and abroad. Turkistan American Association has *evolved* with the changing times and has expanded in need of religious purpose. Our organization *strives* to preserve the rich cultural heritage and identity of its members among whom it counts ethnic

Uzbeks, Tajiks, Turkmen, Kazakhs, Kyrgyzs, Turks, Uyghurs and representatives of other nationalities. With its present membership of over several thousand families our organization addresses a growing need for better representation of our community in the United States. Turkistan American Association sponsors social events, educational workshops and cultural activities that *promote* public awareness of our organization, as well as encourage greater

community involvement by our members.

Turkistan American Association members have access to a variety of resources and community programs, which *enhance* their understanding and appreciation of their culture. Membership in our organization can play an important role in personal development and social growth of our members.

www.kawebdesign.com/beta/taa

Check Comprehension

1. Why was the Turkistan American Association established?
2. Has the association made any changes since it began in 1958?
3. What is the association's commitment to the home cultures of Central Asian Americans?
4. What promises does the association make to its current and future members?

Grammar Note

The **subjunctive mood** expresses doubt or uncertainty, a condition contrary to fact, or a wish.

In the present tense the subjunctive mood consists of only the infinitive form of the verb no matter what the subject is. Use the subjunctive form in *that* clauses following verbs that demand, request, or recommend.

The Brief English Handbook, Edward A. Dornan and Charles W. Dawe

Little, Brown and Company, Boston, 1984

Grammar Practice

Exercise: Fill in the blanks below with the correct form of the verb in parentheses. Negative, passive and continuous subjunctive forms are possible. Three of the sentences below do not contain subjunctive forms. Can you find them?

1. It's important that she (remember) _____ to take her medicine twice a day.
2. I suggest that Frank (read) _____ the directions carefully before assembling the bicycle. He doesn't want the wheels to fall off while he is riding down a hill.
3. Mrs. Finkelstein demanded that the heater (repair) _____ immediately. Her apartment was freezing.
4. It's vital that the United States (focus) _____ on improving its policy for immigrant education. What we do now will affect our country for generations to come.
5. The monk insisted that the tourists (enter) _____ the temple until they had removed their shoes.
6. I am not going to sit here and let her insult me. I demand that she immediately (apologize) _____ for what she just said.
7. Judy asked that we (attend) _____ her graduation ceremony next week.
8. Was it really necessary that I (sit) _____ there watching you the entire time you were rehearsing for the play? It was really boring watching you repeat the scenes over and over again.
9. It is important to remember that Janine (think) _____ very differently from you. She may not agree to the changes you have made in the organization of the company.
10. It's a little difficult to find the restaurant. I propose that we all (drive) _____ together so that nobody gets lost along the way.
11. The woman insisted that the lost child (take) _____ to store's information desk so his parents could be paged.
12. The nutritionist recommended that Sally (reduce) _____ her daily fat intake.
13. The environmental leader felt it was extremely important

that the people of the city (allow) _____ to voice their concerns over the new hotel being built on the bay.

14. She says that the government (regulate) _____ the airline industry. I don't know if that is true.

15. The sign at the pool recommended that you (swim) _____ after eating a large meal.

16. It is necessary that a life guard (monitor) _____ the swimming pool while the children are taking their swimming lessons.

17. The sun is scorching today. I suggest you (put) _____ on sunblock immediately before you get a sunburn.

18. John insists that Sarah (invite) _____ him to the wedding; otherwise he will not attend.

19. I think it's an interesting fact that she (come) _____ from Estonia.

20. It is imperative that the world (work) _____ towards a solution to global warming before the weather patterns of the world are disrupted irreparably.

Vocabulary Practice

Exercise: Make one logical sentence from each of the following sets of words.

1. vital link, strive
2. blend, mosaic
3. evolve, inception
5. non-profit, enhance
6. inception, blend
7. enhance, promote
8. mosaic, evolve

Speaking Practice

Task: With your group mates, organize an immigrants' community association including goals, activities, services, and rules. Choose one of the following groups to organize. Consider their particular home culture and the culture of the new country in which they live.

Example: Uzbek/American = Uzbeks living in the USA

1. American/Uzbek
2. Uzbek/British
3. British/Saudi Arabia
4. Thai/Russian
5. Russian/Chinese
6. South African/Swiss

SECTION FOUR
Writing About Community Associations

Task 1. Write an essay about a memorable wedding party that you have recently attended. Explain the role of the mahalla in this wedding and what you liked there and disliked. Include as many of these words as possible:

to mark, to possess, bride, groom, furniture, cooking supplies, implements, to lend, to lease, national desserts, to cook, give presents, famous, ingredients, full of flavor, spices, delicious

Task 2: Write a summary of the text using the following words and expressions:

ranch, rodeo, rodeo arena, ramshackle, roping contest, rampaging sheep, elite conceptual establishment, warp, weave, heritage.

Time limit: 10 minutes for writing

Task 3: Compare your summary with the summary of another member of your group to see what have you included and what have you left out.

Time limit: 5 minutes for comparing

UNIT 12

SUPPLEMENTARY READING

In this unit you will find supplementary readings for some of the other units in *Stay In Touch*. These readings can be used as home reading assignments or additional classroom material. Below you will find a chart outlining the units with which the readings are related, the title and author of each reading, plus a description of what is included with the reading.

Unit	Title & Author	Additional Content
1 Art	Biographies of Artists & their works	Cultural Notes & Check
7 Travel	<i>A Canary for One</i> by: Ernest Hemingway <i>Conviviality</i> by: Carol Zapata-Whelan	Cultural Notes & Check Comprehension Vocabulary & Check Comprehension
8 Love & Marriage	<i>Hope and Comfort</i> by: A.J. McKenna	Vocabulary & Check Comprehension
9 Health	<i>The Moon & Sixpence</i> by: Somerset Maugham	Vocabulary & Check Comprehension
10 Holidays	<i>The Adventure of the Christmas Pudding</i> by: Agatha Christy	Vocabulary & Check Comprehension

(Unit 1 - Art)

Antonis Van Dyck (1599 - 1641)

The evolution of Van Dyck's art can be exceptionally well traced in the 26 canvases. In his portraits of his Flemish period he followed the traditions of the 16th century Netherlanders portraits with their careful rendering of the sitter's face, executed in an elevated style and representing a range of varied psychological characteristics. These are "A Family Group", "Portrait of a Young

Woman and Child". More imposing and more markedly generalized is Van Dyck's "Portrait of a Man".

The English period of his activity includes portraits of English royal family and the nobility.

Peter Paul Rubens (1577-1640)

Peter Paul Rubens was a skillful diplomat, who at times was entrusted with delicate peace missions between the Southern and Northern Netherlands, between Spain and England.

He was a humanist, a designer of religious, historical and allegorical canvases and a supreme master in landscape. He was greatly influenced by station art.

Rubens was a great painter because of the charm of his colors, the softness and the luminosity of his flesh - tints. His works strike us by the strength of their color.

The sweet rounded forms of the blond babies, to which Rubens seems to have been drawn again and again, bring us close to the world of happy childhood.

His most distinguished paintings, displaying the vitality of his richness of his palette are "The Descent from the Cross", "The Union of Earth and Water", "Peruses and Andromeda" rank among the finest works of the painter. The "Danae", another masterpiece of the collection, was started two years later than "Flora".

A still greater variety of subjects and manner of treatment can be traced in the paintings of the 1640's and 1650's. These are portraits, supremely economical in technique and striking in their psychological depth.

One of his last pictures is "The Return of the Prodigal Son". Created by the artist in his old age, it is one of his masterpieces and testifies to the fact that his creative activity did not cease during the last tragic years of his life.

Rembrandt Van Rijn (1606 - 1669)

A towering, versatile genius and one of the giant painters and draftsmen of the centuries were born in Zeyden in the family of a

miller. After receiving a humanist education at the University of Zeyden he studied art in Jacob Van Swanenburg's studio. His early works include portraits. Though lacking the psychological depth inherent in the later works of Rembrandt, they still reveal his power of characterization. Such as the "Old Warrior" (1630) is said to be his father's portrait; the Portrait of a scientist (1631); the "Portrait of a Young man".

His work "Flora" (1634), apparently the portrait of Rembrandt's wife Saskia, richly dressed, her head heavily garlanded with flowers, belongs to the early, happy period of his life. Saskia's face, though not beautiful, is rendered with great care as if viewed by the lyres of love. It is a joy-giving picture, fully revealing Rembrandt's optimistic outlook of this period.

John Constable (1776-1837)

The first English landscape painter was born at East Bunghole on the Suffolk side of the river Stoupe. The beauty of the surrounding scenery, the luxuriant meadows, its woods and rivers became the subject matter of the painting. It was his desire not merely to paint "portraits of places" but to give a true and full impression of nature, to paint light, dews, breezes, bloom and freshness.

Constable saw the lovely greens in nature and painted them as he saw them.

His famous picture "The Hay Wan" was first exhibited in 1824 at the Louvre and had an immediate and lasting effect on French art.

Thomas Gainsborough (1727 – 1788)

Thomas Gainsborough was born in Sudbury in 1727. As he was inclined to drawing he went to London in 1740 to study art. He studied art for 8 years and became familiar with the Flemish tradition of painting.

In 1750 he moved to Ipswich where his professional career began. He executed many small sized portraits. Gainsborough moved to Bath 1789 and became a fashionable artist and men of

letters. In the manner of Van Dyck Gainsborough produced full - length, life-size portraits. The discovery of the painter is that that he fused the sitter man and nature in a single whole through the atmospheric harmony of wood, that's why the landscape is not kept in the background. Gainsborough is famous for his pictures of women for the extreme delicacy, refinement and elegance. He is a superb colorist. His best works have those delicate brush strokes, which are found in Rubens and Renoir. Their pictures are painted in clear and transparent tone, in a color scheme where blue and green predominate, e.g. in the portrait of "Robert Andrews and Mary. His wife" the beauty of the Green English summer is communicated to the viewer through the sense of well-being and delight which the atmosphere visibly creates in the sitters. He shows the pleasure of resting on a rustic bench in the cold shade of an oak tree, while all around the rape harvest throbs in a hot atmosphere enveloped by a golden light. In this picture blue and green predominate. We can mention his following famous pictures "The Blue Boy", "Mrs. Sarah Siddons", "The Market Carl"

Ural Tansykbayev is a famous People's Artist of Uzbekistan. He is a landscape painter. Ural Tansykbayev likes working in the open air depicting the nature of his motherland. And the nature depicted by him, is always closely connected with a man and his working activity.

Among his most significant canvases we must mention "My Native Land", "Evening at the Issyk-kul", "March in Uzbekistan".

The picture we are going to describe is called "A Mountain Pasture".

Here we see mountain landscape. We see maintain slopes, covered by fresh green grass and a flourishing valley, stretching for many miles under a clear blue sky. A numerous flock of sheep is grazing on the slopes. Although the shepherd is not seen, we feel the protection of a man.

Green and blue tones predominate in his picture. The picture is executed with great skill. It is difficult to tear oneself away from it. The picture is kept in the Museum of Arts in Tashkent.

Abdulah Abdullaev is a famous People's Artist of Uzbekistan. He is a portrait painter. He was born in 1918 in Turkistan. In 1936 he graduated from Samarkand school of Arts. He is an artist, possessing lively wit and warmth of affection who eagerly responds to what takes place in the world.

It is not easy to penetrate into the nature of the painter's creative work without striving to comprehend the specific character of his lyrical and romantic perception of life based on a realistic approach to art.

The distinguishing features of his creative work are regular work, compact reproduction and rich coloring. He devoted himself to portraiture. The most famous works of his are: The portrait of Abror Khidayatov, People's actor of Uzbekistan in the role of Othello; the portrait of the Hero of Labour Nazarali Niyazov; the portrait of Alisher Navoi, the great Uzbek humanist, poet and thinker; the portrait of the Uzbek writer Aybek, etc.

The portrait of Aybek is very vivid and convincing. It reveals a very complicated psychological world of the prominent Uzbek writer. We see before us a strong willed person, capable of great inspiration. The writer's fleecy hair, high forehead, arched eyebrows, acquiring nose and firmly set lips import the man a poetic hail. It will live in memory for years.

The artist, while working at the image of Alisher Navoi, penetrates into the secrets of human psychology and copes with such a profoundly philosophic and creative task.

The few portraits of Alisher Navoi are full of appeasement, purity and spirituality. Romantic perception and depth of penetration into spiritual world of the portrayed, which are distinctive features of the artist, merged together.

(Unit 7 - Travel)

A Canary For One (an extract) by Ernest Hemingway

Ernest Hemingway (1899-1961) a prominent American novelist and short-story writer began to write fiction about 1923. His first books were a reflection of his war experience

“The Sun Also Rises” (1926). Also belonging to this period is “A Farewell to Arms” (1929) in which his antiwar protest is particularly powerful. “A Canary for One” is one of his lesser-known works. In 1954 he was awarded a Nobel Prize for literature.

The train passed very quickly by a long, red, stone house with a garden, and thick palm trees with tables under them in the shade. On the other side was the sea. Then there was a cutting through red stone and clay, and the sea was only occasionally visible and far below against rocks.

“I bought him in *Palermo*,” the American lady said. “We only had an hour ashore and it was Sunday morning. The man wanted to be paid in dollars and I gave him a dollar and a half. He really sings very beautifully.”

It was very hot in the train and it was very hot in the lit salon compartment. There was no breeze coming through the open window. The American lady pulled the window-blind down and there was no more sea, even occasionally. On the other side there was glass, then the corridor, then an open window, and outside the window were dusty trees and oiled road and flat fields of grapes, with gray-stone hills behind them.

There was smoke from many tall chimneys coming into *Marseilles*, and the train slowed down and followed one track through many others into the station. The train stayed twenty-five minutes in the station at *Marseilles* and the American lady bought a copy of *The Daily Mail* and a half-bottle of *Evian water*. She walked a little way along the station platform, but she stayed near the steps of the car because at *Cannes*, where it stopped for twelve minutes, the train had left with no signal of departure and she had only gotten on just in time. The American lady was a little deaf and she was afraid that perhaps signals of departure were given and that she did not hear them.

The train left the station in *Marseilles* and there were not only the *switchyards* and the factory smoke but, looking back, the town of *Marseilles* and the harbor with stone hills behind it and

the last of the sun on the water. As it was getting dark the train passed a farmhouse burning in a field. Motorcars were stopped along the road and bedding and things from inside the farmhouse were spread in the field. Many people were watching the house burn. After it was dark the train was in *Avignon*. People got on and off. At the newsstand Frenchmen, returning to Paris, bought that day's French papers. On the station platform were Negro soldiers. They wore brown uniforms and were tall and their faces shone, close under the electric light. Their faces were very black and they were too tall to stare. The train left Avignon station with the Negroes standing there. A short white sergeant was with them.

Inside the *lit salon* compartment, the porter had pulled down the three beds from inside the wall and prepared them for sleeping. In the night the American lady lay without sleeping because the train was an express train and went very fast and she was afraid of the speed in the night. The American lady's bed was the one next to the window. The canary from Palermo, a cloth spread over his cage, was out of the draft in the corridor that went into the compartment washroom. There was a blue light outside the compartment, and all night the train went very fast and the American lady lay awake and waited for a wreck.

In the morning the train was near Paris, and after the American lady had come out from the wash-room, looking very wholesome and middle-aged and American in spite of not having slept, and had taken the cloth off the bird-cage and hung the cage in the sun, she went back to the restaurant-car for breakfast. When she came back to the *lit salon* compartment again, the beds had been pushed back into the wall and made into seats, the canary was shaking feathers in the sunlight that came through the open window.

The train was now coming into Paris. The fortifications were leveled but grass had not grown. There were many cars standing on tracks-brown wooden restaurant cars and brown wooden sleeping cars that would go to Italy at five o'clock that night, if that train still left at five; the cars were marked Paris-Rome, and cars, with seats on the roofs, that went back and forth to the

suburbs with, at certain hours, people in all the seats and on the roofs, if that were the way it were still done, and passing were the white walls and many windows of houses.

Cultural Notes

Palermo the largest city and port of Sicily

Marseilles the second largest city of France and its chief Mediterranean port.

Evian water mineral water bottled and exported from Evian les-Bains, a fashionable health resort in southeast France on the shore of the lake of Geneva.

Cannes a fashionable resort in the French Riviera and it is famous for festivals.

Switchyards place where trains switch their cars

Avignon an ancient city on the left bank of the Rhine, southeast France

Check Comprehension

1. What did the American lady say about the canary?
2. What scenery could be seen through the window of the compartment and of the corridor?
3. What season was it?
4. How long did the train stay in the station at Marseilles and what did the lady buy there?
5. Why did the lady stay near the steps of the car?
6. What did the passengers see on their way when the train left the station in Marseilles?
7. How did the porter get the compartment ready for the night?
8. Why couldn't the lady sleep all night?
9. What did the porter do while the lady was having breakfast in the restaurant car?

Conviviality by: Carol Zapata-Whelan (abridged)

Carol Zapata-Whelan has a Ph.D. in Comparative Literature from UCLA and teaches Hispanic literature at

California State University Fresno. Her fiction has appeared in Under the Fifth Sun: Latino Literature from California (Heyday Press 2002) and other works, and her nonfiction has been published in Newsweek, The Los Angeles Times News Syndicate, El Andar, The Rotarian, and other international periodicals. She writes to raise awareness about her son's rare condition, FOP, and is currently working on a memoir, Magic Mountain: Life with Five Glorious Children and a Rogue Gene Called FOP. She has five glorious children, ages seven to twenty— and one glorious husband.

www.literarymama.com/fiction

The four men ahead and across are holding a loud conversation in Arabic. One of them makes gestures with the hand motions of a flamenco dancer, and it is difficult to tell if he is arguing or just telling a story. On the table, in front of the man, are a pack of cigarettes and a cardboard box of opened Sprite and Coca Cola cans that seem to resist all our *lurching* and *swaying*. He and his friends wear different colors of the same cheap plaid, a common dress I've seen in the *orchards*.

I can *pretend* we are on a ship: there is nothing but blue water on the right, blue water that could be an entire ocean, its sky keener, larger than our own summer sky, pale and *subdued* between mountain ranges. But the next stop is Modesto, where the men across, no doubt, will get off for a few minutes and stub half-smoked cigarettes when the conductor calls.

The blue of the bay is gone. I watch the green lines of crops, the white-skinned eucalyptus trees, the solitary oaks move past in slow motion. A row ahead of the men, a group of high school girls with glossy hair and spaghetti straps plays a clapping game that does not seem to *annoy* the other passengers. There is a *lull* in the Arabic, and I can hear a child singing in Spanish from across the aisle.

“Senora”, says a male voice. “Would your daughter like a soda?” The child's mother, a pretty girl in *drab* polyester, smiles without showing her teeth, shakes her head “no.”

Then again, this time in Spanish: “Senora, what is your daughter’s name?”

“Mercedes,” the woman answers and turns her attention back to the little girl, who is coloring with a pen on a notepad. The sun is starting to set, turning cloud *wisps* neon red in the dimming light.

“Senora. Why are you so sad?” I put down my magazine to look between seats for the Spanish speaker. It is the Arab with flamenco hands. He pronounces his words like a native, and if it were not for his body language, he could pass for a Latino. I notice he has a *goatee* and a blue Lakers cap. His companions *doze*.

“You speak Spanish,” the little girl’s mother says without evident surprise.

“I am 50 percent Arab, 50 percent Mexican.”

“Ah.”

“I am Pancho.”

“Pancho?” The woman’s politeness hides her disbelief. “Is your mother or your father from Mexico?”

“I lived there.”

She seems to consider this for a while and then asks, “Where is life more difficult?”

I cannot hear the answer because “Modesto” blares through the loudspeaker. The man called Pancho *rouses* his sleeping friends. As they move off to share their cigarette pack, the electrical system abruptly shuts down, the fluorescence of sunset our only light. A sudden silence has replaced the air conditioning’s white noise; it is as if the train were holding its breath.

When the lights finally flutter on and the train resumes its own sounds, the windows are black. A passenger moves down to grab the vacated table across from the Arabs, who are filing back in, smelling of ash and smoke.

Outside the Valley is invisible. I cannot see the farms, the steep canals, the trailers, and the muted gold of dry stretches. I have spent the day in a fabled place more distant than a train ride away, a well-lit world under a brighter sky, with Nobel Laureate parking

spaces and catacombs lined with books. Distending my backpack is a thick folder with a schedule for Orientation sessions on academics, financial aid, tours, and a period entitled, "Conviviality." What happens in that time slot, people there wondered: a panel on dorm life, clubs, drinking on campus?

I look back down at an article in *El Andar*. I bought the Latino magazine last week at a Valley bookstore; its cover photo is one of a pair of eyes staring through a rectangle cut in black fabric. When I was paying for the magazine, a blond girl behind the bank of registers pointed to the cover with interest. She found it amazing that women in the Middle East could live with their faces covered. That's actually *Subcomandante* Marcos, I pointed out. "Yeah", she went on, addressing her customer, "it's just so incredible that these women insist on being hidden no matter how much you might try to help them. I guess it's just how you're raised" she shrugged. The customer, taking her credit card, nodded knowingly: you just can't impose your culture on other peoples.

The young Mexican mother is buckling sandals on her little daughter's feet, smoothing down her clothes as the loudspeaker comes alive. The Arab called Pancho looks pointedly at his companions, who sit, weary, non-committal, *suppressing* smiles.

The tracks' irregularities are more pronounced as we slow. I zip *El Andar* in my purse and stand to sling on the backpack, avoiding eye contact, spotting on the floor a few extra Orientation handouts with the day's schedule of sessions. I remember that at the end of one of those sessions, a student counselor with a *tongue stud* sat on a table taking questions. She confessed that the "Conviviality" segment on our *itinerary* was a mystery to counselors and participants alike. "None of us knew what it meant," she admitted. But "Conviviality," she explained, is "just a scheduled social time" - an opportunity for people to meet and talk.

Someone from out-of-state had told her that day that "conviviality" is commonly heard where she lives. "I've moved all around California my whole life," said the counselor, "and I've never used it."

Vocabulary

<i>annoy</i>	to bother; to make somewhat angry
<i>drab</i>	without color; not interesting; dull
<i>doze</i>	to sleep lightly; nap; to be half-asleep
<i>goatee</i>	hair grown only on a man's chin
<i>itinerary</i>	route or travel plan/schedule
<i>lull</i>	a short period of calm or quiet
<i>lurching</i>	to move suddenly forward or side-to-side as in a swaying motion
<i>orchards</i>	an area of land dedicated to growing fruit trees
<i>pretend</i>	to make believe as in play
<i>rouse</i>	to awaken
<i>subcomandante</i>	second in command; leaders assistant
<i>subdued</i>	quieted; calmed; controlled
<i>suppress</i>	to keep back; to restrain; to hold down
<i>swaying</i>	rocking or moving side-to-side
<i>tongue stud</i>	an 'earring' placed through the end of one's tongue
<i>wisp</i>	a thin, slight strip or strand

Check Comprehension

1. Is the narrator a man or a woman? How do you know?
2. What work do you think the Arab and his friends do? Explain your answer.
3. What does the narrator think about the high school girls' game?
4. Where are the young mother and her daughter seated in relationship to the narrator?
5. What two activities occupy the Arab's friends' time on the journey?
6. Where had the narrator spent the day before getting on the train?
7. What event does the narrator remember in connection with purchasing the magazine, El Andar?

(Unit 8 – Love & Marriage)
Hope And Comfort **by: A. J. McKenna** **(abridged)**

A. J. McKenna has one novel and a collection of short stories available as ebooks. He has also written several plays, the most recent being performed in Dublin last year. Find this story and others at www.eastoftheweb.com

Charley Foley calls into the Mater Misericordia Hospital to visit his wife. “How are you feeling?” he asks, sitting at the bedside, close to Dolly who is smiling up at him, her black hair resting against the white pillows. “I’m fine,” Dolly says, quietly. She looks old and tired to Charley; she is deathly pale and has black pouches under her eyes. When she slips her fingers into Charley’s he notices two ugly brown *liver spots* on the back of her small hand.

“You look tired,” Charley says. “Aren’t you sleeping?” “I was a bit *restless* last night.” Dolly does not mention the pain: she doesn’t want to upset her husband. “Any word from Linda?” she asks.

“She phoned again last night. I told her you were grand. I said there was nothing to worry about.” Linda, their eldest, teaches in a university in Galway. Linda will come home for the holiday in August. Their son, Colm, and his children live in Australia. Colm hasn’t been told that his mother is unwell. Colm’s a worrier: it’s best he’s not upset.

Charley gazes dreamily across the chattering hospital ward, bright with pale afternoon sunlight. Other visitors are doing their duties, gathering around the sick, bringing flowers and fruit, offering words of hope and comfort.

“Have you seen the doctor again?” Charley asks his wife.

“Tomorrow maybe.”

“Any idea how long they’ll keep you in?”

Dolly turns away and coughs into a tissue, then settles back. She takes Charley’s hand again. “They’ll let me know on Monday. They have to do lots more tests. They won’t let me home until they know. I’m sorry to be such a bother.”

Dolly's small chest *heaves* under her heavy nightdress. Charley thinks of a frightened bird. Sweet Dolores Delarosa he used to call her long ago when they were *courting*, mocking her sorrowful eyes and the way she took everything too seriously. He can't help wondering if she made herself sick with worry. Poor Dolly Delarosa!

"Don't let them *budge* you until you're absolutely better," he says.

"Are you managing all right, darling?"

"Grand." Charley is eating out and staying away from the house as much as possible. He's managing all right.

The minutes pass in heated *tedium*. Charley is watching the visitors and glancing at the small alarm clock beside his wife's bed. He can hear its distant ticking and still recall the irritating ring when it dragged his wife from bed at the *crack of dawn* and moments later her breakfast sounds *clattering* in the kitchen keeping him awake, reminding him that there's a day's work ahead and children to be schooled and fed.

Tic-tic-tic-tic- tic-tic-tic.

The kids are all grown up now. Second grandchild *imminent*. Time is running out. A grey face in the shaving mirror reminding Charley of middle age and the rot ahead. Where's the point in having money if you can't enjoy it? Why can't clocks *take their time*? What's the hurry?

Ah - God have mercy! Dolly Dolorosa. How different might it have been without her?

Dolly's eyelids *droop*. Her mouth opens a fraction. She looks almost dead. Moments pass slowly. "This must be very boring for you," she says, without opening her eyes.

"Not at all. It does me good to see you."

"It's not nice having to visit anybody in hospital. It's so depressing."

"Nonsense."

Dolly settles her dark head further back against the white pillows. *Grimaces* for an instant then braves a smile. "You should leave now, Charley. I think I might sleep for a while."

“Are you sure?”

“Positive.”

Charley bounces to his feet. “I’ll come in later,” he says.

“Please don’t. With it being Saturday the wards will be *crammed* with people. Leave it till the morning. Come after *Mass*.”

“Is that’s what you want?”

“It is, darling.”

Dolly opens her eyes, smiles like a child. It’s been a long time since Dolly was a child.

“You look tired, darling,” she says. “Aren’t you sleeping?”

“I was a bit restless last night.”

“Try to take things easy.”

Dolly squeezes her husband’s hand, presses her ringed finger against his gold wedding ring. Her fingers are light as feathers.

“Off you go, darling,” she says. “Try to not worry.”

Charley bends and kisses Dolly’s hot forehead.

“I’ll see you tomorrow,” he says.

Dolly’s eyes close. Her fingers slip from his.

Tic-tic-tic-tic.

Charley walks along a polished corridor and finds the exit. Outside in the bright car park he locates his car and sits inside. He glances around at the visitors coming and going. Nurses walk past, reminding him of butterflies. He starts the engine and as he drives away Charley glances through the rear view mirror and sees the grey hospital building *receding* like a prison.

God help me, he thinks. God help us all.

Vocabulary

budge

to move even a little

clattering

a rapid succession of loud, sharp noises

courting

when a man and woman give special attention to one another while falling in love

crack of dawn

the first light of day; early morning

crammed

uncomfortably filled with people

<i>droop</i>	to hang down without energy
<i>grimace</i>	an expression of pain
<i>heaves</i>	a swelling or lifting of the chest when breathing with great effort or difficulty
<i>imminent</i>	likely to happen without delay; danger; threat
<i>liver spots</i>	a yellowish-brown, black, or red spot on the skin, usually of the elderly
<i>Mass</i>	a Catholic religious ceremony
<i>receding</i>	to move back; to become less
<i>restless</i>	uneasy; unable to rest, relax, or sleep
<i>take their time</i>	move slowly without hurry
<i>tedium</i>	tiresome, boring

Check Comprehension

1. What do you suppose is Dolores' approximate age? Explain your answer.
2. Would you say that Dolores thinks about her own pain and problems while lying in the hospital or thinks of her family's health and happiness?
3. Is Charley respectful toward his wife? Is he loving?
4. What possession of Dolores' has Charley never liked and why has he not liked it?
5. How does Charley feel about getting older? Explain your answer.
6. Is Charley comfortable visiting his wife, or anxious to leave? Explain your answer.
7. What do you think Charley means when he thinks, "How different might it have been without her?"

(Unit 9 - Health)

extract from "The Moon and Sixpence" by Somerset Maugham.

The doctor recovered himself, but it required quite an effort for him to find his voice. All his irritation was gone, and he felt – *eh bien, oui, je ne le nie pas* – he felt an **overwhelming** pity.

‘I am Dr Coutras. I was down at Taravao to see the chiefess, and Ata sent for me to see you.’

‘She’s a damned fool. I have had a few aches and pains lately and a little fever, but that’s nothing; it will pass off. Next time anyone went to Papeete I was going to send for some *quinine*.’

‘Look at yourself in the glass.’

Strickland gave him a glance, smiled, and went over to a cheap mirror in a little wooden frame that hung on the wall.

‘Well?’

‘Do you not see a strange change in your face? Do you not see the thickening of your features and a look – how shall I describe it? – the books call it lion-faced. Mon pauvre ami, must I tell you that you have a terrible disease?’

‘I?’

‘When you look at yourself in the glass you see the typical appearance of the *leper*.’

‘You are *jesting*,’ said Strickland.

‘I wish to God I were.’

‘Do you intend to tell me that I have leprosy?’

‘Unfortunately, there can be no doubt about it.’

Dr. Coutras had delivered the sentence of death on many men, and he could never overcome the horror with which it filled him. He felt always the *furiously hatred* that must *seize* a man condemned when he compared himself with the doctor, *sane* and healthy, who had the *inestimable privilege* of life. Strickland looked at him in silence. Nothing of emotion could be seen on his face, disfigured already by the loathsome disease.

‘How long do you think I can last?’

‘Who knows? Sometimes the disease continues for twenty years. It is a mercy when it *runs its course* quickly.’

Vocabulary

<i>furious</i>	wild, very great, intense
<i>hatred</i>	strong dislike; hate
<i>inestimable</i>	cannot be measured
<i>jesting</i>	joking; teasing

<i>leper</i>	a person with a chronic, infectious skin disease
<i>overwhelming</i>	overpowering; causing a feeling of helplessness
<i>privilege</i>	special favor; advantage
<i>quinine</i>	a bitter medicine
<i>runs its course</i>	complete a cycle; end; completely develop
<i>sane</i>	having a normal healthy mind; sensible
<i>seize</i>	take control; fill the mind/thoughts

Check Comprehension

1. How did the doctor feel on seeing Strickland?
2. Was Strickland aware of his disease? Why?
3. What were the symptoms of the disease that Strickland had?
4. What did Strickland mean by the following question? ‘How long do you think I can last?’
5. What was Strickland’s reaction on the death sentence delivered by Dr. Coutras?
6. What did Dr. Coutras mean by the following statement? “It is a mercy when it runs its course quickly.”

(Unit 10 – Holidays)

An extract from *The Adventure of the Christmas Pudding*
by Agatha Christy

The evening was a busy one. *Holly* and *mistletoe* had been brought in large quantities and a Christmas tree had been set up at one end of the dining room. Everyone helped to decorate it, to put up the branches of holly behind pictures and to hang mistletoe in a convenient position in the hall.

Christmas dinner took place at 2 p.m. and was a feast indeed. Enormous logs *crackled* merrily in the wide fireplace and above their crackling rose the *Babel* of many tongues talking together. *Oyster* soup had been consumed; the enormous turkeys had come

and gone, mere *carcasses* of their former selves. Now, the supreme moment, the Christmas pudding was brought in state.

On a silver dish the Christmas pudding reposed in its glory.

A large football of a pudding, a piece of holly stuck in it like a *triumphant* flag and glorious flames of blue and red rising round it. There was a cheer and cries of ‘Ooh-ah’.

Mrs. Lacey breathed a sigh of relief as the pudding was deposited safely in front of her. Rapidly the plates were passed round, flames still licking the portions.

‘Wish, M. Poirot’, cried Bridget. ‘Wish before the flame goes.’

There was a momentary silence all round the table as everyone wished hard.

Gently, almost gingerly, Hercule Poirot attacked his portion of pudding. He ate a mouthful. It was delicious. He ate another. Something *tinkled* faintly on his plate. He investigated a little silver object from the surrounding raisins that clung to it.

‘Ohh’, said Bridget, ‘it’s the bachelor’s button!’ M. Poirot’s got the bachelor’s button!

Hercule Poirot flipped the small silver button into the finger-glass of water that stood by his plate, washed it clear of pudding crumbs.

‘It is very pretty’, he observed. ‘That means you’re going to be a *bachelor*, M. Poirot’, explained Colin helpfully.

Mince-piece and Christmas dessert followed the pudding. The older members of the party then returned for a welcome *siesta* before the teatime ceremony of the lighting of the Christmas tree.

Vocabulary

<i>Babel</i>	a biblical tower where God confused the languages of the people
<i>bachelor</i>	a man who is not married
<i>carcass</i>	body of a dead animal
<i>crackle</i>	noise of a burning fire
<i>holly</i>	small tree with dark green leaves and red berries
<i>mistletoe</i>	plant with white berries used as

	Christmas decoration
<i>oyster</i>	small sea animal that makes pearls in its shell
<i>siesta</i>	a short period of sleep, a nap
<i>tinkle</i>	high, soft ringing sound
<i>triumphant</i>	victorious or successful in a fight, competition or struggle

Check Comprehension

Sequencing Exercise: Read the text above carefully. Now read the statements below and put them into the correct sequence by numbering them in order from 1 to 14.

- _____ Everyone made their wishes.
- _____ The Christmas tree was lit.
- _____ The mistletoe was hung in the hallway.
- _____ M. Poirot found a button in his pudding.
- _____ Dinner began at 2:00 p.m.
- _____ The guests cheered.
- _____ Hercule Poirot began to eat his pudding.
- _____ Next came the turkeys.
- _____ All joined in to help decorate the Christmas tree.
- _____ The greatest moment came as the Christmas pudding was brought in.
- _____ After dessert, many took a siesta.
- _____ Soup was served.
- _____ The flaming pudding was passed out to all.
- _____ Colin pointed out that M. Poirot would be a bachelor.

ANSWER KEY

Unit 1 Section 1

Grammar Practice

1. in front of / next to / behind
2. in front of
3. behind
4. on top of
5. over
6. in front of / behind
7. in front of
8. next to
9. behind
10. over

Vocabulary Practice

1. pleats; bodice
2. devoid; languorous
3. russet
4. labyrinthine coils

Unit 1 Section 2

Grammar Practice

Exercise 1:

- | | |
|-------------------|--------------|
| 1. took off | 2. took down |
| 3. takes after | 4. take back |
| 5. take out | 6. took over |
| 7. took away from | |

Exercise 2:

- | | |
|----------------|---------------|
| 1. putting on | 2. to put off |
| 3. put out | 4. put away |
| 5. put up with | 6. put off |
| 7. put on | 8. put up |
| 9. put out | 10. put down |

Vocabulary Practice

1. renaissance
2. prominent
3. miniature
4. palette
5. conveyed

Unit 1 Section 3

Check Comprehension

1. F
2. T
3. F
4. T
5. F
6. F

Grammar Practice

Exercise 1:

1. She lay awake all night thinking of what had happened.
2. “These are pretty”, she exclaimed picking up a bouquet of violets and pinning them on.
3. He plunged into the heap of letters, which had been waiting a long time for him to answer.
4. The sidewalks were crowded with people coming to watch the demonstrations.
5. The thought worrying him, he was not happy.
6. He was tall enough to reach the upper bookshelf.
7. Getting this book is difficult.

Exercise 2: Possible answers:

1. telling; informing
2. rushing into
3. enjoying
4. moving; sitting
5. talking; laughing
6. sitting; perching

Exercise 3:

1. attribute
2. attribute
3. adverbial modifier
4. adverbial modifier

5. adverbial modifier
6. adverbial modifier
7. adverbial modifier
8. absolute construction

Vocabulary Practice

1. to portray
2. irritation
3. alteration
4. segmental
5. solemn
6. to sit
7. reproduction

Unit 2 Section 1

Grammar Practice Exercise 1:

1. were fascinated
2. turned
3. was heard
4. spread
5. was performed
6. was drawn

Exercise 2:

1. from completing
2. on hearing
3. for cleaning; tuning
4. to wearing
5. to going to
6. to eating; to sleeping
7. (on) playing
8. looking
9. practicing; increase
10. to go; done with

Exercise 3:

1. came out
2. turned down
3. turned out
4. turned on
5. to come by
6. coming along
7. turned inside out
8. turned up

Vocabulary

Exercise 1:

- | | |
|--------------|--------------|
| 1. to ignore | 2. ignored |
| 3. neglect | 4. neglected |
| 5. ignoring | |

Exercise 2:

- | | | |
|-------|------|------|
| 1. g | 2. h | 3. d |
| 4. a | 5. b | 6. e |
| 7. c | 8. i | 9. j |
| 10. f | | |

Exercise 3:

- | | |
|-----------------|-------------------------|
| 1. tuning | 2. orchestra |
| 3. conductor's | 4. platform |
| 5. music stands | 6. sprang to their feet |

Unit 2 Section 2

Grammar Practice

Exercise 1

1. found; was hired
2. not tuned; bad sound
3. gathering
4. crossing her hands
5. find, experience
6. full-time job; steady job
7. finished; quit
8. quit; stop; no more traveling

Exercise 2:

1. I don't consider those people to be very intelligent.
2. Not knowing what to say, I said the first thing that came to my mind.
3. I decided to solve this problem differently than you did.
4. I insist on being treated with respect.
5. I can't help thinking that it hasn't been to my advantage.

6. A new catalogue, containing all the new requirements, is available for free.
7. Put a plant in a dark place and it will lose its green color.

Vocabulary Practice

Exercise 2:

1. stiffly
2. robust
3. vigorous
4. fervently; irritated
5. ensemble
6. twirled
7. Aeolian; chords
8. syncopating; thumping
9. ragtime; nightlife

Exercise 3:

- | | | |
|-------|-------|-------|
| 1. h | 2. d | 3. g |
| 4. a | 5. l | 6. k |
| 7. j | 8. i | 9. c |
| 10. f | 11. b | 12. e |

Exercise 5:

- | | | |
|------|------|------|
| 1. b | 2. d | 3. f |
| 4. e | 5. a | 6. c |

Exercise 6:

- | | | |
|------|------|------|
| 1. g | 2. a | 3. d |
| 4. b | 5. e | 6. c |
| 7. f | | |

Unit 2 Section 3

Vocabulary Practice

Exercise 1:

- | | | |
|-------|------|------|
| 1. e | 2. c | 3. l |
| 4. a | 5. j | 6. b |
| 7. h | 8. d | 9. f |
| 10. g | | |

Exercise 2:

- | | |
|---------------|-----------------|
| 1. suggestive | 2. rock 'n roll |
| 3. promoter | 4. nickname |
| 5. enormous | |

Unit 3 Section 1

Grammar Practice

#s 3, 7, 10, 11, 14, 15, 17, 18 are incorrect.

Vocabulary Practice

- | | |
|----------------------|------------------------|
| 1. singles chart | 2. commercials |
| 3. prime time | 4. talk show |
| 5. household utility | 6. vision |
| 7. disc jockey | 8. audience |
| 9. scheduled program | 10. adapt |
| 11. Top 40 Station | 12. Billboard Magazine |
| 13. medium | |

Unit 3 Section 2

Grammar Practice Exercise 1:

- | | |
|---------------------|---------------|
| 1. came up with | 2. turn down |
| 3. turned down | 4. come on |
| 5. turned out to be | 6. comes out |
| 7. turned on | 8. turned out |
| 9. came by | |

Exercise 2: possible answers

- | | |
|---------------|-------------|
| 1. totally | 2. complete |
| 3. entirely | 4. entire |
| 5. complete | 6. whole |
| 7. whole | 8. total |
| 9. completely | 10. entire |
| 11. entire | 12. total |

Vocabulary Practice

- | | |
|------------------|--------------|
| 1. transnational | 2. broadcast |
|------------------|--------------|

- | | |
|----------------|--------------------|
| 3. creation | 4. luxury |
| 5. necessity | 6. pacify |
| 7. invent | 8. exploit |
| 9. dominance | 10. commercialized |
| 11. sitcom | 12. opiate |
| 13. soap opera | |

Unit 3 Section 3

Grammar Practice Exercise 1

- | | |
|--------------|---------------------|
| 1. money | 2. good information |
| 3. is | 4. was |
| 5. progress | 6. information |
| 7. knowledge | 8. advice |
| 9. is | 10. it is |

Exercise 2:

- | | |
|------------|------------|
| 1. fruit | 2. fruits |
| 3. a fruit | 4. fish |
| 5. fish | 6. fish |
| 7. hair | 8. hairs |
| 9. lives | 10. time's |

Vocabulary Practice

- | | |
|------------------|--------------------|
| 1. barrier | 2. influence |
| 3. epic | 4. fantasy |
| 5. inevitable | 6. carrier |
| 7. box office | 8. incentive |
| 9. materialistic | 10. spread |
| 11. impact | 12. feature-length |
| 13. viewers | 14. cinematic |
| 15. worldview | 16. reality |

Unit 4 Section 1

Grammar Practice

Exercise 1

- | | |
|---------|---------|
| 1. down | 2. into |
|---------|---------|

- | | |
|------------|---------|
| 3. up | 4. off |
| 5. down | 6. out |
| 7. through | 8. into |

Exercise 2

- | | |
|----------|-----------|
| 1. round | 2. out |
| 3. off | 4. in for |
| 5. over | 6. down |

Vocabulary Practice

Exercise 1:

- | | |
|----------------|---------------------|
| 1. self-denial | 2. faith |
| 3. monotheism | 4. BC |
| 5. scriptures | 6. belief |
| 7. passion | 8. nirvana |
| 9. polytheism | 10. loyal |
| 11. deity | 12. self-discipline |
| 13. rebellion | 14. AD |
| 15. duties | 16. heritage |

Exercise 2:

- | | |
|---------------|--------|
| 1. polytheism | 2. god |
| 3. rebellion | 4. BC |
| 5. Buddhism | |

Exercise 3:

- | | |
|-----------------|---------------|
| 1. self-denial | 2. duties |
| 3. heritage | 4. loyalty |
| 5. monotheistic | 6. scriptures |

Exercise 4:

- | | |
|---------------------|-----------------------|
| 1. trust | 2. firm understanding |
| 3. responsibilities | 4. Muslim |
| 5. holy writings | 6. deep interest |

Unit 4 Section 2

Grammar Practice exercise 1:

1. had to wait
2. has to write
3. has to take pains with

Exercise 2: possible answers

1. I have to go to the doctor.
2. He has to get it repaired.
3. He has to prepare.
4. It needs to be lightened.
5. It is to be taken daily.

Exercise 3:

- | | |
|------------------|------------------|
| 1. determination | 2. determination |
| 3. persistence | 4. persistence |
| 5. determination | |

Vocabulary Practice

Exercise 1:

- | | |
|------------------|-----------------|
| 1. seal | 2. empire |
| 3. grace | 4. deliverance |
| 5. adhere | 6. persecution |
| 7. conscience | 8. demand |
| 9. essence | 10. covenant |
| 11. resurrection | 12. demonstrate |
| 13. crucifixion | 14. prophesy |
| 15. descendants | 16. meditate |
| 17. treacherous | 18. requirement |
| 19. overcome | |

Unit 4 Section 3

Vocabulary Practice Exercise 1:

- | | |
|------------|-----------------|
| 1. scholar | 2. pursue |
| 3. status | 4. intelligence |
| 5. hadith | 6. convey |

- | | |
|------------------|-----------------|
| 7. dedicated | 8. elevate |
| 9. determination | 10. authentic |
| 11. messenger | 12. compilation |

Exercise 2:

1. messenger; determination; hadith
2. traditions
3. pilgrimage; devote; compiling; authentic
4. Prophet; hadith
5. pursuit

Exercise 3;

1. indignity
2. passion
3. scholars
4. intelligence; hadith
5. pursue
6. convey; elevate

Unit 5 Section 1

Grammar Practice Exercise 1:

- | | |
|---------------|---------------|
| 1. the rest | 2. the others |
| 3. the other | 4. the rest |
| 5. the others | 6. the others |
| 7. the other | 8. the rest |

Exercise 2:

of is necessary in the following:

2, 3, 5, 6, 7, 8

Exercise 3:

1. The University announced its courses for the fall semester
2. The mayor's wife blames herself for losing control of the car, breaking one leg and cutting the other.
3. The royal couple has decided to bring their dog on a trip to the U.S.

4. The chairman of the math department has resigned saying that he wants more time with his family.

5. A swimmer won the first U.S. gold medal in the '88 Summer Olympics.

Vocabulary Practice

Exercise 1:

- | | |
|----------------|----------------|
| 1. consent | 2. passers-by |
| 3. underway | 4. appalled |
| 5. demographic | 6. circulation |
| 7. prominent | 8. headlines |
| 9. masses | 10. criticized |

Unit 5 Section 2

Grammar Practice

Exercise 1:

- | | |
|-----------|-----------------|
| mediums | photos |
| media | chefs |
| geniuses | taxis |
| expertise | oxen |
| consensus | stimuli |
| series | curricula |
| Japanese | bases |
| progress | indices/indexes |
| mice | phenomenon |

Exercise 2:

- | | |
|-----------------|-------------------|
| classmates | women-drivers |
| hangers-on | passers-by |
| man servants | grown ups |
| merry-go-rounds | office-blocks |
| sisters-in-law | school-inspectors |
| forget-me-nots | |

Exercise 3:

1. down 2. up

- 3. after 4. in
- 5. in 6. out
- 7. about 8. in

Vocabulary Practice

Exercise 1:

- 1. d 2. h 3. e
- 4. g 5. I 6. j
- 7. a 8. b 9. c
- 10. f

Exercise 2:

- 1. media 2. schedule
- 3. channels 4. programs
- 5. area 6. satellite
- 7. broadcast 8. set
- 9. viewer 10. remote control

Unit 5 Section 3

Grammar Practice

Exercise 1:

- 1. The truth was too close to home and made everyone uncomfortable.
- 2. Never having been in close quarters with him, the reporter wasn't sure he recognized him.
- 3. He checked the time as the chairman brought the meeting to a close.
- 4. Since the meeting was held behind closed doors nobody knew the outcome yet.

Exercise 2:

- 1. on 2. to 3. on
- 4. to 5. on 6. on
- 7. with 8. for 9. into
- 10. with 11. to 12. on
- 13. to 14. with 15. to
- 16. on 17. of 18. of

Unit 6 Section 1

Grammar Practice

Exercise 1:

- | | |
|-------------|------------------|
| 1. runs out | 2. run away |
| 3. run into | 4. run over |
| 5. run down | 6. run away with |
| 7. run over | 8. ran out |

Exercise 2:

- | | |
|---------------------|------------------|
| 1. ran into | 2. runs out |
| 3. to run away from | 4. run over |
| 5. ran into | 6. running about |
| 7. ran out | |

Vocabulary Practice

#s 3, 5, 8, and 9 are incorrect

Unit 6 Section 2

Grammar Practice

Exercise 1:

- | | | |
|-------|------|------|
| 1. c | 2. d | 3. g |
| 4. f | 5. b | 6. i |
| 7. a | 8. e | 9. h |
| 10. j | | |

Exercise 2:

- | | |
|--------------|--------------|
| a professor | a teacher |
| the highest | a university |
| a tutor | a degree |
| a supervisor | |

Vocabulary Practice

- | | |
|-----------------|---------------|
| 1. quadrangular | 2. deplorable |
| 3. matriculate | 4. riot |
| 5. guide | 6. deliberate |
| 7. antiquity | 8. exuberant |

Unit 6 Section 3

Grammar Practice

1. learned / is learning
2. taught / is teaching
3. studies / studied
4. studied
5. to learn
6. to learn
7. learned
8. studied
9. studied
10. to teach
11. studying / teaching
12. teach

Unit 7 Section 1

Vocabulary Practice

- | | |
|----------------|------------|
| 1. departure | 2. abroad |
| 3. little else | 4. boarded |
| 5. definitive | 6. pitch |
| 7. shudder | |

Grammar Practice

- | | |
|-----------------------|---------------------|
| 1. had been trying | 2. had had |
| 3. had waited | 4. had arranged |
| 5. had already picked | 6. had been waiting |
| 7. had almost given | 8. had gone |
| 9. had been | 10. had missed |

Unit 7 Section 2

Grammar Practice

1. have been waiting
2. had been waiting
3. had been working; had worked
4. had seen
5. has climbed; has sailed; has gone

6. had climbed; had sailed; had gone; had experienced
7. had been

Vocabulary Practice

- | | |
|---------------|----------------------------|
| 1. brochure | 2. range |
| 3. resort | 4. facilities |
| 5. cruise | 6. yacht |
| 7. lounging | 8. picturesque/spectacular |
| 9. luxury | 10. remote |
| 11. cuisine | 12. excursions |
| 13. inclusive | 14. accommodations |

Unit 7 Section 3

Vocabulary Practice:

- | | | |
|-------|-------|-------|
| 1. H | 2. E | 3. D |
| 4. C | 5. B | 6. G |
| 7. F | 8. A | 9. I |
| 10. K | 11. J | 12. L |

Grammar Practice

Exercise 1:

- | | | |
|-------------------|-----------|----------------|
| 1. on | 2. from | 3. on |
| 4. outside | 5. in; in | 6. outside; in |
| 7. for | 8. of; on | 9. for; with |
| 10. about; of; in | | |

Exercise 2:

- | | | |
|------|------|------|
| 1. f | 2. e | 3. d |
| 4. c | 5. b | 6. a |

Unit 8 Section 1

Grammar Practice

- | | |
|----------------------|--------------------|
| 1. to get through to | 2. get along with |
| 3. got over | 4. getting me down |
| 5. get away with it | 6. getting across |
| 7. got around | 8. getting on |
| 9. getting over | 10. got ahead of |

Vocabulary Practice

- | | |
|-----------------------|---------------------------------|
| 1. loved | 2. liked |
| 3. fondness/affection | 4. loved/fancied |
| 5. fond of | 6. was attracted to/was fond of |
| 7. attracted to | 8. infatuated with |

Unit 8 Section 2**Vocabulary Practice**

- | | |
|------------|--------------|
| 1. elope | 2. impulsive |
| 3. admirer | 4. isolate |

Unit 8 Section 3**Grammar Practice:**

1. Proposing to Janet was the scariest thing that Tim had ever done. (subj)
2. Shopping for a wedding dress made Amy feel like a princess. (subj)
3. Telling your father about our engagement was a mistake. (subj)
4. The judge recommends sending marriage license applications early. (d.o.)
5. His most important achievement was winning her love. (subj. comp)
6. Going on the honeymoon was Angela's dream come true. (subj)
7. Waiting for a lost love makes you feel depressed. (subj)

Vocabulary Practice

- | | |
|-----------------|--------------|
| 1. engagement | 2. proposal |
| 3. wedding vows | 4. reception |
| 5. anniversary | 6. honeymoon |

Unit 9 Section 1**Grammar Practice Exercise 1:**

1. hadn't warned; was
2. had left

3. had been
4. had frequented
5. hade given
6. had been; called

Exercise 3:

1. sold
2. had studied
3. had fallen down
4. had arranged
5. arrived; had gone out
6. had already seen

Vocabulary Practice Exercise 1:

1. ache
2. ache
3. pain
4. ache
5. pain
6. ache
7. aches

Exercise 2:

1. cure
2. treated
3. cure
4. recovering

Exercise 3:

1. h
2. d
3. a
4. b
5. i
6. j
7. e
8. f
9. c
10. g

Unit 9 Section 2

Grammar Practice

1. any more
2. no longer
3. still
4. still
5. any more
6. no longer
7. no longer
8. still
9. still
10. any more
11. no longer
12. still

Vocabulary Exercise 1:

- | | |
|-------------|--------------|
| 1. aching | 2. die |
| 3. lie down | 4. helped |
| 5. suffered | 6. pain |
| 7. died | 8. fainted |
| 9. helpful | 10. symptoms |

Exercise 2:

- | | |
|----------------------|-----------------|
| 1. under the weather | 2. sickness |
| 3. surgeon | 4. side-effects |
| 5. ward | 6. donor |
| 7. first | |

Unit 9 Section 3

Grammar Practice

- | | |
|---------------|---------------|
| 1. (3) may | 2. (3) could |
| 3. (2) can't | 4. (1) could |
| 5. (3) might | 6. (1) might |
| 7. (2) can't | 8. (3) might |
| 9. (1) might | 10. (3) could |
| 11. (2) can't | 12. (1) could |
| 13. (2) must | 14. (2) must |
| 15. (2) can't | |

Vocabulary Practice

- | | |
|------|------|
| 1. e | 2. c |
| 3. a | 4. d |
| 5. b | 6. f |

Unit 10 Section 1

Grammar Practice

1. correctly; correct
2. quickly; quickly
3. exactly; perfectly; exact
4. awful; awfully
5. dangerous; dangerously; dangerous

6. magnificently; magnificently
7. beautiful; exactly; perfectly
8. sensible; sensibly
9. slowly; slowly
10. softly; softly
11. well; well
12. regularly; strictly
13. good; well
14. carefully; careful
15. easily
16. interesting; interestingly

Vocabulary Practice

#s 2, 3, and 5 are incorrect

Unit 10 Section 2

Grammar Practice

1. Navruz, the first day of the New Year, is a very well-loved holiday in Uzbekistan.
2. Navruz was considered to be the day of Khurazo, the day of the water angel.
3. On this day Jamshid, the chief religious figure of the Zoroastrians, rose to the Heaven and got a star.
4. The writer Al-Beruni wrote many works, still studied today.
5. During Beruni's time this great holiday, Navruz was celebrated for the whole month of March.
6. The Iranian people gave the holiday the name "Ruzi Umed", the "Day of Hopes."
7. Modern Navrus celebrations include the making of "sumalak", a favorite national dish.
8. Another popular Uzbek holiday, Independence Day is celebrated on September 1st every year.
9. Hayit, a three day celebration, is an important religious holiday in Uzbekistan.
10. It follows the month of Ramadan, the Muslim period of fasting.

Vocabulary Practice

- | | |
|------------------|-------------------|
| 1. entertainment | 2. employees |
| 3. legend | 4. solemn |
| 5. accustomed | 6. splendid |
| 7. equinox | 8. constellations |
| 9. contemporary | 10. significance |

Unit 10 Section 3

Grammar Practice

The following contain fragments.

- 1, 2, 4, 6, 8, 9, 10, 12

Vocabulary Practice

- | | |
|----------------|-----------------|
| 1. charitable | 2. commemorate |
| 3. contribute | 4. illumination |
| 5. ritualistic | |

Unit 11 Section 1

Vocabulary Practice

Exercise 1

- | | |
|------------------------------------|------------------|
| a. interact | b. kengash |
| c. chairperson; elected | d. informal |
| e. births, circumcisions, weddings | |
| f. possesses | g. hand-me-downs |

Exercise 2:

- | | |
|---------------------------------------|---------------------|
| 1. specialize | 2. modern; densely |
| 3. day-to-day | 4. informal; easily |
| 5. formal; primary; social; community | |
| 6. rais; substantial; domestic | |
| 7. more wealthy; wider | |

Unit 11 Section 2

Grammar Practice

Exercise 1:

- | | |
|---------|--------------|
| 1. noun | 2. adjective |
| 3. verb | 4. noun |

Vocabulary Practice

- | | |
|---------------|-------------|
| 1. heritage | 2. ranch |
| 3. roping | 4. mere |
| 5. rugged | 6. spirited |
| 7. recreation | 8. gorgeous |
| 9. preceded | |

Unit 11 Section 3

Grammar Practice

- | | |
|----------------|---------------|
| 1. remember | 2. read |
| 3. be repaired | 4. focus |
| 5. enter | 6. apologize |
| 7. attend | 8. sit |
| 9. thinks | 10. drive |
| 11. be taken | 12. reduce |
| 13. be allowed | 14. regulates |
| 15. not swim | 16. monitor |
| 17. put | 18. invite |
| 19. comes | 20. work |

(Sentences 9, 14, 19 are not subjunctive sentences)