

**O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA MAXSUS TA'LIM  
VAZIRLIGI**

**OLIY TA'LIM TIZIMI PEDAGOG VA RAHVAR KADRLARNI QAYTA  
TAYYORLASH VA ULARNING MALAKASINI OSHIRISHNI TASHKIL  
ETISH BOSH ILMIY – METODIK MARKAZI**

**QORAQALPOQ DAVLAT UNIVERSITETI HUZURIDAGI PEDAGOG  
KADRLARNI QAYTA TAYYORLASH VA ULARNING MALAKASINI  
OSHIRISH MINTAQAVIY MARKAZI**

**«TILSHUNOSLIKDA TADQIQOTIAR OLIB BORISHNING TIZIMLI  
YONDASHUVLARI»**

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**Tuzuvchi:**

QDU. Ingliztili va adabiyoti kafedrası  
mudiri, f.f.n. dotc. Dj.Qurbanbaev

**Taqrizchi:**

QDU. Ingliztili va adabiyoti kafedrası  
mudiri, f.f.n. dotc. D.Khadjieva  
NDPI. Ingliztili va adabiyoti kafedrası  
mudiri, p.i.k. dotc. A.Tadjieva

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## **I. ИШЧИ ДАСТУР**

### **Кириш**

Ўзбекистон Республикаси Президентининг 2015 йил 12 июндаги “Олий таълим муассасаларининг раҳбар ва педагог кадрларини қайта тайёрлаш ва малакасини ошириш тизимини янада такомиллаштириш чора-тадбирлари тўғрисида” ги ПФ-4732-сон Фармонидаги устувор йўналишлар мазмунидан келиб чиққан ҳолда замонавий талаблар асосида қайта тайёрлаш ва малака ошириш жараёнларининг мазмунини такомиллаштириш ҳамда олий таълим муассасалари педагог кадрларининг касбий компетентлигини мунтазам ошириб боришни долзарб масалалардан бири ҳисобланади.

Мазкур модул дастури олий таълимнинг илғор таълим технологиялари ва педагогик маҳорат, таълим жараёнларида интерфаол усулларни қўллаш, амалий хорижий тил, педагогнинг касбий компетентлигини ошириш бўйича билим, кўникма ва малакаларини шакллантиришни назарда тутди.

Дастур доирасида берилаётган мавзулар таълим соҳаси бўйича педагог кадрларни қайта тайёрлаш ва малакасини ошириш мазмуни, сифати ва уларнинг тайёргарлигига қўйиладиган умумий малака талаблари ва ўқув режалари асосида шакллантирилган бўлиб, бу орқали олий таълим муассасалари педагог кадрларининг соҳага оид замонавий таълим ва инновация технологиялари, илғор хорижий тажрибалардан самарали фойдаланиш, ахборот-коммуникация технологияларини ўқув жараёнига кенг татбиқ этиш, чет тилларини интенсив ўзлаштириш даражасини ошириш ҳисобига уларнинг касб маҳоратини, илмий фаолиятини мунтазам юксалтириш, олий таълим муассасаларида ўқув-тарбия жараёнларини ташкил этиш ва бошқаришни тизимли таҳлил қилиш, шунингдек, педагогик вазиятларда оптимал қарорлар қабул қилиш билан боғлиқ компетенцияларга эга бўлишлари таъминланади.

### **Модулнинг мақсади ва вазифалари**

Амалий хорижий тилни ўрганишнинг интенсив усуллари: тил кўникмаларини яъни сўзлашиш, тинглаб тушуниш, ўқиш ва ёзиш амалиётларини уйғунликда ривожлантириш орқали унинг чет тили малакасини умумевропа стандартининг B2 дан C1 даражасига етказиш.

Қайта тайёрлаш ва малака ошириш тингловчилари курс давомида турли соҳаларда далилларга асосланган матнларни ўқиб тўлиқ тушуниш, кундалик ва йўналиш соҳасига оид Интернет сайтларидан тегишли маълумотларни топиш ва тушуниш, рисолалар, рекламалар, газета эълонларидан мутахассисликка оид маълумотларни топиш, ОАВ матнларининг ўқиб асосий мазмунини тушуниш каби топшириқларни бажарадилар. Шунингдек, тингловчилар тинглаб тушуниш, гапириш, ўқиш кўникмаларига ёзиш тил кўникмасини интеграллаштирган ҳолда матннинг қисқа мазмунини ва иншолар ёзиш каби вазифаларни ҳам бажарадилар.

### **Модул мавзу ва топшириқлари**

Соҳага оид мавзулар, жумладан бизнес, тиббиёт, экология, оммавий ахборот воситалари, саломатлик ва спорт, замонавий технологиялар, ҳуқуқ ва жиноят, таълим ва тарбия, ижтимоий масалалар, жумладан ёшлар тарбияси, турли касалликлар ва уларнинг симптомлари, ихтисослигига оид мавзулар, касби билан боғлиқ долзарб масалалар ва ҳ.к.

Тўрт хил тил кўникмаларини интеграллашган ҳолда ўқитиш: ўқиш, тинглаб тушуниш кўникмаларини ривожлантиришда 3 та босқичнинг аҳамияти. Турли хил интерфаол методларга асосланган коммуникатив вазифалар. Ёзма нутқни бошқа тил кўникмалари билан уйғунликда ривожлантиришнинг асосий омиллари ва шартлари. Тил кўникмаларини ривожлантириш жараёнида муаммоларни аниқлаш ва уларни тузатиш. Интеллектуал салоҳият ва танқидий фикрлашни ривожлантиришга қаратилган топшириқлар.

### **Модул бўйича тингловчиларнинг билими, кўникмаси, малакаси ва компетенцияларига қўйиладиган талаблар**

“Амалий хорижий тилни ўрганишнинг интенсив усуллари”ни фани бўйича тингловчилар қуйидаги янги билим, кўникма, малака ҳамда компетенцияларга эга бўлишлари талаб этилади:

#### **Тингловчи:**

*билиши* керак.

- “Амалий хорижий тилни ўрганишнинг интенсив усуллари” фанининг долзарб муаммоларини;
- фанни ўқитишда хорижий мамлакатлар тажрибасини қўллашни;
- глобал интернет тармоғидан фойдаланган ҳолда ўқув жараёнига замонавий педагогик ва ахборот технологияларини жорий этишни;
- тил ўрганиш ва ўқитишнинг замонавий методларидан фойдаланишни;
- илмий назарий ва амалий вазифаларни ҳал этиш технологиялари, касбий маҳоратни ошириш усулларида фойдаланиш.

#### **Тингловчи:**

чет тилида қуйидаги *кўникмаларига* эга бўлиши лозим.

- тинглаб тушуниш,
- эркин гапириш,
- ўқиш
- ёзиш;

#### **Тингловчи:**

*Чет тилини ўқитиш малакаларига интенсив тил ўрганиш дарслари орқали*

эга бўлиши зарур.

- Тил кўникмаларини ўқитишнинг самарали методларидан фойдаланиш;
- коммуникатив вазифаларни бажариш технологиялари, касбий мулоқот усулларидан фойдаланиш, ҳамкорлик ишларини олиб бориш;
- чет тилини ўқитишда яратилган электрон ресурслардан унумли фойдаланиш;

### **Модулни ташкил этиш ва ўтказиш бўйича тавсиялар**

“Амалий хорижий тилни ўрганишнинг интенсив усуллари” курси амалий машғулотлар шаклида олиб борилади.

Курсни ўқитиш жараёнида таълимнинг замонавий методлари, ахборот-коммуникация технологиялари қўлланилиши назарда тутилган:

- дарсларда замонавий компьютер технологиялари ёрдамида презентацион ва электрон-дидактик технологиялардан;

- ўтказиладиган амалий машғулотларда техник воситалардан, экспресс-сўровлар, тест сўровлари, ақлий ҳужум, гуруҳли фикрлаш, кичик гуруҳлар билан ишлаш, коллоквиум ўтказиш, ва бошқа интерактив таълим усуллари қўллаш назарда тутилади.

### **Модулнинг ўқув режадаги бошқа модуллар билан боғлиқлиги ва узвийлиги**

“Амалий хорижий тилни ўрганишнинг интенсив усуллари” модули мазмуни ўқув режадаги Дискурс таҳлили ўқув модули билан узвий боғланган ҳолда педагогларнинг тил кўникмаларини талаб даражасида қўллай олиш малакасини орттиришга хизмат қилади.

### **Модулнинг олий таълимдаги ўрни**

Модулни ўзлаштириш орқали тингловчилар тил кўникмаларини мос равишда амалда қўллаш малакаси ва касбий салоҳиятларини ривожлантирадилар.

**Модул бўйича соатлар тақсимооти**  
**Аудитория машғулотлари**

№	Модул мавзулари	Тингловчининг ўқув юкламаси, соат				
		Ҳафтаси	Аудитория ўқув юкламаси			Мустақил таълим
			Жами	жумладан		
				Назарий	Амалий машғулот	
1.	Self-Introduction	2	2		2	
2.	The Art - Talking About the Street Art	2	2		2	
3.	Business English - Making Calls to the Bank and Customer Service	2	2		2	
4.	Relationships - <b>Story:</b> A Mother in Mannville	2	2		2	
5.	Law and Crime - <b>Story:</b> Button, Button	2	2		2	
6.	Medicine - Healthy Mind And Healthy Life	2	2		2	
7.	Education - Disillusioned Bankers Quit The City For The Rewards Of Teaching Science	2	2		2	
8.	Education - Pupils React To French Phone Ban	2	2		2	
9.	Mass Media - Journal Vs. Magazine Article	2	2		2	
10.	Sport - Olympics: Usain Bolt Takes Olympic Glory With New 100m World Record	2	2		2	
11.	Sport - Free running Joins Sport Establishment	2	2		2	

**ЎҚИТИШ ШАКЛЛАРИ**

Мазкур модул бўйича қуйидаги ўқитиш шаклларидан фойдаланилади:

- амалий машғулотлар (маълумотлар ва технологияларни англаб олиш, ақлий қизиқишни ривожлантириш, назарий билимларни мустаҳкамлаш);
- давра суҳбатлари (кўрилаётган муаммо ечимлари бўйича таклиф бериш қобилиятини ошириш, эшитиш, идрок қилиш ва мантикий хулосалар чиқариш);
- баҳс ва мунозаралар (муаммолар ечими бўйича далиллар ва асосли аргументларни тақдим қилиш, эшитиш ва муаммолар ечимини топиш қобилиятини ривожлантириш).

## **II. МОДУЛНИ ЎҚИТИШДА ФОЙДАЛАНИЛАДИГАН ИНТЕРФАОЛ ТАЪЛИМ МЕТОДЛАРИ**

### **Ажурли арра методи**

Ажур французча «ажоур» сўздан олинган бўлиб, «бир ёқдан иккинчи ёққа ўтган, икки томони очик» деган маънони англатади.

Бу методдан фойдаланиш қуйидаги босқичларда амалга оширилади:

-талаба-ўқувчилардан 4-5 кишилик кичик гуруҳлар ташкил этилади

-талаба-ўқувчиларга бериладиган топшириқ ва уларни бажаришда фойдаланиладиган матнли материаллар бир нечта асосий қисмлар (масалан, режа асосида бир нечта мавзучалар)га қирқилади;

-мавзучалар ва уларга доир матнли материаллар пакети кичик гуруҳларнинг ҳар бир аъзосига тарқатилади;

-кичик гуруҳ аъзолари матнли материаллардан фойдаланиб топшириқни бажаришга киришадилар;

-кичик гуруҳларнинг яхши ўзлаштирувчи аъзоларидан эксперт гуруҳи ташкил этилади;

-эксперт гуруҳи аъзолари қўлларидаги топшириқларни ҳамкорликда муҳокама қилишиб, бошқаларга ўргатиш режасини эгаллашадилар;

-экспертлар ўзларининг дастлабки кичик гуруҳларига қайтишиб ўрганганларини бошқа шерикларига ўргатишади.

Ўқитишга бундай ёндашилганда талаба-ўқувчиларнинг ҳамкорликда ишлашларига ва катта ҳажмдаги ўқув материалларининг ўзлаштирилишига эришилади.

Бу методдан фойдаланувчи педагог талаба-ўқувчиларга тақдим этилган топшириқни бажаришга доир материалларни кунт билан ўрганишни, биргаликда муҳокама этишни, савол-жавоб қилишни, ўрганганларини бошқаларга ўргатишлари зарурлигини олдиндан айтади.

### **Синектика методи**

Бу метод амалий, семинарлар ва лаборатория машғулоти учун қулай бўлиб, «ақлий ҳужум» методига яқин. Бунда талаба дарсда қўйилган муаммони ҳал қилиш юзасидан аналогияга асосланган ҳолда ўз фикрларини, қарашларини олға суради. Бунда аналогия бевосита, шахсий, рамзий ва хаёлий бўлиши мумкин.

### **Думалоқ стол методи**

Бу метод амалий машғулоти учун қулай. Бунда ўқитувчи томонидан битта савол ёзилган варақ кичик гуруҳга тақдим этилади. Талабалар ўзларининг исми-шарифлари ва саволга жавобларини ёзиб, варақни ёнидаги талабага узатади. Шу тариқа ёзилган жавоблар йиғиштириб олиниб, талабалар иштирокида нотўғрилари ўчириб чиқилади ва натижалар баҳоланади.

### **Ручка стол устида методи**

Бу метод амалий машғулоти учун қулай. Саволга ўзининг жавоб



вариантини ёзган кичик гуруҳдаги талаба ручкасини стол устига қўйиб варақни ёнидаги шеригига узатади. Саволга жавоб ёза олмаган талаба ручкасини столга қўймайди. Бир нечта кичик гуруҳлардаги талабаларнинг қўйилган бир хил саволга жавоблари йиғиштириб олиниб биргаликда муҳокама қилинади. Бу методнинг афзалликлари: ўқитувчи машғулотга ким тайёр, ким тайёр эмаслигини кўриб туради; машғулотга тайёрланмаган талаба оғзаки муҳокама пайтида кўриб чиқиладиган мавзу юзасидан анчагина фойдали билимлар олади; бу метод кичик гуруҳда олиб бориладиган иш бўлиб, талаба интизомини мустаҳкамлайди ва уларни жипслаштиради, чунки ўзининг жавоб варианти устида узоқ ўйлаб ўтирадиган талаба бутун гуруҳга ажратилган вақтни сарфлаб юборади. Шунингдек талаба машғулотга тайёр бўлмаса, бунда ҳам гуруҳга панд беради; талабалар ўз жавобларини икки марта, яъни ёзма иш пайтида ва оғзаки муҳокама вақтида таҳлил қилиб чиқишади.

### **Ротация методи**

Бу метод машғулот мавзуини ҳар бир кичик гуруҳ алоҳида-алоҳида муҳокама қилиб чиқиши, ёзганларини бутун гуруҳ жамоа бўлиб таҳлил қилиб кўриши учун қўлланилади ва қуйидаги босқичларда амалга оширилади:

- дарс мавзуси бўйича номерланган топшириқлар (масалан, режадаги мавзучалар) плакатларга ёзилиб доскага осиб қўйилади;

- топшириқлар сони учта бўлса, талаба-ўқувчилар ҳам шунча кичик гуруҳларга ажратилади ва гуруҳчалар номерланади;

- кичик гуруҳлар ўзларининг номерларига мос номердаги топшириқни ва уни бажаришда фойдаланиладиган ёзма маълумотлар пакетини олади;

- кичик гуруҳлар ўзларига тақдим этилган материалларни ҳамкорликда ўрганишиб топшириққа жавобларини ёзишади;

- жавоблар кичик гуруҳдаги ҳуснихати чиройли бир талаба-ўқувчи томонидан ёзилади;

- топшириқларга ёзилган жавоблар варағи, маълумотлар пакети кичик гуруҳлараро алмаштирилади ва қўшимчалар қилинади, бироқ жавобларнинг такрорланишига йўл қўйилмайди;

- жавоблар қайси кичик гуруҳники эканлиги ажралиб туриши учун уларга ҳар хил рангдаги фламастерлардан фойдаланиш тавсия этилади. Шунингдек кичик гуруҳлар номерланиб, улар ўзларининг жавобларини шу номер остида ёзишлари ҳам мумкин;

- жавоблар ёзилган варақлар доскадаги осифлиқ плакатларга скочда ёпиштирилиб, ўқитувчи иштирокида муҳокама қилинади, умумлаштирилади ва тўғри жавоблар дафтарларга ёзиб олинади;

- тўғри ва мукамал жавоблар сонига қараб талаба-ўқувчилар рағбатлантирилади ва баҳоланади.

### **Галереяни айланиш методи**

Кичик гуруҳларнинг барча аъзоларига битта муаммо таклиф этилади. Ҳар бир кичик гуруҳ ўзларига берилган муаммога белгиланган вақт ичида

фикрларини ёзиб, жавоблари ёзилган варақларини бошқа гуруҳ билан алмаштиради. Жавобларни олган гуруҳ уларни баҳолайди ва тугал бўлмаса ўз вариантлари билан тўлдиради. Сўнгра гуруҳлар фикрлари умумлаштирилиб, энг юқори баллга арзийдиган тўғри ва мукамал жавоблар танлаб олинади.

### **Қор бўрон методи**

Иккига ажратилган гуруҳ талабалари бир муаммо юзасидан энг кўп тўғри жавоблар топиш мақсадида биргаликда муҳокама юритишади. Ҳар бир тўғри жавоб юмалоқланган қор кўринишида ўша гуруҳ ҳисобига ёзиб қўйилади; тўпланган умумий баллар миқдори асосида гуруҳлар баҳоланади.

### **Асалари галаси методи**

Муаммо битта гуруҳда ёки икки кичик гуруҳларда муҳокама қилинади. Бунда топшириқлар ҳар хил ёки бутун гуруҳга битта бўлиши мумкин. Гуруҳлар қўйилган муаммони маълум муддат муҳокама этиб, натижани бошқаларга маълум қилишади. Муаммо ечимининг энг яхши варианты танлаб олинади.

### **Думаловчи қор уюми методи**

Думаловчи қор уюми методи ўқув машғулотини ўтказиш методининг рамзий номи бўлиб, иш қўйилган муаммо устида мулоҳаза юритиб кўриш учун талабаларга вақт, тегишли манбалар, тарқатма материаллар беришдан бошланади. Бу метод гуруҳнинг ҳар бир аъзосига бутун гуруҳнинг билимлари ва тажрибаларидан фойдаланиб, ўзининг кенг қамровли нуқтаи назарини баён этишни назарда тутди. Бунинг учун талабалар 4 та кичик гуруҳларга ажратилади. Муҳокама қилиб чиқиш учун барча гуруҳларга битта топшириқ берилади. Ҳар бир кичик гуруҳ топшириқ устида алоҳида ишлайди. Сўнгра биринчи билан иккинчи ва учинчи билан тўртинчи гуруҳлар муаммо устида биргаликда муҳокама юритишади. Охир оқибатда барча кичик гуруҳлар бирлашиб, бутун яхлит гуруҳ бўлиб қўйилган муаммо ечимини ҳал этишнинг турли йўллари, вариантларини муҳокама қилишади. Бундай муҳокама жараёнида талабаларнинг қўйилган муаммо юзасидан билимлари чуқурлашиб, ойдинлашиб, бойиб, кенгқамровли бўлиб боради.

### **Синдикат методи**

Гуруҳ учта кичик гуруҳларга бўлинади. Бунда таклиф этилаётган топшириқ уч хил нуқтаи назардан ҳал этилиш зарур. Масалан, уч ноъмалумли учта тенгламалар системасини ечиш топшириғи берилган бўлсин, у ҳолда биринчи гуруҳ масалани Гаусс, иккинчи гуруҳ Крамер, учинчи гуруҳ матрица усулидан фойдаланиб ечади. Сўнгра ечимлар биргаликда муҳокама этилиб, умумлаштирилади.

### **Аквариум методи**

Гуруҳдан уч талаба ажратиб олиниб уларга хона ўртасидаги стол атрофига ўтиришлари ва қўйилган муаммони ўн минут атрофида биргаликда муҳокама, қилишиб фикр билдиришлари сўралади. Бу уч талаба аквариумдаги

балиқларга қиёс. Атрофда ўтирган кузатувчилар ўртадаги талабаларнинг фикрларини диққат билан тинглаб, жавобларни тўғри ва нотўғрига ажратиб ёзиб боришади ҳамда муҳокама пайтида ўзларининг қарашларини баён этишади. Етарли даражада фикр билдира олмаган ўртадаги талабалар ўз ўринларини кучли фикр билдирган кузатувчи талабаларга бўшатиб беришади. Ҳар бир муаммо юзасидан билдирилган фикрлар талабалар иштирокида ўқитувчи томонидан умумлаштирилади.

### **Рақамли методлар**

Гуруҳдаги талабаларнинг умумий сонидан келиб чиққан ҳолда 4x4x4, 5x5x5 ёки 6x6x6 методларининг биридан фойдаланилади. Масалан, 5x5x5 методида ҳар бири 5 талабадан иборат 5 та кичик гуруҳчалар ташкил этилиб, уларнинг 5 нафар сардорлари тўпланишиб қўйилган муаммони ҳамкорликда муҳокама этишади, сўнгра ўзларининг гуруҳларига қайтишиб шерикларига масаланинг ечимини ўргатишади.

### III. АМАЛИЙ МАШҒУЛОТ УЧУН МАТЕРИАЛЛАР

#### Lesson 1

##### Topic: Self-Introductions

Say participants that this session is the first one and it would be nice to know each other better and know how to introduce effectively.

Ask participants to look through two examples of introduction and answer the questions after them.

Invite volunteers to answer the questions.

##### Handout

**Task 1 Read the following two introductions and answer the questions:**

##### Introductions

##### Introduction 1

Good evening, Mr. Jameson. I have heard so much about you! Let me introduce myself – I am Patrick Clover from "Future Innovation". I manage the Marketing Team, here in Frankfurt. I have also worked for "Healthcare" and "Global Locally" as both an advertisement manager and a public relations specialist. I believe we have some things in common - we both work in the same field and we are both heads of our respective departments. Here, let me give you my business card. My number is there, please don't hesitate to call if you ever need anything.

##### Useful Expressions

Let me introduce myself.

Allow me to introduce myself.

I don't think we've been introduced.

I work for "Future Innovation".

I believe we have something in common.

Let me give you my business card.

Here's my business card.

Please do not hesitate to contact me if there is anything I can help you with.

Feel free to ask any questions you might have.

##### Introduction 2

Hi there, I am Patrick. I don't think we've met before. I live in Frankfurt and one of my hobbies is playing golf. I work in marketing. I also have a wife and two kids.

##### Check your understanding:

1. What kind of language is used in each of the two introductions? Formal or informal?
2. How does Patrick Clover try to build rapport with the person he is speaking to in the first introduction?
3. What are the major differences in the contents of the two introductions?
4. What can you say about the structure of the two introductions?

##### Task 2

Get participants into pairs and ask them to study the manual how to make a business introduction and discuss the questions.

Elicit Answers from pairs

## Handout

### Study Manual

Read the following tips.

#### How to Make a Business Introduction

**Establish a connection with the listeners:** "Good morning, ladies and gentlemen/Hello, Mr. Jameson, I am..." It is always a good idea to mention the name of the person you are introducing yourself to. This will immediately attract their attention.

**Key points:** You should include several different points in your introduction, such as your experience, your company's name, your position in the company, etc. The things you say about yourself will vary depending on your audience.

**Be confident and friendly:** Talk about yourself in a confident manner, but make sure not to come across as arrogant. That's why it's important to be natural and friendly, at the same time.

**Be attentive:** Pay attention to the verbal and non-verbal cues that your listener gives you and make sure to give them a chance to talk as well and ask questions if they have any. Always give the other person time to introduce himself/herself.

#### Discussion

1. How do you feel when you have to introduce yourself in conferences, meetings, etc?
2. How important do you think it is to make a good self-introduction?
3. Are there any specific rules that should be followed when making an introduction in your country?
4. What are some other tips that you would give to someone for making a good introduction?

#### Useful Expressions

- Let me introduce myself.
- The reason why I chose this work is...
- My main strengths are...
- I believe my strongest trait is...
- I am convinced that...
- What concerns my weaknesses sometimes I spend a bit too much time checking my own work.

#### Task 3 – Video

Ask participants to watch the video and take notes of recommendations how to make effective introduction.

Pause the video where it is said 'Here is a Predict Activity'. Ask participants to complete the task for video 1 first. Then, continue playing the video where participants compare their own answers with the versions provided in the video. DO THE SAME WITH VIDEO 2.

Discuss with the participants what useful and relevant information they have taken for themselves.

## Handout

*Video 1: A Predict Activity.*

A: Hello. \_\_\_\_\_ Jason McNeil.

B: \_\_\_\_\_. My name's Karen Su.

A: \_\_\_\_\_ Seattle?

B: No, \_\_\_\_\_ Vancouver, Canada.

*Video 2: A Predict Activity.*

A: \_\_\_\_\_, where are you from?

B: \_\_\_\_\_ I'm from Mexico City. \_\_\_\_\_?

A: Are you from this area?

B: \_\_\_\_\_, no. I'm actually from Mexico.

A: \_\_\_\_\_, what company do you work for?

B: Starbucks, \_\_\_\_\_?

A: I teach at the University. \_\_\_\_\_, have you been here very long?

B: \_\_\_\_\_, about ten years.

A: \_\_\_\_\_, there's my friend. I should go.

B: \_\_\_\_\_, it was nice to meet you.

A: Yes, you too.

#### **Video Script 1: Introducing Yourself**

<https://www.coursera.org/lecture/business-english-intro/video-introducing-yourself-bH0qh>

*Welcome back.*

*We're glad that you decided to take our course.*

*In this lesson, we're going to show you typical language for interacting when you first meet someone in business. This includes introducing yourself by giving your name, job, company, and city. You'll also identify the job, company, and city of your new acquaintances. Let's begin with two videos.*

*Watch and listen.*

A: Hi I'm Mary Russell.

B: Nice to meet you. Philson Park.

A: Philson?

B: Yeah that's right.

A: So, you're from New Orleans, I see.

B: Yes originally, but now, I'm based in New York. I work for SQL Electronics. How about yourself?

A: I'm from Canada. I'm with RDX Systems in Toronto.

B: I know RDX. Do you work with Maria Yestes?

A: I do. Small world. How do you know Maria?

A: Hi, Ted.

B: Hey, Sue.

A: How's it going?

B: Good!

A: Sue, this is Michelle Cole. She's visiting Seattle from New York.

B: Nice to meet you. I'm Sue Martin. I work with Ted here at UMed.

C: Nice to meet you, too.

B: So, Michelle, did you just start working here?

C: No I'm just here on business. I work for MAZ in New York.

<p>B: Interesting.</p> <p><i>Now, let's look at some useful language for introducing yourself. The language of introductions is fairly easy. The difficulty is getting the key information; we often repeat someone's name to make sure we get it right. If you have a name that may be difficult for other people, say your name slowly and clearly.</i></p> <p><i>You may even need to spell your name.</i></p>
<p>A: I'm Filson Parr.</p> <p>B: Filson?</p> <p>A: That's right.</p>
<p>A: I'm Filson Parr.</p> <p>B: Wilson?</p> <p>A: No, Filson.</p> <p>B: Oh, Filson.</p>
<p>A: I'm Filson Parr.</p> <p>B: Sorry?</p> <p>A: Filson Parr.</p> <p>B: Filson?</p> <p>A: Yes, that's right.</p>
<p><b><u>Here is a Predict Activity.</u></b> <i>What do you predict the speaker will say? Look at this conversation. Some parts are missing.</i></p> <p><i>What are the missing words? You have three seconds to say the words to yourself. Then you'll hear possibilities.</i></p>
<p>A: Hello. My name is Jason McNeil.</p> <p>B: Nice to meet you My name's Karen Su.</p> <p>A: Are you from Seattle?</p> <p>B: No, I'm from Vancouver, Canada.</p>
<p><i>In the United States, most people, both men and women, shake hands in a business setting. The normal way to shake hands is to extend your hand with your thumb up, hold the other person's hand firmly, but not too tight, and shake two times. In some countries, people nod their heads or bow but don't shake hands. And in other countries, women don't shake hands with men.</i></p> <p><i>What's the custom in your country?</i></p> <p><i>Share in the discussion forum.</i></p>
<p><b>Video Script 2: Real Language</b></p>
<p><i>Notice the words we add in conversations to introduce a question.</i></p> <p><i>'So' with falling intonation is a way to make a question seem less direct.</i></p> <p>A: So, are you from Seattle?</p> <p>A: So, do you work here?</p> <p>A: So, you're from London?</p>
<p><i>We also use so to change the topic or move on to the next thing.</i></p> <p>A: So, what should we do next?</p> <p>A: So, should we get back to work?</p>
<p><i>When we need to explain something a bit, or introduce something unexpected we might say 'Well'.</i></p> <p>A: Do you work here?</p> <p>B: Yes. Well, I just started.</p> <p>A: Are you from Seattle?</p> <p>B: Well, I've lived here for about five years. I'm actually from Chicago.</p>
<p><i>We also use well to show that we're thinking something over, or to express hesitation, and we use it to begin to end a conversation.</i></p>

A: Well, thanks for your input.
A: Well, it was nice to meet you.
<i>When you answer a question you can throw the question back to the speaker with how about you?</i>
A: I work for SQL Electronics. How about you?
B: Oh, I'm with RDX Systems in Toronto.
<i>Write 'so', 'well', or 'how about you' in the conversations.</i>
<i>Here is a predict activity. What do you predict the speaker will say? Look at this conversation. Some parts are missing. What are the missing words?</i>
<i>You have three seconds to say the words to yourself, then you will hear possibilities.</i>
A: So, where are you from?
B: I'm from Mexico City. How about you?
A: Are you from this area?
B: Well, no. I'm actually from Mexico.
A: So, what company do you work for?
B: Starbucks, how about you?
A: I teach at the University. So, have you been here very long?
B: Oh, about ten years.
A: Well, there's my friend. I should go.
B: Well, it was nice to meet you.
A: Yes, you too.

#### **Task 4 - Introducing yourself**

Arrange groups of four-five and ask them to prepare questions which they want to ask from each other while introducing themselves. Suggest them that they should select new phrases from the previous tasks

Ask them to write down the responses in order to report back to the whole group.

When they finish, ask participants to choose a person whom they will present to the whole group. Warn them that everybody should be presented. Give about a minute for each introduction.

#### **Handout**

1. Make up three questions you want to ask from your partners
2. Interview your partners and note down their responses
3. Answer your partners' questions.

## **Lesson2 – Talking about the Street Art**

### **Lead-in**

- Show the PPT about the Street Art and discuss the following questions with the participants:
- ~ Do you like street art? What do you know about it?
- ~ What are the best and worst examples of local street art or graffiti?
- ~ Do you agree that galleries which hold street art exhibitions are condoning graffiti?



- ~ What do you think is the best way of dealing with tagging?

### **Task 1**

- Ask participants to read the text and complete the exercises to it.
- When they finish, get them into small groups of three-four to compare their answers.
- Check the answers with the whole group

### **Participants' Handout**

Read the text and complete the exercises after it.

#### **Street art**

A Street art is nothing new. Throughout history, people have decorated the walls that surround them with words and images. But it's only recently that the art world has begun to take it seriously, with major exhibitions at leading galleries such as MASP in São Paulo, Brazil and MOCA in Los Angeles, United States. Specialised street art galleries have also begun to open up, including Lab Art in Los Angeles and the Boiler House in Cardiff, Wales. One of the bestknown street artists, Banksy, has recently received awards for his film *Exit Through the Gift Shop*, although his face doesn't appear on screen as he prefers to remain unseen. What is no secret is the soaring value of street art – buildings which feature Banksy's images have been known to double in value!

B Not everyone is a fan, however. Police in Los Angeles are reported to have complained that the *Art in the Streets* exhibition at MOCA led to an increase in graffiti in the neighbourhood. Much graffiti is far from artistic, consisting mainly of 'tags', which are usually hurried and untidy symbols or letters that do no more than identify the person who made them. What concerns critics is not just the ugliness of much graffiti, but the enormous sums required to clean up the mess. Cleaning graffiti off London buses, for instance, costs an estimated £10m every year. And then there is the very real risk of injury or electrocution to the taggers themselves as they trespass on dangerous areas, such as high buildings and railways lines, in search of new places to make their mark.

C Stiff penalties, including prison sentences, have been introduced in order to deter taggers and there has been heavy investment in surveillance in order to catch offenders red-handed. There are, for example, 60,000 CCTV cameras on London buses alone. What this approach fails to do, however, is to distinguish between street art and graffiti. In London, even works by famous artists, such as Banksy, have been removed on the grounds that if they were left in place, this would be seen as condoning graffiti. Some cities have opted instead for a more educational approach. In the US city of Washington, DC, the Murals DC project trains local children in more creative street art in the hope that they will learn to care more both for art and for their environment.

- ✓ Which paragraph of the text best matches the title below?

1 Official policy towards street art paragraph \_\_\_\_\_

2 The growing prestige of street art paragraph \_\_\_\_\_

3 Street art – the downside paragraph \_\_\_\_\_

### **Answer Key**

1 para 3

2 para 1

### 3 para 2

- ✓ *Decide if the sentences are true (T) or false (F). Circle the correct statements and correct those that are false.*

4 MASP is a major street art gallery in South America. T / F

5 Banksy has been successful in both the art and the film world T / F

6 Banksy tries to increase the value of buildings through his art. T / F

7 Police in Los Angeles have criticised the exhibition at the gallery there. T / F

8 Taggers spend large sums of money in order to practise their art. T / F

9 Tagging puts the lives of the general public at risk. T / F

10 Banksy has been removed from London in order to deter graffiti. T / F

11 The Murals DC project focuses on education rather than punishment. T / F

### Answer Key

1. 4 F (it is a leading art gallery, not a specialist gallery)
2. 5 T
3. 6 F (buildings which feature Banksy's images have been known to double in value – the text
4. does not state that this is his reason for placing his graffiti there)
5. 7 T
6. 8 F (they are usually hurried and untidy symbols or letters that do no more than identify the
7. person who made them)
8. 9 F (the risk is to the taggers themselves as they trespass on dangerous areas)
9. 10 F (some of his work has been removed)
- 10.11 T

### Task 2

- Tell participants that you are going to focus on grammar structure – CLEFT SENTENCES.
- Explain the rules and ask participants to find two more sentences in the text with the cleft structure. Ask the to reconstruct these sentences avoiding cleft structure.

### Grammar focus – Cleft Sentences

Cleft means divided. In a cleft sentence, information which could be given in one clause is divided into two parts, each with its own verb. This way you give extra emphasis to part of the sentence

*What is no secret is the soaring value of street art* (paragraph 1) is an example of a 'cleft sentence', in which something that usually comes later in a sentence is moved closer to the beginning in order to give extra emphasis. So, in an ordinary sentence, *is no secret* would be in the second half: *The soaring value of street art is no secret.* In these sentences *WHAT* means *THE THING(S) THAT*. The WH-clause must contain a verb. To highlight the action we use a form of *DO* in the WH-clause. The highlighted phrase usually contains a bare infinitive or *TO + INF*. If the highlighted

verb is in the continuous or perfect, the form of DO matches it. *The boys are taking Sandy to the match* <sup>TM</sup> *What the boys are doing is taking Sandy to the match.*

- ✓ **Find two other examples of cleft sentences, and write the ordinary sentences they have been made from.**

1.

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2.

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### **Answer Key**

1 What concerns critics is not just the ugliness of much graffiti, but the enormous sums required to clean up the mess. (Ordinary sentence: Critics are concerned not just about the ugliness ...)

2 What this approach fails to do, however is to distinguish between street art and graffiti.

(Ordinary sentence: This approach, however, fails to distinguish ...)

- Ask participants to complete the following sentences with their own ideas.

- ✓ **Complete these cleft sentences with your own ideas.**

1 What interested me most in this article was \_\_\_\_\_ .

2 What I'd really like to know about Banksy is \_\_\_\_\_ .

3 What I find hard to understand about the street art exhibitions is

\_\_\_\_\_ .

4 What bus and train companies should do about graffiti is \_\_\_\_\_ .

5 What taggers should have to do is \_\_\_\_\_ .

6 What \_\_\_\_\_ me about street artists is \_\_\_\_\_ .

### **Possible answers**

1 ... the number of CCTV cameras on London buses.

2 ... why he doesn't like to be seen.

3 ... why people pay money to see graffiti, which they can see for nothing on the streets!

4 ... employ more staff to look after them.

5 ... clean up the mess they've made.

6 ... impresses me about great street artists is the way they make their art public without earning any money for it.

- Tell participants that there are other forms of cleft sentences. Write them on the board and invite volunteers to give their own examples for each structure

Other forms of Cleft sentences:

The thing that I most disliked was the colour of her dress.

The only thing I won't do is phone her again.

All you need is love.

It was Tom who didn't want to come

SENTENCE	Mike took Sally to the party on Saturday.
EMPHASIS ON THE SUBJECT	<u>It was Mike who</u> took Sally to the party on Saturday.
EMPHASIS ON THE OBJECT	<u>It was Sally that</u> Mike took to the party on Saturday.
EMPHASIS ON THE ADVERBIAL	<u>It was on Saturday that</u> Mike took Sally to the party.
EMPHASIS ON THE PREP. PHRASE	<u>It was to the party that</u> Mike took Sally on Saturday.

- Invite participants to practice cleft sentences in the following two exercises

*Read the information in the box then complete the replies. Each reply must contain a cleft sentence.*

**Nick turned up late for work on Monday because he got stuck in a traffic jam on the ring road. Luckily Nick has a mobile phone so he was able to phone his boss and warn her that he would be late. She was furious but managed to reschedule an important meeting for the afternoon.**

1. Nick was late because he overslept, wasn't he?

No, it \_\_\_\_\_ that he was late.

2. How on earth did Nick let the boss know he'd be late?

Well, what \_\_\_\_\_ call her from his mobile phone.

3. Wasn't Nick late on Wednesday?

No, \_\_\_\_\_ that he was late.

4. Nick's boss had to start the meeting without him, didn't she?

No, what she \_\_\_\_\_ the afternoon.

5. Didn't Nick get stuck in a traffic jam in the town centre?

No, not in the town centre; it \_\_\_\_\_ got stuck.

6. I heard the boss was a little annoyed with Nick for being late.

No, she wasn't "a little annoyed". What \_\_\_\_\_!

### Answer Key

1. Nick was late because he overslept, wasn't he?

No, it WAS BECAUSE OF THE TRAFFIC JAM that he was late.

2. How on earth did Nick let the boss know he'd be late?

Well, what HE DID WAS (TO) call her from his mobile phone.

3. Wasn't Nick late on Wednesday?

No, IT WAS ON MONDAY that he was late.

4. Nick's boss had to start the meeting without him, didn't she?

No, what she DID WAS (TO) RESCHEDULE THE MEETING FOR the afternoon.

5. Didn't Nick get stuck in a traffic jam in the town centre?

No, not in the town centre; it WAS ON THE RING ROAD THAT NICK got stuck.

6. I heard the boss was a little annoyed with Nick for being late.

No, she wasn't "a little annoyed". What SHE WAS WAS FURIOUS!

*For each of the sentences below, write a new sentence as similar as possible in meaning to the original sentence, but using the words given in bold.*

1. We just need 5 minutes to fix it. **ALL**

---

2. I'm not questioning his dedication. **ISN'T**

---

3. These men are totally ruthless. **WHAT**

---

4. We inherited everything except the house. **ONLY THING**

---

5. You know the sales assistant told me exactly the same thing. **THAT'S**

---

6. We're taking the au-pair with us. **DOING**

---

from LONGMAN ADVANCED LEARNER'S GRAMMAR. UNIT 34

Answer Key

1. We just need 5 minutes to fix it. **ALL**

**ALL WE NEED IS 5 MINUTES (TO FIX IT)**

2. I'm not questioning his dedication. **ISN'T**

**IT ISN'T HIS DEDICATION THAT I'M QUESTIONING.**

3. These men are totally ruthless. **WHAT**

**WHAT THESE MEN ARE IS TOTALLY RUTHLESS.**

4. We inherited everything except the house. **ONLY THING**

**THE ONLY THING WE DIDN'T INHERIT WAS THE HOUSE.**

5. You know the sales assistant told me exactly the same thing. **THAT'S**

**THAT'S EXACTLY WHAT THE SALES ASSISTANT TOLD ME.**

6. We're taking the au-pair with us.

**DOING WHAT WE ARE DOING IS TAKING THE AU-PAIR WITH US.**

### **Lesson 3**

**Topic: Making Calls to the Bank and Customer Service**

**Warm-up**

Ask participants to look at the questions and answers them.

Answer the questions: (Answers may vary)

- Which bank do you use?
- What do you like or dislike about it?
- Have you ever been angry with the bank? Why?
- Do you use their online banking service? Why? Why not?
- What type of debit or credit cards do you use? Why?
- Have you had to make a call to a shop or business lately? What was it for?
- When was the last time you had to deal with a customer services department? Why were you calling? What were you hoping to achieve?
- Have you ever had a problem with your fridge, freezer, dishwasher, boiler, etc.? What was wrong? Did it get fixed?

Elicit answers from participants.

### **Task 1 - A call to the bank**

Say that they will listen to the someone who is complaining to the bank.

**Inform** participants not to read the audio script until you've completed the exercises and activities.

Ask participants to complete the task for pre-listening activity. Check their answers.

### **Handout**

#### **Pre-listening**

Complete the "banking" sentences with the words from below

**charged      access code      PIN number      overdraft      transfer**

1. There was an unauthorized \_\_\_\_\_ – he'd taken out more money than he had in his account.
2. You need to key in your \_\_\_\_\_ in order to view the balance online.
3. He'd forgotten his bank account \_\_\_\_\_ so he couldn't take out the money.
4. She wanted to \_\_\_\_\_ the money to his bank account, but there was no internet coverage so she couldn't.
5. He was \_\_\_\_\_ £30 for being overdrawn in his account.

#### Answer Keys

1. overdraft; 2. Access code; 3. PIN number; 4. Transfer; 5. Charged

### **Task 2**

Play listening for the first time and ask participants to note down what sort of complaint the speakers are talking about.

Get participants into groups and ask them to discuss the questions.

Invite volunteers to answer.

Play listening for the second time and ask participants to choose the correct answers (A or B) for questions (1 – 8). Check the answers.

Play the recording for the third time and ask participants to fill in blanks (1-10) with the words. Ask participants to share their responses with the partners. Check the answers with the whole group.

## Handout

### First Listening

You're going to listen to someone who is making a complaint to a bank. What sort of things do people complain about to banks? Make notes. Then, listen once. Were any of the things you thought of mentioned?

### Second Listening

#### Answer Keys

1b 2a 3a 4b 5a 6b 7b 8a

**Listen again. Then, choose the correct answers.**

1. How much was Michael charged for making the transfer?

*a) £10*

*b) £5*

2. What's his middle name?

*a) Nicholas*

*b) Marcelo*

3. When was he born?

*a) 20<sup>th</sup> October*

*b) 10<sup>th</sup> July*

4. What's the last digit of his 4-digit code?

*a) 4*

*b) 9*

5. When did he make the transfer?

*a) 2<sup>nd</sup> December*

*b) 3<sup>rd</sup> April*

6. How long has he been with the bank?

*a) five years*

*b) 10 years*

7. How much was he overdrawn by?

*a) 30 pence*

*b) 10 pence*

8. When can he start making free transfers again?

*a) in six months*

*b) in one year*

### Third Listening

#### Answer Keys

1. transfer; 2. Name; 3. Birth; 4. Code; 5. Problem; 6. Records; 7. Banking; 8. Conditions; 9. Day; 10. Account

Complete the audio script with the correct words

#### **Making a complaint to a bank**

**Bank:** Hello, you have reached the Mainstay Bank. For enquiries regarding your bank account, please dial 1. For information on our pension scheme, dial 2. For all other enquiries, please hold the line. [music playing] Please hold the line. A member of our banking team will attend to you in just a minute. You are about to be connected to a member of our customer services team. Please note that for the purposes of staff training and quality control this call may be recorded.

**Assistant:** Hello, this is Dan Short. How may I help you?

**Michael:** Hi, yes, erm, I recently made a (1) \_\_\_\_\_ and I

was charged 5-pounds, and I thought I could make transfers for free.

**Assistant:** Can I have your full (2) \_\_\_\_\_, please?

**Michael:** Yes, it's Michael Nicholas Redgrave.

**Assistant:** And your date of (3) \_\_\_\_\_?

**Michael:** 20.10.72.

**Assistant:** And the 2<sup>nd</sup> and 4<sup>th</sup> digits of your access (4) \_\_\_\_\_.

**Michael:** You mean the one I key in to get into my bank account?

**Assistant:** Yes, the 4-digit code.

**Michael:** OK, that's 6 and 9.

**Assistant:** That's perfect. So, what seems to be the (5) \_\_\_\_\_?

**Michael:** Well, as I was explaining, I've been charged for a transfer I made last week.

**Assistant:** When was this?

**Michael:** On 2<sup>nd</sup> December – just last week.

**Assistant:** Ah, yes, well, I can see from your (6) \_\_\_\_\_ that you're no longer eligible for free banking.

**Michael:** What?

**Assistant:** You've been removed from the free (7) \_\_\_\_\_ program.

**Michael:** Erm, why? I've been with the bank for over 10 years.

**Assistant:** It says here that you violated one of the (8) \_\_\_\_\_ for remaining on the program.

**Michael:** What are you talking about?

**Assistant:** There was an unauthorized overdraft.

**Michael:** But it was only for a (9) \_\_\_\_\_ and it was only by about 10 pence, and you charged me 30 pounds for that anyway!

**Assistant:** Any unauthorized overdrafts make you instantly ineligible for free banking.

**Michael:** That's ridiculous!

**Assistant:** I'm sorry sir but you have been removed from the free banking program. However, if your (10) \_\_\_\_\_ remains in credit for the following six months, you will be reinstated. Good day! [He hangs up.]

**Michael:** Hello? Hello? Hello? Hello

**Source:** [www.learnhotenglish.com](http://www.learnhotenglish.com) / Improve your English with our Phrasal verbs or Idioms booklets. Visit our shop at [www.learnhotenglish.com](http://www.learnhotenglish.com)

### Task 3 – A call to a Customer Service

Tel participants that they will listen to two telephone conversations

**Warn** participants not to read the audio script until you've completed the exercises and activities

Ask participants to answer to the questions in the pre-listening activity. Invite



volunteers to answer.

Play recording for the first time and ask participants to compare their responses with the actual ones given in the listening.

Play the recording for the second time and ask participants to answer the questions in listening 1. Check the answers.

Play the recording for the third time and ask participants to fill in blanks with the words and phrases. Get participants into pairs and ask them to share their responses. Check the answers with the whole group.

### **Closure**

Ask participants to summarise the session and say how would they deal with the problems raised in the Listening 1 and Listening 2.

### **Pre-listening**

What excuses could a company give for...

1. ...not delivering something on time?
2. ...not sending someone round to fix something at your home?

### **First Listening**

You're going to listen to two telephone conversations. Listen once and compare your ideas from the Pre-listening activity. Were any of the things you thought of mentioned?

### **Second Listening**

Listen again. Then answer the questions.

#### **Telephone call I**

1. What's Megan calling about?
2. When was she expecting the delivery?
3. When did she place the order?
4. Why wasn't it sent?
5. When are they going to deliver the goods finally?

#### **Telephone call II**

6. What's Lily's customer code number?
7. What's her service guarantee number?
8. Why can't they fix the boiler right now?
9. What does the man initially offer Lily?
10. What does he offer her in the end?

### **Answer Keys:**

1. An order for 600 pots of paint which hasn't arrived.
2. The end of last week.
3. On 7th March.
4. Because it hadn't been confirmed by the client.
5. The end of tomorrow.
6. X856 CR306.
7. PTY4698.

8. They're still waiting for some replacement parts from their factory in the Far East.
9. A replacement boiler but she'll have to pay for the installation and leave a £300 deposit.
10. To install it for free without the deposit.

### Third Listening

Complete the audio script with the correct words

#### Checking up on things!

The order

**John:** John Biggins. How can I help you?

**Meg:** Megan spears from The Home Hub calling.

**John:** Oh, hi Megan. How's it going?

**Meg:** Fine. I was just calling (1) \_\_\_\_\_ we placed for 600 pots of paint about two weeks ago, which haven't arrived. We were told that they'd be in our warehouse by (2) \_\_\_\_\_. Can I get a revised delivery date?

**John:** Erm, let me just check. Can you remember when you placed the order?

**Meg:** 7th March.

**John:** And who did you talk to about it?

**Meg:** Mr Hargreaves.

**John:** Did you (3) \_\_\_\_\_ ?

**Meg:** March 22nd – the end of last week.

**John:** Erm, well I can't see a delivery date on the form – it just says "To Be confirmed by the client".

**Meg:** Well, I definitely specified the delivery date (4) \_\_\_\_\_. We need those pots urgently. Do you have any available in your warehouse?

**John:** Erm, let me see [checking on the computer]. Yes, it seems that we do have some in stock. So, it shouldn't be a problem.

**Meg:** Great. Then, we'd like the 600 pots (5) \_\_\_\_\_. Could I get an estimated delivery date, please?

**John:** Yes, we can have them to you by the end of, erm, tomorrow.

**Meg:** Great.

**John:** No problem. Bye.

**Meg:** Goodbye.

2 The boiler

**Mike:** Heating systems Delight. Mike Saunders speaking. How may I help you?

**Lily:** Oh, hi, this is Lily Burroughs. I called a week ago about (6) \_\_\_\_\_. They said that they'd send someone round but no one's been over to fix it yet.

**Mike:** Can I have your name again, please?

**Lily:** Lily Burroughs.

**Mike:** And your customer code?

**Lily:** X856 cR306

**Mike:** Have you got your inventory number?

**Lily:** 3568982345.

**Mike:** And your service guarantee code number – it's (7)

\_\_\_\_\_  
**Lily:** PTY4698.

**Mike:** And the name of the person you spoke to?

**Lily:** I can't remember.

**Mike:** OK. so, erm, what seems to be the problem?

**Lily:** it's our boiler. It needs fixing.

**Mike:** Erm, yes, I can see from this (8) \_\_\_\_\_ that we need to replace some parts, but we're still waiting for them from our factory in the Far East, so it may take a while.

**Lily:** What exactly do you mean?

**Mike:** Well, it could take a few weeks. They ship it over. We're trying to sort it out, but (9) \_\_\_\_\_.

**Lily:** What a disaster!

**Mike:** look, we can offer you a replacement boiler but you'll have to pay for the installation and leave a £300 deposit.

**Lily:** You're joking! You want me to (10) \_\_\_\_\_ of a boiler that might break down and leave a deposit that I could lose if it does. What sort of customer service is that?

**Mike:** Erm, yes, erm, I tell you what, we'll install it for free and you won't have to pay the deposit.

**Lily:** great. so, (11) . \_\_\_\_\_

**Mike:** Erm, OK, yes, on Friday. see you then.

**Lily:** goodbye.

**Mike:** Bye.

**Answer Keys:**

1. about an order
2. the end of last week
3. specify the delivery date
4. when I made the order
5. as soon as possible
6. getting our boiler fixed
7. on the back of the guarantee certificate
8. incident report on screen
9. it's causing delays
10. pay for the installation
11. I'll expect you on Friday

**Closure:**

Ask participants to make a list of phrases that will be useful for them while complaining to the bank or the customer service.

**Lesson 4****Topic: Relationships - Story: A Mother in Mannville****Warm-up:**

Ask participants the following questions:

- *How often do you read stories/fiction?*
- *Why do you read them?*
- *What is the role of stories/fiction in English language learning?*
- *How often do you bring stories for your classroom?*

Elicit as many responses as possible. Answers may vary.

Tell participants: *stories can help learners to enlarge vocabulary of higher level, become aware of how language works, get familiarized with the culture of the target language, and just enjoy the process of reading.*

**Pre-reading activity**

Write on the board the title of the story “**A Mother in Mannville**”, and ask participants to guess what the plot of the story could be. Elicit random answers. Answers may vary.

Add some words on the board: orphanage, isolation, overalls, gracious, superintendent; and ask participants to think how these words are used in the text. Elicit random answers. Answers may vary.

**Reading activity**

Invite participants to read the story as fast as possible without stopping on unknown words and compare their responses with the plot of the story.

Discuss participants’ responses and their fillings from the story.

Ask participants to read for the second time and complete three exercises after the text. Tell them that they can look at the glossary while reading.

Pair participants and ask them to compare the answers and discuss the differences if they have.

Check the answers with the whole group.

Put participants into groups of four and ask them to discuss questions in task 4.

Invite groups to answer and comment on each other’s’ responses.

**Post-reading activity**

As a whole group discuss the questions in Task 5.

By the end of the session, ask participants about their feelings from reading a story.

**Participants’ Handouts with Answers****A MOTHER IN MANNVILLE**

*Marjorie Kinnan Rawlings*

The **orphanage** is high in the Carolina Mountains. I went there in the autumn for **isolation** to do some troublesome writing. I wanted mountain air to blow out the malaria from too long a time in the subtropics, and I was homesick for the flaming of maples in October, for corn **shocks** and pumpkins and black-walnut trees. I found them all around a cabin that belonged to the orphanage, half a mile beyond the orphanage farm. When I took the cabin, I asked for somebody to chop wood for the fireplace.



*Marjorie Kinnan  
Rawlings*

Late one afternoon I looked up from my typewriter, a little startled. A boy stood at the door. My **pointer** dog, my companion, was at his side and had not barked to warn me. The boy was probably 12 years old, but undersized. He wore **overalls** and a torn shirt, and was barefoot. He said, "I can chop some wood today."

"You? But you're small."

"Size don't matter, chopping wood," he said. "Some of the big boys don't chop good. I've been chopping wood at the orphanage a long time."

"Very well. There's the ax. See what you can do." I went back to work, and he began to chop. The blows were rhythmic and steady, and shortly I had forgotten him, the sound no more of an interruption than a constant rain. I suppose an hour and a half passed before I heard the boy's steps on the cabin stoop. "I have to go to supper now," he said. "I can come again tomorrow."

I said, "I'll pay you now for what you've done," thinking I should probably have to insist on an older boy. We went together back of the cabin. An astonishing amount of solid wood had been cut. "But you've done as much as a man," I said. "This is a **splendid** pile."

I looked at him, actually, for the first time. His hair was the color of the corn shocks; and his eyes, very direct, were like the mountain sky when rain is **pending** – gray, with a shadowing of that miraculous blue. I gave him a quarter. "You may come tomorrow afternoon," I said, "and thank you very much."

He looked at me and at the coin, and seemed to want to speak, but could not, and turned away.

At daylight I was half wakened by the sound of chopping. Again it was so even in **texture** that I went back to sleep. When I left my bed, the boy had gone, and a stack of **kindling** was neat against the cabin wall. He came again after school and worked until time to return to the orphanage.

His name was Jerry; he had been at the orphanage since he was four. I could picture him at four, with the same **grave** gray-blue eyes and the same – independence? No, the word that comes to me is "**integrity**." It is **bedded** on courage, but it is more than brave. It is honest, but it is more than honesty.

The ax handle broke one day. Jerry said the orphanage woodshop would repair it. I brought money to pay for the job and he refused it. "I'll pay for it," he said. "I broke

it. I brought the ax down careless.”

“But no one hits accurately every time,” I told him. “The fault was in the handle.”

It was only then that he would take the money. He was standing back of his own carelessness. He was a freewill agent and he chose to do careful work; and if he failed, he took the responsibility without **subterfuge**.

And he did for me the unnecessary thing, the **gracious** thing, that we find done only by the great of heart. Things no training can teach, for they are done on the instant, with no predicated experience. He found a **cubbyhole** beside the fireplace that I had not noticed. There, of his own accord, he put wood, so that I might always have dry fire material ready in case of sudden wet weather. A stone was loose in the rough walk to the cabin. He dug a deeper hole and steadied it, although he came, himself, by a shortcut over the bank.

I found that when I tried to return his thoughtfulness with such things as candy and apples, he was wordless. “Thank you” was, perhaps, an expression for which he had had no use, for his courtesy was instinctive. He only looked at the gift and at me, and a curtain lifted, so that I saw deeper into the clear well of his eyes; and gratitude was there, and affection, soft over the firm **granite** of character.

He became intimate, of course, with my pointer, Pat. There is a strange communion between a boy and a dog. Perhaps they possess the same singleness of spirit, the same kind of wisdom. It is difficult to explain, but it exists.

When I went across the state for a weekend, I left the dog in Jerry’s charge. Fog filled the mountain passes so **treacherously** that it was Monday noon before I returned to the cabin. The dog had been fed and cared for that morning. Jerry came early in the afternoon, anxious. “The **superintendent** said nobody would drive in the fog,” he said. “I came last night and you hadn’t come. So I brought Pat some of my breakfast this morning. I wouldn’t have let anything happen to him.”

I gave him a dollar in payment, and he looked at it and went away. But that night he came in the darkness and knocked at the door. “Come in, Jerry,” I said, “if you’re allowed to be away this late.”

“I told them – maybe a story – that I thought you would want to see me,” he said.

“That’s true,” I assured him, and saw his relief. “I want to hear about how you managed with the dog.”

He sat by the fire with me, and told me of their two days together. The dog lay close to him, and found a comfort there that I did not have for him. “He stayed right with me,” he told me, “except when he ran in the **laurel**. There was a place where the grass was high and I lay down in it and hid. I could hear Pat hunting for me. When he found me he acted crazy, and he ran around and around me, in circles.”

We watched the flames.

“That’s an apple log,” he said. “It burns the prettiest of any wood.”

We were very close and he was suddenly **impelled** to speak.

“You look a little bit like my mother,” he said. “Especially in the dark, by the fire.”

“But you were only four, Jerry, when you came here. You have remembered how she

looked, all these years?”

“My mother lives in Mannville,” he said.

I did not know why finding that he had a mother so greatly disturbed me. Then I understood my **distress**. I was filled with a passionate resentment that any woman should go away and leave her son – especially a son like this one. The orphanage was a **wholesome** place; the food was more than adequate. Granted, perhaps, that the boys felt no lack, what blood fed the **bowels** of a woman who did not yearn over this child’s lean body that had come in **parturition** out of her own?

“Have you seen her, Jerry – lately?” I asked.

“I see her every summer. She sends for me.”

I wanted to cry out. “Why are you not with her? How can she let you go away again?”

He said, “She comes up here from Mannville whenever she can. She doesn’t have a job now.”

His face shone in the firelight. “She wanted to give me a puppy, but they can’t let any one boy keep a puppy. You remember the suit I had on last Sunday?” He was plainly proud. “She sent me that for Christmas. The Christmas before that” – he drew a long breath, savoring the memory – “she sent me a pair of roller skates. I let the other boys use them, but they’re careful of them.”

She had not, then, entirely deserted or forgotten him. But what circumstance other than poverty...?

“I’m going to take the dollar you gave me for taking care of Pat,” he said, “and buy her a pair of gloves.”

I hated her. Poverty or no, there was other food than bread, and the soul could starve as quickly as the body. He was taking his dollar to buy gloves for her and she lived away from him, in Mannville, and contented herself with sending him skates.

“She likes white gloves,” he said. “Do you think I can get them for a dollar?”

“I think so,” I said.

We did not speak of Jerry’s mother again. His having a mother, any sort, relieved me of the ache I had had about him. He was not lonely. It was none of my concern.

He came every day and cut my wood and did small helpful favors. The days had become cold, and often I asked him inside. He would lie on the floor in front of the fire, with one arm across the pointer, and they would both **doze** and wait quietly for me to finish work. Other days they ran with a common **ecstasy** through the laurel, and he brought me back **vermilion** maple leaves, and chestnut **boughs** dripping with imperial yellow.

I was ready to go. I said to him, “You have been my good friend, Jerry. I shall miss you. Pat will miss you, too. I am leaving tomorrow.” He did not answer, and I watched him go in silence.

I expected him the next day, but he did not come. Late in the day I stopped by the orphanage and left the cabin key with Miss Clark.

“And will you call Jerry for me to say good-bye to him?”

“I don’t know where he is,” she said. “I’m afraid he’s not well. He didn’t eat his

dinner this noon. One of the other boys saw him going up the hill into the laurel.”  
 I was almost relieved; it would be easier not to say good-bye.  
 I said, “I wanted to talk with you about his mother – why he’s here – but I’m in more of a hurry than I expected to be. Here’s some money. I’d like you to buy things for him at Christmas and on his birthday. It will be better than for me to try to send him things. I could so easily duplicate – skates, for instance.”  
 She **blinked** her honest **spinster’s** eyes. “There’s not much use for skates here,” she said.  
 Her stupidity annoyed me.  
 “What I mean,” I said, “is that I don’t want to duplicate the things his mother sends him. I might have chosen skates if I didn’t know she had already given them to him.”  
 She stared at me.  
 “I don’t understand,” she said. “He has no mother. He has no skates.”

*By Marjorie Kinnan Rawlings*  
*(1839 wds)*

## **GLOSSARY:**

**orphanage** *n.* an institution to care for children who have lost both parents through death, or, less commonly, one parent  
**isolation** *n.* the quality or state of being alone  
**shock** *n.* stalks of corn or other grain gathered together in bundles  
**pointer** *n.* type of dog used for hunting birds  
**overalls** *n.* loose trousers worn over clothes for work  
**splendid** *adj.* excellent, fine, or very good  
**pending** *adj.* waiting to be decided or settled  
**texture** *n.* the way a surface or material appears or the way it feels when touched  
**kindling** *n.* bits of material, such as dry wood, used for starting a fire  
**grave** *adj.* dark; somber  
**integrity** *n.* freedom from faults or defects; strict honest  
**bedded** based  
**subterfuge** *n.* deception  
**gracious** *adj.* kind, favorable  
**cubbyhole** *n.* a small space  
**granite** *n.* a very hard, usually gray or pink rock  
**treacherously** *adj.* dangerously  
**superintendent** *n.* a person who oversees or directs some work, organization, district, etc.; supervisor  
**laurel** *n.* a small evergreen tree or bush with smooth, shiny leaves  
**impel** *v.* force; drive; cause  
**distress** *n.* sorrow; physical or mental suffering  
**wholesome** *adj.* conducive to moral or general well-being; beneficial  
**bowels** *n.* the digestive tract below the stomach  
**parturition** *n.* the act of giving birth



**doze** *v.* sleep lightly; nap

**ecstasy** *n.* delight

**vermilion** *adj.* bright red

**bough** *n.* a branch of a tree, esp. one of the larger or main branches

**blink** *v.* to open and close the eye

**spinster** *n.* a older woman who has never married

### **Task 1 - TRUE-FALSE**

Some of the statements below are true and some are false. Choose the false statements and tell why they are incorrect.

T     F     1. The author was homesick for the subtropics.

T     F     2. The author expected to find a large pile of wood after the boy's first day of work.

T     F     3. Jerry could chop wood as well as a man.

T     F     4. Jerry paid to have the ax repaired.

T     F     5. Jerry did other jobs around the cabin without being asked.

T     F     6. The author's dog was fed and cared for while she was away.

T     F     7. The dog had tried to run away from Jerry in the high grass.

T     F     8. The author sympathizes with Jerry's mother.

T     F     9. Jerry did not stop by the cabin to say good-bye to the author.

T     F     10. Miss Clark told the author that Jerry had no mother.

**Key:** 1. F; 2. F; 3. T; 4. F; 5. T; 6. T; 7. F; 8. F; 9. T; 10. T

### **Task 2 - MEANING FROM CONTEXT**

*Choose the meaning that is closest to the meaning in the context of the story. Look for clues to help you guess correctly.*

1. *accurately*  
a. inexactly b. precisely c. independently
2. *duplicate*  
a. reproduce b. fool c. lie
3. *ecstasy*  
a. happiness b. desire c. disagreement
4. *impelled*  
a. rejected b. turned c. pushed
5. *integrity*  
a. wholeness b. trustworthiness c. interest
6. *intimate*  
a. secretive b. quiet c. friendly
7. *isolation*  
a. privacy b. companionship c. dislike
8. *puppy*  
a. tie b. dog c. cow
9. *stack*  
a. pile b. log c. stick
10. *treacherously*  
a. repetitiously b. lonely c. faithlessl

**Key:** 1. b; 2. a; 3. a; 4. c; 5. b; 6. c; 7. a; 8. b; 9. a; 10. c

### **Task 3 - WORDS WITH MULTIPLE MEANINGS**

*The words below each have more than one meaning. Choose the sentence in each group that contains the word used as it is in the context of the story.*

1. *bank*  
a. The banks are very slippery; don't fall into the water.  
b. He kept very little money in the bank, preferring to invest it in the stock market.
2. *quarter*  
a. I really would not recommend visiting that quarter of the city.  
b. You will need change for a quarter to make a phone call.  
c. Each of them took a quarter of the pie and ate it immediately.
3. *shock*  
a. The farmers piled up large shocks in the field after cutting the grain.  
b. The news came as a shock to everyone who knew her.
4. *stoop*  
a. In the summer we used to enjoy sitting on the front stoop and watching people pass by.  
b. He walked with such a stoop that he seemed to always be looking for something on the ground.

**Key:** 1. a; 2. b; 3. a; 4. A

### **Task 4 - WHAT IS YOUR UNDERSTANDING?**

1. Why does the storyteller go to the mountains? *She went there to do troublesome writing and relax after being recovered from malaria in subtropics. Also, she felt homesick.*
2. How did an incident with a broken ax handle illustrate Jerry's integrity? *Jerry*

wanted to take responsibility on himself and was going to pay for the repairing the handle of the ax.

3. How does the author explain the good relationship between Jerry and the dog? *She wrote that they became close and that 'they possess the same singleness of spirit, the same kind of wisdom'.*

4. What was the author's reaction when she learned that Jerry had a mother in Mannville? *She felt distress and bitterness. She was puzzled how a mother can leave her son, especially that kind, because of the poverty.*

5. How did the author and Jerry say good-bye to each other? *She told the day before about her leaving for which the boy didn't say anything. The next day he didn't come; and when she wanted to see him and say goodbye in the orphanage, he wasn't there. Superintendent said children saw him going up the hill into the laurel. So they didn't say goodbye to each other.*

#### **Task 5 - WHAT IS YOUR INTERPRETATION? –Answers may vary**

1. Given Jerry's integrity, why would he make up a story about having a mother?
2. Before learning about the mother in Mannville, what was the author's relationship with Jerry? Do you think it would have continued if he had not made up the story about his mother?
3. If you were the author, how would you build relationships with Jerry?

### **Lesson 5**

**Topic: Law and Crime - Story: Button, Button**

**Time: 80 min**

#### **Warm-up**

Ask participants:

- *Have you got presents*
- *Did you know who presented it to them and what was inside?*

#### **Task 1**

Say participants to read the story and complete the tasks after it. DISCUSS the questions together.

### **BUTTON, BUTTON**

The package was lying by the front door – a cube-shaped carton sealed with tape, their name and address printed by hand: "Mr. and Mrs. Arthur Lewis, 217 E. Thirty-seventh Street, New York, New York 10016." Norma picked it up, unlocked the door, and went into the apartment. It was just getting dark.

After she put the lamb chops in the **broiler**, she sat down to open the package.

Inside the carton was a push-button unit fastened to a small wooden box. A glass dome covered the button. Norma tried to lift it off, but it was locked in place. She turned the unit over and saw a folded piece of paper Scotch-taped to the bottom of the box. She pulled it off: "Mr. Steward will call on you at 8:00 p.m."

Norma put the button unit beside her on the couch. She reread the typed note, smiling.

A few moments later, she went back into the kitchen to make the salad.

The doorbell rang at eight o'clock. "I'll get it," Norma called from the kitchen. Arthur was in the living room, reading.

There was a small man in the hallway. He removed his hat as Norma opened the door. "Mrs. Lewis?" he inquired politely.

"Yes?"

"I'm Mr. Steward."

"Oh, yes." Norma repressed a smile. She was sure now it was a sales pitch.

"May I come in?" asked Mr. Steward.

"I'm rather busy," Norma said. "I'll get you your **whatchamacallit**, though." She started to turn.

"Don't you want to know what it is?"

Norma turned back. Mr. Steward's tone had been offensive. "No, I don't think so," she replied.

"It could prove very valuable," he told her.

"*Monetarily?*" she challenged.

Mr. Steward nodded. "Monetarily," he said.

Norma frowned. She didn't like his attitude. "What are you trying to sell?" she asked.

"I'm not selling anything," he answered.

Arthur came out of the living room. "Something wrong?"

Mr. Steward introduced himself.

"*Oh*, the —" Arthur pointed toward the living room and smiled.

"What is that **gadget**, anyway?"

"It won't take long to explain," replied Mr. Steward. "May I come in?"

"If you're selling something —," Arthur said.

Mr. Steward shook his head. "I'm not." Arthur looked at Norma. "Up to you," she said. He hesitated. "Well, why not?" he said.

They went into the living room and Mr. Steward sat in Norma's chair. He reached into an inside coat pocket and withdrew a small sealed envelope. "Inside here is a key to the bell-unit dome," he said. He set the envelope on the chairside table.

"The bell is connected to our office." "What's it for?" asked Arthur.

"If you push the button," Mr. Steward told him, "somewhere in the world someone you don't know will die. In return for which you will receive a payment of \$50,000."

Norma stared at the small man. He was smiling. "What are you talking about?"

Arthur asked him. Mr. Steward looked surprised. "But I've just explained," he said. "Is this a practical joke?" asked Arthur. "Not at all. The offer is completely genuine."

"You aren't making sense," Arthur said. "You expect us to believe —"

"Who do you represent?" demanded Norma.

Mr. Steward looked embarrassed. "I'm afraid I'm not at liberty to tell you that," he said. "However, I assure you, the organization is of international scope."

"I think you'd better leave," Arthur said, standing. Mr. Steward rose. "Of course."

"And take your button unit with you."

"Are you sure you wouldn't care to think about it for a day or so?" Arthur picked up the button unit and the envelope and **thrust** them into Mr. Steward's hands. He walked into the hall and pulled open the door. "I'll leave my card," said Mr.

Steward. He placed it on the table by the door.

When he was gone, Arthur tore it in half and tossed the pieces onto the table.

Norma was still sitting on the sofa. "What do you think it was?" she asked.

"I don't care to know," he answered.

She tried to smile but couldn't. "Aren't you curious at all?"

"No." He shook his head.

After Arthur returned to his book, Norma went back to the kitchen and finished washing the dishes.

"Why won't you talk about it?" Norma asked.

Arthur's eyes shifted as he brushed his teeth. He looked at her reflection in the bathroom mirror.

"Doesn't it **intrigue** you?"

"It **offends** me," Arthur said.

"I know, but" – Norma rolled another **curler** in her hair – "doesn't it intrigue you, too?"

"You think it's a **practical joke**?" she asked as they went into the bedroom.

"If it is, it's a sick one."

Norma sat on her bed and took off her slippers. "Maybe it's some kind of psychological research."

Arthur shrugged. "Could be."

"Maybe some **eccentric** millionaire is doing it."

"Maybe."

"Wouldn't you like to know?"

Arthur shook his head.

"*Why?*"

"Because it's **immoral**," he told her.

Norma slid beneath the covers. "Well, I think it's intriguing," she said.

Arthur turned off the lamp and leaned over to kiss her. "Goodnight," he said.

"Good night." She patted his back.

Norma closed her eyes. Fifty thousand dollars, she thought.

In the morning, as she left the apartment, Norma saw the card halves on the table. Impulsively, she dropped them into her purse. She locked the front door and joined Arthur in the elevator.

While she was on her coffee break, she took the card halves from her purse and held the torn edges together. Only Mr. Steward's name and telephone number were printed on the card.

After lunch, she took the card halves from her purse again and Scotch-taped the edges together. "Why am I doing this?" she thought.

Just before five, she dialed the number.

"Good afternoon," said Mr. Steward's voice.

Norma almost hung up but restrained herself. She cleared her throat. "This is Mrs. Lewis," she said.

"Yes, Mrs. Lewis." Mr. Steward sounded pleased.

"I'm curious."

"That's natural," Mr. Steward said.

"Not that I believe a word of what you told us."

"Oh, it's quite **authentic**," Mr. Steward answered.

"Well, whatever –" Norma swallowed. "When you said someone in the world would die, what did you mean?"

"Exactly that," he answered. "It could be anyone. All we guarantee is that you don't know them. And, of course, that you wouldn't have to watch them die."

"For \$50,000," Norma said.

"That is correct."

She made a scoffing sound. "That's crazy."

"Nonetheless, that is the proposition," Mr. Steward said. "Would you like me to return the button unit?"

Norma stiffened. "*Certainly not.*" She hung up angrily.

The package was lying by the front door; Norma saw it as she left the elevator.

Well, of all the nerve, she thought. She glared at the carton as she unlocked the door. I just won't take it in, she thought. She went inside and started dinner.

Later, she went into the front hall. Opening the door, she picked up the package and carried it into the kitchen, leaving it on the table.

She sat in the living room, looking out the window. After a while, she went back into the kitchen to turn the cutlets in the broiler. She put the package in a bottom cabinet. She'd throw it out in the morning.

"Maybe some eccentric millionaire is playing games with people," she said.

Arthur looked up from his dinner. "I don't understand you."

"What does *that* mean?"

"*Let it go,*" he told her.

Norma ate in silence. Suddenly, she put her fork down. "Suppose it's a genuine offer?" she said.

Arthur stared at her.

"*Suppose it's a genuine offer?*"

"All right, suppose it is?" He looked incredulous. "What would you like to do? Get the button back and push it? *Murder* someone?"

Norma looked disgusted. "*Murder.*"

"How would you define it?"

"If you don't even *know* the person?" Norma said.

Arthur looked astounded. "Are you saying what I think you are?"

"If it's some old Chinese peasant ten thousand miles away? Some diseased native in the Congo?"

"How about some baby boy in Pennsylvania?" Arthur countered. "Some beautiful little girl on the next block?"

"Now you're loading things."

"The point is, Norma," he continued, "what's the difference who you kill? It's still murder."

"The point *is*," Norma broke in, "if it's someone you've never seen in your life and never *will* see, someone whose death you don't even have to *know* about, you *still* wouldn't push the button?"

Arthur stared at her, appalled. "You mean *you would?*"

"Fifty thousand dollars, Arthur."

"What has the amount –"

"*Fifty thousand dollars*, Arthur," Norma interrupted. "A chance to take that trip to Europe we've always talked about."

"Norma, no."

"A chance to buy that cottage on the Island."

"Norma, *no*." His face was white.

She shuddered. "All right, take it easy," she said. "Why are you getting so upset? It's only talk."

After dinner, Arthur went into the living room. Before he left the table, he said, "I'd rather not discuss it anymore, if you don't mind."

Norma shrugged. "Fine with me."

She got up earlier than usual to make pancakes, eggs, and bacon for Arthur's breakfast.

"What's the occasion?" he asked with a smile.

"No occasion." Norma looked offended. "I wanted to do it, that's all."

"Good," he said. "I'm glad you did."

She refilled his cup. "Wanted to show you I'm not –" She shrugged.

"Not what?"

"Selfish."

"Did I say you were?"

"Well" – she gestured vaguely – "last night..."

Arthur didn't speak.

"All that talk about the button," Norma said. "I think you – well, misunderstood me."

"In what way?" His voice was guarded.

"I think you felt" – she gestured again – "that I was only thinking of myself."

"Oh."

"I wasn't."

"Norma –"

"Well, I *wasn't*. When I talked about Europe, a cottage on the Island –"

"Norma, why are we getting so involved in this?"

"I'm not involved at all." She drew in a shaking breath. "I'm simply trying to indicate that –" "*What?*"

"That I'd like for *us* to go to Europe. Like for *us* to have a cottage on the Island. Like for *us* to have a nicer apartment, nicer furniture, nicer clothes, a car. Like for us to finally have a *baby*, for that matter."

"Norma, we will," he said.

"*When?*"

He stared at her in dismay. "Norma –"

"*When?!?*"

"Are you" – he seemed to draw back slightly – "are you really saying –"

"I'm saying that they're probably doing it for some research project!" she cut him off. "That they want to know what average people would do under such a circumstance! That they're just *saying* someone would die, in order to study

reactions, see if there'd be guilt, anxiety, whatever! You don't really think they'd *kill* somebody, do you?!"

Arthur didn't answer. She saw his hands trembling. After a while, he got up and left.

When he'd gone to work, Norma remained at the table, staring into her coffee. I'm going to be late, she thought. She shrugged. What difference did it make?

While she was stacking dishes, she turned **abruptly**, dried her hands, and took the package from the bottom cabinet. Opening it, she set the button unit on the table.

She stared at it for a long time before taking the key from its envelope and removing the glass dome. She stared at the button. How ridiculous, she thought.

All this **furor** over a meaningless button.

Reaching out, she pressed it down. For *us*, she thought angrily.

She shuddered. Was it *happening*? A chill of horror swept across her.

In a moment, it had passed. She made a **contemptuous** noise. *Ridiculous*, she thought. To get so worked up over nothing.

She threw the button unit, dome, and key into the wastebasket and hurried to dress for work.

She had just turned over the supper steaks when the telephone rang. She picked up the receiver. "Hello?"

"Mrs. Lewis?"

"Yes?"

"This is the Lenox Hill Hospital."

She felt unreal as the voice informed her of the subway accident – the **shoving** crowd, Arthur pushed from the platform in front of the train. She was conscious of shaking her head but couldn't stop.

As she hung up, she remembered Arthur's life-insurance policy for \$25,000, with double indemnity for – "*No.*" She couldn't seem to breathe. She struggled to her feet and walked into the kitchen numbly. Something cold pressed at her skull as she removed the button unit from the wastebasket. There were no nails or screws visible. She couldn't see how it was put together.

Abruptly, she began to smash it on the sink edge, pounding it harder and harder, until the wood split. She pulled the sides apart, cutting her fingers without noticing. There were no transistors in the box, no wires or tubes.

The box was empty.

She whirled with a gasp as the telephone rang. Stumbling into the living room, she picked up the receiver.

"Mrs. Lewis?" Mr. Steward asked.

It wasn't her voice **shrieking** so; it couldn't be. "*You said I wouldn't know the one that died!*"

"My dear lady," Mr. Steward said. "Do you really think you knew your husband?"

*By Richard Matheson*  
(2181 wds)

## GLOSSARY:

**broiler** *n.* the part of a stove used for broiling

**watchamacallit** *n.* (Informal) something whose name or specific designation is not



known, from what-you-may-call-it

**monetarily** *adj.* of money

**gadget** *n.* device; an ingenious mechanism

**thrust** *v.* to push or drive with force; shove

**intrigue** *v.* plan in a secret way; plot scheme

**offend** *v.* insult one's moral values

**curler** *n.* a device for curling one's hair

**practical joke** a joke whose humor stems from the tricking or abuse of an individual placed somehow at a disadvantage

**eccentric** *adj.* odd; peculiar

**immoral** *adj.* violating one's sense of ethics

**authentic** *adj.* worthy of acceptance; true

**abruptly** *adj.* (to move) suddenly, unexpectedly

**furor** *n.* wild enthusiasm or excitement craze; mania

**contemptuous** *adj.* feeling or showing disapproval or disgust

**shoving** pushing strongly

**shriek** *v.* to let out a loud, shrill cry

### TRUE-FALSE

*Some of the statements below are true and some are false. Choose the false statements and tell why they are incorrect.*

T      F      1. Norma found the carton in front of her door as she arrived home.

T      F      2. Norma believed that Mr. Steward was a salesman.

T      F      3. Mr. Steward took out a key and opened the box for Norma and Arthur.

T      F      4. Arthur and Norma have the same reaction to Mr. Steward's proposition.

T      F      5. Norma could not resist calling Mr. Steward back.

T      F      6. Norma did not agree with Mr. Steward to have the button unit brought back.

T      F      7. Arthur said he believed that Mr. Steward's offer was a genuine one.

F      8. Norma wants Arthur to understand that she is interested in the proposition because the money would help the two of them.

F      9. Arthur could accept participating along with Norma if they were part of a research project.

T      F      10. Norma called Mr. Steward after she learned of Arthur's death.

**Key:** 1. T; 2. T; 3. F; 4. F; 5. T; 6. T; 7. F; 8. T; 9. F; 10. F

### MEANING FROM CONTEXT

*Choose the meaning that is closest to the meaning in the context of the story.*

*Look for clues to help you guess correctly.*

1. *shudder*

4. *stack*

a. avoid

a. break

b. sob

b. pile

c. tremble

c. dry

- |                   |                    |
|-------------------|--------------------|
| 2. <i>dismay</i>  | 5. <i>abruptly</i> |
| a. disappointment | a. happily         |
| b. disagreement   | b. slowly          |
| c. dismissal      | c. suddenly        |
- 
- |                 |                   |
|-----------------|-------------------|
| 3. <i>scope</i> | 6. <i>slipper</i> |
| a. range        | a. shoe           |
| b. spy          | b. glove          |
| c. area         | c. pajamas        |

**Key:** 1. c; 2. a; 3. a; 4. b; 5. c; 6. a

### **SYNONYMS AND ANTONYMS**

*Below are words from the story, each followed by a group of synonyms and antonyms. Decide which are synonyms and which are antonyms by referring to the context the word is used in. Write S for synonyms and A for antonyms*

1. *repress*:

restrain, liberate, suppress, prohibit, emancipate, release, loosen

2. *authentic*:

fallacious, genuine, legitimate, erroneous, untrustworthy, valid, orthodox, controvertible

3. *eccentric*:

abnormal, conventional, peculiar, ordinary, common, irregular, queer, bizarre, typical

4. *incredulous*:

skeptical, unbelieving, gullible, trustful, suspicious, inconvincible, simple, deceivable

5. *numb*:

insensible, sensitive, conscious, unfeeling, dead, acute, dull, responsive, sharp, perceptive

**Key:**

- |                                 |                           |
|---------------------------------|---------------------------|
| 1. S, A, S, S, A, A, A          | 2. A, S, S, A, A, S, S, A |
| 3. S, A, S, A, A, S, S, S, A    | 4. S, S, A, A, S, S, A, A |
| 5. S, A, A, S, S, A, S, A, A, A |                           |

### **WHAT IS YOUR UNDERSTANDING?**

- What do you think there was about Mr. Steward's "tone" and "attitude" that Norma found offensive.
- What kind of psychological research project might use the technique proposed by Mr. Steward? Have you ever heard of this kind of research? In your opinion, would this be an acceptable method to study human psychology?
- Do you believe that Norma pushed the button "for us" – that is, to benefit her husband and herself? Why?
- Explain the significance of Arthur's life-insurance policy.

## WHAT IS YOUR INTERPRETATION?

1. What does Norma's comment about "Chinese peasants" and "diseased natives" reveal about her character?
2. Do you think most people would agree with Norma's assertion that the death of someone you have "never seen...never will see...don't even have to know about" is not important to you? How much do people care about the suffering of those whom they will never know?
3. How would you summarize the author's point about human nature as expressed in this story?

## Lesson 6

### Topic: Healthy mind and healthy life

#### Warm-up

Ask participants to read the quote and discuss the questions. Elicit random answers.

#### Handout

Read the following quote and answer the questions:

"Your diet is a bank account. Good food for choices are good investments"

*Bethenny Frankle*

1. What do you think this quote means?
2. Do you eat as healthy as you should? Why ? Why not?
3. How many portions of fruit and vegetables do you eat a day?
4. Do you ever find yourself eating snacks between meals?
5. What things could you do to improve your diet? Write down a few ideas.

#### Task 1

Say participants that they will watch the video and ask them to look through the tasks.

When they are ready play the video.

After finishing, ask participants to compare the answers in pairs. Check the answers with the whole group.

#### Handout

- Watch a video to see how many tips for eating a healthier diet you can pick out. Think about the suggestions made in the video. Make a note of any that might help you to eat a more balanced diet.
- Watch the video for a second time, and listen to find the answers for the questions below.
  1. Which type of food is the least healthy choice?
    - a. Fresh food
    - b. Canned food
    - c. Frosen food
  2. True false or don't know?" "Low-fat" or "zero – calorie" food are healthy food choice.
    - a.True
    - b. The video doesn't say

c. False

3. How many portions of fruit and vegetables you should eat a day , at minimum?

4. Which of these is not an official serving size?

a. A large apple

b. half a cup of raw carrots

c. A cup of cooked cabbage

5. People who multitask while eating tend to eat less.

a. True

b. False

c. The video doesn't say

### Task 2 Group Story writing

Arrange groups of four-five and ask them to create the story according to the pictures

#### Handout

Create a story (≈150 words) based on the pictures. Try to describe people's emotions and thoughts throughout the story.

- How do the lifestyle, and environment influence on the healthy life?



Ask groups to present their stories and choose the one they like most.

### Task 3 – Speaking about the differences

Invite groups to discuss the differences in cultivating the vegetables. Notice them to use helpful phrases.

#### Handout

Describe each of the pictures in as much detail as possible. Compare the two situations represented in the pictures and then answer the questions below.

Useful phrases:

Compared to,                      conversely,                      similarly,                      while,  
likewise....



#### Questions

1. How are the people in the pictures cultivating vegetables?
2. Which of these two approaches do you think is easier?
3. What are the health impacts of each of these types of vegetables?
4. Why would you say these two people are growing vegetables in such different ways?
5. What are the advantages and disadvantages of these two types of growing vegetable

#### Task 4 –

Ask participants to do matching task and read the text to compare their answers within the text.

Then, ask participants to read the text again and answer the questions.

Elicit answers from the groups.

#### Answer Keys: Task 4 Matching task

pivotal	f. crucial
consequently	d. as a result of something
skyrocket	e. to rise extremely quickly
predominantly	g. usually or mainly
substitute	a. a replacement for something
credence	c. belief that something is true
adage	b. a general truth

Match the words with their definitions

pivotal	a replacement for something
consequently	a general truth
.skyrocket	belief that something is true
.predominantly	as a result of something
.substitute	to rise extremely quickly
.credence	crucial
.adage	usually or mainly

**Read the article about food and check your answers to matching task**

Food plays a pivotal role in human life. Maintaining good and proper health depends, among other things, on the food we consume each day. Consequently, it is imperative that we consider the nutritional value of the food we regularly eat. Fast food consumption has skyrocketed in the past few decades in comparison to home cooked meals. This has led to an increased prevalence of numerous health problems - predominantly those associated with being overweight.

The food we eat is often influenced by culture as well. While the jury is still out, many people consider the Mediterranean diet to be the healthiest there is. In addition to improving cardiac health, the Mediterranean diet is associated with a reduced incidence of cancer and Alzheimer's disease. This diet involves:

- Eating poultry and fish at least a couple of times each week.
- The use of herbs and spices as a substitute for salt (to add flavor to food).
- Eating an abundance of whole grains, fruit, and vegetables.
- Limiting red meat consumption (to no more than several times a month).
- Replacing butter with olive and canola oils.

The problem of healthy nutrition is a crucial issue nowadays and it requires a high level of awareness of humans' basic needs. Therefore, we must give credence to the old adage: "You are what you eat!"

**Answer the following questions on the text**

1. Has fast food consumption increased or decreased in the past few decades?
2. What diet do many people consider to be the healthiest?
3. What old adage does the article encourage us to give credence?
4. Make a brief summary of the article. Focus on the main topic and consider which pieces of information are most important. Make sure you include details such as:

- what the article is about,
- who is mentioned in it,
- where and when the events took place, and
- how and why they happened

**Closure:**

**Invite volunteers to report what useful tips they learned from the lesson**

*How the lifestyle, environment and the food influence on the human's health*

## Lesson 7

### Topic: Education - Disillusioned Bankers Quit the City for the Rewards of Teaching Science

Warmer:

Ask participants to answer the questions in Warmer activity.

Elicit answers after each question and explain that in Britain, when someone talks or writes about the City they are referring to the City of London and, in particular, its banking and financial sector.

#### Answer Keys:

1. quit
2. opt
3. trading floor
4. palatable
5. compensate
6. stockbroker
7. lucrative
8. pledge
9. recruit
10. mature
11. reasonable
12. rewarding

#### Handout

Write your answers to the following questions:

- a) How do people feel when they are disillusioned?
- b) Why do you think British bankers are feeling disillusioned?

**Note:** In Britain, when someone talks or writes about the City they are referring to the City of London and, in particular, its banking and financial sector.

Key words

Find the key words in the article.

1. To leave a job or stop doing something. \_\_\_\_\_ (title)
2. A verb meaning to make a decision from a choice of possibilities.  
\_\_\_\_\_ (para 1)
3. A place where traders or stock brokers meet to buy and sell. \_\_\_\_\_ (para 3)
4. When something is acceptable or to your liking, it is \_\_\_\_\_. (para 4)
5. A verb meaning to make up for the loss of something else. \_\_\_\_\_ (para 4)
6. Someone whose job it is to buy and sell shares for other people.  
\_\_\_\_\_ (para 5)
7. When something is \_\_\_\_\_, it brings in a lot of money. (para 7)
8. A verb meaning to publically promise. \_\_\_\_\_ (para 9)
9. A noun meaning a new member of a company or organization.  
\_\_\_\_\_ (para 11)
10. An adjective meaning older, but in a positive way. \_\_\_\_\_ (para 11)
11. An adjective meaning fairly good, but not great. \_\_\_\_\_ (para 12)
12. When something is \_\_\_\_\_, it gives you satisfaction and/or pleasure. (para 14)

### Find the information

Ask participants to read the article individually and complete the task.

Pair up the participants and ask them to share their answers.

Check the answers with the whole group.

### Answer Keys:

1. Because the salaries are very much higher in the financial sector.
2. Business analysts, investment bankers and IT experts.
3. Chemistry, physics, biology and mathematics.
4. To spend more time at home with her family and to feel better in herself.
5. Offering good salaries – higher than for other subjects.
6. Fewer students have been inspired (by their own teachers) to study science subjects at university and so there have been fewer graduates.
7. Test tubes and Bunsen burners.
8. Credit crunch.
9. Silver lining.
10. Maternity leave.

### Handout

Read the article and find the information.

1. Why have science graduates been working in the financial sector instead of in schools?
2. What sort of positions have science graduates been taking up in the City?
3. Which four school subjects have suffered in the recent past from lack of good teachers?
4. Why is Elizabeth Baldwin leaving the City and becoming a teacher?
5. What are the British government doing to encourage science graduates to become teachers?
6. Why, in the past years, have there been fewer scientifically trained people available to work for British industry?
7. Which two common pieces of science laboratory equipment are mentioned in the article?
8. Find the two-word term which describes the current financial situation.
9. Complete this saying, which means that something good is behind everything that at first seems to be bad, with words from the article: Every cloud has a \_\_\_\_\_.
10. Find a two-word expression for the time a woman takes off work when she has a baby.

### **DISILLUSIONED BANKERS QUIT THE CITY FOR THE REWARDS OF TEACHING SCIENCE**

*Hundreds of university graduates are moving from finance to education*

*Robin McKie, science editor*



1. The thrill of City life appears to be fading for hundreds of investment bankers who are preparing to turn their back on the financial sector and opt for a career in science teaching.
2. The Training and Development Agency for Schools (TDA) has revealed that inquiries about science teaching posts rose by a third last September compared with the same month in 2007. The agency has revealed that formal applications for science teaching posts have reached record levels and that further significant rises are expected next year due to the world financial crisis. Many of those applicants are coming from the City, it says.
3. Among those swapping the trading floor for the school laboratory is Elizabeth Baldwin. The 44-year-old worked for almost 20 years for major banks, including Merrill Lynch and Lehman Brothers, until she found, a few months ago, that the excitement of the job was disappearing.
4. “I had just had my second child, Thomas, and the thought of going back to the City became less and less palatable,” she said. “The high pay no longer compensated for the long hours and lack of social life.”
5. So the business analyst – who has a degree in chemistry and biology from King’s College London – quit and is now applying to join a training course to become a science teacher. The City is a major employer of science graduates. As it cuts back on jobs, and as more people like Baldwin become disillusioned with the financial sector, the numbers of science teachers are set to soar as stockbrokers and analysts quit their Ferraris and stock options for test tubes and Bunsen burners, say experts.
6. “There is no doubt that the credit crunch has a huge silver lining in terms of science education in Britain,” said Graham Holley, the agency’s chief executive. “It is going to do a great deal of good for the teaching of chemistry, physics and biology.”
7. Science teaching has been a cause of considerable concern for education experts for decades. The City has attracted large numbers who are employed, often with lucrative salaries, as business analysts and IT experts. As a result, fewer graduates with top degrees have become teachers. Physics, chemistry, biology and mathematics classes have suffered and fewer children have been inspired to take up science.
8. Because of this, fewer graduates has meant fewer scientifically trained people available to work for British industry – and not enough good graduates available to become teachers.
9. The British government pledged years ago to halt this trend and has introduced a number of ways of doing so, including increased salaries for science teachers compared with those in other subjects.
10. A total of 3,114 science trainees entered colleges during the academic year 2008-09, a rise of 2.5 per cent on the previous year. “That is the highest number of science teachers since the TDA began 13 years ago,” said Holley.

11. Most of these new recruits have been encouraged by schemes that ensure that salaries start at around £24,000 for science teachers, and can eventually rise to £50,000 for more mature teachers, according to the TDA.
12. It is a reasonable reward, but it certainly does not match what a science graduate can earn in the City, Baldwin stressed.
13. “I will be earning a third of what I would have got had I stayed in the City,” she said. “But money is not everything. Instead of going to work early and leaving very late, I will get a chance to come home and be with my boys, Matthew and Thomas.”
14. “My father was a teacher, so I know what to expect and what I will get out of the job. I know teaching won’t be easy, but I know as well that it can be very rewarding.”

### **Vocabulary: The language of graphs**

Invite participants to focus on the language of the task by doing task on vocabulary.

- a) by; on; of; to
- b) significant rises; soar; increased salaries; earning a third of; fewer graduates; reached record levels

c) Ask participants to use some of the vocabulary to write the description of one of the following by sketching a graph and explaining it to another participant.

- fuel/oil prices
- the housing market
- the annual rainfall or temperatures in your country
- the rise and fall of your enthusiasm for learning English over the years

### **Handout**

a) Put the missing prepositions into these expressions from the article.

- ... rose \_\_\_\_\_ a third.
- ... cut back \_\_\_\_\_ jobs.
- ... a rise \_\_\_\_\_ 2.5%
- ... can eventually rise \_\_\_\_\_ £50,000

b) Which other expressions can you find for describing graphs and trends? Write your answer.

c) Use some of the vocabulary to write the description of one of the following by sketching a graph and explaining it to another student.

- fuel/oil prices
- the housing market
- the annual rainfall or temperatures in your country
- the rise and fall of your enthusiasm for learning English over the years

### **Writing task: Change of career**

In your own words, explain Elizabeth Baldwin’s personal situation and the reasons

for her career change.

Do you know anyone who has made a dramatic change in their career?

Would you like to change your career path? Why / Why not?

## Lesson 8

### Topic: Education - Pupils React to French Phone Ban

#### Warmer: Write your answers to the following questions:

Ask participants to write their answers to the questions.

- What do you predominantly use your phone for?
- What do you think 11–16-year-olds mostly use their phones for?

#### Task 1

Ask participants match the key words with the definitions. Then, find them in the article to read them in context.

Answers:

1. jingle
2. detox
3. freaked out
4. bother
5. patchy
6. reflex
7. high-income
8. adamant
9. manifesto
10. monumental

Match the key words with the definitions. Then, find them in the article to read them in context.

*Monumental    adamant    jingle    credit    detox    high-income*  
*freaked out    sought    manifesto    bother    patchy    reflex*

1. a short piece of music that is easy to remember \_\_\_\_\_
2. reduce the time that you use or do something that is addictive \_\_\_\_\_
3. angry, surprised, excited or frightened \_\_\_\_\_
4. make you feel annoyed, worried or upset \_\_\_\_\_
5. existing in some places but not in other places \_\_\_\_\_
6. a movement that your body makes without you thinking about it \_\_\_\_\_
7. having a lot more money than the average \_\_\_\_\_
8. determined not to change your belief or decision about something \_\_\_\_\_

9. a formal statement expressing the aims and plans of a group or organization, especially a political party \_\_\_\_\_
10. very significant \_\_\_\_\_
11. tried to do or get something \_\_\_\_\_
12. recognition for something you have done or achieved \_\_\_\_\_

### Task 3

Ask participants to read the text and answer the questions using information from the article.

#### Answers:

1. all state middle schools in France
2. playing cards, reading, talking
3. Pupils are more ready and willing to start lessons on time and there is more social interaction and empathy between children.
4. Children's phones were already banned in classrooms (except for teaching purposes) and there had been so much in the media about the ban that they were well prepared.
5. Phones can still be used in the classroom to support the content of lessons. Going against digital would be like trying to hold schools back.
6. Snapchat, Instagram, watching shows on Netflix, looking at photos, listening to music, to add to their conversations with friends

### PUPILS REACT TO FRENCH PHONE BAN

*'It's pretty easy to talk instead': pupils react to French phone ban*

*Students and teachers on the new law aimed at detoxing teenagers from their screens*

Angelique Chrisafis, 7 September, 2018

1. At the end of lessons at Claude Debussy middle school in Paris, a classical music jingle played instead of a bell and teenagers poured out of the gates. Several 13-year-olds quickly reached into their bags to check their mobile phones, which had been switched off for eight hours.
2. Children's phones have now been banned from all state middle schools in France under a new law that President Emmanuel Macron said would help detox teenagers from their screens.
3. "I thought I would be freaked out but it has been fine," said one 13-year-old girl, who got an iPhone when she was 11. "I left my phone in my bag all day and I was surprised to find it didn't bother me. Normally, I'd be on Snapchat and Instagram. But my friends are here at school so it's pretty easy to just talk instead."
4. She said she would probably use her phone more at home. "My parents don't set rules on phone use but I've made my own rule: I don't check my phone after 11.30pm on a school night."
5. Her friend, also 13, said she liked using her phone for watching shows on Netflix but the school connection was always too patchy for that so she used to look at photos and listen to music at break time. "I haven't found it hard to ignore my

- phone this week,” she said. “But there is still a physical reflex sometimes to reach for it and get it out.”
6. The school in Paris’s 15th arrondissement – where 460 pupils aged 11 to 15 come from a mix of high-income backgrounds and poorer families – prepared for the law by introducing phone-free Mondays last term.
  7. Previously, staff had noticed that children at break time would mostly be standing in the playground looking at their phones.
  8. “About four or five weeks into our phone-free Monday experiment, we saw children bringing packs of cards into school to play in break time,” said the headteacher, Eric Lathière. “We hadn’t seen cards at school for years. Children brought books in to read and pupils stood around chatting far more than they had before.”
  9. He said he approved of the new law: “It’s about educating people on phone addiction – and not just children; adults, too. Any moment in the day when you can try to do something without a phone requires an effort but it’s a habit worth forming.”
  10. He was adamant, however, that the ban should not be seen as anti-technology. “We can’t go against digital; that would be like trying to keep schools back from the evolution of society. It’s about education around tech use.”
  11. The centrist Macron made banning phones in schools part of his election manifesto not long after the New York City mayor, Bill de Blasio, did the opposite, overturning a ban on phones in state schools in 2015, saying parents wanted to keep in touch with their children.
  12. The French education minister has called the ban a detox law for the 21st century, saying teenagers should have the right to disconnect. Children’s phones were already banned in classrooms – except for teaching purposes – but under the new law, they are banned everywhere inside the gates, including playgrounds and canteens. The French senate expanded this to allow high schools to ban phones if they choose but few, if any, are expected to do so. Many suggest 18-year-old pupils with the right to vote can make their own decision on phones.
  13. Frédérique Rolet, the secretary general of the SNES-FSU teaching union, said the first week of the ban appeared to have gone smoothly but stressed the law wasn’t a monumental change: 60% of state middle schools had already decided in recent years to ban phones from playgrounds.
  14. “The education minister sought to appeal to parents, saying he was aware of the problem of phone addiction,” she said. “But there are other important problems, such as growing class sizes, job cuts and the lack of teaching staff, which also need to be talked about.”
  15. Schools that had previously banned phones said they had noticed more social interaction and

empathy between children, and a readiness to learn at the start of lessons.

16. Jean-Noël Taché, the headteacher of a middle school with 800 pupils in a small town in rural Aveyron, has just introduced the phone ban. "There had been so much media talk about it that pupils and families were well prepared," he said. "It's as if children not using their phones at school has simply become habit."
17. Previously, his pupils could use their phones at break time. "But we'd noticed that little by little, the phone use was moving from the playground into the hall, then into the corridors, the lunch queues, outside the classroom door. Pupils weren't making calls; they were sending messages, playing on or looking at their phone – it was like it had become an extension of their hand."
18. In Paris, Michèle Bayard, a modern literature and language teacher, said she hadn't noticed pupils complaining about the ban. "This could bring a focus on new activities and interaction."
19. But at the school gate, a 14-year-old girl felt more credit should be given to teenagers. "There is this idea that our generation can't concentrate or has lost the ability to socialize. That's not true," she said. "When I'm with friends, showing them a picture on my phone or looking something up just adds to our conversation. It's a shame that I can't do that inside school anymore."

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### **Comprehension check**

Answer these questions using information from the article.

1. In which schools has the ban on phones already come into place?
2. What did teachers notice the pupils doing instead of looking at their phones?
3. What further benefits have teachers noticed?
4. Why didn't the ban take pupils and their parents by surprise?
5. Why should the ban not be seen as an anti-technology measure?
6. What do the pupils in the article say that they usually use their phones for?

### **Task 4**

Ask participants to work on the tasks concerning the job titles. Invite participants to give the answers

### **Answer Keys:**

a) 1. president

2. headteacher

3. mayor

4. minister

5. secretary general

b.

1. Emmanuel Macron, president of France

2. Eric Lathière, headteacher at Claude Debussy middle school, Paris; Jean-Noël Taché, headteacher in a middle school in Aveyron

3. New York City mayor, Bill de Blasio

4. the French education minister

5. Frédérique Rolet, the secretary general of the SNES-FSU teaching union

### **Handout**

### Job titles

**a. Find job titles in the article that describe these jobs.**

1. the political leader of a country that does not have a king or queen
2. a teacher who is in charge of a school
3. the most important elected official in a town or city
4. an official in charge of a government department
5. an official in charge of a large organization such as a trade union

**b. Who do these job titles specifically relate to in the article?**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### Word focus

- a. Underline 14 uses of the word ban, both as a verb and a noun, in the article.
- b. Now, underline the main part of the phrase that contains the word ban. For example, for the first two occurrences, this would be ‘*French phone ban*’ (from the headline) and ‘*Children’s phones have now been banned*’ (para 2).
- c. Summarize the article, using as many of the phrases from **task b** as you can.

**b. (suggested answers)**

1. French phone ban
2. children’s phones have now been banned
3. the ban should not be seen as anti-technology
4. banning phones in schools
5. overturning a ban on phones
6. has called the ban a detox law
7. already banned in classrooms
8. are banned everywhere inside the gates
9. allow high schools to ban phones
10. first week of the ban
11. ban phones from playgrounds
12. schools that had previously banned phones
13. just introduced the phone ban
14. complaining about the ban

**Writing task: Write your answers to these questions, giving reasons for your answers.**

Invite participants to write their answers to the questions, giving reasons for their answers

- At what age do you think children should get their own smart phone?
- Why do you think parents buy phones for their children?
- Should phones be banned from schools?
- Should phones be banned from universities and colleges?
- Who do you think should decide when and where children use their phones?

- Where else would you like to see a restriction or ban on the use of phones?

## LESSON 9

### Topic: Mass Media - Journal vs. Magazine Article

#### Warm-up

Prepare series of magazines and journals for participants to work with.

Write on the board:

*Magazine article*

*Journal Article*

Ask participants to brainstorm as many ideas as possible related to each section.

Write participants' responses under each title.

#### Task 1

Get participants into pairs

Distribute text about "Magazines vs Journals" to each pair.

Ask them to draw a Venn Diagram in their notebooks and ask them to fill in it while reading the text.

### Magazines vs Journals

A magazine is a periodical aimed at the general public, which contains news, opinion and personal narratives. Journals are scholarly periodicals aimed at researchers or specialists.

One can come across many differences between a journal and a magazine. Most people easily understand the articles in a magazine where as only those who know the subject that is being discussed understand the articles in a journal.

While a journal contains original research articles, magazines contain articles pertaining to current events or general interest topics. The articles in a journal contain an abstract and a bibliography. But a magazine article does not come up with abstracts and bibliographies. When journals contain elaborate write ups and provide in-depth knowledge of the topic, the articles in a magazine are brief and gives broad overviews of the topic written.

Coming to the publication, journals are published monthly or quarterly and magazines are published weekly or monthly.

When one compares the authors of a journal and a magazine, the former gives authors credentials and the later may or may not name the writer. Though a writer in a magazine could be a professional, he may or may not be an expert of the subject that he handles.

The language used in both the journal and magazine is also different. The language of journals is aimed mainly at the scholarly people with special terminology and jargons. A prior knowledge is required to understand the language used in journals. On the other hand, the language used in a magazine is understandable to every one. They are written in very simple language keeping in mind both the scholarly and the common man.

A jury of experts always reviews a journal article before it is published. But the articles in a magazine are generally reviewed or edited by the staff editors and not by experts.

One can also come across difference in the lay out. An article in a journal begins with an abstract of the contents. It contains conclusion, bibliography, charts,

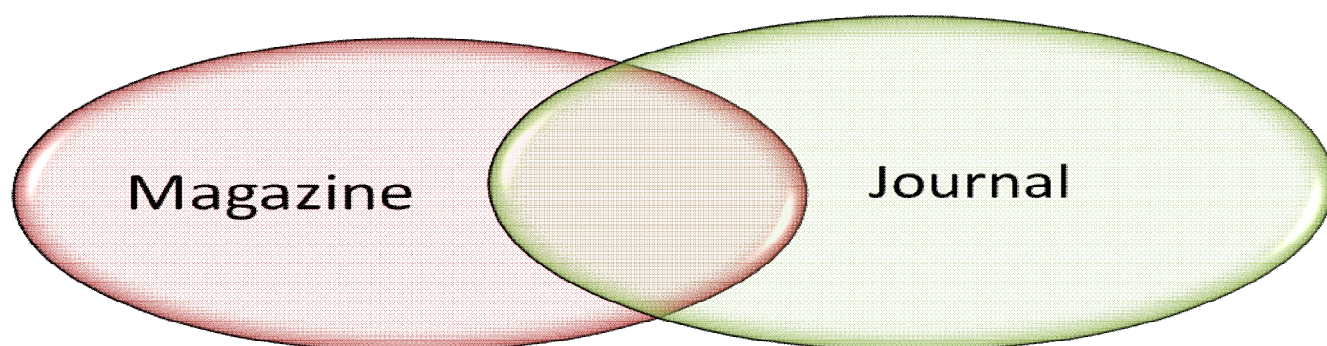


graphs, but rarely contains photographs. Meanwhile, magazines have eye-catching articles, including illustrations and photographs. While the journals cite sources, the magazines rarely come up with such a thing.

When magazines are profit making, the journals are meant for research purposes. As such the journals have only a few advertisements while magazines will have extensive advertisements, which are their source of income.

Prabhat S. "Difference Between Journal and Magazine." DifferenceBetween.net. October 7, 2009. <http://www.differencebetween.net/object/difference-between-journal-and-magazine/>

When participants finish, draw the Venn Diagram on the board and invite one pair to fill in it.



Ask participants to summarise the text.

Answer Key: Summary

1. A magazine is a periodical aimed at the general public and Journals are scholarly periodicals aimed at researchers or specialists.
2. A journal contains original research articles. But a magazine contains articles pertaining to current events or general interest topics.
3. Coming to the publication, journals are published monthly or quarterly and magazines are published weekly or monthly.

### **Task 2 – Working with a journal article**

Prepare an article from professional journals related to teaching and learning (take from FORUMS, local journals (be sure that the article is error free).

Distribute the chart and an article to each participant

Ask participants to read and fill in the chart below

### **Analyzing a Journal Article**

*Please read the assigned journal article and answer the following questions.*

**Journal article title:**

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<b>Step 1. What is the purpose/ hypothesis/ aim/ objective of the study?</b>	
a. Write down the exact statement in which the authors describe what they were testing/studying. (Hint: This information may be provided in the article as a purpose statement or as a hypothesis). Include quotation marks around the exact wording, and indicate page number(s).	
b. Now describe the purpose of the study (as you understand it) in your own words.	
c. What was the “gap” in the research that the authors were trying to fill by doing their study?	
<b>Step 2. What is/are the major finding(s) of the study?</b>	
a. Make some notes about the authors’ major conclusions or findings as written in the article. Include quotation marks whenever you use their exact wording, and indicate page number(s).	
b. Now write those conclusions (as you understand them) in your own words.	
<b>Step 3. How did the authors test their hypothesis?</b>	
a. Briefly summarize the main steps or measurements that the authors used in their methods. Try to explain in your own words as much as possible.	
b. Do the authors suggest any problems or limitations with their methodology? Do you see any problems or limitations with their methodology?	
c. How did the authors analyse their data? What test/s did they use?	
<b>Step 4. How reliable are the results?</b>	
a. Do the authors suggest any problems with the study that could lead to unreliable results?	
<b>Step 5. Based on your analysis, are the claims made in this journal article accurate?</b>	
a. Do the conclusions made (about the results) by the author make sense to you? Are the conclusions too broad or too narrow based on what was actually done in the study?	
b. Based on the accuracy of the methodology and the reliability of the results as described in Steps 3 and 4, do you think the conclusions can be believed?	
<b>Step 6. What is the importance of this scientific work?</b>	
a. Write (in your own words) the significant contributions of the experimental work in this journal article as reported by the authors.	
b. Re-read your notes and explain why you think this is a strong or weak scientific article	

Get participants share their findings with each other and prepare a report to present to the whole class.

Invite groups present their reports.

### **Task 3 – Quiz**

**Time** 5 min

Distribute the quiz to each participant and ask them to complete the tasks.

Check the answers together, comment where necessary

## Quiz

### Analysing a Journal

1. In order, what are the common elements found in a scholarly journal article?
  - a. Abstract, methods, results, discussion, summary, acknowledgements, references
  - b. Abstract, introduction, methods, results, discussion, narrative, explanation, acknowledgements, references
  - c. Introduction, Abstract, methods, results, summary and conclusion, discussion, acknowledgements, references
  - d. Abstract, introduction, methods, results, discussion, summary and conclusion, acknowledgements, references
  - e. Introduction, Abstract, discussion, summary and conclusion, acknowledgements, references
2. Why is it important to read the abstract of a scholarly journal article first?
  - a. The article explains the data gathered from the research, so it clarifies that information for you.
  - b. This section is close to the article's beginning and will explain what type of research the author did and what participants were supposed to do.
  - c. The abstract explains the results listed in charts and tables and helps you understand how specific conclusions were made.
  - d. The abstract is the summary of the article and it helps you decide if it's relevant to what you're researching and tells you what the article will be focused on.
  - e. None of the answers listed
3. In a scholarly journal article, why don't you want to skip over the references section and any footnotes listed?
  - a. They show you that the article is a valid source and shows that no other research needs to be done on that particular subject.
  - b. They can provide you with contrasting data which allows you to compare and contrast information found.
  - c. The footnotes clarify information found in the abstract and the references show the reader the sources used before explaining the research conducted.
  - d. They can provide you with other resources to learn more from. Scholarly journal articles aren't just about stating what was learnt; they aim to continue learning and research process for everyone.
  - e. The references show the sources used and footnotes pose questions to the reader to encourage further research.

### Journal Article Characteristics

4. Which of the following best defines what a journal article is?
  - a. Articles from popular magazines
  - b. Articles with the academic focus, written by and for experts in a particular field.
  - c. Articles from newspapers
  - d. None of the answers are correct.
5. What does 'peer-reviewed' mean?
  - a. When the article is scrutinized by experts on the article's topic.
  - b. A paper that's been proofread.

- c. When the students review each others' papers
- d. None of the answers are correct.
6. What qualities should you look for to determine whether an article is scholarly or not?
  - a. Formal language
  - b. Bibliographic lists of sources
  - c. Credentials of the author
  - d. All answers are correct

Source: [www://study.com/academy/practice/quiz-worksheet-journal-article-characteristics.html](http://www://study.com/academy/practice/quiz-worksheet-journal-article-characteristics.html)

[www://study.com/academy/practice/quiz-worksheet-analyzing-journal.html](http://www://study.com/academy/practice/quiz-worksheet-analyzing-journal.html)

Conclude the lesson by telling that while reading professional articles, readers should have clear purpose and a tool to work with. Later, they can use that information while writing professional articles where they should indicate the sources to support their hypothesis.

### **Homework:**

Ask participants to read a scientific article text and complete the chart given in activity 1

## **Lesson 10**

### **Topic: Sport - Olympics: Usain Bolt Takes Olympic Glory with New 100m World Record**

#### **Task 1**

Ask participants to fill the gaps in the sentences using these key words from the

*breathtaking*      *subsequently*      *inevitably*      *tantalizing*      *impassive*  
*undoubtedly*      *farcical*      *awry*      *unbeatable*      *disproportionate*

text.

1. If something is \_\_\_\_\_, it is so badly organized, unsuccessful or unfair that it seems funny.
2. An \_\_\_\_\_ athlete is better than everyone else and cannot be beaten.
3. If something is \_\_\_\_\_, it is extremely impressive or beautiful.
4. If your face is \_\_\_\_\_, you do not show any emotion.
5. If something happens \_\_\_\_\_, it happens after something else happened.
6. When something goes \_\_\_\_\_, it does not happen in the way that was hoped or planned.
7. If something is \_\_\_\_\_ true, it is certainly true or is accepted by everyone.
8. A \_\_\_\_\_ number is one that is bigger or smaller than it should be.

9. The adverb \_\_\_\_\_ is used for saying that something is certain to happen.
  10. If something is \_\_\_\_\_, it makes you feel excited or hopeful about having something you want, often something that you never get.
- Ask participants to read the statements and decide whether they are True (T) or False (F). Then check your answers in the text.
1. The new Olympic 100 metres champion, Usain Bolt, is from the USA.
  2. The 2004 Olympics were held in Athens.
  3. The world record for the 100 metres is just over 10 seconds.
  4. The 100 metres is regarded as the main event in track and field at the Olympics.
  5. Before Usain Bolt, the previous world record holder was Ben Johnson.
  6. Usain Bolt's victory was completely unexpected.

Ask participants to read the text and complete exercises after it.

### OLYMPICS: USAIN BOLT TAKES OLYMPIC GLORY WITH NEW 100M WORLD RECORD

*Will Buckley*

1. "We've never seen anything like that before," was the verdict of the great Olympian, Michael Johnson, after a breathtaking 100 metres final. Usain Bolt was so far ahead of the rest he had time to slow down and smile for the cameras before crossing the line in a world record time of 9.69 seconds, beating by three-hundredths of a second the record he had set 11 weeks ago. He looks unbeatable.
2. The rest were nowhere. A fifth of a second behind – a long, long way in sprinting – was Richard Thompson of Trinidad and Tobago. With Tyson Gay having failed to make the final, the best American was Walter Dix, who took bronze in 9.91 sec. Asafa Powell and Michael Frater, Bolt's Jamaican compatriots, were fifth and sixth respectively, a distance behind the unbelievable Bolt.
3. This event is top of the bill and, for that reason, it is also the race most likely to disgrace the sport. If the fastest man in the world is a cheat, who cares about, or for, the rest? The 100 metres is the diva event. It makes or breaks the show. Recently, the Games have been broken. Of the previous four winners, Justin Gatlin and Linford Christie subsequently failed drugs tests. This meant that, inevitably, some would be looking at yesterday's encounter with suspicion. The world record holder, Bolt, former world record holder, Powell, and world champion, Gay, are the three fastest men of all time and, uniquely, they were on a collision course.
4. There was some talk of people needing to go as low as 9.6 in order to win it, which was tantalizing, except 20 years ago Ben Johnson had gone as low as 9.7, running quicker than anyone – until yesterday – had managed in an Olympics since. Of course, Johnson then lost his gold medal after testing positive for drugs.
5. In the semi-finals Bolt was slowly away, slow at the finish and still won in 9.85, exactly the time the now-banned Justin Gatlin had run to win in Athens in 2004. He was a tenth of a second ahead of college champion Dix in second, a margin he would more than double in the final. Even then, Bolt looked sensational,

unbeatable, scarcely credible. Imagine what he might achieve if he broke into a trot.

6. His path was eased when Gay, suffering from injury, did not even break 10 seconds and missed a place in the final, which went instead to his compatriot, Darvis Patton. Powell won his semifinal easily in 9.91 and the final of the 100 metres had become a Jamaican contest. They even had a third finalist in Frater who, along with two Trinidadians, two Americans and the man from Netherlands Antilles, completed the field. Six from the Caribbean, two from the United States.
7. As the competitors appeared for the final, hundreds of cameras flashed round the stadium to create a twinkling star effect. The backdrop was near perfect, the stadium being the greatest in modern Olympics, in a Games that may be remembered as much for its architecture as its athletes. Bolt was in lane four, jiggling around at the start. Powell, impassive, was three lanes to his right. In between were Thompson and Dix. This, surely, would be where the medals would be contested. The introductions to the most explosive event in all of sport were made. Bolt smiled, pointed and made the archer sign. Powell swung from side to side as if in a trance. The drums rolled. Bolt continued jiggling; Powell remained impassive.
8. Silence, and then bang! Before anyone, least of all Bolt, could breathe, he had streaked away to win. Astonishingly, the first man to break 9.7 seconds eased up towards the end. Like a jockey astride a wonder-horse, he even took a quick look over his shoulder in the last five metres. "I could see him slowing down ahead as I was still pumping away," said Thompson. If the semi-final was scarcely credible, this was even less so. Bolt, having produced the most electric 100 metres performance for 20 years, contented himself with hitting his left breast and then disco dancing around the stadium.
9. "It was expected," said the Jamaican team doctor, Herb Elliott. "I don't know how fast he can go; his coach doesn't know how fast he can go; he doesn't know how fast he can go." He went on to say that Bolt had been tested half-a-dozen times in Beijing. It was a historic night for Jamaica, who has long aspired to win the diva event. In 1952, Herb McKenlay lost the closest 100 metres in history, now Bolt had won the easiest. For a country of two-and a-half million they have undoubtedly produced a disproportionate number of top quality sprinters. Yet this was the first time their efforts had been rewarded with 100 metres gold.
10. Asked why he slowed down, Bolt said: "I wasn't interested in the world record. I didn't even know I had it until after the victory lap. This medal means a lot to my country, and to me." Explaining the archer sign, he said: "I just like to have fun. I like dancing."
11. Far from a breakfast of champions, Bolt had given the meal a miss and had nuggets for lunch, rested, and then had nuggets for tea. It was a nugget diet which had led to a golden performance. The history, however, casts its shadow. Johnson's downfall was tragic: if anything were to be awry with Bolt, it would be farcical.

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First published in The Observer, 17/08/08

### 3. Comprehension check

**Choose the best answer according to the text.**

1. The article describes the 100 metres as 'the diva event'. What does this mean?
  - a. An event in which only famous and successful athletes appear.
  - b. The highest profile event in the Olympic Games.
  - c. The event which is finished most quickly.
2. Why did Bolt slow down over the last 20 metres?
  - a. Because he was saving his energy for the 200 metres final.
  - b. Because he was only interested in winning the race, not in breaking the world record.
  - c. In order to humiliate his rivals.
3. Why is the 100 metres the race which is most likely to bring disgrace to athletics?
  - a. Because most past winners of the race have subsequently failed drugs tests.
  - b. Because many 100 metre runners use drugs to enhance their performance.
  - c. Because it is 'top of the bill' and therefore attracts the most attention.
4. Why didn't Usain Bolt have to worry about the challenge of Tyson Gay?
  - a. Because Gay had never run faster than 10 seconds.
  - b. Because Gay's fastest time this year was 10.3 seconds.
  - c. Because Gay failed to qualify for the final.

### 4. Find the word

**Find the following words and expressions in the text.**

1. A four-word expression meaning *moving towards each other and likely to run into each other*. (para 3)
2. A phrasal verb meaning *to start doing something*. (para 5)
3. A noun meaning *someone who is from the same country as someone else*. (para 6)
4. A noun meaning *everything you can see behind the main thing you are looking at*. (para 7)
5. A verb meaning *to make small movements with your whole body, usually in a nervous or excited way*. (para 7)
6. A phrasal verb meaning *to run very quickly*. (para 8)
7. A phrasal verb meaning *to go more slowly*. (para 8)
8. A noun meaning *a sudden loss of power, status or success*. (para 11)

### 5. Verb + noun collocations

**Match the verbs in the left-hand column with the nouns or noun phrases they go with in the right-hand column.**

- |           |                            |
|-----------|----------------------------|
| 1. set    | a. a (drug) test           |
| 2. cast   | b. the final (of an event) |
| 3. cross  | c. something a miss        |
| 4. fail   | d. an event                |
| 5. win    | e. a shadow                |
| 6. reward | f. a record                |
| 7. give   | g. an effort               |

8. make \_\_\_\_\_ h. the line

## 6. Expressions with prepositions

Use prepositions to complete these phrases from the text.

1. suffering \_\_\_\_\_ injury
2. remembered \_\_\_\_\_ its architecture
3. swing \_\_\_\_\_ side \_\_\_\_\_ side
4. smile \_\_\_\_\_ the cameras
5. so far ahead \_\_\_\_\_ the rest
6. top \_\_\_\_\_ the bill
7. look at something \_\_\_\_\_ suspicion
8. a quick look \_\_\_\_\_ his shoulder

## 7. Writing task

Some past winners of the 100 metres have used performance-enhancing drugs. What do you think should happen to athletes who use such drugs? Should they be banned for life or should drugs be allowed in sport to give everyone an equal chance?

## Lesson 11

### Topic: Sport - Freerunning Joins Sport Establishment

#### Warmer

Take 5 minutes and write your answer to the following question:

*In an inner city area, three young men in jeans and hooded tops are quickly running and jumping over walls, down stairs, across rooftops, through windows. What's going on? What are they doing and why?*

Key words and phrases

Find the word pairs (two words) in the article. The paragraph numbers are given to help you.

1. *Growing quickly without any outside help:* \_\_\_\_\_. (para 1)
2. *A hobby, action or pastime kept secret from the public:* \_\_\_\_\_. (para 2)
3. *A first official meeting:* \_\_\_\_\_. (para 3)
4. *An older person who has had a long and respected career in a certain area:* \_\_\_\_\_. (para 3)
5. *To say something quietly and with respect:* \_\_\_\_\_. (para 5)
6. *A stealthy act of entering a house in order to steal something:* \_\_\_\_\_. (para 5)
7. *When you are playful, full of high spirits, but doing nothing in particular:* \_\_\_\_\_. (para 5)
8. *A ruling organization; one that is in charge:* \_\_\_\_\_. (para 11)

## FREERUNNING JOINS SPORT ESTABLISHMENT

Esther Addley

Five years ago, outside Liverpool Street station in London, a group of 13 young men gathered for what was, at the time, the biggest meeting of freerunners in



history. The sport, in which participants perform balletic leaps and flips using walls, bars and any other street furniture available, was still in its earliest infancy, mushrooming spontaneously across Britain among young people who had seen films of the French urban sport Parkour and wanted to adapt it into a freer and more expressive form.

How times change. Last night, the once underground pursuit declared itself firmly in the sporting establishment by holding its first world championships, hosted in one of London's top venues, sponsored by a major credit card company and filmed by Sky Sports.

"I never, ever thought we'd get to this place so quickly," said John Kerr, or 'Kerbie', one of the event's organizers. Present at that inaugural gathering at Liverpool Street, he finds himself, at 21, one of the sport's elder statesmen. He said: "We all feel amazingly blessed. Freerunning is so young and so new. A few years ago we were getting chased by police on a regular basis and property owners would shout at us. Now they pay us to come and perform on their properties."

Fifty feet above him, one of the event's 23 competitors was warming up by balancing in a handstand on the edge of an enormous black box, part of the equipment on which he would later compete, before flipping on to a nearby bar, spinning around it, and dismounting. Below him, his peers – those not already performing 'gainers' and 'loser flips' and 'layout backflips' from a lattice of steel poles – murmured approvingly. The sport might be said to combine the best qualities of gymnastics, cat burglary and teenage mucking about, but the skill of the participants is unarguable.

Few underground activities can claim to have made it into the mainstream with such dazzling speed. Many participants trace the birth of freerunning to a BBC ident (a TV station's symbol or logo, often accompanied by music, a jingle or an animation) in 2002, showing a Parkour runner adapting his skills on the rooftops of London.

Urban Freeflow, the sport's central organization, was founded a year later. Though closely related to Parkour, which originated in the Paris suburbs a decade ago, Parkour prizes speed and efficiency of movement, in contrast to the expressiveness of freerunners. As such, though it is practised worldwide – last night's competitors hailed from 17 countries – freerunning could reasonably be described as a brand new British sport.

Urban Freeflow now trains the Metropolitan police and Royal Marines, as well as organizing workshops in schools, and estimates that 15,000 people now practise the sport in Britain (95% are male).

The organization choreographed action sequences for the films *Casino Royale*, *The Bourne Ultimatum* and *28 Weeks Later*, and also performs at public events.

As the founder of Urban Freeflow and the organizer of last night's competition, Paul 'EZ' Corkery could be considered the grandfather of freerunning – at 34, he considers himself retired. He is in discussions with the 2012 Olympic organizers over how freerunning might be involved, perhaps in the opening ceremonies, or in workshops.

“The organizers are really eager to collaborate with anything that gets the kids off their arses,” he said. Does he see a day when freerunning might be an Olympic sport? “I don’t really think it fits. You’d need to put in place a national governing body, things like that, and it would kill the sport, really.”

“These guys are my YouTube idols, it means everything to be here with them,” said Franck ‘Cali’ Nelle, from France. “I’m not really thinking about winning. It’s just being here alongside the best of the best. The first ever freerunning world championships? That’s a big event. That’s something for the history books.”

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**Free-running** uses the same movements as Parkour but with the emphasis being on aesthetics, fun and creativity.

Source: [www.UrbanFreeflow.com](http://www.UrbanFreeflow.com)

**Parkour** is the art of moving through your environment using only your body and the surroundings to propel yourself. It can include running, jumping, climbing, even crawling, if that is the most suitable movement for the situation.

Source: <http://www.misterParkour.com/faq/>

**Freerunning** is more expressive and creative in nature, with moves such as acrobatics, flips and spins.

Source: [www.AmericanParkour.com](http://www.AmericanParkour.com)

# 1. Skim-reading for comprehension

Skim-read the article again to find the answers to the questions.

1. Where was Parkour invented?
2. Where was the first freerunning championships held?
3. What age and sex is a typical freerunner?
4. How has peoples’ attitude to the sport changed in the last few years?
5. With what and back to when do people associate the birth of freerunning?
6. What is the main difference between Parkour and freerunning?
7. What professional bodies are interested in the sport?
8. What connection does the sport have with the film industry?
9. Is freerunning likely to become an Olympic sport?

## 4. Vocabulary

Find at least eight movement and action words in the article and definition.

Compare them paying particular attention to how and in which situations they can (and cannot) be used. Write an example sentence for each word.

*E.g. leap and flip*

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5. Webquest

Compare jumps and moves made by freerunners, Spiderman and flying squirrels by watching online videos, making notes and reporting back.

Watch a Parkour/freerunning sequence in a James Bond 007 film:

<http://de.youtube.com/watch?v=IPmJ73XRIUs>

Watch excellent non-professional freerunners here:

<http://de.youtube.com/watch?v=LIBaVojYCfo>

Watch the founder of Parkour in a TV commercial:

<http://de.youtube.com/watch?v=5BOUohniyJU>

Find out further information about Parkour and freerunning at:

<http://www.misterParkour.com/faq/>

## Lesson 12

**Topic: Animals and endangered species**

**Task 1 Warm up**

**Divide the board into two halves. On the one half of the board, write the following:**

Mammals, insects, birds, fish, amphibians, reptiles, marsupials, organisms, invertebrates, primates, hybrids

Put participants into pairs to brainstorm all the animals they can think of. Allow dictionaries. On the second half of the board draw the following table:

Verb(movement)	Preposition	place	Extra information

Elicit from participants the different ways in which animals move, jump, fly... Add new verbs pertinent to the animals you have brainstormed e.g crawl, slither... Complete the columns with the examples.

**Possible answer:**

Verb	Preposition	place	Extra information
Slithers	Through	The trees tops	Nocturnal
Glides	Over	the grass	Tame
Flutters	From	flower to flower	invasive

**Task2 vocabulary**

Ask participants to complete each definition of an animal with a word from the box.

When they finish ask them to compare their answers with the partners. Let them sometime to discuss and check the answers

**Answer Key:**

**1. mammals**

**2. amphibians**

**5. hybrids**

**6. Marsupials**

3. primates

4. Invertebrates

7. organism

8. reptiles

Marsupials	hybrids	amphibians
primates		
Invertebrates	mammals	organism
reptiles		

1. \_\_\_\_\_ are the animals that have live young, not eggs, which drink their mother's milk.
2. Frogs and turtles are \_\_\_\_\_.  
,because they can live both on land and in water.
3. Monkeys and apes are \_\_\_\_\_, a group which also includes humans.
4. 95 percent of animals have no skeleton, and are referred to as \_\_\_\_\_.
5. \_\_\_\_\_ are animals or plants which have been produced from two different types of animals or plant.
6. Koalas and kangaroos are \_\_\_\_\_: animals whose babies live in a pouch in the mother's skin on the outside of her stomach until they are fully developed.
7. \_\_\_\_\_ are living things; ranging from single-celled life forms to something with billions of cells, like a human being.
8. \_\_\_\_\_ are usually cool-blooded, are covered in scales and generally lay eggs.

### Study vocabulary:

**Species** Noun 'spi:fi:z

a group of animals that are able to breed with each other

Apes and humans are different **species**.

**Domesticate** Verb də'mestə,kert

to tame or keep as a pet

Cats and dogs were **domesticated** thousands of years ago.

**Leap** Verb li:p

to pass abruptly from one state or topic to another; to make a sudden upward movement

The frog **leapt** into the air.

**heap** n. hi:p

a collection of things or mass of material gathered together in one place

I have a large **heap** of laundry that needs washing.

**Phenomenon** Noun fi'nə:mə,nə:n

a fact or occurrence that is usually difficult to explain

A total eclipse is a very rare **phenomenon**.

**Plethora** Noun 'pleθərə

a large or excessive amount of something

He found himself drowning in a **plethora** of documents.

### Task 3

Ask participants to read the article and answer the questions below

## Animals & Pets

At a certain point in time, amongst all living life forms on our planet, humankind leaped to the very top of the evolutionary heap. Ever since then, human beings have transformed and molded the world around them in a variety of ways. One of these ways was the domestication of animals.

Gradually, some domesticated species started providing physical and emotional support to human beings. Nowadays, owning a pet is a widespread phenomenon. People share their lives with their pets, making them an integral part of their households. There is a plethora of reasons why owning a pet is beneficial. For the most part, pets are kept for company, enjoyment, amusement, and protection. Copious studies have shown that pets substantially improve many aspects of our mental and physical health.

Various pets belong to a medically approved class of animals referred to as “therapy animals”. Therapy animals are employed to achieve specific physical, social, cognitive, and emotional goals with patients. Specialists argue that pets are very therapeutic and can even prolong our lifespans.

Bizarre and rare animals fall within a group called “exotic pets”. However, the definition of “exotic pets” keeps being altered, on account of the fact that some species are so firmly established in the world of animal fancy that they are no longer considered “exotic.”

Be that as it may, animal lovers definitely see eye to eye as regards one thing: pets enrich our lives. Their presence often encourages their owners to cultivate a more positive outlook on life

*1. What are "therapy animals"?*

*2. What are some of the reasons why people choose to have pets?*

*3. What are "exotic pets"?*

### Task 4

Make a brief summary of the article. Focus on the main topic and consider which pieces of information are most important. Make sure you include details such as what the article is about, who is mentioned in it, where and when the events took place, and also how and why they happened.

Read the following quote and answer the questions.

"All animals, except man, know that the principle business of life is to enjoy it." - Samuel Butler

1. Do you agree with this statement? Why?

2. What are the differences between animals and human being?

### Task 5

#### Further Discussion

1. Why may the animals be in danger of extinction?

2. How may the animals be useful for us?

3. Why should animals be protected?

4. Which would you like to help to protect the most?

5. Do you agree with the opinion that human beings are superior to animals?

## Lesson 13

### Topic: Environment - The Plight of Britain's Ancient Trees

#### Warmer

Ask participants to answer the following questions:

- How many different species of tree can you list in two minutes?
- What are the 5 words that make up parts of a tree?

Elicit the answers.

Optional: Invite a volunteer to draw the picture of a tree and write the names of each part (Trunk, leaves, twigs, branches, roots, etc)

#### 1. Vocabulary

Ask participants to write the key words from the article into the gaps below.

<i>graze</i>	<i>timber</i>	<i>legacy</i>	<i>nurtured</i>	<i>charisma</i>	<i>preservation</i>
<i>dens</i>	<i>hollow out</i>	<i>dotage</i>	<i>efficiency</i>	<i>circumvented</i>	
<i>prone</i>	<i>monument</i>	<i>neglect</i>	<i>inadvertently</i>	<i>conservationist</i>	

1. the failure to give someone or something the care or attention that they need  
\_\_\_\_\_
2. a strong personal quality that makes other people like you and be attracted to you  
\_\_\_\_\_
3. the period of time when you are old \_\_\_\_\_
4. being provided with the care and attention necessary to grow and develop  
\_\_\_\_\_
5. someone who works to protect the environment from damage or destruction  
\_\_\_\_\_
6. likely to do something or be affected by something, especially something bad  
\_\_\_\_\_
7. to make a hole in something by removing what is inside it  
\_\_\_\_\_
8. something good or bad that exists as a result of something that happened in the past  
\_\_\_\_\_
9. the ability to work well and produce good results by using the available time, money, supplies, etc. in the most effective way  
\_\_\_\_\_
10. wood used for building houses or making furniture  
\_\_\_\_\_
11. to put an animal in a place where it can eat grass  
\_\_\_\_\_
12. secret places where children go to play \_\_\_\_\_
13. not deliberately, and without realizing what you are doing  
\_\_\_\_\_
14. a structure built in a public place to celebrate an important person or event, also a place of historical importance \_\_\_\_\_

15. the process of working to protect something valuable so that it is not damaged or destroyed
16. to find a way of avoiding a rule or law that limits you, especially using a clever trick that does not break the law (passive form)

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## READING

### THE PLIGHT OF BRITAIN'S ANCIENT TREES

*Britain's ancient trees Britain is home to around 100,000 of the oldest trees in Europe. But is our neglect and ill-treatment threatening to kill them off?*

1. Above grey roots like the enormous feet of a prehistoric elephant, leaves form a roof as grand as a cathedral. Huge limbs stretch out for 24 metres on each side. They smell damp. Stand beneath "the Tree", as this magical old beech is called, and you feel that you are in the presence of something living and breathing. Its trunk is polished smooth from admirers, and it has even brought its charisma to films such as Harry Potter and the Goblet of Fire.
2. This tree has lived for 400 years but now it is dying. "The tree isn't capturing all the light that it once did," explains Bob Davis, head forester for the National Trust's 5,000-acre estate at Ashridge. "It is slowly shutting down. We've decided not to do any surgery on it and allow it to decline naturally."
3. In its dotage, this great tree is being carefully nurtured. Across the country, however, many of our estimated 100,000 ancient trees – which could represent 70% of all ancient trees in Europe – are neglected or at risk of being cut down. This week, they get a new guardian: Brian Muelaner, a forester turned conservationist, is to count all the ancient trees on land belonging to the National Trust. Muelaner's new job as the Trust's ancient tree officer will help the Ancient Tree Hunt, a five-year project led by the Woodland Trust, which for the first time is recording every ancient tree in Britain. "If we don't know where they are, we can't protect them," says Muelaner.
4. A tree is defined as ancient if it is unusually old for its species. It is said that an oak spends 300 years growing, 300 years living and 300 years dying. Such a long-lived species would have to be 600 years old to be classified as ancient. Beeches are prone to fungal attack and are less long-lived: an ancient beech is anything over 300 years old. Birch trees have even shorter lives; one that has lived for two centuries is very old.
5. Ancient trees are ecological treasures because they provide unique habitats for rare plants, insects, birds and mammals. When they become ancient, trees such as oaks and sweet chestnuts "grow down", dying at the top and forming a new crown of leaves below so the tree shrinks and bends down like a very old man. Ancient trees also hollow out: rare beetles move into the hollows, followed by birds and bats. Three quarters of our 17 species of bat are known to roost in trees. Some plant species such as rare lichens can only survive on ancient trees.
6. "The mood an ancient tree puts you in, it just takes your breath away; you know you are by something extremely important and significant," Muelaner says. When you are under an ancient tree, it's very good for your soul. You can learn so much

from ancient trees; how does an organism survive for 1,000 years in the same spot? It doesn't get to move to a better position. So it adapts."

7. Standing beneath the huge old beech, contemplating its warty imperfections and huge stretch-marks where its trunk has bent and twisted, it seems incredible that it has stood witness to four centuries of humans.
8. Our wealth of long-lived trees is a happy accident: a legacy of our royal hunting forests, our aristocracy and our lack of efficiency – compared with our north European neighbours – in harvesting our forests for timber. The last century, however, has not been kind to ancient trees. We have ploughed too close to them, allowed animals to graze too intensively around them and used fertilizers and pesticides, killing both trees and species of fungi that have a symbiotic relationship with them. Then there was the ripping out of native broad-leaved trees and planting of supposedly more productive nonnative conifers after the Second World War.
9. Trees may be impressively long-lived but they are more fragile than we imagine. Too many animals sheltering under a tree and defecating there can fatally damage it. Even a footpath under a tree can compress its roots and destroy it. Ancient trees are often hollow: the holes make fantastic dens but children often light small fires in them. "You lose your ancient tree just like that," Muelaner snaps his fingers. "We do things inadvertently and it's gone. We can't put it back. If we kill an ancient tree, we have to wait 500 years to restore that habitat."
10. Trees can also die of sunburn. Beech has thin bark and, just like a pale-skinned human, if it has grown up protected from the sun and is suddenly exposed, it burns. Grey squirrels stripping bark is an increasing problem: holes in the bark allow fungal diseases in, which can weaken a tree and finally cause it to fall over.
11. Our great wealth of ancient trees is still relatively unprotected. Other countries preserve ancient trees by listing them like an old house or ancient monument. In Britain, the only protection is a tree preservation order, which can be circumvented by developers if it is proved trees are dead, dying or dangerous (and most ancient trees, by definition, are dying: it just takes them three centuries).
12. Muelaner points to the enormous beech at Ashridge. "If France, Germany or the Scandinavian countries had a tree like that, there would be plaques everywhere and it would be a national monument," he says.
13. "The speed of our societies nowadays mean that trees are that much more important to us as places where we are grounded and are at peace," says Muelaner. "We need them now more than we ever needed them before."

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## 2. Comprehension check

Choose the correct answer according to the information in the article.

1. An ancient tree is one that is ...
  - a. ... over 300 years old.
  - b. ... unusually old for its species.
  - c. ... dying from old age.
2. The tree that was in the *Harry Potter* film is ...



- a. ... an old oak.
- b. ... an old witch-hazel.
- c. ... an old beech.
- 3. The National Trust believes that ....
  - a. ... it will cost too much to record all the ancient trees in Britain.
  - b. ... Britain's ancient trees cannot be saved.
  - c. ... 70% of Europe's existing ancient trees can be found in Britain.
- 4. Brian Muelaner says ancient trees ...
  - a. ... are good for the soul.
  - b. ... are good for the environment.
  - c. ... are a good source of timber.
- 5. Britain has many ancient trees because...
  - a. ... its royal families and noblemen preserved the woods for hunting purposes.
  - b. ... it used to buy all the timber it needed from Scandinavia.
  - c. ... in the past, foresters were very efficient.
- 6. Is there currently a tree preservation order in Britain?
  - a. Yes – it lists the trees too.
  - b. No, not anymore.
  - c. Yes, but not a very effective one.

**Language: Similes**

*Simile (noun)*

*a phrase that describes something by comparing it to something else using the word "like" or "as"*

- a. Look in the article and find what the author has likened these things to:
  - 1. the tree's roots – \_\_\_\_\_
  - 2. the tree's leaves – \_\_\_\_\_
  - 3. an ancient tree – \_\_\_\_\_
  - 4. thin bark – \_\_\_\_\_
- b. Look out of the window. Find a metaphor to describe an object you can see (e.g. a tree, a building, a vehicle, ...).

**5. Discussion**

Have you ever climbed a tree?

Are there any ancient trees where you live?

Talk about a tree that has a special significance, or holds certain memories, for you.

**6. Webquest**

Choose ONE of the following tasks, make notes and report back to the class about what you have learnt.

Read about the Ancient Tree Hunt here:

<http://www.ancient-tree-hunt.org.uk/>

Read about why woods matter here:

<http://www.woodlandtrust.org.uk/en/why-woods-matter/Pages/woods.aspx>

Read for more general information about what the National Trust is and what it does here:

<http://www.nationaltrust.org.uk/main/w-trust/w-thecharity.htm>

Read about the National Trust's tree map and Brian Muelaner's work here:

[http://www.nationaltrust.org.uk/main/w-global/w-news/w-latest\\_news/w-news-ancientreemap.htm](http://www.nationaltrust.org.uk/main/w-global/w-news/w-latest_news/w-news-ancientreemap.htm)

## Lesson 14

### Topic: Environment - UN Says Eat Less Meat to Curb Global Warming

#### 1. Key words

Fill the gaps in the sentences using these key words from the text.

<i>sacrifice</i>	<i>consumption</i>	<i>gluttony</i>	<i>contradictory</i>	<i>simplistic</i>
<i>graze</i>	<i>livestock</i>	<i>ruminant</i>	<i>feasibility</i>	
		<i>flatulence</i>		

- \_\_\_\_\_ is the process of eating or drinking something.
- A \_\_\_\_\_ is an animal such as a cow or sheep that brings food back from its stomach into its mouth to chew it a second time.
- \_\_\_\_\_ is when a person or animal has too much gas in their stomach or intestines.
- When animals \_\_\_\_\_, they eat grass growing in a field.
- \_\_\_\_\_ is the chance that something has of happening or being successful.
- \_\_\_\_\_ is the bad habit of eating more than you need.
- If two or more ideas are \_\_\_\_\_, they disagree with each other and cannot both or all be true.
- \_\_\_\_\_ is the collective word for animals such as cows, sheep and pigs that are kept on farms.
- If you make a \_\_\_\_\_, you give up something important or valuable so that you or other people can do or have something else.
- A \_\_\_\_\_ idea treats something in a way that makes it seem simpler than it really is.

#### 2. What do you know?

Decide whether these statements are True (T) or False (F). Then check your answers in the text.

- Carbon dioxide is a more effective greenhouse gas than methane.
- Meat production produces 10% of greenhouse gas emissions worldwide.
- The average British person eats more meat than WHO guidelines recommend.

4. Reducing car use by half would cut greenhouse gases by more than reducing meat consumption by half.
5. If everyone became vegetarian, greenhouse gases would be reduced dramatically.
6. Keeping livestock indoors would be bad for their health.

### **UN SAYS EAT LESS MEAT TO CURB GLOBAL WARMING**

- *Climate expert urges radical shift in diet*
- *Industry unfairly targeted – farmers*

*Juliette Jowit, environment editor*

1. People should have one meat-free day a week if they want to make a personal and effective sacrifice that would help tackle climate change according to the world's leading authority on global warming. Dr Rajendra Pachauri, chair of the United Nations Intergovernmental Panel on Climate Change, which last year earned a joint share of the Nobel Peace Prize, said that people should then go on to reduce their meat consumption even further. His comments are the most controversial advice yet provided by the panel on how individuals can help tackle global warming.
2. Pachauri, who was re-elected the panel's chairman for a second six-year term last week, said diet change was important because of the huge greenhouse gas emissions and other environmental problems – including habitat destruction – associated with rearing cattle and other animals. It was relatively easy to change eating habits compared to changing means of transport, he said.
3. The UN's Food and Agriculture Organization has estimated that meat production accounts for nearly a fifth of global greenhouse gas emissions. These are generated during the production of animal feeds, for example, while ruminants, particularly cows, emit methane, which is 23 times more effective as a global warming agent than carbon dioxide. The agency has also warned that meat consumption is set to double by the middle of the century.
4. "In terms of immediacy of action and the feasibility of bringing about reductions in a short period of time, it clearly is the most attractive opportunity," said Pachauri. "Give up meat for one day [a week] initially, and decrease it from there," said the Indian economist, who is a vegetarian. However, he also stressed other changes in lifestyle would help to combat climate change. "That's what I want to emphasize: we really have to bring about reductions in every sector of the economy."
5. Pachauri can expect some vociferous responses from the food industry to his advice, though last night he was given unexpected support by Master chef presenter and restaurateur John Torode, who is about to publish a new book, John Torode's Beef. "I have a little bit and enjoy it," said Torode. "Too much for any person becomes gluttony. But there's a bigger issue here: where [the meat] comes from. If we all bought British and stopped buying imported food we'd save a huge amount of carbon emissions."
6. Tomorrow, Pachauri will speak at an event hosted by animal welfare group Compassion in World Farming, which has calculated that if the average UK household halved meat consumption that would cut emissions more than if car use was cut in half. The group has called for governments to lead campaigns to reduce meat consumption by 60 per cent by 2020. Campaigners have also pointed out the

health benefits of eating less meat. The average person in the UK eats 50g of protein from meat a day, equivalent to a chicken breast and a lamb chop – a relatively low level for rich nations but 25-50 per cent more than World Health Organization guidelines.

7. Professor Robert Watson, the chief scientific adviser for the Department for Environment, Food and Rural Affairs, who will also speak at tomorrow's event in London, said government could help educate people about the benefits of eating less meat, but it should not 'regulate'. "Eating less meat would help, there's no question about that, but there are other things," Watson said.
8. However, Chris Lamb, head of marketing for pig industry group BPEX, said the meat industry had been unfairly targeted and was working hard to find out which activities had the biggest environmental impact and reduce those. Some ideas were contradictory, he said – for example, one solution to emissions from livestock was to keep them indoors, but this would damage animal welfare. "Climate change is a very young science and our view is there are a lot of simplistic solutions being proposed," he said.
9. Last year a major report into the environmental impact of meat eating by the Food Climate Research Network at Surrey University claimed livestock generated eight per cent of UK emissions – but eating some meat was good for the planet because some habitats benefited from grazing. It also said vegetarian diets that included lots of milk, butter and cheese would probably not noticeably reduce emissions because dairy cows are a major source of methane, a potent greenhouse gas released through flatulence.

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*First published in The Observer, 07/09/08*

### 3. Comprehension check

Choose the best answer according to the text.

1. What is the main problem associated with meat consumption?
  - a. It is unhealthy.
  - b. It produces greenhouse gases.
  - c. It is expensive compared with vegetarianism.
2. Why wouldn't a vegetarian diet make much difference?
  - a. Because vegetarians eat lots of dairy products produced by cows.
  - b. Because it would cost a lot to grow more crops.
  - c. Because some habitats benefit from grazing.
3. What does the restaurateur John Torode believe?
  - a. That importing food is a more important issue than reducing consumption.
  - b. That global warming is caused by meat consumption.
  - c. That climate change is a very young science.
4. Professor Watson wants...

- a. ... the government to introduce laws to reduce meat consumption.
- b. ... the government to tell people that eating less meat would be good for them.
- c. ... the government to find out which activities have the biggest environmental impact.

#### 4. Find the word

Look in the text and find the following words and expressions. The paragraph numbers are given to help you.

1. A verb meaning *to make an organized and determined attempt to deal with a problem*. (para 1)
2. A noun meaning *a group of people who make decisions or judgments*. (para 1)
3. A noun meaning *the type of place an animal normally lives*. (para 2)
4. A verb meaning *to look after an animal until it is fully grown*. (para 2)
5. A verb meaning *to do something to try to stop something bad from becoming worse*. (para 4)
6. An adjective meaning *loud and with force*. (para 5)
7. A two-word expression meaning *of the same value as something else*. (para 6)
8. An adjective meaning *powerful or effective*. (para 9)

#### 5. Verb + noun collocations

Match the verbs from the left-hand column with the nouns in the right-hand column.

- |                |                   |
|----------------|-------------------|
| 1. change      | a. climate change |
| 2. generate    | b. consumption    |
| 3. bring about | c. a campaign     |
| 4. tackle      | d. a solution     |
| 5. host        | e. gases          |
| 6. halve       | f. a reduction    |
| 7. propose     | g. eating habits  |
| 8. lead        | h. an event       |

6. Two-word expressions. Complete the expressions. Note that two words are used twice. Check your answers in the text.

1. g \_\_\_\_\_ gases
2. c \_\_\_\_\_ change
3. g \_\_\_\_\_ warming
4. e \_\_\_\_\_ problems
5. c \_\_\_\_\_ dioxide
6. h \_\_\_\_\_ benefits
7. e \_\_\_\_\_ impact
8. c \_\_\_\_\_ emissions

#### Discussion

- *Would you be willing to reduce your meat consumption to help reduce greenhouse gas emissions?*
- *What other ways could people help to reduce the emission of carbon dioxide, methane and other gases that contribute to global warming?*

## Lesson 15

### Topic: Technology - Into the future

#### Task 1 Make a story

Create a story based on the pictures. Try to describe people's emotions and thoughts throughout the story



#### **Task 2 Describe, Compare and Discuss**

Put participants in pairs and ask them to describe each of the pictures in as much detail as possible. Compare the two situations represented in the pictures and then answer the questions below.



#### **Questions**

1. What are the two women in the pictures doing?
  2. How do you think the women's lifestyles are different?
  3. How is the technology in the two images different?
  4. What might be some of the problems that each of the women is facing in their society?
  5. What do you think are the life goals of each of these two women?
  6. What can you say about the women's rights in the periods represented here?
- What do you think the position of women in the society will be like in 100 years?

#### **Task 3 - Video: Future Technologies**

You will watch about three innovations in technology. Fill in the table with relevant information from the video.

Technology name	Purpose	Features (description)
Valet RvR	- to move a trailer in town	- a cinch heavy-duty caterpillar treads; - -
Vue		
Kevlar Shield		

*Discuss with partners the following questions:*

- ✚ Which of the inventions would you choose and why?
- ✚ How do inventions of technologies influence on the physiological and mental development of human beings?
- ✚ Do you think the technology development is predictable? Give reasons.

**Video script:**

### **NEW Inventions 2019 | That Will Blow Your Mind**

Source: <https://www.youtube.com/watch?v=Pwi5fOTdEUw>

Published on Apr 25, 2018

There's a new mover in town and it goes by the name RvR. when you need to move your trailer, the RvR gets the job done with the press of a button. Want to talk convenient, now, you can move your trailer without the help of a spotter. Navigating obstacles and tight corners has never been easier because the RvR has an amazing 360-degree range of motion allowing you to make turns on a dime. The RvR features four powerful planetary gear motors that work together to make moving heavy loads. a cinch heavy-duty caterpillar treads allow you to reverse all kinds of terrain including asphalt, dirt, grass, and even gravel featuring three weight classes from 3,500, 5,500 up to 9,000 pounds. There's a perfect RvR for everyone who knows you might even find storing your trailer fun. The RV is for trailer valet. It's time to move

Smart glasses. You can spot them a mile away, wave of geeky, uncomfortable, and distracting, and having a camera stuck to your face. it's kind of creepy.

[Music]

Introducing Vue - the world's first pair of smart glasses that match your lifestyle and look. Regular earphones transmit sound through the air but Vue's bone conduction speakers transmitted through vibrations send directly to your inner ear. Only you can hear it.

'Hi Judy, let's get today started'.

Bone conduction lets you stay aware of your surroundings even as you enjoy your



music. Vue is built for people who use description glasses, sunglasses and even style frames. At an ultra-light 28 grams, it won't weigh you down. Vue talk to your phone via Bluetooth with the app, you can perform a range of different tasks without checking your phone; like take a call hands-free: 'you have a call from Leslie'. 'Hey, Leslie. What's going on?'

Get directions in two hundred feet: 'turn left on 10th Street' or control your music. "Vue" is designed for work and play. It has a water-resistant housing and built-in activity tracking. 'You ran 6,000 steps today and burned 350 calories. Nice job.' You can set friendly reminders. 'Hey Doan, you've been sitting for a while let's take a break'. And it's simple to customize the long press and the double tap. 'The time is three thirty five pm'. Always losing your specs? With 'find my glasses' you can easily locate them anywhere. Vue has two designs: classic and trendy with its easy-to-use charging case. Vue's batteries last up to one week. Smart glasses that fit your lifestyle and your look. Say hello to Vue.

We're working on an origami based, deployable, ballistic barrier that will keep emergency personnel safe during a hostile situation. 'We met with federal agents that often use current shields and asked what could help them to better do their job'. Current products out there are about 90 pounds so that's pretty heavy for one person to carry and it only protects one person. Our goal was to go for 50 pounds and protect two to three people. 'This pattern is a 'Yoshimura crease pattern'. And, when it deploys, it provides these nice angles which we hope will be even more effective shape for a barrier. So going from paper to other materials can be really challenging. It has 12 layers of Kevlar with an aluminum core in the middle. The students did a lot of calculations and 12 layers is really what you need to be able to withstand a bullet from a handgun. One of the great things about this particular fold pattern is that it opens and closes really easily. In an emergency situation you've got to be able to just get that thing open and get it in the way. Today's objective was to see if it worked if it actually stops bullets.

My first thought was: 'did he miss?' I went back to the high speed camera I've been filming and the bullet sunk right in. Range is hot. It was exciting to see that it did stop the bullets and we were able to successfully demonstrate it with nine-millimeter 357 Magnum 44 Magnum pistols. The federal agents that saw our initial prototype were really excited about it. Their response was that this is a revolutionary product. My dad is actually the police officer himself. This could be something that could be used by him or other officers that could prevent injury even save their lives.

#### **Task 4 –Bright Ideas**

**Ask participants to read the text and complete the tasks after it.**

##### **Bright ideas**

Sometimes the simplest ideas are the best and most effective way of solving a problem, particularly for developing countries where money and resources can be scarce. Bright ideas often take the local conditions into consideration and work with local constraints.

One example of identifying a problem and finding a simple solution was the wind-



up radio. Trevor Baylis got his inspiration in 1993 from watching a programme about the spread of AIDS in Africa. He realised that in many areas of Africa, people's only means of communication was the radio, but that batteries or electricity were either too expensive or too difficult to find. He realised that what was needed was a radio that could work without batteries or electricity. He then experimented and designed a clockwork radio that only needs winding up and plays while the spring is winding down. This award-winning solution was so simple and effective that it transformed people's lives.

Another example of thinking 'outside the box' is Marc Koska's self-destructing syringe. He was inspired by a video of children and babies being injected with used needles, a highly dangerous practice. The problem was how to stop people reusing syringes. His innovative idea after many years of research was a design with a plunger which simply breaks if reused. This could help save over a million deaths annually because of the reuse of syringes.

One of the most recent innovations is a truly 'bright' idea for shanty towns, where houses are so close that they don't get much sunlight. It's a light bulb made from a plastic bottle filled with water and a little bleach. A hole is cut in the metal roof and the bottle is inserted half way through. A simple hole in the roof would only provide light directly below the hole, but when light hits the water it spreads light in all directions. A litre bottle light provides the equivalent of a 60 watt light bulb. It uses local materials, costs about two or three dollars to make and lasts for about five years. This is already making a life-changing difference to people in Brazil and the Philippines.

Coming up with a bright idea to solve a problem requires a lot of dedication and the ability to bounce back when things don't work out. As the old saying goes: 'If at first you don't succeed, try, try again.'

**Task 1** Read the text and rate the importance of the three 'bright' ideas from 1 = the best idea to 3 = the third best.

## **Task 2**

Read the text again and complete these sentences below with the correct 'bright' idea.

wind-up radio self-destructing syringe bottle light

Answer Keys

1 self-destructing syringe

2 bottle light

3 self-destructing syringe

4 wind-up radio

5 bottle light

6 wind-up radio

7 self-destructing syringe

8 bottle light

9 wind-up radio

1 This could help prevent the deaths of more than a million people a year.

2 It uses local materials. \_\_\_\_\_

3 The inspiration came from watching a video featuring children and babies.

4 This product won an award \_\_\_\_\_

5 The product only costs a few dollars to make. \_\_\_\_\_

6 The inspiration came from watching a programme about the spread of AIDS.

7 It can't be used more than once. \_\_\_\_\_

8 This product is very useful in areas with tightly-packed houses. \_\_\_\_\_

9 This product solved a problem with communication. \_\_\_\_\_

### Task 3

Complete the table of words from the text with the missing forms.

Answer Key

verb	noun	verb	noun
constrain	constraint	identify	identification
communicate	inspiration	realise	realisation
inspire	communication	inject	injection
dedicate	dedication	provide	provision

verb	noun	verb	noun
	constraint	identify	
	inspiration	realise	
	communication	inject	
	dedication	provide	

4

Which verbs from Task 3 have the following meanings?

Answer Keys

1 provide                      5 communicate

2 realise                      6 inject

3 inspire                      7 dedicate

4 identify                      8 constrain

1 give someone something that they want or need \_\_\_\_\_

2 begin to understand something that you did not know or notice before \_\_\_\_\_

3 give someone the enthusiasm to do or create something \_\_\_\_\_

- 4 recognise something and understand exactly what it is \_\_\_\_\_
- 5 express thoughts, feelings, or information to another person \_\_\_\_\_
- 6 put a drug or another substance into your body through the skin, using a needle and a syringe \_\_\_\_\_
- 7 spend your time and effort doing something \_\_\_\_\_
- 8 limit someone's freedom to do what they want \_\_\_\_\_

**5**

Use the correct form of a noun or verb from exercise 3 to complete the sentences.

**Answer Keys**

1 inspiration; identification

2 injections

3 provision

4 realised

5 dedicate; communicate

6 constrain

1 The \_\_\_\_\_ for a new idea can be the \_\_\_\_\_ of a problem that needs solving.

2 The video Marc Koska saw included someone giving \_\_\_\_\_ to several people with the same syringe.

3 Major charities are often in charge of the \_\_\_\_\_ of emergency relief.

4 Marc Koska \_\_\_\_\_ that many people were dying because of the reuse of syringes.

5 You need to \_\_\_\_\_ a lot of time to research and \_\_\_\_\_ your ideas clearly to others.

6 Lack of money can \_\_\_\_\_ what you are able to.

**6** Find the expressions below in the text and match them to the definitions below.

**Answer Keys**

1 think outside the box

2 take into consideration

3 come up with

4 bounce back

5 work out

bounce back                      come up with                      take into consideration

think outside the box                      work out

1 find new ways of doing things, especially of solving problems \_\_\_\_\_

2 think about a particular fact or detail and allow it to have some influence when you are making a decision \_\_\_\_\_

3 think of something such as an idea or a plan \_\_\_\_\_

4 become healthy, happy, or successful again after something bad has happened to you \_\_\_\_\_

5 be successful, or to end in a particular way \_\_\_\_\_

**6** Choose one of the three bright ideas from the text and prepare a mini presentation to 'sell' your product to the government of a developing country.

## **Glossary**

**bleach** (*noun*) – a strong chemical used to kill harmful bacteria or to make coloured things white

**innovative** (*adj*) – new, original, and advanced **innovation** (*noun*)

**scarce** (*adj*) – if something is scarce, there is not very much of it

**shanty town** (*noun*) – an area where very poor people live in badly built houses made from sheets of wood, metal, or other thin material

**spring** (*noun*) – a long thin piece of metal in the shape of a coil that quickly gets its original shape again after you stop stretching it

**syringe** (*noun*) – a needle fitted to a plastic tube, used for taking blood from your body or for putting medicine or drugs into it

**transform** (*verb*) – change, usually for the better

## IV. Онлайн ТАЪЛИМ МАВЗУЛАРИ

### Онлайн ишни ташкил этишнинг шакли ва мазмуни

Тингловчи мустақил ишни муайян модулни хусусиятларини ҳисобга олган ҳолда қуйидаги шакллардан фойдаланиб тайёрлаши тавсия этилади:

- меъёрий ҳужжатлардан, ўқув ва илмий адабиётлардан фойдаланиш асосида модул мавзуларини ўрганиш;
- тарқатма материаллар бўйича маърузалар қисмини ўзлаштириш;
- автоматлаштирилган ўргатувчи ва назорат қилувчи дастурлар билан ишлаш;
- махсус адабиётлар бўйича модул бўлимлари ёки мавзулари устида ишлаш;
- амалий машғулотларда берилган топшириқларни бажариш.

### Онлайн таълим мавзуси

#### 1. Crime

**Task 1 Match these crime descriptions (1-13) with the crimes (a-m):**

- 1. Murder** - Unlawfully and deliberately killing someone
- 2. Kidnapping** - Taking somebody by and demanding money or conditions to free that person
- 3. Burglary** - To enter a building, often while no one is in it, and steal money or objects
- 4. Mugging** - To take something by force from someone, often in the street.
- 5. Pickpocketing** - To steal from someone's pocket etc, without them realizing
- 6. Arson** - To set fire to a building illegally.
- 7. Rape** To violently attack a person sexually.
- 8. Hijacking** - To use force to take control of a plane, ship, train, etc.
- 9. Fraud** - To deceive or cheat someone to get money
- 10. Theft** Stealing-usually secretly and without violence
- 11. Manslaughter**- Killing someone by accident through a careless or dangerous act
- 12. Smuggling** - To bring illegal goods, like drugs, into a country or to bring goods into to shop a country without paying taxes.
- 13. Shoplifting** To steal things while pretending

**WHAT CRIME DID THEY COMMIT? WHAT CRIME DID THEY COMMIT?**

a. \_\_\_\_\_

David Smith got drunk one night and decided to drive home. As he turned a corner he crashed into another car and killed the driver.

b. \_\_\_\_\_

John James pretended to start a business and persuaded some people to lend him some money. He used the money to go on a holiday to the Caribbean.

c. \_\_\_\_\_

Ronnie Tyler pulled out a gun from his pocket and shot the bank guard five times in the head.

d. \_\_\_\_\_

Peter Short stole a computer from the company he worked for.

e. \_\_\_\_\_

Vincent Tapper took a pistol and ordered the pilot to fly to Miami.

f. \_\_\_\_\_

Johnnie Smeghurst set fire to his school after failing all his exams.

g. \_\_\_\_\_

Joe Sykes forced his ex-girlfriend to make love with him.

h. \_\_\_\_\_

Paul Winters and Jennifer Summers stopped millionaire William Gates outside his home and forced him to go with them. They demanded 30 million dollars from the family to free him.

i. \_\_\_\_\_

Nigel Handy waited until night, carefully forced open the window and climbed into the house. He took the TV and a lot of money.

j. \_\_\_\_\_

Pete Murphy often went to the shopping center and took wallets from the people shopping. The never felt a thing!

k. \_\_\_\_\_

Anne Clinton walked around the department store and, making sure no one was watching, put two expensive watches into her bag.

l. \_\_\_\_\_

Harry Lee wated ona dark corner until the young woman turned into the street. Then he jumped out, hit her in the face, and ran off with her leather handbag.

m. \_\_\_\_\_

John Bottomless was caught at the customs with \$500,000 worth of cocaine hidden the doors of his car.

**Answer key:**

**A- 11- manslaughter**

**B- 9) fraud**

**C- 1) murder**

**D- 12) theft**

**E-10) hijacking**

**F- 8) arson**

**G- 6)rape**

**H- 8)kidnapping**

**I- 2) burglary**

**J- 3) pickpocketing**

**K-5) shoplifting**

**L-13)theft**

**M- 10)smuggling**

## **Cyberbullying**

### **Task2**

**Read the text below and match underlined words/phrases with their meanings.**

Bullying is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours or threatening somebody. It can happen anywhere – at school, at home or online. Cyberbullying is bullying that takes place through electronic technologies such as mobile phones, apps, social network websites or online forums. Cyber bullying is hurtful because it makes victims feel hopeless, helpless, powerless, and alone all at the same time. Children and teens who are cyber bullied often feel ashamed and guilty too, as they are made to believe that it's their fault they're being bullied (i.e., that they "deserve it" for some reason). There are many reasons why kids and teens become cyber bullies. Usually however, cyber bullies have some sort of insecurity. To protect their egos and feel superior, they make others feel bad about themselves. Some cyber bullies see it as a means to gain popularity and others do it to feel powerful or escape their own problems. At times, cyber bullies themselves may be bullying victims so they "prey" on other people to feel better about themselves.

**Adapted from TeachAddiction.ca, Endbullying.org, NSPCC.org**

- a) someone who has been harmed, injured, or killed as the result of a crime:
- b) to harm someone who is weak or cannot defend themselves:
- c) the act of insulting someone by calling them rude names:
- d) better or more important than other people:
- e) saying unofficial information that may or may not be true:
- f) feeling guilty or embarrassed

**Answer key:**

- a) someone who has been harmed, injured, or killed as the result of a crime: victim
- b) to harm someone who is weak or cannot defend themselves: prey
- c) the act of insulting someone by calling them rude names: name calling
- d) better or more important than other people: superior
- e) saying unofficial information that may or may not be true: spread rumours
- f) feeling guilty or embarrassed: ashamed

**Task 3. Watch the video and complete them (1-8) with words given in the box (a-f)**

A. Posting	B. forwarding	C. tricking
D. Pretending	E. creating	F. threatening
G. texting		

1. .... or emailing insults or nasty rumours about someone
2. .... mean comments about someone on Facebook or other social media sites
3. .... someone through email or other technology
4. .... someone into sharing embarrassing information
5. .... private text messages to hurt or embarrass someone
6. .... embarrassing photos or videos of someone
7. .... to be someone else online to get that person in trouble or embarrass them
8. .... a website to make fun of someone

Adapted from <https://www.girlshealth.gov/bullying/whatis/cyberbully.html>

**Answer key:**

1. - G Texting or emailing insults or nasty rumours about someone
- 2.-A Posting mean comments about someone on Facebook or other social media sites
- 3.-F Threatening someone through email or other technology
- 4.-C Tricking someone into sharing embarrassing information
- 5.-B Forwarding private text messages to hurt or embarrass someone
- 6.-A Posting embarrassing photos or videos of someone
- 7.-D Pretending to be someone else online to get that person in trouble or embarrass them
- 8.-E Creating a website to make fun of someone

Adapted from <https://www.girlshealth.gov/bullying/whatis/cyberbully.html>

**Task4 Types of Cyber Crim.**

Match the definition (1-7) with their meaning (a-h).

1. Cyber crime	a)a computer virus is a program that can infect other legitimate program by modifying them to include a possibly evolved copy of itself(4)
2.Hacker	b)refers to a crime that involves a computer and a network, where the computers may or may not have played an instrumental part in the comissionof a crime(1)
3.Deniel of service attack( DOS) attack)	c) is a communication of network which is being used by the Ministry of USA defence(7)
4.Virus dissimination	d) trying to fool people into parting with their money (emails of FinantialInstirutions to access their account (5)
5 .Phishing	e) behavior such as following a person, appearing at a person's homeor place of business, making harassing phone calls , leaving written message( 6)
6.Syber stalking	g) Is an attempt to make computer resourse unavailable to its intended uses(3)
7.Sipernet	h) a person who is proficient with computer or programmingand knows all of the in's and out's of system(2)

**Task 5**

**Fill in blanks 1–8 with the suitable word (a-d).**

To visit a computer superstore these days is to step into a dizzying world of (1)\_\_\_\_\_ by way of computer applications unimagined even a generation ago. A dazzling array of (2)\_\_\_\_\_ packages allows computer users a wide choice of programs to load onto a home computer. Brightly colored screens on (3)\_\_\_\_\_, or video display terminals, invite the browser to use a mouse, a (4)\_\_\_\_\_ that allows users to point to the operations they want to use on the computer. They can also explore the (5)\_\_\_\_\_, an international network of computer networks, connected by means of a telephone device called a (6)\_\_\_\_\_. Interested consumers can learn how to correspond electronically from their home computers by (7)\_\_\_\_\_ and how to organize household accounts on



a (8) \_\_\_\_\_ program that is designed for record keeping.

1.
a.databases b.cybernetics c.hardware d.networks
2.
a.websites b.cursors c.software d.icons
3.
a.monitors b.televitions c.video recorders
d.hardware4
4
a.design b.prototype c.pattern d.peripheral
5.
a.websites b.Internet c.terminals d.networks
6.
a.mouse b.mousepad c.modem d.monitor
7.
a.e-mail b.telephone c.voice mail d.interface
8.
a.hardware b.code c.spreadsheet d.system

**Answer key:**

- 1.b. Cybernetics is the science of electrical systems.
- 2.c. Programs for a computer are called software.
- 3.a. Monitors are video display terminals.
- 4.d. A peripheral is an external component, something that is lying outside the central part.
- 5.b. The Internet is a computer network made up of smaller businesses and academic and government organizations.
- 6.c. A modem is a device that converts data to a form that can be transmitted, usually by telephone.
- 7.a. E-mail is electronic mail that is sent via a computer.
- 8.c. A spread sheet is a computer program or adjustments can be made.

**Quiz**

<b>1. Which of the following is 'against the law'?</b>	<b>8. When you 'murder' a person, that means you ....</b>
a) helping someone	a) hurt that person
b) stealing money	b) lie to that person
c) calling the police	c) take that person's money
d) catching a criminal	d) kill that person
<b>2. Which of the following things do you need to commit a 'cyber crime'?</b>	<b>9. Which of the following words means 'prison'?</b>
a) a car	a) crime rate
b) a radio	b) gang member
c) a gun	c) jail
d) a computer	d) trial
<b>3. What will probably happen after bank robbers 'get caught'?</b>	<b>10. Which of the following people should you 'punish'?</b>
a) They will spend all the money.	a) a bank robber
b) They will rob another bank.	b) a lawyer
c) They will go to jail.	c) a judge
d) They will go home.	d) a jury
<b>4. When people are 'guilty' it means that they ...</b>	<b>11. In which of the following places can you 'shoplift'?</b>
a) might become police officers	a) a department store
b) did something bad	b) a police car
c) are innocent	c) your home
d) helped the police	d) all of the above
<b>5. An 'honest' person will usually tell ....</b>	<b>12. If you are a 'suspect', then that means ....</b>
a) where you can buy a gun	a) you will stay in jail for a very long time
b) interesting stories	b) you have a gun
c) a lie	c) the police think you might be a criminal
d) the truth	d) you went to jail before
<b>6. Which of the following things can a</b>	<b>13. If you are a 'thief', then that means you</b>

<b>'judge' do?</b>	....
a) hit you	a) bought something very expensive
b) steal your car and your TV	b) took something that is not yours
c) catch you	c) are interested in helping others
d) decide how long you will stay in jail	d) don't like crime
<b>7. Which of the following can you 'kidnap'?</b>	<b>14. Which of the following things did a 'witness' do?</b>
a) a person	a) helped someone
b) money	b) asked for help
c) a jail	c) hurt someone
d) a knife	d) saw something happen

### Answer Key

<b>1. B</b>	<b>8. D</b>
<b>2. D</b>	<b>9. C</b>
<b>3. C</b>	<b>10. A</b>
<b>4. B</b>	<b>11. A</b>
<b>5. D</b>	<b>12. C</b>
<b>6. D</b>	<b>13. B</b>
<b>7. A</b>	<b>14. D</b>

## 2. Education

**Task1 Choose the answer (A,B,C) that best fits each space. All a answers correct.**

1. I'd love a job with a great deal of----- I want to eat my own hours , work at home when I like, and make many decisions on my own.

**a. autonomy**

b. excel

c. scholarship

2.In high school , Felipe was----- (ed) because of his political views, but in college he found many people who shared his opinions.

**a. ostracize**

b. perpetuate

c. selective

3.When you write a letter of complaint , begin by stating what you want the company to do about the problem. Then ----- request at the end.

**a. reiterated**

b. tertiary

c. achieve

4. The children on the school bus were so ----- that the driver got a headache from all the noise.

**a. raucous**

b. better-off

c. depressing

5. While most college instructions are flexible , some are very ----- allowing

no exceptions to their rules regardless of the circumstances.

**a. bureaucratic**

b. clownish

c. ostentatious

6. Idealists have sometimes tried to establish -----s, but these communities have always failed. I wonder if it is possible to achieve perfection.

**a. utopia**

b. disagreement

c. inequality

7. Our local supermarket is so expensive that shopping there is ----to throwing our money away.

**a. tantamount**

b. regulations

c. vociferous

**Task 2 Match words (1- 12) in the box with their definitions (a-j) .**

a. Utopia	b. autonomy	c. mandate	d. ostracize	e. raucous
f. Reiterate	g. tantamount	h. tenacious	i. bureaucratic	j. recourse

1.-----An ideal or perfect place achieving social or political perfection.

2. ----- Noisy and disorderly

3. ----- A source of help, security, or strength; smth. to turn to

4. ----- -Insisting on strict rules and routine, often to the point of hindering effectiveness.

5.----- To the state again or repeatedly

6.----- -Independence; self-government

7.----- A group's expressed wishes ; clear signal to act ; vote of confidence

8. ----- To expel or exclude from a group

9.-----Equal in effect or value; the same as

10.-----Holding firmly; persistent; stubborn

**Answer key: 1-a Utopia 2. -j Recourse 3.-i Bureaucratic 4.-h**

**tenacious 5.-f Reiterate 6.-b Autonomy 7.-c Mandate 8.-d**

**ostracize 9.-g Tantamount 10.-e Raucous**

**Task3 Match the professions (1-12) to their descriptions (a-l).**

1. Tutor	a. someone whose job involves using special equipment or machines, often in a university.
2. Teaching assistant	b. someone who has written a book, article or other publication
3. Lecturer	c. someone with experience who helps a less experienced person with their work
4. Professor	d. a teacher in a college or university
5. Undergraduate	e. someone who argues against you in a formal discussion
6. Technician	f. a member of an organization that speaks for and looks after
7. Union representative	

8. Peer	the needs of students at each university or college
9. Mentor	g. a teacher at the most senior level at college or university
10. Author	h. a person who gives an academic talk on a particular subject to a large group of students
11. Opponent	i. someone who may help the university teacher with their marking or who leads the discussion in a small group of people
12. Graduate	j. a person in the same group or level of ability
	k. a person who has completed their first degree at university
	l. a person who has not yet completed their first degree at university

**Answer key: 1. d 2. c 3. h 4. g 5. k 6. a 7. f 8. j 9. i 10. b 11. e 12. l**

**Task 4 Choose the answer (A,B,C) that best fits each space**

1. Do you think it will be possible to ----- the deadline.

**a. extend**

b. complete c. finish

2. I think we have to ----- in our essays by Friday next week.

**a. submit**

b. deliver c. carry out

3. I'm not satisfied with my conclusion so I think I'll have to ----- it.

**a. redo**

b. plagiarize c. perceive

4. This time next week we will be ----- the final examination.

**a. taking**

b. sitting c. performing

5. I'm looking for some to ----- my thesis for typing errors before I give it in.

**a. proof-read**

b. go through c. pass

6. You missed a really useful ----- last week; we had a really good discussion with the tutor.

**a. tutorial**

b. degree c. research

**Task 5 Watch the video and tick 6 problems with the schooling system that it mentions:**

**1. Schools do not teach how to be independent and do not give students any control.**

2. Grading in the educational system is based on wrong values.

3. The value of education is decreasing as the system doesn't give any real -life knowledge.

**4. The knowledge is passed passively as students just listen to teachers talking.**

**5. The education system focuses on teaching students so they can pass tests and exams.**

**6. Students are not encouraged to be original.**

7. The schooling system doesn't give any opportunities to learn work skills.

**8. Schools don't take into consideration that people learn differently.**

9. Modern education destroys creativity, personality and critical thinking.  
10. There's too much technology used in the public schooling system.

**11. The school system teaches people to listen to instructions**

**Quiz**

1. In 1776, the American colonists, tired of being ruined by England, fought for their -----.

**a. autonomy**

b. assistance c. self-sacrifice

2. ----- organizations can become so bogged down in regulations that almost no work gets done.

**a. bureaucratic**

b. independent c. old-fashioned

3. All the union members voted for the strike, giving their leaders a clear -----.

**a. mandate**

b. criticism c. self-government

4. Children who look or act different are often ----- by their classmates. No one will play with them or even talk to them.

**a. ostracized**

b. felt sorry for c. controlled

5. The audience at the rock concert was so raucous that we feared the noise and commotion would lead to violence.

**a. raucous**

b. angry c. persistent

6. "Unless you pay your bill," the company threatened, "we'll have no ----- but to sue you."

**a. recourse**

b. problem c. question

7. I hate it when a speaker-----the same point over and over, as if the listeners weren't paying attention or were just too stupid to understand.

**a. reiterates**

b. forgets c. excludes

8. Charging three dollars for a cup of coffee is ----- to robbery.

**a. tantamount**

b. independent of c. the result of

9. My aunt's ----- determination to recover may have pulled her through her illness.

**a. tenacious**

b. weak and ineffective c. slowly shrinking

10. Everyone has a different idea of ----- . A situation that seems perfect to me might make you miserable.

a. a city b. a paradise

**c. utopia**

### 3. Environment

#### Task1 Watch the video and complete the gaps.

1. Things like that , and people go \_\_\_\_\_ over it.
2. We've just tried to take adequate \_\_\_\_\_ to try to work with the ecosystem, and not have ruin our water source.
3. These are things like don't leave trash behind, don't interfere with \_\_\_\_\_ -leave everything as it was when you saw it.
4. We've always had the tendency to \_\_\_\_\_ -, and sometimes be irresponsible in nature.
5. ...with so many natural wonders at our fingertips today. It's even more \_\_\_\_\_ -that we treat them with respect and care, before it's too late.

Answer key: 1. **wild** 2. **measures** 3. **wildlife** 4. **explore** 5. **Urgent**

#### Task 2 Fill in the blanks with the words from (1-9 ) with a suitable word (a-d)

A major (1)-----problem, the magnitude of which we are just beginning to realize , is global warming . When people say that winters are not as cold as they used to be, or that there was definitely more snow in past years, they are correct. In addition to these personal(2)-----, there is concrete visual evidence of global warming. Most noticeable is the (3)-----of the ice caps. In recent years , glaciers have been(4)-----at a greater rate than in (5)-----years. When the ice caps , made of fresh water, melt, it changes many things. These changes affect the (6)-----of the oceans, the currents and conditions for survival for myriad species. Additionally, (7)-----species could move in, affecting the entire ecosystem. This has (8)-----effect as all species are (9)-----and survive according to predictable sources food and living conditions . A specific example recently described on an environmental calendar told of the effect of global warming on polar bears. Melting ice caps (10)----- bears from hunting food. Without food they lose body fat and can be unable to give a birth to cubs.

- |                  |                    |                |
|------------------|--------------------|----------------|
| 1-               | b. proceeding      | d. invasive    |
| a. global        | c. progressing     | 8.-            |
| b. environmental | d. receding        | a. singular    |
| c. longitudinal  | 5.-                | b. domino      |
| d. societal      | a. former          | c. curious     |
| 2.-              | b. latter          | d. remarkable  |
| a. outcries      | c. concluding      | 9.-            |
| b. denominations | d. secondary       | a. independent |
| c. testimonials  | 6.-                | b. dependent   |
| d. denials       | a. radiation       | c. submissive  |
| 3.-              | b. salinity        | d. altruistic  |
| a. depletion     | c. alkalinity      | 10.-           |
| b. reinstatement | d. phosphorescence | a. encourage   |
| c. restoration   | 7.-                | b. enable      |
| d. restitution   | a. beneficial      | c. preclude    |
| 4.-              | b. constructive    | d. inspire     |
| a. advancing     | c. practical       |                |

**Answer key:**

- 1-. **b.** An environmental problem is a dilemma that affects the natural world
- 2-.**c.** Testimonials, warmer winters
532. **a.** Depletion means a reduction of the ice caps
- 3.- **d.** Glaciers are moving back or withdrawing
4. -**a.**
- 5-. **b.** Salinity salt content of the ocean, affected by melting of freshwater ice caps
- 6.-**d.** Invasive species only affect entire ecosystem
- 7.-**b.**
- 8.-**a.** To be independent is to be mutually dependant on another
- 9-.**c.**
- 10-.**b**

**Task 3 Fill in the blanks with the relevant preposition in the box.**

<b>a. in</b>	<b>b.in</b>	<b>c.in</b>	<b>d. by</b>	<b>e.of</b>	<b>f.on</b>	<b>g.in</b>	<b>h.by</b>
--------------	-------------	-------------	--------------	-------------	-------------	-------------	-------------

1. It's a million to one against you being struck----- lightning.
2. We got caught----- the rain so we were completely soaked when we got home.
3. Many people only manage to give up gambling----- dint of a lot of hard work.
4. A sudden gust ----- wind blew the letter out of my hand.
5. I can't believe you bet your car----- the toss of a coin.
6. I'd love to be a cat and spend all day lying----- the sun.
7. I believe we're ----- luck this time and we won't have lost our money.
8. You're either lucky----- nature or you have to work hard all your life.

**Answer key: 1.-d by 2.a-in 3.-h by 4.-e of 5.-f on 6.-c in 7.-g in 8. -h by**

**Task 4 Match the words on the left with words on the right to make collocations about environment.**

- |                   |               |
|-------------------|---------------|
| 1. renewable      | a scenario    |
| 2. demographic    | b. skeptics   |
| 3. precious       | c. effect     |
| 4. polar          | d energy      |
| 5. waste          | e projections |
| 6. greenhouse     | f disposal    |
| 7. worst-case     | g commodity   |
| 8. climate change | h ice         |

**Answer key: 1.f 2.e 3.g 4.h 5.d 6.c 7.a 8.b**

**Quiz**

1. Shrinking habitats are a threat to ----- , in terms of both plants and animals, and endangered species need legal protection. If they are to survive.

**a. biodiversity**

b. flora and fauna

c. surface

2. Although some climate change----- disagree, most scientists believe that global warming will increase .



**a. skeptics**

b.witnesses c.audience

3. Carbon dioxide emissions from the burning of fossil fuels are contributing to the -----.

**a. green house effect**

b.polar ice c.water security

4.In addition, population growth exerts severe pressure on ----- , and the ecological balance may be upset by uncontrolled deforestation.

**a. finite resources**

b.decreasing size c.valuable substance

5.Waste disposal is an increasing problem and toxic waste is ----- many rivers and seas.

**a. contaminating**

b.destroing c.protecting

6.Safe water may become an increasingly precious-----, leading to issues of water security.

**a. commodity**

b.project

c.demography

7.One of the ----- is that there will be no tropical rainforests left by the year 2050.

**a.worst-case scenario**

b.steady rize c.polar energy

8. Our only hope is that ----- environments such as Antarctica can be protected from developmentand damage.

**a. pristine**

b.variety c. renewable

9.This will encourage polar ice to melt, resulting in rising sea levels and -----.

**a.climatic change**

b. getting rid c.great pressure

10.Demografic projections suggest the world population will continue to grow expotentially, putting pressure on ----- resources.

**a. depleting**

b.poisoning c.precious

**4. Food – Gastro Diplomacy**

Level: advanced

Materials: PowerPoint Presentation about Food Idioms, Video, exercises

Materials are taken from <http://www.eslbrains.com>

Task 1

A. Match the words/phrases in **bold** in the sentences (a-h) with their meanings (i-viii).

words/phrases	meanings
The <b>scam</b> tries to trick customers into giving away confidential bank details.	to increase something so that it is three times bigger than before
You can use Carol's old bike - the gears are <b>out of whack</b> , but it still goes.	a dishonest plan, especially for getting money

<p>It's a <b>multifaceted</b> business, offering a range of services.</p> <p>They <b>came up with</b> a plan to make us more efficient in the workplace.</p> <p>The food in the cafeteria is barely <b>edible</b>. They really have to change their chef.</p> <p>Sales <b>tripled</b> over a six-month period.</p> <p>We had 20% and now it's 60%.</p> <p>In 2008, United started charging for bags and other airlines quickly <b>followed suit</b>. Now, all of them do it.</p> <p>IBM is <b>taking over</b> the smaller company.</p>	<p>to take control of something safe or good enough to eat</p> <p>to think of something such as an idea or a plan</p> <p>to do the same thing that someone else has done</p> <p>containing many different aspects, features, or qualities</p> <p>not working normally</p>
--	---

**Answer Key:**

- i. f
- ii. a
- iii. h
- iv. e
- v. d
- vi. g
- vii. c
- viii. b

**Task 2**

Watch the [video \(http://www.bit.ly/GastroDiplomacy\)](http://www.bit.ly/GastroDiplomacy) and answer the questions:

- a) When did the Thai government come up with and start the program?
- b) What is gastrodiplomacy?
- c) What other countries decided to follow suit and promote their cuisine overseas?
- d) What city is known as the refugee capital of the US?

**Answer Key:**

- 1) When did the Thai government come up with and start the program?  
a. In 2002
- b. In 2016
- c. In 2012
- 2) What is gastrodiplomacy? That means...  
a. using food to extend a country's cultural influence.
- b. preparing only Thai food.
- c. entertaining people of other cultures.
- 3) What other countries decided to follow suit and promote their cuisine overseas?  
a. South Korea, Peru, Malaysia, Lebanon, Taiwan, Japan, the USA
- b. South Korea, North Korea, Malaysia, Lebanon, China, Japan, the USA
- d. South Korea, China, Malaysia, Lebanon, Taiwan, Indonesia, the USA
- 4) What city is known as the refugee capital of the US?  
a. Lancaster in Pennsylvania
- b. Washington DC

c. Lancaster in Great Britain

### Task 3

**Study the idioms about food on PowerPoint Presentation.** First, try to guess the meaning of the idioms and then, click to see the actual meaning.

### Task 4

Fill in the blanks in the meanings (1-10) of the food idioms with the words (a-j) that is suitable to each idiom.

<i>bun</i> <i>cakes</i> <i>cucumber</i>	<i>sour</i> <i>cream</i> <i>nut</i>	<i>beans</i> <i>plate</i> <i>salt</i> <i>bacon</i>
---	---	---

1. turn ..... : fail or become unpleasant
2. have a lot on one's ..... : have a lot of things to worry about or deal with
3. spill the ..... : tell people secret information
4. bring home the ..... : earn money to support your family
5. take something with a pinch of ..... : doubt the truth or value of something
6. have a ..... in the oven: be pregnant
7. be as cool as ..... : be very calm and relaxed, especially in a difficult situation
8. a hard ..... to crack: a problem that is very difficult to solve or a person who is very difficult to understand
9. sell like hot ..... : be bought quickly and in large numbers
10. .... of the crop: the best of a group of similar things or people

### Answer Key:

1. d turn **sour**: fail or become unpleasant
2. h have a lot on one's **plate**: have a lot of things to worry about or deal with
3. g spill the **beans**: tell people secret information
4. j bring home the **bacon**: earn money to support your family
5. i take something with a pinch of **salt**: doubt the truth or value of something
6. a have a **bun** in the oven: be pregnant
7. c be as cool as **cucumber**: be very calm and relaxed, especially in a difficult situation
8. f a hard **nut** to crack: a problem that is very difficult to solve or a person who is very difficult to understand
9. b sell like hot **cakes**: be bought quickly and in large numbers
10. e **cream** of the crop: the best of a group of similar things or people

### Food Idioms Quiz

Taken from: <https://www.englishclub.com/vocabulary/idioms-food.htm>

1. Students who get scholarships to the top universities are the \_\_\_\_\_  
hot potatoes

bread and butter

**cream of the crop**

2. I don't like going to the opera. It just isn't my \_\_\_\_\_

**cup of tea**

piece of cake

gravy train

3. Healthy children are \_\_\_\_\_. They don't just sit around all day.

souped up

cool as cucumbers

**full of beans**

4. Every school has some \_\_\_\_\_, so be careful who you make friends with.

hot cakes

**bad eggs**

peach fuzz

5. Putting all your \_\_\_\_\_ in one basket can be risky, you know?

Cookies

**Eggs**

apples

6. I always know when he wants something. He tries to \_\_\_\_\_ before asking.

**butter me up**

spill the beans

bring home the bacon

7. She likes to \_\_\_\_\_ in her classes with games and interesting activities.

**spice things up**

soup things up

butter things up

8. I can never tell what Maria's thinking. She's \_\_\_\_\_

the apple of my eye

in a nutshell

**a hard nut to crack**

9. She didn't want to do it, but her friends kept \_\_\_\_\_

**egging her on**

freezing her buns off

selling like hot cakes

10. Take everything you read on the Internet with a \_\_\_\_\_ and you'll be okay.

piece of cake

**pinch of salt**

bun in the oven

### Answer Key

1. cream of the crop

2. cup of tea

3. full of beans

4. bad eggs

5. eggs

- 6. butter me up
- 7. spice things up
- 8. a hard nut to crack
- 9. egging her on
- 10. pinch of salt

### Additional Test questions

Taken from: <https://www.ecenglish.com/learnenglish/subject/Idioms>

1. That guy has a finger in every \_\_\_\_.  
Lemon  
**Pie**  
Milk  
cake
2. They talked about the bread and \_\_\_\_ issues.  
Chips  
Bacon  
Milk  
**butter**
3. You need to start bringing home the \_\_\_\_.  
Salt  
Tea  
Cake  
**bacon**
4. It's no use crying over spilt \_\_\_\_.  
**Milk**  
Salt  
Tea  
cake
5. It wasn't difficult. It was a piece of \_\_\_\_.  
Tea  
**Cake**  
Salt  
bread
6. Hiking is not my cup of \_\_\_\_.  
**Tea**  
Lemon  
Salt  
milk
7. Take what he said with a pinch of \_\_\_\_.  
Sugar  
**Salt**  
Bread  
pie

## Task 1

In each Passage, choose the correct word family member from the list below to complete each blank.

If you are suffering from a bad 1 \_\_\_\_\_ won't go away, it is important to see a doctor. Mild depression may be a temporary response to the normal stresses of life, but ongoing depression could 2. \_\_\_\_\_ a more serious condition. The doctor will ask you a series of questions and may recommend some tests to come up with a 3. \_\_\_\_\_. If your condition is 4. \_\_\_\_\_, the doctor may give you medication. If, on the other hand, you are not suffering any serious disorder or 5 \_\_\_\_\_, the doctor may recommend something as simple as regular exercise.

- |                         |                    |                   |
|-------------------------|--------------------|-------------------|
| 1. a. <b>mood</b>       | b. moodiness       | c. moody          |
| 2. a. indication        | b. <b>indicate</b> | c. indicative     |
| 3. a. <b>diagnosis</b>  | b. diagnose        | c. diagnostic     |
| 4. a. gravity           | b. grave           | c. <b>gravely</b> |
| 5. a. <b>impairment</b> | b. impair          | c. impaired       |

Nurses are in 6. \_\_\_\_\_ supply in many parts of the world. There are many reasons for this lack of nurses; the issue is filled with 7. \_\_\_\_\_. A solution needs to be found soon, because the problem has become 8. \_\_\_\_\_. When nurses 9. \_\_\_\_\_ their positions at hospitals and health care centers, it is not easy to find other nurses to replace them. The ability to administer health care where it is needed is crippled when there are not enough 10. \_\_\_\_\_ nurses.

- |                           |                   |                     |
|---------------------------|-------------------|---------------------|
| 6. a. shortage            | b. shorten        | c. <b>short</b>     |
| 7. a. <b>complexities</b> | b. complex        | c. complexly        |
| 8. a. rampancy            | b. <b>rampant</b> | c. rampantly        |
| 9. a. vacancies           | b. <b>vacate</b>  | c. vacant           |
| 10. a. qualifications     | b. qualifies      | c. <b>qualified</b> |

## Task 2

### Pre-reading activity

Match the definitions (a–g) with the vocabulary (1–7).

Vocabulary	Definition
1. .... pulse	a. extremely tired
2. .... insomnia	b. a medical condition in which you get sick if you have contact with something
3. .... an organ	c. a part of the body which has a special purpose
4. .... a side effect	d. a (usually unpleasant) effect of a drug in addition to the main effect
5. .... worn-out	e. a medical condition that makes breathing difficult
6. .... asthma	f. the regular beating of the heart
7. .... allergy	g. inability to sleep

### Answer Key:

1. f
2. g
3. c
4. d
5. a
6. e

7. b

**While-reading activity**

**Read the text about acupuncture and decide whether the sentences are true or false:**

1. Osler thinks drugs are the best way to treat illness.	True	False
2. The author is scared of needles.	True	False
3. An acupuncturist inserts needles in body organs.	True	False
4. The author's experience of acupuncture was a good one.	True	False
5. A lot of doctors believed that acupuncture doesn't work.	True	False
6. Acupuncture does work for some medical problems.	True	False
7. Acupuncture is only used to treat people who are ill.	True	False
8. The Queen of the United Kingdom uses alternative medicine.	True	False

**Answer Key:**

1. False
2. True
3. False
4. True
5. True
6. True
7. False
8. True

**Acupuncture**

*The person who takes medicine must recover twice, once from the disease and once from the medicine.* William Osler, MD

*If all the medicine in the world were thrown into the sea, it would be bad for the fish and good for humanity.* OW Holmes, Professor of Medicine, Harvard University

Alternative medicine has become much more popular in the West in recent years. It seems that people are becoming increasingly worried about the side effects of drugs, and are turning to treatments such as homeopathy, osteopathy, yoga, reflexology and acupuncture to complement, or sometimes even replace, Western medicine.

An event in my life three or four years ago made me examine my own attitudes towards alternative medicine. After suffering from insomnia for a few months, I was feeling mentally and physically exhausted. A trip to my GP and attempts at self-medication with nightly doses of Guinness and whisky failed to bring any relief from my condition. My friend Tony, who was studying acupuncture at a college near London at the time, suggested that I visit an acupuncturist. Since I have a healthy fear of needles from waiting in line for vaccinations in gloomy school corridors, I was reluctant to take his advice, but by this time I was so tired that I was prepared to try almost anything. I made an appointment with the only acupuncturist in my area, and after another nearly sleepless night turned up at his room in the local alternative health centre the following morning. After taking my pulse, looking at my tongue and asking a few questions about my diet and lifestyle, the acupuncturist correctly deduced that I was worn out. (I found this extremely

impressive since he hadn't asked me why I had come to see him.) He then inserted a needle in my right foot between my first and second toe and, despite my anxiety, I fell asleep immediately. At the time I considered the whole experience to be close to a miracle.

*What is acupuncture?*

Acupuncture is based on the idea that energy flows through the human body along 12 lines or meridians. These meridians end up at organs in the body, and illness is the result of a blockage of the energy flow to these organs. To remove the blockage, an acupuncturist inserts very fine needles into the body at points along the meridians. This stimulates the flow of energy and restores the patient's health.

*What is the history of acupuncture?*

Traditional Chinese medicine has been practised for around 3,000 years in the Far East, but is relatively recent in the West, and acupuncture only really became well known in the West in the 1970s as people began to travel more frequently between the two areas of the world. A significant event in the history of acupuncture came in 1971, when a journalist from the *New York Times* had his appendix removed in China, when on a trip to the country with Henry Kissinger, the Secretary of State for the USA. Surgeons used acupuncture to deaden the pain of the operation, which greatly impressed Kissinger.

Although at first doctors in the West were often sceptical of the medical value of acupuncture, in the last few years it has become more established as an alternative to Western medical treatments, since clinical tests have shown that acupuncture is effective for a number of conditions.

*What can acupuncture be used to treat?*

In the Far East acupuncture is used to treat a wide range of complaints, and is also used as a preventative medicine, since it is thought to increase the body's resistance to infection. In the West, the treatment is often used to relieve headaches, dental pain, back pain and arthritis, and to treat depression, asthma, stress, high blood pressure and anxiety.

*Who uses acupuncture?*

Since acupuncture is known to be effective against pain, it is not surprising that many sportspeople have experimented with acupuncture when fighting injury. Martina Hingis, the famous tennis player, had a wrist injury cured through treatment, and English Premier Division football club Bolton Wanderers employs an acupuncturist to keep its squad in good physical condition. While in Korea for the World Cup in 2002, *soojichim*, a Korean form of acupuncture, was very popular with the German football team.

Cherie Blair, a well-known human rights lawyer and the wife of the British Prime Minister, was recently spotted wearing an acupuncture needle in her ear, suggesting that she uses the treatment to cope with stress. The Queen of the United Kingdom is also interested in acupuncture, although she doesn't use the treatment herself – she and many of her family rely on another alternative medical treatment, homeopathy, to keep them healthy.

*What are the risks?*

Finally, if you do decide to visit an acupuncturist, it is important that you check



that they are qualified and registered to practise acupuncture. In the past, some people have experienced allergic reactions, broken needles and even punctured lungs while being treated, although this is very uncommon.

(831 words)

Source: British Council: [www.britishcouncil.org/learnenglish](http://www.britishcouncil.org/learnenglish), posted in 2018

### Task 3

Watch a video where Dr Mc Cann discusses traditional medicine and alternative medicine.

Decide whether the statements true or false.

Integrative medicine is a combination of traditional medicine and complementary and alternative medicine.	True	False
At medical school, professors show you some alternative and complementary medical practice.	True	False
Dr McCann thinks a doctor needs to treat patients with either conventional or alternative medicine	True	False
According to alternative medicine, the human being can heal himself	True	False
Patients of integrative medicine are willing to take an active role in their healing process.	True	False
Some patients of integrative medicine are not ill at all.	True	False
Dr McCann believes integrative medicine is here to stay.	True	False

**Answer Key:**

**1.T 2.F 3.F 4.T 5.T 6.T 7.T**

### QUIZ: HEALTH and MEDICINE

**Source:** *www.allthingstopics.com*

*Choose the best ANSWER (a-b) for the following questions:*

**1. Which of the following things can an ‘ambulance’ do?**

- a) help you to fall asleep
- b) help you to lose weight
- c) make you sick
- d) take you to a hospital**

**2. In which of the following situations should you use a ‘bandage’?**

- a) when you can’t sleep well
- b) when you don’t eat enough
- c) when you are afraid of something
- d) when you cut your finger**

**3. In which of the following situations might you get a ‘bruise’?**

- a) when get too close to a fire
- b) when you have a cold
- c) when somebody hits you**
- d) when you have to pay the doctor

**4. Which of the following things can be ‘contagious’?**

- a) an ache
- b) an clinic**

**c) a flu**

d) a sprain

**5. How does your body feel if you have a ‘fever’?**

**a) too hot**

b) hungry

c) too heavy

d) healthy

**6. Which of the following words best describes a ‘flu’?**

a) diet

**b) illness**

c) clinic

d) insurance

**7. Which of the following things can a ‘home remedy’ do?**

a) help you to relax

b) take you home

**c) help you to feel better**

d) make you afraid

**8. Which of the following activities CAN’T you do if you have ‘insomnia’?**

**a) sleep**

b) breathe well

c) lose weight

d) exercise

**9. Who is the best person to see if you need an ‘operation’?**

a) a friend

b) a patient

c) a dentist

**d) a surgeon**

**10. Which of the following things should you do if you are ‘overweight’?**

**a) go on a diet**

b) eat more food

c) try to relax

d) get an x-ray

**11. Which of the following words best describes a ‘pill’?**

a) dangerous

**b) small**

c) painful

d) hot

**12. What should you take if you get a ‘prescription’?**

a) a virus

b) a home remedy

**c) medicine**

d) an x-ray

**13. In which of the following situations do most people feel ‘stress’?**

**a) when they take a test**

b) when they sleep

- c) when they watch too much TV
- d) when they sneeze

**14. When do many people use a 'thermometer'?**

- a) when they take a vitamin pill
- b) when they have a fever**
- c) when they relax
- d) when they eat dinner

**Glossary**

1. To feel under the weather = to feel slightly ill
2. To be as fit as a fiddle = to be healthy
3. To phone in sick = to call work and say you're ill
4. To suffer from a disease
5. To be a hypochondriac or a cyberchondriac /,haɪ.pə'kɒn.dri.ək/
6. To give someone a diagnosis /,daɪ.əg'nəʊ.sɪs/ *Ex: The doctor cannot give a diagnosis without doing some tests*
7. To treat an illness such as asthma, depression, high blood pressure
8. To relieve a headache, dental pain, arthritis /ɑ:'θraɪ.tɪs/
9. To practise self-medication with non-prescription medicines  
/'med.i.sən/ /'med.sən/
10. To have an operation, to undergo an operation
11. To donate organs, to be a donor
12. To go down with a cold / the flu
13. To need surgery /'sɜ:.dʒəi/
14. Symptoms
15. A life-threatening illness
16. A tumour /'tʃu:.mər/ (UK) /'tu:.mər/ (US). *Ex: Brain tumours develop in fewer than one in 50,000 people*
17. The side effects of drugs
18. Integrative medicine: a combination of traditional and alternative medicine
19. Home-made remedies
20. Homeopathy /,həʊ.mi'ɒp.ə.θi/: a way of treating illnesses using very small amounts of natural substances,
21. Osteopathy /,ɒs.ti'ɒp.ə.θi/: the treatment of injuries to bones and muscles using pressure and movement
22. Reflexology: a treatment in which your feet are rubbed and pressed in a special way in order to improve blood flow and help you relax,
23. Acupuncture /'æk.jə.pʌŋk.tʃər/: to insert very fine needles into the body at points along the meridians

**6. Work and Workplaces**

Level: advanced

Materials: PowerPoint Presentation about Work, PPT Quiz Game, Video, exercises

**Task 1**

*Watch the PowerPoint Presentation on Work related vocabulary. First guess the meaning and then click to compare with the actual meaning.*

Try the PPT Quiz Game and get the score (Total – 100 points)

## Task 2

Complete each sentence with a word from the box. Three words are not used.

1. The needs of our clients _____ - we've helped everyone from independent artists to small businesses.	a. apt
2. Before we _____ this project, let's make sure everyone understands their roles.	b. burnt out
3. Customers are having a hard time finding things in the store because the shelves are so _____.	c. change of pace
4. Hey everyone - let's try to stick to the meeting agenda and not get _____.	d. cluttered
5. I took pages and pages of notes by hand, and now I have the _____ job of typing them all up.	e. conducive
6. There's a _____ of requirements you have to meet in order to be a pilot.	f. daunting
7. If you criticize his work, he's _____ to take offense.	g. dive into
8. My dad quit his 25-year career in advertising, saying he needed a _____.	h. peak
9. She's been working two jobs for the past year, so she's feeling rather _____.	i. rut
10. The prospect of reading a 700-page novel might be _____, but the story's actually quite interesting.	j. sheer
11. At its _____, the factory produced 100,000 pairs of shoes per year.	k. sidetracked
12. If there are too many kids in the classroom, then the environment is not _____ to learning	l. slew
	m. supercharged
	n. tedious
	o. vary

## Answer Key

1. o vary
2. g dive into
3. d cluttered
4. k sidetracked
5. n tedious
6. l slew
7. a apt
8. c change of pace
9. b burnt out
10. f daunting
11. h peak
12. e conducive

## Task 3

Read the text and answer comprehension questions

### How to Stay Motivated

Staying motivated can be a real struggle. Sometimes the task at hand is too difficult or too **tedious** to maintain your interest. Sometimes you **get sidetracked**. Sometimes you feel **crushed** by the **sheer** number of your responsibilities, and it seems easier to give up or ignore them. How can we **optimize** our behavior in order to get the job done? Here are a few things that can **grease the wheels**.

## Create a Constructive Environment

If your space isn't **conducive** to work, you're **apt to** become **scatter-brained**.

Consider the following questions when arranging your workspace:

- Do you have good lighting?
- Is it noisy?
- Do your surroundings remind you of all the other things that need to be accomplished?
- Is it too **cluttered**?
- Do you have everything needed to do your work **at hand**?
- Are you inspired or distracted by decorations like photos, motivational images or quotes, plants, etc.?

Making your workspace a **cocoon** of productivity will help you **get down to business**.

## Change Your Routine

Ask yourself: do you feel **burnt out**? Perhaps you're **in a rut**, and that's what is slowing you down. If this is the case, try changing your habits. Maybe working at a different time of day, or from a different location, will be a **breath of fresh air**.

Other things you can **vary** include your meals or background music. A **change of pace** might **spark** some new ideas.

## Make a List

This is a **time-honored** trick for approaching multiple tasks. A **slew** of chores **rattling around** in your head always seems less **daunting** and more manageable when outlined on paper. And the best part of making a list is the satisfaction when you can **cross off** an item.

## Small Tasks

When writing your to-do list, break large jobs down into small, **bite-sized** parts.

For instance, if your goal is to write a book, don't consider that a single task. That can be intimidating – and you'll never finish it in a day.

Instead, tell yourself, "Today, all I need to do is write one dialogue." Because that task is more achievable, you're more likely to **dive in** and finish.

## Set Up a Rewards System

Everybody likes to be **compensated** for their work, and you can reward yourself, too. Choose something you enjoy, and then set a reasonable goal to reach before you can have it. For example, "If I study for an hour, then I can relax with one episode of my favorite television show." Setting a limit to your **leisure** makes you less likely to **binge** on it – and you can enjoy your reward guilt-free once the work is done.

## Take Care of Yourself

Your body is a machine, and in order for it to function at its **peak**, you must keep it **well oiled**. How can you do this? Easy: eat healthy food, exercise regularly, sleep enough, and don't **push yourself** too hard. All of these factors improve your physical self, which improves your mental **acuity** and helps you feel **on top of your game**— and this can **supercharge** your productivity

## Comprehension Questions

1. The article recommends designing your workspace...

- a. from a very minimalist perspective
- b. in a way that helps you be productive**
- c. with inspirational images
- 2. According to the text, established routines...**
  - a. are the best way to be consistently productive
  - b. make you more creative
  - c. might cause you to get stuck**
- 3. When you make a list...**
  - a. it makes the number of tasks seem greater
  - b. it helps the tasks seem achievable**
  - c. it gives you a concrete reminder
- 4. If you want to write a book, you should...**
  - a. ask for help in organizing the project
  - b. focus on getting small parts of it done**
  - c. make it the first task you work on every day
- 5. One important aspect to the "reward" is that it should...**
  - a. be something you can do with other people
  - b. be totally different from the task
  - c. have a specific limit**
- 6. The final tip says you should NOT...**
  - a. pressure yourself to do too much**
  - b. eat while working
  - c. sleep too much

**Answer Key:**

- 1. b
- 2. c
- 3. b
- 4. b
- 5. c
- 6. a

Source: [www.esspressoenglish.com](http://www.esspressoenglish.com)

**Task 4**

Watch the [video \(http://bit.ly/FBinLondon\)](http://bit.ly/FBinLondon) and answer the following questions:

- 1. How many people work in the Facebook London office?  
**1000 tech employees**
- 2. What are two facilities located in the reception area?  
**Oculus VR space and Analog Outpost, an art workshop**
- 3. c) Why is the ceiling in the Facebook office unfinished?  
**It reminds people that their journey is only one percent finished and there's still so much in front of them**
- 4. d) What are the rooms on the second floor named after?  
**Game of Thrones characters**
- 5. e) How do Facebook employees determine who can use the sleep pods?  
**It's on first-come first-serve basis**
- 6. f) What types of food facilities are there in the Facebook London office?

Doughnut bar, free cafeteria, microkitchens

### Task 5

Created by ESLbrains.com

Graphics by Freepik.com

Choose the best definition for the vocabulary word in **bold**.

1. If your space isn't **conducive** to work, you're apt to become scatterbrained.

a. comfortable, enjoyable

**b. helping, contributing**

c. reserved, protected

2. Ask yourself: do you feel **burnt out**? Perhaps you're in a rut, and that's what is slowing you down.

a. angry or upset about your responsibilities

**b. completely exhausted by too much work**

c. excluded by your coworkers

3. Maybe working at a different time of day, or from a different location, will be a **breath of fresh air**.

a. healthy for you, physically and mentally

b. necessary for survival

**c. something new/different, and pleasant**

4. A slew of chores rattling around in your head always seems less **daunting** and more manageable when outlined on paper.

a. boring, completely lacking fun

b. clear, obvious to anybody

**c. intimidating, causes fear or apprehension**

5. Because that task is more achievable, you're more likely to **dive in** and finish.

a. perform excellently

**b. start enthusiastically**

c. understand easily

### QUIZ: WORKING

Source: [www.allthingstopics.com](http://www.allthingstopics.com)

Answer questions by choosing the best option (a-d).

1. Which of the following things does a job 'applicant' ask for?

a) more money

b) a holiday

**c) work**

d) a coffee break

2. Which of the following is an example of a job 'benefit'?

**a) paid holidays**

b) co-workers

c) an employment office

d) a salary

3. Which of the following is closest in meaning to 'bonus'?

a) office

b) boss

**c) money**

- d) job
4. When a job is 'challenging' then it is NOT ....
- a) a part-time job
  - b) difficult
  - c) nine-to-five
  - d) **easy**
5. When a person 'earns' money, then that person ....
- a) counts money
  - b) **makes money**
  - c) saves money
  - d) loves money
6. Which of the following is closest in meaning to 'employee'?
- a) **worker**
  - b) employer
  - c) promotion
  - d) application form
7. When a 'company' 'hires' someone they ....
- a) **give that person a job**
  - b) make them change jobs
  - c) let that person quit
  - d) fire that person
8. During a job 'interview' an employer will ....
- a) **relax and drink lots of coffee**
  - b) ask many questions
  - c) write a cover letter
  - d) work overtime
9. Which of the following will you get if your give boss gives you a 'raise'?
- a) more work
  - b) **more money**
  - c) more holidays
  - d) more training
10. Which of the following can a 'resume' tell you about a person?
- a) his or her name
  - b) his or her work experience
  - c) his or her phone number
  - d) **all of the above**
11. Which of the following is closest in meaning to 'salary'?
- a) job
  - b) **money**
  - c) secretary
  - d) work place
12. Which of the following is an example of a job 'skill'?
- a) being able to have a lunch break
  - b) being able to come to work on time
  - c) **being able to use a computer**



- d) being able to call in sick
13. Which of the following is closest in meaning to 'unemployed'?
- a) white collar
  - b) take time off
  - c) full-time
  - d) **out of work**
14. In which of the following might you find 'want ads'?
- a) on an application form
  - b) in a book
  - c) **in a newspaper**
  - d) none of the above

## 6. Online Advertising

Level: advanced

Materials: PowerPoint Presentation about Types of Online Advertising, Audio, exercises

### Task 1

Watch and study the PPT on Types of Online Advertising.

### Task 2

Read the text and complete the tasks after it.

#### A Brief History of Online Advertising

Created by ESLbrains.com

The text is adapted from a Hubspot article by Karla Cook

[1] Remember when "surfing the net" meant traversing a minefield of unwelcome pop-up ads? When "digital advertising" referred almost exclusively to obnoxious flashing banners and random sidebar ads? Online ads have matured a lot since those days, but it's still important to look back at the flashy, sometimes messy origins of internet advertising to better understand where we're headed -- and where there's still room for improvement.

#### ***[2] Online Advertising comes to life (1994)***

On October 27, 1994, the world of advertising was forever transformed by a small graphic bearing the presumptive words, "Have you ever clicked your mouse right here? You will," in a kitschy rainbow font. The age of banner ads had officially begun.

The idea was to set aside portions of its website to sell space to advertisers, similar to how ad space is sold in a print magazine. They called the ad spaces "banner ads," and charged advertisers an upfront cost to occupy the real estate for a set time period -- very different from today's pay-per-click model. The banner ad concept blew up as a way for websites to keep their content ungated and free for users, and it wasn't long before other companies -- such as Time Inc. and CMP's Tech web -- were seeking out advertisers to lease banner space as a sustainable way to scale their sites.

#### ***[3] Pop-up ads quickly rise and fall (1997)***

It would be an understatement to say that pop-up ads suffer from a poor image problem. They've been called internet's original sin and the most hated advertising

technique, and one of the original developers has even apologized for creating the underlying code that unleashed them upon unsuspecting web surfers. Even so, these much-maligned ads hold an undeniable place in the history of online advertising.

Amidst dwindling banner ad clickthrough rates in the late 1990s, pop-up ads first seemed like a way to save online advertising and capture the attention of increasingly ad-blind users. And while pop-ups did force users to pay attention, they didn't actually translate to real ROI. By the early 2000s, it was standard for web browsers to come with pop-up blocking features.

#### ***[4] Advertisers turn to paid search and pay-per-click (1999-2002)***

By this time, the web was expanding rapidly and users needed a better way to navigate the terrain. With search engines steadily gaining popularity, advertisers looking to create ads that were more targeted and less loathsome turned to sponsored search as the next digital advertising frontier.

In 1999, GoTo.com -- an emerging search engine company that would later be acquired by Yahoo -- introduced the first pay-for-placement search engine service. Advertisers were given the opportunity to bid for top search engine results on particular keywords. Despite some initial outcries that paid search would lead to corrupt results, GoTo.com was able to monetize their search engine through the model.

The highest bidders were usually listed first, even above more relevant content, and it was unclear to users which results were paid and which were organic content. The user experience of paid search was suffering, and one up-and-coming search engine thought they could fix it. Google introduced AdWords in 2000, originally under a pay-for-placement ad model. Google wanted to create a sponsored search experience that generated revenue without compromising the quality and relevancy of search results.

#### ***[5] Digital ads become hyper-targeted (2006)***

As social media platforms picked up steam in the mid-2000s, advertisers sought a way to integrate ad content in a way that was both effective and non-intrusive. Marketers wanted a plan of action to reach younger internet users who were increasingly unswayed by banner ads and spending most of their internet time on social networks.

Targeting consumers with relevant ads -- rather than bombarding them with a large volume of ad content -- has become a standard practice for online advertisers, particularly on social media. Beyond Facebook's targeting efforts, other social networks such as Twitter, YouTube, and Google+ focus on providing an advertising experience for users that doesn't feel aggressive or impersonal.

#### ***[6] Marketers find value in native ads (2010 – present)***

Around this time, a new group of media companies began to emerge. Websites like BuzzFeed and Mashable presented advertisers with new opportunities to connect with their audiences through sponsored content and native advertising. Advertisers pay to produce articles, videos, and other types of content for news and media sites. The nature of the content itself is promotional, but the format looks less like an ad and more like a regular piece of content on the host's website.

Instead of relying on ads that disrupt their target audience's online experience, native advertising allows marketers to create promotional content that supplements a user's online experience. Websites that traditionally generated revenue from display ads began to realize that they could create a better user experience by relying primarily on native ads -- rather than traditional display ads -- without compromising on ad revenue.

**Match the words from the text to their synonyms** (parts (1-6) of the text where the words appear are given next to the synonyms).

Synonyms	Word in a text	Answer
disgusting, repulsive (part 1)	unleashed	5
chaotic, disorganized (part 1)	ungated	4
in advance (part 2)	bombard with	9
unrestricted (part 2)	obnoxious	1
set free, release (part 3)	up-and-coming	7
proven, beyond question (part 3)	unswayed	10
rising, emerging (part 4)	messy	2
slowly but surely (part 4)	supplement	11
flooded, overrun (part 5)	upfront	3
unaffected, unconvinced (part 5)	disrupt	12
enrich, complement (part 6)	undeniable	6
disturb, interfere with (part 6)	steadily	8

**Identify when each of the following types of advertisement appeared online:**

1. pop-up ad **1997**
2. banner/display ad **1994**
3. native ad **2010**
4. social media ad **2006**
5. (homepage) takeover ad **1999**

### Task 3

In this [listening comprehension](#) you will hear a woman speaking about what she likes and dislikes about her [advertising industry](#) job. Listen to what she says and decide whether the following statements are true or false.

Statements	True	False	Answer
Her job is extremely diverse.			True
She spends a lot of time on the phone.			True
She telephones people to ask them survey questions.			False
The most important thing is what people think.			False

They can lose jobs if sales decrease.			True
She enjoys the artistic nature of her job.			True
Her best idea came when she was brainstorming.			False
Brainstorming is done alone.			False
One great idea alone can bring success.			False
You can lose your job easily.			True

### Quiz Answers

1. True - Every day is different. She states *Well, everyday for me is different.*
2. True - Sometimes she spends hours and hours [on the phone](#) with one client. She states, *I speak to clients for hours and hours and try to convince them that our ideas are best.*
3. False - She does research on data they get from surveys. She states *A lot of my time is spent on research.*
4. False - Sales is the most important thing. She states *'... because what really counts is: What sells the goods?*
5. True - If sales don't rise, they can lose a customer. She states *The simple fact is that if we don't show a rise in sales we lose a customer.*
6. True - She really enjoys the creativity. She states *The party I really enjoy is the creativity.*
7. False - She was sitting in a bath. She states *The best idea I ever got was one time when I was sitting in the bath.*
8. False - Brainstorming is when everybody gets together to come up with ideas. She states *... we call brainstorming. That is: pooling and sharing our ideas.*
9. False - Teamwork is required for success. She states *A good agency is a team of individuals who work well alone, but also together.*
10. True - If you make a mistake you can get fired. She states *If you make an expensive mistake then you get fired.*

### Listening Transcript

Well, everyday for me is different. I mean to say that some days I speak to clients for hours and hours, and try to convince them that our ideas are the best. A lot of my time is spent on research. Well, we have to deal with all the viewing and readership figures. We make up our own surveys to discover what a cross section of people think. We don't just look at what people think, but because what really counts is: What sells the goods? The simple fact is that if we don't show a rise in sales we lose a customer.

The part I really enjoy is the creativity. It's funny really. I get ideas in the most peculiar places. The best idea I ever got was one time when I was sitting in the bath. I jumped out and wrote it down immediately. We also do what we call [brainstorming](#). That is: pooling and sharing our ideas. And we get the best ideas this way. That is as a result of teamwork. I mean, alright, we depend on

everybody being creative, and this often happens best when you're working alone. But without a good team, no campaign has a hope in hell of succeeding. A good agency is, in fact, a team of individuals who work well alone, but also together. Hmm, the drawbacks. Now, the biggest drawback of my work is that you stand or fall by your results. If you can't think of new ideas, or you make an expensive mistake then you get fired. And you're out of a job. That's always worrying, I can tell you.

### Quiz on Mass Media

*1. What is the definition of mass media?*

- A. **The primary means of communication used to reach the vast majority of the general public.**
- B. The creation of an advertising campaign
- C. A marketing strategy used to market a product.
- D. The promotion of a product

*2. Among the answers listed, which are platforms of mass media?*

- A. **All of the answers listed are correct.**
- B. Radio
- C. Internet
- D. Television

*3. What does the mass media have a major influence on?*

- A. **All of the answers listed are correct.**
- B. On foreign affairs.
- C. The general public.
- D. Presidential debates.

*4. Online advertising uses \_\_\_\_\_*

- A. **Internet**
- B. TV
- C. Newspaper
- D. Radio

*5. Which is NOT an example of mass media?*

- A. **textbooks**
- B. television
- C. radio
- D. newspapers

*6. Which of the following is the closest meaning of 'obnoxious'?*

- A. **disgusting**
- B. press
- C. proven
- D. tasteless

*7. Which of the following is the closest meaning of 'kitschy'?*

- A. **tasteless**
- B. disgusting
- C. proven

D. press

8. Which of the types of online ad is described below?

A \_\_\_\_\_ ad is a graphical user interface (GUI) display area, usually a small window, that suddenly appears in the foreground of the visual interface.

A. **pop up**

B. social media ad

C. takeover Ad

D. video ad

9. Which of the types of online ad is described below?

A \_\_\_\_\_ ad is a form of online paid advertising that is typically a designed image or a photo and copy.

A. **banner**

B. native ad

C. video ad

D. pop up

10. Which of the types of online ad is described below?

A \_\_\_\_\_ is the form of online **advertising** on **social networking** channels.

A. **social media ad**

B. native ad

C. takeover ad

D. banner

### **Glossary:**

proven, beyond question (part 3) = undeniable

disgusting, repulsive (part 1) = obnoxious

in advance (part 2) = upfront

press, drive, make (part 3) = force

cross over, travel (part 1) = traverse

tasteless, tacky (part 2) = kitschy

chaotic, disorganized (part 1) = messy

unrestricted (part 2) = ungated

set free, release (part 3) = unleashed

enrich, complement (part 6) = supplement

income, earnings (parts 5 and 6) = revenue

disturb, interfere with (part 6) = disrupt

protest, complaint (part 4) = outcry

flooded, overrun (part 5) = bombard with

rising, emerging (part 4) = up-and-coming

unaffected, unconvinced (part 5) = unswayed

slowly but surely (part 4) = steadily

## **VI. ГЛЮССАРИЙ**

Academic controversy	A form of debate in which students work co-operatively to consider alternative sides of an issue before reaching consensus.
Academic language proficiency	Ability in language skills needed for mastering academic material; pertains to both written and oral language.
Accountability	<ol style="list-style-type: none"> <li>1. Research conducted by classroom teachers, often concurrent with their teaching.</li> <li>2. Assessment processes provide information to parents, students, systems, institutions and other stakeholders and may be open to public scrutiny. For accountability purposes it is the professional responsibility of schools and teachers to ensure that assessment procedures are appropriate, transparent, equitable and inclusive of all learners.</li> </ol>
Action research	A cyclic research process where an identified problem or question is systematically investigated within a specific context and the findings are utilised to improve and/or change practice, and to formulate further questions for investigation.
Active citizenship	Programs that assist students to understand and act upon democratic values such as the rule of law, equality under the law, democracy, freedom of opinion and a tolerant, fair and inclusive society. Examples include celebrating Harmony Day, Student Representative Councils, Peer Support programs, students as volunteers and students working to solve real-life community problems. For further information
Active listening	<p>An <i>instructional skill</i> where group members</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> listen to the speaker as if they are walking in their shoes</li> <li><input type="checkbox"/> listen with all their senses</li> <li><input type="checkbox"/> let the argument or presentation run its course without interruption</li> <li><input type="checkbox"/> encourage the speaker's train of thought</li> <li><input type="checkbox"/> actively respond to questions and directions</li> <li><input type="checkbox"/> use their body language to show they are listening.</li> </ul>
Activity setting	Context in which teaching occurs (home, softball field, classroom, etc.).
Assessment	Assessment is the process of acquiring information and making judgements about students' learning. The purposes of assessment include the following:

	<ul style="list-style-type: none"> <li>□ to assist student learning related to outcomes,</li> <li>□ to make judgements about students' achievements,</li> <li>□ to evaluate the effectiveness of teaching programs, and</li> <li>□ to inform decisions about students' future learning.</li> </ul> <p>Some people broadly distinguish between formative and summative assessment.</p>
Authentic assessment	Authentic assessment is linked to a teaching and learning program that seeks to provide contextual tasks in a supportive environment so that the learner can be given feedback about their progress.
Backward design	An approach to teaching for understanding in which the understandings of the unit are decided upon first, then used as a basis to determine appropriate assessment methods to demonstrate those understandings, and finally the learning experiences that will be needed to enable students to develop and demonstrate the identified understandings.
Benchmark	A benchmark is a designated standard of performance. It may be described qualitatively or as a location on a measurement scale. The Department uses its Literacy and Numeracy monitoring test results to report to the Commonwealth on the percentage of students achieving National Benchmarks in Years 3 and 5 reading, writing and numeracy. These benchmarks were originally described qualitatively, but they have since been located on measurement scales.
Bias	Bias occurs when the assessment process lacks objectivity, fairness, or impartiality in some way. This may disadvantage or discriminate against an individual or group of students. Bias may take the form of flawed assessment tools, design, procedures, analyses or reporting processes. Unbiased assessment is inclusive and works towards equitable outcomes for all learners.
Bilingual education	Broad term denoting programs for students with limited or no proficiency in the language of instruction (English in the U.S.). Programs generally use students' home language for academic and language arts instruction while students are acquiring proficiency in English for academic purposes. In some programs, home language use is limited to 2 or 3 years and ultimately discontinued; in other programs, home language is used for extended periods with the goal of promoting proficiency in both languages.
Bilingual	Ability to use 2 or more languages in oral and/or written



proficiency	form; proficiency can vary from beginning to advanced levels and can be at the same level in both languages or at different levels in each language.
Blog	The term blog comes from web log, which is an online personal diary or journal. Blogs are generally available for the public to read and to enter comments about the daily entries or postings. Blog content ranges from personal activity, often on a daily basis, to political, technical, and educational and other special-purpose content.
Bloom's Taxonomy	A tool for categorizing the level of abstraction of questions. Questions are categorized according to six levels: knowledge, comprehension, application, analysis, synthesis and evaluation.
Brainstorm	An <i>instructional tactic</i> used for group problem-solving that involves the spontaneous contribution of ideas from all members of the group.
Bundling	Uses inductive thinking and is a tactic in which ideas or responses are grouped or 'bundled' into various categories decided upon by the students or participants.
Calibration	Calibration is a process for locating the difficulties of items (and standards) on a measurement scale. In terms of the Essential Learning Outcomes, it involves the calibration of the Standards, investigating their relative difficulty on measurement scales.
Card cluster	A card cluster is an effective way of grouping ideas. Individually or in groups, students write one idea on a card. The cards are grouped to create a visual display.
Carousel sharing	This strategy allows all groups to share at once their group work products. It also gives students in the 'reporting' position a chance to practice their presentation skills several times. Groups display their work on their tables or wall. One or two group members stay with the display to explain the work and answer questions. Groups rotate on around each of the stations viewing and discussing each other's work. This strategy is similar to gallery walk.
Choral/montage poem	A collection of words and/or phrases selected and arranged to create a poem to be performed by a group.
Closed questions	Questions that can be answered with a single word or phrase. For example: How many days are there in a week?
Community of inquiry	'Community if Inquiry' is central to the understanding of Philosophy in Schools. The focus is on listening,

	thinking, challenging and changing viewpoints within a safe environment in which students can take risks in their thinking. Logic and reasoning underpin ideas as each member of the community challenges the thoughts expressed by others.
Concept attainment	Concept attainment was examined by Jerome Bruner in <i>Beyond the Information Given</i> (1974). It assists us to understand that there are different classes and categories of objects and to identify and recognise how we can distinguish what does and does not belong. For further information on developing the strategy view Bruner's concept attainment.
Fair	A fair assessment is valid reliable and unbiased.
Concept map	Concept maps are tools for organising and representing knowledge. They illustrate concepts and the relationships between them. These links are indicated by words that specify the relationship between two or more concepts. Concepts maps provide a process for students to build their understanding by progressively adding information and increasing the complexity of the links. They can be used for formative and summative assessment.
Concept mapping	Concept mapping is a technique for representing related concepts in visual form. A series of networks and nodes are used to explain the links between different concepts.
Contextualize	to put a word or activity, particularly a new one, into a familiar context.
Criterion referenced assessment	Criterion referenced assessment is the performance of an individual as measured against a standard or previously established criteria rather than against performance of others who take the same test.
Criterion referencing	Criterion referencing is the reporting of performances in terms of specified learning objectives (criteria).
Culminating outcomes	Culminating outcomes describe a small set of valued learning performances linked to each of the <i>Essential Learning</i> . They represent the teaching and learning goals towards which education is working.
Culminating performance	A performance designed to exhibit deep understanding which takes place at the culmination of a unit of work. In <i>The Teaching for Understanding Framework</i> , this can occur as a more complex performance within the unit, giving students a chance to synthesize understandings having completed introductory and guiding performances.
Data retrieval chart	An effective way of sorting information and enabling

	students to recognize patterns in data. Charts are set up as grids, with headings for each row and column. Headings might take the form of questions, topics or sources of information.
Diagnostic assessment	Diagnostic assessment is a type of formative assessment particularly intended to diagnose areas of weakness, or misunderstanding, and strength.
Discipline	A body of knowledge to which a particular set of principles, key questions and methods of testing assumptions are attributed.
ELL, English language learner	Student whose first language is not English and who either lacks proficiency in English or has beginning level proficiency in English.
Enterprise learning	Enterprise learning involves students in designing, producing and marketing a product or service. Students work with the wider community, business or industry to create or produce something that is tangible and real.
Evaluation	Evaluation is the process of gathering, measuring, interpreting and using information to make educational decisions or judgments. The term 'evaluation' is usually used to describe a reasoned judgment about the effectiveness of a learning sequence or a program.
Exemplar	Exemplars are samples of work that demonstrate the essential characteristics of performance to meet particular standards or criteria. They are frequently used in assessment against rubrics.
Exhibitions	Exhibitions are substantial products or presentations, which are often complex public performances showcasing student learning and competence. They may be judged by an expert panel and can incorporate judgements from a range of sources including learners, peers, educators, parents and others.
First language	A student's first language, generally the language spoken at home.
Fishbone	A particular type of concept map which is often used to demonstrate cause and effect.
Fishbowl	This strategy help focus the attention of students as observers, while others model a process or product. Have some students sit centre-stage (in the 'fishbowl'), while other students observe the action from outside the fishbowl.
Formal assessment	Formal assessment is structured and recorded assessment.
Formative	Formative assessment is used to monitor learning

assessment	progress during a learning sequence. It provides continuous feedback to teachers and students, which enables them to monitor progress and identify and address errors in learning. Because formative assessment is primarily directed towards improving learning, the results are typically not used for assigning awards.
Forum theatre	A scene is enacted in front of a group. At any time during the drama, observers or actors can stop the performance to ask for assistance or change the focus of the action. Observers may step in and add or take over an existing role.
Funds of knowledge	The intellectual and social knowledge existing in families and communities.
Futures wheel	This is a graphic organizer that places a future event in a circle in the centre of a document. Consequences from this first event are placed in a second ring of circles, then a third, and so on. The futures wheel identifies expanding consequences.
Gallery tour/walk	Select one person to display the item. Select a second person to stay with the display and give a one minute overview while other groups come and listen. After two rotations select another group member to give the overview.
Generative topic	A significant topic, issue, concept or 'big idea' which provides depth and rigour, multiple connections and different perspectives required to support students' development of powerful understandings. A generative topic is typically central to one or more of the disciplines, interesting to both teachers and students, accessible and supports inquiry based approaches to learning.
Graffiti	A cooperative learning strategy that facilitates brainstorming. Graffiti can also be used as a group energizer.
Graphic organiser	A tool which organizes information in visual form. There are many different types of graphic organizers including concept maps, fishbone maps, flow charts, KWLs and timelines.
Guiding question	Questions that aim to develop deep understanding through an inquiry mode of learning. They are open-ended, non-judgmental and provide a relevant inquiry context rather than content as a basis for the construction and selection of learning experiences.

Higher-order thinking	Thinking that occurs at higher levels of abstraction. In Bloom's Taxonomy it indicates thinking that takes place at the analysis, synthesis and evaluation levels.
Hot-seating	A dramatic technique used to deepen understanding. An individual sits in the 'hot seat' and is asked questions which they answer from the point of view of the role they are enacting. For example, they may take / play the role of a character from a book or a movie.
Individual professional learning plan	An individual teacher's plan for organizing and managing their professional learning so it meets individual, school and system needs and priorities.
Inductive thinking	One of the two broad methods of logical reasoning - the other being deductive thinking. Inductive thinking uses a 'bottom up' approach moving from specific observations through to broad generalizations and theories.
Informal assessment	Teachers and students use informal assessment opportunities to make incidental and immediate judgments and provide feedback about student learning. Informal assessment is frequently used for formative assessment purposes.
Integrated units	Integrated units use an approach that is interdisciplinary and uses basic content, processes, pedagogy, assessment strategies and topics of shared interest in authentic and cohesive ways.
Interdependence	A student learning culture needs to move from dependence to independence to interdependence. Students operate interdependently when they understand the need to work together in a community of learners to accomplish tasks.
Inquiry-based learning	An inquiry is a systematic investigation into an idea or issue. Inquiry-based learning encompasses the processes of posing problems, gathering information, thinking creatively about possibilities, making decisions and justifying conclusions.
Inside/outside circle	Inside/outside circles is a tactic that facilitates dialogue and builds community. It involves placing students in two circles, one inside the other, with each student in one circle facing a student in the other. A facilitator asks students to discuss a problem or a question. The student on the outside tells the student on the inside how they would attempt to solve it, then the outside person extends the thinking. The outside student then rotates one to the left or right continuing the discussion or starting a new.



четлаштириш тартиби тўғрисида”ги Низом тасдиқлаш хусусидаги 2010 йил 18 июндаги 118-сонли Қарори.

11. Ўзбекистон Республикаси Президентининг “Таълим муассасаларининг битирувчиларини тадбиркорлик фаолиятига жалб этиш борасидаги қўшимча чора-тадбирлар тўғрисида”ги 2010 йил 28 июлдаги 4232-сонли Фармони.

12. Ўзбекистон Республикаси Президентининг “Олий таълим муассасаларининг моддий-техника базасини мустаҳкамлаш ва юқори малакали мутахассислар тайёрлаш сифатини тубдан яхшилаш чора-тадбирлари тўғрисида”ги 2011 йил 20 майдаги 1533-сонли Қарори.

13. Ўзбекистон Республикаси Президентининг “Олий малакали илмий ва илмий-педагог кадрлар тайёрлаш ва аттестациядан ўтказиш тизимини янада такомиллаштириш тўғрисида”ги 2012 йил 24 июлдаги 4456-сонли Фармони.

14. Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2012 йил 26 сентябрдаги “Олий таълим муассасалари педагог кадрларини қайта тайёрлаш ва уларнинг малакасини ошириш тизимини янада такомиллаштириш чора-тадбирлари тўғрисида”ги 278-сонли Қарори.

15. Ўзбекистон Республикаси Вазирлар Маҳкамасининг “Ўриндошлик асосида ҳамда бир неча касбда ва лавозимда ишлаш тартиби тўғрисида”ги Низоми 2012 йил 18 октябрдаги 297-сонли Қарори.

16. Ўзбекистон Республикаси Вазирлар Маҳкамасининг “Олий ўқув юртидан кейинги таълим ҳамда олий малакали илмий ва илмий педагогик кадрларни тайёрлаш аттестациядан ўтказиш тизимини такомиллаштириш чора тадбирлари тўғрисида”ги 2012 йил 28 декабрдаги 365-сонли Қарори.

17. Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2012 йил 29 декабрдаги “Республика олий таълим муассасалари рейтингини баҳолаш тизимини жорий этиш тўғрисида”ги 371-сон Қарори.

18. Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2015 йил 10 январдаги “Вазирлар Маҳкамасининг “Олий таълимнинг Давлат таълим стандартларини тасдиқлаш тўғрисида” 2001 йил 16 августдаги 343-сон қарорига ўзгартириш ва қўшимчалар киритиш ҳақида”ги 3-сонли Қарори.

19. Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2015 йил 2 мартдаги “Магистратура тўғрисида”ги Низомни тасдиқлаш тўғрисидаги 36-сонли Қарори.

20. Ўзбекистон Республикаси Президентининг 2015 йил 12 июндаги “Олий таълим муассасаларининг раҳбар ва педагог кадрларини қайта тайёрлаш ва малакасини ошириш тизимини янада такомиллаштириш чора-тадбирлари тўғрисида” ги 4732-сон Фармони.

21. Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2015 йил 20 августдаги “Олий таълим муассасалари раҳбар ва педагог кадрларини қайта тайёрлаш ва малакасини оширишни ташкил этиш чора тадбирлари тўғрисида”ги 242-сонли Қарори.

22. Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2015 йил 10 январдаги «Олий таълимнинг давлат таълим стандартларини тасдиқлаш тўғрисида» 2001 йил 16 августдаги 343-сон қарорига ўзгартириш ва

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Suggested web sites:

[www.silkpress.vrc.uz/archive/silkroad/2-2004/uzbekistan.shtml](http://www.silkpress.vrc.uz/archive/silkroad/2-2004/uzbekistan.shtml)  
[www.sairamtour.com/uzbekistan/uzbek national dress.html](http://www.sairamtour.com/uzbekistan/uzbek national dress.html)  
[www.macmillanenglish.com/readers](http://www.macmillanenglish.com/readers)  
[www.businessenglishonline.net](http://www.businessenglishonline.net)  
[www.bbc.co.uk/radio](http://www.bbc.co.uk/radio)  
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[www.friendsreunited.co.uk](http://www.friendsreunited.co.uk)  
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<http://wonderclub.com>