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EASY CATCHING READING ACTIVITIES



MINISTRY OF HIGHER AND SECONDARY SPECIAL

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This manual is devoted to the students of university and lyceums. And this manual is in addition to the book of "Reading extra". It includes different types of dialogues, texts, topics, articles and activities according to them. It helps to enrich vocabulary, improve their speed of reading and pronunciation. And we hope you will read this book with pleasure.

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Easy catching reading activities.

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PREFACE

Understanding a written text means extracting the required information from it as efficiently as possible. For example, we apply different reading strategies when looking at a notice board to see if there is an advertisement for a particular type of flat and when carefully reading an article of special interest in a scientific journal. Yet locating the relevant advertisement on the board and understanding the new information contained in the article demonstrates that the reading purpose in each case has been successfully fulfilled. In the first case, a competent reader will quickly reject the irrelevant information and find what he is looking for. In the second case, it is not enough to understand the gist of the text; more detailed comprehension is necessary.

Is therefore essential to take the following elements into consideration.

What do we read?

Here are the main text-types one usually comes across:

- Novels, short stories, tales; other literary texts and passages (e.g. essays, diaries, anecdotes, biographies).
- Plays.
- Poems, limericks, nursery rhymes.
- Letters, postcards, telegrams, notes.
- Newspapers and magazines (headlines, articles, editorials, letters to the editor, stop press, classified ads, weather forecast, radio, TV).
- Specialized articles, reports, reviews, essays, business letters, summaries, accounts, pamphlets (political and other).
- Handbooks, textbooks, guidebooks.
- Recipes.
- Advertisements, travel brochures, catalogues.
- Puzzles, problems, rules for games.
- Instructions (e.g. warnings), directions (e.g. How to use...), notices, rules and regulations, posters, signs (e.g. road signs), forms (e.g. application forms, landing cards), graffiti, menus, price lists, tickets.
- Comic action strips, cartoons and caricatures, legends (of maps, pictures).
- Statistics, diagrams, flow/pie charts, time-tables, maps.
- Telephone directories, dictionaries, phrasebooks.

Why do we read?

There are two main reasons for reading:

- Reading for pleasure.
- Reading for information (in order to find out something or in order to do something with the information you get).

How do we read?

The main ways of reading are as follows:

- Skimming: quickly running one's eyes over a text to get the gist of it.
- Scanning: quickly going through a text to find a particular piece of information.
- Extensive reading, reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding.
- Intensive reading: reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail.

These different ways of reading are not mutually exclusive. For instance, one often skims through a passage to see what it is about before deciding whether it is worth scanning a particular paragraph for the information one is looking for.

In real life, our reading purposes constantly vary and therefore, when devising exercises, we should vary the questions and the activities according to the type of text studied and the purpose in reading it. When working on a page of classified detailed comprehension of every single advertisement. This would only discourage the students and prevent them from developing reading strategies adapted to the true purpose of their reading.

Reading involves a variety of skills. The main ones are listed below (This list is taken from John Munby's).

- Recognizing the script.
- Reading and reading comprehension.
- Understanding conceptual meaning.
- Understanding the communicative value (function) of sentences and utterances.
- Understanding relations within the sentence.
- Understanding relations between the parts of a text through lexical cohesion devices.

- Understanding cohesion between parts of a text through grammatical cohesion devices.
- Interpreting text by going outside it.
- Recognizing indicators in discourse.
- Identifying the main point or important information in a piece of discourse.
- Distinguishing the main idea from supporting details.
- Extracting salient points to summarize (the text, an idea etc).
- Selective extraction of relevant points from a text.
- Basic reference skills.
- Skimming.

In order to develop these skills, several type of exercises can be used. These question-types can have two different functions. To clarify the organization of the passage. The questions can be about:

- the function of the passage;
- argumentative);
- the rhetorical organization (e.g. contrast, comparison);
- the cohesive devices (e.g. link-words);

Reading techniques.

PREDICTING

This is not really a technique but a skill which is basic to all the reading techniques practiced in this part and to the process of reading generally. It is the faculty of predicting or guessing what is to come next, making use of grammatical, logical and cultural clues. This skill is at the core of techniques such as “anticipation” or “skimming” and will therefore be practiced in those sections, but it may be worthwhile to devote some time to more systematic training by giving the students unfinished passages to complete or by going through a text little by little, stopping after each sentence in order to predict what is likely to come next (see exercises1).

ANTICIPATION

Motivation is of great importance when reading. Partly because most of what we want to read is what we want to read (books, magazines, advertisements etc), but also because being motivate means that

we start reading the text prepared to find a number of things in it, expecting to find answers to a number of questions are specific information or ideas we are interested in. This 'expectation is inherent in the process of reading which is a permanent interrelationship between the reader and the text. What we already know about the subject and what we are looking for are probably just as important as what we actually draw from the text. When reading, we keep making predictions which, in their turn, will be confirmed or corrected.

This underlines the artificiality of the classroom situation in which students are often confronted with passages they know nothing about, do not and cannot situate in a more general cultured context and – what is even more important – have no particular desire to read. It is very difficult, in such conditions, to expect the students to learn to read better.

The practice of letting the students choose the topics they wish read about should therefore be encouraged. However, when dealing with larger groups, it may not always be easy to agree on definite subjects and the teacher may also wish to introduce a new topic which he believes might be of interest. When this is the case is often worthwhile to spend some time getting the students ready to read a given text. Before the students start reading a text, they can always be asked to look for the answers to specific questions.

INFERENCE

Inferring means making use of syntactic, logical and cultural clues to discover the meaning of unknown elements. If these are words, then word-formation and derivation will also play an important part.

When dealing with a new text, it is better not to explain the difficult words to the learners beforehand. They would only get used to be given, pre-processed' texts and would never make the effort to cope with a difficult passage on their own. On the country, students should be encouraged to make a guess at the meaning of the words they do not know rather than look them up in a dictionary.

Summarizing

Writing a good summary is a difficult exercise which is rarely done satisfactorily, even by advanced students. The best way of training

the students to write summaries is to prepare them through practice in underlining important words or sentences, in finding the topic sentence and main ideas and in perceiving the structure of the text.

Besides these preparatory exercises, one should insist on conciseness and accuracy when asking for summary. The students will have to condense the information to just this number of words

SKIMMING AND SCANNING

Both skimming and scanning are specific reading techniques necessary for quick and efficient reading.

When skimming, we go through the reading material quickly in order to get the gist of it, to know how it is organized, or to get an idea of the tone or the attention of the writer.

When scanning, we only try to locate specific information and often we do not even follow the linearity of the passage to do so. We simply let our eyes wander over the text until we find what we are looking for, whether it could be a name, a date, or a less specific piece of information.

Skimming is therefore a more thorough activity which requires an overall view of the text and implies a definite reading competence. Scanning, on the contrary, is far more limited since it only means retrieving what information is relevant to our purpose. Yet it is usual to make use of these two activities together when reading a given text. For instance, we may well skim through an article first just to know whether it is worth reading, then read it through more carefully because we have decided that it is of interest. It is also possible afterwards to scan the same article in order to note down a figure or a name which we particularly want to remember.

The first two exercises in the “skimming” section are training and preliminary exercises. Those that follow try to recreate authentic reading situations. They should contribute to building up the students’ confidence by showing them how much they can learn simply by looking at some prominent parts of an article, by catching a few words only, by reading a few paragraphs here and there in a story. Their aim is certainly not to encourage the students to read all texts in such a superficial way (this would be in contradiction with the principle of flexibility mentioned earlier) but they should make the students better readers, that

is, readers who can decide quickly what they want or need to read. So many students spend so much time carefully and newspaper (for instance) that by the time they find something of real interest, they no longer have time or energy left to read it in detail.

The exercises suggested to practice scanning also try to put the students in an authentic situation where they would naturally scan the text rather than read it. The students are therefore asked to solve a specific problem as possible – which is only possibly by means of scanning.

Given a specific function and certain information that has to be conveyed (e.g. some characteristics of a new car), there are many different ways in which this information may be presented and organized. One could compare the new car to other lesser cars for instance, thus using contrast to make the point. Or try to convince the reader by some kind of logical reasoning of the superiority of the car. Another possibility might be to use a chronological sequence of events (for instance listing the major events in the history of the manufacturer), revealing the main characteristics of the car little by little.

This shows that the organization of a passage is not always determined by its contents and by the nature of the information to be conveyed. The thematic pattern used is often a choice on the part of the writer and this choice, in its turn, alters the message.

Another reason why it is essential for the students to grasp the method used to present the information is that once they have recognized the pattern that is being used, they can apply their reading strategies to the text and predict what is likely to follow. If, for instance, we recognize the text as an argumentative one, we will look for arguments and counter-arguments, then for some kind of conclusion drawn from these arguments.

But one often finds this organization within the paragraph in all kinds of texts. Different types of exercises can be used to train the students to recognize this organization:

- Rejecting irrelevant information.
- Finding the topic sentences and what kind of relation they have to the rest of the text.
- Discriminating between generalizations and specific statements.
- Completing skeleton outlines of the structure of the text.

The sections that follow are devoted to other kinds of organization (chronological sequence.

Description, analogy and contrast, classification, argumentative and logical organization). In each of these sections, the exercises suggested try to involve the students actively, leading them to study the way the ideas are organized through activities or problems (e.g. filling in tables, or reordering passages) that should motivate them and oblige them to think about the text. They also use visual representations such as tables, tree diagrams and other diagrams as often as possible since they help the students to draw out only what is essential and to see the development of the text more clearly.

TEXT 1

Specific aim: To train the students to infer the meaning of the unfamiliar words.

Skills involved: Deducing the meaning of unfamiliar lexical items through contextual clues.

WHAT IS APARTHEID?

Read the following text and complete the blanks with the words which seem most appropriate to you.

Keeping-European – sitting – prison – skilled- wage- would- kind – they – employs-reserved – such – African – tax- go- they- allowed- -only-grow- because- earn- compartments-bathe- same- fields- land- African-fined- -work- there- native –mix – farm-poor- yet- forced- only-grow-because- earn.

It is the policy of.....Africans inferior, and separate from Europeans.

.....are to be kept separate by not beingto live as citizens with rights in.....towns. They may go to European towns to, but they may not have their families.....they must live in 'Bantustans',

theareas. They are not to..... with Europeans by.....in the same cafes, waiting-rooms.....of trains, seats in parks. They are not tofrom the same beaches, go to the....cinemas, play on the same game-.....or in the same teams. Twelve per cent of the.....is left for the Africans to live andon, and this is mostly dry,....., mountainous land..... The Africans are three-quarters of the people. They are.....to go and work for the Europeans, not.....because their lands do not.....enough food to keep them, but also.....they must.....money to pay their taxes. Each adult.....man has to pay a year poll tax, and ten shillings a year.....for his hut. When they..... into European are not allowed to do..... work; they are hewers of wood and drawers of water, and their.....is about one-seventh of what a European.....earn for the same.....of work. If a European.....and African to do skilled work of the kind

.....for Europeans,.....as carpentry, both the European and his..... employee may be fined 100. Any African who takes part in a strike may be.....500, and/or sent to.....for three years.

Here are the answers as an indication:

Keeping-they-allowed-European-work-there-native-mix-sitting-compartments-bathe-same-fields-land-farm-poor-yet-forced-only-grow-because-earn-African-tax-go-they-skilled-wage-would-kind-employs-reserved-such-African-fined-prison.

TEXT 2

Specific aim: To help the students reach a detailed understanding of the text through completing a diagram.

Skills involved. Relating a text to a document.

THE EXPLOITATION OF STEAM

Of all the many factors which contributed to the Industrial Revolution, the most revolutionary and the most impressive was not coal but steam-power. J. L. and Barbara Hammond said that steam-power 'declared the triumph of industry and the glory of man'. From clumsy and inefficient beginning it was quickly improved to open up tremendous possibilities for industrial progress. The limitations of muscle power are obvious, and through water had served well to work bellows and hammers in iron works, or to turn machinery like the water-frame and the mule in the textile industry, it could only be applied in a limited way in Britain. For water-

Power is most useful in a land with many fast-flowing streams and, apart from areas like the Pennines, Scotland, and Wales, this country's rivers flow slowly. The Alpine area of Europe, and much of the United States relied on water-power for much longer than Britain, and hydro-electricity has brought water back into its own in many parts of the world. The geographical limitations of Britain's water-power, however, necessitated finding an alternative solution to the problem.

When water vaporizes it expands 1,800 times. The idea of harnessing this energy is far from new. It was probably used by Hero of Alexandria in the 1st century B. C. to open temple doors or to pour libations apparently by magic. Hero's writings were rediscovered during the Renaissance and many people, including, for example, the Marquis of Worcester (1601–67), experimented with using steam. Regretfully, therefore, we must dismiss the old myth that steam-power was born in the mind of a bright Scots lad called James Watt as he sat one winter's evening watching his mother's kettle boil on the hearth. Watt's contribution to steam is incalculable, but steam-pumps had been used in Britain for over seventy years before he began his work.

The first steam-engine used in industry was invented by Thomas Savory (1650–1715), Called 'The Miners' Friend or an engine to raise water by Farrell was patented in 1698 and worked on simple principles. It pumped water from wells quite efficiently and was used successfully in Cornish copper-mines, but its limitations were revealed when it was tried in the Broadwater Collieries in Staffordshire in 1706 and was found to be capable of pumping water up no more than 100 feet. When greater pressure was used the boiler burst. Thereafter, Savory's engine was used to supply water in gentlemen's houses or to work fountains –

tasks it could perform effectively, though not quite safely as there was no pressure gauge.

It was Thomas Newcomer (1663–1729), a Dartmouth blacksmith and ironmonger, who produced the first steam-pump to be used widely in industry. It was known as an ‘atmospheric engine’ because, in contrast to Savory’s engine, the steam in the cylinder was not used to drive the pump but only to create a partial vacuum when condensed. Ordinary air pressure drove the piston into the cylinder and this raised the pump which was connected to the piston by a see-sawing cross-beam. A large piston meant that it was possible to gain more force without increasing steam pressure and this made Newcomer’s engine much more powerful than Savory’s.

The first engine was made about 1706 but it was a clumsy affair. The piston did not fit tightly into the cylinder and condensation, which was achieved by pouring cold water on the outside of the cylinder, was far from complete. Moreover, the tap controlling the passage of steam into the cylinder was worked by hand seven or eight times a minute. These difficulties were ironed out by 1720; water was now sprayed into the cylinder to improve condensation, the operation of the taps had been made automatic, and a safety-valve had been fitted to eliminate the danger of explosion.

The improved engine soon became standard equipment in most large mines, and it was also used to pump water into canals and to supply drinking-water in towns. It is difficult to know exactly how many were in use by the second half of the 18th century but in 1767 fifty-seven were found around Newcastle, and there were eighteen in Cornish mines in 1780 (From *The Industrial Revolution* by Keith Dawson).

After reading the text, decide:

a) Which drawing represents Savory’s steam-engine and which one represents Newcomer’s;

b) Which description fits engine.

The water in the boiler is heated to make steam, which passes, when the valve is opened, into the tank. The tank is then dosed with water from a pipe above, and the steam condenses, creating a partial vacuum. Thus, water is drawn up the up pipe, and forced out.

Water is heated in the boiler to make steam, which passed into the cylinder and forces the piston up assisted by the counter weight. Water is then admitted into the cylinder. The steam condenses a partial

vacuum, thus drawing the piston back down again. A see-saw motion is set up which is used to drive a pump.

c) After reading the descriptions and looking at the drawings, can you supply the missing words or explanations on the drawings?

TEXT 3. JIGSAW READING

Specific aim: To help the students to find out how the text is organized and what the relations are between the different parts of a text.

Skills involved: predicting and anticipating. Summarizing a passage. Recognizing discourse indicators and relations between parts of a text.

THE UNICORN IN THE GARDEN

Task 1. Predicting

Look at the following title and picture. What kind of an animal is the unicorn? What are its habits and characteristics? What do you think is the man's attitude towards it?

Task 2. Recognizing and summarizing

Now work in groups of two, each group having only one of the follow. In your group follow these steps;

- read the passage carefully;
- summarize what it is about for the other groups;
- try to guess how it is situated in the whole text;
- discuss all this with the other groups until you can reconstitute the whole story, from beginning to end.

Task 3.

A) Find another title for the story

B) What literary genre would you classify the story? And why?

- short story
- fair tale
- legend
- tale

Task 4. True or false

If it is false write true one.

– On a winter day, the man saw a unicorn

– The wife didn't believe in unicorns

– The wife told her husband he was stupid

– The wife was worried when she called the police and the psychiatrist.

Task 5. Multiple-choice questions.

- a) In the sentence “you are booby” the word , booby’ means:
- an animal
 - a person who is ill
 - a person who is mad
- b) The husband said he never seen a unicorn because:
- he didn't like psychiatrists and did not want to tell them the truth;
 - he was hoping to rid of his wife that's why;
 - he didn't remember what had happened to him in the morning;
 - he had never seen a unicorn and had told his wife a lie. Knowing she would call the psychiatrist and be shut up in an institution;
- c) At the end of the text:
- the husband succeeds in getting rid of his wife;
 - the wife succeeds in obliging her husband to admit he'd never seen a unicorn;
 - the husband and wife gain something.

TEXT 4

Specific aim: To train the students to infer the meaning of unfamiliar words and to help them to analyze their process of inference.

Skills involved: Deducing the meaning and use of unfamiliar lexical items through contextual clues. Understanding relations between parts of a text through lexical cohesion devices.

NOBODY'S WATCHING ME

I am a foot taller than Napoleon and twice the weight of Twiggy; on my only visit to a beautician, the woman said she found my face a challenge. Yet despite these social disadvantages I feel cheerful, happy, confident and secure.

I work for a daily newspaper and so get a lot of places I would otherwise never see. This year I went to Ascot to write about the people there. I saw something there that made me realize the stupidity of trying to confirm – of trying to be better than anyone else. There was a small, plump woman, all dressed up – huge hat, dress with white butterflies, long white gloves. She also had a shooting-stick. But because she was so plump, when she sat on the stick it went deep into the ground and she couldn't pull it out. She tugged and tugged tears of rage in her eyes. When the final tug brought it out, she crashed with it to the ground.

I saw her walk away. Her day had been ruined. She had made a fool of herself in public – she had impressed nobody. In her own sad, red eyes she was a failure.

I remember well when I was like that, in the days before I learned that way you up...

I remember the pain of my first dance, something that's always meant to be a wonderful occasion for a girl... There was a fashion then for diamante ear-rings, and I wore them so often practicing for the big night that I got two great sores on my ears and had to put sticking-plaster on them. Perhaps it was this that made nobody want to dance with me. Whatever it was, there I sat for four hours and 43 minutes. When I came home, I told my parents that I had a marvelous time and my feet were sore from dancing. They were pleased at my success and they went to bed happy, but I went to my room and tore the bits of sticking-plaster off my ears and felt forlorn and disconsolate (Adapted from article in *The Listener* by Ma eve Binary).

Read the whole text. Then look at the words which are italicized and try to guess Hum smith context. The following types of relation between words:

- Contrast: the word is contrary of another word or expression in the text.
- Cause: the meaning of the word can be guessed because it is the cause of something described in the text.

– Consequence: the word describes or appears in the description of the consequence of something. If the cause is known, it may be possibly guess what the consequence is.

– Purpose: the word applies to an object whose purpose is described it in the text.

– Explanation/illustration: the meaning of the word is explained or an example is given.

– Generalization/specification: the word is just one specific instance of more general thing or idea mentioned in the text, or, on the contrary! After a number of specific examples have been given, a generalization is made.

Find the true answer:

1. She went to Ascot to...

a) have a rest;

b) know about people;

c) introduce with city;

d) Whom did she observe when she was in Ascot?

1) plump woman;

2) old man;

3) child.

Why was she upset?

1) because she was hungry

2) because her mother cried at her

3) because nobody wanted to dance with her

True or false

1. She works on TV as a reporter.

2. Plump woman wore very beautiful dress with butterflies.

3. She was lonely for four hours.

4. She doesn't like ear-rings.

5. Her parents were so happy.

TEXT 5

Specific aim: To teach the learners the meaning of unknown words and to improve their vocabulary, to introduce Mark Twain's little interesting story.

Skills involved: It is used for Intermediate, Upper-Intermediate levels and it helps to recognize indicators in discourse.

MISTAKEN IDENTITY

10 years ago I arrived one day at Salamanca, New York, where I was changed trains and take the sleeper. There were crowds of people on the platform and they were all trying to get into the long sleeper train which was already packed. I asked the young man in the booking office if I could have a sleeping berth and he answered: "No". I went off and asked another local official if I could have some poor little corner somewhere in a sleeping-car, but he interrupted me angrily saying: "No you can not, every corner is full. Now do not bother me any more" and he turned his back and walked off. I felt so hurt that I said to my companion, "if these people knew who I was, they..." but my companion stopped me there,—"don't talk such nonsense, we'll have to put up with this," he said, "if they knew, who you were, do you think it would help you to get a vacant seat in a train which has no vacant seats in it?"

This didn't improve my condition at all, but just then I noticed that the porter of a sleeping car had his eyes on me. I was the expression of his face suddenly change. He whispered to the uniformed conductor, pointing to me and I realized I was being talked about. Then the conductor came forward, his face all politeness. "Can I be any service to you?" he asked. "Do you want a place in a sleeping-car?" "Yes".

I said, "I'll be grateful to you if you can give me a place, anything will do."

"We have nothing left except the big family compartment," he continued, "with two berths and a couple of armchairs in it, but it is entirely at your disposal. Here, Tom, take this suitcases abroad".

Then he touched his hat and we moved along. I was eager to say a few words to my companion, but I changed my mind. The porter made us comfortable in the compartment, and then said, with many bows and

smiles: “now, is there anything you want, sir? Because you can have just anything you want”.

“Can I have some hot water?” I asked.

“Yes, sir I’ll get it myself”.

“Good, now. That lamp is hung too high above the berth. Can I have a better lamp fixed just at the head of my bed below the luggage rack, so that I can read comfortably?”

“Yes, sir. The lamp you want is just being fixed in the next compartment. I’ll get it from there and fix it here. It’ll burn all night. Yes, sir, you can ask for anything you want. The whole railroad will be turned inside out to please you.” And he disappeared. I smiled at my companion, and said:

“Well, what do you say now? Didn’t their attitude change the moment they understood I was Mark Twain? You see the result, don’t you?” my companion did not answer. So I added, “Don’t you like the way you are served? And all for the same fare”.

As I was saying this, the porter’s smiling face appeared in the door way and this speech followed: “Oh, sir, I recognized you the minute I set my eyes on you. I told the conductor so”.

“Is that so, my boy?” I said handing him a good tip. “Who am I?”

“Mr. McClellan, Mayor of New York,” he said and disappeared again.

Activities

For doing these activities the group is divided into two groups the group which do the first it will be winner.

1. Role playing one part of the text.

2. These new words’ translations should be found:

- a) a sleeping car;
- b) to improve;
- c) service;
- d. a compartment;
- e) a couple;
- f) to fix;
- g) to hang up;
- h) a result;
- i) fare;
- j) at one’s disposal.

3. Text is divided paragraphs and two groups should put them in order

4. Answer the questions

1. What was Mark Twain to do at Salamanca, New York?
2. What were all the people doing on the platform?
3. Who did Mark Twain speak to about getting a place in a sleeper?
4. Why was Mark Twain hurt by the official's answer?
5. Why did Mark Twain's companion advice him to put up with things?
6. What Mark Twain's companion said did not improve the writer's condition did it?
7. What did Mark Twain notice just then?
8. What did the uniformed conductor say to Mark Twain?
9. Why did Mark Twain say that any place would do?
10. What kind of compartment did the conductor put at Mark Twain's disposal?

TEXT 6

Specific aim: To teach pupils communicate with each other in English, to improve their pronunciation, to teach them new words.

Skills involved: Reading, listening, skimming.

TALK ABOUT THE WEATHER

I

Nick: What lovely weather we had last week. I hope it keeps dry and sunny this week, too.

Mary: Well, I wouldn't be sure. Have you heard the forecast?

Nick: No, what does it say?

Mary: Occasional showers tomorrow morning, drizzle more cloud later on, unsettled for the rest of the week.

Nick: Oh, isn't that awful! I do hope it clears up by Saturday.

Mary: Why are you so eager?

Nick: Don't you remember? We were planning an outing for this weekend.

Mary: Oh yes, shall I ask Ann? She is greeting one of outings.

Nick: Of course. Phone her straight a way, will you?

Mary: All right.

II

Mary: Can I speak to Ann, please?

Ann: Speaking. Is that you Mary?

Mary: Yes. I say, Ann, what are going to do over the weekend?

Ann: Well, I haven't made up my mind about the whole of it yet, but I'm staying in on Saturday night. Why?

Mary: Nick suggests an outing on Sunday. Would you like to join?

Ann: Of course. A Camping weekend would've been better idea, only I've got to stay in on Saturday.

Mary: Well, I know camping's your hobby, but you'll have to put up with a day's outing, this time.

Ann: All right. When shall I see you about the arrangements?

Mary: Tomorrow after work I suppose. Will that be convenient?

Ann: Yes, quite. See you tomorrow, then.

Task 1. Read the text in pairs (one student reads Mary's sentences, another one Nick's and Ann's sentences).

Task 2. Pupils of class should divide into two groups. One group read Mary's sentences together, the next group read Nick's and Ann's sentences.

Task 3. Pupils should divide into several groups. Each group should consist of 3 members. According to the dialogues pupils do role-plays.

TEXT 7

Specific aim: To teach the learner's the meaning of unknown words and to improve their vocabulary.

Skills involved: scanning, reading speed.

WHY I'M SCARED OF LIZARDS

Long ago, when I was a little boy, I had a pet lizard. Green, with blue streaks on its body and long tail. A very friendly little chap.

My lizard had a house-I'd built it myself of plywood, with a tiny glass window. I fed my lizard on mealworms, and it wasn't always easy. I had to get the worms at the pet shop on Kuznetsky Most. So I had two

problems. First, I needed the money for the worms. And then, after I'd wheedled the money from my parents, the shop would be out of worms.

But everything went well, in fact too well. The lizard got used to me. It didn't bite when I picked it up, and used to scuttle over my arms and shoulders, up my neck, and over my head, and then it would look at me expectantly. I was supposed to give it a tit-bit.

It would almost wrap its long tongue round my fingers, and it would wait and wait. Then I would give it a mealworm.

One of my school friends came to see me one day. I showed him my lizard.

"Can you pick it up by its tail?" asked my friend.

"I don't know", I said. "I suppose I could..."

And, to friend's spiteful my joy, I boldly sized the lizard by its tail.

"Well done," said my mate and went off.

After he'd gone, I saw something horrible: the lizard had lost its tail; it was lying lifeless, like a bit of rubbish on the floor!

I put my tailless lizard in its plywood house with the little glass window.

Two days later, it died. It refused to eat. I buried it at the Christy Prude Boulevard.

That was many years ago. Since then I've seen all kinds of lizards, and many a time my children have asked me: "Papa, let's buy one..."

No! I can't!

As if the lizard I had failed to keep alive in those prewar years was still on my conscience.

TEXT 8

Specific aim: To train the students to infer the meaning of unfamiliar words and to help them to analyze their process of inference.

Skills involved: Deducing the meaning and use of unfamiliar lexical items through contextual clues. Understanding relations between parts of a text through lexical cohesion devices.

THE RISKS OF CIGARETTE SMOKE

Discovered in the early 1800s and named nictianine, the oily essence now called nicotine is the main active ingredient of tobacco. Nicotine, however, is only a small component of cigarette smoke, which

contains more than 4,700 chemical compounds, including 43 cancer-causing substances. In recent times, scientific research has been providing evidence those years of cigarette smoking vastly increases the risk of developing fatal medical conditions.

In addition to being responsible for more than 85 per cent of lung cancers, smoking is associated with cancers of, amongst others, the mouth, stomach and kidneys, and is thought to cause about 14 per cent of leukemia and cervical cancers. In 1990, smoking caused more than 84,000 deaths, mainly resulting from such problems as pneumonia, bronchitis and influenza. Smoking, it is believed, is responsible for 30 per cent of all death from cancer and clearly represents the most important preventable cause of cancer in countries like the United States today.

Passive smoking, the breathing in of the side-stream smoke from the burning of tobacco between puffs or of the smoke exhaled by a smoker, also causes a serious health risk. A report published in 1992 by the US Environmental Protection Agency (EPA) emphasized the health dangers, smaller particles and is therefore more likely to be deposited deep in the lungs. On the basis of this report, the EPA has classified environmental tobacco smoke in the highest risk category for causing cancer

As an illustration of the health risks, in the case of a married couple where one partner is a smoker and one a non-smoker, the latter is believed to have a 30 per cent higher risk of death from heart disease because of passive smoking. The risk of lung cancer also increases over the years of exposure and the figure jumps to 80 per cent if the spouse has been smoking four packs a day for 20 years. It has been calculated that 17 per cent of cases of lung cancer can attributed to high levels of exposure to second-hand tobacco smoke during childhood and adolescence.

A more recent study by researchers at the University of California at San Francisco (UCSF) has shown that second-hand cigarette smoke does more harm to non-smokers. Leaving aside the philosophical question of whether anyone should have to breathe someone else's cigarette smoke, the report suggests that the smoke experienced by many people in their daily lives is enough to produce substantial adverse effects on a person's heart and lungs.

The report, published in the Journal of the American Medical Association, was based on the researchers' own earlier research but also includes a review of studies over the past few years. The American Medical Association represents about half of all US doctors and is a strong opponent of smoking. The study suggests that people who cigarettes are continually damaging their cardiovascular system, which adapts in order to compensate for the effects of smoking. It further states that people who do not smoke do not have the benefit of their system adapting to the smoke inhalation. Consequently, the effects of passive smoking are far greater on non-smoker than on smokers.

This report emphasizes that cancer is not caused by a single element in cigarette smoke; harmful effects to health are caused by many components. Carbon monoxide, for example, competes with oxygen in red blood cells and interferes with the blood's ability to deliver life – giving oxygen to the heart. Nicotine and other toxins in cigarette smoke activate blood cells called platelets, which increases the likelihood of blood clots, thereby affecting blood circulation throughout the body.

The researchers criticize the practice of some scientific consultants who work with the tobacco industry for assuming that cigarette smoke has the same impact on smokers as it does on non-smokers. They argue that those scientists are under estimating the damage done by passive smoking and, in support of their recent findings, cite some previous research which points to passive smoking as the cause for between 30,000 and 60,000 deaths from heart attacks each year in the United States. This means that passive smoking is the third most preventable cause of death after active smoking and alcohol-related diseases.

The study argues that the type of action needed against passive smoking should be similar to that being taken against illegal drugs and AIDS (SIDA). The UCSF researchers maintain that the simplest and most cost-effective action is to establish smoke-free work places, schools and public places.

Exercise 1

Choose the appropriate letters A-D and write them in boxes 1-3 on your answer sheet.

- 1) According to information in the text, leukemia and pneumonia:
A) are responsible for 84,000 deaths each year;

- B) are strongly linked to cigarette smoking;
- C) are strongly linked to lung cancer;
- D) result in 30 per cent of deaths per year.
- 2) According to information in the text, intake of carbon monoxide
 - A) inhibits the flow of oxygen to the heart;
 - B) increases absorption of other smoke particles;
 - C) inhibits red blood cell formation;
 - D) promotes nicotine absorption.
- 3) According to information in the text, intake if of nicotine encour-

rages:

- A) blood circulation through the body:
- B) activity of other toxins in the blood:
- C) formation of blood clots:
- D) An increase of platelets in the blood.

Exercise 2.

Do the following statements reflect the claims of the writer in this.

Reading Passage?

In boxes 1–4 on your answer sheet write.

YES if the statement reflects the claims of the writer;

NO if the statements contradicts the claims of the writer;

NOT GIVEN if it is impossible to say what the writer thinks about this.

1. Thirty per cent of deaths in the United States are caused by smoking-related diseases.

2. If one partner in a marriage smokes, the other is likely to take up smoking.

3. Teenagers whose parents smoke are at risk of getting lung cancer at some time during their lives.

4. Opponents of smoking financed the UCSF study.

Exercise 3.

Choose one phrase the list of phrases A-J below to complete each of the following sentences (questions 1–3).

Write the appropriate letters in boxes 1–3 on your answer sheet.

1. Passive smoking...

2. Compared with a non-smoker, a smoker...
3. The American Medical Association...

- A. Includes reviews of studies in its reports.
- B. Argues for stronger action against smoking in public places.
- C. is one of the two most preventable causes of death.
- D. is more likely to be at risk from passive smoking diseases.
- E. is more harmful to non – smoker than to smokers.
- F. is less likely to be at risk of contracting lung cancer.
- G. is more likely to be at risk of contracting various cancers.
- H. Opposes smoking and publishes research on the subject.
- I. is just as harmful to smokers as it is to non – smokers.
- J. Reduced the quantity of blood flowing around the body.

TEXT 9.

Specific aim: To make students understand all meaning of the text, and bring up them in a good manner, and as well as show them the difference between “black” and “white”.

Skills involved: To enrich their vocabulary using unknown words in the topic, and find out the meaning of those words.

AN EASTERN LEGEND ABOUT TOBACCO

A long time ago when tobacco had just appeared in the Caucasus, there lived at the foot of a high mountain a wise old man. He took a dislike to tobacco and tried to persuade others not to smoke it.

Once a group of foreign merchants came to the village where the old man lived to sell tobacco. They tried hard to make the old man support them, but they could not.

One day the old man saw that a crowd of people had gathered round the merchants who were shouting: “Oh divine leaf, which cures all ailments!”

Then the wise man said: “But that is not all! This divine leaf brings people other advantages: no thief will enter the house of a man who smokes, no dog will bite him, and he will never grow old”. The mer-

chants looked at him with joy. "Explain your words to us, oh wise old man", they asked him.

"No thief will enter the house of a man who smokes" he replied, because that man will be coughing all night, and no thief likes to go into the house of one who is awake. After several years of smoking a man will grow weak, and will walk with a stick. Will a dog bite a man with a stick! Last, he will never grow old because he will die in his youth".

On hearing these words, the peasants went off, determined never to smoke.

Task 1

"One day I'll stage a play".

Read the story. In pairs think of how to make it into a play. Think what props you may need.

Task 2

Discuss the plays performed. Say:

- What the play teaches us
- Whose play you liked the best of all
- Whose acting you liked
- Whose props were the best

Task 3

Find new words on topic and make up sentences using them.

Task 1

Answer the questions to find the meaning of these words.

- A. does ration mean limit or increase?
- B. does indulgent mean too cruel or too kind?
- C. does runs out mean starts or finishes?
- D. does punched into mean using your first or using finger?
- E. does runs out mean adds or takes away?
- F. does instills mean teaches or makes you afraid of ?
- G. does barter mean exchange or add ?
- H. does team up mean work together fight with each other ?
- I. does yelling mean whispering or shouting ?
- J. does siblings mean brothers and sisters or your best friends ?

Task 2

Find T (true) or F (false).

- a. When your viewing time is finished, TV Allowance turns off the TV. T/F.
- b. the inventor Randal Levenson, is a professional scientist. T/F.
- c. Each member of the family has their own individual number to type in. T/F.
- d. You can sell your viewing time to other family members. T/F
- e. Mr. Levenson used to shout at his children a lot. T/F
- f. You can programme the gadget to turn the TV off during mealtimes. T/F.
- g. Parents must have the same viewing time as children. T/F.
- h. American children watch television on average for five hours a day. T/F.
- i. Most child care experts have doubts about the gadget. T/F.
- j. Some children turn off the TV when the adverts are on to save their time. T/F.

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Qaydlar uchun

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