

**MINISTRY OF HIGHER AND SECONDARY
SPECIALIZED EDUCATION OF THE
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Listening and speaking

For the 2nd year students

(методикалык колланба)

NUKUS – 2017

ЎЗБЕКСТАН РЕСПУБЛИКАСЫ
ЖОҚАРЫ ҲАМ ОРТА АРНАЎЛЫ БИЛИМЛЕНДИРИЎ
МИНИСТРЛИГИ

ЎЖИНИЯЗ АТЫНДАҒЫ НӨКИС МӘМЛЕКЕТЛИК
ПЕДАГОГИКАЛЫҚ ИНСТИТУТЫ

А. ДЖ. АВЕЗИМБЕТОВА

«Аўызеки сөйлеў әмелияты пәни бойынша әмелий сабақлар сыпатламасы»

Англичан тили ҳәм әдебияты
қәнигелиги 2- курс талабалары ушын
(методикалык колланба)

НӨКИС – 2017

Дүзиўши: А.Авезимбетова

Бул оқыу-методикалық қолланба англичан тили бойынша талабалардың тыңлау хәм сөйлеу көнликпелерин рауажландыруға арналған. Қолланбада келтирилген текстлер хәм хәр қыйлы шынығыулар талабалардың текстлерди тыңлап оларға сорау жууап өткеріуінде, сол текстлерге байланыслы хәр қыйлы тапсырмаларды ислеуде қолайлы хәм ыкшам берилген, талабалардың тил материалларын толық өзлестириуине үлкен жәрдем береді.

This manual is for the students who are doing intermediate course in English and wish to improve and develop their listening and speaking skills. It consists of 5 units, in each unit is given different kinds of tasks. The manual can function as an important help in exchanging information on academic professional topics among group mates.

ЖУУАПЛЫ РЕДАКТОР:

К.М.Коцанов - Әжинияз атындағы Нөкис мәмлекетлик педагогикалық институты филология илимлериниң кандидаты, профессор

Р.К.Рзаева -Әжинияз атындағы Нөкис мәмлекетлик педагогикалық институты шет тиллери факультети инглиз тили хәм әдебияты кафедрасы үлкен оқытыушы

ПИКИР БИЛДИРИУШИЛЕР:

К.Бабажанова - Әжинияз атындағы НМПИ, англичан тили хәм әдебияты кафедрасы баслығы

Ж.Сейтжанов - ҚМУ доценти, филология илимлери кандидаты

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Unit 1. TOPIC EDUCATION

How Do You Remember Thing



In this theme you are going to listen to a lecture on remembering new information

academic (adj)

Lesson 1. Vocabulary

college (n)

You are going to learn some of the vocabulary that you will need to understand the lecture

A. Discuss these questions in pairs. The questions use some of the red words.

head (n)

1. Which college are you in?
2. What's your major?
3. Who's the head of your college?
4. What subjects are you taking this semester or term?
5. How many lecture rooms are there in your college?

lecture (n and v)

B. Track. 🎵 Listen to a short text with the green words. Then complete the text with one of the words in each space.

room (n)

You can use the same word more than once.

Have you got a good _____? I mean, can you _____ things like names, telephone numbers, people's faces? Or do you _____ things in a few minutes?

semester (n)

subject (n)

Perhaps you should try using _____

This is the idea that we can improve _____

if we think of something _____ about the information at the time of learning it.

For example, we might be able to _____ the telephone number 412414 if we notice that it contains

term (n)

two similar numbers 412 and 414 and the second number is 2 more than the first. Then we only have to _____

three numbers 4, 1 and 2- and we have the whole number forget (v)

C. You are going to hear five telephone numbers.

1. listen and write down each number (adj) memorable

2. Find a mnemonic way to remember each number memory (n)

3. Test each other in pairs mnemonics (n)

Track 2: 🎵 Listening

A. How do you remember new words- English or in your own language? Make a list of ways

Day	Sunday
Room	6
College	Education
Semester	2
Course	Memory and learning
Lecture	How do you remember new information
Lecturer	Sandra Martin

B. Look at the extract from the lecture room planner at Greenhill College

1. Read the information for 30 seconds
2. Cover the information. How much can you remember?
Tell your partner

3. Uncover the information. Which things did you forget or get wrong?

C. Read these sentences

1. Which sentences do you expect to hear in the lecture on memory and learning?

Explain your answers

- a. When you hear new information, you can remember it for a short time
- b. I can't remember your name
- c. You can remember things for a short time because you have a good short term memory
- d. What's your telephone number?
- e. New information makes you forget old information

- f. What's my telephone number?
 - g. I have got a very bad memory
 - h. Somehow you must get the information into long term memory
- 2. 🎵 Listen to the first part of the lecture and check your answers**

D. On the right are notes three Education students at the lecture

- 1. Which one is correct?
- 2. 🎵 listen to the first part of the lecture again and check

a.

New information goes to short-term memory. We must move it to long-term memory.

b.

New information goes to short-term memory.

c.

Then we forget it. New information goes to long-term memory.

E.

Track 🎵 Listen to the second part of the lecture.

When the lecturer pauses, predict the next word

F. Complete Figure 1 with words in each space.

Figure 1

New information → short term memory + 1. _____ → long term memory

2. _____

3. _____

4. _____

5. mnemonic _____

Checking skills

A. Can you remember the definitions of these words from lesson 2? Match each word its definitions

- 1. frequency a. different things
- 2. activity b. doing something e.g. with information

- 3. variety
- 4. association
- 5. mnemonics
- c. how often (you hear or read or do something)
- d. linking one piece of information with another
- e. using something strange or memorable about information to help

you remember [2. p. 9]

B. track 2 Cover figure 1 from lesson 2. Listen to the second part of the lecture again. Draw the figure. Use the words from Exercise A.

C. Here is some of the signpost language from the second part of the lecture

1. Complete each phrase with one or more words in each space

a. How can you move information from short-term memory into _____

b. There are five main _____

c. The _____

d. The second _____ is activity

e. _____ third way is variety

f. The fourth way _____ - association

g. _____ mnemonic

Listen and check your answers

Listen to these words from the lecture. Tick in the correct column according to the vowel sound.

	1	2	3	4
	pit	pat	pet	pot
	[I]	[æ]	[e]	[o]
long				
Link				
Get				
Have				
Still				
Help				
What				
When				
Want				

Unit 2. MARRIAGE, FAMILY AND THE HOME

Reading and thinking about the topic

If you read or think about a topic before you hear it discussed, you will find the discussion much easier to understand.[1. p.2]

1. Read the following passage

What exactly is a family? The traditional idea of a nuclear family, meaning two married adults who live together and take care of their children, is becoming less and less common in the industrialized world. In the United States, for example, only about one quarter of all families have this structure. In fact, there have been such far-reaching social changes over the past century that the word family is becoming hard to define. The concept of family has to take into account such social changes as industrialization, increased geographical mobility, and women's progress toward gaining equal rights. Other considerations include increases in single-parent families, cohabitation (people living together without getting married), divorced couples who marry other people, and other increasingly accepted alternative family structures.

2. Answer the following questions according to the information in the passage

1. What is meant by a "traditional nuclear family"?
2. Why is the word family hard to define today?
3. What changes have affected family structure over the past century?

Track 1. Listening for numerical information

Before you listen to some information about trends in the American family, read the following questions and answers about current trends in family structure.

Do you think the answers are true or false? For each answer, circle either T (true) or F (false). **Compare your predictions with a partner**

Questions	Answers	Your predictions
1. How many marriages in the United States end in divorce?	25 % of marriages in the United States end in divorce	T F
2. How many children spend time in single-parent families?	About 50 % of all children spend time in a single-parent home	T F
3. How big are average families in the United States?	There are about four people in the average American family	T F
4. What percentage of people live together before they get married?	About 50% of young couples live together before getting married	T F
5. How many people live alone?	About one in four households consists of only one person	T F

2. Now listen to the information about trends in the family and check whether your predictions were correct. Cross out any false information in the "Answers" column and write in the correct information. Compare your answers with your partner (play track) [1.p.3]

II. AMERICAN VOICES: Robert and Carlos

In this section you will hear Robert talk about growing up in an extended family. Then you will hear Carlos discuss how he was raised in a single-parent home. [1. p. 4]

BEFORE THE INTERVIEWS

Personalizing the topic

Thinking about your own experiences and ideas related to a topic can help you understand and remember the information that you hear.

Work with a partner and compare your family background. Use the chart below each question to make notes about your and your partner's answers

1. How many people were there in your household when you were a child? Who were they?

You	Your partner

2. In what ways was your family typical of other families in your community? In what ways was it different?

You	Your partner

3. What important lessons did you learn from your family? Can you describe one. For example, did anyone in your family ever explain to you why it was necessary to act a certain way?

You	Your partner

2. Work with a different partner and compare the information you wrote down in your charts.

INTERVIEW WITH ROBERT: GROWING UP IN AN EXTENDED FAMILY

Here some words and phrases from the interview with Robert printed in bold and given in the context in which you will hear them. They are followed by definitions. [1. p.5]

Probably the most important ***influence*** in my life was my family: *something that makes a strong impression on you.*

Not just my mother and father, but my extended family: a family that includes many relatives such as cousins, aunts, uncles, grandparents, and several generations.

I grew up very close to my family: closely connected by love for each other and time spent together

I never really sought people out besides my family: looked for

My grandfather wasn't retired: was still working

He was more protective of us than my mother was watched over us closely

Some of my best traits: characteristics

Families are not necessarily blood relations: genetically related: related by blood

IN YOUR OWN VOICE

In this section you will give an oral presentation about your own family. [1. p. 9]

GIVING ORAL PRESENTATIONS

In academic courses you will sometimes be called on to give oral presentations in class. Here are some guidelines to keep in mind:

- Plan what you want to say, but do not write it out and memorize it. Instead, make notes on index cards

- Organize your notes carefully so that you present your ideas in a logical order.

- Using your notes, practice giving your presentation in front of a mirror or with a friend

- When you give your presentations in class, speak slowly and clearly, and look at your audience

- Consider using a visual aid, such as a chart, a map, photographs, or drawings, to help bring your presentation alive

I. Choose one of the following topics about your think will be of interest to your classmates.

1. A family member who is or was –an important influence on you

2. An important lesson that you learned from someone in your family

3. An object that has special meaning for your family (for example: a house, a photograph, or a piece of jewelry)

4. A topic of your own

II. Plan your presentation carefully and prepare to speak for three to four minutes. Include the following information in your talk.

- * the name (s) of the family member (s) you are speaking about

- * one or two specific examples that illustrate the topic (such as an event in which something a family member did influenced you or the reason an object is important to your family)

Try to include a visual aid in your presentations. You might want to show an object, a photograph, or a map. If you do not have any of these items,

consider making a poster that shows your family tree. Or you could make a drawing to illustrate your topic.

III. ACADEMIC LISTENING AND NOTE TAKING: Family lessons.

In this section you will hear and take notes on a two-part lecture given by Ms Beth Handman, an educational consultant. The title of the lecture is Family lessons. Ms. Handman will explain how children learn lessons within a family, no matter what type of family they come from. [1. p. 10]

BEFORE THE LECTURE

PERSONALIZING THE TOPIC.

1. Work with a partner. Read the following eight examples of bad behavior in children listed below. Discuss the best and worst ways for parents to react to each of these behaviors. The “best way” means a way that is likely to teach good behavior to the child. The “worst way” is a way that will probably not be successful in teaching good behavior. Make brief notes about your ideas.
 1. Sarah, a 2 year old, keeps throwing her food on the floor and cries until her parents pick it up.
Best way to react: _____
Worst way to react: _____
 2. David, a 5 year old, is angry and frustrated. He hits his baby sister.
Best way to react: _____
Worst way to react: _____
 3. Ronnie, a 6 year old, runs up and down the aisles when his parents take him to the supermarket and screams when they tell him to stop
Best way to react: _____
Worst way to react: _____
 4. Sheila, an 11 year old, is caught copying a classmate’s test
Best way to react: _____
Worst way to react: _____
 5. Stephen, a 12 year old, takes money from his father’s wallet
Best way to react: _____
Worst way to react: _____
 6. Tim, a 13 year old, begins to smoke cigarettes
Best way to react: _____
Worst way to react: _____
 7. Erica, a 15 year old, refuses to go to bed until 2 a.m.
Best way to react: _____
Worst way to react: _____
 8. Freddie, a 17 year old, comes home really late and won’t explain to his

parents where he has been

Best way to react: _____

Worst way to react: _____

Using your notes, compare your answers with other classmates

♪ NOTE TAKING: LISTENING FOR MAIN IDEAS AND SUPPORTING DETAILS

Listen to the recording. You will hear a few sentences from the lecture about each of the main ideas listed below. Try to distinguish the supporting details and decide whether they are examples or academic references. Put a check (✓) in the appropriate column. [1.p. 11] **Track 3**

Main ideas	Supporting Details	
	Example	Academic reference
1. Children learn good behavior through rewards.	<input type="checkbox"/>	<input type="checkbox"/>
2. Another way children learn to behave is through punishment	<input type="checkbox"/>	<input type="checkbox"/>
3. Parents can teach children by modeling appropriate behavior	<input type="checkbox"/>	<input type="checkbox"/>
4. Don't do as I do. Do as I tell you, doesn't Usually work	<input type="checkbox"/>	<input type="checkbox"/>
5. Parents worry about negative lessons	<input type="checkbox"/>	<input type="checkbox"/>

Compare your answers with a partner

LECTURE, PART ONE: Rewards and punishments

GUESSING VOCABULARY FROM CONTEXT

When you hear or read words that you don't know, pay attention to the words in the surrounding context. The context can give you clues that will help you understand the new words. Using your knowledge of related words will also help you. [1. p. 12]

1. The following items contain important vocabulary from Part One of the lecture. Work with a partner. Using the context and your knowledge of related words, take turns trying to guess the meanings of the words in **bold**.

_____ 1. I'd like to focus on three of the ways that children acquire their behavior.

_____ 2. A reward can be defined as a positive reinforcement for good behavior

_____ 3. Most parents use rewards unconsciously.

_____ 4. Punishments are the second important way in which a child is socialized.

_____ 5. Both rewards and punishments are controversial. Many people think that

they are not effective.

_____ 6. Some people argue that this reward is unnecessary because it is like a bribe.

_____ 7. The child should be taught that it's his duty to help with household chore.

_____ 8. Some of us grew up expecting to be spanked if we misbehaved

_____ 9. Our parents may have hit us on the hand if we talked back to them.

_____ 10. Some children are subject to really serious physical abuse.

Work with your partner. Match the vocabulary terms with their definitions by writing the letter of each definition below in the blank next to the sentence containing the correct term in step 1. Check your answers in a dictionary if necessary.

- a. hit by someone as a kind of punishment
- b. things that people have different opinions about
- c. taught how to behave with other people
- d. very hard and extreme physical punishment
- e. encouragement
- f. learn, get
- g. without thinking
- h. spoke impolitely to, argued with
- i. something offered to someone to make the person do something
- j. responsibility

UNIT 3. THE POWER OF THE GROUP

Reading and thinking about the topic

1. Read the following passage. [1. p. 17]

An individuals in society, each of us belongs to several different groups. For example, we are members of our own families, we have groups of friends, and we associate with groups at work and school. On a larger scale, we belong to a nation and maybe a religious group. Each of these groups has its own culture, or set of rules that governs the behavior of people in that group. For example, it

is common for peers –that is, people of the same age or people in the same situation – to behave in similar ways or to share similar expectations. The group we belong to influence our opinions about the world, our interactions with others, and the decisions we make. We may think that we behave as individuals, but in fact there are always group pressures that are influencing us to act in certain ways.

Answer the following questions according to the information in the passage

1. List six groups that an individual can belong to
2. In what ways does belonging to a group influence our behavior?

Track 4. Listening for specific information

I. Read the questions about “group pressure” situations below

1. You have been invited to the wedding of a family member you don’t like. Everyone else in your family is going. Would you go to the wedding?
2. Your friends are planning to see a popular movie this weekend and have asked you to go with them. You have read reviews that say it is a really bad movie. Would you go with your friends anyway?
3. All your friends have started to wear a new style of shoes. When you first see the shoes, you think they look ugly. Would you consider buying them anyway?
4. Your parents have been invited to their friends house in the country for the weekend. They want you to go with them. You are in college and need to study. Would you go away with your parents for the weekend.

II. Listen to two college students-Rebecca and Jim. What do they say they would do in these situations? Take notes about their answers. Track 5

Situation	Rebecca’s response	Jim’s response
1. Going to a relative’s wedding		
2. Going to a movie		
3. Buying new shoes		
4. Going away for the		

weekend		
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Compare your answers in a small group. What would you do in these situations?

AMERICAN VOICES: Henry, Victor, and Samira

In this section you will hear three Americans discuss one type of group pressure peer pressure among young people. You will hear Henry’s perspective as the father of two boys. Then you will hear two young people, Victor and Samira, talk about the influence of their peers. [1.p. 19]

BEFORE THE INTERVIEWS

SHARING YOUR OPINION

Henry is an American father of two teenage boys. Read the behaviors in the chart.

Decide which ones you think he would let his sons do

	Would let them do it	Would not let them do it
1. Wear baggy pants	<input type="checkbox"/>	<input type="checkbox"/>
2. Dye their hair	<input type="checkbox"/>	<input type="checkbox"/>
3. Talk on the phone for a long time	<input type="checkbox"/>	<input type="checkbox"/>
4. Smoke cigarettes	<input type="checkbox"/>	<input type="checkbox"/>
5. Take drugs	<input type="checkbox"/>	<input type="checkbox"/>
6. Drink alcohol	<input type="checkbox"/>	<input type="checkbox"/>
7. Play video games	<input type="checkbox"/>	<input type="checkbox"/>

Victor is a young boy and Samira is a teenage girl. The interviewer asks them both this question:

Do you think your friends have a lot of influence on you?

Which of the following answers do you think is Victor’s (write V) and which do you think is Samira’s (write S)? Why?

1_____ “Well……sometimes,”

2_____ “Totally, I mean, we talk about everything, and like, I have my own
Opinions about stuff and all that, but we always talk everything
over”.

INTERVIEW WITH HENRY: LIVING WITH TEENAGERS

NEW WORDS AND PHRASES BY DEFINITIONS. [1. P. 20]

Adolescence- shift ---*the time between childhood and adulthood I move or change*

Comes into full bloom ---*fully developed*

At a glance--- *with a quick look*

Fad—*fashion that is suddenly popular*

Draw the line--- *a limit on what is permitted*

Online - *on the carefully*

Monitor it---*watch it carefully*

Are into - *have an important interest in*

♪ TRACK 6 LISTENING FOR MAIN IDEAS

In this interviews Henry gives advice about how to deal with teenage children. Before you listen, read the following advice that is commonly given to parents on this subject.

Advice to parents on How to Deal with Teenage Children

_____ Be a good role model. Show them how to behave well by behaving well yourself

_____ Let them make their own decisions about fashion when they are reach

_____ Monitor their behavior

_____ Give them freedom to experiment and have fun, as their behavior is safe and legal

_____ Set clear limits. Be clear about what they can and cannot do

_____ Listen to the way you talk to them. Try to avoid the annoying language that your

own parents used with you

Now listen. Place a check (✓) next to the main ideas that Henry discusses from the list above. Track-6

Discuss the following questions with a partner

1. Do you agree with Henry's advice
2. Look back at your answers to step 1 of "Sharing Your Opinions", on page 19
3. Which statement expresses Henry's point of view?

UNIT 4. GROWING UP MALE OR FEMALE

Reading and thinking about the topic.

Read the following passage.

Biology determines what sex we are at birth that is, whether we are male or female. However, society and culture determine our gender roles that is, the socially learned patterns of behavior that distinguish boys from girls and men from women. Gender roles are learned through the process of socialization. In other words, we learn what society considers masculine and feminine as we grow up and interact with other people. Becoming a man or woman is dramatically more complex now than it was a century ago. Boys and girls today have more freedom to explore their individuality and less pressure to conform to traditional gender roles. For example, today both young men and young women can have jobs that were previously limited to only one sex. Children who are born today are given choices about the way males and females should behave and think. Many of today's gender roles were unthinkable in our parents' or grandparents generations.[1. p. 32]

Answer the following questions according to the information in the passage

1. How do we learn about masculinity and femininity?
2. How have gender roles changed?
3. Do you think that gender roles will continue to change in the future?
How?

♪ BUILDING BACKGROUND KNOWLEDGE ON THE TOPIC

Work in a small group. Look at the picture below. These picture illustrate son nursery rhymes –traditional children’s songs and poems–that are taught to child in many English-speaking countries. Describe what is happening in each picture. [1. p. 34]



1 What Are Children Made Of?



2 Jack Be Nimble



3 Polly, Put the Kettle On



4 Little Miss Muffet



5 Georgie Porgie

Now listen to the nursery rhymes. In the chart below, write the personality traits from. “Personalizing the topic” that describe the girls or boys in each rhyme. You do not have to use all the traits and you may use some more than once. *Track 8*

Rhymes	Personality	
	Girls	Boys
1		adventurous

2		
3	Helpful	
4		
5	Timid	

Share your answers with your group. Discuss how these rhymes characterize girls and boys. Do you think these characterizations are accurate?

AMERICAN VOICES: Linda and Shingo

In this section you will hear two people discuss the ways that boys and girls are raised. First, Linda talks about how she has tried to bring up her son. Then Shingo, a 26-year old man from Japan who is living and studying in the United States, compares his and his brother's upbringing with that of his sister. [1.p. 35]

PERSONALIZING TOPIC

As boys and girls grow up, they are usually given chores –small jobs to do around the house, but these chores are often assigned by gender. Think about yourself and your friends. As children, who was asked to help their parents with the chores listed below: boys girls, both, or neither? For each chore, check the appropriate column.

Who was asked.....	boys	girls	both	neither
Take out the garbage?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wash the dishes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iron?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sew buttons on clothes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clean the house?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cook meals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Repair household items?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In your community, what kind of behavior is encouraged among young girls and boys (under the age of 10)? For each behavior, check the appropriate column

Toys **Boys** **Girls** **Both** **Neither**

Who is encouraged to play with.....

Balls?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dolls?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trucks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crayons and paints?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Games

Who is encouraged to.....

Play "house (pretend to do household chores?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Play mommies and daddies?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Play sports?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dress up in costumes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Clothes

Who is encouraged to wear

Pink clothes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blue clothes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pants or overalls?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shorts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Bringing up a son

Some words and phrases from the interview by definitions

Critical issue - *important problem*

Excel - *do extremely well*

Bonding - *feeling of closeness and friendship*

Tease, harshly and relentlessly - *make fun of / in a rough way*

Prescribed *-unchangeable*

Stable wealthy *-secure, safe/ rich*

♪ ANSWERING MULTIPLE -CHOICE QUESTIONS

In this interview, Linda talks about her goals for her teenage son. Before you listen read the items and possible answer choices below. For each item, two answers are correct and one is incorrect. [1. p. 36]



Linda

1. Linda wants her son to be
 - a. proud of himself
 - b. good to his parents
 - c. Sensitive
2. Boys are expected to
 - a. be tougher
 - b. be better at sports
 - c. form groups easily
3. Men use sports as
 - a. the basis fro social relationships
 - b. something to talk about
 - c. a way to relate to women
4. Many people say that boys are closed emotionally, Linda thinks that boys
 - a. are very closed emotionally
 - b. share a lot of their intimate feelings with other boys
 - c. are more open than they used to be in the past
5. In Linda's view, boys are scared of
 - a. not being big enough
 - b. not being accepted
 - c. not being intelligent enough
6. In society in the past

- a. roles were prescribed
 - b. there was more flexibility
 - c. jobs often gave lifetime employment
7. Linda would like her son to be
- a. rich
 - b. a good friend
 - c. a caring member of society

Now listen to what Linda says and choose your answers play

INTERVIEW WITH SHINGO: Growing up as a boy or girl

Some words and phrases from the interview with Shingo printed in bold and given by definitions

Shelter - *-closer care of*

Close- *geographically near*

Restricted -*limited*

Woodwork -*carpentry*

Discrimination - *unequal treatment*

Support- *emotional or physical help*

Flexible- *able to change according to the situation*

♪ LISTENING FOR SPECIFIC INFORMATION

1. Read the following statements before you listen to the interview. Each statement refers to a way that parents can treat their children.[1. p. 38]

Parents can.....

- _____1. care about their children
- _____2. give them independence and let them do what they want
- _____3. allow them to study in order countries
- _____4. want them to live nearby after they marry
- _____5. spend a lot of time with them
- _____6. take them shopping
- _____7. pay for what they want to buy

_____8. teach them how to cook

2. Now listen to the interview. Write S,D,B or N in the blank next to each statement in step 1 (play)

S (sons): the way Shingo's parents treated their sons

D (daughter): the way Shingo's parents treated their daughter

B (both): the way both the sons and the daughter were treated

N (neither): The statement doesn't apply to either the sons or the daughter

3. Compare your answers with a partner and then discuss any differences as a class.

DRAWING INFERENCE

Drawing inferences means understanding things that are not directly stated by a speaker. When you listen to people speak, you should not only think about what they tell you directly, but you should also be aware of what they communicate indirectly. Drawing references is a critical aspect of listening. [1.p.38]

1.For each of the following statements, decide whether you think it correctly reflects what Linda or Shingo inferred in their interviews. Write T next to the statement if you think it is true or F if you think it is false.

1. Linda probably thinks that

_____a. it isn't easy for girls to make friends if they aren't good at sports

_____b. boys today communicate with each other better than they did in the past

_____c. it is difficult for boys to grow up in today's changing world

_____d. both boys and girls should be caring members of society

2. Shingo probably thinks that

_____a. parents want their daughters to stay closer to them than their sons

_____b. schools should offer the same classes to boys and girls

_____c. parents love their sons and daughters in different ways

____ d. children should not be allowed to make their own decisions

Work with a partner. Check to see if you drew the same inferences. Explain why you thought each answer was true or false. You may disagree about your answers.

SHARING YOUR OPINION

Look at the following photographs. They show people of both sexes in roles that were unusual for their gender in the past



♪ NOTE TAKING: USING SYMBOLS AND ABBREVIATIONS

When you are taking notes during a lecture, you have to write down a lot of information very quickly. Instead of writing out each word separately, you should develop the habit using symbols and abbreviations

You may want to change some of the symbols and abbreviations below to ones that are easier for you to remember and use. You will probably also want to invent some of your own, depending on the content of the lecture you are attending. When you invent symbols and abbreviations, it is important to review your notes as soon as possible after the lecture while their meanings are still fresh in your mind

Symbols

Here are some symbols that are commonly used in English. Many of them come from the field of mathematics.

& (and)	= (is the same as, means, equals)
....(and so on, etc.)	£ (is different from, doesn't mean)
@ (at)	< (is less than)
: (therefore)	> (is more than)
+ (plus, in addition to)	" (ditto, as said before, similarity)
# (number)	→ (causes, leads to, results in)
\$ (dollars)	% (percent)

Abbreviations

In addition using symbols, good note takers abbreviate long words or words that are frequently used. Here are a few standard abbreviations that are commonly used in English. Notice that some are based on Latin words.

Ex. or **e.g.** (for example "e.g." is from the Latin *exempli gratia*)

w (with)

etc. (and other similar things, from the Latin *etcetera*)

A.M. (before noon, from the Latin *ante meridiem*)

P.M. (after noon, from the Latin *post meridiem*)

gov't (government)

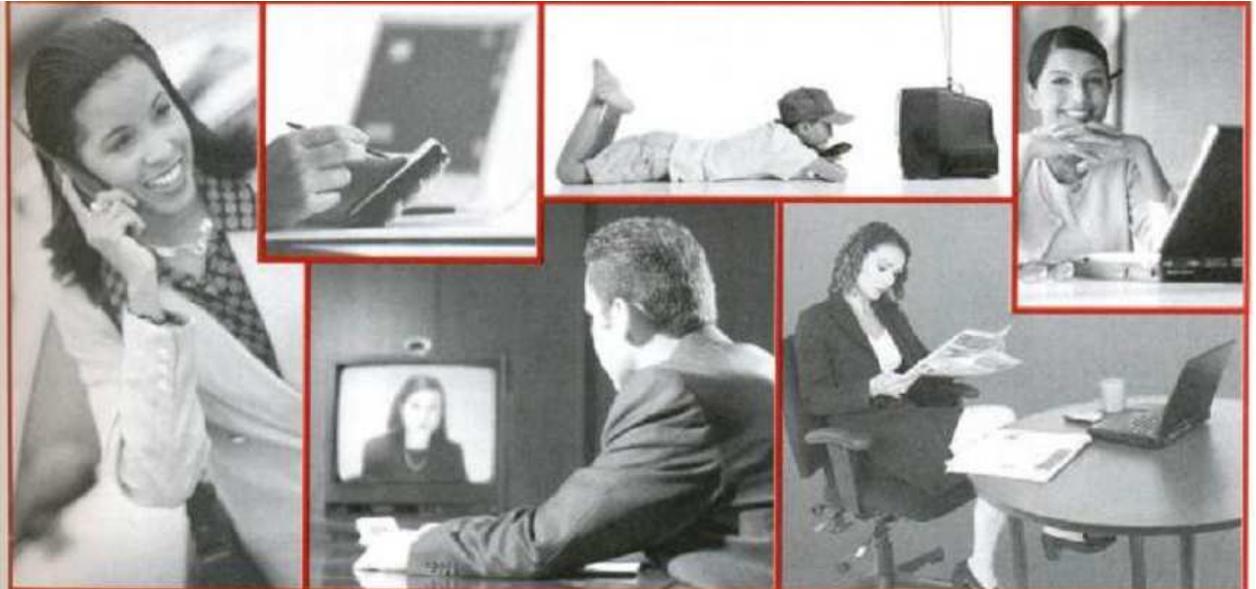
ed. (education)

Prof. (professor)

Dr. (doctor)

usu. (usually)

Unit 5 MEDIA AND SOCIETY



Reading and thinking about the topic

Today's world is changing faster than ever before. We have seen technological progress in areas we could not have imagined only ten or twenty years ago. Using computerized robots, a surgeon is now able to perform an operation on a patient in a different continent: music lovers can download their favorite music at the touch of a button are then burn their own CD s at home: digital photography allows us to take photographs and transmit them instantly to the other side of the world. What is the impact of all this technology on the way we interact with each other? Nobody is quite sure yet. Some people have embraced and celebrated new technology, which allows them to save time and effort. Others are not sure if the supposed benefits are actually worth it. They are concerned that new technologies have too much importance in our lives. They believe that some new technologies are having a negative effect on the way people interact with each other. [1.p. 65,66]

Answer the following questions according to the information in the passage

1. What are some recent innovations in the world of technology?
2. Why are some people in favor of technology?
3. Why are other people concerned about technology's impact?

RECORDING NUMERICAL INFORMATION

Look at the mini -history of the computer below. Work with a partner. Using your own ideas and knowledge, guess in which year each of the technological innovations in items 2 through 10 was made. Write your guesses in the “Guess” column. Track 78

Mini -history of the Computer

	Guess	Fact
1. In 500 b.. the abacus, a tool for counting, was in common use	_____	_____
2. Blaise Pascal invented the first calculating machine	_____	_____
3. The first computing machine was built that used a binary not decimal -method of operation	_____	_____
4. The term “artificial intelligence” was first used	_____	_____
5. The first commercial computer with a monitor And a keyboard was developed	_____	_____
6. The mouse was invented as a time-saving device for giving	_____	_____
7. The first personal computer was marketed	_____	_____
8. The laptop computer appeared.		
9. “Deep Blue” a supercomputer, beat the world chess champion in a sex-game match	_____	_____
10. The first teraflop computer was installed in a laboratory. It could perform one trillion operations per second	_____	_____

Listen to the mini-history of the computer. Fill in the dates that you hear in the “Fact” column. Then compare your answers with your partner (play).

UNIT 5. THE INFLUENCE OF THE MEDIA

1. GETTING STARTED

In this section you are going to think about the positive and negative influences of the media. You will also take notes on statistical information about television ownership.

Reading and thinking about the topic

1. Read the following passage.

The media has become one of society's most important agents of socialization. Television, radio, newspapers, the Internet, and other forms of media have a strong effect on the way we think and act. However, there is disagreement about exactly what the effect is. For example, access to television allows us to be better informed and gives us an increased understanding of the world. TV can also be used to entertain us. However, television exposes us to negative images, too. Furthermore, some critics argue that it may make us passive, violent, or too materialistic. Other forms of mass media, such as video games, magazines, and movies, may influence our ideas strongly, too. We do not yet really understand the extent of their impact on society. [1. p. 81

2. Answer the following questions according to the information in the passage.

1. Does everyone agree about the kind of effects the media has on society?
2. What are some positive effects of TV? What are some negative effects?

3. Read these questions and share your answers with a partner.

1. Do you watch a lot of TV? Are you concerned about its possible negative effects? Explain.
2. What steps do you think parents, schools, and the government should take to protect children and adolescents from the negative effects of on-screen violence?
3. Of all the forms of media mentioned in the paragraph, which one seems to have the most influence on you? Why?

PERSONALIZING THE TOPIC

1. What kind of entertainment do you enjoy? Fill in the chart below

Media	Details
TV	Three programs you watch:
Magazines	Three magazines you read:
Songs	Three songs you like:
Movies	Three movies you have enjoyed:
Radio	Three stations you listen to:
Internet	Three sites you visit:
Other?	

2. Share your responses with a small group.

AMERICAN VOICES: Eddie, Leslie, Ralph.

In this section you will hear six people of different ages give their opinions about the positive and negative effects of various forms of media.

BEFORE THE INTERVIEWS

PERSONALIZING THE TOPIC

1. Work with a partner and read the following positive and negative effects of the media. Discuss each effect and find an example that you and your partner agree about. Write the examples in the blanks.

Positive effects

Example

Keeps the user well informed
the world

Newspapers tell us what is happening in

Is entertaining

Is a good use of time

Is a good form of communication

Allows users to share opinions

(Other positive effects)

Negative effects

Example

Causes users to waste time

Encourages violence

Has too much advertising

Encourages people to think alike

(Other negative effects)

2. Now look at the forms of media below. Choose three. Explain to your partner the positive and negative effects each one has on you.

- Television - Video games - Magazines - Internet
- Telephone - Newspapers - Movies - Other?

INTERVIEW WITH EDDIE, LESLIE, AND RALPH:

Opinions about media

Here are some words and phrases from the interview with Eddie, Leslie, and Ralph printed in **bold** and given in the context in which you will hear them. They are followed by definitions.

Eddie

may be a **wasteful** effect: *something that makes you use time badly*

Video games **restrict** the things kids do: limit

Do big kids know the difference between **fantasy** and reality: *something in your imagination, not real*

The reason is not because they will make you deranged: crazy, mentally disturbed

Violent games ... just make the kid **a little bit more antisocial**: less friendly

Leslie

I used to think they were just **trendy**: *the latest fashion*

a status symbol thing: *sign of being rich or important*

She is able to **keep tabs on us**: *know where we are*

Ralph

You've got to **keep an eye on** the movies your children watch: *pay attention to*

You've got to **check out** the program: *become familiar with*



Eddie



Leslie



Ralph

LISTENING FOR SPECIFIC INFORMATION

1. Work with a partner. Read the descriptions of the people who were interviewed in the left column. Then listen to parts of their interviews. Write the form of media they are discussing in the right column. **Play** [1. p. 85]

Person

Eddie is 15 years old. He is interested in sports, music, and traveling

Type of media

Leslie is 24 years old. She is currently studying

to become a teacher.

Ralph is 40 years old. He is plumber and electrician.

Now listen to the entire interview with these three people. As you listen take notes on the positive and negative effects of the form of media each person is discussing. Write your notes in the below chart (play)

Person	Positive effects	Negative effects
Eddie		
Leslie		
Ralph		

Compare your notes with your partner.

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